



Board Meeting Agenda

June 20, 2022 — 7:00 p.m.



DDSB Students Support Local Communities

Across the system, Durham District School Board (DDSB) students and staff participated in fundraising events to support local organizations in Durham Region.

Students participated in events like 'Cram-a-Cruiser' to support Feed the Need in Durham and a 'Relay for Life' event raising money for cancer research.

Students and community members came together to help support those impacted by the recent storm across Durham Region and in Uxbridge in particular.

Thank you to students for helping to support the community!

Members of the public can participate in the board meeting by watching the live-stream on [YouTube](#).

Durham District School Board

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

Christine Thatcher
Vice Chair of the Board
Town of Whitby

TBD
Vice Chair, Standing
Committee

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

Scott Templeton
Town of Whitby

TBD
Town of Ajax
Wards 1 & 2

TBD
City of Oshawa

Kayla Malcolm
Student Trustee

James Kay
Student Trustee

De-Mario Knowles
Student Trustee

DURHAM DISTRICT SCHOOL

BOARD MEETING

Monday June 20, 2022 - 7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Moment of Silence/Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p> <p><u>Musical Presentation, Our Land Acknowledgement Song</u> (Highbush Public School, Grade One and Two Class, Teacher Alison Ovenell)</p>	
3. <u>O Canada</u>	
4. <u>Declaration of Office/Oath of Allegiance</u> (Director Norah Marsh)	Verbal
5. <u>Declarations of Interest</u>	Verbal
6. <u>Adoption of Agenda</u>	Verbal
7. <u>Minutes</u>	
(a) APPROVED Minutes of the Regular Board Meeting of April 19, 2022	1-11
(b) DRAFT Minutes of the Regular Board Meeting of May 16, 2022	12-20
(c) DRAFT Minutes of the Special Board Meeting of June 6, 2022	21-25
8. <u>Community Presentations</u>	

9.	<u>Ministry Memorandums-Information Update</u> (Director Norah Marsh)	Verbal
10.	<u>Public Question Period</u>	Verbal
11.	<u>DDSB Presentations</u>	
(a)	Student Trustee Recognition (Chair Carolyn Morton, Director Norah Marsh)	Verbal
(b)	Chairperson's Scholarship Award-2022 (Chair Carolyn Morton)	26
(c)	Abilities Scholarship Award (Superintendent Andrea McAuley)	27-28
(d)	Parent Involvement Committee (PIC) Annual Report (Trustee Scott Templeton, PIC Co-Chairs Huma Choudhary, Jim Van Allen)	29-33
12.	<u>Report from the Committee of the Whole in Camera</u>	Verbal
13.	<u>Good News from the System</u> (Director Norah Marsh)	Verbal
14.	<u>Recommended Actions</u>	
(a)	Election of Standing Committee Vice Chair (Chair Carolyn Morton)	Verbal
(b)	Election of Alternate Ontario Public School Boards' Association (OPSBA) Trustee (Chair Carolyn Morton)	Verbal
(c)	Election of Alternate Special Education Advisory Committee (SEAC) Trustees (Chair Carolyn Morton)	Verbal
(d)	Election of Alternate Parent Involvement Committee (PIC) Trustee (Chair Carolyn Morton)	Verbal
(e)	Report: Standing Committee Meeting June 6, 2022 (Trustee Christine Thatcher)	34-38
(f)	Consideration of the 2022-2023 Draft Budget (Trustee Donna Edwards)	39-90

(g)	Draft Emergency Closing of Schools Policy (Trustee Michael Barrett)	91-100
(h)	Special Education Plan and Programs 2022-2023 (Superintendent Andrea McAuley)	101-103
15.	<u>Information Items</u>	
(a)	Quarterly Construction and Major Projects Progress Report (Associate Director David Wright)	104-112
(b)	2022 Official Enrolment Projections (Associate Director David Wright)	113-132
(c)	DDSB Summer Programs (Superintendents Erin Elmhurst, Mohamed Hamid, Andrea McAuley, Stephen Nevills, Jack Nigro)	133-145
(d)	Indigenous Trustee (Trustee Donna Edwards)	146-148
(e)	Report: SEAC Meeting, April 21, 2022 (Trustee Donna Edwards)	149-157
(f)	Governance and Policy Committee Meeting, May 10, 2022 (Trustee Michael Barrett)	158-160
(g)	Notice of Motion: Revised Learning Resource Selection Policy (Trustee Michael Barrett)	161-167
(h)	Notice of Motion: Revised Bylaw: Receiving Board Correspondence/Letters (Trustee Michael Barrett)	168-198
(i)	OPSBA Report (Trustee Michael Barrett)	Verbal
16.	<u>Correspondence</u>	
i.	Ministry of Education	199
17.	<u>Other Business</u>	

18. Adjournment

Ad Hoc Committees

- (a) Equity and Diversity Ad Hoc Steering Committee
- (b) Director's Search Ad Hoc Committee
- (c) Trustee Vacancy Committee

APPROVED

MINUTES

The Regular Meeting of the Board

Tuesday, April 19, 2022

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

1. Call to Order:

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

Members Present: Trustees Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees De-Mario Knowles, Kayla Malcolm

Regrets: Trustee Patrice Barnes, Student Trustee James Kay

Officials Present: Director Norah Marsh, Associate Director David Wright, Superintendents Gary Crossdale, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Executive System Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton 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 Canada

5. Adoption of Agenda

That the agenda be amended to add 14.(e) Process of Acceptable Literacy Within School Libraries.

2022:RB41

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

CARRIED

2022:RB42

MOVED by Trustee Michael Barrett

SECONDED by Trustee Linda Stone

THAT THE AGENDA BE AMENDED AS APPROVED.

CARRIED

6. Minutes

2022:RB43

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Donna Edwards

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) REGULAR BOARD MEETING MINUTES OF FEBRUARY 22, 2022

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(a) DRAFT MINUTES OF THE SPECIAL BOARD MEETING MINUTES OF MARCH 10, 2022.

(b) DRAFT MINUTES OF THE REGULAR BOARD MEETING MINUTES OF MARCH 21, 2022.

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums-Information Update

Director Norah Marsh provided an update on the Book Review Process for trustees:

The DDSB Indigenous Education Policy and Indigenous Education Procedure on Classroom Practices: Teaching and Learning is different from the Resource Selection Policy and in this instance, it was the Indigenous Education Policy and Procedure were applied. It identifies that the District will uphold the purpose and the intent of the United Nations Declaration on the Rights of Indigenous Peoples

(UNDRIP) and the Truth and Reconciliation Commission's (TRC) Calls to Action to collectively support reconciliation.

This means making decisions that are grounded in the distinct rights of Indigenous peoples and centre Indigenous voices, self-governance, self-determination and free prior informed consent. Staff value Indigenous authorship and literature. Staff became aware of a concern from DDSB Indigenous families about a book. The families were asking staff to be accountable to the policy in terms of ensuring that it doesn't impact their children negatively and cause harm. Therefore, staff are conducting a review based on the complaint received. No definitive decision has been made at this time. The purpose of the review is to engage with Indigenous students, employees and communities to seek their direction.

Associate Director Jim Markovski provided the following update for trustees:

Associate Director Markovski shared that the DDSB has a high number of self-identified Indigenous students who represent a diversity of Indigenous nations and whose rights must be upheld.

The review process will include engaging the original rights holders, Indigenous students and families, Indigenous Advisory Circle, which include individuals who represent the DDSB's Treaty Partners and Indigenous Employee Network.

This is a thorough consultation process as outlined in the DDSB's Indigenous Education Policy to make sure all system resources are properly vetted to prevent harm.

The decision to review the resource was part of our broader efforts to challenge the way things have been done and live up to the guidance set out in our recently developed Indigenous Education Policy and Procedure, which includes being accountable to Indigenous students and families and to address systemic anti-Indigenous racism in all DDSB learning and working environments.

Superintendent Erin Elmhurst provided the following update for trustees:

Over the past five years the Indigenous Education Department has spent time with and in community building trusting relationships with Indigenous students, families, employees and community members.

Staff are fortunate to have built relationships that guide and support the work of the DDSB, as staff work together to interrupt colonial structures and barriers and promote and protect the rights of Indigenous students, families and staff to ensure the maintenance of a respectful, safe and positive school climate and the actions that support Giikendaaswin, and to service Indigenous student achievement and well-being.

Indigenous students and families have graciously trusted us and shared their experiences and the ongoing impacts of colonialism they are facing within the education system. Relationships have been fostered during Family Engagement

Nights, Indigenous Student Circles, Indigenous Leadership camps and through ongoing communication.

Staff are committed to bringing Indigenous voices forward as they work to dismantle systemic racism and engage in anti-colonial teaching and learning practices and processes and protect the self-determination of families.

With the growing trust that Indigenous students and families have felt with the Indigenous Department, families have recently connected to share concerns about resources being used in some schools and classrooms.

When these concerns are brought forward, action will be taken in protection of Indigenous students and families, which may include a review of some resources to ensure they align with the Indigenous Education Policy and Procedure.

We are strongly committed to fulfilling our duty to consult, and a process will follow to ensure the voices of the original rights holders, Indigenous Education Advisory Council (IEAC), Indigenous Employee Network, and Indigenous families guide this process.

Director Norah Marsh shared that a decision has not been determined and that the next steps are to consult with members of the Indigenous Advisory Circle and the Indigenous Educators Network to help inform how we move forward in a positive way as staff want what is best for all Indigenous students, staff, families and all students in the District and to close gaps around systemic discrimination that occur within education in Durham and across the country.

Trustee Niki Lundquist suggested that agenda item 14.(e) Process of Acceptable Literacy Within School Libraries be moved to this section of the agenda as it is related to the Director's update on the Book Review Process. The Chair and Trustee Michael Barrett were in agreement with this decision.

A trustee discussion took place, and trustee questions were responded to by staff.

2022:RB44

MOVED by Trustee Linda Stone

SECONDED by Trustee Paul Crawford

THAT TRUSTEES REQUEST THAT THE DDSB STAFF BRING FORWARD BY THE END OF MAY A REPORT TO THE TRUSTEES AROUND THE REMOVAL OF BOOKS, THE POLICY EXPLAINING THE CRITERIA FOR DOING SO AND THAT THE REPORT INCLUDE ALL BOOKS THAT HAVE BEEN REMOVED IN THE LAST TWO YEARS INCLUDING THOSE BOOKS THAT ARE NOW IN REVIEW.

2022:RB45

MOVED by Trustee Donna Edwards

SECONDED by Trustee Paul Crawford

That the above foregoing motion (2022: RB44) be amended to add:

THAT TRUSTEES REQUEST THAT THE DDSB STAFF BRING FORWARD BY THE END OF MAY A REPORT TO THE TRUSTEES AROUND THE REMOVAL OF BOOKS, INCLUDING THE POLICY EXPLAINING THE CRITERIA FOR DOING SO AND THE NUMBER OF BOOKS REMOVED OR UNREVIEWED BY THEME OR COMPLAINT

2022:RB46

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

That the above foregoing motion (2022: RB45) be amended to strike the following sentence and add:

TRUSTEES REQUEST THAT THE DDSB STAFF BRING FORWARD ~~BY THE END OF MAY~~ A REPORT TO THE TRUSTEES AROUND THE REMOVAL OF BOOKS, INCLUDING THE POLICY EXPLAINING THE CRITERIA FOR DOING SO, ~~AND THE NUMBER OF BOOKS REMOVED OR UNREVIEWED BY THEME OR COMPLAINT~~ AND INCLUDE A CHART THAT SPEAK TO THE THEME TRIGGERING A BOOK REVIEW AND THAT A REPORT BE PRESENTED TO THE GOVERNANCE COMMITTEE NO LATER THEN JUNE 1, 2022.

CARRIED

2022:RB47

MOVED by Trustee Linda Stone

SECONDED by Trustee Donna Edwards

TRUSTEES REQUEST THAT DDSB STAFF BRING FORWARD A REPORT TO TRUSTEES AROUND THE REMOVAL OF BOOKS, INCLUDING THE POLICY EXPLAINING THE CRITERIA FOR DOING SO, AND THE REPORT INCLUDE A CHART WITH THE THEMES THAT TRIGGER A BOOK REVIEW AND THAT THE REPORT BE PRESENTED TO THE GOVERNANCE COMMITTEE NO LATER THAN JUNE 1, 2022.

CARRIED

Director Norah Marsh provided a COVID-19 update for trustees:

Director Marsh shared that there has been a rise in the number of staff absences due to illness, as well as other reasons. There has been some stabilization in the last two weeks in terms of staff illness. It was reported at the last meeting that staff vacancy fill rates were at 83%. Staff are reporting that the board is currently at 90% in terms of replacing staff that are away.

Student absenteeism increased the week before March Break. The week of March 7-11, 2022, 15% of the student population were away from school. There was a small decrease in student absenteeism the week following March Break and during the week of April 11-14, 2022, on average 17% of the student population is away daily, which may be due to illness or other reasons.

Durham Regional Health Department is strongly recommending the use of masks when indoors.

9. Public Question Period

Dylan R., a student of DDSB presented a question virtually with regards to school bell times. Staff responded to the question.

Nicola McVeigh presented a question with regards to the Donald A Wilson SS Boundary Review. Staff responded to the question.

Dilveen Narzinjy presented a question with regards to the Donald A Wilson SS Boundary Review. Staff responded to the question.

Michael Labine provided a written question with regards to the Donald A Wilson SS Boundary Review.

Executive Lead Robert Cerjanec read the written questions that were submitted with regards to the book by David A. Robertson. Staff responded to the questions.

10. DDSB Presentations

There were no DDSB presentations at this time.

11. Report from the Committee of the Whole In Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole In Camera meeting and confirmed that the following matters were discussed: 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.

2022:RB48

MOVED by Trustee Christine Thatcher

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

CARRIED

12. Good News from the System

Misba and Void, students from G.L. Roberts C.V.I., shared good news from across the system on behalf of Durham District School Board (DDSB) students.

A huge congratulations goes out to Jadyn S., a Grade 8 student at Sunderland Public School, who has been named a Merit Award Winner in the Lions Club International Peace Poster Contest for her original design, which depicted a tree growing out of planet Earth with national flags as leaves to illustrate this year's contest theme: "We are all connected."

Wali, a student from Rosemary Brown Public School was chosen as the 3rd place winner for the Junior Kindergarten to Grade Three category for the Spark Art Show hosted by Ajax Public Library, in association with Pine Ridge Arts Council.

Kate Beirness, a Port Perry High School graduate who is now a sports broadcaster with TSN, will be among the inductees added to the Scugog Sports Hall of Fame on April 21, 2022.

Maryanne Oketch, a Sinclair Secondary School Alumna, is a cast member on the newest season of Survivor. Maryanne is most proud of writing an article for her university newspaper that led to being invited to consult with her university's Equity and Inclusion Officer on creating a better framework and support for Black students at McMaster University.

DDSB has its first Graduation Coach for Black students. Trecia Browne is the new Graduation Coach at Pine Ridge SS, and shared that "The aim is to build trusting relationships with our students, parents, guardians and also the school staff," "We try to help build the self-confidence of these students through relationship building."

Students from across the District join one another in the celebration of Ramadan. The Muslim Educators Network of Durham (MEND) and student ambassadors have created baskets which include dates, treats, and information on Ramadan. They have delivered them to secondary Principals during the first week of Ramadan.

On March 31st, 2022, DDSB students and teachers across the District raised awareness about Transgender Day of Visibility. Classes celebrated the accomplishments of transgender and gender nonconforming people while raising awareness of the work that still needs to be done to achieve justice for transgender people.

Students and staff across the District celebrated International Women's Day. Staff and students recognized the importance of supporting each other and working together on International Women's Day, and every day.

Three teachers from Eastdale CVI were nominated by students as #EastdaleExcellence for the positive impact they've had on their students' lives. The teachers nominated this month are: Mr. Jack, Mr. Nott, Ms. Coronado.

It is always fun to learn in our Care for Newcomer Children (CNC)! A Pajama Party and reading are just a few of the fun activities' children engaged in over the last few weeks. Thank you to our staff who create authentic learning opportunities for our youngest Durham Continuing Education learners.

Secondary students from the DDSB were invited to create artworks in a variety of media formats for display at a showcase hosted by the Robert McLaughlin Gallery in Oshawa. The re-launch of this popular program co-hosted by the DDSB and the Robert McLaughlin Gallery featured close to 70 students' artwork which were placed on display at the Gallery in March of 2022. Students demonstrated a depth of skill

Tuesday, April 19, 2022

and artistic talent that was met with great anticipation and appreciation by the gallery visitors.

Students at GL Roberts CVI from Mr. Lewis' class have been learning how to rebuild V6 & V8 car engines. The students have been tearing down and putting the car engines back together. This has provided an excellent opportunity for students to demonstrate their learning.

Mr. Bennett's Grade 9 Women In Trades students at Eastdale CVI have been busy constructing walls and learning how to install electrical circuits.

The Dates of Significance listed below take us up to the end of May.

Dates of Significance:

April 19	Vimy Ridge Day
April 19	Board Meeting
April 20	Ridvan
April 21	SEAC Meeting
April 22	International Earth Day
April 22	Holy Friday (Orthodox)
April 23	International Day of Silence
April 24	Armenian Genocide Memorial Day
April 24	Easter (Orthodox)
April 27	Administrative Professionals Day
April 28	Yom HaShoah – Holocaust Memorial Day
April 28	Laylat al-Qadr
May 1	National Principals Day
May 2-6	Education Week
May 3	Eid Ul Fitr (Islam)
May 5	Cinco de Mayo
May 8	Mother's Day
May 8	Support Staff Appreciation Day
May 13	Ascension (Christianity)
May 15	International Day of Families
May 16	Vesak (Buddhist)
May 17	Int. Day Against Homophobia, Transphobia and Biphobia
May 12 - 18	Tamil Genocide Education Week
May 23	Victoria Day
May 28	Ascension of Bahá'u'lláh (Bahá'í)
May 30 - Jun 5	National Accessibility week

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of April 4, 2022

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on April 4, 2022.

2022:RB49

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Donna Edwards

THAT THE BOARD RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE APRIL 4, 2022 STANDING COMMITTEE MEETING.

CARRIED

(b) Donald A Wilson-Boundary Review

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca and Manager of Property and Planning Carey Trombino who provided trustees with an overview of the revised Donald A Wilson Secondary School's Regular program boundary and the French Immersion program boundary due to accommodation pressures and the inability to accommodate the 2022-2023 projected enrolment at the Donald A Wilson SS site.

Trustee questions were answered.

2022:RB50

MOVED by Trustee Scott Templeton

SECONDED by Trustee Christine Thatcher

IT IS RECOMMENDED THAT, AS OF THE 2022-2023 SCHOOL YEAR, THE BOARD OF TRUSTEES APPROVE STAFF OPTION 1.

THIS RECOMMENDATION WOULD, OVER A 6-YEAR PROJECTION PERIOD, RESULT IN AN AVERAGE OF APPROXIMATELY 37% OF THE FRENCH IMMERSION PROGRAM AT DONALD A WILSON SS BEING RELOCATED TO ANDERSON CVI THROUGH THE REDIRECTION OF.

- THE 2021-2022 GRADE 8 STUDENTS HOLDING AT JULIE PAYETTE PS AND JOHN DRYDEN PS, FI FEEDER SCHOOLS TO ANDERSON CVI FOR GRADE 9 IN THE FI PROGRAM; AND
- THE 2021-2022 GRADE 9 CLASS OF STUDENTS THAT RESIDE WITHIN THE JULIE PAYETTE PS AND JOHN DRYDEN PS, FI FEEDER SCHOOL BOUNDARIES TO ANDERSON CVI.

OVER THE SAME PROJECTION PERIOD, AN AVERAGE OF APPROXIMATELY 20% OF THE REGULAR PROGRAM AT DONALD A WILSON SS WOULD BE RELOCATED TO SINCLAIR SS THROUGH THE REDIRECTION OF:

- THE 2021-2022 GRADE 8 STUDENTS THAT RESIDE WITHIN THE ROBERT MUNSCH PS AND HOLDING STUDENTS FROM ORMISTON PS FEEDER SCHOOLS TO SINCLAIR SS FOR GRADE 9 IN THE REGULAR PROGRAM; AND
- THE 2021-2022 GRADE 9 CLASS OF STUDENTS THAT RESIDE WITHIN THE ROBERT MUNSCH PS AND THE HOLDING AREA ATTENDING ORMISTON PS FEEDER SCHOOL BOUNDARIES TO SINCLAIR SS.

CARRIED

(a) Bell Time Review

Durham Student Transportations Services (DSTS) Chief Administrative Officer Kelly Mechoulan provided trustees with an update on bell times, the completion of the public consultation process, the outcome of the additional survey to some secondary schools and to seek the Board's approval of the recommended bell time changes for the 2022-2023 school year.

Trustee questions were answered.

2022:RB51

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT THE BOARD OF TRUSTEES OF THE DURHAM DISTRICT SCHOOL BOARD APPROVE THE RECOMMENDATION OF THE DSTS GOVERNANCE COMMITTEE AND THE BELL TIME ADJUSTMENTS FOR DDSB ELEMENTARY AND SECONDARY SCHOOLS AS OUTLINED IN APPENDIX A - DSTS REGIONAL BELL TIME REVIEW.

CARRIED

14. Information Items

(a) Notice of Motion: Draft Human Rights, Anti-Discrimination and Anti-Racism Policy

Trustee Michael Barrett provided trustees with the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy ("Human Rights Policy") for Notice of Motion and to move the policy forward for approval by the Board of Trustees at the May 16, 2022 Board meeting.

Trustee questions were answered.

(b) Notice of Motion: Revised Safe and Respectful Workplace and Harassment Prevention Policy

Trustee Michael Barrett provided trustees with the Draft Revised Safe and Respectful Workplace and Harassment Prevention Policy for Notice of Motion and to move the

policy forward for approval by the Board of Trustees at the May 16, 2022 Board meeting.

Trustee questions were answered.

(c) Report: SEAC Meeting of February 17, 2022

Trustee Donna Edwards presented the SEAC meeting minutes of February 17, 2022.

OPSBA Report

Trustee Donna Edwards provided an information update on the upcoming OPSBA workshop for trustees.

15. Correspondence

There was no correspondence at this time.

16. Other Business

There was no other business at this time.

17. Adjournment

2022:RB52

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:49 p.m.

Carolyn Morton

Chair

Norah Hark

Secretary

DRAFT

MINUTES

The Regular Meeting of the Board

Monday May 16, 2022

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

1. Call to Order:

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

Members Present: Trustees Michael Barrett, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm

Regrets: Trustees Patrice Barnes, Paul Crawford

Officials Present: Director Norah Marsh, Associate Director David Wright, Superintendents Gary Crossdale, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

Chair Carolyn Morton shared that Board has received a letter of resignation from Trustee Linda Stone and that the Board will be considering the acceptance of the resignation.

Chair Morton also shared that tomorrow is the International Day Against Homophobia, Transphobia and Biphobia and that the DDSB recognizes the historical and ongoing oppression that 2SLGBTQI peoples face, across our greater society including education systems, and commits to moving forward with the intention to acknowledge past traumas and build a system that celebrates, supports, respects, values, and embraces Two-Spirit and LGBTQIA peoples. Tomorrow, there will be many flag raisings taking place at schools across the District where students, staff and community partners will come together in allyship and support. The Education Centre flag raising will be streamed live to the DDSB's social media channels. We hope you can join us virtually for this important day.

Chair Morton acknowledged that this past weekend, we woke up to the news of a tragic racist hate crime impacting our neighbours in Buffalo, New York. The Durham District School Board stands with our neighbours and friends south of the border and offer our sincere condolences to everyone affected by this tragedy. The Board condemns any act of anti-Black racism and all forms of hate. The Board honoured the memory of the victims and those impacted with a of moment of silence.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton 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 Canada

5. Adoption of Agenda

The agenda was amended to move item 14.(e) Governance and Policy Committee Report, March 24, 2022 to item 14.(b).

2022:RB53

MOVED by Trustee Scott Templeton

SECONDED by Trustee Darlene Forbes

THAT THE AMENDED AGENDA IS APPROVED.

CARRIED

6. Minutes

2022:RB54

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Christine Thatcher

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) THE SPECIAL BOARD MEETING MINUTES OF MARCH 10, 2022.

(b) THE REGULAR BOARD MEETING MINUTES OF MARCH 21, 2022.

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(c) THE REGULAR BOARD MEETING MINUTES OF APRIL 19, 2022.

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums-Information Update

Chair Carolyn Morton shared that Director Norah Marsh will be retiring at the end of December 2022 and thanked her for her service to the Durham District School Board.

Director Norah Marsh expressed her gratitude to the entire Durham community who have done a wonderful job welcoming her to the DDSB. Director Marsh shared that it has been an honour implementing the work of the trustees Ignite Learning Strategic Plan. She noted that it has been both an honour and humbling to have seen the brilliance of staff within this District and how they have shone light so brightly and creatively on students to achieve equity of opportunity, experiences and outcomes for student across the District, recognizing that there is still much work to do. Director Norah Marsh thanked staff for the teamwork achieved as student are well served and positioned to be successful in terms of 21st Century Global Competencies, which is needed to be successful in today's world. 21st Century Global Competencies are grounded in a solid understanding of Indigenous rights, human rights and environmental sustainability and that is the work that the DDSB staff have been doing within the Ontario Curriculum and that she is very proud of the work.

Director Norah Marsh provided the following update for trustees:

Tomorrow is International Day against homophobia, transphobia and biphobia and shared that it is an opportunity for the board to consider systemic oppression and overt discrimination encountered by members of the 2SLGBTQI communities. There will be a flag raising at the Education Centre tomorrow, during the ceremony staff will share the work that staff are actively doing to overcome the systemic oppression experienced within the community. Director Marsh shared that she wants to acknowledge and understand the hurt and trauma that is part of their experience within the educational system and that is what we are coming together to overcome.

There were no Ministry memos to report at this time.

Director Norah Marsh shared that staff had the pleasure of hearing Student Trustee De-Mario Knowles speak to all Directors and Superintendents of Public Education across the province and share his perspective of education in Ontario. Director Marsh thanked him for his presence at the OPSOA Conference.

9. Public Question Period

Dylan R., a student of DDSB presented a question virtually with regards to secondary exams. Staff responded to the question.

Lisa Robinson provided a written question with regards to gender neutral washrooms. Staff responded to the question.

Tara Painchaud provided a written question with regards to DELF exams for DDSB French Immersion students. Staff responded to the question.

Tasha Manoranjan provided a written question with regards to Tamil Genocide Memorial Day. Staff responded to the question.

Alicia McAuley Ashfield provided a written question with regards to Trustee Code of Conduct as it relates to social media usage. Staff responded to the question.

10. DDSB Presentations

(a) Ignite Durham Learning Foundation

Chair Carolyn Morton introduced Ignite Durham Learning Foundation Executive Director, Stacey Lepine-Fisher and Chair Neil Joshi, who provided trustees with a PowerPoint and update on the Ignite Durham Learning Foundation.

Trustee questions were answered.

11. Report from the Committee of the Whole In Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole In Camera meeting and confirmed that the following matters were discussed: 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, the acquisition or disposal of a school site and administrative transfers.

2022:RB55

MOVED by Trustee Christine Thatcher

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

CARRIED

12. Good News from the System

Tiara and Eleni from Pine Ridge SS shared good news from across the system on behalf of Durham District School Board (DDSB) students.

We recently celebrated Education Week, which took place from May 2 to 6, 2022. The week recognized the collective efforts to support student achievement, success and well-being.

Education Week helps us to recognize the challenges faced and the obstacles we have overcome with the help of union and federation partners at CUPE, ETFO, OPC, and OSSTF.

Each year, DDSB students show their willingness and ability to support members of our community by helping to find a cure for cancer. This year, schools across the District organized and engaged their communities by raising \$241,482 for the Terry Fox Foundation.

On April 27, 2022, staff and students recognized administrative staff across the District. Administrative staff provide real benefits to students, their colleagues, community and the board. Thank you to all our secretaries and administrative professionals across the DDSB.

Children's Mental Health Week is about increasing awareness of child and youth mental health and decreasing stigma, while also spreading the word that help is available and it works. Staff spoke with students about the importance of being healthy not just in their bodies, but in their minds as well. Many events both in person and virtually took place in support of Children's Mental Health across the DDSB.

Earth Day is a day of action to change human behaviour to best preserve our earth. Students and staff did just that! Students took part in picking up trash, growing plants from seedlings, walking or biking to school and learning how we can protect our earth.

Ethan D., a DDSB@Home Secondary student received an Honourable Mention Recognition for his creative talents. Ethan submitted two logos to the Ontario Schools Cricket Association logo design contest and one of his submissions was described as being among the best in Ontario, according to the association's Board of Directors.

DDSB students are using the outdoors to advance their learning. With spring weather in the air, many schools have taken advantage of the sunny days to engage in learning outside. Students took field trips to the Nonquon Outdoor Education Centre while other schools provided lesson to students in outdoor classrooms.

Over 500 attendees listened to Dr. John Duffy as he spoke about Parenting the 'New Teen in the Age of Anxiety.' Dr. Duffy offered real-life examples that were easily identifiable to the audience. Practical suggestions encouraged parents to create a positive atmosphere in the home to ensure a space where children can express themselves.

Each year, Skills Ontario hosts a competition and career exploration showcase for students at the elementary level all the way to post-secondary. In teams or independently, students from across the District competed in various skilled trades. This year, there were 39 competitors at the secondary level. Of those 39, seven won medals! Gold medal winners will go on to compete at Nationals on May 26 and 27, 2022.

The DDSB has received approval for the construction of two new schools to open in September 2026. These schools will serve north Oshawa secondary students and

May 16, 2022

elementary students who live in the Pickering-Seaton community. The new schools will reduce enrollment pressure on schools in the surrounding communities.

Director Norah Marsh acknowledged Administrative Assistants Day and Administrator's Day and the important work that they both do to support our students and the system.

Dates of Significance:

May 16	Vesak
May 17	International Day Against Homophobia, Transphobia and Biphobia
May 18	Tamil Genocide Education Week
May 23	Victoria Day
May 26	Student Recognition Night
May 28	Ascension of Bahá'u'lláh
May 30-June 5	National Accessibility Week
June	Pride Month
June	Italian Heritage Month
June	Portuguese History and Heritage Month
June	Indigenous History Month
June 1	Red Shirt Day
June 2	Ascension (Orthodox)
June 5	Pentecost (Christianity)
June 5	World Environment Day
June 6-8	Shavuot
June 8	World Oceans Day
June 10	Portugal Day
June 12	Pentecost (Orthodox)
June 16	Martyrdom of Guru Arjan Dev
June 18	Autistic Pride Day
June 19	Father's Day
June 19	Juneteenth
June 19	United Empire Loyalists' Day
June 20	Summer Solstice
June 20	Litha (Wicca)
June 21	National Indigenous Peoples Day
June 24	St. Jean-Baptiste Day
June 27	Multiculturalism Day
June 28	Stonewall Rebellion Day

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of May 2, 2022

Trustee Christine Thatcher shared with trustees the minutes of the Standing Committee meeting on May 2, 2022.

May 16, 2022

2022:RB56

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Donna Edwards

THAT THE BOARD RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE MAY 2, 2022 STANDING COMMITTEE MEETING.

CARRIED

(b) Trustee Matter

Chair Carolyn Morton provided an overview of the letter that was received from Trustee Linda Stone resigning from the Board of Trustees. The Education Act states that a resignation can be accepted with consent of the majority of members present.

2022:RB57

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE BOARD OF TRUSTEES IMMEDIATELY ACCEPT THE RESIGNATION OF TRUSTEE LINDA STONE.

CARRIED

2022:RB58

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT PURSUANT TO THE EDUCATION ACT AND THE PROCESSES ESTABLISHED BY THE BYLAWS, SECTION 6.1 AND 6.2, THAT THE BOARD STRIKES A COMMITTEE TO FILL THE VACANCY CREATED BY THE RESIGNATION OF TRUSTEE LINDA STONE.

CARRIED

(c) Draft Human Rights, Anti-Discrimination and Anti-Racism Policy

Trustee Niki Lundquist provided an overview of the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy for trustees which came before the Board as a Notice of Motion on April 19, 2022.

Trustee questions were answered.

2022:RB59

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

That the Board of Trustees consider and, as it may deem appropriate, approve the Draft Human Rights, Anti-Discrimination and Anti-Racism Policy.

CARRIED

(d) Revised Safe and Respectful Workplace and Harassment Prevention Policy

Trustee Niki Lundquist provided an overview of the revised Safe and Respectful Workplace and Harassment Prevention Policy for trustees which came before the Board as a Notice of Motion on April 19, 2022.

Trustee questions were answered.

2022:RB60

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

That the Board of Trustees consider and, as it may deem appropriate, approve the revised Safe and Respectful Workplace and Harassment Prevention Policy.

CARRIED

14. Information Items

(a) Notice of Motion: Revised Emergency Closing of Schools Policy

Trustee Niki Lundquist provided trustees with an overview of the revised Emergency Closing of Schools Policy as a Notice of Motion so that the policy moves to the June 20, 2022 Board meeting for consideration.

Trustee questions were answered.

(b) Governance and Policy Committee, March 24, 2022

Trustee Niki Lundquist provided trustees with the March 24, 2022 Governance and Policy Committee meeting report.

(c) Recirculation of Surplus Property Former Cartwright HS, Former HW Knight PS

Associate Director David Wright introduced Manager of Property and Planning Carey Trombino who provided trustees with information on the former Cartwright HS and former HW Knight PS sites, declared surplus to the Durham District School Board.

Trustee questions were answered.

(d) Integrity Commissioner Annual Report

The Board Member (Trustee) Code of Conduct stipulates that the Integrity Commissioner is to provide the Board with an annual report on complaints received during the year that are not within the jurisdiction of the Integrity Commissioner. General Counsel Patrick Cotter provided an overview of the annual report.

Trustee questions were answered.

(e) Report: SEAC Meeting of March 10, 2022

Trustee Donna Edwards presented the SEAC meeting minutes of March 10, 2022.

OPSBA Report

There was nothing to report at this time.

15. Correspondence

16. Other Business

There was no other business at this time.

17. Adjournment

2022:RB61

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:40 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Monday, June 6, 2022

8:00 p.m.

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

1. Call to Order:

Roll Call: Trustee Carolyn Morton, Chair of the Board.

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Scott Templeton, Christine Thatcher, Student Trustees James Kay and De-Mario Knowles

Regrets: Student Trustee Kayla Malcolm

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

Recording Secretary: Gillian Venning

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton 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.

Special Meeting of the Board Minutes
June 6, 2022

4. Adoption of Agenda

2022:SB12

MOVED by Chair Carolyn Morton

SECONDED by Trustee Donna Edwards

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Action

(a) Trustee Matter

Chair Carolyn Morton confirmed receipt of a letter from Trustee Patrice Barnes resigning from the Board of Trustees effective Wednesday, June 8, 2022 due to her election as MPP for the Town of Ajax.

It was noted that should the resignation of Trustee Barnes be accepted additional matters will need to be put forward for discussion.

2022:SB13

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT THE BOARD ACCEPT THE RESIGNATION OF TRUSTEE BARNES.

CARRIED

Chair Carolyn Morton shared that with the acceptance of the resignation of Trustee Barnes, the Board would need to determine whether the Vacancy Committee would deal with this second vacancy under its current Terms of Reference.

2022:SB14

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Michael Barrett

THAT THE TERMS OF REFERENCE OF THE CURRENT VACANCY COMMITTEE NOW INCLUDE THE SECOND VACANCY CREATED BY THE RESIGNATION OF TRUSTEE BARNES.

CARRIED

Special Meeting of the Board Minutes
June 6, 2022

(b) Waiver of Trustee Appointment Interview Provisions

Trustee Michael Barrett shared that based on staff recommendation, the Vacancy Committee has determined that the appointment for the vacancies will occur at the June 20, 2022 Board Meeting and that the interviews will be held on June 16, 2022. It was noted that the current by-laws provide that the vacancy committee “shall establish the interview date and the schedule of interviews” but also indicates that the interviews are to be on a Monday and are to be completed by 4:30 p.m.

2022:SB15

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT THE BOARD SUSPEND THE RULE THAT THE INTERVIEWS OCCUR ON A MONDAY AND THAT THEY BE COMPLETED BY 4:30 P.M., SO THAT THE COMMITTEE HAS FLEXIBILITY TO MOVE FORWARD WITH THE PROCESS IN A TIMELY WAY.

CARRIED

(c) Election of Audit Committee Member

Chair Carolyn Morton noted that due to the recent resignation of Trustee Linda Stone, there is a vacancy on the Audit Committee and asked for the nomination of a trustee to serve on the Audit Committee for the remainder of the current term.

Nominations for the position of Audit Committee member were opened.

Trustee Donna Edwards self-nominated.

After three calls for additional nominations and seeing none, nominations for the position of Audit Committee member were closed.

Trustee Donna Edwards was acclaimed to the position of Audit Committee member.

(d) Election of Alternate Special Education Advisory Committee (SEAC) Member

Chair Carolyn Morton noted that due to the recent resignations of Trustee Linda Stone there is a vacancy on the Special Education Advisory Committee (SEAC) for an alternate member and asked for the nomination of a trustee to serve on SEAC as an alternate member for the remainder of the current term.

Nominations for the position of SEAC alternate member were opened.

Special Meeting of the Board Minutes
June 6, 2022

Trustee Christine Thatcher self-nominated.

After three calls for additional nominations and seeing none, nominations for the position of SEAC alternate member were closed.

Trustee Christine Thatcher was acclaimed for the position of SEAC alternate member.

(e) Election of OPSBA Voting Member

Trustee Donna Edwards noted that due to the resignation of Trustee Patrice Barnes, there is not a voting member available to represent the DDSB at the upcoming OPSBA annual general meeting.

Trustee Donna Edwards put forth a recommendation that Trustee Michael Barrett serve as the voting member on OPSBA for the period covering the annual general meeting on June 9 – 11, 2022.

Nominations for the position of OPSBA voting member were opened.

Trustee Michael Barrett self-nominated.

After three calls for additional nominations and seeing none, nominations for the position of OPSBA voting member were closed.

Trustee Michael Barrett was acclaimed for the position of OPSBA voting member.

(f) Director's Search Ad Hoc Committee

Chair Carolyn Morton noted that Director Norah Marsh has informed the Board that she will be retiring by the end of the calendar year and noted the importance of forming a Director's Search Ad Hoc Committee to begin the work of recruiting and hiring a new Director over the summer months.

It was further noted that should the Board decide to establish a Director's Search Ad Hoc Committee, that the first meeting of the Committee take place in-camera right after the Vacancy Committee meeting this evening.

2022:SB16

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

THAT, IN LIGHT OF DIRECTOR MARSH'S UPCOMING RETIREMENT, THE BOARD ESTABLISH AN AD HOC COMMITTEE WITH TERMS OF REFERENCE TO OVERSEE AND UNDERTAKE ANY AND ALL STEPS THE

Special Meeting of the Board Minutes
June 6, 2022

COMMITTEE DEEMS APPROPRIATE IN THE SEARCH FOR A NEW DIRECTOR OF EDUCATION AND TO REPORT BACK TO THE BOARD OF TRUSTEES (COMMITTEE OF THE WHOLE, CLOSED SESSION) WITH A RECOMMENDATION AS TO THE PREFERRED CANDIDATE(S) FOR THE BOARD'S CONSIDERATION AND DETERMINATION. THIS REPORT BACK SHOULD BE MADE BY NO LATER THAN OCTOBER 31, 2022. IF ANY DELAY IS ENCOUNTERED, THE COMMITTEE IS TO REPORT BACK TO THE BOARD SO THAT AN AMENDED DATE MAY BE CONSIDERED.

CARRIED

6. Adjournment

Prior to adjournment, Trustee Patrice Barnes thanked the Board and staff for their support and guidance in her role as trustee over the past eight years and expressed her sincere appreciation for the opportunity to serve the DDSB.

2022:SB17

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 8:41 p.m.

Chair

Secretary

REPORT TO: Durham District School Board

DATE: June 20, 2022

SUBJECT: Chairperson's Scholarship Award - 2022

PAGE: 1 of 1

ORIGIN: Carolyn Morton, Chair of the Board

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

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

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

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

A committee consisting of the Chairperson of the Board, Carolyn Morton, Trustees Patrice Barnes, Donna Edwards, Niki Lundquist and Scott Templeton reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2022 to Grace Boyce, a student at Sinclair Secondary School.

Grace Boyce has been involved in the Sinclair Community for the past four years. She has been a member of the Gay Straight Alliance (GSA), developed the Sinclair Leadership Camp and has been a part of the White Pine Book Club.

Grace has been a champion and has contributed her talents to the LGBTQ community. At weekly meetings, she created a positive atmosphere and was a kind, passionate individual with whom students could rely on and confide in. She provided a safe space for her peers who were nervous, using humor and compassion to help them express their problems and to find solutions to daily struggles.

Teachers know her throughout the school for her dedication to social justice issues. She has a connection to the school but also to the community. Grace volunteers as a summer camp counselor and has helped raise money for McHappy Day.

Her caring nature and personality allow her to work well with others in a team setting. Grace respects the opinions of others even when they differ from her own. Grace planned and developed a two-day leadership camp for the school body that discussed diversity, leadership, environmental issues and mental health.

Grace is compassionate, mature and an independent person who has made a significant difference at Sinclair Secondary School.

Grace Boyce exemplifies leadership and citizenship making her a worthy recipient of the Chairperson's Scholarship.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 20, 2022

SUBJECT: Abilities Scholarship Award

PAGE #: 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education

1. Purpose

The purpose of this report is to provide information to the Board of Trustees of the Durham District School Board's (DDSB) Abilities Scholarship 2022 recipient.

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.

- Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their full potential and are celebrated for their achievements.

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

- Partnerships are an important foundation to supports and services for students. Staff appreciate the ongoing collaboration with the Learning Disabilities Association of Durham Region.

3. Background

3.1 Abilities Scholarship

The Learning Disabilities Association of Durham Region (LDADR) and the DDSB partner to provide an annual \$1000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB secondary student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college or university) in the upcoming academic year.

A committee comprised of members of the Learning Disabilities Association of Durham Region, the DDSB Special Education Advisory Committee (SEAC) Chair and SEAC Trustee representatives reviewed the nominations to determine the recipient of the scholarship.

3.2 2022 Abilities Scholarship Recipient

Congratulations goes to Shyanne Alisia Brown, of J. Clarke Richardson Collegiate, who is the 2022 Abilities Scholarship recipient.

Ms. Brown's submission detailed how she drew on the support of her mom in understanding her strengths and needs along with the importance of taking "it one day at a time" in order to meet with success.

In September, Ms. Brown will be continuing her studies at Centennial College – Story Arts Centre in Broadcasting - Film, Television.

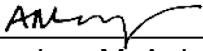
4. Conclusion and/or Recommendations

This report is provided to Trustees for information and celebration.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Andrea McAuley, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 20, 2022
SUBJECT: Parent Involvement Committee Annual Report **PAGE NO.:** 1 of 2
ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Margaret Lazarus, Superintendent of Education

1. Purpose

The Parent Involvement Committee (PIC) Year-End Report 2021-2022 is being shared with the Board of Trustees to provide a summary of the committee's activities for the year.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Gathering parent/guardian voice through the Parent Involvement Committee.
- Improving student achievement through the engagement of parents/guardians in their children's learning and school communities.

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

- Enhancing student well-being and creating safe, welcoming, and inclusive learning spaces through parent/guardian engagement.

3. Background

The Durham District School Board (DDSB) recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that centre on human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

As outlined in Ontario Regulation 612/00, all school boards in Ontario are required to have a Parent Involvement Committee (PIC). The PIC provides the school board with information and advice to help engage parents. The PIC undertakes district-wide events to engage parents to help support their children's learning at home and school. The Committee also shares information with and supports School Community Councils (SCC).

4. Analysis

To support a variety of engagement opportunities for parents/guardians, the PIC established working groups that led several key initiatives, including:

- Parent Reaching Out (PRO) Grants;
- Parent Engagement Series;
- Durham Partners Symposium; and
- Parent Engagement Communication.

The Parent Involvement Year-End Report 2021-2022 (Appendix A) summarizes the committee's activities. These include:

- Volunteer of Distinction Recognition;
- 3 Parent Engagement Newsletters;
- 30 Parent Reaching Out (PRO) Grant projects, involving 66 school communities across the District and DDSB Affinity Network;
- Parent Engagement Series (Regional SCC) events; and
- Durham Partners Symposium.

5. Communication Plan

The Parent Involvement Year-End Report 2021-2022 will be shared with PIC members and SCC Chairs and will be made available on the DDSB Parent Involvement Committee web page.

6. Conclusion

This report is provided to Trustees for information.

7. Appendices

Appendix A – The Parent Involvement Year-End Report 2021-2022

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Margaret Lazarus, Superintendent of Education

PARENT INVOLVEMENT

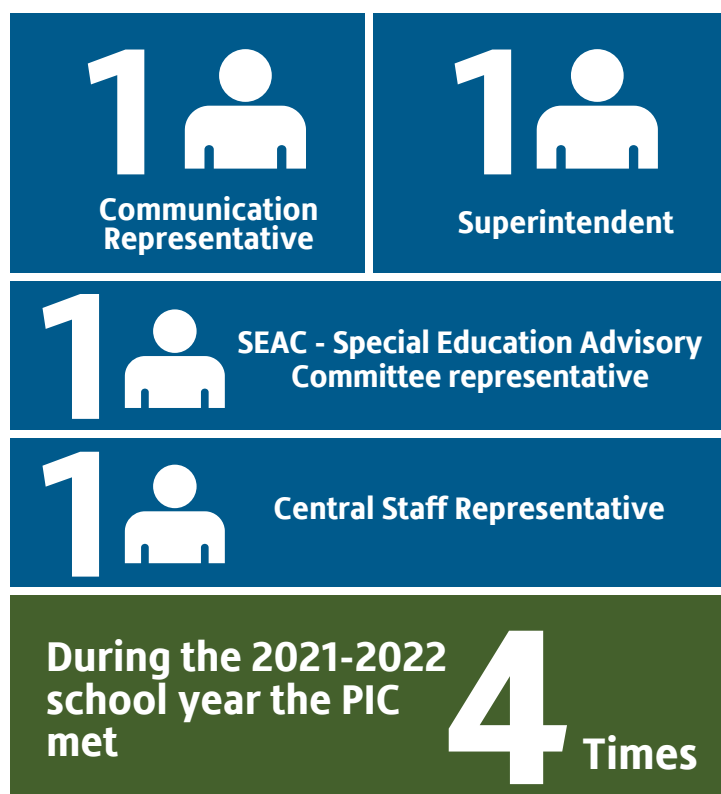
YEAR END REPORT 2021-2022



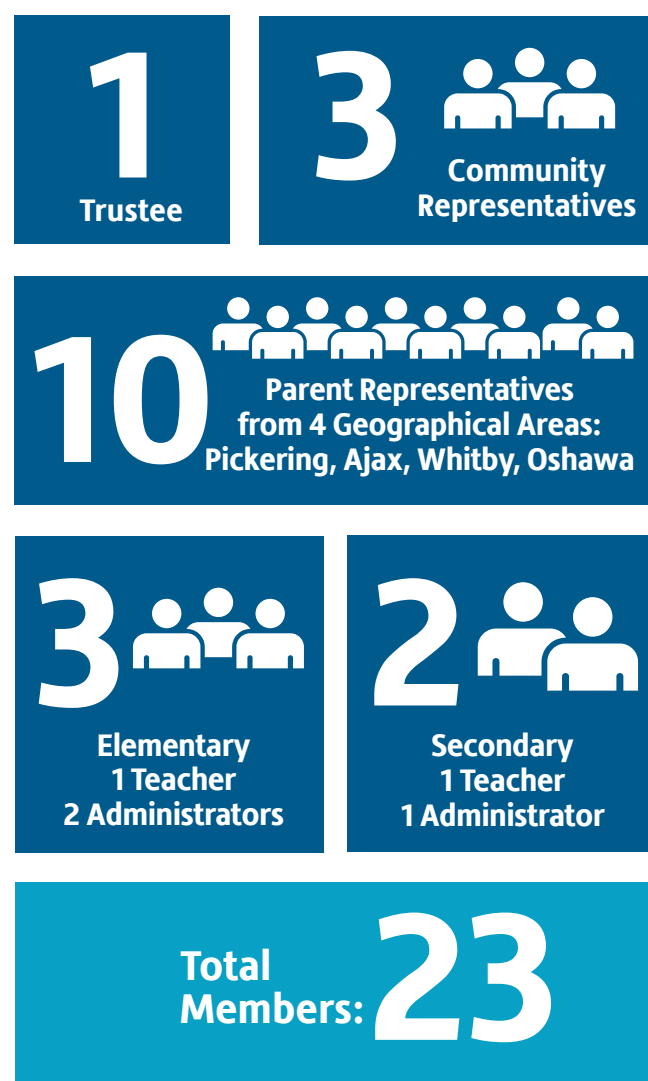
This report has been provided to the Board of Trustees as required by the DDSB Regulation: Parent Involvement Committee and Ontario Regulation 330/10 which states that "The Parent Involvement Committee shall annually submit a written summary of the committee's activities to the Chair of the Board and the Director of Education"

The Parent Involvement Committee (PIC)

provides the school board with information and advice to help engage parents. The PIC undertakes activities to help parents support their children's learning at home and school. They also share information with and support School Community Councils.



The Parent Involvement Committee comprises



Parents Reaching Out (PRO) Grants

A key focus for PRO Grant Initiatives is to reduce barriers to parent engagement and meet the individual needs in the school communities. The Ministry of Education provided \$75,796.31 to support PRO Grants in the DDSB. With a focus on collaboration between school communities, School Community Councils (SCC) members were invited to attend an information and PRO Grant co-planning session on January 19, 2022.

32 Applications were approved involving 60 schools, including DDSB@Home and 3 Affinity Network Groups.

Parent Engagement Series: Dr. John Duffy “ Parenting the New Teen in the Age of Anxiety” May 5th, 2022

Dr. John Duffy kept an audience of over 500 parents, guardians and caregivers spellbound for two hours as his presentation focused on Parenting the New Teen in the Age of Anxiety. Sharing personal anecdotes that were highly relatable, easy to follow and very engaging. Duffy spoke from a position of personal knowledge and experience. Copies of Dr. Duffy’s book were given away to some lucky winners! The consensus was unanimous, Dr. Duffy’s presentation was a success and we look forward to his next book and possible return.

Approximately 445 views on YouTube;
https://youtu.be/g4_GTzqmHqM

Durham Partners Conference: Building Positive Relationships May 17, 2022

The Durham Partners (Caring, Collaborating, Co-Learning) Conference was an opportunity for parents, caregivers, and guardians to engage in learning about building and maintaining positive relationships for students and families. Over 905 families registered for the event, with over 650 attending the Zoom presentation and an additional 12 dialling in via telephone.

Parent Engagement Series
 presented by DDSB Parent Involvement Committee

PARENT ENGAGEMENT

PARENTING THE NEW TEEN IN THE AGE OF ANXIETY

“More than ever, our children need us to help them make sense of, and integrate, all they take in, starting at a very early age. To do that, we must know and truly understand their world.”

Dr. John Duffy

Join psychologist, best-selling author, speaker and national media personality **Dr. John Duffy** as he guides parents, guardians and caregivers to be the compass their child needs in a complicated world that has our children psychologically and emotionally burdened by social media, unreasonable academic and social stressors, and an unprecedented stream of information. drjohnduffy.com

An opportunity for questions and answers will follow the keynote presentation.

REGISTER for the presentation and a chance to win Dr. Duffy's latest book *Parenting the New Teen in the Age of Anxiety* bit.ly/3J8WUTV

SAVE THE DATE
Thursday, MAY 5, 2022
7:00-9:00pm

DDSB
 Ignite Learning

The format of the conference included a panel discussion with DDSB education leaders on the topic of Building Positive Relationships, followed by a series of breakout sessions to go deeper into the supports that are available to parents/guardians/caregivers to help their child connect and thrive.

Breakout Sessions:

- BeMe: The “Black Excellence Made Evident” Group
- Choosing My Success
- Digital Footprint Awareness
- Equity & Inclusion
- Parenting in the Age of Social Media
- Starting the Conversation
- The Changing Patterns of Recreation Substance Use for Youth

Durham Partners
Caring • Collaborating • Co-Learning

FREE VIRTUAL CONFERENCE

BUILDING POSITIVE RELATIONSHIPS

TUESDAY, MAY 17, 2022 • 6:00PM – 8:00PM

The Durham Partners (Caring, Collaborating, Co-Learning) Conference is an opportunity for parents and guardians to engage in learning about building and maintaining positive relationships for students and families. The format of the conference includes a panel discussion around the topic of building positive relationships, followed by a series of break-out rooms in which individual panelists and invited guests will go deeper into the supports which parents/guardians can use to help their students connect and thrive in our current reality.

PANEL DISCUSSION
Join panel members Erin Elmhurst, Denise Nickerson, Michelle Evans, Jennifer Henderson (Indigenous Education), Merrill Matthews and Camille Aili (Equity & Inclusion), Dan Hogan and Holly Richard (Positive School Climate), and Conor Jinkinson and Stefanie Pelleboer (Inclusive Student Services), as we discuss how to Build Positive Relationships.

BREAK OUT SESSIONS

- BeMe: The “Black Excellence Made Evident” Group
- Choosing My Success
- Digital Footprint Awareness
- Equity & Inclusion
- Parenting in the Age of Social Media
- Starting the Conversation
- The Changing Patterns of Recreation Substance Use for Youth

FREE PIZZA
Register before Tuesday, May 10th and receive free pizza delivered hot and fresh to your home.

REGISTER NOW FOR FREE! bit.ly/32Xm5rS

DDSB
Ignite Learning

Volunteer of Distinction - Recognition Fall 2021

Each year the PIC and DDSB recognize the valued work of volunteers. This year, we sent out gifts and certificates to each school to recognize their Volunteer of Distinction. A donation has been made to the Ignite Durham Learning Foundation on behalf of the Volunteers of Distinction.

Parent Engagement Communication

Parent Engagement e-newsletters include information, resources and strategies for parents/guardians, related to navigating the pandemic, which was created and shared widely.

PARENT ENGAGEMENT
Supporting
Parents as Partners in Education

► E-newsletter from DDSB Parent Involvement Committee (PIC) DDSB

Message from PIC Co-Chairs

Parent Engagement Series: Parenting the New Teen in the Age of Anxiety with Dr. John Duffy

On May 5th, 2022, Dr. John Duffy captivated an audience of over 600 parents, guardians, and caregivers for two hours as he presented focused on Parenting the New Teen in the Age of Anxiety. Dr. Duffy spoke from a position of personal knowledge and experience, sharing challenges he has faced and suggesting solutions. Over 200 questions were posed by audience members and a few lucky winners received copies of Dr. Duffy's book! Dr. Duffy's presentation was an inspirational success and we look forward to his next book and future presentations.

The video has received an additional 486 views on YouTube. Visit <https://bit.ly/3aPQ2t8> to watch.

JOIN US
Parents are the key to the success of our children's education. Join us for our next event on June 1st at 7:00 PM.

PIC Co-Chairs
Huma Choudhary & Jim Van Allen

PARENT ENGAGEMENT
Supporting
Parents as Partners in Education

► E-newsletter from DDSB Parent Involvement Committee (PIC) DDSB

Message from PIC Co-Chairs

De-Streaming & Inclusive Grade 9

In July of 2020 the Ontario government announced changes that would help break down barriers for Indigenous, Black, and racialized students and provide all students with equal opportunities to succeed. As part of this action, the province announced that they would move forward with the elimination of applied level courses in Grade 9 De-streaming began this year with Grade 9 Mathematics. Next year the Ministry of Education will be implementing a new De-streamed Science course. Other than in particular situations where a student may be accessing certain locally developed curriculum, Grade 9 students will also be required to take Academic only courses in English, Geography and French.

Available on ddsb.ca is a resource called "What Families Need to Know about De-streaming and Inclusive Grade 9" which provides an overview of De-streaming, the Inclusive Grade 9 program, who is able to help you with the course selection process, information about locally developed courses, and supports available in Grade 9.

PIC Co-Chairs
Huma Choudhary & Jim Van Allen

PARENT ENGAGEMENT
Supporting
Parents as Partners in Education

► E-newsletter from DDSB Parent Involvement Committee (PIC) DDSB

Message from PIC Chair

Parents Reaching Out (PRO) Grants 2022

We have received 23 applications so far, including 40 schools and 3 affinity groups.

The Parents Reaching Out (PRO) Grant is a contribution from the Ministry of Education with the goal of engaging parents in school communities. Parents, staff members, and community members gathered virtually on the evening of January 19th to share stories of past successes and brainstorm ways to create projects to engage parents in their child's education.

The PRO Grant sub-committee of the Parent Involvement Committee (PIC) collaborated with Ananda Chapman from the Oshawa schools region, Camille Prince from the Ajax region, and Patricia Johnson and Nova Bolton from the Pickering region to present to hundreds of parents in Durham Region. Their stories inspired a submission of 23 PRO Grant applications. A total of 40 schools and three affinity groups have applied for the grant fund with the ultimate goal of eliminating barriers to engage parents in their child's education.

The PRO Grant projects review meeting will take place on March 2nd. At this meeting, members of the committee will review project applications and decide where the grant funds will be allocated. The PRO Grant committee looks forward to seeing the projects successfully brought to completion before the end of the school year.

PIC Co-Chair
Jim Van Allen

Report of the Durham District School Board Standing Committee Public Session June 6, 2022

The hybrid regular meeting of the Standing Committee of the Durham District School Board was held on this date.

1. Call to Order:

The Chair, Christine Thatcher called the meeting to order at 7:03 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Scott Templeton, Student Trustees James Kay and De-Mario Knowles

Regrets: Student Trustee Kayla Malcolm

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

Recording Secretary: Gillian Venning

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

2022:SC24

MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

(a) Student Voice Initiative

Superintendent Georgette Davis introduced Student Trustee De-Mario Knowles, Manager of Accountability and Assessment Chris Conley, and Principal, DDSB@Home Elementary Lauren Bliss, who provided trustees with an overview and shared a PowerPoint presentation on the Student Voice Initiative.

Trustee questions were answered.

(b) First Nations, Metis and Inuit Contemporary Voices – Grade 11 English

Superintendents Erin Elmhurst and Stephen Nevills introduced staff members Michelle Evans, Jennifer Henderson, Denise Nickerson, Christine Upton, Cheryl Thompson, Zabel Ashukian and students Riley Quick and Jonathan Wright who assisted in providing trustees with an overview and shared a PowerPoint presentation on First Nations, Metis and Inuit Contemporary Voices – Grade 11 English.

Trustee questions were answered.

7. Director's Update

Director Norah Marsh provided trustees with the following update:

At this time there is no update from the Ministry of Education.

The government recently moved forward with directing school boards to administer compulsory EQAO assessments. There were challenges with the administration in the Durham District School Board (DDSB) and across other school boards. Following a brief pause of assessments to try and repair issues and prevent further challenges, the assessments were reopened last week. A small number of DDSB schools continued to encounter challenges that prevented completion of assessments within the allotted time. Staff advocated with EQAO and the Ministry to ask for a cancellation of the assessments due to ongoing challenges and their impact on the mental health of students and staff involved. The Ministry has asked that the board continue with completing the assessments this month.

Trustee questions were answered.

8. Recommended Actions

There were no recommended actions at this time.

9. Information Items(a) Student Trustee Report

Student Trustee James Kay shared that at the May 16, 2022 Student Senate meeting students were provided information regarding the Student Census and the opportunity to participate in a student voice panel discussion led by the Student Senate administrative team. Information regarding a research study project with the Higher Education Quality Council of Ontario was also shared with senators. Student Trustees recently attended the OSTA-AECO AGM conference which served as an opportunity for both the DDSB outgoing and incoming student trustees to make connections with student trustees from other school boards as well as discuss student advocacy projects within the province.

Student Trustee De-Mario Knowles shared that the last Student Senate meeting for the 2021-2022 school year will be taking place on Monday June 20, 2022. It was noted that this past year, the Student Senate has been very productive, and the student trustees are happy with the progress as well as the outcome of their advocacy work.

Student Trustee James Kay shared that tentatively, the student success document, *The IN's and OUT's of Finding Help Resource*, will be completed prior to the end of this school year. The information included in the resource is currently being reviewed and vetted by the DDSB Mental Health Leadership Team and will be released when finalized.

Student Trustee De-Mario Knowles shared that Equity Working Group continues development of resources that will be made available before the end of the current school year.

Student Trustee James Kay shared that the DDSB Student Senate is collaborating with Durham Catholic District School Board to host a spirit week from June 13, 2022 to June 17, 2022. The spirit days include Meme Monday, Trivia Tuesday, Spirit Wear Wednesday, Throwback Thursday, and Finale Friday.

Student Trustee De-Mario Knowles shared that the Student Senate Virtual Open House has been postponed due to limited time for planning.

Student Trustees James Kay and De-Mario Knowles noted this would be the final report to Standing Committee from Student Trustees and thanked staff and their peers for their support during their term as Student Trustees.

(b) Special Education Plan and Programs 2022-2023

Superintendent Andrea McAuley provided trustees with an overview of the Special Education plan and programs for the 2022-2023 school year.

Trustee questions were answered.

(c) Memorandum of Understanding with Durham Region Transit

Associate Director David Wright and Executive Lead Robert Cerjanec provided trustees with an overview of the new Memorandum of Understanding involving Durham District School Board, Durham Catholic District School Board (DCDSB) and Durham Region Transit (DRT).

Trustee questions were answered.

(d) OPSBA Report

Trustee Patrice Barnes shared that there is no update at this time and shared a reminder of the upcoming annual general meeting taking place June 9 – 11, 2022.

10. Committee Reports

(a) Equity and Diversity Ad Hoc Steering Committee Report, April 27, 2022

Trustee Patrice Barnes provided trustees with the Equity and Diversity Ad Hoc Steering Committee minutes from the April 27, 2022 meeting.

Trustee questions were answered.

11. Correspondence

There was no correspondence at this time.

12. Other Business

There was no other business at this time.

13. Adjournment

2022:SC25

MOVED by Chair Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

Standing Committee Meeting Minutes

June 6, 2022

The meeting adjourned at 8:03 p.m.

Chair

Secretary

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 20, 2022**SUBJECT:** Consideration of the 2022-2023 Draft Budget**PAGE:** 1 of 2**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services
Melissa Durward, Senior Manager of Finance
Jennifer Machin, Senior Manager of Finance**1.0 Purpose**

The purpose of this report is to seek approval from the Board of Trustees on the 2022-2023 draft budget.

2.0 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 confidence.*

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

3.0 Background

Typically, the Grants for Student Needs (GSN) is released in early spring to provide school boards enough time to develop, approve and submit their balanced budget to the Ministry of Education by the end of June. This year, the Ministry of Education announced the GSN for the 2022-2023 school year on March 25, 2022.

The 2022-2023 draft budget was presented to the Education Finance Committee on June 1, 2022. A motion to present the 2022-2023 draft budget to the Board of Trustees for approval was moved and approved.

4.0 Analysis

The following information regarding the 2022-2023 budget is attached as Appendix A:

- Budget Model and Process
- Key Areas of Focus and Challenges
- Enrolment
- 2022-2023 Operating Revenue
- 2022-2023 Operating Expenditures
- 2022-2023 Special Education Operating Revenue & Expenditures
- 2022-2023 Capital Budget
- Expenditure Details
- Capital Schedules
- Board Staffing Comparison
- Priorities and Partnership Funding

The Education Finance Committee public meeting minutes are attached as Appendix B.

5.0 Financial Implications

The preparation of the Board's draft budget is required to comply with Ontario Regulation 232/1 of the Education Act.

6.0 Evidence of Impact

Resources are allocated to achieve strategic priorities as outlined in the Board's Multi-Year Ignite Learning Strategic Plan.

7.0 Communication Plan

The final 2022-2023 Budget Book will be posted to the board's website, once approved by the Board of Trustees.

8.0 Recommendation

It is recommended that the 2022-2023 draft budget containing total revenues of \$1,013,223,241 and total expenses of \$1,013,223,241 be approved as presented.

9.0 Appendices

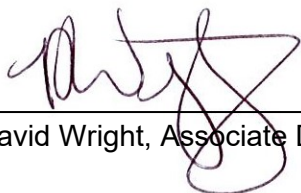
Appendix A – 2022-2023 Draft Budget

Appendix B – Education Finance Committee Public Meeting Minutes

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

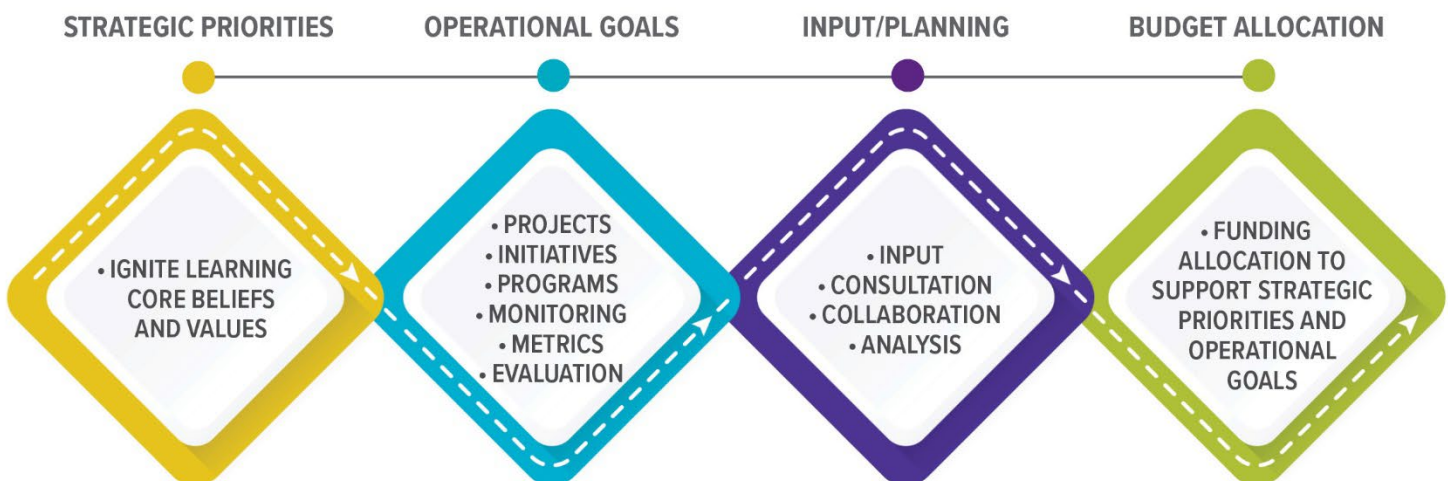


DURHAM DISTRICT SCHOOL BOARD

BUDGET

2022-2023

DRAFT June 20, 2022



MESSAGE FROM THE CHAIR OF THE BOARD

On behalf of the Board of Trustees for the Durham District School Board (DDSB), it is our collective pleasure to share the 2022-2023 budget package. The Board has engaged in a collaborative process with stakeholders and staff to ensure development of a budget document that is detailed, accountable, and transparent.

As a Board, we help set and follow guiding principles when developing the annual budget. These guiding principles define key criteria for making budget decisions and include:

- Centering student success and well-being;
- Making budget decisions that will support student and staff equity and human rights;
- Aligning financial resource allocation to match operational goals and priorities as identified in the Multi-Year Strategic Plan and planning for District growth;
- Investing in the future of DDSB by focusing on leadership, equity, engagement, and innovation; and
- Budgeting to ensure strong fiscal responsibility now and in the future.

Within the funding provided by the Ministry of Education, it is our responsibility as Trustees to develop and approve a balanced budget. Integrating the criteria outlined above with ongoing pandemic recovery, the budget presented for 2022-2023 is made up of \$880,291,132 in operating funds and \$132,932,109 in capital funds, for a total budget of \$1,013,223,241.

The DDSB continues to be in an advantageous position, experiencing strong growth, ongoing development and increased enrolment in our communities. We are well positioned in the coming years to manage increased demand for access to public schools with capital construction projects in the north, west and east of our region.

As Trustees, we are committed to ensuring the strong stewardship of resources to provide quality programs to meet the needs of those we serve, while also improving student achievement and well-being. The budget process is a collaborative process engaging our key stakeholders to assist in setting priorities.

While we have primarily met virtually this year, the budget process includes open meetings where we actively seek the viewpoints of our communities, including the Special Education Advisory Committee, School Councils, and our Parent Involvement Committee. These public sessions are live streamed and provide an opportunity for the community to be part of the process in understanding budget allocation, alignment of resources, and accountability to the communities we serve.

We are committed to providing our communities with a voice on what this budget looks like and what it does to support student achievement. We thank everyone who has volunteered their valuable time to be part of our budget discussions.

Sincerely,



Carolyn Morton

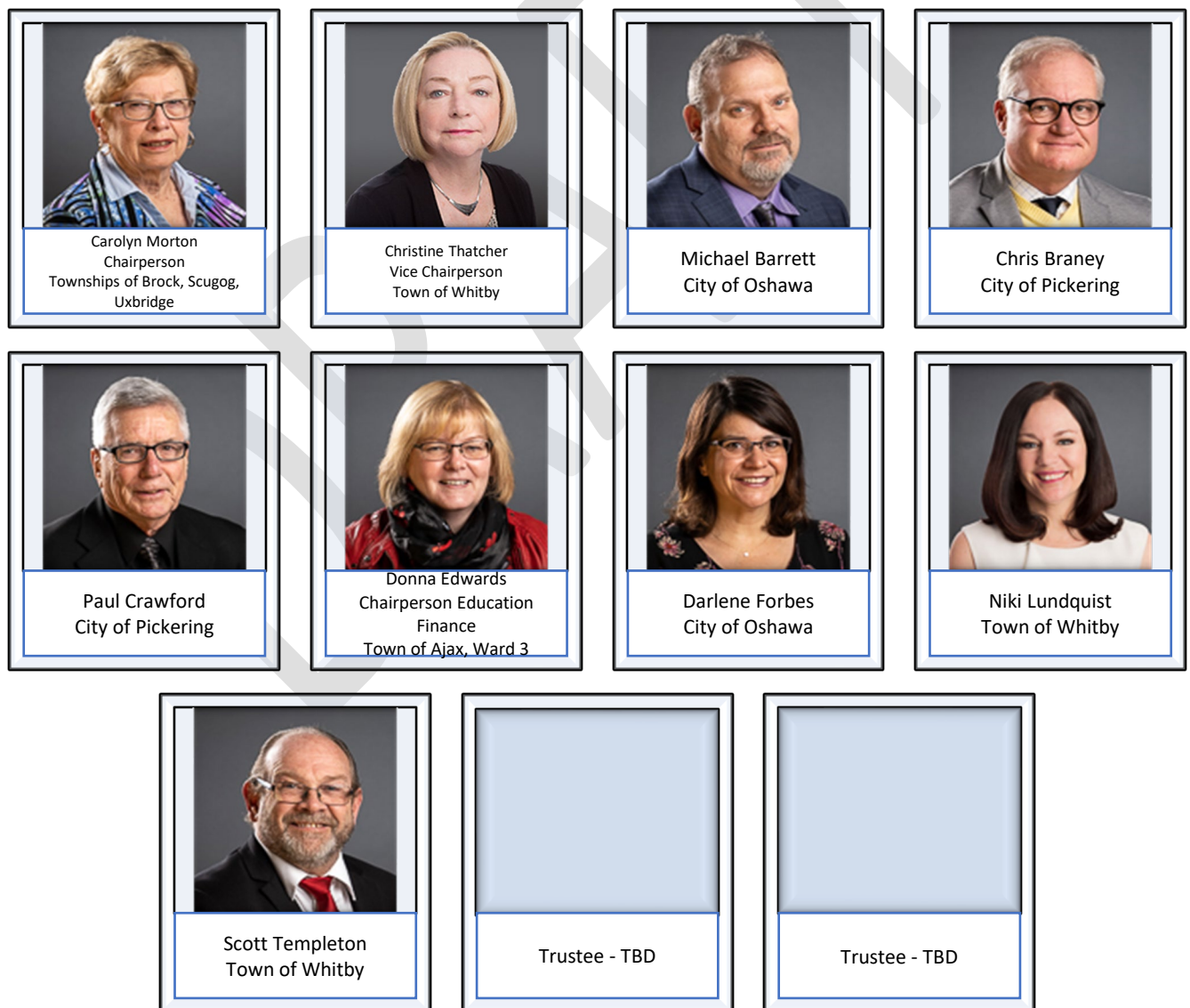
BOARD OF TRUSTEES

Public school trustees are the critical link between communities and school boards. They are elected during municipal elections every four years and are responsible for the stewardship of the entire District. DDSB is currently governed by 11 trustees.

Working together, school board trustees are responsible, as members of the Board for the following:

- To govern and set policy.
- To govern for the provision of curriculum, facilities, human and financial resources.
- To advocate for the needs of the Durham District to the Province of Ontario.
- To explain the policies and decisions of DDSB to residents.
- To be fiscally responsible in developing and approving a budget through a consultative process with key stakeholders' input that will support strategic priorities.

Trustees are available to help taxpayers, parents and others address any issues they may have about the public school system.



MESSAGE FROM THE DIRECTOR OF EDUCATION

On behalf of Durham District School Board (DDSB) staff and senior team, we are pleased to present the 2022-2023 budget package.

A school board's budget is a powerful tool that is used to allocate resources to achieve our strategic priorities, as outlined in the Board's [Multi-Year Ignite Learning Strategic Plan](#), as well as to reflect and support our values of centering Indigenous rights and human rights in all that we do.

As we prepare and plan to shift away from the uncertainties of pandemic response to the recovery ahead, the DDSB continues to reflect upon and apply lessons learned through the pandemic to build a more welcoming, inclusive, and well-being-supportive education community and workspaces for all learners and employees.

Our ongoing responsibility and commitment to improving student achievement, realizing equitable outcomes, and ongoing training and development of DDSB staff are outlined in our budget package. Mental health and well-being will be an ongoing focus for us as we move forward into the 2022-2023 school year. That focus along with instructional strategies and culturally responsive curriculum within a fiscally responsible budget underscores our continued commitment to achieving academic success and well-being.

Understanding the challenges students, staff and school communities have faced since the start of the COVID-19 pandemic and ongoing disruptions as a result of emergency measures, we are looking to 2022-2023 with optimism that students, staff and community will focus less on the burdens of the pandemic and be able to thrive as we apply valuable lessons learned about the importance of connection and community.

We have undertaken important considerations in crafting this budget by focusing on:

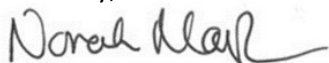
- Pandemic recovery;
- Closing learning gaps, missed milestones, and more experienced by students and school communities;
- Ensuring transportation needs are met for students requiring access to a school bus;
- Continued operation of DDSB@Home for another year to ensure equitable access for students learning at home;
- A continued commitment to Indigenous rights, equity, human rights; and
- Special education requirements for students in Inclusive Student Services supporting programs at both the elementary and secondary level promoting integration and independence for each individual.

I wish to express my sincere appreciation to Trustees and staff for their hard work and collaboration during the budget process. I also want to acknowledge and thank our community for their input and feedback. Our shared common goal continues to be arriving at the best possible solutions to support students, staff and school communities.

For Board information, including the budget, news, highlights and events from the DDSB, please visit ddsb.ca and your school's website.

You can also visit us on [Facebook](#), [Instagram](#), [LinkedIn](#) or [Twitter](#).

Sincerely,



Norah Marsh

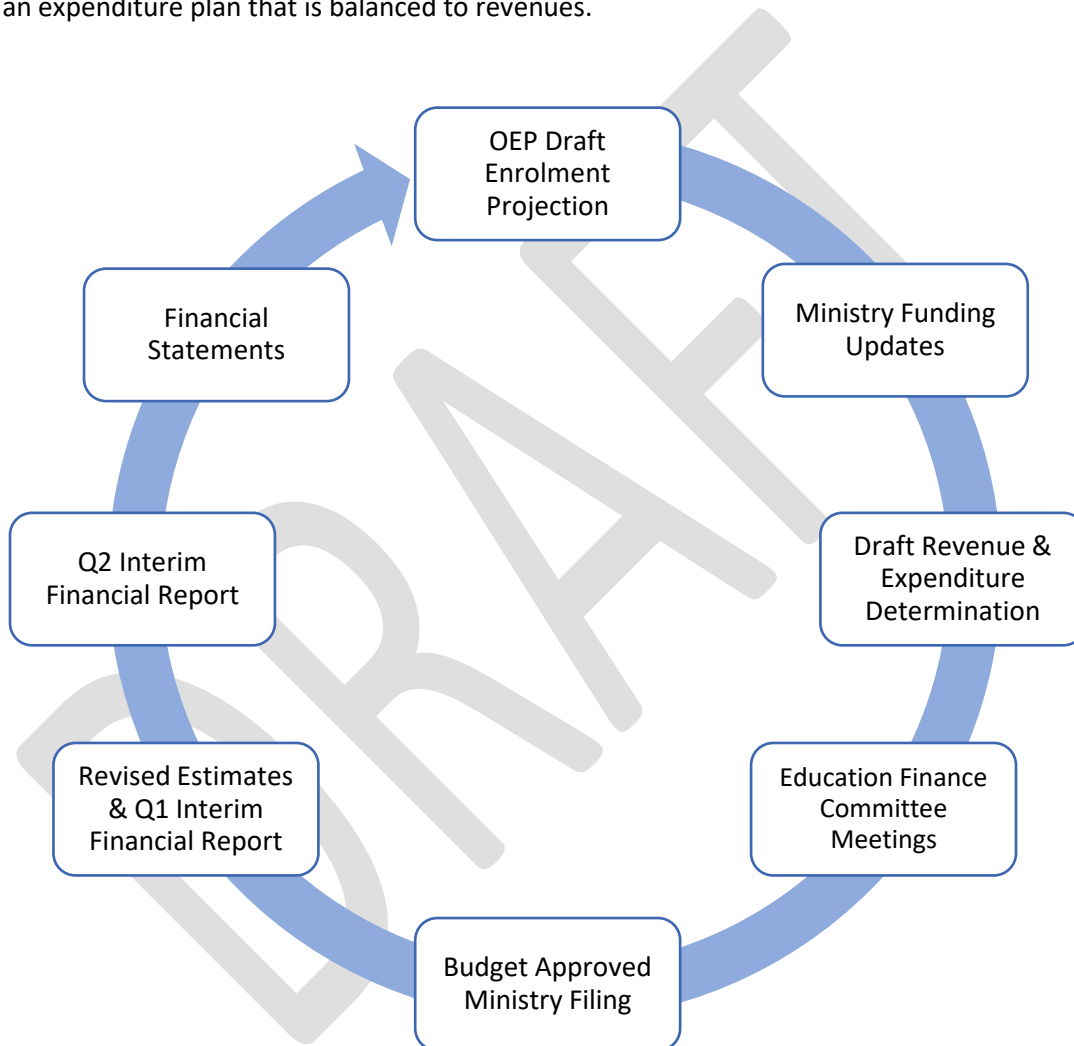
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1. Budget Process and Financial Reporting

Provincial funding to school boards is provided through a series of grants referred to as the Grants for Student Needs (GSN). The GSN includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the GSN is released in early spring each year, providing school boards with time to develop and submit an approved budget plan by the end of June to meet the Ministry of Education (the Ministry) required timeline.

The Ministry announced the GSN for the 2022-2023 school year on March 25, 2022. As shown in the figure below, the board's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of grants for the next school year, staff develop an expenditure plan that is balanced to revenues.



BUDGET APPROVAL AND RESPONSIBILITIES

In the DDSB, there are many voices that influence the development and approval of the annual budget. These include:

Trustees	<ul style="list-style-type: none"> • Develop a multi-year strategic plan that includes the effective stewardship of Board resources • Approve an annual budget that meets Board and Ministry policies and directives
Director and Superintendents	<ul style="list-style-type: none"> • Director, with support from Senior Team, prepares the budget in compliance with Ministry funding requirements, and alignment with strategic priorities, for Trustee approval
Principals	<ul style="list-style-type: none"> • Input on staffing and enrolment
Managers	<ul style="list-style-type: none"> • Input on needs to fulfil requirements of Ignite Learning Multi-Year Strategic Plan (2018-2023)
Finance Department	<ul style="list-style-type: none"> • Develop financial models and budget documents based on input from stakeholders and Ministry guidelines
Stakeholders	<ul style="list-style-type: none"> • Provide input into budget considerations through public deputations

MINISTRY GUIDELINES AND LIMITATIONS

Student-focused funding is an important component of the government's overall commitment to accountability. The Ministry holds school boards accountable for ensuring that the annual budget is aligned with the grant regulations, and that school boards comply with provincial standards and legislation on class size, instructional time, funding envelopes and budget management.

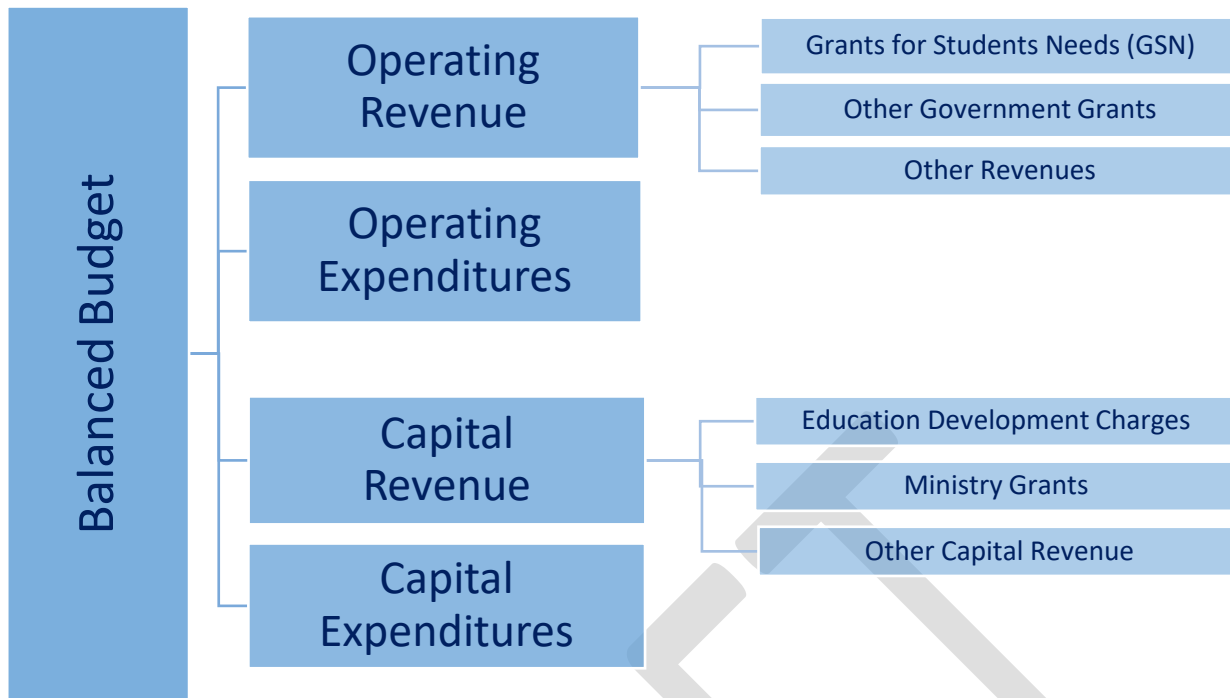
Balanced Budget and Compliance

Boards are required by the Education Act to submit a balanced budget to the Ministry of Education. If a board incurs a deficit during the year, they must make up the deficit in the following years.

- Operating Revenue = Operating Expenditures
- Capital Revenue = Capital Expenditures

Elementary and Secondary Class Size

Boards are required to report both elementary and secondary class sizes to the Ministry. The Ministry imposes financial penalties on school boards that do not comply with class size requirements set out in *Ontario Regulation 132/12 – Class Size*. The DDSB has consistently been compliant with class size requirements and has therefore avoided these financial penalties.



OPERATING BUDGET RESTRICTIONS

Special Education Grant Envelope

Special Education funding is limited to special education expenditures; however, boards may spend more on special education programs and support. If there are unspent special education funds, boards must report these funds in a deferred revenue account to be used to support the special education program in the future.

Other Grant Envelopes

Funding for programs such as Learning Opportunities, Rural and Northern Education Fund, Mental Health and Well-Being Grant, Indigenous Education and New Teacher Induction Program (NTIP) are restricted to expenditures for these programs. The Program Leadership Allocation (PLA) is to be used to fund the program leader positions included within the grant and the travel and professional development associated with these positions.

Board Administration and Governance Grant

Boards may not spend more on administration and governance than the revenue allocated for this purpose, excluding the Curriculum and Assessment Implementation Allocation.

CAPITAL BUDGET RESTRICTIONS

Capital Funding for Construction Projects

Construction projects are funded on a project-by-project basis with funding restricted to a specific project.

School Condition Improvement (SCI) and Proceeds of Disposition (POD)

Boards must use this funding on schools that are expected to remain open and operating for at least five years. It is required that 70% of SCI and 80% of POD funding must be spent on existing major building components.

School Renewal

The portion of this grant that boards may use for operating expenditures is capped.

Child Care and Child and Family Support Programs Space

Funding for these projects is granted on a project-by-project basis and is restricted to each individual project.

DRAFT

2. Key Areas of Focus and Challenges

KEY AREAS OF FOCUS AND CHALLENGES IN BALANCING THE BUDGET

Pandemic Recovery

After adapting to changing learning modes since spring 2020, there is much optimism that 2022-2023 will bring a return to a more stable school year. Significant focus has been and will be placed on supporting student mental health and academic recovery over the spring and summer 2022, and into the 2022-2023 school year, allowing students to recover learning and focus on well-being.

It is understood that many important milestones associated with a traditional school experience have been missed by students, but that some students are not yet ready to return to in-person learning. DDSB will continue to provide an option for students to learn in a virtual environment for the coming school year.

It will take time for the system to recover, and it is challenging to predict at this point what the fall will bring in terms of COVID-19 complications. Measures put in place to mitigate risk over the pandemic, such as frequent high-touch point cleaning, signage highlighting safe practices, enhancements to fresh air circulation and improved air filtration will continue, to ensure students have a safe environment in which to learn. Uncertainties about the prevalence of the virus and ongoing impact on staff illness rates make budgeting for operations less certain than it has been historically. In order to compensate for this uncertainty, our approach is to be as conservative but realistic as possible. Through a comprehensive budget process, a balanced budget is being presented that remains flexible to respond to emerging cost pressures and changing events.

School Block Budgets

Interruptions to in-person learning impacted the needs and routines of schools. School block budgets were reduced for the last two years so funds could be reallocated to support the system in different ways. With the anticipation of an uninterrupted 2022-2023 school year, funding is being returned to school block budgets but with changes to the way budget amounts are allocated.

A review was undertaken of the block budget allocation model, with the intention of providing transparency and equitable financial consideration for schools that have greater need. The review was performed in consultation with a representative school administration stakeholder group and resulted in allocations to schools that are both in control of the school administrator and provide additional financial and staffing support for some schools based on the Ontario Marginalization Index.

The updated model removes some staffing and chargeback amounts, not necessarily within school administrator's ability to control, such as technology refresh costs.

Student Transportation

A province-wide shortage of school bus drivers has limited the number of buses that can be supported by local bus operators in the Durham Region. DDSB and Durham Student Transportation Services (DSTS) worked closely over the past school year to revise bell-times in order to ensure as consistent service as possible is provided to DDSB students, ensuring equitable access to education wherever possible.

Cost of Maintenance and Construction

The demands of maintaining almost 140 facilities and building to accommodate district growth are significant. In addition to supply chain pressures and labour constraints, inflation will continue to prove challenging to manage over the short and mid-term.

Labour Relations

Agreements for all staff who collectively bargain expire on August 31, 2022. Relationships are positive overall with local unions and federations, but collective bargaining can be contentious. While the two-tiered bargaining process is well-established at this point, negotiating collective agreements is inherently unpredictable. While most large matters, including financial, are bargained centrally and are intended to be fully funded, decisions are out of the control of the board but must be implemented locally which can bring unintended situations.

Special Education

The funding for special education is not increasing at the same rate as the demand for services. This shortfall in funding places financial pressure on the rest of the board, as the Special Education envelope is estimated to be overspent by \$6.6M in the coming year.

There are also concerns regarding components of the Differentiated Special Education Needs Amount (DSENA) funding model:

- ***Special Education Statistical Prediction Model (SESPM)***: does not utilize the most recent census-derived demographic characteristics (out of date census data also impacts the Mental Health and Well-Being and Learning Opportunities grants)
- ***Measures of Variability (MOV)***: only considers students with special education needs who were exempt, below, or reached level 1 when calculating the EQAO assessment category.

Education Development Charge (EDC) Deficit

The current school board EDC by-law is in place from 2019-2024. Presently, the by-law is in a deficit (\$29M at August 31, 2021) as a result of site costs beyond estimates, the legislative rate cap imposed by the Ministry and lower than anticipated collections.

At the time of by-law renewal, the Background Study identified the need to acquire additional sites at a forecasted cost of \$1.2B over 15 years to accommodate the projected growth in the District. To fund this land requirement and balance the by-law, the rate calculated as part of the by-law renewal indicated that an increase from \$1,949 to \$11,876 per permit would be necessary. The amended regulation allows only a modest rate increase of \$300 per year over the 5 years of the by-law, resulting in the following rates:

Year 1	\$2,249
Year 2	\$2,549
Year 3	\$2,849
Year 4	\$3,149
Year 5	\$3,449

Consequently, the deficit at the beginning of the current by-law of \$13M will increase significantly over the 5 years of the by-law if no further amendments are made to the regulation to permit the necessary rate increases.

As we approach the middle of the by-law period staff have been working with the board's EDC consultant to update various pieces of the EDC projections including timing of site purchases, financing assumptions and the number of permits on which EDCs will be collected and the associated decrease in the residential growth forecast. The projections have not been updated to reflect current land values which may be higher than those reflected in the by-law even after applying the escalation factor. Based on these updated assumptions the EDC deficit is projected to increase by \$630M over 15 years. The projected deficit over the term of the by-law is as follows:

	Collections	Expenditures	In-Year Surplus (Deficit)	Cumulative Surplus (Deficit)
Opening Deficit*				(\$10.6M)
2019 - 2020*	\$7.6M	(\$23.8M)	(\$16.2M)	(\$26.8M)
2020 - 2021*	\$15.3M	(\$17.7M)	(\$2.4M)	(\$29.2M)
2021 - 2022**	\$18.0M	(\$54.7M)	(\$36.7M)	(\$65.9M)
2022 - 2023**	\$22.1M	(\$33.4M)	(\$11.3M)	(\$77.2M)
2023 - 2024**	\$20.4M	(\$29.8M)	(\$9.4M)	(\$86.6M)

*actual results based on annual financial statements

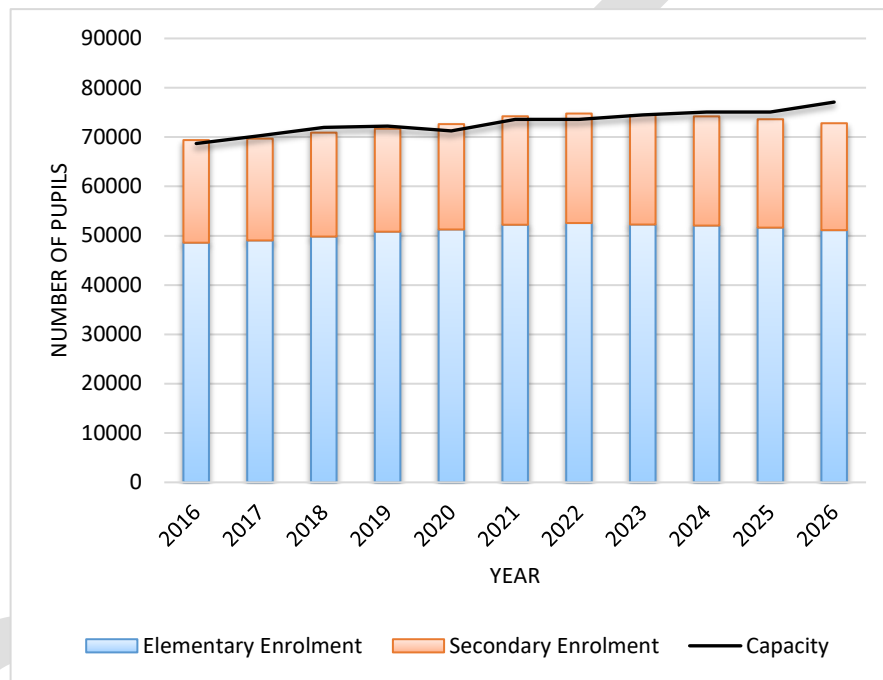
** projected based on updated assumptions

While there is a process in place in the legislation whereby the board could amend the current by-law to reflect some of these updated assumptions it would be of no affect as the rate has already been capped. Staff continue to monitor the situation and update the Ministry regarding the growing deficit.

3. Enrolment

2022-2023 ENROLMENT

Since 2016, elementary enrolment has increased by 3,677 students, while capacity has increased by 1,680 pupil places. The increase in capacity over the past 12 months was as a result of the construction of two new schools and the capture of purpose-built classrooms being used as Early Years hubs. Overall, the board has sufficient capacity to accommodate moderate growth; however, the distribution of available space is not necessarily aligned to the areas of enrolment growth. To align with specific areas of growth, the board will continue to submit requests for capital funding to build new schools and to expand existing schools in growth areas. Additionally, the board will need to consider how best to support students in areas of declining enrolment.



2022-2023 ENROLMENT PROJECTIONS

	2022	2023	2024	2025	2026
Total Enrolment	74,772	74,473	74,199	73,617	72,808
Capacity	73,557	74,521	75,078	75,078	77,098
Surplus / (Shortfall)	-1,215	48	879	1,461	4,290

2022-2023 ENROLMENT PROJECTION YEAR OVER YEAR VARIANCE

	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrolment	-299	-274	-582	-809
Capacity	964	557	0	2,020
Surplus / (Shortfall)	1,263	831	582	2,829

It is important to note that the enrolment projections shown in the charts only include registered plans of subdivisions.

Areas such as Seaton, West Whitby, Brooklin and North Oshawa for which plans of residential subdivisions have yet to be submitted, are expected to increase future enrolment for the board. This potential future growth has not been included in the enrolment projections shown in the charts, which means that future enrolment projections looking out to 2026 and beyond will likely increase. In addition, enrolment projections for DASS are excluded.

The board's OEP for 2022-2023 is a key factor in several critical aspects of operations including:

- Operating revenue and expenditures, including teacher staffing for class size
- Student instruction and accommodation
- Capital revenue and expenditures

Grade by grade enrolment information is provided below comparing OEP for 2021-2022 and 2022-2023, as well as the actual enrolment for 2021-2022 compared to enrolment projections for that year.

OEP Comparison 2021-2022 to 2022-2023

Elementary	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	ISS	TOTAL
OEP 2021 / 2022	3,985	4,740	4,826	5,006	4,955	5,148	5,258	5,142	5,224	5,206	1,473	50,963
OEP 2022 / 2023	4,714	4,744	5,116	5,188	5,076	5,046	5,270	5,325	5,241	5,390	1,465	52,575

Secondary	GR09	GR10	GR11	GR12	ISS	TOTAL
OEP 2021 / 2022	5,532	5,396	5,779	5,530	1,056	22,237
OEP 2022 / 2023*	5,569	5,521	5,908	5,649	1,176	22,647

*Includes DASS Projected Enrolments

Comparison of Realized Enrolment to Projected Enrolment 2021-2022

Elementary	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	ISS	TOTAL
OEP 2021 / 2022	3,985	4,740	4,826	5,006	4,955	5,148	5,258	5,142	5,224	5,206	1,473	50,963
Oct 2021 Actual	4,593	4,969	5,073	5,045	5,003	5,212	5,259	5,158	5,291	5,168	1,459	52,230
Difference	608	229	247	39	48	64	1	16	67	-38	-14	1,267

Secondary	GR09	GR10	GR11	GR12	ISS	TOTAL
OEP 2021 / 2022	5,532	5,396	5,379	5,530	1,056	21,837
Oct 2021 Actual	5,495	5,434	5,361	5,699	1,016	21,989
Difference	-37	38	-18	169	-40	152

As in past years, DDSB Planning staff have forecasted an enrolment projection that has enabled finance staff and senior team to confidently develop a balanced 2022-2023 budget plan.

4. 2022-2023 Operating Revenue

OPERATING REVENUE DESCRIPTIONS

School boards receive operating revenue from three main sources, as outlined in the section below. A detailed list of operating revenues, along with comparison years, is provided in *Operating Budget – Revenue Summary*.

i. Grants for Student Needs (GSN)

The GSN calculations are outlined in the Ministry [Technical Paper](#) that can be found on the Ministry of Education website. The GSN allocation is flowed to school boards through a combination of local tax assessments, as well as a Ministry allocation. This model allows school boards to be funded province-wide under the same funding model regardless of tax assessment base.

The following are the GSN grants for 2022-2023:

Pupil Foundation	To support the common classroom experience and core education. Accounts for approximately half of the GSN and is calculated on a per-pupil basis. Provides funding for salaries of classroom teachers, early childhood educators, educational assistants, teacher librarians and guidance counsellors, as well as textbooks, classroom supplies and classroom computers.
School Foundation	To support in-school administration and leadership. Provides funding for principals, vice-principals and office support staff, as well as school administrative supplies and library staff.
Special Education	Incremental funding for students who require Special Education programs, services and equipment. Boards may use this grant only for special education and must save any unspent funding to use for special education expenses in future school years.
Language	Provides funding to meet costs for language instruction. Allocations support FSL (French as a Second Language), ESL/ELD (English as a Second Language/English Literacy Development), FFL (French as a First Language), etc.
Indigenous Education	Funding supports programs designed for Indigenous learning and are aimed at improving Indigenous student achievement and well-being. Boards may use this grant only to support Indigenous learning and must save any unspent funding to use for Indigenous education expenses in future school years.
Geographic Circumstances	To support the additional costs associated with operating small schools, considering geography, board size and dispersion.
Learning Opportunities	Provides funding to help students who are at greater risk of lower academic achievement.
Student Transportation	Funding to transport students to and from home and school, including transporting students with special needs.

Mental Health and Well-Being	Provides funding for mental health workers in secondary schools, to strengthen positive school climates and targeted support to secondary schools in priority urban neighbourhoods. Supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. Also supports programs for long-term suspended and expelled students.
Supports for Students	Provides flexible funding to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming. All funds are to be used consistent with central agreement obligations.
Program Leadership	Funding to support Early Years Leads, Indigenous Education Leads, Mental Health Leaders, School Effectiveness Leaders, Student Success Leads, Technology Enabled Learning and Teaching (TELT) Contacts Leads.
Cost Adjustment and Teacher Qualifications and Experience	Recognizes the difference in salary ranges of both teaching and various non-teaching staff. Provides additional funding for teachers and non-teaching staff acknowledging qualifications and experience above salary benchmark levels. Includes New Teacher Induction Program (NTIP) funding to support the growth and professional development of new teachers in the system.
Continuing Education and Other Programs	Supports adult day-school programs including correspondence and self-study, Continuing Education (including transfer courses for secondary students moving between applied and academic streams), as well as summer school for adults and secondary students.
School Board Administration and Governance	Funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including superintendents and their secretarial support.
COVID-19 Learning Recovery Fund	Provides funding for additional staffing supports for learning recovery, implementation of the first year of a fully de-streamed Grade 9, delivery of remote learning, supports for special education and enhanced cleaning standards.
School Facility Operations and Renewal	Supports the costs of operating and repairing schools, including costs for heating, lighting, maintenance and cleaning of schools, including custodial staff.
Declining Enrolment Adjustment	Provides transitional funding for boards to adjust their cost structures to declines in enrolment. As board funding is determined by enrolment, revenue decreases as enrolment declines. Board costs, however, do not decline in a way that is strictly proportional to declining enrolments.
Debt Service Support	Funding to support capital debt that was financed through either third-party debentures or Ontario Financing Authority (OFA). This grant is being flowed to school boards over the remaining term of their existing capital debt instruments.

ii. Other Government Grants

The Ministry, other ministries and other agencies provide grants that are directed for specific programs and is often for a limited time. These grants are included in *Operating Budget – Revenue Summary*.

iii. Other Revenues

The board generates a small amount of revenues for such items as tuition fees for international students, rentals and leases, community use fees and interest earned.

2022-2023 FUNDING MODEL CHANGES

The following is an overview of the significant changes to the GSNs for 2022-2023.

• Benchmark Changes

- Funded secondary credit load of 7.5 credits per pupil split between 0.15 credits online learning (average class size of 30) and 7.35 credits in-person learning (average class size of 23).
- Salary benchmarks were increased by 1% for principals and vice-principals, and a labour provision is included for the first year of the upcoming round of central bargaining for collective agreements expiring August 31, 2022.
- The benefits portion of benchmarks was reduced by 0.167% as part of the ongoing phase-out of funding for retirement gratuities.
- A 2.3% cost update provided for non-staff benchmarks and funding amounts.

• Priorities and Partnerships Funding (PPF) Transferred to GSN

2022-2023 GSN Allocation	Previous Priorities and Partnerships Funding (PPF) Grant
COVID-19 Learning Recovery Fund	COVID-19 Additional Staffing Support
Local Special Education Priorities Amount	COVID-19 Special Education Supports
School Operations Allocation Benchmark	COVID-19 Additional School Operations Support
Supporting Student Mental Health Allocation Benchmark	COVID-19 Mental Health Supports
Parents Reaching Out (PRO) Component	Parents Reaching Out (PRO) Grants
Areas of Intervention	Canada-Ontario Agreement for French as a Second Language (FSL)
Teacher Learning and Innovation Allocation	Learning and Innovation Fund for Teachers
Well-Being and Positive School Climates Allocation	Well-Being and Mental Health Bundle

• New GSN Allocations

- Broadband Network Operations funding added to the Pupil Foundation Grant to support costs associated with network connectivity, infrastructure and security.
- Student Mental Well-Being Allocation added to the Mental Health and Well-Being Grant to support student mental health.

OPERATING BUDGET – REVENUE SUMMARY

The following provides the 2022-2023 estimated revenue, with comparative figures and change in revenues from the prior year.

REVENUE CATEGORIES	2020-2021 Revised Estimates	2021-2022 Revised Estimates	2022-2023 Estimates	Incr/(Decr)
Grants for Student Needs (GSN) Operating Funding				
Pupil Foundation	403,890,127	416,996,863	427,001,804	10,004,941
School Foundation	50,664,357	51,847,172	53,626,307	1,779,135
Special Education – Special Education Per-Pupil Amount (SEPPA)	57,500,200	59,391,749	60,430,475	1,038,726
Special Education - Differentiated Special Needs (DSENA)	36,956,250	37,742,531	39,368,136	1,625,605
Special Education – Special Incidence Portion (SIP)	2,992,330	3,237,406	3,081,921	-155,485
Special Education – Special Equipment Amount (SEA)	2,640,429	2,699,666	2,991,904	292,238
Special Education - Behaviour Expertise Amount (BEA)	822,315	982,169	997,457	15,288
Special Education - Education and Community Partnership Program (ECP)	5,716,634	6,064,146	6,064,146	0
Language - FSL	10,696,037	10,930,151	11,266,637	336,486
Language - ESL	5,926,316	6,412,710	6,301,980	-110,730
Indigenous Education Grant	1,371,325	3,709,777	7,839,209	4,129,432
Rural and Northern Education Allocation	46,700	49,906	51,850	1,944
Learning Opportunities - Demographic Table Amount	3,570,652	3,595,425	3,641,246	45,821
Learning Opportunities - Student Success	1,340,236	1,369,175	1,411,179	42,004
Learning Opportunities - Tutoring Allocation	302,395	309,270	312,905	3,635
Learning Opportunities - Specialist High Skills Major	702,646	1,519,750	1,611,945	92,195
Learning Opportunities - Gr 7 - 8 Literacy & Numeracy Coaches	856,432	882,697	909,004	26,307
Learning Opportunities - Outdoor Education	619,171	633,135	640,517	7,382
Learning Opportunities - Experiential Learning Allocation	238,708	243,543	246,880	3,337
Mental Health & Well-Being	1,787,299	2,037,570	3,109,383	1,071,813
Cost Adjustment - Teacher Qualification & Experience	57,925,951	60,348,582	68,121,401	7,772,819
Cost Adjustment - ECE Qualification & Experience	4,047,587	4,294,416	4,636,821	342,404
Cost Adjustment - Maternity leave/Sick leave	922,593	922,593	922,593	0
Cost Adjustment - Early Payout Retirement Gratuity Funding Adjustment	-104,650	-104,650	-10,465	94,185
Cost Adjustment - Online Learning Adjustment	-88,382	0	0	0
Cost Adjustment - Teacher Learning and Innovation Allocation	0	0	63,000	63,000
Cost Adjustment - Benefits Trust Funding	13,586,377	14,730,289	14,656,759	-73,530
New Teacher Induction Program (NTIP)	604,099	507,599	592,242	84,643
Adult Education/Continuing Education (Continuing Education)	2,997,192	3,082,923	3,241,219	158,296
Learning Opportunity - Literacy & Numeracy (Continuing Education)	275,197	323,797	334,697	10,900
Transportation	23,755,243	24,262,477	24,554,423	291,946
Administration and Governance	18,934,962	19,104,264	20,207,634	1,103,370
Program Leadership Allocation	998,302	1,091,688	1,092,654	966
School Operations	72,857,091	74,793,765	77,259,733	2,465,968
Community Use of Schools	980,994	992,725	1,011,403	18,678
Public Sector Wage Constraint	-418,575	-418,575	-418,575	0
Support for Students Fund	6,893,709	6,893,709	7,024,538	130,829
COVID-19 Learning Recovery Fund	0	0	9,949,682	9,949,682
Support for COVID-19 Outbreak Allocation	709,120	0	0	0
Grants for Student Needs (GSN) Operating Funding Total	793,517,370	821,480,413	864,144,643	42,664,230

REVENUE CATEGORIES	2020-2021 Revised Estimates	2021-2022 Revised Estimates	2022-2023 Estimates	Incr/(Decr)
Other Government Grants /Fees				
Min. Citizenship & Immigration - Adult ESL (Continuing Education)	638,800	638,800	638,800	0
Government of Canada/Fees Non-Resident	545,959	581,529	566,334	-15,195
Ministry of Education - Math Strategy	999,000	999,000	999,000	0
Ministry of Education - Tutoring Allocation	0	0	3,146,091	3,146,091
Ministry of Education - SHSM Expansion	0	514,500	491,000	-23,500
Ministry of Education - CUPE Investment in System Priorities	1,494,226	1,494,226	0	-1,494,226
Ministry of Education - COVID-19 PPF	15,620,191	14,219,849	0	-14,219,849
Other Government Grants /Fees Total	19,298,176	18,447,904	5,841,225	-12,606,679
Other Revenues/Expenditure Recovery				
Rental/Lease Fees	1,753,835	2,164,580	2,296,169	131,589
Community Use Fees	0	0	400,000	400,000
Recoveries/Rebate	8,000	10,000	136,512	126,512
Staff on Loan	2,899,551	2,833,345	2,849,128	15,783
Fees - Continuing Education	598,997	505,997	505,997	0
Interest Revenue	1,000,000	800,000	800,000	0
Other Revenues/Expenditure Recovery Total	6,260,383	6,313,922	6,987,806	673,884
Deferred Revenue				
Deferred Revenue - Indigenous Education	196,373	170,907	0	-170,907
Deferred Revenue - ABA Training	35,037	20,538	0	-20,538
Deferred Revenue - Experiential Learning	0	213,555	0	-213,555
Deferred Revenue - Targeted Student Supports	0	593,909	217,273	-376,636
Deferred Revenue - Investment in System Priorities	0	1,384,639	130,829	-1,253,810
Deferred Revenue Total	231,410	2,383,548	348,102	-2,035,446
Operating Revenue Total	819,307,339	848,625,787	877,321,776	28,695,989
Accumulated Surplus				
Retirement Gratuities - Accumulated Surplus	1,961,829	1,919,490	2,739,355	819,865
Special Education Reserve - Accumulated Surplus	0	230,001	230,001	0
Working Funds - Accumulated Surplus	8,130,000	7,870,330	0	-7,870,330
Accumulated Surplus	10,091,829	10,019,821	2,969,356	-7,050,465
Grand Total	829,399,168	858,645,608	880,291,132	21,645,524

OPERATING BUDGET – REVENUE ANALYSIS

i) Grants for Student Needs (GSN) \$42.7M

a) Enrolment Changes \$8.8M

- **Overall Enrolment \$8.8M** – For funding purposes, overall enrolment is measured by Average Daily Enrolment (ADE). ADE is calculated by averaging the FTE of students at the October 31 and March 31 count dates. This calculation excludes fee paying students and students covered under federal government agreements. Elementary ADE increased by 132.0 FTE and Secondary ADE increased by 735.47 FTE, which resulted in an increase of funding by \$8.8M.

b) Priorities and Partnerships Funding (PPF) Transferred to GSN \$11.4M

- **COVID-19 Learning Recovery Fund \$9.9M** – included as a new grant to provide funding for additional staffing supports for learning recovery, implementation of the first year of a fully de-streamed Grade 9, delivery of remote learning, supports for special education and enhanced cleaning standards.
- **Local Special Education Priorities Amount \$0.4M** - included in the Special Education Grant, Differentiated Special Education Needs Amount (DSENA) to address local priorities such as retaining staff, evidence-based programs and interventions and transition supports.
- **Parents Reaching Out (PRO) \$0.1M** – included in the School Foundation Grant, Parent Engagement allocation to support work with Parent Involvement Committees (PICs).
- **Areas of Intervention \$0.2M** – included in the Language Grant, French as a Second Language funding to provide FSL-focused supports for educational staff.
- **Teacher Learning and Innovation Allocation \$0.1M** – included in the Cost Adjustment and Teacher Qualification and Experience Grant to support ongoing teacher professional learning.
- **Well-Being and Positive School Climates Allocation \$0.1M** – included in the Mental Health and Well-Being Grant to support local needs and priorities that promote and support well-being and inclusive education.
- **Supporting Student Mental Health Allocation \$0.6M** – included in the Mental Health and Well-Being Grant to be used for school board-based mental health staffing, programs and initiatives.

c) New Funding \$1.8M

- **Broadband Network Operations \$1.4M** – included in the Pupil Foundation Grant, to support costs associated with network connectivity, infrastructure and security.
- **Student Mental Well-Being Allocation \$0.4M** – included in the Mental Health and Well-Being Grant, to foster the resilience and mental well-being of all students and implement evidence-based mental health programs and resources.

d) Benchmark Changes \$9.0M

- **Compensation \$5.3M** – salary benchmarks increased by 1% for principals and vice-principals, and a labour provision is included for upcoming collective agreements expiring August 31, 2022. As part of the ongoing phase-out of funding for retirement gratuities, the benefit portion of benchmarks was reduced by 0.167%.

- **Online Learning (\$-0.3M)** – funded secondary credit load of 7.5 credits per pupil split between 0.15 credits online learning (average class size of 30) and 7.35 credits in-person learning (average class size of 23).
- **Special Education Per Pupil Amount (SEPPA) \$0.5M** – increased per pupil amount for all grade levels
- **Differentiated Special Education Needs Amount (DSENA) \$1.2M** – increase in table amounts for the Measures of Variability (MOV), Special Education Statistical Prediction Model (SESPM) and Base Amount for Collaboration and Integration.
- **Special Equipment Amount (SEA) \$0.3M** – increase in per pupil amount to support more assistive technology for students with special education needs.
- **School Operations \$2.1M** - increased by 2.3% of non-staff portion to assist in managing increases in electricity, natural gas and other costs and 3.15% to support increased ventilation costs.
- **Classroom Loading Factors (\$-0.6M)** – 2022-2023 marks the fourth year of a five-year phase in of a reduced Supplementary Area Factor to reflect updated funded class sizes.
- **Program Level Changes \$0.5M** – increases in per-pupil and table amounts at the program level such as French as a Second Language (FSL), English as a Second Language (ESL), School Foundation and Learning Opportunities.

e) Other Changes \$11.7M

- **Staffing Changes \$6.8M** – an increase in the Cost Adjustment and Teacher Qualifications and Experience grant to reflect higher expenditures associated with increases in experience and qualification of teachers and Early Childhood Educators (ECE)
- **First Nation, Métis and Inuit Studies Credits \$4.1M** – an increase in First Nation, Métis and Inuit Studies funding due to the continued implementation of one mandatory Indigenous Education course.
- **Support for Students Funding \$0.1M** – increase in total amount as a result of principal and vice-principal labour negotiations.
- **Total number of 2021 T4 Slips \$0.7M** – funding for payroll and human resource functions is generated within the Administrative and Governance grant based on number of T4 slips issued. The number of slips increased by 2,271 in 2021, resulting in a \$0.7M increase in funding.

ii) Other Government Grants/Fees (\$-12.6M)

- **2021-2022 CUPE Investment in System Priorities (-\$1.5M)** - Unspent 2019-2020 funding that was distributed over the 2020-21 and 2021-22 school years.
- **2021-2022 COVID-19 Priorities and Partnerships Funding (PPF) (-\$14.2M)** – funding provided to school boards by the Ministry in response to the COVID-19 pandemic for the 2021-2022 school year.
- **Tutoring Supports Program \$3.1M** – enveloped funding from the Ministry of Education to provide tutoring support programs that will support learning recovery and renewal in response to the COVID-19 pandemic.

iii) Other Revenues/Expenditure Recovery \$0.6M

- **Community Use of Schools \$0.4M** – increase in projected number of community use permits.
- **Other \$0.2M** – increased leases and cafeteria recoveries.

iv) Deferred Revenue (-\$2.0M)

- **2021-2022 Deferred Revenue (-\$2.4M)** - one-time use of deferred revenue from Indigenous Education, ABA Training, Experiential Learning, Targeted Student Supports and Investment in System Priorities funding from 2020-2021 financial statements.
- **2022-2023 Deferred Revenue \$0.4M** - one-time use of deferred revenue from Targeted Student Supports and Investment in System Priorities funding unspent in 2021-2022.

v) Accumulated Surplus (-\$7.0M)

- **2021-2022 Accumulated Surplus (-\$7.8M)** - use of accumulated surplus in 2021-2022 to support increased COVID-19 related expenditures.
- **Retirement Gratuities \$0.8M** – increase in draw on retirement gratuity reserve to reflect expected payout based on eligible retirements.

5. 2022-2023 Operating Expenditures

OPERATING EXPENDITURE DESCRIPTIONS

Operational expenditures are to be supported by operational revenue. This section provides information on each major expenditure line in the Operating Budget.

a) Instruction

Teachers	Salaries and benefits for classroom teachers to support funded average class sizes, and preparation time for classroom teachers, as well as Special Education specialist teachers, Student Success and English as a Second Language (ESL) teachers.
Educational Assistants	Salaries and benefits for educational assistants who support teachers in the classroom.
Early Childhood Educators	Salaries and benefits for early childhood educators to support the Full-Day Kindergarten program.
Computers	Instructional technology and associated network costs.
Textbooks/Supplies	Textbooks and learning materials required to meet the learning expectations of the curriculum including workbooks, science supplies, and lab materials.
Professional/Paraprofessional/Technicians	Salaries and benefits for staff who provide support services to students and teachers, such as psychologists, psychometrists, speech and language pathologists, interpreters and intervenors, attendance counsellors, lunchroom supervisors, social workers, child/youth workers and computer technicians.
Library/Guidance	Salaries and benefits for teacher librarians and guidance teachers.
Staff Development	Expenditures to support instructional leadership and ongoing professional development.
Principals and Vice-Principals	Salaries and benefits for principals and vice-principals.
School Office	Salaries and benefits for clerical support staff, school office supplies and equipment.
Coordinators and Consultants	Salaries and benefits for leads, facilitators and administration staff who support school programs and required equipment and supplies.
Continuing Education	Salaries and benefits for Continuing Education principal, vice-principal, teachers, instructors, support staff and required supplies and textbooks.

b) Administration and Governance

Costs for administration and governance such as operating board offices and central facilities, trustees, central based staff and expenditures, including superintendents and their secretarial support, finance, human resource, and information technology administration.

c) Transportation

Cost to transport students to and from home and school, including transporting students with special needs and school teams/clubs.

d) School Operations and Maintenance

Costs of operating school facilities (heating, lighting, maintaining and cleaning). Includes custodial salaries, benefits and required supplies.

e) Other Non-Operating

Primarily includes the cost of employees seconded for assignments with the Ministry or unions (Staff on Loan). This category also includes costs associated with selected Priorities and Partnerships Funding (PPF) such as the *Math Strategy* and *Tutoring Allocation*.

OPERATING BUDGET - EXPENDITURE ANALYSIS

EXPENDITURE CATEGORIES	2020-2021 Revised Estimates FTE	2020-2021 Revised Estimates	2021-2022 Revised Estimates FTE	2021-2022 Revised Estimates	2022-2023 Estimates FTE	2022-2023 Estimates
Instruction						
Teachers	4,390	459,657,025	4,542	483,002,944	4,481	493,569,517
Supply Staff	0	20,110,408	0	19,711,334	0	19,934,255
Educational Assistants	903	56,918,859	913	53,763,150	891	52,867,388
Early Childhood Educator	360	19,053,741	359	19,280,741	342	19,220,234
Computers	0	12,032,630	0	13,434,639	0	15,105,293
Textbooks / Supplies	0	11,788,309	0	13,781,753	0	14,878,989
Prof./ParaProf./Tech.	173	25,442,268	186	27,556,129	213	28,626,955
Library / Guidance	145	15,175,266	160	17,052,113	169	18,547,764
Staff Development	0	4,417,205	0	3,824,389	0	5,334,135
Principals and VPs	247	33,691,983	252	35,812,075	249	35,461,029
School Office	227	19,157,076	235	19,681,833	257	18,490,290
Coordinators & Consultants	90	13,667,800	92	14,409,263	108	16,273,732
Continuing Education	23	4,206,360	18	4,543,885	18	4,697,838
Instruction Total	6,556	695,318,930	6,756	725,854,248	6,728	743,007,419
Administration & Governance						
Governance	14	255,342	14	255,723	14	255,678
Board Administration	140	22,272,078	147	22,991,923	152	23,888,379
Administration & Governance Total	154	22,527,420	161	23,247,646	166	24,144,057
Transportation						
Transportation	0	26,122,183	0	26,424,044	0	25,521,023
Transportation Total	0	26,122,183	0	26,424,044	0	25,521,023
School Operations & Maintenance						
School Operations & Maint.	545	77,793,515	554	79,129,629	556	81,457,006
School Operations & Maint. Total	545	77,793,515	554	79,129,629	556	81,457,006
Other Non-Operating						
Other Non-Operating	0	7,637,120	0	3,990,041	0	6,161,627
Other Non-Operating Total	0	7,637,120	0	3,990,041	0	6,161,627
Grand Total	7,256	829,399,168	7,471	858,645,608	7,451	880,291,132

NOTE(s):

The presentation of the 2022-2023 Budget is similar to prior years, however minor variances in certain expenditure categories may exist due to updates in the Ministry's standardized code of accounts. Some prior year expenditure adjustments may have been made for consistency and comparison purposes.

Salary and Benefits

- **Grid Shifts \$11.3M** – annual salary increases for staff not at the maximum pay rate for their respective salary grids, and an increase in compensation rate for lunchroom supervisors to maintain gap from minimum wage.
- **Labour Relations \$6.7M** – salary costs increased by 1.0% for principals and vice-principals and a provision for expenses associated with upcoming labour negotiations included for other groups.
- **Benefit Rate Changes \$2.2M** – adjustment to reflect updated costs associated with the benefit trusts and increased employer contribution rate on statutory benefits.
- **Staffing Changes (-\$6.6M)**
 - Reduction of COVID-19 classroom staffing related to temporary funding provided by the Ministry and 2021-2022 use of accumulated surplus was partially offset by increased enrolment, generating an overall decrease of 67.86 elementary teacher positions and an increase of 5.3 secondary teacher positions.
 - Additional school support positions such as youth liaison workers, developmental service workers, ECE facilitators and custodial supervisors.
 - Additional central staffing positions to support board initiatives, including legal counsel, HR associate and IT support.

Other Changes

- **Transportation (-\$1.5M)** – reduction of expected transportation costs in comparison to the 2021-2022 school year which included budget for significant COVID-19 expenditures related to enhanced cleaning protocols and physical distancing.
- **Retirement Gratuity \$0.8M** – expenditure increase to reflect expected payout based on eligible retirements.
- **School Level Supports \$4.0M** – school level expenses such as consumables and clerical support expected to increase in comparison to previous school years which included school closures and pandemic measures.
- **Priorities and Partnerships Funding (PPF) \$3.0M** – expenditure increase to reflect Priorities and Partnerships funding transferred into the Grants for Student Needs, such as Areas of Intervention, Teacher Learning and Innovation, Parents Reaching Out (PRO), Well-Being and Positive Schools, and the new Tutoring Allocation.
- **Enveloping \$1.0M** – expenditure adjustments to match funding changes for programs such as Indigenous Education, Special Education, Continuing Education and Mental Health and Well-Being.
- **Other \$0.7M** – miscellaneous year over year adjustments such as department head allowances, staff on loan, estimated supply teaching coverage and increased cost of devices and software licensing.

6. 2022-2023 Special Education – Operating Revenue and Expenditures

SPECIAL EDUCATION – OPERATING REVENUE

The Special Education grant is a component of GSN funding made up of six different allocations. These allocations are enveloped, which means the funding may only be used for special education programs, services and/or equipment. This grant is the minimum amount that must be spent on special education; however, the Board uses other funding to support special education programs as well.

Special Education Per Pupil Amount (SEPPA) \$60.4M

To assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

Differentiated Special Education Needs Amount (DSENA) \$39.4M

This allocation addresses the variation among school boards with respect to their population of students with special education needs. The model includes five components:

- ***Special Education Statistical Prediction Model \$28.8M:*** predicted percentages for the population likely to have special education needs based on neighbourhood profiles;
- ***Measures of Variability \$8.5M:*** number of students receiving special education programs and services, participation and achievement of students with special education needs in EQAO assessments, credit accumulation and participation in locally developed and alternative non-credit courses (K-courses) by students with special education needs, remote and rural adjustment, Indigenous education grant adjustment;
- ***Local Special Education Priorities \$0.4M:*** to support local priorities such as additional educational staff, additional profession or paraprofessional staff, evidence-based programs and interventions and transition supports;
- ***Base Amount for Collaboration and Integration \$0.5M:*** base funding of \$477,016; and
- ***Multi-Disciplinary Supports \$1.2M:*** to support increased special education programs and services
 - Multi-Disciplinary Team \$0.4M
 - Other Staffing Resources \$0.8M

Special Equipment Amount (SEA) \$3.0M

To support the purchase of equipment that may be required by students with special education needs. The model includes two components:

- ***Per Pupil Amount:*** base amount for each school board and total ADE multiplied by a benchmark rate;
- ***Claims-based Funding:*** to cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase.

Special Incidence Portion (SIP) \$3.1M

To support those students who require more than two full-time staff to address their health and/or safety needs. Funding is based on claims submitted by school boards.

Education and Community Partnership Programs (ECPP) \$6.1M

Formerly named the Care, Treatment, Custody and Correctional (CTCC) amount, this allocation is to support the provision of education programs to school aged children and youth in care and/or treatment centres, and in custody and correctional facilities. Funding is based on an approval process specified in the guideline issued for these programs.

Behaviour Expertise Amount (BEA) \$0.9M

To provide funding to hire professional staff who have expertise in applied behavior analysis. This model includes three components, all of which are comprised of a fixed amount for each school board and a per pupil amount:

- ***Applied Behaviour Analysis (ABA) Expertise Professionals Amount \$0.6M:*** To hire board level ABA expertise professionals;
- ***ABA Training Amount \$0.2M:*** To provide training to build school board capacity in ABA; and
- ***After-School Skills Development (ASSD) \$0.1M:*** To provide skills development programs outside the instructional day.

SPECIAL EDUCATION – EXPENDITURE ANALYSIS

Direct service and supports for students and families is prioritized within special education and mental health expenditure planning. The majority of funds are utilized to provide school based and direct service (e.g., clinical support) staffing in support of student well-being and learning. The next layers of priority are Special Equipment Allocation (SEA) and supporting professional learning that directly impacts on programs and services.

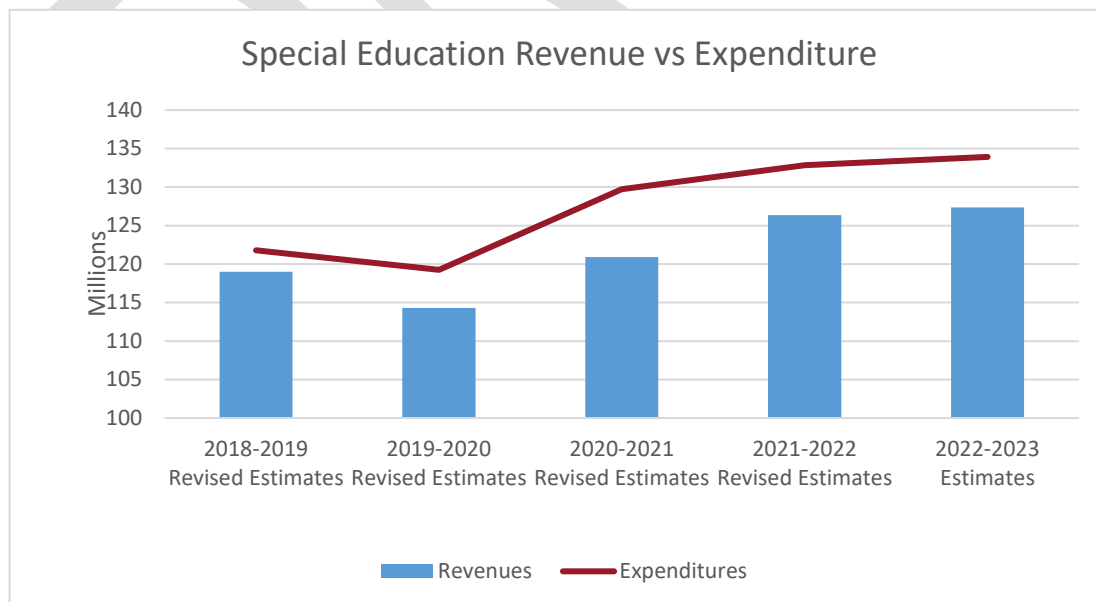
Professional learning for the 2022-2023 school year has a foundation supporting the well-being and success of students and the staff supporting them. Professional learning supports are engaged which have focus on centring Indigenous Rights, Human Rights & equity as we continue to reform student services. We need to uncover, name, challenge and disrupt biases, barriers, structures and practices that impede the achievement and well-being of our learners. It is through an examination of our practices that we will ensure that we better serve all our learners and support our staff.

The continuing dynamics of the COVID-19 pandemic amplify the need for focused strategies to support transitions into the 2022-2023 school year. To increase supports for students with special education strengths and needs during the first eight weeks of the school year, an intentional draw on the Special Education reserve is built into the 2022-2023 budget to augment Special Education supports during this time period. Specifically, use of 40% of the reserve to support eight-week in-class support positions (Educational Assistant roles). Use of other funding, such as Student Support Funds, has been confirmed for the 2022-2023 school year but is not guaranteed for the subsequent 2023-2024 school year. A draw of 40% repeats the draw on reserve utilized for transition supports in the 2021-2022 school year and results in 20% remaining for the 2023-2024 school year.

Application-based funding for school boards, such as the call for submissions for ‘Supporting Students with Disabilities’ funding will continue to be utilized as opportunities to augment initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

SPECIAL EDUCATION – OPERATING EXPENDITURES

	Revised Estimates 2020-2021	Revised Estimates 2021-2022	Estimates 2022-2023	Change 2021- 2022 to 2022- 2023
SPECIAL EDUCATION - REVENUE				
Special Education - Special Education Per-Pupil Amount (SEPPA)	57,500,200	59,391,749	60,430,475	1,038,726
Special Education - Differentiated Special Education Needs Amount (DSENA)	36,956,250	37,742,531	39,368,136	1,625,605
Special Education - Special Incidence Portion (SIP)	2,992,330	3,237,406	3,081,921	-155,485
Special Education - Special Equipment Amount (SEA)	2,640,429	2,699,666	2,991,904	292,238
Special Education - Behaviour Expertise Amount (BEA)	822,314	982,169	997,457	15,288
Special Education - Education and Community Partnership Program (ECPP)	5,716,634	6,064,146	6,064,146	0
Total Special Education Allocation	106,628,157	110,117,667	112,934,039	2,816,372
Re-allocation of Foundation Grant for Self Contained Classes	11,073,885	12,600,423	12,533,908	-66,515
Support for Students Fund - CUPE Special Education	1,655,465	1,655,465	1,655,465	0
Min. Education - CUPE Investment in System Priorities	827,732	827,732		-827,732
Special Education Reserve - Accumulated Surplus	0	230,001	230,001	0
COVID-19 Supports - Special Education	545,503	405,359	0	-405,359
COVID-19 Supports - Mental Health Supports	196,521	533,982	0	-533,982
Total Revenue Available for Special Education	120,927,263	126,370,629	127,353,413	982,784
SPECIAL EDUCATION - EXPENDITURES				
Teachers	57,426,410	63,040,036	64,013,487	973,451
Educational Assistants	56,918,859	53,763,150	52,867,388	-895,762
Textbooks / Supplies / Computers	1,717,750	1,859,748	1,882,493	22,745
Prof./ParaProf./Tech.	9,939,610	10,489,147	11,200,603	711,456
Staff Development	286,800	283,763	467,413	183,650
Principals and VPs	333,490	335,110	339,100	3,990
School Office	240,560	256,678	259,499	2,821
Officers & Facilitators	2,860,044	2,797,557	2,887,288	89,731
Total Special Education Expenditures	129,723,523	132,825,189	133,917,270	1,092,081
TOTAL SPECIAL EDUCATION SURPLUS/(DEFICIT)	-8,796,260	-6,454,560	-6,563,858	-109,298



7. 2022-2023 Capital Budget

For the 2022-2023 year, the capital budget of the Board is \$132.9M.

In analyzing the capital budget, it is important to understand that the revenues recognized in any given year are directly related to the expenditure for the year. As a result, while a grant may be allocated in one year, it may be recognized over multiple years as it is spent. There are no significant changes to capital grants for the year.

Education Development Charges (EDC)

The EDC by-law provides the funding for school boards to purchase land on which to construct schools. This by-law imposes a fee on new residential building permits which fund both the acquisition and development of school sites to accommodate growth-related pupil needs. In the current by-law, the rates over the period of the by-law have been capped by the Ministry resulting in a significant projected deficit.

Site purchases can include expenditures from sites purchased in prior years, as well as sites being purchased in the current year.

For 2022-2023, the collection of fees from residential permits is anticipated to be \$9.0M and will be applied to prior years site purchases. The estimated in-year site purchases of \$39.0M will be funded by EDC collections in future years.

Ministry Grants

i) Facility Upgrade Projects

School Condition Improvement (SCI)	<ul style="list-style-type: none"> To address the renewal priorities of the board, including replacing and repairing building components and improving the energy efficiency of schools Allocated in proportion to a board's total assessed renewal needs under the Condition Assessment Program Must be used to fund depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years 70% must be used for major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing), remaining 30% can be used to address any locally identified needs
School Renewal (SR)	<ul style="list-style-type: none"> To address the costs of repairing and renovating schools Largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary/secondary pupil Adjusted to reflect the renewal needs of older schools and regional variations in construction costs

The DDSB is responsible for maintaining 851,700 m² of facilities and 435 hectares of land. These projects include expenditures for repairing, upgrading and renovating those schools and sites. The projects listed in Appendix B: Schedules 1, 2 and 3 are critical to ensure the Board's facilities and properties are maintained.

The Board's allocation from the Ministry for SCI has increased in comparison to last year from \$16.5M to \$17.8M. As the Board's buildings age, DDSB's portion of the funding will fluctuate. For 2022-2023, the SR allocation has increased slightly from \$10.9M to \$11.2M as a result of enrolment.

Retrofit Projects

Child Care	<ul style="list-style-type: none"> • To provide funding to create space for new child care programs within existing school spaces • Funding for these projects was allocated based on business case submissions and calculated based on elementary school construction benchmarks for 26 pupils per room
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This grant allows the Board to continue to expand the ways in which its schools serve surrounding communities. Through business case submissions, the Child Care allocation received from the Ministry will fund the creation of child care centres as outlined below for which work has commenced and will continue in 2022-2023:

- **To be Tendered:**
 - Scott Central PS
 - Vaughan Willard PS
- **Awaiting Ministry Approval to Proceed:**
 - Rosebank PS
 - Seneca Trail PS
 - Sunderland PS

ii) Portable Purchases & Relocations

Temporary Accommodation	<ul style="list-style-type: none"> • Provides for leasing costs, portable relocation and acquisition costs • Allocation is based on history of net portable additions and relocations
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This category includes the purchase cost of the portables as well as costs associated with set-up on school sites. Relocation expenditures include transportation and set-up costs associated with portable moves. Portables are relocated from school to school to accommodate temporary fluctuations in enrolment.

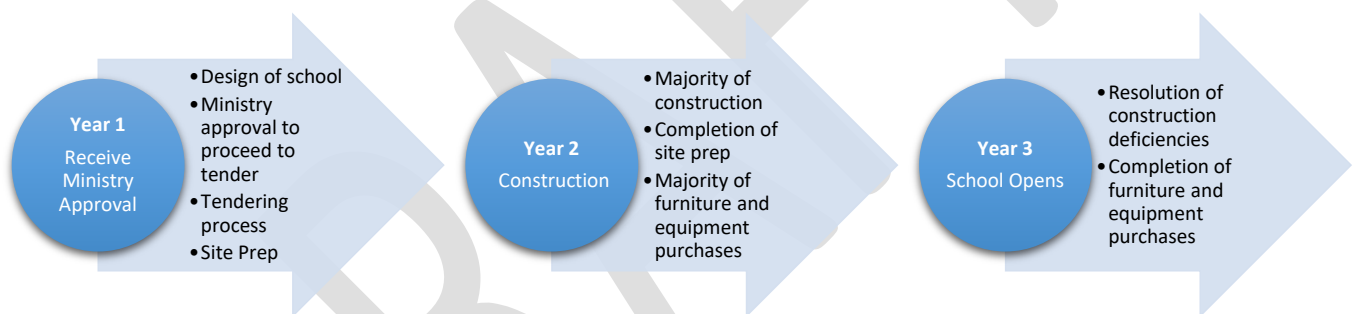
The Temporary Accommodation funding for 2022-2023 has increased compared to 2021-2022 from \$0.6M to \$1.1M as a result of a net board-wide increase in portables and portable moves over the past few years.

iii) New Construction

Capital Priorities (CP)	<ul style="list-style-type: none"> To fund the construction of new and replacement schools, as well as additions to existing schools Allocated by the Ministry based on business case submissions on a project-by-project basis The funding formula for these grants is based on construction and per pupil area benchmarks set by the Ministry
Child Care (CC) and EarlyON – New Construction	<ul style="list-style-type: none"> Funding is received as part of the project approvals for new and replacement schools and additions to existing schools to cover the costs of building a child care centre or EarlyON hub room within the school Calculated on a per room basis

New construction expenditures include the costs to design, construct and furnish new schools and additions to existing schools. As construction projects span multiple years, the revenues and expenditures associated with a construction project will span across multiple school year capital budgets.

The following provides a sample new school construction cycle:



Current construction projects include the following:

- **Awaiting Ministry Approval to Proceed:**
 - Beaverton PS/Thorah Central PS Rebuild
 - Unnamed North Oshawa PS
 - Unnamed Pickering Creekwood PS
 - Mary Street Community School – Addition
- **Recently Announced:**
 - Unnamed North Oshawa SS
 - Unnamed Pickering Seaton PS

The timing of expenditures for current new construction projects can be seen in Appendix B: Schedule 4.

iv) Interest on Long-Term Financing

Long Term Financing	<ul style="list-style-type: none"> Funding is based on debt payments required including principal and interest
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This interest expenditure is as a result of the long-term financing associated with the construction of new schools and additions.

The decrease in Long Term Financing funding and interest expenditure is due to the natural decline as principal balances decline. This trend will continue as the Ministry has shifted from long term financing to cash flow financing, based on reporting of expenses twice annually.

Proceeds of Disposition (POD)

Revenues are generated from the sale of Board properties and buildings that have been declared surplus through Ontario Regulation 444/98. These funds are to be used for the renewal of existing schools through the repair or replacement of components. As outlined in the Ministry's Proceeds of Disposition Policy, 80% must be spent on the repair or replacement of key building components and systems with the remaining 20% being used to address other locally identified renewal needs. To use POD funds for purposes other than those outlined in the policy, a Ministers approval is required.

The Board currently has 2 properties that have been declared surplus and are being circulated through O. Reg 444/98.

- Former Cartwright HS, 14220 Old Scugog Road, Blackstock
- Former H.W. Knight PS, Brock Rd 12, Cannington

The proceeds from these sales will be used to address capital needs throughout the system including roof replacements, mechanical systems upgrades, building envelope and site improvements within the boundaries of the POD policy.

In 2021-2022, 5 properties were sold with gross proceeds of \$49.3M before selling costs. The proceeds from theses properties will be used over the next 3-5 years to address identified capital needs. Projects to begin in 2022-2023 have been outlined in Appendix B: Schedule 3.

CAPITAL BUDGET SUMMARY

	2022-2023
	ESTIMATES
Site Purchases	
Prior years purchases	9,000,000
Current site purchases	39,000,000
Total Site Purchases (A)	48,000,000
Facility Upgrades	
School Condition Improvement - facility upgrades - Appendix B, Schedule 1	17,760,483
School Renewal - facility upgrades and equipment - Appendix B, Schedule 2	11,158,011
Proceeds of Disposition - facility upgrades - Appendix B, Schedule 3	13,950,000
Total Facility Upgrades (B)	42,868,494
Retrofits	
Child Care retrofits	5,427,191
Total Retrofits (C)	5,427,191
Portable purchases and relocations (D)	1,073,106
New construction - Appendix B, Schedule 4 (E)	26,829,861
Interest on Long-Term Financing (F)	8,733,457
Total Capital Expenditures (A+B+C+D+E+F)	132,932,109



Durham District School Board
BUDGET
2022-2023

APPENDICES

Appendix A: Expenditure Details

EXPENDITURE CATEGORIES	Salaries & Wages	Payroll Taxes & Benefits	Total Staffing Costs	Other Operating Expenditures	Total Operating Expenditures
Instruction					
Teachers	432,800,720	60,768,797	493,569,517	----	493,569,517
Supply Staff	18,122,035	1,812,220	19,934,255	----	19,934,255
Educational Assistants	40,325,269	12,542,119	52,867,388	----	52,867,388
Early Childhood Educator	14,842,800	4,377,434	19,220,234	----	19,220,234
Computers	----	----	----	15,105,293	15,105,293
Textbooks / Supplies	----	----	----	14,878,989	14,878,989
Prof./ParaProf./Tech.	20,440,425	4,763,989	25,204,414	3,422,541	28,626,955
Library / Guidance	16,255,521	2,292,243	18,547,764	----	18,547,764
Staff Development	4,528,502	452,930	4,981,432	352,703	5,334,135
Principals and VPs	31,199,445	4,140,584	35,340,029	121,000	35,461,029
School Office	13,076,490	4,215,417	17,291,907	1,198,383	18,490,290
Officers & Facilitators	10,817,910	1,611,836	12,429,746	3,843,986	16,273,732
Continuing Education	3,735,140	636,916	4,372,056	325,782	4,697,838
Instruction Total	606,144,257	97,614,485	703,758,742	39,248,677	743,007,419
Administration & Governance					
Trustees	211,010	14,668	225,678	30,000	255,678
Board Administration	15,426,456	3,610,141	19,036,597	4,851,782	23,888,379
Administration & Governance Total	15,637,466	3,624,809	19,262,275	4,881,782	24,144,057
Transportation					
Transportation	721,190	177,415	898,605	24,622,418	25,521,023
Transportation Total	721,190	177,415	898,605	24,622,418	25,521,023
School Operations & Maint.					
School Operations & Maint.	39,882,610	10,399,275	50,281,885	31,175,121	81,457,006
School Operations & Maint. Total	39,882,610	10,399,275	50,281,885	31,175,121	81,457,006
Other Non-Operating					
Other Non-Operating	----	----	----	6,161,627	6,161,627
Other Non-Operating Total	----	----	----	6,161,627	6,161,627
Total Operating Expenditures	662,385,523	111,815,983	774,201,507	106,089,625	880,291,132

Appendix B: Capital Schedules

Appendix B: Schedule 1 - School Condition Improvement

School Condition Improvement	
Projects	
Full/partial roof replacements	4,100,000
Priority projects: Dr. S.J. Phillips PS, E.A. Fairman PS, John Dryden PS	
Cladding	2,300,000
Priority projects: E.A. Lovell, Hillsdale PS, Valley View PS	
Window replacements	1,200,000
Priority projects: Coronation PS, Port Perry HS	
HVAC replacements and upgrades	5,100,000
Priority projects: Anderson CVI, Frenchman's Bay PS, Pringle Creek PS, R.H. Cornish PS	
Boiler replacements	900,000
Priority projects: Fallingbrook PS, Winchester PS	
Service upgrades	460,000
Priority projects: E.A. Lovell, Scott Central PS, Waverly PS	
Controls upgrades - various locations	250,000
Fire alarm systems - various locations	250,000
Lighting - various locations	400,000
Security systems - various locations	500,000
Telephone/P.A. systems - various locations	250,000
Contingency to address locally identified needs during the year	2,050,483
Total School Condition Improvement	17,760,483

Appendix B: Schedule 2 - School Renewal

School Renewal	
Projects	
Interior modification - library	1,100,000
Priority projects: Coronation PS, Greenbank PS, Henry St. HS	
Interior modification - special classrooms	560,000
Priority projects: Valley Farm PS, Vaughan Willard PS	
Interior modification - program needs	600,000
Priority projects: R.S. McLaughlin CVI	
Interior modification - classroom refresh	300,000
Priority projects: R.H. Cornish PS, Valley Farm PS	
Interior modification - washrooms	940,000
Priority projects: Beau Valley PS, Port Perry HS, William Dunbar PS	
Interior modification - other	2,600,000
Priority projects: Ajax HS, Frenchman's Bay PS, G.L. Roberts CVI, Joseph Gould PS, Prince Albert PS, Pringle Creek PS, Terry Fox PS	
Exterior Sitework	750,000
Priority projects: Meadowcrest PS, O'Neill CVI, Sir Samuel Steele PS	
Asphalt	2,050,000
Priority projects: DASS, G.L. Roberts CVI, Pine Ridge SS	
Accessibility improvements - various locations	250,000
Contingency to address locally identified needs during the year	2,008,011
Total School Renewal	11,158,011

Appendix B: Schedule 3 – Proceeds of Disposition

Proceeds of Disposition	
Projects	
Full/partial roof replacements	1,400,000
Priority projects: Carruthers Creek PS, J. Clarke Richardson CVI	
Cladding	2,400,000
Priority projects: Fallingbrook PS, Uxbridge SS	
Window replacements	1,700,000
Priority projects: Joseph Gould PS, Ormiston PS, Pringle Creek PS, William Dunbar PS	
HVAC replacements and upgrades	6,550,000
Priority projects: E.A. Lovell, Fairport Beach PS, O'Neill CVI, Scott Central PS, Uxbridge PS, Walter E. Harris PS	
Boiler replacements	1,200,000
Priority projects: Pierre Elliot Trudeau PS, Quaker Village PS	
Controls upgrades	500,000
Priority projects: E.A. Lovell, Pringle Creek PS	
Service upgrades	200,000
Priority projects: Walter E. Harris PS	
Total Proceeds of Disposition	13,950,000

Appendix B: Schedule 4 - Capital Projects in Progress, Ministry Approved

	Project Budget	Funding		New Construction Expenditures		
		Ministry Approved Funding*	Board Funding**	2021-22 and Prior	2022-23 Estimated Expenditures	Future Years
New Schools						
Beaverton PS/Thorah Central PS Rebuild	11,253,212	11,253,212	-	1,613,582	9,002,570	637,060
Unnamed Pickering Creekwood PS	13,676,371	13,676,371	-	91,463	1,868,342	11,716,565
Unnamed North Oshawa PS	14,360,190	14,360,190	-	2,062,378	11,488,152	809,660
Unnamed North Oshawa SS		46,389,932				
Unnamed Pickering Seaton PS		18,997,002				
Total New Schools	39,289,773	104,676,707	-	3,767,423	22,359,064	13,163,285
Additions						
Mary Street Community School	5,588,496	5,588,496	-	809,774	4,470,797	307,925
Total Additions	5,588,496	5,588,496	-	809,774	4,470,797	307,925
					26,829,861	

*Ministry Approved Funding includes Capital Priorities, Child Care and EarlyON

**Board Funding includes Proceeds of Disposition

Appendix C: Board Staffing Comparison (Post COVID-19)

	2020- 2021 FTE	2021- 2022 FTE	CHANGE 2021- 2022 vs 2020- 2021	2022- 2023 FTE	CHANGE 2022- 2023 vs 2021- 2022
Instruction					
Teachers					
Classroom Teachers	3842.4	3950.8	108.4	3900.8	-50.0
Care & Treatment Teacher	48.0	51.0	3.0	51.0	0.0
Special Education Teacher	257.6	279.9	22.4	281.7	1.7
Special Education Resource Teachers	192.1	210.6	18.6	198.0	-12.6
English as a Second Language	29.0	34.0	5.0	34.0	0.0
Hearing and Vision Teacher	12.0	12.0	0.0	12.0	0.0
Literacy Coaches	0.0	0.0	0.0	0.0	0.0
Safe Schools (Program Costs)	1.5	1.5	0.0	1.5	0.0
Students Success Grades 7-12 (Program Costs)	2.0	2.0	0.0	2.0	0.0
E- Learning Teacher	0.0	0.0	0.0	0.0	0.0
Teachers Total	4384.6	4541.9	157.3	4481.0	-60.8
Educational Assistants					
Educational Assistants	893.4	902.4	9.0	880.4	-22.0
START Team/District	10.0	10.0	0.0	10.0	0.0
Care & Treatment Educational Assistant	0.0	1.0	1.0	1.0	0.0
Educational Assistants Total	903.4	913.4	10.0	891.4	-22.0
Early Childhood Educator					
Early Childhood Educator	360.0	359.0	-1.0	342.0	-17.0
Early Childhood Educator Total	360.0	359.0	-1.0	342.0	-17.0
Prof./ParaProf./Tech.					
Administration	9.0	9.0	0.0	10.0	1.0
Administrative Support Staff	3.0	3.0	0.0	3.0	0.0
Instructors	4.0	4.0	0.0	4.0	0.0
Coordinator	1.0	1.0	0.0	1.0	0.0
Support Staff	30.0	30.7	0.7	30.0	-0.7
Cafeteria Assistants Salaries	12.0	12.0	0.0	12.0	0.0
Psychologists & Psychometrists	31.2	35.2	4.0	36.2	1.0
Social Workers & Attendance Counsellors	23.0	26.0	3.0	26.0	0.0
Speech & Language Pathologists	25.0	26.0	1.0	26.0	0.0
Interpreters & Intervenors	17.0	17.0	0.0	17.0	0.0
Mental Health Lead	1.0	1.0	0.0	1.0	0.0
Work Experience Coordinator (Spec. Ed.)	1.0	2.0	1.0	4.0	2.0
Youth Worker	2.0	10.0	8.0	12.0	2.0
I.T. Specialists	11.0	11.0	0.0	28.0	17.0
Outdoor Education Interpreter	1.0	1.0	0.0	1.0	0.0
Educational Assistant-Technology	0.5	0.5	0.0	0.5	0.0
Safe Schools (Program Costs)	1.0	1.0	0.0	1.0	0.0
Prof./ParaProf./Tech. Total	172.7	190.4	17.7	212.7	22.3

	2020- 2021 FTE	2021- 2022 FTE	CHANGE 2021- 2022 vs 2020- 2021	2022- 2023 FTE	CHANGE 2022- 2023 vs 2021- 2022
Library / Guidance					
Teacher Librarians	88.6	97.3	8.7	104.7	7.4
Teacher Guidance Counsellor	56.0	63.0	7.0	63.9	0.9
Library / Guidance Total	144.6	160.3	15.7	168.6	8.3
Principals and VPs					
School Principal	139.0	140.0	1.0	135.0	-5.0
School Vice-Principal	107.6	111.7	4.1	114.4	2.7
Principals and VPs Total	246.6	251.7	5.1	249.4	-2.3
School Office					
Clerical Support Staff Permanent	223.4	234.6	11.2	257.4	22.8
Clerical Support Staff Casual Salaries	0.0	0.0	0.0	0.0	0.0
School Office Total	223.4	234.6	11.2	257.4	22.8
Coordinators and Consultants					
Administration	11.0	8.0	-3.0	9.0	1.0
Administrative Support Staff	13.0	12.0	-1.0	12.0	0.0
Leads	11.0	10.0	-1.0	10.0	0.0
Facilitators	48.7	53.5	4.8	63.0	9.5*
Coordinator	0.0	0.0	0.0	0.0	0.0
Support Staff	0.0	0.0	0.0	0.0	0.0
Safe Schools (Program Costs)	4.0	4.0	0.0	4.0	0.0
Students Success Grades 7-12 (Program Costs)	4.0	4.0	0.0	4.0	0.0
Emp. Computer Training Instructor	6.0	6.0	0.0	6.0	0.0
Experiential Learning Envelope	1.0	1.0	0.0	1.0	0.0
Coordinators and Consultants Total	98.7	98.5	-0.2	109.0	10.5
Continuing Education					
Administration	2.0	2.0	0.0	2.0	0.0
Administrative Support Staff	14.0	11.0	-3.0	11.0	0.0
School Principal	1.0	1.0	0.0	1.0	0.0
School Vice-Principal	2.0	2.0	0.0	2.0	0.0
Classroom Teachers	3.5	2.0	-1.5	2.0	0.0
Continuing Education Total	22.5	18.0	-4.5	18.0	0.0
Instruction Total	6556.4	6767.7	211.2	6729.4	-38.2
Administration & Governance					
Governance					
Trustee	11.0	11.0	0.0	11.0	0.0
Student Trustee	3.0	3.0	0.0	3.0	0.0
Governance Total	14.0	14.0	0.0	14.0	0.0
Board Administration					
Administration	105.0	115.0	10.0	120.0	5.0
Administrative Support Staff	31.1	32.1	1.0	32.1	0.0
Board Administration Total	136.1	147.1	11.0	152.1	5.0

	2020- 2021 FTE	2021- 2022 FTE	CHANGE 2021- 2022 vs 2020- 2021	2022- 2023 FTE	CHANGE 2022- 2023 vs 2021- 2022
Administration & Governance Total	150.1	161.1	11.0	166.1	5.0
School Operations & Maintenance					
School Operations & Maint.					
Administration	35.0	35.3	0.3	38.0	2.7
Administrative Support Staff	9.0	8.0	-1.0	8.0	0.0
Custodial Salaries	449.8	459.8	10.0	459.8	0.0
Cleaners Salaries	4.3	4.3	0.0	4.3	0.0
Repair Person	1.0	1.0	0.0	1.0	0.0
Security Monitors	4.2	4.2	0.0	4.2	0.0
Absence Coverage/Casual	0.0	0.0	0.0	0.0	0.0
Co-op Student	1.0	0.0	-1.0	0.0	0.0
Maintenance Staff	37.0	37.0	0.0	37.0	0.0
Energy Support Staff	4.0	4.0	0.0	4.0	0.0
School Operations & Maint. Total	545.2	553.5	8.3	556.2	2.7
School Operations & Maint. Total	545.2	553.5	8.3	556.2	2.7
Transportation					
Transportation					
Administration Costs - DSTS	8.0	8.0	0.0	8.0	0.0
Transportation Total	8.0	8.0	0.0	8.0	0.0
Transportation Total	8.0	8.0	0.0	8.0	0.0
Grand Total	7,259.7	7,490.3	230.6	7,459.7	-30.6

*7 FTE Facilitator positions are related to enveloped Indigenous Education Funding

Appendix D: Priorities and Partnerships Funding

	Project Description		2021-2022 Grant	2022-2023 Grant	Variance	Included in 2022/2023 PPF Memo
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Renewed Mathematics Strategy		999,000	999,000	0	Y
Ministry of Education, Student Achievement Division, Program Implementation Branch	Specialist High Skills Major		514,500		-514,500	
Ministry of Citizenship and Immigration	Adult Non-Credit Language Training Program		638,800		-638,800	
Ministry of Advanced Education and Skills Development	Literacy and Basic Skills (LBS)		149,893		-149,893	
Ministry of Advanced Education and Skills Development	Ontario Youth Apprenticeship Program (OYAP)		220,393		-220,393	
Ministry of Education	Skilled Trades Bursary Program		0	19,000	19,000	Y
Ministry of Education, Inclusive Education Branch	Parent Reaching Out Grants	*	75,800		-75,800	
Ministry of Education, Safe and Healthy Schools Branch	Well Being: Safe Accepting and Healthy Schools and Mental Health	*	87,600		-87,600	
Ministry of Education, Inclusive Education Branch	Innovative Education Programs for Children and Youth in Care		87,000		-87,000	
Ministry of Education Equity Secretariat	Hire A Senior Leader With Expertise In Human Rights, Dispute Resolution And Organization Change		170,400		-170,400	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	NTIP Enhancing Teacher Development Fund		80,762		-80,762	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Analyzing Identity-Based Data Collection		35,000		-35,000	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Autism AQ Subsidy Program		17,500	25,800	8,300	Y
Ministry of Education, Indigenous Education & Well Being Division	Cricket Program		6,500		-6,500	
Ministry of Education, Safe and Healthy Schools Branch	Focus on Youth Summer Program		80,000		-80,000	
Ministry of Education, Labour and Finance Implementation Branch	CUPE - Investment in System Priorities (ISP)		1,494,226		-1,494,226	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Learning and Innovation Fund for Teachers	*	63,000		-63,000	
Ministry of Education	Optimizing Air Quality In Schools - Ventilation In Classrooms		1,070,094	671,210	-398,884	
Ministry of Education	Federal Safe Return To Class Fund: 2020-21 Spring And Summer Learning Opportunities For School Boards - De-Streaming Transition Support Program		73,795	74,900	1,105	Y
Ministry of Education	Additional Staffing Supports	*	9,949,682		-9,949,682	

Contact Division/Department	Project Description		2021-2022 Grant	2022-2023 Grant	Variance	Included in 2022/2023 PPF Memo
Ministry of Education	Additional School Operations Support	*	999,955		-999,955	
Ministry of Education	Transportation		1,476,200		-1,476,200	
Ministry of Education	Special Education Supports	*	405,359		-405,359	
Ministry of Education	Mental Health Supports	*	533,982		-533,982	
Ministry of Education	Re-Engaging Students and Reading Assessment Supports		683,670		-683,670	
Ministry of Education	Additional Qualifications Subsidy for Math Courses		65,000		-65,000	
Ministry of Education	Anti-Sex Trafficking Protocol Development and Implementation		33,656		-33,656	
Ministry of Education	Excellence in Education Administration Fund (EEAF)		150,000		-150,000	
Ministry of Education	Staff Well-Being		26,160		-26,160	
Ministry of Education	Subsidies for Guidance and Career Education Additional Qualification Courses		48,635		-48,635	
Ministry of Education, Student Achievement Division, Student Achievement Supports Branch	Support the Provision of High-Speed Broadband Internet Access		139,619	259,290	119,672	
Ministry of Education	Graduation Coach Program for Black Students		113,202		-113,202	
Ministry of Education	Tutoring Supports Program		3,146,090	6,292,200	3,146,110	Y
Ministry of Education	Professional Assessments and Systematic Evidence-Based Reading Programs		568,795		-568,795	
Ministry of Education	Summer Learning for Students with Special Education Needs		242,031	242,000	-31	Y
Ministry of Education, Labour and Finance Implementation Branch	Skills Development Fund		14,100		-14,100	
Immigration, Refugees and Citizenship Canada	Introduction to English Language Learning in a Digital World		135,803	394,176	258,373	
Ministry of Education	Early Intervention in Math for Students with Special Education Needs			114,600	114,600	Y
Ministry of Education	Entrepreneurship Education Pilot Projects			40,000	40,000	Y
Ministry of Education	Health Resources, Training and Supports			37,100	37,100	Y

Total Supplementary
Funding

24,596,202

9,169,276

-15,426,926

* Transferred to GSN



DURHAM DISTRICT SCHOOL BOARD

BUDGET

2022-2023

STRATEGIC PRIORITIES

OPERATIONAL GOALS

INPUT/PLANNING

BUDGET ALLOCATION

• IGNITE LEARNING
CORE BELIEFS
AND VALUES

• PROJECTS
• INITIATIVES
• PROGRAMS
• MONITORING
• METRICS
• EVALUATION

• INPUT
• CONSULTATION
• COLLABORATION
• ANALYSIS

• FUNDING
ALLOCATION TO
SUPPORT STRATEGIC
PRIORITIES AND
OPERATIONAL
GOALS



Durham District School Board
Education Finance Committee Meeting
APPROVED MINUTES

A public meeting of the Education Finance Committee was held on Wednesday, March 30, 2022, virtually via ZOOM.

1. Call to Order

Chair Edwards called the meeting to order at approximately 6:01 p.m.

Committee Members Present:	Trustees Patrice Barnes, Chris Braney, Paul Crawford, Donna Edwards, Carolyn Morton, Linda Stone, Christine Thatcher, Scott Templeton
Committee Member Regrets/Absence:	Trustees Michael Barrett, Darlene Forbes, Niki Lundquist
Officials Present:	Director Norah Marsh; Associate Director David Wright; 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; Executive System Lead, Robert Cerjanec
Staff Present:	Lisa Bianca, Head of Facilities Services David Rule, Head of IT Services Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance
Recording Secretary:	Kristin Talbot, Executive Assistant

2. Land Acknowledgement

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

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Approval of the Agenda

MOVED by Christine Thatcher

That the agenda be approved as presented.

CARRIED

5. Approval of the June 9, 2021 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Carolyn Morton

That the minutes be approved as presented.

CARRIED

6. Public Deputations

Tara Culley, a representative of the Special Education Advisory Committee (SEAC), made a presentation to the Committee.

Discussion ensued and questions were responded to.

7. Other Business

Chair Edwards brought to Trustees' attention an outstanding item from the 2018 municipal election process regarding the consideration of an Indigenous Trustee. It is not an item for discussion under the mandate of the Finance committee, however, depending on the decision there may be budget implications.

8. Next Meeting Date

May 4, 2022

9. Adjournment

The meeting was adjourned at 6:34 p.m.

Donna Edwards
Chair of the Committee

APPROVED JUNE 1, 2022



Durham District School Board
Education Finance Committee Meeting
DRAFT MINUTES

A public meeting of the Education Finance Committee was held on Wednesday, June 1, 2022, virtually via ZOOM.

1. Call to Order

Chair Edwards called the meeting to order at approximately 7:01 p.m.

Committee Members Present:	Trustees Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Christine Thatcher, Scott Templeton
Committee Member Regrets/Absence:	Trustees Patrice Barnes, Chris Braney
Officials Present:	Director Norah Marsh; Associate Director David Wright; 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; Executive System Lead, Robert Cerjanec
Staff Present:	Lisa Bianca, Head of Facilities Services Melissa Durward, Senior Manager of Finance Jennifer Machin, Senior Manager of Finance David Rule, Head of IT Services
Recording Secretary:	Kristin Talbot, Executive Assistant

2. Land Acknowledgement

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

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Approval of the Agenda

MOVED by Carolyn Morton

That the agenda be approved as presented.

CARRIED

5. Approval of the March 30, 2022 Education Finance Committee PUBLIC Meeting Minutes

MOVED by Scott Templeton

That the minutes be approved as presented.

CARRIED

6. Presentation of the 2022-2023 Draft Budget

Associate Director Wright presented the 2022-2023 draft budget.

- Lisa Bianca presented the Enrolment
- Jennifer Machin presented the Operating Revenue and Expenditures
- Superintendent McAuley presented the Special Education Operating Revenue and Expenditures
- Melissa Durward presented the Capital Budget

A discussion ensued and questions were responded to.

MOVED by Michael Barrett

It is recommended that the Education Finance Committee recommend to the Board of Trustees that the 2022-2023 draft budget containing total revenues of \$1,013,223,241 and total expenses of \$1,013,223,241 be approved as presented.

None Opposed

CARRIED

7. Other Business

There was no other business.

8. Next Meeting Date

It was determined that no further meetings regarding the draft 2022-2023 budget are required.

9. Adjournment

The meeting was adjourned at 8:27 p.m.

Donna Edwards
Chair of the Committee

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 20, 2022

SUBJECT: Draft Emergency Closing of Schools Policy **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services
 Jim Markovski, Associate Director of Equitable Education

1.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees for the Draft Emergency Closing of Schools Policy that came before the Board as a Notice of Motion on May 16, 2022.

2.0 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 confidence.*

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

3.0 Background

The Governance and Policy Committee undertook a detailed review of, and revision to the draft Emergency Closing of Schools Policy.

At the May 10, 2022, Governance and Policy Committee meeting, the Committee passed a resolution to move the Revised Emergency Closing of Schools Policy to the May 16, 2022 Board meeting as a Notice of Motion.

At the May 16, 2022 Board meeting, the Board resolved that the draft policy proceed to the June 20, 2022 Board Meeting. The draft Emergency Closing of Schools Policy presented to the Board at the May Board meeting is attached as Appendix “A”. Related draft procedures are included as Appendix “B” for information. Subject to minor edits for consistency, spelling, grammar and the like, these procedures are as presented at the May Board meeting.

4.0 Recommendations

That the Board of Trustees consider and, as it may deem appropriate, approve the Draft Emergency Closing of Schools Policy.

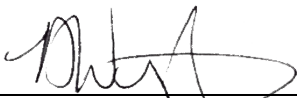
5.0 Appendices

- | | |
|------------|---|
| Appendix A | DRAFT Emergency Closing of Schools Policy (For Approval) |
| Appendix B | DRAFT procedures to implement the policy (For Information Only) |
| | <ul style="list-style-type: none">• Draft Emergency Closing of Schools Procedure• Draft Cancellation of Student Transportation Procedure |

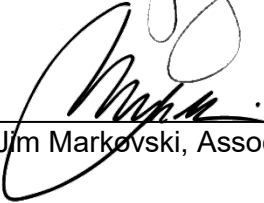
Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services



Jim Markovski, Associate Director of Equitable Education

Emergency Closing of Schools

1.0 Rationale

- 1.1 The Durham District School Board (DDSB) is committed to ensuring the safety and well-being of all students, staff, families, and community members. In the event of an emergency situation affecting a school site, or on days that are deemed to be severe weather days, the DDSB may need to close all, or some, schools. The DDSB strives to ensure that all schools and workplaces are open every instructional/operational day to meet the needs of students and the community.
- 1.2 This policy is to be interpreted and applied in accordance with the Board's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory, and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible, and free from discrimination and harassment consistent with the DDSB's Human Rights Policy, the Indigenous Education Policy, the Workplace Harassment Policy, and the Safe and Respectful Workplace Policy.

2.0 Policy

- 2.1 From time-to-time situations may arise which require 'emergency' action affecting the normal operation of a school or schools within the district. The Education Act, S19(1), grants school boards the following authority with respect to emergency closures:
 19. (1) **Closing of school or class by a board** – A Board may close or authorize the closing of a school or class for a temporary period where such closing appears unavoidable because of,
 - a) failure of transportation arrangements; or
 - b) inclement weather, fire, flood, the breakdown of the school heating plant, the failure of an essential utility or a similar emergency.
- 2.2 It is confirmed that the Director of Education and delegates have the authority to close schools or classes for a temporary period in accordance with the provisions of section 19(1) of the Education Act.
- 2.3 The members of the Board of Trustees shall be advised of any decision to close a school or class as soon as possible after the decision has been made.
- 2.4 The Director may adopt procedures to implement the terms of this policy.
- 2.5 The Director shall report at least annually and at such other times as appears necessary on any and all closures under this policy.

3.0 Reference Documents

Procedure: Emergency Closing of Schools

Procedure: Cancellation of Student Transportation

Effective Date:

1977-05-24

Reviewed and Amended:

2006-02-08

2012-10-10

2022-xx-xx



PROCEDURE

INSTRUCTION

Appendix B

Emergency Closing of Schools

1.0 Official Closing of the School

This procedure outlines the process for, and the actions to be taken when, the Director delegates to temporarily close a school or class in accordance with the provisions of section 19(1) of the Education Act because of one of the following:

- a) failure of transportation arrangements; or
- b) inclement weather, fire, flood, the breakdown of the school heating plant, the failure of an essential utility or a similar emergency".

- 1.1 This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from all forms of discrimination and harassment consistent with the, DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

2.0 Student Safety

- 2.1 The safety of students is the most important consideration.
- 2.2 Because students may arrive at school in various ways and may not be aware that a school has been closed, it is essential that School administrators make provisions for a small team of school staff to receive students for a reasonable period of time during the regular time of entry in the morning even if there has been a decision to close the school for the day. The team is pre-identified at the beginning of each school year and will be responsible for contacting parents so that students are able to return home safely.
- 2.3 When students are dismissed early under any circumstances, school administrators shall make school telephones available to students who wish to contact their parent(s) or guardian(s).
- 2.4 In the event of emergencies occurring such as those outlined in Section 19 (1)(b), the Principal of the school is authorized to take such action as is necessary to close the school. Because the Principal is on-site, the assessment of "emergency conditions" is primarily their responsibility. It is expected, where possible, that the Principal will do so in consultation with their Family of Schools Superintendent, the Operations Department and/or other appropriate DDSB personnel as outlined below. If circumstances allow, the Principal should consult with other appropriate officials prior to declaring an emergency situation such as, for example, the local Fire Department and Regional Works Department.

2.5 If the issue is a disruption in the functioning of a utility, a mechanical or water system, or any other urgent facility concern, the Area Custodial Supervisor should be the first point of contact to engage Facilities Services staff and determine whether or not the school can remain operational. If the Area Custodial Supervisor is not available, the Manager of Custodial Services should be contacted.

2.6 Communication regarding the situation must be shared by the Lead Custodian with Facilities Services. The School Principal will provide the necessary updates to the Family of Schools Superintendent and the Operations Department

3.0 Emergency Closing of School Due to Public Health Situation

3.1 All emergency closing of schools due to a public health concern will be directed by the local public health unit, Durham Regional Health Department. The Principal will consult with the DDSB Health & Safety and Operations Departments for specific directions.

4.0 Emergency Closing of Child Cares, Depots, Community Hubs

4.1 In the event that schools are closed during an emergency, the closure of the building will also necessitate that Child Care Centres, Depots, Community Hubs and other permitted events be cancelled.

5.0 Classroom Instruction at Secondary Schools

5.1 In the event that secondary schools are closed during an emergency situation, staff will pivot instruction to online learning for the day, as appropriate to do so and as directed by the Board. Staff will follow their regular timetable but will do so virtually. Communication will take place utilizing the planned communication channels. Any staff that may be unable to meet virtually requirements will be required to consult with their Principal/Supervisor.

6.0 Classroom Instruction at Elementary Schools

6.1 In the event that elementary schools are closed due to an emergency situation, staff will continue with their professional duties, which may include, but not limited to: planning, assessment, online instruction and communication with families. Staff will provide students with virtual learning opportunities as appropriate to the class/grade. Communication will take place utilizing the planned communication channels. Any staff that may be unable to meet virtual requirements will be required to communicate with their Principal/Supervisor.

6.2 Communication will take place utilizing the planned communications channels.

7.0 Guidelines for Early Dismissal Because of Emergency Conditions

7.1 When the decision is made to dismiss classes at a time other than regular dismissal because of emergency conditions, regard shall be had to sections 7.2 to 7.4 below.

7.2 The Principal, with the agreement of the Associate Director of Corporate Services and Durham Transportation Services (DSTS), may arrange for the busses to run. Since others on the regular route may be affected, it is expected that an attempt will be made to consult with Principals of

other schools that may be impacted. This might be done through the DSTS, and/or co-ordinated by others at the Education Centre.

- 7.3 If the Principal has concerns regarding the safety of students in the event of early dismissal, then the students should be retained in the school. Parents and guardians of young students must be notified as to the location of their children.
- 7.4 In the event that it is not safe to transport by vehicle or relocate students during an emergency situation, then the school's Emergency Response Plan shall be activated.

8.0 Records

- 8.1 Following a temporary closure due to an emergency, the Principal shall make a brief written record of the emergency conditions and the actions taken by the school. The record should include reference to any situations which may require follow-up. The Family of Schools Superintendent and the Operations Department should be informed as soon as possible of the emergency conditions and the action taken.

9.0 Communications

- 9.1 Emergency situations may arise requiring that parents/guardians be advised of the action being taken with regard to their children.
- 9.2 The School Principal will utilize common communication methods to share necessary information with staff and the school community (ex. Staff email, phone tree, SchoolMessenger, newsletter, etc.). The communication plan should be communicated with school staff at the beginning of each school year. Where information affects the entire system, or a major portion thereof, the main sources of communication will be board and school websites, SchoolMessenger, school communication letters, and social media platforms.
- 9.3 In the event of a major emergency situation requiring communication with Durham Student Transportation Services, telephone answering service in the Education Centre will be expanded by assigning additional office staff to the task. Telephone operators and other Education Centre staff shall remain on duty until all schools have reported clear conditions and a return to regular operations.
- 9.4 It is expected that early in September parents will be advised by the school Principal of the plans for dealing with transportation disruptions and other emergencies, as well as the communication channels that will be used to inform them in such a circumstance.

10.0 Disruption of Transportation Services:

- 10.1 For the purpose of coordinating transportation services in the event of an emergency, decisions will be coordinated by the CAO of DSTS.
- 10.2 Every effort will be made to advise parents, as soon as possible, regarding changes in the regular transportation schedule through the planned communication channels.

Appendix:
None

Effective Date
2022-03-31



PROCEDURE

INSTRUCTION

Appendix B

Cancellation of Student Transportation

1.0 Objective

- 1.1 The following procedure outlines the action to be taken when a situation of inclement weather exists or is predicted to exist, before or during the regular school day which may create a significant risk for the safety of students and employees.
- 1.2 This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from all forms of discrimination and harassment consistent with the, DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy, the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.
- 1.3 Busing Transportation Zones
 - 1.3.1 The DDSB covers a large geographic expanse in Durham Region. Weather conditions can vary greatly across the region. In order to adjust for differing weather patterns, the following busing transportation zones:
 - Zone 1 – Applies to those homes in the Brock Area
 - Zone 2 – Applies to those homes in the Uxbridge Area
 - Zone 3 – Applies to those homes in the Scugog Area
 - Zone 4 – Applies to those homes in the Pickering, Ajax, Oshawa, Whitby Area
- 1.4 Principals should notify students, parents/guardians of the busing transportation zone information at the beginning of the school year so they know which zones applies to them in the event of transportation irregularities and/or inclement weather.
- 1.5 The Principal should encourage parents/guardians to regularly monitor delays and cancellations of bussing in order to prevent having unsupervised children waiting roadside for buses that may be delayed or cancelled.

BEFORE THE SCHOOL DAY BEGINS:

1.5.1 Decision/Communication

- 1.5.1.1 The CAO of Durham Student Transportation Services (DSTS) is responsible for monitoring weather conditions in co-ordination with the bus companies, municipalities, and Durham Regional Police, and for reporting recommendations to the Associate Director of Corporate Services/Transportation.

- 1.5.1.2 The Associate Director of Corporate Services/Transportation, in consultation with the CAO, will make decisions regarding the cancellation of transportation services.
- 1.5.1.3 The Associate Director of Corporate Services/Transportation will communicate with the Director of Education and will report the decision to the CAO and DSTS.
- 1.5.1.4 The CAO of DSTS will contact all designated radio stations to advise of, and will post on both the Board's and DSTS websites and DSTS voice message system (IVR) the appropriate message, which will be one of the following:
 - That transportation services have been cancelled for the following busing transportation zones, but schools remain open;
 - or,
 - that some or all schools in the following busing transportation zones are closed for the day and parents are requested to keep their children at home.

1.5.2 Disruption of Transportation Services:

- 1.5.2.1 Parents, students and staff will be advised as soon as possible (by 7:00 A.M.) through planned communication channels regarding changes in the regular transportation schedule. The announcement will state in which zone the buses have been cancelled or delayed.
- 1.5.2.2 All staff should make ongoing and reasonable efforts throughout the workday to safely attend work at their regularly scheduled location.

1.5.3 Schools Closed:

- 1.5.3.1 Parents, students and staff will be advised as soon as possible (by 7:00 A.M.) through planned communication channels if schools are to be closed. The announcement will state that buses are cancelled, schools are closed and parents are requested to keep their children home.
- 1.5.3.2 Principals are responsible for developing school contingency plans to ensure that a small group of school staff are available to receive students for a reasonable period of time during regular time of entry in the morning. The team is pre-identified at the beginning of each year and will be responsible for contacting parents so that students are able to return home safely.
 - a) In the event that secondary schools are closed during an emergency situation, staff will pivot instruction to online learning for the day, as appropriate to do so and directed by the Board. Staff will follow their regular timetable but will do so virtually. Communication will take place utilizing the planned communication channels. Any staff that may be unable to meet virtual requirements will be required to consult with their Principal/Supervisor.
 - b) In the event that elementary schools are closed during an emergency situation, staff may be required to continue with their professional duties, which may include but not limited to: planning, assessment, online instruction and communication with families. Communication will take place utilizing the planned communication channels. Any staff that may be unable to meet virtual requirements will be required to communicate with their Principal/Supervisor.

DURING THE SCHOOL DAY:

1.5.4 It will not be a regular practice to respond to deteriorating weather conditions by the early departure of buses or sending students home before the regular end of the day.

Should it be necessary to close schools during the regular school day, the decision will be made before 11:00 A.M.

1.5.5 If a decision is reached to dismiss early, the DSTS CAO will be responsible for:

- arranging busing;
- contacting Municipal Works Departments advising them that buses will be running early and requesting their assistance;
- contacting the DDSB Communications and Operations Department to ensure that announcements are broadcast through our regular communication channels.

1.5.6 If a decision is reached to dismiss yearly, the Principal (or designate) is responsible for:

- remaining at the school until DSTS notifies that all buses for their schools have logged off and children are home safely.

1.5.7 Principals will follow their emergency closing plans for early dismissal of students.

1.6 Guidelines for Emergency Closing of Schools Due to Inclement Weather

1.6.1 Parent/Guardian Awareness:

Parents/Guardians should be aware of the following:

- (a) During inclement weather, even though buses have been cancelled, the DDSB may attempt to keep schools open, but this does not mean that students must be sent to school. It is the parents'/guardians' responsibility to decide if conditions are safe for their children to walk or be privately transported to and from school.
- (b) Once the school day has begun, students will normally remain until the school day is over. Should it become necessary to close schools early, the decision will be made before 11:00 A.M. Parents/guardians may pick up their children at any time during the day. In case of an emergency closing due to inclement weather, parents/guardians will be notified to ensure students return home safely.
- (c) When buses are cancelled in the morning they will not run in the afternoon.
- (d) Communication will be shared with school communities through our planned communication channels.

Appendix:

DSTS Map of School Bus Zones

Effective Date

1977-05-24

Amended

1978-01-13

1999-10-25

2006-06-07

2007-08-28

2012-03-29

2022-03-31

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 20, 2022**SUBJECT:** Special Education Plan and Programs 2022-2023**PAGE:** 1 of 3**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education**1.0 Purpose**

The purpose of this report is to seek approval from the Board of Trustees to adopt the Special Education Plan and programs for the 2022-2023 school year. The DDSB Special Education Plan for 2022-2023 was initially presented to Trustees on June 6, 2022 for information and feedback. Ignite Learning Strategic Priority/Operational Goals.

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

- Supporting the strengths and needs of learners through the provision of a range of programs and services.

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

- Focusing on the foundation of mentally healthy classrooms and leveraging the power of connections provides an opportunity to support well-being and positive relationships for students and educators, as well as deepening our partnerships with families, broadening our understanding of engaged learning, and academic success, and creating a more inclusive and equitable learning environment for all.

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

- Providing a range of programs and services to meet the needs of all learners, ensuring proportional outcomes for all students.
- Working to dismantle ableism, racism and all forms of discrimination, focusing on Universal Design for Learning (UDL) and inclusive design within classroom programming, and providing supports for integrated transition pathway planning to ensure students can achieve their full potential.
- Support accessibility including proactive focus on inclusion and the identification and removal of barriers to participation.

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

- Building transparent resources to support planning and build common understanding of programs and outcomes, by ensuring student identity is at the core of planning and interventions and providing student and parent/guardian voice as often as possible.

2.0 **Background**

Special Education Plan Requirements

In accordance with Regulation 306, each school Board is required, every two years, to publish a Special Education Plan outlining programs and services provided by the Board. The Special Education Plan is published on the District website and is submitted to the Ministry of Education. Requirements of the Special Education Plan are outlined in the document, [Ontario Ministry of Education Standard for School Boards' Special Education Plans \(2000\)](#).

Durham District School Board Special Education Plan

The Durham District School Board Special Education Plan continues to undergo annual refinement. Consultation includes opportunities for the Special Education Advisory Committee to provide input into the design of programs and services reflected in the plan. The Special Education Plan continues to be revised annually exceeding current Ministry requirements.

Our commitment as a district is to center Indigenous Rights and Human Rights. This commitment, reflected in the Special Education Plan, is to examine and reconstruct services to remove discriminatory barriers and address disproportionate experiences and outcomes. This includes professional learning commitments with a focus on addressing ableism, examination of practices and resources consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures as well as continuing to deepen consultation.

3.0 **Analysis**

The feedback received from Trustees at the June 6, 2022 Standing Committee Meeting was positive. Specific feedback was related to the DDSB shifting from a medical model of special education despite the Ministry of Education still approaching it from a more dated deficit-type thinking.

4.0 **Financial Implications**

The funding for the Special Education and Mental Health Programs and Services, outlined in the Special Education Plan, are included in the draft Board budget for the 2022-2023 school year. Planning includes funding through sources including: Grants for Student Needs special education allocation, Student Support Funding committed to for the 2022-2023 school year, and Student Mental Wellbeing Allocation. Details of revenue and expenditures supporting special education programs and services are embedded in the budget planning process through Education Finance Committee.

Application-based funding for school boards, such as the current call for submission for 'Supporting Students with Disabilities' funding will continue to be utilized as opportunities to implement initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

5.0 Evidence of impact

The DDSB is committed to providing a variety of program and pathway options to support students who benefit from specialized, outcomes-based programs which are further individualized for each student accessing through IPRC placement in special education class.

Analysis of student achievement for students with Individual Education Plans will be provided to Trustees in September embedded within a broader district report and will continue to be part of analysis from the Student Census Survey.

The Special Education Advisory Committee is also in discussion about a survey to parents and caregivers to be engaged in during the 2022-2023 school year.

6.0 Communication Plan

The Special Education Plan for 2022-2023 was presented to Trustees on June 6, 2022 for information. The plan is available publicly on the district website. The link to the plan will be shared through social media and provided directly to the SEAC membership.

7.0 Conclusion and/or Recommendations

It is recommended that the Board of Trustees consider the Special Education Plan and programs for the 2022-2023 school year for approval. Once approved the Special Education Plan will be submitted to the Ministry of Education.


8.0 Appendices

Appendix A – [DDSB Special Education Plan](#)

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Andrea McAuley, Superintendent of Education

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 20, 2022

SUBJECT: Quarterly Construction and Major Projects Report **PAGE:** 1 of 9

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Manager of Facilities Design and Construction
Mike Kennedy, Manager of Major Projects

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of December 31, 2021. Updates to this report will be provided to Trustees on a quarterly basis (September, January, March, and June), and will be posted on the Board's website.

2.0 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.*

3.0 Background**3.1 Capital Projects**

The Board has approval for five new school builds and one major addition:

- February 2018: Durham District School Board (DDSB) received Ministry of Education approval to build Beaverton PS/Thorah Central PS. The new school will replace and consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site in Beaverton.
- July 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS, and an addition at Mary Street PS in Oshawa to replace the existing portapac.
- October 2020: 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.
- May 2022: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Seaton PS, at Burkholder Drive and Azalea Avenue in Pickering and a new secondary school, Unnamed North Oshawa SS, at Windfields Farm Drive East and Bridle Road South in Oshawa.

3.1 Ministry Approval Process for Capital Priorities Projects

The Ministry of Education approval process must be carefully considered when undertaking any major capital projects. The approval process once the business cases have been submitted are as follows: announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on a cost consultant report and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry of Education approval prior to proceeding to the next step. As of June 1, 2022, Ministry approval to proceed to tender had not been received for any current Capital Priorities Projects.

4.0 Analysis

4.1 Approved Capital Priorities Projects

Beaverton PS/Thorah Central PS Rebuild

Project Type: Rebuild elementary school including child care centre and Early ON hub
Occupancy Date: September 2024 (Rescheduled from September 2023)
Architect: Moffet & Duncan Architects Inc.
Contractor: To be determined

Tender documents are complete for the new facility. The updated site plan approval package has been submitted to the Township of Brock. The project was submitted for Approval to Proceed on November 25, 2021 and is waiting for the Ministry of Education's final approval to proceed to tender. Staff continue to communicate with Ministry of Education staff on a regular basis regarding approvals but have not received approval to proceed and the funding required for the project. Due to lengthy approval timelines, the project completion date has been rescheduled from September 2023 to September 2024.

Unnamed Pickering Creekwood – site under review

Project Type: New elementary school, including child care centre
Occupancy Date: September 2024 (rescheduled from September 2023)
Architect: Cellucci + Pace
Contractor: To be determined

Site plan development continues to progress for the new facility in conjunction with design development and the initial child care licensing package that was submitted. Project completion currently remains scheduled for September 2024, dependent upon the results of ongoing site acquisition discussions with the City of Pickering.

Mary Street PS Oshawa – Addition

Project Type: Replacement of existing portapac with a new addition
Occupancy Date: September 2024 (rescheduled from September 2023)
Architect: Moffet & Duncan Architects Inc.
Contractor: To be determined

Design development of the new facility is complete with construction documentation well underway. The site plan approval package has been submitted to the City of Oshawa for review. The project documents have been sent to the cost consultant for review, the report is expected mid-June. The project completion date has been rescheduled from September 2023 to September 2024.

Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)

Project Type: New Elementary School, including child care centre
Occupancy Date: September 2024 (rescheduled from September 2023)
Architect: Snyder Architects Inc.
Contractor: To be determined

Tender documents are complete, Facilities Staff continuing to work towards site plan approval. The second site plan approval submission was completed and is currently under review by the City of Oshawa. The Ministry of Education continues to review the approval to proceed to tender request submitted March 3, 2022. The project completion date has been rescheduled from September 2023 to September 2024 due to approval timelines.

Unnamed North Oshawa SS (Windfields Farm East/Bridle Road South)

Project Type: New Secondary School
Occupancy Date: September 2026
Architect: To be determined
Contractor: To be determined

The Ministry of Education provided approval to build the new Unnamed North Oshawa Secondary School on April 21, 2022. An updated facility space template is being completed for submission to the Ministry for approval in order to proceed to appoint an Architect. Project completion is currently scheduled for September of 2026.

Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)

Project Type: New Elementary School, including child care centre
Occupancy Date: September 2026
Architect: To be determined
Contractor: To be determined

The Ministry of Education provided approval to build the new Unnamed Pickering Seaton Public School with child care centre on April 21, 2022. An updated facility space template has been submitted to the Ministry for approval in order to proceed to appoint an Architect. Project completion is currently scheduled for September of 2026.

4.2 Child Care Projects

Child Care Projects	Lakeside PS	Project is under construction. Spring 2022 turnover is anticipated. Schedule for completion extended due to delay in receiving approval from building authorities.
	Vaughan Willard PS	Project has received the Ministry of Education approval and is proceeding to tender while Facilities Staff work towards site plan approval.
	Seneca Trail PS	Project design plans have been submitted to the Ministry of Education for licensing approval. Detailed design is progressing in conjunction with site plan approval.
	Scott Central PS	Project has received the Ministry of Education approval and is proceeding to tender while Facilities Staff work towards site plan approval.
	Sunderland PS	CCLS provided floor plan approval April 1, 2022. Project re-design and investigation is underway with the appointment of a new Architect.
	Rosebank PS	Project design plans have been submitted to the Ministry of Education for licensing approval. Detailed design is progressing in conjunction with site plan approval.

4.3 Major Projects

Major Projects are funded from Capital Funding provided annually to the DDSB. Projects noted as CVRIS were funded by COVID-19 Resilience Infrastructure Stream Funding was provided by the Federal and Provincial governments.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office Renovations	Frenchman's Bay PS	Project has been awarded.
Welding Shop/Drama Renovation	R.S. McLaughlin CVI	Project has been awarded.
Inclusive Change Room Renovation	G.L. Roberts PS	Project is in design.
Art/Science/Music Renovations	Pringle Creek PS S.A. Cawker PS Meadowcrest PS Harmony Heights PS	Projects have been awarded. Construction has commenced at Meadowcrest and Harmony Heights.
Corridor Ceiling Replacement/Abatement	E.A. Lovell DCE	Project tendered and awarded.
Interior Modifications – Teaching Space - Classroom Refresh	Fairport Beach PS Vincent Massey PS	Project tendered and awarded. Project is in tender phase.
Asphalt Replacement	Cadarackque PS Pineridge SS Greenbank PS RS MCVI	Project tendered and awarded. Project tendered and awarded. Project tendered and awarded. Project is in tendering phase.
Roofing Projects	Uxbridge PS Anderson CVI Dr. R. Thornton PS Eastdale CVI	Project has been awarded. Projects have been awarded. Construction has commenced at Eastdale and Anderson CVI.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Masonry/Wall Cladding Restoration	Port Perry HS	Window Replacement – Project awarded.
	Biidaassige Mandamin PS (formerly Sir John A. Macdonald PS)	Cladding Replacement – Project awarded and construction has commenced. Masonry Restoration Project - Project tendered and awarded.
	E.A. Lovell DCE	Window & Cladding Replacements – Project tendered and awarded.
	Ajax HS	Window Replacement– Project tendered and awarded.
	College Hill PS	Window Replacement– Project tendered and awarded.
	S.A. Cawker PS	Window Replacement – Project tendered and awarded.
Library/Learning Commons Upgrades	Anderson CVI Glengrove PS	Projects are complete.
	C.E. Broughton PS Norman G. Powers PS Stephen G. Saywell PS William Dunbar PS Claremont PS	Project is under design. Project is under design. Project is under design. Project is awarded. Project is awarded and under construction.
Interior Modifications - Washroom Upgrade Projects	Lester B. Pearson PS	Project tendered and awarded.
	Vincent Massey PS	Project is in tender phase.
	Dr. S.J. Philips PS	Project tendered and awarded.
Boiler Replacement Projects	Valley Farm PS	Valley Farm PS replacement has been rescheduled to the summer of 2022 due to equipment shortages.
Accessibility Projects	Coronation PS	Elevator and limited-use lift is under design. Project is in tender phase.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Window Replacement	Prince Albert PS Claremont PS Biidassige Mandamin PS (formerly Sir John A. Macdonald PS) E.A. Fairman PS	<p>CVRIS funded window replacement projects to improve ventilation are complete with minor outstanding items to be finished.</p> <p>Note: The Ministry of Education has extended timelines for completion of CVRIS funded projects.</p> <p>All projects complete with minor deficiencies remaining.</p>
Screening Vestibules for Existing Child Care Centres	<div> <div> Lincoln Alexander PS Stephen G. Saywell PS John Dryden PS </div> <div> Maple Ridge PS </div> <div> Kedron PS </div> <div> Highbush PS Applecroft PS Cadarackque PS Glen Dhu PS Joseph Gould PS Ormiston PS Roland Michener PS Valley Farm PS </div> </div>	<p>CVRIS funded vestibules are being constructed at 13 existing child care centres to improve physical distancing and facilitate daily screening for COVID-19.</p> <p>Construction on the majority of vestibules has commenced, some are nearing completion. Material shortages and supply chain issues related to structural steel and fire rated glazing have impacted the original completion dates.</p> <p>Vestibule construction has been delayed due to structural steel fabrication and delivery delays linked to supply chain issues. All projects have resumed construction with a target completion for the end of July 2022.</p> <p>Vestibule construction has commenced with a target completion for the end of July 2022.</p> <p>Vestibule construction is scheduled to commence at the beginning of June 2022 and be completed for the end of August 2022.</p> <p>Projects listed are complete.</p> <p>Note: The Ministry of Education has extended timelines for completion of CVRIS funded projects.</p>

4.4 Ventilation Improvement Projects and Air Conditioning

The following is a status report updating the progress of ventilation improvement projects from Capital Funding, the funding is provided annually to the DDSB. Projects noted as CVRIS were funded by COVID-19 Resilience Infrastructure Stream Funding provided by the Federal and Provincial governments.

Included are projects completing 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	Donald A. Wilson SS	Chiller replacement project is complete. The unit is installed and seasonal startup has transpired.
Ventilation Including Air Conditioning – Partial Building	Glengrove PS	Project is complete.
Ventilation Projects Non-Air Conditioned – Partial Building	Greenbank PS	Project awarded and construction to commence July 2022.
	D.A.S.S. Simcoe	Project is in design.
	Claremont PS	Project construction has commenced.
	Beau Valley PS	Project tendered well over budgeted amount. Reassessment of design and tendering strategy underway with plans for retendering by Fall 2022.
	E.A. Fairman PS	Project awarded with construction to commence July 2022.
	R.S.M. CVI	Project construction is underway.
	Henry Street HS	Project has been tendered and awarded. Construction is underway.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Partial Air Conditioning/Cooling Centres-pending	Greenbank PS	Project awarded with construction to commence July 2022.
	Valley View PS	Project is in design.
	Woodcrest PS	Project tendered well over budgeted amount. Reassessment of design and tendering strategy underway.
	Claremont PS	Project awarded and construction is underway.
	Goodwood PS	Project awarded with construction to commence July 2022.

This initiative will continue into the 2021/2022 fiscal year with additional sites being added to address under-ventilated learning spaces and improve ventilation across the District.

5.0 Financial Implications

The Ministry of Education approved Capital Priorities Funds in the amount of \$119,146,954 and the funds are being used to construct new schools and major additions. Annual Capital Funds in the amount of \$66,436,881 are being used for the completion of the major projects listed in the report.

6.0 Evidence of Impact

There will be a total of 3,511 new pupil places, 190 replacement pupil places at Mary Street PS and a total of 440 new child care places.

7.0 Communication Plan

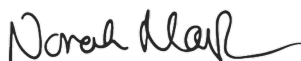
The Quarterly Construction and Major Projects Report is presented to the Board of Trustees in the months of September, January, March and June.

- The report is posted on the DDSB's website: [Construction and Property Updates](#)

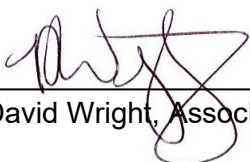
8.0 Conclusion

This report is provided to Trustees for information.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 20, 2022**SUBJECT:** 2022 Official Enrolment Projections**PAGE:** 1 of 4**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director Corporate Services
Lisa Bianca, Head of Facilities Services
Carey Trombino, Manager of Property and Planning
Anne Dobos, Senior Planner**1.0 Purpose**

The purpose of this report is to provide information to the Board of Trustees on the October 2022 Official Enrolment Projections (OEP). Copies of the OEP Summary tables are attached as Appendix A.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background

Board Planning staff, in conjunction with People and Culture (human resources) and Business Services staff, have developed the Official Enrolment Projections for October 31, 2022. Staff received input from principals at both the elementary and secondary level through discussions, virtual meetings and/or email correspondence.

4.0 Analysis**4.1 Official Enrolment Projections**

The methodology used to determine the 2022 OEP can be found in the attached copy of the projections as Appendix B. Based on 2021 projections, the DDSB is anticipated to have, from October 2021 to October 2022:

- An increase of 344 elementary pupils
- An increase of 247 secondary pupils
- An overall enrolment increase of 591 pupils

4.2 Enrolment and Capacity Charts

The following charts illustrate the Board's overall utilization, actual, from 2016 to 2021 and projected from 2022 through 2026. There are three charts shown below: a combined elementary and secondary enrolment and capacity; an elementary enrolment and capacity; and a secondary enrolment and capacity. A breakdown of enrolment by municipality and by school is included in Appendix A. Students attending DDSB@Home are included in home school numbers, as highlighted in the projection methodology in Appendix B.

From these charts, the over/under utilization by year can be seen. The changes in capacity reflect the opening of new schools/additions, closures of schools, partnerships in schools and changes in Ministry Rated Capacity loadings, including secondary school loading that increased from 21 to 23 pupils and the removal of Junior Kindergarten (for the 2022-2023 school year) at single track French Immersion schools.

Chart 1 below shows the elementary enrolments (actual and projected) for each year.

Chart 1 – Elementary Enrolment and Capacity (2016-2026)

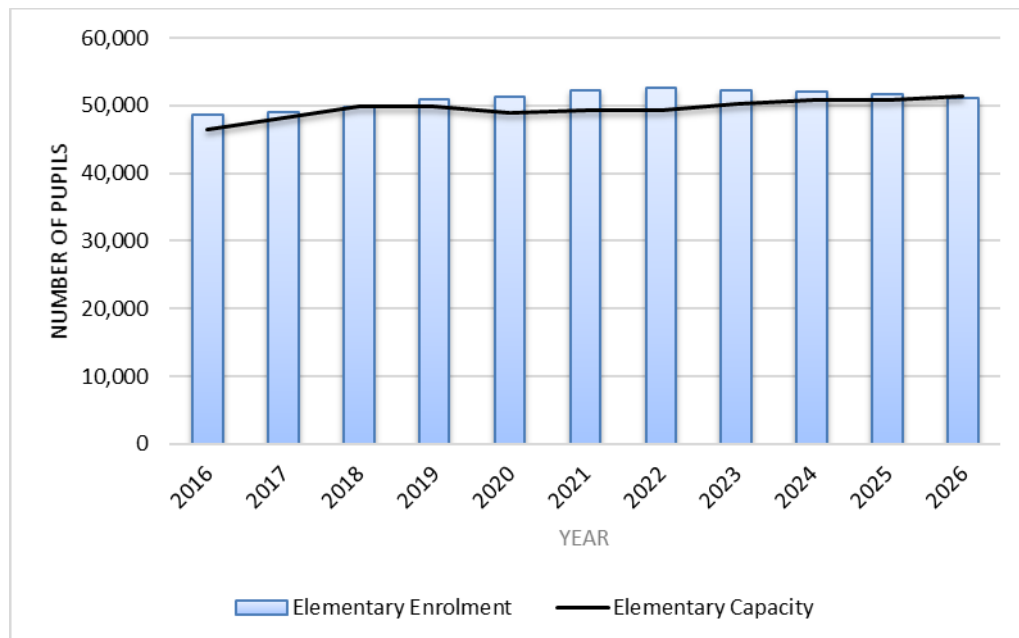


Chart 2 below shows the total secondary enrolment (actual and projected) and capacity for each year.

Chart 2 – Secondary Enrolment and Capacity (2016 – 2026)

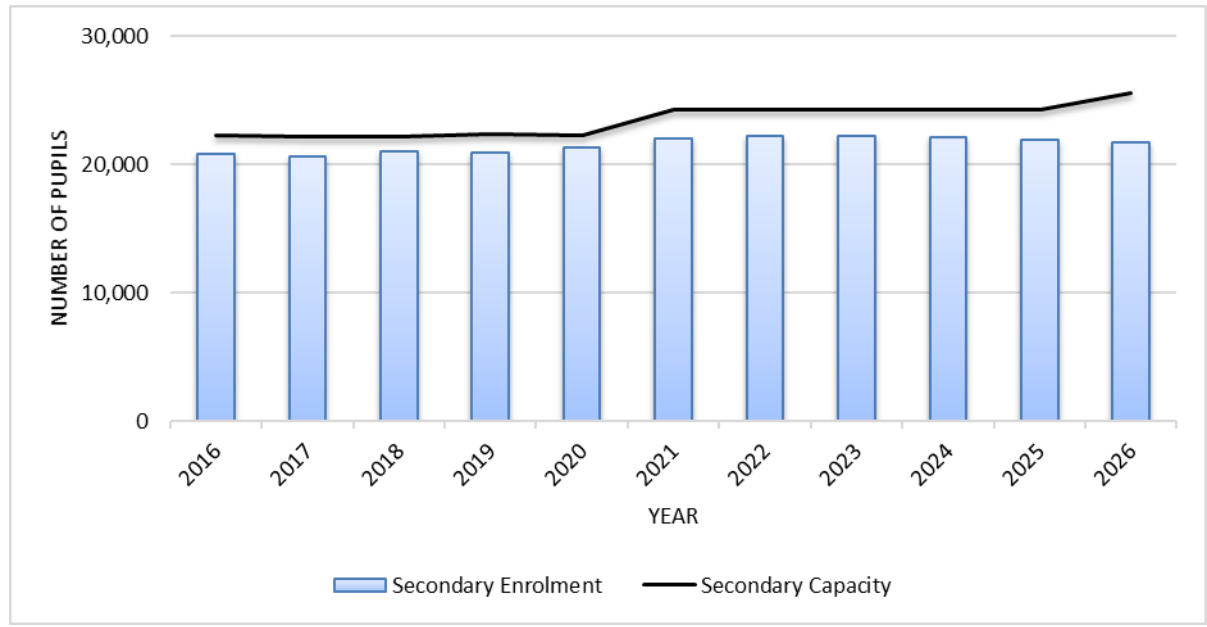
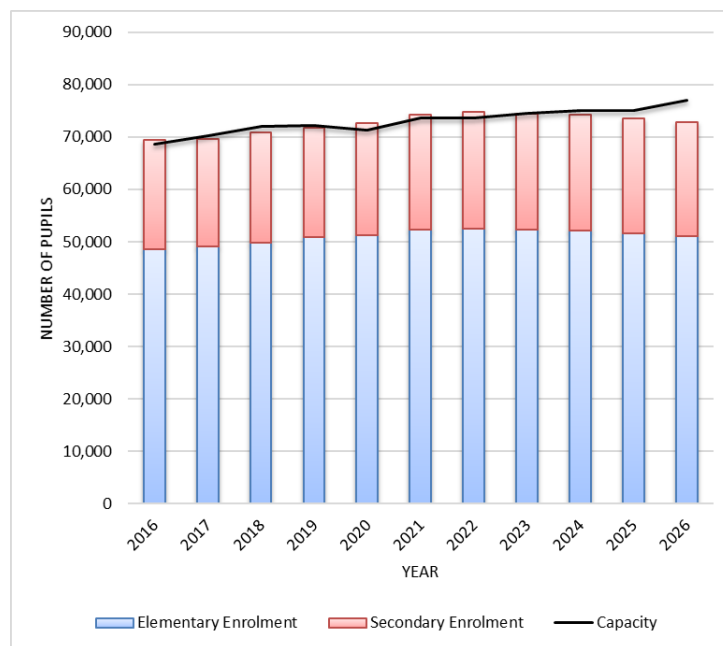


Chart 3 below shows the combined elementary and secondary enrolment (actual and projected) as well as the total combined capacity for each year.

Chart 3 – Durham District School Board Enrolment and Capacity (2016 – 2026)



4.3 French Immersion Projections

The 2022 OEPs include the elementary French Immersion projections for 2022-2026, as summarized in Appendix C. In addition to the elementary French Immersion projections, secondary French Immersion projections have also been provided for information. Typically, secondary French Immersion data is incorporated into the grade-by-grade data however, a summary of secondary French Immersion projections has been provided at Trustee request. Projecting French Immersion numbers is subject to more variability given enrollment is based on family choice, and not birth rates and projected development growth.

4.4 Trends, Issues and Future Opportunities Report

In September, staff will present the Accommodation Plan 2022-2026: Trends, Issues and Future Opportunities report which will address accommodation in all areas and at individual, specific schools. The report will review all accommodation needs, which include growth areas, closures and consolidations, boundary adjustments and program relocations for both elementary and secondary schools.

5.0 **Communication Plan**

The 2022 OEP document will be made available on the DDSB website.

6.0 **Conclusion**

The October 2022 Official Enrolment Projections project a total of 52,575 elementary pupils and 22,647 secondary pupils, for a combined total of 75,222 pupils.

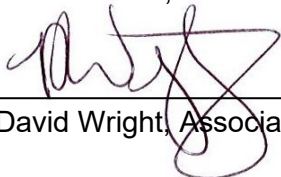
7.0 **Appendices**

Appendix A – OEP Summary Tables
Appendix B – Methodology
Appendix C - French Immersion Projections

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

October 2022 Projected Elementary Enrolment by Grade

School	JK	SK	1	2	3	4	5	6	7	8	ISS 1-8	Total
<u>City of Pickering</u>												
Altona Forest	55	44	31	42	35	35	41	32	34	27	10	386
Bayview Heights	47	53	49	35	35	30	42	34	42	46	0	413
Blidassige Mandamin	28	35	43	36	34	37	41	39	39	42	9	383
English	28	35	20	14	11	18	15	22	23	22	9	217
French Immersion			23	22	23	19	26	17	16	20	0	166
Claremont	15	22	19	21	22	17	23	13	10	24	0	186
E.B. Phin	45	51	47	46	43	46	50	44	41	28	11	452
Fairport Beach	25	28	22	30	28	20	20	16	19	22	0	230
Frenchmans Bay	0	28	60	59	49	63	58	49	64	60	0	490
Gandatsetiagon	52	53	65	60	50	60	48	57	62	52	0	559
Glengrove	32	37	29	28	24	35	30	26	35	31	6	313
Highbush	55	33	57	50	66	73	50	84	59	52	25	604
Maple Ridge	28	29	66	80	92	73	90	75	71	66	0	670
English	28	29	16	17	33	14	22	15	16	26	0	216
French Immersion			50	63	59	59	68	60	55	40	0	454
Rosebank	25	12	26	22	23	22	22	24	19	20	0	215
Valley Farm	75	82	69	69	71	60	70	70	78	86	17	747
Valley View	40	51	30	27	38	50	31	39	37	37	0	380
Vaughan Willard	28	33	27	26	28	23	24	29	23	30	29	300
Westcreek	80	68	51	46	50	63	48	52	54	42	0	554
William Dunbar	50	55	40	51	60	41	49	42	54	54	121	617

School	JK	SK	1	2	3	4	5	6	7	8	ISS 1-8	Total
<u>Town of Ajax</u>												
Alexander Graham Bell	35	31	27	29	27	39	41	31	32	36	152	480
Applecroft	35	39	28	33	36	28	30	25	29	32	0	315
Bolton C. Falby	75	70	61	48	58	47	61	57	53	53	25	608
Cadarackque	30	25	80	86	70	75	74	74	63	73	0	650
English	30	25	25	28	25	32	22	24	21	38	0	270
French Immersion	0	0	55	58	45	43	52	50	42	35	0	380
Carruthers Creek	90	77	73	83	78	82	91	74	74	77	8	807
da Vinci	63	60	63	66	62	78	102	84	97	93	0	768
Dr. Roberta Bondar	20	24	22	19	22	21	14	20	20	22	0	204
Duffin's Bay	25	24	22	18	24	19	11	25	25	18	0	211
Eagle Ridge	68	68	62	56	46	61	73	85	52	56	21	648
Lakeside	25	32	26	30	18	30	26	24	31	34	0	276
Lester B Pearson	30	24	26	34	39	29	49	29	28	40	15	343
Lincoln Alexander	50	63	53	50	41	58	44	54	47	53	0	513
Lincoln Avenue	40	33	34	34	26	19	36	31	34	36	0	323
Lord Elgin	22	24	14	23	19	15	15	16	19	17	0	184
Michaelle Jean	0	25	60	48	57	51	64	53	61	54	0	473
Nottingham	55	44	43	45	51	40	52	60	48	66	0	504
Roland Michener	28	28	21	30	20	26	14	23	11	27	15	243
Romeo Dallaire	60	55	42	50	53	38	50	54	56	59	19	536
Rosemary Brown	0	32	40	30	24	31	33	39	31	32	0	292
Southwood Park	39	40	84	85	83	75	68	86	72	89	0	721
English	39	40	14	15	12	16	18	24	13	28	0	219
French Immersion			70	70	71	59	50	62	59	61	0	502
Terry Fox	53	49	39	42	37	43	38	44	36	46	0	427
Vimy Ridge	65	48	50	77	64	75	80	81	84	63	0	687
Viola Desmond	85	86	91	83	78	68	79	83	78	80	0	811
Westney Heights	30	43	37	31	38	30	42	36	33	31	15	366

October 2022 Projected Elementary Enrolment by Grade

School	JK	SK	1	2	3	4	5	6	7	8	ISS 1-8	Total
<u>Town of Whitby</u>												
Bellwood	45	45	28	40	42	50	53	39	41	41	10	434
Blair Ridge	30	34	31	38	48	53	65	60	62	61	0	482
Brooklin Village	39	52	73	73	73	67	74	73	75	96	8	703
English	39	52	25	32	32	35	26	30	30	45	8	354
French Immersion			48	41	41	32	48	43	45	51	0	349
C. E. Broughton	55	55	46	49	48	38	41	42	39	37	13	463
Regular calendar	40	41	36	28	41	27	33	32	29	24	13	344
Modified calendar	15	14	10	21	7	11	8	10	10	13	0	119
Capt. Michael VandenBo	45	50	76	80	84	71	80	84	71	75	19	735
English	45	50	26	30	29	27	35	42	29	36	19	368
French Immersion			50	50	55	44	45	42	42	39	0	367
Chris Hadfield	45	37	53	68	58	88	86	99	85	105	0	724
Col J. E. Farewell	55	55	67	92	58	47	63	72	48	64	9	630
Dr. R. Thornton	35	34	23	23	31	35	28	32	31	33	0	305
E. A. Fairman	37	38	38	42	34	37	25	37	41	36	0	365
Fallingbrook	60	56	57	46	60	60	70	64	71	56	12	612
Glen Dhu	60	54	58	59	60	70	69	63	62	69	0	624
Jack Miner	24	21	30	30	24	28	34	33	36	44	120	424
John Dryden	55	49	89	88	82	66	64	74	96	78	0	741
English	55	49	44	38	41	28	35	47	66	45	0	448
French Immersion			45	50	41	38	29	27	30	33	0	293
Julie Payette	0	32	80	73	79	73	85	69	95	87	0	673
Meadowcrest	0	17	35	40	27	30	26	46	36	41	0	298
Ormiston	85	70	67	63	73	56	54	73	68	55	9	673
Pringle Creek	55	62	45	61	48	46	57	55	51	50	99	629
Robert Munsch	42	53	34	38	57	40	45	54	43	53	0	459
Sir Samuel Steele	60	41	49	42	39	52	43	57	45	53	9	490
Sir William Stephenson	51	53	49	42	33	41	39	32	55	41	30	466
West Lynde	90	67	62	56	52	63	54	59	54	55	10	622
Whitby Shores	55	53	64	54	66	82	61	68	79	74	0	656
Williamsburg	48	62	38	46	62	58	62	64	67	71	10	588
Willows Walk PS	45	48	35	37	31	34	30	26	37	42	6	371
Winchester	47	36	45	43	44	53	53	69	68	65	17	540
Regular calendar	25	18	27	26	25	27	34	35	47	47	17	328
Modified calendar	22	18	18	17	19	26	19	34	21	18	0	212

October 2022 Projected Elementary Enrolment by Grade

School	JK	SK	1	2	3	4	5	6	7	8	ISS 1-8	Total
City of Oshawa												
Adelaide McLaughlin	30	36	46	42	42	31	36	26	23	31	29	372
Beau Valley	28	31	17	22	22	17	32	26	18	20	8	241
Bobby Orr	25	31	41	29	24	23	21	28	22	22	36	302
Clara Hughes	97	100	92	104	81	88	78	86	81	87	19	913
College Hill	29	29	33	26	24	20	33	27	15	33	7	276
Coronation	27	27	27	27	27	30	34	34	30	28	65	356
David Bouchard	34	35	64	64	48	63	50	53	44	54	20	529
English	34	35	22	31	27	22	23	20	20	28	20	282
French Immersion			42	33	21	41	27	33	24	26	0	247
Dr. C. F. Cannon	45	34	40	39	40	28	47	37	47	31	10	398
Dr. S. J. Phillips	77	52	50	59	38	46	51	54	54	47	0	528
Elsie MacGill	59	52	35	44	53	49	43	53	42	56	0	486
Forest View	50	57	61	49	59	44	55	54	44	44	9	526
Glen Street	23	29	38	49	31	27	31	31	32	34	10	335
Gordon B. Attersley	46	49	44	54	35	38	56	35	44	43	18	462
Harmony Heights	29	33	22	31	23	16	25	32	24	39	18	292
Hillsdale	15	11	13	8	15	7	13	24	11	16	7	140
Jeanne Sauve	0	22	90	88	98	76	91	115	103	79	0	762
Kedron	38	35	46	45	45	41	41	48	30	48	0	417
Lakewoods	30	23	27	35	36	29	21	31	33	29	10	304
Mary Street	20	23	15	32	16	21	26	15	28	19	0	215
Norman G. Powers	44	36	45	40	46	58	50	69	77	88	5	558
Northern Dancer	100	95	95	80	74	88	79	88	62	85	19	865
Pierre Elliott Trudeau	54	58	51	61	68	66	78	80	69	85	0	670
Queen Elizabeth	60	51	61	50	57	40	47	49	48	37	19	519
Seneca Trail	55	51	74	59	72	61	66	61	74	69	20	662
Sherwood	55	49	37	44	35	67	48	44	50	45	27	501
Stephen G. Saywell	32	32	39	43	46	53	54	37	44	58	0	438
Sunset Heights	68	78	69	61	72	62	75	42	72	54	0	653
Village Union	45	36	41	38	37	27	31	33	35	35	27	385
Vincent Massey	60	61	57	59	58	58	67	65	66	57	10	618
Walter E. Harris	0	23	65	60	52	51	58	54	57	57	0	477
Waverly	45	46	32	33	41	41	32	38	41	33	17	399
Woodcrest	45	30	52	30	49	37	40	36	31	30	0	380

October 2022 Projected Elementary Enrolment by Grade

School	JK	SK	1	2	3	4	5	6	7	8	ISS 1-8	Total
<u>Township of Uxbridge</u>												
Goodwood	20	20	22	23	23	22	20	23	21	24	9	227
Joseph Gould	70	42	53	52	50	49	50	52	50	55	10	533
Quaker Village	55	33	31	30	36	35	39	40	31	38	15	383
Scott Central	38	40	32	27	27	36	34	27	43	35	9	348
Uxbridge	0	37	35	38	34	36	34	28	32	30	0	304
<u>Township of Scugog</u>												
Cartwright Central	37	38	33	30	39	24	23	26	32	33	10	325
Greenbank	25	14	20	21	18	20	23	8	0	0	0	149
Prince Albert	25	35	20	33	25	33	26	35	28	25	0	285
R. H. Cornish	39	33	58	63	52	60	62	55	67	64	39	592
English	39	33	16	26	18	23	24	18	20	19	39	275
French Immersion			42	37	34	37	38	37	47	45	0	317
S. A. Cawker	37	41	43	41	35	39	40	45	55	78	27	481
<u>Township of Brock</u>												
Beaverton	40	38	30	35	37	32	38	33	24	27	8	342
McCaskill's Mills	39	29	47	47	46	37	34	41	45	65	28	458
English	38	29	29	33	23	21	21	25	26	46	28	319
French Immersion			18	14	23	16	13	16	19	19	0	138
Sunderland	40	35	53	45	44	35	41	40	38	22	10	403
Thorah Central	18	22	19	17	14	21	12	10	13	14	10	170

October 2022 Projected Elementary Enrolment by Grade

Municipality	JK	SK	1	2	3	4	5	6	7	8	ISS 1-8	Total
City of Pickering	680	714	731	728	748	748	737	725	741	719	228	7,499
Town of Ajax	1,023	1,044	1,098	1,130	1,071	1,078	1,187	1,188	1,114	1,187	270	11,390
Town of Whitby	1,163	1,174	1,272	1,323	1,313	1,338	1,361	1,444	1,456	1,482	381	13,707
City of Oshawa	1,365	1,355	1,519	1,505	1,464	1,403	1,509	1,505	1,451	1,493	410	14,979
Township of Uxbridge	183	172	173	170	170	178	177	170	177	182	43	1,795
Township of Scugog	163	161	174	188	169	176	174	169	182	200	76	1,832
Township of Brock	137	124	149	144	141	125	125	124	120	128	56	1,373
Total	4,714	4,744	5,116	5,188	5,076	5,046	5,270	5,325	5,241	5,391	1,464	52,575

2022 to 2026 Projected Elementary Enrolment

Sch #	School Name	Grades	2022 Ministry Rated Capacity	Total Enrolment Numbers					
				Actual	Projected				
				October 2021	October 2022	October 2023	October 2024	October 2025	October 2026
City of Pickering									
384	Altona Forest	JK to 8	349	369	386	402	404	409	406
370	Bayview Heights	JK to 8	495	403	413	399	386	383	372
371	Biidassige Mandamin	JK to 8	489	372	383	374	372	370	366
419	Claremont	JK to 8	187	173	186	197	220	238	244
375	Elizabeth B. Phin	JK to 8	400	443	452	472	474	472	455
373	Fairport Beach	JK to 8	328	229	230	230	233	239	241
372	Frenchman's Bay	JK to 8	650	530	490	462	458	469	471
374	Gandatsetiagon	JK to 8	403	571	559	559	549	539	538
379	Glengrove	JK to 8	357	317	313	306	296	295	290
383	Highbush	JK to 8	610	631	604	592	564	513	497
382	Maple Ridge	JK to 8	441	686	670	660	644	626	593
377	Rosebank	JK to 8	190	211	215	218	215	207	202
381	Valley Farm	JK to 8	628	715	747	755	752	755	756
412	Valley View	JK to 8	167	377	380	372	367	360	361
380	Vaughan Willard	JK to 8	300	303	300	293	294	289	289
385	Westcreek	JK to 8	426	468	554	644	707	757	783
376	William Dunbar	JK to 8	495	617	617	607	598	601	597
Town of Ajax									
402	Alexander Graham Bell	JK to 8	512	488	480	491	495	499	483
397	Applecroft	JK to 8	308	311	315	312	312	316	315
390	Bolton C. Falby	JK to 8	712	606	608	621	632	639	641
398	Cadarackque	JK to 8	570	666	650	649	656	652	648
414	Carruthers Creek	JK to 8	758	808	807	812	819	826	816
368	da Vinci	JK to 8	565	807	768	731	689	660	613
401	Dr. Roberta Bondar	JK to 8	305	204	204	200	197	195	199
394	Duffin's Bay	JK to 8	397	209	211	212	206	200	208
403	Eagle Ridge	JK to 8	435	637	648	656	668	647	638
393	Lakeside	JK to 8	328	276	276	264	256	255	252
415	Lester B. Pearson	JK to 8	403	341	343	330	323	315	288
399	Lincoln Alexander	JK to 8	412	510	513	504	502	493	494
400	Lincoln Avenue	JK to 8	305	318	323	320	310	304	293
392	Lord Elgin	JK to 8	282	184	184	186	186	189	193
410	Michaelle Jean	JK to 8	553	523	473	454	453	460	456
408	Nottingham	JK to 8	521	511	504	480	472	453	442
396	Roland Michener	JK to 8	248	250	243	235	243	240	246
454	Romeo Dallaire	JK to 8	490	548	536	523	507	493	484
389	Rosemary Brown	JK to 8	558	257	292	286	312	329	351
395	Southwood Park	JK to 8	639	713	721	715	724	719	732
405	Terry Fox	JK to 8	349	414	427	425	430	427	430
386	Vimy Ridge	JK to 8	562	712	687	671	632	597	563
390	Viola Desmond	JK to 8	663	798	811	810	802	790	782
417	Westney Heights	JK to 8	464	367	366	368	368	365	356

2022 to 2026 Projected Elementary Enrolment

Sch #	School Name	Grades	2022 Ministry Rated Capacity	Total Enrolment Numbers					
				Actual	Projected				
				October 2021	October 2022	October 2023	October 2024	October 2025	October 2026
Town of Whitby									
430	Bellwood	JK to 8	380	429	434	433	432	433	420
444	Blair Ridge	JK to 8	593	524	482	446	410	376	337
443	Brooklin Village	JK to 8	674	728	703	656	638	625	611
436	C.E. Broughton	JK to 8	354	362	463	489	529	539	540
418	Cpt.MichaelVandenBos	JK to 8	619	739	735	725	722	706	694
441	Chris Hadfield	JK to 8	657	773	724	662	619	562	518
425	Col. J.E. Farewell	JK to 8	524	628	630	616	619	599	586
420	Dr. Robert Thornton	JK to 8	420	308	305	304	305	305	309
424	E.A. Fairman	JK to 8	256	360	365	360	350	344	350
437	Fallingbrook	JK to 8	426	590	612	639	619	606	576
431	Glen Dhu	JK to 8	527	609	624	618	605	591	570
404	Jack Miner	JK to 8	386	434	424	398	380	366	351
434	John Dryden	JK to 8	639	742	741	735	709	707	715
473	Julie Payette	JK to 8	668	740	673	634	619	630	625
421	Meadowcrest	JK to 8	285	337	298	270	269	258	267
433	Ormiston	JK to 8	472	606	673	732	742	744	763
429	Pringle Creek	JK to 8	564	611	629	624	614	600	585
446	Robert Munsch	JK to 8	559	462	459	440	432	412	401
439	Sir Samuel Steele	JK to 8	469	498	490	483	480	467	468
411	Sir William Stephenson	JK to 8	438	459	466	472	464	479	487
435	West Lynde	JK to 8	449	552	622	686	761	824	867
416	Whitby Shores	JK to 8	571	659	656	642	605	578	558
413	Williamsburg	JK to 8	513	622	588	554	527	503	481
442	Willows Walk	JK to 8	490	289	371	399	424	450	471
438	Winchester	JK to 8	570	537	540	518	484	449	432

2022 to 2026 Projected Elementary Enrolment

Sch #	School Name	Grades	2022 Ministry Rated Capacity	Total Enrolment Numbers					
				Actual		Projected			
				October 2021	October 2022	October 2023	October 2024	October 2025	October 2026
City of Oshawa									
101	Adelaide McLaughlin	JK to 8	397	371	372	367	371	372	363
103	Beau Valley	JK to 8	236	226	241	241	243	238	227
104	Bobby Orr	JK to 8	360	294	302	302	303	298	300
454	Clara Hughes	JK to 8	490	874	913	944	971	982	981
107	College Hill	JK to 8	225	270	276	270	282	282	276
111	Coronation	JK to 8	400	365	356	356	354	348	342
119	David Bouchard	JK to 8	602	551	529	532	546	550	557
113	Dr. C. F. Cannon	JK to 8	676	380	398	405	395	396	387
133	Dr. S. J. Phillips	JK to 8	452	483	528	555	572	589	599
105	Elsie MacGill	JK to 8	519	474	486	482	485	478	472
102	Forest View	JK to 8	444	525	526	530	534	528	521
120	Glen Street	JK to 8	472	354	335	324	315	307	299
126	Gordon B. Attersley	JK to 8	481	448	462	462	461	469	456
122	Harmony Heights	JK to 8	317	295	292	279	277	267	265
125	Hillsdale	JK to 8	233	138	140	137	139	128	128
116	Jeanne Sauve	JK to 8	576	786	762	751	738	713	712
302	Kedron	JK to 8	262	418	417	413	421	409	404
108	Lakewoods	JK to 8	504	298	304	302	296	292	298
131	Mary Street	JK to 8	0	212	215	214	205	209	202
114	Norman G. Powers	JK to 8	513	562	558	509	470	439	427
132	Northern Dancer	JK to 8	513	832	865	876	900	890	889
124	Pierre Elliott Trudeau	JK to 8	495	696	670	630	607	573	541
135	Queen Elizabeth	JK to 8	427	507	519	533	535	537	541
134	Seneca Trail	JK to 8	565	640	662	662	676	661	643
112	Sherwood	JK to 8	467	461	501	526	539	561	582
154	Stephen G. Saywell	JK to 8	389	458	438	410	396	389	363
143	Sunset Heights	JK to 8	380	632	653	656	643	660	644
147	Village Union	JK to 8	549	368	385	389	391	396	403
145	Vincent Massey	JK to 8	441	590	618	637	644	641	634
127	Walter E. Harris	JK to 8	443	534	477	462	470	481	488
153	Waverly	JK to 8	354	395	399	403	399	399	405
149	Woodcrest	JK to 8	305	382	380	387	392	393	390

2022 to 2026 Projected Elementary Enrolment

Sch #	School Name	Grades	2022 Ministry Rated Capacity	Total Enrolment Numbers					
				Actual	Projected				
				October 2021	October 2022	October 2023	October 2024	October 2025	October 2026
Township of Uxbridge									
364	Goodwood	JK to 8	213	228	227	222	220	216	215
306	Joseph Gould	JK to 8	541	508	533	543	534	526	520
304	Quaker Village	JK to 8	409	377	383	394	399	396	394
321	Scott Central	JK to 8	305	326	348	347	338	345	345
305	Uxbridge	JK to 8	466	336	304	272	275	282	283
Township of Scugog									
110	Cartwright Central	JK to 8	446	320	325	321	318	321	327
453	Greenbank	JK to 6	141	138	149	159	153	151	151
451	Prince Albert	JK to 8	251	291	285	281	275	262	258
440	R. H. Cornish	JK to 8	639	602	592	584	569	568	560
445	S. A. Cawker	JK to 8	487	491	481	470	495	508	499
Township of Brock									
309	Beaverton	JK to 8	167	302	342	375	410	433	440
307	McCaskill's Mills	JK to 8	441	467	458	436	431	430	436
341	Sunderland	JK to 8	354	395	403	419	414	412	409
310	Thorah Central	JK to 8	230	160	170	173	177	184	189
Regional Total			49,334	52,231	52,575	52,274	52,063	51,647	51,131

Summary Tables

Municipality	2022 Ministry Rated Capacity	Total Enrolment Numbers					
		Actual	Projected				
		October 2021	October 2022	October 2023	October 2024	October 2025	October 2026
City of Pickering	6,915	7,415	7,499	7,542	7,533	7,522	7,461
Town of Ajax	11,339	11,458	11,390	11,255	11,194	11,063	10,923
Town of Whitby	12,503	13,598	13,707	13,535	13,358	13,153	12,982
City of Oshawa	13,487	14,819	14,979	14,946	14,970	14,875	14,739
Township of Uxbridge	1,934	1,775	1,795	1,778	1,766	1,765	1,757
Township of Scugog	1,964	1,842	1,832	1,815	1,810	1,810	1,795
Township of Brock	1,192	1,324	1,373	1,403	1,432	1,459	1,474
TOTAL	49,334	52,231	52,575	52,274	52,063	51,647	51,131

SUMMARY TABLES

Elementary Student Summary							
Municipality	2022 Ministry Rated Capacity	Actual	Projected				
		October 2,021	Oct 2,022	Oct 2,023	Oct 2,024	Oct 2,025	Oct 2,026
City of Pickering	6,915	7,415	7,499	7,542	7,533	7,522	7,461
Town of Ajax	11,339	11,458	11,390	11,255	11,194	11,063	10,923
Town of Whitby	12,503	13,598	13,707	13,535	13,358	13,153	12,982
City of Oshawa	13,487	14,819	14,979	14,946	14,970	14,875	14,739
Township of Uxbridge	1,934	1,775	1,795	1,778	1,766	1,765	1,757
Township of Scugog	1,964	1,842	1,832	1,815	1,810	1,810	1,795
Township of Brock	1,192	1,324	1,373	1,403	1,432	1,459	1,474
Total	49,334	52,231	52,575	52,274	52,063	51,647	51,131

Secondary Student Summary							
Municipality	2022 Ministry Rated Capacity	Actual	Projected				
		October 2,021	Oct 2,022	Oct 2,023	Oct 2,024	Oct 2,025	Oct 2,026
City of Pickering	3,565	2,621	2,651	2,698	2,791	2,849	2,891
Town of Ajax	4,907	5,021	4,928	4,899	4,672	4,599	4,507
Town of Whitby	6,107	6,053	6,210	6,143	6,120	5,972	5,719
City of Oshawa	6,199	5,848	5,942	5,964	6,032	6,067	6,091
Township of Uxbridge	1,435	1,076	1,084	1,074	1,086	1,092	1,102
Township of Scugog	1,343	950	959	976	991	963	944
Township of Brock	667	420	423	444	443	427	423
Durham Alternative	0	411	450	450	450	450	450
Total	24,223	22,400	22,647	22,648	22,585	22,419	22,127
Grand Total	73,557	74,631	75,222	74,922	74,648	74,066	73,258

Secondary Full-Time Equivalent Summary

Municipality	2022 Ministry Rated Capacity	Actual	Projected				
		October 2,021	Oct 2,022	Oct 2,023	Oct 2,024	Oct 2,025	Oct 2,026
City of Pickering	3,565	2,590.64	2,620.31	2,666.76	2,758.72	2,816.07	2,857.61
Town of Ajax	4,907	4,981.31	4,889.19	4,860.54	4,635.35	4,562.95	4,471.73
Town of Whitby	6,107	6,025.24	6,181.62	6,114.91	6,092.24	5,944.81	5,692.87
City of Oshawa	6,199	5,770.95	5,862.91	5,884.36	5,951.18	5,986.00	6,009.89
Township of Uxbridge	1,435	1,050.82	1,058.63	1,048.87	1,060.59	1,066.45	1,076.21
Township of Scugog	1,343	938.70	947.59	964.39	979.21	951.54	932.77
Township of Brock	667	415.59	418.56	439.34	438.35	422.52	418.56
Durham Alternative	0	359.13	393.21	393.21	393.21	393.21	393.21
Total	24,223	22,132.38	22,372.02	22,372.38	22,308.85	22,143.55	21,852.85

2022 to 2026 Projected Secondary FTE

School	2022 Ministry Rated Capacity	Full-Time Equivalent Numbers					
		Actual	Projected	October 2023	October 2024	October 2025	October 2026
		October 2021	October 2022				
City of Pickering							
Dunbarton HS	1,886	1,526.15	1,533.07	1,561.71	1,587.39	1,610.11	1,615.05
Pine Ridge SS	1,679	1,064.49	1,087.24	1,105.05	1,171.33	1,205.96	1,242.56
Town of Ajax							
Ajax HS	1,513	1,295.44	1,222.15	1,206.31	1,166.69	1,149.86	1,141.93
J. Clarke Richardson Col.	1,559	1,830.40	1,838.35	1,880.08	1,818.47	1,802.57	1,806.55
Pickering HS	1,835	1,855.47	1,828.69	1,774.15	1,650.19	1,610.52	1,523.25
Town of Whitby							
Anderson CVI	1,099	731.12	916.90	995.80	1,092.69	1,072.71	1,003.80
Brooklin HS	1,260	1,388.10	1,364.17	1,286.39	1,264.45	1,206.61	1,153.76
Donald A. Wilson SS	1,375	1,828.26	1,543.77	1,351.80	1,163.80	1,125.01	1,102.13
Henry Street HS	1,007	921.38	961.18	994.01	1,011.93	994.01	952.22
Sinclair SS	1,366	1,156.38	1,395.60	1,486.91	1,559.37	1,546.47	1,480.96
City of Oshawa							
Eastdale CVI	1,283	1,073.62	1,083.40	1,101.00	1,124.47	1,105.89	1,115.67
G.L. Roberts CVI	970	470.97	500.23	488.52	484.63	483.65	473.90
Maxwell Heights SS	1,375	1,596.42	1,563.66	1,548.77	1,525.93	1,532.88	1,563.66
O'Neill CVI	1,380	1,402.97	1,380.17	1,356.37	1,367.28	1,384.13	1,381.16
R.S. McLaughlin CVI	1,191	1,226.96	1,335.45	1,389.70	1,448.87	1,479.45	1,475.50
Township of Uxbridge							
Uxbridge SS	1,435	1,050.82	1,058.63	1,048.87	1,060.59	1,066.45	1,076.21
Township of Scugog							
Port Perry HS	1,343	938.70	947.59	964.39	979.21	951.54	932.77
Township of Brock							
Brock HS	667	415.59	418.56	439.34	438.35	422.52	418.56
Durham Alternative							
DASS	0	359.13	393.21	393.21	393.21	393.21	393.21
Total	24,223	22,132.38	22,372.02	22,372.38	22,308.85	22,143.55	21,852.85

Summary Table

Municipality	2022 Ministry Rated Capacity	Full-Time Equivalent Numbers					
		Actual	Projected	October 2023	October 2024	October 2025	October 2026
		October 2021	October 2022				
City of Pickering	3,565	2,590.64	2,620.31	2,666.76	2,758.72	2,816.07	2,857.61
Town of Ajax	4,907	4,981.31	4,889.19	4,860.54	4,635.35	4,562.95	4,471.73
Town of Whitby	6,107	6,025.24	6,181.62	6,114.91	6,092.24	5,944.81	5,692.87
City of Oshawa	6,199	5,770.95	5,862.91	5,884.36	5,951.18	5,986.00	6,009.89
Township of Uxbridge	1,435	1,050.82	1,058.63	1,048.87	1,060.59	1,066.45	1,076.21
Township of Scugog	1,343	938.70	947.59	964.39	979.21	951.54	932.77
Township of Brock	667	415.59	418.56	439.34	438.35	422.52	418.56
Durham Alternative	0	359.13	393.21	393.21	393.21	393.21	393.21
Total	24,223	22,132.38	22,372.02	22,372.38	22,308.85	22,143.55	21,852.85

2022 to 2026 Projected Secondary

School	2022 Ministry Rated Capacity	Enrolment Numbers					
		Actual	Projected				
		October 2021	October 2022	October 2023	October 2024	October 2025	October 2026
City of Pickering Schools							
Dunbarton HS	1,886	1,545	1,552	1,581	1,607	1,630	1,635
Pine Ridge SS	1,679	1,076	1,099	1,117	1,184	1,219	1,256
Town of Ajax Schools							
Ajax HS	1,513	1,308	1,234	1,218	1,178	1,161	1,153
J. Clarke Richardson Col.	1,559	1,842	1,850	1,892	1,830	1,814	1,818
Pickering HS	1,835	1,871	1,844	1,789	1,664	1,624	1,536
Town of Whitby Schools							
Anderson CVI	1,099	732	918	997	1,094	1,074	1,005
Brooklin HS	1,260	1,392	1,368	1,290	1,268	1,210	1,157
Donald A. Wilson SS	1,375	1,838	1,552	1,359	1,170	1,131	1,108
Henry Street HS	1,007	926	966	999	1,017	999	957
Sinclair SS	1,366	1,165	1,406	1,498	1,571	1,558	1,492
City of Oshawa Schools							
Eastdale CVI	1,283	1,098	1,108	1,126	1,150	1,131	1,141
G.L. Roberts CVI	970	483	513	501	497	496	486
Maxwell Heights SS	1,375	1,608	1,575	1,560	1,537	1,544	1,575
O'Neill CVI	1,380	1,415	1,392	1,368	1,379	1,396	1,393
R.S. McLaughlin CVI	1,191	1,244	1,354	1,409	1,469	1,500	1,496
Township of Uxbridge Schools							
Uxbridge SS	1,435	1,076	1,084	1,074	1,086	1,092	1,102
Township of Scugog Schools							
Port Perry HS	1,343	950	959	976	991	963	944
Township of Brock Schools							
Brock HS	667	420	423	444	443	427	423
Durham Alternative							
DASS	0	411	450	450	450	450	450
Total	24,223	22,400	22,647	22,648	22,585	22,419	22,127

Summary Table

Municipality	2022 Ministry Rated Capacity	Enrolment Numbers					
		Actual	Projected	October 2023	October 2024	October 2025	October 2026
		October 2021	October 2022				
City of Pickering	3,565	2,621	2,651	2,698	2,791	2,849	2,891
Town of Ajax	4,907	5,021	4,928	4,899	4,672	4,599	4,507
Town of Whitby	6,107	6,053	6,210	6,143	6,120	5,972	5,719
City of Oshawa	6,199	5,848	5,942	5,964	6,032	6,067	6,091
Township of Uxbridge	1,435	1,076	1,084	1,074	1,086	1,092	1,102
Township of Scugog	1,343	950	959	976	991	963	944
Township of Brock	667	420	423	444	443	427	423
Durham Alternative	0	411	450	450	450	450	450
Total	24,223	22,400	22,647	22,648	22,585	22,419	22,127

October 2022 Projected Secondary Enrolment by Grade

School	9	10	11	12	ISS	Sub-Total	Total	FTE
City of Pickering								
Dunbarton HS	405	378	383	386	72	1,552	1,552	1,533.07
Pine Ridge SS	275	279	244	301	72	1,099	1,099	1,087.24
Town of Ajax								
Ajax HS	298	308	320	308	48	1,234	1,234	1,222.15
J. Clarke Richardson C	445	473	484	448	71	1,850	1,850	1,838.35
Pickering HS	468	431	492	453	187	1,844	1,844	1,828.69
Town of Whitby								
Anderson CVI	298	270	163	187	78	918	918	916.90
Brooklin HS	320	349	319	380	38	1,368	1,368	1,364.17
Donald A. Wilson SS	275	313	471	493	26	1,552	1,552	1,543.77
Henry Street HS	245	248	238	235	32	966	966	961.18
Sinclair SS	404	391	313	298	44	1,406	1,406	1,395.60
City of Oshawa								
Eastdale CVI	285	297	257	269	74	1,108	1,108	1,083.40
G.L. Roberts CVI	125	119	126	143	81	513	513	500.23
Maxwell Heights SS	368	378	419	410	58	1,575	1,575	1,563.66
O'Neill CVI	374	331	332	355	75	1,392	1,392	1,380.17
R.S. McLaughlin CVI	387	331	310	326	86	1,354	1,354	1,335.45
Township of Uxbridge								
Uxbridge SS	251	256	257	320	44	1,084	1,084	1,058.63
Township of Scugog								
Port Perry HS	246	255	222	236	46	959	959	947.59
Township of Brock								
Brock HS	100	114	108	101	44	423	423	418.56
Durham Alternative								
DASS	0	0	450	0	0	450	450	393.21

October 2022 Summary by Grade

Municipality	9	10	11	12	ISS	Sub-Total	Total	FTE
City of Pickering	680	657	627	687	144	2,651	2,651	2,620.31
Town of Ajax	1,211	1,212	1,296	1,209	306	4,928	4,928	4,889.19
Town of Whitby	1,542	1,571	1,504	1,593	218	6,210	6,210	6,181.62
City of Oshawa	1,539	1,456	1,444	1,503	374	5,942	5,942	5,862.91
Township of Uxbridge	251	256	257	320	44	1,084	1,084	1,058.63
Township of Scugog	246	255	222	236	46	959	959	947.59
Township of Brock	100	114	108	101	44	423	423	418.56
Durham Alternative	0	0	450	0	0	450	450	393.21
Total	5,569	5,521	5,908	5,649	1,176	22,647	22,647	22,372.02

Projection Methodology

The purpose of this appendix is to provide an accurate account of the process used to reach the 2022 Official Enrolment Projection (OEP) for each school within the Durham District School Board. The Ministry of Education requires an enrolment reporting date of October 31.

Elementary Schools

Various data sources were used to determine the elementary enrolment projections. Historically, the primary data source for the OEP is the enrolment data collected from the previous year effective October 31. However, the impact the pandemic has had on the learning environment since March of 2020 has made this challenging as enrolment has fluctuated between in-person and virtual learning.

Due to the addition of virtual learning for over the past 2 years, the October 31 enrolment data is the total of in-person students and those who were learning virtually (grouped under DDSB@home) identified in their home school.

The second data source used, is the pre-registration data collected from virtual school registration for Junior Kindergarten (JK) and Senior Kindergarten (SK) students for September 2022. Pre-registration began in January 2022 and assisted staff in verifying JK and SK class size. If the pre-registration number was larger than the projected enrolment, the number was revised to match the pre-registration, if historically the students were known to attend the school in September. Adjustments will be made to schools, where additional JK and SK registrations will impact staffing requirements for Full Day Kindergarten classes in September.

The third data source used, is an average of the percentage of the increase of SK enrolments from the previous JK enrolment, completed by school. The factor is used in determining the SK enrolments. In some instances, a municipal average was used for a school, as the school average had been skewed by a boundary change.

The fourth data source used, is a four-year average percentage of JK enrolments to that of SK enrolments, by school. This factor is used in determining the JK enrolment.

The fifth data source used, is the overflow transportation listings for all schools.

The sixth data source used, is registered subdivision development information. The data is collected from the Board's Education Development Charges (EDC) database, through registered plans of subdivision, and verified by visits to individual subdivision developments.

The final source of data used when new schools are opened or boundary changes occur, is accessing the names and addresses of potential students within the boundary area for the new/existing school. These are collected and sorted by grade. The projection for the new school is created from existing school populations.

The following guideline has been used for projections at the elementary level:

- Grade 1 to 8 students are moved forward from one grade to the next.
- To account for the Grade 1 French Immersion pupils, without double counting, pupils have been deducted from Grade 1 enrolments at English program schools.
- French Immersion Grade 1 students are calculated based on a five-year average percent of students in the SK program going to Grade 1.
- All grades for French Immersion students were adjusted if historically, the school has showed a decline in enrolment from grade-to-grade progression.
- Students starting in Grade 4 gifted programs is based upon data received from the Inclusive Student Services department. To avoid double counting, pupils have been deducted from Grade 3 enrolments at each pupils' current school.
- Where overflow transportation occurs, students are returned to their home school for the following years.
- Inclusive Student Services enrolments shown at each school remains constant with the actual October enrolment, unless program changes are known at the time of creating the OEP.
- Growth pupils from registered plans of subdivisions are added to the OEP annually for each appropriate school, with distribution evenly distributed between Grades 1 to 8. The JK and SK factors that are used, account for growth trends.
- Feeder schools are assigned on historical boundaries. Where the programs and/or school boundaries are altered, each school is accordingly adjusted to eliminate missed data and double counting.

Secondary Schools

The primary data source used in creating the secondary projections for October 2022 is the October 31, 2021 secondary enrolment data.

The second data source used, is the elementary October 31, 2021 Grade 8 figures, to determine the Grade 9 class size in each municipality. If the number of entries in *myBlueprint* course selection requests are greater or significantly lower than that of the projection, then the number is revised to reflect such.

The following guidelines have been used for projections at the secondary level:

- The number of students accessing learning through self-contained programs is assumed to remain constant from year to year.
- Grades 9 to 11 are moved forward to the next grade based on an average 3-year retention rate, by grade, for each individual school.
- Growth from new developments is captured in the retention rates for each of the grades.
- Secondary numbers are verified in meetings with Principals of each school. Principals verify the enrolment totals based on student entries for course selections in *myBlueprint*.

French Immersion Projections

Elementary French Immersion Projection
Summary

School	Projected				
	2022	2023	2024	2025	2026
Biidassige Mandamin PS	166	169	176	182	179
Frenchman's Bay PS	490	462	458	469	471
Maple Ridge PS	454	464	459	449	431
Cadarackque PS	380	400	413	418	421
Michaelle Jean PS	473	454	453	460	456
Rosemary Brown PS	292	286	312	329	351
Southwood Park PS	502	511	522	530	550
Brooklin Village PS	349	346	349	354	354
Captain M. VandenBos PS	367	378	386	394	399
John Dryden PS	293	305	320	338	354
Julie Payette PS	673	634	619	630	625
Meadowcrest PS	298	270	269	258	267
David Bouchard PS	247	263	281	290	305
Jeanne Sauve PS	762	751	738	713	712
Walter E. Harris PS	477	462	470	481	488
Uxbridge PS	304	272	275	282	283
RH Cornish PS	317	314	309	314	318
McCaskill's Mills PS	138	137	136	138	143
	6,982	6,878	6,945	7,029	7,107

Secondary Immersion Projection Summary

School	2022	2023	2024	2025	2026
Dunbarton HS	194	238	262	267	282
Pickering HS	214	235	243	245	256
Ajax HS	159	121	130	154	157
Anderson CVI	257	338	353	344	325
Donald A Wilson SS	512	456	464	468	475
RS McLaughlin CVI	302	344	379	415	416
Port Perry HS	72	86	96	91	86
Uxbridge SS	50	44	44	40	44
	1,760	1,862	1,971	2,024	2,041

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 20, 2022**SUBJECT:** DDSB Summer Programs**PAGE:** 1 of 8**ORIGIN:** Erin Elmhurst, Superintendent of Education
Mohamed Hamid, Superintendent of Education
Margaret Lazarus, Superintendent of Education
Andrea McAuley, Superintendent of Education
Stephen Nevills, Superintendent of Education
Jack Nigro, Superintendent of Education**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with a summary of the Durham District School Board (DDSB) Summer Learning Programs from grades K to 12. This report contains information on a range of differentiated and responsive programs which will be available to support student learning and achievement, and mental health and well-being.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Learning programs which incorporate high impact teaching, learning, and assessment practices will support all learners in reaching their full potential.

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

- Promote student sense of well-being through increasing student confidence, social emotional learning skills and self-efficacy which in turn leads to improved learning outcomes.

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

- Differentiated, relevant, and responsive learning opportunities increase equitable and proportional student learning outcomes.

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

- Student engagement and increased learning outcomes are critical to increasing community/public confidence in the District.

3.0 **Background**

- 3.1 DDSB offers a variety of summer learning experiences. This year, there is an enhanced focus on learning recovery as a result of the pandemic.
- 3.3 In many of the programs, learning recovery supports are intended to focus on students who have been impacted by learning disruptions caused by the COVID-19 pandemic through:
 - Enhancing the preparedness of our youngest learners to thrive in our schools;
 - Improving literacy and numeracy skills in students to promote learning recovery and help address achievement and skills development;
 - Increasing students' engagement in learning; and,
 - Increasing students' confidence and positive attitudes towards learning.
- 3.4 Program planning will leverage the expertise of central staff through inter-departmental planning to ensure that summer programs incorporate high-impact practices for academic and social-emotional learning/development. Both virtual (synchronous) and in-person programs will be offered this summer.
- 3.5 Summer learning programs will include accommodations and modifications for students working within an Individual Education Plan (IEP). These accommodations and modifications will ensure that all learners can benefit from each learning experience.
- 3.6 Integration of well-being activities will be included daily in summer learning programs with guidance from the Mental Health Lead and supported through locally developed resources and resources accessed through School Mental Health Ontario.
- 3.7 As appropriate to summer learning programs, transition supports will be embedded through the assistance of the Transition Coordinator, Educational Assistants, and Special Education Resource Teachers.
- 3.8 Transportation for students will be provided to in-person sites as needed. Staff are housing multiple programs at in-person sites to create transportation and site efficiencies.

4.0 **Analysis**

- 4.1 The chart summarizes the **2022 Elementary and Secondary Summer Learning Opportunities** (a detailed list of course offerings at each summer school site is included as Appendix A):

Program Name	Audience	Purpose	Location
Great Beginnings Supporting Children in Kindergarten	Students entering Kindergarten in Sept 2022 Students entering in Kindergarten Year 2 in Sept 2022	Supporting successful entry to Kindergarten Supporting successful continuation into Year 2	Multiple school locations Two 4-week session offerings (selected by school): July 2th - July 28th July 11th - August 4th
Great Beginnings Supporting Children Moving From Kindergarten to Grade 1 in Fall	Students entering Grade 1 in September 2022	Supporting successful transition into Grade 1	Multiple school locations Two 4-week session offerings (selected by school): July 2nd - July 28th July 11th - August 4th
Great Beginnings Supporting Primary English Language Learners (ELL)	ELL Early Years to Primary	Supporting language acquisition for Primary ELL's	Multiple school locations Two 4-week session offerings (selected by school): July 2nd - July 28th July 11th - August 4th
ELL Summer Learning - Program English Language Learners	ELL Students entering Grades 4 - 8	Supporting language acquisition for Junior-Intermediate ELL's	One regional location 15 days for 5 hours each day July 4th - July 22nd
Summer Camp - Math and Literacy (Grades 1 and 2)	All current Grade 1 and Grade 2 students	Supporting learning recovery in math and literacy	One regional site per municipality, plus online option. (July 11th to 29th)
Summer Camp - Math and Literacy (Grades 3 and 4)	All current Grade 3 and Grade 4 students	Supporting learning recovery in math and literacy	One regional site per municipality, plus online option. (July 11th to 29th)
Summer Camp - Math and Literacy (Grades 5 and 6)	All current Grade 5 and Grade 6 students.	Supporting learning recovery in math and literacy	One regional site per municipality, plus online option. (July 11th to 29th)
Durham Forest Summer Day Camp	Students ages 7 - 12	Durham Forest Outdoor Environmental Centre	July 4th - August 26th (8 weeks) 9:00 am - 4:00 pm daily outdoor experiential learning opportunities

Program Name	Audience	Purpose	Location
Summer Camp - Math and Literacy (Grades 5 and 6)	All current Grade 5 and Grade 6 students	Supporting learning recovery in math and literacy	One regional site per municipality, plus online option. (July 11th to 29th)
Summer Meaningful Innovative Learning Experience (SMILE/ SMILE-e)	Students who have completed Grades 6,7 and 8	The program teaches students science, technology, engineering, art and mathematics.	Pickering HS, Ajax HS, Donald A Wilson SS, Whitby, Maxwell Heights, Oshawa and Online (July 6th to 29th)
Getting Ready for High School	Students entering Grade 9 in September 2022	A brief introduction to the Grade 9 English and Mathematics curriculum, as well as study skills, time management, and providing steps to success	Held on-site at your home school and online for the DDSB@Home students August 22nd to 25th for regular calendar schools and August 22nd to 24th for modified calendar schools.
Secondary e-Learning Courses	Secondary students	New credit	Online July 6th to July 29th August 2nd to August 25th Extended Program (ENG4U and ENG4C only) July 6th to August 25th
Full credit in-person courses	Secondary students	New credit or full credit repeat	Pickering HS, Ajax HS, DA Wilson SS, Whitby, Maxwell Heights, Oshawa July 6th to July 29th
Credit recovery in-person and online	Secondary students	Credit recovery	Pickering HS, Ajax, DA Wilson SS, Whitby, Maxwell Heights, Oshawa Two semesters: July 6th to 18th and July 19th to 29th
Credit upgrading in-person and online	Secondary students	Credit Upgrading	Pickering HS, Ajax HS, DA Wilson SS, Whitby, Maxwell Heights, Oshawa Two semesters: July 6th to 18th and July 19th to 29th

Program Name	Audience	Purpose	Location
Cooperative Education and Specialist Skills Major Cooperative Education	Secondary students	Up to two credits	July 6th to August 10th All classroom components are Online
Centre for Success	Secondary Students	Supporting students to graduation	July 6th to July 29th
Therapeutic Recreation - in partnership with the Abilities Centre	Students with lifeskills foundations to their IEPs. Most commonly accessing programming through the Practical Learning Program	Community and activity-based programming to improve wellbeing, physical and mental health and participation.	Sessions running between July 4th to August 26th OnSite at the Abilities Centre
ASSDP Related Programs	Supporting Autistic Students/Students with Autism - individualized program support	TeachTown Basics and TeachTown Social Skills	Online support
Camp d'été – langage orale et les maths (Grades 2 and 3)	Students currently enrolled in the Grade 2 and Grade 3 French Immersion programs	Supporting learning recovery in math and literacy in French.	In-person option only (July 11th to 29th)
Camp d'été – langage orale et le bricolage (Grade 1)	Students currently enrolled in the Grade 1 French Immersion program	Supporting learning recovery in oral language (speaking and listening) in French.	In-person option only (July 11th to 29th)

Day Treatment and Education Programs

Grove School, our Education Community Partnership Programs (ECP) operates 12 months of the year. Summer programming funded by the Ministry of Education involves 17 programs run centrally out of the DASS/Grove Oshawa facility. During the summer, the programs will support between 70 and 80 students in partnership with seven different agencies.

Mental Health, Clinical and Special Education Supports

Funding has also been received to provide mental health & clinical supports for students and families.

These include:

- Direct access button on the DDSB webpage for families to connect with a member of the DDSB mental health team. This is not an emergency line. Families are responded to Monday to Thursday throughout the summer. Emergency contact information is provided on the website for families.. A link is provided to connect with the mental health team.
- Continuity of direct service for some students.
- Collaboration with the curriculum department on the integration of well-being themes that are included in summer learning programs.
- Collaboration to embed inclusion and accommodation supports into summer learning programs. Specifically, summer learning programs mirror in year (September – June) supports such as Special Education Resource Teacher (SERT), Virtual Learning Hub and Educational Assistant Support.
- Opportunity for access to assessments (Psychological Services and Speech Language Services).
- Transitions support for students including increased staffing support (EA FTE) for the first eight weeks of the school year, prioritized for new special education class openings, transitions as a result of boundary processes, and individualized student considerations.

5.0 Financial Implications

Summer programming will be funded through various budgets to support:

- Salary costs for staff and support staff (including clerical and the newly hired Summer Tutor Coordinator principal)
- Program training and resource costs
- Administrative costs
- Busing/transportation costs

6.0 Evidence of Impact

6.1 Performance measures will include, but will not be limited to the following:

1. Qualitative description of types of activities conducted for elementary and secondary students (e.g., literacy-focused, numeracy-focused, blended, in-school, community partners, etc.);
2. The number of students that received supports and the average number of minutes students received per week broken down by division, i.e., Kindergarten, primary (Grades 1-3), junior (Grades 4-6), intermediate (Grades 7-10) and senior (Grades 11-12);
3. The number of students with special education needs that received supports;
4. Drawing on pre or post-diagnostic data where possible, qualitative and/or quantitative description of program impact on elementary and secondary students by teachers, including addressing literacy and numeracy skills;
5. The number of staff hired listed by division, i.e., Kindergarten, primary (Grades 1-3), junior (Grades 4-6), intermediate (Grades 7-10) and senior (Grades 11-12); and
6. The number of relationships leveraged with community partners.

7.0 Communication Plan

7.1 The communication plan includes the following: Various methods are being used including social media advertisements, communications from school to home, Synvoice messages, etc.

8.0 Conclusion and/or Recommendations

The Durham District School Board will provide an optional range of tutoring programs and learning support services for students through the summer of 2022. All opportunities prioritize well-being, engagement, and learning and will align with Ministry of Education Program requirements.

9.0 Appendices

Appendix A - Shares a list of course offerings at each summer school site. Courses with insufficient enrollment may be cancelled and offered in an alternative modality or location if one exists.

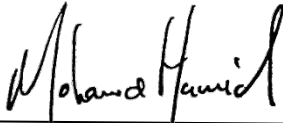
Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



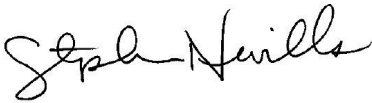
Erin Elmhurst, Superintendent of Education



Mohamed Hamid, Superintendent of Education



Andrea McAuley, Superintendent of Education



Stephen Nevills, Superintendent of Education



Jack Nigro, Superintendent of Education

DDSB Summer Credit Course Offerings														
Course	Grade	Course Title	eLearning			Full Credit			Credit Recovery/Upgrading - Sem 1				CR/CU - Sem 2	
			July	August	Ext.	PHS	DAW	MHSS	PHS	DAW	MHSS	Online	DAW	Online
CGC1D1	9	Issues in Canadian Geography Academic	X							X				
CGC1P1	9	Issues in Canadian Geography Applied	X							X				
ENG1D1	9	English Academic	X									X	X	X
ENG1P1	9	English Applied	X									X	X	X
FSF1D1	9	Core French Academic								X				
FSF1P1	9	Core French Applied								X				
MF1M1P1	9	Foundations of Mathematics Applied								X		X	X	X
MPM1D1	9	Principles of Mathematics Academic								X		X	X	X
MTH1W1	9	Mathematics De-streamed							X	X	X	X	X	X
PPL1O1	9	Healthy Active Living Education Open					X							
SNC1D1	9	Science Academic	X							X		X	X	
SNC1P1	9	Science Applied	X							X		X	X	
CHC2D1	10	Canadian History since	X										X	

DDSB Summer Credit Course Offerings														
		World War 1 Academic												
CHC2P1	10	Canadian History since World War 1 Applied	X										X	
CHV2O1	10	Civics and Citizenship Open	X	X		X	X	X	X		X		X	
CHV2OF	10	Civics and Citizenship Open French Immersion	X	X			X							
ENG2D1	10	English Academic	X			X		X				X	X	X
ENG2P1	10	English Applied	X			X		X				X	X	X
GLC2O1	10	Career Studies Open	X	X		X	X	X	X		X		X	
MFM2P1	10	Foundations of Mathematics Applied	X			X	X	X		X		X	X	X
MPM2D1	10	Principles of Mathematics Academic	X			X	X	X		X		X	X	X
SNC2D1	10	Science Academic	X							X		X	X	
SNC2P1	10	Science Applied	X							X		X	X	
CGG3O1	11	Travel and Tourism Open		X										
ENG3C1	11	English College								X		X	X	
ENG3U1	11	English University								X		X	X	

DDSB Summer Credit Course Offerings														
HFA4U1	11	Nutrition and Health University		X										
HSG3M1	11	Gender Studies Mixed		X										
HSP3C1	11	Introduction to Anthropology College	X											
HSP3U1	11	Introduction to Anthropology University	X											
HSP3UF	11	Introduction to Anthropology University French Immersion		X			X							
MBF3C1	11	Foundations of Mathematics College	X						X		X	X	X	
MCF3M1	11	Functions Mixed	X	X			X			X			X	
MCR3U1	11	Functions University	X	X		X	X		X	X	X	X	X	
NBE3C1	11	Understanding Contemporary First Nations, Metis, and Inuit Voices College	X	X		X	X	X				X	X	
NBE3U1	11	English: Understanding Contemporary First Nations, Metis, and Inuit Voices University	X	X		X	X	X				X	X	

DDSB Summer Credit Course Offerings														
PPZ3C1	11	Health For Life College		X										
SBI3C1	11	Biology College	X	X			X						X	
SBI3U1	11	Biology University	X	X			X						X	
SCH3U1	11	Chemistry University	X	X			X						X	
SPH3U1	11	Physics University	X	X									X	
BBB4M1	12	International Business Fundamentals Mixed	X											
BOH4M1	12	Business Leadership Mixed		X										
CHY4C1	12	World History College		X										
CHY4U1	12	World History University		X										
ENG4C1	12	English College	X	X	X					X		X	X	
ENG4U1	12	English University	X	X	X	X	X	X		X		X	X	
GLC2OF	12	Career Studies Open French Immersion	X	X			X							
HFA4C1	12	Nutrition and Health College		X										
HNB4M1	12	The World of Fashion Mixed	X											
HSC4M1	12	World Cultures Mixed	X											

DDSB Summer Credit Course Offerings														
HZT4U1	12	Philosophy University		X										
IDC4U1	12	Interdisciplinary Studies University		X								X		
MAP4C1	12	Apprenticeship Mathematics College	X	X							X	X		
MCV4U1	12	Calculus and Vectors University	X				X					X		
MDM4U1	12	Mathematics of Data Management University	X	X			X					X		
MHF4U1	12	Advanced Functions University	X	X								X		
OLC4O1	12	Ontario Secondary School Literacy Open	X	X		X		X						
PSK4U1	12	Introductory Kinesiology University	X											
SBI4U1	12	Biology University	X	X									X	
SCH4C1	12	Chemistry College	X	X			X						X	
SCH4U1	12	Chemistry University		X									X	
SPH4C1	12	Physics College	X	X									X	
SPH4U1	12	Physics University	X										X	

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 20, 2022

SUBJECT: Indigenous Trustee

PAGE: 1 of 3

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services

1.0 Purpose

The purpose of this report is to provide information to the Board of Trustees related to appointing an Indigenous Trustee.

2.0 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 confidence.*

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

3.0 Background

In 2018, Mississaugas of Scugog Island First Nation requested that the Board appoint a representative to the Board in support of a meaningful partnership and within the spirit of collaboration as highlighted in the Truth and Reconciliation Calls to Action, in order to address the legacy of the past and make visible the possibilities for moving forward. An Education Service Agreement was put in place for the 2018-2019 school year, with 16 students attending under that Agreement. Information gathered at the time indicated that 1,224 DDSB students self-identified as First Nation, Métis or Inuit.

The appointment of an Indigenous Trustee was discussed at the February 19, 2019 and May 6, 2019 Committee of the Whole meetings. Following the May 6th meeting, the Chair of the Board wrote a letter to the Chief of Mississaugas of Scugog Island First Nation requesting that they put forward a name for consideration as to the potential appointment. A timely response was received. At the March 30, 2022, Education Finance Committee meeting, a discussion took place around sending a letter to Mississaugas of Scugog Island First Nation to request and to confirm the name of the potential appointee. The letter was sent on May 2, 2022.

4.0 **Analysis**

Ontario Regulation 462/97, made pursuant to section 188 of the *Education Act* addresses First Nations Representation on school boards, and provides that if, under section 188 of the *Education Act*, a school board admits pupils who belong to a Band or Bands, and/or under section 188 of the *Education Act* the board has entered into an agreement or agreements, prior to September 1, 2019, to provide instruction to pupils who belong to the Band or Bands, there is, or may be First Nations representation on the Board of Trustees depending on the following thresholds:

1. *If the number of students described above exceeds 10% of average daily enrolment or 100 students, the First Nation(s) with whom the Board has entered into agreement(s) may name a representative to be on the Board. The Board shall appoint this person, and this person is deemed to be an elected member of the Board.*
2. *If the number of students described above exceeds 25% of average daily enrolment, the First Nation(s) with whom the Board has entered into agreement(s), may name two representatives to be on the Board. The Board shall appoint these people, and these people are deemed to be elected members of the Board.*
3. *If the number of students described above is fewer than the lesser of 10% of average daily enrolment or 100 students, the Board has the discretion to appoint a representative. If a person is appointed, they are deemed to be an elected member of the Board.*

The Durham District School Board (DDSB) currently provides education to 16 pupils belonging to the Mississaugas of Scugog Island First Nation pursuant to the provisions of section 188 of the *Education Act*. Therefore, scenario 3 is engaged and DDSB has the discretion to appoint a First Nation representative (Indigenous Trustee) to be a member of the Board of Trustees. An Indigenous Trustee appointed to the Board of Trustees is deemed to be an elected member and has the same rights, roles and responsibilities as all other Trustees.

The most recent annual self-identification data shows that there are currently 2,691 self-identified as First Nation, Metis, or Inuit students attending DDSB schools, which represents approximately 3.6% of the average daily enrolment. While this data is not relevant for the above-noted thresholds, it is provided for information and context.

5.0 **Financial Implications**

Where the thresholds stated in scenarios 1 and 2 are met, targeted funding is provided to support the appointments through the Administration and Governance grant included within the Grants for Student Needs. Where the thresholds in scenarios 1 and 2 are not met and the Board makes a discretionary appointment under scenario 3, additional targeted funding is not provided but the appointment would be funded through the Administrative and Governance grant and would not have a material impact on the Board's financial position.

Based on information from the current Trustee term, the average annual cost per Trustee is approximately \$25,000. Pending changes to the Trustee honoraria amount and annual fluctuations in expenses, this is the approximate annual amount that would be required to accommodate an appointed Indigenous Trustee.

6.0 Evidence of Impact

N/A

7.0 Communication Plan

A letter has been sent to Mississaugas of Scugog Island First Nation, asking for the name of a representative for the consideration of the Board.

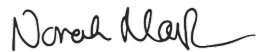
8.0 Recommendation

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

9.0 Appendices

None

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director of Corporate Services

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday April 21, 2022 6:30 P.M.

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

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
 sensaRAneb Burrell, Autism Ontario – Durham Chapter
 Carissa Lewis, Black Parents Support Group
 Tara Culley, Durham Down Syndrome Association
 Christina Salisbury, Easter Seals Ontario
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Carolyn McLennon, Member At Large
 Donna Edge-Bean, Member At Large
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
 Vera Mercier, Early Years Consortium – Non-voting member

Trustees: Donna Edwards Linda Stone

Staff: Superintendent, Andrea McAuley
 System Leads, Kyla McKee, Conor Jinkinson,
 Michelle Crawford-Eade

Recording Secretary: Lisa Wry

1. **Call to Order:**
 SEAC Chair Eva Kyriakides called the meeting to order at 6:32 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. **DDSB Human Rights & Equity Statement**
 The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.
4. **Welcome Guests:** Alison Warren-Instructional Facilitator Special Education, Danielle Denike-Principal DDSB@Home Elementary, Renee Ruddock-Clinical Director LRCSS, Andrea Simpson- Clinical Manager LCRSS, Wanda Harrington Senior Clinical Manager Grandview Children's Centre, Tami Rayner, Principal Sherwood P.S., Rema Saati Vice Principal Carruthers Creek P.S., Anthony Phelen Vice Principal Pickering H.S.

Regrets: Rowin Jarvis

Absent: Christina Salisbury, Kathy Kedey, Donna Edge-Bean.

5. **Approval of Agenda:**

That the agenda for April 21, 2022 be approved with the following amendments: addition of correspondence from the YCDSB, and Sir James Whitney School.

MOTION BY: Donna Edwards

SECONDED BY: Tara Culley

CARRIED

6. **Approval of the Minutes from March 10, 2022:**

That the minutes from March 10, 2022 be approved

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

7. **Staff Reports:**

SEAC: April 2022 Administration Report

Well-being, mental health and learning are intertwined. With the spring weather, school yards and cafeterias are vibrant with the sounds of laughter and connection. We are looking forward to May 2nd to 8th, Children's Mental Health Week as students are invited to connect through a series of supports under the theme of "Hope in Challenging Times". The week culminates in Shine Green Friday.

The Ministry of Education has released funding information for the 2022-2023 school year; link to publicly available information provided within the information distributed ahead to SEAC.

Grants for Student Needs for the 2022-2023 includes:

- Partial continuity of Supports for Students Funding. This funding supports districts in supporting student learning needs. For the Durham District School Board, this includes a portion of augmentative SERT allocation and additional Educational Assistant positions.
- Mental Health and Well-Being Bundle funding, through Partnership and Priorities Funding previously, moves into the new Well-Being and Positive School Climates Allocation embedded in the Grants for Student Needs at a base amount of \$10 000 per district + \$1.14 per pupil amount.

The information includes the 2022-2023 Special Education Funding Guide, mental health funding details and some changes for key special education related funding processes.

Changes include:

- SEA increase from base +\$36.10/student to base +\$39.46/student
- Return to SIP student-based submission process and update to SIP maximum claim amount to \$28 803. This is an increase from the former max amount of \$27 405 in 2019 (last year of individual claim submissions)
- Education Community Partnership Programs (ECPP) application process moves to an auto-populated renewal process. This will allow ECPP teams, Grove School in the Durham District School Board, to provide change notification while saving time formerly invested in re-creation of submissions annual for continuity of programs.

The Inclusive Student Services leadership team is currently working through revision of the Special Education Plan. The plan will come to May SEAC for input and feedback and to the Board of Trustees during June Standing Committee. In addition to meeting ministry requirements, the plan will also be based on the principles, objectives and requirements of the Indigenous Education Policy and the draft Human Rights, Anti-Discrimination and Anti-Racism Policy and procedures. Our goal is to articulate a plan reflective of programs and services for the 2022-23 school year and our District's continued and ongoing learning and evolution as we actively demonstrate our commitment to addressing ableism and upholding Indigenous rights, human rights and equity in our programs, services and learning environments.

The plan will include actions to:

- Meet our duty bearer responsibilities under the draft Human Rights Policy to:
 - Promote and protect human rights.
 - Identify, prevent and address discrimination and discriminatory barriers by embedding inclusive design, universal design for learning and accessibility principles in programs, services and learning.
 - Respond to human rights-related needs, including the duty to accommodate.
 - Support human rights learning, including enhancing understanding of ableism and of the medical versus social models of disability, and how they operate in our learning environments.
 - Correct incidents of discrimination.
- Measure evaluate and report on progress in addressing inequitable and disproportionate educational experiences, opportunities and outcomes.
- Continue to build forward the accessibility of the Special Education Plan as an important community facing document that articulates our commitments to student learning and well-being for those with special education strengths & needs.

All of this work will be informed by the principles of intersectionality, dignity, respect, individualization, participation and integration, with a focus on addressing systemic ableism.

We are listening, learning and shifting practice, grounded in our individual and organizational duties, responsibilities and accountabilities to the students and communities we serve.

Teams are currently working through planning for summer and transition supports as districts have received confirmation of related funding. For the Durham District School Board, supports such as Special Education Resource Teachers and Educational Assistants become embedded in summer learning through Durham Continuing Education. For students, this means the availability of support through the Learning Hub model, providing in-person and virtual access, to supports during summer course learning. We look forward to updating SEAC further in the months ahead and plans for the summer and in transition to the 2022-2023 school year become confirmed.

There are many community-based support changes that have been announced through various Ministries. These include the announcement of Smart Start Hubs, through MCCSS, with the goal of connecting families early with developmental services in an integrated way. We look forward to the opportunity to continue to shift partnerships in support of families of the Durham Region including bringing updates through SEAC for awareness and consultation where there are impacts to DDSB supports and programs.

This continues to be a challenging school year – for students, staff and families. What is strong within that is a commitment to community and each other with a centering on Indigenous rights, human rights and equity.

This is our Administrator report for April 2022.

Board: Trustee Donna Edwards thanked Tara Culley for presenting at the Education Finance committee. Trustee Edwards informed SEAC members that the Board of Trustees received information and presentations on: the Donald A. Wilson boundary review regarding French Immersion and regular stream, bell time review consultation and a second consultation for some secondary schools and bell times for 2022-2023 were approved. Also, Motions for the Human Rights policy as well as The Safe and Respectful Workplace Harassment Policy.

Discussions regarding Early Years and French Immersion took place and the committee had the following reflections:

- Two high schools in Whitby will now be hosting French Immersion- Donald A. Wilson and Anderson CVI.
- Julie Payette is a single-track French Immersion school and as of September 2022 the school will become a 1-8.
- Kindergarten will be held at the English-track school;
- Early years program are exclusively English language programs
- French Immersion single track schools will be running solely 1-8, dual track schools will have kindergarten classes.

*Note: boundary review also inclusive of John Dryden P.S. and Julie Payette P.S. to attend Anderson CVI French Immersion program.

8. **Inclusive Student Service Department Report- April 2022**

Updates this month include:

- Planning Ahead: Children's Mental Health Week
- Summer School – Durham Continuing Education
- Learning & Program Highlight – DDSB@Home Gifted Program
- PAAC on SEAC:

Administrative Report: Release of 2022-2023 Funding Information

The Ministry of Education has released (March 25, 2022) key 2022-2023 Funding Information

Information is publicly available:

<https://www.ontario.ca/page/education-funding-2022-23>

Information includes:

- 2022-2023 Technical Paper
- 2022-2023 A Guide to Special Education Funding
- 2022-2023 Mental Health Funding
- Documents related to key Special Education related funding processes: Specialized Equipment Allocation (SEA) and Special Incidence Portion (SIP)

Administrative Report: Release of 2022-2023 Funding Information

- DDSB Updates – COVID Related
- The Ministry removed mask requirements effective for March 21, 2022.
- Within direction, mask requirement remained in place, based on Directive 2, for Regulated Health Professionals (Speech Language & Psychological Services team members) across all settings, including schools, until April 27, 2022 when providing direct, regulated service.
- Supports were created and shared with school communities to promote mask-friendly environments respectful of individual choice.
- April 13, 2022 – Durham Region Health Department recommendation for masking in indoor settings.

DDSB Updates – 2022-2023 Planning

- Preference surveys provided all DDSB families with opportunity to indicate either in-person or virtual learning for the 2022-2023 school year.
- Resulting program and staffing considerations included Special Education programs accessed through IPRC.
- A small number of students, program placement, selected virtual learning for the upcoming school year.
- Practical Learning Program and School Support Program will both run through DDSB@Home; smaller number of classes needed to meet request for virtual.
- Responsive to family preferences and related program viability, the Gifted program, run in both in-person and virtual formats for the 2019-2020 and 2021-2022 school years, will be offered solely in-person for the 2022-2023 school year.
- Individualized consultations occurring with families of students (3) in the Developmental Program who indicated virtual preference.

DDSB Student Gmail Enabled– Grade 7 & Grade 8 Access

- On March 24th, all DDSB students enrolled in grades 7-8 will gain access to the Gmail service associated with their student account; access was already open for secondary students.
- Grade 7-8 students will have some restrictions in place for their email accounts. Specifically, students will not be able to send emails to or receive emails from accounts outside of DDSB, other than receiving notifications from approved educational partners (ex: D2L, Google Classroom, Google Drive, WeVideo, Sora, etc.).
- Student email will allow students to receive notifications from services such as Google Classroom and D2L, receive verification emails when signing up for board-approved services such as online book ordering through SORA, and to communicate with their teachers.

Children's Mental Health Week

In recognition of Children's Mental Health Week, the Student Senate is hosting a weeklong series of events and activities for all DDSB students in grades 6 through 12 which will serve as an opportunity to promote positive mental health and well-being. Event is taking place from Monday May 2nd - Friday May 6th, 2022.

A Google Classroom for the week is currently in the process of being made and will contain all the information necessary for the events and activities. Included in the resources provided will be a toolkit of mental health and well-being activities for use by all grades during this week as well.

Schools have been asked to ensure to save the date of Wednesday May 4th, 2022 for this virtual and lively broadcasted Student Mental Health Symposium.

We hope that DDSB schools will support us in recognizing Children's Mental Health Week by promoting and participating in this event.

DDSB Student Trustees:

James Kay (Brock-Scugog-Uxbridge)

Kayla Malcolm (Ajax-Pickering)

De-Mario Knowles (Whitby-Oshawa)

Mental Health & Well-Being

- New resource from School Mental Health Ontario.

Communication Strategies to Support the Mental Health of Students with Special Education Needs

- Created in consult with an SLP Manager Working Group from school board districts

Transitions Supports

Recording Link: [Exploring Post-Secondary Education](#)

Previously shared with SEAC; updated with link to recording

- Presented by Faculty from Durham College's CICE Program and the Access & Support Centre (ASC) alongside Fleming Colleges CICE.
- ASC Shared information on services available to Durham College Students—ASD social group, Assistive technology, Peer notetaking, counselling reduced course load/tuition fee policy, test centre etc.
- Fleming and Durham provided a full in-depth overview of their programs allowing students to learn how they can maximize their educational journey as a CICE student followed by a Q&A session.

Transitions Supports-Community Connections

- **Community Connections**, the final webinar from our Life Beyond high school series, will provide students and their parents/caregivers an opportunity to explore community services that support the students' strengths, interests and needs.
- Date to be announced (late May)
- Flier, including date and registration information, will be shared with SEAC via email

Special Education Programs - Planning for 2022-2023

- In continuing our work in honouring identity, we are reviewing the 2022-2023 Special Education Plan with the guiding principles of:
 - Human Rights, Anti-Discrimination and Anti-Racism Policy
 - Inclusive Design & Accommodation Procedure
 - Human Rights, Responsibilities and Accountability Framework
- Specific lens to Anti-Ableism, Intersectionality and Accountability

System Lead Kyla McKee welcomed two DDSB guest educators that support our Gifted Program. Danielle Denike has been the principal of DDSB@Home grade 7-8 campus for the past two years, and is responsible for all virtual gifted classes. She also was the principal at Alexander Graham Bell that hosts the Gifted Program. She is joined tonight by Alison Warren, our Special Education Instructional Facilitator for the Gifted Program. They are here to share with us some information and experiences around this program delivered through a virtual platform.

Student Learning Highlight- DDSB@Home- Gifted Program

Site for Families of Learners in the Elementary Gifted Program Includes:

- Parent/Guardian Resources
- Message from the Facilitator and contact information
- Updates on important dates including Regional Events
- Highlights of activities going on at the different host schools
- **Rise to the Challenge events and student submissions**
 - 3 non-competitive events introduced throughout the year (Fall, Winter, Spring) – student submissions are posted on the community site.

• **Student Spotlight**

- Highlighting students who have created or are participating in an interesting activity outside of the classroom. This month we are showcasing a published Grade 4 author from Coronation PS
<https://sites.google.com/ddsb.ca/gifted-families-community/home>
- This site was developed from a need to communicate and collaborate during the pandemic and has grown into a community of sharing between families, students and schools.
- The information is available to students and families through the SERTs for mainstream students with a gift identification.
- Superintendent Andrea McAuley thanked Danielle Denike and Alison Warren for all the incredible work they have put in to creating a fulsome gifted program for our DDSB@home students.

Graduating DDSB Students: Bursaries, Awards & Funding Reminder:

Information on bursaries, awards & funding available for graduating DDSB students can be found in a centralized location on the DDSB website: [DDSBScholarships](#)

- These opportunities are also being highlighted through social media @DDSBschools; retweets appreciated
- Note: Easter Seals scholarship opportunity added to these resources.

LDADR Abilities Scholarship – Spring 2022

- The Learning Disabilities Association of Durham Region and the Durham District School Board partner to provide an annual \$1000.00 Abilities Scholarship Award.
- The scholarship recognizes a DDSB high school student who has a diagnosed Learning Disability and who is continuing studies in the upcoming school year.
- The recipient will be recognized at the DDSB Board Meeting on June 20, 2022, and at their school Commencement Ceremony.
- Call for submissions has occurred with process closing date of April 27, 2022

Antiracism and Universal Design for Learning

"Traditional systems that perpetuate institutional racism and block on-ramps to learning are designed for a mythical average learner, one who is white, privileged, at grade-level and self-regulated." (p. 48)

This concludes the department report for April 2022.

9. Presentation: OAP-Entry to School – LRCSS and Grandview Children's Centre

Renee Ruddock, Clinical Director, LRCSS, Andrea Simpson, Clinical Manager, LRCSS, Wanda Harrington, Senior Clinical Manager, Grandview Children's Centre provided a PowerPoint presentation on The Ontario Autism Program (OAP), Entry to School Program (ETS). The following items were highlighted:

- Partnership Grandview, Lake Ridge, Region of Durham-Resources for Exceptional Children.
- Open to children ages 3-6 if attending JK/SK or Grade 1 for the first time, that have received an invitation from MCCSS
- OAPEarlyYearsIntake@grandviewkids.ca
- To support families & their children on the autism spectrum as they transition to school
- First six months getting ready for school
- Next six months transition within the school and classroom space.

- Focus on six skill building areas:
 - Communication
 - Play
 - Social Interaction
 - Functional Routines
 - Behavioural self-management
 - Pre-academics, learning and attention
- With the families consent the transitions team with help coordinate the transition into school for the first six months.
- The team will share, with the school tips and strategies that have proved effective.
- Taking the lead from the schools and looking for feedback.
- The goal of the families is where we take our lead
- Looking at how the program can fit the student not the student fit the program.
- We meet the students where they are.
- Connections for students through Kinark have been extended for children registered in the OAP for any transition assistance that may be needed within the school setting.
- Smart Start Hub has launched.
- Please direct any questions/comments to: wanda.harrington@grandviewkids.ca

10. **Open Discussion:**

Future SEAC meetings in-person or virtual discussion.

- SEAC seems more fulsome in person, breakout rooms, quality and depth, networking within associations, relationship building.
- Questions around the gallery in the meeting.
- SEAC does not have a space conducive to hybrid.
- Suggestion to survey the committee.

Education finance deputation, thank you to Tara for representing SEAC with the deputation.

[News Article - Budget](#)

- Assessing children and youth and their needs from the start of school; if appropriate and needed to inform programming
- Grade 3-4 is used as a benchmark for testing; (eg:WISC) this allows time for the program to meet student needs.
- Look at it from an inclusive design and accommodation perspective first.
- Want to avoid applying a medical model when it is the program that needs to adjust to meet the needs of the student.
- Significant waitlists for some of our community partner's programs.
- DDSB assessments are completed within the school year once committed to in consultation with student/family.

11. **Business Arising from the Minutes:**

- None

12. **Association Reports & Committee Reports:**

- VOICE April Newsletter
- May Speech Language Month

•

13. **Correspondence:**

- Membership request from The Participation House Project Durham Region
 - Their website lists a fee for service as well as they are funded by the Ministry.
 - Will be reviewed again at the May meeting.
- Grandview Kids
- YCDSB Nursing Shortage
- YCDSB Special Incident Portion Claim Funding
- Sir James Whitney Virtual Open House

13. **Community Concerns:**

None

14. **Celebrations and Success:**

15. **Next S.E.A.C. meeting – Thursday, May 19, 2022.**

16. **Adjournment:**

That the meeting does now adjourn at 8:50 p.m. Adjournment called by SEAC Chair Eva Kyriakides

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

Table 1- Action Plan

ACTIVITY	RESPONSIBILITY	COMPLETION
Add membership request to next agenda.	Lisa Wry	May 19, 2022
SEAC Survey for Meeting Delivery	Andrea McAuley	ASAP



Minutes - Governance and Policy Committee Meeting

Tuesday, May 10, 2022, 6:00 p.m., Virtual

Trustees: Michael Barrett, Paul Crawford, Donna Edwards, Carolyn Morton, Christine Thatcher, Scott Templeton, Darlene Forbes

Regrets: Trustees Patrice Barnes, Chris Braney, Niki Lundquist, Linda Stone

Staff present: Associate Director Jim Markovski, General Counsel Patrick Cotter, Executive Lead Robert Cerjanec, Policy Analyst Ahmad Khawaja

Recording Secretary: Gillian Venning

1. Call to Order

Trustee Michael Barrett, Committee Chair, called the meeting to order at 6:01 p.m.

2. Land Acknowledgment

Trustee Barrett read out the Land Acknowledgement.

3. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

Trustee Edwards put forth a motion to approve the agenda.

CARRIED

5. Approval of Minutes – March 24, 2022

Trustee Templeton put forth a motion to approve the minutes.

CARRIED

6. Recommended Actions

(a) Emergency Closing of Schools Policy

Associate Director Jim Markovski led the Committee through the revised draft policy and two related procedures (Emergency Closing of Schools and Cancellation of Student Transportation), summarizing revisions that have been made and noting where sections align with other DDSB policies or procedures and applicable legislation including the Education Act.

Trustee questions were answered.

Following review of the revised draft policy and procedures, it was recommended that pending minor corrections as noted, the policy be moved to the next Board meeting as a notice of motion.

Trustee Morton put forward a motion to move the revised draft Emergency Cancellation of Schools Policy forward to the next regular meeting of the Board as a notice of motion, scheduled for May 16, 2022.

CARRIED

7. Information Items

(a) Receiving Board Correspondence/Letters

Chair Michael Barrett introduced the item, noting that there does not appear to be a standard framework or practice in place in terms of sharing correspondence addressed to the Chair with the entire Board.

It was suggested that a framework be developed with a draft presented at a future meeting of the Governance and Policy Committee for consideration.

There was discussion of some potential parameters including:

- correspondence addressed to the Chair of the Board be circulated to the entire Board and be included in the Correspondence section of the next Board meeting agenda
- Exceptions to the above will be made when there is information contained in correspondence that either names an individual trustee, or contains information that is disparaging to individual trustees
- Guidance to help determine whether correspondence addressed to individual trustees (other than the Chair) should be considered business of the Board
- Guidance for dealing with correspondence that includes threats of any kind to individual trustees or the Board as a whole

It was noted that the process to be developed should not interfere in any way with the ability of members of the public to bring forward complaints and have their concerns fairly addressed.

It was confirmed that Executive Lead Robert Cerjanec and General Counsel Patrick Cotter will work with Trustees Michael Barrett and Scott Templeton to begin drafting a document. When ready, the draft will be presented to this Committee for consideration and together members will determine if it should eventually be included in the By-laws or as a separate protocol.

(b) Trustee Self-Assessment

Trustee Paul Crawford introduced the item and asked members to consider whether there is interest in completing a self-assessment and if yes, whether it should take place in connection with the mandate of the existing Director's Performance Review Committee or as a separate Ad Hoc committee.

Discussion took place and trustee questions were answered.

Trustees present were in support of a self-assessment, though it was suggested that it might be better timed to take place following the October 2022 municipal election.

It was noted that the existing terms of reference of the Director's Performance Review Committee do not include mention of a board self-assessment. It was suggested that the terms of reference could be revised to include a component for board self-assessment as part of its work if necessary. Some trustees indicated the self-assessment process should take place separate from the Director's Performance Review Committee.

(c) Board Member (Trustee) Code of Conduct (Appendix 2 – Complaints Protocol – Integrity Commissioner)

Trustee Paul Crawford introduced the item and expressed concern with the updated wording of Appendix 2, suggesting it appears that anyone who wishes to, can file a complaint directly with the Integrity Commissioner, without first having to work with the entire Board to resolve informally.

Staff confirmed that the language of the Complaints Protocol in relation to complaints by members of the public.

Discussion took place and trustee questions were answered.

8. Date of Next Meeting

To be scheduled for early June.

9. Adjournment

Meeting adjourned at 7:59 p.m.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 20, 2022

SUBJECT: Revised Learning Resource Selection Policy **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Jim Markovski, Associate Director of Equitable Education
 Georgette Davis, Superintendent of Education, Innovative Education

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with the Revised Learning Resource Selection Policy as a Notice of Motion.

2.0 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 confidence.*

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

3.0 Background

The Governance and Policy Committee undertook a detailed review of, and revision to the Learning Resource Selection Policy.

At the June 13, 2022, Governance and Policy Committee meeting, the Committee passed a resolution to move the Revised Learning Resource Selection Policy to the June 20, 2022 Board meeting. The draft documents attached to this report are as approved by the Governance Committee with minor revisions as recommended and adjustments to align with the new policy template without content revisions.

4.0 Recommendations

That the Board of Trustees receive the Notice of Motion for the Revised Learning Resource Selection Policy so that they move to the September 19, 2022 Board meeting for consideration.

5.0 Appendices

Appendix A	DRAFT Learning Resource Selection Policy
Appendix B	DRAFT Learning Resource Selection Policy - tracked changes

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Jim Markovski, Associate Director of Equitable Education



Georgette Davis, Superintendent of Education, Innovative Education

Draft Learning Resource Selection

1.0 Rationale

- 1.1 There is a vast array of learning resources available for educators and students and some guidance on resource selection is appropriate to best serve the needs of students and families.

2.0 Policy Objective

- 2.1 The purpose of this policy is to provide guidance on the selection and review of learning resources. This policy supports the District's commitment to protecting, upholding, and promoting Indigenous rights, human rights and equity in all of its learning and working environments. The District recognizes that Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights..

3.0 Policy

- 3.1 Learning resources are a key instrument in meeting the needs of students served by the DDSB and therefore need to reflect a range of identities and learning needs.
- 3.2 Learning resources are to be selected based on consideration of the following criteria:
- 3.2.1 The social, cultural, emotional and intellectual growth of students;
 - 3.2.2 Ontario Ministry of Education curriculum expectations by grade and subject in the context of methods of instruction and assessment, and the criteria and standards indicating success in student learning;
 - 3.2.3 Alignment with principles of culturally relevant and responsive pedagogy (CRRP), Universal Design for Learning (UDL), Inclusive Design, differentiated instruction and assessment and accessibility;
 - 3.2.4 Age, cognitive levels, emotional development, achievement level, learning styles, gender and social development of the pupils for whom the materials are selected;
 - 3.2.5 Valuing, affirming, reflecting and supporting the expression of students' diverse identities, including cultures, communities, histories and achievements;
 - 3.2.6 Enhancing pupils' understanding, respect and appreciation for multiple and intersecting social identities and of their duties, responsibilities, rights and privileges as participating citizens in our diverse society;
 - 3.2.7 4.2.7 Portraying accurate histories and narratives of various communities and groups that are discriminated against, marginalized and minoritized and that include examples of:
 - Historical and contemporary successes, accomplishments, contributions, and

- resistance to discrimination; and
- Agency, everyday experiences, excellence and joy.

3.2.8 Challenging all forms of discrimination and hate (including but not limited to: racism, sexism, colonialism, harmful biases, trivializations, tokenism, ableism, faithism, anti-Indigenous racism, anti-Black racism, Islamophobia, anti-Semitism, homophobia, biphobia, and transphobia); and

3.2.9 Promoting social justice and responsible citizenship, including respecting and protecting the environment.

- 3.3 Potential learning resources that include profanity or explicit sexual content must, before being put to use, be examined to determine if inclusion of that material and language is material to understanding the identity and narrative of lived experiences reflected in the material. Age appropriateness must be considered. Other learning resources are to be made available to those students who choose not to read such materials.
- 3.4 When selecting learning resources, preference should be given to Canadian materials where appropriate.
- 3.5 Parent(s)/guardian(s) of a student, or any student, enrolled in a school of the DDSB may raise objection to learning resources used in the school's educational program, in accordance with the terms of the procedure adopted to implement the terms of this policy.
- 3.6 All resource selection decisions and actions will comply with the Indigenous Education Policy, Human Rights Policy, and related procedures. While the Ministry of Education maintains the Trillium List of pre-approved resources, staff shall comply with any procedures under this Policy.
- 3.7 The Director of Education or delegates shall develop a procedure to implement the terms of this policy. The procedure shall allow for meaningful consultation with identified stakeholders, when appropriate, to support ongoing learning and challenge discriminatory biases, attitudes, assumptions, stereotypes, and barriers.
- 3.8 The Director shall report at least annually and at such other times as appears necessary on the implementation of this policy.

4.0 Evaluation

- 4.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

5.0 Reference Documents

5.1 Policies and Procedures

DDSB Learning Resource Selection Procedure
 DDSB Indigenous Education Policy
 DDSB Human Rights, Anti-Discrimination, anti-Racism Policy

Appendix:

None

Effective Date:

2022-09-19

DRAFT Learning Materials Resource Selection

1.0 Rationale

1.1 There is a vast array of learning resources available for educators and students and some guidance on resource selection is appropriate to best serve the needs of students and families.

1.02.0 Policy Objective

1.0 — The school system strives to provide a variety and range of learning materials and services to meet the needs of the students served by The Board.

2.1 Learning materials are chosen with a view to contributing to The purpose of this policy is to provide guidance on the selection and review of learning resources. This policy supports the District's commitment to protecting, upholding, and promoting Indigenous rights, human rights and equity in all of its learning and working environments. The District recognizes that Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

3.0 Definitions

3.1 A Glossary of terms used in this policy is attached as Appendix "A".

4.0 Policy

4.1 Learning resources are a key instrument in meeting the needs of students served by the DDSB and therefore need to reflect a range of identities and learning needs.

4.2 Learning resources are to be selected based on consideration of the following criteria:

4.2.1 The social, cultural, emotional and intellectual growth of the students so that through them students will gain a broader students;

4.2.2 Ontario Ministry of Education curriculum expectations by grade and subject in the context of methods of instruction and assessment, and the criteria and standards indicating success in student learning;

4.2.3 Alignment with principles of culturally relevant and responsive pedagogy (CRRP), Universal Design for Learning (UDL), Inclusive Design, differentiated instruction and assessment and accessibility;

4.2.4 Age, cognitive levels, emotional development, achievement level, learning styles, gender and social development of the pupils for whom the materials are selected;

4.2.5 Valuing, affirming, reflecting and supporting the expression of students' diverse identities, including cultures, communities, histories and achievements;

4.1.14.2.6 Enhancing pupils' understanding of themselves and of the world in which they live, respect and appreciation for multiple and intersecting social identities and of their duties, responsibilities, rights and privileges as participating citizens in our diverse society;

~~1.1 Learning materials for use in instructional programs shall be selected by professional personnel subject to any restrictions of the Acts and Regulations of the Ministry of Education. Whenever possible the selection shall follow a process of consultation including administration, parents and students.~~

~~1.2 Challenged material will be reviewed in accordance with such procedures as are established from time to time.~~

2.0 Challenged Materials

~~2.1 Though care has been taken to select worthwhile materials for students' and teachers' use by qualified personnel, objections may be received about learning materials.~~

~~2.2 Questions from individual members of the community regarding the suitability of specific materials can usually be resolved at the school level.~~

4.2.7 Portraying accurate histories and narratives of various communities and groups that are discriminated against, marginalized and minoritized and that include examples of:

- Historical and contemporary successes, accomplishments, contributions, and resistance to discrimination; and
- Agency, everyday experiences, excellence and joy.

4.2.8 Challenging all forms of discrimination and hate (including but not limited to: racism, sexism, colonialism, harmful biases, trivializations, tokenism, ableism, faithism, anti-Indigenous racism, anti-Black racism, Islamophobia, anti-Semitism, homophobia, biphobia, and transphobia); and

4.2.9 Promoting social justice and responsible citizenship, including respecting and protecting the environment.

4.3 Potential learning resources that include profanity or explicit sexual content must, before being put to use, be examined to determine if inclusion of that material and language is material to understanding the identity and narrative of lived experiences reflected in the material. Age appropriateness must be considered. Other learning resources are to be made available to those students who choose not to read such materials.

4.4 When selecting learning resources, preference should be given to Canadian materials where appropriate

4.5 Parent(s)/guardian(s) of a student, or any student, enrolled in a school of the DDSB may raise objection to learning resources used in the school's educational program, in accordance with the terms of the procedure adopted to implement the terms of this policy.

4.6 All resource selection decisions and actions will comply with the Indigenous Education Policy, Human Rights Policy, and related procedures. While the Ministry of Education maintains the Trillium List of pre-approved resources, staff shall comply with any procedures under this Policy.

4.7 The Director of Education or delegates shall develop a procedure to implement the terms of this policy. The procedure shall allow for meaningful consultation with identified stakeholders, when appropriate, to support ongoing learning and challenge discriminatory biases, attitudes, assumptions, stereotypes, and barriers.

5.0 Evaluation

5.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

6.0 Reference Documents

7.1 DDSB Learning Resource Selection Procedure
DDSB Indigenous Education Policy
DDSB Human Rights, Anti-Discrimination, Anti-Racism Policy

7.2 Other Documents (Legislation, Provincial Regulations, Etc.)
<Name Other Document>
<Name Other Document>

Appendix:

None

Appendix A: Glossary of Terms

Appendix B: XXXXXXXXX

Effective Date:

YYYY-MM-DD

Reviewed and Amended:

YYYY-MM-DD

Reviewed without Amendment:

YYYY-MM-DD

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 20, 2022

SUBJECT: Revised Bylaw: Receiving Board Correspondence/Letters **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
 Patrick Cotter, General Counsel
 Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

The purpose of this report is to provide the Board with a proposed amendment to the Consolidated Bylaws to address the Chair's obligations with respect to correspondence received in the capacity as Chair of the Board of Trustees.

2.0 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 confidence.*

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

3.0 Discussion

The proposed amended Consolidated Bylaws (section 2.2.2) are attached as Appendix A. The proposed draft language was approved by the Governance and Policy Committee at the Committee meeting held on June 13, 2022.

4.0 Recommendations

Notice of the proposed amendment is provided in order for the Board to be able to consider the proposed amendment at the next meeting of the Board in September 2022.

5.0 Appendices

Appendix A – Proposed revised Consolidated Bylaws

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board

Patrick Cotter, General Counsel

Robert Cerjanec, Executive Lead, Strategic Initiatives and External relations



BYLAWS

Consolidated Bylaws

1.0 PURPOSE AND APPLICATION

- 1.1 These Bylaws are enacted by the Board of Trustees (the “Board” or the “Board of Trustees”) of the Durham District School Board (the “DDSB”) to govern the Board and Committees of the Board and to advance good governance practices at the Board in accordance with the governance structure for school boards established under the *Education Act*. These Bylaws advance democratic decision making with rules that facilitate fair and respectful debate.
- 1.2 Committees of the Board are Committees with only trustees as voting members. Advisory Committees are not Committees of the Board and they are not governed by these Bylaws (except that certain Advisory Committees are established by the Bylaws and except that the Board is bound by these Bylaws in establishing or dissolving any such committee).
- 1.3 Subject to any applicable legislation or regulation, any procedural rule(s) in these Bylaws may be suspended by a two-thirds majority vote of the members present and voting.
- 1.4 The rules contained in the latest edition of Robert’s Rules of Order (“RONR” or “Robert’s Rules of Order”), shall govern all matters of procedure provided they are not inconsistent with these Bylaws or any special rules of order that the Board may adopt, or with any applicable statutes or regulations.
- 1.5 Subject to any applicable legislation or regulations, these Bylaws may be amended by a two-thirds majority vote of the members present and voting, provided that the matter is listed on the agenda prior to the commencement of a Board meeting and provided that written notice of any proposed amendment(s), and any supporting materials, shall have been delivered at the previous meeting of the Board.

SECTION 2: ROLES AND RESPONSIBILITIES

2.1 Board of Trustees

- 2.1.1 The Board of Trustees is the governing body of the DDSB. Decision-making authority for matters before the Board of Trustees rests with the Board, as a whole, and not with individual trustees.
- 2.1.2 The Board of Trustees is required to carry out its mandate as stipulated in the *Education Act*, and in particular, as set out in Section 169.1(1).
- 2.1.3 Board members shall each comply with the provisions of section 218.1 of the *Education Act* and the DDSB's Member Code of Conduct.
- 2.1.4 The DDSB's Member Code of Conduct is attached to these Bylaws as Appendix "A".

2.2 Chair/Vice-Chair

- 2.2.1 The Chair of the Board of Trustees, as an individual member, has no greater rights or powers than any other member of the Board but does have a unique role as expressly set out in the *Education Act*.
- 2.2.2 Consistent with the terms of s.218.4 of the *Education Act*, the role of the Chair of the Board of Trustees (or Vice-Chair in the Chair's absences) is as set out in the *Education Act* and is to:
 - (a) Preside over meetings of the Board in an impartial and fair manner;
 - (b) Conduct meetings in accordance with these Bylaws;
 - (c) Establish draft agendas for Board meetings in consultation with the Director;
 - (d) Ensure the members of the Board have the information needed for informed discussion of the agenda items;
 - (e) Act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
 - (f) Convey the decisions of the Board to the Director;
 - ~~(g)~~ Provide leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan and the Board's mission and vision;
 - ~~(g)~~(h) Share with the Board of Trustees any correspondence delivered to the Chair in that capacity that addresses the business of the Board of Trustees. Subject to any issue of urgency, such correspondence shall be shared at the next meeting of the Board of Trustees. However, the Chair shall not share any correspondence that contains personal attacks against any individual Trustee or staff member. In any such case, the Chair shall consider the Code of Conduct in determining how best to respond to the correspondence, if at all; and
 - ~~(h)~~(i) Assume such other responsibilities as may be assigned by the Board of Trustees.

2.3 Committee Chair or Vice-Chair

- 2.3.1 The role of the Committee Chair (or Vice-Chair in the Chair's absence) is to:

- (a) Preside over meetings of the Committee in an impartial and fair manner;
- (b) Establish agendas for Committee meetings, in consultation with the Director;
- (c) Conduct meetings in accordance with these Bylaws;
- (d) Ensure that members of the Committee have the information needed for informed discussion of the agenda items;
- (e) Liaise with the Director to bring forward Committee recommendations to the Board, or to the Committee of the Whole – Standing, through a staff report delivered on behalf of the Committee.

2.4 Student Trustees

2.4.1 Student Trustees are not elected members of the Board but play an important role in representing the interests of secondary school students through their participation in meetings of Student Senate, the Board and its Committees. As outlined in section 55 of the *Education Act* and the regulations thereunder, including Ontario Regulation 7/07, Student Trustees:

- (a) May attend Board and Committee meetings but are not considered members of the Board and may not exercise a binding vote on a matter;
- (b) May request that a matter before the Board be put to a recorded vote;
- (c) Must disclose any conflict of interest to the Board or Committee. During the discussion of the matter that gives rise to conflict, the Student Trustee cannot participate in the discussion, attempt to influence the vote of Board members, cannot suggest a motion or exercise a non-binding recorded vote;
- (d) May not move or second motions but are entitled to suggest a motion to be moved by a member;
- (e) May attend closed session of a Committee unless the matters under consideration include the disclosure of intimate, personal or financial information with respect to a member of the Board or Committee, an employee or prospective employee of the DDSB, a pupil or their parent or guardian; and
- (f) Must not disclose to any member of the public, confidential information acquired by virtue of their office or during closed session.

2.4.2 The Durham District School Board shall have three Student Trustees on the Board. If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process outlined in these Bylaws.

2.4.3 A person is qualified to act as a Student Trustee if he or she is a full-time pupil of the DDSB in the senior division. In addition, the Student Trustee must be a Canadian citizen and a resident in the jurisdiction of the Durham District School Board.

2.4.4 A Student Trustee shall be disqualified from serving if the student is suspended or expelled or is otherwise not a student in good standing according to his or her principal from the date of his or her nomination until the last day of his or her term. A Student Trustee who, in the opinion of the Director of Education and the Chair, has engaged in any conduct, either at school, in Board meeting or otherwise, including on social media, which is incompatible with the responsibilities of the position shall be disqualified from serving as a Student Trustee on the Board.

2.4.5 A Student Trustee who ceases to be a student in the DDSB shall be disqualified from serving as a Student Trustee on the Board.

- 2.4.6 A Student Trustee who is absent from three consecutive regular meetings of the Board shall be disqualified from serving as a Student Trustee on the DDSB, unless the absence is authorized by resolution of the Board entered in the minutes.
- 2.4.7 Student Trustees shall be reimbursed for their routine expenses reasonably incurred in connection with carrying out the responsibilities of Student Trustees. Such reimbursement of expenses shall be according to the same rules that govern the reimbursement of Board members' expenses. All other expenses are to be pre-approved by the Chair of the Board and the Director. Examples of other expenses that may be approved would be conference fees, accommodation and travel expenses.
- 2.4.8 The Director shall hold a meeting with the Student Trustees by the end of the first month of their term to outline and clarify all matters and questions relating to these Bylaws, reimbursement of expenses and budget for Student Trustees and for Student Senate. The Durham District School Board shall appoint a mentor/advisor to the Student Trustees.
- 2.4.9 A Student Trustee may apply to the co-operative education teacher at their school before the beginning of the term to use the experience of being a Student Trustee to fulfill the requirements of a co-operative education credit(s).
- 2.4.10 Student Trustees shall be expected to:
- (a) attend regular Board meetings;
 - (b) notify the Secretary of the Board when unable to attend a meeting;
 - (c) participate in the Student Senate and report student matters to the Board;
 - (d) provide a Student Trustee report at meetings of the Committee of the Whole – Standing;
 - (e) with approval of the Chair and the Director of Education, Student Trustees may become members of the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA - AECO) and attend OSTA-AECO conferences, including the FGM and the AMG, to further develop their skills as Student Trustees and to be kept informed of issues across the province;
 - (f) ensure that a Student Senate is organized for their term, with each sharing duties as Chair;
 - (g) model the conduct expected of Board members as set out in the DDSB's Member Code of Conduct at Appendix "A".
- 2.4.11 The amount of the honorarium for Student Trustees as referenced in subsection 5.5 (8) of the Education Act is:
- (a) \$2,500, if the Student Trustee holds office for a complete term of office;
 - (b) \$2,500 prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.
- 2.4.12 The term of office of a Student Trustee starts on August 1 of the year in which he or she is elected and ends on July 31 of the following year as long as they remain eligible.

SECTION 3: ORGANIZATIONAL MEETING

3.1 Purpose of Organizational Meeting

3.1.1. An inaugural meeting of the Board shall take place at the first meeting of the Board in December of each year (the “Organizational Meeting”) during which the Board shall:

- (a) Elect the Chair and Vice-Chair of the Board;
- (b) Establish and review Committees of the Board;
- (c) Appoint members to Committees of the Board;
- (d) Elect the Chair and Vice-Chair of the Committee of Whole – Standing;
- (e) Appoint members to represent the Board on external organizations; and
- (f) Adopt an annual schedule of meetings for Board and Committee of Whole - Standing meetings.

3.2 Scheduling of Organizational Meeting

3.2.1. The Board will hold the Organizational Meeting at the first meeting in December.

3.2.2. In an election year, the Organizational Meeting will be held no later than seven (7) days after the start of the term of the Board.

3.3 Presiding Officer

3.3.1. At the Organizational Meeting, the Chief Executive Officer shall preside until the election of the Chair or, in the absence of the Chief Executive Officer, the members present shall designate the person to preside until the election of the Chair and if a member of the Board is so designated, they may vote on the election of the Chair.

3.4 Election of Chair and Vice-Chair

3.4.1 Written or oral nominations, including any self-nominations, shall be received by the presiding officer. When two or more members are nominated and have agreed to stand, voting shall be by secret ballot.

3.4.2 Nominees for the position of Chair and Vice-Chair shall be present at the Organizational Meeting or, if absent, shall have declared in writing to the Secretary of the Board their intention to stand as candidates for the position(s).

3.4.3 The presiding officer or designate and other scrutineers so designated by the presiding officer shall count the ballots.

3.4.4 The member receiving a majority vote of the members present and voting shall be declared the Chair.

3.4.5 Should no member receive such a majority, the name of the member receiving the smallest number of votes shall be dropped and the members shall proceed to vote anew and so continue until the Chair is elected.

- 3.4.6 In the event of an equality of votes, there shall be another ballot and, should there be another equality of votes, the candidates shall draw lots to fill the position.
- 3.4.7 The presiding officer shall announce the result by declaring the name of the member who has been elected Chair.
- 3.4.8 Once elected, the Chair shall then assume the role of chair/presiding officer.
- 3.4.9 This same procedure in this section (3.4) shall apply to the election of the Vice- Chair of the Board.
- 3.4.10 The Chair and Vice-Chair serve in these roles until the next Organizational Meeting but may resign from that role upon one week's written notice delivered to the Secretary of the Board. The Chair and/or Vice-Chair may be removed from the role on a two-thirds majority vote of the members present and voting.
- 3.4.11 If the Chair of the Board resigns the office or is removed from office, the Vice-Chair of the Board shall assume the role of Chair until the next regularly scheduled Board meeting. At that meeting, the election of a new Chair shall be held and, if the Vice-Chair is elected as the Chair, the election of a new Vice-Chair shall also be held.
- 3.4.12 If Chair and Vice-Chair of any Committees have not been elected at the Organizational Meeting, the Committee will elect a Chair and Vice-Chair from amongst themselves.
- 3.4.13 The term of office of a Committee Chair and Vice-Chair shall be one year, or until the next Organizational Meeting, whichever comes first.
- 3.4.14 A Committee Chair and Vice-Chair may be re-elected to a subsequent term(s) of office by the Committee, subject to any appointments made at the Organizational Meeting each year.

SECTION 4: COMMITTEE STRUCTURE AND COMPOSITION

4.1 Approval of Committees

- 4.1.1 The Board shall consider and approve the Board's Committee structure and composition on an annual basis at the Organizational Meeting and as otherwise may be deemed appropriate by the Board.

4.2 Committee of the Whole and Committee of the Whole -Standing

- 4.2.1 The Committee of the Whole will be composed of all Trustees with full participation and voting privileges.
- 4.2.2 The term of the Committee of the Whole will coincide with the term of the Board.
- 4.2.3 During a Board meeting, the Board may convene into Committee of the Whole by majority vote of members present and voting to consider matters in closed session, as permitted under section 207 of the *Education Act*, or for any other reason the Board may deem appropriate. In any such case, the presiding officer for the Committee of the Whole will be

the Vice-Chair of the Board.

- 4.2.4 The Committee of the Whole shall also meet regularly on the first (1st) Monday of the month (which shall be referred as “The Committee of Whole – Standing”). Should the date of such a meeting fall on a statutory, civic, or school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week.
- 4.2.5 A Chair and Vice-Chair of the Committee of the Whole – Standing shall be elected at the Organizational Meeting of the Board. The presiding officer for any closed session of the Committee of the Whole - Standing shall be the Vice-Chair of the Committee.
- 4.2.6 There will be a quorum for Committee of the Whole – Standing. A Trustee who cannot attend a meeting should so notify the Trustee Services Co-Ordinator as soon as possible.
- 4.2.7 It is the function of the Committee of Whole – Standing to consider and debate matters in a more informal way than may be available at Board meetings and provide to the Board, in concise form, relevant information and recommendations. Except for matters considered in closed sessions, any and all resolutions of the Committee of Whole – Standing shall be set out in a numbered list as an appendix to the minutes and shall be referenced by the Board when it moves to adopt any such resolution.
- 4.2.8 Public presentations to the Committee of Whole -Standing are welcomed. The individual or group seeking to make a presentation shall follow the process and rules set out in these Bylaws.
- 4.2.9 The terms of reference of the Committee of the Whole – Standing are as follows:
 - (a) Evaluate and promote the educational programs of the Board and make recommendations to the Board with respect to the operation, amendment, addition or deletion of, or to, the same;
 - (b) Conduct, from time to time, studies of existing or proposed educational programs of this or other Boards and report to the Board;
 - (c) Receive and seek representations and opinions from staff, area residents, and others, with respect to Board policy, including proposed new policy or a proposed amendment to an existing policy;
 - (d) Receive reports regarding curriculum development, implementation, and assessment projects;
 - (e) Receive and consider communications regarding curriculum issues from agencies, councils, commissions, associations, and societies;
 - (f) Consider other matters involving the Board, including, but not limited to, curriculum, facilities and Employee Relations, and make recommendations to the Board as required.

4.3 Statutory Committees

- 4.3.1. The Board shall establish Statutory Committees as called for in the *Education Act* and the

Regulations made thereunder including:

- (a) Audit Committee;
- (b) Parent Involvement Committee;
- (c) Special Education Advisory Committee;
- (d) Supervised Alternative Learning Committee(s);
- (e) Accommodation Review Committees.

4.3.2. The mandate, membership composition and terms of reference for Statutory Committees shall be governed by applicable legislation and regulations.

4.3.3. The term of appointment of Trustees on the Audit Committee shall be for a two-year term, effective December 2022.

4.4 Additional Standing Committees

4.4.1 There shall be an Education Finance Standing Committee, a Governance and Policy Standing Committee, and a Director's Performance Review Standing Committee, the membership and terms of reference of which are as follows:

Education Finance Standing Committee:

- (a) Develop and maintain the procedures by which the Board establishes budget objectives and audits the budget expenditures;
- (b) When deemed necessary by the Board, study and recommend to the Board desirable changes in the Board's financial system;
- (c) Recommend to the Board expenditures other than those within the Budget;
- (d) Consider and recommend to the Board the annual Budget;
- (e) Review the annual financial statement and all expenditures, revenues, trust, capital account reserves, and investment reports;
- (f) Consider the annual transportation budget;
- (g) All trustees are eligible to sit on the committee; the Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

Governance and Policy Standing Committee:

- (a) To ensure all of the Board's policies are up-to-date, accurate and consistent with the current legislation and government requirements;
- (b) To ensure that the Board of Trustees reviews policies at least once every five years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff;
- (c) To develop policies that are developed with evidence-based data, equitable and reflect the Board's vision, values and strategic plan;
- (d) Monitor the effectiveness of Board policies through consultation and evidence based data;
- (e) Monitor the effectiveness of Board policies in addressing human rights and equity in consultation with the Human Rights and Equity Advisor, through the Director of Education;

- (f) Report and make recommendations to the Board of Trustees on governance and Board policies;
- (g) Review bylaws/policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership);
- (h) The committee shall meet at least twice annually;
- (i) All trustees are eligible to sit on the committee. The Chair and Vice-Chair shall be elected annually at the Organizational Meeting.

Director's Performance Review Standing Committee:

- (a) As set out in the Director's Performance Review Policy.

4.5 Advisory Committees

- 4.5.1 There shall be an Equity and Diversity Advisory Committee and an Indigenous Advisory Committee (which shall be referred to as the Indigenous Advisory Circle).
- 4.5.2 The purpose of these Advisory Committees is to consider any matter within the jurisdiction of the Board that the committee may deem appropriate and to make policy recommendations to the Board. The membership and composition of these committees, as well as the election of a Chair, shall be left to the committee but members shall include at least one Trustee and/or staff member, at the discretion of the Advisory Committee.

4.6 Additional Committees

- 4.6.1 In addition to any committees established under these Bylaws, the Board may by resolution, establish any Standing Committee, Ad Hoc Committee or Advisory Committee as it may deem appropriate at any time, subject to these Bylaws and any applicable legislation. The Board shall stipulate, by resolution, the terms of reference for any such Standing Committee or Ad Hoc Committee stipulating the mandate and membership of the Committee. The Board may, by resolution, seek the recommendation from a Standing Committee or Ad Hoc Committee on the appropriate terms of reference for the committee.

4.7 Committee Structure

- 4.7.1 The members of Standing Committees and Ad Hoc Committees shall be Trustees. The members of a Statutory Committee are as stipulated by legislation or regulation.
- 4.7.2 The members of an Advisory Committee may include Trustees, Student Trustees, staff members and members of the community, but shall include at least one trustee or staff member.
- 4.7.3 The chair of an ad hoc committee or standing committee may be determined by the Chair of the Board, the Board or, failing which, by the committee. The chair of an advisory committee shall be determined by the committee.
- 4.7.4 The Director shall assign one (non-member/non-voting) senior staff person to every Ad Hoc and Standing Committee and any other (non-member/non-voting) staff person(s) that the Director, in consultations with the Chair of committee, may deem appropriate.

- 4.7.5 If there is no staff person on an Advisory Committee, the Director shall assign one (non-member/non-voting) senior staff person and any other (non-member/non-voting) staff person(s) that the Director, in consultation with the Chair of the Advisory Committee, may deem appropriate.
- 4.7.6 Except for any committee established under these Bylaws or Board policy, the Board may dissolve any Standing or Ad Hoc Committee at the Organizational Meeting or by resolution at any time as the Board may deem necessary or appropriate, subject to applicable legislation. Committees constituted under these Bylaws or Board policy may only be dissolved by an amendment or revocation of the applicable provisions in these Bylaws or Board policy, as the case may be. The terms of reference of any Standing Committee or Ad Hoc committee not established in these Bylaws or in a Board policy may be amended by ordinary resolution.
- 4.7.7 Committees are not decision-making bodies and may only make recommendations. Ad Hoc Committees report to the Committee of Whole - Standing. Standing Committees report to the Board of Trustees.
- 4.7.8 A Trustee who is not a member of a Statutory Committee, Standing Committee or Ad Hoc committee cannot move a motion, vote or be counted towards quorum, but may attend any such committee meeting.
- 4.7.9 Once an Ad Hoc Committee has satisfied the terms of reference, it shall report to the Committee of Whole – Standing confirming that it has satisfied the terms of reference at which point it shall be automatically dissolved.

SECTION 5: BOARD AND COMMITTEE MEETINGS - RULES AND PROCEDURES

5.1 Purpose

- 5.1.1 The purpose of these rules and procedures, as supplemented by RONR, is to facilitate meaningful, respectful, and orderly debate to advance the interest of the Board. All Trustees will endeavor to comply with these rules and procedures, but it is recognized that, in many circumstances, good judgment, co-operation and good faith will do more to advance the interests of the Board than strict adherence to procedural technicalities.

5.2 Quorum

- 5.2.1 Quorum of the Board shall consist of a majority of the Board members elected or appointed to the Board under the statutes of Ontario.
- 5.2.2 Quorum of a Board Committee shall consist of a majority of the members of the Committee.
- 5.2.3 Should there be no quorum present at a meeting within fifteen minutes after the time appointed for the commencement of the meeting, the names of those present shall be recorded and the meeting shall stand adjourned until the next regular or special meeting unless there is unanimous consent of those present to delay adjournment for an additional fifteen minutes, in which event, unless a quorum then be present, the meeting shall be so adjourned.

5.3 Public Sessions

- 5.3.1 Except as permitted under section 207 of *the Education Act*, and the regulations thereunder, all meetings of the Board and Committees of the Board shall be open to the public.
- 5.3.2 No member of the public or staff will engage in conduct that is negative, critical, or derogatory towards any other person, or engage in any behaviour that is disruptive to the meeting. Any such conduct may result in exclusion from a meeting.

5.4 Closed Sessions

- 5.4.1 Resolutions passed in closed session of a Committee are of no force or effect unless and until approved at a meeting of the Board. Any such approval will be done by adopting the resolution(s) of the Committee in a manner that maintains the confidentiality of the matter unless the Committee has pre-authorized making the resolution(s) public.
- 5.4.2 Minutes of all Committee closed sessions shall be provided to the Committee of Whole – Standing for consideration, except for Committee of the Whole – Standing whose minutes shall be provided to the Board for consideration, and shall remain confidential, unless the Committee has pre-authorized the release of all or part of the information.
- 5.4.3 A staff recording secretary should be present for all closed session Committee meetings. In the absence of the recording secretary during a closed session, the presiding officer shall appoint any member or other staff person to act as secretary for that meeting.
- 5.4.4 Committee sessions closed to the public may have staff in attendance as may be determined appropriate by the Chair of the committee in consultation with the Director. The Chair of a Committee may require that the Director not attend all or part of a closed session when the Director's performance, employment contract or related matters are under consideration by the Committee.
- 5.4.5 Matters discussed in closed session of a Committee must not be communicated to any person not present at the closed session, unless: the person is a Trustee; or the disclosure is pre-approved by the Committee; or the disclosure is to the Integrity Commissioner in relation to the Code of Conduct.
- 5.4.6 Trustees are expected to maintain strict confidentiality of any matter dealt with in closed session and are bound by the confidentiality and protection of privacy provisions under the *Education Act*, the DDSB's Member Code of Conduct and the *Municipal Freedom of Information and Protection of Privacy Act*.

5.5 Scheduling and Agendas

- 5.5.1 Regular Meetings of the Board will be held on the third (3rd) Monday of each month,

commencing at 7:00 p.m. or, in any case where that Monday is a statutory holiday or other school holiday, the meeting will be held on the Tuesday of the same week or the Monday of the following week. As may be deemed appropriate by the Chair in consultation with the Director, the Board will convene into Committee of Whole, closed session, prior to the commencement of the public Board meeting, typically commencing at 6:00 p.m. and again, if necessary, following public session, in which case the meeting shall not extend past 11:00 p.m.

- 5.5.2 The Board may vary the schedule for regular Board meetings at any time during the year on resolution of a two-thirds majority of the members present and voting.
- 5.5.3 Subject to the procedures described below, draft agendas for Board meetings shall be determined by the Chair in consultation with the Director; while agendas for Committee meetings shall be determined by the Committee Chair in consultation with the Director.
- 5.5.4 The Chair and the Vice-Chair of the Board and the Chair and Vice-Chair of the Committee of Whole – Standing together with the Director of Education and such other staff as the Director may engage from time to time, shall hold at least one session per month (either in-person or electronically) to consider and discuss the agendas for upcoming Board and Committee of the Whole – Standing meetings. An additional Trustee shall be entitled to attend at each meeting. Attendance shall be scheduled annually following the Organizational Meeting with Trustees being scheduled in reverse alphabetical order.
- 5.5.5 All Trustees shall be provided with advance notice of the date of the meeting referenced in the preceding paragraph and may email the Chair and Vice-Chair of the Board and/or the Chair and Vice-Chair of the Committee of the Whole-Standing to request that an item of business be added to the draft agenda for an upcoming meeting. The email shall disclose the rationale for the proposed addition to the agenda and any factors as to the appropriate timing for the matter to be addressed. If the matter is not added to the draft agenda, the Chair of the Board or the Chair of Committee of the Whole – Standing, as the case may be, shall advise by email of the reason it was not added to the draft agenda and shall copy all Trustees.
- 5.5.6 The Director or designate shall deliver an e-mail notice of each regular Board meeting and Committee of the Whole – Standing accompanied by the agenda and any supporting materials for the meeting, to each Trustee no later than 3 days prior to the meeting (not counting the day of the meeting but counting the day of delivery). At the discretion of the Chair of the Board or Chair of the Committee of the Whole-Standing, as the case may be, supporting materials may be delivered within the 3-day notice period based on urgency or exceptional circumstances.
- 5.5.7 A matter not on the agenda or directly related to matters on the agenda cannot be introduced at a Board or Committee meeting unless approved by the presiding officer prior to the start of the meeting based on urgency or exceptional circumstances or if a majority of the Committee or Board amends the agenda prior to approval. If a member seeks to introduce a matter not on the agenda or directly related to matters on the agenda during the meeting following the approval of the agenda, it may only be introduced by a 2/3 majority of the members present and voting. Notice of any change to a draft agenda made prior to the meeting shall be provided to Trustees as soon as possible.

- 5.5.8 The introduction of a new Board policy or an amendment to an existing Board policy shall not be considered unless written notice is provided to Trustees no later than 5 days prior to the meeting (not counting the day of the meeting but counting the day of delivery) together with any supporting materials and provided that notice of the intention to introduce the new board policy or amendment, as the case may be, was given at the prior meeting of the Board. The initial notice to the Board of an intention to bring forward a new Policy or proposed amendment is only proper if the matter, together with any supporting material, was first brought to the Committee of Whole – Standing.
- 5.5.9 In addition to regularly scheduled meetings, a special meeting of the Board may be called by the Chair or by a majority of the members. In either case, email notice of the call for a special meeting shall be sent to the Secretary of the Board or designate. Reasonable efforts should be made to schedule any such meeting to avoid a scheduling conflict with other scheduled Committee meetings. A special meeting is not a “regular meeting” under the *Education Act* or the regulations thereunder.
- 5.5.10 The Director or designate shall deliver an e-mail notice of a special meeting to the members, accompanied by the agenda and any supporting materials for the meeting no later than 24 hours prior to the meeting. At the discretion of the Chair, the 24-hour notice period may be waived based on urgency or exceptional circumstances but notice, the agenda and any supporting materials should be delivered as early as possible prior to the commencement of the meeting.
- 5.5.11 A matter that is not on the agenda for a special meeting cannot be considered at the special meeting, unless all members are present and consent to amend the agenda to consider the matter.

5.6 Record of Decisions

- 5.6.1 At all Board and Committee meetings, the Director or designate (typically the recording secretary) shall maintain the minutes of the meeting to make a record of resolutions passed by the Board or Committee, as the case may be, including any recorded votes and any declarations of a conflict of interest.
- 5.6.2 At each regular Board meeting, draft minutes from the prior regular Board meeting, together with any special Board meeting that may have occurred since the prior Board meeting, shall be presented to the Board for approval.

5.7 Attendance at Meetings

- 5.7.1 Trustee attendance at regular Board meetings is governed by the *Education Act* and the regulations thereunder.
- 5.7.2 A Trustee who cannot attend a Board Meeting should notify the Secretary of the Board or designate as early as possible. If it appears that there will be no quorum for a meeting, the Secretary shall notify the Chair and, at the Chair’s discretion, the meeting may be postponed or cancelled and notice thereof shall be delivered to the Trustees as soon as possible.

- 5.7.3 In accordance with section 228(1) of the *Education Act*, a Trustee vacates their seat if they are absent (electronically or physically), as recorded in the minutes, from three (3) consecutive regular Board meetings, unless authorized by resolution of the Board or if one of the exemptions in the *Education Act* is engaged.
- 5.7.4 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, and subject to any accommodation as to attendance provided under the Board's Attendance Accommodation Policy, Trustees must be physically present for at least three (3) regular Board meeting annually.
- 5.7.5 When a seat becomes vacant, the provisions of the *Education Act*, and any relevant provision(s) of these Bylaws, shall govern the filling of the vacancy.
- 5.7.6 At the Organization Meeting each year, the Chair will deliver to the Board an annual report of Trustee attendance at meetings of the Board and Committee of the Whole - Standing since the last Organizational Meeting.

5.8 Electronic Participation

- 5.8.1 Members attending a meeting electronically must advise the Chair when they join the meeting to be deemed present at the meeting.
- 5.8.2 Members who leave the meeting before adjournment, whether temporarily or permanently, shall advise the Chair.
- 5.8.3 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, no more than half of Board or Committee meetings in a twelve (12) month period can be chaired electronically in accordance with Ontario Regulation 463/97.
- 5.8.4 All members participating via audio or video conference who are not speaking must use the mute function on their device. Members will make every effort to avoid disrupting a meeting by turning personal and electronic devices to a non-audible function, reducing all background noise (including audible sounds transmitted from placing a call on hold), and refraining from private conversations.

5.9 Presiding Officer

- 5.9.1 Unless specified otherwise in these Bylaws, the Chair of the Board (or Vice-Chair in the Chair's absence) and the Chair of a Committee (or Vice-Chair in the Chair's absence) will be the presiding officer for meetings of the respective Board or Committee. If a meeting of a Committee moves into closed session, the Vice-Chair will be the presiding officer.
- 5.9.2 If the Chair does not attend within five minutes after the time appointed for the meeting, the Vice-Chair shall preside during the meeting or until the arrival of the Chair. In the absence of both, the members shall come to order, and a presiding officer shall be chosen by a majority of the members present and voting who shall preside during the meeting or until the arrival of the Chair or the Vice-Chair.

- 5.9.3 No member of the Board or Committee will preside at a meeting during the consideration of a motion when that member has declared a conflict of interest.
- 5.9.4 In the absence of the Director of Education, the presiding officer shall appoint a person to act as a secretary of the meeting.

5.10 Quorum

- 5.10.1 A quorum is the minimum number of members necessary to conduct a meeting which represents a majority of the members.
- 5.10.2 Where a member is participating electronically, their attendance will be included for quorum as long as they remain electronically connected to the meeting.
- 5.10.3 If a quorum is present, a meeting shall commence within fifteen (15) minutes of the meeting start time as shown in the agenda.
- 5.10.4 If a quorum is not present within fifteen (15) minutes after the scheduled start time shown in the meeting agenda, the names of the members present will be recorded, and the meeting will be cancelled.
- 5.10.5 At a Board meeting, if a quorum is lost during the course of the meeting, the Board will stand in recess. If quorum cannot be re-established within fifteen (15) minutes of the Board recessing due to a loss of quorum, the Board will stand adjourned.
- 5.10.6 At a Committee meeting, if a quorum is lost during the course of the meeting, and the remaining members of the Committee determine that quorum cannot be re-established, the Committee will stand adjourned.

5.11 Acknowledgement of Traditional Lands

- 5.11.1 All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancestral Lands of Indigenous peoples recited by presiding officer or as the presiding officer may suggest.

5.12 Debate/Voting

- 5.12.1 Members and participants in a meeting will address their comments through the Chair of the meeting.
- 5.12.2 Members shall not interrupt another member who has the floor, except as permitted hereunder or under Robert's Rules of Order (for example, to raise a point of order or question of personal privilege).
- 5.12.3 Members shall confine their comments to the merits of the motion being considered.

- 5.12.4 The Chair is entitled to move or second a motion, but only once they have passed the role of presiding officer to another member for the duration of the matter under consideration. The Chair will resume the role of presiding officer once the motion has been dealt with.
- 5.12.5 The mover of a motion shall be given first opportunity to speak. A member who has not spoken in debate has preference in recognition to speak over a member who has already spoken. At Board meetings, each member may speak twice, up to four minutes on the first occasion, two minutes on the second occasion, on each debatable motion. The Board may consider extending or limiting the time for debate at the commencement of the Board meeting or on any given motion, in accordance with the provisions of Robert's Rules of Order.
- 5.12.6 At a Board meeting, a member who has not spoken to a motion may move that debate on the motion be closed and that the pending motion be put to a vote. Such a motion is not debatable. Before putting a motion to end debate to a vote, the Chair shall provide any member who has not spoken to the main motion with an opportunity to do so.
- 5.12.7 A motion to end debate at a Board meeting will only pass on two-thirds (2/3) majority of the members present and voting. If the motion to end debate carries, no further debate can take place on the main motion and the Chair shall put the pending motion to a vote.
- 5.12.8 Trustees who are not members of a Committee may attend any Committee meetings but are not entitled to debate or vote. Only Committee members may debate and vote at Committee meetings.
- 5.12.9 A member, who is present and fails to vote on a motion, will be deemed to have abstained from voting.
- 5.12.10 It is for members to declare their own conflict of interest and no other member may declare a conflict of another member. A member who declares a conflict of interest must abstain from voting and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will be reduced by the number of members with a declared conflict because the results of a motion are determined on the basis of the members present and voting.
- 5.12.11 Before a motion is voted on, a member may request that a motion containing divisible parts be voted on separately.
- 5.12.12 At any time before a motion is put to a vote, the Chair shall read the motion aloud.
- 5.12.13 When a motion is put to a vote, the Chair will first call votes in favour and then votes against. The Chair is entitled to vote on any motion, but it is expected that the Chair will typically abstain and only vote on a motion once all other votes have been counted and only if the Chair's vote would be determinative of the result of the motion. This is particularly applicable for the Board Chair and the Chair of the Committee of the Whole – Standing. It is expected that other Committee Chairs may choose to exercise their

voting rights more often given the informal nature of committees.

- 5.12.14 After a vote is taken, the Chair shall declare whether the motion was carried or defeated.
- 5.12.15 A tie vote means the motion is defeated.
- 5.12.16 Votes taken at Board and Committee meetings may be recorded.
- 5.12.17 A student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its Committees.
- 5.12.18 A student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its Committees on which the student Trustee sits, and if no member of the Board or Committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
- 5.12.19 A student Trustee is entitled to require that a matter before the Board or one of its Committees on which the student Trustee sits be put to a recorded vote, and in that case, there shall be a recorded non-binding vote that includes the student Trustee's vote and a recorded binding vote that does not include the student Trustee's vote.
- 5.12.20 Subject to the notice requirements as to a new Policy or an amendment to an existing Policy or to these Bylaws, any member present at a Board meeting, or at a Committee meeting on which the member sits, may move or second a motion related to an item on the Agenda, unless disqualified from participating due to a conflict of interest.
- 5.12.21 A motion that has been moved and seconded is considered to be on the floor and will be decided by a vote. A motion need not be seconded during a Committee meeting, except during meetings of Committee of the Whole and Committee of the Whole – Standing.
- 5.12.22 A member who moved a motion may only withdraw it from consideration before the vote is taken on the motion if no other member present objects to the withdrawal.

Motions - Order of Precedence

- 5.12.23 When a motion is being considered, no other motion will be considered except a motion of precedence, as set out in RONR.
- 5.12.24 A motion of precedence may be introduced and will take precedence over any current motion under consideration.
- 5.12.25 If a motion of precedence is defeated, another motion of precedence to the same effect cannot be made until some other business has been taken up and decided.

Chair Ruling on Motion

5.12.26 The Chair may rule a motion out of order, including if it is not within the jurisdiction of the Board, is contrary to the *Education Act* or regulations thereunder, is contrary to these Bylaws, is dilatory, frivolous, vexatious or contains no rational proposition.

5.12.27 If a Chair rules a motion out of order, the Chair shall state the rationale for the ruling.

5.12.28 A ruling by the Chair that a motion is out of order is subject to appeal and will be reversed on a majority vote of the members present and voting.

Amendments to a Motion

5.12.29 A motion on the floor may be amended, except those motions that are not debatable or motions that are not amendable. Motions that are not amendable include:

- (a) Appeal the ruling of Chair or presiding officer;
- (b) End debate;
- (c) Postpone consideration of a motion indefinitely;
- (d) Reconsider a previous decision of the Board;
- (e) Temporarily suspend a provision of the Bylaws;
- (f) Lay a motion on the table;
- (g) Take a motion from the table; or
- (h) Withdraw a motion.

5.12.30 To be in order, an amendment must:

- (a) Directly relate to the motion it proposes to amend;
- (b) Propose some change in the substance or form of the motion; and,
- (c) Not be contrary to the main concept of the motion it proposes to amend.

5.12.31 The vote on the motion, an amendment and any amendment(s) to the amendment(s) will be taken separately and in the reverse order of that in which they were moved.

Motion to Refer

5.12.32 A matter may be referred to:

- (a) The Board;
- (b) Any Committee of the Board; or
- (c) The Chair of the Board; or
- (d) The Director of Education or designate.

Extending Meeting Time

5.12.33 Unless provided for otherwise in these Bylaws, no Board or Committee meeting will continue in session beyond 10 p.m., unless upon the consent of the majority of members present and voting, the meeting is extended for a defined period of time to finish debate on matters currently on the floor or to address any matter on the agenda that may be of an urgent or time sensitive nature. Additional motions to further extend the meeting time are in order. In no case, will the meeting extend beyond 11 p.m.

Motion to Reconsider

5.12.34 Subject to the limits prescribed in RONR:

- (a) a decision of the Board made earlier in an ongoing (current) meeting may be reconsidered on a motion without notice. A reconsideration motion may only be brought by a member who voted on the prevailing side of the previous motion.
- (b) a previous decision of the Board cannot be reconsidered for at least twelve (12) months after the decision was made unless by resolution approved by a two-thirds (2/3) majority of the members present and voting and provided notice of the proposed reconsideration shall have been provided at the prior Board meeting.

Point of Order

5.12.35 A member may advise the Chair when they believe that a departure from the Bylaws, as supplemented by RONR, has taken place by raising a point of order.

5.12.36 Subject to certain exceptions as stipulated in RONR, a point of order must be raised promptly at the time of the alleged breach. A member may interrupt another member to raise a point of order.

5.12.37 The point of order in question must be clearly stated by the member.

5.12.38 The Chair shall decide on the point of order without debate.

5.12.39 The Chair may consult with the General Counsel and may declare a recess in order to consider the point of order.

5.12.40 A member may interrupt the meeting to introduce a motion to appeal the ruling of a Chair. A majority of members present, and voting will overturn a ruling of the Chair.

5.12.41 If the appeal from the decision of the Chair results in a tie vote, the Chair's decision on the point of order will be upheld.

Questions of Privilege

- 5.12.42 Any member may raise a question of privilege, either a question of privilege affecting the Board, or a question of personal privilege.
- 5.12.43 Questions of privilege affecting Board include matters such as noise, comfort or safety. Questions of personal privilege affecting a member include the reputation or treatment of the member or staff, as well as any member of the public and the member's ability to exercise rights and privileges.
- 5.12.44 A question of privilege must be stated clearly and should include the remedy or resolution requested by the member.
- 5.12.45 A question of privilege will not be in order if the remedy or resolution requested exceeds the power or ability of the Chair, Committee or Board.
- 5.12.46 The Chair will decide on the question of privilege without debate.
- 5.12.47 The Chair may consult with the General Counsel and may declare a recess in order to consider a question of privilege in order to make a decision.
- 5.12.48 A member may appeal the ruling of a Chair on a point of privilege. A majority vote of members present, and voting will overturn a decision of the Chair.
- 5.12.49 If the appeal from the Chair's decision results in a tie vote, the Chair's decision on the question of privilege will be upheld.

Parliamentary Inquiry

- 5.12.50 A member may ask a question about the rules of procedure relevant to any matter or issue before the Board. The Chair will answer the question if it would assist the member to make an appropriate motion, raise a proper point of order or understand the effect of a motion or ruling. The Chair is not obliged to answer hypotheticals. The Chair may consult with the General Counsel in providing an answer.
- 5.12.51 The answer provided by the Chair is an opinion and is not subject to appeal. The member may act contrary to the opinion and may then appeal any adverse ruling by the Chair.

Point of Information

- 5.12.52 A member may ask a question directed to the Chair, or through the Chair to another member, for information relevant to the matter at hand but unrelated to parliamentary procedure.

5.13 Public Participation in Meetings

- 5.13.1 In keeping with the Board's Policy on Public Consultation, the Board welcomes

presentations by individuals and groups. Presentations shall be made in the first instance to the Committee of Whole – Standing.

- 5.13.2 In Order to obtain permission to make a presentation to the Committee of Whole – Standing, the person shall email the Director at least eight working days before the next scheduled meeting of the Committee of Whole – Standing. A presenter to the Committee of Whole – Standing may also be invited to present at a Board Meeting, at the discretion of the Chair of the Board.
- 5.13.3 Any application submitted to the Director shall be forwarded to the Chair of the Committee of Whole - Standing.
- 5.13.4 An email requesting permission to present to the Committee of Whole - Standing shall:
 - (a) State the matter to be discussed;
 - (b) Include materials intended to be distributed to trustees;
 - (c) Provide the name of any organization or interested party to be represented;
 - (d) Confirm the authority of the spokesperson.
- 5.13.5 Any application to present at the Committee of Whole - Standing Committee may be approved at the good faith discretion of the Chair of the Committee of Whole – Standing who shall:
 - (a) determine if an opportunity for presentation is available through any other public consultation process, which shall be utilized prior to approval being given;
 - (b) determine the date on which any approved presentation shall take place;
 - (c) limit the number of presentations at any meeting to allow the Committee of Whole - Standing sufficient time to conduct its business.
- 5.13.6 The Chair may waive the eight working days' notice period.
- 5.13.7 Presenters should use the appropriate format and protocol for presentations, available from the Director's office.
- 5.13.8 Anyone wishing to make a presentation shall be informed if the issue to be addressed will be discussed at any meeting of the Board or Committee of Whole - Standing prior to her or his opportunity to present.
- 5.13.9 Presenters shall be limited to speaking not more than 15 minutes including time for questions. At the discretion of the Chair of the Committee of Whole – Standing, this may be extended for a specific amount of time or deferred to a later point in the meeting.
- 5.13.10 Presenters shall be restricted to topics outlined in the application.
- 5.13.11 One or more presentations on a topic do not necessarily lead to a Committee of Whole - Standing or Board decision. The topic of a presentation should not be debated by Trustees unless and until it is on an agenda.
- 5.13.12 Members of the public may also pose questions of a general nature or regarding Board processes to the Board at any regular Board meeting.

- 5.13.13 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.
- 5.13.14 Subject to the discretion of the Chair, questions will not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g. school boundaries, accommodation reviews, school naming).
- 5.13.15 The following procedure applies to public question period:
- (a) Each person shall be allowed to ask one question and one supplementary question;
 - (b) Before the beginning of the Board meeting, the Questioner shall submit the question in writing to the Executive Officer of Communications;
 - (c) The Questioner shall be called to the podium;
 - (d) The Questioner or, if the Questioner prefers, the Chair, shall read the question;
 - (e) The question shall be addressed by the Chair who may direct staff to answer;
 - (f) The Questioner may ask a supplementary question for clarification;
 - (g) Questions to individual Trustees will not be addressed at public question period;
 - (h) Individual Trustees will not respond or comment on questions posed.

SECTION 6: FILLING TRUSTEE VACANCIES

6.1 The Education Act

- 6.1.1 Section 221 of the *Education Act* provides for the Board to fill a Trustee vacancy by either:
- i. Requiring the municipality to hold a by-election, or
 - ii. appointing a qualified person (as defined in the *Education Act*) to the position, within 90 days of the office becoming vacant. The method of appointment is not specified in the Act.
- 6.1.2 A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) Municipal Elections Act, 1996).

6.2 Vacancy Committee

- 6.2.1 In the event of a vacancy, the Board shall establish a Vacancy Committee to consider and determine the means of filling the vacancy.
- 6.2.2 All members of the Board are eligible to sit on the Vacancy Committee which shall be made

up of at least half of the members of the Board. The Vacancy Committee shall obtain and consider information regarding the implications of holding a by-election, including previous election results and estimated costs.

6.2.3 For the appointment, there are two options:

- i. appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person as defined under the *Education Act*; or
- ii. consider a broader range of electors for the appointment in which case, the following actions will occur:

(a) Advertising

The vacancy shall be advertised in all the local papers.

(b) Applications

- Individuals interested in the position shall be required to submit, in writing, an application for the position, to be received by the Secretary to the Board.
- The Vacancy Committee shall establish a deadline for the appointment process.

(c) Information Required

Applicants shall be asked to provide the following information:

- i. confirmation of eligibility;
- ii. why they are interested in the position;
- iii. background, interests, experience, concerns;
- iv. other information they think is pertinent.

Application material shall be copied and distributed to all Trustees at least 48 hours prior to an interview date.

(d) Information Provided

Upon written or verbal indication from an individual that she/he intends to apply for the position, a package of information shall be made available for pick-up from the Trustees' Secretary, as follows:

- i. Durham District School Board Facts Folder;
- ii. These Bylaws including the Member Code of Conduct;
- iii. Schedule of Board and Committee Meetings;
- iv. Committee Membership List.

(e) Interviews

- i. The Vacancy Committee shall establish the interview date and the schedule of interviews.
- ii. Only candidates who have submitted written applications by the deadline date shall be interviewed. Interviews shall be conducted in the Boardroom. All Trustees shall be invited to participate in the interviews. Trustees shall be asked to indicate their intentions about their attendance and participation in the interviews. Each candidate shall be requested to address the Board for up to five minutes, and to respond to questions from the Trustees for up to five minutes. Interviews shall be conducted on the Monday of the Board meeting, arranged so that all interviews shall be completed by 4:30 p.m. If an inordinate number of candidates is to be interviewed, a second day for interviews shall be determined by the Chair, after consultation with Trustees. If a quorum of Trustees is present for the interviews, the interviews shall be conducted as part of a special Board meeting. Should a quorum of Trustees not be present, those present shall form a Selection Committee which shall make a recommendation to the Board. The chairperson of the Board or designate shall preside over the interviews and be responsible for adhering to the timelines. The interviewing process shall be open to the public. Candidates shall be advised of their right to attend any or all interviews.

(f) Voting

- i. Only Trustees present for all interviews are eligible to vote.
- ii. Voting shall be by secret written ballot.
- iii. The Director and Superintendent of Education/Business and Finance shall count the ballots.
- iv. On the first ballot, Trustees shall vote for three (3) candidates. (Any ballot without three names shall be considered a spoiled ballot).
- v. The ten (10) candidates achieving the greatest number of votes shall proceed to the second ballot. Their names shall be posted in the Boardroom.
- vi. On the second and subsequent ballots, Trustees shall vote for only one (1) candidate.
- vii. Voting shall continue, and on each subsequent vote the candidate(s) receiving the lowest number of votes shall be dropped from the ballot until one (1) candidate receives at least a simple majority of votes cast, except on the first ballot.

- viii. Any candidate who does not receive any votes will be dropped from subsequent voting. This shall also apply to all subsequent ballots.
 - ix. In the event of a tie, a second ballot shall be cast. If a tie remains, the decision shall be determined by lot.
 - x. Following the swearing in of the successful candidate, all ballots shall be destroyed.
- (g) A recommendation shall be brought forward to the Committee of the Whole (closed session) to approve the appointment. All Trustees are eligible to vote on the recommendation. The person shall be advised by telephone of the Board's decision.
 - (h) The appointed candidate shall attend the next Board meeting at the beginning of the public session to be sworn in.

SECTION 7: TRUSTEE DETERMINATION AND DISTRIBUTION

- 7.1 The Durham District School Board ("DDSB") is a statutory corporation under section 58.5 of the *Education Act*, R.S.O., 1990, C. E.2, (the "*Education Act*"). The Board of Trustees is the governing body of the DDSB. The duties and powers of the Board of Trustees are as set out in the *Education Act*. Decision making authority rests with the Board of Trustees as a single body, not with individual trustees.
- 7.2 The number and distribution of elected trustees is determined pursuant to the provisions of the *Education Act* and the regulations thereunder.

SECTION 8: EXECUTION OF DOCUMENTS AND CORPORATE SEAL

8.1 Corporate Seal of the Board

- 8.1.1 The corporate seal of the Board shall be in the form impressed on the original copy of Bylaws located in the Administrative Offices of the Durham District School Board.

8.2 Signing Authority

- 8.2.1 The Chair or the Vice-Chair of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.
- 8.2.2 The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.
- 8.2.3 The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chair of the Board and the Treasurer.

- 8.2.4 The Chair of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank to implement the authority granted to them under these Bylaws.
- 8.2.5 The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

SECTION 9: Election of Student Trustees

- 9.1.1 Every attempt shall be made to elect a Student Trustee from Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The election of Student Trustees shall be a two-stage process in municipalities which have more than one secondary school.
- 9.1.2 A notice shall be sent to each secondary school principal before February 1, advising of the election process. Notice will also be sent to teachers in Civics classes, with a request to discuss the election process in class.

Stage 1: Municipal Election of Candidates

- 9.1.3 The municipal elections shall apply in a municipality which has more than one secondary school.
- 9.1.4 Each secondary school student council or parliament shall be invited to elect one Student Trustee nominee who shall be the candidate for the municipality. The notice shall also invite each secondary school student council or parliament to elect ten (10) Student Trustee electors for the municipal election.
- 9.1.5 The elections for either Student Trustee nominees or electors may be either a direct election from the entire student body or an indirect election from the student council or parliament. The elections for the electors shall take place at the same time or prior to the elections for Student Trustee nominees.
- 9.1.6 The municipal elections shall be moved annually among the secondary schools in the municipality so that all secondary schools have an opportunity to host the election.
- 9.1.7 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote. In each municipality, the candidate receiving a clear majority shall be declared the municipal Student Trustee nominee for the electoral college. A clear majority is 50 per cent plus one of the total votes cast. Should no candidate receive a clear majority of the votes cast, the name of the candidate with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one candidate has a clear majority.

Stage II: Electoral College Process

- 9.1.8 The Director of Education or designate shall cause three electoral colleges to take place in a secondary school in Ajax-Pickering, Oshawa-Whitby, and Brock-Scugog-Uxbridge. The three electoral colleges will meet before April 30 in each school year. The Board will pay for any transportation or other expenses such as food or the printing of ballots.
- 9.1.9 Each municipality in the electoral college will receive 40 votes for the election. The votes

shall be divided equally among the number of schools in an area. If the division of votes is such that a whole number of votes per school is not determined, additional votes shall be apportioned by lottery through the Director's office. The secondary school student council or parliament shall elect the assigned number of electors for the electoral college. Any school which declares that it will not send delegates to the electoral college will have its votes divided among the remaining schools for the municipality according to this process.

- 9.1.10 The function of each electoral college is to elect one Student Trustee.
- 9.1.11 Each electoral college will have any appropriate number of staff advisors to help conduct the Student Trustee nominees' speeches and the balloting.
- 9.1.12 The winning candidate from Stage 1 shall be the municipal candidate for the electoral college.
- 9.1.13 Voting shall be by secret ballot. Only Student Trustee nominee electors are entitled to vote.
- 9.1.14 In each electoral college, the Student Trustee nominee receiving a clear majority shall be declared elected. A clear majority is 50 percent plus one of the total votes cast. Should no Student Trustee nominee receive a clear majority of the votes cast, the name of the student nominee with the smallest number of votes shall be dropped from the ballot and a further vote shall be conducted until one Student Trustee nominee has a clear majority.
- 9.1.15 In the event of an equality of votes, there shall be a final ballot and should there be another equality of votes, the candidates shall draw lots to fill the position of Student Trustee.
- 9.1.16 The location of the electoral college for Student Trustee will be rotated annually among the municipalities to be represented by the Student Trustee (e.g. Oshawa-Whitby). Within a municipality, the school location of the electoral college shall be moved for each election, so that over the course of several years, all secondary schools in the municipality will have an opportunity to host the electoral college.
- 9.1.17 The Student Trustee nominees and Student Trustee electors shall be qualified according to these Bylaws.
- 9.1.18 Any election material of any kind of media brought to the municipal election or to the electoral college must be approved by the Student Trustee nominee's principal or staff designate.
- 9.1.19 If the Board determines that a vacancy be filled, it shall be filled by a by-election, according to the process as outlined above.

SECTION 10: ELECTRONIC MEETINGS

10.1 Introduction

The Board shall provide for the use of electronic means for the holding of meetings of the Board and meetings of a Committee of the Board, including a Committee of the

Whole. The rules in this section apply to the extent they are not suspended or modified by Provincial regulation.

10.2 Attendance

10.2.1 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, the following persons shall be physically present in the meeting room of the Board:

- (a) The Chair of the Board or her or his designate;
- (b) At least one additional member of the Board; and
- (c) The Director of Education of the Board or her or his designate.

10.2.2 Subject to statutory or regulatory exemptions due to the current pandemic or otherwise, at every meeting of the Board or Committee of the Whole, the following persons shall be physically present in the meeting room of the Board.

- (a) The Chair of the Committee or her or his designate; and
- (b) The Director of Education of the Board or his or her designate.

10.2.3 Notwithstanding the foregoing, the Chair is able to preside over a meeting electronically when:

- (a) Weather conditions do not allow the Chair to travel to the meeting location safely; or
- (b) The Chair cannot be physically present at the meeting for health reasons.

10.2.4 Subject to 10.1.2 and 10.1.3, at the request of any Board member or Student Trustee, the Board shall provide the member or representative with electronic means of participating in one or more meetings of the Board or of a Committee, including a Committee of the Whole Board.

10.2.5 A Trustee or Student Trustee who participates in a meeting through electronic means shall be deemed to be present at the meeting.

10.3 Participation of Board Members and Student Trustees

10.3.1 The electronic means shall permit the member or representative to hear and be heard by all other participants in the meeting.

10.3.2 The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.

10.3.3 The Board may provide, at one or more locations within its jurisdiction, electronic means to permit participation in meetings by members of the public. Electronic meetings shall be made available for public viewing.

10.3.4 The extent and manner of participation shall be determined by the Chair based on the electronic means available.

- 10.3.5 Members of the public participating through electronic means shall not participate in any proceedings that are closed to the public.

Reference Documents

Appendix:

Appendix A: Board Member (Trustee) Code of Conduct

Effective Date

2022-03-22

Amended

N/A



Ministry of Education	Ministère de l'Éducation
Capital Program Branch	Direction de programme d'immobilisation
315 Front Street West 15 th Floor Toronto ON M7A 0B8	315, rue Front Ouest 15 ^e étage Toronto (Ontario) M7A 0B8

157-2022-2422

June 6, 2022

Carolyn Morton
Chairperson
Durham District School Board
400 Taunton Road East
Whitby, ON L1R 2K6

Dear Carolyn Morton,

Thank you for your correspondence regarding Durham District School Board's (DDSB) North Oshawa Secondary School and Beaverton Public School capital construction projects. Your e-mail has been forwarded to me and I am pleased to respond.

On April 21, 2022, the ministry announced capital funding support for 37 school-related projects, including 23 child care centers as part of the 2022-2023 Capital Priorities Program. The newly approved projects will create nearly 15,700 new student spaces, and over 1,500 new licensed child care spaces in schools. As you may be aware, DDSB's North Oshawa Secondary School proposal was approved for \$46.3 million.

The Ministry of Education continues to support the development and construction of all previously approved capital construction projects to provide students with healthy, safe and accessible learning environments. DDSB's Beaverton Public School project was funded through the 2017-18 Capital Priorities Program.

The ministry has been in ongoing communication with DDSB staff regarding the development of this project and is reviewing the board's current plans to ensure that this project meets the needs of the community and delivers good value for the Ontario taxpayers.

Thank you again for taking the time to write.

Sincerely,

Paul Bloye
Director
Capital Programs Branch