



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

Monday, March 6, 2023

Chairperson: Christine Thatcher

Vice-Chairperson: Emma Cunningham

Director of Education and Secretary to the Board: Camille Williams-Taylor

Recording Secretary: Kathy Fitzpatrick

DATE: Monday, March 6, 2023

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, March 6, 2023
7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Land 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>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>DDSB Presentations</u>	
(a) Durham Continuing Education (DCE) (Superintendent Stephen Nevills)	1-14
6. <u>Director's Update</u> (Director of Education Camille Williams-Taylor)	Verbal
7. <u>Recommended Actions</u>	
8. <u>Information Items</u>	
(a) Student Trustee Report (Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt)	Verbal
(b) Cyber Incident Report (Associate Director David Wright)	15-16

(c) Quarterly Construction and Major Projects Progress Report
(Associate Director David Wright)

17-24

(d) OPSBA Report
(Trustee Emma Cunningham)

Verbal

9. Correspondence

10. Adjournment

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** March 6, 2023
SUBJECT: Durham Continuing Education (DCE) **PAGE:** 1 of 9
ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Stephen Nevills, Superintendent of Equitable Education

1.0 Purpose

The purpose of this report is to highlight for the Board of Trustees the programming offered by Durham Continuing Education (DCE) that meets the learning needs of a wide range of students. Information is provided on the number of students connected to each program during the 2021-2022 school year and, where applicable, the number of credits earned. An overview of the Personal Support Worker (PSW) program being offered in the 2022-2023 school year is also included.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

3.0 Background

Each year, DCE offers a variety of programs to a range of learners. Knowing that there are many paths to success, DCE strives to maintain a large variety of programs to support as many students as possible. Most of the courses are offered at the 120 Centre Street South location in Oshawa. DCE also runs a satellite campus in Pickering and various locations in the North Region. Night school and summer school programs are offered on a rotational basis at various secondary schools throughout the District. Remote learning options are available through our e-Learning and Learn@Home programs.

4.0 Analysis

DCE supports a range of student learners of various ages through a variety of programs to meet the goals of their individual program pathways. Appendix A outlines the numbers of students registered in each of the following programs and credits earned during the 2021-2022 school year.

4.1 Elementary Students (non-credit programs)

After-School Literacy and Numeracy (ASLN) - DCE coordinates opportunities for elementary students to engage in ASLN activities in small groups at their homeschool. Students, taught by homeschool teachers, can extend their learning beyond the school day to gain additional support in literacy and numeracy.

International and Indigenous Languages Elementary (ILLE) - The International and Indigenous Languages Elementary program provides students in Junior Kindergarten to Grade 8 from all school boards the opportunity to learn to listen, speak, read and write in a new language or to maintain the language of their home or heritage. This program is offered in the evenings and provides opportunities for elementary students to learn together and meet new peers with similar interests.

Summer Meaningful Innovative Learning Experience (SMILE) - The elementary SMILE program provides students who have completed Grade 6, 7 or 8 the opportunity to deepen and extend their skills in literacy and/or numeracy or to reach ahead and learn new skills to prepare for the next grade level. This program has been offered at in-person summer locations and through a real-time, interactive-virtual learning format.

Getting Ready for High School Program. (GR4HS) - Students entering Grade 9 have the opportunity to attend the Getting Ready for High School Program, where they are introduced to Grade 9 English and Mathematics concepts, learn study and time management skills, and are familiarized with their new school during the second last week of August.

4.2 Secondary Students (credit programs)

Secondary students have multiple options to support individual pathway plans to meet their goals. During summer programming students can earn credits for courses they may not have been successful with during the school year, consolidate their learning and upgrade their marks, and earn new credits through a variety of courses and delivery models.

Cooperative Education (Co-Op): Any student looking to take cooperative education can take it during the summer through Durham Continuing Education. The summer program also creates flexibility for students unable to fit a cooperative education course within their regular school timetable. For many students in the Specialist High Skills Major (SHSM) program who require a cooperative learning experience as part of their Red Seal Certificate, summer cooperative education courses may be the only way to fulfil this requirement.

eLearning: The Ministry of Education has introduced a requirement for secondary students to earn two credits through e-learning courses in order to graduate. The DCE summer eLearning program provides flexible opportunities for all students to meet this graduation requirement, earning up to two credits in the summer (one in July and one in August) through an interactive

asynchronous virtual learning platform.

Night School: Night school is available for all secondary students and is especially helpful for any students requiring additional credits towards graduation or in cases where a course was not available during regular day school. Courses are offered in-person and allow students flexibility to earn credits in the evening that meet their learning needs.

4.3 Adult Learners (credit programs)

Adult learners can earn credits through all of the same programs as secondary students but also have specific programs designed to meet their individual pathway plans and goals.

Day School: DCE provides in-person courses for adults during the day to earn high school credits towards their diploma, upgrade marks or take courses needed for future employment opportunities or post-secondary education. Classes are offered in the morning and afternoon in a hybrid format (blend of face-to-face and online learning) which allows for flexible study options. DCE develops modes of study to reduce barriers for adult learners.

Literacy and Basic Skills (LBS): This program supports adult learners who may have been out of school for a while and need to improve their reading, spelling, writing, mathematics and computer skills. Students engaging in the LBS program gain confidence, independence, employment opportunities, high school credits, apprenticeship credits, training and certificate programs.

Career Pathways: Adults who are looking to earn credits, or have already earned their Ontario Secondary School Diploma (OSSD), and are looking for job-specific skills to prepare them for a career, can participate in one of DCE's Career Pathway programs. Based on enrollment, DCE offers the following pathways to meet the needs of adult learners in the region: personal support worker, enterprising employee, hospitality, logistics and distribution and office administration. Students in the pathway programs earn industry recognised certificates and receive specific training required for their chosen field as well as employability skills, opportunities for cooperative work placements and practical experience.

Learn@Home: Both adult and high school aged students looking to earn individual credits at their own pace, through a correspondence-style package at home, may earn credits through the DCE Learn@Home correspondence program. Students that are registered in these courses often need to complete their high school diploma, complete a credit, upgrade a course or may need a specific course when considering a career or education change. The program allows learners to begin a course at any time, complete the work at home, during their commute, or during their work breaks.

4.4 Adult Language Instruction

DCE provides various day school, night school and summer school opportunities for individuals looking to expand their understanding and use of the English language.

English as a Second Language (ESL): Eligible clients (naturalized Canadian citizens, permanent residents, convention refugees or refugee claimants) who wish to develop their English language skills participate in DCE's ESL programming. Learners develop their listening, speaking, reading and writing skills and progress through the Canadian Language Benchmarks to access higher education, employment, independence and integration into Canadian culture.

Language Instruction for Newcomers to Canada (LINC): Eligible clients include permanent residents, protected persons, individuals who have been selected to become permanent residents and are pending verification, convention refugees and protected persons outside Canada who have been selected for resettlement in Canada, or other temporary foreign workers who hold approval of a work permit who would like to learn or improve their English language skills in listening, speaking, reading and writing. Learners participate in DCE's English LINC programming and develop their skills and progress through the Canadian Language Benchmarks with the goal to gain Canadian Citizenship, access to higher education, employment, independence and integration into Canadian culture.

Enhanced Language Training (ELT): Newcomer professionals looking for work in Ontario can participate in this eight-week curriculum program and eight-week workplace internship. The program allows individuals to discover jobs, upgrade their resume, build Canadian interview skills, and learn workplace customs and culture. These students learn valuable experiences, obtain references and job experience within Canada as well as opportunities to network with local professionals in their field. This program has no tuition fee and is available to eligible adults. The program also provides parents with childcare support. See Appendix B for information on a recent program graduate.

4.5 Credential Centre

DCE provides opportunities through the Credential Centre to Prior Learning Assessment and Recognition (PLAR) credits which helps mature students to graduate. The Ministry of Education permits school boards to support adult learners to expeditiously achieve their Ontario Secondary School Diploma (OSSD) and efficiently move to sustainable employment, postsecondary education and/or apprenticeship.

PLAR for mature students provides a process through which the prior experiences of adult learners, both formal and informal, can be recognized for secondary credit, minimizing duplication of learning, saving the learner time and opportunity costs, and providing them with an enhanced pathway to high school graduation.

4.6 Educators at Durham Continuing Education

DCE employs a large staff to support the 10,000 plus students each year. The staff support learning and student pathway planning and goal achievement. Given the nature of the varied programs at DCE employees are represented by various unions or professional affiliations as shown in Table 1 below.

As enrollment changes so does the number of employees needed for different programs. The number of employees shown below represents the most recent programming.

Table 1: DCE Employee Overview

Employee Group	Description of Role	Professional/Union Affiliation	Number of Employees at DCE
Administrators	Site supervisors with responsibilities for providing leadership, direction and coordination of all programs and facilities.	Ontario Principals Council (OPC)	3 – 1 Principal, 2 Vice Principals
Program Supervisor - Non-Credit Programs	Oversees the operations of LINC, ESL, CNC, LBS, ELT, SDI and ILE	Manager Professional Administrative (MPA)	1 Manager
Night School Supervisor	Oversees credit programming on site.	Ontario Principals Council (OPC)	1 Administrator
Technology	School based LAN and computer support.	CUPE	1 LAN Tech
Department Heads	Curriculum Leads for Guidance and Credit Programs.	OSSTF – Permanent	2 Teachers
Guidance Counsellors	Support students with <ul style="list-style-type: none"> • pathway planning • course planning • registration • Prior Learning Assessment and Recognition (PLAR) 	OSSTF	4 Counsellors
Day School Teachers	Contract teachers who support credit day school programs.	OSSTF	5 – 10 Teachers Per Term
Night School Teachers	Contract teachers who support evening credit programs for high school and adult students.	OSSTF	12 Teachers
eLearning Teachers	Contract teachers supporting eLearning credit classes for those students ages 21+.	OSSTF	19 Teachers
International & Indigenous languages Elementary Program (ILE)	Instructors supporting language programs for students JK – Grade 8	CUPE – Con. Ed.	23 Instructors

Summer School Teachers	Contract teachers supporting summer credit programs.	OSSTF	100 - eLearning July 83 - eLearning August 86 - face to face (3 schools & online) 3 – Co-op teachers 5 Special Education teachers 4 – Coaches-Literacy, Numeracy/Technology 13 – Specialty programs
LINC/ELT	Enhanced language training for newcomers to Canada.	CUPE – Con. Ed.	32 Instructors
Service Delivery Improvement (SDI)	English language learning in a digital world - plurilingual	CUPE – Con. Ed.	9 Instructors
Care for Newcomer Children (CNC staff)	Childminders – Supporting children for students in LINC and ESL programs.	CUPE – Con. Ed.	2 Supervisors 12 staff
Literacy and Basic Skills (LBS)	Support adult learners, skill development to allow for transition to other opportunities.	CUPE – Con. Ed.	3 Instructors
Clerical	Provide support on administrative requirements and program functions.	CUPE	12 Clerical
Tutors	Support summer school, nights school and Learn@Home students.	CUPE – Con. Ed.	12 Tutors
Literacy and Numeracy Program	School staff that support <ul style="list-style-type: none"> • School Literacy and Numeracy Programs Grade 7 – 10 (non – credit) • Summer school elementary Numeracy and Literacy Support program (SMILE) • Transition programs for students entering Highs School 	ETFO – Elementary OSSTF - Secondary	Will Vary Depending on School Enrollment in Programs -Approximately 50 Teachers Per Year

5.0 **Financial Implications**

DCE receives funding from multiple sources, summarized in Table 2 below and must meet explicit requirements specific to each contributor. As funder requirements shift from year to year, staff are required to make adjustments to continue to meet the needs of all learners.

Table 2: DCE Funding Sources

Program	Funding Source
LINC (Language Instruction for Newcomers to Canada) including ELT (Enhanced Language Training) and CNC (Care for Newcomer Children)	Immigration, Refugees and Citizenship Canada/ Government of Canada
ESL (English as a Second Language)	Ministry of Labour, Immigration, Training and Skills Development/Government of the Province of Ontario
LBS (Literacy Basic Skills)	Ministry of Labour, Immigration, Training and Skills Development/Government of the Province of Ontario
All other programs	Ministry of Education

DCE's funding is based on Average Daily Enrollment (ADE). As a result, funding can be impacted when students miss class due to personal circumstances. For programs like eLearning and Learn@Home, funding is attached to the number of units that each student completes.

6.0 Evidence of Impact

The variety of programming options for students at DCE allows them to reach success and credit attainment. Table 3 below is a summary of credit attainment for the 2021-2022 school year:

Table 3: 2021-2022 Credit Attainment Summary

Program	Impact
Adult Day School and Pathways	380 students earning 515 credits
Alternative Education (Learn@Home, eLearning, Night School, North Credit)	910 students earning 811 credits
Summer School	5704 students earning 5038 credits

178 adult learners earned their high school diplomas, which has a direct impact across the District and in the community. See Appendix C, 2021 Graduation.

Providing multiple pathways and opportunities to success for students across Durham Region, has a positive impact on the community.

The following are highlights of the specialized programs and partnerships which enhance student learning:

Boyd Archaeological Field School: In partnership with the Toronto Region Conservation Authority Middle Iroquoian archeological dig site in the village in Claremont, ON. This opportunity and the old connections that it provides students to the rich Indigenous history of this land is a source of pride.

Youth in Policing: In partnership with the Durham Regional Police Services (DRPS), DCE provides a cooperative education experience where students are involved in leadership, teamwork and community engagement opportunities with the intention of building their self-confidence and empowering them to make positive changes not only in their own lives but in the lives of others living within their communities.

Dual Credits: In partnership with Durham College individuals looking to earn credits and try out a trade have the opportunity to earn free college credits which also count towards the OSSD. Adults taking dual credits have access to both a college instructor and a high school teacher who assist with their transition to college study by providing special supports and workshops. In addition to the academic advantage this has, students also have the experience of earning credits locally at Durham College. This college experience has encouraged some students to change their post-secondary pathway and apply for a Durham College program.

CO-OP Works: This program provides an opportunity for learners who want to complete their high school diploma, but also need to retain employment at the same time. It is designed to help students earn three high school credits towards their diploma while they continue to work either part-time or full-time. DCE works closely with community employment partners to support adult learners looking to graduate. Earning a high school diploma through Co-Op Works means that graduates can apply for wage increases, benefits and job promotions, potentially improving their own lives and that of their families.

Settlement Services: In partnership with Community Development Council Durham (CDCD), Settlement Workers are available at the DCE Oshawa location to meet with LINC and ESL students. Housing referrals, immigration and citizenship assistance as well as community connections are just a few of the many services offered.

ON Works: DCE and ON Works have a mutually beneficial partnership where the counselling and referrals of students is reciprocal. ON Works refers students to Continuing Education and registers them in DCE programs and in turn DCE connects students with ON Works for social assistance. This working relationship has resulted in several students upgrading their skills through the LBS program and then going on to the Adult Day School program working towards their OSSD or obtaining training in one of the Pathways programs. This partnership results in employment opportunities in the area of interests and qualifications for each student.

New for the 2022-2023 School Year

Personal Support Worker (PSW) Program: In February 2023 the DCE Personal Support Worker program was initiated. In partnership with the PSW Bursary Program offered by the Ministry of Education, the DDSB has 33 students currently enrolled in the program. These students are set to become fully certified PSWs who will graduate in June 2023. The students will have practical experience in lab, clinical and community settings and will be ready for employment. Although additional funding from the province has supported the program this year with no tuition costs for students, it is unknown if this registration bursary will continue in future years.

7.0 **Communication Plan**

Information on all DCE programming can be found on the school website at dce.ca and is communicated regularly on social media platforms.

8.0 **Conclusion**

Durham Continuing Education continues to offer a range of alternative, adult and continuing education opportunities to respond to the needs of for all students, the community and the workforce. The programming reaches a diverse community, by offering academic and non-academic opportunities at different stages in their lives. The education and experiences gained through DCE programs have a profound impact on the lives of the students served. The programs offered through DCE are an excellent example of the many entry points to learning and the many paths to success available to students.

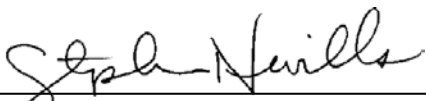
9.0 **Appendices**

Appendix A – 2022 Enrolment Numbers
Appendix B – Enhanced Language Training
Appendix C – Graduation 2021

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Stephen Nevills, Superintendent of Equitable Education

Analysis 1. Chart outlining types of programming, locations offered, enrollment and credits successful. (* = Students registered who finished the credit course program)

Durham Continuing Education 2021-2022				
Program		Location	Students Registered*/Served	Credit Course Successful
Adult Day School	High School Credit Programs	EA Lovell	156	186
	Dual Credit Program	EA Lovell/Durham College	36	28
	Adult Upgrading (LBS)	EA Lovell	79	N/A
	Cooperative Education	EA Lovell/Jobsite	21	36
	Co-op Works	EA Lovell/Jobsite	90	188
	Youth in Policing	Virtual	68	68
	FFF/TLC	EA Lovell/YWCA	9	9
Total Adult Day			459	515
Pathways	Hospitality	EA Lovell	8	12
	Office Administration	EA Lovell	16	36
Total Pathways			24	48
Alternative Education	Learn@Home Correspondence	EA Lovell	221	232
	eLearning	EA Lovell	387	319
	After School Lit/Num	Various	1213	N/A
	Night School	Anderson CVI	272	220
	North Credit	Various	30	40
	International Languages (Elementary)	Anderson CVI	120	N/A
Total Alternative Education			2243	811
Language Instruction	English as a Second Language (ESL)	EA Lovell/Pickering	508	N/A

	Enhanced Language Training (ELT)	EA Lovell/Pickering	25	N/A
	Language Instruction for Newcomers (LINC)	EA Lovell/Pickering	419	N/A
Total Language Instruction			952	N/A

Summer School	Full Credit Courses	PHS, DAW, MHSS	468	412
	Credit Recovery - Sem 1	PHS, DAW, MHSS, Brock, USS, PPHS and GL Roberts	761	619
	Credit Recovery - Sem 2	PHS, DAW, MHSS	315	306
	Credit Upgrade - Sem 1	PHS, DAW, MHSS	190	181
	Credit Upgrade - Sem 2	PHS, DAW, MHSS	44	59
	eLearning - July	EA Lovell	2246	1958
	eLearning - Aug	EA Lovell	1517	1193
	Youth in Policing	Durham College	70	140
	Cooperative Education	EA Lovell	75	134
	Boyd Archaeological Field School	Claremont	18	36
	Getting Ready for High School	All secondary schools	815	N/A
	SMILE (Grade 7&8)	PHS, DAW, MHSS, on-line	146	N/A
Total Summer			6665	5038
PLAR/MSE	Mature Prior Learning Assessment & Recognition	EA Lovell	180	1801
	Out of Province/Country Evaluations	EA Lovell	188	2505
	PLAR Challenges	EA Lovell	2	2
	Mature Student Evaluations	EA Lovell	31	137
PLAR/MSE Total			401	4445
All Programs		DCE 2021-2022 Total	10744	10857

Newcomers to Canada Find Employment with the Help of DDSB

Posted On Tuesday April 12, 2022



Mortilaine Riley secured an internship at Ontario Tech University and was hired as an Educational Developer shortly afterwards.

Arriving in a new country to start life over is a daunting task that many of us have never had to think about.

For many new Canadians, this is a life decision not taken lightly. They often spend years planning and considering how they are going to make it work for themselves and their family members.

Thoughts of being able to find a job in their career field and children being able to attend school can consume our new neighbours.

The Durham Continuing Education (DCE) program for internationally trained professionals tries to ease this worry and anxiety for new students by offering an Enhanced Language Training (ELT) course for newcomers. This course is designed to teach strategies for finding and keeping employment while matching the skills of the student to their next job.

The ELT program is funded by Immigration, Refugees and Citizenship Canada, and assists newcomers in finding work by teaching students about where and how to find employment, Canadian workplace culture, interview skills, resume writing, and more.

Staff recognize that newcomers to Canada, regardless of skill, education, and experience may face challenges finding meaningful employment and often take

survival jobs to make ends meet. Programs like ELT at DCE increase opportunities for students by removing barriers and connecting newcomers like Mortilaine Riley with good employers in the Durham Region.

Mortilaine came to Canada from the beautiful island of Jamaica after deciding to join her family in Durham in 2020. She settled into her new country and started to look for work. Mortilaine had a good education, skills, and talent but says she was getting advice that was “not always *‘on point’*”.

One of the recommendations Mortilaine received was to enrol in the ELT program. The worker she met knew she would learn how to reconnect with her profession in Canada.

Mortilaine laughs when she compares the difference in her resume from back home to the standard here in Canada. “I certainly learned a lot. In Jamaica, the more you can put on your resume the better but that’s not so in Canada. It’s a different country, a different culture, and newcomers need help to understand the work environment.” says Mortilaine.

Mortilaine proved successful in learning quickly with guidance of her instructor Dorothy from the DDSB. “Dorothy was great! She has been the ELT instructor at Durham Continuing Education for five years and she has helped so many newcomers. It was not just a job for her,” says Mortilaine, “I could definitely see her passion and her heart to really help and that is something that is very rare. I felt like she was really invested in seeing the students succeed.”

Before coming to Canada Mortilaine was an Instructional Technologist and Digital Design Specialist, which means she designed content for online courses. Working with her ELT coordinator, she was able to secure an internship at Ontario Tech University in the Teaching and Learning Centre. Within days of beginning her internship, the Director asked Mortilaine to apply to a current job posting.

Mortilaine interviewed and was hired as an Educational Developer shortly afterwards. She is grateful for the friends met in class, the connections made and the generous help of dedicated employees like Dorothy and Maureen the ELT coordinator who helped her along the way.

If you would like to learn more about the Enhanced Language Training (ELT) reach out and have all your questions answered at [DCE.ca](https://dce.ca)

Durham Continuing Education Celebrates the Graduating Class of 20...

Posted On Thursday December 02, 2021



DCE graduate Jaycelene Borrás and son Connor

A total of 144 students achieved their OSSD using a variety of DCE program options

This fall, 144 adult learners proudly took home an Ontario Secondary School Diploma (OSSD) as a result of their success in the Durham Continuing Education (DCE) program.

"I am so happy to share in the excitement of our graduates. They have each arrived at this moment through very different paths and circumstances, and I am so very proud of everything they have accomplished," said Alex Toulis, DCE Principal.

To celebrate, DCE administration hosted a "walk-by" outdoor graduation ceremony over the course of two days. Eager students walked through one at a time to receive their OSSD and any awards they achieved, as well as to have their photo taken amongst balloons and decorations.

We spoke with four DCE graduates, and here's what they had to say about their experiences in the program, what's next for them, and words of wisdom for future students.

"To the students who are going through a tough time in their life, don't give up! There is no age limit to anything that comes your way, for choosing this path to success is something that's the most uplifting experience that can happen! Believe in yourself and reach for the highest of high! Take care and always be safe during these times! Good luck." **Jaycelene Borrás, DCE**

Graduate & Ontario Principal's Council Award Winner

"Since I have graduated, I have enrolled at Durham College and started my program September 2021 in Mechanical Engineering. I wish to complete my three-year program with Durham College and attend another two years at the university to gain my degree in engineering." **Atif Usmani, DCE Graduate & Excellence in Math Award Winner**

"I enjoyed that I was able to take many of my courses online. That was helpful because it allowed me to be more flexible with my school schedule. I feel very relieved to finally be able to check this goal off my list. I am looking forward to starting the next chapter of my life, and I am planning to attend Algonquin College in January to do the two-year Construction Engineering Technician program." **Lia Heaman, DCE Graduate & OPG Award Winner**

"When I first started at DCE I had only a few credits and obtaining my diploma felt like an unrealistic goal. The school and students did a fantastic job of being supportive and making it a more realistic goal with their prior success stories, for which I am so grateful. I am currently a full-time student in a Law Course at Durham College and am looking forward to employment within my field." **Jane Nolan, DCE Graduate & Excellence in English Award Winner**

DCE is the centre for adult and continuing education within the Durham District School Board (DDSB). They offer a variety of learning options for students including eLearning, Day School, Night School, Summer School, Learn@Home, and Prior Learning Assessment and Recognition (PLAR). Find out more about DCE by visiting dce.ca.

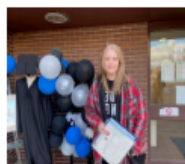
Related Photos



DCE graduate Atif Usmani



DCE graduate Jane Nolan



DCE graduate Lia Heaman

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee

DATE: March 6, 2023

SUBJECT: Cyber Security Incident

PAGE: 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board

1.0 **Purpose**

The purpose of this report is to provide trustees with an update on the cyber incident that occurred on November 25, 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**

In the early morning of November 25, 2022, IT Services staff discovered that network servers were inaccessible. Subsequently, suspicious activities were observed, leading to the network being taken offline for security, containment and investigation.

Schools remained open and in-person learning was not suspended. However, DDSB@Home (DDSB's virtual school) was inaccessible to students for three days. There were also some device and network issues while containment, remediation and improved security efforts were undertaken. Our servers and systems were largely restored by December 7, 2022.

4.0 **Analysis**

The Durham District School Board (DDSB) network was compromised by malware that was introduced through a phishing email message sent to a DDSB employee. Once the malware was embedded, it moved laterally through the network, eventually compromising administrator accounts, which enabled the originator to encrypt much of the network.

DDSB staff notified the Board's Cyber security insurer for assistance, quickly after identifying the network had been compromised. DDSB engaged our insurer's designated cyber coach/legal counsel, and a forensic IT specialist company to assist. The forensic IT specialist assisted DDSB staff with containment and remediation, including the introduction of additional security measures. Additional security measures included stronger password requirements, the introduction of multi-factor authentication, and the establishment of a Security Operations Centre that includes continual network and endpoint monitoring. The network and associated data were largely restored from back-ups, with only minor gap.

The incident was reported to the Information and Privacy Commissioner of Ontario on November 27, 2022. It was also reported to the province's Cyber Security Operations Centre the Ontario Provincial Police (OPP) and the Ministry of Education. Staff have shared information with employees, students and parents/guardians in a number of communications following the incident while taking great care to not compromise the Board's response to the cyber incident.

Though the network did appear to be compromised by ransomware, a ransom demand was neither made, nor was any ransom paid. There was no claim of data theft and there is no evidence showing that the originator accessed or stole employee or student personal information. Endpoint monitoring post-incident has showed no evidence of malicious activity, and no additional indicators that the originators of the incident ever returned to the network.

5.0 Financial Implications

The Board's Cyber Insurance Policy will cover the costs associated with the legal representation and forensic investigation up to the policy limit, which is anticipated to be sufficient to cover all costs and fees. The costs associated with network and security improvements that have taken place so far are funded through the 2022-2023 budget. Ongoing network and security related expenses will be addressed through the annual budget process.

6.0 Evidence of Impact

The forensic investigation found that it was unlikely that personal data was compromised, given there was no proof of data theft.

7.0 Communication Plan

Given there is no evidence of data compromise, there are no plans to issue any individual notifications. A final communication notifying employees, students and parents/guardians of the conclusion of the cyber incident investigation and that there is no evidence that employee or student personal information was accessed or stolen was made on Friday, March 3, 2023.

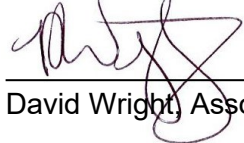
8.0 Conclusion

The cyber incident highlighted a number of areas of improvement required in the security and network operations of the DDSB. Significant progress has been made fortifying the DDSB network, and efforts in this regard will be ongoing.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



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

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: March 6, 2023

SUBJECT: Quarterly Construction and Major Projects Report

PAGE: 1 of 8

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services and Treasurer of the Board
 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 February 28, 2023. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), 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

Capital Projects

The Board has received Ministry of Education 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: DDSB 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: DDSB 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: DDSB 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.

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 business cases have been submitted are as follows:

- 1) announcement of funding,
- 2) approval of facility space template and appointing an architect,
- 3) approval to proceed to tender based on a cost consultant report; and
- 4) post tender approval if the tender exceeds the approved funding amount.

Each stage requires Ministry of Education approval to proceed to the next step.

4.0 Analysis

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: Pre-Eng Contracting Ltd.

Construction has commenced and initial site preparation work is complete with fencing installed, topsoil stripped and building footprint sub-base material in place. Further site activity is on hold until mid-March when weather permits. The site plan agreement and building permit have been finalized and issued. Project completion is currently scheduled for September 2024.

Unnamed Pickering Creekwood PS

Project Type: New Elementary School, Including Child Care Centre
 Occupancy Date: September 2024 (Rescheduled from September 2023)
 Architect: Cellucci + Pace
 Contractor: To be determined

Detailed design work is progressing for the new facility while Facilities staff continue to work with the City of Pickering towards site plan approval. Geotechnical investigations and survey work is currently underway on the site. Pending project approvals and site acquisition discussions with the City of Pickering, project completion currently remains scheduled for September 2024.

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

Construction documents were completed, and the construction tender was released January 25, 2023 with a closing date of March 2, 2023. Facilities staff continue to work towards site plan approval with the City of Oshawa. Pending project approvals, the building addition is currently scheduled for completion in 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: Everstrong Construction Ltd.

Construction has commenced with initial site preparation work complete including fencing installation. Further site activity is on hold until mid-March when weather permits. Partial building permit has been issued and Facilities staff continue to work with the City of Oshawa on finalizing the site plan agreement. Project completion is currently scheduled for September 2024.

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

Project Type: New Secondary School
 Occupancy Date: September 2026
 Architect: Hossack Architects & Associates Inc.
 Contractor: To be determined

Schematic design is nearing completion for the new facility. The pre-consultation site plan agreement package was submitted to the City of Oshawa and Facilities staff are currently working through initial comments received. 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: Snyder Architects Inc.
 Contractor: To be determined

Schematic design is nearing completion for the new facility. The initial site plan approval package is under development following the completed pre-consultation meeting with Facilities and City of Pickering staff. Project completion is currently scheduled for September 2026 with the possibility of an earlier completion date once approvals are received.

Child Care Projects

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Child Care Projects	Lakeside PS	Construction is complete and occupancy has been granted.
Child Care Renovation and Minor Addition Projects	Vaughan Willard PS	Project construction tender will be released February 24 with a closing date of March 17. Facilities staff continue to work towards site plan approval with the City of Pickering.
	Scott Central PS	Project construction tender will be released February 22 with a closing date of March 15. Facilities staff continue to work towards site plan approval with the Town of Uxbridge.
3 Room Child Care Building Addition Projects	Seneca Trail PS	Construction documentation is nearing completion. The Approval to Proceed to tender package was submitted to the Ministry of Education.
	Sunderland PS	Construction documentation is underway with the initial site plan approval package submitted to the Township of Brock.
	Rosebank PS	Construction documentation is underway while the Approval to Proceed to tender package is prepared for submission to the Ministry of Education. Facilities staff continue to work toward site plan approval with the City of Pickering.

Major Projects

Major Projects are funded from Capital Funding provided annually to the DDSB.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office Renovations	Frenchman's Bay PS	Project is under construction. The second and final phase is approaching completion with minor work outstanding.
	Pringle Creek PS G.L. Roberts CVI Anderson CVI	Projects are in design.
Inclusive Change Room Renovation	G.L. Roberts PS	Construction on inclusive change room spaces is well underway with a target for completion at the end of May 2023. The completed project will consist of a combination of team changing rooms and individual floor-to-ceiling change stalls for students who may wish to have increased privacy.
Art/Science/Music Renovations	Vaughan Willard PS	Instrument storage upgrade work in the music room is on hold until exterior wall work is complete as part of the ongoing child care renovation project.
	Valley Farm PS	Project will be revisited once childcare construction is complete. Project has been awarded and construction is to commence.
Interior Modifications – Teaching Space - Classroom Refresh	Coronation PS	Project is under construction.
	Valley Farm PS	Project has been awarded and construction is to commence.
Asphalt Replacement	Meadowcrest PS G.L. Roberts CVI D.A.S.S. Simcoe	Projects are in design.
	Pine Ridge SS	Project is tendering.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Roofing Projects	Dr. S.J. Phillips PS E.A. Fairman PS John Dryden PS	Projects are tendering.
	J. Clarke Richardson CVI	Project is in design.
Masonry/Wall Cladding Restoration	Biidaassige Mandamin PS	Cladding Replacement – Phase 1 is complete, except for the thin clad masonry at the base of the exterior walls, due to weather related limitations. Phase 2 will commence in Spring 2023 and include the work of Phase 1 that was not completed, due to weather-related limitations.
	Uxbridge SS	Cladding replacement Phase 2 – Tendering.
	EA Lovell PS	Masonry Restoration Phase 2 – In design.
	Valleyview PS	Masonry restoration – In design.
	Hillsdale PS	Masonry & foundations rehabilitation – In design.
	Port Perry HS Joseph Gould PS William Dunbar PS	Window replacements projects awarded – construction to commence summer 2023.
	Pringle Creek PS Coronation PS Ormiston PS	Projects are in design.
Learning Commons Finish Refresh Projects	C.E. Broughton PS Norman G. Powers PS Stephen G. Saywell PS William Dunbar PS Claremont PS	Projects are complete.
	Coronation PS	Project is in design.
Interior Modifications - Washroom Fixture and Finish Upgrade Projects	William Dunbar PS Port Perry HS	Projects are in design.
	Beau Valley PS	Project is tendering.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Boiler Replacement Projects	Fallingbrook PS Winchester PS Quaker Village PS Pierre Elliot Trudeau PS	Projects have been awarded. Boiler system package procurement in process for each site.
Accessibility Projects	Coronation PS	Elevator and limited-use lift project is under construction. The completion date has been shifted from November 2022 to March 2023 due to the final building permit approval and unforeseen weather delays impacting required roof modification scope to complete the elevator shaft extension.

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 below are the projects that 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
Ventilation Projects Non-Air Conditioned – Partial Building	D.A.S.S. Simcoe	Project tendered and awarded. Procurement of mechanical equipment by the contractor has commenced.
	Beau Valley PS	Project has been awarded. Construction to commence.
	Anderson CVI	Project is re-tendering due to lack of bids received. Project prequalified mechanical contractor list has been expanded to open the bid opportunity up.
	R.H. Cornish PS	Project is tendering.
Partial Air Conditioning/Cooling Centres-pending	Woodcrest PS	Project tendered and awarded. Procurement of mechanical equipment by the contractor has commenced.

This initiative will continue throughout the 2022-2023 fiscal year with additional sites being added, to address under-ventilated learning spaces to improve ventilation across the District.

The escalation of construction costs remains a challenge throughout the industry and has resulted in significant increases to tender pricing in some sectors. Staff continue to develop projects that utilize available funding to achieve the greatest impact and benefit to the District while delaying or redesigning those projects that tender significantly over budget. Contractor viability in this volatile market has been a concern as some contractors have been unable to meet their financial obligations to their trades. In these situations, staff have worked to reassign in-progress projects to maintain project schedule and payment to trades.

5.0 Financial Implications

The Ministry of Education approved Capital Priorities Funds in the amount of \$129,827,972, the funds are being used to construct new schools and major additions. Annual Capital Funds in the amount of \$83,476,237 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 posted on the DDSB's website:
[Construction and Property Updates](#)

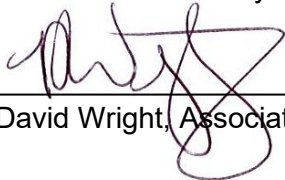
8.0 Conclusion

This report is provided to Trustees for information.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



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