



## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING**

#### **STANDING COMMITTEE PUBLIC SESSION**

**Monday, April 3, 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, April 3, 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, April 3, 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) Special Education Programs and Services (Superintendent Andrea McAuley)	1-30
6. <u>Director's Update</u> (Director of Education Camille Williams-Taylor)	Verbal
7. <u>Recommended Actions</u>	
(a) School Year Calendar 2023-2024 (Associate Director Jim Markovski)	31-41
8. <u>Information Items</u>	
(a) Student Trustee Report (Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt)	Verbal
(b) Student Census Update Report (Superintendent Mohamed Hamid)	42-68

- |     |  |        |
|-----|--|--------|
| (c) | 2022-2023 Interim Financial Report-Operating Expenditures<br>(Associate Director David Wright) | 69-72  |
| (d) | Audit Committee Meeting Summary<br>(Associate Director David Wright)                           | 73-74  |
| (e) | OPSBA Report<br>(Trustee Emma Cunningham)  | Verbal |

9. Adjournment

**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** April 3, 2023**SUBJECT:** Special Education Programs and Services**PAGE:** 1 of 8**ORIGIN:** Camille Williams Taylor, Director of Education and Secretary to the Board  
Andrea McAuley, Superintendent of Equitable Education  
Michelle Crawford-Eade, System Lead – Inclusive Student Services  
Conor Jinkinson, System Lead – Inclusive Student Services**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with information about Special Education programs and services currently provided within the Durham District School Board (DDSB).

**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*

- Offering a range of programs and placement options to serve a wide variety of student abilities and to address barriers to learning.

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

- Working to dismantle ableism, racism, and other forms of systemic discrimination within existing practices, 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 at their full potential.

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

- Creating transparent resources that support planning and building common understanding of programs, experiences, and outcomes, ensuring student identity is at the heart of planning and interventions and providing opportunities to listen to and incorporate student and parent/guardian voice.

**3.0 Background**

An inclusive school system promotes and protects Indigenous rights and human rights, prevents discrimination and discriminatory barriers, responds to human rights-related needs, supports human rights learning and capacity building, and corrects incidents of discrimination. Common values promote the well-being of all students so that students are supported and inspired to succeed. The core commitments of centering Indigenous rights and human rights, equity and respect are essential principles of a publicly funded system.

An inclusive model of special education identifies, prevents, and addresses barriers that may affect students' ability to learn and contribute to society. To support this work and proactively

prevent barriers, the DDSB promotes and embeds human rights, anti-discrimination, inclusive design, UDL and accessibility principles, approaches and actions in all aspects of services and learning environments. The DDSB within classrooms uses culturally relevant and responsive pedagogy (CRRP) and differentiated instruction, assessment, and evaluation to support students in their learning. As a District, staff recognize the talents, gifts, and abilities of each student within schools. The intersectional identities that each student brings with them are celebrated acknowledged, which validates the richness of their experiences and to value and honour their whole self.

The DDSB is committed to upholding students' rights by providing:

- The ability for students to access educational services without discrimination and to be treated with dignity and respect.
- Supportive equitable educational experiences, opportunities, and outcomes.
- Inclusive and accessible services, programs, and environments.
- Learning spaces where all students across the District, are at the centre of planning.

Within the highlighted programs, is information about the foundation of outcomes-based programs and experiences which are further individualized for students who have been placed in special education class through the Identification, Placement, Review Committee (IPRC) placement process. The report also includes highlights of the professional roles that provide support for students in their learning and well-being and that:

- Consider intersecting identities and students' diverse strengths, skills, abilities, and different ways of thinking and learning.
- Fosters student independence, agency and autonomy.
- Maximizes dignity, individualization, integration and participation.

### **3.1 Durham District School Board Special Education Plan**

The information in this report is publicly shared through the Durham District School Board Special Education Plan. The Plan also contains additional information about services and supports such as the Special Education Advisory Committee (SEAC), a committee established in accordance with Ministry of Education requirements that provides feedback and recommendations to the Board related to special education programs and services.

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 \(2000\)](#).

The Special Education Plan undergoes annual refinement. Consultation includes opportunities for SEAC to provide input into the design of programs and services reflected in the plan. The Special Education Plan for 2023-2024 will be brought to the Board of Trustees in June 2023 for approval.

### **3.2 Professional Roles Supporting Student Learning and Well-Being**

Students may be supported by a range of professionals in a variety of roles across classroom, school and District teams. Student connections and supports are fostered by individuals in a variety of roles, including the role of administrators, clerical and custodial team members.

Roles supported through the Inclusive Student Services portion of the annual board budget included:

**Classroom Support Staff**

- American Sign Language Interpreter
- Developmental Support Worker
- Intervenor
- Language Acquisition (ASL) Support Worker\*
- Regular Class Teacher/Special Education Class Teacher

**School Based Staff**

- Special Education Resource Teachers (SERT)

**District Professional Teams:**

- Hearing Resource Teachers
- Inclusive Technology (Specialized Equipment) Coaches and Facilitators
- Psychological Services\*
- Social Work Services\*
- Speech Language Services\*
- Transition and Work Experience Coordinators
- Vision Resource Teachers

\*The services provided by these professionals are informed consent based, meaning that students and their parents/guardians are provided with information about the intervention pathways and possible outcomes before being given the opportunity to provide their consent to participate. The option to withdraw from services is available to families at any time once they have provided informed consent.

Professionals in these roles help foster student joy, agency, independence, integration, participation, learning and well-being through connections such as consultation to direct service. Further information on these roles is outlined within the [Special Education Plan](#), commencing on page 4.

**3.3 Special Education Programs**

The DDSB is committed to fostering success and independence for each student by addressing barriers to learning and providing a range of pathways, programs, opportunities and services. Students with special education strengths and different learning abilities are supported in inclusive environments that enable them to develop to their potential.

Staff place a strong emphasis on the inclusion of students and providing meaningful, individualized integration opportunities for students accessing special education programs. It is a privilege to be part of the success for all students in their “Many Paths to Success” as outlined in the DDSB special education placement brochure, included as Appendix A.

Students’ different learning abilities are served through a variety of programs, placements, and class types with the majority of students with special education strengths and needs access programming through Regular Class placement.

Across all program options, a common foundation is in fostering a student’s independence and developing their sense of agency and autonomy. This is an important commitment in supporting achievement, well-being and ‘many paths’ for students through their public education career and beyond.

### **Identification, Placement and Review Committee**

An Identification, Placement and Review Committee (IPRC) is a committee that undertakes a formal process mandated under Regulation 181 of the Education Act for students who require additional supports to be successful in meeting curriculum expectations.

An IPRC is composed of at least three staff members, one of whom must be a Principal/Vice-Principal or System Lead of the Board. Parents/guardians are key participants in any decisions made.

An IPRC has three main goals:

1. To identify each student in need of special education supports and services.
  2. Make decisions on program placement (regular class or specific special education program type) that will meet the learner's needs; and
  3. Annually, to formally review how a program is meeting student needs and leveraging their strengths.
- There are five placement options as defined by the Ministry of Education: a regular class with indirect support where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
  - A regular class with resource assistance where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
  - A regular class with withdrawal assistance where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
  - A special education class with partial integration where the student is placed by the IPRC in a special education class with integration in a regular class for at least one instructional period daily.
  - A special education self-contained class full-time placement, where the student's program is supported by the self-contained classroom program team, usually within the program space, for the entire school day.

Further information can be found in Appendix B: [DDSB Parent/Guardian Guide to IPRC](#).

### **3.4 Regular Class Placement**

The regular class is considered the most inclusive of placements.

The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with the support of the school's SERT and board staff, provide individualized programming that allows the student to be successful in a classroom environment with their peers. The DDSB endeavours to meet the needs of all students in the most enabling and inclusive environment. The Board's practice, consistent with Ministry direction is that, wherever possible, special learning needs are addressed within the home school and regular class placement.

### **3.5 Special Education Class Programs**

The DDSB provides a range of special education programs which may include integration (e.g., School Support Program) or through self-contained placement (e.g., Transition to Work Program).

The class size for special education programs is set within the Education Act based on the strengths and needs of the students who are the intended to participate in the program.

### **Deaf Hard of Hearing Program**

The Deaf Hard of Hearing (DHH) Program is a special education class with partial integration that provides intensive support for students whose primary support need is speech and language related to hearing loss. The program focuses on total communication, including receptive and expressive language, auditory management, and self-advocacy. The goals of the program are to provide intensive supports for literacy and numeracy, meaningful integration and transition supports.

There is a maximum of six students per class in the DHH Program.

### **Developmental Program**

The Developmental Program provides intensive support for students who have significant physical, intellectual, or developmental disabilities. Students accessing the Developmental Program may also be medically fragile and/or require significant sensory support. The program also includes embedded integrated community supports.

There is a maximum of six students per class in the Developmental Program

### **Gifted Program**

The Gifted Program provides differentiated support for students who are intellectually gifted. As a self-contained classroom program at the elementary level, the program provides students to learn with and from other students with similar or higher intellectual aptitude. Based on the Ontario Curriculum, the program varies in pace, breadth and depth based on learners with a focus on creative and complex ways of thinking.

Elementary: There is a maximum of 25 students per class in the Gifted Program.

Secondary: Access through individual course selection process.

### **Practical Learning Program (PLP)**

The Practical Learning Program (PLP) provides intensive support while teaching and reinforcing essential skills that foster independence in daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

There is a maximum of ten students per class in this program.

### **School Support Program**

The School Support Program is a short-term, one to two-year, intensive intervention program that provides students with specific programming to close gaps in literacy and numeracy and teach important executive functioning skills such as self-regulation, task initiation, planning/prioritization, goal setting, and self-advocacy. The School Support program is not intended as a long-term pathway.

Elementary: There is a maximum of ten students per class in this program.

Secondary: There is a maximum of twelve students per class in this program.

### **Structured Learning Class**

The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or alternative curriculum expectations. Teaching strategies are based on Applied Behaviour Analysis (ABA) and include Structured Teaching TEACCH®, data collection, positive reinforcement and generalization, which lead students to



develop communication, self-regulation, and social skills.

There is a maximum of six students per class.

### **Transition to Work Program**

The Transition to Work Program is designed for students 18+ with developmental or intellectual disabilities whose post-secondary pathway options include the workplace or specialized programs such as a Community Integration Co-Operative Education (CICE) college program. After challenges securing workplace experiences during the 2020-2021 and 2021-2022 school years due to the pandemic, the Transition to Work Program is growing as employers, facing workforce shortage, are opening opportunities for placements, and experiencing the benefits of an inclusive workforce.

This program is considered a special education class fully self-contained as students are supported by their program team either within the classroom or within their work placements. Students are not enrolled in other school-based courses.

There is a maximum of twelve students per class in this program.

### **3.6 Student and Program Planning Considerations**

Consultation with students, families and caregivers is essential in the process of planning for students in need of special education placements and ongoing consultation continues throughout the placement process. Where a special education program may be considered, the first step is communication between student, parent/caregiver and school team. Inclusive Student Services team members also help support initial considerations.

An annual action plan has been developed by Inclusive Student Services in collaboration with Durham Student Transportation Services, Facilities Services, Finance, People & Culture that considers multiple factors that may impact the special education placement process including space availability, staffing and individual student needs.

## **4.0 Analysis**

### **4.1 Current Program & Service Data**

The integrated ISS model centers student identity and recognizes that we learn from students on a daily basis as we continue to address ableism and move towards inclusion for all students.

Currently in DDSB

- 14,811 students receiving one or more services provided through ISS
- 12,454 students have IEPs/individualized programming
- 2,533 students access learning through placement in a Special Education program/class; an increase of 98 students from the 2021-2022 school year.

Inclusive Student Services is currently supporting 20,254 students.

### **4.2 Planning for 2023-2024**

The DDSB is committed to providing inclusive programs for all students that foster positive learning experiences and lead to successful outcomes. This is a foundation on which special education programs are provided for those who require more intensive supports.

The School Support Program is an intensive intervention program that provides students with specific programming to close gaps in literacy and numeracy and develop important executive

functioning skills such as self-advocacy, task initiation, planning/prioritization, goal setting, and self-regulation. The School Support program is not a pathway. As we increase inclusive practices in all classrooms, including inclusive design courses at the secondary level, the need for this program will be reduced.

Across the District we continue to experience a trend in the number of students, both existing and new to DDSB that require individualized programming including functional literacy and numeracy, communication skills, and supports for activities of daily living. This has been a trend for the past few years, and it indicates a need to continue expanding Developmental and Practical Learning Programs, particularly at the elementary level.

## **5.0 Financial Implications**

Funding for the Special Education and Mental Health Programs and Services, outlined in the Special Education Plan, is embedded in the Board budget for the current school year.

The Special Education grant is a component of Grants for Student Needs 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 programs and services; however, the Board uses other funding to support special education programs as well. Within the current school year, planned expenditures exceeded the Special Education grant by \$6.7 million, which required drawing on other areas of funding within the District.

The prioritizing funding for special education programs and services demonstrates the DDSB's continued commitment to providing effective services to students for their learning, well-being, and mental health. Special education funding is primarily directed towards staffing in order to develop and deliver programming. Staffing is inclusive of 1) classroom-based support staff, 2) school-based support staff and 3) Inclusive Student Services teams. Funding Special Equipment Allocation (SEA) and supporting professional learning that directly impacts on student learning and well-being are also priorities of special education funding.

Details of revenue and expenditures supporting special education programs and services are embedded annually in the budget planning process through Education Finance Committee.

## **6.0 Evidence of impact**

The DDSB is committed to providing a variety of program and pathway options to support students who benefit from individual and specialized, outcomes-based programs.

All centrally assigned Inclusive Student Services teams are increasing their use of data to inform service planning. Staff are shifting from 'count' data (e.g., number of referrals) to qualitative data that includes reflection of impact (e.g., student experience within program or service, specifics of referral types, duration of services engaged). This shift aligns with professional College expectations as Regulated Health Care providers and is reflective of students actively receiving support at any point in time in which data is collected.

Through SEAC a parent/caregiver survey will be available between May 30 and June 15, 2023, and will focus on communication and opportunities for input into individualized programming for their child(ren), seeking information on strengths and opportunities for improvement. The intention for use of data is to inform SEAC 2023-2024 actions supporting family engagement (e.g., potential resource development for families) and consultation to the district on areas important for improvement.

**7.0 Communication Plan**

The [Special Education Plan](#) is available publicly on the DDSB website.

**8.0 Conclusion and/or Recommendations**

This report is provided to trustees for information.

**9.0 Appendices**

Appendix A – Many Paths to Success- Special Education Placement Brochure


Appendix B – D.D.S.B. Parent/Guardian Guide to I.P.R.C.

Report reviewed and submitted by:



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



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Andrea McAuley, Superintendent of Education

# SPECIAL EDUCATION

## in the Durham District School Board

### MANY PATHS TO

# Success



Spring 2023

## How do we serve our students?

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

## Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

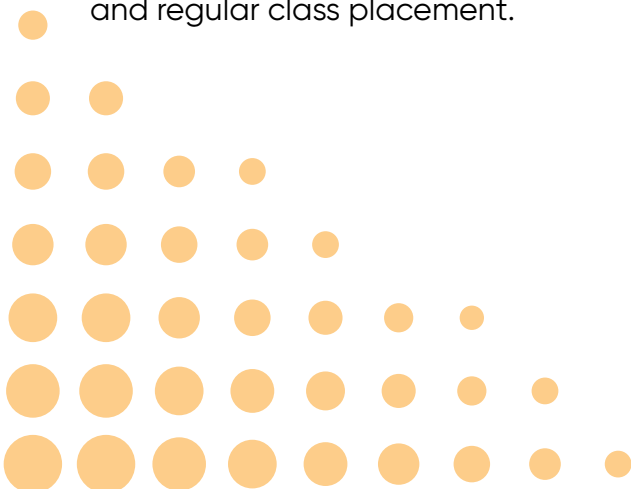
For more information, please contact the Special Education Resource Teacher (SERT) at your school.

## Regular Class Placement

### PLACEMENT DESCRIPTION

The regular class is considered the most inclusive of placements. The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with support of the school's Special Education Resource Teacher and board staff, is able to provide individualized programming that allows the student to meet with success in a classroom environment with their peers

The Board endeavours to meet the needs of all students in the most enabling environment. The Board's practice, consistent with the Ministry direction is that, wherever possible, special learning needs are addressed within the home school and regular class placement.



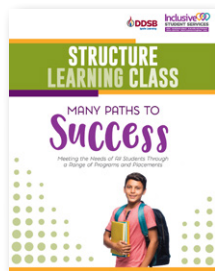
## Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB we provide seven class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

For more information on individual programs search **DDSB Inclusive Student Services**, or click on the photo beside each of the program descriptions.

### STRUCTURED LEARNING CLASS

#### Special Education Class with Partial Integration

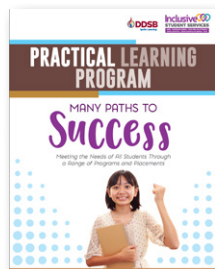


The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), ie. Structured Teaching TEACCH®, data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

**Maximum of six students.**

### PRACTICAL LEARNING PROGRAM

#### Special Education Class with Partial Integration or Special Education Full-time



The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

**Maximum of ten students.**

### DEVELOPMENTAL PROGRAM

#### Full-time Special Education Program



The Developmental Program provides an intensive support program for students who have significant physical, intellectual or developmental disabilities. Students accessing the Developmental Program may also be medically fragile and/or require significant sensory support. The program also includes integrated community supports embedded within programming.

**Maximum of six students.**



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## DEAF/HARD OF HEARING PROGRAM Special Education Class with Partial Integration

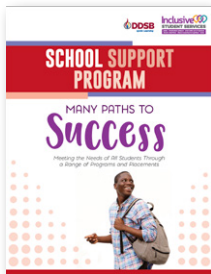


The Deaf/Hard of Hearing Program provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy. Total communication is the focus for the program. Necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum.

**Class maximum of twelve students.**

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## SCHOOL SUPPORT PROGRAM Special Education Class with Partial Integration



The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students within/near their community school. The goal of the program is to foster independence and integration.

**Elementary:** Maximum of ten students

**Secondary:** Maximum of twelve students



## TRANSITION TO WORK PROGRAM

### Self Contained Special Education Program



The Transition to Work Program is designed to bridge between school and successful adult living by providing experiences in various work environments. The goal of the program is to develop employability skills and foster independence to support students with special needs to become productive workers with a goal of leading to meaningful employment. Through this program placement, students with special education needs can learn, practice, and refine productivity skills and social skills that are essential to participating in meaningful employment, learning more about themselves and the world of work.

**Maximum of twelve students.**

## GIFTED PROGRAM

The Gifted Program provides differentiated support for learners who are intellectually gifted. As a self-contained classroom program at the elementary level, the program provides students to learn with and from other students with similar or higher intellectual aptitude. Based on the Ontario Curriculum, the program paces in breadth and depth of the learners with a focus on creative and complex ways of thinking.

**Elementary:** Maximum of 25 students

**Secondary:** Access through individual course selection







The Durham DDSB core priorities are all reflected in Inclusive programming which promotes student growth and achievement. Student independence is fostered through a gradual release of responsibility model. This framework provides the and support needed to set a student on a path to their own level of independence. Independence allows for a growth of a student's voice which includes knowing who they are, what they want or need and making positive choices that affect their life.

## A MODEL FOR SUCCESS FOR ALL STUDENTS

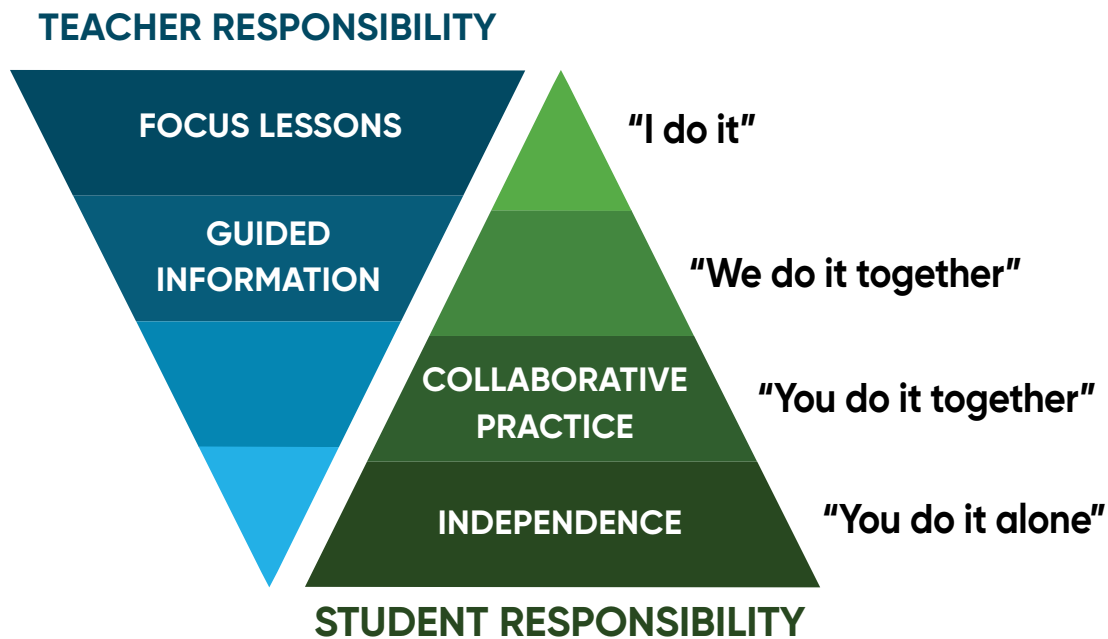


Image from the resource "Fostering Student Independence – An Educator's Guide" co-created by the Durham District School Board and partner boards.

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# Parent/Guardian Guide to Special Education IPRC



## The Purpose of this Guide

Thank you for the opportunity to partner with you in program and pathway planning for your child. Families and caregivers are central to the planning for students, and are valued partners.

Most essential is the ongoing partnership with parents/guardians. Your voice is important. Please reach out to our team for support. We are here in service of students and families.

This guide has been created to provide you with information about the process we follow in the Durham District School Board for consideration and decision making regarding identification as an exceptional student and program placement.

It is important that parents/guardians understand each of the steps in this process as we strongly believe that your voice is key when decisions are made about your child's program.

If parents/guardians have questions after reading this guide, we encourage you to contact your child's school for additional assistance.

Key contacts at your school:

- Classroom Teacher
- Special Education Resource Teacher
- Principal/Vice-Principal
- Inclusive Student Services team

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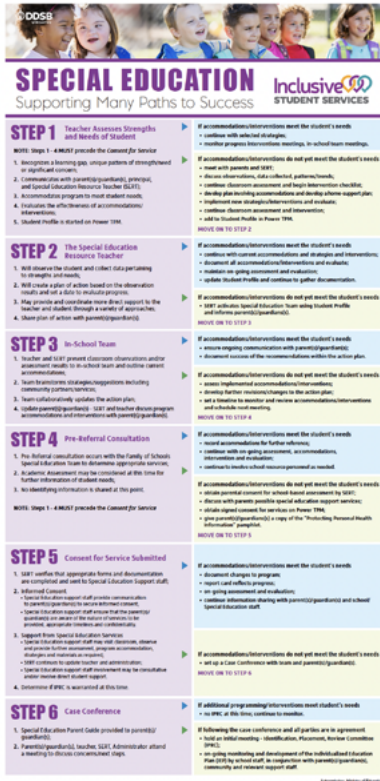
## SERVING OUR STUDENTS

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

In partnership with parents/guardians, the DDSB considers the student's individual learning strengths and needs.

The DDSB provides a range of differentiated placements, programs, supports and individualized accommodation to maximize engagement, participation, integration and independence, enable meaningful access to education, and support student success.



Supporting Many Paths to Success can be found online within the [Special Education Plan](#).

## Supporting Many Paths to Success

On-going assessment of your child's strengths and needs is an important part of supporting your child. The *Supporting Many Paths to Success* resource outlines the steps that school teams will take to assess, accommodate, provide specialized supports, and monitor the progress of your child as we learn more about these strengths and needs to best support them. Classroom teachers provide important information to both family and school team staff to determine next steps. Assessment as, of, and for learning comes in a variety of forms. All information can provide important support for next steps.

Should initial accommodations or supports not sufficiently meet your child's needs, the Special Education Resource Teacher will be activated for more comprehensive supports. In partnership with families, additional assessment and information will be gathered through observation, daily tasks, formal assessment tools, and conversations to further the understanding of the strengths and needs of your child. This information will guide additional accommodations and individualized planning.

A referral to additional Inclusive Student Services team members may be activated, with parent/guardian informed consent, to provide support, strategies, additional assessment, and recommendations for your child. A care conference may be arranged to bring together school, family and community supports to share any assessment data or new information and to discuss next steps.

In some situations where a student's needs are complex and/or medical information outlines the need, the steps towards IPRC may be moved along more quickly to meet your child's needs, including supporting programming modification or support through alternative curriculum.

## What is an IPRC?

An Identification, Placement and Review Committee (IPRC) is a committee of the Durham District School Board which undertakes a formal process that is mandated under Regulation 181 of the Education Act for students who require additional supports to be successful in meeting curriculum expectations.

An IPRC is composed of at least three DDSB staff members, one of whom must be a Principal/Vice-Principal or a System Lead of the Board.

**Parents/guardians are key players in any decisions that are made regarding your child; you are highly encouraged to attend and participate in the meeting as your input is valued.**

## The IPRC Committee

The team will strive to ensure that you are an integral part of the planning process. Your input is valuable within the decision making process.

**During the IPRC meeting, the committee will:**

- decide whether or not your child should be identified as an exceptional student as per Ministry of Education criteria;
- identify the areas of your child's exceptionality according to the categories and definitions of exceptionality provided by the Ministry of Education;
- after considering the options available, the committee will also decide an appropriate placement for your child based on individual needs and strengths;
- review the identification and placement at least once in each school year.

Accommodation is an ongoing process involving adjusting services, programs and practices to remove barriers and better respond to or address individual Human Rights Code related needs. Program planning may include assessment by school board or community based, clinicians and the results are shared at school team meetings (or care conferences) with the parent/guardians. If appropriate, then an IPRC may be requested.

**An IPRC Committee has three main goals:**

1. to identify each student who needs special education supports and services;
2. decision on program placement (regular class or specific special education program type) that will meet learner's needs; and
3. annually, to formally review how a program is meeting student needs and leveraging their strengths.

## Exceptional Pupil and the Program According to the Education Act

An exceptional pupil is “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

A special education program is an educational program that is based on and modified by the results of continuous assessment and evaluation; and includes a plan called an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

<http://www.edu.gov.on.ca/eng/parents/speced.html>

**Most of our students with special education strengths and needs are in regular class placements.**

## Before the IPRC

If a program is not yet meeting a student's needs, school staff will communicate concerns, in-class assessments, planning and strategies to parents/guardians on a regular basis. The teacher may request support from the school team comprised of the Special Education Resource Teacher (SERT) and school administrator(s) for programming ideas.

If a program continues to not yet meet the student's need, the school team will host a Case/Care Conference which is an informal, problem-solving team meeting where all those who have been working to support your child meet with parents/guardians (and your child as appropriate), to determine further in school supports and strategies, the need for outside supports, and whether the student would benefit from a formal identification. A summary of all information will be presented which may include:

- information you choose to share as parent/guardian
- assessment results conducted by school staff
- assessments completed by other professionals that you have provided informed consent to be involved with your child
- strengths and needs of the student; decided in collaboration with you and based on assessment data
- potential programming options

If identification is being considered, the team can describe what placement options are available to meet your child's needs. Most of our students with special education strengths and needs are in regular class placements with indirect support. For some, a more intensive, smaller staff to student ratio program is recommended. A list of these programs can be found at [DDSB Inclusive Student Services](#)

Options may also include provincial or demonstration schools run by the Ministry of Education and Training.



## Requesting an IPRC

You, as a parent/guardian, have the right to request an IPRC. The request must be written and sent to your child's school principal. The principal shall organize the IPRC and inform you in writing of the process and timelines.

The school team may request an IPRC based on their assessment(s) of your child's progress. The principal will inform you in writing.

Within 15 calendar days of receiving your request, the principal must provide you with a copy of the Parent/Guardian Guide.

At least 10 days before the IPRC will be held, the principal or chair will provide you with a written notice of when the IPRC shall meet

(location, date and time). If the date is not convenient you may request an alternate date or time and the principal or chair will try and accommodate your request.

If you do not want to or are unable to attend then the principal will forward to you a copy of the IPRC form. Your voice is important even if you are unable to attend. Please offer any information for consideration to your school team in advance of the IPRC. The IPRC form will include a written statement of the decision of identification and the recommendations of placement after considering the options available.

## The Parent/Guardian Importance

Parent(s)/guardian(s) are an essential part of the IPRC and an equal participant in the discussion that will lead to making a decision for your child. We encourage you to become as involved and informed as possible. As a result, we highly encourage you to attend the IPRC if able. If you need language interpretation services or supports or other accommodation to participate in the meeting, please ask your child's principal to arrange for what you need. Services are also available for parents with vision or hearing impairments, and arrangements will be made to accommodate other accessibility concerns that you may have.

If your child is 16 years or older they may attend the IPRC meeting. Children under age 16 may attend with parent/guardian permission. Given the sensitive nature of some of the information presented, you may want to talk in advance with your child and your school principal about how they might be involved in the meeting.

Prior to the IPRC, your input regarding strengths and needs will be sought.

Parents/guardians should be offered an opportunity to review the student's strengths and needs as well as updates, including any current assessment data prior to the meeting.



## During the IPRC

### Students and Parents/Guardians in the IPRC

Parents/guardians and students 16 years of age or older are invited to attend the IPRC and are important contributors to the discussion. Staff who have come to know and work with your child will attend an IPRC. An interpreter to assist the parents/guardians (where appropriate) can be arranged by the referring school principal.

An advocate, if invited by the parents/guardians may also be in attendance to provide support or speak on behalf of students and families. We request that the school team be notified in advance so that meeting room arrangements and any accommodations can be made for participants.

### Ministry of Education Categories of Exceptionalities

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

### IPRC Committee

There will be three designated staff from the Durham District School Board. These will include at least one Superintendent and/or Principal/Vice-Principal. It may include the System Lead for Inclusive Student Services, or other System Leads from the central office. Others might include:

- Special Education Resource Teacher (SERT), or Head of Special Education from the school
- The classroom teacher and/or other teachers from the school
- Facilitators from the area or central team
- Professional support staff – speech and language pathologists, or psychological services
- specialized resource teachers for hearing or vision

## What happens at the IPRC Meeting?

The Chair begins the meeting by welcoming all attendees and initiating introductions. The purpose and goals of the IPRC meeting are reviewed and participants, including the parents/guardians, are invited to provide information to assist the committee in understanding the student's progress, strengths and needs.

A regular classroom placement (mainstream placement) should be considered as the first and most inclusive option. Before recommending a placement in a special education class (small class placement) the IPRC must decide whether this placement will meet your child's needs.

At the IPRC, the chairperson will ask that a summary of strengths and needs be presented to the committee. Parents/guardians will have been offered an opportunity to review this information prior to the meeting.

The IPRC will review all available information about your child. The members will:

- consider an educational assessment of your child;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
- consider any information that you share about your child or that your child shares (if they are 16 years of age or older).

The committee may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request or at the request of your child, (if the child is 16 years of age or older).

Parents/guardians will be invited to ask questions and to join in the discussion.

A placement decision will usually be made immediately. In addition, an identification and placement decision will be formalized. The chairperson will explain it carefully.

**Parents/guardians will be invited to ask questions and to join in the discussion.**

## What decisions can be made by the IPRC?

Parents/guardians will be given a written record of the recommendations of the committee.

The committee:

- Describes and provides a statement of the student's strengths and needs
- Determines whether your child is "exceptional", and if so, designates the area of exceptionality as defined by the Ministry of Education and DDSB criteria. A student may be identified with more than one exceptionality
- Determines placement options based on your child's needs and strengths (where the IPRC has identified your child as exceptional)
- Determines the appropriate level of support for the student, based on the placement: and one of five placement options defined by the Ministry of Education
- States the reason for the recommendation if the committee has decided that the student placement is a Special Education Class
- Discusses and makes additional written recommendations of specific programs or services deemed by the committee to be important for understanding and meeting the needs of the student
- The IPRC may also consider referring the student to a provincial committee for consideration of eligibility for admission to one of the Provincial Schools for blind, deaf or deaf-blind students, or to one of the Provincial Demonstration Schools for students with severe learning disabilities

### Five Placement Options as Defined by the Ministry of Education

- 1 A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- 2 A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- 3 A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- 4 A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- 5 A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

## If You Agree with the IPRC Decision

If you agree, then you will be asked to indicate by signing the IPRC form that you agree with the designation of the exceptionality and the placement. You may take the form home to consider or you may sign the form at the conclusion of the IPRC. You have a maximum of 30 working days to finalize with parent/guardian signature.

The appropriate staff will then notify the school that you agree with the decision and that an IEP will be developed within 30 school days of formal placement within the recommended program.

*If you disagree with either the identification or the placement, you have 2 options available to you:*

## If You Disagree with the IPRC Decision

1. Within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC. The principal must hold the meeting as soon as possible. Any new or additional information related to the previous decisions can be shared at this time. Following the meeting, the Chair of the IPRC must advise the parent/guardian of any changes to the decision of the IPRC.

If after the second meeting to re-evaluate the IPRC decision you still disagree, then you have 15 calendar days to appeal the decision in writing.

2. Within 30 calendar days of receiving the **initial** IPRC decision, the parent/guardian may appeal the decision in writing (*outlined later in this guide*).

If you do not agree with the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

If the parent/guardian disagrees with the decision reached at the Annual Review of Placement, the parent/guardian may appeal in the same way as described for the original IPRC.

### You may appeal the IPRC decision in writing.

#### Address your appeal to:

Superintendent of  
Inclusive Student Services,  
Durham District School Board,  
400 Taunton Road East,  
Whitby, ON, L1R 2K6

## Following the IPRC

### What is an Individual Education Plan (IEP)?

An IEP will be developed for the student, inclusive of an opportunity for your input and your child's, and will include:

- A statement of the student's strengths and needs;
- Specific education expectations;
- An outline of the special education program and services that will be provided;
- A statement about the methods by which your child's progress will be reviewed; and
- A transition plan to assist with changes to a student's experience at school as part of their school life (such as the transition between grades or schools).

#### The IEP may also include:

- A safety plan for students whose behaviour poses a risk of injury to themselves and/or others;
- Medical plan for students who may experience an emergency as the result of a medical condition as outlined by a physician to describe the necessary interventions required (e.g., seizures, choking, etc.);
- Emergency plan for students who require specialized assistance in the event of a school emergency (e.g., fire drill, lockdown, etc.).

The Ministry of Education requires that every student who has been identified by an IPRC as exceptional must have an individual education plan (IEP). The IEP is developed by the school with opportunity for consultation with parents/guardians, the school team and may include input from the central board staff.

### Annual IPRC Review

**Your child's special education needs must be reviewed at least once a year at an annual review of placement. You will be notified of this in writing.**

The IEP must be completed within 30 school days after your child has been formally placed in the program by an IPRC, and the principal must ensure that you receive a copy of it. Every student in the fall will receive an updated IEP within 30 working days of the start of school. Your input into this initial draft is important. The IEP is a working document that will be updated for every reporting period, or as student needs and program strategies change. Parents/caregivers are encouraged to continue to provide feedback as part of the ongoing development and implementation of the IEP.

## What happens in the IPRC appeal process?

### The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons, one of whom is selected by you, the parent/guardian, who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 calendar days after the chair has been selected (unless parent/guardian and the board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You the parent/guardian, and your child, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's conclusion. It may:
  - *agree with the IPRC and recommend that the decision be implemented; or*
  - *disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.*
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within 30 calendar days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation and may choose to go to the Special Education Tribunal).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

**The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.**

## Provincial and Demonstration Schools

The Ministry of Education and Training operates provincial and demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind and severely learning-disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

### Demonstration schools for English-speaking students with ADHD and severe learning-disabilities:

#### Sagonaska School

350 Dundas Street West  
Belleville, ON K8P 1B2  
T: (613) 967-2830

#### Amethyst School

1515 Cheapside Street  
London, ON N5V 3N9  
T: (519) 453-4400

#### Trillium School

347 Ontario Street South  
Milton, ON L9T 3X9  
T: (905) 878-8428

### Schools for the deaf:

#### Ernest C. Drury School

255 Ontario Street South  
Milton, ON LT9 2M5  
T: (905) 878-7195  
TTY: (905) 878-7195

#### Robarts School

1515 Cheapside Street  
London, ON N5V 3N9  
Telephone and TTY:  
(519) 453-4400

#### Sir James Whitney School

350 Dundas Street West  
Belleville, ON K8P 1B2  
Telephone and TTY:  
(613) 967-2823

### Schools for the deaf/blind:

#### W. Ross MacDonald School

350 Brant Avenue  
Brantford, ON N3T 3J9  
T: (519) 759-0730

## Where can parents/guardians obtain additional information?

Additional information can be obtained from:

### School Based Team Members

- Special Education Resource Teacher
- School Administrators

### Inclusive Student Services Team Members

- Instructional Facilitator/  
Inclusive Student Services  
The Durham District School Board  
(905) 666-5500 or 1-800-265-3968  
or TTY: (905) 666-6943
- System Lead–Inclusive Student Services  
The Durham District School Board  
(905) 666-6354 or 1-800-265-3968  
or TTY: (905) 666-6943

### Special Education Advisory Committee

- Members of The Special Education Advisory Committee (*see right*)  
c/o The Superintendent of Equitable and Inclusive Education/Inclusive Student Services  
The Durham District School Board  
(905) 666-6371 or 1-800-265-3968  
Ext. 6371 & TTY (905) 666-6943
- Local associations that further the interests of exceptional persons

### Special Education Advisory Committee

School boards are required to establish a Special Education Advisory Committee which includes representatives from local parent associations and trustees.

These representatives serve as advocates for children and parents, and the associations have useful parent resources.

[SEAC Brochure](#)

Association for Bright Children (ABC) [abcontario.ca](http://abcontario.ca)

Autism Ontario - Durham Region Chapter  
[autismontario.com/region/central-east](http://autismontario.com/region/central-east)

Durham Down Syndrome Association [ddsa.ca](http://ddsa.ca)

Easter Seals Ontario [easterseals.org](http://easterseals.org)

Learning Disabilities Association of Durham Region  
[ldadr.on.ca](http://ldadr.on.ca)

Sawubona - Africentric Circle of Support  
[sawubonaacs.org](http://sawubonaacs.org)

VOICE for Deaf and Hard of Hearing Children  
[voicefordeafkids.com](http://voicefordeafkids.com)

### Members At Large

Morgann Cameron [morganncameron@hotmail.com](mailto:morganncameron@hotmail.com)

Elizabeth Daniel [jason\\_liz@sympatico.ca](mailto:jason_liz@sympatico.ca)

### DDSB Trustees

Kelly Miller [kelly.miller@ddsb.ca](mailto:kelly.miller@ddsb.ca)

Deb Oldfield [debora.oldfield@ddsb.ca](mailto:debora.oldfield@ddsb.ca)



## Helpful Information for Parents/Guardians

**Principal:**

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NAME

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PHONE**Special Education Resource Teacher (SERT):**

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NAME

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PHONE**Family of Schools or Central Team Members:**

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NAME

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PHONE

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NAME

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PHONE

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NAME

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PHONE

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NAME

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PHONE**Dates to Remember:**

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## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** April 3, 2023

**SUBJECT:** School Year Calendars 2023-2024 **PAGE:** 1 of 6

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 David Wright, Associate Director, Corporate Services  
 Jim Markovski, Associate Director, Equitable Education  
 Michael Bowman, System Lead, Equitable Education and School Operations

### 1.0 Purpose

The purpose of this report is to seek approval of the 2023-2024 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton Public School, Winchester Public School)
- Secondary Modified (Brock High School, Henry Street High School, Maxwell Heights Secondary School)

### 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.*

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

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

### 3.0 Background

The Durham District School Board 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 human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

Regulation 304 of the Education Act requires school boards to annually submit proposed school year calendars to the Ministry of Education for approval. The Durham District School Board (DDSB) has schools operating on one of four school calendars: Elementary Regular, Secondary Regular, Elementary Modified (C.E. Broughton Public School, Winchester Public School) and Secondary Modified (Brock High School, Henry Street High School, Maxwell Heights Secondary School).

For the 2023-2024 school year, the DDSB engaged in a thorough consultation process and has developed the aforementioned calendars for Ministry approval. The consultation process involved sharing the proposed calendars with stakeholder groups using an online survey tool:

- Individual schools (both in-person and virtual) made local decisions to share the appropriate calendar and consultation tool with their School Community Council, parents, and school staff;
- Leadership from all employee groups including CUPE, DSAA, DESA, ETFO, OSSTF, and MPA received the proposed calendars and online survey tool;
- The Durham Catholic District School Board (DCDSB) was also consulted in order to match calendars and PD days as closely as possible to optimize transportation costs;
- The DDSB Parent Involvement Committee (PIC), as well as the Special Education Advisory Committee (SEAC) were also consulted for their input.

Input from the online survey tool was used to ensure that all four proposed calendars best meet the needs and preferences of the respective stakeholder groups.

In accordance with Regulation 304, a regular school year is the period between September 1 and June 30. The school year shall include a minimum of 194 school days of which three days must be designated as professional development/activity (PA) days that are devoted to specific provincial education priorities. School boards may designate up to four days as board-designated PA Days. The remaining school days shall be instructional days. A school board may designate up to 10 instructional days as examination days for secondary schools.

During the Board meeting of March 20, 2023 a discussion took place about the allocation of professional development/activity days. A motion was brought forward suggesting that one of the PA Days might be adjusted to align with the celebration of Eid or other religious/spiritual dates of significance. The DDSB is committed to efforts to enhance inclusion. When assigning PA Days, equity and other complex factors (including impact on modified school calendars and communities) must be considered, in addition to the purpose of the PA Days.

The main purpose of PA Days is to provide staff with timely and relevant professional learning on Ministry of Education and/or DDSB strategic priorities. We require and expect staff to participate in essential professional learning activities. Moving a PA day to a date of religious/spiritual significance would introduce a barrier for staff and impact their ability to either participate in the learning or to practice their observance.

PA Days are also scheduled to align with requirements of collective agreements and with the cycles of teaching and learning that take place in schools (for example, preparation for the school year, parent interviews, etc.). Scheduling of timely parent/guardian interviews would also be negatively impacted if staff and/or parents/guardians could not attend because of religious/spiritual observances on PA Days.

There are many Dates of Significance reflecting the diverse communities we serve (and we recognize that there are also variations within communities about which dates(s) are observed, and when). Attached to this report in Appendix E is an extract of the April and May Dates of Significance. Considering only a small number of these dates presents challenges given the restricted number of PA Days we have to work with. Issues of fairness and equity will become a factor if we prioritize one set of days over another.

Our current practice is to ensure that students and families have the opportunity to work with their schools to identify dates of significance they wish to observe. For example, school staff are encouraged to review dates of significance within their respective communities before planning school-based events, activities, assessments, etc. to minimize potential barriers and maximize inclusion and participation. Staff may work with our Human Resource Services Department to accommodate dates of significance and observances.

#### **4.0 Analysis**

##### **4.1 Review of Consultation Process for 2024/2025 School Year Calendar**

Our current consultation process is an extensive one that involves feedback from our community partners, employee groups, SCCs, and other stakeholders. We also attempt to align our calendar with the Durham Catholic Board of Education (DCDSB) as we are partners with them in a consortium that facilitates the sharing of student transportation. Any deviation from shared transportation costs with the DCDSB incurs a cost of \$175,000 per day in additional charges to the DDSB.

Given the considerations outlined above and the consultation process we have already engaged in, which included dialogue with the Durham Catholic District School Board, our recommendations for the School Year Calendars for 2023-2024 remain as attached.

Given the interest expressed in the allocation and setting of PA Days, our recommendation for the 2024-2025 School Year Calendar will be an expansion of our consultation process to consider various additional perspectives. This will include consultation with the Student Senate and employee Affinity Groups, and the opportunity for individual family input.

Our concern regarding a proposed change to the School Year Calendars at this point would be that it no longer honours the consultation process that has already taken place. We recognize efforts to decentre dominant structures and to include diverse communities' dates of significance, however, PA Days may not be the best way to do that for the reasons we have outlined above.

##### **4.2 Proposed 2023-2024 School Year Calendars (see Appendices A - D)**

###### **Elementary Regular**

- PA Day prior to the Labour Day weekend Thursday, August 31, 2023
- Friday, September 1, 2023 is a Board Holiday
- Students begin classes on Tuesday, September 5, 2023
- PA Day on Friday, October 6, 2023
- PA Day Friday, November 17, 2023
- PA Day Friday, January 26, 2024
- Friday, March 8, 2024 is a Board Holiday
- PA Day Friday, April 19, 2024
- PA Day Friday, June 7, 2024
- PA day Friday, June 28, 2024

**Elementary Modified**

- Students begin classes on Tuesday, August 8, 2023
- PA Day prior to the Labour Day weekend Thursday, August 31, 2023
- Board Holiday prior to the Labour Day weekend Friday, September 1, 2023
- PA Day Friday, October 6, 2023
- PA Day Friday, November 17, 2023
- PA Day Friday, January 26, 2024
- PA Day Friday, April 19, 2024
- PA Day Friday, June 7, 2024
- PA Day Friday, June 28, 2024

**Secondary Regular**

- PA Day prior to the Labour Day weekend Thursday, August 31, 2023
- Friday, September 1, 2023 is a Board holiday
- Students begin classes on Tuesday, September 5, 2023
- PA Day Friday, October 6, 2023
- PA Day Friday, November 17, 2023
- PA Day Friday, February 16, 2024
- Friday, March 8, 2024 is a Board Holiday
- PA Day Friday, April 19, 2024
- Two PA Days Thursday, June 27 and Friday, June 28, 2024

**Secondary Modified**

- Students begin classes on Thursday, August 24, 2023
- PA Day Thursday, August 31, 2023
- Friday, September 1, 2023 is a Board Holiday
- PA Day Friday, October 6, 2023
- PA Day Friday, November 17, 2023
- PA Day Friday, February 16, 2024
- Friday, March 8, 2024 is a Board Holiday
- PA Day Friday, April 19, 2024
- Two PA Days Thursday, June 27 and Friday, June 28, 2024

The calendars are being proposed based on the draft 2023-2024 calendar that is provided on the Ministry of Education website, as well as feedback staff received through consultation with stakeholders.

All proposed School Year Calendars for 2023-2024 meet the requirements of 187 instructional days, 4 school-designated PA Days, and 3 provincial priority days, for a total of 194 school days.

**Placement of PA Days**

<b>Elementary Regular</b>	<b>Secondary Regular</b>	<b>Elementary Modified</b>	<b>Secondary Modified</b>
Aug 31, 2023	Aug 31, 2023	Aug 31, 2023	Aug 31, 2023
Oct 6, 2023	Oct 6, 2023	Oct 6, 2023	Oct 6, 2023
Nov 17, 2023	Nov 17, 2023	Nov 17, 2023	Nov 17, 2023
Jan 26, 2024	Feb 16, 2024	Jan 26, 2024	Feb 16, 2024
Apr 19, 2024	Apr 19, 2024	Apr 19, 2024	Apr 19, 2024
Jun 7, 2024	Jun 27, 2024	Jun 7, 2024	Jun 27, 2024
Jun 28, 2024	Jun 28, 2024	Jun 28, 2024	Jun 28, 2024

**Start of the Elementary Modified School Year**

In keeping with past practice, the administration, staff, and School Community Council (SCC) of both C.E. Broughton Public School and Winchester Public School recommend that the modified school year start the week after the August holiday.

**Placement of the Midterm Break for the Modified Secondary Calendar**

There is support from the administration, staff, and School Community Council (SCC) of all three modified secondary schools (Brock High School, Henry Street High School and Maxwell Heights Secondary School) to place the midterm break from October 30 to November 3, 2023.

**5.0 Financial Implications**

The DDSB works in partnership with the DCDSB to align PA Days to minimize transportation costs where there are possible financial implications.

**6.0 Evidence of impact**

The school year calendar, developed through a comprehensive and collaborative process, will maximize the efficacy of the 2023-2024 school year for all stakeholders.

**7.0 Communication Plan**

Following Board approval, the 2023-2024 school year calendars are submitted electronically to the Ministry of Education through the Ontario School Year Calendar website. Upon approval by the Ministry, the calendars are disseminated to the schools and the system for use in planning and preparation.

## 8.0 Conclusion and/or Recommendations

It is recommended that the proposed 2023-2024 School Year Calendars be approved (Appendices A-D). The 2023-2024 School Year Calendars will then be forwarded to the Ministry of Education ensuring that the Durham District School Board is compliant with requirements outlined in Regulation 304.

## 9.0 Appendices

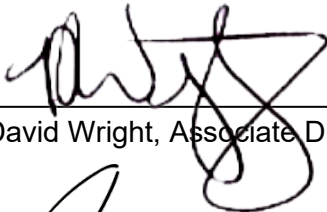
- Appendix A: Proposed Regular School Year Calendar for Elementary Schools
- Appendix B: Proposed Regular School Year Calendar for Secondary Schools
- Appendix C: Proposed Modified School Year Calendar for C.E. Broughton Public School and Winchester Public School
- Appendix D: Proposed Modified School Year Calendar for Brock High School, Henry Street High School and Maxwell Heights Secondary School
- Appendix E: Dates of Significance for April and May

Report reviewed and submitted by:



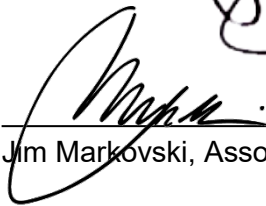
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Camille Williams-Taylor, Director of Education and Secretary to the Board



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



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Jim Markovski, Associate Director, Equitable Education

## First Day of Classes – Tuesday, September 5, 2023

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

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week					
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
August	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
																										P		
September	0	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
							B	H																				
October	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
							P	H																				
November	1	21			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
																	P											
December	0	16					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
																							H	H	B	B	B	
January	1	17	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
			H	B	B	B	B																P					
February	0	20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29		
																			H									
March	0	14					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
												B	B	B	B	B	B										H	
April	1	20	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				
			H															P										
May	0	22			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
																			H									
June	2	18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						
							P																P					
Total	7	187																										



**DURHAM DISTRICT SCHOOL BOARD**  
**SECONDARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2023-24**  
 First Day of Classes – Tuesday, September 5, 2023

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

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	0	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
September	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
October	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
November	1	21			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
December	0	16					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
January	0	18	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
February	1	19	H	B	B	B	B													S	S	S	S	S	CC		
March	0	14				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	
April	1	20															P	H									
May	0	22			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
June	2	18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
Total	7	187													S	S	S	S	S	CC	P	P					

## First Day of Classes – Tuesday, August 8, 2023

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

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	0	17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
										X																P	
September	0	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							B	H																			
October	1	11	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
							P	H	B	B	B	B	B	B	B	B	B										
November	1	21			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																	P										
December	0	16					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																								H	H	B	B
January	1	17	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
			H	B	B	B	B																P				
February	0	20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	
																			H								
March	0	10					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								B	B	B	B	B	B	B	B	B											
April	1	20	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			H														P										
May	0	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
														B	B	B	B	H									
June	2	18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
							P																P				
Total	7	187																									

**First Day of Classes – Thursday August 24<sup>th</sup>, 2023**

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

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	5		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
																						X				P	
September	0	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							B	H																			
October	1	18	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
							P	H															B	B			
November	1	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
					B	B	B									P											
December	0	16					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																							H	H	B	B	B
January	0	18	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
			H	B	B	B	B														S	S	S	S	S	CC	
February	1	19				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	
						S2										P	H										
March	0	14					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
												B	B	B	B	B	B										H
April	1	20	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			H													P											
May	0	22			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
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June	2	18	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
																S	S	S	S	S	CC	P	P				
Total	7	187																									

APRIL	
<b>Sikh Heritage Month</b> <b>Genocide Awareness Month</b>	
Ramadan Begins	March 22, 2023 - April 20, 2023
United Nations World Autism Awareness Day	April 2, 2023
Palm Sunday (Christianity)	April 2, 2023
Passover/Pesach (Judaism)	April 5, 2023 - April 13, 2023
Good Friday	April 7, 2023
Easter Sunday	April 9, 2023
Easter Monday	April 10, 2023
International Day of Pink	April 12, 2023
Tamil and Sinhala New Year	April 14, 2023
Vaisakhi (Sikhism)	April 14, 2023
Holy Friday (Orthodox)	April 14, 2023
International Day of Silence	April 14, 2023
Yom HaShoah - Holocaust Memorial Day	April 17, 2023 - April 18, 2023
Laylat al-Qadr	April 18, 2023
First Day of Ridvan	April 20, 2023 - May 2, 2023
Eid-ul-Fitr (Islam)	April 21, 2023
MAY	
<b>Asian and South Asian Heritage Month</b> <b>Jewish Heritage Month</b> <b>Dutch Heritage Month</b>	
Cinco de Mayo	May 5, 2023
Wesak (Buddhist)	May 5, 2023
Mother's Day	May 14, 2023
Ascension (Christianity)	May 18, 2023
Int. Day of Families	May 15, 2023
Int. Day Against Homophobia, Transphobia and Biphobia	May 17, 2023
Mullivaikkal Remembrance Day	May 18, 2023
Victoria Day	May 22, 2023
Ascension of Bahá'u'lláh (Bahá'í)	May 29, 2023
Pentecost (Christianity)	May 28, 2023

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** April 3, 2023

**SUBJECT:** Student Census 2.0

**PAGE:** 1 of 6

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 Mohamed Hamid, Superintendent of Equitable Education  
 Erin Elmhurst, Superintendent of Equitable Education  
 Margaret Lazarus, Superintendent of Equitable Education

### 1.0 Purpose

The purpose of this report is to provide information to the Board of Trustees regarding the launch of the Student Census 2.0 in May 2023.

### 2.0 Ignite Learning Strategic Priority/Operational Goals

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

- School curriculum content, learning materials, assessment and evaluation practices, teaching styles, and classroom practices will centre human dignity to identify and eliminate barriers to learning.
- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all students have a sense of belonging and feel that they matter.

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

- Students will be empowered to thrive at school and in life.

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

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

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

- Engage students in authentic learning experiences to grow and develop their leadership skills.

### 3.0 Background

At the heart of the Anti-Racism Act, 2017 (ARA) lies the dignity of every individual, including students, in the school system. The ARA mandates school boards to collect and analyze student census data to identify and reduce the disproportionate outcomes experienced by disadvantaged communities. This legislation sets a mandatory date of January 1, 2023, for school boards to report on this data. However, the Durham District School Board (DDSB) is among several boards in the Greater Toronto Area that have initiated the development of this process earlier. By doing so, the DDSB is providing greater flexibility in the development of processes that honour the

dignity of every student and their families. Ontario's Anti-Racism Data Standards, referenced in the ARA, ensure that the data collection process is administered with the utmost respect for human dignity. The Ontario Human Rights Commission confirms that collecting pertaining to protected grounds under the CODE is supported by Canada's Human Rights Legislative Framework. This approach is essential in centering the dignity of all individuals across the District, particularly those from disadvantaged communities.

### **DDSB Student Census 1.0**

The first Student Census was administered from April to June 2019. In preparation for the launch of Census 1.0, the DDSB completed a Privacy Impact Assessment, aligned with and consistent with the requirements of Ontario's Anti-Racism Data Standards.

The response rate of the Census 1.0 was as follows:

- Total response rate:37%
- Grades K –6:30% of all students (11,527 participants)
- Grades 7 – 12:46% of all students (14,507 participants)

In January 2020, a report was presented to the Board of Trustees that summarized the data that was shared through this process. Identity data collection included the following categories:

- Indigenous Identity
- Ethnic/Cultural Origins
- Racial Background
- Religion, Creed, Spiritual Affiliation or Belief
- Gender Identity
- Sexual Orientation
- Disability
- First Language(s) Learned

A subsequent report was presented to the Board of Trustees in February 2021 that outlined the achievement summaries from the analysis of the 2019 Student Census. Staff continue to work on and evaluate the data from the survey question, "How are our students doing?". The ARA, section 2. (2) ([Ontario Regulation 267/18 under Anti-Racism Act, 2017, S.O. 2017 c. 15](#)), identifies the following four areas for collection and reporting:

- Enrolment
- Credits granted
- Any Special Education received
- Suspensions and Expulsions

### **Outcomes from Student Census 1.0**

The Student Census 1.0 gave staff valuable insights into who DDSB students are. The actions that have come out of the analysis include, but are not limited to:

- Foundational to the development of the Indigenous Education and Human Rights, Anti-Racism, Anti-Discrimination Policies.
- Foundational to the design of the Critically Conscious Practitioner Inquiry (CCPI) school improvement process, currently operationalized in 96 DDSB schools.

- Foundational to action items outlined in the documents, Compendium of Action for Black Student Success, Accommodating Creed in Schools, Supporting Trans Students.
- Creation of student expression groups to ensure student feedback is incorporated into decision-making.
- Foundational to the creation of School Learning Plan actions, board-wide virtual and in-person professional development programs, ensuring that the work is centred around students' identities and human dignity and that it is the core of work across the District.
- Foundational to the changes made to policies, procedures, training, and resources for educators and staff.

The DDSB held community engagement sessions with the Indigenous and the Black communities to share the census data specific to those communities.

- During those sessions, staff:
- Shared how Indigenous and Black students are achieving.
- Discussed the actions staff are taking in response to the data.
- Shared the plans to reduce the disproportionate outcomes experienced by Indigenous and Black students based on the Student Census data.

It is important to note that the experience of the first DDSB Student Census underscored the significance of understanding how identity informs the experiences of students and families.

The District has undertaken measures in classrooms, schools, and across the system that have amplified perspectives and opened spaces for new learning, leadership, partnership, growth, and excellence.

#### **4.0 Analysis**

The DDSB Student Census 2.0 meet the requirements of the Anti-Racism Act, 2017 and Ontario's Education Equity Action Plan on collecting identity-based data. The Student Census will greatly enhance staff's knowledge of the demographic composition of the DDSB student population and help to better understand the student population and school communities. The information will be used to inform board and school planning to improve student achievement and well-being, identify and eliminate barriers and create more equitable and inclusive school and learning environments.

##### **Objectives:**

- Foster trust and inclusivity by honoring every student's voice and identity in the Student Census Survey.
- Build understanding and trust with all stakeholders through transparent communication.
- Uphold the dignity and potential of every student across the system and to strengthen the Board's commitment to equity.

##### **Purpose of the Student Census:**

To gain insight and understand, across the District, who our students are, in order to uphold Indigenous rights and human rights and improve student achievement and well-being.

The Student Census data assists the District to:

- Understand student populations and school communities.
- Identify barriers to student success, engagement and well-being.
- Address barriers and improve experiences and outcomes for students.

#### **How will the Student Census be completed?**

Parents/guardians of children in **Kindergarten to Grade 6** will receive the Student Census link to complete on behalf of their child(ren). The questionnaire will take approximately 15 minutes to complete. Parents/guardians with multiple children in Kindergarten to Grade 6 will be asked to fill out a separate questionnaire for each child.

Hard copies and alternative formats will be made available upon request. The census will be translated into the languages that have been identified as the most commonly used other than English: Dari, Urdu, Tamil, Mandarin (Simplified Chinese), and Arabic.

A space for parents/guardians to access a computer at the school will be provided if needed.

**Students in Grades 7 to 12** will be invited to complete the Student Census in class. The questionnaire will take approximately 15 minutes to complete and will include questions that ask students about their identity. The Student Census is completed online, students are required to enter a unique random ID that will be shared with them through their student email.

#### **5.0 Communication Plan and Timeline**

Timeline	Key Tasks
September 2022 - November 2022	<ul style="list-style-type: none"> <li>• Approval from Administrative Council</li> <li>• Develop a Work Plan and Communication Plan</li> <li>• Identify and communicate with working groups (e.g., Equity, Communications, IT,)</li> </ul>
December 2022 - February 2023	<ul style="list-style-type: none"> <li>• Internal consultation process on census questions</li> <li>• Connect with the Student Senate and various communities</li> <li>• Development of the communication strategy</li> <li>• Develop scripts and review video (to be launched in February)</li> <li>• Discuss delivery methods and data security issues with IT</li> <li>• Continue to engage/communicate with trustees</li> </ul>



Timeline	Key Tasks
March 2023 - April 2023	<ul style="list-style-type: none"> <li>• Communication strategies to be implemented (e.g. videos/memos)</li> <li>• Provide Instructions to the system on the process for the administration of the census</li> <li>• Letters to be shared with parents/community partners</li> <li>• Update the Student Census website (e.g., FAQ sheet, videos)</li> <li>• Pilot testing will be initiated by the end of April</li> </ul>
May 2023 - June 2023	<ul style="list-style-type: none"> <li>• Student Census will be launched on May 3 and run until June 28, 2023</li> <li>• Invitations will be sent to students/parents/guardians and will include the unique ID to login into the survey</li> <li>• The survey will be monitored to review the response rate</li> <li>• The communication strategy will be reviewed and reminders to complete the survey will be sent out</li> <li>• Staff will respond to questions from students/parents/guardians</li> </ul>
July 2023 - September 2023	<ul style="list-style-type: none"> <li>• The data will be collected and processed</li> <li>• There will be a preliminary analysis of the data</li> <li>• The key findings in the data will be reviewed</li> </ul>
October 2023 - December 2023	<ul style="list-style-type: none"> <li>• The analysis and data will be reported</li> <li>• Decisions and action items will be determined based on the collected data</li> </ul>

## 6.0 Financial Implications

The Student Census 2.0 survey administration costs have been included in the 2022-2023 budget.

## 7.0 Evidence of Impact

- Schools are drawing on the voices and realities of students to make responsive programming decisions that place human dignity at the core of all actions.
- Schools are ensuring their programming is authentic and reflects the lived experiences and abilities of all learners and places human dignity at the core of all actions.
- Schools are building capacity and leadership for all students, staff, and communities.
- Schools are utilizing student identity-based data, inclusive of everyone, and from an asset-based lens, to determine patterns of success.
- All classrooms and schools are honouring the voices and lived realities of parents/guardians, families, and communities in the local and global contexts.
- The Durham District School Board has trained staff who understand and activate their responsibility as duty bearers of Human Rights.

**8.0 Conclusion**

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

**9.0 Appendices**

Appendix A – Student Census 2.0 questionnaire Grades K – 6

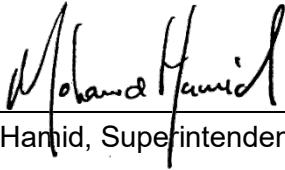
Appendix B – Student Census 2.0 Questionnaire Grades 7 – 12

Report reviewed and submitted by:



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



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Mohamed Hamid, Superintendent of Equitable Education



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Erin Elmhurst, Superintendent of Equitable Education



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Margaret Lazarus, Superintendent of Equitable Education



## Student Census 2023

### *Know Every Student – Grow Every Student*

#### Grades K-6

Thank you for participating in the DDSB Student Census. The information you provide is invaluable and will help us to support student success and well-being.

**Purpose:** To know who our students are and understand their experiences in our schools. The *Student Census* findings are helping the board and schools to:

- Better understand student populations and school communities
- Identify barriers to student success, engagement, and wellbeing
- Address barriers and to improve experiences and outcomes for students

**Voluntary:** Students and parents/guardians are invited to fill out the Census and are free to:

- decline to participate
- skip or choose not to answer any question
- exit the online Census at anytime

**Confidential:** The Durham District School Board (DDSB) Student Census is confidential. No Student is identified in our reporting. All responses will be stored in a secure, confidential database that will be accessed by authorized DDSB research staff to identify and summarise board trends. Individual student responses will not be analysed, and board trends will only include findings where there are 10 or more students.

Data collection is based on identity categories provided by the Ministry of Education and informed by the Anti-Racism Data Standards (ARDS) for educational and research purposes only. Steps for collection, storage, analysis and access to the information comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

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Please enter the unique ID provided for your child to continue with the Student Census:

By clicking the [Submit] button you are agreeing to participate in the Student Census

Submit

*The questions and response options in this survey come from (or are informed by) direction, guidance and/or best practices from the Ministry of Education, the Ontario Human Rights Commission, the Anti-Racism Directorate, other Ontario school boards, Indigenous partners and community organizations that reflect the diverse communities we serve. We recognize students' and families' unique and intersectional identities, and surveys cannot reflect all lived identities. We continue to learn from diverse communities to better understand the different ways people may choose to identify. Student Census response options and language will also continue to evolve to respond to and be inclusive of the diverse communities we serve.*

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

***If yes, please select all that apply:***

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

If you wish, please specify/describe your Indigenous identity (e.g., you may name your nation, status or non-status) in the space below:

CONTINUE TO NEXT PAGE

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

**2. What is your child's ethnic or cultural origin?**

**Please select as many ethnic or cultural origins as apply:**

- |                                      |                                     |                                      |
|--------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Afghani     | <input type="checkbox"/> Filipino   | <input type="checkbox"/> Pakistani   |
| <input type="checkbox"/> African     | <input type="checkbox"/> French     | <input type="checkbox"/> Polish      |
| <input type="checkbox"/> American    | <input type="checkbox"/> German     | <input type="checkbox"/> Portuguese  |
| <input type="checkbox"/> Arab        | <input type="checkbox"/> Greek      | <input type="checkbox"/> Russian     |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Guyanese   | <input type="checkbox"/> Scottish    |
| <input type="checkbox"/> Barbadian   | <input type="checkbox"/> Hungarian  | <input type="checkbox"/> Spanish     |
| <input type="checkbox"/> British     | <input type="checkbox"/> Indian     | <input type="checkbox"/> Sri Lankan  |
| <input type="checkbox"/> Canadian    | <input type="checkbox"/> Irish      | <input type="checkbox"/> Tamil       |
| <input type="checkbox"/> Chinese     | <input type="checkbox"/> Italian    | <input type="checkbox"/> Trinidadian |
| <input type="checkbox"/> Dutch       | <input type="checkbox"/> Jamaican   | <input type="checkbox"/> Ukrainian   |
| <input type="checkbox"/> East Indian | <input type="checkbox"/> Jewish     | <input type="checkbox"/> Welsh       |
| <input type="checkbox"/> English     | <input type="checkbox"/> Macedonian |                                      |
| <input type="checkbox"/> European    | <input type="checkbox"/> Muslim     |                                      |

☐ An ethnic or cultural origin not listed above (please specify):

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- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

CONTINUE TO NEXT PAGE

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

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

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

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

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

CONTINUE TO NEXT PAGE

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

**4. Indicate any religion, creed, spiritual affiliation, or belief with which your child identifies.  
Please select all that apply:**

- ☐ Agnostic (a person who holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power)
- ☐ Atheist (a person who disbelieves or lacks belief in the existence of God or gods)
- ☐ Bahá'í
- ☐ Buddhist
- ☐ Catholic
- ☐ Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.)
- ☐ Church of Christ, Scientist
- ☐ Hindu
- ☐ Humanist (a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by)
- ☐ Indigenous beliefs and practices (Indigenous spiritual beliefs and practices can vary significantly among different First Nation, Métis and Inuit groups and individuals, and across different regions)
- ☐ Jains
- ☐ Jewish
- ☐ Muslim
- ☐ Rastafarian
- ☐ Sikh
- ☐ Spiritual, but not religious belief/faith without a religious framework, emphasizing personal growth and inner peace.
- ☐ Wiccan
- ☐ Zoroastrian
- ☐ No religious or spiritual affiliation
- ☐ A religion, spiritual affiliation, creed, or belief not listed above (please specify):  
\_\_\_\_\_
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

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

**5. What is your child's gender identity\*?**

**Please select all that apply:**

- ☐ Girl/Woman
- ☐ Gender Fluid (relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)
- ☐ Gender Nonconforming (refers to a person whose gender identity is not in line with the cultural associations made in a given society about a person's sex assigned at birth)
- ☐ Boy/Man
- ☐ Non Binary (refers to a person whose gender identity does not align with the binary concept of gender such as man/boy or woman/girl)
- ☐ Transgender (trans) boy/man (refers to a person who was assigned female at birth and identifies as a boy/man)
- ☐ Transgender (trans) girl/woman (refers to a person who was assigned male at birth and identifies as a girl/woman)
- ☐ Two-Spirit
- ☐ Queer (refers to ideas, practices, persons or identities that go against the standards that form the cisnormative social model)
- ☐ Questioning (refers to a person who is unsure about their own gender identity)
- ☐ A gender identity not listed above (please specify): \_\_\_\_\_
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

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\*Some people identify as a disabled person, a person with a disability(ies) or a person with different abilities because of a permanent or long-term health condition(s) (e.g., a physical, mental, behavioural, developmental, sensory, communicational or combination of any of these conditions). A person's different abilities/disabilities may be diagnosed or not diagnosed and may be hidden or visible. Some Students who have different abilities/disabilities may have an accommodation plan at school to help them (an individual Education Plan or IEP), but some do not.

Learning spaces (e.g., schools, classrooms) that are not fully inclusive and accessible can create barriers for people with different abilities/disabilities and can make it difficult to fully participate, engage in and learn at school.

For some people, different ability(ies) and/or disability(ies) may be a core aspect of their identity and/or the communities with which they identify.

**6. Does your child identify as a disabled person or a person with a disability(ies)\*?**

**Please select one answer only.**

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

**Do you consider your child to be a person who is, with or experiencing any of the following? If yes, please select all that apply to your child. If no, please select "No, none of the above".**

**Please select all that apply:**

- ☐ Addiction(s)
- ☐ Attention Deficit and Hypersensitivity Disorder (ADHD)
- ☐ Autistic/Autism/Autism Spectrum Disorder
- ☐ Neurodiverse/neurodivergent traits
- ☐ Acquired brain injury
- ☐ Blind or Low Vision
- ☐ Deaf, deafness or hearing loss
- ☐ Developmental disability(ies)
- ☐ Intellectual disability
- ☐ Learning disability(ies)
- ☐ Mental health challenges (e.g., anxiety, depression)
- ☐ Mobility challenges
- ☐ Chronic pain
- ☐ Physical disability(ies)

- ☐ Language impairment/developmental language disorder
- ☐ Speech impairment (e.g., speech sound production, voice disorder, dysfluency/stuttering)
- ☐ My disability(ies) is not listed above (please specify): \_\_\_\_\_
- ☐ No, none of the above

*Continue to next page*

**7. What is the first language(s) your child learned at home?**

**Please select all that apply:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Afrikaans              | <input type="checkbox"/> Gujarati               | <input type="checkbox"/> Norwegian            |
| <input type="checkbox"/> Akan (Twi)             | <input type="checkbox"/> Hakka                  | <input type="checkbox"/> Ojibway              |
| <input type="checkbox"/> Albanian               | <input type="checkbox"/> Haudenosaunee          | <input type="checkbox"/> Oji-Cree             |
| <input type="checkbox"/> Algonquin              | <input type="checkbox"/> Hebrew                 | <input type="checkbox"/> Oromo                |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hindi                  | <input type="checkbox"/> Pashto/Pashtu        |
| <input type="checkbox"/> Amharic                | <input type="checkbox"/> Hungarian              | <input type="checkbox"/> Polish               |
| <input type="checkbox"/>                        | <input type="checkbox"/> Ilokano                | <input type="checkbox"/> Portuguese           |
| <input type="checkbox"/> Anishinaabemowin       | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Punjabi              |
| <input type="checkbox"/> Arabic                 | <input type="checkbox"/> Innu/Montagnais        | <input type="checkbox"/> Romanian             |
| <input type="checkbox"/> Armenian               | <input type="checkbox"/> Inuktitut              | <input type="checkbox"/> Rundi (Kirundi)      |
| <input type="checkbox"/> Atikamekw              | <input type="checkbox"/> Italian                | <input type="checkbox"/> Russian              |
| <input type="checkbox"/> Bengali                | <input type="checkbox"/> Japanese               | <input type="checkbox"/> Rwanda (Kinyarwanda) |
| <input type="checkbox"/> Bantu languages        | <input type="checkbox"/> Kannada                | <input type="checkbox"/> Serbian              |
| <input type="checkbox"/> Berber languages       | <input type="checkbox"/> Khmer (Cambodian)      | <input type="checkbox"/> Sindhi               |
| <input type="checkbox"/> Blackfoot              | <input type="checkbox"/> Korean                 | <input type="checkbox"/> Sinhala (Sinhalese)  |
| <input type="checkbox"/> Bosnian                | <input type="checkbox"/> Kurdish                | <input type="checkbox"/> Slovak               |
| <input type="checkbox"/> Bulgarian              | <input type="checkbox"/> Lao                    | <input type="checkbox"/> Slovenian            |
| <input type="checkbox"/> Cantonese              | <input type="checkbox"/> Latvian                | <input type="checkbox"/> Somali               |
| <input type="checkbox"/> Cree languages         | <input type="checkbox"/> Lingala                | <input type="checkbox"/> Spanish              |
| <input type="checkbox"/> Croatian               | <input type="checkbox"/> Lithuanian             | <input type="checkbox"/> Swahili              |
| <input type="checkbox"/> Czech                  | <input type="checkbox"/> Macedonian             | <input type="checkbox"/> Tagalog              |
| <input type="checkbox"/> Dari                   | <input type="checkbox"/> Malay                  | <input type="checkbox"/> Taiwanese            |
| <input type="checkbox"/> Dutch                  | <input type="checkbox"/> Malayalam              | <input type="checkbox"/> Tamil                |
| <input type="checkbox"/> English                | <input type="checkbox"/> Maltese                | <input type="checkbox"/> Telugu               |
| <input type="checkbox"/> Estonian               | <input type="checkbox"/> Mandarin               | <input type="checkbox"/> Thai                 |
| <input type="checkbox"/> Farsi (Persian)        | <input type="checkbox"/> Marathi                | <input type="checkbox"/> Tigrigna             |
| <input type="checkbox"/> Finnish                | <input type="checkbox"/> Mi'kmaq                | <input type="checkbox"/> Tlicho (Dogrib)      |
| <input type="checkbox"/> Flemish                | <input type="checkbox"/> Nepali                 | <input type="checkbox"/> Turkish              |
| <input type="checkbox"/> French                 | <input type="checkbox"/> Niger-Congo languages  | <input type="checkbox"/> Ukrainian            |
| <input type="checkbox"/> Fukien                 | <input type="checkbox"/> Ninimowin              | <input type="checkbox"/> Urdu                 |
| <input type="checkbox"/> German                 |   | <input type="checkbox"/> Vietnamese           |
| <input type="checkbox"/> Greek                  |   |   |

☐ A language(s) not listed above (please specify): \_\_\_\_\_

- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

## Student Census 2023

### *Know Every Student – Grow Every Student*

#### Grades 7-12

Thank you for participating in the DDSB Student Census. The information you provide is valuable and will help us to support student success and well-being.

**Purpose:** To know who our students are and understand their experiences in our schools. The *Student Census* findings are helping the board and schools to:

- better understand student populations and school communities
- identify barriers to student success, engagement, and wellbeing
- address barriers and to improve experiences and outcomes for students

**Voluntary:** Students and parents/guardians are invited to fill out the Census and are free to:

- decline to participate
- skip or choose not to answer any question
- exit the online Census at anytime

**Confidential:** The Durham District School Board (DDSB) Student Census is confidential. No Student is identified in our reporting. All responses will be stored in a secure, confidential database that will be accessed by authorized DDSB research staff to identify and summarise board trends. Individual student responses will not be analysed, and board trends will only include findings where there are 10 or more students.

Data collection is based on identity categories provided by the Ministry of Education and informed by the Anti-Racism Data Standards (ARDS) for educational and research purposes only. Steps for collection, storage, analysis and access to the information comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

---

Please enter the unique ID provided for you to continue with the Student Census:

By clicking the [Submit] button you are agreeing to participate in the Student Census

Submit

*The questions and response options in this survey come from (or are informed by) direction, guidance and/or best practices from the Ministry of Education, the Ontario Human Rights Commission, the Anti-Racism Directorate, other Ontario school boards, Indigenous partners and community organizations that reflect the diverse communities we serve. We recognize students' and families' unique and intersectional identities, and surveys cannot reflect all lived identities. We continue to learn from diverse communities to better understand the different ways people may choose to identify. Student Census response options and language will also continue to evolve to respond to and be inclusive of the diverse communities we serve.*

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

*If yes, please select all that apply:*

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

If you wish, please specify/describe your Indigenous identity (e.g., you may choose to name your nation, status or non-status) in the space below:

CONTINUE TO NEXT PAGE

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

**2. What is your ethnic or cultural origin?**

*Please select as many ethnic or cultural origins as apply:*

- |                                      |                                     |                                      |
|--------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Afghani     | <input type="checkbox"/> Filipino   | <input type="checkbox"/> Pakistani   |
| <input type="checkbox"/> African     | <input type="checkbox"/> French     | <input type="checkbox"/> Polish      |
| <input type="checkbox"/> American    | <input type="checkbox"/> German     | <input type="checkbox"/> Portuguese  |
| <input type="checkbox"/> Arab        | <input type="checkbox"/> Greek      | <input type="checkbox"/> Russian     |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Guyanese   | <input type="checkbox"/> Scottish    |
| <input type="checkbox"/> Barbadian   | <input type="checkbox"/> Hungarian  | <input type="checkbox"/> Spanish     |
| <input type="checkbox"/> British     | <input type="checkbox"/> Indian     | <input type="checkbox"/> Sri Lankan  |
| <input type="checkbox"/> Canadian    | <input type="checkbox"/> Irish      | <input type="checkbox"/> Tamil       |
| <input type="checkbox"/> Chinese     | <input type="checkbox"/> Italian    | <input type="checkbox"/> Trinidadian |
| <input type="checkbox"/> Dutch       | <input type="checkbox"/> Jamaican   | <input type="checkbox"/> Ukrainian   |
| <input type="checkbox"/> East Indian | <input type="checkbox"/> Jewish     | <input type="checkbox"/> Welsh       |
| <input type="checkbox"/> English     | <input type="checkbox"/> Macedonian |                                      |
| <input type="checkbox"/> European    | <input type="checkbox"/> Muslim     |                                      |

☐ An ethnic or cultural origin not listed above (please specify): \_\_\_\_\_

☐ Not sure

☐ Choose not to answer

☐ I do not understand this question

CONTINUE TO NEXT PAGE

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

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

**3. Which racial group(s)\* best describes you?**

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

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

CONTINUE TO NEXT PAGE



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

**4. Indicate any religion, creed, spiritual affiliation, or belief with which you identify.**

*Please select all that apply:*

- ☐ Agnostic (a person who holds a view that the existence of a God or gods is unknown or unknowable, claims neither faith nor disbelief in a higher power)
- ☐ Atheist (a person who disbelieves or lacks belief in the existence of God or gods)
- ☐ Bahá'í
- ☐ Buddhist
- ☐ Catholic
- ☐ Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.)
- ☐ Church of Christ, Scientist
- ☐ Hindu
- ☐ Humanist (a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by)
- ☐ Indigenous beliefs and practices (Indigenous spiritual beliefs and practices can vary significantly among different First Nation, Métis and Inuit groups and individuals, and across different regions)
- ☐ Jainism
- ☐ Jewish
- ☐ Muslim
- ☐ Rastafarian
- ☐ Sikh
- ☐ Spiritual, but not religious belief/faith without a religious framework, emphasizing personal growth and inner peace.
- ☐ Wiccan
- ☐ Zoroastrian
- ☐ No religious or spiritual affiliation
- ☐ A religion, spiritual affiliation, creed, or belief not listed above (please specify):  
\_\_\_\_\_
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

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

**5. What is your gender identity\*?**

*Please select all that apply:*

- ☐ Girl/Woman
- ☐ Gender Fluid (relating to, or being a person, whose gender identity or expression changes or shifts along the gender spectrum)
- ☐ Gender Nonconforming (refers to a person whose gender identity is not in line with the cultural associations made in a given society about a person's sex assigned at birth)
- ☐ Boy/Man
- ☐ Non-Binary (refers to a person whose gender identity does not align with the binary concept of gender such as man/boy or woman/girl)
- ☐ Transgender (trans) boy/man (refers to a person who was assigned female at birth and identifies as a boy/man)
- ☐ Transgender (trans) girl/woman (refers to a person who was assigned male at birth and identifies as a girl/woman)
- ☐ Two-Spirit
- ☐ Queer (refers to ideas, practices, persons or identities that go against the standards that form the cisnormative social model)
- ☐ Questioning (refers to a person who is unsure about their gender identity)
- ☐ A gender identity not listed above (please specify): \_\_\_\_\_
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

CONTINUE TO NEXT PAGE

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

**6. What is your sexual orientation\*?**

*Please select all that apply:*

- ☐ Asexual (refers to a person that experiences no sexual attraction to other people)
- ☐ Bisexual (refers to a person who is physically/sexually and emotionally attracted to people of more than one gender)
- ☐ Gay (refers to a person who is physically/sexually and emotionally attracted to someone of the same gender. The term "gay" typically refers to boy/man who are attracted to boys/men, but in some contexts can be used for girls/women who are attracted to girls/women)
- ☐ Lesbian (refers to a woman who is attracted physically/sexually and emotionally to women)
- ☐ Pansexual (refers to a person who is attracted physically/sexually and emotionally to others, without being limited by gender)
- ☐ Queer (the term "queer" refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model)
- ☐ Straight/heterosexual (refers to a person who is physically/sexually and emotionally attracted exclusively to someone of the opposite (binary) gender)
- ☐ Two-Spirit
- ☐ Questioning (refers to a person who is unsure about their sexual orientation)
- ☐ A sexual orientation not listed above (please specify): \_\_\_\_\_
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

CONTINUE TO NEXT PAGE

\*Some people identify as a disabled person, a person with a disability(ies) or a person with different abilities because of a permanent or long-term health condition(s) (e.g., a physical, mental, behavioural, developmental, sensory, communicational or combination of any of these conditions). A person's different abilities/disabilities may be diagnosed or not diagnosed and may be hidden or visible. Some Students who have different abilities/disabilities may have an accommodation plan at school to help them (an individual Education Plan or IEP), but some do not.

Learning spaces (e.g., schools, classrooms) that are not fully inclusive and accessible can create barriers for people with different abilities/disabilities and can make it difficult to fully participate, engage in and learn at school.

For some people, different ability(ies) and/or disability(ies) may be a core aspect of their identity and/or the communities with which they identify.

**7. Do you identify as a disabled person or a person with a disability(ies)\*?**

*Please select one answer only.*

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question

***Do you consider yourself to be a person who is, with or experiencing any of the following? If yes, please select all that apply to you. If no, please select "No, none of the above".***

*Please select all that apply:*

- ☐ Addiction(s)
- ☐ Attention Deficit and Hypersensitivity Disorder (ADHD)
- ☐ Autistic/Autism/Autism Spectrum Disorder
- ☐ Neurodiverse/neurodivergent traits
- ☐ Acquired brain injury
- ☐ Blind or Low Vision
- ☐ Deaf, deafness or hearing loss
- ☐ Developmental disability(ies)
- ☐ Intellectual disability
- ☐ Learning disability(ies)

- ☐ Mental health challenges (e.g., anxiety, depression)
- ☐ Mobility challenges
- ☐ Chronic pain
- ☐ Physical disability(ies)
- ☐ Language impairment/developmental language disorder
- ☐ Speech impairment (e.g., speech sound production, voice disorder, dysfluency/stuttering)
- ☐ My disability(ies) is not listed above (please specify): \_\_\_\_\_
- ☐ No, none of the above

CONTINUE TO NEXT PAGE

**8. What is the first language(s) you learned at home as a child?**

*Please select all that apply:*

<input type="checkbox"/> Afrikaans	<input type="checkbox"/> Gujarati	<input type="checkbox"/> Norwegian
<input type="checkbox"/> Akan (Twi)	<input type="checkbox"/> Hakka	<input type="checkbox"/> Ojibway
<input type="checkbox"/> Albanian	<input type="checkbox"/> Haudenosaunee	<input type="checkbox"/> Oji-Cree
<input type="checkbox"/> Algonquin	<input type="checkbox"/> Hebrew	<input type="checkbox"/> Oromo
<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Hindi	<input type="checkbox"/> Pashto/Pashtu
<input type="checkbox"/> Amharic	<input type="checkbox"/> Hungarian	<input type="checkbox"/> Polish
<input type="checkbox"/>	<input type="checkbox"/> Ilokano	<input type="checkbox"/> Portuguese
<input type="checkbox"/> Anishinaabemowin	<input type="checkbox"/> Indo-Iranian languages	<input type="checkbox"/> Punjabi
<input type="checkbox"/> Arabic	<input type="checkbox"/> Innu/Montagnais	<input type="checkbox"/> Romanian
<input type="checkbox"/> Armenian	<input type="checkbox"/> Inuktitut	<input type="checkbox"/> Rundi (Kirundi)
<input type="checkbox"/> Atikamekw	<input type="checkbox"/> Italian	<input type="checkbox"/> Russian
<input type="checkbox"/> Bengali	<input type="checkbox"/> Japanese	<input type="checkbox"/> Rwanda (Kinyarwanda)
<input type="checkbox"/> Bantu languages	<input type="checkbox"/> Kannada	<input type="checkbox"/> Serbian
<input type="checkbox"/> Berber languages	<input type="checkbox"/> Khmer (Cambodian)	<input type="checkbox"/> Sindhi
<input type="checkbox"/> Blackfoot	<input type="checkbox"/> Korean	<input type="checkbox"/> Sinhala (Sinhalese)
<input type="checkbox"/> Bosnian	<input type="checkbox"/> Kurdish	<input type="checkbox"/> Slovak
<input type="checkbox"/> Bulgarian	<input type="checkbox"/> Lao	<input type="checkbox"/> Slovenian
<input type="checkbox"/> Cantonese	<input type="checkbox"/> Latvian	<input type="checkbox"/> Somali
<input type="checkbox"/> Cree languages	<input type="checkbox"/> Lingala	<input type="checkbox"/> Spanish
<input type="checkbox"/> Croatian	<input type="checkbox"/> Lithuanian	<input type="checkbox"/> Swahili
<input type="checkbox"/> Czech	<input type="checkbox"/> Macedonian	<input type="checkbox"/> Tagalog
<input type="checkbox"/> Dari	<input type="checkbox"/> Malay	<input type="checkbox"/> Taiwanese
<input type="checkbox"/> Dutch	<input type="checkbox"/> Malayalam	<input type="checkbox"/> Tamil
<input type="checkbox"/> English	<input type="checkbox"/> Maltese	<input type="checkbox"/> Telugu
<input type="checkbox"/> Estonian	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Thai
<input type="checkbox"/> Farsi (Persian)	<input type="checkbox"/> Marathi	<input type="checkbox"/> Tigrigna
<input type="checkbox"/> Finnish	<input type="checkbox"/> Mi'kmaq	<input type="checkbox"/> Tlicho (Dogrib)
<input type="checkbox"/> Flemish	<input type="checkbox"/> Nepali	<input type="checkbox"/> Turkish
<input type="checkbox"/> French	<input type="checkbox"/> Niger-Congo languages	<input type="checkbox"/> Ukrainian
<input type="checkbox"/> Fukien	<input type="checkbox"/> Ninimowin	<input type="checkbox"/> Urdu
<input type="checkbox"/> German		<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Greek		

☐ A language(s) not listed above (please specify): \_\_\_\_\_

☐ Not sure

- ☐ Choose not to answer
- ☐ I do not understand this question

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** April 3, 2023

**SUBJECT:** 2022-2023 Interim Financial Report – Operating Expenditures **PAGE:** 1 of 3

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
David Wright, Associate Director of Corporate Services and Treasurer of the Board  
Jennifer Machin, Senior Manager of Finance

**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with information related to the operating expenditures for the period ending February 28, 2023 (Quarter 2).

**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.*

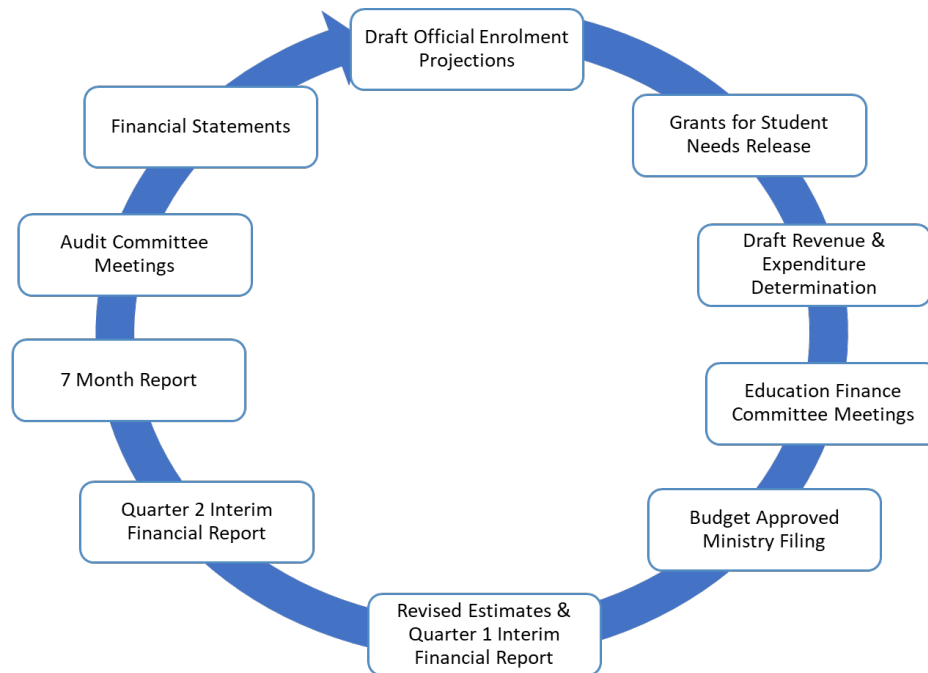
**Engagement** – *Engage students, parents and community members to improve student outcomes and build public confidence.*

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

**3.0 Background**

The [2022-2023 Revised Estimates & Quarter 1 Interim Financial Report](#) was presented at the Board meeting on January 23, 2023. That report provided updated revenue and expenditure information from the Budget to the Revised Estimates, as well as operating expenditures as of November 30, 2022 (Quarter 1).





Attached as Appendix A is the 2022-2023 Quarter 2 Interim Financial Report – Operating Expenditures for the period ended February 28, 2023, which has been prepared on a similar basis as per previous reports.

#### 4.0 **Analysis**

Operating expenditures for the period ended February 28, 2023 are 48.4% of the 2022-2023 Revised Estimates amount of \$890,960,335. In the prior year, 48.7% of the 2021-2022 Revised Estimates was spent at the end of Quarter 2.

Overall, expenses are in-line with the prior year, with some timing differences impacting individual lines in the attached schedule. There are two areas showing a significant variance to the Revised Estimates budget: Continuing Education and Staff Development. Continuing Education relates to summer school, and Staff Development relates to a District-wide pause on professional development in response to ongoing staffing pressures.

#### 5.0 **Financial Implications**

The information provided in this report reflects budget changes as part of the 2022-2023 Revised Estimates, and operating expenditures as of February 28, 2023.

#### 6.0 **Evidence of Impact**

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

**7.0 Communication Plan**

N/A

**8.0 Recommendation**

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

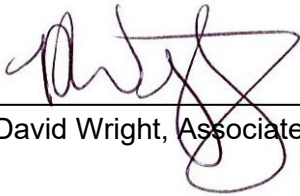
**9.0 Appendices**

Appendix A – Interim Financial Report – Operating Expenditures

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  
 Interim Financial Report – Operating Expenditures  
 For the Period Ended February 28, 2023 (Q2)

EXPENDITURE CATEGORIES	2022-2023 Revised Estimates	2022-2023 Expenditures at (Q2)	2022-2023 % Spent at Q2	2021-2022 % Spent at Q2
<b>Instruction</b>				
Teachers	492,274,146	237,827,876	48.3%	49.5%
Supply Staff	19,934,255	11,725,488	58.8%	50.0%
Educational Assistants	53,339,824	26,828,855	50.3%	50.1%
Early Childhood Educator	20,200,951	10,922,950	54.1%	55.2%
Textbooks / Supplies	16,973,425	9,299,424	54.8%	53.3%
Computers	15,146,793	10,045,269	66.3%	73.5%
Prof./ParaProf./Tech.	30,271,452	12,359,789	40.8%	38.7%
Library / Guidance	18,236,965	8,935,375	49.0%	47.0%
Staff Development	4,715,949	190,033	4.0%	18.7%
Principals and VPs	36,676,762	18,051,880	49.2%	50.6%
School Office	19,643,857	9,009,364	45.9%	46.9%
Coordinators & Consultants	16,843,018	7,226,587	42.9%	42.5%
Continuing Education	5,495,426	1,249,494	22.7%	21.7%
<b>Instruction Total</b>	<b>749,752,823</b>	<b>363,672,384</b>	<b>48.5%</b>	<b>49.2%</b>
<b>Administration &amp; Governance</b>				
Governance	255,732	122,403	47.9%	46.6%
Board Administration	25,096,216	11,490,826	45.8%	49.5%
<b>Administration &amp; Governance Total</b>	<b>25,351,948</b>	<b>11,613,229</b>	<b>45.8%</b>	<b>49.4%</b>
<b>Transportation</b>				
Transportation	26,322,212	15,364,005	58.4%	51.5%
<b>Transportation Total</b>	<b>26,322,212</b>	<b>15,364,005</b>	<b>58.4%</b>	<b>51.5%</b>
<b>School Operations &amp; Maint.</b>				
School Operations & Maint.	83,370,493	36,377,035	43.6%	42.8%
<b>School Operations &amp; Maint. Total</b>	<b>83,370,493</b>	<b>36,377,035</b>	<b>43.6%</b>	<b>42.8%</b>
<b>Other Non-Operating</b>				
Other Non-Operating	6,162,859	4,034,389	65.5%	42.2%
<b>Other Non-Operating Total</b>	<b>6,162,859</b>	<b>4,034,389</b>	<b>65.5%</b>	<b>42.2%</b>
<b>Grand Total</b>	<b>890,960,335</b>	<b>431,061,042</b>	<b>48.4%</b>	<b>48.7%</b>

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** April 3, 2023

**SUBJECT:** Audit Committee Meeting Summary **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 the Board of Trustees with a summary from the March 22, 2023 Audit Committee meeting public session.

### 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 primary purpose of an Audit Committee is to provide oversight of the financial reporting process, the audit process, the company's system of internal controls and compliance with laws and regulations and is governed by Ontario Regulation 361/10: Audit Committee.

The Audit Committee is comprised of three Trustees and two External Members and meetings include the Director, Associate Director of Corporate Services, Business staff, External Auditors and Regional Internal Auditors. Meetings typically take place in March, June, September and November.

**4.0 Analysis**

The following is a summary of the March 22, 2023 meeting:

- Public Session
  - Introductions of the Audit Committee members;
  - An election of the Audit Committee Chair was conducted. External Member Leslie Miller was confirmed as the Audit Committee Chair;
  - Approval of the November 10, 2022 public meeting minutes;
  - The annual agenda plan was reviewed;
  - The next meeting is scheduled for June 21, 2023.

**5.0 Financial Implications**

N/A

**6.0 Evidence of Impact**

N/A

**7.0 Communication Plan**

N/A

**8.0 Conclusion**

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

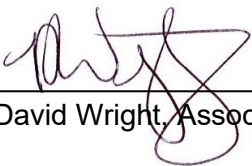
**9.0 Appendices**

N/A

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