**DURHAM DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

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

**Monday, June 5, 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, June 5, 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, June 5, 2023**
**7:00 p.m.**

PAGE

1.      Call to Order

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

3.      Declarations of Interest                                   Verbal

4.      Motion to Approve Agenda                                   Verbal

5.      Community Presentations

(a)   Durham Parents United, Naveed Bahadur

6.      DDSB Presentations

(a)   Supervised Alternative Learning (SAL)                 1-7
            (Superintendent Stephen Nevills)

7.      Director's Update                                          Verbal
            (Director of Education Camille Williams-Taylor)

8.      Recommended Actions

9.      Information Items

(a)   Workforce Census 2022 and Employee Experience (2 Reports)   8-99
            (Superintendent Heather Mundy)                         100-122

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10.      Memo

11.      Adjournment

**DURHAM DISTRICT SCHOOL BOARD**
**ADMINISTRATIVE REPORT**

**REPORT TO:**   Durham District School Board               **DATE:** June 5, 2023

**SUBJECT:**   Supervised Alternative Learning (SAL)        **PAGE:** 1 of 7

**ORIGIN:**   Camille Williams-Taylor, Director of Education and Secretary to the Board
Stephen Nevills, Superintendent of Equitable Education

## 1.0   Purpose

The purpose of this report is to provide the Board of Trustees with information on Supervised Alternative Learning.

## 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.*

- Alternative programming helps students stay connected with learning, ensures they have a positive adult connection to education, and supports their credit accumulation.

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

- Supporting student well-being and mental health is a focus of all alternative programing.

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

- Alternative programs seek to meet the individual needs of each learner and elevate each learner's individual voice in planning and programming.

## 3.0   Background

In 2006, the Education Amendment Act (Learning to Age 18) raised the age of compulsory school attendance from sixteen to eighteen years. The preamble of the amendment included the belief that, "all secondary school pupils deserve a strong education system that provides them with a good outcome and prepares them for a successful future in their destination of choice, whether that is a work placement with training, an apprenticeship, college or university."

Recognizing that some students have significant difficulties with regular attendance at school the government introduced *Ontario Regulation 374/10*, *Supervised Alternative Learning and Other Excusals from Attendance at School,* which came into effect on February 1, 2011.  The regulation was developed to support students between the ages of 14 and 17 years by providing localized programs that provide students the opportunity to continue to participate in learning under supervision, formally known as Supervised Alternative Learning (SAL).

School-based and regional SAL programs have the goal of maintaining a student's connection to learning, offering a program that is in the student's best interests which reflects their input and supports their needs prior to the student returning to their homeschool or transitioning to their next school location.

When students are struggling to attend daily courses, school staff may consider and recommend SAL as an option once they have exhausted all other possible retention strategies and measures to re-engage a student. The *Supervised Alternative Learning Policy and Implementation Document, 2010* explains that "there are various reasons why some young people leave school early. Some leave school for family reasons – they may lack parental support or have to act as caregivers in their family, or they may be parents themselves. Some leave for economic reasons – they may be living independently and have to work to support themselves and/or their children."

Other students may leave school for personal reasons, including changes with regulating behaviour, mental health, or substance use. They may have involvements with the law, or they may have medical conditions that have required treatment that interrupts their education. The *Supervised Alternative Learning Policy and Implementation Document, 2010* also shares that, "others leave for reasons related to their experience of school itself – they may not be succeeding academically, they may be bullied or may feel that they do not fit in, or they may have been absent for a long time and find re-entry difficult. Often these young people have a personal goal of obtaining credits and graduating, but many find it very difficult to do so. Some may need time away from school to deal with personal or family issues. Others may wish to continue learning, but not in a typical school setting."

Students and their parent/guardian, unless the student is at least sixteen years of age and has withdrawn from parental control, must both agree to participation in SAL. When a student is experiencing on-going and persistent struggles with regular attendance at school, school staff will typically make a referral to a school social worker. In consultation with the school social worker, SAL may be offered as an option to support the student. At this point, the student and their parent/guardian or the Principal may make a request for SAL. Following this, a request for SAL is completed and a SAL Plan is developed in consultation with the SAL Facilitator.

The SAL Plan is then presented to Board's SAL Committee. The SAL Committee is comprised of Trustees, the Superintendent with responsibilities for Student Success, the SAL Facilitator, school staff and a community representative, when available. The SAL committee, chaired by a Trustee, meets throughout the school year to review student requests to be considered for SAL, makes decisions to maintain successful students in the SAL program, and provides encouragement to students and families to continue working towards meeting student goals.

**4.0    Analysis**

In DDSB there are three different opportunities for students to participate in a SAL Program.

**School Based SAL Program**

During the 2022-23 school year, 78% of students engaged with SAL were connected to a school-based SAL program. Students connected to a school-based program often have flexible timetables and monitoring schedules. School-based SAL programs are intended to keep students connected to their homeschool, maintaining existing school-based supports and peer connections.

**Community Based Learning Program**

During the 2022-2023 school year, 21% of students in SAL programs were engaged with the Community Based Learning Program (CBLP). Students connected with CBLP participate in full-time schooling supported by a regional classroom teacher and youth worker. Students in CBLP attend classes at either of the Durham Alternative Secondary School (DASS) sites in Oshawa or Pickering.

**Individualized Study**

Individualized study is also available for the small number of students who require short-term solutions while waiting on placement into SAL or require very individualized programming to maintain connections to their learning. In 2022-2023, 1% of students in SAL were engaged with individualized study.

**4.1 Supervised Alternative Learning Data for Semester 1, 2022-2023**

The following graphs represent SAL statistics during the first semester of the 2022-23 school year.

**4.2** SAL offers a continuous intake option, allowing students to enter at various points throughout the semester. In semester one, 234 students either re-engaged (51) or were approved to begin (183) learning in a supervised alternative environment as shown below.
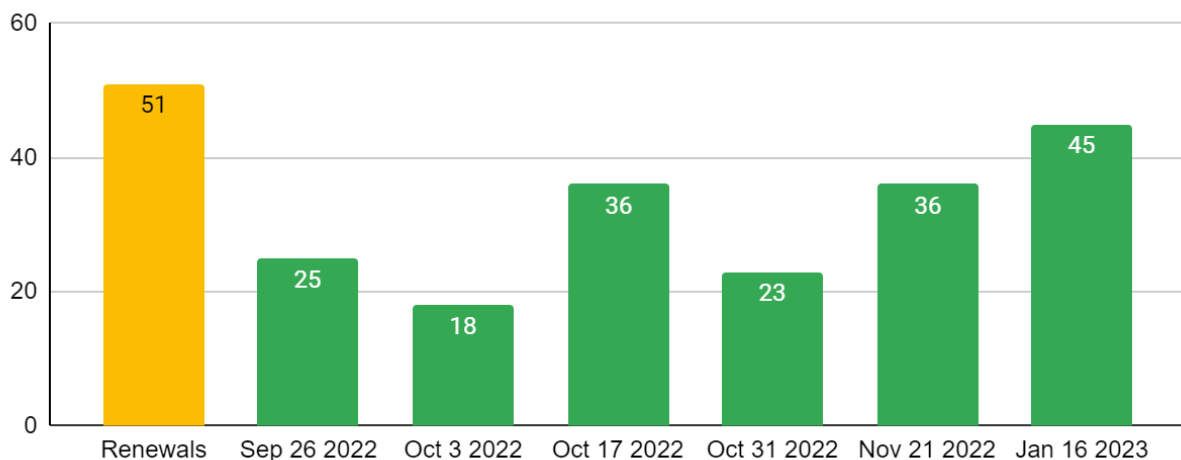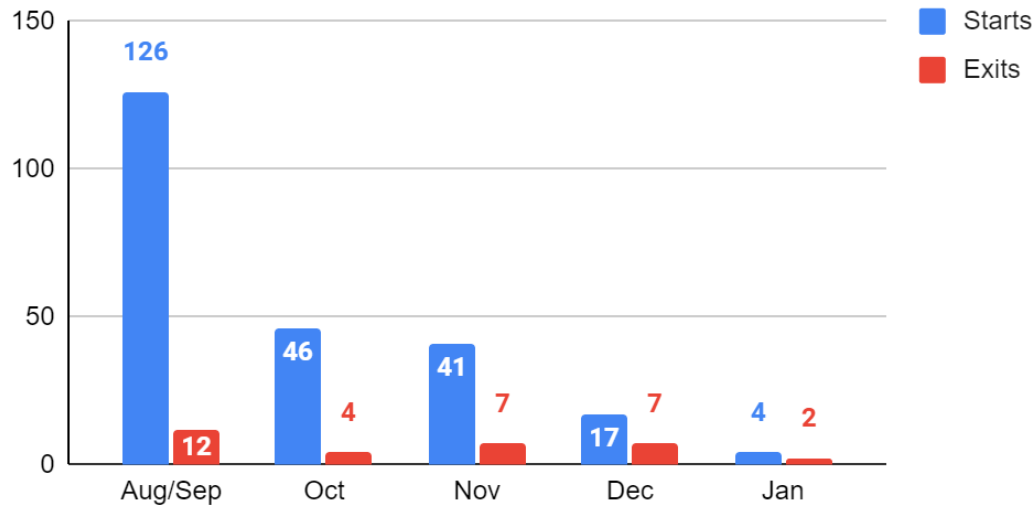


**4.3** Students leave a SAL program at various points throughout the year for various reasons. The graph below highlights the number of SAL starts and exits in each month during first semester of this school year.

## SAL Start/Exits by Month
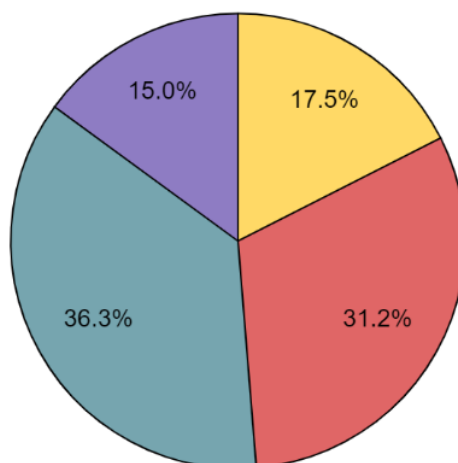### Semester 1 2022-2023



**4.4** Across the District students between the ages of 14 and 17 engage with SAL programs. The graphs below highlight the percentage of students by age as well as the number of students by grade that engaged with SAL programming during semester one.
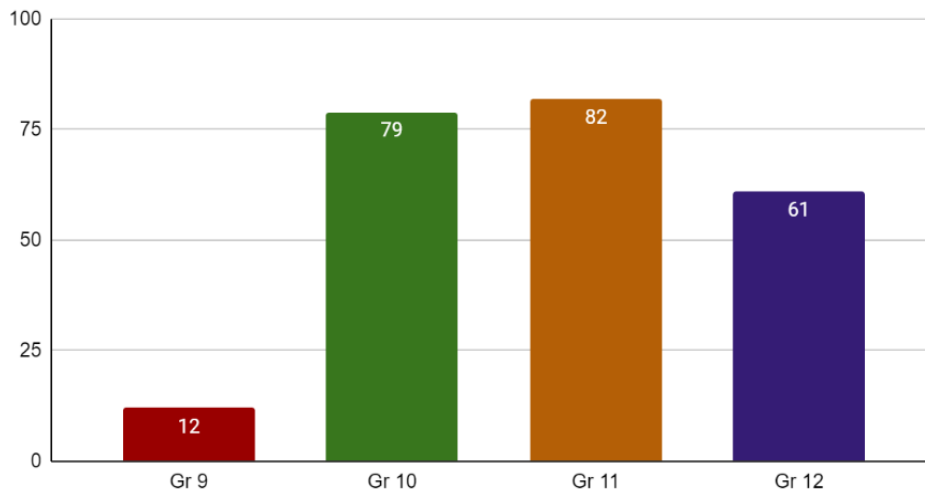
## SAL Students by Age
### Semester 1 2022-2023

## SAL Students by Grade
### Semester 1 2022-2023



Of the 234 students engaged with SAL during first semester, 191 (51%) had an Individual Education Plan (IEP). Students with IEPs are supported throughout the SAL program by classroom teachers.

### 5.0   Financial Implications

The Supervised Alternative Learning Program is funded through the Grants for Student Needs with a budget of $18,000.

### 6.0   Evidence of Impact

**6.1**   The following tables highlight the number of students in first semester who transitioned out of the SAL program at the end of the semester (100) or prior to the end of the semester (32) and their destination as well as information on those who were renewed to stay connected to SAL.

| Total number of students who have transitioned out of SAL to the following locations | Area School | Off Roll/Demitted from DDSB | Other Board | Other School | Graduated | Unknown |
|---|---|---|---|---|---|---|
| 132 | 75 | 9 | 6 | 39 | 1 | 2 |

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| Number of students who were renewed in SAL and continued in the following programs | School-Based Program | Community-Based Learning Program (CBLP) | Individualized Study |
|---|---|---|---|
| 99 | 78 | 21 | 0 |

Throughout semester one there were a total of 432 credits attempted by students in SAL and 379.5 credits achieved.

## 6.2 Community Engagement

During the 2022-23 school year, CBLP students visited Durham College, Oshawa campus for a tour, where they explored possible post-secondary pathways, and learned about the DDSB Center for Success. Many students in SAL access the Youth Job Connect (YJC) through community partners such as the YMCA, to build their employability skills and obtain employment. SAL students have also had the opportunity to hear from guest speakers from community agencies such as CAREA, YMCA, Pinewood Center, and Skills Ontario about topics like financial literacy, pathway planning and community resources and programs.

## 6.3 Volunteering

As part of the learning plan, students may choose to volunteer while participating in SAL. Many students work toward obtaining their 40 hours of community involvement requirement for graduation and some complete additional hours as well. This year students in CBLP volunteered at WindReach Farms and helped maintain the DASS Donation Closet. Many students in CBLP earn ten or more community service hours while participating in SAL.

## 6.4 Well-Being

A primary focus of SAL programs is wellness and mental health. All students in SAL have access to counselling while in the program either through the school social worker, psychological services, or the SAL youth worker. Many other students are connected to community agencies for ongoing support. Educators work closely with agencies who support students including Mental Health and Addictions Nurses (MHAN), Court Services, Children's Aid Service and Durham Regional Police Service. This year students in CBLP participated in Social Emotional Learning (SEL) skills programs led by DDSB Child and Youth Workers. The goal of the program is to build students' knowledge and skills so they can: express their feelings and understand others' feelings; support healthy relationships and respect diversity; make informed decisions and solve problems; and develop a sense of identity and belonging.

### 7.0    <u>Conclusion and/or Recommendations</u>

Supervised Alternative Learning continues to be a successful program to support the needs of many students. SAL programs are offered to students who otherwise may not continue with their education. The flexible options, connections to caring adults, and adaptable learning plans make SAL a viable option for engaging youth who have had difficulties with school engagement. During the 2022-2023 school year, students in the SAL program grew their confidence, improved their well-being, formed connections with the community and set goals for their future success.
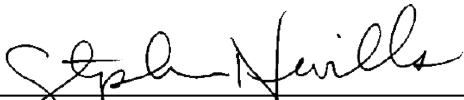
This report is provided to Trustees for information.

Report reviewed and submitted by:

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

_____

Stephen Nevills, Superintendent of Equitable Education

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**DURHAM DISTRICT SCHOOL BOARD**
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board          **DATE:** June 5, 2023

**SUBJECT:** Workforce Census 2022          **PAGE:** 1 of 15

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board
Heather Mundy, Superintendent of People and Culture

## 1.0 Purpose

The purpose of this report is to provide Board of Trustees information on the analysis of the Workforce Census 2022 data.

## 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.*

- To increase the diversity of our workforce so that our students see themselves reflected in the staff that support them.

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

- To monitor the progress of our recruitment strategies to increase the diversity of our workforce.

## 3.0 Background

The Durham District School Board (DDSB) values all employees. It is important to centre the experiences of students as we gather data on who our employees are. As a district, we are committed to increasing the diversity of our workforce to more accurately represent our communities. Students should see themselves and their families/communities reflected in the staff that support them. All DDSB employees should feel included, accepted and welcome, no matter their role. The first DDSB Workforce Census was completed in 2017.

A key component of diversifying the workforce is creating an inclusive hiring process by identifying and removing barriers to the hiring of qualified candidates with diverse identities and lived experiences that reflect and can best support the diverse communities we serve. Of inclusive hiring practices, the Academy to Innovate HR notes the following:

*The **inclusive hiring** process actively recognizes diversity and embraces a wide range of qualities and perspectives that candidates bring to the organization. It's not simply about recruiting people from underrepresented backgrounds or with disabilities in an effort to tick off a box. Instead, inclusive hiring practices aim to level the playing field for all applicants in order to fight against recruitment bias and any form of discrimination.* Reference: https://www.aihr.com/blog/inclusive-hiring/

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3.1    Administration of the Census

The second administration of the DDSB Workforce Census was conducted in May 2022. The workforce census helped us to:
- Paint a picture of who we are as a workforce community;
- Identify strengths and barriers to workplace equity and inclusion;
- Develop and implement plans and supports to address workplace equity; and
- Provide employee information to help us reach our goal and commitment to increasing diversity at all levels of the DDSB.

The census administration window was selected to ensure staff at schools with modified school years would have the opportunity to participate. The census was open for completion from May to June, 2022.Staff meetings across the DDSB included 15 to 30 minutes for staff who were interested in participating to complete the census. In addition to the staff meetings, an email was sent to all staff that included the link to the census and an invitation to participate. An email thanking staff who had participated and inviting others who had not yet participated was also shared across the system. As with the first administration in November 2017, all staff were invited to participate.

The workforce census consists of three components:
- **Organizational demographics**: questions related to an employee's position within the DDSB.
- **Staff demographics**: questions related to the self-reported characteristics of each individual.
- **Perceptions of equity and inclusion**: each person completing the census was invited to reflect on their workplace in terms of how equitable and inclusive they find it related to each demographic characteristic.

The workforce census consists of a total of 42 questions for Administrators/Teachers and 39 questions for all other staff groups. The three additional questions on the Administrator/Teacher census related to their potential interest and pursuit of additional qualifications: Principal's Qualification Program (PQP); and Supervisory Officer's Qualification Program (SOQP). The census was available both in paper and online format. The online version of the census took staff an average of 8.5 minutes to complete. An example of the workforce census can be found in Appendix A.

Access to the census data has been restricted to select members in the Accountability and Assessment Department.Storage of the data follows DDSB security protocols.

3.2    Authority to Collect

The Anti-Racism Act of 2017 (https://www.ontario.ca/laws/statute/17a15) and the Data Standards for the Identification and Monitoring of Systemic Racism (ARD Data Standards) (https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism) provide the context and requirements for the collection of identity data. Since the 2017-2018 administration of the workforce census predated the Data Standards, the tool that was used in 2017-2018 was reviewed and updated to comply with the Data Standards prior to administration of the 2022 census. In addition, the Ontario Human Rights Commission's (OHRC) (https://www.ohrc.on.ca/en) publication *Count me in: Collecting human rights-based data* (https://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data) provides additional guidance on collecting data for purposes consistent with the Ontario Human Rights Code (https://www.ontario.ca/laws/statute/90h19).

3.3    Timeline

The following is an overview of the timeline for the preparation, administration and analysis of the 2022 DDSB Workforce Census:

- **October 2021**:
  - Review and update of the survey to meet the requirements of the ARD Data Standards.
  - Review and update the Privacy Impact Assessment.

- **November 2021**:
  - Review of draft survey with Administrative Council.
  - Review of draft survey with President's Council/ Union and Federation Representatives/ Affinity Networks.

- **December to April 2022**:
  - Update the survey based on feedback from various consultation groups.

- **May 2022**:
  - Administration of the Survey.

- **June 2022 to May 2023**
  - Data analysis.
  - Development of reporting tools.
  - Update and review of historical comparisons of 2017-2018 summaries with 2021-2022 data, where applicable.

- **June 2023**
  - Summary reports for this second administration of the Workforce Census will be prepared and made available for each staff group.

3.4    Key Changes in Recruitment Process since the Workforce Census in 2017-2018

Following the first Workforce Census, the DDSB implemented a number of initiatives to increase the diversity of our workforce to better reflect and represent DDSB student populations and that of Durham Region. Some of the initiatives include but are not limited to:

### 3.4.1   Outreach and Engagement

- For competitions open to the public, we continued and expanded outreach recruitment to attract a diverse pool of qualified applicants for each vacancy. Advertising of positions in various media increased to include targeted diversity media (for example, SHARE for the Black Diaspora) as well as other online job sites versus newspaper-based advertising that was widely used (which had limited reach within Durham only).
- Since 2020 the use of social media (DDSB Facebook, Twitter, Instagram) to advertise employment opportunities has helped to reach larger and more diverse audiences. A DDSB LinkedIn page was created in 2019 to create an online presence for non-teaching positions.
- Support of the Compendium of Action for Black Student Success: 2018 Information Night for Black Educators. Not only opened opportunities but was an avenue to create trust between Black educators and the DDSB. In the years leading up to the event the DDSB was perceived as an organization that did not hire Black educators (or hired very few). People and Culture staff attended the Living Compendium event in May 2023 with an information table sharing recruitment strategies and outcomes.
- Revised and included the equity and accommodation statement not just on the DDSB website, but on each job posting.

### 3.4.2   Recruitment Policy, Procedure, Framework

- Starting in 2014, interview guides and interview questions for both teaching (supply) and non-teaching positions shifted from being subjective, DDSB- specific questions to being behavioral-based questions. This work continued following the 2017/2018 Workforce Census:
  - Behavioral interviewing focuses on a candidate's past experiences by asking candidates to provide specific examples of how they have demonstrated certain behaviors, knowledge, skills and abilities. (Reference: Behavioral Interview Guide: Early Career Job Candidates ©2016 Society for Human Resource Management).
  - Interview guides created with scoring tied to specific look fors, versus scoring methods that were not linked to the specific questions/skills asked in the interview.
  - Designed interview questions for all competitions that assess candidates' abilities to work with a diverse student population and a diverse group of co-workers.
- In 2017 the Equitable Recruitment Framework, Policy and Procedure were launched. The Framework was the first document written to address each step in the recruitment process. Prior to 2017, there was no DDSB policy or procedure for equitable hiring in place.
- As of February 22, 2021, the new PPM 165: School Board Teacher Hiring Practices was released with an effective date of March 31st, 2021. With this short timeline of notice to implementation, Human Resource Services reviewed the PPM and found that our current Equitable Recruitment Policy and Procedure meets the expectations outline in the PPM.
- Within PPM 165, there is clear focus on achieving a diverse and representative teacher workforce that includes teachers with diverse identities and lived experiences. The PPM also emphasizes that practices need to be anti-discriminatory.

- In 2021, Recruitment consulted with a number of stakeholder groups to gather input to support the creation of the Guidelines as part of implementation of PPM 165. DDSB's Equitable Recruitment Policy and Procedure provided the foundation for the teacher guidelines. Both guidelines emphasize that applicants will experience a recruitment process that is accessible, fair, consistent and transparent, regardless of the position that is sought. As part of the 2021 consultation process, the following groups participated: Durham Secondary School Administrators (DSSA), Durham Elementary School Administrators (DESA), Accountability and Assessment, Human Rights and Equity Advisor, Equity Department, Indigenous Education Department, Elementary Teachers Federation of Ontario (ETFO) Occasional Local, ETFO Permanent Local, Ontario Secondary School Teachers Federation (OSSTF) Occasional Local, OSSTF Permanent Local).
  - New and revised tools and resources including the following were developed in partnership with an Administrator working group to establish consistency across the District in hiring practices:
    - Posting template (central language to use in a posting)
    - Short listing tool (how to short list candidates)
    - Interview guide (rubric and categories to use for selection)
    - Interview questions (creation of an interview bank of questions)
    - Reference guide (template for internal and external candidates)

### 3.4.3 Professional Learning

- Designed and provided mandatory bias-aware training to Administrators and HRS staff involved in the hiring process in partnership with the Equity department.
- In 2021 in response to PPM 165, training was provided to school administrators utilizing the new tools and resources.
- Hiring Managers (Administrators, Managers or Supervisors) are expected to complete the Bias Aware Interview Module bi-annually.
- Recruitment Consultants work with Administrators and Managers to provide guidance and to ensure adherence to the DDSB Equitable Recruitment Framework. This includes review of competitions prior to final selection.

### 3.4.4 Voluntary Identity Based Data Collection Pilot

In September 2021, a pilot program was launched, in collaboration with ApplyToEducation, requesting voluntary self-identification of applicants through focused questions in the areas of:

- Indigenous identity
- Racial identity
- Gender identity
- Sexual Orientation
- Religion, Creed, Faith
- Disability status

Each of the questions adhere to the Ontario Anti-Racism Act Data Standards and is now a provincial resource available through ApplyToEducation to all organizations interested in engaging in the collection of this data for the monitoring and evaluation of their hiring processes.

**DDSB**
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To support regular monitoring of the DDSB hiring process, a schedule for data sharing has been established with ApplyToEducation and a set of analytic tools has been developed for regular updates.

To enhance the data accuracy and integrity, the following are being considered:

- Training for managing and updating the application database (e.g., appropriate use of codes/categories).
- Simplifying the hiring process categories into shortlisted, shortlisted/interviewed, and shortlisted/interviewed/hired.
- Developing strategies to encourage participation on self-identified demographic questions.
- Establishing a monitoring schedule that would direct the compilation of application data from ApplyToEducation (e.g., every two months) to identify trends and patterns over time.

## 4.0 Analysis

The 2022 DDSB Workforce Census provides an opportunity to measure the impact from the initiatives that are outlined above. The infographic included in Appendix B provides a visual presentation of key highlights.

In Statistics Canada's 2021 national census, 36% of the total population of the Durham Region indicated they have a racialized identity. This is an increase of 9 percentage points from the 2016 census in the Durham Region. When calculated for the DDSB workforce census, 22% of participants indicated they have a racialized identity, which is an increase of 11% from the 2017-2018 workforce census. This growth in our community and our workforce/staff that participated in the census can be seen in Figure 4 below.

Figure 4: Comparison of the Growth of the Population with Racialized Identities in the Durham Region and the DDSB
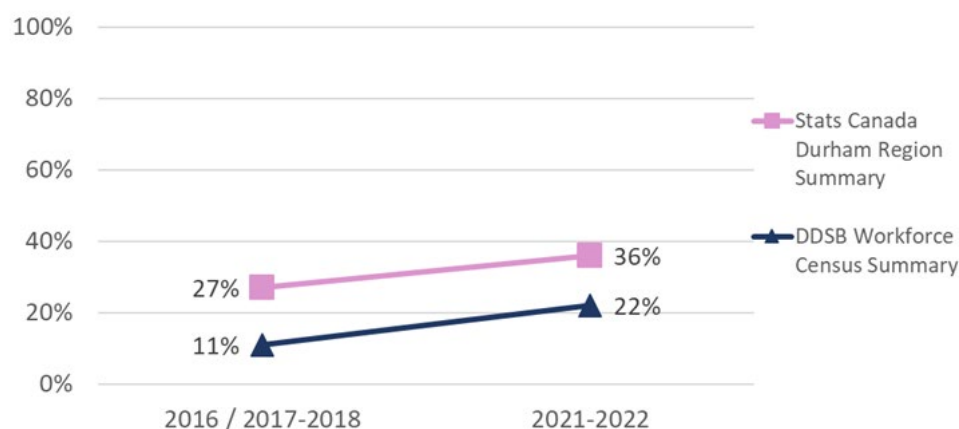


*\* Regional summaries obtained from the Regional Municipality of Durham Information Report, December 16, 2022: https://www.durham.ca/en/living-here/resources/Documents/2022-INFO-102.pdf*

4.1    Participation

The workforce census was anonymous, confidential and voluntary. In the 2022 administration of the Workforce Census, a total of 4,270 staff (30.3%) participated out of the 14,107 eligible staff. 3,692 (26.1%) of the eligible 14,107 staff were non-union contract employees (e.g., Lunchroom supervisors/ uncertified teachers).

*Figure 1: Workforce Census Participation Rates*

In the 2017-2018 administration of the Workforce Census, a total of 4,947 (49%) of staff participated out of 10,147 eligible staff. In comparison, with the first administration in 2017, 677 fewer staff participated (-14 percent) and 3,960 more staff were eligible to participate (+39 percent) in 2022.
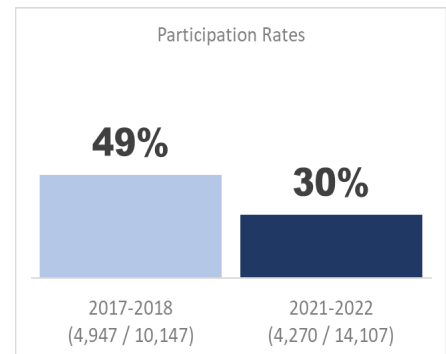
We recognize that the response rate is lower than we would like. The census was administered from May to the end of June 2022 when school teams were meeting virtually and DDSB was experiencing higher staff absences and lower fill rates related to the pandemic. In reflection, we also acknowledge that the communication for the census could have been more proactive and engaging as was the case for our first workforce census. Union and Federation partners were involved in the review of the census document and were supportive of the project. During the pandemic, the number of non-union contract employees increased to support responsibilities and functions, many of whom had brief employee relationships with us. It is possible that non-union contract employees may not have felt they had established enough of a relationship to their role in the DDSB to provide informed responses to the survey questions.

Although the responses represent a portion of the staff DDSB population, employees' lived experiences matter and inform us of where we have grown and where there are opportunities to focus our efforts to better support equity and inclusion for all staff. In addition, some results show disproportionate experiences among different identity groups.

4.2    Highlights

4.2.1    Organizational Demographics in 2021-2022

Among all participants:

- 80% live in the Durham Region.
- 74% were permanent full-time employees of whom 39% were members of ETFO.
- 48% plan to retire in the next 15 years.
- 4% of eligible educators have completed or are currently attending a PQP.
- 11% of administrators have completed or are currently attending an SOQP.

4.2.2   Workforce Demographics in 2021-2022

Among all participants:

- **Age Group:** 49% were 35-49 years old.
- **Fluent Languages (multiple selection)**: American Sign Language (1%), Arabic (1%), English (95%), Farsi (Persian, 1%), French (13%), German (1%), Greek (1%), Gujarati (1%), Hindi (3%), Italian (1%), Macedonian (1%), Portuguese (1%), Punjabi (2%), Spanish (2%), Tamil (1%), Urdu (3%), all other languages were <1%.
- **Religious Identity or Affiliation:** Buddhism (1.2%), Christianity (45%), Hinduism (3%), Islam (4%), Judaism (1.0%), No religious or spiritual affiliation (33%), Sikhism (<1%).
- **Gender Identity:** Two Spirit (<1%), Gender Fluid (<1%), Gender Nonconforming (<1%), Questioning (<1%), Transgender (<1%), Man (19%), Non-Binary (<1%), Woman (77%).
- **Sexual Orientation:** Two Spirit (<1%), Asexual (<1%), Bisexual (2%), Gay (1%), Heterosexual (81%), Lesbian (1%), Pansexual (1%), Queer (1%), Questioning (<1%)
- **Racial Identity:** Indigenous (2%), Black (6%), East Asian (2%), Latino (1%), Middle Eastern (2%), South Asian (8%), Southeast Asian (1%), White (81%).
  - **Years in the DDSB:** Participants were asked how long they had worked for the DDSB. According to Figure 2 below, the category of 1 to 5 years of service had the highest (21.5%) among the other groups, followed by 16 to 20 years of service (18.3%).

- *Figure 2: Workforce Census Summarized by Years of Service*

All Respondents (N=4,263)
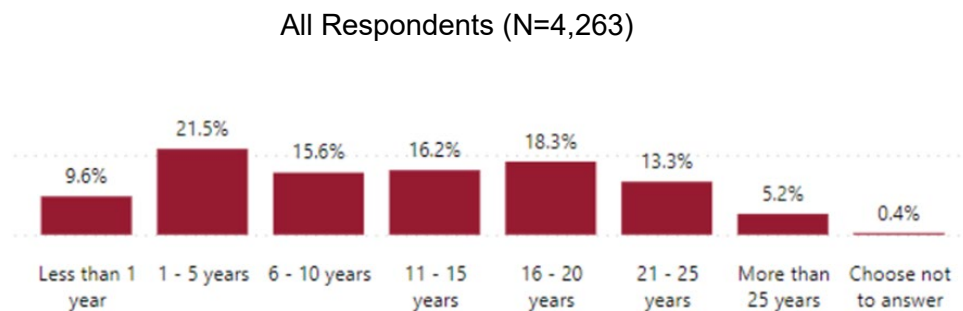


4.2.3   Hiring Patterns

Many census participants who are relatively new to the DDSB (less than 5 years of service) are racialized individuals such as Black, Middle Eastern, South Asian, and Southeast Asian. As indicated in Figure 3, hiring patterns across years of service by racial identity have changed in some racialized groups. However, the number of the "white" employees remains proportionally the highest among racial identities. The full summary of workforce census data is available for review in Appendix C.

*Figure 3: Workforce Census Summarized by Years of Service and Racial Identity*

**DDSB Staff - Year of Service by Racial Identity**



Legend: Less than 1 year, 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, More than 25 years
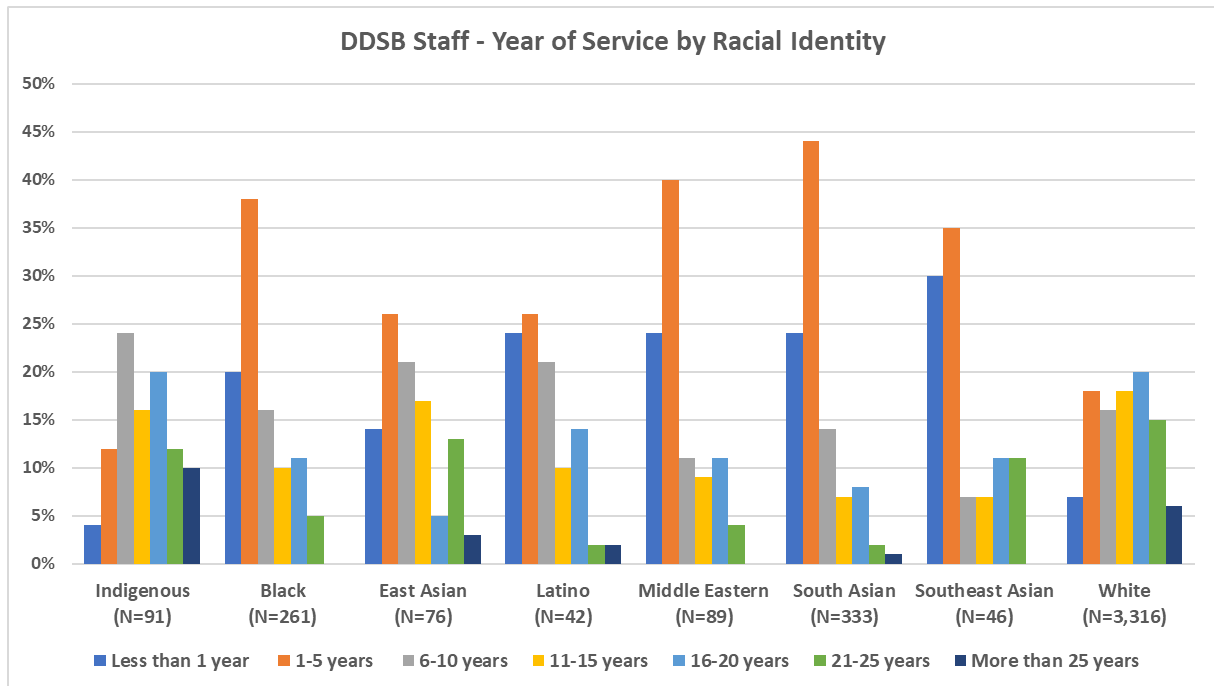
*Note: The chart provides information on patterns of hiring showing an growth in recent years of hiring employees who are raciailized. The largest number of new hires identify as White.*

### 4.2.4   Perceptions of equity and inclusion

The census provides an opportunity to understand who staff are, and staff were also invited to share their reflections on how they felt about their workplace with respect to it being equitable and inclusive.

In terms of identities (age, gender, race, ethnicity, sexual orientation, disability and religion), respondents were asked to respond to the following statements:
- I find my workplace is equitable.
- I find my workplace is inclusive.

A full summary of supplemental analysis for these questions is available for review in Appendix D. Non-responses may disproportionally represent certain social identity groups. As a result, the data collected may not be an accurate representation of all DDSB staff on the demographics aspects. For some identity-based questions, employees chose not to answer. This could be for a variety of reasons and may also signal ongoing work we need to do to continue to build safe, respectful and trusting environments for all employees. Due to the small numbers in some categories,  caution should be exercised when interpreting data or drawing conclusions.

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*Ignite Learning*

Racial Identity

Question: Which racial group(s) best describe you? If you have a multiracial background, select all that apply. *(Please note that calculation of percentage is based on the frequency count as respondents can select more than one racial identity)*

Table 1: Workplace Equity and Inclusion – by Racial Identity (Percent Strongly agreed/agreed)

| Racial Identity | Equity | Inclusion |
|---|---|---|
| Indigenous (N=91) | 65.9% | 75.8% |
| Black (N=261) | 52.1% | 51.4% |
| East Asian (N=76) | 73.7% | 72.4% |
| Latino (N=42) | 73.8% | 69.0% |
| Middle Eastern (N=89) | 71.9% | 73.0% |
| South Asian (N=333) | 74.4% | 74.1% |
| Southeast Asian (N=46) | 84.8% | 82.6% |
| White (N=3,316) | 79.0% | 79.4% |
| **Overall (All Participants)** | **75.8%** | **76.3%** |

- Overall, 75.8% of staff agreed that their workplace was equitable and 76.3% of staff agreed their workplace was inclusive with respect to racial identity.
- Staff who identified as Black had the lowest degree of agreement among other groups for workplace equity and inclusion, with 52.1% and 51.4% respectively.

Religion, Creed, or Spirituality

Question: Please indicate any religion, creed, or spirituality with which you identify. (Select all that apply). *(Please note that calculation of percentage is based on the frequency count as respondents can select more than one religion, creed, spirituality category)*

Table 2: Workplace Equity and Inclusion – by Religion, Creed or Spirituality (Percent Strongly agreed/agreed)

| Religion, Creed, Spirituality* | Equity | Inclusion |
|---|---|---|
| Buddhism (N=48) | 77.1% | 77.1% |
| Christianity (N=1,875) | 69.5% | 68.7% |
| Hinduism (N=137) | 80.6% | 78.4% |
| Indigenous Spirituality (North America) (N=39) | 61.5% | 66.7% |
| Islam (N=167) | 78.0% | 72.2% |
| Judaism(N=42) | 64.3% | 64.3% |
| No Religious or Spiritual Affiliation (N=1,386) | 66.0% | 66.9% |
| Religion - Choose Not to Answer (N=555) | 44.3% | 44.7% |
| Sikhism (N=21) | 66.7% | 47.6% |
| **Overall (All Participants)** | **65.8%** | **65.4%** |

*Note: Religion, creed or spirituality categories are presented in alphabetical order. Categories with fewer than 10 responses are not included due to suppression rules.*

- Overall, 65.8% of staff agreed their workplace was equitable and 65.4% agreed their workplace was inclusive with respect to religious identity or affiliation.
- Staff who "Choose Not to Answer" had the lowest degree of agreement among other groups for workplace equity and inclusion, with 44.3% and 44.7% respectively.

Sexual Orientation

Question: Please indicate your sexual orientation. Select all that apply. *(Please note that calculation of percentage is based on the frequency count as respondents can select more than one sexual orientation category)*

Table 3: Workplace Equity and Inclusion – by Sexual Orientation (Percent Strongly agreed/agreed)

| Sexual Orientation* | Equity | Inclusion |
|---|---|---|
| Asexual (N=26) | 68.0% | 69.2% |
| Bisexual (N=105) | 75.2% | 73.3% |
| Gay (N=44) | 75.0% | 65.9% |
| Heterosexual (N=3,435) | 80.9% | 80.5% |
| Lesbian (N=40) | 72.5% | 65.0% |
| Orientation - Choose Not to Answer (N=544) | 41.4% | 41.3% |
| Orientation - Do Not Understand (N=33) | 43.8% | 40.6% |
| Orientation - Not Sure (N=15) | 42.9% | 50.0% |
| Pansexual (N=31) | 61.3% | 64.5% |
| Queer (N=33) | 63.6% | 51.5% |
| Questioning (N=14) | 71.4% | 78.6% |
| **Overall (All Participants)** | **75.1%** | **74.6%** |

*Note: Sexual orientation categories are presented in alphabetical order. Sexual Orientation categories with fewer than 10 responses are not included due to suppression rules.*

- Overall, 75.1% of staff agreed their workplace was equitable and 74.6% agreed their workplace was inclusive with respect to orientation.
- Staff who "Choose Not to Answer" had the lowest degree of agreement among other groups for workplace equity and inclusion, with 41.4% and 41.3% respectively.

Gender Identity

Question: Please indicate your gender identity (Select all that apply)

*(Please note calculation of percentage is based on the frequency count as respondents can select more than one gender identity)*

Table 4: Workplace Equity and Inclusion – by Gender Identity (Percent Strongly agreed/agreed)

| Gender Identity* | Equity | Inclusion |
|---|---|---|
| Female (N=3,291) | 81.0% | 81.7% |
| Gender Choose Not to Answer (N=134) | 39.6% | 38.8% |
| Gender Do Not Understand (N=10) | 40.0% | 40.0% |
| Gender Fluid (N=10) | 90.0% | 90.0% |
| Gender Nonconforming (N=13) | 69.2% | 69.2% |
| Male (N=802) | 82.3% | 82.4% |
| Non-Binary (N=13) | 69.2% | 76.9% |
| **Overall (All Participants)** | **79.6%** | **80.2%** |

*Note: Gender identity categories are presented in alphabetical order. Gender identity categories with fewer than 10 responses are not included due to suppression rules.*

- Overall, 79.6% of staff agreed their workplace was equitable and 80.2% agreed their workplace was inclusive with respect to gender identity.
- Staff who "Choose Not to Answer" had the lowest degree of agreement among other groups for workplace equity and inclusion, with 39.6% and 38.8% respectively.

4.2.4 Comparison between 2021-2022 and 2017-2018 collections

There has been growth in the percentage of staff:

- who identify as being employed in the DDSB for less than a year (9.6% in 21-22 and 3.5% in 17-18), and for 1 to 5 years (21.5% in 21-22 and 17.7% in 17-18).
- who identify as having Education Sector Experience of 21-25 years (16.9% in 21-22 and 9.1% in 17-18) and Education Experience in Ontario (16% in 21-22 and 8.4% in 17-18)
- who identify as speaking Hindi (+2%), Urdu (+2%), Punjabi (+2%)

An increase is also noted in the representation of staff who identify as Black as part of their identity (multiple response), (32% in 21-22 as compared with 3% in 17-18), Indigenous (37% in 21-22 as compared with 5% in 17-18), South Asian (15% in 21-22 as compared with 1% in 17-18), East Asian (13% in 21-22 as compared with 1% in 17-18), and Latino (11% in 21-22 as compared with <1% in 17-18).

4.3 What We Have Learned

We note that 30% of our employees were brave and open in sharing demographic information that helps to tell a story about DDSB's workforce. We can see that recruitment initiatives outlined in 3.4 have had an impact as we increase the diversity of our workforce, but recognize that we still have more work to do to align with the diverse makeup of the population across Durham Region.

Overall, employees who participated in the census agreed that their workplace was equitable and inclusive, but this is not the experience for all employees. The data show disproportionate experiences based on some identities. The lowest agreement to equitable and inclusive work environments was for employees that identify as Black.

Many census participants who are relatively new to the board (less than 5 years of service) are racialized individuals such as Black, Middle Eastern, South Asian, and Southeast Asian.

**5.0** <u>**Financial Implications**</u>

N/A

**6.0** <u>**Evidence of Impact**</u>

- The Durham Region community is changing and so is the DDSB. These changes, highlighted previously in Figure 4 of employees who participated in the census, show a promising trend in recruitment.
- For unionized employee groups where seniority is a factor in the hiring process, it becomes a challenge for the diversified casual/supply pool of candidates to obtain permanent positions. They must wait until positions open externally and then build up their years of service to move to other positions. This explains why the occasional/supply compliment previously reflected more diversity than our permanent staff. We note that we are seeing greater diversity in our newly hired permanent employees.
- The impact of diversifying the workforce is evident in various departments such as in Social Work. This is an area in which Black families have felt underserved as a result of lack of representation. The number of Social Workers hired to DDSB from the Black diaspora increased during 2017-2019 and may in part be related to the targeted recruitment initiatives implemented. With the increase in Black employees, programs that directly impact Black students were created, including Black Excellence Made Evident (BeMe) (2021).
- The impact of having representation among educators is evident in the following email shared by a teacher regarding a Black student and family and what it meant for them to see themselves in the classroom. Parent: It's important for us to see teachers that hold our same identities, for when we don't see this in our purview, it can limit a child's confidence to go after things they aspire to, let alone limit their imagination of what they could one day become!

- The People and Culture department is one example of a department that has seen significant change in the diversification of employees since 2018 with the change in recruitment process.
- As diverse representation within the DDSB workforce grows, there has been an increasing number of employees organizing themselves into affinity groups/networks to support both employee and student experiences. The DDSB defines affinity networks as being comprised of DDSB employees who identify as members of historically marginalized groups  that may have been minoritized and discriminated against under the Human Rights Code. The DDSB encourages and welcomes engagement with affinity networks in accordance with the DDSB Affinity Network procedure, the Ontario Human Rights Code and the DDSB's Human Rights,Anti-Discrimination and Anti-Racism Policy.

## 7.0   Communication Plan

In order to effectively communicate the Workforce Census with all employees, the following strategies were engaged:

- Information video directed at internal staff. Included representatives from each employee group.
- Initial e-mail and follow-up reminder emails for all staff.
- Dedicated time to be set aside during staff meetings for staff to complete.
- Reminders among leadership groups to complete (I.e., Admin Council, Managers Council, etc.)
- A paper version was made available for staff who may not have access to a computer.

Following the completion of analysis for this second administration of the workforce census, the following communication strategies have been proposed:

- Thank you e-mail to all staff, including key findings and results.
- Media release to highlight key findings and messaging to position results.
- Summary provided to union/federation related to responses from their members.
- Testimonials to highlight progress the DDSB has made.
- Promotional video and social media collateral to share results with the public.

## 8.0   Recommendations

### 8.1   Overall

1. Sharing results with Affinity Networks for recommendations on next steps.
2. Analyze results of this data alongside Student Census data (currently underway) and results of the recruitment identity based data collection to see trends, patterns, additional areas of focus.
3. Review the data to help inform retention and succession planning strategies.
4. Align review and development of new programs and initiatives to the Indigenous Education Policy and Human Rights, Anti-Discrimination and Anti-Racism Policy.

8.2 Recruitment

For 2023, the team continues to revise and introduce new and past programs/initiatives to create an inclusive recruitment strategy:

5. Relaunch a revised Anti-Discrimination Interview Training for Administrators and Managers (revision to incorporate new board policies) partnering with Equity department to create workshop and deliver training.
6. Recruitment process review using Indigenous rights, human rights and anti-oppression principles, which is an on-going process of reviewing and updating different components such as interview guides and continue to align with the Equitable Recruitment Framework.
7. Employee engagement/retention: Information Night for Supply Staff - bring together resources/departments to supply staff to provide an opportunity for them to feel engaged – first launched in 2017.
8. Ongoing outreach to different communities with diverse and intersecting identities.
9. Employee engagement: Interview workshops and resources for occasional elementary and secondary teachers to increase their skills towards obtaining permanent work.
10. Branding DDSB as an employer of choice and providing more exposure to the different career opportunities for employees: employee experiences/stories (day in the life videos/testimonials) – focus on custodial, clerical (supply)

8.3 Future Workforce Census

The DDSB will continue to collaborate with employee Affinity Groups and union/federation partners in development and promotion of future workforce census administrations. We will review our communication plan to ensure proactive promotion to increase participation.

**9.0 Appendices**

Appendix A – Example of Workforce Census
Appendix B – Infographic
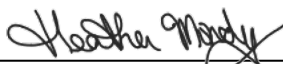Appendix C -  Detailed Summary
Appendix D – Supplemental Analysis

Report reviewed and submitted by:

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

_____
Heather Mundy, Superintendent of People and Culture

## We Are DDSB Workforce Census 2022

### Introduction

**Dear Colleague,**

**You are invited to participate in the *We Are DDSB Workforce Census* to ensure your demographic reality helps us to develop and implement plans and supports to address workplace equity.**

### Why a workforce census?

**The Durham District School Board (DDSB) values diversity as it contributes to the diversification of ideas and perspectives and thereby enriches our teaching and other activities. The DDSB is committed to having a workforce that mirrors the diversity of the pool of potentially qualified applicants for positions at our board.  The workforce census will help us to:**

- **Paint a picture of who we are as a workforce community;**
- **Identify strengths and barriers to workplace equity and inclusion;**
- **Develop and implement plans and supports to address workplace equity; and**
- **Provide employee information to help us reach our goal and commitment to increasing diversity at all levels of the DDSB.**

**As you are aware, we are working to promote and enhance equity and inclusion in the DDSB.  These commitments include launching: Our Action Plan for Equitable Hiring and Promotion in DDSB and implementing the findings.  The workforce census supports the DDSB's strategic plan, the Plan for Student Success, in its goal to achieve inclusion for all through continuous progress on equity.  Your participation in the workforce census will help the DDSB to achieve these goals.  Through our collective diversity, we can inspire success, confidence and hope in each student.**

The workforce census is anonymous, confidential and voluntary.

This data collection initiative reflects the DDSB's commitment to the *Ontario Human Rights Code*, and is aligned with privacy legislation.  You will not be asked to provide your name, contact information, employee number, IP address, or information that can uniquely identify you.  In addition, all of our reports will be aggregated (grouped) to further maintain anonymity.  We will not be analyzing and reporting census results of individuals.  The information collected will be accessible only to DDSB Accountability & Assessment staff whose roles are to produce summary (aggregated, grouped) reports.  No information about groups fewer than 10 is reported to maintain anonymity.

The workforce census will take approximately 15 - 20 minutes to compete and the closing date will be on 20th May, 2022 at 11:59 p.m.  The Census Report will be available to staff once it has been approved by the Trustees at a Regular Meeting of the Board.

Thank you for counting yourself in the DDSB board picture!

Norah Marsh

Director of Education

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## We Are DDSB Workforce Census 2022

**Information**

**Online census**

**Complete this census in one session:**

- **If you start answering the questions, and are unable to finish them, exit the census and start again at another time.**
- **If you exit without submitting the census (using the "Done" button) your answers will not be saved.**
- **Your responses will only be saved confidentially once you have clicked the "Done" button at the end of the census.**

**Navigating census**

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

- **Click the Next button to continue to the next page.**
- **Click the Prev button to return to the previous page.**
- **Click the Exit button (top right corner) to exit the census (answers will not be saved).**
- **Click the Done button to submit your census (answers will be saved).**

**Contact**

**If you have any questions about the *We Are DDSB Workforce Census*, please reach out to the Workforce Census team by email at census@ddsb.ca.**

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**We Are DDSB Workforce Census 2022**

**Organizational Demographics - DDSB Employment**

1. **What is your primary employment status with the DDSB?**

○ **Permanent or probationary <u>full-time</u> employee**

○ **Permanent or probationary <u>part-time</u> employee**

○ **Casual, occasional, temporary, or contract employee**

○ **Choose not to answer**

○ **Other (please specify)**

2. **How long have you been employed with the DDSB?**

| | |
|---|---|
| ○ **Less than 1 year** | ○ **16 - 20 years** |
| ○ **1 - 5 years** | ○ **21 - 25 years** |
| ○ **6 - 10 years** | ○ **More than 25 years** |
| ○ **11 - 15 years** | ○ **Choose not to answer** |

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**Organizational Demographics - Employee Groups**

* **3. Please select the federation, union, or association which reflects your primary job responsibility in the DDSB.**

*If you are currently in an acting position, select the employee group/affiliation for this position. If you are currently on a*

*leave of absence (including secondment), select the employee group/affiliation for the position that you left.*

○ **Non-union casual/contract employee**

○ **CUPE Continuing Education Workers**

○ **CUPE Custodial/Maintenance**

○ **CUPE Educational Assistant/Outdoor Education Instructors**

○ **CUPE Office/Clerical/Technical**

○ **ETFO Designated Early Childhood Educators**

○ **ETFO Permanent Teachers**

○ **ETFO Occasional Teachers**

○ **OSSTF Permanent Teachers**

○ **Other (please specify)**

○ **OSSTF Occasional Teachers**

○ **OSSTF PSSP**

○ **Management/Professional/Administrative**

○ **Senior Administration/Supervisory Officer (e.g. Director, Superintendent)**

○ **School Administrator - Principal/Officer**

○ **School Administrator - Vice Principal**

○ **Education Facilitator/Coaches (i.e. teacher on secondment)**

○ **Choose not to answer**

**Position of responsibility:** **means a position of responsibility within the bargaining unit for unionized staff. Additionally, position of responsibility applies to those who hold managerial positions and/or are expected to fulfill (and are compensated for) additional duties within the scope of their role. A position of responsibility does not necessarily imply management of other staff, but instead, could involve the management of workflow and/or workload assignment.**

**4. Do you currently hold a position of responsibility?**

*(Includes but not limited to: administrator, lead, coordinator, facilitator, head custodian, manager, office manager,*

*president of a federation/association/union, secondary school department head, supervisor)*

○ **Yes**　　○ **No**　　○ **Choose not to answer**

**5. Are you currently in an acting position?**

○ **Yes**　　○ **No**　　○ **Choose not to answer**

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**Leadership**

**6. Have you successfully completed or are currently attending a Principal's Qualification Program (PQP)?**

○ **Yes**   ○ **No**   ○ **Choose not to answer**

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**Leadership**

**7. Indicate your projected timeline for pursuing an administrator position within the DDSB.**

○ **Likely to apply for the next available position**

○ **Likely to apply within 1 year**

○ **Likely to apply within 2 - 3 years**

○ **Likely to apply within 4 - 5 years**

○ **Likely to be more than 5 years before I apply**

○ **Unlikely that I will be applying**

○ **Choose not to answer**

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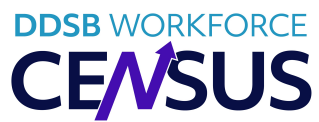
**We Are DDSB Workforce Census 2022**

**Senior Administrative Leadership**

**8. Have you successfully completed or are currently attending a Supervisory Officer's Qualification Program (SOQP)?**

◯ **Yes**　　◯ **No**　　◯ **Choose not to answer**

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**Senior Administrative Leadership**

**9. Indicate your projected timeline for pursuing a Superintendent position within the DDSB.**

○ **Likely to apply for the next available position**

○ **Likely to apply within 1 year**

○ **Likely to apply within 2 - 3 years**

○ **Likely to apply within 4 - 5 years**

○ **Likely to be more than 5 years before I apply**

○ **Unlikely that I will be applying**

○ **Choose not to answer**

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**Organizational Demographics - Location**

**10. Do you live in Durham Region?**

◯ **Yes**　　◯ **No**　　◯ **Choose not to answer**

**11. Where is your primary work location?**

◯ **DDSB Education Centre**

◯ **Elementary school**

◯ **Secondary school (including alternative schools & continuing education facilities)**

◯ **Maintenance shop/office**

◯ **Itinerant locations (assigned to different work locations)**

◯ **Choose not to answer**

◯ **Other (please specify)**

[ ]

**12. What is your primary work schedule?** *Select all that apply.*

☐ **Days**

☐ **Afternoons**

☐ **Nights**

☐ **Weekends**

☐ **Choose not to answer**

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**Professional Background**

13. **What is the highest level of education you have completed?**

◯ **No school degree, certificate or diploma**

◯ **Secondary school diploma or equivalency certificate**

◯ **Registered apprenticeship certificate**

◯ **Other trades certificate or diploma**

◯ **College certificate or diploma**

◯ **Bachelor's degree**

◯ **Certificate or diploma above bachelor level**

◯ **Master's degree**

◯ **Doctorate**

◯ **Choose not to answer**

◯ **Not indicated above (please specify)**

14. **Where did you complete your highest level of education?**

◯ **In Canada**

◯ **Outside of Canada**

◯ **Both inside and outside of Canada**

◯ **Choose not to answer**

**15. How many years have you been working in the education sector?**

○ Less than 1 year

○ 1 - 5 years

○ 6 - 10 years

○ 11 - 15 years

○ 16 - 20 years

○ 21 - 25 years

○ More than 25 years

○ Choose not to answer

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**Professional Background**

**16. How many years have you been working in the education sector in Ontario?**

◯ **Less than 1 year**

◯ **1 - 5 years**

◯ **6 - 10 years**

◯ **11 - 15 years**

◯ **16 - 20 years**

◯ **21 - 25 years**

◯ **More than 25 years**

◯ **Choose not to answer**

**17. When do you plan to retire?**

◯ **Less than 1 year**

◯ **1 - 5 years**

◯ **6 - 10 years**

◯ **11 - 15 years**

◯ **16 - 20 years**

◯ **21 - 25 years**

◯ **26 - 30 years**

◯ **More than 30 years**

◯ **Do not know/undecided**

◯ **Choose not to answer**

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**Workforce Demographics**

**18. Do you identify as First Nations, Métis, and/or Inuit?**
**If yes, select all that apply:**

☐ **No**

☐ **Yes, First Nations**

☐ **Yes, Métis**

☐ **Yes, Inuit**

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

**19. What is your ethnic or cultural origin?**
**Specify as many ethnic or cultural origins as apply:**

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

**20. In terms of equity relating to ethnic or cultural origin, I find my workplace is equitable.**

Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**21. In terms of inclusion relating to ethnic or cultural origin, I find my workplace is inclusive.**

Inclusion: refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

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**We Are DDSB Workforce Census 2022**

**Racial Identity**

**\*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.**

**22. Which racial group(s)\* best describes you?**
**If you have a mixed background, select all that apply:**

☐ **Black (African, Afro-Caribbean, African Canadian descent)**

☐ **East Asian (Chinese, Japanese, Korean, Taiwanese descent)**

☐ **Indigenous (First Nations, Métis, Inuit descent)**

☐ **Latino/Latina/Latinx (Latin American, Hispanic descent)**

☐ **Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)**

☐ **South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)**

☐ **Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)**

☐ **White (European descent)**

☐ **A racial group not listed here (please specify):**

**23. In terms of equity relating to Race, I find my workplace is equitable.**

Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**24. In terms of inclusion relating to Race, I find my workplace is inclusive.**

Inclusion: refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**We Are DDSB Workforce Census 2022**

**Age**

**25. To which age group do you belong?**

○ **Younger than 20 years**　　　　○ **45 - 49 years**

○ **20 - 24 years**　　　　　　　　○ **50 - 54 years**

○ **25 - 29 years**　　　　　　　　○ **55 - 59 years**

○ **30 - 34 years**　　　　　　　　○ **60 - 64 years**

○ **35 - 39 years**　　　　　　　　○ **65 years or older**

○ **40 - 44 years**　　　　　　　　○ **Choose not to answer**

**26. In terms of equity relating to Age, I find my workplace is equitable.**

**Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.**

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**27. In terms of inclusion relating to Age, I find my workplace is inclusive.**

<u>Inclusion</u>: **refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.**

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**DDSB** WORKFORCE
**CE/SUS**

## We Are DDSB Workforce Census 2022

**Gender Identity**

*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).

**28. What is your gender identity*?** *Select all that apply.*

☐ **Woman (Female)**

☐ **Gender Fluid, *relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.***

☐ **Gender Nonconforming, *not being in line with the cultural associations made in a given society about a person's sex assigned at birth.***

☐ **Man (Male)**

☐ **Non Binary, *refers to a person whose gender identity does not align with the binary concept of gender such as man or woman.***

☐ **Transgender, *refers to a person whose gender identity differs from the one associated with their birth-assigned sex.***

☐ **Two-Spirit, *an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.***

☐ **Questioning, *refers to a person who is unsure about their own gender identity.***

☐ **Not sure**

☐ **Choose not to answer**

☐ **I do not understand this question**

☐ **A gender Identity not listed here (please specify):**

```

```

**29. In terms of equity relating to Gender, I find my workplace is equitable.**

Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not sure/Don't Know**

○ **Choose Not to Answer**

**30. In terms of inclusion relating to Gender, I find my workplace is inclusive.**

Inclusion: refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

# DDSB WORKFORCE CENSUS

## We Are DDSB Workforce Census 2022

### Sexual Orientation

**\*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.**

**31. What is your sexual orientation*?** *Select all that apply.*

☐ **Asexual,** *a person that experiences no sexual attraction to others.*

☐ **Bisexual,** *a person who is physically/sexually and emotionally attracted to both males and females.*

☐ **Gay,** *a person who is physically/sexually and emotionally attracted to someone of the same sex. The term "gay" typically refers to males, but in some contexts can be used for both males and females.*

☐ **Lesbian,** *a female who is attracted physically/sexually and emotionally almost exclusively to other females.*

☐ **Pansexual,** *a person who is attracted physically/sexually and emotionally to others, without being limited by sex or gender identity.*

☐ **Queer,** *the term "queer" refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model.*

☐ **A sexual orientation not listed here (please specify):**

☐ **Questioning,** *refers to a person who is unsure about their own sexual orientation.*

☐ **Straight,** *a person who is physically/sexually and emotionally attracted exclusively to someone of the opposite sex.*

☐ **Two-Spirit,** *an Indigenous person whose gender identity, sexual orientation, or spiritual identity includes masculine, feminine or non-binary spirits.*

☐ **Not sure**

☐ **Choose not to answer**

☐ **I do not understand this question**

**32. In terms of equity relating to Sexual Orientation, I find my workplace is equitable.**
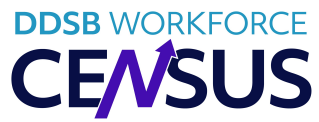
Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**33. In terms of inclusion relating to Sexual Orientation, I find my workplace is inclusive.**

Inclusion: refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**DDSB** WORKFORCE
**CE/\SUS**

## We Are DDSB Workforce Census 2022

**Disability - Condition(s)**

**\*The term "disability" covers a broad range and degree of conditions.  A disability may have been present at birth, caused by accident, or developed over time.  Section 10 of the *Ontario Human Rights Code* defines "disability" as:**

**1.  any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,**

**2.  a condition of mental impairment or a developmental disability,**

**3.  a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,**

**4.  a mental disorder, or**

**5.  an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997.***

*For more information about a condition or disability, please refer to the We Are DDSB Workforce*

*Census Information Package or as it applies to the Ontario Human Rights Code, go to* **www.ohrc.on.ca**

* **34. Do you consider yourself to be a person with a condition or disability*?**

**Note:** *Responding to this question does not constitute notice to the employer about the existence of a condition or disability.*

○ **Yes**

○ **No**

○ **Not sure**

○ **Choose not to answer**

○ **I do not understand this question**

**DDSB** WORKFORCE
**CE/\\SUS**

## We Are DDSB Workforce Census 2022

**Disability - Condition(s)**

*For more information about a condition or disability, please refer to the We Are DDSB Workforce Census Information Package or as it applies to the Ontario Human Rights Code, go to www.ohrc.on.ca*

**35. What is the nature of your condition(s) or disability?** *Select all that apply*.

**Note:** *Responding to this question does not constitute notice to the employer about the existence of a condition or disability.*

☐ **Addiction**

☐ **Chronic medical condition**

☐ **Cognitive impairment (e.g. brain injury)**

☐ **Intellectual/developmental**

☐ **Deaf or Hard of Hearing**

☐ **Learning**

☐ **Memory**

☐ **Mental health**

☐ **Pain**

☐ **Physical, functional, and/or mobility**

☐ **Blind or Low Vision**

☐ **Speech/Language Impairment**

☐ **Choose not to answer**

☐ **Condition/disability not listed here, please specify**

**DDSB WORKFORCE CENSUS**

## We Are DDSB Workforce Census 2022

**Disability - Condition(s)**

*For more information about a condition or disability, please refer to the We Are DDSB Workforce Census Information Package or as it applies to the Ontario Human Rights Code, go to www.ohrc.on.ca*

### 36. In terms of equity relating to Conditions or Disability, I find my workplace is equitable.

**Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.**

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**37. In terms of inclusion relating to Conditions or Disability, I find my workplace is inclusive.**

Inclusion: refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

# DDSB WORKFORCE CENSUS

## We Are DDSB Workforce Census 2022

### Language

**38. In which language(s) can you communicate fluently?** *Select all that apply.*

Note: The list of languages sourced from Statistics Canada National Household Survey (NHS) Profile, Durham Region Health Unit, Ontario, 2011.

☐ Afrikaans
☐ Akan (Twi)
☐ Albanian
☐ Algonquin
☐ American Sign Language
☐ Amharic
☐ Anishinaabemowin
☐ Arabic
☐ Armenian
☐ Atikamekw
☐ Bantu languages
☐ Bengali
☐ Berber languages (Kabyle)
☐ Bisayan languages
☐ Blackfoot
☐ Bosnian
☐ Bulgarian

☐ Greek
☐ Gujarati
☐ Hakka
☐ Haudenosaunee
☐ Hebrew
☐ Hindi
☐ Hungarian
☐ Ilokano
☐ Indo-Iranian languages
☐ Innu/Montagnais
☐ Inuktitut
☐ Italian
☐ Japanese
☐ Kannada
☐ Khmer (Cambodian)
☐ Konkani
☐ Korean

☐ Panjabi (Punjabi)
☐ Pashto/Pashtu
☐ Polish
☐ Portuguese
☐ Romanian
☐ Rundi (Kirundi)
☐ Russian
☐ Rwanda (Kinyarwanda)
☐ Semitic languages
☐ Serbian
☐ Serbo-Croatian
☐ Sindhi
☐ Sinhala (Sinhalese)
☐ Slavey
☐ Slovak
☐ Slovenian
☐ Somali

- [ ] Cantonese
- [ ] Carrier
- [ ] Chinese
- [ ] Cree languages
- [ ] Creole
- [ ] Croatian
- [ ] Czech
- [ ] Danish
- [ ] Dene
- [ ] Dutch
- [ ] English
- [ ] Estonian
- [ ] Farsi (Persian)
- [ ] Finnish
- [ ] Flemish
- [ ] French
- [ ] Fukien
- [ ] Gaelic languages
- [ ] German

- [ ] Kurdish
- [ ] Lao
- [ ] Latvian
- [ ] Lingala
- [ ] Lithuanian
- [ ] Macedonian
- [ ] Malay
- [ ] Malayalam
- [ ] Maltese
- [ ] Mandarin
- [ ] Marathi
- [ ] Mi'kmaq
- [ ] Nepali
- [ ] Niger-Congo languages
- [ ] Ninimowin
- [ ] Norwegian
- [ ] Ojibway
- [ ] Oji-Cree
- [ ] Oromo

- [ ] Spanish
- [ ] Stoney
- [ ] Swahili
- [ ] Swedish
- [ ] Tagalog (Pilipino, Filipino)
- [ ] Taiwanese
- [ ] Tamil
- [ ] Telugu
- [ ] Thai
- [ ] Tigrigna
- [ ] Tlicho (Dogrib)
- [ ] Turkish
- [ ] Ukrainian
- [ ] Urdu
- [ ] Vietnamese
- [ ] Yiddish
- [ ] Choose not to answer

- [ ] Other languages not listed, please specify

**DDSB** WORKFORCE
**CENSUS**

## We Are DDSB Workforce Census 2022

**Religion & Spirituality**

<u>Religion</u>: **a professed system and confession of faith, including both beliefs and observances or worship.  A belief in a God or gods, or a single supreme being or deity is not a requisite.  Religion includes the practices, beliefs and observances that are part of a faith or religion.  It does not include personal, moral, ethical or political views.  Nor does it include religions that promote violence or hate towards others, or that violate criminal law (*Ontario Human Rights Code*).**

**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.**

**39. Indicate any religion, creed, or spirituality with which you identify.**
*Select all that apply:*

☐ **Buddhist**           ☐ **Jewish**

☐ **Catholic**          ☐ **Muslim**

☐ **Christian**         ☐ **Sikh**

☐ **Hindu**             ☐ **No religion**

☐ **Indigenous Spirituality**    ☐ **Choose not to answer**

☐ **Another religion or spiritual affiliation**

|  |
| --- |

**40. In terms of equity relating to Religion, Creed or Spirituality, I find my workplace is equitable.**

Equity: refers to the rights of people to have equal access to goods, services and opportunities in society. To ensure equality of opportunity, equity programs may treat some persons or groups differently when the situation in society precludes equal treatment.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

**41. In terms of inclusion relating to Religion, Creed or Spirituality, I find my workplace is inclusive.**

Inclusion: refers to how diversity is leveraged to create a fair, equitable, healthy and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued. It is also the state of being valued, respected, and involved. Inclusion is about recognizing the needs of each individual and ensuring the right conditions are in place so that each person has the opportunity to achieve their full potential. It is reflected in an organization's culture and practices, in addition to its programs and policies.

○ **Strongly Disagree**

○ **Disagree**

○ **Agree**

○ **Strongly Agree**

○ **Not Sure/Don't Know**

○ **Choose Not to Answer**

# DDSB WORKFORCE CENSUS

## We Are DDSB Workforce Census 2022

**42.** *We welcome your thoughts and comments, please share them here:*

**Now that you are finished, click on "Done" and your responses will be submitted.**

**You will then return to the Durham District School Board home page.**

*Thank you for taking the time to complete the* We Are **DDSB** WORKFORCE CENSUS

**Accountability and Assessment Department Staff provide formatting, layout and phrasing suggestions during the development of the census.  The census is for the sole use of the DDSB and is not to be used for any other purpose or redistributed to any other individual/organization.  The census content, including statements, questions, respondent comments and results, and any inquiries derived from the aforementioned are the responsibility of the school/organization conducting the census.  Census results internal to the DDSB are not to be distributed to organizations/individuals external to the DDSB.**

**This information is collected and compiled in accordance with MFOIPOP, for purposes consistent with the provision of public educational services by the DDSB and in particular with respect to the stated subject and purpose set out in the introduction of this census.**

**DDSB** WORKFORCE
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# CENSUS

## 2021-2022 Analysis

**4,270 staff participated, representing 30% of all staff**

In Statistics Canada's 2021 national census, 36% of the total population of the Durham Region had a racialized identity. This is a growth of 9 percentage points in the Durham Region from the 2016 census. When calculated in the DDSB workforce census this represents 22% of respondents which is **a growth of 11% from the 2017-2018 workforce census**.

GUJARATI **ITALIAN** TAMIL
FARSI **AMERICAN SIGN LANGUAGE**
MACEDONIAN **SPANISH** SERBIAN
UKRAINIAN
**URDU** CHINESE **GERMAN** ESTONIAN
POLISH **CANTONESE** CREOLE
**GREEK** **ARABIC** PANJABI (PUNJABI)
DUTCH **HINDI** PORTUGUESE

Languages spoken by DDSB Employees
in addition to English

- 2% Indigenous
- 6% Black
- 2% East Asian
- 1% Latino
- 2% Middle Eastern
- 8% South Asian
- 1% Southeast Asian
- 81% White
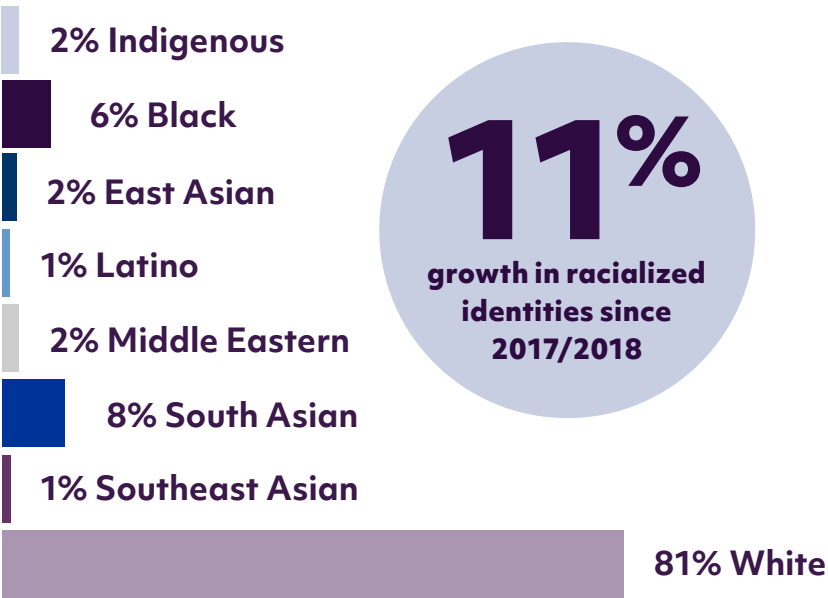
**11%** growth in racialized identities since 2017/2018

## Sexual Orientation

**14**% Did not understand the question/ Chose not to answer

**5**% 2SLGBTQI+
* Two-Spirit, Asexual, Orientation Fluid, Questioning, Pansexual, Queer, Lesbian, Gay, Bisexual

**81**% Heterosexual

# Employment Status

**74% of respondents were permanent full-time employees**

- 74%
- 21%
- 3%
- 1.5%
- 0.5%

- ● Permanent full time employee
- ● Casual, occasional, temporary, or contract employee
- ● Permanent part-time employee
- ● Chose not to answer
- ● Other

## Gender Identity

**1**% Two-Spirit, Gender Fluid, Gender Non-Conforming, Non-Binary, Transgender

**77**% Woman

**19**% Man

**3**% Gender Identity not shared
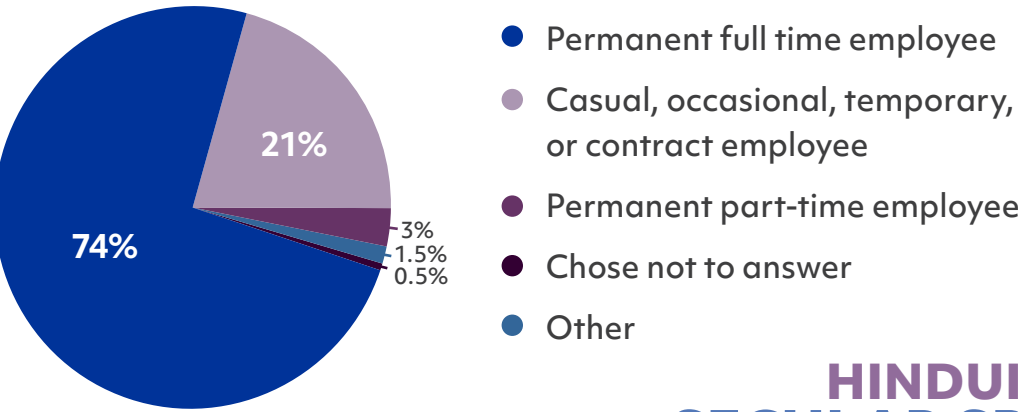
## Duration of time employed by the DDSB

- Less than a year
- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- more than 25 years
- Chose not to answer

HINDUISM JUDAISM
**SECULAR SPIRITUAL** HUMANISM
SIKHISM **CHRISTIANITY**
INDIGENOUS SPIRITUALITY (NORTH AMERICAN)*
**BUDDHISM** ISLAM WICCA
**NO AFFILIATION**

Religious affiliations of DDSB Employees

Percentage of employees by identity, that agree their workplace as equitable / inclusive.*

| EQUITY | INCLUSION |
| --- | --- |
| 82% Age | 82% Age |
| 80% Gender | 80% Gender |
| 76% Race | 76% Race |
| 75% Ethnicity | 77% Ethnicity |
| 75% Orientation | 75% Orientation |
| 68% Disability | 68% Disability |
| 66% Religion | 65% Religion |

* Note: In addition to this overview, there are differences of agreement across the categories within each identity.

**80%** of employees live in **Durham Region**

*Percentages may not sum to 100% due to rounding. Summaries are provided for individual categories. Intersectional analysis in progress.*

# We Are DDSB - Workforce Census Report
## Background and Resources 2017-18 & 2021-22

Appendix C

On May 2 2022, DDSB staff were invited to participate in the 2022 Workforce Census. Contained within this report are the results of the 2022 census alongside those from the 2017-18 administration. Click the following link to view a sample of the surveys.

*Per distribution email sent from Communications:*
A Workforce Census Spark hub hosts additional census information and links.

In 2017, we launched the first employee workforce census to better understand the demographics of the dynamic team across the DDSB. It told us that while progress is being made, more work needs to be done to have a workforce that reflects the communities we serve. We put in place strategies that aimed to reduce identified gaps and now, it's time to measure our progress.

All responses are recorded anonymously. No identifiable information is asked or tracked, the results can be found here which has been shared with all employees. If you have any questions, please reach out to the Workforce Census team by email at census@ddsb.ca.

Data suppression: To maintain anonymity, any summaries resulting in fewer than 10 responses are hidden within this report.

# We Are DDSB - Workforce Census Report
## Background and Resources 2017-18 & 2021-22

**Census Participation - Staff Groups** (Please select the federation, union, or association which reflects your primary job responsibility in the DDSB?)

| Staff Group | 2017-2018 | | | 2021-2022 | | |
|---|---|---|---|---|---|---|
| | Staff | Respondents | Response Rate | Staff | Respondents | Response Rate |
| **Permanent** | **7149** | **4277** | **59.8%** | **7708** | **3450** | **44.8%** |
| CUPE Continuing Education Workers | 49 | 26 | 53.1% | 45 | 52 | 115.6% |
| CUPE Custodial Maintenance | 567 | 178 | 31.4% | 557 | 136 | 24.4% |
| CUPE Educational Assistant/Outdoor Education Instructors | 824 | 383 | 46.5% | 866 | 355 | 41.0% |
| CUPE Office/Clerical/Technical | 402 | 277 | 68.9% | 410 | 238 | 58.0% |
| Education Facilitator/Coaches (i.e. Teacher on Secondment) | 19 | 11 | 57.9% | 0 | | |
| ETFO Designated Early Childhood Educators | 335 | 169 | 50.4% | 317 | 106 | 33.4% |
| ETFO Permanent Teachers | 2880 | 1936 | 67.2% | 3317 | 1554 | 46.8% |
| Management/Professional/Administrative | 236 | 172 | 72.9% | 183 | 103 | 56.3% |
| OSSTF Permanent Teachers | 1542 | 875 | 56.7% | 1586 | 669 | 42.2% |
| OSSTF PSSP | 0 | | | 117 | 59 | 50.4% |
| School Administrator - Principal/Officer | 281 | 239 | 85.1% | 298 | 160 | 53.7% |
| Senior Administration/Supervisory Officer | 14 | 11 | 78.6% | 12 | | |
| **Contract** | **907** | **65** | **7.2%** | **3692** | **169** | **4.6%** |
| Non-Union Casual Contract Employee | 907 | 65 | 7.2% | 3692 | 169 | 4.6% |
| **Occasional** | **2091** | **531** | **25.4%** | **2707** | **520** | **19.2%** |
| ETFO Occasional Teachers | 1388 | 411 | 29.6% | 1720 | 363 | 21.1% |
| OSSTF Occasional Teachers | 703 | 120 | 17.1% | 987 | 157 | 15.9% |
| **Other** | **0** | **74** | | **0** | **131** | |
| Choose not to answer | 0 | 57 | | 0 | 81 | |
| Other | 0 | 17 | | 0 | 50 | |
| **Total** | **10147** | **4947** | **48.8%** | **14107** | **4270** | **30.3%** |

Acting Position
(Are you currently in an acting position?)

| 2017-18 | 2021-22 |
|---|---|
| 7.1% | 7.3% |

Position of Responsibility
(Do you currently hold a position of responsibility?)

| 2017-18 | 2021-22 |
|---|---|
| 19.7% | 18.9% |

# Organizational Demographics
## Workforce Census Report 2017-18 & 2021-22

**DDSB**
*Ignite Learning*

## Primary employment status - **Count and Percent**
(What is your primary employment status with the DDSB?)

● 2017-18  ● 2021-22



Count chart:
- Permanent or probationary full-time employee: 4054, 3160
- Casual, occasional, temporary, or contract employee: 688, 889
- Permanent or probationary part-time employee: 153, 133
- Other (please specify): 40, 58
- Choose not to answer: 24, 17

Percent chart:
- Permanent or probationary full-time employee: 81.8%, 74.2%
- Casual, occasional, temporary, or contract employee: 13.9%, 20.9%
- Permanent or probationary part-time employee: 3.1%, 3.1%
- Other (please specify): 0.8%, 1.4%
- Choose not to answer: 0.5%, 0.4%

## Duration with DDSB - **Percent**
(How long have you been employed by the DDSB?)

● 2017-18  ● 2021-22

- Less than 1 year: 3.5%, 9.6%
- 1 - 5 years: 17.7%, 21.5%
- 6 - 10 years: 19.4%, 15.6%
- 11 - 15 years: 24.6%, 16.2%
- 16 - 20 years: 19.2%, 18.3%
- 21 - 25 years: 5.3%, 13.3%
- More than 25 years: 9.7%, 5.2%
- Choose not to answer: 0.6%, 0.4%
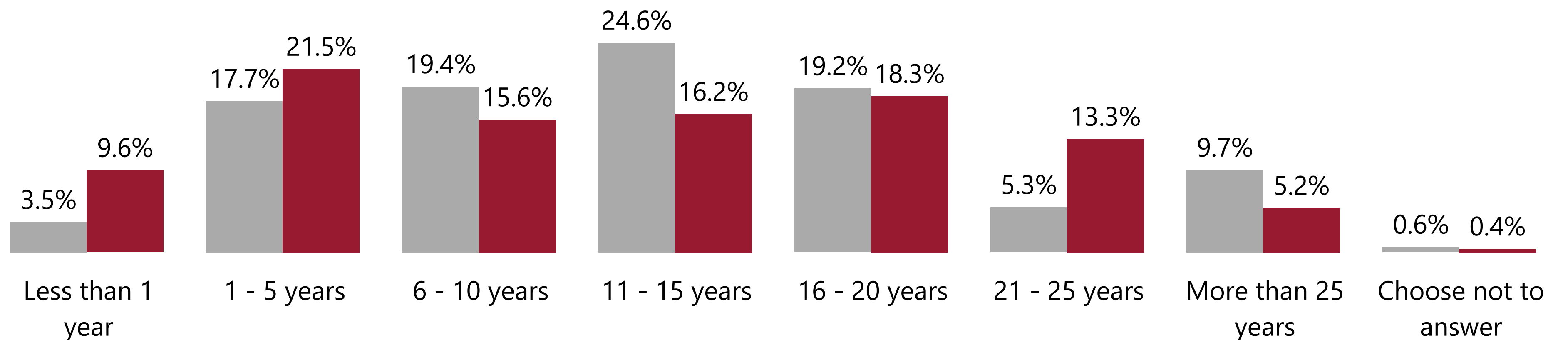
# Leadership
## Workforce Census Report 2017-18 & 2021-22

**DDSB** — Ignite Learning

## Principals Qualification Program - **Count and Percent**
(Have you successfully completed or are currently attending a principals/supervisory officers qualification program (PQP/SOQP)?)

*Answers summarized for eligible teachers

**Year** ● 2017-18 ● 2021-22

- No: 3140 (2017-18), 2585 (2021-22)
- Yes: 143 (2017-18), 120 (2021-22)
- Choose not to answer: 45 (2017-18), 28 (2021-22)

- No: 94% (2017-18), 95% (2021-22)
- Yes: 4% (2017-18), 4% (2021-22)
- Choose not to answer: 1% (2017-18), 1% (2021-22)

## Supervisory Officers Qualification Program - **Count and Percent**
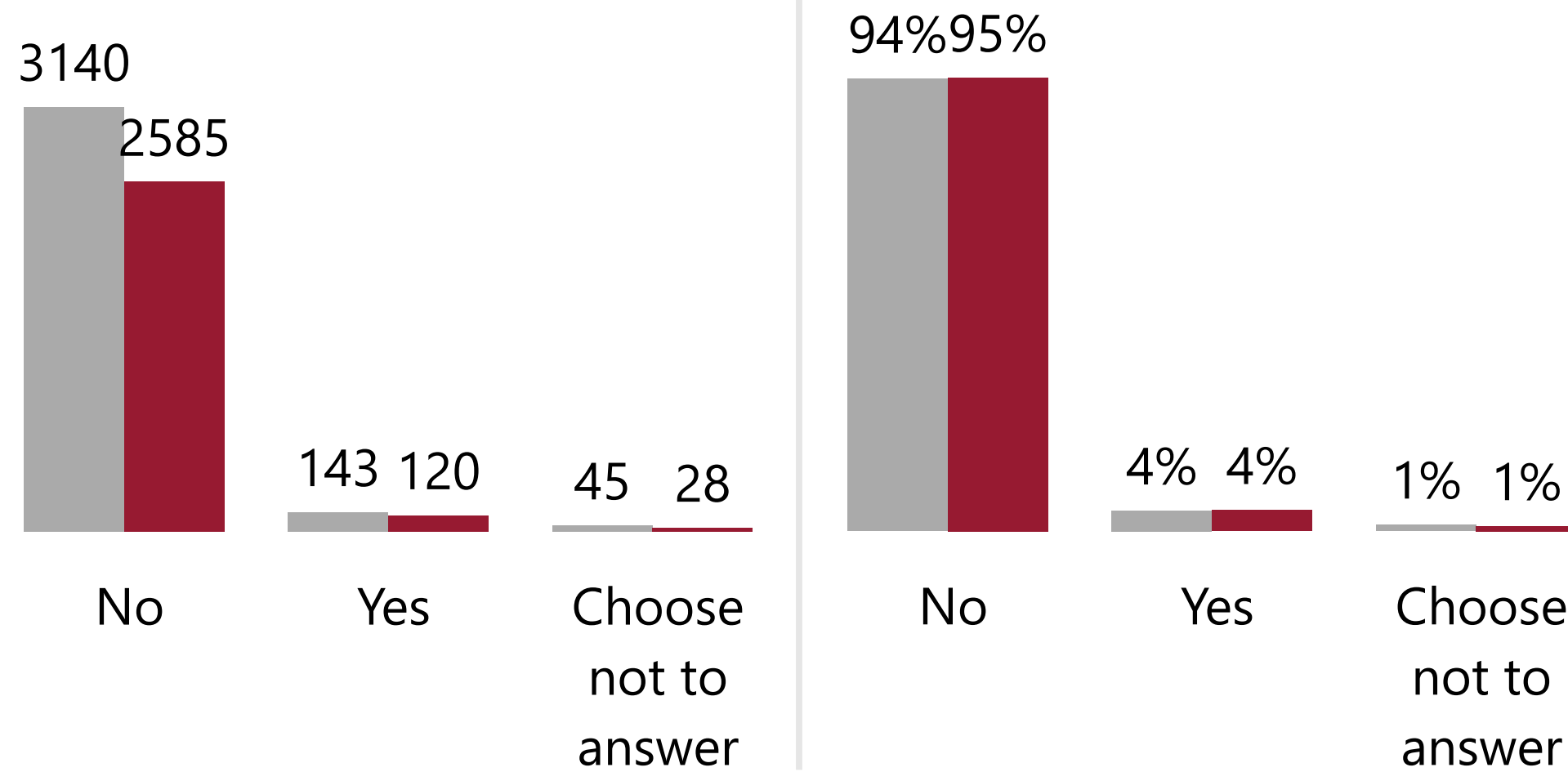
*Answers summarized for eligible principals

**Year** ● 2017-18 ● 2021-22

- No: 225 (2017-18), 138 (2021-22)
- Yes: 10 (2017-18), 18 (2021-22)

- No: 95% (2017-18), 87% (2021-22)
- Yes: 4% (2017-18), 11% (2021-22)
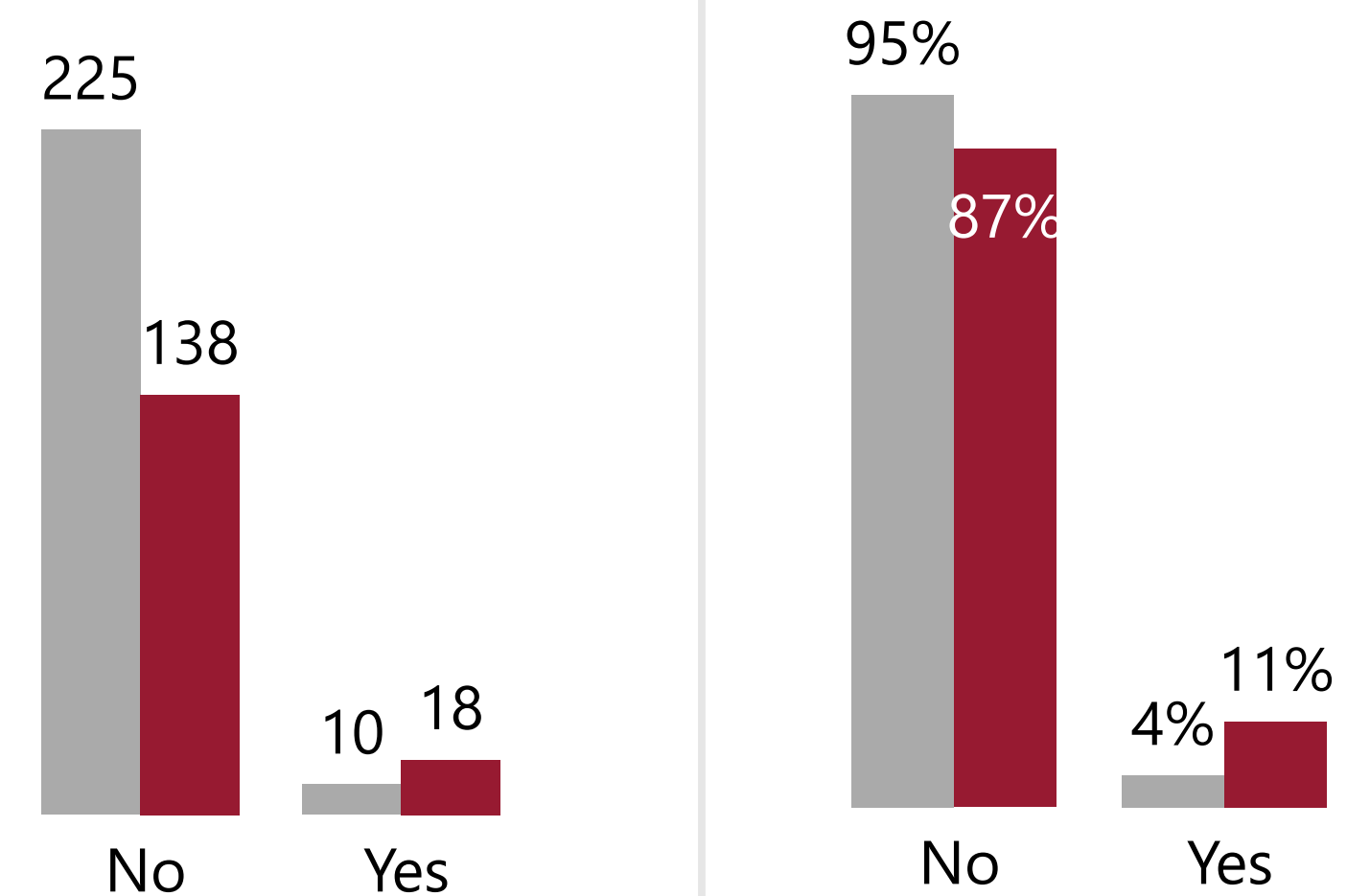
## PQP Projected Timeline - **Count**
(Indicate your projected timeline for pursuing leadership position within the DDSB.)

**Year** ● 2017-18 ● 2021-22

- Likely to apply for the next available position: 19 (2017-18)
- Likely to apply for the next available position: 10 (2021-22)
- Likely to apply within 1 year: 24 (2017-18), 15 (2021-22)
- Likely to apply within 2 - 3 years: 27 (2017-18), 12 (2021-22)
- Likely to apply within 4 - 5 years: 10 (2017-18), 10 (2021-22)
- Likely to be more than 5 years before I apply: 12 (2017-18)
- Unlikely that I will be applying: 51 (2017-18), 60 (2021-22)
- Choose not to answer: 11 (2017-18), 15 (2021-22)

# Organizational Location
## Workforce Census Report 2017-18 & 2021-22

## Staff in Durham
(Do you live in Durham region?)

**Response** ●No ●Yes ●Choose not to answer
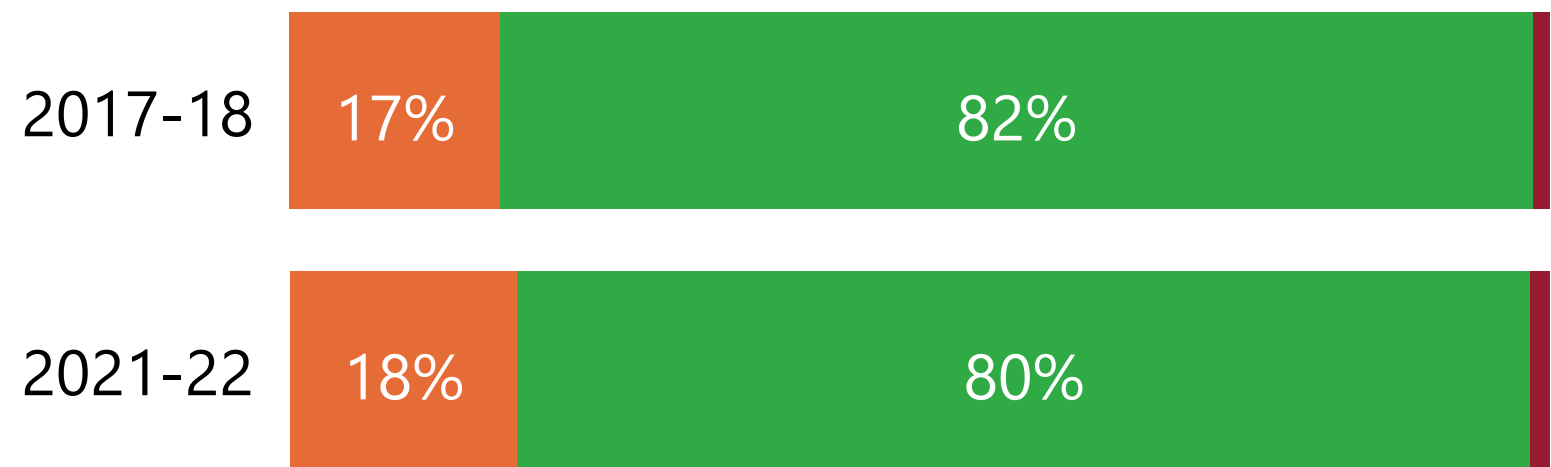


## Work Location
(Where is your primary work location?)

| Response | 2017-18 | 2021-22 | Total |
|---|---|---|---|
| Elementary school | 3180 | 2683 | **5863** |
| Secondary school (including alternative schools & continuing education facilities) | 1274 | 1066 | **2340** |
| DDSB Board Office | 277 | | **277** |
| DDSB Education Centre | | 246 | **246** |
| Itinerant locations (assigned to different work locations) | 109 | 115 | **224** |
| Other (please specify) | 59 | 97 | **156** |
| Choose not to answer | 51 | 51 | **102** |
| Maintenance shop/office | 12 | | **17** |
| **Total** | **4962** | **4263** | **9225** |

## Work Schedule - **Count and Percent**
(What is your primary work schedule? Select all that apply)
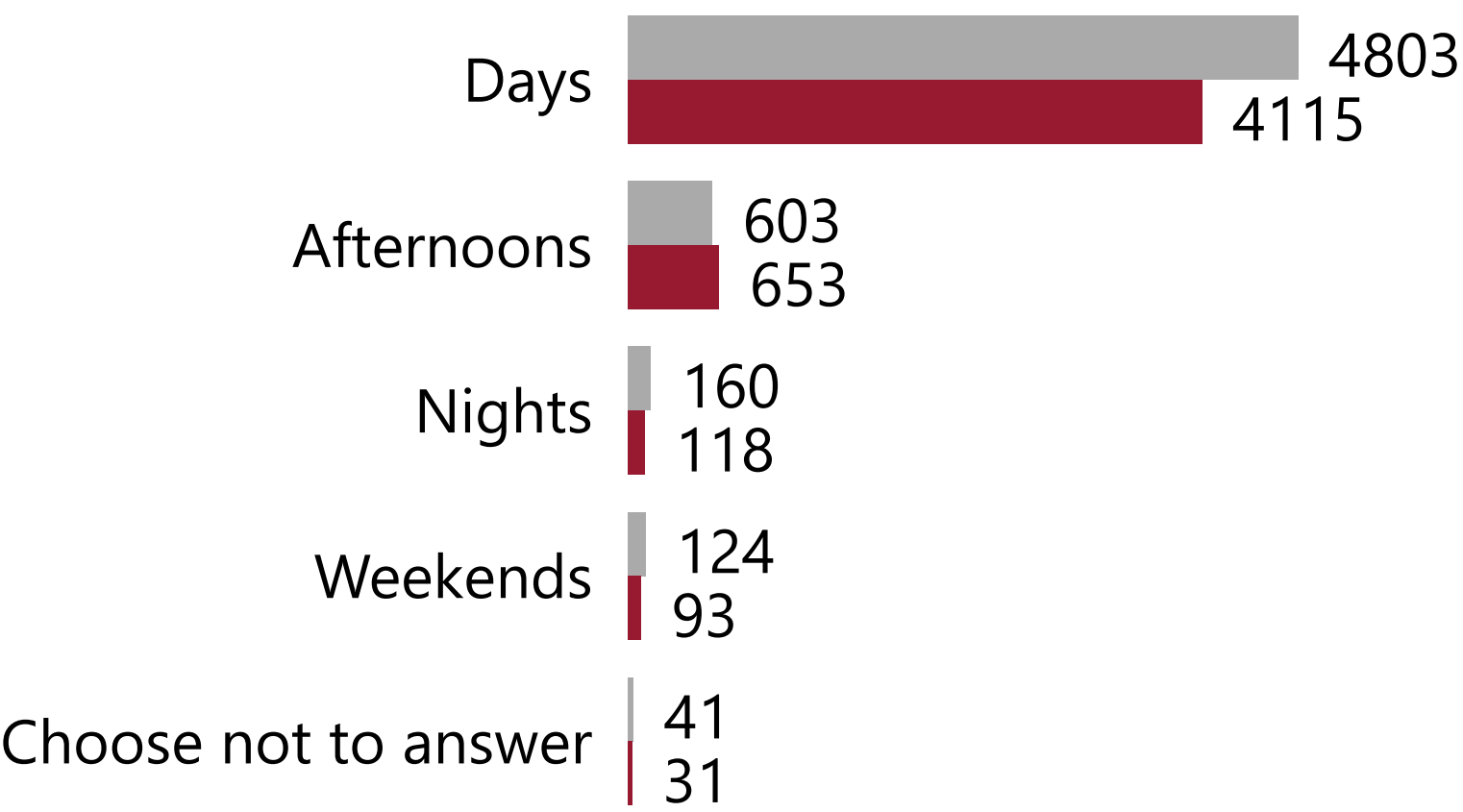
**Year** ●2017-18 ●2021-22



●2017-18 ●2021-22
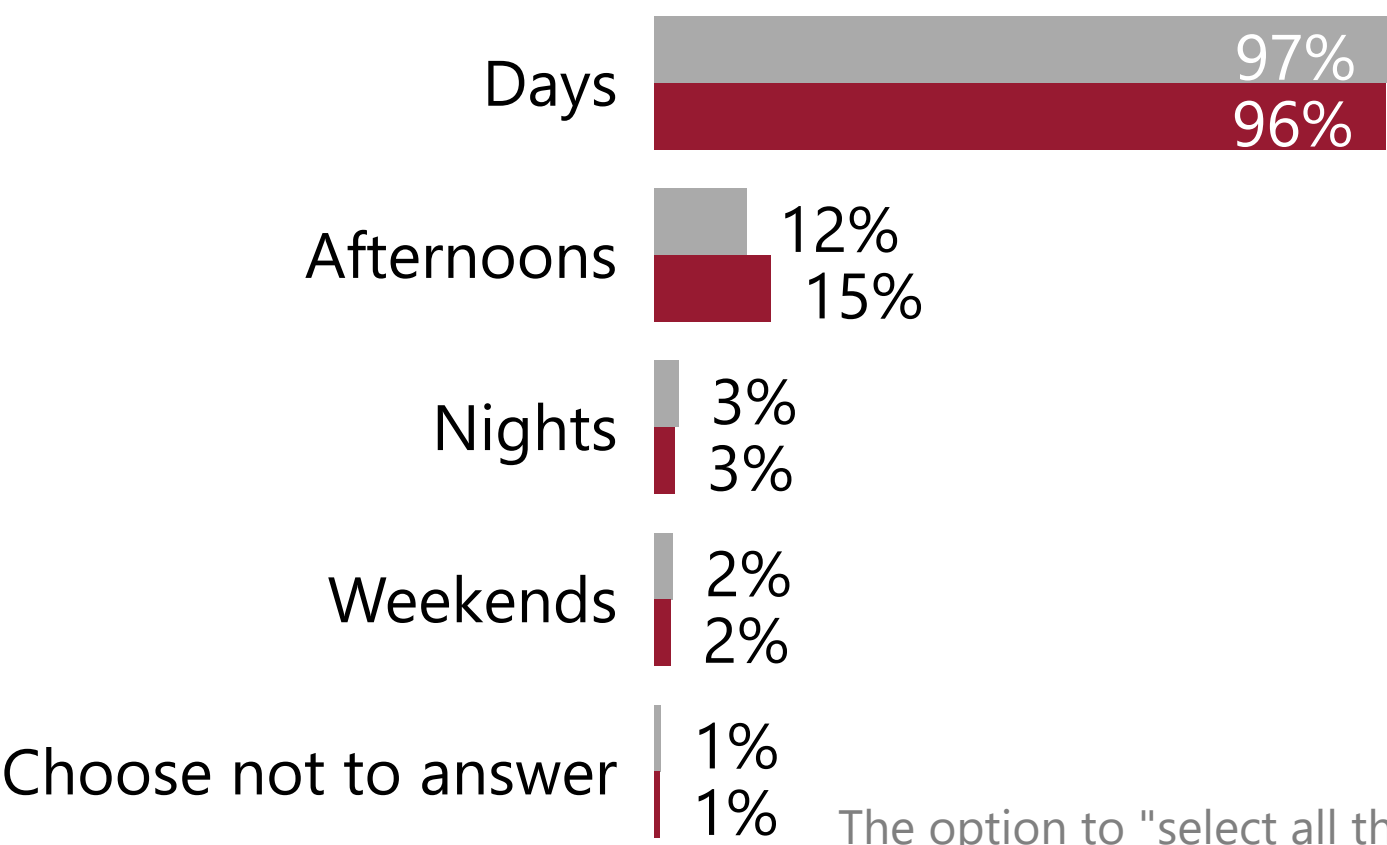


The option to "select all that apply" results in the year totals being over 100%. E.g. What percent of staff selected "..."?

# Professional Background
## Workforce Census Report 2017-18 & 2021-22

**DDSB**
*Ignite Learning*

## Staff in Durham
### (What is the highest level of education you have completed?)

Note: "Column %" field is a column total. E.g. What percent of the board selected "..."?

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| Bachelor's degree | 2207 | 45% | 1833 | 43% |
| Certificate or diploma above bachelor level | 979 | 20% | 781 | 18% |
| College certificate or diploma | 687 | 14% | 634 | 15% |
| Master's degree | 629 | 13% | 630 | 15% |
| Secondary school diploma or equivalency certificate | 232 | 5% | 210 | 5% |
| Choose not to answer | 92 | 2% | 75 | 2% |
| Other trades certificate or diploma | 39 | 1% | 32 | 1% |
| Not indicated aboveÂ (please specify) | 66 | 1% | | |
| Not indicated above (please specify) | | | 39 | 1% |
| Doctorate | 16 | 0% | 14 | 0% |
| **Total** | **4952** | **100%** | **4258** | **100%** |

## Work Location
### (Where did you complete your highest level of education?)

● 2017-18  ● 2021-22



Both inside and outside of Canada: 4.3% / 5.0%
In Canada: 87.0% / 83.7%
Outside of Canada: 7.8% / 10.6%
Choose not to answer: 0.9% / 0.7%
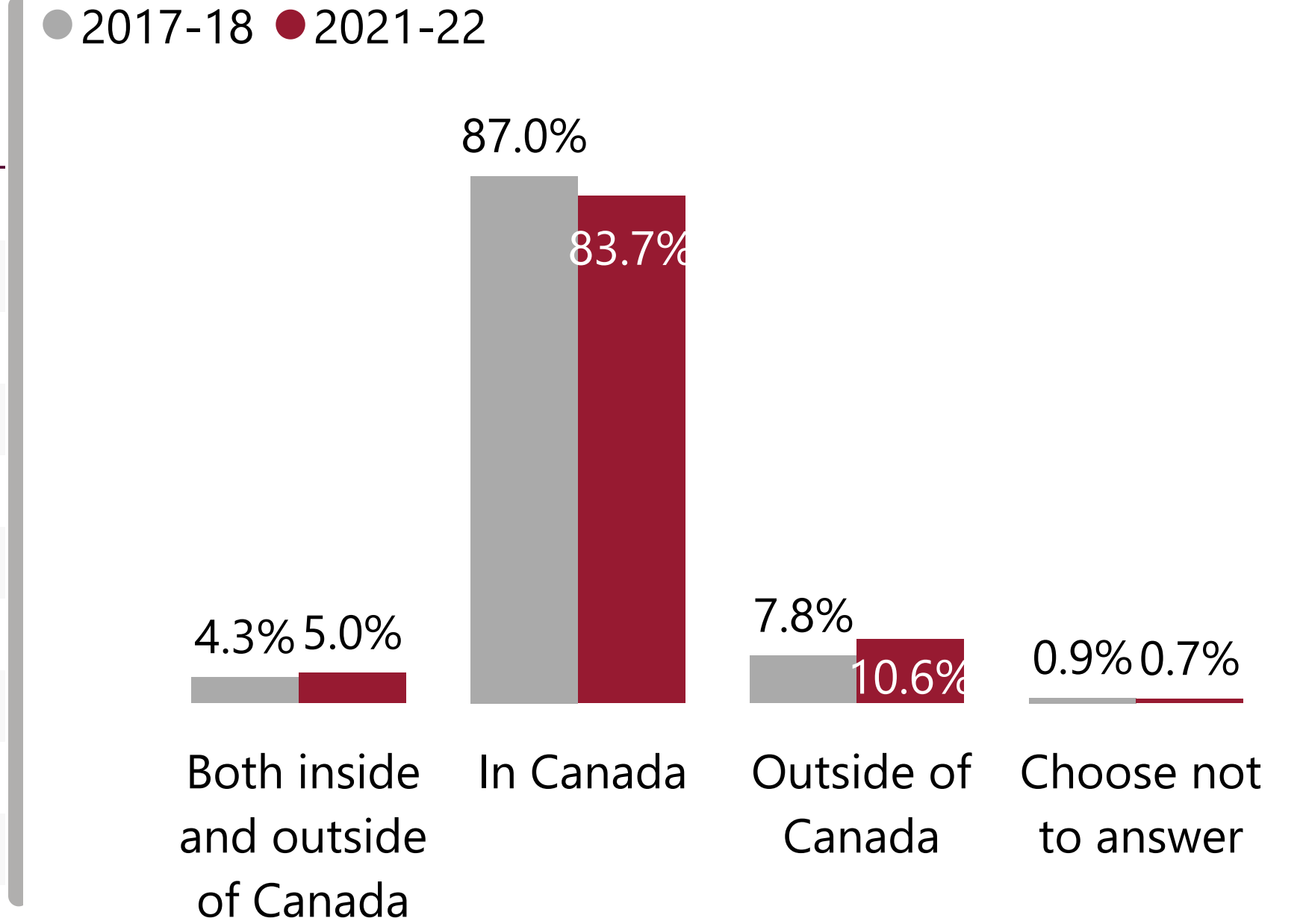
## Retirement Planning
### (When do you plan to retire?)

● 2017-18  ● 2021-22



| | 2017-18 | 2021-22 |
|---|---|---|
| Do not know/und... | 13.2% | 16.4% |
| Less than 1 year | 1.6% | 1.9% |
| 1 - 5 years | 13.3% | 13.0% |
| 6 - 10 years | 13.6% | 15.5% |
| 11 - 15 years | 17.4% | 17.4% |
| 16 - 20 years | 14.1% | 10.4% |
| 21 - 25 years | 10.7% | 8.7% |
| 26 - 30 years | 8.4% | 7.8% |
| More than 30 years | 5.3% | 5.9% |
| Choose not to answer | 2.6% | 2.9% |
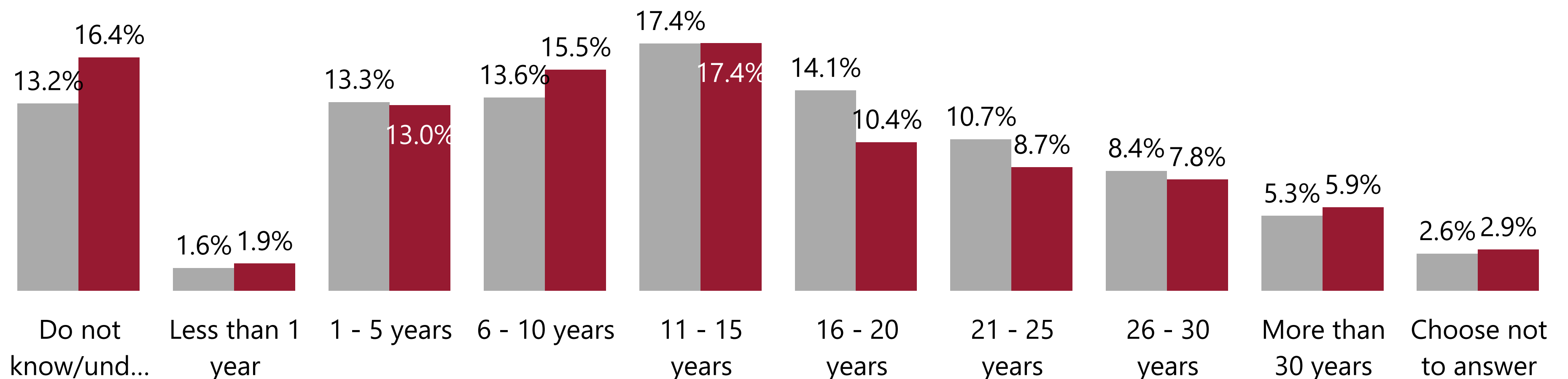
# Education Experience
## Workforce Census Report 2017-18 & 2021-22

**Education Sector Experience**
(How many years have you worked in the education sector?)
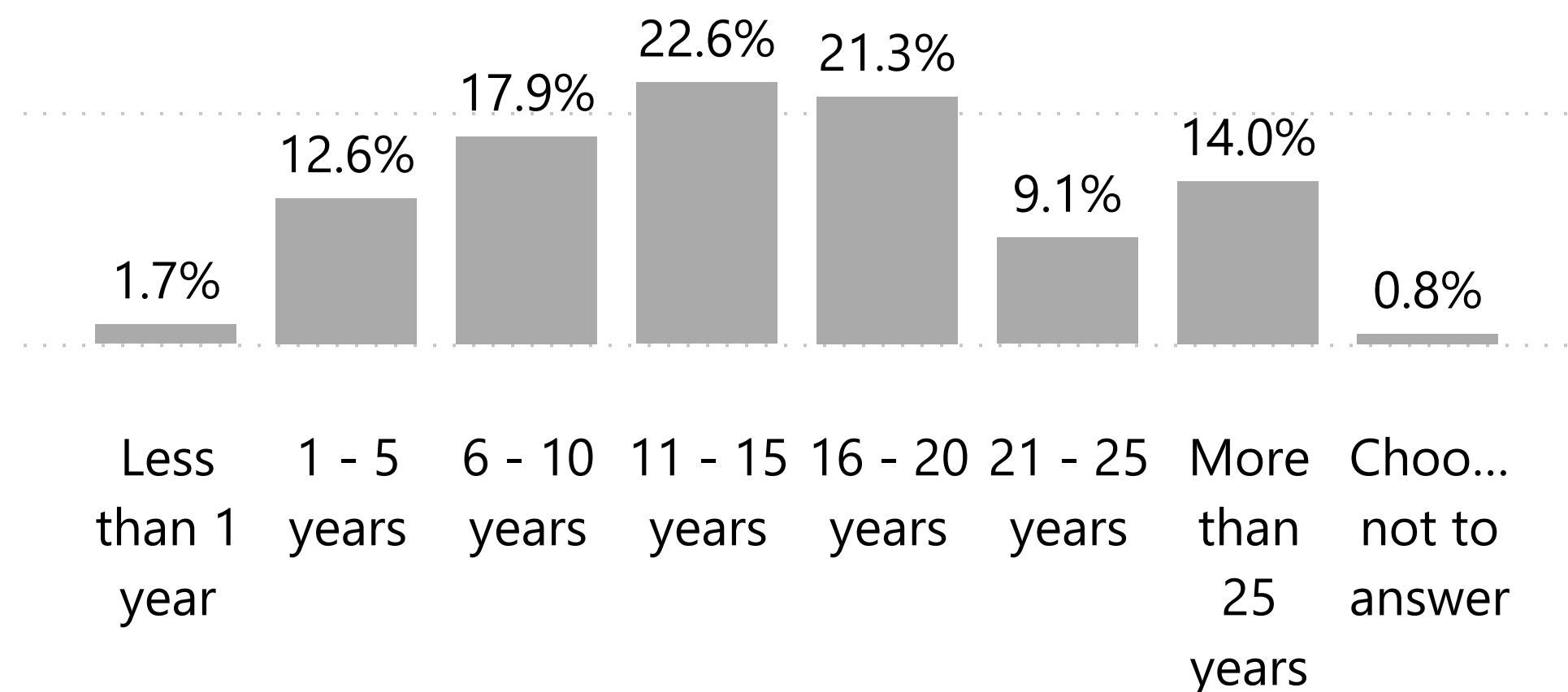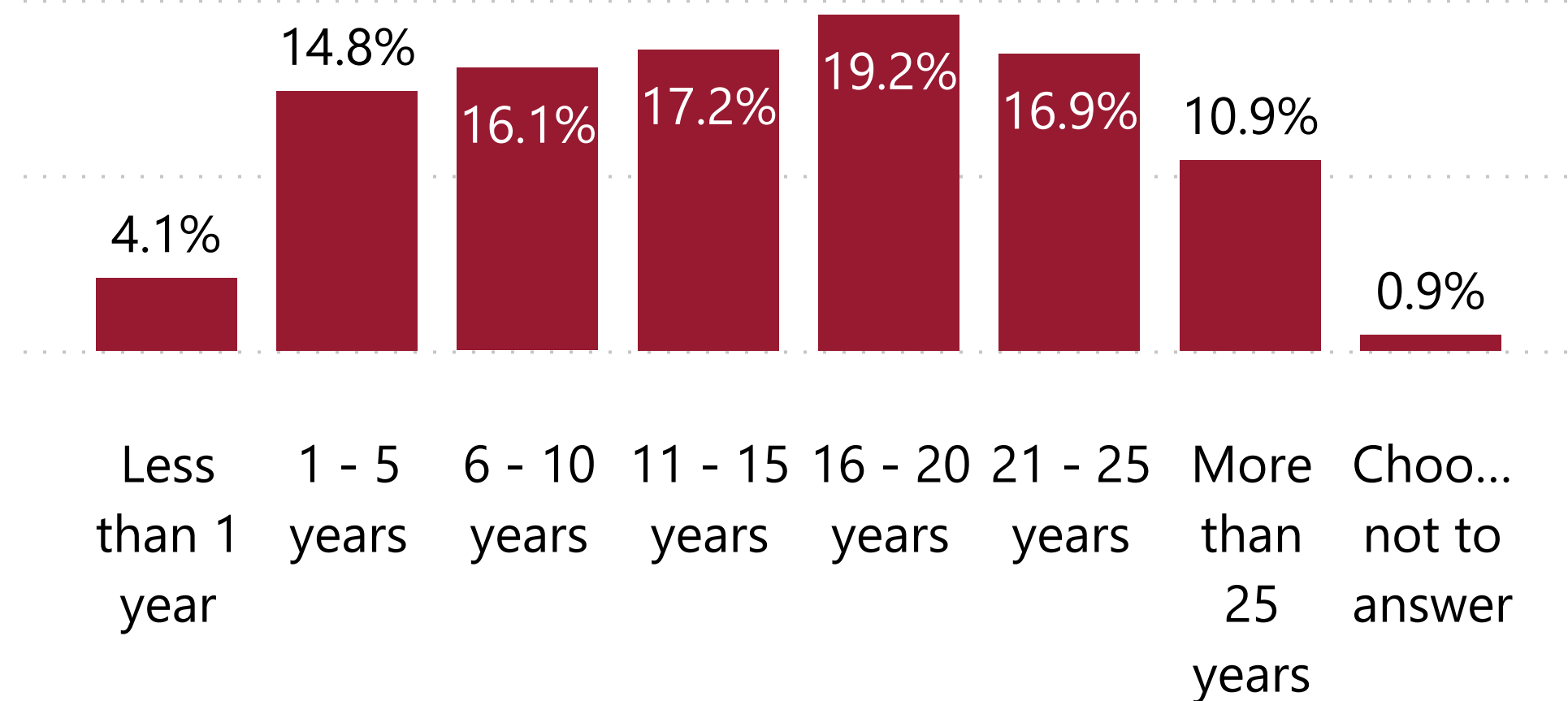
**Education Experience in Ontario**
(How many years have you worked in the education sector in Ontario?)

### 2017-18

| Less than 1 year | 1 - 5 years | 6 - 10 years | 11 - 15 years | 16 - 20 years | 21 - 25 years | More than 25 years | Choo... not to answer |
|---|---|---|---|---|---|---|---|
| 1.7% | 12.6% | 17.9% | 22.6% | 21.3% | 9.1% | 14.0% | 0.8% |

### 2017-18

| Less than 1 year | 1 - 5 years | 6 - 10 years | 11 - 15 years | 16 - 20 years | 21 - 25 years | More than 25 years | Choo... not to answer |
|---|---|---|---|---|---|---|---|
| 1.9% | 14.2% | 17.9% | 22.8% | 21.0% | 8.4% | 13.0% | 0.8% |

### 2021-22

| Less than 1 year | 1 - 5 years | 6 - 10 years | 11 - 15 years | 16 - 20 years | 21 - 25 years | More than 25 years | Choo... not to answer |
|---|---|---|---|---|---|---|---|
| 4.1% | 14.8% | 16.1% | 17.2% | 19.2% | 16.9% | 10.9% | 0.9% |

### 2021-22

| Less than 1 year | 1 - 5 years | 6 - 10 years | 11 - 15 years | 16 - 20 years | 21 - 25 years | More than 25 years | Choo... not to answer |
|---|---|---|---|---|---|---|---|
| 4.9% | 17.0% | 16.4% | 17.0% | 18.5% | 16.0% | 9.4% | 0.8% |

# Age Summary
## Workforce Census Report 2017-18 & 2021-22

**DDSB**
*Ignite Learning*

Age Groups - **Count and Percent**
(To which age group do you belong?)

● 2017-18  ● 2021-22

**Count**



| Age group | 2017-18 | 2021-22 |
|---|---|---|
| 20 - 24 years | 72 | 57 |
| 25 - 29 years | 395 | 312 |
| 30 - 34 years | 548 | 455 |
| 35 - 39 years | 797 | 584 |
| 40 - 44 years | 881 | 764 |
| 45 - 49 years | 760 | 730 |
| 50 - 54 years | 726 | 620 |
| 55 - 59 years | 408 | 382 |
| 60 - 64 years | 168 | 166 |
| 65 years or older | 33 | 61 |
| Choose not to answer | 172 | 130 |

● 2017-18  ● 2021-22

**Percent**

| Age group | 2017-18 | 2021-22 |
|---|---|---|
| 20 - 24 years | 1.5% | |
| 25 - 29 years | 8.0% | 7.3% |
| 30 - 34 years | 11.0% | 10.7% |
| 35 - 39 years | 16.1% | 13.7% |
| 40 - 44 years | 17.8% | 17.9% |
| 45 - 49 years | 15.3% | 17.1% |
| 50 - 54 years | 14.6% | 14.5% |
| 55 - 59 years | 8.2% | 9.0% |
| 60 - 64 years | 3.4% | 3.9% |
| 65 years or older | 0.7% | |
| Choose not to answer | 3.5% | 3.0% |

# Gender Identity Summary
## Workforce Census Report 2017-18 & 2021-22

**DDSB** *Ignite Learning*

Gender Identity - **Count and Percent**
(Indicate your gender identity. Select all that apply.)

**Year** ● 2017-18 ● 2021-22

**Count**

| Category | 2017-18 | 2021-22 |
|---|---|---|
| Female | 3756 | 3291 |
| Gender Choose Not ... | 142 | 134 |
| Gender Do Not Understand | | 10 |
| Gender Fluid | 11 | 10 |
| Gender Nonconforming | | 13 |
| Gender Not Sure | -10 | |
| Male | 1052 | 802 |
| Non Binary | -10 | 13 |
| Questioning | -10 | |
| Transgender | -10 | -10 |
| Two Spirit | -10 | -10 |
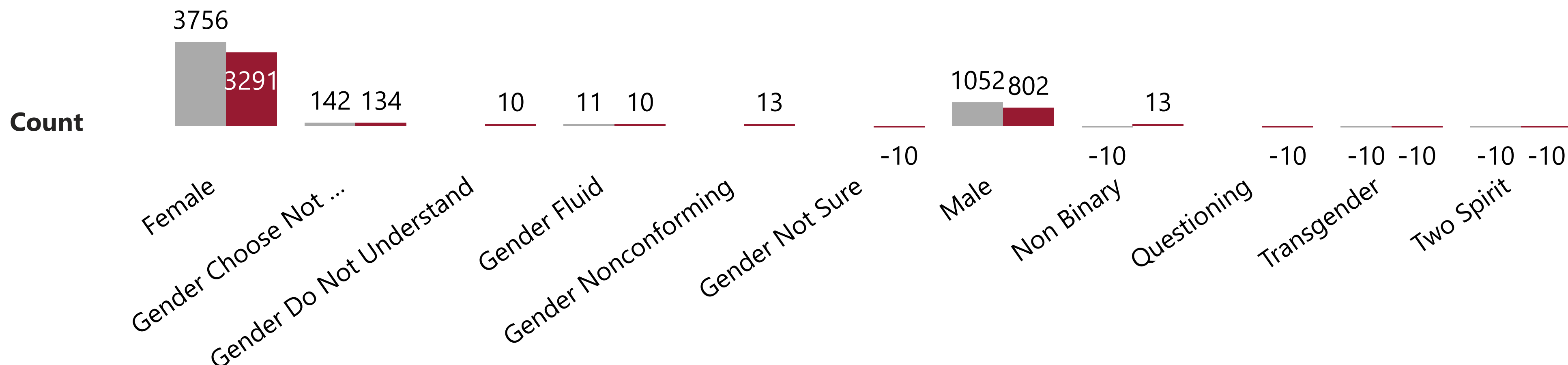
*Identity groups labelled with "-10" have 10 or fewer respondents.

● 2017-18 ● 2021-22

**Percent**

| Category | 2017-18 | 2021-22 |
|---|---|---|
| Female | 75.7% | 77.4% |
| Gender Choose Not To Answer | 2.9% | 3.2% |
| Gender Do Not Understand | | 0.2% |
| Gender Fluid | 0.2% | 0.2% |
| Gender Nonconformi... | | 0.3% |
| Male | 21.2% | 18.9% |
| Non Binary | | 0.3% |

# Sexual Orientation Summary
## Workforce Census Report 2017-18 & 2021-22

**DDSB** — *Ignite Learning*

Sexual Orientation - **Count and Percent**
(Indicate your sexual orientation. Select all that apply.)

**Year** ● 2017-18 ● 2021-22

**Count**

| Category | 2017-18 | 2021-22 |
|---|---|---|
| Asexual | 285 | 26 |
| Bisexual | 53 | 105 |
| Gay | 43 | 44 |
| Heterosexual | 3859 | 3435 |
| Lesbian | 43 | 40 |
| Orientation Choose Not T... | 652 | 544 |
| Orientation Do Not Under... | 33 | 16 |
| Orientation Fluid | | |
| Orientation Not Sure | 15 | 15 |
| Pansexual | 31 | |
| Queer | 33 | |
| Questioning | 11 | 14 |
| Two Spirit | | -10 |

● 2017-18 ● 2021-22

**Percent**

| Category | Value |
|---|---|
| Asexual | 5.8% |
| Bisexual | 1.1% |
| Gay | 0.9% |
| Heterosexual | 78.5% / 81.3% |
| Lesbian | 0.9% |
| Orientation Choose Not T... | 13.3% |
| Orientation Do Not Under... | |
| Orientation Fluid | 0.8% / 0.3% |
| Orientation Not Sure | |
| Pansexual | 0.4% / 0.3% |
| Queer | 0.8% |
| Questioning | 0.2% |

# Disability Summary
## Workforce Census Report 2017-18 & 2021-22

**DDSB**
*Ignite Learning*

Disability - **Count**
(Do you consider yourself to be a person with a condition or disability?)

● 2017-18 ● 2021-22

| Category | 2017-18 | 2021-22 |
|---|---|---|
| No | 4164 | 3333 |
| Yes | 522 | 552 |
| Choose not to answer | 263 | 243 |
| I do not understand this question | | 13 |
| Not sure | | 129 |
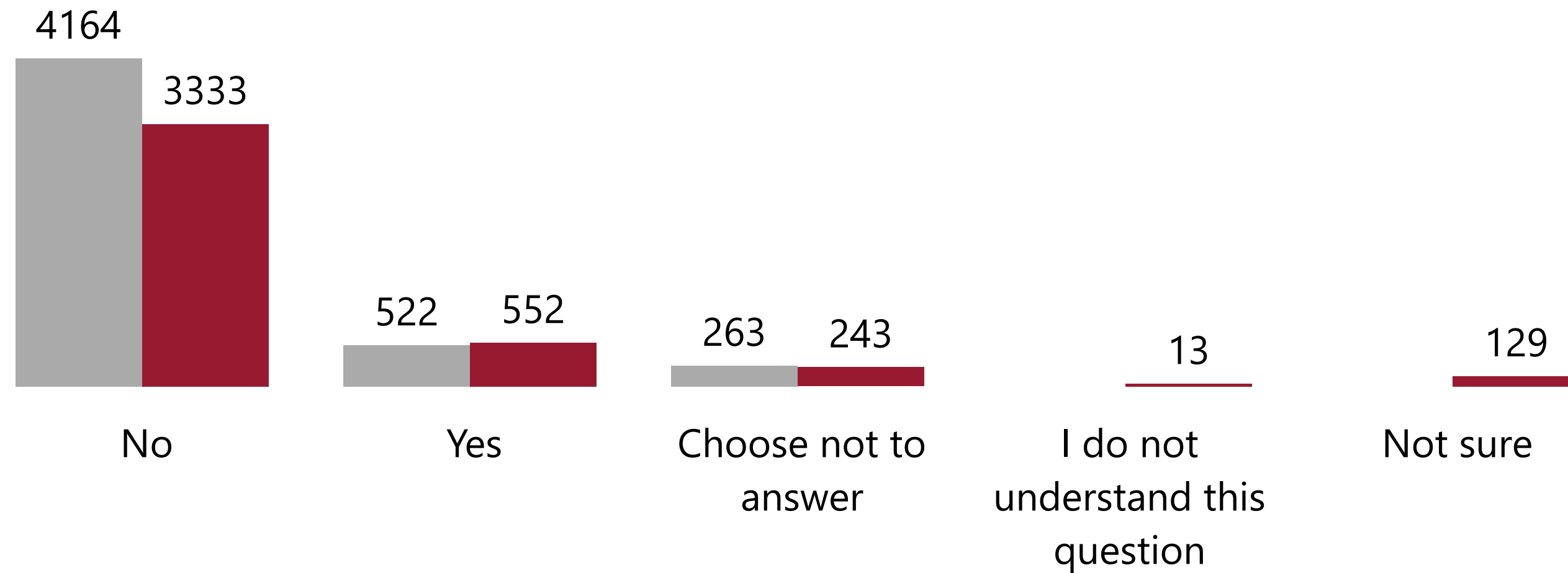
(What is the nature of your condition(s) or disability? Select all that apply.)

● 2017-18 ● 2021-22

| Category | 2017-18 | 2021-22 |
|---|---|---|
| Mental Health | 228 | 252 |
| Chronic Medical Condition | 128 | 141 |
| Physical | 101 | 107 |
| Pain | 86 | 101 |
| Learning | 52 | 70 |
| Hearing | 59 | 50 |
| Disability Choose Not To Answer | 42 | 46 |
| Memory | 27 | 24 |
| Sight | 29 | 10 |
| Cognitive Impair... | 16 | 21 |
| Intellect... Develo... | | 23 |
| Addiction | 10 | |
| Speech | | 12 |
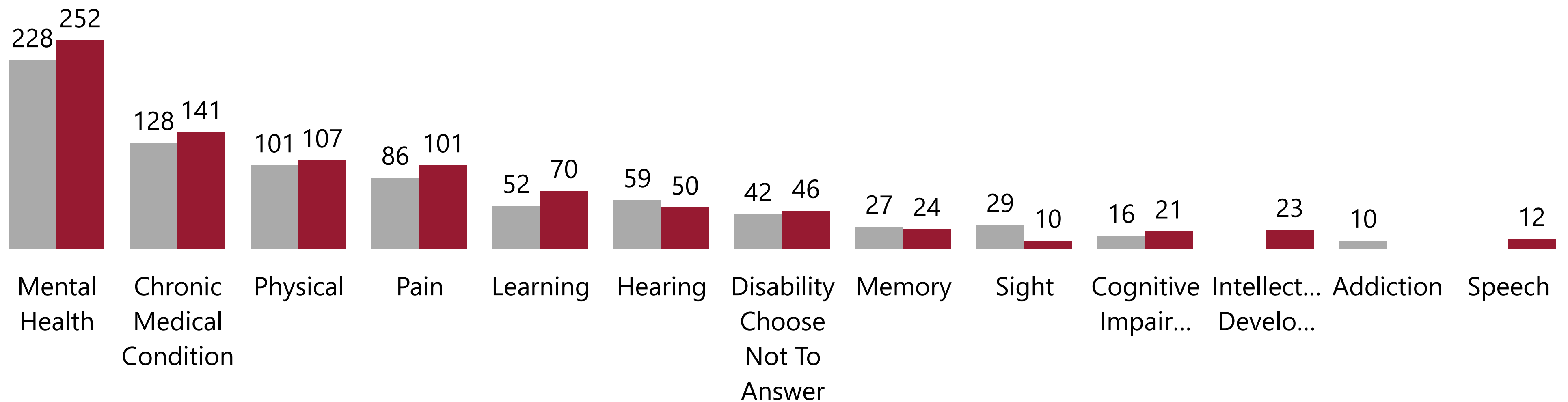
# Ethno-Racial Identity Summary
## Workforce Census Report 2017-18 & 2021-22

In 2018, the workforce census inquired staff about their "ethno-racial" identity.
This portion of the census was divided into two sections for 2022, an open response for ethnicity, and a selection for racial identity.

**2017-2018** Ethno-Racial Identity
(Indicate your ethno-racial identity by selecting from the list those options that best represent you and the region from which the strongest aspects of your ethnicity originate. Select all that apply.)

| Ethno-Racial Identity | Count | Percent |
|---|---|---|
| First Nations | 108 | 1.7% |
| Indigenous Central South American | 16 | 0.2% |
| Métis | 64 | 1.0% |
| Africa Eastern | 12 | 0.2% |
| Africa Northern | 15 | 0.2% |
| Africa Southern | 11 | 0.2% |
| Africa Western | 11 | 0.2% |
| African Caribbean | 124 | 1.9% |
| Asia Central | 11 | 0.2% |
| Asia Eastern | 53 | 0.8% |
| Asia Southeastern | 19 | 0.3% |
| Asia Southern | 112 | 1.7% |
| Asia Western | 35 | 0.5% |
| Asian | 82 | 1.3% |
| Black | 126 | 1.9% |
| Ethno-Racial Choose Not To Answer | 325 | 5.0% |
| Ethno-Racial Don't Know | 60 | 0.9% |
| Europe Eastern | 244 | 3.8% |
| Europe Northern | 868 | 13.4% |
| Europe Southern | 331 | 5.1% |
| Europe Western | 519 | 8.0% |
| Indo Caribbean | 44 | 0.7% |
| Latino | 35 | 0.5% |
| White | 3226 | 49.9% |
| **Total** | **6462** | **100.0%** |

**2021-2022** Racial Identity - **Count and Percent**
(Which racial group(s) best describes you? If you have a mixed background, select all that apply.)

Year ● 2021-22

Count:
- Indigenous: 91
- Black: 261
- East Asian: 76
- Latino: 42
- Middle Eastern: 89
- South Asian: 333
- Southeast Asian: 46
- White: 3316

Percent:
- Indigenous: 2%
- Black: 6%
- East Asian: 2%
- Latino: 1%
- Middle Eastern: 2%
- South Asian: 8%
- Southeast Asian: 1%
- White: 81%

# Language Summary
## Workforce Census Report 2017-18 & 2021-22

**DDSB** — *Ignite Learning*
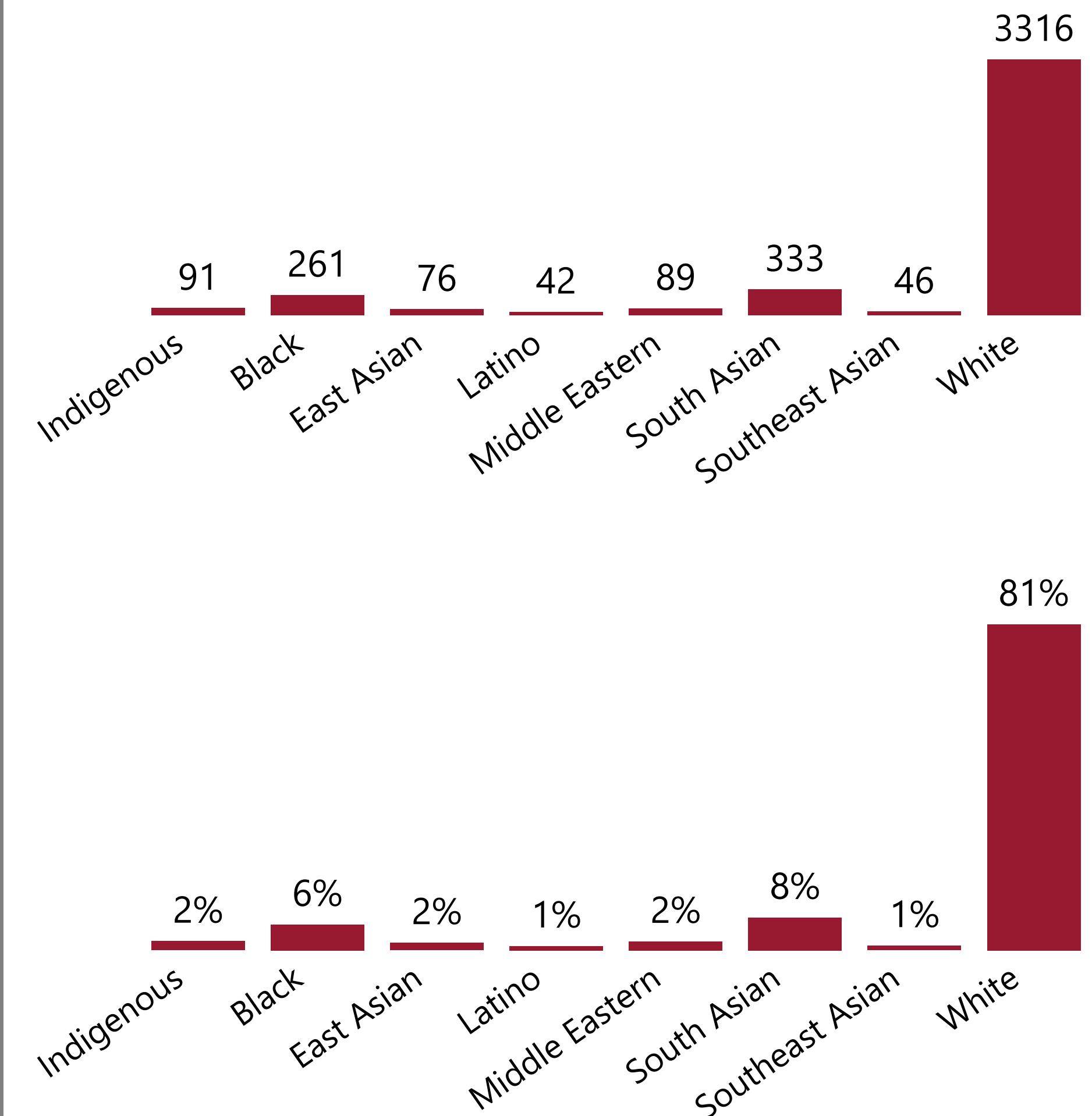
Fluent Language(s)  - **Count and Percent**
(In which language(s) can you communicate fluently? Select all that apply.)

Note: "%" field is a column total. E.g. What percent of staff speak "…"?

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Language | # | % | # | % |
| English | 4691 | 95.5% | 3995 | 95.4% |
| French | 724 | 14.7% | 551 | 13.2% |
| Language Choose Not To Answer | 125 | 2.5% | 59 | 1.4% |
| Hindi | 34 | 0.7% | 125 | 3.0% |
| Urdu | 34 | 0.7% | 111 | 2.6% |
| Spanish | 71 | 1.4% | 71 | 1.7% |
| Greek | 44 | 0.9% | 51 | 1.2% |
| Panjabi (Punjabi) | 23 | 0.5% | 72 | 1.7% |
| Italian | 50 | 1.0% | 36 | 0.9% |
| German | 55 | 1.1% | 29 | 0.7% |
| Arabic | 28 | 0.6% | 49 | 1.2% |
| Tamil | 19 | 0.4% | 57 | 1.4% |
| American Sign Language | 32 | 0.7% | 27 | 0.6% |
| Gujarati | 15 | 0.3% | 31 | 0.7% |
| Macedonian | 20 | 0.4% | 24 | 0.6% |
| Cantonese | 22 | 0.4% | 17 | 0.4% |
| Portuguese | 15 | 0.3% | 21 | 0.5% |
| Farsi (Persian) | 14 | 0.3% | 21 | 0.5% |
| Polish | 16 | 0.3% | 14 | 0.3% |
| Ukrainian | 17 | 0.3% | | |
| Tagalog (Pilipino, Filipino) | | | 19 | 0.5% |
| Serbian | 12 | 0.2% | 11 | 0.3% |
| **Total** | **4910** | **100.0%** | **4189** | **100.0%** |

● 2017-18  ● 2021-22
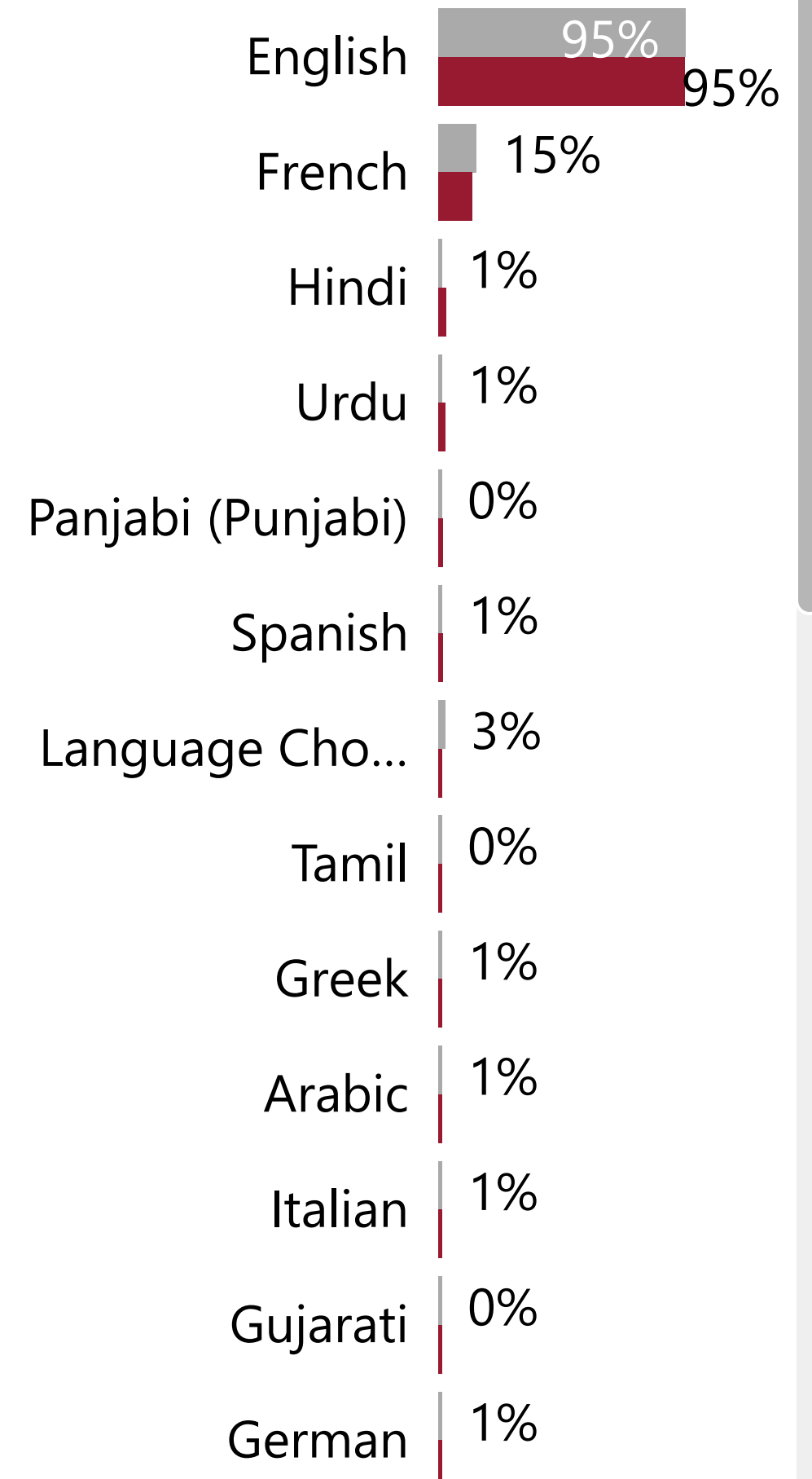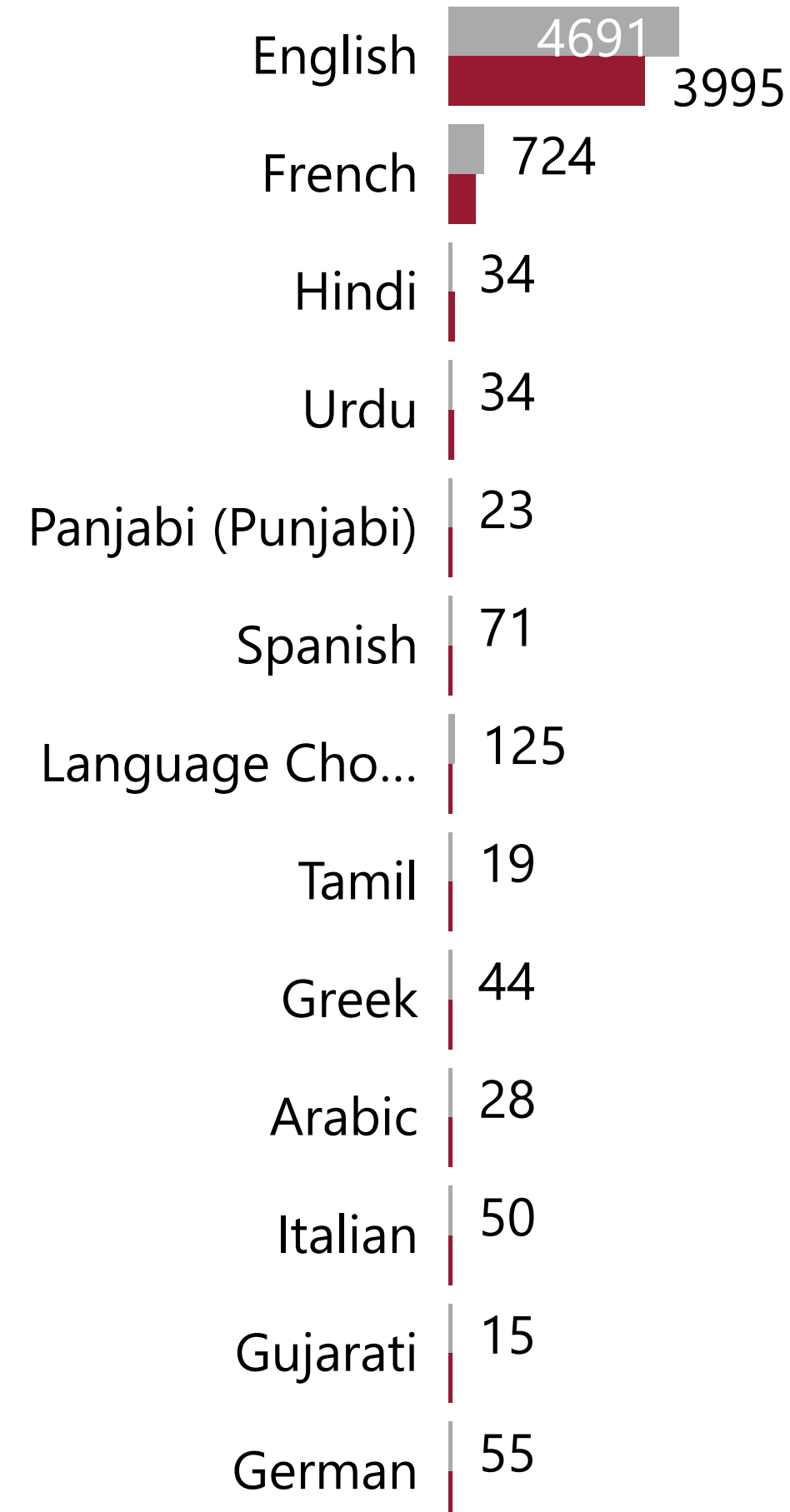
| Language | 2017-18 | 2021-22 |
|---|---|---|
| English | 4691 / 3995 | 95% / 95% |
| French | 724 | 15% |
| Hindi | 34 | 1% |
| Urdu | 34 | 1% |
| Panjabi (Punjabi) | 23 | 0% |
| Spanish | 71 | 1% |
| Language Cho… | 125 | 3% |
| Tamil | 19 | 0% |
| Greek | 44 | 1% |
| Arabic | 28 | 1% |
| Italian | 50 | 1% |
| Gujarati | 15 | 0% |
| German | 55 | 1% |

The option to "select all that apply" results in the year totals being over 100%.
E.g. What percent of staff selected "…"?

# Religion Summary
## Workforce Census Report 2017-18 & 2021-22

**DDSB**
*Ignite Learning*

Religion, Creed, Spirituality - **Count and Percent**
(Indicate any religion, creed, or spirituality with which you identify. Select all that apply.)



**Count**

● 2017-18  ● 2021-22

| Category | 2017-18 | 2021-22 |
|---|---|---|
| Buddhism | 40 | 48 |
| Christianity | 2411 | 1879 |
| Hinduism | 51 | 137 |
| Humanism | 24 | |
| Indigenous Spirituality (North America) | 29 | 39 |
| Islam | 72 | 167 |
| Judaism | 47 | 42 |
| No Religious Or Spiritual Affiliation | 1386 | 1369 |
| Religion Choose Not To Answer | 696 | 557 |
| Secular Spirituality | 150 | |
| Sikhism | 12 | 21 |
| Wicca | 16 | |

**Percent**

● 2017-18  ● 2021-22

| Category | 2017-18 | 2021-22 |
|---|---|---|
| Buddhism | 1% | 1% |
| Christianity | 50% | 45% |
| Hinduism | 1% | 3% |
| Humanism | 1% | |
| Indigenous Spirituality (North America) | 1% | 1% |
| Islam | 2% | 4% |
| Judaism | 1% | 1% |
| No Religious Or Spiritual Affiliation | 29% | 33% |
| Religion Choose Not To Answer | 15% | 13% |
| Secular Spirituality | 3% | |
| Sikhism | 0% | 1% |
| Wicca | 0% | |

# Workplace Equity and Inclusion
## Workforce Census Report 2017-18 & 2021-22

This page summarizes the percentage of staff who responded "agree" or "strongly agree" to the respective identity questions.

**2021-2022**: Percent of staff who **agree** (descending order)
(In terms of equity relating to "..." , I find my workplace is equitable.)          (In terms of inclusion relating to "..." , I find my workplace is inclusive.)

| Equity | Percent | | Inclusion | Percent |
|--------|---------|--|-----------|---------|
| Age Equity | 82.2% | | Age Inclusion | 82.2% |
| Gender Equity | 79.6% | | Gender Inclusion | 80.2% |
| Race Equity | 75.8% | | Ethnicity Inclusion | 76.7% |
| Ethnicity Equity | 75.5% | | Race Inclusion | 76.3% |
| Orientation Equity | 75.1% | | Orientation Inclusion | 74.6% |
| Disability Equity | 67.7% | | Disability Inclusion | 68.0% |
| Religion Equity | 65.8% | | Religion Inclusion | 65.4% |
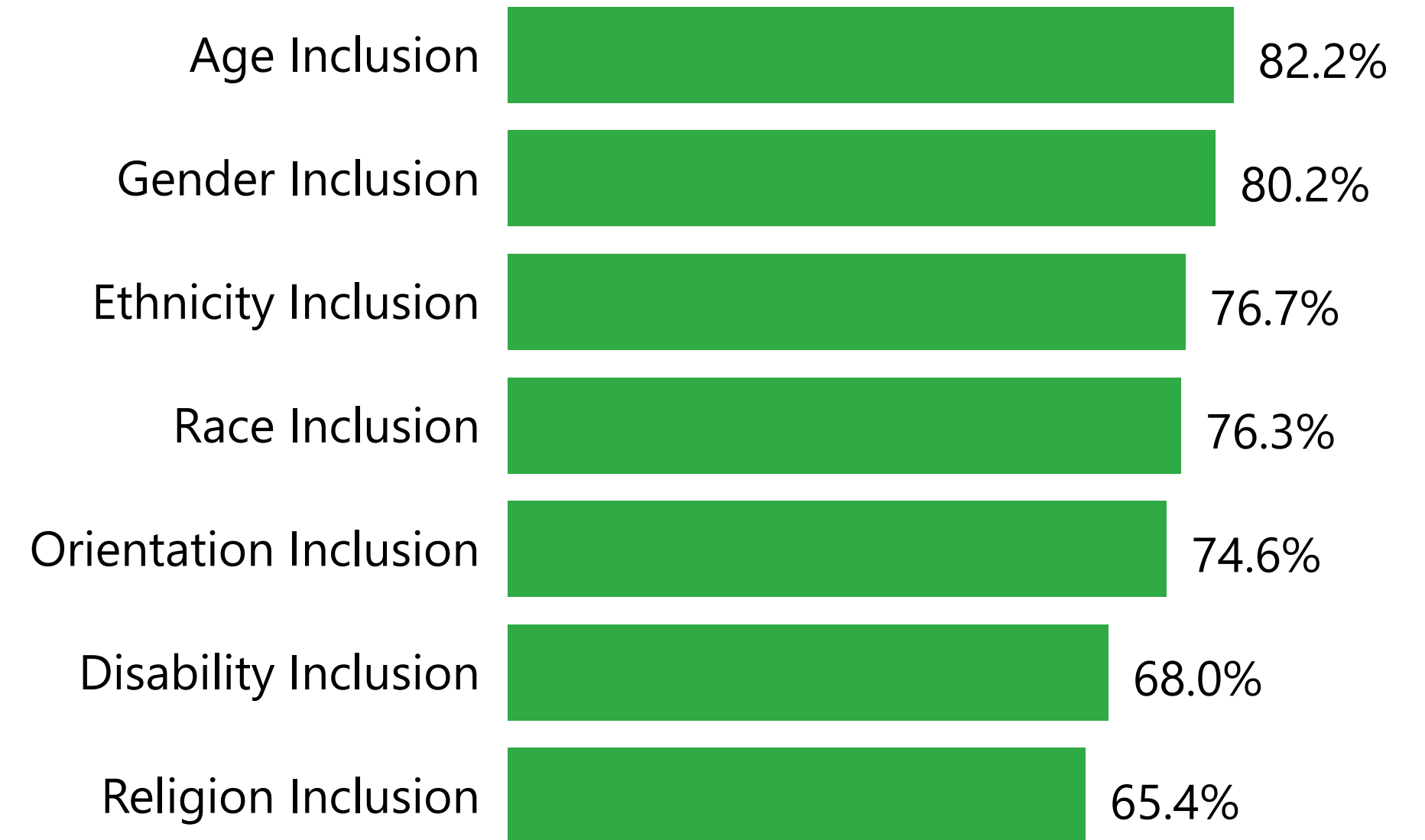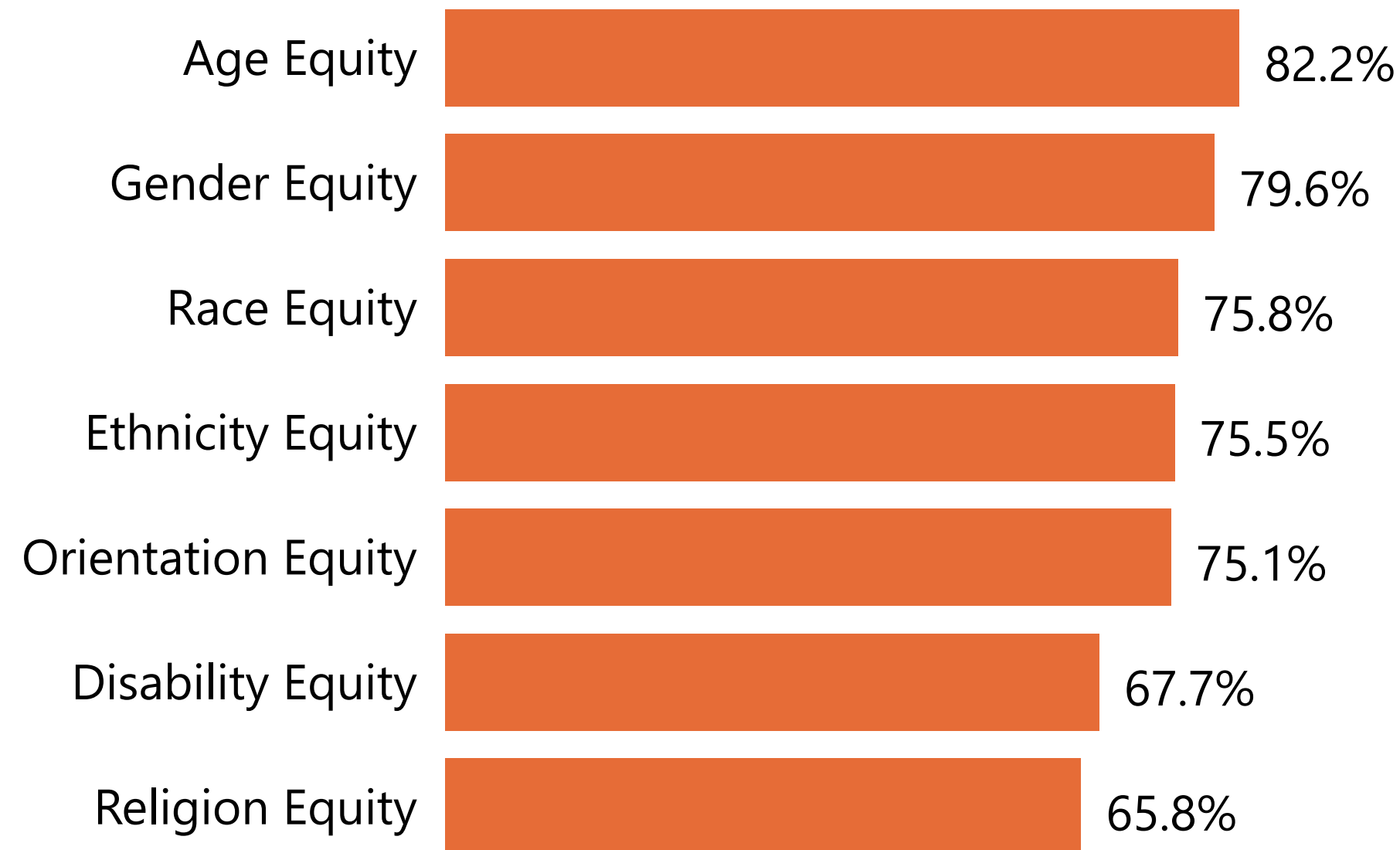
Census Participation - Staff Groups

| Staff Group | Staff Group | 2017-2018 | | | 2021-2022 | | |
|---|---|---|---|---|---|---|---|
| | | Staff | Respondents | Response Rate | Staff | Respondents | Response Rate |
| Permanent | **Total** | **7149** | **4277** | **60%** | **7708** | **3450** | **45%** |
| | CUPE Continuing Education Workers | 49 | 26 | 53% | 45 | 52 | 116% |
| | CUPE Custodial Maintenance | 567 | 178 | 31% | 557 | 136 | 24% |
| | CUPE Educational Assistant/Outdoor Education Instructors | 824 | 383 | 46% | 866 | 355 | 41% |
| | CUPE Office/Clerical/Technical | 402 | 277 | 69% | 410 | 238 | 58% |
| | Education Facilitator/Coaches (i.e. Teacher on Secondment) | 19 | 11 | 58% | 0 | | |
| | ETFO Designated Early Childhood Educators | 335 | 169 | 50% | 317 | 106 | 33% |
| | ETFO Permanent Teachers | 2880 | 1936 | 67% | 3317 | 1554 | 47% |
| | Management/Professional/Administrative | 236 | 172 | 73% | 183 | 103 | 56% |
| | OSSTF Permanent Teachers | 1542 | 875 | 57% | 1586 | 669 | 42% |
| | OSSTF PSSP | 0 | | | 117 | 59 | 50% |
| | School Administrator - Principal/Officer | 281 | 239 | 85% | 298 | 160 | 54% |
| | Senior Administration/Supervisory Officer | 14 | 11 | 79% | 12 | | |
| Contract | **Total** | **907** | **65** | **7%** | **3692** | **169** | **5%** |
| | Non-Union Casual Contract Employee | 907 | 65 | 7% | 3692 | 169 | 5% |
| Occasional | **Total** | **2091** | **531** | **25%** | **2707** | **520** | **19%** |
| | ETFO Occasional Teachers | 1388 | 411 | 30% | 1720 | 363 | 21% |
| | OSSTF Occasional Teachers | 703 | 120 | 17% | 987 | 157 | 16% |
| Other | **Total** | **0** | **74** | | **0** | **131** | |
| | Choose not to answer | 0 | 57 | | 0 | 81 | |
| | Other | 0 | 17 | | 0 | 50 | |
| **Total** | | **10147** | **4947** | **49%** | **14107** | **4270** | **30%** |

Acting Position, Position of Responsibility

| Year | 2017-18 | 2021-22 |
|---|---|---|
| Question | % | % |
| Acting Position | 7.1% | 7.3% |
| Position of Responsibility | 19.7% | 18.9% |

Primary employment status - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| Casual, occasional, temporary, or contract employee | 688 | 14% | 889 | 21% |
| Other (please specify) | 40 | 1% | 58 | 1% |
| Permanent or probationary full-time employee | 4054 | 82% | 3160 | 74% |
| Permanent or probationary part-time employee | 153 | 3% | 133 | 3% |
| Choose not to answer | 24 | 0% | 17 | 0% |
| **Total** | **4959** | **100%** | **4257** | **100%** |

Duration with DDSB - **Percent**

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Less than 1 year | 4% | 10% |
| 1 - 5 years | 18% | 21% |
| 6 - 10 years | 19% | 16% |
| 11 - 15 years | 25% | 16% |
| 16 - 20 years | 19% | 18% |
| 21 - 25 years | 5% | 13% |
| More than 25 years | 10% | 5% |
| Choose not to answer | 1% | 0% |
| **Total** | **100%** | **100%** |

Principals Qualification Program - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| No | 3140 | 94% | 2585 | 95% |
| Yes | 143 | 4% | 120 | 4% |
| Choose not to answer | 45 | 1% | 28 | 1% |
| **Total** | **3328** | **100%** | **2733** | **100%** |

Supervisory Officers Qualification Program - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| No | 225 | 95% | 138 | 87% |
| Yes | 10 | 4% | 18 | 11% |
| **Total** | **238** | **100%** | **158** | **100%** |

PQP Projected Timeline - **Count**

| Year | 2017-18 | 2021-22 |
|---|---|---|
| Response | # | # |
| Likely to apply for the next available position | 19 | 10 |
| Likely to apply within 1 year | 24 | 15 |
| Likely to apply within 2 - 3 years | 27 | 12 |
| Likely to apply within 4 - 5 years | 10 | 10 |
| Likely to be more than 5 years before I apply | 12 | |
| Unlikely that I will be applying | 51 | 60 |
| Choose not to answer | 11 | 15 |
| **Total** | **154** | **129** |

Staff in Durham

| Year | 2017-18 | 2021-22 |
|---|---|---|
| Response | % | % |
| No | 17% | 18% |
| Yes | 82% | 80% |
| Choose not to answer | 1% | 2% |
| **Total** | **100%** | **100%** |

Work Location - **Count**

| Year | 2017-18 | 2021-22 |
|---|---|---|
| Response | # | # |
| Elementary school | 3180 | 2683 |
| Secondary school (including alternative schools & continuing education facilities) | 1274 | 1066 |
| DDSB Board Office | 277 | |
| DDSB Education Centre | | 246 |
| Itinerant locations (assigned to different work locations) | 109 | 115 |
| Other (please specify) | 59 | 97 |
| Choose not to answer | 51 | 51 |
| Maintenance shop/office | 12 | |
| **Total** | **4962** | **4263** |

Work Schedule - **Count and Percent**

| Year | 2017-18 | 2021-22 |
|---|---|---|
| Response | # | # |
| Days | 4803 | 4115 |
| Afternoons | 603 | 653 |
| Nights | 160 | 118 |
| Weekends | 124 | 93 |
| Choose not to answer | 41 | 31 |
| **Total** | **5731** | **5010** |

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Days | 97% | 96% |
| Afternoons | 12% | 15% |
| Nights | 3% | 3% |
| Weekends | 2% | 2% |
| Choose not to answer | 1% | 1% |
| **Total** | **100%** | **100%** |

Highest Level of Education

| Year | 2017-18 | 2021-22 | | |
|---|---|---|---|---|
| Response | # | % | # | % |
| Bachelor's degree | 2207 | 45% | 1833 | 43% |
| Certificate or diploma above bachelor level | 979 | 20% | 781 | 18% |
| College certificate or diploma | 687 | 14% | 634 | 15% |
| Master's degree | 629 | 13% | 630 | 15% |
| Secondary school diploma or equivalency certificate | 232 | 5% | 210 | 5% |
| Choose not to answer | 92 | 2% | 75 | 2% |
| Other trades certificate or diploma | 39 | 1% | 32 | 1% |
| Not indicated above (please specify) | 66 | 1% | | |
| Not indicated above (please specify) | | | 39 | 1% |
| Doctorate | 16 | 0% | 14 | 0% |
| No school degree, certificate or diploma | | | 10 | 0% |
| **Total** | **4952** | **100%** | **4258** | **100%** |

Location of Highest Level of Education

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Both inside and outside of Canada | 4% | 5% |
| In Canada | 87% | 84% |
| Outside of Canada | 8% | 11% |
| Choose not to answer | 1% | 1% |
| **Total** | **100%** | **100%** |

Retirement Planning – When do you plan to retire?

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Do not know/undecided | 13% | 16% |
| Less than 1 year | 2% | 2% |
| 1 - 5 years | 13% | 13% |
| 6 - 10 years | 14% | 16% |
| 11 - 15 years | 17% | 17% |
| 16 - 20 years | 14% | 10% |
| 21 - 25 years | 11% | 9% |
| 26 - 30 years | 8% | 8% |
| More than 30 years | 5% | 6% |
| Choose not to answer | 3% | 3% |
| **Total** | **100%** | **100%** |

Education Sector Experience

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Less than 1 year | 2% | 4% |
| 1 - 5 years | 13% | 15% |
| 6 - 10 years | 18% | 16% |
| 11 - 15 years | 23% | 17% |
| 16 - 20 years | 21% | 19% |
| 21 - 25 years | 9% | 17% |
| More than 25 years | 14% | 11% |
| Choose not to answer | 1% | 1% |
| **Total** | **100%** | **100%** |

Education Experience **in Ontario**

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Less than 1 year | 2% | 5% |
| 1 - 5 years | 14% | 17% |
| 6 - 10 years | 18% | 16% |
| 11 - 15 years | 23% | 17% |
| 16 - 20 years | 21% | 19% |
| 21 - 25 years | 8% | 16% |
| More than 25 years | 13% | 9% |
| Choose not to answer | 1% | 1% |
| **Total** | **100%** | **100%** |

Age Groups - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| 20 - 24 years | 72 | 1% | 57 | 1% |
| 25 - 29 years | 395 | 8% | 312 | 7% |
| 30 - 34 years | 548 | 11% | 455 | 11% |
| 35 - 39 years | 797 | 16% | 584 | 14% |
| 40 - 44 years | 881 | 18% | 764 | 18% |
| 45 - 49 years | 760 | 15% | 730 | 17% |
| 50 - 54 years | 726 | 15% | 620 | 15% |
| 55 - 59 years | 408 | 8% | 382 | 9% |
| 60 - 64 years | 168 | 3% | 166 | 4% |
| 65 years or older | 33 | 1% | 61 | 1% |
| Choose not to answer | 172 | 3% | 130 | 3% |
| **Total** | **4963** | **100%** | **4267** | **100%** |

Gender Identity - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| Female | 3756 | 76% | 3291 | 77% |
| Gender Choose Not To Answer | 142 | 3% | 134 | 3% |
| Gender Do Not Understand | | | 10 | 0% |
| Gender Fluid | 11 | 0% | 10 | 0% |
| Gender Nonconforming | | | 13 | 0% |
| Gender Not Sure | | | <10 | 0% |
| Male | 1052 | 21% | 802 | 19% |
| Non Binary | <10 | 0% | 13 | 0% |
| Questioning | | | <10 | 0% |
| Transgender | <10 | 0% | <10 | 0% |
| Two Spirit | <10 | 0% | <10 | 0% |
| **Total** | **4959** | **100%** | **4252** | **100%** |

Sexual Orientation - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| Asexual | 285 | 6% | 26 | 1% |
| Bisexual | 53 | 1% | 105 | 2% |
| Gay | 43 | 1% | 44 | 1% |
| Heterosexual | 3859 | 79% | 3435 | 81% |
| Lesbian | 43 | 1% | 40 | 1% |
| Orientation Choose Not To Answer | 652 | 13% | 544 | 13% |
| Orientation Do Not Understand | | | 33 | 1% |
| Orientation Fluid | 16 | 0% | | |
| Orientation Not Sure | | | 15 | 0% |
| Pansexual | 15 | 0% | 31 | 1% |
| Queer | | | 33 | 1% |
| Questioning | 11 | 0% | 14 | 0% |
| **Total** | **4913** | **100%** | **4226** | **100%** |

Do you consider yourself to be a person with a condition or disability - **Count**

| Response | 2017-18 | 2021-22 |
|---|---|---|
| Choose not to answer | 263 | 243 |
| I do not understand this question | | 13 |
| No | 4164 | 3333 |
| Not sure | | 129 |
| Yes | 522 | 552 |
| **Total** | **4949** | **4270** |

Nature of Condition or Disability - **Count**

| Year | 2017-18 | 2021-22 |
|---|---|---|
| Response | Count | Count |
| Mental Health | 228 | 252 |
| Chronic Medical Condition | 128 | 141 |
| Physical | 101 | 107 |
| Pain | 86 | 101 |
| Learning | 52 | 70 |
| Hearing | 59 | 50 |
| Disability Choose Not To Answer | 42 | 46 |
| Memory | 27 | 24 |
| Sight | 29 | 10 |
| Cognitive Impairment | 16 | 21 |
| Intellectual Developmental | | 23 |

| | | |
|---|---|---|
| Addiction | 10 | |
| Speech | | 12 |
| **Total** | **787** | **861** |

Ethno-Racial Identity 2017-2018

| Ethno-Racial Identity | Count | Percent |
|---|---|---|
| First Nations | 108 | 2% |
| Indigenous Central South American | 16 | 0% |
| Métis | 64 | 1% |
| Africa Eastern | 12 | 0% |
| Africa Northern | 15 | 0% |
| Africa Southern | 11 | 0% |
| Africa Western | 11 | 0% |
| African Caribbean | 124 | 2% |
| Asia Central | 11 | 0% |
| Asia Eastern | 53 | 1% |
| Asia Southeastern | 19 | 0% |
| Asia Southern | 112 | 2% |
| Asia Western | 35 | 1% |
| Asian | 82 | 1% |
| Black | 126 | 2% |
| Ethno-Racial Choose Not To Answer | 325 | 5% |
| Ethno-Racial Don't Know | 60 | 1% |
| Europe Eastern | 244 | 4% |
| Europe Northern | 868 | 13% |
| Europe Southern | 331 | 5% |
| Europe Western | 519 | 8% |

| Indo Caribbean | 44 | 1% |
|---|---|---|
| Latino | 35 | 1% |
| White | 3226 | 50% |
| **Total** | **6462** | **100%** |

Racial Identity 2021-2022 – **Count and Percent**

| Response | # | % |
|---|---|---|
| Indigenous | 91 | 2% |
| Black | 261 | 6% |
| East Asian | 76 | 2% |
| Latino | 42 | 1% |
| Middle Eastern | 89 | 2% |
| South Asian | 333 | 8% |
| Southeast Asian | 46 | 1% |
| White | 3316 | 81% |
| **Total** | **4072** | **100%** |

Fluent Language(s) - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Language | # | % | # | % |
| English | 4691 | 96% | 3995 | 95% |
| French | 724 | 15% | 551 | 13% |
| Language Choose Not To Answer | 125 | 3% | 59 | 1% |
| Hindi | 34 | 1% | 125 | 3% |
| Urdu | 34 | 1% | 111 | 3% |

| | | | | |
|---|---|---|---|---|
| Spanish | 71 | 1% | 71 | 2% |
| Greek | 44 | 1% | 51 | 1% |
| Panjabi (Punjabi) | 23 | 0% | 72 | 2% |
| Italian | 50 | 1% | 36 | 1% |
| German | 55 | 1% | 29 | 1% |
| Arabic | 28 | 1% | 49 | 1% |
| Tamil | 19 | 0% | 57 | 1% |
| American Sign Language | 32 | 1% | 27 | 1% |
| Gujarati | 15 | 0% | 31 | 1% |
| Macedonian | 20 | 0% | 24 | 1% |
| Cantonese | 22 | 0% | 17 | 0% |
| Portuguese | 15 | 0% | 21 | 1% |
| Farsi (Persian) | 14 | 0% | 21 | 1% |
| Polish | 16 | 0% | 14 | 0% |
| Ukrainian | 17 | 0% | | |
| Tagalog (Pilipino, Filipino) | | | 19 | 0% |
| Serbian | 12 | 0% | 11 | 0% |
| Creole | 13 | 0% | | |
| Romanian | | | 14 | 0% |
| Chinese | 10 | 0% | 11 | 0% |
| Estonian | 10 | 0% | 11 | 0% |
| Russian | | | 13 | 0% |
| Bengali | | | 18 | 0% |
| Malayalam | | | 15 | 0% |
| Dutch | 12 | 0% | | |
| Sinhala (Sinhalese) | | | 11 | 0% |
| **Total** | **4910** | **100%** | **4189** | **100%** |

Religion, Creed, Spirituality - **Count and Percent**

| Year | 2017-18 | | 2021-22 | |
|---|---|---|---|---|
| Response | # | % | # | % |
| Buddhism | 40 | 1% | 48 | 1% |
| Christianity | 2411 | 50% | 1879 | 45% |
| Hinduism | 51 | 1% | 137 | 3% |
| Humanism | 24 | 1% | | |
| Indigenous Spirituality (North America) | 29 | 1% | 39 | 1% |
| Islam | 72 | 2% | 167 | 4% |
| Judaism | 47 | 1% | 42 | 1% |
| No Religious Or Spiritual Affiliation | 1386 | 29% | 1369 | 33% |
| Religion Choose Not To Answer | 696 | 15% | 557 | 13% |
| Secular Spirituality | 150 | 3% | | |
| Sikhism | 12 | 0% | 21 | 1% |
| Wicca | 16 | 0% | | |
| **Total** | **4789** | **100%** | **4131** | **100%** |

**2021-2022**: Percent of staff who **agree** (descending order)

| Topic | Agreement |
|---|---|
| Age Equity | 82.2% |
| Gender Equity | 79.6% |
| Race Equity | 75.8% |
| Ethnicity Equity | 75.5% |
| Orientation Equity | 75.1% |
| Disability Equity | 67.7% |
| Religion Equity | 65.8% |
| **Total** | **74.5%** |

| Topic | Agreement |
|---|---|
| Age Inclusion | 82.2% |
| Gender Inclusion | 80.2% |
| Ethnicity Inclusion | 76.7% |
| Race Inclusion | 76.3% |
| Orientation Inclusion | 74.6% |
| Disability Inclusion | 68.0% |
| Religion Inclusion | 65.4% |
| **Total** | **74.8%** |

Appendix D

# We are DDSB - Workforce Census Additional Data Analysis

In May 2022, DDSB staff were invited to participate in the 2022 Workforce Census. The workforce census will help us to:

- Paint a picture of who we are as a workforce community;
- Identify strengths and barriers to workplace equity and inclusion;
- Develop and implement plans and supports to address workplace equity; and
- Provide employee information to help us reach our goal and commitment to increasing diversity at all levels of the DDSB.

The workforce census is anonymous, confidential and voluntary.

## Response Rate

| Year | # of Participants | # of Staff | Response Rate |
|------|------------------|-----------|---------------|
| 2021-22 | 4,270 | 14,107 | 30.3% |
| 2017-18 | 4,947 | 10,147 | 48.8% |

## Respondents - Staff Groups

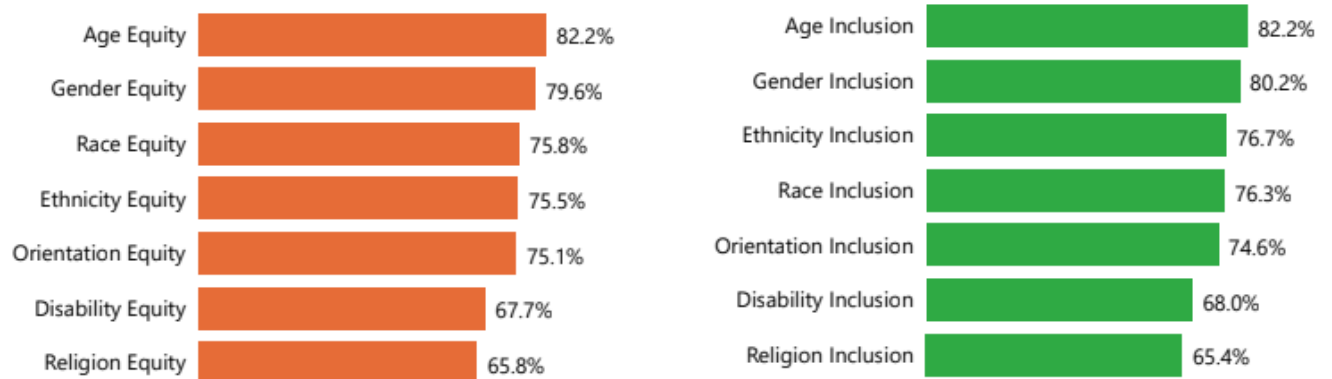| Staff Group | 2017-2018 | | | 2021-2022 | | |
|-------------|-----------|-------------|------------------|-----------|-------------|------------------|
| | Staff | Respondents | Response Rate | Staff | Respondents | Response Rate |
| **Permanent** | **7149** | **4277** | **59.8%** | **7708** | **3450** | **44.8%** |
| CUPE Continuing Education Workers | 49 | 26 | 53.1% | 45 | 52 | 115.6% |
| CUPE Custodial Maintenance | 567 | 178 | 31.4% | 557 | 136 | 24.4% |
| CUPE Educational Assistant/Outdoor Education Instructors | 824 | 383 | 46.5% | 866 | 355 | 41.0% |
| CUPE Office/Clerical/Technical | 402 | 277 | 68.9% | 410 | 238 | 58.0% |
| Education Facilitator/Coaches | 19 | 11 | 57.9% | 0 | | |
| ETFO Designated Early Childhood Educators | 335 | 169 | 50.4% | 317 | 106 | 33.4% |
| ETFO Permanent Teachers | 2880 | 1936 | 67.2% | 3317 | 1554 | 46.8% |
| Management/Professional/Administrative | 236 | 172 | 72.9% | 183 | 103 | 56.3% |
| OSSTF Permanent Teachers | 1542 | 875 | 56.7% | 1586 | 669 | 42.2% |
| OSSTF PSSP | 0 | | | 117 | 59 | 50.4% |
| School Administrator - Principal/Officer | 281 | 239 | 85.1% | 298 | 160 | 53.7% |
| Senior Administration/Supervisory Officer | 14 | 11 | 78.6% | 12 | | |
| **Contract** | **907** | **65** | **7.2%** | **3692** | **169** | **4.6%** |
| Non-Union Casual Contract Employee | 907 | 65 | 7.2% | 3692 | 169 | 4.6% |
| **Occasional** | **2091** | **531** | **25.4%** | **2707** | **520** | **19.2%** |
| ETFO Occasional Teachers | 1388 | 411 | 29.6% | 1720 | 363 | 21.1% |
| OSSTF Occasional Teachers | 703 | 120 | 17.1% | 987 | 157 | 15.9% |
| **Other** | **0** | **74** | | **0** | **131** | |
| Choose not to answer | 0 | 57 | | 0 | 81 | |
| Other | 0 | 17 | | 0 | 50 | |
| **Total** | **10147** | **4947** | **48.8%** | **14107** | **4270** | **30.3%** |

*Data suppression: To maintain anonymity, any summaries resulting in less than 10 responses are hidden in this report.*

## Equity and Inclusion

In terms of their identities (age, gender, race, ethnicity, sexual orientation, disability and religion), respondents were asked to respond to the following statements:

- I find my workplace is equitable.
- I find my workplace is inclusive.

Percent of staff who strongly agreed/agreed:

| | |
|---|---|
| Age Equity | 82.2% |
| Gender Equity | 79.6% |
| Race Equity | 75.8% |
| Ethnicity Equity | 75.5% |
| Orientation Equity | 75.1% |
| Disability Equity | 67.7% |
| Religion Equity | 65.8% |

| | |
|---|---|
| Age Inclusion | 82.2% |
| Gender Inclusion | 80.2% |
| Ethnicity Inclusion | 76.7% |
| Race Inclusion | 76.3% |
| Orientation Inclusion | 74.6% |
| Disability Inclusion | 68.0% |
| Religion Inclusion | 65.4% |

**Guiding questions for critical analysis (using an anti-oppressive approach):**

Be aware of your social location and positionality in relation to the data, and continuously ask yourself to reflect on the following questions:

- What have I noticed about the data? What stands out for me?

- How might my social location influence how I interpret the data?

- What assumptions am I making about the staff based on the data? How might my biases be shaping these assumptions?

- What additional data sources are needed to better understand the staff perspectives on their work experiences at DDSB?

- How will I use the information to maintain the focus or change practices in ways that remove barriers and promote equity and inclusion at the DDSB workplaces?

## Workplace Equity and Inclusion - Racial Identity

Question: Which racial group(s) best describe you? If you have a mixed background, select all that apply. *(Please note that calculation of percentage is based on the frequency count as respondents can select more than one racial identity)*

| Racial Identity | Equity | Inclusion |
|---|---|---|
| Indigenous (N=91) | 65.9% | 75.8% |
| Black (N=261) | 52.1% | 51.4% |
| East Asian (N=76) | 73.7% | 72.4% |
| Latino (N=42) | 73.8% | 69.0% |
| Middle Eastern (N=89) | 71.9% | 73.0% |
| South Asian (N=333) | 74.4% | 74.1% |
| Southeast Asian (N=46) | 84.8% | 82.6% |
| White (N=3,316) | 79.0% | 79.4% |
| Overall | 75.8% | 76.3% |

## Workplace Equity and Inclusion - Gender

Question: Please indicate your gender identity (select all that apply)

*(Please note calculation of percentage is based on the frequency count as respondents can select more than one gender identity)*

| Gender Identity | Equity | Inclusion |
|---|---|---|
| Female (N=3,291) | 81.0% | 81.7% |
| Gender Choose Not to Answer (N=134) | 39.6% | 38.8% |
| Gender Do Not Understand (N=10) | 40.0% | 40.0% |
| Gender Fluid (N=10) | 90.0% | 90.0% |
| Gender Nonconforming (N=13) | 69.2% | 69.2% |
| Male (N=802) | 82.3% | 82.4% |
| Non-Binary (N=13) | 69.2% | 76.9% |
| Overall | 79.6% | 80.2% |

## Workplace Equity and Inclusion - Sexual Orientation

Question: Please indicate your sexual orientation. Select all that apply. *(Please note that calculation of percentage is based on the frequency count as respondents can select more than one sexual orientation category)  *Sexual Orientation in alphabetical order*

| Sexual Orientation | Equity | Inclusion |
|---|---|---|
| Asexual (N=26) | 68.0% | 69.2% |
| Bisexual (N=105) | 75.2% | 73.3% |
| Gay (N=44) | 75.0% | 65.9% |
| Heterosexual (N=3,435) | 80.9% | 80.5% |
| Lesbian (N=40) | 72.5% | 65.0% |
| Orientation - Choose Not to Answer (N=544) | 41.4% | 41.3% |
| Orientation - Do Not Understand (N=33) | 43.8% | 40.6% |
| Orientation - Not Sure (N=15) | 42.9% | 50.0% |
| Pansexual (N=31) | 61.3% | 64.5% |
| Queer (N=33) | 63.6% | 51.5% |
| Questioning (N=14) | 71.4% | 78.6% |
| Overall | 75.1% | 74.6% |

## Workplace Equity and Inclusion - Religion, Creed, Spirituality

Question: Please indicate any religion, creed,or spirituality with which you identify. ( Select all that apply)
*(Please note that calculation of percentage is based on the frequency count as respondents can select more than one religion, creed, spirituality category)*

| Religion, Creed, Spirituality | Equity | Inclusion |
|---|---|---|
| Buddhism (N=48) | 77.1% | 77.1% |
| Christianity (N=1,875) | 69.5% | 68.7% |
| Hinduism (N=137) | 80.6% | 78.4% |
| Indigenous Spirituality (North America) (N=39) | 61.5% | 66.7% |
| Islam (N=167) | 78.0% | 72.2% |
| Judaism(N=42) | 64.3% | 64.3% |
| No Religious or Spiritual Affiliation (N=1,386) | 66.0% | 66.9% |
| Religion - Choose Not to Answer (N=555) | 44.3% | 44.7% |
| Sikhism (N=21) | 66.7% | 47.6% |
| Overall | 65.8% | 65.4% |

## Workplace Equity and Inclusion - Age

Question: To which age group do you belong? *(Please note that calculation of percentage is based on the total number of Respondents: 4,261)*

| Age | Number of Respondents | % |
|---|---|---|
| 20 - 24 Years | 57 | 1.3 |
| 25 - 29 Years | 312 | 7.3 |
| 30 - 34 Years | 455 | 10.7 |
| 35 - 39 Years | 584 | 13.7 |
| 40 - 44 Years | 764 | 17.9 |
| 45 - 49 Years | 730 | 17.1 |
| 50 - 54 Years | 620 | 14.6 |
| 55 - 59 Years | 382 | 9.0 |
| 60 - 64 Years | 166 | 3.9 |
| 65 Years or Older | 61 | 1.4 |
| Choose Not to Answer | 130 | 3.1 |

## Workplace Equity and Inclusion - Percent Agreed

| Age | Age Equity | Age Inclusion |
|---|---|---|
| 20 - 24 years | 76.8% | 78.9% |
| 25 - 29 years | 78.1% | 77.4% |
| 30 - 34 years | 84.3% | 82.7% |
| 35 - 39 years | 86.4% | 86.6% |
| 40 - 44 years | 86.7% | 86.5% |
| 45 - 49 years | 85.1% | 86.2% |
| 50 - 54 years | 83.3% | 83.0% |
| 55 - 59 years | 78.5% | 79.1% |
| 60 - 64 years | 75.3% | 77.1% |
| 65 years or older | 77.0% | 78.7% |
| Choose not to answer | 43.1% | 41.5% |

## Workplace Equity and Inclusion - Disability

Question: Do you consider yourself to be a person with a condition or disability?

*(Please note that calculation of percentage is based on the total number of Respondents: 4,270)*

| Person with a Condition or Disability* | Number of Respondents | % |
|---|---|---|
| Choose not to answer | 243 | 5.7 |
| I do not understand this question | 13 | 0.3 |
| No | 3,333 | 78.1 |
| Not Sure | 129 | 3.0 |
| Yes | 552 | 12.9 |

### Workplace Equity and Inclusion - Percent Agreed

| Disability | Disability Equity | Disability Inclusion |
|---|---|---|
| Choose not to answer | 35.3% | 33.9% |
| I do not understand this question | 30.8% | 30.8% |
| No | 72.7% | 73.2% |
| Not sure | 55.0% | 57.4% |
| Yes | 54.5% | 54.5% |

## Year of Service

Question: How long have you been employed by the DDSB?

All Respondents (N=4,263)
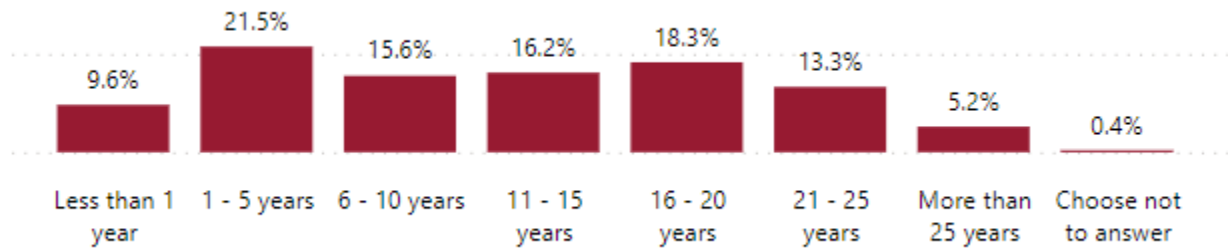


Respondents were asked how long they had been with DDSB. As indicated in the following graph, the category between 1 and 5 years was the highest (21.5%) among other groups and followed by year of service between 16 and 20 years (18.3%).

When examining the year of service data with racial identities, the DDSB hired employees from varied origins in recent years. As shown by the graph below, respondents who are relatively new to the board (less than 5 years of service) are racialized individuals such as Black, Middle Eastern, South Asian, and Southeast Asian.
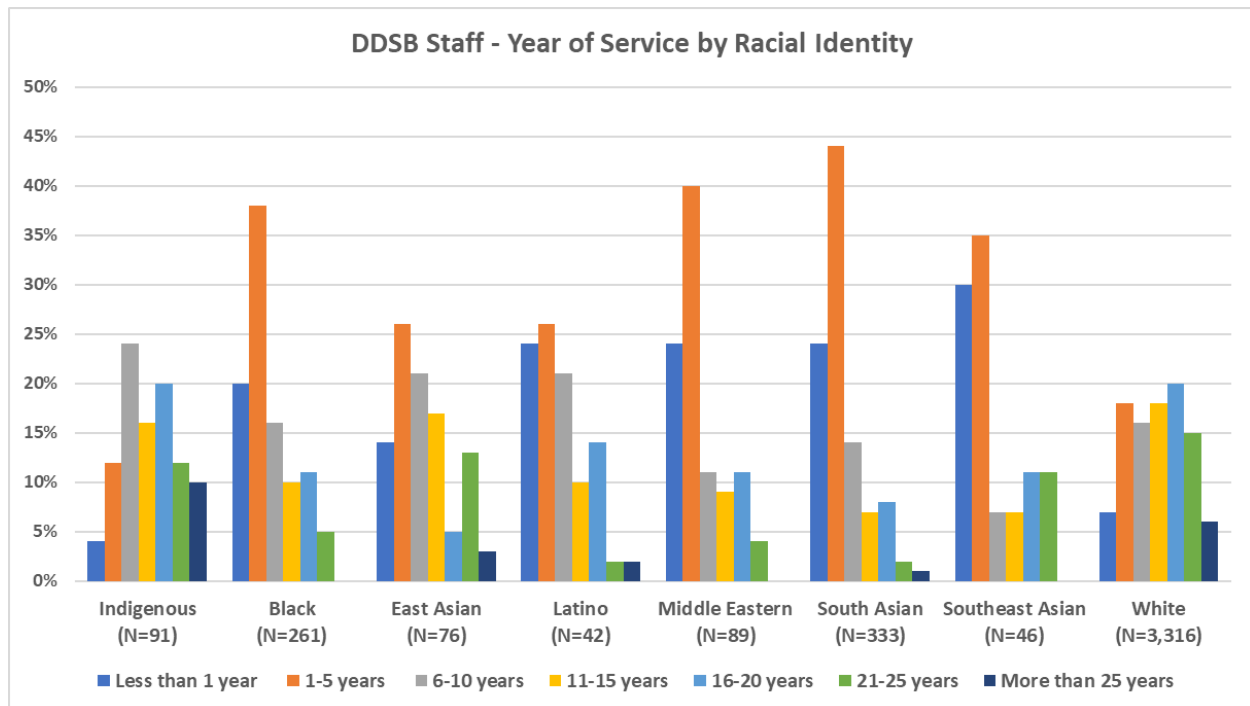
## Employment Status

Question: What is your primary employment status with the DDSB?

| Employment Status | Number of Respondents | % |
|---|---|---|
| Permanent or Probationary Full-Time Employee | 3,160 | 74.2 |
| Casual, Occasional, Temporary, or Contract Employee | 889 | 20.9 |
| Permanent or Probationary Part-Time Employee | 133 | 3.1 |
| Other Employment Status | 58 | 1.4 |
| Choose Not to Answer | 17 | <0.01% |
| **Total** | **4,257** | **100%** |

## Racial Identity by Employment Status

| Employment Status | | | | |
|---|---|---|---|---|
| Racial Identity | Casual, temporary, contract | Full-time | Other | Part-Time |
| Black | 37% | 57% | | |
| East Asian | 30% | 66% | | |
| Indigenous | 16% | 80% | | |
| Latino | 41% | 54% | | |
| Middle Eastern | 37% | 49% | | |
| South Asian | 50% | 40% | 4% | 7% |
| Southeast Asian | 41% | 52% | | |
| White | 16% | 80% | 1% | 3% |

## Racial Identity by Staff count on Employment Status

| Racial Identity and Employment Status Crosstab - Staff Count | | | | | |
|---|---|---|---|---|---|
| Racial Identity | Casual, Temp, Contract | Other (please specify) | Permanent full-time | Permanent part-time | **Total** |
| Black | 97 | | 148 | | **259** |
| East Asian | 23 | | 50 | | **75** |
| Indigenous | 15 | | 73 | | **90** |
| Latino | 17 | | 22 | | **41** |
| Middle Eastern | 33 | | 44 | | **87** |
| South Asian | 164 | 12 | 133 | 21 | **330** |
| Southeast Asian | 19 | | 24 | | **45** |
| White | 530 | 33 | 2643 | 89 | **3295** |
| **Total** | **884** | **57** | **3153** | **132** | **4226** |

**Q: In terms of equity relating to race, I find my workplace is equitable.**

Regarding racial identity, the workplace is equitable - Percent who agree

| Racial Identity | Casual, Temp, Contract | Other (please specify) | Permanent full-time | Permanent part-time | Total |
|---|---|---|---|---|---|
| Black | 57.7% | | 48.6% | | **52.1%** |
| East Asian | 82.6% | | 70.0% | | **74.7%** |
| Indigenous | 66.7% | | 67.1% | | **66.7%** |
| Latino | 82.4% | | 63.6% | | **73.2%** |
| Middle Eastern | 69.7% | | 65.9% | | **71.3%** |
| South Asian | 75.6% | 83.3% | 70.7% | 85.7% | **74.5%** |
| Southeast Asian | 84.2% | | 87.5% | | **86.7%** |
| White | 80.6% | 81.8% | 78.8% | 80.9% | **79.2%** |
| **Total** | **76.5%** | **80.7%** | **75.7%** | **80.3%** | **76.1%** |

*Please note that the options "None" and "Choose not to answer" are not included in the above table.*

**Q: In terms of equity relating to inclusion, I find my workplace is inclusive.**

Regarding racial identity, the workplace is inclusive - Percent who agree

| Racial Identity | Casual, Temp, Contract | Other (please specify) | Permanent full-time | Permanent part-time | Total |
|---|---|---|---|---|---|
| Black | 57.7% | | 46.6% | | **51.4%** |
| East Asian | 87.0% | | 66.0% | | **73.3%** |
| Indigenous | 80.0% | | 76.7% | | **76.7%** |
| Latino | 76.5% | | 59.1% | | **68.3%** |
| Middle Eastern | 72.7% | | 68.2% | | **72.4%** |
| South Asian | 75.6% | 83.3% | 69.2% | 90.5% | **74.2%** |
| Southeast Asian | 89.5% | | 79.2% | | **84.4%** |
| White | 80.5% | 85.3% | 79.2% | 83.0% | **79.6%** |
| **Total** | **76.6%** | **79.3%** | **76.1%** | **83.2%** | **76.5%** |

*Please note that the options "None" and "Choose not to answer" are not included in the above table.*

**DDSB**
*Ignite Learning*

**DURHAM DISTRICT SCHOOL BOARD**
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board          **DATE:** June 5, 2023

**SUBJECT:** Employee Experience Report          **PAGE:** 1 of 6

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board
Heather Mundy, Superintendent of Equitable Education

## 1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information on the DDSB Employee Experience data gathered through the 2022 Listening Tour surveys.

## 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.*

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

## 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.

In the spring of 2020, the Durham District School Board (DDSB) began a process to review the culture of the District. Howatt HR Consulting was engaged and completed interviews, focus groups and shared a survey to gather information through a Listening Tour surveys.

As a system, we committed to improvement following the Listening Tour and as a result, it was important that staff continued to gather information and feedback on our progress.

The DDSB engaged Howatt HR Consulting to provide a survey tool, called the Employee Experience Checkpoint, and to provide an analysis following the gathering of data on employee's experience in the workplace. The Employee Experience Checkpoint survey included questions about health and well-being behaviours, workplace relationships and environment, and psychological safety. Staff were asked to complete the survey in June 2021. It is important to note that the survey was completed during the third wave of the COVID-19 school shut-down.

Following the Employee Experience Checkpoint, the DDSB and Howatt HR engaged in focus groups comprised of various employee groups (Employee Affinity Groups, Federations, Unions and Leadership Associations) to obtain feedback on the experience of the survey. Based on the information gathered through the focus groups, there was a decision to not continue the Employee Experience Checkpoint survey in 2022 or 2023.  Instead, there would be a series of Listening Tours that would be completed with randomly selected schools under each Superintendent as well as with one corporate services department.

**4.0**  <u>**Analysis**</u>

4.1 Listening Tour Spring 2020

System strengths identified as part of the Listening Tour included: co-worker relationships; passion for the work; and employee anticipation that the culture would improve with the leadership changes that occurred within 2020. The information shared by employees highlighted the need to: build trust in leadership; increase open and authentic communication; and provide opportunities for collaboration and feedback.

4.2 Employee Experience Checkpoint June 2021

The results from the Employee Experience Checkpoint were consistent with the Listening Tour survey that took place in 2020, that improvement was required around trust with senior leadership and the organization. The data showed that employees felt there was strength in their direct leader's psychological health and safety competences as well as strong co-worker relationships. Employees also felt that open and improved communication with staff would support them in seeking the necessary resources and assistance available. The full summary is provided in Appendix A.

4.3 Focus Groups on Employee Experience Checkpoint

Through the focus groups, it became clear that employees had a strong desire to share their stories rather than respond to surveys. There was significant concern that numbers (from survey responses) could not capture the lived experiences of employees. Employees wanted opportunities for honest communication. Employees indicated that there was a gap between leadership intent and impact in schools but that there was an openness to move forward. They felt as though the process to gather information needed to be narrower and school specific to make it tangible and actionable.

4.4 Cultural Assessment Spring 2022

In response to the ongoing commitment to gather information on employee experience, two separate cultural assessments occurred in the Spring of 2022.  One secondary school and one elementary school, completed the assessment by a different external organization. Through these assessments, employees shared:

- Proactive communication from school administrators supports positive relationships.
- Most classroom staff enjoy relationships that are collegial that are built on mutual trust and understanding. Educational assistants feel undervalued and overlooked for their work in the school.
- More opportunities for professional learning and collaboration is needed to support implementation of policies and initiatives.
- Visibility, availability and open communication with administrators builds a positive culture in the school.
- Training is needed so that all staff better understand their roles and responsibilities related to the Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, the Safe and Respectful Workplace and Harassment Prevention Policy, hiring, and budget.

4.5 Listening Tours November/December 2022

In the Fall of 2022, the DDSB engaged Ember Experience (previously Howatt HR) to continue the work of understanding the experience of our employees through site specific Listening Tours. Schools were randomly selected based on size, rural vs urban, social economic status, and location to ensure there were diverse and representatives. Seven schools and one Central department were selected by Ember Experience.

The Listening Tours were scheduled to take place during late October and November 2022 in person at each site. Opportunities to participate were offered before, during and after the school day to accommodate staff.  Unfortunately, the dates had to be changed and some shifted to virtual interviews due to the impact of the provincial CUPE labour action and intense weather storm. There was also difficulty with supply coverage during this time. All of these factors likely impacted the overall participation rate.

4.51 Listening Tour Participation

There was one school site that had limited participation and information could not be included in the overall summary. Of the other six school sites and central department, the overall participation rate was 34%. Though the participation is small, each respondent shared a story that illuminates their reality. Each voice is important.  The information gathered provides a picture and patterns of actions.

4.52 Summary

The summary of the 2022 Listening Tour survey is provided in Appendix A. Key points from the summary are highlighted below.

System Feedback

- General appreciation for key focus (Indigenous rights, human rights).
- Cautious optimism about the change in staff experience within the DDSB culture.
- Staff have high degree of care for their roles and impact on students.
- Concerns with resource constraints and increased workloads.
- Challenges managing complex student behaviours.
- Disconnect between the board and school experience.
- Need for more opportunities for collaboration.

School/Site Feedback

- Recognition of the positive impact a visible administrator can have within the school.
- Actively engaged and approachable leadership fosters a thriving school/department culture.
- The foundation of peer-to-peer support is present and particularly strong during a crisis and challenging situations.
- More professional learning opportunities and collaboration is needed for all staff.
- Application of current areas of focus (e.g., Indigenous rights, human rights) is inconsistent.
- Emotional fatigue of staff in elementary schools appears to be higher than in secondary schools.

4.6 Next Steps

Over the last three years, the DDSB has worked to build trust and positive relationships through individual interactions and leadership communication. Staff continue to gather feedback to support this ongoing work.  Culture takes time to change and all members of the organization are key in that change. The implementation of our Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and Safe and Respectful Workplace Policy is key in supporting and promoting a positive culture for all. Living our duty bearer responsibilities will change the experience for students and staff.

From the feedback staff have received, we need to consider the following next steps as we continue the implementation of these policies and our new strategic plan once finalized.

- Create more opportunities to involve staff through collaboration and problem solving.
- Continue to engage with consultative groups to support ongoing improvement and next steps.
- Increase communication and transparency about resource allocation.
- Build greater connection between leadership and education centre staff and schools (e.g., School visits).
- Focus on leadership development and sharing of best practices.
- Continue to provide opportunities to gather information to understand the experiences of our employees

## 5.0   Financial Implications

- The funding for the Listening Tour surveys is embedded in the 2022-2023 school year budget.

## 6.0   Evidence of Impact

Research describes Employee Engagement as improving an employees' connection to the work and creating a culture where employees feel valued, involved and understood.  Every day, employees make decisions and take actions that impact their work and in turn impacts students. The experience the employees have in the workplace, the way the organization treats its employees, and the way employees treat one another can positively affect their actions or put the workplace or others at risk.

Research also tells us that 70% of the variance in team engagement is determined by the employees' direct supervisor and that employee engagement should be a priority for all leaders. The data tells us that employees want meaning in their work and that they are successful in their work. Employees shared that they want to have meaningful conversation, coaching and care from their supervisors.

*From <https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>*

The feedback staff received from employees reinforces these points as they referenced the positive impact that a visible, engaged, and approachable leader has on the culture of a school/department.

The surveys determined that the current culture has experienced improvement, however, barriers at the system level exist which needs to be addressed. The following results was shared:

- Cautious Optimism indicates progress over the last 3 years in developing trust and building relationships in the system.
- Culture of "fear of repercussions for speaking out" still exists but has improved over the years.
- Shift from surveys to Listening Tour reinforces the importance of employee voice and connection
- Education Centre staff making connections to schools through visibility, sharing of best practices, role clarity and intentional support will bridge the current gap felt by employees

## 7.0  Communication Plan

- Summary results were shared with Administrative Council and the Board of Trustees for information.
- The Listening Tour specific summary results will be shared with staff at each site through their leadership team.

## 8.0  Conclusion

Over the past three years, staff have worked through many hardships as a District.  Staff value employee voice and their lived experiences. Staff understand the impact of our leaders on the employee experience and the need to focus on leaders' capacity and skills to further improve the culture.
Staff will focus on:
- Communicating the importance of meaningful conversations and coaching from leaders.
- Providing training and resources for leaders on meaningful conversations.
- Discuss, review, and provide clarity on the role purpose and expectations for leaders and all employees.

This focus will support the development and implementation of our new strategic plan and will support the necessary foundational work of improving the employee experience.
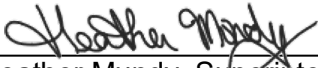
**9.0** **Appendices**

Appendix A – Summary of the Listening Tour 2022

Report reviewed and submitted by:

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

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Heather Mundy, Superintendent of Equitable Education

# Listening Tour: Summary Report

## Durham District School Board (DDSB)

Feb 2023

# Section 1: Project Summary

# Overview of the Listening Tour Project

- The listening tour project kicked off following feedback from various interested parties (affinity groups, unions and federations, as well as leadership) to gather data that centred on human experience rather than surveys.

- A total of eight listening tours were conducted, which included seven schools and one department.

- Schools were randomly selected based on size, rural/urban, Socioeconomic status and location to ensure a diverse and representative sample.

- The process includes a series of voluntary <u>one-on-one</u> confidential in-person and/or virtual interviews with leaders and all staff within each site.

- Due to external constraints, two of the sites conducted interviews virtually.

- Each site with a participation rate over 20% will receive a site-specific report.

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# Section 2: Cultural Inhibitors and Amplifiers

# Cultural amplifiers and inhibitors

## Inhibitors

Inhibitors are factors that can create divide throughout the organization, and create unproductive friction within the culture.

## Amplifiers

Amplifiers are factors that create connection, positive social norms and foster a strong culture.

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5

# Perceived Amplifying Factor Summary [111]

**Care and passion**

- High level of care and passion for the work was observed in most conversations.
- Most staff are "here for the kids" and get charged by student growth and development.
- Especially high care and passion in priority schools where staff go above and beyond to meet student needs.
- Board intentions and care may sometimes not translate well to the actual experience of school-based staff.

**Appreciation of direction**

- A general appreciation for the board's focus in areas of Indigenous rights and human rights.
- While the importance of the initiatives on the Big 3 policies was acknowledged, there is a sense of unpreparedness and need of support to implement meaningful change.

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# Perceived Amplifying Factor Summary

## What we heard – Amplifying factor

**Peer support**

- Most staff seem to have a strong peer support system.
- Some form a bond based on "shared pain and experience" while others form a bond through collaboration and charging activities (e.g. social connections with colleagues, student success etc.)
- Can sometimes lead to the isolation of new staff or staff who hold different values and perspectives.

**Impact of strong leaders**

- Strong leadership significantly improves the experience and often facilitates a positive culture despite facing similar challenges as other schools.
- Leadership is instrumental in improving the overall morale of all staff.

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# Perceived Amplifying Factor Summary [113]

## What we heard – Amplifying factor

**Cautious Optimism**

- There is a growing sense of cautious optimism amongst many staff to build on the existing momentum and intentions.
- There is an acknowledgement of positive change in overall culture under current leadership but with some apprehension about the change in Director (January 2023).
- Staff have a high sense of empowerment and comfort speaking to administrators, where they feel the school has approachable administrators.
- Initial perception of the Listening Tour was very cautious. However, these feelings were often overcome and resulted in good participation, appreciation and hope for positive change from the initiative.
- Many staff expressed sincere appreciation that the voice of school-based staff is being captured.

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# Perceived Inhibiting Factor Summary [114]

**Accountability**

- Lack of accountability at different levels – students, parents and leaders.
- Perceptions that "limited expectations" are set which exacerbates behavioural and academic challenges.
- Lack of support and clear expectations for staff when engaging in challenging parent behaviours..

**Inconsistencies**

- Leaders is some schools actively amplify a positive culture and role model collaborative behaviours.
- Some schools have greater access to resources (eg fundraising).
- Varying approaches to teaching "best practices" exist.
- Administrators and staff have varying expectations of accountability and discipline for students.

# Perceived Inhibiting Factor Summary [115]

## What we heard – Inhibiting factor

**Follow through and feedback**

- Perceived lack of follow-up from administrators and board staff.
- There is some apprehension towards initiatives with limited confidence that there will be positive action taken to address root causes.
- Strong perception that policies and "what is being said" is not put into practice, creating a feeling that the board is being disingenuous.

**Resources and programs**

- The board standards and practices are a "one size fits all" approach that sometimes does not align with what each school needs (e.g., allocation of staff, resources).
- Perception that larger schools get more funding for resources without sub-consideration of the socio-economic situation in the area (e.g., differences in needs of the student population).

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# Perceived Inhibiting Factor Summary [116]

**Impact of decisions**

- While some initiatives are important and time-sensitive, they significantly increase the workload of staff without consideration for what can be "taken off their plate".
- Majority of the staff do not feel equipped to implement and integrate Indigenous rights and human rights and other inclusion initiatives mandated by the board.

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# Section 3: Considerations Moving Forward

# Key Findings and Observations

## System Feedback

- General appreciation of the direction in key focus areas (e.g., Indigenous rights, human rights).

- Cautious optimism about the change in staff experience within the DDSB culture.

- High degree of care related to their role supporting students exists throughout DDSB, which at times is leading to increased risk of turnover, disengagement and burnout.

- Resource constraints, increases in workload and expectations seem to connect to increased risk of the above factors.

- The pandemic has increased the needs of students and placed additional burden on all staff navigating student based behavioural challenges and physical violence.

- Disconnect exists between board office intention and the experiences within schools leading to a "us vs them" mentality that creates misalignment and reduced confidence.

- Lack of opportunities to collaborate and share amongst administrators and staff.

- Culture of "fear of repercussions for speaking out" still exists but has improved over the years.

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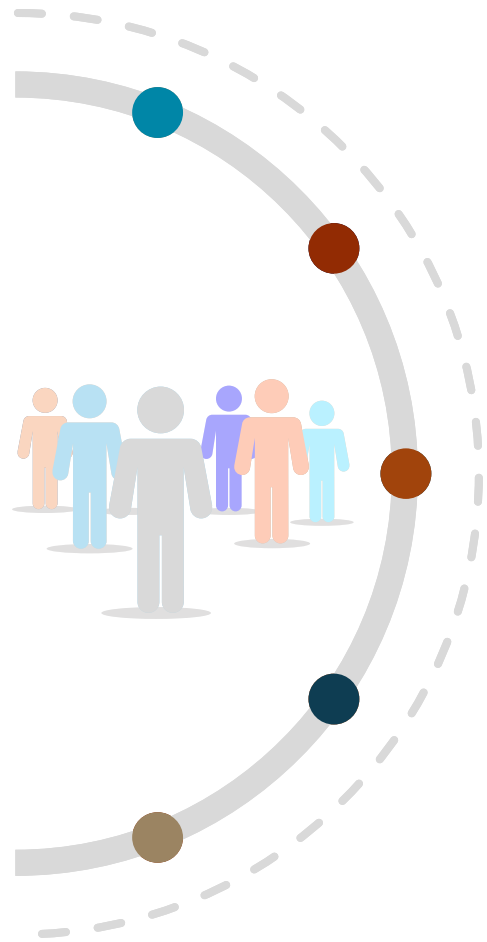
# Key Findings and Observations

## School Feedback

- Recognition of the impact a visible administrator can have within the school.

- Actively engaged and approachable leadership fosters a thriving school/department culture.

- Foundation of peer-to-peer support is present and particularly strong during a crisis and challenging situations.

- Evaluation, training and development opportunities needed for administrators and school staff.

- Some schools have a culture of divide amongst staff ("in group" and "out group" based on attitude and approach towards students, years of experience, access to the administrator, collaboration opportunities with the administrator etc.).

- Gaps in the application of current areas of focus (e.g., Indigenous rights, human rights).

- Emotional fatigue of staff in elementary schools appears to be higher than in secondary schools.

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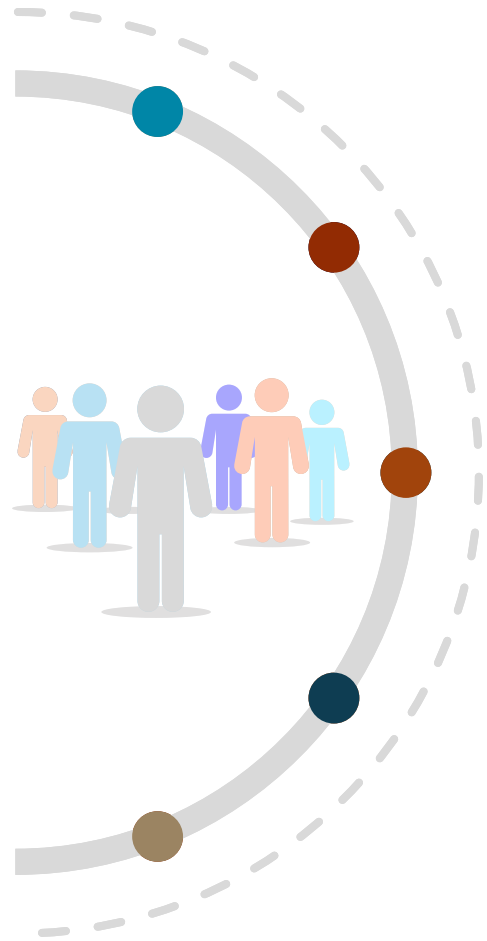
# Leadership practices that contribute to a thriving culture

- Leaders walking around and being "visible" around the school.

- Collaborative and hands-on leadership.

- Creating space for staff to share issues and problem-solve to find a solution with an open-door approach.

- Strong support from the administrator in managing student behaviours, maintaining student accountability and communicating with parents.

- Focused communication (weekly memos and/or staff meetings) creates a culture of transparency.

- Advocating for school/department needs.

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# Key suggestions for improvement from staff

- More "human" engagement with school-based staff.

- Bring back opportunities for professional development and collaboration.

- Set clear expectations for students and parents.

- Evaluate requirements of schools based on school needs rather than size.

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# Thank you

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**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board          **DATE:** June 5, 2023

**SUBJECT:** Improving Environmental Sustainability and Planning   **PAGE:** 1 of 5

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

**1.0   Purpose**

The purpose of this report is to provide the Board of Trustees with information on environmental sustainability across Durham District School Board facilities and operations.

**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 *Canadian Net-Zero Emissions Accountability Act* enshrines in legislation the Government of Canada's commitment to achieve net-zero greenhouse gas emissions by 2050 and provides a framework of accountability and transparency to deliver on it.[1] Reducing carbon emissions is a key step towards achieving net-zero, limiting global warming to mitigate increasing severe weather events that threaten both life and property.

The Durham District School Board (DDSB) is committed to developing and implementing policies and programs to contribute to the transition to a climate resilient future both within the organization and in the broader community through education and engagement. DDSB also recognizes that environmental changes and instability have disproportionate effects on Indigenous communities and other communities based on the Ontario Human Rights Code (OHRC) protected grounds (and intersecting grounds) and socioeconomic status. Efforts to

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[1] https://www.canada.ca/en/services/environment/weather/climatechange/climate-plan/net-zero-emissions-2050/canadian-net-zero-emissions-accountability-act.html

promote environmental sustainability align with key commitments and responsibilities under DDSB's Indigenous Education Policy and the

Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures to prevent and address discriminatory impacts on communities.

As an organization committed to responsible energy consumption, DDSB is one of the most energy efficient Districts in the province, being recognized in 2017 as the top energy performing school board in Ontario. However, as weather patterns have shifted, as well as in response to the changing expectations of stakeholders, DDSB began a program to install cooling spaces in all schools and air conditioning where childcare programs operate for 12 months of the year - consuming considerably more electricity. Despite this program, DDSB remained ranked in the top 10 out of 72 Ontario school boards for energy performance in 2022. See Appendix A.

Purchasing electricity is not carbon neutral, and it is expensive. When energy conservation is not an option, such as when operating a school, energy must be used efficiently. For this reason, all DDSB facilities' systems are controlled by Building Automation Systems (BAS) which manage the most efficient deployment of energy, ensuring optimum ventilation rates, maintaining occupant comfort when buildings are in use and reducing and saving energy when they are not.

The CARMA Submetering System, installed in 45 of DDSB's 136 buildings, assists in identifying energy reduction opportunities, locating inefficiencies and optimizing system performance. It also provides educators and students with a report card on their carbon footprint, where they can review their school's energy profile with other schools, creating a greater understanding of the use of energy. See Appendix B.

There is opportunity for DDSB to not only continue to implement change physically across its own systems but also to be a catalyst for community change through increasing awareness, public support, workforce development and education.

## 4.0   Analysis

In order for DDSB to continue to advance sustainability goals, a needs assessment and scoping exercise of the District's operations and activities must be undertaken. The magnitude of change still to be implemented across the entire system needs to be quantified and new goals and pathways mapped so we know how to improve our environmental sustainability and identify the most effective ways to reduce the carbon footprint.

A system assessment will examine the following key areas of potential opportunity, and create a roadmap for moving forward with meaningful change:

- Support social change through education
  - Changing behaviour by moving away from the reliance on gas powered vehicles as a primary source of transportation and increase access to low-carbon transportation options, including walking, biking and public transit.
  - Use school grounds and District owned property for community gardens, creating meaningful green space, improving storm water absorption and reducing the carbon footprint of food production.

- Make environmentally responsible choices in purchasing and procurement
  - Eliminate single use plastics and other non-recyclable items from the purchasing supply chain.
  - Find environmentally responsible alternatives for items with significant carbon footprint through manufacturing or supply chain (shipping/travel).

- Reduce waste and divert from landfills by utilizing recycling technologies
  - Action recycling programs for all waste streams – paper, organic waste, metals and plastics.
  - Make product and vendor selections based on commitment to minimizing waste through recycling or biodegradability.

- Implement paperless processes in corporate and academic areas
  - Reduce deforestation and Greenhouse Gas (GHG) production from manufacturing by leveraging existing technology to create paperless processes.
  - Rethink communication and information exchange in all aspects of District operations.

- Consider the cost, financial and environmental, of technology e-waste
  - The lifespan of computers, laptops and peripherals must be considered through the lens of e-waste generation and the ensuing environmental impact of disposal.

- Reduce energy demand and consumption in all buildings
  - Replace existing infrastructure with more efficient alternatives – LED lighting, high efficiency heating systems, increase insulation, reduce solar heat gain during cooling.
  - Replacement of incandescent and fluorescent lighting with LED fixtures is an ongoing program. Across the District, 68% of exterior and 30% of interior lighting is now LED.
  - Offset increased energy consumption driven by enhanced ventilation requirements introduced to combat COVID-19, that are now standard operation, with new systems that have increased efficiency as this program no longer receives additional funding by the Ministry of Education (EDU).
  - EDU has been asked to provide funding for efficient heating and cooling of schools, and there is recognition on the part of EDU that their current funding model only covers the cost of replacements instead of improvements, which largely precludes boards from installing energy efficient systems.

- Employ renewable energy sources
  - New, renewable energy sources including solar array, geothermal and other emerging electric technologies must be identified and a strategy and timeline for implementation developed.
  - Geothermal mechanical systems are very efficient, 300-400% efficiency compared to 80-85% for gas fired heating. However, the cost of gas is 1/10 that of electricity, making it cheaper to operate less efficient gas equipment and fit within the current funding model.
  - Cost for a retrofit to geothermal, designed to be carbon neutral, has two components – (1) geothermal system and (2) energy generation such as solar to power the geothermal system. This has a significant price, $15 million for a recent secondary school retrofit.

- Build smarter and build smarter buildings
  - o Identify and offset upfront embodied carbon inherent in the construction of buildings.
  - o Trigger changes to harmful manufacturing processes by knowledgably selecting building components.
  - o Utilize building automation, AI and other technologies to let buildings learn how to operate smarter and more efficiently.

## 5.0   Financial Implications

As we move forward, lower cost, high carbon footprint goods and services may need to be replaced with higher cost environmentally effective choices. These may present a higher initial cost, but ultimately, as carbon offsetting taxation increases, the costs are anticipated to equalize.

For existing infrastructure, capitalizing on renovations, modernizations, system retrofits, and equipment replacement, will provide an opportunity to implement changes in energy technology and conservation. The ongoing improvements, that are funded by the board's budget, as well as upfront planning, target setting, benchmarking and regular reporting, will help drive DDSB towards reduced emissions and a reduced carbon footprint that will contribute to Canada meeting its commitments to net-zero carbon emissions by 2050.

Current construction benchmark funding is insufficient to construct even basic, fossil fuel powered buildings, making alternative and renewable energy powered builds well out of reach at this time. As the country and the province move towards net-zero carbon emissions, it is hoped that dedicated funding may become available so that the board can incorporate newer and/or improved technologies that will reduce our carbon emissions. Until that time, DDSB will continue to balance the progress with the fiscal realities of being a publicly funded organization.

## 6.0   Evidence of impact

The board's commitment to improving environmental sustainability lets students, parents/guardians, staff and the community know that staff care about the collective future and environmental sustainability and well-being. Monitoring energy consumption and GHG emissions to track reduction will demonstrate the progress that the board has made.

## 7.0   Communication Plan

N/A

## 8.0   Conclusion

Over the next year, staff will engage in reviewing and analyzing aspects of operations to create a short/mid-term plan that will result in a meaningful and achievable reduction to the DDSB's carbon footprint and enhance environmental sustainability.

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

**9.0**  <u>**Appendices**</u>

Appendix A – Sustainable Schools Reports 2015-2022
Appendix B – Carma Corp – Submetering and Billing Solutions


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 of Corporate Services and Treasurer of the Board

# 128
# SUSTAINABLE SCHOOLS
## saving our energy for education

## CLIMATE CHALLENGE NETWORK | 2022 TOP ENERGY PERFORMING SCHOOL BOARDS REPORT

**SUSTAINABLE SCHOOLS** is pleased to present our 2022 report on the energy performance of school boards in Ontario, based on publicly reported annual data for the September 2019 – August 2020 school year. This was the first year when school board operations were affected by the COVID-19 pandemic. School closures were in effect from March 2020 while addressing ventilation requirements for health and safety became the top concern.

The Ontario history of school closures from March 2020 to the end of the 2020-2021 school year is shown below. We anticipate more substantive energy use changes in next year's analysis of the 2020-2021 school year, resulting from Ministry of Education directives relating to ventilation system modifications including outside air controls and air filtration.

This 2022 report is therefore a hybrid assessment of progress with

**Ontario-Level School Closures and Reopening Policy Tracing, from March 2020 to April 2021**



Source: The Ontario COVID-19 Science Advisory Table. https://covid19-sciencetable.ca/sciencebrief/covid-19-and-education-disruption-in-ontario-emerging-evidence-on-impacts/

energy efficiency under normal school operations from September 2019 to February 2020, together with the boards' operational responses to the early months of COVID-19 from March to August 2020.

## Province-wide energy trends

Province-wide changes in energy use are derived by comparing the annual savings potential for each building between the two years (weather-normalized). These trends are presented below.

| Actual Energy Reductions | 2016-17 vs 2014-15 | 2017-18 vs 2016-17 | 2018-19 vs 2017-18 | 2019-20 vs 2018-19 |
|---|---|---|---|---|
| Recorded electricity reductions | 4.7% | -0.7% | 1.4% | 16.9% |
| Number of boards with net electricity reductions (out of 72) | 54 | 23 | 50 | 68 |
| Recorded natural gas reductions | 1.7% | 4.8% | -0.6% | 4.3% |
| Number of boards with net natural gas reductions (out of 72) | 23 | 54 | 37 | 49 |
| % total energy reductions | 2.8% | 2.8% | 0.1% | 8.7% |
| Number of boards with board-wide energy reductions > 1% (out of 72) | 44 | 44 | 36 | 59 |

Prior years' results from 2014-15 to 2018-19 in the first three columns document energy savings due to efficiency improvements in electricity and natural gas use made over that 4-year period. Results varied significantly from year to year and averaged a little less than 2% per annum for both energy types with a small majority of boards showing overall net total energy savings.

The current year results show a distinct jump in energy reductions for electricity (16.9%) and gas (4.3%) which can reasonably be attributed to the school closures from March 2020 when lights and, for a period of time, most ventilation systems were shut down. Closures would have a bigger impact on electricity (fan power and lighting as well as electric heat in portable classrooms) than on gas where base building heating is still required and the larger part of the heating season was over before the closures came into effect.

## The most energy efficient school boards

The Top-20 most energy efficient school boards in Ontario for 2019-20 are recognized below. For this 2019-2020 school year, the top-performing boards are again determined by comparing actual energy use to top-quartile energy targets for elementary and secondary schools and administration buildings. While most buildings and boards showed additional energy reductions due to COVID-19 response, the

established (weather-normalized) "normal operations" targets provide a consistent standard for evaluating the energy performance of individual buildings and the boards as a whole.

### 2022 Top Energy Performing School Boards
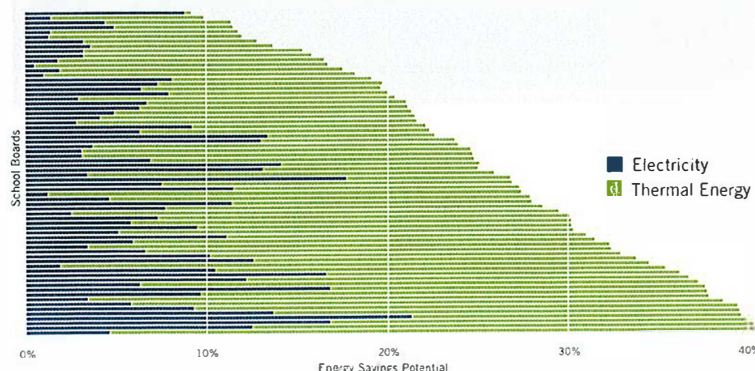


| 2022 Ranking | School Board | Number of facilities | 2021 Ranking |
|---|---|---|---|
| 1 | Northwest Catholic District School Board | 7 | 6 |
| 2 | Halton Catholic District School Board | 58 | 4 |
| 3 | Ottawa Catholic School Board | 87 | 1 |
| 4 | York Catholic District School Board | 101 | 9 |
| 5 | Conseil scolaire de district catholique du Nouvel-Ontario | 32 | 3 |
| 6 | York Region District School Board | 221 | 7 |
| 7 | Superior-Greenstone District School Board | 14 | 2 |
| 8 | Durham District School Board | 131 | 11 |
| 9 | Kawartha Pine Ridge District School Board | 81 | 14 |
| 10 | Upper Canada District School Board | 82 | 8 |
| 11 | Simcoe County District School Board | 115 | 18 |
| 12 | Sudbury Catholic District School Board | 17 | 5 |
| 13 | Upper Grand District School Board | 83 | 20 |
| 14 | Conseil scolaire de district catholique Franco-Nord | 12 | 15 |
| 15 | Conseil scolaire public du Nord-Est de l'Ontario | 13 | 26 |
| 16 | Durham Catholic District School Board | 50 | 25 |
| 17 | Near North District School Board | 37 | 17 |
| 18 | Rainy River District School Board | 15 | 21 |
| 19 | District School Board Ontario North East | 30 | 13 |
| 20 | Ottawa-Carleton District School Board | 150 | 23 |
| | Total | 1336 | |

# Variability in energy results

The remarkable range of year-on-year variances between schools and boards identified through this analysis provides further insight into opportunities for accelerating savings in future years. Primarily due to school closures caused by the pandemic, 3,673 buildings (84% of the total) recorded electricity reductions greater than 5% in 2019-20, amounting to over 269 million kWh. Still, 191 other buildings showed increases greater than 5%, somewhat offsetting those reductions. With thermal energy use, 42% of buildings reduced consumption
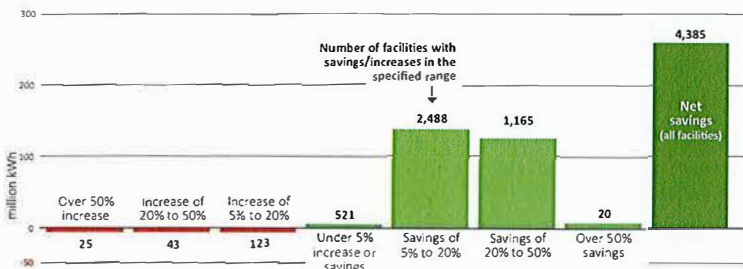
by 22.2 million m3 of natural gas, while 22.3% of facilities recorded 10.5 million m3 of increases.

Since buildings with significant area changes are filtered out of this analysis, these energy increases are likely to be predominantly due to operational and maintenance factors. Avoiding these increases would substantially improve overall energy savings in future years. Boards are encouraged to use this information for their own buildings to improve operations, maintenance and management practices for early identification and correction of anomalies.

**ELECTRICITY use trends: Cumulative savings or increases in Ontario school board facilities, by specified range, in 2019-20 vs 2018-19**



**GAS use trends: Cumulative savings or increases in Ontario school board facilities, in the specified range, in 2019-20 vs 2018-19**
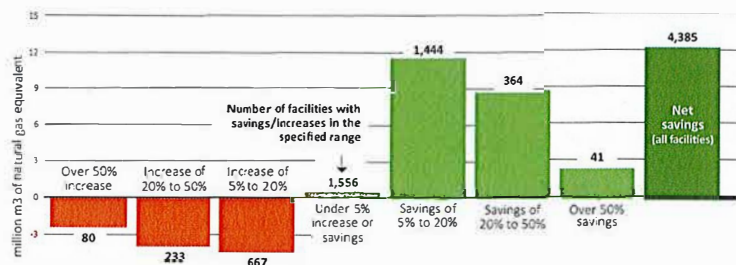


# Sustainable Schools in action

**New: Strategic Energy Management for School Board Portfolios Project**
**Lead project funder: Independent Electricity System Operator (IESO)**
**Project partners: Setpoint Building Automation, QMC Metering Solutions**
**Project timeline: March – December 2022**

This applied research project addresses the variability in energy results described above and aims to help boards identify and achieve operational energy savings in their schools. The research will identify the causes of substantial electricity and natural gas use savings and increases which are not related to known projects or use and occupancy changes. We are particularly interested in the role of operational and maintenance factors and local unreported actions undertaken by school staff and service contractors.

Working with 5 Ontario school boards and up to 5 schools from each board, Sustainable Schools will analyze monthly billing data, building automation systems, sub-meter data and the management practices of participating boards used to identify energy use variances in a timely manner and initiate and verify appropriate action. After the analysis stage, a strategic energy management workshop with all five school boards, the IESO, and project partners will determine the common factors and practices involved, leading to a best practices guidance report for use by all school boards in achieving operational savings, avoiding increases, and building on local successes to achieve their goals.

**New: High Efficiency Rooftop HVAC Unit (RTU) Replacement Project**
**Lead project funder: Independent Electricity System Operator (IESO)**
**Project partners: Kilmer Environmental, Carmichael Engineering**
**Project timeline: May – December 2022**

This project will develop an evidence-based best practices guidance document for use by school boards and their design consultants to optimize the design, equipment selection, BAS programming and commissioning of RTU replacement projects. The research team will work with 5 Ontario school boards to evaluate respective designs, operational performance, and energy efficiency of up to 10 recently retrofitted schools. In-depth examination of energy and operating data before and after the retrofit projects will determine absolute and comparative performance. Correlations between relative performance and design, equipment and other factors will help identify best practices. Alternative design and equipment options will be assessed, including capital and life-cycle costs, energy efficiency, greenhouse gas emissions and maintenance factors.

The guidance document will be reviewed and finalized in a strategic workshop with the participating boards and project partners, which will also explore the boards' internal capabilities and organizational alignment for project development, addressing knowledge gaps and areas for improvement with respect to energy efficiency and operating performance of their installations.

## ABOUT THIS REPORT

The Sustainable Schools program has been reporting on highly efficient K-12 school buildings since 2007. For the past several years we have been using the publicly disclosed Broader Public Sector energy data for Ontario's approximately 5,000 school buildings to report on the comparative energy performance of the province's 72 boards. Sustainable Schools' data,

webinars and this annual report provide evidence-based knowledge and a platform for the whole sector to share, learn, make improvements and track progress over time. The reporting on individual schools provides the foundation for each board to begin mapping its own practical pathway to utility cost savings and emissions reductions.

The White Paper detailing our methodology is available on the Sustainable Schools website at https://sustainableschools.ca/publications/.

*Sustainable Schools acknowledges the support of Enbridge Gas Distribution and the Independent Electricity System Operator (IESO).*

**For more information, please visit www.sustainableschools.ca** or contact Katia Osokine, Program Manager, at kosokine@climatechallengenetwork.org.

Sustainable Schools is a program of the Climate Challenge Network.

**CLIMATE CHALLENGE NETWORK**

Technical direction by

**Enerlife** consulting

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# SUSTAINABLE SCHOOLS
## saving our energy for education

**JUNE 2021**

**CLIMATE CHALLENGE NETWORK**

# 2021 TOP ENERGY PERFORMING SCHOOL BOARDS REPORT

**SUSTAINABLE SCHOOLS** is pleased to recognize the most energy efficient school boards in Ontario, based on reported data for the September 2018 – August 2019 school year. Every board has some opportunity for reducing energy use and greenhouse gas emissions, with board-wide achievable savings potential ranging from 13.7% for the most efficient to more than 60%. The top twenty boards (those with the least savings potential) are recognized below, along with their rankings from last year's report.

The total achievable potential across all boards is 32.5%, worth an estimated $117 million annually and accounting for 244,000 tonnes/year of avoidable greenhouse gas emissions (CO2e). Natural gas (35.5%) has a bigger percentage savings potential than electricity

(26.9%) and offers the lion's share of emissions reductions. The Ontario school sector as a whole decreased electricity use by 1.4%, with a majority of boards recording savings. Overall weather-normalized thermal energy use increased by 0.6% in 2018-19 compared against the prior year, with almost half the boards showing net increases.
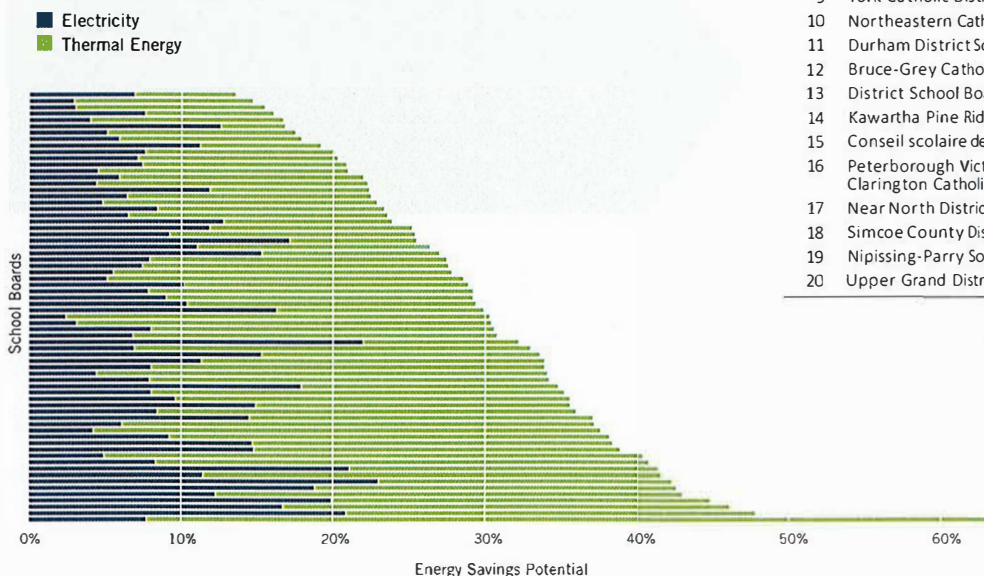
| 2021 Ranking | School Board | Number of facilities | 2020 Ranking |
|---|---|---|---|
| 1 | Ottawa Catholic School Board | 87 | 3 |
| 2 | Superior-Greenstone District School Board | 15 | 1 |
| 3 | Conseil scolaire de district catholique du Nouvel-Ontario | 32 | 4 |
| 4 | Halton Catholic District School Board | 57 | 12 |
| 5 | Sudbury Catholic District School Board | 18 | 2 |
| 6 | Northwest Catholic District School Board | 6 | 6 |
| 7 | York Region District School Board | 219 | 5 |
| 8 | Upper Canada District School Board | 82 | 9 |
| 9 | York Catholic District School Board | 101 | 7 |
| 10 | Northeastern Catholic District School Board | 23 | 15 |
| 11 | Durham District School Board | 131 | 8 |
| 12 | Bruce-Grey Catholic District School Board | 14 | 21 |
| 13 | District School Board Ontario North East | 32 | 11 |
| 14 | Kawartha Pine Ridge District School Board | 85 | 10 |
| 15 | Conseil scolaire de district catholique Franco-Nord | 12 | 14 |
| 16 | Peterborough Victoria Northumberland & Clarington Catholic District School Board | 37 | 18 |
| 17 | Near North District School Board | 39 | 13 |
| 18 | Simcoe County District School Board | 118 | 16 |
| 19 | Nipissing-Parry Sound Catholic District School Board | 13 | 22 |
| 20 | Upper Grand District School Board | 84 | 19 |
| | | **1205 Total** | |

## 2021 Top Energy Performing School Boards

- Electricity
- Thermal Energy



School Boards (y-axis) — Energy Savings Potential (x-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%)

## The Size of the Prize

The province-wide achievable conservation potential through meeting good practice (top quartile) energy use targets for each building type is summarized below. This level of energy savings can generally be reached through operational and controls improvements and cost-effective building system retrofits.

| | Electricity savings potential | Natural gas savings potential | Utility cost savings potential | GHG emissions reduction potential |
|---|---|---|---|---|
| **Percent** | 26.9% | 35.5% | 32.5% | 34.8% |
| **Quantity** | 506,072,409 kWh/year | 119,494,398 m3/year | $116,693,295 /year | 244,014 tonnes CO2e/year |

## ABOUT THIS REPORT

The Sustainable Schools program has been reporting on highly efficient K-12 school buildings since 2007. For the past 5 years we have been using the publicly disclosed Broader Public Sector energy data for Ontario's 5,000 school buildings to report on the comparative energy performance of the province's 72 boards. Sustainable Schools' data, webinars and this annual report provide evidence-based knowledge and a platform for the whole sector to share, learn, make improvements and track progress over time. The reporting on individual schools provides the foundation for each board to begin mapping its own practical pathway to utility cost savings and emissions reductions. The program demonstrates how well-organized data can enable collaboration, and how recognition drives continuous improvement, with a number of boards including their Sustainable Schools ranking in their own reporting to community and trustees and their management KPIs.

# Methodology

This 2021 report uses energy data and building information for Ontario's approximately 5,000 schools and education centres as publicly reported by the 72 school boards. After screening for apparent data gaps and errors, 4,684 facilities (95%) were ultimately included. Site-specific energy targets are set for every building based on top quartile (good practice) benchmarks for elementary and secondary schools and administration buildings, adjusted for weather differences, presence of air-conditioning, heating system type, number of portables and other material variables. The energy savings potential is determined for each building as the difference between its actual and target energy use, and the energy efficiency of the school board is determined by rolling up results for all of its buildings. For the White Paper outlining this methodology, visit the Sustainable Schools website at https://sustainableschools.ca.

## Province-wide energy savings trends

Last year's report introduced province-wide estimates of actual energy savings achieved, derived by comparing the savings potential for each building between the two years adjusted for weather differences. This report adds one more year, for a three-year picture of energy use trends in Ontario's schools.

| Actual Energy Savings Achieved | 2016-17 vs 2014-15 | 2017-18 vs 2016-17 | 2018-19 vs 2017-18 |
|---|---|---|---|
| Recorded electricity savings | 4.7% | -0.7% | 1.4% |
| Number of boards with net electricity savings | 54 | 23 | 50 |
| Recorded natural gas savings | 1.7% | 4.8% | -0.6% |
| Number of boards with net natural gas savings | 23 | 54 | 37 |
| % total energy savings | 2.8% | 2.8% | 0.1% |
| Number of boards with total energy savings > 1% | 44 | 44 | 36 |

Energy savings are estimated by comparing the magnitude of savings potential for each building, between the two years (weather-normalized).

## Accentuating the positives: energy variances

Net energy savings for the province as a whole indicate a small, positive trend. Variances between schools and boards provide further insight into opportunities for accelerating savings in future years. 1,270 buildings (29% of the total) recorded electricity savings greater than 5% in 2018-19, amounting to over 70 million kWh. However, 1,050 other buildings showed increases greater than 5%, offsetting those savings by almost 49 million kWh. The picture is even more pronounced with thermal savings where 30% of buildings saved 17.5 million m3 of natural gas while another 31% were responsible for 19.5 million m3 of increases.

Since buildings with significant area changes are filtered out of this analysis, energy increases are likely due to operational and maintenance factors. Avoiding the increases would almost double the total energy savings and we will be exploring further the management practices of the boards showing the least variances and offsets.

**ELECTRICITY use trends: Cumulative savings or increases in Ontario school board facilities, by specified range, in 2018-19 vs 2017-18**
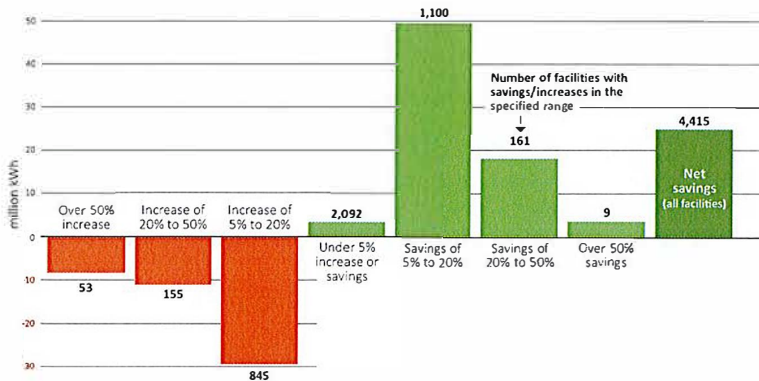


**GAS use trends: Cumulative savings or increases in Ontario school board facilities, in the specified range, in 2018-19 vs 2017-18**
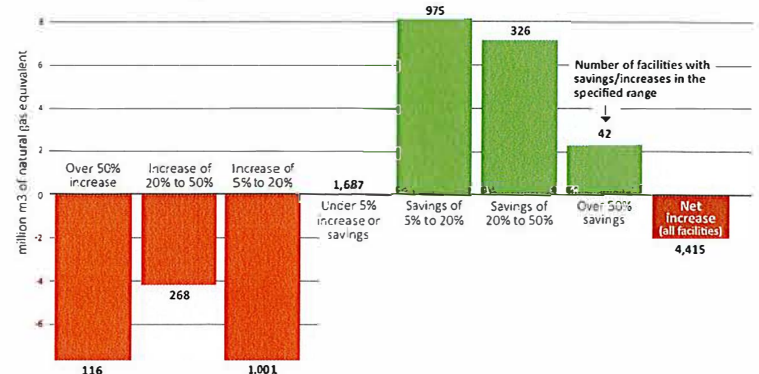


## From analytics to savings: action planning charrettes

**Lead project funder: Enbridge Gas Distribution**
**Project funder: Independent Electricity System Operator (IESO)**

In late 2020 Enbridge and the IESO funded a pilot cohort project to help school boards translate the energy use profiles of their high savings potential schools into action to achieve targeted natural gas, electricity and emissions reductions. Six boards took part with 5 schools each. The schools had been identified as having high savings potential (including greater than 50% natural gas reduction potential) through the Sustainable Schools reporting. Over a 4-month period the boards supplied building information and updated utility data to create a detailed energy use profile for each school, quantifying savings by energy component. Multi-year trends and data analytics pointed to where the savings were to be found. Staff and service providers for each board then took part in an action planning charrette to review the data, including real-time building automation system (BAS) information, and begin work on comprehensive action plans of operational and retrofit measures for each participating school. The action plans include five building system categories with estimated savings, budget costs, incentives and paybacks so that priorities can be set and implementation decisions made based on available funding and resources. A strategic workshop was held on February 3rd, 2021 with all six boards together with Enbridge and IESO staff to discuss findings, conclusions and next steps for the individual participant schools, the boards' portfolios and future utility company programs. We will be monitoring actions taken and savings achieved through the rest of 2021.

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# SUSTAINABLE SCHOOLS
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**CLIMATE CHALLENGE NETWORK**

# 2020 TOP ENERGY PERFORMING SCHOOL BOARDS REPORT

**SUSTAINABLE SCHOOLS** is pleased to recognize the most energy efficient school boards in Ontario, based on reported data for the September 2017 – August 2018 school year. Every board has some opportunity for reducing energy use and greenhouse gas emissions, with achievable savings potential ranging from 9.5% for the most efficient to more than 50%. The top twenty boards (those with the least savings potential) are reported below, along with their rankings from the previous year's report.

The total achievable potential across all boards is 33%, worth an estimated $123 million annually and accounting for 230,000 tonnes/year of avoidable greenhouse gas emissions (CO2e). Natural gas (35.4%) has a bigger percentage savings potential than electricity (28.9%) and offers the lion's share of emissions reductions. The Ontario school sector as a whole increased electricity use by 0.7%, with a majority of boards recording increases. Overall weather-normalized thermal energy use was lowered by 4.8% in 2017-18 compared against the prior year, with 90% of boards showing savings.
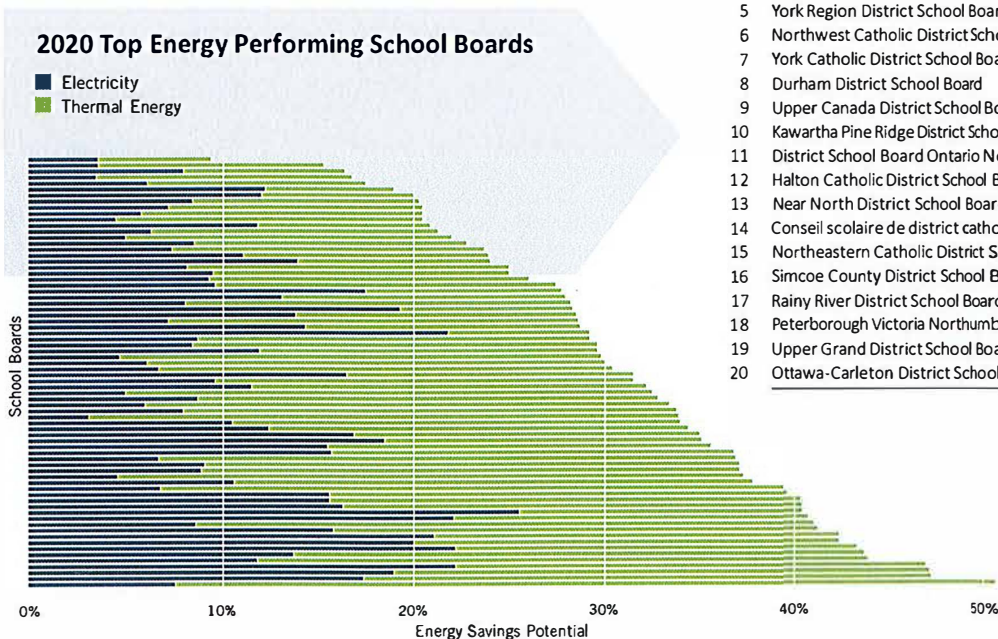
| 2020 Ranking | School Board | Number of facilities | 2019 Ranking |
|---|---|---|---|
| 1 | Superior-Greenstone District School Board | 14 | NA |
| 2 | Sudbury Catholic District School Board | 18 | 6 |
| 3 | Ottawa Catholic School Board | 85 | 4 |
| 4 | Conseil scolaire de district catholique du Nouvel-Ontario | 34 | 1 |
| 5 | York Region District School Board | 224 | 2 |
| 6 | Northwest Catholic District School Board | 8 | 8 |
| 7 | York Catholic District School Board | 101 | 9 |
| 8 | Durham District School Board | 130 | 5 |
| 9 | Upper Canada District School Board | 84 | 3 |
| 10 | Kawartha Pine Ridge District School Board | 89 | 7 |
| 11 | District School Board Ontario North East | 32 | 12 |
| 12 | Halton Catholic District School Board | 58 | 14 |
| 13 | Near North District School Board | 39 | 11 |
| 14 | Conseil scolaire de district catholique Franco-Nord | 13 | 13 |
| 15 | Northeastern Catholic District School Board | 23 | 21 |
| 16 | Simcoe County District School Board | 116 | 17 |
| 17 | Rainy River District School Board | 14 | 35 |
| 18 | Peterborough Victoria Northumberland and Clarington Catholic District School Board | 37 | 10 |
| 19 | Upper Grand District School Board | 84 | 19 |
| 20 | Ottawa-Carleton District School Board | 149 | 18 |
| | | **1352 Total** | |

## 2020 Top Energy Performing School Boards

- Electricity
- Thermal Energy



School Boards (y-axis) — Energy Savings Potential (x-axis: 0%, 10%, 20%, 30%, 40%, 50%)

## The Size of the Prize

The province-wide achievable conservation potential through meeting good practice (top quartile) energy use targets for each building type is summarized below. This level of energy savings can generally be reached through operational and controls improvements and cost-effective building system retrofits.

| | Electricity savings potential | Natural gas savings potential | Utility cost savings potential | GHG emissions reduction potential |
|---|---|---|---|---|
| **Percent** | 28.9% | 35.4% | 33.0% | 35.0% |
| **Quantity** | 554,392,383 kWh/year | 113,893,155 m3/year | $123,038,220 /year | 229,193 tonnes CO2e/year |

### ABOUT THIS REPORT

This 2020 report uses energy data and building information for Ontario's 5,000 schools and education centres as publicly reported by the 72 school boards. After screening for apparent data gaps and errors, 4,734 buildings (95%) were ultimately included. Site-specific energy targets are set for every building based on top quartile (good practice) benchmarks for elementary and secondary schools and administration buildings, adjusted for weather differences, presence of air-conditioning, heating system type and other material variables including numbers of portables.

The energy savings potential is determined for each building as the difference between its actual and target energy use, and the energy efficiency of the school board is determined by rolling up results for all of its buildings. For the White Paper outlining the methodology, visit the Sustainable Schools website.

*Sustainable Schools acknowledges the support of Enbridge Gas Distribution and the Independent Electricity System Operator (IESO).*

## Recognizing Low-Carbon Stars

In response to growing concern about climate change, analysis for the 2020 Top Energy Performing Boards report identified 304 Ontario schools (6% of the total) which emit less than 1.0 kg CO2e per square foot. The individual schools from each board which meet this threshold will be recognized through the Sustainable Schools program.

- Year opened: 1980
- Perimeter electric baseboard with programmable thermostats
- 4 gas fired RTUs with air conditioning
- Makeup air constant volume with electric duct heaters
- LED Exit lights, 25W fluorescent hallways and classrooms



Convent Glen Catholic School,
Orléans, Ontario
(Ottawa Catholic School Board)

## Province-wide energy savings trends

2017-18 was a challenging year for electricity conservation for Ontario school boards, but a positive year for natural gas savings with most boards recording weather-normalized reduction. Overall province-wide gas use was reduced by 4.8%, accounting for 12.6% of the thermal energy savings potential that was identified for Ontario's school boards in the 2019 Top Energy Performing Boards report.

| Actual Energy Savings Achieved | 2016-17 vs 2014-15 | 2017-18 vs 2016-17 |
|---|---|---|
| Recorded electricity savings | 4.7% | -0.7% |
| Number of boards with net electricity savings | 54 | 23 |
| Recorded gas savings | 1.7% | 4.8% |
| Number of boards with net gas savings | 23 | 54 |
| % total energy savings | 2.8% | 2.8% |
| Number of boards with total energy savings > 1% | 44 | 44 |

Energy savings are estimated by comparing the magnitude of savings potential for each building, between the two years (weather-normalized).

## Working Towards Energy Targets:
## Bear Creek Secondary School, Barrie, ON

Meeting energy targets begins with getting building systems working properly. Testing is essential for uncovering opportunities and addressing long-standing issues. Simcoe County District School Board wanted to address energy costs as well as ventilation concerns at its Bear Creek Secondary School, built in 2001 on a fast-track schedule. The board undertook two phases of comprehensive HVAC and lighting testing, remediation, and retrofits. These measures, designed to meet the board's energy efficiency standard for secondary schools, improved comfort and system performance at the school and have resulted in utility cost savings of over $40,000 per year.



Bear Creek Secondary School, Barrie, Ontario
(Simcoe County District School Board)

**Bear Creek Secondary School: Energy Intensity and GHG Emissions**



- GHG Emissions 4.7 kg CO2e/sf (2008)
- GHG Emissions 2.0 kg CO2e/sf (2012)
- GHG Emissions 1.4 kg CO2e/sf (2018-19)

Energy use intensity — Gas (ekWH/sf), Electricity (kWh/sf)
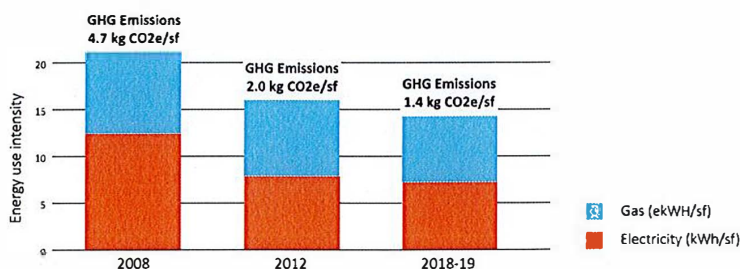
- Grades 9-12
- 190,663 sf
- Year built: 2001
- Students: 1,514
- Portables: 8 (2018-2019)
- Fully air-conditioned

## Delivering the Economic Potential

With targeted funding and technical support, Ontario's school boards can help lead the province's economic recovery. This report provides a high-level case for action and a framework for province-wide energy conservation program design. The analysis shows that that a large share of savings is found in a relatively small number of high-potential buildings. A targeted capital investment can deliver most of the $123 million in annual utility cost savings, with a high return on investment and creation of thousands of person-years of direct employment across the province while cutting annual greenhouse gas emissions by up to 230,000 tonnes of CO2e. The building system testing and remediation which are central to energy efficiency improvements can lead to improved health, safety and comfort for students and staff. Coordinated action can demonstrate world-class leadership while providing a replicable model for other building sectors in Ontario.

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**For more information, please visit www.sustainableschools.ca**
or contact KatiaOsokine, Program Manager, at
kosokine@climatechallengenetwork.org.

Sustainable Schools is a program of the Climate Challenge Network.

**CLIMATE CHALLENGE NETWORK**

Technical direction by **Enerlife** consulting

# SUSTAINABLE SCHOOLS
## saving our energy for education

# 2019 Top Energy Performing School Boards Report

**SUSTAINABLE SCHOOLS** is pleased to recognize the most energy efficient school boards in Ontario, based on reported data for the September 2016 – August 2017 school year. The overall energy savings potential for individual boards ranges from 16% for the most efficient to more than 50%. The top twenty boards (those with the least savings potential) are reported below, along with their rankings in the 2017 report. The total energy savings potential across all boards is 34.3%, worth close to $112 million annually, accounting for 235,000 tonnes of avoidable greenhouse gas emissions. Natural gas has a bigger percentage savings potential than electricity and offers the lion's share of emissions reductions.

The Ontario school sector as a whole reduced its weather-normalized electricity use by 4.7%, and its thermal energy use by 1.7% over this 2-year period. There were a number of notable successes: 12 boards achieved more than 10% electricity savings board-wide, and 4 boards achieved over 10% natural gas savings.
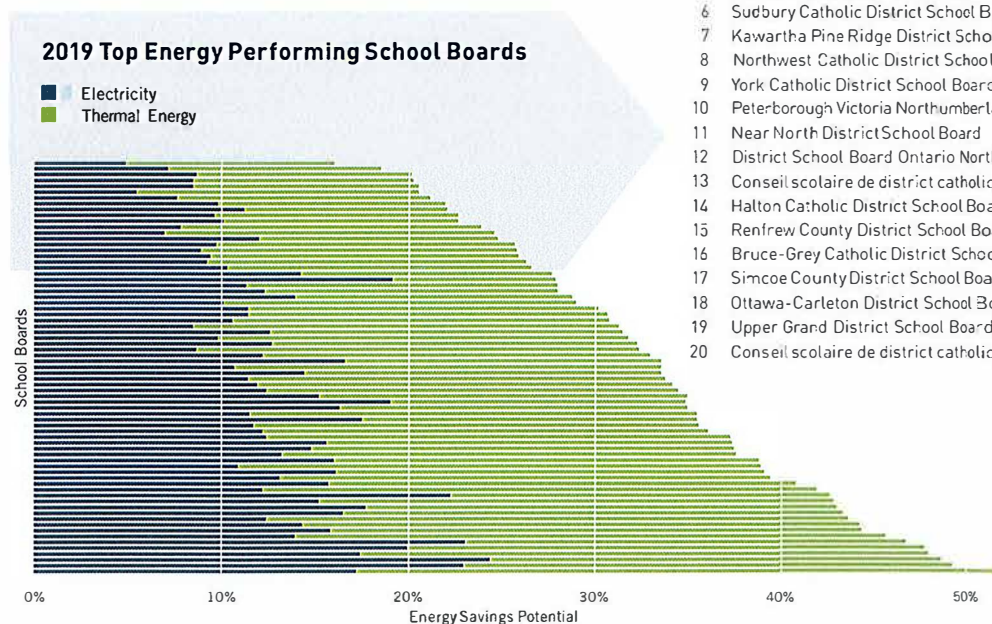
| 2019 Ranking | School Board | Number of facilities | 2017 Ranking |
|---|---|---|---|
| 1 | Conseil scolaire de district catholique du Nouvel-Ontario | 34 | 4 |
| 2 | York Region District School Board | 222 | 2 |
| 3 | Upper Canada District School Board | 83 | 14 |
| 4 | Ottawa Catholic District School Board | 86 | 5 |
| 5 | Durham District School Board | 135 | 1 |
| 6 | Sudbury Catholic District School Board | 17 | 11 |
| 7 | Kawartha Pine Ridge District School Board | 90 | 10 |
| 8 | Northwest Catholic District School Board | 8 | 13 |
| 9 | York Catholic District School Board | 105 | 7 |
| 10 | Peterborough Victoria Northumberland and Clarington Catholic District School Board | 37 | 3 |
| 11 | Near North District School Board | 38 | 19 |
| 12 | District School Board Ontario North East | 33 | 33 |
| 13 | Conseil scolaire de district catholique Franco-Nord | 13 | 12 |
| 14 | Halton Catholic District School Board | 58 | 8 |
| 15 | Renfrew County District School Board | 30 | 37 |
| 16 | Bruce-Grey Catholic District School Board | 14 | 16 |
| 17 | Simcoe County District School Board | 117 | 23 |
| 18 | Ottawa-Carleton District School Board | 151 | 18 |
| 19 | Upper Grand District School Board | 82 | 26 |
| 20 | Conseil scolaire de district catholique du Centre-Est de l'Ontario | 54 | 30 |
| | | **1407 Total** | |



**2019 Top Energy Performing School Boards**
- Electricity
- Thermal Energy

*School Boards (y-axis); Energy Savings Potential (x-axis): 0%, 10%, 20%, 30%, 40%, 50%*

## The Size of the Prize

The province-wide conservation potential is summarized below. This level of savings is achievable through meeting good practice energy use targets for elementary schools, secondary schools, and administration buildings.

| | Electricity savings potential | Natural gas savings potential | Utility cost savings potential | GHG emissions reduction potential |
|---|---|---|---|---|
| **Percent** | 27.8% | 38.3% | 34.3% | 37% |
| **Quantity** | 518,540 MWh/year | 113,627,000 m3/year | $112 million/year | 235,000 tonnes CO2e/year |

### ABOUT THIS REPORT

This 2019 report uses energy data and building information for Ontario's 4,968 schools and education centres as publicly reported by the 72 school boards. After screening for apparent data gaps and errors, 4,726 facilities were ultimately included. Site-specific energy targets are set for every building based on top quartile (good practice) benchmarks for elementary and secondary schools and administration buildings, adjusted for weather differences, heating system type and other material variables including numbers of portables. The energy savings potential is determined for each building as the difference between its actual and target energy use, and the energy efficiency of the school board is determined by rolling up results for all of their buildings. For the White Paper outlining the methodology visit **sustainableschools.ca**. Despite modest overall electricity and gas savings achieved since the 2017 report (which was based on the 2014-15 school year), the overall savings potential is higher in this report due to downward energy target adjustments.
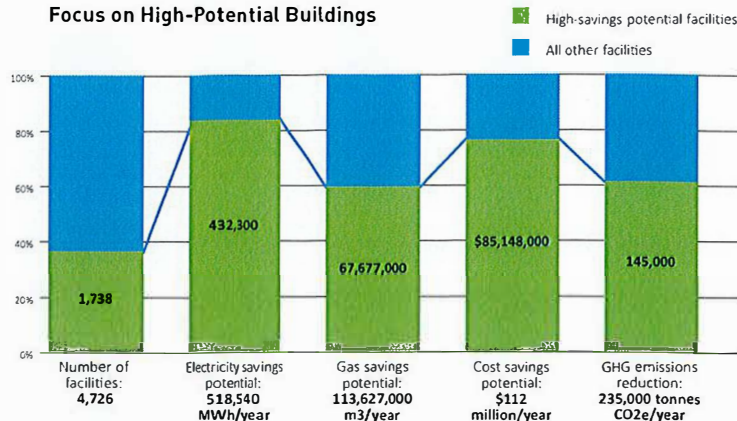
# Focus on High-Potential Buildings

Every school board, even the top-performers, has individual buildings with high savings potential. Across all of Ontario's boards, 37% of buildings (1,738 facilities) have annual utility cost savings potential of $20,000 or more, and account for 76% of total utility cost savings and 62% of greenhouse gas emissions reductions.

Focusing resources on these high-potential buildings is the most cost-effective approach to lowering operating costs and delivering greenhouse gas reductions. The current priority for most boards is investment in schools with infrastructure deficiencies. To achieve the utility cost savings and greenhouse gas emissions reduction potential, funding and resources are also required to address operational improvements and retrofits in these high-potential buildings.

### Focus on High-Potential Buildings

Legend: ■ High-savings potential facilities ■ All other facilities

| | Number of facilities: 4,726 | Electricity savings potential: 518,540 MWh/year | Gas savings potential: 113,627,000 m3/year | Cost savings potential: $112 million/year | GHG emissions reduction: 235,000 tonnes CO2e/year |
|---|---|---|---|---|---|
| High-savings values | 1,738 | 432,300 | 67,677,000 | $85,148,000 | 145,000 |

# Sustainable Schools In Action

### UNION GAS CHARRETTES

Building on the 2017 Sustainable Schools Top Boards report, Union Gas conducted charrettes with ten high-potential schools from two school boards in their service territory. All 20 schools had targeted gas savings of more than 50%. The charrettes brought together board staff with utility company representatives and industry experts to convert energy savings potential into building-specific action plans. In-depth analysis of most recent utility data, combined with readily available building system and occupancy profiles, informed the evidence-based discussions by which participants identified the operational and control improvements and capital projects needed to deliver the targeted savings.

Clemens Mill Public School, WRDSB

savings. Capital budgets and business cases were prepared to enable the boards to plan and proceed with implementation.

Combined results for all twenty schools served to confirm the targeted savings potential. The pie charts below summarize where the biggest savings are to be found. Upgraded ventilation systems eclipsed commonly understood energy conservation projects such as lighting retrofits and boiler replacements, accounting for 70% of total gas and 60% of total electricity savings with an average payback of less than 3 years.

Across the whole dataset, there are over 1,000 schools in Ontario with more than 50% gas savings potential, to which this approach could be applied.

### ONTARIO ECOSCHOOLS

In 2016 and 2017, Ontario EcoSchools used the Sustainable Schools database to report on the relative energy efficiency of schools certified within their program compared against non-certified schools. The energy savings potential of certified and non-certified schools confirmed that certified EcoSchools (both elementary and secondary) are more energy efficient than non-certified schools, and that the difference in energy efficiency is statistically significant.

**ONTARIO** ecoschools écoécoles de l'ONTARIO

### APPLIED RESEARCH

Analysis of the large Sustainable Schools database is uncovering important areas for research. We look forward to working on such projects with leading boards and other stakeholders to help advance collective progress towards higher energy efficiency.

### 1. Application of Geoexchange to K-12 Schools

There are 50 self-reported schools with geoexchange heating and cooling in the database, only a handful of which are operating close to their design efficiency levels. Research into system design, condition and operations can inform retrofits and upgrading of existing systems and guidelines for future installations.
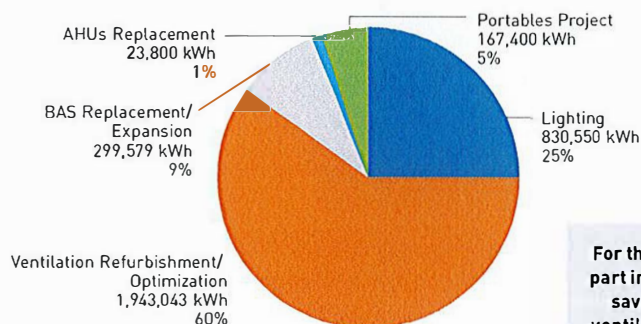
### 2. Portable Classroom Energy Use

There are approximately 7,000 portables reported across all Ontario boards, accounting for as much as 7.5% of total electricity use. A number of boards are working on advanced control strategies for portable HVAC units and their results informed the modified electricity targets in this year's report. Further research into operating performance and implementation costs of retrofitted portables can inform a best-practices guide for use by all boards in optimizing electricity use and savings.

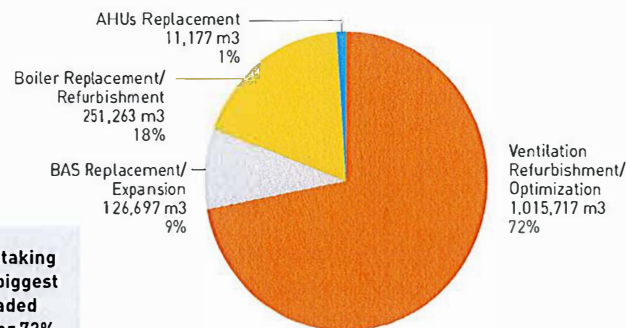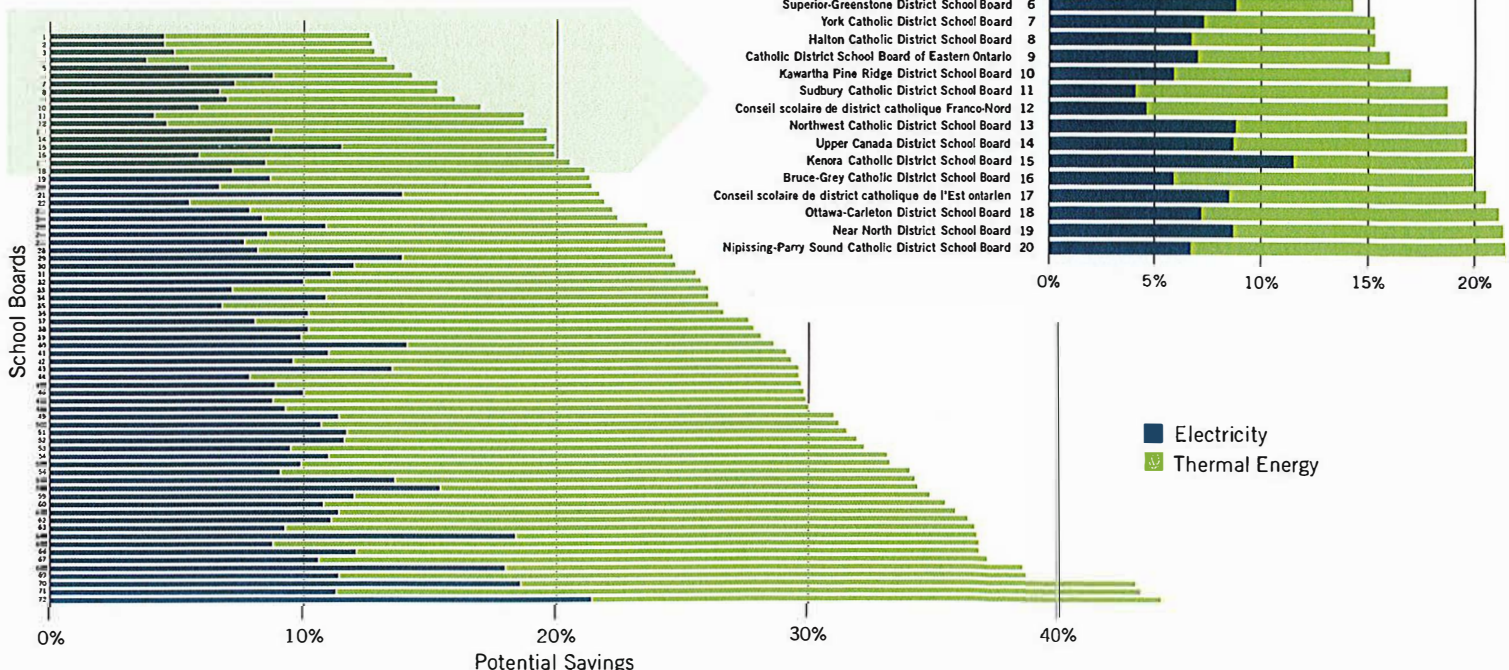### 3. Characteristics of High-Performing and Most Improved Boards

Evidence to date indicates that high performance among school boards has more to do with management than the age, condition or systems of their buildings. Research into policies, resources and management practices can isolate what sets the perennial Sustainable Schools top-performing boards apart and provide a useful reference for other boards to consider.

### Achieving the Electricity Savings Potential

- AHUs Replacement 23,800 kWh — 1%
- BAS Replacement/Expansion 299,579 kWh — 9%
- Portables Project 167,400 kWh — 5%
- Lighting 830,550 kWh — 25%
- Ventilation Refurbishment/Optimization 1,943,043 kWh — 60%

### Achieving the Gas Savings Potential

- AHUs Replacement 11,177 m3 — 1%
- Boiler Replacement/Refurbishment 251,263 m3 — 18%
- BAS Replacement/Expansion 126,697 m3 — 9%
- Ventilation Refurbishment/Optimization 1,015,717 m3 — 72%

**For the 20 high-potential schools taking part in Union Gas charrettes, the biggest savings are to be found in upgraded ventilation systems, accounting for 72% of gas and 60% of electricity savings.**

**Enerlife** consulting

BUILDING TOWARDS A SUSTAINABLE FUTURE

# 136

# SUSTAINABLE SCHOOLS
## saving our energy for education

## 2017 Top Energy Performing School Boards Report

Toronto & Region Conservation is pleased to announce the top twenty most energy efficient school boards in Ontario, based on reported data for the September 2014 – August 2015 school year.

The report uses analysis of energy use and building information for Ontario's 5,000 schools and board administration buildings, as publicly reported by the 72 school boards. Energy targets are set for every building based on top quartile (good practice) standards, normalized for building type and area, weather differences and a number of site-specific variables. The energy savings potential is determined for each building as the difference between actual energy use and the target, and the energy efficiency of the school board is determined by rolling up results for all of their buildings. For the white paper outlining the methodology, visit www.sustainableschools.ca.

### The Top Twenty School Boards

The savings potential across all boards ranges from a little over 10% for the most efficient to more than 40%. The top twenty boards with the least savings potential are recognized below, along with their rankings in the 2016 report, and their remaining potential for energy, utility cost and greenhouse gas emissions savings.

The total energy savings potential across all boards is 29.8%, worth over $70 million annually at 2015 utility rates, accounting for 294,000 tonnes of avoidable greenhouse gas emissions. Natural gas has a bigger percentage savings potential than electricity, and offers the larger share of emissions reductions.

Every school board, even the top-performers, has individual buildings with high savings potential which are identified through this analysis. The best way to achieve the greatest energy, economic and environmental returns is to focus resources on these high-potential buildings. Across all of Ontario's boards, 41% of buildings (1,987 facilities) have annual utility cost savings potential of $10,000 or more, and account for 83% of total utility cost savings and 72% of greenhouse gas emissions reductions.

### About Sustainable Schools

The Sustainable Schools program assists school boards in evaluating their energy performance, monitoring progress, and informing the business case and strategy for investment of resources to make substantial and lasting improvements. Since 2007, Sustainable Schools has been reporting on top performing schools across Canada, establishing the magnitude of energy savings potential and directing school boards and utility companies to where the savings are to be found. It is a program of The Living City delivered across Canada by Toronto and Region Conservation with technical direction by Enerlife Consulting Inc.

Enerlife consulting

Toronto and Region Conservation for The Living City

FOR MORE INFORMATION, PLEASE VISIT:

sustainableschools.ca or contact Bernie McIntyre at (416) 661-6600 x 5326 or bmcintyre@trca.on.ca



2017 Top Energy Performing School Boards

| | |
|---|---|
| Durham District School Board | 1 |
| York Region District School Board | 2 |
| Peterborough Victoria Northumberland and Clarington Catholic DSB | 3 |
| Conseil scolaire de district catholique du Nouvel-Ontario | 4 |
| Ottawa Catholic District School Board | 5 |
| Superior-Greenstone District School Board | 6 |
| York Catholic District School Board | 7 |
| Halton Catholic District School Board | 8 |
| Catholic District School Board of Eastern Ontario | 9 |
| Kawartha Pine Ridge District School Board | 10 |
| Sudbury Catholic District School Board | 11 |
| Conseil scolaire de district catholique Franco-Nord | 12 |
| Northwest Catholic District School Board | 13 |
| Upper Canada District School Board | 14 |
| Kenora Catholic District School Board | 15 |
| Bruce-Grey Catholic District School Board | 16 |
| Conseil scolaire de district catholique de l'Est ontarien | 17 |
| Ottawa-Carleton District School Board | 18 |
| Near North District School Board | 19 |
| Nipissing-Parry Sound Catholic District School Board | 20 |

Electricity
Thermal Energy

| 2017 Ranking | School Board | Number of Buildings | Total Area (sf) | Total Energy Savings Potential (%) | Total Cost Savings Potential ($) | GHG Emissions Savings Potential (tonnes/year) | 2016 Ranking |
|---|---|---|---|---|---|---|---|
| 1 | Durham District School Board | 135 | 9,040,762 | 12.6% | $628,967 | 2,708 | 7 |
| 2 | York Region District School Board | 221 | 15,841,028 | 12.7% | $923,737 | 5,206 | 3 |
| 3 | Peterborough Victoria Northumberland and Clarington Catholic District School Board | 37 | 2,083,103 | 12.8% | $197,471 | 650 | 13 |
| 4 | Conseil scolaire de district catholique du Nouvel-Ontario | 34 | 1,457,218 | 13.3% | $101,725 | 596 | 5 |
| 5 | Ottawa Catholic District School Board | 89 | 5,762,226 | 13.6% | $830,393 | 1,871 | 1 |
| 6 | Superior-Greenstone District School Board | 15 | 644,388 | 14.3% | $103,033 | 272 | 2 |
| 7 | York Catholic District School Board | 103 | 7,312,482 | 15.3% | $970,308 | 2,813 | 8 |
| 8 | Halton Catholic District School Board | 57 | 3,981,791 | 15.3% | $600,424 | 1,483 | 6 |
| 9 | Catholic District School Board of Eastern Ontario | 39 | 1,604,086 | 16.0% | $330,484 | 664 | 4 |
| 10 | Kawartha Pine Ridge District School Board | 95 | 4,785,333 | 16.9% | $401,224 | 2,235 | 10 |
| 11 | Sudbury Catholic District School Board | 20 | 993,543 | 18.6% | $95,124 | 702 | 21 |
| 12 | Conseil scolaire de district catholique Franco-Nord | 14 | 712,734 | 18.7% | $68,609 | 502 | 28 |
| 13 | Northwest Catholic District School Board | 8 | 189,748 | 19.6% | $35,720 | 125 | 29 |
| 14 | Upper Canada District School Board | 94 | 4,748,312 | 19.6% | $864,789 | 2,825 | 12 |
| 15 | Kenora Catholic District School Board | 6 | 219,101 | 19.9% | $93,150 | 125 | 18 |
| 16 | Bruce-Grey Catholic District School Board | 14 | 597,076 | 20.0% | $58,399 | 384 | 17 |
| 17 | Conseil scolaire de district catholique de l'Est ontarien | 39 | 2,094,969 | 20.5% | $692,776 | 1,194 | 22 |
| 18 | Ottawa-Carleton District School Board | 152 | 11,254,905 | 21.1% | $2,321,115 | 7,258 | 15 |
| 19 | Near North District School Board | 40 | 1,778,342 | 21.3% | $331,144 | 1,324 | 25 |
| 20 | Nipissing-Parry Sound Catholic District School Board | 14 | 612,061 | 21.4% | $87,579 | 474 | 9 |
| | **Total** | **1205** | **74,894,857** | **17.0%** | **$9,621,456** | **32,722** | |

## Changes in Energy Efficiency since 2013-14

Actual year-on-year savings achieved were estimated by comparing the 2014-15 results with the data reported for the previous year. Overall, 0.7% electricity savings were achieved, offset by a net 2.6% increase in natural gas used. 43 of the 72 boards showed net energy savings. The net effect was utility cost increase of $168,000 and an increase of 14.9 thousand tonnes of greenhouse gas emissions.

## Delivering the Savings

Some buildings will present challenges in meeting these targets. However, the largest part of the savings can be expected to be achieved through operational, maintenance and building automation improvements, testing and retrofits of building systems and replacement of end-of-life plant and equipment, with financially attractive returns on investment. Directing the recently announced cap and trade funding to the high potential buildings can deliver a substantial part of the overall savings.

It takes time and effort to bring all of a board's buildings to a good standard of energy efficiency. Multi-year planning is called for, focused on high-potential buildings and with steady progress and ever increasing savings each year. Most of Ontario's school boards have been actively engaged in energy efficiency for many years and have accumulated considerable collective experience. The results of this analysis can provide a powerful platform to support collaboration between boards in identifying and sharing best practices.

Ontario's utility companies have the mandate, funding and technical resources to help school boards deliver deep energy savings. Individual boards and their utility companies are invited to take part in free webinars to review the detailed results for all their buildings, identify the high potential buildings and discuss strategy for delivering the full energy, cost savings and environmental benefits of their portfolios.

| Energy Type | 2014/15 Actual energy use | Estimated savings / increases (vs 2013/14) | Estimated savings / increases % (vs 2013/14) |
|---|---|---|---|
| Electricity (kWh) | 1,759,644,960 | 12,012,226 | 0.7% |
| Thermal energy (m3 of NG) | 328,265,900 | -8,566,277 | -2.6% |
| Total energy (ekWh) | 5,157,197,025 | -76,648,740 | -1.5% |
| Utility costs ($) | $339,447,901 | -$168,410 | -0.05% |
| Greenhouse gas emissions (tonnes CO2e) | 813,327 | -14,852 | -1.8% |

| The Size of the Prize | All facilities | High savings potential facilities (over $10,000 per year) | |
|---|---|---|---|
| School Boards | 72 | | |
| Number of Buildings | 4,886 | 1,987 | 41% of total |
| Total Energy Savings Potential | 29.8% | | |
| Electricity Savings Potential | 262,000 MWh per year | 247,000 MWh per year | 94% of total |
| | 13.0% | | |
| Gas Savings Potential | 140.5 million m3 per year | 98.4 million m3 per year | 70% of total |
| | 38.6% | | |
| Total Energy Cost Savings Potential | $71.7 million per year | $59.7 million per year | 83% of total |
| GHG Emissions Reduction | 294 thousand tonnes CO2e/year | 213 thousand tonnes CO2e/year | |

## Looking Forward to 2018

School boards, utility companies, governments and other stakeholders are invited to provide feedback and engage with us to refine the methodology and build the knowledge and practice of effective conservation action in schools.

# SUSTAINABLE SCHOOLS
## saving our energy for education

# 2016 Top Energy Performing School Boards Report

## April 2016

Toronto & Region Conservation Authority is pleased to announce the 2016 top ten most energy efficient school boards in Ontario, updating and refining the results of last year's report. In this report, we continue to recognize the school boards whose overall energy efficiency is closest to the target energy use for all of their schools – that is, those with the lowest savings potential. Our assessment is based on energy use data provided by 71 Ontario school boards for the September 2013 to August 2014 period. For the white paper outlining the methodology behind this report, please visit www.sustainableschools.ca.



2016 Top Energy Performing School Boards
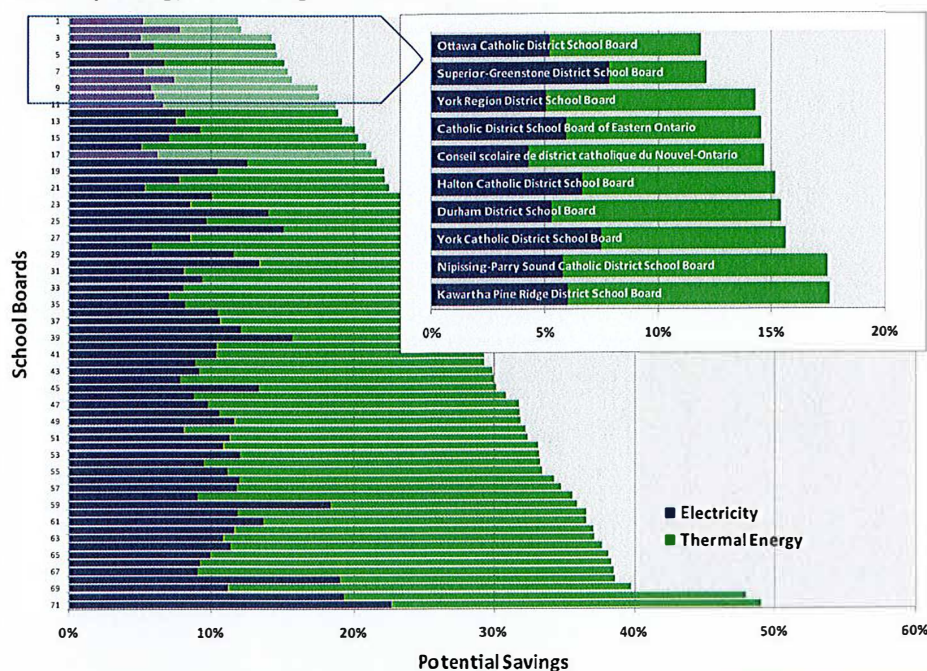
| | School Board | Number of Buildings | Total Area (sf) | Electricity Potential Saving (%) | Electricity Savings Potential (kWh/yr) | Gas Savings Potential (%) | Gas Savings Potential (m3/yr) | Total Energy Savings Potential (%) | Total Cost Savings Potential ($) | GHG Emissions Savings Potential (tonnes/year) |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Ottawa Catholic District School Board | 83 | 5,641,938 | 11.1% | 4,508,382 | 12.5% | 554,394 | 11.9% | $ 696,969 | 1,543 |
| 2 | Superior-Greenstone District School Board | 15 | 644,388 | 8.2% | 549,135 | 17.2% | 84,944 | 12.1% | $ 88,376 | 221 |
| 3 | York Region District School Board | 219 | 15,284,495 | 2.8% | 2,485,695 | 21.0% | 3,011,890 | 14.3% | $ 925,518 | 5,960 |
| 4 | Catholic District School Board of Eastern Ontario | 44 | 1,746,779 | 10.6% | 1,368,762 | 17.5% | 291,989 | 14.5% | $ 236,337 | 702 |
| 5 | Conseil scolaire de district catholique du Nouvel-Ontario | 30 | 1,316,731 | 1.4% | 91,113 | 19.9% | 326,041 | 14.7% | $ 77,053 | 626 |
| 6 | Halton Catholic District School Board | 55 | 3,838,143 | 13.9% | 4,092,827 | 16.3% | 533,401 | 15.2% | $ 638,748 | 1,457 |
| 7 | Durham District School Board | 134 | 9,141,681 | 4.8% | 2,269,383 | 21.3% | 1,734,439 | 15.4% | $ 641,908 | 3,524 |
| 8 | York Catholic District School Board | 104 | 7,341,257 | 8.9% | 4,971,201 | 22.1% | 1,251,659 | 15.6% | $ 896,588 | 2,910 |
| 9 | Nipissing-Parry Sound Catholic District School Board | 15 | 630,405 | 5.9% | 253,707 | 23.6% | 186,081 | 17.5% | $ 70,198 | 379 |
| 10 | Kawartha Pine Ridge District School Board | 94 | 4,715,985 | 4.0% | 983,461 | 23.9% | 1,205,023 | 17.6% | $ 368,855 | 2,383 |
| | Total | 793 | 50,301,802 | 7.2% | 21,573,665 | 19.5% | 9,179,861 | 14.9% | $ 4,640,549 | 19,705 |

## About Sustainable Schools

*The Sustainable Schools program assists school boards in evaluating their energy performance, monitoring progress, and providing the tools required to make substantial and lasting improvements. Since 2007, Sustainable Schools has been reporting on the top performing schools across Canada, establishing the magnitude of energy savings potential and directing them to where these savings can be found. It is a program of The Living City delivered across Canada by Toronto and Region Conservation with technical direction by Enerlife Consulting Inc.*

**Lydia Trull Public School**
**Kawartha Pine Ridge District School Board**

| Actual Energy Intensity, 2013-2014 School Year | |
| --- | --- |
| Electricity | 5.2 ekWh/sf |
| Gas | 7.0 ekWh/sf |
| Total Energy Intensity | 12.2 ekWh/sf |
| Weather-normalized Total Energy Target | 14.4 ekWh/sf |

Weather-normalized to Peterborough, ON



**École secondaire du Sacré-Cœur**
**Conseil scolaire de district catholique du Nouvel-Ontario**

| Actual Energy Intensity, 2013-2014 School Year | |
| --- | --- |
| Electricity | 7.4 ekWh/sf |
| Gas | 11.3 ekWh/sf |
| Total Energy Intensity | 18.7 ekWh/sf |
| Weather-normalized Total Energy Target | 19.9 ekWh/sf |

Weather-normalized to Sudbury, ON

## Ontario School Boards

For this report, we analyzed a total of 4,868 buildings from 71 school boards, covering almost 290 million square feet. Out of those, there are 3,937 elementary schools, 764 secondary schools, and 167 administrative and maintenance buildings. Average conservation potential is estimated at 14% for electricity and 37% for natural gas, for an overall total energy savings potential of 29.3%. Realization of this potential could generate over $64.7 million per year in utility cost savings, and could lower provincial greenhouse gas emissions by more than 296 thousand tonnes of CO2e per year.

A total of 1,879 buildings have energy conservation potential of more than $10,000 per year, 124 of which are within the top ten boards. By focusing on a portion of their schools, the boards could realize the majority of their savings potential. At 39% of the total, these facilities account for 81% of the $64.7 million annual cost savings potential, and for 93% of the electricity savings potential.

| | All facilities | High savings potential facilities (over $10,000 per year) | % of total |
| --- | --- | --- | --- |
| School Boards | 71 | | |
| Number of Buildings | 4,868 | 1,879 | 39% |
| Total Energy Savings Potential | 29.3% | | |
| Electricity Savings Potential | 281,568 MWh per year | 262,749 MWh per year | 93% |
| | 14.0% | | |
| Gas Savings Potential | 140.5 million m3 per year | 92.9 million m3 per year | 66% |
| | 37.2% | | |
| Total Energy Cost Savings Potential | $64.7 million per year | $52.7 million per year | 81% |
| GHG Emissions Reduction | 296 thousand tonnes CO2e/year | | |

## Achievable Targets

Across all school boards, there are 285 elementary schools (out of 3,937) already meeting the 12 equivalent kilowatt-hours per square foot (41 kBtu/sf) total energy intensity target (weather-normalized to the board's location, and to the 2013-2014 school year). As well, 87 secondary schools (out of 764) are at or under the 15 ekWh/sf (51 kBtu/sf) total energy intensity target. Kawartha Pine Ridge DSB's Lydia Trull Public School and École secondaire du Sacré-Coeur of Conseil scolaire de district catholique du Nouvel-Ontario are examples of schools meeting the intensity target.

## Methodology

For this project we analyzed data provided directly to TRCA by 71 Ontario school boards. The assessment of energy efficiency is based on rational electricity and natural gas targets established for individual elementary and secondary schools and administration buildings. The targets were derived from top-quartile benchmarks from the Sustainable Schools database. They were then weather-normalized to the 2013-2014 heating and cooling degree days of specific weather stations assigned to each of the analyzed facilities, and adjusted for building-specific variables including heating source, swimming pools and portable classrooms. The savings potential for individual buildings was then determined as the difference between actual energy use intensity and the weather-normalized target, and was rolled up for each board to arrive at our ranking of the boards. For more information on the methodology, please refer to the white paper published on the Sustainable Schools website.

## Looking Forward to 2017

School boards, utility companies, governments and other stakeholders are invited to provide feedback and engage with us to refine the methodology and build the knowledge and practice of effective conservation action in schools.

For more information on the Sustainable
Schools program, please contact:
Bernie McIntyre at (416) 661-6600 x 5326 or
by e-mail at **bmcintyre@trca.on.ca**
**www.sustainableschools.ca**

**Enerlife** consulting

Toronto and Region
**Conservation**
*for* The Living City.

# SUSTAINABLE SCHOOLS
## saving our energy for education

# 2015 Top Energy Performing School Boards Report

## July 2015

Toronto & Region Conservation Authority is pleased to announce the 2015 top ten most energy efficient school boards in Ontario. In this report, we recognize the school boards whose overall energy efficiency is closest to the target energy use for all of their schools – that is, those with the lowest savings potential. Our assessment is based on energy use reported by 45 school boards for the September 2012 to August 2013 period. Please see the Sustainable Schools website for top ten board profiles, including interviews with each board, at www.sustainableschools.ca



2015 Top Energy Performing School Boards
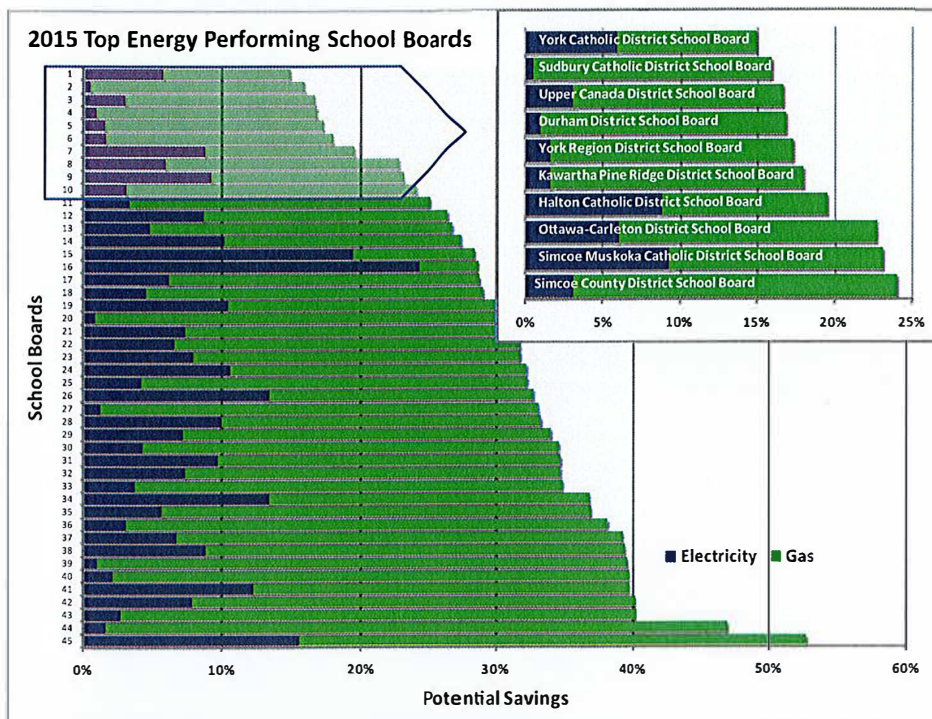
| | School Board | Number of Buildings | Total Area (sf) | Electricity Potential Savings (%) | Electricity Potential Savings (kWh/year) | Gas Potential Savings (%) | Gas Potential Savings (m3/year) | Total Energy Potential Savings (%) | Total Cost Potential Savings ($/year) | GHG Emissions Reduction (tonnes |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | York Catholic District School Board | 104 | 7,326,283 | 11.3 | 6,187,183 | 18.9 | 938,085 | 14.9 | 805,026 | 851 |
| 2 | Sudbury Catholic District School Board | 23 | 1,073,352 | 1.3 | 71,934 | 23.3 | 234,260 | 15.9 | 74,365 | 52 |
| 3 | Upper Canada District School Board | 98 | 4,924,022 | 6.8 | 2,079,042 | 24.6 | 896,661 | 16.6 | 429,723 | 396 |
| 4 | Durham District School Board | 135 | 8,758,303 | 2.5 | 1,035,560 | 24.9 | 1,688,649 | 16.8 | 441,286 | 420 |
| 5 | York Region District School Board | 213 | 15,100,811 | 3.9 | 3,338,993 | 25.7 | 3,235,230 | 17.3 | 965,737 | 955 |
| 6 | Kawartha Pine Ridge District School Board | 93 | 4,680,265 | 4.1 | 1,008,002 | 26.7 | 1,003,250 | 18.0 | 335,292 | 302 |
| 7 | Halton Catholic District School Board | 52 | 3,440,573 | 16.6 | 4,734,442 | 22.7 | 558,698 | 19.5 | 590,745 | 630 |
| 8 | Ottawa-Carleton District School Board | 150 | 11,095,515 | 13.9 | 10,252,533 | 29.3 | 2,787,981 | 22.7 | 1,713,550 | 1,659 |
| 9 | Simcoe Muskoka Catholic District School Board | 53 | 2,715,373 | 18.4 | 4,272,410 | 28.1 | 617,523 | 23.1 | 565,368 | 569 |
| 10 | Simcoe County District School Board | 128 | 6,542,903 | 7.8 | 3,224,687 | 34.4 | 2,125,633 | 24.0 | 798,004 | 596 |
| | TOTAL | 1,049 | 61,139,665 | 8.7 | 36,204,784 | 25.9 | 14,085,970 | 18.9 | $ 6,719,096 | 6,430 |

## About Sustainable Schools

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**Trillium Woods Elementary School**
**Simcoe County District School Board**

| Actual Energy Intensity, 2012-2013 School Year ||
|---|---|
| Electricity | 4.5 ekWh/sf |
| Gas | 4.5 ekWh/sf |
| Total Energy Intensity | 9.0 ekWh/sf |

Weather-normalized to Toronto Pearson Int-l Airport

**St. Thomas Aquinas Catholic Secondary School**
**Halton Catholic District School Board**

| Actual Energy Intensity, 2012-2013 School Year ||
|---|---|
| Electricity | 7.1 ekWh/sf |
| Gas | 7.9 ekWh/sf |
| Total Energy Intensity | 15.0 ekWh/sf |

Weather-normalized to Toronto Pearson Int-l Airport

## Achievable Targets

Across all 45 school boards, there are 371 elementary schools (out of 2,971) already meeting the 12 equivalent kilowatt-hours per square foot (41kBtu/sf) total energy intensity target (weather-normalized to the board's location), and 137 secondary schools (out of 601) are at or under the 15 ekWh/sf (51 kBtu/sf) total energy intensity target. Simcoe County DSB's Trillium Woods Elementary School and Halton Catholic DSB's St. Thomas Aquinas Catholic Secondary School are examples of schools meeting their respective intensity targets.

## The 45 School Boards

Together, the 45 school boards reported on 3,670 buildings covering over 200 million square feet. Reported median total energy use (electricity and heating fuel) is 17.5 equivalent kilowatt-hours per square foot (60 kBtu/sf). Average conservation potential is estimated at 15.0% for electricity and 40.6% for natural gas, for an overall total energy savings potential of 30.9%. Realization of this potential could generate over $41 million per year in utility cost savings, and will lower provincial greenhouse gas emissions by more than 40 thousand tonnes of CO2e per year. A total of 1,245 buildings have energy conservation potential of more than $10,000 per year,189 of which are within the top ten boards. For a list of all school boards that were analysed for this project, please refer to the white paper published on the Sustainable Schools website.

| | |
|---|---|
| School boards | 45 |
| Number of buildings | 3,670 |
| Total Energy Potential Savings | 30.9% |
| Electricity Potential Savings | 15.0% |
| | 197,485 MWh per year |
| Gas Potential Savings | 40.6% |
| | 103.7 million m3 per year |
| Total Energy Cost Savings | $41 million per year |
| GHG Emissions Reduction | 40 thousand tonnes CO2e/year |

## Methodology

For this project we analyzed data posted by 45 school boards (which represent almost two-thirds of all schools in Ontario) as a requirement of Ontario's Green Energy Act, as of December 1, 2014. The assessment of energy savings potential is based on rational electricity and natural gas targets established for individual elementary and secondary schools and administration buildings. The targets were derived from top-quartile benchmarks from the Sustainable Schools database, normalized to Toronto, Ontario weather, and adjusted for building-specific variables including heating source, swimming pools and portable classrooms. The savings potential for individual buildings was then determined as the difference between actual, weather-normalized energy use and the target, and was rolled up for each board to arrive at our ranking of the boards. For more information on the methodology, please refer to the white paper published on the Sustainable Schools website.

## Tips from our Top Ten Performing Boards

*(On the biggest factor impacting energy performance)
The willingness of our staff to be innovative and
participate in the decision-making that yields results…
The culture here embraces conservation.*
*- Kawartha Pine Ridge DSB*

*(On the biggest factor impacting energy performance)
Extensive use of our Building Automation System
to control time of day schedules for mechanical
equipment, followed by ongoing commissioning and
real-time energy monitoring to ensure all equipment is
operating as per design and schedule.*
*- Halton Catholic DSB*

*While a lot of work has been done and the board has
benefited from taking advantage of the low-hanging
fruit, technology keeps changing and new opportunities
are creating a new growth of low-hanging fruit. Projects
that were traditionally cost-prohibitive now have a
good ROI. Building Analytics, LED Lighting, BAS software
improvements, new monitoring technology (real-time or
other), cheaper/better sensors and controllers are but a
few examples.*
*- York Catholic DSB*

*We benchmark our schools regularly to identify the top
performers from which to draw design cues, performance
changes to quantify upgrade initiatives, and the poor
performers to help prioritize our re-commissioning efforts.*
*- Ottawa-Carleton DSB*

*(On training) Plant Services provides building
automation system (BAS), energy management and
energy conversation training for our Plant Caretakers
(building operators) on a yearly basis, and also attends
staff and student workshops when invited.*
*- York Region DSB*

## What makes the difference?

Many school boards have a few energy efficient schools which generally result from thoughtful design, good maintenance and conscientious operation and control. What sets the most energy efficient boards apart is consistency across the majority of their buildings, which is attributed more to strong management practices than to building design. Common themes emerging from interviews with the top 10 boards are:

- Board-wide **support** for energy efficiency initiatives

- Operator **training** on energy conservation – extensive training being provided and continuously improved

- **Benchmarking** of schools – reporting and comparing energy use among own schools

- Focus on **operational improvements** with recognition that retrofits alone do not lead to sustained savings

- **Student and staff engagement** initiatives, building on collective energy and environmental awareness

## Looking Forward to 2016

School boards, utility companies, governments and other stakeholders across North America are invited to provide feedback and engage with us to refine the methodology and build the knowledge and practice of effective conservation action in schools. The 2016 Top Energy Performing Boards report will examine more school boards, and will also report on the boards that have made significant energy savings.

For more information on the Sustainable
Schools program, please contact:
Brian Dundas at 416-661-6600 x5262 or
by e-mail at **bdundas@trca.on.ca**
**www.sustainableschools.ca**

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# MARKET:
# INSTITUTIONAL

CARMA gives School Boards the ability to dramatically improve energy savings and building efficiency with tools that simplify the process of both measuring and analyzing utility consumption and load profiles.

With customizable solutions, you'll get the shortest possible payback in energy savings with remarkable long-term improvements in building performance.



## CARMA'S submetering solutions help you reach your green building targets. Here is how you REAP the rewards!

### R eview

CARMA's submetering solutions make it easier than ever before to graphically represent your building's precise load profile 24/7 so you can quickly identify key savings and energy reduction

opportunities – one building at a time or across an entire portfolio.

# E xecution

Submetering of your building's primary electrical distribution systems will confirm infrastructure loading vs the overall profile. This critical information can lead to potential savings opportunities by locating areas of energy inefficiencies and investigating irregular building equipment operating schedules.

# A ction

We know that when real time energy data is made available to building staff, they are motivated to reduce their consumption and actively monitor their overall monthly utility usage.

# P erformance

Reducing your building's energy costs allows you to meet Province-wide mandated Energy Goals.

## The CARMA Difference

### Midnight Audits:

Identify after hours waste and realize consumption reductions of up to 20% in some areas.

### Web Profiling:

Allow teachers and students real time access to consumption data and comparisons.

### Building Sciences:

Analyzing and optimizing your building's energy performance for maximum savings and

sustainability.

## Student Engagement:

Provide students with a report card on their carbon footprint, so they can view their school's energy profile against other schools.

## VIEW ALL MARKETS

WHO WE ARE

WHY CARMA
CASE STUDIES
SNAPSHOT
CLIENTS
TESTIMONIALS
MEDIA SPOTLIGHT
ASSOCIATIONS
CARMA BILLING SERVICES

MARKETS

DEVELOPERS
COMMERCIAL
CONDOMINIUM
APARTMENTS
RETAIL
INSTITUTIONAL

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**DURHAM DISTRICT SCHOOL BOARD**
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board          **DATE:** June 05, 2023

**SUBJECT:** Quarterly Construction and Major Projects Report          **PAGE:** 1 of 8

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Manager of Facilities Design and Construction
Mike Kennedy, Manager of Major Projects

## 1.0  Purpose

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of May 31$^{st}$, 2023. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website.

## 2.0  Ignite Learning Strategic Priority/Operational Goals

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

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

## 3.0  Background

### 3.1  Capital Projects

The Board has received Ministry of Education approval for five new school builds and one major addition:

- February 2018: Durham District School Board (DDSB) received Ministry of Education approval to build Beaverton PS/Thorah Central PS. The new school will replace and consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site in Beaverton.

- July 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS, and an addition at Mary Street PS in Oshawa to replace the existing portapac.

- October 2020: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS, at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.

- May 2022: Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Seaton PS, at Burkholder Drive and Azalea Avenue in Pickering and a new secondary school, Unnamed North Oshawa SS, at Windfields Farm Drive East and Bridle Road South in Oshawa.

### 3.2 Ministry Approval Process for Capital Priorities Projects

The Ministry of Education approval process must be carefully considered when undertaking any major capital projects. The approval process once business cases have been submitted are as follows:

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

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

### 4.0 <u>Analysis</u>

### 4.1 Approved Capital Priorities Projects

<u>Beaverton PS/Thorah Central PS Rebuild</u>
Project Type:            Rebuild Elementary School Including Child Care Centre and Early ON hub
Occupancy Date:      September 2024 (Rescheduled from September 2023)
Architect:                 Moffet & Duncan Architects Inc.
Contractor:              Pre-Eng Contracting Ltd.

Project construction recommenced mid-March on the new facility. Site fill and compaction work is complete with footings and foundations well underway. Project completion is currently scheduled for September 2024.

<u>Unnamed Pickering Creekwood PS</u>
Project Type:            New Elementary School, Including Child Care Centre
Occupancy Date:      September 2024 (Rescheduled from September 2023)
Architect:                 Cellucci + Pace
Contractor:              To be determined

Construction documentation continues to progress well while Facilities Staff and the City of Pickering continue to work towards site plan agreement and obtaining the record of site condition required for property acquisition, site plan agreement and building permit release. The Approval to Proceed (ATP) to tender package is currently under review with the Ministry of Education (EDU). Pending project approvals and site acquisition discussions with the City of Pickering, project completion currently remains scheduled for September 2024.

<u>Mary Street PS Oshawa – Addition</u>
Project Type:            Replacement of Existing Portapac with a New Addition
Occupancy Date:      September 2024 (Rescheduled from September 2023)
Architect:                 Moffet & Duncan Architects Inc.
Contractor:              J.J. MaGuire Construction Limited

Following construction tender close March 2, 2023, the ATP to award the construction contract, was submitted to EDU and approval was received April 20. J.J. McGuire Construction Limited was the successful proponent and project planning and start up is currently underway. Facilities staff continue to work with the City of Oshawa towards site plan approval and building permit issuance. Currently this project is scheduled for completion in September 2024.

<u>Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)</u>
Project Type:         New Elementary School, Including Child Care Centre
Occupancy Date:    September 2024 (Rescheduled from September 2023)
Architect:            Snyder Architects Inc.
Contractor:          Everstrong Construction Ltd.

Project construction recommenced mid-March on the new facility. Site services and grading work is well underway with footings and foundations to follow. The site plan agreement has been finalized and Facilities Staff continue to work with the City of Oshawa towards full building permit issuance. Project completion is scheduled for September 2024.

<u>Unnamed North Oshawa SS (Windfields Farm East/Bridle Road South)</u>
Project Type:         New Secondary School
Occupancy Date:    September 2026
Architect:            Hossack Architects & Associates Inc.
Contractor:          To be determined

Schematic design is complete with detailed design well underway for the new facility. Facilities staff continue preliminary review discussions with the City of Oshawa regarding the site plan approval process. Design meetings with secondary department heads have been completed and revisions are underway to incorporate received feedback. Project completion is currently scheduled for September of 2026, with the possibility of an earlier completion date once approvals are received.

<u>Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)</u>
Project Type:         New Elementary School, Including Child Care Centre
Occupancy Date:    September 2026
Architect:            Snyder Architects Inc.
Contractor:          To be determined

Detailed design along with construction documentation continues to progress on the new facility. Facilities staff continue to work with the City of Pickering to finalize the site plan layout while the approval package is under development. Project completion is currently scheduled for September of 2026 with the possibility of an earlier completion date once approvals are received.

## 4.2    Child Care Projects

| PROJECT | SCHOOL/SITE | PROGRESS DETAILS |
|---|---|---|
| Child Care Projects | Vaughan Willard PS | Facilities staff received ATP to award the construction contract May 5, 2023. JVS Construction Ltd. was the successful proponent and project planning and start up is currently underway. |
| | Seneca Trail PS | Construction documentation is nearing completion. The Approval to Proceed to tender package was submitted to EDU and the project is being prepared for tender. |
| | Scott Central PS | Following construction tender close on March 2, 2023 the ATP to award the construction contract was submitted to EDU and is currently under review. Facilities staff continue to work towards site plan approval with the Town of Uxbridge. |
| | Sunderland PS | Construction documentation is nearing completion for the facility addition. The ATP to tender package was submitted to the EDU and is currently under review. Conditional site plan approval has been granted by the Township of Brock and Facilities Staff continue to work towards building permit. |

### 4.3 Major Projects

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

| PROJECT | SCHOOL/SITE | PROGRESS DETAILS |
|---|---|---|
| Main Office Renovations | Frenchman's Bay PS | Project is complete. |
| | Pringle Creek PS<br>G.L. Roberts CVI<br>Anderson CVI | Projects are in design. |
| Inclusive Change Room Renovation | G.L. Roberts PS | Construction is well underway. Completion of the project has been delayed until mid-late summer 2023 due to unforeseen structural slab conditions and mitigation measures implemented. |
| Art/Science/Music Renovations | Vaughn Willard PS | Vaughn Willard PS is on hold due to overlap in scope area with the planned childcare renovation fit-out. Project will be revisited once childcare construction is complete. |
| | Valley Farm PS | Project construction is well underway. |
| Interior Modifications – Teaching Space - Classroom Refresh | Coronation PS | Project is complete. |
| | Valley Farm PS | Project construction is well underway. |
| Asphalt Replacement | G.L. Roberts CVI | Project is in design. Construction targeted for summer 2024. |
| | D.A.S.S. Simcoe<br>Meadowcrest PS | Projects are tendering. |
| | Pine Ridge SS | Project is awarded with construction to commence summer 2023. |
| Roofing Projects | Dr. S.J. Phillips PS<br>E.A. Fairman PS<br>John Dryden PS | Projects are awarded. Construction summer 2023. |
| | J. Clarke Richardson CVI | Project is in tendering, pending award. |

| PROJECT | SCHOOL/SITE | PROGRESS DETAILS |
|---|---|---|
| Masonry/Wall Cladding Restoration | Biidaassige Mandamin PS | Cladding Replacement – Phase 2 mobilization is set for June 2023 with a targeted completion for September 2023. |
| | Uxbridge SS | Cladding replacement Phase 2 – Awarded, construction summer 2023. |
| | EA Lovell PS | Masonry Restoration Phase 2 – Awarded, construction summer 2023. |
| | Valleyview PS | Masonry restoration – Awarded, construction summer 2023. |
| | Hillsdale PS | Masonry & foundations rehabilitation – Awarded, construction summer 2023. |
| | Port Perry HS Coronation PS Ormiston PS Joseph Gould PS | Window replacements Awarded, construction summer 2023 Awarded, construction summer 2023 Awarded, construction summer 2023 Awarded, construction summer 2023 |
| | Pringle Creek PS | Project is in design. |
| | William Dunbar PS | Project tendered over budget. Project will be re-tendered in fall 2023. |
| Library/Learning Commons Upgrades | Coronation PS | Project is in design. Project on hold until 2024 due to required classroom space for increased student loading for September 2023. |
| | Henry St HS Greenbank PS | Projects are in design. |
| Interior Modifications - Washroom Upgrade Projects | William Dunbar PS Port Perry HS Beau Valley PS | Project is tendering. Project is in design. Awarded, construction May 2023. |
| Boiler Replacement Projects | Fallingbrook PS Winchester PS Quaker Village PS Pierre Elliot Trudeau PS Anderson CVI | Projects have been awarded. Boiler system package procurement in process for each site. Project construction is underway. |

| PROJECT | SCHOOL/SITE | PROGRESS DETAILS |
|---------|-------------|------------------|
| Accessibility Projects | Coronation PS | Project is generally complete. Final building occupancy sign-off is pending final review and sign off by TSSA which has been scheduled. |

## 4.4    Ventilation Improvement Projects and Air Conditioning

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

Included below are the projects that provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.

| PROJECT | SCHOOL/SITE | PROGRESS DETAILS |
|---------|-------------|------------------|
| Ventilation Projects Non-Air Conditioned – Partial Building | D.A.S.S. Simcoe | Project tendered and awarded. Procurement of mechanical equipment by the contractor has commenced. |
| | Beau Valley PS Anderson CVI R.H. Cornish PS | Projects awarded, construction is well underway. |
| | O'Neill CVI | Project is in design. |
| Partial Air Conditioning/Cooling Centres-pending | Woodcrest PS | Projects awarded, construction is well underway. |
| | Colonel Farewell PS | Project is in design. |

This initiative will continue into the 2023-2024 fiscal year with additional sites being added to address under-ventilated learning spaces to improve ventilation across the District.

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

## 5.0   Financial Implications

The Ministry of Education approved Capital Priorities Funds in the amount of $129,827,972 and the funds are being used to construct new schools and major additions. Annual Capital Funds in the amount of $83,476,237 are being used for the completion of the major projects listed in the report.

## 6.0   Evidence of Impact

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

## 7.0   Communication Plan

The Quarterly Construction and Major Projects Report is posted on the DDSB's website: Construction and Property Updates
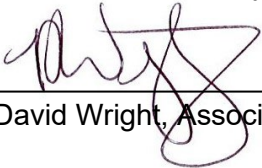
## 8.0   Conclusion

This report is provided to Trustees for information.

Report reviewed and submitted by:

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

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

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**DURHAM DISTRICT SCHOOL BOARD**
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board          **DATE:** June 5, 2023

**SUBJECT:** 2023-2024 Inclusive Student Services/          **PAGE:** 1 of 4
Special Education Plan

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Equitable Education

## 1.0   Purpose

The purpose of this report is to provide the Board of Trustees with the Inclusive Student Services/Special Education Plan for the 2023-2024 school year for information. A report for consideration of the Inclusive Student Services/Special Education Plan will be brought forward during the June 19, 2023 Board Meeting.

## 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.*

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

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

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

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

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

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

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

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**3.0** <u>**Background**</u>

**Special Education Plan Requirements**

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

**Durham District School Board Special Education Plan**

The Durham District School Board (DDSB) Special Education Plan (Appendix A) undergoes annual refinement. Consultation includes opportunities for the Special Education Advisory Committee (SEAC) to provide input into the design of programs and services reflected in the plan. The DDSB's Special Education Plan is revised annually, exceeding current Ministry requirements.

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

For 2023-2024, the title of the document has been revised to "Inclusive Student Services Special Education Plan." The revised title more accurately reflects the scope of programs and services which support student well-being, mental health and learning while maintaining ease of accessing the document for those searching under the title of Special Education Plan. Consultation with SEAC has informed the plan. SEAC has specifically approved the language within the plan in reference to that committee (Section C). Interdepartmental consultation has informed language revision including: 1) update to the Accessibility Standard and 2) scope of inclusion of District commitments in response to the recommendations of the Ontario Human Rights Commision (OHRC) Right to Read report.

**4.0** <u>**Analysis**</u>

Updates to the DDSB Special Education Plan for the 2023-2024 school year include the following:

- Meaningful interdepartmental and interdisciplinary collaboration that centres Indigenous Rights, human rights, and equity in planning and facilitation of professional learning are critical foundations to upholding staff responsibilities to DDSB students and the community. To address ableism, we need to uncover, name, challenge and disrupt biases, barriers, structures, and practices that impede the achievement and well-being of learners, especially those who are discriminated against and disadvantaged in and by our systems and structures. It is through an examination of practices that we will ensure we better serve all learners and support all staff; a commitment embedded in the Professional Learning (Staff Development A-Standard) section of the Special Education Plan.
- Inclusion of the District's Mental Health and Well-Being Action Plan

- Information about how the District is responding to recommendations of the OHRC Right to Read Inquiry Report.
- Reflections and learnings from the currently engaged transition of software products used for special education related processes and programs. The reflection and learning within the transition process, related to our commitments to human rights and equity, continues to be significant as staff examine each form in relation to our commitments as duty bearers. An example of a shift in practice for the 2023-2024 school year is the addition of 'interests', alongside strengths and needs as part of the Identification, Placement and Review Committee (IPRC) process. This is important as the nuances of a student's current interests supports opportunities for connection during creation of personalized learning resources. A second example is a change made to DDSB's specialized transportation request form and a change from "nonverbal" indicator to "form of communication: Verbal, Augmented Alternative Communication (A.A.C.) Technology, Sign, Picture Exchange Communication System (P.E.C.S.), Multi-Modal or other." This change better aligns with our commitment to an asset focused language, addressing ableism and will provide information to transportation providers about a student's communication language.
- Update for inclusion of the DDSB Multi-Year Accessibility Plan (2022-2026).

There are no significant shifts to DDSB special education programs accessed through IPRC process from this school year to next. Staff remain committed to 1) learning and program shifts centred in Indigenous rights, human rights, anti-oppression and anti-discrimination (addressing where system practices are resulting in disproportionate outcomes for students based on identity, and 2) bolstering Universal Design for Learning (UDL) and accommodation within regular class placements as the most inclusive pathway for the majority of students with special education strengths and needs.

## 5.0   Financial Implications

The funding for Special Education and Mental Health Programs and Services, outlined in the Inclusive Student Services/Special Education Plan, is included in the draft Board budget for the 2023-2024 school year. Funding sources include Grants for Student Needs special education allocation, Student Support Funding committed to for the 2023-2024 school year, and Student Mental Well-Being Allocation.

Special Incidence Portion (SIP) has historically been an application-based funding source for Districts to seek partial reimbursement of the costs of providing intensive support services for students requiring two or more board personnel throughout their day in order to access learning. For the 2023-2024 school year, the Ministry of Education has committed to provision of a formula amount and a review of the SIP process. As the process is currently under review, we continue to operate under the current funding assumptions for planning within the draft DDSB budget.

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

Application-based funding for school boards, including the 'Supporting Students with Disabilities' fund, will continue to be utilized as opportunities to address barriers experienced by students with disabilities arise. This will allow for more opportunities to foster inclusive programs and seek additional funding.

**DDSB**
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**6.0    Evidence of Impact**

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

Analysis of achievement for students with IEPs will be provided to Trustees in September 2023, embedded within a broader District report and will continue to be part of analysis from the Student Census Survey.

The SEAC parent/caregiver survey available May 30 to June 15, 2023 focused on communication and providing parents and caregivers opportunities for input into individualized programing 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 related to communication.

**7.0    Communication Plan**

Once approved, the Inclusive Student Services/Special Education Plan is made available publicly on the DDSB website. A link to the plan will be shared through social media and provided directly to SEAC members.

**8.0    Conclusion and/or Recommendations**

This report is provided to the Board of Trustees for information. A report for consideration of the Inclusive Student Services/Special Education Plan will be brought forward to the June 19, 2023 Board meeting.
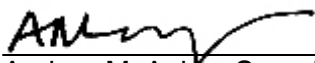
**9.0    Appendices**

Appendix A – 2023-2024 DRAFT Inclusive Student Services/Special Education Plan

Report reviewed and submitted by:

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

Andrea McAuley, Superintendent of Education

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# Inclusive Student Services

Special Education Plan

# DRAFT

2023-2024

Inclusive
STUDENT SERVICES

# Table of Contents

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# THE BOARD'S CONSULTATION PROCESS

## SECTION A – Standard 1

## Standard 1: The Board's Consultation Process

The purpose of the standard is to provide details of the consultation process to the Ministry and to the public.

The Durham District School Board (DDSB) values collaboration with students, families, and community and education partners.  We welcome input into our Inclusive Student Services - Special Education Plan at any time through:

- The Inclusive Student Services Department by emailing InclusiveEducationFeedback@ddsb.ca  or by calling 905-666-6371 to connect with a member of the team.
- Local school team(s).
- The DDSB's website General.Inquiry@ddsb.ca or 905-666-5500.
- The DDSB's Special Education Advisory Committee (SEAC).

SEAC formally reviews the Special Education Plan annually, and throughout the year as the need arises. SEAC members share information and input from their respective associations/agencies and provide feedback. Input from SEAC was received and all feedback was reviewed and included in the report where the suggestions aligned with the Ministry of Education *Standards for School Board's Special Education Plans.*

SEAC is also conducting a parent/caregiver survey (June 2023) and will use the survey results to inform SEAC's activities and actions in 2023-2024, including:

- Supporting family engagement (for example, developing a potential resource for families).
- Providing input and suggestions to the DDSB on potential areas for improvement.

**Inclusive Student Services in the DDSB**

Inclusive Student Services provides support for students, families and school teams on inclusion, accommodation and specialized special education and mental health supports.

Information about Inclusive Student Services in the DDSB can be found online: Inclusive Student Services

# THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

**SECTION B – Standard 2**

## Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide information on the Board's guiding principles, philosophy and service delivery model for the provision of Special Education programs and services.

### DDSB Commitments to Indigenous and Human Rights

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

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

### Upholding DDSB Commitments

The DDSB has a legal responsibility to provide education to students and to provide safe learning and working environments for all students and staff. The DDSB is committed to upholding students' rights to:

- Meaningfully access educational services without discrimination and to be treated with dignity and respect
- Equitable educational experiences, opportunities, and outcomes
- Inclusive and accessible services, programs and environments

The DDSB recognizes that protecting and upholding Indigenous rights and human rights (including centering dignity and meeting the duty to accommodate under the Ontario Human Rights Code) are necessary to support:

- Students' sense of safety, inclusion, well-being, engagement and belonging
- A culture of care where students are respected, valued and are successful and thrive

The research shows that these are the preconditions for successful learning and set the foundation for positive school climates and well-being for all students.

The DDSB strives to meet its responsibilities through:

- Legislative compliance with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, the Education Act and related legislation and regulations
- Ministry of Education strategies, directives and policy and program memoranda
- DDSB policies and procedures
- Proactive/preventative, inclusive and responsive strategies, initiatives, structures, services, supports and actions

**Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures**

The DDSB's Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures (the "Human Rights Policy and Procedures") provide direction, principles, guidance, expectations to uphold human rights. They also outline our individual and shared roles and duty bearer responsibilities to:

- Promote and protect human rights (including centering dignity, upholding the rights of the child and acting in the best interests of the child in ways that are not discriminatory and that prevent harm) and provide DDSB community with information about their rights and responsibilities.
- Identify, prevent and address human rights barriers and discriminatory structures in learning and/or working environments, teaching and learning, services, and operational, corporate and employment related policies, procedures, practices, plans, initiatives and decision making.
- Respond to and address human rights barriers, issues and accommodation requests under the Human Rights Code and the policy for DDSB community members.
- Learn about this policy and related procedures to apply human rights, anti-discrimination and anti-racism principles in our jobs/roles, decision-making and interactions with DDSB community members.
- Correct and address human rights issues, incidents and complaints.

The policy and procedures also outline transparent processes and individual and system actions and accountabilities to uphold the DDSB's commitments.

**An Inclusive School System**

As a district we acknowledge that systemic ableism and other forms of discrimination are deeply embedded within the education system and structures. This discriminates against, disadvantages and causes harm to students with neurodivergent traits, different abilities and disabilities and other intersecting identities (for example, based on ancestry, race, gender identity, gender expression, sexual orientation, creed/religion, socioeconomic status, etc.). It also contributes to and perpetuates disparities and disproportionate educational access, opportunities, experiences and outcomes.

Our shared commitments and responsibilities to uphold Indigenous and human rights and to centre dignity and respect are essential principles of an inclusive public school system and are necessary to address systemic ableism.

We are working to uncover, name, challenge, disrupt and proactively prevent discriminatory biases, barriers, practices and structures that impede achievement and well-being for all students. Our ongoing work includes actively addressing:

- Ableism and intersectional discrimination.
- Stigma and negative attitudes, stereotypes and assumptions based on neurodiversity, different abilities and disabilities (including and not limited to assumptions about functional limitations, low expectations, learning disabilities, differences in behaviours, social interactions, cognitive processing and

communication, etc.), and how this affects individual and organizational decision-making affecting students.

- Unique accessibility and other barriers (for example, attitudinal, physical, architectural, information/communications or technological barriers) for students with special education strengths and needs.

An inclusive model of special education is one that actively:

- Promotes well-being through identity-affirming approaches and practices.
- Supports all students so they are inspired to succeed.
- Increases awareness and understanding of the social model (versus medical and functional models) of disability and neurodiversity.
- Identifies, prevents and addresses discriminatory barriers that may affect students' ability to learn and to fully participate in and contribute to society.

As a district, we recognize all students' talents, gifts, abilities and accomplishments. We honour and affirm the unique, intersectional identities and rich lived experiences that each student and their family bring to our classrooms, schools and communities.

The DDSB applies human rights, anti-discrimination, inclusive design, Universal Design for Learning and accessibility principles, approaches and actions in all aspects of its services and learning environments. In classrooms, the DDSB also uses culturally relevant and responsive pedagogy and differentiated instruction, assessment and evaluation to support students in their learning.

Where barriers exist, the DDSB is committed to meeting its legal duty to accommodate to the point of undue hardship so that students can meaningfully access educational services without discrimination.

All students, including students with different abilities, special education strengths and needs and intersecting identities, are at the centre of all planning.

The DDSB's Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures provide further direction and guidance and set out roles, responsibilities, accountabilities, proactive preventative actions and transparent processes to support these commitments.

**Right to Read**

Learning to read is a human right. When children know how to read fluently, they gain access to more opportunities to experience success.  This success is not limited to academic achievement, but also their ability to thrive in our modern world.  We will continue to move our work in a way that upholds our duty bearer responsibilities, honour the rights of students and maintain student dignity.

It is critical that we explicitly teach language and literacy skills, including foundational word-reading skills, in a way that results in an anti-oppressive experience for all students but especially Indigenous students, Black students, and students who experience word-reading difficulties. By advocating for a structured literacy and anti-oppressive approach to teaching

code user skills we will be actively working to eliminate the barriers so that all students have access to effective reading instruction, specifically students from historically underserved and Code-protected groups. More specifically, culturally relevant and sustaining pedagogical approaches must undergird the teaching of foundational reading skills.

As a district, it is important that we tie together the Ontario Human Rights Commission (OHRC) Right to Read report and the Guide to Effective Early Reading Instruction with DDSB Indigenous Education and Human Rights policies and procedures to support equitable access to literacy for all.

When educators understand the science behind reading and writing, they can effectively administer assessments and develop instructional routines. These key elements can be embedded as part of a literacy program that builds on student's lived realities, prior knowledge, knowledge of language structures, and verbal reasoning skills. A rich literacy program supports all students.

With the goal of strong reading comprehension at the forefront, a reader must have well developed skills in both Oral Language Comprehension and Word Read Fluency. This is true of all students, regardless of their language of instruction. Oral language proficiency, developed by ongoing opportunities for listening and speaking experience embedded within anti-oppressive pedagogical approach, lays the foundation for learning to read.

As a district, our work in response to the recommendations of the Right to Read inquiry are supported by integrated teams, teachers and speech language pathologists, working together to reinforce effective practices as well as make programming shifts cued by the recommendation within the report including those focused on learners with special education strengths and needs.

With a continued focus on anti-oppressive practices and centering student identity, instructional shifts, supported by professional learning for the 2023-2024 school year are:

- Elimination of explicit teaching and assessment focused on three cueing systems (meaning, structure and visual)
- Implementation of explicit, systematic and cumulative instruction focused on phonological awareness, phonics, word study in response to science of how the brain learns to read and write
- Use of decodable texts in primary grades (and select students in higher grades as needed) instead of levelled texts for the purpose of teaching students to decode
- Shifts in selection of assessment tools and strategies to better align with structured literacy components (e.g., the Inclusive Student Services Assessment of Phonological Awareness Skills)
- Remove traditional "sight word" approaches and shift to strategies that build automaticity by decoding all words

Including implementation of the anticipated revised Language Arts curriculum, teams will continue to engage in reflective practice together in the provision of reading programs across all schools.

**Special Education Programs**

The DDSB is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services that are responsive to individual identities (including intersecting identities), strengths and needs. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential.

The DDSB Inclusive Student Services - Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, Education Act, and Regulations made under the Act. The DDSB's approach to Special Education and its Special Education delivery model are aligned with the Board's Strategic Plan.

Our ongoing commitment is to provide the structures and supports each student needs to nurture their growth and development in programs which respect dignity, maximize participation, and foster integration and independence as defined for each student based on their identity, strengths and needs. We work with parent(s)/guardian(s) and board staff to determine the placement that best addresses barriers and meets the student's individual needs, whether that is in a regular classroom, or for some students, in a special education class.

In March 2018, the Ontario Human Rights Commission (OHRC) released Policy on Accessible Education for Students with Disabilities: [Policy on Accessible Education for Students with Disabilities:](#)

The principles of accommodation which involve respect for dignity, individualization, integration and full participation are expressed in the Guidelines. As set out in the Education Act and Regulations, the Commission specifies that each student's needs are unique and must be considered individually and with confidentiality. The Commission recommends first considering placement in the regular classroom before considering placement in a special education class. It is the Commission's position that the duty to accommodate requires a necessity "to address barriers in education that would otherwise prevent students with disabilities from having equal opportunities, access and benefits" (Ontario Human Rights Commission: Policy on Accessible Education for Students with Disabilities).

The DDSB's approach is informed by and aligns with the OHRC's policy. The majority of students with special education strengths and needs are supported through placement in a regular classroom. For most students, a classroom teacher, with the support of the school's Special Education Resource Teacher (SERT) and District staff, is able to provide individualized programming that supports students' success. A regular classroom is always an option that parent(s)/guardian(s) may consider. A regular classroom provides opportunity for the student to be with peers, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive of placements.

We place a strong emphasis on the inclusion of our students with special education strengths and needs, upholding human rights and the rights of the child, and providing meaningful, individualized integration opportunities for students accessing special education programs. It is our privilege to be part of the success for all students as we support their "Many Paths to Success".

**Well-Being and Mental Health Supports**

**2022-2025 Mental Health and Well-Being Action Plan**

Embedded in the DDSB Mental Health and Well-Being Action Plan (Appendix A) is our collective commitment to support the everyday mental health and well-being of students and staff, to provide for our students and staff inclusive, identity affirming, and culturally relevant supports, and to strive to connect all students and staff to, from, and through access to those supports.

Examples include the development of a District-wide staff community of practice with a focus on sharing best practices and creating new knowledge to advance our work, the provision of Tier One mental health promotion specifically tailored for support-staff professional development, as well as focused social and emotional learning skills for classroom implementation.

**Mental Health Supports Across the Tiers**

Thinking in tiers is common in education and is useful when thinking about the continuum of supports available to support student mental health and well-being.

- Tier 1 is the mental health promotion work done by staff to create the everyday conditions that foster mentally healthy classrooms and schools;
- Tier 2 focuses on prevention and early intervention for those students who may need additional support; and
- Tier 3 focuses on more intensive assessment and intervention services.

Many DDSB teams support everyday conditions for well-being (Tier 1) through to services when individual students need a greater level of support (Tier 2 and 3).

Child and Youth Support Workers who focus on Tier One strategies and the implementation of social emotional learning, targeting positive mental health promotion and early identification. Speech Language Pathologist in addition to individual student programming supports, help educators shape inclusive classrooms as communication is a key foundation for connection and belonging.

Social Work and Psychological Services Staff provide individual and group-based identify-affirming mental health interventions, school-level consultation, and crisis/traumatic event responses that centre student, caregiver, and community needs.

Teams continue to evolve our service models in support of identity-affirming practices and responsive to where students express support needs. As example, during the 2022-2023 school year, Psychological Services and Social Work staff introduced Project AFFIRM (Flier, Appendix B). Project AFFIRM offers eight sessions of evidence based coping skills training for

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2SLGBTQIA+ and questioning students in grades 9-12 (ages 13-18).  The group is facilitated by members of the Social Work and Psychological Services teams.

This evidenced based group is designed to:

- Decrease unhelpful thoughts
- Improve well-being
- Gain skills
- Understand stress
- Feel better about self and life
- Foster hope

Based on student feedback, teams also refined BEME, Black Excellence Made Evident, into a symposium based format. The Black Excellence Made Evident group is designed to amplify the voices and experiences of Black students. The two-day symposium brings Black identifying youth together in a safe space to:

- Affirm and validate Black student's identities (including intersecting identities)
- Discuss strategies to confront marginalization and Anti-Black Racism
- Promote positive leadership amongst our Black students
- Provide mentorship opportunities and build connection to community

Both of these important programs continue into the 2023-2024 school year.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# ROLES AND RESPONSIBILITIES

## SECTION B – Standard 3

## Standard 3: Roles and Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education. All are required to comply with and uphold the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Human Rights Code.

The DDSB has a responsibility to provide a safe environment for all students and staff, ensure Indigenous rights and human rights (including centering dignity and the duty to accommodate) are at the centre of the work and it is the legal responsibility of the DDSB to provide education to students.

**Roles and Responsibilities Outlined by the Ministry of Education**

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas: legislative and policy framework; school system management; funding; programs and curriculum. The roles and responsibilities within special education are outlined below:

**The Ministry of Education:**

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain special education reports, review them annually, and submit amendments to the Ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

**The district school board or school authority:**

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board

- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a special education report that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the report annually and submits amendments to the Minister of Education
- provides statistical reports to the Ministry as required and as requested
- prepares a parent guide to provide parent(s)/guardian(s) with information about special education programs, services and procedures
- establishes one or more Individual Placement and Review Committee to identify exceptional pupils and determine appropriate placements for them
- establishes a Special Education Advisory Committee
- provides professional development to staff on special education

**The Special Education Advisory Committee:**

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- participates in the board's annual review of its special education report
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parents, as requested

**The school principal:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures about special education to staff, students, and parents
- ensures that the identification and placement of exceptional pupils, through an Identification, Placement and Review Committee (IPRC), is done according to the procedures outlined in the Education Act, regulations and board policies
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- ensures the delivery of the program as set out in the IEP
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained

**The teacher:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda

- follows board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
- communicates the student's progress to parents
- works with other school board staff to review and update the student's IEP

**The special education teacher,** in addition to the responsibilities listed above under "the teacher":
- holds qualifications, in accordance with Regulation 298, to teach special education
- monitors the student's progress with reference to the IEP, and modifies the program as necessary
- assists in providing educational assessments for exceptional pupils

**The parent/guardian:**

- becomes familiar with and informed about board policies and procedures in areas that affect the child
- participates in IPRCs, parent-teacher conferences, and other relevant school activities
- participates in the development of the IEP
- becomes acquainted with the school staff working with the student
- supports the student at home
- works with the school principal and teachers to solve problems
- is responsible for the student's attendance at school

**The student:**

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- complies with board policies and procedures
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate

In addition, the DDSB's Indigenous Education Policy, Human Rights Policy and related procedures (including the Human Rights Roles, Responsibilities and Accountabilities Framework) outline additional roles and responsibilities for all DDSB community members to contribute to safe, welcoming, respectful, inclusive, equitable and accessible learning and working environments that are free from all forms of discrimination, oppression and harm.

Our commitments, through every role in Inclusive Student Services (Special Education), have a foundation in optimizing the potential and achievement of every student. A brief summary, including leadership roles, is found here:

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| **CHILD AND YOUTH SUPPORT WORKERS** | Child and Youth Support Workers, a role formalized for the 2022-2023 school year, work directly with school staff to implement Tier One Mental Health classroom and small group strategies, educational programming and support professional learning and skills development in the areas of social-emotional learning. The student centred, classroom based role of the team, emphasizes an asset based approach to building student and staff strengths which can include social emotional skills, related to life skills, and can also include behaviour skills training, fostering acquisition of new skills and support for building relationships. |
| **CLASSROOM SUPPORT STAFF** | Classroom support staff professionals foster inclusion and support student well-being and learning as part of school teams. Roles include:<br><br>• **ASL Interpreters** facilitate and/or provide access to communication for students who are Deaf/hard of hearing.<br>• **Developmental Support Workers** provide wrap around support to students with developmental and/or intellectual disabilities.<br>• **Intervenors** facilitate or provide access to communication for students who are Deaf-Blind.<br>• **Language Acquisition Support Worker** supports students in the early learning of ASL as a primary language. |
| **MANAGER OF PSYCHOLOGICAL SERVICES** | Working with Senior Managers and Clinical Leads, the Manager of Psychological Services co-leads and provides initiatives and ongoing training for staff, while centering commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. The Manager of Psychological Services also carries out all of the functions and responsibilities of a Clinical Supervisor (consultation, assessment, direct services, capacity building, crisis response and clinical supervision), and ensures that these are delivered in a professionally responsible manner that promotes student well-being and meets the standards and guidelines of the College of Psychologists of Ontario. |
| **MENTAL HEALTH LEAD** | The Mental Health Lead works with system and school leaders to coordinate, develop and implement the Well-Being and Mental Health Action Plan, through a tiered model, in support of students and staff. The Mental Health Lead coordinates and leads board wide initiatives to promote well-being, mental health, reduce stigma and lead focus on increasing knowledge about mental health and well-being. |
| **PSYCHOLOGICAL SERVICES STAFF** | The Senior Manager Clinical Lead-Psychologist provides leadership to the Psychological Services team in the provision of service and programming that centres commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. Staff provide five essential functions to support students in the DDSB: assessment, consultation, direct service, capacity building and crisis response, in partnership with colleagues from the Social Work team. Staff who are clinical supervisors of Psychological Services also provide clinical supervision, in accordance with the Standards and codes of ethics of the College of Psychologists of Ontario as one of their role functions. Staff work directly to support the academic achievement and well-being of students within the DDSB, and work within a collaborative framework with staff, parent(s)/guardian(s) and students. |

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| **SENIOR MANAGER CLINICAL LEAD PSYCHOLOGIST** | The Senior Manager Clinical Lead-Psychologist is responsible for overseeing the professional services provided by Psychological Services staff. Within this scope, the Senior Manager Clinical Lead-Psychologist ensures that staff maintain professional standards and deliver current, evidence-based practices in assessment, consultation and direct services that centre commitments to disrupting barriers, structures and practices that impede the achievement and well-being of students and staff. The Senior Manager Clinical Lead-Psychologist also works with other Clinical Leads and Senior Administration to facilitate the integration of professional support services. As well, the Clinical Lead is responsible for coordinating capacity building professional development delivered by Psychological Service staff. Consultation to system and community-based programs and initiatives is provided when needed. |
| **SENIOR MANAGER CLINICAL LEAD SOCIAL WORK AND ATTENDANCE SERVICES** | The Senior Manager Clinical Lead-Social Work is responsible for leading and overseeing the quality of Social Work and Attendance services carried out for referred students, and for the provision of direct services to students and parent(s)/guardian(s), as well as consultative support to school personnel and parents in order to address barriers that may impede success at school. |
| **SENIOR MANAGER CLINICAL LEAD SPEECH LANGUAGE AND HEARING SERVICES** | The Senior Manager Clinical Lead-Speech, Language and Hearing is responsible for the quality of speech, language and hearing services carried out for referred students and the provision of direct services to students, consultative support, and capacity building supports to school personnel and parent(s)/guardian(s) to assist students to function within the school system (through prevention, early intervention and enhancement) and make satisfactory academic progress. |
| **SENIOR SOCIAL WORKER** | Reporting to the Senior Manager, Clinical Lead- Social Work, the Senior Social Worker, in addition to the duties of a Social Worker/Attendance Counsellor, is responsible for the onboarding of new staff, peer consultations and peer support, providing leadership and support for various team and practice level initiatives as well as supporting District projects. In collaboration with the Senior Manager, Clinical Lead, the Senior Social Worker participates in the maintenance and/or development of community partnerships and initiatives. This role is a three-year term-based leadership opportunity for a member of the Social Work team. 2023-2024 is the second year, of three, for the inaugural term of this role. |
| **SOCIAL WORKERS/ATTENDANCE COUNSELLORS** | Under the supervision of the Senior Manager Clinical Lead-Social Worker, the Social Work/Attendance team provides both consultative and direct support to students and parent(s)/guardian(s). In the role of Social Worker, the team is responsible for providing social work assessment, brief counselling for students and their parents, advocacy, coordination of services and facilitating referrals to community agencies. They provide consultation and make recommendations to school staff, parent(s)/guardian(s) and department colleagues. The team also provides support in the role of the Attendance Counsellor. |

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| **SPECIAL EDUCATION FACILITATOR** | Special Education Facilitators are centrally assigned teachers, guided through the leadership of the System Leads –and the Superintendent of Inclusive Student Services. Special Education Facilitators may have portfolio responsibilities to support a Family of Schools or Innovative (Assistive) Technology. Facilitators support school staff in meeting the needs of students with special education strengths and needs, provide guidance and professional collaboration. Facilitators also liaise with schools and parent(s)/guardian(s), assisting all stakeholders in shaping programming and considerations of most appropriate program and placement for individual students. |
| **SPECIALIST TEACHERS FOR HEARING AND VISION** | Hearing and Vision Itinerant teachers are centrally assigned and provide both consultative and direct service for students with hearing and vision accommodation needs and exceptionalities. These specialist teachers work collaboratively with school staff to meet the needs of students, provide programming and specialized equipment resources. |
| **SPEECH AND LANGUAGE PATHOLOGISTS (SLPs)** | Under the supervision of the Senior Manager Clinical Lead-Speech, Language and Hearing, the SLPs provide both consultative and directly support oral language of students and Augmentative/Alternative Communication supports for non-verbal students. They have responsibility for providing assessment and programming for students and recommendations to school staff. |
| **SYSTEM LEAD – INCLUSIVE STUDENT SERVICES** | The role of the System Leads – Inclusive Student Services, as centrally assigned Principals, support students, directly reporting to the Superintendent of Inclusive Student Services, by providing leadership of special education programs, supports and department staff. System Leads work collaboratively with other System Leads, departments, Facilitators, Speech-Language, Centrally Assigned Teachers, Social Work, Psychological Services and school-based special education staff to ensure coordination of services for students with special education strengths and needs. This includes supporting IEP development, providing in-service opportunities and provision of resources to staff in developing differentiated programming including the infusion of technology for students with special education strengths and needs. |
| **THE SUPERINTENDENT INCLUSIVE STUDENT SERVICES (SPECIAL EDUCATION)** | The Superintendent of Inclusive Student Services leads coordination of all special education, mental health and day treatment partnership programs and services, including the development and implementation of curriculum and new programs. In addition, ensuring that policies and procedures are developed and followed in accordance with The Education Act, the regulations and Durham District School Board priorities. |
| **TRANSITION AND WORK EDUCATION COORDINATORS** | Transition and Work Education Coordinators support students with developmental and/or intellectual disabilities, and their parent(s)/guardian(s), in preparing for post-secondary pathways (work, school & community). Coordinated planning includes building staff knowledge in support of integrated transition planning and building relationships with service-based community partners. Transition and Work Education Coordinators support work education experiences for students building work readiness skills within their secondary learning programs. |

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

**SECTION B – Standard 4**

## Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the board's early identification procedures and intervention strategies to the ministry and to the public.

**Guiding Principles**

The Durham District School Board has procedures to identify each child's level of development, learning abilities and educational programming needs. As per Ministry PPM 11, programs are in place to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. The procedures that are in place are a part of a continuous assessment and program planning process which is initiated when a child is first enrolled in school, or no later than the beginning of a program of studies immediately following Kindergarten and continuing throughout a child's school life.

The DDSB pursues a tiered approach to support. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate supports that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning levels and input from students and their parent(s)/guardian(s), to recognize when students are experiencing learning challenges and to plan for increasing the learning supports that may be needed to address individual student needs while always building from their strengths and where they are. This tiered approach can be used to address academic, communication and behavioural needs. The nature, intensity, and duration of supports may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. ([Learning for All Kindergarten - Grade 12](#))

The Durham District School Board recognizes the importance of the first contact parent(s)/guardian(s) have with the school system. It is the goal of each school to provide a welcoming orientation for all students and their families entering school for the first time, including those who may have special education strengths and needs.

The Right to Read Inquiry Report includes recommendation for yearly evidence-based screening of all students in Kindergarten Year One to Grade Two in word-reading accuracy and fluency. Information from the Ministry of Education and our continued learning as a district will inform our planning for implementation of this commitment and impact our early intervention and assessment planning from what is currently reflected in this plan.

**Early Identification Process**

Once a child who might need additional support has been registered, the school and parent(s)/guardian(s) work with the Inclusive Student Services resource staff to understand potential barriers, the child's strengths, abilities and needs and discuss and plan for supports, programs and services that will help the child experience the most successful school entry. An Inclusive Student Services Supplemental Registration Package may be completed to share relevant information that will help with identifying program options.

Strong partnerships exist with agencies serving pre-school children. Discussions may be held before a child begins school to help understand the needs of the student.

For a student with additional support needs, the process typically involves:

- Considering any other identity based or intersectional needs
- a contact with pre-school providers
- information sharing with parental/guardian consent
- resource staff visits to the pre-school
- meetings with parent(s)/guardian(s) and any involved, advocates/consultative staff/stakeholders involved with the child
- formation of an entry plan including consideration for accessibility, required equipment, class match and other supports
- visits for students and parent(s)/guardian(s) to the new site
- in-service workshops as required for the staff who provide services, supports and programs for the student

The board supports early recognition and a tiered approach to those supports by providing in-service opportunities and resources currently used in classrooms such as the following for classroom teachers, special education staff and school administration such as:

- Levelled Literacy Interventions (LLI)
- Leaps and Bounds
- Benchmark Assessment System (BAS)
- Professional Resources and Instruction for Math Educations PRIME
- Gap closing strategies
- Structured teaching strategies (based on ABA principles)

We recognize the important shifts to practices that outcomes of the Ontario Human Rights Commission 'Right to Read' report, and actioning the recommendations, will bring. Our teams, working in collaboration, are committed to this important work.

It is possible that some children may be referred to an IPRC for identification, but meaningful inclusion in early years classrooms provides access to stimulating peer interaction opportunities, inquiry-based learning and a language-rich environment.

> Kindergarten educators are the key educators of children with special education strengths and needs. They have a responsibility to help all children learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every child to prepare for living with the highest degree of independence possible. (p.97 *The Kindergarten Program*)

Please refer to the Parent/Guardian Guide to Special Education, Appendix C for details regarding policies/procedures for informing parent(s)/guardian(s) that their child may require an IPRC.

**The Educator's Role in Early Identification**

The educator makes professional observations of the student in various settings, co-ordinates the information that is available from those who are involved and works collaboratively to determine appropriate services, programs and supports. The educator will discuss additional supports that might be needed with administration, the SERT and the Inclusive Student Services Team (where appropriate). An intervention plan might be put in place, as outlined in the Supporting Many Paths to Success document (see following page).

**The Parent / Guardian Role in Early Identification**

The parent/guardian shares observations based on interactions in the home and outside the school setting. The parent provides any assessments about their child that adds to the overall understanding of their child's strengths, abilities, interests and needs.

**Supporting Many Paths**

The following Supporting Many Paths document provides an overview to families and school teams on the process of accommodation including consideration of Individual, Placement, Review Committee process.

Please note that the document is currently in consultation for revision. Changes are anticipated to include:

- Foundation in relationship building and collaboration (students, families, school team)
- Recognition that for some students, an IPRC will be part of entry and program planning; based on input from the Special Education Advisory Committee (SEAC)
- Change from PowerTPM to PowerSchool Student Information Systems

# SPECIAL EDUCATION
## Supporting Many Paths to Success

**Inclusive STUDENT SERVICES**

## STEP 1 — Teacher Assesses Strengths and Needs of Student

**NOTE:** Steps 1 - 4 **MUST** precede the *Consent for Service*

1. Recognizes a learning gap, unique pattern of strength/need or significant concern;
2. Communicates with parent(s)/guardian(s), principal, and Special Education Resource Teacher (SERT);
3. Accommodates program to meet student needs;
4. Evaluates the effectiveness of accommodations/interventions;
5. Student Profile is started on Power TPM.

**If accommodations/interventions meet the student's needs**
- continue with selected strategies;
- monitor progress interventions meetings, in-school team meetings.

**If accommodations/interventions do not yet meet the student's needs**
- meet with parents and SERT;
- discuss observations, data collected, patterns/trends;
- continue classroom assessment and begin intervention checklist;
- develop IEP plan involving accommodations and develop a home-support plan;
- implement new strategies/interventions and evaluate;
- continue classroom assessment and intervention;
- add to Student Profile in Power TPM.

**MOVE ON TO STEP 2**

## STEP 2 — The Special Education Resource Teacher

1. Will observe the student and collect data pertaining to strengths and needs;
2. Will create a plan of action based on the observation results and set a date to evaluate progress;
3. May provide and coordinate more direct support to the teacher and student through a variety of approaches;
4. Share plan of action with parent(s)/guardian(s).

**If accommodations/interventions meet the student's needs**
- continue with current accommodations and strategies and interventions;
- document all accommodations/interventions and evaluate;
- maintain on-going assessment and evaluation;
- update Student Profile and continue to gather documentation.

**If accommodations/interventions do not yet meet the student's needs**
- SERT activates Special Education Team using Student Profile and informs parent(s)/guardians(s).

**MOVE ON TO STEP 3**

## STEP 3 — In-School Team

1. Teacher and SERT present classroom observations and/or assessment results to in-school team and outline current accommodations;
2. Team brainstorms strategies/suggestions including community partners/services;
3. Team collaboratively updates the action plan;
4. Update parent(s)/guardian(s) - SERT and teacher discuss program accommodations and interventions with parent(s)/guardian(s).

**If accommodations/interventions meet the student's needs**
- ensure ongoing communication with parent(s)/guardian(s);
- document success of the recommendations within the action plan.

**If accommodations/interventions do not yet meet the student's needs**
- assess implemented accommodations/interventions;
- develop further revisions/changes to the action plan;
- set a timeline to monitor and review accommodations/interventions and schedule next meeting.

**MOVE ON TO STEP 4**

## STEP 4 — Pre-Referral Consultation

1. Pre-Referral consultation occurs with the Family of Schools Special Education Team to determine appropriate services;
2. Academic Assessment may be considered at this time for further information of student needs;
3. No identifying information is shared at this point.

**NOTE:** Steps 1 - 4 **MUST** precede the *Consent for Service*

**If accommodations/interventions meet the student's needs**
- record accommodations for further reference;
- continue with on-going assessment, accommodations, intervention and evaluation;
- continue to involve school resource personnel as needed.

**If accommodations/interventions do not yet meet the student's needs**
- obtain parental consent for school-based assessment by SERT;
- discuss with parents possible special education support services;
- obtain signed consent for services on Power TPM;
- give parent(s)/guardians(s) a copy of the "Protecting Personal Health Information" pamphlet.

**MOVE ON TO STEP 5**

## STEP 5 — Consent for Service Submitted

1. SERT verifies that appropriate forms and documentation are completed and sent to Special Education Support staff;
2. Informed Consent
   - Special Education support staff provide communication to parent(s)/guardian(s) to secure informed consent;
   - Special Education support staff ensure that the parent(s)/guardian(s) are aware of the nature of services to be provided, appropriate timelines and confidentiality.
3. Support from Special Education Services
   - Special Education support staff may visit classroom, observe and provide further assessment, program accommodation, strategies and materials as required;
   - SERT continues to update teacher and administration;
   - Special Education support staff involvement may be consultative and/or involve direct student support.
4. Determine if IPRC is warranted at this time.

**If accommodations/interventions meet the student's needs**
- document changes to program;
- report card reflects progress;
- on-going assessment and evaluation;
- continue information sharing with parent(s)/guardian(s) and school/Special Education staff.

**If accommodations/interventions do not yet meet the student's needs**
- set up a Case Conference with team and parent(s)/guardian(s).

**MOVE ON TO STEP 6**

## STEP 6 — Case Conference

1. Special Education Parent Guide provided to parent(s)/guardian(s);
2. Parent(s)/guardian(s), teacher, SERT, Administrator attend a meeting to discuss concerns/next steps.

**If additional programming/interventions meet student's needs**
- no IPRC at this time; continue to monitor.

**If following the case conference and all parties are in agreement**
- hold an initial meeting - Identification, Placement, Review Committee (IPRC);
- on-going monitoring and development of the Individualized Education Plan (IEP) by school staff, in conjunction with parent(s)/guardian(s), community and relevant support staff.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

**SECTION B – Standard 5**

## Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of the Standard is to provide details of the board's IPRC process to the Ministry and to the public.

Recent updates made to the DDSB Parent/Guardian Guide to Special Education IPRC included a shift in language from 'case conference' to 'care conference' and amplified emphasis on the importance of ongoing parent/guardian voice in program and pathway planning. It is important to note that consultation and collaboration on pathway and placement considerations is essential to precede an IPRC meeting being convened. The DDSB Parent/Guardian Guide to Special Education can be found in Appendix C.

The DDSB is transitioning between software products used for the purposes of special education related processes and programs.  The reflection and learning within the transition process, related to our commitments to human rights and equity, continues to be significant as the team examines each form in relation to our duty bearer responsibilities. An example of a shift in practice for the 2023-2024 school year is the addition of 'interests', alongside strengths and needs as part of the IPRC process.  This is important as the nuances of a student's current interests, supports opportunities for connection and in the creation of personalized learning resources.  A second example is a change made to our specialized transportation request form and a change from "nonverbal" indicator to "form of communication: Verbal, Augmented Alternative Communication (A.A.C.) (Technology, Sign, Picture Exchange Communication System (P.E.C.S.), Multi-Modal or other". This change better aligns with our commitment to an asset focus, addressing ableism (change from norm comparative language) and will provide information to drivers about a student's communication language.
Regulation 181/98 requires that each board establishes one or more Committee(s) for the identification, placement and review of exceptional students.

The following procedures are based on Regulation 181/98 and outline the process school principals are to follow. In the Durham District School Board, IPRCs are led by school teams and may include district staff. The Committee may meet in-person or secure virtual platform (currently using MS Teams); based on parent/guardian preference.

Referrals: A principal refers the student to an IPRC either upon written notification to the parent(s)/guardian(s); or upon written request of parent(s)/guardians(s).

In the Durham District School Board in the 2022-2023 school year, a total of 4,210 referrals (new or reopened) were made in addition to consents for services with continuity from previous year.  There were 12,761 reviews and 2 appeals were filed with the district as of May 2, 2023.

*Table 2 - At the IPRC Meeting*

| At the IPRC Meeting | | | | |
|---|---|---|---|---|
| **Principal/Designate** | **Referring Teacher(s)** | **Special Education Resource Teacher** | **Inclusive Student Services Team** | **Parent(s)/ Legal Guardian(s)** |
| •Chairs the meeting; Explains the role of the Committee; •Invites each person in attendance with knowledge of the student to present information. •Considers information relevant to the student's needs and strengths | •Presents all relevant information that supports identification (or not) | •Presents all relevant information that supports identification (or not) | •May be invited to attend and review any recent assessments; and; •Acts as a resource to assist in the interpretation of reports from other agencies. | •Shares any available reports with Committee; •Provides any further information; •Asks questions. |

| At the IPRC Meeting, the Committee May Choose: |
|---|
| • To recommend identification or decide that an identification is not required;<br>• To recommend placement;<br>• To defer decision if the Committee requires more information. |

| After the IPRC Meeting |
|---|
| Principal/Designate<br>•Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older;<br>•Places one copy of the Statement of Decision in the Ontario Student Record (OSR);<br>•Within 30 days of IPRC, provides one copy of IEP to the parents(s)/guardian(s) and the student who is 16 years or older;<br>•Places one copy of the IEP in the OSR |

INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024

# EDUCATIONAL AND OTHER ASSESSMENTS

### SECTION B – Standard 6

## Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the board's assessment policies and procedures and to make parent(s)/guardian(s) aware of the types of assessment tools used by district teams, the ways in which assessments support programming for students, duty bearer responsibilities and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The DDSB recognizes potential biases and barriers in assessment tools. In keeping with our commitments to Indigenous rights, human rights and equity, the DDSB considers students' identities, strengths and needs when conducting assessments and when making related programming recommendations, plans and decisions.

The purpose of assessment is to better learn how children and youth learn. The information gathered is used to inform educational programing for students and is completed in collaboration with parent(s)/guardian(s) and where appropriate include student voice.

The process of assessment is dynamic and ongoing to:
- helps to identify strengths, abilities and potential educational, learning program needs
- answer specific questions or concerns
- assist in planning an effective program
- determine specific student needs
- help parent(s)/guardian(s) formulate further understanding of the child's learning potential
- help support programming to maximize participation, learning, and well-being.

The development of an Educational Profile is a result of the ongoing gathering of information that allows for a continuum of intervention.

### Parent/Guardian Consent
Informed and written consent from parent(s)/guardian(s) for students under 18 years of age is obtained for all referrals for formal assessments and clinical services and access to the student's Ontario Student Record (OSR). Information to be reviewed or shared may include, but is not limited to, that which is contained in the OSR. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the Education Act, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the Municipal Freedom of Information and Protection of Privacy Act (R.S.O. 1990 c. M. 56).

### Consent for Sharing Information and Protection of Privacy
All information is collected, stored, and shared in accordance with the Education Act, Freedom of Information and Protection of Privacy Act (FIPPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information. A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s)/guardian(s) or capable student to share information with outside agencies and/or service providers.

The following are some commonly used assessment tools employed by DDSB staff to assist in understanding how students learn and engage with school:

*Table 3 - Commonly Used Assessment Tools*

| Student Programming Need | Assessment Facilitated by | Assessment Tools (these are commonly used assessment tools, but not an exhaustive list) | Average Wait Time for Assessment |
|---|---|---|---|
| **Gaps in learning**<br><br>**Ongoing misconceptions in learning**<br><br>**Learning and understanding** | Classroom Teacher | Benchmark Assessment System (BAS)<br>Early Numeracy Observation Tool<br>Leaps and Bounds<br>Levelled Literacy Intervention (LLI)<br>Nelson Math Pre-Assessment<br>Ontario Writing Assessment (OWA)<br>PRIME | Assessment is on-going within the classroom |
| **Learning needs, not remediated through in-class interventions, that require deeper understanding**<br><br>**Behavioural concerns that may impact learning** | Special Education Resource Teacher (SERT) | Key Math<br>Kaufman Test of Educational Achievement (KTEA)<br><br>Functional Behaviour Assessment (FBA) | 3 to 6 months<br><br>Efforts to conduct FBA in a timely manner, prioritizing safety concerns |
| **Social, behavioural, cognitive, or mental health concerns that impact upon the student's learning or school functioning and have not been responsive to school-based interventions.** | Psychologists, Psychological Associates, Psychometrists | Tools chosen by staff are suited to the assessment focus and may vary accordingly.<br><br>Direct observations supplement the use of formal assessment tools. | Efforts to conduct formal assessments in a timely manner. Balance of need for assessment with priorities for other service functions, in collaboration with school staff and parent/guardians. |
| **Concerns regarding communication (expressive or receptive) that are not responsive to universal classroom intervention**<br><br>**Learning gaps, in the area of language** | Speech and Language Pathologist | Informal observations and assessments<br><br>Collaborative/integrated service assessments<br>Wide range of formal assessments relative to the presenting concern | Complete priority assessments within the school year. |
| **Student experiences that impact student learning, school engagement, and functioning at school: emotional challenges, crisis, family or relationship challenge, mental health concerns.** | Social Worker | Assessment based on information from student, and/or the parent(s)/guardian(s)<br>Classroom observation<br>Information from school supports and education staff<br>Review of school records<br>with consent, contact with community agencies<br>Use of some mental health and well-being tools | Student usually seen within a week from time of referral for initial consultation |

**Review of Classroom Literacy Assessments**

Classroom literacy assessments will be explored through the 2023-2024 school year.  See section 'Right to Read' within Standard 2 of this Plan.

**Communication of Assessment Information**

Upon completion of an assessment, SERTs, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s)/guardian(s).   A written confidential report is prepared for parent(s)/guardian(s) which, subject to client consent for release of information, a copy of may be placed in the student's Ontario Student Record (OSR). A copy of the report is held in the central files.

For Psychological Services, the communication of a diagnosis is a controlled act under the Registered Health Professions Act (RHPA), 1991. The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly by a Licensed Psychological practitioner (i.e., Psychologist, Psychological Associate).

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

**SECTION B – Standard 7**

## Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the board's specialized health support services to the Ministry and to the public.

The provision of health support services to students in the school settings is governed by the Ministry Education Policy/Program Memorandum 81. This policy document outlines the shared responsibility for the provision of health support services amongst the Ministries of Education, Health, Long-Term Care and Children, Community and Social Services. At the time of publishing the DDSB Special Education Plan for 2023-2024, the Ministry of Education had gathered consultation on proposed revision to PPM81 but no further communication had been received. If changes are made at the provincial level impacting Specialized Heath Support Services in School Settings, the Inclusive Student Services team, in consultation with district senior leadership team, will revise to reflect any changes to service responsibilities or access.

The expectations of the Ministry of Education are that all school boards develop and maintain policies to support students who have asthma, diabetes, epilepsy, or are at risk for anaphylaxis are set in PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools.  These are medical conditions referred to as prevalent medical conditions and have the potential to result in a medical incident or emergency.

The Durham DSB has the following related procedures:

- Supporting Children and Students with Prevalent Medical Conditions in Schools: Anaphylaxis
- Supporting Children and Students with Prevalent Medical Conditions in Schools: Asthma
- Supporting Children and Students with Prevalent Medical Conditions in Schools: Diabetes
- Supporting Children and Students with Prevalent Medical Conditions in School: Epilepsy.

All four procedures for students with prevalent medical conditions require that schools create a Plan of Care in conjunction with parent(s)/guardian(s), the student, and the appropriate medical practitioner to support each presenting student.

Administration of prescribed medication to students during the school day is addressed under the board's Policy and Procedure regarding Administration of Prescriptive Oral Medication. Inquiries can be made through the Principal/Vice-Principal.

**Eligibility Criteria for School Health Support Services**

The eligibility criteria for the provision of School Health Support Services is as follows:

1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the *Education Act*.
2. The person must require the services
   (i) in order to be able to attend school, participate in school routines and receive instruction,
   (ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the *Education Act*.
3. The person must be an insured person under the *Health Insurance Act*.

4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.

5. The risk that a service provider who provides the service to the person who requires it, will suffer

  (i) must not be significant, or

  (ii) if it is significant, the service provider must be able to take reasonable steps to reduce the risk so that it is no longer significant

In Durham Region, School Based Rehabilitation Services are provided through GrandviewKids, the local Childrens' Treatment Centre.

School Health Support Services and the board are as follows:

*Table 4 - School Health Support Services*

| Specialized Health Support Service | Agency or position of person who performs the service in school setting | Eligibility criteria for students to receive the service | Procedures for resolving disputes about eligibility and level of support available |
|---|---|---|---|
| **Nursing** | Ministry of Health: local | Referral from Health professional | Ministry of Health: local |
| **Occupational therapy** | Ministry of Health: GrandviewKids | Referral and Assessment processes | GrandviewKids |
| **Physiotherapy** | Ministry of Health: GrandviewKids | Referral and Assessment processes | GrandviewKids |
| **Speech therapy** | Ministry of Health: GrandviewKids - School- Based Rehab Services | Referral by school or other agency for speech disorders | GrandviewKids School-Based Rehab Services, board SLP and Clinical Lead SLP as needed |
| **Catheterization (clean and intermittent)** | Ministry of Education/board | Direction from a doctor | Principal and/or System Lead – Inclusive Student Services |
| **Catheterization (sterile and intermittent)** | Ministry of Health: local | Ministry of Health: local | Ministry of Health: local |
| **Suctioning: Shallow (oral or nasal suction surface)** | Ministry of Education/ School Staff- EA | Direction from doctor | Principal and/or System Lead – Inclusive Student Services |
| **Suctioning: Deep** | Ministry of Health: local | Ministry of Health: local | Ministry of Health: local |
| **Lifting, positioning, feeding and toileting** | Ministry of Education/ School Staff- EA | Direction from doctor, therapist | Principal and/or System Lead – Inclusive Student Services |
| **G tube feeding** | Ministry of Health: local | Ministry of Health | Ministry of Health: local |

Please note: Chart includes information available up to May 2023.
Updates will be made and posted online as changes to Health Services are made in Ontario.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# CATEGORIES AND DEFINITIONS OF EXCEPTIONS

**SECTION B – Standard 8**

## Standard 8:  Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the Categories and Definitions of Exceptionalities available to the public, including parent(s)/guardian(s) and community associations.

The Education Act identifies five categories of exceptionalities for exceptional students:

- **Behaviour**
- **Communication** (Autism, Deaf and Hard of Hearing, Language Impairment, Speech Impairment, Learning Disability)
- **Intellectual** (Giftedness, Mild Intellectual Disability, Developmental Disability)
- **Physical** (Physical Disability, Blind and Low Vision)
- **Multiple**

Further information about the five categories of exceptionalities, and their subcategories (listed above in parenthesis), can be found in the Ministry of Education resource:

Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017)

As a district, we are committed to addressing ableism, shifting practices to an asset-based approach to inclusion and challenging medical models which focus on diagnosis and/or deficit. As a district, we acknowledge and commit to the work that must be done to make these shifts.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE DDSB

**SECTION B – Standard 9**

## Standard 9: Special Education Placements

The purpose of the standard is to make information about Special Education Placement in the Durham District School Board available to the public, including parent(s)/guardian(s) and community associations.

The DDSB is committed to all students and to providing services and learning environments that are safe, welcoming, respectful, inclusive, equitable and accessible, and free from discrimination under the Ontario Human Rights Code. In partnership with parent(s)/guardian(s), the DDSB considers the student's identity and individual learning strengths and needs. The DDSB provides a range of differentiated placements, programs, interventions and individualized accommodation to maximize participation, integration and independence, enable meaningful access to education, and support student success.

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.  We work with parent(s)/guardian(s) 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 students with special education strengths and needs.

The majority of students with special education strengths and needs, access learning through a regular classroom placement. For most students, a classroom teacher, with the support of the school's Special Education Resource Teacher (SERT) and board staff, is able to provide individualized programming to support student success. A regular classroom is always an option that parent(s)/guardian(s) may consider. A regular classroom allows the student to be with their peers, while receiving personalized programming that is outlined in the student's Individual Education Plan (IEP). The regular class is considered the most inclusive of placements.

Our ongoing commitment is to provide the structures and supports each student needs to foster their growth and development in programs which foster integration and independence as defined for each student based on their strengths and needs. We continue to learn and grow to uphold our commitments to Indigenous rights, human rights, equity and inclusion.

**The IPRC Placement Decision**

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires the committee consider placement in a regular class with appropriate special education services.  If, after considering all of the information presented, the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parent or guardian preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

## Placement Options

### Regular Class with Indirect Support

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

### Regular Class with Resource Assistance

The student is placed in the 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.

### Regular Class with Withdrawal Assistance

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

### A Special Education Class with Partial Integration

The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

### A Special Education Class Full Time

The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

The type of supported referenced within the IPRC placement categories is specific to a teacher with special education, additional course, qualifications. The placement type does not refer to the provision or type of classroom support staff, for example support from an educational assistant, that may be part of a student's program.

Specific to special education class placements, teacher and educational assistant support that is the foundation for the program can be found within the individual program brochures found within this plan and through the DDSB website.

**Regular Classroom Placements**

There are many strategies available within the Durham District School Board to support the inclusion of students with special education strengths and needs in regular grade placements.

The majority of students with special education strengths and needs, access programming in a regular classroom. For most students, a classroom teacher, with support of the school's Special Education Resource Teacher (SERT) and board staff, is able to provide individualized programming to support student success in a classroom environment with their peers. The board's practice is that, whenever possible, special learning needs are supported within the home school and within a regular class placement. The regular class placement is considered the most inclusive of placements.

Principals are responsible for creating an inclusive school climate supportive of exceptional students that honours and values their diverse, unique and intersecting identities. Developing a climate of dignity, respect, understanding and acceptance throughout the school, providing support and training for teachers and educational assistants and creating a culture of collaboration are essential components of successful inclusion.

Included here are examples of the ways in which a student can be integrated into the regular classroom with the support of the school community.

**Collaboration Strategies:**

1. Create a school-wide culture of collaboration and inclusion:

- uphold UNDRIP, the Human Rights Code and commitments and duty-bearer responsibilities as defined in the DDSB Indigenous Education and Human Rights Policies and procedures
- develop a vision for enhancing inclusion and addressing ableism
- model inclusive practices and clarify expectations for the staff
- provide support
- create/maintain positive attitudes and optimism regarding change and developing practices to address ableism, prevent barriers and accommodate the individual needs of all learners.

2. Develop programs that affirm and value neurodiversity, differing abilities and diverse, intersecting identities that each student brings. Programs will focus on a student's strengths using them to address areas of growth and engage students through areas of interest.

3. Encourage school-based responsibility:

- school establishes a team responsible for developing, implementing and monitoring a successful inclusion plan.

4. Encourage collaboration between the special education team and regular mainstream grade teachers.

5. Encourage a variety of instructional strategies that focus on Universal Design of Learning (UDL) and accessibility principles and provide in-service for teachers to develop and learn strategies.

6. Access appropriate members of the Inclusive Student Services team to support student's programming needs.  Note:  Parent/guardian and/or student consent required

7. Provide time for planning sharing promising practices, success, challenges and debriefing to support ongoing learning.

## Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services to support student success.  For those students, parent(s)/guardian(s) may be offered an opportunity to explore the option of a Special Education Class placement for their child.  In the DDSB we provide seven special education class types that have clearly defined outcomes for student success and are designed to meet the needs of students with specific learning profiles.

Program types include:
- Developmental Program
- Practical Learning Program
- School Support Program
- Transition to Work Program
- Structured Learning Class
- Deaf and Hard of Hearing Class
- Gifted Class

The Special Education Advisory Committee (SEAC) is kept informed on a regular basis by the System Lead, Principals and Superintendent of Inclusive Student Services about the range of available placements for students with special education strengths and needs.  The input from SEAC is important in reviewing program types based on student needs and improving strategies for inclusion.

Consultation occurs during monthly SEAC meetings, Board meetings and Administrative Council liaison.

The following pages provide information about the Special Education Classes for the 2023-2024 school year inclusive of our information about Special Education in the DDSB.

More detailed information on each special education class type can be found online:
Special Education Placement Programs

**DDSB**
*Ignite Learning*

**Inclusive**
**STUDENT SERVICES**
GROVE · PSYCHOLOGICAL SERVICES · SOCIAL WORK AND ATTENDANCE
SPECIAL EDUCATION · SPEECH LANGUAGE AND HEARING · VISION

# 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.
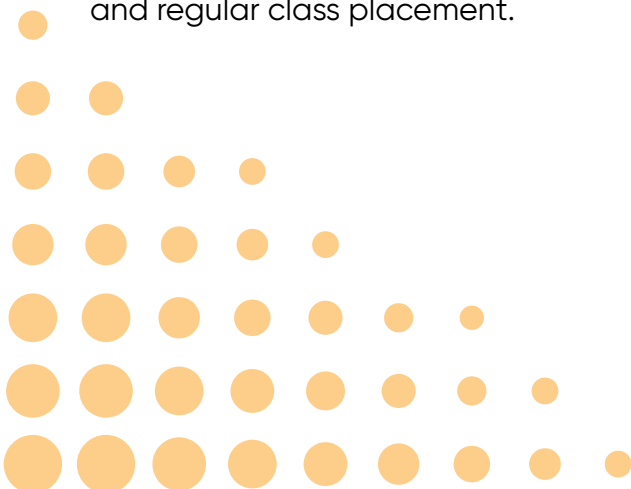
# Special Education Class Placements

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
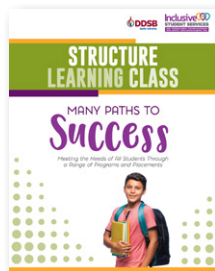
The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), ie. Structured Teaching TEACCH©, data collection, 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
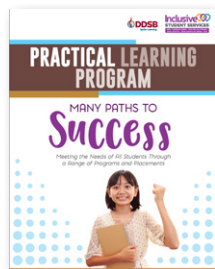
The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

**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.**

## SCHOOL SUPPORT PROGRAM
## Special Education Class with Partial Integration
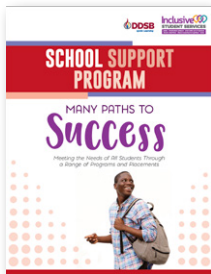
The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students within/ near their community school. The goal of the program is to foster independence and integration.

**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

| SUCCESS | WELL-BEING | LEADERSHIP | INDIGENOUS EDUCATION | EQUITY | ENGAGEMENT | INNOVATION |

**DDSB MULTI-YEAR STRATEGIC PRIORITIES**

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

**TEACHER RESPONSIBILITY**

FOCUS LESSONS — "I do it"

GUIDED INFORMATION — "We do it together"

COLLABORATIVE PRACTICE — "You do it together"

INDEPENDENCE — "You do it alone"

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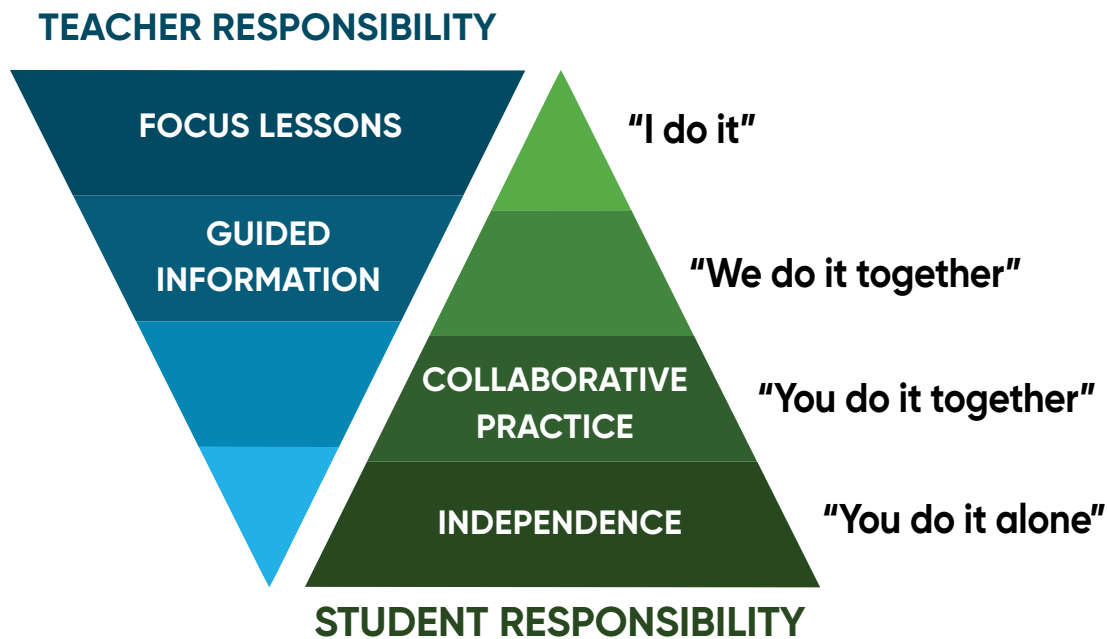
Image from the resource "Fostering Student Independence – An Educator's Guide" co-created by the Durham District School Board and partner boards.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# INDIVIDUAL EDUCATION PLANS (IEPs) AND TRANSITION PLANNING

**SECTION B – Standard 10**

## Standard 10: Individual Education Plans and Transition Planning

The purpose of the standard is to inform the Ministry and the public about the ways in which the board is complying with the Ministry requirement for the implementation of Individual Education Plans (IEPs).

### Implementing the Ministry of Education's Standards for IEPs

As per Regulation 181/98, all students in the DDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP.

An IEP is a written plan describing the special education program and/or services required by an individual student to support equitable access to programming. An IEP is based on the student's strengths and needs as identified through appropriate assessments. The IEP identifies accommodations and/or modified expectations from the Ontario Curriculum and/or alternative expectations that comprise a student's program. An IEP also includes special education services needed to assist the student in achieving their learning goals. The IEP is a working document; revisions or updates are part of a cycle of continuous assessment and monitoring. Parent(s)/guardian(s) are consulted in the development of the IEP and are informed of any changes to the plan throughout the school year.

The implementation of the IEP is led and monitored by the principal in each school and appropriate Inclusive Student Services team members (district staff) who have access to IEPs to ensure consistency and accountability.

In addition, an IEP may be developed for a student who has not been formally identified as exceptional, but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes and requires the use of Special Equipment Amount (SEA) equipment but is not identified through IPRC. It is important to note that accommodations for students are part of inclusive programming and an IEP is not required to implement.

As per PPM 156, a transition plan is provided for each student who is identified. The Transition Plan template is built into the IEP software to ensure it is completed each year for each student. Teams within the DDSB work collaboratively with the student (as appropriate), parent(s)/guardian(s), professional service staff involved with the student and relevant community agencies to develop and implement transition plans. The DDSB Transition Guide (Appendix D) provides school teams with guidance on transition planning. Additional resources have also been shared with Special Education Resource Teachers (SERT)s that are available from our SEAC partner organizations including Easter Seals and Autism Ontario.

### Resolution of Disputes Related to the IEP

The collaborative process is key to successful programming for students; therefore, every effort is made to resolve differences through the joint efforts of parent(s)/guardian(s) and school staff. Differences of opinion around the content of the IEP are mediated at the school level. The Special Education Resource Teachers (SERT) and Special Education Instructional Facilitators are available to assist with this process should it be necessary. In the event of unresolved concerns, parent(s)/guardian(s) and school staff work with the System Lead and/or the Superintendent of Inclusive Student Services to address concerns.

### Results of the Ministry of Education's IEP Review

No Ministry review was conducted in the 2022-2023 school year.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# PROVINCIAL DEMONSTRATION SCHOOLS IN ONTARIO

**SECTION B – Standard 11**

## Standard 11: Provincial Demonstration Schools in Ontario

The purpose of this standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deafblind, or who have severe learning disabilities, which may include attention deficit hyperactivity disorder (ADHD).

**Provincial Schools and Demonstration Schools**

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parent(s)/guardian(s) and the student's school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are deaf, blind, deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards. Busing is provided and shared with the Durham Catholic District School Board. When necessary, an attendant will be provided, and this cost will also be shared between the Durham Catholic District School Board and Durham District School Board.

All students require an Identification Placement and Review (IPRC) meeting conducted at the child's local school board. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially trained teachers
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP)
- offer a full range of programs at both elementary and secondary level.

Additionally, Provincial Schools provide resource and outreach services. These programs include consultation, workshops, on-line learning and early intervention programs. A referral process is in place for deaf, blind or deafblind students to be seen by resource consultants.

**Provincial Schools for The Blind and Deaf**

W. Ross Macdonald School (English) is located in Brantford and Centre Jules-Léger (French) in Ottawa provide an alternative placement for blind, low vision and deafblind students. Programs at Provincial Schools are designed to help blind or low vision or deafblind students to develop independent learning, living skills and self-sufficiency.

W. Ross Macdonald also provides:

- a provincial resource centre for blind, low vision and deafblind students
- support to local school boards through consultation and the provision of special learning materials (eg. Braille materials, audiotapes, and larger print materials)
- direct support to pre-school deafblind children and their families.

**Provincial Schools for the Deaf**

The following Provincial Schools offer services for deaf and hard-of-hearing students:

Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario), Robarts School for the Deaf in London (serving western Ontario), Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French and:

- provide rich and supportive bilingual/bicultural education environments which facilitate learning and social development through American Sign Language (ASL) and English or French
- develop appreciation of various cultures including ASL culture.

**Demonstration Schools for Students with Learning Disabilities**

The Provincial Demonstration Schools provide programs for about 120 students with severe learning disabilities. There are four demonstration schools in Ontario. The language of instruction at the Amethyst (London), Sagonaska (Belleville) and Trillium (Milton) is English; at Centre Jules-Léger, instruction is in French. The length of stay at the Provincial Demonstration Schools is one year in a highly specialized and resourced special program. Since Provincial Demonstration Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Statistics on the number of Durham District School Board students who are currently attending Provincial and Demonstration Schools:

*Table 5 - Statistics on DDSB Students Currently Attending Provincial and Demonstration Schools*

| Sagonaska | 4 *At time of publishing, 2023/2024 program offer were in process and may, at outcome of decisions, change the number of students confirmed for September. |
|---|---|
| Trillium | 2 |
| Sir James Whitney | 3 |
| W. Ross MacDonald | 8 – 6 blind low vision, 2 deafblind |
| Centre Jules-Léger | 0 |

## Provincial Demonstration Schools

*Table 6 - List of Provincial Demonstration Schools and Contact Information*

| | | |
|---|---|---|
| **Amethyst School** (Western and Northwestern areas of the province.) | 1090 Highbury Ave., London, Ontario N5Y 4V9 | Phone #: (519)453-4408 Fax #: (519)453-7943 |
| **Sagonaska School** (Eastern and Northeastern areas of the province.) | 350 Dundas St. W. Belleville, Ontario K8P 1B2 | Phone #: (613)967-2830 Fax #: (613)967-2482 |
| **Trillium School** (Central and Mid-northern areas of the province.) | 347 Ontario St. S. Milton, Ontario L9T 3X9 | Phone #: (905)878-8428 Fax #: (905)878-7540 |
| **Centre Jules-Léger** (Central Jules-Léger provides French language programs and services for French-speaking students with severe learning disabilities across Ontario.) | 281 Avenue Lanark Ottawa, Ontario K1V 6A6 | Phone #: (613)761-9300 Fax #: (613)761-9301 ATS #: (613)761-9302 |

## Provincial Schools

*Table 7 - List of Provincial Schools and Contact Information*

| | | |
|---|---|---|
| **The Ernest C. Drury School for the Deaf** (Serves central and northern Ontario.) | 255 Ontario St. S. Milton, Ontario L9T 2M5 | Phone #: (905)878-2851 Fax #: (905)878-1354 |
| **The Robarts School for the Deaf** (Serves western Ontario.) | 1090 Highbury Ave., London, Ontario N5Y 4V9 | Phone #: (519)453-4400 Fax #: (519)453-7943 |
| **The Sir James Whitney School for the Deaf** (Serves eastern Ontario.) | 350 Dundas St. W. Belleville, Ontario K8P 1B2 | Phone #: (613)967-2823 Fax #: (613)967-2857 |
| **W. Ross Macdonald School for the Blind** (serves all of Ontario) | 350 Brant Avenue Brantford, Ontario N3T 3J9 | Phone #: (519)759-0730 Toll Free: 1-866-618-9092 |

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# SPECIAL EDUCATION STAFF

**Standard 12 – Special Education Staff**

## Standard 12:  Special Education Staff

The purpose of the standard is to provide specific details on board staff to the Ministry and to the public.

| Special Education Role | 22/23 | 23/24 | Staff Qualifications/Required |
|---|---|---|---|
| **Teachers of Exceptional Students** | | | |
| Special Education Resource Teachers | 198.04 | 198.0 | Special Education Additional Qualifications |
| Special Education Class Teachers | 281.65 | 280.2 | Special Education Additional Qualifications |
| **Classroom Support Staff** | | | |
| Developmental Service Worker | 2.0 (Pilot) | 2.0 (Pilot) | College Requirement/DSW/PSW or Equivalent |
| Educational Assistants – EAI | 863.35 | 863.35 | Secondary School Diploma |
| Educational Assistants – EAII | 26.0 | 26.0 | College Certificate/CYW or Equivalent |
| Language Acquisition Support Worker | 1.0 | 1.0 | Lived experience within the Deaf community Fluency in ASL/SLIC Level $ |
| **Inclusive Student Services Department** | | | |
| Mental Health Leader | 1.0 | 1.0 | Masters of Social Work |
| Senior Manager and Clinical Lead Psychological Services | 1.0 | 1.0 | Doctorate of Psychology |
| Manager of Psychological Services | 0.0 | 1.0 | Doctorate of Psychology |
| Senior Manager and Clinical Lead Social Work and Attendance Services | 1.0 | 1.0 | Masters of Social Work |
| Senior Manager and Clinical Lead Speech Language and Hearing Services | 1.0 | 1.0 | Masters of Speech Language |
| System Leads – Inclusive Student Services | 2.0 | 2.0 | Special Education Specialist, PQP2 |
| Inclusive Technology Trainers (SEA) | 2.5 | 2.5 | Special Education Additional Qualifications |
| Interpreters | 8.0 | 8.0 | Completion of Accredited Interpreter Training |
| Intervenors | 10.0 | 10.0 | Completion of Accredited Intervenor Training |
| Itinerant Teachers – Hearing Resource | 7.0 | 7.0 | Special Education Additional Qualifications |

| | | | |
|---|---|---|---|
| Itinerant Teachers – Vision Resource | 5.0 | 5.0 | Special Education Additional Qualifications |
| Instructional Facilitators - Seconded Teachers | 14.5 | 14.5 | Special Education Additional Qualifications |
| Psychological Associates | 5.4 | 5.4 | Masters of Psychology, Licensed with CPO |
| Psychologists/Clinical Supervisors | 4.0 | 4.0 | Doctorate of Psychology, Licensed with CPO |
| Psychometrists (incl. BCBAs) | 22.8 | 23.8 | Masters of Psychology |
| Senior Social Worker | 1.0 | 1.0 | Masters of Social Work |
| Social Worker/Attendance Counsellors | 25.0 | 26.0 | Masters of Social Work |
| Speech Language Pathologists | 25.0 | 27.0 | Masters of Speech Language Pathology |
| Child and Youth Support Workers | 7.0 | 7.0 | College Certificate/CYW or Equivalent |
| Work Education & Transition Coordinators | 2.0 | 2.0 | Completion of related post-secondary program |
| Superintendent of Inclusive and Equitable Education – Inclusive Student Services, ECPP, Mental Health & Well-Being | 1.0 | 1.0 | Masters of Education, SOQP |
| **ECPP Staffing** | | | |
| ECPP Classroom Teachers | 51.0 | 50.0 | B.Ed, Inclusive Education or Special Education AQ preferred. |
| ECPP Administrators | 2.0 | 2.0 | PQP2 |
| **Resource Staff - Contract** | | | |
| Audiologist | 1.0 | 1.0 | Master Degree - Audiology |
| Orientation and Mobility Personnel | 1.0 | 1.0 | Degree & Certificate in Orientation and Mobility |

Note: FTE for the 2023-2024 reflects staffing planning within the draft DDSB Budget for the school year; may be updated (and date of change noted) once budget passed and confirmed for the 2023-2024 school year by the Board of Trustees.

*Includes additional funding such as Student Support Funding supported positions

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# PROFESSIONAL (STAFF) DEVELOPMENT

**SECTION B – Standard 13**

## Standard 13: Professional (Staff) Development

The purpose of the standard is to provide details of the board's professional development plans to the Ministry and to the public.

**Foundations for Professional Learning at the DDSB**

Meaningful interdepartmental and interdisciplinary collaboration that centres Indigenous rights, human rights, and equity in our planning and facilitating of professional learning are critical foundations to upholding our responsibilities to our students and community.

To address ableism, we need to uncover, name, challenge and disrupt biases, barriers, structures and practices that impede the achievement and well-being of our learners, especially those who are discriminated against and disadvantaged in and by our systems and structures.  It is through an examination of our practices that we will ensure that we better serve all our learners and support our staff.

All professional learning will reinforce and support our individual and shared organizational duty bearer roles and responsibilities under the Human Rights Policy and procedures to:

- promote and protect human rights (including upholding the rights of the child and acting in the best interest of the child in ways that are not discriminatory and that prevent harm)
- identify, prevent and address human rights barriers and harm in schools/classrooms, curriculum, learning/training, operational and employment policies, procedures, processes, practices, workplaces, etc.
- respond to and address barriers and issues that rights holders experience, including accommodating human rights related needs
- learn about human rights principles and how they apply in day-to-day jobs
- address human rights issues and complaints and correct discrimination.

To support this work, professional learning will integrate and apply the principles and requirements of:

- the Indigenous Education Policy and procedures
- the Human Rights Policy, procedures, and accountability framework
- the Equity and Inclusive Education Policy, procedures, and related guidelines (e.g., Accommodating Creed in Schools, Supporting Trans Students in our Schools)
- Inclusive Design, Universal Design for Learning, accessibility and differentiated instruction, assessment and evaluation
- Positive School Climates
- Culturally Relevant and Responsive Pedagogy
- Compendium of Action for Black Student Success.

Inclusive design and Universal Design for Learning (UDL) are key foundations for learning.

Professional learning takes place in a number of formats and with multiple entry points for staff. These include working alongside educators within classrooms through an applied practice coaching model, large group delivery of professional learning, and ongoing networked learning of professionals using the Critically Conscious Practitioner Inquiry (CPPI) model.

In addition, professional learning will also consider Student Census, School Climate and Workforce Census data to better understand and address barriers, disparities, and disproportionate experiences, opportunities and outcomes for students and staff.

**The DDSB Inclusive Student Services Professional Learning Plan**

Our commitment to students, families, and staff about belonging, having input, and feeling respected within our system has required us to 're-form' our practices. As a system, we will continue to rely upon our critical consciousness to hold steadfast in our commitment to dismantle racist, ableist and other discriminatory practices and to consider the unique forms of ableism and discrimination, including intersectional discrimination, that students with special education strengths and needs experience.

A system-wide commitment to collaboration across teams will ensure that professional learning opportunities are:

- Developed and facilitated to centre our district commitments including the importance of human rights, anti-discrimination, anti-oppression, anti-ableism, intersectionality and equitable practices
- Build critical consciousness to support intentional focus on addressing barriers and discriminatory practices impacting student well-being and achievement.

With a focus on learning at all levels of the organization, the overall goal of the Inclusive Student Services professional learning plan is to support classroom educators, school leaders (Administrators and Special Education Resource Teachers), support staff, and Inclusive Student Services staff to provide them with the information, materials, and skills necessary to implement and support differentiated programming for students with special education strengths and needs. Student learning is the core of all programs within the DDSB. It is important that, as our students grow, so do the professionals supporting their programs and services.

The Inclusive Student Services leadership team is committed to supporting professional learning for all of our team members. Department staff have access to professional learning opportunities provided both within the DDSB and external to the board.

SEAC plays a role in providing input to the Inclusive Student Services' professional learning plan to ensure responsiveness to community and accountability to our commitments.

Professional learning, is essential in the delivery of clinical services and special education programs within an educational setting. To meet the needs of our students now and into the future, focus includes:

- Exploring the components of structured literacy to support classroom practices
- Centering student and family voice, to honour and affirm identity with a focus on relationship building
- Deepening our understanding of commitments such as United Nations Declarations of Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada's Calls to Action, and the DDSB's Indigenous Education Policy, Human Rights Policy and related procedures
- Enhancing awareness and understanding of ableism, neurodiversity, intersectionality, stigma, negative attitudes, stereotypes and assumptions related to various disabilities and the social model (versus medical and functional models) of disability, and how they operate in DDSB learning environments
- Deepening our understanding of Universal Design for Learning in order to ensure supports for students are culturally relevant and responsive.

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# EQUIPMENT

**SECTION B – Standard 14**

## Standard 14: Equipment

The purpose of this standard is to inform the Ministry, board staff members and other professionals, and parents/caregivers about the provision of individualized equipment for some students with special education strengths and needs.

The Durham District School Board is committed to ensuring that students with special education strengths and needs have the personalized equipment necessary to access their educational programs.   Student equipment needs are identified through the Inclusive Student Services school team or our School Based Rehabilitation Services partner GrandviewKids. Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from:

- Psychologist
- Psychological Associate
- Optometrist/Ophthalmologist
- Occupational Therapist
- Physiotherapist
- Speech-Language Pathologist
- Specialist teachers of the blind, deaf or Deafblind
- Audiologist

There are two types of Special Equipment Amount (SEA) claims:

- SEA Per Pupil Amount (computer hardware, software and related equipment)
- SEA Claims-based Amounts (i.e., lifts, Braille, furniture, sensory equipment, etc.).

A SEA application is completed by the school for our School-based Rehabilitation Services clinicians and board clinical staff submit applications on behalf of the student. All SEA applications are uploaded into our central database with accompanying support documentation to be reviewed by the board's System Lead of Inclusive Student Services identified as the SEA Authorizer, for approval and processing. Trials for computer technology are conducted to illustrate a significant discrepancy between performance with and without such equipment. Sometimes, other equipment may be trialed by a clinician to determine if it meets student needs in advance of filing a SEA application.

The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding $800.  The board is responsible for SEA approved equipment costs equal to and less than $800.

The DDSB outlines for staff the SEA Claim processes.  Included in the documentation are:

- the process for submitting claims;

- the roles and responsibilities of individuals submitting claims;

- meeting the claim requirement;

- processing the order;

- care and safety of the equipment and

- ensuring equipment maintenance.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# ACCESSIBILITY OF SCHOOL BUILDINGS

**SECTION B – Standard 15**

**Standard 15: Accessibility**

The purpose of the standard is to provide details on the Ignite Accessibility, Multi-Year Accessibility Plan previously submitted to the Ministry.

The Durham District School Board (DDSB) commits to protect, uphold and promote human rights and to prevent discrimination and discriminatory barriers in all DDSB learning and working environments. Protecting, upholding and promoting human rights are necessary to meet the mandate of the DDSB and to create and foster a culture of care where students and employees can thrive and have a sense of safety, well-being, engagement and belonging. The DDSB is committed to the principles and practices of accessibility and inclusion to foster full community participation and integration and address ableism.

As a district, we are proud of partnerships with the Abilities Centre and participated in the Leading Equitable and Accessible Delivery (LEAD) Project. During the 2021-2022 school year, team members from across district departments and schools participated in an in-depth consultation sessions with the Abilities Centre. The LEAD report for Durham District School Board set the foundation for the [DDSB Multi-Year Accessibility Plan (2022-2026)](#) that informs our next steps for growing inclusion and accessibility. The Action Plan goes beyond school buildings and includes recommendations to enhance accessibility in key areas across the organization.

The Multi-Year Accessibility Plan, in addition to above, was developed in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The DDSB participated in the LEAD in December 2021. This facilitated self-assessment process supported the creation of our Accessibility Plan. The plan outlines the intentions of the Board to meet its obligations under the AODA and aligns with the Ontario Human Rights Code ("The Code"). The DDSB undertakes to continually improve accessibility and to provide equitable access for all in accordance with the AODA.

The DDSB is committed to meeting its procedural and substantive duty to accommodate under the Ontario Human Rights Code to the point of undue hardship to support students' right to meaningfully access education without discrimination. This includes collaboratively exploring accommodation options and providing appropriate individualized accommodations that respect dignity and maximize integration and participation.

Existing schools are renovated to improve accessibility during all renovation projects and as required to meet student needs for access. In the event that an existing facility cannot accommodate the needs of student(s), the DDSB is committed to providing alternate accommodations to meet student needs. New construction incorporates AODA requirements, principles of universal design and meets government accessibility standards. DDSB includes a number of features to promote accessibility such as: interior signage includes Braille, elevator access to upper levels, contrasting colour nosing strip at every stair tread, level entry at all entrances/exits, power door operators at front door and on universal washrooms, barrier free washrooms, barrier free drinking fountains and strobe fire alarm lights.

Inclusive Student Services works closely with other departments to meet the needs of individual students through implementations of accommodations and goals outlined in Individual Education Plans. Planning is also underway on learning and professional development to enhance awareness and understanding of ableism and accessibility barriers.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# TRANSPORTATION

**SECTION B – Standard 16**

## Standard 16: Transportation

The purpose of this standard is to provide details of the board's transportation policies to the Ministry and to the public.

Durham Student Transportation Services (DSTS) is fully supportive of an integrated student transportation system for all students. As with all students, walking to school is the first option where it is safe and practical to do so. Students with special education strengths and needs may be transported on traditional buses and specialized transportation will be utilized in situations where, due to the nature of the exceptionality, accommodation needs or safety concerns that cannot be mitigated, appropriate alternative accessible transportation is required because the features of the vehicle are more suitable to the student's needs.

Transportation, where in place for students, is an extension of their day at school. Aligned with our commitment to foster independence for students, programming to increase independence within busing may be part of a student's learning program.

The DDSB document Bus Behaviour and Discipline Guide includes reference specific to supporting students with accommodation requirements.

Durham Student Transportation Services may make specialized transportation arrangements for students who have been approved by the Durham District School Board as:

- Having a documented approved physical, mental or emotional exceptionality that prevents them from safely getting to and from their designated school.
- Placement in a specialized program or contained classroom may qualify the student.

Students accessing programming through Education, Community Partnership Programs (ECPP/Grove School) may be entitled to transportation. Parent(s)/guardian(s) can connect with agency staff who will speak to Grove School administration.

Students attending Provincial Schools will be set up on transportation that is coordinated centrally in conjunction with the Ministry of Education. The Provincial school will be able to provide further details for students that are staying in residence.

The following safety procedures are in place:

- All school bus drivers must be provided First Aid Training and are trained as well on the proper use of an Epipen.
- School buses are equipped with a two-way radio and contact with the Operator's main dispatcher is maintained at all times during scheduled runs. School Principals or a designate complete bus safety documentation to ensure school bus drivers and Durham Student Transportation Services are aware of students that require any special care or strategies for a safe school bus ride.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# SEAC
# SPECIAL EDUCATION
# ADVISORY COMMITTEE

SECTION C

## The Board's Special Education Advisory Committee

The purpose of this standard is to provide details of the operation of the board's Special Education Advisory Committee (SEAC) to the Ministry and to give members of the public information to which they are entitled.

In accordance with Education Act Regulation 464/97, every district school board shall establish a Special Education Advisory Committee (SEAC).

The DDSB Special Education Advisory Committee (SEAC) is committed to working in partnership with the staff and resources of the board to assure quality educational services for all students.

Meetings are held monthly from September to June SEAC meetings are available to the public through livestreaming currently accessed through the DDSB YouTube channel.

Meeting dates are published on the DDSB electronic calendar and promoted using DDSB social media accounts. Meetings usually occur on the third Thursday of the month.

The roles and responsibilities of SEAC are as follows:

- make recommendations to the board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional students within the board
- participate in the board's annual review of its Special Education Plan
- participate in the development of the board's annual budget for Special Education
- review the financial statements of the board as they relate to Special Education

Information about SEAC is made available to families and the community in a number of ways. These include, but are not limited to: publication and annual update to the SEAC pamphlet, inclusion of SEAC in the Parent/Guardian Guide to Special Education, SEAC webpage on the DDSB website and through social media updates (Twitter). Information includes members' names, affiliation and how to make contact.

The DDSB SEAC Handbook, provides further details about SEAC and guidelines for how the Committee works together.

The DDSB SEAC Brochure is included in this section for information regarding:

- names and affiliations of members
- meeting times, place, format
- nomination process
- members' contact information
- SEAC meeting overview

The Special Education Advisory Committee (SEAC) is using a parent/caregiver survey (May/June 2023) focused on communication and opportunities for actioned input into individualized programing 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.

## What is SEAC?

Under Ontario's Education Act, every student is entitled to a program which meets their needs. In Durham, our Special Education Advisory Committee (SEAC) helps the Board protect the rights of students with special learning needs. SEAC provides information, advice and assistance to parents/guardians whose children may require additional support.

SEAC advises and makes recommendations to the Board concerning the establishment and development of special education programs and services.

## Who Are Exceptional Students?

Exceptional Students are those whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student needs a specialized placement or support as identified by the Identification, Placement, and Review Committee (I.P.R.C.)

The mission of the Durham District School Board's Special Education program is to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential. Our on-going commitment is to provide the structures and support each student needs to foster their growth and development in programs which promote integration and independence as defined for each student based on their strengths and needs.

## What happens at a SEAC Meeting?

SEAC meetings are a forum for SEAC members to provide advice and discussion of Board programs and support services for exceptional pupils.

Meetings follow a formal format including:

- Review of Minutes
- Presentations
- Current issues and initiatives in Special Education
- Committee Reports by members
- Board Reports: a) Trustees b) Staff
- Correspondence and questions

## You are welcome to attend!

The Durham District School Board invites all parents/guardians and interested members of the public to attend Special Education Advisory Committee meetings.

The Committee meets at:

**DDSB Education Centre**
400 Taunton Road East, Whitby
6:30 p.m. (usually every 3rd Thursday of the month)

**The committee is composed of member representatives from:**

- Association for Bright Children (ABC)
- Autism Ontario – Durham Chapter
- Sawubona Africentric Circle of Support
- Durham District School Board (Trustees)
- Durham Down Syndrome Association
- Early Years Child Care Consortium Representative
- Easter Seals Ontario
- Learning Disabilities Association of Durham Region
- VOICE for Deaf and Hard of Hearing Children

## Association for Bright Children (ABC)

This association helps parents advocate for their bright and gifted children. In co-operation with the Durham District School Board, ABC's Durham Chapter provides information and support to member and non-member parents.

**Contact:**
**Eva Kyriakides** (SEAC Chair)
bill.eva.k@rogers.com
abcontario.ca

## Autism Ontario-Durham Chapter

Autism Ontario is dedicated to increasing public awareness about autism and the day-to-day issues faced by individuals with autism, their families, and the professionals with whom they interact. The association and its chapters share common goals of providing information and education, supporting research, and advocating for programs and services for the autism community.

**Contact:**
**sensaRAneb Burrell**
anactiveparent@hotmail.com
Autismontario.com

## Sawubona Africentric Circle of Support

Established in 2020, the Sawubona Africentric Circle of Support supports Black caregivers of children and adults with disability, providing families with a safe place to network, build connections, problem-solve, share resources and to become less isolated.  We believe that "it takes a village" to meet the needs of our families and our focus is to educate them on their rights and responsibilities, to enlighten them about the services available to them and to empower them to be strong advocates for their loved ones.

**Contact:**
**Jenn McLaughlin**
SawubonaACS.org
416-276-8291

**SEAC**
SPECIAL EDUCATION
ADVISORY COMMITTEE

### Durham Down Syndrome Association

This is an organization of parents, professionals and others striving to improve the quality of life for those with Down Syndrome. While seeking to broaden public awareness, this association serves as a support to new families and as a resource to parents/guardians for information regarding facilities and programs available for persons with Down Syndrome.

**Contact:**
Tara Culley
SEAC@ddsa.ca
ddsa.ca

### Early Years Child Care Consortium Representative

The DDSB Early Years Consortium brings together a group of early years and child services committed to the delivery of high quality programs that provide consistency and continuity for children as they transition between community and school, core day and extended day programs. The Early Years consortium exists to promote the healthy development, security and safety for all children and families through neighbourhood collaboration and service integration.

**Contact:**
**Vera Mercier -** Executive Director,
SKD Bilingual Child Care
vera@skdgarderie.ca
EarlyYears@ddsb.ca

### Easter Seals Ontario

Easter Seals Ontario provides programs and services to children and youth with physical disabilities across Ontario to help them achieve greater independence, accessibility and integration.

**Contact:**
Hanah Nguyen
seac.easterseals@gmail.com
easterseals.org

### Learning Disabilities Association of Durham Region

The Learning Disabilities Association Durham Region's mission is to advocate, support and educate the Durham community about learning disabilities and to enable persons with learning disabilities to reach their full potential.

To achieve this we provide:
- Monthly Speaker Series for all
- Resource Facilitation for all
- Advocacy Support for members
- Public Awareness Activities

**Contact:**
Rowin Jarvis
rowin@ldadr.on.ca
ldadr.on.ca

## VOICE for Deaf and Hard of Hearing Children

VOICE for Deaf and Hard of Hearing Children is committed to:

- Advocating on behalf of deaf and hard of hearing children and their families.

- Supporting deaf and hard of hearing children and their families through providing access to information, education, mentoring, and self-advocacy skills training.

- Educating the general public that deaf and hard of hearing children can learn to listen and speak.

**Contact:**
**Kathy Kedey**
mskedey@hotmail.com
voicefordeafkids.com

## Members at Large:

**Morgann Cameron**
morganncameron@hotmail.com

**Elizabeth Daniel:**
jason_liz@sympatico.ca

**Durham District School Board:**
**905-666-5500**
**Toll Free: 1-800-265-2968**
ddsb.ca

**Kelly Miller, Trustee: 905-706-3817**

**Deb Oldfield, Trustee: 905-391-0764**

If you would like more information on the Special Education Advisory Committee or Special Education Services in Durham, please call your local school.

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# COORDINATION OF SERVICES WITH OTHER MINISTRIES

**SECTION D**

**Coordination of Services with Other Ministries: Education and Community Partnership Programs (ECPP)**

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure smooth transitions for students with special education strengths and needs who are entering or leaving a school.

The responsibility for ensuring successful admission or transfer of students from one program to another is collaboratively shared by all staff involved with the student at school and board levels with input from parent(s)/guardian(s).

**Education and Community Partnership Programs**

Education and Community Partnership Programs are an integrated part of Ontario's education system. Education and Community Partnership Programs (ECPP) provide critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services and facilitate transitions to future educational success.

ECPPs are voluntary collaborative partnerships between Ontario district school boards and government-approved facilities such as children's mental health agencies, hospitals or youth detention centres. District school boards provide the educational component ("Education Program") while facilities provide the care and/or treatment or rehabilitation ("ECPP Services"). Children and youth in these programs may have:

• one or more exceptionality and represent the highest needs with the exceptionality
• physical or mental health needs requiring them to be hospitalized
• be in conflict with the law or at risk of being in conflict with the law
• possible or diagnosed mental health or psychiatric needs
• severe emotional and behavioural needs and/or
• addictions

Resource: [Ministry of Education - Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP)](#)

**Education and Community Partnership Programs in the Durham District School Board (DDSB)**

Under the school title of Grove School, the DDSB has been a committed lead educational partner for Education Community Partnership Programs (formerly Care, Treatment, Custody and Corrections, programs).

Grove School provides a school name and structure for DDSB teachers to provide education programs from Kindergarten to Grade 12 for clients of government approved Education and Community Partnership Programs within Durham Region. Grove School programs are based on a collaborative model with community agencies and facilities. Grove has many voluntary collaborative partnerships with children's mental health agencies, hospitals or youth detention centres, which incorporate all aspects of agency and community support, establish clear educational and behavioural goals, and maintain effective classroom time providing treatment or rehabilitation and academic support. Classes are located across Durham Region either on site at a DDSB school or in a separate, segregated location. All ECPP classes enable students to attend school with the support and treatment offered by an agency or facility.

ECPPs are only for children and youth who cannot attend schools because of their primary need for care, treatment and/or rehabilitation services.

Grove school currently, in collaboration with thirteen agency partners, supports fifty individual classroom programs within twenty-seven sites across the Durham Region. Grove School is among the largest education commitments to the ECPP model provincially.

To receive admission into an ECPP Program, the student is first referred to an agency by:

1. a parent/guardian
2. the courts
3. child welfare
4. a medical professional
5. the school
6. DDSB Professional Support Services

The student must be accepted and become a full-time resident or client of the facility's residential and/or Day Treatment program. Once the referral has been accepted by the agency or facility, their staff complete a Grove School registration form. The client/student is placed on the Grove School register and admitted to the classroom.

A student who is registered in a school hosting an ECPP Program may access the agency or facility classroom on a 'reverse' basis. The host school Principal must make the referral and the agency must approve the placement based upon suitability factors. Accessing the ECPP Program in this manner does not require a change in student registration and the student remains on the host school's register.

DDSB community partnership agreements include requirements for the partner organization to uphold the Human Rights Code, in alignment with the principals of the DDSB Human Rights Code and Responsibilities of all staff as duty bearers.

**Supporting Transitions from Education and Community Partnership Programs**

Effective planning is especially important for children and youth transitioning out of Education Programs. Effective transition planning support improves the continuity of education and programs and services for children and youth. Gradual integration and reintegration, where appropriate, is an element of the transition planning (e.g. phased integration back to the community day school). Transition plans should be developed by multidisciplinary teams to support a seamless transition out of the ECPP.

The appropriate assessment should occur upon exit from the Education Program to confirm or inform the transition plan for the child or youth. The teacher or designate at the next school setting should have access to information about the child or youth's education and accommodation needs (where applicable) and, as appropriate, attend a multi-disciplinary transition planning meeting.

Complete student records, including achievement of elementary curriculum expectations, secondary credits earned and documentation regarding work completed toward secondary credits, will be inserted into the OSR for the child or youth upon exiting an Education Program.  The transition plan should be stored in the OSR folder.

The child or youth is supported by the Education Program staff during the transition period into the appropriate school or post-secondary setting through informal liaison, if possible and appropriate. Until this transition period is completed, the child or youth should remain on the register of the Education Program. If circumstances change and the child or youth should be impacted negatively by the move into program during the transition period, the child or youth may return to the Education Program**.** The Ministry of Education will not concurrently fund the same student on two registers.

The agency or facility initiates the child or youth's exit from an ECP program. Generally, there are three ways a student ceases to be in an Education Program:

1. A negotiable and planned move when the student is deemed ready to move on to a community school setting
2. A non-negotiable, unplanned move (e.g. court ordered)
3. An unplanned move (e.g. the student or parent/guardian unilaterally decides to leave the agency or facility treatment program).

**INCLUSIVE STUDENT SERVICES PLAN • 2023 – 2024**

# SUBMISSION *and* AVAILABILITY *of* PLAN

**SECTION E**

2023-24 Special Education Plan Checklist Please
submit to your regional office by July 31, 2023

| District School Board/School Authority:<br><br>**DURHAM DISTRICT SCHOOL BOARD** | | |
| --- | --- | --- |
| **Compliance with *Standards for School Boards' Special Education Plans (2000)* reproduced in full in *Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)*** | **Report on the provision of Special Education Programs and Services 2022-23** | **Amendments to the 2023-24 Special Education Plan** |
| **Special Education Programs and Services** | | |
| Model for Special Education | X | X |
| Identification, Placement, and Review Committee (IPRC) Process | x | X |
| Special Education Placements Provided by the Board | X | |
| Individual Education Plans (IEP) | X | |
| Special Education Staff | X | X |
| Specialized Equipment | X | |
| Transportation for Students with Special education strengths and | X | X |
| Transition Planning | X | |
| | | |
| Roles and Responsibilities | X | X |
| Categories and Definitions of Exceptionalities | X | |
| Provincial and Demonstration Schools in Ontario | X | X |
| | | |
| The Board's Consultation Process | X | X |
| The Special Education Advisory Committee (SEAC) | X | X |
| Early Identification Procedures and Intervention Strategies | X | X |
| Educational and Other Assessments | X | X |
| Coordination of Services with Other Ministries or Agencies | X | X |
| Specialized Health Support Services in School Settings | X | X |
| Staff Development | X | |
| Accessibility (AODA) | X | X |
| Parent Guide to Special Education | X | X |
| ***Where programs and services have not been provided as outlined in the 2022-23 Special Education Plan, please provide a description of the variance:*** | | |

# 239

| Additional Information: | |
|---|---|
| Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website. | x |
| Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement. | x |

| Document: | Format: | Please indicate the URL of the document on your website (if applicable) |
|---|---|---|
| Special Education Plan | x Board Website<br>x Electronic file<br>x Paper Copy | https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Inclusive-Education/Special-Education-Plan.pdf |
| Parent Guide to Special Education | x Board Website<br>x Electronic file | https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Inclusive-Education/Guide-to-Special-Education-IPRC-Process.pdf |
| Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) | x Board Website<br>x Electronic file | https://www.ddsb.ca/en/about-ddsb/partnership-agreements.aspx |

Name of the Director of Education

    Camille Williams-Taylor
_____

Signature of the Director of Education        Date


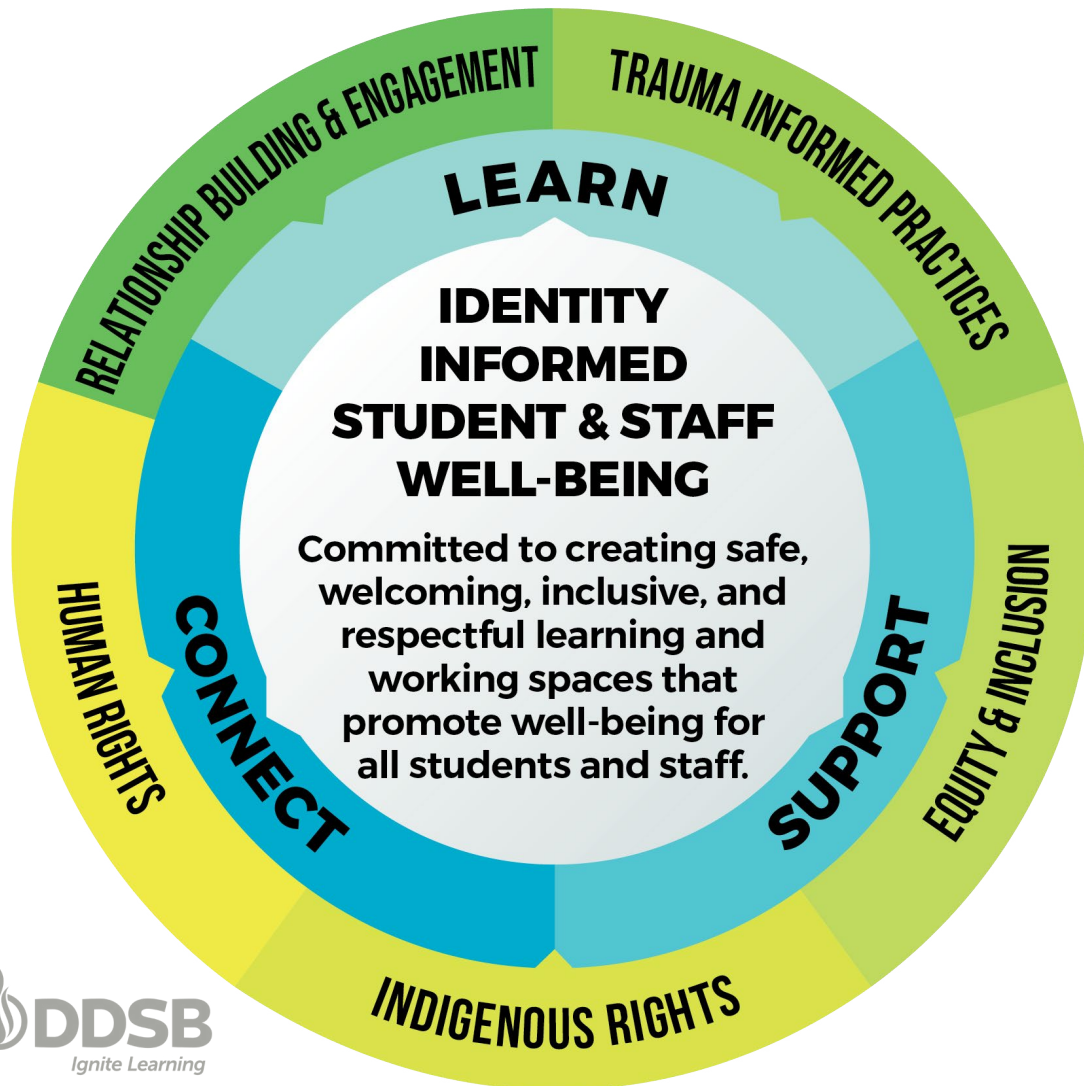_____      _____

## Appendices

## Additional Information Available Online Through the DDSB Website

Protocol for Partnerships with External Agencies, refer to link below:

[Protocol for Collaboration Agreement with External Agencies](Protocol for Collaboration Agreement with External Agencies)

# Learn | Support | Connect

We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff. We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed. We strive to **connect** all students and staff to, from, and through the pathways for those supports.



**RELATIONSHIP BUILDING & ENGAGEMENT**
**TRAUMA INFORMED PRACTICES**
**LEARN**
**HUMAN RIGHTS**
**CONNECT**
**SUPPORT**
**EQUITY & INCLUSION**
**INDIGENOUS RIGHTS**

**IDENTITY INFORMED STUDENT & STAFF WELL-BEING**

Committed to creating safe, welcoming, inclusive, and respectful learning and working spaces that promote well-being for all students and staff.

## LEARN TO UNDERSTAND

1. Mental health literacy
2. Everyday conditions that support mental health and well-being

## SUPPORT TO STRENGTHEN

1. Focused staff skills building for student support
2. Mental health supports and services

## CONNECT TO PATHWAYS

1. Strong pathways to, from and through mental health supports

**WELL-BEING EVERYONE EVERY DAY**

**Mental Health and Well-Being Action Plan** 2022-2025

**DDSB**
Ignite Learning

OCTOBER 2022

# AFFIRM

**DO YOU IDENTIFY AS 2SLGBTQIA+?**
**ARE YOU BETWEEN 13 AND 18 YEARS OLD AND IN GRADE 9-12?**

**Facilitated by members of DDSB Social Work and Psychological Services Teams, Project AFFIRM offers 8 sessions of evidence-based coping skills training for 2SLGBTQIA+ and questioning youth across Ontario.**

## WHAT DO YOU GET?

- Evidence based coping skills training
- An opportunity to meet other 2SLGBTQIA+ youth

## WHO CAN JOIN?

Anyone **13-18** and in grade 9-12 who identifies as lesbian, gay, bisexual, pansexual, two-spirit, trans, non-binary, queer and/or questioning their sexual orientation or gender.

## OFFERING 8 SESSIONS BEGINNING THE WEEK OF
## APRIL 4, 2023

For more information and to register please visit
forms.ddsb.ca/ISS-Support-Groups/AFFIRM

## AFFIRM GOALS
**Why participate?**

- **DECREASE UNHELPFUL THOUGHTS**
- **IMPROVE WELL-BEING**
- **GAIN SKILLS**
- **UNDERSTAND STRESS**
- **FEEL BETTER ABOUT SELVES AND LIVES**
- **FOSTER HOPE!**

Inclusive STUDENT SERVICES

DDSB
Ignite Learning

# DDSB
*Ignite Learning*

# Parent/Guardian Guide to Special Education IPRC

## Inclusive STUDENT SERVICES

**Last Updated February 2023**

# 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

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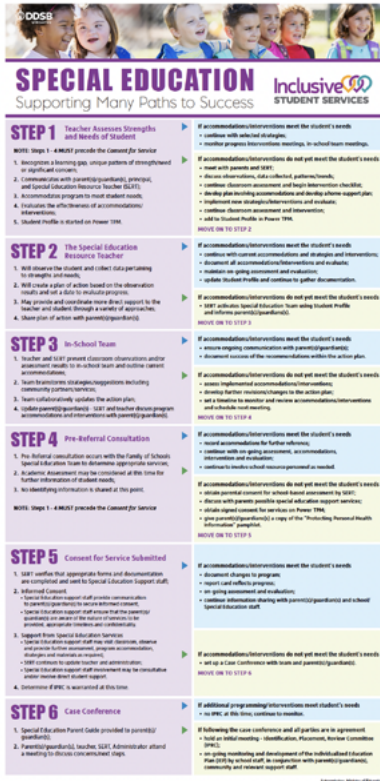
Supporting Many Paths
to Success can be found
online within the
[Special Education Plan](#).

# 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

# 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.

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

# 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 unabe 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 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.

## 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

**Ministry of Education Categories of Exceptionalities**

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

# 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 if 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 of 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 additioanl 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

**Autism Ontario - Durham Region Chapter**
autismontario.com/region/central-east

**Durham Down Syndrome Association** ddsa.ca

**Easter Seals Ontario** easterseals.org

**Learning Disabilities Association of Durham Region**
ldadr.on.ca

**Sawubona Circle of Support** sawubonaacs.org

**VOICE for Deaf and Hard of Hearing Children**
voicefordeafkids.com

**Members At Large**

**Morgan Cameron** morgancameron@hotmail.com

**Elizabeth Daniel** Jason_liz@sympatico.ca

**DDSB Trustees**

**Kelly Miller** kelly.miller@ddsb.ca

**Deb Oldfield** oldfield@ddsb.ca

**Inclusive STUDENT SERVICES**

# Helpful Information for Parents/Guardians

**Principal:**

| | |
|---|---|
| NAME | PHONE |

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

| | |
|---|---|
| NAME | PHONE |

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

| | |
|---|---|
| NAME | PHONE |
| NAME | PHONE |
| NAME | PHONE |
| NAME | PHONE |

**Dates to Remember:**

DDSB
*Ignite Learning*

**WELL-BEING EVERYONE EVERY DAY**

**Inclusive STUDENT SERVICES**
GROVE · PSYCHOLOGICAL SERVICES · SOCIAL WORK AND ATTENDANCE
SPECIAL EDUCATION · SPEECH LANGUAGE AND HEARING · VISION

**DDSB**
*Ignite Learning*

# Transition Planning for Students with Special Education Strengths and Needs

Flexible approaches, consultation with families/caregivers to consider students' individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.

Our shared commitment is to keep students at the centre of special education programming and service planning including transition supports. Collaboration with families and caregivers is foundational to decision making to individualize the planning for each student.

This resource tool has been designed to support schools with transition planning. Focus is on the macro transitions that students may be moving through whether that be, for example, entry to school, program changes or secondary to adult pathways.

**Examples of Key Transitions for Students:**

- Entry to School

- School to School

- Class to Class

- Grade to Grade

- Changes in School Support

- School to/from Community Program

- Elementary to Secondary

- Secondary to Post-Secondary

- School to Community Service

- School to Work

- Program Placement Change

## Why Transition Planning is Important

A transition is defined as a process of change that requires attention and flexibility and may create vulnerability and worry. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together, and collaboration is essential.

Transitions include layers of planning including well-being and mental health considerations, leveraging strengths, bolstering strategies and supports in areas of anticipated challenge.

## Supporting Transitions for Students

Supporting Transitions for Students with Special Education Needs
(Ministry PPM 156)

This memorandum sets out the requirements for district school boards with respect to transition planning for students with special education needs, from Kindergarten to Grade 12.

**Key points in PPM 156:**

- Transitions occur both within the micro (within the day) and at significant key times such as entry to school, grades, programs, schools as well as elementary to secondary, secondary to post-secondary and through annual reviews which change student program placement.

- Principals are responsible for ensuring that transition plans are developed, implemented and maintained.

- Transition plans must be developed for all students who have an IEP, whether they are formally identified or not; Transition Plans are a part of the IEP itself.

- Transition plans must be developed in consultation with the parent(s)/caregiver(s), student (as appropriate), post-secondary institutions (where appropriate), and relevant community agencies or partners (as necessary).

- Transition plans will identify specific goals, support needs, actions to achieve the goals, roles, responsibilities and timelines.

- Ontario Regulation 181/98 states that for exceptional students who are age 14 years or over and who are not identified solely as gifted, the student's IEP must include a transition plan for transition from school to work, further education, and/or community living.

- For children and youth accessing support through Education Community Partnership Programs (ECPPs) provide programming which centres on treatment needs with educational wrap around. District staff and partner agency staff will work together in creating transition plans when entering in and moving from programs. In the Durham District School Board (DDSB), ECPPs are supported through Grove School. Transition Planning to/from Grove School Programs is specifically noted later in this document.

## Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) – PPM140

Memorandum PPM 140 provides a framework for school boards to incorporate the use of Applied Behaviour Analysis (ABA) into board practices, and instructional programming, for our students with Autism Spectrum Disorders (ASD).

**Key points in PPM 140:**

• Ensures the implementation of effective, evidence-based educational practices, to meet the individual needs of students with ASD.

• Intended to strengthen the collaborative relationships between students, families, schools and community partners.

• Requirements include:

1. School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods.

2. School boards must plan for the transition between various activities and settings involving students with ASD.

• Incorporating the principles of ABA into transition planning for our students with ASD will help to ensure a thorough assessment of student needs (via data collection and analysis), proactive planning measures, skill building for the student, reinforcement contingencies, fidelity of programming across staff supporting our students, monitoring of programming, and generalization of program to new settings/people, in order to facilitate a thoughtful transition process.

Although this particular memorandum highlights the effectiveness of implementing the principles of ABA within our practices for students with ASD, it should be noted the generalization of these strategies to students throughout the board (identified or non-identified students), has also been embedded throughout our educational practices.

## Educator Support Guide to Transition Planning:

The Educator Support Guide for Transition Planning, a Ministry of Education – Learning for All K-12 initiative, is a transition brochure developed by the Barrie Region Boards to assist educators in writing and implementing meaningful transition plans for students from Kindergarten to Graduation who have an IEP.  Please refer to brochure on page 6.

## A Note About Integrated Transition Planning for Students with Intellectual and/or Developmental Disabilities

The Ministries of Children and Youth Services, Community and Social Services, and the Ministry of Education have created the memorandum entitled, "Integrated Transition Planning for Young People with Developmental Disabilities" (D.O.D January 28, 2013). The goal of this memorandum is to provide

school boards with protocols that would lead to the development of a single integrated transition plan for every young student with a developmental disability.

As highlighted within this document, integrated transition planning for youth with developmental disabilities includes collaboration between the student and their families, service providers, and school boards. The common goal of this collaborative team is to ensure for a smooth transition to work, further education, participation in life activities, and/or community living, based on the individual student, their strengths/needs, and their own personal transition goals. Our Transition Coordinator team can be activated to provide support to students and families.

## Mental Health and Well-Being

The pandemic continues to have a major impact on all students and their respective families, especially students who were vulnerable and/or at risk prior to the pandemic, i.e., students with special needs associated with specific medical and/or psychological conditions, including educational limitations, as well as those with individual/family mental health needs. The impact of this pandemic may have resulted in an elevated stress response in one or more individuals in the family. The mental health of students will be influenced by both pre-pandemic stressors as well as the stressful period of dealing with the variety of issues/hardships associated with the pandemic.

Working in collaboration with parents/caregivers, school teams and community partners, it is necessary to identify students with a heightened level of anxiety and/or possible signs of traumatic response. These students and their families may need support from the school and other systems (medical, mental health, etc.) to cope adequately during any transition period. Many of these students already may have been flagged for attention based on their prior academic histories and developmental trajectories. However, additional students may require supports on numerous levels. Support may be required on a short-term basis or for a prolonged period, depending on factors associated with the individual student, their family, community, and supports available to them.

Working in collaboration with school teams and Inclusive Student Services, it may be helpful to operationally define the level of support for student needs to be responsive to the tiered level of support required. Examples of tiered responses to student needs are noted on the next page. This framework can help school teams differentiate between individual student setting events and risk factors. It also allows school teams to continue to be attuned to the key features of our students who are struggling.

The capacity of students to cope adequately with the transition back to school is influenced by individual and family-based factors as affected by the pandemic and other experiences and their associated changes in routines, economic status, access to supports and personal vulnerabilities. It will also be influenced by factors associated with the staff and the organization of the school that intends to welcome the student back to school. The student's ability to adjust during the transition period needs to be viewed within a larger context, including the system of the school and the community, and the extent to which all these systems have been negatively impacted by the pandemic and other stressors over a prolonged period of time.

# Transition Team PLANNING OPTIONS

## GOAL 1
**To identify strategies required to support the transition for students with an IEP.**

### Transitions Entry to School
**Possible Actions -** Consider development of IEP and Safety Plan • Arrange visit to current setting (day-care, home, etc) • Arrange visit to classroom/school • Prepare visuals to assist with the transition: school photo book or video, map of the school • Classroom/school scan of learning materials, resources and space

### Transitions School to School
**Possible Actions -** Arrange receiving school/class visits • Arrange transfer of OSR with updated IEP, and transition plan • All About Me/IPP plans transferred to new school • Contact representatives from outside agencies who are to be involved with student (e.g. CCAC) • Communicate with receiving school staff and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment)

### Transitions Class to Class
**Possible Actions -** Create a daily schedule to prepare moving from class to class • Prompt (visual, verbal) 5 minutes prior to the end of class • Create a checklist to gather materials required for each class • Provide a transitional object (e.g. fidget toy, familiar object) as a source of comfort • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment)

## GOAL 2
**To develop a transition plan in collaboration with a student's transition team.**

### Transitions Class to Class
**Possible Actions -** Identify strategies that are successful and share them with new staff • Have receiving staff observe student and meet the student to review programming needs • Arrange a visit for the student prior to school starting

### Transitions Changes in School Support
**Possible Actions -** Introduce student to new staff in the classroom • Provide social script • Work through routines as indicated in individual schedule (visual, electronic) • Conduct specific training for new staff (e.g. lifting, toileting, augmentative communication devices, assistive technology) • Facilitate any job mentoring/shadowing experiences for school staff • Inform parents of change in personnel

### Transitions Elementary to Secondary
**Possible Actions -** Identify and document strategies that are successful and share with new staff • Gather information about the receiving school's environment while considering the student's programming needs • Have receiving team observe student and programming in elementary school • Organize student visit to receiving environment

### Transitions Secondary to Post Secondary
**Possible Actions -** Ensure that student is an active participant with knowledge of their learning needs • Update assessment information as appropriate • Assess student's ability to self-advocate and provide opportunities to practice skills if needed • Ongoing guidance and special education support re: goal setting and career planning, scholarship availability for students with IEP, and the college/university/trade application process • Investigate available financial supports (e.g. Bursaries, scholarships, OSAP etc.) • Guidance and Special Education staff to provide information about all university and college transition programs

## GOAL 3
**To implement strategies and determine next steps.**

### Transitions School to Community
**Possible Actions -** Explore student interests, skills, abilities, needs and appropriate self-advocacy skills • Review OSR and determine if appropriate documentation of disability is in place to ensure student/family meets criteria for appropriate community supports • Connect parent/guardian with local associations (e.g. Community Living, DSO. etc) • Invite the agency Case Manager to transition meeting • Identify transition community partners from outside the school that would help the family and student

### Transitions School to Work
**Possible Actions -** Complete Individual Pathway Plan (IPP) • Complete job readiness skills (application form, apply for Social Insurance Card, resume) • Practice responses to job interview questions • Provide opportunities for simulated employment skills (e.g. apply to jobs online) • Pursue summer/part-time employment **in area of strength and interest • Participate in workplace experiences • Explore possible career choices**

## COMMON ACTIONS

- Establish transition team to support the planning. It will include parents/guardians, school staff, the student (where appropriate) and can also include school board staff, health care workers, community workers and others who support the student
- Arrange special transportation as required
- Arrange transfer of equipment
- Provide new staff with a contact list and/or appropriate resources
- Arrange for peer supports and student awareness activities
- Gather information regarding student's strengths and interests using OSR
- Incorporate self advocacy into the student's IEP
- Ensure that the student's voice in the All About Me Portfolio/Individual Pathway Plan (IPP) is incorporated into the transition planning process
- Educate student and staff about the student's strengths and needs and the use of accommodations, assistive technology and learning strategies that are applicable for his/her learning
- Determine resources/professional training opportunities that may be required for staff
- Organize materials to support student in transition (social scripts, visuals, photos, equipment transfer)
- The transition plan must be stored in the OSR
- Inform parents/guardians of any significant changes that will impact the transition plan
- A transition plan is required for all students with an IEP, however, there may be times where the transition plan may indicate that no action is required at this time

## Examples of Mental Health and Well-Being Tiered Systems of Support:

**Tier 1 Supports:** Irrespective of age or grade level, students may require support for return to school because of the increased level of change and stress experienced over the COVID period, with possible associated hardships facing their families. For example: a Grade One student who is leaving home after five months of not being at school in person and is experiencing some separation anxiety and/or worries about the parent's health; a Grade Nine student who experiences a heightened level of anxiety of facing a new school and new friends, in the context of parents losing their jobs due to COVID-19. These students will need a supportive team of staff at the school who are working collaboratively with them (and parents/caregivers) to help them adjust to being back at school. Psychological Services and/or Social Work may not be required at this stage of the student's transition back to school.

**Tier 2 Supports:** Students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, combined with pre-existent concerns about their functioning. For example: a student who is formally identified and supported with an IEP before the pandemic because of a history of academic and behavioural difficulties; upon return, worries are exacerbated regarding failing grades and other stress points, e.g., family transitions. This student may need Psychological Services and/or Social Work at the DDSB and possibly services in the community.

**Tier 3/Tier 4 Supports:** Students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, but who have historically displayed a range of mental health symptoms and corresponding behaviours. They may have had ongoing family-based stressors which have led to the involvement of professional assistance (legal, medical, mental health) and/or community-based support. This student needs coordinated services from Psychological Services and Social Work support at the DDSB, and community and/or medical support, possibly even crisis intervention.

Every DDSB school has a mental health team with staff from Psychological Services and Social Work. This video was created to provide students with information about connecting with their school's mental health team.

## Transition Planning Key Considerations

- Determining all parties to be involved in the transition planning (e.g., student, family/caregivers, community partners, school staff, Inclusive Student Services team member(s)).

- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).

- Ensuring student involvement in the transition process, when appropriate.

- SEA equipment transfers.

- A limited video tour may be used to introduce students to a program space or school setting. School teams are advised to follow Positive School Climate guidelines when creating and sharing school-based videos. For example, recording only specific areas of the school and ensuring consideration for privacy/confidentiality of students.
    - Descriptive video needed for students who are Blind/Low Vision.
    - Closed Captioning for students who are Deaf/Hard of Hearing.

- Introduction videos of staff:
    - Audio strategies for students who are Blind/Low Vision.
    - Closed Captioning for students who are Deaf/Hard of Hearing.

- Personal Protective Equipment (PPE) requirements.

- Determining the most appropriate transition plan for individual students (e.g., starting with half days and increasing to full days, based on ongoing assessment of transition plan).

- Priming our students ahead of time for the transition that will occur, explore possible mental health concerns.

- For students with very specific, structured programming, ensuring that staff at the receiving school are trained to implement to the same programming, and behavioural responses, for purposes of consistency, and safety.

- Ensuring the physical space accommodates student needs (e.g., wheelchair accessible for students with mobility difficulties; creating a space in the classroom for students with self-regulation needs, etc.).

## Specific to Students with Prevalent Medical Conditions Requiring Accommodation

- Plans of care utilizing the advisement of public health and the family/student's medical team must be developed.

- Consider routines around disinfecting classroom, equipment, etc.

- Consideration of additional PPE that may be required for staff and students, based on public health recommendations.

- Consider policy around partnerships with community partners such as Occupational Therapists, Physiotherapists and/or Nursing support who may be supporting at school (e.g., with Developmental Programs).

## School Teams may Consider Strategies such as:

### Transition (e)Binders

Transition (e)binders are a comprehensive tool outlining all the relevant, and specific information about the student, and their programming at school. The sending school/teacher often creates an (e)binder for the receiving school/teacher, as a resource to prepare for the student transitioning between the two environments, ensuring continuity and consistency of programming and routines. Different platforms in which these can be created include a OneNote binder, google docs and shared via google drive, etc.

### Suggested considerations to include in a transition (e)binder are (if applicable for the student):

- Introduction to the student (e.g., current information).

- Parent/Caregiver Survey (Strategies for Teaching based on Autism (STAR) has a great resource).

- Daily living skills (e.g., eating, road safety/awareness, personal hygiene).

- Reinforcement Preferences (e.g., reinforcing items) and thorough description of reinforcement systems (e.g., "Student utilizes a token economy system. They work for 5 marbles and can cash in for...").

- Challenging behaviour (e.g., operational definition, antecedents/triggers, consequences, etc.).

- Behaviour Escalation Continuum (and reference to Behaviour Safety Plan, if applicable).

- Identified replacement behaviours/skill building opportunities.

- Required Personal Protective Equipment (PPE) for staff supporting students.

- Required Specialized Equipment Allocation (SEA) for both technology and other equipment.

- Visual Schedule – including photos when possible and examples.

- Work System – including photos when possible and examples.

- Routine for transitions (e.g., "Provide a verbal countdown when transitioning between activities in the classroom...").

- Additional spaces the student may access (e.g., teacher table, calming corner, etc.).

- Programming (e.g., academic levels, reference to IEP, if applicable).

- Self-Regulation and/or Social Skill Curriculum tools.

- Daily School Entry & Exit Routine.

- Copies of any data collection which the school may use.

- Occupational Therapy (OT)/Physiotherapy (PT) recommendations.

**Tip:** When possible, it is also suggested that school teams include photographs or samples of what these structures look like (e.g., a picture of the students work station, token board, etc.) specific to the individual student.

## Transition Books/Videos for Students

Transition books are a key transition tool for students who have a variety of transition needs (e.g. ASD, anxiety, mobility considerations, etc.). Transition books for students should be a key communication piece. Their use cannot be stressed enough as a key transition tool at any time, to reduce anxiety and allow students to know what to expect in their new setting, whether that be within the same school building or if they are changing schools.

## What to include in a transition book for students:

• Images of the outside of the school building, including yard/playground.

• Tactile maps for students who are visually impaired.

• Their entry door.

• Office.

• Library.

• Gym.

• Calming spaces.

• Location of washrooms the student is likely to use most frequently.

• Non-structured spaces (e.g. alternate spaces at recess).

• Relevant staff members (admin, SERTs, teachers, EAs, custodian, office staff).

• Classroom (may include door of classroom, student's hook/locker area, layout of the room, individual work spaces, etc.).

**Considerations for format of transition books for students:**

- Digital Book (Google Slides).

- Video: Closed Captioning for students who are Deaf/Hard of Hearing and/or Descriptive Video for students who are blind/visually impaired.

- Hard Copy book(s) can be sent to students (following public health guidelines).

- Braille and audio versions needed for students who are blind/visually impaired.

- Transportation Planning (for example "Taking the Bus" social story).

- Images of the outside of the school building, including yard/playground.

- Tactile maps for students who are visually impaired.

## Planning for Specific Transitions - Entry to School

### First time school registration from home - students with accommodation needs

School Transition to Kindergarten (Great Beginnings) websites, videos, personal contacts from classroom educators to students (emails, phone calls, postcards); Linking to teams such as Speech Language or Social Work when appropriate (as they usually attend Great Beginnings events). Ensure all activities are inclusive and accessbile to all students and families.

- Educator awareness of students with special and specific needs (e.g. vision, hearing, communication, physical, emotional, medical diagnoses).

- How much information can be gathered ahead of time, Inclusive Student Services (ISS) team members can help reach out to families before and get as much of an understanding as possible, kids likes, strengths, skills (help make environment more welcoming).

- Virtual greetings from Administrators, Special Education Resource Teachers (SERTs), Inclusive Student Services (ISS) team. Social media can be leveraged in many ways.

- Parent/caregiver survey re: questions/concerns.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- Discussion with the Canadian National Institute for the Blind (CNIB) Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry regarding summer/home and community skills training.

- Set up loaner sound field system in class for students who are Deaf or Hard of Hearing and leave unplugged, train teaching staff on use.

- Connect with Inclusive Student Services (ISS) teams to support the steps for anxious, overwhelmed students/families.

## Considerations for Students with Special Education Strengths and Needs Transitioning from Community Supports

### Transition from Campbell Children's School – GrandviewKids

- Educator awareness of student's specific needs, including specialized equipment.

- Conversations with staff from Campbell Children's School and families regarding student-specific needs and learning style (e.g. medical, Speech Language Pathologists (SLP)/Occupational Therapists (OTs)/ Physiotherapists (PTs), Vision and Hearing assessment and reports).

- Conversation with families regarding their concerns and goals for their child at school.

- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.

- Ensure Campbell's Children's School families are aware of Great Beginnings virtual events/resources at their receiving school.

- Discuss transportation needs for individual students who may have mobility needs.

- Ensure communication between SLPs/OTs/PTs/Vision Resource Team (VRT)/Hearing Resource Team (HRT) for students with those supports through Campbell's Children's School.

- Ensure a list of SEA equipment is included/discussed. OT/PT can submit SEA recommendations as part of pre-registration to support urgent heatlh and safety needs.

- Kindergarten communication of learning and IEPs have been shared with receiving schools.

### Transition from Infant and Child Development Program – Durham Health Department

- Conversations with Infant and Child Development staff who are currently supporting these children and families regarding student-specific needs and learning style, include ISS teams for mental health support.

- Conversation with families regarding their concerns and goals for their child at school.

- Educator awareness of student's specific needs, including possible equipment.

- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP/ OT/PT, Vision and Hearing assessment and reports). SEA recommandations can be submitted as part of pre-registration for urgent health and safety needs.

- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.

- Ensure families are aware of Transition to Kindergarten virtual events/resources at their receiving school.

- Discuss transportation needs for individual students who may have mobility needs.

- Ensure communication between SLPs/OTs/PTs/VRT/HRT for students with those supports.

### Transition from Infant Hearing Program (IHP)

- Conversations with IHP staff who are currently supporting these children and families regarding student-specific needs and learning style.

- Conversation with families regarding their concerns and goals for their child at school.

- Educator awareness of student's specific needs and hearing equipment.

- School training on interpreter use (where applicable) and FM equipment.

### Entry to School

### First Time School Registration from home - Students with Accommodation Needs

### Without community access to school buildings:

- Conversations with previous educators regarding student's needs and learning style, Inclusive Student Services (ISS) supports involved with student.

- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).

- Transition and introduction video about new school, teacher, classroom, administrative staff, etc:
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed captioning needed for students who are Deaf/Hard of Hearing.

- For students who have Autism Spectrum Disorder (ASD) and/or other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Community route to and from school trained by the Orientation and Mobility Specialist.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- Students who are Deaf/Hard of Hearing (DHH) equipment moved to new classroom and left unplugged, teacher trained on use.

- Inclusive Student Services (ISS) teams to support students/families mental health and well-being.

## To/From Provincial Demonstration Schools

- Many of the initial transition steps for students who are a candidate for provincial demonstration schools are completed before March Break.

- As this point, the second transition meeting for students returning to the DDSB has been postponed or cancelled.

- School teams can reach out directly to the provincial school teacher to obtain transitional information (i.e. current instructional levels).

- Interviews for admission and transition from Provincial Demonstration Schools (e.g. Sagonaska, Trillium and Amethyst) will be or have been held virtually.

- Students and families should know in the first couple of weeks in June whether they are offered a placement at the provincial school for the next school year.

- Once placement is offered, transition planning next steps are determined between the family and the demonstration school.

- If a student is returning from a provincial school, follow transition procedures for students who are transitioning within the DDSB. Subsequent virtual transition meetings may occur between the sending provincial school and the receiving DDSB school.

- A school visit should be considered for students returning to a new DDSB school from a provincial demonstration school.

## Between School Boards

- A school visit should be planned for any student moving schools as an opportunity to build connections and address worries.

- Transition and introduction video/resources developed and shared about new school, teacher, classroom, administrative staff, etc.

- Students who have ASD and other social communication challenges – ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces.

- ISS team available to make early connections, explore mental health concerns, provide information if new to the area.

## Class to Class/Grade to Grade

- Students who are Deaf/Hard of Hearing (DHH) –FM equipment moved to new classroom and left unplugged, teacher trained on use.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- SEA equipment moved to new classroom, if still appropriate for use.

- Transition and introduction video/resources about new school, teacher, classroom, administrative staff, etc., developed and shared.

- Students who have ASD and other social communication challenges – ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Use of transition e-binder for in-school transitions as well – ensure communication of strengths and needs and programming recommendations between sending and receiving teacher takes place.

- Inclusive Student Services (ISS) teams able to reach out ahead of time to make connections, explore any mental health concerns.

- Consider hosting a visit to the new classroom with the new teacher if schools are open before September.

## Elementary to Secondary – Grade Eight to Grade Nine Transitions

### Without community access to school buildings:

- Priming our students ahead of time with video/other information about how secondary experience is different than elementary (e.g., routines, schedules, work completion, exams).

- Encourage student/family/caregiver to drive/walk around the school, explore school website.

- Multiple opportunities for grade 8 visits/tours transition activities to secondary schools.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.

- Buddy student with an older student to share their high school experience and respond to questions appropriate for peer response.

- Community route to and from school trained by the Orientation and Mobility Specialist.

- Meet/greet with key staff including Guidance and Administration.

- SEA equipment moved to new school and set up, if still appropriate for use.

- Students who are DHH - FM equipment moved to Academic Resource (AR)/Learning Hub or semester classrooms and left unplugged, teachers trained on use.

- Consult with Social Work and Psychological Services to support/manage stress and anxiety in students and families, provide information regarding getting back to routines, expectations.

- Considerations about what Grade 9 day will look like, ensure student/family/caregivers have a key contact with as questions arise.

## Program Placement Changes

### From Regular Class Placement to Special Education Placement

Conversations (transition meetings) with previous educators student and family regarding student's strenghts, needs, learning style, and any ISS supports involved with student.

- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student).

- Transition and introduction video/resources created about new school, teacher, classroom, administrative staff, etc.
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed captioning needed for students who are Deaf/Hard of Hearing.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Community route to and from school trained by the Orientation and Mobility Specialist.

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

### From Special Education Placement to Regular Classroom Placement

- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.

- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student) is strongly recommended.

- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.
  - Descriptive video needed for students who are Blind/Low Vision.
  - Closed captioning needed for students who are Deaf/Hard of Hearing.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, simple sentences and not too fast; video presentations use visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Community route to and from school trained by the Orientation and Mobility Specialist.

- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

## To/From Community Program - Including Grove School (Education Community Partnership Programs - ECPP)

- Ensure consents have been attained for the communication of information between community agencies and DDSB staff.

- Consent for intake should be completed for students coming from a community program to allow ISS staff to support the transition.

- Ensure all relevant team members are informed and involved in the transition planning (e.g. Grove teacher, community agency staff, psychological services staff, etc.)

- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.

- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).

- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.,
  - Descriptive video needed for students who are Blind/Low Vision
  - Closed captioning needed for students who are Deaf/Hard of Hearing.

- Students who have ASD and other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.

- Students who are blind/visually impaired require a school yard/entry door/classroom visit with no other students prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

### Secondary to Post-Secondary

- Students who are blind/visually impaired require a campus/entry door/classroom visit with no other students prior to beginning, for orientation and safety purposes.

- Community route to and from school trained by the Orientation and Mobility Specialist.

### School to Community

For students transitioning to community based programs, school teams are encouraged to communicate with student, family and community program team on a regular basis regarding transition supports and strategies well before the transition period occurs. The Transition Coordinator team can provide support.

### School to Work-In Preparation for Potential On-Site Work Education Next Year

- Students who are blind/visually impaired require a worksite yard and entry door visit with limited people around prior to beginning, for orientation and safety purposes.

- Community route to and from worksite trained by the Orientation and Mobility Specialist.

- Students who are accessing work education experiences typically take public transit to/from the work site; public transportation will need to be reviewed and rehearsed with support prior to independently taking public transportation. (transit training)

## Additional Resources for Educators

The following links are provided to support educators. This list in not exhaustive in considerations but is meant to highlight the tremendous resources available to support considerations and planning.

1. **Supporting Transition Planning**
   - Supporting Transition Planning for Students with Autism

2. **Supporting Transitions to Adulthood for Individuals with Autism – Autism Ontario**

   autismontario.com/programs-services/under-18/family-supports/transition-adulthood

3. **Transitions to Post Secondary Pathways for Students with Autism – EDUGAINS**

   edugains.ca/resourcesSpecEd/SchoolLeader/ASD/TransitiontoPostsecondaryPathwaysforStudentswithASD_TranslatingResearchintoPractice.pdf
   - Supporting Transition Planning for Students with Developmental Disabilities

4. **Canadian Hearing Society – Transitions**

   chs.ca/transition-planning

5. **VOICE for Deaf and Hard of Hearing Children –Educator Resources**

   voicefordeafkids.com/
   - Supporting Transition Planning for Students with Learning Disabilities

6. **Supporting Transitions for Students with Special Needs (Ministry PPM 156)**

   http://www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156_PPTwithNotes.pdf

7. **Educator Support Guide for Transition Planning**

   cse.google.com/cse?cx=008635593979376682327%3Afklszsccxei&q=educator%20support%20guide&oq=educator%20support%20guide&gs_l=partner-generic.3...8097.13833.0.14223.0.0.0.0.0.0.0.0..0.0..0.0.csems%2Cnrl%3D10...0....1.34.partner-generic..0.0.0

**Video Resources**

8. **LD@school webinar, Transition Planning and Pathways for Students Transitioning to Post-Secondary**

   ldatschool.ca/transition-planning/

9. **LDAO Transition Planning Resource Guide for Students with Learning Disabilities**
   access.resources.ldao.ca/main/documents/TransitionPlanningResource Guide4.pdf

10. **Resource Guide for Students with Disabilities: Transition to Post-Secondary Education**
    transitionresourceguide.ca/

11. **Post-Secondary Transition Planning for Students with LDs written by Cindy Perras**
    ldatschool.ca/post-secondary-transition-planning/

12. **Transition Planning and Pathways for Students Transitioning to Post-Secondary: The Importance of Planning with the End in Mind presented by Ryan Machete**
    ldatschool.ca/transition-planning/

13. **How Grade 8 students at Sagonaska Demonstration School created self-advocacy pamphlets to support their transition to Grade 9**
    ldatschool.ca/our-self-advocacy-pamphlet-journey/

14. **Creating Pathways to Success which supports career/transition planning from K - Grade 12**
    edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

15. **Student with LDs Success Story**
    ldatschool.ca/success-story-danya/
    - Supporting Transition Planning for Students with Physical Disabilities

16. **Easter Seals Ontario - Transitions**
    services.easterseals.org/family-information-resources/transition-planning/

17.  **Connect with your Mental Health Team**
    ddsb.ca/en/family-and-community-support/resources/Videos/Connect-with-your-Mental-Health-Team-video.mp4?wmode=transparent#DDSBWellBeing

# THE REPORT CARD-IEP CONNECTION

## A guide to making the link between the Report Card and the Individualized Education Plan (IEP)

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

## Understanding the IEP-Report Card Connection:

When term progress is reported for your child, both the IEP and report card contain valuable information.

The IEP outlines:

- Accommodations in place.
- Strategies being used to support achievement for your child.
- Ways in which your child's expectations will be assessed.
- May include modifications with annual goals and specific expectations per term for your child.

The Provincial Report Card shares the evaluation of your child's progress based on their IEP. Some students may also have an Alternative Report Card which provides evaluation based on the alternative expectations from the IEP.

## Understanding Accommodations:

Accommodations are strategies and tools that support the student's success.

| Language | ☐ NA |
|----------|------|
| Reading | |
| ☐ ESL/ELD ☐ IEP | |

The curriculum itself is not being changed or modified and so the IEP box on the Provincial Report Card is **not checked.**

Accommodations involve:

- Environment.
- Instruction methods that address learning styles and needs.
- Assessment methods to best assist the student in understanding the curriculum and sharing their learning.

Environmental Accommodation Examples:

- Alternative work space.
- Quiet setting.
- Reducing of audio/visual stimuli.

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**Assessment Accommodation Examples:**

- Reduction in number of tasks.

- Extended time limits.

- More frequent breaks.

- Oral responses.

- Inclusive technology-eg. Computer device to record ideas and answers.

**Instructional Accommodation Examples:**

- Graphic organizers.

- Non-verbal signals.

- Reinforcement incentives.

- Concrete/hands-on materials.

## Understanding Modifications:

On your child's Provincial Report Card, the IEP box **will be** checked if modifications are provided. Ontario curriculum can be modified for some students when needed.

| Language | ☐ NA | | | |
|---|---|---|---|---|
| Reading | | | | |
| ☐ ESL/ELD ☒ IEP | | | | |

This modification can be:

- Same grade level but a reduced number of expectations;
  - Focus is on building fundamental skills and knowledge at the same grade level.
- At a different grade level;
  - Focus is on fundamental skills from a previous grade level for knowledge building at the student's ability level.
- Students may have modifications in one or more subjects.

You will see:

- IEP box will be checked.
- Statement: *"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."*
- Provided for every subject that has been modified.

## Alternative Report Cards:

Some students have IEP goals and expectations that are not based on Ontario Curriculum. This could include specific goals to support:

- Communication skills and use of communication tools.
- Specialized skills related to hearing or vision needs.
- Fine or gross motor skills.
- Alternative curriculum from other resources outside of the Ontario curriculum.

# THE REPORT CARD<sup>282</sup>-IEP CONNECTION

A guide to making the link between the Report Card and the Individualized Education Plan (IEP)

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

*There are many paths to success. We strive to help every student meet their full potential, while fostering the highest level of independence, inclusion, integration and participation possible for each student within all course options.*

## Understanding Accommodations & Modifications at the Secondary level:

When a student enters high school, the accommodations vs modifications may have a greater impact on a student's pathway.

The Ministry of Education sets out curriculum expectations which must be met in order for a credit to be granted. If a student receives modifications in a course (e.g. decrease in number or complexity of expectations), the student may receive full (1.0) or partial (0.5) credit value.

Some students may also access non-credit or 'K courses' which are based on alternative curriculum that focuses on life skills and independence.

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When semester progress is reported for your child, both the IEP and report card contain valuable information.

The IEP outlines:

- Accommodations in place.
- Strategies used to support achievement for your child.
- Ways in which your child's expectations will be assessed.
- May include modifications with annual goals and specific expectations per course for your child.

The Provincial Report Card shares the evaluation of your child's progress based on their IEP.

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Accommodations involve:

- Environment.
- Instruction methods that address learning styles and needs.
- Assessment methods to best assist the student in understanding the curriculum and sharing their learning.

Environmental Accommodation Examples:

- Alternative work space.
- Quiet setting.
- Reducing of audio/visual stimuli.

Instructional Accommodation Examples:

- Graphic organizers.
- Non-verbal signals.
- Reinforcement incentives.
- Concrete/hands-on materials.

Assessment Accommodation Examples:.

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- Extended time limits.
- More frequent breaks.
- Oral responses.
- Inclusive technology-eg. Computer device to record ideas and answers.

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|---|---|---|---|---|
| Reading | | | | |
| □ ESL/ELD ☒ IEP | | | | |

Ontario curriculum can be modified for some students when needed.

This modification can be:

- Same grade level but a reduced number of expectations;
  - ◦ Focus is on building fundamental skills and knowledge at the same grade level.
- At a different grade level;
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- Students may have modifications in one or more subjects.

You will see:

- IEP box will be checked.
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- Provided for every course  that has been modified.

## Alternative Report Cards:

Some students have IEP goals and expectations that are not based on Ontario Curriculum. This could include specific goals to support:

- Communication skills and use of communication tools.
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- Alternative curriculum from other resources .

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# Special Education Glossary

**AAC -** Augmentative and Alternative Communication

**ABA** - Applied Behaviour Analysis

**Advocacy -** A collaborative process involving input and contributions from parent/guardians, students, school staff, and professional services that identifies appropriate instructional strategies and interventions to optimize the student's ability to achieve to their full potential.

**ART -** Autism Resource Team

**ASD** - Autism Spectrum Disorder

**ASIST -** Applied Suicide Intervention Skills Training

**AT -** Advanced Technology

**BMS -** Behaviour Management System

**BSP** - Behaviour Safety Plan

**Differentiated Instruction -** allows teachers to address specific skills and difficulties and adapt instruction to suit differing characteristics

**EA -** Educational Assistant

**ECE -** Early Childhood Educator

**FM System -** Frequency Modulation System

**IBI -** Intensive Behaviour Intervention

**IEP -** Individual Education Plan

**IPRC -** Identification, Placement and Review Committee

**PHIPA –** Personal Health Information Protection Act

**PowerTPM -** Special Education data base for tracking Special Education processes and completing forms

**PPM 140 -** Policy Program Memorandum, #140

**SEA -** Special Equipment Amount

**SERT -** Special Education Resource Teacher

**SIP -** Special Incidence Portion

**SMHO -** School Mental Health Ontario

**START -** Short Term Assistance Response Team

**The Tiered Approach -** is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

**Tier 1 -** Assessment and instruction are planned in relation to the curriculum for *all* students, applying principals of Universal Design and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty.

**Tier 2 -** On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning, behavioural or social challenges. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

**Tier 3 -** For students who require intensive support to achieve learning goals, even more precise and individualized assessment and instruction are planned, often with the help of the in-school team, the Family of Schools Special Education Team and/or other resources. Monitoring of the student's response to these interventions continues.

**Universal Design -** provides educators with broad principles for planning instruction and designing learning environments for a diverse group of students

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**MEMORANDUM**

**To:** Trustees                                    **Memo: No. 2023:26**

**From:** Camille Williams-Taylor, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Equitable Education

**Date:** May 24, 2023

**RE:** **Special Education Advisory Committee (SEAC) Parent/Caregiver Survey**

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The **SEAC Parent/Caregiver Survey will be available between May 30, 2023 and June 15, 2023** and will focus on communication and providing parents and caregivers opportunities for input into individualized programing for their child(ren). SEAC is seeking information on strengths and opportunities for improvement related to special education programs and services, specifically, communication with families.

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. As the intent is to use the survey information to support SEAC's function of providing advice and support to the DDSB, no identifying information (e.g., school, student name) is being collected. Resulting data will be trend data at the District level.

Historically in the DDSB, SEAC engaged a parent/caregiver survey bi-annually. The last survey was facilitated in 2017. The previous surveys were very extensive in the time requirement for completion, imposing barriers for parents/caregivers of students with special education strengths and needs completing the survey. SEAC worked with guidance from the DDSB Accountability and Assessment team to focus the intention of the survey and redesign to increase accessibility and access.

Information about and a link to the survey will be directly communicated to parents/guardians of students with IEPs (through IPRC) for the current school year and/or completed for the 2023-2024 school year. Information about the survey will also be shared through the DDSB website and social media accounts. The survey is available in Arabic, Dari, English, Farsi, Mandarin, Tamil and Urdu. The English version of the survey is appended to this memo for information.

Schools have been asked to encourage parents/caregivers/students (as applicable) to complete the survey. School based communication strategies include sharing through classroom teams, including information within school newsletters and resharing of district social media posts.

SEAC will have an opportunity to receive initial results during the June meeting of the committee. Further analysis and action planning from the survey data will be conducted through the fall.

# SEAC Parent/Guardian Survey
## Focus on Communication 2023

Dear Parent(s)/Guardian(s):

The Special Education Advisory Committee (SEAC) is a group of volunteers from a number of local parent associations. SEAC advises and makes recommendations to the Board of Trustees on special education programs and services for all exceptional students. The committee also provides information, advice and assistance to parents/guardians whose children have special learning needs.

The information that you share will be used to help the Special Education Advisory Committee's consultation with the Durham District School Board regarding special education programs and related services. The focus of our 2023 SEAC Survey is gathering feedback on team communication with you.  In this year's survey, we want to know more about what is going well in connection between you and your child's team and what areas, specific to communication, can be improved on.

Completing the survey is **voluntary** and **anonymous** – we will not know your name, your child's name or personal information.  Information will be used to inform SEAC and district planning.

Please complete a separate survey for each child who participates in an Inclusive Student Services (ISS) program/class and/or receives ISS supports.

If you would like support from a SEAC member, please go to the Durham District School Board website at <u>Inclusive Student Services</u> to find contact information.

    1. My child attends school in:

⭕ Ajax

⭕ Brock, Uxbridge or Scugog

⭕ Oshawa

⭕ Pickering

⭕ Whitby

2. My child is in the following grade:

○ Kindergarten, Grade 1, Grade 2 or Grade 3

○ Grade 4, Grade 5 or Grade 6

○ Grade 7 or Grade 8

○ Grade 9 or Grade 10

○ Grade 11 or Grade 12

# SEAC Parent/Guardian Survey
Focus on Communication 2023

<u>A support team may include:</u>

- Classroom Teacher(s)
- Early Childhood Educator (ECE)
- Educational Assistant (EA)
- Special Education Resource Teacher (SERT)
- Administrators (Principal, Vice-Principal)
- Inclusive Student Services professionals
    - Social Workers
    - Speech Language and Hearing
    - Psychological
    - Mental Health

3. Overall, how satisfied are you with the communication you have been receiving from your child's support team members?

○ Very satisfied

○ Somewhat satisfied

○ Somewhat dissatisfied

○ Very dissatisfied

○ Prefer not to answer

Comment:

4. What are 3 things that are **working well** in terms of communication?

1

2

3

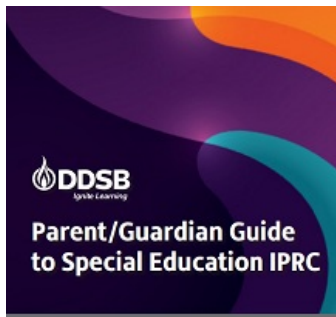5. What are 3 things that we can **improve** on in terms of communication?

1

2

3

## SEAC Parent/Guardian Survey
## Focus on Communication 2023

Inclusive Student Services (ISS)

6. How familiar are you with the DDSB's Parent/Guardian Guide to Special Education?
Guide to Special-Education-IPRC-Process.pdf

◯ Very familiar

◯ Somewhat familiar

◯ Slightly familiar

◯ Not at all



\* 7. Would you like to answer questions and provide feedback on the Identification, Placement and Review Committee (I.P.R.C.) meeting?

◯ Yes, please take me to the I.P.R.C. section

◯ No, not at this time

# SEAC Parent/Guardian Survey
## Focus on Communication 2023

Identification, Placement and Review Committee - I.P.R.C.

Answer the following questions about your most recent IPRC experience. An IPRC meeting is held annually to review your child's strengths, areas of programming needs, exceptionality(ies) and placement.

8. Did you receive enough notice about the meeting?

◯ Yes

◯ No; please tell us more.

[ ]

9. Did you have an opportunity to provide input before the meeting?

◯ Yes

◯ No

◯ N/A

Opportunity to comment on your answer:

[ ]

10. Did you receive a copy of any reports/assessments or materials that were discussed at the meeting?

○ Yes, I received **before** the meeting

○ Yes, I received **during** the meeting

○ Yes, I received **after** the meeting

○ No

○ N/A

11. In terms of your most recent I.P.R.C. meeting, please tell us about your experience on a scale of 1 to 5 (with 1 being Not at all and 5 being Completely):

| | 1 (Not at all) | 2 | 3 | 4 | 5 (Completely) |
|---|---|---|---|---|---|
| How comfortable did you feel participating in the discussion? | ○ | ○ | ○ | ○ | ○ |
| Comment: | | | | | |
| How receptive was the team to your views, opinions and ideas? | ○ | ○ | ○ | ○ | ○ |
| Comment: | | | | | |
| How productive was the discussion/meeting? | ○ | ○ | ○ | ○ | ○ |
| Comment: | | | | | |
| How satisfied were you with the outcome/decisions? | ○ | ○ | ○ | ○ | ○ |
| Comment: | | | | | |

# SEAC Parent/Guardian Survey
## Focus on Communication 2023

Information About My Child's Placement

12. My child is in a …

○ regular class with indirect support

○ regular class with resource assistance

○ regular class with withdrawal assistance

○ special education class with partial integration

○ special education class full time

○ unsure/don't know

○ perfer not to answer

Opportunity to comment on your child's learning environment:

13. Ministry of Education category of exceptionality/identification for which my child receives support:
Select all that apply

☐ Behaviour

☐ Autism

☐ Deaf and Hard-of-Hearing

☐ Language Impairment

☐ Speech Impairment

☐ Learning Disability

☐ Giftedness

☐ Mild Intellectual Disability

☐ Developmental Disability

☐ Physical Disability

☐ Blind and Low Vision

☐ Multiple Exceptionalities

# SEAC Parent/Guardian Survey
Focus on Communication 2023

14. Is there anything else you would like to share with us that wasn't covered in this survey?

The DDSB Special Education Advisory Committee is comprised of organizations supporting families in Durham Region.
SEAC members welcome connection with parents/caregivers, if you need help with advocacy, please reach out to us.

Please click on the **Done** button to submit your responses. You will be directed to further information about SEAC.

*We value your feedback. Thank you!*