# DURHAM DISTRICT SCHOOL BOARD

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**NOTICE OF MEETING**

**STANDING COMMITTEE
PUBLIC SESSION**

7:00 p.m.                    Monday, April 6, 2020                    Virtual

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| | |
|---|---|
| Chairperson: | Niki Lundquist |
| Vice-Chairperson: | Christine Thatcher |
| Liaison Superintendent: | Acting Director Norah Marsh |
| Recording Secretary: | Kim Cox |

**DATE:**              Monday, April 6, 2020

**TIME:**              7:00 p.m.

**LOCATION:**          Virtual

**ATTACHMENTS:**       Agenda

Copies to:
All Trustees Director
of Education All
Superintendents

**STANDING COMMITTEE MEETING**
**OF THE**
**DURHAM DISTRICT SCHOOL BOARD**
**Monday, April 6, 2020 – 7:00 p.m.**

<div align="right">

**PAGE**      **TIME**

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**1.** **Call to Order**

**2.** **Declaration of Interest**

**3.** **Motion to Approve Agenda**

**4.** **Community Presentations**

**5.** **DDSB Presentations**

**6.** **Recommended Actions**

**7.** **Information Items**

**PAGE**     **TIME**

7. **Information Items (Continued)**

8. **Committee Reports**

9. **Correspondence**

10. **Other Business**

11. **Adjournment**

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**
**Thursday, January 23, 2020 6:30 P.M.**


A meeting of the Special Education Advisory Committee was held this date in the Education Centre, 400 Taunton Road East, Whitby.

ROLL CALL:

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


| Trustees: | Donna Edwards | Christine Thatcher |
|-----------|---------------|--------------------|

| Staff: | Superintendent Andrea McAuley |
|--------|-------------------------------|
|        | Special Education Officer Kyla McKee |


Recording Secretary: Diane Kent


1. **Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:30 p.m.


2. **Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guest: Kelly Kennedy, new SEAC Alternate for Ontario Association for Families of Children with Communication Disorders (OAFCCD) who was in the gallery.

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

**3. Regrets:**

Regrets:

- Russ Davidson, Secondary Representative
- Donna Edwards, Trustee
- Carolyn McLennon, Member At Large
- Michelle Monk, Secondary Representative
- Imran Syed, Elementary Representative

**4. Approval of Agenda:**

That the agenda for January 23, 2020 be approved.

MOVED BY:  Claudine Burrell              SECONDED BY:  Tara Culley

CARRIED

**5. Approval of the Minutes from December 19, 2019:**

That the minutes from December 19, 2019 be approved.

MOVED BY: Elizabeth Daniel              SECONDED BY: Rowin Jarvis

CARRIED

**6. Inclusive Student Services Report – January 2020:**

**Inclusive Student Services**

Students continue to receive a robust range of services and supports in Durham.  We are pleased to highlight many current initiatives with SEAC this month.
Thank you for your continued partnership.  Your feedback, such as that provided to support the work of the DDSB Dress Code Committee, is very important in helping shape the experiences of students and families.

*arrauley*

Andrea - on behalf of the Inclusive Student Services Team

minjan20
ek:dk

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**6.** **Inclusive Student Services Report – January 2020: (cont'd)**



**Transitions from Elementary to Secondary for Students with Special Education Needs (Gr8 to Gr9)**

Inclusive Student Services, Student Success and Innovation have collaborated on an online information session for students and families. The link will be available on the DDSB website and through social media to help ensure that families across the region can access this information 'on demand' for flexibility of timing and opportunity for repeated access.

An online presentation is now available to provide information to families and community partners supporting transitions of students with special education strengths & needs from Gr8 to Gr9 for September 2020. Available digitally, the information is accessible in an 'on demand' format to meet the time and location preferences of those accessing. Individual sessions continue to be facilitated at each secondary school.

The information can be found through YouTube on the Inclusive Student Services channel or by QR Code:



Link: https://youtu.be/oQJLYUHpxRA  or QR Code:

**Durham Children and Youth Planning Network (DCYPN)**

A community event was held by the DCYPN on January 15th with focus on changes impacting children and youth across Durham (education, health, community services). Superintendent McAuley, co-presented with Superintendent Janine Bowyer (DCDSB) on transformational changes in the education sector as part of a multi discipline panel. The presentation focused on fundamental shifts related to technology and ABA strategies.

The Durham Children and Youth Planning Network (DCYPN) has a collaborative webpage that includes a newly launched data tool for health & wellness indicators for the Region of Durham. The Inclusive Students Services leadership team looks forward to highlighting and using this tool within our work to help inform services and supports for children and youth.

www.dcypn.ca

minjan20
ek:dk

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**6.** **Inclusive Student Services Report – January 2020: (cont'd)**

**Psychological Services - Gifted Program Screening**

Gifted Program Screening: Psychological Services is currently engaged in 102 assessments for consideration of identification as exceptional learners Intellectual Giftedness and for potential program access as well. These assessments are used to help inform programming for individual students in their learning.

**Social Work and Attendance Services**

The Social Work service members have been quite active since the return to school after the winter break, as students transition back to their school-based routines. For the next few months, the team will be focusing efforts on data collection and streamlining assessment and documentation processes to better service students.

Recently, two members of the Social Work team, along with a colleague from the Psychological Services team attended a two-day training on Strengths Based Resilience. This is a group-based initiative where participants learn the skills and strategies that enable students to build their resilience and respond more effectively to adversity. The training and the intervention originate from the University of Toronto. DDSB is a pilot site for this intervention, sponsored by School Mental Health Ontario.

*Carolyn Ussher, MSW, RSW*

**Mental Health Workers in Secondary Schools**

Working in collaboration, Mental Health and Inclusive Student Services have recently submitted an update report to the Ministry on this pilot project. Tentative plans have been made based on the announcements that this funding be made permanent and we await that communication from the Ministry.

**Educational Assistant Professional Development**

On Friday, January 17 Educational Assistants currently supporting in the elementary panel engaged in a full day of learning with a focus on inclusion and safety (prevention, teaching and reinforcement). Many sessions are now available in an online format with ongoing opportunities to connect with clinicians to support implementation of strategies for individual students.

Many new online courses also launched officially on this date.

**Community Engagement**

Equity and Inclusive Student Services are pleased to partner with the Mississaugas of Scugog Island First Nation for a collaborative conversation with families about special education supports on January 28th.

6. **<u>Inclusive Student Services Report – January 2020:</u> (cont'd)**

**School Shout Out**

Bolton C Falby PS hosted a Special Olympics Ontario event on January 10th providing a valuable opportunity for the athletes and event volunteers. Thank you to the team at the school.

**Highlight of Elementary EA PD Offered on January 17th:**

| Upcoming Learning Opportunities | Date |
|---|---|
| Behaviour Management System (BMS) Basic Training | January 17, 2020 |
| Behaviour Management Systems Refresher | January 17, 2020 |
| BMS Online Refresher | January 17, 2020 |
| CPR-C/AED Certification | January 17, 2020 |
| EA Chromebook Device Program Support | January 17, 2020 |
| Every Day Back Care for Every Body | January 17, 2020 |
| Everything You Ever Wanted to Know about Visual Supports & Boardmaker | January 17, 2020 |
| Positive Reinforcement:  Refining and Individualizing an Incentive System for your Student | January 17, 2020 |
| Proactive Strategies for Dealing with Aggressive Behaviour | January 17, 2020 |
| Special Education in the DDSB – Theory and Action | January 17, 2020 |
| Structured Teaching Basics | January 17, 2020 |
| The Essentials of Verbal De-Escalation | January 17, 2020 |
| Introduction to Core Vocabulary Theory | January 17, 2020 |
| Practical Learning Program Connect – 4-part series | February 18, 2020 |

**7.** **Presentation:**

Grade 8 to Grade 9 Transition Support On-Line Information for Families and Community Partners

Special Education Officer Kyla McKee provided committee members with a PowerPoint presentation highlighting the online presentation that is now available to provide information to families and community partners supporting transitions of students with special education strengths & needs from Gr8 to Gr9 for September 2020. The presentation "Choosing My Success! Focusing our Direction for Intentional Transition Planning to Secondary School for Grade 8 Students, Parents and Guardians will be available on the DDSB website and through social media. Kyla also answered questions from SEAC members.

**8 a).** **Business Arising from the Minutes:**

The election of the SEAC Vice-Chair was deferred to the February SEAC meeting.

**8 b).** **Scheduled Discussion Period:**

The open discussion period was used to discuss the following topic:

- Use of New On-Line Transition Information within SEAC associations

Committee members participated in an open discussion and shared the following reflections:
- The on-line video can be posted on associations website and Facebook pages
- The video is broadcasting for an audience of 71,000 – need to take that scope
- SEAC is hearing from families in different ways; video can be played on-demand
- The on-line transition information should be incorporated into the SEAC Advocacy Night
- Suggestion to create a similar on-line version for the DDSB Special Education Parent Guardian Guide

**9.** **Reports:**

**Administration:**

**Superintendent Andrea McAuley**

Professional Development (PA Day – January 17, 2020)

The elementary PA Day that took place on Friday, January 17, 2020 supported professional development for elementary Educational Assistants (EAs). Over 600 EAs were in attendance. Credit to our professional staff for presenting many of the workshops. Three on-line D2L modules were also launched. Many thanks to Special Education Officer Kyla McKee and Supervisor of Secretarial Services Carolyn Savage for organizing the day.

**9.** **Reports: (cont'd)**

**Superintendent Andrea McAuley (cont'd)**

Carving Your Own Path Considerations for Post-Secondary for Students with Learning Disabilities

The Learning Disabilities Association of Durham Region in partnership with Durham CDSB and the Durham DSB hosted a parent/guardian/student information night on Wednesday, January 22, 2020 at Notre Dame Catholic SS in Ajax. The keynote speaker was Marie McCarron from the Queen's University's Regional Assessment and Resource Centre (RARC). Over 70 people attended the event. The Inclusive Student Services Department will be bringing Marie back to present to the Guidance and Special Education Department Heads.

Durham's Children's & Youth Planning Network (DCYPN)

The Durham's Children's & Youth Planning Network (DCYPN) hosted a winter community event on Wednesday, January 15, 2020 at the Children's Aid Society in Oshawa. Community partners came together to share opportunities in supporting children, youth and families throughout Durham Region. Superintendent Janine Bowyer from the Durham CDSB and Superintendent Andrea McAuley provided a PowerPoint presentation that highlighted the; Ontario Human Rights (OHRC): Accessible Education for Students with Disabilities; Services Animals in Schools -PPM 163; Innovative Education and the Ontario Autism Program (OAP).

School Based Rehabilitation Services (SBRS) - Durham

Grandview Kids has started to deliver School Based Rehabilitation Services (SBRS) to students in some of the schools for the past two weeks. Grandview Kids has done an excellent job in providing communication with school boards and community partners.

2019 Director's Annual Report

The 2019 Director's Annual Report was presented at the Board meeting on Monday, January 20, 2020. The report provides an overview of the projects and initiatives implemented to support the goals of both the Multi-Year Strategic Plan, Ignite Learning and the Annual Operating Goals and Implementation Plan. Inclusive Student Services is incorporated into all 6 DDSB Multi-Year Strategic Priorities and the link to the on-line public document will be shared with SEAC.

Small Class Planning 2020-2021

Planning of special education small class projections for the 2020-21 school year are already under way to ensure transition plans are in place for students in May and June of this year.

**9.** **Reports: (cont'd)**

**Board:**

Trustee Christine Thatcher informed SEAC members that the Board of Trustees received a presentation on the 2019 Director's Annual Report at the Board meeting that was held on Monday, January 20, 2020.  The Board of Trustees also received presentations on the C.E. Broughton PS Modified Program and Dealing with a Traumatic Event Resource at the Standing Committee Meeting that was held on Monday, January 6, 2020.

**10.** **Association Reports:**

Durham Down Syndrome Association (DDSA)

The DDSA Family Swim Day will be held on Sunday, February 9, 2020 at the South Oshawa Community Recreation Centre from 3:30 p.m. to 4:30 p.m. followed by a Pizza Party.

World Down Syndrome Day Celebration will be held on Sunday, March 22, 2020 from 2:00 to 4:00 p.m. at the Abilities Centre in Whitby.

Easter Seals Ontario

Easter Seals Ontario summer camp registrations are now available on-line for the 2020 season. There is an Individual Camp or a Family Camp option. Financial assistance is also available for families.

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a presentation on "Is French Immersion "Suitable" for Students with Learning Disabilities" on January 30, 2020 from 7:00 to 8:30 p.m. at the Whitby Public Library.

VOICE for Deaf and Hard of Hearing Children

Gift of Hearing Fund - VOICE has set up a fund to give back to their members who require financial assistance in order to obtain an upgrade for their child's hearing technology. This technology includes hearing aids, cochlear implants, and other primary hearing related devices that the child wears.

The Louise Crawford Scholarship - This scholarship is for VOICE members who are entering an accredited College or University in the Fall of 2020.

Dress Loud Day - Supporting those with hearing loss by incorporating Dress Loud Day at schools or organizations. On any day during the month of May (Speech and Hearing Awareness Month) students/staff dress in their most silly, wild, and loud outfits. Participants are encouraged to bring a $1.00 - $2.00 donation that will go directly towards supporting deaf or hard of hearing children.

**10.** **Association Reports: (cont'd)**

VOICE Summer Camp will be held from August 7 – 9, 2020 at the Bark Lake Leadership and Conference Centre in Irondale, Ontario.

**11.** **Correspondence/Attachments:**

- Letter from Ministry of Education
- Letter from Windsor-Essex CDSB

**12.** **Questions and Comments:**

There were no questions or comments at this time.

**13.** **Celebrations and Success:**

Superintendent Andrea McAuley shared with SEAC the signature tracers that were created by Jack Miner PS 3D Printing club for students who are blind or have low vision. This is a wonderful example of students supporting students across schools that have never met each other.

Kathy Kedey mentioned to committee members that her daughter enjoys the American Girl Doll collection. The American Girl's 2020 girl of this year is Joss Kendrick, the 1st doll with hearing loss and wears a hearing aid. Kathy picked up the doll for her daughter, as this was something her daughter could relate to with her own identity.

Craig Cameron shared that his son successfully signed up for his Grade 9 courses for secondary school. His son is happy and is looking forward to high school in the fall.

Tara Culley shared that her son Adam is so proud now that he has a few facial hairs.

**14.** **Next S.E.A.C. meeting – February 20, 2020 in Room 2020.**

**15.** **Adjournment:**

That the meeting does now adjourn at 7:48 p.m.

MOVED BY: Tara Culley                    SECONDED BY:  Trustee Christine Thatcher

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

| ACTION PLAN | | |
|---|---|---|
| ACTIVITY | RESPONSIBILITY | COMPLETION |
| Defer election of SEAC Vice-Chair to February meeting. | Administrative Assistant<br>Diane Kent | February 20, 2020 |

WINDSOR-ESSEX CATHOLIC
DISTRICT SCHOOL BOARD

Student Achievement K-12

1325 California Avenue
Windsor, ON  N9B 3Y6
CHAIRPERSON:  Fulvio Valentinis
DIRECTOR OF EDUCATION:  Terry Lyons
Telephone:  (519) 253-2481   FAX: (519)253-0620

December 11, 2019


Honorable Stephen Lecce
Minister of Education
5th Flr, 438 University Ave
Toronto, ON
M7A 1N3


Dear Minister Lecce:

On behalf of the Windsor-Essex Catholic District School Board's Special Education Advisory Committee we are writing in agreement with concerns expressed in letters from the SEACs of both the Durham District School Board, dated June 3, 2019, and the Greater Essex County District School Board, dated July 5, 2019. Specifically we urge you to reconsider the announced increase to the average class size and the mandatory online courses.  We echo the concern for the potential negative outcomes discussed in these letters such as decreased opportunity to make connections with caring adults and reduced availability of courses.

Increases to average class sizes will decrease the availability of compulsory courses and electives that many of our students require to develop the practical skills that provide them with a sense of purpose and vocation later in life. An increase in average class size will only exacerbate the issue in smaller schools that are already challenged with decreased course selection. Also, it is estimated that 10% to 20% of Canadian youth are affected by mental illness or disorders (CMHA, 2019). As such, we are extremely concerned with the decrease in educators, decreasing the number of "caring adults" available to make connections with students, that an increase in class size would create.
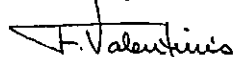
In addition, the introduction of mandatory online courses is not a realistic expectation for many students with identified learning exceptionalities. Many individuals with learning disabilities, developmental disabilities and other learning differences require additional support from their educators. The online format is simply not suitable for everyone. Making it compulsory does not recognize the individual needs of students.

*"Learning together in faith and service"*

It is our sincere hope that the Ministry of Education take the needs of our most vulnerable, complex and at-risk students into consideration and review and implement the suggestions outlined by the SEAC of the Durham District School Board, specifically:

1. Provide e-learning opportunities to students across the Province as an option, but not make it mandatory for all students.
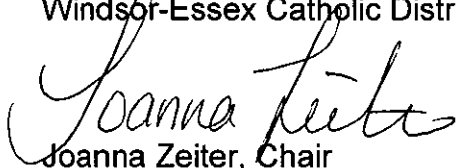2. Encourage professional learning for staff, and e-learning exposure for students in Learning Strategies courses to allow for specific opportunities to explore the D2L platform and gain direct experiences with digital learning with the support of their special education teachers. This will allow students to self-assess their confidence and suitability to this learning delivery method.
3. Allow students all access to all pathways (community living, workplace, college, university) on line, should they wish, including during alternative school times, to encourage students to explore other opportunities (e.g. summer courses).
4. Slow down changes to class size and establish clear guidelines to measure and monitor the impact on students, particularly those with special needs.
5. Provide further transparency about students' pathways and monitor how changes are impacting pathways, including students earning a Certificate of Achievement and Certificate of Accomplishment.

Thank you in advance for your consideration.

Sincerely,

Fulvio Valentinis
Chairperson
Windsor-Essex Catholic District School Board

Joanna Zeiter, Chair
Special Education Advisory Committee Chair
Windsor-Essex Catholic District School Board


cc:    Terry Lyons, Director of Education WECDSB
       MPP Windsor and Essex County
       WECDSB Board Trustees
       WECDSB SEAC Members
       Provincial DSB SEAC Chairs

Special Education /
Success for All Branch
12th Floor,
315 Front Street West
Toronto ON  M7A 0B8

Direction de l'éducation de l'enfance en
difficulté et de la réussite  pour tous
12e étage,
315, rue Front Ouest
Toronto ON  M7A 0B8

**Ontario** 🏵

January 16, 2020

RECEIVED  JAN 2 1 2020

Eva Kyriakides
Chair, SEAC
Durham District School Board
400 Taunton Road East
Whitby, ON L1R 2K6

Dear Ms. Kyriakides,

Thank you for your letter of December 20, 2019, about the Minister's Advisory Council
on Special Education (MACSE). I am pleased to respond on behalf of the Minister of
Education.

MACSE has an important role in providing advice that informs the government's work in
support of students with special education needs. MACSE's meetings in June 2018,
October 2018, and February 2019, were cancelled due to the provincial election,
transition period, and government-wide review of operations. However, two meetings of
the Council have been held in the last six months (June 11-12 and November 26-27) and
the Minister attended on November 26. The next meeting is scheduled to be held on
February 19-20, 2020.

In November 2019, the Minister appointed four members, including two new members
and the re-appointment of two others to a second term. A call for applications will be
issued to fill remaining vacancies as well as the five seats that will become vacant with
the retirement of incumbents on January 20, 2020. Applications to serve on MACSE
must be submitted through the on-line application process administered by the Public
Appointments Secretariat (https://www.ontario.ca/page/public-appointments).

The Ministry of Education is in the process of updating its website, including the section
related to MACSE. The membership section has been updated to reflect recent
appointments and annual reports will be posted in due course.

Thank you for your letter and I hope you found this information helpful.

Sincerely,

Claudine Munroe
Director
Special Education / Success for All Branch

**REPORT TO:**    Durham District School Board          **DATE:** April 6, 2020

**SUBJECT:**    **Policy: Use of Service Animals in Schools**          **PAGE NO.**  1 of 3

**ORIGIN:**    Norah Marsh, Acting Director of Education
Andrea McAuley, Superintendent of Education

1.    **Purpose**

   A draft policy for Use of Service Animals in Schools is presented to Trustees for consideration.

2.    **Ignite Learning Strategic Priority/Operational Goals**

   Equity:  Collaborating on services and supports to meet the needs of children and youth inclusive of those with accommodations which may include use of a service animal.

3.    **Background**
   3.1  **PPM 163 School Board Policies on Service Animals**

   In September 2019, the Ministry of Education released PPM 163 School Board Policies on Service Animals. The PPM sets out expectations that all boards in Ontario:

   - Allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
   - Make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
   - Put into place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school;
   - Development of a process for data collection.

   PPM 163

   3.2  **Definition of a "Service Animal"**

   PPM 163 (Appendix A) includes the following definition of a service animal: "an animal that provides support relating to a student's disability to assist that student in meaningfully accessing education".

   The PPM further states that, "Due consideration should be given to any documentation on how the service animal assists with the student's learning need, and disability-related needs (documentation from the student's medical professionals")."

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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It is to be noted that service animals are distinct from two other categories of animals for whom permission is often sought to accompany student(s) at school:

| Service Animal incl. Guide Dog | Support Animal | Visiting Animal |
| --- | --- | --- |
| Use of a service animal or guide dog requires that both the animal and the student handler must be certified as having been successfully trained by an accredited training facility. | Use of an animal for emotional support. Important to note that these are animals who are not trained to provide specific supports. | An animal from a service or community group providing support to a group of students, or individual students, to foster inclusion but not as accommodation requirement. e.g., St. John's Ambulance Therapy Dogs |

It is important to note, for consideration of any animal (service, support or visiting) at school, due diligence and process related to considerations of potential competing rights, benefit to student/s and risk to others as well as animal health (proof of vaccination and, potentially, related training) is required.

3.3 **Background: DDSB Policies and Procedures for Service Animals**

The Durham DSB has had a procedure in place for Use of Service Animals since November 2010. This procedure was updated in December 2019 to ensure compliance with PPM 163. At that time, information and consult was sought with SEAC. The procedure, which now includes some further updating to ensure alignment with the proposed policy, is attached (Appendix C).

Our schools have been incredible partners in supporting the use of service animals where appropriate as an accommodation for a student.

As the use of animals has increased in the community and in requests to schools, it is essential, concurrent to requirement, to ensure that we have a procedure which is consistently applied as well as the delineation of service, support and visiting animals.

Currently, the DDSB does not have a policy in place in regards to Service Animals. A proposed policy can be found attached (Appendix B: Use of Service Animals in Schools).

Once finalized, information will be shared on the DDSB website for ease of access.

4. <u>**Analysis**</u>

This proposed policy for Use of Service Animals in Schools has been created to align with PPM 163 and is in alignment with recent, related procedural updates. It is based on legal recommendations to CODE drafted by Miller Thompson.

Consultation also included:
- DDSB Accessibility Committee
- Student Senate through the Student Trustees

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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**5.** **Recommendation**

It is recommended that the Board of Trustees bring forward a motion for the adoption of a policy for "Use of Service Animals in Schools" in the form attached to this report as Appendix B.

**6.** **Appendices**

Appendix A:      PPM 163 School Board Policies on Service Animals
Appendix B:      Proposed Policy: Use of Service Animals in Schools
Appendix C:      Procedure: Use of Service Animals in Schools

Report reviewed and submitted by:

_____

Norah Marsh, Acting Director of Education

_____

Andrea McAuley, Superintendent of Education

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪
CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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# Ontario ⬢

**Ministry of Education**

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**Date of Issue:**  September 9, 2019

**Effective:**  Until revoked or modified

**Subject:**  **School Board Policies on Service Animals**

**Application:**  Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Executive Director, Provincial and Demonstration Schools
Principals of Elementary Schools
Principals of Secondary Schools

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## Purpose

All school boards[1] in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools.[2] The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

School boards are expected to:

- allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's duty to accommodate students with disabilities under the Ontario Human Rights Code;
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

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1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities. This memorandum also applies to Provincial and Demonstration Schools.

2. This policy is established under the authority of paragraph 29.5 of subsection 8(1) of the Education Act and school boards are required to develop their policies on service animals in schools in accordance with this policy.

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

## Context

The Ministry of Education is committed to supporting school boards in providing appropriate accommodations to all students with demonstrable learning needs, including special education programs and services in Ontario's schools.

The term "service animal" refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the "AODA") sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons' Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of "disability" in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018) states that: "Depending on a student's individual needs and the nature of the education service being provided, accommodations may include . . . modifying 'no pets' policies to allow guide dogs and other service animals."[3]

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the Ontario Human Rights Code.

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3. *Policy on Accessible Education for Students with Disabilities* (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.

## Definition of "Service Animal"

In the context of this memorandum, "service animal" means an animal that provides support relating to a student's disability to assist that student in meaningfully accessing education. Due consideration should be given to any documentation on how the service animal assists with the student's learning needs, and disability-related needs (e.g., documentation from the student's medical professionals).

School boards must make a determination, on a case-by-case basis, as to whether a service animal may accompany a student taking into account all the circumstances, including the needs of the student and the school community and a school board's obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

## Components of School Board Policies on Service Animals

When developing their policy on student use of service animals, school boards must respect their obligations under the Ontario Human Rights Code, the AODA, the Blind Persons' Rights Act, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

**Communication Plan.** The school board policy should say how the school board will inform the school community about the process by which parents[4] can apply to have their child's service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

**Process.** The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable, and readily available, and decisions must be based on a student's individual strengths and needs.

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4. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
  — a primary point of contact;
  — supporting materials for initiating requests (e.g., templates);
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
  — a meeting or meetings for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal;
  — a list of documentation that a parent must provide;
  — a list identifying who must be consulted in making the determination;
- information about the factors the board will consider when making a case-by-case determination, including:
  — any documentation on how the service animal supports the student's learning needs and/or disability-related needs, including documentation from the student's medical professionals;
  — the disability-related needs and learning needs of the student;
  — other accommodations available;
  — the rights of other students and the needs of the school community;
  — any training or certification of the service animal;
  — any special considerations that may arise if the animal is a species other than a dog;
- consideration of privacy rights of the student seeking to bring a service animal to school;
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student's Individual Education Plan (IEP), if one exists;
- *if the school board approves a request for a service animal*: a process for developing a plan that addresses:
  — the ongoing documentation required for the animal (e.g., annual vaccination records);
  — the type of support the service animal will provide to the student;
  — who will be the handler of the service animal while at the school;

— a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal);

— how the animal will be readily identifiable;

— transportation of the animal to and from school;

— timeline for implementation;

- *if the school board approves a request for a service animal*: strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, educators, school staff, volunteers, Special Education Advisory Committees) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered;

- *if the school board denies a request for a service animal*: a statement that the school board will provide a written response to the family that made the request in a timely manner.

**Health, Safety, and Other Concerns.** The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and from parents of other students, including health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and/or other supports which may include training for staff and students.

**Roles and Responsibilities.** The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

**Training.** The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

**Review of School Board Service Animal Policies and Data Collection.** The school board policy should be reviewed by the board on a regular basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;

- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

## Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

## School Board Reporting

School boards are required to report to the Ministry of Education, upon request, regarding their activities to achieve the expectations outlined in this memorandum. This could include specific data collected.

# POLICY

**STUDENTS**

## Use of Service Animals in Schools

### 1.0    Objective

To ensure consideration and use of service animals in schools is aligned with the expectations of the Ontario Human Rights Code (OHRC), Accessibility for Ontarians with Disabilities Act (AODA) and Ministry of Education PPM 163.

### 2.0    Definitions

*Accommodation* means adjusting services, programs and practices to remove barriers and better respond to or address individual Human Rights Code related needs. The District has a has a legal duty to accommodate students' Human Rights Code related needs. This means providing accommodation that:
- most respects the dignity and individual needs of the student
- maximizes the student's integration, participation and independence.

*Guide Dog* means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

*Service Animal* for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

*Service Dog* means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

### 3.0    Responsibilities

3.1    **Trustees**:  The Trustees are responsible for the strategic direction of the board and ensuring that policies are regularly updated to support the multi-year strategic plan.  They are also responsible for ensuring the compliance of policies by the system through the annual review by the Director of Education (and designates).  The Trustees set expectation that the District have policy guiding the use of service animals in schools as a foundation of compliance with PPM 163.

3.2    **Director of Education**:  The operations of the District are the responsibility of the Director of Education (and designates) and include implementing measures to ensure compliance with this policy by all staff and in the provision of professional learning and training for staff to support implementation.  The Director shall ensure that the District's procedure on the Use of Service Animals in Schools is compliant with PPM 163 and aligned with this related policy.

## 4.0 Policy

4.1     The Durham District School Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success.  It is the policy of the Durham District School Board (DDSB), in accordance with its obligations pursuant to the Ontario *Human Rights Code,* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.

4.2     In circumstances where a parent/guardian or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the DDSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

4.3     Staff accommodation requests for use of a Service Animal shall follow same process of thorough considerations.

4.4     Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.

4.5     The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

4.6     A Durham District School Board procedure will be in place to ensure the requirements of Ministry PPM 163 School Board Policies on Service Animals, based on the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act, are addressed: Communication Plan (e.g., process of application, informing school community of presence of any service animals at the school), Process for Requests, Health Safety and Other Concerns, Roles and Responsibilities, Training and Review of School Board Service Animal processes and related data collection (requests, decisions and types of support).

## 5.0 References

5.1     **Policies**
        Consultative Process
        Policy Formation and Review

5.2     **Procedures**
        Use of Service Animals in Schools
5.3     **Other Documents**
        Ontario Human Rights Code
        Accessibility for Ontarians with Disabilities Act
        Ministry of Education PPM 163 Use of Service Animals in Schools

**Appendix:**  None
**Effective Date:**  Proposed Date:  2020/03/23

# PROCEDURE

## Revision: Use of Service Animals in Schools

### 1.0     PURPOSE

1.1     The DDSB is committed to providing learning environments, services and workplaces that are respectful, safe, inclusive, equitable and accessible. This procedure must be applied in a manner that is consistent with this commitment and the DDSB's legal obligations to provide learning environments, services and workplaces that are free from discrimination and harassment under the *Ontario Human Rights Code*.

This means:
- considering a student's Human Rights Code related needs on an individual basis and providing accommodation when required to the point of undue hardship
- no student is treated differently because of biases, assumptions or stereotypes associated with a Human Rights Code-related characteristic(s) or combination of characteristics (e.g., ancestry, race, disability, gender identity/expression, sexual orientation, etc.).

This applies to decisions made in reviewing requests for service animals, throughout the accommodation process, consultations and decision making, and in the implementation, communications and reviews of the use of a service animal in schools.

When making the decision, the DDSB will consider:
- documentation on how the service animal supports the student's learning needs and/or disability related needs, including documentation from the student's medical professionals
- the student's disability related needs and learning needs
- other accommodations available that meet the student's learning and disability related needs
- the rights and needs of other students, staff and others in the school community
- any training or certification of the service animal
- any special considerations that may arise if the animal is a species other than a dog

In circumstances where a parent/guardian or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the District considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

This administrative procedure identifies the individualized process to be followed when a parent/guardian or adult student requests a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event to accommodate the student's learning needs and/or disability related needs.

Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.  Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Durham District School Board requires each school to have a process for visitors.

Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the DDSB.  A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

When an adult student or parent/guardian seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog and the Student Handler must be certified as having been successfully trained by an accredited training facility. Where the student will not be acting as the primary trained handler, the DDSB consider the request, short of undue hardship.

Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code,* will the DDSB consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

## 2.0      BACKGROUND

2.1      Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).

2.2      In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the use of a Guide Dog will respect the student's dignity, provide the student with greater independence, and maximize opportunities for participation and integration.

2.3      The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.

     (a)      Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.

     (b)      The District, in collaboration with the requester, will make decision based on considerations for how the service animal supports the student's learning needs and/or disability related needs, including documentation from the student's medical professionals, the disability related needs and learning needs of the student, other accommodations available, the rights of others and needs of the school community, any training or certification of the service animal, and any special considerations that may arise if the animal is a species other than a dog.

         (i)      Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

2.4      The DDSB does not generally permit training of potential guide dogs and service dogs in the school setting or during school activities.

## 3.0      DEFINITIONS

     3.1      Section 10(2) of the *Ontario Human Rights Code*, RSO 1990, c H.19 (the "*Code*") and section 2 of the *Accessibility for Ontarians with Disabilities Act, 2005*, SO 2005 c 11 (the "*AODA*") provide a broad definition of the term "disability:"

         *(a)*      *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, <u>or physical reliance on a guide dog or other animal</u> or on a wheelchair or other remedial appliance or device,*

(b)      a condition of mental impairment or a developmental disability,

(c)      a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

(d)      a mental disorder, or

(e)      an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")[…]

[emphasis added]

*Accommodation* means adjusting services, programs and practices to remove barriers and better respond to or address individual Human Rights Code related needs. The DDSB has a
has a legal **duty to accommodate** students' Human Rights Code related needs. This means providing accommodation that:

- most respects the dignity and individual needs of the student
- maximizes the student's integration, participation and independence.

The accommodation process is a shared responsibility and the DDSB will cooperatively engage with the student/parent to consider accommodation options and solutions. The DDSB must make every effort to accommodate Human Rights Code related needs, to the point of undue hardship. **Undue hardship** is the legal test of how far the DDSB must go to accommodate. The only factors that can be considered are costs, outside source of funding, and health and safety requirements (where health and safety risks cannot be mitigated or reduced). Undue hardship is a very high legal standard that requires real, direct and objective evidence.

Where it's not possible to implement the most appropriate accommodation immediately or when further consultation is required, interim or next best solutions must be considered.

The authority to decide that an accommodation cannot be provided because of undue hardship rests with the principal. The principal will contact their Superintendent and the Superintendent of Inclusive Student Services, who will consult with the DDSB's General Legal Counsel and Human Rights and Equity Advisor as needed to make this decision.

For the purpose of this procedure the following definitions also apply:

*Accredited training organization* is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation ("IGDF"): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or

- Assistance Dogs International ("ADI"): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;

  or
- A Guide Dog or Service Dog trainer that attests to compliance with the <u>Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs</u> standard for training (MSAR).

*Adult student* shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent/guardian

*Guide Dog* means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

*Handler* refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

*Parent/Guardian* shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act;*

*Service Dog* means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

*Service Animal* for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

## 4.0    ROLES AND RESPONSIBILITIES

### 4.1 Principals

School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.

a)      School principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/guardian/adult student to submit a completed accommodation request form, included in **Appendix A** of the Procedure.

b)      Before admitting a Service Animal, the school principal shall require the parent/guardian/adult student to submit a completed accommodation request form , included in **Appendix B** of the Procedure.

c)      On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.

d)      The school principal will ensure an accommodation plan that addresses the competing rights of others;

The school principal shall be responsible for communication with the parent/guardian/adult student with respect to the accommodation process, any additional information required, the decision, and where approved the implementation and management of the accommodation.

Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent/guardian is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.

Inquiries may need to be made regarding potential competing human rights and transportation arrangements.

### 4.2 Parents/Guardians/Adult Students

Parents/Guardians or Adult Students will provide all necessary documentation to support the accommodation process.  The parent/guardian or adult student shall be responsible for:

(a)       submission of **Appendix A (Guide Dog/Service Dog) or Appendix B (Service Animal)**;

(b)       all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;

(c)       obtaining, training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner;

(d)       providing confirmation of municipal license for the dog (to be updated annually),

(e)       providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety within a school setting;

(f)       medical information from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog / Service Dog to meet the student's disability related needs;

(g)       a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will support the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;

(h)       a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);

(i)       general liability insurance providing coverage in an amount specified by the Board[1] in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)[2].

### 4.3 Students

Students will be expected to act as the Guide Dog / Service Dog's primary Handler.

The student Handler must:

(a)       demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;

(b)       ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.

(c)       ensure that the Guide Dog / Service Dog's biological needs are addressed;

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[1]    Note usually $2 million in general liability insurance coverage is requested.  This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

[2]    Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

(d)	transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;

### 4.4 Guide Dog / Service Dog

The Guide Dog / Service Dog:

(a)	shall be a highly trained and certified by Accredited Training Organization;

   (i)	will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;

(b)	must be groomed and clean;

(c)	must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;

(d)	must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;

   (i)	such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;

   (ii)	any such behaviour, or similar, may require a review of the accommodation and the potential need to look at alternative options that meet the student's needs

(e)	must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;

## 5.0	CONSIDERATIONS INCLUDING EMPLOYEE ACCOMMODATION

5.1	The District is required to accommodate people with disabilities and their disability related needs to ensure equal access. However, where the accommodation needed by the person would cause the school undue hardship, alternative options to meet the employee's accommodation needs will be explored.

5.2	As part of the planning process for the introduction of a service animal to the school for an employee, the principal will, as soon as possible, inform the Superintendent of Human Resource Services, the Family of Schools Superintendent, and the Superintendent of Inclusive Student Services that a request for a service animal by an employee has been made.  This notice will serve to initiate a consultation process through Human Resource Services to consider impact on the rights of others and to address potential competing rights.

## 6.0	PROCEDURES FOR REQUESTING ACCOMMODATION FOR A SERVICE ANIMAL

6.1	When a service animal request is received, the school will assess each request on a case-by-case basis to determine the appropriate admittance and implementation method for service animals, and whether the service animal can be accommodated short of undue hardship. All circumstances of each particular request, including the individual needs of the person being assisted by the service animal and the needs of other students and staff, will be considered. Where necessary, in the implementation

and accommodation process, where the rights and needs of one person may conflict with another person's rights, we will consider and reconcile potential competing rights.

6.2 The accommodation method for service animals in schools will be decided after extensive consultation. The school will engage in its procedural duty to accommodate by attempting to find the most appropriate accommodation method. The person's service animal request will be reviewed by the principal in consultation with the person making the request, the Superintendent of Education for Inclusive Student Services, and the Special Education Officer.

Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.

6.3 Whenever possible, a person with a service animal will inform the principal of the relevant school prior to entering the school that the person or the student and their service animal wishes to be accommodated by the school, and usually, that the person or the student and their service animal are trained to work together from a recognized training center/program and have been certified as a low risk to injure the person or others. The person will initiate the process by making a request in writing to the school using **Appendix A: Application Request for Guide Dog/Service Dog**. The applicant, or Principal on their behalf, can consult appropriate system staff (Inclusive Student Services) to obtain further information on the accommodation process.

Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis giving consideration to:

(a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);

(b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.

(c) evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might support demonstrated disability-related learning needs and/or act of daily living necessary while at school;

(d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal inclusive of how the accommodation will support or enhance the student's learning and disability related needs in a school environment

(e) the training and certification of the Guide Dog / Service Dog and student as Handler;

(f) whether one or more alternative accommodations can meet the needs of the student;

(g) whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;

(h) whether training will be required for staff and/or the student;

(i) the impact of the accommodation on the rights and needs of other students and staff in the learning environment

(j) any potential competing human rights of students, staff, and community members using the school pursuant to a permit;

(k)      recommendations for accommodation plans to reconcile competing rights.

The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy and protect confidentiality regarding their disability and specific learning needs and/or needs of daily living. **Appendix C: Checklist for Principals – Consideration & Implementation of a Service Animal** and **Appendix D: Case Conference Guide** are provided to support schools' teams in navigating applications and implementation.

Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship and the factors outlined in PPM 163 and in the "Human Rights and Accommodation" section.

For requests for a service animal other than a dog, the parent/guardian must complete the Request for Service Animal form included in **Appendix B** of this procedure. These requests will be individually considered, in accordance with the process noted above, the duty to accommodate short of undue hardship and the factors outlined in PPM 163 and in the "Human Rights and Accommodation" section.

6.4      The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with **Appendix E: Sample Letters – see either Approving the Guide Dog/Service Dog/Service Animal or Denying Request for the Guide Dog/Service Dog/Service Animal.**

6.5      As part of the accommodation process, the DDSB may request additional information and/or documentation to ensure the animal's presence in school does not present an increased risk of harm to the animal, the person, the student, and/or other members of the school community.

6.6      Requests for a service animal in the school will be considered on a case-by-case basis.  In some instances, requests for additional information and/or documentation may include details such as the cleanliness and size of the support animal, established routines for handling the animal in the event that the animal is separated from its handler, and/or evidence of training to mitigate the risk of harm to the animal, the person who handles the animal, or others while the animal is at school. Please see Appendix C for expectations regarding the responsibilities of the person who requires the use of the support animal to command of the animal at school.

6.7      The principal will inform and consult with the Superintendent of Special Education Inclusive Student Services and the Special Education Officer as part of the accommodation process, to discuss information that may be required to support the accommodation request, accommodation options and implementation considerations

A meeting with the school (and Board which may include the Instructional Facilitator and/or Special Education Officer) team supporting the student, the parent/guardian/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.

6.8      At the meeting, the principal will advise the person making the service animal request that all costs related to the provision of the service animal are the financial responsibility of the person.

6.9      The case conference/accommodation consultation **(Appendix D: Case Conference Guide)** will include a discussion of other information to help determine accommodation options and implementation considerations, identify and address any potential risks, support successful implementation and

document decision making. This includes considering potential Human Rights Code related rights and needs of other staff and students and health and safety issues (e.g., severe allergies, staff or students with asthma, fear of animals, cultural or religious needs, etc.), the potential impact of the use of a service animal on the school community, the handling routines and responsibilities, guidelines for staff and students, other student issues, transportation issues, the role of the parent/guardian when the service animal relates to a student, and communication with the parent/guardian on an ongoing basis, the cost of accommodating the service animal, and the resources available to the school.

## 7.0    IMPLEMENTING THE ACCOMMODATION

7.1    Where the request is approved, the school principal in consultation with the student's educational team, in consultation with the Inclusive Student Services team, will complete action items including the following planning prior to the initialization of the support within a student's program (see Administrators checklist):

- make changes to the student's IEP goals and/or student's medical plan of care;

- may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins;

- organize an orientation session for school staff, students and the student Handler;

- develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;

- assessment may be required by the School Board's health and safety officer regarding potential health and safety issues applicable to different areas/activities in the school;

- develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;

- Protecting confidentiality and respecting privacy, notice to the community via a letter to parents; posting on the school's website / social media; presentation by the trainer of the Guide Dog / Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog / Service Dog or Service Animal may be providing service to the student;

- student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;

7.2    Arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if   necessary (See Section 8.0 Procedures for the Transportation of Service Animals on DSTS Bus Routes)

(i)    If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding potential competing rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;

(ii)    Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog's or Service Animal's presence.

(iii)    Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

7.3    As the School Community Council (the "SCC") advises the principal on matters pertaining to the school community, the principal will provide information to the council and other interested community members. The principal will invite the person making the service animal request to the SCC meeting. Notification will also be made to the school community.

7.4    All school staff members, both teaching and non-teaching, will be informed early in the process of the request to have a service animal in the school. Their input will be used by the principal in the implementation and accommodation process. Arrangements will be made by the principal to notify all relevant employee services that a service animal will be in the school.

7.5    Standardized DDSB signs, obtained through the Operations Department must be placed on the entrance doors of the school to inform visitors of the service animal's presence.

7.6    When an accommodation request for the service animal is approved, careful consideration of all of the relevant factors will assist in the transition of the animal into the school environment. Attention to consistency, routines, confidentiality and privacy within communications, staff in-service, school assemblies, and community notification are required.

7.7    An appropriate fire and emergency exit plan must be developed. Personnel from the local fire/police departments may be consulted when developing these plans.

7.8    In the event that the service animal is excluded from the premises, the school will seek to support accommodation needs in another way.

7.9    The DDSB will provide training to staff on how to interact with persons with disabilities who use a guide dog or other service animal.

## 8.0    PROCEDURES FOR THE TRANSPORTATION OF SERVICE ANIMALS ON DSTS BUS ROUTES

8.1    Under the *AODA* and the *Human Rights Code*, service animals are permitted to ride the bus with their handler, subject to the school's duty to accommodate to the point of undue hardship.

8.2    Once a principal has determined that a service animal will be working with a person in the school and transportation is required, the principal will contact Durham Student Transportation Services.

8.3    The bus operator will ensure that there is documentation about the service animal with the relevant route information.

8.4    Basic training for the driver and other students on the bus will be provided by the DDSB. This training may include one or more training runs.

8.5    The service animal should not sit or lie in the aisle of the bus. Wherever possible the service animal should be in the seat compartment and/or floor, away from the aisle, to prevent the animal from becoming a safety hazard for other bus passengers.

8.6    The Durham Student Transportation Services will ensure that any students from other schools or school boards travelling with the service animal are advised of the presence of the service animal. (see **Appendix E** for a sample letter)

8.7    Regulation 493/17, of *Ontario's Health Protection and Promotion Act*, allows Guide Dogs and Service Animals in areas where food is served, sold and offered for sale.  Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.  Where students are engaged in learning in these spaces, alternative arrangements for the Guide Dog or Service Animal are required

## 9.0    VISITORS/VOLUNTEERS WHO USE SERVICE ANIMALS IN SCHOOLS

When an individual who uses a service animal wishes to visit or volunteer in a classroom/school, school personnel will follow the Board's policy on volunteers and the DDSB Accessibility Guidelines.  Parent(s)/guardian(s) of the students and staff will be notified beforehand and provided with information relating to service animal etiquette.  Should a principal be notified about issues related to *Human Rights Code* related needs of staff or students (e.g., allergies, cultural/religious needs, fear, etc.), the DDSB will take steps to address potential competing rights and needs.

## 10.0    VISITING SUPPORT ANIMALS

If a principal or supervisor agrees that a student / group of students or employee would benefit from time spent with a visiting service animal during occasional pre-arranged visits with its Handler, then the principal / supervisor may approve these visits as long as:

i)    there is written consent from the students' parents;

ii)   the animal's handler is always in control of the animal, and is completely responsible and liable for the animal at all times;

iii)  the school / workplace community has been notified in advance and been given opportunity to provide input on Human Rights Code related needs (e.g., allergies, fears and religious/cultural needs, etc.);

iv)   there is a plan of care for the animal;

v)    there is a municipal license (if applicable), veterinary certificate, and proof of owner's liability insurance for the animal.

### 11.0   CONTINOUS ASSESSMENT

11.1    A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

11.2    Approval may be reconsidered at any time by the principal if:

(a)    there are any related concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal that can't be mitigated;

(b)    there is behaviour that is disruptive or aggressive, including making noise, failing to follow commands, growling or nipping.  In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.

(c)    there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;

(d)    the team supporting the student may recommend that another accommodation or support/resource may better meet the needs of the student and should discuss with the Principal for further consultation with student/family.

### 12.0   RECORDS

12.1    A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.

12.2    The DDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/guardian/adult student. Efforts should be made to limit the personal information to only that which is necessary.

12.3    The DDSB is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including.

(a)    Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;

   (i)    Whether requests are for elementary or secondary school students;

   (ii)    The student's grade;

   (iii)    Whether the student is the Handler;

(b)    The number of requests approved and denied;

   (i)    If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;

(iii)       Types of needs being supported: emotional, social, psychological, physical.

## 13.0   SOURCES

*Human Rights Code, RSO 1990, c.H.19*
*Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11*
*PPM 163 School Board Policies on Service Animals*
*J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)*
*Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11*
*Blind Persons' Rights Act, RSO 1990, c.B7,*
*Dog Owners' Liability Act, RSO 1990, c.D16*
*Health Protection and Promotion Act, RSO 1990, c.H7*

## 14.0   APPENDICES

Appendix A: Application Request for Guide Dog/Service Dog
Appendix B: Application Request for Service Animal
Appendix C: Checklist for Principals – Consideration & Implementation of a Service Animal
Appendix D: Case Conference Guide
Appendix E: Sample Letters
        Sample Letter to Parents/Guardians in the School Community Regarding Admittance of a Service Animal
        Sample Letter to Parents/Guardians of Students in the Class(es)
        Sample Letter to Parents/Guardians of Students on the School Bus/Sharing Transportation
        Sample Letter Approving the Guide Dog/Service Dog/Service Animal
        Sample Letter Denying the Guide Dog/Service Dog/Service Animal
Appendix F: Tips for Administrators
Appendix G: Sample Agencies Approved by the Ontario Government to Provide Guide and Service Animal Training

**Effective Date**
2010-11-17
**Amended/Reviewed**
2017-06-22
2019-12-16
2020-03-09

**Appendix A**
**Request for Guide Dog/Service Dog**

| Student Name: | Date of Birth: |
|---|---|
| Address: | |
| Name of Parent(s)/Guardian(s) (for students only): | |
| Cell and/or Home Phone: | Work Telephone |

I/We request that permission be granted for_____ to use a service
animal in school and at school-related activities.

*Note: Personal information of the student and parent/guardian is being collected by the Durham District School Board in accordance with the Municipal Freedom of Information and Protection of Privacy Act to be used to provide education services pursuant to the Education Act s.170(1)7 and PPM 163 and the Human Rights Code, s.1.*

**Disability-Related Needs to be Accommodated by Service Animal**

Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's medical information and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will address these needs in a school setting.

**Veterinary Certificate**

Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
- the species of animal, age and confirmation that the animal is an adult;
- the animal does not have a disease or illness that might pose a risk to humans or dogs;
- the animal has received all required vaccinations; and
- the animal is in good health to assist the student.

**Certificate of Training**
- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure

**Student**

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Student NOT the Handler**
Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish/request to have assumed by a school staff member:

**Service Dog/Guide Dog and Handler**

Length of time the person and service animal have worked together: _____

Duration of this requested intervention: _____ (Not to exceed one school year. Will be
       reassessed on an annual basis.)

Describe in detail the tasks or services performed by the animal

Identify the oral commands or visual signs to which the animal responds

Attestation will be required confirming that the animal does not make vocal noises, does not
engage in distracting behaviour, does not exhibit aggression.
Identify whether the animal will be on a leash/harness or in a crate.

Describe the biological needs of the animal;

**Insurance**

Pursuant to *Dog Owners' Liability Act,* RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog.  Please attach a certificate of home or contents insurance.  Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.  A minimum of two million dollars of coverage will be required; special considerations are available.

I/We understand that it may be our responsibility to:

- Transport or walk the animal to and from school, or work with the school to arrange busing if the person qualifies for transportation,
- Upon request, provide the principal with a letter from one of the following regulated health professionals confirming that the service animal is required because of the person's disability related needs (and provide any information about changes to these needs),
- Provide the required equipment and animal care items,
- Provide proof of up-to-date vaccinations for the service animal,
- Provide proof of up-to-date Municipal licensing for the service animal,
- Assume financial responsibility for the animal's, training, veterinary care, and, other related costs,
- Work co-operatively with the school staff to make this accommodation a success,
- Assist the principal to communicate relevant information to the school community,
- Provide the principal with required documentation in a timely fashion, and
- Inform the principal of all relevant information that may affect the person, the students, and/or staff.

We acknowledge that the Durham District School Board is considering this request under the Ontario Human Rights Code and the terms of the Accessibility for Ontarians with Disabilities Act (AODA), and that schools are required to accommodate people with disabilities and their disability related needs, short of undue hardship, to ensure equal access.

Schools are responsible for protecting the rights, safety, health and emotional needs of the whole school community, and this procedure has been developed in order to support the accommodation process and, where the request for a service animal is approved, facilitate the entrance of a service animal into a school.

Where necessary, in the implementation and accommodation process, the rights and needs of one person may impact the rights and needs of another.  The DDSB reserves the right to request additional information and/or documentation to address potential competing rights and to ensure the animal's presence in school does not present an increased risk of harm to the animal, the person, the student, and/or other members of the school community.

The following Help guide consideration and decision based on The District, in collaboration with the requester, will make decision based on considerations for how the service animal supports the student's learning needs and/or disability related needs, including documentation from the student's medical professionals, the disability related needs and learning needs of the student, other accommodations available, the rights of others and

needs of the school community, any training or certification of the service animal, and any special considerations that may arise if the animal is a species other than a dog.

_____          _____
            Signature of Requester                              Date

For Durham District School Board use only:

Request approved _____          Request not approved _____

Reason request not approved:

Additional information on how the student's needs are being be met in other ways, (accommodation options/alternatives explored, etc.)

_____          _____
Signature of Principal                                          Date

Copies:  Parent or Guardian / OSR / Inclusive Student Services (Superintendent and Officer)

**Appendix B**
**Application Request for Service Animal**

| Student Name: | Date of Birth: |
|---|---|
| Address: | |
| Name of Parent(s)/Guardian(s) (for students only): | |
| Home Telephone:<br>Cell #: | Work Telephone |

I/We request that permission be granted for_____ to use a service animal in school and at school-related activities.

*Note: Personal information of the student and parent/guardian is being collected by the Durham District School Board in accordance with the Municipal Freedom of Information and Protection of Privacy Act to be used to provide education services pursuant to the Education Act s.170(1)7 and PPM 163 and the Human Rights Code, s.1.*

**Disability-Related Needs to be Accommodated by Service Animal**

Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's medical information and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

**Veterinary Certificate**
  ➢ Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
       ➢ the species of animal, age and confirmation that the animal is an adult;
       ➢ the animal does not have a disease or illness that might pose a risk to humans or dogs;
       ➢ the animal has received all required vaccinations; and
       ➢ the animal is in good health to assist the student.

**Student**

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

**Insurance**

A parent/guardian must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents or causes injury or death to any person accessing the school building or the school grounds.  A minimum of two million dollars of coverage will be required; special considerations are available.

_____          _____
       Signature of Requester                                               Date

For Durham District School Board use only:

Request approved _____          Request not approved _____

Reason request not approved:

Additional information on how the student's needs are being be met in other ways, (accommodation options/alternatives explored, etc.)

_____          _____
Signature of Principal                                                    Date

Copies:  Parent or Guardian / OSR / Inclusive Student Services (Superintendent and Officer)

**Appendix C**

**Administrator Checklist for Guide Dog/Service Animal into a School Environment**

The Durham District School Board (DDSB) provides individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.

This Administrative Procedure identifies the individualized process to be followed when a parent/guardian or adult student applies to the DDSB to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event. This checklist is provided to guide Administrators in the considerations of accommodation related to request for Service Dog/Guide Dog/Service Animal and serves as a tool to document thorough process of consultation and considerations.

| *Task* | *Date Completed* |
|---|---|
| **Application Requirements** | |
| Advise the person making the request that the Durham District School Board has a procedure to follow and that it must engage in the procedure to determine how it can accommodate the service animal in the school. | |
| Provide the person with the Durham District School Board service animal information and application package | |
| Inform the Superintendent of Inclusive Student Services, the Family of Schools Superintendent and the Special Education Officer of the request. (email) | |
| Receive completed request package (**Appendix A or Appendix B**):<br>❐ Assessment report with medical information and accommodation to be provided<br><br>❐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)<br><br>❐ Copy of municipal license [within 12 months]<br><br>❐ Veterinary certificate [within 3 months]<br><br>❐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]<br><br>❐ Certificate of training or attestation for student Handler [within 6 months]<br><br>❐ Letter of confirmation that the trainer will present to School Council | |

| | |
|---|---|
| ❏ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog | |
| ❏ Letter of inquiry with school staff and community (Appendix E: Sample Letters – Sample Letter to Parents/Guardians in the School Community Regarding Admittance of a Service Dog/Service Animal | |
| Convene a case conference/accommodation consultation with any or all of the following in attendance:<br>    • Person making the service animal request<br>    • Classroom teacher(s)<br>    • SERT<br>    • Special Education Instructional Facilitator<br>    • Educational Assistant(s) who will work with the animal<br>    Representative from the animal training centre, if any<br>    • Note:  Special Education Officer may also be invited | |
| Review the request with respect to its consistency with the IEP and /or recommendations from the IPRC. | |
| **Consultation Phase** | |
| Inform Special Education Officer, Superintendent of Education Inclusive Student Services and Special Education Officer with c: Family of Schools Superintendent. | |
| Contact DDSB Health and Safety Officer for assessment | |
| If applicable, inform appropriate bus Durham Student Transportation Services contact that a request has been made and receive their input, where the person requires bus transportation. | |
| Distribute letters to: School Community, classroom, peers with shared transportation with Guide Dog/Service Animal (**Appendix E: Sample Letters – Sample Letter to Parents/Guardians/Staff and Community Partners Operating Inside the School Regarding the Admittance of a Guide Dog/Service Dog into the School Community**) | |
| **Decision Making** | |
| Following thorough consultation, decision is made re: approval or denying request at this time. Inform requester in writing (Appendix E) | |
| If approved, please continue to "Implementation Requirements"<br>If denied:<br>*Where it is determined that the school cannot accommodate the service animal at this time, document reasons/options explored, advise the person making the request and seek to provide other resources or supports to enable the person with disabilities to access the school and the school's services (where applicable).* | |
| **Implementation Requirements** | |
| Meet with the person making the service animal request to inform them of the information you have received, and to review the implementation and accommodation plan, including the fire and emergency exit plans. | |

| | |
|---|---|
| Update fire and emergency exit plans (including notification to local Fire Prevention Officer per **Procedure: Emergency Evacuation Procedures for Individuals Requiring Specialized Assistance** | |
| Request DDSB standardized Guide Dog/Service Animal signage through Operations Officer. | |
| Provide update to the Superintendent of Education Inclusive Student Services, Special Education Officer, the Family of Schools Superintendent of Special Education and the Special Education Officer of your actions. | |
| Develop a communication strategy to inform students, staff, community and relevant employee representatives using the template letters provided. **(Appendix E: Sample Letters)** | |
| Orientation for school staff and students: Provide training (staff, students and SCC) on how to interact with a service animal and with a person with a service animal. | |
| Post DDSB standardized signage on the entrance doors and at any other places to advise visitors of the service animal's presence. | |
| File relevant documentation and correspondence in the documentation file of the student's OSR. | |
| **Annual Requirements** | |
| Review the **Request for a Service Animal Involvement** (**see Appendix A**) annually and in the first 30 days of each new school year. | |
| The use of the service animal will be reviewed annually (within the first 30 school days of each school year) or as deemed necessary by the school administration or the student's parent/guardian or the person with the service animal. | |

**Appendix D**
**Case Conference Guide**

Name of Student: _____ Date of Conference: _____

Grade: _____ School: _____ Principal: _____

Student's Exceptionality: _____ I.E.P.: Yes ___ No ___

Animal's Name: _____ Animal's Handler: (if not the student) _____

| |
|---|
| **Case Conference Participants and Data**: |
| **Information supporting the request for a service animal in school:**<br>Consider also: including 1) other accommodation options considered/explored and why those options may not be appropriate or may not meet the student's needs and 2) interim or next best accommodation options in the event of potential implementation delays or challenges |
| **Management Plan**: (for the care of the service animal)<br><br>    1.  Food and Water needs: (provision of a water bowl, procedures for cleaning)<br><br><br><br>    2.  Bladder/bowel needs: (frequency, location, clean up)<br><br><br><br>    3.  Other considerations: |

| **Program Supports and Logistics** |
|---|
| Transportation to/from school:<br><br><br><br>Instructional time:<br><br><br><br>Transition time:<br><br><br><br>Lunch time:<br><br><br><br>Special programming considerations: (class trips, assemblies, rotary, etc.)<br><br><br><br>Other students or staff human rights needs or health and safety considerations: (allergies, asthma, cultural/religious needs, etc.)<br><br><br><br><br> |

| |
|---|
| Guidelines for staff and students:<br><br><br>Relationship between animal and student:<br><br><br> |

Role of the parent and communication:




Resources available to the school:




**Next steps**:




c:      Parent/Guardian
        Special Education Officer
        Classroom Teacher & SERT
        Special Education Facilitator
        EA(s)
        OSR

# INFORMATION FOR THE CARE OF THE SERVICE ANIMAL
### (Can be created during the Case Conference for Reference of School Staff)

Names of Person or Student: _____

Name of Animal: _____ Type of Animal: _____

School: _____ School Year: _____

Name of Handler at School: _____

Note: The person that is accompanied by a service animal is responsible for maintaining care and control of the animal at all times.  Where a student or person that is accompanied by a service animal is not capable of handling a service animal and requires the presence of the animal at school, the responsibility for the care/custody/command of the service animal will be discussed with the appropriate stakeholders.

Food and Water needs: (e.g., provision of a water bowl, procedures for use, cleaning etc.)

Bladder/Bowel Needs of Animal (e.g., - frequency, location, disposal, etc.)

Other considerations for the care of the animal:

1.  Rest periods away from 'work'

2.  Hot weather:

3.  Winter weather:

Signature of Principal _____

**Appendix E**
## SAMPLE LETTER TO PARENTS IN THE COMMUNITY REGARDING
## THE ADMITTANCE OF A SERVICE ANIMAL INTO THE SCHOOL

Date

Dear Parent/Guardian:

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs under the *Human Rights Code*.
The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Service animals are included in many aspects of the handler's life. A person's right to have a service animal is protected under the Ontario Human Rights Code, and as such, it has the right to be with their handler wherever the handler goes (e.g., public buildings, transportation).

The School Community Council will be informed at the SCC meeting about the role of a service animal and to answer questions that you may have. You are cordially invited to attend the meeting.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment.  Please let us know if you have any specific concerns or needs regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,


Principal


*c:      Superintendent of Education, Family of Schools*
*        Superintendent of Education - Inclusive Student Services*
*        Special Education Officer*
*        Classroom Teacher*

**Appendix E**

**SAMPLE LETTER TO THE FAMILIES OF STUDENTS IN THE CLASS(ES)**


Date

Dear Parents/Guardians

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs under the *Human Rights Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.
Thank you for your on-going support.

Sincerely,

Principal

c:       *Superintendent of Education, Family of Schools*
         *Superintendent of Education - Inclusive Student Services*
         *Special Education Officer*
         *Classroom Teacher*

**Appendix E**
# SAMPLE LETTER TO THOSE SHARING TRANSPORTATION

**Sample Letter to the Parents of Students on School Bus**

Date

Dear Parents/Guardians,

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will riding with a student to and from school to accommodate the student's needs under the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation.  It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education.  Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,


Principal


*C:      Superintendent of Education, Family of Schools*
*Superintendent of Education - Inclusive Student Services*
*Special Education Officer*
*Classroom Teacher*
*Durham Student Transportation Services for sharing with Driver*

**Appendix E**
**Sample Letter Decision Letter Approving Guide Dog / Service Dog / Service Animal**

Date

Dear Parent/Guardian / Adult Student (Personalize Salutation)

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service Dog to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility. If concerns arise regarding the integration of the Guide Dog / Service Dog into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

c:      *OSR*
        *Superintendent of Education, Family of Schools*
        *Superintendent of Education - Inclusive Student Services*

**Appendix E**

**Sample Letter Decision Letter re: Alternative Accommodation Identified [Note: letter may have to be adjusted depending on the specific circumstances; for example, if the medical docs don't support the need for service animal)**
Date

Dear Parent/Guardian / Adult Student (Personalize Salutation)
I am writing regarding your request dated [*insert date on request form*] that your child attend school with a Guide Dog / Service Dog / Service Animal to accommodate learning needs or disability-related needs.

As we have discussed through the accommodation process, we have identified an alternative accommodation that respects your child's dignity, encourages independence, participation and integration, supports your child's learning and disability related needs, and facilitates meaningful access to educational services.

If you wish to discuss alternative accommodation measures to support your child while at school, or if you have new medical or other information, please contact me to arrange for a meeting.

Sincerely,

Principal
c:      *OSR*
        *Superintendent of Education, Family of Schools*
        *Superintendent of Education - Inclusive Student Services*

## SERVICE ANIMAL REQUESTS - TIPS FOR ADMINISTRATORS

**Accommodation**

It is the policy of the Durham District School Board (DDSB) in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and participation, and facilitates the development of independence.

Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

**Definition of "Service Animal"**

PPM 163 includes the following definition of a service animal: "an animal that provides support relating to a student's disability to assist that student in meaningfully accessing education.

The PPM further states that, "Due consideration should be given to any documentation on how the service animal assists with the student's learning need, and disability-related needs (documentation from the student's medical professionals").

Service animals are distinct from two other categories of animals for whom permission is often sought to accompany student(s) at school:

| Service Animal incl. Guide Dog | Support Animal | Visiting Animal |
| --- | --- | --- |
| Use of a service animal or guide dog requires that both the animal and the student handler must be certified as having been successfully trained by an accredited training facility. | Use of an animal for emotional support. Important to note that these are animals who are not trained to provide specific supports. | An animal from a service or community group providing support to a group of students, or individual students, to foster inclusion but not as accommodation requirement. e.g., St. John's Ambulance Therapy Dogs |

**Consideration Process**

It is important to note, for consideration of any animal (service, support or visiting) at school, due diligence and process related to considerations of benefit to student/s and risk to others as well as animal health (proof of vaccination, liability coverage and, potentially, related training) is required.

This may include consideration of what could be considered as competing human rights.  Consultation is key.  The following document is also a helpful resource in this regard:

Resource Link:  OHRC "Policy on Competing Human Rights" http://bit.do/OHRC-Competing-Rights

**Remember to:**

✓ Engage in the Service Animal Request Procedure (the "Procedure")

✓ Notify the person making the service animal request that you must engage in the Procedure and provide the relevant information/documentation to the person making the request

✓ Consult with the person making the request to ensure you obtain adequate information to develop an appropriate accommodation plan

✓ Engage other school stakeholders (parents, staff, DDSB administration) in the search for appropriate accommodation, as set out in the Procedure

✓ Request that the person submit a service animal request in writing using the form at Appendix A

✓ If necessary, request a medical certificate from a regulated health professional confirming that the service animal is required

✓ Request proof that the service animal is up-to-date on vaccinations and proof of municipal licensing

✓ Advise that the person making the service animal request will be responsible for the cost of the animal

✓ Make an accommodation decision on the basis of the information gathered from the Procedure, including required consultations and considerations, and document the decision and rationale; if the request is not approved, document alternative accommodation options offered that meet the student's needs

✓ Communicate the decision to the requester

✓ Upon approval, provide notification to the school of the service animal's presence and place signs at the entrance notifying of the service animals presence; protect confidentiality and respect privacy

✓ Review the use of the service animal on an annual basis (within the first 30 school days of each school year)

**Important to Not:**

✗ Ignore the Service Animal Request Procedure (Appendix A)

✗ Immediately approve or deny a service animal request without engaging in the Procedure

✗ Request the specific diagnosis that requires the person to need/use a service animal

✗ Consider information not relevant to the school's ability to accommodate the service animal

✗ Arrive at a decision without consulting all relevant stakeholders

✗ Require the person with the service animal to train DDSB employees on service animal interaction

**Appendix G**

**SOME AGENCIES APPROVED BY THE ONTARIO GOVERNMENT TO PROVIDE GUIDE AND SERVICE ANIMAL
TRAINING**

1.    Eye Dog Foundation for the Blind, Los Angeles, California.
2.    The Seeing Eye, Inc., Morristown, New Jersey.
3.    Guide Dogs for the Blind Inc., San Rafael, California.
4.    International Guiding Eyes Inc., Hollywood, California.
5.    Eye of the Pacific Guide Dogs Inc., Honolulu, Hawaii.
6.    Leader Dogs for the Blind, Rochester, Michigan.
7.    Guide Dog Foundation for the Blind Inc., Smithtown, New York.
8.    Guiding Eyes for the Blind Inc., New York, New York.
9.    Pilot Dogs Inc., Columbus, Ohio.
10.   Guide Dogs for the Blind Association, Windsor, England.
11.   Canadian Guide Dogs for the Blind, Ottawa, Ontario.
12.   Lions Foundation of Canada Dog Guides, Oakville, Ontario.
13.   National Service Dogs, Cambridge, Ontario.
14.   Autism Dog Services, Cambridge, Ontario.
15.   Any other animal training facility that the Attorney General or an officer of the Ministry designated
      by the Attorney General in writing or that corresponds with the expectations of a service animal set
      out under the terms of the Accessibilities for Ontarians with Disabilities Act (AODA). -

Note: List up to date at time of most recent review of procedure; subject to change.

**REPORT TO:**   The Durham District School Board     **DATE:** March 23, 2020

**SUBJECT:**   Definitely Durham     **PAGE NO.** 1 of 2

**ORIGIN:**   Norah Marsh, Acting Director of Education, Secretary and Treasurer to the Board

1. **Purpose**

   The purpose of this report is to provide information to Trustees relating to the policy and regulation pertaining to Definitely Durham and to seek approval to begin the induction process.

2. **Ignite Learning Strategic Priority/Operational Goals**

   *Engagement – Engage students, parents and community members to improve student outcomes and build public confidence.*
   - Public confidence is achieved by highlighting the success of our alumni.

3. **Background**

   In 2011, the Durham District School Board established a Hall of Fame entitled Definitely Durham to celebrate public education by showcasing some of the Board's notable students.

   Nominations for Definitely Durham are submitted to the office of the Director of Education.

4. **Analysis**

   At a Board meeting on October 15, 2018, Regulation #1350 – Definitely Durham was changed to hold an induction ceremony every three years with four inductees recognized at each ceremony in order to maintain a high level of inductees. Previously, the ceremony was held each year. The next request for submissions will be made in the spring of 2020 with a deadline date of July 2, 2020. The next induction ceremony will take place in February 2021.

   Nominations are only considered in the year submitted. Applicants have the ability to reapply in subsequent years.

   Appendix A and B are the policy and regulation pertaining to Definitely Durham, and Appendix C is the application form in accordance with the regulation.

PURPOSE ▪ BACKGROUND ▪ ANALYSIS ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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**4.** **Communication**

The Definitely Durham nomination form will be placed on the Board's website for access by the community.

**5.** **Recommendation**

That the Office of the Director begin the promotion process for new inductees.
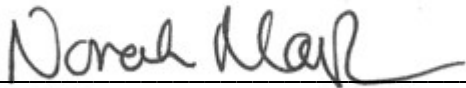
**6.** **Appendices**

Appendix A: Policy – Definitely Durham
Appendix B: Regulation - Definitely Durham
Appendix C : Application Form – Definitely Durham

Report reviewed and submitted by:


_____

Norah Marsh, Acting Director of Education, Secretary and Treasurer to the Board

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## Definitely Durham

The Durham District School Board shall maintain a Hall of Fame to showcase and recognize the contributions of some of the Board's notable former students. Criteria and selection of honourees shall be established by Durham District School Board regulation.

**Appendix:**
None

**Effective Date**
2014-02-19
**Amended/Reviewed**

## Definitely Durham

### 1.0    Background

The Durham District School Board (DDSB) is proud of its many students.  To showcase the quality of public education, the DDSB established a Hall of Fame in 2011 to showcase some of the Board's notable graduates.

There will be a maximum of four inductees per induction ceremony.

An induction ceremony will be conducted immediately prior to the beginning of the February Board meeting of the induction year.  A ceremony will be held once every three years.

This Regulation supports DDSB By-Law 8A, Section 10.0 "Recognition".

### 2.0    Nominations

The DDSB will make a call for nominations on the Board's website through media relations, community outreach, school newsletters, and social media.  The nomination form will be made available on-line and on paper.  Nominees cannot be a current staff member, Trustee or student or immediate family members (nominee's spouse, parents and grandparents, children and grand children, brothers and sisters, mother in law and father in law, brothers in law and sisters in law, daughters in law and sons in law or adopted, half and step members) of the current Director of Education, members of the senior leadership team, or sitting members of the Board of Trustees.

The application form is attached as Appendix A.

A deadline for nominations shall be July 15, once every three years, unless determined otherwise by the Selection Committee.

Nominations will be considered only in the year submitted.  Nominations can be re-submitted in subsequent years.

### 2.0    Criteria

2.1     Nominees must exemplify DDSB character traits (team work, responsibility, respect, perseverance, optimism, kindness, integrity, honesty, empathy, courage).

2.2     Nominees must be positive role models in their community and for our students.

2.3     Nominees have achieved outstanding success in realizing their goals.  (Career, community activism, overcoming obstacles, etc.)

2.4     Nominees should be representative of the diverse student and staff population at the DDSB.

2.5     Nominees should be representative of diverse geographic areas of the Durham District School Board.

2.6     Nominees should be representative of a diversity of accomplishments (arts, sports, business, overcoming obstacles, etc.).

2.7     Nominees must have spent a minimum of four years as a student of the DDSB.

2.8       Nominees can be inductees in an existing DDSB school's Hall of Fame.

## 3.0     Selection Committee

The Selection Committee will be comprised of the following:

- Two Trustees as selected by the Chair of the Board
- Director of Education
- Superintendent as selected by the Director of Education
- Parent Involvement Committee member

## 4.0     Induction Ceremony and Recognition

An announcement relating to the induction ceremony will be made through the Board's website, to staff, schools and local officials, as well as advertising through local media.  Inductees will also be presented with a personal award.

Inductees will be commemorated through a plaque prepared for display in the atrium at the Board's Education Centre.  In subsequent years, these plaques will be displayed in meeting rooms at the Education Centre.

All nominees and their nominators will be notified of the results of the consideration of their nominations.

**Appendix:**
Definitely Durham – Application Form

**Effective Date**
2014-02-18
**Amended/Reviewed**
2017-03-20
2018-10-15

## Honouring the Outstanding Achievements of
## Former Durham District School Board Students

## Application Form

> The Durham District School Board (DDSB) has provided quality public education to thousands of students in our community. The DDSB is proud of its many students. In order to showcase and celebrate the successes of public education, the DDSB has established a Hall of Fame, which will be known as, *Definitely Durham*. Notable former students will be highlighted and recognized as, *Definitely Durham*.

**Inductee Nomination Form:**

- Selection Criteria

- All nomination forms *(*and supporting information*)* become property of the Durham District School Board upon submission and will not be returned.

- Nominators should retain a copy of their submission for reference.

- All submissions will be acknowledged in writing.

**Instructions:**

Nominators should provide sufficient information to give the selection committee a complete picture of the nominee's character and his/her achievements. Please provide as much detail as possible for consideration by the selection committee. Additional pages are admissible. Complete criteria are attached.

(a) Answer all questions completely.
(b) Print carefully in ink or type.

**Full Name of Nominee:**

| First | Middle | Last |
|-------|--------|------|

Place of Birth: _____

Current Address: _____

_____

Telephone Number: _____

Email: _____65_____

If Deceased,

When: _____

Where: _____

Nominator's
Relationship to Nominee: _____
*(Nominations by immediate family members and self-nomination will <u>not</u> be accepted.)*

**Education**

| **Schools Attended and dates:** | **School** | **Date** |
|---|---|---|
| Elementary: | _____ | _____ |
| High School: | _____ | _____ |
| Post Secondary: | _____ | _____ |
| Designations Achieved: | _____ | |

Is the nominee aware of this nomination:     Yes  ☐     No  ☐

Please provide a brief statement/overview/summary describing why you are nominating this individual:

_____

_____

_____

_____

_____

_____

_____

_____

Please provide examples of how the nominee has achieved outstanding success in achieving her/his goals (career, community activism, the arts, sports, or overcoming obstacles etc.)

_____

_____

_____

_____

_____

_____

Special awards/honours won by the nominee:

_____

_____

Please include other information (or a source) which you consider important.

_____

_____

_____

**Thank You for your nomination.** Please complete your contact information on next page.
**Deadline for Nominations is *the first week of July.***

*Information collected will be used to evaluate nominees and notify recipients of the Durham District School Board "Definitely Durham" Award, and is subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act, RSO 1990, c M-56.*

**Nominations should be submitted to:**
Durham District School Board Hall of Fame Selection Committee.
Attention: Executive Assistant to the Director
400 Taunton Road, East, Whitby, ON., L1R 2K6
Fax: 905-666-6318 or Email: Definitely_Durham@durham.edu.on.ca

*The induction ceremony will take place at the Durham District School Board Education Centre in Whitby, Ontario in November 2012.*

**If your nominee is selected, biographical information and photographs will be required. Please complete this section in full so that we may contact you if required.**

**Full Name of Nominator:**

_____          _____
            First                                              Last

Current Address:      _____

                                   _____

Daytime Telephone Number:   _____

Email address:      _____

| | | | |
|---|---|---|---|
| **REPORT TO:** | Durham District School Board | **DATE:** | April 6, 2020 |
| **SUBJECT:** | FSL Review Consultation Process | **PAGE NO.** | 1 of 6 |
| **ORIGIN:** | Norah Marsh, Acting Director of Education | | |
| | Margaret Lazarus, Superintendent of Education/French Curriculum | | |

1. **Purpose**

   The purpose of this report is to seek approval from the Board of Trustees to commence a public consultation process for the District-Wide French as a Second Language Review of Core French (CF) and French Immersion (FI) programs.

2. **Ignite Learning Strategic Priority/Operational Goals**

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

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

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

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

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

   Innovation – *Reimagine learning and teaching spaces through digital technologies and innovative resources*

3. **Background**
   At the January 6, 2020 Standing Committee of the Whole the Trustees voted the following:

   - A District Review of French Immersion (FI) at Durham District School Board (DDSB) to be undertaken by staff;
   - The Review will be initiated by a staff report outlining the scope of the review;
   - The final report to be submitted to the board in the Fall of 2020.

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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On March 3, 2020, The Board of Trustees approved the scope of the Review which had been extended to include Core French (CF) programs as well as French Immersion (FI) Programs.

The FSL Review would provide a comprehensive environmental scan of the (DDSB) FSL programs.

DDSB values fairness, equity and respect as essential principles to ensure that all students have the opportunities they need to fulfil their potential. The Board is also committed to the principles of equity as outlined in Ontario's Equity and Inclusive Education Strategy and in accordance with the Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

The District-Wide FSL Program Review will examine challenges and successes of the two French programs as it pertains to our board from key stakeholders' perspectives, will identify program needs and recommend strategies to ensure that the principles established from this review be applied when considering changes in programming. The FSL District Review Committee will focus on key elements of the delivery of FSL programs at the elementary and the secondary level and will gather data from multiple sources to provide an in-depth, inclusive analysis of the status of French programming and its relationship to the broader experience of all our students. The following will be examined:

- Provincial trends and experiences
- Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)
- Program viability
- Resource implications (staffing, facility and finance)
- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

4. **Analysis**

The consultation component of the FSL Review will be grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, all stakeholders will be included and given multiple opportunities to comment on DDSB programs.

The consultation process will seek feedback from parents, community members, students, DDSB staff—administrators and teachers—to inform the review. It is critical that all voices are heard, thus the sessions will be inclusive and respectful of all stakeholders and will be conducted using equitable principles.

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Superintendent Margaret Lazarus and the FSL Review Committee will organize and attend public sessions at which time, stakeholders can ask questions. Each consultation session will include a brief PowerPoint outlining the Ministry mandate of FSL education, the DDSB context, and the reason for the review. This presentation will be followed by Open Spaces, a technique for running meetings where participants create and manage the agenda themselves. This process is ideal as it gives ownership of issues and solutions to participants. The session will conclude with a closing activity. At the end of each public session, participants will be directed to a link on the FSL District Review's webpage which they can access to provide additional information.

The following is a brief description of the various consultation sessions that will encompass the review.

   a.   Parents/Guardian and Community Members
         o   Open House
             Public Consultation Sessions for parents will be held as follows:

Table 1

| Municipality/Region | Date | Time | Location |
|---|---|---|---|
| Whitby | TBD | 7 – 8:30 pm | Donald A. Wilson Gymnasium |
| Pickering | TBD | 7- 8:30 pm | Dunbarton HS Gymnasium |
| Oshawa | TBD | 7 – 8:30 pm | Jeanne Sauvé PS Gymnasium |
| North | TBD | 7 – 8:30 pm | R. H. Cornish PS Gymnasium |
| Ajax | TBD | 7 – 8:30 pm | Pickering HS Gymnasium |

It is important to note at this time that due to school closures because of COVID-19, the Parent/Guardian and Community Members public sessions are currently on hold, but will resume with new dates when social distancing has been lifted. In the meantime, the Consultation Sub-Committee of the FSL Review Committee are looking at alternative process/methods of gathering public comments and feedback to inform the review.

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- o <u>Crowd Sourcing for Idea Generation</u>
  Thought Exchanges provide parents and the wider community to continue to engage in the review process.  This will follow each public session.  Crowd sourcing for idea generation will also capture parents and community members who are unable to attend the public session at a school location.

b. <u>Students</u>
  Accessing representative student voice will be paramount during this process since they are the ones who are interacting daily with FSL programs.  A variety of means will be used to obtain their thoughts and opinions:

  - o Online Surveys – Grade 8 FI—to capture student voice about continuation or discontinuation in FI programs and expand the survey used in the past to include open ended questions; all Grade 11 students—to capture their reasons for remaining in or dropping CF or FI
  - o Focus groups and public forums
  - o Thought Exchange to capture as many student voices as possible

c. <u>DDSB Staff</u>
  DDB staff will be separated by roles:  teacher, administrator.

  - o Online Survey for Core and FI administrators
  - o Public forum
  - o Zoom focus group session hosted by a moderator from the FSL Review Committee
  - o Thought Exchange—to capture staff who are not able to attend or participate in any of the session indicated above

Below, in Table 2, is a summary of the consultation processes available to each stakeholder group.

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Table 2

| Stakeholder group | Consultation Type | | | | | |
|---|---|---|---|---|---|---|
| | Open House | Online Survey | Focus Groups | Forums | Zoom Sessions | Thought Exchange |
| Parents | ✓ | ✓ | | | | ✓ |
| Wider Community | ✓ | | | | | ✓ |
| Administrators | | | | ✓ | ✓ | ✓ |
| Teachers | | | | | | |
| Students | | ✓ | ✓ | ✓ | | ✓ |

d. FSL Review Webpage

In addition to the consultation sessions of the various stakeholders, an FSL Review Webpage linked to the DDSB Website has been created to inform the community and seek information from the community.  The Website is schedule to go live April 8, 2020 to include the following:

- o Purpose of the Review
- o Poster graphics
- o the FSL Literature Review
- o a link to FAQs for the community
- o dates of the consultation or dates TDB,
- o FSL email address
- o a phone number for people to contact the FSL Review Committee with suggestions, concerns and questions.

5. **Financial Implications**

It is not anticipated that there will be a financial impact for the implementation of the Consultation Plan.  However, should there be any costs that are incurred, they will be borne by the French Curriculum Department.

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪
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6. **Conclusion**
   This report has been provided to the Trustees for approval.


7. **Appendix**
   FSL Literature Review – Executive Summary


Report reviewed and submitted by:


_____

Norah Marsh, Acting Director of Education


_____

Margaret Lazarus, Superintendent of Education/French Curriculum/Equity

PURPOSE • IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS • BACKGROUND • ANALYSIS • FINANCIAL IMPLICATIONS • EVIDENCE OF IMPACT • COMMUNICATION PLAN •
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# French as a Second Language Review
# Executive Summary

**Durham District School Board French as a Second Language Review**
**Executive Summary**

Implications resulting from rising enrolment in the French Immersion (FI) program prompted Durham District School Board (DDSB) to review French as a Second Language (FSL) programming as a whole. The data obtained from this review will inform planning and decision-making for the board and will provide community members with a big-picture context in which these decisions must be made.

The overarching question to be informed by the review is this: How should the DDSB best move forward to meet the Ontario Ministry of Education goals of FSL programming while ensuring high quality inclusive education for all students?

FSL programs are intended for the development of French language proficiency among non-francophones, the majority of whom are native English speakers. In 2016-2017, 46% of Canadian students were enrolled in an FSL program. In Ontario in 2016-2017, 51.9% students were enrolled in an FSL program – roughly 12 % in a French Immersion program, 39.8% in Core French. The DDSB offers two of the most common models: Core French and French Immersion with entry at Grade 1. Other boards offer additional models such as Extended French and Late Immersion among others.

The Ontario Ministry of Education (2013a) expressed its vision for French education in this province: "Students in English-language school boards have the confidence and ability to use French effectively in their daily lives" (p. 8). Three main goals support this vision:
>   1. Increase student confidence, proficiency, and achievement in French as a second language (FSL).
>   2. Increase the percentage of students studying FSL until graduation.
>   3. Increase student, educator, parent, and community engagement in FSL.
>   (p. 9)

All school board decisions should be filtered through these three goals.

A revised Ontario FSL curriculum came into play for elementary students in 2014 and for secondary students in 2015. These curricula emphasize authentic and spontaneous communication and encourage innovative pedagogy as opposed to more traditional grammar and translation.

In common with many Canadian jurisdictions, the DDSB is facing challenges regarding its FSL programs:

- overwhelming French Immersion enrolment that has implications for the viability of English schools, and for equity of education for all
- inconsistent standards of language proficiency of students and teachers
- a lack of qualified FSL teachers in all programs
- a scarcity of teaching tools and resources designed for diverse FSL learners

**Growth of French Immersion**

In Ontario, enrolment in FI grew 5.7% annually over 11 consecutive years. Between 2011 and 2014, the DDSB saw a 14% increase in elementary FI enrolment.  Growth has continued since 2014. In the 2016-2017 school year, 1068 DDSB students entered the Grade 1 FI, and 324 students remained by the end of Grade 12. (The pattern of attrition is consistent with that of other Ontario school boards.)

The popularity of FI has led to inter-related challenges.

School boards including the DDSB struggle to accommodate rising FI in relation to steady or declining English-track enrolment. Dual-track schools include both English and French programs. There are many advantages to this model, such as flexibility and allowing students to remain in their neighbourhoods.  However, when FI enrolment overbalances English enrolment, it can become necessary to combine grades, sometimes up to three grades, to make up a viable English class. This situation has pedagogical and logistical implications.

An alternative is for boards to offer single-track English or FI schools. While this option is advantageous in promoting exclusive use of French, it often requires boundary changes and can raise transportation issues (subsidized or not) and community tension.

FI growth contributes to issues of equity and inclusiveness.  Research  consistently shows that FI programs include fewer students with special education needs, more English Language Learners, and fewer multi-grade classes. FI students tend to come from more economically advantaged neighborhoods compared with their English-track counterparts.

FI programs can segregate by ability (based on Early Years Evaluation scores), which grows with advancing grades. Students who do well in FI tend to remain there while those who struggle often move to the English Core program. The attrition of FI students means that the program caters to a more and more select group.

Some boards have limited access to FI through capping and lotteries. Practical factors such as school capacity and teacher availability significantly influence this approach although it counteracts universal accessibility.

Costs associated with FI are also equity issues. Two examples are transportation and the Diplome d'etudes en langue Francaise (DELF). Withdrawing free transportation to FI schools curtails costs but exacerbates equity of access. The Toronto District School Board and the Dufferin-Peel Catholic District School Board have adopted this option. The administration of the DELF and the training of teachers to be DELFT markers are added costs. DDSB spent $49,459.60 on administering and scoring the DELF exam to 303 students in 2019, up from $24,263.05 for 208 students in 2018. The DDSB agreed to charge students $100.00 to take the exam. This fee may act as a barrier to access, as would a policy of capping the number of applicants through a first-come first-served application process.

In summary, on the one hand, FI offers the ideal of choice and advantages. On the other, its actual implementation can accentuate inequity and undermine the vision of universality of public education.

**Proficiency**
Conceptions of language proficiency has shifted to a more authentic, student-centered model that emphasizes real-life application, innovative pedagogy and engagement. The Ontario Ministry of Education has emphasized that *all* students should be welcomed into FSL programs, and that learning supports should be in place to encourage their success. As FSL classes become more diverse, diverse resources and staff support become more pressing needs.

The more widespread adoption of the Common European Framework of Reference (CERF) and the DELF exam are providing clear and consistent standards of achievement for students and for teacher hiring.

**A lack of qualified FSL teachers in all programs**
Perhaps the most pressing and widespread challenge for FSL education is placing qualified FSL educators in permanent and occasional teacher, Education Assistant (EA) and Registered Early Childhood Educator (RECE) positions. Every school board report referenced in preparing this report identified this issue as a persistent problem.

The UGDSB (Upper Grand District School Board) review conducted in 2015 identified administrators' biggest problems as hiring for single-section and part-time assignments, getting an adequate number of daily occasional FSL teachers, and qualified FSL teachers across the board. In secondary schools, a consistent offering of content subjects in French is difficult because it depends on the subject specialties of current staff, which can vary from year to year.

Despite vigorous recruitment strategies, there is a persistent gap between supply and demand of qualified FSL teachers. Standards of proficiency are inconsistent across Faculties of Education and school administrators. The Ontario Public School Board Association (OPSBA) found that on average, approximately one quarter of FSL teacher applicants do not meet French language proficiency standards established by individual boards. Less attractive working conditions impedes retention of FSL teachers.  Core FSL teachers report feeling unsupported, disrespected and marginalized in their schools.

FSL educators have expressed the desire to participate in locally relevant, non-evaluative professional development.

**A scarcity of teaching tools and resources designed for diverse FSL learners**
FSL teachers generally but emphatically FI teachers from across Canada, cite a lack of time (73%), a lack of resources (71%) and coping with growing demands of the work environment (57%) as their greatest challenges.  FSL teachers in Ontario stated that their greatest challenges were the lack of suitable teaching resources followed by students' attitudes towards learning French These challenges are interconnected.

FSL teachers find that they need to create their own materials to meet the needs of a more divers classroom.  This is an exhausting enterprise, especially considering that, 37% of Ontario FSL teachers are in their first year of experience. It also leads to inconsistency in quality and approach within a school and across a school board.

**Work arounds**

Ontario school boards share similar challenges in dealing with FSL. One proactive approach is to counteract the popularity of FI by making Core French more appealing to students and parents. Some strategies include integrating Core French with other subjects to create a more holistic/ authentic learning experience and offering more experiential learning opportunities such as summer camps, contests, and technology-enhanced programs.

Other approaches seem more pragmatic ways to respond to  FI enrolment. These include capping enrolment, shifting to more single-track schools, and limiting transportation.

An energetic approach to recruitment and retention of FSL educators continues across the province, indeed, the country.

**Conclusion**

The DDSB aims to provide high quality, inclusive education to *all* its students. This review of the board's FSL programs illuminates some of the challenges for the board in achieving this goal.

# French as a Second Language Review

# DURHAM DISTRICT SCHOOL BOARD
# FRENCH AS A SECOND LANGUAGE REVIEW

## Objectives of the Review

Beginning in February 2020, the Durham District School Board (DDSB) undertook a review to gather, analyze and triangulate data from multiple sources in order to prepare a comprehensive report on French language programs within its jurisdiction.

The resulting report examines the following topics:
- Provincial trends and experiences
- Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)
- Program viability
- Resource implications (staffing, facility and finance)
- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

To capture representative feedback on DDSB French programming, multiple stakeholders have been given multiple opportunities to comment on DDSB programs. Sessions were geographically located for ease and equity of access and included
- Face-to-Face Forums with:
  - Parents/guardians
  - Community members
  - Staff
  - Students
- On-line surveys
- Crowdsourcing software for idea generation
- Dedicated phone line and email address to gather further input from the community

## Rationale for this review

Currently the DDSB offers French as a Second Language (FSL) programming to approximately 37,734 students. Students enroll in Core French or French Immersion (FI). (These programs are described in more detail below.) The two are not mutually exclusive; indeed, there is overlap between them in family membership and community engagement, and in dual track schools, they may share space such as the gym or a computer lab.

Implications resulting from rising enrolment in the FI program prompted DDSB to review FSL programming as a whole. The data obtained from this review will inform planning and decision-making for the board and will provide community members with a big-picture context in which these decisions must be made.

The overarching question to be informed by the review is this:  How should DDSB best move forward to meet the Ontario Ministry of Education goals of FSL programming while ensuring high quality inclusive education for all students?

This review is being released simultaneously to consultations in the interest of transparency. By providing the information we have examined thus far it provide the opportunity for feedback on other research sources that may be helpful in our deliberations, while also give equity of access to the research we have currently consulted.

**Literature review**

This section presents an overview of trends and issues related to Canadian FSL programs, with emphasis on the Ontario context, and the place of DDSB within this landscape.

**English-French bilingualism in Canada**

While local and national identities remain influential features of the 21$^{st}$ century, rapid technological developments have encouraged the emergence of global awareness and citizenship. Contemporary issues such as climate change, economic co-dependency, pandemics, and mass migration of people show us that the future of our students may be an uncertain one, but definitely it will be a global one. The ability to communicate in a global context is a significant advantage to individuals and to the societies in which they live.

Approximately 270 million people on Earth speak the French language. As one of the official languages of the United Nations, it is recognized as a language of international relations. English and French are Canada's two official languages. English-French bilingualism in Canada has grown steadily since the first Official Languages Act of 1969, reaching the highest peak so far (17.9%) in 2016. In 2016, 11.2% of Ontario's population was bilingual (Statistics Canada, https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016009/98-200-x2016009-eng.cfm ).

**Benefits of second language learning**

For the individual, the benefits of learning a second language have been well documented (See Cummins, 2007; Lapkin, Mady, & Arnott, 2009; Lazaruk, 2007; Netten & Germain, 2005; Leung, 2020; O'Brien, 2017). Ontario's Ministry of Education (2013a, 2013b, 2018) lists the following advantages:

- enhanced cognitive and academic performance, notably problem-solving, creativity and reasoning
- enhanced first language and literacy skills which support the acquisition of additional language proficiency
- enhanced interpersonal and social skills through an increase in confidence and self-esteem
- increased open-mindedness and an enhanced ability to appreciate diverse perspectives
- increased awareness of diverse cultures and global issues
- enhanced career opportunities in an increasingly global economy.

In surveys conducted by various school boards (e.g., Thames Valley District School Board (TVDSB), 2015), parents indicated that they chose FSL programs, particularly FI for these reasons.

Other provinces share Ontario's perspective. Here for example, is this statement from the Saskatchewan Ministry of Education (2015):

> The aim of the Core French program is not to produce bilingual students. It does, however, provide a solid introduction and base upon which students can build second language skills. The program also provides many of the

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cognitive and other benefits that result from second language learning (p. 7).

Bilingual students enjoy enriching opportunities to participate in cultural events and exchange programs, and language studies in post-secondary education. A society benefits from citizens who are interculturally competent and are able to participate effectively in an international context. Given Canada's multicultural character, bilingualism can strengthen national identity and cohesion.

Despite the acknowledged benefits of bilingualism, and particularly of English-French bilingualism in Canada, there is a disconnect between the professed ideal and the lived reality. Canada is officially bilingual, yet French is essentially absent in many parts of the country. This was expressed in a study with Core French students in British Columbia who recognized the advantages of speaking French for work and travel opportunities but did not find it useful in BC because they did not see, hear or experience life in French. Additionally, they were unaware of opportunities in government, service industries or education where French would be relevant (Desgroseilliers, 2017). The advocacy organization, Canadian Parents for French (CPF) has repeatedly called for increased support for the integration of French in Canadian society.

**French as a Second Language (FSL) Education in Canada**
In 1970, the Official Languages Act included funding for mandatory second language instruction in provinces and territories. Initially, most programs were offered as 40-50-minute blocks in secondary schools, but today instruction is usually a 30-40-minute period two to five times weekly in elementary grades. St. Lambert, Quebec, was the first to experiment with a FI program in 1965. The immersion model grew in popularity and is now in place in all provinces and territories except Nunavut.

FSL programs are intended for the development of French language proficiency among non-francophones, the majority of whom are native English speakers. Generally, FSL education is a success story but with some caveats. In 2016-2017, 46% of Canadian students were enrolled in an FSL program, 11.3% in FI and 34.3% in Core French. Quebec is not included in these data.

Canadian jurisdictions offering FSL programs face common challenges:

- overwhelming French Immersion enrolment
- a lack of qualified FSL teachers in all programs
- inconsistent standards of language proficiency of students and teachers
- a scarcity of teaching tools and resources designed for diverse FSL learners

(Canadian Association of Immersion Professionals (CAIP), 2018; Ontario Public School Boards' Association (OPSBA), 2018, 2019). These issues are discussed more fully in this report.

**Models of FSL programs**

This section outlines the models of FSL in Canada. Although these descriptions below refer to Ontario, the models are replicated in similar fashion across the nation. Ontario students commonly choose among three options: Core French, Extended French and FI. Not all boards offer all three options. For example, the DDSB does not offer Extended French. It is important to note that even in the FI program, English language curriculum policy documents determine the curriculum for any subject other than FSL, even though instruction is in French.

**a) Core French**

Core French enrolment is compulsory in elementary grades and is usually offered in Grades 4-8. Ontario students in Core French must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. One French credit for the Ontario Secondary School Diploma (OSSD) is mandatory. Students usually satisfy that requirement in Grade 9. Students can take French as a subject from Grades 9 - 12. Elementary school Core French enrolment remains steady but drops significantly between Grades 9 and 10.

| Core French Enrolment 2016-2017 | Canada | Ontario | Durham DSB |
|---|---|---|---|
| JK & SK | 8,456 | 6141 | NA |
| Grade 1 | 35,954 | 27,436 | NA |
| Grade 2 | 39,197 | 28,749 | NA |

| | | | |
|---|---|---|---|
| Grade 3 | 44,151 | 30,395 | NA |
| Grade 4 | 176,648 | 109,830 | 4297 |
| Grade 5 | 200,561 | 108.699 | 4531 |
| Grade 6 | 199,446 | 109,683 | 4404 |
| Grade 7 | 187,955 | 111,452 | 4534 |
| Grade 8 | 192,529 | 112, 861 | 4636 |
| Grade 9 | 111,875 | 68,369 | 1625 (Applied) 2608 (Academic) |
| Grade 10 | 43,652 | 21,247 | 1035 (Academic) |
| Grade 11 | 28,874 | 13,640 | 561 (University) |
| Grade 12 | 15,731 | 8,406 | 373 (University) |

Table 1 Enrolment in Core French 2016-2017 (Canadian Parents for French, 2018a, p. 4)

Upper Grand District School Board (UGDSB) (Upper Grand District School Board, 2017b) found that only one in four students continued in Core French beyond Grade 9. Female students and students in the Academic course-type were far more likely to remain in French courses until graduation (p.19-22).  Student survey responses provided reasons for dropping French, the top ones being lack of interest, lower grades because French was too difficult, and timetable conflicts with other priority courses. The UGDSB recommended the strategies suggested in *A Framework for French as a Second Language in Ontario Schools* (Ontario Ministry of Education, 2013a) to increase student engagement (UGDSB 2017, p. 25-26). These include taking advantage of student interest in technology, connecting face to face and virtually with francophone communities, and participating in cultural and cross-disciplinary events in French (Ontario Ministry

of Education, 2013a, p. 18-19). Student surveys conducted by the Thames Valley District School Board (TVDSB, 2015) expressed similar data.

**b) Extended French**

Ontario students in an Extended French program learn French as a subject and French serves as the language of instruction in at least one other subject. Entry into Extended French programs varies but is usually at the upper elementary school grades.

**c) French Immersion**

FI is more intense.  In FI, students learn French as a subject and French serves as the language of instruction in two or more other subjects. Among elementary schools, French immersion programs vary by entry point and intensity. Early entry points could be JK, Grade 1 or Grade 2. Some schools offer later immersion starting around Grade 4 or 5. The proportion of English to French as the language of instruction varies by grade. In Ontario, FI students have accumulated a minimum of 3800 hours of French instruction by the end of Grade 8.

At the secondary level, French is the language of instruction in some courses. FI students will acquire 10 credits through instruction in French: four are for FSL (language) courses, six are for other subjects. The school grants a certificate in French Immersion to students who complete the program at graduation.

Entry into FI programs has been rising steadily over the decades in Canada and in Ontario, as Table 2 indicates. DDSB data is consistent with the provincial and national trends.

|  | Canada | | Ontario | |
|---|---|---|---|---|
| **Enrolment** | % in FI | % in Core | % in FI | % in Core |
| 2012-2013 | 9.9 | 37.2 | 9.1 | 41.3 |
| 2016-2017 | 11.3 | 34.3 | 12 | 39.8 |

Table 2 FI enrolment  in Canada and Ontario (CPF, 2018a, p. 1)

Why is FI increasing so dramatically? The benefits of bilingualism have been outlined above and student proficiency levels are high in FI as evidenced in student success at the B1 and B2 levels of the DELF exam (Carr, 2019). Graduates

of FI programs are now parents seeking advantages for their own children (CPF Ontario, 2019). Sometimes the advantages parents seek are not just second language skills but the byproducts of a parallel school-within-a school that has been described as a "private school within a public system" (Lewis, 2016). Hutchins, writing in *Maclean's* (2015) described three-day lineups for FI registration and parents using FI to escape less desirable schools, all driven by the perception (and to some extent, the reality) that FI is a gateway to a more upscale education. Many school boards struggle to implement fair, transparent, and acceptable ways to deal with wait lists for FI programs. The implications of rising FI enrolment are described in later sections of this report.

However, the initial enrolment uptake of FI is not maintained as grades progress. FI programs tend to have a single entry point. Although spaces open up in later grades, there are pre-requisites in terms of language knowledge and skill, making it unlikely that a Core French student would move successfully into a FI program. The greatest drop off occurs in the transition to high school between Grades 8 and 9.

| FI Enrolment 2016-2017 | Canada | Ontario | Durham DSB |
|---|---|---|---|
| JK & SK | 48,858 | 32, 428 | NA |
| Grade 1 | 43,138 | 26,234 | 1068 |
| Grade 2 | 42,283 | 24,080 | 1041 |
| Grade 3 | 38,680 | 21,560 | 987 |
| Grade 4 | 37,799 | 22,289 | 954 |
| Grade 5 | 35,742 | 20,654 | 869 |
| Grade 6 | 33,883 | 18,666 | 843 |
| Grade 7 | 33,951 | 17,308 | 804 |
| Grade 8 | 30,863 | 15,566 | 733 |
| Grade 9 | 23,050 | 9,650 | 477 |
| Grade 10 | 19,932 | 8,673 | 426 |

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| | | | |
|---|---|---|---|
| Grade 11 | 16,506 | 6,563 | 383 |
| Grade 12 | 13,337 | 5,391 | 324 |

Table 3 Enrolment in French Immersion 2016-2017 by grade (CPF, 2018a, p. 4)

The TVDSB (2015) data showed that there was a slight fluctuation in FI enrolment from SK to Grade 4. From Grades 5 to 8, enrolment remained steady, even slightly increasing with the influx of Extended Immersion students in Grade 7. (The Extended Immersion has since been dropped at TVDSB.)  However, roughly 32% of enrolled students dropped FI after Grade 8. Those who remained in the program in Grade 9 tended to stay with it to the end of Grade 12 (TVDSB, 2015, p. 24).

The pattern was similar in the UGDSB (2009). Of the 372 FI students who started in JK, 191 remained by Grade 8 (UGDSB, 2009, p. 2).  The DDSB data also shows this pattern.

Why do students withdraw from FI? For its review, the TVDSB (2015, p. 30-37) conducted an extensive survey of students, parents and staff. The list of reasons below is a composite of findings from the TVDSB as well as from research conducted by the Peel District School Board (PDSB) (Bennett & Brown, 2017, p. 24-25) and the UGDSB (2017a, b):
- Academic challenges in the program
  - difficulties learning French and/or English
  - heavier workload
  - a need to improve English language skills
  - a desire to improve grades (English program is considered less challenging)
  - a need for additional support (additional tutoring more expensive, parents/guardians do not speak French)
  - special education and English Language Learner (ELL) supports are not as easily available
  - feeling additional pressure to succeed
  - teacher suggested it

- Characteristics of the program

- disappointed with the quality of instruction (not engaging pedagogy, lack of differentiated instruction)
  - outdated materials/lack of resources
  - too much homework

- Reasons behind parents'/guardians' decision to withdraw
  - support learning, development, social, and emotional needs
  - opinion about the French Immersion program has changed
  - transportation issues (transportation not provided, unsafe public transit, lack of public transit, long "commute" for children, inconsistent schedules)
  - child struggling socially
  - siblings/ friends at different schools
  - childcare issues

- Reasons behind students' decision to withdraw
  - no longer interested in the French Immersion program
  - want to be with siblings, friends

- Pursuing other programs
  - chose to attend regional or gifted programs

- Relocation
  - moving outside the district/board
  - FI not offered at home (middle) school
  - complicated transportation issues

- Teachers
  - teachers' lack of French language skills - inability to speak French well
  - high teacher turnover
  - English speakers used as supply teachers, EAs and RCEs

- Class Composition
  - Potential for limited social opportunities given their classmates are consistent year-after-year

**d) Extended French**

Extended French programs are less common. They are usually offered in secondary school. To enrol in an Extended French program in Ontario, a student must have accumulated 1260 hours of French instruction by the end of Grade 8. A student in an Extended French program accumulates seven high school credits in courses in which the language of instruction is French. Four of these credits are for FSL (language) courses and three are for other subjects. The school grants a certificate in Extended French when these requirements are met.

**Alternative models of FSL**

Lewis (2016) has wrote that "In the global village of today, and in the bilingual, plurilingual, pluricultural, forward-thinking country of Canada, it is the role of the Canadian school system to seek out more pathways to develop students' competencies in multiple languages." She argued that Canadian school boards should offer a wider range of models such as those described below.

**a)  Intensive French and Intensive French with Intensive or Immersion follow-up**
Lewis (2016) described Intensive French as a mini-immersion for half a year, an enrichment of the Core French program.  Students remain in their neighborhood schools – an obvious advantage. They spend three to four times the number of hours regularly scheduled for FSL in a concentrated period of time (five months) at the end of the elementary school cycle (in Grade 5 or 6). Other subjects are compressed to accommodate this in the rest of the year.

Lewis claimed that students who begin with Intensive French in Grades 5 or 6 and follow through in Post-Intensive French until at least Grade 10 arrive at an intermediate level of competence. As a variation, students have the option to move from Intensive French into Late Immersion in Grade 6 or 7.

**b)   Late late Intensive French**
Intensive FSL is offered in concentrated blocks such as an entire immersion semester in Grade 9 or 10.


 **Distribution of Models**

In preparing its *Report of the Secondary FSL Review Committee*, the Upper Grand District School Board (UGDSB, 2017b) surveyed 32 Ontario school boards, 23 of which responded. The responses indicated the following:

- 78% of school boards offered French Immersion as the most common optional program. Extended French was offered in 66% of school boards and 50% of all boards contacted offered both FI and Extended French. Three school boards (9%) did not offer either French immersion or Extended French.
- Course offerings varied from site to site based on staff availability and qualifications. The most consistently offered optional courses in both the FI and EF programs are Geographie & Histoire in Grade 9 and 10 (82%) and Civics/Careers (63%) in Grade 10.

- Boards consistently expressed the efforts underway to shift the culture away from exemption for Grade 9 French and toward supporting special needs and English language learners to attract and retain students in FSL programs.
  (UGDSB, 2017b, p. 4)

Currently, the DDSB offers Core and Immersion FSL programs.

The distribution of Canadian students in FSL programs is of some concern. The Lang Committee Report (2013) lauded the success of FI programs but regretted the decline of Core French.

> The number of youth enrolled in a regular French as a second language program fell from 1.8 million to 1.36 million, a 24% decrease. In short, despite the rise in immersion program enrolment, the proportion of youth outside Quebec who have received French as a second language instruction in the last 20 years has fallen from 53.3% to 43.9%.
> (Section 2.2.2)

The Lang Committee put forward several recommendations in hopes of bolstering enrolment and retention in Core French. These recommendations mirror those in the Ministry of Ontario's *A Framework for French as a Second Language in Ontario Schools (Ontario Ministry of Education, 2013a)*, document.

**Models: Single and dual track**

Single-track elementary schools offer instruction in one language - either English or French. Dual-track elementary schools offer instruction in English and French in various configurations. Despite its goal of a 60/40 balance, FI was growing in many dual track schools in the PDSB. The board established threshold criteria where consideration of converting a school to single-track would be necessary: when the English track would require triple-grade classes and/or when the English program dropped below 40% of the school enrolment. Community response and availability of space would then be taken into account (Brown & Bennett, 2017).

The tables below outline the advantages and disadvantages of single- and dual-track models. The tables draw upon the research conducted by the PDSB (PDSB, 2012, p. 9-11; Brown & Bennett, 2017, p. 17-20), the Ottawa-Carlton District School Board (OCDSB), 2019), the UGDSB, 2009, Appendix C) and School District 68 Nanaimo-Ladysmith in British Columbia (Ladyman Consulting, 2011).

| Topic | Single track advantages | Dual track advantages |
|---|---|---|
| Culture | • more opportunities for French language/culture to be displayed around the school (e.g., posters, displays)<br>• more likely for extra-curricular activities, assemblies, etc. to be in French | • more exposure to Canada's two official languages<br>• foster a greater understanding of Canadian identity and multiculturalism (are examples of a bilingual Canada) |
| Language | • immersed in one language – full immersion<br>• more informal opportunities to use French (e.g., playground, hallways)<br>• elective courses taught in French | • exposing students at an early age to both languages can enable them to recognize similarities between words and increase competencies in both languages<br>• non-immersion students have more opportunities to be exposed to French |

| | | |
|---|---|---|
| Community | • one school fosters its own community environment | •Students attend the neighborhood school<br>•smaller community schools stay open due to higher enrollment at the school because of the FI program |
| Classes | • fewer combined grades | •FI and non-immersion students may take some courses/subjects together |
| Resources | • resources and funds for only one program at the school (may be cheaper)<br>• easier for the administration to manage the budget | •more accessibility of resources for both languages (e.g., in the library, in classrooms) |
| Students | • less likely to succumb to peer pressure to speak English | •both FI and non-immersion students interact with each other, thus promoting tolerance and understanding |
| Demission | • no advantages found | •students are able to stay in the same school (if it's their home school) if they choose to withdraw from the FI program; less disruptive for the students |
| Staff | • more staff who speak French increases the likelihood that students use French outside the | •teachers of both the FI and non-immersion programs benefit from each other's expertise |

| | | • more opportunities for staff collaboration and professional development together |
|---|---|---|
| | classroom (e.g., at recess, in the hallways)<br>• more likely to have support staff (SERTs, supply teachers) who speak French<br>• more likely that the administrator speaks French<br>• teacher satisfaction is reported to be higher | • more opportunities for staff collaboration and professional development together<br>• CF teacher could do FI coverage<br>• both FI and non-immersion staff interact with each other, thus being role models for students |
| Parent/Guardian Involvement | • more commitment from parents/guardians (e.g., willing to drive to FI school, become involved in the School Advisory Council [SAC] | • more involvement of parents/guardians if school is in local/neighborhood area |

Table 4: Advantages and disadvantages of the dual-track model

| Topic | Single track disadvantages | Dual track disadvantages |
|---|---|---|
| Culture | • less exposure to Canada's two official languages<br>• less understanding of Canadian identity and multiculturalism | • less opportunities for French language/culture to be displayed around the school (e.g., posters, displays)<br>• less likely for extra-curricular activities, assemblies, etc. to be in French |
| Language | • students may exhibit delays in learning English | • students are less likely to speak French outside the classroom |

| | | |
|---|---|---|
| | oral and written language | |
| Community | • local non-immersion students travel further<br>• English-only schools are perceived as<br>    ○ less academically rigorous<br>    ○ more likely to have populations that are new to Canada and from low SES backgrounds<br>    ○ more likely to have more students with special needs<br>    ○ more likely to accommodate specialized learning-needs programs<br>• distances to a school with an English program<br>    ○ students may have to be bussed or walk further distances to an English single track school | • disappearance of the English program at the school<br>• English track can be perceived as second best |

| | | |
|---|---|---|
| Classes | • increasing demand for FI may lead to overcrowding in FI schools while space is available in English track schools<br>• possible boundary reviews required | • more combined/triple grades |
| Resources | • fewer English resources | • fewer French resources<br>• harder for the administration to manage the budget and allocate resources to two programs |
| Students | • students may consider themselves to be in a better program/school | • division between FI and non-immersion students |
| Demission | • students who withdraw from the FI program have to attend another school; more disruptive for the students | • negative perception from peers for not continuing in the FI program |
| Staff | • difficult to find/hire fully bilingual staff | • less likely to have support staff (SERTs, supply teachers) who speak French<br>• support staff are divided between the FI program and non-immersion program<br>• typically one teacher teaches two classes |

| | | (English/French) so there are two primary teachers |
| | | • limited opportunities for staff collaboration and team teaching |
| | | • dichotomy between FI and non-immersion teachers |
| Parent/Guardian Involvement | • less involvement if school is not in the local/neighborhood area | • may not want to be involved because they feel overshadowed by the non-immersion parents/guardians |

Table 5: Advantages and disadvantages of the single-track model

The information in the tables above is supported by abundant research: Adams, Oracheski, & MacDonald, 2007; Alberta Education, 2014; Bennett, Favaro, & Lam, 2014; Crawford, 1978; Cummins, 1979; Doell, 2011a, 2011b; Hamiton Wentworth District School Board (HWDSB), 2009; Kissau, 2003; Ladyman Consulting Inc., 2011; Lapkin, Andrew, Harley, Swain, & Kamin, 1981; Manitoba Education, Citizen and Youth, 2007; PDSB, 2012; UGDSB, 2017a, 2017b; York Region District School Board (YRDSB), 2012.


**Models: Start Point, time and intensity**
The literature is plentiful but inconclusive as to the optimum age/grade at which to offer FSL (Netten, 2007). Murphy (2001) wrote that empirical evidence does not support the popular belief that proficiency is correlated to an earlier starting time. Turnbull, Lapkin, Hart and Swain (1998) found that oral fluency tends to be better among students who begin at a younger age but in comparing early, middle, and late immersion students, there were no statistical differences on the listening, written, and reading test scores in French. Some brain research suggests the age of 7 and under is an optimal window of opportunity for language learning (Ladyman Consulting, 2011). Other studies present contradictory findings

and support an early start point (Edwards, McCarrey, & Fu, 1980; Krashen, 1981; Lapkin, Hart, & Swain, 1992).

Benefits of early introduction to FSL are transferable literacy skills across languages, stronger oral fluency, availability of more resources appropriate for younger learners, and a more inclusive class cohort (Baker, 2006; Cummins, 1979; Lepage & Corbeil, 2013; Swain & Lapkin, 2000; Turnbull et al., 1998; Willms, 2008). A drawback is that special learning difficulties may be less noticeable (Arnett & Mady, 2010), resulting in a delay of remediation.

There are advantages to delaying FSL until the middle grades and even later. Later entry into FI increases the likelihood of remaining in the program (Ladyman Consulting, 2011). However, enrolment in later FSL programs, especially when students are more participatory in the choice, is more influenced by student friendships and logistical considerations such as transportation.

The bottom line seems to be that proficiency can be achieved through multiple entry points. The Ottawa Carlton District School Board (OCDSB) found that all their immersion programs, early, middle, and later, supported success on the DELF exam. "Recent past analysis of the results showed no statistically-significant difference in success rates at the B2 level for students enrolled in EFI, MFI in grade 8 or in extended/immersion French in grade 12" (OCDSB, 2019, p. 9).

More influential than start point seem to be time and pedagogical approach. The amount of time a student spends in a francophone instructional context correlates positively on language proficiency (Lazaruk, 2007; Smyth, Stennett, & Gardner, 1974). Engagement surfaces as an influential factor in retaining students, which in turn influences proficiency. The optimal level of intensity is debateable.

Neither time nor intensity means much without effective teaching and learning strategies, which is why considerable research has been directed at pedagogy. Arnott and Lapkin (2019) have observed that

> Instruction in core French has advanced from its grammar-translation roots to 'newer' approaches, emphasizing oral communication, interaction, and

reconsideration of CF learners as social agents (i.e., action-oriented approach) (p. 8).

Lyster (2019) described the current pedagogy that emphasizes a more holistic, active, student-centred approach. Arnott and Masson (2019) extended this in advocating a multidisciplinary approach such as arts-based instruction.

However, Core FSL teachers continue to face undermining challenges related to the chronic marginalization of Core French in schools, less than ideal teaching spaces, less support for resources, and insufficient professional learning. Arnott and Lapkin (2019) lamented that "Overall, what should have been an exciting evolution [in pedagogy] has become an institutionalization of core French, which has hampered the potential impact of positive instructional change. Consequently, innovative thinking has been stifled regarding ways to revolutionize core French" (p. 8). Respondents to the OPSBA survey (2018) corroborate Arnott's and Lapkin's disappointment.

**Learner Proficiency**

One challenge to measuring and comparing proficiency is the lack of a consistent cross-Canada standard. According to long-past studies (Cummings & Swain, 1986; Genesee, 1987), FI students outperform students from regular FSL programs in all types of French-language tests, approaching native French students in reading and listening comprehension.  However, conceptions of second language success have changed since the 1980s (Arnett, 2013). While some educators still cherish the ideal of native-like proficiency, a shift is occurring towards a broader multidimensional definition of success that is focused on progression and real-life application. The Common European Framework of Reference (CEFR) supports this shift.

More school boards are learning about the CEFR (Council of Europe, n.d.). CEFR can be applied to student competency at all levels including university. Thus, it provides a goal-oriented roadmap for progressive attainment. Lewis (2016) described a "fine example" of the application of CEFR in the Edmonton Public School Board which has "implemented bilingual programs in six languages and has been working for years with the CEFR-inspired "student language passport": a digital portfolio of language experiences, and related benchmarks and

credentials." The CEFR also contributes to fair, transparent hiring of FSL educators. In Europe, job postings indicate the level of proficiency required.

More school boards are encouraging students to voluntarily "challenge" the Diplome d'etudes en langue Francaise (DELF). The DELF is used by the French National Education to certify French language skills internationally. The CEFR and the DELF build greater clarity and consistency of expectations based on globally accepted descriptions of competency levels among jurisdictions (Carr, 2019; Lewis, 2016). The UGDSB (2015) reported that offering the DELF deepened student and teacher capacity and engagement. From 2014 to 2017, UGDSB students achieved 96% to 100% success rate on the DELF and 87 teachers had been trained as correcteurs.

The popularity of the DELF continues to grow. In the OCDSB, participation rose to over 1500 students (87% of all eligible), with 94% success rate in 2018-2019. In 2020, 350 students in the TVDSB applied to take the DELF, and 70 TVDSB educators have been trained to act as scorers (Jennifer Moodie, personal communication, March 3, 2020). In 2016, 79 DDSB students participated in the DELF. By 2019, 303 DDSB students took the exam, and 70 teachers were trained in September, 2019, to be scorers. The DDSB anticipated that 400-450 students would apply to write the exam in 2020.

The DELF is an excellent opportunity for students to capstone their FSL journey. The number of DDSB students challenging the exam, and their success rates suggest that they are confident in their proficiency in French.

| DELF Exam in DDSB | 2018 | 2019 | |
|---|---|---|---|
| Exam level | # students who wrote | # students who wrote | Pass rate |
| A2 | 13 | 41 | 93% |
| B1 | 96 | 151 | 90% |
| B2 | 99 | 111 | 89% |

Table 6 DDSB DELF results

The rising popularity of the DELF presents challenges for school boards attempting to accommodate the growing number of students wishing to write. Finding adequate rental space and completing the scoring within the 10-day window can be difficult, as is scheduling the oral component. In order to qualify as markers, teachers must complete a four-day specialized training session at about $1000 per teacher – a cost that comes out of the French budget. Retraining every five years and upgrading to qualify to score the higher levels of the exam are necessary. Some school boards have applied a student fee ($50.00 in DDSB), which offsets costs and discourages an impulsive application. However, a fee may act as a barrier to access, as does a policy of capping the number of applicants through a first-come fist-served application process. In total, the DDSB spent $49,459.60 on administering and scoring the DELF exam in 2019, up from $24,263.05 in 2018.

Access & equity

Equity across FSL programs has emerged as a compelling concern across Canada (Sinay, et al., 2018, p. 27), so much so that the UGDSB requested that the OPSBA advocate for a provincial review of FSL education with a consideration of the impact of FI in Ontario.

In 2016, Steven Hurley's (2016) article in *EdCanada* used the example of FI to tackle the issue of school choice in public education and its adjacent issue of equity, especially regarding access and support. He wondered "what pressures and concomitant effects does [broad inclusion] place on the system in terms of being able to support all who choose the program? And what commitment is there to the success of all who enroll in an FI program?"

Hurley's questions are prescient. Schools struggle to ensure adequate support to students with learning challenges given the scarcity of qualified FSL teachers, education assistants and RCEs, and the scarcity of diverse French instructional materials (Genesee, 2007; Joy & Murphy, 2012; Mady & Arnett, 2009). Arnett (2013) summed up the problem:

...there are not always a lot of resources to help FSL teachers learn how to be more inclusive. It is not just a matter of having resource teachers who can provide support to particular students in the classroom...there is a limit to how much individual teachers can reasonably do on their own to facilitate an inclusive, academically beneficial learning experience within the classroom. I have known teachers who have metaphorically moved mountains to help all students in their classes find success in French, but I also know the toll it has taken on them. The "system" has got to do more to support FSL teachers in making their classrooms inclusive.

In her observation of FSL education across Canada, Lewis (2016) observed that "despite increased efforts to promote differentiation of instruction and inclusionary practices, French Immersion does not historically retain anywhere near the same percentages of special education students as the rest of the system, especially at the intermediate and secondary grades". Mulhing and Mady (2017) noted that policy and curriculum documents in 80% of provincial and territorial jurisdictions refer to inclusion of students with special education needs, yet actual application is inconsistent, and exclusionary practices, often informal, are widespread. For example, a perception that FI is an enrichment program may discourage enrolment. Because the exclusion of such students raises an ethical and legal issue in a publicly funded system, Mulhing and Mady (2017), along with Arnett (2013) caution against the use of exemptions to divert English Language Learners (ELL) and students with special needs away from French programs in general, and especially FI. "Exemptions are problematic because they perpetuate the idea that FSL study is not for all, and particularly that exceptionalities and FSL cannot coexist" (Arnett 2013). Furthermore, exemptions, which are not applied to other subjects such as math, imply that FSL is less important.

While school boards express commitment to choice among and inclusivity for all FSL programs, practical conundrums complicate implementation, with implications for access and equity. The surging enrolment in FI is forcing school boards to assess FI's hollowing out effect on regular English programs.

One option is limiting access to FI through capping and lotteries – strategies that advocacy groups such as Canadian Parents for French have strenuously opposed, and one that clearly restricts access.

Transportation is another practical consideration related to equity. Families in economically challenged circumstances cannot afford to pay the additional transportation costs when transportation to French Immersion schools is not provided by a school board.  Likewise, school boards facing extensive budget pressures are concerned about diverting funds into more bussing, in addition to the environmental impact of such transportation plans.

Having single set entry points (e.g., Grade 1) for FI and Extended or Intensive FSL (e.g., Grade 5) programs mitigate against equity and choice. This policy contributes to the perception that certain FSL programs, particularly FI, become an exclusive school within a school.

Renown researcher Douglas Willms (2008) has made the case that FI in New Brunswick contributed to significant inequity (Cooke, 2010). His research showed that FI classes were smaller than Core English class (19.5 vs 21.3) and included fewer students with special education plans.  The OCDSB review in 2019 includes data that corroborate Wilms' research.  Compared to single-track FI schools, single-track English schools had a higher proportion of English Language Learners, students with special learning needs, students who live in lower income neighborhoods, and more multi-grade classes (Miller, 2019a; OCDSB, 2019, p. 7-8).

Wilms' research found that students from the highest socioeconomic group were nearly twice as likely to enroll in early FI while those in the lowest socioeconomic group were half as likely to enroll. In his words, "When one compares socioeconomic status of those in EFI to those in CE, the divide is comparable to or larger than the divide between non-Hispanic whites and African-Americans in the US" (p.93). Data from the Toronto District School Board (TDSB) (Sinay et al., 2018) support Willms' findings:

> In Grades K-6, students whose family income was at the professional/senior management level ($100,000+) had much higher representation in the French Immersion program (63%), in comparison to the Extended French (38%) and TDSB baseline (35%). In contrast, students with a family SES of the unskilled clerical/trades work ($30,000–$49,999) tended to be underrepresented in the French Immersion program (3%), compared to the

Extended French (6%) and TDSB (10%) representation at the Grade 7–8 level.

Students whose family SES is non-remunerative (less than $30,000) tended to be underrepresented—especially in Grades K–6—in French Immersion (7%), as well as slightly underrepresented in Extended French (16%), compared to the TDSB baseline (23%). (Sinay et al., 2018, p. 86)

These findings are not universal, however. The TVDSB (2015) found that "FI and non FI families did not differ for any of the socio-economic variables" (p. 30) nor did families differ regarding languages spoken at home, early childhood experiences, or parents' perceptions of their children's literacy skills (p. 31).

In FI programs, females outnumber males (TVDSB, 2015). The gender imbalance is intensified by the predominance of female FSL teachers – 86% in elementary grades (CAIP, 2018, p.13).

In addition, FI programs can segregate by ability (based on Early Years Evaluation scores), which grows with advancing grades. As early as SK, children enrolled in FI are already ahead of their peers, most likely a result of higher socioeconomic status. This feature intensifies over time. Although students can transition *out* of set-entry FSL programs, movement cannot go the opposite way. Students who do well in FI tend to remain there while those who struggle often move to the English Core program, thereby accentuating the FI exclusiveness. The attrition of FI students means that the program caters to a more and more select group (Sinay et al., 2018, p. 32-33).

Hurley (2016) went further to highlight a troublesome philosophical, perhaps ethical problem that FI brings to the forefront - the tension between the individual (the success of *my* child) and the greater society (the success of *all* children).

> Refreshed narratives around personalization, the development of individual potential and the desire to have our children maintain a competitive edge appear, in some ways, to be diametrically opposed to a vision of systems that are committed to social justice, equity and the success of all. (Hurley, 2016)

This tension is evident elsewhere, including in Durham. FI enrolment at a DDSB school (Maple Ridge) grew from 263 in 2014 to 456 by 2019-20 while the regular English program enrolment rose only marginally (188 to 220) and was expected to drop. A plan to turn Maple Ridge school into a single-track FI school upset the community. One concerned parent expressed it this way: "They are bussing students from eight other schools into our school and claiming enrolment is exploding." There was a sense of division growing within the school community of those who lived within the English catchment area and those who lived within the FI boundary.

Coming back to the tension between individual advantage versus collective good, Willms (2008) pointed out that early FI benefitted a few but negatively affected the majority in the English Core:

> The most fundamental choice of parents in a public-school system is the right to enroll their children in a school where they can learn with their peers. But school choice is not a right when it has a negative effect on the educational choice for other children, especially those who are most vulnerable. And this is the perverse effect that early French immersion is having in New Brunswick (p. 95).

Countering Willms, Joseph Dicks maintained that eliminating or limiting early FI would deprive children of opportunity and that what was needed were broader accessibility and more support so that all students could have expectations of success (Cooke, 2010).

The New Brunswick conflict more than a decade ago has played out many times since in jurisdictions across Canada. On the one hand, FI offers the ideal of choice and advantages. On the other, its actual implementation can accentuate inequity and undermine the vision of universality of public education.

**FSL in Ontario**

The Ontario Ministry of Education (OME) (2013a) expressed its vision for French education in this province: "Students in English-language school boards have the confidence and ability to use French effectively in their daily lives" (p. 8). Three main goals support this vision:

1. Increase student confidence, proficiency, and achievement in French as a second language (FSL).
2. Increase the percentage of students studying FSL until graduation.
3. Increase student, educator, parent, and community engagement in FSL. (p. 9)

All school board decisions should be filtered through these three goals.

Underpinning the goals are guiding principles for FSL in Ontario:

- *FSL programs are for all students. A Framework for French as a Second Language in Ontario Schools* (Ontario Ministry of Education, 2013a) emphasizes that the benefits of second language learning should be open to *all* students. FLS educators should apply differentiated instruction, accommodations and modifications to meet the needs of diverse students, including students with special needs and English language learners. This principle has significant implications for access and equity, as well as for the resources of staffing and learning materials needed to implement effective FSL programming.

- *Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.*

- *FSL education serves as a bridge between languages and cultures.* FSL promotes intercultural competency and acceptance of diversity.

- *Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.* The Ministry attempts to dispel the misconception that learners should master their first language before learning a second. It references studies showing that students who participate in FSL education develop strong English-language literacy skills (Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005) and improved memory and creativity (Lazaruk, 2007). The Ministry encourages FSL teachers to "collaborate with teachers of all subjects to help students make connections between French and English, and when possible, between French and the students' other languages. By making these connections, FSL students can develop a strong understanding of how languages work and which language-learning strategies are most effective for them" (p. 11).

- *Research informs decision making by all stakeholders*. Some policy decisions related to FSL education can arouse strong emotions among stakeholders. The Ministry appeals for decision-making based on "research that reflects current thinking and effective practices in FSL education" (p. 11).

- *Learning FSL is a lifelong journey*. An awareness that the benefits of FSL accrue over time should encourage the long-range pursuit of FSL education into adulthood. This principle has implications for the retention of students in FSL programs.

The graphic image on page 12 of the *Framework* document (Ontario Ministry of Education, 2013a) shows how the vision, goals, guiding principles, and strategic focus areas are nested together in a coherent framework.

While there are considerable local differences among English school boards in Ontario, they share many common successes and challenges when it comes to FSL education. This next section summarizes them.

**Successes of FSL in Ontario**

**a) FSL is growing**

FSL education in Ontario could be called a success story albeit with caveats.

The Education Act makes French language instruction mandatory in Ontario schools. Ontario students study French from Grades 4 to 9. One secondary school credit in French is required for graduation although students can be exempted under certain conditions. School boards have the option to offer additional FSL programming such as French Immersion and Extended French based on resources and demand.

In Ontario in 2016-2017, 51.9% students were enrolled in an FSL program – roughly 12 % in a French Immersion program, 39.8% in Core French (Canadian Parents for French, 2018a). Canadian Parents for French Ontario (2019) reported that "284,448 students were doing more French than the Ministry of Education

requires and are enrolled in French Immersion, Extended French or Core French from Grades 10 to 12."

Enrolment in FI is exploding. Enrolment in FI grew 5.7% annually over 11 consecutive years, making Ontario 7th in FI participation among the predominantly English provinces/territories. The success of FI in Canada has led to inter-related challenges that are being experienced in Ontario, and in jurisdictions across Canada.

### b) FSL is becoming more inclusive

A positive chicken-and-egg situation has developed in which school boards are adopting more inclusive practices, encouraging greater instructional differentiation, and attempting to provide more support for English language learners and students with special needs. There has been an increase of allophone enrolment in FSL programs, particularly in districts of high immigrant arrivals (CPF Ontario, 2018).

These practices reflect Ontario's Ministry of Education directives expressed in *A Framework for French as a Second Language in Ontario Schools* (Ontario Ministry of Education, 2013a), and supporting documents: *Learning for all: A guide to effective assessment and instruction for all students, Kindergarten to Grade 12* (Ontario Ministry of Education,2013c); *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* (Ontario Ministry of Education, 2014a); *A Parent Guide on Supporting your Child's Success in French Immersion and Extended French* and *Kindergarten in a French Immersion Setting* (Ontario Ministry of Education, 2014b)*; Including Students with Special Needs in FSL Programs* (Ontario Ministry of Education, 2015)*; and Welcoming English Language Learners into French as a Second Language Programs* (Ontario Ministry of Education, 2016).

The Ministry's message is clear: all FSL programs should be available to all students, and all students should be supported in achieving success in them.

### c) FSL pedagogy is becoming more relevant and engaging

A revised Ontario FSL curriculum came into play for elementary students in 2014 and for secondary students in 2015. These curricula emphasize authentic and

spontaneous communication and encourage innovative pedagogy as opposed to more traditional grammar and translation (although accuracy remains important) (Arnott & Lapkin, 2019). Cross-transfer language-to-language, across programs (Core and FI), and across disciplines provides a variety of situations in which to apply language skills (Arnott & Masson, 2019; Lyster, 2019).

The use of technology (e.g., Skype conversation with francophones anywhere in the world) and access to over 8000 electronic resources through IDELLO and TFO have brought FSL into the real world of the 21st century (CPF Ontario, 2019).

Partnerships between the Ministry of Education and French-supporting organizations are building networks and creating experiential opportunities beyond the classroom for students to use their French. One example is FrenchStreet.ca, developed by CPF Ontario and the Ministry in 2015. Others include the French public speaking contest Le Concours d'art oratoire.

### d) Assessing FSL student proficiency is becoming more consistent and accurate

As mentioned above, more students are testing their French language skills by voluntarily challenging the DELF. The CERF is providing clear and consistent standards of achievement. FSL teachers across Canada are learning more about CERF and participating as markers in the program. However, countering its benefits, the DELF, which was affordable at a lower demand, is becoming increasingly costly for school boards. When boards charge exam fees and/or limit participation, the DELF becomes an example of inequity.

### Challenges related to FSL education in Ontario

School boards across Ontario and indeed, across the country, are facing similar challenges when it comes to FSL programming. These challenges are inter-related and are discussed in this section.

### a) Funding

School boards receive federal funding to support FSL education. Each board can allocate that money as it sees fit, with minimal accountability and no guarantee that the money will be spent on programming needs (e.g., reading materials as opposed to transportation).

CPF applauds the continuation of the per FSL student amount funding related to the delivery of Core, Extended, and Immersion French programs but states that school boards continue to use FSL grants to pay for other priorities. Because boards are not required to report on FSL expenditures, there is a lack of transparency and accountability which can undermine FSL programing (CPF Ontario, 2019). In its submission to the Lang Committee (Lang Report, 2013), CPF requested greater transparency in the disbursement of funds to ensure that they are directed to FSL use.

### b) Proficiency of Ontario FSL students

The proficiency of students in FI programs is considered generally high by contemporary standards (CPF, 2017). Core French proficiency, while acceptable, lags behind that of FI students. The PDSB found that while French language proficiency of both English program and FI groups improved over a five-year period, achievement for students in the FI program was higher in both report card and EQAO scores (PDSB, 2012, p. 8).

To raise proficiency levels, Arnott and Lapkin (2019) have suggested a redistribution of Core French time:

> Rather than increasing the time for core French in a year, the time is distributed differently; think of semestering that occurs in many secondary schools so that instructional periods last for about 80 minutes as opposed to the 30- to 40- minute periods we associate with core French at the elementary level. (Arnott & Lapkin, 2019, p. 8)

Two Ontario studies show that proficiency and retention among Grade 7 Core French students improved under this model (Arnott & Lapkin, 2019).

### c) Rising enrolment in French Immersion

Consisitent with a national pattern, Ontario parents are increasingly choosing FI for their children. In 2018, 72% of Grade 1 OCDSB students were enrolled in FI (Miller, 2019b).
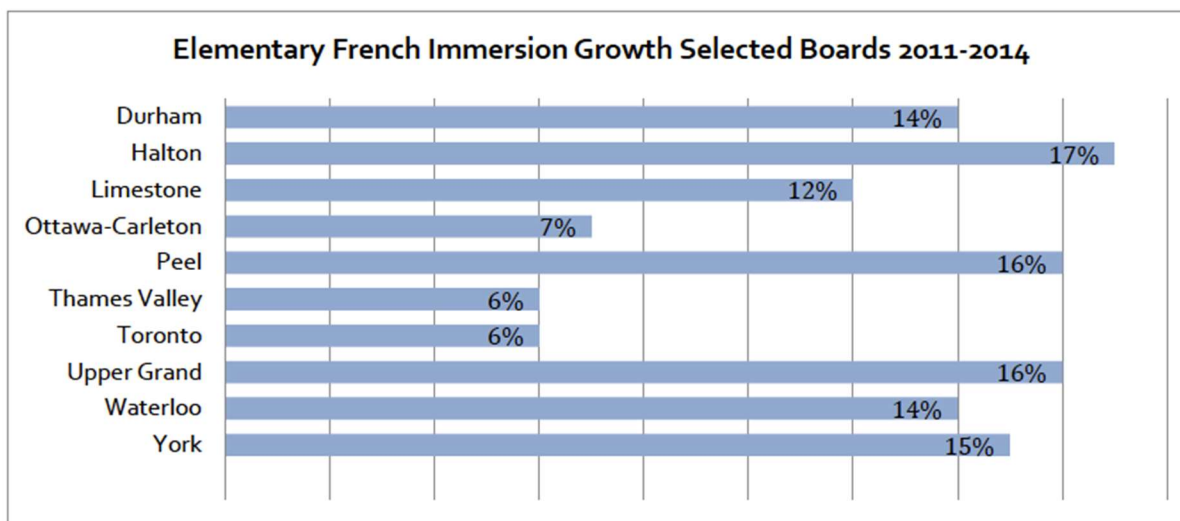
Figure 1 Elementary French Immersion Growth Selected Boards 2011-2014 (OPSBA, 2018, p. 8)

While the graph above accurately shows general trends, it may be misleading and somewhat out-dated. For example, a reason for the relatively low percentage growth for the OCDSB is because there was already a high proportion in FI prior to 2011.  Many boards have experienced significant growth in FI enrolment since 2014, with an accompanying concern about the continuing viability of English programs. Over the last decade, FI enrolment in the OCDSB has increased by 10% while enrolment in English has declined by the same percentage (OCDSB, 2019). In 2018-2019, 48% of OCDSB elementary students were enrolled in FI and roughly 29% were in the English program – a seemingly lopsided imbalance.

At 14% growth, the DDSB has seen one of the greatest increases of FI enrolment in Ontario, and that was up to only 2014. Forecasting 10 years ahead, the UGDSB (2017) expected "a significant increase in secondary FI enrolment, which more than doubles by the year 2026" and predicted that English track enrolment "will drop from about 95% to about 88%. The key driver for increases in student enrolment is linked to FI, not RT [regular English track], which remains relatively static" (p. 7).

English track and all FSL programs are affected by English school boards' efforts to address the popularity of FI. Thus, it is impossible to disentangle a discussion of FI from the wider context of FSL education.

Difficulties develop when FI enrolment overwhelms English/French Core enrolment in a school. Small English/regular cohorts in dual-track schools make it difficult to create viable single-grade classes.  Sometimes as many as three grades are combined to make one viable class, presenting a challenging teaching and learning situation (Halton Distrct School Board (HDSB), 2016). This is especially difficult in a split Grade 3 / 4 class when the Grade 4 students have Core French but the Grade 3 students do not. Even combined-grade classes can be too small.

The OCDSB report (2019) highlighted the comparison between English and FI class composition:

> In 2018-2019, there were 690 ENG classes. Of these classes, 59% (410) had straight grade levels, 40% (275) had split grades and 1% (5) had triple grades. This is in comparison to EFI [early French immersion] classes where 81% are straight grade and 19% were split grades. There were no triple EFI grades. (p. 4)

One criticism of FI programs is that the same students stay together year after year, but this is also a feature of classes in small-cohort English track programs.

When FI enrolment pressure becomes too great for a dual track-school, tough decisions about multiple boundary changes and conversions into single-track schools take place. Relocating English track students out of neighborhood schools to accommodate FI raises community protest. Families are disrupted. Separated siblings, transportation scheduling and pre-and post-school child-care are all affected.

Bussing scattered students to FI schools significantly increases transportation costs and carbon footprint – factors that some consider unwarranted for a discretionary program. Some boards do not cover transportation costs for students outside the walking zone of an FI school (e.g., the Toronto Catholic School Board.). Toronto District School Board (TDSB) has proposed the elimination of bussing for students in FI and Extended French Grades SK-8 and of tokens for secondary students in FI and Extended French in 2020.

While withdrawing transportation curtails costs, it raises the question of equity of access. As CPF put it, "Without access to free transportation, providing equal opportunity for student achievement through FI or Extended French education is

impossible" (CPF Ontario, 2019). The TDSB subsidizes families who meet criteria through an equity fund but its own research showed that the majority of families with children in elementary FI had household incomes in the $100,000 range (Sinay, et al., 2018, p. 86).

Another budgetary complication arises when stakeholders do not recognize French Immersion as a rationale for capital projects.

### d) Teacher "shortage" and work conditions

Perhaps the most pressing and widespread challenge for FSL education is placing qualified FSL educators in permanent and occasional teacher, Education Assistant (EA) and Registered Early Childhood Educator (RECE) positions. Every school board report referenced in preparing this report identified this issue as a persistent problem. In 2016, there were approximately 17,200 FI teachers in Canada, which was a 21% increase in four years (OPSBA, 2109, p. 84), yet this increase was nowhere near enough to close the gap between supply and demand. The demand for FSL teachers continues to grow.

In 2018, the Canadian Association of Immersion Professionals (CAIP) released its report on its cross-Canada investigation into FI teaching. Similarly, in 2017, OPSBA partnered with stakeholders to investigate and make recommendations in two reports (2018, 2019). The reports from both organizations are remarkably similar and provide a wealth of detailed information regarding three key areas: recruitment, hiring and retention of FSL educators. The recurrence of the word "collaborate" in the recommendations emphasizes the interwoven aspect of the problem, and its cross-Canada nature. For example, OPSBA recommended that school boards share successful recruitment, hiring, and retention strategies even though they are all competing to hire from a small pool. A report from the Office of the Commissioner of Official Languages (2019) echoed the findings and the recommendations expressed by OPSBA and CAIP.

### *Recruitment of FSL educators*

When Ontario Faculties of Education introduced the two-year teacher education program in 2015, school boards saw a significant drop in applications received from teacher graduates. See Figure 2 below.
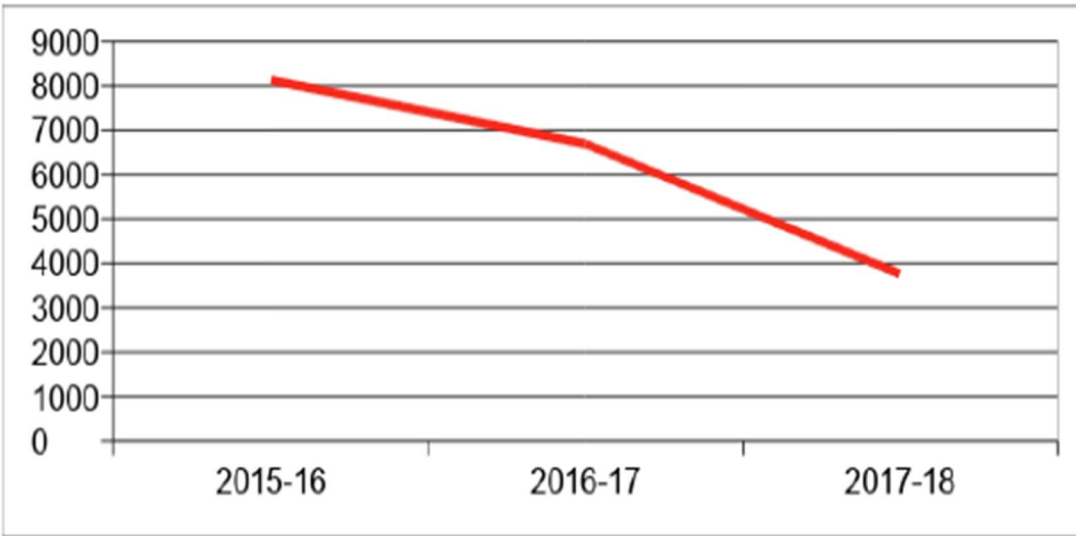
*Number of Job Applications\* by FSL Teacher-Graduates*
*\*This number accounts for multiple job applications submitted by individual teacher-graduates across multiple school boards in a given year.*

Figure 2 Number of job applications by FSL teacher-graduates (OPSBA, 2018, p. 21)

By 2019, the gap between supply and demand persisted despite the fact that
No Ontario-resident French-language-program graduates report unemployment for the third year in a row. FSL teachers are also all employed….one in three FSL-qualified graduates teaching in English district school boards land permanent contracts in the first year, and by year five, four out of five have full-time employment.  (McIntyre, Tallo, & Malczak, 2020, p.17)

CAIP (2018) and OPSBA (2019) have urged Faculties of Education to vigorously encourage and make space for enrolment into FSL programs.  In Faculties of Education, FSL has no preferential status despite desperate demand for FSL educators. Discussions are underway to possibly provide FSL teacher education spaces outside the regular funding parameters. In addition, Faculties could recruit from secondary school FSL programs, and through partnerships with French-supporting organizations (CAIP, 2018), and school boards could provide financial incentives to entice potential candidates (Office of the Commissioner of Official Languages. (2019).

In addition, OPSBA (2019) has encouraged the Ontario College of Teachers (OCT) and the Ontario Ministry of Education to communicate FSL employment opportunities in Ontario more strenuously. Recruitment campaigns should target audiences beyond local jurisdictions and include international sources of labor to offset the tendency of applicants to focus primarily on familiar boards in their area of residence (CAIP, 2018; OPSBA, 2018). The CAIP (2018) report lists vigorous recruitment strategies on page 27-28. The OPSBA 2018 report does the same on page 24 and summarizes the factors influencing FSL teacher applications and hiring experiences on pages 29-31.

*Hiring*

If a school board is fortunate to have an FSL educator applicant, its next challenge is to assess that applicant's proficiency in French. There is considerable variation among entrance and Additional Qualifications requirements for FSL teacher education programs at Faculties of Education – all the way from self-declaration up to DEFL B2 certification with 70% or higher. Thus, graduation from a faculty is not sufficiently informative as to proficiency. On average, approximately one quarter of FSL teacher applicants do not meet French language proficiency standards established by individual boards (OPSBA, 2018, p. 26). The Office of the Commissioner of Official Languages (2019) found the following in its investigation:

> Several school boards admitted to keeping language requirements low for fear of not being able to fill positions. Some felt that, in light of the lack of candidates, it was necessary to settle for teachers with only a slightly higher level of French than their students. (p. 8)

CAIP (2018), the Office of the Commissioner of Official Languages (2019) and OPSBA (2018, 2019) recommend that boards and Faculties of Education collaborate to develop a provincial framework based on the CEFR as British Columbia has done. A framework would give applicants and hiring committees consistent expectations of proficiency. Beyond initial hiring, CEFR could be used to upgrade status of progressively more qualified existing teachers in the system.

OPSBA iterates that shortages apply to all FSL education workers, not just teachers. Education workers in roles other than teaching report that they are often not asked about their French language proficiency at hiring, even when

their potential placement is in a French-focused program (OPSBA, 2019). OPSBA notes this can be a missed opportunity to target hiring, to place education workers more effectively, and to target professional development. One third of the education workers surveyed (OPSBA, 2019) believed their limited ability in French did not impede their value in the classroom, yet 60% also said proficiency would have a positive impact and that they would welcome opportunities to improve their skills in French. Details about this topic can be found in the report (OPSBA, 2019, p. 49).

Language proficiency is not just an issue in new hires; it surfaces in a sort of trickle-down way as FSL teachers move within the system. When FI teachers opt to move into the regular English program, Core French teachers are asked to move in to fill the FI opening, or they voluntarily move in order to improve their working conditions. However, a level of proficiency considered acceptable for Core French may not be up to the demands of FI. Then to fill the now-vacant Core French positions, administrators are desperate and resort to Letters of Approval to hire an unqualified, less proficient candidate (Jennifer Moodie, personal communication, March 3, 2020).

### *Retention*

What has been described as a "shortage" of FSL-qualified teachers may well be more a question of retention. School boards may already have many more potential FSL teachers than they realize. One scenario has an FSL-qualified teacher getting hired readily, and once having gained permanent status, transitioning to the regular English program as soon as possible, and actively seeking jobs outside of FSL. In one example, the FSL teacher was the sixth in one year for a class. The PDSB (2012) noted that in 2014, 35% of its FSL teachers no longer taught French, 23% in 2015, 14% in 2016. Unsatisfactory working conditions play a role in encouraging the shift of teachers from the FSL to the English track (Office of the Commissioner of Official Languages, 2019).

## e) Working conditions

Poor working conditions of various sorts discourage retention of FSL educators.

### *Lack of resources*

FSL teachers generally but emphatically FI teachers from across Canada, cite a lack of time (73%), a lack of resources (71%) and coping with growing demands of the work environment (57%) as their greatest challenges (CAIP, 2018, p. 16). FSL teachers in Ontario stated that their greatest challenges were the lack of suitable teaching resources followed by students' attitudes towards learning French (Office of the Commissioner of Official Languages, 2019; OPSBA, 2018, p. 33-34). These challenges are interconnected.

Core French and FI programs may not receive sufficient funding to update resources. Out-dated textbooks that are not aligned with current pedagogical philosophy and strategies are commonly in use. FSL teachers create their own materials – an exhausting enterprise, and one that leads to inconsistency in quality and approach within a school and across a school board (OPSBA, 2018).

Teachers say they do not have enough time to participate in programs that would improve their language and teaching skills, partly because they spend considerable time translating teaching materials. They cite this as a blatant and unrecognized inequity (CAIP, 2018). School boards often have professional translation services, but these are not made available to teachers. In a pinch, FSL teachers revert to materials presented in English.

### *Lack of respect and a sense of isolation*
According to an Ontario College of Teachers 2008 report, "the conditions necessary to foster excellent second-language learning experiences are hindered by the school environment and the provincial policies that influence it." (Salvatori, 2008). More than a decade later, these conditions are unchanged.

In line with the 2008 study that Salvatori (2008) summarized, consultation with teachers' federations indicated to t OPSBA (2018) that two linked issues are predominant concerns: teacher workspaces and the status of the FSL Core teacher within a staff.

Core French teachers express a sense of isolation. Unlike other teachers in a school, they lack a home base. They often do not have their own classrooms in which to store resources, display learning materials and student work, or prepare technology. Instead, they teach as many as eight classes of different students a day, traveling from room to room, up and down stairs, teaching from a cart.

Compounding the challenge is that some Core French teachers must travel to different schools daily.

These conditions, when present, create unique challenges for Core French teachers. Intentionally or not, a FSL teacher's experience is sometimes compounded by the homeroom teacher. Some FSL teachers report microaggressions such as treating the arrival of the FSL teacher as an interruption or turning off the classroom computers, thus delaying the start of the FSL class. There can also be challenges as far as having an appropriate workspace during preparation time or parental meetings.

Fewer than half the respondents in the CAIP investigation (2018) (except those in the Northwest Territories) said they felt supported by their administrators and managers and only 39% of the respondents felt supported by their colleagues (CAIP, 2018, p. 25). While both regular English and FSL teachers share much in common, FSL teachers face a host of issues specific to them. The cumulative impact is that many crave a stronger professional learning community (OPSBA, 2018), and look to the working conditions of their English colleagues as being superior.

### f) Professional development

FSL teachers have expressed a desire for professional development geared toward their specific FSL needs. However, they can have a dual identity in schools where the FSL teacher is also teaching subjects in English. That teacher will often opt for professional development in English, with the long-range plan to transition completely to the English program.

More committed FSL educators identified their professional need for improved proficiency in French and for more varied and engaging pedagogy (OPSBA, 2018). Their needs dovetail with the reasons for student attrition in FSL programs.

OPSBA (2018, 2019) made several recommendations to enhance professional development among FSL educators. As with recruitment, OPSBA recommended a coordinated provincial strategy that would cultivate a community of practice among FSL educators. Indeed, in 2013-2014, boards did just that in response to the release of *A Framework for French as a Second Language* (OME, 2013a). See pages 33-37 in the OPSBA Phase II document (2019) for a list of strategies

intended to develop of a community of practice, French-language proficiency and pedagogical knowledge among FSL educators.

One suggestion is that the Ontario Ministry of Education offer financial subsidies for professional development such as Additional Qualifications courses. While the educators surveyed by the OPSBA responded positively to that idea, they preferred development in a more relevant and local context. FSL teachers in Ontario are relatively new to their positions. Of FSL- qualified teachers with permanent contracts with English district boards, 37% are in their first year, 72% are in their third year and 83% are in their fifth year of experience (McIntyre, Tallo, & Malczak, 2020, p. 38). Not surprisingly then, FSL educators expressed the desire and need for collaborative, non-evaluative professional learning environments that build skills, confidence and professional relationships, particularly in their first five years of practice (CAIP, 2018; OPSBA, 2019). Their wishes are aligned with Canadian studies into effective professional learning (Campbell, 2017; Karsenti &  Collin, 2013).

### g)  Unpredictable staffing

Ministry policies regarding class size and teacher qualifications make predicting staffing needs difficult (Salvatori, 2008; UGDSB, 2017). The UGDSB (2017) noted that class sizes in FSL (Core French and FI) varied widely, ranging from 10 or 12 to 31. Principals may allow smaller FSL classes to support the program, but this exerts pressure on other classes. Sometimes regular track classes are even cancelled to allow FI to run (UGDSB, 2017, p. 11). Smaller classes in rural areas still need teachers, yet potential teacher candidates express an unwillingness to relocate to more rural, northern and/or remote schools (Office of the Commissioner of Official Languages, 2019). All boards need part time assignments to fill Core French and FI positions. Thus, a teacher may have a blend of Core French, FI, and regular track classes – a combination requiring various levels of proficiency and diverse pedagogical strategies.  Split grades with different time and intensity for French instruction complicate teacher placement.

The UGDSB review (2015) identified administrators' biggest problems as hiring for single-section and part-time assignments, getting an adequate number of daily occasional FSL teachers, and qualified FSL teachers across the board.

In secondary schools, a consistent offering of content subjects in French is difficult because it depends on the subject specialties of current staff, which can vary from year to year (UGDSB, 2015, p. 12-13).

**Work arounds**

This section outlines some of the ways Ontario boards are attempting to resolve the problems in their FSL programs, but the situation is dynamic and procedures set at one point in time do not always reflect a current situation.

- Improve Core French to make it more appealing to parents as an FSL option. This may relieve some pressure on FI enrolment (Sinay et al., 2018, p. 24;).

- Improve Core French to make it more engaging to students. This may improve proficiency levels and help retain enrolment (Sinay et al., 2018 p. 24-25).

- Ensure that before Grade 9, students in all FSL programs are aware of the benefits of being able to communicate in French.

- Encourage students to challenge the DELF by providing subsidies, although this practice requires an increase to current funding (UGDSB, 2015).

- Restrict enrolment in FI through caps and lotteries (UGDSB, 2015). HDSB (2015, 2016) considered and rejected capping because limiting choice would conflict with the board's mission statement. The decision was aligned with the results of its stakeholder survey summarized in the 2016 review. Respondents' open text comments stressed that they saw FI as a right because Canada is a bilingual country and that restrictions on FI enrolment was a violation of the right to choose and to have access to FI (HDSB, 2016, pp.63-68).

- Make FI available only in single-track schools. When the school reached capacity, there would be no further acceptance. This was another consideration for HDSB (2015, 2016). The HDSB stakeholder survey

(2016) indicated that the majority of respondents (44.83%) preferred the dual-track model, 29% preferred a single-track model, 20% thought the board should have a mix of single- and dual-track models, and 5.37% were unsure of their preferences (HDSB, 2016, p. 5). Staff feedback showed a mix of opinions with a slight preference for single- track FI schools. At the time of the review, HDSB rejected the single- track option because it would restrict choice, it would increase competition for space, and it would require relocating English students and boundary reviews.

In 2009, the UGDSB (2009) also rejected the single-track-only option. The board wished to maintain continued flexibility for movement between FI and regular track programs without excessive travel distance for students. It hoped that the dual-track model would allow schools that were vulnerable to closing to remain open.

- Set later entry points to FI. For example, the UGDSB (2015) considered delaying entry until Grade 1. The HDSB (2015, 2016) considered delaying entry to Grade 4 for dual-track schools thinking it would maintain viability of early elementary English classes. The HDSB Special Education Committee recommended a slightly later FI entry (around Grade 1 or 2) to give teachers and families more time to understand the children's learning profiles and to organize appropriate accommodations. HDSB's stakeholder survey (2016) found that 77% of respondents preferred early entry (K-Grade 3) for FI; 15.68% favored mid entry (Grade 4-6) and 7.5% favored a later entry (Grade 7-8). The preferences of the staff, the Halton School Council and the Student Senate mirrored those of the survey respondents. In 2016, HDSB agreed to a Grade 2 entry, a dual-track model with high intensity FSL instruction.

- Hold firm on one single entry point to FI (UGDSB, 2015). Apply strict criteria for exceptions (e.g., a newcomer to a board).

- Curtail FI enrolment by not providing transportation as the TDSB and the Dufferin-Peel Catholic District School Board (DPCDSB) have done.

- Integrate FI & Core with content subjects (CPF, 2019; Sinay et al., 2018, p. 23) to provide a more authentic context for language use and to promote transfer of skills.

- Allocate more support staff to support students with learning needs (UGDSB, 2015) and develop support services such as a homework helpline.

- Set higher and more consistent levels of proficiency for educators and students through the adoption of CEFR and DELF.

- Implement more aggressive recruitment strategies to attract FSL educators. Retain FSL educators by requiring a five-year commitment (PDSB, 2012; UGDSB, 2015, 2017).

- Look more closely at qualifications of existing staff members and encourage their shift into FSL programs (UGDSB, 2015, p. 14).

- Provide rich and relevant professional development opportunities to existing FSL educators and provide incentives for participation (UGDSB, 2015, p. 14). Most FSL teachers have only one to 10 years of experience and could benefit from capacity building opportunities.

- Direct funding towards pedagogical resources, technology and outside classroom support (e.g., homework helpline) for students and parents.

- Rather than having individual teachers or administrators purchase learning resources, have a well-informed francophone consultant purchase materials centrally. In addition, ensure that resources meet diverse student needs (Sinay et al., 2018).

- Encourage and subsidize authentic culturally-enriching experiences such as school exchanges and job fairs. The Dufferin-Peel Catholic District School Board (DPCDSB) offers Camp Tournesol. It is designed to enrich language skills for Core French students and/or to prepare them for entry into the Extended French program.

- Encourage greater community awareness of FSL programs and their attendant issues. ~~Encourage the formation of FSL committees~~ and provide more informational and pedagogical resources to parents.

## Conclusion

Many Ontario school boards are facing the challenges expressed by the OCDSB in its 2019 review of FSL programs: "There are persistent challenges tied to the growth of the FI programs and correlating decrease in ENG programs" (OCDSB, 2019, p. 9). The conclusion of the report summarized the dilemma of rising FI enrolment and its impact on equity and high quality education:

> To generate potential solutions associated with ENG programming and to plan the next steps, there must be some certainty in understanding the presenting problems: program viability; student success rates in some schools; inequity of program opportunities and a number of operational issues (staffing, timetabling) have been identified. While the quality of the ENG program and instruction is high, there exist structural impediments based on dwindling numbers of students in the program. (p. 9)

A key priority for the DDSB is student success (Durham District School Board, 2020). Given the results of the DELF exam, it seems clear that students in the board's FSL programs are achieving success in French. However, the DDSB may want to consider the discrepancy between FI and English-track students noted by other boards. For example, OCDSB students in English programs are less likely to take academic courses that lead to university compared to their FI counterparts (OCDSB, 2019).

> In 2017-18, 98 per cent of students in French immersion in Grade 8 took academic English in Grade 9, and 93 per cent took academic math. In contrast, among English-program students, 64 per cent took academic English in Grade 9 and only 50 per cent took academic math. (Miller, 2019a)

The report suggests possible reasons (e.g., parental and peer influence, teacher recommendation) but the statistical contrast implies a contrast in academic confidence and perhaps achievement.

Another key priority for DDSB (Durham District School Board, 2020) is the desire to "increase equitable outcomes for all by identifying and addressing barriers to

success and engagement". A discretionary program, namely FI, may be undermining resource availability for mandatory English programs.

In company with other school boards across Canada, the DDSB must consider difficult options in planning in light of its strategic priorities. In returning to the overarching question of this review, how should DDSB best move forward to meet the Ontario Ministry of Education goals of FSL programming while ensuring high quality inclusive education for *all* students?

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**Tables and Figures**

**REPORT TO:**     Durham District School Board          **DATE:** April 6, 2020

**SUBJECT:**     Student Dress Code Policy Update          **PAGE NO.** 1 of 3

**ORIGIN:**          Norah Marsh, Acting Director of Education
                    Georgette Davis, Superintendent of Education FOS, Safe Schools, Well-Being

1. **Purpose**

   The purpose of this report is to provide the Board of Trustees with the proposed revisions to the Policy *Student Dress Code.*

2. **Ignite Learning Strategic Priorities/Operational Goals**

   The revision of the Policy *Student Dress Code* addresses the following Ignite Learning Strategic Priorities/Operational Goals:

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

   **Well-Being:**  Create safe, welcoming, inclusive learning spaces for all students and staff.

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

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

3. **Background**

   As a part of the regular Policy review cycle, the Policy *Student Dress Code* was scheduled to be revised in 2020.

   Each school in the DDSB is responsible for establishing and annually reviewing a Dress Code for students that promotes a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning that is free from discrimination. The *Student Dress Code* shall comply with the Ontario Education Act, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms and the Durham District School Board's Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances.

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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4.  **Analysis**

    Attached is an outline of the process and timelines used to revise the Policy *Student Dress Code.*

    As a result of a review of the Policy *Student Dress Code*, the revisions in Appendix B are recommended.

    The procedure in Appendix C is included for your information.

5.  **Financial Implications**

    The revision of the Policy *Student Dress Code* will occur within the constraints of the Safe Schools budget.

6.  **Evidence of Impact**

    The Policy *Student Dress Code* is presented at the April 20, 2020 Board as a Notice of Motion, and then to the following Board meeting as a Recommendation. Once the Policy *Student Dress Code* is approved there will be a communication plan to ensure that schools understand the expectations for the revision of their *Student Dress Codes*. As outlined in Appendix A, the process for the revision of the Policy *Student Dress Code* included opportunities for input from various stakeholders. This input was used to inform/revise the Policy and Regulation *Student Dress Code*.

7.  **Communication Plan**

    An important part of the process of revising the Policy *Student Dress Code* is the creation of a communication plan to ensure that schools understand the expectations for the revision of their *Student Dress Codes*.  Communication will take many forms, including options such as digital input, meetings, and input from stakeholder groups.

8.  **Recommendation**

    That the Board of Trustees bring forward a notice of motion to adapt the proposed changes to the attached policy.

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪
CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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9. **Appendices**

   Appendix A:  Dress Code Policy Flowchart/Critical Pathway – 2019/2020
   Appendix B:  Dress Code Policy with suggested revisions
   Appendix C:  Dress Code Procedure with suggested revisions


Report reviewed and submitted by:



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Norah Marsh, Acting Director of Education



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Georgette Davis, Superintendent of Education,
Safe Schools/Mental Health and Well-Being

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪
CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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| | Task | Timelines | Responsibility |
|---|---|---|---|
| | **Dress Code Policy Flowchart/Critical Pathway – 2019/2020** | | |
| 1. | **Critical Pathway draft flowchart** | September, 2019 | Safe Schools Superintendent, Officer |
| 2. | **Confirm Committee members** | September, 2019 | Safe Schools Superintendent/Officer |
| 3. | **Discuss initial draft with:**<br>1. Director<br>2. Admin Council<br>3. Trustees | October, 2019 | Safe Schools Superintendent/Officer |
| 4. | **Expanded Committee meeting**<br>  o  Increase membership for stakeholder voice<br>  o  Review timelines<br>  o  Review dress codes from other boards<br>  o  Work on draft Policy/Procedure<br>  o  Create draft of Policy/Procedure | October, 2019 | Safe Schools Department<br>Equity Department<br>Inclusive Education Department<br>Engagement Department<br>Operations Department<br>Health and Safety Department |
| 5. | **Solicit input ("voice") from students, parents/guardians and community, including, but not limited to**:<br>  1.  Face to face focus groups<br>  2.  Thought exchange<br>  3.  Student Trustees<br>  4.  Parent Involvement Committee<br>  5.  Equity partners<br>  6.  SEAC<br>  7.  Make a Difference, etc… | October/November/<br>December, 2019 | Safe Schools Department<br>Equity Department<br>Inclusive Education Department<br>Engagement Department<br>Operations Department<br>Health and Safety Department |
| 6. | **Solicit input ("voice") from the Safe Schools/Well-Being Committee**<br>  o  Review and update policy | January, 2020 | Safe Schools/Well- Being Committee |
| 7. | **Present Draft Report to Administrative Council** | January, 2020 | Superintendents of Safe Schools, Equity and Inclusive Education |
| 8. | **Board Meeting – Notice of Motion** | February, 2020 | Superintendents of Safe Schools, Equity and Inclusive Education |
| 9. | **Updated Administrative Council Report** | February, 2020 | Superintendents of Safe Schools, Equity and Inclusive Education |
| 10. | **Board Meeting – Recommendation for approval/final vote** | ~~March, 2020~~<br>April , 2020 | Superintendents of Safe Schools, Equity and Inclusive Education |
| 11. | **Communication to system**<br>  o  Principals/Vice- Principals /Officers<br>  o  Training through FoS, with a focus on proper/equitable implementation<br>  o  Creation and sharing of posters/resources/flow chart for schools<br>  o  Create a key message to System | ~~March, 2020~~<br>April – June, 2020 | Safe Schools, Equity and Inclusive Department |
| 12. | **Schools to use the expectations to update their School Code of Conduct based on the Code of Conduct Policy, Regulation and Procedure** | April – June, 2020 | School Administration |

**Flowchart**

Critical Pathway →
Confirm New Committee Members →
Share Draft and Other Board Models →
Revised and Expanded Committee Meeting →
Engagement Process →
Committee Meetings →
Admin. Council Report →
Board Meeting Motion →
Board Recommendation →
Updated Admin. Council Report Based on Trustee Input →
Communication to System →
Communication Campaign →
School Implementation Plan

**DDSB**
*Ignite Learning*

## Student Dress Code

### 1.0    Rationale

The Durham District School Board (DDSB) believes that school-level dress codes (a "Student Dress Code"), informed by parents, guardians, staff and students, promotes a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning that supports student well-being and is free from discrimination.  The DDSB respects the diverse needs and identities of our communities and values their contribution to the Student Dress Code.  This policy is informed by and compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and the DDSB's Guidelines and Procedures for the Accommodation Creed in Schools:  An Inclusive Approach.

The DDSB is committed to ensuring that school-level student dress codes:

- consider and address the disproportionate and negative impacts that dress code policies may have on specific groups of students based their identities
- are progressive and honour the diverse needs and identities and safety of all students and staff
- consider and address any safety issues related to the dress code

### 2.0    Objective

- To authorize the creation of a board procedure that provides direction to schools in the setting of a school-level student dress code
- To establish fair and equitable standards to inform the dress code procedure that complies with legislative requirements and supports the District's commitment to human rights, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.

### 3.0    Definitions

In this policy,

3.1    Board within this policy document refers to the Board of Trustees for the DDSB.

3.2    District refers to the corporate entity of the Durham District School Board.

3.3    Staff refers to any individual who is employed by the DDSB.

3.4    Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB

3.5    Health and Safety Standards refers to the core responsibility of the DDSB as outlined in the Positive School Climate policies and procedures and the Code of Conduct, and Discipline for Students.

3.6    School Community Council (SCC) is an advisory body that makes recommendations to the Principal and school board to further student achievement and well-being.  Every school in the DDSB shall have a School Community Council (SCC).  The Principal shall solicit the views of the SCC with respect to appropriate dress for pupils in schools (Ont.  Reg. 612/00 under the Education Act).

### 4.0    Responsibilities

4.1    **Trustees:**  The Trustees are responsible for the strategic direction of the Board and ensuring that policies are regularly updated to support the multi-year strategic plan.  They are also responsible for ensuring compliance by the District with policies through the annual review of the Director of Education.

4.2 **Director of Education:** The operations of the District are the responsibility of the Director of Education (and designates) and include measures to implement and ensure compliance with Board policy by adapting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of human rights obligations and addressing discriminatory assumptions, stereotypes and unconscious bias is required.

4.3 **School Community Council:** School Community Council (SCC) is an advisory body that makes recommendations to the Principal and school board to further student achievement and well-being (Ont. Reg. 612/00 under the Education Act).

## 5.0 Policy

5.1 This policy establishes the foundation that shall inform the District's procedure for school-level dress codes.

5.2 The following principles shall be considered and incorporated into the District's procedure for the establishment and implementation of school-level dress codes:

- Standards and practices shall centre around diverse student engagement and voice.
- It shall reflect meaningful consultation with students, parents and guardians, and school community councils
- There shall be recognition of shared responsibilities to promote and protect rights and freedoms and to maintain a respectful, safe and positive school climate.
- Terms and implementation of a Student Dress Code shall comply with the Ontario Human Rights Code, and shall not reinforce or lead to discrimination, marginalization or oppression of any individual or group as outlined in the Ontario Human Rights Code.

5.3 The Director of Education or designate(s) shall ensure that all Student Dress Codes are compliant with this policy and any procedure(s) that support it.

## 6.0 Evaluation

This policy is to be reviewed and updated as required but at a minimum every 5 years.

## 7.0 Reference Documents

7.1 Policies
Code of Conduct
Positive School Climate
Consultative Process
Policy Formation and Review

7.2 Procedures
Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach.
SCC Procedure

7.3 Other Documents
Canadian Charter of Rights and Freedoms
The Ontario Human Rights Code
The Ontario Education Act

**Appendix:**
None

**Effective Date**
2001-09-01
**Amended/Reviewed**
2006-05-07
2010-05-17
2015-03-23
2020-04-06

## Student Dress Code

### 1.0    Objective

The Purpose of the Student Dress Code procedure is to implement the Board's policy.

School-level dress codes (a "Student Dress Code") informed by parents, guardians, staff, and students, promotes a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning that supports student well-being and is free from discrimination.  The Durham District School Board (DDSB) respects the diverse needs and identities of our communities and values their contribution to the Student Dress Code.  This procedure is informed by and compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and the Durham District School Board's Guidelines and Procedures for the Accommodating Creed in Schools: An Inclusive Approach.

The DDSB is committed to ensuring that school-level student dress codes:

- consider and address the disproportionate and negative impacts that dress code policies may have on specific groups of students based their identities
- are progressive and honour the diverse needs and identities and safety of all students and staff
- consider and address any safety issues related to the dress code

The Student Dress Code must also comply with legislative requirements and support the District's commitment to human rights, equity, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.

Therefore, each school shall establish a Student Dress Code in compliance with this Board's Dress Code Policy and this procedure.  The Student Dress Code shall respect the diverse rights, needs and identities of the students and shall comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and the Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools, An Inclusive Approach. The Dress Code shall reflect student voice, including individuals and groups with diverse identities and needs and shall promote, protect and respect the rights and the safety and the well-being of self and others.  Once established, all students shall comply with the Student Dress Code.

### 2.0    Definitions

In this procedure,

2.1    Board within this policy document refers to the Board of Trustees for the DDSB.

2.2    District refers to the corporate entity of the Durham District School Board.

2.3    Staff refers to any individual who is employed by the DDSB.

2.4    Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.

2.5    Health and Safety Standards refers to the core responsibility of the DDSB as outlined in the Positive School Climate policies and procedures and the Code of Conduct, and Discipline for Students.

2.6    School Community Council (SCC) is an advisory body that makes recommendations to the Principal and school board to further student achievement and well-being.  Every school in the DDSB shall have a School Community Council (SCC).  The Principal shall solicit the views of the SCC with respect to appropriate dress for pupils in schools (Ont.  Reg. 612/00 under the Education Act).

2.7    Student Dress Code is a school-level standard of dress for all students in accord with the terms of the Student Dress Code and this procedure.

2.8    Inappropriate dress refers to attire that is not compliant to the principles found within this procedure and that impacts the rights, health and safety of the individuals or others.

2.9    School uniform is a type of dress code that defines specific dress to be worn by the students and has been implemented through the requirements of this procedure.

## 3.0    Responsibilities

3.1    **Director of Education:**  The operations of the District are the responsibility of the Director of Education (and designates) and include measures to implement and ensure compliance with Board policy by adapting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation.  A focus on enhancing understanding of human rights obligations and addressing discriminatory assumptions, stereotypes and unconscious bias is required.

3.2    **Administration:**  Principals (and designates) are responsible to collaborate with students, staff and parents in establishing and implementing the Student Dress Code.  Administration is also responsible for teaching and communicating with all stakeholders the expectations of the Student Dress Code.  Administrators share a responsibility in modelling and monitoring the Student Dress Code and are responsible for appropriate interventions and/or progressive discipline with students when infractions occur.  Student Dress Code interventions should focus on a restorative and educational approach.

3.3    **School Staff:**  Have a responsibility in positively modelling and monitoring the Student Dress Code policy.  Attention to health and safety considerations and an environment that is free from hate and discrimination will guide staff in their interactions.  They also work in collaboration with administration to support the successful implementation and maintenance of the Student Dress Code policy.

3.4    **Students and Parents:**  The primary responsibility for attire resides with the student and their parent(s) or guardian(s).  Students have the right to express themselves, to feel comfortable and make dress choices.  They have an equal responsibility to respect the rights of others, treat others with dignity and respect and support a positive, inclusive and safe shared environment that complies with the Student Dress Code, the School Code of Conduct and the Ontario Human Rights Code.

3.5    **School Community Council:**  School Community Council (SCC) is an advisory body that makes recommendations to the Principal and school board to further student achievement and well-being (Ont. Reg. 612/00 under the Education Act).

## 4.0    Guidelines and Considerations

Human Rights and Accommodation

The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.

This means:

4.1    Considering a student's Human Rights Code related needs on an individual basis and providing accommodation when required to the point of undue hardship. Note: undue hardship is a very high legal standard. If a principal is concerned that an accommodation could amount to undue hardship, the principal shall contact their superintendent before making a decision regarding the accommodation.

4.2    No student shall be treated differently because of biases, assumptions or stereotypes associated with Human Rights Code related characteristics or combination of characteristics (e.g. ancestry, race, disability, gender identity/expression, sexual orientation, etc.)

## 5.0    Procedures

5.1    School-level student dress codes shall be in compliance with this procedure and shall uphold the strategic direction, principles and objectives of the Student Dress Code Policy.

5.2     The Student Dress Code will be reviewed annually by the SCC.  Wider consultations will occur at least every 4 years and may occur more frequently based on the principal's discretion and/or the recommendation of the SCC.

5.3     Student voice and engagement in establishing and reviewing the Student Dress Code will reflect the diversity of the students within the school.

5.4     A school's Student Dress Code will support a safe welcoming and inclusive school environment that recognizes the shared responsibilities to promote and protect individual rights and freedoms and to maintain respectful, safe and positive school climates.

5.5     The creation and enforcement of the school-level Student Dress Code shall comply with the Ontario Human Rights Code and shall not reinforce nor lead to discrimination, marginalization or oppression of any individual or group as outlined in the Ontario Human Rights Code.

5.6     School-level Student Dress Codes shall include the following content:

**A)     Appropriate Dress**

Students must wear;

- Clothing which includes both a top and bottom layer
- Footwear

Students may wear;

- Any clothing that supports a human rights related need or accommodation
- Clothing (tops) that expose arms, shoulders, stomach, midriff, neckline, cleavage, and straps but will cover nipples
- Clothing (bottoms) that expose legs, knees, thighs, hips and expose waistbands but will cover groin and buttocks
- Any headwear that does not obscure the face, subject to human rights related needs and accommodations

**B)     Inappropriate Dress**

Students may not wear;

- Clothing that promotes /symbolizes illegal activity (including gang activity) or drugs or alcohol or their use
- Clothing that promotes, symbolizes or incites hate, discrimination, bias, prejudice, profanity, pornography, incites harassment or bullying, threatens harm to the safety of self or others or that includes offensive (e.g. sexist, racist, homophobic, anti-indigenous, anti-Black, anti-Semitic, Islamophobic, etc.) images or language
- Clothing (tops) that exposes nipples
- Clothing (bottoms) that expose groin and/or buttocks
- Clothing (mask/scarf) that obscures the face (unless required to meet human rights related needs or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

**C)     Health and Safety Dress Code Requirements**

Students must comply with Health and Safety requirements for specific courses and/or co-curricular programs.  Specialized dress requirements including personal protective/safety equipment occur in many classes/programs including science, physical education, technology and cooperative education.

Parents, guardians, and students must be informed well in advance, and individual needs will be accommodated by the school short of undue hardship.

In some special circumstances students may be required (or choose) to wear personal safety clothing (e.g. surgical mask) for medical reasons. Communication between the student, parents, and guardians and administration must occur for these situations.

For some special events, the school may allow students to wear a costume. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds. Students still need to comply with the dress code requirements (refer to 4.1 and 5.6 A and B).

## 6.0    Student Dress Code and Progressive Discipline

6.1    The establishment, implementation and management of the Student Dress Code is assigned to the school Principal (or designate). All staff have a responsibility to follow the Student Dress Code policy and work in collaboration with administration to support the successful implementation and maintenance of the policy.

6.2    Administrators and staff must be consistent in their approach and take individual needs and circumstances into consideration to ensure effective and equitable enforcement of the Student Dress Code and shall base decisions on objective and verifiable factors.

6.3    Student Dress Code violations that threaten the health and safety of the students or other members of the school community and/or promote violence, illegal activity (including gang activity), bullying, harassment, hate, prejudice against others are considered serious and are to be dealt with accordingly using District's guidelines for progressive discipline (refer to 5.6 B).

6.4    Principals will consider other dress code infractions on the continuum of school conduct violations and respond accordingly using progressive discipline, focusing on education and future conduct.

6.5    Principals will ensure no student is negatively impacted by Student Dress Code enforcement because of sex, race gender identity/expression, sexual orientation, ethnicity, cultural identify/beliefs, religious identity/beliefs, disability, socio-economic status, body type/size or body maturity or any other grounds covered by the Ontario Human Rights Code.

## 7.0    Review Process

7.1    The Principal shall review the "Student Dress Code" annually with the SCC.

7.2    The Principal will also use the latest School Climate and Well-Being Survey data, Student Identity Survey data to support the review process.

7.3    The Principal (or designate) will undertake a wider consultation at least every 4 years but may do so more frequently based on their discretion or the recommendation of the SCC. Such consultation will solicit the views of students (wide and diverse representation), staff, School Community Council, parents and community partners. The Principal will inform the School Community Council and school community on how the recommendations have been taken into account.

7.4    Input and consultation meetings should be well advertised and communicated with all stakeholders and follow the DDSB Policy Consultations. Consultations may involve surveys, focus group meetings and or formal meetings.

7.5    Information gathered through the consultation process should be shared with all stakeholders.

## 8.0    Communication and Information Accessibility

8.1    The Student Dress Code shall be included in the School Code of Conduct.

8.2    The Student Dress Code shall be communicated to the school community. Strategies, such as the School Handbook, Code of Conduct, agendas, newsletters, reports and/or meetings and school website, are examples of appropriate communication tools.

## 9.0  Procedure for Adopting a School Uniform Dress Code

9.1  The SCC must inform the principal by October for possible implementation the following September.

9.2  The principal and staff will initiate a consultation process compliant with Board Policy on Consultation.  The Key components of the consultation for a uniform dress code will be:

  a) engaging various groups with diverse identities and needs (e.g., ethnocultural, religious, LGBTQ, etc.) within the school community.
  b) facilitation of multiple modes of engagement including, but not limited to surveys, discussions, and focus groups.
  c) specific engagement of the SCC, The Safe and Accepting School Team, The Student Council, Students, Parents and Guardians, and Staff.
  d) the Education Officer for Equity and Inclusive Education and the Human Rights and Equity Advisor must be consulted.

9.3  **School Community Council Approval**

  a) The principal shall present the final draft of the Uniform Dress Code or School Uniform Dress Code to the School Community Council for approval to proceed to a family vote.
  b) 80% of the elected School Community Council members in attendance must vote in favour of proceeding to a family vote on the proposed draft for Uniform Dress Code or School Uniform Dress Code.
  c) If the School Community Council votes in favour of proceeding to a family vote on a Uniform Dress Code or School Uniform Dress Code, they shall organize a family vote in consultation with the principal.

9.4  **Family Vote for Uniform Dress or School Uniform**

  a) Each family shall be entitled to one family vote.  The vote may be exercised by the parent/guardian or the student, if the student is 18 years of age or older.
  b) The Uniform Dress Code, including a full description of the requirements and relevant costs, shall be clearly communicated to families in the school before the family vote.  This information shall also be included on the voting ballot.  If a school uniform is being considered, parents should be given the opportunity to view the proposed uniform.
  c) Timelines for the voting process, return of ballots and communication of the results shall be established by the School Community Council.
  d) The Family Vote shall be an accept or reject vote.  To gain approval, **80% of the families in the school** must submit their ballot in favour of the proposed Uniform Dress or School Uniform Dress Code. Unreturned ballots will be considered a negative vote.
  e) The result of the vote shall be communicated to the school community.
  f) The implementation of the Uniform Dress or School Uniform Dress Code shall be the first day of the following school year.

9.5  **Special Considerations**

  a) If individual families have difficulty meeting the requirements of the Uniform Dress code the school principal shall address these needs.
  b) Families, who chose not to attend their Home School due to a uniform requirement, may apply for permission to enroll at another school. Transportation is the responsibility of the parent/guardian.

9.6  **Purchasing of School Uniforms**

  a) Principals should ensure that all school uniforms purchased are through Durham District School Board approved vendors.

**Reference Documents:**
    Policies
        Consultative Process
        Policy Formation and Review
        Code of Conduct
        SCC Procedures
    Procedures
        Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools: An Inclusive Approach.
    Other Documents
        Canadian Charter of Rights and Freedoms
        The Ontario Human Rights Code
        The Ontario Education Act

**Appendices:**
DDSB Progressive Discipline Guidelines

**Effective Date**
2001-09-01
**Amended/Reviewed**
2006-05-07
2010-05-17
2015-03-23
2020-04-06

| | | | |
|---|---|---|---|
| **REPORT TO:** | Durham District School Board | **DATE:** | April 6, 2020 |
| **SUBJECT:** | DDSB Partnership Development | **PAGE NO.** | 1 of 6 |
| **ORIGIN:** | Norah Marsh, Acting Director of Education | | |
| | Jim Markovski, Superintendent of Education | | |
| | Stacey Lepine, Senior Manager | | |
| | Lisa Rankin, Coordinator, Partnership Development, Events and Youth Strategy | | |

1. **Purpose**

To provide the Board of Trustees with an overview of a cross-sectoral partnership development review that is aimed at advancing the strategic priorities outlined in the DDSB Ignite Learning Strategic Plan, and guide our partnership development work moving forward.

2. **Ignite Learning Strategic Priority/Operational goals**

**Success –** S*et high expectations and provide support to ensure all staff and students reach their potential every year.*
   - Our staff and students benefit from the broad range of specialized programs our partners offer. These programs support the healthy development of our students and help create the conditions for learning and academic success

**Well-Being -** *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*
   - Our partners work collaboratively with our DDSB educators and professional staff to ensure the unique needs of our students and families are identified.  Supportive and individualized plans are created to ensure the well-being of our students

**Equity** *- Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*
   - Our partners have mandates and core values that align nicely with the DDSB.  Programs and services that are offered through our partners are free for families and open to everyone

**Engagement** *– Engage Students, parents and community members to improve student outcomes and build public confidence.*
   - The DDSB engages more than 50 child, youth and family serving agencies. These partners support the school community, and participate in DDSB events, which allows families to learn more about valuable resources

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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3. **Background**

The DDSB engages many non-profit, children and youth-serving organizations as partners within our schools.  These partners work collaboratively with the DDSB to deliver programing and offer services that enhance the student and family experience within the school community.  In theory, all community partnerships should be grounded in the following guiding principles;

*Shared values* – organizational & programmatic values that are developed, widely understood and followed by all partners

*Mutual trust and respect* – partners leverage the strengths and expertise of one another and instill trust in the quality of work each individual/organization is doing

**Commitment** – partners are equally dedicated to the delivery of the program and/or service and actively contribute time and resources for success

**Accountability** – partners take responsibility to ensure the program and/or service have a clearly articulated mandate, and have defined and measurable outcomes.  Partners regularly evaluate program goals and modify as needed

*\*the term "partners" is inclusive of the DDSB*

4. **Analysis**

A survey was administered to all Superintendents, Principals, Vice-Principals and Education Centre professionals.  This group was invited to share the survey with others who would have valuable insight into our partnership work, and were asked to encourage participation.

Goals of the survey were to;
- gain a better understanding of the existing partnerships: name of partnering organizations and agencies, description of their focus, how the partnerships align with the DDSB strategic priorities
- identify unmet partnership needs and gaps
- identify opportunities to enhance the student and family experience through partnerships
- facilitate opportunities to expand current community partnerships and develop new ones

There were 111 surveys completed (88 elementary schools, 17 secondary schools, and 6 education centre professionals), and a summary was prepared by our accountability and assessment department.  The summary report is attached for review (appendix A)

The survey provides some valuable insight into what partnerships are being leveraged the most within our schools:

***The top five active partnerships at the elementary level include;***

Big Brothers Big Sisters (Southwest Durham & North Durham)

Grandview Children's Centre

Ontario Tech University (UOIT)

Scientists in Schools

School Screening Association

***The top five active partnerships at the secondary level include;***

Carea Community Health Centre

Durham Mental Health Services

Frontenac Youth Services

Lakeridge Health

Ontario Tech University (UOIT)

Additionally, respondents were asked to comment on the top three student needs within their schools:

***The top three student needs identified at the elementary level include;***

Mental Health/Medical and Professional Services

Well-Being/Health/Poverty

Academic/Learning Support

***The top three student needs identified at the secondary level include;***

Mental Health/Counselling

Well-Being/Poverty/Nutrition

Mentorship/Social Competence

While there appears to be alignment between the "top student needs" identified and the "top five active partnerships", there is a clear need to expand on this work to better meet the growing and complex needs of students.

Further analysis of the survey results presents some opportunities to strengthen the DDSB partnership development work including;

1. Define and identify the differences between partnerships, community use of space, and school-based events
2. Create a centralized database of community partnerships
3. Develop a community partnership matrix
4. Work collaboratively with DDSB departmental teams to ensure agreements clearly reflect the work of our partners and the work of DDSB staff
5. Create greater awareness of community resources and supports across the system

### 4.1 Opportunity #1 – Clear Definitions

Clearly articulated definitions are needed for DDSB staff to better understand how we define "partnerships" and when a formal partnership agreement is needed. A high percentage of school administrators indicated that they are "not at all familiar" or "slightly familiar" with the process of confirming a new partnership both at the board-level and within DDSB schools (see Appendix A – figure 7 and figure 8)

**Action Items:**

-update policy #1330 "Partnerships, Facility Partnerships, Sponsorships and Donations"
-update regulation #1330 "Partnerships, Facility Partnerships, Sponsorships and Donations"
-update procedure #1605 "Use of School Space by an Outside Agency through a Partnership Agreement"
-seek feedback/approval and communicate updates once finalized

### 4.2 Opportunity #2 – Centralized Database

The partnership work within the DDSB is strong, with the survey results indicating over 50 active board-wide and school-based partnerships with third-party organizations. Additionally, respondents clearly articulated how our partnership work aligns with the strategic priorities outlined in the DDSB's *Ignite Learning Strategic Plan*. However, not all partnership agreements are centralized in one location. It is also unclear if all third-party partnership work at the board-level and within DDSB schools have a signed agreement on file. To mitigate the risk to the DDSB, it is recommended that partnership agreements be centralized in one location. This allows for a process to ensure all agreements are carefully monitored, reviewed by departments to ensure alignment with goals, and updated as needed to include things like; updated liability insurance and collection of criminal background checks

**Action Items:**

-work collaboratively with departmental leads and third-party organizations to develop partnership agreements where needed (prioritize this – mitigate risk)

-complete an inventory of partnership agreements to monitor/ensure they are; up to date, include all elements and are appropriately signed/authorized
-create a master list of all community partnerships that is easily accessible for reference on the staff portal "Spark"

### 4.3 Opportunity #3 – Community Partnership Matrix

To ensure our partnership work is relevant and intentionally tied into the strategic priorities outlined in the DDSB Ignite Learning Strategic Plan, it would be useful to develop a partnership matrix.  This matrix would help to identify where there is a geographical and/or programmatic duplication of services, and where there are gaps in supporting the needs of our students and families.

**Action Items:**

-utilize data collected from the survey to identify geographical areas across the region that are being supported through third-party partnerships and identify areas of opportunity/growth
-utilize data collected from the survey to identify and ensure an intentional alignment with the DDSB strategic priorities outlined in the DDSB Ignite Learning Strategic Plan
-work with departmental leads and administrators to enhance their school community with relevant third-party partnerships where they are needed

### 4.4 Opportunity #4 – Work Collaboratively with DDSB Departmental Teams

While many partnership agreements are reviewed and updated annually, there are some that are reviewed and updated every three-five years.  There is an opportunity to work collaboratively with departmental leads when agreements are up for renewal to ensure they capture the goals and mandate of the work, and very clearly outline the roles and responsibilities of the partnering agency versus the roles and responsibilities of DDSB staff.  There is also an opportunity to review and update agreements at any point, as issues are identified by either the partnering organization or the DDSB.

**Action Items:**

-ensure a collaborative process with departmental leads when initiating a new and/or expanded partnership
-incorporate a "code of conduct" for third-party organizations within all partnership agreements to ensure appropriate processes, safety of students and to ensure the integrity of the DDSB brand

**4.5 Opportunity #5 – Create Greater Awareness of Community Resources and Supports**

There is an opportunity to work with local child and youth-serving agencies across the region to create more awareness of their programs and services across the DDSB.  This will assist departmental leaders and administrators in ensuring their schools have the important resources and supports their students and families need.

**Action Items:**

-host a "Youth Agency Day" at the DDSB Education Centre.  Youth serving agencies will be invited to set up information booths and share information about their programs and services with educators, administrators and DDSB professional staff.  The intention is to support the system in understanding how to access the various resources across the region for their students/families.  This session will be geared to grade 9-12 students.

-Based on the success of the Youth Agency Day, there is an opportunity to coordinate a similar learning opportunity that is geared toward kindergarten through grade eight

-engage child and youth-serving agencies in the Parents as Partners symposium.  The intention is to profile valuable resources and programs for families across the region.  *this has been delayed due to Covid-19

## 5. Conclusion and/or Recommendation

This report is provided to trustees for information.

## 6. Appendices

Appendix A - Partnership Development with DDSB Schools – Survey Summary/Report

Report reviewed and submitted by:

_____

Norah Marsh, Acting Director of Education

_____

Jim Markovski, Superintendent of Education

## Partnership Development with DDSB Schools
### 2019-2020
### Results Summary (Final)

In order to get a complete picture of the various community partnerships, programs and events that currently exist within the DDSB, superintendents, officers, managers, administrators and designated staff were asked to complete a questionnaire detailing the partnerships they were aware of and those that they might like to pursue in the future.  The questionnaire was offered using an online survey tool from November 27, 2019 to February 23, 2020 and there were 111 responses received (88 elementary schools, 17 secondary schools and 6 Education Centre).

Purpose and Goals

1.  Gain a better understanding of the existing partnerships:
    - Name of partnering organizations and agencies.
    - Description of their focus, activities, service provided, etc.
    - How the partnership aligns with the DDSB Strategic Priorities.
    - Number of partners operating within our facilities and/or working in collaboration with the DDSB.
2.  Identify unmet needs and/or gaps within schools/Board that would benefit from community partners engagement.
3.  Facilitate opportunities to form and expand community partnerships.

The results will be shared with the senior administration and will be utilized to plan next steps, strengthen existing partnerships and foster new ones.

**Key Findings:**

➢  **Elementary**:  Top 5 active partnership in alphabetical order (Table 1):
      Big Brother/Big Sister (North and South Durham)
      Grandview Children's Centre
      Ontario Tech University (UOIT)
      Scientists in Schools
      School Screening Association

➢  **Secondary**: Top 5 active partnership in alphabetical order (Table 1):
      Carea Community Health Centre
      Durham Mental Health Services
      Frontenac Youth Services
      Lakeridge Health – Pinewood Addiction
      Ontario Tech University (UOIT)

➢  **Familiarity with process of confirming a new partnership**:  High percentage of administrators indicate they are "Not at all" familiar with the process.
    (Figures 7 – Elementary) (Figure 8 – Secondary and Board Level)

Accountability & Assessment 2020-03-13                                                    1

**Figure 1:  Location that relates to participants role.**
Respondents n=111



| | | |
|---|---|---|
| 79% | 15% | 5% |
| Elementary school | Secondary school | Education Centre |
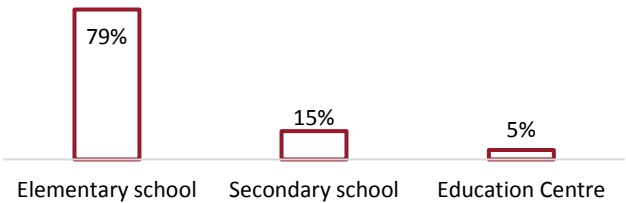
**Response Rate:**

**80%**   88 out of 110 Elementary schools

**81%**   17 out of 21 Secondary schools

**Figure 2:  Role at the elementary level.**  Respondents n=88



| 75 | 13 | 0 |
|---|---|---|
| Principal | Vice-Principal | Other |
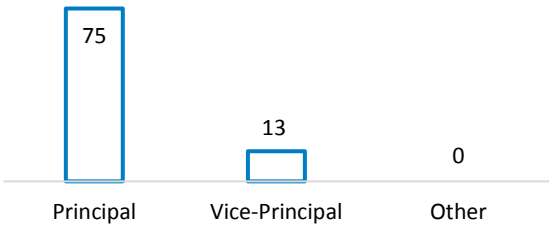
**Figure 3:  Role at the secondary level.**  Respondents n=17



| 15 | 2 | 0 |
|---|---|---|
| Principal | Vice-Principal | Other |
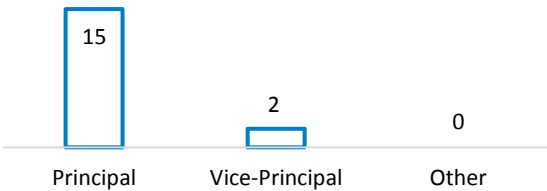
**Figure 4:  Role at the Board level.**
Respondents n=6



*Other    1
Superintendent    0
Portfolio Officer    0
Manager    0
Facilitator/Coach    4
Coordinator    0
Administrative/Education Officer    1
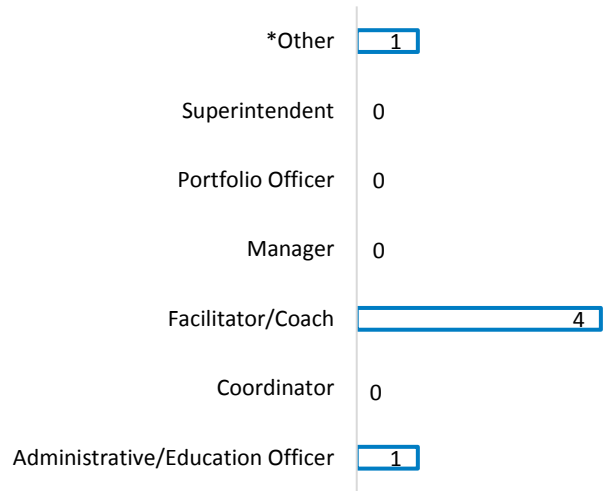
*Other:  Chief of SW [Social Work]

**Table 1:  Organizations/agencies that schools have an active partnership with.**

| | During School Day | | Before/After School | |
|---|---|---|---|---|
| | **Elementary**<br>n=75 | **Secondary**<br>n=14 | **Elementary**<br>n=40 | **Secondary**<br>n=10 |
| Abilities Centre | 2 (3%) | 4 (29%) | | 1 (10%) |
| **Big Brothers Big Sisters** – North Durham | **11 (15%)** | 1 (7%) | | 1 (10%) |
| **Big Brothers Big Sisters** – Southwest Durham | **14 (19%)** | | **3 (8%)** | |
| The Boys and Girls Club of Durham | 9 (12%) | 2 (14%) | 16 (40%) | 2 (20%) |
| Brock Community Health Services | 2 (3%) | 1 (7%) | | 1 (10%) |
| Brock Youth Centre<br>(recently re-branded to Building Youth Capacity) | 1 (1%) | 1 (7%) | 1 (3%) | 1 (10%) |
| **Carea Community Health Centre** | 11 (15%) | **6 (43%)** | 1 (3%) | **4 (40%)** |
| Chimo Youth and Family Services | 7 (9%) | 2 (14%) | | |
| Coast to Coast Against Cancer Foundation | | | | |
| Community Development Council of Durham | 3 (4%) | 2 (14%) | | |
| Durham College, School of Health and Community Services – Student Placements | 15 (20%) | 3 (21%) | 1 (3%) | |
| **Durham Mental Health Services** | 10 (13%) | **6 (43%)** | 1 (3%) | **3 (30%)** |
| FIT (Friends in Toronto Community Services) | | 1 (7%) | | |
| **Frontenac Youth Services** | 4 (5%) | **7 (57%)** | 1 (3%) | 2 (20%) |
| George Brown College, Community Services and Health Sciences Division – Student Placements | 2 (3%) | | | |
| Girls Inc. of Durham | 12 (16%) | 2 (14%) | 2 (5%) | 2 (20%) |
| **Grandview Children's Centre** | **25 (33%)** | 2 (14%) | **1 (3%)** | 1 (10%) |
| John Howard Society – Together We Are | 2 (3%) | 1 (7%) | 2 (5%) | |
| Kinark Child and Family Services | 13 (17%) | 3 (21%) | 2 (5%) | 1 (10%) |
| **Lakeridge Health – Pinewood Addiction** | | **7 (50%)** | | **2 (20%)** |
| Lions Club International District A-16 | 5 (7%) | | 1 (3%) | |
| Mississauga's of Scugog Island First Nations | 1 (1%) | 5 (36%) | | 2 (20%) |
| Nourish and Develop | 4 (5%) | 2 (14%) | | 1 (10%) |
| **Ontario Tech University (UOIT)** | **20 (27%)** | **6 (43%)** | **4 (10%)** | |
| Region of Durham – Trustee Youth Project | | 2 (14%) | | |
| Ryerson University, School of Social Work – Student Placements | 1 (1%) | 1 (7%) | | |
| **Scientists in Schools** | **47 (63%)** | 1 (7%) | **4 (10%)** | |
| **School Screening Association** | **21 (28%)** | | | |
| Town of Ajax | 10 (13%) | 2 (14%) | 2 (5%) | 2 (20%) |
| Town of Whitby | 3 (4%) | 4 (29%) | 2 (5%) | 2 (20%) |
| University of Toronto – Student Placements | 9 (12%) | 3 (21%) | | |
| York University, School of Social Work – Student Placements | 4 (5%) | 1 (7%) | 1 (3%) | |
| Youth Fusion | 3 (4%) | 1 (7%) | | |
| *N/A (please specify) | 2 (3%) | | 12 (30%) | 2 (20%) |

*N/A: *We currently do not have any partnerships with community resources / None / only one program during the school day/*

**Table 2:  Other organizations/agencies not listed in previous question:**

| | During School Day | | Before/After School | |
|---|---|---|---|---|
| | **Elementary** n=37 | **Secondary** n=9 | **Elementary** n=25 | **Secondary** n=1 |
| Beacon Presbyterian Church Kids in the Kitchen, Beaverton ON | | | 1 | |
| Beaverton-Thorah-Eldon Historical Society | 1 | | | |
| Better Beginnings (Early Years) | 1 | | | |
| Big Brother Big Sister Ajax | 1 | | 1 | |
| Blue Heron Books | 1 | | | |
| Breakfast Programs of Ontario | 1 | | | |
| Brothers United Mentorship Program | 1 | | | |
| CARR (OT/PT) | 1 | | | |
| Children's Aid Society (CAS) | 2 | | | |
| City of Oshawa Public Libraries | 2 | | | |
| Community use of schools e.g., Basketball | | | 1 | |
| CRAPE | | 1 | | |
| Covenant House | 1 | | | |
| DENSA | | | 1 | |
| DDSB Secondary Schools Co-op placement | 1 | | | |
| Durham Child Nutrition Program | 2 | | 1 | |
| Durham Collage <br> • Robotics <br> • ECE Program and others | 2 | 1 | | |
| Durham Catholic District School Board | | 1 | | |
| Durham Family Court Clinic | 1 | 1 | | |
| Durham <br> • Farm and Rural – Ready set grow, Play on hub <br> • Early ON Whitby | 3 | | | |
| Durham Region Daycare | 1 | | 1 | |
| **Durham Region Health Department** <br> • Dental and Oral Health <br> • Feed the Need <br> • Mental Health & Addiction Nurses <br> • Public Health Nurse | 15 | 4 | 1 | 1 |
| **Durham Regional Police Services** <br> • Constable Cornes <br> • SRO/Liaisons <br> • Open Gym Nights with DRPS | 7 | 1 | 1 | |
| Durham Workforce Authority | | | | |
| Durham Youth Services | | 1 | | |
| The Early Learning Years Hub | 1 | | | |
| Enterphase (GROVE class) | 1 | 1 | | |
| Fairy Glen Daycare | 2 | | 2 | |

**Table 2:  Other organizations/agencies not listed in previous question:**
(Continued)

|  | During School Day | | Before/After School | |
|---|---|---|---|---|
|  | Elementary n=37 | Secondary n=9 | Elementary n=25 | Secondary n=1 |
| Heart and Stroke Foundation | 1 | | | |
| Holland Bloorview Kids Rehabilitation Hospital Speech/OT | 2 | | | |
| Individuals Dwayne Morgan – Word Artist | 1 | | | |
| Kennedy House Youth Services | | 1 | | |
| Kiwanis | 1 | | | |
| Lakehead University | 1 | | | |
| Lakeridge Community Support Services | | 1 | | |
| Lakeridge health | | 1 | | |
| Lions Club • of Beaverton • of Cannington | 2 | | | |
| Local Health Integration Networks (LHIN) • Central East LHIN • Community Care Access (Nurses & OT) | 2 | | | |
| MADD Canada | 1 | | | |
| Muslim Welfare Centre | 1 | | | |
| Nipissing University Student Placement | | | | |
| Ontario Works | | 1 | | |
| Okanagan Hockey Association | | 1 | | |
| Parents Supporting Parents (PSP) | | | 1 | |
| Partners in Community Nursing | 1 | | | |
| Pickering Public Library | | | 1 | |
| Project Impact Youth | 1 | 1 | | |
| PRYDE Daycare | 1 | | 2 | |
| Refuge Youth Outreach Centre | | 1 | | |
| Royal Canadian Legion • Beaverton Branch | 2 | | | |
| St. Vincent's Kitchen – Durham Outlook | | 1 | | |
| Schoolhouse Playcare | 1 | | 1 | |
| Settlement House | | | 1 | |
| SKD Daycare | 1 | | | |
| School Nutrition Program (SNP) | | 1 | | |
| Southside Worship Centre | 1 | | 1 | |
| STEM for kids | | | 1 | |
| Sunnycrest Nursing Home | | 1 | | |
| SWIS – Community Development Council Durham Workshops, Workers | 1 | | 1 | |
| TAMI (Talking About Mental Illness) | 1 | | | |
| Together We Are | | | 1 | |

**Table 2:  Other organizations/agencies not listed in previous question:**
(Continued)

| | During School Day | | Before/After School | |
|---|---|---|---|---|
| | **Elementary**<br>n=37 | **Secondary**<br>n=9 | **Elementary**<br>n=25 | **Secondary**<br>n=1 |
| Town of Ajax<br>• Fire Safety Officer<br>• Library | 2 | | | |
| Township of Brock<br>• Fire Services<br>• Library | 3 | | | |
| Trent University<br>• Teacher Candidates (Elementary)<br>Student Placements (Secondary) | 3 | 3 | 3 | |
| Tyndale College – student teacher placements | 1 | | | |
| Umbrella Daycare | 2 | | 2 | |
| Unemployment Help Centre | | 1 | | |
| VPI Working Solutions (Financial Literacy, Employment) | | 3 | | |
| Welcome Centre/Settlement Workers | | 1 | | |
| Women's Multicultural Resource and Counselling Centre of Durham (WMRCC) | 1 | 2 | | |
| **YMCA** Daycare, afterschool care/club | 1 | | 12 | |
| YMCA Youth Gambling Program | 1 | | | |
| YMCA Youth Job Connect | | 3 | | |
| Youth Unlimited | | 1 | | |

**How would you rate the overall effectiveness of these partnerships in meeting the needs of your school community?**

Rating Scale:
1-Not at all effective | 2-Slightly effective | 3-Somewhat effective | 4-Moderately effective | 5-Extremely effective

**During The School Day:**

**Elementary**   **4.1**  (average rating)
Moderately effective

**Secondary**   **3.7**  (average rating)
Somewhat effective

**Before and/or After The School Day:**

**Elementary**   **3.8**  (average rating)
Somewhat effective

**Secondary**   **3.6**  (average rating)
Somewhat effective

**Please expand on your rating in greater detail, consider the DDSB strategic priorities of: Success, Well-being, Leadership, Equity, Engagement and Innovation when formulating your answer.**

During the school day – Quotations from elementary and secondary administrators.
See APPENDIX A

Before and after the school day – Quotations from elementary and secondary administrators.
See APPENDIX B

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**Elementary**: *Please identify the* **Top 3 Student Needs** *within your school community, or within the system if your role is at the Board level.*

Rating Scale:
1-Not at all effective | 2-Slightly effective | 3-Somewhat effective | 4-Moderately effective | 5-Extremely effective

⭐(average rating)          **#1 Student Need – Elementary** (n=84)

| | | | |
|---|---|---|---|
| **2.3** | **32.2%** | 29 respondents | **Mental Health/Medical and Professional Services** |
| 2.7 | 17.8% | 16 respondents | Well-Being |
| 3.1 | 13.3% | 12 respondents | Self-Regulation |
| 1.6 | 7.8% | 7 respondents | Community/Family Outreach |
| 4.2 | 5.6% | 5 respondents | Academic/Learning Support |
| 2.2 | 5.6% | 5 respondents | Safety/Behaviour |
| 3.5 | 4.4% | 4 respondents | Equity/Diversity/Inclusivity |
| 2.5 | 4.4% | 4 respondents | Inclusive Student Services |
| 3.0 | 3.3% | 3 respondents | Mentorship |
| 1.5 | 2.2% | 2 respondents | Extra-curricular/Co-curricular Programs |
| 1.0 | 2.2% | 2 respondents | Social Competence/Inter-personal Skills |
| 2.0 | 1.1% | 1 respondent | Student Engagement |

⭐(average rating)          **#2 Student Need – Elementary** (n=79)

| | | | |
|---|---|---|---|
| **3.0** | **22.7%** | **20 respondents** | **Well-Being/Health/Poverty** |
| 2.5 | 17.0% | 15 respondents | Mental Health/Medical and Professional Services |
| 2.6 | 11.4% | 10 respondents | Social-Competence/Inter-personal Skills |
| 2.0 | 6.8% | 6 respondents | Inclusive Student Services (Special Needs, Autism, Speech/Language) |
| 2.7 | 6.8% | 6 respondents | Self-Regulation |
| 2.2 | 5.7% | 5 respondents | Extra-curricular Programs/Clubs |
| 2.4 | 5.7% | 5 respondents | Safety/Behaviour (Aggression, Defining Bullying) |
| 2.7 | 4.5% | 4 respondents | Student Empowerment/Engagement (Girl Empowerment, Voice) |
| 2.4 | 4.5% | 4 respondents | Academic/Learning Support |
| 2.7 | 3.4% | 3 respondents | Adult Mentorship (Big Brother Big Sister, Coaching) |
| 3.3 | 3.4% | 3 respondents | Attendance |

| | | | |
|---|---|---|---|
| 1.7 | 3.4% | 3 respondents | Community Outreach/Support (ESL, Family Support) |
| 3.0 | 2.3% | 2 respondents | Digital Citizenship |
| 2.5 | 2.3% | 2 respondents | Equity/Inclusion (CRRP) |

⭐(average rating)     **#3 Student Need – Elementary** (n=67)

| | | | |
|---|---|---|---|
| **2.3** | **15.5%** | **11 respondents** | **Academic/Learning Support** |
| 1.8 | 12.9% | 9 respondents | Mental Health/Professional Services |
| 2.4 | 12.9% | 9 respondents | Well-Being/Nutrition |
| 3.1 | 11.4% | 8respondents | Equity/Inclusion (Value First Language, Express Individuality, Sense of Belonging/Mattering, Consecutiveness, Representation) |
| 2.8 | 8.6% | 6 respondents | Community Outreach/Support (Coordinating Services |
| 2.3 | 8.6% | 6 respondents | Student Empowerment/Engagement |
| 2.6 | 7.1% | 5 respondents | Inclusive Student Services (Support for High Needs) |
| 2.6 | 7.1% | 5 respondents | Social Competence/Inter-personal Skills |
| 1.7 | 4.3% | 3 respondents | Adult Mentoring (Role Models, Big Brothers Big Sisters) |
| 3.0 | 4.3% | 3 respondents | Attendance |
| 3.3 | 4.3% | 3 respondent | Self-Regulation |
| 2.0 | 1.4% | 1 respondent | Parent/Guardian Engagement |
| 3.0 | 1.4% | 1 respondent | Success |

**Secondary**: *Please identify the* **Top 3 Student Needs** *within your school community, or within the system if your role is at the Board level.*

Rating Scale:
1-Not at all effective | 2-Slightly effective | 3-Somewhat effective | 4-Moderately effective | 5-Extremely effective

⭐(average rating)     **#1 Student Need – Secondary** (n=17)

| | | | |
|---|---|---|---|
| **2.9** | **57.9%** | **11 respondents** | **Mental Health** |
| 3.5 | 10.5% | 2 respondents | Social Competence/Inter-personal Skills |
| 3.5 | 10.5% | 2 respondents | Well-Being/Health Care |
| 3.0 | 5.3% | 1 respondent | Attendance |
| 3.0 | #.#% | 1 respondent | Decision Making Skills |
| 4.0 | #.#% | 1 respondent | Programming Co-curricular/Extra-curricular |
| 4.0 | #.#% | 4 respondents | Student Success/Goals |

⭐(average rating)     **#2 Student Need – Secondary** (n=15)

| | | | |
|---|---|---|---|
| **2.3** | **25.0%** | **4 respondents** | **Mental Health/Counselling** |
| 4.0 | 18.8% | 3 respondents | Well-Being/Poverty/Nutrition |
| 1.5 | 12.5% | 2 respondents | Youth Programs/Hub |
| 2.5 | 12.5 | 2 respondents | Social Services (Housing) |
| 2.0 | 6.3% | 1 respondent | Attendance |
| 5.0 | 6.3% | 1 respondent | Equity |
| 4.0 | 6.3% | 1 respondent | Social Competence/Inter-personal Skills |

| 3.0 | 6.3% | 1 respondent | Safety |
| 5.0 | 6.3% | 1 respondent | Time Management |

⭐(average rating)                 **#3 Student Need – Secondary** (n=15)

| **3.0** | **26.7%** | **4 respondents** | **Well-Being/Poverty/Social Services** |
| 2.3 | 20.0% | 3 respondents | Mental Health Support |
| 2.3 | 20.0% | 3 respondents | Mentorship/Social Competence |
| 4.0 | 13.3% | 2 respondents | Career/Pathway Planning |
| 3.0 | 6.7% | 1 respondent | Decision Making Skills |
| 3.0 | 6.7% | 1 respondent | Inclusive Student Services |
| 1.0 | 6.7% | 1 respondent | Transportation |

**What additional programs and/or services are needed within your school?**

**Figure 5:  Elementary - Additional programs and/or services that are needed in schools.**

Respondents n=52

| Category | Percentage |
|---|---|
| Mental Health/Well-Being Supports | 20.2% |
| Mentors/Student Engagement | 17.5% |
| Academic Support/Tutoring | 9.6% |
| Inclusive Student Services/Support | 7.0% |
| Extra-curricular Programs (affordable) | 6.1% |
| Anger Management/Conflict Resolution | 5.3% |
| Family Engagment/Support | 5.3% |
| Other Programs & Services | 4.4% |
| Settlement Support (ESL/ELL) | 4.4% |
| Career/Pathway Planning | 3.5% |
| Early Years support/programs | 3.5% |
| Lunch/Recess programs | 3.5% |
| Social skills/programs | 3.5% |
| Equity/Diversity/Inclusion | 2.6% |
| Information/Access - Available Programs | 2.6% |

**Selected quotations**

Mental Health/Well-Being Support (20.2%):
- *Students coping with divorce/family tragedy/illness, like Rainbows.  Counselling and mental health supports.*
- *Pediatrician on-site.*
- *Additional supports responding to trauma informed lives of students.*
- Durham Health is supporting our Pro Grant.

- Short term interventions for grades 7 and 8 with mental health and learning needs (SOAR is inaccessible due to distance and cost of transportation).  More regular engaging presentations re: health and wellness, bullying, electronic use, substance abuse, etc. *(these are very costly).*
- *Resources for supporting student mental health and well-being.*
- *Mental Health Worker/Social Worker in some schools more regularly*
- *Mental health nurse to run groups on grief and loss.*

Mentors/Student Engagement (17.5%):
- *Big Brother/Big Sister has a waitlist currently.*
- *More coaches/representatives in program(s) that will grab students' attention.*
- *CYWs* [Child Youth Workers]
- *Mentoring in schools (strong role models).*
- *Girls Inc.*
- *Increasing positive connections with adults.*

Academic Support/Tutoring (9.6%):
- *Homework help opportunities.*
- *After School Tutor Program – Busing provided.*
- *UOIT*
- *Literacy needs.*
- *Reading Recover.*
- *Tutoring (no teacher wants to take on this leadership within our school but there is a need).*
- *STEM*
- *Academic support in French language.*

Inclusive Student Services/Support (7.0%):
- *Culturally responsive supports for behaviour, and special needs.*
- *ABA/IBI training or specialists.*
- *EAs, Psychologists, ABA/IBI*
- *Additional support for students with Autism.*

Extra-curricular Programs (affordable) (6.1%):
- *Sports camps for younger students to attend in the evening.*
- *Free after school activity programs beyond the school staff.*
- *After school programming for older students (needs to be affordable or free).*
- *Accessing arts and athletic programs at a reasonable cost.*

Anger Management/Conflict Resolution (5.3%):
- *Self-Regulation training and support staff.*
- *Conflict resolution skills.*
- *CYWs to support replacement behaviours & self-regulation strategies (SNAP programme in schools).*
- *Zones of Regulation.*

Family Engagement/Support (5.3%):
- *Parent engagement pieces for self reg strategies to develop at home.*

- *Supports for isolated families.*
- *Parent Engagement Nights.*
- *Together We Are through John Howard Society.*

Other programs & services (4.4%):
- *More physical fitness/sports programs.*
- *More showcase of students' talents @ Brd level.*
- *Partnerships with youth engagement and student success.*
- *Workshops.*
- *Increasing a feeling of connectedness with the school.*

Settlement support (ESL/ELL) (3.55):
- *Translators to support ELL Families.*
- *Increase ESL support for students past step 1 on the continuum.*
- *More regular settlement and language support.*
- *ESL programs for parents at the school.*

Career/Pathway Planning (3.5%):
- *Guidance Councillors.*
- *Career experiences/job shadowing.  Take your kid to work - many of our students don't have meaningful options for this.*
- *Continued support for Pathways.*

Early Years support/programs (3.5%):
- *Kindergarten Teacher Specific Professional learning: Making Play Based Learning Meaningful.  ECE supporting students in meeting academic benchmarks.  Effective use of resources-LLI, BAS with our youngest learners.*
- *Affordable Before and After School Daycare.*
- *School readiness for FDK.  Outside agencies to work with families, like early years hubs.*

Lunch/Recess programs (3.5%):
- *Snack Program*
- *Lunch Programs to support students.*
- *Recess engagement*

Social skills program (3.5%):
- *Peer groups.*
- *Social programming.*
- *Social skills programs.*

Equity/Diversity/Inclusion (2.6%):
- *Multi-Cultural Supports and Resources*
- *CRRP* [Culturally Relevant and Responsive Pedagogy]
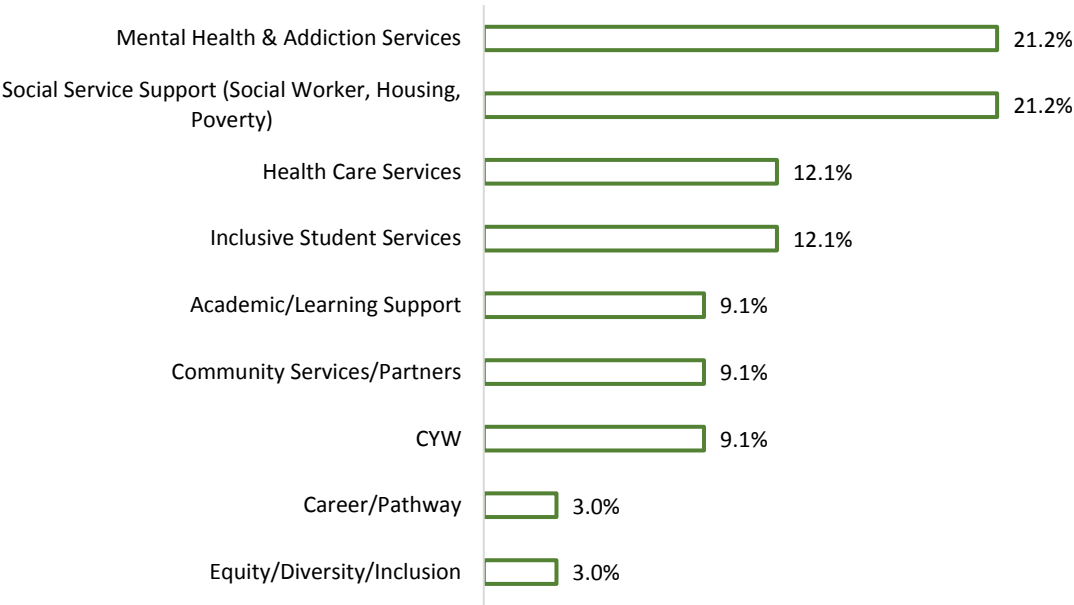
Information on/Access to available programs (2.6%):
- *To be aware of the programs that principals can take advantage of.*
- *Relevant Clubs or Support Groups.*

Accountability & Assessment 2020-03-13                                                                11

- *Easier access/process to board resources for high needs schools.*

---

**What additional programs and/or services are needed within your school?**

**Figure 6:  Secondary - Additional programs and/or services that are needed in schools.**

Respondents n=11

| Category | Percentage |
|---|---|
| Mental Health & Addiction Services | 21.2% |
| Social Service Support (Social Worker, Housing, Poverty) | 21.2% |
| Health Care Services | 12.1% |
| Inclusive Student Services | 12.1% |
| Academic/Learning Support | 9.1% |
| Community Services/Partners | 9.1% |
| CYW | 9.1% |
| Career/Pathway | 3.0% |
| Equity/Diversity/Inclusion | 3.0% |

**Selected quotations**

Mental Health & Addiction Services (21.2%):
- Direct supports from Pinewood.
- Mental Health support (daily).
- Far greater access to Frontenac, DFCC, and other intensive treatment & education placements. Addiction counselling.
- In-school mental health worker.
- DDSB psych services.
- Increased hours of support from our psych services staff.

Social Service Support (Social Worker, Housing, and Poverty) (21.2%):
- In school housing community support worker once a week.  Full time social work.
- Social Work (daily).
- DDSB social work services
- Increased hours of support from our social worker services staff.
- Socio-economic supports.
- Food programs

Health Care Services (12.1%):
- Full-time mental health nurse.
- Dental care programs.
- Access for students to dental and medical supports.

Inclusive Student Services (12.1%):
- EAs with specific knowledge and training for students with autism.
- PSW support.
- More programs for students with special needs (ie. lunch autism program).

Academic/Learning Support (9.1%):
- Alternative Learning Programs.
- Increase in transition support for students in our small class placements.
- Tutoring/ Academic Support.

Community Services/Partners (9.1%):
- Police liaison officer.
- Driver's Education.
- Community Program Coordination.

Child & Youth Worker (CYW) (9.1%):
- After school hub with CYW access/supports.
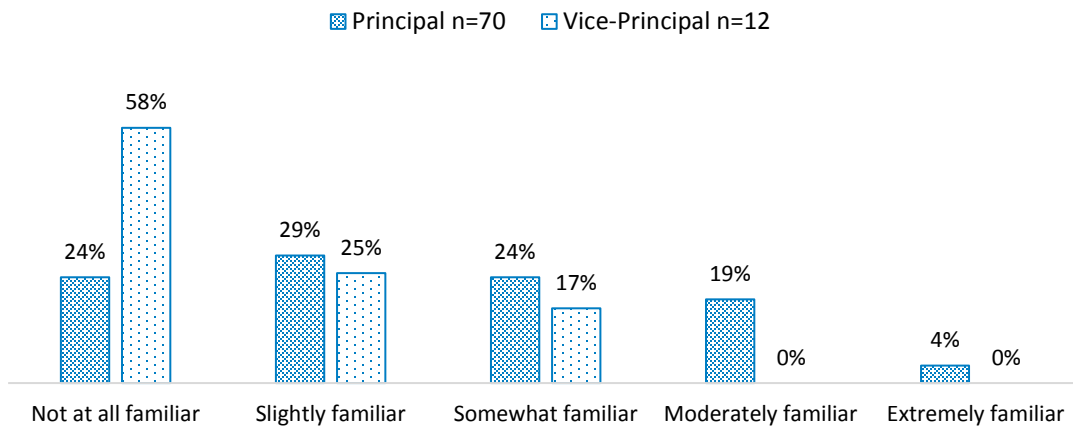- CYW support.

Career/Pathway (3.0%):
- Job skills / job training
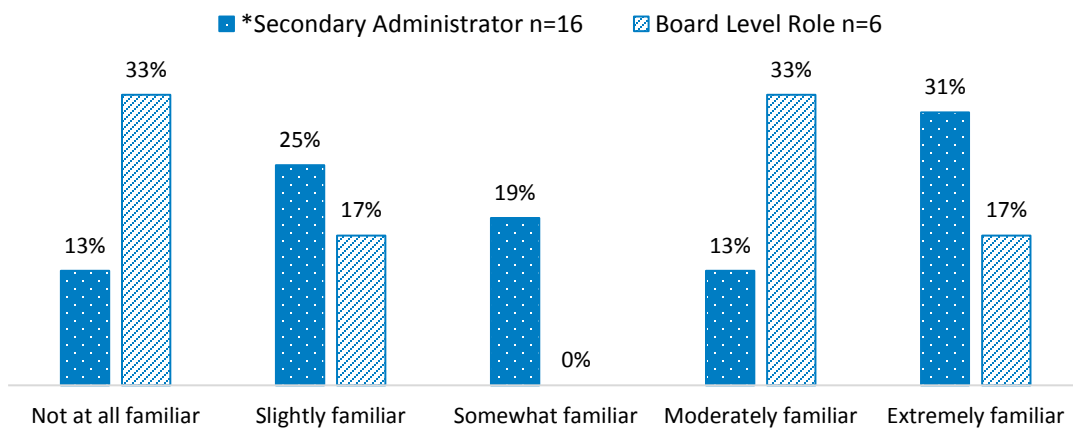
Equity/Diversity/Inclusion (3.0%):
- Support around diversity.  Program for racialized students.

**How familiar are you with the process of confirming a new partnership within your school/the schools?**

**Figure 7:  Elementary Level**
**Administrators familiarity with the process of confirming a new partnership within their school.**

⊞ Principal n=70     ⊡ Vice-Principal n=12



| | Not at all familiar | Slightly familiar | Somewhat familiar | Moderately familiar | Extremely familiar |
|---|---|---|---|---|---|
| Principal | 24% | 29% | 24% | 19% | 4% |
| Vice-Principal | 58% | 25% | 17% | 0% | 0% |

**Figure 8:  Secondary and Board Level**
**Administrators familiarity with the process of confirming a new partnership within their school.**

▪ *Secondary Administrator n=16     ▨ Board Level Role n=6



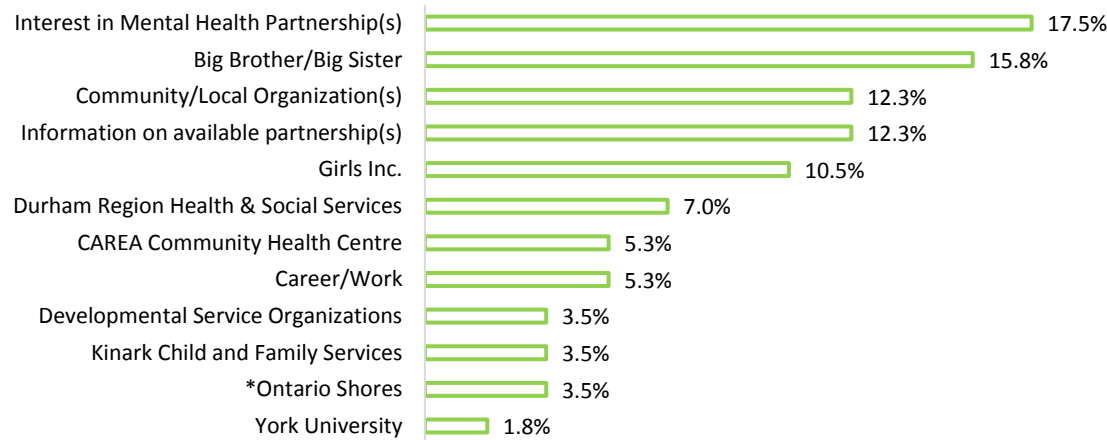| | Not at all familiar | Slightly familiar | Somewhat familiar | Moderately familiar | Extremely familiar |
|---|---|---|---|---|---|
| *Secondary Administrator | 13% | 25% | 19% | 13% | 31% |
| Board Level Role | 33% | 17% | 0% | 33% | 17% |

*Data suppression rule applied:  Results for Secondary Principals and Vice-Principals were combined because only two Vice-Principals participated.*

**Is there an organization, agency or partner that you would like to form a partnership with?**
*We welcome your requests and can assist with future partnerships.*
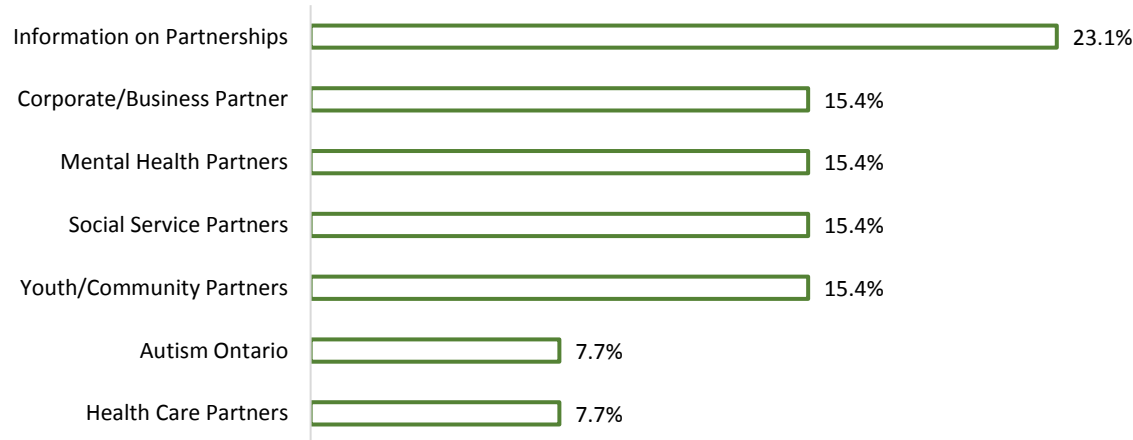
Partnerships they would like to form – Quotations from Elementary, Secondary and Board Level
Administrators          See APPENDIX C

**Figure 9:  Elementary**
**Organizations, agency or partners**
**administrators would like to form partnerships with.**
Respondents n=37

| Category | Percentage |
|---|---|
| Interest in Mental Health Partnership(s) | 17.5% |
| Big Brother/Big Sister | 15.8% |
| Community/Local Organization(s) | 12.3% |
| Information on available partnership(s) | 12.3% |
| Girls Inc. | 10.5% |
| Durham Region Health & Social Services | 7.0% |
| CAREA Community Health Centre | 5.3% |
| Career/Work | 5.3% |
| Developmental Service Organizations | 3.5% |
| Kinark Child and Family Services | 3.5% |
| *Ontario Shores | 3.5% |
| York University | 1.8% |

*Ontario Shores – Centre for Mental Health Sciences (informally referred to as Whitby Shores)*

**Figure 9:  Secondary & Board Level**
**Organizations, agency or partners**
**administrators would like to form partnerships with.**
Respondents n=9

| Category | Percentage |
|---|---|
| Information on Partnerships | 23.1% |
| Corporate/Business Partner | 15.4% |
| Mental Health Partners | 15.4% |
| Social Service Partners | 15.4% |
| Youth/Community Partners | 15.4% |
| Autism Ontario | 7.7% |
| Health Care Partners | 7.7% |

| **REPORT TO:** | Durham District School Board | **DATE:** April 6, 2020 |
|---|---|---|
| **SUBJECT:** | **Modified Calendar Promotion Update** | **PAGE NO.** 1 of 4 |
| **ORIGIN:** | Norah Marsh, Acting Director of Education<br>Georgette Davis, Family of Schools Superintendent<br>Christine Nancekivill, Chief Facilities Officer<br>Carey Trombino, Manager of Property and Planning | |

## 1. Purpose

The purpose of this report is to provide an update to Trustees on the promotion of C.E. Broughton Public School's modified calendar year.

## 2. Ignite Learning Strategic Priority/Operational Goals

**Success and Well- Being:**
o Set high expectations and provide support to ensure all students and staff reach their full potential every year.
o Provide safe, welcoming, inclusive learning spaces for all students and staff to support equitable outcome for all.

**Engagement:**
o Engage students, parents and community members to improve student outcomes and build public confidence
o Use many ways to communicate with and receive feedback form the community.

## 3. Background

C.E. Broughton PS modified calendar year was identified as a concern for consideration in the Accommodation Plan: Trends, Issues and Future Opportunities 2019 – 2023, presented to Trustees at the September 16, 2019 Board Meeting.

### 3.1 Trustee Recommendation – January 20, 2020

A report presented to Trustees, on November 4, 2019, commenced the community consultation process following Board Regulation: School Boundaries. The process entailed gathering community input regarding the potential collapsing of C.E. Broughton PS's modified calendar year.

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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A subsequent report was presented to Trustees on January 20, 2020 with the results of the consultation process and the following recommendation:

That the Durham District School Board approve that the modified program at C.E. Broughton PS collapse at the end of the school year – June 2020, and that the current C.E. Broughton PS modified calendar students be provided with the following options for September 2020:

1.  That C.E. Broughton PS modified calendar students, currently enrolled in the modified calendar year at C.E. Broughton PS, and their siblings, would be grandfathered to attend C.E. Broughton PS's regular school year/program.

2.  That current C.E. Broughton PS modified students, and their siblings, that want to continue in the modified calendar, would be grandfathered to attend Winchester PS's modified calendar year, as out of area.

3.2  **Motion from Trustees – January 20, 2020**

o   That the board continue operation of the modified calendar year program at C.E. Broughton PS for the 2020 – 2021 and 2021- 2022 school years;

o   That the board immediately take every reasonable step to ensure the Durham District School Board Community be made aware of the program and have the opportunity to access it if they so choose; and

o   That staff be directed to review enrolment statistics in the fall of 2020 and report back on the efforts to increase enrolment and the effect of those efforts.

3.3  **C.E. Broughton Modified Calendar Promotion Committee**

The C.E. Broughton Committee consisted of the representatives from the following departments: Family of School Superintendent, Superintendent of Inclusive School Services, School Principal, Manager of Research, Assessment and Accountability, Communications, Chief Facilities Officer and Operations. We used the expertise to plan a response to the board recommendation. Please see the details in the communication plan**.**

4.  **Analysis**

Board Regulation: School Boundaries outlines the parameters used for establishing or adjusting school boundaries. The school boundary regulation includes a consultation process to receive various levels of consultation feedback. A motion was brought forward by the Board which included promotion of the C.E. Broughton Modified Calendar, therefore, staff continued to solicit feedback and share information with the community**.**

PURPOSE • IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS • BACKGROUND • ANALYSIS • FINANCIAL IMPLICATIONS • EVIDENCE OF IMPACT • COMMUNICATION PLAN • CONCLUSION AND/OR RECOMMENDATION • APPENDICES

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5. **Financial Implications**

The board will need to continue to support the C.E. Broughton PS's staffing complement, which is higher than the DDSB average at this point.  This includes the continued 0.5 Vice- Principal allocation to the school.

6. **Evidence of Impact**

We will continue to monitor the enrolment information and will present an updated report of impact in the fall of 2020.

7. **Communication Plan**

The following opportunities were made available to provide and receive communication:

| C.E. Broughton Modified Calendar Year Promotion Plan | | | | |
|---|---|---|---|---|
| **Action Items** | **Timelines** | **Responsibility** | **Completion Date** | **Notes** |
| Committee Meeting to Review Plan<br>○ Review board report<br>○ Review Trustee Recommendation<br>○ Plan next steps | January, 2020 March, 2020 | All | January 31, 2020 | The committee used this opportunity to plan the timelines. Updates to be given March 2020 to plan next steps. |
| Public Relations<br>○ Create posters for information night and promotion<br>○ Track website/Twitter responses | February/March, 2020 | Communications | February/ March, 2020 | Communication was also prepared for Winchester P.S. Modified Calendar<br><br>|  | Viewed | Interactions |<br>|---|---|---|<br>| Twitter | 3149 | 101 |<br>| Facebook | 9345 | 406 |<br>| Instagram | 1164 | 1033 | |
| Posting Posters<br>○ Posters posted at sales offices for new home developments | February, 2020 | Facilities Services | February, 2020 | Planning Department staff contacted sales offices across the Board's jurisdiction, providing 36 sales offices with updated information, to include C.E. Broughton PS as an option for registration. |
| IT<br>○ Update School Find Program | February, 2020 | Facilities/Operations | February 7, 2020 | C.E. Broughton shows as option for modified calendar during registration |
| Registration Data<br>○ Track registrations, calls<br>○ Plan for student supports<br>○ Support for school staffing process | February – June, 2020 | School Principal Assessment/Accountability<br><br>Operations<br><br>Inclusive Student Services | Ongoing |  |

PURPOSE • IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS • BACKGROUND • ANALYSIS • FINANCIAL IMPLICATIONS • EVIDENCE OF IMPACT • COMMUNICATION PLAN • CONCLUSION AND/OR RECOMMENDATION • APPENDICES

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8.  **Conclusion**

As our next steps, we will continue to monitor the registration, review enrolment statistics and will present an updated report to Trustees in the fall of 2020.
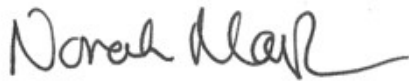
9.  **Recommendation**

This report is presented to Trustees for information.

10. **Appendices**

Appendix A – Modified Calendar Year
Appendix B – Notice of Information Night
Appendix C – Communication Timelines

Report reviewed and submitted by:

_____

Norah Marsh, Acting Director of Education

_____

Georgette Davis, Superintendent of Education,
Safe Schools/Mental Health and Well-Being

# DURHAM DISTRICT SCHOOL BOARD
## ELEMENTARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2019-20

First Day of Classes – Tuesday, August 6, 2019

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

| Month | Number of Professional Activity Days | Number of Instructional Days |
|---|---|---|
| August | 1 | 17 |
| September |  | 20 |
| October | 1 | 12 |
| November |  | 20 |
| December |  | 15 |
| January | 1 | 19 |
| February |  | 19 |
| March |  | 12 |
| April | 1 | 19 |
| May |  | 16 |
| June | 2 | 18 |
| **Total** | **7** | **187** |

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# C.E. Broughton PS
# OPEN HOUSE &
# INFORMATION NIGHT

## March 5, 2020 | 6 to 7 p.m.

### WHAT IS A MODIFIED SCHOOL CALENDAR AND HOW MIGHT IT WORK FOR YOUR FAMILY?

Did you know that C.E. Broughton Public School in Whitby is one of two Durham District School Board elementary schools offering a modified calendar school year?

Parents/guardians of children not currently enrolled in a modified calendar school year who would like more information are welcome to attend an Open House & Information Night on Thursday, March 5, 2020 from 6 to 7 p.m. in the C.E. Broughton PS gymnasium.

For more information, please contact the school directly or join us for the Open House & Information Night

### C.E. BROUGHTON PUBLIC SCHOOL
### 80 CRAWFORTH STREET, WHITBY
### 905-665-8229

# CE Broughton Modified Calendar Year Promotion Timelines

On January 20, 2020, the Board of Trustees approved the following:

THAT THE BOARD CONTINUE OPERATION OF THE MODIFIED CALENDAR YEAR PROGRAM AT CE BROUGHTON PS FOR THE 2020-2021 AND 2021-2022 SCHOOL YEARS;

THAT THE BOARD IMMEDIATELY TAKE EVERY REASONABLE STEP TO ENSURE THE DURHAM DISTRICT SCHOOL BOARD COMMUNITY BE MADE AWARE OF THE PROGRAM AND HAVE THE OPPORTUNITY TO ACCESS IT IF THEY SO CHOOSE; AND

THAT STAFF BE DIRECTED TO REVIEW ENROLMENT STATISTICS IN THE FALL OF 2020 AND REPORT BACK ON THE EFFORTS TO INCREASE ENROLMENT AND THE EFFECT OF THOSE EFFORTS.

| CE Broughton Modified Calendar Year Promotion Plan | | | | |
|---|---|---|---|---|
| Action Items | Timelines | Responsibility | Completion Date | Notes |
| Committee Meeting to Review Plan<br>○ Review board report<br>○ Review Trustee Recommendation<br>○ Plan next steps | January, 2020<br>March, 2020 | All | January 31, 2020 | The committee used this opportunity to plan the timelines. Updates to be given March 2020 to plan next steps. |
| Public Relations<br>○ Create posters for information night and promotion<br>○ Track website/Twitter responses | February/March, 2020 | Communications | February/ March, 2020 | Communication was also prepared for Winchester P.S. Modified Calendar<br><br>|  | Viewed | Interactions |<br>| Twitter | 3149 | 101 |<br>| Facebook | 9345 | 406 |<br>| Instagram | 1164 | 1033 | |
| Posting Posters<br>○ Posters posted at sales offices for new home developments | February, 2020 | Facilities Services | February 2020 | Planning Department staff contacted sales offices across the Board's jurisdiction, providing 36 sales offices with updated information, to include CE Broughton PS as an option for registration. |
| IT<br>○ Update School Find Program | February, 2020 | Facilities/Operations | February 7, 2020 | CE Broughton shows as option for modified calendar during registration |
| Registration Data<br>○ Track registrations, calls<br>○ Plan for student supports<br>○ Support for school staffing process | February – June, 2020 | School Principal<br>Assessment/Accountability<br>Operations<br>Inclusive Student Services | Ongoing | Data will be revisited with September registration and attendance information. |

**ADMINISTRATIVE REPORT**

| | | | |
|---|---|---|---|
| **REPORT TO:** | Standing Committee | **DATE:** | April 6, 2020 |
| **SUBJECT:** | 2019-2020 Interim Financial Report Operating Expenditures for the Period Ending February 29, 2020 | **PAGE NO.** | 1 of 1 |
| **ORIGIN:** | Norah Marsh, Acting Director of Education Carla Kisko, Interim Associate Director of Corporate Services Jennifer Machin, Manager of Finance | | |

1. **Purpose**

   To provide the Board of Trustees with information relating to the operating expenditures as at February 29, 2020 (Quarter 2).

2. **Background**

   A 2019-2020 Interim Financial Report was presented at the Board meeting on January 20, 2020, and provided updated revenue and expenditure information from the Budget to the Revised Estimates, as well as operating expenditures as at November 30, 2019 (Quarter 1).

   Attached is the 2019-2020 Interim Financial Report – Operating Expenditures for the period ending February 29, 2020 (Quarter 2), which has been prepared on a similar basis as previous reports.

3. **Analysis**

   Operating expenditures for the period ending February 29, 2020 (Quarter 2) are 51% of the 2019-2020 Revised Estimates amount of $787,773,035. In the prior year, 51% of the 2018-2019 Revised Estimates was spent at Quarter 2.

   Overall expenses are consistent with prior year, with some timing differences impacting individual lines in the attached schedule.

4. **Conclusion**

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

5. **Appendices**

   Appendix A - Interim Financial Report for the Period Ending February 29, 2020

Report reviewed and submitted by:

_____

Norah Marsh, Acting Director of Education

_____

Carla Kisko, Interim Associate Director of Corporate Services

PURPOSE ▪ IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS ▪ BACKGROUND ▪ ANALYSIS ▪ FINANCIAL IMPLICATIONS ▪ EVIDENCE OF IMPACT ▪ COMMUNICATION PLAN ▪ CONCLUSION AND/OR RECOMMENDATION ▪ APPENDICES

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**Durham District School Board**
**Interim Financial Report**
**For the Period Ending February 29, 2020 (Q2)**

| EXPENDITURE CATEGORIES | 2019-2020 Revised Estimates | 2019-2020 Expenditures at (Q2) | 2019-2020 % Spent at Q2 | 2018-2019 % Spent at Q2 |
|---|---|---|---|---|
| (note a) | | (note b) | | (note c) |
| **Instruction** | | | | |
| Teachers | 445,987,086 | 225,567,020 | 51% | 53% |
| Supply Staff | 17,947,460 | 9,922,217 | 55% | 56% |
| Educational Assistants | 48,586,554 | 26,224,273 | 54% | 51% |
| Early Childhood Educator | 17,634,403 | 9,793,066 | 56% | 56% |
| Textbooks / Supplies | 14,303,349 | 7,482,421 | 52% | 44% |
| Computers | 11,770,795 | 7,381,687 | 63% | 12% |
| Prof./ParaProf./Tech. | 21,620,884 | 10,600,379 | 49% | 50% |
| Library / Guidance | 16,964,317 | 8,167,718 | 48% | 49% |
| Staff Development | 3,483,036 | 1,586,921 | 46% | 47% |
| Principals and VPs | 33,068,390 | 17,718,632 | 54% | 55% |
| School Office | 18,814,312 | 9,166,159 | 49% | 48% |
| Officers & Facilitators | 12,731,631 | 6,341,113 | 50% | 49% |
| Continuing Education | 4,838,305 | 1,920,066 | 40% | 42% |
| **Instruction Total** | **667,750,522** | **341,871,671** | **51%** | **52%** |
| | | | | |
| **Administration & Governance** | | | | |
| Governance | 251,785 | 128,175 | 51% | 51% |
| Board Administration | 19,360,464 | 9,838,780 | 51% | 52% |
| **Administration & Governance Tot** | **19,612,249** | **9,966,955** | **51%** | **52%** |
| | | | | |
| **Transportation** | | | | |
| Transportation | 23,732,581 | 12,747,684 | 54% | 52% |
| **Transportation Total** | **23,732,581** | **12,747,684** | **54%** | **52%** |
| | | | | |
| **School Operations & Maint.** | | | | |
| School Operations & Maint. | 72,488,963 | 33,822,279 | 47% | 45% |
| **School Operations & Maint. Total** | **72,488,963** | **33,822,279** | **47%** | **45%** |
| | | | | |
| **Other Non-Operating** | | | | |
| Other Non-Operating | 3,796,560 | 1,575,214 | 41% | 58% |
| **Other Non-Operating Total** | **3,796,560** | **1,575,214** | **41%** | **58%** |
| | | | | |
| **Provision for Contingencies** | | | | |
| Provision for Contingencies | 392,160 | 169,674 | 43% | 4% |
| **Provision for Contingencies Total** | **392,160** | **169,674** | **43%** | **4%** |
| | | | | |
| **Grand Total** | **787,773,035** | **400,153,478** | **51%** | **51%** |

Note(s)

a. The expenditure categories are based upon the Ministry of Education's standarized chart of accounts.

b. The expenditures at Q2 and the corresponding percentages are based upon items paid within the stated period.

Certain expenditures may be non-cyclical in nature, which may make year-to-year comparisons somewhat difficult.

c. Some prior year expenditure mapping adjustments may have been made for consistency and comparison purposes.

PURPOSE • IGNITE LEARNING STRATEGIC PRIORITIES/OPERATIONAL GOALS • BACKGROUND • ANALYSIS • FINANCIAL IMPLICATIONS • EVIDENCE OF IMPACT • COMMUNICATION PLAN • CONCLUSION AND/OR RECOMMENDATION • APPENDICES

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**DURHAM DISTRICT SCHOOL BOARD**

| | | | |
|---|---|---|---|
| **REPORT TO:** | Durham District School Board | **DATE:** | April 6, 2020 |
| **SUBJECT:** | **Update on School Closures** | **PAGE NO.** | 1 of 7 |
| **ORIGIN:** | Norah Marsh, Acting Director of Education | | |

1. **Purpose**

   To provide an update on phase one of Ministry of Education directed school closures.

2. **Ignite Learning Strategic Priority/Operational Goals**

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

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

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

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

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

   **INNOVATION –** *Reimagine learning and teaching spaces through digital technologies and innovative resources.*

3. **Background**

   **3.1 Phase One of School Closures – March 13, 2020 - April 3, 2020**

   On March 13, 2020 the Minister of Education issued a Ministerial Order to close all publicly funded schools in Ontario for two weeks following the March Break in response to the emergence in Ontario of COVID-19. The Ministry of Education launched learning activities and advertised pre-existing on-line tutors for students in Mathematics for Grade 6-10 during this school closure period.

This announcement occurred after school staff and students in the DDSB had already begun their March Break. The timing of the announcement positioned the DDSB in a unique circumstance in that staff and students did not have the opportunity to ensure they left their schools with the teaching and learning materials that might be required for an extended period of time.

### 3.2 Planning for Phase Two – Potential Extended School Closures

During the first week of the closure, staff created the initial protocols to ensure business continuity, security, and health and safety were in place during the pandemic period. This was done with a view to optimize resources and provide stability for students and staff. Principals sent communications home to families that also provided optional learning resources for families to support them during the first phase of school closures (March 23, 2020 - April 3, 2020). Additionally, some teaching staff reached out to families with direct communications.

Staff recognized immediately that this period of pandemic would create uncertainty within families due to health, employment and isolation issues. We responded by launching a mental health and wellness campaign. Families were made aware of resources through communications emailed to homes and via our social media channels.

During this initial period of the closure, contingency planning work began to address the possibility of an extension of the school closures. Staff created and launched a Distance Learning platform for the use of all educators. Housed in the DDSB Spark staff portal, the platform provides step-by-step suggestions for educators on processes for Distance Learning. Five working committees were also set up by grades (K-2, 3-6, 7-8, 9-10, and 11-12) to assist in the creation of learning resources for teacher use.

Staff approached this work from the principles of equity and inclusion, as well as care for mental health and well-being. Seeking input from a broad group of stakeholders was therefore important to the planning committees. We conducted a consultation with all staff through *Thoughtexchange* and had approximately 1300 respondents provide responses to questions relating to students' needs. The overriding themes that emerged, in the event that there was an extension to school closures, were:

- Anticipated family needs (e.g., access to internet and devices that can connect to the internet);
- Family contexts (e.g., recognition that parents may be working from home, stress on families with members working in essential service roles, homes with multiple students and the challenges that present with regard to online access, and other generalized stresses that families may currently be experiencing);
- Communication (e.g., the importance of clear communication regarding the access to activities, completing activities and setting expectations);

- Academics (e.g., the grade specific academic needs of students, assessment and evaluation, literacy and numeracy, graduation requirements and purposeful activities tied to curriculum expectations).

With respect to meeting the needs of teaching staff, approximately 900 staff responded through *Thoughtexchange* with the following themes:

- Curriculum (e.g., resource recommendations, activities, assessment considerations);
- Equity (e.g., concerns for the capacity of families to access the online resources);
- Student needs (e.g., additional supports that staff identified as being essential to student learning in terms of their capacity to be successful in this current context); and
- Staff concerns (e.g., staff mental health, personal well-being and security).

During this period, the senior team worked closely with local federations and union representatives as the situation continued to evolve. Through our facilities department, all board property underwent a deep sanitization process with a plan for regular inspections and cleanings.

### 3.3 Family Consultation

Using the same platform as staff, parents and families were also contacted requesting their input. A total of 10,726 people participated. The high level of participation in this *Thoughtexchange* has produced a large body of information that continues to be analyzed and used by the teams implementing Distance Learning. The preliminary analysis of this feedback has identified the following themes:

- Personal Concerns (e.g., concerns around financial and employment security, work/life balance, equity and support);
- Distance learning considerations (e.g., instruction, curriculum, resources and app recommendations, training and tutorials);
- Communication (e.g., importance of clearly communicated guidelines, expectations, roles, regular updates);
- Making connections (e.g., connecting with teachers, administrators, teams and other families);
- Student needs (e.g., inclusive student services supports, ELL, FSL);
- Access (e.g., access to resources, internet, devices).

### 3.4 Announcement of Phase Two of School Closures – April 6, 2020 - May 4, 2020

On March 31st, the Ministry of Education announced an extension of school closures until May 4, 2020. At that time, they also announced the second phase of their Learn-at-Home plan that focused on the restoration of the teacher-student relationship, including teacher-directed learning, the requirement of final report cards for all students, and prioritizing and supporting

students on track to graduate (provisions have subsequently also been announced regarding community involvement hours, co-operative education and the OSSLT). The chart below describes the expectations for learning during this period as released by the Ministry of Education.

| Grades | Minimum Total Hours per week | Areas of Focus |
|--------|------------------------------|----------------|
| K-3 | 5 hours | Literacy and Math |
| 4-6 | 5 hours | Literacy, Math, Science and Social Studies |
| 7-8 | 10 hours | Literacy, Math, Science and Social Studies |
| 9-12 | 3 hours per course | Course content |

The Ministry of Education has provided direction by grade groupings related to both the hours of learning per week, and the curricular areas of focus for elementary students.

It is important to note that the hours stated refer to the student experience and include the total amount of time students would be engaged with their learning in a given week. This would include any teaching time led by teachers, as well as time for students to be working on the assigned learning tasks. There is a need for flexibility, as our students may be experiencing challenges in their home environments during the pandemic. For example, some may be caring for younger siblings as their parents are working.

In addition, the Ministry of Education has waived certain requirements for graduating students, including exemptions from the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course and forty hours of community service. Mid-term grades will be made available and uploaded for those students applying to colleges and universities.

While all students will be receiving final grades, the Ministry indicated that for grades K-8 only, formative assessment will occur during this period of school closures. Students in grades 9-12 can expect evaluations that will inform their final grades. No mid-term report cards will be produced at this time despite making available mid-term grades for graduating students.

### 3.5  Device Inventory

Access to technology was a concern identified in the feedback we received. In response, we contacted families through School Messenger to ascertain their access to technology and internet. In two days, central staff received over 5000 phone calls and/or emails requesting technology or indicating that their child had left their Chromebook in their locker for the March Break. These calls are continuing.

It is unfortunate that the timing of the first school closure announcement prevented school staffs from advising students to take their Chromebooks home. This has created an awkward situation of devices not being easily accessible, as they are locked in individual school lockers, and has created additional logistical complexities in our planning.

Staff have completed an inventory of available technology from 'tech tubs' and are in the process of implementing a distribution plan. Part of this plan will be allocating new computers that are in a retail warehouse. However, given safety measures put in place during the pandemic, distribution will be slow to ensure the health and safety of individuals; and we are following Durham Public Health's direction in this. Families can expect contact this week with a plan for support, but we anticipate delays given the importance of following Durham Public Health's direction, the volume of requests and dealing with third parties.

### 3.6  Access to internet

The District will distribute all available MiFis to students beginning with those students in grade 12. Currently the demand for MiFis is greater than the inventory. MiFis are currently on backorder and not readily available for purchase. We are continuing to pursue solutions and advocating with the provincial government to activate solutions for rural areas where internet service continues to be a challenge for families.

### 3.7  Distance Learning Preparations

Consideration of human rights related needs and circumstances, equity, and the importance of supporting mental health and well-being, served as the foundation for all our planning. Over the course of the school closure period, staff created a framework for Distance Learning and launched professional development to assist educators in preparing for emergency distance learning. Participation in the board's platform for Distance Learning has been impressive; we now have approximately 7300 google classrooms (an increase of 4300 since before the March Break) and approximately 540 D2L classrooms.

### 3.8  Community Relationships

The DDSB immediately collected all supplies that were of use to medical practitioners and registered them with Ontario Health. In response to a local need, we provided a significant donation to Lake Ridge Health. We have also registered all shuttered school sites for their potential repurposing as medical facilities.

Our playgrounds have been marked as closed with a caution of Covid-19 and we have closed our premises for Community Use of Schools and childcare centres. We are not charging rent for users impacted during this period.

Next week we will launch a social media campaign to support students and their families in following the advice of Durham Public Health.

**3.9 Distance Learning Next Steps**

Curriculum staff will be working with educators and the local federations to establish an assessment protocol to support this period of learning.  The expectation is that educators, within the first week of Distance Learning will re-establish relationships with their students, familiarize all students with the platforms, and continue with their own professional learning, to assist in effective Distance Learning during this emergency period.  (Please see Appendix A).

During the course of the coming week, we will establish an appropriate assessment guide that is grounded in a philosophy of flexibility given the varying circumstances of students and provides opportunities for students to demonstrate learning as authentically as possible in the absence of traditional classroom practices. Assessment and evaluation will need to be particularly flexible and reflect a broad range of opportunities for students to demonstrate their learning, recognizing that Ontario is in a state of emergency.

Staff are reaching out to students who may require individualized planning. For those students who require specialized equipment, our goal is for distribution to occur this week.   As always, teachers will review IEPs for students in their class and ensure planning considers any accommodations, modifications, or alternative curriculum expectations. Likewise, educators will consider and accommodate English language learners in their planning. ESL coaches and Settlement Workers in Schools are also proactively connecting with families to assist them during this time of Distance Learning.

4.  **Analysis**

The DDSB recognizes that our students, and their families, along with our staff, are experiencing a range of emotions and challenges during this state of emergency in Ontario. Our role as a system is to provide teacher-led distance learning materials and tasks that are respectful of these current challenges. It is important to recognize that Distance Learning is not intended to replicate a full school day or regular classroom instruction.
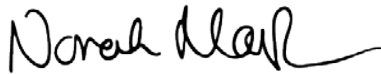
Our shared goal is to support students and their parents/guardians to be successful with learning tasks that are manageable, relevant, and engaging. Educators are best equipped to make these planning decisions and to differentiate tasks based upon student needs, interests and strengths. Educators will connect with their students through a variety of methods to bring the Ontario curriculum to life through digital and experiential learning. Teachers will use their professional judgement to prioritize overall expectations for condensed learning times and will provide feedback to support the continued growth and learning for each student.

Our staff recognize the importance of nurturing academic and social/emotional skills through instruction. It is a fine balance, during this unsettling time, when emotions and circumstances range dramatically within and between families. Our focus on connection and collaboration as being key to supporting each other through uncertainty, is well captured in our launch of *Stronger Together, Even When Apart*.

5. **Conclusion**

This report outlines the ambitious work in preparation for Distance Learning while the province of Ontario remains in a state of emergency and indicates some of the ongoing challenges we are working to address.

Report reviewed and submitted by:

_____
Norah Marsh, Acting Director of Education

# TEACHING & LEARNING
## at a Distance

## Distance CONTINUITY OF LEARNING based on Ministry of Education expectations

**K-3 Distance Learning**

- Focus on Literacy and Mathematics
- Student engages in 5 hours of teaching and learning per week
- Students will receive feedback on their learning and progress
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances

**4-6 Distance Learning**

- Focus on Literacy, Mathematics, Science & Technology and Social Studies
- Student engages in 5 hours of teaching and learning per week
- Students will receive feedback on their learning and progress
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances

**7-8 Distance Learning**

- Focus on Literacy, Mathematics, Science & Technology and History/Geography
- Student engages in 10 hours of teaching and learning per week
- Students will receive feedback on their learning and progress
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances

**9-12 Distance Learning**

- Focus on credit accumulation and graduation for Grade 12 students
- Student engages in 3 hours of teaching and learning per week per course
- Students will be assigned learning tasks, projects and culminating activities that will be marked by teachers and included ongoing feedback.
- Educators will work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances

# REPORTING
## at a Distance

During distance learning, school boards and teachers will issue final report cards, including Kindergarten Communication of Learning, for all students.   The requirement to issue mid-year reports for non-graduating secondary students is suspended for this year.

More detailed information, and specific reporting guidelines, for each grade and timelines associated with reporting periods will be shared in the coming days.

# 7 Fundamental Principles

**The primary purpose of assessment and evaluation is to improve student learning.** *(Growing Success, pg. 6)*

At all times, and especially during distance learning, we can depend on the key fundamentals that we use to guide our teaching and assessment practice that will promote student engagement and improve student learning.

## 1 FAIRNESS

During distance learning teachers can use practices that are fair, transparent, and equitable for all students.

## 2 SUPPORT

During distance learning teachers can provide supports when students are online and can also direct them towards digital resources that provide further supports when students are offline.

## 3 CURRICULUM EXPECTATIONS

During distance learning teachers can focus on the **Overall** curriculum expectations in each of the curriculum documents. They can share specific learning goals for students which relate, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.

## 4 COMMUNICATION

During distance learning teachers can ensure that learning goals are clearly communicated to students and, where possible, parents/guardians.

## 5 OPPORTUNITIES

During distance learning teachers can provide opportunities that are varied in nature and allow students multiple opportunities to demonstrate their learning.

## 6 DESCRIPTIVE FEEDBACK

During distance learning teachers can focus on providing descriptive formative feedback, especially at the beginning of our new learning reality.

## 7 SELF-ASSESSMENT

During distance learning teachers can provide opportunities for students to use and develop their self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their own learning.

## UTILIZE DDSB APPROVED TECHNOLOGIES

There are a lot of companies right now giving free access to web tools for teachers to use during distance learning. We suggest using tools and resources already in use in the DDSB. The reason for this is that these currently free resources may not always remain free to access and if you design an activity during distance learning it may not be available for use at a later date.

## CONSIDER HEALTH & SAFETY WHEN PLANNING ACTIVITIES

Students may be working from home with varying levels of supervision. Ensure that tasks and activities are safe and do not require supervision. Be mindful to not encourage or promote experiences that may be in conflict with current Department of Health protocols for social distancing. Remember that not all students will be able to leave the house and tasks and activities should be easily accessible from a home learning space. This includes being mindful of physical safety if encouraging exercise activities.

A suggestion could be a **virtual tour** of an outside location, using either pictures or videos, that allows students to engage in thinking, communication and application of components learned in the virtual space.

## AVOID LEARNING ABOUT AND ACTIVITES OR LANGUAGE RELATING TO CO-VID 19

It will be very difficult to know the individual anxiety levels of students, especially during distance learning where we do not have access to the same kinds of visual cues we do in the classroom. Avoiding planning elements related to the pandemic will give students an opportunity to escape into learning for a while.

Students may want to discuss or engage in conversations about the pandemic. Use your professional judgement in these scenarios. Acknowledge that you have heard them. Seek the support of colleagues to navigate these conversations and reach out to parents, if needed, to share the issues raised by students. Where possible, redirect students back to the learning activities you have prepared.

RESOURCES
*for Distance Learning*

**spark**
spark.ddsb.ca

The best place to find immediate support is to visit the DDSB Distance Learning spark page. There you will find information to get started with using digital tools including:

- Communicating with your students
- Distance learning platforms
- Troubleshooting
- Online safety and privacy, copyright, and email etiquette

## DDSB TEACHING AT A DISTANCE CURRICULAR RESOURCES



K-2 Distance Learning    3-6 Distance Learning    7-8 Distance Learning    9-12 Distance Learning    Supporting Inclusive Education
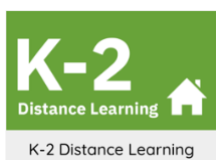
MINSTRY OF EDUCATION – Learn at Home Resources

## HEALTH & SAFETY

OPHEA - Resources to Support Parents and Caregivers with Health and Physical Education at Home

## PROFESSIONAL

ONTARIO COLLEGE OF TEACHERS - Use of Electronic Communication and Social Media

ONTARIO COLLEGE OF TEACHERS - Supporting Students' Mental Health

ONTARIO COLLEGE OF TEACHERS - Ethical Standards

ONTARIO COLLEGE OF TEACHERS - Standards of Practice



**STUDENT ACHIEVEMENT &CURRICULUM**

**#WeAreDDSB**
*stronger together...even when we are apart!*