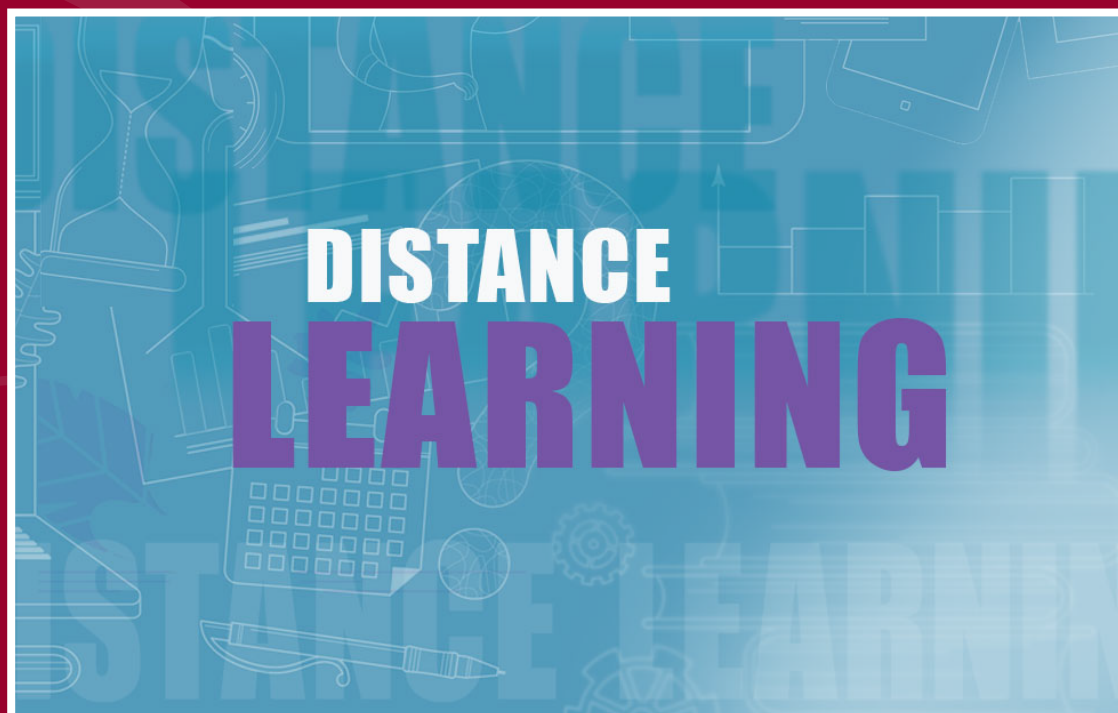




Virtual Board Meeting

Agenda

April 20, 2020 — 7:00 p.m.



On April 6th, the DDSB launched Distance Learning for students for the period that schools are closed due to the COVID-19 pandemic. Recognizing that students and families are going through different situations, emotions and challenges during this unprecedented time, we are providing teacher-led distance learning materials and tasks that consider these challenges while providing flexible options for learning. Educators will consider human rights related needs and circumstances, equity and mental health and well-being as a key part of all planning, while responding to Ministry of Education guidelines.

Please note that all DDSB public meetings will be held virtually until further notice. Members of the public can continue to participate in public meetings by watching the live-stream, and are still able to make delegation presentations and/or ask public questions through electronic means.

Durham District School Board
calendar.ddsb.ca/meetings
Twitter: @Durhamdsb



Chris Braney
Chair of the Board
City of Pickering

Niki Lundquist
Vice Chair of the Board
Town of Whitby

Christine Thatcher
Vice Chair, Standing
Committee
Town of Whitby

Patrice Barnes
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Paul Crawford
City of Pickering

Donna Edwards
Town of Ajax
Ward 3

Darlene Forbes
Chair, Education Finance
City of Oshawa

Carolyn Morton
Townships of Brock,
Scugog & Uxbridge

Ashley Noble
City of Oshawa

Scott Templeton
Town of Whitby

Sally Meseret
Student Trustee

Arlene Wang
Student Trustee

Tyler West
Student Trustee

**DURHAM DISTRICT SCHOOL
BOARD MEETING
Monday, April 20, 2020- 7:00 p.m.**

	<u>PAGE</u>
1. <u>Call to Order</u>	
2. <u>Declarations of Interest</u>	
3. <u>Moment of Silence/Acknowledgement</u>	
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.</p>	
4. <u>O Canada!</u>	
5. <u>Blair Ridge P.S. Recording</u>	
6. <u>Adoption of Agenda</u>	
(a) APPROVED Minutes of the Regular Board Meeting of January 20, 2020	1 – 13
(b) DRAFT Minutes of the Regular Board Meeting of February 18, 2020	14 – 22
7. <u>Community Presentations</u>	
8. <u>Ministry Memorandums – Information Update</u> (Acting Director Norah Marsh)	Verbal
9. <u>Public Question Period</u>	
<p>Members of the public may submit questions to the Board in advance of the meeting by completing the form at: https://forms.gle/wR12BzMdi2gkVtrZ8</p>	
10. <u>Presentations</u>	
(a) <u>Presentations</u>	
11. <u>Report from the Committee of the Whole in Camera</u>	
12. <u>Good News from the System</u> (Acting Director Norah Marsh)	
13. <u>Recommended Actions</u>	
(a) Report: Standing Committee Meeting of March 2, 2020 (Trustee Niki Lundquist)	23 – 30

	<u>PAGE</u>
13. <u>Recommended Actions (Continued)</u>	
(b) Report: Standing Committee Meeting of April 6, 2020 (Trustee Niki Lundquist)	31 – 42
(c) Report: SEAC Meeting of February 20, 2020 (Trustee Donna Edwards)	43 – 56
14. <u>Information Items</u>	
(a) Distance Learning Update #2 (Acting Director Norah Marsh)	57 – 86
(b) Quarterly Construction and Major Projects Report (Interim Associate Director Carla Kisko/ Chief Facilities Officer Christine Nancekivell)	87 – 93
(c) Inclusive Student Services – Supports During COVID-19 Related Closures & Distance Learning (Superintendent Andrea McAuley)	94 – 125
(d) Your Well-Being Matters – Stronger Together – Even When Apart (Superintendent Georgette Davis)	126 – 131
15. <u>Correspondence:</u>	
(a) <u>Action Requested:</u>	
(b) <u>Other:</u>	
16. <u>Other Business</u>	
17. <u>Adjournment</u>	

APPROVED

MINUTES

The Regular Meeting of the Board

Monday, January 20, 2020

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

The Chair called the meeting to order at 7:24 p.m.

Members Present: Trustees Patrice Barnes, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Student Trustees Sally Meseret

Regrets: Trustees Michael Barrett, Christine Thatcher, Student Trustees Arlene Wang, Tyler West

Officials Present: Associate Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Silvia Peterson, General Legal Counsel Patrick Cotter, Communications Manager, Peter Blake, Communications Officer Charles Senior

Regrets: Director Lisa Millar

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

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

Regular Meeting of the Board Minutes
January 20, 2020

4. O Canada

5. Bobby Orr P.S.

There was no musical presentation due to labour issues.

6. Adoption of Agenda

2020:27

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

2020:28

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Patrice Barnes

The regular Board meeting minutes of December 2, 2019 were amended by:

Removing the name Christine Thatcher and substituting the name Darlene Forbes as being acclaimed to the position of the Chair of the Education Finance Committee of the Durham District School Board on page 19; and

Removing the name Niki Lundquist and substituting the name Carolyn Morton as accepting the SAL Liaison trustee nomination on page 23.

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF NOVEMBER 18, 2019; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED AS AMENDED.

REGULAR BOARD MEETING OF DECEMBER 2, 2019.

CARRIED

7. And This is My Story

Chair Chris Braney advised trustees that this episode of "And This is My Story" is focused on mental health and well-being. Well-being is foundational to both students school success and DDSB staff success in all employee groups. Ensuring schools and places of work are inclusive and focus on well-being is of critical importance to the DDSB and is one of the core Ignite Learning priorities.

Regular Meeting of the Board Minutes
January 20, 2020

7. And This is My Story (Continued)

This commitment has been established in the Well-being operational goal which is: To create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff. We have developed a Well-being and Mental Health Strategic Plan and we are collecting data so we can continue to be responsive and improve our programs and supports to our commitment. Schools have begun to implement a phenomenal strategy called 20 Days of Well-being which has been highly successful and goes well beyond 20 days but focuses on our motto "Well-being, Everyone, Everyday". This edition of "And This Is My Story" featured Stephanie Robertson, Teacher, Vincent Massey P.S.

8. Community Presentations

There were no community presentations at this time.

9. Ministry Memorandums – Information

There were no ministry memorandums at this time.

2020:29

MOVED by Trustee Scott Templeton

SECONDED by Trustee Paul Crawford

THAT THE AGENDA BE AMENDED TO INCLUDE THE MAPLE RIDGE P.S.
BOUNDARY REVIEW.

CARRIED

10. Public Question Period

There were no public questions at this time.

11. Presentations

(i) Student Census Findings - Identity

Superintendent Mohamed Hamid shared with trustees, a PowerPoint presentation regarding the Identity Portion of the Student Census findings. He noted that the purpose of the census is to gain a clearer understanding of who our students are in order to support equity, student achievement, and well-being. He summarized the results and answered questions of trustees.

Regular Meeting of the Board Minutes
January 20, 2020

(ii) School Results of the School Climate/Well-Being Surveys

Superintendent Georgette Davis introduced Ken MacNaughton, Safe Schools Officer, and Chris Conley, Manager, Research who provided trustees with a PowerPoint presentation on the Board-wide elementary and secondary students, parents/guardians, and staff results of the 2018-2019 School Climate/Well-Being Surveys. They highlighted the analysis and use of the data, who participated in the survey, the resources to support schools, areas of focus and next steps. They also answered questions of trustees.

(iii) 2019 Director's Annual Report

Associate Director Norah Marsh, on behalf of Director Lisa Millar, provided trustees with an overview of the 2019 Director's Annual report to the community. This year's document is in both a digital interactive format and a hard copy.

2020:30

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Ashley Noble

THAT THE 2019 DIRECTOR'S ANNUAL REPORT BE RECEIVED.

CARRIED.

12. Report from the Committee of the Whole in Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with administrative transfers, personnel issues, property matters, and employee relations issues.

Associate Director Norah Marsh advised that the Transfers and Placements will be communicated to the system tomorrow afternoon.

2020:31

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

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

CARRIED

13. Director's News from the System

Chair Chris Braney, on behalf of Director Lisa Millar, introduced the Director's Good News video which highlighted the following:

Regular Meeting of the Board Minutes
January 20, 2020

13. Director's News from the System (Continued)

Film Career Fair

Lights, camera, action! At the end of November, over 400 DDSB and Durham Catholic District School Board students attended the Film and Television Industry Career Fair. Organized by OYAP Facilitator Denise Stirton, this career fair introduced students to a variety of pathways including acting, directing, set construction, and much more. Students also learned about film and TV opportunities in Toronto and in Durham Region.

Build it Up Blitz

DDSB and Habitat for Humanity Durham recently teamed up to build homes for families in Oshawa. Students in the Specialist High Skills Major and Construction Technology programs from Durham Alternative School, Dunbarton High School, O'Neill CVI, Pickering High School and Port Perry High School participated in the initiative.

Anti-Bullying Conference & Franconnexion

In recognition of Bullying Awareness and Prevention Week, Grade 5 to 8 students got together to brainstorm innovative and engaging ways to promote the DDSB Character Traits in their schools. Superintendent Georgette Davis also shared some insightful words telling the assembled students, *"Everything in life is a lesson. Sometimes you win and sometimes you learn."*

At the beginning of December, Core French and French Immersion students gathered at the Education Centre for the Franconnexion Conference, organized by facilitators Sarah Mitchell and Shannon Wood from the French as a Second Language Team. Students learned about the many opportunities available when bilingualism is continued through secondary school and beyond.

Nutrition Program Donations

The Poverty Strategy Department worked with Ontario Power Generation who donated \$3000 from their annual staff giving campaign and arranged to have local Rotary Clubs match their donation for a total of \$6000. All the funds went towards breakfast and snack nutrition programs at Fairport Beach Public School and Bolton C. Falby Public School. OPG and Rotary staff volunteered for one day at each location, cooking and serving students breakfast. Trustee Edwards was also at Bolton C. Falby Public School lending a helping hand with breakfast.

TedX

GL Roberts CVI hosted the first ever TEDx OshawaEd in November. The planning committee was led by GL Roberts Vice Principal Basil Broumeriotis and Principal Alison Evanoff; along with J. Clarke Richardson Collegiate Vice Principal Karla Torrente. Approximately 100 attendees heard from six dynamic speakers who explored the theme of Intersections of Equity, Technology, and the Future of Education.

Regular Meeting of the Board Minutes
January 20, 2020

13. Director's News from the System (Continued)

Vaping Session at Eastdale CVI

Teachers Karen Whiteman and Lilly Coronado from Eastdale CVI, managed to secure a spot-on Health Canada's 'Consider the Consequences of Vaping' national awareness tour. Approximately 300 students participated in the interactive tour, learning about the harms and risks associated with vaping.

Child Care Expansion Roland Michener PS

Ministry of Education approval was received to proceed with the construction of a one room child care retrofit at Roland Michener Public School in Ajax. The retrofit provides a variety of child care options for children up to 12 years of age. Programs like these in DDSB schools make it convenient for parents and guardians to find reliable child care, and provide a huge benefit for long-term student success.

Day of Coding & Tech Ed Symposium

Our DDSB Science and Math facilitators collaborated to support a Day of Coding on December 10th at Dunbarton High School. Over 170 Grade 7 students learned to use microbits during an introduction to coding. This was in conjunction with the Hour of Code and Computer Science Week. The facilitator team is also working together with the Science teachers to plan the STEM summit which will happen in the spring.

During the first full week in 2020, the Technological Education Team hosted the Annual Tech Ed Symposium. Secondary students baked up a storm, deconstructed motors, learned to braid with Durham Hairstylist Academy, and much more. Trustee Thatcher was also on site to witness the amazing student creations.

Kindergarten Registration

Kindergarten registration has begun for the 2020-2021 school year. The Early Years Department is leading the registration process for families with children in Junior and Senior Kindergarten. Over the next several months, parents and guardians are invited to register their children online for enrollment in a DDSB elementary school.

DEAA Update

Our Elementary Schools have proudly wrapped up their Intermediate and Junior Volleyball seasons. Two great seasons have showcased the amazing sportsmanship and talent of DDSB students. Over 70 teams had the opportunity to play in a cricket tournament at the Whitby Soccer Dome, a first-time sport for many students. Schools are now gearing up for three elementary curling bonspiels and the basketball season.

Schools Giving Back

DDSB school communities helped others in need this past holiday. Brooklin High School donated food, toys, and gift cards to the Simcoe Hall Settlement House. Clara Hughes Public School gave giftboxes to Canadian soldiers. Carruthers Creek Public School gathered food items for Horizon House and Pickering High School donated toys to CTV's Toy Mountain. These are just a few inspiring examples of students' generosity this year.

Regular Meeting of the Board Minutes
January 20, 2020

13. Director's News from the System (Continued)

Staff Standouts

Coronation Public School paid tribute to Mary Hasiuk, who celebrated 45 years of teaching. They surprised her with a luncheon where she was presented with a gift, flowers and certificates. Educational Assistant Kerry Moeller, from Cartwright Central Public School was also recognized. She recently wrote her first children's book, *Matilda and her Magical Mat: Yoga for Everybody*.

Scott Central CBC Music Video

Scott Central Public School's Junior Choir made the Top 10 in the 2019 CBC Canadian Music Class, Challenge division. Choir members consisted of students from Grades 4 to 8 who met weekly to practice their rendition of "Shine a Light." There were an estimated 50 thousand students and close to 12 hundred music classes from across Canada entered in this competition.

External Leadership Recruitment Night

This past week, the Leadership team held an External Principal and Vice Principal Recruitment Night. Associate Director Norah Marsh and Leadership Officer Michelle MacDonald guided educators through the process of becoming an administrator in the DDSB. A panel of new Principal and Vice Principal recruits to the DDSB shared their experiences and insights with eager attendees.

EA Video

November 20th was Educational Assistants Appreciation Day. In recognition of this, a video was created to show how much the school communities value and benefit from the amazing, dedicated EAs. The video was shared. To watch the full video, please go to our DDSB YouTube channel.

The Dates of Significance:

Dates of Significance:

January	Tamil Heritage Month
Jan. 20	Martin Luther King Day
Jan. 21	Lincoln Alexander Day
Jan. 23	Special Education Advisory Committee Mtg
Jan. 27	International Day of Commemoration in Memory of the Victims of the Holocaust
February	Black History Month
February	Psychology Month
Feb. 3	Standing Committee Meeting
Feb. 6	French Immersion Parent Information Night
Feb. 11	Parent Involvement Committee Meeting
Feb. 14	PA Day Secondary Schools
Feb. 17	Family Day

Regular Meeting of the Board Minutes
January 20, 2020

13. Director's News from the System (Continued)

Feb. 18-21 Random Acts of Kindness Week
Feb. 18 Board Meeting
Feb. 20 Special Education Advisory Committee Mtg
Feb. 25 Regional SCC Meeting
Feb. 26 Ash Wednesday
Feb. 26 Pink Shirt Day

14. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of January 6, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of January 6, 2020.

2020:32

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Ashley Noble

THAT THE STANDING COMMITTEE MEETING MINUTES OF JANUARY 6, 2020
BE RECEIVED.

CARRIED

(b) Report: SEAC Meeting Minutes of November 21, 2019

Trustee Donna Edwards presented the SEAC Meeting Minutes of November 21, 2019.

2020:33

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE SEAC MEETING MINUTES OF NOVEMBER 21, 2019 BE RECEIVED.

CARRIED

2020:34

MOVED by Trustee Donna Edwards

SECONDED by Trustee Darlene Forbes

THAT KELLY KENNEDY WILL BE THE SEAC ALTERNATE FOR THE ONTARIO
ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION
DISORDERS.

CARRIED

Regular Meeting of the Board Minutes
January 20, 2020

(c) 2019-2020 Interim Financial Report

Associate Director Norah Marsh, on behalf of Director Lisa Millar, introduced Nick Bobrow, Interim Comptroller who provided trustees with an update on enrolment information and budget changes as part of the 2019-2020 Revised Estimates and on operating expenditures as at November 30, 2019 (Quarter 1)

2020:35

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Ashley Noble

THAT THE BOARD APPROVE THE 2019-2020 REVISED ESTIMATES AS PRESENTED, PENDING MINISTER APPROVAL OF THE IN-YEAR DEFICIT FOR COMPLIANCE PURPOSES OF \$13,720,589.

CARRIED

(d) C.E. Broughton P.S. Modified Calendar Year, Town of Whitby

Superintendent Georgette Davis introduced Carey Trombino, Manager of Property and Planning and they provided trustees with information to approve the collapse of C.E. Broughton P.S.'s modified calendar year, effective September 2020.

2020:36

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

THAT THE BOARD CONTINUE OPERATION OF THE MODIFIED CALENDAR YEAR PROGRAM AT C.E. BROUGHTON P.S. 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.

CARRIED AS AMENDED
LATER IN THE MEETING
(See Following Motions)

Regular Meeting of the Board Minutes
January 20, 2020

(e) C.E. Broughton P.S. Modified Calendar Year, Town of Whitby (Continued)

2020:37

MOVED by Trustee Donna Edwards
SECONDED by Trustee Patrice Barnes

THAT THE FOREGOING MOTION (2020:36) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY REMOVING THE WORDS "AND 2021-2022."

MOTION DEFEATED

Trustee Donna Edwards suggested that a review of enrolment statistics be included in the motion.

2020:38

MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

THAT THE FOREGOING MOTION (2020:36) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY ADDING THE FOLLOWING:

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.

CARRIED

The motion (2020:36) of Trustees Niki Lundquist and Scott Templeton was then put to a vote and CARRIED AS AMENDED.

(e) Coronation P.S. & R.H. Cornish P.S. Gifted Program Boundary

Superintendent Heather Mundy introduced Carey Trombino, Manager of Property and Planning who provided trustees with information to approve the adjustment of the Gifted program boundary of Coronation P.S. and R.H. Cornish P.S., effective September 2020.

2020:39

MOVED by Trustee Carolyn Morton
SECONDED by Trustee Niki Lundquist

Regular Meeting of the Board Minutes
January 20, 2020

(e) Coronation P.S. & R.H. Cornish P.S. Gifted Program Boundary (Continued)

THAT THE BOARD APPROVE THE GIFTED PROGRAM BOUNDARY REALIGNMENT BETWEEN CORONATION P.S. AND R.H. CORNISH P.S., EFFECTIVE SEPTEMBER 2020, AS OUTLINED IN APPENDIX A TO THE REPORT.

CARRIED

(f) Safety Motion

2020:40

MOVED by Trustee Patrice Barnes

SECONDED by Trustee Donna Edwards

THAT THE FOLLOWING MOTION BE REFERRED TO THE INCIDENT ADHOC COMMITTEE:

- (i) THAT WHETHER, OR NOT, THE BOARD OF TRUSTEES IS CONFORMING TO POLICIES ON SAFETY AND THE HANDLING OF VIOLENT INCIDENTS WITHIN THE DDSB.
- (ii) THAT WE NEED TO DETERMINE IF THE METHODS BEING USED TO CONTROL INCIDENTS ARE WITHIN POLICIES ON SAFETY, AND VIOLENT ACTS.
- (iii) THAT THE POLICY ON SAFETY IS THAT SAFETY IS PRIORITY ONE, OR THE HIGHEST PRIORITY AND THAT THE SAFETY OF ALL STUDENTS AND STAFF IS A BOARD OF TRUSTEES RESPONSIBILITY AND THE RESPONSIBILITY ALSO RESTS WITH EVERYONE.
- (iv) THAT STAFF SHOULD PRODUCE INFORMATION AND STATISTICS DESCRIBING WHAT ACTIONS ARE BEING TAKEN WHEN AN INCIDENT OCCURS, AND WHEN IT OCCURS REPEATEDLY, AND WHEN THE SAME STUDENT(S) ARE PART OF THE REPEATED INCIDENTS.
- (v) THAT THE BOARD OF TRUSTEES NEEDS TO DETERMINE THAT THE HANDLING OF THESE INCIDENTS IS BEING DONE IN ACCORDANCE WITH OUR PRESENT POLICIES, OR DO THOSE POLICIES NEED TO BE AMENDED.

CARRIED

(g) Notice of Motion – Purchasing Regulation #3310 Update

Associate Director Norah Marsh presented the following Notice of Motion:

THAT THE REVISED DDSB PURCHASING REGULATION #3310 BE APPROVED.

Regular Meeting of the Board Minutes
January 20, 2020

(h) Maple Ridge P.S. Boundary Review

Trustee Paul Crawford advised that the community and stakeholders are requesting additional time to understand the boundary review process, explore all options thoroughly, and engage in more authentic consultation. He suggested that the Board examine the impact of French Immersion offerings in a more robust, strategic and systemic way by undertaking a district review of French Immersion programs.

2020:41

MOVED by Trustee Paul Crawford

SECNDED by Trustee Chris Braney

- (i) THAT THE MAPLE RIDGE P.S. BOUNDARY REVIEW BE DEFERRED TO THE 2020/2021 SCHOOL YEAR AND THAT, IN THE MEANTIME, A FRENCH IMMERSION DISTRICT REVIEW BE UNDERTAKEN BY STAFF;
- (ii) THAT THIS PROCESS BE INITATED BY A STAFF REPORT ON THE SCOPE OF THE FRENCH IMMERSION REVIEW WITH A FINAL REPORT TO THE BOARD IN THE FALL OF 2020; AND
- (iii) THAT FOLLOWING THAT, STAFF WOULD INITIATE THE BOUNDARY REVIEW, WITH A REPORT TO BOARD IN FEBRUARY 2021, TO BE IMPLEMENTED IN SEPTEMBER 2021.

CARRIED

15. Information Items

(a) 2019-2020 Supplementary Funds Summary

Nick Bobrow, Interim Comptroller provided trustees with an update on Supplementary Funding announced or received to date for 2019-2020.

(b) Bell Time Review

Superintendent Heather Mundy introduced Christine Nancekivell, Chief Facilities Officer who provided trustees with an update on bell times, further to the March 20, 2017 Bell Time Review report.

2020:42

MOVED by Trustee Carolyn Morton

SECNDED by Trustee Ashley Noble

THAT THE BELL TIME REVIEW REPORT BE RECEIVED.

CARRIED

Regular Meeting of the Board Minutes
January 20, 2020

16. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

- (i) Canadian Cancer Society
- (ii) SEAC
- (iii) Premier of Ontario

The correspondence was listed for the information of trustees.

17. Other Business

Chair Chris Braney advised that the Maple Ridge P.S. Boundary Review Consultation Open House is scheduled to take place on Tuesday, January 21, 2020.

Chair Chris Braney extended the Board's best wishes to Lamia Sabbagh, President, OSSTF District 13 as she accepted a position with Provincial OSSTF.

18. Adjournment

2020:43

MOVED by Trustee Patrice Barnes

SECONED by Trustee Paul Crawford

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:20 p.m.

Chair

Secretary

DRAFT

MINUTES

The Regular Meeting of the Board

Tuesday, February 18, 2020

The Regular Meeting of the Durham District School Board was held this date in the Board Room, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Tyler West

Regrets: Trustee Niki Lundquist, Student Trustee Arlene Wang

Officials Present: Associate Director Norah Marsh, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, General Legal Counsel Patrick Cotter, Human Rights Equity Adviser Devika Mathur, Communications Manager, Peter Blake, Communications Officer Charles Senior

Regrets: Director Lisa Millar, Superintendents Mohamed Hamid, Silvia Peterson

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence

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

Regular Meeting of the Board Minutes
February 18, 2020

4. O Canada

5. Sinclair S.S.

Trustee Scott Templeton welcomed the Sinclair S.S. Guitar Ensemble. The group performed three selections entitled "YMCA," "Skyfall," and "Locked Out of Heaven." Trustee Scott Templeton congratulated the group, on behalf of the trustees, for their excellent performance.

6. Adoption of Agenda

2020:44

MOVED by Trustee Michael Barrett

SECONDED by Trustee Christine Thatcher

The agenda was amended by removing Item 13. (f).

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

2020:45

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF NOVEMBER 18, 2019; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED AS AMENDED.

REGULAR BOARD MEETING OF DECEMBER 2, 2019.

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums – Information

Acting Director Norah Marsh advised trustees that the Ministry of Health is conducting consultations on modernizing public health and emergency health services through a discussion paper and questionnaire. The district will be participating as the relationship with public health is very important.

Regular Meeting of the Board Minutes
February 18, 2020

9. Public Question Period

- (i) Natalie Dixon, Oshawa asked what efforts are being made to recruit more minority teachers. Especially those from the Black community.

Acting Director Norah Marsh indicated that hiring practices are dictated through collective bargaining agreements and provincial legislation.

Superintendent Jim Markovski advised that the district seeks a variety of opportunities to diversify employee groups. The Human Resources Department includes an optional form allowing external candidates the opportunity to self identify. An evening is provided for external indigenous and racialized leaders, and members of the community are also engaged, to provide information about the board and assistance in preparing for opportunities. There is a variety of racialized and indigenous activities. The district is bound by a hiring process regulation. The new teacher induction programs and professional learning sessions demonstrate that new hires come from a diversity of backgrounds. He noted that it is important that students see a variety of identities in their learning spaces.

10. Presentations

- (i) Anti-Black Racism Strategy

Superintendent Margaret Lazarus highlighted for trustees, the implementation of Durham District School Board's Anti-Black Racism Strategy. She introduced Merrill Mathews, Equity & Diversity Officer, Lauren Bliss, Principal, Jeanne Sauvé P.S., Stephanie Spencer, Principal, Gordon B. Attersley P.S. and Alyson van Beinum, Vice Principal, Pine Ridge S.S. who provided trustees with a PowerPoint overview highlighting how their schools deal with contemporary issues and engage in unique anti-black racism opportunities. They described the impact of the various strategies used in their schools and classrooms. Students from Jeanne Sauvé P.S. shared an initiative from their school. They also answered questions of trustees.

- (ii) Contextualizing the Skilled Trades for DDSB Students Through Experiential Learning

Superintendent Stephen Nevills introduced Kim Stuart, Student Success Officer who provided trustees with a PowerPoint presentation highlighting current Student Success curricular and extra-curricular experiential learning opportunities for DDSB students, teachers and families to support pathway planning for the skilled trades and apprenticeships. Trustees watched a video of inspiring moments of students, staff and families engaged in pathways to Specialist High Skills Major, OYAP and Skills Canada competitions. She also answered questions of trustees.

Regular Meeting of the Board Minutes
February 18, 2020

11. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera. Trustees dealt with personnel issues and property matters.

2020:46

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Patrice Barnes

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

CARRIED

12. Good News from the System

Acting Director Norah Marsh introduced Carla Kisko, Interim Associate Director, Corporate and Devika Mathur, Human Rights Advisor and welcomed them both to the District.

Students Alexander Gallimore and Bianca Fiore, Grade 12 students from Sinclair S.S. narrated the following Good News from the System on behalf of the students and staff of the DDSB:

- A cold winter day warmed up quickly as Special Olympic students from various Ajax elementary schools entered Bolton C. Falby Public School to welcoming cheers. Over 30 staff, and 18 student volunteers helped to facilitate Special Olympic activities for student athletes. Some of the activities included block bowling, soccer, and an obstacle course.
- On the Monday before Bell Let's Talk Day, students and staff proudly raised the Bell Let's Talk flag at Clara Hughes Public School in Oshawa. The flag was gifted to the school from Canadian Olympian Clara Hughes and Bell Canada, along with toques for all students and staff at the school.
- The Safe Schools department also hosted a lunch and learn entitled "*Let's Start a Conversation About Mental Health*". Steffanie Pelleboer, the DDSB's Mental Health Leader, shared insightful advice for creating and maintaining mentally healthy communities.
- The Paint the Town Red contest began this past November, and led up to the Rogers Hometown Hockey event which took place on December 28th and 29th at Iroquois Park in Whitby. The Town of Whitby encouraged community members to decorate their school, home, or work environments with a red Hometown Hockey theme. Dr. Robert Thornton Public School staff and students were congratulated on winning first place in the school category. E.A. Fairman Public School who took second place honours, and Captain Michael VandenBos Public School who came in third were also congratulated.

Regular Meeting of the Board Minutes

February 18, 2020

12. Good News from the System (Continued)

- Allison Kivi, a Grade 10 student at Ajax High School, will have her original logo design worn by hundreds of students in Europe this spring. Allison won a contest through the educational tour company Explorica, whereby she was tasked with creating a logo for the 75th Anniversary of the Liberation of the Netherlands. Her design portrays Canada and the Netherlands standing proudly together. Students participating in this year's European trip will receive sweatshirts adorned with Allison's logo.
- Eastdale CVI student Mamanar Diasse, a Grade 12 student, is in pursuit of a scholarship worth up to \$100,000 to support her post-secondary studies. Mamanar was one of 88 students chosen in the national selections finals for the Loran Scholars Foundation Awards. The award includes tuition waivers from a partner university, mentorship, summer-internship funding, and more. Mamanar has already received admission to the University of Ottawa to study International Studies in Modern Languages. Her ultimate goal is to work for the United Nations in human rights and international development.
- Robert Felix was thanked on behalf of all DDSB schools in the community of Port Perry. Mr. Felix has been a crossing guard at schools in the Port Perry community and most recently at Prince Albert Public School. After working for 34 years as a machine operator, Mr. Felix jumped into a new career, escorting students across the street for the last 25 years. After helping students for more than two decades Mr. Felix will once again be retiring.
- Teacher Jada Temple and students at J. Clarke Richardson Collegiate recently started their own Well-Read Black Girl Book Club. The first book on the docket was *Frying Plantain* by Zolika Reid-Benta, an award-winning Toronto-based author. The book club was ecstatic to have Zolika join them and share her experiences growing up as a Canadian with Jamaican heritage. The original Well-Read Black Girl Book Club was started in 2015. The goal is to provide a space for Black women and girls to connect through reading and writing.

Dates of Significance:

Feb. 18-21	Random Acts of Kindness Week
Feb. 18	Board Meeting
Feb. 20	Special Education Advisory Committee Mtg
Feb. 25	Regional SCC Meeting
Feb. 26	Ash Wednesday
Feb. 26	Pink Shirt Day
March	Bangladeshi Heritage Month
March	Social Work Month
March 2	Standing Committee Meeting
March 2	First Day of Lent (Orthodox)
March 8	International Women's Day
March 9	Holi

Regular Meeting of the Board Minutes
February 18, 2020

12. Good News from the System (Continued)

March 9	Concours d'art oratoire
March 13-20	March Break
March 17	Irish Heritage Day
March 20-21	Now Ruz
March 21	World Down Syndrome Day
March 23	Board Meeting
March 26	SEAC Meeting
March 26	International Epilepsy Awareness Day
March 31	Ontario Secondary Schools Literacy Test

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of February 3, 2020

Trustee Christine Thatcher presented the Standing Committee Meeting Minutes of February 3, 2020.

2020:47

MOVED by Trustee Christine Thatcher
SECONDED by Trustee Patrice Barnes

THAT THE STANDING COMMITTEE MEETING MINUTES OF FEBRUARY 3, 2020
BE RECEIVED.

CARRIED

(b) Report: SEAC Meeting Minutes of December 19, 2019

Trustee Donna Edwards presented the SEAC Meeting Minutes of December 19, 2019.

2020:48

MOVED by Trustee Donna Edwards
SECONDED by Trustee Michael Barrett

THAT THE SEAC MEETING MINUTES OF DECEMBER 19, 2019 BE RECEIVED.

CARRIED

(c) School Year Calendar 2020-2021

Superintendent Jim Markovski introduced Paul Brown, Operations Officer who provided trustees with an overview of the 2020-2021 School Year Calendars.

Regular Meeting of the Board Minutes
February 18, 2020

(a) School Year Calendar 2020-2021 (Continued)

2020:49

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING CALENDARS BE APPROVED:

- (a) THE PROPOSED REGULAR SCHOOL YEAR CALENDAR FOR ELEMENTARY SCHOOLS;
- (b) THE PROPOSED REGULAR SCHOOL YEAR CALENDAR FOR SECONDARY SCHOOLS;
- (c) THE PROPOSED MODIFIED SCHOOL YEAR CALENDAR FOR C.E. BROUGHTON P.S., AND WINCHESTER P.S.;
- (d) THE PROPOSED MODIFIED SCHOOL YEAR CALENDAR FOR BROCK H.S., HENRY STREET H.S, AND MAXWELL HEIGHTS S.S.; AND
- (e) THAT THIS INFORMATION BE FORWARDED TO THE MINISTRY OF EDUCATION BY MARCH 1, 2020 FOR ALL FOUR SCHOOL YEAR CALENDARS SUCH THAT THE DURHAM DISTRICT SCHOOL BOARD IS COMPLIANT WITH THE RESPECTIVE DEADLINES AS OUTLINED IN REGULATION 304.

CARRIED

(b) Purchasing Regulation #3310 Update

Interim Associate Director Carla Kisko provided trustees with information regarding the proposed revisions of the DDSB Purchasing Regulation #3310.

2020:50

MOVED by Trustee Michael Barrett

SECONDED by Trustee Donna Edwards

THAT THE REVISIONS TO DDSB PURCHASING REGULATION BE APPROVED.

CARRIED

(c) Notice of Motion: Service Animals in Schools Policy

Superintendent Andrea McAuley provided trustees with an overview of the Service Animals in Schools Policy and presented the following Notice of Motion:

THAT THE USE OF SERVICE ANIMALS IN SCHOOLS POLICY BE APPROVED.

Regular Meeting of the Board Minutes
February 18, 2020

(f) Notice of motion: Dress Code Policy Update

This item was removed from the agenda earlier in the meeting.

14. Information Items

(a) Trustee Expenses

Interim Associate Director Carla Kisko provided trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Regulation #4135: Trustee Expenses. She also answered questions of trustees.

(b) Incident Ad Hoc Committee Data Update

Trustee Donna Edwards provided trustees with an update of the work completed by the Incident Ad Hoc Committee from June 2019 to February 2020. She also answered questions of trustees and a discussion ensued.

2020:51

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Ashley Noble

THAT TRUSTEES ASK FOR A REPORT ON THE EFFICACY OF THE CURRENT MEASURES ADOPTED TO ADDRESS VIOLENT INCIDENTS IN ORDER TO DETERMINE IF THOSE MEASURES ARE MEETING THE OBJECTIVES OF BOARD POLICIES INCLUDING PROVIDING A SAFE LEARNING ENVIRONMENT FOR STUDENTS AND STAFF WORKING IN DDSB SCHOOLS.

MOTION DEFEATED ON A TIE VOTE

15. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

(i) Minister of health and Long-Term Care

The correspondence was listed for the information of trustees.

16. Other Business

There was no Other Business at this time.

Regular Meeting of the Board Minutes
February 18, 2020

18. Adjournment

2020:52

MOVED by Trustee Michael Barrett

SECONED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:11 p.m.

Chair

Secretary

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Patrice Barnes

SECONDED by: _____

THAT THE BOARD APPROVE THE SCOPE OF THE DISTRICT WIDE FSL
PROGRAM REVIEW.

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Carolyn Morton

SECONDED by: _____

THAT THE CORRESPONDENCE TO THE MINISTER OF EDUCATION
REFLECT THE FOLLOWING:

- THAT THE SLOW PROGRESS AT THE BARGAINING TABLE IS NOT ADEQUATE;
- THAT COMPULSORY ELEARNING COURSES CONTINUE TO RAISE SIGNIFICANT CONCERNS;
- THAT LARGER CLASS SIZES RESULT IN REDUCED ATTENTION TO THE NEEDS OF STUDENTS;
- THAT FUNDING FOR SPECIAL EDUCATION NEEDS TO BE SUFFICIENT TO SUPPORT STUDENTS;
- THAT KINDERGARTEN CLASSES BE MAINTAINED WITH A TEACHER AND ECE; AND
- THAT INCREASED ACCESS TO MENTAL HEALTH SUPPORTS AND STRATEGIES TO SUPPORT WELL-BEING FOR STUDENTS AND STAFF BE CONSIDERED.

Report of the Durham District School Board
Standing Committee Public Session
March 2, 2020

The regular meeting of the Standing Committee of the Durham District School Board was held this date in the Boardroom, Education Centre, 400 Taunton Road East, Whitby.

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

Regrets: Trustee Paul Crawford

Officials Present: Acting Director Norah Marsh, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, Communications Manager Peter Blake, Communications Officer Kim Brathwaite

Regrets: Director Lisa Millar, Interim Associate Director Carla Kisko, Superintendent Silvia Peterson, General Legal Counsel Patrick Cotter

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2020:05

MOVED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED.

CARRIED

Standing Committee Meeting Minutes
March 2, 2020

4. Report from Committee of the Whole In Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera. Trustees dealt with administrative transfers and placements and personnel issues

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

(a) Durham Continuing Education (DCE)

Superintendent Stephen Nevills introduced Alex Toulis, Principal, Durham Continuing Education who provided trustees with a PowerPoint presentation highlighting the varied programming offered by Durham Continuing Education (DCE) that meets the learning needs for a wide range of students. Information was provided on the number of students connected to each program during the 2018-2019 school year and, where applicable, the number of credits earned. He also answered questions of trustees.

(b) Leveraging Digital Update

Superintendent Jamila Maliha introduced David Rule, Chief Technology Officer, Tim Ralph, Innovative Education Officer and Warren Palmer, Principal, Brooklin H.S. who provided trustees with a PowerPoint update of the current state of the DDSB Leveraging Digital Initiative within the Innovation Strategic Priorities. They also answered questions of trustees.

7. Recommended Actions

(a) District-Wide FSL Programs Review

Superintendent Margaret Lazarus provided trustees with information to approve the scope of a District-Wide Review of all French as a Second Language (FSL) programs. She also answered questions of trustees.

Standing Committee Meeting Minutes
March 2, 2020

(a) District-Wide FSL Programs Review (Continued)

2020:06

MOVED by Trustee Patrice Barnes

THAT THE BOARD APPROVE THE SCOPE OF THE DISTRICT WIDE
FSL PROGRAM REVIEW.

CARRIED

(b) Correspondence to Minister of Education

Chair Chris Braney presented trustees with draft correspondence to the Minister of Education regarding negotiations and eLearning. A discussion ensued.

2020:07

MOVED by Trustee Carolyn Morton

THAT THE CORRESPONDENCE TO THE MINISTER OF EDUCATION
REFLECT THE FOLLOWING:

- THAT THE SLOW PROGRESS AT THE BARGAINING TABLE IS NOT ADEQUATE;
- THAT COMPULSORY ELEARNING COURSES CONTINUE TO RAISE SIGNIFICANT CONCERNS;
- THAT LARGER CLASS SIZES RESULT IN REDUCED ATTENTION TO THE NEEDS OF STUDENTS;
- THAT FUNDING FOR SPECIAL EDUCATION NEEDS TO BE SUFFICIENT TO SUPPORT STUDENTS;
- THAT KINDERGARTEN CLASSES BE MAINTAINED WITH A TEACHER AND ECE; AND
- THAT INCREASED ACCESS TO MENTAL HEALTH SUPPORTS AND STRATEGIES TO SUPPORT WELL-BEING FOR STUDENTS AND STAFF BE CONSIDERED.

CARRIED

Standing Committee Meeting Minutes
March 2, 2020

8. Information Items

(a) Student Trustee Report

Student trustee Sally Meseret provided trustees with an update about OSTA-AECO. She highlighted the equity of programs and achievement gaps for students with racialized backgrounds and advised that OSTA-AECO is embarking on developing the Barriers to Education Equity report that will address concerns relating to geography, special education and representation. The three phases to the report creation include: data collection, recommendations, and operationalizing key issues. The survey can be found at studentsurvey.ca. Students believe that the recommendations will pave a path forward for student advocacy and equity in education.

Student trustee Arlene Wang highlighted the recent OSTA-AECO Board Council Conference. The conference brought together student trustees to build on initiatives within their working committees and further develop their best practices. They heard from speakers such as Annie Kidder, co-founder for People for Education, and engaged in sessions on communications and advocacy. She also shared that the Equity Committee from Student Senate has created an equity package for the month of March, which will be distributed to all high school student governments in the DDSB. It covers student perspective on Bangladeshi Heritage Month, World Down Syndrome Day, as well as International Women's Day

Student trustee Tyler West provided trustees with an overview of the Student Senate meeting held earlier in the evening. Students discussed the Board policy on Service Animals in Schools, social media engagement, and how student voice can best be promoted online. He noted that the student voice, equity, and well-being working committee met during the Student Senate meeting. The regional committees of Uxbridge/Scugog/Brock, Pickering/Ajax, Oshawa and Whitby met to discuss geography specific initiatives and issues. The Uxbridge student senators thanked the guidance staff at Uxbridge S.S. for running a volunteer fair as it connected students with volunteer opportunities in the community.

The students also answered questions of trustees.

(b) Ignite Durham Learning Foundation Report

Superintendent Jim Markovski provided trustees with information on the development of the Ignite Durham Learning Foundation.

Standing Committee Meeting Minutes
March 2, 2020

(c) Student Help-Seeking Initiative: “You Matter: It’s OK to Ask for Help

Superintendent Georgette Davis provided trustees with the Student Help-Seeking Initiative: “You Matter: It’s OK to Ask for Help. This initiative is in response to the commitments outlined in the DDSB Well-Being and Mental Health Action Plan 2019-2020. She also answered questions of trustees. This item will be added to budget deliberations.

(c) OPSBA Report

Trustee Donna Edwards provided trustees with an overview of the OPSBA Board of Directors’ meeting held on February 21/22, 2020. She advised that the group discussed negotiations and copyright. A presentation was received from Toronto Medical Officer of Health Dr. Eileen de Villa regarding the coronavirus and she stressed the importance of handwashing and reminded people of the progress made since the SARS outbreak. A presentation was also received regarding teacher qualifications and the impact that the change to a two-year course at Teachers’ College may have on the diversity of applicants and equity for applicants. She also answered questions of trustees.

9. Committee Reports

(a) Equity & Diversity Ad Hoc Committee Meeting of February 20, 2020

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Committee meeting held on February 20, 2020.

10. Correspondence

(a) Ministry of Education

The correspondence was listed for the information of trustees.

11. Other Business

There was no other business at this time.

Standing Committee Meeting Minutes
March 2, 2020

12. Adjournment

2020:06

MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:36 p.m.

Chair

Secretary

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Patrice Barnes

SECONDED by: _____

THAT THE USE OF SERVICE ANIMALS IN SCHOOLS POLICY BE
APPROVED.

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Ashley Noble

SECONDED by: _____

THAT THE NOTICE OF MOTION TO APPROVE THE REVISIONS TO THE
STUDENT DRESS CODE POLICY BE RECEIVED.

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Christine Thatcher

SECONDED by: _____

THAT THE SEAC MEETING MINUTES OF JANUARY 23, 2020 BE RECEIVED.

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Michael Barrett

SECONDED by: _____

THAT THE OFFICE OF THE DIRECTOR BEGIN THE DEFINITELY DURHAM
PROMOTION PROCESS FOR NEW INDUCTEES.

(For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Chris Braney

SECONDED by: _____

THAT THE DISTRICT COMMENCE A PUBLIC CONSULTATION PROCESS FOR THE DISTRICT-WIDE FRENCH AS A SECOND LANGUAGE REVIEW OF CORE FRENCH AND FRENCH IMMERSION.

For Board Meeting Use)

DURHAM DISTRICT SCHOOL BOARD

MOVED by: Trustee Chris Braney

SECONDED by: _____

THAT THE BOARD RATIFY THE DECISION TO CANCEL THE MARCH 23, 2020
BOARD MEETING.

Report of the Durham District School Board
Standing Committee Public Session
April 6, 2020

The regular meeting of the Standing Committee of the Durham District School Board was held virtually.

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

Officials Present: Acting Director Norah Marsh, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Jim Markovski, Andrea McAuley, Heather Mundy, Stephen Nevills, General Legal Counsel Patrick Cotter, Communications Staff Robert Cerjanec, Peter Blake, Kim Brathwaite, Charles Senior

Regrets: Director Lisa Millar

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2020:07

MOVED by Trustee Chris Braney

The agenda was amended by moving Item 7. (b) COVID-19 Update to the beginning of the agenda, followed by Item 6. (b) Policy: Use of Service Animals in Schools, and Item 6. (e) Notice of Motion: Student Dress Code Policy.

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

Standing Committee Meeting Minutes
April 6, 2020

4. Community Presentations

There were no community presentations at this time.

5. DDSB Presentations

There were no DDSB presentations at this time.

7. Information Item

(a) COVID-19 Update

Acting Director Norah Marsh provided trustees with an update on phases one and two of Ministry of Education directed school closures from March 13, 2020 – April 3, 2020. She highlighted the planning for phase two: potential extended school closures, family consultation, announcement of phase two of school closures – April 6 – May 4, 2020, device inventory, access to internet, distance learning preparation, community relationships, and distance learning next steps. She also answered questions of trustees.

6. Recommended Actions

(b) Policy: Use of Service Animals in Schools

Superintendent Andrea McAuley provided trustees with the draft policy for Use of Service Animals in Schools. She also answered questions of trustees.

2020:08

MOVED by Trustee Patrice Barnes

THAT THE USE OF SERVICE ANIMALS IN SCHOOLS POLICY BE
APPROVED.

CARRIED

(e) Notice of Motion: Student Dress Code Policy

Superintendent Georgette Davis provided trustees with the proposed revisions to the Student Dress Code Policy and answered questions of trustees.

Standing Committee Meeting Minutes
April 6, 2020

(e) Notice of Motion: Student Dress Code Policy (Continued)

2020:9

MOVED by Trustee Ashley Noble

THAT THE NOTICE OF MOTION TO APPROVE THE REVISIONS TO
THE STUDENT DRESS CODE POLICY BE RECEIVED.

CARRIED

(a) Report: SEAC Committee Meeting Minutes of January 23, 2020

Trustee Donna Edwards presented the SEAC Meeting Minutes of January 23, 2020.

2020:10

MOVED by Trustee Christine Thatcher

THAT THE SEAC MEETING MINUTES OF JANUARY 23, 2020 BE
RECEIVED.

CARRIED

(b) Policy: Use of Service Animals in Schools

This item was presented earlier in the meeting.

(c) Definitely Durham

Acting Director Norah Marsh provided trustees with information relating to the policy and regulation pertaining to Definitely Durham. She also answered questions of trustees.

2020:11

MOVED by Trustee Michael Barrett

THAT THE OFFICE OF THE DIRECTOR BEGIN THE DEFINITELY
DURHAM PROMOTION PROCESS FOR NEW INDUCTEES.

CARRIED

Standing Committee Meeting Minutes
April 6, 2020

(d) FSL Review Consultation Process

Superintendent Margaret Lazarus provided trustees with information to commence a public consultation process for the District-Wide French as a Second Language Review of Core French and French Immersion. She noted that there is no charge for the DELF exam and answered questions of trustees.

2020:12

MOVED by Trustee Chris Braney

THAT THE DISTRICT COMMENCE A PUBLIC CONSULTATION
PROCESS FOR THE DISTRICT-WIDE FRENCH AS A SECOND
LANGUAGE REVIEW OF CORE FRENCH AND FRENCH IMMERSION.

CARRIED

(e) Notice of Motion: Student Dress Code Policy

This item was presented earlier in the meeting.

8. Information Items

(a) Student Trustee Report

Student trustee Tyler West advised that with the roll out of learning at home this week, student trustees have been fielding a variety of questions from students across the board. Student trustees have been in contact with the student senators and have been gathering questions that they have, while also passing along information as it is received. Student trustees have done their best to use DDSB resources in order to find the answers to student questions. OSTA-AECO has also been actively engaged in trying to answer as many student questions as possible. Student senators and student councils across DDSB secondary schools have also made a very strong effort in helping student mental health and well-being, during this time, by posting a variety of interesting and helpful content. Special recognition was given to Henry Street H.S. and J. Clarke Richardson Collegiate, among many others, for doing a wonderful job utilizing Instagram.

Student trustee Arlene Wang advised that throughout the past few weeks, student trustees have heard many questions and concerns regarding school closures from students, especially on the logistics of distance learning. Some common inquiries have included how marks will be impacted, how future events such as exams or summer school will be affected, and how technology inaccessibility will be

Standing Committee Meeting Minutes
April 6, 2020

(a) Student Trustee Report (Continued)

accommodated. Student trustees have found the DDSB Q&A to be an excellent resource for many questions. They have ensured that student senators are informed of what decisions have been made as they come up, as well as what decisions there has been no announcement on. Although all interactions with students are now virtual; student trustees hope they can continue to support the well-being and academic achievement of DDSB students. She also answered questions of trustees.

(b) COVID-19 Update

This item was presented earlier in the meeting.

(c) DDSB Partnership Development

Superintendent Jim Markovski provided 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 partnership development work moving forward. He also answered questions of trustees.

(d) Modified Calendar Promotion Update

Superintendent Georgette Davis provided trustees with an update on the promotion of C.E. Broughton Public School's modified calendar year. She also answered questions of trustees.

(e) 2019-2020 Interim Financial Report
Operating Expenditures for the Period Ending February 29, 2020

Interim Associate Director Carla Kisko provided trustees with information relating to the operating expenditures as at February 29, 2020 (Quarter 2). She noted that the Education Finance Committee will be meeting on April 21, 2020.

(f) OPSBA Report

Trustee Donna Edwards advised that the OPSBA Central East Regional Meeting was cancelled due to COVID-19. She noted that ratification votes will continue to take place for the agreements that have been settled. It is anticipated that the May Board of Directors' meeting will be cancelled and the June OPSBA AGM postponed.

Standing Committee Meeting Minutes
April 6, 2020

9. Committee Reports

There were no Committee Reports at this time.

10. Correspondence

There was no correspondence at this time.

11. Other Business

There was no other business at this time.

2020:13

MOVED by Trustee Chris Braney

THAT THE BOARD RATIFY THE DECISION TO CANCEL THE MARCH
23, 2020 BOARD MEETING.

CARRIED

12. Adjournment

2020:14

MOVED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:25 p.m.

Chair

Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, February 20, 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
 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
 Chief Psychologist Steve Graffi

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

2. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Michelle Monk Secondary Representative and Kelly Kennedy SEAC Alternate for Ontario Association for Families of Children with Communication Disorders.

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:

- Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
- Imran Syed, Elementary School Representative
- Christine Thatcher, Trustee

Absent:

- Claudine Burrell, Autism Ontario – Durham Chapter

4. Approval of Agenda:

That the agenda for February 20, 2020 be approved.

MOVED BY: Hanah Nguyen

SECONDED BY: Kathy Kedey

CARRIED

4. b) Election of the Vice- Chair:

Trustee Donna Edwards informed committee members that Trustee Christine Thatcher had another school engagement tonight. They did discuss the election of SEAC Vice-Chair, and it was agreed upon for Trustee Donna Edwards to put forth her name. The presenting of the Board Report will be shared between Trustee Donna Edwards and Trustee Christine Thatcher.

Chair Eva Kyriakides called for nominations for the position of Vice-Chair. Trustee Donna Edwards nominated herself for Vice-Chair of SEAC. Seconded by Kathy Kedey. Chair Eva Kyriakides asked for any other nominations and then she closed the nominations. Trustee Donna Edwards was acclaimed to the position of Vice-Chair of SEAC.

NOMINATION:

THAT TRUSTEE DONNA EDWARDS REPRESENTS THE POSITION OF VICE-CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Kathy Kedey

CARRIED

5. **Approval of the Minutes from January 23, 2020:**

That the minutes from January 23, 2020 were amended and approved by adding under Item 3) Regrets from Carolyn McLennon, Member At Large on page 2.

MOVED BY: Kathy Kedey

SECONDED BY: Rowin Jarvis

CARRIED

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

Inclusive Student Services

SEAC Members,

Looking forward to connecting with you and bringing further updates. Our Administrative Report this month will include:

- Professional Learning Opportunities for Educational Assistants (providing context to the sessions highlighted on subsequent pages)
- Understanding Our Students' Experiences: Mental Health Service Pathways
- Staff Connections
- Planning Updates

Partnerships and collaboration are essential in the provision of service to families. You will find a number of connections highlighted in the information which follows below.

Thank you for your continued support of families and our Inclusive Student Services team.

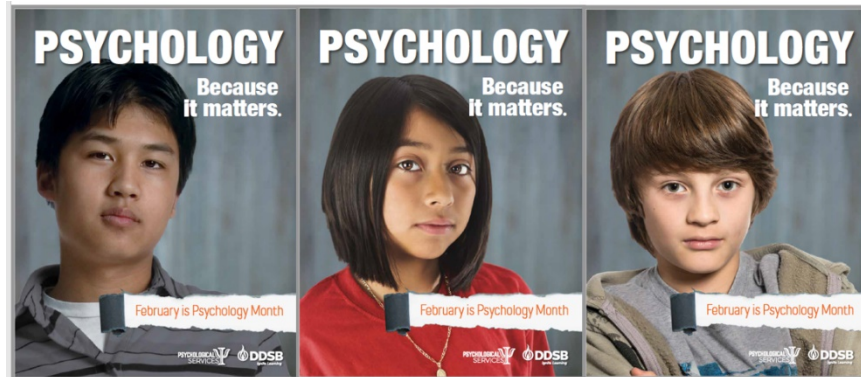
Andrea

Andrea - on behalf of the Inclusive Student Services Team



February is Psychological Services Month

Dr. Steve Graffi will be joining us for our February SEAC meeting to share key updates about the supports and services that Psychological Services provides as part of the DDSB team.



Information Updates to Teams

Our clinical teams were together on February 13th for a team meeting on key service-related updates including:

- Special Education Class Planning
- Service Animals in Schools
- Mental Health Workers in Secondary Schools
- School Based Rehabilitation Services (SBRS) Update
- Partnership Agreement: Addictions Counsellor/Pinewood (Lakeridge Health)



We also launched implementation of a new “Placement Preference Form” to ensure individual (professional and personal) considerations within the staffing and assignment process for 2020-21. This is a core commitment made to the team as we “Service In, Service Out” to look after each other to be our best for the students we have the privilege of being part of the team for.

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

This event, cohosted by the Learning Disabilities Association of Durham Region, DCDSB and DDSB, brought families together (70 participants) with post-secondary education and related service providers. Information included programming options, accessing accommodation and planning supports.

Parent/Caregiver Workshop: “Taming the Tantrum”

Parents and caregivers were invited to a session on Challenging Behaviour: “Taming the Tantrum” facilitated on February 10. The session helped 19 participating parents and caregivers identify ways to teach and replace challenging behaviours and increase appropriate behaviours. Participants also benefited from ideas for creating opportunities to intervene before a challenging behaviour occurs. “Taming the Tantrum” was facilitated by trainers from the STAR Autism Program. STAR, Strategies for Teaching based on

Autism Research, is a program used in many DDSB schools with support from the Autism Resource Team.

Stepping Stones

For families currently accessing Grandview preschool services with children moving into their first school experience, Stepping Stones is an event that connects families with teams from various boards. This is a connection point that families express appreciation for and one that we value as the DDSB. This year, we thank Paul Khajuria (Vice-Principal, Bellwood PS and former Instructional Facilitator for Special Education) for supporting “Stepping Stones” on February 18.

Grove Advisory Committee

This committee is comprised of the partner agencies to Grove (CTCC/Day Treatment Programs) and is led by the Grove Administration Team. Grove Advisory meets on February 19th for discussion including: Student Achievement, Student Attendance/Dashboard, Assessment, Safety, Intake and Transition Planning.

Provincial Consultation

The Ministry of Children, Community and Social Services, in collaboration with the Ministry of Health, is conducting consultations with key stakeholders regarding behavioural clinicians. On February 19th, Dr. Steve Graffi, Dr. Sara Schleien, Lisa Drake and Superintendent McAuley will be participating in an input session as the DDSB has been invited to provide input from the educational sector.

School Based Rehabilitation Services (SBRS)

As follow up to the January 1st transition of SBRS, leaders from across Grandview Children's Centre and the six DSBs met on February 25th for initial reflection and to be responsive in continuing to refine our shared service to families in the Durham Region.

The Power of Teamwork: Professional Learning for Educational Assistants

Made possible through the power of teamwork, Educational Assistants in the elementary panel engaged in professional learning on February 10th and 11th. We thank our partners in: Equity & Inclusion, Health & Safety, Mental Health and Safe Schools for partnering with us to provide sessions. It is important that we connect with Educational Assistants to use their feedback to further shape programs for students and learning for this team. To accomplish this, all of the sessions below were provided by individuals in Officer, Senior Manager or Superintendent levels giving us the valuable opportunity to connect with the phenomenal EAs across the system.

Highlight of Elementary EA PD Offered on February 10 & 11th:

Learning Opportunities
Equity in Education
STAR (Strategies for Teaching based on Autism Research)
Promoting Mentally Healthy Classrooms
Enhanced CPR/Medical Emergencies Training
EA Device Program Support
Foundations of Inclusive Programming
Communication Strategies to Reduce Incidents of Aggression
Anxiety 101: Supporting Students with Anxiety
"Vaping, Cannabis and Alcohol Oh My!"
"ACEs not just Cards, A Brain Story"
Your Mindset Matters: Supporting Students with Down Syndrome


Highlight of Secondary EA PD Offered on February 14th:

Learning Opportunities
Autism and the Brain
Behaviour Management Basic Training
Behaviour Management System Refresher
BMS Online Refresher
CPR-C / AED Certification
EA Chromebook Device Program Support
Every Day Back Care for Every Body
Positive Reinforcement: Refining and Individualizing an Incentive System for your Student
Proactive Strategies for Dealing with Aggressive Behaviour
Resilience is Everything: What it is and How to Foster it in Our Students and Ourselves
Science of Behaviours
Everything You Ever Wanted to Know about Visual Supports & Boardmaker
Helping Children who are Non-Verbal Use the LAMP Words for Life App on Their SEA iPad - (Language Acquisition Through Motor Planning (LAMP))
Positive Reinforcement: Refining and Individualizing an Incentive System for your Student

7. Presentation:

Psychological Services: Service Model

Dr. Steve Graffi provided committee members with a PowerPoint presentation regarding the Psychological Services: Service Model. Dr. Graffi provided an overview of the model noting that it is unique to the province of Ontario, as most Psychological Departments in school boards have a primary Psychometric Assessment focus. The DDSB Service Model seeks to operationalize various principles of applied Psychology to enhance student functioning in academic, social, emotional and behavioural domains. The five strategic components were highlighted: Clinical Consultation; Psychological Assessment; Direct Services; Crisis Response and Capacity Building. He also answered questions from SEAC members.



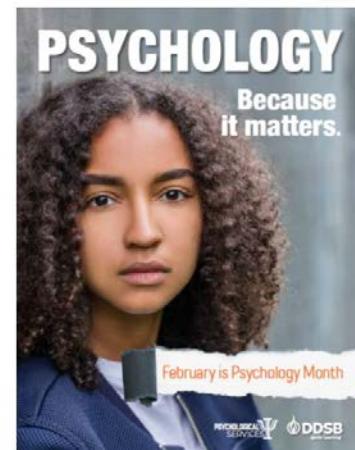
**Special Education
Advisory Committee**
Thursday, February 20, 2020

Dr. Steve Graffi, Psychologist
Chief of Psychological Services

**Update from
Psychological
Services**

**It's Psychology Month at the
DDSB!**

GET PSYCH'D!



Psychological Services: Service Model

Overview:

Psychological Services staff provide supports to students who are experiencing difficulties that can affect them within a school setting, as related to:

- ▶ Learning issues
- ▶ Developmental status
- ▶ Social functioning
- ▶ Behavioural functioning
- ▶ Mental Health concerns

Services are offered for students in both elementary and secondary schools.

The goal of Psychological Services is to enhance a student's ability to access the curriculum or programs and resources within the DDSB.

Psychological Services: Service Model

Overview:

This DDSB Psychological Services Service Model is unique to the province of Ontario, as most Psychology Departments in school boards have a primary Psychometric Assessment focus.

The DDSB Service Model seeks to operationalize various principles of *Applied Psychology* to enhance student functioning in academic, social, emotional and behavioral domains.

Five Strategic Components:

Clinical Consultation,

- which seeks to understand factors affecting a student so that a planful response is formulated to address student needs, in collaboration with parent/guardians and school staff or other community-based partners.

Five Strategic Components:

Psychological Assessment, which can include:

- Behavioral Assessments
- Learning Assessments
- Social Assessments
- Developmental Assessments
- Gifted Assessments
- Clinical Assessments

Five Strategic Components:

Direct Services, which can be offered to individual students and groups of students, and include:

- Clinical interventions,
- Counselling
- Brief therapy

... and work in partnership with community-based services.

Five Strategic Components:

Crisis Response, which is prioritized to support students and schools for incidents related to:

- Violence
- Suicidal risk
- Tragic events and/or traumatic incidents

... and are consistent with DDSB protocols on:

- Violence/Threat Risk Assessment (VTRA)
- Suicide Prevention and Intervention

Five Strategic Components:

Capacity Building, which seeks to assist in the professional growth of DDSB staff through:

- direct training,
- committee work,
- support of school initiatives,
- individual teacher consultation

...and includes specific system initiatives, e.g., staff training in Behavior Management Systems, Mental Health First Aid and Applied Suicide Intervention Skills Training (ASIST).

Specialized Services:

Psychological Services staff support Inclusive Student Services and Safe Schools initiatives in the service of:

- START
- ART
- SMHW Program

...and serves as the primary liaison to community partner Enterphase Child and Family Services

...as well as an assisted access point to community partners Kinark Child and Family Services, Frontenac Youth Services, Chimo Youth Services, Lakeridge-Health Oshawa and Lakeridge Community Support Services.

2019-2020 Initiatives:

1. **Continued Training** in safety practices, academic testing, and mental health, with a shift toward online (D2L) learning modules currently addressing the *Essentials of Behavior Management*, as well as BMS re-certification. In Progress: *An Introduction to Learning Disabilities*, with an integrated service focus, including student mental health.
2. **Three-Level Direct Service Model** for High School students with Tier Two and Tier Three mental health needs.
3. **LD Resiliency Project**: research into the different pathways and outcomes for students with Learning Disabilities.
4. **Complex Needs Class**: continued interface with partner agency for students with complex neurobiological needs.
5. **Trauma Informed Practices**: in partnership with DDSB Social Work and Safe Schools, the launch of a three-year initiative to mobilize schools from *trauma awareness* to *trauma sensitivity* to truly *trauma-informed* practices.

2019-2020 Continued Practices:

Psychological Services continues to refine its practices, with various 'Practice Parameters' being devised for communication to schools, e.g., accessing assessment, consultation or direct services.

Annually, in September, schools are provided with Psychological Services *School Start-Up Kits*, e.g., basic information about services, Parent Guides to Assessment, and School Service Plans.

School Service Plans help set the priorities for local provision of Psychological Services based in individual school needs.

Psychological Services: Metrics

Service data collected during 2018-2019 indicated:

- ▶ 383 (structured) Clinical Assessments
- ▶ 1649 Behavior Consultations
- ▶ 727 Direct Service Contacts with Students
- ▶ 562 SEA Applications
- ▶ 83 SIP Applications
- ▶ 1100+ DDSB Staff Trained
- ▶ Q: # Crisis/Tragic/Traumatic Event Responses

Current (2019-2020) data is being collected by staff and will be summarized at year's end.

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

There was no business arising from the minutes at this time.

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

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

- Generating Discussion Period Topics

Committee members divided into three groups and shared suggestions regarding Discussion Period Topics. Suggestions were:

- Revisited the reason why this process began in the first place – to address community issues and questions
- SEAC members preparing a short presentation on what their associations are doing – sharing of information – not just reports
- Bring challenging questions – find a solution in the process – bring from the community – these are barriers from the outside to the board
- Like it to be reenergized – questions of the month – articles to read – time to share
- How mental health connects to disabilities – how are we being proactive – how do we make sure student voice is captured – helping students cope with life with a disability – as they age – how they develop – challenges students struggle with
- AODA Standards Development Committee – working in the areas of K-12 as well as post-secondary education – SEAC's feedback wanted
- Presentation updates on pilot projects – don't hear where they have gone – are they implemented are they effective?
- Practical examples and best practices – accessibility standards in schools

- Accessibility Committee/Human Rights documentation- how is it brought into the schools, mainstream classrooms – in particular secondary schools
- Next month is World Down Syndrome Day – suggestion: student presentation on Down Syndrome and what the Durham Down Syndrome Association does?
- What is SEAC's role/vision/direction

Superintendent Andrea McAuley asked committee members to reach out to the SEAC Chair or herself with information topics and suggestions within one or two weeks prior to the next SEAC meeting; as this will help better prepare for an active discussion period. Andrea also offered to bring topics or questions to the Inclusive Student Services Leadership Team to help prime the thinking and pre-plan the presentation.

9. **Reports:**

Administration:

Superintendent Andrea McAuley

Province – Wide Withdrawal of Services (ETFO/OSSTF/OECTA/AEFO)

On Friday, February 21, 2020 the province will be participating in a full withdrawal of services including ETFO, OSSTF, OECTA and AEFO. Schools and families have expressed the impact of changes to schedules for students with special education needs. Staff continue to work with families to be responsive to students.

Updates regarding job action are posted on the DDSB website and through DDSB social media accounts.

DDSB Elementary Strike Day – February 10th & Provincial Elementary Strike Day – February 11th, 2020

February 10th and 11th were strike days for Durham DSB. Approached CUPE to offer Educational Assistants (EAs) on-line learning opportunities on February 10th and professional development on February 11th. Approximately 600 Educational Assistants received training over two days. If there is a continuation in the job action cycle, it will be monitored to offer additional professional development opportunities to EAs.

Grove Advisory Committee Meeting

Superintendent Andrea McAuley attended the Grove Advisory Committee Meeting on Wednesday, February 19, 2020 at Grove Central. The focus of the agenda was transition planning.

Small Class Planning 2020- 2021

Planning of special education small class projections for the 2020-21 school year are currently on target pending budget. Information will be sent to Principals in March to ensure a robust transition time is allocated to students. Number of small class changes are minimal as opposed to previous years directed by the Special Education Review.

Special Education Parent/Guardian Guide

Superintendent Andrea McAuley thanked committee members for providing their feedback on the Special Education Parent/Guardian Guide. Feedback has been incorporated into the guide and the next step will be taking the guide to the Senior Team for their feedback and then brought back again to SEAC. The revised guide will be translated into the six highest frequency languages, in addition to English, spoken by DDSB families. An update on document revision will be provided to SEAC prior to finalization and translation.

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on Anti-Black Racism Strategy and Contextualizing the Skilled Trades for DDSB Students Through Experiential Learning at the Board Meeting that was held on Tuesday, February 18, 2020.

Trustee Edwards shared that Associate Director Norah Marsh has been appointed Acting Director. She also mentioned that Carla Kisko has been appointed Interim Associate Director of Corporate Services. Carla is recently retired from the Toronto DSB and brings experience gained in that Board as well as Peel DSB to the role. Devika Mathur has started in her role as Human Rights and Equity Advisor. Devika has extensive experience gained from previous roles with the Ontario Human Rights Commission, Ontario Public Services and Toronto DSB. Trustee Edwards also provided a brief update on the harassment investigation.

10. Association Reports:

Durham Down Syndrome Association (DDSA)

4th Annual Ontario Down Syndrome Day at the ROM

The Royal Ontario Museum (ROM), in partnership with the Down Syndrome Association of Ontario, welcomes all to come and celebrate the 4th annual Ontario Down Syndrome Day at the ROM with families from across the province on Sunday March 29, 2020. Open to families with children and adults with Down syndrome, there will be free admission for families from 11 am to 3 pm this day.

World Down Syndrome Day Flag Raising

On the afternoon of Friday, March 20th, there will be a flag raising ceremony at the Oshawa City Hall. Community members are invited to join as the DDSA proudly raise their own DDSA World Down Syndrome Day flag to kick-off the celebrations.

DDSA will be celebrating World Down Syndrome Day on March 22, 2020 from 2:00 to 4:00 p.m. at the Abilities Centre in Whitby. Two hours of fun have been planned to include refreshments and a celebration cake.

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a presentation on "The Ontario Human Rights to Read Inquiry" on Thursday, February 27, 2020 from 7:00 to 8:30 p.m. at the Whitby Public Library.

11. Correspondence:

There was no correspondence at this time.

12. Questions and Comments:

Rowin Jarvis asked how the current job action will affect the Grade 10 OSSLT Literacy Test. Superintendent Andrea McAuley responded that currently discussion at the provincial level is about ensuring that students who are projected in the final year of high school will have OSSLT or the course credit. If the test runs accommodations will be provided for students with special educational needs, however currently difficult to predict as ETFO will be releasing Phase 6 of their job action next week and no further notification from OSSTF regarding struck work has been received at this time.

13. Celebrations and Success:

Kathy Kedey shared a good news story regarding Emma Logan, Lead for the Nova Scotia Women's Curling Team. Emma lost her hearing from meningitis when she was 13 months old. She's now the first curler who is deaf to ever compete at the Scotties Tournament of Hearts. Communication is a key part of any sport, especially curling. The team of four decided to get creative, using a Bluetooth microphone that connected to Emma's cochlear implants and put coloured duct tape on mitts to provide visual cues for her.

14. Next S.E.A.C. meeting – March 26, 2020 in Room 2020.

15. Adjournment:

That the meeting does now adjourn at 8:15 p.m.

MOVED BY: Kathy Kedey

SECONDED BY: Craig Cameron

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
Send generating discussion topic ideas to SEAC Chair E. Kyriakides	Committee Members	Prior to March SEAC Meeting.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: Monday, April 20, 2020

SUBJECT: Update #2 on School Closures

PAGE NO. 1 of 4

ORIGIN: Norah Marsh, Acting Director of Education

1. Purpose

To provide an update to the Board of Trustees on school closures and subsequent related activities since April 6, 2020.

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 Deployment of Learning Materials and SEA Equipment

During the week of April 6, 2020, staff mobilized a technology deployment plan so that families would have the opportunity to participate in continuity of learning during phase two of the school closures (April 6-May 4, 2020). Families with children who access Special Education Amount (SEA) equipment were the priority in the plan and received their equipment on April 7, 2020 prior to all other deployments. Following that, we deployed

approximately 4,000 Chromebooks to students, bringing the total number provided to approximately 34,000.

Access to the internet remains a challenge for many families, especially those in rural areas. The Council of Ontario Directors of Education continue to advocate for this need to be addressed by the provincial government. In the meantime, current portable internet devices were delivered on April 9, 2020 with the priority going to grade 12 students. There are approximately 400 families remaining who require such a device. Orders have been placed and families will receive them directly from the vendor. In the meantime, paper packages have been distributed to those families to assist in the continuity of learning.

We are currently responding to follow-up requests for technology and anticipate that they will be ongoing during the school closure period.

3.2 Stabilization of Distance Learning

During phase one of school closures, the emphasis was on supporting educators in shifting to a technologically-driven learning platform. Participation in the District's platform for Distance Learning has now grown to 9,616 Google Classrooms being run by 4,676 teachers as of April 10, 2020. This represents an increase of 68% in the number of teachers using Google Classrooms when compared to March 9, 2020 before the school closure. As of April 10, 2020 there are 1,167 D2L Classrooms operating. A Distance Learning page has been created on the DDSB website to help parents and students learn more about distance learning and to provide answers to frequently asked questions they may have. We have also worked with staff groups to articulate roles and responsibilities within this new context (Appendix A).

Our Distance Learning Steering Committee has undertaken work on the development of a *Promising Practices* document. This resource will provide a framework of sustainable and effective practices for educators within the distance learning context. The goal is that it will provide educators with a perspective broader than their own experience to assist them in a sustainable practice that is sensitive to the current conditions for teaching and learning. Early feedback has emphasized that the absence of a consistent structure traditionally provided the school day is creating an environment that for many students feels overwhelming. It continues to be a priority that we exercise equitable practices across the system, as we all endeavour to meet the needs of our students. *Promising Practices* will be one of several tools for use by staff. As we continue to navigate through Ontario being in a state of emergency, it is important that we establish new norms that reflect the reality of our community and our continued commitment to equity, well-being, innovation and engagement.

3.3 Assessment and Evaluation

The Ministry of Education has stated that only formative assessment will occur at the elementary level during the period of Distance Learning. This decision provides the

opportunity for students to connect with learning, receive feedback for growth without the additional layer of evaluation that would inform report card grades. At the secondary level, the Ministry of Education indicated that secondary summative assessments may occur. This decision presents challenges given the inequity of learning opportunities that will be presented during school closures.

Last week we released an assessment and evaluation document to guide teachers for the school closure period until May 4, 2020 and posted a document to our public website for parents and students (Appendix B). In it we emphasize the importance of flexibility, focusing on well-being, and ensuring that no student is disadvantaged by a grading system that doesn't account for the current context. Students who wish to improve their grade will have opportunities to do so, but no student will be negatively impacted based on the disruption to regular learning and assessments during the school closure period.

It is important to note that we anticipate further direction from the Ministry of Education in terms of evaluations at the secondary level when school closures are officially extended beyond May 4, 2020. At that time, the district will respond with further direction to educators.

3.4 Community Relationships

The DDSB has donated just over 158,000 items of Personal Protective Equipment (PPE) from our available stock on hand to support medical practitioners in Durham Region. We have also provided access to our available 3D printers to assist a community led team that is producing over 150 face masks a day for medical practitioners. Working with our food services provider Chartwells, we have loaned 75 serving trays, food trolleys and heat seal bags to VIVA Retirement Communities in Pickering to support individual meal service in this retirement community.

In addition to marking our playgrounds as closed due to COVID-19 concerns, we are also in the process of hindering the use of basketball nets and posting additional signage to discourage the group use of sporting equipment and structures in order to help maintain physical distancing and any inadvertent spread of COVID-19 on DDSB property.

We have now completed our first social media campaign to support students and their families in following the advice of Durham Public Health and doing their part to 'flatten the curve'. We are also posting additional tips and resources to help support positive mental health and well-being.

3.5 Field Trips and Special Events

In light of public safety and the direction of many municipalities across Ontario, Administrative Council has made the difficult decision that all board-sanctioned special events have been cancelled until June 30th. This includes field trips, semi-formals, proms and banquets. We

recognize the disappointment this creates for students, staff and families. The only exception is commencements and graduation ceremonies. We will continue to monitor the situation and provide more information for those closer to the end of the school year.

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. 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.

Families understand their own contextual needs and we will continue to provide access to resources in the support of the well-being of students. We recognize that as the closure continues, the pressures on many families will grow. This evening there are two subsequent board reports that outline in more detail our response in terms of Inclusive Student Services and well-being.

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



Distance Learning

Roles and Responsibilities

Overview for Educators

The DDSB recognizes that our students and families are going through different situations, emotions and challenges during this unprecedented time. Our role as a system is to provide teacher-led distance learning materials and tasks that consider these challenges and provide flexible options for learning. It is important to recognize that distance learning is not intended to replicate a full school day. Our shared goal is to support students and their parents/guardians to feel successful with learning tasks that are manageable, relevant, and engaging. Educators are best equipped to make these planning decisions and to differentiate based on student needs, interests and strengths. We will consider human rights related needs and circumstances, equity and the importance of supporting mental health and well-being as foundations to all decisions and planning.

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Questions that classroom educators can consider as we re-envision public schooling:



1

How will I create a sense of belonging and 'human connection' for each child in a time of physical distancing?

2

How will I build trust and strengthen relationships with families, particularly those who I have struggled to engage thus far or with whom I don't share a common language?

3

How can I use this crisis to support students to become better problem solvers, to explore issues of power, and think critically about the world we live in?

4

How can I ensure that the work provided does not contribute to additional stress in the home or parent responsibilities?

5

Given the limitations of e-learning, and leading learning from home where I may have other immediate responsibilities, how will I plan my time so that students who need the most care, connection, scaffolding and feedback receive it?

From: behindthenumbers.ca/2020/03/27/schooling-for-equity-during-covid-19/

Kindergarten

Responsibilities for Educators:

- ensure your own well-being and encourage the well-being of your students and families
- make learning connections with your students and provide materials for learning at a distance
- assess ongoing student learning and give feedback to students on their learning
- provide students with 5 hours of teaching and learning per week
- focus on literacy and math
- educators will use formative assessment approaches to gather evidence of how students are progressing
- provide students with feedback to support their continuous and ongoing learning
- work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- consider equity as foundation to all decisions
- complete Communication of Learning in June using educators' observations of key learning and growth in learning prior to March 13th
- educators will maintain regular contact with parents as needed
- ECE's and teachers should continue to co-plan and collaborate and maximize their various strengths when developing communication pieces, virtual connections and programming using assessment 'as' learning
- all learning content should come from collaboration within the classroom Kindergarten Educator Team

Grades 1 to 6

Responsibilities for Educators:

- ensure your own well-being and encourage the well-being of your students and families
- make learning connections with your students and provide materials for learning at a distance
- assess ongoing student learning and give feedback to students on their learning
- provide students with 5 hours of teaching and learning per week
- focus on literacy and math for grades 1-3
- focus on literacy, numeracy, science and technology and social studies for grades 4-6
- educators will use formative assessment approaches to gather evidence of how students are progressing
- provide students with feedback to support their continuous and ongoing learning
- work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- consider equity as a foundation to all decisions
- complete final reports cards in June using evaluation information gathered before March 13
- educators will maintain regular contact with parents as needed

Grades 7 to 8

Responsibilities for Educators:

- ensure your own well-being and encourage the well-being of your students and families
- make learning connections with your students and provide materials for learning at a distance
- assess ongoing student learning and give feedback to students on their learning
- provide students with 10 hours of teaching and learning per week
- focus on core math, literacy, science and social studies
- educators will use formative assessment approaches to gather evidence of how students are progressing
- provide students with feedback on their learning and progress
- work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- consider equity as a foundation to all decisions
- complete final reports cards in June using evaluation information gathered before March 13
- maintain regular contact with parents as needed
- teachers will provide feedback to their students on their progress

Grades 9 to 12

Responsibilities for Educators:

- ensure your own well-being and the well-being of your students and families
- make learning connections with your students and provide materials for learning at a distance
- assess ongoing student learning and give feedback to students on their learning
- focus on credit accumulation for all students and graduation for Grade 12 students
- provide students with 3 hours of teaching and learning per week per course
- assign learning tasks, projects and culminating activities for formative and summative evaluation
- communicate results of these marked assignments to students and results will be used to inform final course marks
- keep students engaged in learning while understanding that not all of the Overall Expectations can be demonstrated
- consider students' individual strengths, needs and circumstances to support equitable outcomes and to assess learning to determine grade
- work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances
- consider equity as a foundation to all planning
- maintain regular contact with parents as needed
- provide mid-term marks for all students for all courses in PowerSchool Gradebook
- Provide final report cards for all students

***Cooperative Education:** in-person community placements are suspended/ students can work with their co-op teachers to modify their co-op Learning Plans so that they may work through the curriculum expectations/ where possible provide opportunities for students to connect virtually with industry partners on career exploration activities and experiential

Additional Educator Roles

- ensure your own well-being and encourage the well-being of your students and families
- make learning connections with your students and provide materials for learning at a distance

Elementary

ROLE	RESPONSIBILITIES
CMS Transition Pathway Counsellors	<ul style="list-style-type: none"> • Grade 7 modules on Google Classroom • Connecting with Grade 7 teachers and posting small, 15 mins pathway planning activities each week on the same day for students • following up with an email to teachers to show them how these tasks align with overall expectation grade expectations in various Gr7 curriculum documents • support students in Gr8 providing information around summer school opportunities such as the “Getting Ready for High School” program, reach ahead credit opportunities and community involvement hours • continue to connect with students and their families using the built-in email system and address any questions they have regarding education and career life planning • meet weekly with their facilitator Nicole Dolabaille.
Teacher Librarian	<ul style="list-style-type: none"> • Communicate information regarding copyright to teachers • Partner with teachers digitally by supporting teacher’s instructional programming • Purchasing of ebooks through Sora to curate their school online digital collection • Provide support for teachers with building their digital classrooms and sites • Running the Forest of Reading program online • Creating read alouds for students • Promoting digital tools for engaging students in reading digitally • Act as an instructional leader for inquiry and research by providing information rich sources to guide students through the four stage research process (explore, investigate, process, create)

ROLE	RESPONSIBILITIES
Core French	<ul style="list-style-type: none"> • provide French language activities for the classes they teach • assign one or two tasks that can be stretched over a period of time (multiple weeks) or a few short simple tasks for the week • assess ongoing student learning and give feedback to students on their learning • work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances • may participate in co-planning and co-teaching
Subject Specialist/ Coverage Teachers (Music/Physical Education/Art)	<ul style="list-style-type: none"> • collaborate with classroom educators to provide additional activities in their subject areas that supports literacy and numeracy • provide one weekly activity for per class either through their own digital classroom or posted to class website • assess ongoing student learning and give feedback to students on their learning • work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances • may participate in co-planning and co-teaching • complete report card in June
Facilitators/ Coaches	<ul style="list-style-type: none"> • continue to provide resources to support Distance Learning • support individual teachers/schools through co-planning and co-teaching • plan and provide professional learning for educators • work with educators to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances

Secondary

ROLE	RESPONSIBILITIES
Teacher Librarian	<ul style="list-style-type: none"> • Communicate information regarding copyright to teachers • Partner with teachers digitally by supporting teacher's instructional programming • Purchasing of ebooks through Sora to curate their school online digital collection • Provide support for teachers with building their digital classrooms and sites • Running the Forest of Reading program online • Creating read alouds for students • Promoting digital tools for engaging students in reading digitally • Act as an instructional leader for inquiry and research by providing information rich sources to guide students through the four stage research process (explore, investigate, process, create)
Guidance Counsellors	<ul style="list-style-type: none"> • continue to provide Tier 2 support to students and families as needed for academic, career education and personal support counselling • supporting timetabling for next school year • preparing to support students wishing withdraw from a course after midterm and preparing for June commencements • Guidance Heads continue to meet weekly with facilitator Nicole Dolabaille

ROLE	RESPONSIBILITIES
Student Success Teachers	<ul style="list-style-type: none"> • continuing to monitor, track, reach out to and support students both at-risk of not graduating on time and/or not achieving all of their credits this semester • support students currently experiencing in-risk situations • continue to support students, their teachers and families as it aligns with each student's individual pathway plans
Credit Recovery/ SAL	<ul style="list-style-type: none"> • continuing to deliver curriculum, assessment and evaluation remotely as aligned with each student's individual pathway plan
Facilitators/ Coaches	<ul style="list-style-type: none"> • continue to provide resources to support Distance Learning • support individual teachers/schools through co-planning and co-teaching • plan and provide professional learning for educators • work with educators to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances

Inclusive Student Services

Students with special education needs should receive appropriate accommodations where necessary and be provided with assigned work by teachers, as well as feedback or assessment. Modifications to reflect each student's IPRC and IEP are encouraged and expected.

The ministry encourages school boards to leverage the capacity of professional, para-professional staff and Education Assistants remotely where possible and within the context of applicable privacy legislation. The purpose is to support learning and continued access to the curriculum for students with special education needs. School boards are encouraged to consider how these professionals can work remotely to provide consultation and other supports to teachers and/or families where appropriate.

The DDSB recognizes that the COVID-19 crisis has had an impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. Our team remains available during this time to help support you and your family.

At a school level, Special Education Resource Teachers and Educational Assistants are part of the ongoing support team for inclusive programming. To connect with our professional services (e.g., clinical staff), please reach out to your Special Education Resource Teacher or Principal (via email or school voicemail) who can help connect you with our team.

Supports from School Based Team Members

EDUCATIONAL ASSISTANTS

- Support teachers in designing learning program accommodations during distance learning
- Support teachers and students in the provision of accommodations and supports for small group connections with students who regularly access EA support
- Support provision of alternative curriculum supports (e.g., social stories, daily task schedules, self regulation strategies)
- Specific to the EAll role: Provision of clinical interventions, work in consultation with the Inclusive Student Services staff on consent for the student
- Important to note: Teachers have responsibility for being the key connection for families. EAs support these communications and programming accommodations.

INTERPRETERS

- Ensuring distance learning activities are accessible (closed captioning options enabled) and establishing options for live ASL (American Sign Language) interpretation when necessary

INTERVENORS

- Collaborating with families and school teams regarding essential equipment needs at home and participating in equipment deployment. Coordinating distance learning programming with classroom teachers and providing input to required modifications for Deaf-Blind [KM1] students.
- Direct, 1:1 support for students, using online platforms

SPECIAL EDUCATION PROGRAM TEACHERS

- Provide programming through Distance Learning for students in Special Education classes, based on the outline for programming specific to the individual grade level of students based on student's individual accommodation needs appropriate to this form of learning.[KM2]
- Provide students with ongoing feedback

SPECIAL EDUCATION RESOURCE TEACHER

- Support colleagues in accommodating student programming for distance learning
- Maintain regular contact with parents/guardians during this period, as needed
- Support connection and access to professional support services staff
- Continue with IPRC and transition planning following guidelines from Ministry and Inclusive Student Services

Supports from Inclusive Student Services Teams

HEARING RESOURCE TEACHERS AND AUDIOLOGIST

- Supporting individual needs of the students with hearing loss who are on their service, including provision of resources for families to support student specific language goals
- Providing supports to teachers providing accommodations for students who are Deaf or Hard of Hearing
- Support on-going communication with families including consultation on SEA equipment supporting Distance Learning

PSYCHOLOGICAL SERVICES

- Consultation for school staff to support educators regarding accommodations in Distance Learning related to learning or developmental needs, executive functioning and/or mental health
- Consultation for school staff and families regarding community connections
- Provision of direct services to students, within the scope of an appropriate virtual platform
- Crisis response, as deployed by leads
- Continuity of professional learning supports for educational staff

SOCIAL WORK AND ATTENDANCE SERVICES

- Direct service with families and students, mental health, wellbeing, safety, limited counselling by way of tele-practice until virtual platform established
- School and family consultation to support & assist families to connect to formal and informal support services
- Development of process and framework for schools to support student move to Distance Learning: shift from 'attendance' to engaging in Distance Learning
- Ongoing assessment of family/student need given current situation, and crisis response as deployed by leads
- Ongoing update of a comprehensive online community resource list with weekly updates

SPECIAL EDUCATION INSTRUCTIONAL FACILITATORS

- Supporting Educators through development of SPARK resources to support distance learning based on Universal Design for Learning principles (all students) and specific to individual Special Education Program types
- Supporting individual teachers and families for accommodation needs within Distance Learning
- Support for IPRCs (Special Education class planning, placement considerations and support for IPRCs)
- Lead connection for Special Education Resource Teachers supporting accommodation
- Inclusive Technology Facilitators & Trainers are helping lead SPARK/educator resources to support Distance Learning and accommodations within digital platforms for communication (e.g., switches) & learning

SPEECH LANGUAGE PATHOLOGY SERVICES

- Supporting educators to provide Tier 1 support for appropriate language and literacy programming, especially within K-2, for accommodations within Distance Learning
- Continued connection with families to provide home programming as a bridge from assessment and classroom consultation where appropriate
- Direct student/parent consultation through virtual platform

VISION RESOURCE TEACHERS, TRANSCRIBERS AND ORIENTATION & MOBILITY SPECIALIST

- Supporting individual needs of the students with vision loss who are on their service including provision or resources for families
- Providing supports to teachers that reflect accommodations for students who are blind or have critical loss of vision
- Support on-going communication with families including consultation on SEA equipment supporting Distance Learning
- Provision of learning materials inclusive of accommodations such as Braille

Supports from Other Inclusive Student Services Team Members

AUTISM RESOURCE TEAM (ART)

- The Autism Resource team (ART) supports students with Autism Spectrum Disorder (ASD) in the Durham District School Board (DDSB). The team consists of Board-Certified Behaviour Analysts, Special Education Facilitators and Speech and Language Pathologists. During the COVID related school closures, the team will be:
- Continuing to help ensure educators have the resources they need to support the education of students with ASD; specifically support to Structured Learning Class teachers as they provide distance learning activities
- Continuing connections with families with students on service through the Autism Resource Team
- Enact the commitments of their individual teams/professional groups as outlined in this document

SHORT TERM ASSISTANCE RESPONSE TEAM (START)

- The Short-Term Assistance Response Team (START) supports individual student programming on a model of team support and capacity building. The team, working through a placement based structures, supports individual classroom and school teams on a four-five week cycle. During the COVID related school closures the team will be:
- Connecting with all teachers they have provided support to in START placement since September, offering to adapt and evolve resources and strategies
- Continuing to provide distance learning support to educators

CLERICAL SUPPORT TEAM

- Continuity of processing SEA equipment requests (tech and non tech) to point of ordering.
- Continuity of support for SERTs and ISS staff for processes such as Consent for Services and IPRCs
- Ongoing preparation of Ministry Reporting and budget planning support
- Transition Coordinator for Students with Developmental Disabilities & Work Education Coordinator
- Direct support to school teams in supporting Distance Learning for students with alternative programs including skills towards entry to the work-place, continuing education and/or community
- Continue to connect with community partners to stay informed of programs/ supports provided to families

Additional Resources

We also realize that families have their own resourceful ways of managing stressful times and difficult circumstances.

To assist, members of Inclusive Student Services and School Mental Health/Well-Being departments have compiled various resources, tips, ideas, and community supports that may be helpful to you and your family as you navigate the coming weeks.

This resource tool “COVID 19: Resources for Families and Youth” is available through the DDSB website will be updated and new ones will be added as they become available to us.

Principals/Vice-Principals

Responsibilities

- ensure their own well-being and encourage the well-being of staff, students and families
- work collaboratively with educators and other staff to implement distance learning
- work with educators, students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- support equitable access through identifying barriers for students/families
- communicate regularly with staff and community
- support distance learning through ongoing interactions with staff and families
- provide regular communication with school community
- support and problem solve through individual staff, student or family concerns
- encourage staff to be responsive and flexible to the multiple lived experiences of our students and families

Questions that School Administrators can consider with leadership teams as we re-envision public schooling:

1

Who are the students who are vulnerable in our care and how will we in this new model of schooling remove the potential barriers and create more educational opportunities for them?

2

Who are the families that we have failed to engage thus far and how will we adjust our strategies so that something new/different happens in this context?

3

How can we ensure that the social/emotional/academic supports we are providing are culturally relevant and responsive?

4

Who has the strongest relationship with our students who are most vulnerable and how can we position them to actively support within distance learning?

5

How can we acknowledge the strengths of students/staff and position them to be critical supports for their peers?

6

How can we ensure that our reliance on technology for learning and an online platform doesn't widen the divide between those students with a strong supportive environment and those students who experience opportunity gaps? How will we close the gaps created by circumstance?

Adapted from: behindthenumbers.ca/2020/03/27/schooling-for-equity-during-covid-19

Director/Associate Director/ Superintendents

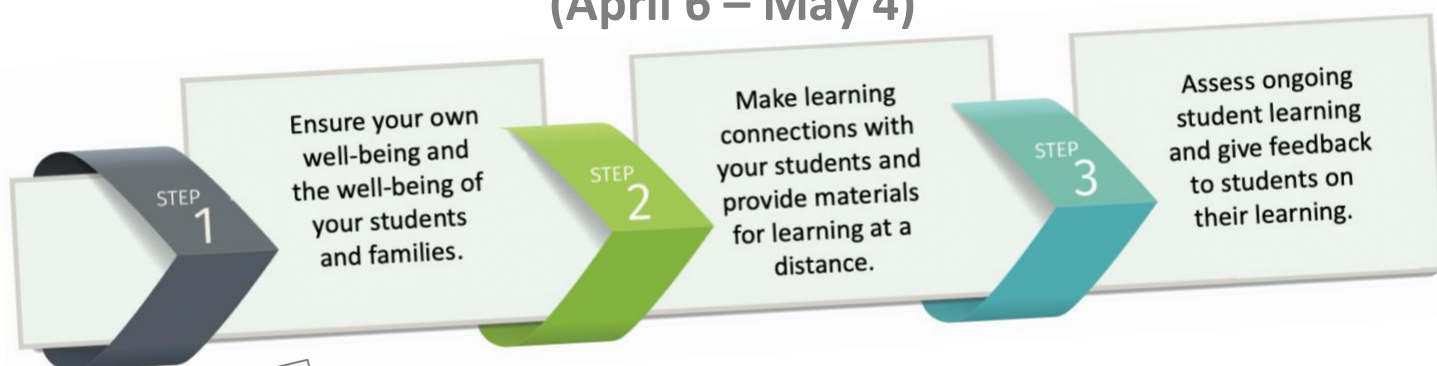
Responsibilities

- ensure their own well-being and encourage the well-being of staff, students and families
- work collaboratively with superintendents, principals and vice-principals, teacher federations, education worker unions and staff to implement distance learning
- respond to school leader and educator voice and provide resources to support learning at a distance
- gather information from students/families to assess how best to establish ongoing contact between student and teacher(s)
- work with school leaders to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- support administrators to lead teacher-led distance learning
- provide professional learning to support distance learning
- continue to support the privacy of student information and follow best practices in preserving cyber security

ASSESSMENT & EVALUATION *at a Distance*

STEPS TO SUCCESS IN PHASE TWO

(April 6 – May 4)



The Ministry of Education acknowledges that *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* is the province's assessment, evaluation and reporting policy.

In recognition of the current circumstances of Distance Learning, elements of this policy have been adjusted to support educators and students.

ACCESS DURING PHASE TWO

For this month, as we begin phase two and adjust to Distance Learning our goal as a board is to deploy technology to as many students as possible, being mindful that we may not reach everyone right away. We will do our best to support all families but understand that several families are without internet or devices and may not be able to connect as readily as others. Teachers will take this into consideration as they begin their initial learning reach outs during this phase. Every attempt will be made to ensure that students without digital access have access to some type of learning materials and teachers will be informed of the content of these materials.



ELEMENTARY ASSESSMENT

- Teachers will use assessment *for* learning (formative assessment) to gather evidence of how students are progressing in their learning and provide feedback to their students to support their continuous and ongoing learning.

SECONDARY ASSESSMENT & EVALUATION

- Teachers will assign learning tasks, projects and culminating activities for both *formative* and *summative* purposes.
- Teachers will communicate results of these marked assignments to students.
- Results will be used by teachers to inform students' final course marks.
- Marks should represent the most accurate reflection of student work, based on what is *reasonable* and *in the best interest of students* during this time.

Please remember that assessments and timelines should reflect the number of hours of learning per course and need to be flexible to the needs and circumstances of students and families during distance learning.

EQUITABLE LEARNING OPPORTUNITIES and OUTCOMES

Distance Learning may create both opportunities and challenges to connect with learners with diverse strengths and needs. During the time of school closure:

- not all students will have the same access to learning time and resources;
- some students may require additional or specialized resources, support or services to access learning;
- teachers will consider students' individual strengths, needs and circumstances to support equitable learning outcomes and to assess learning to determine a grade;
- the intention of Distance Learning is to keep students engaged in learning while understanding that not all of the Overall Expectations can be demonstrated;
- students who demonstrated higher results while in-class should have their in-class assessments honoured;
- no student's assessment will be negatively impacted because of school closures or challenges with accessing Distance Learning during the pandemic.

ELEMENTARY and SECONDARY

During Distance Learning both elementary and secondary teachers will use assessment *for* learning to provide students with feedback on their learning.

FOR

As part of **Assessment FOR Learning**, teachers provide students with descriptive feedback and coaching for improvement.

(Growing Success, page 28)

SECONDARY *only*

OF

Teachers examine **Evidence OF Learning** including conversations, observations, and products, which may be in numeric and qualitative forms to determine grades.

(Growing Success, page 39)

During Distance Learning, secondary teachers may use various means to gather evidence of

student learning to assign the final grade. Although it may be difficult, at this time, to engage in usual in-class observations, teachers may look to gather evidence of learning through conversations with students and through smaller products recognizing the individual circumstances and needs of students.

CONVERSATIONS	OBSERVATIONS	PRODUCTS
Conferences (about talking through reasoning and verbalizing processes)	Formal observations	Assignments
Discussions	Group Skills	Demonstrations/labs
Focused learning conversations	Notes from discussion circles	Essays
Follow-up questions	Observations of processes and strategies	Exhibits/web pages
Journals	Observations of student discussions (listening and speaking skills)	Journals/logs
Moderated online forums	Presentations	Performance Tasks
Portfolio conferencing	Problem solving process	Portfolios
Questioning during processes	Questioning	Projects, including electronic
Summative conversations	Self-reflections	Reader responses/blogs
etc.	etc.	Tests, quizzes, exams
		Videos/podcasts

etc.

The above examples represent various forms of assessment that can be used to collect evidence of student learning. Please note that while many of the options listed can be used during Distance Learning others may pose logistical challenges.

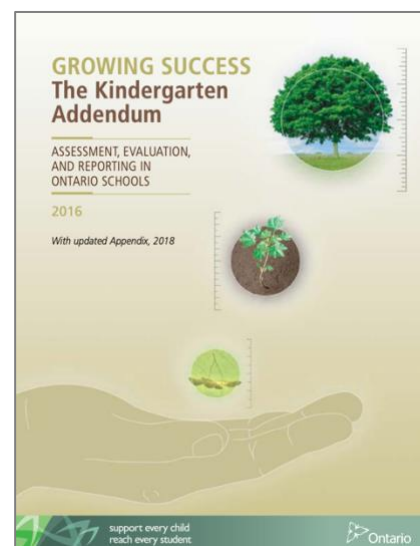


ELEMENTARY STUDENTS (YEAR-END ONLY)

- **Final grades and marks:** teachers will use the evaluation information gathered before March 13th.
- **Best interests of students:** when a student has shown progress during Distance Learning teachers are encouraged to use this evidence of learning in their determination of final grades.
- **Learning Skills & Work Habits:** should reflect information gathered before March 13th.
- **Report Card Comments:** teachers should choose to include comments on the final report card *if* they feel that doing so would support the student's progress.

LEARNING SKILLS & WORK HABITS	GROWING SUCCESS (p.11) SAMPLE BEHAVIOURS - THE STUDENT:
RESPONSIBILITY	<ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; and takes responsibility for and manages own behaviour.
ORGANIZATION	<ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; and identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
INDEPENDENT WORK	<ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; and follows instructions with minimal supervision.
COLLABORATION	<ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; and shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
INITIATIVE	<ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; and recognizes and advocates appropriately for the rights of self and others.
SELF-REGULATION	<ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; and perseveres and makes an effort when responding to challenges.

- **Kindergarten Communication of Learning:** will be based on the educator's observations of key learning and growth in learning prior to March 13th. Educators may choose to include comments on growth in learning demonstrated during the school closure period *when it is to the child's benefit*.



SECONDARY STUDENTS

In alignment with Growing Success, teachers will use their knowledge of curriculum expectations, context, evidence of learning, and methods of instruction and assessment to support their students during distance learning.

Mid-year marks for all students, in all courses, will be captured in our student information system called PowerSchool.

This captured mark will ensure that all courses for graduating students are recorded for post-secondary application purposes and for the various half credits running across the system.

The requirement to issue a mid-year report cards for all secondary students, including graduating students, is suspended for this year.

DETERMINING MID-YEAR MARKS FOR GRADUATING STUDENTS

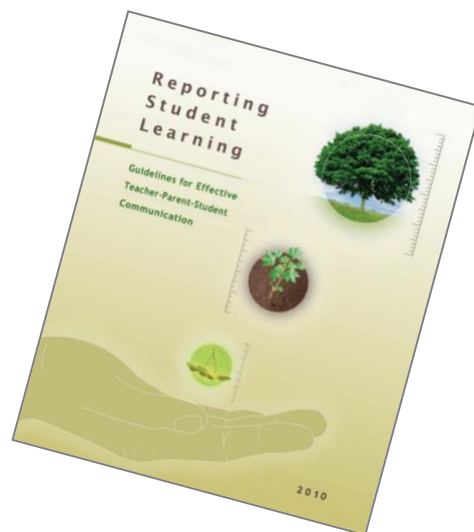
- Teachers may use evidence that reflects work completed prior to the school closure period (March 13th), *as well as* provide opportunity for students to submit a missed and/or additional assignment to demonstrate their learning.

Marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interests of students during this extenuating time.

FINAL REPORT CARDS FOR SECONDARY STUDENTS

- Report Cards:** Final report cards are required for all secondary students.
- Learning Skills & Work Habits:** reporting on Learning Skills and Work Habits should reflect information *gathered before March 13th*.
- Report Card Comments:** teachers should include comments on the final report card.

The Report Card information for both elementary and secondary reflects the most recent direction from the Ministry of Education. As further information is made available it will be shared with the system.



7 Fundamental Principles

The primary purpose of **assessment** and **evaluation** is to improve student learning. (*Growing Success*, pg. 6)

1 FAIRNESS

As always, and especially during Distance Learning, we want to ensure that we exercise fairness relating to the individual needs and circumstances of students and families. We want students to know that they will be supported during Distance Learning and will not be penalized because of their circumstances.

2 SUPPORT

Students with **SPECIAL EDUCATION NEEDS**

Further information will be shared soon relating to those students who require accommodations, modifications or are accessing alternate expectations as outlined on their Individual Education Plan (IEP) as it relates to assessment and evaluation.



STUDENT ACHIEVEMENT
& CURRICULUM

 **WeAreDDSB**
stronger together...even when we are apart!

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE:	April 20, 2020
SUBJECT:	Quarterly Construction and Major Projects Progress Report	PAGE NO.	Page 1 of 7
ORIGIN:	Norah Marsh, Acting Director of Education Carla Kisko, Interim Associate Director of Corporate Services Christine Nancekivell, Chief Facilities Officer Lisa Bianca, Senior Manager of Facilities Services Brenda Coward, Manager of Facilities Design/Construction		

1. Purpose

To provide the Board of Trustees with a quarterly report of the current construction and major projects progress, as information.

2. Ignite Learning Strategic Priority/Operational Goals

2.1 Increase Student Achievement and Well-Being

- Align resources to where they are most needed to support equitable outcomes for all students.
- Use data and research to develop programs to support learning.
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth.
- Provide a range of rich programming options which allow students to pursue multiple pathways.

3. Background

3.1 The Board has been in a fortunate capital position to have approved several capital oriented projects, as follows:

- In February 2018, the Durham District School Board received Ministry of Education approval to build Beaverton/Thorah Central P.S. replacement school to consolidate Beaverton P.S. and Thorah Central P.S. on the Beaverton P.S. site, in Beaverton and to build two new elementary schools, Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive) in Ajax, and Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street) in Whitby.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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3.2 The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.

3.3 The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report would be posted on the Board's website and would allow the greater community a "snap shot" of the activities. These reports will serve as an update in a non-technical manner.

4. Analysis

**** On April 3rd, the list of Essential Workplaces was revised by the province. As a result, all DDSB construction projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020.**

At this point in time, targeted completion dates remain unchanged, however, pending the length of time current restrictions remain in place and/or changes to the restrictions on both workers and manufacturing, extension to project completions may be required. Any changes to schedules affecting school operations, accommodation of students and child care operations will be brought to the attention of the Board as soon as they are known.

4.1 New Elementary School Construction Projects

A. Beaverton P.S./Thorah Central P.S. Rebuild

<i>Type of Project:</i>	Rebuild Elementary School including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Moffet & Duncan Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion.

Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2020 to September 2021 due to time frame of final approvals.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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B. Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive)

<i>Type of Project:</i>	New French Immersion Elementary School, including Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Cellucci + Pace
<i>Contractor:</i>	Deciantis Construction Ltd.

Contractor mobilized on site as of beginning of February. Soils work and underground plumbing work has commenced.

All DDSB construction projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020. Work will resume when permitted, with September 2021 target occupancy unchanged at this time.

C. Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street)

<i>Type of Project:</i>	New Elementary School, including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	Percon Construction Inc.

Contractor mobilized on site as of beginning of February. Soils work has commenced.

All DDSB construction projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020. Work will resume when permitted, with September 2021 target occupancy unchanged at this time.

4.2 Major Projects

**** On April 3rd, the list of Essential Workplaces was revised by the province. As a result, all DDSB construction projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020.**

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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PROJECT – SCHOOL/SITE	PROGRESS DETAILS
G. L. Roberts CVI – Window and Door Replacement	Window replacement project tendered and successfully awarded. Shop drawing approvals underway; on site construction to begin when provincial restrictions lifted.
Scott Central P.S. – Child care renovation, Septic Field Replacement/Upgrade	Child care on hold, pending Ministry approval to proceed. Septic replacement approval received from the Ministry of Environment. Preparations for tender underway for summer construction. On site construction to begin June 30 th assuming provincial restrictions lifted.
Village Union P.S. – Elevator Replacement	Replacement elevator tender successfully completed and awarded. Shop drawing approvals underway; on site construction to begin when provincial restrictions lifted.
Roofing Projects – Multiple Sites <ul style="list-style-type: none"> • Alexander Graham Bell P.S. • Dr. C.F. Cannon P.S. • Dr. Roberta Bondar P.S. • Goodwood P.S. • Highbush P.S. • R.S. McLaughlin C.V.I. • Quaker Village P.S. • Valley Farm P.S. 	2019/20 roofing projects tenders completed ready for summer construction. Shop drawing approvals underway; on site construction to begin June 30 th assuming provincial restrictions lifted.
Masonry/Wall Cladding Restoration – Multiple Sites <ul style="list-style-type: none"> • Dr. S. J. Phillips P.S., Anderson CVI. 	2019/2020 projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020. Work sites have been secured and will reopen when permitted by the province.
Masonry/Wall Cladding Restoration – Multiple Sites (cont'd) <ul style="list-style-type: none"> • Vincent Massey P.S., Westcreek P.S., E.A. Fairman P.S., DASS Simcoe, Eastdale CVI, Lincoln Alexander P.S. R.H. Cornish P.S. 	New cladding projects tendered and ready for summer construction. On site construction to begin June 30 th assuming provincial restrictions lifted.

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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<p>Library/Learning Commons Upgrades – Multiple Sites</p> <ul style="list-style-type: none"> Lincoln Alexander P.S., Lakeside P.S., Glen Dhu P.S. Harmony Heights P.S. 	<p>Projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020. Work sites have been secured and will reopen when permitted by the province.</p> <p>Preparations for tender underway.</p>
<p>Child Care Projects – Multiple Sites</p> <ul style="list-style-type: none"> McCaskills Mills P.S., Roland Michener P.S. Winchester P.S. Bobby Orr P.S., Seneca Trail P.S., Roberta Bondar P.S. Bayview Heights P.S., Glengrove P.S., Lakeside P.S., Vaughan Willard P.S. 	<p>Projects were reclassified as non-essential and were required to cease construction as of midnight April 4th, 2020. Work sites have been secured and will reopen when permitted by the province. At this time, date of turnover to partners remains unchanged.</p> <p>Winchester received Ministry approval to proceed in March, being prepared for tender in April, summer construction start.</p> <p>Project on hold pending Ministry Approval to Proceed to Tender.</p> <p>Project design completed. Submissions for Ministry approvals in process.</p>
<p>Boiler Replacement Projects – Multiple Sites</p> <ul style="list-style-type: none"> Roland Michener P.S., Highbush P.S., John Dryden P.S., Lincoln Alexander P.S., Jack Miner P.S. 	<p>Projects have been successfully tendered. Shop drawing approvals underway; on site construction to begin June 30th assuming provincial restrictions lifted.</p>

4.3 Air Conditioning Projects

The following is a status report updating the progress of the Board approved initiative to provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.

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PROJECT - SCHOOL/SITE	PROGRESS DETAILS
Fully Air-Conditioned Schools – ongoing <ul style="list-style-type: none"> S.A. Cawker P.S. 	Project tendered and successfully awarded. Shop drawing approvals underway; on site construction to begin June 30 th assuming provincial restrictions lifted.
Partial Air-Conditioning/Cooling Centres – ongoing <ul style="list-style-type: none"> Valley Farm P.S. Cadarackque P.S. Rosebank Road P.S. Bellwood P.S. Lincoln Avenue P.S. Prince Albert P.S. Harmony Heights P.S. Glen Dhu P.S. 	Projects tendered and successfully awarded. Shop drawing approvals underway; on site construction to begin June 30 th assuming provincial restrictions lifted. Projects under design and preparation for tender spring 2020, pending confirmation of funding availability.
Partial Air-Conditioning/Cooling Centres – pending <ul style="list-style-type: none"> Valley View P.S. Greenbank P.S. 	Project design work to begin fall 2020.

This initiative will continue into the 2020/2021 fiscal year with additional sites being added.

5. Financial Implications

Use of a total of \$35,573,664 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

6. Evidence of Impact

Creation of a total of 1,893 new pupil places and a total of 170 new child care places, resulting in the removal of a total of 40 portables.

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Quarterly Construction and Major Projects Progress Report

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7. Communication Plan

Quarterly Construction and Major Projects Progress Report to Board in the months of September, January, March and June.

- Report is posted on the D.D.S.B.'s website under About DDSB, School Properties, Construction and Property Updates.

8. Conclusion

That the Board of Trustees receive this report as information.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Carla Kisko, Interim Associate Director of Education

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ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: April 20, 2020

SUBJECT: **Inclusive Student Services – Supports During COVID-19 Related Closures and Distance Learning** **PAGE NO.** 1 of 7

ORIGIN: Norah Marsh, Acting Director of Education
Andrea McAuley, Superintendent of Education/Inclusive Student Services
Lisa Drake, Chief of Speech, Language and Hearing Services
Steve Graffi, Chief of Psychological Services
Kyla McKee, Special Education Officer
Sara Schleien, Senior Psychologist
Carolyn Ussher, Chief of Social Work and Attendance Services

1. Purpose

This report provides an overview of supports and services for students with special needs and/or in risk during Distance Learning due to COVID-19 related school closures.

2. Ignite Learning Strategic Priority/Operational Goals

<i>Success</i>	Supporting accommodation and inclusive programming for wellbeing and educational programming during Distance Learning/COVID-19 related school closures.
<i>Equity</i>	Providing a range of supports and services to meet the diverse learning needs of students during Distance Learning/COVID-19 related school closures.
<i>Engagement</i>	Fostering family partnerships and community connections to provide integrated supports.

3. Background

3.1 Support Families and Youth During COVID-19 Related School Closures

The Durham District School Board (DDSB) recognizes that our students and their families are experiencing a range of emotions and challenges during this extenuating time. Our role as a system is to provide teacher-led distance learning materials and tasks that are respectful of the current context. Our shared goal is to support students and their parents/guardians to feel successful with learning tasks that are manageable, relevant, and engaging. Educators are best equipped to make these planning decisions and to differentiate based on student needs, interests and strengths. Human Rights related needs and circumstances are considerations in planning; equity and the importance of supporting mental health and well-being continue as foundations to all decisions and planning.

3.2 Special Education and Inclusive Student Services

Students, and their families, in the DDSB have access to a range of supports and services through the Inclusive Student Services team. We are proud of the impact that teams, serving through an integrated service model, provide supports to students, school teams and families. Many of these supports have foundation in direct, in-person, connection with students.

3.3 Grove School – Care, Treatment, Custody and Corrections (CTCC) Programs

Grove School provides safe, welcoming, and inclusive learning spaces for students whose primary need is for care and/or treatment or rehabilitation. Partnering with twelve community partners, Grove School staff promotes well-being for over 550 students and provide structures to ensure that students can maintain continuity of education, access to curriculum and academic growth while concurrently engaged in clinical based programming.

Children and youth in CTCC Programs are among the most vulnerable and are at greater risk of lower academic achievement and not completing elementary and/or secondary education. Education programs, including Distance Learning, must be designed to recognize the primacy of the care, treatment and/or rehabilitation needs of children and youth in CTCC programs.

Working in partnership with families and agencies, Grove School continues to provide learning supports individualized for each student. This includes, but is not limited to:

- Technology access/device deployment with logistics coordinated between Grove Administration and agency partners
- Engagement in Distance Learning using Google Sites or Google Classrooms
- Continued consultation between educators and agency staff
- Structures to promote adaptive interventions from both an educational and clinical context

3.4 Special Education and Inclusive Student Services

Committed to being responsive to emergent student and family needs, school-based special education and Inclusive Student Services district supports have been focused on essential service deliverables specific to the timeframe of Distance Learning. The responsibilities of individuals in the following roles can be found in the attached DDSB document “Distance Learning Roles and Responsibilities” (Appendix A).

The Inclusive Student Services leadership team collaborates with the Safe Schools and Mental Health teams to provide supports along the continuum of Tier One (proactive and generalized well-being and positive mental health) through to the intensified, specific needs of those who require clinical intervention and/or community intervention). During this time, the work is based on the awareness that our students, families and staff may be in a heightened stress period emphasizing the need for nimble supports. The teams work together to map messaging, resource allocation and services cognizant of this unique time.

3.5 Special Education Amount (SEA) Equipment

With a commitment to inclusion and individual accommodation, considerations for deployment of Special Education Allocation (SEA) Equipment was embedded within the DDSB technology deployment plan. In addition to technology (e.g., communication switches, FM systems), many students are provided with SEA equipment to support health and therapy needs (e.g., Rifton chairs). Our partnership with Grandview was key during the planning phases of consideration and moving equipment from school-to-home. Families of students who are medically fragile were provided the opportunity for individualized pick up on a day separate from the generalized student technology pick up and were offered the alternative of having the equipment delivered by courier service.

3.6 Distance Learning – Supporting Inclusive Programming

To meet the needs of our diversity of learners, it is important to look at multiple entry points for students and the individuals supporting them in their learning. Educators continue to be encouraged to link into resources such as Special Education Resource Teachers and Inclusive Student Services team for support in the provision of Distance Learning.

Within distance learning, required accommodations for students may look different than during in-school learning. Students with special education needs receive appropriate accommodations where necessary and are provided with assigned work by teachers, as well as feedback or assessment.

Educators have been encouraged to consider:

- establishing learning goals (these can be adjusted specific to the needs of specific children, but important to know what the goal of the activity is)
- providing options/choice for how they can share their understanding
- planning accommodations by examining what their technology can provide (e.g. speech to text)
- providing feedback about how the student is moving toward the learning goal and next steps
- linking to a student's Individual Education Plan to support the transition for the student's distance learning experience

3.7 Supporting Students in Special Education Programs

The DDSB launched SPARK Distance Learning Support resources for all educators. These resources are intended to assist staff in best practices and strategies to consider when Contacting Parents and Selecting a Preferred Platform for Distance Learning.

Within the Distance Learning Pages, educators have access to Google Communities specific to each of the DDSB special education program types. This format provides all educators with resources as well as Sharing Areas for staff to share resources with one another. Shared resources include Social Stories for Coronavirus and School Closures, links to DDSB provided resources such as a handwashing tutorial video for students produced by STAR (one of our resources used in support of learners with Autism) and “Promising Practices for Accommodations During Distance Learning” (Appendix B).

These pages continue grow in content and are a first step as we build our capacity to reach out to our DDSB students including those who access their learning through special education class programs.

3.8 Supporting Children and Youth In-Risk

During the delivery of Distance Learning education to children and youth, an educator may be exposed to, or become aware of, circumstances in the student’s life that give rise to a concern about risk to the student. During this time of uncertainty and changing family circumstances, the level of stress for some families may be increasing which is strongly correlated to an escalation in incidents of domestic violence and child abuse.

Educators have been provided with resources through School Mental Health Ontario as well as those created by our DDSB professionals. These include conversation guides that include prompts as how to respond to students raising a concern:

- listen to their concerns
- acknowledge their feelings
- invite them to connect directly with their caregiver to have further discussion reinforce the sense of safety via health measures, e.g., physical distancing, regular handwashing

These strategies have been consolidated for educators (Appendix C: Student Safety and Risk Considerations When Engaging Students in Distance Learning). Inclusive Student Services staff are available to support educators.

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To further support students and families, several of our DDSB protocols have been revised for the period of Distance Learning while maintaining fidelity to legislative requirements. These include:

- Amended Traumatic Response Protocol (March 2020)
- Amended Suicide Response Protocol (April 2020)
- Children and Youth in Need of Protection Response (April 2020)

In addition, creation of resources such as:

- Educator Supports for Responding to Mental Health Concerns and Suicidal Ideation

We will continue to develop tools and resources to respond to the emergent needs of students and educators within the timeframe for Distance Learning.

4. Analysis

The DDSB recognizes that the COVID-19 pandemic has had an impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. We also realize that families have their own resourceful ways of managing stressful times and difficult circumstances.

To assist, members of Inclusive Student Services and School Mental Health/Well-Being departments have compiled various resources that may be helpful to youth and families. These resources are shared through the DDSB website and are being updated weekly. The DDSB Resource “COVID-19: Supports and Resources for Family and Youth” can be found on the DDSB website and is being regularly shared through social media:

<https://www.ddsb.ca/en/family-and-community-support/covid-19-supports-and-resources-for-family-and-youth.aspx>

At the time of writing this report, our next steps have focus on:

1. Finalizing access and related training for tele-health (virtual) format for the provision of clinical service;
2. Framing of a revised process for Individual, Placement and Review Committee (IPRCs) based on pending Ministry direction.

Distance Learning is new to Ontario and is happening during a provincial state of emergency. These circumstances are not ideal for any of our learners but may have a more profound impact for students with special education needs. During this period, we will be monitoring carefully the progress and engagement of students and are prepared to adapt our strategies as this situation evolves.

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5. Financial Implications

Calibration of our services and supports has a foundation in current year approved staffing and does not involve additional staffing costs to meet the needs at this time.

Anticipated costs include licensing fees for a tele-health format for clinical services & IPRCs as well as probable costs related to the repair and/or replacement of SEA equipment. Both will be determined based on factors including duration of school closures.

6. Communication Plan

Schools are key contacts for our families. Augmenting the school team, our Inclusive Student Services teams continue to reach out to and be responsive to families as they navigate these challenging times for both wellbeing and mental health supports. All Inclusive Student Services staff continue to actively monitor for family or youth reach out through their DDSB email and/or confidential voicemail.

Information from Inclusive Student Services is integrated and shared publicly on the DDSB website. Supported by our Communications team, updates and resources are also being shared through social media formats.

7. Conclusion

The DDSB recognizes that the COVID-19 crisis has had an impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. Our team remains available during this time to help support families.

The information in this report is provided to help our teams focus their supports, support school teams navigating distance learning and provide clarity to our community. This report is provided for information to Trustees.

8. Appendices

- Appendix A: Distance Learning Roles and Responsibilities
- Appendix B: Promising Practices for Accommodations During Distance Learning
- Appendix C: Student Safety and Risk Considerations When Engaging Students in Distance Learning

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Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Andrea McAuley, Superintendent of Education - Inclusive Student Services



Distance Learning

Roles and Responsibilities

Overview for Educators

The DDSB recognizes that our students and families are going through different situations, emotions and challenges during this unprecedented time. Our role as a system is to provide teacher-led distance learning materials and tasks that consider these challenges and provide flexible options for learning. It is important to recognize that distance learning is not intended to replicate a full school day. Our shared goal is to support students and their parents/guardians to feel successful with learning tasks that are manageable, relevant, and engaging. Educators are best equipped to make these planning decisions and to differentiate based on student needs, interests and strengths. We will consider human rights related needs and circumstances, equity and the importance of supporting mental health and well-being as foundations to all decisions and planning.

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Questions that classroom educators can consider as we re-envision public schooling:



1

How will I create a sense of belonging and 'human connection' for each child in a time of physical distancing?

2

How will I build trust and strengthen relationships with families, particularly those who I have struggled to engage thus far or with whom I don't share a common language?

3

How can I use this crisis to support students to become better problem solvers, to explore issues of power, and think critically about the world we live in?

4

How can I ensure that the work provided does not contribute to additional stress in the home or parent responsibilities?

5

Given the limitations of e-learning, and leading learning from home where I may have other immediate responsibilities, how will I plan my time so that students who need the most care, connection, scaffolding and feedback receive it?

From: behindthenumbers.ca/2020/03/27/schooling-for-equity-during-covid-19/

Kindergarten

Responsibilities for Educators:

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Provide students with 5 hours of teaching and learning per week
- Focus on literacy and math
- Educators will use formative assessment approaches to gather evidence of how students are progressing
- Provide students with feedback to support their continuous and ongoing learning
- Work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- Consider equity as foundation to all decisions
- Complete Communication of Learning in June using educators' observations of key learning and growth in learning prior to March 13th
- Educators will maintain regular contact with parents as needed
- ECE's and teachers should continue to co-plan and collaborate and maximize their various strengths when developing communication pieces, virtual connections and programming using assessment 'as' learning
- All learning content should come from collaboration within the classroom Kindergarten Educator Team

Grades 1 to 6

Responsibilities for Educators:

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Provide students with 5 hours of teaching and learning per week
- Focus on literacy and math for grades 1-3
- Focus on literacy, numeracy, science and technology and social studies for grades 4-6
- Educators will use formative assessment approaches to gather evidence of how students are progressing
- Provide students with feedback to support their continuous and ongoing learning
- Work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- Consider equity as a foundation to all decisions
- Complete final reports cards in June using evaluation information gathered before March 13
- Educators will maintain regular contact with parents as needed

Grades 7 to 8

Responsibilities for Educators:

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Provide students with 10 hours of teaching and learning per week
- Focus on core math, literacy, science and social studies
- Educators will use formative assessment approaches to gather evidence of how students are progressing
- Provide students with feedback on their learning and progress
- Work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- Consider equity as a foundation to all decisions
- Complete final reports cards in June using evaluation information gathered before March 13
- Maintain regular contact with parents as needed
- Teachers will provide feedback to their students on their progress

Grades 9 to 12

Responsibilities for Educators:

- Ensure your own well-being and the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance
- Assess ongoing student learning and give feedback to students on their learning
- Focus on credit accumulation for all students and graduation for Grade 12 students
- Provide students with 3 hours of teaching and learning per week per course
- Assign learning tasks, projects and culminating activities for formative and summative evaluation
- Communicate results of these marked assignments to students and results will be used to inform final course marks
- Keep students engaged in learning while understanding that not all of the Overall Expectations can be demonstrated
- Consider students' individual strengths, needs and circumstances to support equitable outcomes and to assess learning to determine grade
- Work with students and families to ensure that the learning and communication best meets the needs of the student and their family circumstances
- Consider equity as a foundation to all planning
- Maintain regular contact with parents as needed
- Provide mid-term marks for all students for all courses in PowerSchool Gradebook
- Provide final report cards for all students

***Cooperative Education:** in-person community placements are suspended/ students can work with their co-op teachers to modify their co-op Learning Plans so that they may work through the curriculum expectations/ where possible provide opportunities for students to connect virtually with industry partners on career exploration activities and experiential

Inclusive Student Services

Students with special education needs should receive appropriate accommodations where necessary and be provided with assigned work by teachers, as well as feedback or assessment. Modifications to reflect each student's IPRC and IEP are encouraged and expected.

The ministry encourages school boards to leverage the capacity of professional, para-professional staff and Education Assistants remotely where possible and within the context of applicable privacy legislation. The purpose is to support learning and continued access to the curriculum for students with special education needs. School boards are encouraged to consider how these professionals can work remotely to provide consultation and other supports to teachers and/or families where appropriate.

The DDSB recognizes that the COVID-19 crisis has had an impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. Our team remains available during this time to help support you and your family.

At a school level, Special Education Resource Teachers and Educational Assistants are part of the ongoing support team for inclusive programming. To connect with our professional services (e.g., clinical staff), please reach out to your Special Education Resource Teacher or Principal (via email or school voicemail) who can help connect you with our team.

Supports from School Based Team Members

EDUCATIONAL ASSISTANTS

- Support teachers in designing learning program accommodations during distance learning
- Support teachers and students in the provision of accommodations and supports for small group connections with students who regularly access EA support
- Support provision of alternative curriculum supports (e.g., social stories, daily task schedules, self regulation strategies)
- Specific to the EAll role: Provision of clinical interventions, work in consultation with the Inclusive Student Services staff on consent for the student
- Important to note: Teachers have responsibility for being the key connection for families. EAs support these communications and programming accommodations.

INTERPRETERS

- Ensuring distance learning activities are accessible (closed captioning options enabled) and establishing options for live ASL (American Sign Language) interpretation when necessary

INTERVENORS

- Collaborating with families and school teams regarding essential equipment needs at home and participating in equipment deployment. Coordinating distance learning programming with classroom teachers and providing input to required modifications for Deaf-Blind [KM1] students.
- Direct, 1:1 support for students, using online platforms

SPECIAL EDUCATION PROGRAM TEACHERS

- Provide programming through Distance Learning for students in Special Education classes, based on the outline for programming specific to the individual grade level of students based on student's individual accommodation needs appropriate to this form of learning.[KM2]
- Provide students with ongoing feedback

SPECIAL EDUCATION RESOURCE TEACHER

- Support colleagues in accommodating student programming for distance learning
- Maintain regular contact with parents/guardians during this period, as needed
- Support connection and access to professional support services staff
- Continue with IPRC and transition planning following guidelines from Ministry and Inclusive Student Services

Supports from Inclusive Student Services Teams

HEARING RESOURCE TEACHERS AND AUDIOLOGIST

- Supporting individual needs of the students with hearing loss who are on their service, including provision of resources for families to support student specific language goals
- Providing supports to teachers providing accommodations for students who are Deaf or Hard of Hearing
- Support on-going communication with families including consultation on SEA equipment supporting Distance Learning

PSYCHOLOGICAL SERVICES

- Consultation for school staff to support educators regarding accommodations in Distance Learning related to learning or developmental needs, executive functioning and/or mental health
- Consultation for school staff and families regarding community connections
- Provision of direct services to students, within the scope of an appropriate virtual platform
- Crisis response, as deployed by leads
- Continuity of professional learning supports for educational staff

SOCIAL WORK AND ATTENDANCE SERVICES

- Direct service with families and students, mental health, wellbeing, safety, limited counselling by way of tele-practice until virtual platform established
- School and family consultation to support & assist families to connect to formal and informal support services
- Development of process and framework for schools to support student move to Distance Learning: shift from 'attendance' to engaging in Distance Learning
- Ongoing assessment of family/student need given current situation, and crisis response as deployed by leads
- Ongoing update of a comprehensive online community resource list with weekly updates

SPECIAL EDUCATION INSTRUCTIONAL FACILITATORS

- Supporting Educators through development of SPARK resources to support distance learning based on Universal Design for Learning principles (all students) and specific to individual Special Education Program types
- Supporting individual teachers and families for accommodation needs within Distance Learning
- Support for IPRCs (Special Education class planning, placement considerations and support for IPRCs)
- Lead connection for Special Education Resource Teachers supporting accommodation
- Inclusive Technology Facilitators & Trainers are helping lead SPARK/educator resources to support Distance Learning and accommodations within digital platforms for communication (e.g., switches) & learning

SPEECH LANGUAGE PATHOLOGY SERVICES

- Supporting educators to provide Tier 1 support for appropriate language and literacy programming, especially within K-2, for accommodations within Distance Learning
- Continued connection with families to provide home programming as a bridge from assessment and classroom consultation where appropriate
- Direct student/parent consultation through virtual platform

VISION RESOURCE TEACHERS, TRANSCRIBERS AND ORIENTATION & MOBILITY SPECIALIST

- Supporting individual needs of the students with vision loss who are on their service including provision or resources for families
- Providing supports to teachers that reflect accommodations for students who are blind or have critical loss of vision
- Support on-going communication with families including consultation on SEA equipment supporting Distance Learning
- Provision of learning materials inclusive of accommodations such as Braille

Supports from Other Inclusive Student Services Team Members

AUTISM RESOURCE TEAM (ART)

- The Autism Resource team (ART) supports students with Autism Spectrum Disorder (ASD) in the Durham District School Board (DDSB). The team consists of Board-Certified Behaviour Analysts, Special Education Facilitators and Speech and Language Pathologists. During the COVID related school closures, the team will be:
- Continuing to help ensure educators have the resources they need to support the education of students with ASD; specifically support to Structured Learning Class teachers as they provide distance learning activities
- Continuing connections with families with students on service through the Autism Resource Team
- Enact the commitments of their individual teams/professional groups as outlined in this document

SHORT TERM ASSISTANCE RESPONSE TEAM (START)

- The Short-Term Assistance Response Team (START) supports individual student programming on a model of team support and capacity building. The team, working through a placement based structures, supports individual classroom and school teams on a four-five week cycle. During the COVID related school closures the team will be:
- Connecting with all teachers they have provided support to in START placement since September, offering to adapt and evolve resources and strategies
- Continuing to provide distance learning support to educators

CLERICAL SUPPORT TEAM

- Continuity of processing SEA equipment requests (tech and non tech) to point of ordering.
- Continuity of support for SERTs and ISS staff for processes such as Consent for Services and IPRCs
- Ongoing preparation of Ministry Reporting and budget planning support
- Transition Coordinator for Students with Developmental Disabilities & Work Education Coordinator
- Direct support to school teams in supporting Distance Learning for students with alternative programs including skills towards entry to the work-place, continuing education and/or community
- Continue to connect with community partners to stay informed of programs/ supports provided to families

Additional Resources

We also realize that families have their own resourceful ways of managing stressful times and difficult circumstances.

To assist, members of Inclusive Student Services and School Mental Health/Well-Being departments have compiled various resources, tips, ideas, and community supports that may be helpful to you and your family as you navigate the coming weeks.

This resource tool “COVID 19: Resources for Families and Youth” is available through the DDSB website will be updated and new ones will be added as they become available to us.

Additional Educator Roles

- Ensure your own well-being and encourage the well-being of your students and families
- Make learning connections with your students and provide materials for learning at a distance

Elementary

ROLE	RESPONSIBILITIES
CMS Transition Pathway Counsellors	<ul style="list-style-type: none"> • Provide grade 7 modules on Google Classroom • Connect with grade 7 teachers and post small, 15-minute pathway planning activities each week on the same day for students • Follow up with an email to teachers to show them how these tasks align with overall expectation grade expectations in various grade 7 curriculum documents • Support students in grade 8 providing information around summer school opportunities such as the “Getting Ready for High School” program, reach ahead credit opportunities and community involvement hours • Continue to connect with students and their families using the built-in email system and address any questions they have regarding education and career life planning • Meet weekly with their facilitator Nicole Dolabaille.
Teacher Librarian	<ul style="list-style-type: none"> • Communicate information regarding copyright to teachers • Partner with teachers digitally by supporting teacher’s instructional programming • Purchase ebooks through Sora to curate their school online digital collection • Provide support for teachers with building their digital classrooms and sites • Continue to support the Forest of Reading program online • Create read alouds for students • Promote digital tools for engaging students in reading digitally • Act as an instructional leader for inquiry and research by providing information rich sources to guide students through the four stage research process (explore, investigate, process, create)

ROLE	RESPONSIBILITIES
Core French	<ul style="list-style-type: none"> • Assign one or two tasks that can be stretched over a period of time (multiple weeks) or a few short simple tasks for the week in collaboration with classroom teachers and align with the distance learning hours • Provide French language activities for the classes they teach • Assess ongoing student learning and give feedback to students on their learning • Work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances • May participate in co-planning and co-teaching • Complete final reports cards in June using evaluation information gathered before March 13
Subject Specialist/ Coverage Teachers (Music/Physical Education/Art)	<ul style="list-style-type: none"> • Assign one or two tasks that can be stretched over a period of time (multiple weeks) or a few short simple tasks for the week in collaboration with classroom teachers to align with the distance learning hours • Assess ongoing student learning and give feedback to students on their learning • Work with students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances • May participate in co-planning and co-teaching • Complete final reports cards in June using evaluation information gathered before March 13
Facilitators/ Coaches	<ul style="list-style-type: none"> • Continue to provide resources to support Distance Learning • Support individual teachers/schools through co-planning and co-teaching • Plan and provide responsive professional learning for educators • Work with educators to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances

Secondary

ROLE	RESPONSIBILITIES
Teacher Librarian	<ul style="list-style-type: none"> • Communicate information regarding copyright to teachers • Partner with teachers digitally by supporting teacher's instructional programming • Purchase ebooks through Sora to curate their school online digital collection • Provide support for teachers with building their digital classrooms and sites • Continue to support Forest of Reading program online • Promote digital tools for engaging students in reading digitally • Act as an instructional leader for inquiry and research by providing information rich sources to guide students through the four stage research process (explore, investigate, process, create)
Guidance Counsellors	<ul style="list-style-type: none"> • Continue to provide Tier 2 support to students and families as needed for academic, career education and personal support counselling • Support timetabling for next school year • Prepare to support students wishing to withdraw from a course after midterm and prepare for June commencements • Guidance Heads continue to meet weekly with facilitator Nicole Dolabaille

ROLE	RESPONSIBILITIES
Student Success Teachers	<ul style="list-style-type: none"> • Continue to monitor, track, reach out to and support students both at-risk of not graduating on time and/or not achieving all of their credits this semester • Support students currently experiencing in-risk situations • Continue to support students, their teachers and families as it aligns with each student's individual pathway plans
Credit Recovery/SAL	<ul style="list-style-type: none"> • Continue to deliver curriculum, assessment and evaluation remotely as aligned with each student's individual pathway plan
Facilitators/Coaches	<ul style="list-style-type: none"> • Continue to provide resources to support distance learning • Support individual teachers/schools through co-planning and co-teaching • Plan and provide responsive professional learning for educators • Work with educators to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances

Principals/Vice-Principals

Responsibilities

- Ensure their own well-being and encourage the well-being of staff, students and families
- Work collaboratively with educators and other staff to implement distance learning
- Work with educators, students and families to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- Support equitable access through identifying barriers for students/families
- Communicate regularly with staff and community
- Support distance learning through ongoing interactions with staff and families
- Provide regular communication with school community
- Support and problem solve through individual staff, student or family concerns
- Encourage staff to be responsive and flexible to the multiple lived experiences of our students and families

Questions that School Administrators can consider with leadership teams as we re-envision public schooling:

1

Who are the students who are vulnerable in our care and how will we in this new model of schooling remove the potential barriers and create more educational opportunities for them?

2

Who are the families that we have failed to engage thus far and how will we adjust our strategies so that something new/different happens in this context?

3

How can we ensure that the social/emotional/academic supports we are providing are culturally relevant and responsive?

4

Who has the strongest relationship with our students who are most vulnerable and how can we position them to actively support within distance learning?

5

How can we acknowledge the strengths of students/staff and position them to be critical supports for their peers?

6

How can we ensure that our reliance on technology for learning and an online platform doesn't widen the divide between those students with a strong supportive environment and those students who experience opportunity gaps? How will we close the gaps created by circumstance?

Adapted from: behindthenumbers.ca/2020/03/27/schooling-for-equity-during-covid-19

Director/Associate Director/ Superintendents

Responsibilities

- Ensure their own well-being and encourage the well-being of staff, students and families
- Work collaboratively with superintendents, principals and vice-principals, teacher federations, education worker unions and staff to implement distance learning
- Respond to school leader and educator voice and provide resources to support learning at a distance
- Gather information from students/families to assess how best to establish ongoing contact between student and teacher(s)
- Work with school leaders to ensure that the learning and communication strategies best meets the needs of the student and their family circumstances
- Support administrators to lead teacher-led distance learning
- Provide professional learning to support distance learning
- Continue to support the privacy of student information and follow best practices in preserving cyber security

ACCOMMODATIONS FOR DISTANCE LEARNING

Tips for Educators: Some promising practices and tips when considering accommodations for distance learning

Instructional Accommodations

Where possible:

- Provide recorded audio directions so students can replay directions often
- Provide and allow accessible resources – internet sites, books online, manuals
- Consider video recording yourself teaching a lesson and share with students
- Share graphic organizers in the Google classroom
- Provide exemplars so that students and their families can better understand your expectations
- Encourage families to consider creating an incentive plan at home. Often working towards a goal can help students work on assigned tasks more efficiently
- Draw on educational partners such as Interpreters (for students who regularly access ASL support) and Educational Assistants to help support accommodations

Environmental Accommodations

Consider writing a letter or record a message to families to outline your expectation for distance learning and invite their input into what best suits their learner and family:

- Explain what you feel is a reasonable length of time that your students should be working on assigned tasks each day
- Encourage families to create a daily schedule that includes a regular time dedicated to completing school work
- Include ideas to help families create a purposeful work space at home that is free from distractions
- Encourage parents/guardians to be aware of what their child is accessing while working online. Position screens so guardians can see it.
- Encourage students to wear headphones at home if it helps them stay focussed
- Explain the use of a timer. Making a visual timer or a clock visible could help to keep students on track at home

Assessment Accommodations

Where possible:

- Focus on formative, ongoing feedback
- Chunk the work and request regular check-ins to make sure students are staying on track and meeting expectations while at home
- Consider scheduling online conferencing, in small groups, to provide show and tell opportunities; rather than relying too heavily on written products
- If possible, ask students to send you recordings of themselves reading
- Ensure students have opportunities to show their thinking. Their final answer may not always be correct so understanding a student's process is important. Chrome books have cameras. Students could take a picture of their written work/manipulatives and insert their image into a Google Doc to be submitted into the classroom
- Consider using voice notes to share thinking verbally about assigned reading

Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures

TIPS FOR EDUCATORS

You may be thinking of how best to support your students in this new ‘virtual’ environment of distance learning. For general considerations, review: [Tip Sheet for Conversations with Students and Families During School Closures March 27 \(002\)](#) for talking with students and caregivers during the school closures. It is not advisable use to COVID-19 planfully in the learning context. If a student raises the issue, it is best to:

- listen to their concerns
- acknowledge their feelings
- invite them to connect directly with their caregiver to have further discussion
- reinforce the sense of safety via health measures, e.g., physical distancing, regular handwashing.

You can offer this link ([COVID resource tool](#)) for online resources to your families who may be seeking additional supports including how they can talk with their child about COVID-19 ([link to ChildMind article](#))

In the event that an educator becomes aware that there are incidents of online bullying or discrimination, the teacher should follow the usual steps to address this behaviour. Contact your Administrator and Safe Schools, as well as the Equity Officer to develop a plan to address the behaviour. Staff should follow the safe school reporting procedures and use appropriate on-line forms to report student incidents. Safe Schools Incident Reporting Form- the On-line Form, can be found in the HRP Link in Employee Self Serve on the staff portal ([ess.ddsbc.ca](#))

Staff have a duty to report anything that could result in suspension or expulsion expellable or that is in violation of the school’s code of conduct. Staff can also email/phone an administrator to follow up with additional details of the incident.

Engaging as a “caring adult” is a role that all educators can assume. During the delivery of Distance Learning education to children and youth, an educator may be exposed to, or become aware of, circumstances in the student’s life that give rise to a concern about risk to the student. During this time of uncertainty and changing family circumstances, the level of stress for some families may be increasing and increased family stress is strongly correlated to an escalation in incidents of domestic violence and child abuse. Recognizing that Distance Learning invites us into the child’s home or life circumstances where we may see things or hear things that are worrisome and may require intervention.

Included here are some reminders with respect to reporting child maltreatment, as well as amended Protocols and Service Pathways for crisis and traumatic events.

Psychological Services and Social Work Services staff intend to continue to provide mental health support for our students who have been referred.

Consults with school staff continue to be available as we work to connect our students with community services.

Further information about a detailed service framework will be forthcoming. However, if you have concerns about a student, please contact your Administrator or SERT who can connect you to the Inclusive Student Services team member for your school. Connection with the Equity Officers and/or Indigenous Education Officer should also be considered to ensure that students receive supports that are in keeping with their identity. Administrators may also connect directly with the Chief of Psychological Services, the Senior Psychologist, and/or the Chief of Social Work Services.

Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures

INFORMATION FOR ADMINISTRATORS AND EDUCATORS

Children and Youth In Need of Protection

In the event that you witness something, or are informed either directly or indirectly, that a child is a risk of harm, staff are reminded of their Duty to Report to a children's aid society under the *Child, Youth and Family Services Act* and in accordance with the DDSB's [policy and procedure](#) as well as our [protocol](#) with our local CAS's.

Key reminders with respect to Duty to Report:

- Everyone has a responsibility to report suspicions of child abuse or neglect to a children's aid society as soon as reasonably possible
- The responsibility cannot be delegated (cannot ask the principal or a colleague to report for you)
- The duty is ongoing- if you become aware of new concerns, or if the concerns recur, you must call the children's aid society and report those concerns

If you make a referral to a children's aid society, please fill out the fillable PDF entitled Reporting Children and Youth in Need of Protection [Student Protection Reporting Form](#) and send it to the Chief of Social Work at carolyn.ussher@ddsb.ca.

If a child or youth discloses a concern to you while on-line, that in your judgment engages your Duty to Report, remember to:

- Stay calm and let them know you are glad they told you
- Don't promise to keep the information just between you
- Let the student know that you will need to call CAS who can help the student and their family
- Support the student if they react to the need to call CAS; listen to them and reinforce their right to be safe
- Call CAS and complete the [Student Protection Reporting Form](#)

Community Resources:

Dnaagdawenmag Binnoojiiyag Child and Family Services: (705) 295-7135 binnoojiiyag.ca

Durham CAS: (905) 433-1551 durhamcas.ca

Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures

INFORMATION FOR ADMINISTRATORS AND EDUCATORS

Mental Health Concerns and Suicidal Ideation

During the delivery of distance learning, staff may become aware of a concern related to students experiencing suicidal thoughts or behaviour. Services are available to help students.

Staff are expected to follow the [Amended Suicide Response](#), which is in effect during the COVID school closures. Please review the full document; immediate steps are outlined below and follow up communication and required documentation are outlined in the guidelines:

Suicide Behaviours and Comments Must be Taken Seriously and Responded to Immediately.

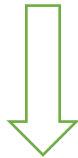
- You do not need to be an expert to be able to help.
- Do not promise confidentiality; suicidal thoughts or behaviours cannot be kept secret.

Try to stay calm.

If a staff member is alerted to risk of suicide during a Distance Learning Class:

Are there concerns for the student's immediate physical safety?

YES	NO*
A There is concern for the student's immediate physical safety.	B The student currently is physically safe, but suicidal concerns are present (verbal, written, third-party or via behaviour).



Call 911



**Call Student's Parent/Guardian
Advise them of Crisis Response Resources**

If you have any questions please connect directly with the Chief of Psychological Services (steve.graffi@ddsb.ca) and/or the Chief of Social Work Services (carolyn.ussner@ddsb.ca)

Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures

INFORMATION FOR ADMINISTRATORS AND EDUCATORS

Traumatic Events and Loss:

During the delivery of Distance Learning education, staff may become aware of a traumatic event or loss. Staff are advised to contact their Administrator, who will activate the Amended Traumatic Event protocol.

[Amended Traumatic Response March 2020 During Covid Closure](#)

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 20, 2020

SUBJECT: **Your Well- Being Matters – Stronger Together- Even When Apart** **PAGE NO.** 1 of 5

ORIGIN: Norah Marsh, Acting Director of Education
Georgette Davis, Superintendent of Education FOS, Safe Schools, Well-Being
Steffanie Pelleboer, Mental Health Leader

1.0 Purpose

The purpose of this report is to update trustees on the DDSB Well-Being and Mental Health Strategic Plan 2018-2021 and share information regarding community supports provided during distance learning.

2.0 Ignite Learning Strategic Priority/Operational Goals

- 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.
- Innovation:** Reimagine learning and teaching spaces through digital technologies and innovative resources
- Engagement:** Engage students, parents and community members to improve student outcomes and build public confidence

3.0 Background

3.1 DDSB Well-Being and Mental Health Strategic Plan 2018-2021

The vision for the Well-Being Strategic Plan priority is to create welcoming, safe and inclusive learning environments. Our goal is to consistently promote well-being for all students and staff by recognizing that good mental health is an important foundation for achievement and well-being.

The latter can be enhanced and nurtured through positive mental health promotion and prevention. Building the skills, attitudes, knowledge and habits that support mental well-being for all students is rooted in the belief that it is a shared responsibility focused on cultivating the conditions for healthy learning and work environments.

ADMINISTRATIVE REPORT

The Strategic Plan emphasizes the importance of equipping administrators, staff, students and families with resources and supports for mental health and well-being which includes:

- Making explicit the elements of mentally healthy schools and classrooms;
- Providing opportunities for students to engage resources for help-seeking;
- Distributing information for parents and families to support the mental health of their children.

3.2 Year Two Implementation

As shared in the report to Trustees in October 2019, the goal of 2019-2020 is to support educators in creating mentally healthy environments by:

- Implementing grade-appropriate social-emotional learning;
- Implementing well-being strategies and supports to assist students who may be struggling;
- Supporting parents and families with information to help support mental health, notice signs of difficulty, and know where to find help for their child;
- Providing a variety of programs and initiatives for staff well-being.

This work is driven by evidence-informed decision making through the analysis of school climate and other data that inform programs, supports and resource allocation. Specifically, data from the climate survey revealed that 69% of students believe they matter.

That motivated our work in creating a 'You Matter' campaign with specific strategies to connect with the 31% of students who need to understand how important they and their identities are to our school communities. This work was done in partnership with the Equity Department to privilege meaningful engagement that results in **all** our students knowing that we value who they are and we value how they feel. We have developed a partnership with Dr. Gordon Flett from York University who is an expert on Mattering to further support our work in this area.

4.0 Analysis

4.1 Distance Learning

During this time of distance learning, the DDSB Well-Being and Mental Health Strategic Plan provides a framework whereby we can model for students the importance of compassion, caring, and collective responsibility for the wellness of those around us by working cross departmentally to:

- Encourage a calm learning environment;
- Support students, families and staff as they work through new daily routines of distance learning and school life;
- Anticipate and notice that a student might be struggling and may require additional support;
- Assist students who are struggling, and their families, to access more intensive support.

ADMINISTRATIVE REPORT

4.2 Your Well-Being Matters – Stronger Together- Even When Apart

In the current context of Ontario being in an extended state of emergency and schools closed, we need to integrate our work regarding mental health and well-being into the distance learning model. We “value how you feel” continues to be the focus as we work in a virtual environment where mental well-being is valued and fostered. Dr. Flett continues to advise us on our practice during this time.

The first release to students, families and staff during phase one of school closures was to launch a mental health campaign informed by the context of distance learning. Our key message, *your well-being matters – stronger together -even when apart*, emphasizes the theme of connection. Every week, we use our resources and those provided by School Mental Health Ontario to share strategies related to mental health and well-being. The details of the campaign are included in the communication section of this report. Appendix A also provides a snapshot of the communication that took place to support our administrators, students, parents, guardians, staff and community.

We continue to work with the Assessment and Accountability Department to use Thought Exchange as a method to collect student, parent and staff input to determine effective support strategies. This has been helpful in developing a targeted response to resources and supports for students, parents and staff.

5.0 Financial Implications

Board supports will occur within the constraints of the Safe Schools/Mental Health and Well-Being budget.

6.0 Evidence of Impact

We will continue to use the feedback from the thought exchange and school/community surveys to determine impact as well as plan responsive next steps. We will also work closely with our Communications Department to track analytics related to Facebook, Twitter and web site posts.

7.0 Communication Plan

Please see the communication timelines and proposed themes in the chart below.

ADMINISTRATIVE REPORT

Your Well-Being Matters-Stronger Together – Even When Apart.

Connects DDSB Well-Being and Mental Health Strategic Plan: To create a safe, welcoming and inclusive learning and working spaces to promote well-being for all students and staff.

Communication Goal: Your Well-Being Matters - Stronger Together- Even When Apart:

To engage with students, parents and staff and remind them that the Durham District School Board cares about their well-being and mental health and that they are committed to supporting everyone's well-being during the COVID-19 pandemic. The campaign will last until the end of the 2019-2020 school year, and it will deliver coping resources and tips via social media (Twitter, Facebook, Instagram).

Objective: Develop content that engages with DDSB's school communities to support their well-being and mental health during the COVID-19 pandemic.

Theme	Date	Content Deadline	Channel – all resources to link to public/Spark website
Self-Care	March 27-April 8	March 27	Social media – posting every other day Email to Principals & staff, posts on portal
Connection	April 13– 24	April 9/10	Social media – posting every other day Email to Principals & staff, posts on portal
Kindness	April 27 – May 8	April 23/24	Social media – posting every other day Email to Principals & staff, posts on portal
Children's Mental Health Week	May 4-May 8		
Physical Activity	May 11- 22	May 7/8	Social media – posting every other day Email to Principals & staff, posts on portal
Gratitude	May 25 – June 5	May 21/22	Social media – posting every other day Email to Principals & staff, posts on portal
Creativity	June 8– June 19	June 4/5	Social media – posting every other day Email to Principals & staff, posts on portal
Measurement: Track analytics from: Facebook, Twitter, Website traffic			

8.0 Conclusion

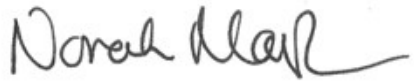
This report is presented to Trustees for information.

9.0 Appendices

Appendix A: Your Well- Being Matters- Stronger Together, Even When Apart – Support for Distance Learning

ADMINISTRATIVE REPORT

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Georgette Davis, Superintendent of Education,
Safe Schools/Mental Health and Well-Being

Supports for Distance Learning

Your Well-Being Matters

Stronger together, even when apart

WELL-BEING EVERYONE EVERY DAY

