



# Virtual Board Meeting

## Agenda

June 15, 2020 — 7:00 p.m.



### **Congratulations to the Class of 2020**

To our graduates of 2020, we offer our heartfelt congratulations. This is a tremendous accomplishment, especially in these unprecedented times. You've done very well to meet all that has been put before you and we know that you will be ready for anything that comes your way. Celebrate this moment with family and friends, and we wish you good luck with the next chapter in your lives.

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 on YouTube, and are still able to make delegation presentations and/or ask public questions through electronic means.

Durham District School Board  
[calendar.ddsb.ca/meetings](https://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, June 15, 2020- 7:00 p.m.**

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|--|------------------|
| 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>Adoption of Agenda</u>   |                  |
| (a) APPROVED Minutes of the Regular Board Meeting of April 20, 2020  | 1 – 10           |
| (b) APPROVED Minutes of the Special Board Meeting of May 4, 2020   | 11 – 12          |
| (c) DRAFT Minutes of the Regular Board Meeting of May 19, 2020   | 13 – 19          |
| 6. <u>Community Presentations</u>  |                  |
| 7. <u>Ministry Memorandums – Information Update</u><br>(Acting Director Norah Marsh)   | Verbal           |
| 8. <u>Public Question Period</u>   |                  |
| 9. <u>Presentations</u>  |                  |
| (a) Chairperson's Scholarship Award<br>(Chair Chris Braney)  | 20 – 21          |
| (b) Student Trustee Recognition<br>(Chair Chris Braney)  | Verbal/<br>Video |
| (c) Culturally Responsive and Relevant Pedagogy and the Human Rights of 2SLGBTQ+ Students and Families<br>(Superintendents Mohamed Hamid/<br>Margaret Lazarus)   | 22 – 25          |
| (d) Annual Operating Plan – End of Year Update<br>(Acting Director Norah Marsh)  | 26 – 46          |

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|-----|--|--------------------|
| 9.  | <u>Presentations (Continued)</u>   |                    |
|     | (e) Anti-Black Racism Strategy Update<br>(Superintendents Mohammed Hamid/<br>Margaret Lazarus)                 | 47 – 72            |
| 10. | <u>Report from the Committee of the Whole in Camera</u>  |                    |
| 11. | <u>Good News from the System</u><br>(Acting Director Norah Marsh)  |                    |
| 12. | <u>Recommended Actions</u>   |                    |
|     | (a) Report: Standing Committee Meeting of June 1, 2020<br>(Trustee Niki Lundquist)                             | 73 – 79            |
|     | (b) Report: SEAC Meeting of April 16, 2020<br>(Trustee Donna Edwards)  | 80 – 96            |
|     | (c) Integrity Commissioner Adhoc Hiring Committee<br>(Trustee Scott Templeton)                                 | Under<br>Sep.Cover |
| 13. | <u>Information Items</u>   |                    |
|     | (a) Update on Summer School 2020<br>(Superintendent Stephen Nevills)   | 97 – 102           |
|     | (b) Quarterly Construction and Major Projects Progress<br>(Interim Associate Director Carla Kisko)             | 103 – 109          |
| 14. | <u>Committee Reports</u>   |                    |
|     | (a) Report: Equity & Diversity Adhoc Steering Committee Meeting of<br>June 4, 2020<br>(Trustee Patrice Barnes) | Verbal             |
| 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, April 20, 2020

A virtual Regular Meeting of the Durham District School Board was held on this date.

### 1. Call to Order:

The Chair called the meeting to order at 7:07 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, Human Rights Equity Adviser Devika Mathur, Communications Staff Robert Cerjenac, Peter Blake, Charles Senior

Recording Secretary: Kim Cox

### 2. Declarations of Interest

There were no declarations of interest at this time.

### 3. Moment of Silence/Acknowledgement

Chair Chris Braney indicated that the moment of silence can be used to remember the tragedy of the recent mass shooting in Nova Scotia and indicated that our thoughts are with them at this time.

Chair Chris Braney advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with 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.

### 4. O Canada



Regular Meeting of the Board Minutes  
April 20, 2020

5. Blair Ridge P.S.

A Blair Ridge P.S. recording of O Canada was played.

6. Adoption of Agenda

2020:53

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED.

CARRIED

2020:54

MOVED by Trustee Darlene Forbes

SECONDED by Trustee Ashley Noble

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF JANUARY 20, 2020; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF FEBRUARY 18, 2020.

CARRIED

7. Community Presentations

There were no community presentations at this time.

8. Ministry Memorandums – Information

Acting Director Norah Marsh advised trustees that OSSTF reached a tentative central agreement today and the district looks forward to a ratification and local bargaining. The principal and vice principal selection process has taken place and the district will move forward with the promotion process. It is anticipated that staffing will remain on track despite the challenges of the virtual environment. Although delayed, it is anticipated that the GSNs will come in early May. The school year calendar approvals have also been delayed. Updates have been shared on many of the recent memos received from the ministry. Two memos are anticipated; one regarding special education during the time of distance learning and the other regarding assessment and evaluation. It has been suggested that schools will be closed past May 4, but there has been no official notification of an extension date received.

Regular Meeting of the Board Minutes  
April 20, 2020

9. Public Question Period

This item was considered later in the meeting.

10. Presentations

There were no presentations at this time.

11. 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 personnel issues and employee relations issues.

2020:55

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

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

CARRIED

12. Good News from the System

This item was considered later in the meeting.

13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of March 2, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of March 2, 2020. It was noted that the motions contained within the Standing Committee meeting minutes of March 2, 2020 are approved as part of the minutes.

2020:56

MOVED by Trustee Donna Edwards

SECONDED by Trustee Ashley Noble

(i) 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;

Regular Meeting of the Board Minutes  
April 20, 2020

(a) Report: Standing Committee Meeting Minutes of March 2, 2020 (Continued)

- 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.
- (ii) THAT THE BOARD APPROVE THE SCOPE OF THE DISTRICT WIDE FSL PROGRAM REVIEW.
- (iii) THAT THE STANDING COMMITTEE MEETING MINUTES OF MARCH 2, 2020 BE RECEIVED.

CARRIED

(b) Report: Standing Committee Meeting Minutes of April 6, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of April 6, 2020. It was noted that the motions contained within the Standing Committee meeting minutes of April 6, 2020 are approved as part of the minutes.

2020:57

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

- (i) THAT THE NOTICE OF MOTION TO APPROVE THE REVISIONS TO THE STUDENT DRESS CODE POLICY BE RECEIVED.
- (ii) THAT THE SEAC MEETING MINUTES OF JANUARY 23, 2020 BE RECEIVED.
- (iii) THAT THE OFFICE OF THE DIRECTOR BEGIN THE DEFINITELY DURHAM PROMOTION PROCESS FOR NEW INDUCTEES.
- (iv) THAT THE DISTRICT COMMENCE A PUBLIC CONSULTATION PROCESS FOR THE DISTRICT-WIDE FRENCH AS A SECOND LANGUAGE REVIEW OF CORE FRENCH AND FRENCH IMMERSION.
- (v) THAT THE BOARD RATIFY THE DECISION TO CANCEL THE MARCH 23, 2020 BOARD MEETING.

Regular Meeting of the Board Minutes  
April 20, 2020

(b) Report: Standing Committee Meeting Minutes of April 6, 2020

- (vi) THAT THE STANDING COMMITTEE MEETING MINUTES OF APRIL 6, 2020 BE RECEIVED.

CARRIED

2020:58

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

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

CARRIED

(c) Report: SEAC Meeting Minutes of February 20, 2020

Trustee Donna Edwards presented the SEAC Meeting Minutes of February 20, 2020.

2020:59

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

THAT THE SEAC MEETING MINUTES OF FEBRUARY 20, 2020 BE RECEIVED.

CARRIED

14. Information Items

(a) Distance Learning Update #2

Acting Director Norah Marsh highlighted the last two weeks of distance learning for the information of trustees. She noted the huge commitment on the part of staff, students and families in making this new reality work. SEAC equipment was prioritized and was delivered to families on April 7. The district continues to monitor need and is distributing the specialized equipment required. An additional 4,000 chrome books have been distributed, bringing the total number to 34,000 chrome books that have been allocated to students. Deployment will continue, as will a plan to address any potential tech problems or challenges with the chrome books. Internet in rural areas continues to be a challenge with 500 families in need. Grade 12 internet requests were a priority and this week the district will deploy the devices on backorder ensuring an accelerated arrival time for 400 additional families. Paper learning has been provided to the families who wished to receive it. She highlighted promising practices for educators that will focus on the needs of students, families, relationships, and flexibility, while supporting students that may have gaps and ensuring their needs are met. She commented on evaluation and assessment and noted that no student will be disadvantaged in the process. Community contributions have included the delivery of PPE to medical practitioners, providing access to 3D printers, and working with food caterers to support individualized dining for senior residents.

Regular Meeting of the Board Minutes  
April 20, 2020

(a) Distance Learning Update #2 (Continued)

Playground signs are highlighting the risks of use while reinforcing physical distancing. It was a difficult decision, but given the circumstances, all special events have been cancelled from now until the end of June, with the exception of graduation ceremonies. A decision regarding graduations is forthcoming. 110,000 google and D2L classrooms have been established since March break. She recognized families and how much they are doing in support of their children. The district continues to do its very best with promising practices while engaging well-being at all times.

9. Public Question Period

Robert Whynot submitted the following electronic question:

“Despite much discussion and education against bullying, in our experience public school teachers and administration are not armed with adequate tools to monitor and properly address the actions of bullies while physically present in school, what steps will the board be taking to ensure children are safe from bullying in an online learning environment. Do teachers have admin controls to oversee all communication? Have classes been provided with reminders of the electronics safe use policy? What training has been provided to staff to empower them to monitor and counter bullying online? Is the board testing and certifying that resources and tools used by educators comply with privacy policies?”

Acting Director Norah Marsh and Superintendents Georgette Davis and Jamila Maliha responded to the question. It was noted that a code of conduct is in place for students. Prior to distance learning, the district actively trained teachers and administrators on safe school and bias free discipline. It is important to continue to build relationships and make a connection with students while engaged in distance learning. Goals for the delivery of equipment, student well-being, and teacher training have been met. Expectations will be forwarded to families and students regarding learning in the new distance learning environment and will address and remind students of their code of conduct commitment. There is an opportunity for staff to continue to build relationships with students in the distance learning environment. Cyber bullying training continues and students are encouraged to report bullying by using the ‘bullying now’ button online. Utilizing the button will send notifications to the principal, ITS and Safe Schools staff allowing staff to respond and support students. Incidents continue to be investigated. Students are trained as digital citizens in preparation for online engagement. Professional development is provided for teachers and digital citizenship is reviewed so that students are safe and are practicing safe behaviours. The innovation team has a technology innovation process where facilitators and the cyber facilities team must deem applications/platforms appropriate and to district standards. Teachers and principals consult the approved list prior to using online applications.

Regular Meeting of the Board Minutes  
April 20, 2020

14. Information Items (Continued)

(b) Quarterly Construction and Major Projects Report

Interim Associate Director Carla Kiso provided trustees with a quarterly report of the current construction and major projects progress. She also answered questions of trustees.

(c) Inclusive Student services – Supports During COVID-19 Related Closures & Distance Learning

Superintendent Andrea McAuley provided trustees with 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. She also answered questions of trustees.

(d) Your Well-Being Matters – Stronger Together – Even When Apart

Superintendent Georgette Davis provided trustees with an update on the DDSB Well-Being and Mental Health Strategic Plan 2018-2021 and shared information regarding community supports provided during distance learning. She also answered questions of trustees.

12. Good News from the System

A video was shared with trustees capturing learning prior to school closures and also highlighting what engagement looks like during distance learning.

Acting Director Norah Marsh shared that to continue to support families in need during this period, the district provided families with \$30,000 in gift cards. Further donations can be made to the Make a Difference Campaign to continue to support families in need during this period.

Students Danielle and Barrett from O'Neill C.V.I. narrated the following Good News from the System on behalf of the students and staff of the DDSB:

- The DDSB has donated to help support Lakeridge Health's efforts to combat the COVID-19 pandemic. DDSB Facilities Services staff collected over 14,000 N95 masks, 141,000 pairs of gloves, 150 face shields, nearly 1,700 sets of goggles and other much-needed personal protective equipment.
- The Pine Ridge Secondary School invited students and parents of their feeder schools to participate in the Parent Reach Out event. They toured the school and enjoyed workshops in art therapy, cooking, gardening, Zumba and much more.
- At the beginning of March, Toronto Argonauts player Fabio Foote visited Lakeside Public School and fellow Argo Nakas Onyeka visited Eastdale CVI. Each shared a personal story about bullying, perseverance, and the importance of inclusion.

Regular Meeting of the Board Minutes  
April 20, 2020

12. Good News from the System (Continued)

- DDSB schools celebrated Black History Month in many ways. Anderson CVI participated in a flash mob with Durham Region Police, GL Roberts CVI enjoyed West-Indian style food, and Maple Ridge Public School students were treated to a play about Black History.
- Durham Region residents banded together to support the breakfast program at Bolton C. Falby Public School. Dressed in superhero attire, participants leapt into chilly Lake Ontario raising over \$11,000 for the school.
- February 26<sup>th</sup> was Pink Shirt Day, and DDSB staff and students proudly showed their support for inclusion and kindness across the Board.
- Eastdale CVI student Mamanar Diasse, has been named a 2020 Loran Scholar. The Loran Scholars Foundation selected 36 exceptional young Canadians from a pool of 5,194 applicants. Mamanar will receive an award of approximately \$100,000 over four years for her undergraduate studies.
- Recently, students at RS McLaughlin CVI welcomed Second World War Veteran Don White to the school. Using Zoom, they hosted a video conference with students in Toronto and Ottawa to ask Mr. White about his experiences during the war.
- Students and staff from Lincoln Alexander Public School, welcomed a friend of Lincoln Alexander, Patrick Case, Assistant Deputy Minister, Ministry of Education to speak to them on Lincoln Alexander Day. He inspired them to always do what is right.
- Thirty Academy for Student Athlete Development students participated in the ParaTough Cup fundraising event that supports Paralympians to attend the upcoming Paralympics. The students engaged with the athletes and helped out with the event at the Mattamy Athletic Centre in Toronto.
- At this year's DECA Provincial Championships, Donald A. Wilson Secondary School students Hersh Kapur and Ritvik Bale placed in the top 20 in their categories, with Ritvik making it to the international competition for the second year in a row. Parminder Badyal also placed in the top 20 in the role play challenge category.
- It was a Beartastic day for students at Brooklin High School when their school played host to practices for Canada's National Men's Basketball Team, as they prepared for the FIBA AmeriCup 2021 qualifier game earlier this year.
- The Dates of Significance take us up to the end of May 2020.

Regular Meeting of the Board Minutes  
April 20, 2020

12. Good News from the System (Continued)

Dates of Significance:

|          |   |
|----------|---|
| April    | World Autism Month                        |
| April    | Sikh Heritage Month                       |
| April 19 | Pascha-Easter                             |
| April 22 | Administrative Professionals' Day         |
| April 23 | French Immersion Parent Information Night |
| April 23 | Ramadan begins                            |
| May      | Asian/South Asian Heritage Month          |
| May      | Jewish Heritage Month                     |
| May      | Dutch Heritage Month                      |
| May 4    | Standing Committee Meeting                |
| May 5    | South Asian Arrival Day                   |
| May 10   | Mother's Day                              |
| May 15   | International Day of Families             |
| May 18   | Victoria Day                              |
| May 19   | Board Meeting                             |
| May 21   | SEAC Meeting                              |
| May 23   | Eid-ul-Ftr                                |
| May 28   | Shauvot                                   |

15. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

16. Other Business

There was no Other Business at this time.

18. Adjournment

2020:59

MOVED by Trustee paul Crawford

SECONED by Trustee Scott Templeton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED



Regular Meeting of the Board Minutes  
April 20, 2020

The meeting adjourned at approximately 8:00 p.m.

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Chair

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Secretary

# APPROVED

## MINUTES

The Special Meeting of the Board

Monday, May 4, 2020

A Virtual Special meeting of the Durham District School Board was held on this date.

1. Call to Order:

Chair Chris Braney called the meeting to order at 7:04 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, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, Legal Counsel Patrick Cotter, Communications Staff Robert Cerjenac, Peter Blake

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Information Item

(a) Public Confirmation of Board Decision re: Contract with the Integrity Commissioner

Chair Chris Braney advised that a public confirmation of the Board decision regarding the contract with the Integrity Commissioner is required.

2020:61

MOVED by Trustee Scott Templeton

SECONDED by Trustee Darlene Forbes

THAT THE BOARD PUBLICLY CONFIRM THE TERMINATION OF THE  
CONTRACT OF THE INTEGRITY COMMISSIONER AS OF APRIL 29, 2020;

Special Meeting of the Board Meeting Minutes  
May 4, 2020

- (a) Public Confirmation of Board Decision re: Contract with the Integrity Commissioner (Continued)

THAT THE BOARD PUBLICLY CONFIRM THAT IT REMAINS FIRMLY COMMITTED TO THE CODE OF CONDUCT FOR TRUSTEES, AS REQUIRED BY THE EDUCATION ACT, AND TO THE IMPORTANT ROLE OF AN INTEGRITY COMMISSIONER; AND

THAT THE BOARD INITIATE A SEARCH FOR A NEW INTEGRITY COMMISSIONER AS SOON AS POSSIBLE.

CARRIED

4. Adjournment

2020:62

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 7:07 p.m.

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Chairperson

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Secretary

# DRAFT

## MINUTES

The Regular Meeting of the Board

Tuesday, May 19, 2020

A virtual Regular Meeting of the Durham District School Board was held on this date.

1. Call to Order:

The Chair called the meeting to order at 7:07 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, Acting Associate Director Jim Markovski, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, Legal Counsel Patrick Cotter, Human Rights Equity Adviser Devika Mathur, Communications Staff Robert Cerjenac, Peter Blake

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Chris Braney advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with 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.

4. O Canada

Regular Meeting of the Board Minutes  
May 19, 2020

5. Adoption of Agenda

2020:63

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED.

CARRIED

2020:64

MOVED by Trustee Michael Barrett

SECONDED by Trustee Patrice Barnes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF FEBRUARY 18, 2020; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF APRIL 20, 2020; AND

SPECIAL BOARD MEETING OF MAY 4, 2020.

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums – Information

Acting Director Norah Marsh advised trustees that a number of ministry memos have been shared with the Board through the Distance Learning updates. It is anticipated that additional memos will be received this week as a result of the public announcement today that schools will remain closed until the end of June, and Distance Learning will continue as well as enhanced summer programs. Information has not been received regarding the release of GSN funding from the Ministry of Education and this has implications for the Education Finance Committee and setting the budget for next year. She noted that the district will be hosting a virtual Parents as Partners conference on May 28, 2020 and she thanked the Parent Involvement Committee and staff for organizing the event. More information is available on the website and the district looks forward to connecting with parents.

8. Public Question Period

There were no public questions at this time.

Regular Meeting of the Board Minutes  
May 19, 2020

9. Presentations

(ii) Culturally Responsive and Relevant Pedagogy  
Implementation and Support for Distance Learning Update

Superintendents Mohamed Hamid introduced Camille Alli, Equity and Inclusive Education Facilitator and Merrill Mathews, Equity and Inclusive Education Officer who provided trustees with a PowerPoint update of the implementation of Culturally Responsive and Relevant Pedagogy (CRRP) system strategy and the integration of CRRP in Distance Learning spaces. They highlighted the importance of personal and meaningful conversations, maintaining a support model, CRRP Google classrooms and shared a video with trustees regarding mattering, belonging and student voice.

10. 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 appointments, administrative transfers and placements, personnel issues, property matters and employee relations issues.

Acting Associate Director Jim Markovski advised that a summary of the transfers and placements will be shared with the system tomorrow.

2020:65

MOVED by Trustee Paul Crawford

SECONDED by Trustee Christine Thatcher

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

CARRIED

12. Good News from the System

Students Eeman and James, on behalf of the students and staff at the DDSB, shared the good news from across the system.

Jennette Walton, DDSB's Community Connected Experiential Learning Facilitator, and her Hamilton-Wentworth District School Board counterpart, recently created a one-stop shop for graduating students to access virtual tours of colleges, universities, and apprenticeship programs for campuses in Ontario.

Carruthers Creek Public School teacher Julia Matys, and her son Matthew, a Sinclair Secondary School alumnus, are helping frontline workers. Julia and Matthew are using 3D printers to create face shields. The DDSB has loaned 12 3D printers to support this initiative.

Regular Meeting of the Board Minutes  
May 19, 2020

12. Good News from the System (Continued)

Every year, students and staff at Seneca Trail Public School raise money and donate to the Lakeridge Health Cancer Centre. To date over \$2,600 has been donated. This tradition started after the school community lost two amazing teachers, Lisa Ducharme and Kim Clausen to cancer.

The French as a Second Language Review website was launched in April. Parents, guardians, students, staff and community members are now able to get information about the upcoming review and stay updated on how they can share their opinions.

The DDSB and Chartwells teamed up to loan 75 plastic trays, 4 trolleys, and 2 heat seal bags to VIVA Retirement Communities in Pickering. The loan will help VIVA staff deliver meals to residents' rooms while their dining room is closed, due to COVID-19 restrictions.

The DDSB and school communities raised awareness for Children's Mental Health week from May 4<sup>th</sup> to May 8<sup>th</sup> by posting photos on social media and Student Senators recorded themed videos for each day of the week, that were shared online.

13-year-old Reese Chong of Robert Munsch Public School decided to do what he could to help stop the spread of the COVID-19 virus for younger students. Reese, with the help of his dad, created an animated video to help kids understand how the virus spreads. His short film featured zombies who touch surfaces, leaving behind COVID-19.

Schools across the district are keeping students engaged and involved with various initiatives, including Virtual Spirit Days where staff and students wear school attire and show it off online. Students and staff are sharing inspirational messages to maintain their connections and continue their learning.

The Poverty Strategy and Facilities Services departments teamed up with Student Nutrition Ontario Central East to donate food to Durham families. Non-perishable food items normally used for breakfast and snack programs were gathered from 31 DDSB schools and delivered to local food banks. Over \$27,000 in grocery gift cards have also been mailed to Durham families in need.

Dates of Significance:

|        |  |
|--------|--|
| May 15 | International Day of Families                                  |
| May 17 | International Day Against Homophobia, Transphobia and Biphobia |
| May 19 | Board Meeting  |
| May 21 | SEAC Meeting   |
| May 23 | Eid-ul-Ftr   |
| May 28 | Shauvot  |
| June   | National Indigenous History Month                              |
| June   | Italian History Month  |
| June   | Portuguese Heritage Month                                      |
| June   | Pride Month  |

Regular Meeting of the Board Minutes  
May 19, 2020

12. Good News from the System (Continued)

|         |                                 |
|---------|---------------------------------|
| June 1  | Standing Committee Meeting      |
| June 10 | Portugal Day                    |
| June 15 | Board Meeting                   |
| June 17 | SEAC Meeting                    |
| June 19 | United Empire Loyalists' Day    |
| June 21 | Father's Day                    |
| June 21 | National Indigenous Peoples Day |
| June 24 | Last Day Secondary Schools      |
| June 25 | Last Day Elementary Schools     |

12. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of May 4, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of May 4, 2020.

2020:66

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE STANDING COMMITTEE MEETING MINUTES OF MAY 4, 2020 BE RECEIVED.

CARRIED

(b) Policy: Student Dress Code

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

2020:67

MOVED by Trustee Ashley Noble

SECONDED by Trustee Michael Barrett

THAT THE STUDENT DRESS CODE POLICY BE APPROVED.

CARRIED ON THE FOLLOWING RECORDED VOTE:



Regular Meeting of the Board Minutes  
May 19, 2020

(b) Policy: Student Dress Code (Continued)

Yes

Michael Barrett  
Chris Braney  
Donna Edwards  
Darlene Forbes  
Niki Lundquist  
Carolyn Morton  
Ashley Noble  
Scott Templeton

No

Paul Crawford

Abstain

Patrice Barnes

Absent for Vote

Christine Thatcher

Student Trustees

Sally Meseret  
Arlene Wang  
Tyler Want

13. Information Items

(a) Distance Learning Update #4

Acting Director Norah Marsh advised that the Ministry of Education announced today that schools will remain closed until the end of June. Ministry memorandums are expected to provide further direction for the month of June. Once the memos are released, an update will be provided regarding the actions related to the extended school closures. She highlighted the last two weeks of distance learning for the information of trustee and noted the mental health and well-being of students, families and staff; the identification placement review committee process, elementary principles of distance learning; elementary and secondary Thoughtexchange; educator professional practice survey; collection of personal belongings from schools; voluntary re-deployment of staff; and construction. She thanked the community as it has not been an easy time, and she thanked staff who are working towards an evolution of distance learning as the district remains closed for a longer period of time. She reinforced the significance of mental health and well-being and stressed the importance of flexibility.

Superintendent Andrea McAuley responded to questions from trustees regarding the IPRC process.

Regular Meeting of the Board Minutes  
May 19, 2020

14. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

15. Other Business

Trustee Patrice Barnes confirmed that she wished to alter her response to the recorded vote taken earlier in the meeting regarding the Dress Code Policy. She changed her vote from 'Yes' to 'Abstain.'

16. Adjournment

2020:68

MOVED by Trustee Patrice Barnes

SECONED by Trustee Scott Templeton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:32 p.m.

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Chair

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Secretary

**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** June 15, 2020

**SUBJECT:** Chairperson's Scholarship - 2020

**PAGE NO.** 1 of 2

**ORIGIN:** Chris Braney, Chair of the Board

**1. Purpose**

To inform the Board of the 2020 Chairperson's Scholarship winner.

**2. Background**

A Chairperson's Scholarship Fund was established by the Durham District School Board in May 2003 to be awarded by the Chairperson of the Board to a graduating student.

The prize is to be awarded annually to a student who:

- Is a graduating student;
- A student who exemplifies excellent leadership and citizenship;
- A student who has well represented student issues to others.

The criteria for the award is based upon the applicant meeting the eligibility requirements and a recommendation by their secondary school principal. The amount of the scholarship is \$1,000.

**3. Current Winner**

A Committee consisting of the Chairperson of the Board, Chris Braney, Trustees Niki Lundquist, Carolyn Morton, Ashley Noble, and Scott Templeton reviewed the nominations. The Committee decided to award the Chairperson's Scholarship for 2019/2020 to Dhruv Upadhyay, a student at Anderson C.V.I.

Dhruv has been a highly involved and contributing member of the Anderson community. He is brilliant academically, well-rounded personally and socially conscious; all while possessing a strong moral compass. His quiet confidence and unassuming nature draw the best out of his classmates to support his vision and initiatives. As the president of the school Eco Team, he organized events in the school and community to support pollinator awareness and waste free initiatives. As the DECA founder at Anderson C.V.I., he was able to generate student interest and garner staff support to create a chapter in school where students work together on case studies in competition with other schools. As a school fundraiser coordinator, Dhruv organized annual food drives for the Heart and Stroke Foundation on occasions such as the Hindu festival of Diwali. Dhruv embraces his cultural identity and is able to weave that successfully into the fabric of the school community. As a SWIS ambassador, he was responsible for newcomer orientation and adaptation of students who were new to Canada. This work exemplifies his genuine kindness, patience and generosity of spirit.

**3. Current Winner (Continued):**

Outside of school, Dhruv has held numerous leadership positions as an air cadet. In addition to organizing various community service events, flying days and inter-squadron competitions, Dhruv was selected for the prestigious Glider Pilot Scholarship where very few pilots are chosen to gain their glider pilot's license. On a global perspective, Dhruv participated in the World Vision Social Innovation Challenge tasked with solving the plastic waste problem in the Philippines. His team was one of seven teams selected to pitch their proposal to industry judges.

Athletically, Dhruv is a second-degree black belt in Taekwondo. His discipline and perseverance are modelled as he helps instruct younger students and junior belts as they progress in their martial arts journey.

Next year, Dhruv will be studying Mechatronic Engineering at the University of Waterloo, as the recipient of the prestigious Schulich Scholarship, where he will continue to grow and lead.

Dhruv has been an extremely dedicated leader at Anderson C.V.I. promoting unity and diversity within the school and the community at large.

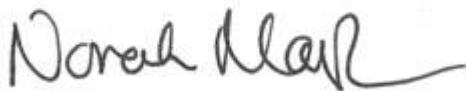
Dhruv Upadhyay exemplifies leadership and citizenship making him a worthy recipient of the Chairperson's Scholarship.

Report reviewed and submitted by:



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Chris Braney, Chair



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Norah Marsh, Acting Director of Education

ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** June 15, 2020

**SUBJECT:** Culturally Responsive and Relevant Pedagogy  
and the Human Rights of 2SLGBTQ+ Students  
and Families

**PAGE NO.** 1 of 4

**ORIGIN:** Norah Marsh, Acting Director of Education  
Mohamed Hamid, Superintendent of Education  
Margaret Lazarus, Superintendent of Education

**1. Purpose**

The purpose of this report is to provide the Board of Trustees with an update on the ongoing work to support 2SLGBTQ+ students and families in the Durham District School Board through a framework of Culturally Relevant and Responsive Pedagogy.

**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.*

- The CRRP Toolkit, Web Tool, and Google Classroom Communities (CRRP and LGBTQ) support all operational goals by building capacity to ensure the success for all students, staff and community members
- The resources that are being shared in digital spaces allow staff to embed and support the identities of 2SLGBTQ+ students and families every day
- With Human Rights and Equity at the centre of each strategic priority, we continue to work through a model of Knowledge Building, Coaching/Mentoring and Job Embedded Practice in partnership with the LGBTQ+ Affinity Network

**3. Background**

The Durham District School Board continues to uphold equity and inclusivity as essential in ensuring excellence in all schools and departments. In accordance with the Canadian Charter of Rights and Freedoms principles, the Ontario Human Rights Code, and as outlined in PPM No. 119, and in the Education Equity Action Plan, the Board and our staff are committed to ensuring that all students reach their full potential eliminating all discriminatory barriers that may exist whether because of commission or omission.

To strengthen our capacity as a system to do this, the DDSB developed and launched the Equity Strategic Plan in 2018 which identified 5 key priorities:

- Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing
- Challenge and change structures, tools and practices that create barriers to success and engagement for students, staff or school community members
- Diversify the staff complement and cultivate climates where staff, students and families from many communities and social realities feel valued and optimistic about their involvement in the organization
- Partner with community leaders, agencies and services to serve the needs of our students, staff and communities reflecting their diverse lived experiences and social realities
- Implement the principles of Inclusive Design

The CRRP Toolkit, Web Tool, Critically Conscious Practitioner Inquiries, and strategic partnerships allow for the knowledge building required to operationalize all five priority areas.

#### 4. **Analysis**

From the inception of the SPARK Distance Learning Resource Portal, members of the Equity Team have been part of the subcommittees that have been developing content that the site offers.

Working in collaboration with Indigenous Education, Safe Schools, and Well-Being, has strengthened the approach to ensure that the content of the resources offered addresses the social, emotional, and academic needs of students. The structures that have been suggested for content are flexible, and aim to keep students, educators and families connected and not overburdened.

With the release of the Principles to Inform Distance Learning Practices, “educators will consider human rights related identities, needs and circumstances and equitable approaches and outcomes. Educators will need to use flexible approaches that reflect these identities, needs and circumstances throughout Distance Learning.” In order to better understand some of the complexities of what engagement looks like for students in the DDSB, schools are analyzing data related to engagement in the Distance Learning Environments. Inclusive Student Services (ISS) has released a support document outlining a tiered approach to assist schools in targeting their interventions and supports around this engagement data.

To support schools as they move to identify proactive and responsive actions based on the analysis of their engagement data, the Equity Department released the Distance Learning Equity Support Tool. This Tool provides a framework for dialogue as the Equity Department partners with school leaders and school-based educators as critical friends or coaches. This collaborative approach of Knowledge Building (training), Coaching/Mentoring, and Job-Embedded Learning enables strong relationships of trust and innovation. Through these relationships, students benefit from programming that speaks more closely to their interests and to an education that is relevant and meaningful to their lives.

Additional supports for educators are the CRRP Toolkit, Web Tool, and CRRP Google Classroom Community.

The CRRP Toolkit, Web Tool and Google Classroom Community are built on the foundation of Culturally Responsive Pedagogy: Towards Equity and Inclusivity in Schools (Ministry of Education, 2013), Culturally Relevant Teaching (Ladson-Billings, 1994; 2001; Morrison, Robbins & Rose, 2008) and Culturally Responsive Teaching (Gay, 2000). These tools provide resources to develop the following characteristics of Culturally Responsive Educators:

- Critical Consciousness/Social-Cultural Awareness
- High Expectations
- Desire to Make a Difference
- Constructivist Approach
- Deep Knowledge of Students

To support 2SLGBTQ+ students, families and staff during Distance Learning, school administrators and educators are collaborating through the DDSB Pride Network Classroom, the CRRP Google Classroom, and the Equity Team.

In time for Pride month and beyond, a Google Classroom has been set up by the LGBTQ+ Network for 2SLGBTQ+ educators and allies. This is a place in which the participants (over 100 in just two weeks) can have conversations about the experiences and challenges faced in the system, as well as a place to collaborate and share resources. Educators have contributed to the space providing k-12 resources and supports to be used in the classroom and personally for support. This Classroom's content and that of the CRRP Google Classroom align and are at times duplicated in order to maximize the audience and outreach.

## **5. Evidence of Impact**

As the Equity Department begins to support the findings of engagement data during Distance Learning, CRRP continues to be the underpinning framework that supports what Inclusive spaces can look, sound, and feel like. The work with schools will seek to deepen and expand Critical Consciousness beyond strictly academic engagement, into the realms of the social (sense of belonging) and intellectual (cognitive and emotional investment in learning and problem solving) (Willms, 2017).

The CRRP framework will deepen and strengthen the systemic response to students who are disproportionately represented in negative outcomes.

The CRRP Toolkit and Website support the implementation of the Equity and Diversity Strategic plan 2018-2021. It is anticipated that perceptual data will reveal increasing evidence of public confidence in the Durham District School Board's commitment to ensuring equity and inclusion with all communities feeling valued, protected and promoted within the system.

ADMINISTRATIVE REPORT

Page 4 of 4

We will know we have been successful when, as a board, we see evidence of where we are making a difference.

- Schools drawing on the voices and realities of our 2SLGBTQ+ students and allies to make responsive programming decisions and school-wide events and opportunities (e.g. virtual read-alouds, virtual environments, raising the Pride Flag on May 17th and in June)
- Schools use the framework of CRRP to affirm student identity
- Schools enter into a Knowledge-Building/Coaching-Mentoring/Job-Embedded Support model with the Equity Team to support students, families, and staff
- Schools draw upon the knowledge, expertise and opportunities of community partners to strengthen and build their cultural competence
- Schools ensuring their resources and programming are authentic and reflect the lived experiences of 2SLGBTQ+ students and families
- School policies, procedures and practices are continuously revisited to reflect the well-being, safety, and success of all 2SLGBTQ+ students, families and educators (e.g. through the use of inclusive language, shift towards well-being)
- Schools utilize student equity data to advocate for and promote more equitable outcomes through the school improvement planning cycle

## 7. Conclusion

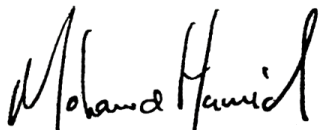
This report is respectfully submitted to the Board of Trustees for information.

Report reviewed and submitted by:



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Norah Marsh, Acting Director of Education



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Mohamed Hamid, Superintendent of Education



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Margaret Lazarus, Superintendent of Education



**ADMINISTRATIVE REPORT**

**REPORT TO:** Meeting of the Durham District School Board

**DATE:** June 15, 2020

**SUBJECT:** Annual Operating Plan – End of Year Update

**PAGE NO.** 1 of 3

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

**1. Purpose**

This report is provided for information to Trustees as an end-of-year update (Appendix A) regarding the Annual Operating Plan and captures the work completed from January to June 2020.

**2. Background**

The core priorities and operational goals as outlined in the Durham District School Board Strategic Plan include:

| Strategic Priority | Operational Goals for Each Strategic Priority  |
|--------------------|--|
| Success            | Set high expectations and provide support to ensure all students and staff reach their full potential every year.                      |
| Well-Being         | Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.                                    |
| Leadership         | Identify future leaders, actively develop new leaders, and responsively support current leaders.                                       |
| Equity             | Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement. |
| Engagement         | Engage students, parents and community members to improve student outcomes and build public confidence.                                |
| Innovation         | Re-imagine learning and teaching spaces through digital technologies and innovative resources.   |

### 3. Analysis

- 3.1 Administrative Council reviewed the operational goals outlined in the Ignite Learning Plan to provide a foundation for the development of system and portfolio goals for each Superintendent for the year. In addition, senior staff developed department/portfolio execution plans outlining the implementation, responsibilities, timelines and evidence of impact/outcomes connected to the Annual Operating Goals.
- 3.2 The mid-year operational implementation update was provided to Trustees in January 2020.
- 3.3 Considerable work continued in all the Superintendent portfolios since that update. Trustees also received information as reports and presentations from Superintendents and schools on the initiatives and programs at Board, Standing and Committee meetings to provide ongoing updates on the stages of implementation of the Ignite Learning Operational Goal Action Plan.
- 3.4 Fidelity to the plans was maintained from January to June in the context of:
- Labour action with ETFO and OSSTF employee groups.
  - Emergency closure of schools during the COVID-19 pandemic.

### 4. Communication

The Superintendents and their teams continue to lead the outlined projects and initiatives that reflect the operating goals. The end-of-year update will be communicated to the system in the following ways:

- It will be posted to the Durham District School Board (DDSB) website.
- It will be used in upcoming work with school and system leaders to consider how we build upon this year to further the strategic plan's goals moving forward.

### 5. Planning for the 2020/2021 School Year

Administrative Council will work in collaboration with other staff to identify key operational actions aligned to the strategic planning that will be shared with the Board in September 2020.

A special report will also come forward in the fall of 2020 to seek approval for the upcoming strategic planning process that the Board will undertake in 2021.

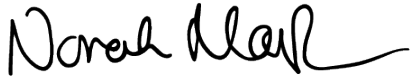
### 6. Conclusion

This report and end-of-year update is provided to Trustees for information.

ADMINISTRATIVE REPORT

Page 3 of 3

Report reviewed and submitted by:



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

Superintendent Implementation and Monitoring Team:

- Georgette Davis, Superintendent of Education/FOS/Safe Schools, Mental Health and Well-Being
- Mohamed Hamid, Superintendent of Education/FOS/Equity/ELL/ESL/Indigenous Education, Outdoor Education
- Margaret Lazarus, Superintendent of Education/FOS/Equity/French Curriculum
- Jim Markovski, Acting Associate Director of Academic Services and Superintendent of Education/FOS/Early Years/Poverty Strategy/Ignite Learning Foundation
- Andrea McAuley, Superintendent of Education/Inclusive Student Services
- Heather Mundy, Superintendent of Education/FOS/Engagement (Student, Parent and Community)
- Stephen Nevills, Superintendent of Education/FOS/Secondary and Elementary Curriculum, NTIP, EQAO, Student Success, and Secondary eLearning

Appendix A: Implementing the Ignite Learning Strategic Priorities and Operational Goals – Year End Update, January to June 2020

# Implementing the IGNITE LEARNING

## Strategic Priorities and Operational Goals



### SUCCESS

We value  
your achievements.

### WELL-BEING

We value  
how you feel.

### LEADERSHIP

We value  
how you grow.

### EQUITY

We value  
who you are.

### ENGAGEMENT

We value  
your involvement.

### INNOVATION

We value  
forward thinking.

DDSB MULTI-YEAR STRATEGIC PRIORITIES

**YEAR END UPDATE**  
JANUARY TO  
JUNE 2020



**“Strategic thinking can be understood as being: (a) conceptual: reflecting ideas, models, and hypotheses, (b) systems-oriented: taking into account the interaction of the organization’s parts as well as its relationship with the external environment, (c) directional: providing a sense of an aimed-for future state which is different from the present, and (d) opportunistic: taking advantage of the organization’s past achievements and present competitive and environmental conditions.”**

—Judi Mellon and Michael Kroth, *“Experiences That Enable One to Become an Expert Strategic Thinker”*, Journal of Adult Education 42, no. 2 (2013), page 71

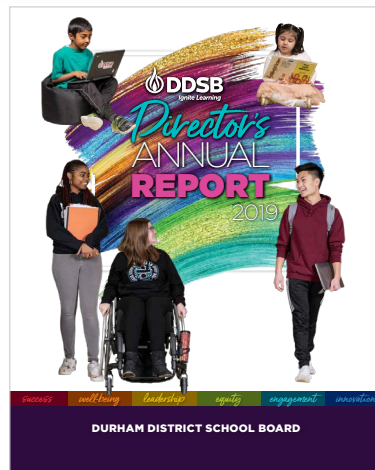
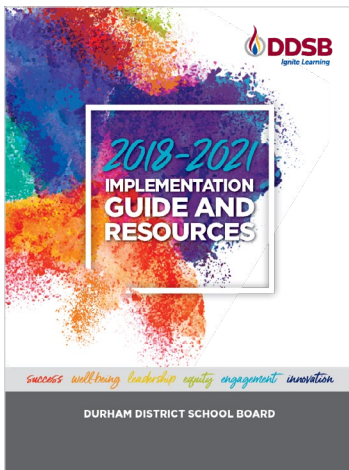
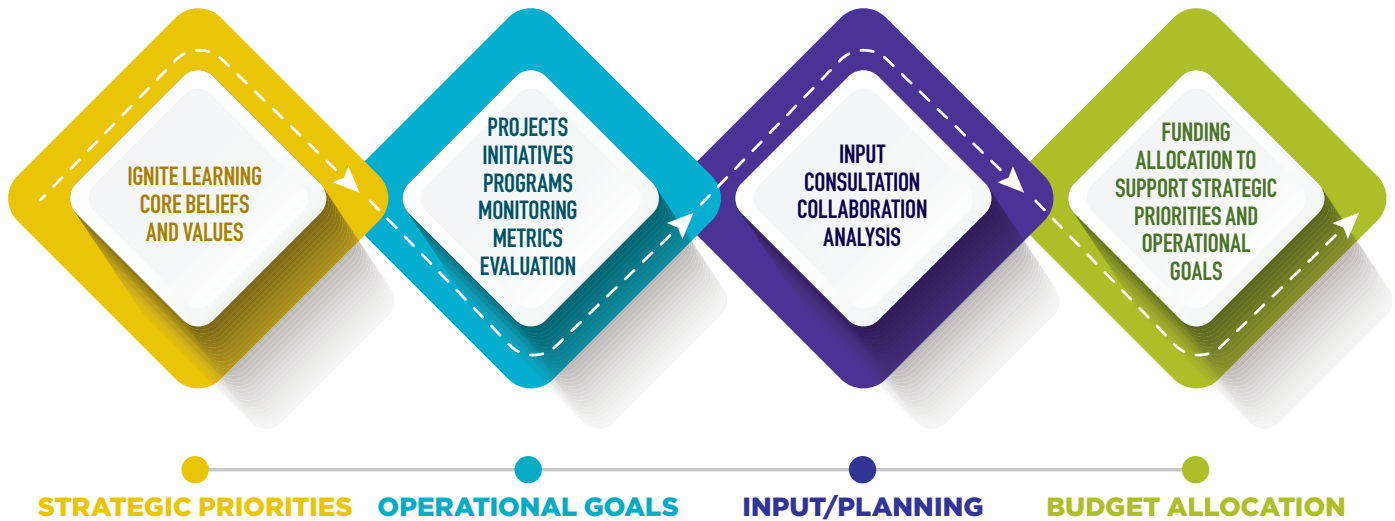




# Multi-Year Strategic Planning

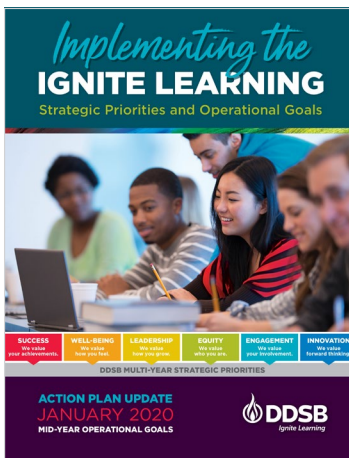
## PUTTING THE DDSB OPERATIONAL GOALS INTO ACTION

### TRUSTEES AND SENIOR TEAM Multi-Year Strategic Planning and Budget Allocation



**Strategic Planning puts big thinking into action. It involves putting the pieces together into one coherent plan that will drive the organization forward.**

*Multi-Year Strategic Planning Document, 2017  
Ministry of Education*



*Adapted from  
The Coherence Framework,  
Michael Fullan*

| KEY INITIATIVES   | ACTIONS  | OUTCOMES   | STATUS/STAGE |
|---|--|--|--------------|
| Great Beginnings Start at the DDSB - School Success Program | <ul style="list-style-type: none"> <li>Enrich School Success Program to support children's transition to Year One Kindergarten</li> </ul>  | <ul style="list-style-type: none"> <li>All incoming Year One (JK) families were provided with a developmental screening tool to support their child's growth and development</li> <li>The Great Beginnings Start at the DDSB 'Learn-At-Home' package was created and distributed to all incoming Year One (JK) families</li> </ul>   | 4            |
| Gap Closing and Interventions                               | <ul style="list-style-type: none"> <li>Utilize case conferences that focus on gap closing and digital tools in both elementary and secondary (Faces on the Data)</li> </ul>  | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, there were limited opportunities to measure specific improvements. The focus was shifted to school-led conferences about individual student needs and engagement during Distance Learning. 98% of students transitioned successfully to Distance Learning within the first two-week period. Contact attempts continued to re-engage and/or understand barriers and connect with students.</li> </ul> | 3            |
|   | <ul style="list-style-type: none"> <li>Improve teacher practice and increase student achievement through elementary BCIs and HUBs.</li> </ul>  | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, focus was shifted from BCIs and HUBs to Distance Learning. This included the creation of support documents such as the <i>implementation of Principles to Inform Practice and Considerations in Response to Student Voice</i> distributed to every elementary and secondary school.</li> </ul>   | 3            |
|   | <ul style="list-style-type: none"> <li>Build capacity with differentiating teaching and learning for individual students with learning disabilities and/or autism (including development and launch of D2L modules)</li> </ul> | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the focus shifted to creating on-line professional learning modules including: <i>Essentials of Reinforcement, Group Contingencies, Escalation Continuums, BMS Refresher, Token Economies, FAS</i> and live sessions for <i>Effective Practices for Educational Assistants</i>.</li> </ul>   | 2            |

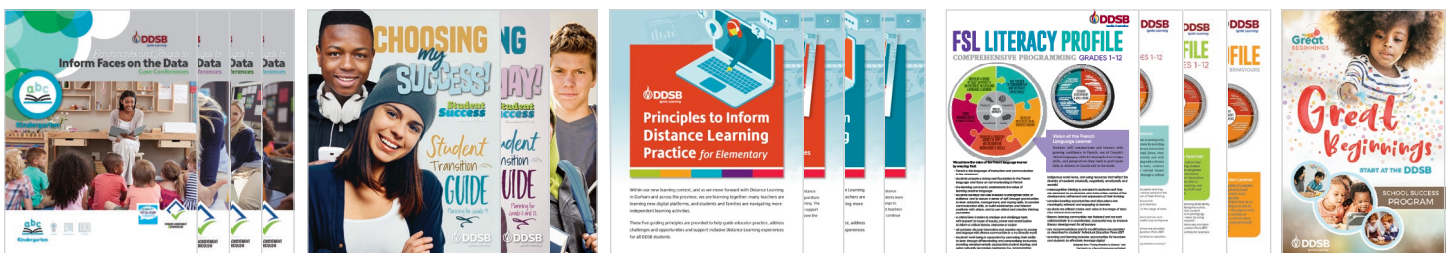
1 AWARENESS

2 BEGINNING IMPLEMENTATION

3 PARTIAL IMPLEMENTATION

4 FULL IMPLEMENTATION

| KEY INITIATIVES   | ACTIONS   | OUTCOMES  | STATUS/STAGE              |
|---|---|---|---------------------------|
| Instructional and Assessment Practices with a Focus on Numeracy   | <ul style="list-style-type: none"> <li>Implement Ministry of Education Math Strategy</li> <li>Leverage Digital through Knowledgehook</li> </ul> | <ul style="list-style-type: none"> <li>During Distance Learning, 2,275 teachers attended virtual sessions on topics such as assessment, engagement and prioritizing expectations.</li> <li>980 teachers accessed Knowledgehook during the 19/20 school year. Student use increased in grades 7-10 during Distance Learning, from 6,162 contacts in February to 14,475 contacts in March.</li> </ul> | <div>3</div> <div>2</div> |
| Secondary Assessment and Evaluation and Grading and Reporting   | <ul style="list-style-type: none"> <li>Expand training of teachers and administrators on assessment and evaluation</li> </ul>                   | <ul style="list-style-type: none"> <li>100% of educators engaged in re-designing assessment plans with a focus on the key components of sound Assessment and Evaluation including: Big Ideas, Essential Expectations, Success Criteria and Formative Feedback.</li> </ul>   | <div>2</div>              |
| <div>1 AWARENESS</div> <div>2 BEGINNING IMPLEMENTATION</div> <div>3 PARTIAL IMPLEMENTATION</div> <div>4 FULL IMPLEMENTATION</div> |   |   |                           |





| KEY INITIATIVES   | ACTIONS   | OUTCOMES   | STATUS/STAGE |
|---|---|--|--------------|
| Positive School Climate: Safe and Accepting School Teams                                      | <ul style="list-style-type: none"> <li>Implement recommendations on student and staff safety from the Incident Ad Hoc Committee</li> <li>Share resources with parents/guardians and community through monthly communication on school websites</li> <li>Establish a multi-disciplinary team to support high incident schools</li> <li>Refine further technology of dashboard to deconstruct type of incident e.g. verbal vs. physical</li> <li>Distribute Self-regulation toolkit</li> <li>Provide Compassion Fatigue and Trauma Sensitive/Awareness Training to Senior Managers/Administrators</li> <li>Provide Trauma Sensitive/Awareness Training to System Program leads, PSS, Safe School Teams</li> </ul> | <ul style="list-style-type: none"> <li>Data on mattering and safety from the school climate survey was used to inform the resources sent out through e-mail and websites to support families during Distance Learning.</li> <li>Secondary Trauma/Response Training was provided to 60 clinical staff.</li> <li>Virtual suicide intervention training was organized for staff to ensure responsiveness to challenges experienced by students during Distance Learning. 566 staff have completed training and an additional 171 are in progress.</li> <li>Compassion fatigue virtual training was organized for 250 administrators as the first of three phases of intentional, responsive support.</li> </ul> | 2            |
|   |   |  | 3            |
|   |   |  | 3            |
|   |   |  | 3            |
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|   |   |  | 3            |
|   |   |  | 2            |
| Positive Mental Health: Implementation of the Strategic Plan—"Well-Being, Everyone, Everyday" | <ul style="list-style-type: none"> <li>Equip students and families with mental health literacy strategies</li> <li>Equip principals in the development and implementation of School Well-Being goals that will support Student and Staff success</li> <li>Equip principals during Family of Schools (FOS) monthly meetings with strategies to support their staff's mental health</li> </ul>  | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the focus shifted from providing resources in schools to supporting Distance Learning with the launch of the Mental Health and Well-Being Campaign titled Stronger Together, Even When Apart. Weekly resources were shared connected to the following themes: mattering, self-care, connections, Childrens' Mental Health Week, healthy habits and gratitude.</li> </ul>   | 3            |
|   |   |  | 3            |
|   |   |  | 2            |

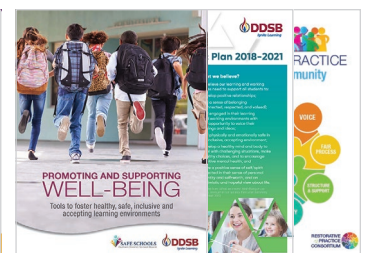
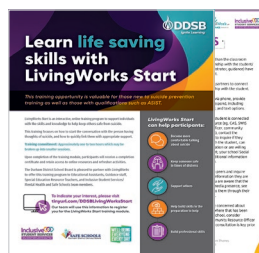
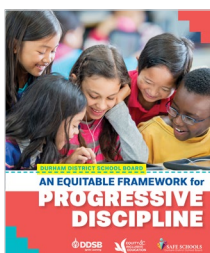
1 AWARENESS

2 BEGINNING IMPLEMENTATION

3 PARTIAL IMPLEMENTATION

4 FULL IMPLEMENTATION

| KEY INITIATIVES   | ACTIONS   | OUTCOMES  | STATUS/STAGE |
|---|---|---|--------------|
| Increasing School Attendance  | <ul style="list-style-type: none"> <li>Equip staff with Mental Health Assist strategies and Everyday Mentally Healthy Classroom resources</li> </ul>                    | <ul style="list-style-type: none"> <li>School Mental Health Ontario Strategies were shared weekly with staff to support well-being during Distance Learning.</li> </ul>   | 3            |
|   | <ul style="list-style-type: none"> <li>Provide School Mental Health Ontario (SMHO) new online mental health course to teachers</li> </ul>                               | <ul style="list-style-type: none"> <li>The online Mental Health Literacy course was piloted with vice principals, principals, teachers, support staff and educators to receive input before launching board-wide.</li> </ul>  | 1            |
|   | <ul style="list-style-type: none"> <li>Provide teachers with online professional learning and resources to support students with mental health literacy</li> </ul>      | <ul style="list-style-type: none"> <li>Courses were provided to staff on the Professional Learning Hub.</li> </ul>  | 3            |
|   | <ul style="list-style-type: none"> <li>Implement strategies using the Mental Health Mentor Text series</li> </ul>   | <ul style="list-style-type: none"> <li>375 staff enrolled in Psychological First Aid</li> <li>450 staff enrolled in The Brain Story</li> <li>194 staff enrolled in Restorative Practice</li> </ul>  | 3            |
|   | <ul style="list-style-type: none"> <li>Create school and individualized attendance plans to reduce persistent absence and to re-engage students and families</li> </ul> | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the focus shifted to engagement in order to support students and families. Individualized engagement and risk mitigation strategies were put into place for 1,700 students and families, including 200 who are in-risk situations.</li> </ul> | 3            |
| <div>1 AWARENESS</div> <div>2 BEGINNING IMPLEMENTATION</div> <div>3 PARTIAL IMPLEMENTATION</div> <div>4 FULL IMPLEMENTATION</div> |   |   |              |



| KEY INITIATIVES   | ACTIONS   | OUTCOMES   | STATUS/STAGE |
|---|---|--|--------------|
| Identify leaders with an emphasis on attracting Indigenous and Racialized candidates  | <ul style="list-style-type: none"> <li>Utilize various methods to identify potential candidates to expand the Aspiring Leaders Program</li> </ul>   | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the Aspiring Leaders Program Sessions 2 &amp; 3 were cancelled. There are 112 candidates involved in the Program in total.</li> </ul>  | 3            |
|   | <ul style="list-style-type: none"> <li>Build foundational leadership skills of aspiring leaders and support multiple pathways to leadership by offering differentiated professional development experiences</li> </ul>                            | <ul style="list-style-type: none"> <li>In partnership with Equity, Indigenous and Racialized Aspiring Leadership programs were offered through the Aspiring Leaders program.</li> </ul>  | 3            |
|   | <ul style="list-style-type: none"> <li>Continue to recruit and support candidates, both internal and external, through the transfer and promotion process</li> </ul>  | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the promotion process was shifted to a fully online format for 56 candidates (including 12 external candidates). The process included the Leadership Portfolio Review Team, the Interview Team and the Reference Verification Team (Human Resources). Three information sessions were offered for candidates and there were 31 coaching opportunities and 38 mock interviews.</li> </ul> | 4            |
|   | <ul style="list-style-type: none"> <li>Facilitate onboarding supports for successful candidates</li> </ul>  | <ul style="list-style-type: none"> <li>33 individuals applied to the supervisory officer talent pool (11 internal and 22 external)</li> <li>Onboarding support was provided for 14 administrators new to the DDSB. These supports include 17 individual virtual visits and one whole group virtual visit. Recently appointed administrators were contacted to begin the onboarding process.</li> </ul>   | 3            |
| Develop effective leaders to support the system at all levels   | <ul style="list-style-type: none"> <li>Coordinate and facilitate job-embedded Mentorship Program for new principals and new vice principals, with emphasis on leadership and management skill development</li> </ul>                              | <ul style="list-style-type: none"> <li>There were 27 principals and 47 vice principals connected to mentors.</li> </ul>  | 4            |
|   | <ul style="list-style-type: none"> <li>Facilitate Vice Principal Network through a job-embedded, professional learning model for all elementary and secondary vice principals to build school-level leadership and management capacity</li> </ul> | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the Vice Principal Network program was temporarily suspended. There were 91 elementary and 42 secondary vice principals in the program.</li> </ul>   | 3            |
| <div>1 AWARENESS</div> <div>2 BEGINNING IMPLEMENTATION</div> <div>3 PARTIAL IMPLEMENTATION</div> <div>4 FULL IMPLEMENTATION</div> |   |  |              |

# Leadership

37

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

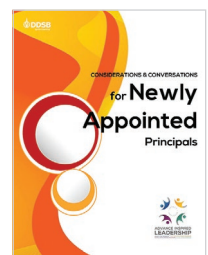
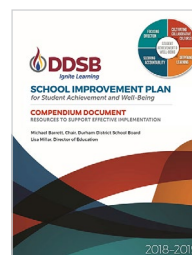
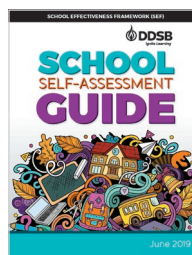
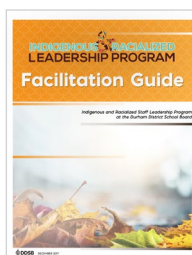
| KEY INITIATIVES                      | ACTIONS  | OUTCOMES  | STATUS/STAGE |
|--------------------------------------|--|---|--------------|
| Responsively support current leaders | <ul style="list-style-type: none"> <li>Develop and lead professional learning series for Cohort 3 of aspiring Supervisory Officers</li> </ul>  | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, the professional learning series for Cohort 3 was temporarily suspended.</li> </ul>   | 3            |
|                                      | <ul style="list-style-type: none"> <li>Develop an Administrator Professional Development Series which responsively supports current leaders in building their leadership capacity, based on the Ontario Leadership Framework competencies and the Personal Leadership Resources</li> </ul> | <ul style="list-style-type: none"> <li>Due to circumstances in the 19/20 school year, this program has been temporarily suspended. We will be partnering with the Ontario Principals' Council to offer three professional learning opportunities in the future.</li> <li>Two FranklinCovey workshops were provided to 54 principals/vice principals utilizing the DDSB All Access Passes. The workshops were <i>Seven Habits of Highly Effective People</i> and <i>Four Essential Roles of Leadership</i>.</li> </ul> | 3            |

1 AWARENESS

2 BEGINNING IMPLEMENTATION

3 PARTIAL IMPLEMENTATION

4 FULL IMPLEMENTATION





# Indigenous Education

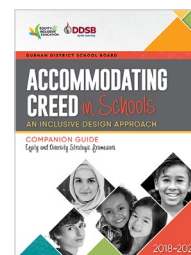
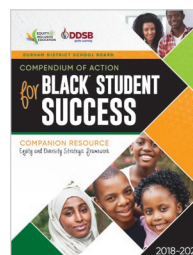
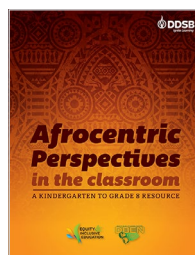
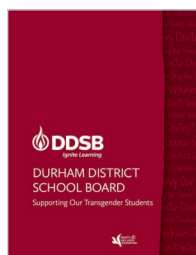
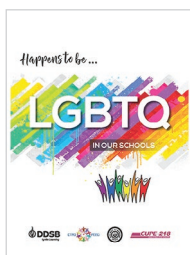
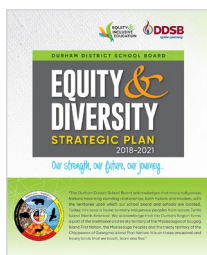
Develop staff capacity to implement Indigenous practices that honour and engage Indigenous perspectives

| KEY INITIATIVES  | ACTIONS   | OUTCOMES  | STATUS/STAGE              |
|--|---|---|---------------------------|
| Indigenous Culturally Relevant and Responsive Pedagogy capacity building | <ul style="list-style-type: none"> <li>Develop working sessions to support the release of the grade 9-12 First Nation, Métis and Inuit Studies Curriculum</li> <li>Indigenous Studies resources page was created on SPARK to support Distance Learning</li> </ul> | <ul style="list-style-type: none"> <li>Monthly collaborative learning sessions have been offered that focus on knowledge building, co-planning, co-teaching and job embedded practice with 10-15 Indigenous Studies teachers attending.</li> <li>The Indigenous English initiative engaged regularly in ongoing co-planning with the Indigenous Education team. 41 schools were involved in Indigenous CRRP projects and Indigenous Student Circles.</li> <li>A virtual speakers series, In Conversation With, was created to support capacity building across the system and family and community engagement, with over 400 participants registered for seven sessions.</li> </ul> | <div>3</div> <div>3</div> |

## equity

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

|  |   |   |                              |
|--|---|---|------------------------------|
| Implementation of CRRP Toolkit, Web Tool, and Google Classroom | <ul style="list-style-type: none"> <li>Implement the principles of CRRP through school-based collaboration and Integrated Model of Support</li> <li>Distance Learning Support (Distance Learning Tool and unlearn collaboration)</li> </ul> | <ul style="list-style-type: none"> <li>Indigenous Education, Inclusive Student Services, Student Achievement, Safe Schools, Well-Being ESL Facilitators and Affinity Networks collaborated with 26 Elementary Schools and 14 Secondary Schools.</li> <li>There were 506 users of a Culturally Responsive and Relevant Pedagogy (CRRP) Google Classroom supporting a cohort of 20 schools during Distance Learning.</li> </ul> | <div>3</div> <div>3</div>    |
| <b>1 AWARENESS</b>   | <b>2 BEGINNING IMPLEMENTATION</b>   | <b>3 PARTIAL IMPLEMENTATION</b>   | <b>4 FULL IMPLEMENTATION</b> |



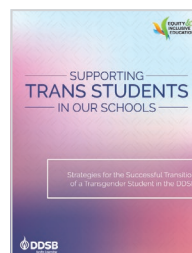
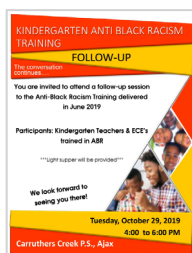
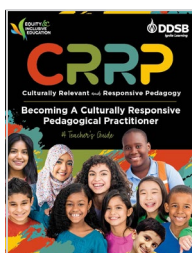
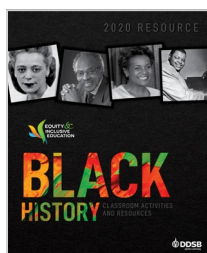
| KEY INITIATIVES  | ACTIONS  | OUTCOMES   | STATUS/STAGE |
|--|--|--|--------------|
| Anti-Black Racism Capacity Building                                      | <ul style="list-style-type: none"> <li>Created modules for Anti-Black Racism training for SERTs and Intermediate teachers</li> <li>Developed Webinar to support School Leaders in Anti-Black Racism</li> </ul>                                 | <ul style="list-style-type: none"> <li>A Black history resource was created and distributed system-wide.</li> </ul>  | 2            |
| Integrated Transition Planning for Youth with Developmental Disabilities | <ul style="list-style-type: none"> <li>Continued participation in Ministry of Education "Access Talent" pilot project as co-lead Board to continue to develop transition practices</li> <li>Renewal: Integrated Transition Protocol</li> </ul> | <ul style="list-style-type: none"> <li>A pathway planning tool and resources were developed and implemented between the DDSB team, community partners and the province.</li> <li>Integrated transition planning was supported for 340 students through secondary and elementary (intermediate) school special education teams consisting of school administrators, teachers and educational assistants.</li> </ul> | 4            |
|  |  |  | 3            |

1 AWARENESS

2 BEGINNING IMPLEMENTATION

3 PARTIAL IMPLEMENTATION

4 FULL IMPLEMENTATION



| KEY INITIATIVES   | ACTIONS  | OUTCOMES  | STATUS/STAGE |
|---|--|---|--------------|
| Positive Youth Development Strategy   | <ul style="list-style-type: none"> <li>Enhance programs and services, aligned to the three pillars of opportunity identified in the research report:               <ol style="list-style-type: none"> <li>Enhance Professional Practice</li> <li>Build a School Culture of Care</li> <li>Develop Community Partnerships/Relationships</li> </ol> </li> </ul>   | <ul style="list-style-type: none"> <li>A lead agency has been placed at all 6 youth hubs with clearly articulated roles and responsibilities.</li> <li>10-15 youth consortium members have been recruited.</li> <li>A PA day program was offered with 30 students participating.</li> <li>An Ontario Trillium Foundation grant application was completed and submitted for Youth Liaison funding in partnership with non-profit agency.</li> </ul>  | 3            |
| Partnership Development, Engagement and Retention   | <ul style="list-style-type: none"> <li>Create Partnership Development and Retention Strategy</li> <li>Provide professional learning opportunities to secondary educators to build capacity on successful implementation of Positive Youth Development Strategy</li> <li>Six Youth Hubs across the system will provide programs and services to youth through designated lead partner agency</li> </ul> | <ul style="list-style-type: none"> <li>All partnership agreements have been tracked, kept up-to-date and aligned with our strategic priorities.</li> <li>An administrator partnership survey was developed to receive feedback.</li> <li>Approximately 25 to 30 community partners have participated in one or more DDSB sanctioned events.</li> <li>A document with resources offered by DDSB partners was created for families during the school closure period.</li> </ul>   | 3<br>3<br>3  |
| Engagement Strategic Plan   | <ul style="list-style-type: none"> <li>Create resources for parents/guardians</li> <li>Engage diverse voices of students, staff, and community members</li> </ul>  | <ul style="list-style-type: none"> <li>Three technology training videos were made available for parents/guardians.</li> <li>In order to support parents/guardians with the transition to Distance Learning, two documents were developed: <i>Distance Learning Suggestions</i> and <i>Working Together During Distance Learning</i>.</li> <li>Parents/Guardians, Secondary Students, and Elementary Students/Families had the opportunity to participate in three Thoughtexchanges to give their feedback on Distance Learning.</li> <li>The Parent Involvement Committee and Special Education Advisory Committee provided input on Distance Learning and Dress Code.</li> </ul> | 3<br>3       |
| <div>1 AWARENESS</div> <div>2 BEGINNING IMPLEMENTATION</div> <div>3 PARTIAL IMPLEMENTATION</div> <div>4 FULL IMPLEMENTATION</div> |  |   |              |

# engagement

41

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

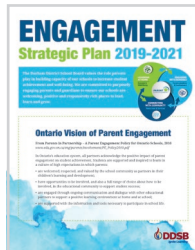
| KEY INITIATIVES      | ACTIONS  | OUTCOMES  | STATUS/STAGE |
|----------------------|--|---|--------------|
| Ignite Accessibility | <ul style="list-style-type: none"> <li>Host events for parents, families, and members of the learning community to support student achievement and well-being</li> </ul> | <ul style="list-style-type: none"> <li>Over 100 participants (including virtual attendees) attended our February Regional SCC: Raising Healthy Happy Children.</li> <li>The Virtual Parents as Partners Symposium: Be Well, Be Positive with keynote speaker Dr. Ivan Joseph was held on May 28, 2020 with over 150 in attendance.</li> </ul> | 3            |
|                      | <ul style="list-style-type: none"> <li>Implement Multi-Year Accessibility Plan</li> </ul>  | <ul style="list-style-type: none"> <li>The annual status report on the Ignite Accessibility Multi-Year Plan was presented to Trustees at the May Standing Committee Meeting.</li> </ul>   | 3            |

1 AWARENESS

2 BEGINNING IMPLEMENTATION

3 PARTIAL IMPLEMENTATION

4 FULL IMPLEMENTATION





| KEY INITIATIVES   | ACTIONS   | OUTCOMES   | STATUS/STAGE              |
|---|---|--|---------------------------|
| Pedagogical Practices: Establish a professional learning network to effectively implement and model innovative teaching strategies. | <ul style="list-style-type: none"> <li>Individualize training for schools based on the stage of implementation</li> <li>Increase participation in device programs by moving to online completion and delivery of devices</li> </ul> | <ul style="list-style-type: none"> <li>Training completion rates and hardware usage increased during Distance Learning.</li> <li>Digital support pages were created to support the delivery of Distance Learning, resulting in more than 9,000 teacher visits.</li> <li>DDSB staff completed ILP credits during Distance Learning.</li> <li>150 EA Chromebooks and 70 Teacher Laptops were distributed for a total of nearly 5000 staff devices to support classroom work.</li> </ul>  | <div>3</div> <div>4</div> |
|   | <ul style="list-style-type: none"> <li>Upgrade Library Software to a better integrated and more robust system.</li> <li>Embed coaches at each school to support capacity building through co-planning and co-teaching</li> </ul>    | <ul style="list-style-type: none"> <li>More than 100 teacher librarians were trained on library software during Distance Learning.</li> <li>Increased rates of engagement were reflected in the data from coaches and facilitators with respect to the impact of training and classroom modelling.</li> <li>Approximately 270 “Promising Practices” were tracked across the District and feedback flowed to/from schools through informal and formal networks.</li> </ul>  | <div>2</div> <div>3</div> |
|   | <ul style="list-style-type: none"> <li>Facilitate and participate in inter-departmental co-planning and implementation of pedagogical initiatives</li> </ul>  | <ul style="list-style-type: none"> <li>The co-creation of the Education Centre Officer’s Collaborative documented, tracked and discussed more than 60+ inter-departmental initiatives.</li> </ul>  | <div>3</div>              |
| Create and Support online professional development modules and face-to-face professional development                                | <ul style="list-style-type: none"> <li>Train and support system leaders, central staff and administrators to effectively create and implement professional online learning using D2L/Brightspace</li> </ul>                         | <ul style="list-style-type: none"> <li>A School Administrator SPARK page was created as a repository of resource materials specific to Distance Learning.</li> <li>More than 2,900 active teachers and ECEs utilized Google resource sharing pages on SPARK.</li> <li>More than 145 courses were created for the DDSB Learning Hub with continual assessment of the number of courses created, course completion statistics and teacher feedback.</li> <li>More than 9000 Google Classrooms and 1200 D2L Classrooms were in operation during Distance Learning.</li> </ul> | <div>3</div>              |
| <div>1 AWARENESS</div> <div>2 BEGINNING IMPLEMENTATION</div> <div>3 PARTIAL IMPLEMENTATION</div> <div>4 FULL IMPLEMENTATION</div>   |   |  |                           |

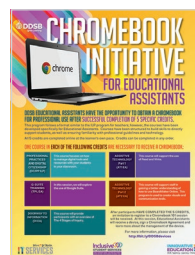
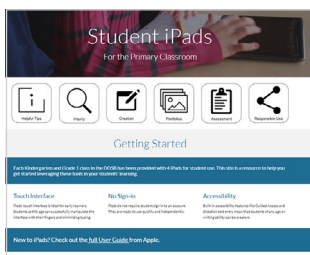
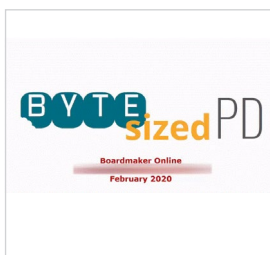
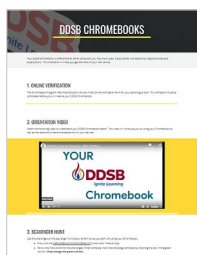
| KEY INITIATIVES   | ACTIONS   | OUTCOMES  | STATUS/STAGE |
|---|---|---|--------------|
| Innovative Learning Environments:<br>Continue to support schools and classrooms in utilizing innovative learning spaces and to provide equitable outcomes for all | <ul style="list-style-type: none"> <li>Facilitate the inter-departmental implementation of innovative learning spaces within schools</li> </ul>   | <ul style="list-style-type: none"> <li>Participation in Google Resource Sharing pages for best practices were monitored. Spaces exist for K-2, 3-6, 7-8 and 9-12, which are organized by subject.</li> <li>Walk-through, video, documented and virtual face-to-face learning and networking opportunities were provided for administrators and teachers wishing to learn more about classroom and digital Innovative Environments. 3,506 educators participated in professional development on this.</li> </ul> | 4            |
| Digital Technologies:<br>Utilize Global Competencies as a framework for principals and start to embed into all curricular areas.                                  | <ul style="list-style-type: none"> <li>Mobilize current digital resources through training sessions for all staff (online and in-person)</li> <li>Incorporate Global Competencies into each digital and professional development session</li> </ul> | <ul style="list-style-type: none"> <li>Feedback was received from administrators on the stages of implementation for training sessions.</li> <li>Online professional development offerings were upgraded to ensure they address the current technology trends and standards for technology enabled learning.</li> </ul>   | 3<br>3       |

1 AWARENESS

2 BEGINNING IMPLEMENTATION

3 PARTIAL IMPLEMENTATION

4 FULL IMPLEMENTATION



# 44 Four Stages of IMPLEMENTATION

**1**

## **AWARENESS**

- This stage focuses on recognizing and defining the problem
- Some initial planning is beginning to take place
- The majority of effort is on building system readiness for the new initiative

**2**

## **BEGINNING IMPLEMENTATION**

- This stage is composed of professional learning, networking and inquiry about the problems of practice
- The initiative/strategy is being implemented in some locations with scaffolds gradually withdrawn
- There is a developing awareness of the initiative as a framework for effective practice

**3**

## **PARTIAL IMPLEMENTATION**

- The initiative/strategy is being implemented in a number of sites across the system
- Staff are at various levels of understanding and engagement
- As in the Beginning Implementation stage, this phase of activity provides an opportunity for ongoing monitoring of key areas to inform and adapt implementation

**4**

## **FULL IMPLEMENTATION**

- Most obstacles have been overcome and strategies for refining specific areas of the initiative have been identified through data collection and analysis
- The initiative has been integrated across the system and is commonplace
- Data and evidence from research is routinely used to inform and adapt the implementation, often in innovative ways to precisely meet the needs of the system



# IGNITE LEARNING



## SUCCESS

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



## WELL-BEING

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



## LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders



## EQUITY

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



## ENGAGEMENT

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



## INNOVATION

Reimagine learning and teaching spaces through digital technologies and innovative resources





**The annual operational  
action plan provides a blueprint  
for the implementation of  
the Ignite Learning priorities  
and goals.**

**GROW  
EVERY** STUDENT  
STAFF  
SCHOOL  
YEAR



**ddsb.ca**  
DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

|                   |   |                            |
|-------------------|---|----------------------------|
| <b>REPORT TO:</b> | Durham District School Board  | <b>DATE:</b> June 15, 2020 |
| <b>SUBJECT:</b>   | Anti-Black Racism Strategy Update   | <b>PAGE NO.</b> 1 of 6     |
| <b>ORIGIN:</b>    | Norah Marsh, Acting Director of Education<br>Margaret Lazarus, Superintendent of Education, Family of Schools/French Curriculum/Equity<br>Mohamed Hamid, Superintendent of Education, Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL |                            |

**1. Purpose**

The purpose of this report is to provide Trustees with an update on the work that DDSB is doing as part of its ongoing efforts to address Anti-Black Racism and also to highlight initiatives implemented to address the recent events that occurred in the United States.

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

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

- Empower students to succeed at school and in life

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

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

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

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

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

- Ensure equitable access and practices are reflected in programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter

**3. Background**

The Durham District School Board continues to uphold equity and inclusivity as essential in ensuring excellence in all schools. In accordance with the Canadian Charter of Rights and Freedoms principles, The Ontario Human Rights Code, and as outlined in PPM No. 119 (Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools), the Board and the Equity Department are committed to the



elimination of discrimination and discriminatory barriers that may exist whether because of commission or omission.

The Anti-Racism Directorate (ARD), established by the Government of Ontario works to eliminate systemic racism in government policies, decisions and programs and advance racial equality in broader public-sector organizations for black, indigenous and racialized populations. ARD recognizes the United Nations International Decade for People of African Descent (2015-2024) to formally acknowledge that people of African descent represent a distinct group whose rights must be promoted and protected.

ARD has also developed the Anti-Black Racism Strategy, a roadmap for addressing Anti-Black Racism in government institutions. This strategy targets systemic racism in policies, decisions and programs and helps education systems to move towards long-term systemic change. “Systemic Racism occurs when institution or systems create or maintain racial inequity, often because of hidden institutional biases in policies, practices and procedures that privilege some groups and disadvantage others.” (Anti-Black Racism Strategy, 2017). The vision of ARD is the elimination of disparity outcomes for black Ontarians in education.

To strengthen our capacity as a system, the DDSB developed and launched the Equity Strategic Plan in 2018 which identified 5 key priorities:

- Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing
- Challenge and change structures, tools and practices that create barriers to success and engagement for students, staff or school community members
- Diversify the staff complement and cultivate climates where staff, students and families from many communities and social realities feel valued and optimistic about their involvement in the organization
- Partner with community leaders, agencies and services to serve the needs of our students, staff and communities reflecting their diverse lived experiences and social realities
- Implement the principles of Inclusive Design

The Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit, Web Tool, Critically Conscious Practitioner Inquiries, and strategic partnerships allow for the knowledge building required to operationalize all five priority areas in all things related to Anti-Black racism.

#### **4. Analysis**

DDSB’s commitment to the Anti-Black Racism Strategy has been communicated clearly through the release of the Compendium of Action for Black Student Success. The eight strategies outlined in the compendium exist within the context of the importance of how we need to respond to the social and cultural realities of families. For that reason, it is critical that the DDSB be responsive to events that occur in society. An example is the recent event of the brutal killing of George Floyd, an unarmed black man in Minneapolis. In the aftermath of such a traumatic experience, The DDSB must be ready to provide support, and resources as well as facilitate critical conversations to

address feelings of outrage, sadness, and defeat. Canada is not exempt from Anti-Black Racism as there are many who experience racism, discrimination, and hate crimes everyday. With this reality facing many members of our school community daily, as a system of education, we cannot simply condemn Anti-Black Racism, instead, we must actively challenge it wherever and whenever possible since it is action, not mere words, that has the potential to effect real change in education.

The Following are highlights of DDSB's responsive approach to the most recent events surrounding Anti-Black Racism:

### **Provision of Resources and Supports**

The Equity Department worked alongside the Safe Schools and Well-Being Departments, Inclusive Student Services , and the Durham Black Educators Network to acknowledge the trauma that members of the black community might be experiencing and provided resources to use in supporting students and staff. The DDSB also placed a public statement on their website and activated social media channels. This was followed up by a letter to all staff from the Acting Director, on behalf of Administrative Council, to articulate the expectation that the work of eliminating Anti-Black Racism was the responsibility of all staff.

### **Virtual School Support**

The Equity team held virtual online meetings with school staff to assist in organizing a responsive strategy for students and school communities in a meaningful way. The support given included assisting with staff meetings and providing resources for self-directed learning. Key to the work was defining critical terms such as race, racism, anti-racism, and Anti-Black Racism to enable staff to provide appropriate context, support and resources in response to questions.

Cadarackque Public School provides an example of one school's response. The principal, supported by DDSB's Equity team, two DDSB social workers who identify as black and an ally, who is also a community representative, participated in a virtual round table. The social workers shared their lived experiences as black males; the ally shared the work that she does to support Anti-Black Racism. Twenty-four staff voluntarily attended this session and expressed deep appreciation to the principal for hosting the round table. Conversations of this nature are being replicated in several schools around the district.

### **Invitation to Critical Courageous Conversations About Race**

As a follow-up to the Statement on Anti-Black Racism posted on DDSB's website regarding recent events and in collaboration with Equity, Inclusive Student Services, Safe Schools and Well-being, the document ***"Invitation into Courageous Conversations Resource"*** was developed and is the first in a series of resources to support DDSB staff and students. This resource focuses on general principles that staff will need to engage in critical conversations and are directed to encourage them to consider the role of bias. In addition, there is material that is useful for staff to understand the issues related to racism and how they contribute to marginalization. The intention of the resource is to build organizational capacity to engage in ongoing "courageous conversations" about the intersections of race, equity, and social justice.



### **Webinar Conversation Series**

The Webinar Conversation Series which began on Thursday June 4 was hosted by Nicole West-Burns, an Independent Education Equity consultant who works with school boards in implementing CRRP.

The focus for the series – the merging of CRRP and Anti-Black Racism. Anti-Black Racism must be addressed using the lens of CRRP because it will enable administrators to address questions dealing with practice, provide them with tools on how to talk to students about school-based decision around Anti-Black Racism.

### **OPC Webinar Session led by DDSB Education Officer Merrill Matthews**

On June 8th, the Ontario Principal's Council hosted a webinar where 165 school leaders from across the province attended a two-hour webinar entitled: From Inclusion to CRRP and the Equity Continuum with an Anti-Black Racism Focus: Moving from Theory to Action. This webinar was co-facilitated by DDSB's Education Officer, Merrill Mathews and Dr. Nicole West-Burns, Independent Educational Equity Consultant who has worked with 39 boards across the province in the implementation of CRRP. This session was attended by many of DDSB administrators.

During the session participants engaged in conversation about challenging their notions of inclusion, focusing on social identity and what shapes ideology. Most importantly, the session highlighted the connections made in the DDSB between CRRP and Anti-Black Racism.

### **Partnership with Ontario's Anti-Racism Directorate (ARD)**

The Ontario's Anti-Racism Directorate has approved a grant for our continued work of implementing the actions outlined in the Compendium of Action for Black Student Success with a specific focus on professional development of DDSB School Teams. The Professional Learning Modules that will be delivered in the new school year (Grade 8 and SERT) will provide educator teams with: (a) opportunities for knowledge building in the areas of Black Canadian History and the systemic barriers that exist for different groups of students; (b) coaching and mentoring in between modules, job-embedded practice, and (c) purposeful reflection and measurement of impact (quantitative and qualitative data) will be emphasized. The modules are focused on Anti-Black Racism and will be incorporated into the existing CRRP Tool Kit and CRRP Website to inform and support Administrators with their equity goal development in their school improvement planning process.

DDSB's partnership with the Anti-Racism Directorate (ARD) will benefit our efforts to advance racial equity in DDSB schools for Black, Indigenous and other racialized populations.

### **Building Capacity and Foundational Knowledge in Anti-Black Racism via Book Clubs**

Recognizing that contextual knowledge is critical when discussing Anti-Black racism, the Equity Department will be hosting monthly book club meetings. Through the book clubs, administrators

will be provided with the foundation and context of the work of Anti-Black Racism and will have the opportunity to examine their knowledge, beliefs and practices through the books. Administrators will choose one book from the following list:

- Ozlem Sensoy and Robin DiAngelo: *Is everyone really equal?*
- Robyn Maynard: *Policing Black Lives*
- Robin DiAngelo: *White Fragility*
- Ibram X. Kendi: *How to be an Anti-Racist*

The book club sessions will be led by administrators who identify as black and will be partnered with an Ally. These sessions will be connected to established Webinars and conversations on the individual books. It is the hope that within two years each administrator would have read and participated in all four book clubs.

## 5. Evidence of Impact

Given that we are being responsive to global events related to Anti-Black Racism and in the process of building awareness with our staff of what Anti-Black Racism is and the strategies that we can use to disrupt it, we will know we have been successful when, as a board, we see evidence of where we are making a difference:

- Schools drawing on the voices and realities of our students to make responsive programming decisions
- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners
- Schools building the collective capacity and leadership of all students, staff and communities in relation to Anti-Black Racism
- The Durham District School Board having trained educators to understand the fundamental context of Anti-Black Racism and to use effective strategies to eliminate it

## 6. Recommendations

The Equity Department will continue to work with and train all stakeholders to ensure equitable outcomes for all students and increase understanding of the impact of Anti-Black Racism.

## 7. Conclusion

This report is respectfully submitted to the Board of Trustees for information.

## 8. Appendices

Appendix A: Invitation to Critical, Courageous Conversations About Race

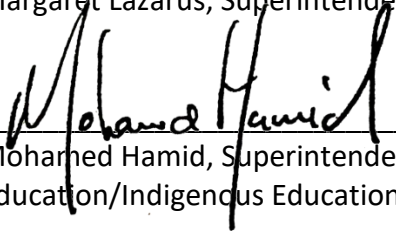
Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Margaret Lazarus, Superintendent of Education, Family of Schools/French Curriculum/Equity



Mohamed Hamid, Superintendent of Education. Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL



June 2020

Invitation into

**CRITICAL** and

**COURAGEOUS**

**Conversations**

about

**RACE**

**DRAFT**

“As individuals committed to public education, we are privileged to use our voices to promote respectful relationships, to honour human rights, to insist upon equitable and inclusive experiences for all peoples and to amplify the voices of those with lived experiences of being marginalized.”

—Acting Director of Education, Norah Marsh in a letter to staff

**Now more than ever, we need to stand up and confront hate, injustice, racism and oppression.**

As a follow-up to the statement shared Monday June 1, 2020 regarding support after the traumatic incidents that arose out of anti-Black racism, this *“Invitation into Critical and Courageous Conversations about Race”* resource was developed and is the first in a series of resources to support us as a system to collaboratively learn from each other and actively identify and address racism. This initial resource is focused on general principles that invite us into critical conversations that will encourage each of us to consider the role of bias and the importance of checking our own, to educate ourselves on the issues related to racism that continually contribute to marginalization, and we hope it will provide support to you and to your colleagues and students who have been impacted by anti-Black racism. The intention of this resource is to build organizational capacity to engage in ongoing “courageous conversations” about the intersections of race, equity, human rights and social justice.

**Where should we begin? Start with listening. Start with learning. Start with conversations.**

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# Introduction

The DDSB is committed to addressing anti-Black racism where we respect and embrace diverse social identities and realities; while maintaining positive, safe and inclusive environments for all students and staff. Our goal is to provide students and staff with opportunities to promote equity and social justice and help acquire the knowledge and skills that enable them to challenge unjust practices, and build positive human relationships as members of a global community. Our response to racism in our schools must include clear steps to understand and address incidents of racism and strategies to prevent them from recurring.

We must show our students, staff and school communities, especially those from marginalized communities, that they matter. Mattering means all are seen and heard, and know they belong. Students are not simply there to learn, but to believe in their potential and have the opportunity for success, to not just survive but to thrive (Manning, M. 2018).

As allies we have a responsibility to acknowledge systems of oppression, to address and unpack them and it also requires us to respect individual differences and experiences. Every interaction in our schools and classrooms, every act of allyship starts with us. Self-reflection and self-knowledge are essential to understanding how our experiences in life have shaped our perceptions and contributed to our biases (Manning, M. 2018). This also requires us to engage in critical and courageous conversations where we invite each other into conversations about race, and that participants make a commitment to bring issues into the open, challenge individual unconscious and conscious biases and intentionally address hidden institutional biases and barriers in policies, practices and procedures that privilege some groups and disadvantage and discriminate against others. We can't afford to leave anyone out of this conversation. As a system, we are all part of a journey to move from identifying biases to acting intentionally to prevent and address racism, and anti-Black racism in particular.

# 02

## Definitions

Sources: (Lopes & Thomas, 2006 and Ontario Public Service Anti- Racism Policy, 2018)

**Ally:** Ally is a member of a dominant group who acts against oppression out of belief that eliminating oppression will benefit the targets of oppression and dominant group members.

**Anti-Black Racism:** Includes systematic and individual forms of racism that target and have particular impact on Black people.

**Anti-Racism:** Anti-racism is an action-oriented strategy for systematic change to address racism. Anti-racism mobilizes the skills and knowledge of racialized people in order to work for a distribution of power in organizations and society. It also equips White people with knowledge and skills to acknowledge their own white privilege and to work for social change.

**Discrimination:** The unequal treatment and differential allocation of resources to individual who are members of particular social groups.

**Equity:** Refers to the rights of individuals and groups to an equitable share of the resources and influence in society. “Equity” means equitable access and outcomes. Equity work analyzes and challenges unfair systems and practices and works towards the creation of equitable outcomes.

**Implicit Bias:** A tendency to be for or against something without a reasonable justification. A bias influences an individual’s or group’s ability to evaluate a situation objectively.

**Inclusion:** Inclusion recognizes, welcomes, and makes space for diversity. Diversity of thought, experiences, skills and talents.

**Microaggressions:** Are brief, every day, verbal, behavioral and environmental exchanges, both unintentional and intentional, that send disparaging messages to individuals based on their group membership.

**Privilege:** Unearned power that gives dominant group members economic, social, and political advantages. It can also include rights that are denied to others and should be available to all.

**Racial Equity:** Racial equity refers to the systemic fair treatment of all people resulting in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for racial differences. Racial equity is a process (such as meaningfully engaging with Indigenous, Black and other racialized employees regarding policies, directives, practices and procedures that affect them) and an outcome (such as equitable representation of Indigenous, Black and other racialized employees at all levels of the organization).

**Racism:** Those aspects for Canadian society that overtly and covertly attribute value and normality to White people and Whiteness and that devalue, stereotype, and label racialized communities as “other”, different, less than, or render them invisible.

## 03

## Principles of Critical and Courageous Conversations about Race

Human conversation is the most ancient and easiest way to cultivate the conditions for change – personal change, community and organizational change, planetary change. If we can sit together and talk about what’s important to us, we begin to come alive. We share what we see, what we feel, and we listen to what others see and feel.

—Margaret Wheatley (Continuing Courageous Conversations Toolkit, p. 2)

Courageous conversations are dialogues in which participants commit to engage each other with honesty, open-mindedness, and vulnerability; to listen deeply to better understand each other’s perspective; and to “sustain the conversation when it gets uncomfortable or diverted” (Singleton, G.E., & Linton, C. (2006). *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. p. 2).

In order to address racism and inequities we need to invite each other into candid, critical and courageous conversations about why inequities continue to persist. The Principles of Critical and Courageous Conversations support staff in having the conversations necessary to make progress on difficult subjects such as race, racism, ethnicity, and privilege. The main elements for consideration when engaging in courageous conversations include: Four agreements; Six Conditions of Learning, and Principles for Brave Conversations. By using these components, the end result is a robust, experience driven dialogue that deepens our collective understanding while broadening each individual’s perspective. These elements, when combined, help create the conditions for safe exploration and profound learning for all.



In the book *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, authors Singleton, G.E., & Linton, C identify the Four Agreements of Courageous Conversations.

- 1 | Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p. 59).
- 2 | Experience discomfort:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.
- 3 | Speak your truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
- 4 | Expect and accept nonclosure:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp. 58-65).



**The goal is to move us beyond the mere sharing of opinions and toward more informed engagement.**

Sensoy and DiAngelo in their book, *Is everyone really equal?* address the most common stumbling blocks to understanding social justice and sets out for Educators, the Six Conditions of Learning necessary for this needed dialogue, encouraging us to reexamine our views on race, marginalization and stereotypes.

## **1 | Strive for intellectual humility.**

- Practice posing questions. We have been socialized to care about getting the answers right and less about comprehension, we may fear that asking questions will reveal that we don't know the answers.
- Be patient and willing to grapple with new and difficult ideas. "Grappling with" means to receive, reflect upon, practice articulating, and seek deeper understanding. The goal is to move us beyond the mere sharing of opinions and toward more informed engagement. Thus, we may make bold statements that lack intellectual humility (p. 8).

## **2 | Recognize the difference between opinions and informed knowledge.**

- We can easily be fooled into confusing opinion (which everyone has) with informed knowledge (which few have without ongoing practice and study) (p. 9).

## **3 | Let go of personal anecdotal evidence and look at broader societal patterns.**

- Focussing on unanalyzed personal experiences prevents us from seeing the overall, societal patterns (p. 12).

## **4 | Notice and name your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge.**

- Social justice content can trigger some strong reactions, but these reactions can be constructive if we use them as entry points to deeper self-awareness, rather than as exit points from further engagement (p. 14).

## **5 | Recognize how your own positionality informs your perspectives and reaction.**

- Positionality is the concept that our perspectives are based on our place in society.
- Positionality recognizes that where you stand in relation to others shapes what you can see and understand (p.15).

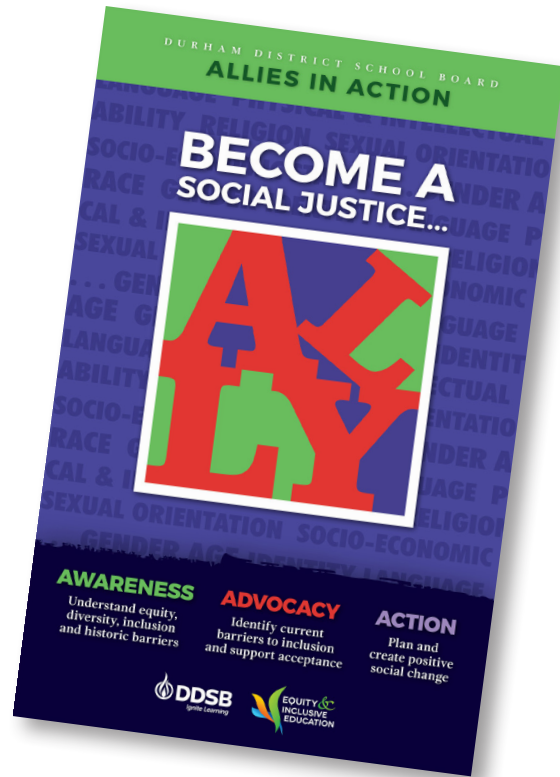
Conversations about race may raise feelings of indifference, guilt, shame, and mistrust. These feelings are valid and expected, but they often result in avoiding important discussions that must occur before race inequity can be addressed. Reviewing and agreeing on the principles to apply during these conversations can help us have candid discussions about racism with our students or among fellow educators.

*Principles for Brave Conversations* (Let's Talk about Racism in Schools, Educational Leadership, November 2016 | Volume 74 | Number 3) highlights the following considerations:

- ***Assume that, at any given moment in the conversation, the other person is doing the best he or she can.*** Chances are, it's true.
- ***Forgive yourself and others for making mistakes,*** including inexact wording, muddled thinking, or unintended use of stereotypes. Be mindful of the impact of your actions.
- ***Suppress hidden agendas*** and the urge to preach or politicize.
- ***Remain non accusatory when you see things differently from another.*** Use phrases like, "It's been my experience that \_\_\_\_\_," "Tell me more about \_\_\_\_\_," or "How did faculty at your last school respond to \_\_\_\_\_?"
- ***Seek first to understand,*** then to be understood (Covey, 2013).
- ***If you disagree with someone, paraphrase that person's point before responding.*** Use "I" messages when responding. It demonstrates accountable listening and leads to accountable talk. This helps them know that their comments were heard and considered.
- ***Avoid language that blames*** ("If it weren't for white people. ..." "They're always speaking Spanish together, so they must not want me around." "You're blind to white privilege.") Blaming thwarts honest conversation.
- ***Don't ask anyone to speak for a whole race*** if there's only one student or colleague in the group from a particular culture or race.
- ***Acknowledge that candid conversation makes us all vulnerable.*** Teachers' inner selves are on view daily by many constituencies—students, parents, administrators, and the general public. They are also subject to self-doubts and high expectations of professionalism. As a result, they may be hesitant to open those vulnerability gates too widely.

# 04

## Allyship



**"Ally is a member of a dominant group who acts against oppression out of belief that eliminating oppression will benefit the targets of oppression and dominant group members"**

Teaching Tolerance (2018) suggests that any educator can become an ally, but the journey might look different depending on one's identity, experience and familiarity with issues of power and privilege. Being an effective ally requires significant self-reflection and a strong sense of self-identity. Allyship is an ongoing process of building relationships based on trust, transparency, consistency, and accountability. It also means reflecting on and challenging biases, and intentionally acting to identify and address barriers.

Teaching Tolerance (2018) outlines steps to take in their post **"How to be an Ally"**

### Identity Mapping

To start, create your own identity map. List your identity group memberships, which may include gender, ethnicity, race, familial roles, professional roles and religious affiliations. Keep in mind that these identity group memberships are complex and should not be considered in a strictly binary fashion (e.g., black or white, male or female, gay or straight). Thinking of identity as either/or is limiting and can be harmful to individuals whose identities fall between or outside of these binaries.

Consider each identity group you are a part of and ask yourself these questions:

- Have I experienced privilege because of this group membership? Have I been disadvantaged because of this group membership? Note: For some group memberships, you can experience both privilege and disadvantage.
- Which of these memberships are visible, and which are invisible?
- Which of these memberships are most fundamental to who I am?

Consider your own identity as well as your students and colleagues' identities. Ask yourself:

- Are my students/colleagues privileged or disadvantaged because of their group memberships? Or both?
- Am I acknowledging both the visible and invisible group memberships of my students/colleagues?
- Am I valuing the social groups my students/colleagues value or just the ones that are important to me?

## Decentralizing and Distributing Dominant Identities

If not acknowledged, dominant identities like whiteness and heterosexuality can overshadow other identities in the classroom and automatically represent "the norm." There are three distinct ways educators can deal with dominant identities in the classroom.

| 1   | 2  | 3   |
|---|--|---|
| <b>Centralize</b><br>Ignore the fact that certain traits (e.g., whiteness and heterosexuality) are dominant and fail to acknowledge those traits, leaving them centralized. | <b>Decentralize</b><br>Acknowledge that each student is unique, but view students through the lens of socially dominant groups or your own values. | <b>Distribute</b><br>Allow equal space for all identities and encourage students to tell you which core identities are most valuable to them. |

(Source: *Teaching Tolerance: How to be an Ally*, Issue 58, Spring 2018)

## Am I Doing It Right?

Even experienced allies aren't always sure what to say or do. These reminders can keep you on the path to being a source of support and empowerment.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Do</b> listen and ask how you can help.</li> <li>• <b>Don't</b> expect another person to educate you about their identity.</li> <li>• <b>Do</b> accept criticism thoughtfully. Don't broadcast your qualifications for being an ally.</li> <li>• <b>Do</b> speak up when you hear biased language.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Don't</b> apologize for the actions of your identity group.</li> <li>• <b>Do</b> seek support from experienced allies within your identity group.</li> <li>• <b>Don't</b> expect credit for being an ally.</li> <li>• <b>Do</b> acknowledge intersectionality.</li> <li>• <b>Don't</b> selectively support one group over another.</li> </ul> |
|---|---|

(Source: *Teaching Tolerance: Anatomy of an Ally*, Carrie Gaffney, Issue 53, Summer 2016)

## How to Practice Allyship & Solidarity Without Doing Harm

Writer Mireille Cassandra Harper shares [10 Steps To Non-Optical Allyship](#), summarizing the principles outlined in key anti-racist works.

[Guidelines for Being a Strong White Ally](#)

## 05



**A riot is the language  
of the unheard**

—Dr. Martin Luther King Jr

## Questions and Answers: Inviting Critical Reflections and Responses

As media and comments surface and questions present themselves, the following statements and suggested responses invite critical considerations for your own self-reflection and responses.

***Rioting and looting aren't protesting.*** No good can come from violence.

- “A riot is the language of the unheard” - Dr. Martin Luther King Jr.
- Almost all protesters, and especially the organizers, intend for their protests to be peaceful. All protests begin in a peaceful manner. However, when protests descend into riots, it is important to understand why this is happening rather than passing judgment on those rioting or looting.
- Historical context: Every instance of major social change in North American history (e.g., American Revolution, abolition of slavery, women’s suffrage, labour movement, civil rights movement) has involved some level of rioting, arrests, and in some cases, death. To acknowledge this history is not the same thing as condoning violence.
- When violence erupts in a peaceful protest, it is an expression of deep anger and frustration upon not feeling heard. Systemic racism and police violence have been issues in Canada and the US for generations, and in that time, there has been no meaningful systemic change. In some places,

rioting has erupted specifically in response to excessive police force against peaceful protesters (e.g., tear gas, flashbang grenades, physical violence).

- The number of people engaging in rioting and looting pales in comparison to the number of peaceful protesters, but media coverage tends to focus on the most sensational stories –These instances should not invalidate the legitimate reasons for these protests.
- Focusing on a small number of individual acts also distracts from systemic issues underlying the protests and diminishes the significance of the collective action being carried out by millions in the US and around the world.
- It is possible that some instances of rioting and looting were incited by bad faith actors who are not part of the protests, but we shouldn't let these stories distract from the issue at the core of this movement - systemic racism and police violence against Black bodies.
- People don't have to agree with rioting and looting in order to understand it. It is similar to when a student throws their desk after you ask them to move seats, our job is not to moralize about it and punish the student for what is obviously a stress response (and by the way, every human exhibits stress behaviour - not just students). Our job in that moment is to signal safety and security and to work to bring the child back to calm on their terms and in response to their specific needs. This requires compassion and understanding about the proximal and long-term factors that lie beneath behaviour. And all that doesn't mean that we support desk throwing.

### ***All lives matter***

- Black Lives Matter does not mean that ONLY Black lives matter. The movement is about focus, not exclusion.
- Yes, all lives do matter, but the BLM movement arose in response to the pervasive issues of systemic racism, police violence against Black Americans, and police killings of unarmed Black men in particular. In other words, BLM is an assertion that Black lives DO matter in a system that repeatedly sends the message that they don't.
- By this logic, it would be appropriate to...
  - show up at a cancer fundraiser yelling "There are other diseases!"
  - interrupt firefighters entering a burning building because "My house (which isn't currently on fire) matters too!"
- Those who assert that "All Lives Matter" should be aware of the implications and harmful impact of this statement, regardless of their intentions.

### ***What about social distancing? The protesters are putting***

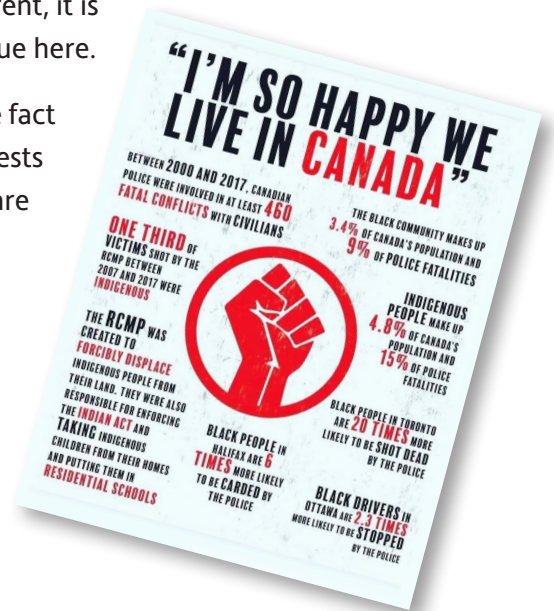


## everyone else at risk.

- The context of COVID-19 certainly complicates this issue. People who identify as Black and other marginalized people are already disproportionately affected by both the virus itself and the economic impacts of the pandemic (e.g., unemployment; lack of access to health care). Attending a protest certainly heightens their vulnerability even further, but it also reflects the utter desperation many people who identify as Black and their allies are feeling. What we are seeing is a last resort.
- The fact that millions of people in the US and around the world are protesting during a pandemic underscores the urgency and significance of this issue.
- If there are spikes in cases following protests, we should see this as the result of systemic racism and the refusal of authorities to address it in any meaningful way. The recent violent instances of anti-Black racism involving George Floyd, Ahmaud Arbery, Breonna Taylor, Christian Cooper and others such as Canadians Dafonte Miller and D'Andre Campbell highlight how violence against Black bodies is not just a police issue –It is a feature of society that has come to a boiling point.

## #MeanwhileInCanada *(popular hashtag predicated on the assumption that racism is not an issue here)*

- While race relations in Canada and the US are qualitatively different, it is not accurate to assert that systemic racism is not a pervasive issue here.
- Such comparisons are unhelpful at best and harmful at worst. The fact that Canada is not currently experiencing this level of mass protests does not mean that systems and institutions in Canada system are not characterized by deep-seated colonial and racial oppression –Both historically and in the present.
- This hashtag basically absolves Canada of responsibility for addressing systemic oppression here.
- Statistics have shown that Black, Indigenous and racialized people experience systemic racism every day.



## I don't see race

- By saying "I don't see race" to indicate we don't hold racial biases about our students, we're essentially saying to people of color, "I don't see you." Colorblindness upholds the dominant framework of whiteness and invalidates the racial identities and lived experiences of people of color. (Teaching Tolerance. 2016)

# 06

## Tips *for* Supporting Conversations with Students

- Reflect on your skills and commitments as an aspiring ally, and how you can enhance your ability to demonstrate allyship to your students/families/colleagues of marginalized identities.
- Listen, be non-judgmental –allow the person to express themselves in a space where their emotions can be heard, these feelings can range from deep sadness, to anger and possibly fear.
- Do not engage in comparing anti-Black racism and other forms of oppression with each other, or your own personal experiences.
- Appreciate that there are no quick or easy fixes nor do we have all the answers. Students may be approaching you with very real feelings of fear and unrest about the volume of social injustices they are experiencing or witnessing in their communities and on the news.
- Validate the feelings a person may experience when discussing these most recently publicized events of anti-Black racism, and the connection to many acts of historical, and ongoing anti-Black racism that can be observed in society.
- Encourage that help is available and that this can offer support on the journey ahead.

(Adapted from York Region District School Board)

## Some guiding questions to use around resource selection:

(Adapted from York Region District School Board)

- If you have found lessons online, they should not be taught in isolation, but be a part of a thoughtful and ongoing conversation about the themes of race and difference.
- Do I as the facilitator/educator have some grounding in understanding race and equity? If not, what learning do I need to do?
- Do I know my students well enough? Some topics may make students uncomfortable and being able to provide appropriate and sufficient support must be strongly considered before opening a door to a conversation that you cannot adequately manage. Consider chunking information so that you can help students process in smaller bits, or consider a different entry point.
- Have I adequately scaffolded the conversations that I am anticipating?
- Am I going to be able to de-centre my voice with this resource? Does it allow for student voice and multiple entry points and perspectives?
- Am I aware of my social location and biases?

Modified from “*Controversial Issues in the Classroom*” by Angela Howard and Carole Hahn by Seattle Public Schools and “*Readiness for teaching—how to be prepared to use Black Lives Matter in School Lessons*” Black Lives Matter, Seattle.

## Five Principles of Equity Literacy (Gorski & Swalwell, 2015)

To help us avoid equity detours and maximize the impact of our equity efforts.

(Adapted from EL Magazine, April 2019, Volume 76)



1

**Direct Confrontation Principle:** Ask, “How is racism operating here?”



2

**Redistribution Principle:** Redistribute access and opportunity.



3

**Prioritization principle:** Prioritize the interests of students of colour.



4

**Equity Ideology Principle:** Professional development related to equity should emphasize the ideological work.



5

**#FixinjusticeNotKids Principle:** Focus on eliminating racist conditions.



If you have a concern for the student's well-being, share this with them and let them know you want to connect them with professionals who can help, starting with their School Administrator or possibly another school staff who can help navigate to Board mental health resources for support.

#### **Acknowledgment**

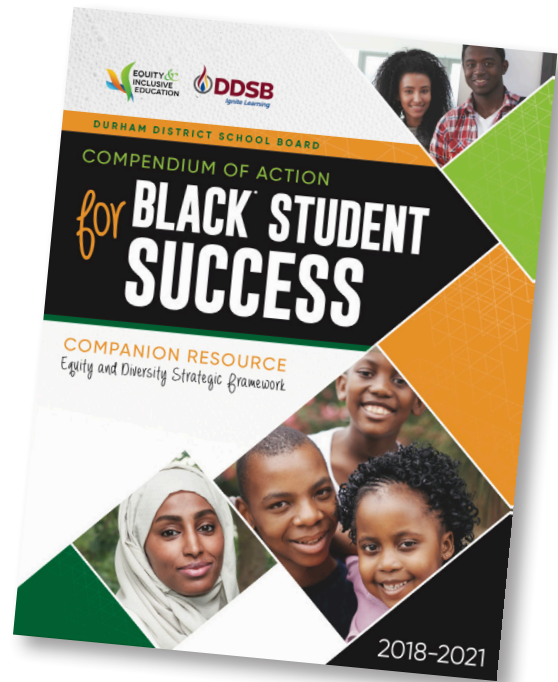
The work of anti-Black racism requires a collaborative approach, therefore we would like to acknowledge the contributions of all of our departments and all the equity seeking groups within the DDSB.

# 07

## Resources

Culturally Relevant Mental Health Supports:

- **Black Youth Helpline:** 1-833-294-8650
- **Taibu Community Health Centre:** 416-644-3536
- **Tropicana Community Services:** 416-439-9009



**Beginning Courageous Conversations about Race**

**Continuing Courageous Conversations Toolkit**

Link to professional resources for educators can be accessed through:

*Annotated Bibliography – A Resource for Ontario Educators Learning About Racism*

Teaching Tolerance: **How to be an Ally**

Teaching Tolerance: **Anatomy of an Ally**

Teaching Tolerance: **Why Talk About Whiteness**

**10 steps to non-optical allyship**

**Self-Care Checklist**

**How to handle emotions at work**

**Managing Stress: 10 Tips for Resiliency**

**Everyday Antiracism**, Edited by Mica Pollock

Anti-defamation League - **Microaggressions: No Place for Hate Activity**

The Ontario Public Service **Anti-Racism Policy**

**Compendium of Action for Black Student Success**

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# DRAFT



## Invitaion to Critical and Courageous Conversations about Race

June 2020



Report of the Durham District School Board  
Standing Committee Public Session  
June 1, 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 7:05 p.m.

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

Regrets: Chair Chris Braney, Trustee Paul Crawford

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

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

Trustee Niki Lundquist stated that over the last week, we have been reminded of the impact that anti-Black racism has on individuals and communities – and we would be remiss if we failed to acknowledge the collective pain of students, staff and families.

Too many still experience the trauma of racism, oppression and injustice. Being silent in the face of racism is never an option but speaking to it becomes increasingly urgent for all of us when violence is being perpetuated and lives are being lost. Anti-black racism hate and oppression of all kinds must end. We must listen, learn and work to overhaul the structures, systems, and institutions (including educational ones) that have existed and supported inequality of a stunning magnitude for as long as those systems and institutions have existed.

Standing Committee Meeting Minutes  
June 1, 2020

The DDSB is committed to ensuring that all stakeholders have a voice and that they feel valued through the actions we take as a system. We believe in the power of public education and will actively promote equitable and inclusive experiences for every member of our school communities. The DDSB has posted a statement that you can read on the news section of our website and it includes some resources that you can use to speak with your children about race and racism.

June marks the start of PRIDE Month at the DDSB. It is a month to celebrate and honour diversity within our communities and schools, recognizing the achievements in social justice and positive opportunities for Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queers and Questioning individuals. We are proud to raise the PRIDE flag throughout the month of June and invite the public to join with us to support and embrace diversity.

June also marks the start of Indigenous History Month. It is a month for Indigenous and non-Indigenous people to reflect upon the histories, contributions and resilience of Inuit, First Nations and Métis people. Learning accurate histories and recognizing the contributions and strength of Indigenous Peoples is one of the many steps on our journey of reconciliation. Future leaders must understand the impact of history and its modern day implications and realities.

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.

3. Motion to Approved the Agenda

2020:17

MOVED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

4. Community Presentations

There were no community presentations at this time.

Standing Committee Meeting Minutes  
June 1, 2020

5. DDSB Presentations

(a) Engagement Annual Report

Superintendent Heather Mundy provided trustees with a report on the activities of the Durham District School Board Engagement Portfolio and the annual report for the Parent Involvement Committee (PIC) for the school year 2019-2020. She introduced Valerie Estridge, PIC Co-Chair, who provided trustees with a PowerPoint presentation highlighting the activities that PIC has undertaken to help parents support their children's learning at home and at school. She shared activities in the areas of equity, innovation, success and leadership.

(b) Indigenous History Month

Superintendent Mohamed Hamid introduced Michelle Evans, Indigenous Education Facilitator, Jennifer Henderson, Indigenous Education Coach, and Erin Elmhurst, Indigenous Education Officer who provided trustees with a PowerPoint presentation highlighting the initiatives the Indigenous Education Department has supported that focus on ensuring Indigenous histories and Knowledge Systems are included in our Distance Learning classrooms. The initiatives reflect the Durham District School Board's commitment to Human Rights, reconciliation and Indigenous student achievement, success and well-being. A video was shared with trustees highlighting student voice by students answering the question "This is who I am." They also answered questions of trustees.

6. Recommended Actions

There were no recommended actions at this time.

7. Information Item

(a) Student Trustee Report

Student trustee Arlene Wang advised that The Ontario Student Trustees' Association (OSTA) held its first ever virtual Annual General Meeting at the end of May. As many other events have had to turn to online alternatives, OSTA has as well. The incoming student trustees were introduced to their support network for the upcoming year and were able to connect with other outgoing student trustees about the past year in education that students have experienced. Like many activities throughout the pandemic, students had to innovate. New to this conference were one-on-one Virtual Coffee Chats to bring student trustees

Standing Committee Meeting Minutes  
June 1, 2020

(a) Student Trustee Report

together, and career exploration sessions from OSTA-AECO alumni. All in all, it allowed students to celebrate the term served as well as empower the next generation of student leaders.

Student trustee Sally Meseret stated that equity is undoubtedly the foundation of our education system, as such OSTA - AECO has developed an Equity survey and report that gathered student feedback on three key areas of equity within education - Special Education, Geography, and Representation. OSTA-AECO received over 3,300 student responses and this will form the basis of recommendations that will be provided to the provincial government on what must be done to support students.

Student Senate engaged elementary and secondary students in the first ever online senate meeting. This student senate meeting was also open to any student in grades 7-12 interested in joining the meeting. There were 117 students in attendance at the meeting that came from a range of schools and areas from across the Durham District School Board. It is important in moving forward that the Board heavily invest in student leadership and provide students with the supports they need in order to continue the pipeline of student leadership in the same way adult leadership is prioritized. It is important to hear from a diversity of student perspectives and support them, as that is what enables our education system to operate.

The DDSB released a statement recognizing the senseless murders of Black Americans and Canadians that took place this past week. These murders are not an American problem, they are a Canadian problem, they are our problem. It is not only the justice system, but the education system that is failing people. As a black woman, Student trustee Sally Meseret indicated that she has experienced racism and discrimination, and it does not matter how smart you are, how capable you are, the systems will always discriminate. It is not the job of minorities to fix the way they behave in order to be supported, it is the systems that must change. Also, the idea that we need to fix the systems is wrong, the systems are working exactly as they were meant to work, we need to create new systems that support all people.

Student Trustee Tyler West advised trustees that feedback was received from Student Senate surrounding the return to school in September and feedback included concerns around:

Standing Committee Meeting Minutes  
June 1, 2020

(a) Student Trustee Report

- How to start a brand new class online.
- Orientation to eLearning if necessary.
- How will it be ensured that schools are safe for students.
- Flexibility in adjusting back after such a long period of time.
- How will classes look in the future and what special considerations may be made.
- Well-being resource access.
- How to support students transitioning to high school.

He advised that the incoming student trustees for the 2020-2021 school year were introduced and congratulated:

- Aaliyah Jaleel - Pickering/Ajax
- Logan Keeler - Brock/Scugog/Uxbridge
- Arpita Savaliya - Oshawa/Whitby

(b) Distance Learning Update #5

Acting Director Norah Marsh shared communication regarding the modified calendar noting that, at this stage, the ministry has not approved any calendars. Recognizing that modified schools have an earlier start, the district will clarify for those communities. The district staff have ensured the ministry is aware of the earlier start to some school calendars.

Acting Director Norah Marsh also noted that the ministry has not provided information regarding the budget. The Education Finance Committee meetings will be delayed until further information is received from the ministry. The district was expected to submit a balanced budget at end of June and this will not occur until later in August. As soon as information is received, the Education Finance Committee will be activated.

Acting Director Norah Marsh provided trustees with an update on school closures and subsequent related activities for the period of May 15, 2020 to June 1, 2020. She highlighted information regarding the retrieval of personal belongings; the assessment, evaluation and reporting memo; the Inclusive Student Services team; Thoughtexchange feedback; and summer learning. Acting Director Norah Marsh and Superintendent Stephen Nevills answered questions of trustees.

Standing Committee Meeting Minutes  
June 1, 2020

(c) Official Enrolment Projections 2020-2024

Interim Associate Director Carla Kisko provided trustees with information on the October 31, 2020 Official Enrolment Projections (OEP) and an overview of the OEP summary tables. She also answered questions of trustees.

(d) OPSBA Report

Trustee Donna Edwards advised that OPSBA, through the Policy and Education Committee, is working on a submission in response to government consultation regarding the framework to reopen schools in September. The submission will highlight the value of programs and recognize that while there may be some opportunities for eLearning, not all students are successful with eLearning. OPSBA also submitted a letter to support the proposed amendment to the Ontario Highway Traffic Act to allow camera evidence from school buses to be introduced in court, without the need for a witness, in order to support bus drivers going to court.

8. Committee Reports

There were no Committee Reports at this time.

9. Correspondence

There was no correspondence at this time.

10. Other Business

There was no other business at this time.

11. Adjournment

2020:18

MOVED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

Standing Committee Meeting Minutes  
June 1, 2020

The meeting adjourned at approximately 8:08 p.m.

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Chair

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Secretary



**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**Thursday, April 16, 2020 6:30 P.M.**

A regular meeting of the Special Education Advisory Committee was held virtually on-line.

**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 of Speech Language & Hearing Services Lisa Drake  
 Chief of Psychological Services Steve Graffi  
 Special Education Officer Kyla McKee  
 Chief of Social Work & Attendance Services Carolyn Ussher

Recording Secretary: Diane Kent

**1. Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:37 p.m.

**2. Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Michelle Monk; Russ Davidson Secondary Representatives and Quincy James; Imran Syed Elementary Representatives.

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:

- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children

4. **Approval of Agenda:**

That the agenda for April 16, 2020 be approved.

MOVED BY: Trustee Donna Edwards      SECONDED BY: Tara Culley

CARRIED

5. **Approval of the Minutes from February 20, 2020:**

That the minutes from February 20, 2020 be approved.

MOVED BY: Tara Culley      SECONDED BY: Claudine Burrell

CARRIED

6. **Approval of the SEAC Meeting Dates for the 2020-2021 School Year:**

The list of dates for the 2020-2021 school year was reviewed by SEAC members and the meetings will continue to be held on the 3<sup>rd</sup> Thursday of each month.

MOTION:

THAT THE SEAC MEETING DATES FOR THE 2020-2021 SCHOOL YEAR BE APPROVED

MOVED BY: Hanah Nguyen      SECONDED BY: Trustee Christine Thatcher

CARRIED

**7. Inclusive Student Services Report: Student Programs and Services During COVID-19 Related School Closures:**

Special Education and Inclusive Student Services

Superintendent Andrea McAuley informed committee members that each of the Inclusive Student Services roles have shifted to the context of COVID-19 related closures and distance learning. These are embedded within a shift to all roles in the educator sector. Confirming the core opportunities of each role to support students and families while making the necessary pivots for this period of time.

DDSB Distance Learning Roles and Responsibilities

The “DDSB Distance Learning Roles and Responsibilities” document was also shared with SEAC members. The roles of the Inclusive Student Services integrated team (school level and district level) were highlighted in the critical service delivery commitments as staff work together to ensure supports and accommodations.

DDSB Donates Medical Supplies to Lakeridge Health

Durham District School Board (DDSB) has made a donation to help support Lakeridge Health’s efforts to combat the COVID-19 pandemic. Searching high and low across our 133 schools and learning centres, DDSB Facilities Services staff collected over 14,000 N95 masks, 141,000 pairs of gloves, 150 face shields, nearly 1,700 sets of goggles and other much-needed pieces of personal protective equipment (PPE) items. After stockpiling the PPE at the DDSB Maintenance Centre, a grand total of eight skids of materials were transported to a donation depot in Whitby, set up by Lakeridge Health.

Superintendent Andrea McAuley also answered questions from committee members.

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



Andrea - on behalf of the Inclusive Student Services Team



Support Families and Youth During COVID-19 Related School Closure

Chief Speech Language Pathologist Lisa Drake; Chief Psychologist Steve Graffi; Special Education Officer Kyla McKee; and Chief Social Worker Carolyn Ussher provided SEAC members with a PowerPoint presentation on "Supporting Distancing Learning". The presentation highlighted: supporting inclusive education; Inclusive Student Services clinical teams supporting students and educators during distance learning and COVID-19 Resource Tools for Families and Youth. They also answered questions from committee members.

Special Education Officer Kyla McKee informed committee members that the PowerPoint presentation will also be e-mailed to SEAC for their information.

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

SEAC Chair Evan Kyriakides requested committee members to send open topic discussion ideas to her attention.

**9. Reports:**

**Administration:**

**Superintendent Andrea McAuley**

Transition Supports and IPRCs During COVID-19 Related School Closures

Superintendent Andrea McAuley will be participating in a teleconference tomorrow regarding the Ministry's guidelines for IEPs/IPRCs and moving both forward to capture the accommodations in Distance Learning.

Staff have been working on transition planning charts for students who turn 21 and ensuring a tangible transition plan is in place once they leave school; incoming families from Durham Health Pre-School Services and all in board transitions including Grade 8 to Grade 9. The focus was to have Distance Learning up and running. Communication and rollout for transition planning will mirror Distance Learning.

Superintendent Andrea McAuley also suggested to have Transition Planning during COVID-19 Related School Closures to be the focus item for the SEAC May agenda.

**Board:**

Trustee Donna Edwards informed committee members that the Board of Trustees received updates on COVID-19 School Closures; Use of Service Animals in School Policy; Student Dress Code Policy; Definitely Durham; and French as a Second Language (FSL) Review Consultation at the virtual Standing Committee meeting that was held on Monday, April 6, 2020.

**10. Association Reports:**

Autism Ontario – Durham Chapter

Autism Ontario – Durham Chapter are offering upcoming Ontario Autism Program (OAP) and Applied Behaviour Analysis (ABA) workshops and support for parents/caregivers. Also, to keep families busy during this time of quarantine Autism Ontario-Durham Chapter have put together some craft kits for children 18 years and under. Further information regarding the workshops and craft kits can be found on the Autism Ontario – Durham Chapter Facebook page.

Easter Seals Ontario

Easter Seals Ontario is an essential service and still accepting applications during these challenging times; however, there may be a delay in response time.

Learning Disabilities Association of Durham Region (LDADR)

The Learning Disabilities Association of Durham Region (LDADR) will be hosting a virtual presentation on “Fostering Efficacious Kids” on Thursday, April 30th, 2020 from 7:10 to 8:30 p.m. Please email [info@ldadr.on.ca](mailto:info@ldadr.on.ca) and request the Zoom link.

**11. Correspondence:**

- Avon Maitland DSB
- Durham DSB
- Greater Essex County DSB

**12. Community Concerns:**

Craig Cameron Member At Large noted that there has been a lot of positive feedback around Distance Learning however there has also been some obstacles and assumptions regarding children and younger adults adapting to technology. He also mentioned that technology can be anxiety producing and overwhelming for some families.

Superintendent Andrea McAuley responded that educators are having conversations with students and families regarding technology needs and that the accommodation of Universal Design for Learning (UDL) is the core foundation to meet the needs of a student's diverse learning.

Hanah Nguyen Easter Seals Ontario Representative noted that treatment centres have also closed due to COVID-19. Hanah asked if it was possible for families to have access to school based rehabilitation services; exercises; therapists or specialized equipment for families.

Superintendent Andrea McAuley responded that some school boards have Occupational Therapists/Physical Therapists (OT/PT) on staff, the DDSB's OT/PT services are allocated to Grandview Children's Centre. Andrea noted that she would follow up with Lorraine Sunstrum-Mann, Chief Executive Officer for Grandview Children's Centre.

**12. Community Concerns: (cont'd)**

Carolyn McLennon Member At Large asked if data is currently being gathered on Distance Learning for future best practices.

Superintendent Andrea McAuley replied that it has been a great learning and service and will probably re-engage as a structure of good news stories. Educators were also surveyed on SPARK and the data will be provided to the Senior Team to review and distribute feedback.

Eva Kyriakides, SEAC Chair mentioned that the Zoom virtual meeting platform has an accommodation barrier to students with hearing impairments or hearing loss as it does not include closed captioning such as the Google Meets virtual platform. Eva also suggested that most high school students need a visual lesson and have been in a read only but perhaps a link could be sent to students to provide a visual as well as audio prior to the lesson.

Andrea McAuley responded that the accommodation of closed captioning within this virtual SEAC meeting has been captured on YouTube. Trustee Donna Edwards also noted that teachers are using a variety of virtual platforms such as Google Classrooms; D2L as well as Zoom.

**13. Celebrations and Success:**

SEAC Chair Eva Kyriakides along with committee members wanted to celebrate the success on how well the DDSB has rolled out Distance Learning to students and families. Kudos to all staff on doing a great job – everyone has been phenomenal.

**14. Next S.E.A.C. meeting – May 21, 2020.**

**15. Adjournment:**

That the meeting does now adjourn at 8:48 p.m.

MOVED BY: Trustee Christine Thatcher

SECONDED BY: Rowin Jarvis

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

| ACTION PLAN   |  |                       |
|---|--|-----------------------|
| ACTIVITY  | RESPONSIBILITY                         | COMPLETION            |
| Send generating discussion topic ideas to SEAC Chair E. Kyriakides                | SEAC Members                           | By next SEAC meeting. |
| Supporting Distance Learning PowerPoint Presentation e-mailed to SEAC members     | Administrative Assistant<br>Diane Kent | Friday, April 17,2020 |
| SEAC May Agenda Item: Transition Planning During COVID-19 Related School Closures | Administrative Assistant<br>Diane Kent | By next SEAC meeting. |
| Grandview Children Centre's services for families during COVID-19                 | Superintendent Andrea McAuley          | By next SEAC meeting. |





February 18, 2019

RECEIVED MAR 10 2020

The Honorable Stephen Lecce  
Ministry of Education  
438 University Avenue, 5<sup>th</sup> Floor  
Toronto, Ontario M7A 2A5

Minister;

On behalf of the Special Education Advisory Committee of the Avon Maitland District School Board we are writing to you to request your consideration of two allowances as it pertains to the After School Skills Development Program.

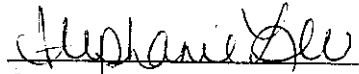
Avon Maitland DSB is appreciative of the expansion of the After School Skills Development Program to include all boards within the province and for the three commitment to provide this service. We are also appreciative of the pilot boards that were able to provide us with much needed advice in implementing this new program.

As a rural board, which lacks Autism Services, our parents/guardians have been appreciative of the program and have enthusiastically signed their children up for the program. We strategically offered the program in central locations to ensure a robust program of student numbers.

It is our hope that you will consider two future allowances to the Transfer Payment Agreement Contract. The first being to allow boards to offer the program over March Break and/or during the summer. While this request does not meet the 'after-school' component of the agreement, we believe the skill development component would still be maintained. We have committed to ensuring teachers receive professional development and support to learn about and support the skill development of the program to ensure transfer of skills. The goal of the program would be maintained – to ensure direct one-to-one support of students to develop skills in communication, cooperation and play through the principles of ASD, for example, reinforcement, assessing motivation, preference assessments, prompting, and fading, etc.

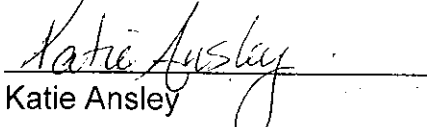
Our second request is to consider partial use of the funds to provide transportation. It is a significant burden to parents to access the program across a rural board and we believe that participation in the program will be diminished as we begin to offer the program in more rural areas of our board. Consideration of at least 10% of the TPA would be appreciated.

Thank you for considering our requests.



Stephanie Lee

Chair, Special Education Advisory Committee  
Avon Maitland District School Board



Katie Ansley

Vice Chair, Special Education Advisory Committee  
Avon Maitland District School Board

Cc: Dr. Lisa Walsh, Director of Education, AMDSB  
MPP Huron Perth County  
AMDSB Board Trustees  
AMDSB SEAC Members  
Provincial DSB SEAC Chairs

March 3, 2020

The Honourable Stephen Lecce  
Minister of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

RECEIVED MAR - 6 2020

Dear Minister Lecce,

I am writing on behalf of the Durham District School Board (DDSB) to express our concern that the changes currently proposed by your government will profoundly reduce the levels of service and the quality of education that make this province and the DDSB a model of success for inclusion, innovation and opportunity.

Our Board previously wrote to you on December 2 (attached) to express several items of concern. We are writing once again to express that your government's proposals will profoundly impact the quality of public education and the commitments we have made in our Multi-Year Strategic Plan, *Ignite Learning*.

- Compulsory eLearning courses continue to raise significant concerns for our communities, our educators, and our children. Many issues of technology, access, equity, and delivery remain to be resolved.
- Larger class sizes invariably result in reduced attention to the needs and goals of our increasingly diverse students and have a cumulative impact of severely limiting course offerings.
- The funding formula for special education needs to be sufficient to support students who rightly deserve access to appropriate services and supports.
- Appropriate investment in the early years promotes lifelong success. Kindergarten children deserve to enter a system that is safe, nurturing, and fully staffed with Early Childhood Educators and qualified Ontario teachers.

.../Page 2



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[www.youtube.com/DurhamDSB](https://www.youtube.com/DurhamDSB)

- Consideration given to increased access to mental health supports alongside proactive strategies to promote well-being for both students and staff.

As elected officials, we share the common obligation to find a solution that will bring closure and calm to the current situation for students and parents alike. On behalf of our students and their parents, we urge you and your staff to return to the negotiating table with the resolve to achieve a fair and reasonable settlement as soon as possible. Our students deserve no less.

Sincerely,



Chris Braney, Chair  
Durham District School Board

cc: DDSB Trustees  
Norah Marsh, Acting Director of Education  
✓ Eva Kyriakides, Chair, SEAC  
Tiffany Sherwood, Co-Chair, PIC  
Valrie Estridge, Co-Chair, PIC  
Chairs, Ontario Public School Boards  
Doug Ford, Premier of Ontario  
Cathy Abraham, President, OPSBA  
Local MPP's  
Local Unions



@DurhamDSB



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[www.youtube.com/DurhamDSB](http://www.youtube.com/DurhamDSB)

December 2, 2019

Doug Ford  
Premier of Ontario  
Legislative Building  
Queen's Park  
Toronto, ON M7A 1A1

Stephen Lecce  
Minister of Education  
438 University Avenue  
5<sup>th</sup> Floor  
Toronto, ON M5G 2K8

Recently, our student trustees and Student Senate, comprised of student representatives from each of our Durham District School Board secondary schools, met to discuss their concerns with the new government eLearning program. DDSB student voice plays an integral role not only in public education in Ontario, but also in the DDSB.

Our students have outlined major concerns with the mandatory eLearning credits which the government is now requiring of all Ontario secondary students. Our DDSB student trustees and secondary students have articulated many concerns regarding this mandatory government initiative. They have outlined their concerns in the attached appendix.

Specifically, DDSB secondary students are concerned and have requested communication, rationale and answers to areas related to:

1. Reasoning and evidence behind mandatory eLearning.
2. Course selection challenges.
3. Exceptions and accommodations for students with special needs.
4. Supervision of eLearning
5. Lack of consultation by the government with students regarding eLearning.
6. Access to technology and WIFI.
7. Accommodation of different student learning styles.

.../2



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[www.youtube.com/DurhamDSB](http://www.youtube.com/DurhamDSB)

8. Effect of eLearning on student mental and physical health.
9. Tracking and monitoring student independence.

The DDSB students have provided both a list of questions for the government and ministry, as well as their outlined concerns in the attached appendix. Student voice is critical for a fair and equitable public education system.

On behalf of the DDSB students, we are sending this correspondence, student questions and student concerns to provide you with student voice and a request for more information and answers to support their request.

Yours sincerely,



Lisa Millar  
Director of Education & Secretary/Treasurer  
Durham District School Board



Michael Barrett  
Chair  
Durham District School Board

cc: Jennifer French, MPP, Oshawa  
Lorne Coe, MPP, Whitby  
Rod Phillips, MPP Ajax  
Lindsey Park, MPP, Durham  
Peter Bethlenfalvy, MPP, Pickering/Uxbridge  
Laurie Scott, MPP, Haliburton/Kawartha/Brock  
OPSBA



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[www.youtube.com/DurhamDSB](http://www.youtube.com/DurhamDSB)



Below is the raw feedback recorded from our eLearning discussion in Student Senate meeting of November 4th, 2019:

### **List of Student Questions**

#### Reasoning

- What is the purpose and implications of this eLearning mandate?
- Is there a plan in place for the e-learning mandate?

#### Course Selection

- What types of courses will be included?

#### Exceptions/Accommodation

- Will there be extra help/exceptions for students with IEPs?
- How will IEPs be accommodated?
- What's the process/system in place for elearning? What type of screening will be run to accommodate the mandate?

#### Supervision/Area to Work

- Who will supervise students while they are completing their e-learning courses?
- Will teachers be paid for supervising students?
- Who is monitoring/supervising students doing e-learning?
- Where will students go when doing e-learning and will there be spaces to accommodate these students?

#### Level of Consultation

- Has the government consulted with students on the current state of E-Learning courses and the implications on eLearning if it is broadly mandated?

#### Access to Technology and Wifi

- How will all students be guaranteed access to wifi and technology?
- How will schools/school boards deal with technical issues and security related to e-learning?
- How will students who don't have wifi either in their school or at home complete their e-learning courses without being put at a disadvantage?
- How will e-learning be supported in schools outside of the DDSB that don't necessarily have access to chromebooks?

#### Accommodation of Different Learning Styles

- How will different learning styles being accommodated?
- Is e-learning beneficial for visual, kinesthetic and/or auditory learners?
- How will students get extra help?

#### Effect on Mental and Physical Health

- As a DDSB pillar, how does elearning support mental and physical health?

#### Teaching/Monitoring Students Independence

- How will the distractions from independent work be monitored?

- How will students without the work ethic required for e-learning be expected to work independently?
- How will students be supported in developing the work ethic required for e-learning?
- How can independence for e-learning be learned from pre-high school?
- How will students who have difficulty focusing be able to complete an extremely independent task such as e-learning?
- How will students stay focused with a lack of consistent encouragement from teachers to stay on task?

### Student Concerns

#### Reasoning

- Students do not know all the information about what is happening with e-learning
- Students often either succeed very well or fail
- Mandatory e-learning may cause graduating rates to drop

#### Course Selection

- If only certain courses are available via e-learning, it may cause students difficulty getting the prerequisite courses for their future and may affect their careers

#### Exceptions/Accommodation

- The structure of e-learning impacts accessibility negatively

#### Supervision/Area to Work

- Students will skip class more if e-learning is introduced because there will be less monitoring of them
- There may be a concern for the amount of space we have to allocate to students who are taking e-learning and spares (who would supervise them and would it be chaotic to have so many leaving classes, could encourage skipping)

#### Access to Technology and Wifi

- Chromebooks in Durham are advantageous but not helpful in other boards
- There are wifi barriers present in some schools and homes that will make it very difficult if not impossible to do e-learning for some students
- Unable to sign in for things/laptop doesn't work concerns

#### Accommodation of Different Learning Styles

- E-learning does not accommodate different learning styles
- E-learning does not accommodate learning challenges

#### Effect on Physical and Mental Health

- E-learning may have a negative impact on the mental health of students
- There may be a concern that future assignments are posted in advance, so it may cause anxiety in students to see the whole course outline laid out at once



### Effect on Social Interaction

- There are a lack of personal relationships formed when students are doing e-learning and it is difficult to connect with both teachers and other students
- E-learning does not allow students to fully engage in their educational environment and develop necessary social and conflict resolution skills

### Teaching/Monitoring Student Independence

- It is difficult to enforce/create a productive environment when students are doing e-learning because they are 'on spare' and will be forced to be extremely independent
- It will be very difficult for students with a lesser work ethic to succeed in an e-learning course
- E-learning does not work for students who have difficulty managing their time and does not support them as much as a traditional classroom would

### Issues with E-learning Classroom Environment

- It can be difficult to ask for extensions when doing e-learning
- E-learning does not mimic real-life classrooms enough for topics such as classroom discussions
- Each kid gets less attention when doing e-learning courses
- There are a lack of resources available to support elearning
- Teachers will be in different schools from students making it difficult to communicate with them
- Students make an attempt to avoid e-learning as is
- It can be more difficult to retain information in e-learning courses
- Students tend to find it tempting to skip ahead in elearning courses without properly learning content
- E-learning is structured in a way that encourages passive learning
- Many students have struggles contacting teachers in e-learning courses and there is no instant response
- Unable to get in contact with teachers (This especially applies to questions that would ideally be immediately answered in a normal classroom environment)
- E-learning can be difficult due to a lack of verbal explanations
- E-learning courses are not individualized or personal

### E-learning Impact on Students entering High School

- E-learning will be very difficult for grade 9 students because this will add another unfamiliar aspect of high school and add to the difficulty of the transition



February 20, 2020

Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 900 Bay Street  
Toronto, ON, M7A 1L2

RECEIVED MAR - 2 2020

Honourable Stephen Lecce

The Ministry Advisory Committee on Special Education (MACSE) plays a vital role in providing feedback and advice to the Minister of Education and other ministries on special education programs and their delivery.

We are supporting the concerns of the Durham District School Board (DDSB) in regard to the current inactive status of MACSE. We strongly agree with the statement put forward by the DDSB that with the growing number of students with special education needs and complex profiles, now more than ever, MACSE plays a vital role in providing ongoing information and guidance to the provinces 72 school boards.

We are also in agreement with DDSB's recommendation that moving forward, six of the voting members be selected from the Special Education Advisory Committees (SEACs) in the six Ministry of Education's regional areas. This method would not only be more expedient in identifying members to sit on MACSE but it would also ensure geographical and exceptionality representation with knowledgeable and experienced individuals who bring valuable SEAC experience to the advisory committee role.

We call on the Ministry of Education to move forward and fill outstanding MACSE vacancies so that the committee, mandated by the Education Act can resume its previous duties. In order to make this happen, we too, would be willing to make a representative available from the GECDsB's SEAC.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Omstead".

A. Omstead  
Chair, SEAC  
Greater Essex County District School Board

ADMINISTRATIVE REPORT

**REPORT TO:** Board of Trustees

**DATE:** June 15, 2020

**SUBJECT:** Update on Summer School 2020

**PAGE NO.** 1 of 6

**ORIGIN:** Norah Marsh, Acting Director of Education  
Stephen Nevills, Superintendent of Education  
Andrea McAuley, Superintendent of Education  
Mohamed Hamid, Superintendent of Education

1. **Purpose**

To provide an update to the Board of Trustees on plans for Summer School 2020.

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

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

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

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

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

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

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

3. **Background**

3.1 **Historical Offerings**

Durham Continuing Education traditionally runs face-to-face and eLearning courses each summer. The following is a list of the different types of program delivery models and an explanation of each including dates of originally scheduled programs for summer 2020.

## ADMINISTRATIVE REPORT

- 3.1.1 **Accelerated Credit Courses:** Courses for secondary students who wish to gain up to one credit in a subject they have not previously studied or those who wish to upgrade a mark in a course they have successfully completed. (July 6 – July 29)
  
- 3.1.2 **Credit Recovery:** Courses in this program are designed for students (with home school approval), who during the preceding two school years, have been unsuccessful in one or two subjects. (July 6 – July 16 and July 17 – July 29)
  
- 3.1.3 **Co-op and SHSM:** This program combines classroom instruction with practical work experience. Students can earn up to two credits through experiential learning. (June 29 – July 31)
  
- 3.1.4 **Youth in Policing:** The Youth in Policing initiative, run in partnership with Durham Region Police Service, is an eight-week summer employment opportunity for youth ages 15-18, residing in Durham Region. Throughout the eight weeks, youth interact with and learn about the many aspects of policing, have the opportunity to serve their community and learn about leadership and teamwork. (July 2 – August 21)
  
- 3.1.5 **Elementary (SMILE) Program:** The elementary Summer Meaningful Innovative Learning Experience (SMILE) program provides students who have completed Grade 6, 7 or 8 the opportunity to deepen and extend their skills in literacy and/or numeracy or to reach ahead and learn new skills to prepare for the next grade. (July 6 – July 29)
  
- 3.1.6 **School Within A College – Centres for Success:** Summer program run through our Centre for Success at Durham College providing students connected with the Centre for Success opportunity to earn dual high school and college credits towards their OSSD. (July 6 – July 30)
  
- 3.1.7 **Focus on Future:** Program for students between the ages of 18 and 25 which provides opportunities to learn about nutrition, cooking, health and well-being. Within the program, participants develop a network of community support. (June 6 – July 30)
  
- 3.1.8 **eLearning:** Program for students in Grades 10, 11, or 12 to complete courses online during the summer. Students may complete one eLearning course per summer unless permission is given from the home school principal to take a second course due to individual circumstances. (July 6 – July 29 and July 30 – August 25)
  
- 3.1.9 **Boyd Archeological Field Study:** This program allows students to earn Grade 12 credits while participating in archeological fieldwork. The program includes online, in-class and hands-on fieldwork experience. (July 28 – August 23)

## ADMINISTRATIVE REPORT

- 3.1.10 **Getting Ready for High School:** This program is for students entering Grade 9 in September. Students are introduced to Grade 9 English and Mathematics concepts, learn study and time management skills and are familiarized with their new school. (August 24 – August 26 or 27)
- 3.1.11 **Small Group Physical Education:** This program is for students entering Grade 9 who experience anxiety about taking in-class physical education during the school year. (July 6 – July 29)
- 3.1.12 **Summer Continuing Education ESL:** A summer program offering adults 18 years or older the opportunity to improve their English language skills.
- 3.1.13 **Equity (CODE) Summer Programming:** The Equity Department facilitates two programs in the summer, a four-week Indigenous program and an ESL (Grades 2-5) intervention-based program.
- 3.1.14 **Focus on Youth:** The FOY Initiative provides training and summer employment opportunities for approximately fifteen high school students through community partnerships to support the achievement and well-being of youth who are from historically marginalized communities within the surrounding area of Durham.

### 3.2 Summer 2020 Sites

Traditionally there are three summer school locations spread throughout the district. For the summer of 2020, J. Clarke Richardson Collegiate was chosen as the west location in Ajax, Donald A. Wilson SS was chosen as the central Whitby location, and Maxwell Heights SS was chosen as the east location in Oshawa.

### 3.3 Posted Information Regarding COVID-19

Throughout the school closure, as decisions regarding summer school offerings and formats have become available, course offerings have been communicated directly to schools and on the Board and Continuing Education website.

Further to general information shared regarding COVID-19, the following information was shared on the DCE website relating to eLearning and some of the differences between eLearning and Distance Learning.

#### **eLearning vs Distance Learning**

- Durham Continuing Education offers **eLearning** over the summer which is not the same as Distance Learning. The eLearning Summer 2020 program is a full credit (half credit for Civics and Careers) course consisting of 110 hours (55 hours for half credit) of content and a final summative evaluation. The final mark will be determined based on 70% term work and a 30% summative evaluation. Participation of approximately six hours per day, Monday – Friday is highly recommended for completion of this program.

## ADMINISTRATIVE REPORT

- **Distance Learning** is the mode of instruction that DDSB students are currently engaged in during school closures. Distance Learning does not always require online access and educators connect with their students through a variety of methods. Distance learning is not offered during the summer.
- **Remote Learning** provides an emphasis on synchronous instruction and is being offered in the Credit Recovery, Course Upgrading and SMILE-e programs. Students will have access to their teacher through online communication tools throughout the instructional day (6 hours) for a blend of real-time instruction and learning within large, small and independent group settings.

### 4. Analysis

#### 4.1 Expanded Enrolment in Summer – Credit Programs

The Ministry shared in their memo to Directors on May 19, 2020 the expansion of summer learning opportunities to include remote teacher-led learning, online learning and through correspondence/self-study.

#### 4.2 New Upgrading Courses

In the same memo, the Ministry introduced options for students to upgrade a course during a two-week summer program. The Ministry shifted the requirements for upgrading a number of years ago requiring any student looking to upgrade to do that through a full month Accelerated course.

### 5. Planned Offerings for Summer 2020

The following chart outlines the planned offerings for each of the programs traditionally run in the district and their format of delivery for summer 2020.

| PROGRAM         | CURRENT DIRECTIONS   |
|-----------------|--|
| Accelerated     | • Only offered through eLearning for summer 2020   |
| Credit Recovery | • Only offered through remote learning for summer 2020   |
| Upgrading (NEW) | • Only offered through remote learning for summer 2020 (may be combined with credit recovery depending on enrollment)                |
| Co-op/SHSM      | • Will not be offered formally during summer 2020 – programming may be arranged through Student Success in consultation with schools |

## ADMINISTRATIVE REPORT

|  |  |
|--|--|
| Youth in Policing                              | <ul style="list-style-type: none"> <li>Police partners will offer part of program via a virtual platform – DDSB will offer the leadership GPP course through eLearning for summer 2020 (July 6 – August 13)</li> </ul> |
| SMILE-e – Elementary                           | <ul style="list-style-type: none"> <li>Will be offered in an interactive virtual remote learning format for summer 2020</li> </ul>   |
| SWAC – Centres for Success                     | <ul style="list-style-type: none"> <li>Will run with an online component where possible</li> </ul>   |
| Focus of Future                                | <ul style="list-style-type: none"> <li>Will not be offered during 2020</li> </ul>  |
| eLearning                                      | <ul style="list-style-type: none"> <li>Running as historically offered with increased numbers of sections</li> </ul>   |
| Boyd Field Study                               | <ul style="list-style-type: none"> <li>Will not be offered during 2020</li> </ul>  |
| Getting Ready for High School                  | <ul style="list-style-type: none"> <li>May run in a face-to-face format, a blended format, or through interactive remote learning depending on guidance from public health</li> </ul>                                  |
| Small Group Physical Education (Grade 9)       | <ul style="list-style-type: none"> <li>Will not be offered during 2020 – may run in alternating years</li> </ul>   |
| Summer Adult ESL                               | <ul style="list-style-type: none"> <li>Planning to run remotely on a smaller scale (July 6 – 31)</li> </ul>  |
| Summer Learning Program (CODE) Equity Programs | <ul style="list-style-type: none"> <li>May run in a face-to-face format, a blended format, or through interactive remote learning depending on guidance from public health</li> </ul>                                  |

### 5.1 Grove Summer Learning Program

Grove's summer remote learning education programs will provide opportunities and critical support to meet the needs of youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services. The delivery of Grove's summer school and summer learning will include both July and/or August sessions employing a combination of remote and online learning. Program offerings include non-credit programs for students with developmental disabilities, credit recovery, full credit courses, and Grade 8 Reach Ahead credits. Summer sessions run from June 29 – July 24 and/or July 27 – August 21. Extended sessions are also available from June 29 – August 7 or June 29 – August 14. Projected enrollment is roughly 120 students.

## 6. Further Considerations

On May 29<sup>th</sup>, the Ministry of Education released a Summer Supports for Students memo which outlined the following augmentations to summer learning with related funding:



## ADMINISTRATIVE REPORT

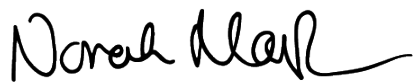
- Regulated mental health professional to provide direct supports for students on existing caseloads and to respond to crisis situations
- Staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants
- In person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-2021 school year for students with special education and mental health concerns. School boards will have flexibility to design programs within their funding allocation to address student needs based on local priorities.

Planning has commenced to leverage these new supports and will be further refined once the Transfer Payment Agreement details are available.

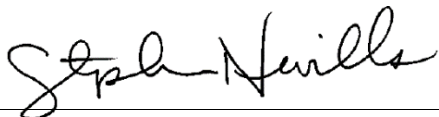
**7. Conclusion**

Durham Continuing Education remains flexible to provide the best programming possible for students to achieve their credits through historical and new eLearning/remote learning opportunities in the summer of 2020.

Report reviewed and submitted by:



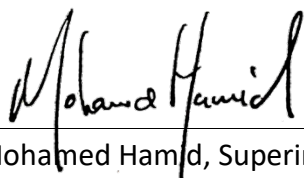
Norah Marsh, Acting Director of Education



Stephen Nevills, Superintendent of Education



Andrea McAuley, Superintendent of Education



Mohamed Hamid, Superintendent of Education



**ADMINISTRATIVE REPORT**

|                   |   |                 |               |
|-------------------|---|-----------------|---------------|
| <b>REPORT TO:</b> | Durham District School Board  | <b>DATE:</b>    | June 15, 2020 |
| <b>SUBJECT:</b>   | Quarterly Construction and Major Projects Progress Report   | <b>PAGE NO.</b> | Page 1 of 7   |
| <b>ORIGIN:</b>    | Norah Marsh, Acting Director of Education<br>Carla Kisko, Interim Associate Director of Corporate Services<br>Christine Nancekivell, Chief Facilities Officer<br>Lisa Bianca, Senior Manager of Facilities Services<br>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 3<sup>rd</sup>, 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 4<sup>th</sup>, 2020.

On May 1<sup>st</sup>, the province announced that school and child care construction may restart. As of May 4<sup>th</sup>, all DDSB construction projects resumed work. 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 2022<br>(Rescheduled from September 2021)                    |
| <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 2021 to September 2022 due to time frame of final approvals and the current Covid 19 situation.

## 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   |
| <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 work was ceased from April 4, 2020 to May 4, 2020 as directed by the provincial government. No scheduling delays are expected.**

**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  |
| <i>Architect:</i>              | MC Architects Inc.  |
| <i>Contractor:</i>             | Percon Construction Inc.  |

Contractor mobilized on site as of beginning of February. Footings and foundation work is well underway, site services work is nearing completion.

**All DDSB construction work was ceased from April 4, 2020 to May 4, 2020 as directed by the provincial government. No scheduling delays are expected.**

### 4.2 Major Projects

**As a result of the Emergency Order issued by the province of Ontario, all school board construction projects were paused between April 4<sup>th</sup>, 2020 and May 4<sup>th</sup>, 2020. All DDSB construction projects have since resumed work. Significant changes to schedules affecting school operations, accommodation of students and child care operations are not anticipated at this time but will be brought to the attention of the Board as soon as they are known.**

## 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 progressing well. New windows on site and installation is being coordinated with student access.   |
| 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. A successful tender has been completed and awarded. On site construction to begin July 15th. |
| Village Union P.S. – Elevator Replacement  | On site construction underway.  |
| Roofing Projects – Multiple Sites <ul style="list-style-type: none"> <li>• Alexander Graham Bell P.S.</li> <li>• Dr. Roberta Bondar P.S.</li> <li>• Goodwood P.S.</li> <li>• Highbush P.S.</li> <li>• R.S. McLaughlin C.V.I.</li> <li>• Quaker Village P.S.</li> <li>• Valley Farm P.S.</li> </ul> | 2019/20 roofing projects are underway.  |
| Masonry/Wall Cladding Restoration – Multiple Sites <ul style="list-style-type: none"> <li>• Dr. S. J. Phillips P.S., Anderson CVI.</li> </ul>  | 2019/2020 projects have reopened, and work is continuing towards a summer completion.   |
| Masonry/Wall Cladding Restoration – Multiple Sites (cont'd) <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | New cladding projects have begun construction and are progressing well.   |
| Library/Learning Commons Upgrades – Multiple Sites <ul style="list-style-type: none"> <li>• Lincoln Alexander P.S., Lakeside P.S., Glen Dhu P.S.</li> <li>• Harmony Heights P.S.</li> </ul>  | Work sites have reopened, and projects are working towards completion.<br><br>Project tendered, construction imminent.  |
| Child Care Projects – Multiple Sites <ul style="list-style-type: none"> <li>• McCaskills Mills P.S., Roland Michener P.S.</li> </ul>   | Work sites have reopened and are working toward turnover to partners.   |

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Winchester P.S.</li> <li>Bobby Orr P.S., Roberta Bondar P.S.</li> <li>Bayview Heights P.S., Seneca Trail P.S., Lakeside P.S.</li> <li>Glengrove P.S., Vaughan Willard P.S.</li> </ul> | <p>Project was successfully tendered and will be under construction mid-June.</p> <p>Projects received Ministry approval to proceed to tender. Tenders underway.</p> <p>Projects submitted to Ministry and are awaiting approval to proceed.</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"> <li>Roland Michener P.S., Highbush P.S., John Dryden P.S., Lincoln Alexander P.S., Jack Miner P.S.</li> </ul>                         | <p>Projects have started construction.</p>  |
| <p>Accessibility Projects</p> <ul style="list-style-type: none"> <li>Dunbarton H.S.</li> <li>Cartwright Central P.S.</li> <li>Glengrove P.S.</li> <li>Lester B. Pearson P.S.</li> </ul>                                      | <p>New elevator being constructed to provide access to two lower levels and main level of the school. Tender successful. Construction start June 2020.</p> <p>New ramp being installed in corridor to provide barrier free access to library. Tender successful. Construction start June 2020.</p> <p>New ramp being installed between library and corridor to provide barrier free access to library. Tender successful. Construction start June 2020.</p> <p>Accessible lift being installed to student lunch room/stage. Tender successful. Construction underway.</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.

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 6 of 7

| PROJECT - SCHOOL/SITE   | PROGRESS DETAILS  |
|---|---|
| Fully Air-Conditioned Schools – ongoing <ul style="list-style-type: none"> <li>S.A. Cawker P.S.</li> </ul>  | Project tendered and successfully awarded. Shop drawing approvals underway; on site construction to begin June 30 <sup>th</sup>   |
| Partial Air-Conditioning/Cooling Centres – ongoing <ul style="list-style-type: none"> <li>Valley Farm P.S.</li> <li>Cadarackque P.S.</li> <li>Harmony Heights P.S.</li> <li>Glen Dhu P.S.</li> <li>Lincoln Avenue P.S.</li> <li>Prince Albert P.S.</li> </ul> | Projects tendered and successfully awarded. Shop drawing approvals underway; on site construction to begin by June 30 <sup>th</sup> .<br><br>Projects tender dates advanced to May/ June 2020 for summer/fall completion. |
| Partial Air-Conditioning/Cooling Centres – pending <ul style="list-style-type: none"> <li>Bellwood P.S.</li> <li>Valley View P.S.</li> <li>Greenbank P.S.</li> </ul>  | Project ready for tender pending availability of funding. Spring 2021 target date. 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.

### 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.

**ADMINISTRATIVE REPORT**

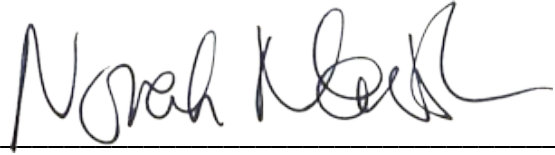
Quarterly Construction and Major Projects Progress Report

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**8. Conclusion**

That the Board of Trustees receive this report as information.

Report reviewed and submitted by:



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Norah Marsh, Acting Director of Education



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Carla Kisko, Interim Associate Director of Education