



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

Monday, February 6, 2023

Chairperson: Christine Thatcher

Vice-Chairperson: Emma Cunningham

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

Recording Secretary: Kathy Fitzpatrick

DATE: Monday, February 6, 2023

TIME: 7:00 p.m.

LOCATION: Hybrid

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, February 6, 2023
7:00 p.m.

- | | | PAGE |
|----|---|--------|
| 1. | <u>Call to Order</u> | |
| 2. | <u>Land Acknowledgement</u>

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. | Verbal |
| 3. | <u>Declarations of Interest</u> | Verbal |
| 4. | <u>Motion to Approve Agenda</u> | Verbal |
| 5. | <u>DDSB Presentations</u>

(a) Towards Excellence in Black Student Achievement in the DDSB
(Superintendent Margaret Lazarus, Dr. Roberta Bondar PS Students, Principal Tanya Hawthorne, Facilitator Michele Liverpool) | 1-15 |
| 6. | <u>Director's Update</u>
(Director of Education Camille Williams-Taylor) | Verbal |
| 7. | <u>Recommended Actions</u> | |
| 8. | <u>Information Items</u>

(a) Student Trustee Report
(Student Trustees Ben Cameron, Lauren Edwards, Gwen Kuyt) | Verbal |

- | | | |
|-----|---|--------|
| (b) | Redesignation of Growth Update
(Associate Director David Wright) | 16-25 |
| (c) | OPSBA Report
(Trustee Emma Cunningham) | Verbal |
| 9. | <u>Correspondence</u> | |
| | (a) The Ministry of Education | 26-29 |
| 10. | <u>Memos</u> | |
| 11. | <u>Adjournment</u> | |

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 6, 2023

SUBJECT: Towards Excellence in Black Student Achievement in the DDSB **PAGE:** 1 of 14

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

1.0 Purpose

This report is to provide the Board of Trustees with information about the work and the impact of strategies and programs intended to identify, prevent, and dismantle anti-Black racism and other forms of discrimination at the school level.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Empower students to thrive and succeed at school, ensuring equitable outcomes for all.

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

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

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

- Educators in school teams will develop their skills to lead initiatives, identify barriers to student success and implement strategies to dismantle oppressive structures.
- Improve anti-racist leadership approaches and practices within the Durham District School Board (DDSB).
- Engage students in authentic learning experiences to grow and develop leadership skills.

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

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

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

- Engage students in authentic learning experiences responsive to their lived experiences and abilities.

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

3.0 Background

In recent years, active research has been conducted to capture the voices and experiences of Black communities in the Greater Toronto Area. The results of forums, questionnaires, and focus groups have repeatedly conveyed a pattern of anti-Black racism, systemic discrimination against and disenfranchisement of Black youth. In 2016, the DDSB partnered with Justice Donald McLeod to capture the perspectives about the lived experience of Black communities in our District. Justice McLeod held Community Consultation Sessions, Community Voice Forums with Black communities (staff, parents, students, and community members) across the District to listen to and to hear their experiences and concerns. These sessions, which took place over a year, resulted in twenty-four recommendations (Appendix A) based on the participants' responses to the survey and the community voice sessions. The data is similar to the reports from Peel Region, [Fighting an Uphill Battle \(2015\)](#) and York University "Towards Race Equity in Education": [The Schooling of Black Students in the Greater Toronto Area \(2017\)](#).

A steering committee was developed to action the recommendations. Over time, the District built upon this work in response to the feedback from the system, the learning that was required and the degree of impact that was felt to intentionally interrupt the negative trends and patterns around access, discrimination, anti-Black racism, engagement, and performance for Black youth. As a result, the DDSB initiated across the District the [Compendium of Action for Black Student Success](#) in the spring of 2018 for implementation between 2018 to 2021. These initiatives not only serve students directly, they also provide examples of strategies and approaches that can be implemented in schools and classrooms across the District.

Additionally in 2019, data from the DDSB Student Census indicated that the current educational system imposes barriers that disproportionately and negatively impact students who identify as Black. Black students were experiencing school differently; academic outcomes for Black students were worse than white and South Asian students. The data also showed that Black students had a higher proportion of suspensions, and in a four-year period fewer Black students graduated from high school as compared to white and South Asian students.

4.0 Analysis


The DDSB's commitment to identifying, challenging, addressing, and dismantling anti-Black racism has been communicated clearly through the Director's office, the Equity Department, the Curriculum Department, Inclusive Student Services, People and Culture, and through the Human Rights, Anti-Discrimination and Anti-Racism Policy and the Indigenous Education Policy.

The DDSB has been working to implement specific, targeted actions and intersectional approaches to protect the rights of Black students and families, promote increased student success and engagement throughout the District and to hold ourselves accountable for addressing what the Board has heard from Black communities about their experiences and recommendations. Though this report highlights the procedures, programs, capacity building, and instructional practices that are working together with policies around excellence in Black student achievement, many of these actions have the potential to benefit and serve all students and families.

The information in the chart below speaks to policies, instructional practices, programs, and capacity building identified as necessary for student success which aligns with the Indigenous Education Procedure and the Human Rights Procedure. (Please refer to sections 5.1 – 5.4 in the [Indigenous Education Procedure](#)

on [Classroom Practices: Teaching and Learning](#) and sections 3.11, 3.14, and 3.16 in the [Human Rights, Anti-Discrimination, and Anti-Racism Procedure](#).) Providing direct, targeted services, strategies, and programs to underserved student populations will address and dismantle systemic education barriers and increase student engagement, achievement, and success.

Policies, Procedures, Memorandum

Description	Impact/Direction
<p>Resource Selection Policy and Procedure (To be interpreted in tandem with the Indigenous Education Policy and Procedure and the Human Rights, Anti- Discrimination, and Anti-Racism Policy and Procedures)</p> <p>This policy provides guidance on the selection and review of learning resources. It supports the District’s commitment to protecting, upholding, and promoting Indigenous rights, human rights, and equity in all its learning and working environments. Accompanying it is a procedure for reviewing texts that have concerns, and it provides tools to assist staff when evaluating texts that are used with students.</p>	<p>DDSB’s Innovative Education, K-8 Curriculum Teaching and Learning, and the Early Years Departments met in the fall of 2022 to support elementary school Teacher Librarians across the District.</p> <p>The goal was to support educators with the purchasing of texts that would affirm multiple identities and intersections of identities, as well as to support instructional practices such as offering choice and being responsive to students’ interests. The Innovative Education Department developed the following QR Codes to assist educators with the purchase of text tools</p> <p>This approach has enabled staff to become more discerning about the resources that students’ experience; it challenges educators to disrupt stereotypic and harmful portrayals of communities, and instead promote identity affirming messaging.</p> <div data-bbox="800 1249 1234 1497">  </div> <p>Teacher Librarians shared the following feedback after the above session:</p> <p><i>“I had an opportunity to meet face-to-face with experts who could guide and advise me about the best book choices for my school.”</i></p> <p><i>“Facilitators being available to make suggestions and steer me to books that I may have overlooked.”</i></p> <p><i>“I think there was a strong range of people available to act as resources.”</i></p>

Prohibited Use of Slurs and Epithets

The 2021 memorandum to all DDSB staff states that the uttering, writing, or using of derogatory and pejorative slurs and epithets (including pictorial/physical representations) is prohibited within the workplace/school community. This includes reading aloud texts or teaching course content that will reinforce oppressive and discriminatory practices.

This memorandum has equipped schools with the tools to understand what racial slurs and epithets are and has increased awareness leading to responsive and meaningful action when they are used by staff or students. Schools continue to consult system leads and the Equity department for direction on responses when these words are used, with a focus on corrective and preventative actions and learning.

Professional Learning

Description

Give Race Its Place

DDSB's Early Years department provided four professional learning sessions to DDSB educators in the fall of 2021. Dr. Kerry-Ann Escayg and Dr. Beverly-Jean Daniel, both leading experts in anti-racist practice in the early years, facilitated the sessions.

Impact

Educators provided feedback on their most significant takeaway from the session.

"I need to increase my knowledge and then my students' of Black success and inspirational figures."

"The many ways we can positively affect the students in our classroom regarding race. Also, to be mindful of the harm that could be done and how we must carefully examine our books, resources, materials, etc., in our classroom."

"I am absolutely going to include some of these ideas in my centres; I was stuck on positive representation in books. So, I am excited to include this teaching in my classroom."

"Racism is a Pandemic. I am on the right path and will continue to use my voice to empower Black children and all children."

"To approach my learning and teaching practices more thoughtfully and meaningfully. Be considerate of all students and create learning opportunities representing people in an anti-racist framework."

<p>See us, Hear us: Teaching about the Black Canadian Experience</p> <p>An online seminar series held during the 2021-2022 school year, provided educators and administrators with the historical foundation to address and unpack the current realities of the Black Canadian experience. This series helped to shift mindset, and pedagogy, build capacity, and to work to eliminate barriers to Black student success. 200 educators attended the session.</p>	<p>Below are impact statements from teachers who attended the seminar series:</p> <p><i>"The information I received today was more useful than most courses I took in university. For educators, background information is key when diversifying our pedagogy, classrooms, and schools."</i></p> <p><i>"This professional learning series is very powerful and so very relevant. One of the few resources that will help dismantle stereotypical views and treatment of Black students and Black people in general."</i></p>
<p>Racial Literacy Sessions for Central Staff</p> <p>Central staff supporting the Critically Conscious Practitioner Inquiry received additional professional development in building racial literacy. This learning provides facilitators and coaches with the confidence, tools and ability to enact their duty-bearer responsibilities to recognize and address inequity when harm occurs.</p>	<p>These sessions led by Dr. Nicole West-Burns have provided central staff that support the Critically Conscious Practitioner Inquiry (CCPI), with support when responding to racism. Facilitators practiced their duty-bearer responsibilities in these sessions via case studies and debriefing conversations. The feedback from facilitators was that more of these sessions are needed.</p>
<p>Black Boys and Literacy</p> <p>As a continuation of the transformative work of disrupting and dismantling anti-Black racism, the New Teacher Induction Program (NTIP) has prioritized professional learning around instructional and curriculum-based practices designed to advance the literacy development of adolescents, especially young, Black boys. In October 2022, Dr. Alfred Tatum, a respected educator teaching Black boys in the Elementary grades, provided a speaking engagement for educators where he encouraged new teachers to rethink their expectations of and practices for, developing Black boys' literacy skills and adopting a growth model of literacy development.</p>	<p>The participants continue to deepen their conversations about literacy and equity for young Black boys and the impact for all students in the classroom.</p>

<p>Anti-Black Racism Learning for Social Work & Psychological Services</p> <p>Members of the Social Work and Psychological Services team are engaging in critical learning as it relates to anti-racist and anti-oppressive practices specific to mental health and well-being. Teams gathered to learn from Charmaine Lane (Registered Psychotherapist, Candidate for Ph.D. in Clinical Counseling), a community-based mental health practitioner with expertise in areas of racial trauma and anti-colonial practices. Ms. Lane's training session entitled, "Working with Black Youth and Families in the Midst of Racial Trauma," offered DDSB mental health clinicians' crucial information about the impacts of Anti-Black racism and colonial structures on the mental health and wellness of Black-bodied individuals.</p>	<p>With a greater understanding of how racial trauma and anti-Black racism impacts students and families, members of Psychological Services and Social Work are shifting conversations to centre student identity and experiences of racism so that these experiences, both historical and current, are validated, are incorporated into the clinical assessment, and form a part of the advocacy with schools on behalf of students and their families/caregivers.</p>
<p>Key messages and points of the discussion centred on the importance of taking an intersectional approach to mental health and fostering authentic therapeutic connections with Black students and their caregivers.</p>	
<p>Interdepartmental Structures and Teaching and Learning Sessions</p> <p>K-12 teaching and learning facilitators, pathways counselors, and inclusive Grade 9 coaches have been meeting to learn about anti-oppression and anti-oppressive instructional approaches to build capacity towards implementing the Indigenous Rights Policy and Procedure and the Human Rights, Anti-Discrimination, and Anti-Racism Policy and Procedures.</p>	<p>Central staff are better equipped to support school staff with School Learning plans and teachers as they implement changes to the curriculum to align with the Human Rights Policy, Indigenous Rights Policy, and Resource Selection Policy and Procedure. This leads to increased student engagement and, in turn, better student outcomes.</p>
<p>NTIP Anti-Oppression Series</p> <p>As a continuation of the transformative work of disrupting and dismantling anti-Black racism, an ongoing DDSB priority, the New Teacher Induction Program (NTIP) offered Year 1 and Year 2 NTIP-eligible teachers the opportunity to engage in professional learning with Dr. Nicole West-Burns through a 7-part learning series, running from September 2022 through February 2023. The series was prepared with the beginning educator in mind, the 7-part series supports and enhances educators' understanding of their responsibility to respond to bias; at the same time, it encourages educators to consider how to be proactive in setting up schools and classrooms for anti-bias work.</p>	<p>The information Dr. Nicole West Burns shared with our educators throughout this 7-part professional learning series is critical for their development as beginning teachers. Educators began the series by exploring and reflecting upon their social identities and then used that reflection of themselves to promote thinking about the social identities and the experiences of the populations they serve.</p> <p>As educators progress through the remainder of the series, they will be introduced to frameworks to consider when supporting the educational success and excellence of Black students and when engaging in anti-oppression education.</p>

	<p>Educators will also build lesson plans incorporating this pedagogy across different grade levels while meeting curriculum expectations of teaching skills and supporting the inclusion of joy in student learning. The work that educators have engaged in has truly benefited school communities and provided them with a solid foundation for implementing actionable steps when it comes to disrupting and dismantling anti-Black racism.</p>
<p>Administrator Podcast Series</p> <p>The podcast series “Calling Up” was created to strengthen the capacity as a system to identify, address and dismantle anti-Black racism. The podcast is professional learning and reflection for leaders and aspiring leaders at DDSB. All participants engage in a panel discussion that seeks to improve anti-racist leadership approaches and practices within our system. The Podcast series can be accessed on the following platforms: Apple Podcasts, Spotify, and Overcast.</p>	<p>The podcast organizers are completing the last podcast in the series and will begin marketing the podcast before requesting feedback.</p>
<p>The CRRP Google Classroom and Tools to Support Policy Implementation</p> <p>The CRRP Google Classroom is a repository for materials that affirm aspects of student identity and resources to support instructional strategies. One such material is the Tools to Support Policy Implementation, which provides tips and highlights policy aspects connected to curriculum materials and professional development opportunities to help staff move from policy to practice.</p>	<p>The CRRP Google Classroom currently has 1700 students and is growing as more DDSB staff ask for access. The feedback is that the space is valuable and is frequently used, and the area is also a place for users to ask questions and connect with other staff across the system. The Google Classroom has the potential to be used for more professional development opportunities as it has a wide following.</p>
<p>Book Studies in Schools</p> <p>An integral part of the work to dismantle systemic barriers has been to build the understanding of District staff about the historical roots of colonialism and anti- Black racism in the Canadian context. Deepening our understanding of the embedded procedures, practices, and policies in place gives us a stronger sense of why change must be deep and go beyond the surface. Some of the titles purchased and distributed across the District to assist with this knowledge building are: <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, <i>Is Everyone Really Equal?</i> and <i>How to be an Antiracist</i>.</p>	<p>The book studies that schools are undertaking are helping to illuminate conversations amongst staff that may not previously have been available. Educators are talking about issues affecting the lives of students and families and moving towards actioning their learning through structures like the Critically Conscious Practitioner Inquiry.</p>

Programs	
Description	Impact
<p>And Still, We Rise Afrocentric Heritage Program</p> <p>This program is a partnership between Durham Black Educators Network (DBEN), DDSB, and Elementary Teachers' Federation of Ontario (ETFO) and supports DDSB's Black students from kindergarten to Grade 8 in fostering cultural connections within their community and affirm students' identities through hands-on experiential learning tasks. Topics include my Black identity, Kwanzaa, STEM, community building, and Black history. The program invites speakers from the community to share their knowledge and lived experiences while elevating and recognizing diverse Black perspectives. The program runs on Saturdays from December 2022- June 2023 at Viola Desmond Public School</p>	<p>The program promotes a renewed sense of pride in their Black identity. The ability to identify, name, and interrupt microaggressions, understand what anti-Black Racism looks like, and disrupt the narrative centered around Black children. This initiative also nurtures an enhanced sense of self-confidence and the ability to advocate for themselves as they navigate school and life interactions. It is geared to support our Black children as learners and help them maximize their learning potential in school and Canadian society.</p>
<p>Great Beginnings</p> <p>The Great Beginnings Early Years School Success Program for Black students is a play-based, developmentally appropriate program that will enhance children's social, emotional, physical, cognitive, language, math, and literacy skills. This program is designed for children who are not currently attending an early learning program, nursery school, preschool, or childcare and will be entering Junior Kindergarten (Year One) at a Durham District School Board School in September. The program's goal is for every child to enter Kindergarten healthy and secure, emotionally, and socially competent, eager, and confident. Every child can be a successful learner and respectful of the diversity of their peers. We recognize that play is children's work and children learn through play, and with this philosophy, The Great Beginnings Program will allow children to reach their full potential.</p>	<p>The following are feedback statements from families:</p> <p><i>"Please continue offering this program to all the families wanting this opportunity."</i></p> <p><i>"The teachers were absolutely amazing! My daughter always came home with wonderful stories about her day."</i></p> <p><i>"Thank you for offering this program. My son had a wonderful time, and I believe now that his transition to kindergarten in the fall will be exciting rather than scary for him."</i></p> <p><i>"The program gave [name removed] my child confidence. It allowed him to trust other adults with his needs. He enjoyed the teachers and all the activities. It was a positive experience, and he is therefore excited to go to school."</i></p>

<p style="text-align: center;">Cypher</p> <p>The Cypher Series for Black Male Empowerment has run annually since 2017 and focuses on breaking down barriers to dismantle anti-Black racism in Durham. This is a partnership between the DDSB and the Durham Black Educators Network (DBEN), a community organization that DDSB collaborates with to ensure the work is relevant and responsive to students. During the pandemic, the Cypher Series was presented in webinars and broadcast in classrooms across the District for students in Grades 6-8. These webinars have provided additional professional learning for the host educators and engaged Black males and their peers through content that affirms and centres Black identities and experiences.</p>	<p style="text-align: center;">Student Voice:</p> <p>“I loved this webinar because I could totally relate to what this webinar was talking about. I may not be a Black male, but I am a Black female, and I deal with microaggression every day, so knowing that I am not the only one dealing with this stuff.”</p> <p>“How the speakers are very inspiring and also how they brought young Black MEN together to speak about our skin colours and tones and letting us know you might not think many people don't have your back, but you have a whole brotherhood behind you always ready to uplift and support you.”</p>
<p style="text-align: center;">Empower Her Conference</p> <p>A conference to empower students who identify as Black girls to be aware of the pathways available to them to be successful. Over 200 students attended the session. This year's conference will focus on trades for young women.</p>	<p style="text-align: center;">Student Feedback:</p> <p>“Empower Her” was a fantastic experience, especially the Social Media workshop. We believe that there is a certain image that we should obtain from Instagram models and “influencers,” but we learned to be ourselves, not just whom we see on social media.</p>
<p style="text-align: center;">AFFIRM</p> <p>AFFIRM is a cognitive-based therapy (CBT) and the evidence-based group that allows 2SLGBTQIA+ youth to learn stress-coping skills through affirmative interventions. Integrating identity-affirming strategies and CBT aims to improve the well-being of youth who identify as 2SLGBTQIA+.</p> <p>AFFIRM was run by DDSB Social Work and Psychological Services staff.</p>	<p>The group ran virtually for up to 12 high school students across the DDSB.</p> <p>AFFIRM at DDSB is preparing to launch the second round in April 2023.</p>
<p style="text-align: center;">BeMe</p> <p>The BeMe (Black Excellence Made Evident) Collective, Black staff members, and allies from Social Work, Psychological Services, and Youth Liaison Services have continued their work since the launch of the Anti-Black Racism Toolkit. In the 2021-2022 school year, they launched a virtual group for secondary students and have continued into this school year preparing for an in-person conference format.</p>	<p>The impact of this programming was evident through student testimonials and a strong sense of community among the students and staff facilitators during and following the group.</p> <p>In response to student requests for continued programming and support during the transition back to in-person learning, the BeMe team will offer school-based programming featuring BeMe curriculum topics in a two-day symposium format, first being facilitated in February 2023. During these symposiums, students will engage in discussions and activities addressing themes such as identity, positive self-worth, sense of belonging, healthy communication, positive relationships, and Black identity and the media.</p>

According to the collective:

“The impact of anti-Black racism in schools and classrooms has known effects on youth well-being, mental health, engagement, and pathways to success (Carter, 2007; CPHA, 2020). To be a responsive school system, the DDSB must offer opportunities and interventions that support academic achievement and positive social-emotional development for Black students. Our goal as a BeMe collective is to cultivate spaces where Black students experience safety and validation of their lived experiences and feel empowered to share stories and explore their unique identities. In addition to imparting strategies for confronting marginalization and anti-Black Racism, we aim to support Black students in building a connection to community and strengthening leadership skills.”

Instructional Practices, School Resources, and Supports

Description	Impact
<p>Critically Conscious Practitioner Inquiry (CCPI)</p> <p>School teams create a question and action plan to disrupt anti-Black racism. School board teams engage in an inquiry with <i>specific actions</i> to be taken to address the inquiry question with a <i>specific timeline</i> for the <i>collection of data</i> to support learning and answer their question.</p> <p>The structure of the Critically Conscious Practitioner Inquiry lends itself to a collaborative and responsive approach to school planning. As the C.C.P.I. work continues in the Board, the C.C.P.I. will evolve and look to incorporate the work of integrative anti-racism that looks at the intersections of all forms of oppression. This integrative approach recognizes the saliency of Blackness. It speaks to the fact that there is a hypervisibility of Blackness, and that Blackness is consequential. (Dei, 1996)</p>	<p>The CCPI has had an impact on various levels of the system. Forty-six schools participated in 2 cohorts in 2020-2021. Fifty schools will participate in the 2023-2024 school year. One school in Cohort 4 indicates the positive impact on three teachers for whom the session created dialogue and inquiry as they began to identify barriers they needed to remove while disrupting the notion that explicit systemic racism did not exist in Canada.</p>

<p>Culturally Responsive and Relevant Pedagogy</p> <p>Culturally Responsive and Relevant Pedagogy (CRRP) urges educators to reflect on their identities and practices to move toward offering more meaningful and relevant experiences for students. The framework is built upon three central tenets: high expectations, cultural competence, and critical consciousness.</p>	<p>The capacity building of the central team (e.g., curriculum, early years, innovation) is helping to mobilize the work of CRRP across the system. Educators are reaching out for help in planning to make learning more relevant to all their students. The work of the Critically Conscious Practitioner Inquiry heavily involves this type of teaching and learning.</p>
<p>Historically Responsive Literacy</p> <p>The Historically Responsive Literacy (HRL) Framework has been a part of a move to implement strategies that impact the instructional core of educator practice. The HRL framework is closely aligned with Culturally Responsive and Relevant Pedagogy (CRRP) and posits that an education focusing on skills and knowledge alone will never allow for justice. Therefore, students need to be immersed in opportunities to engage in meaningful learning, think critically about the subject matter, find joy in their learning, and connect to their identities and lived experiences.</p>	<p>As part of the CCPI, many schools inquired about what would happen if they began to plan to use the HRL Framework. Using this framework, educators can offer all students opportunities to connect to the learning that engages their identities, skills, intellect, criticality, and sense of joy.</p>
<p>Black Studies</p> <p>This is a secondary school credit course offered for students in Grade 11 or 12. Black Studies uncovers the historical and contemporary contributions of Black Canadians, with a focus on identity, innovations, and exploring anti-Black racism. This current school year, 17 schools are offering the course.</p>	<p>Interactions with peers, staff, and the curriculum empowered students to share their new learnings within their schools and create positive social change within their community.</p>
<p>Student Affinity Networks</p> <p>Many schools support students by facilitating and holding space for Black students and allies to meet and be together in the community.</p>	<p>Student voices are at the centre of these spaces. For some, the space is a place of community and belonging, and for some, a place to share and plan for contributing to the school climate and culture</p>

<p>Compendium of Action for Black Student Success</p> <p>The Compendium of Action for Black Student Success is one of the DDSB's public commitments to supporting the well-being and success of Black students. It was created through community consultation and is now in the process of being revised and re-released. The compendium is comprised of the following key priorities: Board Policies, Programs, Guidelines and Practices, Shared and Committed Leadership, School Climate, Classroom Climate and Instruction, Student Voice and Space, Family/Caregiver School Relations, School Leadership, Community Connections, and the Culture of Professional Development. An update to the compendium is in progress and will be released later in 2023.</p>	<p>The following are some of the highlights of areas of impact:</p> <p>Equitable Framework for Progressive Discipline: Reform practices that lead to harsher discipline for Black students.</p> <p>Hiring: Black students experience seeing and learning from educators who look like them and who may share and understand their lived experiences. Fifteen racialized administrators were hired in 2019 during the Principal and Vice Principal Promotion Process.</p> <p>Black Advisory Committee: The creation of Durham Black Accountability Coalition (DBAC) provides opportunities for members of the Black community to have their concerns and questions heard with the expectation of a timely response from the appropriate department</p>
<p>Black History Month Resource created and available in both English and French</p> <p>Because the history of Black people has been historically omitted from curricula and curricular resources, the resource is intended to support educators with materials for all students to learn about the accomplishments and contributions of individuals and Black communities in Canada.</p>	<p>Teachers can share resources where Black students see themselves in the curriculum and that Black history is not just about slavery but about the many ways Black people have contributed to Canadian society.</p>
<p>Addressing Anti-Black Racism & Its Impact: A Well-Being Toolkit for Families</p> <p>In the wake of George Floyd's murder, members of DDSB's Psychological Services and Social Work Teams recognized that resources specific to addressing and talking about the impacts of Anti-Black racism for families</p>	<p>The toolkits were provided digitally and to schools in print versions. Key resources included in the toolkit were provided to school libraries. Presentations were made to staff at the school level to guide staff on how to share and incorporate the toolkit into the learning and interactions with student, parents and community through engagement activities (e.g., parent</p>

<p>and students. With that, a dedicated group of Black staff, supported by Latinx and White allies, created the Anti-Black Racism Toolkit. In the words of the Collective:</p> <p>In the current climate where public attention to anti-Black racism, acknowledgment of its impact, and commitment to change has increased significantly, families may find themselves entering discussions about race and racism more than ever. Users of this toolkit will find various resources of interest compiled within for easy access by children, youth, and adults. We trust that readers will find inspiration, pride, and dignity about the Black experience reflected in these pages and images. For those seeking other types of support, we have offered a growing list of community-based service providers in or near Durham region, committed to serving Black and racialized families.”</p>	<p>information nights; Durham Partners Conferences; Ajax-Pickering Wellness Series Partnership).</p> <p>During these presentations, the feedback from staff and the community indicated the need for these resources. Black and non- Black participants spoke about navigating these difficult conversations at home and school, and they felt that this resource would help support these conversations.</p>
<p>Community Advocacy Partnership</p> <p>The Durham District School Board partners with the Durham Family Cultural Centre advocacy group. This group provides no-fee advocacy for Black families navigating the school system.</p>	<p>Durham Family Cultural Centre (DFCC) partnered with 16 schools in the 2021-2022 school year and successfully resolved 17 cases involving Black Students across the District. They also consulted with 13 families who wanted to handle the concern independently. Parents have expressed their gratitude for the support from DFCC.</p>
<p>Graduation Coach for Black Students</p> <p>September 1, 2021, the Durham District School Board received funding over four years to implement the Graduation Coach Program for Black Students. The program's goal in the DDSB context is to build on evidence that provides direct and targeted specialized services. Programs for underserved student populations will help address systemic education barriers and support these students to stay in school, graduate, and succeed.</p>	<p>Schools working with the Graduation Coach for Black students have established Black Student Union Groups. Eighty-one students participated in post-secondary campus tours which increased their understanding of pathway planning. Five students not considering attending a post-secondary institution are enrolled and succeeding. There is an increase in student engagement, teachers are noticing and acknowledging the successes of the students. Parent engagement has also increased.</p>

5.0 Financial Implications

All programs and initiatives are funded through departmental budget allocations.

6.0 Evidence of Impact

Identifying, challenging, addressing, and dismantling anti-Black racism supports the DDSB in meeting its obligations in implementing the DDSB's Human Rights, Anti-Discrimination, and Anti-Racism Policy. The impact is visible across the system: schools engage in courageous discussions with staff about barriers for Black students. They are changing the environment, curriculum, and staffing that reflect the Durham Region's diversity. These changes are evidenced in the confidence that students have in using their collective voice to initiate change in their schools and in a staff who uphold their [Duty Bearer Responsibilities](#) and the tenets of DDSB's Human Rights Policy. In addition, the various initiatives and strategies for students and staff are supporting learning to address anti-Black racism by debunking negative and discriminatory stereotypes and assumptions which makes the learning and working environments more inclusive and respectful.

7.0 Conclusion

The Equity Department will continue collaborating with all DDSB departments to identify, address, prevent and dismantle anti-Black racism. Staff will continue to provide ongoing professional development and capacity-building opportunities to effect change for all students.

8.0 Appendices

Appendix A – Community Voice Recommendations

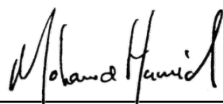
The report was reviewed and submitted by:



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



Margaret Lazarus, Superintendent of Education



Mo Hamid, Superintendent of Education

Community Voice¹⁵ Recommendations

Justice McLeod

The following recommendations are based on the overall themes drawn from participants' responses in the survey questionnaires and community voice sessions.

1. Develop **curricula** to reflect the history and contributions of racialized African Caribbean people in Canada and throughout the world.
2. **Hire** racialized African Caribbean staff and teachers to reflect student body.
3. **Promote** more racialized African Caribbean educators to school administrators.
4. **Hire** more racialized African Caribbean male teachers.
5. **Promote** racialized African Caribbean educators into leadership positions.
6. **Hire** more racialized African Caribbean social workers and counsellors in both elementary and high school panels to support the increasingly diverse student body.
7. **Develop** a student engagement strategy that includes building relations, greater connection, leadership opportunities, and supports for racialized African Caribbean students to help them succeed academically.
8. Put in place ongoing, mandatory **training** on anti-Black racism for staff, teachers, administrators, counsellors, police officers and other personnel who work in DDSB.
9. **Data collection and reporting** on student diversity, including collecting disaggregated race-based data on education streams, student achievement, student discipline (e.g., suspension, expulsion, transfers, etc.), drop-out, Section 23 classrooms, special education needs, admissions to post-secondary institutions, student arrests and all police interactions with students.
10. **Revise** policy 274 to emphasize the importance of diversity among the teaching complement, and remove barriers so that more racialized African Canadian teachers can be hired.
11. **Establish** partnerships with service provider organizations and other group/networks in Durham to develop programs that support racialized African Caribbean students.
12. **Review** the diversity programs and initiatives in the school board to assess if they are meeting the needs of racialized African Caribbean students.
13. **Revise** the safe school policies so that racial diversity and anti-Black racism are recognized as critical areas of policy concerns and intervention.
14. **Revise** police school protocols to ensure that racialized African Caribbean students are not racially profiled or unjustly subjected to interactions with law enforcement in school disciplinary matters that have no criminal basis.
15. **Develop a transparent process** for police-school partnership, including the selection and placement of police in schools, which must involve discussion with school community.
16. **Develop a mentorship program** for racialized African Caribbean students, especially for male students. Or example, the *Boys to Men Club* and others.
17. Provide core **funding** to support ongoing, mandatory diversity training of educators and staff.
18. Develop a parent **engagement** strategy that outlines values and commitment to building trusting relations and better communication and connection with racialized African Caribbean parents.
19. Develop **programs** (in school/after school) to engage racialized African Caribbean students in the education process and increase their academic performance.
20. Develop after **school programs** for racialized African Caribbean students off school property.
21. Develop education **seminars** for parents of racialized African Caribbean students.
22. Establish a **parent advocate position** to support parents of racialized African Caribbean students on education matters.
23. Establish a **student advocate position** to support racialized African Caribbean students on education matters.
24. Establish an **oversight body** on education matters related to racialized African Caribbean students (e.g., Durham Black Educator's Network).

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: February 6, 2023

SUBJECT: Redesignation of Growth Update Report

PAGE: 1 of 4

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

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the redesignation of growth from future developments to schools and sites that have capacity to accommodate growth.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

3.0 Background

New residential development in North Pickering, West Whitby and North Oshawa has resulted in increased pressure on Durham District School Board (DDSB) schools and enrolment. If space is not available to accommodate new development growth in an existing neighbourhood school boundary, Planning staff must determine a strategy to accommodate the growth at holding schools. Once Planning staff have identified the holding school, the next step is to ensure that Durham Student Transportation Services (DSTS) can accommodate future students. New development is typically not within walking distance to an existing school, unless it is infill development. Infill development is a parcel of land within an existing urban area.

Once a holding school is identified, Superintendents of Equitable Education become involved in the process to ensure that schools are supported and to identify any potential issues from a school operations perspective. Administration at the current and new holding schools are provided with an updated holding boundary for the registration of students. The School Locator on the DDSB website is revised to reflect the updated holding school information. This will ensure that when parents/guardians are registering their children for school they have the most up-to-date information.

Each fall, Planning staff review current actual enrolment at schools that are being utilized as holding schools, the current capacity available at the school and the maximum number of portables that can be accommodated on site, as well as any other concerns i.e., bus capacity on site, available space to accommodate Kindergarten students etc. Once a school is fully utilized, a subsequent holding school is identified for incoming student registrations, following the process above. This is in place by January for Junior Kindergarten registrations.

When a development area is reassigned to a new holding school, siblings of students currently attending school can register at the previous holding school as well so that all family members attend the same school.

Holding schools are utilized until approval has been granted to build a new school and funding has been approved by the Ministry of Education. School construction often follows the construction of new homes by seven to ten years. If a new school is not justified, enrolment growth can be accommodated in existing neighbourhood schools, through a boundary consultation process.

The 2023-2024 updated holding schools chart is included as Appendix 6.

4.0 Analysis

4.1 West Whitby Development – Changes to Holding Schools for 2023-2024

Rapid population growth in West Whitby has meant that changes to holding schools are required to help rebalance some of the growth that current holding schools have experienced while the DDSB seeks Ministry of Education approval for the construction of a new school in the area.

New development in West Whitby, as identified in Appendix 1, designated to Willows Walk PS has been redirected to CE Broughton PS. Students, and their siblings, currently attending Willows Walk PS from this area will continue to attend Willows Walk PS.

Willows Walk PS opened in September 2021, with space to accommodate additional students. Future development north of the school, within the school's boundary, has now commenced and those students will be accommodated at Willows Walk PS. There is a potential for 300 new students once all the development north of the school is completed over the next five to ten years.

CE Broughton PS is accommodating a portion of the West Whitby development lands with space to accommodate additional enrolment, utilizing temporary accommodations (portables). Over the next five to seven years there is a potential for up to 210 new students from this development area to be accommodated at CE Broughton PS.

Also located in the West Whitby area are the developments designated to West Lynde PS and Ormiston PS, as identified in Appendix 2, from which new students will be redirected to Williamsburg PS. Students, and their siblings, currently attending West Lynde PS and Ormiston PS from these areas will continue to attend their home school (West Lynde PS or Ormiston PS).

West Lynde PS has limited space to accommodate any additional Kindergarten classes at the school. Ormiston PS cannot continue to accommodate future growth. There are currently 10 portables on site and 12 portables is the maximum the site can accommodate. Williamsburg PS has space to accommodate additional students through temporary accommodations (portables).

Over the next five to seven years there is the potential for 120 new students from the new development to be accommodated at Williamsburg PS.

4.2 North Pickering Seaton Development – Changes to Holding Schools for 2023-2024

New development in North Pickering's Seaton area, as identified in Appendix 3, currently designated to Westcreek PS has been redirected to EB Phin PS. Students, and their siblings, currently attending Westcreek PS from this area will continue to attend Westcreek PS.

Westcreek PS currently has five portables on site and can only accommodate a maximum of six portables. EB Phin PS has some permanent space inside the school to accommodate students as well as the capacity to accommodate up to 12 portables on site. The existing rural neighbourhood students, around the new development area, are already transported to EB Phin PS.

Over the next five to seven years there is a potential for 400 new students from this development, to be accommodated at EB Phin PS and then at the new Unnamed Pickering Seaton PS.

The Unnamed Pickering Seaton PS was granted Ministry of Education approval and is currently scheduled to open in September 2026. The Unnamed Pickering Seaton PS is expected to accommodate a portion of this growth that is holding at EB Phin PS.

4.3 North Oshawa (west of Simcoe Street) Development– Changes to Holding Schools for 2023-2024

New development in North Oshawa, as identified in Appendix 4, currently designated to Dr. SJ Phillips PS has been redirected to Elsie MacGill PS. Students, and their siblings, currently attending Dr. SJ Phillips PS from this area will continue to attend Dr. SJ Phillips PS.

Dr. SJ Phillips PS currently has eight portables on site and can accommodate a maximum of 10 portables. Parking is limited on this site and the facility, built in 1923 with additions in the 1950's and 1970's, has a smaller gym and limited capacity to accommodate Kindergarten students. The regeneration of the existing neighbourhood with new families moving in has also necessitated the redesignation of this development area to Elsie MacGill PS.

Elsie MacGill PS is a newer school that can accommodate up to 12 portables on site. Currently the school has two vacant classrooms and no portables on site.

The Unnamed North Oshawa PS is scheduled to open in September 2024 and is anticipated to serve this community. Elsie MacGill PS is therefore projected to serve as a holding school, for this development area, for one school year. Over the next year, there is a potential for approximately 50 students from this development area to be accommodated at Elsie MacGill PS.

4.4 North Oshawa (west of Simcoe Street) Development Secondary Designation

New development in North Oshawa, as identified in Appendix 5, currently within the boundary of RS McLaughlin CVI has been redirected to Eastdale CVI. Current students, and future siblings/children from the same address will continue to attend RS McLaughlin CVI. Any new secondary students will attend Eastdale CVI.

RS McLaughlin CVI is unable to accommodate any additional portables on site while Eastdale CVI has the capacity to accommodate additional students.

The Unnamed North Oshawa SS is scheduled to open in September 2026 is anticipated to serve this community. Over the next three years, there is a potential for approximately 200 students from this development area to be accommodated at Eastdale CVI, until such time as the Unnamed North Oshawa SS is scheduled to open.

5.0 Financial Implications

DSTS will need to reconfigure or add bus routes to accommodate these new students, which could require additional funding.

6.0 Evidence of Impact

Students will be accommodated in the new growth holding areas and will have access to transportation to their newly assigned holding school.

7.0 Communication Plan

Senior staff and affected school Principals have been advised of the changes to these school boundaries. The School Locator reflects the new holding school designations. Communication has also been prepared to send to these school communities informing them of the changes to holding schools.

8.0 Conclusion

This report is provided to Trustees for information.

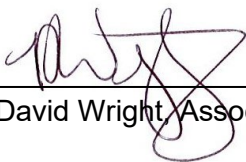
9.0 Appendices

- Appendix 1 – Boundary Map CE Broughton PS (updated with holding)
- Appendix 2 – Boundary Map Williamsburg PS (updated with holding)
- Appendix 3 – Boundary Map EB Phin PS (updated with holding)
- Appendix 4 – Boundary Map Elise MacGill PS (updated with holding)
- Appendix 5 – Boundary Map Eastdale CVI (updated with holding)
- Appendix 6 – 2023-2024 Updated Holding Schools Chart

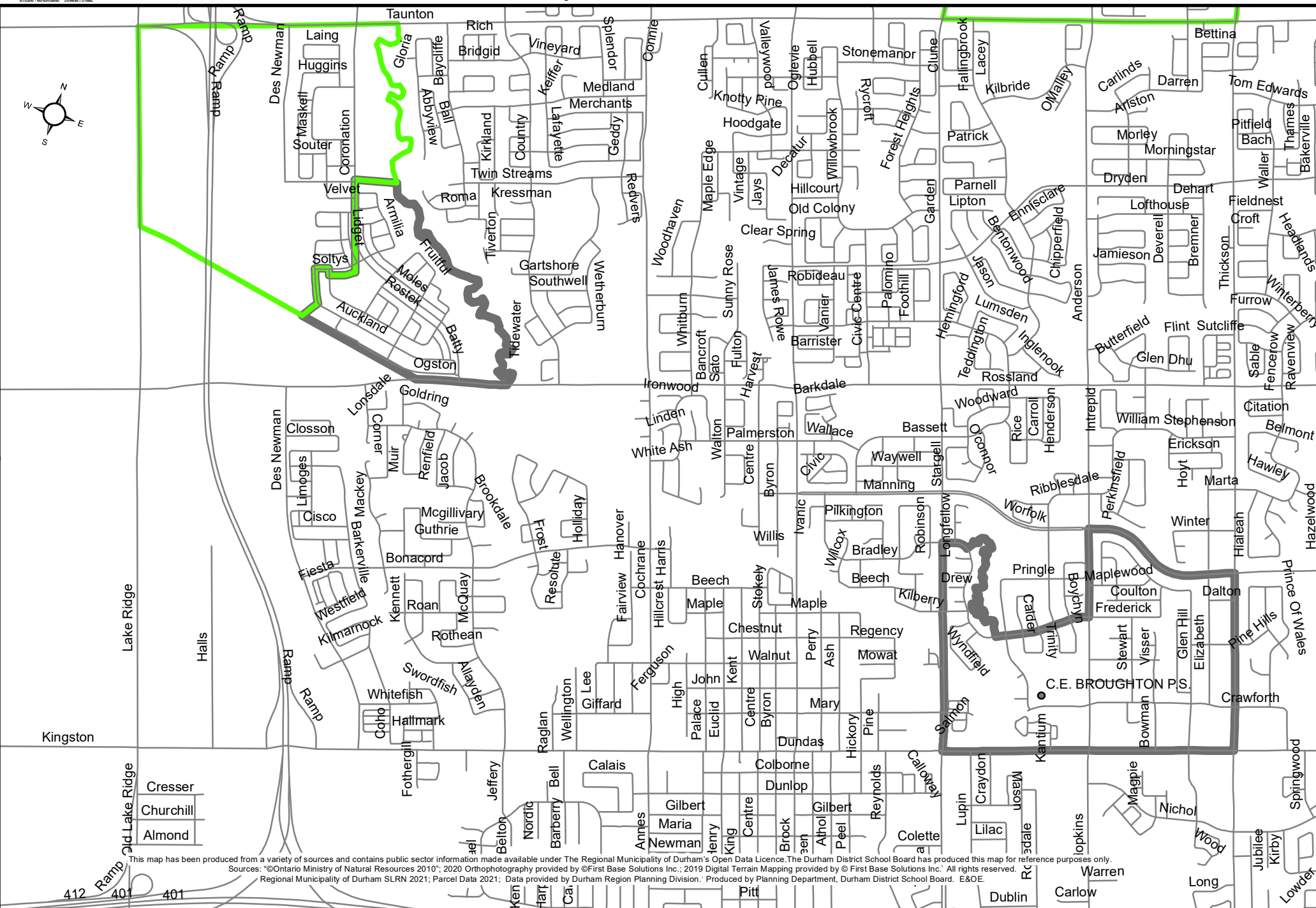
Report reviewed and submitted by:

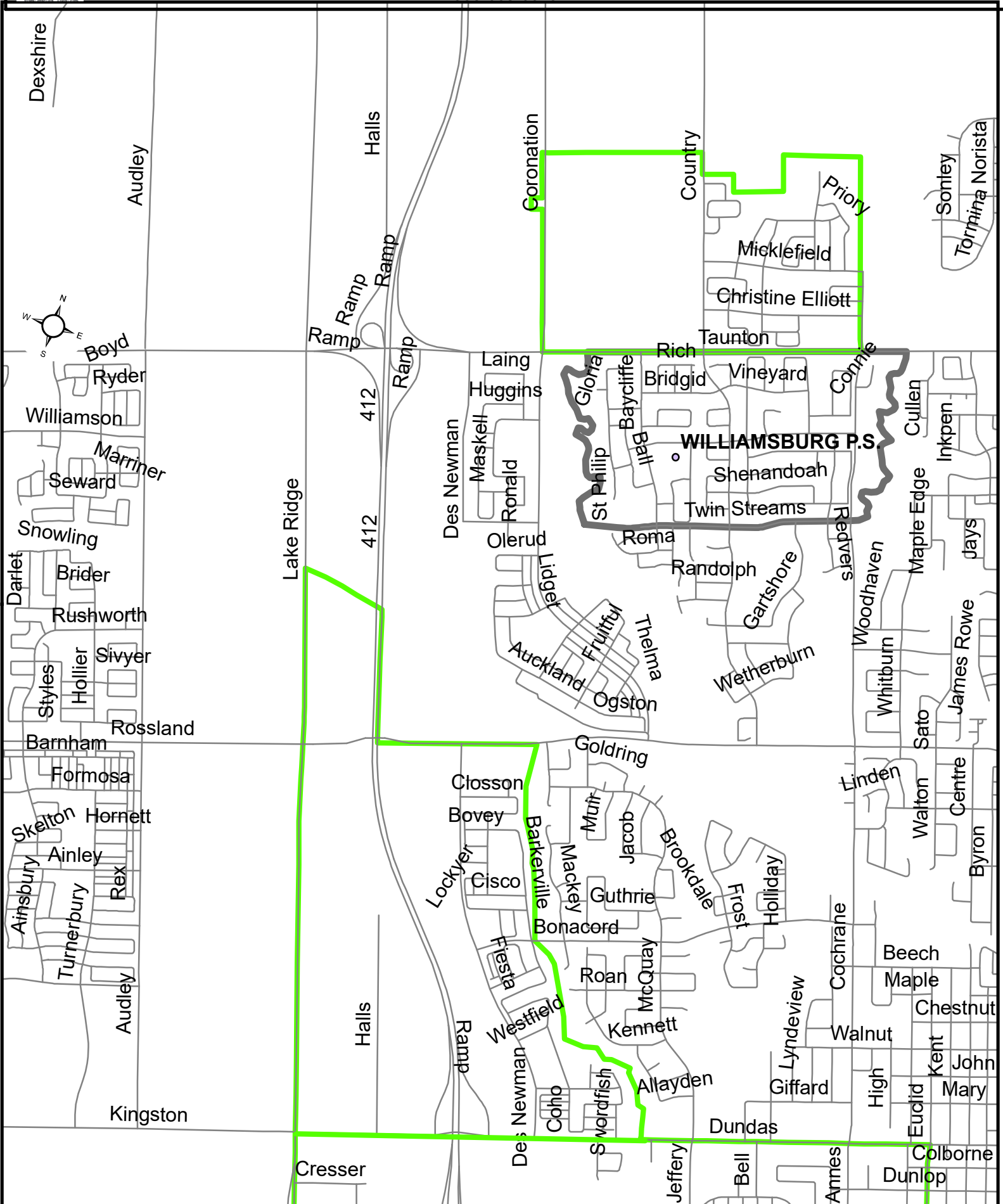


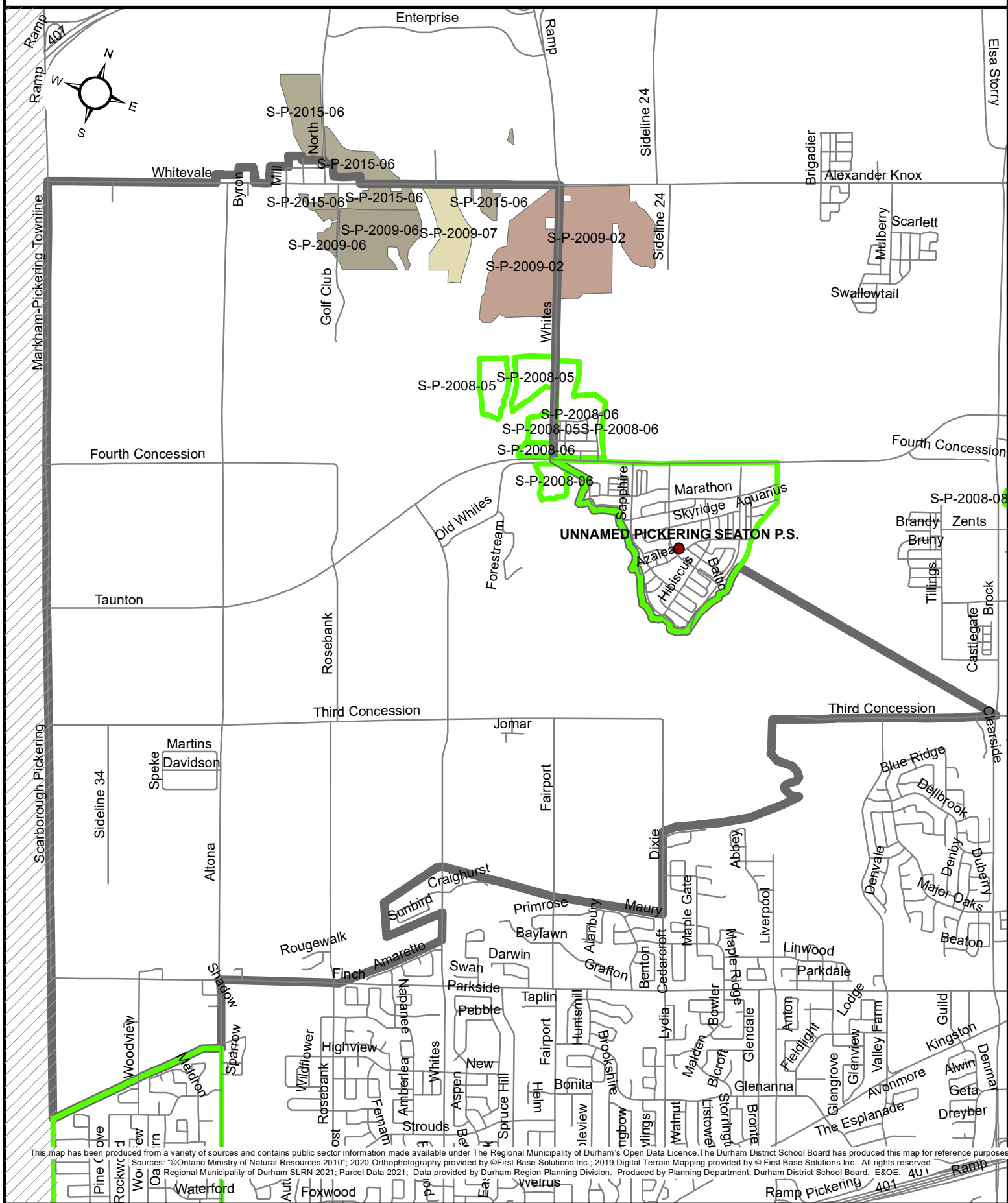
Camille Williams-Taylor, Director of Education and Secretary to the Board



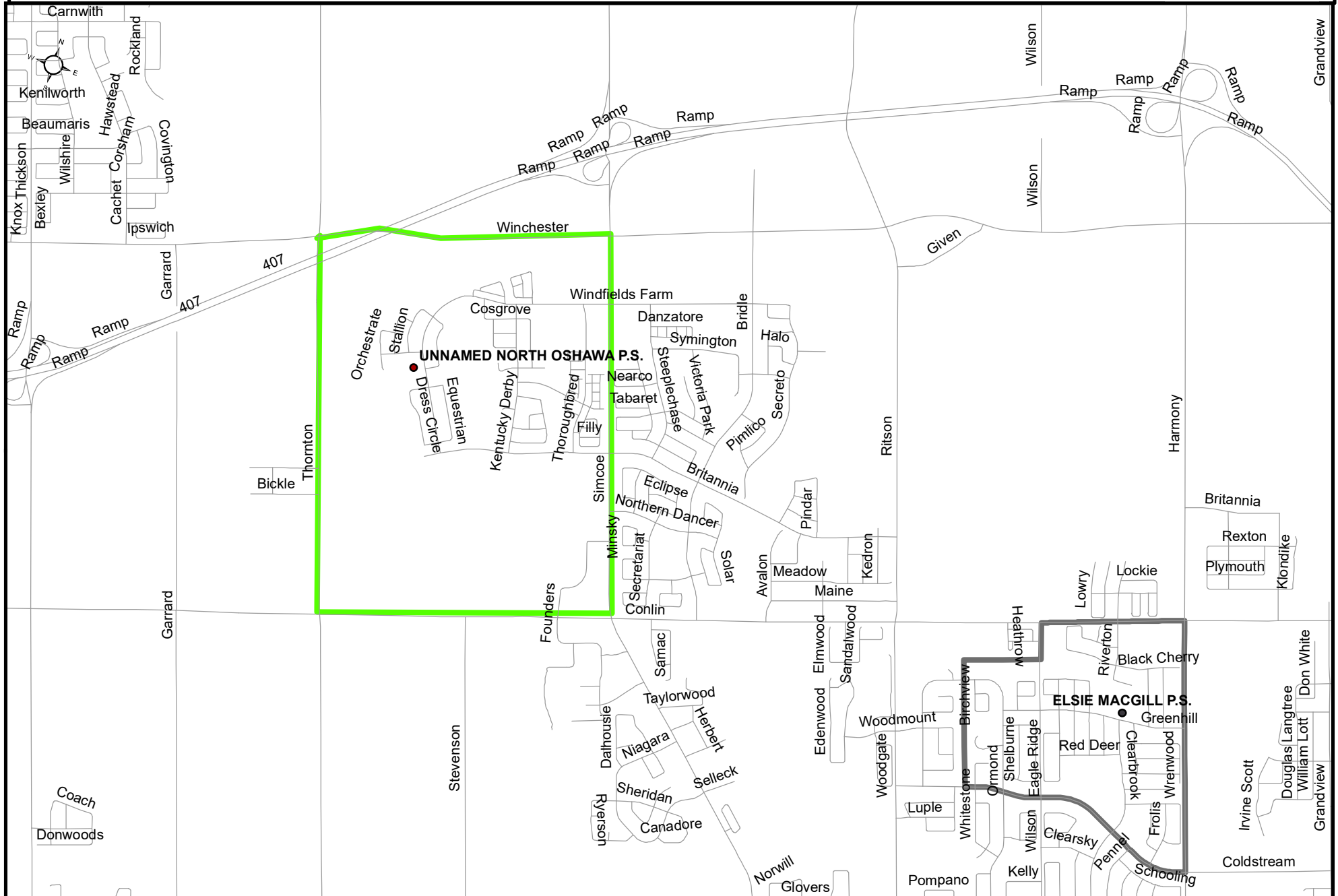
David Wright, Associate Director of Corporate Services and Treasurer of the Board







Boundary Map
Elsie MacGill P.S. - Holding area
800 Greenhill Ave.
Oshawa, ON L1K 0C8



2023-2024 Updated Holding Schools Chart

APPENDIX 6

Development Holding	2023 Holding Schools	Previous Holding School	Ministry Rated Capacity	October 31 2022 Unaudited Enrolment	Percentage Utilization	2022-2023 Portables In Use
West Whitby	CE Broughton PS		354	428	121%	4
		Willows Walks PS (2022-2023)	487	423	87%	0
		Glen Dhu PS (2019-2022)	527	635	120%	3
West Whitby	Williamsburg PS		513	593	116%	1
		Ormiston PS (2018-2023)	472	728	154%	10
		West Lynde PS (2021-2023)	449	664	148%	7
		Col Farewell PS (2019-2021)	524	628	120%	4
Pickering Seaton	EB Phin PS		400	475	119%	2
		Westcreek PS (2020-2023)	426	547	128%	5
		Highbush PS (2018-2020)	610	607	100%	2
North Oshawa	Elsie MacGill PS		519	512	99%	0
		Dr SJ Phillips PS (2021-2023)	452	666	147%	8
		Sunset Heights PS (2019-2021)	380	566	149%	8
		Stephen Saywell PS (2016-2019)	389	420	108%	1
North Oshawa	Eastdale CVI		1283	1061	83%	0
		RS McLaughlin CVI (2016-2023)	1191	1262	106%	8

Holding Schools with No Change to Holding School Boundaries for 2023-2024

Development Holding	2023 Holding Schools	Previous Holding School	Ministry Rated Capacity	October 31 2022 Unaudited Enrolment	Percentage Utilization	2022-2023 Portables In Use
Creekwood Area	Valley Farm PS		628	715	114%	3
	Valley View PS		167	357	214%	8
Pickering Seaton	Claremont PS		187	154	82%	0
North	Eagle Ridge PS		435	691	159%	10
	Alexander G Bell PS		512	518	101%	0
	Lincoln Alexander PS		412	472	115%	1
West Whitby	Robert Munsch PS		559	450	81%	0
		EA Fairman PS (2019-2022)	256	358	140%	6
North Oshawa	Seneca Trail PS		565	652	115%	3
	Sherwood PS		467	458	98%	0
	Norman G Powers PS		513	543	106%	0

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux
immobilisations et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front Ouest
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Toronto (Ontario) M7A 0B8

157-2022-10190

January 30, 2023

Carolyn Morton
Chair
Board of Trustees
Durham District School Board
400 Taunton Road East
Whitby, ON L1R2K6

Dear Carolyn Morton,

Thank you for your letter dated November 11, 2022, to the Honourable Stephen Lecce, Minister of Education, regarding the enrolment growth challenges at Clara Hughes Public School in Oshawa, ON. Your letter has been forwarded to me and I appreciate the opportunity to respond.

As you know, the Capital Priorities Grant Program (Capital Priorities) provides funding for capital projects to address accommodation pressures; replace schools due to their condition; consolidate underutilized schools; and address the needs of under-served French-language rights holders. The demand for school project funding is significant and the ministry must make difficult decisions. As a result of this and the limited funding available, only a portion of funding requests from across the province can be approved.

Through the 2022-23 round of Capital Priorities, Durham District School Board (DSB) received two capital project approvals for the North Oshawa Secondary School and the Pickering Seaton Elementary School. Including these projects, Durham DSB has received approvals for 35 projects (including child care) for a total investment of approximately \$251 million. Of these 35 projects, 15 have been for the Oshawa area: 12 of these projects have been completed (10 of which are elementary schools), and 3 of these projects are planned (2 of which are elementary schools).

.../2

Carolyn Morton

-2-

In future rounds of Capital Priorities, the board is encouraged to re-submit priority projects that were not previously approved. As the board reviews its priority projects, the ministry is available to discuss the board's accommodation options in the area.

You may also be interested to know, with the recent announcement of the Housing Supply Action Plan by the Ministry of Municipal Affairs and Housing (MMAH) on October 25, 2022, our ministry has launched an Urban Schools/Growth Framework Working Group with multiple school boards, including Durham DSB. This working group will provide input and advice to the ministry to shape future schools in urban, rapidly intensifying areas and other areas of growth across the province.

As a part of this working group, the ministry looks forward to discussing how this could align with your student accommodation needs in Oshawa.

Thank you again for taking the time to write.

Sincerely,

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8
minister.edu@ontario.ca

November 11, 2022

Re: Concern Regarding Growth Management and Capital Funding Approval Processes

Dear Minister Lecce,

I am writing on behalf of the Durham District School Board (DDSB)'s Board of Trustees to inform you about the challenges we are experiencing with respect to enrolment growth at Clara Hughes Public School in Oshawa and to highlight the difficulty in keeping pace with new residential development to support students.

Clara Hughes Public School is located in central Oshawa and opened in 2014 to consolidate existing schools in an established neighbourhood. Over time, new families have moved into the neighbourhood due to relatively affordable housing prices and along with neighbourhood turnover, enrolment at the school has steadily increased. As of September 2022, Clara Hughes PS is operating at a utilization rate of 184% capacity, which will grow to 193% by the 2023-24 school year based on projections. There are currently 15 portables on the school site.

The DDSB has included proposed school and child care expansions for Clara Hughes PS in both the 2021 and 2022 Capital Priorities submissions. Unfortunately, the project was not approved in either submission. We are currently taking steps to undertake a boundary review which may result in some students in a specific geographic area being moved to another school. Even if this boundary change takes place, we anticipate that Clara Hughes PS will continue to be under considerable pressure and be at 138% utilization with 8 portables onsite. The lack of approval received for this specific school means that we continue to be behind the curve of change that is taking place as this is just one example of many that we are facing.

As we have recently communicated, our school board requires additional capital approvals and an expedited process to quickly accelerate approved projects in order to keep up with the growth that we are experiencing in Durham Region. The challenges experienced by our board will continue to grow as provincial strategies are implemented to speed up the approval and development of new homes to meet the urgent housing supply and affordability challenges families face. One such example of this is *Bill 23, More Homes Built Faster Act, 2022*, which is currently moving through the legislative process.



@DurhamDistrictSchoolBoard



@DDSBschools

ddsb.ca

The reality is that the growth experienced in Durham Region in recent years and projected future growth cannot be effectively managed due in part to a lack of capital approvals to match the rate of population increases from new developments, and also due to the length of time from submission to approval to opening of a new school or completion of additions to existing schools.

While we appreciate the challenge the Ministry has in selecting capital priorities submissions for approval each year, we urge your Ministry to do more, to advocate on our behalf at the cabinet table and for the Ministry of Finance to increase funding in the budget for capital priorities to address this issue directly. At this rate, the issue will get worse over the next four years as school boards like ours are unable to effectively respond to the growth in population and student enrolment. We have already heard from many members of our community about these concerns and expect community concerns to increase.

We look forward to your response and support for our growing community as soon as possible.

Sincerely,



Carolyn Morton
Chair, Board of Trustees
Durham District School Board

Cc:

Premier of Ontario
Minister of Finance
Minister of Municipal Affairs and Housing
MPPs in Durham Region
Party Leaders, Education, Municipal Affairs and Housing, and Finance Critics of the New Democratic Party, the Ontario Liberal Party, and the Green Party of Ontario
Chair, Regional Municipality of Durham
Mayors in Durham Region
Trustees, Durham District School Board
All Ontario Public School Boards via OPSBA
All Ontario Catholic School Boards via OCSTA