



Board Meeting Agenda

March 18, 2024 - 7:00 p.m.



Michelle Arseneault
Trustee
Town of Whitby

Tracy Brown
Trustee
Town of Whitby

Emma Cunningham
Trustee
City of Pickering

Donna Edwards
Trustee
Town of Ajax

Stephen Linton
Trustee
City of Pickering

Kelly Miller
Trustee
Town of Ajax

Carolyn Morton
Trustee
Townships of Brock, Scugog &
Uxbridge

Deb Oldfield
Vice Chair of the Board
Trustee
City of Oshawa

Shailene Panylo
Trustee
City of Oshawa

Linda Stone
Trustee
City of Oshawa

Christine Thatcher
Chair of the Board
Trustee
Town of Whitby

Jill Thompson
Trustee
(First Nations Representative)

Ben Cameron
Student Trustee

Kayla Hoare
Student Trustee

Neha Kasoju
Student Trustee

Durham District School Board
calendar.ddsbs.ca/meetings
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YouTube: [DurhamDSB](https://www.youtube.com/DurhamDSB)

Code of Conduct for Public Meetings 2023-2024



The Durham District School Board is committed to public participation at board and committee meetings, and to ensuring a safe and respectful environment for students, parents/guardians, trustees, staff, and community members in attendance.

All meetings of the Board of Trustees follow formal parliamentary procedures in accordance with DDSB by-laws, policies, procedures, and protocols that must be adhered to by all participants.

All participants attending public meetings must be courteous and respectful at all times.

Disruptions of the meeting will not be tolerated and may result in a request to leave the meeting.

Abusive, discourteous, and/or aggressive behaviour will not be tolerated.

Threats, intimidating language and/or behaviour and any attempt to assault any person is prohibited and may result in criminal charges.

Possessing any form of a weapon while in attendance at a public meeting is prohibited. Security personnel are authorized to exercise discretion to request the inspection of any bag, briefcase, backpack, purse or any other item brought onto DDSB property to ensure a safe and respectful environment.

All individuals attending in-person will be asked to sign-in and show photo identification for the purposes of verifying their identity. Individuals that do not wish to sign in may choose to participate in the meeting virtually through the livestream.

Meetings are recorded by the DDSB for the purposes of the livestream and for security purposes. Those in attendance at meetings are prohibited from using their own recording devices.

Violations of this Code of Conduct will not be tolerated under any circumstances and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all DDSB properties, or being subject to criminal charges depending on the nature of the conduct.

DURHAM DISTRICT SCHOOL BOARD

BOARD MEETING

Monday, March 18, 2024 - 7:00 p.m.

PAGE

1. Call to Order

2. Land Acknowledgement

Verbal

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

3. O Canada
(Westney Heights Public School)

4. Declarations of Interest

Verbal

5. Adoption of Agenda

Verbal

6. Minutes

- | | | |
|-----|--|-------|
| (a) | APPROVED Revised Minutes of the January 22, 2024 Regular Board Meeting | 1-12 |
| (b) | DRAFT Minutes of the February 20, 2024 Regular Board Meeting | 13-22 |
| (c) | DRAFT Minutes of the February 28, 2024 Joint Special Board Education Development Charges Policy Review Meeting | 23-26 |
| (d) | DRAFT Minutes of the February 28, 2024 Joint Special Board Education Development Charges Successor Bylaw Meeting | 27-28 |
| (e) | DRAFT Minutes of the March 4, 2024 Special Board Meeting | 29-36 |

7. Ministry Memorandums-Information Update
(Director Camille Williams-Taylor)

Verbal

8. Public Question Period

Verbal

9.	<u>Report from the Committee of the Whole in Camera</u> (Trustee Deb Oldfield)	Verbal
10.	<u>Good News from the System</u> (Director Camille Williams-Taylor)	Verbal
11.	<u>Recommended Actions</u>	
(a)	Report and Adoption of Any Resolutions: Standing Committee Meeting, March 4, 2024 (Trustee Deb Oldfield)	37-42
(b)	Motion: OPSBA Policy Resolution (Trustee Donna Edwards)	43-46
12.	<u>Information Items</u>	
(a)	Update: Math Achievement Action Plan (Superintendent Mohamed Hamid)	47-61
(b)	Quarterly Construction and Major Projects Progress Report (Associate Director David Wright)	62-69
(c)	SEAC Report, January 18, 2024 (Trustees Donna Edwards, Kelly Miller, Deb Oldfield)	70-84
(d)	OPSBA Report (Trustee Donna Edwards)	Verbal
13.	<u>Days of Significance</u>	85-86
14.	<u>Adjournment</u>	Verbal

REVISED APPROVED

MINUTES

The Regular Meeting of the Board

Monday, January 22, 2024

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

1. Call to Order:

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

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham (virtual), Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo (virtual, left 9:53 p.m.), Linda Stone (virtual, joined 7:11 p.m., left 10:13 p.m.), Student Trustee Ben Cameron

Regrets: Trustee Jill Thompson, Student Trustees Kayla Hoare, Neha Kasoju

Not in Attendance:

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Martine Robinson, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Christine Thatcher gave the Land Acknowledgment: 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. It is on these ancestral and treaty lands that we teach, learn and live.

3. O Canada

Trustee Carolyn Morton welcomed and introduced R H Cornish Principal Rachel Kennedy, teachers Leigh-Anne Harrington, Robin McKay and Michele Murphy,

community volunteers, cellist Wendy Reville and violinists Suzanne Garriock and Paul Grybas, along with the R H Cornish Junior/Intermediate Choir who performed their version of O Canada along with Winter Song in Three Parts.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2024:RB01

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

6. Minutes

2024:RB02

MOVED by Trustee Stephen Linton

SECONDED by Trustee Michelle Arseneault

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

- (a) THE REGULAR BOARD MEETING MINUTES OF OCTOBER 16, 2023
- (b) THE REGULAR BOARD MEETING MINUTES OF NOVEMBER 6, 2023
- (c) THE ORGANIZATIONAL BOARD MEETING MINUTES OF NOVEMBER 20, 2023
- (d) THE SPECIAL BOARD MEETING MINUTES OF NOVEMBER 20, 2023

AND THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

- (e) THE REGULAR BOARD MEETING MINUTES OF DECEMBER 4, 2023

7. Ministry Memorandums-Information Update

Director Camille Williams-Taylor provided trustees with the following update:

Earlier this month Kindergarten registration for the 2024-2025 school year opened and remains ongoing. We encourage families with children turning 4 this year to visit our website to find out more about registration and the important information available to support families through the process.

Tomorrow evening the Refining My Pathway Planning for Grade 10 Virtual Information Session is taking place. The session will help students currently in Grade 9 and their families to be aware of all pathways and course options so they can intentionally plan for the remaining years of high school and beyond. For more information and to register for this session, please visit our website or social media posts.

The French Department is hosting a French Immersion Information Night on Thursday, February 1. The French Immersion program begins in Grade 1 and sets up students to become proficient and fluent in French. Sessions will take place in elementary schools around the District. Interested families can register with their child's current school.

At tonight's Board Meeting, we have a number of items on the agenda that highlight many different areas across the DDSB. In particular, the new Multi-Year Strategic Plan before the Board represents the collective work of trustees, staff, students and families in working together to develop a strategic direction for the DDSB in promoting Meaningful Learning, Connected Communities and Well-Being, with these strategic directions being guided through recognizing and upholding distinct Indigenous rights, affirming and upholding human rights and caring about and striving to know each other. The Ignite Learning Multi-Year Strategic Plan sets the direction for the work of the DDSB and guides our collective actions for ongoing student-centered improvement and success.

We are also sharing the Director's Annual Report this evening. It is in a new digital, web-based format to promote more engagement with the communities we serve in sharing the fantastic work that is taking place across the DDSB. We hope that trustees and members of the public find it refreshing and informative.

8. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding school year calendars. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Mark Cowtan into the record regarding flags. Staff responded to the question.

9. Report from the Committee of the Whole In Camera

Trustee Deb Oldfield reported that the Committee of the Whole met in closed session on January 22, 2024, and discussed matters involving;

Decisions in respect of the acquisition or disposal of a school site.

2024:RB03

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Tracy Brown

THAT THE BOARD APPROVE THE ACTIONS AND ADOPT ANY RESOLUTIONS OF THE JANUARY 22, 2024, COMMITTEE OF THE WHOLE, CLOSED SESSION MEETING.

CARRIED

10. Good News from the System

Madison and Cameron from Uxbridge Secondary School shared good news from across the system on behalf of DDSB students.

11. Recommended Actions

(a) Report and Adoption of Any Resolutions: Standing Committee Meeting
Minutes of January 8, 2024

Trustee Deb Oldfield brought forward two motions.

2024:RB04

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Stephen Linton

I MOVE THAT THE BOARD ADOPT THE RESOLUTIONS OF THE JANUARY 8, 2024
COMMITTEE OF THE WHOLE CLOSED SESSION MEETING.

CARRIED

Trustee Deb Oldfield shared with trustees the minutes of the January 8, 2024 Standing
Committee meeting and that the following motions were carried and resolutions adopted
at the Standing Committee meeting on January 8, 2024;

THAT THE DDSB BOARD OF TRUSTEES RECOGNIZE IGNITE DURHAM LEARNING
FOUNDATION (IDLF) AS THE CHARITY OF CHOICE FOR DDSB. THE DDSB WILL
PROMOTE THE IDLF AS THE CHARITY OF CHOICE TO STAFF, STUDENTS AND
ITS COMMUNITY MEMBERS WHEREVER POSSIBLE.

And,

THAT THE BOARD OF TRUSTEES ASK STAFF TO DEVELOP A PUBLIC MEMO
ABOUT THE CREEKWOOD SCHOOL RELOCATION TO ANSWER THE FOLLOWING
QUESTIONS:

- WHAT CONCERNS DID THE MINISTRY OF THE ENVIRONMENT RAISE ON THE
MOST RECENT REPORT?
- WHY CAN'T WE WAIT FOR THE NEXT SET OF RESULTS BEFORE COMMITTING
TO THE RELOCATION?
- HOW THIS WILL REDUCE CROWDING AT NEIGHBOURING SCHOOLS?
- PROJECTED TIMELINES

2024:RB05

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Kelly Miller

I MOVE THAT THE BOARD APPROVE THE MINUTES OF JANUARY 8, 2024 AND
ADOPT THE ABOVE RESOLUTIONS.

CARRIED

(b) Report and Adoption of Any Resolutions: Governance and Policy Committee
Meeting, December 13, 2023

Trustee Emma Cunningham shared with trustees the resolutions that were adopted at
the Governance and Policy Committee meeting on December 13, 2023 along with

proposed revisions to the applicable Board policies and Bylaws to support each resolution. At the request of the Chair, each motion coming forward from the Governance and Policy Committee was dealt with separately.

Rescission of Advocacy Policy

2024:RB06

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES RESCIND THE ADVOCACY POLICY.

CARRIED

Revised Public Concerns Policy and Rescission of Regulation

General Counsel Patrick Cotter provided background on the proposed amendments to this policy.

Trustee questions were answered.

2024:RB07

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES AMEND THE PUBLIC CONCERNS POLICY IN ACCORDANCE WITH THE TERMS OF THE REPORT PRESENTED TO THE GOVERNANCE AND POLICY COMMITTEE ON DECEMBER 13, 2023 AND THAT THE REGULATION BE RESCINDED.

CARRIED

Revised Consolidated Bylaws – Advisory Committees

2024:RB08

MOVED by Trustee Tracy Brown

SECONDED by Trustee Deb Oldfield

THAT THE BOARD OF TRUSTEES AMEND SECTIONS 4.5.1 AND 4.5.2 OF THE CONSOLIDATED BYLAWS IN ACCORDANCE WITH THE TERMS OF THE REPORT PRESENTED TO THE GOVERNANCE AND POLICY COMMITTEE ON DECEMBER 13, 2023.

CARRIED

Revised Consolidated Bylaws – Agenda Planning

2024:RB09

MOVED by Trustee Tracy Brown

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES AMEND SECTION 5.5.4 OF THE CONSOLIDATED BYLAWS TO INCLUDE THAT THE CHAIR OF THE BOARD HAS THE DISCRETION TO INVITE CHAIRS OF ANY COMMITTEE OF THE BOARD TO ATTEND ALL OR PART OF AN AGENDA PLANNING MEETING.

CARRIED

(c) Ignite Learning Multi-Year Strategic Plan 2024-2028

Director of Education Camille Williams-Taylor introduced Executive Lead Robert Cerjanec and external consultants Josh and Katie who have helped to guide trustees and staff over the past year on the path to development of the new Multi-Year Strategic Plan that included an extensive consultation process with all members of the DDSB community. Together they provided a presentation sharing information on the process through which the DDSB's new MYSP has been developed, culminating in the final draft report being presented for approval that is reflective of trustee, student, staff, family and community feedback and input. The final MYSP presentation includes a designed brochure outlining the new guiding principles, strategic priorities and strategic objectives that make up the MYSP.

Trustee questions were answered.

2024:RB10

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Shailene Panylo

THAT THE BOARD OF TRUSTEES ADOPT THE DDSB'S NEW IGNITE LEARNING MULTI-YEAR STRATEGIC PLAN FOR THE PERIOD OF 2024-2028.

The motion was carried on a recorded vote:

Yes

Michelle Arseneault
Tracy Brown
Emma Cunningham
Donna Edwards
Stephen Linton
Kelly Miller
Carolyn Morton
Deb Oldfield
Shailene Panylo
Christine Thatcher

No

Absent

Jill Thompson

Abstain

Linda Stone

Student Trustees

Ben Cameron

Kayla Hoare
Neha Kasoju

(d) Potential Renaming of Lord Elgin Public School

Superintendent Stephen Nevills shared that a School Naming Committee was

established in response to community member questions around the appropriateness of maintaining the use of Lord Elgin's name given that there are historical connections to Lord Elgin's support of the creation of the residential school system. The School Naming Committee engaged in a community consultation process leading to the recommendation to rename Lord Elgin Public School to Ontario Street Public School, the top choice of three proposed names that were put forward for consideration by the School Naming Committee.

Trustee questions were answered.

2024:RB11

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Emma Cunningham

THAT THE BOARD OF TRUSTEES CHANGE THE NAME OF LORD ELGIN PUBLIC SCHOOL AND SELECT THE FIRST CHOICE OF THE SCHOOL NAMING COMMITTEE, ONTARIO STREET PUBLIC SCHOOL AS THE NEW NAME OF THE SCHOOL.

Student Trustee Ben Cameron suggested that the above motion be divided into two parts, first to address that the name be changed, and second to confirm the new name.

2024:RB12

MOVED by Trustee Donna Edwards

SECONDED by Trustee Carolyn Morton

THAT THE BOARD OF TRUSTEES CHANGE THE NAME OF LORD ELGIN PUBLIC SCHOOL.

The motion was carried on a recorded vote:

Yes

Michelle Arseneault
Tracy Brown
Emma Cunningham
Donna Edwards
Stephen Linton
Kelly Miller
Carolyn Morton
Deb Oldfield
Shailene Panylo
Christine Thatcher

No

Linda Stone

Absent

Jill Thompson

Abstain

Student Trustees

Ben Cameron

Kayla Hoare
Neha Kasoju

January 22, 2024

2024:RB13

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Deb Oldfield

THAT THE BOARD OF TRUSTEES SELECT THE FIRST CHOICE OF THE SCHOOL NAMING COMMITTEE, ONTARIO STREET PUBLIC SCHOOL AS THE NEW NAME OF THE SCHOOL.

The above foregoing motion was voted on after the following motion was dealt with as it took precedence.

2024:RB14

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Emma Cunningham

THAT THE BOARD OF TRUSTEES REFER CONSIDERATION OF ADDITIONAL PROPOSED NAME OPTIONS BACK TO THE SCHOOL NAMING COMMITTEE.

Student Trustee Cameron called a point of order, noting that the above motion does not align with the Naming of Schools Policy.

General Counsel Patrick Cotter advised the Board that in accordance with the Naming of Schools Policy, the Board does not need to approve the first choice recommendation of the School Naming Committee, but that the Board is tasked with selecting one of the names on the list of three recommendations from the Committee given that the Board has decided to change the name of the school.

The motion was ruled Out of Order by the Chair.

The Chair called a recess at 8:59 p.m.

The meeting reconvened at 9:10 p.m.

2024:RB13

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Deb Oldfield

THAT THE BOARD OF TRUSTEES SELECT THE FIRST CHOICE OF THE SCHOOL NAMING COMMITTEE, ONTARIO STREET PUBLIC SCHOOL AS THE NEW NAME OF THE SCHOOL.

The motion was carried on a recorded vote:

Yes

Tracy Brown
Emma Cunningham
Donna Edwards
Kelly Miller
Carolyn Morton
Deb Oldfield

No

Michelle Arseneault
Linda Stone
Stephen Linton

Absent

Jill Thomson

Abstain

Shailene Panylo

Student Trustees

Ben Cameron

Kayla Hoare

Neha Kasoju

2024:RB15

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES REFER THE SCHOOL NAMING POLICY TO THE GOVERNANCE AND POLICY COMMITTEE TO CONSIDER PROVIDING MORE FLEXIBILITY TO THE BOARD OF TRUSTEES WHEN A RECOMMENDATION FROM THE SCHOOL NAMING COMMITTEE COMES FORWARD.

CARRIED

(e) School Year Calendar: April 2024 PA Day

Associate Director Jim Markovski shared that there is a solar eclipse taking place on April 8, 2024 and staff are recommending that the April 19 PA Day be moved to April 8. This recommendation is a proactive measure to support the safety and well-being of students, staff and families as dismissal time across DDSB schools coincides with the period of the eclipse, including the peak period of darkness which is expected to occur at approximately 3:20 p.m. It was noted that this solar event represents a learning opportunity and the Health and Safety department will provide educational resources to schools to support learning connected to the curriculum and that will outline safety tips related to the event.

Trustee questions were answered.

2024:RB16

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES APPROVE MOVING THE SCHEDULED PROFESSIONAL ACTIVITY DAY FROM APRIL 19, 2024 TO APRIL 8, 2024.

CARRIED

13. Information Items(a) Director's Annual Report - 2023

Director of Education Camille Williams-Taylor shared that in accordance with the Education Act, school boards are required to annually present a report to the Board sharing highlights of events and activities of the preceding 12 months which is then submitted to the Minister of Education. This year, the DDSB has moved the Director's

Annual Report to a digital, web-based version and the full report is available at <https://www.ddsbannualreport.ca/>.

Trustee questions were answered.

(b) Durham Student Transportation Services (DSTS) Annual Report

Durham Student Transportation Services (DSTS) Chief Administrative Officer Kelly Mechoulan joined the meeting and shared a presentation providing background on the partnership of DSTS that is made up of DDSB and DCDSB and summarizing the 2022-2023 year and providing highlights, including the implementation of bell time changes, key statistics and the pilot implementation of the MTransport application.

Trustee questions were answered.

2024:RB17

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Stephen Linton

THAT THE BOARD OF TRUSTEES APPROVE EXTENDING THE MEETING TO 10:30 P.M.

CARRIED

(c) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca who provided trustees with an update on the status of construction and major projects as of December 31, 2023. Updates to this report are provided to trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website. As part of this report, a detailed appendix was included outlining school development history in Pickering, particularly the Tillings Road and Dersan Street school site and the recent decision of the District to move the Unnamed Pickering "Creekwood" school to the nearby Coughlan site.

Trustee questions were answered.

(d) 2023-2024 Interim Financial Report – Q1

Associate Director David Wright introduced Senior Manager of Finance Jennifer Machin who provided trustees with an update on enrolment information and budget changes as part of the 2023-2024 Revised Estimates as well as operating expenditures at November 30, 2023 (Quarter 1).

(e) 2023-2024 Supplementary Funds Summary

Associate Director David Wright introduced Senior Manager of Finance Jennifer Machin who provided trustees with an update on the Supplementary Funding that has been announced or received to date for 2023-2024 through Priorities and Partnerships Fund grants, most of which are provided to school boards through the Ministry of Education.

(f) Governance and Policy Committee Report, September 27, 2023

Trustee Emma Cunningham shared the approved minutes of the Governance and Policy Committee meeting of September 27, 2023.

(g) Trustee Attendance Records

Chair Christine Thatcher shared the annual trustee attendance records for the period of November 6, 2022 to November 20, 2023 in accordance with the Board's Bylaws.

A correction was made to the attendance record of the November 6, 2023 Committee of the Whole In Camera meeting pertaining to Trustee Kelly Miller.

(h) Trustee Expenses 2022-2023

Associate Director David Wright provided the annual report of trustee expenses for the period of November 15, 2022 to November 14, 2023 in accordance with the Trustee Expenses Policy and Procedure.

(i) Director's Performance Appraisal Report

Trustee Carolyn Morton shared appreciation on behalf of the Director's Performance Review Committee and noted that the Director of Education performance review is now complete and the most recent version of the Director's contract has been posted to the DDSB website. The next task of this committee is to develop an updated job profile for the Director of Education.

(j) OPSBA Report

Trustee Donna Edwards shared that the OPSBA Public Education Symposium is taking place on January 25-26.

Trustee questions were answered.

14. Memos

The memo was shared with trustees for information.

15. Correspondence

The correspondence was shared with trustees for information.

16. Days of Significance

The dates of significance were shared with trustees for information.

17. Adjournment

2024:RB18

MOVED by Trustee Christine Thatcher

Regular Meeting of the Board Minutes
January 22, 2024

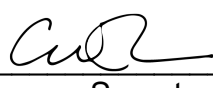
THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:25 p.m.



Chair



Secretary

DRAFT

MINUTES

The Regular Meeting of the Board

Tuesday, February 20, 2024

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

1. Call to Order:

Chair Christine Thatcher called the meeting to order at 7:04 p.m.

Members Present: Trustees Michelle Arseneault, Emma Cunningham, Donna Edwards, Stephen Linton, Carolyn Morton, Shailene Panylo (virtual, joined 8:27 p.m.), Linda Stone (left 8:53 p.m.), Student Trustees Ben Cameron, Kayla Hoare (virtual)

Regrets: Trustees Tracy Brown, Kelly Miller, Deb Oldfield, Jill Thompson, Student Trustee Neha Kasoju

Not in Attendance:

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Directors Jim Markovski and David Wright, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy (virtual), Stephen Nevills, Martine Robinson, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Christine Thatcher gave the Land Acknowledgment: 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. It is on these ancestral and treaty lands that we teach, learn and live.

3. O Canada

Trustee Michelle Arseneault welcomed and introduced the Willows Walk Public School Junior/Intermediate Choir, accompanied by staff Amy Bourdon, Andrea James, Bill

Houlden and Andrew Watson as well as Principal Sandra Makris and Vice Principal Mike Loscavo. The choir performed their version of O Canada and Lift Every Voice.

The Chair called a short recess at 7:13 p.m. to allow preparation for the Definitely Durham Awards Presentation. The meeting reconvened at 7:14 p.m.

4. Definitely Durham Awards Presentation

Chair Christine Thatcher welcomed guests and inductees to the 2023 Definitely Durham Hall of Fame celebration, including recipients Stacey Jiggins, Matthew Samuels and family members accepting on behalf of William Levine. The 2023 inductees exemplify DDSB's character traits of teamwork, responsibility, respect, perseverance, optimism, kindness, integrity, honesty, empathy and courage.

Trustees Carolyn Morton, Stephen Linton, Chair Christine Thatcher and Director Camille Williams-Taylor introduced the recipients and presented the awards.

5. Declarations of Interest

There were no declarations of interest at this time.

6. Adoption of Agenda

2024:RB19

MOVED by Trustee Donna Edwards

SECONDED by Trustee Michelle Arseneault

THAT THE AGENDA BE APPROVED.

CARRIED

7. Minutes

The draft minutes of January 22, 2024 were corrected to indicate that Student Trustee Cameron voted "No" during the recorded vote for motion RB13, Potential Renaming of Lord Elgin Public School.

2024:RB20

MOVED by Trustee Stephen Linton

SECONDED by Trustee Michelle Arseneault

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

(a) THE REGULAR BOARD MEETING MINUTES OF DECEMBER 4, 2023

AND THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

(b) THE AMENDED REGULAR BOARD MEETING MINUTES OF JANUARY 22, 2024

CARRIED

8. Ministry Memorandums-Information Update

Director Camille Williams-Taylor provided trustees with the following update:

On February 8, the DDSB was pleased to host the Ministry of Education's announcement of incorporating Black Canadian history into the Grades 7, 8 and 10 curriculum that starting in September 2025 will emphasize the significant contributions and history of Black Canadians, integrating it into the broader narrative of Canadian history. As noted in that announcement, teaching Black history ends the practice of telling a single story about our country and is an important step in fostering a more inclusive and equitable education system and society.

The announcement reminds us of our commitment to recognizing Black excellence and addressing anti-Black racism year-round. We encourage all community members and organizations to reflect and take meaningful steps to identify and dismantle anti-Black racism throughout the year and have posted more on this topic on our website at ddsb.ca.

The Ministry also announced that they have created the Ontario Curriculum Review and Revision Guide where the Ministry will be phasing in a 5-year review cycle of the Ontario Curriculum.

Next week, athletes with an intellectual disability from across Canada's 12 Provincial/Territorial Special Olympics Chapters will converge in Calgary to compete in the Special Olympics Canada Winter Games with the goal of achieving personal bests, and in some cases, the opportunity to be named to Special Olympics Team Canada. Athletes will compete in 8 different sports including: Speed Skating, Alpine Skiing, Cross Country Skiing, Figure Skating, Curling, Floor Hockey, Snowshoeing, and 5 Pin Bowling. The DDSB's Ella Robinson Renaud, who attends J. Clarke Richardson, will be representing Ontario in Speed Skating. Please join me in wishing Ella the very best of luck as she competes!

9. Public Question Period

Dylan Reynolds joined the meeting virtually and asked a question regarding student transportation. Staff responded to the question.

Amjad Muhammad joined the meeting virtually and asked a question regarding a future DDSB elementary school in Ajax. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Sue Fan into the record regarding anti-Black racism. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Jacqueline Van Eerden into the record regarding student transportation. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Kimberly Armstrong into the record regarding DDSB@Home. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Alicia McAuley Ashfield into the record regarding DDSB@Home and health and safety measures in schools. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Jessica Street into the record regarding security measures at public meetings and associated costs. Staff responded to the question.

Executive Lead Robert Cerjanec read a question from Jessica Wilkins into the record regarding learning resource selection. Staff responded to the question.

10. Report from the Committee of the Whole In Camera

Trustee Emma Cunningham reported that the Committee of the Whole met in closed session on February 20, 2024, and discussed matters involving;

The disclosure of intimate, personal or financial information in respect of a member of the board or a committee, an employee or prospective employee of the board or a pupil or their parent/caregiver, and, decisions in respect of negotiations with employees of the board.

Trustee questions were answered.

2024:RB21

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Donna Edwards

THAT THE BOARD APPROVE THE ACTIONS AND ADOPT ANY RESOLUTIONS OF THE FEBRUARY 20, 2024, COMMITTEE OF THE WHOLE, CLOSED SESSION MEETING.

CARRIED

11. Good News from the System

Malriq and Kylie from Ajax High School shared good news from across the system on behalf of DDSB students.

12. Recommended Actions

(a) Report and Adoption of Any Resolutions: Standing Committee Meeting Minutes of February 5, 2024

Trustee Emma Cunningham shared the minutes of the Standing Committee meeting of February 5, 2024.

2024:RB22

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD ADOPT THE RESOLUTIONS AND APPROVE THE MINUTES OF THE FEBRUARY 5, 2024 STANDING COMMITTEE MEETING.

CARRIED

(b) Education Finance Committee Meeting Dates: 2024-2025 Budget

Associate Director David Wright provided an overview of the annual budget process and shared a proposed list of Education Finance Committee meeting dates related to development of the 2024-2025 budget.

Trustee questions were answered.

2024:RB23

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THE 2024-2025 MEETING SCHEDULE AS OUTLINED IN TABLE 1 OF THE REPORT FOR THE EDUCATION FINANCE COMMITTEE.

The above foregoing motion was amended:

2024:RB24

MOVED by Trustee Donna Edwards

SECONDED by Trustee Stephen Linton

THAT THE SCHEDULE OF PUBLIC EDUCATION FINANCE COMMITTEE MEETINGS AS NOTED IN THE REPORT BE AMENDED SO THAT THE MEETING OF APRIL 4, 2024 STARTS AT 7:00 P.M. INSTEAD OF 6:00 P.M.

CARRIED

The original motion was further amended:

2024:RB25

MOVED by Trustee Stephen Linton

SECONDED by Trustee Emma Cunningham

Amend the date of the first public deputation from April 4 to April 11

THAT THE SCHEDULE OF PUBLIC EDUCATION FINANCE COMMITTEE MEETINGS AS NOTED IN THE REPORT BE AMENDED SO THAT THE MEETING OF APRIL 4, 2024 BE MOVED TO APRIL 11, 2024, SUBJECT TO THE DISCRETION OF THE CHAIR.

CARRIED

2024:RB26

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THE AMENDED 2024-2025 MEETING SCHEDULE AS OUTLINED IN TABLE 1 OF THE REPORT FOR THE EDUCATION FINANCE COMMITTEE.

CARRIED

(c) Unnamed North Oshawa Public School Boundary Recommendation

Associate Director David Wright introduced Head of Facilities Services Lisa Bianca who provided trustees with an overview of the consultative process that took place recently, leading to the staff recommended establishment of an enrolment boundary for the new Unnamed North Oshawa PS, scheduled to open in September 2024.

Trustee questions were answered.

2024:RB27

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Shailene Panylo

THAT THE BOARD OF TRUSTEES APPROVE THE STAFF RECOMMENDED BOUNDARY FOR UNNAMED NORTH OSHAWA PS, EFFECTIVE SEPTEMBER 2024, AS OUTLINED IN APPENDIX A.

CARRIED

(d) Vincent Massey PS, Gordon B. Attersley PS, Pierre Elliott Trudeau PS Boundary Recommendation

Associate Director David Wright and Head of Facilities Services Lisa Bianca provided trustees with background information on the enrolment pressures and growth that have impacted the Vincent Massey Public School community, leading to the need for a boundary review process which has included examination of several possible scenarios. An overview of the consultative process that took place was also provided, leading to the recommendation to establish a revised enrolment boundary for Oshawa schools Vincent Massey PS, Gordon B. Attersley PS and Pierre Elliott Trudeau PS. It was noted that the recommendation being put forward through this report is responsive to feedback gathered through community consultation and is different than the original recommendation that was initially presented for feedback.

Trustee questions were answered.

2024:RB28

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Emma Cunningham

THAT THE BOARD OF TRUSTEES APPROVE THAT GROWTH BOUNDARIES BE ESTABLISHED FOR THE NEW DEVELOPMENT AREA SOUTH OF ELDORADO AVENUE, NORTH OF SHANKEL ROAD, EAST OF FLEETWOOD DRIVE AND WEST OF TOWNLINE ROAD NORTH AND THE NEW DEVELOPMENT AREA SOUTH OF THE GOLDMAN WOODLOT, NORTH OF WADEBRIDGE CRESCENT, AND WEST OF AUTUMNWOOD TRAIL. THE NEW DEVELOPMENT AREA SOUTH OF THE GOLDMAN WOODLOT AND PART OF THE NEW DEVELOPMENT SOUTH OF ELDORADO AVENUE INCLUDING FLEETWOOD DRIVE SOUTH OF ELDORADO AVENUE, LELAND ROAD AND SHANKEL ROAD WOULD BE PARTNERED WITH GORDON B. ATTERSLEY PS WHILE THE OTHER PART OF THIS AREA, INCLUDING APOLLO STREET, BRADENTON PATH, AND DOUG FINNEY STREET WOULD BE PARTNERED WITH HARMONY HEIGHTS PS.

The motion was carried on a recorded vote:

Yes

Michelle Arseneault
Emma Cunningham
Donna Edwards
Stephen Linton
Carolyn Morton
Shailene Panylo
Linda Stone
Christine Thatcher

No

Absent

Tracy Brown
Kelly Miller
Deb Oldfield
Jill Thompson

Abstain

Student Trustees

Ben Cameron
Kayla Hoare

Neha Kasoju

2024:RB29

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THAT THE BLOCK LOCATED SOUTH OF TAUNTON ROAD, INCLUDING THE STREETS: MACINALLY COURT, GLENBOURNE DRIVE AND BENSON STREET (AS IDENTIFIED IN APPENDIX A2), BE ADDED TO THE PIERRE ELLIOTT TRUDEAU PS BOUNDARY FOR THE 2024-2025 SCHOOL YEAR. STUDENTS AND THEIR SIBLINGS CURRENTLY RESIDING WITHIN THIS AREA AND ATTENDING GORDON B ATTERSLEY PS WILL BE GIVEN THE OPTION TO REMAIN AT GORDON B. ATTERSLEY PS OR ATTEND PIERRE ELLIOTT TRUDEAU PS AS OF SEPTEMBER 2024. ANY NEW FAMILIES REGISTERING, PENDING BOARD OF TRUSTEE APPROVAL, WILL ATTEND PIERRE ELLIOTT TRUDEAU PS.

The motion was carried on a recorded vote:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Michelle Arseneault		Tracy Brown	
Emma Cunningham		Kelly Miller	
Donna Edwards		Deb Oldfield	
Stephen Linton		Linda Stone	
Carolyn Morton		Jill Thompson	
Shailene Panylo			
Christine Thatcher			
<u>Student Trustees</u>			
Ben Cameron		Neha Kasoju	
Kayla Hoare			

(e) School Year Calendar 2024-2025

Associate Director Jim Markovski provided an overview of the school year calendar planning and development process, which includes ensuring compliance with Regulation 304, alignment with the requirements of applicable collective agreements and supporting the cycles of teaching and learning that take place throughout the school year. In developing the 2024-2025 school year calendars, the DDSB engaged in an expanded consultation process, sharing the proposed calendars with community and education partners to help ensure the calendars best meet the needs and preferences of the DDSB community. In response to feedback received through consultation, two PA days during the 2024-2025 school year are placed to coincide with dates of religious significance. It was noted that as there are a limited number of PA days available annually, it will not be possible to place a PA day on all dates of religious significance, and DDSB's efforts to place PA days on the dates of significance occurring on November 1, 2024 and March 31, 2025 should not be interpreted as giving an advantage or preference to any one faith group over another. For a variety of factors, it may also not be possible to place a PA day on dates of significance in future years.

Trustee questions were answered.

2024:RB30

MOVED by Trustee Emma Stone

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2024-2025 SCHOOL YEAR CALENDARS (APPENDICES A-D). THE 2024-2025 SCHOOL YEAR CALENDARS WILL THEN BE FORWARDED TO THE MINISTRY OF EDUCATION ENSURING THAT THE DURHAM DISTRICT SCHOOL BOARD IS COMPLIANT WITH REQUIREMENTS OUTLINED IN REGULATION 304.

CARRIED

(f) Motion: DDSB Support of Toronto Youth Cabinet Statement

Chair Christine Thatcher introduced the motion, noting that it has been requested by Student Trustee Ben Cameron. Student Trustee Cameron expressed appreciation to Trustee Panylo for the support in bringing forward this motion for consideration.

Trustee questions were answered.

2024:RB31

MOVED by Trustee Shailene Panylo

SECONDED by Trustee Michelle Arseneault

THAT THE BOARD OF TRUSTEES ENDORSE THE TORONTO YOUTH CABINET'S CALLS FOR A PROVINCE-WIDE SCHOOL BREAKFAST AND LUNCH PROGRAM, AND THAT THE CHAIR OF THE BOARD WRITE A LETTER TO THE MINISTER OF EDUCATION AND OTHER RELEVANT PARTIES, INCLUDING LOCAL MPPS AND THE TORONTO YOUTH CABINET, EXPRESSING THE BOARD'S SUPPORT FOR THIS PROGRAM.

The motion was carried on a recorded vote:

<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstain</u>
Michelle Arseneault		Tracy Brown	
Emma Cunningham		Kelly Miller	
Donna Edwards		Deb Oldfield	
Stephen Linton		Linda Stone	
Carolyn Morton		Jill Thompson	
Shailene Panylo			
Christine Thatcher			
<u>Student Trustees</u>			
Ben Cameron		Neha Kasoju	
Kayla Hoare			

13. Information Items

(a) Special Education Advisory Committee Report, November 9, 2023

Trustee Donna Edwards shared highlights of the minutes of the November 9, 2023 meeting of the Special Education Advisory Committee, including presentation of a staff presented report related to the expectations set out in PPM169, as well as consideration for scheduling the next cycle of SEAC meetings to take place the first week of each month in order to bring the business of SEAC to the Board in a more timely way.

(b) OPSBA Report

Trustee Donna Edwards shared that there is no update at this time.

14. Correspondence

The Briefing Note: DDSB Enrolment, School Capacity, Growth and Future Plans in the Town of Ajax was shared with trustees for information.

15. Days of Significance

The dates of significance were shared with trustees for information.

16. Adjournment

2024:RB32

MOVED by Trustee Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:23 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Wednesday, February 28, 2024

7:00 p.m.

A Joint Meeting of the Durham District School Board and the Durham Catholic District School Board was held on this date regarding Education Development Charges Policy Review.

1. Call to Order:

Roll Call: Vice Chair Deb Oldfield

The Vice Chair called the meeting to order at 7:08 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Donna Edwards, Kelly Miller, Carolyn Morton, Deb Oldfield, Christine Thatcher (virtual), Student Trustees Ben Cameron, Kayla Hoare (virtual)

Regrets: Trustees Emma Cunningham, Stephen Linton, Shailene Panylo, Jill Thompson, Linda Stone, Student Trustee Neha Kasoju

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Director David Wright, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter (virtual), Head of Facilities Services Lisa Bianca, Manager of Property and Planning Lygia Dallip, Senior Manager of Facilities Services Lindsay Wells

Recording Secretary: Gillian Venning

2. Opening Prayer/Reflection

The Chair of the Durham Catholic District School Board delivered the opening prayer.

3. Land Acknowledgement

Vice Chair Deb Oldfield gave the Land Acknowledgment: the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with territories upon

which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3. Indigenous Rights and Human Rights Acknowledgements

Vice Chair Deb Oldfield gave the Indigenous rights and human rights acknowledgements:

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Adoption of Agenda

2024:SB01

MOVED by Trustee Donna Edwards

SECONDED by Trustee Michelle Arseneault

THAT THE AGENDA BE APPROVED.

CARRIED

6. Opening Remarks

The Chair of the Durham Catholic District School Board (DCDSB) and the Vice Chair of the Durham District School Board (DDSB) provided an overview of the meeting:

The DCDSB and the DDSB are each proposing to enact an Education Development Charges (EDC) By-Law which will apply to the development of lands in the Region of Durham except the Municipality of Clarington. The new by-laws are required because the current EDC by-law of each Board is scheduled to expire on April 30, 2024.

Each Board will be conducting two public meetings as part of the process toward passing the new by-laws.

The first public meeting will be to review the current EDC policies as reflected in the respective Boards' by-laws which were passed in 2019. The second public meeting will address the proposed EDC by-law that each Board anticipates passing in April 2024. The *Education Act*, which is the legislation that governs EDCs, requires that the Boards convene the two public meetings before passing these by-laws.

The primary purpose of any Board in implementing education development charges is to provide a source of funding for the acquisition of school sites. These are not funded by a grant under the Province's funding model.

The EDC calculation is based on new pupils that will be generated by housing units within the by-law area, and for which additional school accommodation is required.

Both boards have worked in close co-operation in developing the proposed education development charges for each Board and in working through the background analysis respecting growth projections, pupil enrolment forecasts, determination of growth-related pupil place requirements, site costing, and in completing their respective EDC forms.

The DDSB and DCDSB are seeking input from the public and will give consideration to any and all submissions prior to the passage of a new EDC by-law.

Staff, consultants and legal counsel convened a stakeholders meeting with representatives of the development industry on February 21, 2024, to respond to their inquiries and provide an overview of the proposed education development charge by-laws.

Both Boards will likely be giving final consideration to the passage of EDC By-Laws at their respective board meetings in April 2024. The DDSB meeting is scheduled for April 15, 2024.

7. Presentations

Cynthia Clarke, Quadrant Advisory Group Limited delivered a presentation outlining the policy review process towards developing a new EDC By-Law, background studies and context around education development charges. The presentation includes a review of all current policies applicable to EDC's.

Brad Teichman, Overland LLP delivered a presentation outlining the legal and procedural requirements to be met in order to pass a new EDC By-Law.

8. Public Delegations

Delegates were invited to speak. There were no delegates present.

Special Meeting of the Board Minutes – Education Development Charges Policy Review
February 28, 2024

9. Adjournment

2024:SB02

MOVED by Trustee Michelle Arseneault

Seconded by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 7:34 p.m.

Chair

Secretary

27 DRAFT

MINUTES

The Special Meeting of the Board

Wednesday, February 28, 2024

7:30 p.m.

A Joint Meeting of the Durham District School Board and the Durham Catholic District School Board was held on this date regarding the Education Development Charges Successor Bylaw.

1. Call to Order:

Roll Call: Vice Chair Deb Oldfield

The Vice Chair called the meeting to order at 7:34 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Donna Edwards, Kelly Miller, Carolyn Morton, Deb Oldfield, Christine Thatcher (virtual), Student Trustees Ben Cameron, Kayla Hoare (virtual)

Regrets: Trustees Emma Cunningham, Stephen Linton, Shailene Panylo, Jill Thompson, Linda Stone, Student Trustee Neha Kasoju

Officials Present: Director of Education and Secretary to the Board Camille Williams-Taylor, Associate Director David Wright, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter (virtual), Head of Facilities Services Lisa Bianca, Manager of Property and Planning Lygia Dallip, Senior Manager of Facilities Services Lindsay Wells

Recording Secretary: Gillian Venning

3. Declarations of Interest

There were no declarations of interest at this time.

4. Adoption of Agenda

2024:SB03

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

Special Meeting of the Board Minutes – Education Development Charges Successor Bylaw
February 28, 2024

5. Opening Remarks

The Chair of the Durham Catholic District School Board shared that during this public meeting two consultants will provide an overview of the process and methodology supporting the proposed charges. Legal counsel will provide an overview of the EDC by-laws, which are found in the Background Studies.

6. Presentations

Cynthia Clarke, Quadrant Advisory Group Limited and Brad Teichman, Overland LLP delivered a presentation outlining the proposed successor By-Law that will be considered at the Board meeting of April 15, 2024. The presentation including information on background studies undertaken towards development of the provisions of the new By-Law, applicable legislation to be considered, and projected future impacts of the By-Law once it comes into effect.

Trustee questions were answered.

7. Public Delegations

Delegates were invited to speak. There were no delegates present.

8. Closing Remarks

The Vice Chair noted that presentations from consultants along with background study documentation will be circulated to the Board of Trustees.

9. Closing Prayer

The Chair of the Durham Catholic District School Board delivered the closing prayer.

10. Adjournment

2024:SB04

MOVED by Trustee Carolyn Morton

Seconded by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at 8:22 p.m.

Chair

Secretary

DRAFT

MINUTES

The Special Meeting of the Board

Monday, March 4, 2024

8:00 p.m.

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

1. Call to Order:

Roll Call: Chair Christine Thatcher

The Chair called the meeting to order at 8:00 p.m.

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo (virtual, left at 8:42 p.m.), Linda Stone (left at 9:08 p.m.), Student Trustees Ben Cameron, Neha Kasoju

Regrets: Trustees Stephen Linton, Jill Thompson, Student Trustee Kayla Hoare

Officials Present: Associate Director David Wright, Associate Director Jim Markovski, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

2. Land Acknowledgement

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

3. Declarations of Interest

There were no declarations of interest at this time.

4. Adoption of Agenda

2024:SB05

MOVED by Trustee Donna Edwards

SECONDED by Trustee Emma Cunningham

THAT THE AGENDA BE APPROVED.

CARRIED

5. Recommended Action

(a) Consideration of Integrity Commissioner Reports

Chair Christine Thatcher shared that five reports were received from the Integrity Commissioner. The reports set out findings that some trustees have breached the Board's Code of Conduct in several separate instances. Having received these reports from the Integrity Commissioner, the Board of Trustees must make its own assessment of whether a breach or breaches of the Code of Conduct have occurred, and if so, determine the appropriate sanction or sanctions.

General Counsel Patrick Cotter provided trustees with information and context as to the process to be followed by the Board of Trustees in considering reports from the Integrity Commissioner.

Each report was dealt with separately.

Report 1 - dated January 26, 2024 concerning conduct of Trustee Oldfield

Chair Thatcher provided trustees with an overview of the report, noting that in reviewing the complaint and the alleged conduct of Trustee Oldfield, the Integrity Commissioner (IC) found that Trustee Oldfield breached the Code of Conduct in making certain social media posts referenced by the IC as posts 1, 2, 4 and 9 reviewed at pages 15-25 of the report.

2024:SB06

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT TRUSTEE OLDFIELD HAS CONTRAVENED THE CODE OF CONDUCT IN MAKING THE SOCIAL MEDIA POSTS LISTED AS 1, 2, 4 AND 9 IN THE REPORT.

Student Trustee Ben Cameron suggested that the above foregoing motion be amended to reference specific sections of the Code of Conduct that were breached.

2024:SB07

MOVED by Trustee Donna Edwards

SECONDED by Trustee Michelle Arseneault

THAT THE ORIGINAL MOTION BE AMENDED TO INCLUDE SECTIONS 6.3, 6.4, 6.5, 6.8, 6.11 AND 6.49.

CARRIED

Student Trustee Ben Cameron suggested a further amendment to the original motion (2024:SB06) to remove reference to social media posts 1 and 4.

2024:SB08

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Shailene Panylo

THAT 1 AND 4 BE STRUCK FROM THE MOTION.

DEFEATED

2024:SB09

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT TRUSTEE OLDFIELD HAS CONTRAVENED THE CODE OF CONDUCT, SPECIFICALLY SECTIONS 6.3, 6.4, 6.5, 6.8, 6.11, 6.49 IN MAKING THE SOCIAL MEDIA POSTS LISTED AS 1, 2, 4 AND 9 IN THE REPORT.

CARRIED

2024:SB10

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE OLDFIELD.

CARRIED

Report 2 - dated January 1, 2024, concerning conduct of Trustee Cunningham

Chair Thatcher provided trustees with an overview of the report, noting that in reviewing the complaint and the alleged conduct of Trustee Cunningham, the IC found that Trustee Cunningham breached the Code of Conduct in making certain social media posts referenced by the IC as posts 1 and 3 (also referenced as the May 17 and June 9 posts) which are reviewed at pages 14-16 and 17-19 of the report.

2024:SB11

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT TRUSTEE CUNNINGHAM HAS CONTRAVENED THE CODE OF CONDUCT IN MAKING THE SOCIAL MEDIA POSTS AS OUTLINED IN THE IC REPORT.

Student Trustee Ben Cameron suggested that the above foregoing motion (2024:SB11) be amended to reference specific sections of the Code of Conduct that were breached as well as to include reference specifically to social media posts numbered 1 and 3 in the IC report.

The Chair called a recess at 8:42 p.m. The meeting reconvened at 8:58 p.m. The Chair called the meeting to order.

2024:SB12

MOVED by Trustee Donna Edwards

SECONDED by Trustee Tracy Brown

THAT TRUSTEE CUNNINGHAM HAS CONTRAVENED THE CODE OF CONDUCT, SPECIFICALLY SECTIONS 6.3, 6.4, 6.5, 6.8, AND 6.49 IN MAKING THE SOCIAL MEDIA POSTS AS OUTLINED IN THE REPORT.

CARRIED

A discussion took place with trustees regarding the amended original motion.

2024:SB13

MOVED by Carolyn Morton

SECONDED by Tracy Brown

THAT TRUSTEE CUNNINGHAM HAS CONTRAVENED THE CODE OF CONDUCT, SPECIFICALLY SECTIONS 6.3, 6.4, 6.5, 6.8, AND 6.49 IN MAKING THE SOCIAL MEDIA POSTS AS OUTLINED IN THE IC REPORT.

CARRIED

2024:SB14

MOVED by Trustee Donna Edwards

SECONDED by Trustee Tracy Brown

THAT THE BOARD IMPOSE A SANCTION OF CENSURE ON TRUSTEE CUNNINGHAM.

CARRIED

Report 3 - dated January 19, 2024, concerning conduct of Trustee Stone

Chair Thatcher provided trustees with an overview of the report, noting that in reviewing the complaint and the alleged conduct of Trustee Stone, the IC found that Trustee Stone breached the Code of Conduct in making certain social media posts referenced by the IC as posts 3, 4 and 5 which are reviewed at pages 6-8 of the report.

2024:SB15

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT TRUSTEE STONE VIOLATED SECTIONS 6.3 AND 6.8 OF THE CODE OF CONDUCT BY MAKING THE SOCIAL MEDIA POSTS.

Student Trustee Ben Cameron suggested an amendment to the above foregoing motion (2024SB:15) to include reference to the specific posts as outlined in the IC report.

2024:SB16

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Carolyn Morton

THAT THE ORIGINAL MOTION BE AMENDED TO INCLUDE POSTS 3, 4 AND 5.

CARRIED

2024:SB17

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Tracy Brown

THAT TRUSTEE STONE VIOLATED SECTIONS 6.3 AND 6.8 OF THE CODE OF CONDUCT BY MAKING SOCIAL MEDIA POSTS 3, 4 AND 5.

CARRIED

2024:SB18

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

THAT THE BOARD IMPOSE THE FOLLOWING SANCTIONS ON TRUSTEE STONE:

1. THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE STONE; AND,
2. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE BOARD MEETING OF MARCH 18, 2024.

CARRIED

Report 4 - dated January 31, 2024, concerning conduct of Trustee Stone

Chair Thatcher provided trustees with an overview of the report, noting that reviewing the complaint and the alleged conduct of Trustee Stone, the IC found that Trustee Stone breached the Code of Conduct in making certain social media posts referenced by the IC on pages 2 and 3 of the report and further breached the Code of Conduct by publicizing the complaint against her.

The Chair called a recess at 9:21 p.m. The meeting reconvened at 9:25 p.m. The Chair called the meeting to order.

2024:SB19

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Donna Edwards

THAT TRUSTEE STONE HAS CONTRAVENED SECTIONS 6.49 AND 6.52 OF THE CODE OF CONDUCT BY MAKING THE SOCIAL MEDIA POST SET OUT IN THE IC REPORT AND ALSO BY PUBLICIZING THE COMPLAINT AGAINST HER ON OR ABOUT OCTOBER 27, 2023.

CARRIED

2024:SB20

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

THAT THE BOARD IMPOSE THE FOLLOWING SANCTIONS ON TRUSTEE STONE:

1. THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE STONE; AND,
2. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE BOARD MEETING OF APRIL 15, 2024.

Student Trustee Cameron suggested that the above foregoing motion (2024:SB20) be amended to also include that the Board of Trustees bar Trustee Stone from sitting on all Committees of the Board for the period of January 1, 2025 to March 31, 2025.

2024:SB21

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Deb Oldfield

THAT THE BOARD OF TRUSTEES BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD, FOR AN ADDITIONAL THREE MONTHS.

CARRIED

2024:SB22

MOVED by Trustee Tracy Brown

SECONDED by Trustee Carolyn Morton

THAT THE BOARD IMPOSE THE FOLLOWING SANCTIONS ON TRUSTEE STONE:

1. THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE STONE;
2. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE BOARD MEETING OF APRIL 15, 2024; AND,
3. THAT THE BOARD OF TRUSTEES BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD, FOR AN ADDITIONAL THREE MONTHS.

CARRIED

Report 5 - dated February 2, 2024, concerning conduct of Trustee Stone

In reviewing the complaint and the alleged conduct of Trustee Stone, the IC found that Trustee Stone breached the Code of Conduct in making a social media post referenced by the IC as Figure 1 on page 2 of the report.

2024:SB23

MOVED by Trustee Deb Oldfield

SECONDED by Trustee Tracy Brown

THAT TRUSTEE STONE HAS BREACHED SECTIONS 6.49 AND 6.51 OF THE CODE OF CONDUCT BY FAILING TO MEET THE STANDARD OF RESPECTFULNESS AND IN BREACHING THE TERMS OF THE DDSB'S HUMAN RIGHTS POLICY.

CARRIED

Student Trustee Ben Cameron proposed the following motion:

THAT THE BOARD IMPOSE THE FOLLOWING SANCTIONS ON TRUSTEE STONE:

1. THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE STONE;
2. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE BOARD MEETING OF MAY 21, 2024;
3. THAT THE BOARD OF TRUSTEES BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD, FOR THE PERIOD OF APRIL 1, 2025 TO JUNE 30, 2025.

2024:SB24

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Carolyn Morton

THAT THE BOARD IMPOSE THE FOLLOWING SANCTIONS ON TRUSTEE STONE:

1. THAT THE BOARD OF TRUSTEES CENSURE TRUSTEE STONE;
2. THAT TRUSTEE STONE BE BARRED FROM ALL OF THE BOARD MEETING OF MAY 21, 2024;
3. THAT THE BOARD OF TRUSTEES BAR TRUSTEE STONE FROM SITTING ON ALL COMMITTEES OF THE BOARD, FOR THE PERIOD OF APRIL 1, 2025 TO JUNE 30, 2025.

CARRIED

6. Adjournment

2024:SB25

MOVED by Chair Christine Thatcher

THAT THE MEETING DOES NOW ADJOURN.

The meeting adjourned at 9:39 p.m.

Chair

Secretary

**Report of the Durham District School Board
Standing Committee Public Session
March 4, 2024**

A meeting of the Standing Committee of the Durham District School Board was held on this date.

1. Call to Order:

The Chair of Standing Committee, Deb Oldfield called the meeting to order at 7:00 p.m.

Roll Call: Chair Deb Oldfield

Members Present: Trustees Michelle Arseneault, Tracy Brown, Emma Cunningham, Donna Edwards, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo (virtual), Christine Thatcher, Student Trustees Ben Cameron, Neha Kasoju

Regrets: Trustees Jill Thompson, Stephen Linton, Student Trustee Kayla Hoare

Not In Attendance: Trustee Linda Stone

Officials Present: Associate Directors Jim Markovski, David Wright, Superintendents Michael Bowman, Georgette Davis, Erin Elmhurst, Mohamed Hamid (virtual), Margaret Lazarus, Heather Mundy, Stephen Nevills, Martine Robinson, Kandis Thompson, Executive Lead Robert Cerjanec, General Counsel Patrick Cotter

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Deb Oldfield gave the Land Acknowledgment: 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. Statement from the Chair on behalf of the Board of Trustees

Board Chair Christine Thatcher shared the following statement on behalf of the Board of Trustees:

I want to take this opportunity to emphasize the unwavering commitment of the Board of Trustees of the Durham District School Board in combatting anti-Black racism and

Standing Committee Meeting Minutes

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all forms of racism and discrimination. On behalf of the Board of Trustees, I also express the Board's support for all groups who continue to be discriminated against in our schools, workplaces and communities.

The Board's commitment and support are not confined to a particular month or date of significance. Rather, it is a year-round focus deeply ingrained in our actions and guided by the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy and the Safe and Respectful Workplace Policy. For example, the DDSB actively engages in initiatives beyond Black History Month events, such as the implementation of the second version of the Compendium of Action for Black Student Success and continuous community partnerships and engagement.

Improving student and staff experiences, advancing achievement, building relationships and fostering well-being are fundamental to our new strategic plan. Our guiding principles include caring for each other and upholding Indigenous rights and human rights. To do this, we recognize our shared responsibility to respond to the diverse and intersectional experiences of students, staff, and community members. By listening attentively and acting accordingly, we are actively addressing systemic inequities in public education.

Dismantling systemic racism and all forms of discrimination requires persistence, humility, empathy and learning. The DDSB understand that there is more work to do to intentionally address discrimination based on all Human Rights Code-protected grounds and intersections of grounds, including and not limited to ancestry, race, ability, sex, sexual orientation, gender identity, gender expression and religion. The Durham District School Board remains dedicated to this ongoing work of creating a safe inclusive and supportive environment, where everyone is treated with dignity and respect.

Thank you for your attention. The DDSB appreciates the ongoing support of, and collaboration with, community members as we work towards our shared goals and responsibilities to ensure that all students, staff and families know that they belong here at the DDSB.

4. Declarations of Interest

There were no declarations of interest at this time.

5. Motion to Approve the Agenda

Chair Deb Oldfield shared an amended agenda that included two additional items under Recommended Actions:

- 8(b) Letter to Ministry of Education Regarding Education Development Charges Cap
- 8(c) OPSBA Policy Resolution

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2024:SC07

MOVED by Trustee Kelly Miller

SECONDED by Trustee Carolyn Morton

THAT THE AMENDED AGENDA BE APPROVED.

CARRIED

6. DDSB Presentations

(a) Secondary Pathways: Ontario Youth Apprenticeship Program

Superintendent Stephen Nevills introduced Brie-Ann Brown, Instructor, Durham Hairstylist Academy, Anna-Lise Burke, Facilitator, Secondary Co-Op Education and OYAP Program and Monique Muller, System Lead, who provided a presentation and overview of the Ontario Youth Apprenticeship Program opportunities available to DDSB students.

Trustee questions were answered.

7. Director's Update

Associate Director David Wright provided trustees with the following update on behalf of the Director:

On February 28, DDSB students and staff recognized Pink Shirt Day in schools and workplaces with the goal of continuing to foster understanding, respect, and kindness and enhance awareness of the harmful effects of bullying, homophobia, biphobia, and transphobia. Pink Shirt Day serves as an important reminder of our individual and collective responsibilities to create and maintain safe, welcoming, respectful, and inclusive environments for all students, staff, and community members. Sometimes small actions can create significant positive change.

Last Thursday in partnership with the Robert McLaughlin gallery in Oshawa, the *For Arts Sake* DDSB Secondary Student Gallery opened. The bi-annual exhibition celebrates the artistic talent of DDSB students and showcases works from nearly every high school in the District. The exhibition will remain open until March 17 and we encourage everyone in the community to visit and view the outstanding artwork created by our students.

Students in our elementary modified calendar schools began their March Break today and all other schools will be closed for March Break beginning this Friday, reopening on Monday, March 18. We hope everyone in the DDSB community has a fun, safe and restful break!

8. Recommended Actions

(a) Motion – Modified School Year Calendars

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Trustee Michelle Arseneault provided trustees with an overview of the motion, noting that it is being presented in response to questions received from families and as a way for trustees to better understand DDSB's modified school year calendars and the associated benefits and challenges.

Trustee questions were answered.

2024:SC08

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Kelly Miller

THAT STAFF PREPARE AN INFORMATION REPORT ON MODIFIED SCHOOL YEAR CALENDARS AS SOON AS POSSIBLE FOR TRUSTEE CONSIDERATION AT A STANDING COMMITTEE MEETING.

CARRIED

(b) Letter to Ministry of Education Regarding EDC Cap

Trustee Carolyn Morton provided trustees with an overview of the proposed motion, with regards to the Education Development Charges cap established in 2019 by the Ministry of Education.

2024:SC09

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Kelly Miller

THAT THE CHAIR WRITE AN OPEN LETTER TO THE MINISTER OF EDUCATION SEEKING A CHANGE TO THE EDUCATION DEVELOPMENT CHARGE CAP WHICH WAS ESTABLISHED IN 2019, EMPHASIZING THE GROWTH IN DURHAM AND THE NEGATIVE IMPACT OF THE CAP ON OUR FINANCIAL POSITION.

CARRIED

(c) Notice of Motion: OPSBA Policy Resolution

Trustees Kelly Miller and Donna Edwards provided trustees with an overview of the notice of motion, which is being presented in response to OPSBA's annual call for school boards to submit proposed policy resolutions and constitutional changes for consideration at the 2024 OPSBA Annual General Meeting.

The following motion will be presented for consideration at the Board meeting of March 18, 2024:

BE IT RESOLVED THAT OPSBA TAKE A LEADERSHIP ROLE IN ADDRESSING ACCESSIBILITY BARRIERS FOR STUDENTS AND THEIR FAMILIES IN THE PUBLIC EDUCATION SYSTEM BY:

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1. ENDORSING IN PRINCIPLE THE RECOMMENDATIONS IN THE 4TH LEGISLATIVE REVIEW OF AODA.
2. REVIEWING THE MISSED OPPORTUNITIES AND RECOMMENDATIONS IN THE 4TH LEGISLATIVE REVIEW OF AODA TO ADDRESS HOW OPSBA CAN BECOME A LEADER AND ROLE MODEL IN ADDRESSING THE MISSED OPPORTUNITIES IN PUBLIC EDUCATION.
3. ENSURING, WHERE APPLICABLE AND WHERE EVER POSSIBLE, WHEN OPSBA RESPONDS TO OR SUBMITS RESPONSES TO THE MINISTRY OF EDUCATION THAT ACCESSIBILITY BARRIERS ARE ADDRESSED.

Trustee questions were answered.

9. Information Items

(a) Student Trustee Report

Student Trustee Neha Kasoju provided the following update:

The final round of Student Trustee elections has come to a close. Student Trustee Kasoju congratulated new Student Trustees for the 2024-2025 school year; Shampavi Vijayakumar, Nitishan Poopalasundaram and returning for a second year, Kayla Hoare.

Throughout the last month, the Black Student Associations from various secondary schools have organized assemblies to honour Black excellence and educate fellow students in the celebration of Black History Month! We take great pride in the dedication shown by students and remain committed to supporting initiatives that highlight Black achievements and brilliance.

In February, Student Trustees Ben Cameron and Kayla Hoare had the opportunity to participate in OSTA's Education Action Conference. They attended workshops covering essential topics relevant to student education and well-being, such as menstrual equity and privatization of schools. These sessions provided valuable insight into trustee responsibilities, including boardroom etiquette and networking strategies.

Student Trustees have embarked on a series of school visits and appreciated the warm welcome from staff and students, and extend our thanks for allowing us to immerse ourselves in the day-to-day experiences of students within the diverse school communities. During the visits, we spoke to Grade 11 English and Civics & Careers classes, Student Council Committees, and other groups about the role as Student Trustees and the importance of student voice at the board level.

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(b) OPSBA Report

Trustee Donna Edwards shared that the OPSBA Board of Director's met last weekend. Trustee Edwards provided an overview of the presentations and items that were discussed. Trustee Edwards shared a listing of important upcoming events:

- April 6, 2024: OPSBA Central East Regional meeting to be hosted by Simcoe County DSB
- April 24 & 25: OPSBA Labour Symposium
- April 26 & 27: OPSBA Board of Directors meeting
- May 21-24: Take your MPP to School Week
- July 4-6: Joint Canadian School Board Association and OPSBA AGM

Trustee questions were answered.

10. Correspondence

The following was shared with trustees for information:

- (a) DDSB Letter Endorsing Toronto Youth Cabinet Statement

11. Adjournment

2024:SC10

MOVED by Trustee Carolyn Morton

SECONDED by Trustee Tracy Brown

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:45 p.m.

Chair

Secretary

**DURHAM DISTRICT SCHOOL BOARD**

March 18, 2024

Board Meeting

MOTION

OPSBA Policy Resolution

MOVED by: Trustee Donna Edwards

MOTION:

BE IT RESOLVED THAT OPSBA TAKE A LEADERSHIP ROLE IN ADDRESSING ACCESSIBILITY BARRIERS FOR STUDENTS AND THEIR FAMILIES IN THE PUBLIC EDUCATION SYSTEM BY:

- **ENDORISING IN PRINCIPLE THE RECOMMENDATIONS IN THE 4TH LEGISLATIVE REVIEW OF AODA.**
- **REVIEWING THE MISSED OPPORTUNITIES AND RECOMMENDATIONS IN THE 4TH LEGISLATIVE REVIEW OF AODA TO ADDRESS HOW OPSBA CAN BECOME A LEADER AND ROLE MODEL IN ADDRESSING THE MISSED OPPORTUNITIES IN PUBLIC EDUCATION.**
- **ENSURING, WHERE APPLICABLE AND WHEREVER POSSIBLE, WHEN OPSBA RESPONDS TO OR SUBMITS RESPONSES TO THE MINISTRY OF EDUCATION THAT ACCESSIBILITY BARRIERS ARE ADDRESSED.**

OPSBA Policy Resolution Submission for Consideration (Notice of Motion)

March 4, 2024 Standing Committee Meeting

The annual call for policy resolutions and constitutional changes for consideration at the 2024 OPSBA Annual General Meeting (AGM) has been sent out to member boards. Any proposed resolution or constitutional change must be submitted by **4:30 p.m. on Wednesday, April 10, 2024.**

For this reason, I am asking that the following Notice of Motion be put on the Standing Committee Agenda for discussion at the March Board meeting in order to meet the OPSBA submission deadline.

Here are the requirements for a resolution to be considered:

- Must reflect the corporate position, by way of a passed motion at your Board, to address issues that have provincial implications
- Should include background information and data, where applicable, to support proposed actions
- Must be written as a policy resolution

Background for proposed policy resolution

As legislated, the [Accessibility for Ontarians Disability Act](#) (AODA) must be reviewed every 3 years. The reviewer is required to consult with the public – specifically people with disabilities. Mr. Rich Donevan, the 4th reviewer, consulted with the public in 2022 & 2023 with the public through town hall meetings, surveys, interviews with AODA stakeholders and disability experts and held meetings with government officials. The [4th review of the AODA report](#) was released in December 13, 2024.

In the introduction of the report Mr. Rich Donevan declares an accessibility crisis as it will not meet its goal of an accessible Ontario by 2025.

“For these reasons: the direct and tangible threat to the lives and well-being of a quarter of Ontario’s population, combined with 17 years of missed opportunities under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), I, the Fourth Reviewer of the AODA, have no choice but to declare a crisis.”

The report, Mr. Donevan goes on to state that *“More than 75% of surveyed Ontario residents in 2021 with a disability reported negative experiences.^{[footnote 1\[1\]](#)} 2.9 million people in Ontario currently have a disability.^{[footnote 2\[2\]](#)} Despite this, there has been minimal change in accessibility. This in turn means Ontario is forgoing a material, and growing, economic opportunity.”*

There are accessibility standards under the AODA, which are laws that businesses and organizations with one or more employees must follow so they identify, remove and prevent barriers faced by persons with disabilities. There are 5 standards currently:

- information and communications
- employment
- transportation
- design of public spaces
- customer service

There was a call for a K-12 Education Standard. The Ministers of Seniors and Accessibility and Education called for the creation of an K-12 Education Standards Development Committee (K-12 Education SDC). The role of the Standards Development Committee for K–12 Education is to provide recommendations to government on removing and preventing accessibility barriers in the publicly funded education system. These recommendations would inform the government’s work on proposed new accessibility standards for education.

The [K-12 Education SDC submitted its final report](#) in March 2022 with over 200 recommendations within 8 barrier themes to be considered in the development of an accessibility Education Standard. No Education Standard under AODA has been developed.

In Mr. Donevan’s review of the AODA, he identified 5 key themes from consultations and feedback received as to why AODA is currently a missed opportunity:

The themes are:

1. Outcomes are poor:
2. Enforcement does not exist:
3. Data/research does not exist:
4. Basic leadership does not exist:
5. Nobody owns outcomes/no accountability:

Education can play a key role in addressing accessibility barriers for our students, families and staff. OPSBA values equity, diversity and inclusion as well as quality education and innovation. It was an innovator and a leader when it started the [Ontario Coalition for Children and Youth Mental Health](#). OPSBA should take an innovative and leadership role in addressing the missed opportunities in making the public education system accessible for all.

For these reasons, the following DRAFT OPSBA Policy Resolution is proposed for Trustees to submit to OPSBA for consideration at its 2024 AGM:

BE IT RESOLVED THAT OPSBA, TAKE A LEADERSHIP ROLE IN ADDRESSING ACCESSIBILITY BARRIERS FOR STUDENTS AND THEIR FAMILIES IN THE PUBLIC EDUCATION SYSTEM BY

- 1) ENDORSE IN PRINCIPLE THE RECOMMENDATIONS THE 4TH LEGISLATIVE REVIEW OF AODA
- 2) REVIEW THE MISSED OPPORTUNITIES AND RECOMMENDATIONS IN THE 4TH LEGISLATIVE REVIEW OF AODA TO ADDRESS HOW OPSBA CAN BECOME A LEADER AND ROLE MODEL IN ADDRESSING THE MISSED OPPORTUNITIES IN PUBLIC EDUCATION
- 3) ENSURE, WHERE APPLICABLE AND WHERE EVERY POSSIBLE, WHEN OPSA RESPONDS TO OR SUBMITS RESPONSES TO THE MINISTRY OF EDUCATION THAT ACCESSIBILITY BARRIERS ARE ADDRESSED.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** March 18, 2024

SUBJECT: Update: Math Achievement Action Plan **PAGE:** 1 of 6

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary of the Board
 Georgette Davis, Superintendent of Equitable Education
 Erin Elmhurst, Superintendent of Equitable Education
 Mohamed Hamid, Superintendent of Equitable Education
 Margaret Lazarus, Superintendent of Equitable Education
 Stephen Nevills, Superintendent of Equitable Education

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the implementation of the 2023-2024 DDSB Math Achievement Action Plan.

2.0 Background

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

In response to the Ministry of Education's initiative to enhance math achievement across Ontario, the Durham District School Board (DDSB) developed the Math Achievement Action Plan (Appendix A) for the 2023-2024 school year. This initiative was catalyzed by the Ministry's spring 2023 memorandum 2023-24 Math Achievement Action Plan.

Through collaborative efforts, the Ministry devised the Taking Action in Mathematics framework (Appendix B), serving as a guide for school boards to address math proficiency. Drawing upon this framework, the DDSB formulated its Math Achievement Action Plan aimed at bolstering math education within the District.

Building upon existing support structures, such as math coaching, school-based sessions, digital tools, and professional learning materials, the DDSB sought to further strengthen its approach to math instruction. Notably, the DDSB developed the Mathematics Grades 1 to 12: A DDSB Companion Document to the Ontario Curriculum, serving as a comprehensive resource to aid educators in understanding and implementing effective math teaching practices aligned with provincial standards.

Since its inception, the Math Achievement Action Plan has been a focal point for the DDSB's teaching and learning efforts to enhance math.

proficiency among students. By leveraging collaborative partnerships and drawing upon best practices in mathematics education, the DDSB will provide educators with the necessary tools and strategies to foster a deeper understanding of mathematical concepts and promote student success in math.

3.0 **Analysis**

In alignment with our commitment to enhancing math skills across our schools, the DDSB has initiated a comprehensive effort to ensure that all students receive high-quality math instruction. Guided by the Ministry of Education's Taking Action in Mathematics document and our own strategic priorities, we have developed targeted plans to strengthen the math education practices. As staff begin to implement these plans, they will collaborate across all levels - of the District, schools and individual classrooms - to enhance math teaching practices. The following provides highlights of our collaborative efforts and progress made so far in three main priority areas:

Priority Action #1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.

Progress of the implementation to date:

At the District level, A Curriculum Advancement Action Group comprised of Grades K - 12 school leaders from across the system has been formed to:

- Analyze implementation
- Explore barriers or challenges faced by school leaders
- Advance strategies to address barriers to implementation
- Support authenticity

The group will utilize data, feedback from educators, and research on effective teaching practices to make recommendations for improvement. Additionally, the Mathematics Grades 1 to 12: A DDSB Companion Document to the Ontario Curriculum has been disseminated to all educators, providing them with a comprehensive guide to support the implementation of the curriculum. While staff are in the early stages of implementation, these foundational steps set the stage for ongoing improvement.

In schools, dedicated time has been allocated for daily math instruction, laying a strong foundation for consistent implementation. Educators access professional development and coaching support to effectively utilize the Companion Document and integrate recommended instructional practices into their teaching. Planning sessions have been initiated and facilitated by School Improvement teams and Math Coaches. At these sessions educators collaborate, analyze student data, discuss instructional strategies, and co-design learning which is tailored to the needs of their students. These sessions

promote student success, enable precise and personalized instruction, and foster a collaborative culture within the school community. In classrooms, educators are actively engaging in learning communities to explore innovative ways to connect mathematical concepts and incorporate proven instructional practices. Using the Companion Document as a guide, educators collaborate with their peers to develop rigorous and engaging math lessons that meet the diverse learning needs of all students. They use a variety of instructional resources, including manipulatives, technology tools, and real-world contexts, to deepen students' conceptual understanding and problem-solving skills. Through regular review and feedback, educators refine their teaching practices, ensuring alignment with curriculum expectations and maximizing student learning outcomes.

Priority Action #2: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.

Progress of the implementation to date:

At the District level the DDSB prioritizes ongoing learning opportunities for educators to enhance their math content knowledge. Central resources, such as professional development workshops, Additional Qualification courses, and communities of practice, have been strengthened to support educators in deepening their understanding of mathematics concepts and pedagogical approaches. These resources are designed to be responsive to educators' diverse learning needs and preferences, offering multiple entry points and opportunities for self-directed learning. In addition, targeted coaching and mentoring programs are implemented to provide personalized support to educators seeking to improve their math instruction practices.

In schools, educators are engaging in collaborative learning sessions to deepen their understanding of mathematics content and instructional strategies. These sessions are facilitated by School Improvement teams and math specialists, who provide expertise, guidance, and feedback to educators based on their individual learning needs and goals. Through analysis of student work, educators are starting to identify patterns of student understanding and misconceptions, which inform their instructional planning and decision-making. Peer observation and feedback cycles are expected, allowing educators to learn from each other and refine their teaching practices in a supportive and collegial environment.

At the classroom level, educators have opportunities to seek out professional learning and resources to enhance their content knowledge and pedagogical skills. They can choose to participate in online courses, webinars, and conferences focused on mathematics education, where they engage with experts, explore new teaching strategies, and reflect on their practice. Educators also collaborate with colleagues within their school, sharing best practices, resources, and insights into effective math instruction. Through ongoing reflection and inquiry, educators continuously refine their teaching practices to meet the evolving needs of their students and promote deep mathematical understanding.

Priority Action #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

Progress of the implementation to date:

At the District level, Education Perfect, which is a digital tool designed to support student learning in mathematics, has been added to the list of resources available to educators. It is important to note that digital tools enhance responsive programming but do not replace instruction. Education Perfect provides educators with real-time data on student performance, allowing them to identify individual learning needs and provide targeted support. Training sessions are provided for educators so they can learn the application features and functionalities, enabling them to leverage its potential to enhance student learning outcomes.

In schools, processes are being established to identify students who may require additional support in math, using a combination of assessment data, educator observations, and student feedback. School teams, comprising educators and support staff, collaborate to develop personalized intervention plans for students. These plans incorporate a variety of instructional strategies, differentiated learning tasks, and ongoing assessment practices to address students' individual learning needs and promote their mathematical growth.

At the classroom level, educators adopt a proactive approach to understanding students' strengths, needs, and interests in math. They engage in regular formative assessments, observations, and conversations with students to gather insights into their mathematical thinking and learning preferences. Using this information, educators differentiate their instruction, adapting teaching strategies and learning activities to meet students' diverse needs and interests. They also cultivate a supportive and inclusive classroom environment, where students feel empowered to take risks, make mistakes, and engage in productive struggle. Through ongoing reflection and feedback, educators refine their instructional practices to better meet the needs of their students and foster a positive learning experience in mathematics.

4.0 Financial Implications

The cost of implementing the DDSB Math Achievement Action Plan was included in the 2023-2024 Priorities and Partnership Funding (PPF). The memo with regards to the funding was shared with school boards in April 2023.

5.0 Evidence of Impact

The Mathematics Grades 1 to 12: A DDSB Companion Document to the Ontario Curriculum will increase educator and school leader understanding of effective mathematics teaching and learning as aligned with the vision and goals of the Ontario Mathematics Curriculum. The efficacy of classroom programming will increase as educators reflect on and implement the practices and approaches shared in this resource.

As staff continue implementation of the Math Achievement Action Plan, we are laying a solid foundation for enhancing math education across the DDSB. Through collaborative efforts at all levels, from District-wide to schools to individual classrooms, we are beginning to see progress in ensuring high-quality curriculum implementation, enhancing educators' content knowledge, and understanding students' needs in math.

While we are at the initial stages of implementation, our commitment to continuous improvement and collaboration will drive us towards our goal of fostering a positive learning experience and promoting student success in mathematics. As we move forward, we remain dedicated to refining practices, leveraging resources, and supporting educators to ensure that all students have opportunities to excel in math.

6.0 Communication Plan

The DDSB Math Achievement Action Plan was integral in the development of the Teaching and Learning Plan that was released internally to the system in January 2024.

Further updates on the implementation of the DDSB Math Achievement Action Plan will be shared for information with the Board of Trustees in the final update in June 2024. Some updates on the implementation of the Plan will also be shared with families through a variety of formats including social media, in school newsletters and traditional media.

7.0 Conclusion


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

8.0 Appendices

Appendix A – 2023-24 DDSB Math Achievement Action Plan

Appendix B - Taking Action in Mathematics

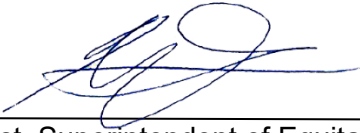
Report reviewed and submitted by:

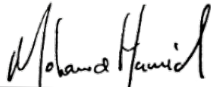


Camille Williams-Taylor, Director of Education and Secretary to the Board



Georgette Davis, Superintendent of Equitable Education



Erin Elmhurst, Superintendent of Equitable Education

Mohamed Hamid, Superintendent of Equitable Education

Margaret Lazarus, Superintendent of Equitable Education

Stephen Nevills, Superintendent of Equitable Education

Teaching and Learning Vision

Creating thriving learning ecosystems that prioritize student identity, Indigenous rights and Human Rights in order to create the conditions for all students to thrive, achieving their fullest potential.



Priority Area	All Schools	Priority Schools
<p>Priority Action #1</p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of proven strategies that support academic math achievement</p> <p>School Board Area of Need</p> <p>Curriculum Alignment: Ensuring the math curriculum is aligned with best practices and implemented consistently across all classrooms.</p>	<p>Board Level Strategy</p> <p>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</p> <p>Establish a Teaching and Learning Student - Centered Curriculum Advancement Committee to regularly review curriculum making recommendations for enhancement that support innovative pedagogical approaches and resources inclusive of the “Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum”.</p> <p>KPI:</p> <p>The percentage of recommendations put forward by the Advancement Committee implemented with reported success.</p>	<p>Board Level Strategy</p> <p>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</p> <p>Leverage coaching support to collaborate with School Improvement Teams in utilizing the ‘Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum’ and recommendations from the Advancement Committee to inform the development and implementation of the School Learning Plan.</p> <p>KPI:</p> <p>The percentage of recommendations put forward by the Advancement Committee implemented with reported success.</p>
	<p>School Level Strategy</p> <p>Other</p> <p>Protected schedule blocks of at least 60 minutes of daily math instruction.</p> <p>KPI:</p> <p>Percentage of classroom schedules with protected daily math blocks</p>	<p>School Level Strategy</p> <p>Other</p> <p>Protected schedule blocks of at least 60 minutes of daily math instruction, as well as extended opportunities for building automaticity and mathematical fluency</p> <p>KPI:</p> <p>Number of classroom schedules with protected math blocks and extensions for practice beyond the blocks.</p>

Priority Area	All Schools	Priority Schools
	<p>Classroom Level Strategy</p> <p>Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</p> <p>Utilization of “Mathematics Grades 1-12: A DDSB companion guide to the Ontario Curriculum” to guide lesson design and pedagogical practices to effectively implement the 9 High Impact Instructional Practices (HIIP)</p> <p>KPI:</p> <p>Number of classrooms who have identified the “Mathematics Grades 1-12: A DDSB companion guide to the Ontario Curriculum” as a foundational resource to guide lesson design and pedagogical practices and are using the High Impact Instructional Practices (HIIP) as part of math learning environments.</p>	<p>Classroom Level Strategy</p> <p>Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</p> <p>Activate coaching support to come alongside educators in using the “Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum” to effectively implement the 9 High Impact Instructional Practices (HIIP)</p> <p>KPI:</p> <p>The percentage of educators who experienced growth in understanding and implementation of the HIIPs.</p>

Priority Area	All Schools	Priority Schools
<p>Priority Action #2</p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p> <p>School Board Area of Need</p> <p>Continuous Learning: Providing educators with access to resources that help them stay up-to-date with the latest research and best practices in mathematics education. This includes opportunities for educators to collaborate with peers and engage in reflective practices to improve their math teaching skills to impact student achievement and well-being positively.</p>	<p>Board Level Strategy</p> <p>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</p> <p>Strengthen central professional learning resources to allow for multiple entry points for educator learning and pedagogical shifts.</p> <p>KPI:</p> <p>Number of new/updated resources available on the central teaching and learning site.</p>	<p>Board Level Strategy</p> <p>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</p> <p>Offer subsidized Math AQ at multiple Priority School locations across the District</p> <p>KPI:</p> <p>Percentage of educators in priority schools with math qualifications</p>
	<p>School Level Strategy</p> <p>Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</p> <p>School Teams engage in ongoing collaborative analysis of student learning to determine staff learning needs and guide professional learning, monitoring student progress and improvement.</p> <p>KPI:</p> <p>Number of opportunities per term/semester educators engage in collaborative analysis of student learning.</p>	<p>School Level Strategy</p> <p>Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</p> <p>Dedicated Math, De-streaming, and Classroom Support Coaches in priority schools supporting collaborative analysis of student learning to determine staff learning needs and guide professional learning, monitoring student progress and improvement.</p> <p>KPI:</p> <p>Increase in educator efficacy as a result of engagement in collaborative student learning analysis.</p>

Priority Area	All Schools	Priority Schools
	<p>Classroom Level Strategy</p> <p>Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</p> <p>Educators access and utilize Board created and curated resources to support professional learning and improve student achievement and well-being.</p> <p>KPI:</p> <p>The number of hits on the central teaching and learning professional development site per term</p>	<p>Classroom Level Strategy</p> <p>Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</p> <p>Activate coaching support to come alongside educators to synthesize and apply Board created and curated resources, to construct an environment where students are excited to learn mathematics and develop into confident math learners.</p> <p>KPI:</p> <p>Increased educator confidence in math content knowledge and community building.</p>

Priority Area	All Schools	Priority Schools
<p>Priority Action #3</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive</p> <p>School Board Area of Need</p> <p>Knowing the Math Learner: Gain a deeper human-centered understanding of the math learner through relationship building and the strategic collection and analysis of conversations, observations, products to determine student learning strengths and areas of growth.</p>	<p>Board Level Strategy</p> <p>Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students</p> <p>Provide Education Perfect (digital math tool) and ongoing training as an additional resource to understand current student learning strengths and areas for growth to provide targeted support for all students.</p> <p>KPI:</p> <p>Number of educators trained on Education Perfect.</p>	<p>Board Level Strategy</p> <p>Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students</p> <p>Provide Education Perfect (digital math tool) and ongoing training as an additional resource to understand current student learning strengths and areas for growth to provide targeted support for all students.</p> <p>KPI:</p> <p>Number of educators trained and using Education Perfect.</p>
	<p>School Level Strategy</p> <p>Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</p> <p>At least once per term/semester, school teams engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to students not being served.</p> <p>KPI:</p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement.</p>	<p>School Level Strategy</p> <p>Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</p> <p>Activate coaching support to come alongside school teams to engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to student not being served.</p> <p>KPI:</p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement and reduce the number of students not being served.</p>

Priority Area	All Schools	Priority Schools
	<p>Classroom Level Strategy</p> <p>Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</p> <p>Educators use the information gathered through the collaborative analysis of student learning to shift pedagogical practices and structures that are gap closing within classroom practice.</p> <p>KPI:</p> <p>Percentage of educators who report an increase in student achievement as a result of gap closing structures.</p>	<p>Classroom Level Strategy</p> <p>Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</p> <p>Activating coach support in working with educators to synthesize and use the information gathered through the collaborative analysis of student learning to shift pedagogical practices/interventions, to be relevant and responsive to the mathematical learner.</p> <p>KPI:</p> <p>Percentage of students not being served that demonstrate improvement.</p>

Taking action in mathematics | Look-fors by provincial action

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2023–24 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

A mathematics community of excellence: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement	PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching	PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
<ul style="list-style-type: none">How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum?How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands?	<ul style="list-style-type: none">What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development?How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning?	<ul style="list-style-type: none">How is student assessment data and prior mathematics knowledge used to guide interventions and planning?How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions?How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?
Board <ul style="list-style-type: none">Prioritize understanding of the curriculum and the continuum of learning across gradesAlign resources, including staffing, with mathematics prioritiesProvide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plansLeverage digital math resources to support curriculum-linked practice at home	Board <ul style="list-style-type: none">Utilize student achievement data and student work to establish focus areas for mathematics professional learningUnderstand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievementPrioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing	Board <ul style="list-style-type: none">Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focusBuild capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasksProvide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for studentsDevelop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy

<p>School</p> <ul style="list-style-type: none">● Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)● Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands● Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills	<p>School</p> <ul style="list-style-type: none">● Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning● Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions● Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)	<p>School</p> <ul style="list-style-type: none">● Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement● Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning● Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)● Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum
<p>Classroom</p> <ul style="list-style-type: none">● Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)● Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums● Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)	<p>Classroom</p> <ul style="list-style-type: none">● Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching● Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)	<p>Classroom</p> <ul style="list-style-type: none">● Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)● Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants● Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics● Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board's 10-day and prolonged absence strategy

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: March 18, 2024

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

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

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the status of construction and major projects as of February 29, 2024. Updates to this report will be provided to Trustees on a quarterly basis (January, March, June and September), and will be posted on the Board's website.

2.0 Background

2.1 Capital Projects

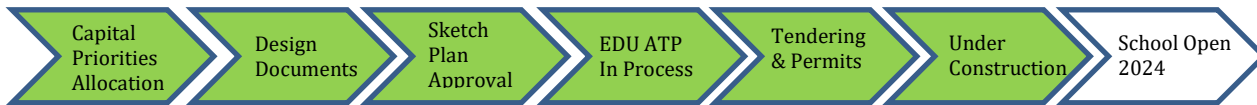
The Board has received Ministry of Education approval for five new school builds and one major addition:

- February 2018: Durham District School Board (DDSB) received Ministry of Education approval to build Beaver River PS. The new school will replace and consolidate Beaverton PS and Thorah Central PS on the Beaverton PS site in Beaverton.
- July 2020: DDSB received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS (now Unnamed Coughlan PS), and an addition to Mary Street PS in Oshawa to replace the existing portapac.
- October 2020: DDSB received Ministry of Education approval to build a new elementary school, Unnamed North Oshawa PS, at Windfields Farm Drive West and Wintergrace Avenue in Oshawa.
- May 2022: DDSB received Ministry of Education approval to build a new elementary school, Unnamed Pickering Seaton PS, at Burkholder Drive and Azalea Avenue in Pickering and a new secondary school, Unnamed North Oshawa SS, at Windfields Farm Drive East and Bridle Road South in Oshawa.
- October 2023: DDSB submitted Capital Priorities business cases to the Ministry of Education for four projects, two elementary schools in West Whitby, one elementary school in North Oshawa and one secondary school in West Whitby for approval. At this time, DDSB is waiting for funding commitment announcements from the Ministry of Education.

3.0 Analysis

3.1 **Approved Capital Priorities Projects**

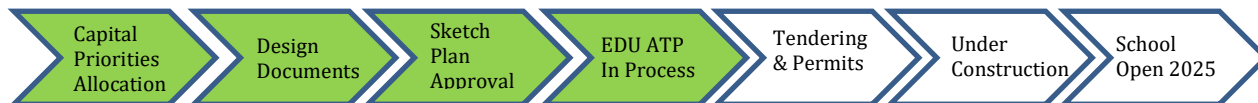
Beaver River PS



Project Type: Rebuild Elementary School Including Child Care Centre and Early ON Hub
 Occupancy Date: September 2024
 Architect: Moffet & Duncan Architects Inc.
 Contractor: Pre-Eng Contracting Ltd.

Construction of the new facility continues with site servicing 25% complete and progressing. Non-load-bearing masonry walls on the first and second floors, structural steel, brick veneer and roofing are all nearing completion. Mechanical and electrical installation is on-going with rough-in work underway on both floors. Project completion is scheduled for September 2024.

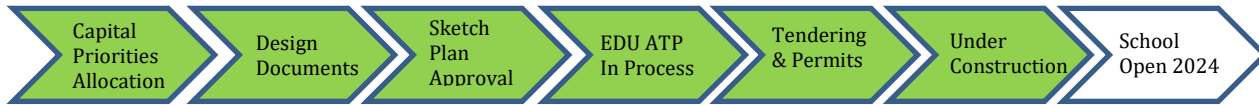
Unnamed Coughlan PS (Stannardville Drive/Hurst Drive



Project Type: New Elementary School, Including Child Care Centre
 Occupancy Date: September 2025 (Rescheduled from September 2024)
 Architect: Cellucci + Pace
 Contractor: To be determined

Construction documentation revisions are nearing completion with updated site information incorporated. Facilities Staff attended a Pre-Consultation meeting with the City of Ajax to initiate the site plan application process for the facility recently relocated to the Stannardville Drive and Hurst Drive site in Ajax. Site investigations are well underway with the geotechnical work complete. Approval to Proceed (ATP) to tender was submitted to the Ministry of Education and is currently under review. Project completion is currently scheduled for September 2025.

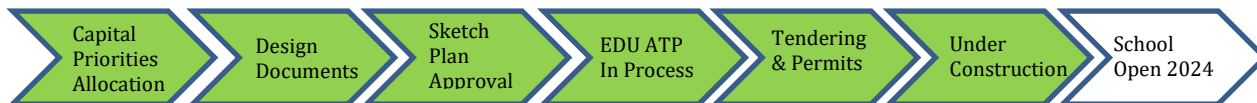
Mary Street PS Oshawa – Addition



Project Type: Replacement of Existing Portapac with a New Addition
 Occupancy Date: September 2024
 Architect: Moffet & Duncan Architects Inc.
 Contractor: J.J. McGuire Construction Limited

Project construction continues to progress with excavation, footings and foundation walls complete. Structural steel work including roof joists and steel deck is complete with stud wall installation to follow. Project completion is targeted for September 2024.

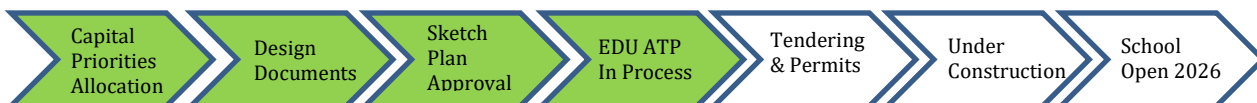
Unnamed North Oshawa PS (Windfields Farm Drive West/Wintergrace Avenue)



Project Type: New Elementary School, Including Child CareCentre
 Occupancy Date: September 2024
 Architect: Snyder Architects Inc.
 Contractor: Everstrong Construction Ltd.

Construction of the new facility continues to progress with roof joist and decking installation nearly 100% complete. Roof membrane installation is 50% complete along with window installation work well underway. Roof top mechanical units have been delivered to site while mechanical and electrical rough-in work continues to progress to 40% and 60%, respectively. Project completion is scheduled for September 2024.

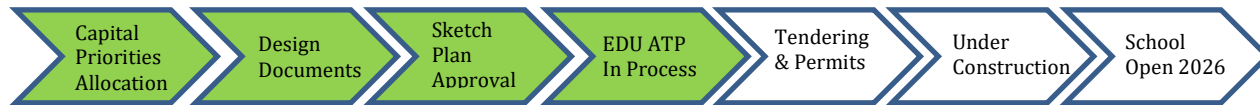
Unnamed North Oshawa SS (Windfields Farm East/Bridle Road South)



Project Type: New Secondary School
 Occupancy Date: September 2026
 Architect: Hossack Architects & Associates Inc.
 Contractor: To be determined

Contract documents are in progress with Facilities staff currently reviewing the 80% submission package. The ATP to tender package including the cost A estimate was submitted to the Ministry of Education and is currently under review. Facilities Staff continue to work with the City of Oshawa towards site plan approval with the second submission package currently under review by the City of Oshawa and comments expected mid-February. Hossack Architects continues to follow up with the City of Oshawa regularly. Project completion is currently scheduled for September of 2026.

Unnamed Pickering Seaton PS (Burkholder Drive/Azalea Avenue)



Project Type: New Elementary School, Including Child Care Centre
 Occupancy Date: September 2026
 Architect: Snyder Architects Inc.
 Contractor: To be determined

Detailed design work is complete with construction documentation well underway for the new facility. Site investigation work including the geotechnical study and site survey are underway and will be complete in the coming weeks. Facilities staff continue to work with the City of Pickering toward site plan approval. Committee of Adjustment application has been submitted with Hearing Date targeted in March 2024. Project completion is scheduled for September 2026 with an earlier completion date once approvals are received.

3.2 Child Care Projects

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Child Care Renovation and Minor Addition Projects	Vaughan Willard PS	Construction is progressing with foundations poured and backfill complete. Interior work is complete excluding minor deficiencies, however exterior addition completion is projected for late July 2024 due to weather impact on masonry.
3 Room Child Care Building Addition Projects	Seneca Trail PS	Contractor mobilized. Amending site plan agreement is complete while building permit approvals are ongoing. Facilities Staff continue to follow up on building permit issuance. Completion is currently estimated for September 2024, however this will be reevaluated pending full building permit issuance.
	Scott Central PS	Construction is nearing completion with final deficiency reviews and rectification completed in March 2024.
	Sunderland PS	The ATP to tender package was submitted to EDU and is currently under review.

3.3 Major Projects

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

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Main Office/Guidance Renovations	Pringle Creek PS	Project scope was revised and is now tendering.
	G.L. Roberts CVI	Project is under construction.
	Anderson CVI	Project is under construction (Guidance Area).
	Anderson CVI	Project is in tendering (Main Office).
Change Room Renovation	Dunbarton HS	Project is under investigation and schematic design has commenced.
Art/Science/Music Renovations	Vaughan Willard PS	Vaughan Willard PS is on hold due to overlap in scope area with the planned childcare renovation. Project will be tendered in mid-2024.
Outdoor Classroom / Courtyard Refresh	Uxbridge PS	Outdoor classroom is complete.
	Eastdale CVI	Courtyard project is tendering.
Interior Modifications – Teaching Space - Classroom Refresh	Valley Farm PS	Phase 2 construction is in progress.
	Hillsdale PS	Project is under construction.
	Dunbarton HS	Project is under investigation and schematic design has commenced.
Asphalt Replacement	G.L. Roberts CVI	Project is in design development. Construction targeted for summer 2024.
	Rosebank PS R.H. Cornish PS Henry St HS	Projects are under investigation.
	Fallingbrook PS Harmony Heights PS Hillsdale PS	Projects are tendering.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Roofing Projects	Kedron PS	Project is awarded.
	Joseph Gould PS Meadowcrest PS	Projects are tendering.
	Biidaasige Mandamin PS	Project is in design.
	Glen St PS	Project is under investigation.
Masonry/Wall Cladding Restoration	Bayview Heights PS	Project is tendering.
Masonry Restoration Projects	Beau Valley PS	Project is in design.
	Henry St PS	Project is under investigation.
Window Replacements	Pringle Creek PS	Project is almost complete with minor work remaining.
	William Dunbar PS	Project awarded with construction commencement scheduled for Summer 2024.
	Valley View PS	Project is tendering.
	Brock HS	Project is in design.
	Port Perry HS	Phase 3 Awarded – Construction to commence Summer 2024.
Learning Commons Finish Refresh Projects	Coronation PS	Project is designed and prepared for tendering. Tender schedule to be determined.
	Henry St HS	Project is complete.
	Greenbank PS	Project is under construction.
	Gandatsetiagon PS	Project is in design.

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Interior Modifications - Washroom Upgrade Projects	Port Perry HS	Project is tendering.
	Ajax HS Stephen Saywell PS	Projects are under investigation.
Boiler Replacement Projects	Altona Forest PS C.E. Broughton PS Dr. C.F. Cannon PS	Projects are awarded. Procurement of equipment is in progress.
	J. Clarke Richardson CVI	Project is under investigation.
Dust Collector Replacement Projects	Pickering HS Dunbarton HS	Project was awarded. Project is in design.

3.4 Ventilation Improvement Projects and Air Conditioning

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

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

PROJECT	SCHOOL/SITE	PROGRESS DETAILS
Ventilation Projects Non-Air Conditioned – Partial Building	R.H. Cornish PS	Construction is complete.
	O'Neill CVI	Phase 2 is in design.
	Waverly PS	Project is in design.
	Frenchman's Bay PS Anderson CVI	Projects are awarded and commencement scheduled for Spring 2024.
	Pringle Creek PS	Project is tendering.
Partial Air Conditioning/Cooling Centres	Valley View PS Ormiston PS Cartwright PS Dr. C.F. Cannon PS	Projects are in design.

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

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

4.0 Financial Implications

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

5.0 Evidence of Impact

At the conclusion of the projects, noted in this report there will be a total of 3,511 new pupil places, 190 replacement pupil places at Mary Street PS and a total of 440 new child care places.

6.0 Communication Plan

The Quarterly Construction and Major Projects Report is posted on the DDSB's website: [Construction and Property Updates](#)

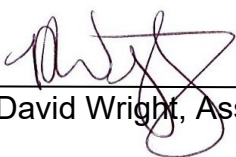
7.0 Conclusion

This report is provided to Trustees for information.

Report reviewed and submitted by:



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



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

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday January 18, 2024, 6:30 P.M.

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair
 sensaRAneb Burrell, Autism Ontario – Durham Chapter
 Tara Culley, Durham Down Syndrome Association
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Elizabeth Daniel, Member at Large
 Morgann Cameron, Member at Large
 Charmain Brown, OPVIC Ontario Parents of Visually Impaired Children
 Jennifer McLaughlin, Sawubona Africentric Circle of Support

Trustees: Donna Edwards Kelly Miller Debora Oldfield

Staff: Superintendent, Andrea McAuley
 System Lead, Michelle Crawford-Eade
 System Lead Conor Jinkinson

Recording Secretary: Lisa Wry

1. Call to Order:

Superintendent Andrea McAuley called the meeting to order at 6:34 p.m.

2. Land Acknowledgement:

Superintendent Andrea McAuley 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. DDSB Human Rights & Equity Statement

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subject to action with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from discrimination.

4. **Welcome Guests:** Melissa Cook-Vice-Principal David Bouchard P.S., Lisa Coppins- Senior Manager of People and Culture, Erin Elmhurst - Superintendent of Equitable Education, Jason Himsl 7-12 English and Language Facilitator, Lanya Lewis -System Lead, Heather Mundy -Superintendent of Equitable Education Tracey Running-Principal, O'Neill CVI, Andrea Spooner - Clinical Supervisor of Psychological Services, Lisa Virtue -Speech and Language Pathologist

Regrets: Jenn McLaughlin, sensaRAneb Burrell, Trustee Kelly Miller.

Absent: Trustee Deb Oldfield.

5. **Approval of Agenda:**

That the agenda for January 18, 2024, be approved:

MOVED BY: Elizabeth Daniel

SECONDED BY: Morgann Cameron

CARRIED

6. a) **Election of the Chair:**

The approval of the agenda was held until after the election.

Superintendent Andrea McAuley informed committee members of the election process for the positions of SEAC Chair and Vice-Chair following the Ontario Education Act Regulations. Nominations were called three times for the position of Chair of SEAC.

Tara Culley nominated, Eva Kyriakides for 2024 Chair of SEAC. Eva Kyriakides accepted the nomination and was acclaimed Chair.

SEAC member Eva Kyriakides as the newly elected Chair assumed the chair and conducted the remainder of the meeting. Chair Eva Kyriakides thanked committee members for electing her to the position of Chair of SEAC.

b) **Election of the Vice- Chair:**

SEAC Chair Eva Kyriakides called for nominations for the position of Vice-Chair.

Tara Culley self-nominated for position of Vice-Chair and following three calls Tara Culley was acclaimed Vice-Chair for SEAC 2024.

7. **Approval of the Minutes from November 9, 2023:**

That the minutes from November 9, 2023, be approved: with the typo corrected in the word April.

MOVED BY: Tara Culley

SECONDED BY: Trustee Donna Edwards

CARRIED

8. **Staff Reports:**

Administration: Inclusive Student Services (ISS) System Lead-Conor Jinkinson shared the fifth volume of the [Inclusive Student Services Impact Update Vol.5](#): which focuses on Student Mental Health and Well-Being. Our Mental Health and Well-Being action plan shows

alignment with the district policies and procedures as well as memorandum 169. Our ISS Impact Updates continue to include quotes from our school community as well as the system. The focus of the next volume is on Education Community Partnership Programs (ECP).

- Please share the ISS Impact Updates with your associations

Special education program planning will begin now for the 2024-2025 school year. All special education classes will be in person.

Board: Trustee Donna Edwards shared with SEAC members that Board of Trustees received presentations and information and during the governance meeting there where some questions around the accessibility policy and that is why it is back on the SEAC agenda. There was also, a presentation from the Literacy team on literacy instruction. The Board has designated the Ignite Durham Learning Foundation (IDLF) as the charity of choice. The IDLF (link below) has a depot in Oshawa which has food, clothing and other items children and families may need. The Multi Year strategic plan was presented to Standing Committee as well as the student census. Calendar consultations for the 2024-2025 school year with planning considerations around PA days and religious holidays.

<https://ignitedurhamlearningfoundation.ddsb.ca/en/index.aspx>

9. Presentation

DDSB Literacy Plan

Superintendent Erin Elmhurst thanked SEAC for the opportunity to present the DDSB Literacy Plan and introduced herself and her responsibilities within the DDSB which includes supporting Teaching and Learning specifically literacy K-12.

Key Members of the DDSB Central Literacy Team introduced themselves and their roles:

- Lanya Lewis -System Lead
- Lisa Virtue -Speech and Language Pathologist
- Andrea Spooner - Clinical Supervisor of Psychological Services,
- Jason Himsl - 7-12 English and Language Facilitator

The team shared with SEAC the Districts advancement in evidence-based literacy programming and shed light on student experiences as a result of dedicated actions and educator practices.

- Learning to read is a fundamental and essential human right.
- It is the cornerstone for individual empowerment, education, and participation in society.
- Through responsive teacher-student relationships, students are immersed in rich literacy experiences that nurture enjoyment for learning.
- Teaching reading is a collaborative process; not the role of one person.
- Learning to read and write is a complex process and requires knowledge of the brain combined with strong instructional practice.
- The literacy inquiry project brought together the skills sets of a Speech-Language Pathologist and Literacy Coach
- Students experienced measured growth in foundational literacy skills and increased confidence in reading abilities.
- While engaged in this work, the Right to Read Inquiry Report, the Ministry of Education's Effective Early Reading Instruction Guide, and the updated Language and English

curricula were all released. The work being undertaken by the DDSB was in direct alignment with these guiding documents.

- In the 2023 school year, the continued evolution of the Literacy Inquiry Project informed the creation of collaborative interdepartmental teams as well as system-wide professional learning.
- These collaborative teams also continue to support junior and intermediate educators in delivering responsive evidence-based literacy instruction.
- The impact of this work is being felt by students; they are learning to read, are proud of themselves and are developing a love for reading.
- School teams work together to offer personalized programming, involving support staff in co-planning and co-teaching, and in doing so, enhance educators' ability to support every student.
- The active involvement of families and the broader community is crucial in shaping and fostering the development of literacy skills.
- The foundational reading and writing skills students are developing will help them become reflective, critical, and independent learners and achieve academic and programming goals.
- A partnership with Grandview Childrens Centre last school year allowed us to look at how we are supporting our students that use augmented communication devices in developing their literacy skills. The Centre is very happy with the progress their students have made and continue to make.

Members engaged in a questions period with the Literacy Team:

- Great to see the improvements around reading, how this information applied to students in secondary school who may still be at the foundational stage?
 - Currently working with teachers at the secondary level familiarizing them with how foundational literacy skills are threaded throughout and the building of inquiry skills. Implementing evidence-based literacy routines and practices. On top of the that, for students that have more urgent needs, we have enhanced programming often learning strategies courses offered, helping them build their skills and have more success as they move through the academic classes. Multi-pronged approaches offered.
- Who was this pilot intended for, was there a specific demographic?
 - The pilot was four schools in four different core areas, worked with classroom educators for all students. Through learning these strategies educators were able to take these skills and apply them to assist students with learning disabilities.
 - Team approach from multiple areas for all students ensuring that the right people have the training to deliver evidence-based literacy instruction.
- We have an interdisciplinary team, and for certain cohorts of students we need to dig deeper such as our learners that don't use oral language for communication. We are quite close to finalizing an agreement with a team from western Canada. One of the members which is part of the Deaf community, and they want to learn more about and how to support our students.
- This is great work, so good to see educators and students encouraged by the results. Looking for information that can be shared with the association.
 - The majority of the information comes from learning about evidence-based structured literacy. The Living with Disabilities Association website has fantastic resources on structured literacy.

- Such great work looking at what are the next steps? Will the literacy team continue next year, resources.
 - This is an exciting time for us right now. We are looking at a universal screener. We realize that students in older grades have gaps in their literacy skills. The training is going to extend for quite some time. The training will continue for years to come as implementing the new curriculum is going to take some time.
- Has there been consideration about sharing with parents/caregivers the tools used and how/why so they can continue to encourage this learning at home.
 - Information is sent to families continually explaining what work students are engaged in, intervention and strategy tools as well as links to resources.

10. Consultation

SEAC welcomed Lisa Coppins- Senior Manager of People and Culture and Heather Mundy Superintendent of Equitable Education joined SEAC to share more information and seek feedback about the Accessible Customer Service Policy to be included under the Human Rights Policy. The language in the Human Rights Policy would cover the Accessible Customer Service Policy.

SEAC was asked if they had questions about recommendations to rescinding the policy and regulation and placing the procedure under the Human Rights Policy.

Members provided the following feedback:

- Concerns were expressed that if the policy were removed people may not be looking for accessibly the human rights.
- It would be a stand-alone link under the accessibility link.
- A great idea to include the procedure under the Human Rights because that is the legal application.
- Search for accessibility should result in a link to the policy whether it is Human Rights Policy.
- Important to not create barriers within pathways to information for families looking from information.

11. Open Discussion

- Parent/Caregiver Engagement Event
- Before the pandemic, SEAC was preparing to host an Engagement Event.
- Sub-committee needed to create and organize the event.
- Considerations around June or September timing.
 - Parents and students are more engaged in September, may be a time when parents/caregivers are geared to provide a successful school year for their children.

The committee voted and decided that September would be the best time to have an engagement event.

Event Committee may focus on:

- Associations are key to helping families advocate.
- Does not need to be a multi hour commitment.
- Establish a date.
- Discuss content and roles.
 - Audience would be primarily parents/caregivers and students with identifications and their advocates.
- Teach students how to be advocates for their own learning.

Anyone that would like to be a part of the planning committee please email SEAC Chair Eva Kyriakides.

11. **Business Arising from the Minutes**

- DRAFT- letter to the Ministry about the direct move to trades before the completion of Secondary school, please review and direct any comments back to Eva.

An email has been sent about consultation around the 2024-2025 school year calendars. You will receive four calendars two secondary and two elementary one modified school year and the second regular school year for each of the divisions.

- The Education Act does have requirements which include 194 school days and when the calendar can start and when it must finish by.
- Working in consultation with the Durham Catholic District School Board as the transportation consortium is responsible for both districts, where there is not alignment between the two there are significant financial implications.
- There is also legal obligation for professional learning.
- Calendars also go to the School Community Council (SCC) for feedback,

Feedback is requested by February 2, 2024.

12. **Association Reports & Committee Reports**

SEAC Chair Eva Kyriakides would like to see each association share with the group what the associations do and what are some of the barriers and concerns their families experience.

- Charmain Brown volunteered to highlight the Ontario Parents of Visually Impaired Children (OPVIC) association for the February 2024 meeting.

We are mandated to have 10 meetings a year, and without quorum there it is not considered a meeting. Suggestions for meeting topics to replace the missed meetings:

- Budget meeting,
- Parent engagement event planning meeting.

13. **Correspondence**

- Hasting and Prince Edward DSB: Letter to the Ministry Special Incident Portion (SIP)
 - The SIP funding does not come close to covering the costs associated with its purpose.
 - The Ministry for 2023-2024 heard the concerns of school boards and have decided to go to formula-based funding. The DDSB is one of the districts that will be audited on our SEA/SIP funding, because of this audit we are able to provide feedback to the Ministry which might open dialogue around supports for students.

14. **Community Concerns**

Trustee Donna Edwards expressed concerns around Durham Region Transit (DRT) and the lack of consultation with schools, the impact on student transportation and accessibility for all users.

- This is a problem across Durham region concerns about creating more barriers to our students.
- Charmain Brown commented that the fact that you have a disability does not equate to you having transportation.

MOTION FOR SEAC TO WRITE A LETTER OF CONCERN TO DURHAM REGION TRANSIT
AROUND ACCESSIBILITY

MOVED BY: Charmain Brown SECONDED BY: Donna Edwards

CARRIED

Trustee Edwards also brought to the attention of members the quiet ascension of Bill 135 on December 4, 2023, which takes the existing local Health Integration Networks and amalgamates them into a service organization, including Home and Community Care Services. This is of great concern as a parent.

15. Celebrations & Successes

Tara Culley is volunteering at Brimacombe for Canadian Adaptive Snowsports (CADS) program, the orientation day was a wonderful day of learning about the needs of others with disabilities. The number of skiers that can be accommodated is determined by the number of volunteers.

Trustee Donna Edwards shared that Special Olympics games are in May and four members of her team will be attending for rhythmic gymnastics. She also shared that her daughter has been booked to make a speech at the annual *What it Means to have Down Syndrome* additionally she has been requested to speak at the *Durham Down Syndrome Association*. She puts a lot of research into these speeches and commented it could be a business idea.

16. Next S.E.A.C Meeting

- February 15, 2024

17. Adjournment

That the meeting does now adjourn at 8:38 p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Tara Culley SECONDED BY: Rowin Jarvis

CARRIED

Report respectfully submitted by:

Eva Kyriakides, SEAC Chair

18. Attachments:

- December 2023, Inclusive Student Services Impact Update – Vol. 4-SEAC
- January 2024, Inclusive Student Services Impact Update – Vol. 4-Student Mental Health

Table 1- Action Plan

ACTIVITY	RESPONSIBILITY	COMPLETION
Comments for Letter to the Ministry about Skill trades before graduation – email to Eva	All members	Before February 15, 2024 meeting
Volunteers to organize Engagement Event– email to Eva	Any members interested in assisting	ASAP
Submit form if any feedback about the 2024-2025 school year calendars	Anyone that would like to share feedback.	February 2, 2024

Inclusive Student Services Impact Update

2023-2024 • Volume 4

Special Education Advisory Committee (SEAC)

Under Ontario's Education Act, every student is entitled to a program which meets their needs. In Durham, our SEAC helps the Board protect the rights of students with special learning needs. SEAC provides information, advice, and assistance to parents/guardians whose children may require additional support. SEAC is comprised of representatives from local parent associations that provide consultation to the DDSB on special education programs and services.

The SEAC is currently comprised of three DDSB Trustees and the following associations and roles:

Eva Kyriakides, Association for Bright Children (ABC)

Elizabeth Daniel, Member at Large

SensaRAneb Burrell, Autism Ontario, Durham Chapter

Morgann Cameron, Member at Large

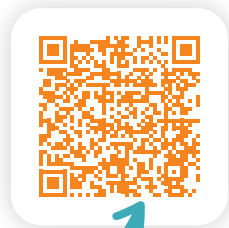
Tara Culley, Durham Down Syndrome Association

Charmain Brown, Ontario Parents of Visually Impaired Children (OPVIC)

Rowin Jarvis, Learning Disabilities of Durham Region

Jennifer McLaughlin, Sawubona Africentric Circle of Support

The SEAC is dedicated to establishing supportive educational environments that assist students with special strengths and needs in reaching their full potential. Additional information can be found in the [DDSB SEAC brochure](#).



Actioning the Results of the SEAC Parent/Caregiver Survey

From May to June 2023, a SEAC Parent/Caregiver Survey took place to:

- Gather parent/caregiver feedback;
- Learn more about what is and is not working around communication; and
- Receive parent/caregiver suggestions on how we can improve across the DDSB.

Thank you to the 1,118 respondents to the survey. The feedback from the survey highlighted that many families felt communication practices have been helpful in feeling welcomed and engaged as partners in education. The survey also provided us with valuable information about where we can make improvements to better understand the experience of families in working with school teams.

Survey responses received were representative of all municipalities within the Durham Region, representative of all grades (Kindergarten to Grade 12+) and representative of students across all categories of exceptionality.

Key Findings—Communication:

- 72.4% respondents were very satisfied (35.5%) or somewhat satisfied (36.9%) with the communication received from their child's support team members.
- Working well in terms of communication—Top 3: emails, outreach/updates, and applications/tools (Remind, Seesaw)
- Needs improvement in terms of communication—Top 3: progress updates/outreach, connecting with support team, and Individual Education Plan (IEP). We will focus on educator awareness, implementation, and adherence as we seek to improve.
- The majority of parents/caregivers expressed being comfortable (87.3% rated 3-5/5) during the Identification Placement Review Committee (IPRC) conversation but a lower percentage indicated feeling that the Special Education was productive (64.6% rate 4-5/5).
- 16.6% (represents 185 participants) were not at all familiar with the DDSB's Parent/Guardian Guide to Special Education IPRC.
- In alignment with the DDSB Indigenous Education Policy and Human Rights, Anti-Discrimination and Anti-Racism Policy, actively addressing ableism and engaging in culturally responsive, affirming practices are essential to improving on the experience of families.



SEAC Message for Parents/Caregivers

Thank you for all that you do to support our students both in and out of class. Without you, many students would not be able to attend school, learn and form meaningful relationships with others. SEAC is dedicated to continuously improving the way we work together with parents, students and staff. To that end, we created the parent/caregiver survey to see what we are doing well and areas where we can improve—this survey's focus was on communication and some of the overall points are listed above.

Other takeaways that were highlighted as part of the survey responses that we would like to share:

- Establishing a good relationship with parents/caregivers is key in building trust and a solid team around each student. Many parents do not know how to navigate the school system, so making them feel like a valuable part of the team is important.
- Communication does not always have to be about issues; sharing a positive experience or moment is as impactful for a student as working through any challenges that they face in the school career.

We have heard from DDSB parents/caregivers and wanted to share some of the messages we received. We hope that in sharing a few of the quotes directly that there is inspiration to keep improving these important relationships. We look forward to hearing about all the new ideas and stories in the coming months.

"My child has shown great strides in her JK year, and we can't wait to see how much she grows in SK."

—Kindergarten Parent/Caregiver

"Our SERT and teacher are amazing, but I find the frequency of touch points are too far apart for our students with exceptionality. Yes, parents can request it but it is hard to know how things are going and if issues arise they sometimes aren't addressed timely because we don't know where things are."

—Grade 1-3 Parent/Caregiver

"I would like more communication regarding my child's participation in learning activities and his progress. He does not share much, so we are left guessing much of the time. I also don't know how his behaviour has been, so I'm hoping no news is good news."

—Grade 4-6 Parent/Caregiver

"My son is nonverbal and therefore I am completely dependent on his school team to communicate what transpired in his day. It is important to me that I understand everything in his day that may be impacting his development and behaviour."

—Grade 4-6 Parent/Caregiver



Scan code for more information about the [DDSB Inclusive Student Services Impact Update](#).

Inclusive Student Services Impact Update

2023-2024 • Volume 5

Student Mental Health and Well-Being

Schools are an ideal place for mental health promotion, the prevention of mental health concerns, and the early identification of mental health concerns through school-based prevention and intervention services. Schools provide students with the knowledge and skills to be aware of, care for, and advocate for their own mental health and well-being.

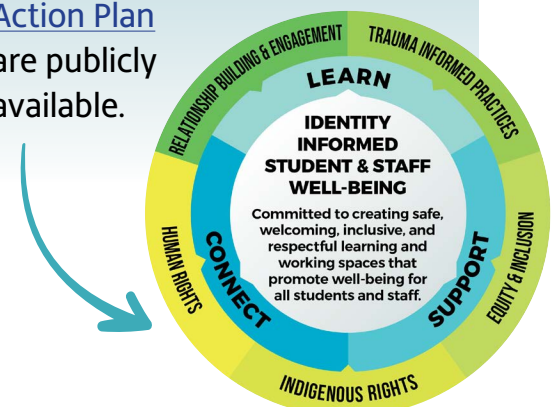
The Ministry recently launched [Policy/Program Memorandum 169 Student Mental Health](#) outlining eleven expectations of Boards whose goals result in students having the knowledge and skills to understand and support their mental health, provide ongoing access to high quality mental health services with appropriate supports for their individual needs when and where they need them across the provincial mental health continuum of care.

Joint Local Planning with Community-Based Child and Youth Mental Health Providers

District leaders responsible for mental health participate on joint local planning tables in order to support the school board and the local community-based child and youth mental health agencies to provide coordinated mental health care that ensures there are strong pathways to, from, and through mental health supports and service. Examples of participation in joint community planning include, but are not limited to, active membership on Durham's Children and Youth Planning Network, Durham Youth Suicide Prevention working group, Infant Mental Health Committee.

Three-Year Mental Health Strategy and One-Year Action Plan

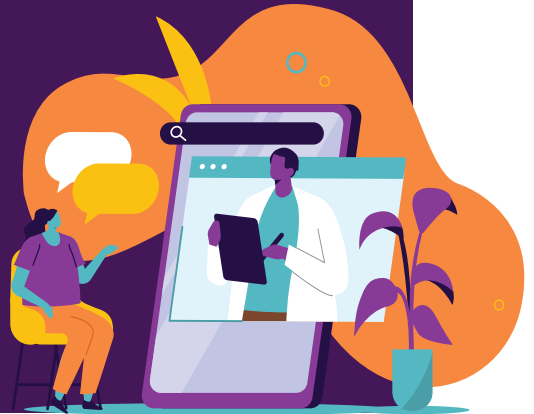
The DDSB three-year [Mental Health and Well-Being Action Plan](#) and [2023-2024 Action Plan](#) are publicly available.



Multi-Tiered System of Supports:

The DDSB continuum of services: mental health promotion, early identification, prevention and early intervention, and service pathways/clinical support provided by members of the Psychological Services and Social Work teams for more intensive mental health needs including crisis and trauma.

- Within the previous school year, 5832 students served (both virtually and in-person) by school-based regulated mental health professionals; includes 1:1 consent-based plans of care.
- The data above does not include number of students served through mental health promotion (Tier 1) and targeted prevention (Tier 2), school supports through consults, traumatic incident responses, child/youth protection consultations, crisis suicide intervention Applied Suicide Intervention Skills Training (ASIST)/Violent Risk Threat Assessments (VTRAs) and other adult to adult care consultations for proactive and group (e.g., class) support.



"I wanted to reach out to you to tell you how thankful I am for all your support, wisdom, and kindness this year. I think about you and your role in our journey all the time. I truly know that you were the pillar of strength (and my family) in our darkest hours... "

—Parent/Caregiver

"Our mental health team plays an invaluable role in supporting students who are navigating a complex world. Our Team provides a safe space where students can practice strategies, think aloud challenges and then take those strategies and put them into practice. We see students using their breathing strategies and mindfulness as they go about their day. These practices allow our students to have more successful days where they can engage in their learning. For our families, Team provides connections to services that can support families in the broader community and this helps to centre the school as the hub of the community."

—Principal

"Our Social Worker continues to support a student who is transitioning. This student had attendance and engagement challenges but connecting them with the service of our school Social Worker has resulted in the student engaging in the school work and achieving at high levels and every day attendance. This student looks forward to their Monday Morning check-ins with our Social Worker."

—Parent/Caregiver

Consistent Use of Evidence-Informed Brief Interventions and Standardized Measurement

Inclusive Student Services professionals utilize evidence-informed interventions that align with their scope of practice, relevant legislation, and regulatory colleges' obligations for privacy and reporting. Interventions are also in keeping with client centred care and the needs, goals and individual plans of care.

"I wonder where the school social workers were in my life when I was growing up."

–Parent/Caregiver

Suicide Prevention, Intervention, and Postvention Protocols

The DDSB has developed a board suicide prevention, intervention, and postvention protocol with the most recent version released in September 2022 to include postvention content and to reflect consultation with our Indigenous Education Department. Since 2014, Psychological Services and Social Work staff have been offering applied suicide intervention skills training and ongoing communication to school administrators and educators regarding the protocol to ensure they know how and who to reach out for help immediately on behalf of students.

"After I took the ASIST, I felt far better equipped to support the students and staff, whether I'm the person having the conversation directly, or supporting someone who is."

– Secondary Administrator

Virtual Care Delivery

Our professional mental health staff utilize an in-person mode of delivery for mental health services; a virtual option is available to ensure accessibility for students and their families through Microsoft Teams which is compliant with legislative and regulatory college's obligations for privacy.

"Our School Psychometrist makes a difference for our all the students she serves. The impact of her service for one family has been invaluable. She works alongside the educators, Special Education Resource Teacher, administration and family to help this student navigate his school day. Moreover, to best support this student she has worked tirelessly to meet the family where they are in seeking community services."

–Administrator

Enhanced Educator and Staff Mental Health Literacy

Learning opportunities are being provided to District staff to ensure that they can embed mental health promotion, prevention, and early intervention into the education experience for students and help to foster safe, and welcoming environments. Examples include: Mental Health Promotion, Positive School Climates Learning Series and Mental Health First Aid-Youth.

Mandatory Mental Health Literacy Learning for Students

Intermediate educators responsible for health curriculum to facilitate the mandatory mental health literacy modules for Grades 7 and 8 which will support student learning on mental health and mental illness and build awareness of the impact of the stigma associated with mental illness. The modules are aligned with the existing curriculum expectations in the Grades 7 and 8 Health and Physical Education curriculum.

Family Mental Health Literacy and Awareness

Families (and students) who may be struggling can access support in partnership with their school team or directly through the “Connect with the Mental Health Team Button”, an online form used to reach out to an Inclusive Student Services team member supporting mental health. Staff continue to look at connections to the Parent and Community Engagement department in support of enhancing educational and engagement opportunities for families.

Social-Emotional Learning (SEL)

While SEL skills are embedded in the Ontario curriculum and include identification and management of emotions, recognizing sources of stress and coping with challenges, maintaining positive motivation and perseverance, building healthy relationships, developing self-awareness and confidence, and thinking critically and creatively, the District also has a team of Child and Youth Support Workers who provide direct classroom SEL programming along with SEL capacity building for Educators through consultation and professional development opportunities.

“Overall, the SEL experience and delivery was great for our students. Students learned new strategies to cope with stress, as well to as help build on strategies they already had.”

—Elementary Educator

“Thank you for helping me and my friends think of all the ways we can help each other and how to cope with stress. I think you helped everyone in this class. I appreciate everything you do and I hope I get to see you again. I learned how to take so many different ways to take deep breaths and calm myself down. I liked how you could get to know us and make us feel comfortable talking.”

—Student

Mental Health Absences

In June 2023, the District adjusted absence code procedures to “(AI) Illness: Health and Well-Being”. The addition of ‘Well-Being’ to the illness code for student absence is a way to honour the importance of self-care and restorative personal practices and how these approaches bolster health and overall well-being. The code provides an opportunity to acknowledge the many ways personal wellness can promote a healthy and resilient lifestyle.

“The work you do is so essential to our students, you have no idea”

—Principal

For more information about the
DDSB Inclusive Student Services Impact Update,
please visit [DDSB Inclusive Student Services](#).



Dates of Significance, March - April 2024**March 2024**

Social Work Month

Bangladeshi Heritage Month

Hellenic Heritage Month

March 8:	International Women's Day
March 8:	Shivratri (Hinduism)
March 8 – 15	March Break
March 11:	Ramadan begins
March 14 :	Pi Day
March 14:	Irish Heritage Day
March 18 – May 4:	Orthodox Lent
March 19:	Spring Equinox
March 20:	Eostre
March 20:	Shunki-Sorei-Sai (Shinto)
March 21:	Nowruz
March 21 :	World Down Syndrome Day
March 21:	United Nations International Day for the Elimination of Racial Discrimination
March 23:	Crossing Guard Appreciation Day
March 23:	Atheist Day
March 23:	Earth Hour
March 24:	Purim (Judaism)
March 24:	Palm Sunday
March 25:	Holi (Hinduism, Sikhism)
March 26:	Purple Day for Epilepsy
March 29:	Good Friday
March 31:	National Indigenous Languages Day
March 31:	International Transgender Day of Visibility
March 31:	Easter Sunday

April 2024

Sikh Heritage Month

Genocide Awareness Month

April 1:	Easter Monday
April 2 :	United Nations World Autism Awareness Day
April 5:	Laylat-al-Qadr
April 9-10:	Eid-ul-Fitr (Islam)
April 9:	Vimy Ridge Day
April 12:	International Day of Pink
April 12:	International Day of Silence
April 13:	Tamil and Sinhala New Year

April 14:	Vaisakhi
April 21:	First Day of Ridvan
April 22-30:	Passover/Pesach
April 22:	International Earth Day
April 26:	Administrative Professionals Day