



**DURHAM DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

**STANDING COMMITTEE  
PUBLIC SESSION**

**Monday, November 4, 2024**

Chair: Deb Oldfield

Vice-Chair: Tracy Brown

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

Recording Secretary: Gillian Venning

**DATE:** Monday, November 4, 2024

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

**LOCATION:** Boardroom

**ATTACHMENTS:** Agenda

**Copies to:**

All Trustees

Director of Education

All Superintendents

**STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD**  
**Monday, November 4, 2024**  
**7:00 p.m.**

		PAGE
1.	<u>Call to Order</u>	Verbal
2.	<u>Land Acknowledgement</u>	Verbal
	<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3.	<u>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	Verbal
5.	<u>DDSB Presentations: Strategic Implementation</u>	
	(a) Community Connected Experiential Learning Programs (Superintendent Stephen Nevills)	1-7
6.	<u>Recommended Actions</u>	
	(a) Approval of the Standing Committee Minutes, October 7, 2024 (Trustee Deb Oldfield)	8-10
7.	<u>Information Items</u>	
	(a) 2024-2025 Math Achievement Action Plan (Superintendents Mohamed Hamid, Georgette Davis, Erin Elmhurst, Margaret Lazarus, Stephen Nevills)	11-25
	(b) Student Trustee Report (Student Trustees K. Hoare, N. Poopalasundaram, S. Vijayakumar)	26-27
	(c) Ignite Durham Learning Foundation (IDLF) Update (Trustee Michelle Arseneault)	28-32

8. Memos

- (a) 2425:52, Status Update: PPM 128 – Current Practices and Next Steps 33-36
- (b) 2425:54, Food and Nutrition Supports in Schools 37-38
- (c) 2425:55, 2023-2024 EQAO Results 39-44

9. Adjournment

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** November 4, 2024

**SUBJECT:** Community Connected Experiential Learning Programs      **PAGE:** 1 of 7

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Stephen Nevills, Superintendent of Education  
Monique Muller, System Lead, Student Success  
Richard Bishop, Experiential Learning Facilitator

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.

### 1.0 **Abstract**

This report provides updated elementary experiential learning programming information to the Board of Trustees, including summaries of opportunities for Durham District School Board (DDSB) elementary students to participate in Skills Ontario events, competitions, and STEM Month Challenges. Promotion of and participation in elementary experiential learning programs develops a better understanding of future pathways options and can lead to increased enrollment in secondary experiential learning opportunities.

Continued investment in experiential learning opportunities allows for significant growth in elementary educator's capacity and skillsets in relation to skilled trades and STEM educational programming. This year's focus on developing and training educators on effective assessment practices is merging engaging activities with curriculum expectations. Developing leadership capacity is also ensuring these programming options will be sustainable and available to DDSB students for years to come.

### 2.0 **Purpose**

This report provides the Board of Trustees with information about the two largest experiential learning programs for elementary schools at the DDSB: Skills Ontario and STEM Month Challenge.

### 3.0 Background

Over the past three years, a dramatic shift in programming for elementary students has occurred, leading to a District-wide, equity-based approach to hands-on learning opportunities. This shift corresponds to changes in the labour market related to skilled trade professions, providing students with opportunities that were not previously available on a large scale. Experiential learning programming is intended to increase student engagement, develop a better understanding of pathways and increase enrollment in SHSM and OYAP programs at the high school level.

#### 3.1 Skills Ontario

[Skills Ontario](#) is a non-profit organization that facilitates a wide range of student competitions in categories related to future pathways in skilled trades disciplines. Elementary students can participate in contests in the following areas:

- Animation Junior
- Animation Intermediate
- Construction
- Green Energy
- Tech Design Junior
- Tech Design Intermediate
- TV & Video Production
- VEX Robotics Junior
- VEX Robotics Intermediate
- Workplace Safety.

Participation in Skills Ontario competitions offer experiences that empower youth to consider a career in skilled trades and technologies.

Table 1 highlights DDSB's increased participation in Skills Ontario competitions over the last two years. Growth has been heavily influenced by introducing more educators to the opportunity and efforts made to make Skills Ontario more accessible. Five new contests were also introduced in 2024 which also has increased access to participation.

**Table 1 – DDSB Participation in Skills Ontario Competitions**

Competition Year	2023	2024
Schools participating	62	89
Number of educators participating	174	277
Contest entries	330	649
Student experiences	8,188	15,466
Unique students participating	3,765	7,593

In 2018 the Skills Ontario model was adapted to create DDSB Elementary Skills for elementary classrooms that utilizes Ontario Skills provincial programming and allows students to participate in their classrooms across the District. Regional qualification rounds are used to determine which teams will represent DDSB at the provincial level of competition. Over the past two years, 64 students have represented DDSB at the provincial level, competing in 16 contests. In total, DDSB participants have won 6 medals including 2 gold medals.

From the initial launch of DDSB's Elementary Skills in 2018, the program has grown from 12 participating schools to 89 participating schools in the recent 2024 competitions.

Following an in-person break from 2020-2022, the programming in its current model began in 2023 encompassing an in-class qualification round, followed by an in-person regional contest and a provincial contest run by Skills Ontario. For the 2024-2025 school year, the in-class round will take place in December and the regional contest will be hosted at the Tribute Centre in Oshawa on February 26, 2025, followed by the provincial contest in Toronto on May 5, 2025.

With a focus on ensuring that equitable opportunities are provided to all students, a sustainability model was used to leverage previous capital equipment purchases to grow the program from approximately 100 in-class experiences in 2018 to 649 in 2024. Expansion also included growing from six contests offered in 2018 to 13 contests in 2024. The program continues to expand with an additional four competitions being planned for 2025.

### 3.2 STEM Month Challenge

DDSB STEM and experiential learning facilitators collaboratively support the DDSB STEM Month Challenge which was launched in 2022. This program was developed as part of the overall response to closing the post-pandemic classroom environment gap where students often missed the hands-on learning activities that were once a vibrant part of STEM learning. The STEM Challenge includes multiple problems for students to solve around a narrative theme. Challenges are created for K-3, Junior and Intermediate divisions and have been translated into French for French Immersion schools.

The STEM Month Challenge has grown to a level where all elementary schools participated in 2024. There were over 1125 classroom teachers registered to complete the challenge, providing this experience for over 24,000 students. All schools were provided with reusable materials at both the Junior (Gears) and Intermediate (Electricity) levels. This year's STEM Month Challenge will take place in May and June 2025.

## 4.0 **Analysis**

4.1 Elementary Skills Ontario has become an important part of experiential learning programming for classroom educators. To ensure that the program has grown in a way that reflects teacher and student needs, surveys were developed to gather student and teacher perspectives. This data collected from the surveys has helped to identify new contest areas for development, how to improve in-class experiences and to gain insight into how students have viewed participating in the program. The long-term goal of this program is to increase student experiences in skilled trades and technologies and in turn increase participation in the high school connected pathways such as apprenticeship, OYAP and SHSM.

Using the feedback data from Elementary Skills Ontario participants, it is evident that classroom teachers are looking to increase their own capacity for teaching using the Engineering Design Process, learning more about pathways for all students based on need and interest, developing their own leadership skills, and providing more hands-on learning experiences for their students. These items were considered for the planning of the 2025 Elementary Skills Ontario competition.

DDSB educators shared the following testimonials about their Elementary Skills Ontario experiences:

*"This student does not often have academic success, but this challenge absolutely was his chance to shine..." Grade 7 Teacher*

*"My students worked so hard on this project, and I was blown away by what they produced." Grade 5/6 Teacher*

DDSB students shared the following testimonials about their Elementary Skills Ontario experiences.

*“I really liked doing this. It was fun but also challenging, which I love! I enjoyed working with my group to overcome problems and implement our ideas into our work.”*

*“I loved doing this project in class. It was a lot of fun planning and obviously building. I think coming up with your own ideas and being able to re-create them is what really made this special for me and my group.”*

4.2 The STEM Month Challenge has had a similar growth trajectory, and data has been collected each year to reflect on the evolution of the program and determine future direction. The initial growth goal has been achieved now that there are participants from every elementary school. Curriculum connections have been developed so that content aligns with resources that classroom teachers are seeking. Feedback from last year indicates that developing a project that aligns various curricular areas and utilizes reusable resources is the most successful model, with over 90% of educators planning to use the resources provided to teach the curriculum expectations again.

#### 4.1 Risks and Opportunities

##### **Program Growth**

All elementary schools can participate in both Elementary Skills Ontario and STEM Month Challenge due to an equitable distribution of resources. New competitions are being creatively developed that have no cost to participate, allowing for growth without requiring additional resources.

##### **Capacity Building**

As the growth phase of these initiatives comes to an end and consistent year over year participation is achieved, a new leadership model has been developed to build capacity for educators. Educator judges become an integral part of the planning process and judging panels will be created to support with providing feedback to students and evaluating projects. The distribution of responsibility allows for additional contests to be developed, better resources and expertise within each contest, and greater support provided to participants.

##### **Community Connections**

Another significant opportunity that exists for the 2024-2025 year is the involvement of community partners. Utilizing the past two years as a showcase for the regional contest, guests have been invited from a variety of external organizations to attend and observe how they can become involved. These conversations have continued into this year's planning,

with the hope that these community partners will join us in delivering a better student experience. By reviewing three years of data, schools who experienced some limitations to participation, have been offered additional staff training and support to ensure equal access to the opportunities. Administrators have been overwhelmingly supportive of this initiative, welcoming staff development at staff meetings, lunch and learns, and after school training. Additionally, classroom teachers who have utilized these STEM Challenges over the last three years have been invited to help develop this year's resources. This will help continue to grow system capacity and sustain the program's long-term facilitation.

### **Curriculum Connections**

Ongoing opportunities to connect experiential and STEM learning to current curriculum and assessment practices is built into both Skills Ontario and STEM Month Challenge programming. With both a new Math and Science curriculum recently released, alignment with these experiential learning opportunities helps develop educator capacity around assessing the Engineering Design Process and Social-Emotional Learning while embedding authentic experiences in curriculum.

### **5.0 Financial Implication**

Staffing to facilitate these programs along with other experiential learning opportunities is currently covered by the Experiential Learning Envelope as reflected on page 38 of the [DDSB Budget 2024-2025](#) document.

Materials to support these programs are funded through the textbook/supplies expenditure line of the Operating Budget, as reflected on page 22 of the DDSB Budget 2024-2025 document.

For the 2023-2024 school year, the total operating budget for the Elementary Skills Ontario competitions was \$64,000 (\$21,000 – in class competition, \$31,000 – regional competition, \$12,000 provincial competition). With just over 17,000 student experiences delivered through this project the average cost per student experience is approximately \$3.75, though students all participate free of charge. This average cost continues to decrease, year over year, as new competitions are developed that do not require financial resources for the in-class portion.

The in-class competition round budget of \$21,000 is exclusively used on materials to facilitate the contest. The regional competition budget of \$31,000 includes materials, facility costs, food service and staff supply costs. The provincial competition budget of \$12,000 covers costs such as registration fees, student transportation, practice materials, student team wear and staff supply costs for accompanying educators.

The operating budget for the 2024 STEM Month Challenge is used exclusively for reusable classroom materials at a total cost of \$63,500. With over 24,000 student experiences delivered, this represents an average cost of \$2.65/student, though students all participate free of charge.

## 6.0 Strategic Links

Both Elementary Skills Ontario and STEM Month Challenge programs provide a high-quality experience and learning opportunity for students and educators. These programs are available to all students and combine real-world connected learning experiences, with modern technologies and incorporate reflection-based learning. The professional development offered to build leadership and educator capacity continues to drive growth in these programs within the classrooms.

These programs also provide opportunities for educators to work and grow together as a community. The new leadership model encourages educators to contribute to the growth, development, and future implementation of these programs. Partnering with community organizations provides sector-specific experiential learning opportunities for both students and staff. During Elementary Skills Ontario regional contests, students from across the DDSB can meet others who share their passions and learn from one another.

Embedded into these programs is Social-Emotional Learning through the Engineering Design Process, focusing on student resilience and a growth mindset. Safety considerations are reflected in the resources provided to educators regarding tool safety and best practices. Reflection-based practices encourage students to think about their experiences and apply their learning to their lives outside the classroom. These programs directly impact students' soft skills including collaboration, problem-solving, creativity, initiative, responsibility, organization, and self-regulation.

## 7.0 Communication Plan

The DDSB Communications Department records, summarizes, and shares the experiences from experiential learning program participation to a greater audience via Good News, the Director's Annual Report, media releases, and through the DDSB website. Current plans also include the creation of a short video that follows the entire Elementary Skills Ontario program from in-class to the provincial level contests.

## 8.0 Conclusion/Recommended Action

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

Report reviewed and submitted by:



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



Stephen Nevills, Superintendent of Equitable Education

**Report of the Durham District School Board  
Standing Committee Public Session  
October 7, 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, Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustee Emma Cunningham

Officials Present: Director of Education Camille Williams-Taylor, Associate Director David Wright, General Counsel Patrick Cotter, Superintendents Michael Bowman, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Martine Robinson, Senior Manager Dervla Kelly, Head of Facilities Services Lisa Bianca

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. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

2024:SC22

MOVED by Trustee Stephen Linton

SECONDED by Trustee Tracy Brown

THAT THE AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations: Strategic Implementation

(a) Diplôme d'études en langue française (DELF)

Superintendent Margaret Lazarus introduced student Rakesh Uthayakumar and staff Christine Demaray, Lanya Lewis, Lynda Dortelus, Kevin MacKinnon, Kimberley Penzhorn and Mayde Titus who provided an overview of the administration of the Diplôme d'études en langue française (DELF) in the 2023-2024 school year.

Trustee questions were answered.

6. Recommended Actions

(a) Approval of the Standing Committee Minutes, September 3, 2024

Trustee Deb Oldfield presented the minutes from the September 3, 2024 Standing Committee Meeting.

2024:SC23

MOVED by Trustee Tracy Brown

SECONDED by Trustee Shailene Panylo

THAT THE MINUTES OF THE SEPTEMBER 3, 2024 STANDING COMMITTEE MEETING BE APPROVED.

CARRIED

7. Information Items

(a) 2024-2025 Capital Priorities Submission

Associate Director David Wright introduced Head of Facilities Lisa Bianca who provided an overview of DDSB's project submissions for the 2024-2025 Capital Priorities Program in accordance with the Ministry of Education guideline. DDSB project submissions include (1) Unnamed West Whitby Secondary School, (2) Unnamed Northeast Oshawa Public School, (3) 15-room addition to Henry Street High School.

Trustee questions were answered.

(b) Summer Learning Opportunities: 2024 Impact Report

Superintendents Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Stephen Nevills and Martine Robinson provided an overview of DDSB's

Standing Committee Meeting Minutes  
October 7, 2024

2024 summer learning programs, including key educational impacts as they relate to the priorities of the Multi-Year Strategic Plan.

Trustee questions were answered.

(c) Student Trustee Report

Student Trustees Kayla Hoare, Nitishan Poopalasundaram and Shampavi Vijayakumar shared an update on the inaugural Student Senate Executive meeting, Annual General Assembly meeting, start of school year outreach activities that have been undertaken through social media and email, and plans to promote student mental health initiatives throughout the school year.

Trustee questions were answered.

(d) Ignite Durham Learning Foundation (IDLF)

Trustee Michelle Arseneault shared a video showcasing the summer 2024 charitable “Fill a Backpack” drive and thanked all the donors and volunteers who participated in the campaign.

(e) OPSBA Update

Trustee Donna Edwards provided an update following the September 27 and 28, 2024 OPSBA Board of Directors meeting, where Annual Operational Plan, Governance and Public Affairs, Legislative Updates, Ontario Coalition for Children Youth and Mental Health, Education Finance and Indigenous Trustees’ Council matters were discussed. Upcoming OPSBA meetings and events were shared.

8. Adjournment

2024:SC24

MOVED by Trustee Tracy Brown

SECONDED by Trustee Stephen Linton

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:59 p.m.

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Chair

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Secretary

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** November 4, 2024

**SUBJECT:** 2024-2025 Math Achievement Action Plan

**PAGE:** 1 of 6

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

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### 1.0 **Abstract**

This report presents the 2024-2025 Durham District School Board (DDSB) Math Achievement Action Plan (the Plan), which aims to further enhance mathematics education across the District by building on existing strengths, emphasizing curriculum consistency, strategic coaching, and fostering mathematical fluency among students.

The 2024-2025 Plan builds on our previous efforts by prioritizing curriculum alignment, supporting ongoing educator professional development, and ensuring equitable student outcomes. It emphasizes collaboration among school leaders and educators, integrating innovative instructional practices, and addressing individual student needs. While current math scores remain in line with the provincial average, we will drive improvement through targeted support and evidence-based practices. We acknowledge the diverse strengths and unique contexts across schools, and we are focused on providing tailored resources to ensure each school can progress and meet the needs of all students. The Plan will be submitted to the Ministry of Education (Ministry) as required, with updates to the Ministry in March and June. This report is presented to the Board of Trustees for information.

## 2.0 Purpose

The purpose of this report is to share the details of the 2024-2025 DDSB Math Achievement Action Plan with the Board of Trustees, outlining strategies that promote meaningful learning experiences in mathematics and advance student achievement across all schools in the District. The Plan aims to build on the progress made last year, while also addressing the need to provide tailored support and resources to meet the specific needs of schools across the District.

## 3.0 Background

### 3.1 **Building on Foundational Progress and Ministry Alignment**

In Spring 2023, the Ministry of Education issued the “2023-24 Math Achievement Action Plan” memorandum, outlining the requirement for Ontario school boards to create focused plans to improve math outcomes. To support this directive, the Ministry developed the Taking Action in Mathematics framework (Appendix A), an iterative tool designed to highlight priority areas and guide evidence-based actions for improvement.

In alignment with this framework, the Durham District School Board (DDSB) developed its 2023-2024 Math Achievement Action Plan. Building on last year’s progress, the DDSB’s 2024-2025 Math Achievement Action Plan, detailed in Appendix B, continues to focus on strategic areas identified by the Ministry while strengthening and refining the foundational work started in the previous year. This year’s plan further leverages the DDSB’s established structures in implementing the revised Ontario mathematics curriculum, including the Grades 1–8 Mathematics Curriculum (2020) and the Grade 9 Destreamed Mathematics Course (2021). These curriculum updates introduced key concepts and skills, shaping DDSB’s sustained and evolving approach to mathematics instruction and student achievement.

### 3.2 **Key Changes to DDSB’s Plan for 2024-2025**

This year’s plan incorporates several new elements to build on the successes of last year:

1. **Collaborative Inquiry Community Development:** Ministry Math Priority School Leaders, Curriculum Facilitators, Math Coaches, and the Curriculum, Action, and Advancement Staff Committee will come together to establish a collaborative inquiry community. This group will engage deeply in the School Achievement Process, fostering a community of shared learning that supports schools in aligning their goals with effective practices in mathematics instruction. Dedicated release days and professional development days will support this ongoing work.
2. **Increased Engagement with School Improvement Teams:** There will be a greater focus on engaging School Improvement Teams in Ministry Math

Priority schools to collaborate on the development of their School Achievement Plans. This collaboration will incorporate effective practices and resources tailored to the unique needs of these schools. While progress has been made, expanding this engagement across all priority schools continues to be an area of focus.

3. **Math Block Focus:** The daily protected Math Block of 60 minutes will be strengthened to include opportunities for students to develop automaticity and fluency in mathematics. Staff are working towards consistent implementation across all schools, recognizing that this requires ongoing targeted support and coaching to ensure successful adoption and effective practice.

#### 4.0 **Analysis**

##### 4.1 **Curriculum Alignment and Implementation**

The Plan continues to focus on ensuring that the mathematics curriculum is aligned with best practices and implemented consistently across classrooms. To support this, we are providing guidelines, professional learning resources, and direct coaching to help educators and school leaders apply these standards effectively.

##### 4.2 **Focused Collaboration and Professional Development**

Collaborative inquiry, involving Ministry Math Priority School Leaders, Curriculum Facilitators, Math Coaches, and the Curriculum, Action, and Advancement Staff Committee, will continue to bring together school leaders, educators, and other key participants to work deeply within the School Achievement Process. This will be coupled with strengthened engagement in professional development sessions and the use of dedicated release days. These efforts ensure that educators have the tools, time, and resources needed to implement high-impact instructional strategies tailored to the unique needs of their students.

##### 4.3 **Structured Math Blocks for Student Fluency**

The Plan emphasizes maintaining a daily protected Math Block of 60 minutes in all classrooms, with a specific focus on integrating high-impact instructional practices and ethical assessments. This year, there is a particular emphasis on activities designed to build both mathematical automaticity and fluency within priority schools, ensuring that students have ample opportunities to practice and master essential skills. While the long-term goal is consistent implementation across all schools, the immediate focus is on providing targeted support and coaching in priority schools to ensure successful adoption and effective practice.

#### 4.4 Risks and Opportunities – Math Achievement Context

While current math scores across the District remain in line with the provincial average, we recognize the challenge of plateauing performance. Sustained gains in student achievement require both innovative instructional strategies and systemic, targeted support. We acknowledge that maintaining parity with provincial outcomes is not enough; there is important work ahead to create an upward trend in student success.

Staff are committed to this task, understanding that these kinds of shifts in performance take time and practice. Our focus is on implementing meaningful, high-impact changes that are sustainable over the long-term. By continuing to invest in evidence-based practices, supporting educators, and providing targeted interventions for students, we are laying the groundwork for ongoing improvement. While results won't happen overnight, we remain steadfast in our efforts to achieve measurable and lasting progress.

#### 5.0 Financial Implications

The financial resources needed to implement the Math Achievement Action Plan for 2024-2025 are included in the Responsive Education Program Funding (REP). Ministry funding for this academic year can be found in Appendix D of the 2024-2025 Budget Book. The funding will support professional learning opportunities, coaching support, and the procurement of necessary resources and digital tools to enhance math instruction. Ensuring that resources are distributed equitably to meet varying school needs remains a key focus.

#### 6.0 Strategic Links

The Math Achievement Action Plan is aligned with the strategic priorities outlined in the DDSB Multi-Year Strategic Plan (2024-2028):

- **Ignite LEARNING:** By providing high-quality instructional resources and ongoing professional development, the plan empowers educators to support meaningful learning and promote student success in mathematics.
- **Ignite CONNECTION:** The plan strengthens relationships between students, educators, and families, fostering a collaborative environment that enhances the educational experience and contributes to collective success. Addressing the different levels of community engagement across schools remains an area of focus.
- **Ignite WELL-BEING:** Emphasizing a positive approach to mathematics education helps foster confidence, reduce anxiety, and promote overall well-being among students, contributing to a safe and inclusive learning environment.

## 7.0 Communication/Implementation Plan

### Communication Plan:

- The Plan will be communicated to school leaders, educators, and staff through workshops, online resources, and school-based meetings.
- Families and the community will receive information via newsletters and parent and family engagement sessions to foster understanding and involvement.

### Implementation Plan:

- This year's implementation builds on the work started in 2023-2024, with a focus on deepening and expanding strategies that have shown positive results. Training sessions, coaching, and collaborative opportunities will continue to be provided throughout the year, supporting educators in further refining their instructional practices and achieving consistent application across classrooms.
- Ongoing, regular updates will be provided to the Board of Trustees, with progress reports scheduled to be presented in March and June 2025 to highlight ongoing efforts and areas of growth.

## 8.0 Conclusion

The 2024-2025 Math Achievement Action Plan builds on last year's successes while introducing meaningful changes to enhance curriculum alignment, support educator growth, and promote student success in mathematics. The emphasis on protected instructional time, engagement with School Improvement Teams, and innovative pedagogy ensures that all students have opportunities to thrive and develop confidence in their mathematical abilities.

Staff acknowledge that achieving consistent, high-quality math instruction is a journey, and we are building on the strong foundations laid last year. Educators have demonstrated adaptability and dedication in implementing high-impact instructional practices, and we continue to support this growth through enhanced coaching and professional learning opportunities. By recognizing the diverse strengths of DDSB educators and school communities, we aim to foster a culture of continuous improvement that benefits all students.

This report is presented to the Board of Trustees for information, providing an overview of the continued efforts to ensure equitable and high-quality mathematics education throughout the District through the Math Achievement Action Plan.

## 9.0 Appendices

Appendix A – Taking Action in Mathematics Framework

Appendix B – 2024-2025 DDSB Math Achievement Action Plan

Report reviewed and submitted by:



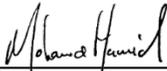
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Camille Williams-Taylor, Director of Education and Secretary of the Board



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Georgette Davis, Superintendent of Education



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Erin Elmhurst, Superintendent of Education



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Mohamed Hamid, Superintendent of Education



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Margaret Lazarus, Superintendent of Education



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Stephen Nevills, Superintendent of Education

# 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.

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

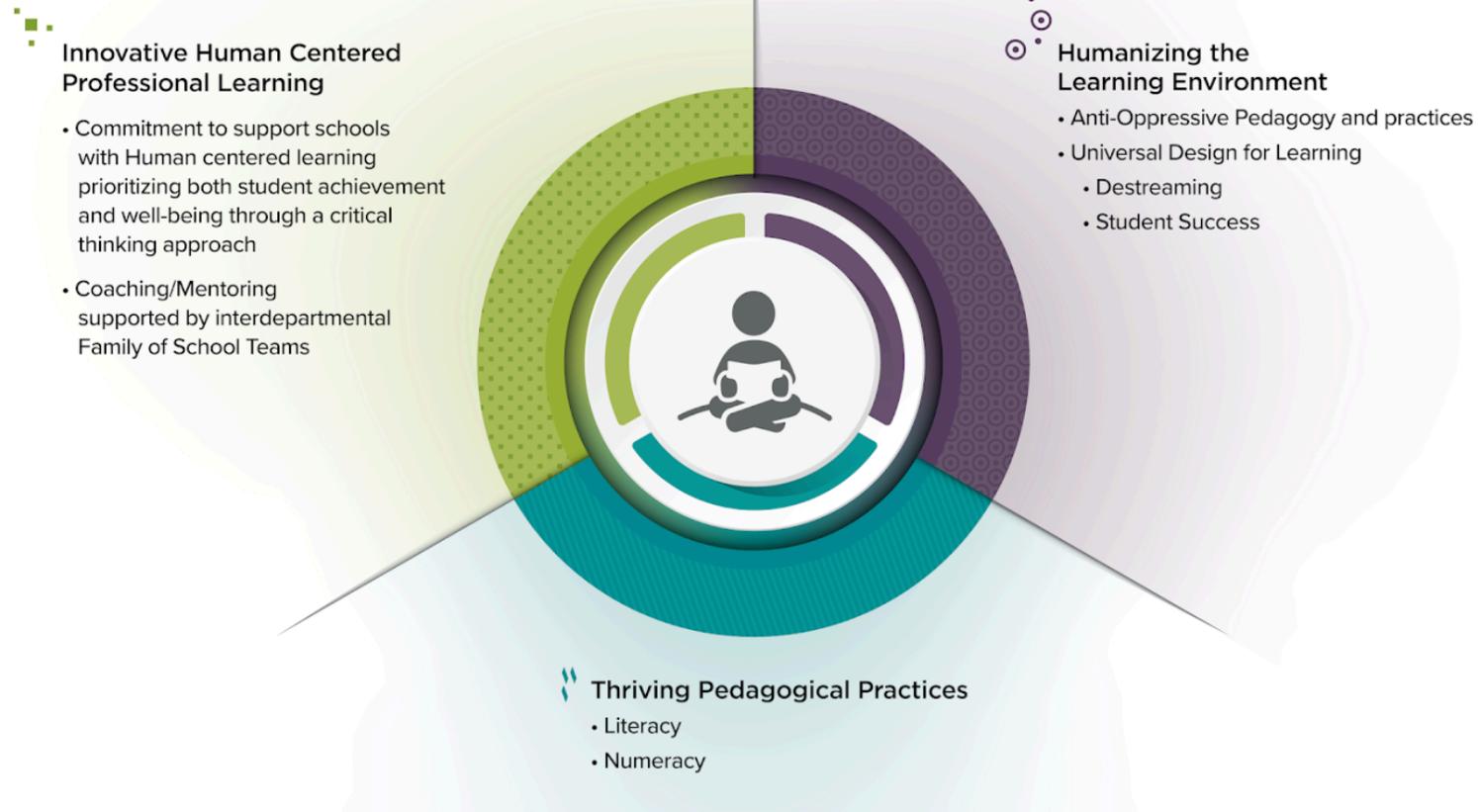
**APPENDIX A**

<p><b>School</b></p> <ul style="list-style-type: none"> <li>● Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the <a href="#">Curriculum and Resources website</a> regularly to ensure alignment)</li> <li>● Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands</li> <li>● 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</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>● Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning</li> <li>● 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</li> <li>● 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)</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)</li> <li>● 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</li> </ul>
<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>● Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., <a href="#">High-Impact Instructional Practices</a>)</li> <li>● Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums</li> <li>● Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the <a href="#">Curriculum and Resources website</a>, exit cards to inform lesson planning in response to student needs)</li> </ul>	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>● Access resources (e.g., teacher supports on the <a href="#">Curriculum and Resources website</a>), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</li> <li>● 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)</li> </ul>	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>● Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)</li> <li>● Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the <a href="#">Curriculum and Resources website</a>, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</li> <li>● 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</li> <li>● 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</li> </ul>

## 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.

# Teaching and Learning



Priority Area	All Schools	Priority Schools
<p><b>Priority Action # 1</b></p> <p><b>School Board Area of Need</b></p> <p>Curriculum Alignment: Ensuring the math curriculum is aligned with best practices and implemented consistently across all classrooms.</p>	<p><b>Board Level Strategy</b></p> <p><b>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</b></p> <p>Establish a Teaching and Learning Curriculum Advancement Action Committee to come alongside School Leaders across the system to support innovative pedagogical approaches and resources inclusive of the “Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum” and School Achievement Process</p> <p><b>KPI</b></p> <p>The number of school leaders who have engaged with the Curriculum Advancement Action Committee and report an improvement in their ability to facilitate the implementation of innovative math pedagogical approaches</p>	<p><b>Board Level Strategy</b></p> <p><b>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</b></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 School Achievement Process Guide to inform the development and implementation of the School Achievement Plan.</p> <p><b>KPI:</b></p> <p>The percentage of School Improvement Teams that have leveraged coaching support to effectively integrate the ‘Mathematics Grades 1-12: A DDSB Companion Guide to the Ontario Curriculum’ and the School Achievement Process Guide in their School Achievement Plan.</p>
	<p><b>School Level Strategy</b></p> <p><b>Other</b></p> <p>Protected daily Math Blocks of 60 minutes begin to incorporate a balance of high impact instructional practices and ethical assessments determined by student need over a five day period of time.</p> <p><b>KPI:</b></p> <p>The percentage of classrooms that consistently implement a 60-minute daily protected Math Block, which includes the integration of at least some of the nine high-impact instructional practices tailored to student</p>	<p><b>School Level Strategy</b></p> <p><b>Other</b></p> <p>Protected daily Math Blocks of 60 minutes incorporate a balance of high impact instructional practices and ethical assessments determined by student need over a five day period of time, inclusive of opportunities for building automaticity and mathematical fluency</p> <p><b>KPI:</b></p> <p>The percentage of classrooms that implement a 60-minute daily protected Math Block, incorporating high-impact instructional</p>

Priority Area	All Schools	Priority Schools
	<p>needs.</p> <p><b>Classroom Level Strategy</b></p> <p><b>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)</b></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><b>KPI:</b></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>practices, ethical assessments, and opportunities to build mathematical automaticity and fluency over a five-day period.</p> <p><b>Classroom Level Strategy</b></p> <p><b>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)</b></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><b>KPI:</b></p> <p>The percentage of educators who experienced growth in understanding and implementation of the HIIPs.</p>

Priority Area	All Schools	Priority Schools
<p><b>Priority Action #2</b></p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p> <p><b>School Board Area of Need</b></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><b>Board Level Strategy</b></p> <p><b>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</b></p> <p>Strengthen central professional learning resources to allow for multiple entry points for educator learning and pedagogical shifts.</p> <p><b>KPI:</b></p> <p>Number of new/updated resources available on the central teaching and learning site.</p> <p><b>School Level Strategy</b></p> <p><b>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</b></p> <p>School Teams engage in regular collaborative meetings to determine staff learning needs and guide professional learning, monitoring student progress and improvement.</p>	<p><b>Board Level Strategy</b></p> <p><b>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</b></p> <p>Offer subsidized Math AQ at multiple Priority School locations across the District</p> <p><b>KPI:</b></p> <p>Percentage of educators in priority schools with math qualifications</p> <p><b>School Level Strategy</b></p> <p><b>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</b></p> <p>Math Coaches in priority schools supporting collaborative analysis of student learning to determine staff learning needs and guide professional learning, monitoring student progress and</p>

Priority Area	All Schools	Priority Schools
	<p><b>KPI:</b></p> <p>Number of opportunities per term/semester educators engage in collaborative analysis of student learning.</p>	<p>improvement.</p> <p><b>KPI:</b></p> <p>Increase in educator efficacy as a result of engagement in collaborative student learning analysis.</p>
	<p><b>Classroom Level Strategy</b></p> <p><b>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</b></p> <p>Educators access and utilize Board created and curated resources to support professional learning and improve student achievement and well-being.</p> <p><b>KPI:</b></p> <p>The number of hits on the central teaching and learning professional development site per term</p>	<p><b>Classroom Level Strategy</b></p> <p><b>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</b></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><b>KPI:</b></p> <p>Increased educator confidence in math content knowledge and community building.</p>

Priority Area	All Schools	Priority Schools
<p><b>Priority Action #3</b></p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive</p> <p><b>School Board Area of Need</b></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><b>Board Level Strategy</b></p> <p><b>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</b></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><b>KPI:</b></p> <p>Number of educators trained on Education Perfect.</p> <p><b>School Level Strategy</b></p> <p><b>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</b></p> <p>At least once per term/semester, school teams engage in collaborative</p>	<p><b>Board Level Strategy</b></p> <p><b>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</b></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><b>KPI:</b></p> <p>Number of educators trained and using Education Perfect.</p> <p><b>School Level Strategy</b></p> <p><b>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</b></p> <p>Activate coaching support to come alongside school teams to</p>

Priority Area	All Schools	Priority Schools
	<p>meetings to inform instruction and interventions that are responsive to students not being served.</p> <p><b>KPI:</b></p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement.</p>	<p>engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to student not being served.</p> <p><b>KPI:</b></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>
	<p><b>Classroom Level Strategy</b></p> <p><b>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</b></p> <p>Educators use the information gathered through the collaborative meetings to shift pedagogical practices and structures to address gaps in service for students within classroom practice.</p> <p><b>KPI:</b></p> <p>Percentage of educators who report an increase in student achievement as a result of a shift in pedagogical practices.</p>	<p><b>Classroom Level Strategy</b></p> <p><b>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</b></p> <p>Activating coach and facilitator 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><b>KPI:</b></p> <p>Percentage of students not being served that demonstrate improvement.</p>



## **Durham District School Board**

### **Student Trustee Report**

**November 4, 2024 Standing Committee**

#### **Ignite Learning**

During our recent participation in a Student Trustee webinar organized by the Ministry of Education, we gained valuable insights into the vital role we play within the Durham District School Board (DDSB). This enlightening session provided a comprehensive refresher on our responsibilities, including how to effectively get motions passed and addressing relevant issues that may arise. Engaging with Student Trustees from other boards was particularly enriching; we exchanged experiences and strategies, which broadened our understanding of common challenges and best practices happening across the province. Overall, this experience served as an excellent lead-up to the upcoming Ontario Student Trustees' Association (OSTA) conference we are attending this weekend. We look forward to participating in workshops and breakout sessions that will further enhance our understanding and generate new learning strategies to bring back to our community.

#### **Ignite Connection**

A new approach is being taken towards our Student Senate Regional Groups this year. Senators are now encouraged to participate in breakout sessions from other regions—specifically Northern (Brock, Scugog, Uxbridge), Western (Pickering, Ajax), Oshawa, and Whitby—we aim to foster a greater awareness of the diverse experience across our Board. This initiative is particularly significant for the Northern region, which has historically seen lower participation, often leaving their voices underrepresented in discussions. Senators listening in on Regional breakout sessions from different areas have gained valuable insights into the unique challenges faced by their peers, promoting a more in depth exchange of ideas and strategies for positive change. Additionally, the Eastern region has been divided into two distinct groups, Oshawa and Whitby, to better accommodate the larger number of Senators and acknowledge the varying experiences within these communities. This restructuring was put into place last

year, however this is our first time seeing it in action. It has greatly enhanced overall communication among all Senators.

**Ignite Well Being**

Recently, we held a virtual meeting with DDSB Student Success Facilitator Kuldeep Chahal to discuss how Student Trustees and the Senate can enhance student awareness of available resources—an important topic that Senators continue to revisit each year. The information provided to us was shared with our Executive team, leading to a deeper exploration of effective ways to further connect students with their guidance offices and other support systems. We developed a range of proposals aimed at better supporting our peers, demonstrating a strong commitment for meaningful change. As we move forward, we welcome feedback from Trustees regarding this topic, including suggestions for potential resources or other opportunities to increase student support. Continuing to engage in conversations like these will be crucial as we strive to create a more informed and connected DDSB.



# STRATEGIC PLAN

## 2025-2028

### SUMMARY



## **Our Mission**

The Ignite Durham Learning Foundation (IDLf) is a charitable organization that serves to remove financial barriers to create equitable opportunities that empower Durham District School Board students to achieve academic and personal success.

# Tomorrow made **BRIGHTER!**

After a comprehensive review of the results of our initial 2022-2024 strategic plan and listening to voices from throughout our community—including donors, business leaders, social service agencies, school leaders, similar service agencies, and members of our fundraising committee and Board of Directors—the IDLF articulated three strategic pillars that will guide our work over the next four years (2025-2028).

We invite you to join us, working together to ensure that students served by the IDLF are afforded opportunities to thrive and flourish.



## Our Values

- We put children and youth first.
- We are driven by ethics and act with integrity.
- We empower our children and youth to give their best and develop potential.
- We value equality and commit to the importance of respecting and honouring the uniqueness of every individual.
- We are empathetic and continuously strive to understand diverse perspectives and situations.
- We are committed to addressing barriers and ensuring equitable access to supports and resources.
- We believe that we all have a social responsibility to sustain and support our students and families that face economic barriers.
- We believe in the value of collaboration; by working together with our communities and stakeholders we are able to respond to the greatest needs and opportunities for students and families.

## IDLF Strategic Pillars



### **Impact:**

Provide financial and in-kind support to students during their time of need, in a way that respects and honours their identity.



### **Stewardship and Cultivation:**

Expand and diversify funding sources to address the evolving needs of DDSB students.



### **Visibility:**

Increase awareness of the Foundation to advance our Mission and Vision.

## Impact



Provide financial and in-kind support to students during their time of need, in a way that respects and honours their identity.

### OBJECTIVES:

- Ensure equitable access to resources students need for academic success
- Improve food security of children and youth
- Monitor and evaluate impact

## Stewardship and Cultivation



Expand and diversify funding sources to address the evolving needs of DDSB students.

### OBJECTIVES:

- Identify opportunities for financial growth
- Develop annual fundraising goals with year over year growth in donors and dollars
- Monitor and evaluate funding impact

## Visibility



Enhance the visibility of the Foundation to better promote and advance its Mission and Vision

### OBJECTIVES:

- Create and execute a comprehensive marketing plan
- Host and participate in community and school events
- Measure and evaluate impact



# Learn more about the Ignite Durham Learning Foundation

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**Website:** [www.idlf.ca](http://www.idlf.ca)

**Facebook:** [Ignite Durham Learning Foundation](#)

**Instagram:** [@ignitedurhamlf](#)

**X:** [@IgniteDurhamLF](#)

**LinkedIn:** [Ignite Durham Learning Foundation](#)

**Email:** [ignite.foundation@ddsb.ca](mailto:ignite.foundation@ddsb.ca)

**Contact us by mail at:**

Ignite Durham Learning Foundation  
400 Taunton Road East, Whitby, Ontario L1R 2K6

**Consider supporting our strategic  
priorities and advancing our Vision  
of Making Tomorrows Brighter by  
making a donation today!**





## MEMORANDUM

**To:** Trustees**Memo: No. 2425:52**

**From:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
 David Wright, Associate Director of Corporate Services  
 Jim Markovski, Associate Director of Equitable Education  
 Michael Bowman, Superintendent of Equitable Education

**Date:** October 31, 2024**RE: Status Update: PPM 128 - DDSB Current Practices and Next Steps**

On April 28, 2024, the Province revised Policy/Program Memorandum 128 (PPM 128), which strengthens the Provincial Code of Conduct's restrictions on the use of personal mobile devices in schools. Further, it prohibits the possession and use of vaping and smoking products. These changes took effect September 1, 2024.

The purpose of PPM 128 is to communicate to school boards the revised Provincial Code of Conduct and to provide direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

The requirements of the revised PPM build upon both the Ministry's restrictions on cell phones and other personal mobile devices in classrooms (2019) and the Smoke-Free Ontario Act (2017).

The PPM requirements are outlined below, along with some specific references that demonstrate how these requirements have been included in the current DDSB policy, procedure and supporting documents, as well as identified next steps that will allow us to gather feedback and make changes as required to ensure we continue to meet the requirements of the revised PPM.

PPM 128 Requirements	DDSB Implementation as of September 1, 2024	Next Steps/Considerations
<ul style="list-style-type: none"> <li>School boards must develop and update their own codes of conduct to implement, at minimum, standards consistent with this Provincial Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of a Draft <a href="#">DDSB Code of Conduct</a> which links Provincial and DDSB standards of behaviour. This information was shared with administration, staff, parents, and community members on September 3, 2024, via School Messenger.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing dialogue with administrators, union leads, parents, staff, and community members about what's working, what requires attention and what may be missing.</li> </ul>
PPM 128 Requirements	DDSB Implementation as of September 1, 2024	Next Steps/Considerations
<ul style="list-style-type: none"> <li>A school board's code of conduct can only be successfully implemented if members of the school community are aware of</li> </ul>	<ul style="list-style-type: none"> <li>Annual communication from the system and from schools will be shared with families and will be made available through school/board</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing dialogue with administrators, union leads, parents, staff, and community members about what's working, what</li> </ul>

<p>and understand its policies and procedures.</p> <ul style="list-style-type: none"> <li>Establish a process that clearly communicates the codes of conduct policies and procedures to all parents, students, principals, teachers, other school staff and other members of the school community in order to obtain their commitment and support.</li> <li>Post signage in school entrances and other visible places that reflect the behavioural expectations of the Provincial Code of Conduct.</li> </ul>	<p>websites. Communication about the Draft <a href="#">DDSB Code of Conduct</a> was sent to school communities on September 3, 2024.</p> <ul style="list-style-type: none"> <li>The Draft DDSB Code of Conduct has been added to the DDSB website's <a href="#">home page</a>, featuring <a href="#">Message to Families</a>, the Draft <a href="#">DDSB's Code of Conduct document</a>, the "<a href="#">Conduct in Schools</a>" <a href="#">Poster</a>, and the family and community <a href="#">support tab</a> under the Positive School Climates page link.</li> <li><a href="#">Signage</a> featuring the required Ministry content has been distributed to schools and has been posted according to PPM 128.</li> </ul>	<p>requires attention and what may be missing.</p>
<p style="text-align: center;"><b>PPM 128 Requirements</b></p>	<p style="text-align: center;"><b>DDSB Implementation as of September 1, 2024</b></p>	<p style="text-align: center;"><b>Next Steps/Considerations</b></p>
<ul style="list-style-type: none"> <li>School board local codes of conduct must set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol, and illegal drugs. The enforcement must comply with the board's obligations under the Education Act and all other applicable legislation and provincial policies, including PPM 145 <i>Progressive discipline and promoting positive student behaviour</i>.</li> <li>School board codes of conduct must also remind the school community that:             <ul style="list-style-type: none"> <li>The <a href="#">Smoke-Free Ontario Act, 2017</a> prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A bias-aware progressive discipline approach will be used to address breaches of the Draft DDSB Code of Conduct.</li> <li>Signage in and around all schools, learning centres and facilities outline the expectations in regards to smoking, vaping, etc. are already in place.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing dialogue with administrators, union leads, parents, staff, and community members about what's working, what requires attention and what may be missing.</li> </ul> <p>We are just beginning to review the <a href="#">Equitable Framework for Progressive Discipline</a> document, aiming for a revised version by spring 2025.</p>

<p>under the <a href="#">Smoke-Free Ontario Act, 2017</a>.</p>		
<p><b>PPM 128 Requirements</b></p>	<p><b>DDSB Implementation as of September 1, 2024</b></p>	<p><b>Next Steps/Considerations</b></p>
<ul style="list-style-type: none"> <li>• School boards must develop a local policy setting out how they will enforce the restrictions on student use of personal mobile devices at school. The policy must comply with the board’s obligations under the Education Act and other relevant provincial policy and legislation. The policy must, at minimum, align with the following direction provided in this memorandum:</li> <li>• All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:             <ul style="list-style-type: none"> <li>◦ for educational purposes, as directed by an educator.</li> <li>◦ for health and medical purposes to support special education needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expectations around personal mobile device use are now found in the Draft <a href="#">DDSB Code of Conduct</a>.</li> <li>• A bias-aware progressive discipline approach will be used to address breaches of the Draft DDSB Code of Conduct.</li> <li>• Students requiring a personal electronic device for health and medical reasons will have this requirement incorporated into the student’s Plan of Care (Refer to Policy – <a href="#">Supporting Children and Students with Prevalent Medical Conditions in Schools</a>, and the associated procedures).</li> <li>• The Draft DDSB Code of Conduct has been put in place and communicated to all DDSB staff and all school communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing dialogue with administrators, union leads, parents, staff, and community members about what’s working, what requires attention and what may be missing.</li> </ul>
<p><b>PPM 128 Requirements</b></p>	<p><b>DDSB Implementation as of September 1, 2024</b></p>	<p><b>Next Steps/Considerations</b></p>
<ul style="list-style-type: none"> <li>• School boards are required to restrict access to all social media platforms on school networks and school devices.</li> </ul>	<ul style="list-style-type: none"> <li>• The DDSB Information Technology department has provided an extensive list of all social media platforms that have been disabled or have restricted access through our DDSB servers.</li> <li>• Much like the <a href="#">guidelines that will govern the use of student personal electronic devices</a>, use of social media will be permitted only for educational purposes, as directed by an educator.</li> </ul>	<ul style="list-style-type: none"> <li>• The DDSB Information Technology department has implemented measures, and shall implement any further appropriate measures, to block access to prohibited social media by students in accordance with the terms of the Draft DDSB Code of Conduct.</li> <li>• Ongoing dialogue with administrators, union leads, parents, staff, and community members about what’s working, what requires attention and what may be missing.</li> </ul>

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Since the implementation of these steps, at the beginning of September, we have been checking in with school leaders, school staff and families about their experiences with these changes. We have noticed through these dialogues that many have remarked how the decrease in distractions has led to increased engagement and sustained concentration within classrooms and learning spaces. We have also heard that with less opportunity to engage with social media, schools have indicated there are less instances of cyberbullying and a renewed focus on digital citizenship. Our next feedback cycle will be focused on gathering student voice to see how the changes to the PPM have impacted them and how we can use this feedback to support students, families, and staff throughout the Durham District School Board.

Should you have any questions related to this document, please contact Associate Director Jim Markovski at [jimmy.markovski@ddsb.ca](mailto:jimmy.markovski@ddsb.ca) or Superintendent Michael Bowman at [michael.bowman@ddsb.ca](mailto:michael.bowman@ddsb.ca)

## MEMORANDUM



**To:** Trustees

**Memo: No. 2425:54**

**From:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Jim Markovski, Associate Director of Equitable Education  
David Wright, Associate Director of Corporate Services

**Date:** October 29, 2024

**RE: Food and Nutrition Support in Schools**

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The purpose of this memo is to provide Trustees with an overview of the food and nutrition supports that are available to students attending Durham District School Board (DDSB) schools.

Food and nutrition programs have been widely available in DDSB schools for many years. The DDSB supports the importance of providing food and nutrition programs that are uniquely designed to meet the needs of individual school communities. We recognize the correlation between supporting the food and nutrition needs of students with their academic success and well-being. Readily available breakfast and snack items ensure that our students are better able to concentrate on their academic learning goals and participate in other school activities. We are committed to working with a broad range of community partners to ensure that all DDSB students can access food and nutrition programming.

DDSB schools partner with the Durham Child Nutrition Program, Feed the Need, and the Ignite Durham Learning Foundation (IDLF) to provide funding for food and nutrition support to students and families across the District. The attached chart below provides a snapshot of some of these formalized supports. Individual school communities continue to contribute in-kind donations to schools which are not captured in the chart.

Individual school communities tailor the food and nutrition items they offer to the communities they serve. While elementary school programs are often supported by parent and community volunteers, at the secondary level, these programmes are more typically supported by staff.

Every day numerous DDSB children and youth take part in food and nutrition programs. All students are invited to participate in these offerings. Many schools quite often position or serve nutritional food at a convenient location within the school so that students can quickly take an item as they enter the building and before they go to their first class. In many schools items are also available for snacks at recess time and are delivered in a variety of ways to classrooms. Each school community carefully tracks supply and demand and adjusts their offerings and method of delivery accordingly.

## 2023-2024 Food Supports in Schools

Funder	Item	Quantity	Total Funding
Durham Child Nutrition Program	School Breakfast Programs	93 schools	\$89,789.00
Feed the Need	Healthy Meal Program	2 schools	\$3,600.00
External Funders (PC children's charity, Lions Club, Rotary Club)	Snack Nutrition Programs (snack baskets)	15 schools	\$22,000.00
Summer Mental Health REP Fund	Food Stability	Grocery Vouchers distributed through IDLF	\$9,965.64
IDLF	Family Food Hampers	559 families	\$139,750.00
IDLF	Grocery Gift Cards	152 families	\$38,000.00
IDLF	Ramadan Food Baskets and Gift Cards	50 families	\$15,000.00
IDLF	Adopt-A-Family and Holiday Helpers	101 families	\$25,250.00
IDLF	Corporate Meal Sponsors	2 schools Over 2400 meals served	\$16,000.00
IDLF	In School Food Pantry	5 schools Over 1500 kgs of food provided	\$11,640.00
IDLF	School Snack Program supports	46 schools 1794 kgs of food	\$13,921.00

It should also be noted that on April 2, 2024, the Ontario Public School Boards' Association (OPSBA) announced that the federal government was investing \$1 billion over five years to support a new [National School Food Program](#). The details of this program and its roll-out have not been shared with school boards as of yet but we look forward to including this funding initiative in our ongoing efforts to support food and nutrition in our schools.



## MEMORANDUM

**To:** Trustees

**Memo: No. 2425:55**

**From:** Mohamed Hamid, Superintendent of Education  
Stephen Nevills, Superintendent of Education  
Erin Elmhurst, Superintendent of Education

**Date:** October 31, 2024

**RE: 2023-2024 EQAO Results**

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This memo provides Trustees with an overview of the 2023-2024 EQAO results and outlines our next steps to support continued improvement and student success.

The Education Quality and Accountability Office (EQAO) gives yearly standardized tests in Ontario to students in Grades 3, 6, 9, and 10 to measure their skills in reading, writing, and math. As an independent organization that follows Ontario's curriculum, EQAO provides valuable insights into how well students are meeting learning expectations. This data, along with other sources, helps us understand student progress and supports planning at both the system and school levels.

The 2023-2024 EQAO results are being shared here to provide a comparison of the board's performance with provincial results and to highlight trends over time. The results reflect the percentage of students who achieved or surpassed the provincial standard (Level 3 or higher), indicating a satisfactory or better grasp of curriculum expectations. This summary identifies areas of strength as well as those requiring additional focus. When reviewing the results, it is important to note that reference to English Language Learner (ELL) students, is a term applied by the Ministry of Education. The Durham District School Board (DDSB) instead refers to these students as Multi-Language Learners (MLL).

### **Summary of 2023-2024 EQAO Results and Trends**

#### **Grade 3:**

- **Reading and Writing:**

Both DDSB and the province saw small declines in Grade 3 reading and writing scores compared to the previous year. In reading, 76% of DDSB students were at or above the provincial standard in 2021-2022, decreasing to 71% in 2023-2024, mirroring the provincial trend. For students with Individual Education Plans (IEPs),

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the percentage of students at or above the provincial standard in reading declined from 45% to 40%, and writing scores decreased by 4%, highlighting a need for continued support. English Language Learner (ELL) students showed improvement, with reading scores rising by 4% (from 49% to 53% at or above standard) and writing scores also increasing by 4%.

- **Math:**

Grade 3 math scores have remained steady, with DDSB generally performing at or above the provincial average. This is an area of focus for both DDSB and the province. Among students with IEPs, the percentage of students at or above the provincial standard in math decreased by 4% (from 34% to 30%). ELL students also saw a positive trend, with a 3% increase in students meeting or exceeding the standard, indicating growth in math for both groups.

**Historical EQAO Summary – Board and Province** 

**Grade 3**

	Reading				Writing				Math			
	2021-2022	2022-2023	2023-2024	Prev. Year Change	2021-2022	2022-2023	2023-2024	Prev. Year Change	2021-2022	2022-2023	2023-2024	Prev. Year Change
Province	73%	73%	71%	-2%	65%	65%	64%	-1%	59%	60%	61%	1%
DDSB	76%	75%	71%	-4%	68%	67%	63%	-4%	64%	63%	63%	0%
Higher or Lower than the Province	↑	↑	—		↑	↑	↓		↑	↑	↑	

**Historical EQAO Summary – IEP (Excluding Gifted) and ELL** 

**Grade 3**

	Reading				Writing				Math			
	2021-2022	2022-2023	2023-2024	Prev. Year Change	2021-2022	2022-2023	2023-2024	Prev. Year Change	2021-2022	2022-2023	2023-2024	Prev. Year Change
IEP	52%	45%	40%	-5%	42%	37%	33%	-4%	34%	34%	30%	-4%
ELL	60%	49%	53%	+4%	51%	39%	43%	+4%	43%	35%	38%	+3%

**Grade 6:**

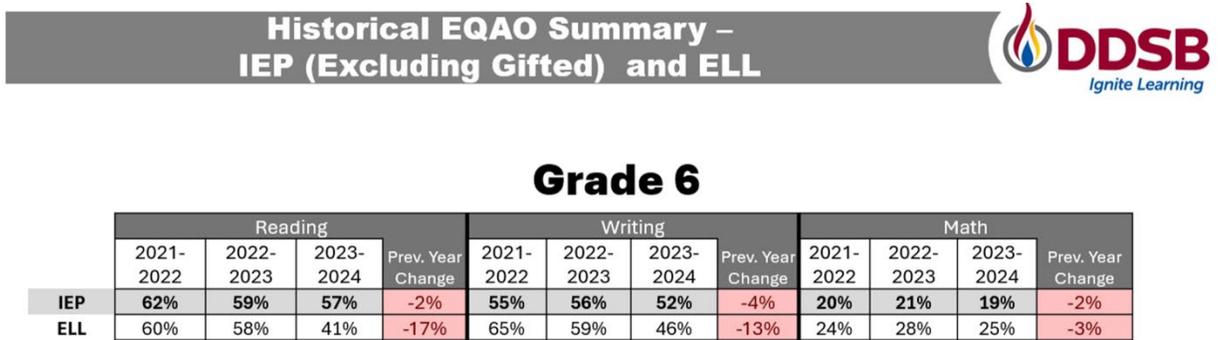
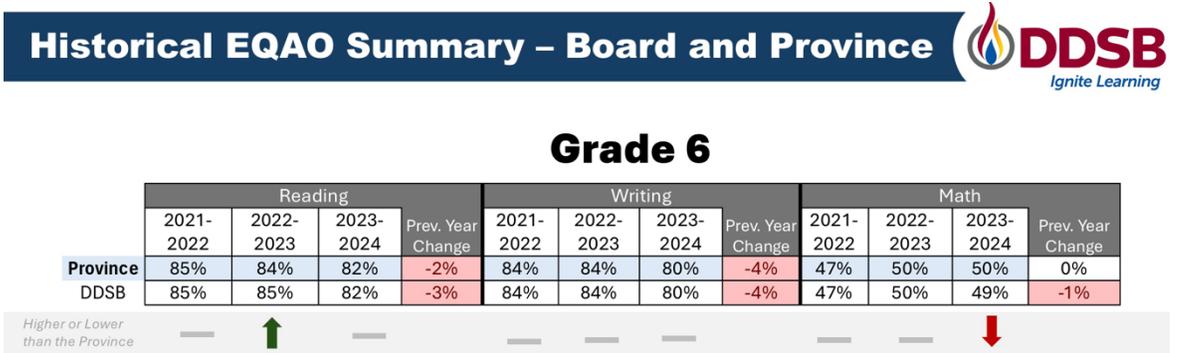
- **Reading and Writing:**

Grade 6 reading scores saw a slight decline but remained aligned with the provincial average, with 82% of students at or above the standard. Writing scores dropped by 4%, bringing them to 80%, consistent with the provincial average, which also declined by 4%. Among students with Individual Education Plans (IEPs), reading scores declined by 2% (from 59% to 57%), and writing scores decreased by 4%, indicating a need for focused literacy support. English Language Learner (ELL) students saw a 17% decrease in reading and a 13% in writing, highlighting the need for continued focus on language acquisition and literacy skills.

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- Math:**

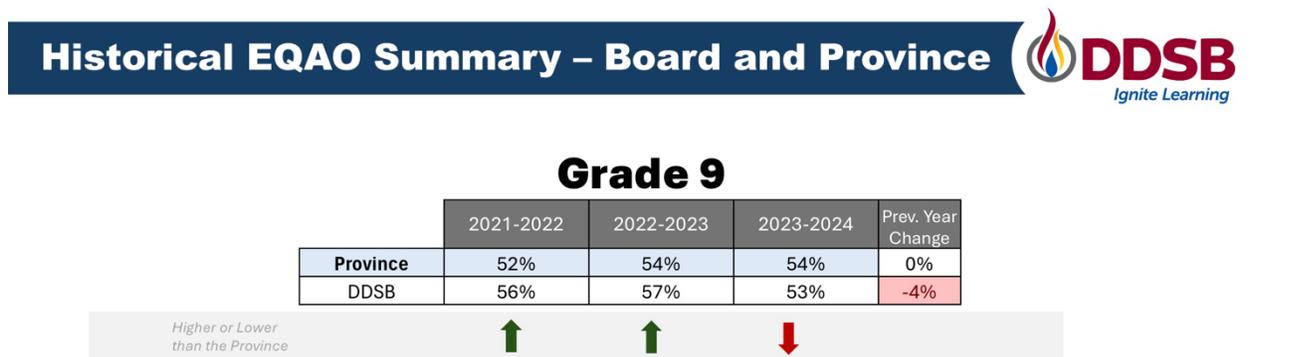
The overall math scores for Grade 6 remained stable, with DDSB at 45% of students at or above the provincial standard, slightly below the provincial average of 50%. For students with IEPs, math scores decreased by 2%, from 29% to 27% at or above standard. ELL students also saw a decline, from 28% to 25%.



## Grade 9 Math and OSSLT (Ontario Secondary School Literacy Test)

### Grade 9 Math:

- Overall Performance: The provincial average for Grade 9 math has remained steady at 54% of students at or above provincial standard over the past two years. DDSB scores dropped slightly to 53% in 2023-2024. Students with IEPs saw a 3% decrease (from 31% to 28%), and ELL students experienced a 4% decrease (from 20% to 16%).



## Historical EQAO Summary – IEP (Excluding Gifted) and ELL



### Grade 9

	2021-2022	2022-2023	2023-2024	Prev. Year Change
IEP	31%	31%	28%	-3%
ELL	20%	20%	16%	-4%

### OSSLT (Ontario Secondary School Literacy Test):

- Overall Performance: DDSB students continue to perform above the provincial average in literacy, with OSSLT scores increasing from 84% of students at or above provincial standard in 2021-2022 to 87% in 2023-2024.
- Students with IEPs demonstrated growth, with a 5% increase in OSSLT success, moving from 62% to 67% of students at or above provincial standard. ELL students experienced a significant decline, with scores dropping by 33% (from 43% to 10%).

## Historical EQAO Summary – Board and Province



### OSSLT

	2021-2022	2022-2023	2023-2024	Prev. Year Change
Province	82%	85%	85%	0%
DDSB	84%	85%	87%	2%

Higher or Lower  
than the Province



## Historical EQAO Summary – IEP (Excluding Gifted) and ELL



### OSSLT

	2021-2022	2022-2023	2023-2024	Prev. Year Change
IEP	62%	62%	67%	+5%
ELL	25%	43%	10%	-33%

### Key Takeaways

DDSB's performance generally aligns with or exceeds provincial trends:

- OSSLT scores surpass the provincial average, with a recent 2% increase.

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- Reading and Writing in Grades 3 and 6: Scores in reading and writing for Grades 3 and 6 are in line with provincial averages, with the exception in Grade 3 writing, where a decline was observed.
- IEP and ELL Support: Grade 6 results emphasize the importance of targeted literacy and math interventions, especially for students with IEPs and ELL students, to support achievement and maintain alignment with provincial standards.
- Grade 3, 6 and 9 Math scores are in alignment with the provincial average; however, for both DDSB and the province this is an area of need.
- ELL students, particularly in Grades 6 and OSSLT, have shown significant declines in reading and writing, underscoring the need for additional focus on language acquisition.

### **Key Actions to Improve Outcomes**

In alignment with our Multi-Year Strategic Plan, the DDSB is dedicated to improving EQAO scores through Universal Design for Learning (UDL), Meaningful Learning experiences, and evidence-based instruction and interventions. By applying UDL principles, we ensure that all students, including those with Individual Education Plans (IEPs) and English Language Learners (ELLs), can access and engage with the curriculum in ways that best suit their unique learning needs. Our focus includes language acquisition support for ELL students to strengthen their literacy and help close achievement gaps. Meaningful Learning builds on foundational skills, equipping students with critical thinking and problem-solving abilities essential for long-term success. Additionally, through evidence-based instruction and targeted interventions, educators can apply proven strategies to address learning gaps and enhance student outcomes. This comprehensive, research-based approach fosters an inclusive and engaging learning environment, supporting student well-being and achievement on EQAO assessments and beyond.

### **Literacy Initiatives**

- **Professional Development:** Continuous training in structured literacy and the updated Language curriculum, with a focus on progress monitoring and interventions.
- **Early Literacy Screening:** Using the Early Reading Screener for students from Kindergarten to Grade 2 to identify and address learning needs early.
- **Intervention Supports:** Expanding access to digital and in-person intervention supports.
- **Specialized Reading Support:** Deploying 22 K-3 Reading Specialists to strengthen literacy skills in the early years, with additional support available for secondary students needing extra assistance.
- **Language Acquisition Support for ELLs:** Continued targeted language acquisition support to enhance reading and vocabulary skills for ELL students.

### **Numeracy Initiatives**

- **Digital Math Tools:** Expanding educator training on digital platforms like Education Perfect to improve math instruction and introduce students to EQAO-style questions.
- **Math Coaching:** Collaborating with teachers through math coaches who assist with high-impact instructional practices, including co-planning and co-teaching.

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- **Structured Learning Blocks:** Implementing a daily 60-minute math block to ensure balanced instruction and assessment based on student needs.
- **Professional Development:** Developing a community of practice in priority schools to enhance focused math instruction and support.

Between Tuesday, November 5, 2024, and Tuesday, December 3, 2024, many Grade 10 students will participate in the 2024-2025 OSSLT. We extend our best wishes to all students undertaking this important assessment.

Thank you for your continued support in providing meaningful and equitable learning experiences that foster student success on the EQAO assessments.