DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**STANDING COMMITTEE
PUBLIC SESSION**

7:00 p.m.   Monday, November 4, 2019   BOARD ROOM

Chairperson:	Carolyn Morton
Vice-Chairperson:	Darlene Forbes
Liaison Superintendent:	Director Lisa Millar
Recording Secretary:	Kim cox

DATE: Monday, November 4, 2019

TIME: 7:00 p.m.

LOCATION: Education Centre

ROOM: Board Room

ATTACHMENTS: Agenda

Copies to:
All Trustees
Director of Education
All Superintendents

**STANDING COMMITTEE MEETING
OF THE
DURHAM DISTRICT SCHOOL BOARD
Monday, November 4, 2019 – 7:00 p.m.**

		<u>PAGE</u>	<u>TIME</u>
1.	**Call to Order**		
2.	**Declaration of Interest**		
3.	**Motion to Approve Agenda**		
4.	**Report from Committee of the Whole In Camera**		
5.	**Community Presentations**		
6.	**DDSB Presentations**		
	(a) Leadership Implementation Update (Director Lisa Millar)	1 – 5	7:00 – 7:15
	(b) Compendium for Black Student Success (Superintendents Margaret Lazarus/ Mohamed Hamid)	6 – 10 & Under Sep.Cover	7:15 – 7:30
	(c) Youth Strategy/Youth Hub Update (Superintendent Jim Markovski)	11 – 45	7:30 – 7:45
	(d) Trade Mission (Student Trustee Sally Meseret)	Verbal	7:45 – 8:00
7.	**Recommended Actions**		
8.	**Information Items**		
	(a) Student Trustee Report (Student Trustees Sally Meseret/ Arlene Wang/Tyler West)	Verbal	

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	**DATE:**	November 4, 2019
SUBJECT:	**Leadership – Implementation Update**	**PAGE NO.**	1 of 5
ORIGIN:	Lisa Millar, Director of Education		
	Michelle MacDonald, Education Officer – Leadership		

1. Purpose

The purpose of this report is to provide Trustees with an update on the implementation of the **Ignite Learning 2018-2020** *Leadership Strategic Priority* designed to address succession planning challenges and to promote leadership development in the Durham District School Board (DDSB).

2. Ignite Learning Strategic Priority/Operational Goal

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

3. Background

The Leadership Department working in collaboration with other DDSB departments and with leaders at the school level is committed to:

- *identifying future leaders;*
- *actively developing new leaders; and*
- *responsively supporting current leaders.*

The Ontario Leadership Framework (OLF) serves as the foundation for all initiatives implemented to enhance leadership capacity.

4. Analysis

Below is a summary of the initiatives that have been implemented to address the Leadership Strategic Priority to identify future leaders, actively develop new leaders; and responsively support current leaders.

Identify Leaders	Develop Leaders	Support Leaders
• Aspiring Leaders Program • Indigenous and Racialized Aspiring Leaders Program • Principal/Vice Principal Promotion Process	• Mentorship Programs for Principals/Vice Principals • Vice Principal Network	• Professional Development Series • Supported School Self-Assessment Initiative

ADMINISTRATIVE REPORT

4.1   Aspiring Leaders Program

The Aspiring Leaders Program, a three-module workshop series, offers information about both leadership skill development and leadership opportunities in the Durham District School Board. An average of 95 future school leaders attended the Aspiring Leaders Program, 2018-2019. Sessions invited participants to reflect on their leadership journey and map out their next steps, and offered panel discussions with various leaders (e.g. Special Education Resource Teachers, Literacy/Numeracy Coaches, Instructional Facilitators, and Vice Principals). Available workshops aimed to build leadership capacity. The Aspiring Leaders Program continues this year on the following dates: November 21, March 4 and May 20.

Evidence of Impact: Participant feedback have included the following comments:

"This was my first time attending, as per recommendation by my administrator. I am so glad that I came as it has given me good insight into the leadership opportunities within the board. My next career goal is to move into the Special Education Resource Teacher role, and then, eventually, into administration. The Aspiring Leaders Program really helps me plan my future to achieve my career goals. I am very glad that I attended." – Aspiring Leader

"I felt supported and encouraged in this new journey in my career by the people present and the information provided. I feel renewed inspiration and it has confirmed my desire to become a leader." – DDSB Aspiring Leader

4.2   Indigenous and Racialized Aspiring Leaders Program

In collaboration with the Equity and Diversity Department, this program is intended to support Indigenous and Racialized staff seeking positions of leadership in the DDSB. It explores the barriers that Indigenous and Racialized staff face in seeking promotion. Each session combines opportunities for reflection and discussion, along with new resources for supporting the leadership development of Indigenous and Racialized staff.

Evidence of Impact:

In 2015-2016, there were 15 participants in the Indigenous and Racialized Aspiring Leaders Program. This number has grown to over 60 participants in the past school year.

4.3   Principal and Vice Principal Transfer/Promotion Process

A multi-media recruitment campaign to highlight the scope and benefits of school administration featuring DDSB leaders was shared at the January 21, 2019 board meeting. In addition, a video to attract school leaders from outside the DDSB is now available on the board website.

ADMINISTRATIVE REPORT ──────

In response to our need for school leaders, the Principal and Vice Principal Transfer/Promotion Process (internal and external) was launched from January to May 2019.

The Leadership Department offers individual coaching and the following workshops to support candidates participating in this process.

- *Preparing the Portfolio*
- *Preparing for the Interview*
- *Mock Interviews*
- *DDSB Hiring Information Night (external)*

All candidates who have participated in the Principal and Vice Principal Transfer/Promotion Process, successful or unsuccessful, continue to be supported throughout their journey to become formal school leaders. Workshops and onboarding supports offered for successful applicants include:

- Welcome to DDSB Meet and Greet (June)
- *New to the Role, New to DDSB (August)*
- *Mentorship Breakfast (August) and Mentorship Meetings (ongoing)*
- *Vice Principal Network (November, December, February, and April)*
- *School Visits (ongoing)*

Evidence of Impact:

Our external recruitment process has resulted in a significant diversification in our school leaders. The results of the DDSB Principal and Vice Principal Transfer/Promotion Process are evidenced in the following charts:

Successful Candidates Spring 2019			
Internal Candidates		External Candidates	
Vice Principals	Principals	Vice Principals	Principals
22	10	11	5

The following chart illustrates the impact of the DDSB Transfer/Promotion Process on the acting role for the 2018-2019 and 2019-2020 school years:

School Year	Elementary		Secondary	
	Acting Vice Principals	Acting Principals	Acting Vice Principals	Acting Principals
2018-2019	21	3	1	0
2019-2020	0	2	0	0

4.4 Mentorship Programs for Vice Principals and Principals (Elementary & Secondary)

All newly appointed Principals and Vice Principals (year 1 and 2 in the role) are clustered in triads and connected to a Mentor-Principal or Mentor-Vice Principal. Monthly mentorship meetings are organized by the Leadership Officers. All content is based on the Ontario Leadership Framework with the aim of building leadership capacity. Currently, 44 Vice Principals and 25 Principals are engaged in the Mentorship Programs.

Evidence of Impact:

Participants indicate that the formal mentorship meetings have broadened their network of support and are providing opportunities to discuss information in a timely manner.

"I love the time we get to talk with people going through similar beginning situations. It has also been great having mentors willing and open to share their experiences. The overall experience has been very positive!" – Mentee, Principal Mentorship Program

4.5 Vice Principal Network

Four half-day sessions have been developed to share with Vice Principals the content from the monthly Director's meetings. In addition, workshops are offered which provide opportunities to deepen learning in a variety of areas. A sampling of the workshop sessions:

- *Culturally Relevant and Responsive Pedagogy*
- *Leading Mentally Healthy Schools*
- *Hiring Practices & Staffing*
- *Block Budget and School Generated Funds*
- *Facilities: Taking Care of the Building*
- *Innovation: Leveraging Technology*

This year, Vice Principals have the option of focusing on the strategic implementation of a key initiative at their school. Participants will be guided through this cycle: determine an initiative, develop an action plan, implement the plan, monitor the process for evidence of impact then reflect and refine.

Evidence of Impact:

"I always value the Vice Principal Network meetings because of the networking opportunities. I especially like the chance to attend workshops that I have chosen which address my areas of growth. I appreciate being able to dialogue with other VPs. The sharing is very valuable."
– Participant, Vice Principal Network

4.6 Professional Development Series for Experienced Leaders

The DDSB in partnership with the Ontario Principals Council will continue to offer a series of workshops for experienced school leaders which aim to enhance their Personal Leadership Resources (PLR) as referenced in Ontario Leadership Framework.

In collaboration with the Director and the Equity and Diversity Department, a series of face to face and online modules will be offered by Anima Leadership. The workshop series will focus on leadership through an equity lens.

Evidence of Impact:

"This workshop provided time to self-reflect on our own experiences and time to connect with others in our role. The presenter guided the session at an excellent pace, acknowledging everyone's ideas/thoughts." – Participant, Professional Development Series

4.7 Supported School Self-Assessment Initiative

The Supported School Self-Assessment (District Review) initiative involves supporting eight school leadership teams to "turn the curve" for student success. Focused support and additional resources are provided to these schools to address their precise goals and initiatives established through the school improvement process. In addition to working closely with school teams, the Leadership Officer facilitates the Supported School Self-Assessment Administrator Network to build a culture of collaborative professionalism.

Evidence of Impact:

District Review teams participated in the May School Self-Assessment at project schools offering feedback to determine the next leadership moves to support student success and well-being. Schools report purchasing diagnostic assessment resources and additional math manipulatives. In addition, involvement in the Supported School Self-Assessment has provided schools with the funds to release teachers to co-plan, conduct learning walks and engage in professional learning to ensure coherence in the implementation of their School Improvement Plan for Student Achievement and Well-Being.

5. Conclusion

Building and developing the capacity of DDSB school leaders is critical to our success as an organization committed to continuous school improvement, monitoring progress and student success. Leaders make an incredible difference and impact and influence the success of the DDSB at all levels of our dynamic learning organization.

Report reviewed and submitted by:

Lisa Millar, Director of Education

DURHAM DISTRICT SCHOOL BOARD

— **ADMINISTRATIVE REPORT** —

REPORT TO:	Standing Committee	DATE:	November 4, 2019
SUBJECT:	**Compendium for Black Student Success**	PAGE NO.	Page 1 of 5
ORIGIN:	Lisa Millar, Director of Education Margaret Lazarus, Superintendent of Education, Family of Schools/French Curriculum/Equity Mohamed Hamid, Superintendent of Education, Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL		

1. **Purpose**

   The purpose of this report is to provide the Trustees with an update on the Compendium of Action for Black Student 2018-2021, a companion resource to the Equity and Diversity Strategic Framework.

2. **Background**

   In recent years, active research has been conducted to capture the voices and experiences of the Black community in the Greater Toronto Area. The result of forums, questionnaires and focus groups have repeatedly conveyed a pattern of disenfranchisement of black youth. Justice McLeod conducted community sessions to hear the concerns of DDSB stakeholders and the Compendium was created as a blueprint to address identified concerns.

   To intentionally interrupt the negative trends and patterns around access, engagement and performance for black youth, the DDSB launched many initiatives that not only serve students directly, but also serve as a template of examples of strategies and approaches that can be deployed in schools and families of schools for the same purpose. These initiatives and commitments have been captured and conveyed in the Compendium of Action for Black Student Success launched in the spring of 2018 for implementation over the course of 2018-2021.

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

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

   - The Compendium of Action for Black Students supports all operational goals through the lens of Equity by building capacity to ensure success for all students, staff and community members.

— ADMINISTRATIVE REPORT —

4. **Analysis**

The objectives of the Compendium of Action for Black Student Success (COABSS) support the Ignite Learning Priorities to increase student achievement and well-being while promoting creative and critical thinking as well as to constructively engage the community. The eight areas of the COABSS speak to concerns that were put forward including, but not limited to the lack of diversity in DDSB staff, low levels of achievement for black students, in particular black boys. Following are highlights of the work accomplished and initiated by the Equity Department in response to the actions outlined in the Compendium.

Compendium for Black Student Success Progress Update – Highlights

Action Items	Updates – Year 1 (2018-2019)	Year 2 (2019-2020) Initiatives
Board Policies, Programs, Guidelines and Practices		

Intentional hiring of Black educators	• Recruitment Fair for the Black community: 168 Applied for teaching/non-teaching positions. The following were hired:
	   o 42 supply teachers
	   o 2 supply clericals
	   o 13 supply EAs
	   o 4 supply ECEs
	
	• 8 racialized administrators were hired during the 2019 Spring principals and vice-principal promotion process
	
	• Equitable Framework for Progressive Discipline completed
		• Equity Department working with Ontario Institute for Studies in Education (OISE) and University of Toronto Scarborough Campus (U of TSC) to recruit self-identified racialized students in the B.Ed Program to complete their teacher placement practicum in DDSB schools. The long term goal is to recruit them to be supply teacher in DDSB upon completion of their program
		
		• Continue negotiation with teacher Federation to ensure that Equity is a component on a teachers' Annual Learning Plan

Shared and Committed Leadership		
Superintendent assigned specially to the Equity Portfolio Partner with the Durham Black Educators Network (DBEN) to establish an Black Advisory Committee Focussed Training for Equity Leads Draw upon the Indigenous and Racialized leadership programs to grow leadership of Black staff	• Supervisory Officers assigned to the Equity Portfolio • Indigenous and Racialized Leadership Program continues to grow. There are 52 participants in the program	• Black Advisory Committee established. First meeting held in October 2019. There will be 5 meetings a year. • Family of Schools (FoS) Equity Leads begin training in Anti-Black racism – October 2019. Leads will train all administrators. • Implementation of appropriate strategies to develop black staff leadership ongoing through Operations/Leadership Department

Action Items	Updates – Year 1 (2018-2019)	Year 2 (2019-2020) Initiatives
School Community Relationships		
Develop programs in partnership with community agencies to increase academic achievement	• Mentorship of 100 Strong candidates ongoing • Farley Flex Mentorship project at Bolton C. Falby PS • Secondary Black Leadership Initiative with 4 high schools: Ajax HS, Henry Street HS, G.L. Roberts CVI, Pine Ridge SS	• Establish an Ad Hoc Committee as part of the Black Advisory Committee to develop partnership programs for black youth that support learning • "Engaged Village Parent Information Session" to be reinitiated. It was cancelled due to CUPE job action. • Affinity Networks (DBEN, MEND, MENSA, KIEN, LGBTQ+) will collaborate with the Engagement Department and with schools on Pro Grant initiatives at the Regional SCC Meeting, October 29, 2019
Inclusive Curriculum and Assessment Practices		
Support for Black Studies Courses at Secondary Schools Ensure that Afrocentric responsive curriculum is embedded in classroom practice Develop Experiential exchange of best practices in Afrocentric pedagogy to enhance teachers' understanding of CRRP initiatives which include classroom and school visits during the day	• Black Studies course ran in 12 high schools • One Superintendent, two Education Officers, three Principals, the Equity Facilitator visited an Africentric school in Toronto on May 15, 2019	• CRRP toolkit and web tool continue to be implemented in schools – ongoing training of administrators and teachers • Equity Officer and Facilitator to work with schools on CRRP. • Equity Officer and Facilitator continue to work with FoS Equity Leads in anti-black racism
Religious Accommodations		
Build connections with Faith leaders DDSB schools will provide a space for prayer/reflection upon request	• Creation of Accommodating Creed in Schools: An Inclusive Design Approach	• Ensure that every school has a space for prayer/reflection, if requested
School Climate and the Prevention of Discrimination and Harassment		
School staff and administrators are engaged in on-going training in culturally responsive	• Vice-Principals trained in April 2019 on the Equitable Framework for Progressive Discipline	• Partner with Safe Schools to create a series of workshops dealing with progressive discipline, re-engagement, bias-free discipline

Action Items	Updates – Year 1 (2018-2019)	Year 2 (2019-2020) Initiatives
approaches to progressive discipline, bias-free discipline and restorative practices New administrators will participate in bias-free progressive discipline training as a component of their on-boarding		and restorative practices using the equity lens
Professional Learning		
Mandatory training for Kindergarten, Guidance, SERT and intermediate teachers in anti-black racism and unconscious bias Anti-black racism training for DDSB employees, community partners and volunteers Provide senior staff, administrators and trustees with training on anti-black racism	• Equity training for senior staff with Nauman Ashraf (2018) and Shakil Choudhury (2019) • Training implemented for staff Kindergarten teachers • Ongoing Race and Privilege Workshops	• Equity Officer and Facilitator to develop and facilitate equity training workshops for CUPE employees on their PD day • Three 45-minutes sessions of anti-black racism to be implemented during the Directors breakout sessions at the Director's meeting • Ongoing training for Kindergarten teachers in anti-black racism and follow up sessions • SERT/Intermediate teachers to receive anti-black racism training • Ongoing Race and Privilege workshops
Accountability and Transparency		
Utilizing Faces on the Data, schools will use data to ensure all students have access to, and see themselves represented in the curriculum	• Board-wide Census completed	• Equity Officer and Facilitator to provide support to schools identified by FoS Superintendents for a variety of ways to analyse data and develop next steps for equitable outcomes • School Improvement Teams to use data to inform practices that will lead to increased student achievement

Please refer to Appendix A for further actions accomplished and initiated to fulfil the goals of COABSS.

5.   **Evidence of Impact**
Metrics of the impact of the actions tied to the Year 2 goals of the Compendium of Action for Black Student Success will be updated in the mid-year Operational Goals in January.

6.   **Recommendation**
The Equity Department will continue to work with all stakeholders to ensure that there is equity of outcomes for all students.

Appendices
Appendix A: Compendium of Action for Black Student Success Status Update
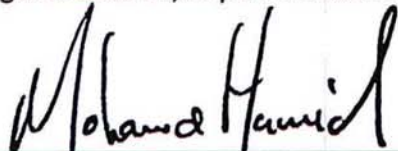
Report reviewed by:

_____
Lisa Millar, Director of Education

Report reviewed and submitted by:

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

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

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	**DATE:**	November 4, 2019
SUBJECT:	**Youth Strategy/Youth Hub Update**	**PAGE NO.**	1 of 7
ORIGIN:	Lisa Millar, Director of Education		

Jimmy Markovski, Superintendent of Education, Family of Schools, Early Years, Poverty Strategy, Foundation
Stacey Lepine-Fisher, Senior Manager, Early Years and Poverty Strategy
Lisa Rankin, Coordinator, Partnership Development, Events and Youth Strategy

1. Purpose

The purpose of this report is to provide the Durham District School Board (DDSB) Trustees with an update on the *DDSB Youth Strategy and Youth Hubs*. This initiative was developed to provide valuable community-based resources and supports to help youth, in under-served communities, reach their full potential.

2. Ignite Learning Strategic Priority/Operational goals

Leadership:	Actively and intentionally develop new and emerging youth leaders through meaningful engagement with community mentors and recreation facilitators
Equity:	Promote a sense of belonging and increase equitable outcomes for youth by identifying and addressing barriers to success and engagement
Engagement:	Engage students, families and community partners to provide a wide range of responsive programs, services, workshops and certifications for youth within their school community (during and after-school hours)
Success:	Set high expectations for youth and provide individual and group support to ensure all youth reach their full potential
Well-Being:	Create safe, welcoming, inclusive youth inspired and youth led spaces, to promote well-being for all youth

3. Background

3.1 DDSB – Positive Youth Development Strategy Research

In 2016, the Durham District School Board embarked on a collaborative research project with Brock University, working with principle researcher Dr. Darlene Ciuffetelli Parker. The scope of the partnership was to elicit student/youth voice as a primary data source from three secondary schools where poverty (multi-generational, new Canadian and rural) were significant factors in the respective school communities. Focus groups were conducted at each of the three schools, and

Youth Strategy and Youth Hub Update

3. Background (continued)

narratives were collected from secondary school students, educators, administrators, parents and community members. The narratives were collated, sorted and triangulated to shape a collective voice that highlights the complex realities of poverty and education in secondary school settings. This work helped to frame the Durham District School Board Positive Youth Development Strategy (see Appendix A – Durham District School Board; Positive Youth Development Strategy).

The overall conclusions of the report, as outlined in the Durham District School Board Positive Youth Development Strategy, identifies three pillars of opportunity where the Durham District School Board could enhance programs and policies already in existence. The three pillar areas include: (i) enhance professional practice; (ii) build a school culture of care; and (iii) develop community partnerships and relationships.

3.2   **Durham Region Health Neighbourhoods Research**

The Regional Municipality of Durham Health Department examined fifty neighbourhoods across Durham Region to look for patterns of health. Through this work, seven priority neighbourhoods were identified as communities that require focus to build on health and well-being. Further, the report indicates that 14% of Durham Region's population lives in priority neighbourhoods, and these neighbourhoods account for 31% of low income households in Durham Region. The report also concludes that 28% of children from birth to seventeen live in low income households – this represents approximately 5,200 children and youth

Research shows that where we live can affect our health and ultimately our life trajectory. The physical, social, and economic characteristics of an area can influence physical activity levels, how easy it is to get to work, the quality of housing, social interactions, access to health care, availability of nutritious versus unhealthy foods, exposure to crime and violence, how we feel about where we live, our connection to nature, and much more. These factors affect our health and well-being.

3.3   **Conference Board of Canada Report**

In 2018 the Conference Board of Canada published a report indicating that one in seven children in Canada lives in poverty. In Ontario, the figure is slightly higher. The Homeless Hub identifies as many as one in six young people live in poverty in our province. The report indicates:

- 50% of youth who drop out of high school live in families earning less than $30,000 per year;

Youth Strategy and Youth Hub Update

3. Background (continued)

- Students in families earning less than $30,000 per year, score up to 30% lower on provincial-testing than students living in families that have a combined income of $100,000 per year;

- In low-income neighbourhoods, as many as 68% of children come to school without eating;

- The rate of poverty is 50% higher for aboriginal children, children of colour and children of female single-parents;

- 47% of new immigrant children live in poverty.

4. **Analysis**

The research conducted in partnership with Brock University, with principle researcher Dr. Darlene Ciuffetelli, combined with the Regional Municipality of Durham Health Neighbourhoods report and the Conference Board of Canada report, confirmed the unique opportunity for the Durham District School Board to implement a bold and innovative new initiative. The Durham District School Board, through a collaborative process that included student voice and consultation with community partners & stakeholders, designed and constructed six purpose built youth hubs within secondary schools in priority neighbourhoods.

Youth hubs are intentionally designed to ensure inclusive, non-judgemental and welcoming spaces where all youth belong, feel supported and are viewed as assets. A wide range of responsive programs, services, workshops, certifications and events are co-developed by youth and are delivered in partnership with youth-serving agencies across the region.

The guiding principles of youth hubs are;

Youth-Centered:	meaningful youth engagement, leadership and ownership are fostered and grounded in the voices of youth
Opportunity-Based:	partners focused on strengths, possibilities and the unique lived experience of youth
Collaborative:	strong partnerships are forged with youth and youth allies in the community including parents/guardians, youth serving organizations, institutions, municipal government departments, and local businesses
Flexible:	all aspects of programming are designed to be flexible and responsive, reflecting the unique voices of youth and their dynamically evolving needs and interests

Youth Strategy and Youth Hub Update

4. Analysis (continued)

Equitable and Inclusive: our approach will focus on inclusive and equitable programming which values, respects and honours youth

Accountable: defined outcomes are identified, accompanied by targets, success indicators, and timelines for achieving these outcomes

4.1   Location of Youth Hubs & Progress Update

School	Current Program Delivery	Comments/Notes
Ajax High School	-Fully constructed, and fully equipped -Space utilized throughout the school day -Programs & drop-in offered during lunch and after-school hours	*Lead Agency* Town of Ajax *DDSB Youth Liaison Worker* J'Mone Manhertz
Brock High School	-Fully constructed, and partially equipped (waiting on furnishings from vendor) -Space utilized throughout the school day -Programs & drop-in offered during lunch and after-school hours	*Partner Coalition* 1. BBBS of North Durham 2. Pinewood/Lakeridge 3. Building Youth Capacity 4. Nourish and Develop 5. Brock Community Health Centre
Eastdale CVI	-Fully constructed, and partially equipped (waiting on furnishings from vendor) -Space is not currently being used -Programs & services to officially start in January 2020 (after the school break)	*Lead Agency* Boys and Girls Clubs of Durham
G.L. Roberts CVI	-Fully constructed, and fully equipped -Space is utilized throughout the school day -Programs & drop-in offered during lunch and after-school hours	*Lead Agency* Friends in Toronto Community Services *DDSB Youth Liaison Worker* J'Mone Manhertz (date TBD)
Henry Street HS	-Fully constructed, and fully equipped -Space utilized throughout the school day -Programs & drop-in offered during lunch and after-school hours	*Lead Agency* Town of Whitby *DDSB Youth Liaison Worker* Graeme Lovatt

15

Youth Strategy and Youth Hub Update

4. Analysis (continued)

School	Current Program Delivery	Comments/Notes
RS McLaughlin	-Fully constructed, and partially equipped (waiting on furnishings from vendor) -Space is not currently being used -Programs & services to officially start in January 2020 (after the school break)	*Lead Agency* BBBS of Southwest Durham

DDSB Inclusive Student Services plays a role in supporting our positive youth development strategy. They work collaboratively with school staff, community partners and youth liaison workers to ensure students have the resources and supports they need to reach their full potential.

4.2 **DDSB Youth Hub Community Development Model**

The Youth Hub Community Development Model is an asset-based, collaborative model that is focussed on providing youth (12-18 years), with valuable resources and supports to help them reach their full potential. It is a comprehensive approach to positive youth development that helps youth live healthy, productive lives while building strong relationships with others. The model is a way to support youth within their school community outside of the traditional classroom setting, and aligns with the Durham District School Board's strategic priorities of; well-being, equity, engagement, success, leadership, and innovation.

Appendix B – Youth Hub Community Development Model

16

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

Further, the work within our youth hubs ties into the three pillars of opportunity identified in the Durham District School Board Positive Youth Development Strategy. They Include;

a) *Enhance Professional Practice*
  ▪ DDSB Youth Consortium
  ▪ professional development for Youth Liaison Workers & partners
  ▪ system-wide awareness of key drivers, metrics and evaluation

b) *Build a School Culture of Care*
  ▪ opportunities for student voice & engagement
  ▪ responsive, youth-led programs and initiatives
  ▪ opportunities for youth involvement in local and global social issues

c) *Develop Community Partnerships and Relationships*
  ▪ stewardship and engagement with lead and partner agencies
  ▪ adult allies who view youth through an assets-based mindset
  ▪ meaningful opportunities for youth to make strong connections with others

5. **Next Steps**
  I. Finalize lead agencies for Eastdale CVI, GL Roberts CVI and RS McLaughlin CVI
  II. Finalize set-up at Brock HS, Eastdale CVI and RS McLaughlin CVI
  III. Official Grand Opening ceremonies at Brock HS, Eastdale CVI, GL Roberts CVI and RS McLaughlin CVI
  IV. Establish DDSB Youth Consortium
  V. Prepare and submit funding application to the OTF for a multi-year grow grant
  VI. Provide ongoing support to Youth Hub Collaboratives
  VII. Support Youth Liaison Workers in delivering on their annual workplan

6. **Conclusion**

There is no single measure to support the needs of youth within our community. The impact of poverty on youth is complex and requires a coordinated, integrated and multi-faceted approach at all levels of education and the broader community. To advance this work, the DDSB Youth Consortium will develop a comprehensive workplan that captures youth voice and is responsive to their evolving needs and interests. Additionally, the DDSB Youth Consortium will work in partnership with school-level youth collaboratives and DDSB youth liaison workers to leverage our youth hubs as vehicles to create meaningful connections with, and among, youth.

Youth Strategy and Youth Hub Update

This report is provided to Trustees for information.

7. **Appendices**

   Appendix A: DDSB Positive Youth Development Strategy

   Appendix B: Youth Hub Community Development Model

Report reviewed and submitted by:

_____

Lisa Millar, Director of Education

_____

Jim Markovski, Superintendent of Education, Family of Schools, Early Years and Poverty Strategy, Foundation

APPENDIX A

DURHAM DISTRICT SCHOOL BOARD

POSITIVE YOUTH

DEVELOPMENT STRATEGY

EARLY YEARS - GRADE 12

DDSB
Ignite Learning

Positive Youth Development empowers youth to reach their full potential by engaging their schools, families and communities to assist them in building skills, competencies, resiliency and healthy relationships.

Acknowledgements

January 2019

Dear Colleagues,

We are excited to share with you the release of the DDSB Positive Youth Development Strategy. This resource document is intended to consolidate the research on positive youth development as well as serve as a tool to align our work in schools with best practice, Ministry of Education policy and the evidence provided by current research.

The development of this strategy is the result of a two-year process and has been assisted, in large part, by the leadership of Professor Darlene Ciuffetelli - Parker at Brock University. We have worked carefully with a wide variety of stakeholders, including DDSB staff and students as well as a range of community partners, in order to shape its direction. We therefore believe that it will support the important work you do in our schools.

This document reflects our conviction that a positive future for our students is most effectively achieved through the implementation of ongoing research and best practice, our collaborative reflection on our actions, the honouring of student voice, and a continued focus on the alignment of these elements as part of our overall goal to improve student achievement. The well-being of our students and supporting their academic success is an important part of our youth strategy as we support their growth and preparation for the many pathways and opportunities in their future. With this in mind, we would like to thank you for all that you do to support the work in schools and for your ongoing commitment to improving student learning.

Sincerely,

Lisa Millar, Director

TABLE OF CONTENTS

DDSB YOUTH STRATEGY RESEARCH PARTNERSHIP

Executive Summary:

In 2016, the Durham District School Board formed a collaborative research partnership with Brock University, working with principle researcher Dr. Darlene Ciuffetelli Parker. Dr. Ciuffetelli Parker works in the Faculty of Education and has written extensively on the impact of poverty on schooling, including the Ontario Ministry of Education Monograph, *Poverty and Schooling: Where Mindset Meets Practice,* February 2015. The scope of the partnership was to elicit student/youth voice as a primary data source from three secondary schools where poverty (multi-generational, new Canadian, and rural) were significant factors in the respective school communities. Dr. Ciuffetelli Parker conducted focus groups at each of the three schools, collecting narratives from secondary school students, as well as from educators, administrators, parents, and community members. These oral histories were collated, sorted and triangulated in order to shape a collective voice that highlights the complex realities of poverty and education in secondary school settings.

Key Findings & Recommendations:

The overall conclusions of the report identify three pillars of opportunity where the Durham District School Board could enhance programs and policies already in existence. The three pillar areas include: (i) Enhance Professional Practice; (ii) Build a School Culture of Care; and (iii) Develop Community Partnerships and Relationships. The following highlights are intended to provide a sampling of the findings and the recommendations. A single student quotation has been included in each of the following sections to indicate the richness of the narratives collected during this research partnership. Extensive quotations and fulsome discussion of the recommendations can be found in the full report.

PILLAR 1: Enhance Professional Practice

Enhancing professional practice must take root by challenging deficit conceptualizations and preconceptions/assumptions of poverty for youth and families, by educators at all levels of the system. The following recommendations are made:

1. Offer professional development as an in-service requirement on the topic of poverty, and related equity topics that intersect with students and families' experiencing economic disadvantage, and its effects on schooling (i.e., poverty, race, gender, ethnicity, sexual identity, disadvantaged learners, language, immigration, etcetera). This includes new educator knowledge for all educators in schools, school district staff, and leaders in schools.

2. Implement equity-based action research projects by practicing teachers alongside youth. Poverty is an issue of equity, and thus action research projects conducted by teachers alongside youth will promote an equity-rich and resilient-positive conceptualization of students and families.

3. Seek school-based inquiry learning opportunities for teachers, students, community, and families that challenge the values and assumptions society makes about students in schools, and how values and assumptions affect pedagogical choices (sometimes to the detriment of equitable learning and success for students). Such inquiry will promote new teacher and youth-led equity strategies on the issue of economic inequities as they affect schooling.

4. Offer tutoring and peer tutoring programs within schools, by teachers and high achieving students, for students requiring academic support in courses.

    "I went to parent teacher interviews with my mom last year. She talked to one of the teachers I had last year about extra help because I wasn't doing as well as I could in math, and they said that "I don't like to make a habit of helping people at lunch and stuff." But every other teacher does do that. So now I have a tutor for math whereas if the teacher actually helped or explained stuff better, it would be a lot easier. I have the same teacher now and it's still not working."

5. Educate with high expectations, rather than lowering the bar based on deficit views. Higher order teaching strategies must regularly and readily include lessons, discussions and in class participation and activities that engage youth to learn by: applying, problem solving, reflecting, critiquing, creating, analyzing connecting and interpreting.

"*A successful transition to adulthood requires more than avoiding drugs, violence, school failure, or precocious sexual activity. The promotion of children's social, emotional, behavioral, and cognitive development began to be seen as key to preventing problem behaviors themselves.*"

– Professor Richard F. Catalano, University of Washington

PILLAR 2: Build a School Culture of Care

Building a culture in schools begins with knowing intimately the environment, make up, and people within the community where educators service youth. To hold the view that it is a privilege to service a community of learners within a community where they live and their families reside, is a beginning step to understanding deeply the call of teaching and the ability to be able to create a safe, engaging, and inviting school culture. The following recommendations are made:

1. Reconsider school rules and policies that strip dignity from youth. Such discipline of power, including educator use of unintended or intended sarcasm, body language, yelling, punishment or unrealistic expectations are examples that impinge on a student's ability to learn successfully as well as a student's human right to learn in a healthy environment.

2. Address systemic barriers and discrimination as an educational system, and in classrooms. Pay attention to the life of students and offer reprieve for those living in traumatic circumstances. Adapt a resiliency rather than a deficit view of marginalized youth.

3. Seek to understand parents/guardians' life experiences and how families can be a part of the school culture. Do educators (including teachers, administrators, staff and community support staff) resist deficit ways of teaching and engaging youth, or do they assume and hold bias on what can be done for families living in poverty?

4. Consider resources and school policies that matter. For example, in all communities, lack of consistent and thorough academic and school process communication and, in some communities transportation, debilitated the link between home and school. Up-to-date and new literacy technology is needed in schools, and the expectation that they will be used in schools should be developed and applied diligently from school and district policies. Assumptions that homework, reliance on internet for homework assignment, or travel to locales such as libraries or 'Staples' to complete homework and criteria assignments, is not a viable solution for most youth in challenging circumstances.

   "I had a project the other day and it was a brochure. And the teacher was like if it's not in colour, then you lose marks. I don't even have a computer at home. I told her. And she was like "um," well that's not her problem. She said 'well you're going to have to find a colour printer if you want full marks.' And I'm like you guys don't provide a colour printer at school. I'm like where am I supposed to print? And she's like well you can go to Staples to get your thing printed. And I'm like are you going to drive me to Staples?"

5. Implement innovative school-based strategies for educators and leaders, such as professional reading clubs for teachers and families on issues that affect the school context (i.e., Black youth; Muslim and other religious families/youth; refugees, immigration, inclusive education, identity, etcetera).

6. Create, at a system-wide level, apprenticeship and hands-on programs, with high level expectations, that are student-centered and that garner post-secondary accessibility via technology, social media, internships, etcetera, in core courses.

7. Consider more funding for at-risk youth with learning disabilities in order to create a place that offers sustained learning and a place of well-being and care.

8. Develop and enhance arts-based programs (modern/classic music, dance, visual arts, digital humanities, drama) that are academic and skill-based, with accessibility for all students, in all areas across the system.

Pillar 3: Develop Community Partnerships/Relationships:

Creating partnerships in the community (i.e., universities, colleges, non-profit organizations, corporations, small businesses, community hubs, etc.,) has its foundation in the relationship that is built between schools and the larger community. The following recommendations are made:

1. Engage youth and families of youth with determination, continued effort, and importunate rigour at a school level led by teachers and administrators, within the community. Successful schools do not give up, despite some failed attempts at liaisons with families and communities that service the school.

2. Continue to build trusting relationships with communities that service youth and families entrusted to the care of the school community. Focus on an assets-based partnership for both youth and community organizations rather than a 'fix it' plan for youth, when developing and creating partnerships between families of youth, community organizations, and school. Remember that marginalized youth and families have experienced many injustices by traditional mainstream school institutions, which can leave them vulnerable.

3. Pay attention to the life narratives of youth, and embed higher order pedagogy, in partnership with community organizations, to add context-rich academic rigour and citizenship that is part and parcel of a partnership between youth, school, and community.

4. Enrich and foster social services and other health-related community agencies towards both the physical and mental health of youth. Socio-emotional health is directly correlated to academic achievement. The youth data of this research showed repeated patterns of trauma, isolation, and mental illness that affected academic achievement in dire ways.

   "The guidance department is pretty great. Like if you don't have the guidance to help you out, you're kind of screwed without the teachers. I'm always in guidance because there is always something going on in my house. I use the guidance teacher to communicate with my teachers. Like 'hey, I know we're in Pickering. Her life isn't the best at home, you need to relax with all these assignments. ...so then they can be like 'oh that's probably why she wasn't here for a week, that makes sense.' It bridges the gap."

5. Consider reforming policies on health services and screenings in all schools, including health hubs within school communities.

"The better approach is to more deeply consider the social injustices that kids are experiencing, and to encourage kids to change the things that they see. Fostering that kind of critical reflection and that kind of action is actually a better way to go than to teach kids that the system is fair when, in fact, their experiences are telling them that it's not."

– Professor Erin Godfrey, New York University

MISSION

To develop a research-based positive youth development strategy that seeks to mitigate the barriers experienced by students living in poverty.

VISION

A comprehensive approach to positive youth development that engages youth, along with their schools, families, and communities in order to empower youth to reach their full potential and live healthy, productive lives. The hallmark of positive youth is that they are engaged and have the ability to develop strong positive relationships. When youth are provided with horizon-broadening opportunities in contexts that honour their multiple social identities, they demonstrate confidence, competence, compassion and optimism in a socially and globally responsive manner.

"School outcomes are affected by differences in childrens' family-based opportunities to learn. While schools help equalize these opportunities during the school day and school year, research clearly demonstrates that learning opportunities are highly unequal during non-school time. These inequalities influence children's eventual educational success."

– Professor Janice Aurini, University of Waterloo

DDSB POSITIVE YOUTH DEVELOPMENT STRATEGIC PRIORITIES

OBJECTIVES & STRATEGIES

SHORT-TERM GOALS (1 Year)

Goal	Initiatives	Success Indicators
Development of the Positive Youth Development Strategy	» Board Report to Trustees and Public, followed by communication to system » Consultation with Make a Difference Steering Committee, student groups, and community members » Launch of the DDSB Positive Youth Development Strategy	» System awareness of Positive Youth Development and the strategy drivers, as reflected in school planning documents
Implementation & expansion of community hubs	» School-Community Hubs launched in six secondary schools (Ajax HS, Henry St. HS, Brock HS, GL Roberts CVI, RS McLaughlin CVI, Eastdale CVI)	» Responsive youth programs and services are implemented and fostered through constructive community partnerships and listening to the voice of youth
Educating for Youth Collaborative involvement and participation in provincial leadership work in the area of poverty	» Actively lead Educating for Youth collaborative and participate in provincial work with a view to informing DDSB Positive Youth Development Strategy » Organization and participation of provincial youth summit at Brock University	» Identifying and mitigating barriers to student achievement and well-being as experienced by youth in poverty
Constructively expand and strengthen community partnerships to best support youth development (ongoing)	» Make a Difference Programs and initiatives » Make a Difference Steering Committee » Introduction of Positive Youth Development Steering Committee	» Schools and community partners work collaboratively to support student success and well-being » Youth engagement, youth empowerment, increase in pathways participation to post-secondary

LONG-TERM GOALS (2-4 years)

Goal	Initiatives	Success Indicators
Implementation of the Positive Youth Development Strategy	» Build system capacity, knowledge and skills through professional development series for teachers, administrators, and SCC targeting Positive Youth Development	» Support student development and celebrate community partnerships and best practices in schools » System awareness of Positive Youth Development and the strategy drivers, as reflected in school planning documents » Analyze School Climate Surveys to ensure that Strategy drivers are in place in schools and are having a positive impact on student success » Mitigating barriers to student achievement and well-being as experienced by children and youth living in poverty
Initiate Summer Learning Loss Program Study (4 years)	» Grade 7/8 Summer Learning Loss Program to be implemented with a view to track a targeted cohort for a four-year period (students to be selected based upon risk factors including poverty and student achievement)	» Improved student success for students in the 4-year study with a positive disruption in the EQAO correlation statistic (85% correlation between grade 3/6 EQAO and grade 9/10 EQAO); ease transition to secondary school
Launch Ignite Durham Learning Foundation	» Provide financial support for programs and services in priority neighbourhoods » Host Annual Gala and Recognition Celebrations	» School Climate Surveys and Leaving Surveys (Pathways Tool) reflect improved student purpose, confidence and focus
Implementation launch of Pathways Tools	» Pathways tools launched for K-8 and 9-12 to support Positive Youth Development	» Schools and community partners work collaboratively to support student success and well-being
Constructively expand and strengthen community partnerships to best support youth development (ongoing)	» Expand Youth Steering Committee to elicit ongoing student voice	» Youth engagement, youth empowerment, increase in pathways participation to post-secondary

COMMUNICATION PLAN

Plan	Communication Structures
» Continue to develop and refine structures to ensure regular communication with all stakeholders in order to share information and continue to implement research-based best practices across the system.	» Make a Difference Steering Committee » Educating of Youth Provincial Collaborative » Professional Development Programs » Newsletter Items » Parent Engagement Initiatives » Positive Youth Development Steering Committee » Board Reports » Board & School Websites/Social Media » SCC and Student Senate Communications

DDSB MODEL FOR POSITIVE YOUTH DEVELOPMENT

DDSB
Ignite Learning

DEVELOPMENTAL NEEDS

EARLY YEARS
- Belonging
- Well-Being
- Engagement
- Expression

CHILDREN
- Social Skills
- Physical/Muscle Growth
- Intellectual/Cognitive Skills
- Creative Expression
- Emotional Regulation/Well-Being

ADOLESCENT
- Mastery/Competency & Achievement
- Physical Activity
- Self-Definition
- Creative Expression
- Positive Social Interactions With Peers and Adults
- Meaningful Participation
- Structure & Limits

DRIVERS*

Enhance Professional Practice
(challenge preconceived bias toward poverty)
(champion the needs of every student)

Build Culture in Schools
(inferencing about the world)

Develop Community Partnerships
(global citizenship)

POSITIVE YOUTH DEVELOPMENT

OUTCOMES

Youth have a well developed and caring support network.

Youth know they can influence their own lives by their choices and skills.

Youth are vibrant and optimistic.

Youth feel good about themselves and about what they can offer.

Youth know they can make a positive contribution to society and have opportunities to do so.

The Cs of Positive Youth Development

- CHARACTER
- CONNECTIONS
- CONFIDENCE
- CONTRIBUTION
- COMPETENCE
- COMPASSION

Positive Youth Development empowers youth to reach their full potential through engagement with their schools, families and communities while building skills, competencies, resilience and healthy relationships.

*All Drivers take place in the context of quality relationships and require the consistent use of a strengths-based approach. They are dependent upon up-to-date, relevant information and resources. They presuppose that the work is done in the context of a broad understanding of the students' "big-picture" reality and that the young people are well connected, engaged and able to fully participate.

DRIVER ❶ ENHANCING PROFESSIONAL PRACTICE

» Expect all students to succeed; encourage students to set high expectations
» Foster a positive and inclusive environment; build classroom community
» Actively demonstrate respect for equity and diversity through inclusive education
» Involve youth as active agents in an intentional process through pathways and transitions work
» Develop socially responsible and engaged global citizens through social justice learning opportunities
» Demonstrate a commitment on the part of all members of the learning community to understanding the lived realities of their students
» Embed the use of pathways documents
» Recognize and celebrate students' multiple social identities
» Focus on skill-building and horizon-broadening
» Focus on the development of self-esteem, body esteem, self-efficacy and leadership ability
» Focus on developing resiliency, competency-building and making healthy choices
» Interrupt negative bias and utilize an asset-based mindset

DRIVER ❷ BUILDING CULTURE IN SCHOOLS

» Engage families and encourage positive parental/guardian involvement
» Utilize positive talk; resist deficit language; talk about the students you teach, in positive ways
» Encourage a broad range of partnerships that constructively engage the community
» Utilize and develop student voice; students become leaders of their own destiny
» Enhance an understanding of poverty
» Develop supportive and empowering learning environments where youth can thrive
» Utilize a literacy perspective to develop awareness of local, global and social issues
» Encourage students to participate in local/global/social issues; have teachers incorporate social justice learning activities into their lessons

DRIVER ❸ DEVELOPING COMMUNITY PARTNERSHIPS

» Develop community hubs in conjunction with community partners
» Promote healthy choices and horizon-broadening opportunities for youth
» Promote healthy and productive lives
» Engage in active suicide prevention programming
» Develop supports for the transition to post-secondary and emerging adulthood
» Provide ways for youth to be engaged in making strong connections with friends, family and community members so that there is a broad and diverse group of supporters and advocates providing each individual with a support network
» Provide opportunities for young people to thrive

RESEARCH ON POVERTY IN DURHAM

We know that there are pockets of poverty in every school community in Durham. The following information is intended to highlight the children in Durham schools who are vulnerable to the effects of poverty-related variables.

SOCIAL RISK INDICATORS Score	Number of Students	Percentage of Students
0	5491	7.88
1	10344	14.85
2	14057	20.18
3	14646	21.02
4	5630	8.08
5	5955	8.55
6	4491	6.45
7	4515	6.48
8	2912	4.18
9	1627	2.34

Social Risk Variables
What are they?
Human Resources Development Canada (HRDC) uses 9 variables to explore the social dynamics of communities. Each variable, drawn from the Canadian Census has been selected because of the social stress or risk associated with it.

These variables are:
- Average household income
- Unemployment rate
- Proportion of residents 20 years and older who lack a high school diploma
- Proportion of owner-occupied dwellings
- Mobility over one year
- Knowledge of Canada's official languages
- Proportion of recent immigrants
- Proportion of lone parent families
- Percentage of household income that is comprised of government

This table reflects 2016-2017 data and shows us where Durham students (both elementary and secondary) live in terms of key community factors. The Social Risk Indicators (SRI) reflect communities with multiple challenges. The higher the SRI score, the higher the number of challenges these communities face. As the SRI increases, the proportion of students meeting provincial expectations on EQAO decreases. EDI scores, reflecting early years school readiness, decrease in communities with high SRI scores. Additionally, health concerns, as noted by Durham Region Public Health, increase when community SRI scores are high. As the number of social and economic challenges a community faces increase, so too does the proportion of students who face academic challenges.

The following maps reflect households in Durham with incomes below $30,000. The communities with large proportions of low-income households, also tend to be the communities with large numbers of challenges as measured on the Social Risk Index. It is important to recognize that low family income does not necessarily equate with poor academic performance, nor does high family income equate with high academic performance. There will also be variability within community profiles. This information is intended to highlight the intersection of challenges within the communities where students reside and may represent one of the many contributing factors impinging upon student success.

Percentage of Households With a Household Income Below $30,000

Legend

■	66% – 79%
■	53% – 65%
■	39% – 52%
■	26% – 38%
□	0% – 25%
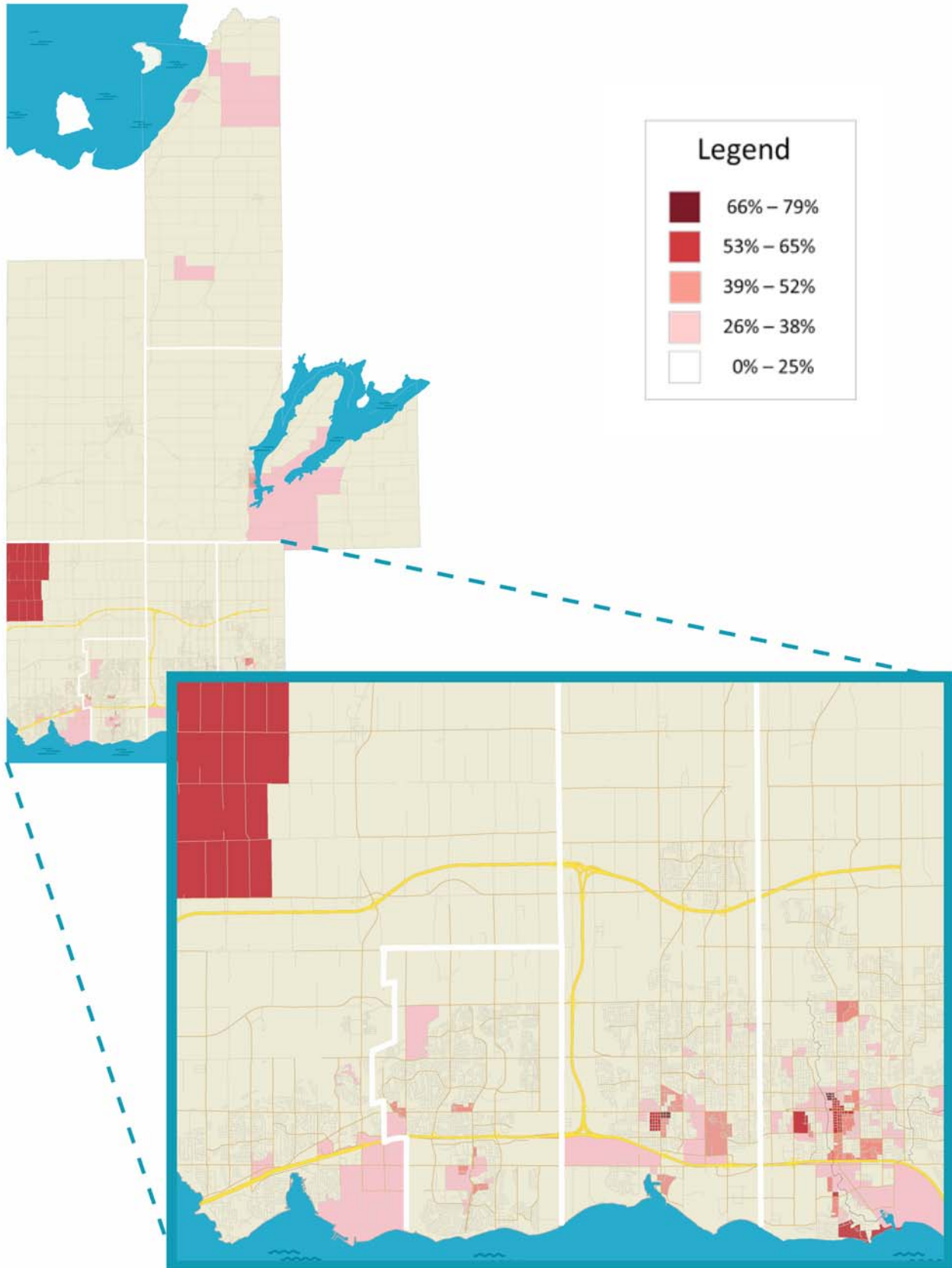
Source: DemoStats 2014, Environics Analytics acquires and distributes Statistics Canada files in accordance with the Government of Canada's Open Data Policy. No confidential information was provided by Statistics Canada

POVERTY & RELATED CHALLENGES FOR YOUTH

The many faces of poverty in DDSB schools incorporate a broad range of social identities. In Durham, poverty can be found in: families newly arrived in Canada; families living in multi-generational poverty; families living in rural areas with low socio-economic demographics; families experiencing temporary or short-term poverty due to illness, lay-offs, or economic recession. We recognize that poverty itself means different things to the individuals who are experiencing it. For some, poverty may mean not knowing if the essentials of food and shelter will be in place, while for others poverty may mean exclusion from elite opportunities such as hockey or music lessons due to a lack of disposable income. The impact of poverty on young people is evidenced in academic performance, personal choice-making, and relative ability to take on the challenging transitions to the world outside of secondary school.

In 2018 the Conference Board of Canada published a report indicating that one in seven children in Canada lives in poverty. In Ontario, the figure is slightly higher. The Homeless Hub identifies as many as one in six young people living in poverty in our province. Data from The Homeless Hub, March 11, 2015, informs us of the following:

» In low-income neighbourhoods, as many as 68% of children come to school without eating;

» The rate of poverty is 50% higher for aboriginal children, children of colour and children of female single-parents;

» 47% of new immigrant children live in poverty;

» 50% of youth who drop out of high school live in families earning less than $30,000 per year;

» Students in families earning less than $30,000 per year, score up to 30% lower on provincial-testing than students living in families that have a combined income of $100,000 per year.

"A good education prepares young people for success in life, gives them the tools and skills to find their first job, and leads them on the path to a prosperous future."

- Realizing Our Potential: Ontario's Poverty Reduction Strategy (2014-2019)

STUDENT VOICE

Student voice is a way of describing the methodology used to capture student engagement and increase participation in all issues related to their learning. In order to best understand the needs of student learners and focus pedagogical practice on connecting with them in authentic learning conversations, educators must pay careful attention to what students are communicating, whatever the form. Student voice can be expressed verbally, in writing, in artistic ways, through music, gesture, body language and silence.

Effective dialogue between teachers and students (as well as between students) can only take place in contexts where reciprocal learning relationships are valued, and where teachers become active listeners and guides. In such situations, student learning is allowed to flourish in ways that respect individual interests, differences and abilities. The resulting classroom culture is one that honours student voice and values meaningful peer interaction as part of the learning environment. Students are given choice and have the opportunity to participate in decisions about their own learning tasks.

The co-construction of learning goals and success criterion can become extremely valuable in this process. While the educators drive the overall big ideas and curriculum expectations, they do so in conjunction with constituent learners who are acquiring ownership of their own learning, and who believe that they have something of value to contribute to the teaching and learning environment.

In order to embed student voice within our curriculums, we need to cultivate the following:

» Developing a pedagogy of listening
» Developing pedagogical documentation
» Developing a pedagogy of inquiry

Five essential interactions take place in school and classroom cultures where student voice is honoured:

» Expression
» Consultation
» Participation
» Partnership
» Shared leadership

"I believe it is important to adults and educators to listen, understand, and apply what students are telling them about how schools and student life in general can be improved. The truth is that students are the ones who are in schools every day and know the issues with what is going on so they are the true experts on how schools and student life can be improved. When students are listened to and their ideas are applied, student well-being is bound to get better."

- DDSB Student

"It should be mandatory, upon forming strategies and implementing things within schools, to consult and listen to students. This does not only include students who are keen and eager, but also students who sit at the back of the classroom with their hood up and their headphones in."

- DDSB Student

CHARACTERISTICS OF POSITIVE YOUTH DEVELOPMENT

The Characteristics of Positive Youth Development are seen as essential to the strategy. These components play a transformative role in schools in everything from bullying prevention to equity programs.

CHARACTER

Character is realized when an individual has developed respect for societal and cultural rules, follows standards for correct behaviours, has a sense of right and wrong and demonstrates integrity. Adults can assist young people in the acquisition of character by careful modeling, providing positive and constructive feedback, holding young people accountable for their actions and actively encouraging them to respect differing perspectives.

COMPASSION

Caring and compassion are built over time. Young people often exhibit empathy and sympathy for others and can continue to grow in this area as they develop life experience. Adults can assist young people by helping them to imagine what others feel like in certain circumstances. Encouraging young people to view life through an equity lens is critical. Emotional and social intelligence connections in the curriculum can also be utilized to develop compassion. Volunteer experiences help to develop compassion, particularly when adults prompt young people to debrief such experiences.

CONNECTIONS

Connections are built over time as relationships develop and grow. Youth develop connections when they are involved in making contributions to their school or their community. The relationship building that takes place within these connections will help to form a support network. Adults can encourage young people to be involved, to attend school and community events and activities, and to increase their connectedness.

CONTRIBUTION

The workforce provides an opportunity for young people, of all social and cultural backgrounds to participate in civic and democratic life. Work experiences help to equip youth with the acquisition of employability skills which can often assist with the transition from education to employment. These experiences, either can be paid or volunteer, will help youth to have a feeling of responsibility and inclusion. Adults can assist youth by encouraging them to participate in the workforce so that they may develop a sense of ownership for their contributions.

CONFIDENCE

Confident youth believe in themselves and in their ability to shape a positive future. Confidence is built on small successes: when young people do something and get positive feedback, they are likely to try something new in the future. Adults can provide experiences and opportunities for young people to take safe risks, can give them positive feedback, and help them to build confidence.

COMPETENCE

Competent youth have a positive view of their own agency with regard to interpersonal skills, conflict resolution, decision-making, school performance, nutrition, fitness, work habits, and career exploration. Adults can provide opportunities for youth to safely practice their skills and to succeed in these areas.

EQUITY IN EDUCATION

Socio-economic status (SES) is entwined with educational outcomes, financial security, health and well-being, social status and class. When low SES intersects with race, gender and ethnicity, the impact is seen across a wide spectrum that includes education, health and well-being, employment and social mobility. In particular, discrimination and marginalization effect the LGBTQ, Indigenous and racialized communities in ways that often result in socio-economic deprivation, and detrimental effects to well-being.

> *A comprehensive study of an Ontario school board clearly demonstrated that, Public school systems are structured to replicate the social stratification experienced by students who are poor, who are from minority groups, or who have disabilities... evidence show(s) that these students are being systematically streamed away from academic opportunities...*
>
> **(The Toronto Connection: Poverty, Perceived Ability, and Access to Education Equity,** Gillian Parekh, Isabel Killoran, Cameron Crawford, Canadian Journal of Education 34,3 (2011), 249-279.)

Incorporating the Six Threads of Inclusive Design in all levels of school planning is one method of ensuring that schools provide equitable opportunity for all members of their school communities.

» Engaging Voice

» Engaging Parent, Family and Community

» Analyzing Data

» Designing Instruction and Professional Learning

» Environment as Third Teacher

» Building Leadership Capacity

REFLECTING ON THE SIX THREADS OF *Inclusive Design*

INCLUSIVE DESIGN

Students are at the centre of all that we do. Student achievement is conditional upon well-being. It is our professional duty to create classroom and school conditions that activate student agency so students find and use the power of their own voices to engage their peers and teachers in reciprocal learning experiences. We must ask and respond to several questions including, 'who are our students?', 'how are they reflected?' and 'how are we preparing them for the world they will live in, shape and lead?'. We must reflect on and respond to students' assets, needs and voices to transform them from passive recipients into active agents in molding their education and our shared future.

ENGAGING VOICE

How do we draw on the voices and realities of our students to make responsive programming decisions?

DESIGNING INSTRUCTION AND PROFESSIONAL LEARNING

How can we ensure that programming is authentic and reflects the lived experiences and abilities of all learners?

We have a culture of high expectations for student engagement, learning, achievement and well-being for all students.

Literacy and numeracy (Curricular) instruction is culturally responsive, inquiry-based, intellectually challenging and developmentally appropriate for all students. We use an equity mindset to effectively identify and address barriers, this includes the active monitoring and analysis of the over or underrepresentation of our student groups in particular areas of achievement.

ESTABLISHING ENVIRONMENT AS THIRD TEACHER

What does the environment of our schools say about how we value our learners, communities and the process of learning?

Students need to see themselves reflected in their curriculum and their physical surroundings. What we value is reflected in what students, staff and families see, hear and do on a daily basis. When planning learning environments we must ensure that the diverse voices, stories, cultures and narratives of students, families and communities are an integral part of all learning spaces.

EQUITY AND INCLUSIVE EDUCATION:
- is a foundation of excellence
- meets individual needs
- identifies and eliminates barriers
- promotes a sense of belonging
- involves the broad community
- builds on and enhances previous and existing initiatives
- is demonstrated throughout the system

1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES
2. SHARED AND COMMITTED LEADERSHIP
3. SCHOOL-COMMUNITY RELATIONSHIPS
4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES
5. RELIGIOUS ACCOMMODATION
6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT
7. PROFESSIONAL LEARNING
8. ACCOUNTABILITY AND TRANSPARENCY

PROTECTED GROUNDS OF THE ONTARIO HUMAN RIGHTS CODE AND OTHER FACTORS

BUILDING LEADERSHIP CAPACITY

How are we planning in our schools and our workplaces that builds the collective capacity and leadership of our students, staff and community?

By building the capacity of staff to challenge patterns of achievement aligned with social identities, and to identify and remove all forms of discrimination, we provide inclusive leadership to close achievement gaps. Setting high expectations for ourselves and for students and working collaboratively with students and communities will only strengthen and enhance teaching and learning.

Building relationships with members of the school community means actively pursuing the perspectives of all families, seeking out those who may be traditionally marginalized by the education system, and providing entry points for everyone to become fully engaged in the process of schooling. Research has shown that student achievement improves when families play an active role in their children's learning, and good schools become even better schools when families are engaged.

ENGAGING PARENT, FAMILY AND COMMUNITY

How do our classrooms and schools honour the voices and lived realities of parents, families and community members in local and global contexts?

ANALYZING DATA

How well do we know who our students and staff are and how they are experiencing their learning and working environment? Do we know the patterns of success? Who is underserved? What questions are we not/asking? How do we ensure that our data is inclusive of everyone?

Educators, school and system leaders use achievement, perceptual, program, planning and demographic data to monitor the performance of all students, assess patterns of underachievement, identify learning gaps, and rethink directions. These data sets can be employed and critically analyzed to present accurate, transparent and comprehensive individual and collective stories of all the students we serve. These data types can also help us to understand the diverse realities of our staff.

PLANNING FOR POSITIVE YOUTH DEVELOPMENT WITH EQUITY IN MIND
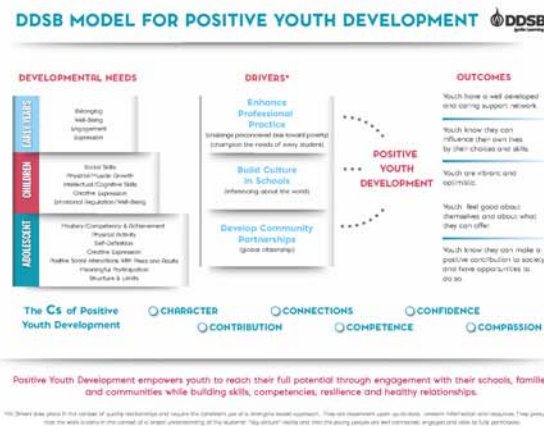
Equity and Inclusive Education:

» is a foundation of excellence

» meets individual needs

» identifies and eliminates barriers

» promotes a sense of belonging

» involves the broad community

» builds on and enhances previous and existing initiatives

» is demonstrated throughout the system

▶ Enhance Professional Practice
(challenge preconceived bias toward poverty)
(champion the needs of every student)

» How are we planning in our schools and our workplaces that builds the collective capacity and leadership of our students, staff and community?

» How can we ensure that programming is authentic and reflects the lived experiences and abilities of all learners?

▶ Build Culture in Schools
(inferencing about the world)

» What does the environment of our schools say about how we value our learners, communities and the process of learning?

» How do we draw on the voices and realities of our students to make responsive programming decisions?

» Do we have supportive allies in place for all students with an opportunity for them to make connections?

» Do we have a mentorship programme?

» Are we digging deeply with our data so that we know if certain groups of students are struggling with student achievement?

» Do we reflect on our data with a view to avoiding such things as bottom-level streaming?

» Do we provide enriched opportunities for students who may require them?

▶ Develop Community Partnerships
(global citizenship)

» How do our classrooms and schools honour the voices and lived realities of parents, families and community members in local and global contexts?

» How are we developing school-family relationships?

» Is our outreach accessible and are we open to dialogue?

» Are we involved with the Make a Difference initiatives?

» Have we reached out to our community partners to enhance our programming and supports?

MENTAL HEALTH AND WELL-BEING

The lives of children and youth most often take place within environments that encompass the components of home, school, peers and community. When there are issues present in such environments, problems in the interplay between these components and mental health and well-being can be attributed, in part, to poverty-related factors. A child or youth living in poverty in Canada, is three times* more likely to experience mental health problems than a child or youth living in a financially-stable situation.

Risk factors for increased mental health problems in children and youth can present in three groupings: children or youth themselves, their families, and in terms of their interactions with their communities.

» Within the child/youth grouping, learning difficulties and temperament issues are often manifested. These may include social anxiety and behaviour disorders, conduct issues or defiance disorders.

» Within the family grouping, abusive, neglectful, harsh and inconsistent parenting practices may be present. Other possible elements within this grouping include the presence of alcoholism, substance abuse, and mental illness. Teen parenthood and an unstable home life also constitute key factors.

» Within the community grouping, inadequate access to health care, educational opportunities and adult supervision are common. Isolation from supportive neighbours, allies or positive associations are also noted with many peer relationships demonstrating deviant behaviours.
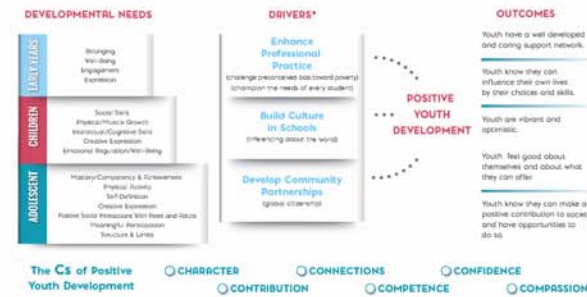
The child/youth population that presents as being particularly in risk include those from single parent families; those with teenage parents; recipients of social assistance; children/youth who have been in foster care; those who are high-school drop-outs; and those with disabilities. Research indicates that 14.3% of children/youth* in Canada suffer from mental health disorders. Disorders presenting in children and youth are of particular concern since many of these will last throughout adulthood, causing significant impairment.

*Linking poverty and mental health: a lifespan view, September 2008, Ellen L. Lipman, Michael H. Boyle, The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO.

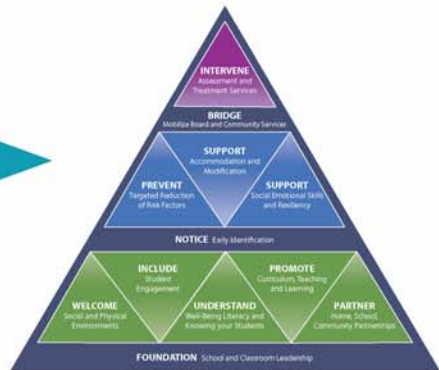# PLANNING FOR POSITIVE YOUTH DEVELOPMENT WITH MENTAL HEALTH AND WELL-BEING IN MIND

Mental Health and Well-Being:

We believe our learning spaces need to support all students to:

» develop positive relationships

» feel a sense of belonging

» feel engaged in their learning with the opportunity to voice their feelings and ideas

» feel physically and emotionally safe in an inclusive, accepting environment

» develop a healthy mind and body to deal with challenging situations, make healthy choices, and to encourage positive mental health

» have a positive sense of self/spirit reflected in their sense of personal identity and self-worth, and an optimistic and hopeful view about life.

"To offer hope, to have students' resiliency carry them forward, to believe that poverty is not destiny, must begin with teachers' beliefs, values, and hopes of the same."

– Professor Darlene Ciuffetelli-Parker, Brock University

▶ Enhance Professional Practice
(challenge preconceived bias toward poverty)
(champion the needs of every student)

UNDERSTAND Well-being literacy where staff, students and parents are understanding of well-being and staff know their students.

» Do we model and promote positive mental health and well-being through school improvement planning and co-learning opportunities?

» Do we have working and learning environments that are responsive to students at all points across the Mental Health Continuum?

» Do we understand the cultural realities of students, staff and families?

» Do we use evidence for informed decision-making for selecting wellbeing promotion programs, preventions programs and resources?

» Are our classrooms mentally healthy spaces?

▶ Build Culture in Schools
(inferencing about the world)

WELCOME Social, cognitive, and physical environments that are welcoming for the entire school community; students, caregivers, staff and community partners.

INCLUDE Focused and intentional student engagement practices that result in students who are engaged and feel included in school life; both in the classroom and the school.

PROMOTE Well-being and positive mental health promotion are considered in curriculum planning, teaching strategy selection and student learning perspectives.

» Do we have established practices that promote a positive tone, safety and belonging, acceptance, inclusion and respect?

» Do our classrooms build and sustain a positive, safe and accepting space where students experience belonging, inclusion and respect?

» Does our school engage all students, give them voice, allow them to feel included in school life both in their classroom learning and in the larger school?

» Do staff engage in practices that promote the social and intellectual engagement of all students through the principles of inclusive design?

» Do we engage students in decision-making processes?

» Do we implement DDSB curriculum resources designed to support Well-Being and Mental Health in students?

» Do we support instructional strategies and structures that support well-being and mental health?

» Do we utilize instructional strategies and structures to intervene and support student learning in a manner which is personalized for student needs?

» Do we implement DDSB curriculum resources designed to support culturally responsive Well-Being and Mental Health in students in our instructional practices?

» Do we utilize classroom structures and practices purposefully in a manner that considers and promotes student well-being?

▶ Develop Community Partnerships
(global citizenship)

PARTNER Collaborative Home, School, and Community Partnerships

» Do we respond to the mental health needs of all students by engaging the appropriate school, district and community supports and resources?

» Do we establish and/or enhance communication pathways in all transitions to facilitate information sharing for students who are or may be in risk?

» Do we access and utilize information available about students who may be in risk?

YOUTH HUBS

Youth Hubs provide a unique blending of services to a school community by providing a common point of access to services in a centralized location. Services may include access to health and social services, as well as cultural and recreational programming. Hubs are intended to be unique collaborations that are defined by the needs of individual communities and partnerships. Youth Hubs typically take place within the school. They provide places for people to access services, meet one another socially and participate in community planning. Youth Hubs play a critical role in building economic and social cohesion in a community.

By providing wrap-around services within a school setting, it is estimated that ninety-five percent of children and youth will have improved access to healh services. Youth Hubs can also support families with integrated service delivery. Accessibility to services is often challenging for members of Aboriginal communities, newcomers, and people with disabilities. Transportation in rural communities is also difficult and provides additional barriers to obtaining support. Youth Hubs are inclusive spaces that seek to mitigate some of these challenges by providing needed services in centralized, accessible spaces.

In Durham, Youth Hubs are operating, or are planned, for the following school communities:

» Brock High School, Henry Street High School, Ajax High School, G.L. Roberts C.V.I., R.S. McLaughlin C.V.I., and Eastdale C.V.I.

"Community hubs help build a sense of community and contribute to the social and economic well-being of its residents. They are a catalyst to bring people together, both reside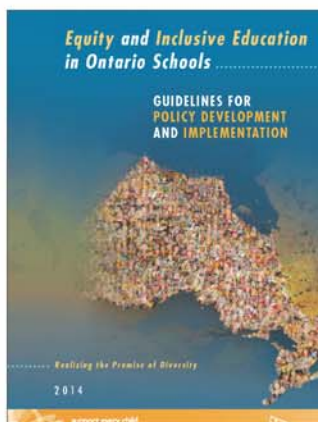nts and agencies within and outside the community. The community hub structure, which encourages collaboration and integration, can spark action to fill gaps in services where there may not be the will or adequate resources."

- Keeping it Local: Community Hubs and Integrated Human Services

RESOURCES FOR SCHOOLS

DDSB
Ignite Learning
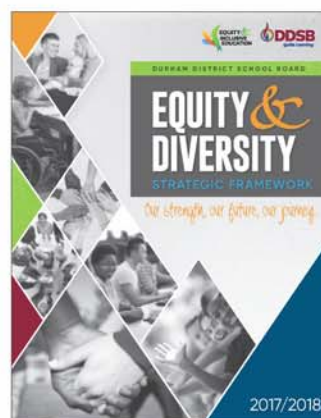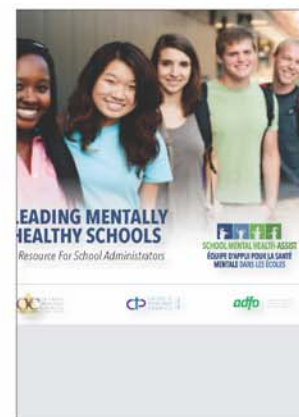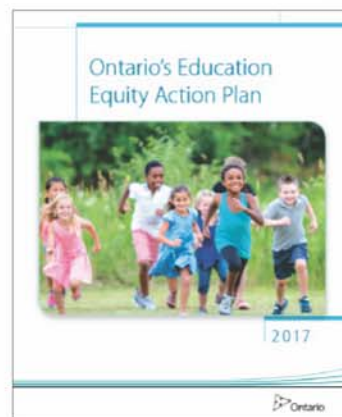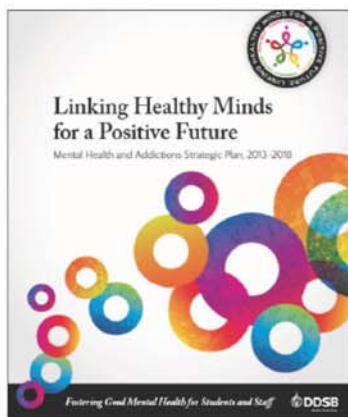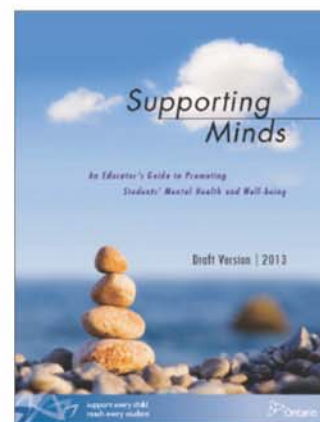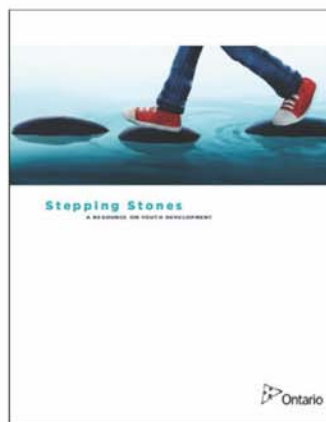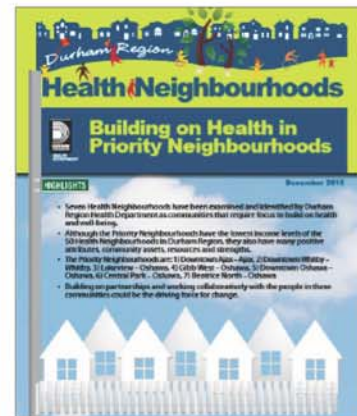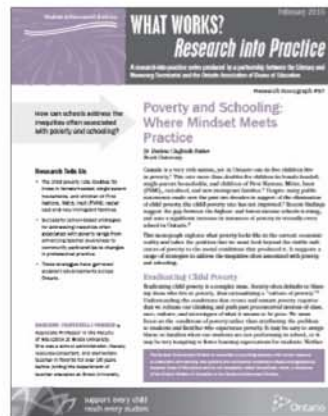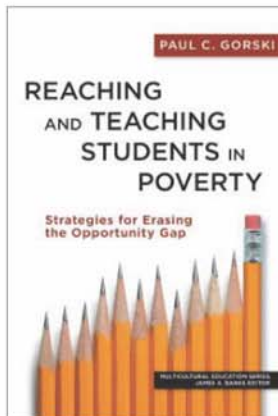
DURHAM DISTRICT SCHOOL BOARD

POSITIVE YOUTH DEVELOPMENT STRATEGY

Early Years – Grade 12
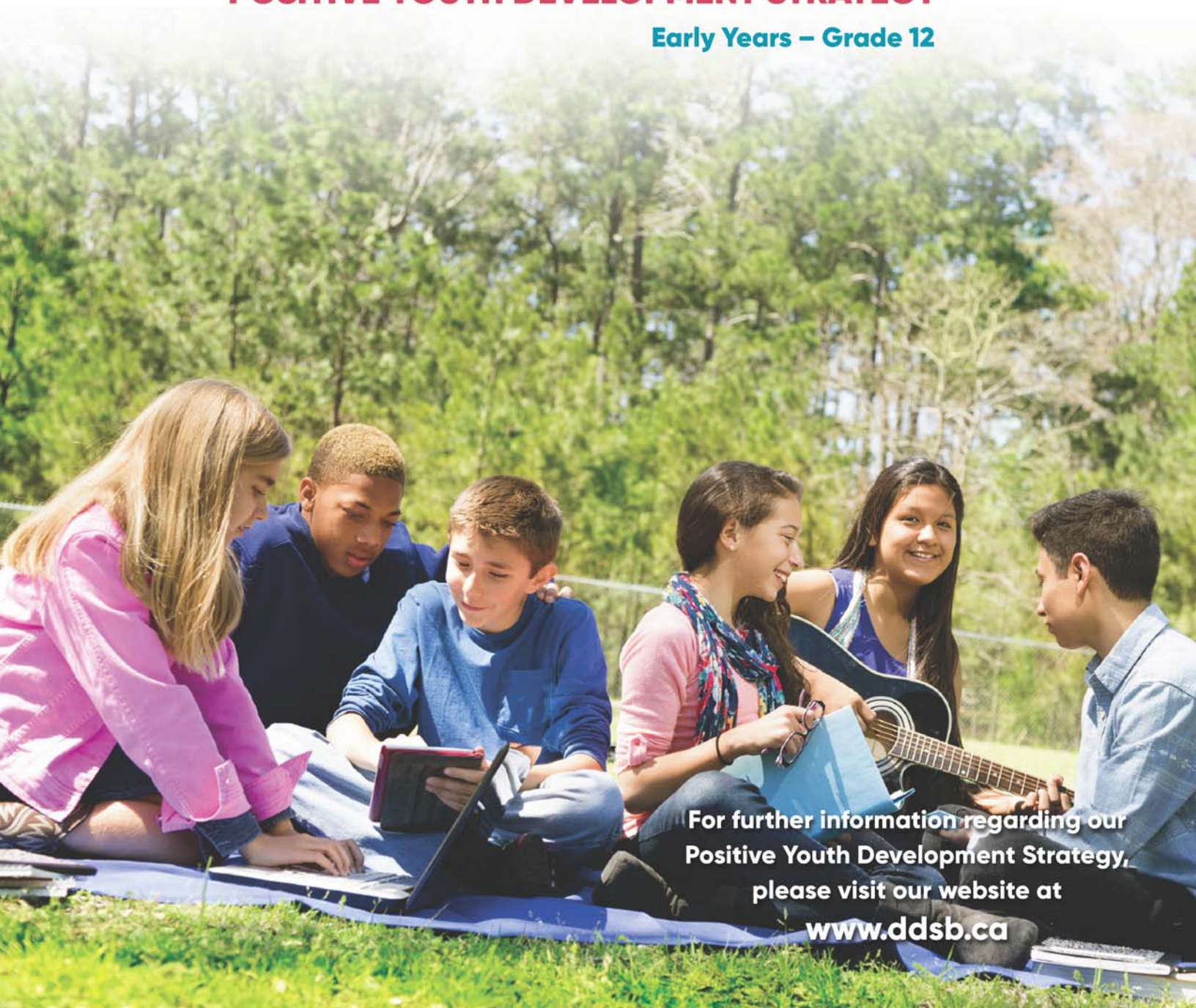
For further information regarding our Positive Youth Development Strategy, please visit our website at

www.ddsb.ca

DDSB
Ignite Learning
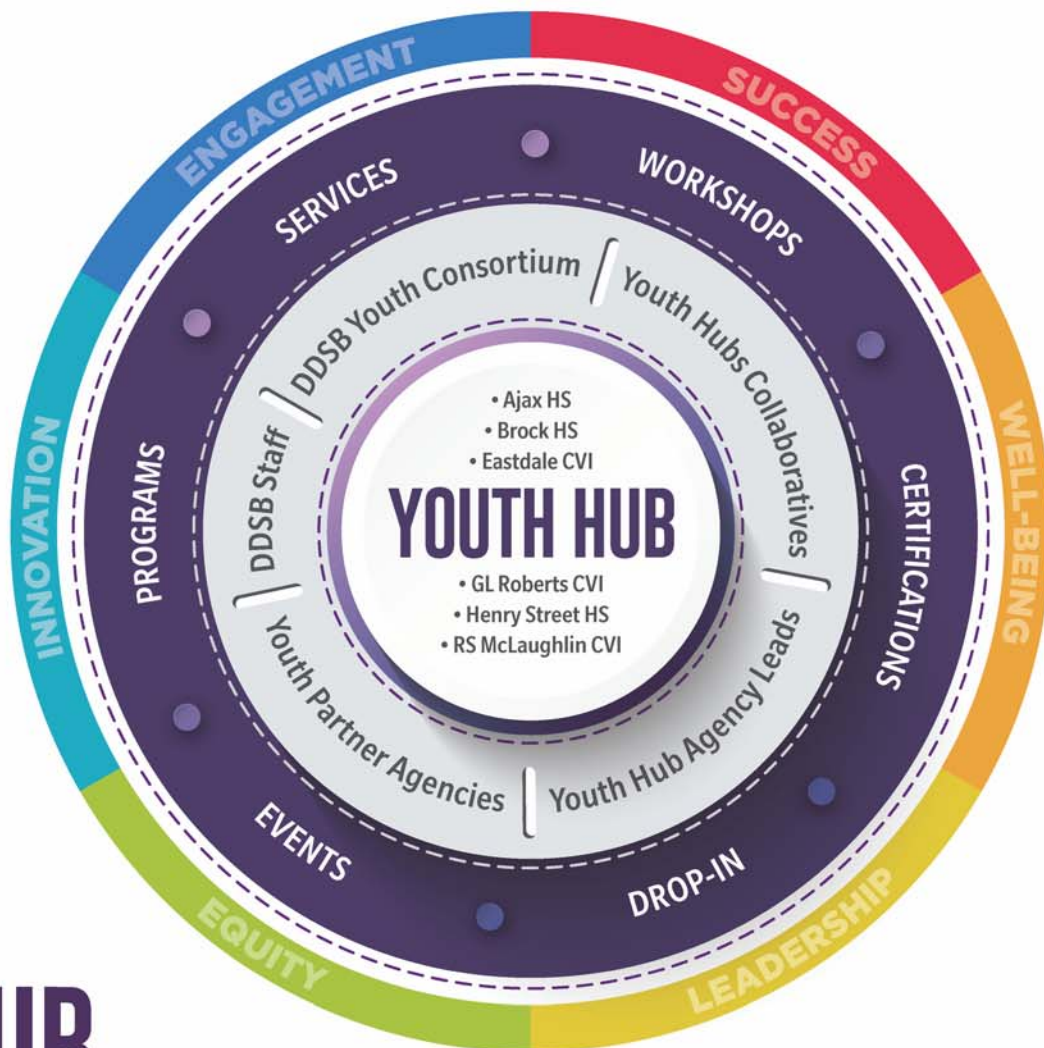
YOUTH HUB
Community Development Model

Three Pillars of Opportunity

1	Enhance Professional Practice

- DDSB Youth Consortium
- professional development for Youth Liaison Workers and partners
- system-wide awareness of key drivers, metrics and evaluation

2	Build a School Culture of Care

- opportunities for student voice & engagement
- responsive, youth-led programs and initiatives
- opportunities for youth involvement in local and global social issues

3	Develop Community Partnerships and Relationships

- stewardship and engagement with lead and partner agencies
- adult allies who view youth through an assets-based mindset
- meaningful opportunities for youth to make strong connections with others

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** November 4, 2019

SUBJECT: Art of Public Dialogue   **PAGE NO.** 1 of 3
Hosting Conversations on Race & Identity

ORIGIN: Lisa Millar, Director of Education
Jamila Maliha, Superintendent of Education/Family of Schools/Innovation/
Information and Technology Services
Mohamed Hamid, Superintendent of Education/Family of Schools/Equity
And Inclusive Education/Indigenous Education/Outdoor Education/ESL

1. Purpose

The purpose of this report is to share with the Board of Trustees highlights of Art of Public Dialogue: Hosting Conversations on Race & Identity training, Part 1.

2. Ignite Learning Strategic Priority/Operational Goals

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

- This training supports all operational goals through the lens of Equity by building capacity to ensure the success for all students, staff and community members.

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

- Training facilitates the development of key skills needed to support conversations about race, identity, and justice.

3. Background

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

To strengthen our capacity as a system, 3 members of the Durham District School Board along with educators and organizational leaders who are committed to engaging in open and constructive dialogue around race, identity and justice are participating in a 3 Part series over 9 days of professional development.

The program is led by Shakil Choudhury and Anima Leadership. Throughout this training participants will engage in learning which supports increased development of awareness on multiple scales: individual work, working on and through interpersonal relationships, and larger group discussions and development. Participants are engaging in conversations that construct knowledge of race, ethnicity and identity issues which are integral to the work of Indigenous education and Equity in the DDSB. This includes topics related to racial justice; inclusion, diversity and equity issues; inter-group conflict or intercultural communications; social identity research; working with historically marginalized communities.

This in-depth program was designed to equip attendees with the knowledge and practical skills needed to support the Indigenous and Racialized Leadership Program as well as the Equitable Leadership Program.

4. **Analysis**

The Certificate Program will be delivered over nine days of instruction facilitated by the Anima Leadership.

The module topics include:

→ Deep Diversity Inner Work
→ Deep Democracy and Process Work
→ Phases of Conflict
→ Introduction to Open Forum and Public Dialogue
→ Understanding Marginality and Privilege
→ Power and Privilege and Rank and Identity
→ Open Forum Practice and Preparation
→ Body Trauma and Nervous System

As a result of the training, the Committee is currently developing its mandate to support the implementation of the 2018-21 Equity Strategic Plan.

The areas currently identified as possible projects are:

→ Indigenous and Racialized Leadership Program
→ Equitable Leadership Program
→ Family of Schools Equity Leads
→ Supporting school leaders in the implementation of CRRP

5. **Evidence of Impact**

This training supports the implementation of the Equity and Diversity Strategic plan 2018-2021. It is anticipated that perceptual data will reveal increasing evidence of public confidence in the

Durham District School Board's commitment to ensuring equity and inclusion with all communities feeling valued, protected and promoted within the system.

We will know we have been successful when, as a board, we see evidence where we are increasing equitable practices and leadership.

- Schools drawing on the voices and realities of our students to make responsive programming decisions
- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners
- Schools building the collective capacity and leadership of all students, staff and communities
- Schools utilizing student equity data, inclusive of everyone, to determine patterns of success
- All classrooms and schools honouring the voices and lived realities of parents, families and communities in local and global contexts
- The Durham District School Board having trained educators who understand and lead the fundamental principles of equity dialogue

6. Conclusion

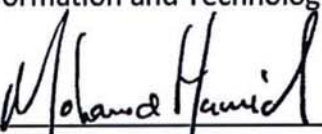This report is submitted for information to the Board of Trustees.

Report reviewed and submitted by:

_____

Lisa Millar, Director of Education

_____

Jamila Maliha, Superintendent of Education/Family of Schools/Innovation/
Information and Technology Services

_____

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

DURHAM DISTRICT SCHOOL BOARD

— ADMINISTRATIVE REPORT —

REPORT TO: Standing Committee   **DATE:** November 4, 2019

SUBJECT: Optional Continuous Learning at Home   **PAGE NO.** 1 of 2

ORIGIN: Lisa Millar, Director of Education
Stephen Nevills, Superintendent of Education
Silvia Peterson, Superintendent of Education

1. **Purpose**

   To provide trustees with information about learning at home on days when learning is interrupted; such as inclement weather and bus cancellations.

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

   Success: Set high expectations and provide support to ensure all students and staff reach their full potential every year.
   - The Durham District School board demonstrates a focus on success by providing administrators, educators, and their students with tools, strategies, and knowledge to build and consolidate learning through multiple modalities.

   Well-Being: Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.
   - The Durham District School Board recognizes the importance of providing alternative modes of accessing learning opportunities.

3. **Background**

   There may be times when students, parents or guardians may independently wish to access further learning opportunities and materials that could support the current practice in schools. In such cases, the DDSB is providing a suggested list for **optional** at-home-learning tasks and supporting resources that can be accessed through the DDSB website. Communications will provide a link by the end of November.

4. **Analysis**

   To support optional continuous learning for students, parents and guardians, the DDSB has created supports and materials that are available online.

The DDSB focus on leveraging digital and the roll-out of Chromebooks has allowed for learning to be more accessible. These resources can be found on our DDSB website. Communications will provide a link by the end of November.

5. **Communication Plan**
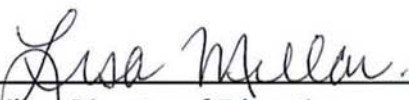
The communication plan is outlined below.

November 2019	- Family of Schools Superintendents will share the home learning tasks and supporting resources at the November Family of Schools meetings. - The Communications Department will ensure the Board's website and school websites have information posted regarding inclement weather and corresponding continuous learn-at-home resources. - The Communications Department will tweet out information when learning is interrupted such as when buses are cancelled.

6. **Conclusion**

This report is provided for information.

Report reviewed and submitted by:

Lisa Millar, Director of Education

Stephen Nevills, Superintendent of Education

Silvia Peterson, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD

―――――――― **ADMINISTRATIVE REPORT** ――――――――

REPORT TO:	Standing Committee	**DATE:**	November 4, 2019

SUBJECT: CE Broughton PS Modified School Year
Consultation Process
Town of Whitby   **PAGE NO.** 1 of 9

ORIGIN: Lisa Millar, Director of Education
Georgette Davis, Family of Schools Superintendent
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning

1. Purpose

The purpose of this report is to commence a public consultation process in accordance with Regulation School Boundaries with regards to collapsing CE Broughton PS's modified school year.

2. Background

2.1 CE Broughton PS

CE Broughton PS opened September 1996. The school has a regular school year boundary, which has not changed since the school opened, provided as Appendix A, and a modified school year calendar and boundary, open to students across the Durham District School Board's (DDSB) jurisdiction, with no transportation provided.

2.2 Modified School Year

The modified school year, also referred to as a balanced school year, is a rearrangement of the traditional school calendar.

As outlined in the modified school year calendar provided as Appendix B, the school year commences in August and is broken into five segments of eight or nine weeks in length. Each segment is separated by one or two week breaks. Students on this calendar substitute five weeks of the August summer holiday for five weeks of holidays dispersed throughout the school year.

2.3 Consultation Process

CE Broughton PS modified school year was identified as a concern for consideration in the Accommodation Plan: Trends, Issues and Future Opportunities 2019 – 2023, presented to Trustees at the September 16, 2019 Board Meeting.

Staff has discussed the proposal with both the local Trustees and Durham Student Transportation Services (DSTS) staff. As per Board Regulation 3313 School Boundaries Superintendent Georgette Davis and Planning staff will be meeting with the School Community Council Executive of CE Broughton PS prior to the Open House, to outline the proposal.

An Open House will be held the evening of November 13, 2019 from 7pm – 8:30pm in the gymnasium at CE Broughton PS. The Open House format is facilitated through multiple stations where stakeholders can ask staff questions informally while formal input can be received via comment sheets, voicemail and email.

At the Open House, various Board staff will be present to answer questions. Staff will include Superintendent Davis, CE Broughton PS Administration and Planning staff. In addition, there will be an opportunity for parents to have input into a transition plan for students, and a communication plan for parents.

3. **Analysis**

   3.1 Enrolment Data

   CE Broughton PS opened September 1996 with a (regular school year and modified school year) enrolment of 293. Chart 1 identifies CE Broughton PS's enrolment from 1996 through to 2019.

   Chart 1

CE Broughton PS Total Enrolment 1996 to 2019
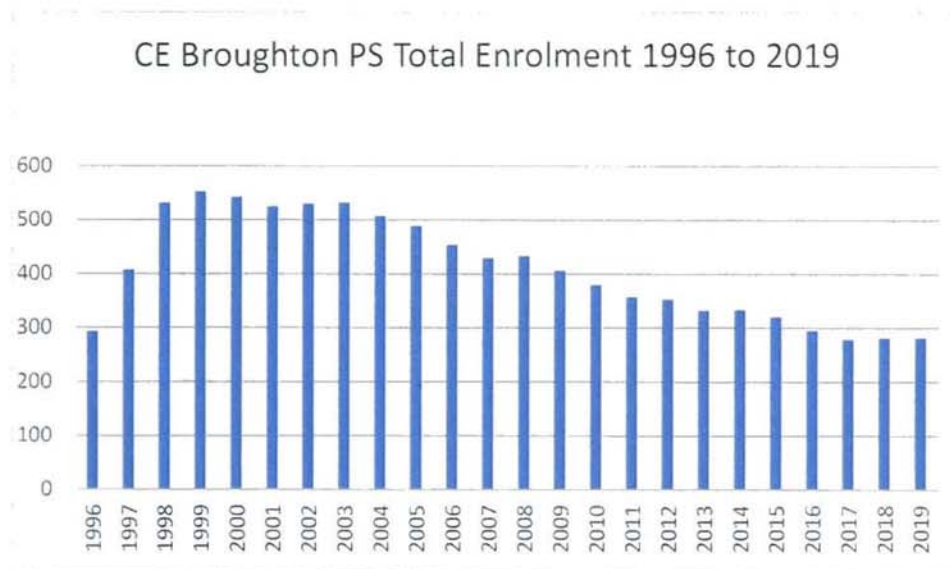
CE Broughton PS's enrolment, as identified in Chart 1, peaked in 1999 at 552 students. The school's enrolment has been in a general decline since 2003.

3.1.1 CE Broughton PS Regular and Modified Enrolment

Planning staff began tracking and recording CE Broughton PS's two school year calendar enrolments as of 2009. Table 1 identifies a breakdown of the two school years offered; regular school year and modified school year since 2009 and projected through to the 2023-2024 school year.

Table 1

CE Broughton PS	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019*	Projected Enrolment 2020	2021	2022	2023
Regular school year	173	160	166	154	138	146	143	138	141	155	179	163	164	163	158
Modified school year	270	217	191	198	194	187	177	157	137	126	103	114	106	92	92
TOTAL	443	377	357	352	332	333	320	295	278	281	282	277	270	255	250
Utilization - 340	130%	111%	105%	104%	98%	98%	94%	87%	82%	83%	83%	81%	79%	75%	74%

*Sept 16, 2019 actual

As identified in Table 1, since 2009, the modified school year calendar enrolment at CE Broughton PS has been in decline whereas the regular school year enrolment has remained at about 150 students.

3.1.2 CE Broughton PS - 2019 Modified School Year Enrolment by Grade

Details of CE Broughton PS's modified school year enrolment data, as of September 2019 is as follows:

Table 2 **CE Broughton PS**

September 2019 - Modified School Year

Grade	Enrolment	% by Grade
JK	6	5.83%
SK	7	6.80%
1	8	7.77%
2	6	5.83%
3	11	10.68%
4	13	12.62%
5	8	7.77%
6	18	17.48%
7	12	11.65%
8	14	13.59%
TOTAL	103	100%

As outlined in Table 2, CE Broughton PS's modified school year enrolment, there are fewer students in Kindergarten (JK/SK) and primary grades (1-3).

As identified in Table 3 below, the 6 students enrolled in the Junior Kindergarten modified school year, come from the following areas:

Table 3

CE Broughton PS
2019 Modified Junior Kindergarten

Home School	Enrolment	% by Home School
CE Broughton PS	2	33%
Other Whitby	1	17%
Oshawa	3	50%
TOTAL	6	100%

3.1.3 CE Broughton PS Modified School Year Enrolment Projections

Based upon historical data and trends, moving forward Chart 2 identifies actual (2018 & 2019) and projected (2020-2023) enrolments for CE Broughton PS's modified school year through to 2022. As larger grade 8 classes graduate and less students enroll in the modified school year, the enrolment is projected to decline.

Chart 2
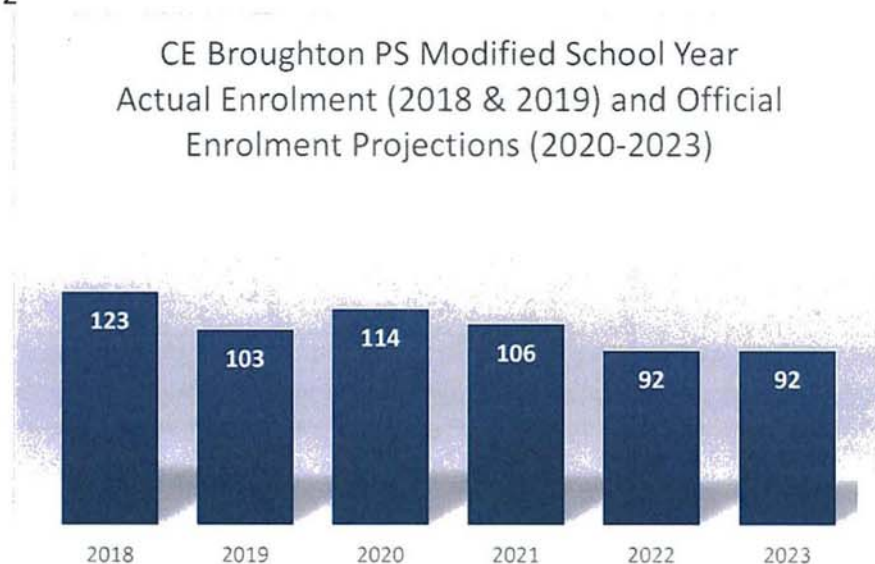
CE Broughton PS Modified School Year
Actual Enrolment (2018 & 2019) and Official
Enrolment Projections (2020-2023)

2018	2019	2020	2021	2022	2023
123	103	114	106	92	92

As noted in Section 2.1, the CE Broughton PS modified school year is open to all elementary students across the Durham District School Board's (DDSB) jurisdiction. As identified in Table 4 below, as of September 2019, 50 students representing 49% of modified school year enrolment are students residing in CE Broughton PS's regular program/school year calendar boundary.

The remaining 51% of students at CE Broughton PS in the modified school year calendar reside in other Whitby schools boundaries (32%), or in Oshawa (19%).

Table 4

September 2019 Data CE Broughton PS Modified Program Students				Residing Outside of CE Broughton's Regular Program Boundary			
	TOTAL Modified Students by Grade	# Modified Students within Regular program boundary	% of Modified Students within Regular program boundary	Other Whitby Students in Modified Program	% of Other Whitby Students	Oshawa Students In Modified Program	% of Oshawa Students
JK	6	2	33%	1	17%	3	50%
SK	7	3	43%	2	29%	2	29%
1	8	3	38%	3	38%	2	25%
2	6	5	83%	1	17%	0	0%
3	11	6	55%	3	27%	2	18%
4	13	5	38%	3	23%	5	38%
5	8	6	75%	2	25%	0	0%
6	18	8	44%	9	50%	1	6%
7	12	5	42%	4	33%	3	25%
8	14	7	50%	5	36%	2	14%
TOTAL	103	50	49%	33	32%	20	19%

56

DURHAM DISTRICT SCHOOL BOARD

─── **ADMINISTRATIVE REPORT** ───

3.2 CE Broughton PS Modified School Year Staffing

Table 5 below outlines the 2019/2020 staffing for CE Broughton PS modified school year.

Table 5

CE Broughton PS
2019/2020 Modified School Year Staffing Summary

Staff	JK	SK	1	2	3	4	5	6	7	8	TOTAL
1	6	7									13
1			8	6							14
1					11	6					17
1						7	8				15
1								18	6		24
1									6	14	20
6	6	7	8	6	11	13	8	18	12	14	103

Class sizes are smaller than the average class size for the Durham District School Board for all panels: FDK (JK/SK) at 25.4, Primary (Grades 1-3) at 19.8, and Junior/Intermediate (Grades 4 - 8) at 24.5.

As CE Broughton PS's modified school year enrolment and staffing compliment declines, it becomes more difficult to staff the school. It is necessary to have administration for both the regular program/school year calendar and modified school year calendar. CE Broughton PS maintains a 1.0 FTE Vice-Principal however; the total population for CE Broughton PS would normally receive a 0.5 FTE VP allocation.

3.3 Review of CE Broughton PS Enrolment for Community Consultation Proposal

Due to CE Broughton PS's enrolment decline and additional staffing compliment required, as outlined in Section 3.2 of this report, staff is proposing that CE Broughton PS's modified school year be collapsed as of September 2020.

Table 6 provided below, broken down into three sections (A through C) provides enrolment data for CE Broughton PS based upon the following 3 scenarios:

     A. TOTAL Regular school year enrolment

B. Students located within CE Broughton PS regular school year boundary, provided as Appendix A, that currently attend CE Broughton PS's modified school year
C. Students located outside of CE Broughton PS regular school year boundary that attend CE Broughton PS for modified school year

Table 6 provides CE Broughton PS's current and projected enrolment broken down to reflect the various components of enrolment as follows:

Table 6

CE Broughton PS	Actual		Projected Enrolment				
	2018	2019*	2019	2020	2021	2022	2023
A. TOTAL Regular school year enrolment	155	179	159	163	164	163	158
Utilization (340 pupil places)	46%	53%	47%	48%	48%	48%	46%
B. (+) Students located within CE Broughton PS regular school year boundary, attending modified school year	61	50	60	55	51	45	45
SUBTOTAL (A+B)	216	229	219	218	215	208	203
Utilization (340 pupil places)	64%	67%	64%	64%	63%	61%	60%
C. (+) Students located outside of CE Broughton PS regular school year boundary** that currently attend the modified school year	65	53	63	59	55	47	47
TOTAL (A+B+C)	281	282	282	277	270	255	250
Utilization (340 pupil places)	83%	83%	83%	81%	79%	75%	74%

*September 16, 2019 actual enrolment
** This data is based upon historical data, not based upon staff proposal to grandfather students as outlined in the staff proposal.

The staff proposal for CE Broughton PS, for public consultation is that students, as long as they remain at their current address, currently enrolled in the modified school year at CE Broughton PS, and their siblings, will be grandfathered to attend CE Broughton PS's regular school year program, as out of area. The proposal will therefore result in less enrolment for CE Broughton PS then identified in Table 6 as there would not be the projected intake outlined in the modified school year projections.

3.4 Transportation

CE Broughton PS's modified school year program is an optional program, offered to all students across the Board's jurisdiction. No transportation is provided to students attending the modified school year, rather it is the responsibility of the parents/caregivers to drop off/pick up students.

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

   Increase Students Achievement and Well Being
   - Align resources to where they are most needed to support equitable outcomes for all students.
   - Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth.

   Constructively Engage the Community
   - Use many ways to communicate with and receive feedback from the community.

5. **Financial Implications**

   There is anticipated savings with the reduction of .5 Vice-Principal allocation to the school.

6. **Communication Plan**

   There will be a number of opportunities available to provide and receive communication:

   - SCC Executive Meeting
   - Open House
   - Email and Voicemail
   - Report to be posted on the DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews'
   - Final Report taking into consideration all community input presented January 2020
   - Newsletters available on the schools' website and available on DDSB's website under 'About DDSB, School Properties, Boundary and Program Reviews'

7. **Conclusion**

   Due to declining enrolment and staffing constraints, staff are proposing that CE Broughton PS's modified school year be collapsed as of September 2020. Students, as long as they remain at their current address, currently enrolled in the modified school year at CE Broughton PS, and their siblings, will be grandfathered to attend CE Broughton PS's regular school year/program, as out of area.

   An Open House is scheduled for November 13, 2019. The purpose of the Open House is to provide information to the community, while also providing an opportunity to gather input. A dedicated email address and phone line will be established as another means to gather community input.

DURHAM DISTRICT SCHOOL BOARD

──────── **ADMINISTRATIVE REPORT** ────────

This report is provided for Trustee information.

8. **Appendices**

   Appendix A – CE Broughton PS Regular School Year Boundary
   Appendix B – Modified School Year Calendar

Report reviewed and submitted by:

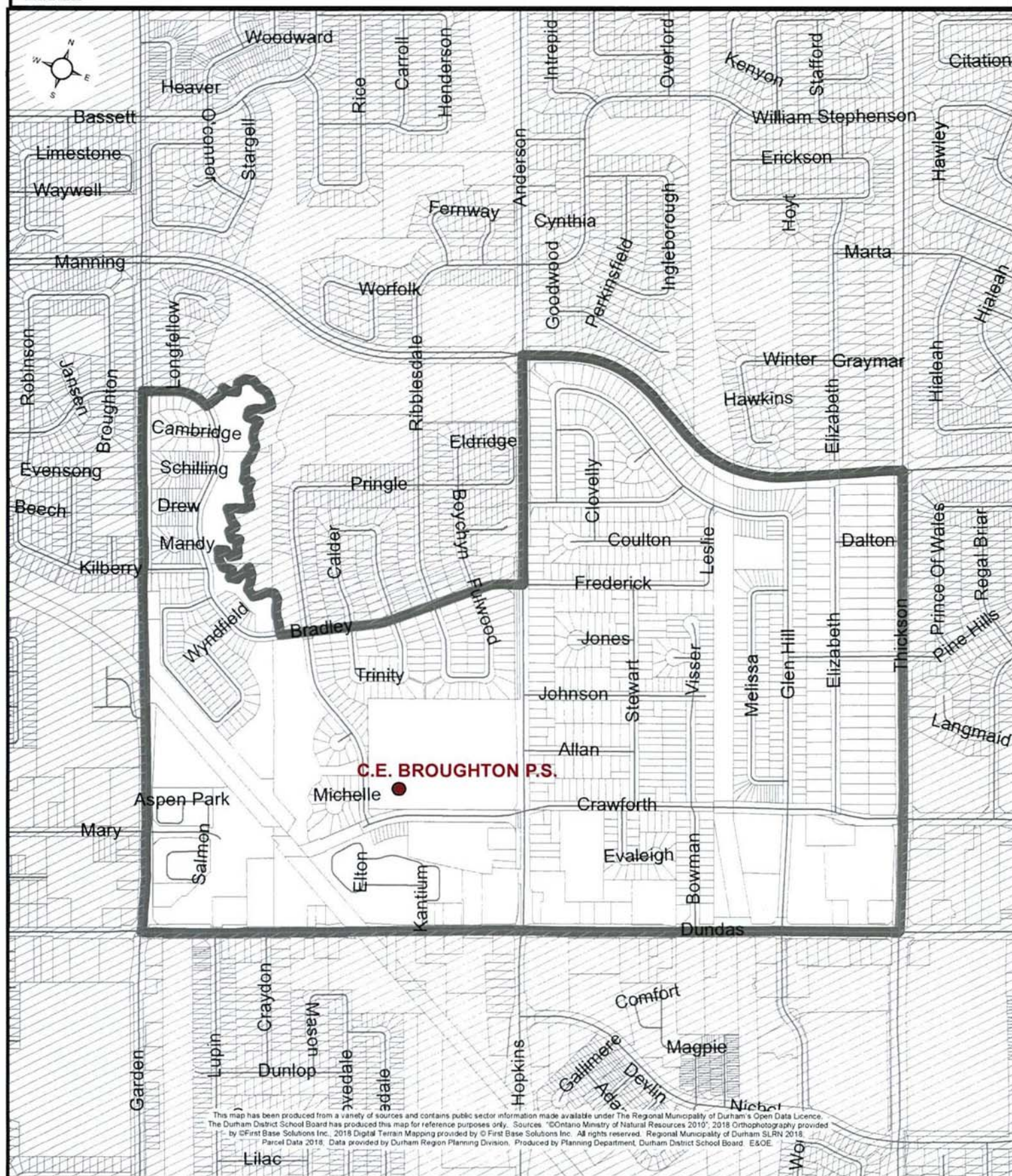_____

Lisa Millar, Director of Education

_____

Georgette Davis, Family of Schools Superintendent

V:\FacilitiesServices\Admin\Reports_2019\Property Related\CE Broughton PS Modified School Year Consultation Process.docx

60

Boundary Map
C.E. Broughton P.S.
80 Crawforth Street, Whitby

DDSB

C.E. BROUGHTON P.S.

DURHAM DISTRICT SCHOOL BOARD
ELEMENTARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2019-20

First Day of Classes – Tuesday, August 6, 2019

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** – Prov Priority Day **M** – Midpoint

Month	Number of Professional Activity Days	Number of Instructional Days
August	1	17
September		20
October	1	12
November	1	20
December		15
January	1	19
February		19
March		12
April	1	19
May		16
June	2	18
Total	7	187