

## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING**

#### **STANDING COMMITTEE PUBLIC SESSION**

7:00 p.m.

Monday, February 3, 2020

BOARD ROOM

Chairperson:  
Vice-Chairperson:  
Liaison Superintendent:  
Recording Secretary:

Niki Lundquist  
Christine Thatcher  
Director Lisa Millar  
Kim cox

**DATE:** Monday, February 3, 2020

**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, February 3, 2020 – 7:00 p.m.**

		<u>PAGE</u>	<u>TIME</u>
1.	<b><u>Call to Order</u></b>		
2.	<b><u>Declaration of Interest</u></b>		
3.	<b><u>Motion to Approve Agenda</u></b>		
4.	<b><u>Report from Committee of the Whole In Camera</u></b>		
5.	<b><u>Community Presentations</u></b>		
	(a) Maple Ridge Boundary Changes – Capacity Planning (Noel Manchulenko/Paige Solakis)	Verbal	7:00 – 7:15
	(b) Special Needs Implications of French Immersion Review (Anna & Roelof Sennema)	Verbal	7:15 – 7:30
	(c) French Immersion Programs (Sachin Maharaj)	Verbal	7:30 – 7:45
6.	<b><u>DDSB Presentations</u></b>		
	(a) Bullying Prevention and Intervention Conference: Be the Voice (Superintendent Georgette Davis)	1 – 28	7:45 – 8:00
	(b) Igniting Learning via Black History Month (Superintendents Mohamed Hamid/ Margaret Lazarus)	29 – 31	8:00 – 8:15
7.	<b><u>Recommended Actions</u></b>		
8.	<b><u>Information Items</u></b>		
	(a) Student Trustee Report (Student Trustees Sally Meseret/ Arlene Wang/Tyler West)	Verbal	

		<u>PAGE</u>	<u>TIME</u>
<b>8.</b>	<b><u>Information Items (Continued)</u></b>		
	(b) Quarterly Construction and Major Projects Progress Report (Acting Director Norah Marsh)	32 – 39	
	(c) OPSBA Report (Trustee Donna Edwards)	Verbal	
<b>9.</b>	<b><u>Committee Reports</u></b>		
	(a) Equity & Diversity Ad Hoc Committee Meeting of January 22, 2020 (Trustee Patrice Barnes)	Verbal	
<b>10.</b>	<b><u>Correspondence</u></b>		
<b>11.</b>	<b><u>Other Business</u></b>		
<b>12.</b>	<b><u>Adjournment</u></b>		

**REPORT TO:** Durham District School Board

**DATE:** February 3, 2020

**SUBJECT:** Bullying Prevention and Intervention Conference Be the Voice **PAGE NO.** 1 of 4

**ORIGIN:** Norah Marsh, Acting Director of Education  
Georgette Davis, Superintendent of Education, Safe Schools/Mental Health and Well-Being

## 1. Purpose

To inform trustees about the Bullying Awareness and Prevention Forum, *Be the Voice. Show Your Character.*

## 2. Ignite Learning Strategic Priority/Operational Goals

### ***Well-Being:***

- Align resources to where they are most needed to support
- equitable outcomes for all students
- Use data and research to develop programs to support learning
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth

### ***Equity:***

- School and classroom practices will reflect multiple social realities and perspectives to identify and eliminate barriers to learning
- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging

### ***Engagement:***

- Actively seek opportunities to engage community partners in purposeful interactions that benefit all members of the DDSB's diverse community
- Responsively meet the needs of all families by valuing their expertise and voice

### ***Leadership:***

- Engage students in authentic experiences to grow and develop as individuals and leaders
- Improve the instructional skills of school leaders to positively impact student achievement and well-being



### 3. Background

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour (*Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour" - December 5, 2012*)

A Positive School Climate occurs when the following is accomplished:

- Students, staff members and parents feel safe, included and accepted
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and work to build healthy relationships that are free from discrimination and harassment
- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying
- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners
- Every student is inspired and given support to succeed in an environment of high expectations

An important aspect of developing and sustaining a positive school climate involves the Board and schools having a comprehensive Bullying Prevention and Intervention Plan, which includes evidence-informed initiatives.

The Ministry has defined bullying in PPM 144 as:

Bullying is typically a form of repeated and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation.

Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying can take many forms. It can be:

- **physical** – hitting, shoving, stealing, or damaging property
- **verbal** – name calling, mocking, or making sexist, racist, or homophobic comments

## ADMINISTRATIVE REPORT

- **social** – excluding others from a group or spreading gossip or rumours about them
- **written** – writing notes or signs that are hurtful or insulting
- **electronic (commonly known as cyber-bullying)** – spreading rumours and hurtful comments using e-mail, cell phones (e.g. text messaging/snap chat) and or social media sites

Cyber-bullying is electronic communication that:

- is used to upset, threaten or embarrass another person
- uses email, cell phones, text messages and social media sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships
- includes put downs, insults and can also involve spreading rumours, sharing private information, photos or videos or threatening to harm someone
- is always aggressive and hurtful (Ontario Ministry of Education, 2012)

### 3. Analysis

The DDSB is committed to leading the province in our standards for developing and implementing initiatives in bullying prevention and intervention. An essential component of bullying prevention and intervention is “Student Voice”. As a result, The DDSB conducts a Bullying Awareness and Prevention Forum for students each year during Bullying Prevention and Intervention week. The 2019, *Bullying Awareness and Prevention Forum, Be the Voice. Show Your Character* was conducted on November 20, 2019. In order to build leadership capacity, Secondary School students were trained ahead of the forum so that they could lead the activities. In addition, to ensure that the maximum number of schools could participate, schools that did not attend the forum at the Education Centre on November 20, 2019 were provided with instructions, information and support in order to conduct their own Bullying Awareness and Prevention Forum.

Please refer to Appendix A for information about the 2019 Bullying Awareness and Prevention Forum.

### 4. Financial Implications

The implementation of the Bullying Awareness and Prevention Forum, *Be the Voice. Show Your Character* occurred within the parameters of the Safe Schools budget.

### 5. Evidence of Impact

The 2019 Bullying Awareness and Prevention Forums are an essential component of the DDSB Bullying Prevention and Intervention strategy. These forums will inform the Bullying Prevention



## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

and Intervention Plan that is required to be completed and implemented at every DDSB school. In addition, the work done by schools in the area of bullying prevention and intervention should have a positive impact on the results of the school's School Climate and Well-Being Climate Surveys.

## 6. Communication Plan

The resource *Show Your Character Forum Guide* has been shared with all schools.

## 7. Conclusion

The purpose of this report is to highlight the Bullying Awareness and Prevention Forum, *Be the Voice. Show Your Character.*

## 8. Appendices

Appendix A – Show Your Character Forum Guide

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Georgette Davis, Superintendent of Education, Safe Schools/Mental Health and Well-Being

EMPATHY

I respect and understand the feelings of others. I act with KINDNESS and COMPASSION.



# SHOW YOUR CHARACTER

## 2019 BULLYING AWARENESS AND PREVENTION FORUM

*At (school name), Character Education a  
Foundation for Your Future*

### Schools

The 2019 Bullying Awareness and Prevention Forum is to be held at schools, connected to your school's Bullying Prevention & Intervention Plan, and shared with the DDSB Safe Schools Department



*This document was adapted from the Government of Ontario's Speak Up in a Box, which was originally adapted from the Government of Alberta's Speak Out Forum.*



# SHOW YOUR CHARACTER— Bullying Awareness and Prevention School Forum

Forum Guide  
School Administrator(s), Teacher or Safe  
and Accepting Schools Team

“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.”

—Margaret Mead

Thank you for considering running a Bullying Awareness and Prevention Forum: Last year 4000 DDSB students provided their school with valuable feedback supporting the ongoing development of Bullying Intervention and Prevention plans and improving school climate. Many of the suggestions made by students were immediately actionable and impactful for schools, staff, students, and families.

Goals:

The overall goal is to **improve school climate** and **reduce the incidence of bullying along with the harms that occur because of bullying situations**. The forums also foster **Belonging, Ownership, and Responsibility**, as students see their ideas taken seriously, and their action seen as a critical part of enhancing their schools climate.

The secondary goals include **enhancing leadership** skills and provide **leadership opportunities** for student and staff, **gathering** qualitative **data** about school climate initiatives, and to provide an opportunity for all **students** to have their **voice** heard, allowing them to have an impact on their school. The forum has built-in **fun** activities that the students can participate in to break up the work but also to promote **connection** through laughter and **teamwork**.

This year’s forum focuses on exploring how the Board Character Traits are utilized at schools, and looks at incorporating **student voice** into adjusting how we encourage the development of the character traits we focus on, so that what we do better **meet the needs of our students and improve school climate**.

## THINGS YOU NEED TO PRINT/CREATE FOR YOUR FORUM:

- Teacher Folders containing
  - Forum host checklist
  - "Having a Voice on Bullying and Your School Climate" sheet
  - "What you need to do to run your forum" sheet
  - "Planning tips for your forum" sheet
  - Step-by-Step forum session guide
  - "Facilitation Tips" sheet
  - "Rules of Engagement" sheet
  - "We're Having a Forum!" poster
- Student Leader Folders containing (1/student leader):
  - Message to Student Leaders
  - "Having a Voice on Bullying and Your School Climate" sheet
  - Step-by-Step forum session guide
  - "Facilitation Tips" sheet
  - "Rules of Engagement" sheet
  - Games rules sheet
- Enough sets of table supplies [ 1 per table]
  - Tent card [for table team name] – or another way to display the table name
  - 4 sheets of chart paper + markers
  - Name tags
  - Masking tape, sticky notes pens
  - A print off of the Character Traits Poster
  - The 10 Character Traits names, each on their own small piece of paper, face down on the table.

## THINGS YOU NEED AFTER THE FORUM:

- Copy your forum results to share with other students, teachers and the principal
- Send back the voting pages [digitally], a digital record of your event [photos], and your contact information to [dan.hogan@ddsb.ca](mailto:dan.hogan@ddsb.ca). Your votes will help us with future work.

Questions? Email Safe Schools @ [dan.hogan@ddsb.ca](mailto:dan.hogan@ddsb.ca) or [holly.richard@ddsb.ca](mailto:holly.richard@ddsb.ca)



# FORUM HOST CHECKLIST

## BEFORE THE FORUM

- Get the support of your principal to run the forum
- Recruit at least one other staff member who will help you
- Distribute the “Message to Schools” document to all staff to let them know you are planning on hosting a Bullying Awareness and Prevention forum
- Present your “Here’s How It Works” sheet to the Safe and Accepting School team and/or staff team
- Set a date and time for your forum, or utilize the official date of the Safe Schools Bullying Awareness and Prevention Conference (November 20, 2019)
- Find a forum-ready space in the school with enough furniture [five tables/table groups with chairs for 8-10 students]; wall space to put up discussion materials;
- Using the “We’re Having a Forum!” posters and word of mouth, recruit a minimum of five students who will act as table leaders, and up to 40 other students to attend. If you wish more students to participate then you will need to recruit more leaders.
- Meet with your table leaders to plan and go through the day
- Assemble the table supplies (see above)

## DAY OF THE FORUM

- Set up the tables and chairs
- Set up your table supplies [one sticky note pad and pen for each student; all other supplies in the middle of the table]
- Have a stopwatch or phone to time the sessions
- Place your “Rules of Engagement” sheet on the table so that everyone can see it
- Hold your forum — **have fun!**
- At the end of the forum, collect the flip chart papers

## AFTER THE FORUM

- Summarize and copy your forum results to share with other students, teachers and the principal. It is important to capture the key themes, but also look at the outlining comments, which can be very helpful as well.
- Send back a photo of the voting pages [chart paper], a digital record of your event [photos], and your contact information to [dan.hogan@ddsb.ca](mailto:dan.hogan@ddsb.ca). Your votes will help us with future work.

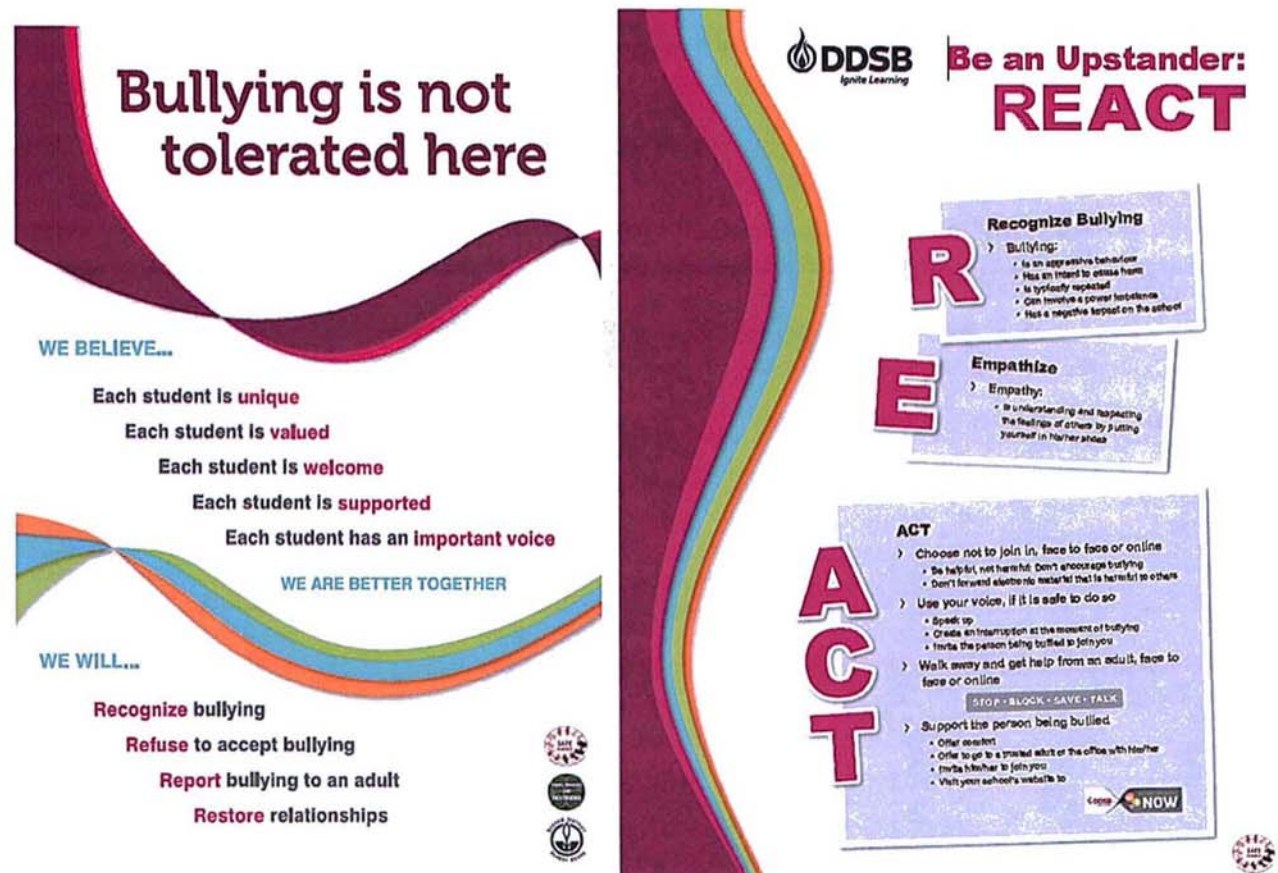


# HAVING A VOICE ON BULLYING AND YOUR SCHOOL CLIMATE

Would you, your friends, and your classmates like the opportunity to discuss changes you would like to see at your school or in the Durham District School Board as a whole? Are you tired of hearing about students being bullied? Are you tired of doing nothing about it? Do you want to do something about it? Then this is the forum for you!

## WHAT IS STUDENT VOICE?

Student voice is an opportunity for students to share their experiences and ideas, and to help the people who make decisions about school climate to understand issues that are important to students.



**Bullying is not tolerated here**

**WE BELIEVE...**

- Each student is **unique**
- Each student is **valued**
- Each student is **welcome**
- Each student is **supported**
- Each student has an **important voice**

**WE ARE BETTER TOGETHER**

**WE WILL...**

- Recognize** bullying
- Refuse** to accept bullying
- Report** bullying to an adult
- Restore** relationships

**DDSB Ignite Learning**

**Be an Upstander: REACT**

**RE**

**Recognize Bullying**

- Bullying:
  - Is an aggressive behaviour
  - Has an intent to cause harm
  - Is typically repeated
  - Can involve a power imbalance
  - Has a negative impact on the school

**E**

**Empathize**

- Empathy:
  - Is understanding and respecting the feelings of others by putting yourself in their shoes

**ACT**

- Choose not to join in, face to face or online
  - Be helpful, not harmful. Don't encourage bullying
  - Don't forward electronic material that is harmful to others
- Use your voice, if it is safe to do so
  - Speak up
  - Create an interruption at the moment of bullying
  - Invite the person being bullied to join you
- Walk away and get help from an adult, face to face or online

**STOP • BLOCK • SAVE • TALK**

- Support the person being bullied
  - Offer support
  - Offer to go to a trusted adult or the office with them
  - Invite them to join you
  - Visit your school's website to

**GO • NOW**

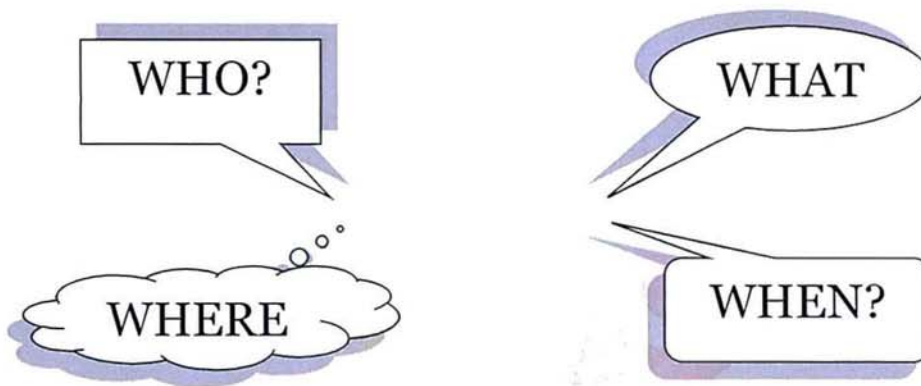
Across the Durham District School Board, student projects are giving students the opportunity to make a difference in their classrooms, schools and communities.

# WHAT YOU NEED TO DO TO RUN YOUR FORUM

These next pages will guide you through the process, making it easy and fun to run a forum. Be sure to share this information with other forum organizers and volunteers.

## WHAT TO DO A FEW WEEKS BEFORE YOUR FORUM

Before you begin, think about the big 4 questions:



WHO is going to host? Probably you, right? In which case, who are you going to get to help you? You are going to need 5 student leaders, who will each lead a table of up to 10 students.

You should also recruit a co-leader who can help organize any required permissions. If you take photos/videos to send to us, for example, you will need signed consent forms [one for each forum participant].

WHAT will it be about? This one's easy — we have already set 4 guiding questions for the forum:

1. Of the Ten Character traits which 3 traits should extra focus be given to, to help to reduce bullying and its impacts.  
How does your students' best demonstrate the following 3 *traits they selected*?
2. What is your school (school/ classrooms/ student leaders) to help develop/foster these Character Traits with students at your school/classroom?
3. What actions can would you like to see adults to enhance Character, improve school climate, and address bullying?
4. What actions can students take to encourage the Character Traits, improve the school climate and address bullying?



WHERE and WHEN? This will depend on whether or not you decide to run your forum in conjunction with the Safe Schools Bullying Prevention Conference on November 20<sup>th</sup>, 2019. You can also run the event independently (November 19-23 is Bullying Awareness and Prevention week) in which case you can run the event in the a.m. or p.m.

You will need a big enough space to push desks or tables together, like a large classroom, library or gym. Make sure there is wall space available for posting flip chart paper and posters. You will need to book this space for 2 ½ to 3 hours, or a full day if you are participating in the larger event. You might also want to have some snacks on hand to keep the energy high.

#### WHAT TO DO RIGHT BEFORE YOUR FORUM

Set up the room:

- Suitable number of tables for table groups with up to 10 chairs per table
- At least one staff supervisor in the room

On each table, you should have the following:

- Name Tag, sticky note pad, Dots (or marker)
- 1 roll of masking tape
- Flip chart markers
- pens
- 1 large tent card for table team name (our other way to label groups)
- 4 pieces of chart paper with a guiding question on each page [for voting]
- 1 "Rules of Engagement" sheet
- 1 "Message for Table Leaders" sheet
- 1 "Facilitation Tips" sheet

#### WHAT TO DO RIGHT AFTER YOUR FORUM

Send back the voting pages [flip chart pages], a digital record of your event, photos and/or video clips, and your contact information to [dan.hogan@ddsb.ca](mailto:dan.hogan@ddsb.ca). Your votes will help us with future work.

# PLANNING TIPS FOR YOUR FORUM

## PLANNING

- Talk to your principal! Your principal is the key to getting the rest of the staff and students on board
- Write out a clear plan. Create a checklist of everything you need to do before your forum. Include a timeline for getting everything done
- Location, Location, Location! A classroom is best, but if you want to be creative there are other options available
- Do not forget about the Safe Schools Department and your Safe And Accepting Schools team. We're here to support you, so if you ever have any questions, email Safe Schools @ [dan.hogan@ddsb.ca](mailto:dan.hogan@ddsb.ca) or [holly.richard@ddsb.ca](mailto:holly.richard@ddsb.ca)

## SUPPORT

- Ask other teachers, a guidance counsellor, or your principal for help. You'll want in-school support to help you, and to ensure the results are put to use
- Ask student leaders, your colleagues, and the school newspaper to help you promote the forum

## PROMOTION

- Younger students may want to get involved as this could provide mentorship opportunities for them
- Members of student council and Minister's Student Advisory Council [if you have one in your school] will definitely want to get involved
- Teachers can do in-class promotion and help select students
- Principal can assist in school-wide promotion that will reach all the grades
- Create an ad for your school's TV or PA system or a banner for your school's website

## PREPARATION

- Choose your student leaders wisely! Your forum's success rests on your student leaders being able to work well with the other students
- Make sure all your consent forms are received well before the forum...no exceptions
- Keep communicating with your school administration. You want to keep them excited about the event



# STEP-BY-STEP FORUM SESSION GUIDE

## 1. INTRODUCTIONS ALL AROUND

### Teacher

Introduce yourself, your student leaders and any other forum supporters. Let the participants know that this Bullying Awareness and Prevention forum will take all morning or afternoon (about 2 1/2 to 3 hours) or the full day, and that you and the student leaders will be providing all needed directions to hold a successful forum.

*What is a Bullying Awareness and Prevention Forum?* Briefly highlight what bullying awareness and prevention is, and why it's important for students to get involved. You can read the text below or you can just say it in your own words.

"This bullying awareness and prevention forum is an opportunity for students to enhance the Character Traits demonstrated at our school, by all members of the school community! You are the ones who are in school every day, so you are the ones who know what needs to change to make everyone feel safer. You know what is working, not working and what could be working better! This forum is your chance to *Show Your Character* – to share your experiences and ideas with the Safe and Accepting Schools Team, the principal, and the Durham District School Board. Help the people who make decisions about your school to better understand the issues that are important to you!"

"Why focus on Character? Social scientists have researched the use of character education on creating a positive school climate. Their research shows schools that embed a strong Character Education program into their daily practice, see increase in positive social interaction, and a decrease in negative behaviour."

"Today we will be writing down your ideas throughout the session, and these ideas will be given to the Safe and Accepting School Team and shared with the Safe Schools Department of the Durham District School Board after the forum. Thanks for being here: Character Education is a Foundation for your Future"

## GETTING TO KNOW EACH OTHER - NAME TAGS - "Character Heros"

### Student

Students may know some of the other students at their table, but some they are be less familiar. Give instructions for the Introduction Game :

"First, everyone grab a blank name tag, pick a Character Trait from the upside down cards, now on the top write your name "Bob" and below your secret identity, Character Trait Super Hero Name such as "Captain Courageous", using the Character Trait you selected. Think about what your hero's super power would be based on the Character Trait you pick. If you need help we can help"

Get everyone around your table to stand up in turn and introduce themselves, using their Character Trait Super Hero Name, and their super power.

## TEAM NAME, SOUND AND GESTURE

### Teacher

Every table is going to be a team, like the Avengers. Direct the tables to come up with a team name that will strike awe and fear into their competition! Tell them to come up with a Call they will use when their team name is called — it could be like a roar or the swish of an eagle's wings, for example — and a team action or gesture to complete the effect.

### Student

Lead your group to come up with a great name, sound and action. Write the name on your table's tent card when you are done.

### Teacher

Point at different tables and to have them yell out their team name and sound, and to perform their team action.



## BEFORE WE GET STARTED!

### Teacher

“There are 10 Character Traits that we focus on at the DDSB and while each trait is important we are going to focus on the traits that the students in this room today feel need to be emphasized, to improve school climate and reduce bullying. Around the room we have posted the individual character traits and their definition, with your group visit each trait read the definition. Once you have visited all the Character traits return to your area, and let use you’re your done by doing your cheer.

Tell the larger group that this isn't a democracy — it's a DOTMOCRACY (or a checkmocracy if you don't have dots)!

Think about what's important to you - not what was important to your table. You can put both your dots (or a check) on the same trait if you think it's way more important than anything else, or you can vote for two different traits. Today we will be focusing on the top 3 traits.

## SHMOO AND AARDVARK

### Teacher

Refer everyone to the “Shmoo and Aardvark” sheet that is on each table.  
Run through the instructions and set a time limit.

### Students

Help to organize students into circles and then join them. Keep things moving in the circle? Fast is fun!

## LET'S GET DOWN TO BUSINESS!

### Teacher

Rules of engagement: Refer everyone to the “Rules of Engagement” sheet that is on each table, and run through the forum rules.

“Before we get started we each group will pick the 3 traits they feel have the biggest impact on bullying”

Each table will have a brief brainstorm and then a dotmocracy on their poster

Guiding questions for the forum: Take everyone through the four guiding questions:

1. How do you students' best demonstrate the *3 traits they selected*
2. What is your school (school/ classrooms/ student leaders) to help develop/foster these Character Traits with students at your school/classroom?
3. What actions can would you like to see adults to enhance Character, improve school climate, and address bullying?
4. What actions can students take to encourage the Character Traits, improve the school climate and address bullying?

Explain that you will go through the questions one at a time, allowing 20 to 25 minutes for each.

## HOW IS THIS GOING TO WORK?

### Teacher

Explain how this is going to work: Brainstorm -> Share -> Cluster -> Name -> Vote! Each student will start by brainstorming 4 or 5 ideas on their own, recording each idea on a sticky note. Everyone will then share their ideas with their table.

It is likely that some ideas will be similar. Now's the time to cluster! Each group will start assembling similar ideas into clusters, and each cluster will be given a descriptive name. For example, if a pile of similar ideas includes "Positive words" and "role modeling," you might name that cluster "leadership."

Point out that it is important to be clear on cluster names, since that's what everyone will be voting on later!

### Student

Each student should have a sticky pad and pen. If students are having a hard time coming up with ideas, please refer them to the "Thinking About" sheet on the table. This may give them a starting point and encourage discussion.

## QUESTION 1

### Teacher

1. Of 3 traits we decide on as a group, to help to reduce bullying and its impacts. How do you students' best demonstrate the traits?

Tell everyone that they have 25 minutes to come up with ideas that answer this question. The countdown starts **Now!**



Start your stopwatch or phone.

<b>Brainstorm</b>	<ul style="list-style-type: none"> <li>• Ask them to start by brainstorming on their own, recording their ideas onto the sticky notes: one idea per note</li> <li>• Ask them to get at least 4 or 5 ideas each</li> </ul>
<b>Share</b>	<ul style="list-style-type: none"> <li>• Round 1: Ask each person to share their ideas with the group, and to identify which is most important to them. Have them place that idea in the centre of the table</li> <li>• Round 2: Ask each student to share and place their NEXT most important idea in the centre of the table</li> <li>• Round 3: Ask if anyone has more ideas they'd like to add to the centre</li> </ul>
<b>Cluster</b>	<ul style="list-style-type: none"> <li>• Ask the group to start pairing the stickies that have similar ideas</li> <li>• Read the ideas together as they are paired off</li> <li>• Start adding similar ideas to the pairs to make clusters</li> </ul>
<b>Name</b>	<ul style="list-style-type: none"> <li>• Once everything is clustered, challenge the group to try to name the cluster of stickies</li> <li>• Write the name of that cluster onto a sticky and place it on top of the other stickies</li> <li>• Name all the clusters</li> <li>• As a group, decide on the 2 most important ideas that you want to bring forward to the larger group for voting</li> <li>• Take a larger piece of paper and draw a big smiley face on it 😊</li> <li>• Write the group's top 2 ideas [cluster names] on that piece of paper</li> <li>• Send a student to tape the larger paper up on the wall. Once all papers have been posted from the other groups, get ready to vote!</li> </ul>
<b>Vote</b>	<ul style="list-style-type: none"> <li>• Give each student 2 dots to vote with in the "dotmocracy!"</li> </ul>

VOTING TIME!

Teacher

Tell the larger group that this isn't a democracy — it's a DOTMOCRACY (or a checkmocracy if you don't have dots)!

Everyone should walk around the room and consider all the ideas before casting **two** votes. Think about what's important to you - not what was important to your table. You can put both your dots (or a check) on the same idea if you think it's way more important than anything else, or you can vote for two different ideas.

## Student

Encourage everyone to get up and start voting!

WALK STOP

## Teacher

This next activity will get us moving. It is important to listen and not talk so you can follow the instruction.

When I say walk, you will walk carefully around the room ( or in a circle depending on space and your group) careful not to bump into people or things.

When I say stop you will stop. This is very simple right, let's give it a try.

WALK; STOP; WALK; STOP; STOP; WALK; WALK; STOP; WALK; STOP

You are very good, but that was too easy for you. Let's make it harder when I say Walk you will stop and when I say Stop you will walk.

Ready?

WALK; STOP; WALK; STOP; STOP; WALK; WALK; STOP; WALK; STOP; WALK

Wow, not bad, but that was still too easy for you. I am going to add 2 new commands; Name when I say name, you say your name. Does everyone know their name, let's try it. Name. Good. Now when I say clap you will all clap. It should sound like one clap, let's try it clap. The earlier commands remain the same as they were in the last round. If you can do 2 commands at the same time you should, if your moving and I say Name say your name but keep moving.

Ready? WALK; NAME; STOP; NAME; CLAP; WALK; STOP; CLAP; NAME; STOP; WALK; NAME; WALK; STOP; WALK; CLAP; STOP; WALK

Once again, you are amazing; most of you had very little difficulty with that. Soooooo you know what we do now? That is right, when I say Name you clap, when I say Clap you say your name

Ready? WALK; NAME; STOP; NAME; CLAP; WALK; STOP; CLAP; NAME; STOP; WALK; NAME; WALK; STOP; WALK; CLAP; STOP; WALK

It is getting more challenging, but I think you can handle 2 more commands.

When I say Jump you jump, and when I say Dance you dance.

Ready? WALK; NAME; STOP; JUMP; NAME; DANCE; CLAP; JUMP; WALK; STOP; DANCE; CLAP; NAME; STOP; WALK; DANCE; NAME; WALK; JUMP; STOP; WALK; CLAP; STOP; DANCE; WALK

OKAY, NOT BAD. Everyone knows what happens now, Jump becomes dance, and Dance becomes jump.

Ready? WALK; NAME; STOP; JUMP; NAME; DANCE; CLAP; JUMP; WALK; STOP; DANCE; CLAP; NAME; STOP; WALK; DANCE; NAME; WALK; JUMP; STOP; WALK; CLAP; STOP; DANCE; WALK

Incredible!!! Well done everyone give yourselves four big Names... and carefully Stop back to your seat.

## Student

Role model how to play and demonstrate having a good time, support students



who become confused and encourage listening.

## QUESTION 2

### Teacher

What is your school (school/ classrooms/ student leaders) to help develop/foster these Character Traits with students at your school/classroom?

Tell everyone that they have 25 minutes to come up with ideas that answer this question. The countdown starts **Now!**

Start your stopwatch or phone.

Ask the students at your table to brainstorm, share, cluster and name the cluster as they did before. Take a large piece of paper and draw a big sad face on it ☹. Write the group's top 2 ideas [cluster names] on the piece of paper. Send a student to tape the paper up on the wall. Once all papers have been posted from the other groups, get ready to vote! As before, give each student 2 dots to vote in the dotmocracy.

Everyone should walk around the room and consider all the ideas before casting **two** votes. Think about what's important to you - not what was important to your table. You can put both your dots on the same idea if you think it's way more important than anything else, or you can vote for two different ideas.

### Student

Encourage everyone to get up and start voting!

## Pull My Finger

Teacher (you may wish to do a short demonstration with 2 leaders)

Tell everyone how this is going to work: The people at each table will all stand up and form a circle. Each person will then put their index finger across the palm of the student standing to their right. Each table should end up with all the students connected by their fingers and palms.

When you say “GO,” everyone should try to get their finger away from the student to their right while also trying to catch the finger of the student to their left. It’s not easy

When people get their finger caught, they sit down. Do a couple more rounds. Then take the remaining students and make one big circle. Keep going until you eventually have one winner for the entire room.

## Student

Encourage your table to cheer for their remaining teammates with your team name, sound and action!

## QUESTION 3

## Teacher

**What actions can would you like to see adults to enhance Character, improve school climate, and address bullying?**

Tell everyone that they have 25 minutes to come up with ideas that answer this question. The countdown starts **Now!**

Start your stopwatch or phone.

## Student

Ask the students at your table to brainstorm, share, cluster and name the clusters like before. Take a large piece of paper and write “ADULT ACTIONS” on it. Write the group’s top 2 ideas [cluster names] on the piece of paper. Send a student to tape the paper up on the wall. Once all papers have been posted from the other groups, get ready to vote! As before, give each student 2 dots to vote in the dotmocracy.

## Teacher

Everyone should walk around the room and consider all the ideas before



casting **two** votes. Think about what's important to you - not what was important to your table. You can put both your dots on the same idea if you think it's way more important than anything else, or you can vote for two different ideas.

## Student

Encourage everyone to get up and start voting!

## Teacher

### 12. KNOWING YOUR HEAD FROM YOUR TAIL

You will flip when you try this next activity. Anyone can win; you just need to know your head from your tail. In this activity, each table will all stand up and form a circle. Each person will then put their hands on their head or on their tail (butt); I will flip a coin, if the coin comes up heads the tails sit down if it comes up tails the heads sit down. We will play a few round until there is only one lucky person left or nobody.

This is easy but winning is entirely random!

I will say Heads or Tails and you make your selection. I will ask you are you sure, and you can change. I will then say locked in, and where your hands are at that time will be your choice. **READY!**

Heads or Tails!

Are you sure!

Locked In!

### 13. QUESTION 4

**What actions can students take to encourage the Character Traits, improve the school climate and address bullying?**

Tell everyone that they have 25 minutes to come up with ideas that answer this question. The countdown starts **Now!**

Start your stopwatch or phone

## Student

Ask the students at your table to brainstorm, share, cluster and name the clusters like before. Take the large piece of paper and write "STUDENT ACTIONS" on it. Write the group's top 2 ideas [cluster names] on the piece of paper. Send a student to tape the paper up on the wall. Once all papers have been posted from the other groups, get ready to vote! As before, give each student 2 dots to vote in the dotmooracy.

Teacher

Everyone should walk around the room and consider all the ideas before casting **two** votes. Think about what's important to you - not what was important to your table. You can put both your dots on the same idea if you think it's way more important than anything else, or you can vote for two different ideas.

Student

Encourage everyone to get up and start voting!

Teacher

YOU DID IT!!!

Thank all the students for participating and using their voice. Remind them that you will be sending all the ideas to the Safe and Accepting Schools Team and the Safe Schools Department of the DDSB.

# FACILITATION TIPS

## **INVITE OTHERS TO EXPRESS DIFFERENT POINTS OF VIEW:**

- “Does anyone see it differently?”

## **REQUEST MORE INFORMATION:**

- “Tell me more about that.”
- “I’m not sure I fully get it.”
- “Can you give me an example?”

## **DEALING WITH DOMINANT TALKERS/INTERRUPTERS:**

- Shift attention, “Thanks Malik. Does anyone else have something they’d like to talk about?”

## **DEALING WITH SILENCE**

- Ask each person to take their turn to respond to a question. Refer to the “Thinking About” sheet. Read out a few questions and see if that might jumpstart the conversation.

## **DEALING WITH ONE WORD ANSWERS:**

- “Give me an example.”
- “What do you mean by that?”

## **DEALING WITH GOING OFF TOPIC/TANGENTS:**

- Repeat the initial question.
- Ask them to expand on their ideas.

## **DEALING WITH A DISRUPTIVE TABLE MEMBER:**

- If someone is being disruptive, it could be that they aren’t comfortable with the discussions. Ask them, “Is this working for you? Because if it is not, you don’t have to stay. It’s no problem.”

## **MAKING SURE PEOPLE WRITE DOWN THEIR IDEAS:**

- “These are really good ideas. Make sure you write it down so we have something for the flip charts and voting later.”



# RULES OF ENGAGEMENT!

There aren't many rules for this forum, which means that the few that do exist are really important!

They are also just common sense:

1. Everyone has something to offer. We need everyone's input
2. Speak to each other respectfully, and hear each other out
3. Think about what other students at your table are saying Maybe they've got a point!
4. Respect differences of opinions. There are no right or wrong answers. Everyone is different. You're not clones!
5. Ask each other questions — debate is healthy. Work to understand where others are coming from

# GAME RULES

**This is a Shmoo and Aardvark (click on title to hyper-link to a video of the activity)**

1. Everyone should sit in circles of about 8-10 people each.
2. The Student leader will have two objects that can easily be passed around the circle.
3. One object is designated the Shmoo and the other object is the designated the Aardvark.

## **Part 1. Prep**

4. When the activity starts when the leader will turn to the player on their left pass them the Shmoo and say, "this is a Shmoo" the player responds, "a what" and the leader responds, "a Shmoo".
5. The player who has the Shmoo then passes the Shmoo to the player on their left and repeats, "this is a Shmoo" the player responds, "a what". That player then turns to the leader and say "a what", and the leader responds, "a Shmoo", the player on the left then turn to the player on the left and say, "a Shmoo". This process continues until the Shmoo goes all the way around the circle.
6. Go once around the circle this way

## **Part 2. The Race. (Challenge)**

7. The leader will start as before by turning to the left and saying "this is a Shmoo", the player responds, "a what" and the leader respond by saying, "a Shmoo". Then the leader turns to the right and starts the process the in the opposite direction, by saying, "this is an Aardvark" and the process is the same going around the to the right
8. Each time the question "A What?" must be passed by each participant until it comes back to the leader. The leader must in turn begin passing statement "A Shmoo" or "A Aardvark" each time.
9. The circle that passes both the it's shmoo and aardvark completely around first wins. \*\*\*\* If the group gets confused, they have to start from the beginning in order to complete\*\*\*\* (Leaders will make a judgement on this)

**WALK STOP (click on title to hyper-link to a video of the activity)**

This a simple direction and listening activity. Players are given a simple instruction and must listen carefully when the need to do a second instruction, like WALK and STOP

The person giving the instruction then reverses the meaning of the words Walk now mean stop and STOP now mean walk. For the remainder of the game these words remain reversed.

Additional commands are added and then after a short time with four commands the new words swap meanings.

Finally, 2 more commands are added to the game and they then swap meaning.

### **PULL MY FINGER**

Everyone stands in a Circle with approximately 30 cm between each other. Participants raise their left hand so that their palm is up with their finger open and pointing to the middle of the circle and their thumb is pointed toward the person to their left. Now the participant raise their right hand and points their index finger just slightly above the person palm (not touching) so that their finger can be safely grabbed.

When the teacher say go the participants attempt to catch the person finger while not be caught by the person beside them.

If you get your finger caught you are out.



# We're Having a Forum!

**DATE:**

**LOCATION:**

**CONTACT:**

**SHARE YOUR IDEAS ABOUT ADDRESSING BULLYING  
AT \_\_\_\_ (SCHOOL NAME)**

## ADMINISTRATIVE REPORT

<b>REPORT TO:</b>	Durham District School Board	<b>DATE:</b>	February 3, 2020
<b>SUBJECT:</b>	Igniting Learning via Black History Month	<b>PAGE NO.</b>	Page 1 of 3
<b>ORIGIN:</b>	Norah Marsh, Acting Director of Education Margaret Lazarus, Superintendent of Education/Family of Schools/French Curriculum/Equity Mohamed Hamid, Superintendent of Education, Family of Schools/Equity and Inclusive Education/Indigenous Education/Outdoor Education/ESL Jacqui Steer, Executive Equity Coordinator		

1. **Purpose**

The purpose of this report is to highlight a newly created resource, Black History Month, which will be shared in schools during Black History Month as a commitment to igniting and supporting learning through focused, impactful, educational and inspiring activities.

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

The Black History Month Resource supports DDSB strategic priorities as follows:

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

- The activities and compilation of resources, relevant to the lives of the students will improve student knowledge about black history.

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

- The information contained in the resources will promote a sense of belonging for all students ensuring that they matter.

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

- The plethora of interactive activities found therein will increase engagement as student will become part of the action and the learning.

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

- Students will use digital technology to reimagine learning about black history.

**Leadership:**

- Activities in the resource provides students with the opportunity to lead and incorporate student voice throughout the month.

### 3. Background

The month of February was officially recognized as Black History Month by the House of Commons in December 1995 and provides an opportunity to share and learn about the experiences, contributions and achievements of people of African ancestry. African Canadians have contributed to all areas of Canadian society, enriching educational, political, business, religious and cultural landscapes.

Schools across the DDSB participate in engaging activities throughout the month of February to celebrate the achievements of black Canadians and reflect on their stories, experiences and accomplishments.

### 4. Analysis

The activities included in this resource were submitted by Durham educators and illustrate the wide range of activities that can be shared in schools to recognize past and present contributions that African Canadians have made and continue to make in such areas as: education, medicine, art, culture, public service, economic development, politics and human rights. Educators are strongly encouraged to incorporate activities that recognize the contributions of black Canadians throughout the year (not just during the month of February) infusing them in curriculum expectations.

Activities in the resource are organised by division: kindergarten, primary, junior, intermediate and secondary to ensure that they can be accessed at the developmental and educational levels of all students. School – wide activities, such as morning announcement, ideas for hallway bulletin board, assemblies, cultural displays, to name a few are also included. These activities can be implemented in all school at all levels of learning. A variety of resources—music, videos, books—have also been included to round out the eclectic collection that allows for differentiation during the month.

### 5. Evidence of Impact

It is anticipated that the use of this resource will increase interest and engagement of all students during Black History Month. In addition, teachers will continue to embed CRRP strategies in curriculum content and will be more intentional in including the lived identities of the students in their classroom.

### 6. Recommendation

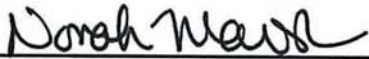
This report is submitted for information to trustees.



## ADMINISTRATIVE REPORT

Page 3 of 3

Report reviewed by:



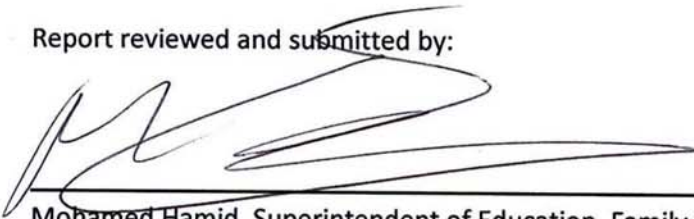
Norah Marsh, Acting Director of Education

Report reviewed and submitted by:



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

Report reviewed and submitted by:



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

## ADMINISTRATIVE REPORT

<b>REPORT TO:</b>	Durham District School Board	<b>DATE:</b>	February 3, 2020
<b>SUBJECT:</b>	Quarterly Construction and Major Projects Progress Report	<b>PAGE NO.</b>	Page 1 of 7
<b>ORIGIN:</b>	Norah Marsh, Acting Director of Education Christine Nancekivell, Chief Facilities Officer Lisa Bianca, Senior Manager of Facilities Services Brenda Coward, Manager of Facilities Design/Construction		

**1. Purpose**

To provide the Board of Trustees with a quarterly report of the current construction and major projects progress, as information.

**2. Ignite Learning Strategic Priority/Operational Goals****2.1 Increase Student Achievement and Well-Being**

- Align resources to where they are most needed to support equitable outcomes for all students.
- Use data and research to develop programs to support learning.
- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth.
- Provide a range of rich programming options which allow students to pursue multiple pathways.

**3. Background**

3.1 The Board has been in a fortunate capital position to have approved several capital oriented projects, as follows:

- On November 21, 2016 the Durham District School Board received Ministry of Education approval to build a new elementary school, Elsie MacGill P.S. (formerly Unnamed North Oshawa P.S. Greenhill Avenue/Clearbrook Drive) in Oshawa.
- In February 2018, the Durham District School Board received Ministry of Education approval to build Beaverton/Thorah Central P.S. replacement school to consolidate Beaverton P.S. and Thorah Central P.S. on the Beaverton P.S. site, in Beaverton and to build two new elementary schools, Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive) in Ajax, and Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street) in Whitby.

- 3.2 The Ministry approval process must be carefully considered when undertaking any major capital projects. The stages of Ministry approval include; announcement of funding, approval of facility space template and appointing an architect, approval to proceed to tender based on cost consultant report, and post tender approval if the tender exceeds the approved funding amount. Each stage requires Ministry approval prior to proceeding to the next step.

While Ministry approvals are in process, reports are submitted to the Board of Trustees for decision making, such as sketch plan reports and tender reports to engage a contractor. Other approval points for capital projects include municipal, regional and conservation authority approvals.

Due to these multiple stages in the process, it is important to note that each approval process can take several weeks or months, and can be further delayed as a result of any changes and transitions in the Ontario government.

- 3.3 As described in Appendix A – Facilities Design & Construction - Project History, Since 2008, the Board has created 17,294 new pupil places, 805 classrooms, and 1,961,518 square feet valued over \$430 million. This number of classrooms is equivalent to approximately 31 new elementary schools.
- 3.4 The intention of this report is to provide a quarterly update in the months of September, January, March, and June. This report would be posted on the Board's website and would allow the greater community a "snap shot" of the activities. These reports will serve as an update in a non-technical manner.

#### 4. Analysis

##### 4.1 New Elementary School Construction Projects

- A. Elsie MacGill P.S. (formerly Unnamed North Oshawa P.S. Greenhill Ave/Clearbrook Dr)

<i>Type of Project:</i>	New Elementary School including child care centre
<i>Project Occupancy Date:</i>	September 2019
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	Everstrong Construction Ltd.

Occupancy received August 2019. Deficiency clean-up is ongoing.



## B. Beaverton P.S./Thorah Central P.S. Rebuild

<i>Type of Project:</i>	Rebuild Elementary School including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Moffet & Duncan Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are nearing completion. Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2020 to September 2021 due to time frame of final approvals.

## C. Unnamed North Ajax P.S. (Williamson Drive West/Bellinger Drive)

<i>Type of Project:</i>	New French Immersion Elementary School, including Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	Cellucci + Pace
<i>Contractor:</i>	Deciantis Construction Ltd.

Construction contract tendered and awarded to general contractor November 2019. Construction start scheduled for Spring 2020.

## D. Unnamed North Whitby P.S. (Samandria Avenue/Lazio Street)

<i>Type of Project:</i>	New Elementary School, including child care centre and Early ON hub
<i>Project Occupancy Date:</i>	September 2021 (Rescheduled from September 2020)
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	Percon Construction Inc.

Construction contract tendered and awarded to general contractor November 2019. Construction start scheduled for Spring 2020.

## 4.2 Major Projects

PROJECT	PROGRESS DETAILS
G. L. Roberts CVI	Construction of youth hub complete. Auditorium renovations completed and facility available to host TEDx event and film festival.
Scott Central P.S.	Child care on hold, pending Ministry approval to proceed. Septic replacement approval received from the Ministry of Environment. Design work underway for summer construction.
Village Union P.S.	Replacement elevator construction drawings and tender underway.
Roofing Projects <ul style="list-style-type: none"> <li>• Alexander Graham Bell P.S.</li> <li>• Dr. C.F. Cannon P.S.</li> <li>• Dr. Roberta Bondar P.S.</li> <li>• Goodwood P.S.</li> <li>• Highbush P.S.</li> <li>• R.S. McLaughlin C.V.I.</li> <li>• Quaker Village P.S.</li> <li>• Valley Farm P.S.</li> </ul>	2018/19 Roofing projects have been completed.  2019/20 roofing projects design phase underway. Tender scheduled for spring 2020 and summer construction.
Masonry/Wall Cladding Restoration <ul style="list-style-type: none"> <li>• Dr. S. J. Phillips P.S., Waverly P.S., Anderson CVI, Vincent Massey P.S., Westcreek P.S., E.A. Fairman P.S.</li> </ul>	All 2019 Cladding projects complete and deficiencies work ongoing. 2019/2020 projects to continue through spring.
Library/Learning Commons Upgrades <ul style="list-style-type: none"> <li>• E.A. Fairman P.S., Sir John A. MacDonald P.S.</li> <li>• Lincoln Alexander P.S., Lakeside P.S., Glen Dhu P.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects completed. Occupancy fall 2019.</li> <li>• Projects under design. Tender and construction spring 2020.</li> </ul>
Child Care Projects <ul style="list-style-type: none"> <li>• McCaskills Mills P.S., Roland Michener P.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects received approval from Ministry. McCaskills Mills P.S. construction start January 2020. Roland</li> </ul>



## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 5 of 7

<ul style="list-style-type: none"> <li>Bobby Orr P.S., Seneca Trail P.S., Roberta Bondar P.S., Winchester P.S.</li> <li>Bayview Heights P.S., Glengrove P.S., Lakeside P.S., Vaughan Willard P.S.</li> </ul>	<p>Michener P.S. construction start February 2020.</p> <ul style="list-style-type: none"> <li>Project on hold pending Ministry Approval to Proceed to Tender.</li> <li>Project design completed. Submissions for Ministry approvals in process.</li> </ul>
<p>Boiler Replacement Projects</p> <ul style="list-style-type: none"> <li>Roland Michener P.S., Highbush P.S., John Dryden P.S., Lincoln Alexander P.S., Dr. Roberta Bondar P.S., Jack Miner P.S.</li> </ul>	<ul style="list-style-type: none"> <li>Design and tender preparation underway. Construction start date pending.</li> </ul>

## 4.3 Air Conditioning Projects

<b>PROVISION OF COOLING CENTRES</b> <i>Installation 2018/2019</i>		
Ajax H.S.	Duffin's Bay P.S.	Roland Michener P.S.
Applecroft P.S.	Earl A. Fairman P.S.	S. A. Cawker P.S.
Coronation P.S.	Fairport Beach P.S.	Stephen G. Saywell P.S.
Dr. Robert Thornton P.S.	Highbush P.S.	Uxbridge P.S.
Dr. S. J. Phillips P.S.	R. H. Cornish P.S.	Lester B. Pearson P.S.
<b>PROVISION OF COOLING CENTRES</b> <i>Design &amp; Development Stage</i>		
Bellwood P.S.	Lincoln Avenue P.S.	Valley Farm P.S.
Cadarackque P.S.	Prince Albert P.S.	Valley View P.S.
Harmony Heights P.S.	Roland Michener P.S.	William Dunbar P.S.
Greenbank P.S.	Rosebank Road P.S.	
<b>CONVERSION TO FULL A/C</b> <i>Installation 2019/2020</i>		
Bayview Heights P.S.	John Dryden P.S.	McCaskills Mills P.S.
DASS/Grove School	Joseph Gould P.S.	



## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

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Eagle Ridge P.S.	Maple Ridge P.S.	
<b>CHILLER UPGRADE</b> <i>Installation 2018/2019</i>		
C.E. Broughton P.S.	Lincoln Alexander P.S.	Winchester P.S.

The cost of the above projects plan is estimated to be \$17.6M. The costs are estimates and are subject to market conditions.

### 5. Financial Implications

Use of a total of \$48,307,993 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

### 6. Evidence of Impact

Creation of a total of 1,893 new pupil places and a total of 170 new child care places, resulting in the removal of a total of 40 portables.

### 7. Communication Plan

Quarterly Construction and Major Projects Progress Report to Board in the months of September, January, March and June.

- Report is posted on the D.D.S.B.'s website under About DDSB, School Properties, Construction and Property Updates.

### 8. Conclusion

This Board of Trustees receive this report as information.

### 9. Appendices

*Appendix A: Facilities Design & Construction – Project History Since 2008*

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 7 of 7

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education

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SCHOOL	New Pupil Placements	# of Classrooms	Square ft.	OVERALL PROJECT BUDGET (APPROXIMATE)	MUNICIPALITY	OCCUPANCY
<b>SECONDARY SCHOOLS</b>						
Maxwell Heights S.S.	1,227	57	173,200	\$31,000,000	Oshawa	2009
Brooklin HS	1,227	57	173,210	\$33,000,000	Brooklin	2015
<b>NEW ELEMENTARY SCHOOLS</b>						
Romeo Dallaire P.S.	558	27	61,217	\$11,500,000	Ajax	2009
Vimy Ridge P.S.	535	26	58,816	\$11,000,000	Ajax	2009
Blair Ridge P.S.	535	26	57,659	\$10,200,000	Brooklin	2009
Robert Munsch P.S.	512	25	57,320	\$10,000,000	Brooklin	2009
Whitby Shores P.S.	525	26	64,706	\$11,600,000	Whitby	2010
Julie Payette P.S.	633	30	66,000	\$12,100,000	Whitby	2011
da Vinci P.S.	542	25	59,500	\$10,700,000	Ajax	2012
Seneca Trail P.S.	542	25	59,633	\$11,700,000	Oshawa	2013
Chris Hadfield P.S.	542	25	59,233	\$11,700,000	Brooklin	2013
David Bouchard P.S.	602	28	66,706	\$13,200,000	Oshawa	2013
Clara Hughes P.S.	490	23	60,316	\$12,700,000	Oshawa	2014
Michaela Jean P.S.	553	26	56,887	\$11,100,000	Ajax	2015
Unnamed Stonecrest P.S.	553	26	57,856	\$10,800,000	Oshawa	2016
Forest View P.S.	444	21	49,160	\$10,330,473	Oshawa	2016
Viola Desmond P.S.	663	30	77,780	\$15,049,000	Ajax	2018
Northern Dancer P.S.	513	24	62,380	\$12,242,500	Oshawa	2018
Elsie MacGill P.S. (Greenhill Avenue/Clearbrook Drive)	519	23	63,830	\$12,734,329	Oshawa	2019
Unnamed North Ajax F.I. P.S. (Williamson Drive West/Belinger Drive)	558	25	56,970	\$12,698,463	Ajax	2021
Unnamed North Whitby P.S. (Samandna Avenue/Lazio Street)	490	23	60,100	\$13,293,815	Whitby	2021
Beaverton P.S./Thorah Central P.S. Rebuild	326	16	45,300	\$9,581,386	Brock	2021
<b>ADDITIONS - SECONDARY</b>						
Pickering HS - Addition	546	26	103,000	\$21,400,000	Pickering	2008
Port Perry H.S.	126	6	8,557	\$4,500,000	Port Perry	2013
Uxbridge H.S.	126	6	21,959	\$6,300,000	Uxbridge	2013
R.S. McLaughlin CVI	60	4	15,672	\$3,702,440	Oshawa	2018
Eastdale CVI	165	9	19,000	\$5,021,976	Oshawa	2018
<b>ADDITIONS - ELEMENTARY</b>						
Vaughan Willard P.S.	184	8	12,658	\$3,200,000	Pickering	2008
Fallingbrook P.S.	92	4	5,856	\$1,700,000	Whitby	2008
Harmony Heights P.S.	92	4	5,567	\$2,000,000	Oshawa	2008
Bellwood P.S.	92	4	7,086	\$1,800,000	Whitby	2009
Altona Forest P.S.	92	4	6,063	\$1,500,000	Pickering	2009
Westcreek P.S.	92	4	5,856	\$16,000,000	Pickering	2009
Stephen Saywell P.S.	92	4	6,417	\$1,700,000	Oshawa	2009
Cartwright Central P.S.	138	6	9,870	\$3,800,000	Scugog	2009
McCaskill's Mills P.S.	138	6	10,215	\$2,400,000	Cannington	2009
Winchester P.S.	184	8	13,483	\$3,000,000	Brooklin	2009
Joseph Gould P.S.	184	8	13,714	\$3,600,000	Uxbridge	2009
Lord Elgin P.S.	92	4	6,350	\$2,000,000	Ajax	2009
John Dryden P.S.	138	6	10,658	\$2,700,000	Whitby	2009
Lester B. Pearson P.S.	92	4	8,000	\$2,400,000	Ajax	2009
S.A. Cawker P.S.	138	6	9,386	\$2,500,000	Port Perry	2009
Walter E. Harris P.S.	138	6	7,875	\$2,800,000	Oshawa	2010
Carruther's Creek P.S.	138	6	9,868	\$2,800,000	Ajax	2010
Pringle Creek P.S.	230	10	12,000	\$3,400,000	Whitby	2011
Captain Michael Vandenbos P.S.	92	4	6,000	\$1,900,000	Whitby	2011
West Lynde P.S.	104	4	8,660	\$3,100,000	Whitby	2011
Goodwood P.S.	52	2	4,036	\$1,400,000	Goodwood	2012
Southwood Park P.S.	104	4	7,287	\$3,000,000	Ajax	2012
Frenchman's Bay P.S.	46	2	10,320	\$5,600,000	Pickering	2013
Brooklin Village P.S.	184	8	15,126	\$3,800,000	Brooklin	2014
Gandatsetiagon P.S.	104	4	6,380	\$2,600,000	Pickering	2014
Vincent Massey P.S.	150	6	14,820	\$5,000,000	Oshawa	2015
Claremont P.S.	0	4	12,000	\$5,551,447	Claremont	2017/2018
<b>TOTAL:</b>	<b>17,294</b>	<b>805</b>	<b>1,961,518</b>	<b>\$430,405,829</b>		

\*includes funding for childcare