DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**STANDING COMMITTEE
PUBLIC SESSION**

7:00 p.m.   Monday, March 2, 2020   BOARD ROOM

Chairperson:	Niki Lundquist
Vice-Chairperson:	Christine Thatcher
Liaison Superintendent:	Acting Director Norah Marsh
Recording Secretary:	Kim Cox

DATE: Monday, March 2, 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, March 2, 2020 – 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) Durham Continuing Education (DCE) (Superintendent Stephen Nevills)	1 – 6	7:00 – 7:15
	(b) Leveraging Digital Update (Superintendent Jamila Maliha)	7 – 13	7:15 – 7:30
7.	**Recommended Actions**		
	(a) District-Wide FSL Programs Review (Superintendent Margaret Lazarus)	14 – 19	
	(b) Correspondence to Minister of Education (Chair Chris Braney)	20 – 21	
8.	**Information Items**		
	(a) Student Trustee Report (Student Trustees Sally Meseret/ Arlene Wang/Tyler West)	Verbal	
	(b) Ignite Durham Learning Foundation Report (Superintendent Jim Markovski)	22 – 28	
	(c) Student Help-Seeking Initiative: "You Matter: It's OK to Ask for Help" (Superintendent Georgette Davis)	29 – 34	

<div align="right">PAGE   TIME</div>

8.   Information Items (Continued)

(d)   OPSBA Report   Verbal
       (Trustee Donna Edwards)

9.   Committee Reports

(a)   Equity & Diversity Ad Hoc Committee Meeting of   Verbal
       February 20, 2020
       (Trustee Patrice Barnes)

10.   Correspondence

(a)   Ministry of Education   35
       (Chair Chris Braney)

11.   Other Business

12.   Adjournment

DURHAM DISTRICT SCHOOL BOARD

— ADMINISTRATIVE REPORT —

REPORT TO: Standing Committee   **DATE:** March 2, 2020

SUBJECT: Durham Continuing Education (DCE)   **PAGE NO.** 1 of 6

ORIGIN: Norah Marsh, Acting Director of Education
Stephen Nevills, Superintendent of Education

1. **Purpose:**

   The purpose of this report is to highlight for Standing Committee members the varied programming offered by Durham Continuing Education (DCE) that meets the learning needs for a wide range of students. Information is provided on the number of students connected to each program during the 2018-2019 school year and, where applicable, the number of credits earned.

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.

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

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

   Innovation: Reimagine learning and teaching spaces through digital technologies and innovative resources.

3. **Background**

   Each year, Durham Continuing Education (DCE) offers a variety of programs to a range of student learners. Knowing that there are many paths to success, DCE strives to maintain as many programs as possible to support as many students as possible. Courses are primarily offered at the main building at E.A. Lovell, 120 Centre Street South in Oshawa as well as at various locations throughout the district, including a satellite campus in Pickering and various locations in the north, depending on enrollment. Night school and summer school programs are offered on a rotational basis at various secondary schools throughout the district.

4.   **Analysis:** Chart outlining types of programming, locations offered, enrollment and credits successful. (* = Students registered who finished the credit course program)

Durham Continuing Education 2018-2019				
	Program	Location	Students Registered/Served in 2018-2019*	Credit Course Successful in 2018-2019
Adult Day School	High School Credit Programs	EA Lovell	421	911
	Dual Credit Program	EA Lovell/Durham College	37	36
	Adult Upgrading (LBS)	EA Lovell	182	N/A
	Cooperative Education	EA Lovell/Jobsite	61	60
	Co-op Works	EA Lovell/Jobsite	76	745
	FFF/TLC	EA Lovell/YWCA	12	6
	Total Adult Day		**789**	**1758**
Pathways	Building Maintenance and Environmental Services	EA Lovell	17	33
	Hospitality	EA Lovell	11	22
	Logistics and Distribution	EA Lovell	25	49
	Office Administration	EA Lovell	35	140
	Enterprising Employee	EA Lovell	N/A	N/A
	Total Pathways		**88**	**244**
Alternative Education	Learn@Home Correspondence	EA Lovell	233	196
	eLearning	EA Lovell	116	100
	After School Lit/Num	Various	853	N/A
	Night School	Anderson CVI/Pine Ridge	609	586
	North Credit	Various	38	25
	International Lanuguages (Elementary)	Anderson CVI	140	N/A
	Total Alternative Education		**1989**	**907**
Language Instruction	English as a Second Language (ESL)	EA Lovell/Pickering/Port Perry	372/257/15	N/A
	Language Training for Apprenticeships (LTA)	EA Lovell/Pickering	15/10	N/A
	Enhanced Language Training (ELT)	EA Lovell/Pickering	28/17	N/A
	Language Instruction for Newcomers (LINC)	EA Lovell/Pickering	358/187	N/A
	Total Language Instruction		**1259**	**0**
Summer School	Accelerated Credit Courses	PHS, SSS, MHSS	1406	1380
	Accelerated Credit Courses (CHV/GLC)	PHS, SSS, MHSS	730	725
	Archaeological High School (Boyd)	Claremont	24	48
	Cooperative Education	PHS, SSS, MHSS, SIFN	126	202
	eLearning - July	EA Lovell	449	429
	eLearning - Aug	EA Lovell	415	374
	eLearning (CHV/GLC) - July	EA Lovell	635	613
	eLearning (CHV/GLC) - Aug	EA Lovell	223	201
	Credit Recovery - Sem 1	PHS, SSS, MHSS, Brock, and GL Roberts	927	867
	Credit Recovery - Sem 2	EA Lovell	237	224
	Getting Ready for High School	All secondary schools	1074	N/A
	Youth in Policing	Durham College	33	99
	SMILE	PHS, SSS, MHSS	299	N/A
	Total Summer		**6578**	**5162**
PLAR/MSE	Mature Prior Learning Assessment & Recognition	EA Lovell	506	848
	Out of Province/Country Evaluations	EA Lovell	142	3069
	PLAR Challenges	EA Lovell	9	11
	Mature Student Evaluations	EA Lovell	23	186
	PLAR/MSE Total		**680**	**4114**
All Programs		**DCE 2018-2019 Total**	**11383**	**12185**

Guidance staff provide services for all students registered in DCE credit programs including post-secondary application counselling, educational planning, evaluation for maturity or equivalent credits, and out-of-province document evaluation.

Number of Out of Province/Out of Country Evaluations Per Year

Year	# of Evaluations	Year	# of Evaluations	Year	# of Evaluations
2016-2017	165	2017-2018	157	2018-2019	190

PLAR

Both secondary and mature students can earn credits through the PLAR (Prior Learning Assessment and Recognition) program. Through PLAR, knowledge and skills acquired through prior learning experiences are assessed and may meet the expectations and/or outcomes for a credit as outlined in the curriculum. The following chart shows the number of students who were serviced in each of the PLAR assessment areas.

PLAR/MSE	Students Served
Mature Prior Learning Assessment & Recognition	506
Out of Province/Country Evaluations	142
PLAR Challenges	9
Mature Student Evaluations	23

Special Projects

DCE seeks opportunities for special projects that will meet the needs of the students, staff and community. There are several special projects DCE has been recently involved with, including those listed below.

DCE Nutrition Program – DCE in conjunction with a variety of community partners and grant monies provide nutritious breakfast and snack items for approximately 200 students per day. Additional nutritional supports for individual students in need are also provided.

OSSD Employer Campaign – The focus of this project was to contact local employers who had employees that had not completed their OSSD. Two teachers were hired for the summer to connect with Human Resources departments of employers to explain what DCE could offer their employees. They provided information about the ways credits could be obtained through MPLAR, Co-op words, Learn@Home, eLearning, night school, as well as other programs offered by DCE. The target group was employers affected by the GM plant closure in Oshawa. This project was funded by the Central Region Partnership for Adult Education (CRPAE) and Student Success.

Results Based Accountability (RBA) Workshops – This project was funded by the Central Region Partnership for Adult Education (CRPAE). They provided RBA 101 and RBA Train-the-Trainer two-day workshops. RBA is a disciplined way of thinking and acting to improve entrenched and complex social problems. It is used by organizations to improve the effectiveness of their programs and uses a data-driven, decision-making process to help organizations get beyond talking about problems to taking action to solve problems. There were five administrators trained as trainers in the DDSB.

Hybrid Project – Hybrid learning in adult education was promoted through monies from the Ministry of Education.

Durham Region Film Industry – Durham Region, Ontario Works, Durham Workforce Authority, DDSB and the DCDSB worked together to promote various career/employment opportunities in the $2 billion dollar industry in Toronto and the new film studio that will be built in the Durham Region.

Adult Education Marketing Campaign – CRPAE provides monies to each adult education board in their partnership. Monies are used to create and promote the services they provide to their community along with a flyer promoting adult education within the nine school boards CRPAE encompasses.

Getting My High School Diploma – The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) and Continuing and Adult Education Centres created a website, https://getmyhighschooldiploma.ca/, where anyone looking for adult or continuing education could enter their postal code and it would take them to their local Adult Education Centre.

Rapid Skills Micro-credentials – DCE has applied for a grant through the Ministry of Labour, Training and Skills Development to support the auto and advanced manufacturing industries and their workers who will be greatly affected by the changes in that sector including the closing of GM and many of its manufacturing suppliers. The proposal is to partner with the Ontario Truck Training Academy to provide pre-screening, pre-training skills, program readiness skills and create an individualized return to work plan for individuals. Following this, individuals go to the Ontario Truck Training Academy to take courses towards their AZ or DZ license. Upon completion, successful candidates would be paired with an employer to begin their new career. Truck driving was chosen because it met the criteria of the grant application and there currently is a shortage of AZ and DZ drivers, which will continue to increase through 2023.

5. <u>**Financial Implications**</u>

DCE receives funding from the following sources and must meet explicit requirements specific to each contributor. As funder requirements shift from year to year, staff are required to make adjustments to continue to meet the needs of all learners.

Program	Funding Source
LINC (Language Instruction for Newcomers) including ELT (Enhanced Language Training) and CNC (Care for Newcome Children)	Immigration, Refugees and Citizenship Canada/ Government of Canada
ESL (English as a Second Language)	Ministry of Children, Community and Social Services, Citizenship and Immigration Division
LTA (Language Training for Apprenticeships)	Ministry of Children, Community and Social Services, Citizenship and Immigration Division
LBS (Literacy Basic Skills)	Ministry of Training, Colleges and Universities
All other programs	Ministry of Education

DCE's funding is based on Average Daily Enrollment (ADE). As a result, their funding can be impacted when students miss class due to personal circumstances. The current job action has impacted attendance as a result of adult learners needing to care for their children. The financial impact of the job action is not known at this time.

For programs like eLearning and Learn@Home, funding is attached to the number of units that each student completes.

6. **Evidence of Impact:**

As detailed in the data in the Analysis section, students in the various programs continue to reach success and credit attainment at DCE. The following is a summary of credit attainment for the 2018-2019 school year:

Program	Impact
Adult Day School	607 students earned 1758 new credits
Pathways	88 students earned 244 new credits
Alternative Learning	996 students earned 907 new credits
Summer School	5504 students earned 5162 credits

Staff at DCE monitor attrition rates closely and continue to support all students, especially those taking courses through delivery modes other than face-to-face. Although interest in eLearning has increased in summer school, attrition is higher in this program and students completing courses have a lower credit attainment rate than students in face-to-face programs. During the summer of 2019, 98% of students completing accelerated face-to-face courses earned their credit while only 93% of students enrolled in eLearning courses earned their credit.

7. **Communication:**

Information on all DCE programming can be found at https://dce.cld.bz/Program-Guide as well as on the school website.

8. **Conclusion:**

DCE continues to offer a range of alternative, adult and continuing education opportunities to respond to identified community needs. It allows learners to engage in purposeful learning activities at various points in their lives through programs offered outside of those in elementary and secondary schools. There are many success stories related to DCE and the opportunities gained because the programs offered have a profound impact on the lives of the students. Durham Continuing Education is an excellent example of there being many paths to success.

9. **Appendices**

*Appendix A: Central Regional Partnership for Adult Education – Year 3 Progress Report

Report reviewed and submitted by:

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Norah Marsh, Acting Director of Education

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Stephen Nevills, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board
Standing Committee

DATE: March 2, 2020

SUBJECT: **Leveraging Digital Update**

PAGE NO. 1 of 7

ORIGIN: Norah Marsh, Acting Director of Education
Jamila Maliha, Superintendent of Education, Innovation, IT Services, and FOS
David Rule, Chief Technology Officer
Tim Ralph, Innovative Education Officer

1. Purpose

To provide the Board of Trustees with an update of the current state of the DDSB Leveraging Digital Initiative within the Innovation Strategic Priorities.

2. Strategic Priorities

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*
- Introduction and support of Chromebooks and web-based software allows students to learn in new and engaging ways
- Support of the development of innovative learning environments, including Learning Commons, supports a focus on student-centred teaching and learning
- Create an IT culture of freedom to explore new technologies and enhance processes allowing the advancement and streamlining of our deliverable services

Success - *Set high expectations and provide support to ensure all students and staff reach their full potential every year.*
- Focussing on training which allows educators to access training any time and anywhere
- Foster continual professional IT growth to maintain high quality services that provide a simple, solid, and enjoyable user experience

Well-Being - *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*
- Support for schools in developing learning spaces that are welcoming and inclusive through the recognition of differentiated student learning needs
- Cultivate an open, safe, and respectful IT culture that values a positive work-life balance

Leadership - *Identify future leaders, actively develop new leaders and responsively support current leaders.*
- On-going professional learning engagements with school-based Educational Technology Leaders
- Development of capacity through school-based Education Technology Coaches
- Recognize that leadership exists at all levels to identify future leaders, actively develop new and current leaders, and responsibly support currently leaders in IT Services

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

- On-going support for staff and students in using inclusive technologies and resources that reflect the lived realities of our students and communities
- Equitable access through 1:1 technologies, learning environments and culturally responsive and relevant pedagogy
- Build confidence by offering equitable services and growth opportunities to identify and address barriers

Engagement- *Engage students, parents and community members to improve student outcomes and build public confidence.*
- Innovative learning spaces, 1:1 technology, and improved pedagogical practices increase student and staff engagement and public confidence
- Ongoing engagement for stakeholders through social media involvement
- Create a culture of freedom to explore new technologies and enhance processes allowing for the advancement and streamlining of our deliverable IT services

3. Background

Both the Innovation and Information Technology Service Departments have focused on three main themes for this update. This school year the departments have geared their planning and support to:

- Interdepartmental projects to improve efficiencies in serving the staff and students at the DDSB.
- The provision of Professional Learning resources.
- Support and training of hardware and software.

4. Analysis and Evidence of Impact

4.1 Interdepartmental Projects

Both the Innovation and Information Technology Services departments focus on a model of interdepartmental support and proactive system planning. This emphasis is in response to the growing competency and confidence of all system staff and students in their abilities to use G-suite and related cloud tool environments as well as significant employee participation in device training programs. As user competence has increased, Innovation and IT Services has had the opportunity to increasingly participate in a large number of Interdepartmental projects which are aimed at improving efficiencies and focusing on departmental goals to improve achievement across the system.

Some of these Interdepartmental Projects include:

- **Collaboration with the IT Services department** to build and provide a comprehensive knowledgebase for all staff which offers both technical solutions for IT questions, and pedagogical and classroom examples of tool use for educators;
- The **co-creation of video products with Student Achievement and Inclusive Education departments** to provide content and learning opportunities for parents, students, staff and visitors to the district;
- **In cooperation with the Student Achievement Department**, the creation of an innovative collaborative model for Education Officers to share and document initiatives occurring across the district;
- **Working in tandem with the IT Services department, Leadership department and Parent Engagement departments, the Innovation department** has shifted the district use of Adobe Connect as the primary video conferencing broadcast software solution to the more powerful and robust Zoom solution. This new product has provided consistently high quality of secure communication to large numbers of staff for the purposes of training and online meetings such as the Parent Engagement Committee and External Hiring Committee;
- **Partnership with the Communications Department,** Innovation has developed a G-Suite solution for educators and facilitators to share, collaborate and communicate within the newly created Spark, staff portal;
- **Collaboration with the Communications and Parent Engagement departments to develop a series of Podcasts** for the broader community which will be rolled out this winter;
- **Innovation Facilitator meets with Planning and Facilities departments** to discuss and confer on renovations, construction and school builds to ensure that new learning environments such as Library Learning Commons incorporate the innovative and student focused furnishings and build criteria.

The integration of several technologies into streamlined and user-friendly tools that better support students, families, teachers, and staff who manage the technologies. Examples include

- ServiceNow – Consolidation of IT Incidents, IT Service Requests, Policies & Procedures from several different systems.
- Student Profiles were hosted in a data warehouse, and in a collaborative initiative with Student Achievement, the profiles have now been integrated into the Student Information System resulting in a single portal for administrators to access critical information for supporting student success.
- User Management – User management of student and teacher accounts has been automated so that the movement of accounts happens within 24 hours of the change in the Student Information System or HR System, reducing disruption of access to systems necessary for learning and teaching.
- Online registration – Online registration for parents is now entering the third year, with over 3,000 registrations in under a week. This has increased accessibility to our community and reduced the workload on school clerical staff resulting in faster service to our families.

- <u>Moodle to D2L</u> -- Moving to a single Learning Management system by transitioning from Moodle to D2L Brightspace to allow for better support and direction for our teachers, and a consistent learning portal for our students.

4.2 Professional Learning Provision and Resources

Since the last report to Board in October, the number of courses present on the *Professional Learning Hub* has grown from **50 to 125**. Working with each department of the board, the Innovative Education Department has developed courses and resource areas to provide specific content to a variety of roles within the board. (See Appendix A). Through a collaboration between IT Services, Accountability and Assessment, and Innovation, departments are being provided with tools to monitor the real-time completion of online course work. This completion is measured through certification and staff badges. **Since the launch of the Hub in September of this school year, more than 15,000 course completions have been documented on the Professional Learning Hub.**

In a collaborative venture between Innovation and IT Services, a single portal for support of technical and educational technology needs has been developed to create a single and seamless experience for teachers. This new portal is hosted in the ServiceNow platform and improves the support that we are able to provide to our staff and students. **Since September of this school year, over 26,000 incidents and services have been actioned through this tool.**

4.3 Support and Training of Hardware and Software

In the 2019-20 school year, the final phase of the Leveraging Digital technology plan was implemented. 12,327 Chromebooks were deployed to students in September resulting in the fulfilment of the commitment to provide all grade 7-12 students with a Chromebook for use at school and home. Currently more than 45,000 Chromebooks are in the hands of DDSB students and staff. This project was, in a large part, successful because of the high degree of collaboration of IT Services, Innovation, and school staff.

A survey was sent out to Principals after the completion of the project for feedback on the deployment process, to inform future deployments. This third year of deployment resulted in the most positive feedback with a 4.2/5 rating for the efficacy of deployment and communication with schools.

In the same survey, 82% of respondents identified Chromebooks as having a positive impact on student learning. Metrics on the use of provisioned software for teaching and learning has been outstanding.

- Google Read and Write has been chosen as a learning tool more than 1 million times this year;
- 42,000 eBook sign-outs occurred using SORA/Overdrive since September;
- More than 7,000 staff and students use WeVideo to create presentations to demonstrate their learning.

Support through training, online resources and in-class modelling has created a culture of competency and confidence with DDSB technologies. DDSB device training programs for Early Childhood Educators, Educational Assistants and Teachers continue to be well attended and set a high bar for staff use of technology. DDSB Innovative coaches and facilitators work in classrooms daily and with all departments on a regular basis to ensure that staff have both the confidence and competence to leverage digital to improve student achievement.

5. **Financial Implications**

The Innovative Education training initiative funding is provided through the annual budget of the Innovative Education department. Enhancements and consolidations of technologies are provided through the annual budget of the IT Services Department.

6. **Communication Plan**

Ongoing communication to system staff takes place through email, the Director's meetings/Zoom sessions, and Family of Schools meetings/Zoom sessions. Social media platforms such as Twitter are utilized to communicate the shifts in practice in our schools. We also continue to leverage digital to build staff capacity through professional development initiatives such as our Tech in 2 video series, BYTE-sized PD sessions, and live chat support.

7. **Conclusion**

This report was provided to inform the Board of Trustees of the current state of the Leveraging Digital Initiative.

Report reviewed and submitted by:

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Norah Marsh, Acting Director of Education

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Jamila Maliha, Superintendent of Education, Innovation, IT Services, and FOS

Appendix A – Current List of Online Staff Learning Modules either in Development or Running on the Professional Learning Hub.

Accessibility: New Hire Orientation	Doorway to Information (EA)
Addressing Substance Use for Administrators	Doorway to Information (ECE)
Adolescent Literacy Guide	Doorway to Information (ILP DI)
An Equitable Framework for Bias-Aware Progressive Discipline	Early Years Workshop #1
Assistive Technology (ILP AT)	Early Years Podcast Episodes
Authentic Writing in Kindergarten	eLearning School Support
Auto & Wood Shop Safety	Engaging a Community of Online Learners
Bias Aware Interviewing	ERGO for Office Workers
BMS Online Refresher	ERGO Schools Training - Custodial
Boardmaker Online	Ergonomics - Every Day Back Care for Every Body
Carroll Courses	Ergonomics for EAs
CAS Protocol	Escalation Continuum
CAS Protocol for Administrators	Fire Safety and Extinguisher Training
CEFR	First Then
Coding Part 1	Getting Started with STEM
Coding Part 2	Group Contingencies
Concussions	Health and Physical Education
Conducting School Investigations	IGNITE Customer Services
Confronting Anti-Black Racism in Kindergarten	Incident Reporting
CPR-C/AED	Inclusive Technology 1 (EA)
Creating a Sense of Belonging	Inclusive Technology 2 (EA)
Custodial Scrubber Training 101	Infection Prevention and Control
Custodial Tasks-Videos	Inquiry-Based Learning
Cyber Security Training	Internal Responsibility System
DDSB ECE Onboarding	Introduction to BAS and LLI
Defensive Driving Training	Introduction to D2L Brightspace
Developing Numerical Fluency: Bookclub	Introduction to Google Classroom
Digital Assessment Tools	Kindergarten Learning Environment
Digital Citizenship & Professional Practices (EA)	Ladder Safety
Digital Citizenship & Professional Practices (ECE)	Laptop 201
Digital Citizenship & Professional Practices (ILP DC/PP)	Leadership - Aspiring Leaders

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Leading Mentally Healthy Schools	School Generated Funds Bookkeeping for Secretaries
Learning Disabilities	Science Safety
Let's Play Math	Self-Regulation - A Framework for Educators
Leveraging Your Child Development Knowledge to Close Gaps	Self-Selected Reading in High School
Lock Out/Tag Out Training	Slips, Trips, and Falls
Managing Challenging Interactions with Parents	Standard First Aid + CPR C/ AED
MOL-SUPERVISOR Safety Awareness Training	Supporting Staff Well-being
MOL-WORKER Safety Awareness Training	Supporting Student Mental Health
Neuroscience in the Classroom	Teaching in the Age of Social Media
NTIP Orientation	Teaching Math with Meaning
Number Talks: Fractions, Decimals and Percentages	Teaching Through the Lens of Human Rights
"Outside" Online Book Club	Technology at the Point of Instruction (ILP TPI)
"Yellow Brick Roads" -- Book Club for Gr 7-12 English/Language Teachers	Technology at the Point of Learning (EA)
OnSIS Reporting	Technology at the Point of Learning (ECE)
Operation of Small Drinking Water Systems	Technology at the Point of Learning (ILP TPL)
Oral Language at Your Fingertips Book Club	The Essentials of Reinforcement
Pedagogical Documentation (ECE)	The Learning Environment as the Third Teacher
Pedagogy in Digital Music	The Reading Strategies Book Club
Podcasting in Pedagogy	The Writing Strategies Book (Book Club)
Podcasting to Amplify Student Voice	Token Economy
Powerschool	Top 5 iPad Apps for Kindergarten
Professional Development for School Improvement	Understanding Texts and Readers Bookclub
Professional Use (ECE)	Using We.org in your Program
Recruitment and Staffing Toolkit	Violence in the Workplace-Awareness Training
Restorative Practices for Educators	Welcome to Kindergarten
Restorative Practices for School Leaders	WHMIS - Workplace Hazardous Materials Information System
Role of the Student Success Teacher	Wilderness First Aid
Scaffolding Training	Working at Heights Training
School Cash Online	Working in Extreme Temperatures
School Generated Funds Bookkeeping for Casual Clerical	Workplace Inspection Training (eBase)
School Generated Funds Bookkeeping for Principals	

—— **ADMINISTRATIVE REPORT** ——

REPORT TO:	Durham District School Board	**DATE:** March 2, 2020
SUBJECT	**District-Wide FSL Programs Review**	**PAGE NO.** Page 1 of 6
ORIGIN:	Norah Marsh, Acting Director of Education Margaret Lazarus, Superintendent of Education/French Curriculum	

1. Purpose

The purpose of the report is to seek approval from Durham District School Board Trustees on the scope of a District-Wide Review of all French as a Second Language (FSL) programs.

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.*

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

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

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

3. Background

At the January 20, 2020 Board meeting the Trustees voted the following:

- A DISTRICT REVIEW OF FRENCH IMMERSION AT DURHAM DISTRICT SCHOOL BOARD TO BE UNDERTAKEN BY STAFF
- THE REVIEW WILL BE INITATED BY A STAFF REPORT OUTLINING THE SCOPE OF THE REVIEW
- THE FINAL REPORT TO BE SUBMITTED TO THE BOARD IN THE FALL OF 2020.

Currently the DDSB offers both Core French and French Immersion (FI) Programs. Core French is mandatory in the province of Ontario from Grades 4-8 for all students in English-language elementary schools with the expectation that students have accumulated a minimum of 600 hours of French instruction in elementary school (French Instruction Policy). One mandatory Core French credit is required in Grade 9; however, students may choose to continue in Core French through to graduation in grade 12.

French Immersion within the DDSB has one entry point at Grade 1. From grades 1 to 3, students are immersed in 100% French instruction. English instruction is introduced in Grade 4 and is the language of instruction for 50% of the day in Grades 4-8. By the end of Grade 8, the French Immersion program must provide students with a minimum of 38,000 hours of French Instruction. At the secondary level, students accumulate a minimum of ten credits: 4 French Language courses (one per year) and a minimum of 6 additional courses in which the language of instruction is French.

Currently, DDSB has 10 dual-track elementary schools and 7 single-track French Immersion elementary schools. In the secondary panel, there are 7 dual track secondary schools and no single-track FI school. Tables 1 to 3 display the number of students enrolled in our French programs.

Table 1

DDSB French Program Student Enrolment - 2019-2020		
Grade	French Immersion Student Count	Non-French Immersion Student Count
1	1056	NA
2	1031	NA
3	982	NA
4	952	4313
5	867	4547
6	842	4425
7	804	4561
8	733	4657
Total	7267	22503

Table 2

DDSB Secondary French Program Student Enrolment						
French Immersion Student Count						
	2018-2019			2019-2020		
Grade	Semester 1	Semester 2	FIF Total Student Count	Semester 1	Semester 2	FIF Total Student Count
9	312	243	555	307	302	609
10	287	225	512	266	269	535
11	252	208	460	294	224	518
12	166	206	372	203	197	400
FIF Total	*1017*	*882*	*1899*	*1070*	*992*	*2062*

Table 3

DDSB Secondary French Program Student Enrolment							
Core French Student Count							
		2018-2019			2019-2020		
Grade	Level of Study	Semester 1	Semester 2	FSF Total Student Count	Semester 1	Semester 2	FSF Total Student Count
9	Applied	695	690	1385	702	783	1485
9	Academic	1424	1275	2699	1313	1259	2572
10	Applied	3	0	3	0	0	0
10	Academic	435	488	923	527	398	925
11	University*	270	313	583	261	268	529
12	University*	235	204	439	173	218	391
FSF Total		*3062*	*2970*	*6032*	*2976*	*2926*	*5902*

*Only university course type have enrolment due to historical low enrolment in college level type courses.

4. **Analysis**

4.1: Growing Interest and Concerns

DDSB values fairness, equity and respect as essential principles to ensure that all students have the opportunities they need to fulfil their potential. The Board is also committed to the principles of equity as outlined in Ontario's Equity and Inclusive Education Strategy and in accordance with the Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

The District-Wide FSL Program Review will examine challenges and successes of the two French programs as it pertains to our board from key stakeholders' perspectives, will identify program needs and recommend strategies to ensure that the principles established from this review be applied when considering changes in programming and boundaries. The FSL District Review Committee will focus on key elements of the delivery of FSL programs at the elementary and the secondary level and will gather data from multiple sources to provide an in-depth, inclusive analysis of the status of French programming and its relationship to the broader experience of all our students. The following will be examined:

- Provincial trends and experiences
- Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)
- Program viability
- Resource implications (staffing, facility and finance)
- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

4.2: Consultations

The consultation component of the FSL Review will be grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, multiple stakeholders will be included and given multiple opportunities to comment on DDSB programs. Sessions will be geographically located for ease and equity of access and will include:

- Face-to-Face Forums with:
  - Parents/guardians
  - Community members
  - Staff
  - Students
- On-line surveys
- Crowdsourcing software for idea generation
- Dedicated phone line and email address to gather further input from the community

At the April Board of Trustees Standing Committee Meeting, The FSL District Review Committee will provide the Trustees with a more detailed report outlining the consultation process including key dates and topics.

4.3: The District Review Committee

The FSL District Review Committee will consist of staff from a variety of departments including: Equity, Curriculum, Innovation, Inclusive Student Services, Facilities Services, Business Services, Property & Planning, and Assessment & Accountability.

4.4: Proposed Timelines

Table 4

Month	Action
February-March	- Literature Review - External School Boards FSL Reviews - Grade 11 Student Survey (examines why students are choosing to leave or remain in FSL programs) - Determination of operational plan
March	Promotion of the Consultation Sessions
April	Consultation Sessions
May	Consultation Sessions
June	Consultation Sessions
July -August	Data analysis and draft report
September	Data analysis and draft report
October	Draft report presented to Board of Trustees
November	Final report presented to Board of Trustees

5. **Conclusion/Recommendation**

The review will look at existing policy and practice and provide recommendations to inform access, organization and resource allocation for FSL programming within the District

This report is presented to DDSB Trustees for approval of the scope of the FSL Program Review.

Report reviewed and submitted by:

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

_____
Norah Marsh, Acting Director of Education

February 27, 2020

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON   M7A 1L2

Dear Minister Lecce,

The Durham District School Board is committed to its community and students through our Multi-Year Strategic Plan, *Ignite Learning*. It articulates our commitment to student learning and well-being. I am writing on behalf of the Board to share our current concerns that the government's actions are impacting our capacity to create the learning environments we have articulated as our goal for students.

It appears to us that the negotiations are at a stand-still; the current climate has an impact on our communities and we therefore urge you, on behalf of the Government of Ontario, to return to the negotiating table and find a fair settlement. Our community is keen to see regular operations return to schools and as their elected officials we are compelled to advocate on their behalf. The lack of progress in collective bargaining is disconcerting and requires prioritization on behalf of your government.

We also want to express our deep concern in relation to the plan for two compulsory eLearning courses. Our Board of Trustees wrote to you on December 2, 2019 to share the information we received from our student senators in relation to the effectiveness and challenges of on-line learning. While I won't repeat the concerns we expressed at that time, I do want to emphasize that the conclusion reached was that while eLearning works for some students, it does not suit the learning needs of many students. Our staff have collected the data and it clearly demonstrates that students have higher attrition rates in eLearning than in face-to-face courses. Moreover, given the geography and demographics of our district, the proposed mandatory credits will create an inequity for our most vulnerable learners due to access issues.

As trustees, we know how dedicated our employees are in creating safe, inclusive learning environments that result in equitable opportunities for success for all students, including our

most vulnerable and those with special education needs. We are committed to providing quality education to our students and community, and the Ministry proposed changes will profoundly reduce levels of service and the quality of education.

On behalf of the board of trustees, I implore you to have your agents return to the bargaining table for meaningful conversations and that they commence with the removal of the mandatory eLearning from the bargaining process.

Sincerely,

Chris Braney, Chair
Durham District School Board

cc: DDSB Trustees
        Norah Marsh, Acting Director of Education
        Eva Kyriakides, Chair, SEAC
        Chairs, Ontario Public School Boards
        Doug Ford, Premier of Ontario
        Cathy Abraham, President, OPSBA
        Local MPP's
        Local Unions

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	**DATE:**	March 2, 2020
SUBJECT:	**Ignite Durham Learning Foundation Report**	**PAGE NO.**	1 of 4
ORIGIN:	Norah Marsh, Acting Director of Education Jim Markovski, Superintendent of Education Stacey Lepine, Senior Manager		

1. Executive Summary

In April 2018, The Durham District School Board (DDSB) voted in favour to establish a Charitable Foundation that aligned to the work of the 'Make A Difference' Poverty Strategy. The Foundation operates independently of the Board with an established Board of Directors who are responsible for oversight and governance. The Foundation has spent the last twelve months establishing operating procedures and protocols. Stated mission, vision and values have been developed, along with by-laws, code of conduct and board competencies. Job descriptions have been created along with competency skills matrices. A strategic plan outlining funding priorities has been finalized. An application to the Canada Revenue Agency for charitable status has been submitted and is currently under review.

2. Purpose

To provide Trustees with information on the development of the Ignite Durham Learning Foundation.

3. Background

3.1 An application for Incorporation of a corporation without share capital was submitted and stamped with letters patent by the Ministry of Government Services on July 20, 2018. The letters patent incorporate the Ignite Durham Learning Foundation's ability to receive and maintain a charitable fund or funds and other property, and to apply from time to time all or part of those funds and property, and any related income, for charitable purposes to:

 a) advance education by providing children and students in need with resources to facilitate their full participation in the life of the school;
 b) advance education by providing children and students in need with support in out-of-school programs;
 c) advance education by providing scholarships, bursaries, awards and prizes to children and students in need; and
 d) to allocate and disburse charitable funds to provide support services and financial assistance to students in need and/or school communities in support of the Foundation's stated goals.

3.2   The affairs of the Foundation are governed by a Board composed of eight directors, as follows:

    a) Director of Education of the Durham District School Board, on an ex-officio basis;
    b) Chair of the Durham District School Board, on an ex-officio basis;
    c) Superintendent of Education for Family of Schools, Early Years, Poverty Strategy and Foundation of Durham District School Board, on an ex-officio basis; and
    d) Five community members from the broader community.

3.3   The Board has met on a monthly basis since February 2019, successfully developing and completing the following:

    a) Mission Statement (Appendix A)
    b) Vision Statement (Appendix A)
    c) Values (Appendix B)
    d) By-Laws
    e) Code of Conduct
    f) Board Competencies
    g) Board of Director/Member Job Description
    h) Board Chair Job Description
    i) Competency Skills Matrix
    j) Strategic Planning – Key funding priorities (Appendix A)
    k) Application for Charitable Status submitted to the Canada Revenue Agency

4. Analysis

This work is being done in conjunction with the DDSB system's core values and in alignment with our strategic priorities.

1. Increase Student Achievement: Personalize and monitor learning to close gaps, create equitable outcomes, opportunities and multiple pathways for students.
2. Ensuring Equity: 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.

5. Evidence of Impact

Long-term impacts of the Charitable Foundation will include the following:

- mitigating barriers to student achievement and well-being as experienced by children and youth living in poverty;
- schools and community partners work collaboratively to support student achievement and well-being; and
- school communities access the Foundation to provide equitable outcomes for all students.

6. Financial Implications

Expenses will be incurred by the Durham District School Board Poverty Strategy department to support implementation and the initial work of the Foundation. To date, expenses have included legal fees to support policy development for the Foundation. The Durham District School Board and the Board of Directors for the Ignite Durham Learning Foundation will work together to determine a strategic plan with timelines and a proforma budget provided to Trustees at a later date.

7. Next Steps

- Volunteer staff members in collaboration with the Board of Directors will start to focus on the development of fundraising campaign materials, launching with an internal staff-giving campaign.
- Specific guidelines and criteria detailing the allocation of funds to be developed by the Board of Directors for the Ignite Durham Learning Foundation.
- Fundraising software program to be sourced and purchased to allow for donor tracking, stewardship and financial management of funds.
- Details of annual giving campaign to be developed.
- Website to be developed with promotional materials to lead donors to our annual giving campaign.

8. Conclusions and Recommendations

This report is provided to Trustees for information.

9. Appendices

Appendix A - Ignite Durham Learning Foundation Information Flyer

Appendix B - Ignite Durham Learning Foundation Values in Action

Appendix C - Annual General Meeting Invitation

25

Report reviewed and submitted by:

_____

Jim Markovski, Superintendent of Education

_____

Norah Marsh, Acting Director of Education

Mission and Vision of the Ignite Durham Learning Foundation

The **Ignite Durham Learning Foundation** is a charitable community organization that raises funds to remove barriers, and creates opportunities and supportive environments that enable students to reach their full potential.

GIVE *the* Gift *of* CHANGE

STARFISH FUND

The Starfish fund provides resources to assist schools in addressing student needs including but not limited to clothing, school supplies, food, health and transportation.

MAKE A DIFFERENCE FUND

The Make a Difference fund offers financial subsidies to students experiencing poverty so that they may participate with their peers in field trips, school extra-curricular activities and school events.

THINK OUTSIDE THE BELL FUND

The Think Outside the Bell fund provides financial support to students in need who would significantly benefit from participating in specialized programs such as Preschool Success and After School Recreation and Arts Programs.

FUTURE FUND

The future fund provides students with financial support to assist post secondary pathways.

CONTACT
ignite.foundation@ddsb.ca
905-666-6000

IGNITE
Durham Learning Foundation
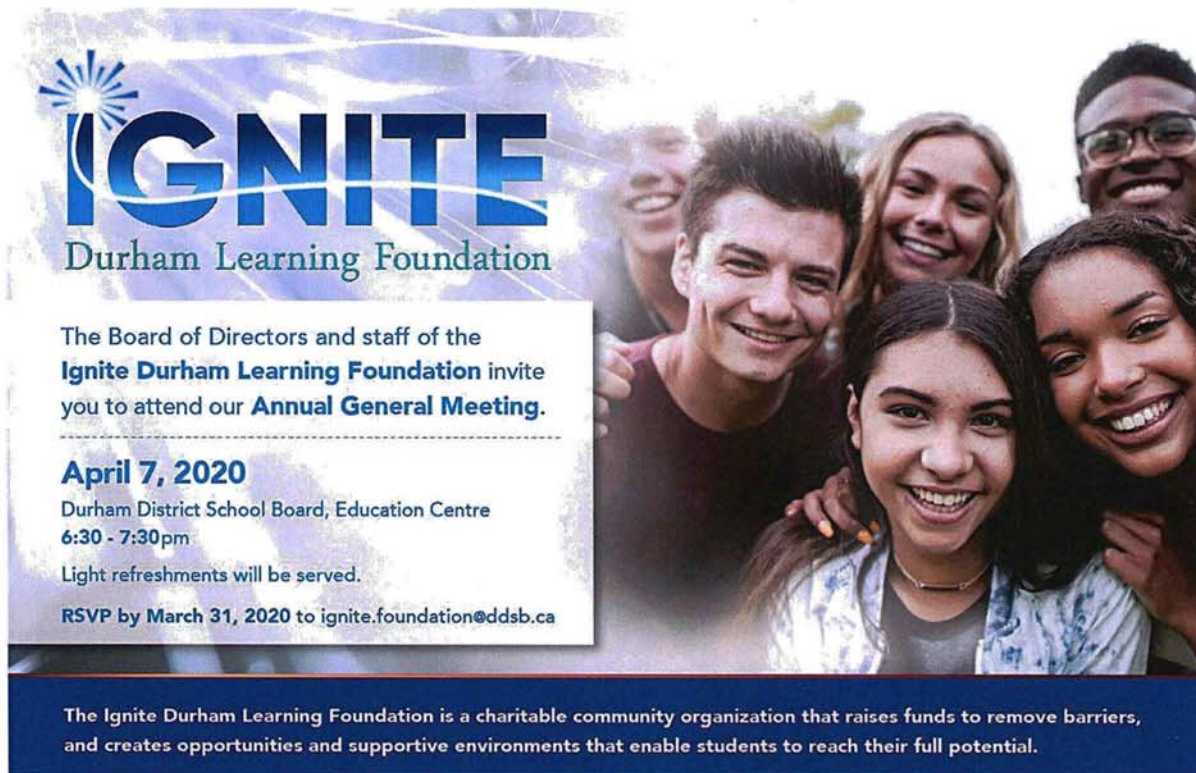
Values in Action

- We put children and youth first.

- We are driven by ethics and act with integrity.

- We empower our children and youth to give their best and develop potential.

- We value equality and commit to the importance of respecting and honouring the uniqueness of every individual.

- We are empathetic and continuously strive to understand diverse perspectives and situations.

- We are committed to addressing barriers and ensuring equitable access to supports and resources.

- We believe that we all have a social responsibility to sustain and support our students and families that face economic barriers.

- We believe in the value of collaboration. By working together with out communities and stakeholders we are able to respond to the greatest needs and opportunities for students and families.

IGNITE
Durham Learning Foundation

IGNITE
Durham Learning Foundation

The Board of Directors and staff of the
Ignite Durham Learning Foundation invite
you to attend our **Annual General Meeting**.

April 7, 2020
Durham District School Board, Education Centre
6:30 - 7:30pm

Light refreshments will be served.

RSVP by March 31, 2020 to ignite.foundation@ddsb.ca

The Ignite Durham Learning Foundation is a charitable community organization that raises funds to remove barriers, and creates opportunities and supportive environments that enable students to reach their full potential.

—————————————— ADMINISTRATIVE REPORT ——————————————

REPORT TO:	Durham District School Board	**DATE:**	March 2, 2020

SUBJECT: Student Help-Seeking Initiative: **PAGE NO.** 1 of 3
"You Matter: It's OK to Ask for Help"

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

1. Purpose

The purpose of this report is to share with Trustees the Student Help-Seeking Initiative: "You Matter: It's OK to Ask for Help". This initiative is in response to the commitments outlined in the DDSB Well-Being and Mental Health Action Plan 2019 - 2020.

2. Ignite Learning Strategic Priorities/Operational Goals

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

Well-Being: Create safe, welcoming, inclusive learning spaces for all students and staff.

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

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

3. Background

One of the strategic priorities of the DDSB Well-Being and Mental Health 2019-2020 Action Plan is to equip students with resources to seek help when experiencing mental health concerns. The "You Matter: It's Ok to Ask for Help" initiative was created to encourage a culture of help-seeking that ensures an environment where the mental well-being of all students is valued and fostered, and where help for those students in distress is seen as essential to helping students feel safe, accepted, and ready to learn.

4.   <u>Analysis</u>

The Mental Health Commission of Canada (MHCC) reports that many students living with mental health concerns say the stigma they face is often worse than the concerns itself. One of the most substantial ways that this stigma affects students is that 60% won't seek the help they need. Schools are one place where students should be able to find support from a caring adult and be directed along the pathways of support. Equipping and supporting students by encouraging a help-seeking culture in our schools, ensures an environment where the mental well-being of all students is valued and fostered, and helps students feel safe, accepted, and ready to learn.

Poster Campaign:
Elementary (intermediate grades) and secondary versions of the "You Matter: It's Ok to Ask for Help" poster was developed and shared with system leaders for distribution to DDSB schools (Appendix A). School staff were asked to display posters in high-traffic, student areas.

Conversation Guide:
The conversation guide provides general guidelines for receiving and engaging with students who respond to the posters and approach staff to initiate a help-seeking conversation (Appendix B). The guide outlines role expectations and provides starter sentences and potential responses to students in distress. Administrators are expected to review and distribute the resources to all staff. The Mental Health Lead is available for consultation on implementation considerations.

5.   <u>Financial Implications</u>

The creation and implementation of the Student Help-Seeking Initiative: "You Matter: It's OK to Ask for Help" was an action item on the DDSB Well-Being and Mental Health Strategic Plan 2019-2020 Action Plan and occurred within the constraints of the Safe Schools budget.

6.   <u>Communication Plan</u>

The Student Help-Seeking Initiative: "You Matter: It's OK to Ask for Help" will be shared with various union groups and with Student Senate, Family-of-Schools Superintendents, Education Officers, Administrators, and various frontline staff groups for implementation planning purposes.

7. **Conclusion**

The Student Help-Seeking Initiative: "You Matter: It's OK to Ask for Help" is presented to trustees for information.

8. **Appendices**

Appendix A: It's OK to Ask for Help Elementary and Secondary Posters
Appendix B: It's OK to Ask for Help Conversation Guide

Report reviewed and submitted by:

_____

Norah Marsh, Acting Director of Education

_____

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

WHAT YOU ARE GOING THROUGH MATTERS. YOU ARE NOT ALONE. WE ARE HERE TO HELP.

It's Ok to Ask for Help: Conversation Guide

In our roles we are frequently faced with students who experience various levels of stress and distress. *At no point* are you expected to assume the role of a mental health professional. Our goal is for students to know schools are supportive environments for them when they are struggling. We want our students to know they are not alone and that what they are going through matters.

When supporting students seeking help, it is important to consider the following:
- Your role is to create a welcoming and safe environment for all students.
- You are not expected to solve the student's concerns but rather acknowledge the concerns and direct the student to in-school supports.
- Know the pathways of support for students that are available in your school.
- Take care of yourself so you don't get overwhelmed.

The following framework provides examples of how to support and respond to students seeking help:
1. **Notice.**
   - Know your students and notice changes in behaviour or mood of the student. Make a connection with the student and pay attention to their efforts to engage in a conversation with you. Find an appropriate place to have the conversation so that the student can talk freely in a safe, private setting. Maintain professional boundaries; your role will be to listen, acknowledge, and get support for the student.
   - Ask the student how you can help and indicate that you are there to listen.
     - You could say, "I really appreciate that you came to see me today, how can I help?"
     - Don't say, "I know what you are going through and this is what I would do if I were you."

2. **Be supportive.**
   - Validate their experience and acknowledge how difficult things may be for them.
     - You could say "Thank you for sharing this with me. That sounds like a lot to deal with." Or "I'm glad you came to talk to me, what you are going through matters and you don't have to do this alone."
   - Try to avoid comments that might sound as though their experience isn't such a big deal.
     - Don't say "Everyone feels this way sometimes." Or "I've felt like this before—you'll get over it soon enough".
   - If unsure or uncomfortable with what the student is sharing, get help from others (See below).

3. **Get help from others.**
   - Suggest that there are caring adults who want to help and suggest to the student that they may want talk to someone else about their concerns; a school guidance counsellor or school Social Worker or Psychological Services staff who have experience helping students sort through the kind of challenges they are dealing with.
     - You could say, "It ok to ask for help, and I am glad you came to talk to me and I wonder if you want to talk to someone for more support? I'm not an expert in this area but I can direct you to someone who is. Maybe we can reach out to _____(Guidance or School Professional Services Staff)? Does this option seem doable for you?

Student Safety: Know that your aim is to be supportive; however, confidentiality cannot be guaranteed and must be explicitly stated. If the student is talking about self-harm or suicide and is describing ways to do it, they need help now. Do not leave the student alone. *It is important to respond with their safety in mind.* The DDSB Suicide Prevention Protocol is a Guideline for your response in this situation. If you're not sure what the Protocol is, ask your Principal.

February 25, 2020

Chris Braney
Chair
Durham District School Board
400 Taunton Road East
Whitby, Ontario
L1R 2K6

Dear Mr. Braney,

Thank you for your email of February 7, 2020 to Deputy Minister Naylor requesting assistance for the Durham District School Board. The Ministry of Education is committed to supporting good governance, strong and accountable leadership, and transparent human resources practices.

To this end, I have directed ministry staff to identify an approach to work with your board to address the critical issues you have raised. We will be in contact with you shortly to discuss how we can move forward together.

Sincerely,

The Honourable Stephen Lecce
Minister of Education

c.   Nancy Naylor, Deputy Minister

        Jeff Butler, Assistant Deputy Minister (A), Student Support and Field Services Division