



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

7:00 p.m.

Tuesday, September 8, 2020

Boardroom

Chairperson:

Niki Lundquist

Vice-Chairperson:

Christine Thatcher

Liaison Superintendent:

Acting Director Norah Marsh

Recording Secretary:

Kim Cox

DATE: Tuesday, September 8, 2020

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:
All Trustees
Director of Education
All Superintendents

**STANDING COMMITTEE MEETING
OF THE
DURHAM DISTRICT SCHOOL BOARD
Tuesday, September 8, 2020
7:00 p.m.**

		<u>PAGE</u>	<u>TIME</u>
1.	<u>Call to Order</u>		
2.	<u>Declarations of Interest</u>		
3.	<u>Motion to Approve Agenda</u>		
4.	<u>Introduction of Student Trustees</u> (Chair Chris Braney)		
5.	<u>Community Presentations</u>		
6.	<u>DDSB Presentations</u>		
	(a) Indigenous and ESL Summer Learning Program (Acting Superintendent Erin Elmhurst/ Superintendent Mohamed Hamid)	1 – 4	7:00 – 7:15
	(b) Ignite Unlearning: A Summer Series of Conversations (Superintendent Mohamed Hamid)	5 – 8	7:15 – 7:30
7.	<u>Recommended Actions</u>		
8.	<u>Information Items</u>		
	(a) Summer Learning Supports (Superintendent Andrea McAuley)	9 – 13	
	(b) OPSBA Report (Trustee Donna Edwards)	Verbal	
9.	<u>Committee Reports</u>		
10.	<u>Correspondence</u>		
11.	<u>Other Business</u>		
12.	<u>Adjournment</u>		

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE:	September 8, 2020
SUBJECT:	Indigenous and ESL Summer Learning Program	PAGE NO.	Page 1 of 4
ORIGIN:	Norah Marsh, Acting Director of Education Erin Elmhurst, Acting Superintendent of Education Mohamed Hamid, Superintendent of Education		

1. Purpose

This report aims to share with the Board of Trustees highlights of the 2020 Virtual Indigenous and ESL Summer Learning Program for students in Grades 2-8. This 3-week program provided Indigenous students and English Language Learners with an engaging virtual learning experience inclusive of real-time and flex-time learning. The program focused on community building, supporting well-being, and bridging the gaps in learning created by the current health crisis. The program was grounded in culturally relevant and responsive pedagogy and differentiated instruction. This initiative reflects the Durham District School Board's commitment to Human Rights, equity, student well-being, and achievement.

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

- Programming positively impacted Indigenous student and English language learner achievement and honoured their human rights.

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

- Students and parents expressed increased levels of engagement, enjoyment and comfort within a virtual learning environment.
- Students experienced a safe and supportive learning environment that sought to engage and affirm their lived experiences.

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

- Programming supported high-quality education and expectations for Indigenous students and English Language Learners.
- Anecdotal observation data confirmed students gained confidence and pride in their identity.

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

- Continued to promote mutually supportive relationships between Indigenous and ESL families and the DDSB.
- Community Partnerships were an embedded part of the program with guest speakers and learning experiences being co-designed and co-delivered alongside the community.

3. **Background**

The Ministry of Education through the Council of Directors of Education provided funding to school boards aimed at supporting students; specifically, students who identify as First Nations, Metis, and Inuit and English Language Learners, who could benefit from engaging in virtual real-time and flex-time learning experiences to further develop literacy and numeracy skills and minimize summer learning loss.

From July 20 - August 7, 31 students who self-identify as Indigenous and 107 English Language Learners in Grades 2-8 from across the Durham District School Board participated in the three-week Indigenous and ESL Virtual Summer Learning Program. Students engaged in a minimum of 2 hours of real-time instruction and 1 hour of flex-time learning daily. Additional flexible educators support and Focus on Youth mentors allowed for daily small group instruction and interactive learning opportunities that were culturally relevant and responsive to individual learning needs.

4. **Analysis**

Distance Learning presented many challenges for Indigenous and English Language Learner families. The Indigenous and ESL Summer Learning Program allowed educators to connect with students and families, create a program responsive to their needs with a foundation in community building, and to support the transition back to school.

The key aspects of the program included:

Programming for Success

- Real-Time whole group and small group instruction and connected Flex-Time learning.
- Daily community circles
- Daily small group guided instruction based on individual learning needs
- Guest speaker presentations
- Community partners co-planned, and co-delivered lessons
- STEAM learning opportunities supported by Ontario Tech University
- Culturally relevant and responsive programming specific to the needs of students
- Inquiry and project-based learning
- Focus on Youth student mentors supported each class
- Physical education, Health and DPA instruction
- Backpacks were provided to all students at the beginning of the program, which contained all the necessary materials to support learning

Parental Engagement

- Regular parent communication and engagement opportunities
- Parents were invited to attend guest speaker presentations
- “Office Hours” for parents to connect with teachers
- FlexTime learning opportunities that encourage parent/family engagement
- Resources provided to parents to extend the learning beyond the program completion date

Educator Capacity Building

- Indigenous Education and Equity curriculum leads supported regular professional development opportunities for Summer Learning Program staff, focusing on:
 - The creation of an online community of learners
 - Student engagement
 - Student voice
 - Parent Engagement
 - Number Talks
 - Inquiry-based learning through RealTime and FlexTime learning opportunities
 - Culturally Relevant and Responsive learning environments
 - Virtual intervention planning
 - The integration of Indigenous Education resources
- The Indigenous Education and Equity curriculum leads co-planned lessons with educators

ESL Facilitator guided and supported English Language Learner Programming

5. Financial Implications

Council of Directors of Education funded 7 of the 9 Virtual Summer Learning classes. Due to parental interest and identified student needs, the ESL Department supported two additional classes. Each of the 7 CODE funded classes received \$15,000.00 to employ staff and purchase resources for students. Each student received a backpack at the beginning of the program that provided all the necessary supplies and materials to support the learning.

6. Evidence of Impact

Due to the program’s rich and engaging nature, daily attendance remained consistent throughout the program’s duration. Pedagogical documentation, work samples, and small group learning conversations reflected literacy and numeracy growth for all students. Digital learning portfolios were created for each student containing evidence of conversations, observations, and products. These were shared with parents and the home school to support continued skill development.

Student voice surveys indicated increased enjoyment, engagement, and comfort within the Virtual Summer Learning Program compared to students’ experiences within Distance Learning. Parent

Surveys showed that 94.8% of parents ranked their child's enjoyment of the program as excellent and 83.1 % of parents said they would enroll their child again.

Parents regularly attended virtual guest speaker presentations and information sessions supporting their children with the google classroom and information sessions on school re-opening.

Educators benefited greatly from professional development opportunities and the collaborative nature of the Summer Learning Program. They created rich virtual learning spaces for students and families and will take these skills and strategies with them into the new school year.

Above all, a true sense of community was established for staff, students and families. Students felt a sense of belonging, knowing that they mattered. Students and families will be returning to school with an increased sense of support, connection, and readiness
This report is respectfully submitted to Trustees for information.

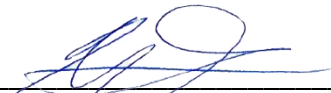
7. Conclusion

This report is provided for Trustees' information.

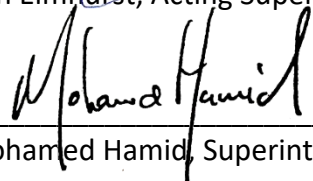
Report reviewed by:



Norah Marsh, Acting Director of Education



Erin Elmhurst, Acting Superintendent of Education



Mohamed Hamid, Superintendent of Education

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE:	September 8, 2020
SUBJECT:	Ignite Unlearning A Summer Series of Conversations	PAGE NO.	Page 1 of 4
ORIGIN:	Norah Marsh, Acting Director of Education Margaret Lazarus, Superintendent of Education Erin Elmhurst, Acting Superintendent of Education Mohamed Hamid, Superintendent of Education		

1. Purpose

The purpose of this report is to provide Trustees with an outline of the learning that occurred during the Ignite Unlearning Summer Series of Conversations.

2. Ignite Learning Strategic Priority/Operational Goals

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

- The Ignite Unlearning Summer Series of Conversations supports all operational goals by building capacity to ensure the success for all students, staff and community members.
- The Ignite Unlearning Summer Series of Conversations builds on the Principles to Inform Distance Learning Practices and serves as a mechanism to move educators and school leaders towards conversations about engagement.
- The Ignite Unlearning Summer Series of Conversations encouraged all staff to approach re-engagement with Human Rights and Equity at the centre, and collaborating with Well-Being, Safe Schools, and Indigenous Education for wrap-around support.

3. Background

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

To strengthen our capacity as a system to do this, the DDSB developed and launched the Equity & Diversity Strategic Plan in 2018 which identified 5 key priorities:

- Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing.
- Challenge and change structures, tools and practices that create barriers to success and engagement for students, staff or school community members.

- Diversify the staff complement and cultivate climates where staff, students and families from many communities and social realities feel valued and optimistic about their involvement in the organization.
- Partner with community leaders, agencies and services to serve the needs of our students, staff and communities reflecting their diverse lived experiences and social realities.
- Implement the principles of Inclusive Design.

4. Analysis

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination with Human Rights and Equity being integral to all our work. In order to continue to enhance our professional learning opportunities for all our staff, we were pleased to offer, ***Ignite Unlearning: A Summer Series of Critical Conversations***.

This virtual conference provided engaging, responsive professional learning opportunities to set the foundation for our collective work in the 2020-2021 school year. The key themes included:

- ***Anti-Indigenous Racism;***
- ***Anti-Black Racism;***
- ***2SLGBTQ+ Intersectionality;***
- ***Trauma-Informed Practice; and***
- ***Supports for Remote Learning.***

The conference took place over the course of three days, August 24th, 25th, and 26th, with a focus on unlearning and relearning as we engage together in critical and courageous conversations about the lived realities of our students and families.

5. Evidence of Impact

All DDSB employees were invited to participate and we had participation from a wide range of employee groups. Powerful daily keynote speakers provided learning that was open to all employees of the DDSB. Our conference was structured in a way that invited participation in the keynote talks and workshops that provided opportunities for participants to choose what would *ignite* their curiosity for learning. Participants were welcome to participate in as many sessions as their schedules allowed. Below is a summary of the attendance over the three days of our conference for the Keynote Presentations:

ADMINISTRATIVE REPORT

Day	Number of Registrations	Keynote Participants	Feedback Forms
1	650	336	96
2	617	350	77
3	749	485	75

<https://bit.ly/igniteUnlearning>

We recognize that our conference themed conversations will bring about new learning, personal reflection and perhaps some discomfort. We had sessions available at the end of the day for participants that were well attended, to unpack and continue the dialogue as we construct new learning together and plan for the year ahead.

This is a sample of the feedback we received from one of the participants:

“Still processing all of the powerful messages and learning. Grateful for the chance to participate and to learn from such knowledgeable and passionate presenters. So much more to learn. This was a great step in my learning journey and provided me the time and opportunity to better consolidate information from the readings I’ve been doing over the past few months. Ready to feed the fire that has been ignited and kindled by this amazing conference. Many thanks for the organizers and presenters for the time and care taken to bring this important learning to us.”

Our social climate is changing, and amidst a global pandemic and ongoing social injustices, this conference reflected our collective urgency in the DDSB to keep Human Rights and Equity at the centre. We are extremely grateful for the many DDSB employees who facilitated and engaged in this unique and powerful learning and we look forward to the work we will continue to unlearn together this coming school year.

We will know we have been successful when, as a board, we see evidence of where we are making a difference.

- Schools drawing on the voices and realities of our students to make responsive programming decisions
- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners
- Schools building the collective capacity and leadership of all students, staff and communities
- Schools utilizing student equity data, inclusive of everyone, to determine patterns of success

- All classrooms and schools honouring the voices and lived realities of parents, families and communities in local and global contexts
- The Durham District School Board having trained educators who understand and lead the fundamental principles of the CRRP
- The School Improvement Plan and Equity Goal reflect the philosophical underpinnings of CRRP that is driving the learning.
- Capacity building across the system in Anti-Indigenous racism, Anti-Black racism, 2SLGBTQ+ intersectionality, and trauma-informed practice occurs throughout the school year through integrating appropriate language, knowledge building, and coaching/mentoring into all school improvement initiatives both in physical and virtual school environments.

6. Conclusion

In conclusion, the Ignite Unlearning conference extended the work of our Equity & Diversity Strategic Plan and solidified our commitment to safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination with Human Rights and Equity being integral to all our work.

This report is respectfully submitted to Trustees for information.

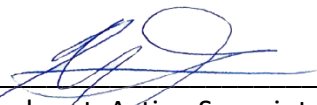
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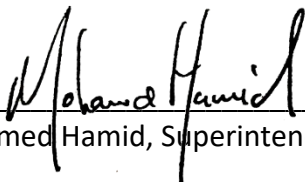
Norah Marsh, Acting Director of Education



Margaret Lazarus, Superintendent of Education



Erin Elmhurst, Acting Superintendent of Education



Mohamed Hamid, Superintendent of Education

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: September 8, 2020

SUBJECT: Summer Learning Supports

PAGE NO. 1 of 5

ORIGIN: Norah Marsh, Acting Director of Education
Erin Elmhurst, Acting Superintendent of Education
Andrea McAuley, Superintendent of Education
Stephen Nevills, Superintendent of Education

1. Purpose

This report provides an overview of supports and services for students provided during the Summer of 2020 concurrent or embedded in the programs provided through Durham Continuing Education.

2. Ignite Learning Strategic Priority/Operational Goals

Success Supporting mental health supports and inclusive programming, educational programming during Summer 2020

Equity Providing a range of supports and services to meet the diverse learning needs of students.

3. Background

On May 29, 2020, Directors of Education received Memo 2020:SB04, 2020 Summer School and Summer Learning Opportunities from the Ministry of Education. The memo detailed a number of summer learning opportunities, including supports for students with special education and/or mental health needs.

Specifically, Special Education and Mental Health funding was provided to support students with special education needs and/or mental health concerns over the summer and allow school boards to offer voluntary summer employment to supporting staff in the summer months.

The funding was specifically allocated based on three project areas:

1. Regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations
2. Staffing resources to support students with special education needs in both expanded and new summer program offerings including Special Education Resource Teachers (SERTs) and Educational Assistants (EAs)
3. In-person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-2021 school year for students with special education strengths and needs and mental health concerns.

4. Analysis

The Inclusive Student Services team, including Mental Health & Well-Being, is committed to:

- being responsive to the needs of students across the Durham DSB
- collaboration across departments to enhance service & supports
- prioritize direct student support

4.1 Project Focus: Regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations

The intended outcome of project funding in this area was to “enhance availability of school-based mental health supports during the months of July and August to meet increased student needs during COVID-19.” Enhanced training of school based regulated mental health clinicians was also permissible within funding guidelines.

School-based regulated mental health professionals supported the continuity of services through the summer months based on a three-tier model of support which included:

Tier One: Psychoeducational Podcasts on Mental Health topics

Tier Two: Direct service support for students with mental health needs

Tier Three: Crisis response for students/families, including liaison with community partners

Specific examples included:

- NEW: Mental health ‘button’ on DDSB website – Launch in July 2020, families/caregivers or youth can ‘click’ to connect for timely consultation with Psychological Services/ Social Work.



- NEW: “In Short..., It’s Mental Health” Podcasts on DDSB Website, Information for students on mental health topics related to stress, anxiety, effective coping skills, communication skills, and self-regulation skills. These podcasts may also be used to build educator understanding on strategies to support mental health & well-being.

These initiatives, launched for summer support, are sustained through the 2020-2021 school year to help support student & family access to services and build mental health & well-being awareness.

4.2 Project Focus: Staffing resources to support students with special education needs in both expanded and new summer program offerings including Special Education Resource Teachers (SERTs) and Educational Assistants (EAs)

The purpose of this funding was to support students with individual needs participating in summer programs (new or expanded) through additional staff resources.

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Working with the team at Durham Continuing Education, summer learning programs were augmented to include Special Education Resource Teachers (SERTs), Educational Assistants and Interpreter Services to partner on inclusivity in programming, ensure accommodations for individual students and provide additional direct support.

Support for Summer Learning

New for summer learning programs, SERTs and Educational Assistants were available for collaboration on student programming and direct student support across both July and August Programs. Over 490 students with Individual Education Plans were enrolled in summer learning (July program). At time of writing this report, August service data was being finalized.

DCE Summer Learning Support Team

July: 5 SERTs, 6 Educational Assistants

August: 1 SERT, 3 Educational Assistants, 1 Interpreter

Support was allocated to focus on credit recovery, the elementary SMILE program, and connection to accelerated credits.

To further support student programming, Speech Language services was provided as dedicated consult support to educators involved in summer learning.

SERTs working with Educational Assistants and ESL coaches, launched a Virtual Learning Hub. The Virtual Learning Hub provided an online support space for students seeking resources or assistance. The Virtual Learning Hub was structured as a Google Space with breakout rooms for specific areas of focus (e.g., Elementary Supports, Credit Recovery and ESL Support).

As per above, Mental Health services remained accessible throughout the summer learning experiences supported by DDSB regulated health professionals.

ESL Support

Together with Durham Continuing Education and Inclusive Student Services, the ESL Department provided support to English Language Learners who attended Summer Learning 2020. An ESL Coach supported 35 English Language Learners within the virtual resource room and worked alongside teachers and other educators for co-plan accommodations and modifications for English Language Learners. This support and collaborative structure supported the success of English Language Learners.

DASS Summer Learning Support Team

Support was provided to DASS to extend and augment a current student success program. Students in the GLN program were offered opportunity to stay engaged in learning to complete credits in program and/or PLAR (Previous Learning Assessment and Recognition) credits. With the support of a triad team of teacher, educational assistant, and social work support, the group of 36 students completed a resounding 60 credits. The students' success included 6 students completing their graduation requirements through this opportunity.

4.3 Project Focus: In-person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-2021 school year for students with special education strengths and needs and mental health concerns.

Transition planning is optimal when focused on individual students and has direct connection with the location, tools (e.g., visual schedule) and team involved with each student's program. Implementation of the transition project in the Durham DSB focused at a school level, across the district, augmented by a permissible move of additional dollars within the total project envelope.

Every school team was provided with funding to provide on-site transition supports for 5-6 students of focus. Based on the students of priority, school administrators' select the appropriate staff within their respective school team who would voluntarily be part of this support and be remunerated through the funding for days additional to the work year.

Voluntary school-based transition teams planned for what transitions would look like at their school site for the unique needs of individual students. Ideas included: a tour of the school (and support areas such as calming space), sharing a social story, becoming familiar with their individual work space or introduction to a team member.

School teams were asked to prioritize students who were:

- identified through the High Needs Intake (HNI) process
- new to Special Education classes at your school
- those who may benefit from additional, strategic transition supports such as students with Autism Spectrum Disorder (ASD) or Developmental Disability.

Each school was allocated funds based on facilitating two days (equivalency) of transition support plus consideration based on number of Special Education classes. Opportunity to seek additional dollars was available.

District staff and educational services (e.g., Orientation and Mobility Specialist support) expertise were also contracted for the two weeks prior to school start to help with on-site direct support (e.g., for students with significant vision impairment or who are blind.) Support was also provided by 2 Interpreters and 1 Intervenor for individual student transitions.

To support transition planning, school teams were provided with the DDSB resource "Transition Planning During Distance Learning" which highlighted strategies as the 2019-2020 came to conclusion and supports building towards the 2020-2021 school year.

Transition Planning For Students with Special Education Strengths and Needs During Distance Learning resource link:
<https://www.ddsbc.ca/en/programs-and-learning/resources/Documents/Distance-Learning/Student-Transition-Guide-Distance-Learning.pdf>

The Inclusive Student Services team continues to support transitions with the foundations now being either in-person learning or through DDSB@Home with resources such as visual supports to help students understand health and safety measures and to augment communication. Speech Language Pathologists have also created materials for educators to help them understand and maximize communication with students while wearing masks. And consultation on specific student planning.

Communication Tool

To support communication, Adracare licences, to provide schools as a virtual platform to connect with families on student planning, have been extended through the fall transition timeframe.

5. Financial Implications

The Durham District School Board received a total of \$520 334.00 through the Special Education and Mental Health supports funding specified by project area:

Project Area	Funding
Regulated mental health professionals	\$186 259.00
Staffing resources to support students in summer learning opportunities	\$162 003.00
In-person transition back to school programs and/or supports	\$172 072.00

Boards were provided with the ability to adjust funding between the two project areas for student learning supports (summer & transition). The Ministry has also articulated understanding that transition support needs extend across the start of the school year calendar and has permitted expenditures through the fall.

6. Conclusion

The DDSB recognizes that the COVID-19 pandemic has had an impact on the students and families across the region and that each family and individual will have their own unique needs, which may change over time. Resources provided through the Summer of 2020 and into the start of the 2020-21 have helped keep students connected in service, provide opportunities supporting well-being & connection and have supported furthered academic success.

Report reviewed and submitted by:



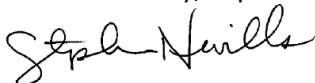
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