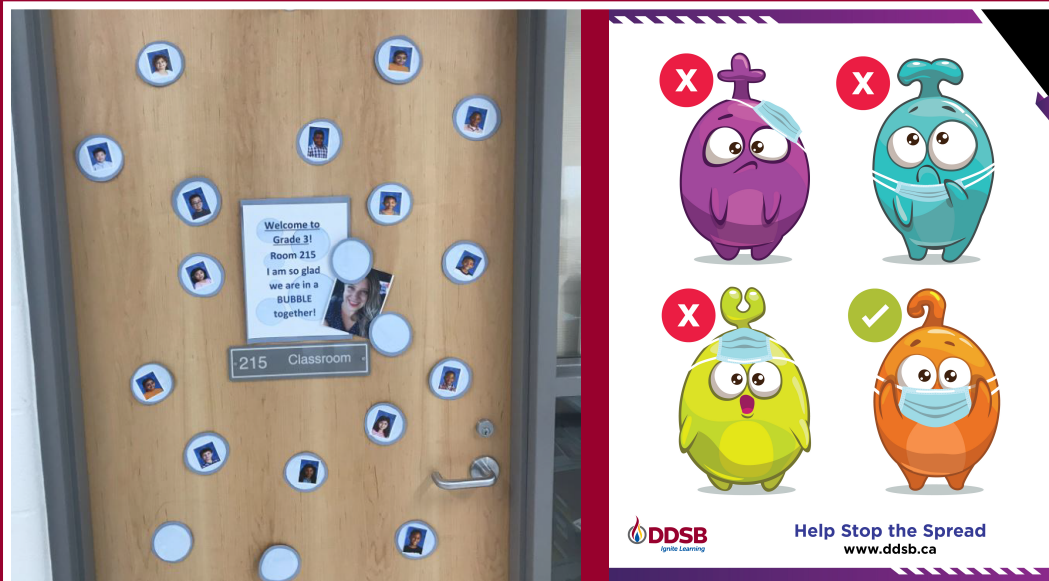




# Board Meeting

## Agenda

September 21, 2020 — 7:00 p.m.



### Return to School

Durham District School Board staff are welcoming back students for the 2020-21 school year for another year of learning and growth. School teams, with the support of departments across the DDSB are creating learning environments that provide opportunities for student success, well-being and achievement. In this effort, Facilities Services, Purchasing and Health and Safety have organized and distributed more than 850,000 items of Personal Protective Equipment (PPE) to schools, including masks, face shields, alcohol wipes, hand sanitizer and more.

*Please note that the public gallery at the Education Centre is currently closed and that members of the public can continue to participate in board meetings by watching the live-stream on YouTube.*



Durham District School Board  
calendar.ddsbs.ca/meetings  
Twitter: @Durhamdsb

Chris Braney  
Chair of the Board  
City of Pickering

Niki Lundquist  
Vice Chair of the Board  
Town of Whitby

Christine Thatcher  
Vice Chair, Standing  
Committee  
Town of Whitby

Patrice Barnes  
Town of Ajax  
Wards 1 & 2

Michael Barrett  
City of Oshawa

Paul Crawford  
City of Pickering

Donna Edwards  
Town of Ajax  
Ward 3

Darlene Forbes  
Chair, Education Finance  
City of Oshawa

Carolyn Morton  
Townships of Brock,  
Scugog & Uxbridge

Ashley Noble  
City of Oshawa

Scott Templeton  
Town of Whitby

Aaliyah Jaleel  
Student Trustee

Logan Keeler  
Student Trustee

Arpita Savaliya  
Student Trustee

# AGENDA

**DURHAM DISTRICT SCHOOL  
BOARD MEETING  
Monday, September 21, 2020- 7:00 p.m.**

- |  | <u>PAGE</u>                   |
|--|-------------------------------|
| 1. <u>Call to Order</u>  |                               |
| 2. <u>Declarations of Interest</u>   |                               |
| 3. <u>Moment of Silence/Acknowledgement</u>  |                               |
| <p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.</p> |                               |
| 4. <u>O Canada!</u>  |                               |
| 5. <u>Adoption of Agenda</u>   |                               |
| (a) APPROVED Minutes of the Regular Board Meeting of May 19, 2020;   | 1 – 7                         |
| (b) DRAFT Minutes of the Regular Board Meeting of June 15, 2020;   | 8 – 16                        |
| (c) DRAFT Minutes of the Special Board Meeting of June 24, 2020;   | 17 – 21                       |
| (d) DRAFT Minutes of the Special Board Meeting of July 8, 2020;  | 22 – 25                       |
| (e) DRAFT Minutes of the Special Board Meeting of July 15, 2020;   | 26 – 27                       |
| (f) DRAFT Minutes of the Special Board Meeting of August 10, 2020;   | 28 – 32                       |
| (g) DRAFT Minutes of the Special Board Meeting of August 12, 2020; and   | 33 – 44                       |
| (h) DRAFT Minutes of the Special Board Meeting of August 25, 2020.   | 45 – 49                       |
| (i) DRAFT Minutes of the Special Board Meeting of September 8, 2020  | 50 – 53                       |
| 6. <u>Code of Conduct</u>  | Verbal                        |
|  | (Chair Chris Braney)          |
| 7. <u>Community Presentations</u>  |                               |
| 8. <u>Ministry Memorandums – Information Update</u>  | Verbal                        |
|  | (Acting Director Norah Marsh) |
| 9. <u>Public Question Period</u>   |                               |



# AGENDA

Page 2

	<u>PAGE</u>
10. <u>Presentations</u>	
(a) Learning Disabilities Association Abilities Scholarship Award (Superintendent Andrea McAuley)	54
(b) Return to School Update #6 (Acting Director Norah Marsh)	Verbal
(c) Mental Health & Well-Being (Superintendent Andrea McAuley)	55 – 121
11. <u>Report from the Committee of the Whole in Camera</u>	
12. <u>Good News from the System</u> (Acting Director Norah Marsh)	
13. <u>Recommended Actions</u>	
(a) Report: Standing Committee Meeting of September 8, 2020 (Trustee Niki Lundquist)	122 – 125
(b) Report: SEAC Meeting of May 21, 2020 Report: SEAC Meeting of June 18, 2020 (Trustee Donna Edwards)	126 – 137 138 – 153
(c) Report: Education Finance Committee Meeting of July 2, 2020 & July 8, 2020 (Trustee Darlene Forbes)	154 – 158
(d) Accommodation Plan: Trends Issues & Future Opportunities 2020-2024 (Interim Associate Director Carla Kisko)	159 – 162 & Under Sep.Cover
(e) Short-Term Borrowing Resolution (Interim Associate Director Carla Kisko)	163 – 164
(f) Mask Motion from September 8, 2020 (Trustee Scott Templeton)	165
14. <u>Information Items</u>	
(a) Quarterly Construction and Major Projects Progress (Interim Associate Director Carla Kisko)	166 – 172
(b) Crossing Guards (Trustee Donna Edwards)	Verbal
(c) Attendance at Committee Meetings (Trustee Michael Barrett)	Verbal

# AGENDA

Page 3

PAGE

15. Committee Reports

(a) Report: Equity & Diversity Adhoc Steering Committee Meeting of  
September 16, 2020

Verbal

(Trustee Patrice Barnes)

16. Correspondence:

(a) Action Requested:

(b) Other:

17. Other Business

18. Adjournment

# APPROVED

## MINUTES

The Regular Meeting of the Board

Tuesday, May 19, 2020

A virtual Regular Meeting of the Durham District School Board was held on this date.

1. Call to Order:

The Chair called the meeting to order at 7:07 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

Officials Present: Acting Director Norah Marsh, Interim Associate Director Carla Kisko, Acting Associate Director Jim Markovski, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, Legal Counsel Patrick Cotter, Human Rights Equity Adviser Devika Mathur, Communications Staff Robert Cerjenac, Peter Blake

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Chris Braney advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.

4. O Canada

Regular Meeting of the Board Minutes  
May 19, 2020

5. Adoption of Agenda

2020:63

MOVED by Trustee Carolyn Morton  
SECONDED by Trustee Ashley Noble

THAT THE AGENDA BE APPROVED.

CARRIED

2020:64

MOVED by Trustee Michael Barrett  
SECONDED by Trustee Patrice Barnes

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF FEBRUARY 18, 2020; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING OF APRIL 20, 2020; AND

SPECIAL BOARD MEETING OF MAY 4, 2020.

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums – Information

Acting Director Norah Marsh advised trustees that a number of ministry memos have been shared with the Board through the Distance Learning updates. It is anticipated that additional memos will be received this week as a result of the public announcement today that schools will remain closed until the end of June, and Distance Learning will continue as well as enhanced summer programs. Information has not been received regarding the release of GSN funding from the Ministry of Education and this has implications for the Education Finance Committee and setting the budget for next year. She noted that the district will be hosting a virtual Parents as Partners conference on May 28, 2020 and she thanked the Parent Involvement Committee and staff for organizing the event. More information is available on the website and the district looks forward to connecting with parents.

8. Public Question Period

There were no public questions at this time.

Regular Meeting of the Board Minutes  
May 19, 2020

9. Presentations

(ii) Culturally Responsive and Relevant Pedagogy  
Implementation and Support for Distance Learning Update

Superintendents Mohamed Hamid introduced Camille Alli, Equity and Inclusive Education Facilitator and Merrill Mathews, Equity and Inclusive Education Officer who provided trustees with a PowerPoint update of the implementation of Culturally Responsive and Relevant Pedagogy (CRRP) system strategy and the integration of CRRP in Distance Learning spaces. They highlighted the importance of personal and meaningful conversations, maintaining a support model, CRRP Google classrooms and shared a video with trustees regarding mattering, belonging and student voice.

10. Report from the Committee of the Whole in Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with appointments, administrative transfers and placements, personnel issues, property matters and employee relations issues.

Acting Associate Director Jim Markovski advised that a summary of the transfers and placements will be shared with the system tomorrow.

2020:65

MOVED by Trustee Paul Crawford

SECONDED by Trustee Christine Thatcher

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

12. Good News from the System

Students Eeman and James, on behalf of the students and staff at the DDSB, shared the good news from across the system.

Jennette Walton, DDSB's Community Connected Experiential Learning Facilitator, and her Hamilton-Wentworth District School Board counterpart, recently created a one-stop shop for graduating students to access virtual tours of colleges, universities, and apprenticeship programs for campuses in Ontario.

Carruthers Creek Public School teacher Julia Matys, and her son Matthew, a Sinclair Secondary School alumnus, are helping frontline workers. Julia and Matthew are using 3D printers to create face shields. The DDSB has loaned 12 3D printers to support this initiative.



Regular Meeting of the Board Minutes  
May 19, 2020

12. Good News from the System (Continued)

Every year, students and staff at Seneca Trail Public School raise money and donate to the Lakeridge Health Cancer Centre. To date over \$2,600 has been donated. This tradition started after the school community lost two amazing teachers, Lisa Ducharme and Kim Clausen to cancer.

The French as a Second Language Review website was launched in April. Parents, guardians, students, staff and community members are now able to get information about the upcoming review and stay updated on how they can share their opinions.

The DDSB and Chartwells teamed up to loan 75 plastic trays, 4 trolleys, and 2 heat seal bags to VIVA Retirement Communities in Pickering. The loan will help VIVA staff deliver meals to residents' rooms while their dining room is closed, due to COVID-19 restrictions.

The DDSB and school communities raised awareness for Children's Mental Health week from May 4<sup>th</sup> to May 8<sup>th</sup> by posting photos on social media and Student Senators recorded themed videos for each day of the week, that were shared online.

13-year-old Reese Chong of Robert Munsch Public School decided to do what he could to help stop the spread of the COVID-19 virus for younger students. Reese, with the help of his dad, created an animated video to help kids understand how the virus spreads. His short film featured zombies who touch surfaces, leaving behind COVID-19.

Schools across the district are keeping students engaged and involved with various initiatives, including Virtual Spirit Days where staff and students wear school attire and show it off online. Students and staff are sharing inspirational messages to maintain their connections and continue their learning.

The Poverty Strategy and Facilities Services departments teamed up with Student Nutrition Ontario Central East to donate food to Durham families. Non-perishable food items normally used for breakfast and snack programs were gathered from 31 DDSB schools and delivered to local food banks. Over \$27,000 in grocery gift cards have also been mailed to Durham families in need.

Dates of Significance:

May 15	International Day of Families
May 17	International Day Against Homophobia, Transphobia and Biphobia
May 19	Board Meeting
May 21	SEAC Meeting
May 23	Eid-ul-Ftr
May 28	Shauvot
June	National Indigenous History Month
June	Italian History Month
June	Portuguese Heritage Month
June	Pride Month

Regular Meeting of the Board Minutes  
May 19, 2020

12. Good News from the System (Continued)

June 1	Standing Committee Meeting
June 10	Portugal Day
June 15	Board Meeting
June 17	SEAC Meeting
June 19	United Empire Loyalists' Day
June 21	Father's Day
June 21	National Indigenous Peoples Day
June 24	Last Day Secondary Schools
June 25	Last Day Elementary Schools

12. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of May 4, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of May 4, 2020.

2020:66

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE STANDING COMMITTEE MEETING MINUTES OF MAY 4, 2020 BE RECEIVED.

CARRIED

(b) Policy: Student Dress Code

Superintendent Georgette Davis provided trustees with the proposed revisions to the Policy: Student Dress Code. She also answered questions of trustees.

2020:67

MOVED by Trustee Ashley Noble

SECONDED by Trustee Michael Barrett

THAT THE STUDENT DRESS CODE POLICY BE APPROVED.

CARRIED ON THE FOLLOWING RECORDED VOTE:

Regular Meeting of the Board Minutes  
May 19, 2020

(b) Policy: Student Dress Code (Continued)

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Michael Barrett Chris Braney Donna Edwards Darlene Forbes Niki Lundquist Carolyn Morton Ashley Noble Scott Templeton	Paul Crawford	Patrice Barnes
<u>Absent for Vote</u>		
Christine Thatcher		
<u>Student Trustees</u>		
Sally Meseret Arlene Wang Tyler Want		

13. Information Items

(a) Distance Learning Update #4

Acting Director Norah Marsh advised that the Ministry of Education announced today that schools will remain closed until the end of June. Ministry memorandums are expected to provide further direction for the month of June. Once the memos are released, an update will be provided regarding the actions related to the extended school closures. She highlighted the last two weeks of distance learning for the information of trustee and noted the mental health and well-being of students, families and staff; the identification placement review committee process, elementary principles of distance learning; elementary and secondary Thoughtexchange; educator professional practice survey; collection of personal belongings from schools; voluntary re-deployment of staff; and construction. She thanked the community as it has not been an easy time, and she thanked staff who are working towards an evolution of distance learning as the district remains closed for a longer period of time. She reinforced the significance of mental health and well-being and stressed the importance of flexibility.

Superintendent Andrea McAuley responded to questions from trustees regarding the IPRC process.

Regular Meeting of the Board Minutes  
May 19, 2020

14. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

15. Other Business

Trustee Patrice Barnes confirmed that she wished to alter her response to the recorded vote taken earlier in the meeting regarding the Dress Code Policy. She changed her vote from 'Yes' to 'Abstain.'

16. Adjournment

2020:68

MOVED by Trustee Patrice Barnes

SECONED by Trustee Scott Templeton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:32 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

## MINUTES

The Regular Meeting of the Board

Monday, June 15, 2020

A virtual Regular Meeting of the Durham District School Board was held on this date.

1. Call to Order:

The Chair called the meeting to order at 7:10 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Sally Meseret, Arlene Wang, Tyler West

Officials Present: Acting Director Norah Marsh, Interim Associate Director Carla Kisko, Acting Associate Director Jim Markovski, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, Legal Counsel Patrick Cotter, Communications Staff Robert Cerjenac, Peter Blake, Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Chris Braney advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.

4. O Canada



Regular Meeting of the Board Minutes  
June 15, 2020

5. Adoption of Agenda

2020:69

MOVED by Trustee Donna Edwards

SECONDED by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED.

CARRIED

2020:70

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Paul Crawford

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING OF APRIL 20, 2020; AND

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

SPECIAL BOARD MEETING OF MAY 4, 2020; AND

REGULAR BOARD MEETING OF MAY 19, 2020.

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums – Information

Acting Director Norah Marsh advised trustees that the district has received positive news regarding the reopening of child care centres. She noted that the district is pleased to work with child care partners, and in collaboration with public health, ensure full-day licensed child care programs are able to reopen. Districts are also being asked to continue to not charge any accommodation costs during the summer months, as there will be increased operating costs for child care centres. The GSN memorandum has not been received yet but it is expected early this week.

8. Public Question Period

There were no public questions at this time.

Regular Meeting of the Board Minutes  
June 15, 2020

9. Presentations

(a) Chairperson's Scholarship Award - 2020

Chair Chris Braney advised that every year since 2003, the Board has recognized a graduating student who exemplifies excellent leadership and citizenship and who has well represented student issues to others with the Chairperson's Scholarship. A committee comprised of Chair Chris Braney and Trustees Niki Lundquist, Carolyn Morton, Ashley Noble and Scott Templeton reviewed the nominations and awarded this year's Chairperson's Scholarship to Dhruv Upadhyay from Anderson CVI.

Dhruv Upadhyay has been a highly involved and contributing member of the Anderson community, both academically and socially. As President of the school's Eco Team, he worked hard to raise awareness about the environment. He founded the school's DECA chapter, where students have the opportunity to participate in case competitions with other schools. Whether it is supporting food drives for various initiatives as the school fundraising coordinator or as a SWIS ambassador, responsible for helping students new to Canada adapt to school life, Dhruv has made a lasting impact at his school and in the DDSB.

Dhruv will be going to the University of Waterloo this fall to study Mechatronic Engineering and we know he will continue to grow and lead as he enters the next step in his life.

(b) Student Trustee Recognition

Chair Chris Braney, on behalf of trustees, thanked outgoing Student Trustees, Sally Meseret, Tyler West and Arlene Wang for the work they have done this school year – advocating for their fellow students, truly making a difference and developing leadership skills that will last a lifetime. A short video from Student trustees Sally Meseret, Tyler West and Arlene Wang highlighted their experiences and offered some advice for next year's Student Trustees.

Chair Chris Braney indicated that it was a pleasure to have the students around the Board table this past school year. Their insights and hard work on behalf of their fellow students have made the Board better. A token of recognition has been mailed to each of the students.

(c) Culturally Responsive and Relevant Pedagogy and the Human Rights of 2SLGBTQ+ Students and Families

Superintendent Mohamed Hamid provided trustees with an update on the ongoing work to support 2SLGBTQ+ students and families in the Durham District School Board through a framework of Culturally Relevant and Responsive Pedagogy. He introduced Merrill Mathews, Administrative Officer, Camille Alli, Facilitator, and Lauren Chapple, Teacher who provided trustees with a PowerPoint presentation highlighting the framework for teaching

Regular Meeting of the Board Minutes  
June 15, 2020

(c) Culturally Responsive and Relevant Pedagogy and the Human Rights of 2SLGBTQ+ Students and Families (Continued)

and learning that engages identities and intersectionality of all students. They described the engagement challenges posed by distance learning and the importance of Human Rights and equity. Raising the Pride flag showed that students are seen, valued and loved. A slide show from Grade 8 students shared student voice and solidarity with the 2SLGBTQ+ students. They also answered questions of trustees.

(d) Annual Operating Plan – End of year Update

Acting Director Norah Marsh, and the senior team, presented the end-of-year update regarding the Annual Operating Plan and captured the work completed from January to June 2020 highlighting the core priorities and operational goals.

(e) Anti-Black Racism Strategy Update

Superintendent Margaret Lazarus provided trustees with an update on the work that the district is doing as part of its ongoing efforts to address Anti-Black Racism and highlighted initiatives implemented to address the recent events that occurred in the United States. She introduced Merrill Mathews, Administrative Officer, Camille Alli, Facilitator, Chrystal Bryan, Principal and Jacqui Steer who provided a PowerPoint presentation regarding the critical response to the events and how the initiatives will support students who identify as Black. They noted the provision of resources and supports through the Equity, Safe Schools and Well-Being Departments, virtual school support, the invitation to Critical Courageous Conversations About Race resource, webinars, and the partnership with Ontario's Anti-Racism Directorate.

10. Report from the Committee of the Whole in Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with administrative transfers and placements, personnel issues, property matters and employee relations issues.

2020:71

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

Regular Meeting of the Board Minutes  
June 15, 2020

12. Good News from the System

Students Lilly and John, from Port Perry H.S., on behalf of the students and staff at the DDSB, shared the good news from across the system via video.

Maxwell Heights Secondary School Grade 10 student Jake Follest was instrumental in creating prototypes that led to the development of an emergency medical mask, in use at Manitoulin Health Centre. Jake also built the company's website.

Grade 5 student Sebastian Gordon, from Jack Miner Public School, took his classroom learning online, summarizing how plastic use matters, and connected it to climate change. Sebastian took to social media to connect with other learners, and even attracted the attention of Mythbusters Junior.

In May, Speech Language and Hearing Month was recognized to bring awareness to language, literacy, and communication challenges, and the importance of working with speech-language, and hearing professionals to support social and academic participation. The team used Instagram Live weekly, to engage and educate the public.

Dhruv Upadhyay, Azeem Mohammad and Student Trustee Tyler West, were recognized for receiving the prestigious Schulich Leaders Scholarship. They have been awarded \$100,000 each to pursue their post-secondary studies in STEM. Many graduating students are being recognized for their community service, leadership and hard work.

Beaverton Public School students Marley, Ellie, and Borden have been adding hand-drawn colourful and creative designs to otherwise plain scrub caps and headbands for frontline workers. Brooklin High School fashion teacher Valerie Hodowanski has also been helping her community, by making hand-made cotton masks and providing them at no cost.

On May 13th, schools across the district raised the PRIDE Flag demonstrating our core values of being better together even when we are apart. A message of "we support you, you belong here, you matter" was sent to LGBTQ students, staff and community members for International Day Against Homophobia, Biphobia, and Transphobia.

Andrew Cohen, music teacher at Ormiston Public School was congratulated for coming in third place at the Oshawa Music Awards, for Teacher of the Year.

Brooklin High School student Simon Cleghorn was recently interviewed by CTV News, explaining what it is like to be a graduating student during a pandemic. Simon demonstrated great confidence and poise as he responded to questions during his interview for a national TV audience.

In celebration of Asian and South Asian Heritage Month in May, Durham Educators' Network for South Asians – DENSA, hosted a virtual story time via Google Meet. DDSB educator and author Anjali Joshi shared her book *Sarla in the Sky* with over 100 participants tuning in.

Regular Meeting of the Board Minutes  
June 15, 2020

12. Good News from the System (Continued)

In the last week of May, the Durham Black Educators' Network – DBEN, hosted their 10th annual And Still We Rise Secondary Conference virtually. DBEN student ambassadors led discussions on Black art and culture, well-being, self-care, and self-advocacy.

The Parents as Partners Symposium began with a livestreamed keynote speech from Dr. Ivan Joseph. Dr. Joseph shared insights into optimism and gratitude. The organizing committee is also releasing a speaker series of helpful videos covering a range of topics including healthy habits, and Indigenous education.

Dates of Significance:

June 17	SEAC Meeting
June 19	United Empire Loyalists' Day
June 21	Father's Day
June 21	National Indigenous Peoples Day
June 24	Last Day Secondary Schools
June 25	Last Day Elementary Schools
July 1	Canada Day
July 15	World Youth Skills Day
July 18	Nelson Mandela International Day
July 30	International Friendship Day
August 1	Emancipation Day
August 12	International Youth Day
August 19	World Humanitarian Day

10. Report from the Committee of the Whole In Camera (Continued)

Trustee Niki Lundquist indicated that there was one additional item to report from the Committee of the Whole In Camera meeting as follows:

The Board of trustees discussed and approved a mediation process for the Board to undertake, with the cost not to exceed \$16,000.

2020:72

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED



Regular Meeting of the Board Minutes  
June 15, 2020

12. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of June 1, 2020

Trustee Niki Lundquist presented the Standing Committee Meeting Minutes of June 1, 2020.

2020:73  
MOVED by Trustee Niki Lundquist  
SECONDED by Trustee Patrice Barnes

THAT THE STANDING COMMITTEE MEETING MINUTES OF JUNE 1, 2020 BE RECEIVED.

CARRIED

(b) Report: SEAC Meeting of April 16, 2020

Trustee Donna Edwards presented the SEAC Meeting minutes of April 16, 2020.

2020:74  
MOVED by Trustee Donna Edwards  
SECONDED by Trustee Paul Crawford

THAT THE SEAC MEETING MINUTES OF APRIL 16, 2020 BE RECEIVED.

CARRIED

(c) Integrity Commissioner Adhoc Hiring Committee – Process for the Selection of an Integrity Commissioner

Trustee Scott Templeton presented the Integrity Commissioner Adhoc Hiring Committee's recommendations regarding the process for retaining a new Integrity Commissioner. He also answered questions of trustees.

2020:75  
MOVED by Trustee Scott Templeton  
SECONDED by Trustee Paul Crawford

THAT THE PROCESS FOR THE SELECTION OF AN INTEGRITY COMMISSIONER REPORT BE AMENDED TO INCLUDE A CRITERIA FOR THE 50 POINTS ALLOTTED TO THE PRESENTATION PORTION OF STAGE 3 OF THE PROCESS; AND

Regular Meeting of the Board Minutes  
June 15, 2020

- (c) Integrity Commissioner Adhoc Hiring Committee – Process for the Selection of an Integrity Commissioner (Continued)

THAT THE POINT STRUCTURE FOR THE CRITERIA HEAVILY WEIGH THE QUALIFICATIONS AND FIT OF THE SERVICE PROVIDER.

CARRIED

13. Information Items

- (a) Update on Summer School 2020

Superintendent Stephen Nevills provided trustees with an update on the plans for Summer School 2020. Superintendents Andrea McAuley and Stephen Nevills also answered questions of trustees.

- (b) Quarterly Construction and Major Projects Progress

Interim Associate Director Carla Kisko provided trustees with an overview of the Quarterly Construction and Major Projects Progress report.

10. Report from the Committee of the Whole in Camera (Continued)

Trustee Niki Lundquist advised that there was an additional item to report from the Committee of the Whole In Camera meeting.

The Welcome Back to Learning BBQ will be cancelled this year and staff will explore other regional options for offering a BBQ in future years.

2020:76

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

14. Committee Report

- (a) Equity & Diversity Ad Hoc Committee Meeting of June 4, 2020

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Committee meeting held on June 4, 2020.

Regular Meeting of the Board Minutes  
June 15, 2020

15. Correspondence

(a) Action Requested

There was no correspondence at this time.

(b) Other

16. Other Business

There was no Other Business at this time.

(a) Director Performance Review Adhoc Committee

Trustee Christine Thatcher presented trustees with the draft Director Performance Review Terms of Reference.

2020:77

MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Paul Crawford

THAT THE DRAFT DIRECTOR PERFORMANCE REVIEW TERMS OF REFERENCE BE APPROVED.

CARRIED

16. Adjournment

2020:78

MOVED by Trustee Patrice Barnes  
SECONED by Trustee Niki Lundquist

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:00 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

MINUTES

The Special Meeting of the Board

June 24, 2020

A virtual Special Meeting of the Durham District School Board was held on this date.

1. Call to Order:

The Chair called the meeting to order at 8:00 p.m.

Members Present: Trustees Chris Braney, Niki Lundquist, Christine Thatcher, Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Carolyn Morton, Ashley Noble, Scott Templeton, Student Trustees Sally Meseret, Arlene Wang and Tyler West

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, Communications Manager Peter Blake, General Counsel Patrick Cotter

Regrets: Superintendent Mohamed Hamid

Recording Secretary: Karen Douglas

2. Declarations of Interest

There were no declarations of interest at this time.

Chair Chris Braney advised that, at the request of Student trustee Sally Meseret, the Student Voice Motion will be added to the agenda under Item 3. (b).

Special Meeting of the Board Minutes  
June 24, 2020

3. Recommended Actions

(a) Distance Learning Update #6

Acting Director Norah Marsh provided trustees with an overview of the memorandum and document received from the Ministry of Education on June 19, 2020, regarding the Reopening Plan for the 2020-2021 School Year. The document provides a general framework for consideration in local planning and sets specific due dates for planning to be complete and submitted to local public health departments. Plans need to be submitted to the Ministry of Education in July, for review and discussion and plans are due to local public health officials by August 4, 2020 for their input and approval. She highlighted information regarding the three possible attendance scenarios, EQAO assessments, literacy graduating requirements, community involvement hours, transportation, specialized equipment cleaning protocols, standard human resources practices, suspected COVID-19 exposure protocols, on-line board meetings, and student registration dates. She advised that draft plans for a return to school are underway and it is hoped that they will be ready for presentation to trustees at a Special Board meeting on July 8, 2020. Staff are actively working on preparing for the different scenarios outlined in the memo. She highlighted the summer institute that is being planned for educators, surveys that are being utilized to gather information from parents/students relating to their experiences in distance learning over the past several months, the position papers of ETFO and OSSTF, and federation relationships. The District continues to flag the importance of the modified school calendars with the Ministry, and it is hoped that information will be received shortly, as no school calendars have been approved to date. The District is asking families of students in modified schools whether they would prefer to resume remote learning initially and move to a physical presence when permission is received. The District continues to work with staff and local federations in terms of staff who have young children at home who will be returning to work, recognizing that this has already occurred for many families in the province in other sectors. Acting Director Norah Marsh responded to questions from Trustees.

(b) Student Voice Motion

Chair Chris Braney advised trustees that Student Trustee Sally Meseret will be proposing a motion regarding Student Voice. He noted that a mover and seconder is required prior to the motion being discussed.

Student Trustee Sally Meseret spoke to the motion highlighting its intent and outlining the elements contained within the motion. She also answered questions of trustees. Student Trustees Arlene Wang and Tyler West also spoke to the motion.



Special Meeting of the Board Minutes  
June 24, 2020

(b) Student Voice Motion (Continued)

General Counsel Patrick Cotter provided trustees with an overview of the requirements to amend By-Law #14 and the possible violation of Section 55 of the Education Act. A discussion ensued.

2020:79

MOVED by Trustee Ashley Noble

SECONED by Trustee Niki Lundquist

WHEREAS: STUDENT TRUSTEES ARE ELECTED TO REPRESENT ALL STUDENTS IN HIGH SCHOOLS THROUGHOUT THE DURHAM REGION.

WHEREAS: INVESTING IN LEADERSHIP DEVELOPMENT IS PART OF THE DDSB'S STRATEGIC GOAL TO EMPOWER LEADERS WITHIN THE DURHAM DISTRICT SCHOOL BOARD.

WHEREAS: STUDENTS IN GRADES 7 AND 8 HAVE DEMONSTRATED AN INTEREST IN BEING PART OF SCHOOL BOARD DEMOCRATIC PROCESSES, AND WHEN PRESENTED WITH THE CHANCE HAVE POSED QUESTIONS, ATTENDED STUDENT SENATE, AND HAVE ACTIVELY SOUGHT OPPORTUNITIES TO BE INVOLVED WITH STUDENT ADVOCACY AND STUDENT LEADERSHIP AT THE BOARD.

WHEREAS: UNDER CURRENT PROCESS, STUDENTS IN GRADE NINE DO NOT HAVE THE OPPORTUNITY TO ELECT THE INDIVIDUAL REPRESENTING THEM AS SCHOOL BOARD STUDENT TRUSTEE.

WHEREAS: ENABLING STUDENTS IN GRADES 7 AND 8 TO VOTE FOR THEIR ELECTED STUDENT TRUSTEES WILL INCREASE ENGAGEMENT AND INVOLVEMENT OF A DIVERSITY OF PERSPECTIVE IN ALL FACETS OF STUDENT LEADERSHIP AT THE BOARD.

WHEREAS: PROVIDING STUDENTS WITHIN ALL ASPECTS OF THE SYSTEM THE ABILITY TO MEANINGFULLY ENGAGE IN SCHOOL BOARD LEADERSHIP PROCESSES ENABLES THEM TO BE AWARE OF OPPORTUNITIES AND GIVES THEM AMPLE TIME AND INSPIRATION TO BE ABLE TO PURSUE THEM AS THEY MOVE THROUGH THE EDUCATION SYSTEM.

WHEREAS: STUDENT TRUSTEES ARE INVITED TO SIT ON SCHOOL BOARD COMMITTEES, HOWEVER ARE NOT ALWAYS ABLE TO BE IN ATTENDANCE.

Special Meeting of the Board Minutes  
June 24, 2020

(b) Student Voice Motion (Continued)

WHEREAS: STUDENT SENATORS ARE REPRESENTATIVES OF THEIR INDIVIDUAL SCHOOLS AND CURRENTLY ENGAGE IN SCHOOL BOARD WIDE LEADERSHIP.

WHEREAS: ELEMENTARY STUDENTS FACE UNIQUE CHALLENGES AND REQUIRE AN AVENUE TO SHARE THEIR COLLECTIVE EXPERIENCES TO INFORM POLICIES AND PRACTICES WITHIN THE DURHAM DISTRICT SCHOOL BOARD.

WHEREAS: PROVIDING MECHANISMS TO GARNER DIVERSE STUDENT VOICE WILL ENHANCE THE ABILITY OF STUDENT TRUSTEES, AND THE SCHOOL BOARD TO ASCERTAIN ACCURATE, INFORMED PERSPECTIVES PREDICATED ON A VARIETY OF STUDENT EXPERIENCES.

WHEREAS: ENGAGEMENT IS A STRATEGIC GOAL OF THE DDSB.

BE IT FURTHER RESOLVED THAT: STUDENT TRUSTEE ELECTION POLICY BE AMENDED FOR THE FRANCHISEMENT OF STUDENTS IN GRADE 7 TO VOTE IN STUDENT TRUSTEE ELECTIONS.

BE IT FURTHER RESOLVED THAT: SCHOOL BOARD COMMITTEE POLICY BE AMENDED TO ENABLE STUDENT SENATORS TO SERVE ON COMMITTEES OF THE BOARD IN LIEU OF STUDENT TRUSTEES, IF APPOINTED BY THE STUDENT SENATE AND/OR STUDENT TRUSTEES TO PROVIDE INPUT AND UNIQUE PERSPECTIVES.

BE IT FURTHER RESOLVED THAT: A POLICY IS DEVELOPED TO SUPPORT THE DEVELOPMENT OF AN ELEMENTARY STUDENT SENATE FOR STUDENTS WITHIN UPPER ELEMENTARY GRADES TO PROVIDE STUDENT PERSPECTIVES, FEEDBACK, AND ADVOCACY AS IS ENGAGED IN BY THE EXISTING STUDENT SENATE.

MOTION RULED OUT OF ORDER

Chair Chris Braney ruled the foregoing motion (2020:79) of Trustees Ashley Noble and Niki Lundquist Out of Order based on General Counsel advice.

Special Meeting of the Board Minutes  
June 24, 2020

4. Adjournment

2020:80

MOVED by Trustee Carolyn Morton

SECONED by Trustee Donna Edwards

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:02 p.m.

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Chair

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Secretary

**DRAFT**

**MINUTES**

**The Special Meeting of the Board**

**July 8, 2020**

A virtual Special Meeting of the Durham District School Board was held on this date.

1. Call to Order:

Roll Call: Trustee Chris Braney, Chair of the Board

The Chair called the meeting to order at 8:06 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Christine Thatcher

Regrets: Trustee Scott Templeton

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, General Counsel Patrick Cotter, Communications Staff Robert Cerjanec, Peter Blake

Recording Secretary: Kim cox

2. Declarations of Interest

There were no declarations of interest at this time.

2020:81

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Darlene Forbes

THAT THE AGENDA BE APPROVED.

CARRIED

Special Meeting of the Board Minutes  
July 8, 2020

5. Information Items

(a) Update #2 – School Reopening

Acting Director Norah Marsh provided trustees with an update on contingency planning and provisions for the reopening of schools in September. She noted that the Minister of Education released the document, Reopening Plan for the 2020-2021 School Year which provides a general framework for consideration in local planning. She outlined the three possible scenarios highlighting the complexities of a modified day as it relates to health and safety of students, instructional blocks and the responsibility to uphold legal requirements including provincially-negotiated collective agreements. Superintendents Heather Mundy, Stephen Nevills and Jamila Maliha also provided trustees with information regarding some of the considerations and planning with respect to transportation, the intricacies of the elementary and secondary timetabling models, and an overview of the framework for remote learning including RealTime and FlexTime learning.

Acting Director Norah Marsh indicated that the district is working with our coterminous partner in establishing a model that must be approved by the Durham Region Health Department. She advised that the district is waiting for additional information from the Ministry relating to childcare in schools. The information will be shared when it is received. The group also answered questions of trustees.

3. Report from Committee of the Whole In Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with a personnel issue.

4. Recommended Actions

(a) Report: Education Finance Committee Meeting of July 8, 2020

2020:82

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Ashley Noble.

THAT THE EDUCATION FINANCE COMMITTEE RECOMMEND THE PASSING OF THE BUDGET AS RECOMMENDED TO THE BOARD, BUT IN LIGHT OF THE LIMITED OPPORTUNITY FOR THE PUBLIC TO ENGAGE IN A CONSULTATIVE PROCESS, THE BOARD EXTEND THE OPPORTUNITY FOR ADDITIONAL INPUT IN WRITING TO BE PROVIDED NO LATER THAN JULY 13, 2020, AND

THAT THE BUDGET BE CONSIDERED AT A SPECIAL BOARD MEETING ON JULY 15, 2020.

CARRIED

Special Meeting of the Board Minutes  
July 8, 2020

- (b) Report: Director's Performance Review Committee  
New Policy – Director's Performance Review

Trustee Christine Thatcher presented the report of the Director's Performance Review Adhoc Committee. Trustees Christine Thatcher and Michael Barrett also answered questions of trustees.

2020:83

MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Michael Barrett.

THAT THE DIRECTOR'S PERFORMANCE REVIEW POLICY BE APPROVED AS PRESENTED IN APPENDIX A OF THE REPORT.

CARRIED

- (c) Report: Integrity Commissioner Hiring Committee  
Process for the Selection of an Integrity Commissioner

Trustee Donna Edwards, on behalf of Trustee Scott Templeton, presented the report of the Integrity Commissioner Adhoc Hiring Committee.

2020:84

MOVED by Trustee Donna Edwards  
SECONED by Trustee Darlene Forbes

THAT THE BOARD AUTHORIZE THE COMMITTEE TO PROCEED AS OUTLINED WITHIN THE REPORT TO RETAIN THE SERVICES OF A NEW INTEGRITY COMMISSIONER; AND

THAT AT THE CONCLUSION OF THE PROCESS, THE COMMITTEE WILL REPORT TO THE BOARD WITH ITS RECOMMENDATION IN ACCORD WITH SECTION 2.1 OF BY-LAW #12.

CARRIED

- (d) School Year Calendar 2020-2021

Acting Associate Director Jim Markovski presented trustees with the revised 2020-2021 School Year Calendars. He also answered questions of trustees.

2020:85

MOVED by Trustee Carolyn Morton  
SECONED by Trustee Patrice Barnes

Special Meeting of the Board Minutes  
July 8, 2020

(d) School Year Calendar 2020-2021 (Continued)

THAT THE FOLLOWING BE APPROVED:

- (i) THE PROPOSED REGULAR SCHOOL YEAR CALENDAR FOR ELEMENTARY SCHOOLS'
- (ii) THE PROPOSED REGULAR SCHOOL YEAR CALENDAR FOR SECONDARY SCHOOLS;
- (iii) THE PROPOSED MODIFIED SCHOOL YEAR CALENDAR FOR C.E. BROUGHTON P.S., AND WINCHESTER P.S.;
- (iv) THE PROPOSED MODIFIED SCHOOL YEAR CALENDAR FOR BROCK H.S., HENRY STREET H.S., AND MAXWELL HEIGHTS S.S.; AND
- (v) THAT THIS INFORMATION BE FORWARDED TO THE MINISTRY OF EDUCATION BY JULY 10, 2020 FOR ALL FOUR SCHOOL YEAR CALENDARS SUCH THAT THE DURHAM DISTRICT SCHOOL BOARD IS COMPLIANT WITH THE RESPECTIVE DEADLINES AS OULINED IN REGULATION 304.

CARRIED

4. Adjournment

2020:86  
MOVED by Trustee Michael Barrett  
SECONDED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:14 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

**MINUTES**

The Special Meeting of the Board

July 15, 2020

A virtual Special Meeting of the Durham District School Board was held on this date.

1. Call to Order:

Roll Call: Trustee Chris Braney, Chair of the Board

The Chair called the meeting to order at 6:02 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Margaret Lazarus, Andrea McAuley, Stephen Nevills, General Counsel Patrick Cotter, Communications Staff Robert Cerjanec, Peter Blake, Finance Staff Jennifer Machin, Melissa Durward.

Regrets: Superintendents Georgette Davis, Mohamed Hamid, Jamila Maliha, Heather Mundy

Recording Secretary: Kim cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Report from Committee of the Whole In Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with appointments, personnel issues and employee relations issues.

2020:87

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Michael Barrett

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN-CAMERA BE RECEIVED.

CARRIED



Special Meeting of the Board Minutes  
July 15, 2020

4. Recommended Actions

(a) Report: Education Finance Committee Meeting of July 8, 2020

Trustee Darlene Forbes presented the Report of the Education Finance Committee meeting of July 8, 2020. She noted that a revised budget document will be provided to trustees prior to it being posted on the website. Interim Associate Director Carla Kisko answered questions of trustees and a discussion ensued.

2020:88

MOVED by Trustee Darlene Forbes  
SECONDED by Trustee Patrice Barnes

THAT THE 2020-2021 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$923,634,334 AND TOTAL EXPENSES OF \$923,634,334 BE APPROVED AS PRESENTED.

CARRIED

2020:89

MOVED by Trustee Donna Edwards  
SECONDED by Trustee Darlene Forbes

THAT THE BOARD OF TRUTEES SEND A LETTER, ALONG WITH THE SUBMISSION OF THE BUDGET, TO THE MINISTER OF EDUCATION IDENTIFYING THE RISKS AND ISSUES RELATING TO COVID-19 THAT ARE COST PRESSURES FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

4. Adjournment

2020:89

MOVED by Trustee Paul Crawford  
SECONED by Trustee Ashley Noble

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 6:31 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

**MINUTES**

**The Special Meeting of the Board**

**August 10, 2020**

A virtual Special Meeting of the Durham District School Board was held on this date.

1. Call to Order:

Roll Call: Trustee Chris Braney, Chair of the Board

The Chair called the meeting to order at 6:02 p.m.

Members Present: Trustees Patrice Barnes, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

Regrets: Trustee Michael Barrett

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills, General Counsel Patrick Cotter, Communications Officer Robert Cerjanec

Regrets: Superintendents Mohamed Hamid, Margaret Lazarus

Recording Secretary: Kim Cox

2020:90  
MOVED by Trustee Darlene Forbes  
SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

2. Declarations of Interest

There were no declarations of interest at this time.

3. Report from Committee of the Whole In Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with administrative transfers and placements.

Special Meeting of the Board Minutes  
August 10, 2020

2020:91  
MOVED by Trustee Niki Lundquist  
SECONDED by Trustee Ashley Noble

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN-CAMERA BE RECEIVED.

CARRIED

4. Presentations

(a) Return to School Update

Acting Director Norah Marsh, Interim Associate Director Carla Kisko, Acting Director Jim Markovski, Superintendents Andrea McAuley, Georgette Davis, Heather Mundy, Stephen Nevills, and Communications Officer Robert Cerjanec provided trustees with a Return to School update highlighting the following:

- Timeline Overview
- Guiding Principles
- Health and Safety (Return to School Guide)
  - Ministry of Education Mask Policy
  - Daily Screening and Attendance
  - Enhanced Cleaning and Disinfection
  - Hand Hygiene and Respiratory Etiquette
  - Signage and Traffic Flow
  - Classroom Setup
  - Ventilation and Physical Infrastructure
  - COVID-19 procedure
- School Programming
  - Timetable Models
  - In-Person Learning
  - DDSB@Home
- Special Education
- Mental Health and Well-Being
- COVID-19 Protocols
  - Ministry Direction and Public Health
  - Health Room
- Ministry Funding (Health and Safety, Staffing and Programming)

Acting Director Norah Marsh acknowledged the cross section of staff members and all employee groups that have been dedicated to planning thus far, noting that there is still much to do to welcome students back. A commitment to the guiding principles and understanding the necessity to work with the individual needs of students is important for families as the district moves forward during these unusual times.

Special Meeting of the Board Minutes  
August 10, 2020

(a) Return to School Update (Continued)

2020:92

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

- (i) THE DDSB ADOPT THE PLAN AS PROVIDED IN RESPECT OF SECONDARY STUDENTS, WHICH PROVIDES FOR BOTH IN CLASS LEARNING AND VIRTUAL LEARNING OPPORTUNITIES AND SMALLER COHORTS, UNDERSTANDING THAT THE BOARD HAS BEEN DESIGNATED AS "ADAPTIVE/BLENDED" BY THE PROVINCE AND CANNOT, AT THIS TIME, RETURN TO 5 DAYS OF IN CLASS LEARNING FOR SECONDARY STUDENTS. SHOULD THE DDSB SEEK TO IMPLEMENT ADAPTATIONS OF THE PLAN, WHICH MAY BE NECESSARY TO ENSURE EQUITABLE ACCESS TO EDUCATIONAL OPPORTUNITIES, PARTICULARLY IN RURAL COMMUNITIES, THE BOARD OF TRUSTEES WILL BE APPRISED OF ANY INTENDED CHANGES TO THE PLAN AND INFORMED OF WHAT STEPS ARE BEING TAKEN TO ENSURE STUDENT AND STAFF SAFETY;
- (ii) THE DDSB ADOPT THE PLAN FOR VIRTUAL LEARNING FOR ELEMENTARY STUDENTS AND ADJUST ITS PLAN FOR STUDENTS ELECTING TO RETURN TO IN-PERSON LEARNING BY:
  - a. ENSURING ALL CLASSES ALLOW FOR THE DISTANCING OF STUDENTS, AT A MINIMUM OF ONE METER AS RECOMMENDED IN THE GUIDANCE DOCUMENTS RELIED UPON BY THE GOVERNMENT FOR OTHER ASPECTS OF ITS REOPENING PLAN;
  - b. TAKING WHATEVER STEPS ARE NECESSARY TO ENSURE A MINIMUM OF ONE METER SPACING FOR STUDENTS, INCLUDING, BUT NOT LIMITED TO, REORGANIZING CLASSES, PROVIDING PORTABLES, EXPLORING OPPORTUNITIES FOR USING COMMON SPACES AS CLASSROOMS, REDEPLOYING OR HIRING ADDITIONAL EDUCATIONAL STAFF, AND TAKING ANY OTHER STEPS THAT ARE OPERATIONALLY NECESSARY TO GIVE EFFECT TO SUBSECTION (II) (A);
- (iii) THE DDSB AUTHORIZES THE BOARD TO USE RESERVE FUNDS, OF UP TO 1% OF THE BOARD'S 2020 BUDGET, TO FACILITATE THE ADOPTION OF MITIGATION MEASURES TO KEEP STUDENTS AND STAFF AS SAFE AS POSSIBLE;
- (iv) THE DDSB CREATE A PROGRAM THAT ENCOURAGES MASK USE FOR ALL STUDENTS (SUBJECT TO THE DUTY TO ACCOMMODATE);

Special Meeting of the Board Minutes  
August 10, 2020

(a) Return to School Update (Continued)

- (v) THE DDSB IMMEDIATELY PROVIDE A STRONGLY WORDED LETTER TO THE MINISTRY OF EDUCATION EXPRESSING ITS GRAVE CONCERN ABOUT THE FAILURE TO USE SMALL CLASS SIZES AS A PRIORITY SAFETY STRATEGY AND URGING THE GOVERNMENT TO IMMEDIATELY PROVIDE ALL FUNDING NECESSARY TO ALL SCHOOL BOARDS TO ENSURE THE FULL HIERARCHY OF SAFETY CONTROLS BE PUT IN PLACE AS SCHOOLS REOPEN, INCLUDING THE FUNDS TO PROVIDE ADDITIONAL STAFF TO CREATE SMALLER AND SAFER COHORTS IN ELEMENTARY SCHOOLS AND ADDITIONAL FUNDING FOR UPGRADES/IMPROVEMENTS TO VENTILATION IN DDSB SCHOOLS; AND
- (vi) THAT THE DDSB PUBLICLY RELEASE A COPY OF THAT LETTER, IN THE FORM OF A PRESS RELEASE.

MOTION POSTPONED LATER IN THE  
MEETING (SEE FOLLOWING MOTION)

A discussion period ensued and Acting Director Norah Marsh and Interim Associate Director Carla Kisko responded to questions from trustees.

2020:93

MOVED by Trustee Paul Crawford

SECONDED by Trustee Christine Thatcher

THAT THE FOREGOING MOTION (2020:92) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE POSTPONED TO A SPECIAL BOARD MEETING TO BE HELD ON WEDNESDAY, AUGUST 12, 2020 AT 10:00 A.M.

CARRIED LATER IN THE MEETING

A discussion period ensued and Acting Director Norah Marsh responded to questions from trustees.

The motion (2020:93) of Trustees Paul Crawford and Christine Thatcher was then put to a vote and CARRIED.

Acting Director Norah Marsh responded to questions of trustees regarding the Return to School Update.

(b) Durham Student Transportation Update

Kelly Mechoulan, CEO, Durham Student Transportation Services provided trustees with a PowerPoint update regarding COVID-19 Transportation for the 2020-2021 School Year and highlighted the following:

Special Meeting of the Board Minutes  
August 10, 2020

(b) Durham Student Transportation Update (Continued)

- Routing Parameters
- Student Loading Capacity
- Special Education Classes and Transportation
- Transportation Survey to Parents/and Guardians
- Health and Safety, and PPE Requirements
- Health and Safety – Bus Poster
- Schools, School Buses and anticipated Traffic
- Driver Retention and Recruitment
- Transportation Re-Routing Work Plan

CEO Kelly Mechoulan, Acting Director Norah Marsh, Interim Associate Director Carla Kisko and Superintendent Heather Mundy also answered questions of trustees.

5. Adjournment

2020:94

MOVED by Trustee Donna Edwards

SECONED by Trustee Ashley Noble

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:30 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

**MINUTES**

The Special Meeting of the Board

August 12, 2020

A virtual Special Meeting of the Durham District School Board was held on this date.

1. Call to Order:

Roll Call: Trustee Chris Braney, Chair of the Board

The Chair called the meeting to order at 10:07 a.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Georgette Davis, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, General Counsel Patrick Cotter, Communications Officer Robert Cerjanec

Regrets: Superintendent Jamila Maliha

Recording Secretary: Kim Cox

2020:93

MOVED by Trustee Ashley Noble

SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

2. Declarations of Interest

There were no declarations of interest at this time.

Special Meeting of the Board Minutes  
August 12, 2020

3. Recommendation

(a) Return to School Update - Motion

Trustee Niki Lundquist presented the following motion:

2020:94

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Scott Templeton

- (i) That the DDSB adopt the plan as provided in respect of secondary students, which provides for both in class learning and virtual learning opportunities and smaller cohorts, understanding that the Board has been designated as “adaptive/blended” by the Province and cannot, at this time, return to 5 days of in class learning for secondary students. Should the DDSB seek to implement adaptations of the plan, which may be necessary to ensure equitable access to educational opportunities, particularly in rural communities, the Board of Trustees will be apprised of any intended changes to the plan and informed of what steps are being taken to ensure student and staff safety;
- (ii) That the DDSB adopt the plan for virtual learning for elementary students and adjust its plan for students electing to return to in-person learning by:
  - a. Ensuring all classes allow for the distancing of students, at a minimum of one meter as recommended in the guidance documents relied upon by the government for other aspects of its reopening plan;
  - b. Taking whatever steps are necessary to ensure a minimum of one meter spacing for students, including, but not limited to, reorganizing classes, providing portables, exploring opportunities for using common spaces as classrooms, redeploying or hiring additional educational staff, and taking any other steps that are operationally necessary to give effect to subsection (ii) (a);
- (iii) That the DDSB authorizes the Board to use reserve funds, of up to 1% of the Board’s 2020 budget, to facilitate the adoption of mitigation measures to keep students and staff as safe as possible;
- (iv) That the DDSB create a program that encourages mask use for ALL students (subject to the duty to accommodate);
- (v) That the DDSB immediately provide a strongly worded letter to the Ministry of Education expressing its grave concern about the failure to use small class sizes as a priority safety strategy and urging the government to immediately provide all funding necessary to all school boards to ensure the full hierarchy of safety controls be put in place as schools reopen, including the funds to provide



Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

additional staff to create smaller and safer cohorts in elementary schools and additional funding for upgrades/improvements to ventilation in DDSB schools; and

- (vi) That the DDSB publicly release a copy of that letter, in the form of a press release.

MOTION AMENDED LATER IN THE MEETING (See Following Motions)

A discussion ensued and Acting Director Norah Marsh responded to questions from trustees.

2020:95  
MOVED by Trustee Niki Lundquist  
SECONDED by Trustee Scott Templeton

THAT THE FOREGOING MOTION (2020:94) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY REMOVING PART (ii) B. IN ITS ENTIRETY AND REPLACING IT WITH A NEW PART (ii) B. TO READ AS FOLLOWS:

- (ii) b. AUTHORIZING THE DIRECTOR OF EDUCATION TO IMPLEMENT ANY AND ALL MEASURES THAT THE DIRECTOR MAY DEEM NECESSARY AND APPROPRIATE TO BEST ENSURE A MINIMUM OF ONE-METER SPACING FOR STUDENTS, INCLUDING BUT NOT LIMITED TO MEASURES SUCH AS REORGANIZING CLASSES, PROVIDING PORTABLE CLASSROOMS, USING COMMON AREAS AS CLASSROOM SPACE, REDEPLOYING STAFF, HIRING ADDITIONAL SCHOOL STAFF, AND SUCH OTHER MEASURES AS THE DIRECTOR MAY DEEM APPROPRIATE.

CARRIED

2020:96  
MOVED by Trustee Donna Edwards  
SECONDED by Trustee Carolyn Morton

THAT THE FOREGOING MOTION (2020:94) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE DIVIDED AND EACH PART CONSIDERED SEPARTELY.

CARRIED

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

Trustees considered and voted on each part of the motion separately beginning with Part (i) as follows:

- (i) That the DDSB adopt the plan as provided in respect of secondary students, which provides for both in class learning and virtual learning opportunities and smaller cohorts, understanding that the Board has been designated as “adaptive/blended” by the Province and cannot, at this time, return to 5 days of in class learning for secondary students. Should the DDSB seek to implement adaptations of the plan, which may be necessary to ensure equitable access to educational opportunities, particularly in rural communities, the Board of Trustees will be apprised of any intended changes to the plan and informed of what steps are being taken to ensure student and staff safety;

2020:97

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Donna Edwards

THAT THE FOREGOING MOTION (2020:94) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY REMOVING THE FOLLOWING WORDS IN Part (i).

‘THAT THE DDSB ADOPT THE PLAN AS PROVIDED IN RESPECT OF SECONDARY STUDENTS, WHICH PROVIDES FOR BOTH IN CLASS LEARNING AND VIRTUAL LEARNING OPPORTUNITIES AND SMALLER COHORTS’

MOTION DEFEATED ON THE FOLLOWING RECORDED VOTE:

Yes

Donna Edwards  
Christine Thatcher

No

Patrice Barnes  
Michael Barrett  
Chris Braney  
Darlene Forbes  
Niki Lundquist  
Carolyn Morton  
Ashley Noble  
Scott Templeton

Abstain

Paul Crawford

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

Part (i) of the motion (2020:94) of Trustees Niki Lundquist and Scott Templeton was then put to a vote and CARRIED ON THE FOLLOWING RECORDED VOTE:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Patrice Barnes		
Michael Barrett		
Chris Braney		
Paul Crawford		
Donna Edwards		
Darlene Forbes		
Niki Lundquist		
Carolyn Morton		
Ashley Noble		
Scott Templeton		
Christine Thatcher		

Trustees considered Part (ii) of the motion, as amended previously in the meeting, as follows:

- (ii) THAT the DDSB adopt the plan for virtual learning for elementary students and adjust its plan for students electing to return to in-person learning by:
- a. Ensuring all classes allow for the distancing of students, at a minimum of one meter as recommended in the guidance documents relied upon by the government for other aspects of its reopening plan;
  - b. Authorizing the Director of Education to implement any and all measures that the Director may deem necessary and appropriate to best ensure a minimum of one-meter spacing for students, including but not limited to measures such as reorganizing classes, providing portable classrooms, using common areas as classroom space, redeploying staff, hiring additional school staff, and such other measures as the Director may deem appropriate.

Acting Director Norah Marsh and Interim Associate Director Carla Kisko responded to questions from trustees.

Part (ii) of motion (2020:94) of Trustees Niki Lundquist and Scott Templeton, as amended, was then put to a vote and CARRIED ON THE FOLLOWING RECORDED VOTE:

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Patrice Barnes Michael Barrett Chris Braney Donna Edwards Darlene Forbes Niki Lundquist Carolyn Morton Ashley Noble Scott Templeton Christine Thatcher		Paul Crawford

Trustees considered Part (iii) of the motion as follows:

- (iii) That the DDSB authorizes the Board to use reserve funds, of up to 1% of the Board's 2020 budget, to facilitate the adoption of mitigation measures to keep students and staff as safe as possible;

Acting Director Norah Marsh responded to questions from trustees.

2020:98  
MOVED by Trustee Patrice Barnes  
SECONDED by Trustee Michael Barrett

THAT PART (III) OF THE FOREGOING MOTION (2020:94) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED AS FOLLOWS:

THAT THE DDSB AUTHORIZES STAFF TO BE ABLE TO DEVELOP A PLAN TO UTILIZE RESERVE FUNDS, OF UP TO 1% OF THE BOARD'S 2020 BUDGET TO FACILITATE THE ADOPTION OF MITIGATION MEASURES TO KEEP STUDENTS AND STAFF AS POSSIBLE; AND

THAT STAFF PRESENT A PLAN BACK TO TRUSTEES FOR CONSIDERATION.

CARRIED ON THE FOLLOWING RECORDED VOTE:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Patrice Barnes Michael Barrett Chris Braney Paul Crawford	Niki Lundquist Scott Templeton	

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Donna Edwards Darlene Forbes Carolyn Morton Ashley Noble Christine Thatcher		

The motion (2020:94) of Trustees Niki Lundquist and Scott Templeton was then put to a vote and CARRIED AS AMENDED ON THE FOLLOWING RECORDED VOTE:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Patrice Barnes Michael Barrett Chris Braney Paul Crawford Donna Edwards Darlene Forbes ** Niki Lundquist Carolyn Morton Ashley Noble Scott Templeton Christine Thatcher		

Trustees considered Part (iv) of the motion as follows:

- (iv) That the DDSB create a program that encourages mask use for ALL students (subject to the duty to accommodate);

Part (iv) of the motion (2020:94) of Trustees Niki Lundquist and Scott Templeton was then put to a vote and CARRIED ON THE FOLLOWING RECORDED VOTE:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Patrice Barnes Michael Barrett Chris Braney Paul Crawford Donna Edwards Darlene Forbes Niki Lundquist Carolyn Morton		

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

Yes

Ashley Noble  
Scott Templeton  
Christine Thatcher

Trustees considered Part (v) of the motion as follows:

That the DDSB immediately provide a strongly worded letter to the Ministry of Education expressing its grave concern about the failure to use small class sizes as a priority safety strategy and urging the government to immediately provide all funding necessary to all school boards to ensure the full hierarchy of safety controls be put in place as schools reopen, including the funds to provide additional staff to create smaller and safer cohorts in elementary schools and additional funding for upgrades/improvements to ventilation in DDSB schools; and

2020:99

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE FOREGOING MOTION (2020:94) OF TRUSTEES NIKI LUNDQUIST AND SCOTT TEMPLETON BE AMENDED BY COMBINING PART (V) AND PART (VI) INTO ONE PART.

CARRIED ON THE FOLLOWING RECORDED VOTE:

Yes

No

Abstain

Patrice Barnes  
Michael Barrett  
Chris Braney  
Paul Crawford  
Donna Edwards  
Darlene Forbes  
Niki Lundquist  
Carolyn Morton  
Ashley Noble  
Scott Templeton  
Christine Thatcher

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

Trustees considered Part (v) of the motion, as amended, as follows:

That the DDSB immediately provide a strongly worded letter to the Ministry of Education expressing its grave concern about the failure to use small class sizes as a priority safety strategy and urging the government to immediately provide all funding necessary to all school boards to ensure the full hierarchy of safety controls be put in place as schools reopen, including the funds to provide additional staff to create smaller and safer cohorts in elementary schools and additional funding for upgrades/improvements to ventilation in DDSB schools; and

That the DDSB publicly release a copy of that letter, in the form of a press release.

CARRIED ON THE FOLLOWING RECORDED  
VOTE:

<u>Yes</u>	<u>No</u>	<u>Abstain</u>
Patrice Barnes		
Michael Barrett		
Chris Braney		
Paul Crawford		
Donna Edwards		
Darlene Forbes		
Niki Lundquist		
Carolyn Morton		
Ashley Noble		
Scott Templeton		
Christine Thatcher		

Trustee Darlene Forbes advised trustees that she wished to amend her response to the recorded vote taken earlier in the meeting as it relates to Part (iii) of the motion as amended. She indicated that she will change her vote from 'no' to 'yes.' The amendment is reflected (\*\*) in the recorded vote taken earlier in the meeting.

The foregoing motion (2020:94) of Trustees Niki Lundquist and Scott Templeton, as amended, will read as follows:

- (i) That the DDSB adopt the plan as provided in respect of secondary students, which provides for both in class learning and virtual learning opportunities and smaller cohorts, understanding that the Board has been designated as "adaptive/blended" by the Province and cannot, at this time, return to 5 days of in class learning for secondary students. Should the DDSB seek to implement adaptations of the plan, which may be necessary to ensure equitable access to educational opportunities,

Special Meeting of the Board Minutes  
August 12, 2020

(a) Return to School Update – Motion (Continued)

particularly in rural communities, the Board of Trustees will be apprised of any intended changes to the plan and informed of what steps are being taken to ensure student and staff safety;

- (ii) That the DDSB adopt the plan for virtual learning for elementary students and adjust its plan for students electing to return to in-person learning by:
  - a. Ensuring all classes allow for the distancing of students, at a minimum of one meter as recommended in the guidance documents relied upon by the government for other aspects of its reopening plan;
  - b. Authorizing the Director of Education to implement any and all measures that the Director may deem necessary and appropriate to best ensure a minimum of one-meter spacing for students, including but not limited to measures such as reorganizing classes, providing portable classrooms, using common areas as classroom space, redeploying staff, hiring additional school staff, and such other measures as the Director may deem appropriate.
- (iii) That the DDSB authorizes staff to be able to develop a plan to utilize reserve funds, of up to 1% of the Board's 2020 budget, to facilitate the adoption of mitigation measures to keep students and staff as safe as possible; and

That staff present a plan back to trustees for consideration.

- (iv) That the DDSB create a program that encourages mask use for ALL students (subject to the duty to accommodate);
- (v) That the DDSB immediately provide a strongly worded letter to the Ministry of Education expressing its grave concern about the failure to use small class sizes as a priority safety strategy and urging the government to immediately provide all funding necessary to all school boards to ensure the full hierarchy of safety controls be put in place as schools reopen, including the funds to provide additional staff to create smaller and safer cohorts in elementary schools and additional funding for upgrades/improvements to ventilation in DDSB schools; and

That the DDSB publicly release a copy of that letter, in the form of a press release.



Special Meeting of the Board Minutes  
August 12, 2020

2020:100

MOVED by Trustee Michael Barrett  
SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES INSTRUCT STAFF TO IMPLEMENT A GRADUATED RETURN TO SCHOOL OF JUNIOR KINDERGARTEN AND SENIOR KINDERGARTEN FOR A PERIOD OF TWO WEEKS.

CARRIED ON THE FOLLOWING RECORDED VOTE:

Yes

No

Abstain

Patrice Barnes  
Michael Barrett  
Chris Braney  
Paul Crawford  
Donna Edwards  
Darlene Forbes  
Niki Lundquist  
Carolyn Morton  
Ashley Noble  
Scott Templeton  
Christine Thatcher

Trustees agreed that the Board will invite the Durham Region Chief Medical Officer of Health to a Board meeting to provide insight and information regarding the risks of students as it relates to transportation. Staff are also asked to provide information on what, if any, steps can be taken regarding busing in light of the service being provided by a consortium that is not the district.

Chair Chris Braney advised that the letter referenced in part (v) of the motion will be shared with trustees for review and input prior to it being sent to the Minister of Education.

5. Adjournment

2020:101

MOVED by Trustee Donna Edwards  
SECONED by Trustee Niki Lundquist

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

Special Meeting of the Board Minutes  
August 12, 2020

The meeting adjourned at approximately 12:50 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

MINUTES

The Special Meeting of the Board

August 25, 2020

A Special Meeting of the Durham District School Board was held on this date.

1. Call to Order:

Roll Call: Trustee Chris Braney, Chair of the Board

The Chair called the meeting to order at 6:40 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett (virtual), Chris Braney, Paul Crawford (virtual), Donna Edwards (virtual), Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton (virtual), Christine Thatcher

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, General Counsel Patrick Cotter, Communications Officer Robert Cerjanec

Recording Secretary: Kim Cox

2020:102

MOVED by Trustee Ashley Noble

SECONDED by Trustee Carolyn Morton

The agenda was amended to include the report from the Committee of the Whole In-Camera.

THAT THE AGENDA BE APPROVED AS AMENDED.

CARRIED

2. Declarations of Interest

There were no declarations of interest at this time.

Special Meeting of the Board Minutes  
August 25, 2020

Report from Committee of the Whole In-Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with personnel issues.

2020:103

MOVED by Trustee Niki Lundquist

SECONDED by Trustee Christine Thatcher

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN-CAMERA BE RECEIVED.

CARRIED

2020:104

MOVED by Trustee Ashley Noble

SECONDED by Trustee Patrice Barnes

THAT THE BOARD CONFIRM THAT THE DIRECTOR OF EDUCATION HAS THE DISCRETION TO CLOSE A SCHOOL OR SCHOOLS WITHIN THE JURISDICTION OF THE DURHAM DISTRICT SCHOOL BOARD SHOULD STAFF ABSENCES BE SUCH THAT THE SITUATION PRESENTS AN UNREASONABLE RISK TO THE HEALTH AND SAFETY OF PUPILS AND STAFF DURING THE COURSE OF THE DECLARED PANDEMIC EMERGENCY.

CARRIED

3. Information Items

(a) Durham Medical Officer of Health Briefing

Dr. Robert Kyle, Medical Officer of Health introduced Pepi McTavish, Assistant Medical Officer of Health, Lisa Fortuna, Director, Health Protection and Regina Elliott, Manager, School Health Program, Region of Durham. He provided trustees with opening remarks regarding the epidemiology of COVID-19 and noted the data tracker as the main means of communication about COVID-19 in real time. He provided an overview of: cases in Durham region, transmission in the community, MOE guidelines for reopening schools, the use of PPE, and guidance resources. The new draft school outbreak document details will be released shortly and planning is underway for support at the school level with school public health nurses.

Regina Elliott, Manager, School Health Program provided an overview of local epidemiology, the local policy decision-makers, and the role of health nurses within schools.

Special Meeting of the Board Minutes  
August 25, 2020

(a) Durham Medical Officer of Health Briefing (Continued)

Dr. Robert Kyle answered questions of trustees relating to: infection statistics in those under 20 years of age, the 1-meter Sick Kids recommendation/guideline, safety measures that should be implemented for unmasked students that cannot maintain 1-meter of physical distancing, the implementation of further precautionary measures to protect staff, the use of masks for JK-grade 3, mandating mask use, mask use for students with special needs, layering health and safety measures for commercial establishments vs. schools, and outbreak management protocols.

Lisa Fortuna, Director, Health Protection advised trustees that the DSTS plan submitted was reviewed along with the provincial re-opening plan regarding transportation. She noted that the DDSB and the DCDSB are well aligned regarding recommendations. Distancing students on buses is a challenge and precautions are in place.

Chair Braney advised trustees that should they have additional questions for Dr. Kyle, Medical Officer of Health and his team, they can be submitted in writing for response.

Welcome

Acting Director Norah Marsh welcomed new superintendents Jack Nigro, Gary Crossdale and Erin Elmhurst to the district.

Update #4 to the Board

Acting Director Norah March provided trustees with an update on the work completed since June 19, 2020. She provided an overview of:

- Ministry Memo (Approach to Reopening Schools for the 2020-2021 School Year)
- The Development of Models Based on Ministry Memo
- Update Provided to Families and Staff
- Surveys Distributed to Families, Students and Staff on the Return to School
- Update to Families – School Year Calendars
- Ministry Memo (Guide to Reopening Ontario's Schools)
- Update Provided to Families and Staff
- Re-Development of Models
- Opt-Out of In-Person Learning Survey
- Return to School Website and FAQ
- Meeting with the Ministry of Education to Share Models
- Release of Models to Families and Staff
- Deadline to Opt-Out of In-Person Learning
- Re-Timetabling and Re-Staffing of Schools/Physical Safety Audit
- Ministry Memo (Remote Learning & Staggered Starts)
- Update to Families and Staff
- Update to Elementary Families on Two Week Staggered Start
- Update to Families and Staff
- Re-Staffing Continues and Addressing Classroom Spacing Issues

Special Meeting of the Board Minutes  
August 25, 2020

Update #4 to the Board (Continued)

- Welcome Back materials to be Launched – Focusing on Safety and Well-Being
- Staff Safety Training and Professional Learning
- Modified Secondary Schools Start In-Person Learning
- First Day of Staggered Starts at In-Person Elementary. First day for Cohort A at In-Person Secondary Schools
- First Day of School for DDSB@Home Elementary and Secondary Schools

Acting Director Norah Marsh advised that the district is focused on anti-black racism and anti-oppression and staff will engage in compulsory learning. August training sessions for the new elementary math curriculum are unchanged from the June sessions. The district will not focus on the new elementary math curriculum, but rather the well-being of students, health & safety protocols and anti-black racism. When the elementary math curriculum arrives the district will work with staff to implement it.

(b) DDSB@Home Update

Superintendent Georgette Davis provided trustees with a PowerPoint update regarding DDSB@Home virtual school planning. She highlighted PPM 164, inclusive programming, supervision, teaching and support staff, resource acquisition and professional development. Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko and Superintendents Georgette Davis and Andrea McAuley also answered questions of trustees.

(c) Elementary Staffing and Enrolment 2020-2021

Acting Associate Director Jim Markovski provided trustees with an overview of elementary staffing and enrolment. The report included an update on elementary class sizes and the staffing required to support a minimum of 1-meter distancing between students in elementary classrooms during the COVID-19 pandemic. Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko and Superintendent Stephen Nevills also answered questions of trustees.

(d) Bell Times Update

Chief Administrative Officer Kelly Mechoulan, DSTS provided trustees with a school bell time update and an overview of student transportation for Fall 2020. Superintendent Heather Mundy and Chief Administrative Officer Kelly Mechoulan answered questions of trustees.

Special Meeting of the Board Minutes  
August 25, 2020

4. Adjournment

2020:105  
MOVED by Trustee Christine Thatcher  
SECONED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:21 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

**DRAFT**

MINUTES

The Special Meeting of the Board

September 8, 2020

A Special Meeting of the Durham District School Board was held on this date in the Boardroom.

1. Call to Order:

Roll Call: Trustee Chris Braney, Chair of the Board

The Chair called the meeting to order at 8:05 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford (virtual), Donna Edwards (virtual), Darlene Forbes (virtual), Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, General Counsel Patrick Cotter, Communications Officer Robert Cerjanec

Recording Secretary: Kim Cox

2020:106

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Carolyn Morton

THAT THE AGENDA BE APPROVED.

CARRIED

2. Declarations of Interest

There were no declarations of interest at this time.



Special Meeting of the Board Minutes  
September 8, 2020

3. Report from Committee of the Whole In-Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees dealt with appointments and administrative transfers and placements. It was noted that General Counsel Patrick Cotter will retain an Interim Integrity Commissioner.

4. Recommended Action

(a) Return to School Update #5

Acting Director Norah Marsh provided trustees with a PowerPoint presentation highlighting COVID-19 Provincial Special Funding. She outlined the funding for custodial staff, health and safety training for OT's and casual staff, special education and mental health, enhanced cleaning, remote learning, ventilation in classrooms, teaching staff, transportation, technology, and school reopening emerging issues. She presented the Reserve Fund Mitigation Plan to seek authorization to access up to \$8.1 million from reserves to be used, as may be deemed necessary and appropriate by the Director of Education, to fund the Reserve Fund Mitigation Plan.

Acting Associate Director Jim Markovski provided trustees with an update on staffing thus far and highlighted the enrolment numbers for both elementary and secondary students for in-person and virtual learning.

Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko and Superintendents Mohamed Hamid and Andrea McAuley answered questions of trustees.

2020:107

MOVED by Trustee Niki Lundquist  
SECONED by Trustee Ashley Noble

THAT THE BOARD AUTHORIZE ACCESS OF UP TO \$8.1 MILLION FROM RESERVES TO BE USED, AS MAY BE DEEMED NECESSARY AND APPROPRIATE BY THE DIRECTOR OF EDUCATION, TO FUND THE RESERVE FUND MITIGATION PLAN.

CARRIED

(b) Notice of Motion: Masks

Trustee Scott Templeton presented the following Notice of Motion:

Special Meeting of the Board Minutes  
September 8, 2020

(b) Notice of Motion: Masks (Continued)

2020:108

MOVED by Trustee Scott Templeton

SECONED by Trustee Ashley Noble

THAT THE BOARD MANDATE ALL STUDENTS IN GRADES 1 TO 3 TO WEAR MASKS SUBJECT TO THE DUTY TO ACCOMMODATE.

MOTION POSTPONED LATER IN THE MEETING  
(See Following Motions)

2020:109

MOVED by Trustee Ashley Noble

SECONED by Trustee Scott Templeton

THAT THE RULES OF PROCEDURE BE SUSPENDED IN ORDER TO WAIVE THE REQUIREMENTS OF FIVE DAYS NOTICE IN ORDER CONSIDER THE FOREGOING MOTION (2020:108) OF TRUSTEES SCOTT TEMPLETON AND ASHLEY NOBLE.

CARRIED ON A 2/3 MAJORITY VOTE

Trustees discussed the motion.

2020:110

MOVED by Trustee Paul Crawford

SECONED by Trustee Michael Barrett

THAT THE FOREGOING MOTION (2020:108) OF TRUSTEES SCOTT TEMPLETON AND ASHLEY NOBLE BE POSTPONED TO THE BOARD MEETING SCHEDULED TO BE HELD ON SEPTEMBER 21, 2020; AND

THAT A LETTER BE FORWARDED TO DR. ROBERT KYLE, MEDICAL OFFICER OF HEALTH, INQUIRING IF HE WOULD BE OPPOSED TO THE DURHAM DISTRICT SCHOOL BOARD PASSING SUCH A MOTION.

CARRIED

Chair Chris Braney confirmed that Trustees Ashley Noble and Carolyn Morton will serve on the Definitely Durham Selection Committee.

Special Meeting of the Board Minutes  
September 8, 2020

5. Adjournment

2020:111

MOVED by Trustee Michael Barrett

SECONDED by Trustee Carolyn Morton

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:00 p.m.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Secretary

## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** September 21, 2020  
**SUBJECT:** Learning Disabilities Association Abilities Scholarship Award **PAGE NO.** 1 of 1  
**ORIGIN:** Norah Marsh, Acting Director of Education  
 Andrea McAuley, Superintendent of Education

**1. Purpose**

To inform the Board of Trustees of the Abilities Scholarship 2020 Recipient.

**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.*

- Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential and are celebrated for their achievement.

**Engagement:**

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

- Partnerships are an important foundation to supports and services for students. We appreciate the ongoing collaboration with the Learning Disabilities Association of Durham Region.

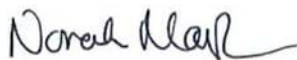
**3. Background****3.1 Abilities Scholarship**

The Learning Disabilities Association of Durham Region (LDADR) and the Durham District School Board (DDSB) partner to provide an annual \$1000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB high school student who has a diagnosed Learning Disability **and** who will be continuing studies (apprenticeship, college or university) in the upcoming academic year.

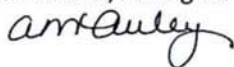
A committee comprised of members of the Learning Disabilities Association of Durham Region and Durham DSB SEAC reviewed the nominations to determine the recipient. Congratulations goes to the 2020 Abilities Scholarship recipient, Chloe Stanton from O'Neill CVI.

Chloe's submission highlighted her journey as a learner including the challenges and successes related to having a Learning Disability. In September, Chloe will be continuing her studies at Algonquin College.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Andrea McAuley, Superintendent of Education

## ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board**DATE:** September 21, 2020**SUBJECT:** Mental Health & Well-Being**PAGE NO.** 1 of 4**ORIGIN:** Norah Marsh, Acting Director of Education  
Andrea McAuley, Superintendent of Education  
Steve Graffi, Chief of Psychological Services  
Steffanie Pelleboer, Mental Health Lead  
Carolyn Ussher, Chief of Social Work Service**1. Purpose**

The purpose of this report is to provide information regarding the tiered approach to Mental Health and Well-Being supports in place for students across the Durham District School Board.

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

Well-Being: Creating safe, welcoming, inclusive learning spaces for all students and staff and provision of mental health services to meet individual student needs.

**3. Background**

The Durham District School Board has a strong commitment to enhance and protect student mental health as we return to school. This is the foundation for student success during this challenging time. Our goal is to continually promote well-being for all students and staff. The vision of the DDSB Strategic Plan for Mental Health and Well-being is to create safe, respectful, welcoming and inclusive learning, and working spaces to promote well-being for all students and staff. The implementation of the Plan is guided by a tiered approach to meeting the mental health needs of students.

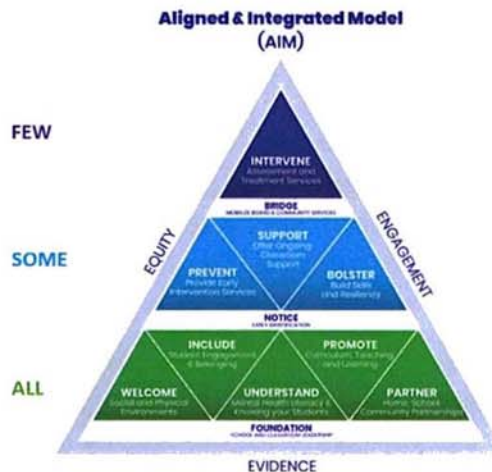
The following key messages are our commitments:

- Mental health and well-being are our priorities.
- We will lead with compassion and empathy.
- Schools are an excellent place to promote and protect student mental health.
- We have strong mental health foundations to build on.
- We are stronger together.

In addition to COVID-19, many students were exposed to and impacted by mainstream media coverage, as well as social media discussion, of anti-Black racism and anti-Indigenous racism and the rightful responses to these actions. On a broader scale, these societal shifts and calls to action have invited conversation but also may have had implications for students on a more personal level, particularly for racialized or marginalized students and to the connection between students' experiences of discrimination and harassment and their sense of safety and well-being,



While it will be important for schools to create a general welcoming environment to create connections, it will be equally important that school staff be alert to indicators of stress response associated with emergent or existent mental health concerns and be prepared to respond appropriately.



During this time of transitioning into the new academic year as well as planning for the 2020-2021 academic year, the DDSB Well-Being and Mental Health Strategic Plan and the tiered approach will ensure we are meeting the mental health needs of students by supporting the following:

**ALL, Tier 1** - Offer universal support for all students who may need a chance to debrief, build relationships, feel a sense of belonging, re-engage with learning, and honour missed rituals/milestones when they return to school. Mental health promotion is a whole system responsibility.

The following initiatives have been implemented:

1. **YOU MATTER: Mental Health and Well-Being Key Messages Poster (See Appendix A)**

Key messages regarding our commitment to promoting and supporting student mental health have been developed and posters created to support the DDSB with the consistency of communicating our commitment.

2. ***THE FOUNDATIONS OF A MENTALLY HEALTHY CLASSROOM: The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide (see Appendix B)***

The Foundations of a Mentally Healthy Classroom: The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide is a resource focused on building relationships, connection and community. The strategies in this guide are also designed to help students ease into school routines. This supports Educators time to build a positive classroom climate while supporting students to learn and practice skills to manage the emotions and challenges they may encounter in coming weeks. This resource will be followed up with a *Promoting Student Mental Health and Well-Being Campaign* that will continue to provide the System Leaders, Educators, Student and Parents with resources throughout the school year.

**For SOME, Tier 2** - Provide additional support for emergent/existent mental health needs and those more impacted by COVID and/or the social context, some students will need an extra chance to “catch up” in their learning, to gradually return to school, to access dedicated mental health support. Mental health services with clear pathways will be available during the transition back to school and thereafter. Direct student support is provided by Social Work and Psychological Services.

**For FEW, Tier 3** - Anticipate needs for those students with more significant emergent/existent mental health needs who also may be affected by the COVID and/or the social context, mental health services with clear pathways will be available during the transition back to school and thereafter. Direct student support is provided by Social Work and Psychological Services.

The following initiatives have been implemented:

#### **Strategic Response to the Mental Health Needs of Students Returning to School (Appendix C)**

The Strategic Response to the Mental Health Needs of Students Returning to School reflects a tiered approach to mental health supports, outlining service pathways available to students within each tier. Additionally, the DDSB has hired five additional mental health clinicians (Social Work and Psychological Services) which equates to increased access for students. Services have been fitted to be agile, via on-line access, virtual services and modified in-school supports.

#### **4. Analysis**

With oversight and leadership provided by the Board’s Mental Health Leader, Chief of Psychological Services, and Chief of Social Work Services, student and system need will be addressed at all tiers. Increased funding has allowed for additional staffing which translates to direct student access to trained mental health practitioners in schools. Inclusive Student Services staff have mobilized to create an agile service system, offering a variety of access points to meet the unique needs of students and families.

#### **5. Financial Implications**

Funding to support mental health and well-being is built into approved funds for the 2020-21 school year. Additional funding has been received for Mental Health and use of all available funds continues to be focused on direct service to students. For example, in the recently committed Investments to Support School Reopening in Response to the COVID-19 Outbreak (Ministry of Education Ontario 2020:B11 Memo) has been utilized to hire additional mental health team members (Social Work and Psychological Services).

#### **6. Conclusion**

Durham District School Board (DDSB) considers well-being and positive mental health fundamental to student achievement. Our Mental Health and Well-being commitments have foundations in supporting mentally healthy classrooms and services which will continue to be agile in meeting the needs of students requiring individualized mental health supports.



**7. Appendices**

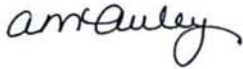
- Appendix A: You Matter – Mental Health and Well-Being Key Messages Poster  
Appendix B: First 20 Days of Creating Connection and Well-Being  
Appendix C: Strategic Response to the Mental Health Needs of Students Returning to School

Report reviewed and submitted by:



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Norah Marsh, Acting Director of Education



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Andrea McAuley, Superintendent of Education



# YOU MATTER

WELL-BEING  
EVERYONE  
EVERY DAY

**MENTAL HEALTH**  
and **WELL-BEING**  
is our priority.

We will lead with  
**COMPASSION**  
and **EMPATHY.**

Schools are an  
excellent place  
to **PROMOTE**  
and **PROTECT**  
student mental health.

We have strong  
**MENTAL HEALTH**  
**FOUNDATIONS**  
to build on.

We are  
**STRONGER**  
**TOGETHER**

**WELCOME · INCLUDE · UNDERSTAND · PROMOTE · PARTNER**

Adapted from School Mental Health Ontario (SMHO)



WELL-BEING  
EVERYONE  
EVERY DAY

# The Foundations of a Mentally Healthy Classroom:

The **FIRST 20 DAYS** (and Beyond)  
of **Creating Connection & Well-Being**  
Guide

*well-being*

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

 **DDSB**  
Ignite Learning

## The Foundations Of A Mentally Healthy Classroom:

### The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide

#### Table of Contents:

<b>1. Introduction</b> .....	<b>3</b>
• Making a Case: Key Principles to the foundations of a mentally healthy classroom environment and academic success.....	3
• Guiding principles for distance/real time learning.....	4
• The Educator’s Role in Creating Engaged Learning Environment and Supporting Student Mental Health at School.....	4
• Supporting a Mentally Healthy Return to School.....	5
• Think in Tiers: An approach to achieve a mentally health return to school.....	5
• School/Classroom Context: Creating connection and community within a distance learning environment.....	6
• Strategies to support the well-being of student through relationship building.....	7
<b>2. Classroom Based Strategies: The First 20 Days of Creating Connection and Well-Being</b> .....	<b>8</b>
• Day 1: Welcome .....	11
• Day 2: Classroom Expectations and Norms.....	15
• Day 3: How You Feel Matters.....	17
• Day 4: Managing Emotions .....	19
• Day 5: You are Unique.....	21
• Day 6: You are Valued.....	22
• Day 7: You Have a Voice .....	23
• Day 8: You are Supported.....	24
• Day 9: Practising Gratitude.....	26
• Day 10: The Power of Yet.....	27
• Day 11: Empathy.....	31
• Day 12: Collaboration .....	32
• Day 13: Fostering Intercultural Understanding.....	38
• Day 14: Valuing Diverse Thinking.....	42
• Day 15: We are on a Continuum.....	44
• Day 16: Taking Care of Each Other .....	46
• Day 17: Building our Well-Being Toolbox.....	48
• Day 18: Self-regulation and Stress.....	49
• Day 19: Stress Management.....	51
• Day 20: Continuing Connection.....	52
<b>3. Staff Well-Being</b> .....	<b>54</b>
<b>4. Implementation Supports and Resources</b> .....	<b>55</b>



## Introduction:

**It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another**

Margaret Wheatly, 2004 (retrieved from [Disturb Me, Please – Margaret J. Wheatley](#))

As uncertainty regarding the start up of a new school year prevails due to the COVID-19 pandemic, it is the collective responsibility of Educators, School Leaders, and Senior Leadership to co-create supportive learning environments where all students and staff can enhance their social and emotional competencies, feel a sense of belonging, be engaged in learning and thrive. Educators in this moment of transition have an opportunity to reflect, innovate, and build on practices that build the foundations for mentally healthy classrooms that lead to student success. In this guide, we will share key principles related to the foundations of a mentally healthy school and the development of learning environments that leverage the power of connection, belonging and community. This guide will also apply these principles to our current learning context along with actionable recommendations and strategies to help school teams plan for the beginning of the new school year.

## Making a Case:

### Key Principles to the foundations of a mentally healthy classroom environment and academic success

The COVID-19 pandemic has reinforced mentally healthy classrooms as essential to academic excellence, highlighting our relationships, connection, and community building as fundamental to teaching and learning. While nearly everyone has faced disruption, we must acknowledge the complex, varying ways individuals have experienced these past several months. The pandemic has increased our awareness of existing inequities in education and emphasized the need for learning environments that welcome and support all students, including those who were not equitably served. As we re-engage in learning this September, focusing on the foundations of mentally healthy classrooms and leveraging the power of connections provides an opportunity to support both the student and the educator relationships and well-being, while deepen our partnerships with families, and broaden our understanding of what leads to engaged learning is, what contributes to academic success and a more inclusive and equitable learning environment.

### **DDSB guiding principles for Real Time Learning:**

These five guiding principles have been provided to Educators to help guide practice, and address challenges and opportunities and support inclusive learning experiences for all DDSB students:

- We will ensure human rights and equity are considered in all aspects of Distance Learning;
- We will prioritize relationships and connections with students to support their well-being;
- We will use flexible approaches to engage students in learning;
- We will use differentiated, accessible and flexible learning tasks that are based on some of the curriculum to support learning and growth and will adjust learning expectations based on the current circumstances; and
- We will adjust assessment and evaluation approaches to support student success.

### **The Educator's Role in Creating Engaged Learning Environment and Supporting Student Mental Health at School**

As an educator you are in the business of shaping lives. At the same time that you help students to learn and grow academically, you are creating a space where they gain confidence to take healthy risks, practise collaborating with others, and begin to figure out who they are and how they want to contribute to the world. Often educators are the most important, consistent adult(s) in the lives of a young person other than their parent or caregiver. Creating a sense of belonging and caring for students can enhance a young person's mental health and create optimal conditions for learning and development. Maintaining positive relationships with students within a caring community leads to (better classroom management and enhanced...) easier classroom management experiences and enhanced student outcomes, both academically and socially.

Returning to school in September also requires us to be attune to the social and emotional needs of the Educators responsible for supporting students' learning and development. In order to create the condition for students to feel connected, we need to ensure we are creating the same conditions for staff to feel connected, empowered, supported, and valued, cultivating the overall well-being of the school community.



## Supporting a Mentally Healthy Return to School

In planning for a mentally healthy return to school, we need to consider that circumstances have varied for students during the period of distance learning that occurred over the Spring of 2020. For some, this time may have been marked by the loss of a loved one, family job changes or income reduction, family conflict or violence, existing or emerging mental health problems, and/or a range of additional stressors. Also, for any number of reasons, some students and families were not able to take advantage of distance learning and will need to re-engage with school after a long period away from learning. In contrast, there will also be students who benefited from time at home, and will arrive at school feeling well and eager to be back at school with friends and teachers. And, we must remember that some students will be unable to return to school with their classmates because they or a member of their family has a compromised immune system and cannot risk attending school before a vaccine is found. So, students will be approaching the transition time from a range of vantage points and experiences (and so will staff).

### Think in Tiers: An approach to achieve a mentally health return to school

One helpful framework to consider when planning for a mentally health return to school is to “Think in Tiers”. Using a tiered approach to achieve a mentally healthy return to school ensures planning occurs for students across a continuum of needs.

**For ALL** - Offer universal supports (Tier 1) - all students will need a chance to debrief, build relationships, feel a sense of belonging, calm anxiety, re-engage with learning, and honour missed rituals/milestones when they return to school.

**For SOME** - Provide additional support for those more impacted by COVID-19 (Tier 2) - some students will need an extra chance to “catch up” in their learning, to gradually return to school, to access dedicated mental health support.

**For FEW** - Anticipate significant needs for those most vulnerable / affected by the COVID-19 crisis (Tier 3) – have services and clear pathways available for those requiring more intensive learning or mental health support during the transition back to school. For more information on the services and pathways available, please connect with your Administrator and School Social Worker or Psychological Services Staff.

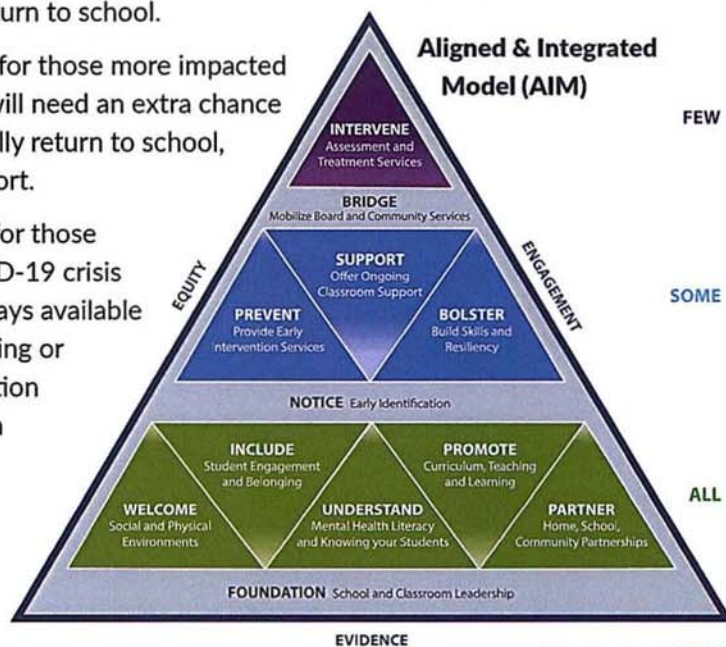


Image source: [SMHO](#)

## **School/Classroom Context: Creating connection and community within a learning environment**

Though it can be challenging to prepare for the complexities involved in the return to school, it is important to remember that we have strong foundations to lean on in the area promoting positive school/classroom environments. The shift to working within a distance environment requires teachers to think a little differently about how to build the culture they want with their students. In order for any of us to learn, it is important that we feel safe and welcomed. The research is clear; the student-teacher relationship and the relationships we have with families is the foundation for any productive classroom and while there are differences between a face-to-face and a virtual classroom, many relationship-building strategies translate very well between these two modalities. Building caring connections and trust with your learners does not happen just because you enter a classroom but rather in the everyday caring connections that we have with our students, connections where students know they matter, where their uniqueness is accepted, they feel welcomed, they feel valued and supported, and where their voice is heard.

Research has shown students who feel safe, cared for, and connected to teachers do better academically, socially, and emotionally in school. Purposeful moments of connection can nurture a sense of belonging, purpose, and agency—vital ingredients for helping students and educators to sustain their resilience and focus. A virtual or in-person learning environment does not in itself change the basic nature of our students. Regardless of context, students need classrooms environments where they feel comfortable, respected, and valued and where interactions in the classroom foster relationships and create a safe space for their overall development. Educators, regardless of where the classroom is - in person or virtually- provide the conditions that cultivate a culture of trusting and safe relationships that develop empathy, understanding, and inclusion for each other and so in turn facilitate the learning process that leads to academic engagement.

Setting the conditions for a classroom culture of trusting and safe relationships becomes essential for students where these conditions may not consistently be in place within their home environments. The strategies outlined in this resource can provide Educators the opportunity to be a caring and supportive adult to their students as well as relationship builders with families where family engagement practises are grounded in intentional and explicit connections that are responsive to the strengths and needs of students and their families.



## Strategies to support the well-being of students through relationship building:

The following are general relationships building strategies that address the transition into this academic year. These strategies are particularly important to consider as the school year begins, and schools reopen.

- Acknowledge the lack of closure many students and staff had from the previous school year.
- Consider opportunities (when available) to spend time with previous classmates or teachers. Establish back-to-school social events to allow peers and staff to re-connect. These may need to occur virtually, including virtual school tours and classroom visits. Back-to-school transitions will likely require more time than usual.
- Acknowledge that, for some, returning to school will be incredibly challenging; whereas, the transition will be straightforward for others.
- Recognize the unique transition challenges of those entering a new school, either due to moving or aging up to a new school (e.g., kindergarten, high school). Provide additional opportunities to get acquainted.
- Work with the family of schools to see if/what transition activities occurred before or during school closures.
- Consider matching up peer-buddies, particularly for students who may be at risk of a challenging transition. Peer-buddies can include same grade peers or matching older and younger students.
- Consider establishing year-long "Check-in" periods (through either homeroom groups, cohort groups, or at set times within a quadmester format) that create opportunities for students to check-in before engaging in the instructional day.
- Consider establishing a similar check-in and supports for your staff group.
- Put in a long-term plan to bolster the process of welcoming students to school each day (e.g., have staff greeting students as they exit the bus or at drop-off locations). Establish routines to make students feel welcomed amidst the potential for public health measures such as social distancing, hand sanitization, masks and other health requirements as students enter the building each day.
- Make concerted efforts to build the school community and establish staff/student relationships (e.g., have staff learn student names, even those not in their classes).
- Anticipate significant fatigue and sleepiness, particularly among adolescents. Implement a more gradual reintroduction of academic rigor compared with previous years, with a shift in focus and expectations on social and emotional well-being, self-efficacy and adaptive skills.
- Teach and reteach expectations and routines, and avoid punitive approaches when managing physical distancing requirements when possible. Consider refraining from introducing new academic content until routines are firmly re-established.
- Role model the behaviours and coping strategies you are hoping the students will follow.
- Consider opportunities for students to work cooperatively, feel empowered and assist others, which can prove restorative following significant disruption and collective stress.
- Provide students opportunities to voice concerns, challenges and needs.

(Source: (2020). School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioural Health Amidst COVID-19. American School Counsellors Association and National Association of School Psychologists. Retrieved from file:///C:/Users/Sj206389/Downloads/School%20Reentry%20(1).pdf )

**Reminder:** Services pathways are available for those requiring more intensive mental health support during the transition back to school. For more information on the pathways available for students, your administrator can support access to consultation through the DDSB Mental Health Leadership team (Chief's of Social Worker, Psychological Services Staff and the Mental Health Lead)



## Journals to Support Well-Being & Academic Success

Many of the classroom strategies included in this guide recommend the use of Journaling. The use of Journals provide students with the opportunity to engage in self-awareness, meta-cognition, as well as develop writing fluency. There are many types of journals such as open journals, response journals, math journals, gratitude journals, and more which could be used throughout classrooms from K to 12.

Below are some suggested links to resources and tips to help you effectively use journaling as a tool throughout the school year, either online or face-to-face.

- [Notebook Know How— Strategies for the Writer’s Notebook- Aimee Buckner](#)
- [Sharing Our Notebooks](#) – Amy Ludwig VanDerwater
- [writingmindset.org/teach/2019/4/21/the-power-of-three-minute-quick-writes](http://writingmindset.org/teach/2019/4/21/the-power-of-three-minute-quick-writes)
- [The Quick Write Handbook](#) – Linda Rief

**These mentor texts are curated in four categories:**

- **Seeing Inward:** How do students view themselves?
- **Leaning Outward:** What do students consider when they step outside of themselves?
- **Beyond Self:** What do students notice and wonder about the world at large?
- **Looking Back:** How does reflection help students grow into more articulate, thoughtful citizens of the world?
- [On Notebooks](#) – Linda Rief
- [Importance of a Notebook](#) – Michelle Haseltine – Two Writing Teachers

**Setting up a Virtual Classroom:**

Educators are encouraged to consider the environment they develop for their virtual classroom, paying attention to the physical surroundings that will be projected as their “classroom environment”. Considerations include where in your home you have set up your computer station and what pictures and/or personal artifacts will be displayed to students and families during synchronous learning and how privacy will be maintained.

Various tools can be used to enhance the implementation of the strategies in this Guide, for example Padlet, Virtual Sticky Notes, etc. Educators are asked to consider adapting the strategies to fit their classroom platform and virtual practices. DDSB Spark Pages: [Distance Learning Supports](#) includes resources to support teachers from Kindergarten to Grade 12 with guidelines, resources and opportunities to share best practices.

**Physical Distancing and Implementation Considerations for Strategies and Examples shared within the Guide:**

The priority of the Durham District School Board (DDSB) is always the safety, well-being and human rights of our students and staff. While implementing the strategies within this Guide, in-person classroom activities must adhere to physical distancing guidelines. While close contact may be unavoidable between members of a cohort, general infection control practices and (for older students) physical distancing, should still be maintained where possible. Please note, some of the examples within this Guide were developed prior to COVID-19 and do not demonstrate examples of physical distancing. Educators are asked to use their professional judgement as they consider adapting the strategies while maintaining the expectations found within the DDSB [Draft Return to School Guide](#).



## Classroom Based Strategies: The First 20 Days of Creating Connection and Well-Being

**“Children learn and remember at least as much from the context of the classroom as from the content of the coursework.”** —Lawrence Kutner

(Source: [eleducation.org/resources/collaborative-culture-norms](http://eleducation.org/resources/collaborative-culture-norms))

The strategies offered within *The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide* provide Educators a flexible approach for integrating student wellbeing into the learning process and a way to adopt teaching practices that enhance student wellbeing. The strategies contained in this guide draw on evidence-informed practices that have been shown to have a positive impact on student wellbeing. The suggested strategies are presented in a way that place emphasis on student-centered learning and provide individualized classroom-based learning opportunities that can be used by Educators within a virtual or in-person classroom setting. These strategies are meant to augment and support the teaching you provide within your classroom. They build on the foundations for caring connections and cultivate a positive classroom climate while taking into account your current teaching environments (in-person, virtual, quadmesters, cohort groups).

The strategies in the Guide build on and expand from the initial work done by Lincoln Alexander Public School in September 2018. Since then many DDSB schools have developed similar strategies.

**Important Note:** School Mental Health Ontario (SMHO) has worked in collaboration with DDSB and our model of *The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide* and developed a condensed provincial resource called *SMHO The First 10 Days (and Beyond)*.

**Educator’s Note and Optional Self-Reflection Activity:** **Reflection Tool for Educators**  
Educators may want to consider using the [Mentally Healthy Classroom Reflection Tool](#) which is a series of questions to prompt reflection about mentally healthy classroom practises. It also offers suggestions around actions you can take to create the conditions that support student mental health and learning. The actions in the tool relate to and enhance the strategies shared below. The questions are focused on the foundational conditions that support mentally healthy classrooms and schools: Welcome, Include, Understand, Promote and Partner. The tool can be completed prior to beginning *The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide*, post the implementation of *The First 20 Days* and strategically throughout the school year to support your ongoing implementation of strategies that support the well-being of your student.

You can access the tool here: [Classroom Reflection Tool](#)

## DAY 1: Welcome

Welcoming students (and yourself) into the new school year comes with an appreciation on how the 2019-2020 ended and the ongoing uncertainty of what school will look like in 2020-2021. More so now than in previous years, creating a welcoming environment and positive tone to your classroom and upcoming school year is important. The following are ways to get you thinking about how to foster a welcoming and positive tone in your classroom:

- The environment is welcoming, inclusive and accepting for students.
- There are clear and consistent expectations for behavior and interactions in class.
- Diversity is recognized and celebrated.
- Students see themselves represented in materials that are used in the classroom.
- Students feel a strong sense of belonging and know they matter.
- Students feel safe to share and be who they are.
- Students feel safe to approach their teacher for support.

Of course, many of these things are actions that you already do naturally, as part of your daily practice. The intent here is to make these actions more explicit and intentional, to bring focus to the importance of creating welcoming classroom settings at the beginning of the school year and then to continue these practices each day throughout the year. Remember, for some students, school is a safe harbour, a steady refuge from difficult circumstances.

**Educator's Note:** Practises of welcoming will call on educators to reflect on how well they know their students, many of whom may be new to their class where there is no previous relationships with those students and consider how they can get to know their students and their families with in distance or hybrid learning model. Greater Good in Education developed [Making Families Feel Welcome](#), and provides a research-based list of methods for helping families of all backgrounds feel welcome in the school community.

### Welcoming practices include:

- When providing asynchronous or synchronous learning ensure that students see you smile. It is a small action that can put students at ease and convey your interest in them and their learning.
- Whenever possible greet students warmly, by name, as they enter the virtual classroom or in-person classroom.
- Make an explicit effort to learn about and show an interest in activities that students are involved with outside of school.
- Check in with students who may need a bit more encouragement and support throughout the day.
- Establish classroom routines and shared norms (see day two for more on this).





For in person learning environments, you may consider including positive, hopeful messages around the classroom that inspire a sense of belonging, creating a personalized greeting for each student, and working with your students to build a calming, separate space for students that allows them to take a step back from the busy classroom, as needed. Consider using the [SMHO SEL posters](#) as one resource in creating a safe calming space for students.

See the following examples for creating a personalized greeting for each student once students are back into the classroom and social distancing measures have been lifted:

- "[Greeting physics students at the door](#)"
- "[Personalized Handshakes](#)"

(Source: SMHO: MH-LIT course: [Learn more here](#))

Image source: [Mehrit Centre](#)

Consider setting up a **photo wall** with two pictures of each of your students: One of them with a mask on and one without. Social distancing expectations and the use of masks may create anxiety for some students. Allowing them to see their classmates with and without a mask will help build connection. Keep in mind that there may be students that are unable to return to your class due to a variety of health and personal reasons. Ensure that they are included in the "photo wall" and consider sending a picture with a personal message to ensure that they know they are still a valued part of the class. The "photo wall" can be adapted for a virtual classroom by posting the pictures on your virtual classroom. (**Reminder:** Consent will be required for taking and displaying student pictures.)

### Elementary/Secondary Activity: Daily Greetings

The purpose of this activity is to acknowledge and welcome students and show them that they are valued, to celebrate diversity and uniqueness, and to model the importance of taking time for relationship building at school. See a detailed lesson plan here: [SMHO Daily Greetings](#)

### Activity: Journal Time

Invite your students to consider what a welcoming classroom sounds like, looks like and feels like to them.

- How would they like to welcome each other in the classroom?
- How would they like to welcome each other back to school?
- If there are students or a teacher they do not know, how would they welcome a new student/teacher?
- What would you do?
- What would you say?
- What would you want them to know about you?

This activity could be completed on a padlet or in a virtual “circle” in order to make it more interactive. Alternatively, students can be offered differentiated product options, e.g. journal, video, audio submission.

### Activity: Getting to Know you Crayon Jar Pass

If your classroom meets in person, fill a jar or container with crayons or other items that you are ok with your students keeping, for example buttons, popsicle sticks, pencils. Ensure they are developmentally appropriate for your students; crayons for primary, pens/pencils for older students. **Feel free to adjust the language used in this activity for the grade level of your students.**

Pass the jar around and invite students to remove between 1 to 3 crayons/ or hand them to your students. Explain that for each crayon they take (or are given), they must share one piece of information about themselves. For example, if a student chooses three crayons, they might share. “I have three sisters,” “I take karate,” and “I like reading.” Educators also participate in this activity.

If done virtually, you can ask students to prepare by selecting their item from home (ensure the item is something each student has access to). This activity could be completed on a padlet or in a virtual “circle” in order to make it more interactive.

(Activity modified from: [Scholastic: Welcome Back Ideas](#))



### Optional/ Additional Activity

**Mentor Text:** (Mentor Text Usage Guidelines)

**Elementary Activity (primary and junior division):** Read The Day You Begin - Jacqueline Woodson (Available in French) which is a book about finding courage to connect, even when you feel scared and alone. Students can be invited to reflect on:

- What is it like to start a new school year and in a new classroom with students and a teacher they may not know?
- What are some of the first steps they can take to get to know each other?

**Elementary Activity:** The same questions can be used after reading School's First Day of School - Adam Rex (not available in French) where the main character is the school and the school is sharing their experience of the first day, realizing that it is not the only one going through first-day jitters.

**Educator's Note:** Given a variety of factors, some of your students may not feel that they are welcomed. Considerations should be given to implicit and explicit practises that will lead some students to not feel included, valued and seen as a member of the community you are building as a classroom teacher. Reflect on your own practises first (use the Equity, CRRP and Well-Being Resources to support you in this). You may then want to invite your students to consider why someone might not feel welcomed and what steps they can take to help build a welcoming classroom environment for everyone.

**Welcome Letter/video to Families/Caregivers:** You may want to consider developing a welcome video/message along with a welcome letter that briefly discusses how you will be starting your year as well asking for contact information and details about your student.

## DAY 2: Classroom Expectations and Norms

Building on the reflections and practises identified in Day 1, Day 2 will take these reflections and build them into classroom norms and expectations. In contrast to rules, which are (usually) educator/school generated, norms are an agreement among members of a classroom or school about how they will treat one another. Day 2 is designed to establish the classroom environment as a safe space by co-creating the expectations. These expectations should be the norms for interactions throughout each interaction and each learning day.

### Activity: Co-create classroom expectations and norms

When introducing a class to the norming process, state that the goal is to develop a class culture where everyone feels included, valued and seen as a contributing member of the classroom community being built and contributes to everyone's well-being and academic achievement.

Considerations could include:

- Develop rules and expectations collaboratively with your students
  - The [DDSB Guidelines for Inclusive Language](#) document can be used to support use of inclusive language when collaboratively developing expectations
- Collaboratively establish a routine for the beginning and the end of each online session or in person classroom day.
- Set the example for the behaviour you wish to see in your students.
- Ask students for input regarding the structure and content of lessons and activities, as appropriate.
- Encourage conversations around the new dress code

Include everyone and encourage questions (Culturally Relevant and Responsive Pedagogy, CRRP). Students will have different levels of comfort speaking and or writing in open forums. Provide multiple ways for students to communicate their thoughts and feelings.

(Please see the [DDSB Creating a Positive Climate within a Digital Classroom](#) for more details: [DDSB Creating a Positive Climate within a Digital Classroom](#))



**Optional/ Alternative Activity: Generating Shared Classroom Agreements/Expectations**

Choose of the following activities:

**A.** Begin sharing with students the following:

One of the most important parts of being a learner in this classroom is making sure we take care of each other so everyone can learn. That means creating a classroom where everyone feels safe.

- What does it mean to have a classroom that feels “safe”?
- What are ways you can feel safe or unsafe both physically (in your body) or emotionally (in your feelings)?
- Why is it important that we create a classroom that everyone feels safe and ready to learn in?

Record responses on classroom platform.

**B.** Brainstorm ideas for classroom shared agreements/expectations. Record students' ideas for how they will treat others this year, using their own words. As a class (or for young students, take the lead as necessary), group similar ideas, and narrow their brainstorm to five to seven statements that capture what students have identified. Post responses.

(Source: [CASEL: Sample Lesson plan-Generating classroom shared agreements](#))

**Optional/ Additional Activity:**

**Mentor Text:** ([Mentor Text Usage Guidelines](#))

**Elementary Activity:** Read [Be Kind](#) by Pat Zietlow Miller ([Available in French](#))

What does it mean to be kind? This story focuses on ways that we can be kind and help and include others. Provide students with the opportunity to discuss ways that they can be kind and support one another at school.

**Educator's Note:** Students and teachers must understand and own the norms and hold themselves and their peers accountable for the specific behaviors that define those norms. Invite your students to have a conversation or post suggestions about how they can do this with each other? Consider where this will be posted (virtually or in-person) so that together with your students, you can refer to it and practice the norms often.

### Day 3: How you feel matters

Students may experience a range of emotions as they return to school this fall. They may feel happy, sad, angry, frustrated, excited, or any number of emotions, all in one day. Students can struggle to identify and appropriately express their feelings. Learning to recognize different emotions, and manage them appropriately, can help students to better regulate their behaviour, and effectively use their words to share how they are feeling and what they need (Moyses, 2013).

#### Activity: Emotions Journal

Understanding the connection between thoughts and feelings is a powerful skill to develop. This activity will help students recognize feelings and become aware of their resulting emotions. See a detailed lesson plan here: [SMHO Mood Diary](#)

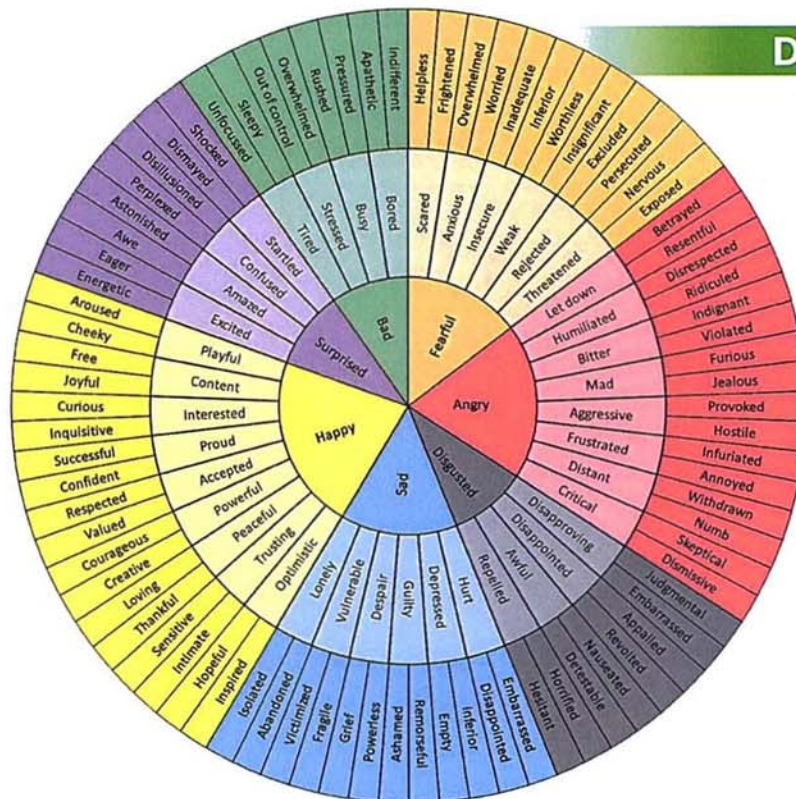
1. First discuss or post comments about what is the function of a mood diary, e.g. to learn about yourself and to help notice patterns of thoughts and emotions you are experiencing. This involves noting your emotions and indicating why you feel that way.
2. Second, brainstorm ideas on how students might document their emotions. For example:
  - Drawing an image that symbolizes their mood in the moment. It can be a small symbol or an elaborate picture. For example, for 'I feel angry' the student could draw a dark, black cloud.
  - Looking at magazines and cutting out scenes, images, or phrases that express feelings in the moment. (Note: The Mood Journal can be used for Day 9 and referenced throughout the remainder of the month and extended throughout the school year)
  - Invite students to consider the connection between feelings and actions.

Link the discussion about Emotions to Day 8: You Are Supported. Who do they talk to or go to for support when they are dealing with difficult emotions?

#### Intermediate/Secondary Activity: Realistic thinking and feeling

Older students sometimes start to show unrealistic thinking, which can lead to negative emotions like sadness and anger. When these thoughts are not managed early, they are increasingly hard to change. Helping students engage in more realistic thinking can help teach them to manage their emotions. This following helps to reinforce how thinking, feelings, and actions are interrelated, and that breaking the negative thinking cycle can help students feel happier and healthier. See a detailed lesson plan here: [SMHO Realistic Thinking and Feeling](#)





[feelingswheel.com](http://feelingswheel.com)

You can use an emotions anchor chart to support your student in identifying their emotions. One has been provided but others are available to download online.

**Educator's Note:** There may be opportunities where students wish to share their reflections or where you may wish to consult with or to seek out mental health supports through your school referral process or through parent discussions. Services pathways are available for those requiring more intensive mental health support during the transition back to school. For more information on the pathways available for students, your administrator can support access to consultation to Social Work or Psychological Services if needed.

### Optional/ Additional Elementary Activity:

#### Mentor Text ([Mentor Text Usage Guidelines](#))

Read [The Way I Feel- Janan Cain](#). (Available in French) Visiting Feelings encourages children to treat their feelings like guests – welcome them in, get to know them, and perhaps learn why they are visiting. Through this purposeful and mindful exploration, Visiting Feelings harnesses a young child's innate capacity to fully experience the present moment and invites children to sense, explore, and befriend all of their feelings with acceptance.

**Educator's Note:** Educators are encouraged to read [Your Fantastic Elastic Brain: Stretch It, Shape It.- JoAnn Deak](#) (Available in French) which introduces students to the anatomy and functions of the brain and the connection to emotions and learning. (Option to use this book as a Mentor Text activity in Day 10: The Power of Yet)

## Day 4: Managing Emotions

The following everyday practices can support educators in teaching students the necessary skills to identify, manage, and express emotions.

### Primary/Junior/Intermediate Activity: Emotions Charades

The following activity can help students practice expressing emotions with their whole body, and recognizing body language and facial expressions in others. See a detailed lesson plan here: [Emotions Charades](#)

### Primary/Junior/Intermediate Activity: What's My Temperature

Gauging the intensity of our emotions and energy levels is an important component in the development of self-regulation. When students acquire an ability to recognize when their emotions and energy levels are not conducive to learning, they are in a better position to modulate this towards better focus and availability for learning. Gauging class-level emotions can help an educator to take the emotional temperature in the room and introduce ways to shift the tone to help all students to re-focus. The following activity can help students to take their emotional temperature, so they learn to recognize and regulate their emotions. See a detailed lesson plan here: [What's My Temperature Activity](#)

### Intermediate/Secondary Activity: Realistic thinking and feeling:

Students sometimes get into unhealthy habits of thinking where they focus on worries and negative events, and lose sight of more positive and optimistic approaches. Being trapped in negative thinking spirals can lead to unpleasant emotions like sadness and anger. This activity helps to reinforce how thinking, feelings, and actions are interrelated, and how breaking the negative thinking cycle can you to feel better. See a detailed lesson plan here: [Realistic thinking and feeling](#)

### Additional Activity: Journaling

Students can be asked to journal their reflections of the activities and what they learned about identifying, managing and expressing emotions.

(Source: [CASEL: Teaching activities to support core competencies](#))



**Optional/Additional Activity:**  
**THINK-Online Discussion forum/  
 In-person Circle Discussion**

Teach the THINK process to help students organize their responses and think through how they want to express themselves and their emotion(s).

**T**—is it true, **H**—is it helpful, **I**—is it inspiring, **N**—is it necessary, **K**—is it kind.

Invite students into an age-appropriate discussion of how to use their awareness of emotions (Day 3: How you feel matters) to guide decision-making. With younger children this might mean thinking about what adult they can ask for help or support when they are sad or angry (Link to Day 8: You are Supported) For older children/teens this might mean helping students think about pausing before making a decision at all, when they are feeling angry or hurt, because it is better to make important decisions when we are feeling calm.

Invite students into discussions about positive, age-appropriate ways we can express our feelings (e.g., put our feelings into words, draw a picture or write about how we feel, create an art or media project, show our feelings through dance).

**NOTE:** The THINK process could become part of establishing class norms as well (See Day 2)

**Optional/Additional Activity: The Peace Path**

The [Peace Path](#) from RecessLab, provides Educators a way to teach students how to talk about their emotions and a way to get your students to start talking to each other about their emotions by using “I-Statements”. The [Peace Path](#), which is a physical path created with a conversation protocol providing students with a scripted process to state their realities, listen to each other, and resolve their conflicts can be used to build students’ capacity to express their emotions. The Peace Path activity can be adapted for both elementary and secondary settings.

Before you speak:  
**THINK**

**T** = Is it True?

**H** = Is it Helpful?

**I** = Is it Inspiring?

**N** = Is it Necessary?

**K** = Is it Kind?

You can reinforce the learning process through the use of a THINK poster.

Source:  
[Teachjunkie: think-before-you-speak-printable-posters](#)

## Day 5: You Are Unique

Classrooms where students' identities are valued have CRRP at the heart and reflect a commitment to a deep knowledge of students in order to create an environment where everyone feels welcome and successful.

### Activity: Online Discussion forum/ In-person Circle Discussion

Consider the following questions for your classroom discussion:

- What does being unique mean?
- Is it just different for the sake of being different or is it something more?
- Are there any two students that are not unique from each other?
- Can similarities happen between unique individuals? (Source: [Being the Change](#) by Sara K Ahmed).

**Extension activity:** The outcome of this discussion can lead into creating an identity web.

### Optional/ Additional Activity:

**Mentor Text:** ([Mentor Text Usage Guidelines](#))

#### Elementary Activities:

Read [Teach Us Your Name— Huba Essa](#) (not available in French). The child in the book dreads the first day and a new teacher then tries and fails to pronounce her name. As the book progresses, the child has the opportunity to teach others her name and the meanings behind it. After a read aloud of this story, give students an opportunity to share any information about their own names (first or last).

Read [Thunder Boy Jr.— Sherman Alexie](#) (Available in French)- focuses also on name & identity. After a read aloud of this story, give students an opportunity to share any information about their own names (first or last).

#### Junior Grade Student through to Secondary Activity:

Read [Where I'm From Poem](#) (not available in French) by George Ella Lyon and reflect on what it means to be unique. Students can be invited to create an identity web to help them consider the many factors that shape who they are as individuals.

#### Video Student (Intermediate and Secondary)

[This video](#) speaks about the uniqueness of individuals and how it is important to make mistakes. A discussion at the end of the video could include students' thoughts on how important it is to be authentic, to accept ourselves and to love our imperfections.

**Educator's Note:** All Educators are encouraged to watch Huda Essa has a great TedX talk titled ["Your Name is the Key"](#)



## Day 6: You are Valued

Every child and young person has a contribution to make irrespective of their individual needs or challenges. Educators who promote a positive sense of connection and well-being make sure all of their students know this and feel valued and accepted.

### Activity: Online Discussion forum/ In-person Circle Discussion

Consider the following questions for your classroom discussion:

- What does it mean if we say something has value?
- What about a person? How do we value people?
- Is value similar to being unique? Is it different for everyone?
- How do we show someone that we see them and value them?

Students can be asked to journal their reflections of the discussion and then to write or draw about what they value about themselves.

### Optional/ Additional Activity:

#### Junior/Intermediate through to Secondary Student Values Activity:

Invite student to consider what values are important to them:

- What values are important to you?
- Find the ones that reflect your values and jot them down in your journal or notebook.

<b>Abundance</b>	<b>Contribution</b>	<b>Diversity</b>	<b>Hope</b>	<b>Security</b>
<b>Accountability</b>	<b>Community</b>	<b>Fairness</b>	<b>Imagination</b>	<b>Skill</b>
<b>Adventure</b>	<b>Commitment</b>	<b>Family</b>	<b>Leadership</b>	<b>Talent</b>
<b>Advocacy</b>	<b>Collaboration</b>	<b>Focus</b>	<b>Optimism</b>	<b>Teamwork</b>
<b>Appreciation</b>	<b>Consistency</b>	<b>Fortitude</b>	<b>Patience</b>	<b>Transparency</b>
<b>Balance</b>	<b>Curiosity</b>	<b>Grace</b>	<b>Productivity</b>	<b>Vision</b>
<b>Boldness</b>	<b>Daring</b>	<b>Gratitude</b>	<b>Professionalism</b>	<b>Wisdom</b>
<b>Brilliance</b>	<b>Deciveness</b>	<b>Growth</b>	<b>Respect</b>	<b>Wonder</b>
<b>Challenge</b>	<b>Dependability</b>	<b>Hard Work</b>	<b>Results</b>	

- From the list of values you selected, rank your top 10.
- What opportunities do you have to practise these values?
- Where in your community do you see these values reflected?

(Source: [WE: Well-Being Playbook: Taking care of you during COVID-19](#))

**Educator's Note:** Educators are invited to consider the values that guide them. Brene Brown in her book [Dare to Lead](#), shares a list of [Core Values](#) (p. 188). Values are ways of being or believing that we feel are important and can provide insight into how we see ourselves and each other. Adapting Brene Brown's [Core Values](#) activity, Educators are invited to rank the values into categories of most important, somewhat important, least important. Within the most important ranked values, identify the top 3-5 values that matter most to you.

## Day 7: You Have a Voice

Student voice allows for opportunities within the classroom to co-construct connection and learning. “It means recognizing [and valuing] that young people have a perspective on the world that adults can’t share, and that their perspective should be welcomed alongside the wisdom that adult perspectives bring.” (Source: [Harvard Education: Giving students voice](#))

As Educators, we know how important student contributions are to our classroom communities, therefore our classroom practices need to ensure we are finding innovative ways of giving students a voice as well as ensuring our students believe and know their voice matters.

### Primary/Junior Activity:

#### Listen Hear

When students actively listen to each other, they feel valued and understood. Over time, their sense of belonging can be strengthened when they practice what active listening feels like and looks like. See a detailed lesson plan here: [SMHO Listen Hear Activity](#)

### Intermediate Activity:

#### Purposeful Listening

When students actively listen to each other, they feel valued and understood. Over time, their sense of belonging can be strengthened when they practice what active listening feels like and looks like. See a detailed lesson plan here: [SMHO Purposeful Listening Activity](#)

### Activity: Online Discussion forum/ In-person Circle Discussion

Consider the following questions for your classroom discussion:

- Why is it important that everyone is heard?
- How can you have your voice heard, without hurting others feelings?
- When to stay quiet? Why would we make that choice?
- When to speak up? Why would we make that choice?
- What are some opportunities for students in our classroom to contribute to or enhance our sense of connection? Of feeling valued? Of learning together?

Students can be asked to journal their reflections of the discussion and then to write or draw about how they share their ideas? How can they contribute to others feeling heard?

### Optional/Additional Elementary Activity

**Mentor Text** ([Mentor Text Usage Guidelines](#))

Read [Say Something](#) - Peter R. Reynolds. (Available in French) In this book, students are introduced to how each of us have the chance to say something with our actions, our words, and our voices. Invite students to reflect on how they can say something with our actions, our words, and our voices.

### Optional/Additional Intermediate/Secondary Activity: Journaling

Listening is a skill. We can learn a lot by being an active listener. Invite students to reflect on and write about:

- How can you practice your listening skills?
- How do you show active listening skills?



### Day 8: You are supported

To learn, children and adolescents need to feel safe and supported. Without this, the student will focus on survival rather than learning. When Educators create an atmosphere of sincere support for the students' well-being the likelihood for academic success is greatly enhanced.

#### Activity: Online Discussion forum/ In-person Circle Discussion

Consider the following questions for your classroom discussion:

- Where can you go to get support (help) at school?
- Who are the people you can talk to?
- What might be some reasons for choosing one support person over another (i.e. teacher versus friend)?
- What does support look like to you?
- How would a teacher show you support? How would a friend? How would a caring adult/parent/family member?
- What supports are available in your community? (e.g. KidsHelp Phone, consider local resources)

#### Extension Activity: Journaling

- Think of at least one person that you can turn to for support during the school day.
- Who are they?
- Can you go to them for everything or just some things?
- What would you do if you needed them and they were away that day? Who else could you go to?

Students can be invited to reflect on who their support people are.

- What are some words you would use to describe them? Write down the names or draw a picture of that person or multiple people.

(Students can be invited to use this as a reference throughout the year when they need support.)

**Primary/Junior/Intermediate Activity: Ask 3 Then Me**

This activity helps students to understand the importance of asking questions and asking for help. See a detailed lesson plan here: [Ask 3, Then Me Activity](#)

**Optional/Additional Activity:****Identifying Helpers in our World**

Invite students to think of a time they felt uncertain, who helped them get through it? What helped them get through it. Ask students to think about how they would complete the following sentences:

- People who help me solve problems \_\_\_\_\_
- People who help me feel valued \_\_\_\_\_
- People who take my concerns seriously \_\_\_\_\_

Invite Students to consider building a list of supportive people that they can go to when they have concerns. This may include trusted friends and family members and also more formal community supports. (Source: [WE: Well-Being Playbook: Taking care of you during COVID-19](#))

**Mentor Text (Mentor Text Usage Guidelines)**

Read [Ruby Finds a Worry - Tom Percival](#). (Available in French) This is a story about a young girl who discovers she has a worry and so do others. Students can be invited to talk about who they could share their worries with.

## Day 9: Practising Gratitude

Viewing the world and their relationships through a lens of gratitude can help students to notice and appreciate the positive things in life, even where there may be challenges. It is these very skills that guide children to be resilient, to keep trying even in the face of failure or difficult feelings, and to view circumstances in life from a “glass half full” perspective. In addition, noticing gratitude can help with sharing gratitude, which can have positive consequences for classroom relationships.

### Activity: Two Highs and a Low-Online Discussion forum/ In-person Circle Discussion

Consider the following questions for your classroom discussion:

- What is one thing you've been grateful for since school started?
- What is one thing you've struggled with?
- What is one more thing you've been grateful for?

Students can be asked to journal their reflections of the discussion and then to write or draw about what they are grateful for.

### Optional Additional Elementary Activity: Gratitude Moment

This activity can be completed as a group both in person or online, or through the use of journaling. Ask students to think of something that they are grateful for. Remind students that there is no correct answer and that the something they select can be big or small. Ask students to either share their gratitude with the class in a community circle or privately as a journaling activity.

You can find a copy of the elementary gratitude SMHO SEL poster here ([SMHO Elementary Gratitude Moment SEL Poster](#)).

### Optional Additional Secondary Activity: Gratitude Moment

This activity can be completed as a group both in person or online, or through the use of journaling. Ask students to think of something that they are grateful for. Remind students that there is no correct answer and that the something they select can be big or small. Ask students to either share their gratitude with the class in a community circle or privately as a journaling activity.

You can find a copy of the Secondary gratitude SEL poster here ([SMHO Secondary Gratitude Moment SEL Poster](#)).

### Optional Elementary Activity:

**Mentor Text** ([Mentor Text Usage Guidelines](#))

Students can expand on their reflections by reading [Last Stop on Market Street - Matt De La Pena](#). This is a story about a young boy whose grandmother helps him see the beauty—and fun—in their routine and the world around them.



### Day 10: Power of Yet

Practices that promote positive motivation teach “children how to remain positive and (about) the importance of maintaining a positive attitude” (CAMH, 2017 p. 11). When challenged, rather than giving up or using negative self-talk, students can learn the power of “yet”. Adopting a growth mindset, they can say to themselves, “I can’t do that...yet” or “I don’t understand...yet”. (SMHO EMHC [Positive Motivation and Perseverance](#)). Additionally, practices that encourage students to see alternative explanations, interpretations, and views within situations can be helpful when facing challenging circumstances that are difficult to change.

#### Activity: Reframing Online Discussion forum/ In-person Circle Discussion

Explain a Growth Mindset to your students: Whenever students encounter challenges, remind them of the power of yet! Reframe any negative self-talk that you hear, and replace your statements with a more optimistic, growth perspective. Watch for using “yet” language.

**Reframing:** Invite students to consider how they would reframe or reconsider the following to reflect a growth mindset:

- I can't do this
- I want to give up
- I made a mistake

What alternate statement could you suggest to each?

A detailed lesson plan can be downloaded from the SMHO website: [SMHO Power of Yet](#)

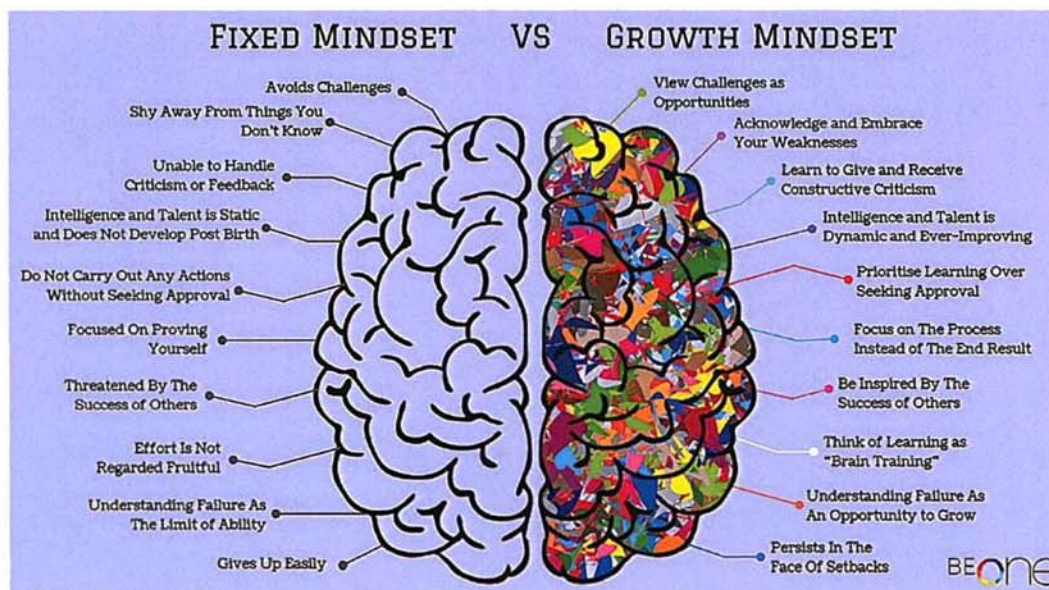
The use of a growth mindset image, such as the examples below, can help support the learning process.

## DEVELOPING A GROWTH MINDSET



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

(Source: [mgeorgy.weebly.com/blog/growth-mindset-chart-and-tips](http://mgeorgy.weebly.com/blog/growth-mindset-chart-and-tips))



(Source: [thebeone.com/post/fixed-vs-growth-mindset](http://thebeone.com/post/fixed-vs-growth-mindset))



### Optional/ Additional Elementary Activity:

#### Mentor Text ([Mentor Text Usage Guidelines](#))

The Thing Lou Couldn't Do - Ashley Spires (Available in French) is a story about what to do when confronted with something difficult.

The Most Magnificent Thing - Ashley Spires (Available in French) is a story about perseverance and creativity.

Your Fantastic Elastic Brain: Stretch It, Shape It.- JoAnn Deak (Available in French) introduces students to the anatomy and functions of the brain that will empower each young reader to stretch and grow their fantastic, elastic brain.

- Choose a text to help students explore the main characters' use of a growth mindset.

### Junior/Intermediate through to Secondary Activity: Journaling

*Struggle and failure in and out of school isn't just a possibility, but an inevitability. It is how we persevere in the face of it that will define our success.*

Students can be invited to reflect on this statement and the value of struggling.

(Source: [Growth Mindset Teachers](#))

### Junior/Intermediate/Secondary Activity:

#### Unpacking Negativity Bias-Success Analysis Protocol

“The brain is more than 20 times more focused on negative experiences than on positive ones.” (p. 66, Hammond). To help students create a counter narrative about negative perceptions of themselves as learners, Hammond invites students to work through the Success Analysis Protocol. Through this she suggests that we are helping stimulate those regions of the brain related to self-concept and competency. The protocol asks students to remember “getting good” at something—a skill, a body of knowledge, something they remember doing well, a “best learning move.” It asks them to bring this same effort, that they just described, to learning in the classroom.

([Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#) by Zaretta Lynn Hammond)

## Success Analysis Protocol

- STEP 1:** Have each student reflect on and write a short description of the “best learning move” they’ve made or a completed project they are most proud of. Note what it is about this learning experience that made it so successful. Be sure to have them answer the following question, “What made this work different from other experiences?” (suggested time 10 minutes)
- .....
- Step 2:** Have students get into mixed groups of 3 (organize online or in-person if possible). The first person shares their “learning move” or completed project and why it was so successful. (suggested time 10 minutes)
- .....
- Step 3:** The rest of the group asks clarifying questions about the details of the work (5 minutes)
- .....
- Step 4:** The group does an analysis of what they heard about the presenter’s success and offers additional insights about how this practice is different than other practices. Probing questions are appropriate and presenter’s participation in the conversation is encouraged (10 minutes)
- .....
- Step 5:** The presenter responds to the group’s analysis of what made this experience so successful. (3 minutes)
- .....
- Step 6:** Take a moment to celebrate the success of the presenter
- .....
- Step 7:** Each of the other members of the group takes turns sharing their work in the same manner.

## Day 11: Empathy

Empathy skills are a necessary component in conflict resolution and in maintaining positive friendships. Putting oneself “in another’s shoes” can often provide a new and more compassionate perspective. “When we teach compassionate listening to students, we foster belonging, inclusion, and learning in the classroom” (Greater Good Berkeley: How to listen with compassion in the classroom).

### Activity: Pay It Forward

This activity will build empathy and compassion by encouraging students to notice good qualities in others, and reinforcing that kindness so that their peers feel valued. See a detailed lesson plan: SMHO Pay it Forward

### Extension Activity:

#### Walking in Someone Else’s Shoes-Online Discussion forum/In-person Circle Discussion

The purpose of this activity is to help students identify ways to be more understanding and compassionate towards others.

Consider the following questions for your classroom discussion:

- What does it mean to “put yourself in someone else’s shoes”?
- What kinds of behaviours show that you understand someone’s feelings?
- How can I better show empathy toward others?
- Is empathy the same as sympathy?
- Can you teach empathy to someone?

### Activity: Journaling

Students can be invited to reflect on:

- Why is empathy important?
- Why is understanding empathy important for creating connections to others?
- How can I better show empathy towards others?

Younger students might be invited to look at pictures of facial expressions and/or have students make facial expressions and identify how others feel.

### Optional/ Additional Elementary Activity:

#### Mentor Text (Mentor Text Usage Guidelines)

Read The Story of Fish and Snail - Deborah Freedman (not available in French).

After reading the book, ask:

Do you always agree with your friends about what to play?

- What are some things you can do if you and your friends do not agree?
- What did Snail decide to do?



## Day 12: Collaboration

Relationship skills help students to have positive interactions in the classroom, fostering a sense of belonging, inclusion and positive emotions. When students develop these skills together, this can lead to a safe, caring and inclusive culture for all students in the classroom, which is ideal for optimal learning (and teaching!). Collaboration is one of a number of relationship skills that can support the following in students:

**Building social skills:** Collaborative learning helps students with different backgrounds, race, or upbringing, communicate and work together. They are able to hear different opinions and learn more about different cultures.

**Learning from peers:** Generally, people have different skills, passions, and knowledge. In a small collaborative group, students can have different answers and therefore learn new things from one another and understand different perspectives.

**Building trust:** In order to achieve goals throughout the school day, students need to work together. They can work together without trusting each other, but for an effective collaboration and to reach a common goal, they need to learn to trust each other.

**Engaging in learning:** In a small group setting, each student has the opportunity to express her or his ideas. Being able to do so and being heard can give the feeling of importance and value. The learning experience becomes more fun.

**Gaining confidence:** As students work as a team, they also receive more support from their peers and therefore gain confidence.

### Activity: Online Discussion Forum /In person Discussion

Consider the following questions for your classroom discussion:

- What is collaboration?
- Why is collaboration important in school?
- What happens if conflicts/disagreements arise?
- How could we find solutions that support collaboration?

**Educator's Note:** Help students understand the benefits of collaboration and what successful collaboration looks like.

- Guide students through the stages of team building (forming, storming, norming, and performing).
- Give students time and opportunities within the activity to develop leadership, decision-making, trust-building, communication, and conflict-management skills.
- Review classroom expectations and norms for working together. (Day 2)
- Design, or have students design, protocols for handling conflict disagreement so they can resolve issues within their teams.
- Teach students active listening skills.

### Junior/Intermediate/Secondary Activity: Cup Stack Challenge

This activity promotes team building, provides an opportunity to learn about one another's strengths and to enhance collaboration and communication skills. See detailed lesson plan here: [SMHO Cup Stack Challenge](#)

Student teams receive a stack of six cups, an elastic, and a piece of string for each person.

The challenge is to unstack the cups collaboratively without touching them using their hands, then restack them into a pyramid using the same strategy.

**Follow up discussion:** How could this be a metaphor, what worked in this team activity, what would have made it easier, what would make it harder (e.g., no talking)?

### Optional/Additional Activity: If we unite, nobody falls.

Invite students to discuss the following image and connect it to your classroom discussion on collaboration

**Extension Activity:** Invite students to brainstorm ideas on steps to engage in when involved in disagreements or conflict.




(Source: [eaicy.eu/post/5-strategies-deepen-student-collaboration](http://eaicy.eu/post/5-strategies-deepen-student-collaboration))



### Optional/Additional Activity: S.O.D.A

S.O.D.A is a framework for teaching students how to resolve conflict. Taken from Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta Lynn Hammond, students are introduced to a way to work through challenges and understand our emotions in order to find a workable, appropriate solution.

**Educator's Note:** The chart below shares in detail the framework and the concepts related to each area: Stop, Observe, Detach and Awaken. It is meant to support Educators in their understanding of the framework in order to support their student's learning.

Steps	How? Why?
<b>STOP</b>	This first step simply asks you to <b>stop and pause rather than react in habitual ways</b> . When you enter an interaction that feels challenging, <b>work hard to stay open-minded</b> . Open-mindedness means being open to other points of view. This might mean not allowing a certain cultural display such as students' animated verbal exchange trigger you.
<b>OBSERVE</b>	<b>In the second step, check yourself. Don't react to what is going on. Instead, take a breath. Use the 10-second rule.</b> When the brain gets triggered, it takes stress hormones approximately 10 seconds to move through the body to the prefrontal cortex. In the pre-hijack stage, the biochemicals cortisol and adrenaline are just beginning to kick in. There is still some 'wiggle room' to listen to your wiser self and begin using stress management techniques to interrupt the amygdala take over effectively. Try to describe to yourself what is happening in neutral terms. It is during this step that you can recognize that what was originally perceived as a threat isn't reality. 
<b>DETACH</b>	Sometimes when we get triggered, we get personally invested in being right or exercising our power over others. <b>Deliberately shift your consciousness to more pleasant or inspirational images</b> . If those techniques fail, go get a drink of water, literally take a few steps back to shake yourself up a bit. When we can detach from the goal of being right or defending ourselves, we can direct our energy toward being more responsive than reactive.
<b>AWAKEN</b>	When our amygdala reacts, it's because we are trying to protect ourselves. <b>Shifting focus from yourself to the other person in front of you, helps you 'wake up' or become present in the moment</b> . Try to see the other person as someone with his own feelings. He might be scared and reacting out of fear. <b>Ask yourself a few questions about the other person. What are they thinking? How are they feeling in this moment?</b> Shifting over to their perspective will get you out of your own reactive mode and will put you in a better position to have a positive interaction.

[Link to resource](#)

**Secondary Activity:** Secondary Students can be invited to reflect on the chart and consider how it can be applied to challenges in their life, e.g. conflict with friends or a boss.

**Elementary Activity: Mentor Text** ([Mentor Text Usage Guidelines](#))

Use the S.O.D.A chart to talk through the various things that upset Sam in [Sam's Pet Temper](#) - Sangeeta Bahdra. ([Available in French](#)). Invite students to consider how to apply this to their own lives? E.g. Conflict with friends.

<b>When Triggers/Conflict Arise:</b>	
<b>S</b>	<b>Stop</b>
<b>O</b>	<b>Observe - what is really happening.</b>
<b>D</b>	<b>Detach - step away from the situation mentally and/or physically.</b>
<b>A</b>	<b>Awaken - see it from the other person's point of view.</b>

[Link to resource](#)



## Day 13-15 Implementation Considerations

Additional activities specific to the themes of Day 13- Day 15 can also be found in the DDSB CRRP Resource. Please consult with the Equity and Inclusive Education Department for more support if needed. These conversations require a sense of safety and the ability for the Educator to be ready for critical conversations that may emerge related to culture, inclusion, bias and diversity.

**Educator's Note:** As you engage in the activities connected to Days 13-15 , you are invited to consider the following:

- How am I being bias aware in my practice? (e.g. am I privileging some voices over others, am I using materials that represent the identities and intersections of identities that are and are not represented in my students?)
- Within my classroom, am I aware of the inequities in my students' environment? Do I notice the forms of bias they encounter?
- Do my students come to school already aware of the inequities in their environment? Do they notice the forms of bias they encounter?

### Assess Your Comfort Level

(Source: [Let's Talk: Discussing race, racism and other difficult conversations with students](#). p. 4-5)

Many educators avoid talking about race and racism. It's uncomfortable, may lead to conflict, and calls for skills few of us possess. Often, this avoidance comes down to a fear of misspeaking, sounding racist or unintentionally doing harm. Part of getting students ready to talk about race and racism is to first deal with our own fears. Before initiating a classroom discussion, do a simple self-assessment.

Consider the following statements and select the one that best describes how you feel.

- I would rather not talk about race/racism.
- I am very uncomfortable talking about race/racism.
- I am usually uncomfortable talking about race/racism.
- I am sometimes uncomfortable talking about race/racism.
- I am usually comfortable talking about race/racism.
- I am very comfortable talking about race/racism.

Then use a sentence-stem activity to self-reflect.

- The hard part of talking about race/racism is ...
- The beneficial part of talking about race/racism is...



After reflecting on your own comfort level, think about how you will stay engaged when the topic of race arises.

- Do you feel ill-prepared to talk about race and racism? If so, commit to learning more about the issues by studying history, following current events and brushing up on anti-racism work.
- Do you reroute classroom discussions when you sense discomfort in the room? If so, commit to riding out the discussion next time.
- Do you feel isolated in your teaching about race and racism? If so, commit to identifying a colleague with whom you can co-teach, plan or debrief.
- Do you worry about your ability to answer students' questions about race and racism? If so, commit to accepting that you don't have all the answers and embracing the opportunity to learn with your students.

Additional resources for establishing safety can be found in [Let's Talk: Discussing race, racism and other difficult conversations with students.](#)

### Day 13: Fostering Intercultural Understanding

As Educators, it is our shared responsibility to build understanding, empathy and mutual respect. One of the calls to Action from the Truth and Reconciliation Commission is to do just that; build student capacity for **intercultural understanding**, empathy, and mutual respect.

Intercultural skills are developed over time through observation, reflection, learning and practice. Learning and using skills and tools specifically designed to be effective in intercultural settings promotes equity.

Several activities are offered for you to invite students to critically think about intercultural understanding in order to support empathy and mutual respect amongst each other.

#### Online Discussion Forum /In-person Discussion

##### Elementary Activity: What is fair?

Invite students to consider the concept of fairness by asking students to recall any experiences where they felt they had received both fair and unfair treatment.

Follow up by asking:

- How would you define fairness?
- Can you give an example of things you consider fair?
- Can you give an example of things you consider unfair?

Allow for opportunity to talk about, compare, and contrast our individual preferences, tastes, and dislikes and examine how our perspectives are shaped by our backgrounds, our environment, and our experiences

**Intermediate/Secondary Activity:** [Building Distance Learning Communities](#) resource which includes a package of images and accompanying questions that are focused on supporting student well-being and community building.

**Extension Activity:** Invite students to create their own image for discussion in small groups

**Additional Intermediate/Secondary Activity:****Check Yourself: Taking A Closer Look at Intention Versus Impact in Communication**

We all carry biases, conscious and unconscious, and those biases lead all of us into situations where our impact does not match our intent.

- Briefly describe a situation where your intent did not match the impact of what you said or did OR describe a time when someone's intention did not match the impact it had on you.
- What did you do to learn about the impact or intention?
- What influenced this difference? How did you feel about the misunderstanding?
- How can privilege influence this difference? How can it shield us from understanding the impact of our actions?
- What did you do or could you do to help repair the situation?

**Addressing bias:** (Source: [Teaching Channel: Culturally Responsive teaching brain](#))

"We have to make it our personal business to build our emotional stamina to address our own blind spots and biases. A leading implicit bias scholar, Patricia Devine of the University of Wisconsin, compares implicit bias to habits that, with intention and practice, can be broken. Her research has found that three conditions need to be in place for individuals to successfully "de-bias":

- **Intention:** You have to acknowledge that you harbor unconscious biases and are motivated to change.
- **Attention:** You have to pay attention to your triggers and know when stereotypical responses or assumptions are activated.
- **Time:** You have to make time to practice new strategies designed to "break" your automatic associations that link a negative judgment to behavior that is culturally different from yours.

"De-biasing" requires a level of metacognition. In this case, you're not thinking about your thinking, but thinking about your unconscious reacting. Remember, it isn't about getting rid of our biases, it's about rewiring our brains to not respond unconsciously to the negative dominant narratives"

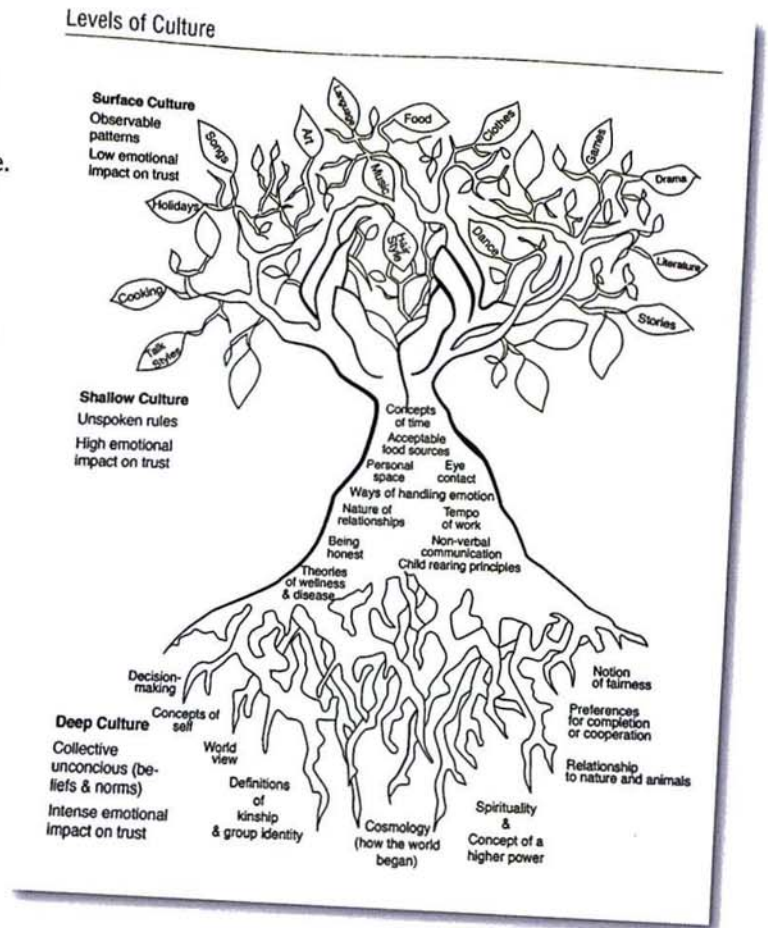


**Optional/Additional Activity:**

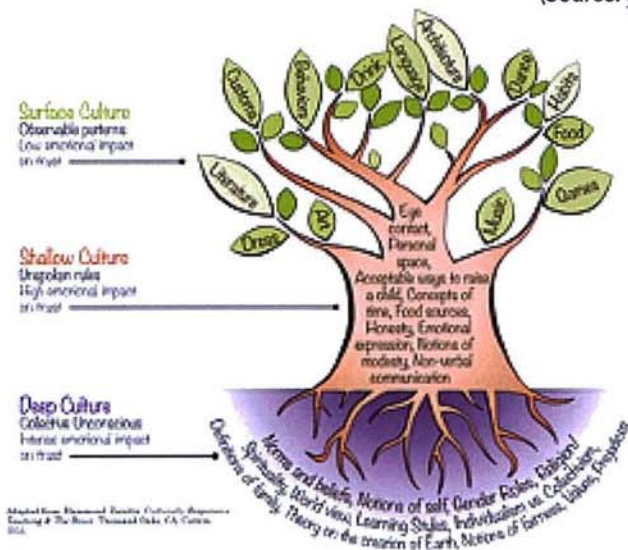
**Educator's Note:** Zaretta Hammond, author of Culturally Responsive Teaching and the brain explains culture through the metaphor of a tree.

"A tree is a part of a bigger eco-system that shapes and impacts its growth and development. Shallow culture is represented in the trunk and branches of the tree while we can think of surface culture as the observable fruit that the tree bears. Surface and shallow culture are not static; they change and shift over time as social groups move around and ethnic groups inter-marry, resulting in a cultural mosaic just as the branches and fruit on a tree change in response to the seasons and its environment. Deep culture is like the root system of a tree. It is what grounds the individual and nourishes his mental health."

(Source: Zaretta Hammond. (2014) Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students)



(Source: <https://whyandhowcrt.wordpress.com/2019/02/13/culture-tree/>)





### Junior/Intermediate-Secondary Student Activity: The Culture Tree: Conversations about Culture

Zaretta Hammond, suggests that we can think of culture as software for the brain's hardware. Invite students to consider the following:

- What do you think she means by this?
- Do you think everyone has a culture?
- What types of things make up one's culture?
- What is the first thing you think of when you hear the word 'culture'?
- What is the culture of our school? Of our classroom?

**Educator Note: Check in with Students** (Source: Let's Talk: Discussing race, racism and other difficult conversations with students.p.8)

Staying on top of the emotional temperature in the classroom and checking in with students about how they are feeling helps you know when to stop and address strong emotions that can arise. Checking in nonverbally to gauge students' comfort levels allows all students to participate without being singled out or put on the spot.

#### Try this idea: **Fist-to-Five.**

You can quickly gauge a number of things—readiness, mood, comprehension—by asking students to give you a “fist-to-five” signal with their hands.



**Fist** = I am very uncomfortable and cannot move on.



**1 Finger** = I am uncomfortable and need some help before I can move on.



**2 Fingers** = I am a little uncomfortable but I want to try to move on.



**3 Fingers** = I am not sure how I am feeling.



**4 Fingers** = I am comfortable enough to move on.



**5 Fingers** = I am ready to move on full steam ahead!

### Day 14: Valuing diverse thinking

When asking students to value diverse thinking and to explore issues of personal and social identity, teachers must provide safe spaces where students are seen, valued, cared for and respected. It is also important that students have opportunities to learn from one another's varied experiences and perspectives. Differences shape who we are and what we know. Life, history, society and power cannot be understood from a single perspective; we need multiple viewpoints to truly see the world. Because of this, inclusive classrooms must function as learning communities built on shared inquiry and dialogue. ([Tolerance.org: Critical practices for antibias education](https://www.tolerance.org/en/critical-practices-for-antibias-education))

To promote student voice and to build respect and appreciation for multiple perspectives consider the following:

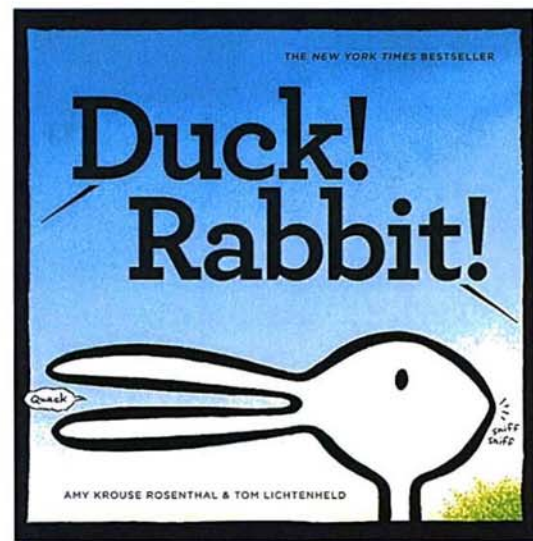
- Where do my associations come from? When I see an image, why does my mind go somewhere different than my classmate?
- Might my associations ever be problematic?
- How does your cultural identity shape your thinking and guide your actions?

#### Activity: What do you see?

Invite students to look at the image. If using the 6/9 image, share the first image (#1). You can follow up the discussion by showing the second image (#2). For younger students use the front cover image of the book Duck! Rabbit!

- Ask students what they see in the image?
- Ask students why some might see the 6 and others see the 9?  
(or see the Duck and others see the Rabbit)
- What influences the way you see things?
- Is there a correct way to see the image?
- How did you feel when you discovered there was another way to see the image?
- Was there ever a time when you saw something one way and another person saw it another way?
- What can we learn from someone else's perspective and experience?

Students can be asked to journal their reflections of the discussion and then to write or draw about how they share their ideas? How can they value different perspectives?



(Image taken from: <https://www.goodreads.com/book/show/6124878-duck-rabbit>)

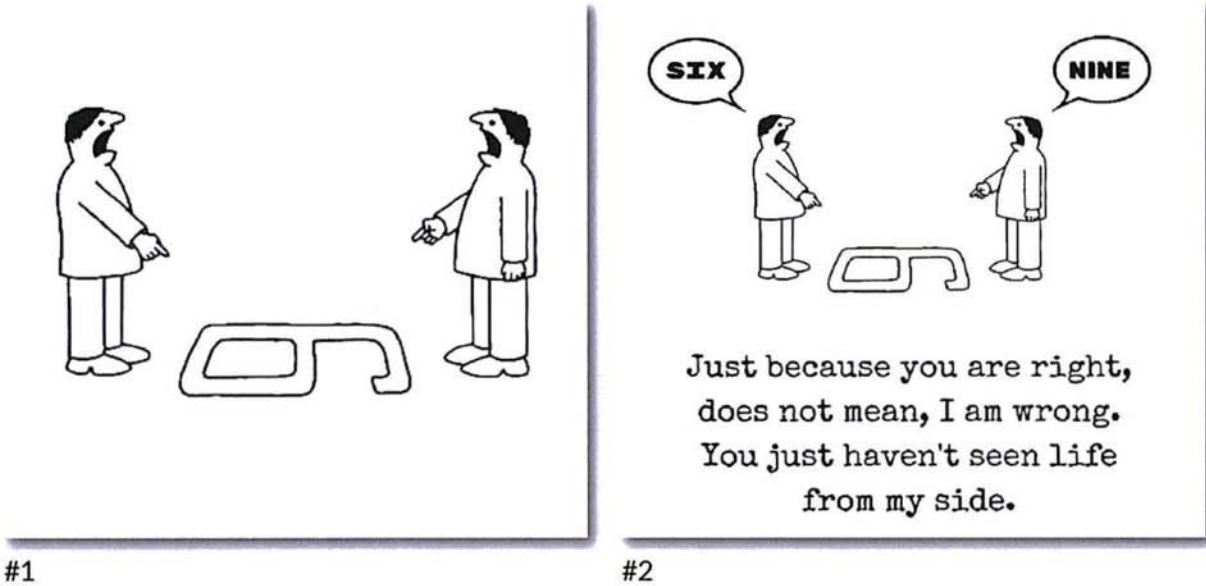


Image taken from: <https://www.lensshift.org/library/six-nine-matter-of-perspective-cartoon>

**Extension Activity:** This activity continues to help uncover some of the ways in which students see the world. Students can create their own versions of these using either 3 pictures with one word, or one word with 3 pictures. [Inviting Different Perspectives—Google Doc](#)

Possible alternative source for images: <https://www.pics4learning.com/>



### Day 15: We are on a continuum

The activities below provide an opportunity demonstrate the diversity of thinking on a given topic and highlight that our thinking can shift, and change based on a variety of factors (e.g. time, exposure to the thinking of others, self-directed learning, etc.)

Considerations:

- What has shaped my opinion/stance?
- How might my stance affect the most vulnerable people in the society/community?
- How do I benefit from my stance/opinion?

#### Activity: Four Corners

Four Corners is a very simple but effective way to explore a range of attitudes/stances on a given topic. Post a statement in the environment so that every participant can see/access it. Around the environment, post varying degrees of agreement/certitude about the statement (e.g. Agree, disagree, somewhat agree, somewhat disagree, undecided). Invite participants to talk about why they have chosen to align themselves on a certain point in the continuum/go to a specific 'corner'

Repeat the activity after some more discussion/learning has been done to see if students' perspectives may have changed.

**Extension Activity:** Students can also write in a role as a way to explore how they think vs. how others in the class think/perceive things.

Do you believe that diversity in our society raises problems that we must all try to solve, or do you believe that diversity is an asset we should take full advantage of?

Before discussing the question, on the continuum below mark an X to reflect your feelings about diversity.





**Educator's Note:** Here are some reasons to consider diversity an asset rather than a problem. Students may have other reasons to add to the discussion.

- The more you learn about people, the less you fear them or what they stand for. Learning about people you think of as different challenges preconceived notions and breaks down inappropriate stereotypes. Understanding difference removes the threat and anxiety born of the fear of the unknown. Brain research has demonstrated that feelings of fear, threat or anxiety can create barriers to learning and healthy brain development.
- Acknowledging different world views helps us develop better solutions for complex problems. Experience is the incubator of creative thinking and innovative ideas. The greater the exposure to contrasting viewpoints, the more fertile the ground for generating new ideas. As schools and society face issues of increasing complexity, diverse approaches to problem solving are essential.
- Diversity makes a learning community more interesting. Differences can create a healthy tension and sometimes even conflict that enhances creativity and learning. And, yes, life without difference would be dull. Celebrating difference and diversity adds piquancy and enjoyment to life.
- People who respect diversity can be more self-confident and healthier. According to the writer Pamela Espeland (2003), "Studies have shown that people who get along with different kinds of people are emotionally and physically healthier—and more successful in their careers—than those who don't." In other words, when we treat people with respect, they are more likely to reciprocate. Simply put, positive social interactions make us feel better about ourselves and enhance our self-esteem. (Vicki Mather, retired ATA staff officer)

(Source: [Here comes everyone: Teaching in the intercultural classroom](#))

## Day 16: Taking care of each other

We all have a role in promoting positive mental health and well-being in each other. Positive connections to caring adults and friends can provide the context for caring for each other. The following activities are meant to invite students to think about their role in the well-being of others.

### Primary/Junior Activity: **Being a Good Friend**

Positive friendships and connections to caring adults are key promoting student wellbeing. to Students are invited to reflect on what makes them a good friend and what they value in their own friendships. See detailed lesson plan here: [SMHO High Five to Friendship](#)

### Intermediate/Secondary Activity: My Universe of Obligation

Considerations:

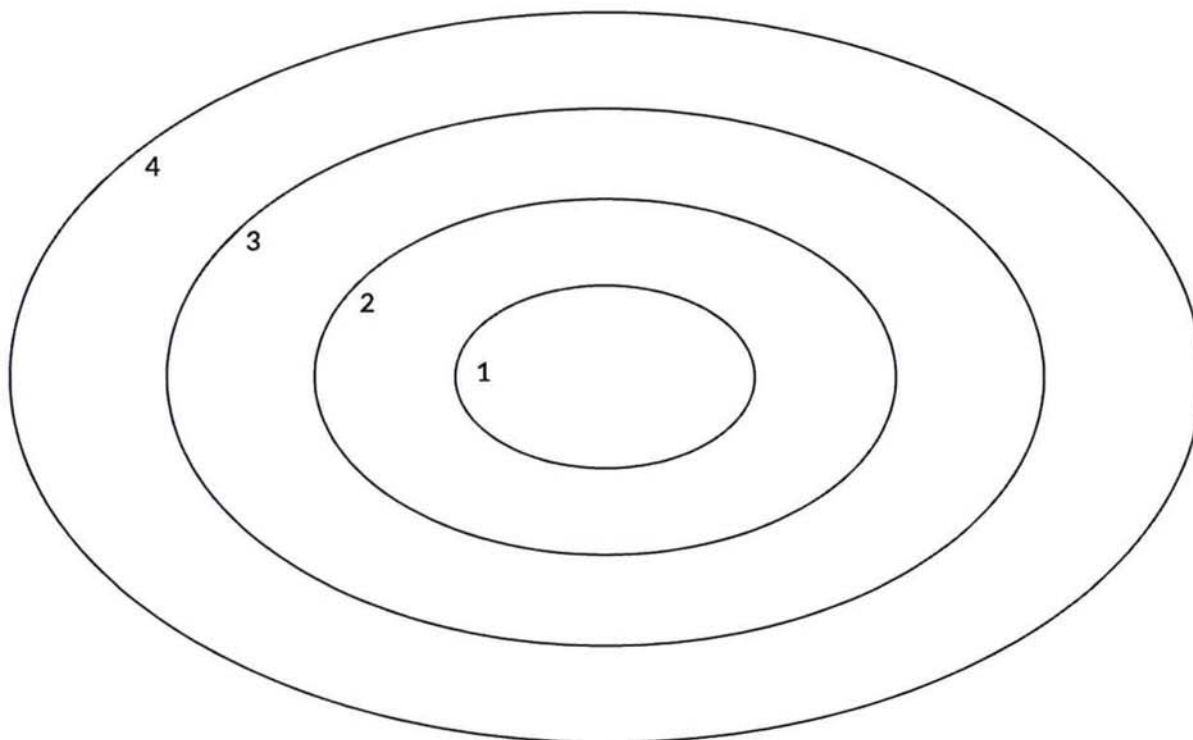
- Who is inside of my world?
- How are these people similar and different than me?
- How does who is in my universe play a role in my life/perspectives/stances?

The Universe of Obligation is about how we choose who we care about.

- In Circle 1, write your name.
- In Circle 2, write the name of people to whom you feel the greatest obligation or responsibility or care for. For example, people for whom you'd be willing to take a great risk or for whom you would put yourself in peril.
- In Circle 3, who are the people on the next level? These are people to whom you have some obligation, but not as great as in Circle 2.
- In Circle 4, who are the people on the next level? These are people to whom you have some obligation, but not as great as in Circle 3.

When students have completed their Universe of Obligation they can be invited to journal their reflections on who is in your circle and why and to think about how these connections influence their wellbeing and how they can influence the wellbeing of those in their circles.

(Activity found in the book *Being the Change* by Sara Ahmed)

**Educator's Note: Mattering**

Mattering is a key element in promoting positive mental health and well-being. Mattering refers to the “feeling that one counts and makes a difference in another person’s life (...)” (Demir, Ozen, Dogan, Bilyk & Tyrell, 2010, p. 985). A student’s sense of mattering is tied to how they feel about themselves; their self-confidence, self-esteem, and whether they believe they have an impact on others and their world around them. While teaching students to consider how they can promote the well-being of others, Educators can focus on doing that for their students through the 2X10 Strategy. The 2X10 Strategy provides a way for Educators to let their students see that they are genuinely cared about as a person. You can access an detailed 2X10 Strategy activity plan here: [2X10 Strategy](#)

**Optional/ Additional Elementary Activity:****Mentor Text** ([Mentor Text Usage Guidelines](#))

Read [What Matters](#) - Alison Hughes and Holly Hatam. This story traces the ripple effects of one child’s good deed to show how we can all make a big difference. Invite students to reflect on the small actions they can do to take care of their world and each other.



### **Day 17: Building our Self-Care Toolbox**

Today will focus on understanding why self-care is important and how we can include it in our life. Self-care and caring for others helps establish a safe and welcoming school community, especially during times of transition, newness and uncertainty.

#### **Activity- Online Discussion forum/ In- person Circle Discussion**

- Ask students to brainstorm ideas that come to mind when they hear the word “Self-Care”?  
Explore why taking care of our well-being is important?
- What are ways in which we can practise self-care?
- Invite students to consider the connection between self-care and caring for others (Day 16)?

Using the metaphor of a toolbox, invite students to consider what they would like to include in their self-care toolbox?

#### **Extension Activity: Self-Advocacy Cards**

The following lesson plan can be used to help students to be aware of their own needs and preferences, to self-advocate and to build their help-seeking behaviours. You can access the detailed plan here: [SMHO Self-Advocacy Cards](#)

#### **Additional Activity: Journaling**

Students can be invited to reflect on the classroom discussion and identify one self-care practise and one caring for others practise that they can commit to and identify a caring adult they can share these commitments with.



## Day 18: Self-Regulation and Stress

Self-Regulation is about how efficiently and effectively we respond to stress. Stress refers to the body's response to any need. Stressors may be categorized in the following Five Domains: Biological, emotional, cognitive, social, and prosocial.

For more information on the science of stress and the five domains, see the following articles from the Mehrit Centre:

- [Self-Regulation: Science Backgrounder](#)
- [Self-Regulation: Five Domains of Self-Reg](#)

### Activity: Online Discussion Forum /In-person Discussion

Start by clarifying the definition of stress and the meaning of each of the five domains. For older students, you may wish to simply share the above-listed articles as a reading assignment.

Consider the following questions for your classroom discussion:

- What are some examples of good stress? How about bad stress?
- Using chart paper or a shared digital document, brainstorm examples of stressors in each of the five domains
- See the following [document](#) for more examples
- Over the last several months, what are some ways you have cared for yourself and others within these five domains?

### Additional educator resources:

- [Classroom Strategies - Five Domains](#)
- [Classroom Environment Poster](#)

**Optional Elementary Activity: Calm Place**

This activity can be completed as a group both in person or online. Invite Students to consider the following:

- Where do you feel the most relaxed?
- Imagine you are there.
- What do you see?
- What do you hear?
- Are there any smells, tastes, or textures?

Encourage students to visualize and provide details of their calm place. Students can be invited to consider using their Calm Place to feel more at peace during stressful moments. Students can be supported to spend time developing details of their Calm Place to make it feel more realistic. Students can also be invited to move beyond visualization to recording or writing a description of their Calm Place in their journals.

You can find a copy of the elementary Calm Place SMHO SEL poster here: [SMHO Calm Place](#)

**Optional Secondary Activity: Calm Place**

This activity can be completed as a group both in person or online. Invite Students to consider the following:

- Where do you feel the most relaxed?
- Imagine you are there.
- What do you see?
- What do you hear?
- Are there any smells, tastes, or textures?

Encourage students to visualize and provide details of their calm place. Students can be invited to consider using their Calm Place to feel more at peace during stressful moments. Students can be supported to spend time developing details of their Calm Place to make it feel more realistic. Students can also be invited to move beyond visualization to recording or writing a description of their Calm Place in their journals.

You can find a copy of the Secondary Calm Place SMHO SEL poster here: [SMHO Calm Place: Secondary Version](#)

## Day 19: Stress Management

The transition back to school can be stressful for educators and students even in the best of times. The pandemic context can make transitions especially difficult, and talking about it can be one way to respond to that stress in a healthy way.

### Activity: Journal Time

- How do you feel about being back at school?
- In what ways has this experience been difficult for you?
- Is there anything you have appreciated about it? If so, what?

**Note:** You may differentiate this activity by offering a variety of product options, such as written, audio, or video entries.

### Activity: Online Discussion Forum /In person Discussion

- What are some healthy ways to manage stress?
- What can we do if we feel overly worried, sad, or overwhelmed?
- Practising gratitude is one great strategy for managing stress - What is one thing you are grateful for?

### Optional Additional Elementary Activity: Just Breathe

This activity can be completed as a group both in person or online. Use the following script:

Focus on your belly, maybe put your hand there. As you breathe in deeply through your nose, send this breath all the way down to your stomach. Breathe in... feel your stomach expand and your hand move out. Breathe out... feel your stomach contract and your hand move in.

Ask students to reflect on this activity. keep in mind that this activity can be helpful before a test or any stressful situation. The more students' practice, the more natural it will feel.

You can find a copy of the elementary Just Breathe SMHO SEL poster here: [SMHO Just Breathe](#)

### Optional Additional Secondary Activity: Calm Breathing

This activity can be completed as a group both in person or online. Use the following script:

Focus on your belly, maybe put your hand there. As you breathe in deeply through your nose, send this breath all the way down to your stomach. Breathe in... feel your stomach expand and your hand move out. Breathe out... feel your stomach contract and your hand move in.

Ask students to reflect on this activity. keep in mind that this activity can be helpful before a test or any stressful situation. The more students' practice, the more natural it will feel.

You can find a copy of the secondary Calm Breathing SMHO SEL poster here: [SMHO Just Breathe: Secondary Version](#) (created a new hyperlink)



## Day 20: Continuing Connections

The purpose of this activity is to help students identify ways to continue these conversations and related activities into the next month and the year ahead.

Activity: Online Discussion Forum /In person Discussion

Consider the following questions for your classroom discussion:

- Brainstorm ideas on what we learned and liked.
- What topics stand out, what did you like the most? Why?
- How is that topic important to this classroom?
- How do you think we can keep our focus on connection and well-being in the next month? In the months ahead?

### Activity -Journaling

Students can be invited to:

- Reflect on the importance of connections and a focus on well-being. How can that help you be a better friend? A better student? How can that help us as a classroom create understanding and care for each other?

### Creating an Action Plan:

Together with your class, create a plan to continue the conversations related to building connection and supporting well-being for the months ahead. Identify actions that you can commit to and consider where this will be posted (virtually or in-person) so that together with your students, you can refer to it.

### Educator's Note: Suggested Extensions for Implementation

The following charts provide educators with two possible extensions for the use of the Guide content beyond the First 20 Days.

**Important Consideration:** SAs noted above, school Mental Health Ontario (SMHO) has worked in collaboration with DDSB and our model of *The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide* and developed a condensed provincial resource called *SMHO The First 10 Days (and Beyond)*.



**Recommendations for Implementing Guide content over a 2 month time period:****September: Creating Connections**

- Day 1: Welcome
- Day 2: Classroom Expectations
- Day 3: You are Unique
- Day 4: You are Valued
- Day 5: You Have a Voice
- Day 11: Empathy
- Day 12: Collaboration
- Day 13: Fostering Intercultural Understanding
- Day 14: Value Diverse Thinking
- Day 15: We Are on a Continuum
- Day 16: Taking Care of Each Other

**October: Maintaining Well-Being**

- Day 6: You are Supported
- Day 7: Practising Gratitude
- Day 8: How You Feel Matters
- Day 9: Managing Emotions
- Day 10: Power of Yet
- Day 17: Building our Well-Being Tool Box
- Day 18: Self-Regulation & Stress
- Day 19: Stress Management
- Day 20: Continuing Connections

**Recommendations for Implementing Guide content over a 4 month time period:****September: Adding Our Voices**

- Day 1: Welcome
- Day 2: Classroom Expectations
- Day 3: You are Unique
- Day 4: You are Valued
- Day 5: You Have a Voice

**October: Building Emotional Intelligence**

- Day 6: You are Supported
- Day 7: Practising Gratitude
- Day 8: How You Feel Matters
- Day 9: Managing Emotions
- Day 10: Power of Yet

**November: Creating Connections**

- Day 11: Empathy
- Day 12: Collaboration
- Day 13: Fostering Intercultural Understanding
- Day 14: Value Diverse Thinking
- Day 15: We Are on a Continuum
- Day 16: Taking Care of Each Other

**December: Developing Self-Regulation**

- Day 17: Building our Well-Being Tool Box
- Day 18: Self-Regulation & Stress
- Day 19: Stress Management

## Staff Well-Being

As we focus on student connections, relationships, well-being and learning, it is vital that we also take care of our own well-being. Self-care is just like the oxygen mask on a plane. We need to place it on ourselves before we can help others. Take some time to do a personal inventory of how you are doing. Be intentional about taking care of your well-being.

The following resources may be of help to you in this process:

- [Personal Resiliency Tips for Helpers Who Support Students](#)
- [You Matter: Self Care Checklist](#)
- [MHFA Self-Care and Resiliency Guide](#)
- [Your Well-Being Matters: Stronger together even when apart Resources](#)

During these unique times, remember that the power of human connection remains an important variable in mitigating and reducing the impact. The First 20 Days (and Beyond) of Creating Connection and Well-Being applies to you as much as it does to your students. Staying connected to others will help all of us to move through the challenges our current environment presents.

### Summary:

This September, we have a shared responsibility and ownership for a successful return to school. As a school board we continue to prioritize an inclusive and welcoming learning environment so all students have a sense of belonging and know that they matter. This guide highlights the value we place on relationships. As a school community, we are committed to practice listening to understand and to acknowledge the experiences of our students. We are committed to supporting each other in modeling a calm, friendly welcome that ensures students feel and know they belong, and ensure equity and inclusion for all students. Setting the conditions for a classroom culture of trusting and safe relationships becomes essential for all students. The strategies outlined in this resource provide Educators the opportunity to be a caring and supportive adult to their students where relationship building practices are grounded in intentional and explicit connections that are responsive to the strengths and needs of students.

**Acknowledgment:** A resource like this would not be possible without the commitment of DDSB Educators dedicated to the work of promoting student well-being and mental health. We would like to acknowledge the contributions of all those that shared their practice wisdom in the development of this resource.

## Implementation supports and resources

### School Mental Health Ontario

- <https://smho-smso.ca/>
- <https://smho-smso.ca/educators/>
- <https://smho-smso.ca/educators/learn-more/explore-by-topic/mentally-healthy-classrooms/>
- <https://smho-smso.ca/wp-content/uploads/2020/01/SEL-Posters.pdf>
- <https://smho-smso.ca/blog/online-resources/sel-posters-for-secondary/>

School Mental Health Ontario (SMHO) has created a [reflection tool](#) that may guide you in your assessment of your classroom environment.

### System Resources:

[DDSB CRRP Toolkit](#)

[DDSB Leading Well-Being Binder](#)

### Use of Mentor Texts embedded within the Resource:

The Guide recommends various mentor texts for use throughout the 20 Days. Attention should be paid to implement Culturally Relevant Picture Books throughout the activities as shared texts and vehicles to open discussions. Educators are invited to reflect on and to analyze characters and their connection to the theme of the day before students reflect on themselves.



Although all Mentor Texts can be read to classes, please reference the linked usage guidelines for each book if you are considering recording the book and posting it in a private online forum for your students. See [Mentor Text Usage Guidelines](#).

- Day 1: Welcome
  - [The Day You Begin](#) - Jacqueline Woodson (Available in French)
  - [School's First Day of School](#) - Adam Rex
- Day 2: Classroom Expect & Norms
  - [The Way I Feel](#) -Janan Cain
- Day 3 - How you Feel Matters
  - [Be Kind](#) by Pat Zietlow Miller (Available in French)
  - [Your Fantastic Elastic Brain: Stretch It, Shape It.](#)- JoAnn Deak (Available in French)
- Day 5: You are Unique
  - [Where I'm From](#) Poem & activity for those who have done the identity web last year
  - [Thunder Boy Jr.](#) - Sherman Alexie - focus on name & identity
  - [Teach Us Your Name](#)- Huba Essa
- Day 7 - You Have a Voice
  - [Say Something](#) - Peter R. Reynolds (Available in French)
- Day 8 - You Are Supported
  - [Ruby Finds a Worry](#) - Tom Percival (Available in French)
- Day 9 - Practising Gratitude
  - [Last Stop on Market Street](#) - Matt De La Pena
- Day 10 - Power of Yet
  - [The Thing Lou Couldn't Do](#) - Ashley Spires (Available in French)
  - [The Most Magnificent Thing](#) - Ashley Spires (Available in French)
  - [Your Fantastic Elastic Brain: Stretch It, Shape It.](#)- JoAnn Deak (Available in French)
- Day 11 - Empathy
  - [The Story of Fish and Snail](#) - Deborah Freedman
- Day 12- Collaboration
  - [Sam's Pet Temper](#) - Sangeeta Bahdra. (Available in French)
- Day 16 - Taking Care of Each Other
  - [What Matters](#) - Alison Hughes and Holly Hatam

**NOTE:** A number of these have been Blue Spruce Books from previous years and may already be in school libraries or are in the online portals provided by the Board.

The DDSB Mentor Texts: Mental Health and Well-Being Making Connections with Health and Physical Education and The Arts Curriculums can also be considered to support the activities suggested in this Guide. This resource consists of fifteen mentor texts and accompanying lessons that support opportunities for meaningful conversations about mental health and well-being.



**Guide References:**

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**NOTE:** Should you have any questions regarding any information in this Guide, please do not hesitate to contact Steffanie Pelleboer, DDSB Mental Health Lead. [steffanie.pelleboer@ddsb.ca](mailto:steffanie.pelleboer@ddsb.ca)







GROVE • PSYCHOLOGICAL SERVICES • SOCIAL WORK AND ATTENDANCE  
SPECIAL EDUCATION • SPEECH LANGUAGE AND HEARING • VISION

# Strategic Response to the Mental Health Needs of Students Returning to School

## Context

- Students have been exposed to unprecedented sources of stress: the global pandemic and the socio-cultural shifts toward racism.
- World events related to COVID-19 and media about racist actions may combine with students' personal experiences of change may lead to elevated stress and anxiety, and associated grief.
- All students will be returning to school with their own unique experiences of stress associated with variations in routine, family functioning and social access.

## Students with Specific Mental Health Needs

- Schools already will be alert to students with emergent or existent mental health needs which were evidenced prior to the pandemic.
- Pandemic and socio-cultural stresses may exacerbate the types of behaviors shown by these students.
- Stress may lead to generalized or localized anxiety, with resultant fight, flight or freeze responses.
- These responses may be more intensely felt by students who have experienced trauma or who may have challenges associated with ASD, MID, ADHD, etc.

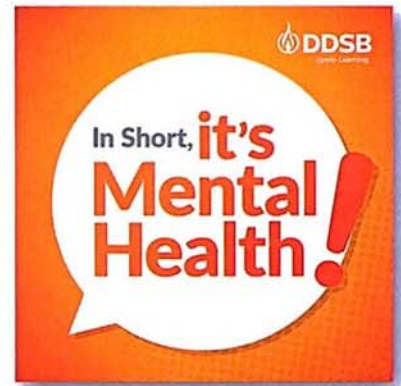
## Student Indicators of Stress Response

- **Changes in Behavior:**
  1. **Children:** acting irritable or moody, withdrawing from activities that used to give pleasure, routinely expressing worries, complaining more than usual, crying, displaying surprising fearful reactions, clinging to a parent or teacher
  2. **Teens:** avoiding parent or teacher, changes in seeking out risky behaviour, abandoning long-time friendships, or expressing excessive hostility toward family members or other adults (e.g., teachers).
- **"Feeling Sick" or Staying Away More Often:** Stress can appear in physical symptoms, such as stomach aches and headaches, which may reflect an increase in stress and anxiety. As well, there may be an increase in illness anxiety and/or a stress response to use of PPEs (e.g., masks). Some students may show a 'flight' response, particularly if they are socially anxious, which may be seen in an increase in school avoidance and/or non-attendance.
- **Changes in Context:** Caregivers (parents, teachers) need to network so that they can come to know how the child or teen is doing in different contexts, since different behavioral responses may be shown but still indicate stress and/or anxiety. *Source: American Psychological Association*



**For ALL Students (Tier 1):**

- **Mentally Healthy Return to School Tool Kit**, School Mental Health Ontario – Resources for schools and families to assist with a mentally healthy transition back to school.
- **The Foundations of a Mentally Healthy Classroom: Creating Engaged Learning Environments by Leveraging the Power of Connection**, DDSB Safe Schools – Curriculum to assist educators in supporting students' return to school.
- **"In Short..., It's Mental Health" Podcasts on DDSB Website**, DDSB Inclusive Student Services - Information for students on mental health topics related to stress, anxiety, effective coping skills, communication skills, self-regulation skills, etc.

**For SOME Students with Specific Mental Health Needs (Tier 2,3):**

- **Crisis Response**, DDSB Inclusive Student Services – When an educator identifies a student in need of crisis response, ISS staff (Psychological Services, Social Work) can be available to assess Suicide Risk, Threat of Violence, or Duty to Report for Child Protection.
- **Traumatic/Tragic Events**, DDSB Inclusive Student Services - When an educator alerts a Principal/ Vice Principal to tragic situation, the Response to Traumatic Events protocol is enacted and ISS staff (Psychological Services, Social Work) can be involved as required and deployed by lead.
- **Mental Health 'Button' on DDSB Website**, DDSB Inclusive Student Services - Timely consultation with ISS staff (Psychological Services, Social Work), can be accessed by students and/or caregivers (NOTE: this not a crisis response service).
- **Referrals for Students in Need of Mental Health Services** (including Self-Referrals), DDSB Inclusive Student Services - Pre-referral consultation with ISS team members (Psychological Services, Social Work) can lead to referrals for:
  - Consultation/Liaison with Community Services
  - Individual Intervention Services
  - Group Intervention Services



The regular meeting of the Standing Committee of the Durham District School Board was held in the Boardroom.

1. Call to Order:

The Chair called the meeting to order at 7:20 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford (virtual), Donna Edwards (virtual), Darlene Forbes (virtual), Niki Lundquist, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Acting Director Norah Marsh, Acting Associate Director Jim Markovski, Interim Associate Director Carla Kisko, Superintendents Gary Crossdale Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, General Counsel Patrick Cotter, Communications Staff Robert Cerjanec, Charles Senior

Recording Secretary: Kim Cox

2. Declarations of Interest

There were no declarations of interest at this time.

3. Motion to Approved the Agenda

2020:19  
MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

4. Introduction of Student Trustees

Chair Chris Braney congratulated and welcomed new student trustees Aaliyah Jaleel, Logan Keeler and Arpita Savaliya to the Board. The students received a certificate of recognition and participated in a photo opportunity with Chair Chris Braney and Acting Director Norah Marsh.

Standing Committee Meeting Minutes  
September 8, 2020

5. Community Presentations

There were no community presentations at this time.

6. DDSB Presentations

(a) Indigenous and ESL Summer Learning Program

Acting Superintendent Erin Elmhurst provided trustees with the highlights of the 2020 Virtual Indigenous and ESL Summer Learning Program for students in Grades 2-8. She introduced Nicole Kooy, Vice Principal, Woodcrest P.S. and Summer Learning Program Administrator who provided trustees with a PowerPoint presentation and advised that the 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. She shared a video with trustees that highlighted one family's experience with the program. Acting Superintendent Erin Elmhurst answered questions of trustees.

(b) Ignite Unlearning: A Summer Series of Conversations

Superintendent Mohamed Hamid provided trustees with an outline of the learning that occurred during the Ignite Unlearning Summer Series of Conversations. He introduced Merrill Mathews, Equity & Diversity Officer, Camille Alli, Equity & Diversity Facilitator, Jennifer Henderson, SSI, FNMI Re-Engagement, Student Achievement, Michelle Evans, Indigenous Facilitator, Michelle MacDonald, Education Officer, Lauren Chapple, teacher, DDSB@Home, Carolyn Ussher, Chief Social Worker, Aaron Peterson, Innovation Facilitator and Jacqui Steer, Executive Coordinator. The group provided trustees with a PowerPoint presentation highlighting the commitments to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination with Human Rights and Equity being integral to all work. The virtual conference provided engaging, responsive professional learning opportunities to set the foundation for the 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. Acting Director Norah Marsh and Superintendent Mohamed Hamid answered questions of trustees.



Standing Committee Meeting Minutes  
September 8, 2020

7. Recommended Actions

There were no recommended actions at this time.

8. Information Item

(a) Summer Learning Supports

Superintendent Andrea McAuley provided trustees with 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. She highlighted the project foci, support for summer learning, Durham Continuing Education Summer Learning Support Team, English as a Second Language Support, and Durham Alternative S.S. Summer Learning Support Team. She also answered questions of trustees.

(b) OPSBA Report

Trustee Donna Edwards advised that OPSBA has met regarding a few policy issues. The Annual General Meeting was postponed in June and is scheduled to take place virtually at the end of the month. OPSBA officers will be elected at this meeting.

9. Committee Reports

There were no Committee Reports at this time.

10. Correspondence

There was no correspondence at this time.

11. Other Business

There was no other business at this time.

Standing Committee Meeting Minutes  
September 8, 2020

12. Adjournment

2020:20

MOVED by Trustee Darlene Forbes

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:04 p.m.

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Chair

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Secretary

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**Thursday, May 21, 2020 6:30 P.M.**

An on-line meeting of the Special Education Advisory Committee was held on this date.

**ROLL CALL:**

Claudine Burrell, Autism Ontario – Durham Chapter  
 Craig Cameron, Member At Large  
 Tara Culley, Durham Down Syndrome Association  
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders  
 Rowin Jarvis, Learning Disabilities Association of Durham Region  
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children  
 Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)  
 Carolyn McLennon, Member At Large  
 Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley  
 Chief of Speech Language & Hearing Services Lisa Drake

Recording Secretary: Diane Kent

**1. Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:32 p.m.

**2. Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Michelle Monk & Russ Davidson Secondary Representatives and Quincy James & Imran Syed, Elementary Representatives. Kelly Kennedy, SEAC Alternate for Ontario Association for Families of Children with Communication Disorders was also in attendance.

SEAC Chair Eva Kyriakides advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

Report Special Education Advisory Committee (cont'd)  
May 21, 2020

**3. Regrets:**

Regrets:

- Craig Cameron, Member At Large
- Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders

**4. Approval of Agenda:**

That the agenda for May 21, 2020 be approved.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Tara Culley

CARRIED

**5. Approval of the Minutes from April 16, 2020:**

That the minutes from April 16, 2020 be approved.

MOVED BY: Trustee Christine Thatcher

SECONDED BY: Tara Culley

CARRIED

**6. Inclusive Student Services Report:**

Lisa Drake, Chief of Speech Language and Hearing provided SEAC members with a PowerPoint presentation that provided an update on the following items in the Inclusive Student Services Department.

May is Speech and Hearing Month

The Speech Language Pathologists have started a social media campaign, "Did You Know?" on speech, language and hearing facts. The teams have created an Instagram account @DDSB\_SLH featuring Instagram Live Story Time every Friday at 1:30 p.m. Also coming soon is a Virtual Speech Language Room that will provide links to resources, videos and information for parents, educators and beyond.

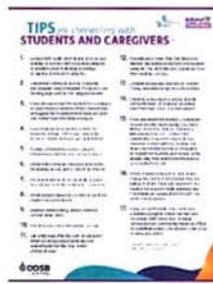


Report Special Education Advisory Committee (cont'd)  
May 21, 2020

## 6. Inclusive Student Services Report: (cont'd)

### Distance Learning Roles and Responsibilities

The Distance Learning Roles and Responsibilities document was previously shared with SEAC members at last month's meeting. Currently Inclusive Student Services clinical teams are continuing to provide support for students and families. IPRCs and Transition Planning will be held on the virtual secure Adracare platform for face to face video conferencing.



### Student Safety and Risk Considerations when Engaging Students in Distance Learning

Tip sheets for administrators and educators has been created and highlight:

- Tips for Connecting with Students and Caregivers
- Children and Youth in Need of Protection
- Mental Health Concerns and Amended Suicide Protocol
- Amended Traumatic Response Protocol

### Engagement Matters

Shift from attendance to engagement in school community and learning environment.

- Survey sent to schools
- 1700 students had questions about engagement
- Stop light system
  - Red - zero engagement and risk factors identified
  - Yellow – more questions, e.g. logistical/tech issues, language issues
  - Green – engaged on some level or family opted out and no risk factors
- Putting engagement and intervention plan layers in place for students/families where concern/risk may require further supports

### LivingWorks Start



LivingWorks Start is an interactive, on-line training program to support individuals with the skills and knowledge to help keep others safe from suicide. The training focuses on how to start the conversation with the person having thoughts of suicide, and how to quickly link them with appropriate support. The Durham District School Board (DDSB) is pleased is partner with LivingWorks to offer this training program to Educational Assistants, Guidance staff, Special Education Resource Teachers (SERTs), and Inclusive Student Services/Mental Health and Safe School Team members.

## 7. Presentation:

### IEPs: Documenting Accommodation and Programming During Distance Learning

Superintendent Andrea McAuley noted that an **Individual Education Plan (IEP)** is a written plan describing the special education program and/or services required by an

**7. Presentation: (cont'd)**

individual student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning. All sections of a student's Individual Education Plan remain active during the period of distance learning.

To support programming access to learning for students with special education needs, IEPs remain in effect as continuity of learning strategies are implemented.

Students will not have the opportunity to demonstrate learning across what was planned for a full school year of learning. It is understood that a loss in learning time, as a result of school closures during this pandemic, will cause unavoidable impacts to the rigor and scope of programming. Flexible approaches, and consultation with families, to consider students' individual identities, needs and circumstances that impact distance learning need to be considered in focusing scope of programming and implementing accommodations and strategies to support individual students.

The DDSB IEP Guide: Documenting Accommodations and Programming During School Closures, distributed to SEAC with the agenda, was created to guide school teams in the ongoing commitments to consultation with students & families, provision of programming and documentation of programming.

This resource is available on the DDSB website at:

<https://www.ddsb.ca/en/programs-and-learning/distance-learning.aspx>

**8. Business Arising from the Minutes:**

SEAC Chair Eva Kyriakides collected all the SEAC discussion topics that were received from committee members. Eva will collate the topics into one document and e-mail to SEAC members for their information.

**9. Staff Reports:**

**Administration:**

**Superintendent Andrea McAuley**

Superintendent Andrea McAuley started the Administrators' Report with a thank you to our SEAC partners, community agencies, families, and at the centre - our students. The creativity, collaboration and compassion with which we have together responded to COVID-19 and school closures is impressive and heartwarming. On behalf of the Inclusive Student Services team, Superintendent McAuley shared appreciation for the ongoing conversations as we work together for both well-being and continued connections during Distance Learning. Valuable input from families continues to help us individualize supports and, on an ongoing basis, make refinements.



Report Special Education Advisory Committee (cont'd)  
May 21, 2020

**9. Staff Reports: (cont'd)**

**Superintendent Andrea McAuley (cont'd)**

Our students, both those engaged in Distance Learning, those immersed in home and family commitments, teach us so much. The learning is reciprocal.

School Closure Updates

- Ministry announced school closures, continuation of Distance Learning, through to end of June 2020
- Board system team is currently planning 1) student and staff retrieval of materials and 2) reopening considerations for the 2020-2021 school year

Our commitments in the layers of planning for the 2020-2021 school year include supporting staff and student needs both in terms of school, class and those with individualized supports. The health guidelines that will form the foundations to educational programming for the next school year are not yet known but an integrated team is looking at all aspects of planning.

The team is currently immersed in Identification, Placement, and Review Committee (IPRC) planning with families and schools. The foundations set in conversations starting back in January which framed the foundations for Special Education Programs and lead into related IPRCs for students including those accessing special education class placement programs. As a team, we continue to foster inclusive programming and accommodation within all placement options and maintain emphasis on regular class placements being best placement for majority of students. For the 2020-2021 school year, we have shifted a few of our programs. For example, reduction of some School Support Programs to add Developmental and Practical Learning Programs to meet student needs.

Transition Planning During COVID-19 Related School Closures

Concurrent to IPRCs, teams are working on shifts to transition planning with a focus on key transitions such as Gr8 to Gr9 and secondary to adult pathway. The strategies will look different but the core commitments of individualizing and supporting with resources such as transition books, social stories and opportunities to form connections with staff remain constant.

Inclusive Student Services Staffing Updates

A few staffing updates highlight the importance and skill of team members in the leadership of inclusive programming. Michelle Doiron, current Instructional Facilitator supporting Gifted Learners and START Team Lead, was announced as a successful candidate to the Elementary Vice-Principal pool. Cheryl Wellwood, Facilitator with the Autism Resource Team, is also on the Secondary Vice-Principal pool list. Both educators will be back with the Inclusive Student Services Team for September pending any changes. Our department leadership model also expands to two Educational Officers next year. Michelle Crawford-Eade, currently Principal at Uxbridge SS, joins Kyla McKee providing system leadership.

Report Special Education Advisory Committee (cont'd)  
May 21, 2020

9. **Staff Reports: (cont'd)**

**Superintendent Andrea McAuley (cont'd)**

Budget 2020-2021

At this time, Boards have not yet received budget information for the 2020-2021 school year. As an important advocacy voice, SEAC's opportunity to provide deputation to the budget and finance committee remains within planning.

Parents as Partners Conference

We would also like to highlight that the upcoming Parents as Partners Conference will be facilitated through an online format in the evening of May 28th. Flier information will be sent directly to SEAC members and we respectfully request that you share within your organizations.

Thank you for your continued support of families and our Inclusive Student Services team.

Andrea - on behalf of the Inclusive Student Services Team



**Board:**

Trustee Christine Thatcher informed SEAC members that the Board of Trustees received a presentation on the Culturally Responsive and Relevant Pedagogy Implementation and Support for Distance Learning Update and the policy for the new student dress code was passed at the virtual Board meeting that was held on Tuesday, May 19, 2020

It was also noted that Trustee Donna Edwards as representative for the K-12 Standards Development Committee wanted to thank SEAC members for providing their feedback to the questionnaire.



Report Special Education Advisory Committee (cont'd)  
May 21, 2020

**10. Association Reports:**

Easter Seals Ontario

Changes in Programs and Services for Easter Seals:

- With overnight camps cancelled, we will be offering a Virtual Summer Camp which is open for all Easter Seals clients who would be eligible for camp. Details on the registration process will be available soon. Consent will be required from parents as it will be using internet and video conferencing.
- Equipment Program Funding – Approved applications for this year are still moving forward. New approvals are still on pause, but applications continue to be accepted with the hope that more funds may be available later in the year.
- Incontinence Supplies Grant continues to accept and process applications, with some delays.
- Top Up Grant will be open in 6 - 8 weeks, for those who are eligible.

VOICE for Deaf and Hard of Hearing Children

Dress Loud Day can be any day this month. Dress in bright colours and share with the #VOICEDressLoud hashtag.

The following link: <https://www.voicefordeafkids.com/covid-19-resources> contains resources for accessibility and mental health that have been shared with DDSB staff.

VOICE Camp is tentatively scheduled to run in August of this year at Bark Lake Leadership & Conference Centre: 1551 Bark Lake Drive Irondale, ON K0M 1X0. Attending this two night weekend getaway will give parents the opportunity to interact and meet other families who have children with hearing loss and kids and teens have the chance to spend a fun-filled weekend together. Further registration details are in the following link: <https://www.voicefordeafkids.com/event-3658827>

**11. Correspondence:**

- Hastings & Prince Edward DSB
- Nipissing Parry Sound CDSB DSB

**12. Community Concerns:**

Hanah Nguyen, SEAC Representative from Easter Seals Ontario has received concerns from families regarding transitioning back to school, worries about large gatherings; and if there will be enough Personal Protective Equipment (PPE) in place for staff as many children with special needs have vulnerabilities.

Superintendent Andrea McAuley responded that when individual families dialogue it creates ideas that are great to share in the planning across school boards. Orders have already been placed to restock the DDSB's PPE that was previously donated the front-line workers at LakeRidge Health.

Report Special Education Advisory Committee (cont'd)  
May 21, 2020

**12. Community Concerns: (cont'd)**

Tara Culley, SEAC Representative from Durham Down Syndrome Association (DDSA) has received concerns from families who are getting tired trying to keep students focused and engaged in Distance Learning and what does that look like for some students needing support as parents are returning to work.

Superintendent Andrea McAuley replied that school boards were also just made aware on the Ministry's release and there is a lot of information still to be determined. She also agreed that parents have been exhausted as well as staff that have been doing the provisionally services as well are trying to balance that approach.

Tara Culley asked a follow up question regarding the anticipation in returning to school, students may be anxious and may not want other students to come near them; how schools will handle these types of situations.

Superintendent Andrea McAuley responded that she understands some students may be eager for the social classroom connection again while other students are concerned about maintaining social distancing. Educators will be well prepared with social stories; scripts and games that don't require close proximity outside.

**13. Celebrations and Success:**

The following committee members shared their good news stories during the COVID-19 school closures:

- Tara Culley mentioned that her son Adam has been actively participating in on-line tea parties with his friends.
- Kathy Kedey shared that her daughter who is an avid reader received a social distance visit from her teacher and did a book drop off at their house.
- Eva Kyriakides noted that her younger daughter's teacher dropped off hand written notes to all her students. She also shared that her older daughter has successfully completed his first year of university.

**14. Next S.E.A.C. meeting – June 18, 2020.**

**15. Adjournment:**

That the meeting does now adjourn at 7:56 p.m.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Kathy Kedey

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

Report Special Education Advisory Committee (cont'd)  
May 21, 2020

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
E-Mail SEAC Discussion Topics to committee members	SEAC Chair Eva Kyriakides & Administrative Assistant Diane Kent	May 25, 2020





**Hastings and Prince Edward  
District School Board**

Lucille Kyle, Chair of the Board  
Sean Monteith, Director of Education

*Possibilities*  
**TODAY & TOMORROW**

February 14, 2020

The Honourable Stephen Lecce  
Minister of Education  
438 University Avenue, 5th Floor  
Toronto ON M7A 2A5

Dear Minister Lecce:

As representatives of the Special Education Advisory Committee (SEAC) for Hastings and Prince Edward District School Board (HPEDSB), we are writing to express our support to concerns expressed in letters from Durham District School Board (dated June 3, 2019), Greater Essex County District School Board (dated July 5, 2019) and Windsor-Essex Catholic District School Board (dated December 11, 2019) SEACs. Our group feels strongly that the concerns expressed in each of these letters will pose serious risks for our students, especially those with special needs and students who attend schools in rural areas and/or with declining enrolments.

Administrators in our district's smaller secondary schools have reported to us for many years that building timetables to meet the needs of all students, in all pathways, can be very challenging once they are faced with declining pupil populations. The proposed increases to average class sizes by our presiding government will decrease the availability of compulsory courses, and more specifically electives courses, that many of our students require or are interested in, to further their interests and help them gain employment advantages. As stated in previous letters submitted to you by other concerned districts, "An increase in average class size will only exacerbate the issue in smaller schools that are already challenged with decreased course selection." Reducing the number of caring adults in the lives of our youth stands to detract from our focus on creating successful outcomes for our future community leaders.

Further to increased class sizes, the introduction of mandatory online courses would not meet the needs of individuals with learning disabilities, developmental disabilities and other learning differences who require additional support from their educators. We agree with other school boards that the online format is simply not suitable for everyone and making them compulsory does not recognize the individual needs of students.

We urge the Ministry of Education to review its position and revise the plan for education based on the recommendations of relevant stakeholders, including parents and community experts. We also hope that the Ministry will investigate and implement the suggestions outlined by the Durham District School Board, specifically:

1. Provide e-learning opportunities to students across the Province as an option, but not make it mandatory for all students.
2. Encourage professional learning for staff, and e-learning exposure for students in Learning Strategies courses to allow for specific opportunities to explore the D2L platform and gain direct experiences with digital learning with the support of their special education teachers. This will allow students to self-assess their confidence and suitability to this learning delivery method.





Hastings and Prince Edward  
District School Board

Lucille Kyle, Chair of the Board  
Sean Monteith, Director of Education

Possibilities  
TODAY & TOMORROW

3. Allow students access to all pathways (community living, workplace, college, university) online, should they wish, including during alternative school times, to encourage students to explore other opportunities (e.g., summer courses).
4. Slow down changes to class size and establish clear guidelines to measure and monitor the impact on students, particularly those with special needs.
5. Provide further transparency about students' pathways and monitor how changes are impacting pathways, including students earning a Certificate of Achievement and Certificate of Accomplishment.

Thank you in advance for your consideration.

Sincerely,

*Kelly Allan*

Kelly Allan,  
SEAC Chair

*Lisa Anne Chatten*

Lisa Anne Chatten,  
SEAC Vice-chair

c.c. Lucille Kyle, Chair of the Board  
Ken Dostaler, Superintendent of Education – Student Services  
Todd Smith, MPP Bay of Quinte  
Daryl Kramp, MPP Hastings-Lennox & Addington  
Chairs of Ontario Special Education Advisory Committees

File



1000 High Street  
North Bay, Ontario P1B 6S6  
Tel: 705.472.1201 • Fax: 705.472.0507  
Web Site: www.npsc.ca

April 29, 2020

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

Honourable Stephen Lecce:

**Re: Minister's Advisory Council on Special Education (MACSE)**

On behalf of the Nipissing-Parry Sound Catholic District School Board and its Special Education Advisory Committee, I am writing in support of the concerns brought forward by both the Durham District School Board (DDSB) and the Greater Essex County District School Board (GECDSB) regarding the current status of the Minister's Advisory Council on Special Education (MACSE). We agree with the statements put forward by both the DDSB and GECDSB, that with the growing number of students with special education needs and complex profiles, MACSE plays an even greater role in providing ongoing information and guidance to school boards and Special Education Advisory Committees (SEACs).

Furthermore, we are in agreement with both the DDSB and the GECDSB's recommendations to have representative members selected from each of the SEACs in the six Ministry of Education's regional areas. This approach would allow MACSE membership to be more representative of the varying geographical contexts across the province of Ontario.

We agree that the current structure of MACSE that includes representation of the various exceptionalities is necessary, as these individuals bring vast knowledge and experience and offer valuable input to the MACSE. In addition, in an effort to support MACSE being a more active provincial advisory council, we ask that consideration be made to host MACSE meetings in a virtual environment. This approach would remove potential barriers for those who see much value in being part of MACSE however are unable to travel to face-to-face meetings, thus preventing them from volunteering to be part of the advisory council. This would particularly be helpful for those travelling from the Northern regions of the province.

We kindly request consideration of our suggestions outlined above to fill current MACSE vacancies in a collaborative and equitable way.

Sincerely,

Leo de Jourdan  
Chair

- c. Ontario District School Boards SEAC  
Hon. Vic Fedeli, MPP - Nipissing  
Marie Derosier, NPSC SEAC Chair  
Anna Marie Bitonti, Director of Education

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**Thursday, June 18, 2020 6:30 P.M.**

An on-line meeting of the Special Education Advisory Committee was held on this date.

**ROLL CALL:**

Claudine Burrell, Autism Ontario – Durham Chapter  
 Craig Cameron, Member At Large  
 Tara Culley, Durham Down Syndrome Association  
 Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders  
 Rowin Jarvis, Learning Disabilities Association of Durham Region  
 Kathy Kedey, VOICE for Deaf and Hard of Hearing Children  
 Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)  
 Carolyn McLennon, Member At Large  
 Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Christine Thatcher

Staff: Superintendent Andrea McAuley  
 Special Education Officer Kyla McKee

Recording Secretary: Diane Kent

**1. Call to Order:**

SEAC Chair Eva Kyriakides called the meeting to order at 6:34 p.m.

**2. Welcome Guests:**

SEAC Chair Eva Kyriakides welcomed special guests: Russ Davidson Secondary Representative; Quincy James and Imran Syed, Elementary Representatives; Superintendent Margaret Lazarus, French Facilitator Sarah Mitchell and French Language Coach Shannon Wood.

SEAC Chair Eva Kyriakides advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

3. **Regrets:**

Regrets:

- Christine Thatcher, Trustee

Absent:

- Tara Culley, Durham Down Syndrome Association
- Kathy Kedey, VOICE for Deaf and Hard of Hearing Children

4. **Approval of Agenda:**

That the agenda for June 18, 2020 be amended adding item: 8. b) New Business.

MOTION:

THAT THE AGENDA BE APPROVED AS AMENDED.

MOVED BY: Carolyn McLennon

SECONDED BY: Trustee Donna Edwards

CARRIED

5. **Approval of the Minutes from May 21, 2020:**

That the minutes from May 21, 2020 be approved.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Carolyn McLennon

CARRIED

6. **Inclusive Student Services Report**

SEAC Members,

Our commitment is to fostering well-being and success for each individual student. During Distance Learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services.

Among topics within this report, SEAC members will find information updating supports during Distance Learning, highlights of continuity of service, highlights of professional learning and opportunities for summer supports.


There are many unknowns at this time, what remains constant is a dedication to individualizing the planning for each student.



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**6. Inclusive Student Services Report (cont'd)**

Thank you for your continued support of families and our Inclusive Student Services team.



Andrea - on behalf of the Inclusive Student Services Team



**Special Education Processes Distance Learning**

The DDSB website has been updated with a space for families to access resources specific to key special education processes and tools. Link: <https://www.ddsb.ca/en/programs-and-learning/distance-learning.aspx>. Resources on IEPs, IPRCs and Transitions during Distance Learning are shared publicly to support collaboration and transparency.

<https://www.ddsb.ca/en/programs-and-learning/distance-learning.aspx>

**Inclusive Student Services**

During Distance Learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services. The following documents outline how key special education processes and tools are being amended specific to the period of Distance Learning.



**Transition Planning for Students with Special Education Strengths and Needs –**

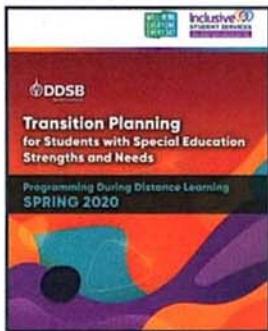
**Programming During Distance Learning Spring 2020**

Transition planning and preparing for September continue to be a priority for the DDSB. Whether a student is continuing in their current placement, or changing placements, comprehensive transition planning is an important part of the support provided. There are still many unknowns for September, key details and information that need to be provided before firm transition plans can be developed; as a result, the focus has been on effective and best practices for transition planning in general, ie. What strategies or tools are best to support students with specific transition needs? When the details are available, they will be applied to these strategies to develop specific plans. During school closures, rigour and scope of transition planning is impacted. Amended individualized transition planning will occur within larger, whole class, school and district

Report Special Education Advisory Committee (cont'd)  
June 18, 2020

## 6. **Inclusive Student Services Report (cont'd)**

adjustment to support students in moving through changes such as end of year and start of year cognizant of the range of impacts of COVID-19 and school closures. Flexible approaches, and consultation with families to consider students' individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.



This resource tool has been designed to support schools with transition planning within the period of Distance Learning. Focus is on the macro transitions that students may be moving through whether that be, for example, entry to school, program changes or secondary to adult pathways.

Document has been released watermarked with draft highlighting that the information in the document is meant to provide foundations of transition planning and some recommended strategies based on key transitions for individual students.

### **A Note About Proactive Planning for September**

Special Education programs will continue to require engaging tasks, both in real-time and flexible time. For most programs, a balance of hands-on activities with fundamental literacy and numeracy activities ensures the outcomes for each program type are addressed. A variety of support models (e.g. Virtual Academic Resource Rooms, provision of virtual EA support, use of web-based collaborative tools) will be used to provide varied supports.

As an example of planned flexibility, the Transition to Work Program will require some unique supports as this program is very hands-on providing experiential activities that prepare students for the world of work. Initially in distance learning, the focus has been on:

- Supporting teachers in developing /accessing online programs and virtual activities for TWP students that are fun, offer real-world examples and assistance to students transitioning into the workplace.
- Through guided exercises, basic financial literacy and numeracy, role-playing activities, employment quizzes/questionnaires, video tutorials, and visual prompts, etc.
- Support students with various learning styles in gaining the skills required to get and keep a job and become confidently independent in their communities.
- Implementing physical and social activities that can be done in their homes/communities/online with peers to enhance their employability skills, social skills, community-based life skills, and health and safety. For example, ADL practices, maintaining employability skills via chores and daily practices during COVID-19.
- Assisting teachers, students and their families with accessing services and community programs/ resources that support the student's needs, interest in strengths. For



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

## 6. **Inclusive Student Services Report (cont'd)**

example, virtual social skills clubs, leadership programs, and various online opportunities that support their goals, independence, and self-advocacy.

As we move into the fall, a continued adjustment may be needed. Focusing on things such as health and safety, communication skills, determining workplace interests, resume writing, and employability skills as a whole can and will be areas TWP classes will be more than able to focus on through distance learning or potentially a blended instruction model.

### **Supporting Students and Families During School Closures**

#### **Shout to our community and our partners who are part of the Make a Difference team**

The Make A Difference 'Students in Need' fundraiser has mailed Grocery Gift cards to 1469 student's homes for a total amount of \$43,000 to date. Community groups, such as the Whitby Care Mongers, have contributed significantly to supporting these critical resources for families across Durham Region.



#### **Launch of AdraCare**

We are in unusual times which require new and unventured initiatives to create better connections with important contact, be they friends, loved ones, or our usual health care providers. While Ontario remains under a state of emergency to continue efforts to 'flatten the curve,' the requirement for essential practices continue. Considerations include: family meetings with school members, central teaching staff and/or DDSB Clinicians, as well as student contacts with Professional Services staff.

To facilitate and personalized these contacts, the Durham District School Board has purchased a video conferencing platform through a Canadian company, *AdraCare*. Our Information Technology department has ensured that this platform meets all the technical requirements pertaining to security features. Our Legal department has ensured that it meets all of the legislated requirements pertaining to privacy. Program launched officially Thursday, June 11<sup>th</sup> for Inclusive Student Services, across our 130 schools and with other key DDSB departments with connection to support transition and pathway planning such as Student Success/Secondary Curriculum.



### **Instructional Facilitators-Role Focus During Distance Learning**

The Special Education Instructional Facilitator team has supported Distance Learning in a variety of ways, including a collaborative effort to develop Google Communities for each Special Education program to allow teachers of these programs to connect and share ideas and resources for creative distance learning activities. The team also collaborated to develop a Universal Design for Learning Google Community to support all teachers in programming for special education strengths and needs.



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

## 6. Inclusive Student Services Report (cont'd)

Special Education Instructional Facilitators have also supported the adjustment of IEPs to distance learning, the development of a virtual IPRC process, and comprehensive placement decisions for our Special Education programs.

### Clinical Supports for Students

#### **Speech-Language Team Connections**

This team continues to connect with families and educators to provide support in creative ways. They have created an educator website highlighting the most requested resources and continue to collaborate with educators in the early grades to support Distance Learning for all students. Every Friday at 1:30pm, a member of the team brings a story to life during Story Time through Instagram Live, highlighting important vocabulary. The team continues to promote language and hearing awareness through an informative social media campaign. A virtual speech and language "room" with informative resources and links to support educators and families has also been created.

The team has tracked the following engagement data:

- 43 average Story Time live views
- 176 average Story Time views in the 24-hour period following the live reading
- 388 unique views in the virtual speech and language "room" in the first 2.5 weeks after launch

#### **Social Work Support During Distance Learning**

During the Distance Learning period the Social Work team has been very active in providing system and student supports. Initial activity centred around checking in with students who were active on service to ensure that supports were in place. Additionally, staff quickly mobilized to create a robust resource document of "Essential Services for Durham" which is updated weekly and provides families and students with much needed formal and informal support options. In partnership with Psychological Services staff, Social Work staff contributed to the Board's online COVID-19: *Resources for Families and Youth*; contributed to the development of the school response to student risk, *Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures*. Social Work staff continue to provide direct service to students, currently via tele-practice and we anticipate soon by a virtual platform, to support their mental health. The team is actively pivoting practice approaches to adapt to a distance format and we are currently piloting online groups for students, focusing on mindfulness and regulation.

#### **Psychological Services Support During Distance Learning**

Psychological Services staff have revised services to remain responsive to the needs of students, families and schools during this period. They have retained their service functions of: providing **consultation** to schools and families during Distance Learning; continuing with **direct service** to students via teleconferenced student 'check-ins'; supporting schools and families by providing **crisis support** in response to tragic events and concerns about suicidal risk; and continuing with **capacity building** by offering weekly PD sessions via "Tuesdays with Psychological Services." On a system level, Psychological Services has contributed to the online resource, *COVID-19: Resources for*



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

## 6. **Inclusive Student Services Report (cont'd)**

*Families and Youth*; as well, staff have helped formulate school response to student risk, *Student Safety and Risk Considerations When Engaging Students in Distance Learning During the COVID-19 School Closures*. Finally, Psychological Services has been working with other members of Inclusive Student Services to formulate guidelines for effective transition planning for school re-openings, *Transition Planning for Students with Special Education Strengths and Needs*.

### **Grove Summer Learning Program**



Grove School by creating safe, welcoming, inclusive learning spaces for excused pupils of boards whose primary need is for care and/or treatment or rehabilitation, promotes well-being for students and provides support to ensure that they can maintain continuity of education, access to curriculum and academic growth to reach their full potential every year. By providing access to education and promoting a sense of belonging during periods of care and/or treatment or rehabilitation, barriers to success and engagement are reduced to ensure equity.

Grove's summer remote learning education programs will provide opportunities and critical support to meet the needs of youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services. CTCC summer programs are voluntary collaborative partnerships between Grove School and government-approved facilities including children's mental health agencies, hospitals, youth detention centres or community-based youth justice centres.

The delivery of Grove's summer school and summer learning will include both July and/or August sessions employing a combination of remote and online learning. Program offerings include non-credit programs for students with developmental disabilities, credit recovery, full credit courses, and Grade 8 Reach Ahead credits. Summer sessions run from June 29-July 24 and/or July 27-August 21. Extended sessions are also available from June 29-August 7 or June 29-August 14. Projected enrollment is roughly 120 students.

Successful distance learning new practices will continue in use by Grove's summer school teachers. Promising practices including digital platforms Google classroom, G-suite features, and D2L will be the delivery methods for most of the summer education programs with print resources flexibly made available for more independent learning activities, if appropriate. At Grove, the student experience matters most: Educators will prioritize relationships and connections with students to support their well-being.

Ensuring equity of access and opportunity in summer school for students of Grove School within our new context supports inclusive Distance Learning experiences that reflect the individual needs and circumstances of vulnerable students and their families.

### **Special Education Plan – Reflection of the 2019-2020 School Year**

One of the purposes of a school board's special education plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education. Submitted to the Ministry at the end of the school year on a bi-annual cycle, 2019-2020 is



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

## 6. **Inclusive Student Services Report (cont'd)**

not a reporting year. The Inclusive Student Services Leadership team felt however that the commitment to ensuring reflection of the 2019-2020 be made public was one of importance. The DDSB Special Education Plan (2020) will be posted to the website in July and a notification sent to SEAC with request for sharing within your organizations. Standards for Special Education Plans:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>

### **Continuing Collaborations in Service to Students and Families**

Inclusive Student Services teams have continued to foster strong collaborations in service of students and families. This month we highlight:

- We thank members of the Vision Resource Team for providing valuable input to the Ontario College of Teachers as further Additional Qualifications courses are mapped in support of students with vision loss or impairments.
- The Durham Regional Integrated Planning Committee, supporting at risk youth, continues to meet with increased frequency as services are refined to meet the needs of youth in Durham. Leaders from the partner organizations engage in dialogue focused on shared commitment for strengthen supports and outcomes while seeking opportunities to for fiscal efficiencies to stretch funding to meet needs.

### **NEW FUNDING: Summer 2020 Supports for Students**

On May 29<sup>th</sup>, the Ministry of Education released a Summer Supports for Students memo which outlined the following augmentations to summer learning with related funding:

- Regulated mental health professional to provide direct supports for students on existing caseloads and to respond to crisis situations
- Staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants
- 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 and mental health concerns. School boards will have flexibility to design programs within their funding allocation to address student needs based on local priorities.

Planning has commenced to leverage these new supports and will be further refined once the Transfer Payment Agreement details are available. For example, the Clinical Teams (Psychological Services, Social Work Services, Speech and Language) are laying the groundwork for mental health services for students over the summer months. These unique opportunities signal support from the Ministry to prioritize student mental health and well-being for students with anticipation of the pressures of fall transitions.

### **Highlight of Professional Learning Offered During Distance Learning**

#### **Early Years Professional Learning**

Inclusive Student Services team, in partnership with the School Based Rehabilitation Team, the Early Years department and through Grandview Children's Centre, has been



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

## 6. **Inclusive Student Services Report (cont'd)**

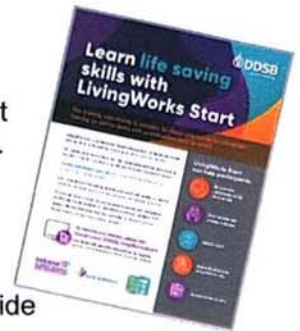
refining training for Kindergarten teams to support students with special education accommodation needs. The teams are co-facilitating professional learning sessions this month including: Sensory and Self-Regulation, Self-Help Skills, Tricky Transitions and Anxiety & Stress Management.

### **Technology Programs – 1:1 Educator Device Program**

In partnership with IT Services department and Inclusive Student Services department, the Innovation department has successfully transitioned its staff device programs (Instructional Laptop Program & Educational Assistant Chromebook program) to an online experience. Staff now have the ability to complete their device training online and then receive a device through a courier directly to their homes where they can be remotely configured for Distance learning. In the past three weeks, more than 150 Educational Assistant Chromebooks and 70 Teachers have received devices after completing their online certification.

### **Living Works Start Update**

Living Works Start is an interactive, online training program to support individuals with the skills and knowledge to help keep others safe from suicide. The training was engaged at the onset of Distance Learning as the course helps us respond during a time of heightened stress as well as specifically coaches skills when these critical conversations are occurring through digital media (text, video) or phone. As of June 8<sup>th</sup>, 566 DDSB staff had completed the training and a further 171 were engaged in the learning about suicide intervention.



### **Highlight of Other Professional Learning Offered During Distance Learning – May/June**

Learning Opportunities	Date	Participants
The Effective Use of Prompts	May 5	40
KTEA3 Refresher	May 12	25
D2L Group Contingencies - Q & A Drop-In Session	May 12	15
Ajax/Pickering Virtual SERT Capacity	May 13	69
SERT Chats - Port Perry Family of Schools	May 13	0
SERT Chats - Brock Family of Schools	May 13	6
Oshawa Virtual SERT Capacity	May 13	73
Whitby Virtual SERT Capacity	May 13	38
SERT Chats - Uxbridge Family of Schools	May 14	11
D2L If/Then Q & A Drop-In Session	May 19	11
The Essentials of Behaviour Generalization	May 19	40
The Essentials of Behaviour Generalization	May 26	45
The Effective Use of Prompts	June 2	40
Contingency Maps	June 3	35
Token Economy	June 5	37
Behaviour ABC's	June 9	41
Promoting Self Help Skills	June 16	83



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

Behaviour ABC's	June 16	40
Understanding Sensory Processing	June 18	90
Mental Health Considerations following Quarantine for Kindergarten and the Transition Back to School	June 23	68

## **SPECIAL EDUCATION PROCESSES DISTANCE LEARNING**

### **Special Education Processes During Distance Learning**

- Over the course of these past weeks of distance learning we have had to reconfigure some processes and supports; to help the system with these shifts, we developed three significant resources to date: IEPs for Distance Learning, IPRCs in Distance Learning and Transitions during Distance Learning;
- Each of these is now posted on the DDSB website available to all DDSB staff and families

### **Launch of Adracare**

- This week we saw the launch of AdraCare, our secured virtual platform to host IPRCs and student information meetings as well as for clinical staff to provide virtual services when appropriate

### **Professional Learning Opportunities**

- Inclusive Student Services (ISS) continues to leverage partnerships across departments and with our community partners;
- In recent weeks we have planned and delivered in partnership with Grandview Children's Centre three sessions to support our youngest learners: Sensory and Self-Regulation, Self-Help Skills, Tricky Transitions and Anxiety & Stress Management.
- ISS partnered with Curriculum coaches and facilitators to deliver PD for important resources like BAS and PRIME to support the use of these tools in our Spec Ed programs as well as in the mainstream, providing important assessment and targeted interventions
- Educational Assistants have had a number of new PD opportunities through the partnership of Innovation, Curriculum, Professional Services and other Inclusive Student Services staff, including the Educator Device program, which has a device deployed to them once all courses are completed and the Living Works Start program has provided training to help keep others safe from suicide, as well as a number of other real-time and on-demand modules for various topics. We would like to highlight from the report that as of June 8th 566 DDSB staff had completed the Living Works Start training and another 171 were in progress of completing it.

### **Ministry Pilot Program to Support Transitions of Students with Developmental Disabilities**

This is the final year for this pilot, although we have heard that we may in fact receive an additional year to extend this important work. Our report has been submitted to the ministry, prepared by Sade Gbalajobi our Transition Coordinator funded as a lead board by this project. The data collected to date has been instructional in helping us evolve our

Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**6. Inclusive Student Services Report (cont'd)**

support system for students with developmental disabilities as they transition to life beyond high school. Here are some important data highlights:

- 615 students were supported by the Transition Coordinator; these students would be registered in our Developmental, Practical Learning or Transition to Work programs
- 142 of the students currently accessing these programs have an identification of a Developmental Disability

As we approach the end of the 2019-2020 school year, of these 142 students, 44 students are moving to life beyond high school:

- 21 students- will move to a Community Pathway support program
- 5 students - will move to a Postsecondary Education, most often the CICE programs at Ontario colleges
- 12 students - will be moving to the world of Work
- 6 students - have not yet selected their fall pathway plan

Also, of note:

- 106 students - Number of transition meetings that involved a community programming partner (through the work of this pilot this is a significant increase in the involvement of Community Living Durham specifically)
- 3 students - Number of transition meetings that involved a culturally specific community partner
- 98 students - students with a developmental disability have been supported with work readiness programming

**7. Presentation:**

The focus of the presentation, about the current DDSB French Language Program Review was intended to 1) provide the committee with information about the review and 2) opportunity to provide input.

Superintendent Margaret Lazarus introduced Sarah Mitchell, French Facilitator and Shannon Wood, French Language Coach. As a team, committee members were provided overview: "DDSB French as a Second Language (FSL) Review of Programs". Information was provided on: The Ministry of Education's Mandate for FSL; Benefits of Learning French and the DDSB Model of FSL Programming. SEAC members were given the opportunity to provide feedback virtually through a padlet. The FSL team also answered questions from committee members.

**8. a) Business Arising from the Minutes:**

The list of SEAC generated open discussion topics was e-mailed to committee members on May 25, 2020.



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**8. b) New Business**

An additional SEAC meeting is proposed for Tuesday, July 7, 2020. The proposed agenda to include a presentation from the Business & Finance team and finalization of deputation key points.

MOTION:

THAT AN ADDITIONAL SEAC MEETING HAS BEEN APPROVED AND WILL BE HELD VIRTUALLY ON TUESDAY, JULY 7, 2020.

MOVED BY: Hanah Nguyen

SECONDED BY: Claudine Burrell

CARRIED

**8. c) Open Discussion Period**

The open discussion period was used to discuss the following topic:

- **Transitions into September**

Rowin Jarvis noted there is a sense from students within the Learning Disabilities community that if students are going to pass, they do not need to do the school work. Rowin requested if a communication update could be provided from the Board so students will know their options.

Carolyn McLennon asked if there are any summer support programs for students currently in Grades 9 and 10, as some students have now disengaged from Distance Learning.

Superintendent Andrea McAuley responded jointly to both Rowin and Carolyn's questions. Andrea stated that it has been a global pandemic, and that COVID-19 and school related closures did not hit one municipality teams have been working in collaboration with other Districts to leverage shared thinking. The Board is expecting feedback on planning from the Ministry in terms of what school is expected to look like in September. She also noted that detailed planning has already started including school Administrators. Throughout the school closures, Administrators have been phenomenal in being able to think through the well-being, learning and operational aspects of schools for students and staff. Andrea also mentioned that the summer supports inquiry will be addressed later in the meeting under item 9). Staff Reports – Administration.

Craig Cameron shared a letter written by his son Sam regarding elementary students transitioning to alternative Family of Schools secondary schools and concern for not been given the opportunities to catch up to the on-line Distance Learning curriculum that has been provided for students following the school pathway within a Family of Schools.



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**8. c) Open Discussion Period (cont'd)**

Superintendent Andrea McAuley responded that summer learning for staff and professional learning for the next school year is concentrated in three areas: equity; well-being trauma informed practices and success. Andrea noted that leveraging digital programs for staff and students during this time; may be in a situation of blended environments and to grow those practices within the google classrooms, as fluidity may be necessary if there is a second wave of this pandemic.

Hanah Nguyen asked if the school board had received the transitioning back to school recommendations from SickKids Hospital that were released June 17<sup>th</sup>.

Superintendent Andrea McAuley replied that the Board was pleased to receive the documentation from the SickKids Hospital. The document has gone out to the DDSB Operations Re-Opening Steering Committee and Senior Team for review.

Claudine Burrell noted that she has been speaking to many families who have children diagnosed with Autism and are entering school for the first time. Families have confusion and fears of their child's needs not being met within the classroom Pre-pandemic school and classroom tours were available; also added to the family's fear, is it safe to send their child to school due to the pandemic.

Superintendent Andrea McAuley noted that schools have been unable to facilitate on site "Welcome to Kindergarten" sessions during the pandemic but many have supported in other, digital based, ways. Transitions for students with special needs also includes the parents in building trusting relationships to entrust schools with the care of their child. Special Education Officer Kyla McKee also provided an overview on how the Inclusive Student Services team, in partnership with the School Based Rehabilitation Team, the Early Years Department and through Grandview Children's Centre have been refining training for Kindergarten teams to support students with special education accommodation needs.

**9. Staff Reports:**

**Administration:**

**Superintendent Andrea McAuley**

**IPRC Update**

Adcracare has been launched as our secure platform for virtual meetings including IPRCs. We appreciate the patience of our school teams and families as the platform was secured and DDSB specific interface built. Commitment to confidentiality and privacy of student data was key in the decisions made.

All families of students with special needs were offered the opportunity to be part of annual reviews with phone or Adcracare as platform. As of June 16<sup>th</sup>, 48% of IPRCs were fully completed with approximately another 20% of IPRC meetings completed with the electronic file being finalized.

Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**9. Staff Reports: (cont'd)**

**Superintendent Andrea McAuley (cont'd)**

**Summer Learning Supports for Students with Special Education and/or Mental Health Needs**

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. Funds have been provided to mitigate learning loss and to foster preparedness for the 2020-2021 school year.

Although the Durham District School Board (DDSB) has not yet received the Transfer Payment Agreement (TPA), preliminary planning and commencement of actions has been mobilized to ensure programming supports are in place for July and August. Total funding commitment to DDSB: **\$520,334.00**

**Three Program Focus and Funding:**

1. Regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations
  - DDSB Funded at: \$186 259.00

Highlights: Three Tier Model of Support

- 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
  - Supports for Student Transitions – clinical consultancy team
2. Staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resources teachers and educational assistants
    - DDSB Funded at: \$162 003.00

Highlights:

- SERTs for Summer Learning including facilitation of a Virtual Learning Hub (Academic Resource) and Credit Recovery Specific support
  - Educational Assistant Support
  - DASS Program Support GLE supported students
  - Interpreter Support (August Session/single student)
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 needs and mental health concerns. School boards will have the flexibility to design programs within their



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**9. Staff Reports: (cont'd)**

**Superintendent Andrea McAuley (cont'd)**

funding allocation to address student need based on local priorities. Eligible expenditures: Educational Staff (teachers, educational assistants), Professional/Paraprofessional Staff (e.g., mental health professionals, speech-language pathologists, psychologists, child & youth workers etc.), program materials and Administrator/Supervisor expenses

- DDSB Funded at: \$172 072.00

**Highlight:**

- School based model to provide transition support to 5-6 students of focus per school

**Wrapping Up the 2019-2020 School Year**

As this is the final Administrative Report to SEAC for the 2019-2020 school year, a moment for a few key thank yous.

Thank you to our school team who pour compassion and skills into supporting students. Commitments to student well-being and success spring forth from stories shared by families of individual students.

Thank you to each Inclusive Student Services Team member. In Durham, with the support of our Trustees, we are fortunate to work as an integrated team with professionals across professional groups combining skills and experiences in service to students. This spring, the team has shone in the details of individualization, cognizant of families and within the layers of system response planning. I am proud to have the privilege of being part of the ISS team as Superintendent for the team which includes our DDSB Grove staff.

Thank you to SEAC. Each member brings an important and unique lens; individually and together as a committee you continue to help us shape and refine services for the students and families of Durham Region. This year, we acknowledge your input this year specific to the finalization of the Intervention Pathway, Dress Code and (tonight) the French Second Language Review. Thank you.

**Board:**

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations on: Student Trustee Recognition; Culturally Responsive and Relevant Pedagogy and the Human Rights of 2SLGBTQ+ Students and Families; Annual Operating Plan – End of the Year Update and Anti-Black Racism Strategy Update at the Board meeting that was held virtually on Monday, June 15, 2020

Superintendent Margaret Lazarus provided further information on the Anti-Black Racism Strategy Update highlighting the "Invitation into Courageous Conversations about Race" resource. The intention of the resource is to build organizational capacity to engage in ongoing "courageous conversations" about the intersections of race, equity, and social justice. She also answered questions from committee members.

**10. Association Reports:**

There were no association reports at this time.



Report Special Education Advisory Committee (cont'd)  
June 18, 2020

**11. Correspondence:**

There was no correspondence at this time.

**12. Community Concerns:**

Over the last few weeks, we have been reminded of the impact that Anti-Black Racism has on individuals and communities. Rowin Jarvis shared his own personal experience and noted that it is a time for everyone to be authentically listening and supporting people speaking of their experiences.

**13. Celebrations and Success:**

Claudine Burrell shared a personal experience of a family members echoing the importance of dialogue and action related to Anti-Black Racism. She also spoke to celebrate SEAC's last meeting of the school year with the following meeting highlights:

- The Inclusive Student Services team's adaptability and flexibility to ensure parents and students have what they need during these very unforeseen times.
- The collection of parent/guardian thoughts, ideas and suggestions on how the DDSB can meet FSL programming for Core French and French Immersion while balancing the needs of all students and staff for high quality inclusive education.
- The "Invitation into Courageous Conversations about Race" resource, will help families that SEAC associations currently assist but will also apply in the workplace.

Superintendent Andrea McAuley appreciated and thanked committee members for their openness and honesty as individuals and their commitments to working together. Andrea noted that she is looking forward to conversations continuing to authentically change the experience for students and families.

SEAC Chair Eva Kyriakides thanked the Inclusive Student Services Department for the support they provide to SEAC. One of SEAC's goals this school year was to raise awareness within the community and this goal was successfully achieved with the Board's support.

**14. Next S.E.A.C. meeting – July 7, 2020.**

**15. Adjournment:**

That the meeting does now adjourn at 8:34 p.m.

MOVED BY: Trustee Donna Edwards

SECONDED BY: Rowin Jarvis

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

**EDUCATION FINANCE COMMITTEE**  
**APPROVED MINUTES**

---

A meeting of the Education Finance Committee was held on Thursday, July 2, 2020 **Public Session**, virtually via ZOOM and YouTube Live.

**1. Call to Order**

The Chair of the Committee Darlene Forbes called the meeting to order at approximately 6:06 p.m.

**Members Present:** Trustees Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Carolyn Morton, Ashley Noble, Scott Templeton, Christine Thatcher

**Members  
Regrets/Absences:** Trustees Chris Braney, Niki Lundquist

**Officials Present:** Acting Director Norah Marsh; Interim Associate Director Carla Kisko; Acting Associate Director Jim Markovski; Superintendents, Margaret Lazarus, Andrea McAuley

**Officials  
Regrets/Absences:** Superintendents Georgette Davis, Mohamed Hamid, Jamila Maliha, Heather Mundy, Stephen Nevills; Legal Counsel Patrick Cotter

**Staff Present:** Melissa Durward, Manager of Capital Budget  
Jennifer Machin, Manager of Finance

**Recording Secretary:** Kristin Talbot, Executive Assistant

**2. Land Acknowledgement**

Chair Forbes advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest at this time.

**4. Approval of the Agenda**

**MOVED** by Trustee Scott Templeton

THAT THE AGENDA BE APPROVED AS PRESENTED

**CARRIED**

5. **Approval of the June 26, 2019 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Trustee Carolyn Morton

THAT THE MINUTES BE APPROVED AS PRESENTED

**CARRIED**

6. **2020-2021 Draft Budget Presentation**

Interim Associate Director Kisko, reviewed a presentation on the 2020-2021 draft budget. The Committee was advised that a balanced budget for 2020-2021 is expected. Revenues and Expenditures were reviewed. Capital projects awaiting approval from the Ministry were outlined. Discussion ensued and questions were responded to.

7. **Other Business**

There was no other business.

8. **Next Meeting Date**

Wednesday, July 8, 2020

9. **Adjournment**

**MOVED** by Trustee Patrice Barnes

THAT THE MEETING DOES NOW ADJOURN

**CARRIED**

The meeting adjourned at approximately 7:21p.m.

Trustee Darlene Forbes  
Chair of the Committee

***Approved July 8, 2020***



**EDUCATION FINANCE COMMITTEE**  
**DRAFT MINUTES**

---

A meeting of the Education Finance Committee was held on Wednesday, July 8, 2020 **Public Session**, virtually via ZOOM and YouTube Live.

**1. Call to Order**

The Chair of the Committee Darlene Forbes called the meeting to order at approximately 6:06 p.m.

**Members Present:** Trustees Patrice Barnes, Michael Barrett, Chris Braney Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Ashley Noble, Christine Thatcher

**Members Regrets/Absences:** Trustee Scott Templeton

**Officials Present:** Acting Director Norah Marsh; Interim Associate Director Carla Kisko; Acting Associate Director Jim Markovski; Superintendents, Georgette Davis, Mohamed Hamid, Margaret Lazarus, Jamila Maliha, Andrea McAuley, Heather Mundy, Stephen Nevills; Legal Counsel Patrick Cotter, Interim Executive Officer of Communication Robert Cerjanec

**Staff Present:** Melissa Durward, Manager of Capital Budget  
Jennifer Machin, Manager of Finance

**Recording Secretary:** Kristin Talbot, Executive Assistant

**2. Land Acknowledgement**

Chair Forbes advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest at this time.

**4. Approval of the Agenda**

**MOVED** by Trustee Niki Lundquist

THAT THE AGENDA BE APPROVED AS PRESENTED

**CARRIED**

**5. Approval of the July 2, 2019 Education Finance Committee PUBLIC Meeting Minutes**

**MOVED** by Trustee Ashley Noble

THAT THE MINUTES BE APPROVED AS PRESENTED

**CARRIED**

**6. Public Deputations**

- Tara Culley, a representative of the Special Education Advisory Committee, made a presentation to the Committee. A copy of the presentation was provided. Discussion ensued and questions were responded to.

**7. Consideration of the 2020-2021 Draft Budget Report**

Interim Associate Director Kisko, reviewed the 2020-2021 draft budget, including Budget Model & Process, Enrolment, 2020-2021 Operating Revenue, 2020-2021 Operating Expenditures, 2020-2021 Special Education Operating Revenue & Expenditures, 2020-2021 Capital Budget, Challenges, Expenditure Details, Capital Schedules, Board Staffing Comparison, and Priorities & Partnership Funding. Discussion ensued and questions were responded to.

Trustee Lundquist requested that Staff send communication to the Ministry regarding the shortfall of funding for COVID related expenses in order to create an environment safe for staff and students.

The original motion put forward on the report was not moved.

IT IS RECOMMENDED THAT THE EDUCATION FINANCE COMMITTEE RECOMMEND TO THE BOARD THAT THE 2020-2021 DRAFT BUDGET CONTAINING TOTAL REVENUES OF \$923,634,334 AND TOTAL EXPENSES OF \$923,634,334 BE APPROVED AS PRESENTED.

A new motion was put forward.

**MOVED** by Trustee Niki Lundquist

THAT THE EDUCATION FINANCE COMMITTEE RECOMMEND THE PASSING OF THE BUDGET AS RECOMMENDED TO THE BOARD, BUT IN LIGHT OF THE LIMITED OPPORTUNITY FOR THE PUBLIC TO ENGAGE IN A CONSULTATIVE PROCESS, THE BOARD EXTEND THE OPPORTUNITY FOR ADDITIONAL INPUT IN WRITING TO BE PROVIDED NO LATER THAN JULY 13, 2020, AND THAT THE BUDGET BE CONSIDERED IN A SPECIAL BOARD MEETING ON JULY 15, 2020.

None Opposed

All in Favour

**CARRIED**

**8. Other Business**

There was no other business.

**9. Next Meeting Date**

The Education Finance Committee meeting scheduled for Wednesday, July 15, 2020 is no longer required, however a Special Board meeting will be scheduled on that date for the Board of Trustees to consider the motion that has been put forward by the Education Finance Committee.

**10. Adjournment**

**MOVED** by Trustee Ashley Noble

THAT THE MEETING DOES NOW ADJOURN

**CARRIED**

The meeting adjourned at approximately 7:20 p.m.

Trustee Darlene Forbes  
Chair of the Committee

DRAFT



## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** September 21, 2020

**SUBJECT:** Draft Accommodation Plan: Trends, Issues and Future Opportunities 2020-2024 **PAGE NO.** 1 of 4

**ORIGIN:** Norah Marsh, Acting Director of Education  
Carla Kisko, Interim Associate Director of Corporate Services  
Christine Nancekivell, Chief Facilities Officer  
Carey Trombino, Manager of Property and Planning

**1. Purpose**

To provide Trustees with information regarding short and long term accommodation, e trends and school utilization information.

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

- Align resources to where they are most needed to support equitable outcomes for all s
- Provide safe, inclusive and respectful learning environments which support positive a mental and physical growth
- Use many ways to communicate with and receive feedback from the community

**3. Background**

The balancing of school utilization is greatly affected by declining enrolment, along with p increasing enrolment. Throughout the balancing process, quality program oportur paramount. All these factors play a significant role in the Ministry of Education's fundir which must be utilized to its maximum in order to benefit the achievement and well students of the Durham District School Board (DDSB).

The resources available to Boards, to balance accommodation pressures, are as follows:

**Major Resources**

- Accommodation Reviews
- Boundary Adjustments
- Program Boundary Reviews (French Immersion, Gifted)
- New Construction/Additions
- Facility Partnerships

**Minor Resources**

- Out of area students redirected back to their home school where appropriate
- Utilization of Portables

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Draft Accommodation Plan 2020-2024 Trends, Issues and Future Opportunities Page

For the purposes of the Accommodation Plan, the DDSB’s 2020-2024 Official Enrolment Plans (OEP) are utilized. The OEP’s are updated each spring, and use various sources of data including Kindergarten preregistration data, enrolment and progression trends and new residential development student yields from registered plans of subdivisions.

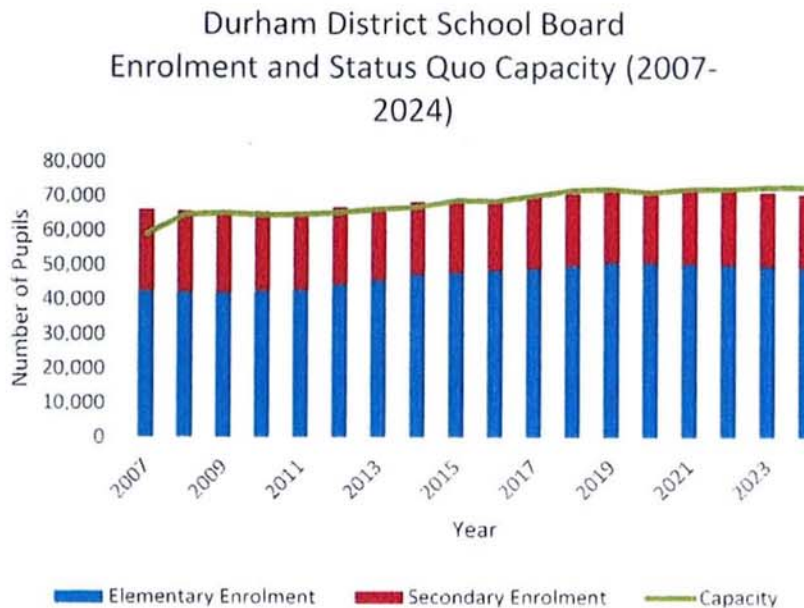
It is important to note that the OEP’s reflect only the new residential growth that has been for construction via registered plans of subdivision, during the 2020-2024 timeframe, based on DDSB’s student generation calculations. Therefore, if a new development is proposed, the enrolment is not included in a school’s projection until each phase of development has approval to proceed.

Attached to this report, as a separate document, is a Draft of the DDSB’s “Accommodation Plan 2020-2024 Trends, Issues and Future Opportunities”. The document, updated annually, provides a broad spectrum of information related to accommodation planning, for both the short and long term.

4. Analysis

The Accommodation Plan outlines growth within Durham and provides a brief overview of how growth has been accommodated and how current growth is planned to be accommodated into the future, the overall Board utilization rate remains very close to 100%. The following is taken from the Accommodation Plan document.

Chart 1: Board Enrolment and Capacity 2007-2024





## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Draft Accommodation Plan 2020-2024 Trends, Issues and Future Opportunities Page

The Board's enrolment and capacity utilization, along with utilization and excess/surplus within each school is provided as a detailed review of the district's schools. Utilizing the information provided in the Accommodation Plan, staff provided an analysis, and outlined opportunities that could provide relief to the current accommodations.

## 5. Conclusion

The annual review of student opportunities and school utilizations provides for a detailed review of the district's schools. Through this review, a number of possibilities identified could provide relief to the current accommodations.

The Accommodation Plan provides information for consideration and recommendation. This document can also be utilized for discussion between the Family of Schools Superintendent and Trustees with the assistance of Facilities Services staff.

The report is being presented in draft. If there are no changes to the document, it will become the official Accommodation Plan for the Board, by the end of September.

## 6. Recommendation

Based upon the accommodation needs, as outlined in the Draft Accommodation Plan: Trends, Issues and Future Opportunities 2020-2024, DDSB staff recommend the following:

1. That the DDSB continue to submit previously submitted Business Cases not funded by the Ministry of Education in the Fall of 2019, as outlined in detail in section 4 of the Accommodation Plan report, including:
  - Unnamed North Oshawa SS (Oshawa) – Grade 9 to 12 regular program school
  - Unnamed North Oshawa PS (Simcoe and Conlin, Oshawa) with a 4-room Child Development Centre
2. Additionally, that DDSB submit the following Business Case:
  - Unnamed North East Oshawa PS (Steeplechase Street/Symington Avenue)
3. That DDSB staff commence the following boundary adjustments/reviews in the Fall of 2020 for approval in January 2021 and implemented for the 2021-2022 school year:
  - Clara Hughes PS, Oshawa
  - Eagle Ridge PS, Ajax
  - Maple Ridge PS and considerations from FSL Review



## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Draft Accommodation Plan 2020-2024 Trends, Issues and Future Opportunities Page

4. That during the 2020-2021 school year, staff will examine the fundamental principles that will support the greatest success for secondary students. Specifically, staff will review proposals for a secondary school that focuses on global competencies and the use of technology in teaching and learning. This process will inform accommodation review considerations for the following year.

**7. Appendices***Attachment under Separate Cover*

- Draft Accommodation Plan: Trends, Issues and Future Opportunities 2020-2024

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Carla Kisko, Interim Associate Director of Corporate Services

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## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** September 21, 2020

**SUBJECT:** Short-Term Borrowing Resolution **PAGE NO.** 1 of 1

**ORIGIN:** Norah Marsh, Acting Director of Education  
Carla Kisko, Interim Associate Director of Corporate Services  
Melissa Durward, Senior Manager of Finance

**1. Purpose**

The purpose of this report is to present the resolution for short-term borrowing for the 2020-2021 school year, for approval by the Board of Trustees.

**2. Analysis**

The attached resolution authorizes the signing officers of the Board to borrow funds when required to meet cash flow needs. The dollar amount in the resolution (to a maximum of \$175.0 million) is equal to the amount that was approved in September 2019.

In 2019-2020, the Board utilized \$95.0 million in short term financing (line of credit), due to cash flow pressure on the Board. This pressure was as a result of the Ministry of Education implementation of a Cash Management strategy and amendments to the Education Act, Ontario Regulation 20/98 (Education Development Charges – General).

**Cash Management Strategy**

On September 1, 2018, the Ministry of Education implemented a delayed grant payment strategy, aimed at reducing borrowing costs at the provincial level. This strategy is anticipated to continue in 2020-2021, so the Board will continue to short term finance capital and like items due from the Ministry of Education.

**Education Development Charges (EDC)**

On November 8, 2019, the Ministry of Education amended the Education Act, to only allow for modest EDC rate increases. As a result, the EDC deficit will continue to increase and the Board will continue to short term finance future school site purchases and development.

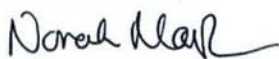
**3. Recommendation**

It is recommended that the attached Borrowing Resolution for the 2020-2021 school year be approved.

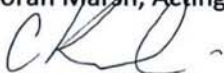
**4. Appendices**

Appendix A – Borrowing Resolution

Report reviewed by:



Norah Marsh, Acting Director of Education



Carla Kisko, Interim Associate Director of Corporate Services

V:\Business\Associate Director Corporate\REPORTS\2020-2021\Board Meetings\BDPUB Sept 21 2020 Short Term Borrowing Resolution.doc



**RESOLUTION OF DURHAM DISTRICT SCHOOL BOARD**  
**BORROWING RESOLUTION**

**WHEREAS** The Durham District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow the sum of one hundred and seventy five million dollars to meet the current expenditures and debt charges payable in the year (as respectively defined in Paragraphs 9 and 11 of sub-section 1 of Section 1 of The Education Act) by the Board until the current revenues (as defined in Paragraph 10 of sub-section 1 of Section 1 of the Education Act and as defined in Regulation 284/18 ) has been received.

**AND WHEREAS** the amount authorized to be borrowed by this resolution together with any borrowing heretofore made by the Board under Section 243 of The Education Act that have not been repaid does not exceed the amount of the estimated current revenue (excluding such revenue derivable or derived from the sale of assets, borrowing or issues of debentures or from a surplus excluding arrears of taxes and proceeds from the sale of assets) of the Board as set forth in the estimates for the fiscal year September 1, 2020 to August 31, 2021 less the amount of the current revenue for the current year already received and collected.

**BE IT THEREFORE RESOLVED THAT:**

1. For the purposes aforesaid the Board be authorized to borrow an amount not to exceed the sum of one hundred and seventy five million dollars by way of a promissory note of the Board payable not later than the 31st day of August 2021 and bearing interest at the Bank Prime Rate or less;
2. The Treasurer, together with the Chairperson of the Board, be and they are hereby authorized and empowered for and on behalf of the Board to sign such promissory notes as may be necessary and to affix thereto the Board's corporate seal;
3. The Treasurer of the Board is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues (as hereinbefore defined) of the Board collected or received by the Board and all or any other monies which may lawfully be applied for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank or other Financial Institutions, at the time any amount is borrowed under this resolution, a statement showing the amount of the estimated revenues of the current year not yet collected, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the next preceding year and the amount of the revenues of the current year already collected, and also showing the total of any amounts borrowed under Section 243 of The Education Act in the current year that have not been repaid; and
5. The Bank or other Financial Institutions shall not be bound to establish the necessity of the borrowing authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowing is validly authorized and on any statement furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above-mentioned Board duly passed at a meeting thereof duly convened and held at Whitby, Ontario on the *21st day of September, 2020* and that the said resolution is in full force and effect, unamended.

As witness the Corporate Seal of the Board this *21st day of September 2020*.

\_\_\_\_\_  
Chairperson

(Corporate Seal)

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Treasurer



*(For Board Meeting Use)*

**DURHAM DISTRICT SCHOOL BOARD**

**MOTION**

MOVED by: Trustee Scott Templeton

SECONDED by: Trustee Ashley Noble

THAT THE BOARD MANDATE ALL STUDENTS IN GRADES 1 TO 3 TO WEAR MASKS SUBJECT TO THE DUTY TO ACCOMMODATE.

## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

<b>REPORT TO:</b>	Durham District School Board	<b>DATE:</b>	September 21, 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 Carla Kisko, Interim Associate Director of Corporate Services 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:**

- 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.
- In July 2020, the Durham District School Board received Ministry of Education approval to build a new elementary school, Unnamed Pickering Creekwood PS at Tillings Road and Scenic Lane Drive in Pickering and a modular built addition at Mary St PS in Oshawa to replace the existing portapac.

## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 2 of 7

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.

3.3 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. 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 2022 (Rescheduled from September 2021)
<i>Architect:</i>	Moffet & Duncan Architects Inc.
<i>Contractor:</i>	To be determined

Tender documents are complete. Authority approvals are complete, except for final execution and fees.

Project is awaiting Ministry of Education's final approval to proceed to tender. Project completion date has been rescheduled from September 2021 to September 2022 due to time frame of final approvals and the current COVID 19 situation. Staff communicate with Ministry staff on an ongoing basis, regarding the approvals. The last inquiry into the status of the approval was August 10, 2020.

###### B. 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
<i>Architect:</i>	Cellucci + Pace
<i>Contractor:</i>	Deciantis Construction Ltd.



## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 3 of 7

Footings, foundations, first floor structural walls and second floor flooring structure are complete. Site services and slab on grade are nearing completion. Second floor structural walls are well underway. Mechanical and electrical rough-ins are on going.

Scheduled to open September 2021/22.

C. 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
<i>Architect:</i>	MC Architects Inc.
<i>Contractor:</i>	Percon Construction Inc.

Footings, foundations, first floor structural walls and second floor flooring structure are complete. Site services and slab on grade are nearing completion. Second floor structural walls are well underway. Mechanical and electrical rough-ins are on going.

Scheduled to open September 2021/22

D. Unnamed Pickering Creekwood P.S. (Tillings Road/Scenic Lane Drive)

<i>Type of Project:</i>	New Elementary School, including child care centre
<i>Project Occupancy Date:</i>	September 2023
<i>Architect:</i>	TBD
<i>Contractor:</i>	TBD

DDSB staff are in the process of purchasing the property. Proposed school facility template has been submitted to the Ministry of Education for their next approval to appoint an architect.

E. Mary St P.S. Oshawa - Addition

<i>Type of Project:</i>	Replacement of existing portapac with a new modular built addition
<i>Project Occupancy Date:</i>	September 2023
<i>Architect:</i>	TBD
<i>Contractor:</i>	TBD

DDSB staff are in the process of researching construction options for modular built facilities.

## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 4 of 7

## 4.2 Major Projects

PROJECT – SCHOOL/SITE	PROGRESS DETAILS
G. L. Roberts CVI – Window and Door Replacement	Window replacement nearing completion and will be turned over for start of school.
Scott Central P.S. – Child care renovation, Septic Field Replacement/Upgrade	Child care on hold, pending Ministry approval to proceed. Septic replacement complete and commissioning in progress. Full turnover prior to school start-up.
Village Union P.S. – Elevator Replacement	Construction underway and proceeding well.
Roofing Projects – Multiple Sites <ul style="list-style-type: none"> <li>• Alexander Graham Bell 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>	2019/20 roofing projects are complete or nearing completion.
Masonry/Wall Cladding Restoration – Multiple Sites <ul style="list-style-type: none"> <li>• Dr. S. J. Phillips P.S., Anderson CVI.</li> <li>• Vincent Massey P.S., Westcreek P.S., E.A. Fairman P.S., DASS Simcoe, Eastdale CVI, Lincoln Alexander P.S. R.H. Cornish P.S.</li> </ul>	2019/2020 projects proceeding towards an end of summer completion.  New cladding projects continue to be progressing well.
Library/Learning Commons Upgrades – Multiple Sites <ul style="list-style-type: none"> <li>• Lincoln Alexander P.S., Lakeside P.S., Glen Dhu P.S. , Harmony Heights P.S.</li> </ul>	Projects are proceeding towards completion.
Child Care Projects – Multiple Sites <ul style="list-style-type: none"> <li>• McCaskills Mills P.S., Roland Michener P.S.</li> <li>• Winchester P.S.</li> <li>• Bobby Orr P.S.,</li> </ul>	Projects are nearing completion and turnover to partners for licensing. Project is under construction and proceeding well.  Tender is underway. September start for construction.

## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 5 of 7

<ul style="list-style-type: none"> <li>• Roberta Bondar P.S.</li> <li>• Bayview Heights P.S., Seneca Trail P.S., Lakeside P.S., Glengrove P.S.,</li> <li>• Vaughan Willard P.S.</li> </ul>	<p>Project was successfully tendered. Construction is underway.</p> <p>Projects have been submitted to Ministry and await approval to proceed.</p> <p>Project remains in design while addressing utilization issues.</p>
<p>Boiler Replacement Projects – Multiple Sites</p> <ul style="list-style-type: none"> <li>• Roland Michener P.S., Highbush P.S., John Dryden P.S., Lincoln Alexander P.S., Jack Miner P.S.</li> </ul>	<p>Projects are nearing completion and turnover.</p>
<p>Accessibility Projects</p> <ul style="list-style-type: none"> <li>• Dunbarton H.S.</li> <li>• Cartwright Central P.S.</li> <li>• Glengrove P.S.</li> <li>• Lester B. Pearson P.S.</li> </ul>	<p>New elevator being constructed to provide access to two lower levels and main level of the school. Construction proceeding well.</p> <p>New ramp being installed in corridor to provide barrier free access to library. Construction proceeding well.</p> <p>New ramp being installed between library and corridor to provide barrier free access to library. Construction nearing completion and turnover.</p> <p>Accessible lift being installed to student lunch room/stage. Construction complete and in turnover process.</p>

### 4.3 Air Conditioning Projects

The following is a status report updating the progress of the Board approved initiative to provide air-conditioned cooling centres at each school site and a minimum of one fully air-conditioned building in each geographic area. This project has been ongoing since November 2017.



## DURHAM DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 6 of 7

PROJECT - SCHOOL/SITE	PROGRESS DETAILS
Fully Air-Conditioned Schools – ongoing <ul style="list-style-type: none"> <li>S.A. Cawker P.S.</li> </ul>	Construction progressing well.
Partial Air-Conditioning/Cooling Centres – ongoing <ul style="list-style-type: none"> <li>Valley Farm P.S.</li> <li>Cadarackque P.S.</li> <li>Harmony Heights P.S.</li> <li>Glen Dhu P.S.</li> <li>Lincoln Avenue P.S.</li> <li>Prince Albert P.S.</li> </ul>	Construction progressing well.
Partial Air-Conditioning/Cooling Centres – pending <ul style="list-style-type: none"> <li>Bellwood P.S.</li> <li>Valley View P.S.</li> <li>Greenbank P.S.</li> </ul>	Project ready for tender pending availability of funding. Spring 2021 target date. Project design work to begin fall 2020.

This initiative will continue into the 2020/2021 fiscal year with additional sites being added.

### 5. Financial Implications

Use of a total of \$54,838,656 Ministry of Education current approved Capital Priority Funds and \$69,355,754 for Major Projects.

### 6. Evidence of Impact

Creation of a total of 1,910 new pupil places, 190 replacement pupil places (at Mary St P.S.) and a total of 195 new child care places, resulting in the removal of a total of 26 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


That the Board of Trustees receive this report as information.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Quarterly Construction and Major Projects Progress Report

Page 7 of 7



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Norah Marsh, Acting Director of Education



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Carla Kisko, Interim Associate Director of Education

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