DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**STANDING COMMITTEE
PUBLIC SESSION**

7:00 p.m.   Monday, October 5, 2020   Boardroom

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

DATE: Monday, October 5, 2020

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:
All Trustees
Director of Education
All Superintendents

**STANDING COMMITTEE MEETING
OF THE
DURHAM DISTRICT SCHOOL BOARD
Monday, October 5, 2020
7:00 p.m.**

		PAGE	**TIME**

PAGE   **TIME**

9.   Information Items (Continued)

(d)   Revised Student Device Plan   64 – 67
                (Interim Associate Director Carla Kisko)

(e)   Attendance – Committee Meetings   Verbal
                (Trustee Michael Barrett)

(f)   Update on Virtual Board Meetings   Verbal
                (General Counsel Patrick Cotter)

(g)   OPSBA Report   Verbal
                (Trustee Donna Edwards)

10.   Committee Reports

11.   Correspondence

12.   Other Business

13.   Adjournment

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	October 5, 2020
SUBJECT:	DDSB@Home Update	**PAGE NO.** 1 of 5
ORIGIN:	Norah Marsh, Acting Director of Education	
	Georgette Davis, Superintendent of Education	

1. Purpose

To provide The DDSB Board of Trustees with an update regarding DDSB@Home virtual school planning.

2. Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

3. Background

DDSB@Home Elementary and DDSB@Home Secondary are now finalizing staffing and classroom placements. Enrollment in the schools as of September 25th, 2020 included 12,544 elementary students and 3,252 secondary students. Currently, DDSB@Home Elementary is supported by 12 Administrators, 7 Clerical staff and 660 Educators. DDSB@Home Secondary is supported by 6 Administrators, 3 Clerical staff and 165 Educators (see Appendix 3).

Teacher hiring continues to be a hurdle for both Elementary and Secondary Campuses, with approximately 25% of staff being occasional as we work through regular hiring practices.

DDSB@Home also is the home for over 1,800 students who have an IPRC. This includes 1,141 elementary students and 684 secondary students in regular classroom placements, six regional Special Education classes for Gifted Learners. These students are supported by every Educator in the DDSB@Home Schools and the Inclusive Student Services support team for DDSB@Home which includes:

- Mental Health and Well-Being Lead
- 12 Elementary SERTs
- 4 Secondary SERTs
- 30 Educational Assistants
- 3 Interpreters and Intervenors
- 2 Education Officers
- 6 Instructional Facilitators *
- 6 Psychological Services *
- 9 Speech and Language Pathologists *
- 8 Social Workers *
- Hearing and Vision Resource Supports

* Student Services staff are working on assignments to both DDSB@Home/specific Campuses and in-person schools.

As of September 25th, 3,431 (2,862 elementary and 569 secondary) students remain on waiting lists to transfer to DDSB@Home. Elementary families have been informed that should they wish to move to an DDSB@Home Campus they will need to register by October 5th and will be transferred on November 16th. Requests that come after this deadline, will not be part of the November transfer round. Secondary families have been informed that they may opt to transfer to DDSB@Home Secondary for the third quadmester (February 2nd, 2021) depending on flexibility in timetabling.

4. **Analysis**

Teaching and Learning Focus

We will continue to focus on the following areas to support the teaching and learning at DDSB@Home:

- Fostering partnerships and continued communication and support between home and school
- Building communities within the school and with families
- Responding to feedback from students, staff and families through communication, surveys and Thought Exchange
- Well-being and instructional focus
- RealTime/FlexTime (see Appendix 4)

We are learning while shifting and refining instructional practices. This means that subjects such as Physical Education could look a little differently. The instruction will take place online while the activities will take place at home, in living spaces, backyards and alternate spaces.

Professional Development Needs

In order to support the staff of DDSB@Home schools, training and support for these schools began during the week of September 12th. Staff were surveyed as to their professional development needs and a training plan for the schools was developed in cooperation with a variety of departments.

Educator survey requests for Professional Development ranged from foundational online classroom skills to requests for training on topics for online learning including assessment, online tools for engagement, online teaching resources and classroom.

Training began on Saturday, September 12th where more than 70 educators attended a Google Classroom and D2L Bootcamp to bolster and review online classroom creation and development. Throughout September, both the Curriculum and Innovation departments have offered before and after school support and networking workshops for teachers. In October, a series of Professional Development Opportunities are being designed by an integrated departmental team of Facilitators and delivered in tandem with Campus Administrators to meet the needs of each Campus.

Hardware Needs

The challenge of supporting the technical needs of an online campus of 15,000+ and 800+ staff members has been significant. The IT Services department has been tireless in its work to support staff and families during this time.

More than 12,000 Chromebooks and 850 MIFI devices have been prepared and delivered to families to support the learning at DDSB@Home schools. IT Services department staff are currently working to address more than 4,000 requests for technical assistance.

5. **Financial Implications**

Staffing costs for the virtual school are neutral and came from existing staffing funds, in addition to the transfer of specialized funds from the Ministry of Education to support Administrators being appointed to the school.

Currently, DDSB@Home Administrators are working with Innovation and Curriculum team members to purchase a range of resources for all students. These include: online text resources for students; opportunities for Educational learning software for students; and Digital Tools for Teachers to support their online teaching.

6. Evidence of Impact

PPM 164 (see Appendix 1) requires that all school boards build in feedback mechanisms for their remote learning schools.

On September 27th, all DDSB@Home families received their first call for feedback. This call for feedback came in the form of a DDSB ThoughtExchange and was provided through the Accountability and Assessment department. Information garnered from this survey will be shared with our community and will be used to inform the next steps of all Campuses at DDSB@Home.

One area we are looking to adjust, based on feedback, is the length of live learning of our youngest learners. Many parents are indicating that 180 minutes, even broken into shorter chunks during the day, is too long for their children.

The Accountability and Assessment department continues to track and document all feedback and PPM 164 reporting requirements in order to provide the Ministry of Education a fulsome summary of the DDSB@Home experience for staff, students and their families.

7. Communication Plan

Since the start of the school year, Principals of each of the DDSB@Home Campuses have been charged with regularly reaching out to their communities. They have done this through a variety of methods. DDSB@Home Campus Administrators send out regular messages to their communities via School Messenger texts and emails and weekly digital newsletters.

Students in the DDSB@Home Elementary Campus gather daily and weekly (for older students) to participate in "Campus Connects, a morning announcements exercise". This daily broadcast to DDSB@Home Elementary students is offered in both French and English and draws an average of approximately 2,500 students to a massive Microsoft Teams Live event. The daily event is facilitated by Facilitators from the Innovation Department and hosted by Elementary DDSB@Home Teacher Librarians, Innovation Facilitators and Elementary Campus Principals and Vice-Principals.

Each DDSB@Home Campus now manages its own email account, Twitter account and contributes to the DDSB@Home Elementary and Secondary websites. Email messages from parents had originally been in the 1,000's as the school start began, but as school routines and teacher contact has been made, school email inboxes are becoming increasingly manageable. Clerical staffing required to manage the large amounts of daily DDSB@Home Elementary emails is being monitored and reviewed.

DDSB@Home Elementary and Secondary websites are now live and contain information regarding contact information, Campus information, information on FlexTime versus Realtime Learning (see Appendix 4), as well as technical tips for parents and students on how best to use online classroom tools.

8. <u>**Conclusion**</u>
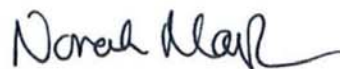
We are pleased with the development and progress DDSB@Home has made to-date and are confident that our virtual schools are providing important educational learning experiences for our students and families.

This report is presented to Trustees for information.

9. <u>**Appendices**</u>

1. Policy/Program Memorandum No. 164
2. Organizational Chart of DDSB@Home Schools
3. Infographic: DDSB@Home by numbers
4. RealTime and FlexTime

Report reviewed and submitted by:

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Norah Marsh, Acting Director of Education

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Georgette Davis, Superintendent of Education
Innovative Education, Family of Schools and DDSB@Home

Ontario ☉

Ministry of Education

Policy/Program Memorandum No. 164

Date of Issue: August 13, 2020

Effective: Until revoked or modified

Subject: Requirements for Remote Learning

Application: Directors of Education
Chairs of District School Boards
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Executive Director, Provincial and Demonstration Schools

Purpose

The Ministry of Education is committed to ensuring that students[1] across Ontario receive a consistent approach to remote learning in times of extended interruption to conventional in-person learning, such as when public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools.

This memorandum provides direction to school boards[2] on remote learning requirements, including implementation and reporting. This memorandum also identifies effective practices that school boards should develop to support students during remote learning.

During full or partial school closures, or under any other periods of remote learning, it is crucial to keep students engaged in their learning. Students should have access to a school community, a support network, and authentic educational experiences in order to continue to progress in their learning.

This memorandum must be implemented in alignment with collective agreements. Where there is a conflict between the memorandum and a collective agreement, the collective agreement must prevail.

Definitions of "Remote", "Synchronous", and "Asynchronous" Learning

In the context of this memorandum, "remote learning", "synchronous learning", and "asynchronous learning" mean the following:

Remote learning: Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

Synchronous learning: Learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

Asynchronous learning: Learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

Remote Learning Requirements for School Boards

During periods of remote learning, school boards are required to provide opportunities for students to engage in synchronous learning. They must adhere to the following requirements:

1. minimum requirements for engaging students during remote learning

2. minimum requirements for synchronous learning

3. process for exemption from synchronous learning

4. protocols for delivering remote learning

5. access to remote learning devices – such as laptops or tablets – and the Internet

6. standardized suite of synchronous learning platforms

7. cyber security, privacy, and online safety

1. Minimum Requirements for Engaging Students during Remote Learning

During remote learning, students and parents[3] must be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming must be based on the full Ontario curriculum and include opportunities for guided instruction, large- and small-group learning, synchronous check-ins, and asynchronous independent work.

Teachers must be available to students at all times during the teachers' assigned teaching timetables, as they would be if they were face-to-face in a classroom setting.

2. Minimum Requirements for Synchronous Learning

During periods of remote learning where students are at home for more than three days in a given week, boards must ensure that students are provided with synchronous learning. The minimum requirements for synchronous learning help to ensure that students have access to both synchronous and asynchronous learning opportunities.

The scheduled synchronous learning sessions must be communicated to parents and students. Educators should use their professional judgement to provide some flexibility to students on an individual basis when students are unable to participate in synchronous learning.

The table below outlines the minimum amount of time per day that students, depending on their grade level, must be provided with synchronous learning as part of their scheduled or timetabled learning.

Division	Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement*
Elementary	Kindergarten	180 minutes
	Grades 1 to 3	225 minutes
	Grades 4 to 8	225 minutes
Secondary	Grades 9 to 12	The higher of 60 minutes for each 75-minute class period** or 225 minutes per day for a full course schedule

* This is in addition to asynchronous learning time.
** The synchronous learning time requirement for any period that is not 75 minutes should be adjusted to reflect this ratio.

The synchronous learning time requirements outlined in the table above may be divided into shorter periods throughout the school day. For example, a child in Kindergarten may participate in an opening exercise for 10 minutes with their whole class, as well as a combination of whole-group and small-group sessions throughout the school day, and a 10-minute closing exercise with their class at the end of the school day.

It is expected that synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching. Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions. The synchronous learning requirements are a part of the 300-minute instructional day during which teachers remain available to students as per the previous section "Minimum Requirements for Engaging Students during Remote Learning."

Additional group meetings may take place between educators and students as needed to address specific learning needs. Where students are able to attend in-person classes and also participate in remote learning, school boards should plan, where possible, to assign different educators to facilitate both formats of instruction. This will ensure that students are engaged in their learning with appropriate levels of support.

3. Process for Exemption from Synchronous Learning

School boards must allow for students to be exempted from the minimum requirements for synchronous learning stated above, on an individual basis.

School boards must develop a process to obtain and acknowledge the receipt of exemption forms. Requests for an exemption must be made in writing. Exemption from synchronous learning may be requested by parents or by students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control.

To support meaningful access to education, alternative learning approaches must be put in place for all exempted students – for example, correspondence, print, or broadcast media instruction that is based on the individual student's needs and circumstances. Additional supports for parents should also be considered. Exempted students must be provided with a daily schedule or timetable in accordance with the 300-minute instructional day.

4. Protocols for Delivering Remote Learning

School boards must ensure that the delivery of remote learning includes the following elements:

Communication Processes

- School boards must inform students and parents about remote learning requirements, including the process for exemption from synchronous learning, and expectations for student attendance and engagement.

- School boards should clearly communicate a process whereby parents can inform the school of any issues that their child may be experiencing with remote learning, and provide steps that parents may take to resolve any issues.

- Teachers should communicate with the principal, students, and parents a regular schedule of synchronous learning sessions that fulfills the minimum time requirements, as part of their remote learning timetable.

- Teachers should accommodate parents who request a meeting through other modes (e.g., by telephone, through a virtual platform) when an in-person meeting is not possible.

Differentiated Assessment and Instruction

- Teachers should provide daily opportunities for each student to receive meaningful feedback.

- The policy outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* continues to apply during periods of remote learning and teachers should employ assessment *for*, *as*, and *of* learning (including diagnostic, formative, and summative assessment), as required.

- Teachers should provide differentiated support to all students, including English and French Language Learners, and students with special education needs who have an Individual Education Plan (IEP).

Supporting Students with Special Education Needs

- Where appropriate, educators should provide more opportunities than the minimum requirements for synchronous learning for students with special education needs, based on their individual strengths and needs, and provide differentiated support and instruction.

- Educators should continue to provide accommodations, modified expectations, and alternative programming to students with special education needs, as detailed in their IEPs. If it is not possible to meet a student's needs through synchronous learning, educators and families will work together to find solutions.

- School boards are encouraged to provide continued access to assistive technology, including Special Equipment Amount (SEA) equipment, where possible, to support students with special education needs as they participate in remote learning. In situations where access to assistive technology is not feasible, educators are expected to work with students and parents to determine workable solutions on an individual basis.

Student Attendance and Safety

- Student attendance must be taken daily at the elementary level and per course at the secondary level. Principals must ensure that student attendance records are submitted and that a staff member is assigned to contact parents in the case of an unexpected absence, in accordance with school and board attendance protocols.

- In cases where a student is unable to participate in a synchronous learning session – for example, their device may be shared with a parent in the home – teachers should be informed, and they should make curriculum and assessment accommodations on an individual basis.

- Boards may review how attendance counsellors could be used to further support student attendance, engagement, and well-being.

- Boards must ensure that teachers follow school board-established procedures related to online safety, privacy, and cyber security.

5. Access to Remote Learning Devices – such as Laptops or Tablets – and the Internet

School boards must work collaboratively with parents to ensure that all students have access to remote learning devices and the Internet during remote learning. School boards are expected to provide remote learning devices and Internet connectivity to students who do not otherwise have access to them, and to develop policies on how these resources will be allocated on an equitable basis.

In situations where students do not have access to remote learning devices or the Internet, and a school board is unable to provide this support, school boards should have a process in place to work collaboratively with students and parents to establish alternative arrangements on an individual basis.

School boards should also consider how to support students in Education and Community Partnership Programs (ECPPs), including students in youth justice ECPPs, where access to the Internet may not be available or may be restricted due to a court order.

Teachers should work from a school or board facility during remote learning, where possible, with reasonable accommodations if required. If this is not possible, teachers should maintain regular

communication with the principal. School boards should support educators in accessing remote learning devices and tools to support remote and synchronous instruction.

6. Standardized Suite of Synchronous Learning Platforms

School boards must provide teachers with a standardized suite of synchronous learning platforms to ensure that students have a consistent learning experience, and provide teachers with training on these platforms. The platforms will allow real-time communication between educators, students, and parents during remote learning.

Synchronous learning platforms should include live video, audio, and chat features and be fully accessible. To support student safety and well-being, school boards should consider providing a tool that allows educators to control student microphones and cameras. School boards may also wish to consider synchronous learning platforms that include virtual whiteboards, recording features, participant polling features, and file uploading and sharing features.

7. Cyber Security, Privacy, and Online Safety

Ensuring the protection of privacy and the cyber security of educators, students, and parents is paramount to supporting a safe and inclusive learning environment for remote learning.

School boards must review their cyber security and privacy policies, and develop updates related to remote learning. These policies must include clear protocols and procedures for educators to follow so that they can ensure student safety and security during remote learning. These protocols must be clearly communicated to educators, students, and parents.

Board protocols should ensure that students and educators do not share passwords, that student initials are used for account creation instead of full names, that teachers are the last ones to leave synchronous learning sessions, and that students and teachers are aware of and respect board policies regarding digital conduct and privacy.

School boards should provide professional resources to all school staff to increase cyber security awareness.

Effective Practices

To support students and educators during periods of remote learning, school boards should develop effective practices, including:

1. providing technical support for remote learning
2. providing educator training
3. using standardized platforms
4. setting out roles and responsibilities

1. Providing Technical Support for Remote Learning

School boards should provide technical support to educators, students, and parents for the use of board-provided devices and access to the Internet during remote learning.

Technical support should be responsive to immediate needs. It should assist users who have specific technological problems and questions. In the context of remote learning, technical support should span the full spectrum of users' technological needs, including devices, connectivity, security, and digital learning tools and applications.

Board staff, educators, students, and parents should know where to seek help when they encounter technical issues during remote learning. School boards should provide clear information on who can provide help (e.g., board staff, service providers), and how users can access that help (e.g., by email, telephone).

2. Providing Educator Training

Educators should have access to subject- and division-specific training to support remote learning.

School boards should deliver remote learning strategies and educator training related to:

- student and staff safety;
- student and parent comfort levels with technology, and the levels of support that may be required;
- effective use of digital tools;
- effective pedagogy and assessment;
- student and staff mental health and well-being;
- accessibility and differentiated instruction for all students, including students with special education needs.

3. Using Standardized Platforms

Educators should use board-approved synchronous learning platforms that are fully accessible.

Principals should ensure that educators have access to a suite of appropriate technology products, tools, and resources to support the delivery of remote learning. To ensure that students have a consistent learning experience, the maximum number of synchronous learning platforms used within a school should be three, where possible.

4. Setting Out Roles and Responsibilities

School boards should consider the rights and responsibilities of students, parents, teachers, educational assistants, early childhood educators, and other school and board staff during remote learning.

Teachers are expected to carry out the instructional duties assigned to them by their principals and to comply with all professional standards and obligations under the Education Act and the Ontario College of Teachers Act, 1996. These include having responsibility for the effective instruction and evaluation of the progress of students in the subjects and classes assigned by the principal (including by electronic means), preparing and submitting lesson plans to the principal, and communicating regularly with parents.

Technology Enabled Learning and Teaching (TELT) contacts at each school board can play an active role in supporting communication of the policy, educator training, and implementation of remote and synchronous learning. For example, they can support the use of the ministry's Virtual Learning Environment, which provides educators with training related to digital learning tools.

Implementation

School boards must ensure that the requirements outlined in this memorandum are implemented by the beginning of the 2020-21 school year.

School boards are encouraged to consider local needs and circumstances, and to consult with local partners in their implementation of remote learning. In the French-language education system, the implementation of remote and synchronous learning should take into account Ontario's *aménagement linguistique* policy and support the vitality of the French-language culture in a minority setting.

Monitoring and Evaluation

School boards are required to report at the end of the school year on their activities to fulfill the direction outlined in this memorandum.

School boards are expected to develop and implement a process for regular data collection, and to collect data related, but not limited, to:

- areas in which educators require additional support in implementing remote learning, including providing student and educator access to technology and the Internet;
- strategies to provide training related to the identified areas of need, including learning and well-being;
- details of implementation progress and monitoring activities, including the number of exemptions from synchronous learning and what alternative approaches were used;
- parent and student feedback on the impact of remote learning, including:
    - level of student engagement in learning;
    - ease of online learning participation;
    - access to teachers;
    - ease and access to technology;

- information on how parent and student feedback is being taken into account in the delivery of remote learning.

Data covering the school year must be provided to the ministry no later than July 31 of each year in which there are periods of remote learning.

School boards are expected to make adjustments to their implementation of the requirements in this memorandum based on parent, student, and staff feedback collected throughout the school year.

Upon request of the ministry, school boards may be required to report on the following data during the school year:

- for any given calendar month, the number of students engaged in remote learning;

- for any given calendar month, the number of students provided with the minimum requirements for synchronous learning;

- for any given calendar month, the number of students exempted from the minimum requirements for synchronous learning.

Organizational Chart

DDSB @Home — ELEMENTARY / SECONDARY

GEORGETTE DAVIS
Family of Schools Superintendent

TANJA LAMANNA
Administrative Assistant

Michelle MacDonald
Leadership

Merrill Mathews
Denise Nickerson
Equity/ESL/Indigenous Rep

Linda Ford DeCunha
Kandis Thompson
Stacey Lepine
Curriculum Rep

Robert Cerjanec
Kimberly Brathwaite
Communications Rep

Tim Ralph
Admin Officer

Dave Rule
IT Rep

Kyla McKee
Michelle Crawford-Eade
Inclusive Student Services Rep

Chris Conley
Research and Assessment Rep

Sarah Mitchell
French Immersion Rep

DDSB @ Home - Elementary

Julia Blizzard
Education Officer

David Fitchett
Education Officer

Tamara Turpin
P – JK/SK

Marianne Kyriakopolous
P – Grs. 1 & 2

Paulette Samuels-Brown
P – Grs. 3 & 4

Susan Tanner Whibbs
P – Grs. 5 & 6

Danielle Denike *
P – Grs. 7 & 8 and Gifted

Lauren Bliss
P – French Immersion

Toufan Arieb
VP – JK/SK

Karen Timm
VP – Grs. 1 & 2

Paul Reed *
VP – Grs. 3 & 4

Jill Harvey
VP – Grs. 5 & 6

Geoff DeCarlo
VP – Grs. 7 & 8

Rachel Kennedy
VP – French Immersion

DDSB @ Home - Secondary

Michael Bowman
Education Officer

Peggy Perkins *
Principal

Alyson Van Beinum *
Principal

Basil Broumeriotis
VP – Gr.9

Maureen Verhoog
VP – Gr.10

Mark Lynch *
VP – Gr. 11

Tiffani Jodoin
VP – Gr.12

* Leadership Team Representatives – Danielle Denike, Peggy Perkins, Alyson Van Beinum, Paul Reed and Mark Lynch

DDSB@Home
Virtual School

DDSB@ Home Enrollment

12,442 Elementary and **3,238** Secondary Students have enrolled as of September 30

Aug 21	Aug 28	Sept 30
13,945	15,228	15,680

More than **2,200** students watch Campus Connect, also known as **RazzMaTazz** an educational program broadcast live to DDSB@Home students by the Campus Connect team

DDSB@Home staff were among the **2000+** DDSB Employees who participated in the **Ignite UnLearning Conference** and among the **1200+** employees that attended the Keynote sessions

322 DDSB@Home staff participated in **18** support training sessions

Just wanted to say that my son's SK/JK teacher is doing a fantastic job, the experience we have had so far has been nothing shy of amazing!

Thank you to your educators and administrators for their hard work during a time where we could all use a break —parent comment

1,000+

staff are supporting virtual education including...

ELEMENTARY
- **2** Education Officers
- **6** Principals
- **6** Vice Principals
- **6** Clerical
- **601** Teachers, EAs, ECEs, Supply
- **159** Occasional Teachers

SECONDARY
- **1** Education Officer
- **2** Principals
- **4** Vice Principals
- **3** Clerical
- **191** Teachers, EAs, Supply

INCLUSIVE STUDENT SERVICES
- Mental Health & Well-Being Lead
- **12** Elementary SERTS
- **4** Secondary SERTS
- **30** Educational Assistants,
- **3** Interpreters and Intervenors
- **2** Education Officers
- **6** Instructional Facilitators*
- **6** Psychological Services*
- **9** Speech and Language Pathologists*
- **8** Social Workers*
- Hearing & Vision Resource Supports

* Student Services staff are working on assignments to both DDSB@Home/specific campuses and in-person schools

Inclusive Student Services Supports

DDSB@Home is the home for over **1800** students who have an IPRC. This includes **1,141** elementary students and **684** secondary students in regular classroom placements, **six** regional Special Education classes for Gifted Learners.

These students are supported by every educator in DDSB@Home Schools and the Inclusive Student Services support team.

Over **6,000** tech support emails have been addressed as of September 11

We responded to over 8,400 email inquiries

Elementary: 5,559 - Secondary: 2,870

Over **12,000** devices have been shared including 1:1 devices for 7-12 students, loaner devices to K-6 and SEA devices for all grades

DDSB
Ignite Learning

DDSB @Home

RealTime and FlexTime LEARNING

RealTime or Synchronous Learning: refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together.

FlexTime or Asynchronous Learning: occurs through online channels without real-time interaction. This means that learning can occur in different times and spaces particular to each learner. With FlexTime learning, teachers usually set up learning activities which students complete on their own and at their own pace.

The following are more detailed examples of RealTime and FlexTime Activities

REALTIME	FLEXTIME
• Scheduled video conferences such as Google Meets with your class.	• **Videos:** Teachers recording themselves teaching or demonstrating a skill and students watching the videos on their own time. They may also complete a task related to the video.
• Live streamed lessons or demonstrations with large or small groups of students.	
• Circle time, read alouds, word games, show and tell activities, hands-on activities while the teacher observes and participates.	• **Class Discussion:** Virtual discussion boards such as Jamboard where interactions take place while not requiring everyone to be online at the same time.
• Scheduled quizzes and tests or assessments that the students work on while the teacher is live with them.	• **Group Projects:** Students don't have to be in the same room to work together. Group presentations and reports can be edited using Google Docs or Google slides for real-time collaboration and commenting.
• Scheduled chat room time for students to share ideas or live class discussions.	
• Teachers sharing videos or slides with the class and discussion.	• **Learning Activities:** Students need to apply what they've picked up in their online classes, so they may participate in learning activities, quizzes and games that let them practice their skills and get feedback on what they know and what needs work. They will likely turn their work into their teachers when finished.
• Students working on a task assigned by the teacher while the teacher meets with a small group separately or responds to student questions.	
• Teacher office hours where students are working and teachers are available to answer questions.	• Students may be visiting links and websites their teachers have asked them to explore.
• Teacher using Google Slides (similar to a PowerPoint Presentation) or Google Docs (similar to a Word document) with students.	

RealTime and FlexTime LEARNING

DDSB @Home
ELEMENTARY

The needs of **RealTime** and **FlexTime** learning for students vary depending on grades and ages. For our younger students, keeping RealTime learning in smaller blocks and giving them opportunities to get up and move, take breaks and show their learning in a variety of ways is important. Teachers will use their professional judgement to determine the best time for RealTime and FlexTime learning through the virtual school day. Parents should know that there are times throughout the day that their child will be live with the teacher and other times where they will not be live with the teacher. During times when the teacher is not live, the students will be working on a FlexTime task. If your child needs a break, FlexTime activities can be completed at a time that works best for your child and your family as long as they are completed by the required date to allow teachers to assess and provide feedback to your child.

Staff are working hard to balance student needs with RealTime and FlexTime learning requirements as we move forward. During the first few weeks of school, staff are going to be flexible and gradually increase real time minutes for students as they get used to their new routines and help them adapt to their virtual environment. We recognize that sitting in front of a computer for long periods of time is very difficult for most students. Educators are being responsive to the needs of their students and balancing their days accordingly.

Please do not hesitate to reach out to your classroom teacher if you have any questions.

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THE DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	**DATE:**	October 5, 2020
SUBJECT:	Community Consultation on the Development of a Human Rights Policy	**PAGE NO.**	Page 1 of 4
ORIGIN:	Norah Marsh, Acting Director of Education Devika Mathur, Human Rights and Equity Advisor		

1. Purpose

The purpose of this report is to seek approval to proceed with community consultations on the development of a proposed human rights policy.

2. Ignite Learning Strategic Priority/Operational Goals

The consultation process and the proposed human rights policy contribute to the DDSB's strategic plan and operational goals:

- **Success:** Set high expectations and provide support to ensure all students and staff reach their full potential every year
- **Well-Being:** Create safe, welcoming, inclusive learning spaces for all students and staff
- **Equity:** Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement
- **Engagement:** Engage students, parents and community members to improve student outcomes and build public confidence
- **Leadership:** Identify future leaders, actively develop new leaders and responsively support current leaders

3. Background

Policy

In February 2020, the district hired a Human Rights and Equity Advisor in accordance with the terms of a transfer payment agreement with the Ministry of Education. The focus of this role is to:

- Provide advice and support to build and sustain a culture of human rights across the organization
- Oversee the development of a human rights complaint procedure.

This aligns with and supports the district's commitments to provide learning and working environments that are safe, welcoming, equitable, inclusive, respectful, accessible and free from discrimination and harassment. An organizational culture of human rights is essential to:

- Meet strategic priorities and organizational goals
- Deliver effective and responsive educational services to students
- Build trusting and collaborative relationships with all members of DDSB communities.

To meet these objectives and commitments, the district proposes consulting with DDSB communities on the development of a human rights policy to set direction and expectations for human rights roles, responsibilities and legal obligations under the Human Rights Code, the Anti-Racism Act, the Accessibility for Ontarians with Disabilities Act, the Occupational Health and Safety Act and related legislation, and to align with the principles of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission of Canada's Calls to Action.

Appendix A provides a proposed framework for the development of a human rights policy. It is expected that the policy will (among other things):

- Include human rights related concepts and principles (e.g., anti-racism, anti-discrimination, the duty to accommodate, addressing human rights complaints, and supporting respectful workplaces)
- Support individual and organizational roles, responsibilities and legal obligations to identify, prevent and address racism, ableism, homophobia, transphobia, sexism and other forms of discrimination in DDSB learning and working environments
- Align with the Ministry of Education's transfer payment agreement requirements.

Related procedures will also be developed to operationalize and support the implementation of key components of the policy.

Consultation and engagement
A detailed consultation process is an important part of the development of a human rights policy. The DDSB values the diverse identities, experiences, perspectives, strengths and needs of all members of the DDSB community, and is committed to engaging with students, employees, families, unions/federations, and community partners to include and honour these diverse voices, knowledge, identities and experiences.

Student, employee and community voices – and particularly those who are most impacted by historical and ongoing systemic discrimination - are critical and necessary to:

- Address the interests and needs of communities that experience marginalization
- Develop and implement a progressive and inclusive policy to support human rights, anti-racism, anti-discrimination, and respectful learning and working environments
- Collaboratively identify human rights related successes, challenges, gaps and opportunities to inform policy development.

Appendix B outlines consultation objectives, including:

- Engaging and building relationships with DDSB communities
- Seeking meaningful input on policy development
- Building support and promoting awareness and understanding of the proposed policy.

THE DURHAM DISTRICT SCHOOL BOARD

— ADMINISTRATIVE REPORT —

4. <u>Analysis</u>

The development and implementation of a human rights policy and related procedures aligns with and supports legal requirements and the DDSB's strategic priorities and commitments. To support policy development, it is recommended that the DDSB engage in a consultation process that considers the diverse perspectives and voices of all DDSB community members.

The proposed consultation plan encourages engagement with and input from the DDSB community so that:
- All DDSB community members are invited to share their perspectives on the development of a human rights policy
- The policy is responsive to the needs of the DDSB community.

To maximize participation and address consultation limitations during the current pandemic (for example, the inability to conduct in person focus groups, lack of internet access for some community members, etc.), the consultation plan includes:
- Multiple opportunities and accessible mechanisms for members of DDSB communities to contribute to and provide input on the development of the policy
- Consulting on how best to consult and with whom so that broad voices and perspectives are included
- Reporting back to DDSB communities on the development of the policy and results.

5. <u>Financial Implications</u>

In the current virtual environment, there are no expected financial implications to proceed with community consultations. If current pandemic related restrictions are lifted, there may be some limited costs associated with hosting consultation events in DDSB communities. These costs would be covered by existing budgets, and additional financial resources are not required.

6. <u>Evidence of Impact</u>

The consultation plan is expected to support community relationship building and enhance community voices, perspectives and engagement on the policy. Once implemented, the policy and related procedures are expected to support the DDSB's strategic priorities and commitments to provide learning and working environments free from harassment and discrimination.

7. <u>Communications Plan</u>

To support the consultation process, a communications plan will be developed to invite feedback on the policy framework and consultation plan. This will include, among other things, information on the DDSB website and messages sent to DDSB community members to share information about and seek input on the policy development and consultation processes.

Upon approval to proceed with community consultations, communications and consultations will begin. Appendix C outlines the proposed schedule for policy consultations, development and approval, and is summarized below:

DATE	ACTION
Oct 5, 2020	Seek the Board of Trustees approval of the proposed policy framework and consultation and implementation plans
Oct - Nov 2020	Share policy framework and consultation and implementation plans with internal and external DDSB communities and committees for input and feedback
Dec 2020 - Jan 2021	Draft policy and related procedures based on input from DDSB communities
Feb - Mar 2021	Share draft policy with DDSB communities for feedback Develop implementation supports (e.g., training, tools and resources)
Apr 2021	Finalize policy, procedures and implementation supports
May - Jun 2021	Present final policy to Board of Trustees for approval Report back to DDSB communities about results of consultation and final policy Launch policy

8. Conclusion and/or Recommendation

This report and appendices are presented to the Board of Trustees to seek approval to proceed with consultations on the development of a human rights policy.

9. Appendices

Appendix A: Proposed Framework for Developing a Human Rights Policy
Appendix B: Proposed Consultation Plan
Appendix C: Proposed Policy Implementation Plan/Critical Path

Report reviewed and submitted by:

Norah Marsh
_____
Norah Marsh, Acting Director of Education

Devika Mathur
_____
Devika Mathur, Human Rights and Equity Advisor

DDSB — *Ignite Learning*

Ignite Learning

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

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

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

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

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

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

Background and Context

- Human rights and workplace harassment prevention responsibilities and accountabilities are set out in various legislation and policies (see Legislative Framework).

- As a service provider and an employer, the DDSB has a legal duty to support and protect human rights for students and employees.

- DDSB has some policies and procedures to support human rights and equity (e.g., workplace harassment and sexual harassment, equitable and inclusive education, equitable hiring framework).

- However, these policies/procedures do not specifically set out human rights related requirements (or complaints processes) to meet legislative requirements and to support safe, equitable, respectful and inclusive workplaces and services.

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Legislative Framework

- United Nations Declaration on the Rights of Indigenous Peoples
- The Truth and Reconciliation Commission of Canada's Report and Calls to Action
- Human Rights Code
- Anti-Racism Act
- Accessibility for Ontarians with Disabilities Act
- Occupational Health and Safety Act
- Education Act and Policy/Procedure Memoranda

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Why Do We Need a Human Rights Policy and Procedures?

Supports system responsibilities:

- Sets direction
- Demonstrates commitment
- Defines expectations
- Clarifies roles and responsibilities
- Supports data collection and decision making
- Fosters confidence (with exceptions)

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Considerations

- Current policies (gaps and opportunities, priorities and sequencing)
- Ontario Human Rights Commission's policy guidelines
- Other boards and organizations (promising practices, challenges, reviews and recommendations)
- Services and workplace (students, parents/caregivers, community, employees)
- Culturally appropriate options

- Meaningful engagements and consultations
- Collective agreements
- Current climate (confidence in internal processes; data/trends from complaints, surveys, etc.)
- Resources and potential models (forms and functions)
- Education Equity Secretariat template (complaints procedures)
- Roll out (communications, training)
- Evaluation and reporting

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Proposed Human Rights Policy

- Human Rights, Anti-Racism/Anti-Discrimination and Respectful Workplace Policy that covers:
  - Services for students, families and community members
  - Workplace/employment for employees, other workers, volunteers

- Proposed procedures (pending consultation):
  - Human rights, anti-racism and anti-discrimination
  - Accommodation
  - Human rights complaints and issues
  - Workplace harassment and conflict (revise existing procedure)

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Key Elements

- Organizational commitment statement
- Objectives and policy principles
- Application and scope
- Roles and responsibilities
- Human Rights Code and legislative requirements
- Key concepts and overview of procedural principles

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Organizational Commitment: Rationale

- DDSB commitments
- Connect to Human Rights Code preamble (inherent right to be treated with dignity and respect) and legislative framework
- Recognize the:
  - Impacts of historical and ongoing systemic colonialism, oppression and discrimination
  - Importance of and need for anti-colonial, anti-oppression, anti-racist and anti-discriminatory approaches
  - Importance of civility and respect in the workplace

* Note: To be further developed in policy

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Objectives/Purpose

- To promote safe, healthy, equitable, welcoming, respectful, inclusive and accessible learning and working environments free from oppression, racism and discrimination
- To outline the system's shared responsibility for discrimination-free services and workplaces
- To identify, prevent and address oppression, discrimination, harassment and racism (including anti-Indigenous and anti-Black racism)
- To respond to and address complaints fairly and effectively
- Focus on:
  - proactive, systemic approaches
  - responsibilities and accountability
  - sustainable outcome measures

* Note: To be further developed in policy

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Proposed Policy Principles

- Centre student voices and experiences (particularly those who are most impacted)
- Meaningfully engage with diverse student, employee and community groups
- Incorporate intersectionality and promote anti-discrimination into all analyses
- Affirm human rights is ongoing organizational work and a shared system responsibility
- Build capacity at all levels to identify and address discrimination
- Integrate human rights responsibilities across areas/portfolios and in all decision making
- Take systemic approaches to address disparities and disproportionate experiences and outcomes
- Implement and enforce policies and procedures in ways that do not reinforce inequities or further marginalize individuals/groups
- Respect and protect confidentiality
- Monitor, evaluate and report on progress

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Application and Scope

- All DDSB community members:
  - Trustees and board committee members
  - Director
  - Employees, contractors and volunteers
  - Students, parents/caregivers and other community members

- Services and learning environments
- Employment and workplace environments

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Key Concepts (Policy Content)

- Human Rights Code principles (Appendix A), grounds and social areas

- Individual and organizational roles, responsibilities and accountabilities

- Key definitions and concepts:
  - Discrimination: definitions and types (Appendix B), including racism (anti-Indigenous, racism, anti-Black racism, Islamophobia, anti-Semitism), ableism, sexism, homophobia, transphobia and other forms of discrimination
  - Anti-oppression, anti-colonialism, anti-racism and anti-discrimination
  - Duty to accommodate, undue hardship and key accommodation principles/process (Appendix C)

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Key Concepts (Continued)

- Overview of key steps to address issues (Appendix D) and complaints (Appendix E)
  - To be formalized when developing corresponding procedures
  - Consider separate simplified interim issue/complaint resolution process pending the development and approval of policy and procedures

- Right to pursue other avenues (e.g., grievance, application to the Human Rights Tribunal of Ontario)

- Data collection, evaluation, reporting and communications

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Key Consultations Summary

- Wide input from diverse partners
  - Students
  - All employees and key portfolio leads
  - Unions and federations
  - Employee groups (networks and affinity groups)
  - Board committees
  - Parent/caregiver and community groups, school councils
  - Critical friends

* General overview only - see separate consultation plan

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Communications and Evaluation Plans

- To be developed in consultation with key partners/stakeholders

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Appendix A: Human Rights Principles

- Primacy
- Dignity and respect
- Equal rights and opportunities
- Full participation
- Rights and responsibilities
- Duty to accommodate
- Intersectionality

- Anti-oppression, anti-colonialism, anti-discrimination and anti-racism
- Targeted universalism
- Effect/impact versus intent
- Proactive prevention
- Corrective, responsive and remedial

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Appendix B: Discrimination

- Direct and indirect
- Adverse effect
- Harassment (including sexual)
- Poisoned work environment
- Because of association

- Systemic
- Reprisal
- Hate
- Failure to accommodate
- Condoning

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Appendix C: Accommodation Principles

- Accept in good faith
- Timely
- Confidential
- Dignity
- Individualized
- Integration and participation
- Inclusive design
- Options
- Shared responsibility

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Appendix D: Issue Resolution

- Take the matter seriously
- Act immediately
- Stop, interrupt, intervene and correct
- Consult (internal, community)
- Provide supports (including safety)
- Take action (corrective, responsive, remedial)
- Restore
- Document, report and communicate
- Monitor
- Act on lessons learned (knowledge build, mentoring, coaching, etc.)
- Confidentiality

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Appendix E: Complaints Process

- Complaint submission
- Assessment/fact-finding
- Interim measures (if required)
- Early resolution (mediation, other action)
- Investigation
- Investigation report
- Post investigation
- Restoration and other action
- Monitoring
- Focus on human rights and legislative requirements, procedural fairness, safety and due diligence

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Appendix B: Proposed Consultation Plan for the Development of a Human Rights Policy

October 5, 2020

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

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

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

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

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

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

Consultation Objectives

1. Engage students, employees and communities

- Include diverse voices and perspectives on the development and implementation of the policy and related procedures
- Build collaborative, authentic partnerships and relationships

2. Seek meaningful input

- Identify policy and procedure content/requirements (key themes and issues, including current successes, gaps, opportunities, challenges, solutions, and outcomes)
- Include Indigenous and other perspectives, approaches and culturally relevant and responsive options
- Identify other consultations/engagements required (consult on *how* and *with whom* to consult)

3. Build support

- Promote awareness and understanding of the proposed policy (and that it is part of a broader approach to strengthen human rights)
- Support champions

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Target Consultation Groups

- Wide input from diverse partners:
  - Students
  - Parents/caregivers
  - Employees
  - Community partners/groups and the general public

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DDSB Community Consultations

- Students, Student Trustees and Indigenous Student Advisory Committee
- Employee networks/affinity groups:
  - Keenanow
  - Durham Black Educators Network (DBEN)
  - Muslim Educators Network of Durham (MEND)
  - Durham Educators Network for South Asians (DENSA)
  - Durham Pride Network
  - Accessibility Committee
- Diversity Council
- Unions/federations
- Employees (principals/vice principals, managers and all district staff)

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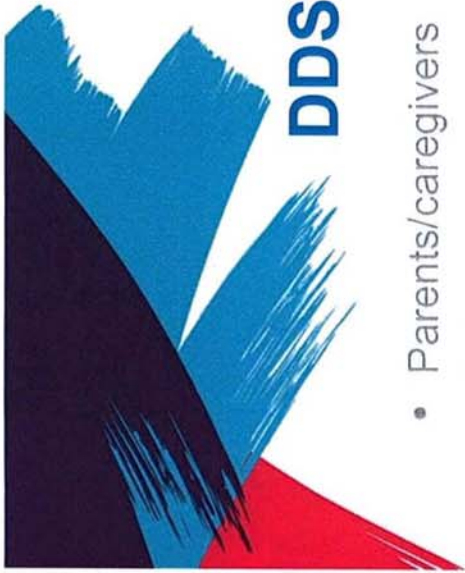
DDSB Community Consultations (continued)

- Parents/caregivers
- School councils
- Board and other committees:
  - Equity ad hoc Committee
  - Special Education Advisory Committee
  - Parent Involvement Committee
- Community groups and agencies
- Critical friends
- General public
- Additional (as identified through consultations)

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Phased Consultation Approach

Oct - Nov 2020:

- Consult on the proposed policy framework and consultation plan

Feb - Mar 2021:

- Consult on the draft policy

Jun 2021:

- Report back to DDSB communities about the results of the consultation and the final policy

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Consultation Methods

- Virtual meetings and emails
- Board committees and other groups (Equity ad hoc, Parent Involvement, Special Education Advisory Committee, school councils)
- Website and social media
- ThoughtExchanges and surveys
- Written, video or audio submissions
- School newsletters
- Other methods as identified through consultations
- In person meetings/focus groups (when permitted)

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Preliminary Consultation Questions

- What key themes, issues or content need to be considered in a human rights policy or related procedures (see draft proposed framework/outline)?

- What successes, gaps, opportunities, challenges, solutions, and outcomes should be addressed in policy and/or procedures?

- What Indigenous and other perspectives, approaches and culturally relevant and responsive options need to be considered in the policy and/or procedures?

- What resources, promising practices, research or "model" policies should inform the development of a human rights policy?

- Which other areas/groups should be involved in the consultation? Whose voices are missing?

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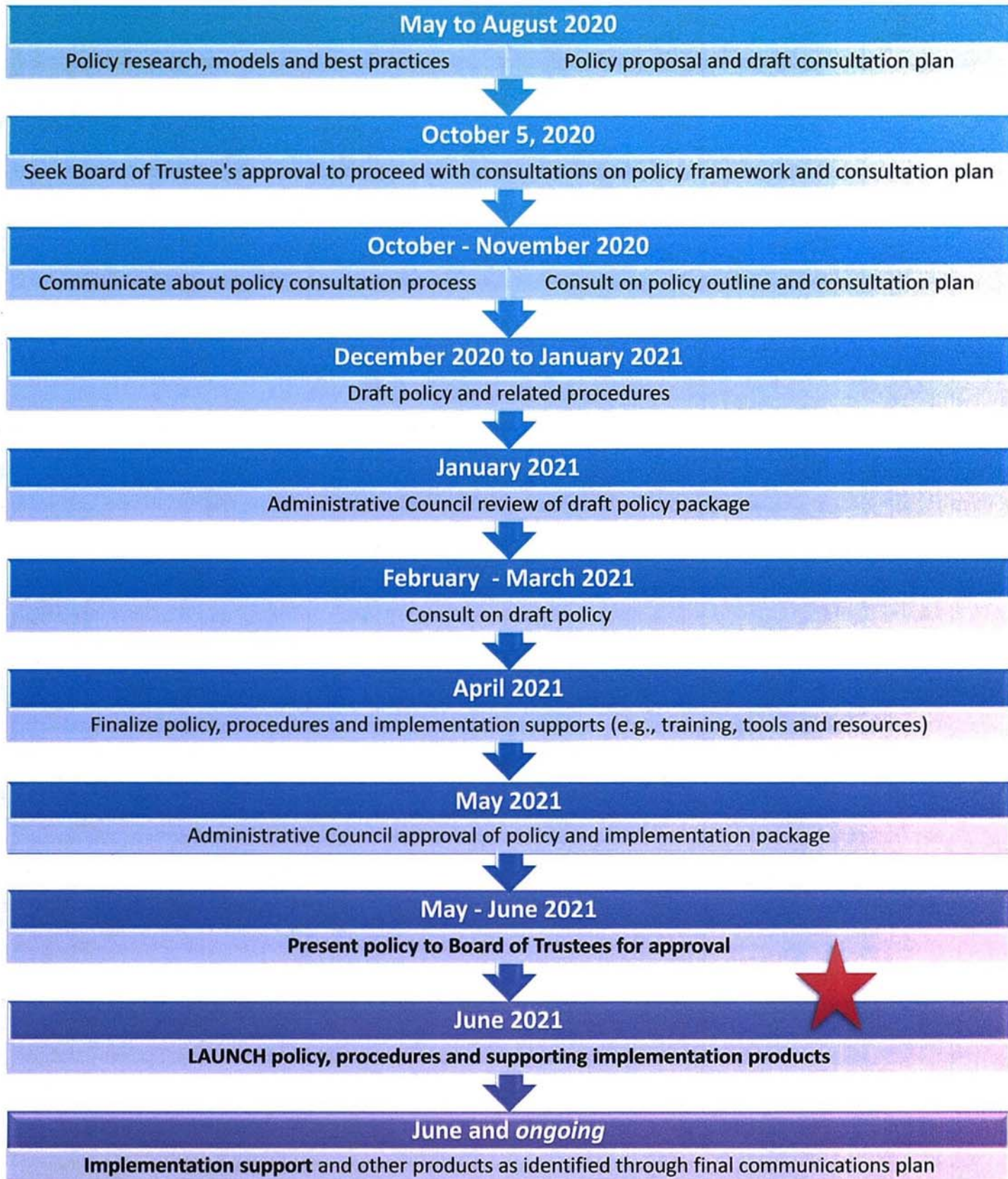# Consultation Questions (continued)

- How can we consult and engage widely and inclusively while maintaining physical distancing? And when current restrictions ease?

- What are ways to support successful roll out and implementation of (and communications about) the policy? What do you see as anticipated opportunities, challenges or concerns?

- What key features of evaluation should be included in the policy and related procedures?

- What other consultation questions should be asked?*

* Note: Additional questions may be added based on preliminary consultations and as the policy is developed.

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Appendix: Summary of Consultation Plan

WHAT	To seek DDSB communities' input and perspectives on the development of a human rights policy
WHY	To seek input on the: • Proposed policy framework/development and consultation plans • Draft policy before it is finalized for Board approval To share information about the development of the policy To engage and build relationships with DDSB communities
HOW	Through emails, virtual meetings, webpage, surveys, newsletters, social media and existing committees and councils Featured on webpage and direct email to students/families and employees
WHEN	Oct to Nov 2020: consultation on proposed policy framework/development and consultation plans Feb to Mar 2021: consultation on draft policy June 2021: report back to DDSB communities on the results of the consultation and final policy
WHO	Four key target audiences:

1. Students	2. Parents/guardians	3. Employees	4. Community partners/groups
Student Trustees	Parents/guardians	All employees	Board and advisory committees
Students	School councils	Unions/federations	Agencies/associations
Indigenous Student Advisory Committee		Employee networks and committees	General public

Human Rights Policy: Implementation Plan/Critical Path

May to August 2020

Policy research, models and best practices   Policy proposal and draft consultation plan

October 5, 2020

Seek Board of Trustee's approval to proceed with consultations on policy framework and consultation plan

October - November 2020

Communicate about policy consultation process   Consult on policy outline and consultation plan

December 2020 to January 2021

Draft policy and related procedures

January 2021

Administrative Council review of draft policy package

February - March 2021

Consult on draft policy

April 2021

Finalize policy, procedures and implementation supports (e.g., training, tools and resources)

May 2021

Administrative Council approval of policy and implementation package

May - June 2021

Present policy to Board of Trustees for approval

June 2021

LAUNCH policy, procedures and supporting implementation products

June and *ongoing*

Implementation support and other products as identified through final communications plan

Documents and Products for Consultations and Approvals

To support consultations in October and November
1. Human rights policy development framework outline/proposal
2. Consultation outline and plan, including consultation questions

For Administrative Council review in January
1. Draft Human Rights Policy
2. Related procedures (*expected*, pending consultations; procedures will include applicable reporting forms):
   a. Human rights and anti-discrimination
   b. Human rights accommodation
   c. Student human rights issues and complaints
   d. Respectful workplace (discrimination and harassment prevention in the workplace)

To support consultations in February/March
1. Human Rights Policy
2. Related procedures as noted above
3. Summary of policy launch communications and implementation plan

Policy approval package for Administrative Council in May
1. Revised Human Rights Policy and related procedures as noted above
2. Policy information package (*expected*, pending consultations)
   a. Policy and procedures summary and key messages
   b. FAQs
   c. Brochures (students/families and employees)
   d. Decision making tool
   e. List of other resources and references to support implementation
3. Implementation package:
   a. Training modules (mandatory for staff and supervisors; also include as part of onboarding for new staff)
   b. Accountability framework
   c. Policy launch communications and implementation plan

Policy package for Board approval
1. Human Rights Policy
2. Related procedures noted above (for information)
3. Consultation plan
4. Implementation plan
5. Other documents as identified

For Launch (June 2020)
1. Policy and related procedures
2. Supporting products (summary, key messages, training, accountability framework, webpage, brochures)

To support ongoing implementation
1. Webpage and information bulletins (and other products/methods identified through consultations)
2. Learning through ongoing training, team meetings and linkages with strategic priorities and initiatives
3. Other TBD (pending consultations)

DURHAM DISTRICT SCHOOL BOARD

— **ADMINISTRATIVE REPORT** —

REPORT TO:	Standing Committee	**DATE:**	October 5, 2020
SUBJECT:	Update on Summer School 2020	**PAGE NO.**	1 of 5
ORIGIN:	Norah Marsh, Acting Director of Education		
	Stephen Nevills, Superintendent of Education		
	Andrea McAuley, Superintendent of Education		

1. **Purpose**

   To provide an update to Board members on enrolment and completion rates for Summer School 2020

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

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

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

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

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

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

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

3. **Background**

   3.1 Changes to Summer School 2020

   Durham Continuing Education traditionally runs face-to-face and eLearning courses each summer. During 2020, due to COVID-19, programs were offered only using eLearning or remote learning modalities.

—— **ADMINISTRATIVE REPORT** ——

The following chart provides a description of each program traditionally offered and the delivery mode in which the program ran during the summer of 2020.

PROGRAM	DESCRIPTION	MODES OF DELIVERY
Accelerated Credit Courses	• Courses for secondary students who wish to gain up to one credit in a subject they have not previously studied or those who wish to upgrade a mark in a course they have successfully completed. (July 6 – July 29)	• Only offered through eLearning for summer 2020
Credit Recovery	• Courses in this program are designed for students (with home school approval), who during the preceding two school years, have been unsuccessful in one or two subjects. (July 6 – July 16 and July 17 – July 29)	• Only offered through real-time remote learning for summer 2020
Upgrading (NEW)	• This is a new program introduced by the Ministry in response to the school closure for students looking to upgrade a course taken in the previous year. (July 6 – July 15 and July 17 – July 29)	• Only offered through real-time remote learning for summer 2020
Co-op/ SHSM	• This program combines classroom instruction with practical work experience. Students can earn up to two credits through experiential learning.	• Not offered formally during summer 2020
Youth in Policing	• The Youth in Policing initiative, run in partnership with Durham Region Police Service, is an eight-week summer employment opportunity for youth ages 15-18, residing in Durham Region. Throughout the eight weeks, youth interact with and learn about the many aspects of policing, have the opportunity to serve their community and learn about leadership and teamwork. (July 2 – August 21)	• Police partners offered part of program via a virtual platform – DDSB offered the leadership GPP course through eLearning for summer 2020
SMILE-e – Elementary	• The elementary Summer Meaningful Innovative Learning Experience (SMILE) program provides students who have completed Grade 6, 7 or 8 the opportunity to deepen and extend their skills in literacy and/or numeracy or to reach ahead and learn new skills to prepare for the next grade. (July 6 – July 29)	• Offered in a real-time, interactive virtual remote learning format for summer 2020

ADMINISTRATIVE REPORT

PROGRAM	DESCRIPTION	MODES OF DELIVERY
School Within a College (SWAC) Centres for Success	• Summer program run through our Centre for Success at Durham College providing students connected with the Centre for Success opportunity to earn dual high school and college credits towards their OSSD. (July 6 – July 30)	• Operated with an online component where possible
Dual Credit	• Durham College offered a Dual Credit course for students who are one credit away from graduation. (July 6 – July 29)	• Offered virtually through both real time and flex time
Focus of Future	• Program for students between the ages of 18 and 25 which provides opportunities to learn about nutrition, cooking, health and well-being. Within the program, participants develop a network of community support.	• Not offered during 2020
eLearning	• Program for students in Grades 10, 11, or 12 to complete courses online during the summer. Students may complete one eLearning course per summer unless permission is given from the home school principal to take a second course due to individual circumstances. (July 6 – July 29 and July 30 – August 25)	• Ran as historically offered with increased numbers of sections
Boyd Field Study	• This program allows students to earn Grade 12 credits while participating in archeological fieldwork. The program includes online, in-class and hands-on fieldwork experience.	• Not offered during 2020
Getting Ready for High School	• This program is for students entering Grade 9 in September. Students are introduced to Grade 9 English and Mathematics concepts, learn study and time management skills and are familiarized with their new school. (August 24 – August 26)	• Offered in a real-time, interactive virtual remote learning format for summer 2020
Small Group Physical Education (Grade 9)	• This program is for students entering Grade 9 who experience anxiety about taking in-class physical education during the school year.	• Not offered during 2020

PROGRAM	DESCRIPTION	MODES OF DELIVERY
Summer Adult ESL	• A summer program offering adults 18 years or older the opportunity to improve their English language skills. (July 6 – 31)	• Operated remotely on a smaller scale

Leaders at Durham Continuing Education were incredibly flexible to the changing landscape and staff mobilized in a totally different direction than they had needed to before. They developed new processes to support online registrations, trained staff to prepare for real-time online instruction and grew offerings in the eLearning program to meet the needs of the system.

4. **Analysis**

The following table outlines the number of students who registered for each of the program types, the number that completed the course program and the overall success rate of those who completed each program.

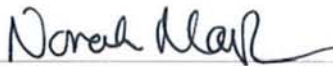| Program	Registrations	Completed	Success Rate of Completions
eLearning July	3520	2955	96%
eLearning August	2077	1561	97%
CR July Semester 1	666	554	95%
CR July Semester 2	551	439	84%
CU July Semester 1	227	178	96%
CU July Semester 2	208	155	89%
SMILE-e	275	258	100%
YIP	60	60	98%
GR4HS	651	630	100%
GR4HS Pilot	19	19	100%
SWAC	19	19	89%
Dual Credit	22	9	78%
DASS	37	36	100%
Summer L@H	8	6	75%

4.1 Grove Summer Learning Program

This summer at Grove (Education Community Partnership Programs), 100 students participated in July and/or August programs to session duration which enabled them to continue in their clinical programs and work towards academic credit concurrently. In total, the students completed 56.0 credits and student achievement including two students completing their OSSD requirements.
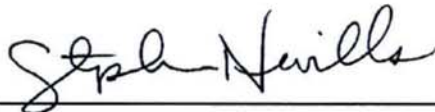
5. Conclusion

Going into the summer, Durham Continuing Education made a commitment to provide the best programming possible for students to achieve their credits through historical and new eLearning/remote learning opportunities. 350 educators supported over 5800 unique learners to achieve one or more credits, reinforce previously learned concepts, or transition to the next stage in their learning.

Report reviewed and submitted by:

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Norah Marsh, Acting Director of Education

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Stephen Nevills, Superintendent of Education

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Andrea McAuley, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD

—— **ADMINISTRATIVE REPORT** ——

REPORT TO: Standing Committee

DATE: October 5, 2020

SUBJECT: **Parent Involvement Committee Report 2020-21 Committee Representatives**

PAGE NO. 1 of 2

ORIGIN: Norah Marsh, Acting Director of Education
Heather Mundy, Superintendent of Education

1. **Purpose**

The purpose of this report is to present the membership for the DDSB Parent Involvement Committee (PIC) 2020-2021 for the Board's information.

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

Engagement – Engage students, parents and community members to improve student outcomes and build public confidence.
   - Gathering parent/guardian voice through Parent Involvement Committee

3. **Background**

The Ministry of Education requires every school board in the province to establish a Parent Involvement Committee (PIC) by November 15th or before the first meeting of the PIC of each school year. (O. Reg. 612/00.)

The purpose of a Parent Involvement Committee is to support, encourage and enhance parent engagement at the board level to improve student achievement and well-being. (O. Reg. 612/00.)

The PIC will meet four times virtually this year. Currently, the PIC is planning to support a virtual Volunteer of Distinction, two virtual Regional SCC Meetings and our annual Parents as Partners Symposium. In addition, it is anticipated that the PIC will advise and support other parent or community engagement opportunities as they emerge.

4. **Analysis**

At the close of the 2019-20 school year, there were 2 vacancies available for Parent Representatives in Brock, Uxbridge and Scugog. There was also one vacancy for a Community Representative. As per Regulation 612/00 these vacancies were advertised to the community by a variety of methods. We received a few expressions of interest for the Community Representative. We are continuing to seek Parent Representatives for the north area.

The candidates were considered based on eligibility as per our vacancies and previous engagement with their school and school community. Consideration was also given to the diversity of representation of the Durham Region and DDSB communities.
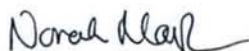
5. **Conclusion**

The following Parent Involvement Committee membership for the 2020-2021 school year is as follows:
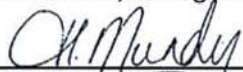
Parent Representatives	
Co-Chair	Tiffany Sherwood
Co-Chair	Valerie Estridge
Ajax - Elementary	Jennifer McLaughlin
Ajax - Secondary	Patrick Symister
Pickering - Elementary	Michelle Montgomery
Pickering - Secondary	Ted Foster
Whitby - Elementary	Simon Kariuki
Whitby - Secondary	Margaret Ogunkoya
Oshawa - Elementary	Patricia Crosbie
Oshawa - Secondary	Adriana Fajardo-Chadha
North - Elementary	TBD
North - Secondary	TBD
Community Representatives	
Rupal Patel	
Nigel Hunter	
Mayline Brown	
Staff Representatives (non voting)	
Designate	Heather Mundy
Elementary Teacher	Marianne Rogers
Elementary Administrator	Frank Samuels
Secondary Teacher	Sarah Khatab
Secondary Administrator	Kavita Kanavalli
Officer	Kim Brathwaite
Trustee	Scott Templeton
Alternate Trustee	Donna Edwards

This report is provided to Trustees for information.

Report reviewed and submitted by:

Norah Marsh, Acting Director of Education

Heather Mundy, Superintendent of Education
Family of Schools, Engagement (Parent and Community)

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	**Durham District School Board**	**DATE:** October 5, 2020
SUBJECT:	**Revised Student Device Plan**	**PAGE NO.** 1 of 4
ORIGIN:	Norah Marsh, Acting Director of Education	
	Carla Kisko, Interim Associate Director of Corporate Services	
	David Rule, Chief Technology Officer	

1. Purpose

This report is to provide the Board with an update on student and staff device stock levels and the new student device model with updated figures.

2. Ignite Learning Strategic Priority/Operational Goals

SUCCESS
Foster continual professional growth to maintain high quality services that provide a simple, solid, and enjoyable user experience

WELL-BEING
Cultivate an open, safe and respectful culture that values a positive work-life balance

LEADERSHIP
Recognize that leadership exists at all levels to identify future leaders, actively develop new and current leaders and responsibly support current leaders

EQUITY
Build confidence by offering equitable services and growth opportunities to identify and address barriers

ENGAGEMENT
Proactively build relationships through effective communication and collaboration with stakeholders while valuing partner, community and staff input

INNOVATION
Create a culture of freedom to explore new technologies and enhance processes allowing the advancement and streamlining of our deliverable services

3. Background

The approximate annual costs for the current Chromebook technology model are as follows:
- $6.0M – Purchase of approximately 15,000 Chromebooks for 1:1, and classroom cart devices;
- $1.8M – Support and repair costs for maintaining device functionality.

Since the announcement of distance learning by the Provincial Government in March, the DDSB has worked diligently to redeploy technology to ensure access to learning for all our students. The spring saw the deployment of approximately 5,600 "loaner" devices to families in need. Since the beginning of September, over 5,100 devices have been deployed to families from the stock that was originally intended for the grade 10 device refresh.

Over 3,000 students are on the wait list to move to DDSB@Home, and there are currently 900 devices available in stock to provide to those students.

The 5,000 devices arriving in November will be used for the following purposes:

- 500 – Distance Learning Contingency – to supplement devices for families/students in the event of a full individual school pivot to distance learning
- 4,500 – Sustain device allocation to students learning from home that do not have a device to access learning materials, adding to school carts, and repair/swap.

Home Internet Devices:

- 850 devices are currently deployed to students or are waiting in schools in the event of a pivot to distance learning. Rogers has no additional inexpensive devices left, and DDSB is waiting for information on the next available model.

Due to significant demand for devices worldwide, the current delay in receiving devices is 3-5 months from the time of order. Parts for repairing damaged devices are also delayed.

4. **Analysis**

In a typical year, the damage rate on cart devices is lower than the damage rate for 1:1 devices because they are in a controlled environment. With the deployment of loaner devices, a significant increase in damage to devices is anticipated in devices that would have previously been on carts.

After the deployment of the received devices in November, the DDSB will have approximately 55,000 devices deployed for student use.

If there is a mass pivot to remote learning prior to November, there may not be sufficient devices to provide a device to every student who requires one. It was communicated in a memo issued on September 25th to families that DDSB devices are not required to access DDSB learning materials.

To mitigate the risk and ensure a feasible program for the remainder of the 2020/21 school year, a change in device allocation model is being implemented that will begin in March of this school year. This plan will ensure that all students have access to a device and moves responsibility for maintenance of the device from the DDSB to families. This will result in a reduced need for support and intensive asset management by DDSB staff and will also result in the need for a bursary program to subsidize students in low Socio-economic families in case of damage or loss. To facilitate this, an annual budgeted allocation will be made available centrally each year to support students where social economics are a factor. This central allocation could be accessed by application at Principal's discretion.

This new model moves to a 4-year lifecycle for Chromebooks where the DDSB partners with an organization who will mail devices directly to student homes once families have made a request through an online portal. The DDSB will provide a device when students enter Gr. 5 and Gr. 9. This new model will reduce the need for the provision of Chromebook tubs to only Gr. 2 – 4/5 classrooms representing a reduction from purchasing approximately 3,500 devices per year to

approximately 1,500 per year. Any Gr. 5-12 students new to the DDSB would also receive a device allocation.

SEA devices will continue to be allocated centrally through IT Services under the current model.

Transition Plan – Moving to the new model and ensuring access to learning for 2020/21

Immediately leverage existing agreement with IBM and 2020/21 budget to purchase a 1:1 device for Gr 6,9, and 10 student devices under the new model (with the exception of students with a SEA device allocation). Devices would be delivered directly to each school (estimate Feb/Mar). Devices will be provided to all students once currently assigned loaner/1:1 devices are returned. Returned loaner devices will be returned to elementary school carts, and 1:1 devices will be leveraged to support the current program device repair requirements until the end of the school year.

DDSB Staff will issue an RFP in the fall of 2020 for a third-party vendor to take on the provisioning and deployment of devices beginning summer of 2021. Future refresh/deployments will be done through an online tool where the devices will be delivered directly to the students' homes. Gr. 8 students will return their devices to their school in June 2021 to allow them to order a device under the new model over the summer. The 2021/22 school year will be the final year of transition to the new model with Gr. 5,6, and 9 students moving to the new model. Beginning the 22/23 school year, all students 5-12 will have been transitioned to the new model.

Grade	20/21	20/21 (Mar)	21/22	22/23
K-1	iPad	iPad	iPad	iPad
2	Cart	Cart	Cart/iPad	Cart/iPad
3	Cart	Cart	Cart	Cart
4	Cart	Cart	Cart	Cart
5	Cart	Cart	New Allocation	New Allocation
6	Cart	New Allocation	New Allocation	N2
7	1	1	N2	N2
8	2	2	2	N3
9	3	New Allocation	New Allocation	New Allocation
10	4	New Allocation	N2	N2
11	2	2	N2	N3
12	3	3	3	N3

*** Numbers indicate the age of the device in the previous model, N# indicates the age of the device in the new model ***

5. **Financial Implications**

Ongoing repair costs are anticipated to grow this year due to the increased number of devices that have gone home. $2.0M was spent to purchase 5,000 Chromebooks to support students who require a device for learning from home. These devices are expected to arrive in November 2020.

Several schools have loaned out school purchased devices to their students. Ordinarily damage for these devices would be paid for by schools, however due to the need to loan these devices the cost for repair will be taken on centrally. As will the cost for lost chargers.

Currently budgeted funds to purchase devices in advance of the 2021/22 school year will be redirected to begin the transition to the new model this winter. A similar budget allocation of devices will be required for the 2021/22 school year to complete the transition. Beginning 2022/23 school year, the DDSB will see a reduction in annual budget by approximately $2.0M/year.

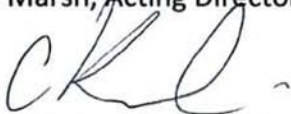The approximate monthly cost of service for the mifi devices is $30,000.

6. **Conclusion**

This report is to provide the Board with an update on student and staff device stock levels and the new student device model with updated figures.

Report reviewed and submitted by:

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Norah Marsh, Acting Director of Education

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Carla Kisko, Interim Associate Director of Corporate Services