

DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

7:00 p.m.

Monday, November 2, 2020

Boardroom

Chairperson:

Vice-Chairperson:

Liaison Superintendent:

Recording Secretary:

Niki Lundquist

Christine Thatcher

Acting Director Norah Marsh

Kim Cox

DATE: Monday, November 2, 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, November 2, 2020
7:00 p.m.**

PAGE TIME

1. Call to Order

2. Land Acknowledgement

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.

3. Declarations of Interest

4. Motion to Approve Agenda

5. Community Presentations

6. DDSB Presentations

- | | | | |
|-----|---|---------|-------------|
| (a) | Compendium for Black Student Success
(Superintendent Margaret Lazarus) | 1 – 12 | 7:00 – 7:15 |
| (b) | Make A Difference
(Acting Superintendent Erin Elmhurst) | 13 – 16 | 7:15 – 7:30 |

7. Recommended Actions

- | | | | |
|-----|--|---------|--|
| (a) | Filling the Trustee Vacancy on the Durham District School Board
(Acting Director Norah Marsh) | 17 – 19 | |
| (b) | Strategic Planning Process
(Acting Director Norah Marsh) | 20 – 22 | |
| (c) | Federal Funding Allocation by the Province
(Trustee Christine Thatcher) | Verbal | |
| (d) | Notice of Motion: Election Process – OPSBA Board of Directors
(Trustee Donna Edwards) | 23 – 24 | |

	<u>PAGE</u>	<u>TIME</u>
8. <u>Information Items</u>		
(a) Student Trustee Report (Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya)	Verbal	
(b) Update on Unnamed North Ajax French Immersion Public School Boundary Consultation Process, Town of Ajax (Associate Director David Wright)	25 – 28	
(c) Explorica Update (Acting Associate Director Jim Markovski)	Verbal	
(d) OPSBA Report (Trustee Donna Edwards)	Verbal	
9. <u>Committee Reports</u>		
(a) Equity & Diversity Ad Hoc Steering Committee Meeting of October 21, 2020 (Trustee Patrice Barnes)	Verbal	
10. <u>Correspondence</u>		
11. <u>Other Business</u>		
12. <u>Adjournment</u>		

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

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

SUBJECT: **Compendium for Black Student Success** **PAGE NO.** Page 1 of 4

ORIGIN: Norah Marsh, Acting Director of Education
Margaret Lazarus, Superintendent of Education, Family of Schools/French Curriculum/Equity
Mohamed Hamid, Superintendent of Education, Family of Schools/Equity/Indigenous Education/Outdoor Education/ESL

1. Purpose

The purpose of this report is to provide the Trustees with an update on the Compendium of Action for Black Student Success 2018-2021, a companion resource to the Equity and Diversity Strategic Framework.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Empower students to succeed at school and in life

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

- Provide safe, inclusive, and respectful learning environments which support positive academic, mental, and physical growth

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

- Engage students in authentic learning experiences to grow and develop leadership skills

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

- Ensure equitable access and practices are reflected in programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter

3. Background

In recent years, active research has been conducted to capture the voices and experiences of the Black community in the Greater Toronto Area. The result of forums, questionnaires and focus groups have repeatedly conveyed a pattern of disenfranchisement of Black youth. Justice McLeod conducted community sessions to hear the concerns of DDSB stakeholders and the Compendium was created as a blueprint to address identified concerns.

To intentionally address systemic barriers and interrupt the negative trends and patterns around access, engagement and performance for Black youth, the DDSB launched many initiatives that not only serve students directly, but also serve as a template of examples of strategies and approaches that can be deployed in schools and families of schools for the same purpose. These initiatives and commitments have been captured and conveyed in the Compendium of Action for Black Student Success, launched in the spring of 2018 for implementation over the course of 2018-2021. The Compendium is in its final year of implementation.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

4. Analysis

The objectives of the Compendium of Action for Black Student Success support the Ignite Learning Priorities to increase student achievement and well-being while promoting creative and critical thinking as well as to constructively engage the community. The eight areas of the Compendium of Action for Black Student Success speak to concerns that were put forward including, but not limited to the lack of diversity in DDSB staff, low levels of achievement for Black students, in particular, Black boys. Appendix A gives a comprehensive overview of the actions taken over the past two years to strengthen the work in anti-Black racism as well as the initiatives that will be undertaken in year 3.

The following are highlights of a few of the initiatives planned for implementation in year 3 of the Compendium of Action for Black Student Success.

Professional Learning

Ignite Unlearning: A summer Series of Critical Conversations virtual conference provided engaging responsive professional learning opportunities on Anti-Black racism as well as Anti-Indigenous racism. Over 2000 employees attended the daily keynote speakers who focused on issues related to racial equity. 1200 participants also had the opportunity to choose from many workshop sessions from DDSB facilitators. Some of the workshop sessions included the following:

- Anti-Racist Read Aloud and the Hidden Curriculum
- Confronting Anti-Black Racism in Kindergarten
- Moving Beyond Events and Policy: Deepening our Leadership with Anti-Black Racism

Participants are committed to impacting their work with the new learning.

Anti-Black Racism Training with Dr. Nicole West-Burns

The Equity Department is fortunate to be partnering with Dr. Nicole West-Burns, a professional development consultant who focuses on educational equity issues, who will work with DDSB Staff: Administrators, Facilitators, Education Officers and teachers (virtual campus) to provide interactive learning sessions focusing on anti-Black racism work in schools. Participants will have the opportunity to explore the context, historical and present day for anti-Black racism. Training will be structured to facilitate on-going learning. The overarching goal is the dismantling of racist structures in education.

Shared and Committed Leadership***Black Advisory Committee***

The Black Advisory Committee established in year 2 held its first meeting in October 2019. The committee members have identified special education as an area for greater communication, transparency with respect to the IPRC process and the development of Individual Education Plans. The Equity Department has committed, in the DDSB 2020-2021 Operational goals, to provide SERTs with an understanding of the impact of the IPRC process for Black students and will ensure that they are provided with the necessary skills to build trusting relationships between SERTs and Black families.

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Policies, Programs Guidelines and Practices***Intentional Hiring of Black Staff***

Identified as an area of concern by parents and students, the Equity Department will continue to focus on hiring Black educators and employees. Changes to Regulation 274 should make it easier to hire more Black educators.

Inclusive Curriculum and Assessment Practices***Black History Resource***

The Black History Resource, a K-12 resource to support curriculum, is being revised and updated to add resources and lesson ideas that support the Core French and French Immersion programmes.

Compendium Review

A committee of educators, parents and students are currently working on reviewing and updating the Compendium and will look at the twenty-eight action items in the document to determine goals already accomplished as well as additions that need to be made based on current issues that negatively impact the success of Black students. The revised document will have an overarching Human Rights lens and is scheduled to be completed by the spring of 2021.

5. Evidence of Impact

Metrics of the impact of the actions tied to the Year 3 goals of the Compendium of Action for Black Student Success will be updated in the mid-year Operational Goals in January 2021. In addition, given that we are being responsive to our school communities and in the process of building awareness with our staff of what anti-Black racism is and the strategies that we can use to disrupt it, we will know we have been successful when, as a board, we see evidence of where we are making a difference:

- Schools drawing on the voices and realities of our students to make responsive programming decisions
- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners
- Schools building the collective capacity and leadership of all students, staff and communities in relation to Anti-Black Racism
- The Durham District School Board having trained educators to understand the fundamental context of Anti-Black Racism and to use effective strategies to eliminate it

6. Recommendation

The Equity Department will continue to work with all staff to ensure that there is equity of outcomes for all students in all areas of work in DDSB.

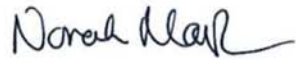
Appendices

Appendix A: Compendium of Action for Black Student Success Updates

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

Report reviewed by:

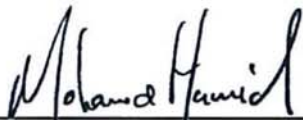


Norah Marsh, Acting Director of Education

Report reviewed and submitted by:



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



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

COMPENDIUM OF ACTION

for

BLACK STUDENT SUCCESS UPDATES

JUNE 2020



POLICIES, PROGRAMS GUIDELINES AND PRACTICES

ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	PERSON RESPONSIBLE
<p>1. Intentional hiring of Black educators</p>	<ul style="list-style-type: none"> Recruitment Fair for the Black community: 168 candidates applied for teaching/non-teaching positions. 70 individuals were hired for a variety of positions 8 racialized administrators were hired during the 2019 Spring principals and vice-principal promotion process Equity Department working with Ontario Institute for Studies in Education (OISE) and University of Toronto Scarborough Campus (U of Tsc) to recruit self-identified racialized students in the B.Ed program to complete their teacher placement practicum in DDSB schools. The long-term goal is to recruit them to be supply teachers in DDSB upon completion of their program 	<ul style="list-style-type: none"> 13 racialized administrators were hired during the 2019 (spring and fall) 2020 (spring) principal and vice-principal promotion process 5 racialized social workers were hired 1 racialized psychometrists was added to staff list April 2020 Recruitment Fair for racialized individuals was postponed due to COVID-19 Continued hiring of black educators across DDSB 	<ul style="list-style-type: none"> Continued focus on hiring Black educators across DDSB 	<ul style="list-style-type: none"> DDSB Human Resource Department DDSB Senior Administration
<p>2. Revise Safe Schools policies to recognize Anti-Black Racism as a critical focus</p>	<ul style="list-style-type: none"> Equitable Framework for Progressive Discipline completed 	<ul style="list-style-type: none"> On hold due to COVID-19 	<ul style="list-style-type: none"> Work with Safe Schools ongoing 	
<p>3. District Review by a trained equity team with an equity focus</p>		<ul style="list-style-type: none"> On hold due to COVID-19 		
<p>4. Include a component of Equity Reflection as part of the Teacher's Annual Learning Plan</p>				<ul style="list-style-type: none"> DDSB Safe School Department DDSB Senior Administration along with representatives from DEAA and DSAA

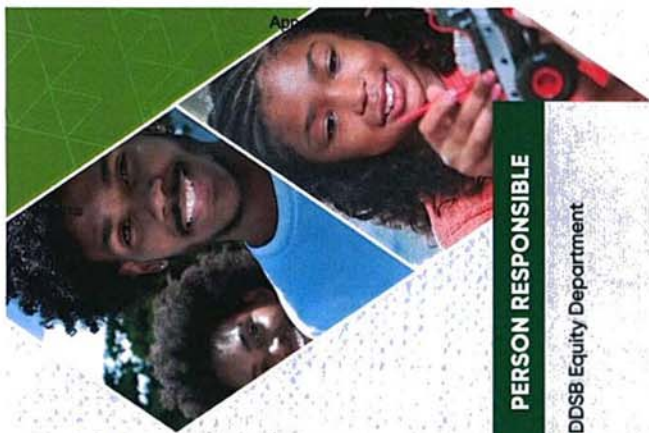
SHARED AND COMMITTED LEADERSHIP				
ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	
<ol style="list-style-type: none"> Superintendent assigned specially to the Equity Portfolio Partner with the Durham Black Educators Network (DBEN) to establish a Black Advisory Committee Focused Training for Equity Leads Draw upon the Indigenous and Racialized leadership programs to grow leadership of Black staff Collaborate with school leaders to foster an ongoing collaborative relationship with teacher federations to develop, deliver and support innovative practices that promote success for Black Students 	<ul style="list-style-type: none"> Two Supervisory Officers assigned to the Equity Portfolio Worked with DBEN to establish committee based on criteria set out in Compendium PAC established June 2019 	<ul style="list-style-type: none"> Black Advisory Committee established. First meeting held in October 2019 	<ul style="list-style-type: none"> Black Advisory committee adds student voice and they will establish several sub committees to focus their work Reach out and connect with parents in order to improve the school experiences and opportunities of Black students Committee to meet on a bimonthly basis Meeting outcomes to be reported to Equity Ad Hoc Committee 	
	<ul style="list-style-type: none"> Indigenous and Racialized Leadership Program continues to grow. There are 52 participants in the program 	<ul style="list-style-type: none"> Family of Schools (FoS) Equity Leads begin training in Anti-Black racism – October 2019 Training ongoing 	<ul style="list-style-type: none"> Black Administrators to meet throughout the year to discuss progress on identified issues 	<ul style="list-style-type: none"> DBEN Executive along with the DDSB Equity Department DBSB Equity Department DBSB Senior Administration
	<ul style="list-style-type: none"> Collaborate with school leaders to foster an ongoing collaborative relationship with teacher federations to develop, deliver and support innovative practices that promote success for Black Students 	<ul style="list-style-type: none"> Ongoing implementation of appropriate strategies to develop black staff leadership Superintendent meeting with black school leaders in June 2020 Teacher federation (ETFO) provided resource for CRRP Toolkit 	<ul style="list-style-type: none"> Equity Department working with schools to support innovative practices that promote success for Black students eg. Everyday Excellence 	<ul style="list-style-type: none"> Equity Department Leadership Department

SCHOOL COMMUNITY RELATIONSHIPS

ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	PERSON RESPONSIBLE
<p>1. Develop programs in partnership with community agencies to increase academic achievement</p>	<ul style="list-style-type: none"> Partnership with 100 Strong to provide opportunities for Black male students to participate in program offerings and mentorship opportunities as well as developing self-advocacy skills 	<ul style="list-style-type: none"> Engaged Village Parent Information Session to be reintiated in the fall of 2020 	<ul style="list-style-type: none"> Establish an Ad Hoc Committee as part of the Black Advisory Committee to develop partnership programs for black youth that support student achievement 	<ul style="list-style-type: none"> DDSB Equity Department
<p>2. Continued mentorship with 100 strong throughout the school year</p>	<ul style="list-style-type: none"> 50 Students participated in 100 strong 	<ul style="list-style-type: none"> On hold due to COVID-19 		
<p>3. Create partnerships with families/ community members to support Grades 8-9 transitions to high school and lay out educational pathways using "Choosing my Success"</p>			<ul style="list-style-type: none"> Partnering with DBEN to run full year tutoring program in both elementary and high school DBEN to run a gap-closing Getting Ready for High School program for Black students 	
<p>4. Increased communication of programs, initiatives and results via technology to allow easy access for DDSB parents and communities</p>		<ul style="list-style-type: none"> The Equity Department in partnership with the Communications Department is currently working on ensuring that equity resources and communication of various district programs and initiatives is easy for parent to locate on the DDSB website Virtual welcome to high school for 15 in-risk students 	<ul style="list-style-type: none"> Updated Compendium to be available online 	



INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES				
ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	PERSON RESPONSIBLE
1. Support for Black Studies Courses at Secondary Schools	<ul style="list-style-type: none"> Black Studies course implemented in 8 high schools 	<ul style="list-style-type: none"> Black Studies course implemented in 12 high schools Individual support provided to new teachers of this course 	<ul style="list-style-type: none"> Group meetings of staff who are teaching the Black Studies course – 2 per semester 	<ul style="list-style-type: none"> DDSB Equity Department
2. Ensure that Afrocentric responsive curriculum is embedded in classroom practice	<ul style="list-style-type: none"> Create Black History Month resource for schools DDSB team to visit Black focused elementary schools to observe best practices 	<ul style="list-style-type: none"> Black History Month resource shared throughout out DDSB DDSB team to visit Black focused secondary schools to observe best practices 	<ul style="list-style-type: none"> Expand Black History Month resource 	
3. Develop Experiential exchange of best practices in Afrocentric pedagogy to enhance teachers' understanding of CRRP initiatives which include classroom and school visits during the day		<ul style="list-style-type: none"> Culturally Relevant and Responsive Pedagogy (CRRP) toolkit and web tool continue to be implemented in schools – ongoing training of administrators and teachers Equity Officer and Facilitator to work with selected schools on CRRP Equity Officer and Facilitator continue to work with Family of Schools (FoS) Superintendent on Anti-Black racism 	<ul style="list-style-type: none"> Ongoing from previous year 	<ul style="list-style-type: none"> DDSB School Administration Team
4. Each school to complete an Equity Audit of curriculum and available resources		<ul style="list-style-type: none"> On hold due to COVID-19 	<ul style="list-style-type: none"> Resume equity audit with ongoing Anti-Black racism focus Data from the equity audit is to be used to develop an actionable plan with timelines to address gaps identified 	
5. Educators will use Equity and Well-Being Continuum to ensure Black students are represented in resources, posters, bulletin boards and display cases in schools		<ul style="list-style-type: none"> All secondary schools have an established equity team and equity audits were starting in this past winter Anti-Black Racism focus added to equity continuum DDSB staff to visit a TDSB Afrocentric secondary school 	<ul style="list-style-type: none"> Ongoing Each school to submit audit to family of schools superintendents review of resource is posters bulletin boards and display cases in schools 	



RELIGIOUS ACCOMMODATIONS PRACTICES

ACTION ITEMS

1. Build connections with Faith leaders
2. DDSB will provide a space for prayer/reflection upon request

YEAR 1 (2018-2019)

- Creation of 2019 Accommodating Creed in Schools: An Inclusive Design Approach

YEAR 2 (2019-2020)

- Ensure that every school has a space for prayer/reflection, if requested

YEAR 3 (2020-2021)

- All schools must have a prayer space for students

PERSON RESPONSIBLE

- DDSB Equity Department
- DDSB School Administration Team



SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT PRACTICES

ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	PERSON RESPONSIBLE
<p>1. School staff and administrators are engaged in on-going training in culturally responsive approaches to progressive discipline, bias-free discipline and restorative practices</p>	<ul style="list-style-type: none"> Partner with Safe Schools to create a series of workshops dealing with progressive discipline, re-engagement, bias-free discipline and restorative practices using the equity lens 	<ul style="list-style-type: none"> Partner with Safe Schools to create a series of workshops dealing with progressive discipline, re-engagement, bias-free discipline and restorative practices using the equity lens 	<ul style="list-style-type: none"> The Equity Department in partnership with Safe Schools Department is examining discipline practices across the system to continue to ensure bias-free discipline practices 	<ul style="list-style-type: none"> DDSB Equity Department and the Safe Schools Department
<p>2. New administrators will participate in bias-free progressive discipline training as a component of their on-boarding</p>	<ul style="list-style-type: none"> Bias free progressive discipline training should be provided to new administrators (on hold due to COVID-19) 	<ul style="list-style-type: none"> Bias free progressive discipline training should be provided to new administrators (on hold due to COVID-19) 	<ul style="list-style-type: none"> Work collaboratively with Safe Schools Department, Assessment and Accountability Department to asking specific questions around experiences with Anti-Black racism on the School Climate Survey 	<ul style="list-style-type: none"> DDSB Human Resource Department
<p>3. School Climate surveys will include self-identification and questions around harassment and Anti-Black racism</p>	<ul style="list-style-type: none"> The School Climate Survey includes questions about being bullied or harassed due to race 	<ul style="list-style-type: none"> The School Climate Survey includes questions about being bullied or harassed due to race 	<ul style="list-style-type: none"> Work collaboratively with Safe Schools Department, Assessment and Accountability Department to asking specific questions around experiences with Anti-Black racism on the School Climate Survey 	<ul style="list-style-type: none"> Safe School Department Equity Department Assessment and Accountability Department





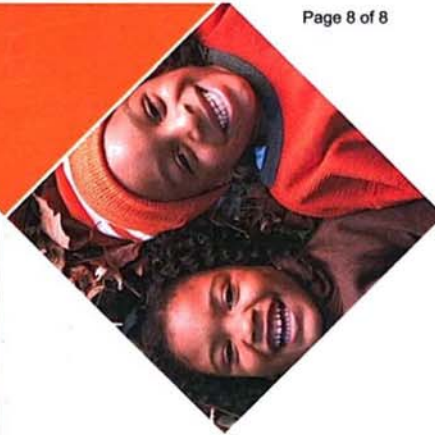
PROFESSIONAL LEARNING

ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	PERSON RESPONSIBLE
<p>1. Mandatory training for Kindergarten, Guidance, SERT and intermediate teachers in Anti-Black racism and unconscious bias</p>	<ul style="list-style-type: none"> Equity training for senior staff with Nauman Ashraf (2018) and Shakil Choudhury (2019) Training developed and initiated for staff Kindergarten teachers (spring 2019) 	<ul style="list-style-type: none"> Equity Officer and Facilitator to develop and facilitate Equity training workshops for CUPE employees on the PD day Training developed implemented for guidance teachers SERTs and intermediate teachers as part of the Unlearn Summer conference 	<ul style="list-style-type: none"> Training for all 4 identified teaching groups, additional teaching groups, Inclusive Student Services and DDSB staff ongoing Dr. Nicole West-Burns working with a number of Durham schools with a focus on Anti-Black racism Training for all 4 identified teaching groups, additional teaching groups, Secondary Curriculum, Inclusive Student Services, and DDSB staff ongoing 	<ul style="list-style-type: none"> DDSB Equity Department
<p>2. Anti-Black racism training for DDSB employees, community partners and volunteers</p>	<ul style="list-style-type: none"> Training for Kindergarten teacher, in attendance at anti-oppression training offered to staff 	<ul style="list-style-type: none"> Ongoing training with schools to develop a better understanding of Anti-Black racism and systemic practices that put Black students at a disadvantage Unlearn conference offering a wide variety of workshops on Anti-Black racism (August 2020) Mandatory Anti-Black racism training began in the fall of 2019 for all DDSB administrators Educating teachers on how to engage in critical conversations about race through: Invitation into Critical and Courageous Conversations about Race 	<ul style="list-style-type: none"> Anti-Black racism training for DDSB employees on going. 	<ul style="list-style-type: none"> DDSB Equity Department
<p>3. Provide senior staff, administrators and trustees training on Anti-Black racism</p>	<ul style="list-style-type: none"> Ongoing Race and Privilege Workshops Equity training for senior staff with Nauman Ashraf (2018) and Shaquil Choudhury (2019) 	<ul style="list-style-type: none"> Unlearn – conference offering a wide variety of workshops on Anti-Black racism (August 2020) Anti-Black racism training began in the fall of 2019 for Administrators 	<ul style="list-style-type: none"> Continue to build content knowledge with administrators of how Anti-Black racism presents in schools Dr. Nicole Westburns working with DDSB administrators with a focus on Anti-Black racism 	<ul style="list-style-type: none"> DDSB Equity Department



ACCOUNTABILITY AND TRANSPARENCY

ACTION ITEMS	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)	PERSON RESPONSIBLE
<p>1. Utilizing Faces on the Data, schools will use data to ensure all students have access to, and see themselves represented in the curriculum</p>	<ul style="list-style-type: none"> Board-wide Census completed 	<ul style="list-style-type: none"> Equity Officer and Facilitator to provide support to schools identified by FoS Superintendents for a variety of ways to analyse data and develop next steps for equitable outcomes 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> DDSB Senior Administration
<p>2. Gather qualitative data from Black Focus groups and interviews with those who identify as Black (students, parents, educators and advocates) to inform practice and planning for Black Student Success</p>		<ul style="list-style-type: none"> School Improvement Teams to use data to inform practices that will lead to increased student achievement 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Equity Department Black Advisory Committee



ADMINISTRATIVE REPORT

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

SUBJECT: **Make a Difference Depot** **PAGE NO.** 1 of 4

ORIGIN: Norah Marsh, Acting Director of Education
Erin Elmhurst, Acting Superintendent of Education
Stacey Lepine–Fisher, Senior Manager
Claire Morgan, Manager, Poverty Strategy
Jacquie Protomanni, Interim Manager, Early Years

1. Purpose

The purpose of this report is to provide the Durham District School Board (DDSB) Trustees with an update on the *“Make a Difference (M.A.D) – Poverty Strategy” Make a Difference Depot.*

2. Ignite Learning Strategic Priority/Operational Goals

Equity: Build on students’ strengths and experiences by removing socio-economic obstacles and providing access to supports needed for educational success.

Engagement: Develop and enhance partnerships with local businesses, large organizations, and social stake-holders to strengthen schools and support our students.

Success: Increase achievement by being responsive to the ever-changing needs of students by providing them with adequate resources and supports.

Well-being: Acknowledge and respond to students essential needs to promote a culture of care and readiness to learn.

3. Background

3.1 The Make a Difference Strategy was launched in September 2013 to address concerns expressed by Oshawa Trustees regarding the impact of poverty on school success and student achievement and well-being.

3.2 A Steering Committee with representatives from multiple stakeholders continues to oversee the implementation of the 15 identified strategies that aim to address the complex issues impacting poverty, readiness for school, family supports, improving student achievement, school success and overall well-being.

3.3 The Regional Municipality of Durham identified seven Priority Neighbourhoods, by the Health Department, as areas that require focus to build on health and well-being.

- i. Downtown Ajax - Ajax
- ii. Downtown Whitby - Whitby
- iii. Lakeview - Oshawa
- iv. Gibb West - Oshawa
- v. Downtown Oshawa - Oshawa
- vi. Central Park - Oshawa
- vii. Beatrice North - Oshawa

These neighbourhoods have been identified as having socioeconomic opportunity gaps. The M.A.D Poverty Strategy Steering Committee adopted the Priority Neighbourhood plan to provide intentional and targeted supports and services to students in the 35 schools that are located within these neighbourhoods.

3.4 Following Maslow's hierarchy of needs, we recognize that students need to have their physiological needs met in order for them to be able to learn. In addition, students need to feel comfortable and safe in their learning environment. To ensure students have further access to supports and resources they need to be successful, the *Make a Difference* steering committee developed the *Make a Difference Depot*.

4. Analysis

4.1 The *Make a Difference Depot* is located at the back of Village Union Public School in a large space that has ample parking and its own entry/exit doors, separate from the school.

4.2 The *Make a Difference Depot* has three key programs that run simultaneously within the space and focus on mitigating various barriers that students experience.

The Starfish Store: This program has new school supplies, well-being products and clothing that are available to students in need.

The Re:Source Program: This program receives donations from companies that have an overstock of various materials/supplies that may be re-purposed in classrooms to enhance student learning.

The Nutrition Station: This program works in partnership with Durham's Child Nutrition Project to support breakfast and snack programs in *Make a Difference* schools.

- 4.3 There has been an increased need within the DDSB community to support families experiencing additional financial strains as a result of the COVID-19 pandemic. School supplies due to new health and safety requirements and food insecurity have been identified as increased areas of need.
- 4.4 The return to school process and the reopening of the *Make a Difference* Depot required additional consideration to adapt to meet the needs of students and educators while adhering to new health and safety protocols which include:
- An on-line appointment scheduling system – to limit the number of individuals accessing the space to one person every 15 minutes and support process of contact tracing if needed;
 - Masks – must be worn in the *Make a Difference* Depot at all times;
 - Hand Sanitization – required of all individuals upon entering the space;
 - Daily Self-Assessment – all DDSB staff are required to complete a self-assessment prior to starting their day.

4.5 Donation Highlights 2020-2021 School Year

The start of the 2020-2021 school year included accepting and distributing donations from various agencies and organizations to ensure the needs of our DDSB students were being acknowledged and supported. This process included the need to source and accept various items that would support students and educators.

Donations	Monetary Value
Backpacks	\$18,500
School Supplies	\$31,400
Crayons	\$45,780
Masks	\$9,000
Face Shields	\$109,000
Books	\$4,800
Binders	\$45,280
Food Kits	\$1,500
Feminine Hygiene Products	\$41,200
Total – 2020/2021:	\$306,460

**Note: this is not an extensive list of donations.*

5. Evidence of Impact

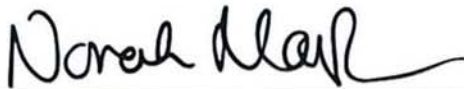
The *Make a Difference* Depot opened its doors to educators and administrators for the 2020/2021 school year on September 1, 2020. In 6 weeks, we have seen 35 schools come out to pick up supports for students in need, of the 35 schools 15 were *Make a Difference* priority schools.

6. Conclusion

There is no single measure to address the systemic barriers experienced by families impacted by classism. The impact of poverty on children and youth is complex and requires a coordinated, integrated and multi-faceted approach at all levels of education and the broader community. Our Steering Committee will continue to develop the necessary partnerships and oversee projects that continue to make a difference in the lives of students and families experiencing inequities related to poverty.

This report is provided to Trustees as information.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Erin Elmhurst, Acting Superintendent of Education

ADMINISTRATIVE REPORT

REPORT TO: Standing Committee

DATE: November 2, 2020

SUBJECT: Filling the Trustee Vacancy on the Durham
District School Board

PAGE NO. 1 of 3

ORIGIN: Norah Marsh, Acting Director of Education, Secretary
Patrick Cotter, General Counsel

1. Purpose

To provide information to Trustees relating to a trustee vacancy, and the options available to fill the trustee vacancy and the process.

2. Background and Discussion

Due to the resignation of Ashley Noble, Trustee, Oshawa on Tuesday, October 20th, 2020, a position of Trustee, Oshawa is now vacant.

In considering the filling of this vacancy, the terms of the *Education Act* and the Board's By-laws need to be considered. Each of these is discussed below.

The Education Act

Section 221(1) and (2) of the *Education Act* provide as follows:

- (1) *Subject to Section 224, if the office of a member of a board becomes vacant before the end of the member's term,*
 - (a) *the remaining elected members shall appoint a qualified person to fill the vacancy within 90 days after the office becomes vacant, if a majority of the elected members remain in office; or*
 - (b) *a by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office.*
- (2) *Optional Election – Despite clause (1)(1), if members of the board are elected under the Municipal Elections Act, 1996, the remain elected members may by resolution require that an election be held in accordance with that Act to fill the vacancy if the vacancy occurs,*

- (a) in a year in which no regular election is held under that Act;
 (b) before April 1 in the year of a regulation election; or
 (c) after the new board is organized in the year of a regular election.

Therefore, under the *Education Act*, the vacancy may be filled by either an appointment under s. 221(1) or an election under s. 221(2).

Board By-Laws

Option 1 (Election): Previous Election Results and Estimated Costs

Durham District School Board By-Law "Filling Trustee Vacancies on the Board of Education" (the "Vacancy By-Law", Appendix "A") confirms the two options (appointment or election) and states that filling a vacancy through a by-election takes approximately 2 ½ months and calls for information to be provided to the Board "regarding the implications of holding a by-election, including previous election results and estimated costs".

In accordance with these provisions, the following is noted:

Previous Election Results (Appendix "B"):

Office of Trustee, Durham District School Board

ARNOLD, Valerie.....	5,222
BARRETT, Michael.....	7,122
BELLAMY, Derek.....	2,905
FORBES, Darlene.....	6,836
JEYES, Robert S.....	1,322
MANSFIELD, Zac.....	2,020
NOBLE, Ashley.....	6,576
RILEY, Garth.....	2,091
STONE, Linda.....	6,412

Estimated Costs (Appendix "C"):

The City of Oshawa has advised that the estimated cost of a by-election is \$500,000.00.

Option 2: Appointment

The Board's Vacancy By-Law provides that if the Board opts to appoint someone to fill the vacancy, the Board will "by special motion, establish an Appointment Committee with the authority to interview and appoint".

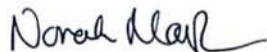
The appointment options set out in the By-Law are to either: (i) appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area provided that the candidate remains a qualified person; or (ii) accept applications for the position. In the latter case, the key provisions of the Vacancy By-Law, may be summarized as follows:

- (a) Advertising: The Vacancy shall be advertised in all the local papers.
- (b) Applications: Written applications shall be submitted.
- (c) Information Required: Applicants shall be asked to provide information as to their eligibility; why they are interested in the position; their background, interests, experience and concerns; and any other information they think is pertinent.
- (d) Information provided: The Board shall provide interested applicants with certain information.
- (e) Interviews: Each candidate that has submitted a written application by the specified deadline, will have five minutes to address the Board and five minutes to respond to questions in public session.
- (f) Voting: There is a detailed voting process, by secret ballot, for the Board to choose the successful applicant.

3. Conclusion

The Board should select the option they wish to pursue to fill the Trustee vacancy in Oshawa.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education, Secretary to the Board



Patrick Cotter, General Counsel

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Meeting of the Durham District School Board

DATE: November 2, 2020

SUBJECT: Strategic Planning Process

PAGE NO. 1 of 3

ORIGIN: Norah Marsh, Acting Director of Education, Secretary to the Board

1. Purpose

To seek direction from Trustees for addressing the strategic planning process.

2. Background

2.1 School Boards are required to create a multi-year strategic plan to set direction for the Board. It is a fundamental document to provide the vision that informs Board Policy and staff's operational work. However, the length varies between school boards' strategic plans. The minimum requirement, as set out by the Ministry of Education, is for three years with many school boards opting to have a five-year plan.

2.2 A third-party consultant was hired in January of 2018 to assist with the strategic planning consultation and development process.

2.3 The Durham District School Board adopted a three-year Strategic Plan in September 2018 following a thorough consultation with stakeholders.

2.4 The Priorities are identified in the table below.

Strategic Priority	Goals for Each Strategic Priority
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	Re-imagine learning and teaching spaces through digital technologies and innovative resources.

- 2.5 The *Ignite Learning Strategic Plan* has become well known throughout the District and is prevalent in schools across the system.
- 2.6 During the emergency school closure period from March 2020 to August 2020, staff focused on the priorities of responding to needs that emerged from the pandemic and managing the emergency closure. As a result, the operational work as planned was paused to best serve students and staff during such an unusual time.
- 2.7 Throughout emergency school closure period, there was a focus on overarching principles that inform all the work within the *Ignite Learning Strategic Plan*: human rights and equity, mental health and well-being, and learning. The system was able to move into meaningful and interconnected work as a result of this focus.
- 2.8 The Senior Team has adjusted its operational goals for the 2020-2021 school year to reflect the current context, understanding that much of the new learning within the system is operational in nature and focused on the current realities of virtual schools, blended learning and physical school safety during a pandemic. We prioritized the work to reflect that context while remaining ambitious in terms of the goals we aim to achieve in support of the *Ignite Learning Strategic Plan*.

3. Analysis:

- 3.1 If the Board wishes to create a new multi-year strategic plan, an RFP would need to be developed immediately for the hiring of a third-party provider to assist with the work.
- 3.2 Consultations could still occur, albeit virtually, with stakeholders across the system. These consultations would occur at the time as another major undertaking, the Secondary School Review Consultations.
- 3.3 Given the current context and the previous interruption to the regular cycle of work, the Board may wish to consider an extension of the current Strategic Plan. This would allow staff to continue in the deep work they are immersed in from its direction, continue to build on it within the system, and provide staff and stakeholders with a sense of stability in extending it to either September 2022 or 2023. Consultations would then begin in January of the development year.

4. Financial Implications

Should the Board determine that it wishes to proceed with a new strategic planning process, the following costs would be incurred: fees for the strategic planning firm, product development and distribution, re-branding of materials.

5. Communication Plan

- 5.1 The communication plan will be dependent on the board's decision. If the current plan is to be extended, communication to stakeholders would be provided via social media and the website.
- 5.2 Should the Board wish to pursue a strategic planning process; a communications plan will be developed in consultation with the strategic planning firm. It would align with timelines to support stakeholder consultation and communication across the system. A variety of communication tools (e-mail, posters, social media, website, video, virtual meetings) will be used to inform the system in advance of the strategic plan process, ways to get involved during the consultation/feedback phase and widely communicating the new strategic plan to all stakeholders once completed.

6. Recommendation

This report presents the option to Trustees of extending the Ignite Learning Strategic Plan for the period of one-year or two-years. This would be compliant with the Ministry of Education's expectations and provide the system with the stability of being guided by a fourth and possibly fifth year under the same plan.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education and Secretary

Report: To change the election process of Voting/non-voting directors and alternates for OPSBA Board of Directors (BOD)

Background

Due to enrolment numbers of the DDSB, we have 2 Trustees that sit on the OPSBA Board of Directors (BOD). One Trustee is the voting director and the other is a non-voting director. When there is a weighted vote required, like at the AGM or during labour negotiations, the voting member casts the vote on behalf of the DDSB. Although each voting director on the OPSBA BOD votes, the weight of a board's vote is dependent on the student enrolment DDSB's vote has a weight of 5.

Both directors (Trustees) very similar responsibilities except during the Annual General Meeting or when ratifying a central table labour agreement. Both of the directors attend OPSBA BOD meetings, speak to issues and provide input, make motions, vote at BOD meetings, etc. The voting director is the only director that votes at the AGM or when ratifying a tentative agreement. As we have 2 directors, we also elect 2 alternates for the directors. Alternates only attend if either of the 2 directors cannot attend a meeting. Voting director, non-voting director and alternates are elected annually at the organizational meeting in December.

Currently the voting director and the non-voting director are elected separately, along with alternates for the specific position (eg. Voting director and voting director alternate are elected then non-voting director and alternate).

Concern

The concern is that the alternates directors are very rarely called upon to attend an OPSBA BOD meeting. Although the voting director alternate may receive minutes from meetings, they have not had the benefit of attending meetings to hear the discussion around issues, as detailed discussions are not captured in the minutes. The non-voting director would have attended the BOD meeting along side the voting director and would have benefited from the discussions around the BOD table.

The current election structure puts the voting member alternate at a disadvantage when voting on behalf of the DDSB, if they have never attended a meeting. It is also would be less likely that the alternate would be available to attend a BOD meeting in the absence of a director when that alternate is elected to a specific position of voting or non-voting director.

It is therefore recommended that we change the way the Board of Trustees elect the voting director, non-voting member and alternates for OPSBA.

The following motion allows either of the alternate directors to attend an OPSBA BOD meeting, should either director not be able to attend a BOD meeting. This will increase the likelihood of always having 2 directors at the OPSBA BOD meeting. As well, allow the non-voting director who has attend all the OPSBA BOD meetings, vote when applicable on behalf of the DDSB.

NOTICE OF MOTION

Moves that the OPSBA non-voting director becomes the voting director in the absence of the voting director and the alternate OPSBA directors are elected at large; not specifically elected as voting director alternate and non-voting director alternate.

ADMINISTRATIVE REPORT

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

SUBJECT: Update on Unnamed North Ajax French Immersion PS **PAGE NO.** 1 of 4
Boundary Consultation Process
Town of Ajax

ORIGIN: Norah Marsh, Acting Director of Education
David Wright, Associate Director of Corporate Services
Mohamed Hamid, Family of Schools Superintendent
Margaret Lazarus, Family of Schools Superintendent
Christine Nancekivell, Chief Facilities Officer
Carey Trombino, Manager of Property and Planning

1. Purpose

The purpose of this report is to provide further information to the October 19, 2020 report to Trustees, regarding the timelines required for the public consultation process in accordance with Regulation School Boundaries with regards to establishing boundaries for Unnamed North Ajax French Immersion PS, located at 270 Williamson Drive West.

2. Ignite Learning Strategic Priority/Operational Goals**Constructively Engage the Community**

- Use many ways to communicate with and receive feedback from the community.

3. Background

The Unnamed North Ajax French Immersion PS received approval and funding for the construction of the school as one of the Board's 2017 Business Case submissions to the Ministry of Education. The school is currently under construction and will open September 2021.

Details of the boundary review consultation were shared with the Board at the October 19, 2020 Board Meeting. At that time, Trustees questioned how this consultation would fit with the French District Review that is simultaneously taking place. Staff committed to revisit the timelines to see if the consultation could occur following the French District Review.

New or adjusted boundaries are typically approved by the January board meeting of the year the boundaries take effect. This timing allows for the creation of the official enrolment projections, as well as the associated staffing process. The following is an excerpt from the Board Regulation on School Boundaries:

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Where possible, finalized details of new or adjusted boundaries will be determined and announced no later than the release of the Official Enrollment Projections preceding the school year in which the boundaries are to be enforced or phased in. This time frame allows for sufficient advance notice to parents, students, trustees, school and administrative staff.

The enrolment projection process begins at the end of January each year, with staffing of schools occurring in March. This timeline is significantly driven by collective agreement language and cutoff dates around teacher assignments and redundancies, but given the complexity of new school openings, successful transitions for students are grounded in advance system planning time. Having sufficient time allows for families to access appropriate childcare, allows time for bus routing and communication, procurement of supplies related to start-up, etc.

There have been instances, when a boundary consultation process was limited to one calendar month. The feedback from families was that there was insufficient time for fulsome consultation with that timeframe.

While the DDSB French District Review that is currently underway has the potential to impact programming at the new school, changes stemming from the review would not be implemented immediately. The Unnamed North Ajax PS will be a single-track French Immersion school. Should the French District Review take into consideration changes to kindergarten access, all families at that time would be given notice and the changes would impact future kindergarten students, not ones for 2021-2022.

Should the Board make decisions related to single-track immersion schools, that process would require more planning and could not be implemented for the 2022-2023 school year.

In alignment with Board Regulation on Boundary Review, staff would like to proceed with the current boundary review to ensure adherence with collective agreements, and a successful transition for students. When considering the implementation of the District French Review, sensitivity will be demonstrated to families who will have recently undergone a consultation and transition.

4. Analysis

The boundary consultation process will be a virtual public consultation in the form of a PowerPoint presentation, available on the Board's website. The presentation will be accessible to the community, including parents/guardians of students to be affected by the proposal.

Public input will be collected through various avenues including: a Thoughtexchange, email and voicemail. Based on community feedback and survey results, a follow-up PowerPoint presentation will be made available on the Board's website for additional community input and review.

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The original key dates for the above consultation were as follows:

October 20, 2020 to November 9, 2020

- Feedback will be collected by email, phone line and Thoughtexchange.

November 16, 2020

- A second PowerPoint presentation will be available summarizing and addressing the concerns gathered to date.

November 16, 2020 to November 30, 2020

- Staff will collect feedback through the dedicated email and phone line based upon the second PowerPoint presentation and/or additional feedback received.

January 18, 2021

- A Recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.

Projection and Staffing Timelines:

- January 29th – start of Official Enrolment Projections
- February – draft enrolment to schools for review/Meetings with Operations, Planning and Principals
- March – projections finalized, regional elementary staffing determined, elementary teacher school surplus declared
- April – Elementary teacher posting and transfer process
- May – Board elementary teacher redundancies declared

Adjustments to the consultation dates are required, to provide a fulsome consultation, and have the information collected to prepare the report for January 18, 2021, for the spring 2021 projection and staffing timelines to be met.

The following are the revised consultation dates:

November 3 2020 to November 23, 2020

- Feedback will be collected by email, phone line and Thoughtexchange.

November 30, 2020

- A second PowerPoint presentation will be available summarizing and addressing the concerns gathered to date.

November 30, 2020 to December 14, 2020

- Staff will collect feedback through the dedicated email and phone line based upon the second PowerPoint presentation and/or additional feedback received.

ADMINISTRATIVE REPORT

Update on Unnamed North Ajax FI PS Boundary Consultation Process Town of Ajax

Page 4 of 4

January 18, 2021

- A Recommendation report will be presented to Trustees summarizing all feedback collected and provide a recommended boundary, based upon the feedback, for Trustees consideration.

Projection and Staffing Timelines:

- January 29th – start of Official Enrolment Projections
- February – draft enrolment to schools for review/Meetings with Operations, Planning and Principals
- March – projections finalized, regional elementary staffing determined, elementary teacher school surplus declared
- April – Elementary teacher posting and transfer process
- May – Board elementary teacher redundancies declared

5. Conclusion

The Unnamed North Ajax French Immersion PS received Ministry of Education approval for construction as one of the Board's 2017 Business Case submissions. The new school, scheduled to open in September 2021, will be located at 270 Williamson Drive West in Ajax.

To allow for a successful transition for the communities and school involved, we will require a decision by January 18, 2021. Trustees will receive the District French Review Report prior to that date in January so that they are aware of its content.

This report is provided for Trustee information.

Report reviewed and submitted by:



 Norah Marsh, Acting Director of Education



 David Wright, Associate Director of Corporate Services



 Mohamed Hamid, Family of Schools Superintendent



 Margaret Lazarus, Family of Schools Superintendent