



## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING STANDING COMMITTEE PUBLIC SESSION**

**Monday, February 1, 2021**

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Director of Education: Director Norah Marsh

Recording Secretary: Kathy Fitzpatrick

**DATE:** Monday, February 1, 2021

**TIME:** 7:00 p.m.

**LOCATION:** Virtual

**ATTACHMENTS:** Agenda

**Copies to:**

All Trustees

Director of Education

All Superintendents

**STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD**  
**Monday, February 1, 2021**  
**7:00 p.m.**

	PAGE
1. <u>Call to Order</u>	
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.</p>	
3. <u>Motion to Approve Agenda</u>	
4. <u>Declarations of Interest</u>	Verbal
5. <u>Community Presentations</u>	
6. <u>Director's Update on Lock-Down and Schools</u> (Director of Education Norah Marsh)	Verbal
7. <u>DDSB Presentations</u>	
(a) Black History Resource (Superintendents Mohamed Hamid, Margaret Lazarus)	1-64
8. <u>Recommended Actions</u>	
(a) Naming of Schools Policy (Chair Carolyn Morton)	Verbal
(b) Rescinding Board Motion (Trustee Paul Crawford)	Verbal
9. <u>Information Items</u>	
(a) Ignite Learning Implementation Mid-Year Operational Goals Update (Director of Education Norah Marsh and Senior Team)	65-96

- |  |         |
|--|---------|
| (b) Elementary Enrolment Update<br>(Acting Associate Director Jim Markovski)                     | 97-99   |
| (c) Durham-Scarborough Bus Rapid Transit<br>(Associate Director David Wright)                    | 100-106 |
| (d) Student Trustee Report<br>(Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya)   | Verbal  |
| <br>   |         |
| 10. <u>Committee Reports</u>   |         |
| (a) Governance Ad Hoc Committee Meeting Minutes of November 23,<br>2020<br>(Trustee Linda Stone) | 107-111 |
| <br>   |         |
| 11. <u>Correspondence</u>  |         |
| <br>   |         |
| 12. <u>Other Business</u>  |         |
| <br>   |         |
| 13. <u>Adjournment</u>   |         |

**1**  
**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** February 1, 2021

**SUBJECT:** Igniting Learning via Black History Resource **PAGE NO.** 1 OF 4

**ORIGIN:** 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  
Jacqui Steer, Executive Equity Coordinator

**1. Purpose**

The purpose of this report is to share with Trustees the updates to the Black History Resource. The updated resource will be shared with schools during Black History Month, which supports our commitment to igniting and supporting learning through focused, impactful, educational, and inspiring activities.

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

The Black History Month Resource supports DDSB strategic priorities as follows:

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

- The activities and compilation of resources, relevant to the lives of the students will improve student knowledge about black history.

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

- The information contained in the resources will promote a sense of belonging for all students ensuring that they matter.
- Students will see themselves reflected in curriculum resources.

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

- The plethora of interactive activities found in this report will increase engagement as the student will become part of the action and the learning.

**Innovation:** *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

- Students will use digital technology to reimagine learning about black history.

**Leadership:**

- Activities in the resource provide students with the opportunity to lead and incorporate student voice throughout the month.

### **3. Background**

The month of February was officially recognized as Black History Month by the House of Commons in December 1995 and provides an opportunity to share and learn about the experiences, contributions, and achievements of people of African ancestry. African Canadians have contributed to all areas of Canadian society, enriching educational, political, business, religious, and cultural landscapes.

Schools across the DDSB participate in engaging activities throughout the month of February to celebrate the achievements of Black Canadians and reflect on their stories, experiences, and accomplishments.

### **4. Analysis**

Teachers have been acknowledging and celebrating Black History Month with their students. It was noted that they were relying heavily on American content. A need was identified. Canadian content was lacking. Educators required a resource that would assist them in gathering information about Black History Month and Black history in general.

The activities included in this resource were submitted by Durham educators and illustrate the wide range of activities that can be shared in schools to recognize past and present contributions that African Canadians have made and continue to make in such areas as education, medicine, art, culture, public service, economic development, politics, and human rights. Educators are strongly encouraged to incorporate activities that recognize the contributions of Black Canadians throughout the year (not just during the month of February) embedding these expectations in the curriculum.

Resources are organized by division: kindergarten, primary, junior, intermediate, and secondary to ensure that they can be accessed at the developmental and educational levels of all students. School-wide activities, such as morning announcements, ideas for the hallway bulletin board, assemblies, cultural displays are activities that can be implemented in all schools at all levels of learning. A variety of resources—music, videos, books—have been included to round out the eclectic collection that allows for differentiated instruction.

One of the goals of this resource is to ensure that it is a living document reflective of current events as well as newly published materials. Following are some notable updates included in the resource:

- Canada Post's 2020 Black History Month stamp honours the Coloured Hockey Championship and the all-black hockey teams in the Maritimes that competed for the championship between 1895 and 1930. Canada Post's purpose in telling the stories of these athletes is to highlight the role that Black people played in the evolution of the sport, break down barriers of exclusion and dispel myths such as only white athletes play hockey.

**3**  
**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

- Many Black Canadians can trace their family roots to Loyalists who emigrated to Canada in the 1780s. These Black Loyalists, escaping slavery in America, had been offered freedom and land if they agreed to fight for the British cause, thousands seized the opportunity to build a new life in British North American. Their military service did not end there. Black Canadian soldiers fought in many wars defending Canada as well as fighting for world freedom in WWI and WWII. The addition of Remembrance Day themed YouTube videos, highlighting the contributions of Black soldiers will serve to inform students of their sacrifices and achievements.
- Resources have been included to assist teachers in developing knowledge and competency to be able to address issues related to anti-Black racism.

The document will be reviewed annually to ensure that historical content is reflective and representative of the Canadian context.

**5. Evidence of impact**

We will be connecting with schools to collect data to find out how teachers are using this resource and its impact on students. It is anticipated that the use of this resource will increase the interest and engagement of all students during Black History Month and throughout the year. Teachers will continue to embed CRRP strategies in curriculum content and will be more intentional in including the identities of the students in their classroom.

**6. Conclusion and/or Recommendations**

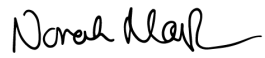
This report is provided to Trustees for information purposes.

**7. Appendices**

Appendix A – Black History Resource

**4**  
**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

Report reviewed and submitted by:



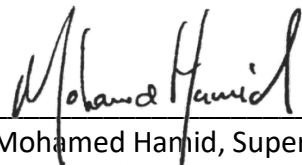
---

Norah Marsh, Director of Education



---

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

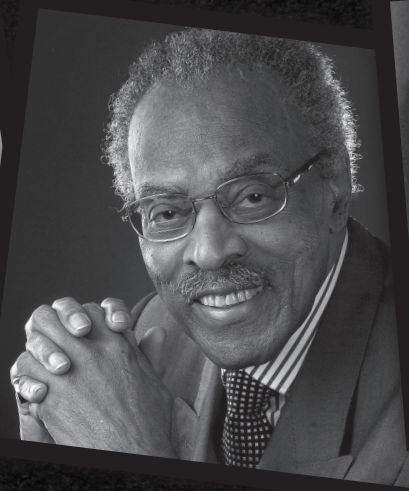


---

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

# 2020 RESOURCE

REVISED 2021



# BLACK HISTORY RESOURCE



**PRIMARY JUNIOR INTERMEDIATE SECONDARY**

SCHOOL ACTIVITIES | ON LINE RESOURCES | MOVIES | COMMUNITY ORGANIZATION | SPEAKERS | PRESENTERS

**BLACK  
HISTORY RESOURCES**

This document was developed as a means of sharing across the district some of the activities that schools have engaged in the past to celebrate Black History Month. We would like to thank all schools for sharing their undertakings.

Additional sections have been included to assist schools in their work to develop a rich and deeper understanding of how to integrate Canadian Black history into the curriculum not just during the month of February but throughout the year.

We encourage educators to examine the resources provided and select and instruct students using activities, movies, books and other resources that are appropriate to the age and developmental stage of their students. When using movies, preview and select clips that support the curriculum expectations being taught. Educators can also view movies to further their own knowledge of Black history topics such as the civil rights movement and make comparisons and connections to the Canadian experience. Where possible, we ask educators to draw on the experience of black Canadians. *All of the books listed in the book resource section are available locally in Durham (Blue Heron Book Store).*

Our work in Anti-Black Racism is directly connected to Culturally Responsive and Relevant Pedagogy through the guiding principles: High Expectations, Cultural Competence and Critical Consciousness. Black history is a component of CRRP. By including Black history into classroom studies, teachers transform the curriculum by incorporating multiple perspectives

on the traditional curriculum. In addition, incorporating Black history promotes a better understanding of the hidden curriculum, providing opportunities to hear the voices that might otherwise be excluded.

The section on stamps provides a list of black Canadians who have contributed to Canadian history in significant ways, but who may not be as well known.

The list of politicians, writers, athletes and musicians includes well known and less well known black Canadians.

Nelson Mandela the Canadian connection: Canada played an important role in the elimination of apartheid in South Africa. The article chronicles that role.

The poem Roll Call by George Elliott Clarke provides an extensive list of Black Canadians.

This document will be updated on a regular basis.

Our work in addressing anti-Black racism is directly connected to Culturally Responsive and Relevant Pedagogy through the guiding principles: High Expectations, Cultural Competence and Critical Consciousness. By including black history into classroom studies, teacher transforms the curriculum by including multiple perspectives on the traditional curriculum. In addition incorporating Black history promotes a better understanding of the hidden curriculum, providing opportunities to hear the voices that might otherwise be excluded.

*Jacqueline Steer*

2020 RESOURCE



# BLACK HISTORY MONTH

**Black History Month is an opportunity for Canada to recognize the past and present contributions that African Canadians have made and continue to make in such areas as education, medicine, art, culture, public service, economic development, politics and human rights.**



The activities included this resource were by submitted by Durham educators. They are provided to illustrate the wide range of activities that can be shared in schools to recognize Black History Month. While we honour and celebrate the accomplishments of Black Canadians during the month of February we strongly encourage educators to incorporate activities that recognize the contribution of Black Canadians throughout the year.

## PRIMARY JUNIOR INTERMEDIATE SECONDARY

SCHOOL ACTIVITIES | ON LINE RESOURCES | MOVIES | COMMUNITY ORGANIZATION | SPEAKERS | PRESENTERS

Photo Credits: 1940 Viola Desmond, Halifax, Nova Scotia, Winnipeg Free Press <[commons.wikimedia.org/wiki/File:Viola\\_Desmond.jpg](https://commons.wikimedia.org/wiki/File:Viola_Desmond.jpg)>. The honourable Lincoln Alexander, Gilbert & Associates Toronto. Roosevelt Pinheiro 2007, Michaele Jean, <[commons.wikimedia.org/wiki/File:Micha%C3%ABlle\\_Jean\\_2\\_11072007.jpg](https://commons.wikimedia.org/wiki/File:Micha%C3%ABlle_Jean_2_11072007.jpg)>. 1950 Oscar Peterson in "Jazz at the Philharmonic" <[commons.wikimedia.org/wiki/File:Oscar\\_Peterson\\_-\\_1950.JPG](https://commons.wikimedia.org/wiki/File:Oscar_Peterson_-_1950.JPG)>.



The Pan-African Flag was created in 1920 and is an emblem of pride containing the colours red, green and Black. Red symbolizes the blood that unites all people of Black African ancestry, and the blood shed for liberation. Black symbolizes the Black people and green symbolizes the abundant natural wealth of Africa. Feb 4, 2019

Black History month was initiated in Canada by the Ontario Black History Society and introduced to Parliament in December 1995 by Jean Augustine, the first Black woman elected as a Member of Parliament. Black History Month was officially observed across Canada for the first time in February 1996. Ontario Black History Month Society

## BLACK HISTORY MONTH SUGGESTED ACTIVITIES



# BLACK HISTORY MONTH RESOURCES

## BY GRADE LEVEL

### KINDERGARTEN

1. Read alouds and lessons on self-acceptance by reading books such as I like Myself, Big Hair, I am King, Mae Jemison.
1. Read alouds and lessons from the children’s book, “The Boy Who Harnessed the Wind”, the true story of William Kamkwamba who grew up in Southeastern Africa. Full day kindergarten students use this knowledge and create inventions to help solve problems. For example, using scrap pieces of wood and old bicycle parts, students built a windmill that was able to pump water from a small well and provide water to grow plants.



### MENTOR TEXTS

The Skin You live In by Michael Tyler  
the story of Ruby Bridges by Robert Coles

### PRIMARY

1. Students watched, “My Friend Martin.” Following the video they were asked to write an EQAO style response question related to Rosa Parks, and complete some reading comprehension activities.
2. I Have a Dream, for me, my school, my community (writing assignment).
1. Teachers read Martin’s Big Words and completed activities and reflections.
2. Grade 1 students read the “Anansi” stories – one of the most important characters of West African and Caribbean – folklore. After reading the text, students discussed how Anansi’s behaviour affected others. Through the reading of the Anansi folktales, students also learned about batik or Maasai necklaces and how each colour represents a character trait by the person wearing them such as honesty, respect and perseverance

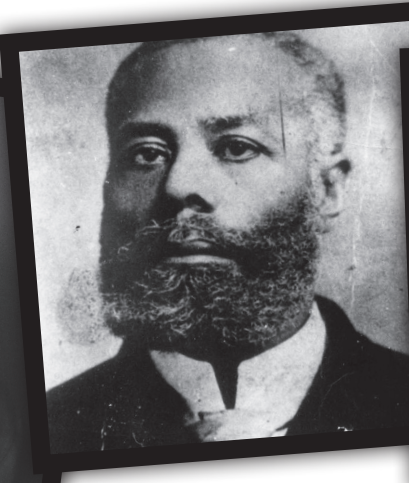
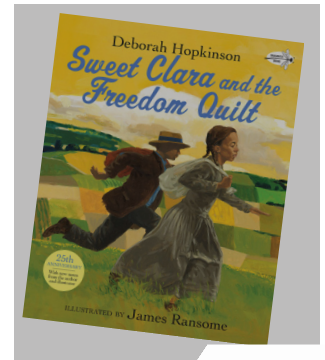


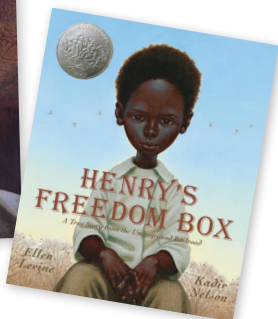
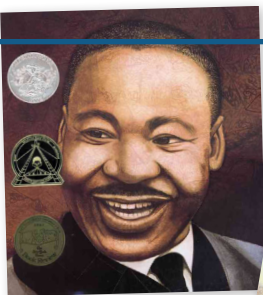
Photo Credits: Miller Michael 2017, Nashville Predators Defenseman P.K. Subban, Stanley Cup Final PPG Paints Arena Pittsburgh, Pennsylvania, <[commons.wikimedia.org/wiki/File:PK\\_Subban\\_2017-06-08\\_2.jpg](https://commons.wikimedia.org/wiki/File:PK_Subban_2017-06-08_2.jpg)>. Mak Anton 2017, Drake at Velvet Underground, Toronto, <<https://www.flickr.com/photos/thecomeupshow/35986086223/>>. Ypsilanti Historical Society, Canadian-American inventor Elijah McCoy, <[https://upload.wikimedia.org/wikipedia/commons/a/af/Elijah\\_McCoy.jpg](https://upload.wikimedia.org/wikipedia/commons/a/af/Elijah_McCoy.jpg)>. Mary Ann Shadd, National Archives of Canada <<https://www.nps.gov/nr/travel/underground/dc2.htm>>.

3. Sweet Clara and the Freedom Quilt was used by Grade 1's who listened to the story and created art for their own Freedom Quilt.
4. Grade 2 students created a large collage of Martin Luther King Jr. using coordinate geometry skills learned in math. Students wrote letters to Martin Luther King thanking him for the contributions he made to advance the rights of Black people.
5. Grade 3 students read about Viola Desmond. Students then create a word wall and expand their vocabulary and knowledge of segregation, discrimination and equality.
6. Grade 3 students read about Viola Desmond and worked collaboratively to produce a whole class portrait.



## READ ALOUDS WITH EACH PRIMARY CLASS

Henry's Freedom Box by Ellen Levin | Martin's Big Words by L  
Rappaport Use of Black History themed read-alouds as part of literacy,



# BLACK HISTORY MONTH RESOURCE

## BY GRADE LEVEL CONTINUED

### JUNIOR

1. Daily announcements from Equity & Leadership club
  2. Students in grade 5 to 8 language used Google slides to create a brief biography of a noteworthy Black Canadian
  3. A representative from the Oshawa Museum discussed stories of local Black families in the Durham Region beginning with the 20th Century.
  4. Bulletin board display featuring historic events and significant individuals from the civil rights movement.
  5. Use of Community Circles to read mini-bios of historical people of colour and discussion of how we can learn from their perspective of life
1. Students completed a persuasive writing activity related to Ruby Bridges. They were asked to write about why she should be the first African-American to desegregate the all-white William Frantz Elementary School in Louisiana. Question: Do you think this happened in Canada? Direct students to Josiah Henson.
  2. Junior students participated in Literacy activities related to the book, "Of Thee I Sing."
  3. Grade 4 – using Heritage Minutes (Viola Desmond, Jackie Robinson, and Underground Railroad), created commemorative stamp and wrote postcards about the chosen topic.
  4. Grade 4 students used their Chrome books to research important contributions and inventions made by Black people. This information was shared with others through slide show presentations.
  5. Grade 4/5 Social Studies project on Famous Black Canadians
1. Grade 5 'Hidden Figures' read aloud & shared reading activities
  2. Grade 5's worked on biographies and timelines of influential Black figures
  3. Grade 5 researched Viola Desmond and created a class collage. Students chose to write about an important part of her life, illustrating an important moment, or creating a quote that embodies her message.
  4. Grade 5 students worked in small groups and created Venn Diagrams showing the similarities and differences between Rosa Parks and Viola Desmond. Posters were made with the information learned and displayed in the hallways.
  5. Grade 6 students read and analyzed Maya Angelou's poem, Caged Bird.

6. Grade 6 students conducted research on famous Black Canadians who made significant impact on Canadian society, culture and history. Digital posters were made from this information and put on display in a large collage.
7. Juniors did podcasts on famous African-American people (used on assembly and announcements) Grade 4/5 students created their own Black out poems based on Nelson Mandela
8. We focused on injustice and equality through community circle, made connections to today and then looked at quilt patterns/Underground Railroad in math and art.
9. Many classroom activities – Grade 6’s participated in Black History project through Google.
10. The Grade 5’s had the school complete I Have a Dream circles that they posted up for the assembly with a discussion, readings and thinking around Martin Luther King’s dream.

## INTERMEDIATE

11. Gr. 8 read the award winning article by Toronto journalist, Desmond Cole, “The Skin I’m In”. Students watched his documentary that was aired on CBC, “The Skin We’re In”. Take quotes from documentary to use for discussion.
12. Intermediate students studied the Underground Railroad in depth throughout their History programme.
13. Intermediate students created Google Slides presentations where they were asked to research important Black Canadian figures and present their information in both a slideshow format, and posters that were displayed throughout the class.
14. Gr. 8 inquiry projects (partnered with TL) researching famous Black Canadians were shared at end of month celebration assembly
15. Gr. 7 literacy circle books supported learning about the lived experiences of Black people
16. Students created videos to share with school at monthly assembly; one video was a timeline of Canadian Black history and the other was entitled Black in Canada.
17. Gr. 7 students utilized technology to conduct research and present findings on different Black Scientists and inventors. Interactive Kahoot games were made using this information
18. Gr. 8 students integrated Black history into their biography unit in language arts. They studied Martin Luther King and the impact his words and actions had then and now.



# BLACK HISTORY MONTH RESOURCES

## BY GRADE LEVEL CONTINUED

19. Gr. 7/8s looked at how and why slaves came to be. Students watched videos on the history of slavery from emancipation to Harriet Tubman and the Underground Railroad to the 1930's right up to Martin Luther King's I have a Dream speech. We also discussed how the past is repeating itself today and how we can make a difference where social justice is concerned. We then created an "I Have a Dream" statement that we could live up to.
20. Intermediate students conducted research around Black individuals who have had an impact on the world.
21. For drama in grade 8 used the documentary, "Kevin Hart's Guide to Black History". (It is appropriate for grade 8+).
22. Intermediate students created Black history posters examining the contributions of prominent Black Canadians and the character traits they exhibited – these have been put on display for all students

## SECONDARY

1. Black History Assembly – run by Black Student Network (BSN) – assembly included a number of spoken word pieces, musical selections, sharing of short essays, interactive games and activities.
2. Twice a week Black History minute videos were featured in the cafeteria during lunch.
3. Bulletin board showcasing prominent Black Canadians
4. My Roots posters created by students and displayed in the main foyer
5. All grade 9 students attended the African Inventors Museum
6. Grade 9/10 dance classes have an Afro-Caribbean dance unit which includes, history, movement description and analysis, guest teachers, technique, combinations and a composition task
7. Literacy tasks focused on news reports on Viola Desmond in grade 10 English classes
8. In Grade 11 English, Spoken Word units and analysis of opinion pieces that focus on voices from the Black diaspora were featured
9. Black Studies courses offered to senior students.
10. Classes looked at the history, inventions & accomplishments of our Black Canadian community. Using the lessons from the Afrocentric document.
11. Bring art and history together by recreating Civil Rights Freedom Movement posters and written.
12. African-American artists inspire student creativity and art around the school.

13. Dwayne Morgan – Motivational Speaker (all grade 9/10's) inviting all Black Studies courses, Diversity Club, Culturally aware pathways to listen to him speak.
14. Grade 9 English classes reviewed books from the perspective of the Black diaspora and wrote book recommendations which were posted in the library.

## SCHOOLWIDE

15. Black History & Social Justice Bulletin Boards in the main hallway outside of the office
16. Black History Month Assembly – Respect, Responsibility, Achieving Excellence
17. New Black Student Association
18. “I Have a Dream” Collective Display – students made a large banner and staff and students write their dream on a Post-It Note that was added onto the banner – the dream was to be a change they wanted to see for their community, country or world – inspired by Martin Luther King (Staff provided with helpful resources)
19. Posters made by student associations highlighting the accomplishments and contributions of Black individuals created, printed and posted throughout the school.
20. Student associations created information session/presentation in library highlighting the accomplishments and contributions of Black Muslims
21. Guest speaker/assembly plus staff in-service with Dwayne Morgan
22. Cultural display in front hall display cabinet, primary division bulletin board display highlighting student work showcasing Rosa Parks & Martin Luther King.
23. Staff meeting learning focused on Compendium of Action for Black Student Success, Anti-Black Racism Strategy, DDSB Accommodating Creed document, DDSB Equity & Diversity Strategic Plan, Culturally Responsive Pedagogy monograph.
24. Daily announcements recognizing representatives from the Black Community, such as historians, inventors, scientists, musicians, etc.
25. Inspirational Network – Motivational guest speakers – topic “Black History is Canadian History”.
26. Music played daily over the PA system (with positive, uplifting lyrics). Students submitted songs to be reviewed by administration for approval.
27. Student assignments – shared what they learned with classmates/staff; put their work on display on school televisions.

# RESOURCES BY SUBJECT

MUSIC | ART | SCIENCE | ENGLISH | LANGUAGE | MATH | SOCIAL STUDIES

LEVERAGING DIGITAL | PHYSICAL EDUCATION

## LANGUAGE

### 1. Read aloud Activities

- Visit the Story Online website and project for class to see, “Things That Can Fly”, and “Henry’s Freedom Box” by Kadir Nelson and Ellen Levine
- Read aloud and watch video, “My Friend Martin”; create a bulletin board with the title “We Have A Dream” to end discrimination and promote peace – have each student use a cut-out of their hand and then added hearts to represent acts of kindness
- Read aloud “The Other Side” and wrote responses on what life would be like with no fences; Many students were able to connect their response back to the movie about Martin Luther King
- Read aloud book “Martin Speaks” followed by discussion video “Following the Drinking Gourd”; Followed up with discussions about the Underground Railroad not being an actual railroad; Led into discussion about fair vs not fair.
- Read various CRRP texts such as “I Am Enough”, “Nappy Hair”, “I Like my Hair”, “Viola Desmond Won’t be Budged”, “White Socks”, “Ruby Bridges”, and discuss.

1. Literacy unit on Viola Desmond. Viola Desmond Won’t Be Budged, Henry’s Freedom Box
2. Books and reading responses on Rosa Parks. Use of famous quotes related to perseverance.
3. Read aloud of The Underground Railroad, Reading Responses. Each student created an infographic of Achievements in Black History.
4. French Toast: We read the picture book, “French Toast”, which is roughly set in the 1930’s. There is a child who is bi-racial and her grandma is blind. The two go for a walk everyday and the young girl is called names by a Caucasian boy. As a class we discussed all perspectives in the book and then created diary entries that were written from the perspectives of one of those characters; they discussed the issues, their emotions, what kinds of questions they might ask if they were living in that time and what their thoughts were about what was happening around them.
5. Students did some reading comprehension during Daily 5 on Jackie Robinson, Viola Davis, and Rosa Parks. The book Henry’s Freedom Box was read and some constructive class discussions on slavery and the injustice that took place for people during this time. Harriet Tubman and Rosa Parks’ stories of facing and overcoming adversity were read.



Photo Credits: Andersen Claus 1996, Donovan Bailey Hall of Fame, The Canadian Encyclopedia Canadian Olympic Committee <theCanadianencyclopedia.ca/en/article/donovan-bailey>. 1955 Rosa Parks, National Archives and Records Administration Records of the U.S. Information Agency Group <commons.wikimedia.org/wiki/File:Rosaparks.jpg>. Mak Anton 2017, The Weeknd <commons.wikimedia.org/wiki/File:The\_Weeknd\_August\_2017.jpg>. Allison K 2016, Cory Joseph The Toronto Raptors, <commons.wikimedia.org/wiki/File:Cory\_Joseph\_2016.jpg>.

## MATH

1. Cross-Curricular Independent Study Units – in class selection of culturally relevant curriculum, French Immersion

## SCIENCE

1. Study Black Canadian inventors.

## ENGLISH

1. Research assignment on how February became Black History month.
2. Canadian inventors with an impact on Black History.
3. Heroes of the Civil Rights Movement Research and Writing Assignment.
4. Invited former Liberal MP Celina Caesar-Chavannes to speak to the class about Black History Month and her experience as a Black woman in politics Celina created and played a Black History Month Jeopardy Game with the students and the Student Leadership Team. Celina answered questions from the students about her career in politics and her current involvement with the community.

# RESOURCES BY SUBJECT

## CONTINUED

### MUSIC

1. Music class: shared music video called 'Black Violin' involving stereotypes and deconstructed with intermediate students.
2. Music played through the PA system upon entry highlighting Black musicians.
3. Students present their favourite Black musician from any era and genre in an audio visual presentation and meeting the "Forms and Cultural Contexts" music expectations.
4. The music teacher embedded the music, musical instruments, and musical sounds into the music classes for each grade level. Students were provided with opportunities to hear, see and play instruments used by famous Black Musicians. XMOVEMENT Dance communicated messages about inclusivity, mindfulness, and being ok with the skin you are in.
5. Whole-school Drum, Dance and Story Telling Workshop celebrating Black History with Barbarinde Williams.

### ART

1. Various classroom activities (e.g. Plasticine art (in the style of Barbara Reid) to portray an important African-Canadian or African-American.

### SOCIAL STUDIES

1. Social Studies class: "The Story of Ruby Bridges" by Robert Coles; read aloud and discussion regarding Underground Railroad; pioneer unit – discussions around slavery and the Underground Railroad.
2. Classroom book studies et al. Forest of Reading Book on Viola Desmond, Martin Luther King in Language and Social Studies

## LEVERAGING DIGITAL

1. Students leveraged digital using Google Draw to create their own Book with the same theme and message, but using Black Canadians and Indigenous Canadian role models. Publish the final draft to add it to our library resources.
2. Created a Google Classroom for Black History Month so that staff could contribute and access activities

## PHYS ED

1. Physical Education department created a display of famous Black Canadian Athletes
2. Profile of Black Athletes; for example, P.K. Subban, Barbara Howard, Herb Carnegie, Andre Degasse, Pinball Clemens, Milton Ottey, Harry Jerome, Angela James, Donovan Bailey, etc.

# ACTIVITIES

1. Black History Month information included in our Newsletter
2. Bulletin Board coordinated with announcements, present visuals of Black Canadians and their work
3. Integration of Black History into classes, specifically Canadian/World Studies classrooms
4. Integration of Black History into clubs, specifically Equity/Diversity Club and through Indigenous Student group
5. Black History Month Assembly – Inspiration Republic: entire school assembly, featured different prominent Black Canadians and contributions to Canada. Combined media, personal stories and interactive questions with an emphasis on personal growth and development for our students (making connections with perseverance and grit). Emphasis on Black History being Canadian History.
6. Posters were displayed throughout the school featuring the outstanding Black persons
7. Display board with student work (posted outside the School Support Program classroom)
8. Daily announcements involving quotes during morning announcements about significant Black artists, scientists, politicians, etc.
9. Black History Trivia Contest – each day featured a different historical Black Canadian from history and their contributions – information provided, students answered question
10. Music played before school bell/morning and afternoon highlighting Black Artists.
11. Organized a web-based author talk with the author of a novel about Viola Desmond.
12. Research and class presentations on those who have made a difference.
13. Storybooks from the library (read alouds, discussions)
14. Art using prominent figures from Black History Month
15. Black History Month Friday with Kahoot
16. School incorporated the recognition of Black History Month into;
  - Art projects
  - Written language reports
  - Library display showcasing some of our books
  - Bulletin board displaying student voice based on the Martin Luther King “I Have a Dream” speech. It displayed pictures of students and what their dreams were.
  - Martin Luther King Drama Tableaux
  - Lessons in each class on Black History Month

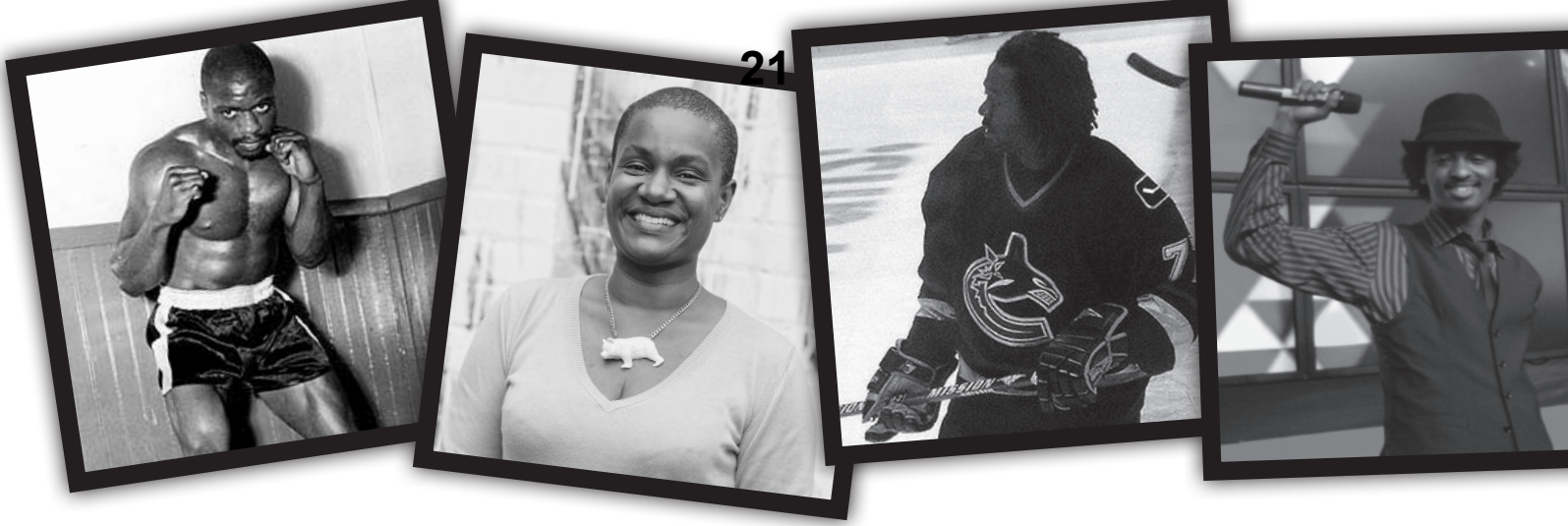


Photo Credits: Rubin Carter 1958 <elotroblogdelhanzinho.blogspot.com/search/label/Rubin%20Carter>. Annamie Paul <annamiepaul.ca/about>. Leung M 2005, Anson Carter, <flickr.com/photos/95182859@N00/57010969/>. Lesvr 2010, K'Naan, <commons.wikimedia.org/wiki/File:K%27naan\_Lima\_Peru\_2010.JPG>.

- Announcements daily on contributions from famous Black History Leaders
  - TV and poster ads for Black History Month
  - Had school-wide focus on Social Justice through the lens of Black History
  - Celebrated all of the learning in our monthly assembly
  - The following shared throughout the month featuring inspirational people from the Black diaspora
17. Quotes posted throughout the school from famous Black Canadians
  18. Shared reading and discussions: Rosa Parks, Viola Desmond, Martin Luther King Jr., etc. in various classrooms
  19. Student Ambassadors did a presentation to our whole school at the beginning of February. Parents were present and students learned about the importance of celebrating and highlighting events, activities and figures who have made a difference, as well as the historical significance of Black History Month.
  20. Presentations took place in our gym that focused on African Nations, including cultural celebrations, ceremonies, clothing and customs. These presentations were given by a parent and her children (students within our school which helps with parent engagement, as well as student leadership).
  21. Student leaders read daily announcements, detailing the significance of historical Black figures and their impact within our society.
  22. Posted information, quotes and highlighted Black leaders to our social media feeds (Twitter & Remind).
  23. Additions to “Digital Learning Journey” include significant leaders and their contributions.
  24. Unity in Diversity Assembly created by student leaders and presented to the entire school.
  25. Heritage Minutes video clips are shared and critically examined
  26. African-American songs at assembly; sang by choir and students, famous quotes read at assembly and video about Black History Month.



# ACTIVITIES

## CONTNIUED

27. Through a poetry unit some poems were analyzed about slavery, racism and resistance. We did community circles on how this made students feel, thoughts and the impact phrases by submitting Flip Grid videos of them reading the poem. Students read and wrote a reflection about Maya Angelou's poem, Still I Rise. They then selected two lines from the poem and read it as part of a collaborative poetry reading. They had to select an image of a person or group of people who have risen above adversity. We used the video during our Pink Shirt day assembly to showcase that historic and present examples of people who have overcome adversity and tragedy.
28. Read books with Black characters and did writing, classroom activities, inquiry research.
29. Classrooms did lots of activities including "I Have a Dream" language tasks where students wrote about the dreams they have for a positive, inclusive and caring world.
30. Books, texts, and other resources within our Learning Commons were highlighted and shared in classrooms, leading to formal lessons and conversations.
31. Display posters around the school that discussed specific Black leaders and their importance and significance.
32. During monthly staff meetings throughout the year, the staff have been using the DDSB's Equity & Diversity Strategic Framework, the Compendium for Black Student Success, and the Afrocentric Perspectives resources to create lessons that support, enhance, celebrate and are responsive to Black communities.
33. Did an assembly which has a showcase of student talent and a guest speaker.
34. Daily announcement: a student read from the book "Words of Wisdom from the Heart of Africa" by Eric Walters each morning. Students were asked to reflect on the sayings and articulate how these words connect to us.
35. Classroom teachers addressed civil movements and rights and the learnings that took place from them.
36. Build awareness of Black Culture and marginality embedded in curriculum
37. The Other Side' and wrote responses on what life would be like with no fences. Many students were able to connect their response back to the movie about Martin Luther King.
38. Read aloud book 'Martin Speaks' followed by discussion video 'Follow the Drinking Gourd'; Followed up with discussions about underground railroad not being an actual railroad; Led into discussions about fair vs not fair.
39. Share the Compendium of Action for Black Student Success and the Afrocentric Perspective in the Classroom resource with staff.

40. Students engage in a wide variety of reading, writing, musical, and visual arts activities related to Black History. Parent speakers, presenters, and performers take leadership opportunities within our classrooms.
41. Posters in the school – 160 Black Leader Profiles – posted in 4 major spots in the school and they are used for a homeroom competition involving trivia questions about the Black leaders.
42. Students were provided with print resources for a variety of classroom teachers ranging from kindergarten to intermediate and all students who came into the library had an opportunity to sign out displayed resources. Both non-fiction resources and fictional resources were included. There were books by Black authors and books which had strong Black characters which allowed students to see them in the texts they were reading.
43. We had displays and anchor charts showcasing different people and ideas about Black history.
44. Critically examine the conditions that lead to the Black Lives Matter movement.
45. Girls' Club provided morning announcements.
  - Black History Bulletin Boards on the contributions of Black Canadians – intermediate resources
  - Learning commons displayed and showcased to staff Black History Month resources
  - School-wide announcements each morning
  - Holiday Facts and Fun – Martin Luther King Day (Available through Learn 360)
46. “Words are Power” researched racialized writers and powerful words, phrases, ideas from their novels. Looked at the impact of powerful quotes from Black Canadians, authors, athletes, politicians, celebrities. Given the chance to meet these leaders, we brainstormed questions we might ask them about strength, change, civil rights, etc.
  - ETFO Black History Poster – non-continuous text activity
  - Underground Railroad activities (quilts)
  - “Tar Beach” activity
  - Whole-school assembly presentation
  - All teachers engaged in read alouds that showcased Black writers, Black characters
47. Conversations and interviews with students who identify as Black acknowledging and celebrating their identity and things they are proud of. Created a visual display stating their opinion on how we can combat racism in Canada.
48. Visual display showing/acknowledging famous Black people and their accomplishments
49. Whole-school Caribbean/Afro Dance Workshop (2 days)

# ACTIVITIES CONTINUED

50. READ A-Loud by the EQUITY and SOCIAL JUSTICE COMMUNITY
  - READ A-Louds Circulated Through Classrooms
51. Class discussions on Viola Davis, Obama, Rosa Parks, Martin Luther King Jr. Students did research and bios and interviewing questions.
52. Student Leadership and the equity club created a Black history trivia contest that was played with the whole school on the daily announcements throughout the month of February.
53. Classroom activities e.g. Study of Harriet Tubman Story slavery and politics in North America
54. Shared with our community, highlights of classroom lessons through “School Messenger”
55. Builder’s Club created conversation starters and mini-challenges for students.
56. Starting a language inquiry project into Black History

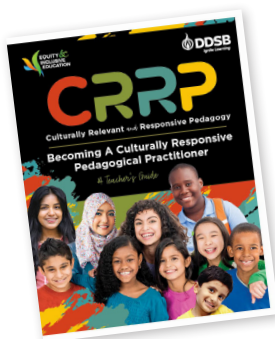
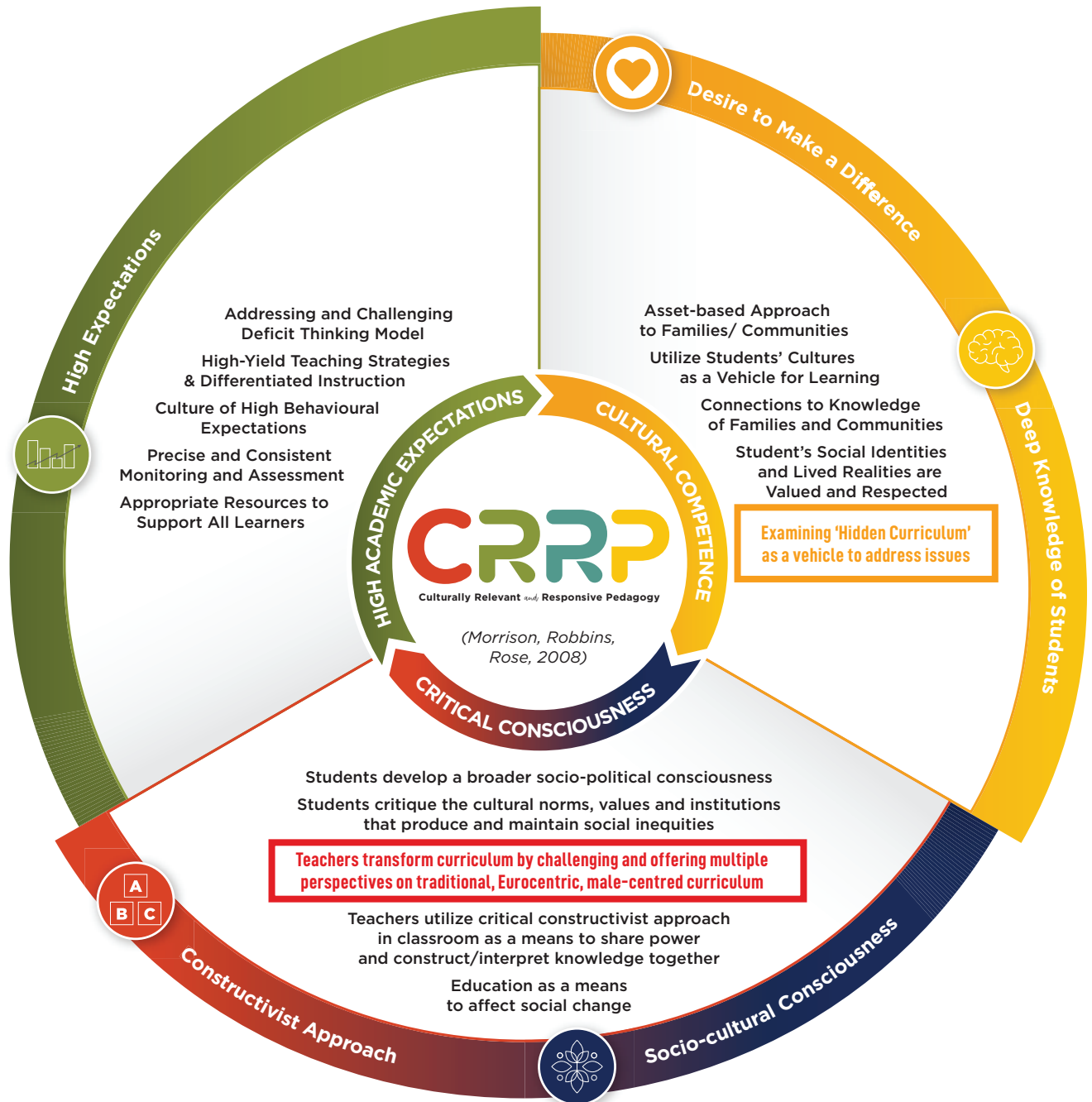
## HIDDEN CURRICULUM

### What is Curriculum?

First of all, we should define by what we mean by curriculum: it is not just textbooks, storybooks and course outlines. The ministry definition suggests that curriculum consists of everything in the school environment. Children learn from what surrounds them - not just what the teacher points them to. So the curriculum is the textbooks and the story books and the pictures - and the seating plan and the group work and the posters and the music, the announcements, the prayers and readings, the languages spoken in the school, the food in the cafeteria, the visitors to the classroom, the reception of parents in the office, the race all races of the office staff, the custodial staff, the teachers, the administration, the displays of student work

the school teams and sports played, the clubs, the school logo or emblem, the field trips, the assignments and projects, the facial expressions and body language of everyone, the clothes everybody wears...it goes on and on I would not for moment suggest that we can control all of this, but we’d better be aware of it. We can be sure our students are. I have no intention, even if you had the time of giving strategies of how to cope with everything. I don’t have strategies. But if we don’t start thinking of what the effect of all this environment is on all our students, we’ll never develop the strategies that will work.

Nora Allingham, City Adult Learning Centre, Toronto Board of Education  
(Extract from a keynote address: “Anti-Racist Education—A Privileged Perspective” given before educators of Wards 11 & 12, Toronto)

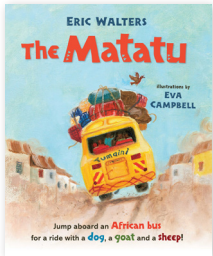


Additional resources can be found on the CRRP website.  
[sites.google.com/ddsb.ca/crrpduwrham](https://sites.google.com/ddsb.ca/crrpduwrham)

# BOOKS

## RESOURCE LIST

### KINDERGARTEN TO GRADE 3



#### **THE MATATU BY ERIC WALTERS**

Kioko had been watching the matatus come and go for as long as he could remember. But today, for his fifth birthday, he climbs aboard one with his grandfather. As the Matatu pulls away from the market, the village dogs chase after them. When Kioko asks his grandfather why the dogs always bark and chase after matatus, his grandfather tells him an entertaining tale about a dog, a goat and a sheep. Set in East Africa, *The Matatu* is a colorful story filled with many unexpected turns and twists along the way.

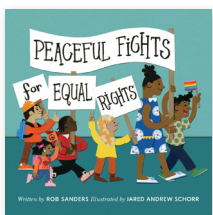


#### **MALAIKA'S WINTER CARNIVAL BY NADIA L HOHN**

Malaika is happy to be reunited with Mummy, but it means moving to Canada, where everything is different. It's cold in Québec City, no one understands when she talks and Carnival is nothing like the celebration Malaika knows from home!

When Mummy marries Mr. Frédéric, Malaika gets a new sister called Adèle. Her new family is nice, but Malaika misses Grandma. She has to wear a puffy purple coat, learn a new language and get used to calling this new place home. Things come to a head when Mummy and Mr. Frédéric take Malaika and Adèle to a carnival. Malaika is dismayed that there are no colorful costumes and that it's nothing like Carnival at home in the Caribbean! She is so angry that she kicks over Adèle's snow castle, but that doesn't make her feel any better. It takes a video chat with Grandma to help Malaika see the good things about her new home and family.

Nadia L. Hohn's prose, written in a blend of standard English and Caribbean patois, tells a warm story about the importance of family, especially when adjusting to a new home. Readers of the first Malaika book will want to find out what happens when she moves to Canada, and will enjoy seeing Malaika and her family once again depicted through Irene Luxbacher's colorful collage illustrations.



#### **PEACEFUL FIGHTS FOR EQUAL RIGHTS BY ROB SANDERS**

Protesting. Standing up for what's right. Uniting around the common good—kids have questions about all of these things they see and hear about each day. Through sparse and lyrical writing, Rob Sanders introduces abstract concepts like “fighting for what you believe in” and turns them into something actionable. Jared Schorr's bold, bright illustrations brings the resistance to life making it clear that one person can make a difference. And together, we can accomplish anything.

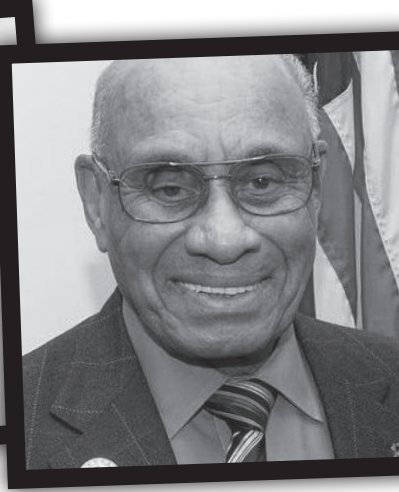
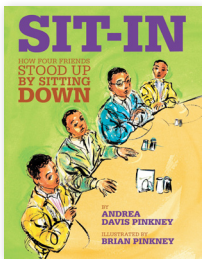


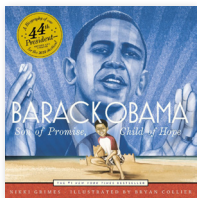
Photo Credits: Peter Marsman, "Gloria Wesley". Shyronn Smardon, "Shauntay Grant". Annemie Paul <annamiepaul.ca/about>. Connoly E 2019, Willie O'Ree, U.S. House Photographer, <instagram.com/p/BtoYikqHY-6/>.



### **SIT-IN: HOW FOUR FRIENDS STOOD UP BY SITTING DOWN BY ANDREA DAVIS PINKNEY**

This picture book is a celebration of the 50th anniversary of the momentous Woolworth's lunch counter sit-in, when four college students staged a peaceful protest that became a defining moment in the struggle for racial equality and the growing civil rights movement.

Andrea Davis Pinkney uses poetic, powerful prose to tell the story of these four young men, who followed Dr. Martin Luther King Jr.'s words of peaceful protest and dared to sit at the "whites only" Woolworth's lunch counter. Brian Pinkney embraces a new artistic style, creating expressive paintings filled with emotion that mirror the hope, strength, and determination that fueled the dreams of not only these four young men, but also countless others.



### **BARACK OBAMA: SON OF PROMISE, CHILD OF HOPE BY NIKKI GRIMES**

Nikki Grimes's lyrical text and Bryan Collier's distinctive collages tell the inspirational story of President Barack Obama. Raised in Jakarta and Hawaii, Obama's election as President represented a watershed moment in our nation's history.

Like JFK and Martin Luther King, Obama is a link in the long chain of people who have fought so that this country fulfills the promises upon which it was founded. Just as the baton has been passed to Obama from previous leaders, Obama is a role model for the young people who will one day assume the mantle of leadership, and this book will celebrate and inspire them.

# BOOKS

## RESOURCE LIST CONTINUED



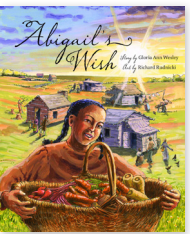
### **OSCAR LIVES NEXT DOOR: A STORY INSPIRED BY OSCAR PETERSON'S CHILDHOOD** **BY BONNIE FARMER**

Long before Oscar Peterson became a virtuoso jazz pianist, he was a boy who loved to play the trumpet. When childhood tuberculosis weakened his lungs, Oscar could no longer play his beloved instrument. He took up piano and the rest is history: Oscar went on to become an international jazz piano sensation.

Oscar Lives Next Door is a fictional story inspired by these facts. The book imagines a next-door neighbor for Oscar named Millie, who gets into mischief with him but also appreciates his talents: Oscar hears music in everything, and Millie calls him a magician for the way he can coax melodies from his trumpet. Millie writes to Oscar during his long stay in the hospital for tuberculosis, and she encourages his earliest notes on the piano.

Set in Oscar's true childhood neighborhood of St-Henri — now known as Little Burgundy — the book provides a wonderful sense of this 1930s neighborhood where most of Montreal's Black working class population lived. Detailed digital illustrations make the community's culture and music almost tangible.

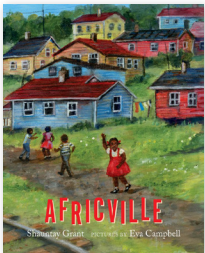
The book concludes with a page of informational text about the author's own connection to Little Burgundy and a short biography of the jazz legend.



### **ABIGAIL'S WISH BY GLORIA ANN WESLEY**

Ten-year-old Abigail Price is excited about spring in her new home in Birchtown. Spring means lots of things, like flower buds and fresh leaves and her Aunt Dinah's new baby. She's hoping it also means she'll get a new dress to wear for the celebration, but new clothing, like many things, is hard to come by.

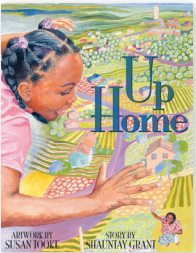
The first children's picture book set in historic Birchtown, Nova Scotia, *Abigail's Wish* is a window into the life of a Black Loyalist family in the early years of the historic colony. Through the eyes of young Abigail, this stunning collaboration between poet and novelist Gloria Ann Wesley and awardwinning illustrator Richard Rudnicki will teach readers about Black Loyalist life, and the value of friendship and patience.



### **AFRICVILLE BY SHAUNTAY GRANT**

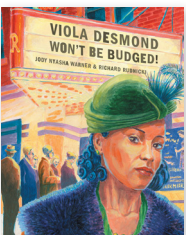
When a young girl visits the site of Africville, in Halifax, Nova Scotia, the stories she's heard from her family come to mind. She imagines what the community was once like — the brightly painted houses nestled into the hillside, the field where boys played football, the pond where all the kids went rafting, the bountiful fishing, the huge bonfires. Coming out of her reverie, she visits the present-day park and the sundial where her great-grandmother's name is carved in stone, and celebrates a summer day at the annual Africville Reunion/Festival.

Africville was a vibrant Black community for more than 150 years. But even though its residents paid municipal taxes, they lived without running water, sewers, paved roads and police, fire-truck and ambulance services. Over time, the city located a slaughterhouse, a hospital for infectious disease, and even the city garbage dump nearby. In the 1960s, city officials decided to demolish the community, moving people out in city dump trucks and relocating them in public housing.



### **UP HOME BY SHAUNTAY GRANT**

Happy memories sparkle in this journey through poet Shauntay Grant's childhood visits to North Preston, Nova Scotia. Her words bring to life the sights, sounds, rhythms, and people of a joyful place, while Susan Tooke's vibrant illustrations capture the warmth of one of Canada's most important Black communities. Up Home celebrates the magic of growing up, and the power in remembering our roots now in a new softcover edition.



### **VIOLA DESMOND WON'T BE BUDGED! BY JODY NYASHA WARNER**

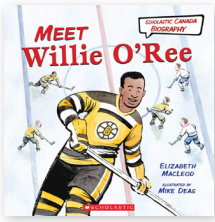
In Nova Scotia, in 1946, an usher in a movie theater told Viola Desmond to move from her main floor seat up to the balcony. She refused to budge. Viola knew she was being asked to move because she was Black. In no time at all, the police arrived and took Viola to jail. The next day she was charged and fined, but she vowed to continue her struggle against such unfair rules.

Viola's determination gave strength and inspiration to her community at the time. She is an unsung hero of one of Canada's oldest and most established Black communities. Like Claudette Colvin and Rosa Parks, who many years later, in 1955, refused to give up their bus seats in Alabama, Desmond's act of refusal awakened people to the unacceptable nature of racism and began the process of bringing an end to racial segregation in Canada.



# BOOKS

## RESOURCE LIST CONTINUED



### MEET WILLIE O'REE BY ELIZABETH MACLEOD

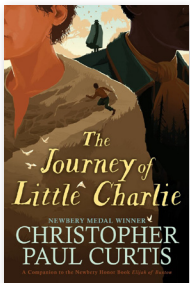
On January 18, 1958, Willie O'Ree made history as the first Black player in the NHL when he suited up with the Boston Bruins against the Montreal Canadiens. O'Ree went on to play a total of 45 games with the Bruins, a remarkable achievement considering what he overcame to get there.

In addition to dealing with racism, bigotry and name-calling, Willie lived with a secret disability: he was blind in one eye -- a fact he had to keep to himself, or he'd never play in the NHL. Thanks to his relentless positivity and love of the game, Willie's time with the Bruins was only one of his many achievements in hockey.

The Scholastic Canada Biography series aims to introduce young readers to remarkable Canadians whose lives and contributions have shaped our country and led the way for others to follow in their footsteps. Meet Willie O'Ree is no exception. This wonderful book is a celebration of his life from childhood to playing career, to his later work as an ambassador for NHL diversity, and to his eventual induction into the Hockey Hall of Fame in 2018.

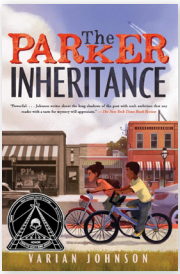
Written by award-winning author Elizabeth MacLeod, this portrait of Willie O'Ree couples simple yet compelling writing with full-colour, comic-flavoured illustrations by Mike Deas that help bring this fascinating story to life!

## GRADE 4 TO 6 BOOKS



### THE JOURNEY OF LITTLE CHARLIE BY CHRISTOPHER PAUL CURTIS

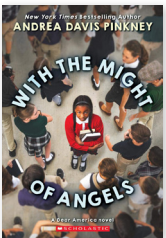
Twelve-year-old Charlie is down on his luck: His dad just died, the share crops are dry, and Cap'n Buck — the most fearsome man in Possum Moan, South Carolina — has come to collect a debt. Fearing for his life, Charlie strikes a deal with Cap'n Buck and agrees to track down some thieves. It's not too bad of a bargain for Charlie... until he comes face-to-face with the fugitives and discovers that they escaped slavery years ago and have been living free in Detroit. Torn between his guilty conscience and his survival instinct, Charlie needs to figure out his next move — and soon. It's only a matter of time before Cap'n Buck catches on...



### **THE PARKER INHERITANCE BY VARIAN JOHNSON: ARTHUR A LEVINE NOVEL BOOKS (SERIES)**

When Candice finds a letter in an old attic in Lambert, South Carolina, she isn't sure she should read it. It's addressed to her grandmother, who left the town in shame. But the letter describes a young woman. An injustice that happened decades ago. A mystery enfolding its writer. And the fortune that awaits the person who solves the puzzle.

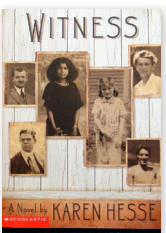
So with the help of Brandon, the quiet boy across the street, she begins to decipher the clues. The challenge will lead them deep into Lambert's history, full of ugly deeds, forgotten heroes, and one great love; and deeper into their own families, with their own unspoken secrets. Can they find the fortune and fulfill the letter's promise before the answers slip into the past yet again?



### **DEAR AMERICA: WITH THE MIGHT OF ANGELS: THE DIARY OF DAWNIE RAE JOHNSON, HADLEY, VIRGINIA, 1954 BY ANDREA DAVIS PINKNEY**

Twelve-year-old Dawnie Rae Johnson's life turns upside down after the Supreme Court rules in favor of desegregation in the landmark case Brown v. Board of Education. Her parents decide that Dawnie will attend Prettyman Coburn, a previously all-white school -- but she'll be the only one of her friends to enroll in this new school.

Not everyone in Dawnie's town of Hadley, Virginia, supports integration, though, and much of the community is outraged by the decision. As she starts school, Dawnie encounters the harsh realities of racism. But the backlash against her arrival at Prettyman Coburn is more than she's prepared for, and she begins to wonder if the hardship is worth it. Will Dawnie be able to hold on to the true meaning of justice and remain faithful to her own sense of integrity?



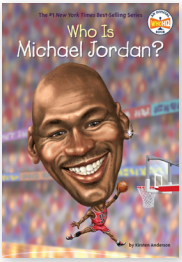
### **WITNESS BY KAREN HESSE**

Leanora Sutter. Esther Hirsh. Merlin Van Tornhout. Johnny Reeves . . . These characters are among the unforgettable cast inhabiting a small Vermont town in 1924. A town that turns against its own when the Ku Klux Klan moves in. No one is safe, especially the two youngest, twelve-year-old Leanora, an African-American girl, and six-year-old Esther, who is Jewish.

In this story of a community on the brink of disaster, told through the haunting and impassioned voices of its inhabitants, Newbery Award winner Karen Hesse takes readers into the hearts and minds of those who bear witness.

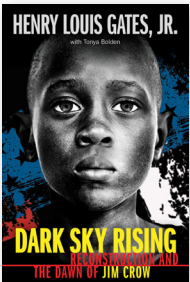
# BOOKS

## RESOURCE LIST CONTINUED



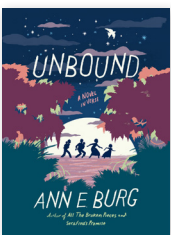
### **WHO IS MICHAEL JORDAN? BY KIRSTEN ANDERSON**

Meet the man who changed the game forever. Michael Jordan has always been competitive--even as a young boy, he fought for attention. His need to be the best made him a star player on his college basketball team and helped him become an NBA legend, both for his skills and his endorsements. His Nike contract for Air Jordan basketball shoes set an unmatched precedent for professional athletes. Author Kirsten Anderson takes readers through each exciting moment, detailing the iconic reverse lay-ups and jump shots of Michael Jordan's storied career.



### **DARK SKY RISING: RECONSTRUCTION AND THE DAWN OF JIM CROW BY HENRY LOUIS GATES JR**

This is a story about America during and after Reconstruction, one of history's most pivotal and misunderstood chapters. In a stirring account of emancipation, the struggle for citizenship and national reunion, and the advent of racial segregation, the renowned Harvard scholar delivers a book that is illuminating and timely. Real-life accounts drive the narrative, spanning the half century between the Civil War and Birth of a Nation. Here, you will come face-to-face with the people and events of Reconstruction's noble democratic experiment, its tragic undermining, and the drawing of a new "color line" in the long Jim Crow era that followed. In introducing young readers to them, and to the resiliency of the African American people at times of progress and betrayal, Professor Gates shares a history that remains vitally relevant today.

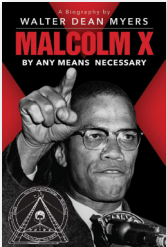


### **UNBOUND: A NOVEL IN VERSE BY ANN E BURG**

The day Grace is called from the slave cabins to work in the Big House, Mama makes her promise to keep her eyes down. Uncle Jim warns her to keep her thoughts tucked private in her mind or they could bring a whole lot of trouble and pain.

But the more Grace sees of the heartless Master and hateful Missus, the more a rightness voice clamors in her head--asking how come white folks can own other people, sell them on the auction block, and separate families forever. When that voice escapes without warning, it sets off a terrible chain of events that prove Uncle Jim's words true. Suddenly, Grace and her family must flee deep into the woods, where they brave deadly animals, slave patrollers, and the uncertainty of ever finding freedom.

## GRADE 7 TO 8 INTERMEDIATE BOOKS

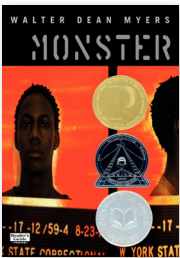


### **MALCOLM X: BY ANY MEANS NECESSARY BY WALTER DEAN MYERS**

As a 14-year-old he was Malcolm Little, the president of his class and a top student. At 16 he was hustling tips at a Boston nightclub. In Harlem he was known as Detroit Red, a slick street operator. At 19 he was back in Boston, leading a gang of burglars. At 20 he was in prison.

It was in prison that Malcolm Little started the journey that would lead him to adopt the name Malcolm X, and there he developed his beliefs about what being Black means in America: beliefs that shook America then, and still shake America today.

Few men in American history are as controversial or compelling as Malcolm X. In this Coretta Scott King Honor Book, Walter Dean Myers, winner of a Newbery Honor and four-time Coretta Scott King Award winner, portrays Malcolm X as prophet, dealer, convict, troublemaker, revolutionary, and voice of Black militancy.

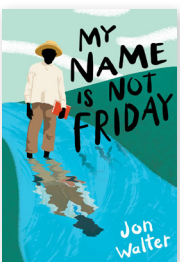


### **MONSTER BY WALTER DEAN MYERS**

This New York Times bestselling novel from acclaimed author Walter Dean Myers tells the story of Steve Harmon, a teenage boy in juvenile detention and on trial.

Presented as a screenplay of Steve's own imagination, and peppered with journal entries, the book shows how one single decision can change our whole lives.

Monster is a multi-award-winning, provocative coming-of-age story that was the first-ever Michael L. Printz Award recipient, an ALA Best Book, a Coretta Scott King Honor selection, and a National Book Award finalist.



### **MY NAME IS NOT FRIDAY BY JON WALTER**

Well-mannered Samuel and his mischievous younger brother Joshua are free Black boys living in an orphanage during the end of the Civil War. Samuel takes the blame for Joshua's latest prank, and the consequence is worse than he could ever imagine. He's taken from the orphanage to the South, given a new name - Friday - and sold into slavery. What follows is a heartbreaking but hopeful account of Samuel's journey from freedom, to captivity, and back again.

# BOOKS

## RESOURCE LIST CONTINUED



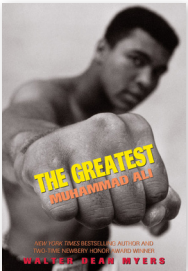
### **TAKE THE MIC: FICTIONAL STORIES OF EVERYDAY RESISTANCE BY BETHANY C MORROW**

A young adult anthology featuring fictional stories of everyday resistance.

You might be the kind of person who stands up to online trolls. Or who marches to protest injustice. Perhaps you are #DisabledAndCute and dancing around your living room, alive and proud. Or perhaps you are the trans mentor that you wish you had when you were younger.

Maybe you call out false allies, or stand up to loved ones. Maybe you speak your truth and drop the mic, or maybe you take it with you when you leave.

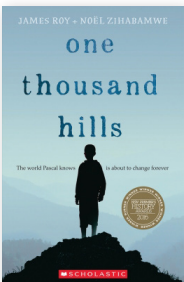
This anthology features fictional stories--in poems, prose, and art--that reflect a slice of the varied and limitless ways that readers like you resist every day. TAKE THE MIC's powerful collection of stories features work by literary luminaries and emerging talent alike, including Newbery-winner Jason Reynolds, New York Times bestseller Samira Ahmed, anthologist and contributor Bethany C. Morrow, Darcie Little Badger, Jem Yoshioka, Keah Brown, Laura Silverman, L.D. Lewis, Sofia Quintero, Ray Stoeve, Yamile Mendez, and Connie Sun, with cover and interior art by Richie Pope.



### **THE GREATEST: MUHAMMAD ALI BY WALTER DEAN MYERS**

From his childhood in the segregated South to his final fight with Parkinson's disease, Muhammad Ali never backed down. He was banned from boxing during his prime because he refused to fight in Vietnam. He became a symbol of the antiwar movement -- and a defender of civil rights. As "The Greatest," he was a boxer of undeniable talent and courage. He took the world by storm -- only Ali could "float like a butterfly, sting like a bee!"

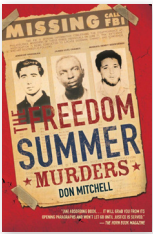
Muhammad Ali: Olympic gold medalist, former heavyweight champion, and one of the most influential people of all time.



### **ONE THOUSAND HILLS BY JAMES ROY**

Agabande, Rwanda, April 1994. Life is simple but good. Pascal and his brother go to school with their friends, their parents work hard, their little sister is growing up, and on Sunday almost everyone they know goes to church to thank God for his goodness. But lately, there have been whispers and suspicious glances around town, and messages of hate on the radio, and people are leaving. . . Then, in one awful night, Pascal's ordinary life in the land of one thousand hills is turned upside down.

One Thousand Hills an important story of the awful consequences of unfettered prejudice in the modern world, written by a survivor.



### THE FREEDOM SUMMER MURDERS BY DON MITCHELL

The harrowing true story of three civil rights workers slain by the KKK.

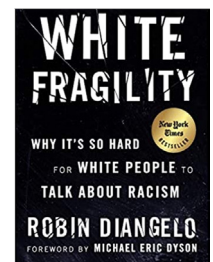
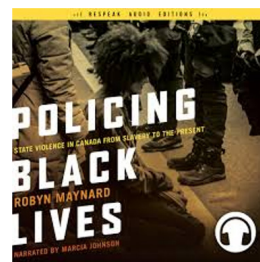
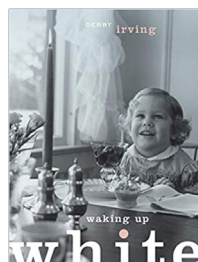
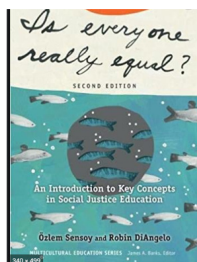
In June of 1964, three idealistic young men (one Black and two white) were lynched by the Ku Klux Klan in Mississippi. They were trying to register African Americans to vote as part of the Freedom Summer effort to bring democracy to the South. Their disappearance and murder caused a national uproar and was one of the most significant incidents of the Civil Rights Movement, and contributed to the passage of the Civil Rights Act of 1964.

**Digital Books** - There are numerous books available for on Sora. Please approach your Teacher Librarian to find out which books are available in your digital school library collection on Sora.

**Streaming Videos** available through OnCore for all students and teachers. Type “Black History Month” in keyword search and then choose “Special Days” from the “Subject” drop down. You may also filter by grade and subject or strand. Segments and Full Titles are available.

Medianet has many books available for teachers to borrow.

## RECOMMENDED TEACHER RESOURCES



# MOVIES

## RESOURCE LIST

**PLEASE CONSIDER COPYRIGHT GUIDELINES WHEN USING MATERIAL WITH STUDENTS IN THE CLASSROOM. REFER TO THE [FAIRDEALINGDECISIONTOOL.CA/DECISIONTOOL/](https://fairdealingdecisiontool.ca/decisiontool/) FOR MORE INFORMATION.**

### **BLACK PANTHER**

After his father's death, T'Challa returns home to Wakanda to inherit his throne. However, a powerful enemy related to his family threatens to attack his nation.

### **42**

Major League executive Branch Rickey drafts African American Jackie Robinson as a player. Jackie has never taken too kindly to racism, but now he is amidst even greater racist hostility.

### **THE BUTLER**

Significant events in America like the Civil Rights Movement and the Vietnam War affect the life of a butler, Cecil, who, during his tenure, served eight presidents at the White House.

### **HIDDEN FIGURES**

Three female African-American mathematicians play a pivotal role in astronaut John Glenn's launch into orbit. Meanwhile, they also have to deal with racial and gender discrimination at work.

### **THE HELP**

Skeeter, an aspiring author, decides to write a book on African-American maids and the struggles they face on a daily basis.

### **REMEMBER THE TITANS**

Herman Boone, an African-American, is appointed as the new coach of a high school team. The team is playing as a racially-integrated team for the first time.

### **LOVING**

In 1958, Richard and Mildred Loving, an interracial couple, are arrested and thrown out of their home state of Virginia. Determined to go back to their roots, they approach the Supreme Court.

### **THE COLOUR PURPLE**

This film follows the life of Celie, a young Black girl growing up in the early 1900's. At the age of 14 she was impregnated by her father, this movie follows her hardships in the next 30 years.

### **THE TUSKEGEE AIRMEN**

A semi-fictionalized account of the Tuskegee Airmen, the first all-African-American Air Force squadron during World War II, the film centers on ambitious young pilot Hannibal Lee. Despite initial reticence by higher ranking white officers, Lee, along with Walter Peoples, Leroy Cappy, and others, are deployed into combat. As the successful missions mount, the Tuskegee Airmen develop a reputation as an able, fearsome group of pilots.

### **MALCOLM X**

A tribute to the controversial Black activist and leader of the struggle for Black liberation. He hit bottom during his imprisonment in the '50s, he became a Black Muslim and then a leader in the Nation of Islam. His assassination in 1965 left a legacy of self-determination and racial pride.

### **WHAT HAPPENED TO MISS SIMONE**

Classically trained pianist, dive-bar chanteuse, Black power icon and legendary recording artist Nina Simone lived a life of brutal honesty, musical genius, and tortured melancholy.

### **MARSHALL**

Thurgood Marshall is a lawyer primarily working to fight against racial prejudice. He takes on a case to defend Joseph Spell, an African American man accused of raping a wealthy Caucasian woman.

### **THE HATE U GIVE**

Starr Carter, an African-American teenager, faces pressure from various communities and tries to stand up for what is right after she witnesses the shooting of her best friend by the police.

### **THE ROSA PARKS STORY**

This biopic tells the story of civil rights activist Rosa Parks from her days as a private-school student to her public battle against racism and segregation. As a secretary for the National Association for the Advancement of Colored People, Parks defends local children who have been victimized by racism.

But when she is arrested after refusing to give up her bus seat for a white passenger, Parks inspires the 1955 Montgomery Bus Boycott.

### **QUEEN OF KATWE**

Phiona's life changes after she meets Robert Katende, who teaches her to play chess. Under Katende's guidance, Phiona becomes a top player and sees an opportunity to escape from a life of poverty.

### **MANDELA LONG WALK TO FREEDOM**

Trace the journey of Nelson Mandela from being a common man to the President of South Africa.

### **ARMISTAD**

Joseph Cinque leads a revolution aboard a slave ship sailing from Cuba to the USA in 1839 and tries

to lead his crew back home. However, things go horribly wrong due to misdirection.

### **12 YEARS A SLAVE**

Solomon Northup, a free African-American, is promised a fortnightly job by Brown and Hamilton. However, after arriving in Washington DC, he realises that he has been sold into slavery.

### **THE GREAT DEBATERS**

Melvin B Tolson, a professor at Wiley College, motivates his students to form the first-ever debate team. Hard work pays off when the team defeats Harvard in the national championship.



# MOVIES

## RESOURCE LIST CONTINUED

### GREEN BOOK

Dr Don Shirley is a world-class African-American pianist, who is about to embark on a concert tour in the Deep South in 1962. In need of a driver and protection, Shirley recruits Tony Lip, a tough-talking bouncer from an Italian-American neighbourhood in the Bronx. Despite their differences, the two men soon develop an unexpected bond while confronting racism and danger in an era of segregation.

### RACE

Young Jesse Owens becomes a track and field sensation while attending the Ohio State University in the early 1930s. With guidance from coach Larry Snyder (Jason Sudeikis), Owens gains national recognition for breaking numerous records. After heated debates, the United States decides not to boycott the Olympics in Nazi Germany. Overcoming racism at home and abroad, Owens seizes the opportunity to show Berlin and the the world that he's the fastest man alive.

### SELMA

Although the Civil Rights Act of 1964 legally desegregated the South, discrimination was still rampant in certain areas, making it very difficult for Blacks to register to vote. In 1965, an Alabama city became the battleground in the fight for suffrage. Despite violent opposition, Dr. Martin Luther King Jr. (David Oyelowo) and his followers pressed forward on an epic march from Selma to Montgomery, and their efforts culminated in President Lyndon Johnson signing the Voting Rights Act of 1965.

### GLORY

Robert Shaw, a white officer, faces opposition from his fellow officers and ire from enemy soldiers for leading a battalion of Black soldiers.

### THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

Beginning during the racial turmoil of 1960s Louisiana, 110-year-old ex-slave Jane Pittman grants an interview to a persistent journalist and relates the remarkable story of her life. Orphaned early, she toils on a plantation until a chance meeting with a white Union soldier named Brown changes her outlook. Jane's emancipation marks only the beginning of an arduous and heartbreaking odyssey, framed by the horrors of slavery and the justice of the civil rights movement.

### FREEDOM RIDERS

Renowned director Stanley Nelson chronicles the inspirational story of American civil rights activists' peaceful fight against racial segregation on buses and trains in the 1960s.

### 4 LITTLE GIRLS

On Sunday, September 15, 1963, the 16th Street Baptist Church in Birmingham, Alabama, was bombed by four members of a Ku Klux Klan-affiliated racist group. Addie Mae Collins, Denise McNair, Carole Robertson and Cynthia Wesley, four African-American girls between the ages of 11 and 14 who had been attending the church's Sunday school, were killed in the blast. Director Spike Lee's somber 1997 documentary tells the story through new interviews and archival footage.

## NATIONAL FILM BOARD MOVIES

[NFB.CA/PLAYLIST/NFB CELEBRATES BLACK HISTORY MONTH](https://nfb.ca/playlist/nfb-celebrates-black-history-month)

### UNARMED VERSES CHARLES OFFICER

This feature documentary presents a thoughtful and vivid portrait of a community facing imposed relocation. At the centre of the story is a remarkably astute and luminous 12-year-old Black girl whose poignant observations about life, the soul, and the power of art give voice to those rarely heard in society. Unarmed Verses is a cinematic rendering of our universal need for self-expression and belonging.

### NINTH FLOOR MINA SHUM

Director Mina Shum makes her foray into feature documentary by reopening the file on a watershed moment in Canadian race relations – the infamous Sir George Williams Riot. Over four decades after a group of Caribbean students accused their professor of racism, triggering an explosive student uprising, Shum locates the protagonists and listens as they set the record straight, trying to make peace with the past.

### INVISIBLE CITY HUBERT DAVIS

Invisible City is a moving story of two boys from Regent Park crossing into adulthood – their mothers and mentors rooting for them to succeed; their environment and social pressures tempting them to make poor choices. Turning his camera on the often ignored inner city, Academy-award nominated director Hubert Davis sensitively depicts the disconnection of urban poverty and race from the mainstream.

### HARDWOOD HUBERT DAVIS

Hardwood is a personal journey by director Hubert Davis, the son of former Harlem Globetrotter Mel Davis, who explores how his father’s decisions affected his life and those of his extended family. Elegantly structured into three chapters entitled “love,” “recollection” and “redemption,” Davis uses personal interviews, archival footage and home movies to delve into his father’s past in the hope of finding a new direction for his own.

At its core, Hardwood is about the power of redemption and the healing of the bonds between fathers and sons.

### JOE JILL HARAS

This animated short tells the story of Seraphim “Joe” Fortes, one of Vancouver’s most beloved citizens. Born in the West Indies, Joe Fortes swam in English Bay for over than 30 years. A self-appointed lifeguard at first, he became so famous that the city of Vancouver finally rewarded him with a salary for doing what he loved best. He taught thousands of people to swim and saved over a hundred lives. Yet there were some who did not respect him because of his skin colour. Through his determination, kindness and love for children, Joe helped shift attitudes.

# MOVIES

## RESOURCE LIST CONTINUED

### **MIGHTY JEROME (SHORT VERSION) CHARLES OFFICER**

In 1959, at just 19, Harry Jerome was Canada's most promising track and field star on his way to the Olympics in Rome. By 1962, after suffering a gruesome leg injury, there was every reason to think that his racing days were over. But Jerome was not just a champion on the track; he was doubly determined off it. And so began his climb to what his coach, Bill Bowerman, called "the greatest comeback in track and field history."

Through years of unparalleled political turbulence, racial conflict and his own personal challenges, Harry Jerome kept his head down and ran, displaying strength of character and willful perseverance every bit as impressive as his record-setting athleticism.

Filmmaker Charles Officer uses gorgeous monochrome imagery, impassioned interviews and astonishing archival footage to tell the runner's triumphant story, from his early days in North Vancouver, through his three Olympics and his unequalled streak of records, to his sudden and tragically premature death. Family, friends and teammates recall a man who forever changed the Canadian sports landscape and made an indelible mark upon the world.

Compelling, surprising and urgently paced, *Mighty Jerome* will electrify sports fans, history buffs and all those with an appreciation for tales of courage and redemption.

### **JOURNEY TO JUSTICE ROGER MCTAIR**

This documentary pays tribute to a group of Canadians who took racism to court. They are Canada's unsung heroes in the fight for Black civil rights. Focusing on the 1930s to the 1950s, this film documents the struggle of 6 people who refused to accept inequality. Featured here, among others, are Viola Desmond, a woman who insisted on keeping her seat at the Roseland movie theatre in New Glasgow, Nova Scotia in 1946 rather than moving to the section normally reserved for the city's Black population, and Fred Christie, who took his case to the Supreme Court after being denied service at a Montreal tavern in 1936. These brave pioneers helped secure justice for all Canadians. Their stories deserve to be told.

### **MACPHERSON MARTINE CHARTRAND**

This animated film by Martine Chartrand (*Black Soul*) recounts the friendship between a young Félix Leclerc and Frank Randolph Macpherson, a Jamaican chemical engineer and university graduate who worked for a pulp and paper company. An inveterate jazz fan, Macpherson inspired Leclerc, who wrote a song about the log drives and entitled it "MacPherson" in honour of his friend. Paint-on-glass animation shot with a 35mm camera.

### **WHERE I BELONG ARINZE EZE**

This documentary tells the story of a young man's struggle to balance his African traditions and new Canadian home. Arinze Eze was born in Canada and raised in Nigeria. An engineer by trade, he returned to his birthplace after 20 years. There, he starts a new career in the arts and falls in love with Canadian woman. All is well until his parents come for a visit. How will they react to this new life?

### **THE COLOUR OF BEAUTY ELIZABETH ST. PHILIP**

Renee Thompson is trying to make it as a top fashion model in New York. She's got the looks, the walk and the drive. But she's a Black model in a world where white women represent the standard of beauty. Agencies rarely hire Black models. And when they do, they want them to look "like white girls dipped in chocolate."

The Colour of Beauty is a shocking short documentary that examines racism in the fashion industry. Is a Black model less attractive to designers, casting directors and consumers? What is the colour of beauty?

This film is part of the Work For All series, produced by the National Film Board of Canada, with the participation of Human Resources and Skills Development Canada.

### **HOME FEELING: STRUGGLE FOR A COMMUNITY JENNIFER HODGE & ROGER MCTAIR**

This feature documentary takes us to the heart of the Jane-Finch "Corridor" in the early 1980s. Covering six square blocks in Toronto's North York, the area readily evokes images of vandalism, high-density subsidized housing, racial tension, despair and crime. By focusing on the lives of several of the residents, many of them Black or members of other visible minorities, the film provides a powerful view of a community that, contrary to its popular image, is working towards a more positive future.

### **SISTERS IN THE STRUGGLE DIONNE BRAND & GINNY STIKEMAN**

This documentary features Black women active in politics as well as community, labour and feminist organizing. They share their insights and personal testimonies on the double legacy of racism and sexism, linking their personal struggles with the ongoing battle to end systemic discrimination and violence against women and people of colour.

### **BLACK SOUL MARTINE CHARTRAND**

Martine Chartrand's animated short dives into the heart of Black culture with an exhilarating trip through history. Watch as a young boy traces his roots through the stories his grandmother shares with him about the events that shaped their cultural heritage.

### **SPEAK IT! FROM THE HEART OF BLACK NOVA SCOTIA SYLVIA HAMILTON**

In their predominantly white high school in Halifax, a group of Black students face daily reminders of racism, ranging from abuse (racist graffiti on washroom walls), to exclusion (the omission of Black history from textbooks). They work to establish a Cultural Awareness Youth Group, a vehicle for building pride and self-esteem through educational and cultural programs. With help from mentors, they discover the richness of their heritage and learn some of the ways they can begin to effect change.

# MOVIES

## RESOURCE LIST CONTINUED

### **THE ROAD TAKEN SELWYN JACOB**

This 1996 documentary takes a nostalgic ride through history to present the experiences of Black sleeping-car porters who worked on Canada's railways from the early 1900s through the 1960s. There was a strong sense of pride among these men and they were well-respected by their community. Yet, harsh working conditions prevented them from being promoted to other railway jobs until finally, in 1955, porter Lee Williams took his fight to the union.

Claiming discrimination under the Canada Fair Employment Act, the Blacks won their right to work in other areas. Interviews, archival footage and the music of noted jazz musician Joe Sealy (whose father was a porter) combine to portray a fascinating history that might otherwise have been forgotten.

### **GOLDEN GLOVES GILLES GROULX**

A classic NFB documentary about the Golden Gloves boxing tournament, the Canadian amateur's hope for success in the boxing world. This Gilles Groulx film shows three Montreal boxers in training. In behind-the-scenes interviews they talk about their ambitions and what prompted them to take up the sport.

### **CROSSROADS DON HALDANE**

This sensitive drama tells the story of a couple, Roy and Judy, and the reactions they encounter when they announce their intention to marry, reactions complicated by the fact that Roy is Black and Judy is white.

### **SPEAKERS FOR THE DEAD JENNIFER HOLNESS & DAVID SUTHERLAND**

This documentary reveals some of the hidden history of Blacks in Canada. In the 1930s in rural Ontario, a farmer buried the tombstones of a Black cemetery to make way for a potato patch. In the 1980s, descendants of the original settlers, Black and White, came together to restore the cemetery, but there were hidden truths no one wanted to discuss. Deep racial wounds were opened. Scenes of the cemetery excavation, interviews with residents and re-enactments—including one of a baseball game where a broken headstone is used for home plate—add to the film's emotional intensity.

### **THE MAGIC LION CHARLES GITHINJI**

This animated short is about a Kenyan boy who goes on a quest to save the life of his sick grandfather. In his search for healers in a mysterious village, he encounters a strange lion caught in a trap. Upon being freed, the lion gratefully takes the boy on an adventure.

### **BLACK MOTHER BLACK DAUGHTER SYLVIA HAMILTON & CLAIRE PRIETO**

Black Mother Black Daughter explores the lives and experiences of Black women in Nova Scotia, their contributions to the home, the church and the community and the strengths they pass on to their daughters.

### REMEMBER AFRICVILLE

This short film depicts Africville, a small Black settlement that lay within the city limits of Halifax, Nova Scotia. In the 1960s, the families there were uprooted and their homes demolished in the name of urban renewal and integration. More than 20 years later, the site of the community of Africville is a stark, under-utilized park. Former residents, their descendants and some of the decision-makers speak out and, with the help of archival photographs and films, tell the story of that painful relocation.

### CHRISTOPHER CHANGES HIS NAME CILIA SAWADOGO

This animated short for children tells the story of Christopher, a little boy who didn't want to be called Christopher anymore. Such a common name! When Aunty Gail from Trinidad tells him a story about a Tiger, Christopher changes his name to Tiger. But then he finds a better name. When he has trouble cashing a birthday cheque, he realizes maybe he should stick with his original name... or maybe not?

Part of the Talespinners collection, which uses vibrant animation to bring popular children's stories from a wide range of cultural communities to the screen.

### TALES OF SAND AND SNOW HYACINTHE COMBARY

In a quest to rediscover the spiritual values of his own people, an African filmmaker from the Gourmantche tribe of Burkina Faso visits an Aboriginal band, the Atikamekw of northern Quebec. The resulting documentary is a dialogue between those who divine the future in the sand with those who use snow-encased sweat lodges to reconnect with the spiritual world.

### EVERYBODY'S CHILDREN MONIKA DELMOS

Monika Delmos's documentary captures a year in the life of two teenage refugees, Joyce and Sallieu, who have left their own countries to make a new life in Ontario. Joyce, 17, left the Democratic Republic of Congo to avoid being forced into prostitution by her family. Sallieu, 16, had witnessed the murder of his mother as a young boy in wartorn Sierra Leone.

Delmos follows them as they bear the normal pressures of being a teenager while simultaneously undergoing the refugee application process. She shows how the guidance and support of a handful of people make a real difference in the day-to-day lives of these children.

# SPEAKERS

## RESOURCE LIST

SPEAKER	WEBSITE	CONTACT INFO
<b>EMG EDUCATION</b> The Railroad To Freedom – Black History Production	<a href="http://emgeducation.com">emgeducation.com</a>	(416) 477-5113
<b>DWAYNE MORGAN</b> – Spoken Word Artist  <b>UP FROM THE ROOTS</b> Grades 7-12	<a href="http://dwaynemorgan.ca">dwaynemorgan.ca</a>	<a href="mailto:bookings@dwaynemorgan.ca">bookings@dwaynemorgan.ca</a>  (416) 822-1465
<b>UNITY CHARITY</b> UNITY Charity engages and empowers youth to be role models and leaders in their communities. UNITY engages youth 10 to 18 by implementing school and community programs helping youth positively express their stress and develop skills for success. UNITY empowers youth to make better choices as leaders, mentors and positive community role models leading to more productive citizens, safer schools, and healthier communities.	<a href="http://unitycharity.com">unitycharity.com</a>	<b>Community Outreach</b> <b>Director Rajni Sharma</b> <a href="mailto:outreach@unitycharity.com">outreach@unitycharity.com</a>  <b>Executive Director/ Founder</b> <b>Michael Prosserman</b> <a href="mailto:mike@unitycharity.com">mike@unitycharity.com</a>
<b>POR AMOR</b> Community Enhancement Initiatives is a Canadian non-profit organization focused on empowering young people to take active leadership roles in their community through artistic and educational elements that serve to inspire social activism.	<a href="http://poramor.ca">poramor.ca</a>	<a href="mailto:info@poramor.ca">info@poramor.ca</a>  (905) 626-1773  <b>To volunteer with</b> <b>POR AMOR contact</b> <a href="mailto:volunteer@poramor.ca">volunteer@poramor.ca</a>
<b>ROSEMARY SADLIER</b> <b>ONTARIO BLACK HISTORY SOCIETY</b> Author of The Kids Book of Black Canadian History  <i>*Exhibits/displays for rent, discover Black History in Toronto tours, posters, curriculum support</i>	<a href="http://blackhistorysociety.ca">blackhistorysociety.ca</a>	(416) 867-9420
<b>ANNE-MARIE WOODS</b> <b>IMANI ENTERPRISES</b> Poet, Artivational Speaker	<a href="http://imaniartsbiz.com">imaniartsbiz.com</a>	<a href="mailto:imanienterprises@rogers.com">imanienterprises@rogers.com</a>  (416) 706 – 7694

SPEAKER	WEBSITE	CONTACT INFO
<p><b>P.E.A.C.E.</b>  <b>PEOPLE EVERYWHERE ACTUALLY</b>  <b>CO-EXISTING EQUALLY...</b>  is an artist collective dedicated to the creative upliftment of children and youth through artistic expression. Rooted in the enlightenment of sound and musical therapy, P.E.A.C.E. focuses on using art as a means for communication, education and innovation. P.E.A.C.E. looks to inspire dreams and encourage passion to nurture great ideas, produce confident leaders and promote healthy communities. By creating a global culture of change for the betterment of existence we can truly say we do all things “in the rhythm of P.E.A.C.E.”</p> <p><i>Motivational speakers, Spoken Word &amp; Hip Hop Artist</i></p>	<p><a href="http://dreamsforpeace.com">dreamsforpeace.com</a></p>	<p><b>Matthew Jones “Testament”</b>  <a href="mailto:matthewrayjones@gmail.com">matthewrayjones@gmail.com</a>  (416) 400-4020</p>
<p><b>TAMLA MATTHEWS, OCT</b>  <b>CARIBBEAN DANCE THEATRE</b>  Artistic Director –  Caribbean Dance Theatre</p>	<p>-</p>	<p><a href="mailto:m_tamla@hotmail.com">m_tamla@hotmail.com</a>  (647) 284-9136</p>
<p><b>KEISHA FACEY</b>  From Coast to Coast; a presentation on the weaving of the Black Canadian experience throughout Canadian history. This presentation will walk participants through the dynamic experiences of Black Canadians; from early explorers to modern day iconic Black Canadians across the nation.</p>	<p>-</p>	<p><a href="mailto:rfwcconsulting@gmail.com">rfwcconsulting@gmail.com</a></p>



# SPEAKERS

## RESOURCE LIST CONTINUED

SPEAKERS	WEBSITE	CONTACT INFO
<b>MARSHA BROWN</b> Motivational Speaker - YWCA <i>*Social Work background</i>	-	<a href="mailto:commoncents_commerce@hotmail.com">commoncents_commerce@hotmail.com</a>  (416) 518 - 5199
<b>LEESA RENEE HALL</b> Linking today's communicative devices with the contributions Canadians of African descent have made to the fields of science, technology and innovation.	<a href="http://leesareneehall.com">leesareneehall.com</a>	<a href="mailto:wecare@leesareneehall.com">wecare@leesareneehall.com</a>  (647) 638-2533
<b>BEE QUAMMIE</b> Multimedia Storyteller	<a href="http://beequammie.com">beequammie.com</a>	-
<b>Canadian Multicultural Inventors Museum (CMIM)</b> The presentations provide highlights African contributions in STEM and provide representation of innovators that students may not see in hegemonic textbooks and reflect their own identity. The presentation facilitate the learning outcomes utilizing stories, quizzes, activities, reflections in line with Bloom's Taxonomy.	<a href="http://multiculturalmuseums.org">multiculturalmuseums.org</a>	<b>Francis Jeffers</b> (416) 839-2442  <a href="mailto:multiculturalmuseums@gmail.com">multiculturalmuseums@gmail.com</a>
<b>"Music in the Americas: an African Diaspora Legacy" Workshop</b> Throughout more than four centuries, a great forced migration moved native people from Africa to other geographic spaces across the Atlantic World. This historical event spread African cosmology through Europe, the Caribbean, North, Central, and South Americas and made possible the raising of new cultural approaches through ancestral knowledge, creativity and technological innovation in many different everyday life aspects and social activities.	<a href="http://culturedays.ca/en/events/">culturedays.ca/en/events/</a>	-

# BLACK HISTORY SITES

SITE	WEBSITE	CONTACT INFO
<b>BUXTON NATIONAL HISTORIC SITE AND MUSEUM</b>  21975 A.D. Shadd Rd Buxton, ON N0P 1Y0	<a href="http://buxtonmuseum.com/">buxtonmuseum.com/</a>	(519) 352-4799  <a href="mailto:buxton@ciaccess.com">buxton@ciaccess.com</a>
<b>AMHERSTBURG FREEDOM MUSEUM</b>  277 King Street Amherstburg, ON	<a href="http://amherstburgfreedom.org">amherstburgfreedom.org</a>	(519) 736-5433
<b>UNCLE TOMS CABIN HISTORIC SITE</b>  29251 Uncle Tom's Road Dresden, Ontario N0P 1M0	<a href="http://heritagetrust.on.ca/en/properties/uncle-toms-cabin">heritagetrust.on.ca/en/properties/uncle-toms-cabin</a>	(519) 683-2978  <a href="mailto:utchs@heritagetrust.on.ca">utchs@heritagetrust.on.ca</a>
<b>ONTARIO BLACK HISTORY SOCIETY AND SLAVERY TO FREEDOM</b>  Ontario Heritage Trust 10 Adelaide Street East Toronto, ON M5C 1J3	<a href="http://heritagetrust.on.ca">heritagetrust.on.ca</a>  <a href="http://heritagetrust.on.ca/en/pages/our-stories/slavery-to-freedom">heritagetrust.on.ca/en/pages/our-stories/slavery-to-freedom</a>	(416) 325-5000  <a href="mailto:programs@heritagetrust.on.ca">programs@heritagetrust.on.ca</a>



# ADDITIONAL RESOURCES

## VIDEOS

### B for Black

[youtube.com/channel/UC68IPCCUfMJRCd0kv6hsgWA](https://youtube.com/channel/UC68IPCCUfMJRCd0kv6hsgWA)

### Sankofa Read Aloud

[youtube.com/channel/UCLBquMlehDL8Mv0ttSv6lzQ](https://youtube.com/channel/UCLBquMlehDL8Mv0ttSv6lzQ)

### Angelique

[youtu.be/mrOm5vXDBSY](https://youtu.be/mrOm5vXDBSY)

### Viola Desmond

[youtube.com/watch?v=yNui\\_-yBsgM](https://youtube.com/watch?v=yNui_-yBsgM)

### Marie Joseph Angelique

[youtu.be/mrOm5vXDBSY](https://youtu.be/mrOm5vXDBSY)

### Anti-Racist Education Read

[voiced.ca/project/anti-racist-educator-reads/](https://voiced.ca/project/anti-racist-educator-reads/)

### Rosemary Sadler

[omnitv.ca/on/en/videos/black-history-rosemary-sadlier/](https://omnitv.ca/on/en/videos/black-history-rosemary-sadlier/)

## ONLINE BLACK HISTORY MONTH ACTIVITIES

### Harriet Tubman

[tubman.info.yorku.ca/educational-resources/breaking-the-chains/](https://tubman.info.yorku.ca/educational-resources/breaking-the-chains/)

[tubman.info.yorku.ca/educational-resources/war-of-1812/](https://tubman.info.yorku.ca/educational-resources/war-of-1812/)

### Underground Railroad

[education.historicacanada.ca/en/tools/86](https://education.historicacanada.ca/en/tools/86)

### Slave Trade

[slavevoyages.org/](https://slavevoyages.org/)

### Richard Pierpoint

[education.historicacanada.ca/en/tools/39](https://education.historicacanada.ca/en/tools/39)

### Africville

[cbc.ca/archives/topic/africville-expropriating-black-nova-scotians](https://cbc.ca/archives/topic/africville-expropriating-black-nova-scotians)

**People who fought slavery and racism**

[collectionscanada.gc.ca/northern-star/index-e.html](https://collectionscanada.gc.ca/northern-star/index-e.html)

**Black veterans**

[veterans.gc.ca/eng/remembrance/those-who-served/black-canadians-in-uniform](https://veterans.gc.ca/eng/remembrance/those-who-served/black-canadians-in-uniform)

**Jean Augustine**

[archives.library.yorku.ca/exhibits/show/pushingbuttons](https://archives.library.yorku.ca/exhibits/show/pushingbuttons)

**Freedom City**

[omeka.tplcs.ca/virtual-exhibits/exhibits/show/freedom-city](https://omeka.tplcs.ca/virtual-exhibits/exhibits/show/freedom-city)

**Immigrants to Canada**

[bac-lac.gc.ca/eng/discover/immigration/immigration-records/porters-domestics-1899-1949/Pages/introduction.aspx](https://bac-lac.gc.ca/eng/discover/immigration/immigration-records/porters-domestics-1899-1949/Pages/introduction.aspx)

**#BlackedOutHistory | Ontario Black History Society**

[youtube.com/watch?v=GKm7wQjpuac](https://youtube.com/watch?v=GKm7wQjpuac)

## BLACK CANADIAN VETERANS

**AGO Photo Exhibit**

[globalnews.ca/video/rd/1366567491878/?jwsourc=em](https://globalnews.ca/video/rd/1366567491878/?jwsourc=em)

**Honouring Canada's Black War Veterans**

[youtu.be/UqWW4yP7Hc4](https://youtu.be/UqWW4yP7Hc4)

**Canada's Black Battalion**

[youtu.be/JdV6R1chUfU](https://youtu.be/JdV6R1chUfU)

**The War of 1812**

[canada.ca/en/canadian-heritage/campaigns/black-history-month/transcript-black-soldiers-fight-canada.html](https://canada.ca/en/canadian-heritage/campaigns/black-history-month/transcript-black-soldiers-fight-canada.html)

## PODCASTS

**Secret Life of Canada****So You Want to Talk About Race**

# POLITICIANS

Wayne Adams  
Zanana Akande  
Lincoln Alexander  
Jean Alfred  
Granville Anderson  
Jill Andrew  
Dominique Anglade  
James Atebe  
Yvonne Atwell  
Jean Augustine  
Vivian Barbot  
Frank Baylis  
Kettly Beauregard  
Frantz Benjamin  
James Calbert Best  
Margarett Best

Lindsay Blackett  
Leonard Braithwaite  
Rosemary Brown  
Celina Caesar-  
Chavannes  
Mary Anne Chambers  
Ulrick Cherubin  
Kevin Clarke  
Anne Cools  
Michael Coteau  
Alvin Curling  
Rob Davis  
James Douglas  
James W. Douglas  
Christian Dube  
Emmanuel Duborg

Gordon Earle  
Greg Fergus  
Hedy Fry  
Stephen Gough  
William Peyton  
Hubbard  
Mitzie Hunter  
Tony Ince  
Ovid Jackson  
Yolande James  
Marlene Jennings  
Rocky Jones  
Maka Kotto  
Daurene Lewis  
Laura Mae Lindo  
Howard McCurdy

Marie-Francois Megie  
Don Meredith  
Firmin Monestime  
Donald Oliver  
Brenda Paris  
Percy Paris  
Stuart Parker  
Burr Plato  
George Rogers  
Calvin Ruck  
Beverley Salmon  
David Shepherd  
Michael Thompson  
Mark Warner  
Bill White



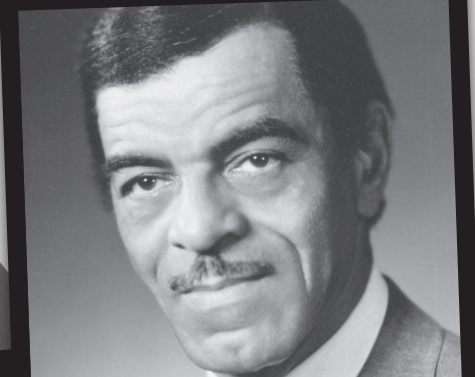
**MARLENE JENNINGS**



**MICHAEL COTEAU**



**MITZIE HUNTER**



**BILL WHITE**

# 51 SPORTS

Francois Abanda  
Ohenewa Akuffo  
David Amber  
Ricky Anderson  
Joel Anthony  
Shawn Belle  
Anthony Bennett  
Tim Biakabutuka  
Fred Braithwaite  
Denham Brown  
Nate Burleson  
Dayana Cadeau  
Herb Carnegie  
Anson Carter  
Rubin Carter  
Sebastian Clovis  
Tristan Clovis  
Laura Creavalle  
Trevor Daley  
Nigel Dawes  
Buddy Daye  
Jonathan De Guzman  
Julian De Guzman  
David Deflagbon  
Paul Dillett  
George Dixon

Ray Downey  
Chuck Ealey  
Phil Edwards  
Ray Emery  
Tyler Ennis  
Robert Esmie  
Perdita Felicien  
Rick Fox  
Grant Fuhr  
Glenroy Gilbert  
George Godfrey  
Gary Goodridge  
Dirk Graham  
Jean-Luc Grand-Pierre  
Sherman Hamilton  
Charmaine Hooper  
Atiba Hutchinson  
Angela James  
Stephan James  
Harry Jerome  
Ben Johnson  
Chris Johnson  
Kirk Johnson  
Mark Jones  
Paul Jones  
Spider Jones

Cory Joseph  
David Joseph  
Devoe Joseph  
Evander Kane  
Tommy Kane  
Sam Langford  
Georges Laraque  
Sandra Levy  
Lennox Lewis  
Ray Lewis  
Jamaal Magloire  
Atlee Mahorn  
Egerton Marcus  
Mike Marson  
Russell Martin  
Rueben Mayes  
Tony McKegney  
Mark McKoy  
Rollie Miles  
Ray Neufeld  
Carlos Newton  
Andrew Nicholson  
Darnell Nurse  
Kia Nurse  
Richard Nurse  
Willie O'Ree

Milton Ottey  
John Paris Jr.  
Dwayne Provo  
Pokey Reddick  
Bill Riley  
John Saunders  
Tony Sharpe  
Wayne Simmonds  
Chris Spence  
Anthony Stewart  
Jordan Subban  
Malcolm Subban  
P.K. Subban  
Bruny Surin  
Angela Taylor-Issajenko  
Tristan Thompson  
Dwight Walton  
Joel Ward  
Kevin Weekes  
Andrew Wiggins  
Desai Williams  
Trevor C. Williams  
Tyrone Williams  
Nigel Wilson  
Peter Worrell  
Wayne Yearwood



DAVID AMBER



PERDITA FELICIEN



DARNELL NURSE

# MUSICIANS

AHI  
Toya Alexis  
Archie Alleyne  
B-Kool  
Gary Beals  
Salome Bey  
Charlie Biddle  
Jully Black  
Shelton Brooks  
Divine Brown  
Measha  
Brueggergosman  
Cadence Weapon  
Daniel Caesar  
Jazz Cartier  
Keshia Chante  
Gregory Charles  
Nuela Charles  
Tanika Charles  
Choclair

Jarvis Church  
Clairmont the Second  
Deborah Cox  
Desiree Dawson  
Simone Denny  
Devon  
Alpha Yaya  
Fefe Dobson  
Drake  
Dream Warriors  
Melanie Fiona  
Farley Flex  
Jelleestone  
Jemeni  
Molly Johnson  
Danko Jones  
Oliver Jones  
K'Naan  
K-os  
Kardinal Offishall

Kaytranada  
Pierre Kwenders  
Melissa Laveaux  
Ranee Lee  
Glen Lewis  
Murray Lightburn  
Rich London  
Maestro  
Amanda Marshall  
Moka Only  
Carlos Morgan  
Haydain Neale  
PartyNextDoor  
Oscar Peterson  
Prevail  
Jackie Richardson  
Kim Richardson  
Samito  
Shad  
Jackie Shane

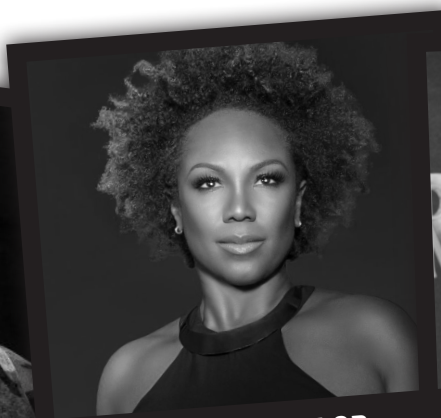
Lisa Shaw  
Liberty Silver  
Eon Sinclair  
Shawn Singleton  
Slakah the Beatchild  
Spek Won  
Tony "Wild T" Springer  
Erroll Starr  
Tamia  
Tasha the Amazon  
Bobby Taylor  
Dione Taylor  
Julian Taylor  
Tebey  
Thrust  
Kreesha Turner  
Jackie Washington  
The Weekend  
Wesli



**JULLY BLACK**



**FARLEY FLEX**



**DIONE TAYLOR**



**KARDINAL OFFISHALL**

# WRITERS

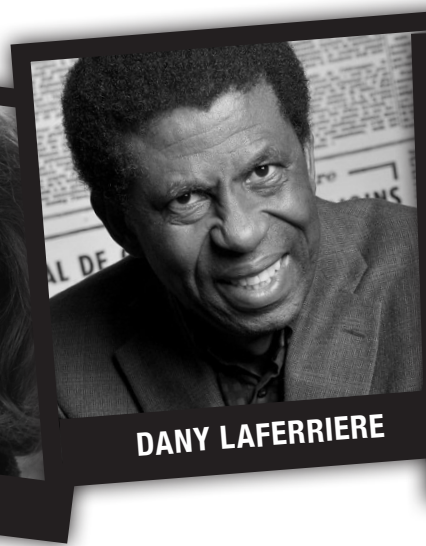
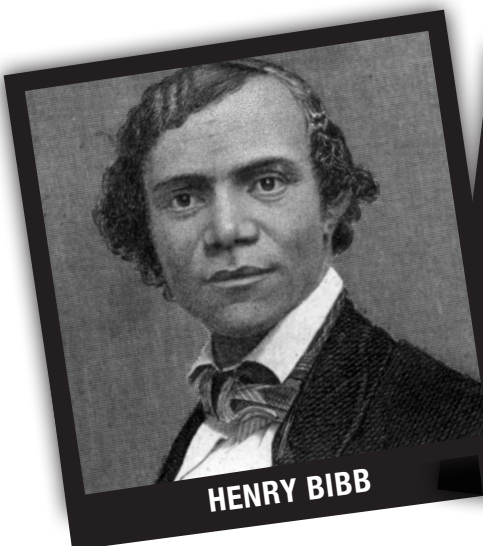
Ryad Assani-Razaki  
Edem Awumey  
Malcolm Azania  
Angele Bassole-  
Ouedraogo  
Jacqueline Beauge-  
Rosier  
Henry Bibb  
Shane Book  
Walter Borden  
George Boyd  
Dionne Brand  
Myriam J.A. Chancy  
David Chariandy  
Austin Clarke  
Cheril N. Clarke  
George Elliott Clarke  
Michele Pearson Clarke

Lucretia Newman  
Coleman  
Wayde Compton  
Archie Crail  
Orville Lloyd Douglas  
Amatoritsero Ede  
Aida Edemariam  
Esi Edugyan  
Jonathan Emile  
Gerard Etienne  
Cheryl Foggo  
Cecil Foster  
Fil Fraser  
Malcolm Gladwell  
Robert Joseph Greene  
Lawrence Hill  
Jennifer Holness  
Nalo Hopkinson

Aisha Sasha John  
El Jones  
Clifton Joseph  
Kaie Kellough  
Sonnet L'Abbe  
Dany Laferriere  
Didier Leclair  
Canisia Lubrin  
Marie-Soeurette  
Mathieu  
Suzette Mayr  
Tawiah M'carthy  
Berend McKenzie  
Katherine McKittick  
Tessa McWatt  
Nega Mezlekia  
Kim Katrin Milan  
Annamarie Morais

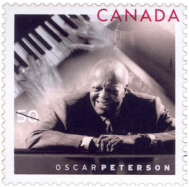
Cecily Nicholson  
David Nandi Odhiambo  
Amanda Parris  
Kayla Perrin  
M. NourbeSe Philip  
Althea Prince  
Jael Richardson  
Rodney Saint-Eloi  
Robert Edison Sandford  
Charles R. Saunders  
Djanet Sears  
Olive Senior  
Makeda Silvera  
Ken Wiwa  
D'bi Young

Photo Credits: Marlene Jennings <www.emsb.qc.ca>. Michael Coteau <macleans.ca>. Mitzie Hunter <mitziehunter/ca>. Bill White <Courtesy of the White family>. Angela James <thecanadianencyclopedia.ca>. David Amber <theathletic.com>. Perdita Felicien <olympic.ca>. Darnell Nurse <coppernblue.com>. Jully Black <cmw.net>. Farley Flex <sayitloudcanada.com>. Dione Taylor <dionetaylor.com>. Kardinal Offishall <zimbio.com>. Henry Bibb <wikimedia.com>. Cheryl Foggo <ronfanfair.com>. Dany Laferriere: <Miguel Medina/AFP>. D'bi Young <timeslive.co.za>





# CANADA POST CELEBRATES BLACK HISTORY MONTH



**OSCAR PETERSON** was an internationally renowned, Canadian jazz pianist and composer. He entertained the world with his mastery and prowess for more than 50 years. The great Duke Ellington nicknamed him “Maharaja of the Keyboard.” In 1978, Oscar Peterson was inducted into the Canadian Music Hall of Fame.



**JOSIAH HENSON** was the first Black individual to appear on a Canadian stamp. Josiah was born a slave. He barely knew his father, who was taken from his family and sold. As a child, Henson himself was seized from his mother and sold. He became a fervent Christian, and in 1828 was ordained as a preacher. The fear of being sold away from his wife and children convinced him to escape. Carrying his two youngest children on his back, Henson arrived in Canada in 1830, where he resumed preaching and acted as a leader of other escaped slaves. He co-founded a settlement and school for Blacks near present-day Dresden, Ontario. Henson later became identified with the hero of the novel, “Uncle Tom’s Cabin.”



**JOSEPH (JOE) FORTES** was a prominent figure in the early history of Vancouver. Fortes left England and arrived in Canada in September 1885, making his home at English Bay. He lived in a tent on the beach during the milder months of the year. He became the city’s first official lifeguard.

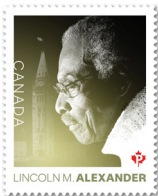
Fortes devoted all of his free time to teaching children to swim and to patrolling the beach. This stocky, dark-skinned man, known as “English Bay Joe” was also a guard for the bathers and a hero to people in distress. He has been officially credited with saving 29 lives, yet it is believed that the real number is considerably higher



**ABRAHAM DORAS SHADD** was born in 1801 in Delaware. Though a free-born and prosperous shoemaker, he devoted his life to the abolitionist movement. Shadd protested racism and played a major role in the Underground Railroad, a secret route guiding slaves to freedom in Canada. As “stationmaster” and “conductor” for the Railroad, he provided escaping refugees with food, shelter, clothing and guidance. He was the first Black person to serve in Canadian public office when he was elected to the Council of Raleigh, Ontario, in 1859.



**KAY LIVINGSTONE** was a Canadian social activist, actor and broadcaster. She held key positions with the United Nations Association in Canada, Heritage Ontario and Legal Aid, and is credited with coining the term ‘visible minority.’ In 2011, the Government of Canada named Livingstone a Person of National Historic Significance.



**LINCOLN M. ALEXANDER** was born in Toronto and served in the Royal Canadian Air Force during the Second.

World War before going on to study law. Following his career in public service he spent 15 years as chancellor at the University of Guelph. Since 2015, he has been remembered across Canada on January 21, Lincoln Alexander Day.



**PORTIA MAY WHITE** hailed from Nova Scotia, and was a Canadian contralto [classical female singer] who overcame the obstacles of gender, race and the exclusive nature of the classical music world to gain international renown, and recognition as one of the greatest voices in Canadian history.



**JOHN WARE** was a cowboy who helped to establish the ranching industry in part of the prairies that would become Alberta. Born into slavery, Ware made his way to Texas after the Civil War where he became an experienced cowhand. In 1882, he drove 3,000 cattle across the border for the North West Cattle Company and then settled in Canada establishing his own ranch in the Foothills. Ware was the ultimate “folk hero” with great stature, adventure and abilities. He pioneered steer-wrestling, winning his first competition at the 1893 Calgary Fair, setting a precedent for what would become a highlight of today’s Calgary Stampede.



**OLIVER THEOPHILUS JONES** is a Canadian jazz pianist, organist, composer and arranger. He began his career in Montreal as a pianist at the age of five. In 1980 Oliver released his first jazz album, The Oliver-Jones Trio. Since then Oliver Jones continues to receive numerous accolades including five Junos, four honorary doctorates, and the Ordre National du Québec and as an Officer of the Order of Canada.

# CANADA POST CELEBRATES BLACK HISTORY MONTH CONTINUED



**ROSEMARY BROWN** became the first Black woman elected to public office in Canada when she was elected as a Member of the Legislative Assembly (MLA) in the British Columbia legislature in 1972. She also ran for the leadership of the federal New Democratic Party (NDP), making her the first woman to run for the leadership of a Canadian federal political party.



**MATHIEU DA COSTA** was a free man and an interpreter for Europeans who were trading with Indigenous people in the New World. Believed to be of African or even Euro-African descent, his connection to Canada came in the year 1608 – the year Samuel de Champlain founded the city of Québec – when he signed a contract to work for French fur-trader, explorer and governor of Acadia, Pierre Dugua de Mons.



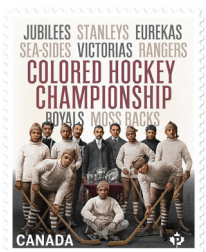
## **WILLIAM HALL**

The Victoria Cross was instituted in 1856 by Queen Victoria as an award for exceptional bravery. William Hall received his Victoria Cross in recognition for his actions in 1857 during the Indian Mutiny (Sepoy

Rebellion). Hall was the first Black person, the first Nova Scotian and the first Canadian sailor to receive this award. His was the third Victoria Cross to be awarded to a Canadian.



**FERGUSON (FERGIE) ARTHUR JENKINS** was born in Chatham, Ontario in 1942. His pitching abilities got him signed to the Philadelphia Phillies 1962. Throughout his career, Fergie Jenkins would pitch for the Philadelphia Phillies, the Chicago Cubs, the Texas Rangers and the Boston Red Sox. He also played basketball with the Harlem Globetrotters in the off season. Jenkins is the only Canadian honoured in the National Baseball Hall of Fame.



**COLORED HOCKEY CHAMPIONSHIP** honours all-Black hockey teams in the Maritimes that competed for it between 1895 and the early 1930s. The story begins in the late 1800s with Baptist Church leaders who believed all-Black hockey would be a great way to attract young Black men to the Church to strengthen their religious path. This stamp recognizes the achievements and struggles of pioneering Black Canadian players who overcame adversity, broke down racial barriers and changed how ice hockey is played.

# BLACK HISTORY IN CANADA QUIZ

1. **The experiences of fugitive slave Reverend Josiah Henson, who escaped to Canada in 1830, were the subject of what famous novel?**
  - Roots
  - Beloved
  - Confessions of Nat Turner
  - Uncle Tom's Cabin
2. **William Hall won the first Victoria Cross ever awarded to a Black Canadian for his bravery in which conflict?**
  - First World War, 1914-1918
  - Second World War, 1939-1945
  - Indian Rebellion, 1857
  - South African War, 1899-1902
3. **Born 1744 in Bondou, Senegal, and brought to North America at the age of 16, Richard Pierpont was a soldier and militiaman who served during the American Revolution, as well as at the battle of Queenston Heights during this conflict:**
  - The Seven Year's War
  - The French-Indian War
  - The War of 1812
  - King Philip's War
4. **Maroons is the name given to approximately 550 to 600 individuals who lived in Nova Scotia after being deported from this place, only to be later sent to Sierra Leone in 1800:**
  - Cuba
  - Louisiana
  - Jamaica
  - Brazil
5. **This man of African extraction is thought to have come to Canada some time before 1603, using his visit to learn the Mi'kmaq language and French papers record him working for the government of Port Royal in 1608:**
  - William Hall
  - Delos Davis
  - Mathieu da Costa
  - Maurice Ruddick
6. **This child brought to Québec in 1628 by the English invader David Kirke, is the first person recorded as coming directly from Africa and the first African slave known in Canada:**
  - Harriet Tubman
  - Olivier Le Jeune
  - Jan Rodriguez
  - Josiah Henson
7. **Michaëlle Jean, the first black person to serve as Governor General, was born in this country:**
  - Jamaica
  - Kenya
  - French Guyana
  - Haiti
8. **Sir James Douglas, a Hudson's Bay Company officer and governor, referred to as "Scotch West Indian" as his mother was Creole and he was born in Demerara (now part of Guyana) was also known as:**
  - "the father of British Columbia"
  - "the father of the railroad"
  - "the father of Free Trade"
  - "the father of the Métis"
9. **Rosemary Brown, born in Jamaica, became the first black woman to run for this in 1975:**
  - Mayor
  - The Canadian Track and Field Team
  - The leadership of a federal party
  - The fight against Cancer
10. **The greatest track star in Canadian history, with gold medals in the 100 metre sprint and 4 by 100 relay, was:**
  - Harry Jerome
  - Michael Smith
  - Angella Issajenko
  - Donovan Bailey

To find answers to these questions and to find out more about the history of Canada's black community visit: [blackhistorycanada.ca](http://blackhistorycanada.ca)

# NELSON MANDELA

## THE HONORARY CANADIAN

Nelson Mandela's passing is especially poignant for Canada. It is hard to think of another world leader shown the respect and affection he enjoyed here after his release from prison.

During two of his three visits to Canada, he addressed the joint Houses of Parliament to great acclaim. On the first occasion, just four months after being freed in 1990, he said he was deeply moved to be in a place where, unlike apartheid South Africa, people were free to determine their destiny.

In 1998, he became the first foreign leader awarded the Order of Canada, the nation's highest honour, and 45,000 Toronto schoolchildren treated him to a rapturous welcome when he launched the Canadian Friends of the Nelson Mandela Children's Fund.

Despite his age and stiff joints, Mr. Mandela joined in the dancing. A magical moment. "When you will be my age," prime minister Jean Chrétien told the children, "you will tell your grandchildren: 'I was there when Nelson Mandela came to Canada and Toronto.'" On his last visit in 2001, he became the first living person to be awarded honorary Canadian citizenship.

Competition to hear Mr. Mandela and to meet him on these occasions was fierce. No one, it seemed, had ever supported maintaining Canada's trade and diplomatic relations with the apartheid regime that had imprisoned him. Nor had they ever harboured reservations about his party, the African National Congress.

### THE MULRONEY FACTOR

In his 1990 speech, Mr. Mandela paid tribute to the people of Canada for their involvement in the struggle to overthrow apartheid: Canadian trade unions, churches, universities, human-rights and solidarity groups, and the International Defence and Aid Fund for South Africa had spent decades in the trenches. In particular, the Task Force on the Churches and Corporate Responsibility had weathered the ridicule of Canada's business community and state officials in its battle against corporate involvement in apartheid South Africa.

He had also had come to thank Mr. Chrétien's predecessor, Brian Mulroney, for his willingness to break with his allies, U.S. president Ronald Reagan and British prime minister Margaret Thatcher, over the question of South Africa. In 1985, Mr. Mulroney had made a deep impression in Africa by pledging at the United Nations to break economic and diplomatic relations if South Africa did not abandon apartheid. His battles with Mrs. Thatcher over Commonwealth sanctions against South Africa were legendary.

In official Canada, Mr. Mulroney's approach was pivotal in causing a shift in thinking about South Africa and the ANC. For most of the postwar period, including the Trudeau era, Canadian policy had been paradoxical: to trade and condemn simultaneously. Canada resisted efforts to interfere with its diplomatic and commercial relations with South Africa, but then tried to soften the impact by regularly denouncing apartheid in international forums. Until well into the 1980s, the ANC had difficulty getting a hearing in Ottawa, where it was dismissed as an insignificant band of "communist terrorists."

The tide began to turn only in the mid-1980s, after a major uprising in South Africa and the realization among Western banks, corporations and governments that apartheid's days were numbered. In 1985, the Commonwealth appointed an Eminent Persons Group to visit the region and assess the prospects for peace. A high point of the initiative was a meeting the group had with Mr. Mandela, the first of its kind during his long incarceration. Anglican archbishop Ted Scott, one of the eminent persons, returned to give Canada a first-hand testimonial on the man's character. The EPG report concluded unequivocally that he was a nationalist, rather than a communist, and that he had adopted armed struggle only because he had no other options.

Mr. Mulroney agreed, and faced down those who believed otherwise. He asked his opponents, "How would you know he's a communist? He's been in jail for 27 years. Has he spoken to you lately?..."

“If I were a young Black man imprisoned in South Africa,” he added, “I would support those who supported me.”

The prime minister also made clear that, while his government could not condone violence, “we understand the ANC’s contention: ‘You ask us to drop our arms to do what? Accept more repression? Accept more brutality from the apartheid state that is armed to the teeth?’”

### **NOT EVERYONE A FAN**

Many in Mr. Mulroney’s own party, as well as the bureaucracy and private sector, opposed this new policy. The wife of one Progressive Conservative MP even circulated South African propaganda calling ANC members “immoral, non-Christian, Marxist-Leninist revolutionaries.”

In 1987, these circles mounted a campaign against ANC president Oliver Tambo, Mr. Mandela’s close friend and colleague, on his first official visit to Canada. Meanwhile, Mr. Mulroney turned his attention to more pressing matters, such as the Meech Lake accord and free trade, and some public-opinion leaders made no secret of their preference of Mangosuthu Buthelezi, the chief minister of the Kwazulu homeland and leader of the Inkatha Freedom Party.

Two years earlier, *The Globe and Mail* had called Mr. Buthelezi as “authentic a Black leader as Nelson Mandela” and then in December, 1986, “the best hope, if not the only hope, for the emergence of a moderate Black leadership from the ashes of apartheid.” As late as 1988, a *Globe* editorial stated unequivocally that there would “never be a President Mandela.”

The historical record shows that Mr. Buthelezi was a destructive force, a collaborator who waged a bloody campaign to eliminate the ANC. But it wasn’t until 1993, a year before Mr. Mandela’s presidential inauguration, that *The Globe* realized its “best hope” was instead a “spoiler” who could wreck the whole process of change.

The antipathy and distrust of Canada’s private sector toward Mr. Mandela lasted well after his release. Roy McMurtry, Canada’s former high commissioner in London, supported Mr. Mulroney’s policy but found it almost impossible to raise the ANC’s profile in the business community. Corporate titans showed no desire to rub shoulders with the party’s leader. When pressed, one bank

chairman said, “Meet Nelson Mandela? You have got to be kidding!”

Canadian governments responded warily to the uncertainty and turbulence of the transition period. However, on the key issue of sanctions, despite strong pressure from the private sector to end them and some internal disquiet, Ottawa maintained its commitment. Canadian sanctions finally were lifted in September, 1993 – at Mr. Mandela’s request. Although the Canadian government’s participation in the international battle against apartheid was late, limited and overblown, in this respect it kept the faith.

### **DEFYING INJUSTICE**

Mr. Mandela’s rise to the presidency in 1994 marked a high point in his and South Africa’s remarkable journey. As he walked his country through the transition to its post-apartheid future, he became an icon of tolerance, forgiveness and reconciliation; one of the great figures of our time. His decision not to cling to power by seeking a second term set an example for leaders everywhere.

The price that he and others paid for ending apartheid – in personal and family terms – was steep. However, his ability to rise above the worst that the apartheid regime could throw at him, and emerge free of bitterness and the desire for revenge lifted the human spirit everywhere. As one observer put it, he reminds us that injustice has a long and hurtful say but never the last word.

Mr. Mandela’s significance for Canada is clear. He stands as a testament to the dangers of knee-jerk prejudice and hazy understanding; proof positive that one person’s terrorist is another person’s freedom fighter.

The lessons for today – now that the word “terrorist” is used indiscriminately and anti-terrorist legislation criminalizes many activities used in the battle against apartheid – are evident. Above all, the story of Canada and Mr. Mandela should alert us to the enduring importance of imagination, as well as precision, in Canadian foreign policy.

### **ARTICLE BY LINDA FREEMAN**

Freeman L published December 5, 2013, Nelson Mandela, the Honorary Canadian, Special to the *Globe and Mail* <[theglobeandmail.com/news/world/nelson-mandela/nelson-mandela-the-honorary-canadian/article548188/](mailto:theglobeandmail.com/news/world/nelson-mandela/nelson-mandela-the-honorary-canadian/article548188/)>.

# ROLLCALL

## POEM BY GEORGE ELLIOTT CLARKE

Michaëlle Jean, Anne Cools, Maestro Fresh Wes,  
Viola Desmond, Oscar Peterson,  
Harriet Tubman, Elijah McCoy,  
Jully Black, Leonard Braithwaite, and Charles Roach.

Fitzroy Gordon, Mary Anne Shadd Cary,  
Pearleen Oliver, W.P. Oliver, Carrie Best,  
Lincoln Alexander, Drake,  
Les Oliver, and William Andrew White.

Portia May White, Austin Chesterfield Clarke,  
Dionne Brand, Claire Harris, Nathaniel Dett,  
Mairuth Sarsfield, Osborne Anderson,  
Monica Gaylord, and Stanley Grizzle.

### PRESENT!

Rachel Manley, Burnley A. "Rocky" Jones,  
Richard Preston, M. NourbeSe Philip,  
David Chariandy, Deborah Miller-Brown,  
Lorris Elliott, and Yvonne Atwell.

Lydia Jackson, Matthieu da Costa,  
Rita Cox, Spider Jones, Lennox Lewis,  
Harry Jerome, Maka Kotto, George Boyd,  
Linda Carvery, and dd Jackson.

Ahdri Zhina Mandiela, Shawn Belle,  
Amanda Marshall, Eddie Carvery,  
Liberty Silver, Anthony Bennett,  
Andrea Lewis, and Michael Lee-Chin.

### PRESENT!

Marjorie Turner-Bailey, Lawrence Hill,  
Marie-Josèphe Angélique, Ben Jackson,  
Daurene Lewis, James Robertson Johnston,  
Corinne Sparks, George Dixon, and Joyce L. Ross.

Sylvia Hamilton, James A.R. Kinney,  
Edith Hope Cromwell, Edwin H. Borden,  
Joan Jones, Jeremiah Jones, Oliver Jones,  
Suzette Mayr, Nikki Clarke, and Don Meredith.

Mayann E. Francis, Delmore "Buddy" Daye,  
Djanet Sears, Sam Langford, Percy Paris,  
Wanda Thomas Bernard, Frantz Benjamin,  
Jennifer Holness, and Herb Carnegie.

### PRESENT!

El Jones, Walter Borden, Dream Warriors,  
Maxine Tynes, Julius Isaac, Paul Winn,  
Karlene Nation, Pierre Bonga, Shane Book,  
Donna Nurse, and Seraphim Joe Fortes.

## 61

Salome Bey, Lawrence Ytzhak Braithwaite,  
Simone Denny, Troy Burle Bailey, Quddus,  
Velma Carter, Charles Officer, Prevail,  
Leah S. Carter, and Tyrone Benskin.

Rosemary Brown, Arnold A. Auguste,  
Zanana Akande, Alvin Curling,  
Yolande James, George Rogers, Jean Alfred,  
Firmin Monestime, and Ahmed Hussien.

### **PRESENT!**

Charles Spurgeon Fletcher, Sharon Lee Williams,  
Rachael Crawford, Leroy Sibbles, Clyde Gray,  
Dorothy Proctor, Joe Sealey, Grant Fuhr,  
Lorena Gale, and Dayana Cadeau.

Lillian Allen, Cameron Bailey,  
Rae Dawn Chong, Archie Alleyne, Ardon Bess,  
Lalia Halfkenny, Donald Fairfax,  
Mary Ann Chambers, and Cadence Weapon.

Abraham Beverley Walker, Chocclair,  
Rella Braithwaite, Anthony Phelps, Jay Hope,  
Rosemary Sadlier, Bromley Armstrong,  
Deborah Cox, and Samuel Dalembert.

### **PRESENT!**

Charis Newton-Thomson, Charlie Biddle,  
Peggy Downes, Anthony Sherwood, Keith Forde,  
Andrea Elaine Lawrence, Fred Christie,  
Beverley Mascoll, and Nelson Symonds.

Karen Robinson, Hugh Burnett, Fred Ward,  
Arlene Duncan, Calvin Lawrence, Phil Edwards,  
Jennifer Hodge de Silva, George Godfrey,  
Jennifer Hosten, and Selwyn Jacob.

Kimberley Huie, Anthony Binga,  
Kia Nurse, Jackie Shane, Rufus Rockhead,  
Juliette Powell, Roger McTair, Jack White,  
Claire Prieto, and William Harvey Golar.

### **PRESENT!**

Quanteisha, Nigel Shawn Williams, Craig Smith,  
Alison Sealy-Smith, Michael Fraser,  
Makyla Smith, Shailyn Pierre-Dixon,  
Rita Deverell, and Anthony Stewart.

Measha Brueggergosman, Clement Virgo,  
William Peyton Hubbard, Willie O'Ree,  
Trey Anthony, Anthony Bennett,  
Afua Cooper, and Denzal Sinclair.

Perdita Felicien, Delos Davis,  
Margarett Best, James Calvert Best, Shelton Brooks,  
Esi Edugyan, Natasha Eloi,  
Rose Fortune, and Emmanuel Dubourg.

### **PRESENT!**



# ROLLCALL CONTINUED

Anais Granofsky, Josiah Henson,  
Fefe Dobson, William Hall, Dubmatique,  
Kamala-Jean Gopie, Cecil Foster,  
Nalo Hopkinson, and Matt Galloway.

Karen LeBlanc, Olivier Le Jeune,  
Molly Johnson, Israel Idonije,  
Yanna McIntosh, Jarome Iginla,  
Taborah Johnson, and Daniel Igali.

Jackie Richardson, Gloria Reuben,  
Renee Lee, Calvin Ruck, Ovid Jackson,  
Percy Paris, Samuel Oghale Oboh,  
Olive Senior, Haydain Neale, and Chris Spence.

## PRESENT!

Cree Summer, Nerene Virgin, Sheila White,  
Makeda Silvera, Chris White, Rascalz,  
Angella Taylor-Issajenko, Shad,  
Shakura S'Aida, and Burr Plato.

Juanita Westmoreland Traoré, Thrust,  
Jackie Washington, Rinaldo Walcott,  
D'bi Young, Clifton Joseph, Ken Wiwa,  
Tonya Lee Williams, and Stephen Williams.

Geraldine Clarke, Nettie Clarke, Gerald Clarke,  
Anna Minerva Henderson, Bill White,  
Shelley Hamilton, Howard McCurdy,  
Joan Mendes, Dudley Laws, and Graham Downey.

## PRESENT!

Andre Alexis, Vivian Barbot,  
Nega Mezlekia, Malcolm Gladwell,  
Melyssa Ford, Charmaine Hooper, k-os,  
Kardinal Offishall, and Nicole Lyn.

Agnes Calliste, Peter E. McKerrow,  
Four the Moment, Brainerd Blyden-Taylor,  
Esmerelda Thornhill, Charles R. Saunders,  
Althea Prince, and Tony McKegney.

Sonnet L'Abbé, Dany Laferrière,  
Marie-Célie Agnant, Bucky Adams,  
Tessa McWatt, Nandi Odhiambo,  
Frances-Anne Solomon, and Little X.

## PRESENT!

Vanessa Morgan, Sylvia Sweeney,  
Michael Coteau, Shadrach Minkins, RT!,  
Donna-Michelle St. Bernard, Samita,  
Sandra Levy, and Graham Norman Cromwell.

## 63

Linda Carvery, Malcolm Azania,  
Sweet Daddy Siki, Sugar Plum Croxen,  
Faith Nolan, G98.7,  
Tanika Charles, and Marcellus François.

Cheryl Foggo, George Sefa Dei, Scruffmouth,  
Andrea Thompson, Tanya Evanson,  
Uzoma Essonwanne, Ritalin,  
Juanita Peters, and Stanley Péan.

### **PRESENT!**

Adebe DeRango-Adem, Klyde Broox,  
Addena Sumter-Frietag, Charles C. Smith,  
Shauntay Grant, Motion, Anthony Joyette,  
Valerie Mason-John, and Jemeni.

Itah Sadu, George Augusto Borden,  
Oni the Haitian Sensation, Winsom,  
Pamela Mordecai, Richard Iton,  
Sharon Welch, David Woods, and Nth Digri.

Grace Channer, Leo W. Bertley,  
Adrienne Shadd, Harold Head, Darryl Gray,  
Gwen Johnston, Lenny Johnston, Marlene Green,  
Khadeja McCall, and David "Skip" States.

### **PRESENT!**

Karen Miranda Augustine, Gil Scott,  
Vera Cudjoe, Jonathan De Guzman,  
Archie Crail, Jarvis Church, Charles H. Este,  
Buseje Bailey, and Headley Tulloch.

Suli Williams, P. Anthony Johnstone,  
Geraldine Browning, Gary Archibald,  
Phil Akin, Clé Bennett, Everiste Blaize,  
Ayanna Black, and Gérard Étienne.

Caroline Cole, David George, Boston King,  
Ulrick Chérubin, Kenneth Montague,  
Julian De Guzman, Emery Barnes,  
Wanda Robson, and Max Dorsinville.

### **PRESENT!**

Rubin "Hurricane" Carter, John Marrant,  
Gregory Charles, David Defiagbon,  
Tajja Isen, Billy Downey, Dirk Graham,  
Laura Creavalle, and Rosie Douglas.

Ferguson Jenkins, Nelson Mandela,  
Amelia E. Johnson, Mark Saunders,  
Sandy Seale, Lennox Farrell, Lennox Brown,  
Daniel Hill, Dan Hill, and George McCurdy.

Tamara Taylor, David (Sudz) Sutherland,  
Marcia Young, P.K. Subban, John Ware,  
Micheline Rawlins, Anderson Abbott,  
Toya Alexis, Gary Beals, and, now, you.

### **REVEAL YOUR PRESENCE!**

2020 RESOURCE

# BLACK HISTORY MONTH



**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Standing Committee  
Durham District School Board

**DATE:** February 1, 2021

**SUBJECT:** Ignite Learning Mid-Year Operational Goal Update      **PAGE NO.** 1 of 4

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Administrative Council

## 1. Purpose

This report is provided for information to Trustees as a mid-year update regarding the Ignite Learning Annual Operating Goals and Implementation Plan.

## 2. Background

The Ignite Learning Multi-Year Strategic Plan was launched in September 2018.

“The Multi-Year Strategic Plan is a visioning and policy document and process that sets the direction for the board. It is fundamental to ensuring good governance and to building public trust in boards of trustees not only to safeguard our schools, but also to ensure that they are caring, equitable, innovative, and flexible.” *(Multi-Year Strategic Planning - A Guide for School Board Trustees - Ministry of Education - 2017)*

An Ignite Learning Operational Goals Action Plan was developed to outline the key initiatives and programs being implemented to meet the operational goals set out in the multi-year strategic plan.

### **Strategic Priorities**

The DDSB multi-year strategic plan identifies six key strategic priorities for the Board to focus resources and implement initiatives and programs.

The strategic priorities are:

- Success
- Well-Being
- Leadership
- Equity
- Engagement
- Innovation

Trustees and senior staff based on stakeholder consultation developed the following Operational Goals which will determine projects, programs, training and initiatives:



**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

Strategic Priority	Operational 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.

### 3. Analysis:

#### **2020 Update – Responding to the COVID-19 Pandemic**

In March of 2020, the Ministry of Education closed schools in Ontario in response to the world-wide COVID-19 pandemic. We successfully shifted our operational priorities to include all administrative and re-directional work required to facilitate the shift from in-person teaching and learning to remote learning platforms.

A significant deployment of technology was distributed in order to equip students with the Chromebooks necessary for their learning. Throughout this pivot to remote learning, multiple surveys were conducted. The information garnered from these surveys facilitated the development of our contingency plans and ensured that we were directing our resources and energies in ways that would appropriately support students, families, and staff.

As we transitioned into the 2020/2021 school year, DDSB@Home was created to serve students in both panels who had elected to continue their education via a remote learning model. Supports and training were put in place to ensure that staff had the skills and expertise required to successfully maneuver the additional requirements involved in utilizing technology as a primary teaching platform and meeting the requirements outlined in PPM 164.

Our decision making continues to be guided through principles of human rights and equity, where student and staff safety and well-being is prioritized. The entire system continues to implement innovative practices as we respond to the ongoing complexities of the pandemic.

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

Educators, system leaders, and support staff have demonstrated their resiliency and leadership skills in working through the opportunities that 2020 has presented. Throughout this process, we have continued to stress the importance of setting high expectations for students in order to ensure that students are successful in reaching their full potential.

### Mid-Year Ignite Learning Implementation Plan Update

The implementation and monitoring process focuses on the following key principles:

- a) ***Simplify*** – Keep it clear, simple and easy to communicate
- b) ***Definition and Metrics*** – Keep the number of priorities to a minimum and ensure that they are meaningful to all stakeholders.
- c) ***Meaningful Engagement*** – Continue to provide new and different ways for authentic voice, input and collaboration with all stakeholder groups.
- d) ***Communication and Training*** – Communicate goals and ensure there are concrete action plans to support the implementation of the goals. Provide training on the implementation of the goals that translate into concrete deliverables.
- e) ***Leadership*** – Good leadership influences everything that happens. Continue to build leadership capacity and ensure leaders provide clear direction and feedback.

- 3.1 Administrative Council members lead quality implementation in their respective portfolios and the implementation plan outlines the key initiatives/programs, steps, actions, and how we will measure impact and analyze metrics. (See Appendix A)
- 3.2 Administrative Council reviewed the operational goals to provide a foundation for the development of system and portfolio priorities. Trustees receive information on our operational goals as reports and presentations at Board, Standing and Committee meetings as a means to provide ongoing updates on the stages of implementation of the Ignite Learning Strategic Priorities and Operational Goals Action Plan.
- 3.3 The mid-year operational implementation update has been provided as an update on the current stages of implementation of the projects and initiatives being operationalized to implement the Ignite Learning Strategic Priorities and Operational Goals.
- 3.4 The metrics have been included for each strategic priority and operational goal and demonstrate evidence of impact and progress made to date.

#### 4. Communication

Administrative Council members and their teams continue to lead the outlined projects and initiatives that reflect the operating goals. The mid-year update will be communicated to the system in the following ways:

- 1. The mid-year update will be posted to the DDSB website for review by the public.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

2. It will be discussed with school administrators at the next System Leaders' meeting in February 2021.
3. Senior staff will continue to implement the major initiatives as well as assess the impact of the initiatives on student achievement, evolving equity initiatives, building leadership capacity and system improvement.
4. A year-end update will be provided.

## **5. Conclusion**

This report and mid-year update is provided to Trustees for information.

Report reviewed and submitted by:




---

Norah Marsh, Director of Education and Secretary to the Board

Administrative Council:

- Robert Cerjanec, Executive Communications Officer/Public Relations
- Patrick Cotter, General Counsel
- Gary Crossdale, Superintendent of Education/FOS/Positive School Climate
- Georgette Davis, Superintendent of Education/FOS/Innovation/DDSB@Home Elementary
- Erin Elmhurst, Acting Superintendent of Education/Early Years/Poverty Strategy/Indigenous Education/Partnership Development/Parent Engagement
- Mohamed Hamid, Superintendent of Education/FOS/Equity/ELL/ESL/Outdoor Education
- Margaret Lazarus, Superintendent of Education/FOS/Equity/French Curriculum
- Jim Markovski, Acting Associate Director of Education - Academic Services/Operations/Leadership
- Norah Marsh, Director of Education
- Devika Mathur, Human Rights and Equity Advisor
- Andrea McAuley, Superintendent of Education/Inclusive Student Services/ Mental Health and Well-Being
- Heather Mundy, Superintendent of Education/FOS/Human Resource Services
- Stephen Nevills, Superintendent of Education/FOS/Secondary Curriculum/NTIP/DDSB@Home Secondary/eLearning
- Jack Nigro, Superintendent of Education/FOS/Elementary Curriculum/NTIP
- David Wright, Associate Director of Education - Corporate Services

**Appendix A:** Implementing the Ignite Learning Strategic Priorities and Operational Goals - Mid-Year Update January 2021

# Implementing the IGNITE LEARNING

## Strategic Priorities and Operational Goals

**SUCCESS**

We value  
your achievements.

**WELL-BEING**

We value  
how you feel.

**LEADERSHIP**

We value  
how you grow.

**EQUITY**

We value  
who you are.

**ENGAGEMENT**

We value  
your involvement.

**INNOVATION**

We value  
forward thinking.

**DDSB MULTI-YEAR STRATEGIC PRIORITIES**

**MID-YEAR UPDATE**  
**JANUARY 2021**







“Collaborative professionalism is a necessity rather than an option in the schools of today. Our problems are so great and our goals are so complex in today’s rapidly changing and uncertain world that we can no longer drive change from the top through stronger assessments, more specific standards or the establishment of teams and clusters to implement the relatively simple wishes of others. No profession, nor the people served by it, can progress without the ability and willingness of professionals to share their knowledge and expertise and to figure out complex problems of practice together. Learning for all requires [staff] who can and will work together in relationships of trust and solidarity, using methods that have impact. It is the job of leaders of all kinds to help them do that.”



Andy Hargreaves and Michael T. O’Connor © 2018 Centre for Strategic Education  
Seminar Series Paper #274 April 2018

## Table of Contents

Multi-Year Strategic Planning.....	3
Four Stages of Implementation.....	4
Success.....	5
Well-Being.....	9
Leadership.....	12
Indigenous Education.....	15
Equity.....	17
Engagement.....	22
Innovation.....	25

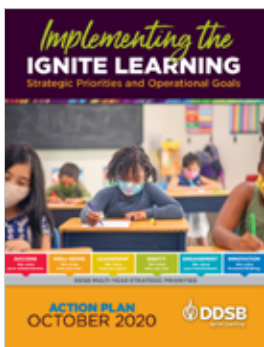
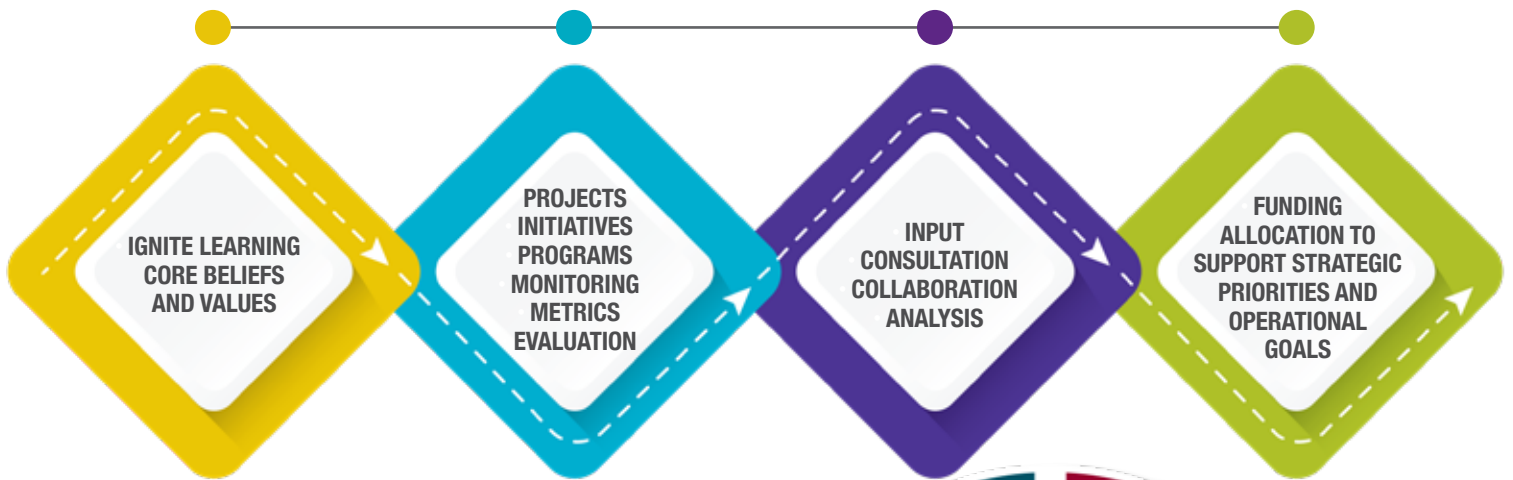


# Multi-Year Strategic Planning

## Putting the DDSB Operational Goals into Action

TRUSTEES AND SENIOR TEAM  
Multi-Year Strategic Planning and Budget Allocation

STRATEGIC PRIORITIES      OPERATIONAL GOALS      INPUT/PLANNING      BUDGET ALLOCATION



Adapted from The Coherence Framework, Michael Fullan

**Strategic Planning puts big thinking into action. It involves putting the pieces together into one coherent plan that will drive the organization forward.**

Multi-Year Strategic Planning Document, 2017 Ministry of Education

# Four Stages of Implementation

## 1

### 1 • Awareness

- This stage focuses on recognizing and defining the problem
- Some initial planning is beginning to take place
- The majority of effort is on building system readiness for the new initiative

## 2

### 2 • Beginning Implementation

- This stage is composed of professional learning, networking and inquiry about the problems of practice
- The initiative/strategy is being implemented in some locations with scaffolds gradually withdrawn
- There is a developing awareness of the initiative as a framework for effective practice

## 3

### 3 • Partial Implementation

- The initiative/strategy is being implemented in a number of sites across the system
- Staff are at various levels of understanding and engagement
- As in the Beginning Implementation stage, this phase of activity provides an opportunity for ongoing monitoring of key areas to inform and adapt implementation

## 4

### 4 • Full Implementation

- Most obstacles have been overcome and strategies for refining specific areas of the initiative have been identified through data collection and analysis
- The initiative has been integrated across the system and is commonplace
- Data and evidence from research is routinely used to inform and adapt the implementation, often in innovative ways to precisely meet the needs of the system



### KEY INITIATIVE ►

### Equity of Outcomes Through the Elimination of Applied Grade 9 Courses

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Provide foundational learning supports relating to assessment and evaluation in grades 7-12 including varied assessments and grading based on expectations</li> </ul>
1	<ul style="list-style-type: none"> <li>Ensure Universal Design for Learning and human rights principles are a component of all professional development (K-12)</li> </ul>
3	<ul style="list-style-type: none"> <li>Update Choosing my Success student transition guides to reflect shift in course types</li> </ul>
1	<ul style="list-style-type: none"> <li>Review and revise course outlines and develop assessment plans in grade 9 beginning with mathematics</li> </ul>
2	<ul style="list-style-type: none"> <li>Provide opportunity for parents/guardians to understand how approaches will be different given the focus of success for all in grade 9 academic and open courses</li> </ul>

### PROGRESS TO DATE

- Assessment from the lens of equity sessions developed and delivered to 180 teachers and educational assistants at DDSB@Home.
- Universal Design introduced as a component of each professional development session to model its role in the assessment planning cycle.
- Choosing my Success transition guides have been updated, with 5,400 distributed to all elementary schools and a digital database developed to support the shift to a new student course planning system.
- Materials developed which support Choosing my Success for Grade 8 Parent events.



### KEY INITIATIVE ►

## Creating a Culture of Engaged Mathematics Learning

STAGE	ACTIONS
2	<p>Growing Familiarity with New Mathematics Curriculum</p> <ul style="list-style-type: none"> <li>• Provide professional learning opportunities for teachers and principals on content, high-impact instructional and assessment practices, equitable and culturally relevant and responsive pedagogy in mathematics content, learning skills and work habits, along with differentiated support for students who may face barriers to achievement in math</li> </ul>
1	<ul style="list-style-type: none"> <li>• Integrate the social-emotional learning strand of mathematics through an anti-oppressive lens to support student well-being and the belief that each student can be successful in mathematics</li> </ul>
1	<ul style="list-style-type: none"> <li>• Support the deconstruction of how to instruct, assess and report learning skills and work habits in an anti-bias environment</li> </ul>
2	<ul style="list-style-type: none"> <li>• Provide training and coaching to math teachers in specific schools</li> </ul>
2	<ul style="list-style-type: none"> <li>• Provide parents/guardians with school-level opportunities to engage in their child's math learning</li> </ul>
2	<ul style="list-style-type: none"> <li>• Leverage digital learning with a focus on formative assessment platforms</li> </ul>

### PROGRESS TO DATE

- Equity in the Mathematics Classroom session developed, introducing a culturally relevant and responsive pedagogy and Indigenous Science pilot within Mathematics at an initial secondary school.
- Application submitted to the Ministry of Education for grant funding to support additional learning sessions on Equity in Mathematics.
- DDSB Professional Learning Hub with a dedicated link for educators to access information about the new math curriculum established, making available 7 videos and approximately 30 supporting resources.
- Over 50 percent of elementary school administrators have used at least one of the seven centrally developed professional learning sessions to engage their staff in learning specific to the new curriculum.
- Approximately 40 percent of elementary schools have accessed some facilitator support for new curriculum information, planning, and/or professional learning.
- 30 professional development sessions have been provided to support educator use of math digital tools, with a focus on Knowledgehook, Gizmos, and Edwin.
- Board and system data reflect increasing use of Knowledgehook and Gizmos (970 elementary and secondary educators are now using Gizmos and 185 are now using Knowledgehook).



### KEY INITIATIVE ►

## Universal Design For Learning: Success for Special Education Learners

STAGE	ACTIONS
2	<p>Strategies and Gap Closing for Students with Learning Disabilities</p> <ul style="list-style-type: none"> <li>• Focus on foundations of understanding of learning disabilities</li> <li>• Foundations of professional learning to distinguish understanding of learners (diagnosis and communication learning disability exceptionality)</li> </ul>
2	<p>Differentiated Programming for Students with Autism</p> <ul style="list-style-type: none"> <li>• Undertake a needs analysis for professional learning (speech pathologists and educators)</li> <li>• Create an “Essentials of Autism” professional learning series</li> <li>• Develop an assessment process for students who are non-verbal/minimally verbal</li> </ul>

### PROGRESS TO DATE

- Establishment of professional development opportunities to expand understanding of learning disabilities and implications for differentiated learning opportunities for students with learning disabilities.
- Document being created to guide observations and goal setting between clinicians and educators to support engagement and reciprocal interaction for emerging communicators.
- Speech Language Pathology (SLP) working group reviewing resources and peer-reviewed articles for evidence-based practice in autism intervention and conducting coaching with Educational Assistants to create an “Essentials of Autism” professional learning series.



### KEY INITIATIVE ► Global Competencies for Success

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Focus on pedagogical and assessment practices that support the teaching and learning of global competencies</li> </ul>
1	<ul style="list-style-type: none"> <li>Analyze the relationship between current learning skills and work habits and embed them within the Global Competencies Framework</li> </ul>
1	<ul style="list-style-type: none"> <li>Revise vision of School Improvement Plans to School Learning Plans with a focus on the holistic development of all students through an asset-based lens</li> </ul>

#### PROGRESS TO DATE

- Professional development focused on pedagogical and assessment practices were developed to ensure connections to global competencies.
- Global competencies embedded in learning sessions for students.
- Cross-department working team developed key indicators for collaborative practice to inform the next stage of shifting from school improvement plans to school learning plans.

### KEY INITIATIVE ► Corporate Services Excellence

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Conduct an operational and communication review of key service areas with a focus on staff satisfaction and well-being</li> </ul>
1	<ul style="list-style-type: none"> <li>Establish advocacy group with coterminous board to address inequities with the Ministry of Education’s Education Development Charge for sustainable growth</li> </ul>

#### PROGRESS TO DATE

- The District held three staff meetings to engage employees from all roles to share findings of cultural practices and next steps.
- Engaged with labour partners and affinity chairs to inform the process for a system-wide staff well-being survey.
- Began review of key Human Resource Services processes to improve efficiencies in staff service.



## KEY INITIATIVE ► **Mentally Healthy Classrooms, Schools, and Workplaces**

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>System-wide, year-long Mental Health and Well-Being Campaign focused on mental health literacy and capacity building to create the conditions that lead to safe, respectful, inclusive and welcoming learning and working environments through a tiered framework</li> </ul>
1	<ul style="list-style-type: none"> <li>Develop critical consciousness of staff to better understand “Who” our students are through knowledge building, coaching/mentoring and job-embedded learning</li> </ul>
1	<ul style="list-style-type: none"> <li>Implement a Mental Fitness Index Tool to inform Human Resources and Administrative Council planning in support of staff</li> </ul>

### PROGRESS TO DATE

- Activation of the Mental Health and Well-Being Campaign with monthly system communication and resources for implementation – supported through professional development. Three public service announcements were created and launched: “You Matter”, “Positive School Climate” and “We are your Mental Health Team”.
- Focused service alignment with Tier 1 mental health provisions, the service pathway and access options for students and families were revised to allow for direct access to Tier 2/Tier 3 mental health supports through Psychological Services and Social Work Services.
- Three professional development opportunities focused on stress management and self-care for 175 Educational Assistants and New Teacher Induction Program participants.
- School Climate and Well-Being survey launched with participation from all schools.
- Working group has been created to implement a staff well-being survey using a Mental Fitness Index Tool to provide baseline system information for planning.





## KEY INITIATIVE ► From Trauma Aware to Trauma Informed Practices

STAGE	ACTIONS
1	<ul style="list-style-type: none"> <li>Building a foundation for trauma informed practices: Year 1 of 3 focus is becoming 'trauma aware', focusing on 'self' as precursor to focus on 'other' (i.e. student, staff) with trauma exposures.</li> </ul>
2	<ul style="list-style-type: none"> <li>Equip and support staff with mental health resources and strategies</li> </ul>

### PROGRESS TO DATE

- Compassion Fatigue professional development in partnership with TEND Academy was provided in 7 sessions to 724 staff in various roles.
- Completed planning for Trauma Informed Care training for System Leaders.
- Training for Psychological Services and Social Work staff on the link between racism and trauma, supported by Dr. Charmaine Lane.



## KEY INITIATIVE ► Positive School Climates

STAGE	ACTIONS
1	<ul style="list-style-type: none"> <li>• Redefine safe schools to include: freedom from discrimination, physical harm, emotional harm, social harm through:               <ul style="list-style-type: none"> <li>• Bias aware progressive discipline training</li> <li>• Promoting bully prevention and intervention</li> <li>• Violent Threat Risk Assessment training</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Create and implement new suspension policy and procedure</li> </ul>
1	<ul style="list-style-type: none"> <li>• Consult with an external expert advisor on early years to review, along with an interdisciplinary internal team, the conditions for a positive school experience and programming</li> </ul>

### PROGRESS TO DATE

- The Safe Schools Department has become the Positive School Climates Department to focus on broad indicators and proactive steps to promote healthy and safe spaces.
- Provided professional development series on healthy relationships for 25 participants.
- Provided professional learning for 78 vice principals on Bias-Aware Progressive Discipline.
- Monthly incidents in schools reviewed by superintendents to identify patterns and remedies. 24 incidents on average occurred per month from September to December 2020.
- The total number of students suspended from September to December 2020 was 118. The total in that time frame in 2019 was 1,144 and in 2018, was 1,106.
- The total number of incidents from September to December 2020 was 126. The total in that time frame in 2019 was 1,221 and in 2018, was 1,152.
- Patterns and trends are difficult to assess this year with the number of students learning virtually, however longitudinal data and trends continue to be collected.
- A Bullying Prevention Intervention Student Forum was organized with over 50 schools participating.
- Provided Violence Risk Threat Assessment training for 30 support staff.
- A virtual in-class session with an expert panel on substance use and abuse was designed and delivered by Positive School Climates and the Canadian Center for Substance Use, with over 2,500 students in attendance, including participation from other school boards.
- Monthly planning meetings consisting of an inter-departmental team focused on creating the conditions for positive mental health and well-being, with an action plan developed to support positive school experiences and programming in kindergarten.



## KEY INITIATIVE ► Develop Leaders and Aspiring Leaders of Equity and Inclusion

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>Expand the Aspiring Leaders Program with an emphasis on attracting those who identify as Indigenous and/or racialized</li> </ul>
3	<ul style="list-style-type: none"> <li>Ensure workplace and employment practices are accessible to potential or current employees with disabilities</li> </ul>
3	<ul style="list-style-type: none"> <li>Build foundational leadership skills and support multiple pathways to leadership by offering differentiated professional development experiences</li> </ul>
4	<ul style="list-style-type: none"> <li>Recruit and support candidates, both internal and external, through the Transfer/Promotion Process</li> </ul>
4	<ul style="list-style-type: none"> <li>Develop and facilitate on-boarding supports for new leaders with a focus on their understanding of being leaders of equity, inclusion and anti-oppression</li> </ul>
4	<ul style="list-style-type: none"> <li>Implement system-level project management learning for those enrolled in their Supervisory Officers' Qualifications Program</li> </ul>
3	<ul style="list-style-type: none"> <li>Engage with staff representatives to create a strategic response to foster collaborative cultures and celebrate leadership in all roles.</li> </ul>

### PROGRESS TO DATE

- 125+ candidates registered for Aspiring Leaders Program, Module 1: Finding Out About Leadership.
- Following the fall promotion process, 7 candidates were added to the leadership pool. Feedback from the fall promotion process consistently indicated equitable and transparent experiences.
- Hosted Finding Out About DDSB Transfer/Promotion Process Night for External Candidates and attended by 62 participants.
- Onboarding supports continue for 43 administrators through the New to the Role/New to DDSB Network. Supports include school visits, mentorship, and professional learning sessions focused on anti-racism and anti-oppression strategies.



## KEY INITIATIVE ► Develop and Support New and Experienced Leaders

STAGE	ACTIONS
3	• Coordinate and facilitate job-embedded Leadership Development Program for academic and operational aspiring leaders
2	• Develop a responsive Professional Development Series for School Administrators which supports current leaders in growing their capacity
4	• Facilitate Vice Principal Network through employing a job-embedded, professional learning model with the goals of building school-level leadership and management capacity

### PROGRESS TO DATE

- Mentorship programs support all principals and vice principals (Year 1 and 2 in the role); currently 23 principals and 31 vice principals are connected to mentors.
- 114+ vice principals attended the December Vice Principal Network meeting, with the following sessions and participants listed: Indigenous Education: Unlearn (34 participants); Fostering Inclusive Practices in Your School (24); Conducting Investigations (56); Deepening Our Leadership in Addressing Anti-Black Racism (56); Pivoting to Lead a Mentally Healthy School (16); and Dashboards: A Window into Data (34).
- 25 vice principals (elementary and secondary) are engaging in the Vice Principal Leadership Project – a five module series where participants engage in learning conversations to guide their leadership initiative.



## KEY INITIATIVE ► Responsive Leadership in Challenging Times

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Develop a Human Resources Return-to-Work Steering Committee to review current return-to-work processes, identify gaps, and collaborate regarding opportunities to support both staff returning from sick/injury related absences, and the leaders of those staff</li> </ul>
2	<ul style="list-style-type: none"> <li>Equip leaders, through compassion fatigue and vicarious trauma training, with strategies that encourage resilience in leaders to assist them in supporting staff and the wider community in challenging times</li> </ul>

### PROGRESS TO DATE

- Terms of reference were drafted for the committee, with over 300 pandemic-related accommodations implemented from September to December 2020. In addition, another 100 accommodations have been implemented for needs separate from the pandemic.

## KEY INITIATIVE ► Review of Policies and Procedures

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Review and revise policies/ procedures as a whole for common understandings and use, identify gaps, embed human rights and equity principles, and ensure alignment with the Education Act</li> </ul>

### PROGRESS TO DATE

- Review of policies and procedures launched with an anti-oppression lens that recognizes the intersectionality of identities and impact on groups that have been marginalized.



## KEY INITIATIVE ►

### Deepen our System Commitment to Reconciliation and Decolonization

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>Implement a procedure that requires the land acknowledgement to be delivered in every DDSB school daily</li> </ul>
2	<ul style="list-style-type: none"> <li>In partnership with Outdoor Education, provide and create resources for educators which focus on land-based learning</li> </ul>
2	<ul style="list-style-type: none"> <li>Increase Indigenous community engagement in curriculum development and delivery</li> </ul>
3	<ul style="list-style-type: none"> <li>Support the development of curriculum resources that include residential school education, treaty education, Indigenous histories and contributions of Indigenous Peoples</li> </ul>

### PROGRESS TO DATE

- Land Acknowledgement and Opening Exercises Policy and Procedures updated to reflect principles of human rights and shared with the system in during Treaties Recognition Week.
- 27 educators from the Indigenous Education Department, Outdoor Education, ESL and the Early Years department are engaged in collaboration with Natural Curiosity to provide professional learning for educators on land and inquiry-based learning.
- Indigenous self-identification numbers have increased to 2,424, an increase of 1,166 since 2018.
- In collaboration with the Equity department and Secondary Curriculum, hosted 2 anti-oppression book club sessions, along with author talks with 118 participants in total.



## KEY INITIATIVE ► Identify, Address and Eliminate Anti-Indigenous Racism

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Rewrite the Indigenous Education policy to reflect updated Ministry of Education policy, the Truth and Reconciliation Commission’s Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and provide related professional development opportunities</li> </ul>
2	<ul style="list-style-type: none"> <li>Provide professional development opportunities that prioritizes true histories and current realities of Indigenous peoples, including and understanding of colonial structures in the past and present</li> </ul>
1	<ul style="list-style-type: none"> <li>Develop an implementation plan for mandatory Grade 11 Indigenous English courses in all DDSB schools</li> </ul>
3	<ul style="list-style-type: none"> <li>Deepen capacity building opportunities for Indigenous studies teachers to work alongside Indigenous scholars and Knowledge Keepers</li> </ul>

### PROGRESS TO DATE

- Consultation process with Indigenous scholars and community members and the analysis of Indigenous student achievement data has begun to inform the updated Indigenous Education Policy.
- Phase 1 initiation of NBE 3U/3C/3E (Indigenous English) has begun. 12 Secondary School teams have expressed interest in participating for September 2021.



## KEY INITIATIVE ► Identify, Address and Eliminate Anti-Black Racism

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Continue to implement the work identified in the Compendium of Action for Black Student Success, including the following elements:               <ul style="list-style-type: none"> <li>Expand training for administrators, teachers, guidance counsellors, clerical staff, senior team and trustees</li> <li>Provide the contextualization of anti-Black racism in society and in education to build awareness and understanding; dismantling of racist structures in education in the training sessions</li> <li>Engage members of each training session with critical skills to address relevant issues related to their job</li> </ul> </li> </ul>
2	<p><b>Guidance Counsellors:</b></p> <ul style="list-style-type: none"> <li>Address graduation rates for Black students; the number of students in academic and applied courses; the number of Black students acquiring 16/16 credits at the end of grade 10</li> </ul>
1	<p><b>SERTs:</b></p> <ul style="list-style-type: none"> <li>Provide SERTs with an understanding of the impact of the IPRC process for Black students and to ensure that all avenues for improvement in student achievement have been pursued and addressed</li> <li>Provide skills to build trusting relationship between SERTs and Black families</li> <li>Increase the representation of SERTs who identify as Black</li> </ul>
3	<p><b>Facilitators and Teachers:</b></p> <ul style="list-style-type: none"> <li>Build awareness of how anti-Black racism presents in schools</li> <li>Dismantle white supremacy in literature/curriculum</li> </ul>
3	<p><b>Administrators:</b></p> <ul style="list-style-type: none"> <li>Participate in Bias-Free Progressive Discipline training</li> <li>Continue to build awareness of how anti-Black racism presents in schools</li> </ul>
1	<p><b>Inclusive Student Services Staff:</b></p> <p>Work conjointly with teams to facilitate individual and collective pursuit of equity training and initiatives.</p> <ul style="list-style-type: none"> <li>Participate in bias-free review of special education and clinical practices and process from equity and identity lens to ensure equitable outcomes for all</li> </ul>





# EQUITY

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

STAGE	ACTIONS
1	<ul style="list-style-type: none"> <li>Develop and implement Anti-Bias/Anti-Racism Early Years Framework to guide Early Years</li> </ul>
1	<ul style="list-style-type: none"> <li>Initiate discussions with teacher federation groups on ensuring Annual Learning Plan goals reflect learning in anti-Black racism</li> </ul>

## PROGRESS TO DATE

- All program facilitators, administrators, DDSB@Home educators (elementary and secondary), superintendents and 16 school-wide teams received anti-Black Racism training.
- Facilitated knowledge-building on anti-Black Racism in 10 school staff meetings.
- Second professional learning day for guidance counsellors has been planned and scheduled.
- Ignite Unlearning offered an initial session to 54 SERTs.
- All coaches and facilitators completed two anti-Black Racism training sessions with Dr. Nicole West-Burns.
- Delivered 5 Sessions to all DDSB@Home educators with Dr. Nicole West-Burns.
- Facilitated knowledge-building for all Family of Schools Meetings.
- Developed 6 sessions for new teachers with Curriculum and NTIP Facilitator (K-8) on addressing the hidden curriculum.
- Developed teacher librarian sessions in collaboration with Student Success (K-8), Early Years, ESL and Innovation.
- 263 administrators completed the Bias-Free Progressive Discipline training.
- Mental health teams (Psychological Services, Social Work) training in racial trauma and mental health practices.
- Initial equity training launched with all Speech-Language Pathologists.
- In the early development stage of a three-year plan for a process review of Special Education centering around equity and identity.
- Mobilized committee of early years educators to focus on Anti-Bias/Anti-Racism education in the early years and co-created goals that the committee will focus on to inform best practices in the Early Years.
- Developed a prototype Annual Learning Plan.



# EQUITY

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

## KEY INITIATIVE ► Student Identity and Sense of Belonging: Student Census Analysis

STAGE	ACTIONS
3	<p>Deepen Culturally Responsive and Relevant Practice:</p> <ul style="list-style-type: none"> <li>• Redefine rigour through anti-oppressive learning</li> <li>• Expand job-embedded, mentorship coaching with individual schools</li> <li>• Conduct collaborative work with family of schools superintendents, equity department and administrators to identify next steps for individual schools</li> </ul>
2	<p>Engage the community in preparation for launching disaggregated student census data</p> <ul style="list-style-type: none"> <li>• Community engagement sessions (in partnership with Affinity Networks) with report back of specific actions to build trust</li> </ul>
2	<p>Ensure inclusive and equitable access to opportunities that focus on school readiness, success and community connections including support of positive youth development</p> <ul style="list-style-type: none"> <li>• Professional development for administrators and educators on the Youth Poverty Strategy to reflect and unpack the effects of constructed poverty on student learning and overall development</li> <li>• Regularly gather resources for the Make a Difference Resource Depot through community partnerships and communicate availability to educators</li> <li>• Engage with Ontario Tech University to co-create a program for Teacher Candidates in Poverty and Classism in order to better serve DDSB priority schools</li> </ul>

### PROGRESS TO DATE

- Census information session developed and delivered to Trustees.
- Three sessions were held with elementary occasional teachers and the Vice Principal Network on anti-oppression in collaboration with Indigenous Education, NTIP, and Positive School Climates.
- Received Ministry approval for a collaborative inquiry in 5 schools to examine white supremacy culture and its impact on student learning skills.
- Establishing a Black Parent Advisory Committee with initial meetings held.
- Student Census Analysis shared with Equity and Diversity Ad-Hoc Committee of the Board.
- Resources are sourced as needs are identified with two new partnerships developed.
- 325 holiday hampers were provided to families.
- Collaboration with Ontario Tech University has started, with implementation in Fall 2021.



# EQUITY

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

## KEY INITIATIVE ► Human Rights Policy

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Establish procedures to support respectful, safe, equitable, accessible, and inclusive learning and working environments free from all forms of discrimination and harassment</li> </ul>
1	<ul style="list-style-type: none"> <li>Develop human rights issue resolution and complaints processes</li> </ul>
2	<ul style="list-style-type: none"> <li>Develop an accountability framework to outline individual and organizational roles, responsibilities and accountability for human rights</li> </ul>
1	<ul style="list-style-type: none"> <li>Develop training, tools and resources to support the implementation of the policy and procedures and to help identify, prevent and address discrimination, with a focus on proactive prevention and systemic approaches</li> </ul>

### PROGRESS TO DATE

- Completed first phase of DDSB community consultations on the human rights policy and procedures framework and consultation plan. Feedback was received from 1,450 people (students, families/ caregivers, employees and community members).
- Engaged Student Senate, the Indigenous Education Advisory Circle, DDSB affinity groups and employee groups leads, Parent Involvement Committee, Special Education Advisory Committee, Equity and Diversity Steering Committee, community groups, the Ministry of Education’s Education Equity Secretariat and the provincial human rights and equity advisor Community of Practice.
- Human rights principles are reflected in other new or revised policies, procedures and initiatives (e.g. mask procedure, land acknowledgement procedure, exclusion appeal procedure, hiring guidelines, recruitment tool, system professional development plan, “Leaders Learn” leadership development series).



# EQUITY

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

## KEY INITIATIVE ► Hiring for Diversification of Staff

STAGE	ACTIONS
3	• Expand equitable hiring practices across the system - to ensure that our staff is proportionally diversified in all areas/department of the board
3	• Ensure workplace and employment practices are accessible to potential or current employees with disabilities
1	• Develop a tool to help hiring panels consider human rights barriers and considerations in recruitment/promotion processes

### PROGRESS TO DATE

- Consultation with stakeholders has occurred to support the development of new Teacher Hiring Practices.
- All postings include language supporting AODA requirements allowing applicants to bring forward accommodation needs.
- Tools in development through consultation with administrators and Human Rights and Equity Advisor focused on reducing bias and focusing on posting requirements.

## KEY INITIATIVE ► Program Reviews

STAGE	ACTIONS
3	• Implement French As a Second Language Program Review Consultation
3	• Provide recommendations to the Board of Trustees for sustainable French programming and stability of English programs
1	• Create project plan for Secondary School Review

### PROGRESS TO DATE

- French as a Second Language Program Review consultation implemented. Approximately 8,800 stakeholders provided input and feedback during the consultation process.
- Draft Report and recommendations were presented to the Board of Trustees on January 4, 2021



## KEY INITIATIVE ► Collaborative Professionalism Protocols

STAGE	ACTIONS
1	<ul style="list-style-type: none"> <li>Implement structures to encourage cross-disciplinary dialogue and initiatives</li> </ul>
2	<ul style="list-style-type: none"> <li>Identify and create systemic structures that encourage innovation and transparent processes</li> </ul>

### PROGRESS TO DATE

- Seven Sessions supporting the redesign of System Initiative Student Achievement (SISA) Committee (45 Participants) to cultivate interdepartmental collaboration between system portfolio areas supported by guiding principles based in human rights elevating the role of the school leader as a key leverage point in operationalizing system goals.

## KEY INITIATIVE ►

### Programming and Services to Meet the Needs of Students and Families

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Increase community awareness of the Special Education Advisory Committee</li> </ul>
2	<ul style="list-style-type: none"> <li>Build opportunities for two-way communication with various committees and community partners</li> </ul>

### PROGRESS TO DATE

- Information update for each SEAC member association created and posted on DDSB website.
- Collaborative planning between Inclusive Student Services and Communications to begin draft of an annual (month by month) communications strategy for SEAC.
- SEAC hosted for 57 parents/caregivers “The Edge of Compassion: Tools to Manage Caregiver Fatigue”.



## KEY INITIATIVE ►

### Engage and Support Parents/Families to Ensure Student Success and Well-Being

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>Plan with other departments to identify, plan, promote and execute parent/family engagement opportunities</li> </ul>
1	<ul style="list-style-type: none"> <li>Create a one-stop parent/family resource webpage on the DDSB website that includes input from all departments including a focus on “Welcome to DDSB” for new families</li> </ul>
3	<ul style="list-style-type: none"> <li>Provide ongoing, regular communication through a variety of virtual tools and platforms</li> </ul>

## PROGRESS TO DATE

- 66 participants (SCC members, PIC members and school leaders) attended the PRO Grant Planning session supporting inter-departmental and municipal planning.
- In collaboration with Well-Being and the Parent Involvement Committee (PIC), parents benefitted from a powerful presentation by the TEND Academy on “Overloaded: Strategies to Stay Healthy in a Stressful World”.
- Interdepartmental planning is currently underway to support the upcoming Parent Engagement Series entitled, “How to Speak to you Children About Anti-Black Racism.”
- The Fall Parent Engagement newsletter was shared on all social media platforms, with SCC Chairs and PIC members.
- Schools have been provided the opportunity to use Zoom Webinar and participating schools have used the platform to hold large scale events such as parent nights and information.



## KEY INITIATIVE ► Responsive Corporate Services

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>Provide a transparent, accountable and sustainable balanced budget to stakeholders, which meets the requirements of the Ministry of Education. Integrate and connect the budget process to the multi-year Strategic Plan to support the direction and priorities of the DDSB and be responsive to the needs of students.</li> </ul>
4	<ul style="list-style-type: none"> <li>Provide transparent, accountable and professionally compliant financial reports to the organization and the Ministry to ensure public confidence and trust in the Board</li> </ul>
3	<ul style="list-style-type: none"> <li>Implement boundary reviews as approved by the Board of Trustees</li> </ul>
4	<ul style="list-style-type: none"> <li>Provide reports to the Board of Trustees of stakeholder feedback</li> </ul>

### PROGRESS TO DATE

- A draft schedule of dates has been prepared to keep the budget process on track for a timely submission to the Ministry of Education. The draft schedule will be shared with Trustees at the February Board meeting. The draft schedule allows time for input from both internal and external stakeholders, helping to ensure a transparent and accountable process.
- Audited Financial statements were approved by Trustees. The audit report highlighted a clean opinion for the 2019/20 school year.
- Two boundary reviews were completed and Trustees approved boundaries for schools currently under construction and scheduled to be open for September, 2021.
- Stakeholder feedback was incorporated into the boundary review decision-making process.



## KEY INITIATIVE ► Innovative Learning Spaces: In-Person and Virtual

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>Support all staff to complete technology training that leads to increased use of innovative pedagogy</li> </ul>
2	<ul style="list-style-type: none"> <li>Ensure onboarding of new teachers, Early Childhood Educators and Educational Assistants includes technological readiness for innovative pedagogy</li> </ul>
3	<ul style="list-style-type: none"> <li>Build connection that engages students in learning and collaboration in new spaces</li> </ul>
3	<ul style="list-style-type: none"> <li>Train and co-plan with support system leaders, central staff and administrators to effectively create and implement professional online learning using D2L/Brightspace and Google classroom</li> </ul>
3	<ul style="list-style-type: none"> <li>Co-plan and engineer more engaging and age-appropriate online classroom experiences for all students, but with a specific focus on K-3, seeding promising practices throughout the system</li> </ul>
3	<ul style="list-style-type: none"> <li>Support learning around what constitutes innovative tools and re-imagining use of in-person and virtual spaces</li> </ul>

### PROGRESS TO DATE

- Increased enrollment of early childhood educators (ECEs) accessing device programs with approximately 70% of all permanent ECEs having completed the course on the Professional Learning Hub.
- Developed and offered two training sessions specific to technological readiness for ECEs.
- Co-designed and implemented 9 afternoon training sessions for robust online classroom design for approximately 600 DDSB@Home elementary and secondary teachers.
- Created online tools and content materials to support all educators in collaboration with Inclusive Student Services and Curriculum departments. This site is available for all DDSB elementary and secondary staff.
- Sourced, purchased and trained educators on online learning materials (18 various literacy and numeracy software applications) for all students working with technology (K-12, French Immersion) in collaboration with Curriculum.
- Continue to create on-demand educator professional development resources on the Professional Learning Hub. There are currently 29 online courses running for staff to introduce and integrate engagement and curriculum technology tools for educators.





## KEY INITIATIVE ► Innovative Tools: Awareness and Learning

STAGE	ACTIONS
4	<ul style="list-style-type: none"> <li>Complete training and implementation of new school library software and replacement software for PD Place and begin to focus integrating the tools into the Learning Hub for Professional Learning growth for all departments</li> </ul>
3	<ul style="list-style-type: none"> <li>Re-design through collaborative networks the SPARK Distance Learning Hub to integrate with other academic departmental SPARK resources</li> </ul>
3	<ul style="list-style-type: none"> <li>Support learning for understanding of rich use of innovative tools to support deep learning in both virtual and in-person classrooms</li> </ul>
3	<ul style="list-style-type: none"> <li>Ensure AODA requirements for websites and web content with internet accessibility standards and library materials are met</li> </ul>

### PROGRESS TO DATE

- Completed installation and rollout of library software and teacher librarian training. Nine training sessions were held with 342 attendees.
- Completed installation and rollout of professional development registration software (myPD) to replace PD Place.
- Spark page/Professional Learning Hub updated with remote learning resources created with various departments to support online learning. 35 courses are currently available online for staff. Since September 2020, there have been 5,136 visits to the Spark Digital support web page.
- AODA school resources for all schools developed and placed on SPARK.
- DDSB website design meets accessibility standards. Additional training is in development to build organizational capacity to create accessible documents.



## KEY INITIATIVE ► Innovative Tools: Coherence Making

STAGE	ACTIONS
3	<ul style="list-style-type: none"> <li>Continue to deepen the ability of departments to plan and implement online learning modules to create accountability and reporting mechanisms that each department will be able to access to ensure course quality and completion integrity</li> </ul>

### PROGRESS TO DATE

- Created 169 courses with various departments for online learning opportunities for all academic and non-academic staff in areas such as: online instruction, working with students with special needs, COVID-19 and onboarding new employee groups.

## KEY INITIATIVE ► Innovative Pedagogies

STAGE	ACTIONS
2	<ul style="list-style-type: none"> <li>Continue to integrate facilitator participation in interdepartmental co-planning and implementation of pedagogical initiatives (training, coaching, planning) as an innovative technology driven voice at each table with a focus on elementary mathematics and supporting equity training</li> </ul>
3	<ul style="list-style-type: none"> <li>Prioritize the principles of Universal Design for Learning within initiatives to provide rich accommodations to support student success</li> </ul>

### PROGRESS TO DATE

- Interdepartmental planning of professional development Initiatives to support DDSB@Home and all online teaching and learning scheduled and took place weekly from October to December. Before, during, after school, evening workshop and drop-in sessions offered to all staff to support remote learning.
- Co-plan and led instructional workshops for educators on inclusive design for D2L online classroom.



The annual operational action plan provides a blueprint for the implementation of the Ignite Learning priorities and goals.



**97**  
**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board **DATE:** February 1, 2021

**SUBJECT:** Elementary Enrolment Update **PAGE NO.** 1 of 3

**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board  
Jim Markovski, Acting Associate Director - Academic Services  
David Wright, Associate Director - Corporate Services  
Heather Mundy, Superintendent of Education, Human Resource Services  
Paul Brown, Education Officer - Operations

**1. Purpose**

The purpose of this report is to provide Trustees with an update to elementary enrolment for 2020-2021 for both in-person and virtual schools (DDSB@Home).

**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.*

**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 confidences.*

**Innovation** – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

**3. Background**

In early August 2020, the Durham District School Board (DDSB) conducted a survey of families to determine the number of students who would be attending in-person schools, and the number who would be attending DDSB@Home. Both in-person schools and DDSB@Home were staffed in August based upon the results of this survey data. In total, 12,500 elementary students transferred from in-person schools to DDSB@Home for the start of the 2020-2021 school year.

Between September 2 and October 5, 2020, DDSB families had a second opportunity to indicate whether they wished to transfer to DDSB@Home or return from DDSB@Home to the in-person schools. Based upon this second survey, approximately 3,700 elementary students transitioned to DDSB@Home by November 16, 2020 and approximately 150 returned to in-person schools.

**4. Analysis**

Between October 6, 2020 and January 11, 2021, DDSB families were provided with a third opportunity to indicate their preference if they wished to transfer to DDSB@Home or return from DDSB@Home to in-person schools. Based upon this third survey, it is expected that an additional 1,223 elementary students will transition to DDSB@Home and 440 elementary students will return to in-person schools.

The initial date for this third cohort of students to transition to and from DDSB@Home was established for February 1, 2021. However, as extended time was provided for Term 1 Elementary Report Cards during the current remote learning period, this transition date has been delayed until the week of February 22, 2021 with specific details as follows:

- Students returning to virtual classes already in existence (joining pre-existing virtual classes) will begin on Monday, February 22, 2021. Those joining new classrooms (developed as a result of the large number of students requesting a switch to virtual learning), will begin on Thursday, February 25, 2021.
- Students returning to schools from virtual learning to in-person learning will begin on February 22, 2021.

Our Operations Department is presently working with school administrators through the transition process. Our goal is to provide a seamless and smooth transfer of students with limited disruptions to student learning and staffing.

**Enrolment in DDSB@Home - Elementary by Municipality as of January 17, 2021**

Area	Enrolment in DDSB@Home	Municipal DDSB@Home Percentage of Total Enrolment
Ajax	4,705	40% (11,705)
Brock	129	9% (1,448)
Oshawa	4,337	30% (14,493)
Pickering	2,298	32% (7,250)
Scugog	266	14% (1,863)
Uxbridge	172	12% (1,412)
Whitby	3,614	27% (13,271)
<b>TOTAL</b>	<b>15,521</b>	<b>30% (51,442)</b>

**5. Financial Implications**

While our transition in November was achieved by transferring staff between virtual and in-person schools and re-organizing school classrooms, pending anticipated funding transfer from the Government of Ontario of federal funds, we plan to provide stability during the February transition by introducing additional DDSB@Home elementary staff to mitigate the need for in-person schools from having to re-organize classrooms.

**6. Evidence of Impact**

The DDSB transition plan promotes family preference in selecting the appropriate learning environment, and as such will support student learning and achievement.

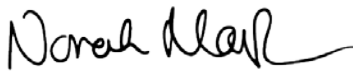
**7. Communication Plan**

This report is shared with Trustees for information.

**8. Conclusion**

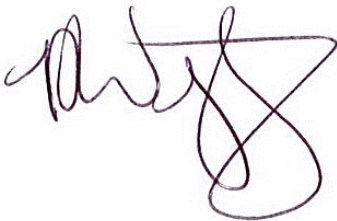
The report provides Trustees with an update on elementary enrolment and our commitment to support individual family preferences in the transition to and from virtual learning.

Report reviewed and submitted by:



---

Norah Marsh, Director of Education and Secretary to the Board



---

David Wright, Associate Director of Corporate Services



---

Jim Markovski, Acting Associate Director of Academic Services

DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT

**REPORT TO:** Standing Committee **DATE:** February 1, 2021

**SUBJECT:** Durham-Scarborough Bus Rapid Transit **PAGE NO.** 1 of 4

**ORIGIN:** Norah Marsh, Director of Education  
David Wright, Associate Director of Corporate Services  
Christine Nancekivell, Chief Facilities Officer  
Carey Trombino, Manager of Property and Planning  
Anne Dobos, Senior Planner

**1. Purpose**

To provide Trustees with information on the future Durham-Scarborough Bus Rapid Transit project.

**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.*

- Align resources to where they are most needed to support equitable outcomes for all students.

*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.

**3. Background****3.1 Project Overview**

Continued growth in the Durham Region has resulted in increasing demand on transportation routes across the Region. Due to the growth and demand, the Durham-Scarborough Bus Rapid Transit (BRT) project has been proposed by Metrolinx. If approved, rapid transit buses will travel along Highway #2, approximately 36 kilometers, from Ellesmere Road in Scarborough to downtown Oshawa, making 49 stops.

In early 2019, preliminary planning and consulting began in anticipation of the Durham-Scarborough Bus Rapid Transit project. The third and final Public Information Centre (Region wide), held virtually, was completed as of December 18, 2020. The purpose of this meeting was to present information on the revised proposals and gather feedback regarding the project. A virtual Question and Answer event was held on Thursday, January 7, 2021 for the residents of Whitby to discuss Whitby specific concerns. Durham District School Board planning staff participated in this meeting to gather information.

The Transit Project Assessment process should be complete by the end of 2021, with consultations being completed mid-year. The Minister's Review and Decision regarding the BRT project is planned for late 2021.

Construction of the project will depend on funding, property acquisition, permits and approvals, and is planned to occur in phases. Some preliminary work has already been completed in Pickering and Ajax.

### 3.2 Transit Route Details

Along the Durham-Scarborough Bus Rapid Transit route, it is proposed that buses will have dedicated lanes through the centre of the roadway, with centre-median transit stop platforms located at signalized intersections.

The proposed stops are as follows:

• Toronto: Starting at Scarborough Town Centre to Port Union Road	14 Stops
• Pickering: Altona Road to Notion Road	10 Stops
• Ajax: Church Street to Lake Ridge Road	9 Stops
• Whitby: Des Newman to Garrard Road	10 Stops
• Oshawa: Thornton Road to Simcoe Street	<u>6 Stops</u>
<b>Total</b>	<b>49 Stops</b>

Provided as Appendix A is a summary identifying the route and proposed stops.

#### 3.2.1. Whitby Downtown Route Details

Through Whitby, it is proposed that a section of Highway #2/Dundas Street, from Byron Street to Perry Street/Green Street become an exclusive Transit Mall. Appendix B identifies this section of the BRT route through Whitby. This proposal would provide wider sidewalks for pedestrian traffic, and right-of-way access for Durham-Scarborough Bus Rapid Transit vehicles, emergency services vehicles, winter maintenance and local delivery vehicles. All other east/west vehicular traffic will be re-routed around the downtown core area.

## 4. Analysis

The BRT route is proposed to provide for higher capacity transit required to strengthen connections between communities and employment in Durham Region and the City of Toronto.

Durham District School Board planning staff participated in a virtual Question and Answer event held on Thursday, January 7, 2021, hosted by Metrolinx. The meeting focused on the Durham-Scarborough BRT section through downtown Whitby.

With the proposed closure of a section of Highway #2 through downtown Whitby, rerouting traffic around the downtown core, will be necessary. It will be inevitable that there will be additional traffic around schools that are located around the periphery of the downtown core, affecting transportation times and affecting drop-off and pickup times. Appendix C provides a map of the



location of elementary schools within close proximity to the subject area. Through the Town of Whitby, schools that could be affected would include C.E. Broughton PS, Colonel Farewell PS, EA Fairman PS, Julie Payette PS, Pringle Creek PS, Sir William Stephenson PS, and West Lynde PS.

An email inquiry regarding school bus access through the downtown core of Whitby along the proposed Transit Mall, was sent to Metrolinx consultant Margaret Parkhill, and the response received, was that school buses would NOT be permitted to travel along this section of Highway #2. This means that it would be necessary for school buses to take alternate routes between Byron Street and Green Street/Perry Street; resulting in modifications to school bus routes.

Durham Student Transportation Services (DSTS) has been consulted regarding the impact of this proposal on student transportation and safety of students travel to school. Currently there are 12 school buses that travel along this section of Highway #2. If the proposed Transit Mall were to occur, any students who reside along that section of Highway #2 will not be picked up from their residence. Students along Highway #2 will be required to walk out of the area for pickup. This would also apply to special education students, including wheelchair students.

Rerouting traffic around the downtown core will result in increased traffic flows on arterial routes, affecting streets that are now considered safe walking routes to school for students which may result in DSTS requesting additional crossing guards. These increased traffic flows may also result in bus stop relocations and longer walking distances to bus stops; home stops for some special education students can be lengthy and this is not possible on busy streets.

Metrolinx staff indicated that the Town of Whitby proposes improvements and upgrades to arterial roads in order to assist in the movement of traffic around the periphery.

## 5. Financial Implications

Bus times may be affected by not only the rerouting around Highway #2/Dundas Street in Whitby, but also by general traffic disruptions that may occur as a result of the increased bus traffic along the route. Additional school buses may be required in order to compensate for the delays resulting from the increases in traffic volume along the re-routed streets.

## 6. Conclusion

This report is provided for Trustees information. As additional information becomes available regarding the proposal, updates will be provided.

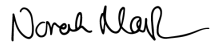
## 7. Appendices

Appendix A – Proposed Durham-Scarborough Bus Rapid Transit Route

Appendix B – Affected Area Through the Downtown Whitby Corridor

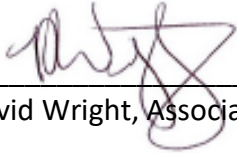
Appendix C – Durham District School Board Location of School Boundaries Along Downtown Whitby BRT route

Report reviewed and submitted by:



---

Norah Marsh, Director of Education



---

David Wright, Associate Director of Corporate Services

**DURHAM – SCARBOROUGH**  
Bus Rapid Transit

# Proposed Stop Locations

At PIC #2, 47 BRT stop locations were proposed.

Since then we've added two more stops in Toronto: one at Parkington Crescent and one at Dolly Varden Boulevard, for a total of 49 proposed BRT stops.

We want to hear your thoughts on the 49 proposed stop locations. To provide input, visit our online interactive Bus Rapid Transit map. To access the map please visit [www.dsbrrtmap.ca](http://www.dsbrrtmap.ca).



**49** stop locations are proposed

**730 m** average stop spacing



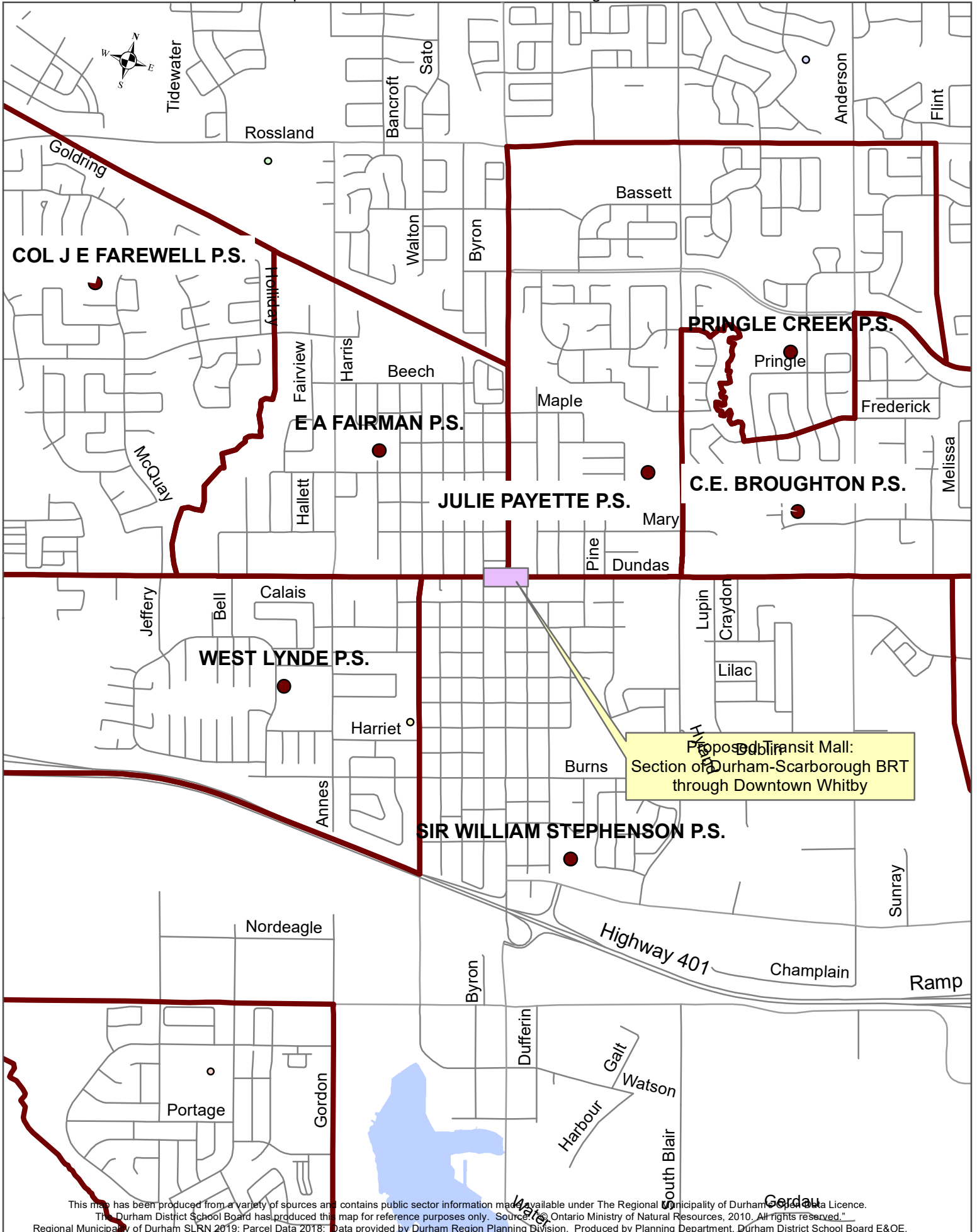
# Town of Whitby – Fall 2020 Recommendation



Segment	1	2	3	4	5
Existing lanes	4	4	4	4	4
Future proposed traffic lanes	4	2	0	2	4
Total number of lanes including BRT lanes	6	4	2	4	6



Elementary Schools and Boundaries - Town Of Whitby  
 Proposed Transit Mall - Durham- Scarborough BRT



This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data Licence. The Durham District School Board has produced this map for reference purposes only. Source: (s) Ontario Ministry of Natural Resources, 2010. All rights reserved. Regional Municipality of Durham SLRN 2019; Parcel Data 2018; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board E&OE.



Governance Meeting  
Monday, November 23, 2020 – 5:10 p.m.  
Virtual

Trustees: Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Scott Templeton, and Christine Thatcher

Regrets: Chris Braney

Staff Present: Norah Marsh, Director of Education, Patrick Cotter, General Counsel

Minutes: Kim Cox

---

**1. Call to Order**

Trustee Carolyn Morton, Chair of the Committee, called the meeting to order at 5:10 p.m.

**2. Declarations of Interest**

There were no Declarations of Interest.

**3. Approval of Minutes – October 26, 2020**

Trustee Niki Lundquist requested that the minutes of October 26, 2020 be amended by removing the words “DID THE BOARD BREACH” from the motion contained on Page 3 and substitute the words “THAT THERE WAS NO BREACH OF.”

The amended motion would read as follows:

THAT THERE WAS NO BREACH OF BY-LAW #9 BY DETERMINING THE DISTRIBUTION OF TRUSTEES IN MARCH 2018 ON A MAJORITY VOTE RATHER THAN A 2/3 BASIS.

Moved by Trustee Michael Barrett

THAT THE GOVERNANCE AD HOC COMMITTEE MEETING MINUTES OF OCTOBER 26, 2020 BE APPROVED AS AMENDED.

CARRIED

#### 4. Draft Code of Conduct

General Counsel Patrick Cotter asked trustees to share their comments on the draft Code of Conduct document.

The following comments/questions were raised:

- Several school boards across the Province are interpreting the Education Act differently or setting it aside as it relates to remedying breaches of the code of conduct beyond one meeting and beyond the scope inferred and laid out in the Education Act. Some individuals have been banned for a period of 6 months.
- The code of conduct can contain sanctions outside of section 218.3 of the Education Act. General Counsel Patrick Cotter recognized that other boards have interpreted the Education Act differently in terms of banning a member from more than one meeting. He reads the Act as “a” meeting. The correct interpretation will be confirmed when a court is asked to make a decision.
- The wording of Section 218 of the Education Act should be used first and should be contained within our by-laws. The interpretation should be as ‘a’ meeting.
- The draft code of conduct mimics the language in Section 218.3 of the Act. Amendments were proposed to delete the ability of the Board to impose sanctions.
- References to a banned member receiving in-camera material have been deleted as they are contained in the Education Act.
- General Counsel Patrick Cotter will add to Section 18.1 of the draft code of conduct that sanctions will be in accordance with Section 218.3 of the Education Act and any consequences of the sanctions will follow the provisions within the Act.
- The language of the code of conduct will always be the language of the Education Act.
- The requirement to sign the code of conduct has been removed, but there is no objection to using the word ‘shall’ sign as there would be no penalty for not signing the code. Trustees should not have more oversight than a municipal councillor or other politicians as they are accountable to the MOE.
- General Counsel Patrick Cotter clarified several points in the code. A report from the Integrity Commissioner is not binding. The board can make its own determination of breach following receipt of a report. This draft deleted the notation that the IC make a recommendation of sanction. It will remain the discretion of trustees on that point. Section 5.5 (c) of the code states that the IC shall report to trustees outlining the findings of the investigation and that the report is delivered to the board in accordance with sections 218.3 and 207 of the Act. The IC will be responsible for the investigation only.
- Balanced and reasonable recommendations from the IC would present trustees with a range of options.
- Brief IC recommendation language can be included in the code so that the recommendation includes both breach and sanction but preserves the discretion of the board.
- General Counsel Patrick Cotter confirmed that complaints can go directly to the IC. Section 218 allows members to bring an alleged breach to the board. The code cannot arrogate that. It will be up to trustees to determine if and how they make an inquiry into the complaint ie. formal or other type of complaint depending on the breach. Through IC or directly to the Board.

- General Counsel Patrick Cotter will add language to the draft code as it relates to making a recommendation on sanction that the Integrity Commissioner shall/may have reference to decisions of other boards.

## 5. Trustee Accommodation Policy

General Counsel Patrick Cotter confirmed for the information of trustees that the Ministry has amended O. Reg. 463/97 – Electronic Meetings and Meeting Attendance to address board member physical attendance requirements. The amendments call for the resumption of fully electronic meetings effective immediately and until November 30, 2021. The requirement for in-person attendance by specified individuals ie. the chair and director have been waived for this time period.

## 6. Minister Invitations

Trustee Niki Lundquist provided trustees with background information on this issue as it relates to invitations to trustees when political members of government were being invited to meetings without discussion of the board. Two concerns were expressed: That there was no consultation with the board or director and there may have been political implications of that depending on the issues ie. labour issues; and, does every committee have the authority to extend invitations.

Trustee Patrice Barnes noted that this issue is a result of the Equity & Diversity Ad hoc Committee and the need to have a person involved that can move the work. There was an opportunity for a group of diverse people, that don't have a voice, to raise their voice at a level where it can be heard about issues that have been on going for decades.

The following points were discussed:

- Committee meetings are public, but are not broadcasted as public meetings, and the question is who has voice at the meetings. Is it members or are there opportunities and procedures to allow others to have a voice at the committee? Trustees need to consider this in terms of invitations, as well as procedures to follow for guest presenters including provincial or federal elected officials. Structure is needed to understand the rules of operation.
- Certain committees are mandated by the government. It would appear heavy-handed to tell the Chair of SEAC who they can and cannot invite to their meetings despite political background.
- Political invitations to new school openings were discussed and who is invited to speak.
- A policy will help to govern committees so there is a consistent approach.
- There are provincial regulations regarding school openings and announcements and the board is obligated to comply when receiving funds.
- Robert's Rules states that the committee can invite guests.
- There is wisdom in a policy while understanding the sensitive nature and intent.
- As we move forward with a policy, consider that committees are doing work and reporting back to board. If committees are hand-cuffed they will need to come back to board to receive approval for everything they do. Trust committees to do the work or the board will appear heavy-handed in overseeing.



- An overall framework is needed: the committee shall be permitted to invite guests/presentations and in doing so shall follow any applicable board policy. The committee has the authority to invite and must follow the policy. Parameters would be included in the policy.
- The policy would be for all non-statutory committees of the board. Statutory committees have specifications from the Education Act.
- Provisions on committees will be included in the consolidated by-law. The language will include that committees have the authority to invite guests subject to any applicable board policy. It will be status quo until the policy is in place.
- Applicable language can be used out of Robert's, but Robert's should not determine the culture of the board.

## 7. Committee Reports to Board

Trustee Carolyn Morton, Chair of the Committee, asked what can be done with respect to the process to be used for committees reporting to board to avoid confusion at public board meetings.

Trustees made the following points:

- Committees should be listed on board meeting agendas even if they do not have something to report so that they can be called on at any time.
- There is an issue when there is an urgent matter out of an active committee that needs to be dealt with quickly and the minutes have not been approved. It was suggested to deal with this in the consolidated by-law re. when and how the committee reports out.
- Clarification is needed on a list of all current committees.
- Trustees need to think about how committees will report to board if they meet a day prior or a day after a board meeting.
- Framework is needed for a process to handle minutes when they are not approved in a timely manner. Interpretations of meetings may not be correct and there is a desire to discuss at a public board meeting.
- Minutes should not be confirmed via email. It is preferable to have minute approval sit with the committee. Committees may wish to distinguish between the minutes and the motions passed to have motions come forward.
- The Other Business section of the board agenda could be utilized to consider committee motions or individuals can request that motions be included on the agenda.
- It was suggested that prior to the end of the meeting, committees approve the motions/actions/key messages that will go forward before the minutes are approved.
- When motions are made at committee, it will be important to include the date of the board meeting that the motion will be presented at.

## 8. Consolidated By-Law

General Counsel Patrick Cotter provided trustees with Section 5: Board and Committee Meetings – Rules and Procedures for the Toronto DSB for comment. Currently, the procedural rules are not included in our by-law and he asked if trustees would like this included in a consolidated by-law. He noted that a consolidated by-law will include our current 15 by-laws and the code of conduct will

be an appendix to that. It will be easier for trustees to reference key issues around motions and appeals without having to go to Robert's Rules on routine issues.

Trustee Paul Crawford noted that key elements of meeting procedures could be printed on the back of the first page of agendas.

General Counsel Patrick Cotter will circulate a revised draft consolidated by-law prior to the next meeting.

**9. Date of Next Meeting**

The next meeting of the Governance Ad Hoc Committee meeting is scheduled to be held on January 11, 2021 at 5:30 p.m.

**10. Adjournment**

The meeting adjourned at 6:40 p.m.