



# Board Meeting Agenda

February 16, 2021 — 7:00 p.m.



## DDSB Alumnus Reaches One Million Followers on TikTok

Alumnus Jeff Mitsuo and current R.S. McLaughlin CVI Visual Arts Teacher, Jake Stevens, developed a friendship after Stevens became Mitsuo's peer tutor when they attended Pickering High School.

During the 2019-2020 school year, Stevens introduced artwork to Mitsuo, while he was also teaching adaptive art to his students. He discovered that artwork helped to improve the fine motor skills of Mitsuo and students in his class.

Mitsuo was really excelling and Stevens decided to record him. He posted the videos on TikTok and Instagram. Before they knew it, they were celebrating one million followers on TikTok.

*Members of the public can participate in the board meeting by watching the live-stream on YouTube.*

Durham District School Board  
[calendar.ddsbc.ca/meetings](https://calendar.ddsbc.ca/meetings)  
Twitter: @Durhamdsb

Carolyn Morton  
Chair of the Board  
Townships of Brock,  
Scugog & Uxbridge

Christine Thatcher  
Vice Chair of the Board  
Town of Whitby

Patrice Barnes  
Vice Chair, Standing  
Committee  
Town of Ajax  
Wards 1 & 2

Michael Barrett  
City of Oshawa

Chris Braney  
City of Pickering

Paul Crawford  
City of Pickering

Donna Edwards  
Chair, Education Finance  
Town of Ajax, Ward 3

Darlene Forbes  
City of Oshawa

Niki Lundquist  
Town of Whitby

Linda Stone  
City of Oshawa

Scott Templeton  
Town of Whitby

Aaliyah Jaleel  
Student Trustee

Logan Keeler  
Student Trustee

Arpita Savaliya  
Student Trustee

**DURHAM DISTRICT SCHOOL  
BOARD MEETING  
Tuesday, February 16, 2021 - 7:00 p.m.**

	PAGE
1. <u>Call to Order</u>	
2. <u>Moment of Silence/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. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>O Canada</u>	
4. <u>Declarations of Interest</u>	
5. <u>Adoption of Agenda</u>	
<u>Minutes</u>	
APPROVED Amended Minutes of the Regular Board Meeting of December 7, 2020	1-16
DRAFT Minutes of the Regular Board Meeting of January 18, 2021	17-28
6. <u>Definitely Durham Celebration</u> (Chair Carolyn Morton)	
7. <u>Community Presentations</u>	
8. <u>Ministry Memorandums-Information Update</u> (Director Norah Marsh)	Verbal
9. <u>Public Question Period</u>	Verbal

10.	<u>DDSB Presentations</u>	
	(a) Student Census Data (Director Norah Marsh, Superintendents Erin Elmhurst, Mohamed Hamid, Margaret Lazarus)	29-49
	(b) Anti-Black Racism Strategy Update (Superintendents Mohamed Hamid, Margaret Lazarus)	50-55
11.	<u>Report from the Committee of the Whole in Camera</u>	Verbal
12.	<u>Good News from the System</u> (Director Norah Marsh)	Verbal
13.	<u>Recommended Actions</u>	
	(a) Preliminary Budget Planning (Associate Director David Wright)	56-59
	(b) School Year Calendar Update (Acting Associate Director Jim Markovski)	60-67
	(c) Report: Standing Committee Meeting February 1, 2021 (Trustee Christine Thatcher)	68-75
14.	<u>Information Items</u>	
	(a) Report: SEAC Meeting of December 17, 2020 (Trustee Donna Edwards)	76-86
	(a) OPSBA Report (Trustee Patrice Barnes)	
15.	<u>Correspondence</u>	
	(a) <u>Action Requested:</u>	
	(b) <u>Other:</u>	
	i. City of Pickering	87-98
16.	<u>Other Business</u>	

17. Adjournment

Ad Hoc Committees

- (a) Equity and Diversity Ad Hoc Steering Committee
- (b) Governance Ad Hoc Committee



**Approved**

MINUTES-Amended

The Regular Meeting of the Board

Monday, December 7, 2020

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

1. Call to Order:

The Chair called the meeting to order at 7:00 p.m.

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

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Director Norah Marsh advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

4. O Canada

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5. Declaration of Office/Oath of Allegiance

Under the guidance of Director Norah Marsh, Linda Stone made her declaration of office and oath of allegiance both orally and in writing to fulfill the swearing in process for the Board. Director Nora Marsh welcomed Linda Stone as Trustee to the Board.

6. Presentation

Chair Chris Braney and Director Nora Marsh congratulated Kim Cox on her retirement and thanked her for her 19 years of service as the Trustee Services Coordinator. Kim Cox was presented with a plaque.

7. Adoption of Agenda

The agenda was amended to remove 15 (b) Integrity Commissioner Hiring Report from the agenda.

2020:168

The agenda was adopted by the Chair.

THAT THE AGENDA BE APPROVED.

CARRIED

2020:169

MOVED by Trustee Michael Barrett

SECONDED by Trustee Niki Lundquist

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF OCTOBER 19, 2020;

SPECIAL BOARD MEETING MINUTES OF OCTOBER 20, 2020;

SPECIAL BOARD MEETING MINUTES OF NOVEMBER 2, 2020.

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF NOVEMBER 16, 2020;

SPECIAL BOARD MEETING MINUTES OF NOVEMBER 23, 2020.

CARRIED

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8. Report from the Committee of the Whole in Camera

Trustee Niki Lundquist reported on the actions of the Committee of the Whole in Camera. Trustees discussed administrative transfer, employee and labour relations issues and a

declaration of interest by Trustee Michael Barrett with respect to one of the labour relations matters.

9. Election of Board Chair

Director Norah Marsh informed trustees of the process for election of the Board's Chair following the Board's By-Laws. Nominations were called for the position of Chair of the Durham District School Board.

2020:170

MOVED by Trustee Carolyn Morton

TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF  
CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:171

MOVED by Trustee Patrice Barnes

TRUSTEE MICHAEL BARRETT BE NOMINATED FOR THE POSITION OF CHAIR  
OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Carolyn Morton and Trustee Michael Barrett accepted the nomination.

Subsequent to three calls for additional nominations by Director Norah Marsh, and there being none, nominations for the position of Chair were closed.

Trustee Carolyn Morton was elected to the position of Chair of the Durham District School Board. Trustee Carolyn Morton as the newly elected Chair assumed the chair and conducted the remainder of the meeting.

Chair Carolyn Morton thanked trustees for electing her to the position of Chair of the Board.

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10. Election of Vice Chair

Chair Carolyn Morton explained that the process for electing the Vice Chair was the same under Board By-laws as it was for the position of Chair. Nominations were called for the position of Vice Chair of the Board.

2020:172

MOVED by Trustee Donna Edwards

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:173

MOVED by Trustee Chris Braney

THAT TRUSTEE NIKI LUNDQUIST BE NOMINATED FOR THE POSITION OF VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Christine Thatcher and Trustee Niki Lundquist accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Vice Chair were closed.

Trustee Christine Thatcher was elected to the position of Vice Chair of the Durham District School Board.

11. Election of Standing Committee Vice Chair

Chair Carolyn Morton called for nominations to the position of Standing Committee Vice Chair.

2020:174

MOVED by Trustee Patrice Barnes

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF STANDING COMMITTEE VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:175

MOVED by Trustee Christine Thatcher

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF

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STANDING COMMITTEE VICE CHAIR OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Patrice Barnes accepted the nomination and Trustee Donna Edwards declined the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Standing Committee Vice Chair were closed.

Trustee Patrice Barnes was acclaimed to the position of Standing Committee Vice Chair of the Durham District School Board.

12. Election of Education Finance Chair

Chair Carolyn Morton called for nominations to the position of Chair of Education Finance Committee.

2020:176

MOVED by Trustee Darlene Forbes

THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:177

MOVED by Trustee Donna Edwards

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

2020:178

MOVED by Trustee Christine Thatcher

THAT TRUSTEE LINDA STONE BE NOMINATED FOR THE POSITION OF CHAIR OF EDUCATION FINANCE COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Scott Templeton and Trustee Donna Edwards accepted the nomination. Trustee Linda Stone declined the nomination.

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Subsequent to three calls for additional nominations by Chair Morton, and there being none, nominations for the position of Chair of Education Finance Committee were closed.

Trustee Donna Edwards was elected to the position of the Chair of Education Finance Committee of the Durham District School Board.

13. Committee Elections

Chair Carolyn Morton called for nominations and/or volunteers for the following committees:

(a) SEAC Liaison Trustees

2020:179

MOVED by Trustee Darlene Forbes

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:180

MOVED by Trustee Donna Edwards

THAT TRUSTEE DONNA EDWARDS BE NOMINATED FOR THE POSITION OF SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Donna Edwards and Darlene Forbes accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of SEAC Liaison Trustee were closed.

Trustees Donna Edwards and Darlene Forbes were acclaimed to the position of SEAC Liaison Trustee of the Durham District School Board.

2020:181

MOVED by Trustee Donna Edwards

THAT TRUSTEE LINDA STONE BE NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

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CARRIED

2020:182  
MOVED by Trustee Patrice Barnes

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF ALTERNATE SEAC LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Linda Stone and Patrice Barnes accepted the nomination.

Trustees Linda Stone and Patrice Barnes were acclaimed to the position of alternate SEAC Liaison Trustee of the Durham District School Board.

(b) SAL Liaison Trustees

2020:183  
MOVED by Trustee Niki Lundquist

THAT TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:184  
MOVED by Trustee Darlene Forbes

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Carolyn Morton and Darlene Forbes accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of SAL Liaison Trustee were closed.

Trustees Carolyn Morton and Darlene Forbes were acclaimed to the position of SAL Liaison Trustee of the Durham District School Board.

2020:185  
MOVED by Trustee Scott Templeton

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THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF ALTERNATE SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:186  
MOVED by Trustee Christine Thatcher

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF ALTERNATE SAL LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Scott Templeton and Christine Thatcher accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate SAL Liaison Trustee were closed.

Trustees Scott Templeton and Christine Thatcher were acclaimed to the position of alternate SAL Liaison Trustee of the Durham District School Board.

(c) Parent Involvement Committee

2020:187  
MOVED by Trustee Chris Braney

THAT TRUSTEE SCOTT TEMPLETON BE NOMINATED FOR THE POSITION OF PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Scott Templeton accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Parent Involvement Committee Liaison trustee were closed.

Trustee Scott Templeton was acclaimed as Parent Involvement Committee Liaison Trustees of the Durham District School Board.

2020:188  
MOVED by Trustee Patrice Barnes



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THAT TRUSTEE LINDA STONE BE NOMINATED FOR THE POSITION OF ALTERNATE PARENT INVOLVEMENT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Linda Stone accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate Parent Involvement Committee Liaison trustee were closed.

Trustee Linda Stone was acclaimed as alternate Parent Involvement Committee Liaison Trustee of the Durham District School Board.

(d) OPSBA Liaison Trustees

2020:189

MOVED by Trustee Donna Edwards

THAT TRUSTEE PATRICE BARNES BE NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Patrice Barnes accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Patrice Barnes was acclaimed as OPSBA Liaison Trustee for the Durham District School Board.

Trustee Patrice Barnes will exercise the Board's voting right.

2020:190

MOVED by Trustee Donna Edwards

THAT TRUSTEE CHRISTINE THATCHER BE NOMINATED FOR THE POSITION OF OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Christine Thatcher accepted the nomination.

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Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of the OPSBA Liaison Trustee were closed.

Trustee Christine Thatcher was acclaimed as the non-voting OPSBA Liaison Trustee for the Durham District School Board.

2020:191

MOVED by Trustee Carolyn Morton

THAT TRUSTEE CAROLYN MORTON BE NOMINATED FOR THE POSITION OF ALTERNATE OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

2020:192

MOVED by Trustee Linda Stone

THAT TRUSTEE LINDA STONE BE NOMINATED FOR THE POSITION OF ALTERNATE OPSBA LIAISON TRUSTEE FOR THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Linda Stone and Carolyn Morton accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of alternate OPSBA Liaison Trustee were closed.

Trustees Linda Stone and Carolyn were acclaimed as alternate OPSBA Liaison Trustees of the Durham District School Board.

(e) Audit Committee Liaison Trustees

2020:193

MOVED by Trustee Patrice Barnes

THAT TRUSTEE MICHAEL BARRETT BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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2020:194

MOVED by Trustee Michael Barrett

THAT TRUSTEE LINDA STONE BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:195

MOVED by Trustee Darlene Forbes

THAT TRUSTEE PAUL CRAWFORD BE NOMINATED FOR THE POSITION OF AUDIT COMMITTEE LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustees Michael Barrett, Linda Stone and Paul Crawford accepted the nominations.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Audit Committee Liaison trustee were closed.

Trustees Michael Barrett, Linda Stone and Paul Crawford were acclaimed as Audit Committee Liaison Trustees of the Durham District School Board.

(f) Code of Conduct Alternate Liaison Trustee

2020:196

MOVED by Trustee Patrice Barnes

THAT TRUSTEE NIKI LUNDQUIST BE NOMINATED FOR THE POSITION OF ALTERNATE CODE OF CONDUCT LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

2020:197

MOVED by Trustee Donna Edwards

THAT TRUSTEE MICHAEL BARRETT BE NOMINATED FOR THE POSITION OF ALTERNATE CODE OF CONDUCT LIAISON TRUSTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

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Trustee Niki Lundquist accepted the nomination. Trustee Michael Barrett decline the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Alternate Code of Conduct Liaison Trustee were closed.

Trustee Niki Lundquist was acclaimed as alternate Code of Conduct Liaison Trustee of the Durham District School Board.

(g) Indigenous Advisory Committee

2020:198

MOVED by Trustee Darlene Forbes

THAT TRUSTEE DARLENE FORBES BE NOMINATED FOR THE POSITION OF LIAISON TRUSTEE FOR THE INDIGENOUS ADVISORY COMMITTEE OF THE DURHAM DISTRICT SCHOOL BOARD.

CARRIED

Trustee Darlene Forbes accepted the nomination.

Subsequent to three calls for additional nominations by Chair Carolyn Morton, and there being none, nominations for the position of Indigenous Advisory Liaison Trustee were closed.

Trustee Darlene Forbes was acclaimed as Liaison Trustee for the Indigenous Advisory Committee of the Durham District School Board.

14. Draft Board and Committee Meeting Dates 2021

Chair Carolyn Morton stated that Board and Committee Meeting dates for 2021 were for the information of Trustees.

2020:199

Chair Carolyn Morton presented the Committee meeting dates for 2021.

THAT THE BOARD AND COMMITTEE MEETING DATES FOR 2021 BE APPROVED.

CARRIED

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15. Recommended Actions

(a) Report: SEAC Meeting of October 15, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of October 15, 2020.

2020:200

MOVED by Donna Edwards

THAT THE SEAC MEETING MINUTES OF OCTOBER 15, 2020 BE RECEIVED.

CARRIED

(b) Capital Priorities Project Funding Approvals - Correspondence to MOE Re: North Oshawa S.S.

Trustee Michael Barrett is seeking the approval of Trustees to go forward with developing and sending correspondence to the Ministry.

2020:201

MOVED by Trustee Michael Barret

SECONDED by Trustee Darlene Forbes

THAT THE BOARD INSTRUCT THE CHAIR, ON BEHALF OF THE DURHAM DISTRICT SCHOOL BOARD, TO WRITE A LETTER TO THE MINISTER OF EDUCATION AND INQUIRE AS TO WHY THE BOARD DID NOT RECEIVE FUNDING FOR THE NORTH OSHAWA SECONDARY SCHOOL AS IT IS URGENTLY NEEDED.

CARRIED

16. Information Items

(a) Student Trustee Report

Student Trustee Aaliyah Jaleel shared that in mid-November, she had the opportunity to represent OSTA-AECO at the People for Education's Virtual Summit. There were guest speakers who spoke about the future of education with respect to innovation amidst the ever-changing world of education. There was an emphasis on being adaptive to the climate that surrounds educators, students, and the community. During the Summit, attendees had the chance to review their framework on defining and claiming educational rights. The purpose of this summit

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was to ask ourselves, what is the purpose of education and what is the future of education?

Student Trustee Arpita Savaliya shared that on November 17th, secondary students transitioned into their second quadmester. Over the course of the past quadmester and during this quadmester we have received some feedback about the current school year. The Student Trustees and students would like to acknowledge the amount of time and effort that the Board staff, Trustees and educators have done to ensure our return to school. They would like to recognize that students do feel safe in the classrooms with respect to COVID-19 protocols. Some concerns that students have raised about this year is the amount of uncertainty of the impact on missing one day of class due to feeling ill and the concern about the amount of content covered in a day, or that there is likely a test or a quiz. Students suggested that if there was more communication from their teachers or an overall message, they would feel more aware of what to do if they miss school. Students are also feeling the impacts of the condensed content and would appreciate it if they could be better equipped with strategies for this new style of learning.

Student Trustee Logan Keeler shared that on November 16<sup>th</sup>, the Student Senate meeting elections were held for 11 positions. The positions were as follows: 3 working group co-chairs; 3 regional directors; 4 project coordinators; and a communications director. Prior to the elections we had the pleasure of inviting Ms. Mathur, to speak and gather feedback on the Human Rights Policy and Procedure. Many senators offered their opinions on the policy and had productive conversations that we hope will result in student voice being used within the policy.

Student Trustee Aaliyah Jaleel provided an update on the Ontario Student Leadership Conference. Two awards were presented to schools in the Durham Region. The Critic's Choice Film Award went to J. Clarke Richardson, and the Justin Beaver School Spirit Award went to, Dunbarton High School. There was representation from every province in the country for this award. I could not be prouder to announce that both awards were from Durham Region.

An exciting bout of news comes from our Pickering/Ajax area. The five West Durham high schools are having their first ever interregional Rivalry Week. Monday and Tuesday are turnback days where staff and students dress from a previous decade or recreate childhood photo. Wednesday and Thursday are spirit days in which each school gets decked out in their respective colours. I'm not biased, but I've heard some great things about Dunbarton High School.

We are recognizing DDSB's monthly traits and their applications across the board, we've seen a lot of empathy represented throughout our schools during November, the month of giving. There have been food drives, clothing drives, menstrual product drives, and a surplus of donations to each of these virtuous events. We

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continue to encourage our students to contribute and organize similar events in their schools. Giving begins the process of receiving.

(b) Director's Annual Report

Director Norah Marsh provided an overview of the annual report that will be posted to the Durham District School website.

The work of The District has been impacted by the world-wide pandemic and closure of school buildings in March. The staff of the district have continued, despite the pandemic, to foster an environment that is committed to supporting the goals of both the Multi-Year Strategic Plan, *Ignite Learning* and the Annual Operating Goals Implement at ion Plan. Staff have been dedicated in their innovation to continue to engage students with a focus on human rights and well-being while all members of the school community have adapted. Some indicators, such as EQAO data, were not available this year due to the cancellation of all provincial assessments.

The 2020 Director's Annual Report is provided in both a digital interactive format and a hard copy making it accessible through multiple media platforms. The report contains information, statistics in the form of a data analysis infographic and dashboard, videos and links to the Board's goals, initiatives, and projects. The report can be found at: [www.ddsb.ca](http://www.ddsb.ca) and is under the tab "About Us".

(c) OPSBA Report

Trustee Donna Edwards provided an update on the meeting with the OPSBA Board of Directors' that took place on Saturday November 28<sup>th</sup>, 2020.

17. Committee Reports

(a) Governance Ad Hoc Committee Meeting Minutes of October 26, 2020

Trustee Carolyn Morton presented the report of the Governance Ad Hoc Committee meeting of October 26, 2020.

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2020:201

MOVED by: Trustee Niki Lundquist

SECONDED by Trustee Darlene Forbes

CARRIED

18. Correspondence

(b) Other:

(i) City of Oshawa

The correspondence was presented for the information of trustees.

19. Other Business

Trustee Patrice Barnes reminded Trustees of the Human Rights training that is being offered by Osgoode Hall Law School. Trustee Patrice Barnes will resend out the information to the Trustees.

20. Adjournment

2020:202

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:30 p.m.

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Chair

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Secretary



# 17

## DRAFT

### MINUTES

#### The Regular Meeting of the Board Monday, January 18, 2021

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

1. Call to Order:

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

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

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

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

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

4. O Canada

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5. Adoption of Agenda

2021:RB01  
MOVED by Trustee Linda Stone  
SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB02  
MOVED by Trustee Michael Barrett  
SECONDED by Trustee Niki Lundquist

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF NOVEMBER 16, 2020; and  
SPECIAL BOARD MEETING MINUTES OF NOVEMBER 23, 2020

CARRIED

2021:RB03  
MOVED by Trustee Niki Lundquist  
SECONDED by Trustee Patrice Barnes

THAT THE AMENDED DRAFT MINUTES OF THE REGULAR BOARD MEETING  
OF DECEMBER 7, 2020 BE APPROVED.

The regular Board meeting minutes of December 7, 2020 were amended by:

Election of Standing Committee Vice-Chair, Page 4 and 5:

Adding the sentence, Trustee Donna Edwards declined the nomination. Substituting the word elected to acclaimed, Trustee Patrice Barnes was acclaimed to the position of Standing Committee, Vice-Chair of the Durham District School Board.

Code of Conduct Alternate Liaison Trustee, Page 11:

Adding the sentence, Trustee Michael Barrett declined the nomination. Substituting the word elected to acclaimed, Trustee Niki Lundquist was acclaimed as alternate Code of Conduct Liaison Trustee of the Durham District School Board.

CARRIED

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6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums – Information

Director Norah Marsh provided trustees with an update of the recent Ministry Memorandums:

The Ministry is now making masking mandatory for students in grades one to three and masking for students in kindergarten will be encouraged. Further guidelines will be coming forward from the Ministry.

The Ministry has committed to expanding the asymptomatic testing. Further details will be coming forward from Durham Region Health Department. The Ministry has communicated that information will be shared on Wednesday, January 20, 2021 as to whether the remote learning will be extended. All workers in the education sector have been prioritized for the immunization in the roll out of phase two in the province of Ontario. Phase two window is planned to begin in March and April and extend to August.

Additional information has been rolled out in relation to the new grade nine mathematics curriculum. The academic and applied courses have been eliminated, there will be one math course offered to students in grade 9. District engagement from the Ministry of Education will begin in February. More details to follow.

Director Norah Marsh answered trustee questions.

8. Public Question Period

There were no public questions at this time.

9. Director's update on Lock-Down and Schools

Director Norah Marsh provided an overview of the two models that are currently running in the system, the first one is remote learning and the second, under the Ministry direction, schools are open for students with special education needs who are not able to access remote learning due to their educational needs. We are working with and providing support to staff who are providing in class learning. The Ministry has included staff on the list for emergency childcare if they are expected to be in schools e.g., educators, office staff, custodians.

Director Norah Marsh acknowledged and thanked staff that are serving students during this period in schools and remotely. She also thanked families for their understanding as we work through this unique period.

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The Director commended staff in the system on their creativity, ingenuity and their business continuity and thanked staff who have direct engagement of students for their focus on positive relationships during this challenging time.

Director Norah Marsh followed up on responses she provided earlier in the meeting in terms of the monitoring of technology deployment. Deployment took place on the weekend, one device per family (K-6) where needed. We are looking at the potential for devices to be returned from families who no longer need them. Wi-Fi is being provided to families when requested.

Director Norah Marsh answered trustee questions.

10. Presentations

There were no DDSB presentations at this time.

11. Good News from the System

Lauren and Olivia, Grade 12 students from DDSB@Home, Secondary, on behalf of the students and staff at the DDSB, shared the good news from across the system via video.

Three Bayview Heights students, Melina, Bailie, and Jhontae were selected to receive \$200.00 in gifts for showing resiliency, kindness, and personal achievement, as part of the annual Durham Region Police Service Cop Shop. The Chief of Police Todd Rollauer and Director Norah Marsh were in attendance when the students were presented with the gifts from Durham Regional Police Services and the Pickering Town Centre staff.

Elementary students that are currently learning at home, start the school day with a 30-minute interactive broadcast called Campus Connect. Over 2,000 students in Kindergarten to Grade 8 tune in before their online classes to talk about character traits and to get moving with physical exercises and brainstorming activities.

The Durham Black Educators' Network launched a pilot tutoring program to support students who self-identify as Black. So far, they have received great reviews and hope to continue the program in the 2021/2022 school year.

DDSB joined with the Canadian Centre for Substance Use and Addiction, Lakeridge Health, and Ontario Addiction Treatment Centres to host a question-and-answer webinar on drug and substance use awareness with expert panelists. Students across Durham Region and other school boards attended.

Before the winter break, DDSB schools across Durham Region organized various holiday giving drives to support their communities. Here are a few highlights:

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- Food security is top of mind for many of our families in Durham, the Make A Difference Poverty team launched the 'Giving Pantry'.
- Community members were invited to fundraise or "foodraise" during the holiday season and beyond. Our teams worked in partnership with school administrators and social workers to get winter break food baskets out to families.
- Ajax High School and Roland Michener Public School collected 1,250 pounds of food and 1,000 dollars for Feed the Need Durham, for a total donation worth 7,000 dollars. Their donation helped to feed approximately 1,000 Durham residents facing food insecurity.
- Students at multiple schools came together to make the holiday season a little brighter for seniors in our community. Students at Michaëlle Jean Public School created 660 handmade holiday cards for residents at local retirement communities: Residents of Fairview Lodge, Hillsdale Estates, and Hillsdale Terraces were overjoyed to receive the beautifully designed cards.
- With help from over 200 volunteers, Pine Ridge Secondary School graduate, Noor Syed and current Grade 12, DDSB At Home student Keelin, created 1,804 unique handmade cards addressed to residents of Whitby's Fairview Lodge, along with Taunton Mills, and Winbourne Park in Ajax.

Waverly Public School has accepted the challenge to fundraise and build the school's first ever playground. All grades will enjoy this awesome fitness-based playground. The school has received a \$2,000 grant from "At Your Best," in addition to community donations.

We would like to recognize Uxbridge Public School teacher, Cindy Rainville on her acceptance into the Welland Sports Wall of Fame. She was a standout soccer star at the University of South Alabama and is one of the many talented teachers at DDSB who has transitioned athletic success into a master's degree in education. Congratulations on your wall of fame induction Ms. Rainville!

The DDSB Mental Health team made up of the Psychological Services and Social Work Departments recently released a joint video to support school communities. It was created to provide students with a visual connection to their school mental health team. The video explains who they are, and how students can access supports.

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The Dates of Significance to the end of February are below:

Dates of Significance:

January	Tamil Heritage Month
Jan. 18	Martin Luther King Day
Jan. 21	Lincoln Alexander Day
Jan. 21	Special Education Advisory Committee Meeting
Jan. 27	International Day of Commemoration in Memory of the Victims of the Holocaust
February	Black History Month
February	Psychology Month
Feb. 1	Standing Committee Meeting
Feb. 2	Wicca
Feb. 4	Grade 1 French Immersion Information Night
Feb. 9	Parent Involvement Committee Meeting
Feb. 12	Lunar New Year
Feb. 12	PA Day Secondary Schools
Feb. 14	Louis Riel Day
Feb. 14-20	Random Acts of Kindness Week
Feb. 15	Family Day
Feb. 16	Basant Panchami/Saraswati Puja
Feb. 16	Board Meeting
Feb. 16	Ash Wednesday
Feb. 21	International Mother Language Day
Feb. 18	Special Education Advisory Committee Meeting
Feb. 20	World Social Justice Day
Feb. 23	Pink Shirt Day
Feb. 24	Parent Engagement Series
Feb. 26	Purim

12. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the Board approved the actions of the Committee of the Whole in Camera. The Committee dealt with administrative transfers and placements, the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian.

2021:RB04

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

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

CARRIED

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13. Recommended Actions

(a) Report: Standing Committee Meeting Minutes of January 4, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of January 4, 2021.

A resolution was passed by the standing committee on January 4, 2021 in closed session on matters involving the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian.

2021:RB05  
MOVED by Trustee Christine Thatcher  
SECONDED by Trustee Patrice Barnes

I MOVE THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE JANUARY 4, 2021 STANDING COMMITTEE, INCLUDING DURING CLOSED SESSION, AND ADOPT THE RESOLUTION THAT WAS PASSED.

CARRIED

(b) Report: SEAC Meeting of November 19, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of November 19, 2020.

2021:RB06  
MOVED by Trustee Donna Edwards  
SECONDED by Trustee Christine Thatcher

THAT THE SEAC MEETING MINUTES OF NOVEMBER 19, 2020 BE RECEIVED.

CARRIED

(c) Incident Ad Hoc Committee Report

Trustee Donna Edwards provided an overview of the report. The purpose of the report is to summarize for the committee the work completed by the Incident Ad Hoc Committee from January 2018 to November 2020 and to provide recommendations for next steps. A review of the work of the Incident Ad Hoc Committee indicates that the committee has fulfilled its mandate. This has resulted in regularized reporting to board and greater transparency of the challenges engaged in managing these complex issues. Two reports are prepared and

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presented to board each year that provide the board with a strong view of incident data and trends as well as staff's approach to emergent issues. Trustee questions were answered.

2021:RB07

MOVED by Trustee Donna Edwards

SECONDED by Trustee Linda Stone

THAT STAFF MAINTAIN THE PRACTICE OF PROVIDING THE BOARD WITH MEANINGFUL REPORTS THAT ALLOW FOR EFFECTIVE AND APPROPRIATE OVERSIGHT AND/OR POLICY DEVELOPMENT.

CARRIED

(d) Retainer of Integrity Commissioner

Trustee Scott Templeton spoke to the report and shared that the committee was established pursuant to the provisions of section 2.1 of By-Law #12, Trustee Code of Conduct. The purpose of this report is to provide the Board with the Committee's recommendations as to the appointment of a new Integrity Commissioner.

The DDSB invited proposals from lawyers, law firms, mediators, workplace investigators and others with the necessary skills and qualifications, for the provision of services as Integrity Commissioner under the Board's By-Law #12, Trustee Code of Conduct.

The Committee granted the top scoring bidders with an opportunity to move to the interview phase. Those interviews are now complete, and the Committee has determined that the highest scoring bidder is ADR Chambers Inc. The individual working with ADR Chambers who will be the primary contract for the Board is Mr. Michael Maynard.

2021:RB08

MOVED by Trustee Scott Templeton

SECONDED by Trustee Patrice Barnes

THAT THE BOARD APPOINT ADR CHAMBERS INC. AS THE INTEGRITY COMMISSIONER UNDER BY-LAW #12, TRUSTEE CODE OF CONDUCT, SUBJECT TO APPROPRIATE TERMS AND CONDITIONS BEING AGREED UPON BETWEEN ADR CHAMBERS INC. AND THE DURHAM DISTRICT SCHOOL BOARD.

The motion (2021:RB08) of Trustees Scott Templeton was put to a vote and carried on the following recorded 2/3 majority vote:



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Yes: Trustees Patrice Barnes, Chris Braney, Donna Edwards, Darlene Forbes, Carolyn Morton, Linda Stone, Scott Templeton

No: Trustees Michael Barrett, Paul Crawford, Christine Thatcher

Absent: Trustee Nick Lundquist

(e) Director's Performance Appraisal Committee

Chair Carolyn Morton shared that under the Director Performance Review Committee Policy a committee is to be established to oversee the selection of the external consultant and work with the consultant and Director of Education to prepare the Director of Education position profile and objectives document.

The terms of reference are as follows:

- (i) in consultation with the Director of Education, oversee the selection of the external consultant that will be retained by the Board and any additional consultant that may be retained as referenced in paragraph 4.1.2;
- (ii) work with the external consultant to implement the Director of Education's Performance Review in accordance with this Policy and to carry out any other activities specified in this Policy; and
- (iii) work with the external consultant to develop and implement the self-assessment performance evaluation tool for the Director of Education.

All Trustees are eligible to sit on the Director of Education's Performance Review Committee, but there shall be a minimum of three Trustees plus the Chair and Vice- chair of the Board. The members of the Committee shall be approved by the Board annually.

2021:RB09

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Michael Barrett

THAT A DIRECTOR'S PERFORMANCE APPRAISAL COMMITTEE IS ESTABLISHED WITH THE TERMS OF REFERENCE AS OUTLINED.

CARRIED

(f) Unnamed North Ajax French Immersion PS Boundary

Superintendents Mohamed Hamid and Margaret Lazarus presented the report to trustees, the purpose of the report is to seek Trustee approval for the Unnamed North Ajax French Immersion PS boundary, effective September 2021.

Superintendent Mohamed Hamid introduced the Manager of Property & Planning

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Services Carey Trombino and the Chief Facilities Officer Christine Nancekivell who answered trustee questions.

2021:RB10

MOVED by Trustee Donna Edwards

SECONDED by Trustee Patrice Barnes

THAT THE DURHAM DISTRICT SCHOOL BOARD APPROVE OPTION A, AS THE BOUNDARY FOR UNNAMED NORTH AJAX FRENCH IMMERSION PS, EFFECTIVE SEPTEMBER 2021 AS DESCRIBED IN THE REPORT.

CARRIED

(g) Unnamed North Whitby PS Boundary

Superintendents Georgette Davis and Margaret Lazarus presented the report to trustees. The purpose of this report is to seek trustee approval for the Unnamed North Whitby PS boundaries, effective September 2021. Superintendent Georgette Davis introduced the Manager of Property & Planning Services Carey Trombino and the Chief Facilities Officer Christine Nancekivell who answered trustee questions.

2021:RB11

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Scott Templeton

THAT THE DURHAM DISTRICT SCHOOL BOARD APPROVE OPTION A, AS THE APPROVED BOUNDARY FOR THE UNNAMED NORTH WHITBY PUBLIC SCHOOL EFFECTIVE SEPTEMBER 2021. PROVIDED AS APPEDIX A, IS A MAP OUTLINING THE BOUNDARY FOR THE NORTH WHITBY PUBLIC SCHOOL.

CARRIED

14. Information Items

(a) Bell Time Review

Associate Director David Wright provided trustees with an overview of the consultation process, review of current bell times and the following adjustments that are to occur for the 2021-2022 school year. He indicated that given the impact of the pandemic and some uncertainty associated with planning for next year, that other changes may be forthcoming. Associate Director David Wright and DSTS Chief Administrative Officer Kelly Mechoulan answered trustee questions.

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(b) 2020-2021 Interim Financial Report

Associate Director David Wright provided trustees with enrolment information and budget changes as part of the 2020-2021 Revised Estimates, and operating expenditures as of November 30, 2020 (Quarter 1). Associate Director David Wright introduced Senior Manager of Finance Jennifer Machin who answered trustee questions.

(c) 2020-2021 Supplementary Funds Summary

Associate Director David Wright provided trustees with an update on the Supplementary Funding announced or received to date for 2020-2021.

(d) Secondary Staffing Update

Acting Associate Director Jim Markovski provided trustees with an overview of secondary staffing for 2020-2021 for both in-person and virtual schools (DDSB@Home). Trustee questions were answered.

(e) 2019-2020 Trustee Expenses

Associate Director David Wright provided trustees with information regarding the annual reporting of Trustees Expenses, in accordance with Board Policy and Regulation: Trustee Expenses.

(f) Trustees Expense Update

Associate Director David Wright shared with trustees that as part of the transition from Board Regulations to Policies and Procedures, staff will undergo a jurisdictional review of Trustee Expense Policies and bring a draft policy and procedure to replace the current DDSB Regulation for Trustees to review and approve.

2021:RB12

MOVED by Trustee Michael Barrett

SECONDED by Trustee Linda Stone

COMMENCING JANUARY 1, 2021 THAT THE TRUSTEE EXPENSE SUMMARIES OUTLINING EACH TRUSTEE'S TOTAL SPENDING AMOUNT WILL BE POSTED ON A QUARTERLY BASIS TO THE BOARD WEBSITE. THIS DISCLOSURE INCLUDES THOSE EXPENSE REPORTS OF THE CHAIR AND VICE-CHAIR.

CARRIED

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(g) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who provided trustees with information related to the quarterly report of the current construction and major projects progress, as information. She also answered trustee questions.

(h) OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update from the January 7, 2021 meeting, the following items were discussed at the meeting, education funding overview and GSN consultation.

15. Correspondence

(a) Action Requested

(b) Other

There was no correspondence at this time.

16. Other Business

There was no Other Business at this time.

17. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:35 p.m.

**29**  
**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** February 16, 2021

**SUBJECT:** Student Census Data

**PAGE NO.:** 1 of 7

**ORIGIN:** Norah Marsh, Director of Education  
Mohamed Hamid, Superintendent of Education  
Margaret Lazarus, Superintendent of Education  
Erin Elmhurst, Acting Superintendent of Education

**1. Purpose**

The purpose of this report is to share with the Board of Trustees the achievement summaries from the analysis of the 2019 DDSB Know Every Student Census.

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

Human Rights – *The Durham District School Board is committed to learning and working environments that place human rights and equity at the centre and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.*

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

- Students will be empowered to thrive at school and in life.

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

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

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

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

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

- Schools, curriculum content, learning materials, assessment and evaluation practices, teaching styles, and classroom practices will reflect multiple social realities and perspectives to identify and eliminate barriers to learning.
- Ensure equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging and feel that they matter.

### 3. Background

#### **Provincial Direction**

The *Anti-Racism Act, 2017* (ARA) outlines the authority and requirements for School Boards to begin collecting and analyzing Student Census Data. Although this legislation sets January 1, 2023 as the mandatory date for boards to collect and report on this data, the Durham District School Board (DDSB) is among several boards that have begun to develop this process earlier. By engaging in this work in advance of the legislated date, the DDSB is afforded greater flexibility in the development of the processes and in how the response to the data may be used to support students and families. Where the ARA establishes the mandate for data collection and reporting, the Anti-Racism Directorate's Data Standards, referenced in this legislation, provides details around how this is to be administered, analyzed and reported.

In addition, data collection supports the DDSB's obligations to identify and address discriminatory barriers in services under the *Human Rights Code*.

#### **DDSB Student Census Background**

A student census was administered between April and June 2019. In January 2020, a report was brought to the Board that summarized the data that was elicited through this process. This first report answered the question "Who are our students?" across the following 8 identities:

- Indigenous Identity
- Ethnic/Cultural Origins
- Racial Background
- Religion, Creed, Spiritual Affiliation or Belief
- Gender Identity
- Sexual Orientation
- Disability
- First Language(s) Learned

The continuation of this work explores the question "How are our students doing?". The *Anti-Racism Act, 2017* (ARA), section 2. (2) ([link to Ontario Regulation 267/18 under Anti-Racism Act, 2017, S.O. 2017 c. 15](#)), identifies the following four areas for data collection and reporting:

- Enrolment
- Credits granted
- Any Special Education received
- Suspensions and Expulsions

In addition to these areas of focus, the Anti-Racism Directorate's Data Standards provides more details around the analysis of outcomes which are to be addressed. Data Standard 28 specifically directs the analysis and reporting:

*“Racial disproportionalities and disparities can result from decisions that have the effect of privileging some and disadvantaging others. It is important to identify outcomes for individuals within a policy, program, service, or function, such as:*

- *Penalties, sanctions or fines*
- *Awards or privileges*
- *Promotions and appointments*
- *Access to appropriate treatments, services or programs*
- *Quality of treatment or experiences”* ([Link to PDF of Government of Ontario Data Standard 28, page 26](#))

The data standard places an emphasis on the importance of consultation, so that the outcome is “client-focused.” Although consultations had been planned for the Spring, these were delayed indefinitely as the system transitioned to support distance learning during a province-wide state of emergency due to the pandemic.

### **Analysis**

In their fact sheet “Racism and racial discrimination: Data collection” (2020), the Ontario Human Rights Commission outlines the situations that warrant the collection and analysis of data, based on race and other grounds. This document specifically notes that data collection and analysis is warranted where there is “evidence from other organizations or jurisdictions that a similar policy, program or practice has had a disproportionate effect on racialized persons.”

Given the disproportionate outcomes that have been documented in the Toronto District School Board and the long-standing questions that have been raised at past Board meetings by members of the Black community, this preliminary data collection and analysis of disproportionate outcomes within the DDSB is our starting point with the Student Census.

### **Which Identities are Summarized?**

Although data has been collected from students across eight identities, this report provides a system-level summary for three of the eight identities:

- Racial Identity: White, Black and South Asian
- Sexual Orientation: Straight and 2SLGBTQ+
- Religion: Christianity, No Religion, Islam

The inclusion of the summaries by religious and racial identities complies with the Anti-Racism Directorate’s Data Standard 27 which requires all school boards to “conduct analyses using primary units of analysis, namely the disaggregated categories of Indigenous identity and race.” These identities have been selected for analysis because they include large enough numbers of students sharing these identities to provide a significant statistical sample for a system-level summary. When summarized by grade and subjects, many of the results are suppressed due to the fewer than 15 students remaining in the data set.

As DDSB staff continue to analyze the input gathered by students from the five other identities, the results will be shared to initiate discussions and support planning. As the additional summaries become available, we will communicate the findings and present the information to the Board.

### **Indigenous Identity**

It is important to note that although Indigenous students may not be included in these summaries due to small numbers (<15), an analysis of disproportionality for students who identify as Indigenous has been completed. In every summary, students who identified as Indigenous had the greatest disproportionality of outcomes, as compared to all other groups.

### **Student Census Assumptions/Limitations/Key Findings**

- DDSB Student Census Assumptions/Limitations see Appendix A
- DDSB Student Census Key Findings see Appendix B

### **Student Census Analysis System Release**

#### Recognition of Indigenous Students Rights as Distinct

The Durham District School Board recognizes that “reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on [Indigenous Peoples’] education, cultures and languages” (Truth and Reconciliation Commission booklet, pg. 8). These ongoing legacies of colonialism continue to affect the dignity, innocence, and grace of Indigenous Peoples. The DDSB confirms its commitment to reconciliation.

Each student has the right to an education, free from racism and discrimination of any kind. Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinctive rights.

#### DDSB Student Census System Commitments

A series of system commitments have been established to help guide the work of the Student Census:

- a greater focus on efforts in supporting and reaching every student through a rigorous analysis of identity-based data;
- identifying and addressing all systemic barriers or discriminatory practices imposed upon students by virtue of the intersection of their identities and lived experiences, including, but not limited to Indigenous identity, ancestry, race, gender, gender identity, sexual orientation, classism, and other grounds covered by the *Human Rights Code*; and
- being transparent about the purpose of data collection so that individuals understand how the data is collected, used and disclosed.

As we work to meet these commitments the Student Census will provide the necessary data to inform the realization of the key initiatives and actions outlined in the 2020-2021 DDSB



Operational Goals. In addition, the Student Census will inform the actions of a number of System Strategic Plans and guiding documents including:

- Board Action Plan on Indigenous Education
- Equity and Diversity Strategic Plan
- Compendium for Action for Black Student Success
- Accommodating Creed in Schools
- Supporting our Transgender Students
- Special Education Plan
- Well-Being and Mental Health Strategic Plan
- Youth Development Strategy
- Early Years Strategic Plan

In addition to supporting System Strategic Plans and guiding documents, the analysis of the Student Census will provide the context that will inform inter-departmental planning and the re-centering of priorities in education with regards to human rights, wellness, and a learning environment that is focused on trust, respect and human dignity as well as student achievement and engagement.

This work will require ongoing learning, development and reflection in evolving existing frameworks and pedagogical practices that may seem disconnected from anti-oppression on the surface but significantly impact student learning and well-being. Every decision that is made within educational systems has the potential to either amplify or silence voice. Removing barriers and improving learning experiences will require all staff to think fundamentally different with regard to teaching, learning, discipline and relationships. Examples of where a framework has been implemented, includes the Dress Code Policy, CRRP Anti-Oppression Strategy and the Progressive Discipline Policy.

### **DDSB Student Census School Commitments**

The exploration of innovative practices which include Indigenous knowledge systems and culturally relevant and responsive pedagogies will help bridge gaps, eliminate existing barriers to student achievement and well-being, and enable all students to thrive so that their full identity is honoured and can flourish.

### **Support for Schools**

The analysis of the Student Census Data will be shared with schools beginning February 2021. The Development Team will work with school leaders to use the analysis to inform school learning plans over the course of Spring 2021. As well, a number of tools will be used by school leaders to deconstruct the Student Census Data in support of equitable outcomes for all students. One such tool is *The Equity Continuum Framework*. This framework provides multiple entry points for school teams to implement, measure and monitor whole-school pedagogical approaches and practices that are culturally responsive, relevant and anti-oppressive in design. The *Framework* covers seven areas of equitable practice in guiding the school improvement planning process: i) Classroom

Climate and Instruction, ii) School Climate, iii) Student Voice and Space, iv) Family/Caregiver-School Relations, v) School Leadership, vi) Community Connections, and vii) Culture of Professional Development. ([Link to PDF of the Equity Continuum Sample Page](#))

### **Community Engagement – Report Back**

With the initial analysis of the census completed, we are currently in the process of preparing the results to report back to the DDSB community. The timeline for this to occur is the Spring of 2021 and will happen through consultation with the Affinity Networks of the DDSB. This includes providing the de-identified data summaries in the following areas:

- Attendance
- Student Achievement
- Programming (IEP, ELL, French Immersion)
- Pathway Selection
- Suspension
- Graduation
- Confirmation of Post-Secondary University Choice

### **Outcome of the Community Engagement Sessions**

- Listen to the community's needs and priorities
- Consultation with affected communities is focused on engagement, reflective in nature, and set in good faith
- Being transparent about data collection so that individuals understand how the data is collected, used and disclosed
- Engage community voice in identifying and addressing all systemic barriers or discriminatory practices imposed upon students by virtue of the intersection of their identities and lived experiences, including, but not limited to Indigenous identity, ancestry, race, gender, sexual orientation classism, and other grounds covered by the Ontario *Human Rights Code*

## **4. Financial Implications**

The DDSB was approved in May 2018 by the Ministry of Education as one of 30 Boards to receive funding for a Student Identity Collection Project. As one of the approved Boards, the DDSB has proceeded with this project.

## **5. Evidence of impact**

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

- Schools drawing on the voices and realities of our students to make responsive programming decisions
- Schools ensuring their programming is authentic and reflects the lived experiences and abilities of all learners

- Schools building the collective capacity and leadership of all students, staff and communities
- Schools utilizing student equity data, inclusive of everyone, to determine patterns of success
- All classrooms and schools honouring the voices and lived realities of parents, families and communities in local and global contexts
- The Durham District School Board having trained educators who understand and lead the fundamental principles of the CRRP

## **6. Conclusion**

This report is respectfully submitted to the Trustees for information.

## **7. Appendices**

Appendix A – Census Assumptions/Limitations

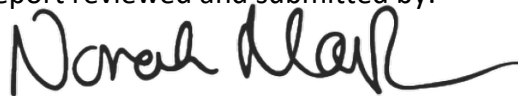
Appendix B – Key Data Observations

Appendix C – Preparation for the Launch of the Student Census 2.0 in Fall of 2021

Appendix D – Toronto District School Board Context

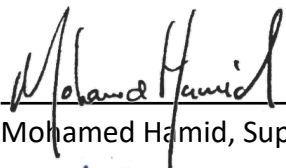
Appendix E – References

Report reviewed and submitted by:



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Norah Marsh, Director of Education



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Mohamed Hamid, Superintendent of Education



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Margaret Lazarus, Superintendent of Education



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Erin Elmhurst, Acting Superintendent of Education

## Census Assumptions/Limitations

### Response Rate

Overall, 37% of students from Kindergarten to Grade 12 participated in the Student Census with 30% of students in K-6 and 46% of students in 7-12 participating. Although this response rate is consistent with other system surveys, such as the School Climate Survey, it is lower than the response rates of other school boards:

- York Region DSB
  - K-6, 30%
  - 7-12, 90%
- Toronto DSB
  - 4-6, 91%
  - 7-8, 94%
  - 9-12, 85%
- Peel DSB
  - K-3, 62%
  - 4-8, 87%
  - 9-12, 93%

Although the response rate is lower than other boards, there has been sufficient participation to meaningfully explore the proportional outcomes for several student identities.

### Non-participation (who is not represented?)

There are four reasons for non-participation in surveys:

- **Awareness:** If people are unaware of the survey: Prior to the census, we communicated to the system through the website, social media, email invitations and voice mail notices, community sessions to draw attention to the census and respond to questions and concerns. During the census, we provided additional invitations and reminders and extended the census to the end of June to accommodate as many people as possible who chose to participate.
  - How we could improve: Public reports like the presentation to Board in January 20, 2020 and this presentation, raises awareness in the community and make the work visible and more concrete. The integrated work across departments that will emerge from this data, will also raise awareness and contribute to our communication around the administration of another census.

- **Access:** Who was invited, who was excluded. Our system communication raised awareness and we provided both online (our primary collection tool) as well as paper-format surveys. The surveys were also available in several languages.
  - How we could improve: The Student Census Data will help us to provide translations in specific languages. Having student email addresses will help us reach each student directly.
- **Availability:** We asked administrators and their staff to provide time during the school day for students to have the option to participate in the Student Census. This may have been more of an issue for families that completed the K-6 surveys.
  - How we could improve: Gather feedback as part of the report back from the Community Engagement Sessions to inform the Student Census 2.0.
- **Trust:** This is a new process for the DDSB. Some families and students may not feel comfortable sharing their identities with us until they see how the information is being used.
  - How we could improve: We must communicate with families widely to demonstrate how the Student Census Data is being used and shared and how the impact of the data will improve student outcomes.

### Limitations of the Student Census

This summary of achievement by DDSB Student Census Data is a small snapshot of the analysis to date on how some of our students are doing. Although the work continues to expand, this summary does not capture data relating to:

- Identities and outcomes of students who did not participate in the census
- Well-being and student experiences
- Socio-economic status
- Identity groups that are less represented in the Student Census
- Trauma and Adverse Childhood Experiences (ACEs)
- Intersectionality or overlapping identities
- The full scope of 2SLGBTQ+ identities (likely under-reported)

While the Student Census provided us with a strong base of actionable data, we would like to stress that the Census was not able to capture data relating to ALL identities and experiences that might impact student opportunities to thrive at school (by virtue of systemic barriers).

All types of data collection will have limitations, and we will work to progressively minimize these limitations going forward by:

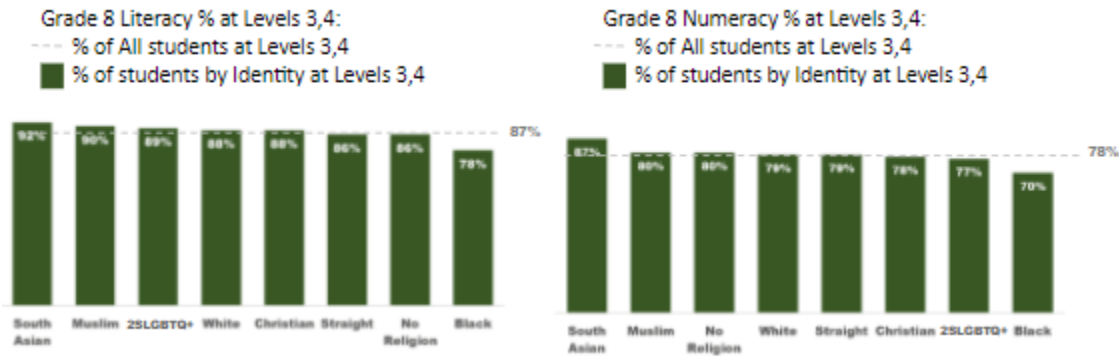
- working to improve the Student Census Data participation in future collection years
- triangulating the Student Census data with other forms of quantitative data (survey-based/statistical) and qualitative data (interview-based/experiential)

We know that there are many more ways students are marginalized within our system. Disproportionalities in these and other outcomes, as well as in student experiences, are due to systemic biases and practices that disadvantage racialized, Indigenous, and 2SLGBTQ+ students, but also students who are living in poverty, students who are differently-abled, students who learn/focus/socialize differently, students who have experienced trauma or other adverse experiences, students whose religious beliefs are minoritized, etc. We also know that many DDSB students hold many of these layers of identity and experience. Effective system interventions will require us to consider as many layers as possible. This data is therefore a point of departure – a signal of where we need to go.

## Key Data Observations

The scope of analyses in this report is academic data summaries limited to the 2018-2019 school year. The results presented are based only on those who participated in the Student Census and shared their identity. The graphs presented show proportions from each racial, religious or orientation identity group (unless otherwise indicated). Identity categories with fewer than 15 responses have been excluded from reporting.

### Elementary Achievement: Grade 8 Literacy and Numeracy

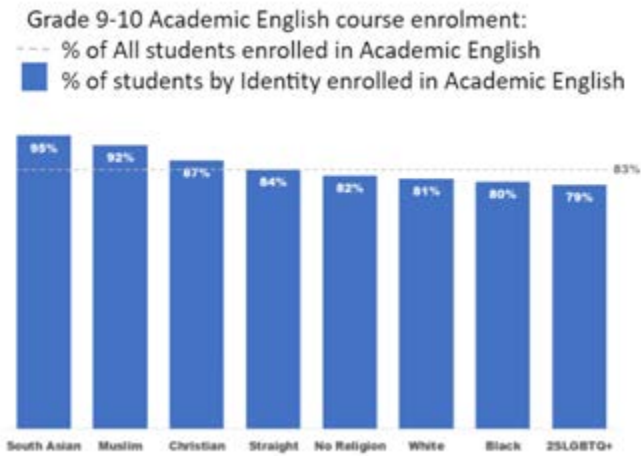


This graph presents the percentage of Grade 8 students of each identity achieved at Levels 3 and 4 in Literacy and Numeracy at the end of the 2018-2019 school year. Each green bar represents a racial, religious and orientation identity. The dotted lines represent the percentage for all Grade 8 students that achieved Levels 3 and 4 who participated in the Student Census.

On the left, Grade 8 Literacy, the highest outcome is 92% for students who selected South Asian as part of their racial background. The lowest outcome is 78% for students who selected Black as part of their racial background. The difference between these two points is 14%.

On the right, Grade 8 Numeracy, the highest outcome is 87% for students who selected South Asian as part of their racial background. The lowest outcome is 70% for students who selected Black as part of their racial background. The difference between these two points is 17%.

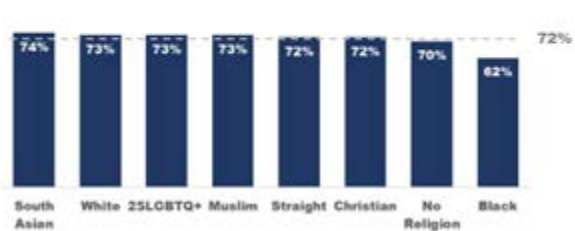
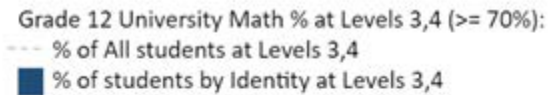
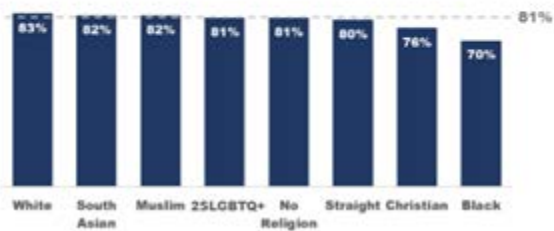
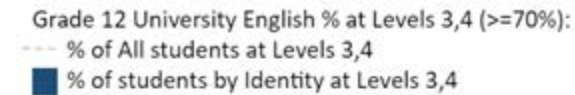
### Course Enrolment: Grade 9 and 10 Academic English



This graph presents the percentage of Grade 9 and 10 students of each identity that were enrolled in Academic English in the 2018-2019 school year. Each blue bar represents a racial, religious or orientation identity. The dotted line represents the percentage for all Grade 9 and 10 students enrolled in Academic English who participated in the Student Census.

The greatest proportion of students is 95% of students who selected South Asian as part of their racial background. The lowest proportion of students is 79% of students who selected a 2SLGBTQ+ orientation. The difference between these two points is 16%.

### Secondary Achievement: Grade 12 University English and Mathematics



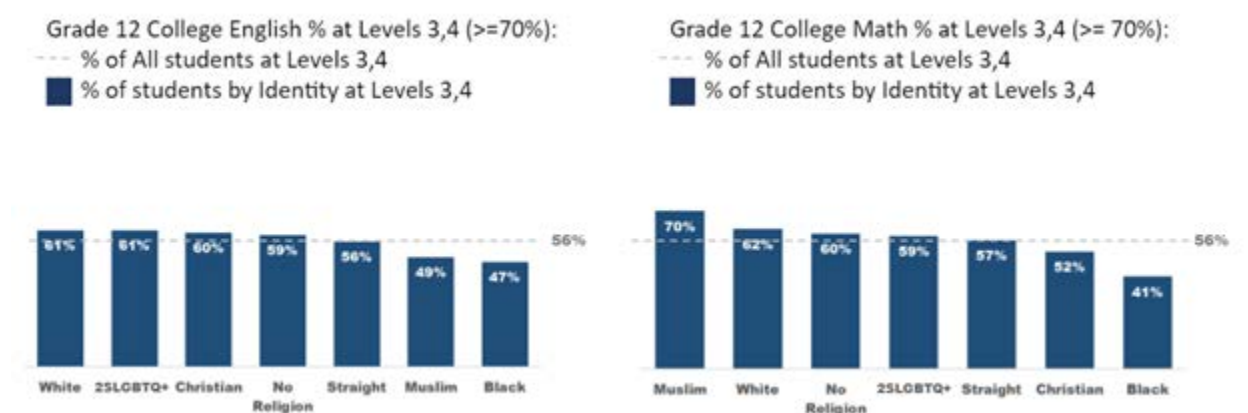


This graph presents the percentage of Grade 12 students of each identity that achieved 70% or higher in University English and University Mathematics in the 2018-2019 school year. Each blue bar represents a racial, religious or orientation identity. The dotted lines represent the percentage for all Grade 12 students that achieved 70% or higher who participated in the Student Census.

On the left, Grade 12 University English, the highest outcome is 83% for students who selected White as part of their racial background. The lowest outcome is 70% for students who selected Black as part of their racial background. The difference between these two points is 13%.

On the right, Grade 12 University Math, the highest outcome is 74% for students who selected South Asian as part of their racial background. The lowest outcome is 62% for students who selected Black as part of their racial background. The difference between these two points is 12%.

## Secondary Achievement: Grade 12 College English and Mathematics

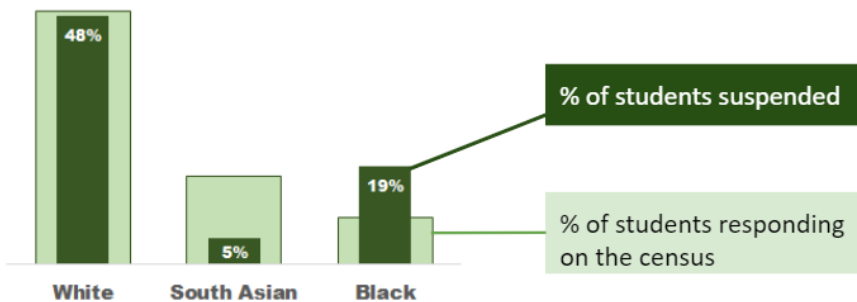


This graph presents the percentage of Grade 12 students of each identity that achieved 70% or higher in College English and University Mathematics in the 2018-2019 school year. Each blue bar represents a racial, religious or orientation identity. The dotted lines represent the percentage for all Grade 12 students that achieved 70% or higher who participated in the Student Census. Please note that the South Asian identity is omitted due to a low sample of this group for analysis.

On the left, Grade 12 College English, the highest outcome is 61% for students who selected White as part of their racial background. The lowest outcome is 47% for students who selected Black as part of their racial background. The difference between these two points is 14%.

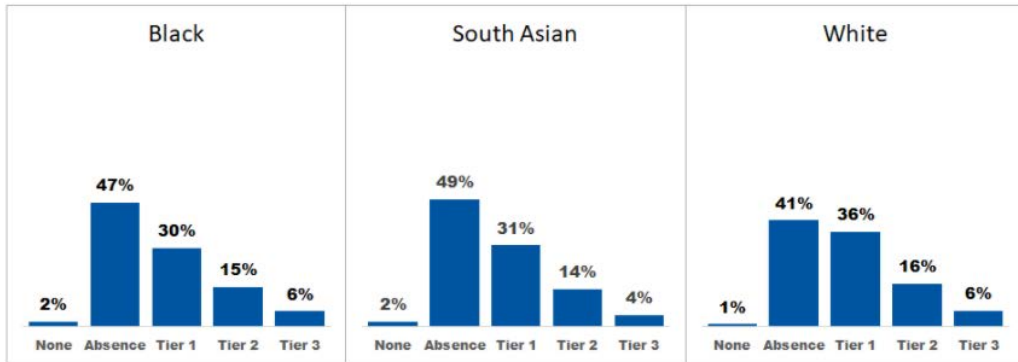
On the right, Grade 12 College Math, the highest outcome is 70% for students who selected Muslim as part of their religious and spiritual beliefs. The lowest outcome is 41% for students who selected Black as part of their racial background. The difference between these two points is 29%.

### Suspensions: Elementary and Secondary Students



This graph presents the percentage of students by racial identity shared on the census (in light green) who were also suspended (in dark green). Students who identified as White had equivalent proportions of suspensions than their representation in the Student Census. Students who identified as South Asian had lower proportions of suspensions than their representation in the Student Census. Students who identified as Black had higher proportions of suspensions than their representation in the Student Census.

### Attendance: Elementary and Secondary Students

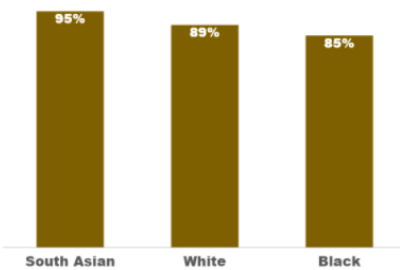


This graph presents the percentage of students that have been absent by tiers of absenteeism. The tier categories for absences are arranged from left to right and are coded as follows: None (present every day), Absence (fewer than 9 days absence), Tier 1 (9 days absence to fewer than 18 days absent), Tier 2 (18 days absent to fewer than 32 days absent), and Tier 3 (32 days absent or more).

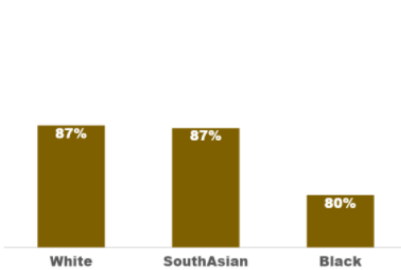
Students who identify as Black and students who identify as White had higher proportions of Tier 3 absenteeism.

### Graduation and University Access

% Graduating in 4 Years by Racial Identity



% Confirming at an Ontario University by Racial Identity

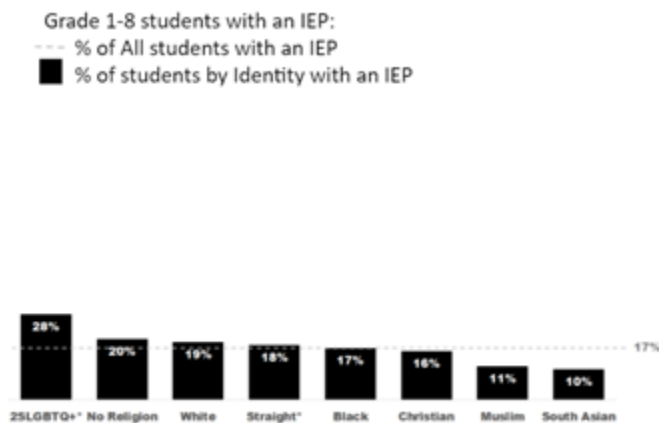


These graphs present the percentage of students who Graduated in 4 years and the percentage of students who confirmed in an Ontario university. The confirmations were calculated as the number of confirmations divided by the number of applications.

On the left, 4 Year Graduation, the highest outcome is 95% for students who selected South Asian as part of their racial background. The lowest outcome is 85% for students who selected Black as part of their racial background. The difference between these two points is 10%.

On the right, Ontario University Confirmation, the highest outcome is 87% for students who selected White as part of their racial background. The lowest outcome is 80% for students who selected Black as part of their racial background. The difference between these two points is 7%.

### Programming: Grade 1-8 with an Individual Education Plan (IEP)



This graph presents the percentage of students in Grade 1-8 that have an Individual Education Plan (IEP) in the 2018-2019 school year. Each black bar represents a racial, religious and orientation identity. The dotted line represents the percentage for Grade 1-8 students that have an IEP who participated in the Student Census. Please note that for 2SLGBTQ+ and Straight orientations, results are based on students in Grade 7 and 8 only, as the question about sexual orientation was asked of students in Grades 7 and 8 in the Student Census, and not of students in lower grades.

The greatest proportion of Grade 7 and 8 students is 28% of students who selected a 2SLGBTQ+ sexual orientation. The lowest proportion of students is 10% of students who selected South Asian as part of their racial background. The difference between these two points is 18%.

## Programming: Grade 1-8 Enrolled in French Immersion

Grade 1-8 students enrolled in French Immersion:

--- % of All students enrolled in French Immersion

■ % of students enrolled in French Immersion



This graph presents the percentage of students in Grade 1-8 who were enrolled in French Immersion in the 2018-2019 school year. Each black bar represents a racial, religious and orientation identity. The dotted line represents the percentage for Grade 1-8 students that have an IEP who participated in the Student Census. Please note that for 2SLGBTQ+ and Straight orientations, results are based on students in Grade 7 and 8 only, as the question about sexual orientation was asked of students in Grades 7 and 8 in the Student Census, and not of students in lower grades.

The greatest proportion of students is 23% of students who selected Black as part of their racial background. The lowest proportion of Grade 7 and 8 students is 8% of students who selected Straight as part of their sexual orientation. The difference between these two points is 15%.

## Preparation for the Launch of Student Census 2.0 in Fall 2021

A key component of the Community Engagement Sessions and report back will be to respond to feedback gathered from the Student Census 1.0 (Spring 2019) around the following four areas of Non-Participation:

- Availability
- Awareness
- Access
- Trust

The goal is to use the Community Engagement Sessions to increase participation by providing as much information to the community through responsive and relevant methods to support community questions around the first three points. To support trust building, a core component of the Community Engagement Sessions will be to give specific examples of how we are meeting the purpose of the Student Census (below):

**Purpose:** To gain a clearer understanding of who our students are in order to support equity, student achievement, and well-being.

The Student Census findings will help the Board and our schools to:

- better understand student populations and school communities
- further support student success, inclusion and well-being
- establish effective programs and allocate resources to where they are needed most

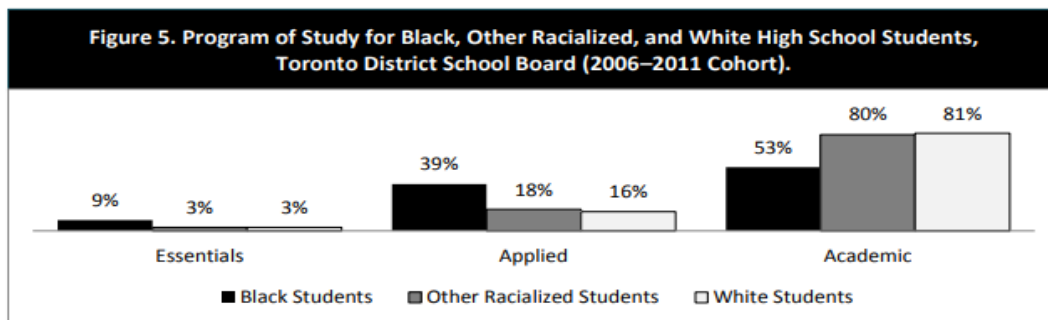
As well as demonstrating clear examples of our commitments (below):

- more intentionally focusing efforts in supporting and reaching every student through rigorous analysis of identity-based data;
- exploring innovative practices including Indigenous knowledge systems and pedagogies and culturally relevant and responsive pedagogies that will help bridge gaps, eliminate existing barriers to student achievement and well-being, and enable all students to thrive (their full identity is honoured and can flourish);
- identifying and addressing all systemic barriers or discriminatory practices imposed upon students by virtue of the intersection of their identities and lived experiences, including, but not limited to Indigenous identity, ancestry, race, gender, classism, and other grounds covered by the Ontario *Human Rights Code*; and
- being transparent about data collection so that individuals understand how the data is collected, used and disclosed.

## Toronto District School Board Context

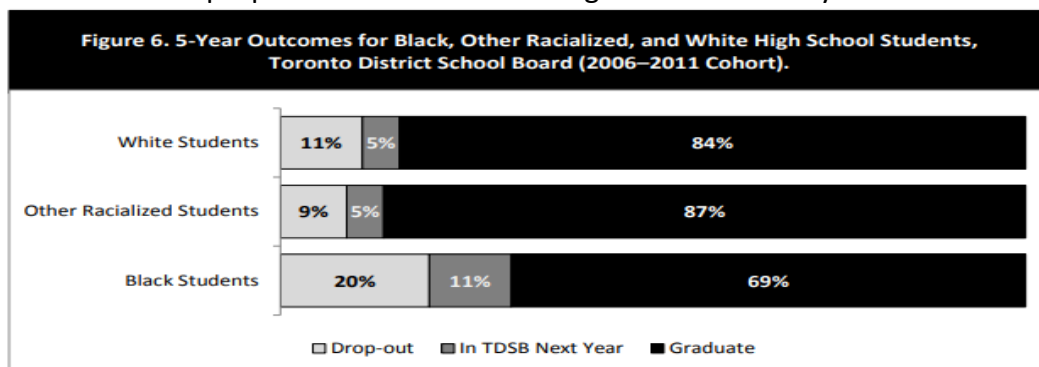
In the 2017 study “Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area”, Dr. James and Co-Investigator Turner draw on data and research studies from across the GTA on the educational outcomes for Black students. Data collected by the Toronto District School Board revealed:

- A greater proportion of Black students:
    - Are enrolled in Applied courses (39%)
    - Drop-out (20%)
    - Do not apply to post-secondary (43%)
    - Have at least one suspension (42%)
  - A smaller proportion of Black students:
    - Are enrolled in Academic courses (53%)
    - Graduate by the 5<sup>th</sup> year (69%)
    - Confirm in an Ontario University (25%)
    - Have no suspensions (58%)
- “A smaller proportion of Black students are enrolled in the Academic program of study, while a larger proportion of Black than White and other racialized students were enrolled in the Applied and Essentials programs” (pg. 29)



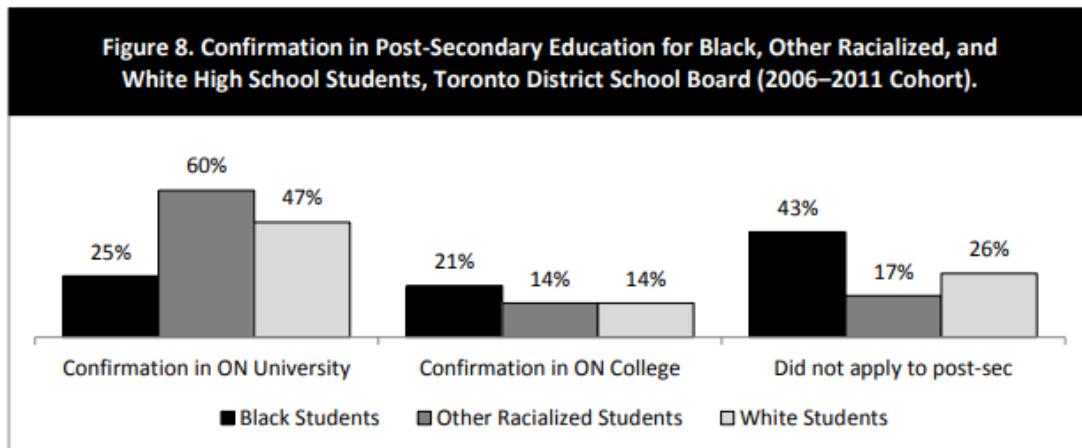
Source: York Centre for Education and Community/Toronto District School Board, 2015.

- A smaller proportion of Black students graduated after 5 years.



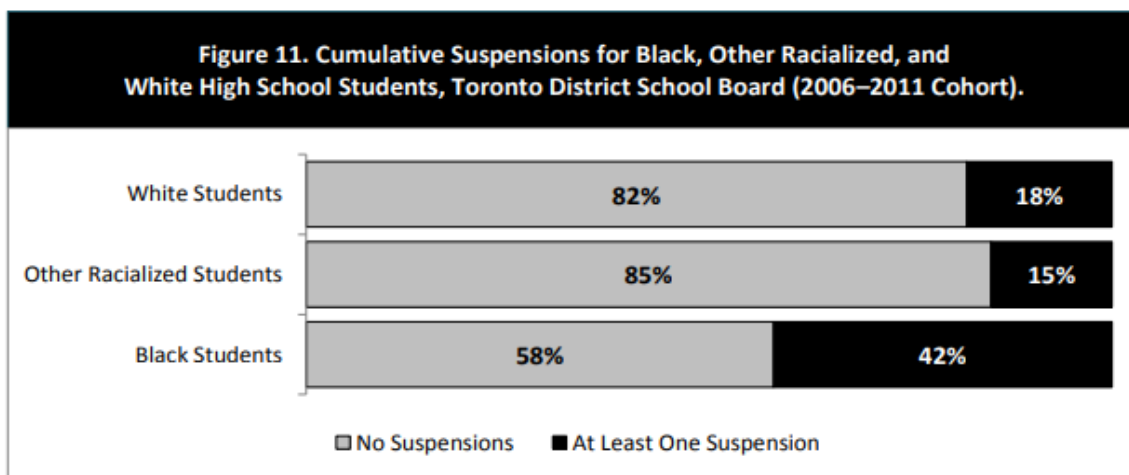
Source: York Centre for Education and Community/Toronto District School Board, 2015.

- A small proportion of Black students applied to and were accepted by an Ontario University. (pg 32)



Source: York Centre for Education and Community/Toronto District School Board, 2015.

- Black students were more than twice as likely as their White and other racialized peers to have been suspended at least once during high school.” (pg. 35)



Source: York Centre for Education and Community/Toronto District School Board, 2015.



## References

James, C.E. & Turner, T. (2017). **Towards race equity** in education: The Schooling of Black Students in the Greater Toronto Area. Toronto, ON: York University. [Link to document](#)

Ontario Human Rights Commission. (2020). Racism and racial discrimination: Data collection (fact sheet). [Link to website](#)

York Region District School Board Every Student Counts Response Rates – Link to article in [Newmarket Today](#)

Toronto DSB Student Census Return Rates - [Link to document](#)

Peel DSB Student Census Return Rates - [Link to document](#)

DDSB Census Report – [Link to document](#)

**50**  
**DURHAM DISTRICT SCHOOL BOARD**  
**ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** February 16, 2021

**SUBJECT:** Anti-Black Racism Strategy Update

**PAGE NO.** 1 OF 6

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

**1. Purpose**

The purpose of this report is to provide Trustees with an update on the work that DDSB is doing as part of its ongoing efforts to address anti-Black racism.

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

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

- Empower students to succeed in school and life

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

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

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

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

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

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

### **3. Background**

The Durham District School Board continues to uphold equity and inclusivity as essential in ensuring excellence in all schools. In accordance with the *Canadian Charter of Rights and Freedom*, the *Ontario Human Rights Code*, and as outlined in PPM No. 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*, the District is committed to the elimination of discrimination and discriminatory barriers that may exist whether because of commission or omission.

The Anti-Racism Directorate (ARD), established by the Government of Ontario, works to eliminate systemic racism in government policies, decisions, and programs and advance racial equity in broader public-sector organizations for Black, Indigenous, and racialized populations. The ARD recognizes the United Nations International Decade for People of African Descent (2015-2024) to formally acknowledge that people of African descent represent a distinct group whose rights must be promoted and protected.

The ARD has developed the Anti-Black Racism Strategy, a roadmap for addressing anti-Black racism. This strategy "targets systemic racism in policies, decisions, and programs and helps our education system move towards long-term systemic change. Systemic racism occurs when institutions or systems create or maintain racial inequity, often because of hidden institutional biases in policies, practices, and procedures that privilege some groups and disadvantage others." (Anti-Black Racism Strategy, 2017) The vision of the ARD is the elimination of disparity outcomes for Black Ontarians in education.

To strengthen our capacity as a system, the DDSB developed and launched the Equity Strategic Plan in 2018, which identifies five key priorities:

- Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing;
- Challenge and change structures, tools, and practices that create barriers to success and engagement for students, staff, or school community members;
- Diversify the staff complement and cultivate climates where staff, students, and families from many communities and social realities feel valued and optimistic about their involvement in the organization;
- Partner with community leaders, agencies, and services to serve the needs of our students, staff, and communities reflecting their diverse lived experiences and social realities; and
- Implement the principles of Inclusive Design.

The Culturally Relevant and Responsive Pedagogy (CRRP) Toolkit, Web Tool, Critically Conscious Practitioner Inquiries, and strategic partnerships allow for the knowledge building required to operationalize all five priority areas, in all things related to understanding, addressing, and dismantling anti-Black racism.

#### **4. Analysis**

DDSB's commitment to the Anti-Black Racism Strategy has been clearly communicated through the release of the Compendium of Action for Black Student Success. The eight strategies outlined in the Compendium are contextualized by the importance of our response to the social and cultural realities of families. The Board is committed to establishing real and sustainable change through the building of relationships that address system issues and promotes community voice.

The following are highlights of DDSB's responsive approach to anti-Black racism:

##### **Partnership with Ontario's Anti-Racism Directorate**

The Ontario's Anti-Racism Directorate approved a grant for the District's continued work to implement the actions outlined in the Compendium of Action for Black Student Success with a specific focus on the professional development of DDSB school teams. In partnership with Dr. Nicole West-Burns, a professional development consultant who has worked with educators from several school boards across Ontario, the Equity Department is providing the following training for staff and school teams:

##### **Staff Training: *Let's Do This: Preparing to Disrupt and Dismantle Anti-Black Racism***

Let's Do This: Preparing to Disrupt and Dismantle Anti-Black Racism professional development series supports educators and staff with opportunities for knowledge building in the areas of Black Canadian History and the systemic barriers that exist for different groups of students. Participants also explore their experience with race and racism and develop a plan of action to disrupt and dismantle anti-Black racism within the sphere of their influence in their unique work environments. Teachers at DDSB@Home elementary and secondary campuses, facilitators, managers, Inclusive Student Services, administrators, and superintendents participated in this professional learning series. This series has been incorporated into the existing CRRP Tool Kit and CRRP website to inform and support educators with implementing racial equity in DDSB schools for Black, Indigenous, and other racialized populations.

##### **Cohort Training for School Teams**

A series of professional learning sessions in partnership with Dr. Nicole West-Burns will support implementing CRRP with a cohort of 16 school teams from each Family of Schools and school teams from DDSB@Home elementary and secondary to understand, disrupt and dismantle anti-Black racism within their schools. Through the six sessions, school teams will understand the historical and present-day context of anti-Black racism. They will also have opportunities to reflect on their thinking and collaborate with staff to support the work of addressing and dismantling anti-Black racism that exists in their schools and classrooms. The professional learning sessions will include the following:

- Preparing for anti-racism work: vocabulary, history and current context;
- Exploration of anti-Black racism in education and the impact on students;

- Exploration of self: early messages, socialization, unpacking of identity and ideologies of white supremacy;
- Developing a critically conscious practitioner inquiry: questions, collaboration and developing a plan of action;
- Exploring pedagogical approaches and curriculum frameworks to embed anti-racism principles in the curriculum; and
- Culminating/sharing: determining next steps in the implementation of a critically conscious practitioner inquiry.

### **Black History Resources**

A Black History Month resource for schools was created in 2020 and revised in 2021. The document highlights activities that schools across the district engaged in to recognize Black History Month. It includes a compilation of school activities by grade, subject, division, and schoolwide. A list of student and teacher resources and information are available to expand their learning. Teachers can use the document to assist them in integrating Canadian Black History into the curriculum.

When teachers include Black History programming in their classroom studies, they challenge and transform the program by presenting multiple curricular perspectives.

### **Black History Resource – French Version**

A team of elementary and secondary French educators is currently working to create a French version of the Black History resource and a list of Canadian Black History French books.

### **Black History Month Resource PowerPoint**

The Equity Department created a series of PowerPoint slides depicting Black Canadians and their accomplishments. These slides can be used in various ways throughout February to highlight the contributions and achievements of Black Canadians. Although designed with Black History Month in mind, educators can use the slides throughout the school year.

### **Compendium of Action for Black Student Success Review Committee**

A committee consisting of teachers, administrators, and parents has been meeting since the Fall to review the Compendium of Action for Black Student Success. The Committee examines the action items in the current document to make recommendations for updates and addendums to the resource.

### **Coaching, Mentoring, and Job Embedded Work**

#### **Equity Leads**

Equity lead administrators are in place for each Family of Schools (FOS). The equity lead assesses the needs of the FOS and works in tandem with the Equity Department and schools in their area to provide the support that will help to mobilize the anti-oppression work and the work of the CRRP. School leaders have supports in place to apply their learning in the areas that will be most impactful for equitable student outcomes. The equity lead role allows the

Equity Department to have a broader reach in working through a trifecta model of professional learning: knowledge building, coaching, mentoring, and job-embedded practice.

### **Secondary Schools**

From September to December 2020, DDSB secondary schools have been developing their critical consciousness to disrupt anti-Black racism. Of the twenty-one secondary schools, sixteen have actively started this work with their staff. The coaching and mentoring continue to gain strides as it moves beyond administrators to the all field staff. Secondary School Equity Teams and Staff Leadership groups (department heads, assessment, and evaluation committees) are now collaborating with the Equity Department to engage in staff presentations during department and staff meetings.

Several schools have started to embed new equitable practices, focusing on addressing anti-Black racism, within their instruction and assessment. They are in the process of developing measurable data to support changes that will result in proportional outcomes for all individuals, particularly Black students.

### **Parent Advisory Committee**

The Parent Advisory Committee was created in partnership with the Durham Black Educators Network to hear the Black community's questions, concerns, and suggestions. The committee meets monthly and held its first parent networking session in November 2020. The committee has identified Special Education as one area of focus.

### **Partnership with Parent Involvement Committee (PIC)**

The Equity Team gave a presentation to the PIC on the Compendium of Action for Black Student Success in the fall of 2020. Subsequently, the Equity Team members are currently working with PIC on a parent engagement speaker series, "How to Talk to Your Children about anti-Black Racism." This collaboration between departments is reciprocal as the PIC members indicated their interest in supporting the Black Parent Advisory Committee's work.

### **Building Capacity and Foundational Knowledge in Anti-Black Racism via Book Talks**

Recognizing that contextual knowledge is critical when discussing anti-Black racism, the Equity Department is currently hosting monthly book talks during the Family of Schools' meetings. Fifty administrators from across the district meet monthly to prepare engaging book talks using webinars, YouTube video clips, podcasts, and reflective questions from the Family of Schools' monthly meetings. Through these focused book talks, administrators have the opportunity to examine their knowledge, beliefs, and practices in order to develop strategies to address issues of racism in their schools.

## **5. Financial Implications**

All costs incurred for these initiatives are covered by the grant received from Ontario's Anti-Racism Directorate and the Equity Department.

**6. Evidence of impact**

Given that we are in the process of building awareness with all staff of what anti-Black racism is and the strategies that we can use to disrupt it, we will know we have been successful when as a District, we see evidence of where we are making a difference:

- Schools drawing on the voices and realities of students to make responsive programming decisions;
- Schools ensuring their programming is authentic and reflects the experiences and potential of all learners;
- Schools building the collective capacity and leadership of all students, staff, and communities to understand and disrupt anti-Black racism; and
- The DDSB having trained educators to understand the fundamental context of anti-Black racism and to use effective strategies to eliminate it.

We are currently collecting quantitative and qualitative data with the assistance of the Accountability and Assessment Department's to measure impact and inform the next steps required to dismantle anti-Black racist structures.

**7. Conclusion and/or Recommendations**

The Equity Department will continue to work with and train all stakeholders to ensure equitable outcomes for all students and increase an understanding of the impact of anti-Black racism.

Report reviewed and submitted by:



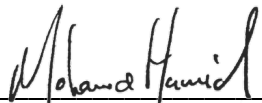
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Norah Marsh, Director of Education



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



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

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** February 16, 2021

**SUBJECT:** Preliminary Budget Planning

**PAGE NO.** 1 of 3

**ORIGIN:** Norah Marsh, Director of Education  
David Wright, Associate Director of Corporate Services  
Jennifer Machin, Senior Manager of Finance

### 1. Purpose

The purpose of this report is to seek approval from the Board of Trustees on the Education Finance Committee meeting dates for the development of the 2021-2022 Board budget, with the integration of Multi-Year Strategic Planning to enhance organizational direction.

### 2. Background

Creating an organized plan that identifies the guiding principles (attached as Appendix A), that will be followed when making budget decisions, is critical to ensure Ministry directed timelines are adhered to by the District. The budget process ensures support for the strategic plan and allocates resources to support quality implementation of the Board's operational priorities.

A strong plan not only points the way forward, it provides a framework for how to get there by:

- Detailing the allocation of the Board's resources among its strategic priorities and operational goals;
- Functioning as a guide for the Board of Trustees and Senior Administrators when they are making difficult choices;
- Illustrating to stakeholders how decisions are made;
- Focusing the Board's attention when it is dealing with unexpected challenges, and thus preventing reactive or short-sighted decision making;
- Creating a shared vision for diverse internal and external stakeholders;
- Motivating the District's staff and giving employees at every level of the organization a sense of purpose;
- Evaluating data to inform decision making;
- Reviewing and revising the Ignite Learning Operational Goals to ensure they are responsive and reflect student, staff and system needs;
- Ensuring responsible allocation of fiscal responsibilities.



**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

### 3. Analysis

Below is the contemplated budget schedule, which factors in the approximate timing of the release of the required information and materials. Depending upon the Ministry of Education's timing, it is possible that adjustments may be required. Staff will facilitate consultation on the draft budget and provide Trustees with key themes that emerge from the consultation.

<b>Date</b>	<b>Meeting Type</b>	<b>Time</b>	<b>Purpose</b>
Wednesday, March 31, 2021	Public	6:00 p.m.	<ul style="list-style-type: none"> <li>• 2021-2022 Preliminary Budget Analysis</li> <li>• Public Deputations</li> </ul>
Wednesday, May 5, 2021	In Camera	6:00 p.m.	<ul style="list-style-type: none"> <li>• Overview of the 2021-2022 GSN</li> </ul>
Wednesday, May 19, 2021	In Camera	6:00 p.m.	<ul style="list-style-type: none"> <li>• Presentation of draft budget</li> </ul>
Wednesday, May 19, 2021	Public	7:00 p.m.	<ul style="list-style-type: none"> <li>• Overview of the 2021-2022 GSN</li> </ul>
Wednesday, June 2, 2021	In Camera	6:00 p.m.	<ul style="list-style-type: none"> <li>• Presentation of updated draft budget from May 19, 2021 meeting.</li> </ul>
Wednesday, June 2, 2021	Public	7:00 p.m.	<ul style="list-style-type: none"> <li>• Presentation of draft budget</li> <li>• Budget Consideration and Recommendation to Board for June 21, 2021 Board meeting.</li> </ul>
Wednesday, June 9, 2021 (if required)	In Camera	6:00 p.m.	<ul style="list-style-type: none"> <li>• Presentation of updated draft budget from June 2 meeting, if required.</li> </ul>
Wednesday, June 9, 2021 (if required)	Public	7:00 p.m.	<ul style="list-style-type: none"> <li>• Budget Consideration and Recommendation to Board for June 21, 2021 Board meeting, if required</li> </ul>

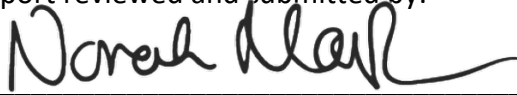
### 4. Recommendation

It is recommended that the Board of Trustees approve the 2021-2022 meeting schedule for the Education Finance Committee.

5. Appendices

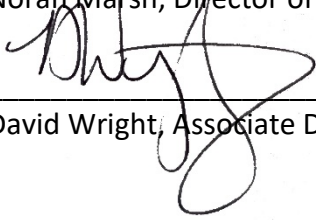
Appendix A – Guiding Principles

Report reviewed and submitted by:



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Norah Marsh, Director of Education



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David Wright, Associate Director of Corporate Services

Guiding Principles

Durham District School Board should follow a set of guiding principles that will be referenced when developing the annual Board budget. These guiding principles will help define key criteria for making budget decisions.

- That the focus will be student-centred.
- The allocation of financial resources will be aligned to match system and operational goals and priorities identified in the Multi-Year Strategic Plan.
- We will invest in the future of the organization by focusing on leadership, equity, engagement, and innovation that supports student success and well-being.
- Budget decisions will support student and staff equity and human rights.
- Engaging in a collaborative budget process will assist in setting priorities.
- Budget decisions will ensure strong fiscal responsibility into the future.

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**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** February 16, 2021

**SUBJECT:** School Year Calendar 2021-2022

**PAGE:** 1 of 4

**ORIGIN:** Norah Marsh, Director of Education and Secretary of the Board  
David Wright, Associate Director of Corporate Services as Treasurer of the Board  
Jim Markovksi, Acting Associate Director of Academic Services  
Paul Brown, Operations Officer

**1. Purpose:**

To seek approval from Trustees of the proposed consultative process for stakeholder input of the draft School Year Calendars for 2021-2022.

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

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

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

**3. Background:**

Regulation 304 of the Education Act requires school boards to submit proposed school year calendars to the Ministry of Education for approval on or before the first day of May. School Year Calendars that adopt a modified school year must be submitted on or before the first day of March.

According to Regulation 304, a regular school year is the period between September 1 and June 30. The school year shall include a minimum of 194 school days of which three days must be designated as professional development (PD) days that are devoted to specific provincial education priorities. In addition, school boards may designate up to four days as board-designated PD days. The remaining school days shall be instructional days. A school board may designate up to 10 instructional days as examination days for secondary schools.

**4. Analysis:**

For the 2021-2022 School Year, the Durham District School Board (DDSB) is proposing four calendars that follow Regulation 304: (See Appendices)

## Elementary Regular Calendar

- Two PD days prior to the Labour Day weekend (Wednesday, September 1, 2021 and Thursday, September 2, 2021)
- Friday, September 3, 2021 is a Board holiday
- Students begin classes after Labour Day on Tuesday, September 7, 2021
- Friday prior to March Break is a Board holiday (Friday, March 11, 2022)

## Elementary Modified Calendar

- Students begin classes on Monday, August 9, 2021
- Two PD days prior to the Labour Day weekend (Wednesday, September 1, 2021 and Thursday, September 2, 2021)
- Friday, September 3, 2021 is a Board holiday

## Secondary Regular Calendar

- Two PD days prior to the Labour Day weekend (Wednesday, September 1, 2021 and Thursday, September 3, 2021)
- Friday, September 3, 2021 is a Board holiday
- Students begin classes after Labour Day on Tuesday, September 7, 2021
- Friday prior to March Break is a Board holiday (Friday, March 11, 2022)

## Secondary Modified Calendar

- Two PA Days prior to the Labour Day weekend (Thursday, August 26, 2021 and Friday, August 27, 2021)
- Students begin classes on Monday, August 30, 2021
- Friday prior to March Break is a Board holiday (Friday, March 11, 2022)

The calendars are being proposed based on the draft 2021/2022 calendar that is provided on the Ministry of Education website. The Board is anticipating that a Ministry of Education memorandum will be released shortly, that will provide guidance on the 2021/2022 School Year Calendar. If required, amendments will be made to the proposed calendars to ensure there is alignment to the expectations that are set forth by the Ministry of Education. Any such amendments will be reflected in the final board report that will be presented to Trustees for approval before the school year calendars are submitted to the Ministry of Education.

### **4.1 Consultation**

The four proposed calendars will be shared with stakeholders for consultation and input using an online survey tool:

- Individual schools (both in person and virtual) will share the appropriate calendar and consultation tool with the School Community Council, parent groups, and school staff;

- All employee groups including CUPE, DSAA, DESA, ETFO, MPA, and OSSTF will receive the proposed calendars and the on-line survey tool;
- The Durham Catholic District School Board will be consulted in order to match calendars and PD Days as closely as possible to optimize transportation costs.

Input from the on-line survey tool will be used to ensure that all four calendars best meet the needs and preferences of the respective stakeholder groups. The four proposed calendars will be amended accordingly.

## **5. Communication Plan:**

Following the consultation process with all stakeholders, the four amended calendars will be shared with Administrative Council.

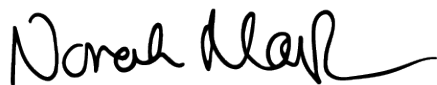
A board report will come forward to Trustees seeking approval of the four calendars (Elementary Regular and Modified, Secondary Regular and Modified) prior to submission to the Ministry of Education.

The final school year calendars will be shared on the DDSB website after the DDSB submission has been approved by the Ministry of Education.

## **6. Recommendation:**

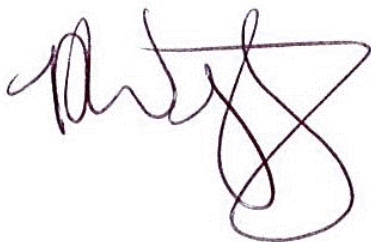
This report seeks the recommendation of Trustees to approve the draft School Year Calendars for 2021-2022 to be distributed for stakeholder feedback. A final board report, which includes the results of the consultation will be shared with Trustees for approval of the final School Year Calendars for 2021-2022 prior to submission to the Ministry of Education.

Report reviewed and submitted by:



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



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David Wright, Associate Director of Corporate Services and Treasurer of the Board



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Jim Markovski, Acting Associate Director of Academic Services

## DURHAM DISTRICT SCHOOL BOARD ELEMENTARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2021-22

First Day of Classes – Tuesday, September 7, 2021

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P\*** – Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August		0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September	2	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
					P*	P*	B	H	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	
October	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							4	5	1	2	3	P*	H	4	5	1	2	3	4	5	1	2	3	4	5	1	2
November	1	21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			3	4	5	1	2	3	4	5	1	P	2	3	4	5	1	2	3	4	5	1	2	3			
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
					4	5	1	2	3	4	5	1	2	3	4	5	1	B	B	B	B	B	B	B	B	B	B
January	1	20	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
			2	3	4	5	1	2	3	4	5	1	2	3	4	5	P	1	2	3	4	5	1				
February		19		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
				2	M	4	5	1	2	3	4	5	1	2	3	4	5	H	1	2	3	4	5				
March		17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
				1	2	3	4	5	1	2	3	B	B	B	B	B	B	4	5	1	2	3	4	5	1	2	
April		19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							3	4	5	1	2	3	4	5	1	2	H	H	3	4	5	1	2	3	4	5	1
May		21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
			2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	H	2	3	4	5	1	2			
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
					3	4	P	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P	
Total	7	187																									



**DURHAM DISTRICT SCHOOL BOARD  
ELEMENTARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2021-22**

First Day of Classes – Tuesday, August 6, 2021

Legend: **B** – Board Designated Holiday    **H** – Statutory School Holiday    **P** – Professional Activity Day    **P\*** -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	0	17	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
			H					4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
September	2	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
					P*	P*	B	H	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	
October	1	10					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							4	5	1	2	3	P*	H	B	B	B	B	B	B	B	B	B	3	4	5	1	2
November	1	21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			3	4	5	1	2	3	4	5	1	P	2	3	4	5	1	2	3	4	5	1	2	3			
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
					4	5	1	2	3	4	5	1	2	3	4	5	1	B	B	B	B	B	B	B	B	B	B
January	1	20	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
			2	3	4	5	1	2	3	4	5	1	2	3	4	5	P	1	M	3	4	5	1				
February		19		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
				2	3	4	5	1	2	3	4	5	1	2	3	4	5	H	1	2	3	4	5				
March		13		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
				1	2	3	4	B	B	B	B	B	B	B	B	B	B	4	5	1	2	3	4	5	1	2	
April	0	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							3	4	5	1	2	3	4	5	1	2	H	H	3	4	5	1	2	3	4	5	1
May		17	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
			2	3	4	5	1	2	3	4	5	1	2	B	B	B	B	H	2	3	4	5	1	2			
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
					3	4	P	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	P	
Total	7	187																									

## DURHAM DISTRICT SCHOOL BOARD SECONDARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2021-22

First Day of Classes – Tuesday, September 7, 2021

Legend: **B** – Board Designated Holiday    **H** – Statutory School Holiday    **P** – Professional Activity Day    **P\*** -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	0	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September	2	18			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November	1	21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
January		21	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
February	1	18		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
March		17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
April		19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
May		21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
Total	7	187																									

**DURHAM DISTRICT SCHOOL BOARD  
SECONDARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2021-22**

First Day of Classes – Monday, August 26, 2021

Legend: **B** – Board Designated Holiday    **H** – Statutory School Holiday    **P** – Professional Activity Day    **P\*** -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	2	2	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																					P*	P*					
September		21			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
								H																			
October	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
													P*	H													
November	1	16	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			B	B	B	B	B						P														
December		13			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
																		B	B	H	H	B	H	H	B	B	B
January		21	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
																			E	E	E	E	E				
February	1	18		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28				
					S2													P	H								
March		17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
													B	B	B	B	B										
April	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																		H	H								
May		21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H								
June	2	20			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																			E	E	E	E	E		P	P	
<b>Total</b>	<b>7</b>	<b>187</b>																									

**Durham District School Board  
February 16, 2021 Board Meeting**

**The following resolutions were passed by the Standing Committee on February 1, 2021.**

2021:SC06

MOVED by Chair Carolyn Morton

THAT THE BOARD DIRECT THE DIRECTOR OF EDUCATION TO BRING FORWARD A PROPOSED REVISED DRAFT POLICY ON THE NAMING AND RENAMING OF SCHOOLS TO THE BOARD MEETING IN MARCH 2021 AND THAT A COMMITTEE BE STRUCK THAT INCLUDES 3 TRUSTEES FROM DIFFERENT MUNICIPALITIES TO PUT INPUT INTO THE POLICY BEFORE THE POLICY COMES BEFORE THE STANDING COMMITTEE.

2021:SC08

MOVED by Trustee Niki Lundquist

THAT THE CHAIR WRITE A LETTER TO METROLINX TO EXPRESS THE BOARD'S CONCERNS WITH RESPECT TO THE PROPOSED ROUTE AND OTHER CONCERNS RELATED TO THE DURHAM-SCARBOROUGH BUS RAPID TRANSIT PROJECT, WITH A COPY TO THE REGIONAL MUNICIPALITY OF DURHAM, IMPACTED MUNICIPALITIES, THE MINISTER OF SENIORS AND ACCESSIBILITY, LOCAL MPPS, DSTS AND DCDSB.

## Report of the Durham District School Board Standing Committee Public Session January 4, 2021

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

### 1. Call to Order:

Chair Christine Thatcher called the meeting to order at 7:02 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Regrets: Trustee Darlene Forbes

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

Recording Secretary: Kathy Fitzpatrick

### 2. Land Acknowledgement

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

### 3. Motion to Approve the Agenda

Chair Thatcher sought approval of the draft Agenda.

Trustee Michael Barrett made a Point of Order with regards to item 8. (b), Rescinding Board Motion.

Chair Thatcher made a ruling on the Point of Order that item 8. (b), Rescinding Board Motion is out of order and struck the item off the draft agenda.

**Report of the Durham District School Board  
Standing Committee Public Session  
January 4, 2021**

2021:SC03  
MOVED by Trustee Scott Templeton  
Seconded by Trustee Niki Lundquist

THAT THE AGENDA, AS SET OUT IN THE REVISED DRAFT AGENDA, BE APPROVED

CARRIED

4. Declaration of Interest

There were no declarations of interest at this time.

5. Community Presentations

There were no community presentations at this time.

6. Director's Update on Lock-Down and Schools

Director Norah Marsh provided an update on the current status of school closures and thanked staff for their incredible effort and work as well as acknowledging the challenges that communities and families are facing during this time. The following items were shared:

A mental health tool kit is being released this month for staff which focuses on acknowledging, bridging, and connecting with students in terms of their mental health and well-being.

An Additional 3800 devices have been deployed during the current shut down. A parent survey was conducted to determine which families do not have one-on-one devices. There are approximately 2000 more devices needed to meet the threshold of one-to-one devices in grades K-6. The model from grade 7-12 is 1:1 device. Staff are currently working on deploying a second device to families where needed. Schools will be flexible, when working with families, where there is a need for additional devices.

Over the past month professional development has been provided to support the engagement of students by working with staff on innovative practices and new software. Teacher and educators can connect with Innovative Facilitators through "Office Hours" if they are having specific challenges.

A memo was received announcing that the district will receive additional Federal Funding. Staff will be analyzing the memo and will be providing trustees with more information regarding the funding.

**Report of the Durham District School Board  
Standing Committee Public Session  
January 4, 2021**

The Minister of Education in consultation with the Chief Medical Officer of Health will announce on Wednesday when they anticipate schools will be returning in terms of in-person learning.

Director Norah Marsh answered trustee questions.

7. DDSB Presentations

(a) Black History Resource

Superintendent Margaret Lazarus provided an overview of the report for trustees and introduced Administrative Officer Merrill Mathews, Facilitator Camille Alli, Principals Chrystal Bryan and Jacqueline Steer. A PowerPoint was shared that included examples of the resources that will be distributed to schools during Black History Month to supports the commitment to igniting and supporting learning through focused, impactful, educational, and inspiring activities. Schools across the DDSB will participate in engaging activities throughout the month of February to celebrate the achievements of Black Canadians and reflect on their stories, experiences, and accomplishments. Trustee questions were answered.

8. Recommended Actions

(a) Naming of Schools Policy

Chair Carolyn Morton advised the trustees that she would like to put forward a motion with regards to revising the Naming of Schools Policy.

2021:SC04

MOVED by Chair Carolyn Morton

Seconded by Trustee Patrice Barnes

THAT THE BOARD DIRECT THE DIRECTOR OF EDUCATION TO BRING FORWARD A PROPOSED REVISED DRAFT POLICY ON THE NAMING OF SCHOOLS TO THE BOARD MEETING IN MARCH 2021.

CARRIED

A discussion took place and the following motion was put forward to amend the foregoing motion (2021:03)

2021:SC05

Moved by Trustee Niki Lundquist

Seconded by Trustee Michael Barrett

**Report of the Durham District School Board  
Standing Committee Public Session  
January 4, 2021**

TO AMEND THE MOTION TO ADD TO THE MOTION THAT INCLUDES A PROCESS WHEN RENAMING IS CONSIDERED AND THAT A COMMITTEE BE STRUCK THAT INCLUDES 3 TRUSTEES FROM DIFFERENT MUNICIPALITIES TO PUT INPUT INTO THE POLICY BEFORE THE POLICY COMES BEFORE THE STANDING COMMITTEE.

CARRIED

That motion (2021:03) of Chair Carolyn Morton be amended as follows:

2021:SC06

MOVED by Chair Carolyn Morton

Seconded by Trustee Niki Lundquist

THAT THE BOARD DIRECT THE DIRECTOR OF EDUCATION TO BRING FORWARD A PROPOSED REVISED DRAFT POLICY ON THE NAMING AND RENAMING OF SCHOOLS TO THE BOARD MEETING IN MARCH 2021 AND THAT A COMMITTEE BE STRUCK THAT INCLUDES 3 TRUSTEES FROM DIFFERENT MUNICIPALITIES TO PUT INPUT INTO THE POLICY BEFORE THE POLICY COMES BEFORE THE STANDING COMMITTEE.

CARRIED

9. Information Items

(a) Ignite Learning Implementation Mid-Year Operational Goals Update

Director of Education Norah Marsh and the Senior Team provided trustees with an update regarding the Ignite Learning Mid-Year Operating Goals and highlighted the key initiatives and programs being implemented to meet the goals set out in the Multi-Year Strategic Plan. 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. A year-end update will be provided. Trustee questions were answered.

(b) Elementary Enrolment Update

Acting Associate Director Jim Markovski provided trustees with an update on the elementary enrolment for 2020-2021 for both in-person and virtual schools (DDSB@Home) and how they are committed to supporting individual family preferences in the transition to and from virtual learning. He also answered trustee questions.



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(c) Durham-Scarborough Bus Rapid Transit

Associate Director David Wright introduced the Manager of Property & Planning Services Carey Trombino and the Chief Facilities Officer Christine Nancekivell who provided an overview on the future Durham-Scarborough Bus Rapid Transit project. It was noted that information on the proposal will be shared as it becomes available. Trustee questions were answered.

2021:SC07

MOVED by Trustee Donna Edwards

Seconded by Trustee Niki Lundquist

THAT THE BOARD WRITE A LETTER TO METROLINX TO EXPRESS THE BOARD'S CONCERNS WITH RESPECT TO THE PROPOSED DURHAM-SCARBOROUGH BUS RAPID TRANSIT ROUTE AND COPY OUR COTERMINOUS BOARDS AND THE TOWN OF WHITBY.

CARRIED

A discussion took place and the following motion was put forward to amend the foregoing motion (2021:SC07) from Trustee Donna Edwards.

2021:SC08

MOVED by Trustee Niki Lundquist

Seconded by Trustee Donna Edwards

THAT THE CHAIR WRITE A LETTER TO METROLINX TO EXPRESS THE BOARD'S CONCERNS WITH RESPECT TO THE PROPOSED ROUTE AND OTHER CONCERNS RELATED TO THE DURHAM-SCARBOROUGH BUS RAPID TRANSIT PROJECT, WITH A COPY TO THE REGIONAL MUNICIPALITY OF DURHAM, IMPACTED MUNICIPALITIES, THE MINISTER OF SENIORS AND ACCESSIBILITY, LOCAL MPPS, DSTS AND DCDSB.

CARRIED

(d) Student Trustee Report

Student Trustee Logan Keeler shared that at the January 18th Senate meeting, Senators had the chance to sign up for a leadership role in the upcoming Elementary Leadership Conference. The conference will take place on February 24th, virtually. The conference includes guest speakers, senate panelists, and lots of learning opportunities. The conference goals are to educate elementary students about Student Senate and Student Trustees' responsibilities and to gain

**Report of the Durham District School Board  
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feedback from elementary students, foster leadership within elementary students and answer questions. At the Senate meeting on February 8th, we will have the pleasure of welcoming Symone Taylor and Principal McIntosh from the Equity and Diversity Ad Hoc Committee. Senators will share their feedback on the Compendium of Action for Black Student Success.

Student Trustee Arpita Savaliya shared that over the past few months, OSTA-AECO's executive council worked towards developing its advocacy project for the term. On January 26th, we officially released our project titled "Volume of our Voices". The project aims to allow students to share their experiences in Ontario's education system through a form where they can address three of the following themes: the impact of COVID-19, cultural and racial diversity, and diversity in gender identities and sexual orientation. Every student has a one-of-a-kind experience in our education system, and OSTA-AECO has the privilege of hosting a platform to share these stories. The hope is that this platform will be effectively used to improve our already thriving education system.

Student Trustee Aaliyah Jaleel reported that on January 29th she took part in the OPSBA Public Education Symposium. The event was full of speakers and opportunities for discussion regarding the struggles and successes faced in our classrooms. Alongside five members of OSTA-AECO's Public Board Council, Aaliyah Jaleel had the privilege and opportunity to engage in an hour-long discussion centering around a student's perspective of the global pandemic and the presence of racism. Through the student panel, she shared powerful input with trustees from across the province, recognizing and commending the students for their undying resilience through these trying circumstances. A huge shoutout goes to all our staff and students for demonstrating January's trait of the month, responsibility, through maintaining dedication to their education. We know that no matter how the next few months will play out, the passion embodied within DDSB will help drive us all forward.

10. Committee Reports

(a) Governance Ad Hoc Committee Meeting Minutes of November 23, 2020

Trustee Linda Stone presented the report of the Governance Ad Hoc Committee meeting of November 23, 2020.

11. Correspondence

There was no correspondence at this time.

12. Other Business

There was no other business at this time.

**Report of the Durham District School Board  
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Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:20 p.m.

## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE Thursday, December 17, 2020 6:30 P.M.

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

### ROLL CALL:

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

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent Andrea McAuley  
Special Education Officer Kyla McKee

Recording Secretary: Diane Kent

### 1. **Call to Order:**

Superintendent Andrea McAuley called the meeting to order at 6:31 p.m.

### 2. **Land Acknowledgement**

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

### 3. **Regrets:**

There were no regrets at this time.

**4. Welcome Guests**

Superintendent Andrea McAuley welcomed special guests: Michelle Monk, Secondary Representative and Peter Bozanis & Dave Robson, Elementary Representatives.

**5. Approval of Agenda:**

That the agenda for December 17, 2020 be approved.

MOVED BY: Claudine Burrell

SECONDED BY: Tara Culley

CARRIED

**5. a) Election of the Chair:**

Superintendent Andrea McAuley informed committee members of the process of the SEAC Chair and Vice-Chair following the Ontario Education Act Regulations. Nominations were called for the position of Chair of SEAC.

Tara Culley nominated Eva Kyriakides for Chair of SEAC. Eva Kyriakides accepted the nomination.

Subsequent to additional calls for nominations by Superintendent Andrea McAuley, and there being none, nominations for the position of Chair were closed. Eva Kyriakides was acclaimed to the position of Chair of SEAC.

NOMINATION:

THAT EVA KYRIAKIDES REPRESENTS THE POSITION OF CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE.

MOVED BY: Tara Culley

SECONDED BY: Trustee Darlene Forbes

CARRIED

SEAC member Eva Kyriakides as the newly elected Chair assumed the chair and conducted the remainder of the meeting. Chair Eva Kyriakides thanked committee members for electing her to the position of Chair of SEAC.

**5. b) Election of the Vice-Chair:**

Chair Eva Kyriakides called for nominations for the position of Vice-Chair. Trustee Darlene Forbes nominated Trustee Donna Edwards for Vice-Chair of SEAC. Eva Kyriakides asked for any other nominations and then she closed the nominations. Trustee Donna Edwards was acclaimed to the position of Vice-Chair of SEAC.

**5. b) Election of the Vice-Chair: (cont'd)**

NOMINATION:

THAT TRUSTEE DONNA EDWARDS REPRESENTS THE POSITION OF VICE-CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE.

MOVED BY: Trustee Darlene Forbes

SECONDED BY: Craig Cameron

CARRIED

**6. Approval of the Minutes from November 19, 2020:**

That the minutes from November 19, 2020 be approved.

MOVED BY: Tara Culley

SECONDED BY: Carolyn McLennon

CARRIED

**7. Inclusive Student Services Report – December 2020**

In this edition of the Inclusive Student Services Department Update to SEAC:

- Highlights from Educational Assistant Appreciation Day
- Inclusive Technology Highlights
- Launch: DDSB@Home – Virtual Calming Room
- Special Incident Portion (SIP) Funding Update – 2020
- NEW Professional Learning to Support Students with Mask Wearing
- Inclement Weather Planning
- Gifted Screening Update
- LAUNCH: Life Beyond High School Transition Planning – Web Resource
- LAUNCH: Well-Being Support Workers

**Education Assistant (EA) Appreciation Day**

- Social Media highlights of the EA Appreciation Day that was held on November 18, 2020 were shared.

**Inclusive Technology Highlights**

- Inclusive Technology Trainers continue to provide individual student supports both in-person and through virtual connections.
- The team, working with the Instructional Facilitators, is also supporting the embedding of accessible tools within classroom learning.

## 7. Inclusive Student Services Report – December 2020 (cont'd)

### Launch: DDSB@Home – Virtual Calming Room

- Families and educators are collaborating on creative ways to move strategies for in-person learning into a virtual learning environment.
- In this example, students learning through virtual format have access to a digital Calming Room with a variety of tools to support their self-regulation and taking a pause.

### Special Incident Portion (SIP) Funding Update – 2020

The Ministry provided the following update on November 26th:

- The Special Incidence Portion (SIP) is one of the six allocations that make up the Special Education Grant, which is part of the Grants for Student Needs. SIP is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school.
- Amendments will provide school boards with a 2020-21 starting SIP allocation based on the highest amount of either:
  - Their 2019-20 SIP funding allocation; or
  - An average of the previous three years (2016-17 to 2018-19) with a growth rate of 5% will also be applied to the 2020-21 starting allocation of each board.
- For DDSB, asset would be average 2<sup>nd</sup> option: \$2,849,837 + 5%.

### NEW: Mask Acceptance and Mask Tolerance Professional Learning Online Modules

#### NEW FOR SCHOOL STAFF

The Autism Resource Team (ART) is pleased to announce the availability of a new learning module, on the topic of “Mask Acceptance: General Tips and Strategies”. This learning module should now be available in your Professional Learning Hub: <https://professionallearning.ddsbc.ca/>. The programming tips and strategies covered in this module are appropriate for school staff who are working with students who require support for accepting masks and mask wearing.

#### NEW FOR INCLUSIVE STUDENT SERVICES STAFF

ART has created a similar, but clinical, learning module on the topic of: “Building Mask Tolerance”. This learning module is also now available in your Professional Learning Hub.

## 7. Inclusive Student Services Report – December 2020 (cont'd)

### Winter Inclement Weather Planning

On Inclement Weather Days, when transportation is paused\*:

#### **Elementary**

- Schools remain open for in-person learning

#### **Secondary**

- Schools switch to virtual learning
- Exception: Families of students in Special Education classes are being offered opportunity, through preplanning, for in-person learning on these days; availability dependent on consult with families/caregivers. School teams are working quickly through communications and planning; information being centrally gathered in consult with the Special Education Officers

*\*Transportation considerations include prolonged wait times, and related risk, for students at bus stops, potential diesel freeze and further variables.*

### Gifted Screening

Group level testing, December 14th-16th, using the Canadian Cognitive Abilities Test, 7<sup>th</sup> ed. (CCAT-7) for DDSB students. Testing, as this remains a paper-based process, is based on planning which includes implementation of COVID-19 Health & Safety related protocols, is in place for both in-person learners and DDSB@Home learners.

#### **In-Person Learners - 1031\* students participating in group testing**

Testing, per annual process, will be facilitated by the SERT. Planning at the school level includes considerations around cohort maintenance and physical distancing. Individual student materials are packaged with the testing materials and items needed (pencil, eraser) in a sealed ziplock bag to be accessed by the individual student.

#### **DDSB@Home Learners – 608\* students participating in group testing**

- DDSB@Home Learners will participate in testing at either their home school (schools with less than 9 students participating) or at designated secondary school locations. The option of the secondary schools draws on large spaces (e.g., cafeteria) with direct or close direct access to parking lot and in/nearby dedicated washroom space. Considerations for student group size has been included in the planning.
- All protocols above (packaging, physical distancing, masking) are embedded in the planning.
- *\*Precise numbers fluctuating in consultation with families/caregivers.*

For students in in-person classes self-isolating under the direction from the Durham Regional Health Department (DRHD) where it overlaps the testing block, an alternative assessment block will be available to write the CCAT-7 assessment (January 11-13, 2021 at their in-person Home School). This accommodation is only available for students who met the deadline of Dec. 1, 2020 to write the assessment and for students attending in-person classes that have been told to self-isolate by the Durham Regional Health Department. Note: We anticipate a larger cohort of Grade Four students participating in the screening next fall. Process includes phases of:

- January 11-13, 2021 – Group Testing/Students Self Isolation by direction of DHRD
- Individual Testing Phase (January 2021)
- Results Communication, Program Offers, Staffing and Transitions (Feb-June 2021)



## 7. Inclusive Student Services Report – December 2020 (cont'd)

### Making Mental Health and Well-Being Our Priority

We realize that:

- This is a challenging school year
- Educators care and want to do our best as they support students
- Relationships matter
- Supports and resources are available
- Educator well-being matters as well

*Stay tuned for a new "PSA" about Mental Health Services inviting student connections with DDSB clinical supports*

### NEW: Pilot Program Introduction Well-Being Support Workers

Well-Being Youth Workers will offer school-based targeted support and skills building for those students requiring additional supports and skills while also working with our ISS mental health staff (Psychological Services & Social Work) to bridge students in need to more intensive mental health supports.

- 7.0 FTE – Working on a Municipality Based Model
- January to June
- Needs basis
- Services framed by a "Service Options Menu" that has focus in Tier 1 into Tier 2 strategies
- Leadership of team: Steffanie Pelleboer, DDSB Mental Health Leader working in consult with Chief of Psychological Services Steve Graffi & Chief of Social Work Carolyn Ussher



Andrea - on behalf of the Inclusive Student Services Team



## 8. Staff Reports:

### Administration:

#### **Superintendent Andrea McAuley**

#### **Director's Annual Report 2020**

A link to the Director's Annual Report 2020 was shared with SEAC members as part of the agenda package. SEAC members are encouraged to read the letters from both Chair Braney and Director Marsh as they have captured the challenges of 2020, the strength of families, the dedication of staff and the scope of work achieved while pivoting within a pandemic.

## 8. **Staff Reports: (cont'd)**

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

Supports for students with special education strengths and needs are woven through the pillars of our Strategic Plan and reflected in the report. We draw attention to a few highlights:

- SEAC members will be familiar with many of the documents reflected in the Success and Well-Being pillars as resources to support families and team members navigate during the different phases of 2020.
- Processes such as referral pathways and traumatic response protocols have been revised to reflect supports to DDSB@Home learners and COVID related protocols.
- Clinical teams, working alongside the Equity & Inclusive Education department, are examining practices centering on anti-racist, anti-oppressive practice.
- SEAC is noted within Engagement and our actioned committed to continue to engage consultation with the Committee in considered actions and review of policy/procedure.

### **Special Education Survey Launch**

A Special Education Feedback Survey for families/caregivers of children/youth with IEPs has launched. The survey is intended to gather feedback on learning programs for students in both special education programs and in regular class placements. It was initiated to gather feedback on our model implemented for Return to School which kept special education class teams, educators and students, together as a classroom community across in-person and at home learning.

We expanded by framing on the following three open ended questions:

- What is working well within your child's learning experience?
- What is not working well within your child's learning experience?
- What can we do to improve/enhance your child's learning experience?

These same three questions are phrased in terms of student learning in a staff survey. The feedback will be used to help shape potential adjustments for the second half of the school year as well as inform decision making for the 2021-2022 school year planning.

Promotional image and survey link shared with SEAC via email. We appreciate promotion of this feedback opportunity through your organizations.

### **PAaC on SEAC**

PAaC on SEAC for December recommends discussion on 1) any considered changes for the next school year and 2) Special Education Plan consultation. The survey will provide us important feedback which will help shape both our special education program planning, both second half of the current school year and next year, as well as the Special Education Plan.

Thank you SEAC members. Thank you for another year of collaborative service to our community.

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

**Board:**

Trustee Donna Edwards informed SEAC members that the Board of Trustees held its annual internal elections for Chair, Vice-Chair, Vice-Chair of Standing Committee and committee representatives at the Standing Committee Meeting on Monday, December 7, 2020. Brock, Scugog, Uxbridge Trustee Carolyn Morton was elected as Chair of the Durham District School Board.

Whitby Trustee Christine Thatcher was elected Vice-Chair. Ajax Trustee Patrice Barnes was elected as the Vice-Chair of Standing Committee. Ajax Trustee Donna Edwards was elected Chair of Education Finance.

Ajax Trustee Donna Edwards and Oshawa Trustee Darlene Forbes were elected as Liaison Trustees for SEAC. Oshawa Trustee Linda Stone and Whitby Trustee Christine Thatcher were elected as Liaison Trustee Alternates.

**9. Presentation:**

Special Education Officer Kyla McKee provided committee members with a PowerPoint presentation highlighting the Life Beyond High School Online Transition Resource for Families. Kyla noted that due to COVID-19 related restrictions, the annual 'live' event would not be possible and therefore served as a catalyst to the creation of a [bit.ly/DDSBLifeBeyondHS](http://bit.ly/DDSBLifeBeyondHS) with the support of the community partners. Collaboration with community partners created the content for this site. Some community organizations even included short videos that will help our DDSB families make a more personal connection to these agencies. This resource has been shared through school teams and social media launched the week of December 7th. Kyla also answered questions from committee members.

**10. a) Open Discussion Period**

- Parent/Caregiver Engagement Event Planning

Superintendent Andrea McAuley noted that there are several SEAC members participating in the Parent/Caregiver Engagement Event. It was suggested to draw that group together in early January for pre-event planning meeting. The event has been confirmed for January 19<sup>th</sup>, 2021. Andrea encouraged SEAC members to share the flyer with their respective associations. The Parent Involvement Committee (PIC) and SCC Chairs have also been invited to this event. Andrea asked if SEAC would like to extend the invitation to the Durham CDSB's SEAC and it was agreed that it would be a good collaboration between the two school boards.

**10. b) Business Arising from the Minutes:**

- Stats – Secondary Split Gifted Classes

This item was deferred to the January 21, 2021 SEAC meeting.

11. **Association Reports:**

There were no association reports at this time.

12. **Correspondence:**

There was no correspondence at this time.

13. **Community Concerns:**

Tara Culley referenced the e-mail that families received from Director Norah Marsh noting that there are no current plans to close schools however students were encouraged to bring both personal and school items home prior to the winter break. Tara asked how students in small class placements are going to be supported if there is a pivot and schools close.

Superintendent Andrea McAuley responded that school boards received a Ministry memo queuing for preparedness. Secondary schools are set up to make that move quite quickly as 75% of students are currently on-line. Special Education classes since September have been operating with some students at home and some in person learning. Students will have their SEA technology equipment sent home but not health supports at this time. Elementary schools would be more involved to shift to on-line learning.

Rowin Jarvis asked for the ratio of students with special needs who are on-line and in the classroom.

Superintendent Andrea McAuley noted that it changes over time because special education classes are kept together as a school community and students have been able to transition back and forth between in-person and learning from home. Students who are in regular class placements had key timelines where there was transition points such as the middle of November. Students in special education classes, particularly in Developmental or PLP placements, may have had different points where they needed to move back and forth between in classroom and on-line. Superintendent Andrea McAuley offered to go back to the last data point and send out to SEAC.

Hanah Nguyen shared her concern from the community of children with physical disabilities and conditions. As the numbers and screening for COVID continues; many children have symptoms that are on-going and related to their conditions and many are being asked to stay home which is impacting on their on-going learning. Working with community partners in protecting everyone's health, families are looking for some options or discussion.

Superintendent Andrea McAuley responded that this is another asset in keeping special education classes together as a community because in general there will be staff that are familiar with students with different symptoms that are part of their present condition prior to COVID. Andrea also mentioned that if there is concern coming forward to please reach out and Inclusive Student Services will work with DESA and DSAA colleagues to put some tips and strategies together to share with schools.

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

Kathy Kedey shared her concern that parents have been reaching out regarding virtual content in the Ministry provided materials a lack of Accessibility for Ontarians with Disabilities Act (AODA) compliance. Kathy wanted to share that there still seems to be a repetition of having to remind staff to make materials accessible to the children in the classroom with hearing loss in the virtual settings.

Superintendent Andrea McAuley thanked Kathy for sharing her concern and mentioned that both herself and Special Education Officer Kyla McKee are on the DDSB@Home Steering Committee and noted there is a lot of learning that transfers over if school boards will be going virtual and is a good reminder for that team as well as for the Inclusive Student Services Department in getting that ready in case needed.

Kathy Kedey had a follow up question regarding talks about the Bright Space on-line learning platform particularly at secondary not being accessible.

Superintendent Andrea McAuley noted that Special Education Officer Kyla McKee will follow up with Innovation Education Officer Tim Ralph for further information and will share with SEAC.

Carolyn McLennon asked if there is any direct communication with the Ministry to ensure accessibility in some of the e-learning initiatives they have started to create on-line learning for elementary?

Superintendent Andrea McAuley replied that there has been a thread in most Ministry memos to ensure boards are ready to serve the accommodations needs of their learners. Andrea also noted that it's important to send feedback to the Ministry as well in terms of advocacy for how important at all stages of planning. If SEAC is interested in providing feedback, the Inclusive Student Services Department can help support with this request as virtual courses are likely here to stay in some essence and it's important in planning with accommodation and Universal Design for Learning (UDL) in mind right at the beginning.

Discussions took place among committee members and it was agreed to write a letter to the Ministry of Education to review all the old and the new on-line content to ensure compliance with AODA and the UDL.

MOTION:

THAT SEAC WILL WRITE A LETTTER TO THE MINSTRY OF EDUCATION TO REVIEW ALL THE OLD AND THE NEW ON-LINE CONTENT TO ENSURE COMPLIANCE WITH THE ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA) AND THE UNIVERSAL DESIGN FOR LEARNING (UDL).

MOVED BY: Carolyn McLennon

SECONDED BY: Tara Culley

CARRIED

**14. Celebrations and Success:**

Trustee Donna Edwards shared that her daughter Victoria has learned how to knit with a loom. She has been knitting and dropping off hats at the local hospitals for premature infants.

Trustee Darlene Forbes and SEAC Chair Eva Kyriakides shared that both of their daughters received their G2 driver licenses.

Tara Culley shared that her son Adam is now speaking more slowly and can engage in conversations.

**15. Next S.E.A.C. meeting – Thursday, January 21, 2021.**

**16. Adjournment:**

That the meeting does now adjourn at 7:43 p.m.

MOVED BY: Rowin Jarvis

SECONDED BY: Tara Culley

CARRIED

Report respectfully submitted by:  
Eva Kyriakides, SEAC Chair

ACTION PLAN		
ACTIVITY	RESPONSIBILITY	COMPLETION
SEAC Sub-Committee meeting – prep for Parent/Caregiver Engagement event	Superintendent Andrea McAuley	Prior to January 19, 2021
Send Parent/Caregiver Engagement Event flyer to DCDSB's SEAC	Superintendent Andrea McAuley	December 18, 2020
Ratio of students with special needs on-line vs in classroom	Superintendent Andrea McAuley	By next SEAC meeting.
Stats – Secondary Split Gifted Classes	Superintendent Andrea McAuley	By next SEAC meeting.
Draft letter to Ministry re: old & new on-line content compliance with AODA & UDL	SEAC Member Kathy Kedey	By next SEAC meeting.

Sent by Email

January 29, 2021

Jim McCafferty,  
Trustee for City of Pickering  
Durham Catholic District School Board  
[Jim.McCafferty@dcdsb.ca](mailto:Jim.McCafferty@dcdsb.ca)

Paul Crawford  
Trustee for Pickering  
Durham District School Board  
[paul.crawford@ddsb.ca](mailto:paul.crawford@ddsb.ca)

Chris Braney  
Trustee for Pickering  
Durham District School Board  
[chris.braney@ddsb.ca](mailto:chris.braney@ddsb.ca)

Subject: Report PLN 01-21  
Pickering Environmental Schools Grant  
- Results of the First Year of Funding  
File: A-1400-001-21

The Council of the Corporation of the City of Pickering considered the above matter at a meeting held on January 25, 2021 and adopted the following resolution:

1. That Report PLN 01-21 of the Director, City Development & CBO on the results of the Pickering Environmental Schools Grant be received for information; and,
2. That a copy of Report PLN 01-21 be forwarded to the Durham Catholic District School Board (DCDSB) and Durham District School Board (DDSB) Trustees for City of Pickering, DCDSB and DDSB Directors of Education, DCDSB Superintendent of Facilities Services, DDSB EcoSchools Facilitator, DDSB Education Officer (Curriculum Grades 7-12) and eLearning Administrator, DDSB, Administrative Assistant, Student Achievement & Curriculum Department.

A copy of Report PLN 01-21 is attached for your reference.

Should you require further information, please do not hesitate to contact the undersigned at 905.420.4660, extension 2019.

Yours truly



Susan Cassel  
City Clerk

SC:rp  
Enclosure

Copy: Norah Marsh, Durham District School Board, Director of Education  
Tracy Barill, Durham Catholic District School Board, Director of Education  
Scott Grieve, Durham Catholic District School Board, Superintendent of Facilities Services  
Lauri Geuzebroek, Durham District School Board, EcoSchools Facilitator  
Kandis Thompson, Durham District School Board Education Officer (Curriculum Grades 7-12)  
and eLearning  
Corinne Creagmile, Durham District School Board, Administrative Assistant, Student  
Achievement & Curriculum Department

Interim Chief Administrative Officer



**From:** Kyle Bentley  
Director, City Development & CBO

---

**Subject:** Pickering Environmental Schools Grant  
- Results of the First Year of Funding  
- File: D-7000-007

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**Recommendation:**

1. That Report PLN 01-21 of the Director, City Development & CBO on the results of the Pickering Environmental Schools Grant be received for information; and
  2. That a copy of Report PLN 01-21 be forwarded to the Durham Catholic District School Board (DCDSB) and Durham District School Board (DDSB) Trustees for City of Pickering, DCDSB and DDSB Directors of Education, DCDSB Superintendent of Facilities Services, DDSB EcoSchools Facilitator, DDSB Education Officer (Curriculum Grades 7-12) and eLearning Administrator, DDSB, Administrative Assistant, Student Achievement & Curriculum Department.
- 

**Executive Summary:** On October 21, 2019 Council approved the creation of a Pickering Environmental Schools Grant and provided 2020 pre-budget approval in the amount of \$8,750.00 (account 2195.2712.0000) for the initiative. The purpose of the grant was to provide thousands of Pickering students the opportunity to implement activities that contribute to a healthy environment.

The Durham Catholic District School Board (DCDSB) and the Durham District School Board (DDSB) each had access to up to \$4,000.00 for their respective schools. The Ontario French Public School Board could apply for up to \$750.00, which was reflective of there being only one school in Pickering.

Staff worked with the three school boards to communicate the grant opportunity to the schools and the feedback was very positive. Twelve schools applied for funds quickly reaching the maximum \$8,750.00 of available dollars.

Unfortunately, two significant occurrences impacted some schools' ability to complete their project. Labour disruptions in late 2019 and early 2020 meant that certain tasks were not allowed to be performed. Then in March 2020, the COVID-19 pandemic resulted in a province-wide closure of schools until September. Most of the proposed projects were focused on engaging students in-person. As such, when schools reopened, City staff provided an extension to mid-November for initiatives to be completed.

Seven of the twelve schools successfully completed their projects. A total of \$7,476.07 was used. The remaining schools were unable to undertake their projects due to the evolving COVID-19 restrictions in place to keep students and staff safe, which limited the intended scopes of work.

Attached are DCDSB and DDSB summaries outlining the unique projects that were undertaken including:

- planting multiple pollinator gardens;
- installing shade trees in an outdoor classroom;
- planting native shrubs and plants;
- creating interpretive signage;
- purchasing butterfly rearing kits; and
- installing an indoor aeroponic growing tower for students to grow herbs, vegetables and plants in the school.

Pickering's Environmental Schools Grant initiative provided equitable access for thousands of students to be engaged in fun, educational and meaningful activities they otherwise would not have been able to pursue.

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**Financial Implications:** Not applicable to this report.

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**Discussion:** The parameters outlined in the Environmental Schools Grant Application Guidelines ensured that the funded activities/programs provided an environmental benefit to the Pickering community and its residents, had clear measurable benefits and results, and directly supported the City's goals to continuously improve environmental sustainability.

The City's contribution was recognized in various ways such as through social media, school announcements, verbally at planting events, and with "thank you" signs and rocks displayed in the gardens and on the growing tower. Many schools have already inquired about the ability to apply for funds in 2021. Pending budget approval in 2021, Pickering's Environmental Grant program will be offered again to the above-noted school boards.

The attached reports provide a brief overview and photographs of the work that was undertaken. As documented, the grant provided valuable hands-on opportunities for Pickering students to broaden their skills and knowledge about environmental matters and empower them to take on an important role for improving sustainability within their community. The youth were able to share their experience with friends and family where it could influence further actions.

An equally important note is that, as Pickering's future decision-makers, these tools helped provide them with an understanding of the natural world and their role in protecting it. Despite the challenges presented this past year, many schools were able to modify and deliver exciting projects through the Pickering Environmental Schools Grant. It also provided a great opportunity for the City to work with new partners and help them to champion 'on the ground' sustainable projects.

**Attachments:**

- 1. Durham Catholic District School Board Environmental Grant Final Report
- 2. Durham District School Board Environmental Grant Final Report

**Prepared By:**

Original Signed By

Chantal Whitaker, BEd (Hons), CSR-P  
Supervisor, Sustainability

**Approved/Endorsed By:**

Original Signed By

Kyle Bentley, P. Eng.  
Director, City Development & CBO

Original Signed By

Stan Karwowski  
Director, Finance & Treasurer

CW:ld

Recommended for the consideration  
of Pickering City Council

Original Signed By

Marisa Carpino, M.A.  
Interim Chief Administrative Officer

Pickering Environmental Grant Report  
St. Monica School, Pickering  
Tower Garden Project

October 12, 2020

St. Monica's Eco Team was the driving force to have the indoor Tower Garden brought to the school. When the team (students that represent each grade from 3 to 8) heard there was an opportunity to obtain a garden inside the school they were excited, but also brought up some concerns as well. They created PRO and CON list where they discussed the benefits vs cost of having the indoor garden. The positives on the list included better air quality inside the school, promoting healthy eating and providing many learning opportunities about the plants and the environment for the students. Some concerns were the supervision of the tower, distribution of produce and the responsibility of the maintenance. After meeting with a parent in the school community that has a tower garden in their home and having them explain how easy it is to maintain, and after a discussion on how we could manage the produce, the Eco Team felt confident enough to apply for the grant.

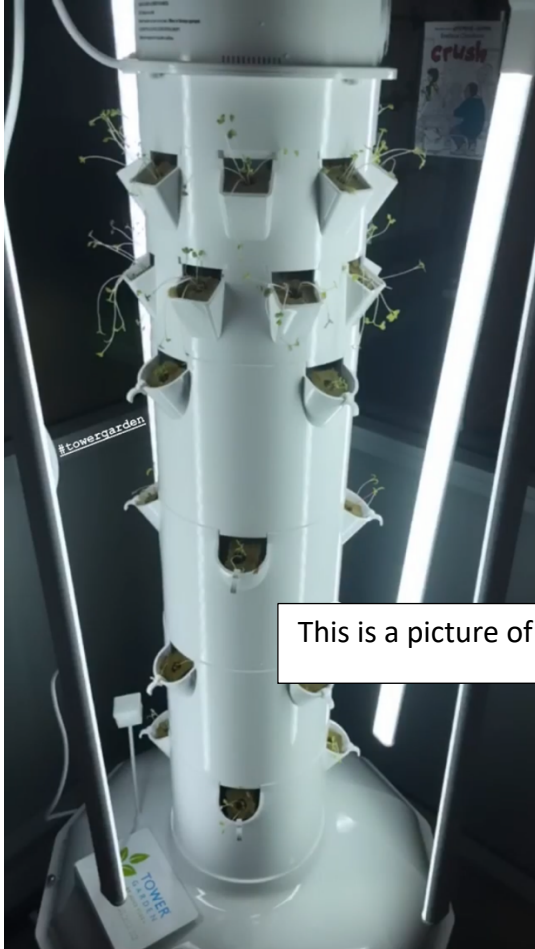
As soon as we got the tower in February 2020 the ECO team planted the seeds in the Rockwool medium. The team tested the water's pH and chose a variety of seeds to plant and made a map of the seeds. The seeds were transferred to the Tower Garden early in March (see picture below).

Our principal Mrs. Wardle invited the sales Rep Joe Palumbo to speak at a Parent Council meeting to introduce the garden to the parent community. This is where the City of Pickering was acknowledged for granting our school the money to purchase the garden.

Unfortunately, because of Covid-19, we did not see the harvest of the first crop of vegetables planted. This school year we are excited to begin planting again. A grade 3 class will be adopting the Tower Garden this year and will begin planting seeds within the next few weeks to coincide with the teaching the unit on Plants in the Science and Technology curriculum. We will be taking many pictures that we will share with the community via St. Monica's Twitter account (using #cityofpickering) and our online schooling platform Edsby. The City of Pickering will surely be acknowledged as our benefactors for this fantastic addition to our school. Signage will also be

added to the base of the tower saying thank you to the City of Pickering for supporting our school and our ECO initiatives.

Inga Spinoti  
Teacher, ECO lead



This is a picture of the Tower garden right after the seedlings were planted.

PICKERING ENVIRONMENTAL GRANT REPORT  
FATHER FENELON CATHOLIC ELEMNETARY SCHOOL  
SLOPE PLANTING AND EROSION CONTROL

NOV 2, 2020

Father Fenelon's EcoTeam was part of the planting along the slope on the east side of the school. The school and board worked with the City of Pickering planning and sustainability teams to help with a planting project. This project would be mutually beneficial to the school for helping with some erosion control on the east side of the property as well as creating a natural habitat with some native species, and to the City to assist with some concerns about privacy and erosion that had been expressed by neighbours of the school. The City of Pickering was acknowledged for granting our school the money to purchase the garden. The planting occurred the week of October 26<sup>th</sup>, 2020, so the growth of the plants and the filling out of the area will not be realized until the spring/summer of 2021. The board will also be adding some bordering shrubs to the project in the spring time, as these shrubs were not available at the time of planting. The funds provided by the City were allocated to the purchase of the plants, and part of the contractor work required to excavate the swale and the planting area. The school board contributed a portion of the cost for the contractor services. The City of Pickering will surely be acknowledged as our benefactors for this fantastic addition to our school. Below are many pictures of the planting days.









# City of Pickering Environmental Grant Final Report



As of the end of 2020, the following schools in the Durham District School Board have completed their environmental grant projects in partnership with the City of Pickering.

1. **William Dunbar PS**  
**Teacher: Michael Ringrose (\$886.37)**

Out of the 30 ish plants we purchased we planted them in 5 different garden areas on our school grounds. We now have milkweed and other plants that support the various stages of the butterfly lifecycle in 5 different garden beds. We also now have made space for future planting of milkweed seeds and other bulbs for students in the future to continue the hands on planting experience. We had students digging holes in the garden, planting the various shrubs and flowers, and had an older group of students moving mulch from a large pile to the various garden beds around the school grounds. We used various gardening tools and gloves that the students and teachers brought in to complete the project." A sign of thank you to the City of Pickering appears in the garden.



2. **Vaughan Willard PS**  
**Teacher: Richard Munderich (\$678.00)**

Two large maple trees were planted at the outdoor classroom of Vaughan Willard Public school. Both trees were around 14 ft tall and had a 32" root ball. They had to be planted by a DDSB contractor with a backhoe. A thank you sign appears in the garden with the trees with thanks to the City of Pickering for their generosity.





**3. Claremont PS**  
**Teacher: Bianka Warren (\$242.77)**

Throughout the fall of 2019, the Claremont Eco School team sent two representatives, along with Mrs. Warren (teacher in charge), to an event at Durham Forest that opened their eyes to a range of possibilities that would help sustain the environment. Eco team members thoroughly enjoyed the outdoor excursion and learning about the life of pollinators, who are so important to our environment. During a meeting following that excursion, the representatives were able to share their knowledge with other Eco team members, and consolidate an idea to create pollinator gardens at Claremont P.S. Measures to discuss the proposal with the principal was underway, and approval was given. As the Eco Team engaged in this endeavour throughout the fall and winter months, Mrs. Warren took the initiative to apply for the \$250 grant offered by the City of Pickering as a promotion to benefit our environment. In the meantime, time was then spent on surveying the possible areas of the school that would best benefit our pollinator friends, but not be of any threat to students with bee allergies. With Mrs. Warren's guidance, the location of the pollinator gardens was chosen to be out front of the school and integrated into the existing flower beds. Word was soon received that the Claremont Eco Schools team was successful in acquiring the \$250 grant (yahoo!). A number of meetings followed throughout the fall and winter with Eco team members learning about, and discussing the likes of pollinator plants that would best fit the school's location and purpose. The use of the internet and pamphlets obtained from the outdoor excursion were used.

After the new year, the Eco School team simply met occasionally with the We Team (We Schools initiative) to further learn about initiatives that could help communities in our local area. They took a short hiatus from the project due to the fact that nothing could be done until the spring when the ground thawed out. Unfortunately, COVID-19 hit and school was out the rest of the year. As teacher in charge, Mrs. Warren knew that the native plants required for the project were predominately available in the spring season, so she took it upon herself to visit the Native Plants Nursery in Claremont, at the end of June, to purchase the required plants and deliver them to the school. The friendly service of the Native Plants Nursery personnel was greatly appreciated, and were also able to provide more information about the plants and composting soil that would benefit their growth. At the beginning of July, with the uncertainty of the return to school in the fall and physical distancing measures in place, Mrs. Warren, with the help of one of her family members, spent a day first weeding, then using little plant shovels to plant the flowers in the pollinator gardens. School custodians were gracious enough to help with some weeding on their spare time and provide water to Mrs. Warren for watering the plants throughout the summer.

The garden was a success! Thank you to the City of Pickering for their generous grant. A thank you appears on a sign in the garden that speaks to our appreciation.



**4. Dunbarton HS**  
**Teacher: David Gordon (1 160.85)**

Project was beautification of the front school garden and replacement of vandalized pollinator garden on Whites Rd. The work was complete October 24 through the labour of twenty students and three staff over two hours (in-kind 46 person hours @\$15/hour=\$690 in kind labour value). In the front garden, four yards of topsoil, 400 daffodil bulbs and ten shade tolerant shrubs were installed. Two cedar planter boxes were installed and planted with daffodils and allium. During this work a project was conceived to have each class paint inspirational messages on rocks to be installed in the garden by the end of November. The Whites Rd pollinator garden, created by students in 2017 to aesthetically enhance the new school sign, was recently vandalized and destroyed by the landscaping crew. All remnant plants were removed and replaced with over 50 indigenous perennials, with one *Andropogon gerardii* marking each side of the school sign. A sign of appreciation appears in the front garden to the City of Pickering for their partnership.



**5. Maple Ridge PS**  
**Teacher: Victoria Jaspers-Fayer (\$508.08)**

The final product of our project is the improvement of the garden beds at the front of the school. With the grant money, we were able to purchase new plants, including native, drought-tolerant and pollinator friendly species. We bought a new watering can to help our success in putting in new plants as well

as mulch to help cut down on the need for watering and in order to protect the plants from invasive weeds. Students in grades 5 - 8 participated in every phase of the project, including painting and writing on rocks to identify some of the plants in our garden along with symbols indicating pollinator-friendly and drought-resistant plants for anyone passing by the front of our school. In addition, kindergarten students were able to witness the butterfly life cycle by following their class website, as schools were closed in the spring during the time that the butterflies were hatching. A rock of appreciation has been added to the garden in thanks to the City of Pickering for their generous grant for this project.

