



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

Monday, June 6, 2022

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Director of Education: Norah Marsh

Recording Secretary: Gillian Venning

DATE: Monday, June 6, 2022

TIME: 7:00 p.m.

LOCATION: Virtual

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, June 6, 2022
7:00 p.m.

	PAGE
1. <u>Call to Order</u>	
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>Community Presentations</u>	
6. <u>DDSB Presentations</u>	
(a) Student Voice Initiative (Superintendent Georgette Davis)	1 – 4
(b) First Nations, Metis and Inuit Contemporary Voices - Grade 11 English (Superintendents Erin Elmhurst and Stephen Nevills)	5 – 8
7. <u>Director's Update</u> (Director Norah Marsh)	Verbal
8. <u>Recommended Actions</u>	

9. Information Items
- (a) Student Trustee Report Verbal
(Student Trustees James Kay, De-Mario Knowles, Kayla Malcolm)
 - (b) Special Education Plan and Programs 2022-2023 9 – 14
(Superintendent Andrea McAuley)
 - (c) Memorandum of Understanding with Durham Region Transit 15 – 20
(Associate Director David Wright, Executive Lead Robert Cerjanec)
 - (d) OPSBA Report Verbal
(Trustee Patrice Barnes)
10. Committee Reports
- (a) Equity and Diversity Ad Hoc Steering Committee, April 27, 2022 21
(Trustee Patrice Barnes)
11. Correspondence
12. Other Business
13. Adjournment

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 6, 2022**SUBJECT:** Student Voice Initiative**PAGE:** 1 of 4**ORIGIN:** Norah Marsh, Director of Education and Secretary to the Board
Georgette Davis, Superintendent of Education
Chris Conley, Manager, Research and Assessment**1.0 Purpose**

The purpose of this report is to provide information to the Board of Trustees about the Student Voice Initiative. The Student Voice initiative is an opportunity to understand the impact of our system through the first-hand experiences of the students. Students from across the District, from a variety of communities, have been invited to participate in a series of focus groups. The experiences that are shared by students will be used to qualitatively identify and unpack structural inequalities within the Durham District School Board (DDSB).

We want to better understand student experience and the overall findings will be used to help our schools and the school board to:

- identify issues and obstacles to student success;
- promote a sense of belonging and increase equitable outcomes for all our students; and
- improve student achievement and well-being.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- To determine how the work we are doing is building staff and student capacity to support academic success and equitable outcomes for our students.

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

- To gather feedback on our commitment to providing 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.*

- To honour student voice to support the work of school leaders and their capacity to identify barriers to student success in their schools

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

- To use the feedback from DDSB students to determine how the effectiveness of the DDSB's commitment to creating safe, equitable and inclusive learning environments

- To further understand the barriers that students are facing to ensure equitable access and support our work to ensure all students feel respected, that they belong and that they matter

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

- To engage student voice to understand the impact of our system through the first-hand experiences of the students

3.0 Background

This Student Voice Initiative is intended to determine if our strategic plan and operational priorities related to Indigenous rights, human rights and student learning, mental health and well-being are being experienced by DDSB Students. Coordination of this work engaged representatives from Affinity groups as well as staff from across departments in the DDSB.

Student voice facilitators were chosen in February to begin the training process to support student data collection. Facilitators were carefully chosen as individuals whom the students would potentially relate to, and feel were trustworthy for discussions. Facilitator training focused on how to collect data in the most convenient way for the student, (e.g., focus group, one-on-one, in written format), and establish general guidelines to ensure consistency and anonymity across multiple focus groups. Facilitators then met with focus groups and gathered data around the following questions:

- What can we do to make (your daily) student experience better?
- Students have the right to be treated with dignity and respect, and to be free from discrimination, racism and harassment in your school. What has been your experience tied to your rights and responsibilities?
- What are things that your school/teacher does to make you feel like you are recognized and that they understand you?
- What do you need to be a successful learner?

In April and May of 2022, student group facilitators met with students to gather feedback.

Students from grades 9 – 12 who are participating in this initiative are sharing their lived experiences and reflections across a variety of Ontario Human Rights grounds, which include race, disability, sexual orientation, gender identity, gender expression, and creed. Socio-economic backgrounds were also considered in creating the groups. Engaging students through focus groups, interviews, informal discussions and a variety of written feedback forms provides opportunities to learn about experiences across identity and identity-intersections that may not be visible in the more traditional data collection processes.

It is important to note that this work serves as the first cohort of a larger process of student engagement and data collection. Recognizing that there are additional student communities that will be drawn into this process, student groups represented in this initial phase will provide insight into the barriers that exist within the DDSB. This also provides an opportunity to explore whether the initiatives intended to improve student experience are being felt by the students.

4.0 Analysis

The Accountability and Assessment department is currently engaged in an analysis of the notes that have been compiled and shared by the facilitators of each of the student focus groups/interviews/discussions/additional sources of feedback. This open-methodology is intended to accommodate the student's comfort to engage and minimize the collection method as a barrier to participation. Once all notes are received and included in the analysis, the themes that are identified will be shared with the facilitators and participating students for review and additional reflection. This process for review is intended to engage students and facilitators in the reporting process by seeking feedback on whether the thematic analysis has faithfully represented the voice of students.

5.0 Financial Implications

Support for this project was accounted for in the annual budget. The following inducements were made available according to student participation and context:

- Gift card or community hours
- Written recognition

6.0 Communication Plan

Following is a schedule that was drafted to guide the work.

- **January 2022:** Review of operational goals and development of focus and scope. Framing and alignment of the work within the pending policies of Indigenous Rights and Human Rights.
- **February 2022:** Development of support resources and defining focus group participation and facilitation.
- **March/April 2022:** Training for facilitators and conducting the focus groups sessions.
- **June 2022:** Analysis and reporting of focus groups.
- **September 2023:** Sharing analysis with schools to help inform individual School Learning Plan considerations

It is important to note that this work is conducted at the “speed of relationships” which accommodates the availability of both staff and students. This approach is intended to remove timelines and schedules as a barrier to participation. This approach to the timeline also acknowledges that the work leverages the relationships and trust that have been built between staff and students and the creation of a safe space where students feel open to sharing experiences that may be difficult to share and/or hear. The collection, analysis and reporting of student voice requires careful consideration and respect of personal stories and experiences.

7.0 Conclusion and/or Recommendations

Staff will consider next steps that follow from the analysis, themes and summary of student voice received and analysis both at the district and school levels. This report is provided to the Board of Trustees for information.

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Georgette Davis, Superintendent of Education

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 6, 2022

SUBJECT: First Nations, Métis and Inuit Contemporary Voices - **PAGE:** 1 of 4
Grade 11 English

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Erin Elmhurst, Superintendent of Education
Stephen Nevills, Superintendent of Education

1.0 Purpose

The purpose of this report is to provide the Durham District School Board (DDSB) Trustees with information on the mandatory First Nations, Métis and Inuit Contemporary Voices - Grade 11 English course that centres Indigenous authorship and anti-colonial pedagogical practices that uphold Indigenous rights.

2.0 Ignite Learning Strategic Priority/Operational Goals

- 2.1 **Success** – Set high expectations and provide support to ensure all staff and students reach their potential every year.
- Support programming that will positively impact Indigenous students' well-being and achievement and uphold Indigenous rights.
 - Provide learning about Indigenous knowledge systems, worldviews, truths, histories, and contributions to all students.
- 2.2 **Well-being** – Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.
- Provide learning and work environments that are welcoming, respectful, safe, inclusive, equitable and free from oppression, discrimination, racism, harassment and harm.
- 2.3 **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 anti-colonial pedagogical practices and include Indigenous voices, histories and truths to identify and eliminate barriers to learning.
- 2.4 **Engagement** – *Engage students, parents and community members to improve student outcomes and build public confidence.*
- Indigenous students have a graduation rate approximately 20% lower than non-Indigenous students. As pedagogical practices shift to be inclusive of anti-colonial approaches, it is predicted that graduation rates will also increase.

3.0 **Background**

The Durham District School Board recognizes 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 distinct rights.

The DDSB is committed to learning, and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

The DDSB acknowledges that learning about Indigenous knowledge systems, worldviews, truths, histories, and contributions benefits all students in all schools and must be present in all curriculum areas. We advocate for all students to access Indigenous authorship and prioritize Indigenous materials and resources.

As part of the [Truth and Reconciliation Commission](#) consultation process and reports, Residential School Survivors asked for one mandatory course whereby students would learn about true histories and contemporary issues regarding Indigenous peoples in Canada. To be responsive to this request and ensure all DDSB students graduate having experienced Indigenous authorship and anti-colonial learning opportunities, the DDSB began the 2-year implementation plan of the mandatory First Nations, Métis and Inuit Contemporary Voices- Grade 11 English course in September 2021.

4.0 **Analysis**

4.1 **Phase One**

Phase one implementation of Contemporary First Nations, Métis, and Inuit Voices, Grade 11 English (NBE 3) began with nine DDSB Secondary schools in September 2021, with all remaining Secondary schools implementing this mandatory course beginning in September 2022.

4.1.1 **Key Components of Course Delivery and Content:**

- Student choice and student voice are prioritized in text selection
- Multiple ways for students to demonstrate and assess learning
- Prioritizing process work, critical thinking skills development, inquiry and research skills development, conversations, and observations
- Centering a diversity of Indigenous authors and scholars and text types
- Building relationships with Indigenous peoples
- Learning on the land opportunities

4.1.2 Phase One Implementation Supports

Course Content Development- Contemporary First Nations, Métis, and Inuit Voices Grade 11 English coaches regularly met with educators and school teams to co-plan and co-teach learning opportunities for students focused on prioritizing student self-selected text and anti-colonial pedagogical practices. A curriculum writing team created and shared educator resources to support Phase one implementation of the new curriculum, and resource development continues in alignment with the curated list of suggested texts.

Enriched Learning Opportunities- Contemporary First Nations, Métis, and Inuit Voices Grade 11 English coaches developed an Art as Resistance workshop. Staff supported a job-embedded learning opportunity for educators within program delivery in classrooms. Students explored current Indigenous realities, including Indigenous resistance, residential schools, Murdered and Missing Indigenous Women and Girls (MMIWG), and treaty education through the work of Indigenous artist Jay Soule.

Together in collaboration with the Indigenous Outdoor Environmental Education Coach, Contemporary First Nations, Métis, and Inuit Voices Grade 11 English coaches, supported class visits to Nonquon Outdoor Education Centre to enrich in-class learning opportunities and engage in land-based learning.

4.2 Phase Two

4.2.1 Phase Two Implementation Supports

Individual school-based meetings have taken place with Phase two school leadership teams to support planning and resource preparation. Contemporary First Nations, Métis, and Inuit Voices coaches have begun co-planning with educators and providing collaborative professional development structures to support educators who will be teaching the course in the fall.

4.3 Professional Development Opportunities have included:

- Key focus areas include Getting Started with Contemporary First Nations, Métis, and Inuit Voices Grade 11 English
- How to Use the Contemporary First Nations, Métis, and Inuit Voices Grade 11 English Teacher Resource
- Best Practices for Contemporary First Nations, Métis, and Inuit Voices Grade 11 English Teaching Key Vocabulary using Hyperdocs Teaching Non-Fiction
- How to Implement Literature Circles/Book Clubs, Supporting Self-Selected Reading in Contemporary First Nations, Métis, and Inuit Voices Grade 11 English Courses
- Full subsidy for the DDSB Indigenous Studies AQ was provided to all educators teaching Contemporary First Nations, Métis, and Inuit Voices Grade 11 English

All professional development sessions include anti-colonial assessment, evaluation and pedagogical practices.

5.0 Financial Implications

The Ministry of Education Indigenous Education Board Action Plan funding supports staffing, resource purchases, Indigenous guest visits and Outdoor Education learning experiences.

6.0 Evidence of impact

As a result of students having choice in text selection and a variety of options to demonstrate their learning, student engagement and critical literacy skill development increased. Student feedback indicated the following key themes:

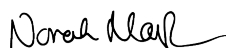
- Students enjoyed the diversity of Indigenous authors and the ability to choose from a variety of genres and text forms;
- Students indicated having a growing appreciation and awareness of colonialism and the relationship between Indigenous Peoples and Canada;
- Students indicated an increased enjoyment of reading; and
- Students valued the time to discuss and critically analyse the texts within a community of learners.

Within Quadmester, 1 and 2, 950 students engaged in the First Nations, Métis and Inuit Contemporary Voices, Grade 11 English course with 92% of students passing the course, with 72% achieving level 3 or 4.


7.0 Conclusion and/or Recommendations

This report is provided to the Board of Trustees for information.

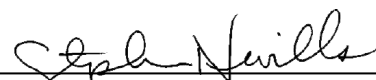
Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Erin Elmhurst, Superintendent of Education



Stephen Nevills, Superintendent of Education

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 6, 2022
SUBJECT: Special Education Plan and Programs 2022-2023 **PAGE:** 1 of 6
ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information about the Special Education Plan and programs for the 2022-2023 school year

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Supporting the strengths and needs of learners through the provision of a range of programs and services.

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

- Focusing on the foundation of mentally healthy classrooms and leveraging the power of connections provides an opportunity to support well-being and positive relationships for students and educators, as well as deepening our partnerships with families, broadening our understanding of engaged learning, and academic success, and creating a more inclusive and equitable learning environment for all.

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

- Providing a range of programs and services to meet the needs of all learners, ensuring proportional outcomes for all students.
- Working to dismantle ableism, racism and all forms of discrimination, focusing on Universal Design for Learning (UDL) and inclusive design within classroom programming, and providing supports for integrated transition pathway planning to ensure students can achieve their full potential.
- Support accessibility including proactive focus on inclusion and the identification and removal of barriers to participation.

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

- Building transparent resources to support planning and build common understanding of programs and outcomes, by ensuring student identity is at the core of planning and interventions and providing student and parent/guardian voice as often as possible.

3.0 Background

Special Education Plan Requirements

In accordance with Regulation 306, each school Board is required, every two years, to publish a Special Education Plan outlining programs and services provided by the Board. The Special Education Plan is published on the District website and is submitted to the Ministry of Education. Requirements of the Special Education Plan are outlined in the document, [Ontario Ministry of Education Standard for School Boards' Special Education Plans \(2000\)](#).

Durham District School Board Special Education Plan

The Durham District School Board Special Education Plan continues to undergo annual refinement. Consultation includes opportunities for the Special Education Advisory Committee to provide input into the design of programs and services reflected in the plan. The Special Education Plan continues to be revised annually exceeding current Ministry requirements.

Our commitment as a district is to center Indigenous Rights and Human Rights. This commitment, reflected in the Special Education Plan, is to examine and reconstruct services to remove discriminatory barriers and address disproportionate experiences and outcomes. This includes professional learning commitments with a focus on addressing ableism, examination of practices and resources consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and related procedures as well as continuing to deepen consultation.

Updates to the DDSB Special Education Plan for the 2022-2023 school year include the following:

- Meaningful interdepartmental and interdisciplinary collaboration that centres Indigenous Inherent Rights, human rights, and equity in our planning and facilitation of professional learning are critical foundations to upholding our responsibilities to our students and community. We need to uncover, name, challenge and disrupt biases, barriers, structures and practices that impede the achievement and well-being of our learners, especially those who are discriminated against and disadvantaged in and by our systems and structures. It is through an examination of our practices that we will ensure that we better serve all our learners and support our staff; a commitment embedded in the Professional Learning (Staff Development) section of the Special Education Plan.
- Updates to information about informed consent and purpose for assessments to inform programming.
- Updates to DDSB Special Education Programs with planned closure of last remaining Self-Regulation class.
- Updates made to the DDSB Parent/Guardian Guide to Special Education IPRC including shift in language from 'case conference' to 'care conference' and amplified emphasis on the importance of ongoing parent/guardian voice in program and pathway planning.
- Updates made to the DDSB Transition Guide including updates to further centre student and family voice.
- Removal of documents specifically focused on remote learning and intersect with special education processes and tools (IEPs and IPRCs). Needed at the time when we were learning as a district specific to the periods of district-wide remote learning mandate (with provision of in-person learning for limited number of students requiring this support).

Important to note:

- No changes to information regarding provision of Specialized Health Support Services in School Setting as no further information to the proposed revisions of the related Policy Procedure Memorandum (PPM81) have been received at this time.

Special Education Class Programs

The DDSB is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their potential.

A strong emphasis is placed on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs. Together, it is our privilege to be part of the success for all students in their “Many Paths to Success”.

Students’ needs can be met through a variety of programs, placements and class types within the Durham District School Board. The majority of students with special education strengths and needs access programming through Regular Class placement. A range of special education programs which may include integration (e.g., School Support Program) or through self-contained placement (e.g., Transition to Work Program) for students requiring more intensive programming supports.

4.0 Analysis

Student Program Considerations

Inclusive Student Services maintains a list of students for consideration of special education class placement. Consultation with students, families and caregivers, in addition to Inclusive Student Services team members, is essential in this process.

As a district, we continue to experience a trend in the number of students new and within DDSB that require individualized programming that involves functional literacy and numeracy, communication skills, and supports for activities of daily living. This has been the pattern for the past few years.

This trend indicates a continued need to expand our Practical Learning Program classes, particularly at the secondary level, and in Oshawa more specifically. Our Transition to Work Program, for students 18+ whose pathway likely leads to the world of work, or to specialized post-secondary programs like the Community Integration Through Co-operative Education through Community Integration (CICE) college program, provides an important opportunity for students with developmental or intellectual disabilities. We continue to review this program, having originally placed one class in each of our secondary schools, and have been able to reduce the number of overall classes, ensuring we maximize this placement and adjust for growing needs in other areas.

Special Education Program Changes for 2022-2023**Elementary**

Changes from current year:

- Close: Valley Farm PS – Virtual Developmental Program class
- Close: College Hill PS – Self Regulation class
- Open: David Bouchard PS – School Support Program class
- Open: Viola Desmond PS – Practical Learning Program class
- Move: Developmental Program class from CE Broughton PS to Willows Walk PS

The total number of in-person special education classes across the district remains the same from current school year to next.

Secondary

Changes from current year:

- Close: Uxbridge SS – School Support Program class (2 remain)
- Close: J Clarke Richardson CVI – School Support Program class (1 remains)
- Close: Eastdale CVI – Transition to Work Program class (pathway supported within Oshawa area)
- Open: Dunbarton SS – Developmental Program class
- Open: Dunbarton SS – Practical Learning Program class
- Open: J Clarke Richardson CVI – Developmental Program class
- Open: J Clarke Richardson CVI – Practical Learning Program class
- Open: Maxwell Heights SS – School Support Program class
- Open: GL Roberts CVI – Practical Learning Program class

To meet the changing needs of students, adjustments to special education programs in secondary have resulted in a net change of three additional classes for the 2022-2023 school year.

DDSB@Home

The importance of honouring family voice to provide access to Special Education classes in a virtual platform was embedded in planning for the current school year. These virtual classes supported important opportunities for students, selecting virtual preference for learning for the 2021-2022 to access programs, per placement (IPRC) Special Education classes. Virtual class teams have experienced a number of challenges in their efforts to provide meaningful learning opportunities for programming that is more hands-on, life skills based, and often requires additional supports in place for student success. The technology skills that were gained by many of these students, some of which had had very limited access to technology prior to this learning platform being provided, is worth noting. These skills need to continue to be an area of focus as students return to in-person learning.

It is the Inclusive Student Services recommendation that School Support Program classes be considered for next school year as a virtual option. School Support Program, with its outcomes based in literacy, numeracy and executive functioning, can be addressed in unique and meaningful ways through a virtual platform. This learning environment also fosters a great deal of independence as well as essential technology skills at the point of both learning and instruction, to meet individual needs. As a partial integration placement, there is an opportunity to support learning opportunities in mainstream classes for all other subject areas, while also providing focused support.

The Practical Learning Program, with its focused outcomes on communication, functional literacy/numeracy, and independent living skills, are more challenging to meet through a virtual platform where in-person support is not possible. This also limits access to essential opportunities like work experience and employability skills; for some this may impact pathway planning; therefore, it was important to connect with families to discuss this impact. A number of families continue to request virtual placement for this program, and as a result have advocated for inclusion of Practical Learning Program classes for 2022-23, with renewed commitment to support students to return to in-person learning as soon as possible.

Decisions for 2022-2023 included analysis of learning preference for students with placement in special education programs through Individual Placement Review Committee (IPRC).

The elementary Gifted program, running both in-person and through DDSB@Home for two years, will be run exclusively through in-person host sites for the 2022-2023 school year.

Based on results of the learning preference survey, and specific to students accessing programming through IPRC placement, the following program classes have been built into 2022-2023 plan for programs:

- DDSB@Home Elementary: one Practical Learning Program Class, one School Support Program Class;
- DDSB@Home Secondary: two Practical Learning Program classes, two School Support Program Classes

5.0 Financial Implications

The funding for the Special Education and Mental Health Programs and Services, outlined in the Special Education Plan, are included in the draft Board budget for the 2022-2023 school year. Planning includes funding through sources including: Grants for Student Needs special education allocation, Student Support Funding committed to for the 2022-2023 school year, and Student Mental Wellbeing Allocation. Details of revenue and expenditures supporting special education programs and services are embedded in the budget planning process through Education Finance Committee.

Application-based funding for school boards, such as the current call for submission for 'Supporting Students with Disabilities' funding will continue to be utilized as opportunities to implement initiatives to address barriers experienced by students with disabilities and foster inclusive programs.

6.0 Evidence of impact

The DDSB is committed to providing a variety of program and pathway options to support students who benefit from specialized, outcomes-based programs which are further individualized for each student accessing through IPRC placement in special education class.

Analysis of student achievement for students with Individual Education Plans will be provided to Trustees in September embedded within a broader district report and will continue to be part of analysis from the Student Census Survey.

The Special Education Advisory Committee is also in discussion about a survey to parents and caregivers to be engaged in during the 2022-2023 school year.

7.0 Communication Plan

The Special Education Plan is available publicly on the DDSB website <https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Inclusive-Education/Special-Education-Plan.pdf>. The link to the plan will be shared through social media and provided directly to the SEAC membership.

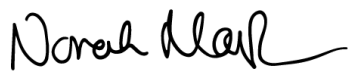
8.0 Conclusion and/or Recommendations

This report is provided to the Board of Trustees for information.

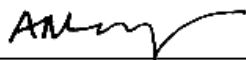
9.0 Appendices

Appendix A – [DDSB Special Education Plan](#)

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



Andrea McAuley, Superintendent of Education

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** June 6, 2022

SUBJECT: Memorandum of Understanding with Durham Region Transit **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director, Corporate Services
Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with information about a new Memorandum of Understanding (MOU) between Durham Region Transit (DRT), the Durham District School Board (DDSB) and the Durham Catholic District School Board (DCDSB) that seeks to increase the number of secondary students accessing public transit to travel to and from school in the urban areas of Durham Region.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

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

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

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

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

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

3.0 Background

There continues to be an ongoing province-wide shortage of school bus drivers and increased demand on student transportation as enrolment grows. As part of the recent bell time review that concluded in spring 2022, it was identified that public transit could be an option to help transport students and engage in environmentally sustainable habits that when adopted by youth are likely to translate into lifetime use of public transit. In addition, many DDSB families indicated through the bell time review consultation process their support for having secondary students travel to and from school using public transit, where possible.

As a result, the Durham Student Transportation Services (DSTS) governance committee comprised of representatives from both school boards engaged in discussions on how to explore

expanded student access on public transit to help ensure ongoing access to sustainable and reliable transportation for all eligible students.

On December 8, 2021, Board Chairs and staff from both the DDSB and DCDSB attended the DRT Executive Committee meeting and presented a request for DRT to consider working with both school boards on transporting students and seeking a discounted rate for bulk purchases of monthly student bus passes.

Following the December 2021 DRT Executive Committee meeting, staff and Chairs from DDSB and DCDSB have met and are actively working with the Durham Region Chair, the Chair and Vice Chair of the DRT Executive Committee, and staff from DRT to explore opportunities leading to the development of the MOU (Appendix A).

At present and since the 2012-2013 school year when the District moved all student transportation to school buses instead of a combination of school bus and public transit use, there has been no widespread program of providing bus passes and/or encouraging the use of public transit where possible.

4.0 Analysis

In 2018, the Ministry of Education committed to completing a review of student transportation across the province, but this review has not yet been completed. Ongoing advocacy to the province from Ontario Public School Boards Association (OPSBA) and individual school boards on this issue may help develop ideas and proposals to address the ongoing province-wide shortage of school bus drivers and provide more certainty for school boards. There is an opportunity to advocate on exploring how the province can support various initiatives to have students take public transit and help to strengthen the MOU.

The MOU was developed under the guiding principle that all parties are committed to enhancing the use of public transit for youth in Durham Region, including secondary school students, within a fiscally responsible framework.

Additional features of the MOU include a commitment to accommodating students within DRT's existing scheduled capacity available in identified areas and that any fare rate change to the bulk purchase rate will be communicated in advance to both DDSB and DCDSB so that additional conversation and planning can take place as needed.

The MOU will be reviewed annually between the parties and DSTS and DRT will meet at least semi-annually to monitor progress and review priorities.

5.0 Financial Implications

DDSB currently provides approximately 250 students with monthly transit passes (some co-op students and some students enrolled in alternative programs based on unique needs). Because DDSB does not meet the existing lowest bulk purchase threshold eligible for discounted pass rates, the cost per pass available to the DDSB is currently \$93.50 per month.

At the May 4, 2022 Transit Executive Committee meeting, a report on youth monthly pass incentives for the 2022-23 school year was received. Of note, the pilot bulk monthly youth pass program available to both boards and DSTS was extended to the 2022-23 school year and revised by providing a graduated fare discount based on the total number of monthly youth passes collectively purchased by a school board and/or their respective transportation consortium. The updated bulk monthly youth pass program rates and purchase thresholds are as indicated below:

- Less than 126 monthly passes: youth rate or 20% discount on standard fare (\$93.50)
- 126-250 monthly passes: 25% discount on standard fare (\$87.75)
- More than 250 monthly passes: 35% discount on standard fare (\$76.05)

6.0 Evidence of Impact

This MOU is a starting point from which we will continue to engage in discussions with DRT toward expanding student access to transit across the Region and eventually increasing capacity. Through a combination of successful outcomes related to the MOU and ongoing advocacy to the province, there is the potential to see an expansion of greater participation and increased service levels available for secondary students on transit. In addition, the endorsement from DRT of a reduced fare structure for students for 2022-23 also confirms that ongoing advocacy efforts are moving plans forward positively.

The MOU is mutually beneficial for several reasons over the long-term:

- Helps build the partnership and find efficiencies for taxpayers of Durham Region, who support both school boards and DRT, while also providing stability and transportation choices for students and families.
- Should an expansion of the partnership occur, it may have a positive effect on the ongoing school bus driver shortage.
- Increases DRT's youth ridership levels, supporting both increased student independence for school boards and parents, and lifelong public transit use, a critical goal of DRT's youth programming and messaging.
- Increases DRT revenue and improves ridership even when school is out, for example during weekends and holidays.
- Opportunity to address barriers for some high school students to getting after-school jobs or accessing sports, events, and school clubs.

7.0 Communication Plan

In addition to this report, DCDSB will be presenting the MOU at an upcoming Board meeting and DRT will be presenting the MOU to the DRT Executive Committee in June.

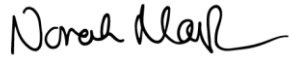
8.0 Conclusion and/or Recommendations

This report is provided to the Board of Trustees for information.

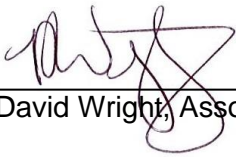
9.0 Appendices

Appendix A – Memorandum of Understanding between DRT, DDSB and DCDSB

Report reviewed and submitted by:



Norah Marsh, Director of Education and Secretary to the Board



David Wright, Associate Director, Corporate Services



Robert Cerjanec, Executive Lead, Strategic Initiatives and External Relations

Dated as of the _____ day of _____, 2022

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN:

Durham District School Board (DDSB)

Durham Catholic District School Board (DCDSB)

Durham Region Transit (DRT)

RECITALS:

1. The parties to this MOU agree to the cause and initiative as herein described and detailed in this MOU and agree to work with best efforts and good faith with regard to the cause and initiative with the guiding principles as detailed herein.
2. Increased public transit usage has immense benefits including socioeconomic and environmental benefits, as well as reduced traffic for the residents of Durham Region.
3. DRT public transit services are available to all fare-paying passengers and the service is planned and delivered based on an approved service strategy, guidelines, and budget.
4. Public transit customers are required to adhere to all policies regarding the use of DRT public transit services.
5. Durham Student Transportation Services (DSTS) is a consortium formed by agreement between DCDSB and the DDSB, for the purpose of providing a common administration of student transportation services based on each Board's policy governing transportation eligibility of students.
6. DDSB and DCDSB already purchase PRESTO transit passes for some of their students.

NOW THEREFORE, the parties agree to collaborate in good faith based on these guiding principles.

1. The parties commit to enhancing the use of public transit by youth, including secondary school students, within a fiscally responsible framework.
2. The DRT network is planned in consideration of key trip generator locations and resident demand across the Region, including secondary schools.
3. The school boards will ensure that the number of PRESTO passes purchased can be accommodated within DRT's scheduled capacity available in identified areas.
4. When purchasing PRESTO products, DDSB and DCDSB will administer the products in accordance with the terms and conditions established by PRESTO.
5. Any fare rate change to the bulk purchase youth pass program will be communicated to DSTS within thirty days following approval of the annual DRT Business Plan and Budget.
6. DRT, DDSB and DCDSB will share ridership and other appropriate data subject to availability and legal/privacy considerations.
7. The parties endeavour to collaborate to promote public transit usage among students, including educational programs for customer safety and etiquette, developing life skills to navigate a public transit system, and activities to highlight the benefits of public transit.

REVIEW:

1. This MOU shall be reviewed by the parties once per year.
2. DSTS and DRT shall meet at least semi-annually to monitor progress and review priorities, and the projected capacity on the public transit network.



**Standing Committee
Public Session
June 6, 2022**

Advisory, Ad Hoc Committee Report

Name of Committee: Equity & Diversity Ad Hoc Steering Committee

Meeting Date & Time: Wednesday, April 27, 2022 at 6:00 p.m.

Meeting Chairs: Patrice Barnes (Co-Chair), Donald McLeod (Co-Chair)

Agenda Highlights:

1. The Equity Department shared some of the school climate data around students' feeling of belonging connectedness, supportive relationships and feelings of safety at school.
2. The big request from the Equity Department this year was for safe space stickers which were purchased and distributed. School administrators wanted to ensure that students could see that there were places in the school that are safe.
3. International holidays and observances information is shared each year with staff so that school leaders have access to the information to share with their community.
4. Durham's Black Community Health Strategy held their first meeting for the development of a strategy for Black health in the Durham region. The contracted agency, Carea Community Health Centre, will lead the implementation and development of the strategy. This is an opportunity for the board to look at ways that we can participate and support the development of the strategy.
5. The 10th annual Student Success Awards that offers students awards and scholarships has been rebranded this year as The Cultivating Possibilities Awards.
6. DBEN's Afrocentric Heritage Program focuses on ways to amplify students' experiences from Kindergarten through to Grade 12. The doors will be open to the public on Saturday, June 11th when the program closes for the year. This will be an opportunity to understand the depth of the program and to celebrate and highlight the work that has taken place.
7. We are building an in-person opportunity as part of the Afrocentric programming at Viola Desmond PS next year. The Afrocentric Program is also offering programming this summer for students entering Kindergarten.