



Board Highlights

On Tuesday, February 20, 2018, the Durham District School Board held its monthly Board meeting.

Sir William Stephenson Public School Delivers Outstanding Performance

The thirty-five members of the Sir William Stephenson Public School Concert Band, known as the Camp X Players, performed a few lively numbers for DDSB Trustees at the February 20th Board meeting. Under the direction of Alycia Pindar, the audience was treated to 'Skyfall', 'Don't Stop Believin' and 'Drums Up Front March'. Their performance prompted a loud applause from the appreciative audience.



Students from Sir William Stephenson Public School are pictured performing at the February meeting of the DDSB Board of Trustees.

Provincial Anti-Black Racism Strategy

Trustees were presented with a report outlining the new Ontario Anti-Black Racism Strategy. The Strategy is designed to lead long-term change across systems and to build system capacity and competency. The Strategy outlines clear actions to meet these mandates, including, but not limited to:

- Establish a Leadership Table with ministers, bureaucracy and community members to make policy and program recommendations to address systemic anti-Black racism
- Conduct an economic study to understand the cost of anti-Black racism and identify initiatives and areas of change
- Develop progress targets in child welfare, education and justice sectors based on available data
- Ensure the right tools are in place to change the system within government and its institutions by giving employees tools to understand the causes and impacts of anti-Black racism
- Develop and implement anti-Black racism capacity and competency building programming for government employees and its institutions
- Report annually the process of implementing the Anti-Racism Directorate Data Standards and the Anti-Racism Impact Assessment tool across government and public sector organizations.

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Provincial Anti-Black Racism Strategy

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Trustees were informed that the provincial Anti-Black Racism Strategy will support the implementation of the Durham District School Board's Compendium of Action for Black Student Success 2018-21. It is anticipated that the sharing, communication and implementation of this strategy will continue the positive relationship building with Durham's Black community showing increased focus on their needs.

The Anti-Black Racism Strategy is about targeting systemic racism in policies, decisions and programs. The strategy will be shared with all levels of the DDSB in Spring 2018. The areas of focus for this work:

- Track the implementation and impact of the DDSB Compendium for Black Student Success
- Strengthen inclusive and culturally responsive teaching, curriculum, assessment and resource purchases
- Increase leadership opportunities through Leadership initiatives as well as the Indigenous and Racialized Program
- Strengthen anti-oppression training to include Anti-Black Racism
- Continue to network, with purpose, with the Durham Black community.

Target audiences include DDSB Administrators and Educators, Parents/Community members and organizations, and all DDSB employees.

Recognition of Black History Month

Students across the DDSB are exploring the voices, perspectives and experiences of Black Canadians as they acknowledge Black History Month. The activities allow DDSB students to explore the perspectives of the Black community, a perspective that is often absent from typical curricular programming. The activities support our Equity and Inclusive Education Policy #4107 creating an inclusive environment where all stakeholders have a sense of support and belonging.

These activities enrich the learning experiences of all students and values the realities and experiences of the Black community. Students and families from this community have communicated their appreciation and satisfaction about this demonstration of commitment in DDSB schools.

Renewed Math Strategy

The Ministry of Education has designated ten DDSB elementary schools as Intensive Support and twelve DDSB elementary schools as Increased Support.

The Intensive Support designation is determined for schools where fewer than 30% of students have met the provincial standard of Level 3 (70%) in the past three years on EQAO Assessments.

The Increased Support designation is determined for schools where fewer than 50% of students met the provincial standard of Level 3 (70%) in Grade 3 math over the last three years; and where fewer than 30% of students met the provincial standard in Grade 6 math in the last three years.

Detailed analysis of PRIME Number Assessments and PRIME Operations Assessments (Grades 3 and 6) clearly identified student mathematical strengths, as well as, specific learning needs.

Further data was collected from teachers using the *Ten Dimensions of Mathematics* survey. Analysis of survey data from all participating teachers indicates strengths in use of math manipulatives and technology, and fostering math communication. Areas of need, as identified by participants, include program scope and planning, constructing knowledge, and assessment.

Focused professional learning has been developed to address the unique educator and student needs found within these schools who share the greatest needs in the area of mathematics.

Key components of the Renewed Math Strategy (RMS) include:

- Schools are provided with four days of collaborative professional learning for all Grades 3 and 6 teachers
- Collaborative school hubs engaged in learning focused on developing content understanding of curriculum driven "big ideas" in Number Sense and Numeration
- Learning hubs led by facilitators, along with coach support, and held on designated release date (December 12, February 1, March 20, and April 25). In addition, all RMS Grades 3 and 6 teachers were provided with an initial half-day release to administer and/or moderate the PRIME Number and Operations prior to the first learning session

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Renewed Math Strategy

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- Specific resources and tools were purchased for all participating teachers (*Number Talks for Fractions, Decimals, and Ratios, Leaps and Bounds, What to Look For, Number Talks for Grades 1 to 5*)
- All RMS designated schools have assigned Literacy and Numeracy Coaches to support the implementation of focused strategies and resources into classroom practice.

All RMS schools will be engaged in a pilot EQAO approach whereby all Grades 3 and 6 students will be writing the Spring assessment in half-day increments across a six-day period.

So far, the analysis confirms that the most helpful components of the RMS include:

- Moderation of student work and EQAO assessment questions
- Collaborative time to co-plan with colleagues (structured planning and learning time)
- Resources provided and time to “unpack” the resources
- Understanding the math continuum (What to Look For).

Teachers also report a better understanding of student continuum of number development and a better understanding of how best to target student needs to “move” their learning along.

Data will be collected following the completion of the project. Specifically, PRIME Number and Operations will measure growth in the specific content and skill areas targeted through the initial data and aligned to the professional learning and resources. Spring 2018 EQAO scores (Grades 3 and 6 RMS students) will be analyzed to measure the impact of the project work and EQAO half-day writing pilot approach.

Unnamed North Oshawa Public School

The Durham District School Board will commence a public consultation process to establish boundaries for the Unnamed North Oshawa Public School (*Greenhill Avenue/Clearbrook Drive*). The school is scheduled to open in September 2019.

Unnamed North Oshawa Public School *continued...*

An Open House is scheduled for March 28, 2018 in the gym at Sherwood Public School, between 7:00 and 8:30 p.m. at which time the proposed boundaries will be presented to the community/stakeholders.

Comment sheets will be provided at the Open House. Community members can also provide feedback by sending an email, or leaving a voicemail at the dedicated lines established for this boundary process.

Community feedback will be collected until April 13, 2018. A final report to Board is scheduled to be presented to trustees on May 22, 2018 for their review, consideration and decision.

The Unnamed North Oshawa Public School is being constructed to include 24 classrooms and a 4-room Child Care (infant, toddler and two preschool rooms). The school will have a Ministry capacity of 519 pupil places.

To see the proposed boundary [click here](#).

Trustees Approve 2018-2019 School Year Calendars

DDSB Trustees approved the school year calendars for 2018-2019 and it sees the Board matching PA Days with its coterminous Durham Catholic District School Board (DCDSB). That allows the two Boards to maximize the cost sharing of buses.

The four calendars include elementary schools and secondary schools on the regular school year schedule and elementary and secondary schools on the modified schedule. All calendars include regular dismissal time for the first day of school and the last day of school before December break.

The report to Board presented Tuesday night notes the calendars match all seven elementary PA days with the DCDSB, and six out of seven secondary PA Days. After approval by the Ontario Ministry of Education, the DDSB calendars will be posted on the Board’s website and used to prepare student agendas.

View the proposed calendars [here](#).

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Click on the 'Director's Good News' image to watch the Director, Lisa Millar deliver good news to the Board on Monday, February 20, 2018.

Regular Board and Committee Meetings

Student Senate Meeting

Monday, March 5, 2018
4:15 p.m. — 6:00 p.m.

Standing Committee Meeting

Monday, March 5, 2018
Public Session — 7:00 p.m.

Board Meeting

Monday, March 19, 2018
Public Session — 7:00 p.m.



COMMUNICATIONS DEPARTMENT
DURHAM DISTRICT SCHOOL BOARD

