

WEDNESDAY, FEBRUARY 8, 2023

Public Session: 5:30

AGENDA

A. WELCOME

B. APPROVAL OF THE AGENDA

C. COMMUNITY ADVISORY COMMITTEE – VERBAL UPDATE

[S. Mitchell/K. Pisek](#)

D. SCHOOL SYSTEM INITIATIVES - VERBAL UPDATE

[P. Burton/Z. Hamdani](#)

E. UNDERSTANDING HUMAN RIGHTS - PROFESSIONAL DEVELOPMENT PLAN

[M. Safdar Ali](#)

F. SCHOOL AND SYSTEM ALIGNMENT FOR STUDENT ACHIEVEMENT, INCLUSION AND WELL-BEING

[S. Hancox/J. Kerr/Z. Hamdani](#)

G. EQUITY, INCLUSION & ANTI-RACISM COMMUNITY ADVISORY COMMITTEE - 2023-24 PLAN

[K. Pisek](#)

H. ADJOURNMENT

Next Meeting: Wednesday, May 10, 2023 @ 5:30 pm

UNDERSTANDING HUMAN RIGHTS - Professional Development Plan

February 8, 2023

BACKGROUND

The DSBN is committed to embedding equity in all aspects of the education system, starting from training and building capacity of an equity lens that is grounded in the Ontario Human Rights Code (the *Code*). The Professional Development opportunities offered to staff are based on the Anti-Bias, Anti-Racism and Anti-Oppression Learning tenant: Developing a critical lens to disrupt oppressive practices to improve outcomes for all students, staff and school communities.

PROFESSIONAL DEVELOPMENT PLAN

Education and training are essential to developing a “human rights culture” within an organization. Professional development can deepen understanding and awareness of human rights issues and build support for DSBN’s human rights initiatives. As well, every member of the DSBN should have a solid understanding of everyone’s rights and responsibilities under the *Code*, including students, and of DSBN’s policies, procedures, and guidelines for preventing and addressing human rights issues.

Beyond knowledge of the legal rights and responsibilities set out in the *Code*, it is important to understand discrimination and harassment related to the various *Code* grounds, and how they manifest themselves. For example, it will be very difficult for DSBN to address and prevent systemic racial discrimination without educating its members about what racism is, how it operates, common manifestations of racism and racial discrimination, and the legacy of racism in Canada.

Understanding Ontario Human Rights professional development started with elementary and secondary administrators because as school leaders they are responsible for ensuring a safe, equitable, and inclusive learning and working environment for all students and staff. This professional development will be offered to all staff including teachers, central curriculum teams, support staff, and board personnel.

This is the beginning of a learning series that will focus on ensuring that all students are welcomed, feel safe and supported and know they belong at the DSBN.

Respectfully submitted,
Maryam Safdar Ali, Human Rights Advisor

SCHOOL AND SYSTEM PRIORITIES FOR STUDENT ACHIEVEMENT, INCLUSION AND WELL-BEING

February 8th, 2022

BACKGROUND

Alignment between schools and our system is an integral part of the collaborative work we do to improve student achievement and well-being at the DSBN. Schools provide a roadmap for school teams to achieve strategic learning outcomes based on the needs of all students. It is important that schools develop specific goals, clear action plans that are grounded in student achievement data as well as student voice to monitor each student's progress. School staff work collaboratively and provide ongoing contributions and make necessary changes and adjustments to the action plans based on student data. These goals and action plans align with system priorities and inform the resources and professional development opportunities provided by the DSBN's central teams, including Curriculum Support Services, Special Educations Support Services, Indigenous Education and the Equity, Inclusion and Anti-Racism Teams.

DSBN Elementary School Alignment with System Priorities

The DSBN has highlighted system priorities determined by using individual school data along with system-based data. These priorities include: Inclusion: (Equity/Indigenous Education/Special Education), Junior Math and Early Reading. All elementary schools use data including classroom summaries, EQAO data, student and staff voice as well as other sources of assessment to set goals, targets and commitments as well as develop action plans for each priority. Beginning in September, elementary homeroom teachers develop classroom summaries that include achievement data as well other important information and observations specific to each student. These summaries are used to develop student specific goals and corresponding strategies for whole group lessons, small group instruction and individual instruction. Knowing Each Learner and Cultivating Caring Classrooms are frameworks the Equity team shared with the system to align with and support the development classroom summaries.

As school teams were not able to collaborate in person for the past few years, the intention this year was to spend time gathering and considering both staff and student voice in developing goals and commitments for each school. These have been developed with input, ownership and connection to student achievement and well-being data.

Each system priority has accompanying professional development opportunities. These opportunities include but are not limited to specific workshops provided to staff during the school day, collaborative professional inquiry, co-planning and co-teaching in classrooms, book studies, partnerships with community partners offering after school and evening learning opportunities to our staff, prepared staff meeting sessions and PA Day offerings.

School -Based Learning

In each school, staff collaborate regularly on their goals, this includes working with Instructional Coaches, Equity Coaches, Equity Team, Indigenous Education Team, Multi language Resource Teachers and Special Education Teams, all who contribute to the action plans associated with the goals. Specific information about individual students is at the table, and action plans are modified regularly. School teams work through this ongoing process to review data to monitor student progress, determine the strategies, resources and learning that both staff and students require to meet their targets and goals.

Centrally developed resources are available and utilized by all schools. Examples of these include the Mid-Year assessments for grades 3 and 6 and the Toolkit developed by the Equity team in collaboration with Special Education, Safe Schools and Indigenous Education teams.

Area Superintendents work with each school to support their goals, remove barriers to their success and connect schools with similar goals for cross school collaboration. This collaboration is especially effective when smaller schools come together to support and learn from each other. Area Administrator Meetings have dedicated time to the school improvement planning process with the intention of consistent messaging, timelines and support for all schools.

CONCLUSION

Supporting and improving student achievement and well-being is the priority of all schools. The alignment between the system priorities and school-based needs, assists principals and school staff in considering their own school data, determining co-created goals and accessing support of central teams to achieve these goals. Having an inclusion priority fosters an equity mindset that ensures all students are affirmed, valued and included leading to positive outcomes for all students. Regular reviews allow for celebrations of progress, revisions of actions and the ability to ask for more or different support as needed. Effective and impactful strategies are shared across the system as the goal of improving student achievement and well-being is everyone's collective responsibility.

Respectfully submitted,
Simon Hancox, Superintendent of Education

EQUITY, INCLUSION & ANTI-RACISM COMMUNITY ADVISORY COMMITTEE - 2023-24 Plan

February 8, 2023

BACKGROUND

The Community Partnership tenant of the DSBN Equity Action Plan aims to engage families and community members and organizations to:

- Build cultural bridges between families and schools to learn about one another and appreciate differences.
- Nurture and grow the relationships between families, schools and the community in the best interest of students.
- Implement a collective and collaborative approach to benefit the achievement and well-being of all students.
- Engage in authentic educational experiences to affect communities in positive ways.

The Equity, Inclusion and Anti-Racism Community Advisory Committee (EIARCAC) was established in the spring of 2021 with a membership of a trustee, staff, students, parents and community members that meets regularly to receive, review and provide feedback on the priorities of the DSBN Equity Action Plan.

2023 - 2024 PLAN

During the EIARCAC meeting in February the following suggested revisions to the membership of the committee were brought forward and supported by committee members:

- Increase student membership from 3 to 5 secondary school students.
- Increase parent/guardian from 5 to 8 members.
- Invite Niagara College to join as community members.
- Include a DSBN support staff member.

Respectfully submitted,

Pratima Burton, Student Achievement Leader: Equity, Inclusion and Anti-Racism Education (K-12)

Zakia Hamdani, Consultant: Equity, Inclusion and Anti-Racism Education (K-12)

Kelly Pisek, Superintendent of Education