



DURHAM DISTRICT SCHOOL BOARD

EQUITY & DIVERSITY

STRATEGIC PLAN

2018-2021

Our strength, our future, our journey...



"The Durham District School Board acknowledges that many Indigenous Nations have long standing 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 (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."

Who do we serve?

Our students live in houses, apartments, hotels, shelters, foster homes and group homes. Our students live in communities that are rural, urban, quiet, exuberant, fast-paced, tightly-knit or loosely connected. Some of our students express their gender identities in a male/female binary, others express their gender identities on a fluid continuum. They all find love in different ways. Our students come from families that are led by same-sex partners, single parents, partners who are married or not, grandparents, foster families, aunts or uncles or siblings. Some of our students live on their own. Their ancestry is rich and diverse. Some students come from the ancestral land we are on, some are descendants of historical settlers to Canada; some migrated from other countries and some have come as refugees. All of them have rich, personal stories and narratives.

Our students adhere to and connect with their faith in temples, synagogues, churches and mosques. They connect with their spirituality in our forests, fields and in their homes. For some, their faith or creed is represented in their manner of dress, the symbols they carry, the food they eat, or in their silent prayers and reflections. Some of our students do not follow a faith or creed. Our students are young, they are adolescents and adults; they experience different degrees of health and well-being; some are sighted, hearing and ambulatory, others are differently-abled. They speak many languages and have varied talents and skills. Some of our students have many choices ahead of them, others face limited and challenging options. Some have dreams of greatness; others plan for survival. Together, we are the DDSB.



EQUITY

CREED LOVE SIGHTED TRANS AMBULATORY DESCENDANTS MARRIED APARTMENT HEALTH LANGUAGE REFUGEES MOSQUES LESBIAN URBAN RURAL TEMPLES FAITH SHELTER SYMBOLS SURVIVAL NEURODIVERSITY PARTNERS SINGLE ANCESTRAL FAST FAMILIES GRANDPARENTS ADOLESCENT CHALLENGES REFLECTION DREAMS CHURCHES COMMUNITIES PRAYER FLUID ATTIRE CHOICES FOSTER DEAF HEARING SPIRITUALITY COGNITIVE YOUNG ALONE SYNAGOGUES FOOD TALENT BLIND SETTLERS SYMBLINGS

IN OTHER WORDS, WE CAN EXPECT THAT, IN A TRULY EQUITABLE SYSTEM ROUGHLY THE SAME PROPORTIONS OF EACH COMMUNITY WILL EXCEL, DO SATISFACTORILY, OR DO POORLY, AS IN THE TOTAL STUDENT POPULATION. IF, AS IS CURRENTLY TRUE, THEY DO NOT, THE SYSTEM NEEDS TO BE FIXED.

For the Love of Learning, Royal Commission on Learning 1994
<http://www.edu.gov.on.ca/eng/general/abcs/rcom/full/volume4/chapter16.html>

INTRODUCTION

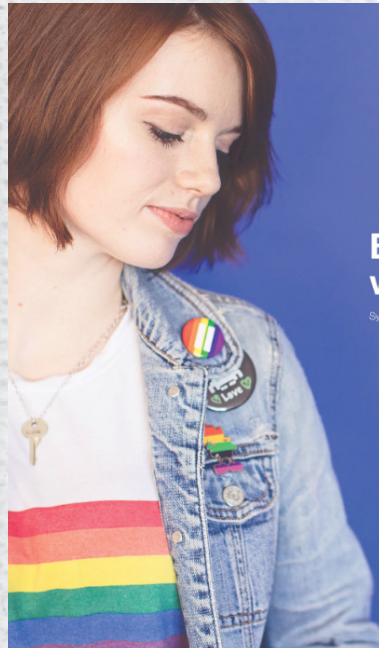
The 2018 - 21 Equity Strategic Plan makes clear the pathway that the Durham District School Board will take to ensure that all staff and students feel that they matter and belong. It cements our commitment to the elimination of discrimination and discriminatory barriers that may exist and to ensure all students and staff reach their full potential every year. It is built on principles of Fairness, Acceptance and Inclusion for all and places our students at the centre of decision making.

The 2018 - 21 Equity Strategic Plan advances the criteria set forth in Ontario's Education Equity Action Plan (2017), the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, as well as the Ontario Ministry of Education's Policy/Program Memoranda PPM 119. It is grounded in the principles of Inclusive Design and delivered through a Culturally Responsive and Relevant framework.

1

Develop staff capacity to develop and implement practices that honour and engage Indigenous ways of knowing

- Launch Collaborative Inquiry projects and system training that responds to the Truth and Reconciliation Calls to Action
- Develop resources to support the integration of Indigenous ways of knowing into student tasks, school culture and system structures



Be who you are and who you want to be

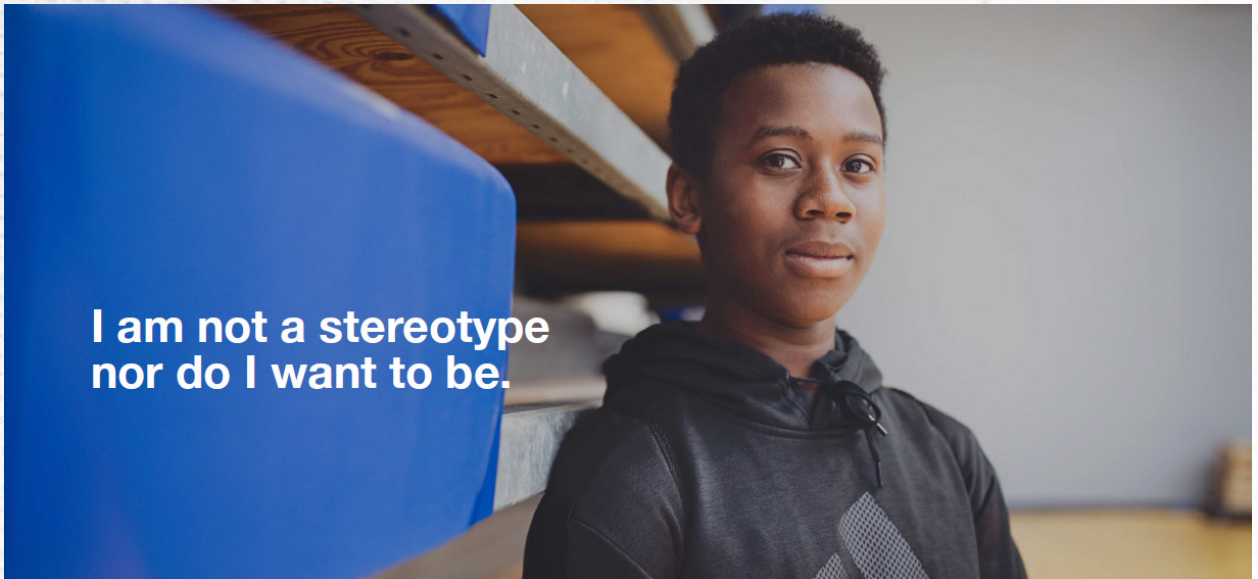
Sydney, Grade 11

SUCCESS We value your achievements

WELL-BEING We

EQUITY

PROMOTE A SENSE OF BELONGING
BY IDENTIFYING AND ADDRESSING



I am not a stereotype
nor do I want to be.

2

Challenge and change structures, tools and practices that create barriers to success and engagement for students, staff or school community members

- Establish a system working team comprised of representation from across the system to lead innovation and integration of equity priorities in all levels of the system
- Partner with curriculum development and implementation teams to develop and support programs and resources for integrating CRRP into classroom instructional practices
- Build staff capacity to identify and dismantle systemic barriers; deploy resources: print, digital, professional networks, to support staff in doing this work
- Launch inclusive curriculum programs and resources for staff and parents
- Establish student voice at the centre of school and system practices for decision-making and programming (ex. Family of School Student Advisory Council)

value how you feel

LEADERSHIP We value how you grow

NG AND INCREASE EQUITABLE OUTCOMES FOR ALL ING BARRIERS TO SUCCESS AND ENGAGEMENT

3

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 the HRS Recruitment team to extend training and monitor practices in order to bring the equitable recruitment framework to scale in action across the system
- Partner with Wellbeing and Engagement system partners to promote, build leadership capacity and monitor practices that ensure climates where staff and families feel emotionally and psychologically safe

4

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

- Establish system projects to engage and extend the voice and perspectives of parents and families in DDSB school communities to strengthen the integration of the identities of Durham into school culture
- Establish system and school opportunities for parents and families to network and learn together focused on matters that are important to them



**Je suis belle,
courageuse et
déterminée.**

Tanaka, Grade 8

5

Implement the principles of Inclusive Design

- Build t
leader
threac
infrast
our sys
Plans,
Depart
School
Review
Faces
implem
Depart
Perform

EQUITY We value who you are

ENGAGEMENT We value



INCLUSIVE DESIGN Lens

ENGAGING VOICE

Are the voices of our learners a part of the programming and learning experience?

ENGAGING PARENT, FAMILY AND COMMUNITY

Do we honour the experiences of our families and communities in our system, school and classroom practices?

ANALYSING DATA

Do we know our learners and staff? Do we draw on THEIR knowledge, perceptions and experiences to maximize their strengths and help them to grow?

ENVIRONMENT AS THIRD TEACHER

Does the environment show that we value our learners, their experiences and their realities?

DESIGNING INSTRUCTIONAL AND PROFESSIONAL LEARNING

Is programming authentic and reflective of the lived experiences and perspectives of our learners?

BUILDING LEADERSHIP CAPACITY

Are we intentional in ensuring that our staff and students have successful entry points into leadership?



the capacity of system
ers to integrate the six
ds of Inclusive Design into the
structure of their schools and
stem: School Improvement
Board Improvement Plans,
rtment Strategic Plans,
l Self Assessment, District
vs, Superintendent visits,
on the Data and monitoring
mentation, Staff meetings,
rtment Meetings, Staff
formance Appraisals.



Be yourself, never
be someone else

Jeremiah, grade 8

WHAT WILL TELL US

we are making a difference?

WE WILL SEE EVIDENCE OF:

- 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 data, that includes performance, engagement and identity markers to determine patterns of success and areas of need
- Classrooms and schools reflect many communities and student identities on their walls in innovative learning spaces. Practices include many perspectives

WHERE DO WE SEE OURSELVES IN THE FUTURE?

By 2019 the Compendium of Action for Black Student Success will be fully integrated into all DDSB schools.

By 2019 all school communities will report an increased sense of belonging and inclusiveness of students, staff and families.

By 2020 we will have begun gathering identity data of our students to ascertain exactly who our students are to ensure equitable outcomes academically.

