



Regular Board Meeting Agenda

June 16, 2025 7:00 p.m.



Michelle Arseneault
Trustee
Town of Whitby

Tracy Brown
Chair of the Board
Trustee
Town of Whitby

Emma Cunningham
Trustee
City of Pickering

Donna Edwards
Trustee
Town of Ajax

Mark Jacula
Trustee
City of Oshawa

Stephen Linton
Trustee
City of Pickering

Kelly Miller
Trustee
Town of Ajax

Carolyn Morton
Trustee
Townships of Brock, Scugog &
Uxbridge

Deb Oldfield
Vice Chair of the Board
Trustee
City of Oshawa

Shailene Panylo
Trustee
City of Oshawa

Christine Thatcher
Trustee
Town of Whitby

Vacant
Trustee
(First Nations Representative)

Kayla Hoare
Student Trustee

Nitishan Poopalasundaram
Student Trustee

Shampavi Vijayakumar
Student Trustee

Durham District School Board
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DURHAM DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING

Monday, June 16, 2025, 7:00 p.m.

PAGE

1. Call to Order

2. Land Acknowledgement

Verbal

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. O Canada

(Beaver River Public School)

Presentation

4. Declarations of Interest

Verbal

5. Motion to Approve Agenda

Verbal

6. Consent Items

(a) Approval of the following meeting Minutes:

i. DRAFT Minutes of the May 20, 2025 Regular Board Meeting

1-9

(b) Adoption of the following Resolutions from the Governance and Policy Committee Meeting of May 28, 2025, which the Committee Recommended to the Board:

10

i. That the Board of Trustees approve the revised language of the Consolidated Bylaws included as Appendix A of the report presented to the Governance and Policy Committee at its May 28, 2025 meeting.

ii. That the Board of Trustees approve the revised Equitable Recruitment Policy included as Appendix B of the report presented to the Governance and Policy Committee at its May 28, 2025 meeting.

	(c) Adoption of Any Resolutions from the In Camera, Committee of the Whole Meeting, June 16, 2025.	Verbal
7.	<u>Chair's Update</u> (Chair Tracy Brown)	Presentation
8.	<u>Public Question Period</u> (Chair Tracy Brown)	Presentation
9.	<u>Good News from the System</u> (Director of Education Camille Williams-Taylor)	Presentation
10.	<u>DDSB Presentations</u>	
(a)	Abilities Scholarship Award (Superintendent Andrea McAuley)	11-12
(b)	Chair's Scholarship Award (Chair Tracy Brown)	13-14
(c)	Student Trustee Recognition (Chair Tracy Brown, Director Camille Williams-Taylor)	Verbal
(d)	Parent Involvement Committee (PIC) Year End Report (Superintendent Kandis Thompson)	15-22
11.	<u>Recommended Actions</u>	
(a)	2025-2026 Inclusive Student Services Special Education Plan (Superintendent Andrea McAuley, Superintendent Lauren Bliss)	23-26
(b)	Rescheduling October 2025 Standing Committee and Board Meetings (General Counsel Patrick Cotter, Senior Manager Dervla Kelly)	27-29
(c)	Items Removed from the List of Consent Items	Verbal
12.	<u>Information Items</u>	
(a)	2025-2026 Official Enrolment Projections (Associate Director David Wright)	30-44

(b)	Final Update on the Implementation of the 2024-2025 Math Achievement Action Plan (Superintendent Mohamed Hamid)	45-60
(c)	Impact of the Removal of Kindergarten from Single-Track French Immersion Schools (Director Camille Williams-Taylor, Associate Director Jim Markovski, Associate Director David Wright)	61-120
(d)	Anti-Black Racism Advisory Committee Annual Summary Report (Superintendent Jacqueline Williams-Leacock)	121-127
(e)	Human Rights Advisory Committee Annual Summary Report (Associate Director Jim Markovski)	128-132
(f)	OPSBA Update (Trustees Donna Edwards and Kelly Miller)	Verbal
(g)	Report: Approved Minutes of the Governance and Policy Committee Meeting of April 30, 2025 (Trustee Kelly Miller)	133-137
(h)	Report: Approved Minutes of the Special Education Advisory Committee Meeting of May 1, 2025 (Trustees Michelle Arseneault, Donna Edwards, Kelly Miller)	138-145
13.	<u>Correspondence</u>	
(a)	Letter from Food for Good	146-147
14.	<u>Memos</u>	
(a)	2425:81, 2025 Summer Learning Opportunities	148-156
(b)	2425:82, Summary of Bullying Prevention and Intervention Action	157-161
(c)	2425:83, Multi-Year Strategic Plan Update	162-191
15.	<u>Dates of Significance</u>	192-194
16.	<u>Adjournment</u>	

DRAFT

MINUTES

The Regular Meeting of the Board

Tuesday, May 20, 2025

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

1. Call to Order:

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

Members Present: Trustees Michelle Arseneault, Emma Cunningham, Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Deb Oldfield, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: None

Officials Present: Director of Education Camille Williams-Taylor, Associate Director David Wright, Associate Director Jim Markovski, Superintendents Lauren Bliss, Michael Bowman, Mohamed Hamid, Heather Mundy, Margaret Lazarus, Andrea McAuley, Stephen Nevills, Martine Robinson (virtual), Kandis Thompson, General Counsel Patrick Cotter, Senior Manager Dervla Kelly

Recording Secretary: Gillian Venning

2. Land Acknowledgement

Chair Tracy Brown gave the Land Acknowledgment: 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. O Canada

Trustee Carolyn Morton welcomed and thanked the R H Cornish Hands of Cornish for their sign language performance of *O Canada*.

4. Declarations of Interest

There were no declarations of interest.

5. Adoption of Agenda

2025:RB29

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Kelly Miller

THAT THE AGENDA BE AMENDED TO MOVE ITEM 12(b), MEMO 2425:77, SPECIAL EDUCATION CLASS – GIFTED 2025-2026 TO 11(a) UNDER INFORMATION ITEMS AND THAT THE AMENDED AGENDA BE APPROVED.

CARRIED

6. Proposed Consent Items

As there were no objections, the following proposed consent items were approved and adopted:

(a) Approval of meeting minutes:

- i. DRAFT Minutes of the April 22, 2025 Regular Board Meeting
- ii. DRAFT Minutes of the May 5, 2025 Special Board Meeting

(b) Adoption of the Following Resolution from the April 30, 2025 Governance and Policy Committee Meeting, which the Committee Recommended to the Board:

- i. That the Board Rescind the Recovery of Salary Overpayment Policy and Regulation

(c) Adoption of Any Resolutions from the In Camera, Committee of the Whole Meeting of May 20, 2025.

7. Public Question Period

Dylan Reynolds joined the meeting in person and asked a question regarding DDSB@Home. Staff responded to the question.

Anjali Joshi joined the meeting in person and asked a question regarding special education program placements. Staff responded to the question.

Staff read and responded to a question from Varun Paliwal regarding special education program placements.

Staff read and responded to a question from Eva Kyriakides regarding special education program placements.

Staff read and responded to a series of 12 questions regarding secondary modified calendar schools.

8. Chair's Update

Chair Tracy Brown shared the following update on behalf of the Board of Trustees:

As we head into the last months of the school year, it's a busy time for both staff and students across the DDSB and as Trustees, we had the pleasure of attending many wonderful events over the past few weeks.

On April 29, we rolled out the red carpet for an unforgettable evening of celebration at the annual Student Recognition Night awards ceremony. Cheers filled the air as three inspiring students from each high school were recognized for their courage, leadership, and unwavering commitment to making a difference—whether by championing their communities, rising above personal challenges, or standing up for others. To all the amazing students we celebrated—bravo! The future is bright with you in it, and we can't wait to see where your journeys take you next.

Trustees Kelly Miller and Carolyn Morton joined students at the Education Centre on May 2 for the Leading the Way to Wellness conference. 125 Grade 7 students were provided tools and strategies for social-emotional learning and healthy decision making. Students collaborated in various breakout sessions focused on building healthy relationships, managing stress, and understanding the importance of sleep and mental health.

On May 3, the Maamawi iyaawag school community celebrated its official grand opening. Guests had the opportunity to learn about the meaning and significance of the school's Indigenous name, participate in land-based activities, and experience powerful performances.

Whitby Trustees were excited to visit Julie Payette, Brooklin Village, and Ormiston Public Schools this month. At Julie Payette Public School, Principal Coutu shared how students of all ages worked together to build a Lego Hogwarts Castle. The idea was to provide students with an opportunity to collaborate on a project while also using de-escalation strategies. In addition, a Grade 8 girls book writing club created a picture book to support Grade 1 students entering the school community. Over 300 books have been printed so far!

Over at Brooklin Village Public School, Trustee Thatcher attended a performance of *Shrek Junior the Musical*. Students and staff worked hard all year to put on a spectacular show. Special thanks to Brooklin Village staff including Kim Dunn, Nikki Slessor, Noelle Leombruni, Todd Ferguson, and students in Sharon Bassit's classes.

A dedicated team at Ormiston Public School came together to create a truly special production of *Aladdin*. From the props and costumes to the talented students, the show

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was an unforgettable success. Congratulations to Ormiston staff including Melissa Hutchings, Andrew Cohen, Gloria Park, Ashley Henwood, and Fiona Young.

Since our last update, Vice Chair Oldfield and I have hit the road, joining School Community Council meetings at Fallingbrook and Vincent Massey Public Schools. The cross-district listening tour has been a powerful way to hear directly from DDSB parents and guardians about what matters most in their children's education. We're wrapping up the tour with our final stop at William Dunbar Public School on June 12.

Another highlight for trustees was the fourth annual DDSB Student Art Exhibit, which was centered on the theme of 'Belonging'. The exhibit showcased over 100 pieces of student artwork, including intricate sketches, dynamic mixed media compositions and incredible sculptures, each reflecting unique creativity to illustrating what means to feel a sense of belonging in their school and broader community. The event also included performances by the Anderson Collegiate Vocational Institute Student Band. Anyone who was unable to visit in person can check out the digital gallery on the DDSB website.

As we move through the final stretch of the school year, we are reminded of the incredible dedication, creativity, and resilience shown by our staff, students, and school communities. The past few weeks have been filled with inspiring moments that highlight the strength of our system and the many ways learning, leadership, and belonging come to life across the DDSB.

On behalf of the Board of Trustees, thank you to everyone who continues to contribute to this important work. We look forward to supporting and celebrating the accomplishments still to come as we close out the year and we extend our sincerest appreciation to retiring Superintendent Margaret Lazarus.

9. Good News from the System

Lucas and Loju from Westcreek PS shared good news from across the system on behalf of DDSB students via video presentation.

10. Recommended Actions

(a) Modified Secondary School Calendar

Associate Director Jim Markovski provided an overview of the report, presented in response to an April 22, 2025 motion from the Board of Trustees requesting additional information to support informed decision making around the future of the modified calendar school year at the following DDSB secondary schools: Brock High School, Henry Street High School and Maxwell Heights Secondary School. It was noted that a review of the secondary modified school year calendar was undertaken in fall/winter of the current school year in response to a June 2024 motion of the Board of Trustees directing staff to complete a review and report back on the findings. The report provides analysis across several factors reviewed: access and boundaries, student achievement, student attendance, student discipline, elementary to secondary transitions, student engagement, extra-curricular participation, parental and community engagement and

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student well-being.

The report concludes with a recommendation that the three secondary modified calendar schools return to the regular calendar beginning in September 2026.

2025:RB30

MOVED by Trustee Michelle Arseneault

SECONDED by Trustee Kelly Miller

THAT THE BOARD OF TRUSTEES APPROVE THE STAFF RECOMMENDATION TO RETURN THE THREE SECONDARY SCHOOLS ON MODIFIED CALENDARS (BROCK HIGH SCHOOL, HENRY STREET HIGH SCHOOL AND MAXWELL HEIGHTS SECONDARY SCHOOL) TO THE REGULAR SCHOOL YEAR CALENDAR FOR THE 2026-2027 SCHOOL YEAR.

Discussion took place and trustee questions were answered. Through discussion, some trustees expressed concern that the recommendation contained in the report is not responsive to the feedback received through the consultation process as part of the program review.

Trustee Shailene Panylo called for a recorded vote.

The motion was defeated on the following recorded vote:

Yes	No	Absent	Abstain
Michelle Arseneault			
	Emma Cunningham		
	Donna Edwards		
	Mark Jacula		
	Kelly Miller		
	Stephen Linton		
	Carolyn Morton		
	Deb Oldfield		
	Shailene Panylo		
	Christine Thatcher		
	Tracy Brown		

Student Trustee Non-Binding Vote:

Yes	No	Absent	Abstain
	Kayla Hoare		
	Nitishan Poopalasundaram		
	Shampavi Vijayakumar		

(b) Naming of the Unnamed Ajax Coughlan Public School

Superintendent Lauren Bliss provided an overview of the report which outlines the process undertaken towards naming of the new Unnamed Ajax Coughlan Public School. The process took place in accordance with the Naming of Schools Policy and Procedure and included the establishment of a Naming Committee and a community consultation to receive proposals. The naming Committee recommends to the Board of Trustees that the name of the new school be Trillium Woods Public School, a name which aligns with the criteria established in the Naming of Schools Policy.

Trustee questions were answered.

2025:RB31

MOVED by Trustee Donna Edwards

SECONDED by Trustee Christine Thatcher

THAT THE BOARD OF TRUSTEES SELECT THE RECOMMENDED NAME AS DETERMINED BY THE NAMING COMMITTEE, TRILLIUM WOODS PUBLIC SCHOOL, AS THE OFFICIAL NAME OF THE NEW UNNAMED AJAX COUGHLAN PUBLIC SCHOOL IN AJAX, ONTARIO.

CARRIED

(c) Items Removed from the List of Consent Items

There were no items removed from the consent list.

11. Information Items

(a) Memo 2425:77, Special Education Class – Gifted 2025-2026

Discussion took place and trustee questions were answered. Some trustees expressed concern with the implementation of randomized selection lottery being implemented for the 2025-2026 school year gifted classroom placements.

2025:RB32

MOVED by Trustee Emma Cunningham

SECONDED by Trustee Carolyn Morton

THAT STAFF PREPARE A REPORT OUTLINING THE AVAILABLE OPTIONS IN TERMS OF WHAT TRUSTEES CAN DO WITH RESPECT TO GIFTED CLASSROOM PLACEMENT CONSIDERING THE LEGAL REQUIREMENTS AND POLICY FRAMEWORK IN PLACE AT THE DURHAM DISTRICT SCHOOL BOARD.

2025:RB33

MOVED by Trustee Donna Edwards

SECONDED by Trustee Stephen Linton

THAT THE ORIGINAL MOTION BE AMENDED AS FOLLOWS:

THAT STAFF PREPARE A REPORT OUTLINING THE AVAILABLE OPTIONS IN TERMS OF WHAT TRUSTEES CAN DO WITH RESPECT TO **THE RANDOM SELECTION PROCESS FOR THE** GIFTED CLASSROOM PLACEMENT CONSIDERING THE **LEGAL REQUIREMENTS UNDER THE EDUCATION ACT** AND **THE** POLICY FRAMEWORK IN PLACE AT THE DURHAM DISTRICT SCHOOL BOARD **AND THAT THE REPORT BE PROVIDED AT THE JUNE 2, 2025 STANDING COMMITTEE MEETING.**

CARRIED

2025:RB34

MOVED by Trustee Emma Cunningham
SECONDED by Trustee Carolyn Morton

THAT STAFF PREPARE A REPORT OUTLINING THE AVAILABLE OPTIONS IN TERMS OF WHAT TRUSTEES CAN DO WITH RESPECT TO THE RANDOM SELECTION PROCESS FOR THE GIFTED CLASSROOM PLACEMENT CONSIDERING THE LEGAL REQUIREMENTS UNDER THE EDUCATION ACT AND THE POLICY FRAMEWORK IN PLACE AT THE DURHAM DISTRICT SCHOOL BOARD AND THAT THE REPORT BE PROVIDED AT THE JUNE 2, 2025 STANDING COMMITTEE MEETING.

CARRIED

Further discussion took place and additional trustee questions were answered.

2025:RB35

MOVED by Trustee Donna Edwards
SECONDED by Trustee Deb Oldfield

THAT STAFF PREPARE A REPORT ON GRADUATION RATES, PATHWAYS AND CREDIT ACCUMULATION OVER THE LAST 3 YEARS FOR STUDENTS WHO PARTAKE OF ISS SERVICES IN REGULAR CLASS, SELF CONTAINED CLASSES, AND IN SPECIALIZED OR ALTERNATE PROGRAMS (I.E., SAL, DASS, ETC.) TO HELP THE BOARD OF TRUSTEES MONITOR STUDENT ACHIEVEMENT FOR STUDENTS WITH SPECIAL NEEDS AND PROVIDE INPUT INTO NEXT YEAR'S BOARD ACTION PLAN.

CARRIED

2025:RB36

MOVED by Trustee Shailene Panylo
SECONDED by Trustee Emma Cunningham

THAT THE BOARD REFER TO THE GOVERNANCE AND POLICY COMMITTEE AND ASK TO REVIEW AND UPDATE OUR POLICIES FOR COMMUNITY ENGAGEMENT AND THE SEEKING OF FEEDBACK THAT HAS A DIRECT IMPACT ON SCHOOL

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COMMUNITY PROGRAMS. IT SHOULD ALIGN WITH OUR STRATEGIC PLAN'S GOALS, PRIORITIZING FULSOME, ADEQUATE FEEDBACK AND PARTICIPATION, AND ALLOW FOR INNOVATIVE WAYS OF CONNECTING WITH COMMUNITY. A REPORT SHOULD BE PRESENTED BACK BY NO LATER THAN DECEMBER 31, 2025.

CARRIED

- (b) Report: Approved February 26, 2025 Governance and Policy Committee Meeting Minutes

Trustee Kelly Miller shared the minutes of the February 26, 2025 Governance and Policy Committee meeting.

There were no trustee questions.

- (c) Report: Approved April 3, 2025 Special Education Advisory Committee Meeting Minutes

Trustee Donna Edwards shared the minutes and highlights of discussion that took place at the April 3, 2025 SEAC meeting.

There were no trustee questions.

- (d) OPSBA Update

Trustee Donna Edwards reminded trustees of the upcoming OPSBA Annual General Meeting taking place June 12 – 14 and noted that nominations for the positions to be elected at the Annual General Meeting have now closed

There were no trustee questions.

12. Memos

- (a) 2425:76, Trustee Expense Policy

The memo was shared for information. There were no trustee questions.

13. Dates of Significance

The dates of significance were shared for information.

14. Adjournment

2025:RB37

MOVED by Trustee Christine Thatcher

SECONDED by Trustee Mark Jacula

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:38 p.m.

Chair

Secretary



Durham District School Board

June 16, 2025 Regular Board Meeting

Resolutions: May 28, 2025 Governance and Policy Committee Meeting

At the Governance and Policy Committee meeting of May 28, 2025, the Committee made the following recommendations to the Board of Trustees, including that the matters be dealt with at this meeting of the Board of Trustees:

i. Revised Consolidated Bylaws

THAT THE BOARD OF TRUSTEES APPROVE THE REVISED LANGUAGE OF THE CONSOLIDATED BYLAWS INCLUDED AS APPENDIX A OF THE REPORT PRESENTED TO THE GOVERNANCE AND POLICY COMMITTEE AT ITS MAY 28, 2025 MEETING.

ii. Revised Equitable Recruitment Policy

THAT THE BOARD OF TRUSTEES APPROVE THE REVISED EQUITABLE RECRUITMENT POLICY INCLUDED AS APPENDIX B OF THE REPORT PRESENTED TO THE GOVERNANCE AND POLICY COMMITTEE AT ITS MAY 28, 2025 MEETING.

Link to May 28, 2025 Governance and Policy Committee agenda package which includes the staff report on the aforementioned items:

[Agenda: May 28, 2025](#)

Link to Draft, unapproved May 28, 2025 Governance and Policy Committee meeting minutes:

[Draft Minutes: May 28, 2025](#)

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 16, 2025

SUBJECT: 2025 Abilities Scholarship Award

PAGE: 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 **Abstract**

The purpose of this report is to provide the Board of Trustees with information on the 2025 recipient of the Learning Disability Association of Durham Region (LDADR) and Durham District School Board's (DDSB) Abilities Scholarship.

2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with information on the 2025 recipient of the Learning Disability Association of Durham Region (LDADR) and Durham District School Board's (DDSB) Abilities Scholarship.

3.0 **Background**

Abilities Scholarship

The LDADR and the DDSB partner to provide an annual \$1000.00 Abilities Scholarship Award. This scholarship recognizes a DDSB secondary student who has a diagnosed Learning Disability and who will be continuing studies (apprenticeship, college, or university) in the upcoming academic year. This year 28 submissions were received.

A committee comprised of members of the LDADR, the DDSB Special Education Advisory Committee (SEAC) Chair and SEAC Trustee representatives reviewed the nominations to determine the recipient of the scholarship.

3.1 2025 Abilities Scholarship Recipient

Congratulations goes to Addison Trott, of Ajax High School, who is the 2025 Abilities Scholarship recipient.

Addison's video submission detailed her resiliency and determination. Addison is reflective of her journey in self-discovery, helpful supports and pathway of further success ahead. She includes gratitude for the support of her parents as key parts of her educational journey and consistency of their pride in her achievements. Addison also highlighted how accommodations, noting voice to text specifically, helped her learn.

The advice to her own Grade 9 self and other students is to honour each part of who we are, the importance of pushing forward and setting goals especially when in new environments. Addison's educational pathway with the DDSB included seizing opportunities within the Ontario Youth Apprenticeship Program and Cooperative Education.

In September, Addison will be continuing her studies at college in the Welding & Fabrication Program.

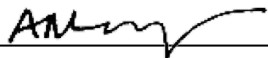
4.0 Conclusion/Recommended Action

This report is provided to Trustees for information and celebration.

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Andrea McAuley, Superintendent of Education

REPORT TO: Durham District School Board

DATE: June 16, 2025

SUBJECT: Chair's Scholarship Award - 2025

ORIGIN: Tracy Brown, Chair, DDSB Board of Trustees

A Chair's Scholarship Fund was established by the Durham District School Board (DDSB) in May 2003 to be awarded annually by the Chair of the Board to a graduating secondary student.

The \$1,000.00 scholarship prize is to be awarded to a student who:

- is graduating secondary school;
- exemplifies excellent leadership and citizenship;
- has a diverse set of accomplishments and leadership endeavours;
- is representative of the diverse student population of the DDSB; and,
- has represented student issues to others.

The criteria for the award includes the applicant meeting the eligibility requirements and receiving a recommendation by their school principal.

A committee consisting of the Chair of the Board, Tracy Brown and Trustees Mark Jacula, Stephen Linton and Carolyn Morton reviewed the nomination applications. The Committee determined to award the Chair's Scholarship Award for 2025 to Brianne Olu-Cole, a student at Donald A. Wilson Secondary School. Brianne exemplifies leadership and citizenship, while representing several diverse student issues, making her a worthy recipient of the Chair's Scholarship Award.

Brianne is a highly motivated and talented student who immerses herself in co-curricular activities including VIDE Arts' NExT: Black Futures Program, DECA Business Club and Successful Black Students Association (SBSA), all while maintaining high standards in her academics, citizenship, student advocacy, and leadership disciplines. Brianne successfully manages to balance her social, governance, and scholastic obligations all while actively participating in student voice efforts towards social justice, anti-Black racism reform, and review and revision of inclusive practices.

Brianne has served as an Executive Member of the SBSA, a collection of 50+ students committed to promoting and organizing engagement activities which serve and support the Black student community within the school and local community, for two years, initially as Vice-President and most recently as President. She actively engaged and contributed to many SBSA actions and initiatives, including collaborating on the creation and realization of Spirit Weeks (Soul Food Monday; Blackout Tuesday; Jersey Wednesday; Throwback Thursday; Culture Friday), Movie Night, Women's Empowerment sessions, BIPOC Film Industry conversations, and Black History Month events.

Brianne has led multiple anti-oppression and inclusion experiences, including coordinating and engaging multiple secondary students in two years of community outreach through literacy, crafting and role-modeling to Black youth at several elementary schools and organizing impactful panel discussions for peers. These sessions featured Black media personalities and influencers including Bee Quammie, Marvin Morgan and Monique Taylor Yee-Shui as models of achievement to encourage and motivate Black students to persevere through obstacles in a variety of career fields in pursuit of their aspirations and find success in being their authentic selves.

Brianne also organized, prepared, and managed, through fulsome collaboration with school staff and other students, the writing and revising the SBSA priorities for supporting Black student success. Her efforts in participating in parent/guardian/caregiver voice evenings, such as the Durham Black Educators Network (DBEN) Compendium of Action for Black Student Success 2.0 and the DBEN Graduation Party Event as Guest Speaker, reinforced the evolving process of supporting a safer space for all students, families, and community members to be their true and authentic selves.

Brianne is a SWIS (Settlement Workers in Schools) Peer Mentor/Leader, which means she supports newcomer students and families in transitioning to new school environments. She does this through school tours, assisting with connecting those with language barriers to resources, and hosting meetings to articulate and explain school policies, schedules, and additional resources. In her role, she supports community building and engagement through participation in school activities and clubs, organizing cultural exchange events to promote diversity and inclusion, and providing safe, supportive spaces.

Brianne's leadership and social conscience talents are also manifested in her active participation in school activities such as the DECA Business and Entrepreneur Club and in writing, directing and starring in her own short film through the NExT Black Futures Program by Vibe Arts. Her enthusiasm, leadership, organization, and communication skills have been honed to a very high level, yet she continues to seek feedback as she develops as a leader.

Brianne's future is bright and she is an incredibly deserving recipient of the 2025 Chair's Scholarship Award. We wish her the very best this fall as she attends York University for Communication and Media Studies.

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 16, 2025**SUBJECT:** Parent Involvement Committee Year End Report **PAGE:** 1 of 5**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board
Kandis Thompson, Superintendent of Equitable Education

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 Abstract

This report provides the Board of Trustees with the 2024–2025 Parent Involvement Committee (PIC) Year-End Report (Appendix A), highlighting the Committee’s commitment to strengthening meaningful family-school partnerships across the Durham District School Board (DDSB), advancing equity, and creating more connected and inclusive school communities aligned with DDSB’s strategic priorities.

Key highlights from this year include three well-attended Regional School Community Council (SCC) Conferences that fostered networking and knowledge exchange, the distribution of seasonal newsletters reaching hundreds of families, and the creation of a new equity-focused SCC planning guide to support inclusive practices. The PIC also supported 43 schools through Parent Reaching Out (PRO) Grants, funding initiatives that tackled barriers to parent engagement, particularly around anti-racism, inclusion, and communication.

A notable success was the Virtual Speaker Series, averaging over 570 participants per session, with increased participation and school-hosted watch parties. The year also featured the annual Volunteer of Distinction event, celebrating 112 dedicated school volunteers.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with the 2024-2025 PIC Year End Report which provides a summary of the Committee’s activities for the year. This report is provided for information per Ontario Regulation 330/10, s. 6, which governs the operations of the PIC in school boards.

3.0 Background

As outlined in Ontario Regulation 612/00, all school boards in Ontario are required to

have a Parent Involvement Committee and as per Ontario Regulation 330/10, s. 6, the PIC must provide the Board with an end of year report. The PIC undertakes District-wide events to engage parents/guardians and provide the school board with information and advice to help support student learning at home and school. The PIC also shares information and provides support to SCCs. Additionally, the PIC works collaboratively with departments in the DDSB to promote and provide sessions and resources for parents, guardians and caregivers which aids in increased student engagement and success.

4.0 Analysis

To support a variety of engagement opportunities for parents/guardians, the PIC established working groups that led several key initiatives. The 2024-2025 Parent Involvement Committee Year-End Report (Appendix A) summarizes the Committee's activities. The working groups this year were as follows:

Regional School Community Council Conferences

In the 2023-2024 school year, the PIC hosted a Regional SCC meeting at the Education Centre. While feedback from the session was overwhelmingly positive, there was a request for additional regional meetings. In response, the PIC organized three in-person collaborative Regional SCC Conferences across different regions this year (Ajax/Pickering, Brock/Scugog/Uxbridge and Whitby/Oshawa). Administrators and SCC Chairs were invited to attend and come together for an evening of information sharing and networking. The events included informative breakout sessions, area networking, and community resource tables which provided participants the opportunity to bring back ideas and materials to share with their school's SCC. A video featuring central departments and staff was shared to help schools identify DDSB contacts who can support SCC initiatives.

As a result of this shift in programming, we saw an increase in engagement by School Administrators and SCC Chairs with over 100 participants attending the Regional School Community Council Conferences with representation from all areas across the Board.

Communications

A winter and spring Parent Engagement e-newsletter was distributed through DDSB social media channels, published on the website, and shared with schools for distribution within their communities. The newsletter included a message from the PIC Chairs, information on school and regional events, educational resources, system information and dates about upcoming events of interest to parents and families. A follow-up survey was sent out to gather feedback from families on what they would like to see in future newsletters and the best way to communicate. 83% of respondents indicated the newsletter is a good way to communicate. 207 responses were received which will help to inform planning for both future communications and family support initiatives. Some of the requests for what to feature in future newsletters included information on "how to help my child with math and reading", providing "extra educational resources parents can use at home to enhance learning", and

additional “information about School and Community engagement opportunities and initiatives happening locally.”

Engaging our Diverse Communities

The purpose of the PIC Engaging Diverse Communities (EDC) sub-committee is to ensure continuous well-balanced representation of program initiatives and engagement opportunities that accurately reflect the District’s diverse student-body. By actively leveraging community connections, the EDC sub-committee is working to maximize opportunities within Youth Hub spaces in secondary schools, aligning efforts in response to the evolving needs of our students and families. The EDC sub-committee is comprised of Staff Leads, the Community & Partnership Specialist, staff members and parent/community members. Responsibilities of the EDC sub-committee include surveying their respective communities to determine needs, engaging with local organizations equipped to provide programming and engagement opportunities for students and families, and leveraging their networks to establish working relationships and partnership opportunities to meet the needs that exist. The ongoing engagement efforts of the EDC sub-committee will continue to actively inform program development, shape targeted outreach strategies, and ensure that the needs of the District’s diverse communities are reflected through our initiatives and partnerships.

Parent Reaching Out (PRO) Grants

The Parent Reaching Out (PRO) Grants program offers an annual funding opportunity to school boards to collaborate with parent groups, SCCs, and/or the PIC on projects aimed at identifying and removing barriers to family engagement in student learning. SCCs, in collaboration with their Principal, may submit an application to access these grants. These funds offer a valuable opportunity for SCCs to implement locally developed initiatives that align with the unique needs and priorities of their school communities. For the 2024–2025 school year, the Ministry of Education (Ministry) allocated \$84,500 in PRO Grant funding to the DDSB, which was accessed by 43 schools across the District. These grants provide a valuable opportunity for SCCs to implement locally designed initiatives that reflect the needs and priorities of their school communities. This year, applications were to focus on one of the following:

- Addressing social inclusion and racism (specifically anti-Asian, anti-Black, and anti-Indigenous racism), and other prejudices toward racialized and marginalized groups.
- Creating a safe and welcoming environment.
- Demonstrating respect for parents/guardians as valued partners within the education system regarding decisions about their child’s education.
- Enhancing communication with teachers.
- Informing parents/guardians about the expectations of the Ontario Curriculum and supporting resources.

Speaker Series

The PIC hosted three virtual events in response to feedback from families last year about topics of interest to support their children. These included:

- “Everyday Resiliency & Hope: How to Build Sustainable Well-Being” hosted by Dr. Robyne Hanley-Dafoe, award winning author, speaker, and scholar. This event was well attended with over 930 virtual registrants and 7 schools hosting watch parties. Participants left with tools to transform adversity into opportunity and feedback for the event was overwhelmingly positive.
- “Overcoming Obstacles: How to Succeed No Matter What is in Your Way” hosted by Roland Acheampong, speaker, entrepreneur, former athlete, and parent. 574 families registered for the event and two schools hosted watch parties. Feedback for this event was also overwhelmingly positive with many people requesting the link to the recording to share with family and friends that were unable to watch live.
- “Supporting our Children and Youth to Thrive” hosted in partnership with Positive School Climates by Dr. Jean M. Clinton, clinical professor at McMaster University, Department of Psychiatry and Behavioural Neurosciences. This hybrid presentation was well attended by 160 people in person and 50 virtual.

All Virtual Speaker Series events were also offered as a “School Watch Party” platform to foster family engagement, outreach, and build community by having families watch the event together in their local school. For those schools able to host a watch party, it provided an opportunity for their school community to come together and have a deeper conversation on the topic and its relevance within their school.

Staff observed an increased level of engagement with an average of 571 participants in each of the virtual speaker series sessions, an increase of over 170 participants and an increase in the number of watch parties hosted by schools from 4 in the 2023-2024 school year to 9 in 2024-2025.

Volunteer of Distinction Recognition Event

On October 17, 2024, the PIC hosted an in-person Volunteer of Distinction recognition event, joined by members of the Board of Trustees, members of the Senior Team, Administrators, and other staff to honour the invaluable contributions of school volunteers. Each school across the District nominated one volunteer—selected by the Principal and School Community Council—in recognition of their dedication and impact within their school communities. The evening featured a formal recognition ceremony, followed by a reception proudly catered by students from Sinclair Secondary School. In total, 112 volunteers were celebrated for their outstanding service and commitment.

5.0 Financial Implications

Funding for PIC initiatives is embedded within the Family and Community Engagement Department’s budget through Core Education Funding from the Ministry. This includes an allocation of \$84,500 from the Ministry to support PRO Grant initiatives for the 2024-2025 school year (Trustees and Parent Engagement Allocation, School Board Administration Fund (SBAF) page 16 of the [2024-2025 budget book](#)). Individual school budgets also have an embedded allocation of \$500 that is funded from the Ministry to offset any office expenses incurred by the school in supporting its SCC.

6.0 **Strategic Links**

The work of the PIC directly supports the DDSB's Multi-Year Strategic Plan priority of Connected Communities by fostering meaningful partnerships between families, schools, and the broader community. Through District-wide events, targeted supports for SCCs, and collaborative initiatives with DDSB departments, the PIC creates multiple entry points for parent, guardian, and caregiver engagement. These efforts strengthen relationships, promote shared responsibility for student achievement, and ensure families are equipped with the information and tools needed to support learning both at home and at school- contributing to a more connected, inclusive, and engaged school community.

7.0 **Communication Plan**

The 2024-2025 Parent Involvement Committee Year-end Report will be shared with PIC members and SCC Chairs and will be posted on the DDSB PIC web page.

8.0 **Conclusion and/or Recommendations**

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

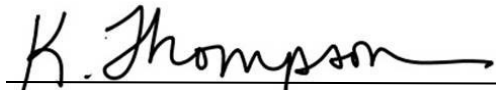
9.0 **Appendices**

Appendix A – The 2024-2025 Parent Involvement Committee Year End Report

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Kandis Thompson, Superintendent of Equitable Education

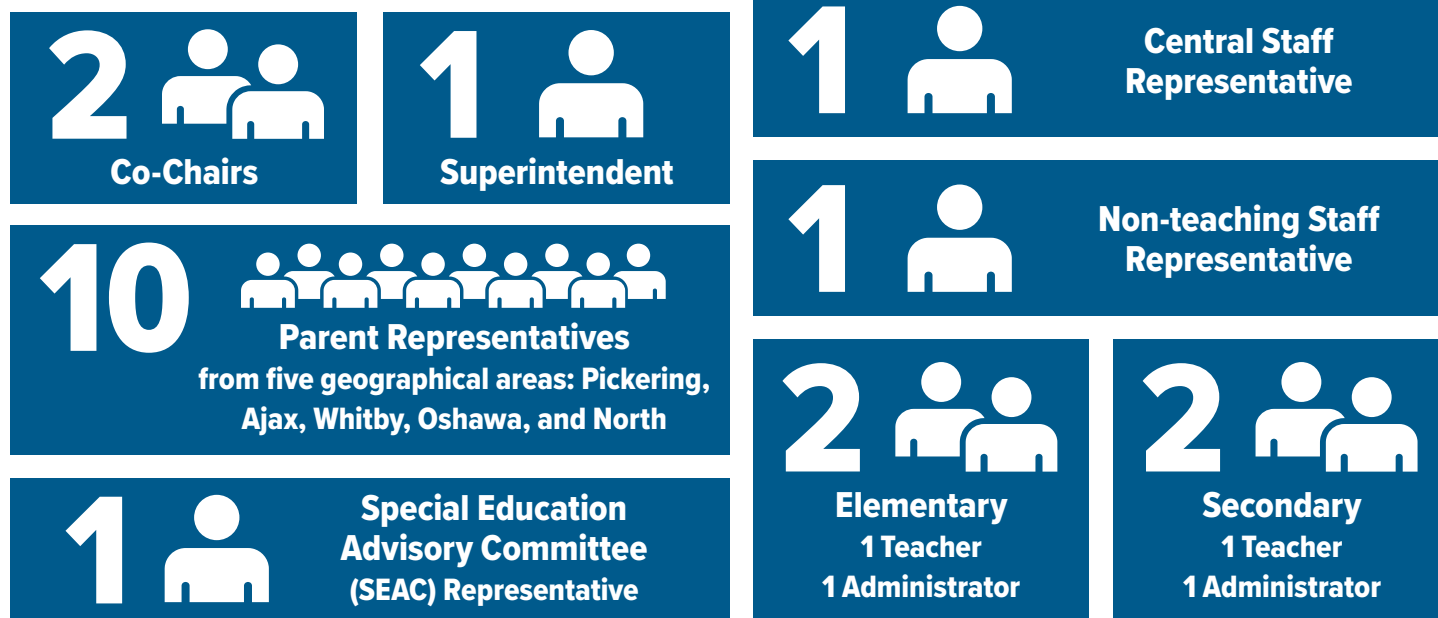
PARENT INVOLVEMENT COMMITTEE

YEAR END REPORT 2024-2025

This report has been provided to the Board of Trustees as required by the Durham District School Board (DDSB) Policy and Procedure: Parent Involvement Committee (PIC) and Ontario Regulation 330/10 which states that “A parent involvement committee of a board shall annually submit a written summary of the committee’s activities to the Chair of the Board and to the board’s Director of Education.”

The PIC provides the school board with information and advice to help engage parent(s)/guardian(s). The PIC undertakes activities to help parent(s)/guardian(s) support their children’s learning at home and school. They also share information with and support School Community Councils (SCC).

The PIC is comprised of 23 members:



Total times the PIC met in the 2024-2025 school year **4***

**In response to feedback from our committee, we will move to have 5 meetings next year*



7 DDSB Staff also support PIC sub-committees.

Parents Reaching Out (PRO) Grants

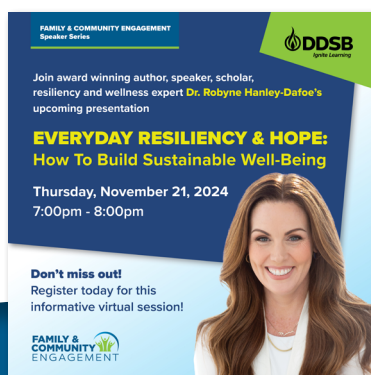
DDSB is a grateful recipient of Ministry of Education PRO Grant funding. This initiative helps to reduce barriers to parent engagement by supporting events that align with the interests and needs of individual school communities. Ranging from STEM & financial literacy to wellness and navigating online platforms, our parents/caregivers had a variety of opportunities to engage with their school and fellow community members.

This year, DDSB provided \$84,500.00 to support 43 engagement events across the region.

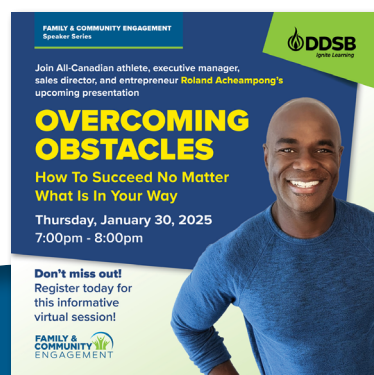


The Parent Engagement Speaker Series

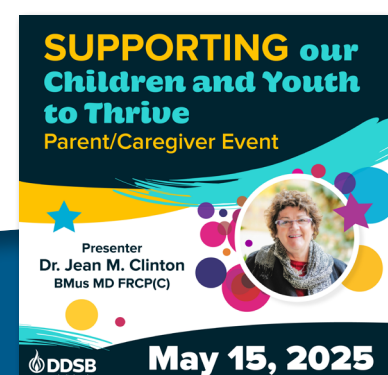
Our 'Speaker Series' sessions continued this year with great success. In response to requests from our parents/caregivers for more learning opportunities, we were pleased to be able to host three sessions; two virtually and one hybrid with over 1000 participants in total. What was a pilot program last year, became a valuable continued initiative for engagement: school "watch parties." We provided incentives including food and prizes for those hosting families in their buildings for the presentations. Our "watch parties" provide a great opportunity to come together for networking, learning and engaging discussions. Our Speaker Series sub-committee is already planning our sessions for next year based on the feedback we received from our parents/caregivers to ensure they remain helpful and relevant.



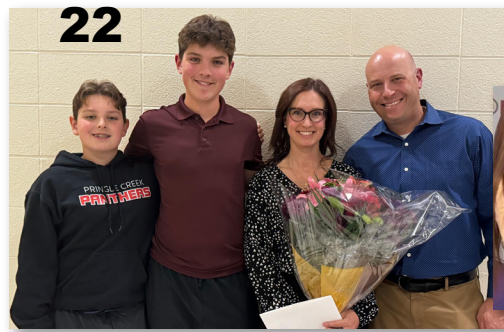
Thursday, November 21, 2024
Dr. Robyne Hanley-Dafoe presented
Everyday Resiliency and Hope:
How to Build sustainable Well-Being



Thursday, January 30, 2025
Roland Acheampong presented
Overcoming Obstacles: How to
Succeed no Matter What is in
your Way



Thursday, May 15, 2025
Dr. Jean M. Clinton presented
Supporting our Children and
Youth to Thrive



Volunteer of Distinction

On October 17th, PIC and the Family and Community Engagement Department were joined by our Trustees, Director of Education, Superintendents, Administrators, and staff to celebrate and recognize the invaluable contributions of our Volunteers of Distinction from the 23-24 school year. This event recognizes the contributions of one distinguished volunteer from every school across the region as nominated by the principal. By helping to ensure no child starts the day hungry, sharing expertise in the arts and music, organizing fundraisers, assisting in the library, chaperoning field trips, and working alongside our staff to plan family nights and school events, we could not do all that is needed to support our students growth and development without the help of our volunteers. We celebrate and thank you!

Regional SCC

This year, with feedback from the committee we hosted three local regional meetings for our SCC Chair(s) or designate) and school administrators. This was an increase from our single regional meeting last year where we heard that members wanted more opportunity to connect. These meetings provided opportunities to network with community organizations and other schools to share ideas and potential collaboration opportunities. Attendees also heard from various DDSB departments that support the great work happening in our schools such as our Family and Community Engagement Department, Anti-Oppression Department, Indigenous Education Department, Curriculum Facilitators and many more. At these meetings, we were also treated to delicious food offerings prepared by culinary arts students from Sinclair SS, J. Clarke Richardson CVI, Port Perry HS. They did a tremendous job! Next year, we will plan to host one regional and three local meetings for a total of four to further support our SCCs.

3 REGIONAL MEETINGS:

- **Whitby/Oshawa**
October 24, 2024
- **Ajax/Pickering**
October 29, 2024.
- **North**
November 5, 2024

Parent Engagement Communication

Our PIC Communications sub-committee members supported the production of two e-newsletters for families which highlighted various events and departmental updates from across DDSB. These e-newsletters also allowed us the opportunity to hear from parents/caregivers by way of a survey link where hundreds of responses provided feedback on what information would be helpful and how that information can be shared. 84.5% of respondents let us know that the newsletter is a good communication tool, so we will keep them coming!



DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** June 16, 2025

SUBJECT: 2025-2026 Inclusive Student Services
Special Education Plan **PAGE:** 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education
Lauren Bliss, Superintendent of Education

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 Abstract

The Inclusive Student Services Special Education Plan (the Plan) and programs for 2025-2026 was initially presented to the Board of Trustees on June 2, 2025 for information and feedback and is now being presented for final consideration and approval. The Plan outlines the programs and services provided in support of students with accommodation and/or mental health support needs.

2.0 Purpose

The purpose of this report is to seek approval from the Board of Trustees to adopt the Inclusive Student Services Special Education Plan for the 2025-2026 school year.

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 Inclusive Student Services Special Education Plan](#) continues to undergo annual refinement. Consultation includes opportunities for the Special Education Advisory Committee (SEAC) to provide input into the design of

programs and services reflected in the Plan. The Special Education Plan continues to be revised annually, reflecting programs and services for the upcoming school year.

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

4.0 **Analysis**

Updates to the draft Plan were made following the presentation at the Standing Committee meeting on June 2, 2025 with focus in three areas:

- Standard 8: Definitions and Categories of Exceptionalities
- Standard 9: Special Education Placements Provided by the Board
- Standard 10: Individual Education Plans (IEPs) and Transition Planning

Specifically:

Standard 8: Definitions and Categories of Exceptionalities

- Information re-ordered to enhance focus on the district's commitments to addressing ableism, shifting practices to an asset-based approach to inclusion and challenging medical models which focus on diagnosis and/or deficit.
- Addition of the following statement to further emphasize the importance and value of neurodiversity:

“In an actioned commitment to anti-ableism, we affirm disability and neurodiversity as vital expressions of human diversity that enrich our learning and working communities. Drawing on Dr. Gillian Parekh's work in *Addressing Ableism in Education*, this commitment includes challenging the limitations of the medical model of exceptionalities by embracing inclusive, identity-affirming approaches that recognize neurodiverse learners and colleagues as assets—bringing unique perspectives, strengths, and contributions.”

Standard 9: Special Education Placements Provided by the Board

- Number of special education classes, by placement type, circulated to Trustees and added to the Plan.
- Addition of language specific to the commitment to review supports for learners formally identified as Intellectually Gifted; review inclusive of the special education placement program: Gifted:

“As a district, we have publicly recognized that our current practices related to the Special Education Placement (Gifted) do not fully align with our District's commitments to equity, inclusion, and the standardized IPRC process applied to other exceptionalities. In response, the District is undertaking further examination to ensure

that services for students identified as Intellectually Gifted through the IPRC process reflect inclusive values and equitable access. This includes exploring options related to supports that prioritize community connection and individualized supports, including examination of the placement program, while addressing historical overrepresentation in self-contained programs.”

- Content updated for further clarity on the breadth and comprehensive approach to transition planning across a student’s educational experience:

“From the first day of school to graduation or completion, our District embeds transition planning into every stage of a student’s journey, recognizing that successful navigation of both small daily shifts and major educational milestones is essential to equitable student success. This includes, for students with complex programming needs, early start to transition planning for first entry to school and, through Integrated Transition Planning (Appendix H), long-term planning for life beyond secondary.

From the DDSB Transition Guide (Appendix I), “Flexible approaches, consultation with families/caregivers to consider students’ individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options. Our shared commitment is to keep students at the centre of special education programming and service planning including transition supports. Collaboration with families and caregivers is foundational to decision making to individualize the planning for each student.”(DDSB Transition Guide, p.2)

5.0 Financial Implications

The funding for special education and mental health programs and services, outlined in the Plan, is included in the draft Board budget for the 2025-2026 school year. Planning includes funding through Core Education Funding (special education allocation and mental health and well-being allocation) and Student Support Funding committed to for the 2025-2026 school year. Details of revenue and expenditures supporting special education programs and services are embedded in the budget planning process through the Education Finance Committee.

6.0 **Strategic Links**

Strategic Priority: Meaningful Learning

- Focuses on high-quality teaching and learning for every student, including those with special education needs.
- Emphasizes personalized learning that matches students' interests and goals—core to Individual Education Plans (IEPs).

Strategic Priority: Well-Being

- Recognizes the importance of inclusive spaces where all students can thrive.
- Commits to creating safe, caring, and respectful environments, supporting both the mental health and identity of students with exceptionalities.

Strategic Priority: Connected Communities

- Encourages engagement with families and communities, which is essential in special education planning and implementation.
- Promotes collaboration with caregivers and specialists.

7.0 **Communication/Implementation Plan**

The Inclusive Student Services Special Education Plan for 2025-2026 was presented to Trustees on June 2, 2025, for information and feedback. The plan is available publicly on the District website. Once approved, the link to the 2025-2026 Plan will be shared through social media and provided directly, via email, to the SEAC membership.

8.0 **Conclusion/Recommended Action**

It is recommended that the Board of Trustees approve the Inclusive Student Services Special Education Plan for the 2025-2026 school year.

Once approved, the Special Education Plan will be publicly posted and submitted to the Ministry of Education.

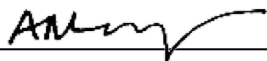
9.0 **Appendices**

Appendix A – [2025-2026 DDSB Inclusive Student Services Special Education Plan](#)

Report reviewed and submitted by:



Camille Williams-Taylor, 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 16, 2025

SUBJECT: Rescheduling October 2025 Standing Committee and Board Meetings **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Patrick Cotter, General Counsel
 Dervla Kelly, Senior Manager, Public Affairs

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 **Abstract**

The Durham District School Board (DDSB) is responsible for upholding Indigenous rights and human rights for all members of the community. As part of this commitment, the Board considers protected dates of significance (days when a significant number of staff and students may be absent or may engage in the day in a different way due to religious or creed-based observances) when scheduling meetings of the Board of Trustees and its Standing Committees. These dates are established annually in accordance with the DDSB's Dates of Significance Procedure.

Following the recent publication of the Dates of Significance for the 2025–2026 school year (September 2025 to August 2026), conflicts have been identified with the currently scheduled Standing Committee meeting on October 6, 2025, and the Regular Board meeting on October 20, 2025. It is therefore recommended that these meetings be removed from the approved schedule of meetings and rescheduled to alternate dates.

A separate report presented to the Governance and Policy Committee at its May 28, 2025 meeting proposed amendments to the Board's Bylaws to enhance scheduling flexibility and embed the proactive consideration of Dates of Significance when scheduling future Board and Standing Committee meetings. Those Bylaw amendments are before the Board today for adoption as part of the Consent Agenda. The revised Bylaws provide a clear mechanism for considering and addressing these issues when the annual calendar is approved at the organizational meeting in November. So, it is expected that this issue will be avoided in the future.

2.0 **Purpose**

The Bylaws outline that Board and Standing Committee meetings are to be scheduled for the first and third Mondays of each month between September and June, subject to exceptions for statutory, civic, or school holidays.

Since the schedule of meetings through December 31, 2025 was previously approved at the November 2024 Organizational meeting, any dates up to December 31, 2025 that present a conflict would need to be addressed by resolution of the Board per the current Bylaw terms.

The purpose of this report is to seek the Board of Trustees' approval to remove the October 6, 2025 Standing Committee and October 20, 2025 Regular Board meetings from the schedule of previously approved meetings so they do not conflict with protected dates of significance established in accordance with the Dates of Significance Procedure.

It is proposed that the October 6 Standing Committee meeting be rescheduled to September 29 and the October 20 Board meeting be rescheduled to October 21.

3.0 **Analysis**

To ensure all members of the DDSB community can participate in public Board and Standing Committee meetings, consideration ought to be given to moving the meetings currently scheduled for October 6 and October 20, 2025.

Sukkot, a Jewish holiday, is celebrated annually for seven days and in 2025, this begins at sundown on October 6. A Standing Committee meeting is currently scheduled for 7:00 p.m. on October 6. As this holiday takes place over seven days, it would not be possible to reschedule until October 14 at the earliest. It is therefore proposed that this meeting be moved to the previous week on Monday, September 29.

Diwali, the annual Hindu festival of lights, takes places October 20 to 22, conflicting with the Regular Board meeting currently scheduled for October 20, which is the one protected date of Diwali. It is proposed that this meeting be moved to the following day on Tuesday, October 21.

Rescheduling these meetings upholds DDSB's human rights responsibilities and provides opportunities for all members of the community to engage in public meetings of the Board of Trustees without conflict with faith-based observances which have been confirmed as protected dates of significance. These rescheduled dates also align with DDSB's typical cycle of Board and Standing Committee meetings.

It is noted, that under the terms of the updated Bylaws (assuming they are adopted by the Board), once a previously approved meeting has been removed from the approved schedule of meetings, as is being recommended with these two meetings, any replacement meeting is not subject to the mandatory attendance requirements which come into effect on September 1, 2025.

4.0 **Financial Implications**

N/A

5.0 **Strategic Links**

Rescheduling the meetings of October 6 and 20, 2025 ensures DDSB meets the guiding principles of the Multi-Year Strategic Plan as well as the strategic priorities of promoting connected communities and well-being.

6.0 **Communication/Implementation Plan**

Pending approval of the rescheduled meeting dates, they will then be posted on the web-based calendar of public meetings.

7.0 **Recommended Action**

It is recommended that the Board of Trustees remove the Standing Committee meeting of Monday, October 6, 2025 and the Regular Board meeting of Monday, October 20 from the schedule of approved meetings.

These meetings are to be rescheduled to Monday, September 29, 2025 and Tuesday, October 21, 2025 to prevent conflicts with protected dates of significance.

8.0 **Appendices**

N/A

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Patrick Cotter, General Counsel



Dervla Kelly, Senior Manager, Public Affairs

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 16, 2025

SUBJECT: 2025-2026 Official Enrolment Projections

PAGE: 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services and Treasurer of the Board
 Lisa Bianca, Head of Facilities Services
 Lindsay Wells, Senior Manager, Development and Inclusive Design
 Lygia Dallip, Manager, Property and Planning

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

1.0 **Abstract**

Durham District School Board (DDSB) Planning staff, in conjunction with Workforce Planning and Business Services staff, have developed the Official Enrolment Projections (OEP) for October 31, 2025. Staff received input from principals at both the elementary and secondary level through discussions, meetings, and/or email correspondence. Inclusive Student Services (ISS) provided input on the location and enrolment of ISS classes for 2025-2026. Durham Alternative Secondary School (DASS) projections have been excluded from the OEP as they represent students in the District who are typically over secondary school age.

2.0 **Purpose**

The purpose of this report is to provide information to the Board of Trustees on the 2025-2026 Official Enrolment Projections (OEP). Copies of the OEP summary tables are attached as Appendix A and the by-grade summary tables as Appendix B. The enrolments in the OEP and stated in this report are unadjusted “head count” numbers, meaning the actual number of students attending at any given time without making potential adjustments for part-time students.

3.0 **Background**

The OEP are utilized by various departments and staff across DDSB to inform the annual budget and to allocate staffing for schools for the coming school year. Based on this need, the projection is developed in February and further refined over the balance of the current school year as ongoing enrolment registrations for the coming year impact the projection.

At the school level, the OEP are used as the basis for staffing purposes for the upcoming school year.

Centrally, Facilities Services use the OEP to identify schools and programs with unsustainable increases or decreases in enrolment, where boundary/program revisions are required and to determine future school needs.

OEP are also used to identify which schools have space to accommodate partnerships, or where there is a deficit of space, and temporary portable accommodations are required.

Details and results of this analysis will be shared in the annual Accommodation Plan, Trends, Issues and Future Opportunities Report to be released September 2025.

4.0 Analysis

DDSB retained Paradigm Shift Technology Group Inc. to aid in the development of 15-year enrolment projections, giving consideration to municipal growth forecasts. Sources for growth considerations included discussions held with the Region of Durham's (the Region) Planning & Economic Development staff, the Region's Annual Building Activity Review reports 2018-2022, Envision Durham, the Region's Official Plan, Table 2 – Country Residential Subdivisions; the Region's Growth Management Study – Phase 2 Area Municipal Growth Allocations and Land Needs, 2051, Appendix A of the Region's 2023 Development Charges study; the Region's Annual Subdivision/Condominium Activity reports 2019-2022; and each municipality's development forecast.

The sources were used in the development of the DDSB's Education Development Charges Background Study leading to the subsequent approval of the DDSB's Education Development Charges By-law on April 15, 2024.

Since that time, the progression of population growth and residential development has been updated in the DDSB's enrolment growth forecast to better reflect the noted delays in new residential development being constructed and new homes being occupied. The municipal forecasts have not been revised by local municipalities but projected annual housing starts have been moved further out in the forecasting period to recognize the current slowdown in economic growth.

Existing students in DDSB schools progress through the grades while recognizing the impact on the regular track and French Immersion (FI) programs. ISS provides class information for Small Class placements and Gifted placements.

Enrolment projections have been reviewed school by school and compared with the Ministry of Finance's school-aged population projections which were most recently updated in fall 2024. Junior Kindergarten (JK) projections were also compared to actual JK registration data provided by DDSB's IT department.

In developing the OEP, consideration is given to development with Registered Plans of Subdivision over a 5-year period as these developments are within the immediate future. Longer-term development, identified in the most recent and approved Regional and municipal development forecasts, is considered and projections for future years are adjusted to reflect the estimated timing of these developments.

In comparing 2024-2025 October 31 enrolments reported to the Ministry of Education through its Ontario School Information System (ONSIS) portal to the October 2025 OEP, there is a projected increase of 670 elementary students and 700 secondary students for a District-wide projected increase of 1,370 students enrolled at DDSB. DASS enrolment projections have been excluded from the OEP.

The 2025 OEP include the elementary French Immersion (FI) projections for 2025-2029, as summarized in Appendix C. The projection considers students currently in the FI program and aging them through the system as well as anticipated participation in the program from students residing in new residential areas.

5.0 Financial Implications

Enrolment projections are a starting point for the development of annual budgets and fiscal planning for the coming year.

6.0 Strategic Links

The annual OEP is the basis for determining staffing and accommodation needs for the coming school year, providing staff with the tools to develop a plan for efficient utilization of DDSB's existing spaces and strategic new capital priorities projects which will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by ensuring spaces that foster opportunities to meet, learn from and inspire each other are available; and advocate well-being by ensuring our schools are safe, caring and respectful environments where people can thrive.

7.0 Communication Plan

The 2025 OEP document will be made available on DDSB's website.

8.0 Conclusion

The October 2025 OEP for DDSB is projected to be 56,733 elementary students and 24,153 secondary students for a projected total head count of 80,886 DDSB students in 2025-2026, excluding DASS students. This represents a projected increase of 1,370 students enrolled.

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

9.0 Appendices

Appendix A – 2025 OEP Summary Tables

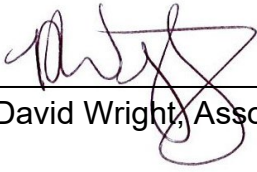
Appendix B – 2025 OEP By Grade Summary Tables

Appendix C – 2025 French Immersion OEP Summary Tables

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



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

2025 to 2029 Projected Elementary Enrolment

School #	School Name	Grades	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
				Actual	Projected				
				2024 (As of October 31, 2024)	October 2025	October 2026	October 2027	October 2028	October 2029
City of Pickering									
384	Altona Forest	JK to 8	349	461	490	504	515	519	524
370	Bayview Heights	JK to 8	472	456	473	462	494	516	556
371	Biidaasige Mandamin	JK to 8	489	378	410	370	357	344	339
419	Claremont	JK to 8	187	317	306	293	285	271	248
375	Elizabeth B. Phin	JK to 8	400	601	400	478	462	460	449
373	Fairport Beach	JK to 8	328	298	305	319	326	330	333
372	Frenchman's Bay*	1 to 8	627	475	482	478	471	472	470
374	Gandatsetiagon	JK to 8	452	580	575	572	566	570	561
379	Glengrove	JK to 8	357	329	327	324	314	320	317
383	Highbush	JK to 8	610	809	477	469	452	436	435
311	Josiah Henson	JK to 8	634	0	781	905	1,051	1,132	1,229
382	Maple Ridge	JK to 8	464	626	632	604	601	576	574
377	Rosebank Road	JK to 8	167	230	231	230	225	212	209
381	Valley Farm	JK to 8	674	793	557	547	550	541	536
412	Valley View	JK to 8	167	372	216	319	401	496	600
380	Vaughan Willard	JK to 8	300	333	342	347	359	367	368
385	Westcreek	JK to 8	426	568	429	323	311	314	316
376	William Dunbar	JK to 8	495	662	668	661	665	653	641
Town of Ajax									
402	Alexander Graham Bell	JK to 8	512	632	563	544	518	508	511
397	Applecroft	JK to 8	308	342	338	333	334	322	314
390	Bolton C. Falby	JK to 8	781	791	844	894	953	993	1,041
398	Cadarackque	JK to 8	570	641	648	693	710	733	743
414	Carruthers Creek	JK to 8	758	808	795	755	734	720	701
368	da Vinci	JK to 8	565	738	715	680	648	639	621
401	Dr. Roberta Bondar	JK to 8	328	220	225	221	216	211	212
394	Duffin's Bay	JK to 8	397	231	222	221	211	200	197
403	Eagle Ridge	JK to 8	435	691	470	452	443	447	440
393	Lakeside	JK to 8	328	295	297	292	279	285	279
415	Lester B. Pearson	JK to 8	403	338	328	304	288	266	248
399	Lincoln Alexander	JK to 8	412	498	501	510	517	536	523
400	Lincoln Avenue	JK to 8	305	375	384	388	405	419	420
410	Michaëlle Jean*	1 to 8	553	381	354	337	325	313	307
408	Nottingham	JK to 8	521	520	505	493	492	478	471
392	Ontario Street	JK to 8	282	215	204	201	205	208	201
396	Roland Michener	JK to 8	248	258	265	272	275	283	276
454	Romeo Dallaire	JK to 8	490	549	541	549	558	547	544
389	Rosemary Brown*	1 to 8	558	291	276	314	329	351	362
395	Southwood Park	JK to 8	656	722	716	711	708	704	705
405	Terry Fox	JK to 8	349	467	485	500	523	536	549
307	Trillium Woods	JK to 8	536	0	725	713	715	699	703
386	Vimy Ridge	JK to 8	562	632	612	595	584	572	555
390	Viola Desmond	JK to 8	663	880	843	825	813	781	739
417	Westney Heights	JK to 8	473	374	371	366	369	361	361

*October 31, 2024 data is extracted from OnSIS

*Grades 1-8 schools are single-track French Immersion

2025 to 2029 Projected Elementary Enrolment

School #	School Name	Grades	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
				Actual	Projected				
				2024 <i>(As of October 31, 2024)</i>	October 2025	October 2026	October 2027	October 2028	October 2029
Town of Whitby									
430	Bellwood	JK to 8	380	442	440	425	413	399	384
444	Blair Ridge	JK to 8	593	411	376	344	316	291	273
443	Brooklin Village	JK to 8	674	720	795	937	1,092	1,265	1,486
436	C.E. Broughton	JK to 8	354	534	545	565	574	584	598
418	Cpt.MichaelVandenBos	JK to 8	619	808	843	858	886	892	905
441	Chris Hadfield	JK to 8	657	697	651	623	605	610	603
425	Col. J.E. Farewell	JK to 8	524	577	577	495	513	532	530
420	Dr. Robert Thornton	JK to 8	443	403	433	525	513	502	502
424	E.A. Fairman	JK to 8	256	350	342	282	281	277	255
437	Fallingbrook	JK to 8	426	694	694	683	683	678	667
431	Glen Dhu	JK to 8	550	596	590	526	524	532	542
404	Jack Miner	JK to 8	386	558	542	531	517	510	485
434	John Dryden	JK to 8	639	680	699	682	677	674	663
473	Julie Payette*	1 to 8	668	562	578	527	520	500	493
421	Meadowcrest*	1 to 8	262	233	216	211	204	201	190
433	Ormiston	JK to 8	472	696	669	792	780	771	758
429	Pringle Creek	JK to 8	564	692	702	694	699	708	699
446	Robert Munsch	JK to 8	593	564	696	653	685	708	734
439	Sir Samuel Steele	JK to 8	469	512	519	531	527	530	534
411	Sir William Stephenson	JK to 8	438	513	550	577	580	603	602
435	West Lynde	JK to 8	449	632	625	612	604	615	604
416	Whitby Shores	JK to 8	594	643	627	611	585	556	552
413	Williamsburg	JK to 8	513	811	801	803	790	781	779
442	Willows Walk	JK to 8	490	538	546	685	731	766	794
438	Winchester	JK to 8	570	501	471	464	451	453	446

*October 31, 2024 data is extracted from OnSIS

*Grades 1-8 schools are single-track French Immersion

2025 to 2029 Projected Elementary Enrolment

School #	School Name	Grades	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
				Actual	Projected				
				2024 (As of October 31, 2024)	October 2025	October 2026	October 2027	October 2028	October 2029
City of Oshawa									
101	Adelaide McLaughlin	JK to 8	397	419	425	437	441	439	414
103	Beau Valley	JK to 8	236	280	321	385	444	498	519
104	Bobby Orr	JK to 8	360	299	311	322	341	350	357
454	Clara Hughes	JK to 8	490	701	741	744	740	733	714
107	College Hill	JK to 8	225	296	300	299	300	305	313
111	Coronation	JK to 8	377	444	469	475	488	479	476
119	David Bouchard	JK to 8	625	505	498	486	454	441	414
113	Dr. C. F. Cannon	JK to 8	748	433	434	428	444	433	430
133	Dr. S. J. Phillips	JK to 8	452	464	486	593	608	619	623
105	Elsie MacGill	JK to 8	519	573	623	730	827	918	1,004
102	Forest View	JK to 8	444	556	547	536	541	529	523
120	Glen Street	JK to 8	472	376	391	409	415	419	426
126	Gordon B. Attersley	JK to 8	481	534	574	589	584	578	564
122	Harmony Heights	JK to 8	363	425	434	444	459	467	467
125	Hillsdale	JK to 8	233	176	164	166	166	165	168
116	Jeanne Sauve*	1 to 8	576	674	652	652	652	633	628
302	Kedron	JK to 8	262	532	532	565	556	550	537
108	Lakewoods	JK to 8	504	322	330	337	345	349	349
137	Maamawi iyaawag	JK to 8	536	656	703	712	730	739	756
131	Mary Street	JK to 8	190	216	233	220	229	247	245
114	Norman G. Powers	JK to 8	490	638	693	780	852	920	993
132	Northern Dancer	JK to 8	513	841	820	669	665	672	673
124	Pierre Elliott Trudeau	JK to 8	495	717	709	690	672	651	642
135	Queen Elizabeth	JK to 8	481	565	557	563	568	556	557
134	Seneca Trail	JK to 8	565	611	595	600	605	590	606
112	Sherwood	JK to 8	467	603	590	567	541	528	506
154	Stephen G. Saywell	JK to 8	400	389	379	367	352	350	345
143	Sunset Heights	JK to 8	380	504	502	522	508	492	481
147	Village Union	JK to 8	732	626	630	648	659	662	663
145	Vincent Massey	JK to 8	441	646	638	649	656	660	664
127	Walter E. Harris*	1 to 8	443	452	448	435	438	433	425
153	Waverly	JK to 8	354	439	440	452	448	443	440
149	Woodcrest	JK to 8	308	376	370	351	339	327	322

*October 31, 2024 data is extracted from OnSIS

*Grades 1-8 schools are single-track French Immersion

2025 to 2029 Projected Elementary Enrolment

School #	School Name	Grades	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
				Actual	Projected				
				2024 <i>(As of October 31, 2024)</i>	October 2025	October 2026	October 2027	October 2028	October 2029
Township of Uxbridge									
364	Goodwood	JK to 8	213	227	230	236	243	238	234
306	Joseph Gould	JK to 8	567	596	617	627	624	637	644
304	Quaker Village	JK to 8	409	399	408	403	420	416	426
321	Scott Central	JK to 8	305	313	326	318	324	328	337
305	Uxbridge*	1 to 8	443	250	259	235	232	219	206
Township of Scugog									
110	Cartwright Central	JK to 8	449	325	330	345	355	352	360
453	Greenbank	JK to 6	141	134	128	128	125	121	117
451	Prince Albert	JK to 8	259	285	278	276	271	275	270
440	R. H. Cornish	JK to 8	639	643	666	647	648	658	654
445	S. A. Cawker	JK to 8	455	506	534	554	580	614	631
Township of Brock									
301	Beaver River	JK to 8	418	496	509	535	542	558	584
308	McCaskill's Mills	JK to 8	441	450	462	452	451	434	426
341	Sunderland	JK to 8	427	425	441	460	474	493	501
Virtual Elementary									
484	DDSB@Home	5 to 8	n/a	182	151	0	0	0	0
	Regional Total		51,899	56,063	56,733	57,042	57,663	58,097	58,440

*October 31, 2024 data is extracted from OnSIS

*Grades 1-8 schools are single-track French Immersion

Summary Table - Elementary Enrolment

	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
		Actual	Projected				
		2024 (As of October 31, 2024)	October 2025	October 2026	October 2027	October 2028	October 2029
City of Pickering	7,598	8,288	8,101	8,205	8,405	8,529	8,705
Town of Ajax	11,993	11,889	12,227	12,163	12,152	12,112	12,023
Town of Whitby	12,583	14,367	14,527	14,636	14,750	14,938	15,078
City of Oshawa	14,559	16,288	16,539	16,822	17,067	17,175	17,244
Township of Uxbridge	1,937	1,785	1,840	1,819	1,843	1,838	1,847
Township of Scugog	1,943	1,893	1,936	1,950	1,979	2,020	2,032
Township of Brock	1,286	1,371	1,412	1,447	1,467	1,485	1,511
DDSB@Home	n/a	182	151	0	0	0	0
TOTAL	51,899	56,063	56,733	57,042	57,663	58,097	58,440

*October 31, 2024 data is extracted from OnSIS

2025 to 2029 Projected Secondary Enrolment

	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
		Actual	Projected				
		2024 (As of October 31, 2024)	October 2025	October 2026	October 2027	October 2028	October 2029
City of Pickering							
Dunbarton HS	1,806	1,629	1,753	1,843	1,992	2,097	2,140
Pine Ridge SS	1,651	1,151	1,188	1,214	1,195	1,263	1,277
Town of Ajax							
Ajax HS	1,572	1,326	1,359	1,379	1,364	1,401	1,385
J. Clarke Richardson CI	1,548	2,005	1,967	2,009	1,959	1,969	1,991
Pickering HS	1,824	1,872	1,933	2,049	2,053	2,008	1,936
Town of Whitby							
Anderson CVI	1,106	1,169	1,138	1,213	1,179	1,180	1,221
Brooklin HS	1,283	1,417	1,432	1,437	1,416	1,406	1,380
Donald A. Wilson SS	1,364	1,277	1,308	1,280	1,239	1,208	1,173
Henry Street HS	938	1,123	1,140	1,187	1,191	1,137	1,178
Sinclair SS	1,384	1,654	1,728	1,745	1,783	1,855	1,884
City of Oshawa							
Eastdale CVI	1,283	1,403	1,567	1,910	2,056	2,163	2,258
G.L. Roberts CVI	970	509	515	510	499	495	505
Maxwell Heights SS	1,375	1,768	1,917	1,909	1,852	1,907	1,880
O'Neill CVI	1,380	1,411	1,516	1,401	1,397	1,506	1,599
R.S. McLaughlin CVI	1,191	1,246	1,244	1,548	1,641	1,630	1,549
Township of Uxbridge							
Uxbridge SS	1,412	1,018	1,013	1,021	1,006	1,008	1,028
Township of Scugog							
Port Perry HS	1,306	982	967	957	948	939	959
Township of Brock							
Brock HS	642	419	468	505	556	591	597
Virtual Secondary							
DDSB@Home	n/a	74	0	0	0	0	0
Total	24,035	23,453	24,153	25,117	25,326	25,763	25,940

*October 31, 2024 data is extracted from OnSIS

*Durham Alternative Secondary School has not been included in the 2025 Official Enrolment Projections

Summary Table - Secondary Enrolment

	2025 Ministry Rated Capacity	Total Enrolment Numbers - Head Count					
		Actual	Projected				
		2024 (As of October 31, 2024)	October 2025	October 2026	October 2027	October 2028	October 2029
City of Pickering	3,457	2,780	2,941	3,057	3,187	3,360	3,417
Town of Ajax	4,944	5,203	5,259	5,437	5,376	5,378	5,312
Town of Whitby	6,075	6,640	6,746	6,862	6,808	6,786	6,836
City of Oshawa	6,199	6,337	6,759	7,278	7,445	7,701	7,791
Township of Uxbridge	1,412	1,018	1,013	1,021	1,006	1,008	1,028
Township of Scugog	1,306	982	967	957	948	939	959
Township of Brock	642	419	468	505	556	591	597
DDSB@Home	n/a	74	0	0	0	0	0
Total	24,035	23,453	24,153	25,117	25,326	25,763	25,940

*October 31, 2024 data is extracted from OnSIS

*Durham Alternative Secondary School has not been included in the 2025 Official Enrolment Projections

October 2025 Projected Elementary Enrolment by Grade - Head Count

School	JK	SK	1	2	3	4	5	6	7	8	Total
<u>City of Pickering</u>											
Altona Forest	50	54	40	59	58	44	45	47	40	53	490
Bayview Heights	51	64	40	39	56	56	38	44	34	51	473
Biidaasige Mandamin	35	23	40	51	58	35	38	45	43	42	410
English	35	23	10	16	21	11	16	22	26	19	199
French Immersion	0	0	30	35	37	24	22	23	17	23	211
Claremont	14	39	47	29	37	23	36	29	20	32	306
Elizabeth B. Phin	34	35	40	44	47	45	40	32	40	43	400
Fairport Beach	40	49	32	22	32	25	28	31	24	22	305
Frenchman's Bay	0	0	70	61	59	56	58	55	61	62	482
Gandatsetiagon	60	62	51	59	51	62	63	50	60	57	575
Glengrove	38	39	29	29	38	24	33	24	42	31	327
Highbush	45	62	37	31	36	54	46	60	59	47	477
Josiah Henson	90	90	87	85	93	69	70	82	56	59	781
Maple Ridge	37	33	73	57	52	82	69	83	69	77	632
English	37	33	13	22	18	34	19	34	20	25	255
French Immersion	0	0	60	35	34	48	50	49	49	52	377
Rosebank Road	22	17	20	30	11	24	23	32	26	26	231
Valley Farm	51	45	64	55	51	61	57	63	48	62	557
Valley View	40	20	13	19	25	20	16	18	29	16	216
Vaughan Willard	35	42	33	36	32	31	33	38	27	35	342
Westcreek	33	45	51	39	38	41	32	34	52	64	429
William Dunbar	48	48	49	59	63	72	85	88	72	84	668

School	JK	SK	1	2	3	4	5	6	7	8	Total
<u>Town of Ajax</u>											
Alexander Graham Bell	30	39	45	45	40	57	53	64	92	98	563
Applecroft	35	27	37	33	37	34	34	38	28	35	338
Bolton C. Falby	92	94	91	89	86	84	78	85	63	82	844
Cadarackque	48	55	73	65	66	71	77	59	69	65	648
English	48	55	33	21	16	26	24	25	41	22	311
French Immersion	0	0	40	44	50	45	53	34	28	43	337
Carruthers Creek	74	64	71	68	86	82	85	75	84	106	795
da Vinci	65	68	53	64	56	79	74	67	91	98	715
Dr. Roberta Bondar	22	21	21	24	21	22	20	24	24	26	225
Duffin's Bay	22	29	18	27	21	26	19	25	22	13	222
Eagle Ridge	38	30	39	59	51	52	50	44	48	59	470
Lakeside	32	31	29	20	34	35	32	20	39	25	297
Lester B. Pearson	28	26	27	34	26	29	37	41	34	46	328
Lincoln Alexander	48	47	48	40	61	55	57	36	53	56	501
Lincoln Avenue	40	43	35	42	34	43	38	37	28	44	384
Michaelle Jean	0	0	35	45	42	46	42	43	42	59	354
Nottingham	51	43	45	48	46	53	53	59	47	60	505
Ontario Street	19	20	27	18	28	22	24	16	11	19	204
Roland Michener	30	32	23	29	32	21	33	19	25	21	265
Romeo Dallaire	57	55	48	66	56	47	50	58	50	54	541
Rosemary Brown	0	0	30	53	44	34	33	20	27	35	276
Southwood Park	38	33	79	79	97	82	79	79	76	74	716
English	38	33	15	8	21	22	20	25	22	25	229
French Immersion	0	0	64	71	76	60	59	54	54	49	487
Terry Fox	50	47	46	52	59	46	47	47	40	51	485
Trillium Woods	73	76	68	66	84	82	56	78	68	74	725
Vimy Ridge	62	54	59	58	55	56	67	63	66	72	612
Viola Desmond	87	87	82	86	80	85	92	89	72	83	843
Westney Heights	33	30	35	31	52	36	38	40	30	46	371

October 2025 Projected Elementary Enrolment by Grade - Head Count

School	JK	SK	1	2	3	4	5	6	7	8	Total
<u>Town of Whitby</u>											
Bellwood	47	49	29	43	40	34	52	47	50	49	440
Blair Ridge	26	23	24	36	37	32	43	50	49	56	376
Brooklin Village	50	65	71	75	84	101	87	94	78	90	795
English	50	65	30	39	43	65	46	50	45	37	470
French Immersion	0	0	41	36	41	36	41	44	33	53	325
C.E. Broughton	59	59	65	50	59	46	47	48	57	55	545
Regular Calendar	45	45	55	42	49	37	46	40	46	47	452
Modified Calendar	14	14	10	8	10	9	1	8	11	8	93
Cpt. Michael VandenBos	45	47	104	94	99	100	88	100	80	86	843
English	45	47	22	21	35	39	34	45	40	45	373
French Immersion	0	0	82	73	64	61	54	55	40	41	470
Chris Hadfield	51	56	53	49	55	71	71	66	88	91	651
Col. J.E. Farewell	58	61	46	65	51	72	66	53	43	62	577
Dr. Robert Thornton	57	53	28	46	41	40	33	46	52	37	433
E.A. Fairman	21	23	31	36	43	31	51	37	39	30	342
Fallingbrook	52	57	61	68	80	82	74	70	67	83	694
Glen Dhu	51	53	55	65	57	60	55	65	58	71	590
Jack Miner	31	34	37	35	38	69	82	68	73	75	542
John Dryden	48	38	90	82	83	80	80	72	66	60	699
English	48	38	40	34	48	46	42	45	34	33	408
French Immersion	0	0	50	48	35	34	38	27	32	27	291
Julie Payette	0	0	68	76	65	70	68	82	67	82	578
Meadowcrest	0	0	26	25	18	28	35	27	29	28	216
Ormiston	56	58	54	74	78	81	73	69	67	59	669
Pringle Creek	56	53	68	55	66	74	85	75	77	93	702
Robert Munsch	107	107	39	53	79	53	58	60	61	79	696
Sir Samuel Steele	49	49	43	61	46	60	53	53	60	45	519
Sir William Stephenson	70	69	50	54	51	60	58	39	56	43	550
West Lynde	58	60	52	75	68	62	73	47	71	59	625
Whitby Shores	57	63	51	69	58	63	51	78	72	65	627
Williamsburg	60	69	127	80	86	69	78	83	78	71	801
Willows Walk	54	54	48	64	55	70	55	48	53	45	546
Winchester	43	37	36	44	41	51	48	50	62	59	471
Regular Calendar	30	30	23	34	23	33	35	33	42	43	326
Modified Calendar	13	7	13	10	18	18	13	17	20	16	145

October 2025 Projected Elementary Enrolment by Grade - Head Count

School	JK	SK	1	2	3	4	5	6	7	8	Total
<u>City of Oshawa</u>											
Adelaide McLaughlin	31	28	34	37	38	56	59	55	45	42	425
Beau Valley	33	30	30	31	40	28	32	33	26	38	321
Bobby Orr	30	31	35	26	37	42	28	30	19	33	311
Clara Hughes	80	84	60	76	76	71	83	75	68	68	741
College Hill	32	36	29	24	35	32	25	26	29	32	300
Coronation	32	31	39	34	40	62	56	61	49	65	469
David Bouchard	31	28	50	53	52	60	64	44	64	52	498
English	31	28	17	24	30	35	34	34	38	36	307
French Immersion	0	0	33	29	22	25	30	10	26	16	191
Dr. C. F. Cannon	46	45	41	51	45	38	38	45	35	50	434
Dr. S. J. Phillips	46	48	56	59	45	47	50	45	43	47	486
Elsie MacGill	71	55	57	56	63	54	74	68	64	61	623
Forest View	50	52	53	51	57	56	55	61	49	63	547
Glen Street	40	50	48	36	36	38	37	34	39	33	391
Gordon B. Attersley	56	64	49	55	58	61	61	54	53	63	574
Harmony Heights	35	39	63	44	58	46	47	35	31	36	434
Hillsdale	18	23	13	15	11	19	14	17	17	17	164
Jeanne Sauve	0	0	86	76	80	81	81	94	79	75	652
Kedron	48	56	54	52	43	66	57	49	57	50	532
Lakewoods	39	43	33	37	29	26	39	32	26	26	330
Maamawi iyaawag	95	95	69	77	60	70	58	66	57	56	703
Mary Street	22	24	24	20	26	18	34	13	17	35	233
Norman G. Powers	65	74	55	73	63	69	72	73	80	69	693
Northern Dancer	71	71	82	95	88	94	81	78	86	74	820
Pierre Elliott Trudeau	65	66	65	59	72	73	69	82	78	80	709
Queen Elizabeth	54	62	60	64	61	56	48	61	44	47	557
Seneca Trail	53	47	55	52	45	72	53	87	66	65	595
Sherwood	42	56	64	58	60	54	65	53	69	69	590
Stephen G. Saywell	34	34	35	45	33	44	36	33	45	40	379
Sunset Heights	59	54	43	50	47	42	48	50	48	61	502
Village Union	52	53	78	76	68	66	61	64	55	57	630
Vincent Massey	65	59	67	68	63	72	62	61	61	60	638
Walter E. Harris	0	0	66	63	54	57	55	51	44	58	448
Waverly	38	38	46	56	50	41	42	47	48	34	440
Woodcrest	35	33	30	41	37	51	33	35	36	39	370

October 2025 Projected Elementary Enrolment by Grade - Head Count

School	JK	SK	1	2	3	4	5	6	7	8	Total
<u>Township of Uxbridge</u>											
Goodwood	17	16	23	21	28	26	27	29	21	22	230
Joseph Gould	72	66	54	62	50	66	65	56	66	60	617
Quaker Village	42	47	29	46	49	35	37	44	34	45	408
Scott Central	34	37	26	33	37	35	25	31	29	39	326
Uxbridge	0	0	37	26	40	23	36	35	29	33	259
<u>Township of Scugog</u>											
Cartwright Central	39	41	32	30	27	44	29	37	28	23	330
Greenbank	14	12	14	21	19	16	16	16	0	0	128
Prince Albert	26	20	32	26	31	25	32	26	33	27	278
R. H. Cornish	39	44	89	70	71	69	80	62	73	69	666
English	39	44	29	18	15	28	36	27	34	33	303
French Immersion	0	0	60	52	56	41	44	35	39	36	363
S. A. Cawker	49	52	49	50	53	49	54	45	64	69	534
<u>Township of Brock</u>											
Beaver River	56	44	60	53	51	54	40	47	55	49	509
McCaskill's Mills	39	41	38	51	38	50	51	61	48	45	462
English	39	41	18	30	20	33	35	36	32	30	314
French Immersion	0	0	20	21	18	17	16	25	16	15	148
Sunderland	47	52	50	38	40	46	50	44	39	35	441
<u>Virtual Elementary</u>											
DDSB@Home	0	0	0	0	0	0	29	31	52	39	151

October 2025 Projected Elementary Enrolment by Grade Summary - Head Count

Municipality	JK	SK	1	2	3	4	5	6	7	8	Total
City of Pickering	723	767	816	804	837	824	810	855	802	863	8,101
Town of Ajax	1,074	1,051	1,164	1,241	1,294	1,279	1,268	1,226	1,229	1,401	12,227
Town of Whitby	1,206	1,237	1,356	1,474	1,478	1,559	1,564	1,527	1,553	1,573	14,527
City of Oshawa	1,468	1,509	1,669	1,710	1,670	1,762	1,717	1,712	1,627	1,695	16,539
Township of Uxbridge	165	166	169	188	204	185	190	195	179	199	1,840
Township of Scugog	167	169	216	197	201	203	211	186	198	188	1,936
Township of Brock	142	137	148	142	129	150	141	152	142	129	1,412
DDSB@Home	0	0	0	0	0	0	29	31	52	39	151
Total	4,945	5,036	5,538	5,756	5,813	5,962	5,930	5,884	5,782	6,087	56,733

October 2025 Projected Secondary Enrolment by Grade - Head Count

School	9	10	11	12	Total
<u>City of Pickering</u>					
Dunbarton HS	466	401	378	508	1,753
Pine Ridge SS	279	272	313	324	1,188
<u>Town of Ajax</u>					
Ajax HS	361	297	349	352	1,359
J. Clarke Richardson CVI	469	455	493	550	1,967
Pickering HS	530	455	462	486	1,933
<u>Town of Whitby</u>					
Anderson CVI	272	279	306	281	1,138
Brooklin HS	360	338	368	366	1,432
Donald A. Wilson SS	329	318	346	315	1,308
Henry Street HS	277	310	280	273	1,140
Sinclair SS	465	404	395	464	1,728
<u>City of Oshawa</u>					
Eastdale CVI	490	343	393	341	1,567
G.L. Roberts CVI	122	129	124	140	515
Maxwell Heights SS	483	482	511	441	1,917
O'Neill CVI	412	382	359	363	1,516
R.S. McLaughlin CVI	332	310	281	321	1,244
<u>Township of Uxbridge</u>					
Uxbridge SS	228	258	252	275	1,013
<u>Township of Scugog</u>					
Port Perry HS	231	240	241	255	967
<u>Township of Brock</u>					
Brock HS	133	117	107	111	468

**Durham Alternative Secondary School has not been included in the 2025 Official Enrolment Projections*

October 2025 Projected Secondary Enrolment by Grade Summary - Head Count

School	9	10	11	12	Total
City of Pickering	745	673	691	832	2,941
Town of Ajax	1,360	1,207	1,304	1,388	5,259
Town of Whitby	1,703	1,649	1,695	1,699	6,746
City of Oshawa	1,839	1,646	1,668	1,606	6,759
Township of Uxbridge	228	258	252	275	1,013
Township of Scugog	231	240	241	255	967
Township of Brock	133	117	107	111	468
Total	6,239	5,790	5,958	6,166	24,153

**Durham Alternative Secondary School has not been included in the 2025 Official Enrolment Projections*

Elementary French Immersion Projection Summary - Head Count

School	Actual	Projected				
	2024	2025	2026	2027	2028	2029
Biidaasige Mandamin PS	192	211	171	170	162	158
Frenchman's Bay PS	475	482	478	471	472	470
Maple Ridge PS	379	377	349	342	329	324
Cadarackque PS	357	337	355	368	374	365
Michaelle Jean PS	381	354	337	325	313	307
Rosemary Brown PS	291	276	314	329	351	362
Southwood Park PS	488	487	478	470	466	460
Brooklin Village PS	308	325	282	280	266	258
Captain M VandenBos PS	418	470	495	530	549	568
John Dryden PS	258	291	264	257	260	254
Julie Payette PS	562	578	527	520	500	493
Meadowcrest PS	233	216	211	204	201	190
David Bouchard PS	198	191	184	172	175	165
Jeanne Sauve PS	674	652	652	652	633	628
Walter E Harris PS	452	448	435	438	433	425
Uxbridge PS	250	259	235	232	219	206
RH Cornish PS	349	363	337	327	318	303
McCaskill's Mills PS	135	148	138	139	131	137
TOTAL	6,400	6,465	6,242	6,226	6,152	6,073

*October 31, 2024 data is extracted from OnSIS

Secondary French Immersion Projection Summary - Head Count

School	Actual	Projected				
	2024	2025	2026	2027	2028	2029
Dunbarton HS	288	285	301	293	281	282
Ajax HS	199	190	182	184	183	177
Pickering HS	392	396	422	398	389	383
Anderson CVI	360	360	363	350	354	362
Donald A Wilson SS	368	362	366	351	365	382
RS McLaughlin CVI	430	436	434	438	417	401
Uxbridge SS	100	95	95	98	107	115
Port Perry HS	125	117	118	116	119	119
TOTAL	2,262	2,241	2,281	2,228	2,215	2,221

*October 31, 2024 data is extracted from OnSIS

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 16, 2025

SUBJECT: Final Update on the Implementation of the
2024-2025 Math Achievement Action Plan

PAGE: 1 of 7

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Lauren Bliss, Superintendent of Education
 Erin Elmhurst, Superintendent of Education
 Mohamed Hamid, Superintendent of Education
 Margaret Lazarus, Superintendent of Education
 Stephen Nevills, Superintendent of Education

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment and harm.

1.0 Abstract

This report provides the final update on the 2024–2025 Math Achievement Action Plan (the Plan), highlighting implementation progress across the year and outcomes from priority schools. The Plan supported consistent curriculum implementation, strengthened educator capacity, and deepened responsive instruction. Key learnings and opportunities for continued growth are included to guide planning for 2025–2026. The final version of the report will be submitted to the Ministry of Education (Ministry) in early July.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with a final progress update on the implementation of the Math Achievement Action Plan. This report builds on the November 2024 and March 2025 updates, sharing data collected from priority schools and outlining next steps to support sustained progress in mathematics instruction and student achievement.

3.0 Background

The 2024–2025 Math Achievement Action Plan was developed in alignment with the Ministry's *Taking Action in Mathematics* framework. The Ministry identified 23 DDSB

Priority Schools for focus on mathematics improvement. The Plan focused on:

- **Curriculum Alignment:** Supporting the use of high-impact instructional practices (HIIPs) within the revised Ontario Mathematics Curriculum.
- **Mathematics Content Knowledge for Teaching:** Building educator expertise through professional learning, coaching, and collaborative inquiry.
- **Knowing the Mathematics Learner:** Using data and student voice to inform relevant, responsive instructional decisions.

Throughout the year, ongoing updates were provided to Trustees in November and March.

4.0 End of Year Progress and Key Findings

In priority schools, effective math instruction this year was supported by a combination of Collaborative Analysis of Student Learning (CASL), High-Impact Instructional Practices (HIIPs), and the use of the Education Perfect digital learning and assessment platform. CASL provided a structured approach for educators to analyze student work, surface learning patterns, and co-plan responsive instruction. HIIPs encouraged consistent use of evidence-based strategies that support student engagement, problem-solving, and fluency. Education Perfect served as a complementary digital learning platform, enabling real-time feedback, targeted support, and personalized practice based on learner needs.

4.1 Curriculum Implementation and High-Impact Instructional Practices (HIIPs)

- In priority schools, 90% of classrooms have implemented a daily 60-minute protected Math Block, up from 81% in March.
- While implementation of the full five-day math planning cycle remains limited (5–15%), this presents a clear opportunity to deepen and extend planning structures that embed fluency and ethical assessment practices.
- Reports from priority schools indicate that up to 90% of educators experienced growth in understanding and use of HIIPs, particularly when professional learning was intentionally embedded into the school day through release time and coaching support.
- There remains natural variation across schools and educators in the frequency and depth of practice related to the full range of HIIPs, with some practices (e.g., visible learning) more widely implemented than others. This provides a helpful starting point for differentiated support in the coming year.

4.2 Educator Learning, Confidence, and CASL

- All priority schools engaged in some form of CASL by June, a significant increase from March.

- 100% of educators who participated in CASL reported an increase in instructional efficacy.
- Educator confidence in math content knowledge and community building in priority schools remains strong, averaging 74–75%, demonstrating both growth and momentum to build upon next year.
- The expanding use of release days for CASL and school-based professional learning indicates promising conditions for broader team participation moving forward.

4.3 Education Perfect and Student Engagement

This year saw continued expansion in the use of Education Perfect in priority schools:

- 4,066 students engaged with the platform.
- 319 educators across 23 priority schools accessed and integrated the tool.
- Students completed 31,090 lessons, answered over 1.77 million questions, and submitted 3,880 assessments.
- Educator engagement included 144 pieces of feedback, 342 'cheers', and 155 classroom competitions.
- A total of 101 educators from priority schools received training.

These indicators point to the growing use of Education Perfect as a tool to personalize learning, build math confidence, and provide real-time instructional insight.

4.4 Student Learning

- Approximately 77% of students who were progressing with difficulty have demonstrated academic improvement by year end, an encouraging improvement from 75% in March. This determination is based on current teacher evaluations, including classroom-based evidence of learning and growth in mathematical understanding.
- This progress reflects both the impact of targeted supports and the importance of maintaining responsive, data-informed approaches to instruction.

5.0 Risks, Challenges, and Opportunities

Key Considerations

- Planning for fluency and automaticity across a full five-day learning cycle remains an area to expand, with several schools well-positioned to lead this work in 2025–2026.

- Depth of HIIP implementation continues to vary, creating an opportunity to tailor next steps based on educator strengths and areas of growth.
- Full team participation in CASL is emerging and can be broadened through the strategic use of embedded time and peer facilitation.
- Continued access to coaching support will remain a central component of next year's implementation. Priority schools will continue to benefit from embedded coaching partnerships that foster collaborative learning, strengthen instructional practice, and extend the impact of this year's progress.

These findings are not viewed as deficits, but as invitations to deepen, extend, and adapt successful strategies to benefit more students and educators.

6.0 **Financial Implications**

Implementation of the Math Achievement Action Plan was supported through Responsive Education Program (REP) funding. Investments included professional learning, coaching time, educator release time, and Education Perfect licensing. Budget planning for 2025–2026 will continue to prioritize system-wide and school-specific needs in mathematics education.

7.0 **Strategic Links**

The Math Achievement Action Plan aligns closely with the DDSB Multi-Year Strategic Plan (2024–2028):

- **Ignite LEARNING:** By focusing on planning structures, ethical assessment, and evidence-informed instruction.
- **Ignite CONNECTION:** Through the growth of collaborative teams and the use of student feedback and voice in shaping instruction.
- **Ignite WELL-BEING:** Supporting a positive math identity and increasing confidence through engaging, responsive learning environments.

In late May 2025, Student Achievement Officers from the Ministry of Education visited several DDSB priority schools as part of their provincial monitoring of the Math Achievement Action Plan. Their observations affirmed the ongoing progress being made and highlighted a number of promising practices that are becoming increasingly evident across classrooms and school communities:

- **Use of High-Impact Instructional Practices (HIIPs):** Educators are continuing to integrate manipulatives, math games, and small group instruction to support diverse learners. The consistent use of HIIPs is slowly growing and contributing to more responsive learning environments.
- **Role of Coaching:** Coaches were seen as trusted collaborators who are playing an evolving role in building school-wide instructional capacity.

- **Application of CASL:** Schools are making meaningful use of Collaborative Analysis of Student Learning to inform more equitable and responsive instructional decisions.
- **Evolving Assessment:** Educators are moving toward more humanizing assessment practices, drawing from conversations, observations, and student work to better understand student thinking.
- **Leadership and Coherence:** School leaders are continuing to promote coherence across divisions and are helping to build structures that support consistency in math instruction.
- **Student Engagement:** Students are increasingly engaging in math through games, talk, and digital tools, contributing to improved accessibility and enjoyment.
- **Fluency through Understanding:** Educators are exploring ways to build fluency and automaticity through concept-driven instruction, gradually shifting from more traditional approaches.

8.0 Implementation and Forward Planning

- Priority school teams will receive a summary of outcomes and reflections to guide transition planning for next year.
- Lessons from this year's implementation will be shared with all schools through curriculum networks and school leader sessions.
- The Curriculum Advancement Action Team has drawn from the learning that emerged through the Elementary Ministry Math Priority School Leader Community of Practice and has applied these insights in the development of key resources to support continued district-wide implementation of the School Achievement Process. The team will also play a central role in facilitating targeted professional development opportunities for all school leaders across the District throughout the 2025–2026 school year.

In the coming year, coaching support will continue in all priority schools to further strengthen educator capacity and instructional leadership. The Elementary Ministry Math Priority School Leader Community of Practice will also continue, with exploration underway to include key math educators from within priority schools. Additionally, the Grade 9 De-streamed Mathematics Community of Practice will continue with a renewed focus on strengthening alignment between intermediate and secondary math programming. As part of this work, opportunities are being considered to involve key math educators from elementary feeder schools connected to the identified secondary sites. These continued efforts reflect a system commitment to deepening collaborative learning communities and advancing sustainable improvement.

In addition, a set of key mathematics resources that were initially piloted in select classrooms within priority schools will be made available to all educators in priority schools beginning in September 2025. These resources are designed to support the planning and facilitation of high-impact instruction and the intentional structuring of math blocks in alignment with the School Achievement Process.

Plans are also underway for an August 2025 symposium for educators in priority schools. This professional learning experience will offer opportunities to engage with coaches, participate in knowledge-building sessions, and collaborate on the design of learning blocks for the opening weeks of September. The symposium will support the creation of thriving, responsive learning environments from the outset of the school year.

9.0 Conclusion

The 2024–2025 Math Achievement Action Plan supported real, measurable growth in math instruction, educator efficacy, and student learning within DDSB’s priority schools. Educators have demonstrated increased confidence, intentionality, and commitment to high-impact practice. The progress made this year, combined with the relationships and structures now in place, positions the District to continue deepening our collective impact in mathematics learning as we move into 2025–2026.

While it is anticipated that some provincial assessment scores may continue to reflect plateauing, gradual gains, or even a decline in some schools, it is important to recognize that meaningful, sustainable improvement occurs progressively over time. These variations reflect the diverse starting points of school communities and reinforce the need for continued, responsive support that builds on existing strengths. The foundational shifts in practice, planning, and professional learning established this year are intended to take root and grow in future years, supporting long-term change and equitable student achievement across the system. This momentum will serve as a foundation for deepening inclusive, high-impact mathematics instruction across all learning communities.

10.0 Appendices

Appendix A – 2024-2025 DDSB Math Achievement Action Plan

Appendix B – List of DDSB Priority Schools (Ministry identified)

Report reviewed and submitted by:



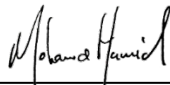
Camille Williams-Taylor, Director of Education and Secretary to the Board



Lauren Bliss, Superintendent of Education



Erin Elmhurst, Superintendent of Education



Mohamed Hamid, Superintendent of Education



Margaret Lazarus, Superintendent of Education

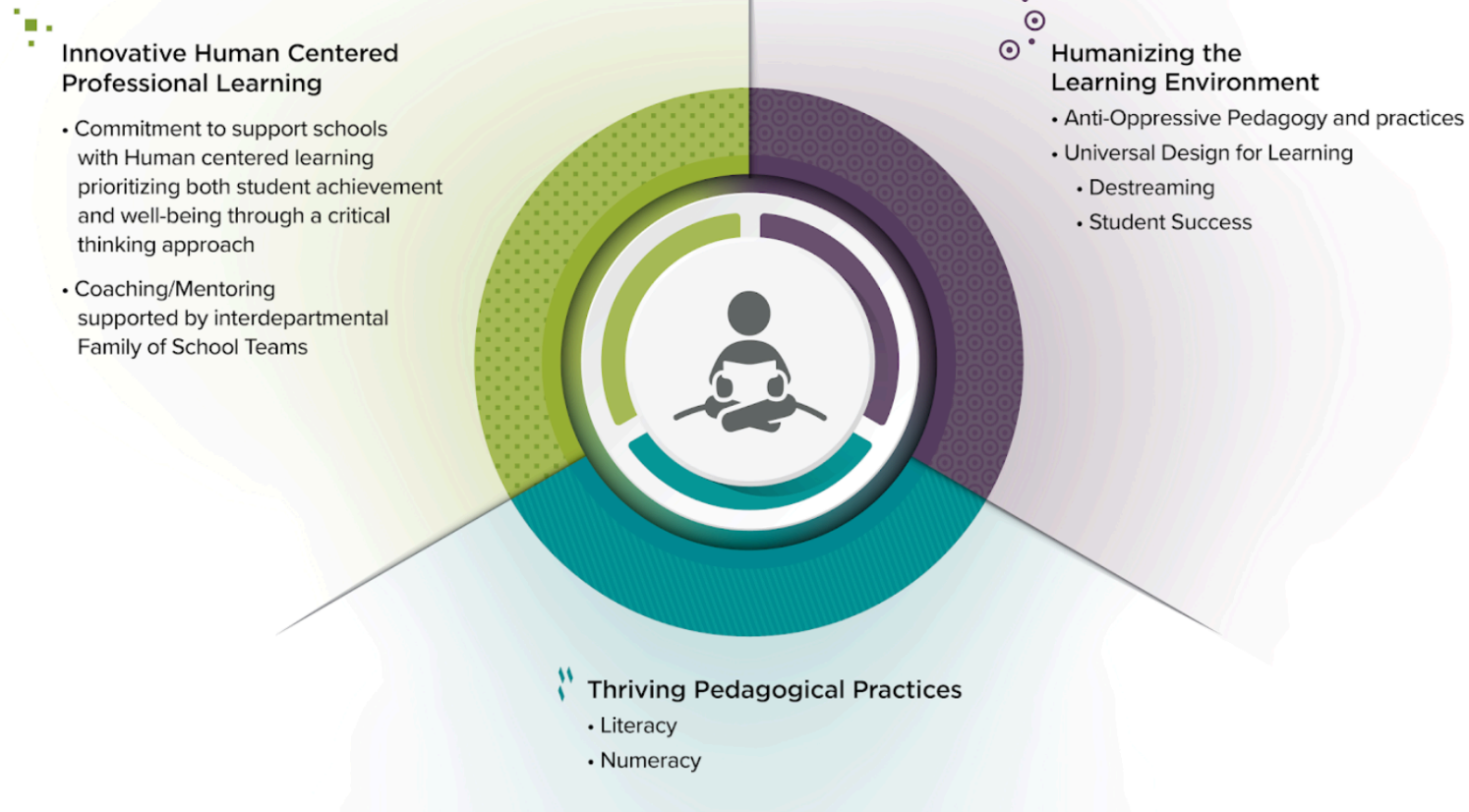


Stephen Nevills, Superintendent of Education

Teaching and Learning Vision

Creating thriving learning ecosystems that prioritize student identity, Indigenous rights and Human Rights in order to create the conditions for all students to thrive, achieving their fullest potential.

Teaching and Learning



Priority Area	All Schools	Priority Schools
<p>Priority Action # 1</p> <p>School Board Area of Need</p> <p>Curriculum Alignment: Ensuring the math curriculum is aligned with best practices and implemented consistently across all classrooms.</p>	<p>Board Level Strategy</p> <p>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</p> <p>Establish a Teaching and Learning Curriculum Advancement Action Committee to come alongside School Leaders across the system to support innovative pedagogical approaches and resources inclusive of the “Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum” and School Achievement Process</p> <p>KPI</p> <p>The number of school leaders who have engaged with the Curriculum Advancement Action Committee and report an improvement in their ability to facilitate the implementation of innovative math pedagogical approaches</p>	<p>Board Level Strategy</p> <p>Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</p> <p>Leverage coaching support to collaborate with School Improvement Teams in utilizing the ‘Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum’ and School Achievement Process Guide to inform the development and implementation of the School Achievement Plan.</p> <p>KPI:</p> <p>The percentage of School Improvement Teams that have leveraged coaching support to effectively integrate the ‘Mathematics Grades 1-12: A DDSB Companion Guide to the Ontario Curriculum’ and the School Achievement Process Guide in their School Achievement Plan.</p>
	<p>School Level Strategy</p> <p>Other</p> <p>Protected daily Math Blocks of 60 minutes begin to incorporate a balance of high impact instructional practices and ethical assessments determined by student need over a five day period of time.</p> <p>KPI:</p> <p>The percentage of classrooms that consistently implement a 60-minute daily protected Math Block, which includes the integration of at least some of the nine high-impact instructional practices tailored to student</p>	<p>School Level Strategy</p> <p>Other</p> <p>Protected daily Math Blocks of 60 minutes incorporate a balance of high impact instructional practices and ethical assessments determined by student need over a five day period of time, inclusive of opportunities for building automaticity and mathematical fluency</p> <p>KPI:</p> <p>The percentage of classrooms that implement a 60-minute daily protected Math Block, incorporating high-impact instructional</p>

Priority Area	All Schools	Priority Schools
	needs.	practices, ethical assessments, and opportunities to build mathematical automaticity and fluency over a five-day period.
	<p>Classroom Level Strategy</p> <p>Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</p> <p>Utilization of “Mathematics Grades 1-12: A DDSB companion guide to the Ontario Curriculum” to guide lesson design and pedagogical practices to effectively implement the 9 High Impact Instructional Practices (HIIP)</p> <p>KPI:</p> <p>Number of classrooms who have identified the “Mathematics Grades 1-12: A DDSB companion guide to the Ontario Curriculum” as a foundational resource to guide lesson design and pedagogical practices and are using the High Impact Instructional Practices (HIIP) as part of math learning environments.</p>	<p>Classroom Level Strategy</p> <p>Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</p> <p>Activate coaching support to come alongside educators in using the “Mathematics grades 1 - 12: A DDSB companion guide to the Ontario Curriculum” to effectively implement the 9 High Impact Instructional Practices (HIIP)</p> <p>KPI:</p> <p>The percentage of educators who experienced growth in understanding and implementation of the HIIPs.</p>

Priority Area	All Schools	Priority Schools
<p>Priority Action #2</p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p> <p>School Board Area of Need</p> <p>Continuous Learning: Providing educators with access to resources that help them stay up-to-date with the latest research and best practices in mathematics education. This includes opportunities for educators to collaborate with peers and engage in reflective practices to improve their math teaching skills to impact student achievement and well-being positively.</p>	<p>Board Level Strategy</p> <p>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</p> <p>Strengthen central professional learning resources to allow for multiple entry points for educator learning and pedagogical shifts.</p> <p>KPI:</p> <p>Number of new/updated resources available on the central teaching and learning site.</p>	<p>Board Level Strategy</p> <p>Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</p> <p>Offer subsidized Math AQ at multiple Priority School locations across the District</p> <p>KPI:</p> <p>Percentage of educators in priority schools with math qualifications</p>
	<p>School Level Strategy</p> <p>Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</p> <p>School Teams engage in regular collaborative meetings to determine staff learning needs and guide professional learning, monitoring student progress and improvement.</p>	<p>School Level Strategy</p> <p>Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</p> <p>Math Coaches in priority schools supporting collaborative analysis of student learning to determine staff learning needs and guide professional learning, monitoring student progress and</p>

Priority Area	All Schools	Priority Schools
	<p>KPI:</p> <p>Number of opportunities per term/semester educators engage in collaborative analysis of student learning.</p>	<p>improvement.</p> <p>KPI:</p> <p>Increase in educator efficacy as a result of engagement in collaborative student learning analysis.</p>
	<p>Classroom Level Strategy</p> <p>Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</p> <p>Educators access and utilize Board created and curated resources to support professional learning and improve student achievement and well-being.</p> <p>KPI:</p> <p>The number of hits on the central teaching and learning professional development site per term</p>	<p>Classroom Level Strategy</p> <p>Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching</p> <p>Activate coaching support to come alongside educators to synthesize and apply Board created and curated resources, to construct an environment where students are excited to learn mathematics and develop into confident math learners.</p> <p>KPI:</p> <p>Increased educator confidence in math content knowledge and community building.</p>

Priority Area	All Schools	Priority Schools
<p>Priority Action #3</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive</p> <p>School Board Area of Need</p> <p>Knowing the Math Learner: Gain a deeper human-centered understanding of the math learner through relationship building and the strategic collection and analysis of conversations, observations, products to determine student learning strengths and areas of growth.</p>	<p>Board Level Strategy</p> <p>Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students</p> <p>Provide Education Perfect (digital math tool) and ongoing training as an additional resource to understand current student learning strengths and areas for growth to provide targeted support for all students.</p> <p>KPI:</p> <p>Number of educators trained on Education Perfect.</p>	<p>Board Level Strategy</p> <p>Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students</p> <p>Provide Education Perfect (digital math tool) and ongoing training as an additional resource to understand current student learning strengths and areas for growth to provide targeted support for all students.</p> <p>KPI:</p> <p>Number of educators trained and using Education Perfect.</p>
	<p>School Level Strategy</p> <p>Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</p> <p>At least once per term/semester, school teams engage in collaborative</p>	<p>School Level Strategy</p> <p>Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</p> <p>Activate coaching support to come alongside school teams to</p>

Priority Area	All Schools	Priority Schools
	<p>meetings to inform instruction and interventions that are responsive to students not being served.</p> <p>KPI:</p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement.</p>	<p>engage in ongoing collaborative analysis of student learning to inform instruction and interventions that are responsive to student not being served.</p> <p>KPI:</p> <p>Number of schools with comprehensive student success systems that support the improvement of student achievement and reduce the number of students not being served.</p>
	<p>Classroom Level Strategy</p> <p>Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</p> <p>Educators use the information gathered through the collaborative meetings to shift pedagogical practices and structures to address gaps in service for students within classroom practice.</p> <p>KPI:</p> <p>Percentage of educators who report an increase in student achievement as a result of a shift in pedagogical practices.</p>	<p>Classroom Level Strategy</p> <p>Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants</p> <p>Activating coach and facilitator support in working with educators to synthesize and use the information gathered through the collaborative analysis of student learning to shift pedagogical practices/interventions, to be relevant and responsive to the mathematical learner.</p> <p>KPI:</p> <p>Percentage of students not being served that demonstrate improvement.</p>

Appendix B – List of DDSB Priority Schools (Ministry identified)

The **Ministry of Education** has identified priority elementary and secondary schools based on the most recent **EQAO math assessment results**. These schools receive targeted funding and support to improve student achievement in mathematics.

School Math Facilitators work directly with students and educators in **Grades 3, 6, and 9 classrooms** within these schools to implement high-impact instructional strategies and provide responsive interventions.

Priority Schools by Grade Level

Grade 3 Priority Schools

- Glen Street Public School
- Clara Hughes Public School
- David Bouchard Public School
- Cartwright Central Public School
- Mary Street Community School
- Village Union Public School
- McCaskill's Mills Public School
- Glengrove Public School
- Beaver River Public School
- Hillsdale Public School
- Dr. Roberta Bondar Public School

Grade 6 Priority Schools

- Woodcrest Public School
- Mary Street Community School
- Village Union Public School
- Queen Elizabeth Public School
- Applecroft Public School
- Forest View Public School
- Dr. Roberta Bondar Public School
- Waverly Public School
- Glen Street Public School
- Clara Hughes Public School
- David Bouchard Public School
- Dr. C. F. Cannon Public School
- C. E. Broughton Public School
- Bobby Orr Public School

- Adelaide McLaughlin Public School
- Glengrove Public School
- West Lynde Public School

Grade 9 Priority Schools

- G.L. Roberts Collegiate and Vocational Institute
- Eastdale Collegiate and Vocational Institute

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: June 16, 2025

SUBJECT: Report on the Impact of the Withdrawal of the Kindergarten Program from Single-Track French Immersion Schools

PAGE: 1 of 6

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services and Treasurer of the Board
 Jim Markovski, Associate Director of Equitable Education
 Lisa Bianca, Head of Facilities Services
 Lygia Dallip, Manager of Property and Planning

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

1.0 **Abstract**

This report was generated by a request from Trustees to provide information on the impact the removal of kindergarten from single-track French Immersion (FI) schools within the Durham District School Board (DDSB) has had on enrolment in the FI program. The report provides a synopsis of the parameters leading to the decision to remove the kindergarten program and data over a ten (10) year period for analysis to determine the resulting impact.

2.0 **Purpose**

The purpose of this report is to provide requested information to the Board of Trustees regarding the impact which the withdrawal of the kindergarten program from single-track FI schools has had on the programming and enrolment in those schools and the neighbouring schools in response to a February 18, 2025, Trustee motion.

3.0 **Background**

DDSB offers FI instruction in eight (8) single-track schools across the District. Track refers to the program of instruction delivered in a school (i.e., single-track FI means FI is the only program of instruction at the school while dual-track regular and FI means both programs are instruction are offered in a school). FI instruction is also offered at ten (10) schools which offer dual-track programming. Core French programming is delivered at all other DDSB schools.

In January 2020, the Board of Trustees passed a resolution that board staff conduct a review of French as a Second Language (FSL) programming within the District. The report, *French As A Second Language Programming in the Durham District School Board* dated January 4, 2021, was presented to Trustees on April 19, 2021 (Appendix C).

At that time, single-track FI schools provided FI programming for Grades 1 to 8 and housed two (2) English language kindergarten classes for up to 60 students in purpose-built kindergarten classrooms. Students living within the FI boundary were “in-area” and admission was granted on a “first-come, first-served basis” with preference given to siblings of existing FI students. Students not selected to attend kindergarten at these schools but who wished to enrol in FI were registered at their local regular track school and moved to the single-track school in Grade 1.

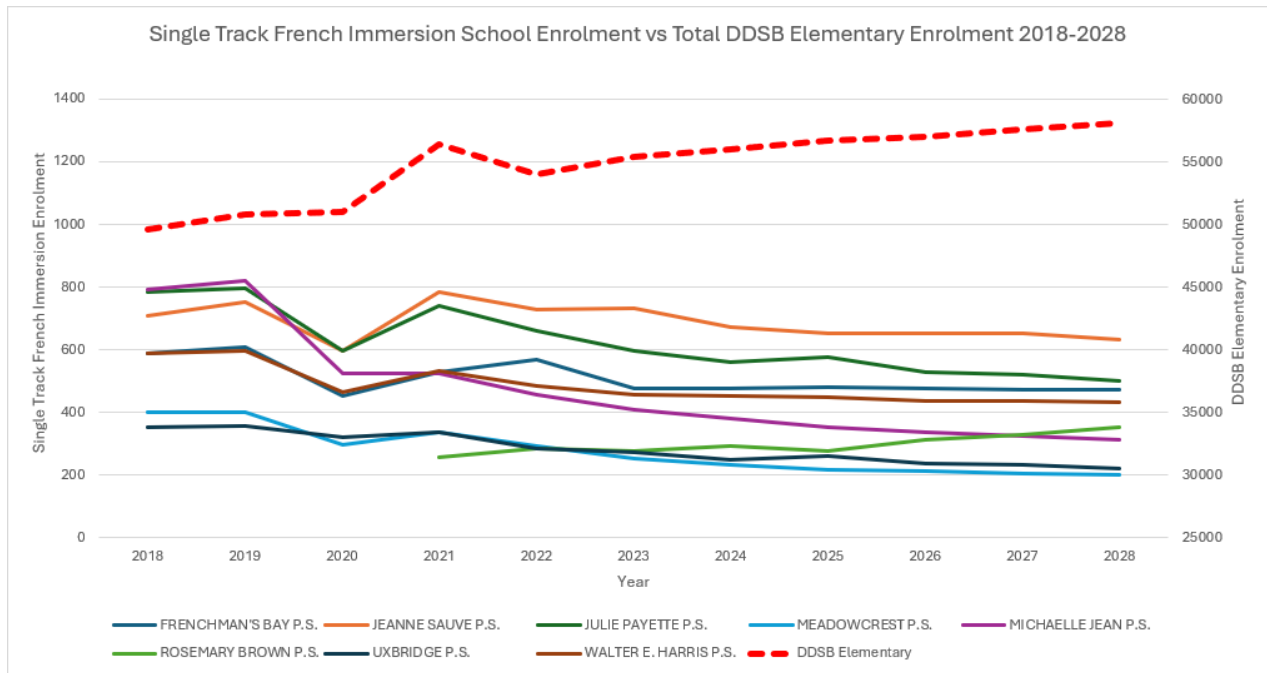
As set out in the January 4, 2021 report to board, three recommendations to adjust FSL programming were presented for the Board’s consideration, with the intent of supporting sustainable growth for FI while balancing robust FSL and English programming within DDSB. On April 19, 2021, the Board of Trustees adopted the recommendation to phase out kindergarten in all single-track FI schools. Given the capacity issues at FI schools, removing the English kindergarten program was designed to provide more flexibility within the schools to focus on FI classrooms.

The kindergarten program was phased out over the following two years. Single-track FI schools offered grade 1-8 programming only beginning in September 2023.

4.0 Analysis

Enrolment data for each of the eight (8) single-track FI schools and their feeder schools for 2018-2028 has been included in Appendix A. All single-track FI schools show a general decline in enrolment since 2020.

The graph below compares the 2018-2028 (projected) enrolments of all single-track FI schools and the overall enrolment trend experienced by DDSB.



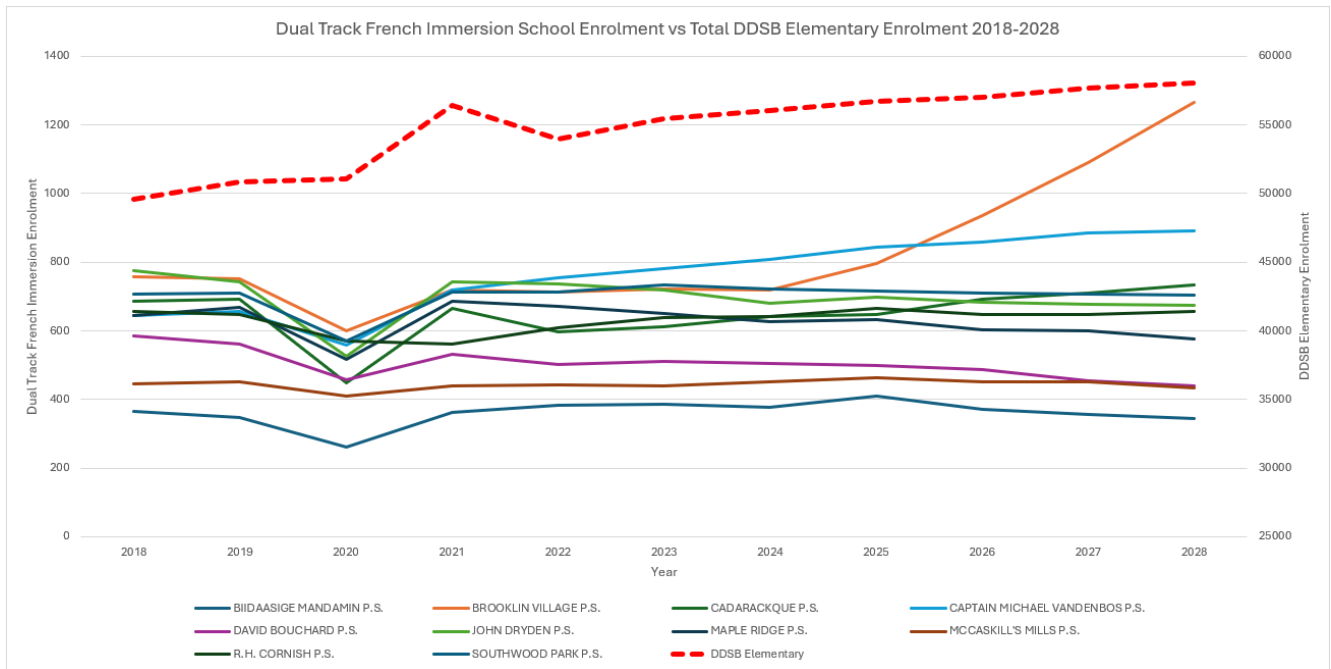
During this period, there have been two significant events in close proximity that have clearly impacted enrolment at these schools.

In March 2020, DDSB implemented a provincially mandated lockdown due to Covid-19 and moved to on-line learning, including the establishment of a virtual learning option, DDSB@Home. Immediately following these events, beginning in September 2021, kindergarten was phased out of single-track FI schools, with full implementation as of September 2023.

The cumulative effect of these two events appears to have been instrumental in initiating and perpetuating the decline, however, at this time, there is no discernible way to calculate the impact of each individual event, nor effectively predict what the lasting impact might be.

The ten schools offering dual-track programming have also seen a reduction in FI track enrolment, but they were only impacted by Covid-19, as kindergarten remained an offering at these schools.

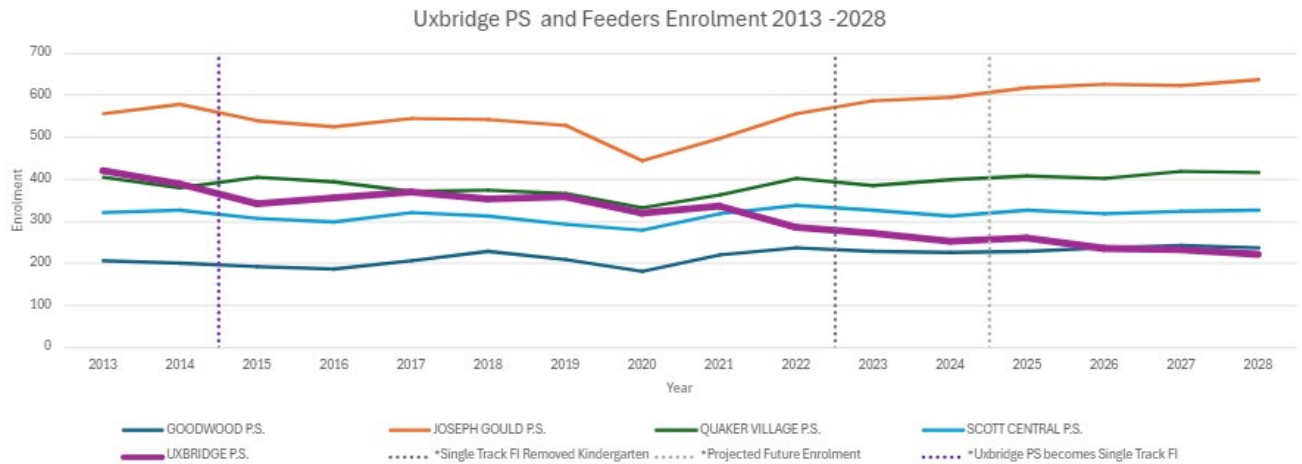
The graph below compares the 2018-2028 enrolments at all dual-track FI schools and the overall enrolment trend experienced by DDSB. The initial decline has not been maintained in all schools. Enrolment trends in dual-track schools are often impacted by in-area growth affecting the regular track program. For instance, the enrolment increase, at Brooklin Village, noted below, is the result of anticipated residential development in north Brooklin.



% Breakdown of Language Instruction of Dual Track Elementary Schools	2018-2019 Enrolment		2019-2020 Enrolment		2020-2021 Enrolment		2021-2022 Enrolment		2022-2023 Enrolment		2023-2024 Enrolment	
	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH
BIIDAASIGE MANDAMIN P.S.	51%	49%	53%	47%	42%	58%	48%	52%	43%	57%	46%	54%
BROOKLIN VILLAGE P.S.	51%	49%	52%	48%	48%	52%	48%	52%	47%	53%	45%	55%
CADARACKQUE P.S.	65%	35%	64%	36%	56%	44%	59%	41%	59%	41%	57%	43%
CAPTAIN MICHAEL VANDENBOS P.S.	48%	52%	47%	53%	46%	54%	49%	51%	50%	50%	51%	49%
DAVID BOUCHARD P.S.	54%	46%	54%	46%	46%	54%	50%	50%	47%	53%	41%	59%
JOHN DRYDEN P.S.	32%	68%	35%	65%	35%	65%	37%	63%	38%	62%	35%	65%
MAPLE RIDGE P.S.	65%	35%	67%	33%	63%	37%	66%	34%	63%	37%	62%	38%
MCCASKILL'S MILLS P.S.	31%	69%	31%	69%	32%	68%	32%	68%	31%	69%	29%	71%
R.H. CORNISH P.S.	54%	46%	53%	47%	50%	50%	57%	43%	54%	46%	53%	47%
SOUTHWOOD PARK P.S.	72%	28%	72%	28%	65%	35%	69%	31%	68%	32%	66%	34%

% Breakdown of Language Instruction of Dual Track Elementary Schools	2024-2025 Enrolment		2025-2026 Projected		2026-2027 Projected		2027-2028 Projected		2028-2029 Projected	
	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH	FI	ENGLISH
BIIDAASIGE MANDAMIN P.S.	51%	49%	51%	49%	46%	54%	48%	52%	47%	53%
BROOKLIN VILLAGE P.S.	43%	57%	41%	59%	30%	70%	26%	74%	21%	79%
CADARACKQUE P.S.	56%	44%	52%	48%	51%	49%	52%	48%	51%	49%
CAPTAIN MICHAEL VANDENBOS P.S.	52%	48%	56%	44%	58%	42%	60%	40%	62%	38%
DAVID BOUCHARD P.S.	39%	61%	38%	62%	38%	62%	38%	62%	40%	60%
JOHN DRYDEN P.S.	38%	62%	42%	58%	39%	61%	38%	62%	39%	61%
MAPLE RIDGE P.S.	61%	39%	60%	40%	58%	42%	57%	43%	57%	43%
MCCASKILL'S MILLS P.S.	30%	70%	32%	68%	31%	69%	31%	69%	30%	70%
R.H. CORNISH P.S.	54%	46%	55%	45%	52%	48%	50%	50%	48%	52%
SOUTHWOOD PARK P.S.	68%	32%	68%	32%	67%	33%	66%	34%	66%	34%

A separate reporting of enrolments at Uxbridge PS (UPS) for the period 2013-2023 was also developed for analysis given that UPS transitioned from a dual-track to single-track school in 2015. Of the four (4) DDSB schools that were transitioned to a single track FI school (vs being built as a single track FI school), UPS was the most recent. UPS has expressed concerns with declining enrolment and potential lack of viability given their relatively small enrolment.



Overall, the current data available is inconclusive, and time is needed to gather additional data that can be analyzed to support current information in order to discern the true impact of the removal of the kindergarten program from single-track FI schools.

4.1 Risks and Opportunities

The need to optimize facility utilization and transportation is important to this investigation and ongoing comprehensive analysis of single-track FI and feeder school utilization and enrolment pressure, both high and low, may present opportunities for balancing. Included in Appendix B are maps for each municipality showing the location of single-track and dual-track FI schools and surrounding schools with utilization projected as of September 2025.

At this point in time, a clearer definition of the problem is required in order to generate a responsible, viable solution. We are seeking clarity that the investigation requested is intended to achieve balanced and robust enrolment in all FI programs.

Ongoing analysis will take place in fall 2025 and will include September 2025 actual enrolment as an additional data point, with the intent of having a recommendation for Trustees in time for the 2026-2027 kindergarten registration taking place in winter 2026.

5.0 Financial Implications

Financial implications of potential future structural changes to single-track FI schools will be included after further analysis as taken place and if new or corrective approaches are proposed.

6.0 **Strategic Links**

This report, requested by Trustees and seeking information, is the basis for determining the driving factors behind declining enrolments in single-track FI schools and providing staff with the tools to develop a plan for efficient utilization of DDSB's existing spaces and strategic new capital priorities projects which will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by ensuring spaces that foster opportunities to meet, learn from and inspire each other are available; and advocate well-being by ensuring our schools are safe, caring and respectful environments where people can thrive.

7.0 **Conclusion**

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

8.0 **Appendices**

Appendix A: Single-Track FI and Feeder Schools Enrolment 2018 – 2028 (projected)

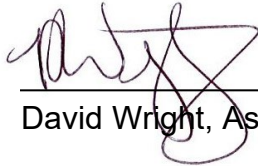
Appendix B: Single-Track and Dual-Track FI Schools by Municipality – 2025-2026

Appendix C: French As A Second Language Programming in the Durham District School Board

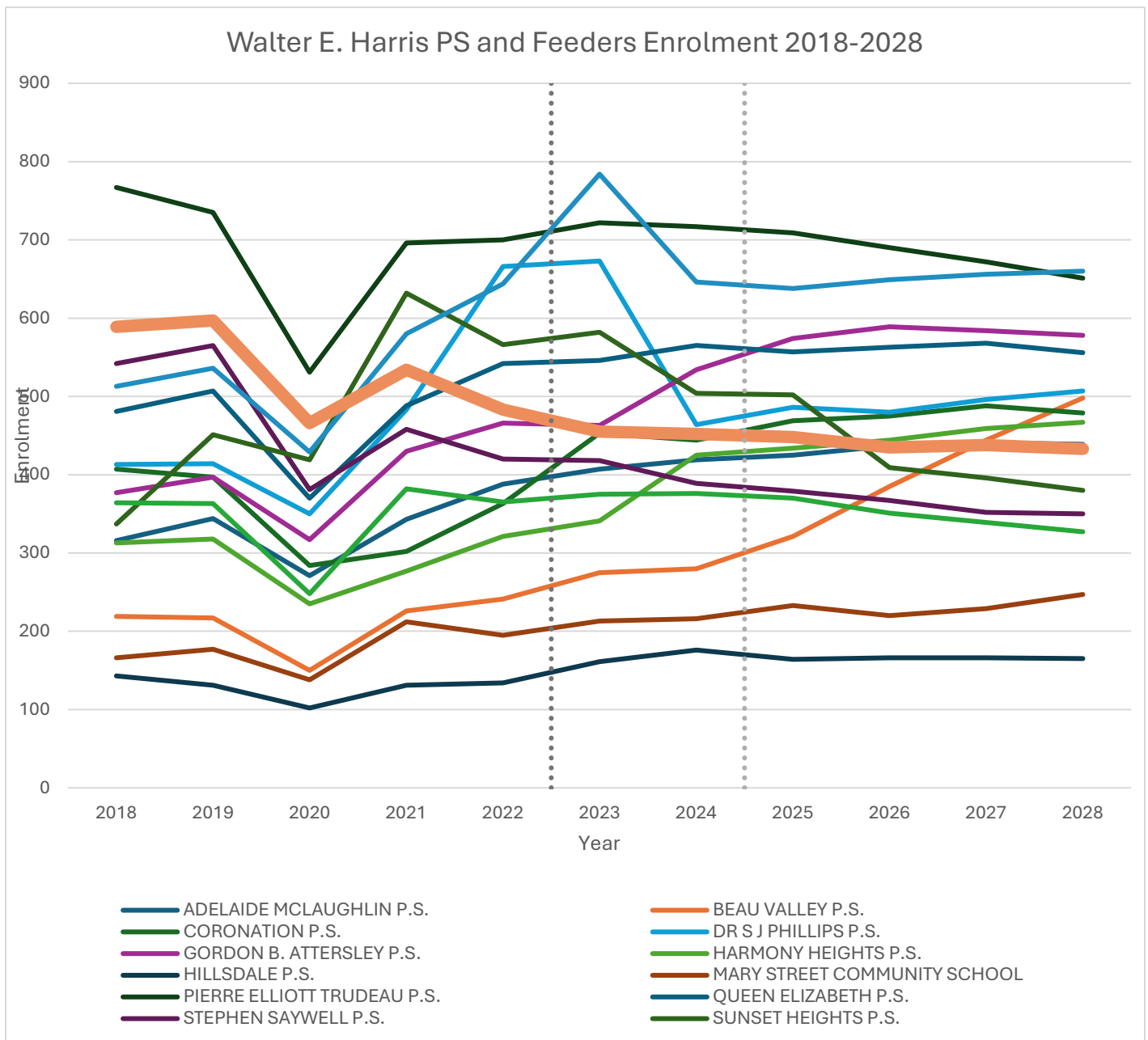
Report reviewed and submitted by:



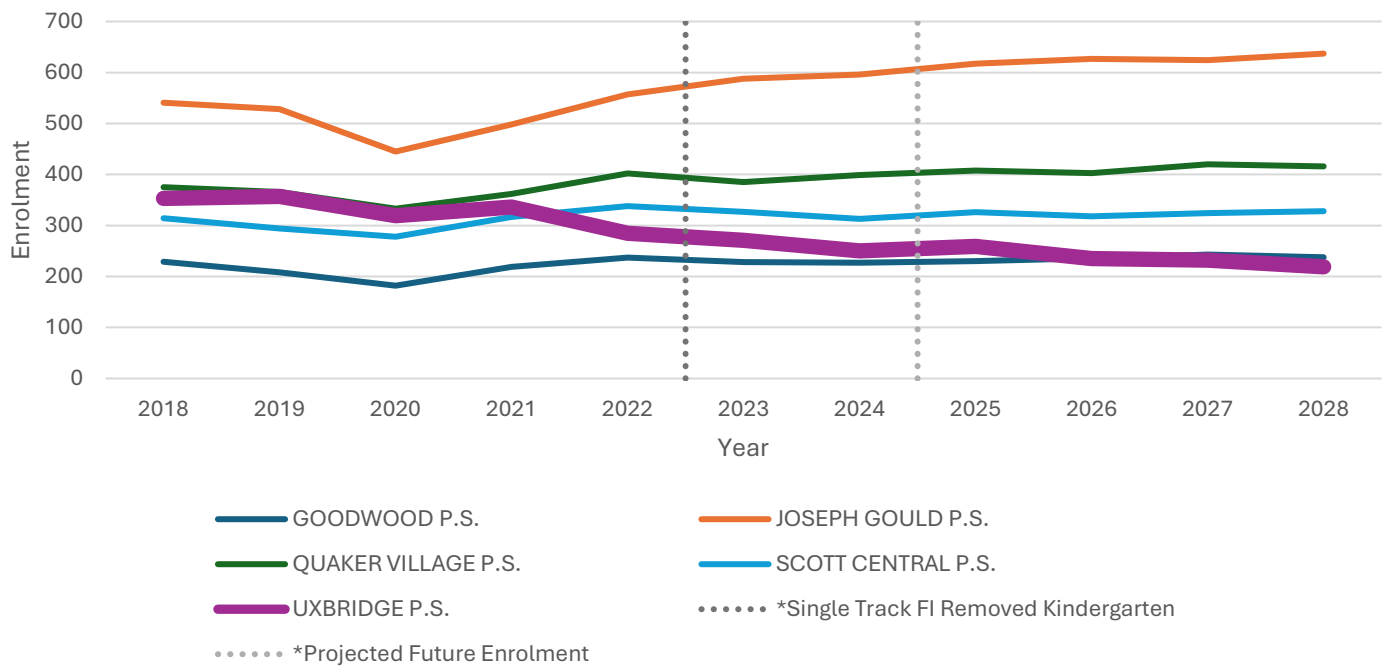
Camille Williams-Taylor, Director of Education and Secretary to the Board



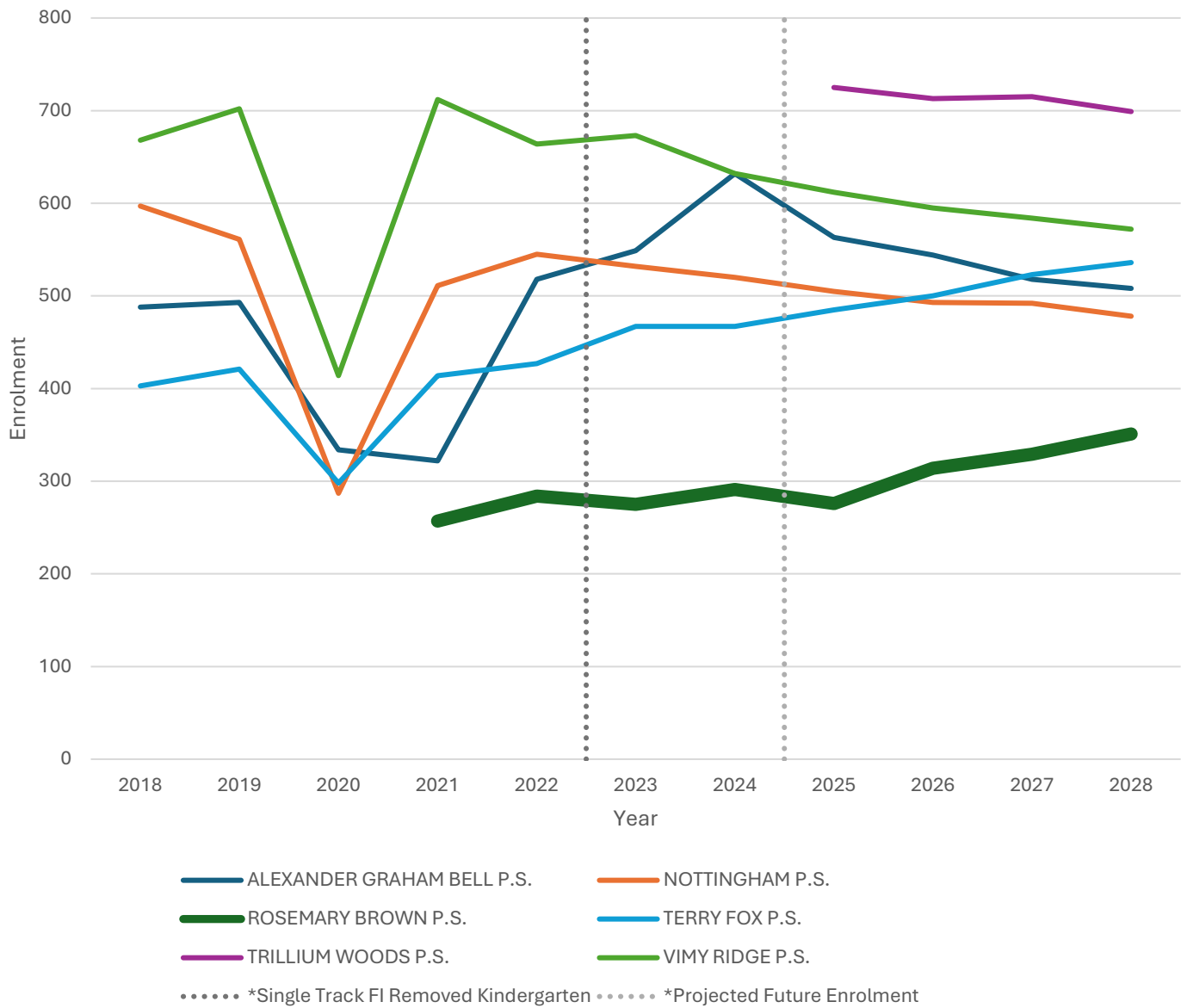
David Wright, Associate Director of Corporate Services and Treasurer of the Board



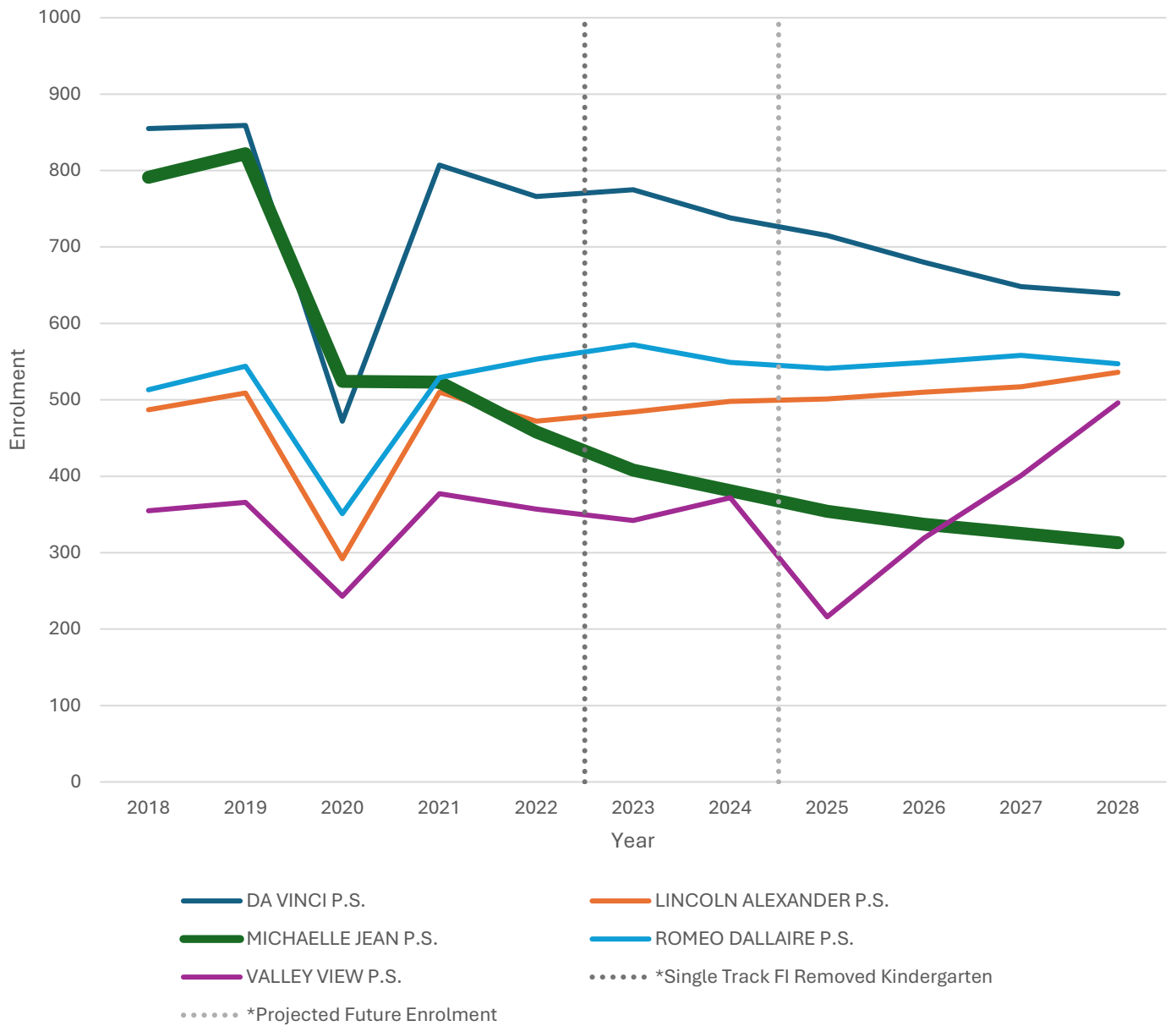
Uxbridge PS and Feeders Enrolment 2018-2028



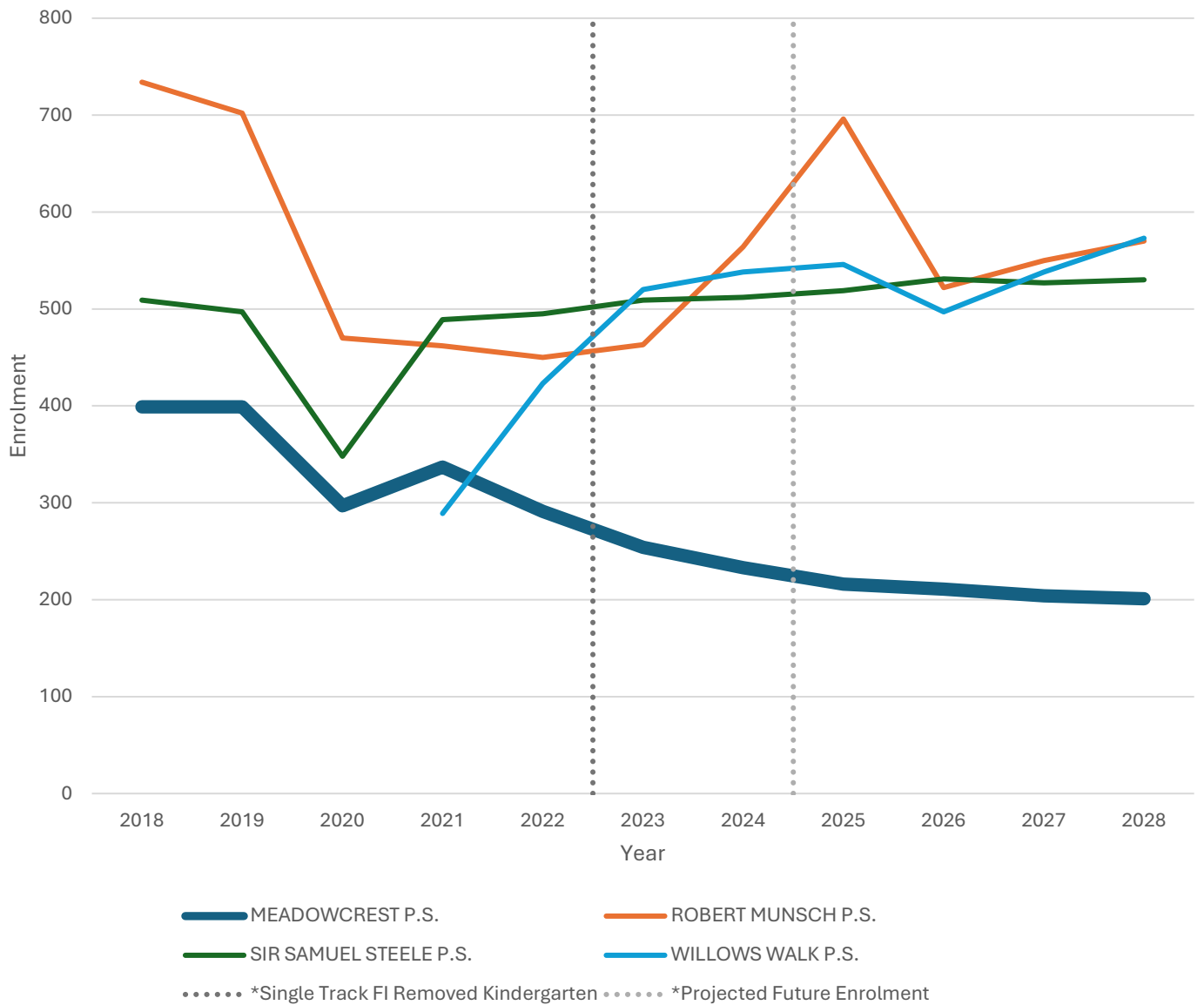
Rosemary Brown PS and Feeders Enrolment 2018-2028



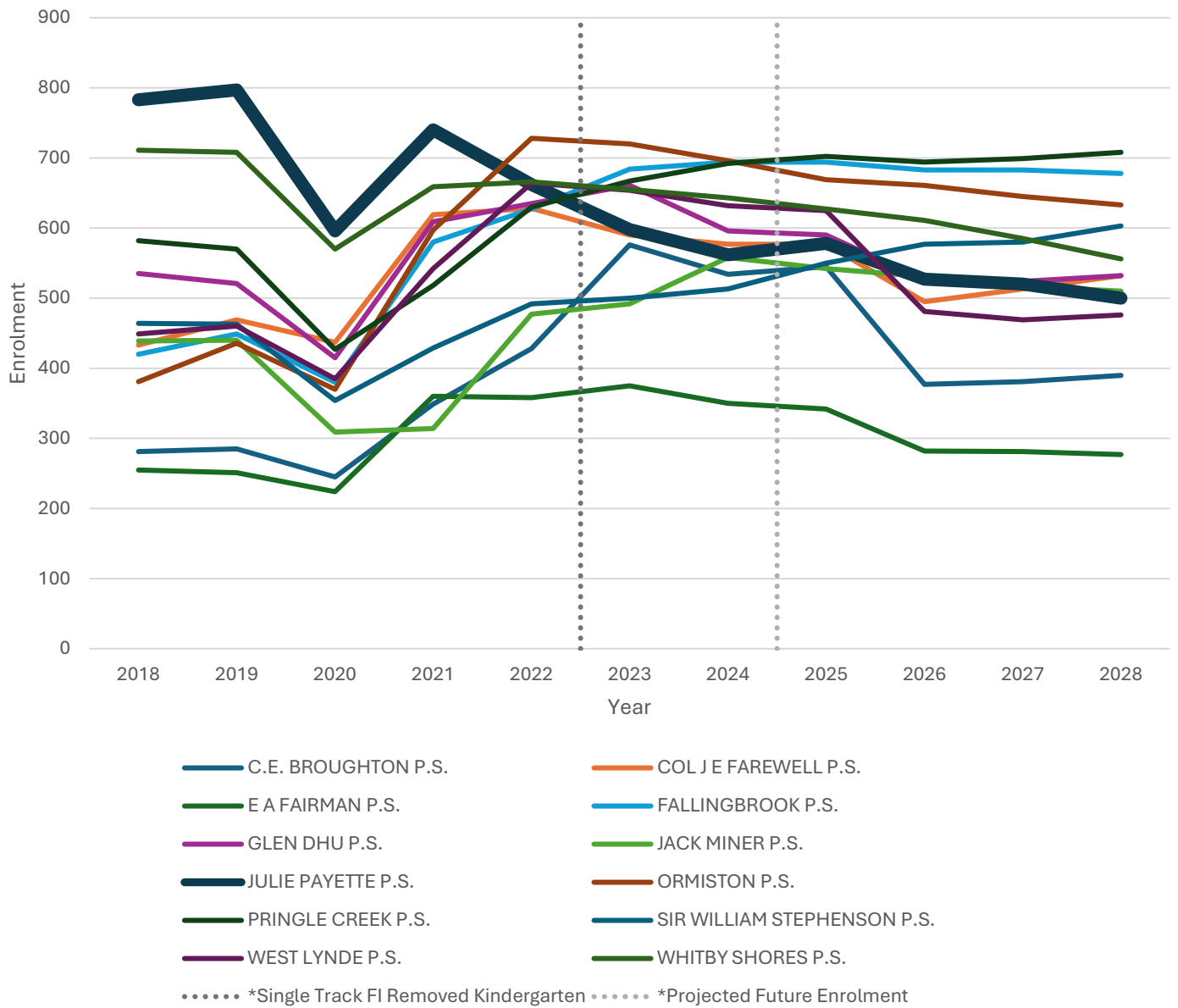
Michaelle Jean PS and Feeders Enrolment 2018-2028



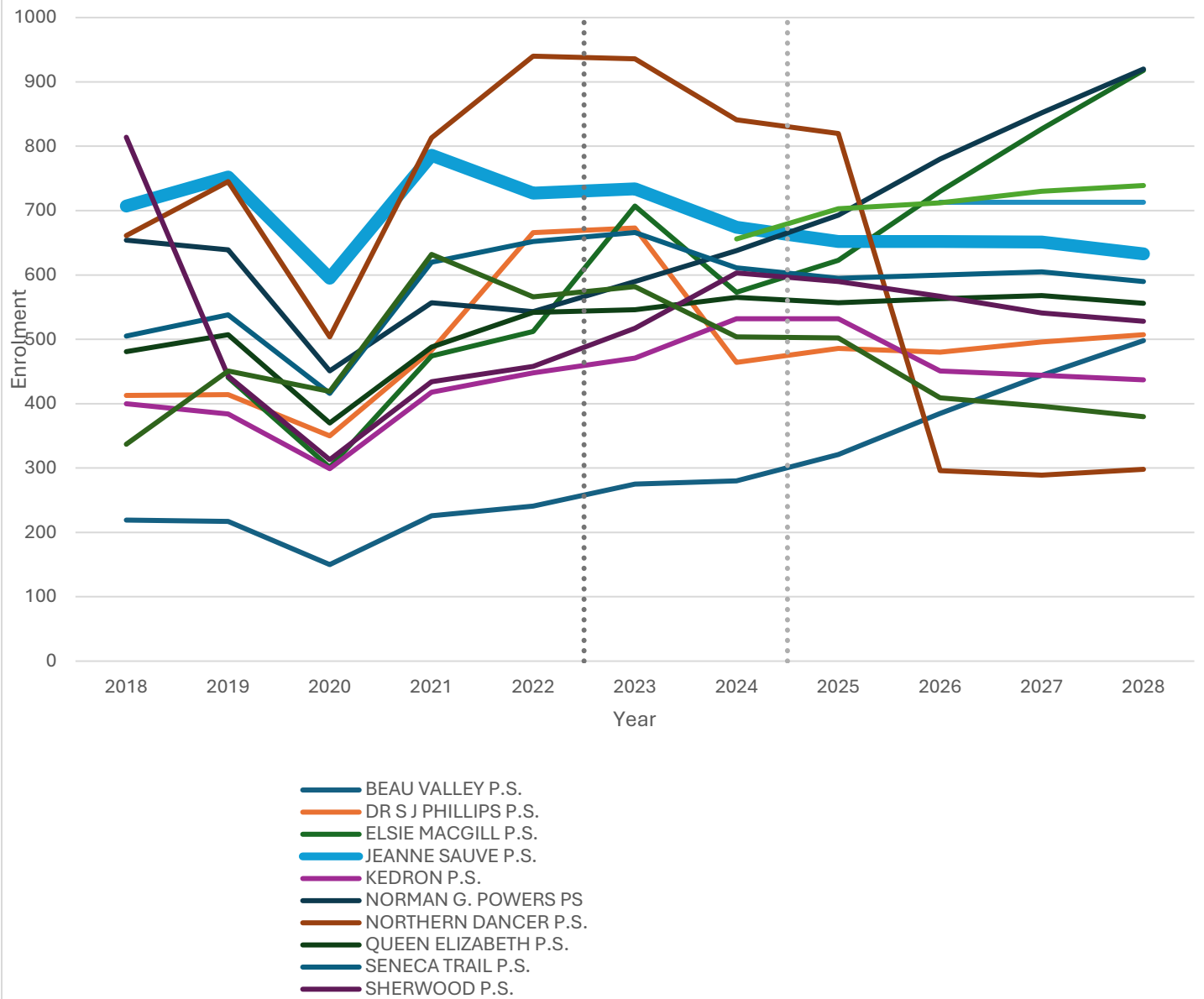
Meadowcrest PS and Feeders Enrolment 2018-2028



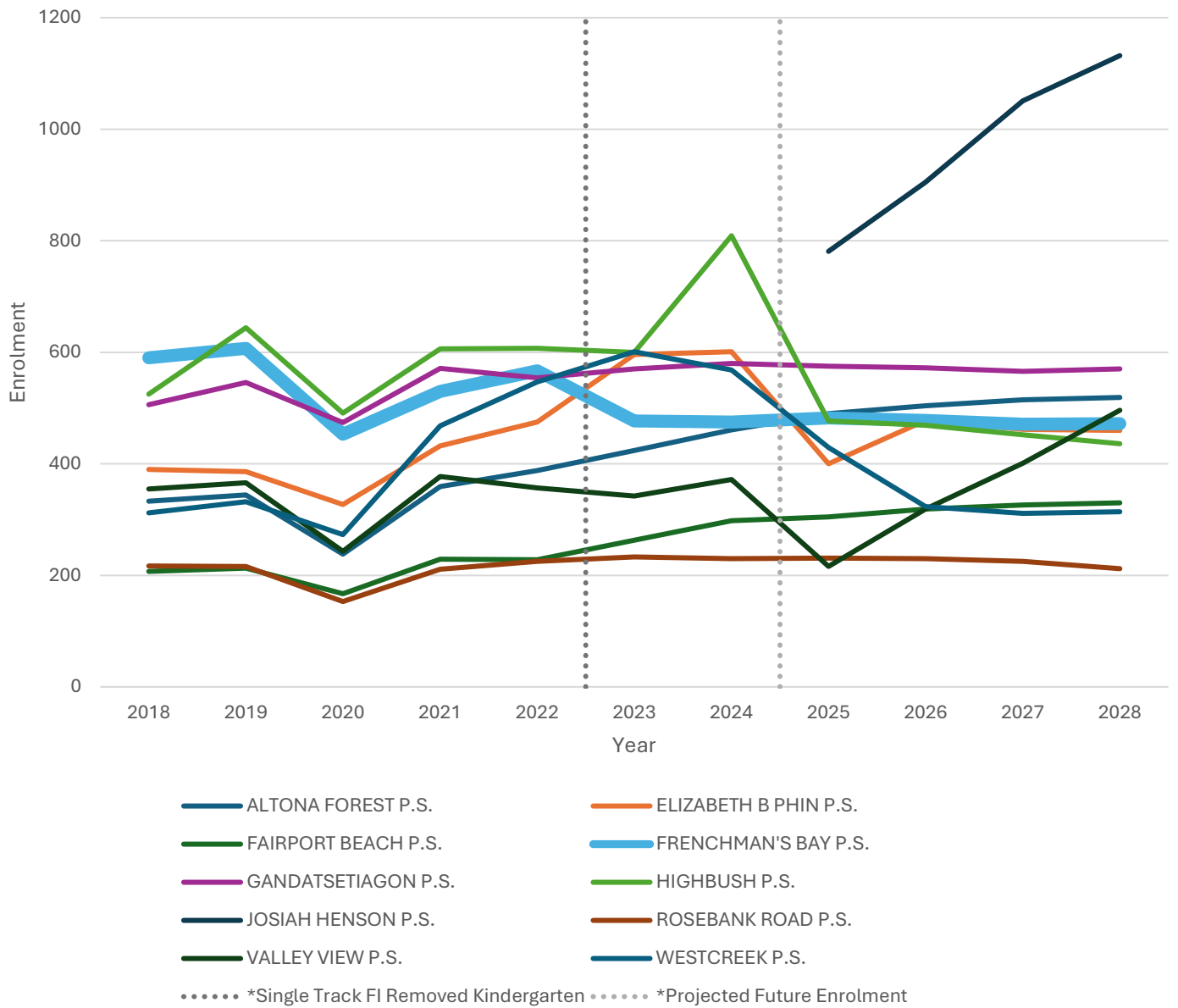
Julie Payette PS and Feeders Enrolment 2018-2028

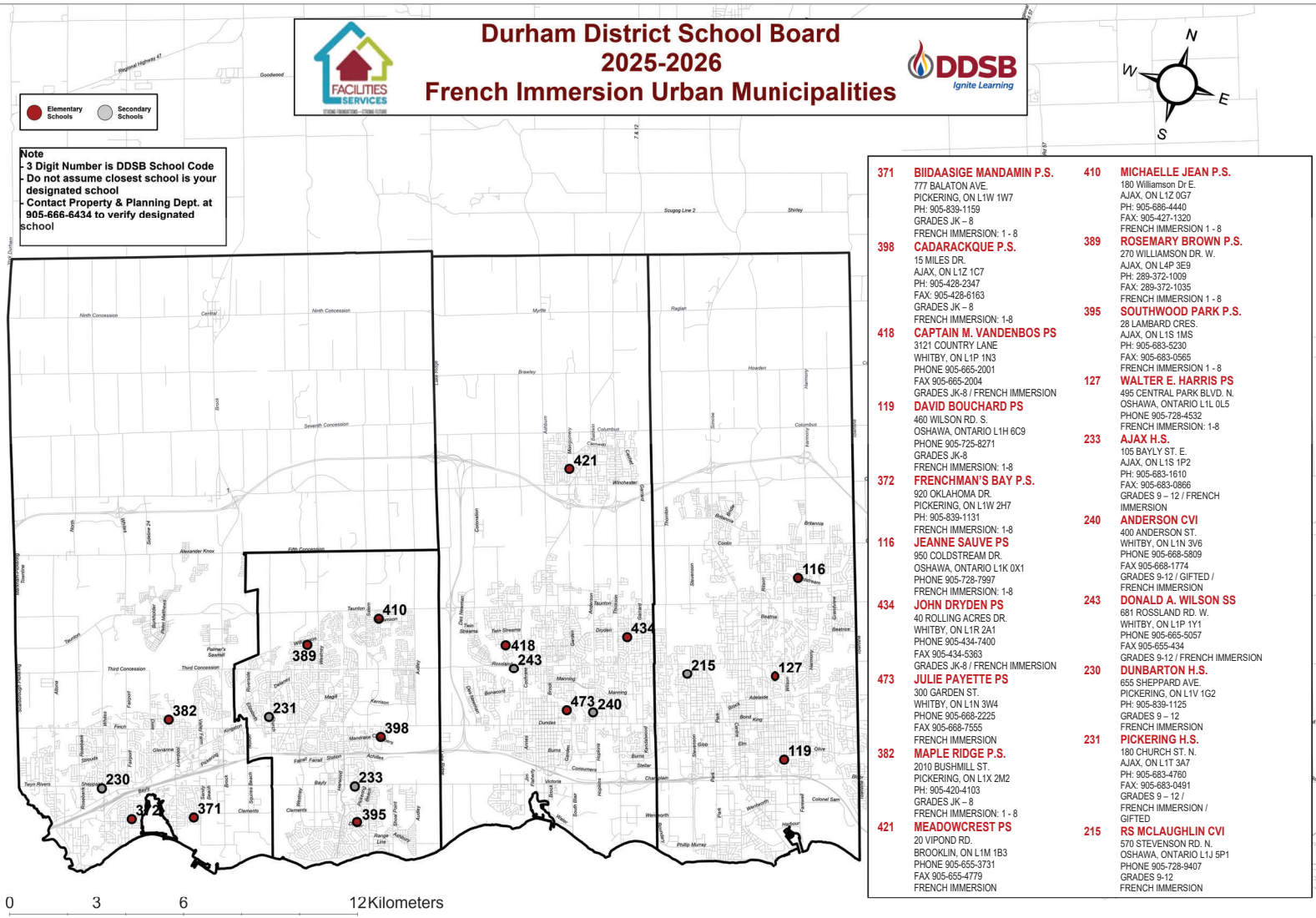


Jeanne Sauve PS and Feeders Enrolment 2018-2028



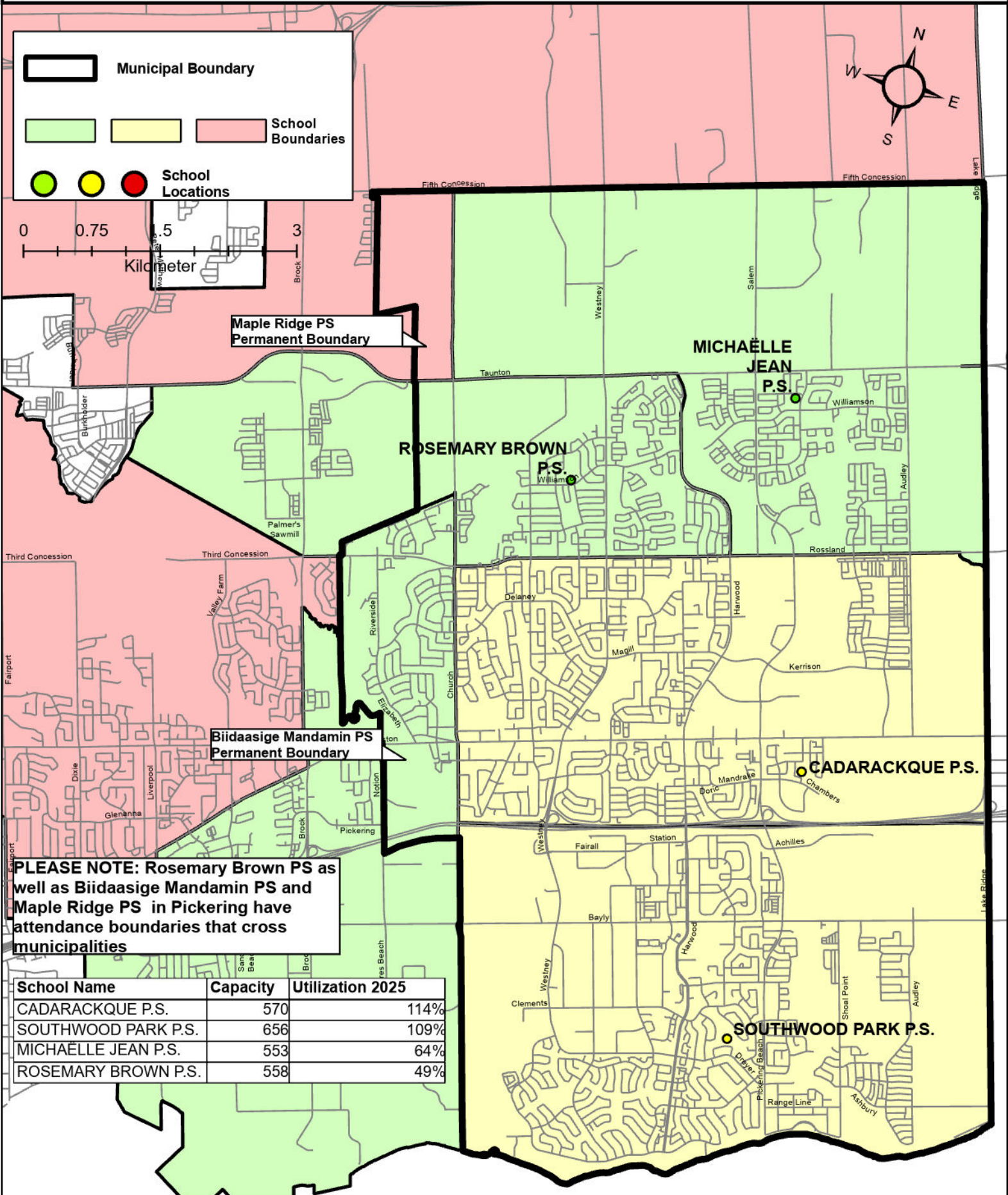
Frenchman's Bay PS and Feeders Enrolment 2018-2028



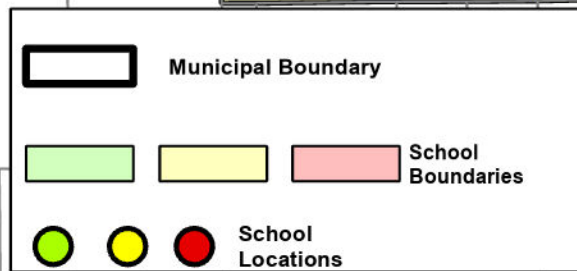


This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data Licence. The Durham District School Board has produced this map for reference purposes only.
Sources: ©Ontario Ministry of Natural Resources 2010; 2020 Orthophotography provided by iFirst Base Solutions Inc.; 2019 Digital Terrain Mapping provided by iFirst Base Solutions Inc. All rights reserved.
Regional Municipality of Durham SLRN 2021; Parcel Data 2021; Data provided by Durham Region Planning Division. Produced by Planning Department, Durham District School Board. EAOE.

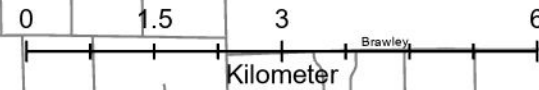
French Immersion Elementary School Utilization 2025-2026 Town of Ajax



French Immersion Elementary School Utilization 2025-2026 City of Oshawa

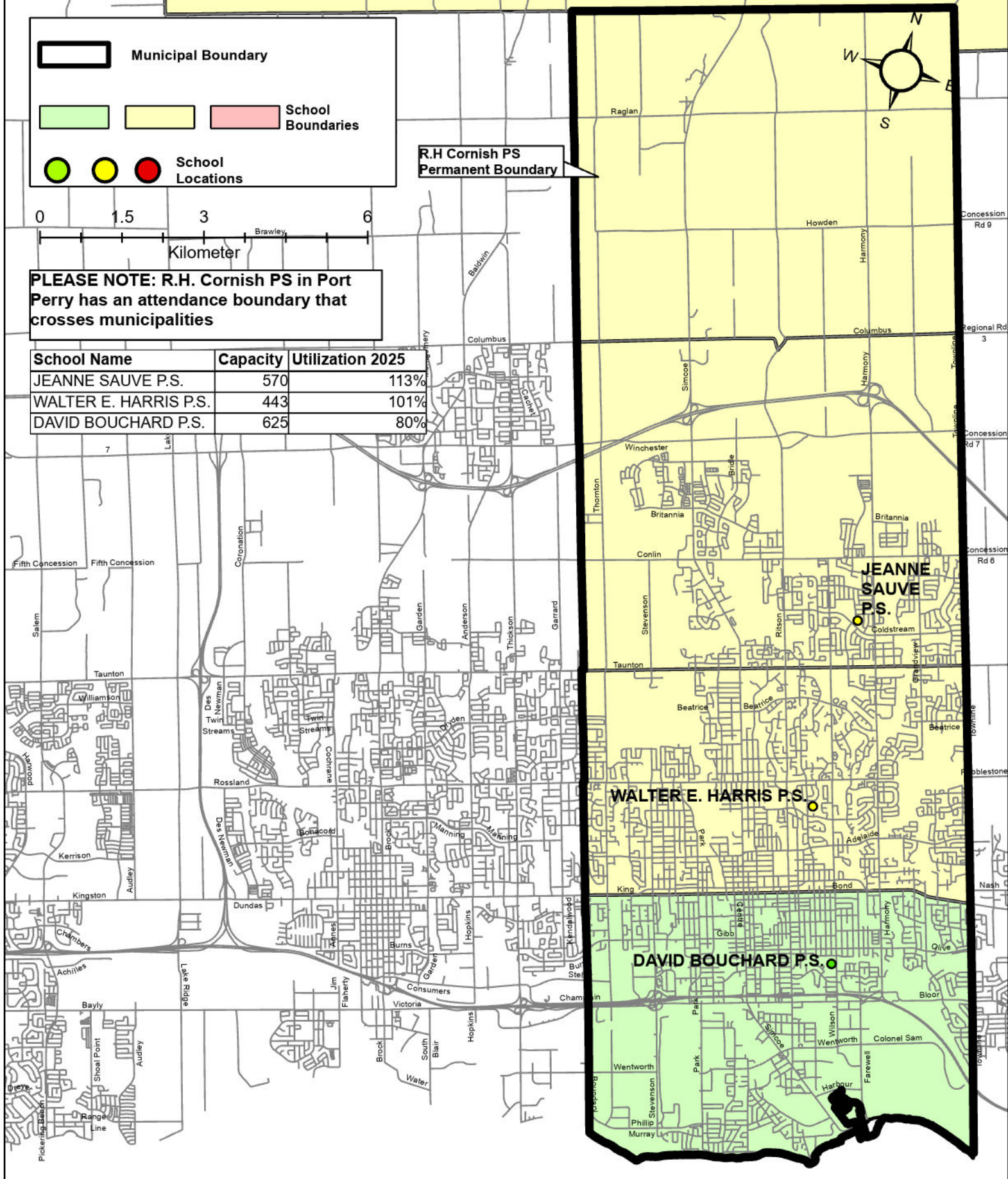


R.H. Cornish PS
Permanent Boundary



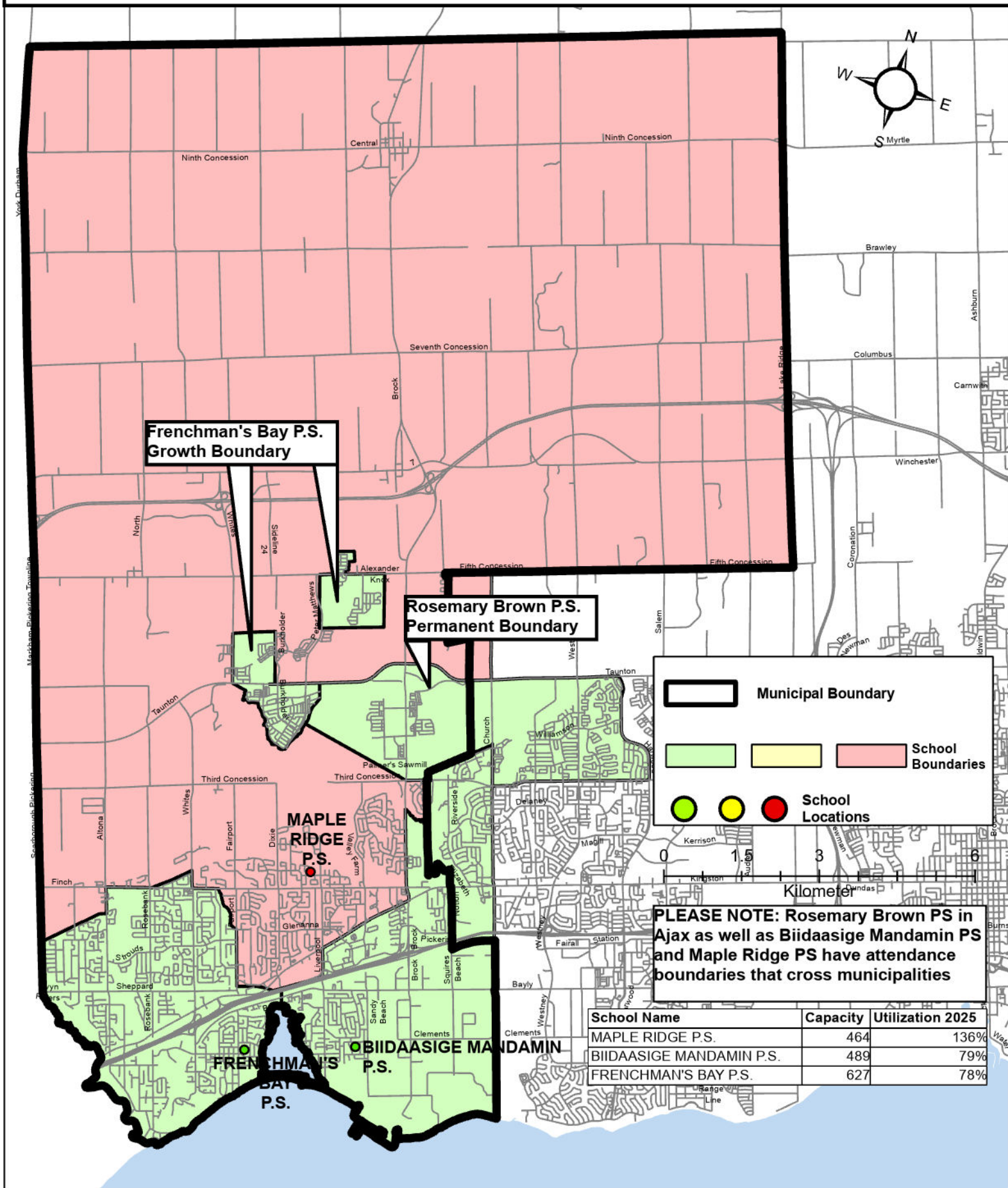
PLEASE NOTE: R.H. Cornish PS in Port Perry has an attendance boundary that crosses municipalities

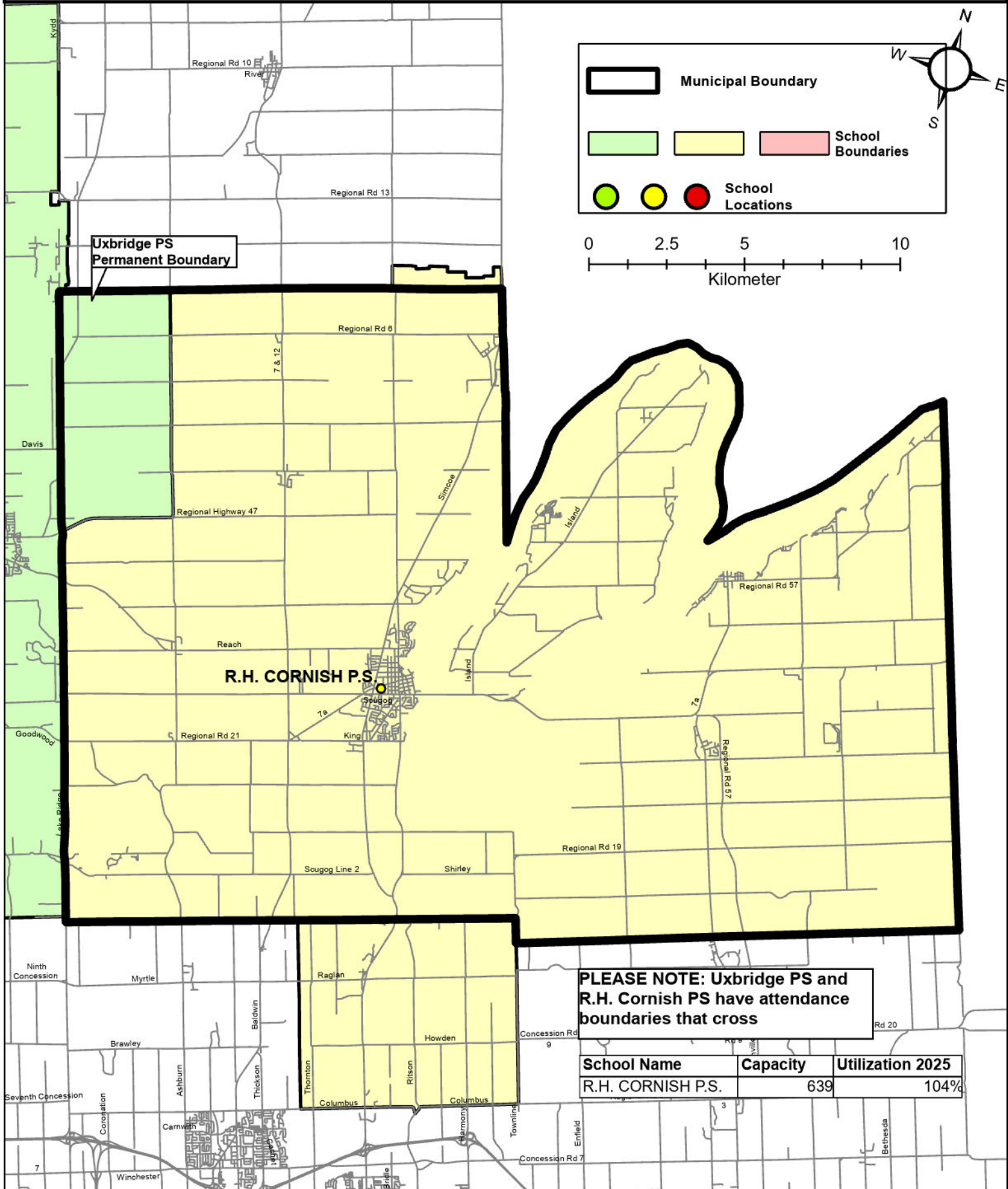
School Name	Capacity	Utilization 2025
JEANNE SAUVE P.S.	570	113%
WALTER E. HARRIS P.S.	443	101%
DAVID BOUCHARD P.S.	625	80%

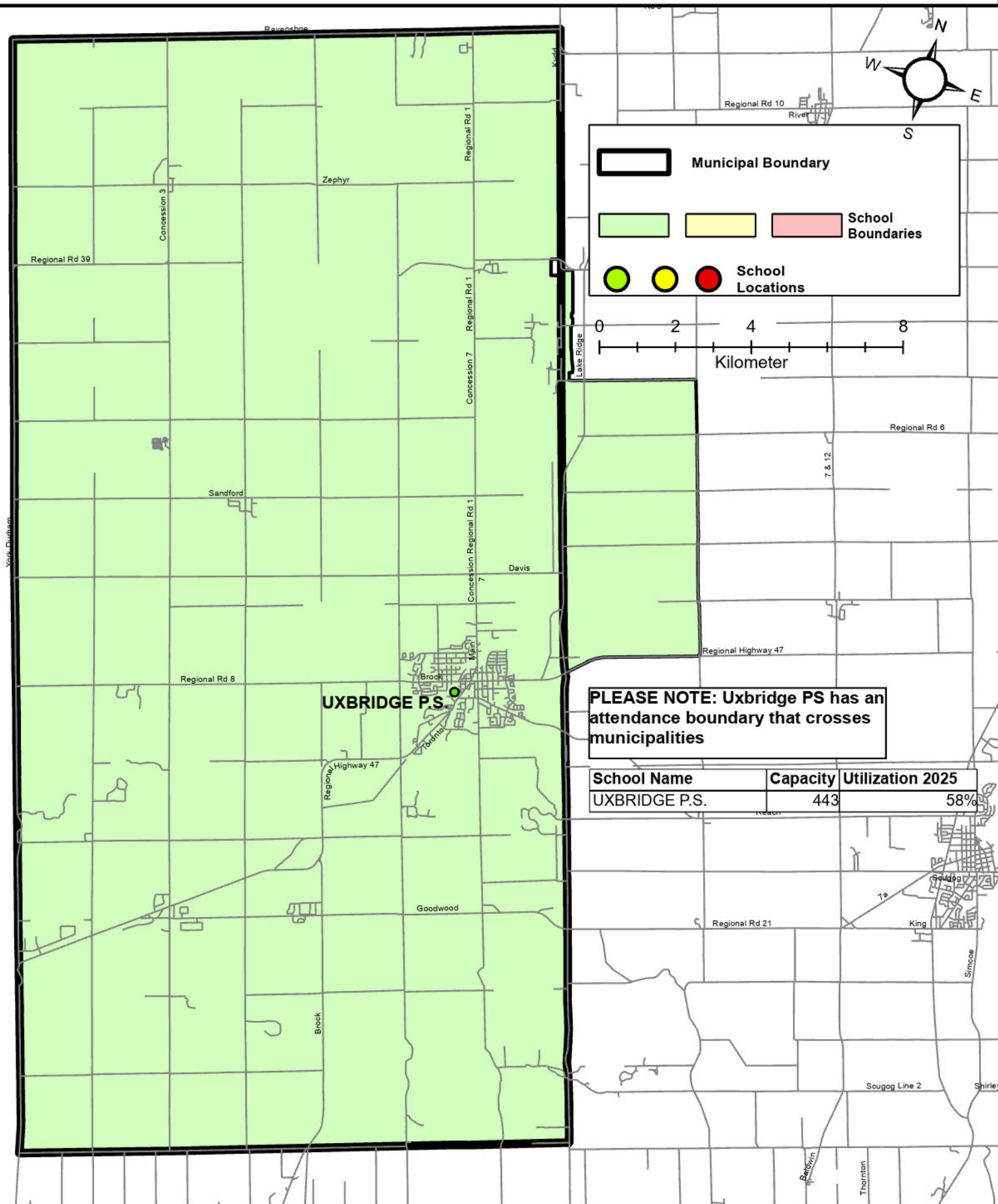


French Immersion Elementary School Utilization 2025-2026

City of Pickering

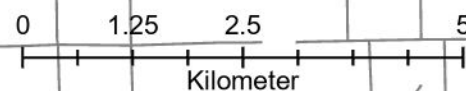
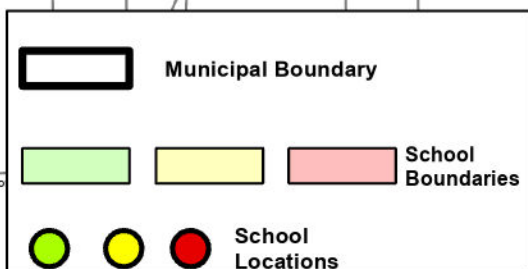




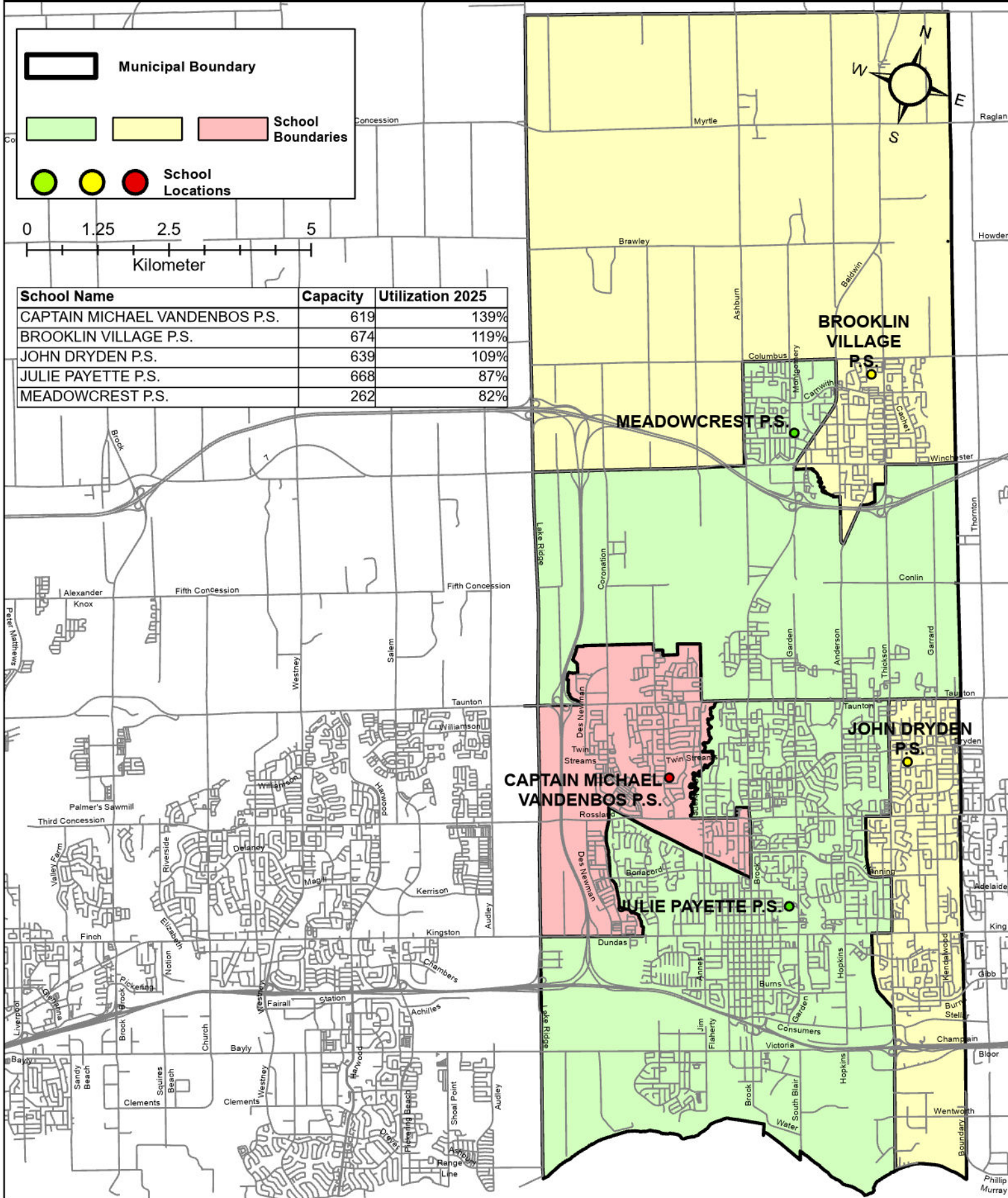


French Immersion Elementary School Utilization 2025-2026

Town of Whitby



School Name	Capacity	Utilization 2025
CAPTAIN MICHAEL VANDENBOS P.S.	619	139%
BROOKLIN VILLAGE P.S.	674	119%
JOHN DRYDEN P.S.	639	109%
JULIE PAYETTE P.S.	668	87%
MEADOWCREST P.S.	262	82%





FRENCH AS A SECOND LANGUAGE PROGRAMMING

in the Durham District School Board

DRAFT

French as a Second Language Programming in the Durham District School Board Table of Contents

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1 ONTARIO MINISTRY OF EDUCATION FRENCH LANGUAGE FRAMEWORK

The Durham District School Board (DDSB) offers opportunities for French language learning within the context of being an English language school board. Students who speak French as their first language have the opportunity to study in their first language within a French first language school board. As an English school board, the DDSB values the importance of French language learning and the lifelong skills that students acquire through the study of a second language.

Along with most other English school boards in Ontario, the DDSB has adopted the framework for French language instruction as set out by the Ministry of Education in *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* (Appendix A). This document was released in February 2013, as an overarching strategic ten-year document that serves as a call to action and a guide to strengthen French programming in English schools through the cohesive efforts of educators, students, parents and communities (French programming in English schools is referred to as French as a Second Language or “FSL”).

The Ministry Framework is designed to support the three core priorities for Education in Ontario:

- (i) High levels of student achievement;
- (ii) Reduced gaps in student achievement; and
- (iii) Increased public confidence in publicly funded education

The Ministry Framework identified three goals that support the vision for French as a Second Language (FSL) in Ontario:

- Goal 1: Increase student confidence, proficiency and achievement in FSL;
- Goal 2: Increase the percentage of students studying FSL until graduation; and
- Goal 3: Increase student, educator, parent and community engagement in FSL.

FSL programming in Ontario school boards encompasses more than immersion programs. It is important to note that the Ministry recognizes three options for FSL programs: Core French, Extended French and French Immersion. FSL programs are for all students in English-language boards, including students with special needs and English language learners (see: *Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools* at Appendix B which serves as a companion to the *Ministry Framework*).

1.1 FSL PROGRAM OPTIONS

Core French

In Core French, students learn French as a discrete subject. The Ontario Ministry of Education requires students to study French from Grades 4 to 8, and earn at least one credit in FSL in secondary school to obtain the Ontario Secondary School Diploma. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. The Ministry requires a minimum of 200 minutes of instruction in French each week. At the secondary level, Academic, Applied and Open courses are offered for Grades 9 and 10; University preparation and Open courses are offered for Grades 11 and 12.

Extended French

In Extended French, students are required to have 1260 hours of FSL instruction prior to Grade 9 with 25% of instruction in French. In the Extended French program, students accumulate seven credits in French at the secondary level: four are FSL language courses and three are other subjects for which French is the language of instruction. Courses are offered at the Academic and University level.

French Immersion (FI)

By the end of Grade 8, the FI program must provide students with 3800 hours of French instruction with 50% of courses in French. At the secondary level, Academic, Applied, and Open courses are offered for Grades 9 and 10; University preparation, University/College preparation, and Open courses are offered for Grades 11 and 12. In the FI program, students accumulate 10 credits in French: four are FSL courses and six are other subjects for which French is the language of instruction.

2 FSL PROGRAMS AT THE DDSB

2.1 PROGRAMS OFFERED AT THE DDSB

The DDSB offers Core French and French Immersion. The Board does not currently offer Extended French.

The DDSB's Core French program begins in Grade 4 and provides 210 minutes of scheduled instruction in French each week, exceeding the ministry minimum of 200 minutes.

The DDSB FI program begins in Grade 1 and provides 5,225 hours of FI programming by the end of Grade 8, which exceeds the Ministry's required 3,800 hours of instruction. Grades 1-3 FI classes have 100% of the curriculum taught in French. The minimum requirement outlined by the

Ministry of Education is 50%. Grades 4-8 FI classes have 50% of the curriculum taught in French, in accordance with the Ministry's requirements. At the secondary level, schools that offer FI provide the four required French language courses and a variety of other courses taught in French to meet the Ministry requirements for the French Immersion certification.

As FI begins in Grade 1, Kindergarten is delivered in English. There are a limited number of Kindergarten spots and they are in high demand at schools where FI is offered. Registration occurs online, on a first-come, first-served basis.

2.1.1 Distribution of FSL programs in the DDSB

As outlined in Table 1, The DDSB currently has (French Immersion School List by Area):

Ajax : <ul style="list-style-type: none"> • Cadarackque PS • Michaëlle Jean PS • Southwood Park PS • Ajax HS • Pickering HS 	Brock: <ul style="list-style-type: none"> • McCaskill's Mills PS 	Pickering: <ul style="list-style-type: none"> • Frenchman's Bay PS • Maple Ridge PS • Sir John A. Macdonald PS • Dunbarton HS
Oshawa: <ul style="list-style-type: none"> • David Bouchard PS • Jeanne Sauvé PS • Walter E. Harris PS • R.S. McLaughlin CVI 	Scugog: <ul style="list-style-type: none"> • R.H. Cornish PS • Port Perry HS 	Uxbridge: <ul style="list-style-type: none"> • Uxbridge PS • Uxbridge SS
Whitby: <ul style="list-style-type: none"> • Brooklin Village PS • Captain Michael VandenBos PS • John Dryden PS • Julie Payette PS • Meadowcrest PS • Donald A. Wilson SS <p>School Year - 2017-2018: Grade 9, 10 & 11 only</p> <ul style="list-style-type: none"> • Sinclair SS <p>School Year - 2017-2018 Grade 12 only</p>		Virtual: <ul style="list-style-type: none"> • DDSB@Home Secondary • DDSB@Home Elementary

10 dual track (FI and English) elementary schools

8 single track (FI) elementary schools

7 dual track (FI and English) secondary schools

2.2 FSL ENROLLMENT

Overall enrollment in the DDSB, as of October 31, 2019, is set out in the Enrollment Summary attached as Appendix C. The tables in Appendix D outline enrollment in DDSB's FSL programs. The following observations regarding enrollment in FSL programs are noted below:

- In 2019, students in FI made up roughly 17.5% of DDSB's elementary school student population.
- FI enrollment has increased from the 2015-2016 to the 2019-2020 school year.
- Although enrollment in FI has increased over the past five years, there is significant attrition as students move through grade levels. Approximately 40-45 % of students who enroll in FI in Grade 1 remain in the FI program in Grade 12.
- Enrollment in dual track schools comprises an average of 62% of students in the FI program and 38% of students in the English program. The proportion of FI to English program enrollment at two schools exceeds this: Maple Ridge PS has a proportion of 76% FI to 24% English and Southwood Park PS has a proportion of 81% FI to 19% English (Appendix E).
- Classes in the English program are much more likely to be stacked (combining more than one grade within the same classroom) than in the FI program. In the 2020-2021 school year 19% of FI classes were stacked compared to 42% of English classes in dual track schools and 25% in English schools. Stacking is more likely to occur when there is a lower number of students enrolled in a program.
- In 2019-2020, there were 7,964 DDSB secondary students were enrolled in FSL courses of which 25% were enrolled in FI courses and 75% enrolled in Core French courses. Since 2015-2016 there has been an increase in secondary FI courses enrollment (26% total increase) and a decrease in secondary Core French course enrollment (8.6% total decrease). These changes have been consistent across all secondary schools.

Table 2: DDSB Secondary French Program enrolment 2015-2016 to 2019-2020

DDSB Secondary French Program Enrolment - 5 Years							
French Immersion							
FIF Enrolment Over Time							
Grade	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 Enrolled	2019-2020 FIF Total
9	466	477	558	555	307	302	609
10	412	426	447	512	266	269	535
11	344	383	390	460	294	224	518
12	308	324	362	372	203	197	400
FIF Total	1530	1610	1757	1899	1070	992	2062
French Immersion courses have seen a 26% increase in student enrolment over the last 5 years.							

Table 3: DDSB Secondary French Program Enrolment 2015-2016 to 2019-2020

Core French							
FSF Enrolment Over Time							
Grade	Level of Study	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 Enrolled
9	Applied	1794	1625	1665	1385	702	783
9	Academic	2734	2608	2596	2699	1313	1259
10	Applied	1	1	7	3	0	0
10	Academic	961	1035	998	923	527	398
11	University	545	561	596	583	261	268
12	University	377	373	395	439	173	218
FSF Total		6412	6203	6257	6032	2976	2926
Core French courses have seen an 8.6% decline in student enrolment over the last 5 years.							

- The DDSB serves families in all seven Durham Region municipalities and has schools with FI programming located in every municipality to promote access. Four FI schools are in neighbourhoods designated as priority neighbourhoods by Durham Region Health Department. These schools are; Ajax HS (Downtown Ajax - A2) (dual track); Southwood Park PS (Downtown Ajax - A2) (dual track); Julie Payette PS (Downtown Whitby - W2) (single track); David Bouchard PS (Downtown Oshawa - O3) (dual track).

3 FSL REVIEW

This FSL Review was undertaken pursuant to a Resolution of the Board of Trustees made on January 20, 2020. The FSL Review also coincides with the DDSB's next three-year FSL Plan under the Ministry Framework which is due for submission in January 2021. The Board of Trustees directed staff to:

- Undertake a district review of French Immersion at the DDSB;
- Initiate and outline the scope of the review with a staff report; and
- Submit a final report to the Board in the Fall of 2020.

This report responds to the direction of providing a final report to the Board.

The staff report initiating and outlining the scope of the review was approved by the Board of Trustees at its meeting on March 2, 2020. A copy of this report is attached as Appendix F.

The scope of the review was set out in the following terms:

DDSB values fairness, equity and respect as essential principles to ensure that all students have the opportunities they need to fulfil their potential. The Board is also committed to the principles of equity as outlined in Ontario's Equity and Inclusive Education Strategy and in accordance with the Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

The District-Wide FSL Program Review will examine challenges and successes of the two French programs as it pertains to our board from key stakeholders' perspectives, will identify program needs and recommend strategies to ensure that the principles established from this review be applied when considering changes in programming and boundaries. The FSL District Review Committee will focus on key elements of the delivery of FSL programs at the elementary and the secondary level and will gather data from multiple sources to provide an in-depth, inclusive analysis of the status of French programming and its relationship to the broader experience of all our students. The following will be examined:

- *Provincial trends and experiences*
- *Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)*
- *Program viability*
- *Resource implications (staffing, facility and finance)*

- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

The consultation component of the FSL Review will be grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, multiple stakeholders will be included and given multiple opportunities to comment on DDSB programs.

An FSL Program Review Committee, with four subcommittees (Equity of Access, Resource Implications, Program Viability and Student Voice) was established.¹ While pandemic logistics and protocols introduced in March 2020 presented challenges, the Committee continued to work and meet online. The need for physical distancing impacted consultations, which were originally scheduled in the spring. This resulted in the consultations being adapted to an online format, were postponed until fall 2020 and delayed the submission of the final report to January 2021.

The scope of the review as outlined above in the March 2, 2020 staff report were considered in-depth by the Committee and are discussed below.

3.1 PROVINCIAL TRENDS AND EXPERIENCES

The DDSB conducted a review of the current literature related to FSL education, including at Ontario public school boards, with attention to boards that are similar to the DDSB. A full copy of the Literature Review report is attached as Appendix G.

¹ Members of the Committee: Chair, Margaret Lazarus, Superintendent of Education, French Curriculum, Equity; Lauren Bliss, Principal, Jeanne Sauvé PS; Julia Blizzard, Education Officer; Kimberly Brathwaite, Communications Officer; Chris Conley, Manager of Research and Assessment, Accountability and Assessment; Christina Douglas, Principal, Michaëlle Jean PS; David Fitchett, Education Officer; Danielle Hunter, Program Facilitator, FSL and Modern Languages; Sarah MacDonald, Principal, Donald A. Wilson SS; Merrill Mathews, Equity Officer; Andrea McAuley, Superintendent of Inclusive Student Services; Eleanor McIntosh, Principal, Ajax HS; Sarah Mitchell, Vice-Principal, Southwood Park PS; Heather Mundy, Superintendent of Human Resources Services; Christine Nancekivell, Chief Facilities Officer; Stephen Nevills, Superintendent of Education, Secondary Curriculum; Jean-Louis Poulin, Vice Principal, Henry Street HS; Leslie Parsons, Research Associate, Accountability and Assessment; Jonathan Ross, Principal, Maple Ridge PS; Carey Trombino, Manager of Property and Planning; Shannon Wood, FSL Coach

The key finding of the report was that:

- many Ontario school boards are facing persistent challenges tied to the growth of the FI program and correlating decrease in English program; and
- that those challenges commonly related to issues of equity in terms of the demographics of who is enrolled in FI, the shortage of qualified teaching staff, program viability for students in the English program within dual track schools as FI grows in popularity, student success rates and retention rates in FI, and timetabling challenges at secondary schools.

The Committee also reviewed the work of the Modern Languages Council from 2018. The Council surveyed 65 English language school boards across Ontario. Boards were asked to describe the grade entry into FI, FSL instruction, and the registration process for their FI programs.

62 boards responded:

- 55 boards out of the 62 boards surveyed offered a FI program.
- 5 boards had multiple entry points into FI.
- 8 boards offered a variety of registration processes.

The entry point into FI broke amongst the various boards broke down as follows:

Table 4: 2018 Survey – Grade Entry into FI

Grade Entry into FI	
Grades	Number of Boards
JK/SK	37
1	17
2	1
3	1
4	3
5	1

School Boards identify three different approaches for FI registration: all applicants accepted, lottery, first come - first served.

Table 5: 2018 Survey - Registration process for entry into French Immersion

Registration Process	
Process	Number of Boards
Lottery*	12
First come - first served	4
Lottery - Preference given to siblings**	11
All applicants accepted***	36

* One board has a lottery system, but only for some of its schools (8/71)

** One board's lottery system allows for preference given to twins only

***One board accepts all applicants only if numbers are within its cap

Differences were also noted across the school boards in terms of the percentage of the curriculum that is offered in French:

- 5 boards offered 100% French in JK - Grade 1
- 8 boards offered 100% French in JK - Grade 2
- 3 boards offered 100% French in JK - Grade 3

Many boards have undergone changes to their FSL programs to address the challenges of their FI programming. Thus, the data captured here will be outdated for boards that have since made modifications.

3.2. PUBLIC CONSULTATION – LIVED EXPERIENCES OF STUDENTS AND PARENTS/GUARDIANS

The consultation component of the FSL Review was grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, all stakeholders were included and given multiple opportunities to comment on DDSB programs.

The consultation process sought feedback from parents/guardians, community members, and students to inform the review. It was critical to seek input from all voices. The sessions were inclusive and respectful of all stakeholders and were conducted using equitable principles.

Families, students, and community members were invited to provide feedback as follows:

- Surveys
 - French Continuation Survey – Grade 11 Students 2019-2020
 - FSL 3YR Plan – YR 3 Survey – Grade 8 FI Continuation Survey
 - FSL Programs Review Survey for Parents/Guardians and the Community
 - Student Survey for dual track (FI track and English track) schools
- Thoughtexchange
 - Parents, Guardians, Students and Community Thoughtexchange
- Public Consultation Sessions
 - October 1, 2020, 7pm - Whitby, Oshawa Trustees in attendance
 - October 8, 2020, 7pm - Ajax, Pickering, North Trustees in attendance
(Video and PowerPoint slides of the public consultation session are available on FSL Program Review Webpage)
- Phone and Email Feedback
 - Dedicated phone line and email address to gather further input from the community

Input was also obtained from educators. While not formally within the scope of this review, this data will be important to consider within operational work. A summary of staff feedback has been included alongside summaries of students, parents and community feedback in Appendix H.

Enrollment in FI across the board has been consistently rising, with parent support for its expansion down into Kindergarten, up into Grade 7 Later Entry FI, and/or the addition of Extended French. Similarly, parents expressed support for the expansion of the Core French program into lower grades. Students from both FI and Core French programs, like their parents, expressed an appreciation for the benefits of the programs.

When invited to share examples of successes related to French programming at the DDSB, many of the parents, guardians and community members spoke of the enthusiasm and passion demonstrated by the teachers:

- *“Dedicated teachers who truly love to teach the French language.”*
- *“FI programs offer quality instruction by well-trained teachers Better job opportunities.”*
- *“Passionate, determined, sincere Core French teachers.”*

Parents, guardians and community members also commented on the confidence and proficiency of their child(ren) in French:

- *“Hearing my grade 2 FI student speak French with confidence to his peers and others.”*

- *“Seeing my child enjoying and speaking French. Seeing my child engaging in French conversation with his teachers and peers.”*
- *“English is our first and only language, but this program and the amazing teachers have allowed my children to be bilingual. My son has enjoyed it so much he wants to be a FI teacher.”*

Parents, guardians and community members were also invited to share examples of challenges related to French programming at the DDSB. Many commented on the need for additional staffing, support and resources:

- *“Lack of teachers, lack of feedback, lack of French ECE”*
- *“French Supply teachers? Lack of French EA Supports”*
- *“Not having enough resources available in French.”*

Over half of the Grade 8 students who responded to the Grade 8 Continuation Survey and the secondary students who remained in FI to Grade 11 said they found learning French enjoyable.

The thoughts and perceptions of the stakeholders highlight the successes related to the delivery of FSL programs in the DDSB. Students in both FI and Core French are highly successful on the DELF. While many exemplary practices were identified, stakeholders also identified challenges and concerns across FI and Core French programs. These are summarized below:

Perceived Issues specifically related to FI	Perceived Issues related to both FI and Core French	Perceived Issues specifically related to Core French
<p>Equity of access due to high demand</p> <p>Dual track vs single track school configuration</p> <p>Grade 1 entry point not ideal for everyone.</p> <p>Lack of secondary school course choices in which French is the language of instruction</p> <p>Unequal distribution of resources across FI compared to that of English language programs</p>	<p>Inconsistencies in the perceived quality of French programming</p> <p>French proficiency levels of teachers</p> <p>Recruitment and retention of FSL qualified teachers and other French-speaking staff</p> <p>Professional development opportunities for FSL educators</p> <p>Lack of engaging, diverse, and appropriate FSL resources</p> <p>Perceived gaps in intervention supports for students in French programs</p> <p>Imbalanced enrollment: Increasing FI enrollment generally while decreasing enrollment in the English program at dual track schools</p> <p>Student attrition: Significant Core French attrition after Grade 9 (90%); gradual FI attrition as grades rise (34%)</p> <p>Program Access points:</p> <ul style="list-style-type: none"> ● FI to FDK ● Offer Extended French in Grade 7 ● Offer Core French in primary grades <p>Public/ community perception of FSL programs:</p> <ul style="list-style-type: none"> ● FI as elitist ● Core French undervalued <p>Costs related to DELF and other FSL enrichment</p>	<p>Core French program delivered in homeroom class rather than a dedicated Core French classroom.</p> <p>Insufficient emphasis on oral proficiency in, and authentic application of French</p>

3.3 DIPLOME D'ETUDES EN LANGUE FRANÇAISE (DEL F)

The *Diplôme d'études en langue française* (DEL F), an internationally recognized French language proficiency exam, is offered to DDSB students who are enrolled in Grade 12 FSL courses. The number of DDSB students challenging the exam, and their success rates suggest that FSL programs offered in the DDSB are effective. As can be seen in Table 7, students in Core French and FI perform well on the DEL F. It should be noted that some of the students in Core French may have at one time been in FI.

The DEL F assesses four levels of linguistic competency, based on the Common European Framework of Reference for Languages (CEFR) common reference levels:

- A1 - basic user
- A2 - basic user
- B1 - independent user
- B2 - independent user

Source:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

As can be seen in Table 6, there has been a large increase in the number of students challenging the DEL F over the past five years. In 2016, 79 DDSB students participated in the DEL F, which increased to 303 students in 2019 and, although disrupted by pandemic restrictions, it is anticipated that 400-450 students could be challenging the exam in 2021, if it is offered. To support the administration of the DEL F, 70 teachers were trained in September 2019 to score the assessment. As participants grow, so will the required number of scorers.

Table 6: Number of DDSB students who wrote the DEL F

Year	Number of DDSB Students Who Wrote the DEL F
2016	79 students
2017	140 students
2018	208 students
2019	303 students
2020	450 students indicated an interest in challenging the DEL F Exam. However, the Examination was cancelled by the DEL F Centre due to COVID-19

Table 7: Number of students challenging the DELF in Core French and FI by year

Year	DELF Level	Core French Pass rate (number of students)	FI Pass rate (number of students)
2018	A2 (n=13)	100% (13)	
2018	B1 (n=96)	76% (66)	100% (30)
2018	B2 (n=99)	54% (13)	90% (86)
2019	A2 (n=49)	93% (46)	
2019	B1 (n=151)	82% (83)	100% (67)
2019	B2 (n=111)	100% (8)	88% (102)

Although student interest in challenging the DELF is increasing and student success on the assessment continues to be high, administrating the DELF has several financial and operational costs for the DDSB.

Each administration of the DELF requires obtaining specialized rental space, scheduling the oral component of the assessment, and blocking off 10 days for completion of scoring. Each teacher who participates as a marker must complete a four-day specialized training session which costs approximately \$1000 per teacher. In addition, this training is only valid for five years at which point retraining is required. Furthermore, teachers who would like to mark higher levels of the DELF must upgrade their training to qualify.

The expense that the DDSB absorbed for student participation in the DELF was \$24,264.05 in 2018 and increased to \$49,459.60 in 2019 (DDSB Literature Review, p. 14-15). The Ministry of Education provides some funding for DELF, but it does not cover the cost of administration and participation.

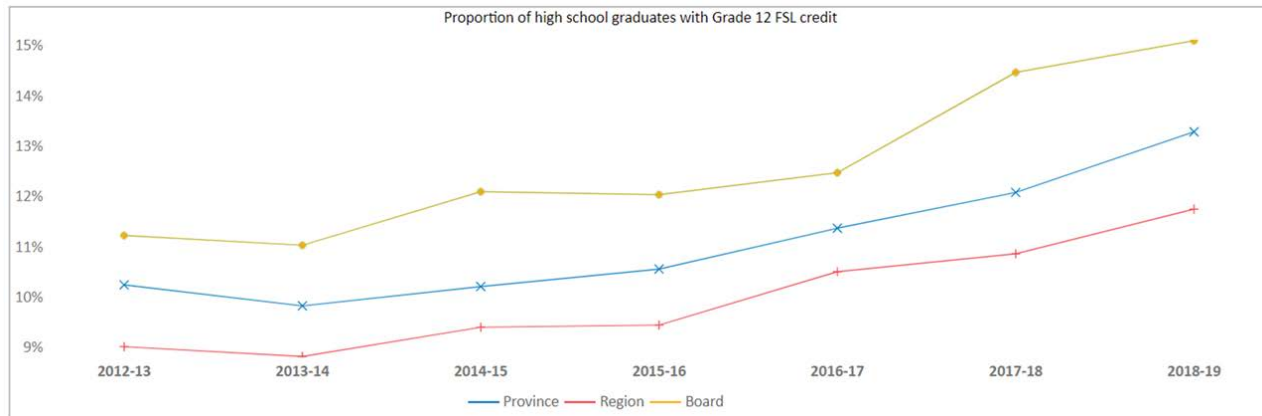
To account for these costs, some school boards have applied a student fee to offset the cost of running the DELF. While this approach addresses funding concerns, it may also present a barrier to access. Some boards have implemented a cap on the number of students who can challenge the DELF. In this context, applicants are accepted on a first-come first-served basis.

3.4 DDSB ACHIEVEMENT PATTERNS AND TRENDS

The DDSB offers a successful program in French learning and has ensured that students in Core French and FI have opportunities for fluency. Engagement in FSL programming in the DDSB is above the provincial and regional averages.

As can be seen in Figure 1, the percentage of DDSB students graduating with a Grade 12 FSL credit (yellow line) has been increasing since 2012-2013 and is greater than the percentage of students across the province (blue line) and the Barrie Region to which Durham belongs (red line).

Figure 1: Historical Provincial, Regional and Board Graduation Rates for Students enrolled in Grade 12 FSL



- 3.9% increase in DDSB students from 2012-2013 (11.2%) to 2018-2019 (15.1%)
- 1.8% more students in DDSB (15.1%) in 2018-2019 than the Province (13.3%)

The results from the *Diplôme d'études en langue française* (DEL F) exam provide additional evidence of high achievement for DDSB. In 2019, over 300 DDSB students challenged the exam, with pass rates ranging from 83 to 100% depending on the level of the exam taken.

3.5 STUDENT DEMOGRAPHICS

FI programming is located throughout Durham Region across a range of different socio-economic community indicators. In addition, the representation of students with special education needs continues to be underrepresented in FI programming. Students with an Individual Education Plan (IEP) participate in all programming across the DDSB, although the distribution of students with an IEP varies by program. As can be seen in Table 8, the proportion of students with an IEP is greater in the English language program (19%) than in the FI program (6%). In dual track schools, there is an even larger proportion of students with an IEP in the English program (25%).

Table 8: A comparison of DDSB enrolment of students with special needs in non FI and FI programs

Students with an IEP						
All Schools						
	Non- French Immersion			French Immersion		
Grade	Total Students	Students with an IEP	% with IEP	Total Students	Students with an IEP	% with IEP
1	3786	259	7%	1068	7	1%
2	4116	366	9%	1041	31	3%
3	4295	591	14%	987	35	4%
4	4297	899	21%	954	65	7%
5	4531	1087	24%	869	72	8%
6	4404	1049	24%	843	78	9%
7	4534	1083	24%	804	83	10%
8	4636	1188	26%	733	70	10%
Total	34599	6522	19%	7299	441	6%

Table 9: A comparison of DDSB enrolment of students with special needs dual track schools

Students with an IEP						
Dual Track Schools						
	Non- French Immersion			French Immersion		
Grade	Total Students	Students with an IEP	% with IEP	Total Students	Students with an IEP	% with IEP
1	158	20	13%	488	2	0%
2	187	17	9%	452	8	2%
3	221	45	20%	440	13	3%
4	248	69	28%	406	29	7%
5	282	69	24%	372	34	9%
6	289	88	30%	341	37	11%
7	287	81	28%	351	34	10%
8	296	95	32%	306	33	11%
Total	1968	484	25%	3156	190	6%

Although the information presented in Tables 8-9 is also summarized by grade, it is important to note that students in FI are not traditionally assessed prior to Grade 4 due to the lack of French assessment tools. However, the pattern of lower proportions of students with an IEP in FI programs and the higher proportion of students with an IEP in English programs persists from Grades 4 to 8.

Enrolment by Gender

As shown in Table 10, in 2019-2020 there were more male students (53%) than female students (47%) enrolled in the English program. However, in FI there were more female students (56%) than male students (44%).

Table 10: 2019-2020 DDSB Gender and ELL French Immersion summary of enrolment

2019-2020 Gender and ELL French Immersion Summary								
	FI Dual Track		FI Single Track		FI DDSB Total		English DDSB Total	
Male	1401	44%	1749	45%	3150	44%	18261	53%
Female	1755	56%	2179	55%	3934	56%	16460	47%
DDSB Total	3156	45%	3928	55%	7084	17%	34721	83%
ELL	312	41%	443	59%	755	11%	6275	22%

Enrolment by English Language Learners (ELL)

In 2015, Ontario's Ministry of Education published *Welcoming English Language Learners into French as a Second Language Programs*, (Ministry of Education, 2016) which focused on inclusion of and support for students who are ELL in FSL programs. The report emphasized that these students should not be counselled away from FI, and indeed, "do as well as, or outperform, English-speaking students in FSL" (Ministry of Education, 2016, p. 8).

As can be seen in Table 10 above, a greater proportion of students who are ELL are enrolled in English programs (22%) than in the FI programs (11%).

Student Census Data

In the spring of 2019, DDSB students were invited to participate in a Student Census. There were 26,000 students who responded to the census survey. Of the students who completed the census and are registered in French Immersion, 44% identified with a racial identity other than white.

3.6 PROGRAM VIABILITY

Staffing

As is referenced in the literature review (Appendix G), hiring qualified FSL staff is a significant challenge, not just for the DDSB but for school boards across Canada. Reports from the Canadian Association of Immersion Professionals (CAIP) (2018), Ontario Public School Boards' Association (OPSBA) (2018, 2019), and the Commissioner of Official Languages (2019) identified recruiting, hiring and retaining qualified FSL educators as one of the most pressing problems in FSL education. The Ontario College of Teachers (OCT) reported that in 2019, for the third consecutive year, no Ontario-resident French-language-program graduates reported unemployment and that all FSL teachers were also all employed: "...one in three FSL-qualified graduates teaching in English district school boards land permanent contracts in the first year, and by year five, four out of five have full-time employment. (McIntyre, Tallo, & Malczak, 2020, p.17). Many Ontario school boards have found that recruiting and hiring qualified French certified teachers is a serious threat to a viable FI/Core French program (HDSB, 2016; Sinay et al., 2018; YRDSB, 2012).

Principals in DDSB of FI and Core French schools continue to be concerned about the availability of qualified full-time teachers, as well as occasional teachers (OT) for day-to-day supply coverage and/or Long Term Occasional (LTO) positions. Principals have shared in their focus group session that their staffing needs necessitate hiring teachers who have a minimal level of French proficiency for both Core French and FI.

Day-to-day supply remains unfilled in FI schools at triple and quadruple the day-to-day Fill Rate compared to the average rates in regular English programs. In 2018, the 23 FI schools had 695 unfilled day-to-day supply days. By contrast, the remaining 82 English language schools had 434 unfilled day-to-day supply days for a total combined of 1129 unfilled days. In 2019, the data shows similar rates for unfilled day-to-day supply days. The rates are higher in FI schools because of the lack of qualified FSL teachers available for hire (Appendix I).

During the 2019-2020 school year, five FSL classes across four schools (Jeanne Sauvé, John Dryden, Frenchman's Bay, Maple Ridge) in the DDSB were without a qualified French teacher and five French coverage positions without a qualified French teacher.

The high demand for FSL teachers and education assistants in the Province also creates a challenge for staff retention at the DDSB. An LTO hired for a year may leave after only a few weeks in that role having been offered a permanent FSL position elsewhere. There is also the challenge created when FSL teachers are hired to teach French in a permanent position, but transfer to an English language school, sometimes within the first year of hire. Thus, the DDSB is not always able to draw upon its full pool of qualified FSL teachers as some of them are no longer teaching French. At the time of this writing, 40 qualified French teachers were on leave and 349 qualified FSL teachers are teaching in the English program. Given their seniority and collective agreements, they have the option to teach in the language program of their choice. Teaching of Core French was identified as challenging to many for a variety of reasons, including the lack of a dedicated classroom for the teacher which may explain the attrition. The projected expense of providing dedicated portables would cost approximately \$7,182,000.

Schools also have the additional challenge of losing FSL teachers due to collective agreement conditions related to surplus and redundancy. Since FSL teachers are most often new hires, the seniority system that informs surplus and redundancy can result in a transfer for the teacher, resulting in FSL program ramifications, such as courses no longer being offered at the high school level.

A review of DDSB staffing reveals that while permanent secondary FSL teachers have the required FSL qualifications, LTO and OT/LTS teachers are not always FSL qualified. In elementary schools, a lack of FSL qualifications is more often found with OTs. Unfortunately, those who respond to occasional postings for FSL positions may not speak adequate French. As a result, the quality of French instruction can be reduced, which has a negative impact on academic standards and achievement. Community and family members also noted this problem in the Thoughtexchanges that were conducted.

While, the DDSB has a staff committee that is looking at a more robust, comprehensive staffing and recruitment plan, the underlying issues are systemic and province wide.

FI Impact on English Program

Small English cohorts exist in some dual track schools because of the high uptake of students entering Grade 1 FI from kindergarten, and as the popularity of FI continues to grow, this reality may increase as observed in other boards.

Given that the funding model is based on student enrollment, smaller numbers of students in the English program mean that the creation of stacked classrooms becomes a fiscal necessity. In its review of Elementary English and French Programming, the Halton District School Board (HDSB) noted that, “It is not cost effective to run classes that are significantly smaller than expected class sizes. (HDSB Program Viability of Elementary English and French Programming, 2016, page 61).

An additional challenge introduced by stacked grades is the increased instructional complexity placed upon a teacher who must navigate the curricular and assessment requirements for students in each grade.

With fewer students available to assign to classes, English programs tend to have a greater number of stacked grade classes. An analysis of DDSB homeroom scheduling shows a greater proportion of English program students in dual track schools assigned to stacked grades (46%) as compared with students in FI classrooms (26%). The Ottawa-Carleton District School Board (OCDSB) reported a similar rate of stacked grades with 40% of English students in dual track schools assigned to a stacked grade class. The OCDSB report predicted that “the next step could be bussing more students out of their neighbourhood to fill a school somewhere else” (Denley, 2019).

The Student Survey for dual track FI schools offers insight into student perceptions of their school experience. Both students in the English and FI programs welcome the opportunity to speak and learn the other's language (students in the English track-14.2%; students in FI-9.8%). Both groups also identified issues that positively and negatively affect the day-to-day life at school. In most cases, students in both programs are comparable in their responses with some discrepancies on a few factors.

A challenge that emerges with lower proportions of students enrolled in the English program relates to both the school and classroom climate. At the school level, dual track schools can have divided social dynamics with little social interaction outside of classrooms and immediate social groups. Responses to the Student Survey for dual track FI schools indicated that 13.1% of students in the English program identified communication/language barriers as an issue. Only 4.4% of students in FI gave this response.

Physical Space and Access to FI

Finding sufficient and/or appropriate physical space is a challenge in the majority of FI schools and in English language schools for Core French. In the context of FI schools, the issue of space is discussed in terms of whole school capacity.

French Immersion – Elementary

Across all elementary schools offering FI programming, 71% of schools are currently beyond capacity with 40% of dual-track schools beyond capacity, and 31% of single-track schools beyond capacity.

Kindergarten at Single Track Schools

As FI begins in Grade 1, Kindergarten is delivered in English. There is a limited number of Kindergarten spots, and high demand. Registration occurs online, on a first-come, first-served basis. There is a concern about the equity of this registration process which is exacerbated by the fact that some potential applicants may be limited by a lack of access to technology for online registration.

FI Entry in Dual Track Schools

The DDSB has not set caps for FI enrollment in an effort to have balanced FI and English programs in dual track schools. Consequentially, English programs may shrink as the demand for FI increases, or the boundaries for FI are increased to accept more students from a broader area than the English boundary. Attempting to maintain a specific ratio in dual track schools could lead to altering boundaries on an almost annual basis for a program to achieve and maintain the ratio – an extremely disruptive step to take.

Curriculum Resources

Access to resources to support student needs in FSL programs is a challenge in both the FI and Core French programs and relates both to the expense of purchasing French resources, which cost more than English resources, as well as the expense and workload of translating existing

resources. Of particular concern, is the comparative lack of French resources to support students identified with special needs versus the greater variety and number of English materials.

FSL Secondary Course Selections

In secondary school, student engagement in FI and Core French programming happens through the courses students select. Although Core French is available consistently across secondary schools, the courses available in schools with FI programs are less consistent.

The availability of courses is determined by the interaction of three factors: the number of students that are enrolled; the qualifications of the available staff to teach courses; and the timetable providing flexibility that courses are accessible by students and not conflicted out based on another compulsory course being offered in the same timeslot. An increase in enrollment does not necessarily result in more courses offered (outside of the French as a subject courses) if the available teachers lack the requisite qualifications. Similarly, an increase in the number of teachers with qualifications does not result in more courses being offered if the student enrollment declines.

For an FI secondary school to offer a variety of courses within a viable program, there needs to be a minimum number of students to ensure that the course can be offered and can be timetabled in a way that it does not present conflicts for the student timetable. Based on analysis of secondary schools, the threshold for optimal timetabling is approximately 320 students in FI. Students may need to default into a compulsory course and forfeit the opportunity to take an FI course depending on the student's post-secondary destination and required courses. Due to the high attrition within FI, many secondary schools are challenged to offer a robust number of courses within their timetables and thus the issue of high attrition is compounded by students sometimes defaulting out of FI.

Below are two case studies that illustrate the dynamics of enrollment, staffing and FI course offerings among DDSB secondary schools.

Case Study: Secondary School A

In the 2019—2020 school year, Secondary School A had 619 students enrolled in the FI program. The following table presents the FI courses offered.

Table 11: FI courses on offer at Secondary School A 2019-2020

Secondary School A		
Course Code	Course Name	Grade
CGC1DF	Geography of Canada	9
FIF1DF	French Immersion	9
ADA1OF	Drama	9
BBI1OF	Introduction to Business	9
PPL1OF	Physical Education (female)	9
PPL1OL	Physical Education (male)	9
CHC2DF	Canadian History	10
CHV2OF	Civics and Citizenship	10
FIF2DF	French Immersion	10
GLC2OF	Careers	10
SNC2DF	Science	10
PPL2OF	Physical Education (co-ed)	10
FIF3UF	French Immersion	11
HSP3UF	Introduction to Psychology, Sociology and Anthropology	11
CLU3MF	Understanding Canadian Law	11
PPL3OF	Physical Education (co-ed)	11
FIF4UF	French Immersion	12

As can be seen in Table 11, of all the courses offered, six FI courses were available in Grade 9, six FI courses were available in Grade 10, four FI courses were available in Grade 11 and one FI course was available in Grade 12. Of those courses, eight were Open courses, two were Academic courses, three were University courses and one was University/College (Mixed). Although there were no Applied or Grade 11 or 12 STEM FI courses, with this selection of courses offered each year, students have sufficient choice from Grade 9 to 11 to complete the FI certificate.

As can be seen in Table 12, a greater number of sections (when more than one class for one course is offered) provides greater flexibility for timetabling. For example, there are two sections of ADA 1OF offered in Semester 1 and two sections offered in Semester 2. This means that it is more likely that there will not be scheduling conflicts with a student's timetable, and that a student will likely be able to enroll in this course.

Table 12: FI sections offered at Secondary School A 2019-2020 with class size cap and current student enrollment

Secondary School A				
	SEMESTER 1		SEMESTER 2	
GR 9 = 209	ADA1OF	24/25	ADA1OF	25/25
GR 10 = 156	ADA1OF	25/25	ADA1OF	25/25
GR 11 = 152	ADA2OF	22/25	ADA2OF	18/25
GR 12 = 102	BBI1OF	25/25	BBI1OF	25/25
	BBI1OF	25/25	BBI1OF	25/25
TOTAL = 619	CGC1DF	28/28	BMI3CF	27/27
	CGC1DF	28/28	CGC1DF	18/28
	CGC1DF	22/28	CGC1DF	24/28
	CGC1DF	24/28	CGC1DF	28/28
	CHC2DF	28/28	CGC1DF	25/28
	CHC2DF	25/28	CHC2DF	23/28
	CHV2OF/GLC	23/25	CHC2DF	28/28
	CHV2OF/GLC	23/25	CHC2DF	28/28
	CHV2OF/GLC	24/25	CHC2DF	24/28
	CLU3MF	27/27	CHV2OF/GLC	18/25
	FIF1DF	21/28	CHV2OF/GLC	14/25
	FIF1DF	25/28	CWE1OF	1
	FIF1DF	17/28	FIF1DF	28/28
	FIF1DF	24/28	FIF1DF	28/28
	FIF2DF	28/28	FIF1DF	28/28
	FIF2DF	27/28	FIF1DF	28/28
	FIF2DF	26/28	FIF2DF	21/28
	FIF3UF	26/29	FIF2DF	28/28
	FIF3UF	28/29	FIF2DF	26/28
	FIF3UF	27/29	FIF3UF	23/29
	FIF4UF	23/29	FIF3UF	27/29
	FIF4UF	27/29	FIF3UF	21/29
	FIF4UF	24/29	FIF4UF	28/29
	HSP3UF	21/29	HSB4UF	28/29
	PPL1OF	25/25	HSP3UF	24/29
	PPL1OF	21/25	PPL1OF	24/25
	PPL2OF	22/25	PPL1OF	25/25
	PPL2OF	23/25	PPL2OF	25/25
	PPL3OF	21/25	PPL2OF	25/25
	SNC2DF	24/28	PPL3OF	25/25

Case Study: Secondary School B

In the 2019—2020 school year, Secondary School B had 179 students enrolled in the FI program. The following table presents the FI courses offered.

Table 13: FI courses offered at Secondary School B 2019-2020

Secondary School B		
Course Code	Course Name	Grade
CGC1DF	Geography of Canada	9
FIF1DF	French Immersion	9
SNC1DF	Science	9
CHC2DF	Canadian History	10
CHV2OF	Civics and Citizenship	10
FIF2DF	French Immersion	10
GLC2OF	Careers	10
SNC2DF	Science	10
FIF3UF	French Immersion	11
SBI3UF	Biology	11
FIF4UF	French Immersion	12

As can be seen in Table 13, of all the courses offered, three FI courses were available in Grade 9, five FI courses were available in Grade 10, two FI courses were available in Grade 11 and one FI course was available in Grade 12. Of those courses, two were Open courses, six were Academic courses, and three were University courses. In addition to not offering Applied or Grade 11 or 12 STEM FI courses, Secondary School B also does not have FI courses available in Physical Education, Law, Anthropology, or Business.

As evident in Table 14, fewer sections provide less flexibility for student scheduling.

Table 14: FI sections offered at Secondary School B 2019-2020 with class size cap and current student enrollment

Secondary School B				
GR 9 = 46 GR 10 = 55 GR 11 = 41 GR 12 = 37 TOTAL = 179	SEMESTER 1		SEMESTER 2	
	CGC1DF	20/28	CGC1DF	25/28
	CHC2DF	28/28	CHC2DF	25/28
	CHV20F/GLC	16/25		
	CHV20F/GLC	24/25		
	FIF1DF	26/28	FIF1DF	20/28
	FIF2DF	28/28	FIF2DF	27/28
	FIF3UF	21/29	FIF3UF	20/29
	FIF4UF	15/29	FIF4UF	22/29
	SBI3UF	21/239	SBI3UF	16/29
	SNC1DF	22/28	SNC1DF	23/28
	SNC2DF	28/28	SNC2DF	27/28

These two case studies illustrate the relationship between the size of enrollment and the courses that are offered. In addition to the greater number of FI courses available at Secondary School A, those courses also cover a wider variety of subjects and provide students with greater flexibility to select FI courses that will fit with their other English course selections. Tables 11-14 also show the predominance of Academic and University level courses over Applied and Open courses in both secondary schools. More Open level courses would ensure that students in Applied level courses would have access to FI at higher grades.

4 RECOMMENDATIONS

There is a high demand from families and students for French Immersion programs which relates to the high expectations of families for student success, future advantage and program quality. This interest in the FI program is juxtaposed by a significant shortage in the availability of staff to hire for French teaching positions. Enrollment for FI is very high in the earlier grades and drops steadily across each successive year. Students and families shared a variety of reasons for leaving the program which included a lack of French support for student needs, a lack of options for secondary courses to meet post-secondary requirements and the perception that students would perform better in English programs.

All recommendations will have an inevitable trade off. For example, meeting the demand for the FI program would require an increase in the number of teachers without sufficient French proficiency due to the shortage. However, maintaining the integrity of the French program with a limited number of teachers will result in fewer spaces available for students. Finally, without having access to more teachers with French qualifications and more robust secondary enrollment for FI, the course options available in secondary will continue to be limited.

As one other Ontario School Board stated: “Ensuring program viability is very complex with no solution that can satisfy all stakeholders. It is recognized that FI is an optional program and the core program of Ontario is English. However, with the expansion of Primary Core French coupled with addressing of the recruitment and uptake issues currently facing the Board, the students . . . will all have the opportunity to be exposed to a second language in a more fulsome way and... allow for program viability in both English and French programming.” (Halton DSB, p. 16).

Based on the content of the review and of this report, the Committee considered how best to achieve the following goals:

- Balance student enrollment within dual track schools to support viable English classrooms within community schools
- Maintain a sufficient number of qualified FSL teachers (elementary and secondary)
- Appropriate level of French linguistic competence amongst FSL teachers
- Resources and supports to ensure learning for all and equity of outcomes

This has resulted in the following recommendations in order to ensure the viability of the FI program and the system as a whole.

RECOMMENDATION 1: PHASE OUT KINDERGARTEN IN ALL SINGLE TRACK FI SCHOOLS

Given the capacity issues at FI schools, removing the English Kindergarten program would provide more flexibility within schools to focus on FI classrooms. Currently, families whose children will attend FI schools or have siblings in a FI school advocate to fill the Kindergarten program. This option increases availability of classroom space, thus reducing the number of portables needed, and addressing over capacity issues in some schools. A phase out plan over the course of the next three years is proposed in Table 15 below.

The phasing out of Kindergarten complies with Ontario’s Ministry of Education regulations. O. Reg 224/10 and O. Reg. 221/11 requires all elementary schools hosting Grade 1 classes to also host Kindergarten classes, unless the school is a single track FI school: “A board is not required to operate full day junior kindergarten in a school if, pursuant to a policy of the board approved on or before June 26, 2014, the school offers only FI, starting in grade 1 or later.” (O. Reg 224/10 s. 2).

Table 15: Phase Out Plan for FDK in Single Track Schools

School Year	Phase Out Plan
2021/2022	both JK and SK classes at single track FI schools
2022/2023	SK only (previous year JK become the SK). No new JK registrations would be accepted. SKs from two classes will combine to make one class
2023/2024	No Kindergarten classes (previous SK become grade 1) and convert classroom space for FI purposes.

RECOMMENDATION 2: CHARGE A PARTIAL FEE FOR THE DELF EXAMINATION

It is recommended that DDSB charge students a fee of for the DELF Exam that is a percentage of the actual cost incurred by the DDSB.

Currently the cost per student to write the DELF with Alliance Française is \$125 for A1 and A2 Basic User and \$195 for B1 and B2 Independent User. This is in addition to the significant costs of providing individuals to supervise and score the assessments. DDSB is recommending that students who are registered pay 100% of the external accreditation costs and that the DDSB incur the costs for administering the assessment (approximately \$50,000.00). For those where economic hardship prevents the paying of the fee, the DDSB will fully subsidize those students. Given the DELF is not a requirement of the OSSD we should continue to be cautious to use public school funds for it. However, we will make use of specialized funding from the Ontario Ministry of Education to support access for students.

RECOMMENDATION 3: ADJUST FSL PROGRAMMING

Given the current growth in demand for FI programming and the challenges this report outlines, the status quo of growing the FI program without checks is not sustainable, nor in the best interest of quality French programming within Core and FI. Furthermore, the impact on the English program in dual sites schools can be negative as their population shrinks and class organizations are impacted. It should also be noted that the Ontario Ministry of Education has recently passed policy that funding for new school builds cannot be used for single-track FI schools in English language boards. Moving forward, the DDSB is required to consider FI offerings in new school builds within the context of dual-track schools.

This report presents three options for Trustee consideration to adjust FSL programming:

- (i) OPTION 1: Expand Core French in the Primary grades/Initiate an Extended French program (Gr. 7 entry)/Reduce FI to 50% of the program being taught in French in the Primary grades/Cap FI enrollment.
- (ii) OPTION 2: Expand Core French in the Primary grades/Move the FI entry point from Grade 1 to Grade 4 with 100% intensity in Grade 4, 80% in Grades 5-7 and 50% in Grade 8.
- (iii) OPTION 3: Expand Core French in the Primary grades /Move the FI entry point from current Grade 1 to Grade 2 with 100% intensity in Grades 2 and 3 and 50% in the Junior and Intermediate grades/ Cap FI enrollment.

DISCUSSION OF THE OPTIONS TO ADJUST FSL PROGRAMMING

For all options, the expansion and enhancement of Core French in all elementary English language programs is recommended.

Consultations conducted for this review indicate that parents and staff support expanding and enhancing Core French. Limited data from the Halton District School Board where this was implemented, showed “a slight decrease in FI uptake for schools offering Primary Core French and, for those where the students are directed to a single track FI school” (Halton DSB, 2015, p. 14).

The majority of DDSB students are enrolled in Core French and this recommendation, if implemented, has the opportunity to increase student confidence and proficiency in achievement in FSL in a comprehensive manner. It may also position FSL as a natural part of the school experience by introducing it at a younger age.

This recommendation is only possible in conjunction with other shifts within FSL programming to ensure access to qualified teachers.

Option 1:

- Expand Core French in the Primary grades in all elementary schools offering English language programs as well as build an enriched Core French program in the Junior and Intermediate grades in all English language programs.
- Continue with the Grade 1 entry into FI but shift to the Ministry of Education's required minutes for immersion which will result in 50% of the program being taught in French in the Primary grades. Currently, the DDSB surpasses the Ministry of Education's expectations in this area by 37%.
- Establish capping for Grade 1 FI enrollment using municipality Grade 1 enrollment projections and capping scenarios (Appendix J and K respectively). A random selection process (See Appendix L for a description this process) would be used to cap enrollment.
- Offer Grade 7 Extended French as a later FI entry point in a dual track FI school.

For students who were unable to enter FI in Grade 1, or for students who were not ready in Grade 1 to commit to FI, entry into a more intensive French program at Grade 7 (Extended French) would be available to them with access to a successful bilingual future. (Turnbull, Lapkin, Hart and Swain (1998); OCDSB, 2019, p. 9).

By reducing staffing needs, this option improves the ability to hire Primary grade teachers who are fluent and proficient in French which addresses the most significant issue faced by the DDSB and boards across Ontario.

Moreover, capping FI enrollment is especially important in dual track schools where a more equitable balance of students in FI and English programs is desirable to avoid the English program shrinking to the point that it is not as viable from a staffing perspective.

For Option 1, boundary reviews would be minimal. However, a major consideration will be that capping FI enrollment will result in not all families who wish to access the FI program gaining entry in grade 1. Those families would have the option in grade 7 with the Extended French program. The capping of the grade 1 entry point would come into effect for September 2022.

As an English-language board we would be providing multiple entry points into FSL. A later Extended French option may assist with the attrition challenge of students being enrolled in FI, but not continuing with it from grade 1.

Option 2:

- Eliminate the current Grade 1 entry point into FI and establish a Grade 4 mid-entry into FI with 100% intensity in Grade 4, 80% in Grades 5-7 and 50% in Grade 8.
- Expand Core French in the Primary grades in all elementary schools offering English language programs as well as build an enriched Core French program in the Junior and Intermediate grades in all English language programs.

Students entering FI at Grade 4 would have benefitted from three years of enhanced Core French. Also, a later entry gives parents more time to determine if the FI program is suitable to the learning interests of the child while still providing sufficient time to meet the Ministry's required number of hours for FI programming.

This option might alleviate FSL staffing issues. Entry at Grade 4 might not be as popular as Grade 1 as parents will be informed as to their child's interest in FSL learning. Therefore, overall FI enrollment might be reduced and capping may not be necessary. It presents a transition point later in a child's schooling which may also be a determining factor for families when choosing to participate.

The implementation of this option may be complicated since it would mean compressing the Ministry minimum of 3800 hours of instruction in French into fewer years; initiating potential English and French boundary reviews to accommodate a redistribution of students when the single-track school becomes a Grade 4-8 FI school, and no longer offer Grades 1-3.

This model would be phased in with the grade 1 class of 2022-2023 being the first cohort not to enter FI at that grade and therefore not impacting families with children currently in kindergarten.

Option 3:

- Expand Core French in the Primary grades in all elementary schools offering English language programs as well as build an enriched Core French program in the Junior and Intermediate grades in all English language programs.
- Eliminate the current Grade 1 entry point into FI and establish an entry point at Grade 2 at 100% intensity in Grades 2 and 3 and 50% intensity in the Junior and Intermediate grades.
- Establish capping for Grade 2 entry into FI using municipality enrollment projections.

A Grade 2 entry is still an early entry that is responsive to the feedback received from parents/guardians during the various consultation sessions. The additional year in English instruction provides teachers, parents/guardians with a better understanding of the student as a learner. With more information, families can make a more informed decision regarding program pathways.

Students would still be introduced to French through Grade 1 Core French and would enter FI with some knowledge of French. This option also alleviates FSL staffing issues as capping would allow DDSB to control the number of students entering the program and would eliminate Grade one staffing needs. As well, this option would minimize the need for additional boundary changes and ensure viable numbers in the English language program.

The downside to a Grade 2 entry into FI would require students who are not attending a dual track school to change schools in the middle of their primary education and transitioning into Grade 2 may be more difficult. Transferring to another school in Grade 2 runs contrary to parents' wishes for fewer transition between schools. By contrast, Grade 1 students in dual track schools would be advantaged with not having to make this change.

FINANCIAL IMPLICATIONS

This review was focused on addressing how to offer sustainable and enriching FSL programming within the DDSB. Determining exact costs are challenging because it is difficult to predict with certainty student enrollments, the exact impact on numbers of teachers and classes, and results of potential boundary reviews. However, the goal of these recommendations is that they would be neutral in terms of overall expenditures.

STAFF RECOMMENDED OPTION - OPTION 1:

Of the options provided under recommendation 3, staff believes that Option 1 addresses many of the challenges of FI while still providing an entry point with full access. The major benefits of it are:

1. It provides for a relatively early entry for current proportion of students in FI. Early entry was supported through the stakeholder feedback.
2. Expansion of the Core French program in the primary grades along with an enhancement of Core French in junior and intermediate grades will provide students with another pathway to bilingualism and will raise the status of Core French. This was also supported through stakeholder feedback.
3. Extended French in Grade 7 will accommodate those students who desire a more intensive FSL experience but didn't attend the FI program in grade 1.
4. Capping enrollment in grade 1 addresses the challenges of ensuring a viable English program and FI program in a dual tract FI school.
5. A reduction in program intensity addresses system pressures related to staffing classrooms with qualified teachers.
6. Boundary reviews and disruption to the system are much less likely with this option since the current school configurations will remain the same, with the understanding that further analysis will need to be considered for the EF programs and their placements. The first EF program would come into effect to serve the first cohort that was impacted by capping (2028-2029).
7. With respect to implementation and the elimination of FDK in single track schools, this model will provide for two years of planning time prior to implementation in 2023/2024. Teacher training/retraining will be necessary because of the change in the intensity of French language instruction. As well it would give much needed time to work on enhancing and expanding Core French in elementary schools.

5 CONCLUSION

The DDSB believes in the importance of having robust FSL program options that benefits all students. Throughout this extensive FSL review and in creating this final report, staff have sought to find a balance and provide a path forward that would ensure the continuity of French language learning in the District. We are thankful for the countless hours that staff, students, families and community members have contributed as part of this process. Their passion and advocacy have highlighted the benefits of FSL programming for students and its importance to society. While considering the challenges of offering FI programming and the feedback received through the consultation process, Option 1 addresses many of the challenges of FI while still providing an entry point with full access. This approach will help ensure that FSL programming is sustainable into the future for the benefit of future cohorts of students attending the Durham District School Board.

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7 APPENDICES:

Appendix A	<i>A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12</i>
Appendix B	<i>Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools</i>
Appendix C	October 31, 2019 Enrolment Summary
Appendix D	Enrolment in DDSB FSL Programs
Appendix E	Split Grades in Dual Track and Single Track FI Schools
Appendix F	Staff Report: Scope of the FSL Review, March 2, 2020
Appendix G	DDSB FSL Literature Review
Appendix H	Summary of Staff, Parent/Guardian, Student Feedback
Appendix I	Day-to-Day Supply Unfilled
Appendix J	Percentage of French Immersion Students by School and Municipality
Appendix K	An example of a Random Selection Process – Peel DSB
Appendix L	Dual Track Capping Scenarios/Single Track Capping Scenarios ⁶¹

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** June 16, 2025**SUBJECT:** Anti-Black Racism Advisory Committee Annual
Summary Report **PAGE:** 1 of 3**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board
Jacqueline Williams-Leacock, Acting Superintendent of Equitable Education
Devika Mathur, Human Rights and Equity Advisor

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 Abstract

This report provides a summary of the meetings and activities of the Anti-Black Racism Advisory Committee (ABRAC) for the 2024-2025 school year.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with information in relation to the mandate of the ABRAC and the outcome of meetings held over the 2024-2025 school year.

3.0 Background

Established in accordance with the Durham District School Board's (DDSB) Consolidated Bylaws, the purpose of the ABRAC is to consider and make policy recommendations to the Board of Trustees, supporting the Board in fulfilling its commitments, goals, and obligations under the Human Rights, Anti-Discrimination, and Anti-Racism Policy.

The voting Committee members are:

Stefan Thomas (Co-Chair)
Denisa Langevine (Co-Chair)
Floyd Heath (Community Member)
Jacqui Spencer (Community Member)

The non-voting Committee members are:

Tracy Brown – Trustee
Stephen Linton – Trustee
Margaret Lazarus – Superintendent of Equitable
Education Devika Mathur – Human Rights and Equity
Advisor Quincy James – System Lead

In October and November 2024, ABRAC held three joint meetings with the Human Rights Advisory Committee. These meetings focused on training sessions related to the Human Rights Anti-Discrimination and Anti-Racism Policy and the Indigenous Education Policy. The committee established a meeting frequency of five times during the school year in the following months: September, November, January, March, and May. The Chair, in consultation with the Committee's non-voting staff members, will determine if additional meetings are appropriate in any given school year. See Appendix A for meeting dates and details.

4.0 Analysis

Currently in the early exploratory stage of its mandate, the ABRAC has convened eight times over the past eight months. During this period, the committee has conducted a comprehensive review of the DDSB's Human Rights, Anti-Discrimination, and Anti-Racism Policy to identify key issues, potential gaps, and opportunities for enhancement. This work has included ongoing dialogue, research into educational best practices, and engagement with both committee members and DDSB staff to gain insight into how the policy is understood, implemented, and communicated across the system—including to students, staff, and families.

As part of its foundational work, the committee also reviewed the Ontario Human Rights Commission's Anti-Black Racism in Education: Compendium of Recommendations. While the committee recognized the density of this report, preliminary discussions explored how select recommendations from the report could be applied to strengthen the DDSB's efforts in identifying, addressing, and dismantling anti-Black racism within the Board.

These early efforts are intended to inform the development of inclusive, thoughtful, and actionable recommendations that will support and enhance DDSB's ongoing commitment to equity and anti-racism.

5.0 Financial Implications

There are no financial implications.

6.0 Strategic Links

The HRAC's work aligns with and contributes to advancing the Multi-Year Strategic Plan's Guiding Principles (affirming and upholding human rights, striving to know each other) and to all three strategic priorities to support meaningful learning, connected communities (engaging community members as valued contributors to our growing community, building trust and a shared purpose through listening, communication, and action, and fostering opportunities to meet, learn from, and inspire each other) and well-being (creating respectful environments and honouring each individual's identity and inherent dignity).

7.0 Communication/Implementation Plan

At its final meeting of the 2024-2025 school year, which took place in May, the ABRAC began outlining future directions and identifying key priorities for the 2025–2026 school year, with a focus on setting clear, achievable, and community-informed outcomes.

8.0 Conclusion

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

9.0 Appendices

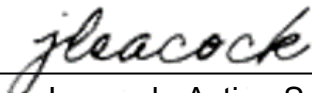
Appendix A – Meeting Details, Tasks Discussed and Accomplished

Appendix B – Request from ABRAC to Board of Trustees through the Education Finance Committee, June 2025

Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to Board



Jacqueline Williams-Leacock, Acting Superintendent of Equitable Education

Meeting Details, Tasks Discussed and Accomplished

Meeting Date	Tasks and Discussion
October 9 & 23, 2024	<ul style="list-style-type: none"> • The first joint meetings between the Human Rights Advisory Committee (HRAC) and the Anti-Black Racism Advisory Committee (ABRAC) took place, offering an opportunity to connect with DDSB Trustees, staff, and community representatives. These sessions included: • Introductions from all participants to begin building relationships and shared understanding across both committees • Overviews of the roles, Bylaws, and Code of Conduct for Advisory Committees (facilitated by Patrick Cotter, General Counsel) • Learning sessions on the DDSB's Indigenous Education Policy and Anti-Oppression Strategy, facilitated by DDSB's Indigenous Education Department and Anti-Oppression Department
November 24, 2024	<ul style="list-style-type: none"> • Community building/team building exercises to get to know one another better, as was suggested by an HRAC member • Discussion on a proposed Guidance Document (terms of reference) for committee discussions and decision making • Overview of Human Rights Policy consultation and development process, key objectives, content, and directives, and supporting procedures, and discussion on competing rights
December 3, 2024	<ul style="list-style-type: none"> • Selected co-chairs • Discussed, adjusted, and finalized ABRAC's Guidance Document • Finalized meeting frequency for the rest of school year
January 2025	Meeting cancelled due to inclement weather
February 25, 2025	<ul style="list-style-type: none"> • Committee members invited to share perspectives with the Director of Education • Setting up IT structure/accounts to better support ABRAC activities and communications • Alicia Russell, Dwayne Duke, Trecia Browne and Brian Elrington provided an update of the Ministry Funded program, Graduation Coach for Black Student. The presentation was followed by a Q and A and strategies on how to build capacity with the program so that more schools could access this impactful program. <p>A discussion and review of the Ontario Human Rights Commission's Report on Anti-Black Racism in Education was tabled for discussion at the March Meeting.</p>

Meeting Date	• Tasks and Discussion
March 25, 2025	<ul style="list-style-type: none"> • The committee reviewed the document Anti-Black Racism in Education: Compendium of Recommendations published by the Ontario Human Rights Commission and agreed that the report was very dense and would need more time and study • Devika Mathur advised that a combined report was scheduled to be released that may be more accessible for the purpose of the committee • The committee discussed issues the following issues and concerns: • having additional high schools access the Graduation Coach for Black Students • mistrust and fear of the educational system • violence in schools • student achievement data collection • progressive discipline • missing Black boys • The committee agreed to partner with the DDSB's working group, Anti-Black Racism Action Team (ABRAT), to offer support with workshops planned for the Living Compendium Community Events – May 14 and June 11, 2025.
April 16, 2025	<ul style="list-style-type: none"> • A brief joint meeting was held with the DDSB's working group, ABRAT to discuss support for the Live Compendium event held on May 14 (Maxwell Heights Secondary School) and June 11 (Uxbridge Secondary School). • The discussion revolved around providing parents with tips and strategies that work to support their children's success in schools.
May 7, 2025	<ul style="list-style-type: none"> • James Klodnicki, Principal of Donald A. Wilson SS provided a review of the Compendium of Action to Support 2SLGBTQIA+ Students, Staff and Families followed by a question and answer session. • A request was made by ABRAC team to advocate for the continuation of the Graduation Coach for Black Students Program and the members agreed to complete an annual report to the Board of Trustees. See Appendix B. • The committee members also talked about the following: • creating partnerships with universities, i.e., Ontario Tech University • creating opportunities to hire racialized Guidance Counsellors. • creating an adult mentorship program with community member and Black students attending high school. • Staff committee member changes were announced; Superintendent Margaret Lazarus retiring and being replaced by Superintendent Jacqueline Williams Leacock.

From: MARGARET LAZARUS <margaret.lazarus@ddsb.ca>

Sent: Tuesday, May 27, 2025 3:19 PM

To: DL-Trustees <DL-Trustees@ddsb.ca>

Cc: DAVID WRIGHT <david.wright@ddsb.ca>; JACQUELINE WILLIAMS-LEACOCK <jacqueline.williamsleacock@ddsb.ca>

Subject: Graduation Coaches for Black Students - Request for Funding - Resending the email with the Names of Committee Members Listed

Anti-Black Racism Advisor Committee Members:

Stefan Thomas, Co-Chair, Community Member, Denisa Langevine, Co-

– Trustee, Tracey Brown – Trustee, Floyd Heath – Community Member

Jacqui Spencer – Community Member, Margaret Lazarus, Superintendent of Education, Quincy James – System

Lead, Devika Mathur – Human Rights and Equity Advisor

Dear Members of the Board of Trustees,

On behalf of the Anti-Black Racism Advisory Committee co-chairs, Stefan Thomas and Denisa Langevine, I respectfully request the continued support and funding of the *Graduation Coach for Black Students* initiative. program, implemented by the Durham District School Board (DDSB) over the past four years, is a key equity strategy designed to address systemic barriers and support the academic success and well-being of Black students. Aligned with DDSB's Anti-Oppression Strategy and Human Rights, Anti-Discrimination, and Anti-Racism Policy, the program has yielded demonstrable success in several critical areas:

1. Academic Achievement:

Graduation Coaches provided individualized mentorship and academic planning, ensuring students remain on track for graduation and post-secondary pathways.

2. Student Well-being:

Through consistent one-on-one support, students experienced improved mental health and a stronger sense of value and belonging.

3. Postsecondary Access:

Coaches guided students through applications, scholarships, and campus visits, increasing access to higher education and skilled career opportunities.

4. Community and Cultural Engagement:

The initiative fostered connections between students, families, and communities through events such as the Black Student Alliance Conferences, promoting leadership and cultural pride.

5. Advocacy and Systemic Change:

Coaches worked collaboratively with staff to challenge systemic inequities and advance anti-Black racism initiatives within schools.

The impact of the program is evident. Over four years, three Graduation Coaches have supported 610 students across six schools, established six Black Student Associations, and hosted 25 family engagement events involving and connecting with 56 family members. Additionally, the DDSB Graduation Coach team developed an [Orientation Guide](#) to support the onboarding of new Coaches. This guide was presented to all Ontario school boards at a Ministry of Education meeting on November 30, 2023, as a model of effective practice.

The Graduation Coach for Black Students program is a transformative initiative that not only fosters academic success but also affirms the identities and potential of Black students. We urge the Board to continue investing in this vital work.

Kind regards,

Margaret

Margaret Lazarus

Superintendent of Equitable Education

Anti-Oppression/French, International and Classical Languages/Family of Schools

Anderson C.V.I., Henry Street H.S., Sinclair S.S.

Durham District School Board

400 Taunton Road East

Whitby, L1R 2K6

Phone: (905) 666-6124

Margaret.lazarus@ddsb.ca

“All children need something to be proud of and
someone to be proud of them.”

Please note: My working hours and your working hours may differ.

Please do not feel obligated to reply outside of your regular working hours.

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**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board

DATE: June 16, 2025

SUBJECT: Human Rights Advisory Committee Annual Summary Report **PAGE:** 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Jim Markovski, Associate Director of Equitable Education
Jacqueline Williams-Leacock, Acting Superintendent of Equitable Education
Devika Mathur, Human Rights and Equity Advisor

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 Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

1.0 Abstract

This report provides a summary of the meetings and activities of the Human Rights Advisory Committee (HRAC) for the 2024-2025 school year.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with information in relation to the mandate of the HRAC and the outcome of meetings held over the 2024-2025 school year.

3.0 Background

Established in accordance with the Durham District School Board's (DDSB) Consolidated Bylaws, the purpose of the HRAC is to consider and make policy recommendations to the Board of Trustees, supporting the Board in fulfilling its commitments, goals, and obligations under the Human Rights, Anti-Discrimination, and Anti-Racism Policy.

The voting Committee members are:

Arshia U. Zaidi – Co-Chair
Pamela Reines – Co-Chair
Arshi Ali – Community Member
Catherine Philogene – Community Member
Arun Rai – Community Member

The non-voting Committee members are:

Shailene Panylo – Trustee

Kelly Miller – Trustee

Jim Markovski – Associate Director of Equitable Education

Jacqueline Williams-Leacock – Superintendent of Equitable Education

Devika Mathur – Human Rights and Equity Advisor (assigned advisor/observer)

The Committee met twice in October 2024 and once in November 2024. These meetings were held jointly with the Anti-Black Racism Advisory Committee. Four other meetings of the HRAC took place over the 2024-2025 school year (see Appendix A for meeting dates and details).

4.0 Analysis

This year the HRAC was in the early, exploratory phase of its mandate. Over the past eight months, the committee has met a total of seven times and has undertaken a review of the DDSB's Human Rights, Anti-Discrimination, and Anti-Racism Policy to clarify common understandings, identify potential gaps and opportunities for implementation and impact. This work has included ongoing dialogue, research into educational best practices, and engagement with both committee members and DDSB staff to better understand how the policy is interpreted, implemented, and communicated to students, staff, and families. For example, discussions have highlighted the need to simplify the policy's legal and technical language to make it more accessible when we are communicating with staff, community members and students by creating complementary resources to support the policy, as well as the importance of embedding human rights education into the curriculum/program for all teacher candidates. Additional recommendations include identifying potential policy content additions/clarifications and a proposed draft work plan to guide the committee's work next year.

Preliminary conversations have also explored ways to incorporate key components of [Bill 194](#) which is a new Ontario law that sets rules for using artificial intelligence in a safe, fair, and non-discriminatory way that upholds human rights.

These foundational efforts will inform thoughtful, inclusive, and actionable recommendations to help strengthen human rights practices across DDSB.

5.0 Financial Implications

There are no financial implications.

6.0 Strategic Links

The HRAC's work aligns with and contributes to advancing the Multi-Year Strategic Plan's Guiding Principles (affirming and upholding human rights, striving to know each other) and to all three strategic priorities to support meaningful learning, connected communities (engaging community members as valued contributors to our growing community, building trust and a shared purpose through listening, communication, and

action, and fostering opportunities to meet, learn from, and inspire each other) and well-being (creating respectful environments and honouring each individual's identity and inherent dignity).

7.0 Communication/Implementation Plan

At its final meeting of the 2024-2025 school year, which took place in May, the HRAC began outlining future directions and identifying key priorities for the 2025–2026 school year, with a focus on setting clear, achievable, and community-informed outcomes.

8.0 Conclusion

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

9.0 Appendices

Appendix A – Meeting Details, Tasks Discussed and Accomplished

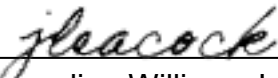
Report reviewed and submitted by:



Camille Williams-Taylor, Director of Education and Secretary to the Board



Jim Markovski, Associate Director of Equitable Education



Jacqueline Williams-Leacock, Acting Superintendent of Equitable Education

Meeting Details, Tasks Discussed and Accomplished

Meeting Date	Tasks and Discussion
October 9 & 23, 2024	<p>The first joint meetings between the Human Rights Advisory Committee (HRAC) and the Anti-Black Racism Advisory Committee (ABRAC) took place, offering an opportunity to connect with DDSB Trustees, staff, and community representatives. These sessions included:</p> <ul style="list-style-type: none"> • Orientation and introductions from all participants to begin building relationships and shared understanding across both committees. • Overviews of the roles, Bylaws, and Code of Conduct for Advisory Committees (facilitated by Patrick Cotter, General Counsel). • Learning sessions on DDSB's Indigenous Education Policy and Anti-Oppression Strategy, facilitated by DDSB's Indigenous Education Department and Anti-Oppression Department.
November 24, 2024	<ul style="list-style-type: none"> • Community building/team building exercises to get to know one another better, as was suggested by an HRAC member. • Discussion on a proposed Guidance Document (terms of reference) for committee discussions and decision making. • Overview of Human Rights Policy consultation and development process, key objectives, content, directives, and supporting procedures, and discussion on competing rights.
December 10, 2024	<ul style="list-style-type: none"> • Selected Co-Chairs: Pam Reines and Arshia Zaidi. • Discussed, adjusted, and finalized HRAC Guidance Document. • Finalized meeting frequency for the rest of the school year.
January 28, 2025	Meeting cancelled due to inclement weather.
February 25, 2025	<ul style="list-style-type: none"> • Members were invited to share perspectives with the Director of Education. • Setting up IT structure/accounts to better support HRAC activities and communications. • Human Rights and Equity Advisory Devika Mathur began a preliminary overview of the foundational structure of the Human Rights Policy and procedures, and key themes to support the committee's ongoing work.
March 2025	No meeting due to March Break and scheduling issues.

Meeting Date	Tasks and Discussion
April 8, 2025	<ul style="list-style-type: none"> • The committee engaged in a discussion about its current membership composition and identified the importance of considering which voices may be missing. • A commitment was made to review membership annually and take steps to address any identified gaps. • The committee also explored the possibility of holding joint meetings with the Anti-Black Racism Advisory Committee to support knowledge-sharing and explore areas of intersection in their work. • Further discussion included the option of publicly posting meeting minutes or sharing them directly with the Anti-Black Racism Advisory Committee to promote transparency and collaboration. • A short-term goal was identified: to develop accessible resources that make the DDSB Human Rights Policy more understandable to families and community members. These resources will prioritize family-friendly language and simple, digestible formats. • Additionally, the committee agreed to use activity placement templates or paper to independently explore the policy and write down key points and discuss with other committee members.
May 14, 2025	<ul style="list-style-type: none"> • Devika Mathur continued delivering a presentation on the Human Rights Policy, offering historical context to deepen understanding. • Using visual templates and written placemats, committee members participated in a feedback exercise to reflect on the policy's content and application. • The committee also discussed the value of collaborating with the Parent Involvement Committee to gather broader community input, and proposed the idea of engaging student volunteers to help create digitally accessible and engaging content about human rights in the curriculum. • Community HRAC members asked questions and made recommendations about the Human Rights Policy and components of Bill 194, and incorporation into the curriculum, as well as adjusting legal and technical language (or creating simplified versions of the policy) and providing translations for newcomers who may not be aware of Ontario Human Rights Laws and Policies. Additionally, the group began outlining future directions and identifying key priorities for the 2025–2026 school year, with a focus on setting clear, achievable, and community-informed outcomes.



Approved Minutes – Governance and Policy Committee Meeting
Wednesday, April 30, 2025, 6:00 p.m., Hybrid

1. Call to Order

Trustee Kelly Miller, Committee Chair, called the meeting to order at 6:03 p.m.

Members Present: Tracy Brown, Emma Cunningham (virtual), Donna Edwards, Mark Jacula, Stephen Linton (virtual), Carolyn Morton, Deb Oldfield, Christine Thatcher (virtual), Student Trustees Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustees Michelle Arseneault, Shailene Panylo, Student Trustee Kayla Hoare

Staff Present: Director of Education Camille Williams-Taylor, Associate Director Jim Markovski, General Counsel Patrick Cotter, Superintendents Heather Mundy and Michael Bowman, Senior Manager Dervla Kelly

Recording Secretary: Gillian Venning

2. Land Acknowledgment

Trustee Kelly Miller gave the Land Acknowledgement: 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.

3. Declarations of Interest

There were no declarations of interest.

4. Approval of Agenda

MOVED by Trustee Mark Jacula

THAT THE AGENDA BE APPROVED.

CARRIED

5. Minutes

(a) Draft minutes of the Governance and Policy Committee meeting of February 26, 2025

MOVED by Trustee Tracy Brown

THAT THE DRAFT MINUTES OF THE FEBRUARY 26, 2025 GOVERNANCE AND POLICY COMMITTEE MEETING BE APPROVED.

CARRIED

6. Recommended Actions

(a) Rescission of the Recovery of Salary Overpayment Policy and Regulation

Superintendent Heather Mundy provided an overview of the report, which proposes the rescission of the Recovery of Salary Overpayment Policy and Regulation. Following a review of the Policy and Regulation, which were last reviewed in 2013, it was determined that they contained operational direction more appropriately placed in procedure. Through a consultation process with internal and external education partners, the new Recovery of Overpayments Procedure has been created. Any relevant operational provisions from the Policy and Regulation were retained in the new Procedure, therefore making the Policy and Regulation redundant.

Discussion took place and trustee questions were answered.

MOVED by Trustee Tracy Brown

THAT THAT GOVERNANCE AND POLICY COMMITTEE APPROVE THE RESCISSION OF THE RECOVERY OF SALARY OVERPAYMENT POLICY AND REGULATION AS INCLUDED IN APPENDICES A AND B OF THIS REPORT, AND THAT THE MATTER PROCEED TO THE BOARD OF TRUSTEES FOR CONSIDERATION AT ITS NEXT REGULAR MEETING.

CARRIED

(b) Revised Consolidated Bylaws

General Counsel Patrick Cotter provided an overview of the report, which proposes amendments to several sections of the Bylaws, including Section 3.1 (Purpose of Organizational Meeting), Section 4.2 (Committee of the Whole and Committee of the Whole – Standing), Section 5.5 (Scheduling and Agendas) and Section 5.7 (Attendance at Meetings). It was noted that the proposed revisions are in response to a combination of regulatory amendments, discussion at

previous meetings of the Committee and to address concerns around clarity of processes which have been brought forward by members of the Committee. The General Counsel reviewed the proposed amendments section by section. Discussion took place and trustee questions were answered. The General Counsel suggested that the few suggestions made at the meeting be incorporated into a final draft that would come back to the Committee at its next meeting on May 28, 2025.

7. Information Items

(a) Trustee Professional Learning and Trustee Expenses

Associate Director Jim Markovski provided an overview of the report, which outlines the various sources of professional development available to trustees and the associated funding in place to support participation in professional development, in accordance with established DDSB policy and Ministry of Education funding guidelines. The report also details findings of a jurisdictional scan which reviewed the relevant trustee expense policies of other school boards in Ontario. It was noted that the report was prepared in response to a February 2025 motion of the Governance and Policy Committee requesting staff to provide this information.

Discussion took place and trustee questions were answered. In response to questions raised, staff will prepare a memo to trustees which will be appended to a future meeting agenda which will include information as to what items are included in the School Board Administration Fund, the source of funding used for trustee participation in Ontario Public School Board's Association (OPSBA) events and conferences and what percentage of DDSB trustees participate in OPSBA organized conferences.

(b) Bullying Prevention and Intervention Practices

Associate Director Jim Markovski and Superintendent Michael Bowman provided an overview of the report, which provides information on all DDSB policies, procedures, directives, guidelines and practices related to bullying. The report also reviews DDSB's compliance with legislated requirements regarding bullying in schools. It was noted that the report was prepared in response to a February 2025 motion of the Governance and Policy Committee requesting staff to provide this information.

Discussion took place and trustee questions were answered. Trustees expressed concern with the data presented in the report and requested that staff provide additional information on the work being done to improve student experiences in schools as well as whether there are any opportunities to improve existing policies.

MOVED by Trustee Tracy Brown
SECONDED by Trustee Mark Jacula

THAT THE CURRENT POLICIES PERTAINING TO BULLYING BE FORMALLY REVIEWED TO ENSURE THAT THEY ARE COMPREHENSIVE, EFFECTIVE,

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AND IN ALIGNMENT WITH BEST PRACTICES FOR PREVENTION, INTERVENTION, AND SUPPORT AND THAT A REPORT BE PROVIDED BACK TO THE GOVERNANCE AND POLICY COMMITTEE AT THE EARLIEST OPPORTUNITY.

Discussion took place. It was noted that staff are currently undertaking a review of DDSB's policies and regulations related to Positive School Climates with the intent to consolidate all relevant information into a single policy document.

A subsequent motion was moved which took precedence:

MOVED by Trustee Tracy Brown

SECONDED by Trustee Deb Oldfield

THAT THE MOTION BE POSTPONED INDEFINITELY.

Trustee Stephen Linton called for a recorded vote.

The motion was carried on the following recorded vote:

Yes	No	Absent	Abstain
		Michelle Arseneault	
Tracy Brown			
	Emma Cunningham		
Donna Edwards			
Mark Jacula			
	Stephen Linton		
Carolyn Morton			
Deb Oldfield			
		Shailene Panylo	
	Christine Thatcher		
Kelly Miller			

Student Trustee Non-Binding Vote:

Yes	No	Absent	Abstain
		Kayla Hoare	
Nitishan Poopalasundaram			
		Shampavi Vijayakumar	

Further discussion took place.

Trustee Christine Thatcher called a Point of Order due to Chair Kelly Miller not handing the Chair duties to the Vice Chair prior to speaking on the matter. The Point of Order was not approved and discussion continued.

Staff will provide a memo outlining the next steps and timeline regarding the ongoing positive school climates policy review and consolidation process.

8. Adjournment

MOVED by Trustee Mark Jacula

THAT THE MEETING ADJOURN.

CARRIED

The meeting adjourned at approximately 8:37 p.m.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday May 1, 2025, 6:30 P.M.

ROLL CALL:

Eva Kyriakides, Association for Bright Children (ABC) SEAC Chair
 Charmain Brown, OPVIC Ontario Parents of Visually Impaired Children
 sensaRAneb Burrell, Autism Ontario – Durham Region Chapter
 Tara Culley, Durham Down Syndrome Association
 Seana Haley, Grandview Family Advisory Committee
 Olivia Or, Easter Seals Ontario
 Rowin Jarvis, Learning Disabilities Association of Durham Region
 Elizabeth Daniel, Member at Large
 Jennifer McLaughlin, Sawubona Africentric Circle of Support
 Jessica Wells, Member at Large

Trustees: Donna Edwards Kelly Miller Michelle Arseneault

Staff: Superintendent, Andrea McAuley
 System Leads, Michelle Crawford-Eade & Conor Jinkinson

Recording Secretary: Lisa Wry

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:33 p.m.

2. Land Acknowledgement:

SEAC Chair Eva Kyriakides 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, live, and learn.

This statement was co-created in partnership with the Mississaugas of Scugog Island First Nation and the Chippewas of Georgina Island.

3. DDSB Human Rights & Equity Statement

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subject to action with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment, and harm.

Welcome Guests: Melissa Cook Elementary Representative, Lisa Wray Secondary Representative, Monique Muller and Kuldeep Chahal from the Student Success department.

Regrets: Trustee Michelle Arseneault, Trustee Donna Edwards.

Absent: None

4. Approval of Agenda:

That the agenda for May 1, 2025, be approved: with the amendment to switch item 8 and 10.

MOVED BY: Tara Culley

SECONDED BY: Rowin Jarvis

CARRIED

5. Approval of the Minutes:

That the minutes from April 3, 2025, be approved.

MOVED BY: Tara Culley

SECONDED BY: Elizabeth Daniel

CARRIED

6. Staff Reports:

[Inclusive Student Services Impact Update-Speech and Language Services](#)

- ISS Impact Update 2024-2025 Issue 8 – Speech Language and Hearing Services
- Reflection on District Leadership Learning with Dr. Gillian Parekh – Ability, Disability and Inclusion
- DDSB Inclusive Student Services/Special Education Plan Consultation Review
- Inclusive Skills Event-inaugural event.
- Invitation: Abilities Track and Field Meets
 - Secondary Athletes: Thursday, May 22, 2025
 - Elementary Athletes Grades 4-8: Friday, May 23, 2025
 - 10:00 a.m. – 1:30/2:00 p.m.

A PowerPoint presentation was shared highlighting and updating on going work, planning and events within the DDSB Inclusive Student Services department.

Members discussed the presentation, and asked questions of Inclusive Student Services staff.

It was noted that School Boards have not yet received the budget for the 2025-2026 school year from the Ministry of Education.

SEAC Chair Eva Kyriakides made motion.

MOTION: that SEAC members write a letter to the Ministry of Education to provide school boards with the technical paper in a timely manner to help facilitate budget decisions.

MOVED BY: sensaRAneb Burrell SECONDED BY: Rowin Jarvis

CARRIED

7. Board:

Trustee Kelly Miller shared with SEAC members that the Board of Trustees received information, and updates about *Mathematics in Action* from Superintendent of Education Mohammad Hamid and provided a report on the 2024-2025 Math Action Plan, interim financial report discussed an overview, and operational spending as of February. The Ignite Learning Foundation Auction raised \$69,435.00.

8. Presentation & Discussion:

30 Credits My Way- Presenters: Monique Muller and Kuldeep Chahal from the Student Success department.

A PowerPoint presentation and 30 Credits My Way resources were shared with members. Presentation concluded with a discussion.

The guiding principles of student success is that all students can be successful; success comes in many forms there are many paths to success.

- Goal to ignite a passion in students.
- Students have diverse interests and needs, and their input is important.
- Building a plan for students with the accommodation that they need, more personalized.
- Creative option to support student needs, unique options for unique individuals.
- Students supported through an IEP have opportunities and options.

9. Business Arising from the Minutes

Gifted Programming Supports and Special Education Placement- a PowerPoint presentation was shared with members highlighting the Inclusive Student Services/Special Education Plan and the focus of regular class placement as the most inclusive option, data reflects this as meeting the majority of students needs.

- Individualized accommodations for students
- Placement decisions some students require more supports.
- SEAC concerns about the special education placement gifted classes and the random selection process for placements for the 2025-2026 school year:
 - How students will be supported in a regular classroom placement through Universal Design for Learning.
 - Communication with families
 - Connection with SEAC in advisory role in process
 - Cautious not to streaming outside of the school.

- How many students get a spot?

10. **Association Reports & Committee Reports**

None

11. **Correspondence**

None

12. **Community Concerns**

Seana shared a community concern that families are being told that the DDSB does not do Individual Placement and Review Committee (IPRC) in kindergarten,

System Lead Conor Jinkinson responded. Intent is trying to meet individual considerations and programs for students. The play-based approach embedded in the Four Frames of the Kindergarten curriculum supports differentiation for students. This supports educators individualizing programming. We do facilitate IPRCs in kindergarten where supports or accommodations extend beyond that.

13. **Celebrations & Successes**

Thank you to Michelle Crawford-Eade for her support and advocacy as she completes her 5-year secondment as System Lead with the Inclusive Student Services department.

Tara Culley shared that her son Adam made his own sandwich and cut it with a knife; another milestone for Adam.

Charmain Brown shared that her son Adam and his service dog Murdoch had their guide dog graduation yesterday officially graduated as a guide dog and handler. They have been together for a year.

14. **Next S.E.A.C Meeting**

June 5, 2025

15. **Adjournment**

That the meeting now adjourns at 9:09 p.m.

Adjournment called by SEAC Chair Eva Kyriakides

MOVED BY: Tara Culley SECONDED BY: sensaRAneb Burrell

CARRIED

Report respectfully submitted by: Eva Kyriakides, SEAC Chair

Table 1-Action Items

ACTIVITY	RESPONSIBILITY	COMPLETION
Link to AAC presentation – October 2024 SEAC Meeting	Andrea McAuley	May 2, 2025
Link to Funding and Budget Presentation – March 2025 SEAC Meeting	Andrea McAuley	May 2, 2025
Link to Update on the Math Strategy – Glengrove PS (April 2025 Standing Committee)	Andrea McAuley	May 2, 2025
Link to DDSB Education Finance Meeting (Deputations) – April 15 th , 2025	Andrea McAuley	May 2, 2025
Draft Communications – SEAC Parent/Caregiver Survey May/June 2025	Andrea McAuley	May 2, 2025

Inclusive Student Services Impact Update

2024-2025 • Issue 8

Speech and Language Services

Communication skills are an essential part of a student's success and well-being. Language helps students to understand and participate in all aspects of their school day, and supports their social, cognitive, emotional, and academic development.

Speech and Language Services: Communication, Connection, Participation

Speech-Language Pathologists (S-LPs) are part of DDSB Inclusive Student Services and work with students, families, educators, and professionals to create culturally responsive, inclusive, and accessible learning environments that embrace all ways of communicating. S-LPs have a master's degree and are registered with the [College of Audiologists and Speech-Language Pathologists of Ontario \(CASLPO\)](#). The team has specialized training in communication, speech, language, and literacy.

Supporting All Aspects of Communication

In collaboration with families and school teams, S-LPs support the academic success and social and emotional well-being of students through a variety of services, such as:

- **Assessments:** Evaluating language, communication, and speech skills using various assessment methods that respect each student's development, home language, and culture.
- **Collaboration:** Partnering with educators, support staff, families, and other professionals to set goals and strategies that make learning accessible.
- **Training and Support:** Teaching and modeling ways to enhance communication skills for all, including Alternative and Augmentative Communication (AAC) users.
- **Workshops:** Providing learning opportunities for parents, educators, and community partners.
- **Community Connections:** Coordinating with community agencies and making referrals (e.g., [Grandview Kids School-Based Rehabilitation](#), [Holland Bloorview Kids Rehabilitation Hospital](#)).



Language is the basis for thinking, communicating, and learning. Students need language skills to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning.”

—Ontario Ministry of Education, The Ontario Curriculum, Grades 18: Language, 2023

Who We Support

We work with students from Kindergarten to Grade 12 to help them:

- Understand spoken language, written text, and/or picture communication symbols.
- Express themselves through speech, writing, and other communication methods.
- Develop communication skills for social interactions.

While early intervention is a priority, we support students of all ages.

As members of a multi-disciplinary Inclusive Student Services school team, S-LPs work in collaboration with members of Early Years, Psychological Services, Social Work departments and other educators and professionals to provide student support.



“The S-LP showed me how to use my child’s communication device, and now we feel so much more confident using it at home.”

—Parent/Caregiver

“I have had the pleasure of working with our S-LP as a homeroom teacher and a Special Education Resource Teacher (SERT). Our S-LP focuses on building strong foundational literacy skills and communication tools for our students. They empower educators by providing strategies and resources to enhance language development and accessibility to curriculum for all learners. They help to ensure that we are working together to reduce barriers and create an environment where all students can learn and develop their language skills in order to reach their full potential. Their knowledge, experience, and dedication to our school is top notch.”

—SERT

How to Access Our Services

Individual services are referral based and provided in accordance with the professional standards and ethical guidelines of the CASLPO. School-based staff follow the Inclusive Student Services referral pathway. Parental/guardian informed consent is required before services begin.

“We always appreciate the expertise of our brilliant S-LP. They are a wealth of knowledge for SERTs, classroom educators and students alike. Our S-LP is always knowledgeable about assessment tools and high yield strategies to support a wide variety of student needs. They are always willing to collaborate with school teams and other members of the ISS team to develop comprehensive and innovative programs. We can always depend on them to see the whole student and to give programming suggestions that play off their strengths and potential. It is amazing to see the growth in the students they support, and they continues to make a long-term impact on our school community.”

—SERT

Did You Know?

Having knowledgeable and supportive communication partners is essential in creating inclusive communication environments. DDSB S-LPs dedicate time to creating materials, programming, and training/coaching staff and families on the use of AAC tools and strategies to ensure that all students have a way to access and use language across their day.

“The work the S-LP has done alone with our PLP (Practical Learning Program) class is like nothing I have ever seen. She has gone above and beyond to provide parental supports and student supports and has certainly left a lasting impression on our staff in our PLP class who are working diligently to implement the strategies she suggests.”

—Principal



For more information about the DDSB Inclusive Student Services Impact Update, please visit [DDSB Inclusive Student Services](#).



June 5, 2025

To the Durham District School Board,

I am writing on behalf of Food for Good, to share the following information as a correspondence amongst the next committee meeting regarding compliance of Ontario's Food and Beverage Policy (PPM-150).

Ideally, we are looking for the board's support to push for the government to monitor the compliance of this policy within schools. Below is a brief overview of our goals and a short video highlighting the policy, the challenges, and what can be done to achieve compliance and overall, better our students.

Please let me know if you have any questions and we look forward to hearing back the status of this correspondence request.

About the Presentation

Feeding Minds highlights the growing concern around food insecurity in schools and the academic and behavioural impacts of non-nutritious school meals. Despite the strong intent of PPM-150, inconsistent enforcement and lack of infrastructure have led to widespread non-compliance across many Ontario schools.

Key insights include:

- The connection between nutritious meals and higher academic achievement
- Gaps in food quality, oversight, affordability, and vendor accountability
- Practical, board-level actions to improve compliance and student outcomes

Why This Matters

This issue aligns directly with the board's commitment to student well-being, equity, and educational achievement. Nutrition is foundational to cognitive performance and behaviour, and right now, policy gaps are contributing to inequities across school boards in

the lower GTA. Our presentation is designed to support—not criticize—the current efforts of school boards by offering collaborative, informed pathways forward.

What We're Hoping to Achieve

By presenting to the Board, we hope to:

- Raise awareness of the current gaps in PPM-150 compliance at the local level
- Share tools and frameworks that reduce staff burden while increasing compliance
- Initiate a conversation around policy-supported improvements in school nutrition programs
- Explore potential board interest in piloting or supporting these initiatives

Link to Short Video:

https://drive.google.com/file/d/1KcdQ_RiMaJb6Eu3Q7yn5QKHemNq5YL4X/view?usp=sharing

Thank you for your time and consideration.

Madison Stewart

FOOD FOR GOOD

Phone: 289-296-0024

Email: support@foodforgood.ca

Website: www.foodforgood.ca





MEMORANDUM

To: Trustees

Memo: No. 2425:81

From: Camille Williams-Taylor, Director of Education and Secretary to the Board
Mohamed Hamid, Superintendent of Education

Date: June 5, 2025

RE: Summer 2025 DDSB Learning Opportunities

Overview

This memorandum provides an overview of the Summer 2025 learning programs offered by the Durham District School Board (DDSB), supporting student success from Early Years through Grade 12. These high-impact, inclusive, and identity-affirming programs were designed to consolidate foundational skills, nurture student well-being, and expand access to responsive learning across the District.

Elementary Program Highlights

Great Beginnings School Success Program (28 sites): Helping children entering Kindergarten develop early learning routines, social-emotional skills, and confidence for a smooth school transition.

Afrocentric Great Beginnings (2 sites): A culturally affirming Kindergarten readiness program focused on Black identity through literature, guest speakers, and community connection.

Math and Literacy Summer Camp (Grades 1–8, 9 sites): Creative, arts-based approaches to consolidating foundational numeracy and literacy skills across multiple municipalities: Pickering, Ajax, Oshawa, Whitby, and north Durham.

Multilingual Language Learners (MLL) Summer Learning Program: Supporting language development through inquiry, STEM, and recreation for students in Grades 2–8 across three regional locations.

Camp d'été (Grades 1–3 French Immersion): Two program streams focused on strengthening French oral language and math skills through engaging, hands-on activities.

Durham Forest Summer Day Camp: An outdoor experiential learning program emphasizing environmental stewardship, offered throughout July and August for children aged 7–12.

Indigenous Education Offerings

Indigenous Elementary Summer Program (Grades 2–8): Land-based literacy learning connecting to Indigenous ways of knowing and being, hosted at Nonquon Outdoor Environmental Centre.

Indigenous Secondary Language Reach Ahead Program: A credit-bearing course emphasizing Indigenous language and land-based healing practices, including use of a healing garden.

Secondary Program Highlights

Getting Ready for High School (August 18–20): A focused transition program for incoming Grade 9 students covering study skills, literacy, numeracy, and self-advocacy.

Secondary eLearning and In-Person Credit Programs: New credit, full credit repeat, and credit recovery courses offered online and in person at Sinclair Secondary School.

Centre for Success, Cooperative Education, and Specialist High Skills Majors: Flexible pathways for secondary student success, graduation readiness, and experiential learning.

Specialized Programs

Therapeutic Recreation at the Abilities Centre: Supporting students with life skills programming (IEP-based) through community and activity-based wellness experiences.

100 Strong Academy (Grades 7–8): An empowerment and leadership program for Black male youth focused on identity, critical thinking, and well-being.

Focus on Youth: Paid internship opportunities for secondary students to build job readiness skills and community connections.

Student Support Services

Day Treatment and Education Programs (Grove School – ECPP): 19 classes in July and 10 in August supported by 7 partnering agencies to meet the academic and well-being needs of students in therapeutic settings.

Mental Health and Clinical Supports:

- DDSB website access to non-emergency mental health services

- Embedded well-being strategies across summer programs
- Direct service continuity for select students
- Access to assessments (Psychological, Speech-Language)
- Dedicated staffing to support September transitions

Funding and Communication

Programs were made possible through Core Education Funding, the Responsive Education Program, and Ministry-supported initiatives including:

- Focus on Youth
- Summer Mental Health Supports
- Summer Learning for Students with Special Needs
- Indigenous Education Board Action Plan

Beginning in February 2025, communication about summer learning was coordinated through schools and system departments. School leaders engaged families using newsletters, emails, classroom updates, and in-person events, while system-wide messaging was shared through the DDSB website and social media.

To ensure equity of access—particularly in priority school communities—multiple formats were used, including printed notices and outreach through trusted staff. These efforts, grounded in inclusive practices, are ongoing to ensure families continue to have meaningful opportunities to learn about and register for programs that align with their children’s interests and needs.

Next Steps

A follow-up impact report will be shared with Trustees in Fall 2025 summarizing student participation, performance data, and system-wide reflections.

Appendix

Summer Learning Program Offerings 2025

Appendix: Summer Learning Program Offerings 2025

Program Name	Audience	Purpose	Location	Funding Source
Great Beginnings School Success Program	Students entering Kindergarten (KDG) in September 2025	Supporting successful entry to KDG.	Multiple school locations (x28 programs) August 5 - 22	Core Education Funding
Great Beginnings Afrocentric Program for Black Student Success	Students entering KDG in Sept 2025	Supporting successful transitions into KDG with an emphasis on creating identity affirming spaces and highlighting the diversity of the Black identity through authentic activities, literature, and guest speakers.	Cadarackque (x2 Programs) August 5 - 22	Core Education Funding
Multilingual Language Learners (MLL) Summer Learning Program	MLL students who have finished Grades 2 - 8	Supporting language acquisition for Primary - Intermediate multilingual language learners through inquiry and recreational activities in addition to Coding and STEM activities.	Three regional locations dependent on students' home address (Ajax, Whitby & Oshawa) July 3 - July 31	Core Education Funding - MLL departmental budget
Math and Literacy Summer Camp (Grades 1 - 8)	Students who are currently enrolled in Grades 1- 8	Supporting the consolidation of foundational math and literacy skills through engaging arts-based learning opportunities.	Multiple school locations (9 sites) across the Pickering, Ajax, Oshawa, Whitby and North July 7 - July 31	Core Education Funding

Appendix: Summer Learning Program Offerings 2025

Program Name	Audience	Purpose	Location	Funding Source
Camp d'été – langage orale et les maths (Grades 2 and 3)	Students currently enrolled in the Grade 2 and Grade 3 French Immersion programs	Supporting the consolidation of foundational math and literacy skills in French language through engaging arts-based learning opportunities.	Multiple school locations across the district. July 10 - August 3	Core Education Funding
Camp d'été – langage orale et le bricolage (Grade 1)	Students currently enrolled in the Grade 1 French Immersion program	Supporting the consolidation of foundational French oral language skills (speaking and listening) through engaging arts-based learning opportunities.	Multiple school locations across the district. July 10 - August 3	Core Education Funding
Durham Forest Summer Day Camp (paid day camp opportunity)	Students ages 7 – 12	Outdoor experiential learning opportunities with a focus on environmental stewardship and team building.	Durham Forest Outdoor Environmental Centre June 30 - August 22	Self-Funded (registration fees \$275 per week)
Indigenous Elementary Summer Program	Students Grades 2 – 8	This enriching summer program invites Indigenous students in Grades 2 to 8 to deepen their connection to culture, identity, and community. Guided by Elders and Knowledge Holders, students engage in meaningful learning experiences rooted in Indigenous worldviews and teachings. Through storytelling, language, land-based learning, and traditional practices,	Nonquon Outdoor Environmental Centre July 7 – July 17	Indigenous Education BAP (Ministry Board Action Plan)

Appendix: Summer Learning Program Offerings 2025

Program Name	Audience	Purpose	Location	Funding Source
		the program nurtures cultural continuity and strengthens students' sense of self. Activities also support literacy development, offering a holistic educational experience grounded in Indigenous pedagogical approaches.		
Indigenous Secondary Summer Language credit-based Program	Students Grades 8 – 12	Indigenous students will have an opportunity to earn a secondary school credit in Anishinaabemowin through this immersive summer language program. Rooted in Indigenous knowledge systems, the course fosters a deep connection to the land by integrating language learning with hands-on experience. Students will engage in the creation of a garden, learning how to live in harmony with the land while developing their Anishinaabemowin language skills. Through land-based education,	Nonquon Outdoor Environmental Centre June 30 – July 24	Indigenous Education BAP (Ministry Board Action Plan)

Appendix: Summer Learning Program Offerings 2025

Program Name	Audience	Purpose	Location	Funding Source
		participants will experience language as a living practice, woven into daily life, seasonal cycles, and community teachings.		
Getting Ready for High School	Students entering Grade 9 in September 2025	A brief introduction to the Grade 9 English and Mathematics curriculum, as well as study skills, time management, and provides steps to Success.	Held on-site at the home school August 18 - 20	Reimbursement through Ministry of Education summer enrollment registers
Secondary e-Learning Courses	Secondary students	New credit and Grade 8 reach ahead	ONLINE July 2 - 25 July 29 - August 20 Extended Program (ENG4U and ENG4C only) July 2 - August 20	Reimbursement through Ministry of Education summer enrollment registers
Full credit in-person courses	Secondary students	New credit or full credit repeat	Sinclair SS July 2 - July 25	Reimbursement through Ministry of Education summer enrollment registers
Credit recovery in-person and online	Secondary students	Credit recovery	Sinclair SS Two semesters: July 2 - July 14 and July 15 - July 25	Reimbursement through Ministry of Education summer enrollment registers

Appendix: Summer Learning Program Offerings 2025

Program Name	Audience	Purpose	Location	Funding Source
Cooperative Education and Specialist Skills Major Cooperative Education	Secondary students	Up to two credits	All classroom components are ONLINE July 2 - August 1	Reimbursement through Ministry of Education summer enrollment registers
Centre for Success	Secondary Students	Supporting students to graduation	July 2 - 25	Reimbursement through Ministry of Education summer enrollment registers and School College Work Initiative funding
Therapeutic Recreation – In Partnership with the Abilities Centre	Students with life skills foundations as part of the learning outcomes and IEPs. Most commonly accessing programming through the Practical Learning Program	Community and activity-based programming to improve wellbeing, physical and mental health, and participation.	Onsite at the Abilities Centre July 4 - August 26	Responsive Education Program (REP): Summer Learning for Students with Special Education Needs
ASSDP Related Programs	Supporting Autistic Students/ Students with Autism - individualized program support	Secret Agent Society	Online support	Core Education Funding - Special Education Fund Complex Supports Allocation - ASSD

Appendix: Summer Learning Program Offerings 2025

Program Name	Audience	Purpose	Location	Funding Source
Focus on Youth	Secondary Students	Providing Secondary school students with paid summer intern opportunities to develop employability skills and resume building opportunities	July and August	Responsive Education Program (REP): Focus on Youth
100 Strong Academy	Black male youth in Grades 7 and 8	Providing students with the tools necessary to achieve their maximum potential in education, life skills, and well-being while promoting creative and critical thinking skills. Reinforcing positive identity development as racialized males, cultivating a network of like-minded supportive peers.	Scarborough Campus at the University of Toronto July 7 – 31 Monday to Friday	Core Education Funding - Anti-Oppression departmental budget Parent Engagement Budget Allocation



MEMORANDUM

To: Trustees **Memo: No. 2425:82**

From: Camille Williams-Taylor, Director of Education and Secretary to the Board
 Jim Markovski, Associate Director of Equitable Education
 David Wright, Associate Director of Corporate Services
 Michael Bowman, Superintendent of Equitable Education

Date: June 13, 2025

RE: **Summary of Bullying Prevention and Intervention Action**

The purpose of this memo is to provide information to Trustees on current bullying prevention and intervention practices in the DDSB, as well as next steps being taken to improve our practice as a district in this area.

- [PPM 144](#) - provides direction to school boards to support the development of plans, policies and guidelines, which boards must establish to support bullying prevention and intervention in schools.
- [PPM 128](#) – communicates to school boards the revised Provincial Code of Conduct and to provide direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.
- [PPM 145](#) provides direction to school boards on their policies and guidelines concerning progressive discipline.
- [Section 300.3 of the Education Act](#) specifies when principals are required to notify both the parents of students who have been harmed as the result of a serious student incident, as well as the parents of students who have engaged in serious student incidents.

Current Practice

The most effective approach to bullying prevention and intervention is one that employs both proactive and responsive strategies:

Proactive (Prevention): Rooted in the Positive School Climate [Procedure](#) and [Regulation](#) and supported by the work of school-based Positive School Climate and Well-Being Teams, these strategies leverage several frameworks such as the [Multi-Year Strategic Plan](#), [Anti-Oppression Strategy](#) and [Mental Health and Well-Being Action Plan](#) to create the everyday conditions for students to thrive. This in turn helps to mitigate incidents of bullying and other harmful interactions.

Many of these strategies also exist within [School Achievement Plans](#), building further cohesion to the work being done everyday in schools.

Responsive (Intervention): These strategies, shaped by the Positive School Climate [Procedure](#) and [Regulation](#), shape not only how we respond to instances of bullying and other harmful interactions, they also outline how we provide ongoing support to those impacted by bullying and other harmful interactions in school.

Bullying Prevention and Intervention Plan

PPM 144 states that “every school board must establish a plan for schools that integrates all the board’s requirements and guidelines regarding bullying prevention and intervention into a comprehensive and achievable plan. Every board must require that all schools implement this plan.”

In the DDSB, we have developed a template for all schools to use in the creation of their Bullying Prevention and Intervention Plan (BPIP). The core of the template is composed of the board BPIP, with specified space provided for schools to include the data that drives their school BPIP, the goals based on the data that will drive specific actions for the school year, and the proactive and responsive actions that the school will employ.

[Bullying Prevention and Intervention Plans \(BPIP’s\)](#) are living documents that support safety of students through the creation of a positive school climate. While the document is designed and intended to address bullying, the BPIP can also support many other areas connected to a positive school climate.

While the BPIP addresses healthy relationships, a protective factor that reduces bullying behaviour as well as the harms of bullying, it also addresses strategies to create safe and welcoming environments where students feel safe to report bullying, uses student voice to help shape the everyday conditions that support mental health and well-being, and addresses how schools respond to bullying and how they provide ongoing support to those impacted by bullying.

Every school must establish a Bullying Prevention and Intervention Plan (BPIP) based on the Board’s plan and using the BPIP template. Schools must review and revise their BPIP based on data obtained from the School Climate and Well-Being Surveys and the School Violence Risk Assessment Tool at least once every year.

As part of an effective and transparent communication strategy, schools must post the school’s BPIP on the school website and should include information about how the school regularly monitors implementation, review and revision of the BPIP.

This work is done through each school’s Positive School Climate and Well-Being team and is supported by a resource document – [Guidelines for the Development of a School Bullying Prevention and Intervention Plan](#) (BPIP).

Reporting:

It's critical for schools to ensure that students know how they can report incidents of bullying or other harmful interactions in a safe way. We encourage students to report these incidents to an adult in the building whom they trust. (e.g. teacher, administrator, support staff). If they don't feel comfortable reporting to an adult in the building, we would encourage them to report the incident to their parent/guardian and would encourage the parent to reach out to the school.

In addition, students/parents/guardians/community member can utilize the "Report Bullying Now" button located on the school websites. This provides a more discreet means of reporting bullying behaviours and get this important information to school administration who must then investigate the report.

Staff Reporting:

When a staff member becomes aware that a student at the school may have engaged in a serious incident, they are obligated to report the matter to the school administration as soon as reasonably possible. This requirement is reviewed with school staff at the beginning of every year.

School Response:

The school response follows a bias-aware approach to progressive discipline that involves the following immediate and long-term actions:

- Once the immediate safety of all involved has been ensured, the principal is required to conduct a fulsome investigation in order to gather details related to the incident that has been reported
- Once the investigation has been completed, the principal needs to consider the most appropriate response to address the behaviour that has caused harm. When doing so, the following should be taken into consideration:
 - the individual student and their own context at school
 - the nature and severity of the behaviour
 - the impact on the school climate, including the impact on students or other individuals in the school community
 - mitigating, human rights and other factors
- Schools utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

Some of these interventions may include (in no particular order):

- Discussion with a teacher, member of the support staff, vice-principal or principal;
- Time out

- Reflection sheet
- Parental contact and involvement in applying an appropriate next step;
- Written or oral apology
- Detention
- Restitution for damage or stolen property
- Community service
- Peer mediation
- Restorative practice (to repair and restore relationships, if appropriate)
- Suspension
- Expulsion

Notifying Parents:

Principals are required to notify the parents of students who have been harmed as the result of an incident. Principals are to disclose the following information:

- the nature of the activity that resulted in harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety – [Safe Schools Student Safety Plan](#)
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity

Principals are also required to notify the parents of students who have engaged in these incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to their engagement in the activity

Next Steps

Bullying Prevention and Intervention:

- The Bullying Prevention and Intervention Plan (BPIP) template and BPIP Guidelines for the Development of a School Bullying Prevention and Intervention Plan resource will be updated to better align with current policies and the Multi-Year Strategic Plan
- Recognizing that in addition to bullying, there can be many other serious occurrences that need to be brought to the attention of school administrators. The current “Report Bullying Now” reporting tool is being updated so that we can

provide one confidential electronic reporting mechanism for reporting incidents involving:

- bullying and harassment
- violence
- discrimination or hate, including but not limited to anti-Indigenous racism, ableism, anti-Asian racism, anti-Black racism, antisemitism, classism, homophobia, Islamophobia, sexism, transphobia

The “Tell Us” reporting tool will also be used to report positive behaviours, such as students demonstrating empathy, allyship, fairness, honesty or initiative

Communication

A comprehensive communication to families will be sent at the beginning of the upcoming school year. This communication will highlight the following:

- [Code of Conduct and Bias-Aware Progressive Discipline](#)
- Bullying Prevention and Intervention (BPIP), including [BPIP Parent Resources](#),
- Information about the process that takes place when an incident is reported (investigation, communication to parents, bias-aware progressive discipline)

Professional Development for 2025-26

Professional Learning for this coming school year will include:

- Training for Positive School Climate and Well-Being school teams training. This training will take place throughout the school year, centring around the following:
 - Creating and sustaining the everyday conditions in school whereby students feel safe to report bullying and other harmful interactions
 - Effectively responding to instances of bullying and other harmful interactions
- Mental Health Literacy training for Well-Being Educator Leads and Educators
- Restorative Practices Framework and Circle Training
- Developing and Sustaining Healthy Relationships – Primary, Junior and Intermediate/Senior

If you have any specific questions, please direct them to Superintendent Michael Bowman



MEMORANDUM

To: Trustees**Memo: No. 2425:83****From:** Camille Williams Taylor, Director of Education and Secretary to the Board**Date:** June 12, 2025**RE:** Multi-Year Strategic Plan Update

The purpose of this memo is to provide a brief update on the work in this first year of the implementation of the Durham District School Board (DDSB) Multi-Year Strategic Plan (MYSP). A comprehensive report will be shared in the fall.

Staff across the DDSB have been implementing the action items outlined in the Multi-Year Strategic Plan (MYSP). This work has been reflected throughout the year at presentations to the Board of Trustees, and engagement opportunities with staff, students, and families. All of the actions that were committed to in the MYSP are either in progress or complete and have resulted in new opportunities, resources, and engagements. A data report will be prepared and presented in 2025-2026 that will highlight student achievement and outcomes, which will serve as a baseline as we continue to align and support the work implementing the MYSP.

Over the 2024-2025 school year, all staff have been engaged in implementing the MYSP to support our commitments to each of the priority areas:

Meaningful Learning

- Provide high quality teaching and learning for every student and staff member.
- Centering students and matching their educational experiences to their interests and goals to prepare them for a changing world.
- Recognizing and supporting staff as professionals and collaborators.

Connected Communities

- Provide high quality teaching and learning for every student and staff member.
- Centering students and matching their educational experiences to their interests and goals to prepare them for a changing world.
- Recognizing and supporting staff as professionals and collaborators.

Well-Being

- Provide high quality teaching and learning for every student and staff member.
- Centering students and matching their educational experiences to their interests and goals to prepare them for a changing world.
- Recognizing and supporting staff as professionals and collaborators.

Our Infrastructure commitments have also been supporting all three of these priority areas.

All of the work in these areas is engaged and guided by the foundational principles shared on our public [MYSP webpage](#), of upholding Indigenous rights, affirming and upholding human rights, and caring about and striving to know each other. Embracing and living these principles helps create environments where students, staff and families will flourish through meaningful learning, connected communities and personal and collective well-being. The focus of this memo is to provide an overview of the first year of implementation of this work across the DDSB in support of these commitments.

Over the course of the 2024-2025 school year, staff have been reporting regularly on the progress of the MYSP implementation at the regularly scheduled Board meetings. In addition to these updates, a variety of engagement opportunities have been made available for students, parents, families and caregivers. Both the reporting and the opportunities for engagement have been compiled into a timeline resource (Appendix A), which illustrates the scope and breadth of implementation. In this resource, labels that are blue and underlined also serve as links to applicable resources.

We have also made the MYSP implementation visible through physical installation in the atrium that has been in place for the past several weeks which shares stories of implementation across each of our MYSP priority areas. For those that may not have had a chance to read these stories, they are also attached for your review (Appendix B). We look forward to sharing more with you in the coming school year as the 2024-2025 year draws to a close.

Next Steps:

As we establish a cadence of accountability for the next three years of the MYSP, the Board can expect the following reporting flow:

Fall

- Data report (Fall)
- Summary of the previous year's implementation (Fall)

Fall - Spring

- Monthly updates on specific aspects of the MYSP deliverables
- Monthly strategic links highlighted in Board reports tied to fidelity to Budget commitments

Spring

- Interactive overview of the highlights of implementation for the year

MYSP Timeline of Reporting and Engagement*

*This timeline is a living resource that will continue to be updated.



LEGEND: The coloured dots beside each entry represent

• **Meaningful Learning**, • **Connected Communities**, • **Well-Being**, and • **Infrastructure** priorities and commitments.

SEPTEMBER

2024-09-03	—	<u>Standing Committee</u>
• • •	Page 10	Student Trustee Report
•	Page 16	Early Reading Screeners
• • •	Page 18	2024-2025 School Year Start
2024-09-05	—	<u>SEAC Meeting</u>
• • •		Special Education Advisory Committee
2024-09-16	—	<u>Board Meeting</u>
• • •		Good News from the System
•	Page 18	Short-Term Borrowing Resolution
•	Page 22	Quarterly Construction and Major Projects
•	Page 33	Pupil Accommodation Plan
2024-09-17	—	<u>Audit Committee Meeting</u>
•		Public Session
2024-09-26	—	<u>Indigenous Education Advisory Circle</u>
• • •		General Meeting



OCTOBER

- 2024-10-02 — **Affirming Muslim Student Identities Conference**
Muslim Educators Network Durham (MEND)
- 2024-10-03 — **SEAC Meeting**
Special Education Advisory Committee
- 2024-10-07 — **Standing Committee**
Page 4 DELF Report
Page 16 Capital Priorities Program
Page 34 Summer Learning Opportunities - 2024 Impact Report
Page 57 Student Trustee Report
- 2024-10-09 — **Dismantling Anti-Black Racism**
Professional Development
- 2024-10-16 — **Black Student Association Conference**
Ujima “Collective Work and Responsibility”
- 2024-10-17 — **Launch of Holocaust Education**
Professional Development
- 2024-10-21 — **Board Meeting**
Good News from the System
MYSP progress update
Page 16 Annual Audit Committee Report
Page 23 Seaton Boundary Review
Page 36 Coughlan Boundary Review
Page 49 Enrollment/Staffing
- 2024-10-22 — **Parent Involvement Committee (PIC) Meeting**
Family and Community Engagement
- 2024-10-23 — **Life Beyond High School**
- 2024-10-28 — **Launch of DDSB Anti-Oppression Strategy**
- 2024-10-30 — **Dismantling Anti-Black Racism**
Professional Development
- 2024-10-30 — **ISS Impact Update**
Issue 1: Specialized Equipment



NOVEMBER

- 2024-11-01 — [ISS Impact Update](#)
 ● Issue 2: Integrated Transition Planning
- 2024-11-04 — [Standing Committee](#)
 ● ● Page 4 Community Connected Experiential Learning
 ● Page 14 Math Achievement Plan (MAP)
 ● ● Page 29 Student Trustee Report
 ● ● Page 36 PPM 128
 ● ● Page 40 Food and Nutrition Support in Schools
 ● Page 42 EQAO Results Memo
- 2024-11-07 — [SEAC Meeting](#)
 ● ● Special Education Advisory Committee
- 2024-11-18 — [Audit Committee Meeting](#)
 ● ● Public Session
- 2024-11-20 — [Violence in Schools Ad Hoc Committee Meeting](#)
 ● ● Public Session
- 2024-11-20 — **Transgender Day of Remembrance**
 ● ● Flag Raising
- 2024-11-26 — [Parent Involvement Committee \(PIC\) Meeting](#)
 ● ● Family and Community Engagement
- 2024-11-27 — [Compendium of Action for Black Student Success](#)
 ● ● Public Event
- 2024-11-27 — **Privacy and Information Management Advisory Committee**
 ●
- 2024-11-28 — **Egale Senior Leadership Summit**
 ● ● Solutions for advancing 2SLGBTQI inclusion in Ontario education



DECEMBER

- 2024-12-01 — **ISS Impact Update**
 ● Issue 3: Practical Learning Program
- 2024-12-02 — **Board Meeting**
 ● ● ● Good News from the System
 ● Page 29 Redesignation of Growth Update
 ● ● ● Page 43 2SLGBTQIA+ Compendium of Action
- 2024-12-02 — **Standing Committee**
 ● Page 10 Interim Report: Violence in Schools Ad Hoc Committee
 ● ● ● Page 13 Student Trustee Report
- 2024-12-03 — **Compendium of Action for 2SLGBTQIA+ Student, Staff and Families**
 ● ● ● Document launch
- 2024-12-04 — **Indigenous Education Advisory Circle**
 ● ● ● General Meeting
- 2024-12-04 — **Dismantling Anti-Black Racism**
 ● ● ● Professional Development
- 2024-12-05 — **SEAC Meeting**
 ● ● ● Special Education Advisory Committee
- 2024-12-11 — **School Climate and Student Well-Being Survey**
 ● ● Community Consultation
- 2024-12-16 — **Combating Islamophobia**
 ● ● ● Central Staff Professional Development



JANUARY

- 2025-01-06 — **Standing Committee**
- Page 4 **Early Screener Results: Building Meaningful Learning**
 - ● ● Page 13 **Student Trustee Report**
 - Page 15 **School Year Calendar**
 - Page 20 **Secondary Staffing Update**
- 2025-01-07 — **ISS Impact Update**
- ● Issue 4: **Service Animals in Schools**
- 2025-01-09 — **SEAC Meeting**
- ● ● **Special Education Advisory Committee**
- 2025-01-09 — **Patka Box Rollout**
- ● **Supporting Sikh Students**
- 2025-01-20 — **Privacy and Information Management Advisory Committee (PIMAC)**
- ● **General Committee Meeting**
- 2025-01-20 — **Board Meeting**
- ● ● **Good News from the System**
 - Page 12 **Quarterly Construction and Major Projects)**
 - Page 20 **Interim Financial Report**
 - ● ● Page 38 **2024 Director's Annual Report**
- 2025-01-21 — **Parent Involvement Committee (PIC) Meeting**
- ● ● **Family and Community Engagement**
- 2025-01-30 — **ISS Impact Update**
- Issue 5: **Work Education**



FEBRUARY

- 2025-02-03 — **Standing Committee**
- ● ● Page 4 **Inclusive Pathways - Integrated Transition Planning**
 - ● ● Page 36 **Student Trustee Report**
 - Page 34 **High School Assessment Practices - Use of Levelled Questions**
- 2025-02-05 — **Indigenous Education Advisory Circle**
- ● ● **Consultation Meeting**
- 2025-02-06 — **SEAC Meeting**
- ● ● **Special Education Advisory Committee**
- 2025-02-11 — **S.O.A.R. Foundations: Strengths-Based Strategies for a Diverse Classroom**
- ● ● **Central Staff Professional Development**
- 2025-02-18 — **Board Meeting**
- ● ● **Good News from the System**
 - Page 8 **Board adoption of the draft accessibility policy**
 - ● Page 15 **School Year Calendars**
 - Page 26 **Coughlan Boundary Reviews**
 - Page 68 **Seaton Boundary Review**
 - Page 106 **DSTS Annual Report**



MARCH

- 2025-03-03 — **Standing Committee**
 ● ● ● Page 3 Positive School Climates, Mental Health and Well-Being
 ● ● ● Page 30 Student Trustee Report
- 2025-03-05 — **Indigenous Education Advisory Circle**
 ● ● ● General Meeting
- 2025-03-13 — **ISS Impact Update**
 ● Issue 6: Blind and Low Vision Supports
- 2025-03-17 — **Board Meeting**
 ● ● ● Good News from the System
 ● Page 14 Quarterly Construction and Major Projects
 ● Page 23 Mid-Year Update Implementation of the 2024-2025 Math Achievement Action Plan
- 2025-03-18 — **Black Students Association Conference**
 ● ● ● Durham Black Educators Network (DBEN)
- 2025-03-19 — **Privacy and Information Management Steering Committee**
 ●
- 2025-03-20 — **SEAC Meeting**
 ● ● ● Special Education Advisory Committee
- 2025-03-25 — **Audit Committee Meeting**
 ● Public Session
- 2025-03-27 — **ISS Impact Update**
 ● Issue 7: Deaf and Hard of Hearing Student Supports
- 2025-03-28 — **Transgender Day of Visibility**
 ● ●
- 2025-03-31 — **Anti-Oppression Strategy**
 ● ● ● Professional Development Session



APRIL

- 2025-04-03 — **SEAC Meeting**
 ● ● ● Special Education Advisory Committee
- 2025-04-07 — **Standing Committee**
 ● Page 1 Mathematics in Action: System to Student Desk
 ● Page 11 2024-2025 Interim Financial report - Operating Expenditures
 ● ● Page 17 Student Trustee Report
 ● Page 24 Interim Artificial Intelligence (AI) Guidelines
- 2025-04-15 — **Education Finance Committee Meeting**
 ● ● ●
- 2025-04-22 — **School Climate and Well-Being Survey**
 ● ● ● Administration
- 2025-04-22 — **Board Meeting**
 ● ● ● Good News from the System
 ● Page 7 Modified Secondary Calendar
 ● Page 72 Student Achievement Plan
- 2025-04-24 — **ISS Impact Update**
 ● Issue 8: Speech Language Services
- 2025-04-28 — **Cypher Conference**
 ● ● ● Black Male Empowerment Conference
- 2025-04-28 — **2025-2026 Dates of Significance shared**
 ●












MAY

- 2025-05-01 — **SEAC Meeting**
 ● ● ● Special Education Advisory Committee
- 2025-05-05 — **Standing Committee**
 ● ● Page 5 30 Credits My Way
 ● ● Page 14 Student Trustee Report
- 2025-05-09 — **Supporting Jewish Identities**
 ● ● Professional Development
- 2025-05-16 — **Empower Her Conference**
 ● ● Empowering young girls proudly identifying as Black
- 2025-05-17 — **International Day Against Transphobia, Homophobia, and Biphobia**
 ● ●
- 2025-04-22 — **Board Meeting**
 ● ● ● Good News from the System
 ● Page 12 Modified Secondary Calendar
- 2025-05-27 — **Parent Involvement Committee (PIC) Meeting**
 ● ● Family and Community Engagement
- 2025-05-29 — **ISS Impact Update**
 ● Issue 9: Professional Learning to Support Shifts Towards Anti-Oppressive Practices



JUNE

2025-06-01	—	Youth Pride Durham
	 	
2025-06-03	—	<u>Education Finance Committee Meeting</u>
		
2025-06-03	—	Secondary Youth Pride Conference
	  	
2025-06-05	—	<u>SEAC Meeting</u>
	  	Special Education Advisory Committee
2025-06-07	—	Pride Parade
	 	
2025-06-17	—	<u>Education Finance Committee Meeting</u>
		
2025-06-23	—	<u>Education Finance Committee Meeting</u>
		





MYSP Installations: Stories From Our First Year of Implementation



This Is How It Starts

Across the DDSB, incredible effort, powerful learning, and meaningful change are underway. As we move forward with our Multi-Year Strategic Plan, we know transformation doesn't happen all at once—it builds, moment by moment.

These stories offer a glimpse into that momentum. They highlight the voices, actions, and everyday experiences that are helping to bring our shared vision to life.



Learning at Every Level: Trustee Professional Development

We believe that meaningful learning is not limited to the classroom—it extends to every level of our organization. Our Trustees play an essential role in shaping the future of our schools, and we are committed to supporting their growth and development throughout their governance journey.

This year, our Trustees have been engaging in a robust schedule of professional development designed to equip them with the knowledge and skills needed to lead effectively. From governance to budget planning, human rights, and more, these opportunities provide our Trustees with a comprehensive understanding of the issues that matter most to our students and communities.

They also participate in conferences hosted by organizations like the Ontario Public School Boards' Association (OPSBA) and the Ontario Student Trustees' Association (OSTA), allowing them to stay at the forefront of best practices in education governance.

By investing in Trustee professional development, we ensure that those guiding our school system are empowered with the tools, context, and confidence they need to make informed decisions. This commitment to learning strengthens our governance practices and helps ensure that the decisions we make reflect the values, priorities, and diverse needs of our communities.





Breaking Barriers, Building Confidence: A More Inclusive Skills Competition

At the DDSB, we talk a lot about breaking down barriers—but that only matters if we act on it. So we started asking different questions: Who's not getting the chance to participate? Who's missing from the room? And what would it take to change that?

At Uxbridge Secondary School, teacher Dave Brown asked those same questions—and then did something about it. He helped bring an Inclusive Skills Baking Competition to life. It wasn't just about baking. It was about belonging. The event created space for students of all abilities from 12 DDSB schools to come together, showcase their talents, and cheer each other on. There was joy, pride, and community in every moment.

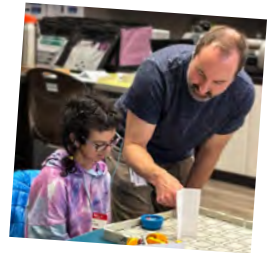
Inspired by what we saw at Uxbridge, teams from Innovation, Student Success and Inclusive Student Services came together with one goal: let's make this bigger. They wanted to bring that same spirit of inclusion to the elementary level.

And so, on April 24, the DDSB launched our first-ever Inclusive Skills Competition for elementary students—a pilot event designed specifically for students in Practical Learning Placement classrooms. Hosted at the DDSB Education Centre to make support more accessible, the event featured everything from culinary creations and coding challenges to iPad photography and gardening.

The response? Overwhelmingly positive. Students lit up with confidence. Educators saw what was possible. And our teams walked away asking: How can we make this part of the main event next year?

Every student deserves to see themselves reflected in these opportunities. To feel celebrated. To be part of something bigger.

This pilot showed us what's possible when we ask better questions and remove barriers—one by one.





Putting Words Into Action: “Big 3” Training

When we talk about inclusion, belonging, and human rights at the DDSB, we know it can't just live in policy—it has to show up in practice. And that takes learning, listening, and sometimes unlearning together.

That's where the 'BIG 3' training comes in.

This year, more than 300 staff from across the DDSB—educators, office teams, central staff—tepped into shared learning through sessions led by our People and Culture, Human Rights, and Indigenous Education teams. The goal wasn't just to “know the policies.” It was about making them real:

- What do these policies mean in our day-to-day work?
- How do we create safer spaces for students and colleagues alike?
- How can we interrupt harm and move forward with care?

We focused on three of our core commitments—the 'Big 3':

- **Indigenous Education**
- **Human Rights, Anti-Racism and Anti-Discrimination**
- **Safe and Respectful Workplaces**

**These sessions weren't lectures. They were real conversations.
People asked hard questions.**

They reflected on their roles, their power, and their responsibilities. Many shared personal stories—of when they felt seen and heard, and when they didn't. That honesty is shaping how we move forward.

Staff told us the policies are strong, but the real challenge is making them part of everyday culture. So we're taking that to heart and using this feedback to guide next steps, including how we support leaders and teams to keep our learning going.

The goal: to make dignity and respect a daily practice, not just a principle. That means creating space for honest conversations, owning our impact, and committing to real change—not just in what we say, but in how we lead, teach, and work together every day.



Unlocking the Power of Reading

Every child. Every classroom. Every voice.

It begins with a child holding a book—curious, hopeful, ready to learn. At the DDSB, we believe that every student deserves the chance to unlock the world through reading. Because reading isn't just a skill—it's a gateway to confidence, independence, and future success.

But not every reading journey begins the same way. Some students need a little more support to get started. And we don't believe in waiting for kids to fall behind before we act.

That's why this year, we introduced the Acadiance Early Reading Screener in every K–2 classroom. Ontario's Right to Read report, PPM 168, and the updated 2023 Language Curriculum—which at its heart, is about meeting students where they are, early in their reading journey, and guiding them forward with care and clarity so every young reader can grow with confidence.

Acadiance gives us a snapshot of where each young reader is in their learning. It's simple, it's fast, and it helps us notice small struggles before they become big ones—so we can act early and keep kids moving forward.

With the data from the screener, educators can identify students who may be at risk of reading difficulties, provide targeted instruction, and track progress over time. It also opens up meaningful conversations with families, ensuring they have the resources to support literacy at home.

**This is about more than just literacy.
It's about equity. It's about making sure
every learner feels seen, supported,
and set up to thrive.**

**Reading opens doors—and we're here
to make sure every child walks through
with confidence.**





30 Credits My Way: Expanding Student Success Pathways

As educators, we've always believed in the potential of every student. But we also recognized something important: the traditional high school path hasn't always made room for the full range of student experiences, interests, and goals.

Students told us they didn't always know what their options were. Families shared that navigating course selection could feel overwhelming. And educators wanted better tools to help guide meaningful conversations about the future.

We listened—and responded with 30 Credits My Way.

More than a course selection tool, 30 Credits My Way is a shift in mindset. It puts students at the centre of the planning process, helping them explore, customize, and take ownership of their high school journey in a way that reflects who they are and what they aspire to be.

A series of collaborative milestones shaped the development of this work, including consultations, resource creation, and system-wide rollout. Visual tools such as the 30 Credits My Way guide, placemats, and postcards were designed to help students, families, and educators map available pathways. This includes night school, summer school, co-op placements, dual credits, eLearning, and mature student supports.

With 30 Credits My Way, students can:

- Design pathways that match their passions and strengths—whether that's heading to university, skilled trades, entrepreneurship, or something uniquely their own.
- Access a range of programs, from co-op and dual credits to eLearning, summer school, night school, and mature student supports.
- Make informed choices, supported by new visual tools like guides, placemats, and postcards that bring clarity to the planning process.
- Build confidence, knowing their educational path is theirs to shape, not a one-size-fits-all route.

This approach reflects our commitment to Meaningful Learning and Connected Communities in our Multi-Year Strategic Plan. It's also a reflection of our belief that every student deserves an education that fits—not one they have to fit into.

30 Credits My Way is helping us reimagine what high school can look like—one student, one plan, one future at a time.





Growing Confidence: Math Achievement Action Plan

Math can spark joy, curiosity, and confidence. But for many students, it can also be a source of stress. At the DDSB, we're working to shift that story—because every student deserves to see themselves as a capable math thinker.

That's the heart of the Math Achievement Action Plan—a system-wide commitment to helping students succeed through collaboration, evidence-informed instruction, and responsive leadership.

It starts with deep listening: educators coming together in a process called Collaborative Analysis of Student Learning (CASL) to examine real student work. Together, they uncover patterns, identify needs, and adjust instruction to meet students where they are.

Layered into this is the use of High-Impact Instructional Practices (HIIP)—strategies grounded in research that spark rich thinking, improve communication, and build fluency in math. It's not about memorization—it's about making math make sense.

And at the school leadership level, the Elementary Ministry Math School Leader Community of Practice is empowering principals and system leaders to champion strong, equity-informed math teaching in every classroom.

Already, we're seeing encouraging results: students are participating more actively in structured math conversations and showing greater independence and confidence in their learning. Educators are planning together more strategically and responding to learners with greater precision and care.

This work is ongoing. The plan is now embedded across the DDSB, but it continues to grow, shaped by the voices and experiences of students and educators alike.

**We're not just improving math scores—
we're shifting mindsets, rebuilding
confidence, and showing every
learner that they belong in math.**





Centering the Voices of Deaf and Hard of Hearing Students

What does it really mean to create an inclusive learning environment for Deaf and Hard of Hearing students? That's the question we've been exploring alongside leading researchers, families, and educators. Together, we're digging deeper than traditional program reviews—to understand not just what services exist, but how students truly experience learning.

To help guide this work, we've partnered with two of Canada's leading experts in Deaf education: Dr. Joanne Weber from the University of Alberta and Dr. Joanna Cannon from the University of British Columbia. With their support, we're taking a closer look at what's working, what's not, and how we can better meet the needs of Deaf and Hard of Hearing students through curriculum, teaching strategies, and community connection.

This review isn't about check boxes or spreadsheets. It's about real experiences. We've begun inviting caregivers, classroom teachers, and our teachers of the Deaf and Hard of Hearing to share their stories through surveys and interviews. Their insights will help guide how we strengthen supports and programming going forward.

In May, Dr. Weber and Dr. Cannon spent time in our schools—observing classrooms, meeting with families, and connecting with educators. The goal of these in-person conversations was to deepen our understanding and help shape the next phase of this work.

In the fall, we'll sit down with students themselves. Their voices will lead the way in shaping changes to our programs. We're working toward a system that doesn't just include DHH students—but is designed with them at the centre.





Listening, Learning, and Leading: The Story Behind DDSB's 2SLGBTQIA+ Compendium of Action

At DDSB, we believe every student, every staff member, every family deserves to feel safe—not just accepted, but truly seen. But for too many members of our 2SLGBTQIA+ community, that hasn't been their experience.

Students told us they didn't feel safe being themselves at school.

Staff shared stories of discrimination.

Families asked, "Will my child be supported here?"

We heard stories we couldn't ignore.

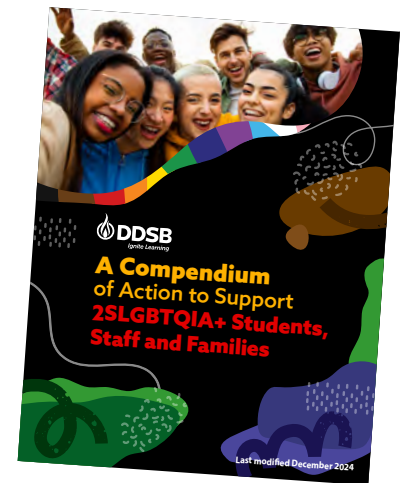
So, we leaned in. Over the past four years, we've engaged in deep consultation—partnering with EGALE, Canada's leading organization for 2SLGBTQIA+ people and issues, and centering the voices of those with lived experience. We asked hard questions, reflected on what we heard, and committed to doing the work.

That journey led us to create the 2SLGBTQIA+ Compendium of Action.

Guided by our Multi-Year Strategic Plan, the Compendium is a living resource to help us turn words into action. It reflects what we've learned—and what we're still learning. It includes the creation of working groups, ongoing staff training, reviews of our policies and practices, and close collaboration with alliance groups across the DDSB.

For us, this is about more than representation. It's about creating spaces of true belonging— places where everyone feels seen, heard, and safe.

The Compendium of Action is a strong step forward, but we know the work isn't done. In the coming years, we will continue to take the learnings from the Compendium and continue to embed them in our classrooms, policies, leadership, and everyday practices. We'll deepen our professional learning. Expand support for GSAs and staff networks. And keep creating environments where 2SLGBTQIA+ students and staff don't just feel welcomed—they feel celebrated.





Igniting Opportunity

Every student deserves the chance to learn, grow, and thrive—no matter their circumstances. But for too many, real-world barriers like food insecurity, lack of winter clothing, or not being able to afford field trips, sports fees, or even a new pair of shoes, stand in the way of that potential.

We were hearing stories from classrooms where students were distracted by empty stomachs. From families choosing between boots and bills.

From staff doing what they could—quietly, daily—to fill the gaps.

It was clear: if we wanted to talk about equity, we had to start here.

So, a group of educators, community members, and local partners came together with a shared goal: to ensure that every student, no matter their circumstances, has access to the full learning experience. And the Ignite Durham Learning Foundation (IDLF) was created.

What began as a bold vision rooted in empathy, equity, and collaboration has grown into a movement. Guided by their strategic pillars—Impact, Stewardship & Cultivation, and Visibility—IDLF works hand in hand with DDSB staff, local businesses, and community partners to meet students where they are, with what they need.

And the impact is real.

- A student who thought they couldn't join their class on a field trip now has a seat on the bus.
- A young athlete can proudly represent their school at a tournament.
- A child facing food insecurity receives a nourishing meal that fuels their body and mind.
- A family struggling through the winter is met with compassion—and a box of warm clothing.

This is what equity in action looks like.

Looking ahead, IDLF isn't slowing down. With our Multi-Year Strategic Plan guiding the way, we're expanding our reach, deepening our partnerships, and continuing to reimagine what support can look like—because equity work is never done, and every student deserves a fair shot at success.

This isn't just about meeting needs. It's about unlocking futures. One meal. One field trip. One opportunity at a time.





Showing Up Fully: How Affinity Networks are Changing the DDSB

Over the years, we have heard something loud and clear: students and staff thrive when they feel seen. Not just acknowledged, but reflected—in their classrooms, in their colleagues, in the culture of their school. But for many students and staff, school hasn't always been a place where their full identity felt welcome. Too often, people were left wondering: Is there room for me here?

We knew that had to change.

That's how our Affinity Networks grew—not out of policy, but out of people. People who wanted spaces where they didn't have to explain themselves. Where they could come together, reflect, share, and celebrate who they are.

From the powerful community built by the Durham Black Educators Network (DBEN), to the warmth and joy of Shalom Durham. From the shared purpose of the Muslim Educators Network of Durham (MEND), to the colourful vibrance of the Hindu Affinity Network (HAND). From the courage and solidarity of the 2SLGBTQIA+ PRIDE Network, to the growing connections of the Durham Educators' Network for South Asians (DENSEA)—these spaces are reshaping what school feels like.

**These groups have become more than just support systems—
but also beacons of representation, advocacy, and celebration.
They ensure that our curriculum, programs and services are not
only inclusive but reflective of the vibrant cultures, faiths, and
identities that make up the DDSB.**

You can feel the shift.

You feel it in the Lunar New Year celebrations filled with music and meaning. In the glow of Diwali candles. In the laughter over a shared meal for Seder, or while preparing latkes for Hanukkah. These aren't just cultural events—they are acts of affirmation where our schools become a true reflection of the people inside them.

Today, the DDSB has 12 Affinity Networks that are driving change—amplifying voices, building leadership, and breaking down barriers. As part of our Multi-Year Strategic Plan (MYSP), we have expanded and deepened our commitment to our Affinity Networks. Our next steps are clear. Keep investing in these networks. Make sure they're not just supported, but woven into our equity work. Lift up student voice. Embed culturally relevant pedagogy in every classroom. And keep removing barriers so that everyone—every student, every educator—can walk through our doors and think:

“This space was made with me in mind.”



Stronger Together: Connecting Through Communication

There's no shortage of meaningful work happening across the DDSB—inside classrooms, in boardrooms, and out in the community. As our system grows, so does the importance of sharing that work in ways that are transparent, accessible, and inclusive. We want every student, staff member, family, trustee, government partner, and community member to feel informed, connected, and heard.

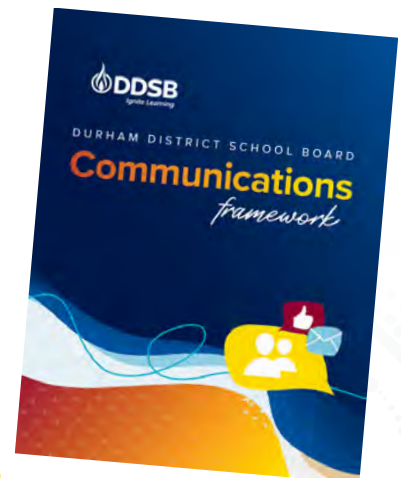
To support this, we launched a redefined Public Affairs Office focused on strengthening how we inform and engage with our community in strategic, consistent, and meaningful ways.

At the heart of this work is our commitment to Building Connected Communities—fostering trust, shared purpose, and meaningful relationships through listening, communication, and collective action.

Here are a few early steps we've taken:

- **Amplifying Board Leadership:** We've launched a new social media approach for the Chair and Vice Chair of the Board—designed to showcase leadership, highlight the impact of staff and students, and open dialogue on issues that matter across the district.
- **SCC Listening Tour:** Creating space for the Chair and Vice Chair to connect directly with families through School Community Council meetings across the district—listening, learning, and strengthening trust at the local level.
- **Strategic Communications Framework:** Laying the foundation for clearer, more proactive communications that reflect who we are and where we're going as a public education system.
- **Hiring a new Senior Policy Advisor:** To help shape the future of governance and engagement at DDSB, we welcomed a new Senior Policy Analyst to help develop a strategic Policy Framework and build clearer pathways for policy input, review, and renewal. This framework will guide the work of the board, strengthen alignment across our system, and support meaningful community input in the policy development process.

Over the coming months, we'll continue to build on this work—launching new tools, platforms, and outreach efforts designed to strengthen relationships, elevate voices, and keep our community informed and engaged every step of the way.





Upholding Indigenous Rights: A Story of Listening and Learning

It began with a shared understanding: that Indigenous students have the right to thrive in spaces that honour their identities, stories, and knowledge systems.

We took our first steps by listening—truly listening—to Indigenous families, students, Elders, and community members who told us that schools need to be places where Indigenous identities, stories, and ways of knowing are seen, respected, and celebrated. They reminded us that every Indigenous student has the right to feel proud of who they are—and to thrive.

Their voices became the foundation of our path forward.

Rooted in this commitment, the Indigenous Education department took action. We began by building strong relationships—with Treaty partners, Rights holders, and local Indigenous communities. These weren't one-time meetings. They became regular conversations, where we listened, learned, and worked together. Each dialogue helped shape the direction of our initiatives, ensuring the work we do is not only in collaboration with the community but led by the needs and vision of those we serve.

A big part of this journey has been professional learning—ensuring that every educator and staff member had the opportunity to engage in thoughtful, reflective, and deep learning about true histories, Indigenous knowledge, and the legacy of colonialism. This professional development supported curriculum transformation: embedding Indigenous knowledge, fostering cultural safety, and reimagining classrooms as spaces where Indigenous students could see themselves and feel a strong sense of belonging.

We've also walked alongside Elders, Knowledge Keepers, and Indigenous scholars to bring more culture and language into our schools. Through land-based learning opportunities, language revitalization, and cultural teachings, we created meaningful connections to identity and well-being. These experiences are not supplementary—they are central to student success.

Our work is connected to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation Commission (TRC), and the DDSB's Multi-Year Strategic Plan. Together, these guides help us focus on meaningful learning, strong communities, and student well-being. Every step we take affirms that Indigenous students and community voices lead, teach, and inspire transformation.

And we know this is just the beginning.

By continuing to listen, learn, and walk together, we will keep making schools better places for Indigenous students—places where they lead, teach, and inspire change.



Stronger Together: Partnering with Families and Communities

At the DDSB, we believe in the power of partnership. When families, schools, and communities come together with a shared purpose, students don't just succeed—they thrive.

We've heard from families who want to be more involved, more informed, and more connected to their child's learning journey. And we've responded by creating more intentional opportunities for collaboration and engagement—where voices are not only welcomed, but are seen as essential to shaping the learning experience.

Two longstanding examples of this work are our Parent Involvement Committee (PIC) and Special Education Advisory Committee (SEAC). These Ministry-mandated committees bring together families, Trustees, DDSB staff, and community partners to guide and strengthen our collective efforts. SEAC, in particular, plays a key role in supporting students with accommodation needs—ensuring equity is part of every conversation about student success.

This year, we've taken additional steps to deepen engagement across the district. In response to parent and caregiver feedback, the Family and Community Engagement Department launched a Speaker Series focused on Mental Health—providing a space for learning, reflection, and connection. Featuring thought-provoking voices like Dr. Robyn Hanley-Dafoe and Roland Acheampong, these sessions tackle topics that matter most to families. Across the DDSB, School Community Councils have hosted “watch parties” to bring neighbours together in shared learning moments—sparking powerful conversations and stronger school communities.

And none of this would be possible without the incredible volunteers who give their time, energy, and heart to our schools every day. This spring, we celebrated over 200 guests at our Volunteer of Distinction Event, honouring the nominated champions who bring life to lunch programs, school gardens, event planning, and so much more. Their impact reminds us that community care happens in the little moments—and that every contribution matters.

This is what partnership looks like. Listening. Learning. Showing up.

Together, we're building schools where everyone feels seen, valued, and connected. Because when we honour each other's voices, we create communities where everyone belongs.





Building for the Future: Modernizing Our Systems

As Ontario's fastest-growing school board, we took a step back to examine our infrastructure and ask some big questions: Are the tools and systems we use today built to support our success tomorrow? Are we operating as efficiently as we could be? Could better technology help our teams work smarter and more collaboratively to meet the evolving needs of our board?

That's where Oracle ERP comes in. Through a provincially supported, competitive procurement process, we're implementing Oracle Fusion Enterprise Resource Planning (ERP)—a modern solution designed to streamline and strengthen core functions like financial reporting, procurement, payroll, and budgeting.

Before Oracle, we relied on outdated systems that were inefficient and disconnected. They were difficult to manage, hard to update, and prone to errors—leading to more time spent problem solving and less time supporting students and staff.

Now with Oracle, we have a sustainable, integrated platform that enables real-time access to information, stronger security, and more efficient workflows. Oracle equips us with:

- **Real-time access to integrated information**
- **Faster, more accurate processing**
- **Enhanced data security**
- **Scalable growth**
- **Better support for staff**

We've already seen progress, with Finance and Procurement functionality now live on the new system, and Human Resources and Payroll are coming soon. We're moving toward a system that is not just more accurate—but more responsive, reliable, and ready for the future.

This is more than a tech upgrade. It's part of a larger effort to mitigate risk, modernize how we work, and build a more sustainable, future-ready school board.

By continually improving the tools we use, we're empowering our teams to lead with confidence and agility—while preparing for the future of education.



Smarter, Safer Travel: Piloting mTransport to Keep Families Informed

With more than 83,000 students across the DDSB—and thousands relying on school buses each day—we saw an opportunity to strengthen how we support families, schools, and drivers through smarter, more connected technology.

That's why, in partnership with Durham Student Transportation Services (DSTS), we've adopted a new system called mTransport—a secure, cloud-based platform designed to modernize school transportation and improve communication between families and school-based operations.

At its core, mTransport gives parents more peace of mind and puts accurate, real-time information right at their fingertips. Through the mTransport mobile app, families will receive access to features including live updates on when the student boards and debarks their assigned bus at their assigned bus stop location.

Tablets onboard a bus will replace paper-based student lists, with each rider now carrying a secure DSTS Transportation Card. When students scan their card on entry and exit, the system logs the time and stop location—providing clear records and an added layer of safety. No personal details like phone numbers or home addresses are stored, and all data remains securely housed on Canadian servers.

For school staff, mTransport means faster answers and better coordination. Administrators can see where buses are in real time and receive driver-submitted reports. This level of visibility helps staff stay one step ahead—especially when delays, route changes, or emergencies happen.

So far, feedback on the pilot has been overwhelmingly positive, with parents and school staff alike appreciating the added clarity, safety, and ease of use.

Next steps: The parent notification system will be expanded to all school buses equipped with mTransport tablets, with a goal of having the full fleet online by the end of the 2025–2026 school year. We look forward to continuing this work in partnership with DSTS as we enhance the student transportation experience across our system.





Empowering Learning Through Generative AI: Our Ongoing Journey

Exploring how responsible and inclusive AI supports future-ready learning and working at DDSB

Our journey into generative artificial intelligence (Gen AI) at the Durham District School Board (DDSB) began with one clear goal: to explore new ways of learning while ensuring that the tools we use are safe, responsible, and inclusive.

As technology continues to shape our world, we're focused on making sure Gen AI is used thoughtfully and purposefully across all aspects of our work—not just in classrooms but throughout how we support our staff and students. To do this, we've been developing training and draft guidelines to help everyone—from educators to administrators—understand how to effectively integrate Gen AI into their work.

We're not just applying Gen AI in one-off scenarios. We're weaving it into strategies like Universal Design for Learning (UDL), ensuring that it becomes a tool that supports every type of learner and educator. Through professional development days, staff meetings, and interactive sessions such as “lunch and learns,” our team has been exploring how Gen AI can enhance learning experiences, streamline workflows, and foster greater collaboration.

But it's not just about using Gen AI for its own sake. We've been engaging with staff, central teams, union partners, and teachers in training to ensure our guidelines reflect their needs and experiences. Their feedback is crucial in shaping how we use AI in ways that make sense for everyone.

At the DDSB and Grandview School's Idea Conference, educators and administrators came together to explore how AI can make learning more accessible and inclusive. We also looked at other innovations like 3D printing and iPad learning tools to see how they fit into our educational ecosystem. But we're not just focused on our board. We're actively participating in AI working groups across Ontario, attending conferences, and collaborating with post-secondary institutions like Ontario Tech and Trent University to ensure our approach is informed by the latest research and best practices.

This is a shared journey. We continue to exchange ideas with other school boards across the province and engage in meaningful discussions about the role Gen AI can play in education.

Our next steps? Finalizing our guidelines and continuing to build staff and student confidence in using AI in ethical, meaningful, and student-centered ways. The goal is simple: to prepare students not just to use technology, but to shape it, think critically about it, and use it creatively in ways that will benefit them for years to come.

Because at DDSB, we believe that learning to use new tools—responsibly, creatively, and collaboratively—is key to preparing our students for whatever the future holds.



Building for What's Next: How DDSB is Growing with its Communities

As enrollment grows across the district, we've been working hard to build and improve schools so every student can learn in a space that's welcoming, inclusive, and supportive of their learning needs.

This past year, we reached some major milestones, opening the doors to two brand new schools.

In the rapidly growing neighbourhoods of north Oshawa, we celebrated the opening of Maamawi iyaawag Public School—a name that reflects our shared commitment to inclusion and togetherness. Further north, in the heart of Brock Township, we were thrilled to welcome students and staff into the beautiful new Beaver River Public School, a space designed to support learning, connection, and belonging.

These new schools are helping meet real needs in fast-growing areas. They're also built with long-term impact in mind—featuring thoughtful, flexible learning environments that support both academic success and student well-being.

We also completed a major expansion of Mary Street Community School, giving students access to upgraded, future-focused learning spaces right in their own neighbourhood.

With two more schools scheduled to open next year—and several others in the planning stages—we're continuing to advocate for the funding and approvals required to serve our growing communities. That includes building smarter: prioritizing accessibility, and innovation in every design. It also means investing in upgrades and enhancements to our existing schools to make sure all students benefit.

At DDSB, strong schools are the foundation for strong communities. And every new build or renovation is part of our broader commitment to equity, inclusion, and opportunity for all students.



June

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Indigenous Histories Month

Pride Month

Shavuot (Judaism)	1 - 3
Day of Hajj (Islam)	4 - 9
Eid-al-Adha (Islam)	6 - 10
Pentecost (Christianity)	8
Juneteenth	16
Martyrdom of Guru Arjan Dev (Sikh)	16
Autistic Pride Day	18
Alban Hefin (Druid)	21/22
Litha (Druid)	20
National Indigenous People's Day	21
Islamic New Year (Islam)	25 - 26
Gahambar Maidyoshem (Zoroastrianism)	29 - 7/3

July

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Canada Day	1
Ashura (Islam)	5 - 6
Birthday of Emperor Haile Selassie I (Rastafarian)	23

August

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Emancipation Day	1
Civic Day	4
International Day of the World's Indigenous Peoples	9
Raksha Bandhan (Hindu)	9