



## **DURHAM DISTRICT SCHOOL BOARD**

### **NOTICE OF MEETING**

#### **STANDING COMMITTEE PUBLIC SESSION**

**Monday, October 2, 2023**

Chairperson: Christine Thatcher

Vice-Chairperson: Emma Cunningham

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

Recording Secretary: Kathy Fitzpatrick

**DATE:** Monday, October 2, 2023

**TIME:** 7:00 p.m.

**LOCATION:** Boardroom

**ATTACHMENTS:** Agenda

**Copies to:**

All Trustees

Director of Education

All Superintendents

**STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD**  
**Monday, October 2, 2023**  
**7:00 p.m.**

	PAGE
1. <u>Call to Order</u>	
2. <u>Land Acknowledgement</u>	Verbal
<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.</p>	
3. <u>Declarations of Interest</u>	Verbal
4. <u>Motion to Approve Agenda</u>	Verbal
5. <u>DDSB Presentations</u>	
(a) Ignite Durham Learning Foundation Update (Executive Director Stacey Lepine-Fisher)	Verbal
(b) Diplôme d'Études en Langue Française (DELF) (Superintendent Margaret Lazarus)	1-9
7. <u>Director's Update</u> (Director of Education Camille Williams-Taylor)	Verbal
8. <u>Recommended Actions</u>	
9. <u>Information Items</u>	
(a) Student Trustee Report (Student Trustees Ben Cameron, Kayla Hoare, Neha Kasoju)	Verbal

- |     |  |        |
|-----|--|--------|
| (b) | Elementary and Secondary Student Enrolment and Teacher Staffing<br>Update 2023-2024<br>(Associate Directors Jim Markovski, David Wright, Superintendents<br>Andrea McAuley, Heather Mundy) | 10-13  |
| (c) | OPSBA Report<br>(Trustee Emma Cunningham)  | Verbal |

10.	<u>Adjournment</u>	Verbal
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## **Code of Conduct for Public Meetings 2023-2024**



The Durham District School Board is committed to public participation at board and committee meetings, and to ensuring a safe and respectful environment for students, parents/guardians, trustees, staff, and community members in attendance.

All meetings of the Board of Trustees follow formal parliamentary procedures in accordance with DDSB by-laws, policies, procedures, and protocols that must be adhered to by all participants.

All participants attending public meetings must be courteous and respectful at all times.

Disruptions of the meeting will not be tolerated and may result in a request to leave the meeting.

Abusive, discourteous, and/or aggressive behaviour will not be tolerated.

Threats, intimidating language and/or behaviour and any attempt to assault any person is prohibited and may result in criminal charges.

Possessing any form of a weapon while in attendance at a public meeting is prohibited. Security personnel are authorized to exercise discretion to request the inspection of any bag, briefcase, backpack, purse or any other item brought onto DDSB property to ensure a safe and respectful environment.

All individuals attending in-person will be asked to sign-in and show photo identification for the purposes of verifying their identity. Individuals that do not wish to sign in may choose to participate in the meeting virtually through the livestream.

Meetings are recorded by the DDSB for the purposes of the livestream and for security purposes. Those in attendance at meetings are prohibited from using their own recording devices.

Violations of this Code of Conduct will not be tolerated under any circumstances and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all DDSB properties, or being subject to criminal charges depending on the nature of the conduct.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Standing Committee**DATE:** October 2, 2023**SUBJECT:** Diplôme d'Études en Langue Française (DELF)**PAGE:** 1 of 6**ORIGIN:** Camille Williams Taylor, Director of Education and Secretary to the Board  
Margaret Lazarus, Superintendent of Equitable Education**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with an overview of the *Diplôme d'Études en Langue Française (DELF)*, Fall and Spring 2022-2023.

**2.0 Ignite Learning Strategic Priority/Operational Goals**

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

- The Durham District School Board (DDSB) supports French instruction with qualified teachers in the classroom in elementary and secondary schools in both core French programs and French Immersion programs. In addition, there are two program facilitators to support teachers in best practices in their classrooms.
- Resources have been and continue to be provided to all secondary schools.

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

- In the spring of 2022, it was recommended that the DELF be offered twice a year so that all students could have timely support while in their Grade 12 French course.

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

- The DDSB promotes the program with students, staff, and parents. The staff lead encourages participation in the DELF Committee to gather feedback and to design best practices in classrooms and the administration of the DELF.

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

- The DELF is open to all students enrolled in a Grade 12 French course, regardless of stream. The planning process considered potential barriers for students and implemented the testing schedule to accommodate students. Schools can reach out to the staff lead to address student individual needs.
- Ongoing support from classroom teachers to support learning for all students.
- 3 student-selected language competency levels are offered (A2, B1, B2).

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

- Results have been examined and will be shared with French teachers to further develop teaching and learning.
- Correctors/examiners and students were surveyed to ensure continuous improvement.

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

- Online digital learning resources were developed by Committee members for individual student and classroom use.

### **3.0 Background**

The Ministry of Education has identified three goals that support the vision for French as a Second Language (FSL) in Ontario schools: increase student confidence, proficiency, and achievement in FSL; increase the percentage of students studying FSL until graduation; increase student, educator, parent, and community engagement in FSL. The Ministry has also identified the DELF as an effective tool to assess student confidence, proficiency, and achievement.

The DELF is an official diploma awarded by the French Ministry of Education to certify the French language competency of candidates outside of France. It measures the proficiency of a student in the four curriculum language competencies: reading, writing, listening, and speaking which correspond with the Common European Framework of Reference for Languages (CEFR), a framework used for instruction in DDSB French classes.

DELF has four levels for school-aged students: A1, A2, B1, and B2 — Level A represents basic abilities in French, and Level B represents intermediate abilities. DDSB offers the A2, B1, and B2 levels of DELF *scolaire* (school), a version of the exam aimed at secondary school-aged learners and is open to any student in the DDSB who is registered in a Grade 12 French course in the current school year. Participation is optional and all eligible students are encouraged to express their interest in taking the DELF exam. Families do not pay a fee to write the exam.

Governed by the Ministry of Education of France, the DELF consists of two components: a written collective test and an oral production test. Both are highly prescriptive in testing and marking expectations and failure to meet these requirements could result in sanctions to school boards administering the DELF, including losing the right to offer DELF. There are three *DELF scolaire* sessions offered in Canada each year and the dates for this international examination are determined by the French Ministry.

The collective written test measures oral comprehension, written comprehension, and written production. Only trained DELF assessors mark the DELF exams. The trainers are certified by the DELF governing body in France to ensure uniform standards of exam assessment worldwide. Once completed, each written collective test is independently marked twice and then harmonized for a final agreed-upon mark. The second component, the oral production test, occurs with two examiners, marked independently, and harmonized for a final mark. All materials are then submitted to the Ontario DELF Centre where there are additional checks for compliance.

Due to the impacts of COVID-19, and before the 2022-2023 school year, the last time that the DELF exam was proctored in DDSB was in the spring of 2019.

In the spring of 2022, the DDSB registered close to 400 students for the DELF exam, but due to staffing concerns, the exam was canceled. With the cancellation of the spring 2022 DELF exam, staff recommended that beginning in the 2022-2023 school year, DDSB would offer the DELF in semester 1 and semester 2. This allowed students to complete the exam while enrolled in their Grade 12 French course. Students benefited from the daily use of the French language and instruction during class time, as well as the opportunity to be supported in exam logistics and preparation as needed.

In the fall, all exams were completed at the Education Centre from November 21, 2022, to December 2, 2022, including Saturday, November 26 and Sunday, November 27, 2022. During the spring session, all exams were completed at the Education Centre from April 23 to May 5, 2023 including Saturday, April 29 and Sunday, April 30, 2023.

#### **4.0 Analysis**

608 students challenged the DELF exam during the 2022-2023 year, a 30% increase from the 2019 enrollment numbers.

In the fall of 2022, 254 students registered to challenge the DELF from 11 secondary schools. 99 were Core French students and 155 were French Immersion students.

At the end of the fall session, a survey of both students and teachers was conducted to inform next steps to support future student success. This led the French department to recruit a team of teachers to form a DELF Committee to create DELF kits containing lessons based on the curriculum and CEFR strategies for teachers, and anchor charts for the classroom walls to support student learning. The French facilitator co-taught lessons with Grade 12 teachers to support both student and teacher language learning in alignment with CEFR assessment strategies.

To support registration for the spring DELF session, staff visited every Grade 12 French classroom. This resulted in a significant increase in student enrollment, 384 students registered for the DELF from 12 secondary schools which equates to 93% of students enrolled in Grade 12 French semester 2. The final tally of registrations indicates that 357 students (86%) challenged the DELF; an increase of 106 students (17%) from the fall session. The 27 students who were unenrolled reported conflict in student schedule, illness, or confidence in their ability to be successful as factors that influenced their decision. Overall, the DDSB had an increase of 17.5% for French Immersion students and 12% for Core French students who challenged the DELF in comparison to the fall numbers (Table 1).

Student success rates also increased in the spring (see Tables 2 and 3). At each level, there was an increase in student pass rates (A2: 81% to 83%, B1: 87% to 90%, and B2: 81% to 84%). The DDSB's pass rate increased from 85% to 89%.

## DELF Enrollment

**Table 1: Student Enrolment by Semester**

	SEMESTER 1	DELF FALL	PERCENT ENROLLED	SEMESTER 2	DELF SPRING	PERCENT ENROLLED	2022-2023 ENROLMENT	DELF TOTAL	PERCENT ENROLLED
<b>French Immersion</b>	211	155	73.5%	266	242	91% (+ 17.5) *	477	397	83%
<b>Core French</b>	153	99	65%	149	115	77% (+ 12) *	302	214	71%
<b>Total</b>	364	251	69%	415	357	86% (+ 17) *	779	608 (+ 30%) **	77%

\*Reflects the percent of increased enrollment from the Fall session to the Spring session

\*\*Reflects the increase in enrollment in the Spring of 2022

**Table 2: Student Enrolment and Student Success Rates**

	YEAR-END ENROLMENT						FALL SESSION			SPRING SESSION		
	FRENCH IMMERSION ENROLMENT		CORE FRENCH ENROLMENT		TOTAL ENROLMENT		FRENCH IMMERSION SUCCESS	CORE FRENCH SUCCESS  (PASS/FAIL)	TOTAL (PASS/FAIL)	FRENCH IMMERSION SUCCESS	CORE FRENCH SUCCESS	TOTAL SUCCESS RATES
	FALL	SPRING	FALL	SPRING	FALL	SPRING						
<b>A2</b>	0	0	16	35	16	35	N/A	81% (13 / 3) *	81% (13 / 3) *	N/A	83% (29 / 6) *	83%
<b>B1</b>	48	77	80	68	128	145	96% (46 / 2) *	82.5% (66 / 14) *	87.5% (112 / 16) *	93.5% (72 / 5) *	87% (59 / 9) *	90%
<b>B2</b>	107	165	3	12	110	177	80% (86 / 21) *	100% (3 / 0) *	81% (89 / 21) *	85% (140 / 25) *	75% (9 / 3) *	84%
<b>Total</b>	477		302		608		85%	83%	85%	88%	84.5%	89.5%

\*The number in brackets reflects the number of students who passed and the number of students who failed

## Student Success Rate

**Table 3 Fall and Spring Sessions**

	FALL SESSION 2022			SPRING SESSION 2023		
	FRENCH IMMERSION SUCCESS	CORE FRENCH SUCCESS	TOTAL PASS/FAIL	FRENCH IMMERSION SUCCESS	CORE FRENCH SUCCESS	TOTAL SUCCESS RATES
<b>A2</b>	N/A <sup>1</sup>	81%	81%	N/A <sup>1</sup>	83%	83%
<b>B1</b>	96%	82.5%	87.5%	93.5%	87%	90%
<b>B2</b>	80%	100%	81%	85%	75%	84%
<b>Total</b>	85%	83%	85%	88%	84.5%	89.5%

<sup>1</sup> No DDSB students enrolled. Grade 12 French Immersion chose to write the A2 level.



The data (Appendix B) indicate that students experienced the most difficulty with oral comprehension and written production. The results provided insight into future foci for teaching and learning in both French Immersion and Core French programs. In French Immersion, students would benefit from precision in elementary grammar, varied vocabulary, and authentic listening tasks. In Core French, students need increased opportunity with regular speed of oral communication to increase oral comprehension and spontaneous interactions in oral comprehension activities. In both programs, listening comprehension, and written production are competencies that could be further addressed and enhanced.

## **5.0 Financial Implications**

The overall cost of DELF is summarized in Appendix A: \$203,460.44. Most expenditures are fixed expenses, for example, supply teacher costs. However, some costs were incurred because of the three-year break of the administration of the DELF exam, such as the hiring of a supply central administrator to develop a process for efficiently administering the DELF twice yearly.

## **6.0 Evidence of Impact**

There are multiple positive outcomes and pathways for students who challenge the DELF. A DELF certificate can increase a student's chances of gaining admission to Teacher Education programs, French-speaking university or colleges, and is a valuable credential when applying for federal and provincial job opportunities requiring a bilingual component. .

The range of data collected with the DDSB 2022-2023 iteration of the DELF indicates that students participating in the exam demonstrated successful learning outcomes. Students indicated that they felt an increased confidence in their understanding of the structure of DELF, its importance to future employment and education and affirmed their growth in confidence and proficiency in the French language and improved preparedness for the exam.

Additional impacts in teaching and learning are as follows:

- Stronger alignment of classroom programming/instruction to CEFR.
- Increased consistency in assessment practices for FSL teachers, supported by moderation of DELF tests.
- Increased collaboration and networking for FSL teachers across the system.
- Through survey and anecdotal data, administrators and teachers indicate participation in DELF training and proctoring has a significant positive impact on classroom practices. This aligns with research evaluating the impact of the DELF Correcteur training on in-service FSL teachers' development that documented transformative and long-lasting effects on their pedagogy, instructional planning, and assessment/evaluation practices (e.g., Rehner, 2017, Rehner, 2018 Vandergrift, 2015).
- Increased teaching staff interest in receiving DELF Correcteur-Examineur training.
- Significant increase in student enrollment in the DELF for the spring session due to staff visits to Grade 12 classrooms.
- Increased parent confidence in our DDSB FSL programming and student learning outcomes/experiences.

## 7.0 **Conclusion**

The DDSB will continue to offer the DELF to students twice a year, once each semester. Throughout the year, a range of programming and services will be implemented to continue to support teaching and learning and the administration of the DELF. The goal of the French program is to optimize the positive experiences of students in French and to support and build CEFR language competency in the classroom that aligns with the curriculum and with the positive impact DELF participation has on classroom practices.

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

## 8.0 **Appendices**

Appendix A – Costs of DELF, 2022 – 2023

Appendix B – Results: Student Score Averages

Appendix C – Survey Results

The report was reviewed and submitted by:




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




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Margaret Lazarus, Superintendent of Equitable Education

2022/23 DELF Expenses			
Fees and Contractual	\$682.50		
Elementary Supply	\$98,549.27		
Secondary Supply	\$68,357.30	# students	
Supply Lead and Casual Clerical	\$26,388.51	251	Fall
Meals	\$6,052.78	357	Spring
Supplies/Duplicating	\$3,430.08		
		608	Total # students
<b>TOTAL</b>	<b>\$203,460.44</b>	\$334.64	Cost Per Student
<u>Breakdown of staffing:</u>		\$303.92	Cost Per Student*
Supply Lead (LW - one session/fall 2022)	\$18,678.10		* Without the one-time Lead expense
Fall - Supply Coverage	\$34,315.76		
Fall - Permanent Wages	\$30,874.46		
Spring - Supply Coverage	\$24,734.63		
Spring - Permanent Wages	\$58,190.18		

## Results: Student Score Averages

<b>A2</b> Advanced-Basic Average Student Scores	<b>FALL SESSION</b> CORE FRENCH SCORE	<b>SPRING SESSION</b> CORE FRENCH SCORE
COMPRÉHENSION ORALE	16.9 / 25	12.9 / 25
COMPRÉHENSION ÉCRITE	20.1 / 25	20.2 / 25
PRODUCTION ÉCRITE	17.4 / 25	13.6 / 25
PRODUCTION ORALE	15.1 / 25	16.8 / 25
OVERALL TOTAL SCORE	<b>69.5 / 100</b>	<b>62.9 / 100</b>

<b>B2</b> Advanced-Intermediate Average Student Scores	<b>FALL SESSION</b>			<b>SPRING SESSION</b>		
	FRENCH IMMERSION	CORE FRENCH	TOTAL	FRENCH IMMERSION	CORE FRENCH	TOTAL
COMPRÉHENSION ORALE	14.2 / 25	14.7 / 25	14.2 / 25	16.2 / 25	14.6 / 25	16.1 / 25
COMPRÉHENSION ÉCRITE	16.9 / 25	19.2 / 25	17.0 / 25	17.8 / 25	17.1 / 25	17.5 / 25
PRODUCTION ÉCRITE	11.4 / 25	14.3 / 25	11.4 / 25	11.6 / 25	11.7 / 25	11.6 / 25
PRODUCTION ORALE	14.9 / 25	19.0 / 25	15.0 / 25	14.7 / 25	15.4 / 25	14.8 / 25
OVERALL TOTAL SCORE	<b>57.4 / 100</b>	<b>67.2 / 100</b>	<b>57.1 / 100</b>	<b>60.2 / 100</b>	<b>57.4 / 100</b>	<b>60.5 / 100</b>

<b>B1</b> Intermediate Average Student Scores	<b>FALL SESSION</b>			<b>SPRING SESSION</b>		
	FRENCH IMMERSION SCORE	CORE FRENCH SCORE	FI & CORE TOTAL SCORE	FRENCH IMMERSION	CORE FRENCH	TOTAL
COMPRÉHENSION ORALE	19.0 / 25	14.3 / 25	16.0 / 25	15.1 / 25	11.9 / 25	13.6 / 25
COMPRÉHENSION ÉCRITE	20.2 / 25	18.2 / 25	18.9 / 25	20.7 / 25	19.8 / 25	20.3 / 25
PRODUCTION ÉCRITE	16.3 / 25	18.2 / 25	16.2 / 25	15.4 / 25	15.6 / 25	15.5 / 25
PRODUCTION ORALE	17.4 / 25	16.2 / 25	15.8 / 25	17.3 / 25	14.9 / 25	16.2 / 25
OVERALL TOTAL SCORE	<b>72.8 / 100</b>	<b>63.5 / 100</b>	<b>67.0 / 100</b>	<b>68.5 / 100</b>	<b>62.2 / 100</b>	<b>65.4 / 100</b>

## **Survey Results**

Both students and correctors/examiners were asked to provide feedback about their participation and involvement in the DELF. The results are outlined below and in cases where concerns were brought forward, the DELF team is taking steps to address it for future DELF examinations.

### **Student Survey Results**

Students noted the following successes:

- The support of their classroom teachers in the registration process.
- Having various times for the oral production test: during the school day, in the evening, or on the weekend.
- Staff were friendly and welcoming.

Students identified the following areas to be addressed:

- Sound quality of the written collective tests. There are two components to addressing this concern. First, speakers that can be located closer to the students have been purchased for better sound quality. Second, modified in-class instruction will be encouraged to provide more simulated real-life experiences as the DELF exam tries to replicate real-life opportunities, e.g., the less-than-perfect clarity of a speaker in a train station.
- Understanding the process/what to expect. To address this, school kits and corrector/examiner kits that clearly describe DELF from start to the conclusion will be produced and provided to each school for use with students. This will be an added benefit to teachers who are new to DELF in their support of students.

### **Corrector/Examiner Survey Results**

Correctors/examiners noted the following successes:

- 92% indicated that participating as a DELF correcteur-examineur helped them understand and build connections between CEFR and their classroom practices.
- 93% noted that discussions during the correction and examination sessions deepened their understanding of CEFR assessment and evaluation in their classrooms.
- 100% strongly agreed that being a DELF examineur-correcteur is a valuable pedagogical learning opportunity for French teachers.

Correctors/examiners identified the following areas to be addressed:

- The length of the evening sessions was tiring. This was addressed in the spring session by reducing the evening sessions by one hour. Improvements in correcteur fatigue were noticeable.
- Understanding the role of the mandatory refresher course. Teachers who participated in the fall did not need to participate in the refresher course again in the spring.

**DURHAM DISTRICT SCHOOL BOARD  
ADMINISTRATIVE REPORT****REPORT TO:** Standing Committee**DATE:** October 2, 2023**SUBJECT:** Elementary and Secondary Student Enrolment  
And Teacher Staffing Update 2023-2024**PAGE:** 1 of 4**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Jim Markovski, Associate Director, Equitable Education  
David Wright, Associate Director, Corporate Services  
Heather Mundy, Superintendent, People and Culture  
Andrea McAuley, Superintendent, Inclusive Student Services**1.0 Purpose**

The purpose of this report is to provide the Board of Trustees with an overview of elementary and secondary student enrolment and teacher staffing for the 2023-2024 school year. The Ministry of Education requires school boards to meet specific class size requirements for elementary and secondary as outlined in this report.

**2.0 Ignite Learning Strategic Priority/Operational Goals**

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

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

**3.0 Background**

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

The Durham District School Board is committed to learning and working environments that are centered around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

The People and Culture Workplace Planning Analysts, working with Family of School (FOS) System Leads and Durham District School Board (DDSB) staff, both at the school and system level, are committed to implementing the Ignite Learning Strategic Plan by aligning resources to where they are most needed to support equitable outcomes for all students.

There has been quite a bit of focus on the growth that the District is experiencing, and the corresponding increase in student enrolment. Though growth is positive, it is putting pressure on school capacity in some areas. As outlined in [the Accommodation Plan Report](#) and [Quarterly Construction Report](#), the DDSB is seeking Ministry approval to build more schools, are presently building six new and/or rebuilt schools, and will be looking to adjust some school boundaries to help balance the enrolment pressure. In the interim, the Facilities Services department has been working closely with schools to find temporary solutions such as additional portables, as well as using non-traditional space within schools.

Each fall, once enrolment is confirmed, adjustments to staffing allocations are made to ensure that the Ministry of Education requirements are met as outlined below.

### 3.1 Secondary

The Ministry introduced a class size compliance framework for the secondary panel; effective as of last year for the 2022-2023 school year, the secondary class size average must be 23 or less. The Ministry reviews District secondary average class size calculations based on the course/class data submitted through OnSIS later in the school year.

Class sizes are also determined through the collective agreement and the existing class sizes may be exceeded by up to two (2) students for up to 10% of the classes board wide within the secondary panel.

Secondary school teacher allocations are reviewed, and where needed by enrolment, teachers are added as required to support programming needs for students and to meet requirements of the Ministry and collective agreements.

### 3.2 Elementary

According to Ministry of Education requirements for 2023-2024, school boards are obligated to organize their kindergarten and elementary classes so that, on a board-wide basis:

- 100% of kindergarten classes have 29 or fewer students;
- 90% of primary classes have 20 or fewer students;
- 100% of primary classes have 23 or fewer students;
- 100% of combined Grade 3-4 classes have 23 or fewer students;
- The average class size for junior/intermediate classes is 24.5 students.

Legislated primary class size needs to be met by September 30 each year. As enrolment fluctuates with new registrations and withdrawals; re-organization of classes at elementary is often required to meet the Ministry requirements. Re-organization may involve the addition or reduction in teacher staffing/classes or the adjustment of class placements for students. For elementary schools, September 25, 2023 was set as the re-organization date for the District. This date was shared with families/caregivers so that they were informed that most class changes would occur on this date. Efforts have been made to minimize re-organizations occurring, other than September 25, 2023. DDSB has seen an increase of 183 new elementary students registered during the first three weeks of school.

## 4.0 Analysis

The DDSB saw an increase in enrolment over Official Enrolment Projections (OEP). At the elementary panel, there was an increase of 574 pupils with highest concentration at the kindergarten and primary grades. At the secondary panel, there was an increase of 125 students. There has been a significant decrease in the selection of virtual learning (DDSB@Home) for both elementary and secondary.

### Elementary Student Enrolment and Teacher Staffing

March Enrolment Projection: 54,773

The DDSB enrolment as of September 25, 2023, can be broken down as follows:

Total elementary enrolment – Virtual and In-person:	55,347
Total elementary enrolment – Virtual (DDSB@home):	464
Total elementary enrolment – In-person learning:	54,883

#### *Elementary Teacher FTE*

Homeroom	2,350.0
Special Education Class	140.0
Prep	477.1
Multilingual Language Learners	4.0
Library	80.5
Special Education Resource Teacher	159.0
<b>TOTAL</b>	<b>3,210.6</b>

### Secondary Student Enrolment and Teacher Staffing

March Enrolment Projection: 23,436 \*inclusive of Durham Alternative Secondary School (DASS)  
 Projected Enrolments

The DDSB enrolment as of September 25, 2023 can be broken down as follows:

Total Secondary enrolment - Virtual and In-person:	23,581
Total Secondary enrolment - Virtual (DDSB@home):	397
Total Secondary enrolment - In-person learning:	23,184

#### *Secondary Teacher FTE:*

Subject Teachers	1,205.15
Special Education Class	114.44
Guidance	60.27
Multilingual Language Learners	6.68
Library	25.50
Durham Alternative Secondary School/Return Ticket	32.50
Student Success	6.6
Indigenous Studies	7.52
Special Education Resource Teachers	38.84
<b>TOTAL</b>	<b>1,497.50</b>



### **Special Education Programs**

Special Education program planning through Winter/Spring 2023 sets the foundation for supporting students accessing learning through special education class placement for the 2023-2024 school year. No changes to special education class complements are being made at this time. The annual process, with a foundation in multi-department consultation, is responsive to students in the District planning for these programs. Each spring, changes are brought to trustees through the Inclusive Student Services Special Education Plan.

### **5.0 Financial Implications**

All Primary Class Size targets (PCS) set by the Ministry of Education were met by September 30, 2023. All Secondary Class Size targets, which span over the course of both semesters under the collective agreement will be met by the second semester. School Boards can be subject to cash flow penalties if class size targets are not met.

### **6.0 Evident of Impact**

The allocation of 3,216.4 FTE elementary teaching staff and 1,487.50 FTE secondary teaching staff will ensure that the DDSB is able to provide responsive learning environments for all students and meet the Ministry of Education class size requirements.

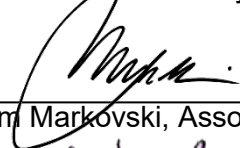
### **7.0 Recommendation**

The DDSB's ability to meet Ministry of Education requirements for Primary Class Size and Secondary Class Size was accomplished through a collaborative approach that included elementary Principals and Vice Principals working cooperatively with People and Culture, Staffing, Facilities Services and Corporate Services. This report is provided to the Board of Trustees for information.

Report reviewed and submitted by:



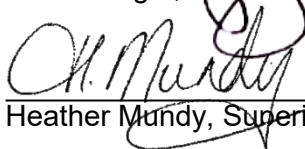
Camille Williams-Taylor, Director of Education and Secretary to the Board



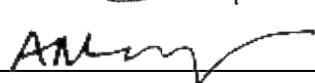
Jim Markovski, Associate Director, Equitable Education



David Wright, Associate Director, Corporate Services



Heather Mundy, Superintendent, People and Culture



Andrea McAuley, Superintendent, Inclusive Student Services