



**DURHAM DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

**STANDING COMMITTEE  
PUBLIC SESSION**

**Monday, March 3, 2025**

Chair: Deb Oldfield

Vice-Chair: Kelly Miller

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

Recording Secretary: Gillian Venning

**DATE:** Monday, March 3, 2025

**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, March 3, 2025**  
**7:00 p.m.**

		PAGE
1.	<u>Call to Order</u>	Verbal
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: Strategic Implementation</u>	
	(a) Positive School Climates, Mental Health and Well-Being (Superintendent Michael Bowman)	1-23
6.	<u>Recommended Actions</u>	
	(a) Approval of the Standing Committee Minutes, February 3, 2025 (Trustee Deb Oldfield)	24-27
7.	<u>Information Items</u>	
	(a) Student Trustee Report (Student Trustees K. Hoare, N. Poopalasundaram, S. Vijayakumar)	28-30
	(b) OPSBA Update (Trustees Donna Edwards, Kelly Miller)	31-32
	(c) Ignite Durham Learning Foundation (IDLf) Update (Trustee Michelle Arseneault)	Verbal
8.	<u>Adjournment</u>	

## DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board **DATE:** March 3, 2025

**SUBJECT:** Positive School Climates and Well-Being Update **PAGE:** 1 of 7

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Michael Bowman, Superintendent of Education  
Steffanie Pelleboer, Mental Health Leader  
Michael Menheere, System Lead, Positive School Climates

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**

In September of 2024, the Well-Being team merged with the Positive School Climates team in a unified effort focused on building the conditions that promote positive school environments and student well-being. This connection strengthens the important work of mental health promotion across the District and provides the foundation for implementing the District's strategic priorities as outlined in the Multi-Year Strategic Plan (MYSP), the Mental Health and Well-Being Strategy, and related Ministry of Education (Ministry) expectations. The joint Positive School Climates and Well-Being teams work closely with the Inclusive Student Services (ISS) department's Psychological Services and Social Work Services teams by supporting students, staff, and communities in achieving their goals. This report is provided for information.

### 2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with information regarding the merging of the Positive School Climates and Well-Being teams, and to update on the current work being done to focus on creating the optimal conditions for student success and well-being.

### 3.0 **Background**

The Durham District School Board (DDSB) recognizes that the environment in which students learn plays a pivotal role in shaping their academic success, mental health, and overall well-being. What schools do every day matters to student's mental health and well-being, making schools an ideal place for building positive, safe, inclusive, and respectful learning communities where well-being can flourish.

As a District, our teamwork and approaches are guided by and grounded in the DDSB [Anti-Oppression Strategy](#), the [Indigenous Education Policy](#), the [Human Rights, Anti-Discrimination and Anti-Racism Policy](#) and the [Safe and Respectful Workplace and Harassment Prevention Policy](#).

Staff recognize that anti-oppression practices, which include creating and sustaining positive school climates, ground the work of mental health promotion, prevention and early intervention. A commitment to anti-oppressive practices is foundational to positive mental health and well-being by ensuring differentiated identity affirming pathways to, from, and through these supports and interventions.

Students thrive when:

- They are engaged in school life - both in their classroom learning and the larger school environment.
- Their identities are affirmed, and they can see themselves reflected in the learning and daily life of the school.
- They belong and are connected to adults who care and show up for them every day.

A positive and inclusive environment is the key condition for promoting positive mental health and well-being among students. A supportive school climate fosters a sense of belonging, where students know they are valued, seen and that they matter, which is crucial for mental health and well-being. The merging of the Well-Being and Positive School Climates teams reflects our commitment to cultivate the everyday conditions for positive learning and working environments, where all students and staff can thrive.

### 3.1 Durham District School Board Mental Health and Well-Being Action Plan

The DDSB Mental Health and Well-Being 2022-2025 Action Plan builds on the work already underway in our schools and classrooms (see Appendix A). It is grounded in our commitment to develop welcoming, safe, inclusive and respectful working and learning spaces for students and staff. This commitment aligns with the MYSP and explicitly includes:

- A focus on learning as a system how we can support the everyday mental health and well-being of students and staff.
- A commitment to provide inclusive, identity affirming, and culturally relevant supports as needed for students and staff.
- Connecting students and staff to, from, and through the pathways for those supports.

### 3.2 DDSB Code of Conduct

Creating and sustaining positive school climates acts as the foundation for creating the everyday conditions that support mental health and well-being and enable all students and staff to thrive. Stemming from the objectives of the Mental Health and Well-Being Action Plan, a key foundation in developing and sustaining positive school climates is the DDSB Code of Conduct (see Appendix B).

The DDSB Code of Conduct, which is modelled on the recently revised Provincial Code of Conduct [Policy/Program Memorandum 128](#), clarifies the rights, standards and expectations for conduct within the District and applies to all members of the DDSB community, which includes employees, students, parents/guardians, families, permit holders, vendors, service providers, authorized visitors and any other person authorized to be present within DDSB learning and working environments or spaces. To support the removal of distractions, ensuring increased student engagement and improved mental health for students, the DDSB Code of Conduct includes specific guidelines around the use of personal mobile devices in our elementary and secondary schools. In addition, expectations from the Prohibiting Smoking and Other Devices Procedure have now been incorporated into the DDSB Code of Conduct.

The Positive School Climates department has established a PPM 128 Implementation Committee made up of representatives from school administrators and union leaders. This committee provides valuable feedback to help guide the work of implementing the new requirements of PPM 128. The work of this committee is also part of the consultation process used to seek input on the current DDSB Code of Conduct.

The DDSB Code of Conduct was put in place and communicated to all staff and all school communities on September 3, 2024. To ensure consistency across the District, this Code of Conduct replaces all school-based Codes of Conduct.

Breaches of the DDSB Code of Conduct are addressed through a Bias-Aware Progressive Discipline framework that shifts the focus from one that is punitive to one that is focused on learning, correcting, and preventing further breaches of the Code of Conduct.

### 3.3 Legislative Commitments

#### 3.3.1 Policy/Program Memorandum 169

The Ministry launched Policy/Program Memorandum 169 (PPM 169-Student Mental Health) for implementation by all school boards January 2024 (see Appendix C). Embedded within the PPM 169 are eleven expectations of Boards where the goals of those expectations result in students having the knowledge and skills to understand and support their mental health and ongoing access to high quality mental health services that provide appropriate supports for their individual needs when and where they need them across the provincial mental health continuum of care.

#### 3.3.2 Policy/Program Memorandum 128

On April 28, 2024, PPM 128 was revised, strengthening the Provincial Code of Conduct's restrictions on the use of personal mobile devices in schools. It also prohibits the possession and use of vaping and smoking products. These changes took effect September 1, 2024.

The purpose of PPM 128 was to communicate 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. The requirements of the revised PPM build upon both the Ministry's restrictions on cell phones and other personal mobile devices in classrooms (2019) and the Smoke-Free Ontario Act (2017).

#### 4.0 **Analysis**

The Positive School Climate and Well-Being teams are currently structured as follows:

- Substance Use and Violence Prevention Coordinator (1 FTE) - this role supports the system in addressing issues of substance abuse and violence prevention through building capacity in staff, community partners, parents and students.
- Positive School Climates Facilitator (1 FTE) - the role of the Positive School Climates Facilitator is to work with schools and the system to build capacity amongst educators to create and sustain the everyday conditions for positive school climates - safe, inclusive and equitable learning environments where everyone can thrive, and where Indigenous rights and human rights are upheld in a student-centered way.
- Child and Youth Support Worker (CYSW) (7 FTE) -the primary role of the CYSW is to deliver Social Emotional Learning programs in classrooms and provide school consultation on mental health promotion strategies. Through engagement with students and school staff, the CYSW team champions the everyday conditions that foster and bolster mental health and well-being while being a conduit to mental health teams (Social Work and Psychological Services) for students who need more intensive mental health services and supports.
- Well-Being Facilitator K-12 (new pilot role as of September 2024) (1 Elementary FTE and 1 Secondary FTE) - the outcome of a collaboration with ETFO and OSSTF, the Well-Being Facilitator role supports educators to embed mental health and well-being into their instructional practices.

Collaboratively, the teams take a proactive approach to positive school climates, fostering learning environments where:

- Everyone in the school community feels safe, included, and accepted,
- Everyone actively strives to engage in caring and respectful interactions,
- Equity and inclusive education are embedded in the learning environment, and there is a culture of mutual respect.

The work of the teams since September 2024, is demonstrated through the following examples of engagement:

Table 1 Quantitative Data

Initiative	Participants
Well-Being Facilitator School Learning Plan Consultation	23 School Teams
Well-Being Facilitator Cross-department Consultation	11 District Departments
Professional Learning - Mental Health Promotion and Social Emotional Learning	825 Education Staff 777 Educational Assistants
Social Emotional Learning - Whole Classroom Programming	226 Schools 3,289 Students Grade 4-6 and Secondary Grades
Leading Mentally Healthy Schools Community of Practice	140 Administrators
2025 Durham Youth Drug Awareness Committee's (DYDAC) "Leader in Me Awareness to Action" Student Leadership Conference	4 Districts 18 Schools 18 Educators 120 Students
Positive School Climates Facilitator Cross-department Consultation	8 District Departments
Positive School Climates Facilitator School Collaborative PD Development	31 Schools 34 Administrators 200 Educators 1200 Students
Substance Use and Violence Prevention Coordinator Consultations: Bullying Awareness and Prevention, Substance Use Prevention and Education, Classroom Management and Healthy Relationships	100 Educators 750 Students
Professional Learning Sessions: Restorative Practice, Power of Words, Healthy Relationships, Parenting in the Age of Social Media, Anti-Opressive Approach to Conducting Investigations	91 School Administrator 140 Educators

## Qualitative Data:

- Educator Feedback:
  - *"Thank you for the great tips! I thought the free flow was a great idea and I felt that it really respected our time."*
  - *"I have been using these skills both in the classroom and outside to help me navigate stress, thank you. They work!"*
- Student Feedback:
  - *"I would say that the coping strategies was the most important for me. I didn't have much things in my toolbox to help me with stress, and I think that the new items I've added has helped me a lot."*
  - *"I think the two most important things to me is the one about managing stress since I had gotten a lot of stress ever since my mom had cancer and from other school things and many more."*

- Administrator Feedback:
  - *“The work of promoting mental health and well-being is not an add on, it is not one more thing on our plates, but rather it is the plate.”*
  - *“As a new VP, I found the session to be very informative especially the second portion on proper searching protocol and when to contact police.”*
  - *“It finally makes sense to me! We need to be focusing on the foundational everyday conditions that support all students and their well-being. Emphasizing mental health promotion can increase students’ well-being and is the key role of schools.”*
  - *“I really liked how the majority of the session was focused on case studies. I really think those are great to learn from because there is an opportunity for discussion and different perspectives on how to resolve the situation. Please keep using scenarios in workshops like this! Thank you.”*
  - *“I think case studies and discussions with colleagues using guidelines are the most helpful way to improve practice and achieve system-wide consistency in responding.”*

## 5.0 **Financial Implications**

Funding to support the implementation of the Positive School Climates and Well-Being teams is embedded in the approved 2024-2025 school year budget and supported through targeted Ministry funding that prioritize initiatives related to mental health. Please see page 17 of the [2024-2025 Budget Book](#).

## 6.0 **Strategic Links**

The Positive School Climates and Well-Being teams in collaboration with ISS Psychological Services and Social Work Services teams are dedicated to taking actions that advance the interconnectedness of well-being, connected communities, and meaningful learning thereby supporting the strategic directions approved by the Board in the MYPSP.

## 7.0 **Communication/Implementation Plan**

The work of Positive School Climates and Well-Being teams has been shared through various structures and communication channels to ensure widespread reach throughout the entire District. Examples include, but are not limited to:

- Weekly Administrator Memo - summary of key information for action or update requiring action or communication to schools.
- Well-Being Everyone, Everyday Newsletters (Appendix D).
- Well-Being Educator Leads in schools- a dedicated staff who communicates various activities to the school-based staff.
- Family of Schools and System Leadership Meeting.
- Ontario Principals’ Council “Voices From the Field” Video highlighting DDSB's Implementation of the Leading Mentally Healthy Schools e-book for school administrators.



## 8.0 Conclusion/Recommended Action

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

## 9.0 Appendices

Appendix A – DDSB Mental Health and Well-Being Action Plan 2022-2025

Appendix B – DDSB Code of Conduct


Appendix C - PPM 169-Student Mental Health

Appendix D - Well-Being, Everyone, Everyday Newsletter

Report reviewed and submitted by:



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



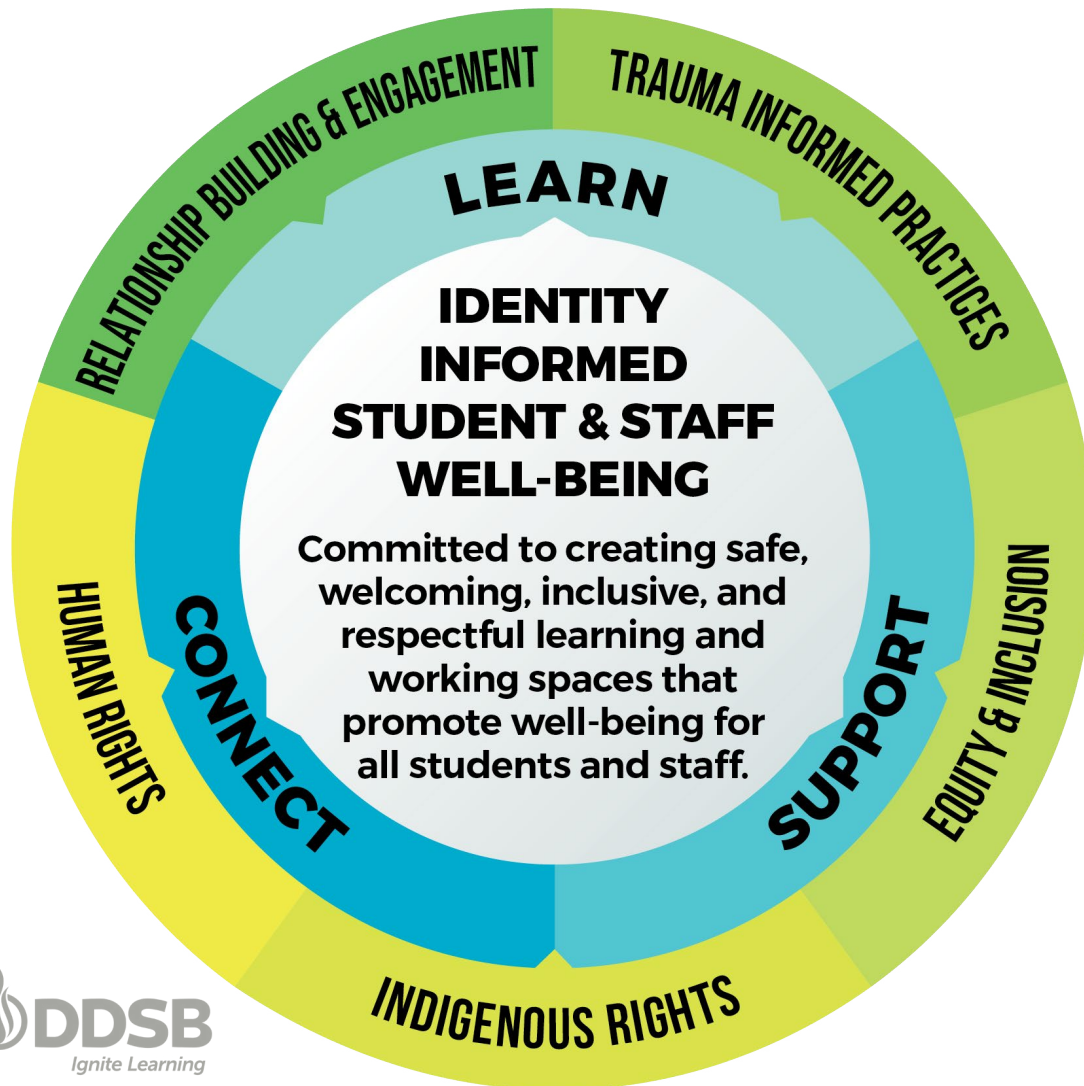
\_\_\_\_\_  
Michael Bowman, Superintendent of Education

## Learn

## Support

## Connect

We believe it is important to **learn** how we can support the everyday mental health and well-being of students and staff. We commit to provide for our students and staff inclusive, identity affirming, and culturally relevant **supports** as needed. We strive to **connect** all students and staff to, from, and through the pathways for those supports.



## LEARN TO UNDERSTAND

1. Mental health literacy
2. Everyday conditions that support mental health and well-being

## SUPPORT TO STRENGTHEN

1. Focused staff skills building for student support
2. Mental health supports and services

## CONNECT TO PATHWAYS

1. Strong pathways to, from and through mental health supports

WELL-BEING  
EVERYONE  
EVERY DAY

Mental Health  
and Well-Being

Action Plan 2022-2025

## APPENDIX B

# Durham District School Board (DDSB) CODE OF CONDUCT

## Our Commitments

The Durham District School Board (DDSB) recognizes that 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 DDSB 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.

The DDSB Code of Conduct was developed in accordance with the Education Act, the [Provincial Code of Conduct](#), and DDSB policies and operational procedures.

This DDSB Code of Conduct shall be deemed to be the Code of Conduct for each school within the DDSB and replaces any and all school-based Codes of Conduct within the DDSB. This Code of Conduct is in force immediately and applies over any inconsistent terms in any other DDSB or school-based terms or requirements.

## Purpose of the Code of Conduct

The purpose of this Code of Conduct is to support DDSB's commitments by:

- clarifying rights, standards and expectations for behaviour;
- supporting the safety and well-being of all individuals;
- identifying potential violations and breaches of the Code; and,
- setting out the roles and responsibilities for all DDSB community members.

The DDSB Code of Conduct is to be interpreted and applied in accordance with the DDSB's commitments to promoting and upholding Indigenous rights and human rights in all learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions consistent with the DDSB's [Indigenous Education Policy](#), [Human Rights, Anti-Discrimination and Anti-Racism Policy](#), [Safe and Respectful Workplace and Harassment Prevention Policy](#), and related procedures.

## Standards of Behaviour

The standards of behaviour outlined in the DDSB Code of Conduct applies to all DDSB community members. DDSB community members are employees, students, parents/guardians, families, permit holders, vendors, service providers, authorized visitors and any other person authorized to be present within DDSB learning and working environments or spaces.

DDSB learning and working environments include virtual and in person meetings, events and activities including those that take place outside of usual learning and

## APPENDIX B

working spaces, or outside of usual learning and working hours, when the activity is sufficiently connected to DDSB learning environments or workplaces. The following are examples of DDSB working and learning environments or spaces where the Code of Conduct applies:

- on school property;
- while traveling on a school bus that is owned by the DDSB or that is under contract to the DDSB;
- during in-school sports and other activities;
- during off-site, school or work-sponsored activities and excursions; or,
- in circumstances where the behaviour has, or will have, an impact on the school climate or working environment (for example, the use of social media in some instances where it may be connected to the learning or working environment).

### Respect, Civility, and Responsible Citizenship

All members of the school community are expected to:

- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and comply with all Ministry of Education, DDSB and school policies and procedures;
- demonstrate honesty and integrity;
- uphold human rights and responsibilities and treat one another with dignity and respect, both in person and online, especially when there are disagreements or differences;
- respect and treat others equitably and not engage in discrimination or harassment based upon race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status, ability/disability and neurodiversity, and/or socioeconomic status (DDSB Human Rights Policy, section 3.5);
- show proper care and regard for school property and the property of others;
- respect the integrity and security of DDSB's computer networks. Respect the confidential nature of information on DDSB computer networks and systems and on any individual computer or other electronic device;
- demonstrate positive citizenship by taking appropriate measures to assist those in need;
- seek assistance from a member of staff, as necessary, to resolve conflict effectively and peacefully;
- refrain from using abusive, discriminatory, or hateful language (including and not limited to discriminatory slurs and epithets);
- refrain from the use of offensive language including swearing at others;
- respect the rights of others to learn and work in a safe and respectful environment; and,

## APPENDIX B

- refrain from the use of personal mobile devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - and/or as approved by the school administrator (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other [Human Rights Code](#) related needs or circumstances).

### Safety

To support safe and respectful learning and working environments, all members of the school community must not:

- engage in any form of discrimination or harassment under the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy;
- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal drugs;
- commit fraud, robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- be in possession of alcohol, cannabis, and illegal drugs;
- use, or be under the influence of alcohol, cannabis, illegal drugs or related products;
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products;
- inflict, incite or encourage others to inflict bodily harm on another person;
- engage in hate propaganda or incite hate and other forms of discrimination or bias;
- commit vandalism that causes damage to DDSB property or to the property of others; and,
- record, take or share non-consensual recordings or images of members of the DDSB community.

### Vaping and Smoking

The [Smoke-Free Ontario Act, 2017](#) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an

## APPENDIX B

e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The DDSB is required to work with Tobacco Enforcement Officers to enforce the Smoke-Free Ontario Act, 2017 and to promote healthy lifestyle choices.

Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes or any other lighted or electronic device. Examples may include but are not limited to E-cigarettes (vapes), herbal cigarettes, chew, snuff and snus.

Students are prohibited from being in possession of or using tobacco products and/or e-cigarettes or nicotine products at school.

If a student is in possession of any these items, the items must be handed over to an educator. Parents/guardians for students under the age of 18 will be notified immediately.

Any student who does not hand over the items when required, will be sent to the office. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct. The Tobacco Enforcement Officer may become involved and has the authority to issue a summons that may result in fines.

### Student Personal Mobile Device Use

#### Elementary Schools

Students in Kindergarten to Grade 8 must not use personal mobile devices, such as a cellphone or tablet, while at school. During the school day, devices must be:

- turned off or set to silent mode
- stored out of view

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during the school day.

Students may use their personal mobile devices in school if:

- a school administrator gives permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning during instructional time.

Students are responsible for their personal mobile device and how they use it. Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

- require a student to hand in their personal mobile device
- store the mobile device in a safe place for the rest of the day

## **APPENDIX B**

Any student who does not hand in their device when required, will be referred to school administration. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct.

### **Secondary Schools**

Students in Grades 9 to 12 must not use personal mobile devices, such as a cellphone or tablet, during instructional time. During instructional time, devices must be:

- turned off or set to silent mode
- stored out of view

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.

Students may use personal mobile devices during instructional time if:

- a school administrator gives them permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning.

Students can use their personal mobile devices during non-instructional times such as lunch or spares.

Students are responsible for their personal mobile device and how they use it.

Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

- require a student to hand in their personal mobile device
- store the mobile device in a safe place for the rest of the day

Any student who does not hand in their device when required, will be referred to school administration. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct.

### **Student Access to Social Media**

Social media platforms can only be accessed by students at school for educational purposes, directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.

The IT department has implemented measures, and shall implement any further appropriate measures, to block access to prohibited social media by students in accordance with the terms of the Code of Conduct.

## APPENDIX B

### Bias-Aware Progressive Discipline

Students are subject to discipline in accordance with the provisions of sections 306 and 310 of the Education Act, as amended, and related provisions. In addition to the conduct listed in the Education Act that may result in suspension or expulsion, if a student engages in conduct that violates the terms of the DDSB code of conduct but that is not expressly referenced in section 306 or section 310 of the Education Act, the student may be subject to suspension under section 306 of the Education Act, as permitted under section 306(1)(7) of the Education Act.

DDSB will use a [bias-aware progressive discipline](#) framework and approach to resolve the situation. Bias-aware progressive discipline is a whole-school approach that:

- shifts the focus from one that is punitive to one that is focused on learning, correcting and preventing inappropriate behaviour;
- utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours;
- takes into account circumstances and considerations (including and not limited to the individual identity, strengths, cultural and other needs and circumstances of the student) in a manner that is consistent with Ministry of Education directives and DDSB policies and procedures, including the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy); and,
- considers the severity of the behaviour leading to the discipline, the previous disciplinary history of the student and all other relevant factors when making decisions about an appropriate consequence/next step.
- When implementing bias-aware progressive discipline, those who are making decisions about the appropriate corrective/disciplinary resolution must:
- pause and reflect on what factors may be influencing or informing their decisions, (including and not limited to reflecting on their own identity, privilege, power, and positionality, and challenging how they interpret behaviours based upon their own biases); and,
- use anti-discrimination and anti-oppression principles and approaches to guide their decision.
- The DDSB uses a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices, including (in no particular order, and where appropriate given the circumstances):
- Discussion with a teacher, member of the support staff, vice-principal or principal;
- Attendance/engagement strategies;
- Time out;
- Reflection sheet, learning package;
- Parental contact and involvement in applying an appropriate next step;
- Written or oral apology;



## APPENDIX B

- Peer Mentoring;
- Detention;
- Restitution for damage or stolen property;
- Community service;
- Peer mediation;
- Restorative practice;
- Culturally relevant and responsive practice;
- Suspension;
- Expulsion;
- Referral to, or engagement with, relevant community partners/service providers for appropriate support and resources;
- Mental Health and Well-Being support

### Considerations

Disciplinary processes, decisions and outcomes, including suspensions and expulsions will carefully and thoughtfully consider:

- rights and responsibilities under the Indigenous Education Policy, the Human Rights Policy, the Safe and Respectful Workplace Policy, related procedures and other mitigating factors;
- the disproportionate harm and impacts of suspension and expulsion on students based on Prohibited Ground(s) (for example, racialized students and students with disabilities) and intersectionality;
- the nature and severity of the behavior;
- the impact on the school climate, including the impact on students or other individuals in the school community;
- alternatives to suspension and expulsion;
- restorative practices; and,
- any other relevant contextual factors.

Where appropriate, the DDSB will review and may adjust school and classroom management practices that may have been a contributing factor in an incident.

### Mitigating Factors

The following mitigating factors shall be taken into account:

1. the student does not have the ability to control their behaviour;
2. the student does not have the ability to understand the foreseeable consequences of their behaviour;
3. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

## APPENDIX B

### Other Factors

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be, or is being, suspended or expelled:

1. the student's history of prior incidents;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student may be or is being suspended or expelled was related to any discrimination against or harassment of the student because of a prohibited ground of discrimination or to any other form of harassment or bullying;
4. how the suspension or expulsion would affect the student's ongoing education;
5. the age of the student; or
6. in the case of a student for whom an individual education plan has been developed:
  - i. whether the behaviour was a manifestation of a disability, ability or neurodivergence as identified in the student's individual education plan;
  - ii. whether appropriate individualized accommodation has been provided and/or may need to be reviewed and updated; and,
  - iii. whether the suspension or expulsion is likely to result in an escalation in negative behaviour or conduct.

### Roles and Responsibilities

Every member of the school community has a role to play, responsibilities to uphold, and expectations to follow in order to meet the requirements of the Code of Conduct. This includes upholding rights, responsibilities and requirements under the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy, and related procedures (including and not limited to duty bearer responsibilities and other requirements set out in the Human Rights, Anti-Discrimination and Anti-Racism Procedure and the Human Rights Roles, Responsibilities and Accountability Framework). The Code of Conduct should be read together with these policies and procedures to support and enhance the implementation of the Code of Conduct.

The individual and shared responsibilities outlined below align with both the Provincial Code of Conduct and the DDSB Indigenous Rights, Human Rights, and Safe and Respectful Workplace policies:

### DDSB

The DDSB provides direction to schools to promote student achievement and well-being and to ensure equitable opportunities, access, experiences and outcomes in DDSB learning and working environments. It is the responsibility of the DDSB to:

## APPENDIX B

- develop any appropriate further procedures and protocols that may set out further particulars on how schools will implement and enforce the DDSB Code of Conduct and any other rules that may be developed consistent with the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the Provincial Code of Conduct and the DDSB Code of Conduct to all students, parents/guardians, employees, and members of the school community in order to obtain their commitment and support;
- develop proactive strategies to prevent potential breaches of the DDSB Code of Conduct, develop effective intervention strategies, and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.
- Manage suspension and expulsion appeals in accordance with the provisions of the Education Act

### Principals and Vice-principals

Principals and vice principals, under the direction of the DDSB, take a leadership role in the daily operation of a school. They provide leadership by:

- working with teachers and other school staff to create and sustain an inclusive, welcoming and positive learning environment, and by holding everyone to the highest standard of respectful and responsible behaviour;
- addressing breaches of the DDSB Code of Conduct and/or breaches of section 306 or 310 of the Education Act, including compliance with any and all requirements around notice, timelines and other procedural requirements;
- demonstrating care for the school community and a commitment to academic excellence in a safe and inclusive teaching, learning and working environment;
- modelling the standards of respect, civility and responsible citizenship;
- communicating regularly and meaningfully with all members of their school community;
- holding everyone under their authority accountable for their own behaviour and actions; and,
- empowering students to be positive leaders in their school and community.

### Educators and Other School Staff

Under the leadership of their principals, educators and other school staff are to create and sustain an inclusive, welcoming and positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, educators and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;

## APPENDIX B

- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents/guardians, volunteers, and other members of the school community; and,
- prepare students for the full responsibilities of citizenship.

### Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for themselves, and for others, and for those in positions of authority;
- refrains from bringing anything to school that may compromise the safety of others; and,
- adheres to the Code of Conduct, follows the established rules and takes responsibility for their own actions.

### Parents and Guardians

Parents and guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents and guardians are to comply with all applicable provisions of the Code of Conduct. In addition, parents and guardians can support student compliance as follows:

- being engaged in their child's schoolwork and progress;
- communicating regularly with the school;
- supporting their child in adhering to the [DDSB Student Dress Code](#), and being prepared for school;
- ensuring that their child attends school regularly and on time;
- encouraging and assisting their child in following the rules of behaviour; and,
- assisting school staff in dealing with behavioural expectations and/or disciplinary issues involving their child.

### Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Knowledge Keepers) may also be created. Community-based service providers are resources that the DDSB can access to deliver prevention or intervention programs or provide additional resources and supports. Protocols are effective ways of establishing linkages between the DDSB and community-based service providers and of formalizing

**APPENDIX B**

the relationship between them. These partnerships must respect all applicable DDSB policies, procedures and collective agreements.

The police also play an essential role in supporting safer schools and communities. The police investigate incidents in accordance with the [protocol](#) developed with the DDSB (refer to Procedure: [Police/School Board Protocol](#).) This protocol is based on the [Provincial Model for a Local Police/School Board Protocol](#), 2015, developed by the Ministry of the Solicitor General and the Ministry of Education.

20

Policy/Program Memorandum 169: Student Mental Health

	Requirements for School Boards
1.	Three-Year Mental Health and Addictions Strategy and One-Year Action Plan
2.	Joint Local Planning with Community-based Child and Youth Mental Health Providers
3.	Multi-Tiered System of Supports
4.	Consistent Use of Evidence-Informed Brief Interventions and Standardized Measurement
5.	Suicide Prevention, Intervention and Postvention Protocols
6.	Virtual Care Delivery
7.	Enhanced Educator and Staff Mental Health Literacy
8.	Mandatory Mental Health Literacy Learning for Students
9.	Family Mental Health Literacy and Awareness
10.	Social-Emotional Learning
11.	Mental Health Absences

## 21

### Politique/Programmes Note 169 : Santé mentale des élèves et lutte contre les dépendances

	Exigences s'appliquant aux conseils scolaires
1.	Stratégie de santé mentale et de lutte contre les dépendances de trois ans et plan d'action d'un an
2.	Planification locale conjointe avec des fournisseurs de services de santé mentale aux enfants et aux jeunes en milieu communautaire
3.	Système de soutien à plusieurs niveaux
4.	Recours constant aux interventions brèves reposant sur des données probantes et aux mesures normalisées
5.	Protocoles actualisés en matière de prévention du suicide, d'intervention et de postvention
6.	Prestation de soins virtuelle
7.	Amélioration de la littératie en santé mentale du personnel enseignant et du personnel
8.	Apprentissage obligatoire en matière de littératie sur la santé mentale pour les élèves
9.	Littératie et sensibilisation des familles en matière de santé mentale
10.	Apprentissage socio-émotionnel
11.	Absences en raison de problèmes de santé mentale

# WELL-BEING, EVERYONE, EVERY DAY.

## Newsletter

**WELL-BEING  
EVERYONE  
EVERY DAY**

ISSUE 5, January 2025

### Embedding Well-Being into the Instructional Day: Social-Emotional Learning (SEL) in Action

As we consider the DDSB Strategic Pillars of Well-Being, Connected Communities, and Meaningful Learning, social-emotional learning (SEL) can be one of the tools we use to support our implementation of these priorities. SEL can be understood as both a developmental process and a tool through which individuals learn to recognize and manage emotions, set goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills play a crucial role in the overall development and well-being of individuals.

School staff can facilitate this process by focusing on any or all of the six skills in their content instruction or ongoing support. Momentum for SEL has increased in recent years with growing recognition of the value of schools as a prime setting for mental health promotion.

SEL can be woven into the fabric of a school's curriculum; both written subject-based and informal curriculums. This begins with the adults in the building. School staff are the engine that drives social and emotional learning in schools and classrooms, and their own social-emotional modelling and well-being strongly influence their students. SEL modeled by adults and responsively cultivated as needed in students, can cultivate important "protective factors"—caring relationships, safe and supportive environments, social and emotional skills—that promote the everyday conditions that foster well-being.



(See [Ministry of Education: Social Emotional Learning Skills](#) for more)

**But SEL is not 'one-size-fits-all' for students or staff.** While building skills in SEL at school can yield important benefits related to mental health, well-being, and academic achievement, significant and serious concerns have been raised about the impact of social-emotional learning



2024-2025

APPENDIX D



# WELL-BEING, EVERYONE, EVERY DAY.

## Newsletter

WELL-BEING  
EVERYONE  
EVERY DAY

ISSUE 5, January 2025

on students who are racialized, marginalized, and underserved by the education system when this programming is delivered without attention to identity and wellness (Yoder et al., 2021).

Implementing SEL requires us to take on a broader strengths-based approach that includes a focus on adult beliefs and mindsets as well as the systems and policies necessary to create equitable learning environments. This also requires us to cultivate a strengths-based mindset by recognizing students' assets and figuring out how to build on them. This includes centring students as drivers and co-developers of their learning. **SEL approaches are most effective when the strategies are offered through voice and choice, with all students and their intersecting identities are at the centre of all we do.**

**“When you think about the best teacher you ever had, it’s not about their amazing knowledge of calculus, it’s about who they were as a person. SEL is really the heart and the mind of a person, and just taking that moment to realize where is my mind, where is my heart in all of this, and how can I do more to help the learners so that it supports them in their journey and in all sorts of ways, not just academically but the social, emotional growth for their whole life.”**

**~ Dr. Maggie Broderick, Associate Professor at the Sanford College of Education.**

You may find it helpful to consider the following resources to build on and add to your focus in this area:

- **Administrators:** [Leading Mentally Healthy Schools e-book, pages 62-64](#). Our next COP is scheduled for January 23 @ 9:00-10:00 AM [-meeting link](#) or January 28 @ 3:00-4:00 PM- [meeting link](#), where we will take time to unpack sections A & B of the e-book. These sections are focused on the context for this work and the foundational leadership commitments that sustain practice.
- **School Staff:** [SEL in Practice Handout](#) (developed by the Well-Being Facilitators). Additionally, the **Everyday Mental Health Classroom** is a School Mental Health Ontario resource organized around the 6 SEL skill areas with strategies for both [Elementary \(French resources\)](#) and [Secondary \(French resources\)](#) panels.

Need more ideas on how to do this or want to learn more about DDSB's Well-Being and Mental Health Action Plan, don't hesitate to contact the DDSB Mental Health Lead, Steffanie Pelleboer at [steffanie.pelleboer@ddsb.ca](mailto:steffanie.pelleboer@ddsb.ca).

## Report of the Durham District School Board Standing Committee Public Session February 3, 2025

A meeting of the Standing Committee of the Durham District School Board was held on this date.

### 1. Call to Order:

The Chair of Standing Committee, Deb Oldfield called the meeting to order at 7:00 p.m.

Roll Call: Chair Deb Oldfield

Members Present: Trustees Michelle Arseneault (virtual), Tracy Brown, Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustee Emma Cunningham

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

Recording Secretary: Gillian Venning

### 2. Land Acknowledgement

Chair Deb Oldfield 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. Declarations of Interest

There were no declarations of interest at this time.

### 4. Motion to Approve the Agenda

2025:SC04  
MOVED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations: Strategic Implementation

(a) Inclusive Pathways – Integrated Transition Planning

Superintendent Andrea McAuley introduced Inclusive Student Services System Lead Michelle Crawford-Eade and Transition and Work Experience Coordinators Sade Gbalajobi, Ashley Romano and Braden Sherwood who provided an overview of the report and shared a presentation on DDSB’s Integrated Transition Planning and the introduction of a new Transition Planning – Getting Started resource, an all-in-one guide for parents, caregivers and guardians of students receiving support through DDSB’s Inclusive Student Services department.

Trustee questions were answered.

6. Recommended Actions

(a) Approval of the Standing Committee Minutes, January 6, 2025

Trustee Deb Oldfield presented the minutes from the January 6, 2025 Standing Committee meeting.

2025:SC05

MOVED by Trustee Tracy Brown

THAT THE MINUTES OF THE JANUARY 6, 2025 STANDING COMMITTEE MEETING BE APPROVED.

CARRIED

7. Information Items

(a) Student Trustee Report

Student Trustees Kayla Hoare, Nitishan Poopalasundaram and Shampavi Vijayakumar shared the following:

The Student Trustee election process for the 2025-2026 school year remains ongoing, with the All-Candidate Forum taking place virtually on February 4, 2025. The elected candidates will be announced on February 10, 2025.

Feedback collected from DDSB students indicates challenges with access to transit through Durham Region Transit, with four key areas being identified by students: improved accessibility, lowered fares and expanded routes, enhanced accessibility for students with disabilities and education opportunities related to public transit use.

Discussions have been taking place among Student Senate members around the condition and atmosphere of school bathrooms and efforts to advocate for improvement.

Trustee questions were answered.

(b) OPSBA Update

Trustee Donna Edwards provided an overview and summary of the OPSBA public Education Symposium that took place on January 24-25, 2025.

There were no trustee questions.

(c) Ignite Durham Learning Foundation (IDLF) Update

Trustee Michelle Arseneault highlighted the upcoming Make Tomorrow Brighter Auction, taking place from February 26 to March 5, 2025. A call-out and campaign seeking donations to support the auction is ongoing until February 21, 2025.

Trustee questions were answered.

8. Memos

(a) 2425:66, Office Relocation in the Education Centre

(b) 2425:67, High School Assessment Practices – Use of Levelled Questions

The memos were shared for information and trustee questions were answered.

9. Correspondence

(a) DDSB Statement of Support for Combatting Jew Hate

Vice Chair Deb Oldfield read DDSB's statement of support for combatting Jew hate, which was recently sent on behalf of the Board of Trustees to the Regional Chair and Council of Durham and to the Mayor and Council of Whitby. Both councils will be considering motions this month that seek to ban the Nazi swastika and condemn acts of hate. The statement is as follows:

*We have been made aware of two motions being brought forward for consideration at Whitby Council on February 3, 2025, and Durham Regional Council on February 12, 2025, in response to the rise of Jew hate in the region and around the world.*

*The DDSB Board of Trustees would like to express its strong support for any actions and steps taken to address the rise of Jew hate and antisemitism. We stand united as allies in our commitment to fostering a region free from hate and discrimination.*

*Thank you for your attention to this important issue.*

*Sincerely,  
DDSB Board of Trustees*

Standing Committee Meeting Minutes  
February 3, 2025

10. Adjournment

2025:SC06

MOVED by Trustee Mark Jacula

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:47 p.m.

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Chair

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Secretary



## **Durham District School Board**

### **Student Trustee Report**

**March 3, 2025 Standing Committee**

#### **Ignite Learning:**

On February 4, 2025 we successfully held the Student Trustee Election Candidate Forum virtually, with the invaluable support of our staff advisors, Superintendent Bliss, and Diane Curry. We would also like to extend a special thank you to Ryan Adams for once again providing continuous monitoring and behind-the-scenes support for the election process. The forum gave secondary students across the District a unique opportunity to hear directly from their candidates on important topics that will impact their education. Voting took place from February 3 to 7, and all currently enrolled DDSB secondary students were eligible to cast their vote. The forum was broadcast and is available for viewing [HERE](#).

We are thrilled to announce the newly elected Student Trustees for the 2025-2026 school year: Hansika Jalendra Shetty, Maggie Rendor, and Harshmann Singh. We are excited to begin mentoring them as they prepare for their upcoming roles and look forward to supporting their development throughout the year.

As this is only the second year under the new terms of the Student Trustee election process, we welcome and encourage any feedback from candidates, participants and voters regarding the process, including comments, concerns, or suggestions for improvement for next year. Recent feedback has highlighted the desire to include representation from each municipal area in the District for the 2026-2027 school year, and we will work with our staff advisors to determine the next steps. Our goal remains to enhance voter turnout and ensure better representation across all regions. Feedback can be shared directly with Superintendent Bliss to help guide improvements for the future.

## **Ignite Connection:**

During our recent participation in the Ontario Student Trustees' Association (OSTA) Education Action Conference, we had the opportunity to connect with many Student Trustees from across Ontario. Throughout the conference, we engaged with various Advocacy Interest Groups (AIG) to discuss important initiatives in our boards related to Mental Health and Well-being, Equity, Diversity and Inclusion, and School Curriculum and Community.

In the Mental Health and Well-Being AIG, we had the chance to speak with School Mental Health Ontario about the initiatives, services, and resources they've developed. We also discussed their work with students through Student Reference Groups. One key ongoing initiative is the #HearNowOn program, which is open to students in Grades 7 to 12 across any publicly funded school board. Additionally, the three of us were able to learn more about the Ontario Principals Council (OPC) through interactive discussions with OPC President Alison Osborne. We learned more about the structure of the organization, the work that its members do, and how Student Trustees play an important role in providing them with direct input about what problems students face across the province.

Our time in Ottawa over the weekend provided a wealth of opportunities to network with other Student Trustees and organizations making a real difference across Ontario. Through sessions within our Public School Board, Advocacy Interest Groups, and various break-out discussions, we were able to learn, grow, and further develop as Student Trustees.

## **Ignite Well-being:**

The Student Senate is committed to advocating for student well-being and creating meaningful initiatives that benefit all students. As part of our ongoing commitment to mental health awareness, we are proud to announce the second annual Mental Harmony: Beyond the Stigma event happening on May 7th. This event is designed to reduce the stigma surrounding mental health and provide students from all 18 secondary schools within DDSB an opportunity to engage, learn, and promote well-being in a supportive environment.

Last year, the event was an overwhelming success, with students and faculty alike participating in workshops, activities, and discussions aimed at improving understanding of mental health. Building on that momentum, we are excited to present an enhanced experience for participants in 2025. With new workshops and a variety of activities, we

aim to foster a greater sense of community, empathy, and self-care. The event's primary focus is to provide an open and safe space for students to explore the importance of mental health, learn coping mechanisms, and connect with peers. Our goal is to normalize conversations around mental health, break down barriers, and ensure that students feel supported by their school community.

The Student Senate is dedicated to continually improving our Mental Harmony event. As we approach the date, we will provide more details on the workshops and activities. We look forward to another successful event and to creating a lasting impact on the mental health culture within the DDSB. We encourage all selected students to attend, participate actively, and most importantly, take away valuable lessons about self-care and mental well-being. Let's work together to break the stigma, support one another, and cultivate a mentally healthy community!

Submitted by Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar





## Durham District School Board

### OPSBA Report

#### March 3, 2025 Standing Committee

The Ontario Public School Boards' Association Board of Directors met in Toronto on February 22 and 23, 2025.

On Saturday evening, the Director of Education at [CIVIX](#), gave a presentation on the PoliTalks initiative, in which students are able to cultivate knowledge, attitude, and skills to participate constructively in political or difficult discussions. The sessions they offer are tailored to grade level and curriculum. Board Members participated in an exercise that students would participate in as part of PoliTalks workshop.

#### **Truth and Reconciliation**

The Indigenous Trustee Council (ITC) reported on some of the work they have been doing since the last OPSBA Board meeting. The ITC is developing resource materials for school boards to support the creation of an Indigenous Trustee and Indigenous Student Trustee positions. The ITC continues to advocate for urgent action on the establishment of sustainable Indigenous Language Programs and revision of the existing curriculum.

#### **Student Success, Equity and Well-being**

Updates were provided on OPSBA's work related to addressing anti-Black racism, poverty reduction, trustee professional learning opportunities that occurred at the January 2025 Public Education Symposium, curriculum review, the work of the Coalition for Children and Youth Mental Health, and partnerships that are being fostered to address areas related to student success, equity, and well-being. OPSBA continues to advocate for updating of Ontario's Poverty Reduction Strategy and addressing systemic inequities. Additional advocacy items included:

- Accessibility

- Safety & Artificial Intelligence (AI):
- Curriculum & Advocacy: Efforts continue with the Ministry of Education on development of the comprehensive Black History curriculum updates, set for release in September 2025.
- School Food Programs: Ongoing discussions on sustainable funding and provincial implementation.
- Student Mental Health: New caregiver resources launched in January 2025, with additional materials in development. OPSBA remains actively involved in mental health initiatives through the Ontario Coalition for Children Youth Mental Health.

## **Local School Board Governance**

OPSBA is actively working on assisting boards with implementation of the Better Schools and Student Outcomes Act. Additionally, the Ontario Education Services Corporation (OESC) is updating its Good Governance Modules and delivering professional development for trustees and directors of education. The OESC Board of Directors comprises each Executive Director of the four school board/trustee associations, and representatives from the Council of Ontario Directors of Education (CODE) and the Council of Senior Business Officials (COSBO). A call has been issued for School Board Policy Resolutions and Bylaw Amendments for consideration at the 2025 OPSBA Annual General Meeting. Policy Resolutions and Bylaw Amendments are to be submitted to OPSBA by 4:30 pm, April 9, 2025.

## **OPSBA Awards**

OPSBA has opened nominations for its 2025 awards, with deadlines in April and June: Do you know an amazing trustee, teacher, education worker, school administrator, student or community member who deserves to be recognized for making a difference in their local school or community? Nominations are now open for the [2025 OPSBA Awards!](#)

## **Upcoming Events**

- OPSBA Central East Regional Meeting – April 5, 2025
- Education Labour Relations and Human Resources Symposium – May 1 & 2, 2025
- Take your MPP to School Week May 20 to 23
- OPSBA Annual General Meeting and Workshops – Jun 12-14, 2025