



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

Monday, April 7, 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, April 7, 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, April 7, 2025

7:00 p.m.

PAGE

1. Call to Order Verbal
2. Land Acknowledgement Verbal

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.
3. Declarations of Interest Verbal
4. Motion to Approve Agenda Verbal
5. DDSB Presentations: Strategic Implementation
 - (a) Mathematics in Action: System to Student Desk (Superintendent Mohamed Hamid) 1-5
6. Recommended Actions
 - (a) Approval of the Standing Committee Minutes, March 3, 2025 (Trustee Deb Oldfield) 6-8
7. Information Items
 - (a) Audit Committee Meeting Summary (Associate Director David Wright) 9-10
 - (b) 2024-2025 Interim Financial Report – Operating Expenditures (Associate Director David Wright) 11-16
 - (c) Update from DSTS Governance Meeting – School Bus Air Quality Monitoring (Trustee Carolyn Morton) Verbal

- | | | |
|-----|---|--------|
| (d) | Student Trustee Report
(Student Trustees K. Hoare, N. Poopalasundaram, S. Vijayakumar) | 17-23 |
| (e) | OPSBA Update
(Trustees Donna Edwards, Kelly Miller) | Verbal |
| (f) | Ignite Durham Learning Foundation (IDLF) Update
(Trustee Michelle Arseneault) | Verbal |

8. Memos

- | | | |
|-----|---|-------|
| (a) | 2425:70, Interim Artificial Intelligence Guidelines | 24-25 |
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9. Adjournment

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: April 7, 2025

SUBJECT: Mathematics in Action: System to Student Desk **PAGE:** 1 of 5

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

1.0 Abstract

This report supports a presentation that highlights how the 2024-2025 Math Achievement Action Plan (the Plan) is taking root in DDSB schools. It illustrates how system-level priorities are actively shaping student learning through collaborative planning, high-impact instructional practices (HIIP), and school-based leadership. While implementation is still underway, the report draws on early insights from principals, educators, and students to show how these components are beginning to influence math instruction in classrooms.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with a snapshot of how the Math Achievement Action Plan is being applied in schools. It is complemented by a presentation featuring Glengrove Public School, which will demonstrate the early impact of the Plan from system design to student learning experiences.

3.0 Background

The 2024-2025 Math Achievement Action Plan was developed to support sustained growth in student math achievement through intentional structures that guide instructional precision and evolve in response to school and student data. The foundational elements of this work include:

- **Collaborative Analysis of Student Learning (CASL):** A process where educators collaboratively review student work and use learning patterns to guide responsive instruction. While CASL is in place in many schools, its implementation is still developing, with educators continuing to build their confidence and consistency in using the process.

- **High-Impact Instructional Practices (HIIP):** Evidence-informed strategies that promote deep thinking, communication, and fluency in mathematics. These practices are in various stages of adoption, with ongoing coaching and professional learning supporting greater depth and precision.
- **Elementary Ministry Math School Leader Community of Practice:** A professional learning network supporting school leaders in refining their leadership to strengthen math instruction. Engagement is growing, and participation is helping to foster a shared understanding of effective math leadership.

This report highlights how these strategies are being gradually embedded—from the leadership of school administrators to the learning experiences at the student desk.

4.0 Mathematics in Action: Key Findings

4.1 School Leadership in Action

- Administrators are deepening their instructional leadership through the Elementary Ministry Math School Leader Community of Practice, aligning their support with the goals of the Plan.
- Leadership teams are using CASL cycles to guide discussions and inform school-level planning. While early examples of impact are emerging, this practice continues to evolve as more schools develop fluency with the process.

4.2 Educators Engaged in Collaborative Learning

- In priority schools, educators are engaging in collaborative analysis of student work, identifying areas of strength and growth to inform instruction. While not yet fully embedded in all contexts, CASL is helping to shape more responsive teaching in many classrooms.
- Coaching and professional learning are supporting the use of HIIP, with educators continuing to refine their strategies for reasoning, problem-solving, and fluency development.

4.3 Classroom Instruction: Bringing the Math Plan to Life

- Across classrooms, students are beginning to engage more deeply in structured math conversations, and there is growing evidence of them applying multiple strategies to solve problems.

- Early signs point to increased student confidence and independence, though this continues to be an area of focus as we support consistency in implementation.

5.0 Next Steps: Strengthening the Through Line from System to Student

5.1 Continued Areas of Focus

- Extend coaching and CASL support to deepen how data shapes responsive instruction.
- Foster consistency and precision in HIIP use across more classrooms.
- Track student engagement and learning experiences to understand the evolving impact of the plan.

5.2 Looking Ahead to the June 2025 Update to the Board of Trustees

The June report will include:

- Reflections from school teams on the effectiveness of math structures and strategies.
- Emerging evidence of student progress and confidence in math.
- Updates on the continuous building of coherence between Board priorities and classroom practice.

6.0 Financial Implications

The implementation of the Math Achievement Action Plan continues to be supported through Responsive Education Program Funding (REP) and designated Ministry of Education allocations. These resources enable the delivery of professional learning, coaching, and ongoing implementation supports.

7.0 Strategic Links

This work supports the DDSB Multi-Year Strategic Plan (2024–2028):

- **Ignite LEARNING:** Strengthening educator practice through focused professional learning.
- **Ignite CONNECTION:** Building collaborative relationships across the system to support student success.
- **Ignite WELL-BEING:** Creating conditions where students feel confident and capable in mathematics.

8.0 Communication and Implementation Plan

- Continue school visits and classroom observations to document practice and impact.
- Sustain engagement with school and system leaders through coaching, professional learning, and collaborative communities.
- Provide the final 2024-2025 update to the Board of Trustees in June 2025, highlighting continued progress and reflections.

9.0 Conclusion

This report is provided for information and supports the presentation featuring Glengrove Public School, offering a grounded example of how the Math Achievement Action Plan moves from intention to action - from the system level to the student desk. The plan continues to evolve in response to student and educator needs, with a focus on sustainable practices that foster meaningful learning in mathematics.

Report reviewed and submitted by:



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



Lauren Bliss, Superintendent of Education



Erin Elmhurst, Superintendent of Education



Mohamed Hamid, Superintendent of Education



Margaret Lazarus, Superintendent of Education

Stephen Nevills, Superintendent of Education

**Report of the Durham District School Board
Standing Committee Public Session
March 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, Tracy Brown, Emma Cunningham, Donna Edwards, Mark Jacula, Stephen Linton, Kelly Miller, Carolyn Morton, Shailene Panylo, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets:

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, 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:SC07

MOVED by Trustee Shailene Panylo

Standing Committee Meeting Minutes

March 3, 2025

THAT THE AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations: Strategic Implementation(a) Positive School Climates, Mental Health and Well-Being

Superintendent Michael Bowman introduced Steffanie Pelleboer, Mental Health Leader, Mike Menheere, Positive School Climates System Lead, Malaika Leacock, Positive School Climates Facilitator, Souraiya Rahee, Well-Being Facilitator and Sharlene Cook, Mental Health Facilitator, who shared a presentation on the work being done across the District through the Positive School Climates and Well-Being teams in support of creating and maintaining the conditions that promote positive school environments and student well-being.

Trustee questions were answered.

6. Recommended Actions(a) Approval of the Standing Committee Minutes, February 3, 2025

Trustee Deb Oldfield presented the minutes from the February 3, 2025 Standing Committee meeting.

2025:SC08

MOVED by Trustee Stephen Linton

THAT THE MINUTES OF THE FEBRUARY 3, 2025 STANDING COMMITTEE MEETING BE APPROVED.

CARRIED

7. Information Items(a) Student Trustee Report

Student Trustees Kayla Hoare, Nitishan Poopalasundaram and Shampavi Vijayakumar shared updates on the recent Ontario Student Trustees' Association (OSTA) Education Action conference, planning for the May 7, 2025 Mental Harmony: Beyond the Stigma event and the February 2025 Student Trustee Election, welcoming the incoming 2025-2026 Student Trustees Maggie Rendor, Hansika Jalendra Shetty and Harshmann Singh.

Trustee questions were answered.

(b) OPSBA Update

Trustee Donna Edwards provided a summary of the February 2025 OPSBA Board of Directors meeting, highlighting the presentations that were provided and focus areas of the meeting, including Truth and Reconciliation, Student Success, Equity and Well-

Standing Committee Meeting Minutes

March 3, 2025

Being. Trustee Edwards also shared updates on local school board governance, the opening of nominations for the annual OPSBA Awards, upcoming meeting and event dates and the creation and circulation of the By Your Side resource by School Mental Health Ontario.

There were no trustee questions.

(c) Ignite Durham Learning Foundation (IDLF) Update

Trustee Michelle Arseneault highlighted the ongoing Make Tomorrow Brighter Auction, which is open until March 5, 2025 and the Ignite Open June 10, 2025 golf tournament.

There were no trustee questions.

8. Adjournment

2025:SC09

MOVED by Trustee Mark Jacula

SECONDED by Trustee Emma Cunningham

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:52 p.m.

Chair

Secretary

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee

DATE: April 7, 2025

SUBJECT: Audit Committee Meeting Summary

PAGE: 1 of 2

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board

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

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

1.0 Abstract

The Education Act requires that every district school board in the province establish an Audit Committee. The Audit Committee is composed of three Trustees and two External Members and meets four times per year, typically in March, June, September and November.

This report is a summary of the March 25, 2025 public meeting and is provided for information.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with a summary from the March 25, 2025 Audit Committee meeting public session.

3.0 Background

The primary purpose of an Audit Committee is to provide oversight of the financial reporting process, the audit process, the organization's system of internal controls and compliance with laws and regulations and is governed by Ontario Regulation 361/10: Audit Committee.

The Audit Committee is composed of three Trustees and two External Members. Meetings also include the Director, Associate Director of Corporate Services, Business staff, External Auditors and Regional Internal Auditors. Meetings typically take place in March, June, September and November.

4.0 **Analysis**

The following is a summary of the March 25, 2025 meeting:

- Public Session
 - Three new Committee Members were welcomed to the Committee;
 - Approval of the November 18, 2024 public meeting minutes;
 - The next meeting is scheduled for June 18, 2025.

5.0 **Financial Implications**

Organizations must ensure they adhere to Ontario Regulations to avoid any potential financial penalties.

6.0 **Strategic Links**

The information in this report supports [DDSB's Multi-Year Strategic Plan](#) - Ignite Connection, by promoting transparency through timely communication.

7.0 **Communication/Implementation Plan**

Audit Committee meeting summary reports are provided to the Board of Trustees following each meeting.

This meeting is available to the public for viewing on [YouTube](#).

8.0 **Conclusion/Recommended Action**

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

9.0 **Appendices**

N/A

Report reviewed and submitted by:



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



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

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: April 7, 2025

SUBJECT: 2024-2025 Interim Financial Report –
Operating Expenditures

PAGE: 1 of 3

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services and Treasurer of the Board
Jennifer Machin, Senior Manager of Finance

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.

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**

As part of the Durham District School Board's (DDSB) financial reporting cycle, Quarter 2 interim financial reports are presented to the Board of Trustees in April of each year for information purposes.

2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with information related to the operating expenditures for the period ending February 28, 2025 (Quarter 2).

3.0 **Background**

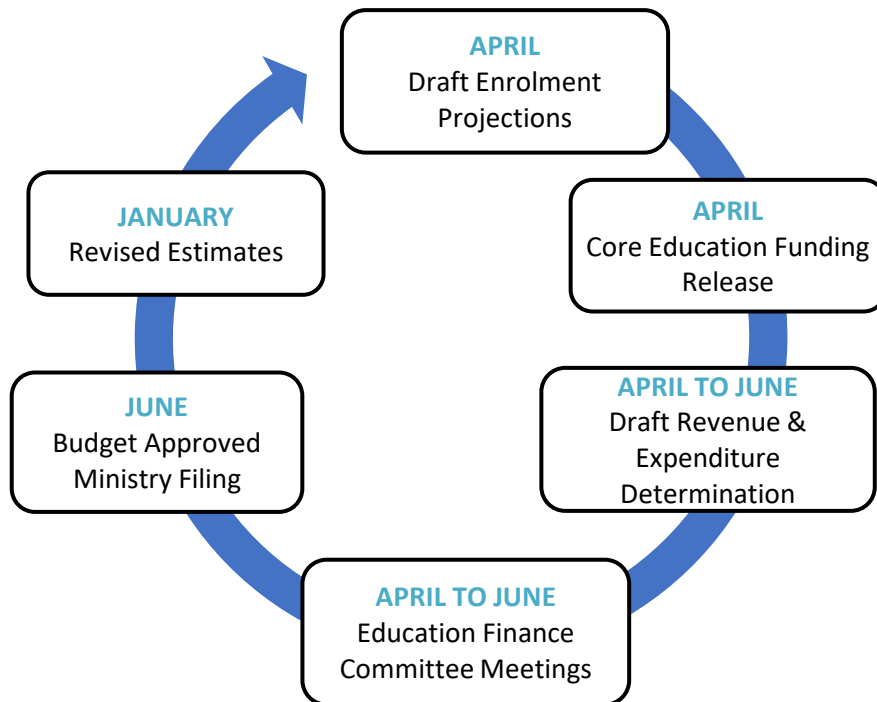
3.1 **Budget Process**

Provincial funding to school boards is provided through a series of grants referred to as the Core Education Funding (Core Ed), as outlined on page 14 of the [2024-2025 Budget Book](#). The Core Ed includes detailed grant formulas and other criteria to support school board operations and capital expenditures. Typically, the Core Ed is released in early spring each year, providing school boards with time to develop and submit an approved budget plan by the end of June to meet the Ministry of Education (Ministry) required timeline.

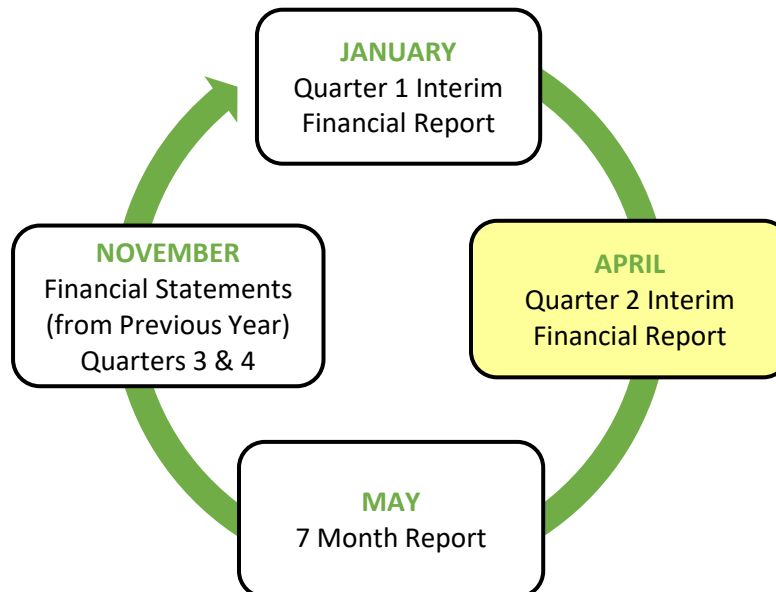
The board's budget process begins with developing a viable projection of elementary and secondary enrolment for the next school year. Following the announcement of Core Ed for the next school year, staff develop an expenditure plan that is balanced to revenues.

The following are graphical representations of the annual budget and financial process cycles the DDSB undertakes annually, and highlights where we currently are in the budget process.

Budget Process Cycle (Developing)



Financial Reporting Cycle (Monitoring)



3.2 Financial Reporting

The [2024-2025 Revised Estimates & Quarter 1 Interim Financial Report](#) was presented to the Board of Trustees at its January 20, 2025 meeting. That report provided updated revenue and expenditure information from the budget to the revised estimates, as well as operating expenditures as of November 30, 2024 (Quarter 1).

Attached as Appendix A is the 2024-2025 Quarter 2 Interim Financial Report – Operating Expenditures for the period ended February 28, 2025, which has been prepared on a similar basis as per previous reports.

4.0 Analysis

Operating expenditures for the period ended February 29, 2025 are 50.2% of the 2024-2025 Revised Estimates amount of \$1,032,520,368. For comparison, in the prior year, 48.4% of the 2023-2024 Revised Estimates was spent at the end of Quarter 2.

Overall, expenses are in-line with the prior year, with some timing differences, such as increases in monthly transportation billing to more evenly distribute costs over the year and timing of discretionary spending for computers, staff development and board administration, impacting individual lines in the attached appendix.

5.0 Financial Implications

The information provided in this report reflects budget changes as part of the 2024-2025 Revised Estimates, and operating expenditures as of February 28, 2025.

6.0 Strategic Links

Resources are allocated to achieve strategic priorities as outlined in the Board's [Ignite Learning Multi-Year Strategic Plan](#).

7.0 Communication/Implementation Plan

N/A

8.0 Conclusion

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

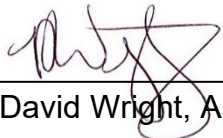
9.0 Appendices

Appendix A – Interim Financial Report – Operating Expenditures & Descriptions

Report reviewed and submitted by:



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



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

Operating Expenditure Descriptions

Instruction

Teachers	Salaries and benefits for classroom teachers to support funded average class sizes, and preparation time for classroom teachers, as well as Special Education specialist teachers, Student Success and English as a Second Language/English Literacy Development (ESL/ELD) teachers.
Supply Staff	Salaries and benefits for supply teachers, educational assistants and early childhood educators
Educational Assistants	Salaries and benefits for educational assistants who support teachers in the classroom.
Early Childhood Educators	Salaries and benefits for early childhood educators to support the Full-Day Kindergarten program.
Computers	Instructional computer hardware and related software and the associated network costs
Textbooks/Supplies	Textbooks and learning materials required to meet the learning expectations of the curriculum including workbooks, science supplies, and lab materials. Includes other classroom supplies including paper, pens, pencils and other classroom materials.
Professional/Paraprofessional/Technicians	Salaries and benefits for staff who provide support services to students and teachers, such as psychologists, psychometrists, speech and language pathologists, interpreters and intervenors, attendance counsellors, lunchroom supervisors, social workers, child/youth workers and computer technicians.
Library/Guidance	Salaries and benefits for teacher librarians and guidance teachers.
Staff Development	Expenditures to support instructional leadership, professional memberships, and professional development expenditures such as registration or tuition fees, transportation, accommodation and meal expenses.
Principals and Vice-Principals	Salaries and benefits for principals and vice-principals.
School Office	Salaries and benefits for clerical support staff, school office supplies and equipment.

Appendix A

Leads and Facilitators	Salaries and benefits for leads, facilitators and administration staff who support school programs and required equipment and supplies.
Continuing Education	Salaries and benefits for Continuing Education principal, vice-principal, teachers, instructors, support staff and required supplies and textbooks.

Administration and Governance

Costs for administration and governance such as operating board offices and central facilities, trustees, central based staff and expenditures, including superintendents and their secretarial support, finance, human resource, and information technology administration.

Transportation

Cost to transport students to and from home and school, including transporting students with special needs and school teams/clubs.

School Operations and Maintenance

Costs of operating school facilities (heating, lighting, maintaining and cleaning). Includes custodial salaries, benefits and required supplies.

Other Non-Operating

Includes the cost of employees seconded for assignments with the Ministry or unions (Staff on Loan).

Durham District School Board
 Interim Financial Report
 For the Period Ending February 28, 2025 (Q2)

EXPENDITURE CATEGORIES	2024-2025 Revised Estimates	2024-2025 Expenditures at (Q2)	2024-2025 % Spent at Q2	2023-2024 % Spent at Q2
Instruction				
Teachers	582,390,027	287,327,356	49.3%	47.8%
Supply Staff	21,236,186	13,289,402	62.6%	56.9%
Educational Assistants	63,013,386	34,513,450	54.8%	55.7%
Early Childhood Educator	24,646,713	13,352,120	54.2%	53.1%
Textbooks / Supplies	20,543,464	14,638,251	71.3%	68.6%
Computers	13,995,245	3,356,152	24.0%	17.0%
Prof./ParaProf./Tech.	32,879,174	15,335,217	46.6%	44.1%
Library / Guidance	22,039,570	11,119,219	50.5%	47.6%
Staff Development	4,945,338	2,021,038	40.9%	32.8%
Principals and VPs	39,712,147	23,773,480	59.9%	60.2%
School Office	20,956,647	11,019,079	52.6%	52.1%
Leads & Facilitators	19,953,470	8,900,915	44.6%	43.4%
Continuing Education	7,061,019	1,951,551	27.6%	24.7%
Instruction Total	873,372,384	440,597,229	50.4%	48.9%
Administration & Governance				
Governance	281,028	145,074	51.6%	53.4%
Board Administration	34,058,745	16,673,079	49.0%	41.8%
Administration & Governance Total	34,339,773	16,818,153	49.0%	41.9%
Transportation				
Transportation	29,218,788	16,606,941	56.8%	48.9%
Transportation Total	29,218,788	16,606,941	56.8%	48.9%
School Operations & Maintenance				
School Operations & Maintenance	92,560,783	42,750,815	46.2%	46.9%
School Operations & Maintenance Total	92,560,783	42,750,815	46.2%	46.9%
Other Non-Operating				
Other Non-Operating	3,028,640	1,522,904	50.3%	38.1%
Other Non-Operating Total	3,028,640	1,522,904	50.3%	38.1%
Grand Total	1,032,520,368	518,296,043	50.2%	48.4%



Durham District School Board

Student Trustee Report

April 7, 2025 Standing Committee

Ignite Learning:

In discussions with the Student Senate, Senators raised inquiries about heating and cooling in their schools. The February Senate Mentimeter (Appendix A) gathered student feedback on their experiences with heating and cooling in school buildings. Further data is required to get a more elaborate sense of student experience. As a starting point, on March 25, the Student Trustees met with Facilities Services staff to share our inquiries. Staff shared current strategies that are being used to regulate temperatures in schools. Through these conversations, we learned that heating issues are generally easier to resolve than cooling challenges. Additionally, students experiencing discomfort due to high temperatures should first report the issue to school administration, so that it can be shared with Custodial staff, as many of these inquiries have simple solutions.

School Cooling and Climate Control Measures:

1. **Building Design and Temperature Control:** Some school designs include dampers that may inadvertently block temperature regulation. However, automation technology allows for remote monitoring and necessary adjustments to maintain optimal conditions.
2. **Cooling Distribution Across the District:** There are 23 fully cooled buildings within the District, including six high schools and six elementary schools. The level of cooling largely depends on the age and construction of each building. This ensures that at least one school in every region, except the north (representing Brock, Scugog and Uxbridge), is fully cooled. As a result, students attending summer school can work comfortably in these buildings during warmer months.
3. **New School Construction and Upgrades:** New schools are being built with full cooling systems, based on previous feedback and evolving climate considerations gathered by Facilities Services. Older schools are gradually

incorporating fully cooled wings as their existing systems reach the end of their lifespan.

4. **Respite Systems and Temporary Cooling Solutions:** A respite system allows students to rotate into cooler areas, such as libraries, during extreme heat waves. Additionally, all portable classrooms purchased since 2014 come equipped with full air conditioning to enhance comfort for students and staff.
5. **Budget Considerations and Long-Term Planning:** Comprehensive air conditioning installation across all schools would cost tens of millions of dollars. Given that the District's annual facility improvement budget is only \$30 million, investments are prioritized based on value and impact. The number of days exceeding 27 degrees Celsius varies each year, influencing decisions on cooling infrastructure upgrades.

The goal of compiling this information is to equip the Student Senate with the knowledge needed to respond to student inquiries, learn more about the strategies that the District uses to navigate temperatures in schools, and advocate for enhanced cooling solutions in schools with the greatest need. By fostering informed discussions and collaboration, we can work toward creating a more comfortable and sustainable learning environment for all students.

Ignite Connection:

The recent Student Senate and Trustee Workshop, held in the Boardroom on March 19 provided Senators with a valuable opportunity to engage directly with Trustees, Superintendents, and Board staff. This event fostered meaningful discussions on key student-related issues while allowing students to gain deeper insight into the board's decision-making process. At the same time, Trustees and senior staff had the chance to connect with students firsthand. The workshop's collaborative approach strengthened the relationship between students, trustees and staff, emphasizing the significance of student advocacy and ensuring that student voices remain a priority.

Breakout group discussions covered a range of important topics, including school curriculum and board budget, Artificial Intelligence (AI) in classrooms, fostering a positive school climate, student voice in decision-making, mental health and well-being, transportation challenges, and special education. These conversations generated potential solutions that reflect a shared commitment to enhancing educational experiences for all students.

Key Discussions Topics and Proposed Recommendations:

1. Student Voice and Decision-Making:

- **Discussion:** Opportunity for student advocacy in board level decisions.
- **Proposed Recommendation:** Introduce a feedback system where students can submit concerns to Trustees and senior administration, ensuring that their voices are valued in decision-making processes.

2. Mental Health and Well-being:

- **Discussion:** How we can support the mental health of our students, phone addiction and the impact of screen time.
- **Proposed Recommendation:** Learning opportunities on issues like phone addiction and healthy screen use and promote healthy habits, encourage balanced technology use, and create decompression spaces within schools to support student well-being at the *Mental Harmony: Beyond the Stigma* event.

3. School Curriculum and AI Usage:

- **Discussion:** Concerns on the use of AI in classrooms and its potential misuse.
- **Proposed Recommendation:** Recommend training for staff and students on how to safely and effectively use AI in working and learning spaces and responsibly incorporate AI into classrooms while ensuring it enhances, rather than replaces learning. Establish clear guidelines for AI use.

4. School Climate and Inclusion:

- **Discussion:** Supporting students with diverse identities.
- **Proposed Recommendation:** Implement daily practices to ensure meaningful acknowledgment of diverse identities. Strengthen inclusivity through activities, events, and communication that reflect and celebrate all students' experiences.

5. Transportation Barriers:

- **Discussion:** Transportation challenges and barriers in the North.
- **Proposed Recommendation:** Continue to collaborate with DDSB staff and Trustees to explore options to advocate for additional bussing routes and alternative transportation options for students.

6. Equity, Diversity, and Inclusion:

- **Discussion:** Continued strategies to create positive and inclusive school climates that foster safety, respect and well-being.
- **Proposed Recommendation:** Continued opportunities for student advocacy at their schools and at the board level.

Feedback from the session was extremely positive and we hope that there will be continued opportunity for conversations such as these as student advocacy is an essential part of the school improvement process.

Overall, the workshop successfully fostered collaboration between Senators, Trustees, and Superintendents, providing all groups with valuable insights and a platform for advocating for continued growth. We will be bringing a summary of the event and our findings to the Administrative Council at their upcoming meeting, and are excited to gather continuous feedback on the event to ensure that we are prepared for next year! We have included the Mentimeter results (Appendix B) that were used to gather feedback at the end of the Workshop.

Ignite Well-being:

[The Denise House](#) hosted its Annual Celebration of Courage Gala on March 20, 2025, to honor the incredible women and children who have found the strength to seek help and embrace a new beginning. For over 40 years, The Denise House has provided a safe haven and essential support to those escaping violence and abuse in the Durham Region. This event was a powerful reminder of the resilience and bravery of these individuals, shining a light on their inspiring journey of overcoming trauma and rebuilding their lives. We were deeply honored to attend this meaningful event, where every ticket purchased contributed to providing shelter, support, and the hope of a fresh start for these courageous women and children. The evening was hosted by Perdita Felicien, a retired world champion 100m hurdler, bestselling author, sports broadcaster, and keynote speaker, whose presence added an extra layer of inspiration. This beautiful celebration of courage and hope reaffirmed that, together, we can make a profound and lasting difference in the lives of those in need.

Does your school experience distracting heating/cooling issues throughout the year?
(please provide detail)

11

11

21

APPENDIX A

yes very hot/cold

It's always so cold

absolutely, so so so so so hot during the winter and too cold during the winter

yes, during the winter it is way too cold, yet during the summer it is way too cold

My school's 4th floor is so nice in terms of heating and cooling, but the rest of the school needs work

during the summer its SUPER hot, like its lowkey unbearable and during the winter its just a little bit chilly but you can deal w it

Its to cold in the winters its like they dont open the heating and in the summers its very hot its like the air contitioning dose not exisit

Our school blasts heat in the morning but by basically second period the classrooms and building is freezing! I'm always so cold during lunch when i'm walking around.

In the season transition seasons yes, from winter to summer it can be overly heated and summer to winter can be overly cold

It's ok

Yes sometimes it's cold in the winter even though some parts have heat like the office

Student Senate & Trustee Collaboration Workshop Mentimeter Results

March 19th, 2025

Feedback Gathered by:

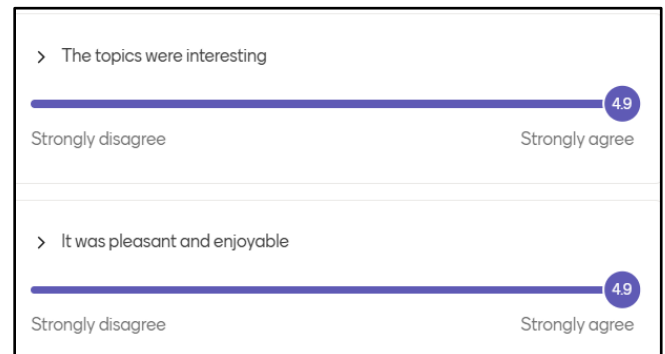
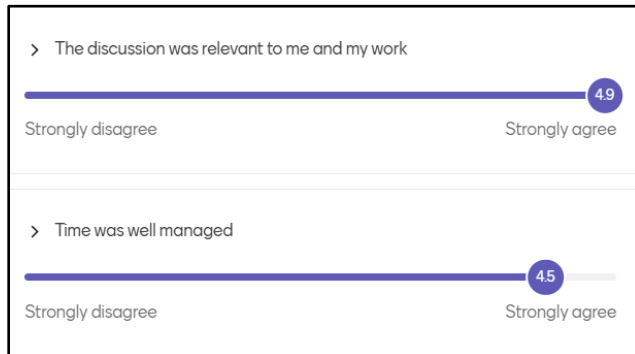
Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Q1: What did you like or dislike about our breakout discussions today?

- Lots of energy and ideas shared.
- I enjoyed the new members that were adding to our discussion today!
- Great to hear from students and your ideas to best support students.
- Getting actual feedback from students.
- The different sides we got to hear about the current issues.
- I liked the opportunity to talk to people knowing they can help make a difference with the issues we discussed.
- I disliked how small the breakout sessions were.
- They were great, just wish we had more time at each! Maybe more groups (even with the same topics) but fewer people to maximize time to talk.
- Loved hearing student advocacy. Gave me some good things to think about.
- I loved the openness for advocacy and the type of advice we got. Different perspectives of students.
- They were very interesting. I liked hearing student ideas.
- Liked collaboration and student advocacy. Disliked timing; we needed more time.
- Seeing how the Trustees and student concerns were aligned.
- I found it very insightful; the breakdown felt like a melting pot of perspectives.
- The friends (Trustees) we made along the way.
- We got to see different perspectives from Senators and Trustees.
- Chance to hear different voices from all over the system.
- Sharing thoughts with everyone and having a nice discussion.
- The small groups were great. Some groups were louder than others so sometimes [it was] hard to hear.
- I thoroughly enjoyed the entire process. Excellent work.
- I loved meeting all the adult Trustees and being able to personally tell them about our school experiences!
- LIKED: A lot of feedback was given, opinions could be shared. DISLIKE: Not enough time to share all thoughts on a topic.
- I loved the time to connect with Student Trustees and learn more about the student experience.
- I think I would have appreciated more time within the breakout groups, but overall very useful experience and knowledge.
- I enjoyed being able to network and engage with a variety of individuals. Being able to hear from students in person rather than second hand, authentic voices. The ability to share ideas fluently.

- I feel like the ratio of students to Trustee and Staff was a bit off. It was great to hear student voices and answer questions, but would have loved to see more students!
- Authentic conversations.
- Really well organized.

Q2: How would you rate today's meeting?



Q3: Is there anything you wish we talked more about?

- Special education IEPs
- Classroom experiences
- Daily school experiences
- Grade 9 day preparation
- Student transportation
- Board budget
- School safety
- Evaluations
- Curriculum
- Student advocacy
- Student needs
- School climate
- Inclusion and Funding
- Building relationships
- Events [run at] school(s)
- DRT passes and how they work
- Student behavior
- Post secondary resources [and pathways]
- Engaging with the community
- Assessments
- Grading system
- Realistic next steps and solutions
- Mental health and well-being
- Family involvement [and their experiences]

Q4: Questions from Audience

- How could we get a perspective of elementary school kids?
- When can we do this again?
- Can we do this twice annually going forward? Better feedback loops and also check-ins for progress re; suggestions posed.



MEMORANDUM

To: Trustees

Memo: No. 2425:70

From: Lauren Bliss, Superintendent of Education

Date: March 25, 2025

RE: Interim Artificial Intelligence (AI) Guidelines

This memo provides Trustees with an overview of the DDSB Artificial Intelligence (AI) Interim Guidelines that will be shared with staff, students and families by March 31, 2025.

The growing presence of generative AI within educational technology and corporate platforms, and the rapid integration of generative AI tools into existing educational applications, presents both opportunities and risks for teaching, learning, and working. This necessitates a clear approach grounded in Bill 194: Strengthening Cyber Security and Building Trustee in the Public Sector and other applicable laws and aligned with DDSB values and risk tolerance.

We will issue Interim Guidelines in Spring 2025 to communicate expectations to both staff, students and families. These guidelines will discourage the use of non-approved generative AI tools and will provide immediate guardrails to address risks. Approved AI tools will be released in conjunction with the Interim Guidelines to provide vetted options for use.

The implementation of the Interim Guidelines will provide the following benefits and risk mitigation:

- Deepen capacity while outlining the risks and limitations of the use of AI.
- Supports generative AI use by staff and students in alignment with our DDSB values and commitments to protect student and staff privacy, provide learning and working environments free from bias and discrimination, while providing accessibility.

- Support the development of innovative teaching, learning and working opportunities.
- Offer a framework for generative AI use to improve student achievement and well-being.
- Address academic integrity considerations, while maintaining high academic standards.
- Prepare students for an increasingly AI-driven world, ensuring that the benefits are maximized while minimizing potential risks.
- Advise that the District does not sanction the use of non-approved Generative AI tools in its learning and working environments.
- Take a needs-based approach that has identified staff and student immediate need to provide guardrails for generative AI use that is already underway.

We are currently working through the DDSB Technology Approval Process (TAP) to review Microsoft CoPilot for staff and Google Gemini for students as potential AI tools that if approved, can be used safely in DDSB learning spaces. The review of the software will include a security assessment and privacy impact assessment. Training will then be provided to teaching, learning and corporate staff to align the use of the tools with the Interim Guidelines.

Communication Plan

A comprehensive communication plan will support roll-out to the system which will include the Interim Guideline documents being posted on internal and external access points and shared with staff, students and families through existing communication methods, along with a list of approved generative AI Technologies.

Professional development opportunities for staff have been planned for upcoming staff meetings and the August and October Professional Development Days. Student and family friendly resources and posters are also being developed that will support AI Literacy and implementation in our classrooms and at home.

[Interim DDSB Artificial Intelligence Guidelines](#)

Please note the information contained in this memo should be considered confidential until after the District-wide rollout takes place on March 31, 2025.