



**DURHAM DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

**STANDING COMMITTEE  
PUBLIC SESSION**

**Monday, May 5, 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, May 5, 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, May 5, 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>Recommended Actions</u>	
	(a) Approval of the Standing Committee Minutes, April 7, 2025 (Trustee Deb Oldfield)	1-4
6.	<u>Information Items</u>	
	(a) 30 Credits My Way (Superintendent Stephen Nevills)	5-13
	(b) Student Trustee Report (Student Trustees K. Hoare, N. Poopalasundaram, S. Vijayakumar)	14-16
	(c) Ignite Durham Learning Foundation Update (IDLF) (Trustee Michelle Arseneault)	17-21
	(d) OPSBA Update (Trustees Donna Edwards, Kelly Miller)	Verbal
7.	<u>Adjournment</u>	

**Report of the Durham District School Board  
Standing Committee Public Session  
April 7, 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, Kelly Miller, Carolyn Morton, Christine Thatcher, Student Trustees Kayla Hoare, Nitishan Poopalasundaram, Shampavi Vijayakumar

Regrets: Trustees Stephen Linton, Shailene Panylo

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

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:SC10

MOVED by Trustee Mark Jacula

Standing Committee Meeting Minutes  
April 7, 2025

THAT THE AGENDA BE APPROVED.

CARRIED

5. DDSB Presentations: Strategic Implementation

(a) Mathematics in Action: System to Student Desk

Superintendent Mohamed Hamid provided an overview of the report on the 2024-2025 Math Achievement Action Plan and introduced DDSB staff Carleigh Wu, Matthew Werenich and Brandon McPhail, who shared a video highlighting the early impacts of implementation of the Math Plan on student learning experiences at Glengrove Public School.

Trustee questions were answered.

6. Recommended Actions

(a) Approval of the Standing Committee Minutes, March 3, 2025

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

2025:SC11

MOVED by Trustee Donna Edwards

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

CARRIED

7. Information Items

(a) Audit Committee Meeting Summary

Associate Director David Wright summarized the actions and discussion of the public session of the March 25, 2025 Audit Committee meeting, which included welcoming the newest Committee members, approving minutes of the previous meeting and confirming the upcoming meeting schedule.

There were no trustee questions.

(b) 2024-2025 Interim Financial Report – Operating Expenditures

Associate Director David Wright introduced Jennifer Machin, Senior Manager of Finance, who provided an overview of the report which includes a status update on operating expenditures as of February 28, 2025, representing the completion of the second quarter of the fiscal year.

Trustee questions were answered.

Standing Committee Meeting Minutes  
April 7, 2025

(c) Update from DSTS Governance Meeting – School Bus Air Quality Monitoring

Trustee Carolyn Morton shared that discussion around school bus air quality was initiated at the March 26, 2025 Durham Student Transportation (DSTS) Governance Committee meeting in response to a recent Board resolution. The DSTS Chief Administrative Officer (CAO) addressed the matter, noting that the Ministry of Transportation sets school bus emissions and air quality standards that are regularly monitored for compliance. In response to concerns, DSTS may request individual operators to complete additional mechanical and emission testing to ensure safety and compliance.

The DSTS CAO will provide a detailed letter to the Board of Trustees, which will be included in the Correspondence section of an upcoming public meeting agenda.

There were no trustee questions.

(d) Student Trustee Report

Student Trustees Kayla Hoare, Nitishan Poopalasundaram and Shampavi Vijayakumar shared updates on their learning about heating and cooling in DDSB buildings, key discussion topics and recommendations from the recent Student Senate and Student Trustee Workshop and their participation at the Annual Celebration of Courage Gala hosted by The Denise House.

Trustee questions were answered.

(e) OPSBA Update

Trustee Donna Edwards provided a summary of upcoming dates of note, including the following:

- April 14, 2025: Legislative Assembly of Ontario resumes
- May 1-2, 2025: Education Labour Relations and Human resources Symposium
- June 12-14, 2025: Annual Meeting

There were no trustee questions.

(f) Ignite Durham Learning Foundation (IDLF) Update

Trustee Michelle Arseneault shared that the recent Make A Difference Auction raised a total of \$69,435.43, almost double the amount raised in 2024 and expressed thanks on behalf of the IDLF team for everyone who donated and participated. Registration is now open for the first annual Ignite Open charitable golf tournament taking place at Royal Ashburn on June 10, 2025.

There were no trustee questions.

8. Memos

(a) 2425:70, Interim Artificial Intelligence Guidelines

Standing Committee Meeting Minutes  
April 7, 2025

The memo was shared for information and trustee questions were answered.

9. Adjournment

2025:SC12

MOVED by Trustee Kelly Miller

SECONDED by Trustee Mark Jacula

THAT THE MEETING BE ADJOURNED.

CARRIED

The meeting adjourned at approximately 7:37 p.m.

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Chair

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Secretary

## DURHAM DISTRICT SCHOOL BOARD

### ADMINISTRATIVE REPORT

**REPORT TO:** Durham District School Board

**DATE:** May 5, 2025

**SUBJECT:** 30 Credits My Way

**PAGE:** 1 of 5

**ORIGIN:** Camille Williams-Taylor, Director of Education and Secretary to the Board  
Stephen Nevills, Superintendent of Education

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

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

#### 1.0 **Abstract**

The *30 Credits My Way* approach empowers students and families to navigate all high school pathways and program options with confidence. This report, provided for information, outlines *30 Credits My Way*, associated resources and communications and aims to increase awareness and consistency of access across the District.

#### 2.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with information on the 30 Credits My Way approach to increase student and family awareness of credit attainment options for students.

#### 3.0 **Background**

All Durham District School Board (DDSB) schools aim to create learning environments to unleash the full potential and genius of students. *30 Credits My Way* provides students with the information and opportunity to explore and select from a diverse range of course and programming options. At DDSB, students are empowered to craft personalized pathway plans that align with their unique interests, aspirations and learning preferences. Through customization and flexibility in course selections and pathways students can create a more inclusive and dynamic learning experience, ensuring that they can embark on a pathway that truly resonates with their individual strengths and ambitions, unleashing their genius.

From student voice, parent voice and through discussions and meetings with school guidance teams, it was observed that information, programming options, and opportunities varied from school to school or between individuals within the school. It

was sometimes challenging for all students to access creative programming options that met their unique needs. This new approach will ensure that there is more consistency across and within schools and that all students, guardians, and staff have greater awareness and equitable access to all programming options available for students.

*30 Credits My Way* was soft launched in June of 2024 for parents/guardians, students and staff to show all the diverse range of programming and pathway options for students, and now involves the following components:

- A comprehensive web landing page sharing all course and program options with students and parents/guardians
- Posters to direct individuals to the website with a QR code
- A social media campaign
- Students each receive a "*Placemat/Menu*" showing the different options available for their pathway
- A *30 Credits My Way* Course Selection Booklet
- A *30 Credits My Way* Business Cards with a QR Code
- Promotion at parent/guardian/student course selection nights

Please see Appendices A-D for the *30 Credits My Way* placemats.

## 4.0 Analysis

### 1.1 Consultation Plan

Consultation on this project took place throughout the development of the launch with input provided by Student Trustees as well as staff from Communications, Creative Services, school guidance teams, secondary administrative teams, and senior team.

### 1.2 Risks and Opportunities

Students and families are beginning to consider alternative programming options. Families moving into Durham Region have expressed that they appreciate the customization and breadth of available options. As with the implementation of any new approach, change can be challenging. *30 Credits My Way* reflects a shift in practice and staff are working through supporting schools as they adjust to this approach.

### 1.3 Impact of *30 Credits My Way* to Date

The launch of *30 Credits My Way* has been a tremendous success, making a significant impact on students, families, and educators across the District. On January 23, 2025, the *30 Credits My Way* transition night for Grade 8 to Grade 9 attracted 1,445 parents/guardians. On February 4, 2025, the Grade 9 to Grade 10 transition session was held and had 368 families register and attend, underscoring the growing interest to learn about the *30 Credits My Way* approach.

Since the initiative's launch in January 2025 through to the end of March, the website has recorded 9,730 visits. This surge in traffic can be directly attributed to effective outreach

efforts and the distribution of the *30 Credits My Way* marketing materials including postcards, business cards, and the detailed *30 Credits My Way* guide, which helped steer traffic to the website and further engage the community.

The feedback from many stakeholders has been overwhelmingly positive.

A Grade 11 student noted, *"I found it helpful because it made it easier to total up all my courses and see what opportunities were available inside and outside DDSB."*

This sentiment is echoed by educators. One teacher remarked, *"Having students see the different ways they can earn credits has been super helpful, especially in schools where students can't always get the courses they want."*

Further, the DDSB Multilingual Language Learners (MLL) department highlighted that the initiative seamlessly supports newcomer and multilingual learners by providing flexible course options like eLearning, Continuing Education, and alternative program choices, ensuring that every student's previous learning, whether within or outside Canada, was valued and recognized.

Students themselves have expressed that implementation of this approach could have greatly enhanced their high school experience. One student shared, *"I wish I had known about this earlier, I would have been more focused and had more control over when I could finish school."* Other students noted that the initiative not only helped them manage course selection but also introduced them to opportunities such as paid co-operative education credits and accelerated learning options, which can be crucial for balancing academics with extracurricular responsibilities.

Overall, *30 Credits My Way* is redefining the educational landscape by providing information on diverse learning options, promoting early graduation opportunities, and ensuring that all students, regardless of their background or language proficiency, have the resources they need to succeed. This innovative approach to sharing information not only expands academic possibilities but also empowers students to take control of their education and future pathways.

## **5.0 Financial Implications**

Student Success, Grades 7-12 funding under the Classroom Staffing and Learning Resources Fund as part of the Core Education Funding (previously through the GSN), was used to cover the costs associated promotional materials including:

- 30 Credits My Way Booklets
- Postcards
- Business Cards
- School Posters

## **6.0 Strategic Links**

*30 Credits My Way* enacts the DDSB strategic priority of Meaningful Learning by centering students and matching educational experiences to their interests and goals to prepare them for a changing world. As an outcome of this approach, awareness and access to academic pathways has been significantly increased by engaging students and families as valued contributors and building trust through transparency and enhanced communication, all supporting the priority of Connected Communities. The approach also supports the priority of Well-Being by respects student interests, allowing for personalization and honouring student identities and lived experiences.

## **7.0 Communication/Implementation Plan**

December 2023 - Project inception (initial meetings with internal staff where important changes to graduation requirements were explored as well as initial consultations with school administration and guidance counselors).

May 2024 - Plans for preliminary launch and materials shared with Student Senate, Administrative Council, Secondary Family of Schools and Secondary Guidance Heads.

October 2025 - Communication out to all schools, social media and web banner roll out, and presentation at the secondary administrators conference.

January 2025 - Presentation to the Parent Involvement Committee and Grade 8 to 9 and Grade 9 to 10 course selection evenings.

## **8.0 Conclusion**

*30 Credits My Way* will become an embedded practice in DDSB to support student pathways and increase awareness of what options are available for both students and families.

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

## **9.0 Appendices**

Appendix A – 30 Credits My Way main placemat pathway page

Appendix B - 30 Credits My Way Assessment and Evaluation for Parents and Guardians

Appendix C - 30 Credits My Way Educator Conversation Placemat

Appendix D - 30 Credits My Way My Education Plan at a Glance

Report reviewed and submitted by:



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



\_\_\_\_\_  
Stephen Nevills, Superintendent of Equitable Education



### EXPERIENTIAL LEARNING OPTIONS

- Dual Credit
- Co-op paid or unpaid
- Ontario Youth Apprenticeship Program (OYAP)
- Ontario Youth Apprenticeship Program Level 1
- Recognition of Experiential Learning Credit
- Science Centre School
- SHSM
- Focused Apprenticeship Skills Training

### Do you have questions?

Contact your Guidance teacher,  
Inclusive Student Services,  
your Principal or Vice Principal

O'Neill Performing Arts  
Academy for Student  
Athletic Development



SCAN ME

# 30 Credits my way

24 CREDITS

30 CREDITS

Have you heard of the **Regional Centres for Success?**

### Student Success

- Supervised Alternative Learning Modified Schedule (SAL)
- Flexible Timetable Options
- Durham Alternative Secondary School (DASS)

Work  
Apprenticeship  
College  
University  
Community Living

### OSSD

*Ontario Secondary School Diploma*

- 30 credits in total
- 40 hours of Community Involvement
- Completion of the Literacy Requirement
- Earn at least 2 Online Learning Credits

### COA

*Certificate of Accomplishment*

- Non-credit courses
- Does not require 40 hours of Community Involvement or OSSLT

### OSSC

*Ontario Secondary School Certificate*

- Minimum of 14 Credits
- Does not require 40 hours of Community Involvement or OSSLT

8 CREDITS

French Immersion

16 CREDITS



IPP **INDIVIDUAL PATHWAY PLAN**  
myBlueprint  
myblueprint.ca/ddsb

Summer School  
dce.ca

EXPRESS LANE

Night School  
dce.ca

EXPRESS LANE

PLAR  
Prior Learning Assessment and Recognition

Durham Continuing Education  
dce.ca

### EXTERNAL CREDIT OPTIONS

- exchange programs
- international language credits
- conservatory music credits
- accredited private school credits

40 COMMUNITY INVOLVEMENT Hours

START Grade 9

You are in the driver's seat!

UNDERSTANDING  **ASSESSMENT** and **EVALUATION** for Parents and Guardians

Historically, assessment was used only for judging student work. Now we know that assessment can also be used to improve student learning. In fact, “the primary purpose of assessment and evaluation is to improve student learning.” (Growing Success, page 6)



“Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student’s most consistent level of achievement throughout the course although special consideration can be given to more recent evidence of achievement.” (Growing Success, page 41)

“Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of overall expectations for the course.” (Growing Success, page 41)



CONVERSATIONS	OBSERVATIONS <i>(only recording and assessing evidence of student learning of expectations)</i>	PRODUCTS
Conferences (about talking through reasoning and verbalizing processes)	investigation skills during a real or virtual investigative task	Assignments
Discussions	collaborating with others to achieve group goals and responsibilities	Demonstrations/labs
Focused learning conversations	appropriate selection and use of mathematical tools	Exhibits/web pages
Follow-up questions	interaction with and examination of data	Journals/logs
Journals	Presentations	Performance Tasks
Moderated online forums	Problem solving process	Portfolios
Portfolio conferencing	Questioning	Projects, including electronic
Questioning during processes	Process portfolio	Reader responses/blogs
Summative conversations	etc.	Tests, quizzes, exams
etc.		Videos/podcasts
		etc.

**FOR** As part of **Assessment FOR Learning**, teachers provide students with descriptive feedback and coaching for improvement.  
*(Growing Success, page 28)*

**AS** Teachers use **Assessment AS Learning** to help students develop their capacity to be independent learners who can set goals, monitor progress and reflect on their learning.  
*(Growing Success, page 28)*

**OF** Teachers examine **Evidence OF Learning** including conversations, observations, and products, which may be in numeric and qualitative forms to determine grades.  
*(Growing Success, page 39)*



## Other Anecdotal Observations

### How well do we know our students?

Notes on student interactions, observations, and feedback.

#### Strengths

#### Needs

#### Interests

### What are the barrier(s) to supporting students who fall outside the traditional definition of success?

- Challenges faced by the student (e.g. lack of resources, language barriers, socio-economic factors).

# 12

### What types of accommodations can we provide students to help them become successful?

- List specific accommodations provided (e.g. extra time on tests, seating arrangements, breaks, check-ins)



**Student's Name:**

**Grade:**

**IEP? Y / N**

### What supports does the students need (in school or outside)?

- List of supports available within the school (e.g. counseling, SERT, community programs)
- List support programs/interventions

### Next Steps: Action Plan

Schedule a meeting with parents/guardians | Coordinate with support staff for additional accommodations | Monitor and review progress at regular intervals

# My Education Plan at a Glance

Name: \_\_\_\_\_

Grade 9	Code	Grade 10	Code	Grade 11	Code	Grade 12	Code
English		English		English		English	
Mathematics		*Mathematics		Mathematics		Optional	
Science		Science		STEM - Related Group		Optional	
Canadian Geography		Canadian History		Optional		Optional	
French		Careers/Civics		Optional		Optional	
Optional		Optional (Arts, Tech or Phys-Ed if not completed in Grade 9)		Optional		Optional	
Optional		Optional		Optional		Optional	
Optional		Optional		Optional		Optional	

\* Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 Mathematics Course. You will need to achieve a mark of 70% or higher to pass this new requirement

## The Ontario Secondary School Diploma

- Earn **17 compulsory credits**
- Earn **13 optional credits** (for a total of 30 credits)
  - You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
  - Optional credits may include up to 4 credits earned through approved dual credit programs
- Complete **40 hours of community involvement** activities
- Earn at least **2 online learning credits**
  - If you like to opt out of this requirement, please return the opt out form to your Guidance Counsellor [ddsb.ca/en/programs-and-learning/resources/Documents/Graduation/Online-Learning-Graduation-Requirement-Opt-Out-Form-Updated.pdf](https://ddsb.ca/en/programs-and-learning/resources/Documents/Graduation/Online-Learning-Graduation-Requirement-Opt-Out-Form-Updated.pdf)
- Successfully complete the Provincial **Literacy Requirement**

### Compulsory Credits (Total of 17)

Students must earn the following compulsory credits to get an OSSD.

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in French as a Second Language
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in Health & Physical Education
- 1 credit in Arts (Drama, Music, Visual Arts, Media Arts)
- 0.5 credit in careers
- 0.5 credit in civics and citizenship
- 1 credit in Technological Education
- 1 credit from the STEM – related Course Group

### The following apply to compulsory credit selections

- The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

### STEM – Related course group

- Business studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits)
- Science (In addition to the 2 compulsory credits)
- Technological education (in addition to the 1 compulsory credit required)

## The Backwards Design – myBlueprint

### 1. Occupation Search

Favourite on myBlueprint the Occupation(s) that interest you.

### 2. Required Education

Note the required education/requirements to get into that field.

### 3. Programs of Interest

View the potential programs and find a program that you are interested in.

### 4. Required Courses

Click requirements and make note of courses that are required for the program.

### 5. High School Plan

Start adding required courses to your high school plan, start with grade 12 courses and move backwards to grade 9 courses.

**Program(s) you are interested in:**



**Durham District School Board****Student Trustee Report****May 5, 2025 Standing Committee****Ignite Learning:**

Feedback from our February Student Senate Mentimeter poll revealed growing student concerns about limited course availability and equitable access to a broad range of learning opportunities. The Student Trustees had the opportunity to meet with Monique Muller, System Lead of Student Success, Teaching and Learning K-12 to learn more about course offering. While overcapacity affects some schools, the main issue often lies in Ministry regulated enrollment caps on specific course types rather than overall overcrowding. Courses may not run if there's low student demand or insufficient staff with the required teaching qualifications, while popular single-section courses have a limited number of seats available, leaving students waitlisted or reassigned to their chosen alternative. Core or required courses that are essential for graduation are prioritized, though they may be solely offered in an e-learning capacity. Specialized programs like SHSMs face different restrictions, as schools need ministry approval, and adequate co-operative learning placements in the sector to offer them. While the DDSB is one of the most robust boards in Ontario in terms of SHSM and OYAP offerings, some students may be unable to access certain programs if they are not offered at their home school. These students can apply for out-of-boundary placement and are not provided with transportation, creating additional barriers to some specialized, non-compulsory programming.

One solution to increasing access to some courses is expanding access to online learning through DDSB's internal e-learning, the Ontario eLearning Consortium (OeLC), and Continuing Education. However, some students may be unaware of these options. Promoting resources like the *30 Credits My Way* framework can help students make informed choices when courses aren't available at their school. While it's not feasible to offer every course at all 18 secondary schools, increasing virtual course options may help create a more equitable and flexible system that supports diverse academic and career pathways. We will have ongoing conversations with Student Senators to explore how data at individual schools can be collected to determine if there is opportunity to explore additional course availability. We hope that by continuing to take a more flexible, student-informed approach to course delivery and ensuring more learners are aware of their options, the DDSB can continue to support diverse academic interests and future career pathways for its students.

## **Ignite Connection:**

As part of our ongoing commitment to student voice and leadership across the DDSB, the Student Senate successfully hosted a new initiative aimed at our younger learners. Earlier this month, the Senate held a virtual leadership conference specifically designed for Grade 7 and 8 students across the district. This event marked an exciting milestone in engaging students earlier in their educational journey and encouraging them to explore leadership opportunities. The conferences took place on April 10th and April 17th, and were open to all DDSB elementary schools. Each Grade 7/8 class was invited to attend one of the two available sessions. The event was entirely virtual, and all elementary school admin were provided with the links to join whichever conference date that worked best for each individual class. For our first session, we had 43 classes attend, and for our second session, we had 20 classes participate. The goals of this initiative were to raise awareness of the Student Senate and Student Trustee positions among elementary students, and to encourage leadership involvement as they prepared for the transition to high school. It also aimed to introduce a variety of leadership pathways available through secondary schools, strengthen the connection between elementary and secondary students within the DDSB, and gather feedback to help shape future student-led initiatives.

## **The sessions included:**

- Introductions to key Senate roles such as Student Voice, Student Success, and Equity, Diversity, and Inclusion (EDI)
- Presentations by regional representatives from Oshawa, Whitby, the Western and Northern regions
- An overview from the Senior Executive Team on how the Senate is structured and operates
- An open Q&A session for students to engage directly with current student leaders

We are incredibly proud of the Senate team for their leadership in organizing and delivering such a meaningful and well-executed event. It truly showcased the power of students inspiring one another and laid the foundation for stronger student voices in years to come. A special thank you goes out to our dedicated team of Senate presenters, as well as our Staff Advisors Mr. Demaray and Mrs. Cameron, Superintendent Bliss, Diane Curry, and Ryan Adams for their continued support and guidance. Their efforts helped make this event a success. We are excited to see how this initiative will continue to motivate and empower our next generation of student

leaders, and we hope to run this event annually to keep fostering leadership skills among our students.

## **Ignite Well-being:**

During our recent Student Senate General Assembly, we had the pleasure of hosting the DDSB Student Senate Potluck—an event that celebrated the rich diversity within our Senate. The potluck, held on April 3rd, was an exciting opportunity for our Senate members to share food that represented their unique backgrounds, cultures, religions, and identities. This event was designed to not only foster team building and bonding but also to provide a safe space for students to express themselves through food and cultural attire. The potluck was a huge success. Prior to the meeting, all participants were invited to bring dishes that represented their personal and cultural identities. In addition to sharing food, many members also wore cultural clothing, further enhancing the celebration of our diverse backgrounds. Tables were set up at the back of the room, and attendees were able to grab food before the meeting started. During the event, members had a chance to enjoy diverse cuisines and connect with one another over shared meals, while also celebrating cultural diversity through the clothing worn by many.

A special thank you to our Senate members who brought in delicious dishes and showcased the diversity within our group. This event was not just about food or clothing—it was a moment to celebrate who we are as individuals and as a Senate community. The success of the event highlighted the importance of creating spaces where everyone feels empowered to share their identities and connect with others. You can find pictures and reels from the event on our Instagram @ddsbstudentsenate to see the incredible moments and cultural expressions shared by our Senate members. We look forward to continuing initiatives like this to further strengthen the bonds between our Senate members and promote inclusivity across the DDSB. This event truly showcased the power of food and cultural expression as tools for unity and connection, and we are excited to see how it will continue to inspire future gatherings.

# You can give high school golfers the chance to shoot their shot!

## BECOME A COMMUNITY SPONSOR!

 June 10th, 2025  Royal Ashburn Golf Club

### Empower the golfers of tomorrow!

Give young athletes the chance to play, grow, and compete by sponsoring their participation in our upcoming Ignite Open golf tournament! Your support will ensure that passionate high school golf teams and students golfers have the opportunity to experience tournament play, no matter their financial situation.

### Your sponsorship can:

- Provide a student with tournament experience
- Help them build skills, confidence, and sportsmanship
- Make a direct impact on young athletes in your community

### Contact us to become a community sponsor!

 [ignite.foundation@ddsb.ca](mailto:ignite.foundation@ddsb.ca)  905-666-6000

 400 Taunton Road East  
Whitby, ON L1R 2K6, Canada  [idlf.ca](http://idlf.ca)



**IGNITE  
OPEN**  
Ignite Durham Learning Foundation



### Join us on the course!

Scan the QR code or visit the link below before June 10<sup>th</sup> to register

[idlf.givecloud.co/ignite-open-registration](https://idlf.givecloud.co/ignite-open-registration)

# Don't Miss Your Shot!

**Join us on the course!**

 **June 10th, 2025 @ 8:00 AM**

 **Royal Ashburn Golf Club**

995 Myrtle Rd W, Whitby, ON L0B 1A0

Get ready for an exciting day with Ignite Open, our highly anticipated golf tournament!

Funds raised will help DDSB students overcome financial barriers to achieve their best at school and in their community.



**Register Here!**

Scan the QR code or visit the link below

[idlf.givecloud.co/ignite-open-registration](http://idlf.givecloud.co/ignite-open-registration)

## Reach out to us

 [ignite.foundation@ddsb.ca](mailto:ignite.foundation@ddsb.ca)

 905-666-6000

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 <http://bit.ly/3DWUTxf>

# STORY OF THE SHOE



Scan the QR code or visit the link below to make a difference today!  
[tinyurl.com/ConnectSolemates](https://tinyurl.com/ConnectSolemates)

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Charitable Registration #: 74018 7919 RR0001

## Step Up for Students: Ignite Durham's Sole-Mate Campaign

For many students, a good pair of shoes is more than just footwear—it's a step toward confidence, inclusion, and opportunity. Unfortunately, not every child has access to a pair of well-fitting, weather-appropriate shoes, which can impact their ability to participate fully in school life.

Imagine a child hesitating at the edge of the playground, unable to join their friends in a game of tag because their shoes are too worn to keep up. Picture a student eager to try out for a sports team but holding back because they don't have the proper footwear. Think of a child walking to school on a cold, wet morning with shoes that offer little warmth or protection.

This is the reality for some students in our community. But together, we can change that.

The Ignite Durham Learning Foundation (IDLF) is launching the Sole-Mate Campaign—a heartwarming initiative to provide new, high-quality shoes to students in need. A good pair of shoes means more than just comfort; it means the ability to run, play, and fully participate in school activities without barriers. It means standing tall with confidence, knowing they have the same opportunities as their peers.

We invite you to step up and be a Sole-Mate for a child in need. If you have the means, please consider donating a new pair of shoes or contributing to this vital cause. Every pair gifted is a step toward equity, dignity, and the opportunity for a student to thrive.

Together, we can ensure that every child walks into school with pride, warmth, and the ability to succeed. Because every step matters.

For more information on how to donate, please visit the QR code below.



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**Will you join us to help students put their best food forward?**

We're collecting monetary and in-kind donations of new indoor running/gym shoes for students from Kindergarten to Grade 8.

1 in 4 students in our region live in poverty. That's over 21,000 children facing daily socio-economic barriers. In some areas containing our priority schools, the number of students living below the poverty line climbs to 80%.

When you donate, you do more than give a pair of shoes:

- You help a child step into school with joy, dignity, and confidence.
- You help them learn, play, and thrive.
- You help Make Tomorrows Brighter.

Give a child their sole-mate today! For more information, contact us below.



Scan the QR code or visit the link below to donate!

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