

## Regular Meeting

April 17, 2024

A regular meeting was convened at 4:37 p.m. on Wednesday, April 17, 2024, in the Boardroom, 5050 Yonge Street, Toronto and by electronic means, in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#), with Rachel Chernos Lin, Chair of the Board, presiding.

The following members were present: Trustees Michelle Aarts, Rachel Chernos Lin, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong, Student Trustees Angelika Bell and Yi Kai Zhou and Indigenous Student Trustee Ozaawaamukwaikwe Secord.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Dawson, de Dovitiis, Hassan, Hastings, King, Laskin, MacLean, Patel, Pei, Rajakulasingam, Shan, Williams and Student Trustees Bell, Zhou and Indigenous Student Trustee Secord participating in person, and other trustees present participating by electronic means, in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

**1. Resolution Into Committee of the Whole (Private)**

At 4:38 p.m., on motion of Trustee Aarts, seconded by Trustee MacLean, the regular meeting resolved into Committee of the Whole (Private) to consider matters on the private agenda of the Committee of the Whole.

**2. Reconvene**

At 6:24 p.m., the regular meeting reconvened.

**3. Committee of the Whole (Private), Report No. 244, April 17, 2024 (see page 11)**

Trustee MacLean, seconded by Trustee Williams, moved: **That Report No. 244 of the Committee of the Whole (Private) be adopted.**

The motion was carried.

**4. Recess and Reconvene**

At 6:25 p.m. on motion of Trustee MacLean, seconded by Trustee Williams, the meeting recessed for dinner and reconvened at 7:12 p.m.

## 5. **Acknowledgement of Traditional Lands and National Anthem**

Trustee Chernos Lin recited the acknowledgement of traditional lands, following which, a video of the national anthem performed by Kindergarten students from Wexford Public School was shown.

## 6. **Approval of the Agenda**

Trustee Laskin, seconded by Trustee Shan, moved: **That the agenda be approved.**

The motion was carried.

## 7. **Celebrating Board Activities**

### *(i) Sikh Heritage Month*

Trustees Shan and Williams spoke about Sikh Heritage Month, which is recognized in April.

### *(ii) Latin-America History Month*

Trustee de Dovitiis spoke about Latin-America History Month, which is recognized in April.

### *(iii) International Day of Pink*

Trustee Chernos Lin, spoke about International Day of Pink. A video montage featuring the International Day of Pink event that took place in the Boardroom on Wednesday, April 10, 2024 was shown.

## 8. **Memorials**

The Chair expressed sympathy on behalf of the Board to the families of Paul Fairman, Michael Gill, Leonard Naismith, Estella Wheeler, Jermaine Williams, Serafina Agostino, Daniela Andries, Bhavini Bhavsar, Dave Gallivan, Paramasakthy Karunanithy and Susan Wagner, Board employees who recently died.

A moment's silence was observed in their memory.

## 9. **Chair's Announcements**

The Chair:

- provided an update on advocacy letters sent out throughout the month of March and early April on various topics, noting that to date, she had received just one response from the Minister of Canadian Heritage regarding Gambling Ads;

- spoke about two additional advocacy letters sent to the Minister of Education following the special meeting of April 4, 2024. The first was regarding the Board's request for an exemption from the provincial moratorium on school closure, while the second outlined critical funding challenges faced by the Board;
- noted that there were four key areas contributing to the budget deficit: (i) increasing rates of statutory benefits without corresponding funding increases; (ii) salary gapping; (iii) the moratorium on school closure; (iv) COVID-19 expenditures;
- spoke about a press conference held to discuss the budget situation with the media and announced that trustees would host three townhall meetings to discuss the 2024-25 budget.

## 10. **Reports From Trustees Appointed to External Organizations and Student Trustees**

### (i) Board of Health

Trustee Sriskandarajah presented an oral report on the work of the City's Board of Health regarding measles. She said that, although uncommon in Toronto and Ontario, a risk of measles outbreak is possible due to international travel and lower vaccination rates. Therefore, the Board and Public Health decided to:

- work with school boards to spread information to students and ensure they are up-to-date with their measles vaccination;
- issue suspension orders to non-compliant seven-year-olds;
- assess other cohorts; and
- engage in a public awareness campaign about the importance of immunization for measles.

### (ii) Student Trustees

Student Trustees Bell and Zhou and Indigenous Student Trustee Secord presented information on the activities of the Student Senate and student trustees, including:

- the OSTA-AECO's My Student Trustee project;
- Student Trustee Bell's appointment to the Black Trustees Caucus Liaison position on the OSTA-ARCO Public Cabinet;
- Indigenous Student Trustee Secord's work with TRAIG's MMIW+2S Education Project regarding a format for addressing Red Dress Day or Missing and Murdered Indigenous Peoples Day on May 5;
- A joint virtual learning centre meeting of the Student Senate held on March 27, 2024. Topics included the Board's budget process, the Know Your Worth scholarship, and menstrual equity;

- Student Senate will host the Grades 9/10 Leadership Retreat from Friday, April 19 to Sunday, April 21, 2024;
- Student-led leadership workshops at William Lyon Mackenzie Collegiate Institute in Ward 5;
- Communications following virtual sessions with classes on promoting leadership opportunities for younger students
- Toronto Youth Council meeting that addressed aspects of municipal budget, past budget successes and challenges;
- Toronto Indigenous Youth Council meeting that discussed the role of the Indigenous student trustee;
- the annual Casa Loma Key Club dinner;
- the Ontario Alliance of Black School Educators (ONABSE) dialogue on Black student experiences in the education system;
- the Racial Justice Summit Event 2024 with the Urban Alliance on Racial Relations dialogue on racial justice.

A copy of their report was circulated at the meeting.

(iii) Special Education Advisory Committee

In accordance with O. Reg. 464/97, Special Education Advisory Committees, SEAC Chair, David Lepofsky, addressed the Board regarding the objectives of the Board's proposed Multi-Year Strategic Plan on accessibility.

A written submission was circulated at the meeting.

## **11. Director's Leadership Report**

Director Colleen Russell-Rawlins presented her leadership report for April 2024.

The Director:

- spoke about the Student Envision Conference to affirm the identities of the Board's 2SLGBTQIAP+ students, and the provision of a necessary affinity space and community building opportunities;
- announced that the annual Unleashing Learning Conference for Educators at which educators from across the Board will be hosted, will take place at the Beanfield Centre on Friday, April 19, 2024. She thanked the corporate sponsors for making the opportunity financially possible;

- spoke about the digital marketplace where her opening talk will focus on strategies for navigating the digital transformation;
- in commemoration of April as Earth month, spoke about the ways in which students are contributing to a more sustainable world including, Island Public/Natural Science School and their commitment to sustainability, Dr. Norman Bethune Collegiate Institute's week-long clothing and textile drive, and Woburn Junior Public School's EcoCode for the 2023-2024 school year called Eco Quilt.

## **12. Declaration of Possible Conflict**

Trustee Laskin declared a possible conflict of interest related to a private negotiations matter discussed in private.

I declare a possible conflict of interest on an item in private session because my daughter is a member of the Elementary Teachers' Federation of Ontario.

The trustee was not present and did not vote on the matter for which she declared a conflict.

## **13. Matters to be Decided Without Discussion**

Trustee Williams, seconded by Trustee Aarts, moved: **That the following matters presented as matters to be decided without discussion be approved or received, as appropriate:**

- a. Confirmation of Minutes of the Meetings Held on March 6, March 26 and April 4, 2024**
- b. Governance and Policy Committee, Report No. 3, March 20, 2024 (see page 1319)**
  3. P072, Workplace Violence Prevention Policy, Phase 1: Annual Review [4679]
  4. P048, Occupational Health and Safety Policy, Phase 1: Annual Review [4680]
- c. Planning and Priorities Committee, Report No. 3, March 21, 2024 (see page 19Error! Bookmark not defined.)**
  1. Special Education Advisory Committee: Multi-Year Strategic Plan Objectives: Accessibility
  2. Multi-Year Strategic Plan for 2024-2028 [4683]
  3. Business Arising: Measurement of Multi-Year Strategic Plan Goals
  4. Nutrition Update [4684]
- d. Audit Committee, Report No. 1, March 25, 2024 (see page 53)**
  1. Compliance and Board-Mandated Training Program Summary, 2023-2024: Overview and Metrics [4677]

2. Business Arising: Inclusion of Trustee Compliance and Board-Mandated Training Summary Data
  3. Internal Audit Department Status Update: March 2024 [4674]
  4. Regional Internal Audit Team (RIAT) Engagement and Status Update [4672]
  5. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4675]
- e. Finance, Budget and Enrolment Committee, Report No. 7B, April 2, 2024 (see page 57)**
1. Contract Awards, Facilities [4686]
  2. Contract Awards, Operations [4687]
  3. Construction Tender Award, York Memorial Collegiate Institute Reconstruction and Remediation [4689]
- f. Program and School Services Committee, Report No. 3, April 3, 2024 (see page 61)**
1. Parent Involvement Advisory Committee: Elementary School Schedule: Monday to Friday Versus Five-Day Cycle
  2. Early Years Community Advisory Committee: Child Care Centres: Membership and Communication With Local Caring and Safe Schools Committees
  3. Annual Indigenous Education Report, 2023 [4693]
  4. Student Demographics and Learning Opportunities Index Rankings in French Immersion Programs [4671]
  5. Science and Technology, STEM and Robotics 2023-2024 Annual Report [4692]

The motion was carried.

**14. Governance and Policy Committee, Report No. 3, March 20, 2024 (see page 13)**

Item 1, P067, Learning Opportunities Index Policy Review, Phase 3 [4678] (see page 13)

Trustee Williams, seconded by Trustee Hassan, moved:

**(a) That the report be received;**

**(b) That the following be referred to staff for consideration in developing policy P067, Learning Opportunities Index;**

**Be it resolved:**

That, prior to public consultation being initiated, the following information be provided to the Board:

- a) Additions to the descriptive evaluation on the use of the LOI in allocating resources to schools, to be included for information as part of the review, including:
  - i. a list of all staff allocations made by the Board of Trustees that use the LOI as part of their operational allocations following board approvals of levels, and any formulas used
  - ii. illustrative examples of 3-5 additional operational allocations that use the LOI in their allocation
  - iii. information on allocations decisions where LOI is not advised to be used
- b) a summary of any meetings held with focus groups and a list of experts that have been engaged
- c) Any updated proposals for the LOI definition, methodology and formula;
- d) Consideration of metrics that could be used alongside or in addition to current school based LOI to consider impacts of programs of choice, gentrification and the deepening and concentration of poverty, and other matters that may relate to equity and educational outcomes within schools;
- e) A description of the Learning Opportunities Grant, and how it relates to LOI and this policy

**(c) Whereas, the current Learning Opportunities Index Policy (P029) was adopted on February 11, 2009, and most recently revised on June 17, 2015; and**

**Whereas, the policy recognizes that the Learning Opportunities Index (“LOI”) *“is an effective tool for measuring external challenges to student success;”* and**

**Whereas, the variables used in the LOI are to be re-evaluated every five years as part of a review of the LOI and its uses. The TDSB recognizes that, as new data becomes available, the Board can approve a change in the variables that are included in the LOI; and**

**Whereas, as a result of the 2007-08 review, immigration, mobility, and housing were removed from the index because, in the TDSB’s view *“they did not show a sufficiently strong relationship to student achievement”* ([The 2023 Learning Opportunities Index: Questions and Answers](#)); and**

**Whereas, as part of the *Learning Opportunities Index Policy Review*, TDSB staff has presented the Board of Trustees with a report outlining**

**recommended revisions to Learning Opportunities Index Policy (P067) and a draft revised policy; and**

**Whereas, proposed revisions to P067 outlined in the report include “*Added in provision outlining that discretion be used by staff for equity related decisions and the LOI*”; and**

**Whereas, the LOI was developed to include variables that have been statistically tested against the student success indicators of TDSB students and have been shown to correlate with measures such as the Education Quality and Accountability Office (EQAO) Primary and Junior assessment results, the Ontario Secondary School Literacy Test (OSSLT), and credit achievement;**

**Therefore, be it resolved that the draft revised Learning Opportunities Index Policy be referred back to staff for further revisions and clarification on the following matters:**

- i. clarification in the policy on appropriate external equity factors to be considered in staff’s discretionary powers to discount LOI data; and**
- ii. requirements that similar statistical rigour be applied to any discretionary decisions permitted by staff to demonstrate that such decisions are based on a sufficiently strong relationship to student achievement.**

Trustee Laskin, seconded by Trustee Ehrhardt, moved in amendment: **That the following be added at Part (b), (a)(i), after “any formulas used”:**

**“and a rationale for the use of LOI in the allocation of that staffing category**

- i. where LOI currently factors into local decision-making with examples of how local decision-making affects allocation given it is already included in the formula allocation**
- ii. a rationale for how profile staff are distributed by learning centre for local decision-making**
- iii. if there is a situation where the formula is not working to support community in crisis or transition, the Director consider adding additional resources – at that point it should be a system decision, not a local decision**
- iv. requesting a review of the current VP allocation formula from February 2022 with respect to the new MYSP with specific reference to “*formulize our commitment to differentiated allocation and equitable resource allocation*” and that TSAA be consulted in the**



**review of the VP allocation formula and that the report on the VP formula allocation come back to the board prior to the staffing allocation in 2025-26 to ensure the necessary number of VPs are allocated to the system <https://pub-tdsb.escribemeetings.com/filestream.ashx?DocumentId=10317>**

At the meeting, the parts of the amendment were voted on separately as follows:

On motion of Trustee Laskin, seconded by Trustee Ehrhardt Part (i) was defeated.

On motion of Trustee Laskin, seconded by Trustee Ehrhardt Part (ii) was defeated.

On motion of Trustee Laskin, seconded by Trustee Ehrhardt Part (iii) was defeated.

On motion of Trustee Laskin, seconded by Trustee Ehrhardt Part (iv) was defeated.

At the meeting, the parts of the main motion were voted on separately as follows:

On motion of Trustee Williams, seconded by Trustee Hassan Part (a) was carried.

On motion of Trustee Williams, seconded by Trustee Hassan Part (b) was carried.

On motion of Trustee Williams, seconded by Trustee Hassan Part (c) (i) was carried.

On motion of Trustee Williams, seconded by Trustee Hassan Part (c) (ii) was carried

Item 2, P021, Fundraising Policy, Phase 5 [4670] (see page 16)

During discussion of the matter, Trustee MacLean, seconded by Trustee Laskin, moved: **That the further consideration of the matter be postponed to the next regular Board meeting on May 22, 2024:**

**That the matter be referred to staff on the following:**

**Be it resolved:**

- a) **That options for mandatory contributions to the system priorities fund, of over a certain threshold of funds raised, be added to policy P021, Fundraising;**
- b) **That the Director include information on the following, as part of the annual report to Board on school generated funds:**
  - i. **schools councils making contributions to the system priorities fund or to other schools;**
  - ii. **how contributions to the system priorities fund are being simplified and promoted with school council**

The motion to postpone consideration was carried.

**15. Extension of Meeting**

At appropriate times during the meeting, the Ending Time procedure was applied, and the meeting was extended.

**16. Adjournment**

At 11:05 p.m., on motion of Trustee Lulka, seconded by Trustee Pei, the meeting adjourned.

Rachel Chernos Lin  
Chair

Confirmed by the Board at the meeting held on  
May 22, 2024

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Rachel Chernos Lin, Chair of the Board

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Committee of the Whole (Private), Report No. 244, April 17, 2024

## **Committee of the Whole (Private)**

### **Report No. 244, April 17, 2024**

A meeting of the Committee of the Whole (Private) was convened at 4:38 p.m. on Wednesday, April 17, 2024 in the Boardroom at 5050 Yonge Street and by electronic means, in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#), with Neethan Shan, presiding.

The following members were present: Trustees Michelle Aarts, Rachel Chernos Lin, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Dan MacLean, Patrick Nunziata, Zakir Pater, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, and Manna Wong.

Regrets were received from Trustees Alexandra Lulka Rotman,

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Dawson, de Dovitiis, Hassan, Hastings, King, Laskin, MacLean, Patel, Pei, Rajakulasingam and Williams participating in person, and other trustees present participating by electronic means, in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

#### **1. Selections, Transfers and Placements of Principals and Vice-Principals**

The Committee considered a report from staff (as shown in the private minutes of the Committee of the Whole) presenting selections, transfers and placements of principals and vice-principals for approval.

The Committee of the Whole (Private) **RECOMMENDS** that the selections, transfers and placements of Principals and Vice-Principals be approved.

#### **2. Audit Committee, Report No. 1 (Private), March 25, 2024**

The Committee considered Report No. 01 (Private) of the Audit Committee (as shown in the private minutes of the Committee of the Whole).

The Committee of the Whole (Private) **RECOMMENDS** that Report No. 01 (Private) of the Audit Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

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Committee of the Whole (Private), Report No. 244, April 17, 2024

**3. Negotiations Steering Committee, Report No. 2 (Private), April 4, 2024**

The Committee considered Report No. 02 (Private) of the Negotiations Steering Committee (as shown in the private minutes of the Committee of the Whole).

The Committee of the Whole (Private) **RECOMMENDS** that Report No. 02 (Private) of the Negotiations Steering Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

Neethan Shan  
Committee Chair

**Adopted on April 17, 2024 (see page 1)**



## Governance and Policy Committee

### Report No. 03

GPC:003A

Wednesday, March 20, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

**Members Present** Trustees Yalini Rajakulasingam (Chair), Sarah Ehrhardt, Dennis Hastings, Patrick Nunziata, Weidong Pei, Anu Sriskandarajah and Manna Wong

**Also Present** Trustees Rachel Chernos Lin, Alexis Dawson, Dennis Hastings, Debbie King, Shelley Laskin, James Li and Deborah Williams  
The meeting was a hybrid model with Trustees Hastings, Laskin, Rajakulasingam and Wong participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

### **Part A: Committee Recommendations**

#### **1. P067, Learning Opportunities Index Policy Review, Phase 3 [4678]**

The Committee considered a report from staff (see GPC:003A, page 1) presenting information on recommended revisions to policy P067, Learning Opportunities Index for feedback.

**Moved by:** Trustee Pei

**Seconded by:** Trustee Hastings

The Governance and Policy Committee **RECOMMENDS:**

**(d) That the report be received;**

**(e) That the following be referred to staff for consideration in developing policy P067, Learning Opportunities Index;**

**Be it resolved:**

That, prior to public consultation being initiated, the following information be provided to the Board:

- f) Additions to the descriptive evaluation on the use of the LOI in allocating resources to schools, to be included for information as part of the review, including:
  - iv. a list of all staff allocations made by the Board of Trustees that use the LOI as part of their operational allocations following board approvals of levels, and any formulas used
  - v. illustrative examples of 3-5 additional operational allocations that use the LOI in their allocation
  - vi. information on allocations decisions where LOI is not advised to be used
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- g) a summary of any meetings held with focus groups and a list of experts that have been engaged
- h) Any updated proposals for the LOI definition, methodology and formula;
- i) Consideration of metrics that could be used alongside or in addition to current school based LOI to consider impacts of programs of choice, gentrification and the deepening and concentration of poverty, and other matters that may relate to equity and educational outcomes within schools;
- j) A description of the Learning Opportunities Grant, and how it relates to LOI and this policy

**(f) Whereas, the current Learning Opportunities Index Policy (P029) was adopted on February 11, 2009, and most recently revised on June 17, 2015; and**

**Whereas, the policy recognizes that the Learning Opportunities Index (“LOI”) “*is an effective tool for measuring external challenges to student success;*” and**

**Whereas, the variables used in the LOI are to be re-evaluated every five years as part of a review of the LOI and its uses. The TDSB recognizes that, as new data becomes available, the Board can approve a change in the variables that are included in the LOI; and**

**Whereas, as a result of the 2007-08 review, immigration, mobility, and housing were removed from the index because, in the TDSB’s view “*they did not show a sufficiently strong relationship to student*”**

***achievement***” ([The 2023 Learning Opportunities Index: Questions and Answers](#)); and

**Whereas, as part of the *Learning Opportunities Index Policy Review*, TDSB staff has presented the Board of Trustees with a report outlining recommended revisions to Learning Opportunities Index Policy (P067) and a draft revised policy; and**

**Whereas, proposed revisions to P067 outlined in the report include “*Added in provision outlining that discretion be used by staff for equity related decisions and the LOI*”; and**

**Whereas, the LOI was developed to include variables that have been statistically tested against the student success indicators of TDSB students and have been shown to correlate with measures such as the Education Quality and Accountability Office (EQAO) Primary and Junior assessment results, the Ontario Secondary School Literacy Test (OSSLT), and credit achievement;**

**Therefore, be it resolved that the draft revised Learning Opportunities Index Policy be referred back to staff for further revisions and clarification on the following matters:**

- iii. clarification in the policy on appropriate external equity factors to be considered in staff’s discretionary powers to discount LOI data; and**
- iv. requirements that similar statistical rigour be applied to any discretionary decisions permitted by staff to demonstrate that such decisions are based on a sufficiently strong relationship to student achievement.**

**Carried**

At the Committee meeting, Part (b) was added on motion of Trustee Ehrhardt, seconded by Trustee Sriskandarajah.

At the Committee meeting, Part (c) was added on motion of Trustee Pei, seconded by Trustee Hastings.

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Governance and Policy Committee, Report No. 03, March 20, 2024

## **2. P021, Fundraising Policy, Phase 5 [4670]**

The Committee considered a report from staff (see GPC:003A, page 17) presenting information on revisions to policy P021, Fundraising.

**Moved by:** Trustee Ehrhardt

**Seconded by:** Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS:**

**That the matter be referred to staff on the following:**

**Be it resolved:**

- a) **That options for mandatory contributions to the system priorities fund, of over a certain threshold of funds raised, be added to policy P021, Fundraising;**
- b) **That the Director include information on the following, as part of the annual report to Board on school generated funds:**
  1. **schools councils making contributions to the system priorities fund or to other schools;**
  2. **how contributions to the system priorities fund are being simplified and promoted with school councils.**

**Carried**

Staff had recommended that the revised policy, P021, Fundraising, as presented in the report, be approved.

Minority Report (submitted in accordance with Bylaw 5.14.13)

Trustee Pei disagreed with the decision of the Committee and recommends instead that the matter be defeated.

## **3. P072, Workplace Violence Prevention Policy, Phase 1: Annual Review [4679]**

The Committee considered a report from staff (see GPC:003A, page 35) presenting information on the review of policy P072, Workplace Violence Prevention.



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Governance and Policy Committee, Report No. 03, March 20, 2024

**Moved by:** Trustee Sriskandarajah

**Seconded by:** Trustee Ehrhardt

The Governance and Policy Committee **RECOMMENDS** that policy P072, **Workplace Violence Prevention**, as presented in the report, be approved.

Carried

#### **4. P048, Occupational Health and Safety Policy, Phase 1: Annual Review [4680]**

The Committee considered a report from staff (see GPC:003A, page 47) presenting information on the review of policy P048, Occupational Health and Safety.

**Moved by:** Trustee Sriskandarajah

**Seconded by:** Trustee Chernos Lin

The Governance and Policy Committee **RECOMMENDS** that the policy review work plan for policy, P048, Occupational Health and Safety, as presented in the report, be approved.

Carried

### **Part B: Information Only**

#### **5. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Governance and Policy Committee was called to order at 4:34 p.m., with Yalini Rajakulasingam, presiding.

#### **6. Approval of the Agenda**

On motion of Trustee Wong, seconded by Trustee Pei, the agenda was approved.

#### **7. Declarations of Possible Conflict of Interest**

No matters to report

## **8. Delegations**

### re PR686, Revised Barbecue Safety Procedure [4681]

1. Jason Ramsay, Toronto Education Workers / Local 4400

### re P021, Fundraising Policy, Phase 5 [4670]

2. Lakshmi Gokulaparanthaman and Sara Osman, Muslim Student Association, Central Technical School and Bloor Collegiate Institute
3. Andrew Waters, Dewson School Council

## **9. PR686, Revised Barbecue Safety Procedure [4681]**

The Committee noted information provided on revisions to procedure, PR686, Revised Barbecue Safety (see GPC:003A, page 63).

## **10. PR743, Employee Interim Measures Pending Investigation [4673]**

The Committee noted information provided on a newly developed procedure, PR743, Employee Interim Measures Pending Investigation (see GPC:003A, page 75).

## **11. Extension of the Meeting**

At the appropriate time during the meeting, the Ending Time procedure was applied and the meeting was extended.

## **12. Adjournment**

On motion of Trustee Wong, seconded by Trustee Pei, the meeting adjourned at 11:33 p.m.

## **Part C: Ongoing Matters**

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair



**Planning and Priorities Committee  
Special Meeting  
Report No. 3**

PPC:003A

Thursday, March 21, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Neethan Shan, Anu Sriskandarajah, Deborah Williams and Manna Wong

Regrets Trustees Alexandra Lulka Rotman and Farzana Rajwani,

The meeting was a hybrid model with Trustees Chernos Lin, de Dovitiis, Hastings, Laskin and MacLean, participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

**PART A: Committee Recommendations**

**1. Special Education Advisory Committee: Multi-Year Strategic Plan Objectives: Accessibility**

The Committee considered a report from the Special Education Advisory Committee from its meeting dated March 18, 2024, (see PPC:003A, page 1) presenting a recommendation regarding accessibility in the Multi-Year Strategic Plan objectives.

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Planning and Priorities Committee (Special Meeting), Report No. 03, March 21, 2024

The report was presented by committee co-chair, David Lepofsky.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Williams

The Planning and Priorities Committee **RECOMMENDS** that the report be received.

**Carried**

The Committee decided that the recommendation presented by SEAC be discussed during consideration of the agenda item, Multi-Year Strategic Plan, 2024-2028.

## **2. Multi-Year Strategic Plan for 2024-2028 [4683]**

The Committee considered a report from staff (see PPC:003A, page 3 and attached), presenting information on the Board's Multi-Year Strategic Plan. The Committee also considered a recommendation from SEAC regarding accessibility in the objectives of the MYSP.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Sriskandarajah

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the Multi-Year Strategic Plan, 2024-2028, including the values, guiding principles, strategic directions, conditions for success and indicators of progress, as presented in the report, be approved;**
- (b) That staff consider the following recommendation from the Special Education Advisory Committee in developing the annual operating plan for the Multi-Year Strategic Plan:**

SEAC recommends that the Multi-Year Strategic Plan Objectives must include:

To make as much progress as possible towards achieving an accessible and barrier-free public school system for students with disabilities/special education needs, including those with intersecting identities,

- a) **By removing and preventing accessibility barriers impeding students with disabilities/special education needs from fully participating in, and fully benefitting from all aspects of the education system**

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Planning and Priorities Committee (Special Meeting), Report No. 03, March 21, 2024

- b) By providing a prompt, accessible, fair, effective and user-friendly process to learn about and seek programs, services, supports, accommodations and placements tailored to the individual strengths and needs of each student with disabilities/special education needs.

**(c) That staff report back to SEAC on the Board's decision.**

**Carried**

Staff had recommended as at Part (a).

At the Committee meeting, Parts (b) and (c) were added on amendment of Trustees Aarts and Sriskandarajah.

During consideration of the matter, the meeting resolved into private to discuss a private legal matter.

### **3. Business Arising: Measurement of Multi-Year Strategic Plan Goals**

At the Committee meeting, Trustee Pei moved the following as business arising following consideration of the matter, Multi-Year Strategic Plan for 2024-2028 [4683]

**Moved by:** Trustee Pei

**Seconded by:** Trustee Hastings

The Planning and Priorities Committee **RECOMMENDS:**

**Whereas, the TDSB's Strategic Plan for its MYSP 2024-2028 (the "New MYSP") is based on much "What We Heard" feedback from TDSB's previous 2018-2024 MYSP (the "Previous MYSP"), including that: "(1) The [New] MYSP should be more focused, with increased, transparency, accountability, and measurement" ...; and "(2) Effective teaching and learning continue to be important – Participants wanted a renewed focus on literacy, numeracy, and STEM"; and**

**Whereas, in order to be measurable, objective reliable data must be consistently used; and**

---

Planning and Priorities Committee (Special Meeting), Report No. 03, March 21, 2024

**Whereas, one of the four “Strategic Directions” of the New MYSP is “ACHIEVE”, and this includes that “All students reach high levels of achievement, ....” and “Holding high expectations for students and finding ways to set goals and monitor progress with them ... “ is important in order to improve student achievement; and**

**Whereas, achievement is key to every student’s future success, well-being, post-secondary outcomes, and many other aspects of their development; and**

**Whereas, the 11 compulsory Ministry of Education “Indicators of Progress” include the “percentage of students who meet or exceed the provincial standard on”: Grade 3 and 6 EQAO Reading, Writing, and Mathematics, and Grade 9 Mathematics and the Ontario Secondary School Literacy Test (collectively referred to here as “Meet EQAO Expectations”); and**

**Whereas “Data from EQAO assessments act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education” and “EQAO’s data are an important indicator of student learning that add to the available knowledge about how Ontario students are doing.” \***  
*(\* From the province’s EQAO website); and*

**Whereas, one of the new MYSP’s five listed “Conditions for Success” is “Effective Communication” and that the board “regularly engage in two-way communication with our internal and external educational partners”;**

**Therefore, be it resolved:**

- (a) That the Multi-Year Strategic Plan set and announce measurable goals for improving student achievement every year, with reference to objective measurements, including but not limited to improvements in EQAO results achieved by TDSB students;**
- (b) That the Toronto District School Board share with the public, on its website and by its other usual communication methods, all of the information referred to in this motion, and the setting and relative achievement of such other measurable goals that the TDSB implements.**

**Carried**

---

Planning and Priorities Committee (Special Meeting), Report No. 03, March 21, 2024

#### **4. Nutrition Update [4684]**

The Committee considered a report from staff (see PPC:003A, page 21 and attached), presenting information on the Board's student nutrition programs.

**Moved by:** Trustee Sriskandarajah

**Seconded by:** Trustee de Dovitiis

The Planning and Priorities Committee **RECOMMENDS that the report be received.**

**Carried**

### **Part B: Information Only**

#### **5. Call to Order and Acknowledgment of Traditional Lands**

A special meeting of the Planning and Priorities Committee was convened on Thursday March 21, 2024, from 4:40 to 10:45 p.m., with Rachel Chernos Lin presiding.

#### **6. Declarations of Possible Conflict of Interest**

No matters to report

#### **7. Delegations**

No matters to report

#### **8. Adjournment**

On motion of Trustee MacLean, seconded by Trustee Laskin, the meeting adjourned at 10:45 p.m.

### **Part C: Ongoing Matters**

No matters to report

Submitted by: Rachel Chernos Lin, Chair

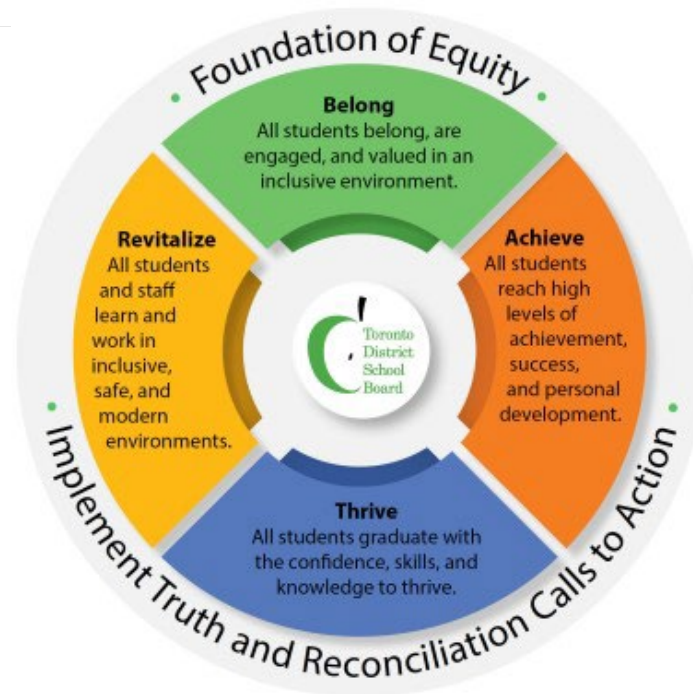
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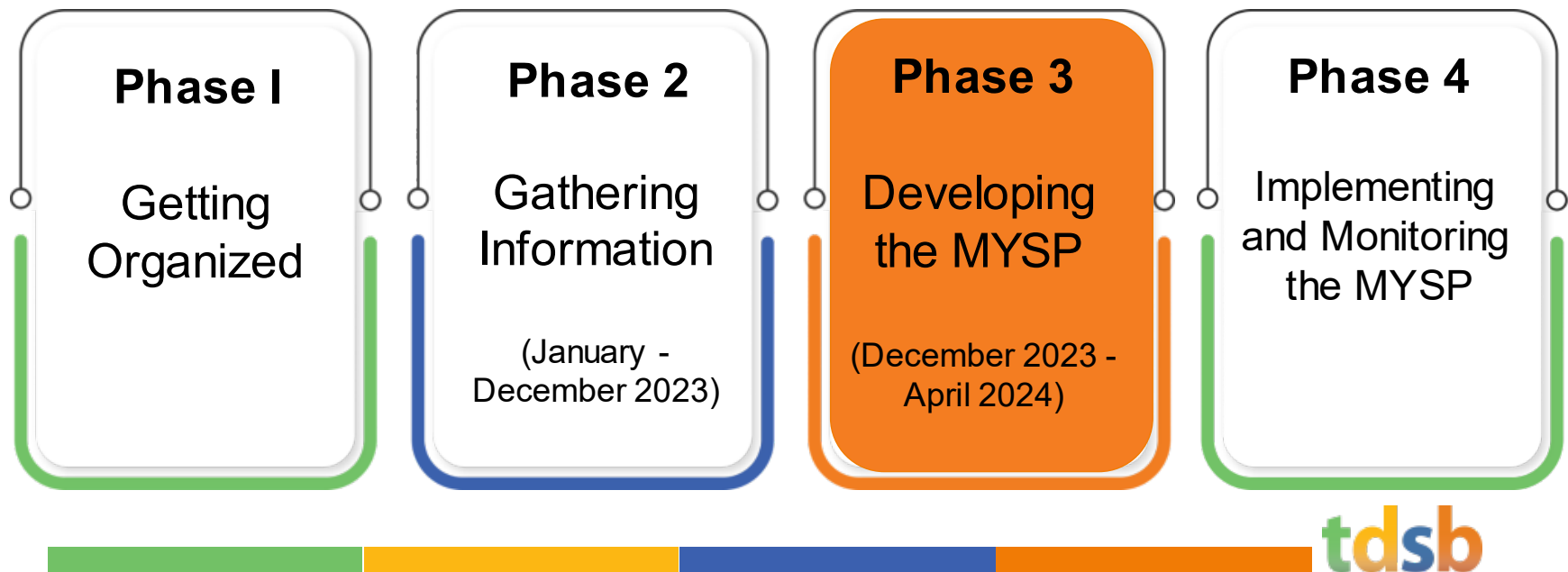
# Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024 -2028)

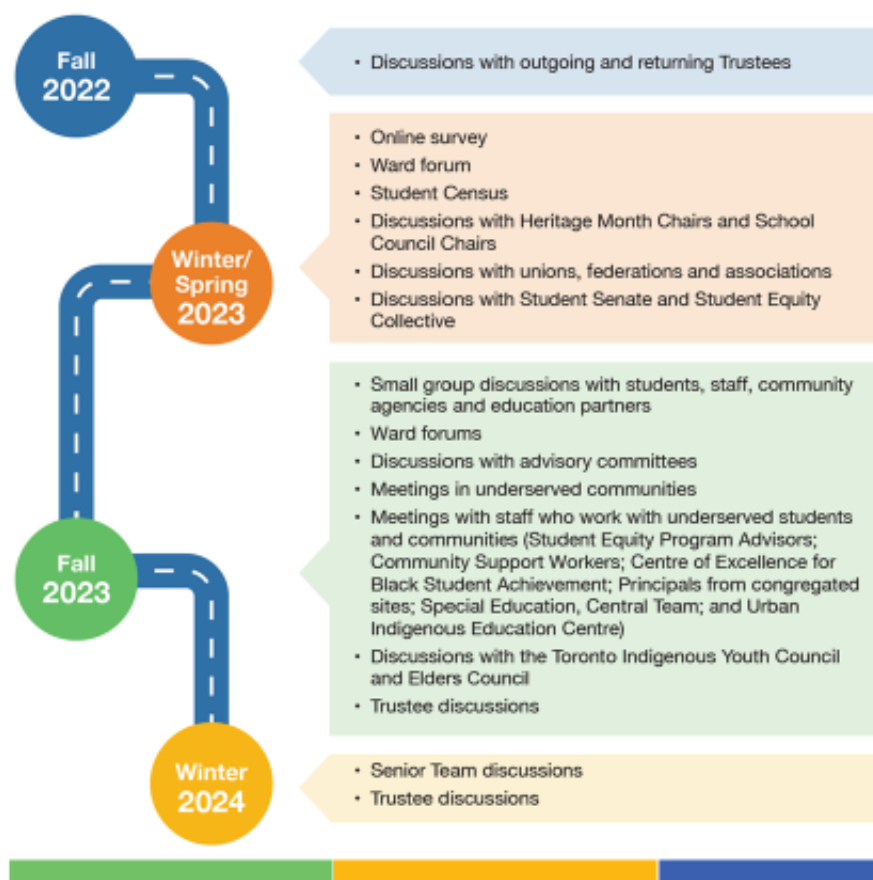


## Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)

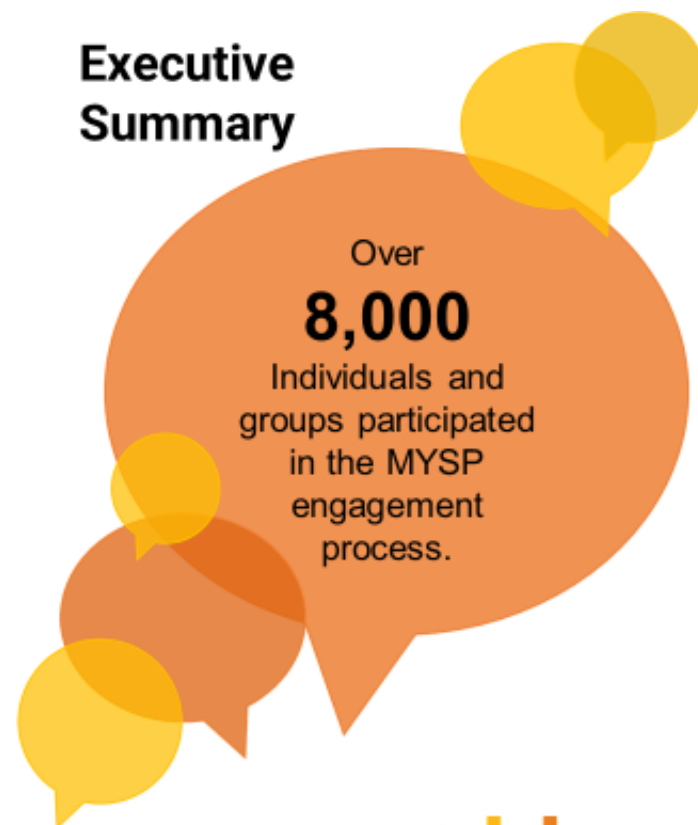


# MYSP Renewal: Where are we now?





## Executive Summary



## We value ...

- Each and every student's interests, strengths, passions, identities and needs
- Partnership with students, parent/caregivers/guardians, staff, community partners and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/caregivers/guardians, staff, community partners and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff.
- Digital citizenship and environmental stewardship.



# Equity as a Guiding Principle

Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions .



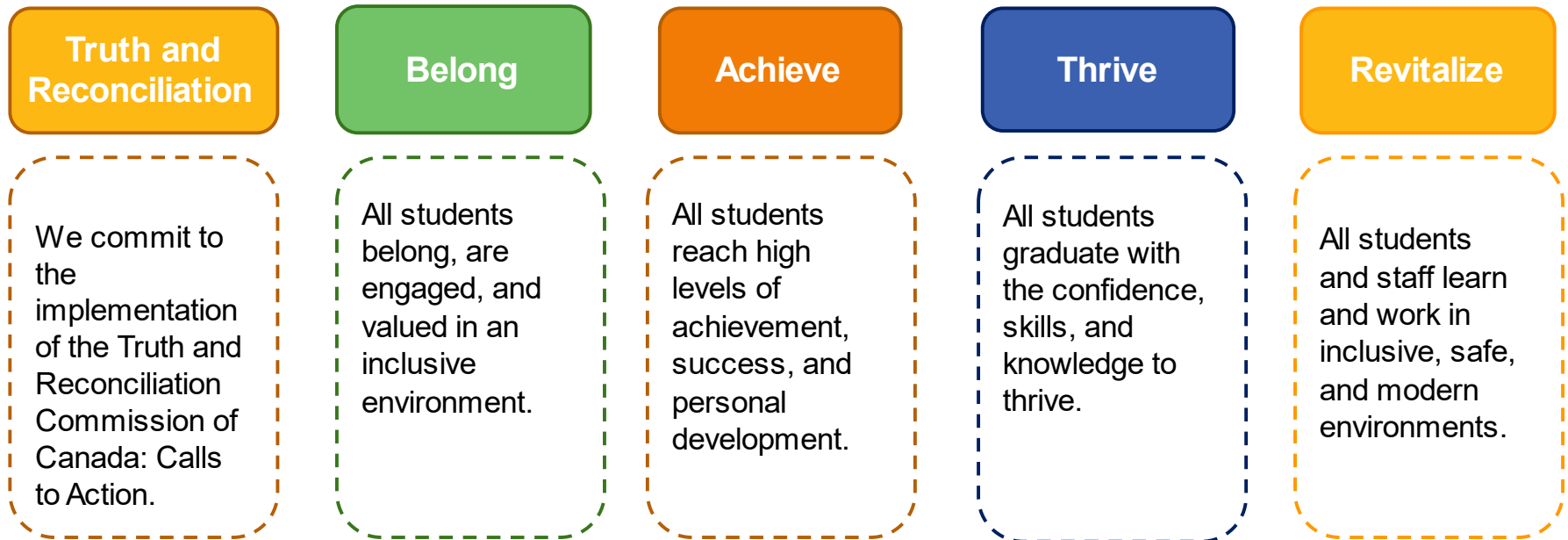
# Truth and Reconciliation Of Canada: Calls to Action



Truth and  
Reconciliation  
Commission of Canada



# Strategic Directions





# Indicators of Progress

*Consistent with the Ministry of Education's Student Achievement Plan.*

**Belong**

- % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%
- % of students in Grades 4-2 who were suspended at least once
- % of Grade 6, 9 and 10 students who report being aware of mental health supports and services

**Achieve**

- % of students who meet or exceed the provincial standard on EQAO for literacy
- % of students who meet or exceed the provincial standard on EQAO for numeracy
- % of fully participating, first-time eligible students who are successful on the OSSLT

**Thrive**

- % of students who earn 16 or more credits by the end of Grade 10
- % of students participating in at least one job skills program
- % of students graduating with an OSSD within five years of starting Grade 9
- % of students enrolled in at least one Grade 12 math or Grade 11/12 science course
- % of students who believe their learning has prepared them for their next step in their learning experience



# Conditions for Success



**Partnering with  
Parents/Caregivers/  
Guardians and  
Community**



**Culture of  
Human Rights  
and Respect**



**Accessibility  
and  
Inclusion**



**Strategic, Agile  
and Equitable  
Leadership**



**Effective  
Communication**



## Resource Implications: MYSP as a Framework

- The MYSP serves to inform resource allocation during the budget development process.
- The anticipated \$50M deficit for the 2024/2025 school year restricts the TDSB's ability to make additional investments to launch and strategically execute the MYSP.
- The MYSP will provide a framework to assess and prioritize programs for alignment with each of the renewed strategic directions.

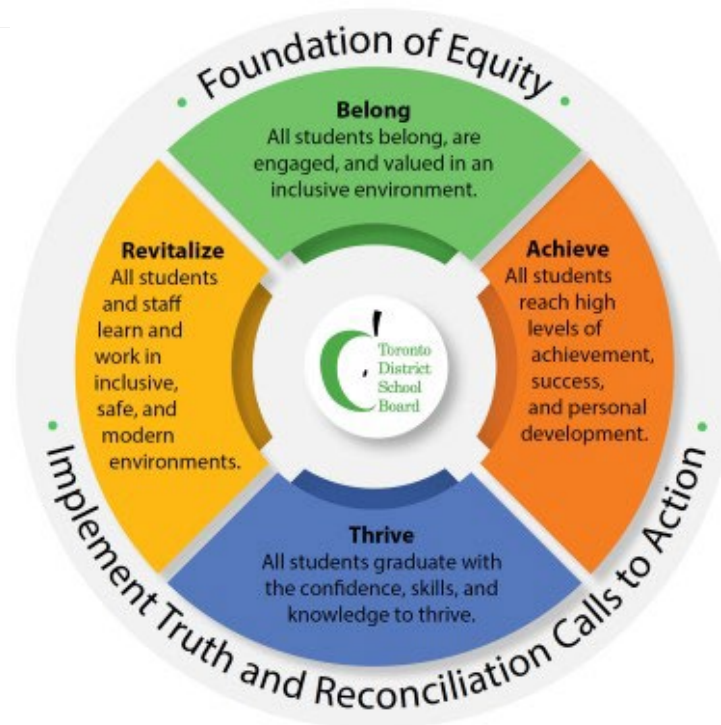


# Communication Considerations

- TDSB Connects
- Trustee and School Newsletter Content
- News Release
- Direct Emails
- Social Media
- TDSB Public Website Update
- Implementation Resources
- Student Engagement Campaign
- Success Stories



## Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)



# Questions





# Nutrition Update

## Special Planning and Priorities Committee

March 21, 2024





## Food Insecurity

"One in ten people in Toronto are now relying on food banks to make ends meet. Last year, that number was one in twenty. Food insecurity is at crisis levels in Toronto." - Daily Bread Food Bank "Who's Hungry?"

Approximately 1.8 million children under the age of 18 were affected by food insecurity in 2022, a marked increase from the 1.4 million in 2021." – Children First Canada

"Children should have three meals a day and 1-3 snacks, with healthy snack options being just as important as the meals served." – Canadian Pediatrics Society

"Food insecurity has been linked to lower test scores, trouble interacting with peers, poor health and higher prevalence of illness." – Food Insecurity and Educational Outcomes: A Focus on TDSB Students

## Motion from September 2023

- That the Director present a report to the Planning and Priorities Committee by January 2024 that includes:
  - i. the status of nutrition funding and programs in elementary and secondary schools, including the sources of that funding;
  - ii. a brief needs assessment that draws on current evidence about the role of nutrition on growth and development and learning;
  - iii. a proposed strategy to increase students' access to nutrition programs and possible strategic partnerships including Toronto Public Health



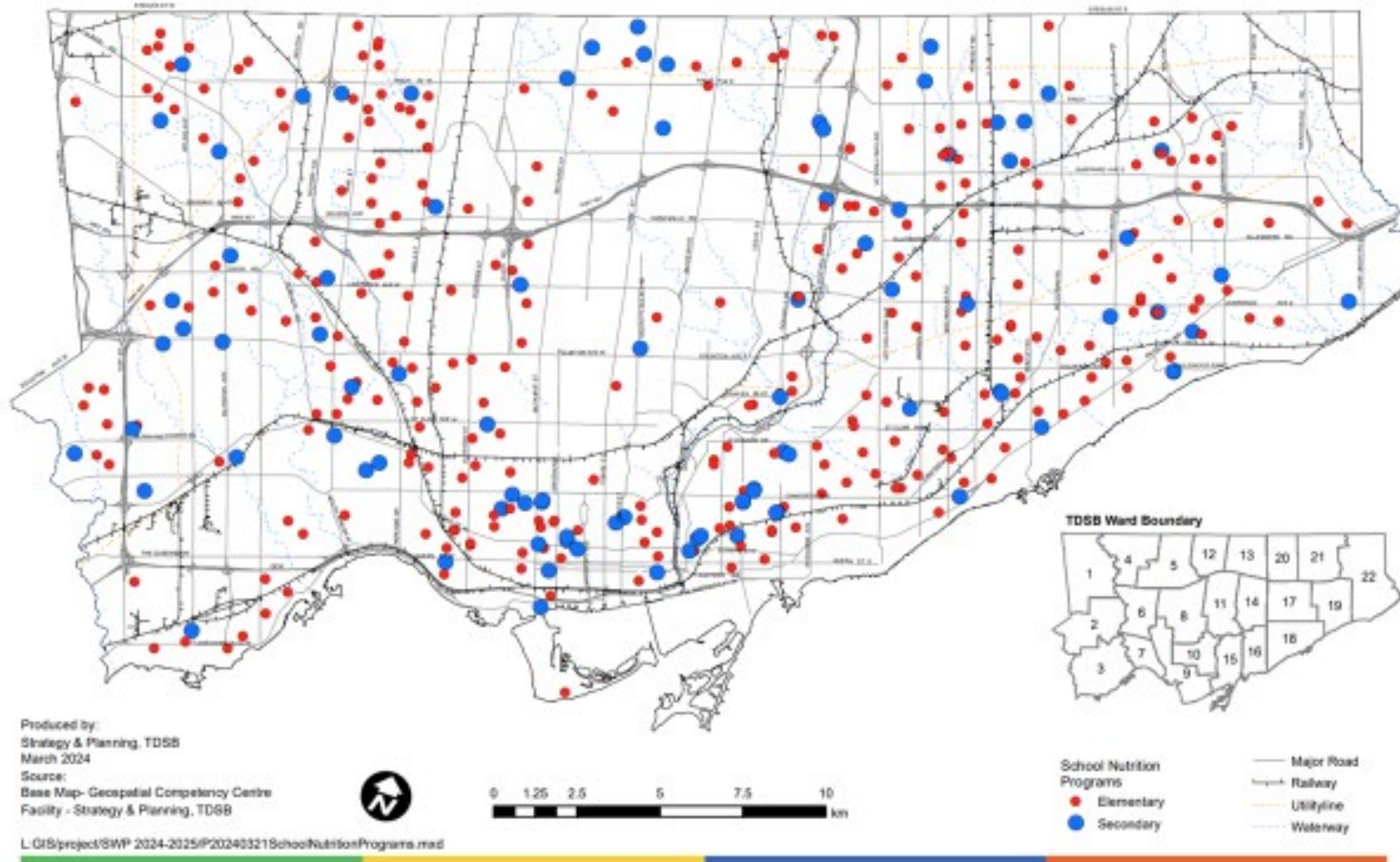


## Status of Nutrition Funding

- Most of the TDSB Nutrition Programs are funded through the Toronto Foundation for Student Success (TFSS)
- TFSS receives funding from 3 main sources:
  - Province of Ontario
  - City of Toronto
  - Donations from individuals and corporations
- For 2023-24, the funding provided by the Province and the City equals 23.8% of food costs
  - This gap continues to grow as food costs increase without a corresponding increase in funding



### School Nutrition Programs in TDSB Schools






## Bridging the Nutrition Gap

- New program started in 2023-24 to assist those schools where they have had make changes the nutrition programs when they have not been able to close the gap between costs and funding
- By buying directly from the Ontario Food Terminal and suppliers where TFSS can leverage volumes and secure deep discounts, they are providing 1-2 servings of fresh fruit and vegetables, dairy or whole grain foods every day, at no cost, to help supplement local programs
- In order to participate, schools require certain equipment
- TFSS has been working to secure more equipment and more is required to have more schools participating in the program
- The list of schools participating is provided in Appendix C of the report.



## In-School Nutrition Pantries

- This is a program in secondary schools where students have access to healthy, non-perishable foods.
- Students can go to pantry and take home healthy foods for evening and weekends
- The list of secondary schools participating is provided in Appendix D of the report.



## Donated Shelf-Stable Foods

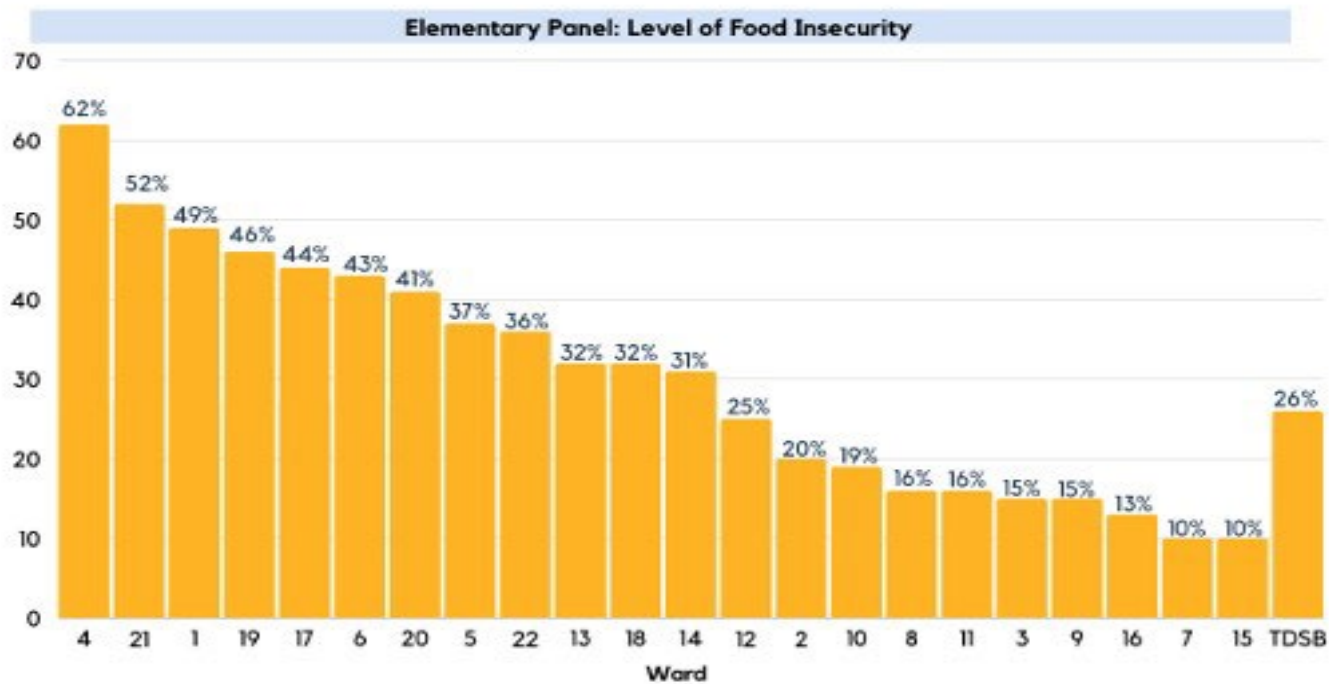
- A number of programs receive donated shelf stable food, at no cost
- The list of participating schools is provided in Appendix E of the report.

## Literature Review Summary Pts

- The relationship between nutrition and students' classroom behaviour is complex, but there is evidence that well-nourished children are better prepared to learn overall.
- Studies have shown that food insecurity and malnutrition have directly impacted the development of school children, thus impeding their academic abilities and performance.
- Schools should incorporate proper nutrition in school meal programs to propel the growth and development of students, giving them adequate amounts of grains, vegetables, water, fruits, and protein -rich foods that support their neurodevelopment.
- School meals serve as an opportunity to balance nutritional inequities among students due to existing socio -economic barriers.



## Ward Specific Variation in Reported Food Stress



Source: TDSB Parent Winter Check-in Survey, 2021.

## Next Steps– TDSB/U of T Research Project

TDSB is taking part in a research project with the *Jonah & Brian Lawson Centre for Child Nutrition at the University of Toronto (U of T) and Toronto Public Health* that aims to explore:

- A Case Study of 20 schools studying different approaches to school-based nutrition programs and their impact on student achievement, school attitudes/behaviours, wellbeing, and food/nutrition knowledge.
- This research study will generate information for the Board to consider when determining strategies that will best support students' access to nutrition programs. And the research team is open to exploring an MOU to research follow-up components related to a TDSB nutrition strategy.
- The U of T research team has worked closely with the TDSB's Student Nutrition Liaisons in developing the study and will continue to work in partnership. A project advisory committee made up of TDSB staff, students, and community members will support the implementation efforts of the study. As well, the study will be supported by the TDSB's Research and Development Department.



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## Audit Committee

### Report No. 01

AC:001A  
Monday, March 25, 2024  
4 p.m.  
Hybrid Meeting  
Boardroom, 5050 Yonge Street

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Weidong Pei and Manna Wong  
External Members Joyee Chau and Robin Pilkey

Regrets Naveen Balakrishnan

Also Present Trustees Rachel Chernos Lin and Dennis Hastings

The meeting was a hybrid model with Trustees Laskin and Pei, participating in person, and other members present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

### **Part A: Committee Recommendations**

#### **1. TDSB Compliance and Board-Mandated Training Program Summary 2023-2024: Overview and Metrics [4677]**

The Committee considered a report from staff (see AC:001A, page 7), presenting information on compliance and Board-mandated training for 2023-2024.

**Moved By:** Trustee Michelle Aarts

**Seconded By:** Trustee Weidong Pei

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

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Audit Committee, Report No. 01, March 25, 2024

## **2. Business Arising: Inclusion of Trustee Compliance and Board-Mandated Training Summary Data**

With the permission of the meeting, the Committee considered an item of business arising related to agenda item, TDSB Compliance and Board-Mandated Training Program Summary 2023-2024: Overview and Metrics [4677].

**Moved by:** Trustee Michelle Aarts

**Seconded by:** Robin Pilkey

The Audit Committee **RECOMMENDS** that future versions of the report on compliance and board-mandated training programs, also include compliance rates for Trustees regarding their compliance training obligations.

**Carried**

## **3. Internal Audit Department Status Update: March 2024 [4674]**

The Committee considered a report from staff (see AC:001A, page 19) presenting an update on the Internal Audit department and its projects as of March 2024.

**Moved By:** Trustee Michelle Aarts

**Seconded By:** Trustee Manna Wong

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

## **4. Regional Internal Audit Team (RIAT) Engagement and Status Update [4672]**

The Committee considered a report from staff (see AC:001A, page 25), presenting an update from the Regional Internal Audit team regarding their current and ongoing engagements.

**Moved By:** Trustee Michelle Aarts

**Seconded By:** Trustee Manna Wong

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

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Audit Committee, Report No. 01, March 25, 2024

**5. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4675]**

The Committee considered a report from staff (see AC:001A, page 41), presenting the work tracker checklist of the O. Reg. 361/10 requirements to assist with the planning of Audit Committee activities and meeting agendas.

**Moved By:** Trustee Aarts

**Seconded By:** Trustee Wong

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

**Part B: Information Only**

**6. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Audit Committee was convened on Monday, March 25, 2024, from 4:03 to 7:11 p.m., with Shelley Laskin, Chair, presiding.

**7. Approval of the Agenda**

On motion of Trustee Pei, seconded by Trustee Aarts, the agenda was approved.

**8. Declarations of Possible Conflict of Interest**

No matters to report

**9. Approval of Meeting Minutes of December 4, 2023**

On motion of Robin Pilkey, seconded by Trustee Pei, the Audit Committee approved the minutes of December 4, 2023.

**10. Delegations**

No matters to report

**11. Resolution Into Private and Reconvene**

At 4:44 p.m., on motion of Trustee Aarts, seconded by Trustee Pei, the meeting resolved into private to consider matters on the private agenda.

The meeting reconvened at 7:10 p.m.

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Audit Committee, Report No. 01, March 25, 2024

## **12. Adjournment**

On motion of Trustee Pei, seconded by Trustee Aarts, the meeting adjourned at 7:11 p.m.

Submitted by: Trustee Shelley Laskin, Chair





## Finance, Budget and Enrolment Committee

### Report No. 07 (Part B)

FBEC:007A

Tuesday, April 2, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

**Members Present** Trustees Zakir Patel (Chair), Michelle Aarts, Matias de Dovitiis, Liban Hassan, Shelley Laskin, James Li and Dan MacLean

**Also Present** Trustees Rachel Chernos Lin, Alexis Dawson, Sara Ehrhardt, Dennis Hastings, Debbie King, Patrick Nunziata, Weidong Pei, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams and Manna Wong.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Dawson, de Dovitiis, Hastings, Laskin, MacLean and Shan participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

### **Part A: Committee Recommendations**

#### **1. Contract Awards, Facilities [4686]**

The Committee considered a report from staff (see FBEC:007A, page 1) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **contract awards on Appendix C, as presented in the report, be approved.**

**Carried**

## 2. Contract Awards, Operations [4687]

The Committee considered a report from staff (see FBEC:007A, page 21) presenting contract awards.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Shan

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the contract award on Appendix C, as presented in the report, be approved.

Carried

## 3. Construction Tender Award, York Memorial Collegiate Institute Reconstruction and Remediation [4689]

The Committee considered a report from staff (see FBEC:007A, page 31) presenting information on a contract award regarding the reconstruction of York Memorial Collegiate Institute.

**Moved by:** Trustee Hassan

**Seconded by:** Trustee de Dovitiis.

The Finance, Budget and Enrolment Committee **RECOMMENDS** that a contract award in the amount of \$103,102, 516 (excluding HST) to Aquicon Construction Co. Ltd. for the reconstruction and remediation of a 1300 pupil place at York Memorial Collegiate Institute, as presented in the report, be approved.

Carried

## 4. Proposed Options to Balance the 2024-25 Budget [4688]

The matter was considered at the special meeting on April 2, 2024.

### **Part B: For Information Only**

Part B matters were received at the special meeting on April 4, 2024.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Zakir Patel, Committee Chair

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## Program and School Services Committee Report No. 03

PSSC:003A  
Wednesday, April 3, 2024  
4:30 p.m.  
Hybrid Meeting  
Boardroom, 5050 Yonge Street

**Members Present** Trustees Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Debbie King, Alexandra Lulka Rotman and Farzana Rajwani

**Also Present** Trustees Michelle Aarts, Rachel Chernos Lin, Sara Ehrhardt, Dennis Hastings, Dan MacLean, Weidong Pei, Rajakulasingam, Anu Sriskandarajah and Neethan Shan.

The meeting was a hybrid model with Trustees Dawson, Hastings, King, Lulka Rotman, MacLean and Williams participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

### **Part A: Committee Recommendations**

#### **1. Parent Involvement Advisory Committee: Elementary School Schedule: Monday to Friday Versus Five-Day Cycle**

The Committee considered a report from the Parent Involvement Advisory Committee from its meeting dated February 20, 2024, (see PSSC:003A, page 1) presenting a recommendation regarding the five-day cycle. The report was presented by PIAC co-chair, Sharon Grant.

**Moved by:** Trustee Dawson

**Seconded by:** Trustee Lulka Rotman

The Program and School Services Committee **RECOMMENDS:**

**That the following recommendation from the Parent Involvement Advisory Committee be referred to staff to respond to PIAC re staff's rationale on the matter:**

**TDSB directs the Director of Education to implement the Monday to Friday 5-day cycle schedule with the appropriate number of switching days (usually 7 days) to maintain a balance of the schedule days for elementary schools either system-wide or providing it as an option to be allowed at schools where there is support from parents/caregivers, students, and educators for the 2024-2025 School Year at the earliest or within a reasonable period of time and with recognition that buy-in from Elementary Teachers of Toronto (ETT) local of the Elementary Teachers' Federation of Ontario (ETFO) is essential**

**Carried**

**2. Early Years Community Advisory Committee: Child Care Centres: Membership and Communication With Local Caring and Safe Schools Committees**

The Committee considered a report from the Early Years Community Advisory Committee from its meeting dated March 22, 2024, (see PSSC:003A, page 3) presenting a recommendation regarding membership in local caring and safe school committees. The report was presented by community co-chair, Jill Oakes.

**Moved by:** Trustee Dawson

**Seconded by:** Trustee King

The Program and School Services Committee **RECOMMENDS:**

**Whereas, each Toronto District School Board school must have a Caring and Safe Schools committee responsible for fostering a safe, inclusive, and accepting school climate and that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal; and**

**Whereas, policy P022, Early Learning and Care, section 6.2.2 includes the provision that school leaders, program supervisors and classroom educators have responsibility for co-creating the conditions necessary for productive working relationships to thrive among various early years professionals working in exclusive and shared space in schools; and**

**Whereas, the policy P022, Early Learning and Care, section 6.3.12 includes the provision that structures will be established to ensure regular and accessible communication with stakeholders to share information, address issues, and improve system planning and service delivery;**

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Program and School Services Committee, Report No. 03, April 3, 2024

**Therefore, be it resolved:**

- a) **That child care centres and stakeholders, including licensed Before- and After-School Program service providers, located in or operating in Toronto District School Board schools, be invited by school administrators as members (e.g. community partner members) of the local school Caring and Safe School Committee;**
- b) **That the Director provide annual communications to child care centres and stakeholders, including licensed Before- and After-School Program service providers, about the procedures and forms pertaining to Caring and Safe School policies, procedures and best practices, including but not limited to, Emergency and Crisis Response Plans, Toronto Emergency Safe School Strategy Form and Institutional Preparedness Form.**

**Carried**

At the Committee meeting, on motion of Trustees Chernos Lin and King, “included” was changed to “invited” at Part (a).

**3. Annual Indigenous Education Report, 2023 [4693]**

The Committee considered a report from staff (see PSSC:003A, page 5 and attached) presenting information on Indigenous education for 2023.

**Moved by:** Trustee Dawson

**Seconded by:** Trustee King

The Program and Schools Services Committee **RECOMMENDS** that the report be received.

**Carried**

**4. Student Demographics and Learning Opportunities Index Rankings in French Immersion Programs [4671]**

The Committee considered a report from staff (see PSSC:003A, page 33 and attached) presenting an overview of the social demographics of students enrolled in French Immersion within the Board.

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Program and School Services Committee, Report No. 03, April 3, 2024

**Moved by:** Trustee King

**Seconded by:** Trustee Chernos Lin

The Program and Schools Services Committee **RECOMMENDS that the report be received.**

**Carried**

**5. Science and Technology, STEM and Robotics 2023-2024 Annual Report [4692]**

The Committee considered a report from staff (see PSSC:003A, page 49 and attached) presenting information on initiatives and achievements of the Board's Science and Technology, STEM and Robotics Department.

**Moved by:** Trustee Lulka Rotman

**Seconded by:** Trustee Dawson

The Program and Schools Services Committee **RECOMMENDS that the report be received.**

**Carried**

**Part B: Information Only**

**6. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Program and School Services Committee was convened on Wednesday, April 3, 2024 from 4:32 to 9:03 p.m. with Deborah Williams, Committee Chair, presiding.

**7. Approval of the Agenda**

On motion of Trustee Dawson, seconded by Trustee King, the agenda was approved.

**8. Declarations of Possible Conflict**

No matters to report

**9. Delegations**

re Data Reporting Standards



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Program and School Services Committee, Report No. 03, April 3, 2024

1. Aaron Kucharczuk, TDSB Parent

re Parent Involvement Advisory Committee: Elementary School Schedule:  
Monday to Friday Versus Five-Day Cycle

2. Andrew Waters, Liaison, PIAC

## **10. Adjournment**

On motion of Trustee Dawson, seconded by Trustee Lulka Rotman, the meeting adjourned at 9:03 p.m.

## **Part C: Ongoing Matters**

No matters to report

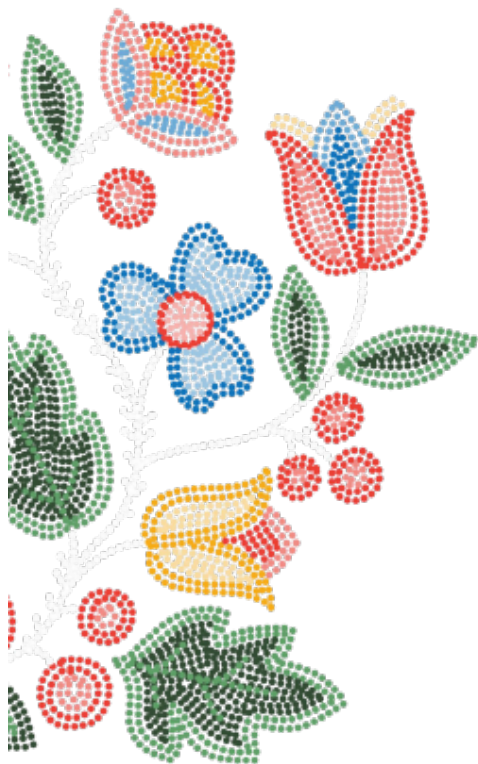
Submitted by: Deborah Williams, Committee Chair

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# Indigenous Education in the Toronto District School Board Annual Report 2023





# Supporting Students



# Aanse: Student Well-Being and Achievement Strategy



The UIEC provides direct wrap-around supports to schools with the highest numbers of First Nations, Métis, and Inuit students.

Elementary	Secondary
<ul style="list-style-type: none"> <li>• Kapapamahchakwew Wandering Spirit School</li> <li>• Eastview Public School</li> <li>• Bowmore Public School</li> <li>• Queen Alexandra Middle School</li> </ul>	<ul style="list-style-type: none"> <li>• Native Learning Centre East (NLC East)</li> <li>• Native Learning Centre Downtown (NLC Downtown),</li> <li>• Kapapamahchakwew Wandering Spirit School</li> </ul>

### IMPACTS:

- Increased attendance
- Increased projected credit completion
- Increase in student reported sense of belonging through access to culture/ceremony and Indigenous Language
- Increased food security among students and families

## Indigenous Education Graduation Coaches

Indigenous Graduation Coaches provide support and mentorship to First Nations, Métis and Inuit students throughout their educational journey from grades 7-12.

### Impacts:

- Mentored, advised, and advocated for over 200 First Nations, Métis and Inuit students from grades 7 - 12. Supported 41 Indigenous grade 12 students to successfully obtain their OSSD.
- Supported Grade 7 and 8 students in 10 elementary schools with transition supports.
- Collaborated with 22 Secondary schools to support graduating/nongraduating students to access academic support, work/volunteer opportunities, health and housing services.
- Facilitated a variety of board-wide learning opportunities accessed by Indigenous students across the TDSB (e.g., Indigenous Opportunities Fair created access for over 100 First Nations, Métis and Inuit students to liaise with 30 universities, trades organizations, colleges and employment opportunities)



# Indigenous Student Summer Leadership Program



The Indigenous Student Summer Leadership Program offered leadership opportunities, credits, and paid work experiences for Indigenous secondary students across the TDSB.

## Impacts:

- 22 student participants received:
  - Mentorship from Indigenous mentors within Indigenous communities and with Elders
  - Employment experience at community projects with Indigenous mentors
  - Increased connections and relationships between Indigenous students from across the TDSB
  - Increased access to postsecondary pathways
  - Earned co-op credits
- 22 students engaged in paid employment
- 3 students earned a credit through Math Credit Recovery
- Overall attendance rate: 80%

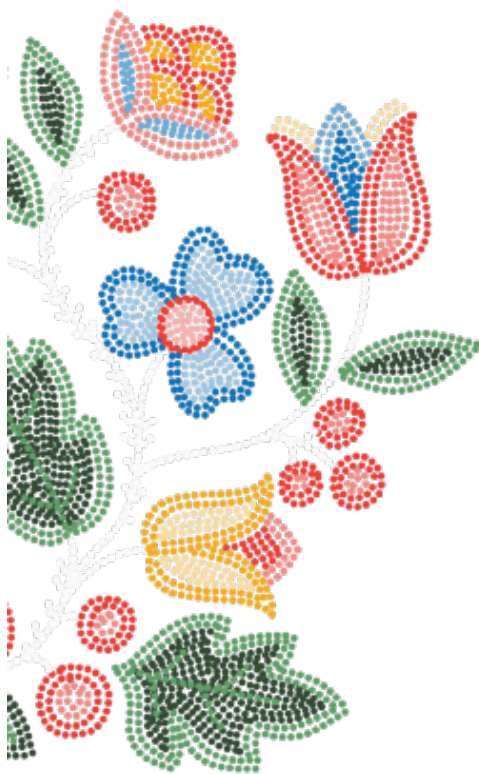
# Anishinaabemowin Language Learning

The Urban Indigenous Education Centre (UIEC) supports Indigenous Language programming, and specifically Anishinaabemowin Language teaching and learning.

Language teachers and instructors are supported by an K - 12 Learning Coach, Native Languages.

Number of <i>Elementary Schools</i> Offering Anishinaabemowin Classes	6 (1 new program in 2023/24) Eastview PS, Humewood CS, Bala CS, Kâpapâmahchakwêw/Wandering Spirit School, Bowmore PS, Queen Alexandra Middle School (2023/24)
Number of <i>Elementary Students</i> Enrolled	328
Number of <i>Secondary Schools</i> Offering Anishinaabemowin Classes	4 Native Learning Centre Downtown, Native Learning Centre East, Kâpapâmahchakwêw/Wandering Spirit School, and Riverdale CI (2022/23)
Number of <i>Secondary Students</i> Enrolled	80
Number of Indigenous Language Teachers	8





# Supporting Educators





## Biidaaban and Aanse: Indigenous Education for School Transformation

Professional learning for system and school leaders to enhance leadership capacity in Indigenous Education, alongside ongoing Indigenous Education Learning Coach supports. The **Indigenous Education for School Transformation** model informs the work with leaders across the system as they engage in Biidaaban and Aanse projects.

### Participant Report on Overall Learning:

*"It is deep personal and professional learning. There has to be ongoing, creative and collaborative work with students, families, staff, and community to accomplish goals. Different than any other leadership capacity building and practices in my career and more challenging for me to measure success."* - Biidaaban School Administrator Participant

*"The learning I value most was the time spent building meaningful relationships with the UIEC staff and Indigenous leaders during this school year and PL journey. I have come to understand (as it reveals itself as a theme for me this year) the integral importance of building trusting relationships with students, with colleagues and community and Indigenous leaders and elders."* - Aanse School Administrator Participant

Biidaaban 2023/24	Biidaaban 2022/23	Aanse 2022/23
25 Learning Network Superintendents	25 Learning Network Superintendents	20 School Administrators
90 School Administrators	48 School Administrators	40 Teacher Leaders
140 Teacher Leaders	110 Teacher Leaders	

# Contemporary First Nations, Métis, and Inuit Voices (NBE3) Course - *System -Wide Implementation*

## Collaborative Learning

This semester, I learned so much from my students and co-workers. My students have allowed me to grow and develop as an educator. My students also allowed me to learn more about their own culture and identities, I thank my students, Harbord co-workers, and all of those who have touched my heart, mind, body and soul through these PD sessions and my time with the UIEC. Miigwetch!

(the following photos are my students sharing cultural text forms from their own culture after learning about cultural text forms from local nations)

-Madeline Barker



Guided by Elder Dr. Duke Redbird, guest speakers and Indigenous protocols, UIEC teaching and learning staff developed and facilitated differentiated professional learning opportunities for experienced NBE3 teachers and teachers new to NBE3 in the 2023/34 school year.

Focus: Enhancing educator capacity to deliver the curriculum in ways that effectively centred Indigenous voices and perspectives; Pedagogical documentation as an assessment strategy to make students' thinking visible.

### Actions and Impacts:

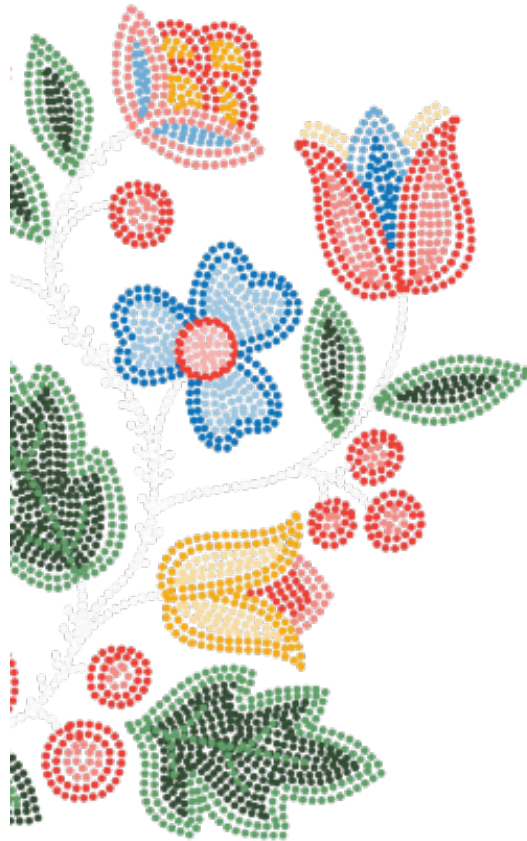
150 Number of participants

27 to 63: Increase in number of secondary schools offering *Contemporary First Nations, Métis and Inuit Voices*, NBE3 as the compulsory English course from spring 2023 to fall 2023.

### Self-Reported Teacher Learning and Shifts-in-Practice:

*"The global perspective on what Indigeneity means. The questioning of what constitutes good essay writing practices."*

*"Respectful and insightful creative work of my students (inspired & informed by your work of UIEC staff and the use of many inspiring mentor texts) has produced responsible understandings of the relationship between First Nations, Métis, Inuit Peoples, and non-Indigenous people in my classes."*



# Working With Community



## Educational Partnerships



The UIEC continued to focus 2023 on building strong relationships with community members by increasing the number of Indigenous Educational Partnerships in collaboration with the Educational Partnerships Office.

### Actions and Impacts

- Increase in Indigenous focused educational partnerships from 36 in 2022 to 50 in 2023.
- Indigenous Educational Partner Celebration:
  - More than Over 50 representatives from 30 current and prospective partner schools in attendance.

## Community Powwows

Organised by caregivers, staff, students, various community members and UIEC staff, under the guidance of Elders, these large community Powwows focused on ensuring Indigenous rights to cultural heritage and traditional cultural expressions. Students, caregivers, TDSB staff, and community members all came together to create powerful and memorable cultural expressions of Indigenous brilliance.

June 12, 2023 - **South East Community Powwow**

June 15, 2023 - **Kapapamahchakwew Wandering Spirit School Powwow**





# Research and Governance



## Indigenous Student Trustee: Ozaawaa Secord



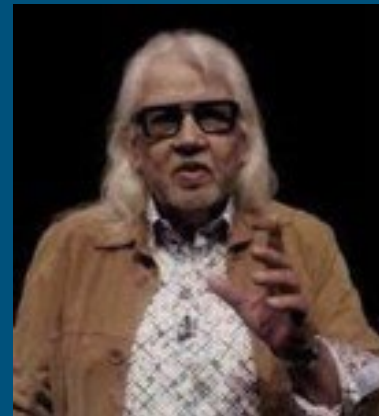
The work of the Indigenous Student Trustee is guided by the Elders Council, Truth and Reconciliation, UNDRIP and Indigenous ways of being, knowing and doing. One of the primary roles of the Indigenous Student Trustee at the TDSB is to engage with First Nations, Metis and Inuit students across the board and represent their successes, joy, creativity concerns and challenges

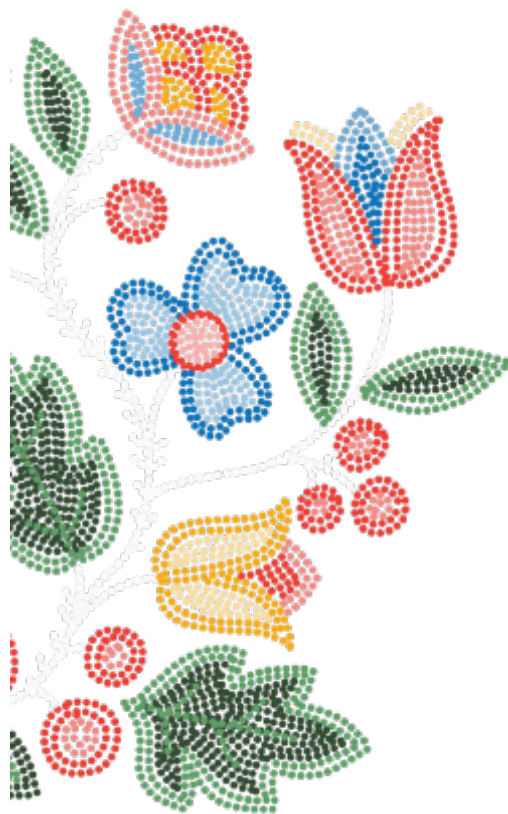
Ozaawaa Secord has served as Indigenous Student Trustee since September of 2023.

Ozaawaa worked closely with the Urban Indigenous Community Advisory Council, Student Senate, UIEC, and the Toronto Indigenous Youth Council. She has worked to amplify Indigenous student voices and has openly shared her brilliance and lived experience with educators and administrators from across the TDSB to enhance their learning in order to facilitate the creation of conditions that better serve Indigenous students across the system.



# Elders Council





# Miigwech! Baamaapii!



# **Student Demographics and LOI Rankings in French Immersion Programs Report**

**Program and School Services Committee  
April 3, 2024**



## French Immersion Programs

- Both Early French Immersion (EFI) and Middle French Immersion (MFI) are French-as-a-Second Language programs in which French is not only taught as a subject, but also serves as the language of instruction in other subjects.
- As of October 31, 2023, 11% of TDSB students are enrolled in French Immersion Programs.
- Presently, there are seventy-nine (79) sites that host the EFI Junior Kindergarten entry point and forty (40) sites that host the MFI Grade 4 entry.



# Student Demographics in French Immersion Programs

Table 3: Students Racial Identity and French Programming

	Black	East Asian	Indigenous	Latin	Middle Eastern	Southeast Asian	South Asian	White
<b>TDSB Overall</b>	13%	18%	1%	5%	9%	7%	22%	37%
<b>French Programs</b>	12%	19%	1%	4%	7%	5%	12%	57%

\*12,316 students in French programming could be matched to the 2023 Student Census information

Table 4: Students Religious Identity (Creed) and French Programming

	Buddhist	Christian	Hindu	Indigenous Spirituality	Muslim	Jewish	Sikh	Religion is not part of my life
<b>TDSB Overall</b>	3%	28%	10%	0.40%	18%	4%	1%	30%
<b>French Programs</b>	2%	30%	4%	0%	10%	6%	0%	6%

\*12,437 students in French programming could be matched to the 2023 Student Census information



# Student Demographics in French Immersion Programs

Table 2: Income Information, TDSB and French Programs 2017 to 2023

Years	Overall TDSB			Overall French Programs		
	Low Income	Middle Income	High Income	Low Income	Middle Income	High Income
2023	32%	34%	34%	21%	31%	48%
2020	34%	33%	33%	23%	31%	45%
2017	33%	33%	33%	23%	30%	47%

- Income ranges in 2023 are: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.



## Model Schools for Inner City and The Learning Opportunities Index

- The Learning Opportunities Index (LOI) ranks each school based on measures of external challenges affecting student success.
- The school with the greatest level of external challenges is ranked number one (1) and is described as highest on the index.
- Every three (3) years the LOI is recalculated and updated as demographic shifts and other elements of external challenge change.
- Most often minor rank changes occur over a staggered period as gentrification and urbanization alters the socioeconomic makeup of the school neighbourhood, where typically the majority of students live.



## Model Schools for Inner City and The Learning Opportunities Index

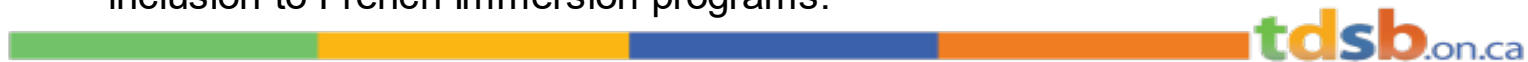
- As income, education, and proportion of single parents are the main components of the LOI, gentrification will have a strong effect on the calculation of the score and rank.
- Schools move up and down the LOI over time based on the variety of factors in the LOI calculation.
- The LOI compares relative need; for a school to shift out of the MSIC 150 means that another school is experiencing more need.





# Takeaways

- The change in MSIC cannot solely be attributed to the implementation or expansion of French Immersion programs within these schools, it is just one of the factors that may contribute. Some of the other factors may be attributed to urbanization and gentrification.
- The French immersion program offered by the TDSB welcomes students from diverse socioeconomic backgrounds, racial identities, and creeds. Although there may be minor differences in comparison to the general student population, French Immersion programs continue to be inclusive and available to students from various backgrounds.
- The TDSB is committed to continued efforts to improve equity of access and inclusion to French Immersion programs.



# Questions



# **Science & Technology, STEM and Robotics Annual Report 2023-2024 Program and School Services Committee April 3, 2024.**

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes

Mervi Salo, Centrally Assigned Principal, Instructional Innovation and Equitable Outcomes

Marsha Ireland, Coordinator, Science & Technology, STEM and Robotics





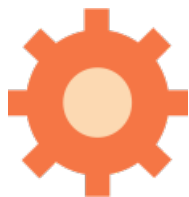
## Science & Technology, STEM and Robotics Update



Science  
Resource  
Centres



Bringing STEM to Life



Robotics Subsidies



Professional Learning





## TDSB Science & Technology Resource Centre



Schools can borrow hands-on STEM curriculum resource kits and robots





## TDSB Science & Technology Canadian Space Resource Centre



Digital Star Lab Experience (e.g., Dorset Park PS and Eureka Conference)





## Bringing STEM to Life



Elementary STEM Day (e.g., Elia MS)



Summer Work-Integrated Learning







## Robotics Subsidies



Classroom Subsidies  
(e.g., Afrocentric Alternative S)



Competitive Subsidies  
(e.g., Corvette JPS)





## Professional Learning



STEM Learning



Skilled Trades



Elementary Power  
Tool Safety



## Science & Technology, STEM and Robotics



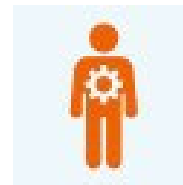
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