

## Regular Meeting

June 19, 2024

A regular meeting was convened at 4:36 p.m. on Wednesday, June 19, 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 Ozaawaa Secord.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Dawson, de Dovitiis, Ehrhardt, Ghous, Hassan, Hastings, King, Laskin, Lulka Rotman, MacLean, Nunziata, Patel, Rajwani, Shan, Williams, 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 4:37 p.m., on motion of Trustee Aarts, seconded by Trustee Laskin, 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 6:27 p.m., the regular meeting reconvened.

**3. Committee of the Whole (Private), Report No. 248, June 19, 2024 (see page 23)**

Trustee Laskin, seconded by Trustee Williams, moved: **That Report No. 248 of the Committee of the Whole (Private) be adopted.**

The motion was carried.

**4. Recess and Reconvene**

At 6:27 p.m. on motion of Trustee Aarts, seconded by Trustee Laskin, the meeting recessed for dinner and reconvened at 7:15 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 George Webster Junior Ensemble was shown.

**6. Approval of the Agenda**

Trustee de Dovitiis, seconded by Trustee King, moved: **That the agenda be approved.**

The motion was carried.

**7. Celebrating Board Activities***(i) National Indigenous History Month*

The Chair spoke about National Indigenous History Month, which is recognized in June, and the events organized by the Urban Indigenous Education Centre.

*(ii) Portuguese Speaking Heritage Month*

Trustees Williams and Dawson spoke about Portuguese Heritage Month, which is recognized in June.

A video montage titled “Portuguese Speaking Heritage Month Launch” was shown at the meeting.

*(iii) Italian History Month*

Trustees Hassan, King and Pei spoke about Italian Heritage Month, which is recognized in June.

A video montage titled “The Students At Park Lane PS Celebrate Italian Heritage Month” was shown at the meeting.

*(iv) Pride Month*

Trustees Aarts and Rajakulasingam spoke about Pride Month, which is recognized in June.

**8. Memorials**

The Chair expressed sympathy on behalf of the Board to the families of Jason Kennedy, Erica Riley, Debbie Taylor-Reevie, Laura Crich, Edward Fowler, Michael Kleniec, Michael Saunders and Parrvaz Singh, Board employees who recently died.

A moment’s silence was observed in their memory.

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

The Chair:

- reflected on the accomplishments and challenges of the past school year;
- thanked all trustees, student trustees, staff, families, students, volunteer groups, educational partners, and all community advisory committees for their support and dedication in fostering student achievement and lifelong learning in classrooms and communities;
- spoke about the Board's budget advocacy;
- spoke about the 2024-2028 Multi-year Strategic Plan;
- announced the launch of the new cell phone usage and social media policy for September, and the Board's role in addressing the harmful impacts of social media on students through the launch of a lawsuit against Meta, Snap Inc., and ByteDance Ltd.;
- thanked Minister Lecce on his time at the Ministry of Education, and congratulated Minister Todd Smith on his appointment as Minister of Education;
- recognized outgoing Student Trustee Yi Kai Zhou and Indigenous Student Trustee Ozaawaamukwaikwe Secord and presented them with gifts as tokens of the Board's appreciation;
- introduced the newly elected Student Trustees for the 2024-2025 school year: Jenny Xing, who will be in Grade 12 at York Mills Collegiate Institute and Angelika Bell, who will be in Grade 12 at William Lyon MacKenzie Collegiate Institute
- bid farewell to the Director, Colleen Russel-Rawlins, who will retire in the fall 2024, after over 30-year career at the TDSB

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

### **(i) Student Trustees**

Student Trustees Bell and Zhou introduced Senate Student Trustee Sofie Khan, and presented information on the activities of the Student Senate and student trustees, including:

- an update on the various policies consultations;
- an update on the Annual Leadership Retreat at Mono Cliffs held in April 2024;
- the monthly Student Voice Meetings took place since November 2023 for each learning center within the board;
- Student Trustee Zhou gave a few remarks to conclude his school-year as student trustee at the Board;

- Student Trustee Zhou introduced the newly elected Student Trustees Angelika Bell and Jenny Xing for the 2024-2025 school-year.

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

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

The Director:

- announced that the Board will host summer programming for 30,000 learners;
- recognized National Indigenous History month in June and called for the opportunity to educate oneself, to listen with an open heart and mind to Indigenous voices, and to commit to the work of reconciliation and decolonization;
- spoke about Pride month and the raising of the Pride flag across all school and administrative sites as an act of joy, resistance and a reminder to every 2SLGBTQ+ student, staff member, and person of the Board's commitment to working all year long to create safe spaces with a sense of belonging;
- provided an update on the achievements of students and staff for the 2023-2024 school year,
- congratulated outgoing Student Trustee Yi Kai Zhou and Indigenous Student Trustee Ozaawaamukwaikwe Secord on a successful term of championing students' voices and their upcoming graduation;
- welcomed incoming Student Trustee Jenny Xing, and returning Student Trustee Angelika Bell for another school year;
- recognized every member of the TDSB community for their dedication
- extended appreciation and congratulations to Executive Superintendents Shirley Chan, Uton Robinson, and Lynn Strangway on their retirement;
- wished all students a wonderful summer.

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

Trustees Aarts, King, MacLean and Williams declared a possible conflict of interest related to a matter discussed in private. The Trustees stated:

I rise tonight to say that I have a possible conflict of interest regarding a matter discussed in private as I have a prior knowledge of the case

The trustees were also not present for the discussion and vote on the matter for which they declared a conflict.



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

Trustee Williams, seconded by Trustee Ghous, 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 May 22 and 28, June 5 and 12, 2024**
- b. Governance and Policy Committee, Report No. 5, May 29, 2024 (see page 25191)**
  1. Parent Involvement Advisory Committee: School Fundraising and System Priorities Fund
  2. P029, Employment Equity Policy: Phase 5 [4721]
  3. School Choice and Student Interest Program Admission Policies and Practices [4722]
  4. Cell Phone/Mobile Device Use in Schools Policy, New Policy Phase 2: Status Update [4726]
  5. P096, Student Use of Services Animals in Schools Policy Review: Phase 1 [4723]
- c. Finance, Budget and Enrolment Committee (Special Meeting), Report No. 9, May 30, 2024 (see page 93Error! Bookmark not defined.)**
  1. 2024-25 Projected Financial Position and Options to Balance [4728]
- d. Program and School Services Committee, Report No. 5 (Part A), June 5, 2024 (see page 131)**
  1. The Centre of Excellence for Black Student Achievement, Year 2 Update, 2024 [4729]
- e. Audit Committee, Report No. 2, June 10, 2024 (see page 187)**
  1. Annual Insurance Update [4738]
  2. Internal Audit Department and Engagement Status Update: June 2024 [4736]
  3. Regional Internal Audit Team Engagement and Status Update [4733]
  4. 2024 External Audit Services Plan and Public Sector Accounting Standards Update [4735]
  5. School Generated Funds Analysis Engagement [4737]
  6. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4734]
- f. Planning and Priorities Committee, Report No. 5, June 11, 2024 (see page 191)**
  1. Toronto Lands Corporation: Tri-Party Land Exchange With Gabriel Dumont Non-Profit Homes

2. Accommodation of Students From Residential Developments at 413-431 Roehampton Avenue, 55 and 65 Broadway Avenue, 2161 Yonge Street, 73 and 75 Broadway Avenue and 117 and 127 Broadway Avenue [4718]
  3. Attendance Boundary Changes for Avondale Public School, Bayview Middle School, and Hollywood Public School and Accommodation of Students From Residential Developments in the Avondale Public School Area [4717]
  4. Days of Significance Calendar: Update [4740]
  5. Somali Centre for Culture and Recreation: Update [4695]
  7. Leadership Regarding Artificial Intelligence and Education
  8. Cricket Development
- g. Director Search Committee, Report No. 1, June 12 , 2024 (see page 223)**  
[For receipt]
- h. Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024 (see page 227)**
1. Community Use of Schools Community Advisory Committee: Permit Fees, Community Use of Schools Grant and Current Fee Revenues Correlation
  2. Contract Awards, Facilities [4714]
  3. Contract Awards, Operations [4713]
  4. Borrowing Facilities [4716]
  5. Melody Village Junior School: Community Planning and Partnership Lease Agreement With Kerry's Place Autism Services [4732]
  6. Construction Tender Award: Addition and Renovation at McKee Public School [4741]
  9. Contract Awards, Summer Approval Process 2024 [4743]
  10. Capital Projects Status Update [4744]
  11. Business Arising: Letter to the Minister of Education

The motion was carried.

**14. Governance and Policy Committee, Report No. 5, May 29, 2024 (see page 25)**

Item 7, Student Governance (see page 39)

Trustee Chernos Lin, seconded by Trustee Ehrhardt, on behalf of Indigenous Student Trustee Secord and Student Trustees Bell and Zhou, moved:

**Whereas, the Toronto District School Board currently serves and represents over 238,000 students in its nearly 600 schools; and**

**Whereas, two student trustees are elected and one Indigenous student trustee is appointed annually to represent the voices, interests, and concerns of students on the Board of Trustees; and**

**Whereas, the Student Senate is the current official student advisory body to the Toronto District School Board and the student trustees; and**

**Whereas, the Student Senate is responsible for both representing the voices, interests, and concerns of students, and promoting student leadership within the Toronto District School Board; and**

**Whereas, the Student Senate consists of 16 elected students from grades 7-12 with the exclusion of the student trustees; and**

**Whereas, the two elected student trustees need to adequately represent students from all four Learning Centres in the TDSB; and**

**Whereas, seven out of ten elected student trustees have been from Learning Centre 2 since the introduction of an online voting system in 2019; and**

**Whereas, the student trustees and Student Senate do not have direct lines of communication with every school in the Toronto District School Board and cannot adequately represent the student body; and**

**Whereas, student voice is crucial in developing and maintaining a school board that serves the needs of students; and**

**Whereas, a new and more representative system should be established to centre and elevate student voices in the Toronto District School Board; and**

**Whereas, the Student Leadership Policy (P070) is outdated and has not been revised since 2011 and reviewed since 2012<sup>1</sup>;**

**Whereas, policy P070, Student Leadership is scheduled for review in the 2024-2025 school year;**

**Therefore be it resolved:**

**That the Director consider as part of the review of policy P070, Student Leadership:**

**(a) The establishment of two separate student governance bodies in the Toronto District School Board:**

- i. The Student Senate, comprised of elected secondary and elementary students, responsible for organizing events and initiatives that foster and develop leadership in students;**

<sup>1</sup> [Student Leadership Policy P070.pdf](#)

- ii. **The Toronto Student Presidents' Council, comprised of all secondary school student council presidents and vice-presidents, responsible for hosting meetings in each Learning Centre to elevate student concerns from every secondary school to the student trustees;**
- (b) The collection of student council contact information from every secondary school in the Toronto District School Board at the beginning of each school year, including, but not limited to:**
  - i. **President names and email addresses**
  - ii. **Vice-President names and email addresses**
  - iii. **Staff advisor names and email addresses**
- (c) The creation of Student Trustee and Student Senate election guidelines that ensure fair, equitable and representative elections, including, but not limited to:**
  - i. **A model where each Student Trustee represents the students of two Learning Centres;**
  - ii. **A two-staged Student Trustee election process where candidates first run in an election within their Learning Centre, and the most successful candidates subsequently run in a board-wide election;**
- (d) The inclusion of student voice into the drafting of important documents in the Toronto District School Board such as the multi-year strategic plan and budget plan.**

The motion was carried.

**15. Finance, Budget and Enrolment Committee (Special Meeting), Report No. 09, May 30, 2024 (see page 93)**

Item 2, Business Arising: Outdoor Education Options to Balance (see page 94)

Trustee MacLean, seconded by Trustee Laskin, moved:

**Whereas, staff is looking for direction regarding Outdoor Education;**

**Therefore, be it resolved;**

- (a) That the proposed change from weekend use of Camp Kearney be adopted;**
- (b) That the recommended movement of the transportation costs from central to the individual schools be denied;**
- (c) That the proposed doubling of the student user fees be denied;**

- (d) That the money saved in Part (a) be used to offset the current student user fees.**

The parts of the motion were voted on separately as follows:

Part (a) was defeated.

Part (b) was carried.

Part (c) was carried.

Part (d) was not voted on.

Therefore, the Board decided:

Whereas, staff is looking for direction regarding Outdoor Education;

Therefore, be it resolved;

- (a) That the recommended movement of the transportation costs from central to the individual schools be denied;
- (b) That the proposed doubling of the student user fees be denied.

**16. Program and School Services, Report No. 5 (Part A), June 5, 2024 (see page 131)**

Item 3, Amendments to the Special Education Plan, 2024-2025 [4731] (see page 132)

Trustee Laskin, seconded by Trustee Aarts, moved: **That the amendments to the Toronto District School Board's Special Education Plan, 2024-2025, as presented in the report, be approved.**

The motion was carried.

Item 5, Review of the Current Financial Literacy Implementations Within the Curriculum (see page 132)

Trustee Dawson, seconded by Trustee MacLean, on behalf of Student Trustees Bell and Zhou and Indigenous Student Trustee Secord, moved:

**Whereas, recognizing the increasing importance of equipping students with essential financial literacy skills is crucial for their success and well-being; and**

**Whereas, financial literacy is an essential life skill, and its absence may lead to negative consequences for individuals in terms of economic well-being; and**

**Whereas, an evaluation is needed and should include modules on budgeting, saving, investing, understanding credit, and other fundamental financial concepts; and**

**Whereas, promoting existing financial literacy resources would include better integration and increased awareness of these modules within existing courses; and**

**Whereas, twelve student-based consultations with hundreds of students grade 4-12 were held across twelve TDSB schools about the pillar of financial literacy and its importance; and**

**Whereas, the largest student-led financial literacy organization in the country, Target Alpha STC, was consulted on the importance of utilizing existing financial literacy learning modules in K-12 Education;**

**Therefore, be it resolved:**

**That the Director:**

- i. re-evaluate the existing financial literacy learning modules currently available across all grades to understand their current utilization and effectiveness;**
- ii. more actively promote and utilize existing financial literacy resources rather than developing new curriculum materials;**
- iii. present a report to the Program and School Services Committee by fall 2024 on methods to enhance the visibility and usage of existing educational resources, including textbooks, online materials and interactive tools, to broaden financial literacy education across all grades;**
- iv. initiate a broader implementation of enhanced financial literacy education through existing modules in the 2025-2026 academic year.**

The motion was carried.

**17. Program and School Services (Special Meeting), Report No. 5 (Part B), June 18, 2024 (see page 153)**

Item 2, Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705] (see page 154)

Trustee Chernos Lin, seconded by Trustee Ehrhardt, moved:

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

**(b) That staff incorporate the following items into the work:**

- i. centering student belonging for all students, to ensure the Combatting Hate And Racism Strategy aligns with the Multi-Year Strategic Plan;**
- ii. concerns raised by the Jewish community about the significant rise of antisemitism as noted in our own data and City data and the need for increased actions to combat this rise;**

**(c) That staff report back on how this work is being implemented in schools in future iterations.**

Trustee Laskin, seconded by Trustee Lulka Rotman, moved in amendment: **That the following be added:**

**Whereas, you can be pro-Palestinian and pro-Israel – But hate is unacceptable. No one should feel that their identity is erased; and**

**Whereas, our students and staff deserve to be in a public school system where all human rights are protected and that the Board is not divided on that – we cannot be divided on that and hold this position of responsibility; and**

**Whereas, we cannot lose the focus of TDSB's Anti-Hate and Anti-Racism Strategy, the Board's umbrella strategy, which was in response to the data from the Race Bias and Hate Portal – to educate against hate; and**

**Whereas, in 2021, the Integrity Commissioner's recommendations, included in a TDSB Board Member Code of Conduct Complaint Investigation regarding anti-Palestinian sentiment included on - page 48; and**

**Whereas, based on my review of the information received during this investigation, there is a significant undercurrent of politics, and entrenched conflicting religious and ethno-cultural perspectives... The TDSB has advised that the organization recognizes that there is much work that must be done to support its educators around teaching and learning about topics that are subject of the Mailouts [subject of the complaint], in a manner that ensures all members of the TDSB community feel safe and supported. Senior executives at the TDSB have told me that they are grateful that this work will be done in partnership with the community as they are working to finalize the secondment of a staff member from the Centre for Israel, Jewish Affairs, and the National Council of Canadian Muslims to help develop resources with regard to antisemitism, Islamophobia and anti-Israel and anti-Palestinian sentiments. The senior executives have advised that the Board is optimistic that, together with all community groups, they will be able to use this important partnership to benefit students and staff. I encourage the TDSB to move forward with this initiative...; and**

**Whereas, this Report was two and a half years ago and yet, after the secondments are long over in the Equity Department, staff have added in anti-Palestinian sentiment to the Combatting Hate and Racism Strategy because you heard from community – and because of the hundreds of deputations we’ve received and the hundreds of people at last night’s rally assuming staff would be adding in an anti-Israeli strategy too; and**

**Whereas, if we think it is so important to protect Palestinian students from racism, which we all do, then at the very least we have to add an anti-Israeli racism strategy into the report. This way, when there are definitions, one cannot vilify and further marginalize the other;**

**Therefore, be it resolved:**

**That a response to student and community voices, an additional area of focus on addressing Anti-Israeli Racism be included in the report, Combating Hate and Racism: Student Learning Strategy Updated, 2024 [4705].**

The amendment to the amendment was defeated on a recorded vote (Recorded Vote 164, see page 21).

The parts of the main motion were voted on separately as follows:

Part (b) and (c) were carried on a recorded vote (Recorded Vote 165, see page 21).

Part (a) was carried on a recorded vote (Recorded Vote 166, see page 21).

**18. Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024 (see page 227)**

Item 7, 2024-25 Budget Estimates [4742] (see page 232)

Trustee Aarts, seconded by Trustee Hassan, moved:

**A. Whereas, the Toronto District School Board currently has a \$35.3 million budget gap for the 2024-2025 school year; and**

**Whereas, staff and the Minister of Education have indicated the possibility of attaining Ministry of Education approval to use \$27.5 million in Process of Disposition (POD), which does not fully cover the budget gap;**

**Therefore, be it resolved:**

**That the Director:**



- i. **implement strategies as presented in the report to the Planning and Priorities Committee on June 11, 2024, namely, Strategic Workforce Engagement and Attendance Support [4727], to further reduce average staff absenteeism days by at least 0.5 days to realize \$3.5M in budget savings;**
- ii. **implement adjustments to the 1:1 Device program agreement to allow schools to recover device costs from parents where appropriate, with special allocations made to support families with need, to realize at least \$0.3 million in savings;**

#### **Options to Balance**

Further Reduce Absenteeism by 0.5 Days	\$	3.5
1:1 Device Repair Cost Recovery	\$	0.3
<b>Total Options to Balance</b>	<b>\$</b>	<b>3.8</b>

- iii. **That the offer from the Ministry of Education to use \$27.5 million in Proceeds of Disposition to cover budget shortfalls in the fiscal year 2024-2025, be accepted;**
- B. That staff reconsider their decision to remove the senior's discount from General Interest/Seniors' Programs and make up the operational difference through fully implementing the 1:1 Device Repair Recovery Cost (\$200K) and meet with the Friends of Learn4Life similar to the way staff are delaying the implementation of Permit changes as they meet with the Community Use of Schools Community Advisory Committee and come back to the Finance, Budget and Enrolment Committee in the October cycle to report back.**

Trustee de Dovitiis, seconded by Trustee Ehrhardt, moved in amendment: **That the following be added:**

**C. Whereas, Trustees voted to continue the Learn4Life programs until a full report could be provided to the Program and School Services Committee in the fall 2024; and**

**Whereas, the most recent staff report indicates intention to increase fees for seniors by 130 percent and full fee payers by 50 percent, which is projected to decrease enrolment by 50 percent and 25 percent respectively; and**

**Whereas, reducing enrolment is counter to the intent to make the program cost recovery; and**

**Whereas, spring 2024 enrollment increased by eleven percent compared to 2023-2024 and community volunteers have committed to a significant grassroots marketing campaign to raise enrollment to achieve cost recovery; and**

**Whereas, the funds needed for the pause to increase of fees would be a one time use until a sustainable model could be achieved;**

**Therefore, be it resolved:**

**That the Director consider:**

- i. delaying the implementation of increases in fees until the full report is received in the fall 2024;**
  - ii. engaging with Friends of Learn4Life in their grassroots efforts to increase enrolment;**
  - iii. should a fee increase be required, it be implemented in January 2025 following the full report to Committee in the fall 2024;**
  - iv. that funds required to balance the Learn4Life program be requested from the Minister of Education to use Proceeds of Disposition for the amount of \$0.5 million;**
- D. That a request be sent to the Ministry of Education to use an additional \$500,000 in Proceeds of Disposition.**

The amendment was carried.

The main motion, as amended, was carried on a recorded vote (Recorded vote 167, page 21)

Therefore, the Board decided:

- A. Whereas, the Toronto District School Board currently has a \$35.3 million budget gap for the 2024-2025 school year; and**

Whereas, staff and the Minister of Education have indicated the possibility of attaining Ministry of Education approval to use \$27.5 million in Process of Disposition (POD), which does not fully cover the budget gap;

Therefore, be it resolved:

That the Director:

- i. implement strategies as presented in the report to the Planning and Priorities Committee on June 11, 2024, namely, Strategic Workforce Engagement and Attendance Support [4727], to further reduce average staff absenteeism days by at least 0.5 days to realize \$3.5M in budget savings;
- ii. implement adjustments to the 1:1 Device program agreement to allow schools to recover device costs from parents where appropriate, with special allocations made to support families with need, to realize at least \$0.3 million in savings;

Options to Balance

Further Reduce Absenteeism by 0.5 Days	\$	3.5
1:1 Device Repair Cost Recovery	\$	0.3
<b>Total Options to Balance</b>	<b>\$</b>	<b>3.8</b>

- iii. That the offer from the Ministry of Education to use \$27.5 million in Proceeds of Disposition to cover budget shortfalls in the fiscal year 2024-2025, be accepted;
- B. That staff reconsider their decision to remove the senior's discount from General Interest/Seniors' Programs and make up the operational difference through fully implementing the 1:1 Device Repair Recovery Cost (\$200K) and meet with the Friends of Learn4Life similar to the way staff are delaying the implementation of Permit changes as they meet with the Community Use of Schools Community Advisory Committee and come back to the Finance, Budget and Enrolment Committee in the October cycle to report back;

- C. Whereas, Trustees voted to continue the Learn4Life programs until a full report could be provided to the Program and School Services Committee in the fall 2024; and

Whereas, the most recent staff report indicates intention to increase fees for seniors by 130 percent and full fee payers by 50 percent, which is projected to decrease enrolment by 50 percent and 25 percent respectively; and

Whereas, reducing enrolment is counter to the intent to make the program cost recovery; and

Whereas, spring 2024 enrollment increased by eleven percent compared to 2023-2024 and community volunteers have committed to a significant grassroots marketing campaign to raise enrollment to achieve cost recovery; and

Whereas, the funds needed for the pause to increase of fees would be a one time use until a sustainable model could be achieved;

Therefore, be it resolved:

That the Director consider:

- i. delaying the implementation of increases in fees until the full report is received in the fall 2024;
- ii. engaging with Friends of Learn4Life in their grassroots efforts to increase enrolment;
- iii. delaying the implementation of increases in fees until the full report is received in the fall 2024;
- iv. engaging with Friends of Learn4Life in their grassroots efforts to increase enrolment;
- v. should a fee increase be required, it be implemented in January 2025 following the full report to Committee in the fall 2024;
- vi. that funds required to balance the Learn4Life program be requested from the Minister of Education to use Proceeds of Disposition in the amount of \$0.5 million.

- D. That a request be sent to the Ministry of Education to use an additional \$500,000 in Proceeds of Disposition.

**19. Extension of Meeting**

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

**20. Temporary Suspending a Provision of the Bylaws**

Trustee Laskin, seconded by Trustee Chernos Lin, moved:

**Whereas, provision 1.2.2 of the Board's bylaws state that " the Board may temporarily suspend one of the Bylaws' provisions on a one-time basis, with a two-thirds majority vote of the members present, unless prohibited by the *Education Act* or other legislation;**

**Therefore, be it resolved:**

**That the following provision of the Board's bylaws be suspended to allow members to finish discussion of the matter, Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705]:**

**5.15.24 No Board or Committee meeting will continue in session beyond 11 p.m., unless upon the consent of two-third (2/3) majority of members present, the meeting is extended for a defined period of time (in 30 minute intervals) to debate items currently on the floor or to deal with any matter on the agenda deemed to be urgent or time sensitive. An additional motion to extend the meeting time is in order unless meeting time is extended beyond 11:59 p.m.**

The motion to temporarily suspend provision 5.15.24 of the bylaws was carried.

**21. Notice of Motion**

Trustees Aarts and Laskin provided notice of the following motion for consideration at the next regular meeting.

**Establishment of a Bylaws Review Special Committee**

Whereas, managing the time for delegations and the number of reports and discussion within the allotted time for TDSB Committee meetings presents a challenge to doing Board business in a timely manner; and

Whereas, the Board recognizes the importance of creating opportunities for public feedback; and

Whereas, last minute motions and substitutions do not allow for public notice or fulsome review, or consideration and engagement by Trustees, staff, and the public; and

Whereas, on May 22, 2024, based on changes to the constitution of the Ontario Public School Boards' Association, the Board revised timelines for the appointment of members to represent the Board on OPSBA; and

Whereas, Bylaw 1.3.1 of the Board's bylaws states that "These Bylaws will be updated as required and reviewed at a minimum every four (4) years."; and

Whereas, Bylaw 4.8.1 allows the Board to establish a special committee consisting of trustees to make recommendations to the Board on any matter;

Therefore, be it resolved:

That a Bylaws Review Special Committee be established with the following mandate and membership;

Mandate: To review the Board's bylaws and present recommendations on matters pertaining to the Bylaws, including but not limited to delegations at standing committee meetings, motions and substitutions and timelines for appointments to the Ontario Public School Boards' Association;

To review governance procedure PR718, Delegations

To present a report to the Governance and Policy Committee

Membership: Up to seven trustees, as appointed by the Board.

## **22. Matters Postponed to the Next Meeting**

Consideration of the following items was postponed to the next meeting:

- (a) Planning and Priorities Committee, Report No. 4 (Part B), May 15, 2024
  - 5. Support for Newcomer Students and Families Including Refugee Claimants and Student Without Legal Immigration Status [4695] [referred without recommendation]
- (b) Governance and Policy Committee, Report No. 05, Wednesday May 29, 2024
  - 6. Review of Policy P100, Student Interest Programs [referred without recommendation]
  - 12. Minority Report – Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During the School Year
- (c) Program and School Services Committee (Special Meeting), Report No.5 (Part B), June 18, 2024
  - 3. Business Arising: Requesting Support to Deal With Incidents of Hate and Geopolitical Tensions
  - 5. Caring and Safe Schools: Annual Report, 2022-2023 [4691]

- (d) Planning and Priorities Committee, Report No. 5, June 11, 2024  
6. Strategic Workforce Engagement and Attendance Support [4727]

**23. Adjournment**

At 1:00 a.m. on Thursday, June 20, 2024, on motion of Trustee Hastings, seconded by Trustee MacLean, the meeting adjourned.

Rachel Chernos Lin  
Chair

Confirmed by the Board at the meeting held on  
August 28, 2024

\_\_\_\_\_  
Rachel Chernos Lin, Chair of the Board

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Summary of Recorded Votes

Trustee	Recorded Vote 164 (see pg. 12)	Recorded Vote 165 (see pg. 12)	Recorded Vote 166 (see pg. 12)	Recorded Vote 167 (see pg. 14)
Aarts	Y	Y	Y	Y
Chernos Lin	Y	Y	Y	Y
Dawson	N	Y	Y	Y
De Dovitiis	N	Y	Y	N
Ehrhardt	N	Y	Y	N
Ghous	N	Y	Y	Y
Hassan	N	Y	Y	Y
Hastings	Y	N	N	Y
King	N	Y	Y	Y
Laskin	Y	A	N	Y
Li	Y	Y	N	Y
Lulka Rotman	Y	N	N	Y
MacLean	Y	Y	N	Y
Nunziata	Y	N	N	Y
Patel	N	Y	Y	Y
Pei	Y	N	N	Y
Rajakulasingam	N	Y	Y	Y
Rajwani	Y	Y	Y	Y
Shan	N	Y	Y	N
Sriskandarajah	Y	Y	Y	Y
Williams	N	Y	Y	Y
Wong	N	Y	Y	N
Total Y	11	17	15	18
Total N	11	4	7	4
Total A and C	0	1	0	0

**Y** Vote in favour      **N** Vote against      **A** Absent      \* No vote cast (the Chair). The Board's Bylaws, Section 28.5 states: "The chair may vote once on each motion under consideration."  
**N\*** No vote cast. The Board's Bylaws, Section 28.3 states: A member, except the chair, who is present and who fails to vote on a motion shall be deemed to have voted against the motion.  
**C** Absent due to declaration of a possible conflict of interest

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Committee of the Whole (Private), Report No. 248, June 19, 2024

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

### **Report No. 248, June 19, 2024**

A meeting of the Committee of the Whole (Private) was convened at 4:33 p.m. on Wednesday, June 19, 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 Neethan Shan, Chair of the Committee, 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, Neethan Shan, Anu Sriskandarajah, Deborah Williams, and Manna Wong.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, de Dovitiis, Ehrhardt, Hastings, King, Laskin, MacLean, Shan, 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. Finance, Budget and Enrolment Committee, Report No. 10 (Private), June 13, 2024**

The Committee considered Report No. 10 (Private) of the Finance, Budget and Enrolment Committee (as shown in the private minutes of the Committee of the Whole).

The Committee of the Whole (Private) **RECOMMENDS** that Report No. 10 (Private) of the Finance, Budget and Enrolment Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

#### **2. 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.

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Committee of the Whole (Private), Report No. 248, June 19, 2024

**3. Private Pupil Matter**

The Board considered a staff report (as shown in the private minutes of the Committee of the Whole) concerning a private student matter.

The Committee of the Whole (Private) **RECOMMENDS** that a private student matter as contained in the private minutes of the Committee of the Whole (Private) be put over to a future date.

**4. Private Personnel Matter [4745]**

The Committee considered a private personnel matter (as shown in the private minutes of the Committee of the Whole).

The Committee of the Whole (Private) **RECOMMENDS** that the private personnel matter be received.

**5. Audit Committee, Report No. 2 (Private), June 10, 2024**

The Committee considered Report No. 02 (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. 02 (Private) of the Audit Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

**6. Director Search Committee, Report No. 1 (Private), June 12, 2024**

The Committee considered Report No. 01 (Private) of the Director Search 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 Director Search Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

Neethan Shan  
Committee Chair

**Adopted on June 19, 2024 (see page 1)**



## **Governance and Policy Committee Report No. 05**

Wednesday, May 29, 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	<p>Trustees Michelle Aarts, Rachel Chernos Lin, Alexis Dawson, Matias de Dovitiis, Debbie King, James Li, Alexandra Lulka Rotman, Dan MacLean, Neethan Shan, Deborah Williams and Student Trustees Angelika Bell and Yi Kai Zhou.</p> <p>The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Ehrhardt, Hastings, Laskin, Rajakulasingam, Wong and Student Trustees Bell and Zhou participating in person, and other trustees present participating by electronic means in accordance with <a href="#">amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings</a>.</p>

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

#### **1. Parent Involvement Advisory Committee: School Fundraising and System Priorities Fund**

The Committee considered a report from the Parent Involvement Advisory Committee from its meeting dated April 30, 2024, (see GPC:005A, page 1) presenting a recommendation regarding school fundraising and system priorities fund.

**Moved by:** Trustee Ehrhardt

**Seconded by:** Trustee Chernos Lin

The Governance and Policy Committee **RECOMMENDS** that the following recommendation from the Parent Involvement Advisory Committee be referred to staff for consideration:

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Governance and Policy Committee, Report No. 05, May 29, 2024

Whereas the report provided to the Governance and Policy Committee provided limited information on what the System Priorities Fund would be spent on, only saying “Commitment to equity through a proposed System Priorities Fund (formerly the Central Equity Fund).” With the funds coming from voluntary contributions from school councils, from their fundraised funds, there is an accountability issue and risk as it grants the authority over how the funds will be spent by TDSB staff. This will just make the funds another revenue source for staff and TDSB to address overall budget issues and not equity as stated.

Whereas the System Priorities Fund will be supported by school council fundraising, the best approach from an accountability and equity perspective, especially between school councils, is for the funds raised to be directed equitably to school councils who are unable to fundraise due to socioeconomic status. The school councils can administer the funds at the local school level for their identified priorities creating equity among school councils. The principle is that funds raised by school councils will be administered and spent by school councils and not TDSB staff.

Therefore, be it resolved that:

TDSB adopts a Fundraising Policy that contains language in the draft Policy P021 concerning a System Priorities Fund but that the Fund be directed equitably to School Councils who are unable to fundraise due to socioeconomic status instead of TDSB staff.

Example language for item 6.2.1 in the draft P021 could read:

To facilitate improved equity of resources among schools with different socioeconomic statuses, a System Priorities Fund will be maintained for designated donations from external sources and/or voluntarily directed funds generated by school communities. The funds will be reallocated to School Councils equitably based on each School Council's ability to fundraise based on the socioeconomic status of the school communities.

Whereas There has been no current state analysis done by TDSB staff to understand how many school councils currently using online commerce platforms for fundraising purposes. The online commerce platforms offer many benefits including:

- Reduction in parent/caregiver volunteer administrative efforts to conduct fundraising and events
- Ability to accept credit cards/debit at in-person events via tap terminals
- Reduction in reliance on school office staff who already have large workloads due to prior years' budget decisions to cut administrative positions
- Improved Parent/Caregiver user experience when making payments for school council activities

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Governance and Policy Committee, Report No. 05, May 29, 2024

Whereas, The TDSB has the School Cash Online platform for parents/caregivers “to pay for their children’s school fees, agendas, yearbooks and class trips.” School Councils are currently encouraged to use this platform for school council fundraising. However, due to TDSB procedures, the platform does not meet the needs of school councils. Specifically:

- School Council members who are running school council events such as pizza lunches do not have direct access to the system to get timely reports and information such as what pizza slice each child is supposed to receive and must rely on school staff
- Donation split receipt is not possible. Frequently fundraising involves selling an item (ex pizza slice) or service (ex. attending Fun Festival) where there is a donation component the amount of the fee above the cost of providing the item or service which is eligible for tax receipt as per the TDSB School Council Financial Guide (page 25) which references

Canada Revenue Agency’s views on the application of subsections 248(30) to (41) of the Income Tax Act. This has a material impact on parents/caregivers who are being denied eligible tax receipts for donations they are making to their School Councils.

Whereas, Senior TDSB staff have reported during PIAC meetings this school year (2023-2024) that there is no work planned to address the above gaps that School Councils face when using the School Cash Online platform. Banning school councils from using Online Commerce Platforms or limiting their banking preferences directly impacts school councils' ability to fulfill their purpose: “The purpose of School Council is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.” [Ontario Regulation 612/00 2. (1) made under the Education Act]. In a time before e-commerce, this ban would be equivalent to TDSB telling school councils they could only accept cheques and no cash for school council fundraising purposes. Something that would have been considered outrageous to most.

Therefore, be it resolved that:

TDSB does not adopt a Fundraising Policy that contains language in the draft Policy P021 concerning where the School Council cannot have their own external bank accounts and utilize online commerce platforms.

Example language for item 6.14.1 in the draft P021 could read:

Fundraising by School Councils may be conducted online and using an online commerce platform. School Councils are allowed to maintain their own external bank accounts.

**Carried**

## **2. P029, Employment Equity Policy: Phase 5 [4721]**

The Committee considered a report from staff (see GPC:005A, page 5 and attached) presenting information on revisions to policy P029, Employment Equity, including a renaming to Equitable and Inclusive Employment policy, and the rescission of policy P098, Teacher Hiring.

**Moved by:** Trustee Shan

**Seconded by:** Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS:**

- (a) That section 6.4.1 of policy P029, Employment Equity be amended to replace “goals” with “goals and targets”;**
- (b) That revisions to policy P029, Employment Equity, as presented in the report, be approved;**
- (c) That the Director present a plan to set hiring goals and targets to be reflected in the procedure;**
- (d) That a progress report be presented annually;**
- (e) That the title of policy P029, Employment Equity be changed to Employment Equity and Inclusive Employment;**
- (f) That policy P098, Teacher Hiring, as presented in the report, be rescinded;**

**Carried**

At the Committee meeting, Parts (a), (c) and (d) were added on amendment of Trustees Sriskandarajah and Shan.

Also at the Committee meeting, Part (e) was added on amendment of Trustees Shan and Sriskandarajah.

Staff had recommended Parts (b) and (f) and that the title of the policy be changed to Equitable and Inclusive Employment Policy.



### **3. School Choice and Student Interest Program Admission Policies and Practices [4722]**

The Committee considered a report from staff (see GPC:005A, page 27 and attached) presenting information as requested by Board resolution on June 14, 2023, on the landscape and literature surrounding school choice through skilled-based and lottery-based admission processes and further considerations for the implementation of policy P100, Student Interest Programs.

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Ehrhardt

The Governance and Policy Committee **RECOMMENDS:**

- (a) That the report be received;**
- (b) That the Policy Review Schedule approved on November 1, 2023 be amended by moving the review of policy P100, Student Interest Programs from the 2026-27 school year to the 2024-25 school year;**
- (c) That the Chair reply to the letter from the Minister of Education dated April 17, 2024, outlining the Board's decisions and next steps on the matter.**

**Carried**

At the Committee meeting, Part (c) was added on amendment of Trustees Ehrhardt and Chernos Lin.

### **4. Cell Phone/Mobile Device Use in Schools Policy, New Policy Phase 2: Status Update [4726]**

The Committee considered a report from staff (see GPC:005A, page 77) presenting a status update on the development of a policy on cellphone/mobile device use in schools, as well as a proposed approach to maintain compliance with Policy/Program Memoranda No. 128, the Provincial Code of Conduct and School Board Code of Conduct.

**Moved by:** Trustee Ehrhardt

**Seconded by:** Trustee Chernos Lin

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Governance and Policy Committee, Report No. 05, May 29, 2024

The Governance and Policy Committee **RECOMMENDS** that the report be received.

Carried

**5. P096, Student Use of Services Animals in Schools Policy Review:  
Phase 1 [4723]**

The Committee considered a report from staff (see GPC:005A, page 105) presenting information on a work plan for the review of policy P096, Student Use of Service Animals in Schools.

**Moved by:** Trustee Ehrhardt

**Seconded by:** Trustee Chernos Lin

The Governance and Policy Committee **RECOMMENDS** that the policy review work plan for policy P096, Student Use of Service Animals in Schools, as presented in the report, be approved.

Carried

**6. Review of Policy P100, Student Interest Programs**

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Ehrhardt

The Governance and Policy Committee **REFERS** the matter **WITHOUT RECOMMENDATION**.

**(A) Minister of Education's Significant Concerns:**

Whereas, Minister of Education Stephen Lecce (the "Minister") wrote to TDSB's Chair of the Board, copying all TDSB Trustees on April 17, 2024, stating among other things, that:

- he has "serious concern about the state of specialized program admission" at TDSB;
- that TDSB is not meeting the government's expectation of a "modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance";
- "in the weeks leading up to the spring 2022 vote on the new admissions policy, students, parents, and educators raised issues about data omissions and the lack of a transparent consultation process"; and that

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- “it is [the Minister’s] expectation that [TDSB] review these changes made to specialized program admissions and initiate a new, open, and transparent policy review consultation”.

*(copy of letter attached as Appendix A); and*

Whereas, the Board and TDSB have an obligation to publicly consider and substantively address the Minister’s stated concerns, but have not yet done so; and

Whereas, the Minister made further related public comments on X on May 10, 2024, including stating that: “We are calling on TDSB to advance academic excellence and re-do this process that was flawed & academically fraudulent” *(copy of Minister’s statement attached as Appendix B); and*

Whereas, the Minister was referring to significant changes that terminated all previously very successful Specialized Programs (“SP”, “SSP”, or “SPP”) to replace them with a new Student Interest Programs Policy (“SIPP”); and

**(B) Non-disclosed Plan by TDSB to terminate Specialized Programs by replacing with SIPs designed to Fail:**

Whereas, some senior TDSB staff met privately and agreed to implement a deliberately non-publicized goal to fully terminate the very successful Specialized Programs, and acknowledged this goal would be opposed by the public, so decided to “remove SSPs” and “get[ ] rid of SSPs” by a slow, non-transparent five year erosion plan, using the SIPP as the vehicle to accomplish their goal of terminating specialized programs (*“Evaluation of changes to the Student Interest Programs Policy”, pages 25-28, Appendix H attached*);

And Whereas multiple groups, individuals, and media, before and after implementation have also provided significant and repeated feedback that the SIPP and the Lottery: have failed both in design and implementation; fail to meet stated goals including improving access, opportunity, achievement, and education for all students; and need immediate significant review, overhaul, and changes;

**(C) Only 6 of the current 22 Board Trustees voted in favour of replacing SPs with SIPP:**

And Whereas at the end of the previous Board’s term, TDSB staff requested a vote from the outgoing Board to approve these changes to terminate SPs and replace them with SIPs, but only six of the current 22 Board Trustees voted to approve those changes;

**(D) Lottery Design and Implementation Secretive and Flawed:**

**And Whereas the Lottery, which is the most significant component of the newly implemented SIPP, was not publicly consulted on; was not supported by any relevant research; was added late in the process without sufficient transparency; has not accomplished its stated goals; disproportionately discriminates against some unfavoured racial groups; and has had multiple significant flaws in design, implementation, and results, as detailed more specifically in attached Appendix C, and also in Appendices D, E, F, G, and H;**

**(E) Decrease in Access:**

**And Whereas a major stated reason for the significant change to the SIPP was to ‘increase access’ to these programs, but:**

- a) despite 55% greater demand for seats than availability, only 4% increase in seats has been planned;**
- b) TDSB arbitrarily and without adequate explanation cancelled all waitlists more than half a year before the September start of all the programs, depriving waiting students from receiving empty seats;**
- c) the total number of filled SIPP seats has decreased due to this arbitrary cancellation of centrally managed waitlists, student withdrawals, and program mismanagement;**

**(F) Decrease in Opportunities:**

**And Whereas another major stated reason for the significant change to the SIPP was to ‘improve opportunities’ for more students to succeed in specialized program areas, but this goal has failed, since despite high demand and long waitlists, the number of filled seats has decreased, and the number of enrolled students unable to meet curricula expectations has increased;**

**(G) Multiple Design Problems with SIPP:**

**And Whereas there are numerous very concerning problems with the design of changes to SPs including but not limited to: insufficient pre-implementation design and consultation; erroneous reliance on the discredited OISE study that excluded relevant Wexford CSA data; attempted pre-design justification with a plagiarized report fabricated a year after implementation; no redress for hardworking, academically qualified students arbitrarily excluded; failure to transparently disclose and obtain informed input on significant redesign components; and other design flaws as more specifically listed in Appendix D, attached;**

**(H) Multiple Implementation Problems with SIPP:**

**And Whereas there are numerous very concerning problems with the implementation of changes to SPs including but not limited to: students' required mandatory expression of interest for application was not enforced; application submissions received were not evaluated; a reduced number of students are enrolled, despite increased numbers of applicants; waitlists are lengthy but were prematurely destroyed; stated goal was racial demographics re-engineering but there is insufficient data assessment of educational advancement; systemic non-disclosed, deliberate program undermining and erosion; and numerous other governance and implementation flaws as more specifically listed in Appendix E, attached;**

**(I) Little relevant data has been produced to evaluate material concerns, despite numerous requests:**

**And Whereas despite repeated requests from Trustees and the public last year for multiple categories of data to evaluate, including but not limited to:**

- a) racial, academic, and other profiles of accepted students and enrolled students;**
- b) achievement levels measured by marks and external objective benchmarks;**
- c) student acceptance, retention, and withdrawal dates;**
- d) whether stated goals were being achieved;**
- e) quantitative and qualitative assessments of course, curriculum, and program erosion;**
- f) waitlist retention and fulfillment data;**
- g) all changes to program staffing numbers and qualifications; etc.**

**minimal and insufficient data has been provided to date, which data should have already been collected, analyzed, and summarized;**

**(J) Multiple Systemic Indicators of Failing Results:**

**And Whereas there are multiple, systemic, very concerning reports about numerous signs of problems in the implementation of the new SIPP, including but not limited to significantly reduced: number of courses; level of courses; curriculum pace and content; curriculum achievement; number of students enrolled; portfolio development support; post-secondary opportunities; scholarship opportunities; contest, competition, exhibition, and performance opportunities, attendance, and achievement; student achievement levels; and other examples of failing results as more specifically listed in Appendix F, attached;**

**And Whereas in one year of implementation there has already been a significant erosion of academic standards, discernable by objective, externally measured data, including some examples in attached Appendix G;**

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Governance and Policy Committee, Report No. 05, May 29, 2024

And Whereas examples such as those above, and numerous other unstated examples have all been obtained by families' observations of changes to these programs, but insufficient or no relevant or objectively representative data has been released or provided by TDSB despite its obvious relevance and numerous requests to do so;

**(K) TDSB has ignored constructive research, feedback, and suggestions for improvement:**

And Whereas repeated public and private feedback to all levels of TDSB staff has been ignored to date, including the data-based, expert, March 2023 research report about the SIPP, attached, as Appendix H;

**(L) Misleading and Plagiarized report fabricated a year after implementation to justify original decision to change the programs:**

And Whereas one year after the SIPP changes were proposed and voted on, in May 2023 TDSB presented a fabricated, plagiarized, and significantly incorrect report described as a 'research report', as justification for the changes in the first place, although it was only commissioned and produced one year after staff sought and obtained Board approval for the significant SIPP changes;

And Whereas 20% of 90 citations in this report were fabricated, and half the text was plagiarized without attribution;

**(M) SIPP implementation is demotivating, counterproductive, and significantly erodes academic standards:**

And Whereas the SIPP's random lottery system has led to mismatches between students and programs, resulting in undue stress for lottery winners unable to keep pace with program enrichment, and unfairly excluding dedicated and talented students from the programs;

And Whereas the SIPP's lottery system has created several underlying issues within just one year of its implementation, including demotivating the pursuit of excellence, dramatically lowering academic standards, increasing stress for excluded and under-performing students, depriving talented students of opportunities, and hindering academic achievement, all of which directly contravene the mandates and goals of the Ministry of Education and of TDSB;

**NOW THEREFORE, BE IT RESOLVED THAT:**

**1. REVIEW: Director promptly review SIPP**

The Director promptly "review these changes made to specialized program admissions and initiate a new, open, and transparent policy review consultation", in compliance with both the letter and spirit of the Minister of Education's direction and stated goals.\*

*\* (For ease of reference, the dates in these "Resolved" sections below are summarized in the chart attached as Appendix I).*

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Governance and Policy Committee, Report No. 05, May 29, 2024**2. DATA: Director provide specific, relevant, current and comparison data, as part of the Review:**

In support of this review, the Director provide to the Board no later than August 28, 2024, data current to June 30, 2024, including:

- a) **Enrollment data:** number of applications; rates of acceptance; number of program withdrawals after acceptance; source of student applicant (general or local area); and vacancy number and rates; at each program location, with each category reported by month;
- b) **Waitlist data:** waitlist numbers, offers, acceptance, movement, and maintenance of waitlist duration, by month and by location;
- c) **Course changes:** all course changes, self-reported locally by each program, including reductions, eliminations, additions, and substitutions, both mandatory and optional, to courses and to number of course sections, etc., with comparison to course offerings for each program for the previous three years;
- d) **Curriculum changes:** all curriculum changes in every course, self-reported locally for every program, including reductions, additions, and changes to curriculum content, with comparison to curriculum offered for each program for the previous three years;
- e) **Staffing changes:** all changes to staffing levels at each location; and
- f) **Duration for relevant context and comparison:** all information in subparagraphs (a) and (e) above to be provided commencing five years before the SIPP program change (so as to predate skewed pandemic data), and continuing through to June 30, 2024, to have relevant data to better evaluate and adjust policies and practices as necessary.

**3. CONSULTATION: Director promptly share plans for “new, open, and transparent policy review consultation”**

In support of the Minister’s requested “new, open, and transparent policy review consultation”, the Director provide:

- a) to the Board no later than August 28, 2024, a plan for Board consideration and input on how and when the ‘new, open, and transparent policy review consultation’ will be held; and

- b) to the Board and to the public a detailed report with full disclosure of all feedback and responses to the “new, open, and transparent policy review consultation”, on a date to be determined but no later than December 15, 2024;

#### **4. RESTORE PLAN: Director Plan to Restore Excellence in Specialized Programs**

To address the Minister’s concerns that the Board is “not meeting the government’s expectation of a “modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance”, the Director provide to the Board no later than TDSB’s August 28, 2024 Board meeting, a detailed plan including timetable, to be reviewed and subsequently approved by the Board (the “Plan”), and then publicized to potential applicants before opening fall 2024 applications to students, which Plan shall be implemented during 2024-2025, to restore eroded aspects of SIPs / SPs, including:

- a) local program maintenance, control, and backfilling of all program waitlists, from application inception every autumn through to October 15 the following year, for every program, with a goal of filling every seat every autumn with suitable applicants;
- b) a return to the pre-SIPP number and content of specialized courses in every program;
- c) elimination of the ‘local quota’ of seats in each program, which is antithetical to design of Specialized Programs, and extremely punitive, unfair, and inequitable to students who are interested in specialized programs but ‘who don’t live in the right neighbourhood’;
- d) immediate restoration of all previous pre-SIPP SP field trips, programs and opportunities that have vanished in the past five years, including but not limited to: Music By The Lake, Massey Hall Showcase, Sounds of Toronto Concert, Student Band and String Workshops, AP courses, external math and other contests and competitions, etc.;
- e) prompt fulfillment of the Director’s unfulfilled promise to create an Arts Advisory Committee, made up of community members and retired and active arts teachers with experience in all relevant fields, that meets at regular intervals, provides feedback and recommendations to the Director, and regularly (at least monthly) meets with the Director and receives the Director’s responses to all recommendations made;



- f) **creation of similar Advisory Committees, comprised of community members and retired and active teachers with experience in relevant fields, for other clusters of Specialized Program subject areas such as STEM, Athletics, IB, etc.;**
- g) **return of management and control of selection criteria and applicant evaluation to each program site's staff, who have subject matter expertise and program familiarity, which central staff lack, to evaluate applicants fit for each unique program (ie Mackenzie's STEM focuses on computers, Marc Garneau's STEM focuses on math; SATEC's STEM focuses on robotics, etc.);**
- h) **for all applicants increase the number of program selection options for each student to at least five options, in order to maximize efficiency, reduce unhelpful system 'gaming', support full enrollment in more programs, and importantly to maximize best fit opportunities and thus maximize likely program success and continuation for all applicants.**

**5. REINSTATE PLAN: Director Plan to Reinstate Scope and Quality of Specialized Programs:**

To further address the Minister's concern "that TDSB is not meeting the government's expectation of a modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance", the Director provide to the Board no later than February 15, 2025 a plan to:

- a) **reinstate the previous Specialized Programs Policy ("SPP") and all Specialized Programs ("SP"), including with admissions based on merit and subject matter excellence, by relevant admissions criteria including auditions, portfolios, relevant school teachers' substance-based letters of reference, subject area marks, and previously demonstrated extensive subject matter interest;**
- b) **with an equivalent or greater number of available seats as were previously maximally available in all previous SP locations;**
- c) **which seats must be promptly backfilled from original waitlists continuously through October 15 each year, which waitlists and backfilling shall be managed by each school;**

- d) with additional new Specialized Programs seats in current locations and new locations created proportionate to demand, to be identified no later than March 31, 2025, and to be promptly initiated in the near future thereafter, substantially increasing the number of new seats available for application in September 2025, and further increasing additional seats available soon thereafter; and
- e) which new Specialized Programs must be staffed by suitably experienced educators and be of sufficient cohort size, curriculum rigor, and course offerings to offer cohorts robust, relevant, academics and extra-curricular activities; AND

**6. NEW SIP PLAN: Director Plan to Create Multiple New ‘Student Interest Programs’:**

To address TDSB’s stated goals of increasing opportunities and access for more students, and to create Student Interest program opportunities for students who have interest but not yet demonstrated experience or achievement in specialized interest areas of study, the Director shall also provide to the Board no later than February 15, 2025 an additional plan to:

- a) create new, separate Specialized Interest Programs (“SIP”) in new locations, with:
  - i) admission based on demonstrated, specialist-evaluated, substantive subject matter passion and interest; and
  - ii) with internal program options for a relevant range of subject matter exposure and appropriate range of levels of subject matter achievement; and
  - iii) referenced to demand demonstrated by data on number of student applications to Special Interest programs, such that higher demand programs and higher demand locations will have a larger number of spots made available; AND
- b) to increase interest, opportunities, and abilities for all students, significantly enhance in all Kindergarten through grade 8 classes exposure to and education in all areas of Specialized Programs, including art, music, dance, athletics, and STEM (math, science, computer science), commencing in the 2024-2025 school year and increasing thereafter; and

- c) provide better systemic exposure and guidance support for all students in grades 7 and 8, to options for and preparation for the full range of future SP, SIP, and other specialized high school programs (such as SHSMs, etc.); AN

**7. ONGOING DATA UPDATES: Director Automatically Provide Future, Full, Data-Rich Reports:**

In addition to the historical comparison and current data referenced in paragraph (2) above, the Director shall also automatically provide to the Board and the public on an ongoing basis, future full, data-rich reports including the data referenced in all sections above, both in the aggregate and listed individually for each program location with such data provided by each program location, which data shall include but not be limited to:

- a) all data on number of applicants, their academic backgrounds, and other information about each applicant;
- b) monthly data on size and movement of student applications, acceptances, offers, offer refusals, withdrawals, and waitlist data for each program location;
- c) referenced in comparison to annual offerings since 2018-2019 (pre-pandemic) data:
  - i. full curriculum and course offering data and levels of curriculum challenge;
  - ii. opportunities provided and performance achieved in curricula and extra-curricular related contests, performances, exhibitions, etc.;
  - iii. accelerated learning tracks, and where applicable quantitative and qualitative data on early portfolio development and support; and
  - iv. other related and relevant data on program composition, rigor, content, and related opportunities

**Carried**

**7. Student Governance**

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Ehrhardt

The Governance and Policy Committee **REFERS the matter WITHOUT RECOMMENDATION.**

**Whereas, the Toronto District School Board currently serves and represents over 238,000 students in its nearly 600 schools; and**

**Whereas, two student trustees are elected and one Indigenous student trustee is appointed annually to represent the voices, interests, and concerns of students on the Board of Trustees; and**

**Whereas, the Student Senate is the current official student advisory body to the Toronto District School Board and the student trustees; and**

**Whereas, the Student Senate is responsible for both representing the voices, interests, and concerns of students, and promoting student leadership within the Toronto District School Board; and**

**Whereas, the Student Senate consists of 16 elected students from grades 7-12 with the exclusion of the student trustees; and**

**Whereas, the two elected student trustees need to adequately represent students from all four Learning Centres in the TDSB; and**

**Whereas, seven out of ten elected student trustees have been from Learning Centre 2 since the introduction of an online voting system in 2019; and**

**Whereas, the student trustees and Student Senate do not have direct lines of communication with every school in the Toronto District School Board and cannot adequately represent the student body; and**

**Whereas, student voice is crucial in developing and maintaining a school board that serves the needs of students; and**

**Whereas, a new and more representative system should be established to centre and elevate student voices in the Toronto District School Board; and**

**Whereas, the Student Leadership Policy (P070) is outdated and has not been revised since 2011 and reviewed since 2012<sup>1</sup>;**

**Whereas, policy P070, Student Leadership is scheduled for review in the 2024-2025 school year;**

**Therefore be it resolved:**

**That the Director consider as part of the review of policy P070, Student Leadership:**

- (a) The establishment of two separate student governance bodies in the Toronto District School Board:**

<sup>1</sup> [Student Leadership Policy P070.pdf](#)

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Governance and Policy Committee, Report No. 05, May 29, 2024

- i. **The Student Senate, comprised of elected secondary and elementary students, responsible for organizing events and initiatives that foster and develop leadership in students;**
  - ii. **The Toronto Student Presidents' Council, comprised of all secondary school student council presidents and vice-presidents, responsible for hosting meetings in each Learning Centre to elevate student concerns from every secondary school to the student trustees;**
- (b) **The collection of student council contact information from every secondary school in the Toronto District School Board at the beginning of each school year, including, but not limited to:**
  - i. **President names and email addresses**
  - ii. **Vice-President names and email addresses**
  - iii. **Staff advisor names and email addresses**
- (c) **The creation of Student Trustee and Student Senate election guidelines that ensure fair, equitable and representative elections, including, but not limited to:**
  - i. **A model where each Student Trustee represents the students of two Learning Centres;**
  - ii. **A two-staged Student Trustee election process where candidates first run in an election within their Learning Centre, and the most successful candidates subsequently run in a board-wide election;**
- (d) **The inclusion of student voice into the drafting of important documents in the Toronto District School Board such as the multi-year strategic plan and budget plan**

**Carried**

## **Part B: Information Only**

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

A meeting of the Governance and Policy Committee was called to order at 4:31 p.m., with Yalini Rajakulasingam, presiding.

## **9. Approval of the Agenda**

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

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

No matters to report

## **11. Delegations**

### re Student Governance

1. Sara Parvaresh Rizi, Student Senate

### re Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours (Trustees Pei and Hastings)

2. Yaron Betan, Community Member
3. Dr. Ragini Sharma, Board President, Canadian Organization for Hindu Heritage Education
4. Sara Berger, Community Member
5. Aaron Kucharczuk, TDSB Parent
6. Corey Fruitman, TDSB Parent
7. Beyhan Farhadi, Assistant Professor of Education Policy and Equity at OISE, University of Toronto
8. John Weatherup, Toronto Education Workers/Local 4400
9. Jack Copple, Toronto & York Region Labour Council
10. Zaid Zawaideh, Blake Street Junior Public School
11. Cory Silverberg, Clinton St. Jr. Public School
12. Nigel Barriffe, Elementary Teachers of Toronto
13. Carolyn Wilson, TDSB Parent, Perg Avenue Junior Public School
14. Ananya Ohri, The Grove Community School
15. Marisa Small, TDSB Parent
16. Ricardo Rodriguez, Escondidos No More!
17. Chris Chandler, OSSTF Toronto Teachers' Bargaining Unit
18. Robyn Menzies, The Grove Community Public School
19. Domenic Bellissimo, Retired TDSB Employee and TDSB Parent

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Governance and Policy Committee, Report No. 05, May 29, 2024

- 20. Shay-Lea Anishinaabe Kwe O'Brien, Parent/Educator & Member, First Nations Community
- 21. Lorie Wolf, Clinton Street Junior Public School, School Distribution Group
- 22. Amy Skippen, TDSB Parent, The Grove Community School
- 23. Joanne Herbert, Parent, Nelson Mandela Park Public School
- 24. Emtiaz Bala, Parent, Earl Grey Public School and Wilkinson Public School
- 25. Katia Berdichevsky, Parent/Educator
- 26. Haseeb Hassaan, National Council of Canadian Muslims

re Lottery System – Specialized Program

- 27. Usha Kelley Maharaj, TDSB Etobicoke School of the Arts
- 28. Felix Ovis, William Lyon McKenzie
- 29. Tasha Kheiriddin, School Advisory Council, Rosedale Heights School of Art

re School Choice and Student Interest Program Admission Policies and Practices

- 30. Maria Palermo, Principal, Secondary, Emery Collegiate Institute
- 31. Ayan Kailie, TDSB Parent, Etobicoke School of the Arts
- 32. Jennifer Ship, TDSB Parent, Bloor Collegiate Institute
- 33. Jennifer Leis, TDSB Parent, Technical School
- 34. Debby Green, Etobicoke School of the Arts

re School Centralised Interest System P100 Update

- 35. Marcin Pęski, Save our Schools
- 36. Nemoy Lewis, Toronto Metropolitan University

## **12. Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours**

The following motion, introduced by Trustees Pei and Hastings was defeated by the Committee:

Whereas, TDSB Trustees have received communications from TDSB parents and members of the public outlining concerns about political activities initiated by, or involving TDSB staff and/or educational partners, using TDSB resources including electronic resources, school property, and the use of paid time; and

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Governance and Policy Committee, Report No. 05, May 29, 2024

Whereas, parent communications such as the attached Appendix A, indicate concerns regarding a “failure to maintain a clear distinction between academic instruction and personal political views within the educational environment”; and

Whereas, Minister of Education Stephen Lecce issued an October 10, 2023 directive to all school boards stating that “There is no room for influence of personal opinions or personal world views in Ontario classrooms” and further stated on February 21, 2024: “My message to school boards is clear: there is no place for divisive ideologies – every action they take should prioritize and support academic achievement”; and

Whereas, the Ontario College of Teachers' Professional Advisory titled "Maintaining Professionalism - Use of Electronic Communication and Social Media" states that "There is a distinction between the professional and private life of a teacher. Ontario Certified Teachers are individuals with private lives; however, off-duty conduct matters and sound judgment and due care must be exercised. Teaching is a public profession. Canada's Supreme Court ruled that teachers' off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. Members must maintain a sense of professionalism at all times – in their personal and professional lives." [emphasis added]; and

Whereas, in the last three years there have been numerous instances in which TDSB staff have misused the resources made available to them by the Board, and their roles as authority figures to students, in order to advance or proselytize their own personal political agendas; and

Whereas, the TDSB's Days of Significance Calendar has been on hold, with no permitted additional entries since 2016, and Peel District School Board's Days of Significance Calendar is also currently frozen, following the Minister of Education expressing concerns in regard to its politicization, stating “At a time when so many Canadians are divided, it is critical that schools bring people together, not further divide our society and students. The Peel District School Board should reverse their decision [regarding their Days of Significance Calendar] and leave politics outside of the classroom.”; and

Whereas, the TDSB has inappropriate books in its library that advance geopolitical agendas, including “Baba what does my name mean”, which is in multiple TDSB elementary school libraries and encourages children of very young ages to draw a picture of “Palestine from the river to the sea”, despite children of these ages having no knowledge or capacity to understand this geopolitical issue and very controversial content; and



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Governance and Policy Committee, Report No. 05, May 29, 2024

Whereas, the political indoctrination of students is absolutely inappropriate, has no place in education, and seriously violates the trust the public places in school boards.

**NOW THEREFORE, BE IT RESOLVED:**

The Director present a report to the Governance and Policy Committee by September 30, 2024 providing:

Existing TDSB policies currently in force to maintain appropriate boundaries for staff, teachers, and educational partners regarding not engaging in political activism using TDSB resources, including TDSB electronic networks, or during school hours and/or instructional time;

Details on measures that have been taken and will be taken promptly by TDSB to maintain and strongly enforce existing boundaries for staff, teachers, and educational partners to prevent them from violating such policies and requirements;

Recommendations for enhancements to TDSB guidelines, requirements, policies, and procedures (collectively referred to here as “Guidelines”) to prevent the misuse of TDSB resources for political activism by staff and/or educational partners, including but not limited to:

prohibiting public speakers and educational partners from using the educational platform under the guise of free speech to promote political views, political propaganda and/or hatred. These recommendations should include consideration of the appropriateness of having registered lobbyists be educational partners;

prohibiting TDSB staff from incorporating political activism into teaching practices and the educational environment, including clear Guidelines on what activity constitutes political activism and political statements; and

prohibiting incorporating political activism into teaching resources developed by or in partnership with the TDSB, including the selection and licensing of books and other materials for use in TDSB libraries and schools. For greater certainty, the Guidelines shall also provide for differential inclusion criteria for materials aimed at primary, junior, intermediate, and secondary school students.

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Governance and Policy Committee, Report No. 05, May 29, 2024

Since parents have the right to know what is being taught or made available to their children, and made available to staff through TDSB recognized employee resource and affinity groups, the Director shall create public and easily accessible lists of curricula and resources, and links to the full texts and content of all curriculum resources and tools developed by or in partnership with or provided to the TDSB;

The Director incorporate into the ongoing review process of the Days of Significance Calendar Policy a requirement that it annually adopt the Days of Significance Calendar, or closest equivalent thereof, established by the Province of Ontario, that is in effect at the time the annual TDSB Days of Significance Calendar is approved or determined;

The Director shall ensure that:

the definitions of various types of hate, discrimination and racism set out in TDSB Policy P037, Equity, are followed, with no additional definitions being introduced, or steps taken to implement additional definitions, without an amendment to this policy; and

when in the ordinary course of policy review, proposed amendments to the Equity Policy and Human Rights Policy are presented to the Board of Trustees for approval, all such amendments shall ensure that all definitions of hate, racism, and discrimination shall align with comparable definitions established by the Province of Ontario.

The Director write to the Ontario College of Teachers on behalf of the Board, requesting that a Professional Advisory be issued to remind educators of the importance of remaining professional, neutral, and apolitical inside schools, and in particular to not use their role and position as educators to advance their own personal political viewpoints and/or interests.

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 approved.

**13. PR518, Revised Admissions Eligibility Requirement Procedure  
[4724]<sup>2</sup>**

<sup>2</sup> On November 10, 2021, the Board decided, inter alia, that operational procedures be included in the committee agenda package for information only and would not be presented by staff during the meeting, with questions and discussion held until the end of the meeting, as required

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Governance and Policy Committee, Report No. 05, May 29, 2024

The Committee noted information provided on revisions to procedure, PR518, Revised Admissions Eligibility Requirement (see GPC:005A, page 125)

**14. PR744, Mini-Drone Use Procedure [4720]**

The Committee noted information provided on the new procedure, PR744, Mini-Drone Use (see GPC:005A, page 183)

**15. Community Advisory Committee Review [4725]**

The Committee noted information provided on the review of the Committee Advisory Committee procedure (see GPC:005A, page 193)

**16. Extension of the Meeting**

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

**17. Adjournment**

On motion of Trustee Chernos Lin, seconded by Trustee Wong, the meeting adjourned at 11:58 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair

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## **P029, Employment Equity Policy: Phase 5**

**Governance and Policy Committee  
May 29, 2024**



## Overview

### **At January 17, 2024 Governance and Policy Committee, staff provided:**

- Draft P029 - Employment Equity Policy for consultation and outlined proposed changes;
- Staff Census and Employment Equity Reports presented for information ; and
- Consultation action plan and associated timeline

## Purpose

- To provide overview of key steps implemented as part of the policy review
- To describe recommended revisions to P029 - Employment Equity Policy (Appendix B) for approval
- Highlight TDSB progress to address gaps in the representation of Employment Equity Groups
- Outline action plan and associated timeline



## Summary of Consultation Process

- 60 day public consultation period from February 12, 2024 - April 11, 2024
- Various partners (e.g., community advisory committees, school councils, student senate, professional associations/unions, and the public) were consulted for input and comment.
- Proposed revisions were informed by the Staff Census Report and Employment Equity Report presented at January 2024 GPC.
- Additional proposed revisions made following public consultation period





## Summary of Consultation Feedback

### Participation

- 225 individuals participated in the survey and 7 individuals submitted feedback by e-mail.
- Respondents primarily identified as parents/guardians/caregivers and employees
- 74% of respondents identified as a member of a Historically and Currently Disenfranchised Group and/or Community



## Summary of Consultation Feedback

### Key findings and suggestions

1. Consideration of definition of Historically & Currently Disenfranchised Groups & Communities to Historically and Currently Disadvantaged Groups
2. Use of quantitative and qualitative data to inform composition of Employment Equity Groups.
3. Policy title suggestions congruent with objectives and guiding principles.
4. Support for hiring and promotion decisions based on qualifications and relevant experience
5. Feedback concerning use of “phased approach” language in policy
6. Importance of retention of Employment Equity Groups in policy

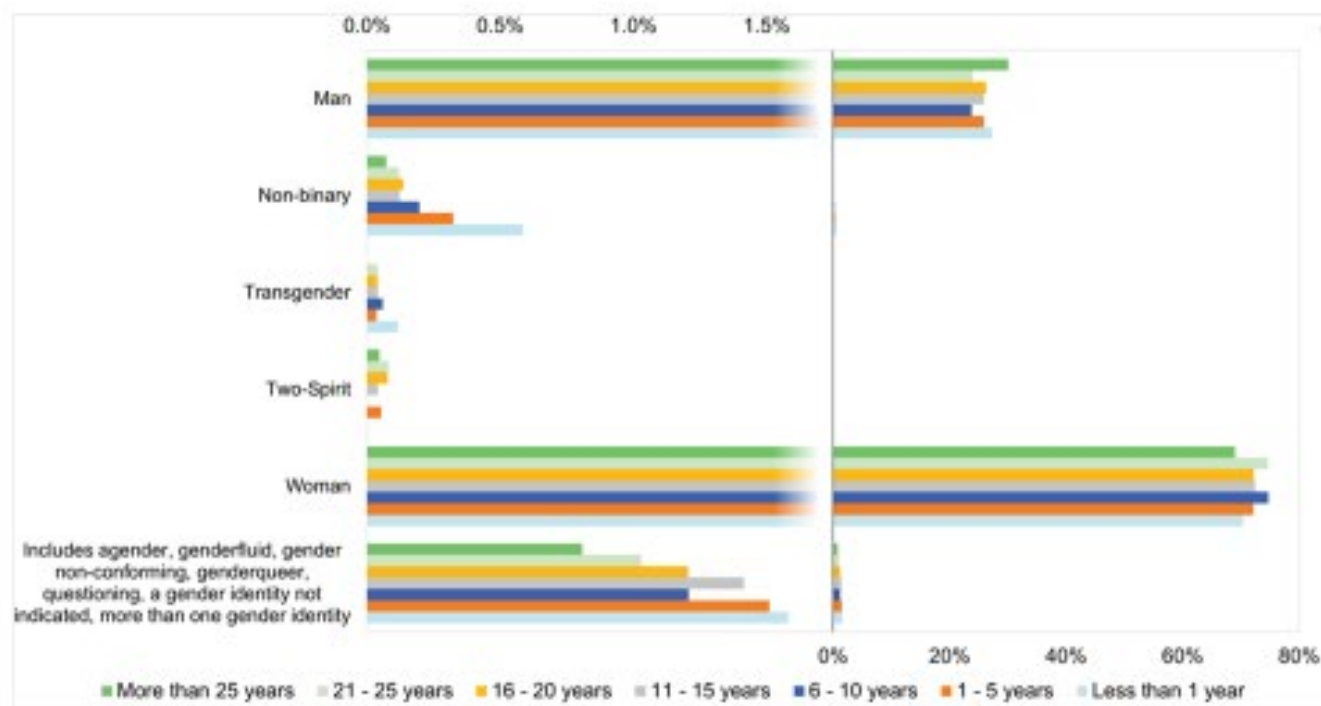


## Proposed Changes to P029 following Consultation

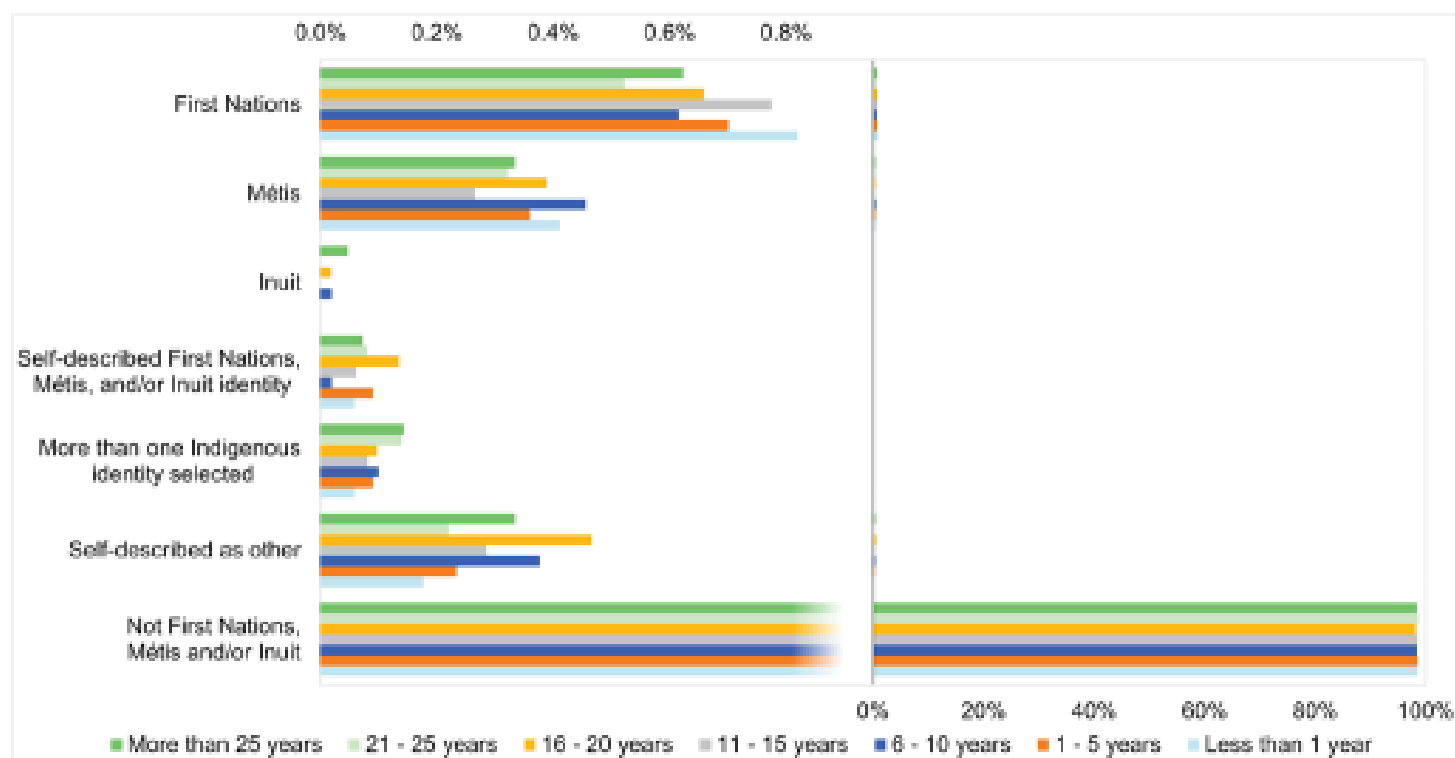
1. Definition of “Historically and Currently Disenfranchised Groups and Communities” amended to include enumerated grounds under the *Human Rights Code* and express reference to Indigeneity (First Nations, Metis, Inuit)
2. Inclusion of both qualitative and/or quantitative data collection methods
3. Change in policy title to “Equitable and Inclusive Employment”
4. Qualifications and Merit section amended to clarify that additional and lived experience is to be valued similarly to requirements under the *Education Act*
5. “Phased approach” language removed and to be addressed in procedure
6. Addition of “retention” language throughout policy consistent with objective



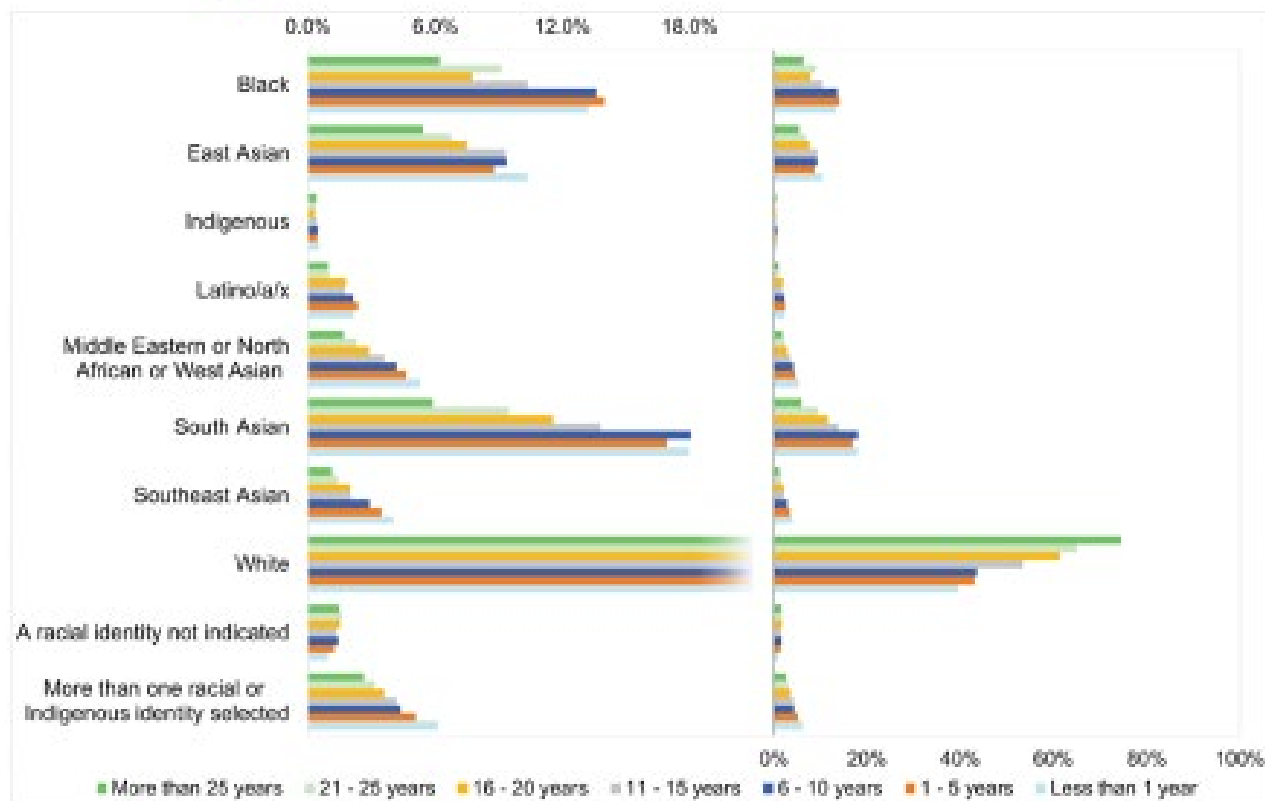
## TDSB's Progress to Date: Gender Identity



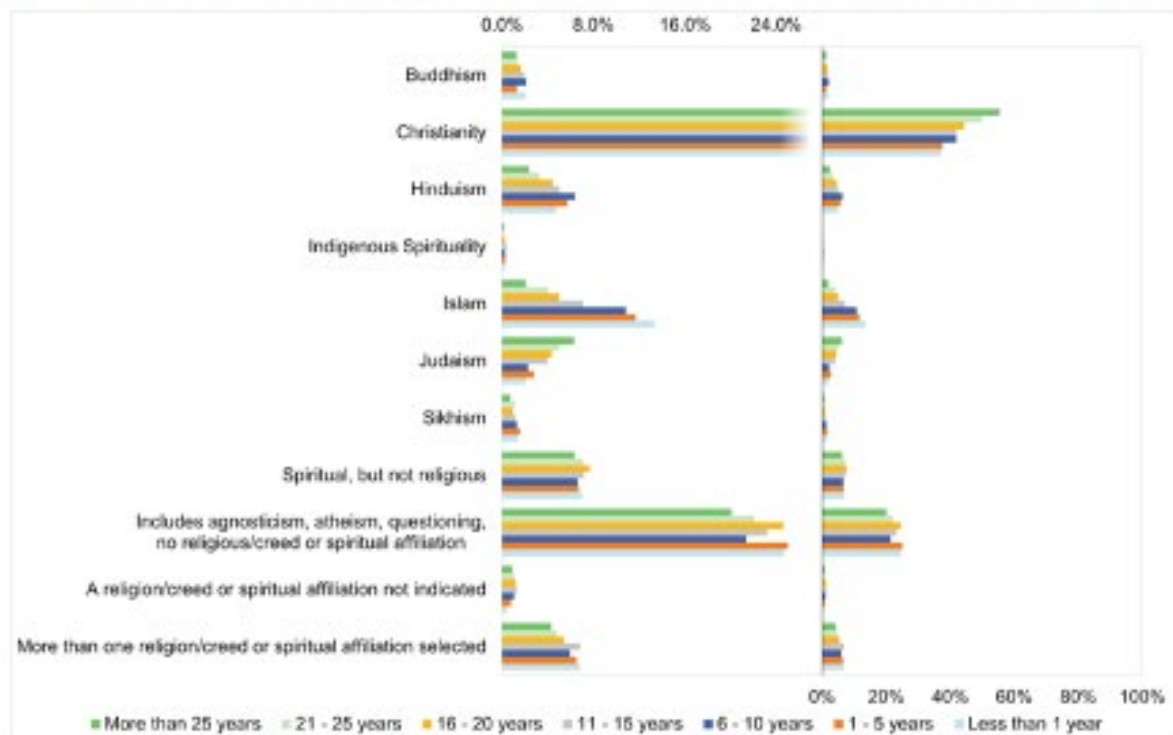
## TDSB's Progress to Date: Indigenous Self-Identification



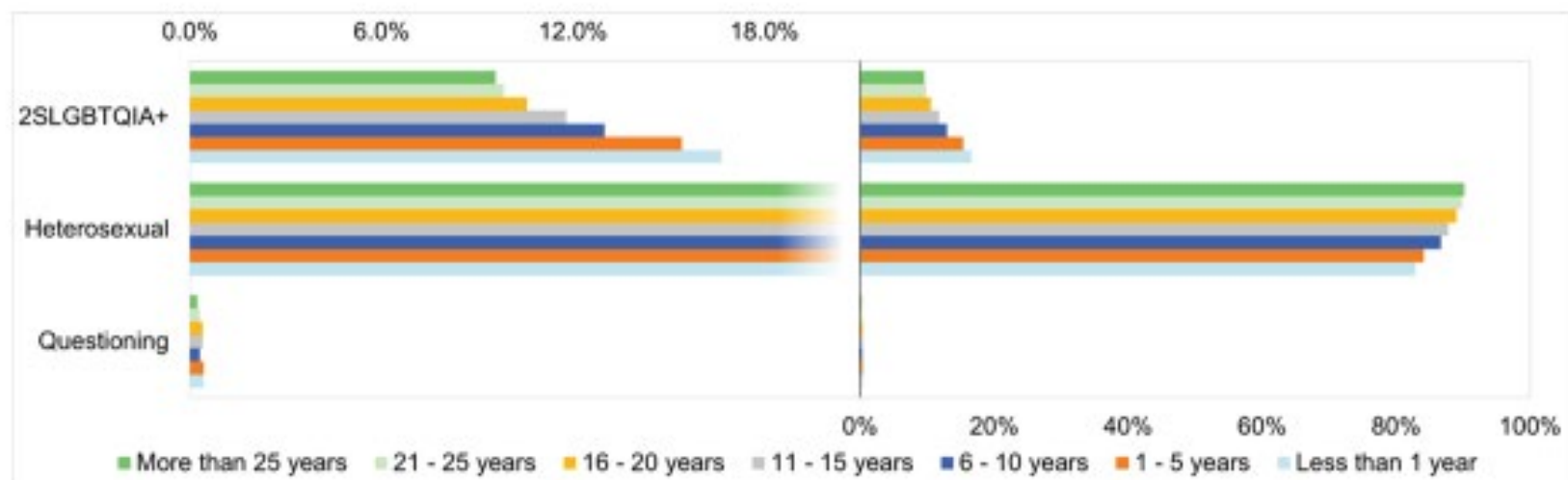
## TDSB's Progress to Date: Race



## TDSB's Progress to Date: Religion/Creed and/or System of Belief

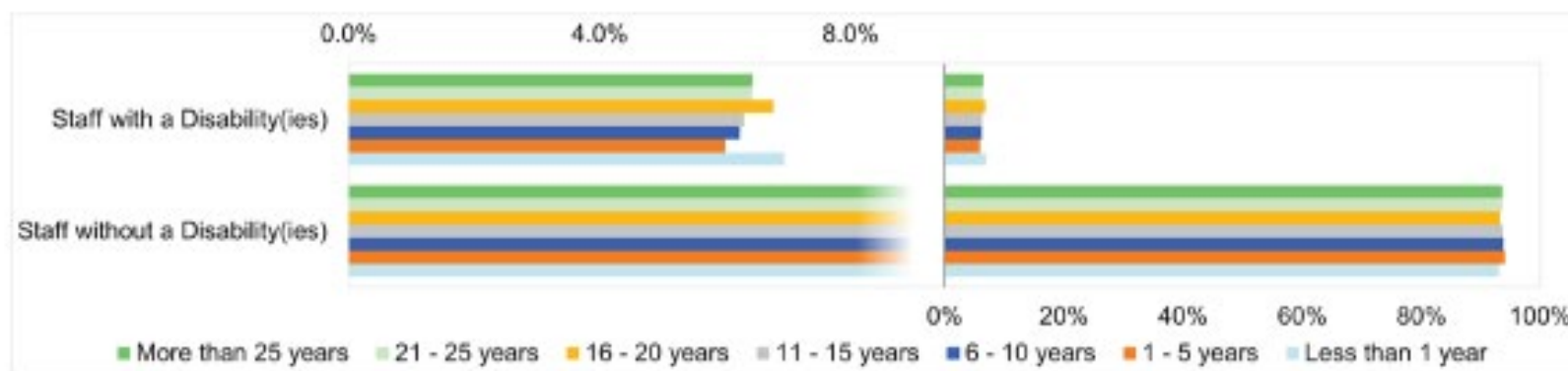


## TDSB's Progress to Date: Sexual Orientation





## TDSB's Progress to Date: Disability



## TDSB's Progress to Date

- The TDSB workforce hired within the last two decades are more diverse and representative of students with respect to:
  - Gender identity
  - Indigenous identity
  - Racial identity
  - Religion/creed and/or system of belief(s)
  - Sexual orientation
- Ongoing progress will be monitored through the Staff Census and additional indicators identified through the forthcoming Equitable and Inclusive Employment Procedure



## Next Steps

- Subject to GPC approval of the proposed P029 - Equitable and Inclusive Employment Policy, the proposed policy will go to the Board of Trustees for final approval in June 2024.
- Equitable and Inclusive Employment Procedure to be developed and implemented in 2024/2025 following adoption of policy consistent with policy rationale and objectives





## Central Student Interest Programs: Implementation Update

May 29, 2024



## Central Student Interest Programs: Implementation Update

# June 2023 Board Motion

- At the June 13, 2023 Board meeting, the Board of Trustees resolved to request staff to write a review of specialized program entrance policies, including lotteries, from school boards in Canada and the United States, and their outcomes, in the spring 2024.
- This Report shares summary findings from this scan as well shares some preliminary enrollment data from this year's CSIP schools

### Staff Recommendations

1. The *School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received;
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest Programs](#) ("Policy P100") from the 2026/27 school year to the 2024/25 school year.

I am so thankful to make so many new friends and have bonds with teachers. I am also happy that the curriculum is a little challenging for me, because that means I am learning something new everyday. -  
Grade 9 CSIP student

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## Central Student Interest Programs: Implementation Update

# CSIP Update Agenda

### Recommendations

1. On June 14, 2023, the Board resolution *The School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received;
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest Programs](#) ("Policy P100") from 2026/27 to the 2024/25 school year.

### Timelines

- Consultation
- Implementation
- Policy
- Updates

### Jurisdictional Scan

- Highlights
- OECD recommendations

### Background Information

- Literature Scan (published May 2023, apology issued 2023 , and corrected version posted on website May 2024)
- Lit Scan Takeaways

### Preliminary Data Analysis 2022-2023 and 2023-2024

- Facts and Figures 2023-2024
- Policy Rationale & Intention
- Building common understanding of Privacy
- Building common understanding of Substantive Equity
- Early Highlights from Data

3

### Next Steps

The logo for the Toronto District School Board (tdsb) is displayed in the bottom right corner. It consists of the letters 'tdsb' in a stylized, lowercase font, with the 't' and 'd' in green, 's' in blue, and 'b' in orange. To the right of the letters is the text '.on.ca' in a smaller, black, sans-serif font.

## Central Student Interest Programs: Implementation Update

# CSIP Timeline

## Consultation Timeline

2017	Equity Task Force
2020	Community Advisory Committees Consultations Online Survey
2021	Webinars Online Survey and Open Feedback Community Advisory Committees Consultations Focus Group Conversations

## Policy Timeline

Nov. 2020	Secondary Program Review Final Report (began in 2019)
May 2022	Board of Trustees approve Policy P100
Oct. 2022	Motion to reconsider Policy P100 defeated by Trustees



## Central Student Interest Programs: Implementation Update

### Timeline (Continued)

#### Implementation Timeline

2022-23	Policy Implementation Year 1 (students enrolled Sept. 2023)
2023-24	Policy Implementation Year 2 (students will enrol Sept. 2024)
2024-25	Policy Implementation Year 3 (students will enrol in Sept. 2025)

#### Updates Timeline

Feb 2022	Student Interest Programs Policy: Community Consultation Update at GPC
April 2022	Student Interest Programs: Specialized Schools & Programs Policy Review, Phase 5 at GPC
May 2023	CSIP Implementation Update at Planning & Priorities (Incl. Lit Review)
June 2023	Board Meeting (Literature Review Errors Acknowledged & Apology Offered)
Jan. 2024	CSIP Update at Program and Services Committee
April 2024	Minister's Letter to Chair
May 2024	Corrected Version of Literature Review Posted on TDSB Website CSIP Update at Governance and Policy Committee

2023-2024

10 Updates provided to Trustees during the current school year

tdsb.on.ca

## Central Student Interest Programs: Implementation Update

# Jurisdictional Scan: Overview

1. Review of common factors that affect all school choice admission processes reviewed
1. A review of specific jurisdictional examples of school choice/student interest programs focusing on approaches to admissions procedures in Canada, United States, Chile, and the United Kingdom
1. Summary and considerations in pursuing school choice policies that address inequitable access, local needs, and student achievement

## Central Student Interest Programs: Implementation Update

### Jurisdictional Scan: Common Factors in Choice Models

- Neighbourhood school models limit the ability to address equity considerations in relation to specialized programs and schools (Yoon, Marmuraneau, and Brown, 2020; Lenhoff, 2020).
- Parental choice factors such as beliefs about education, socio-economic status (SES), language fluency, etc. and student needs and interests intersect with neighbourhood demographics to impact school choice (DeAngelis & Erikson, 2018; Hailey, 2021).
- Criteria included in skills-based admissions models affect student access to programs and schools, partially because of differences in access to early learning opportunities (McCoy & Major, 2007; Ayscue et al., 2016; Gorski & Swalwell, 2023).
- Lotteries are increasingly being incorporated into school choice admissions policies to address equity of access concerns (Musset, 2012; Barrow et al., 2018; Idoux, 2022; OECD, 2019).



## Central Student Interest Programs: Implementation Update

### Jurisdictional Scan: Highlights from Jurisdictional Examples

- Districts/jurisdictions are grappling with how best to incorporate equity considerations into admissions policies/procedures.
- All districts/jurisdictions examined have schools that are considered 'elite' and subject to different degrees to admission choice policies
- Skills-based admissions models in other districts that have included reserving a portion of seats for historically underserved students have not created significant changes in the demographic makeup of student populations (Hollingshead et al., 2023; Juhasz, 2023).
- There is no one-size-fits-all solution due to the complexities of balancing student and parent preferences in education with concerns around equity of access for all students within a public education system
- Different education systems worldwide have taken a variety of approaches to resolving this tension and many have made shifts towards developing more equitable policies that promote access and opportunities for all students.

## Central Student Interest Programs: Implementation Update

### Jurisdictional Scan: Key Takeaways

- Discrepancies along racial and economic lines exist in almost all educational jurisdictions in terms of access to opportunities to prepare for academically rigorous admissions tests. As a result, when test scores are used as a way of determining access to student interest programs or specialized schools, marginalized groups are disproportionately disadvantaged. (Corcoran and Baker-Smith, 2015; Ayscue et al., 2016).
- Given the variance in the literature surrounding student outcomes and lottery processes, increasing diversity within specialized programs and schools should also include considerations of how to best support marginalized students to ensure all students within a given school and program can succeed.
- Park, Yano, and Foley (2019) describe this need for school admissions policies to be reflective of local contexts as “flexible fairness” in which fairness is defined “as it pertains to specific purposes in the context of specific institutional histories.”
- Reserving skills-based admissions processes for post-secondary education or at least until the later years of high school allows students access to broader choices within the system that can have lasting effects on their trajectories. (Brown, Gallagher-Mackay, & Parekh, 2020).

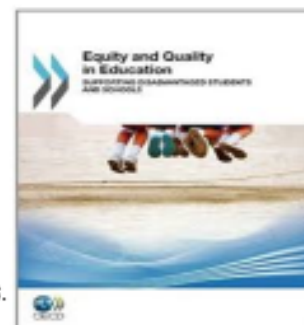
## Central Student Interest Programs: Implementation Update

### Jurisdictional Scan: Key Takeaways *cont...*

The Organisation for Economic Co-operation and Development (OECD) (2012) suggests that plans include:

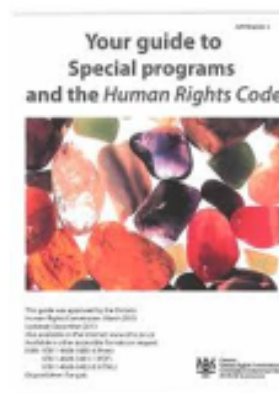
- A reduction of financial burdens (this recognizes that school districts across the globe differ in terms of costs related to accessing schools and programs)
- Parental choice along with mechanisms to balance schools' demographic makeup
- An avoidance selection bias at the school level
- Targeting underrepresented groups to ensure all families have access to relevant information about available school choices.

OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools*.



## Central Student Interest Programs: Implementation Update

### Substantive Equality (Ontario Human Rights Commission)



The TDSB strives for “substantive equality” which means *“understanding and meeting the needs of disadvantaged persons or groups using historical, legal and social contexts”* (also known at TDSB as historically and currently disadvantaged/ underserved/ underrepresented). *It takes into account discriminatory barriers in their many forms, not all of which are obvious or intended”*

(Source: [OHRC, A Guide to Special Programs](#))



## Central Student Interest Programs: Implementation Update

### Privacy and Data Collection

The TDSB is permitted to gather personal information, including racial identity for “legitimate, limited and specific purposes” ([Source: IPC, Your Privacy Rights](#)).

Racial backgrounds other than the four priority groups were not used in the seating process, and therefore the information was not requested.





## Central Student Interest Programs: Implementation Update

### Early Highlights: Policy P100 (Appendix B)

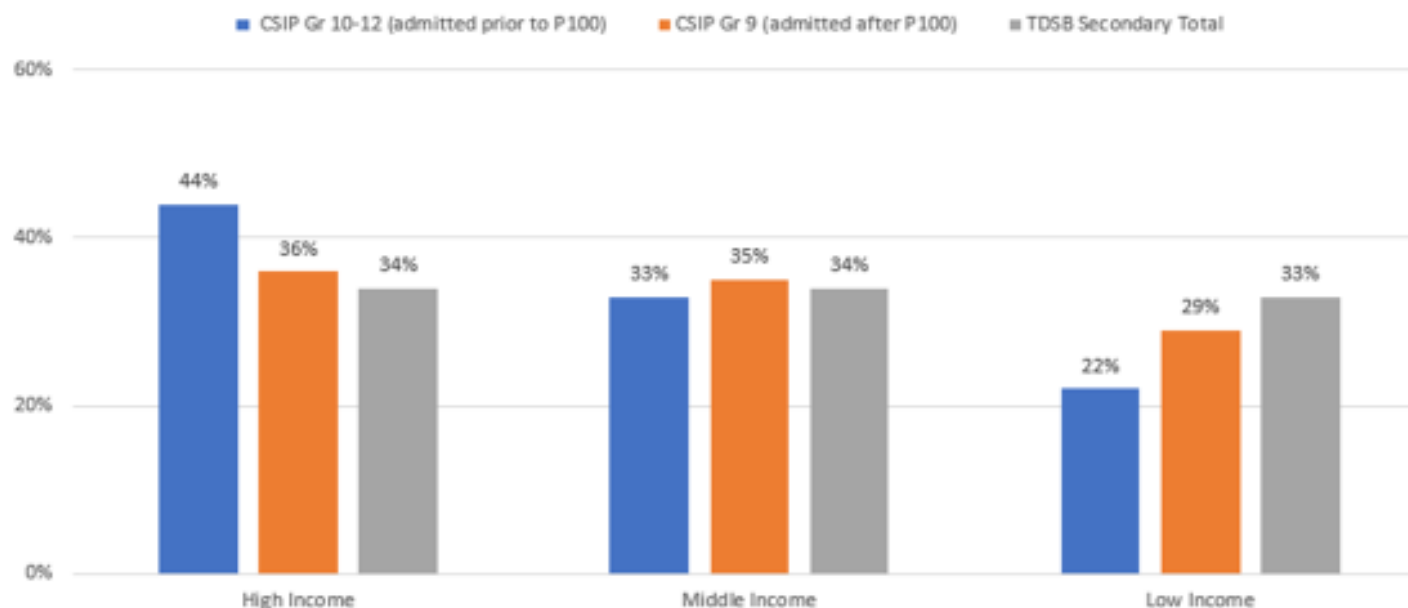
To support the implementation and monitoring of Policy P100 an analysis of demographic data of students enrolled in Central Student Interest (CSIP) is ongoing.

Preliminary highlights include:

- After the first year of the central application process for CSIP, it is evident that racial proportions have shifted toward greater representation, when compared to the TDSB student population.
- At a more nuanced level, the overall family income distribution for students in grade 9 CSIP more closely reflects that of the TDSB overall. However, there continues to be a greater percentage of students from higher income households enrolling in some CSIP programs.
- The prioritised seats for female/girl identifying applicants continue to be important as there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs.

## Central Student Interest Programs: Implementation Update

Figure 2: CSIP Median Household Income

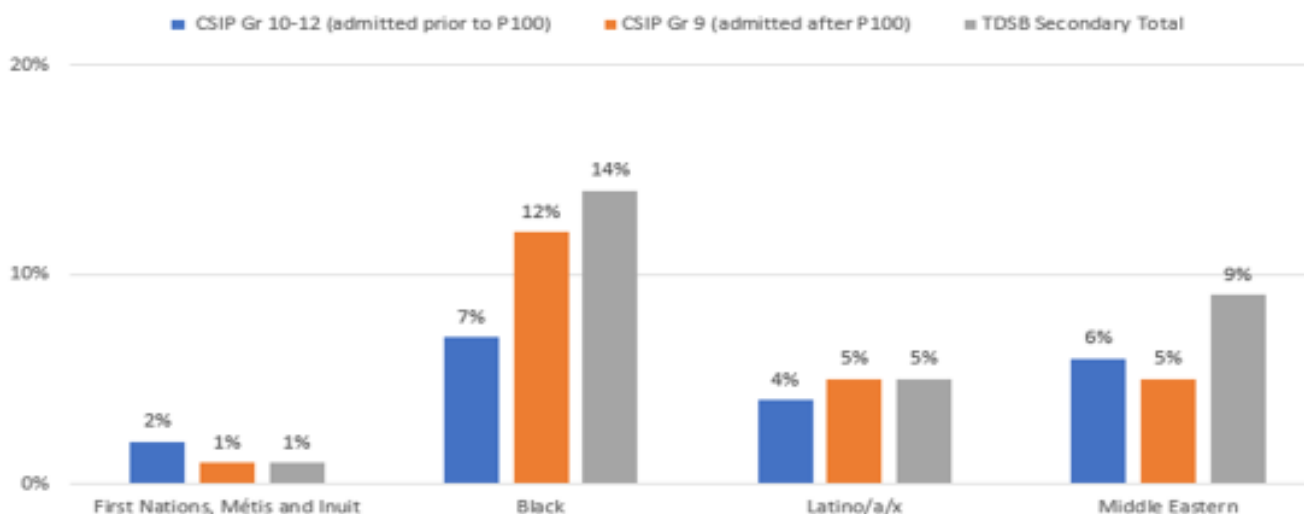


Income ranges: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.

Though family income was not used to prioritize applicants, early evidence positively shows that students in grade 9 CSIP programs, more closely reflects the TDSB population overall.

### Central Student Interest Programs: Implementation Update

Figure 1: Students' Racial Identity for CSIP Priority Groupings, Student Census 2023 Data



Made A LOT of friends, everyone was welcoming. Got help and support from not only teachers but other students.  
-Grade 9 CSIP student

## Central Student Interest Programs: Implementation Update

### CSIP Enrolment Data

2023-24 Enrollment	Total Responses	*Black	East Asian	*Indigenous	*Latino/a/x	*Middle Eastern	Southeast Asian	South Asian	White
CSIP Gr 9	756	12%	18%	1%	5%	5%	7%	26%	36%
CSIP Gr 10-12	2662	7%	24%	2%	4%	6%	6%	24%	45%
TDSB Sec Total	24,934	14%	20%	1%	5%	9%	8%	21%	36%

**Surround yourself...Make friends with people who will bring you up with them -Grade 9 CSIP student**

## Central Student Interest Programs: Implementation Update

### INTENTION

To affirm the Board's commitment to providing strong programming in local schools and ensure equitable educational access, experiences, and opportunities for all students.

The intention of P100 was to increase equitable access and opportunities for all students.



## Central Student Interest Programs: Implementation Update

### RATIONALE

This Student Interest Programs Policy (the “Policy”) was developed to support the Board’s ongoing commitment to improve access to special programs based on student interest, and to support its commitment to offer a range of program opportunities to all learners.



Try hard and  
remember to ask any  
grade 10 for help  
-Grade 9 CSIP student

## Central Student Interest Programs: Implementation Update



**I think the positive things ... is the diverse culture and different learning styles that are new to me. -Grade 9 CSIP student**

### Facts & Figures (2023-2024 Application Year)

Over 6,000 applications!

Over 3100 students offered seats in 47 CSIPs

January 2024 Shifted approach and offered available seats to unseated applicants in new programs

26 Programs offered admission to every primary applicant

9 Programs offered admission to over 70% of their primary applicants

15 Programs offered seats to all applicants and have remaining seats

Schools with boundaries will place students from waitlist in June until early Sept.

Schools without boundaries offered additional seats to reduce likelihood of empty seats in Sept. 2024



## Central Student Interest Programs: Implementation Update

### Seats in Central Student Interest Programs



TDSB has increased the number of seats available in Central Student Interest programs.

- 2,315 Grade 9 seats were filled in September, 2022 (not including Elite Athlete programs).
- 2,576 Grade 9 seats allocated for September 2023 (increase of 261 seats or 11%)
- 2,785 Grade 9 seats allocated for September 2024 (increase of 209 seats or 8%).



## Central Student Interest Programs: Implementation Update

### Student Applicants 2023-2024 & 2024-2025

#### MST Programs

- Applications from nearly 90% of schools

#### Arts Programs

- Applications from over 85% of schools



## Central Student Interest Programs: Implementation Update

### Growth in MST Programs

Central and School-based staff are preparing to open 8 new MST-focus CSIPs to meet demand and improve geographical access to Math/Science/Technology Programs for a total of 20 MST Programs in Sept. 2024.



## Central Student Interest Programs: Implementation Update

### Growth in Arts Programs

Central and School-based staff are preparing for the opening of two new Arts-focus Central Student Interest Programs in the northwest (Westview SS) and northeast (Woburn CI) of the city. Both have had limited geographical access to arts programs/schools.



## Central Student Interest Programs: Implementation Update



### Professional Learning

Principals and school staff participated in Professional Learning throughout this year.

- Math, Science, and Technology Programs
- Arts Programs

Staff learning is key to student achievement.

The professional learning was available to the schools that are opening new programs next year as well as current programs. The building of a strong staff network is important to share resources and teaching strategies.

## Central Student Interest Programs: Implementation Update

TDSB has shifted admission practices as a means of becoming a more equity-focused system.

Early evidence indicates P100's results are promising and suggest that the policy has opened doors that were previously closed.





### Central Student Interest Programs: Implementation Update

Advice from a grade CSIP 9 student to incoming students...

Work hard, believe in yourself, tough through it, you can do it, and don't limit yourself since ... this is a great opportunity. also do your homework pleaseeee. and don't compare yourself to others since everyone that enters ... comes from different learning backgrounds.

#### Staff Recommendations

1. The *School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received;
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest Programs](#) ("Policy P100") from the 2026/27 school year to the 2024/25 school year.



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**Finance, Budget and Enrolment Committee  
(Special Meeting)  
Report No. 9**

FBEC:009A  
Thursday, May 30, 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, Neethan Shan, Anu Sriskandarajah, Deborah Williams and Manna Wong

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, de Dovitiis, Hastings, Laskin, MacLean and Patel 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. 2024-25 Projected Financial Position and Options to Balance [4728]**

The Committee considered a report from staff (see FBEC:009A, page 1 and attached) presenting information on the projected financial position and proposed options to balance the 2024-25 budget.

**Moved by:** Trustee de Dovitiis

**Seconded by:** Trustee Laskin

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report be received.

**Carried**

## **2. Business Arising: Outdoor Education Options to Balance**

At the Committee meeting, Trustee MacLean, seconded by Trustee Laskin, moved the following as business arising following the matter, 2024-25 Projected Financial Position and Options to Balance [4728].

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Laskin

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

**Whereas, staff is looking for direction regarding Outdoor Education;**

**Therefore be it resolved;**

- (c) That the proposed change from weekend use of Camp Kearney be adopted;**
- (d) That the recommended movement of the transportation costs from central to the individual schools be denied;**
- (e) That the proposed doubling of the student user fees be denied;**
- (f) That the money saved in Part (a) be used to offset the current student user fees.**

**Carried**

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

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

A special meeting of the Finance, Budget and Enrolment Committee was convened on Thursday, May 30, 2024, from 4:35 to 7:24 p.m. with Zakir Patel, presiding. The purpose of the meeting was to continue consideration of the 2024-25 budget.

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

No matter to report

## **5. Delegations**

### re Budget

1. John Weatherup, Toronto Education Workers/Local 4400
2. David Fogarty, Community Member

## **6. Adjournment**

On motion of Trustee Laskin, seconded by Trustee MacLean the meeting adjourned at 7:24 p.m.

## **Part C: Ongoing Matters**

No matter to report

Submitted by: Zakir Patel, Committee Chair

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# **Updated Financial Position and Options to Balance**

## **Special Finance, Budget and Enrolment Committee**

May 30, 2024



## Projected 2024-25 Financial Position

- As at April 2, 2024, the projected financial position was \$26.5 million

Projected Deficit	-\$ 43.5
Reductions Approved by Board	\$ 17.0
Projected Deficit as of April 2, 2024	-\$ 26.5

## Impact of Bill 124 on Reserves and 2024-25 Budget

- Memoranda of Settlement (MOS) was reached between various education sector unions and the Crown regarding the *Protecting a Sustainable Public Sector for Future Generations Act, 2019* (Bill 124)
- The MOS, which applies to ETFO Teachers, ETFO Education Workers, OSSTF Teachers, OSSTF Education Workers and CUPE, include the following across-the-board (ATB) compensation increases to all compensation amounts to which the original 1% increase applied during the 2019-22 collective agreements:
  - a) September 1, 2019: 0.75% (i.e., a total of 1.75% increase)
  - b) September 1, 2020: 0.75% (i.e., a total of 1.75% increase)
  - c) September 1, 2021: 2.75% (i.e., a total of 3.75% increase)

## Impact of Bill 124 on Reserves and 2024-25 Budget

- Eligible employees were provided retro payments in May 2024
- Funding will be provided through benchmarks and therefore, any Bill 124 impacts for positions that are above benchmark, or not included in benchmarks, are not funded



## Impact of Bill 124 on Current Year/Reserves and 2024-25 Budget

- There are 2 different impacts on the finances of TDSB:
  - Retro impact – impact on current year deficit and accumulated deficit
  - Annual impact moving forward
- Retro impact
  - The underfunded amount of the retro payment is \$33 million, of which \$7 million relates to capital projects and POD will be requested.
  - This will increase the 2023-24 operating deficit by \$26 million and will use all of the Board's reserves
    - The Board will be in an accumulated deficit position of approximately \$12 million
- Annual impact
  - The impact moving forward is an annual budget pressure of \$5.5 million

## Updated Financial Position

## Core Education Funding



## Core Education Funding (Core Ed)

- Released on April 26, 2024
- Formally Grant for Student Needs (GSN)
- There have been significant restructuring of the funding formula
  - Per the Ministry, "These changes incorporate feedback from stakeholders from the fall 2023 GSN consultations, which identify requests to make the GSN funding formula simpler to understand."
  - Per the Ministry, "there will be minimal funding impacts to school boards from the changes"
- The GSN funding formula has been streamlined:
  - From 18 grants to 6 pillars
  - From 77 to 28 allocations

## Core Education Funding Changes

### Existing: 18 Grants

1. Pupil Foundation
2. Language
3. Indigenous Education
4. Learning Opportunities
5. Cost Adjustment and Teacher Q&E
6. Geographic Circumstances
7. Supports for Students Fund
8. Mental Health & Well-Being
9. Continuing Education and Other Programs
10. Special Education
11. School Foundation
12. School Facility Operations and Renewal
13. Student Transportation
14. Program Leadership
15. Declining Enrolment Adjustment
16. School Board Administration and Governance
17. Debt Service Costs
18. One-Time Realignment Mitigation Fund

### Revised: 6 Funding Pillars

1. Classroom Staffing
2. Learning Resources
3. Special Education
4. School Facilities
5. Student Transportation
6. School Board Administration

\*from Ministry presentation

## 2024-25 Projected Core Education Funding (Core Ed)

Classroom Staffing Fund	\$1,780.3
Learning Resource Fund	\$ 501.0
Special Education Fund	\$ 380.3
School Facilities Fund	\$ 301.0
Student Transportation Fund	\$ 82.1
School Board Administration Fund	\$ 64.7
	\$3,109.4

## Core Education Funding (Core Ed)

- Significant changes in funding from previous year:
  - Amounts for labour:
    - 1.25% for teachers
    - \$1/hour for education workers
    - Approximate \$52.5 for TDSB
  - The Ministry is beginning a five-year phase-in for the 2021 census updates
    - Reduction in funding of \$3.2 million for TDSB that will be offset by the Responsive Education Program **for 2024-25**
  - Transportation funding will be increased by a minimum of 3%
    - Approximately 3.5% for TDSB or \$3.3 million

## Core Education Funding (Core Ed)

- Significant changes in funding from previous year:
  - Special Education
    - SIP will continue to be funded using interim formula and changes to the Specialized Equipment Allocation
      - Increase of \$0.9 million for TDSB
  - Sunsetting COVID-19 related funding
    - Elimination of Safe and Clean Schools Supplement
      - Reduction of \$1.8 million for TDSB
  - School operations non-salary benchmarks will increase by 2%
    - Increase of \$6.6 million for TDSB
  - Continuation of “Differentiated Funding for Online Learning”
    - Assumption that secondary students are taking 2 online courses and class sizes are 30 versus 23



## Core Education Funding (Core Ed)

Increase Related to Salary Increases	\$52.50
Increase Related to Special Education	\$ 0.90
Increase Related to Transportation	\$ 3.30
Increase Related to School Facilities	\$ 6.60
Elimination of Safe and Clean School Supplement	-\$ 1.80
Reduction Related to Census Update	-\$ 3.20
	\$58.30

## Changes in Financial Position

## Changes in Financial Position

- Increase in Salaries Based on Collective Agreements
  - After applying the negotiated rate increases to all employees, the costs is \$52.3 million
- Impact of Bill 124
  - The annual shortfall between the cost of Bill 124 and the funding provided is estimated at \$5.5 million

## Changes in Financial Position

- Elimination of Support for Destreaming and Transition to High School
  - This REP was not continued for 2024-25 although the staffing related to this grant was provided during school based staffing.
  - Therefore, there is a cost of \$11.1 million
- Reduction in Teacher Holdback
  - In order to minimize the impact of the elimination of the REP, staff has reviewed areas to offset the cost
  - Based on previous experience, the teacher holdback is being reduced while still being able to support class size requirements.
  - This results in a budget reduction of \$5.6 million

## Changes in Financial Position

- REP for Census Impact
  - As a result of the move to use the 2021 Census, TDSB has seen reductions in grants of \$3.2 million.
  - Per the Ministry, this will be provided as an REP to offset the lost Core Ed funding in 2024-25.
- Changes in enveloping provisions in Special Education will allow for the one-time use of funds that were specifically enveloped in the past
  - This will allow the use of \$2 million to support the special education deficit

## Changes in Financial Position

- Based on the actual costs to date in the current year, some expenditures have been adjusted to more accurately reflect costs.
  - This includes replacement costs, employee future benefit costs and “savings related to gapping”
  - This results in budget increase of \$13 million.

## Changes to Financial Position

Increase in Core Education Funding	\$ 58.3
Increase in Salaries Based on Collective Agreement Increases	-\$ 52.3
Impact of Bill 124	-\$ 5.5
Elimination of Support for Destreaming and Transition to High School REP	-\$ 11.1
Reduction in Teacher Holdback	\$ 5.6
Increase in Budget Based on Actual Costs	-\$ 13.0
Responsive Education Program Funding for Census Reduction	\$ 3.2
One Time Ability to Use Carry Forwards Due to Changes in Enveloping	\$ 2.0
Other Changes	\$ 4.0
	<u>-\$ 8.8</u>

## Updated Financial Position

The updated financial position is a deficit of \$35.3 million:

Projected Financial Position as at April 2, 2024	-\$26.5
Changes to Financial Position	-\$ 8.8
Updated Projected Financial Position	-\$35.3



## Options to Balance

## Use of Proceeds of Disposition

- Proceeds of Disposition (POD) are received when the Board sells a property
- The Regulation states that POD should be used to address deferred maintenance needs in schools
- Boards can request exceptions to use POD in other areas
- POD are not a sustainable way of balancing the budget
- Included in the current budget is \$22 million related to the amortization of the employee future benefits liability
  - The liability will be fully amortized halfway through 2025-26 and this will start to free up \$22 million annually in the budget
- As a result, staff would support a one-time request of up to \$22 million to assist in balancing the 2024-25 budget
- It is anticipated that the Ministry may have additional requirements in approving this request.


## Required Options to Balance

Projected 2024-25 Deficit	-\$35.3
Request Use of Proceeds of Disposition	<u>\$ 22.0</u>
Options Required	<u>-\$13.3</u>

## Previously Identified Options to Balance

Continuing Education	\$2.0
Outdoor Education	\$1.0
International Baccalaureate Fees	\$0.8
Permit Fees	\$2.6
	<u>\$6.4</u>

\* The detail related to these reductions are included in the March 19, 2024 Special FBEC report.



## Previously Identified Options to Balance

Required Reductions to Balance Using POD	-\$ 13.3
Previously Identified Options	<u>\$ 6.4</u>
Further Reductions Required	<u>-\$ 6.9</u>

## Other Areas Where the Board is Spending More Than Funded

- This chart was provided to the Board on March 19/24
- It represents major areas where TDSB spends more than funded, or there is no funding provided.
- It should be noted that the areas identified in this section have value and are an important part of fully implementing the Board's priorities, obligations, resolutions and operations.

DEPARTMENT/AREA	Millions
Cafeterias	(\$0.9)
Continuing Education	(\$6.9)
Early Years Programming - EDP and EarlyON	(\$0.6)
Elementary Supervision (Lunchroom)	(\$12.9)
Outdoor Education	(\$3.2)
Safe & Caring	(\$9.2)
School Based Safety Monitors	(\$15.1)
School Office Administration	(\$7.0)
Special Education	(\$40.6)
Itinerant Music Instructors	(\$4.4)
Statutory Benefits	(\$48.0)
Supply costs (Teachers, Educational Assistants & Designated Early Childhood Educators)	(\$11.9)
Student Nutrition	(\$1.2)
Pools	(\$6.1)
Transportation	(\$0.8)
School Operations	(\$22.9)
Information Technology	(\$47.5)
<b>Total</b>	<b>(\$239.1)</b>

## IT “Overspending”

- The funding for IT comes from many areas of the Core Ed funding but are not specifically attributed to technology so have not been included as a funding source in the Financial Facts
  - Examples include “Professional and Paraprofessional” funding
- Therefore, the \$47.5 million is not an accurate representation of the overspending in IT
- Staff review IT budget on an annual basis and have made reductions as possible. For example, a reduction of \$1 million was made in the current budget proposal

## IT Budget

- Staffing in IT support all aspects of the Board including providing SAP (ERP), School Information System (SIS), Human Capital Management (HCM), Payroll, IT Service Management, IT Operations Administration, Wide Area Network, Local Area Network/Wi-Fi infrastructure, and Storage Area Network support to schools, maintaining the security of data and devices, maintaining all of our infrastructure and systems, records management, to name a few
- It includes the 1:1 Student devices, Landline and Cell phones, Multi Functional Devices (Photocopiers and all other technology)
- As every organisation becomes more reliant on technology, the costs to service, support, onboard new technologies and develop new solutions and applications continue to increase. At the same time, the staffing costs in TDSB IT department has remained the same.
- Increased costs related to the protection/servicing of computing assets, student and financial data, given the surge of cyber threats in the education and public sectors
- Support Call Volume data from June, 2023 to May, 2024 - 124,000 support tickets and 72,000 additional Service Requests



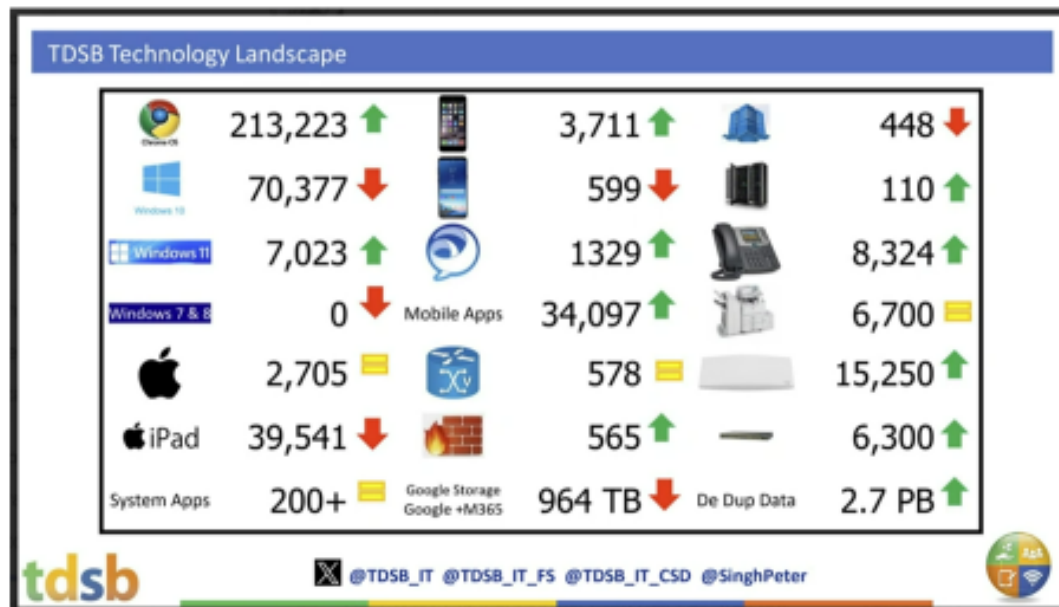
## Education Spending Comparison

- The Council of Greater City Schools annually publishes their comparison of various KPI among the 78 of the largest school boards in the US.
- Comparing TDSB to following KPIs reported (2021-22).

Category	TDSB Cdn \$	Council of Greater City Schools US\$
Spending per student	\$298.26	\$438.00
IT Spending Percent of School Board Budget	1.96%	2.65%



## Current Technology Supported by IT



## Possible Additional Options to Balance

Staff has reviewed the list of areas where the Board is overspending and believe that these have the potential of being implemented for September 2024. There is a recognition that there would be significant challenges in some instances and a program review would be preferential e.g. pools.

Fees for Repairs to 1:1 Devices	\$ 0.5
1:1 Device Fees	\$ 2.0
Full Implementation of Permit Fees	\$ 3.0
Pause in Providing Grade 5 Students with 1:1	\$ 2.5
Operating Costs of 37 TDSB-Run Pools	\$ 6.1
Aquatic Instructors for TDSB-Run Pools	\$ 3.0



## Next Steps

- Staff will consider feedback from trustees and bring forward a balanced budget for approval to FBEC on June 13, 2024
- The budget is due to the Ministry on June 28, 2024
- There are a number of potential options to balance that require a review in order to provide options for 2025-26.



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## Program and School Services Committee

### Report No. 05 (Part A)

PSSC:005A

Wednesday, June 5, 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 Aarts, Chernos Lin, de Dovitiis, Hassan, Laskin, Patel, Pei, Rajakulasingam and Shan

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Dawson, de Dovitiis, Hassan, Hastings, King, Lulka Rotman, Rajwani, Shan 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. The Centre of Excellence for Black Student Achievement, Year 2 Update, 2024 [4729]**

The Committee considered a report from staff (see PSSC:005A, page 1 and attached) presenting information on key actions that align with the mandate of the Centre of Excellence for Black Student Achievement.

**Moved by:** Trustee Dawson

**Seconded by:** Trustee Shan

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

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Program and School Services Committee, Report No. 05 (Part A), June 5, 2024

## **2. Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705]**

Consideration to be continued at the special meeting of the Program and School Services Committee on Tuesday, June 18, 2024.

## **3. Amendments to the Special Education Plan, 2024-2025 [4731]**

The Committee considered a report from staff (see PSSC:005A, page 359 and attached) presenting information on amendments to the Special Education Plan, 2024-2025 for submission to the Ministry of Education for review.

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Dawson

The Program and Schools Services Committee **REFERS the matter WITHOUT RECOMMENDATION.**

**Carried**

## **4. Caring and Safe Schools: Annual Report, 2022-2023 [4691]**

To be considered at the special meeting of the Program and School Services Committee on Tuesday, June 18, 2024.

## **5. Review of the Current Financial Literacy Implementations Within the Curriculum**

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Dawson

The Program and Schools Services Committee **REFERS the matter WITHOUT RECOMMENDATION:**

Whereas, recognizing the increasing importance of equipping students with essential financial literacy skills is crucial for their success and well-being; and

Whereas, financial literacy is an essential life skill, and its absence may lead to negative consequences for individuals in terms of economic well-being; and

Whereas, an evaluation is needed and should include modules on budgeting, saving, investing, understanding credit, and other fundamental financial concepts;

Whereas, promoting existing financial literacy resources would include better integration and increased awareness of these modules within existing courses;



---

Program and School Services Committee, Report No. 05 (Part A), June 5, 2024

Whereas, twelve student-based consultations with hundreds of students grade 4-12 were held across twelve TDSB schools about the pillar of financial literacy and its importance; and

Whereas, the largest student-led financial literacy organization in the country, Target Alpha STC, was consulted on the importance of utilizing existing financial literacy learning modules in K-12 Education;

Therefore, be it resolved:

That the Director:

- i. re-evaluate the existing financial literacy learning modules currently available across all grades to understand their current utilization and effectiveness;
- ii. more actively promote and utilize existing financial literacy resources rather than developing new curriculum materials;
- iii. present a report to the Program and School Services Committee by fall 2024 on methods to enhance the visibility and usage of existing educational resources, including textbooks, online materials and interactive tools, to broaden financial literacy education across all grades;
- iv. initiate a broader implementation of enhanced financial literacy education through existing modules in the 2025-2026 academic year.

**Carried**

## **Part B: Information Only**

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

A meeting of the Planning and Priorities Committee was convened on Wednesday, February 28, 2024, from 4:32 p.m. to 12 a.m., including a fifteen-minute recess, with Deborah Williams presiding.

### **7. Approval of the Agenda**

On motion of Trustee Williams, seconded by Trustee Laskin, the agenda was approved.

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

No matters to report

## 9. Delegations

### re Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705]

1. Sam Lampert, Charles H. Best Junior Middle School

### re A Collaborative Approach to School and Community Safety

2. Donna Harrow, Ripple Effect Circle
3. Orlando Bowen, One Voice One Team Youth Leadership Organization
4. Lisa Grogan-Green, Go Green Youth Centre
5. Valerie White, Secretary, Karma Sonam Dargye Ling
6. Nadeem Sheikh, Scarborough Muslim Association
7. Mikael Khalam, Director, Taking Kids Out of Poverty (TKOP)
8. Sean Boyd, Chair of the Board, Agnico Eagle Mines and Delroy, TDSB Student

### re The Centre of Excellence for Black Student Achievement, Year 2 Update, 2024 [4729]

9. Bethel Tekie, Centre for Black Student Achievement
10. Courtney Walters, Hart House
11. Emmanuel Weldu, Ellesmere-Statton PS
12. Isaiah Smith, Graduate, Central Technical School
13. Josiah Calderon-Roper, Centre of Excellence for Black Student Achievement

### re Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705]

14. Elizabeth Block, Independent Jewish Voices
15. Marilyn Kanee, Independent Jewish Voices
16. Simon Glass, Jewish Faculty Network
17. Zoë Wool, Clinton St Jr Public School
18. B.H. Yael, Artist and Professor, OCAD University
19. Amina Sherazee, Brock Public School

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Program and School Services Committee, Report No. 05 (Part A), June 5, 2024

- 20. Aameena Sultan, Rawlinson Community School
- 21. Rabbi David Mivasair, Community Stakeholder
- 22. Dr. Jen Preston, Community Member
- 23. Arlo Kempf, Danforth Collegiate and Technical Institute
- 24. Paula Glick, TDSB Parent

re Annual Reporting on Student Attendance (Trustees King and Shan, on behalf of Trustee Ehrhardt)

- 25. Krista Burns, Community Member, Parent of students in the TDSB

re Review of the Current Financial Literacy Implementations Within the Curriculum (Trustees Williams and Shan, on behalf of Student Trustees Bell, Zhou and Indigenous Student Trustee Secord)

- 26. Victor Vasilev, Target Alpha Canada

## **10. Adjournment**

On motion of Trustee Chernos Lin, seconded by Trustee King, the meeting adjourned at 12 a.m., Thursday, June 6, 2024.

## **Part C: Ongoing Matters**

### **11. Postponed Matters**

The Committee postponed consideration of the following matters to the next regular meeting.

- Mental Health and Addiction Strategy, 2023-2026 [4730]
- Annual Reporting on Student Attendance (Trustees King and Shan, on behalf of Trustee Ehrhardt)

Submitted by: Deborah Williams, Committee Chair

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# Centre of **Excellence** for **Black Student** Achievement

Year 2 Update

June 5, 2024

  @tdsb\_cebsa

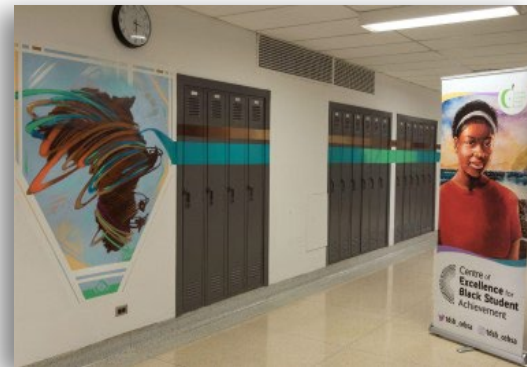


## Overview of the Centre of Excellence for Black Student Achievement

The Centre of Excellence for Black Student Achievement is the first of its kind in public K-12 education in North America. Launched in 2021, it was built on community voice following the recommendations, advocacy and work of Black communities.

Honouring the ongoing work in the Centre of Excellence, staff continue to:

- Partner with Black students, families and community to identify challenges that must be met.
- Provide results of well -implemented programs and initiatives centred on school, family, and community partnerships.



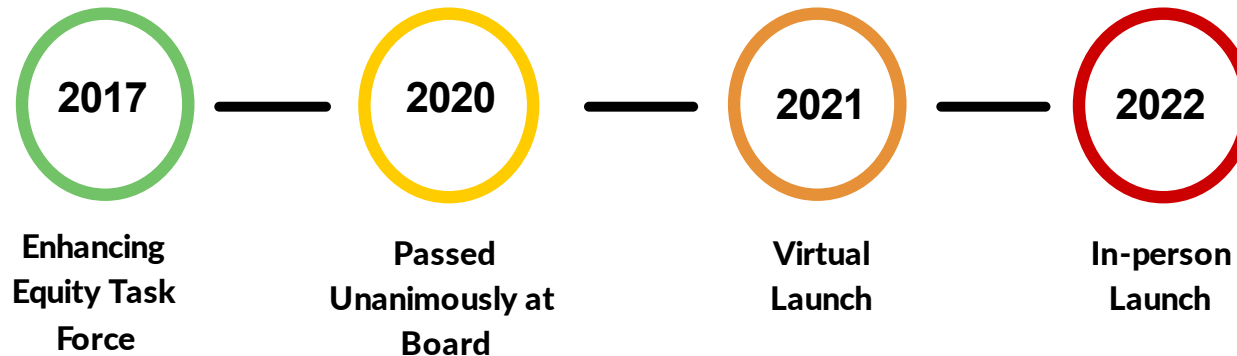
  @tdsb\_cebsa

## Mandates of the Centre of Excellence for Black Student Achievement

STUDENTS	FAMILIES AND COMMUNITIES	SYSTEM AND STAFF
<ol style="list-style-type: none"> <li>1. Provide support to Black students in TDSB schools to combat racism, navigate complaint processes, identify barriers to success and access appropriate resources (e.g., scholarships, networking, mentoring);</li> <li>2. Identify, develop and facilitate culturally responsive, and relevant healing practices for groups of students;</li> <li>3. Establish effective mechanisms for monitoring improvement in the achievement of Black students; and</li> <li>4. Inform changes to policies and procedures so that all students may benefit from the learning and innovative practices developed by the Centre.</li> </ol>	<ol style="list-style-type: none"> <li>1. Support meaningful engagement and advocacy of caregivers for their children in TDSB schools and programs and improve communication to them about Black student success, system navigation and complaint processes; and</li> <li>2. Engage in strategic community partnerships related to education within the annually identified approved budget for this purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use evidence to highlight promising practices and engage in meaningful research on topics relevant to Black students that are then integrated across schools and at the system level within the TDSB;</li> <li>2. Create professional learning in anti-Black racism and collaborate with other staff in facilitating learning in decolonization, anti-racism, anti-oppression &amp; human rights recognizing the similarities and intersections of various forms of oppression; and</li> <li>3. Provide annual accountability reports and recommendations to the Board of Trustees and staff.</li> </ol>



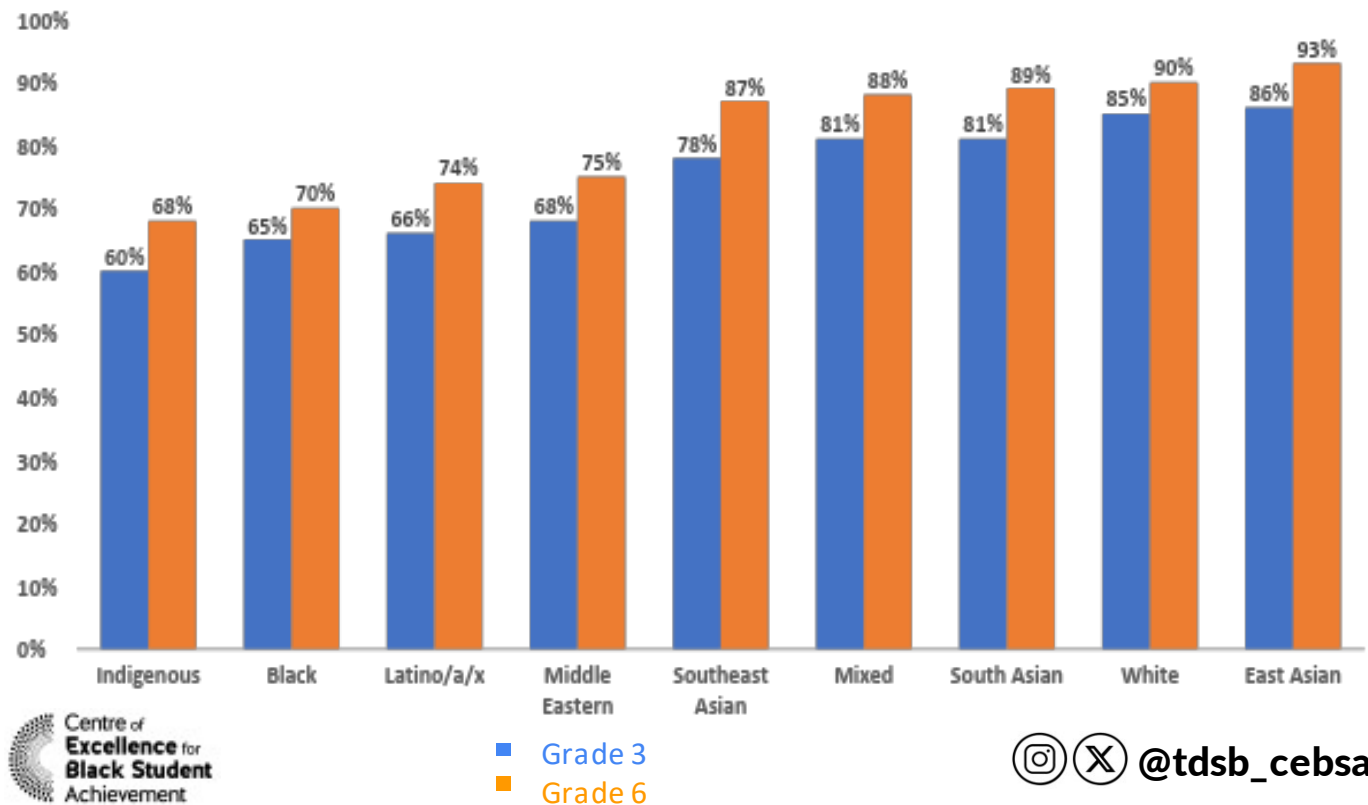
## **Journey** of the Centre of Excellence for Black Student Achievement



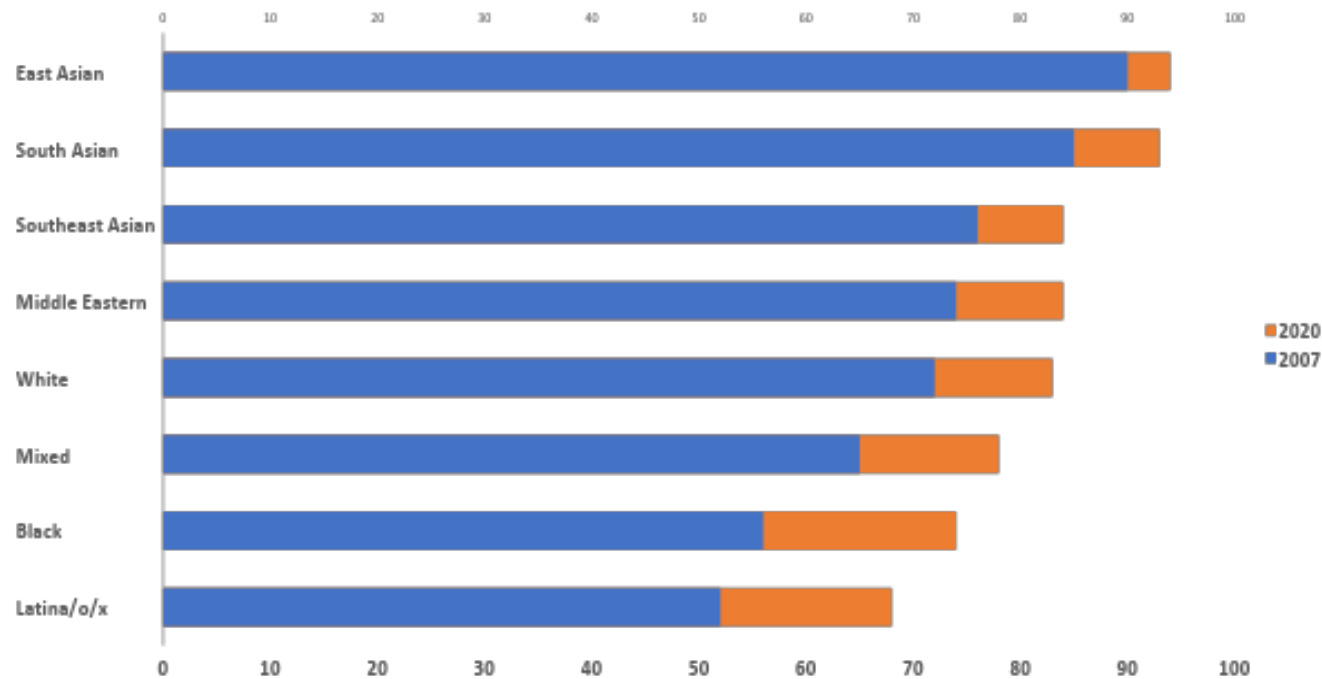
  @tdsb\_cebsa



## Examining Data: Three-Year Combined EQAO Performance for Reading (2018-2023)



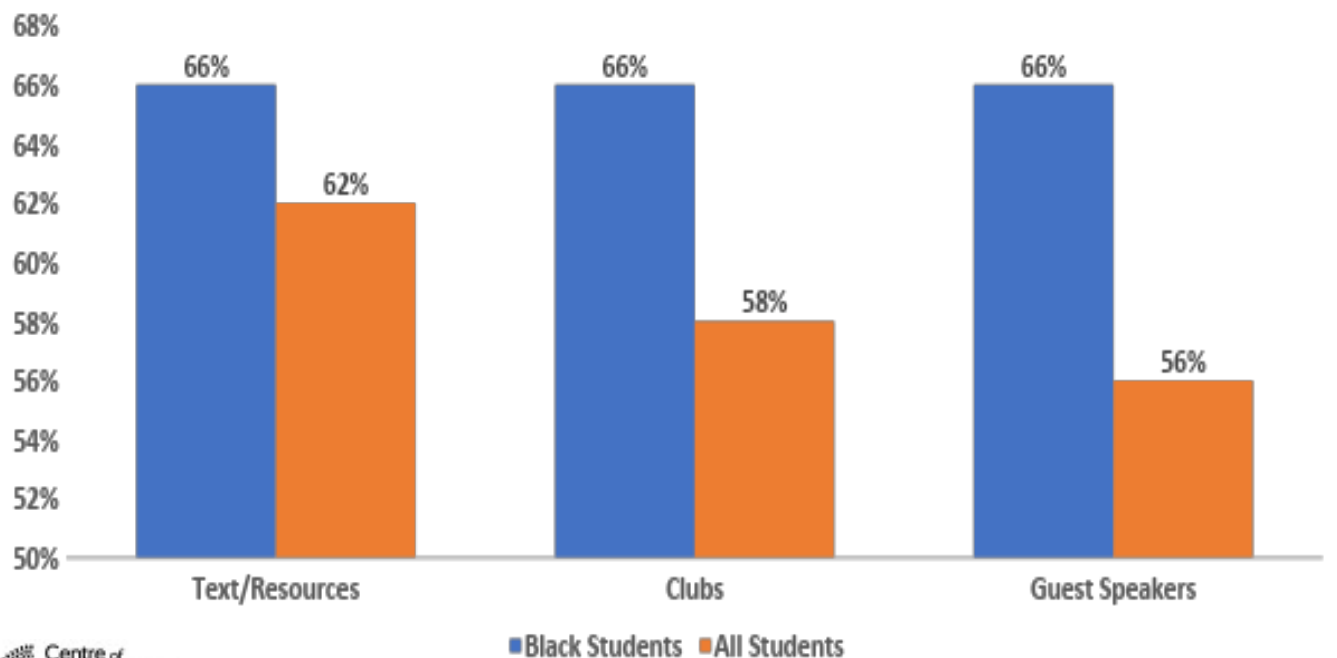
## Examining Data: Postsecondary Application by Year 5 (2007 -2020)





[@tdsb\\_cebsa](https://twitter.com/tdsb_cebsa)

## Examining Data: Students reporting in 2023 the opportunities they had to learn from their own culture and identity in schools



Instagram Twitter @tdsb\_cebsa



# **Centre of Excellence Focus Areas for 2023-2024**



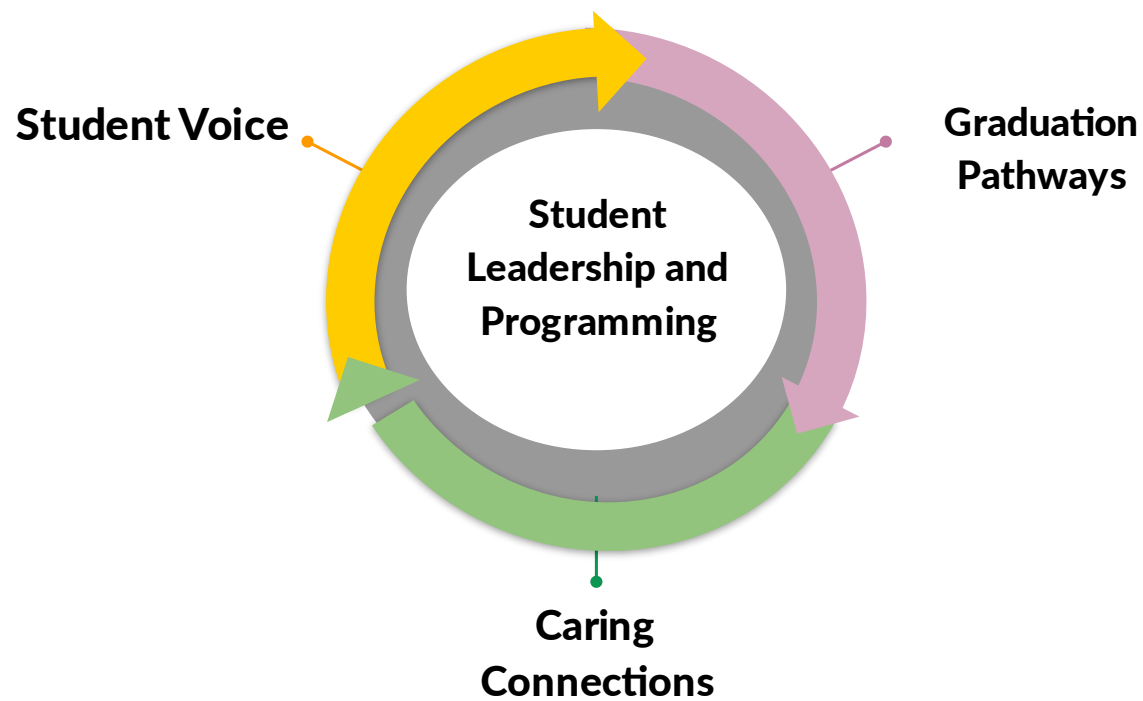
## Setting Context: Key Actions 2023-2024

Key actions for 2023-2024 continue to align with the Centre's mandates through collaborative, multidisciplinary team approach to support Black students:

- Provide support to Black students in TDSB schools to combat racism, navigate complaint processes, identify barriers to success and access appropriate resources (e.g., scholarships, networking, mentoring).
- Use evidence to highlight promising practices and engage in meaningful research on topics relevant to Black students, which are then integrated across schools and at the system level within the TDSB.
- Identify, develop and facilitate culturally responsive and relevant healing practices for groups of students.
- Engage in strategic community partnerships related to education within the annually identified and approved budget for this purpose.



## Focus Area 1: Students



Instagram Twitter @tdsb\_cebsa

## Student Leadership and Programming



### Graduation Pathways

Pathways to Veterinary Medicine

(Image of students staring at the skeleton of an animal.)



### Student Voice and Caring Connections

Black Girls' Book Club

(Image of high school students smiling for a photo alongside author Julianne Mundle.)



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## Focus Area 2: Family Engagement and Involvement

01	Webinar Wednesday	<ul style="list-style-type: none"><li>Quarterly virtual session for Black families</li></ul>
02	ABC's of Literacy	<ul style="list-style-type: none"><li>Literacy and numeracy workshop for Black families</li></ul>
03	2024 Black Mental Health	<ul style="list-style-type: none"><li>Mental health and wellness session focused Black families and community members</li></ul>

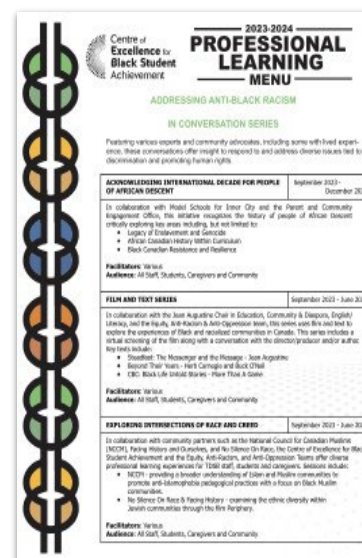
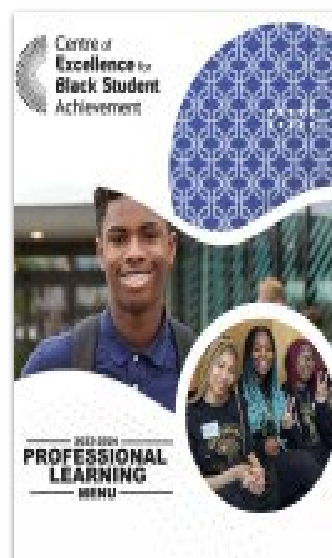




## Focus Area 3: Staff Professional Learning and System Wide Initiatives

A variety of professional learning opportunities are offered to develop and enhance the capacity of staff and educators.

This approach is to deepen educators' understanding of Anti - Black racism, Culturally Relevant and Responsive Pedagogy (CRRP), and Culturally Responsive Healing for an inclusive working environment.



## Focus Area 4: Community Engagement and Outreach

The Centre of Excellence is committed to ongoing efforts to be responsive to the recommendations from families, build partnerships, encourage collaboration, and involve various stakeholders (e.g., post-secondary institutions).

The end goal of these efforts is to increase support and resources, enhance learning experiences and strengthen community relationships with the Centre of Excellence's Community Support Workers.



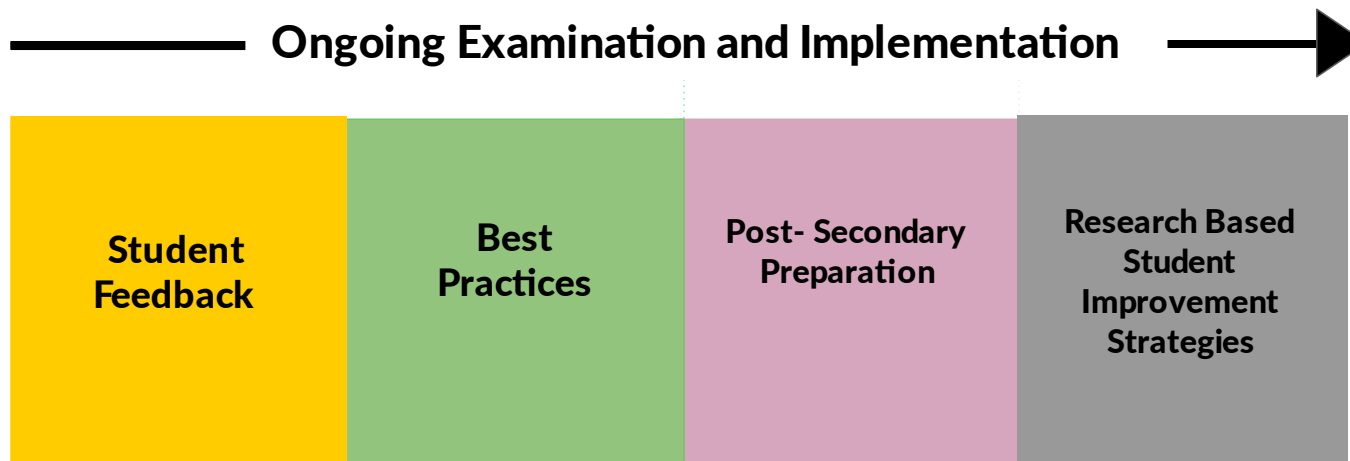
Black Student Post-Secondary Engagement Symposium



Martin Grove CI Parent Council Community Event

  @tdsb\_cebsa

## Moving Forward: Next Steps





Thank You

  @tdsb\_cebsa



Program and School Services Committee (Special Meeting), Report No. 05 (Part B), June 18, 2024



## **Program and School Services Committee**

### **(Special Meeting)**

### **Report No. 05 (Part B)**

PSSC:005A (Part B)

Tuesday, June 18, 2024

7 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, Matias de Dovitiis, Sara Ehrhardt, James Li, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Neethan Shan, Anu Sriskandarajah and Manna Wong.

The meeting was a hybrid model with Trustees Chernos Lin, Dawson, King, Lulka Rotman, MacLean, Patel, Pei 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. The Centre of Excellence for Black Student Achievement, Year 2 Update, 2024 [4729]**

The matter was considered at the Program and School Services Committee meeting on June 5, 2024.

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Program and School Services Committee (Special Meeting), Report No. 05 (Part B), June 18, 2024

## **2. Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705]**

The Committee continued consideration of a report from staff (see PSSC:005A (Part B), page 1 and attached [shown on June 5, 2024]) presenting information on the Board's strategy to address hate, racism, and all forms of discrimination.

**Moved by:** Trustee King

**Seconded by:** Trustee Shan

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

**Carried**

At the Committee meeting, the following motion from Trustee Chernos Lin, seconded by Trustee Dawson, was defeated by the Committee:

It is recommended that the Combating Hate and Racism: Student Learning Strategy be referred back to staff for re-envisioning in a manner that is consistent with the belonging pillar of the Multi-Year Strategic Plan to affirm and respect student identities.

**Carried**

## **3. Business Arising: Requesting Support to Deal With Incidents of Hate and Geopolitical Tensions**

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Lulka Rotman (on behalf of Trustee Laskin)

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

**Whereas, on [November 30, 2023](#), the Chair wrote to the Ministry of Education expressing the Toronto District School Board's full support for the Ontario Human Rights Commission's imperative call for the development of a well-resourced province-wide anti-hate strategy; and**

---

Program and School Services Committee (Special Meeting), Report No. 05 (Part B), June 18, 2024

**Whereas, on [April 5, 2024](#), the Chair wrote the Minister of Education which referenced a Board motion to establish provincial reporting standards or guidance, combined with the development of a tool that school boards across Ontario could use to collect data to better enable boards to respond to incidents of hate and racism within schools; and**

**Whereas, alarming incidents of hate continue to impact schools and their communities in the Toronto District School Board and more broadly across Ontario, Canada and worldwide; and**

**Whereas, there are additional actions for which school boards across the province need the Ministry of Education's partnership and support;**

**Therefore, be it resolved:**

**That the Chair and Director write to the Minister of Education on the following:**

**(a) To request:**

- i. that the Ministry, develop a working definition of hate or hate activity for Ontario schools that addresses concerns raised about growing antisemitism and other forms of hate in schools to be in place for the start of the 2024-25 school year;**
- ii. that the Ministry engage the Ontario Human Rights Commission, Unions and Associations, the Ministry of the Solicitor General, the Ontario College of Teachers, and the Ontario Public School Boards' Association in developing a Policy/Program Memorandum (PPM) as soon as possible, which directs a consistent approach to school boards managing student, teachers and staff activities that arise from/or are reactions to the broader geopolitical conflicts that impact schools and their learning environments (for example the Hamas/Israel War), to ensure safe and welcoming spaces for all; where the values of democracy, human rights, critical thinking, respect for the diversity of identities and lived experiences of all students, teachers and staff, along with the professionalism of staff, are respected, fostered and upheld;**

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Program and School Services Committee (Special Meeting), Report No. 05 (Part B), June 18, 2024

- (b) That the Ministry initiate training/learning for staff and teachers and develop resources that build capacity to navigate geopolitical tensions in the classroom and school, working closely with Unions and Associations.**

**These resources must:**

- (i) help navigate geopolitical conflicts that impact students;**
- (ii) comply with the applicable data standards as set out in the provincial [Anti-Racism Act, 2017](#);**
- (iii) align with intersecting Ontario Human Rights Commission obligations.**

**This learning or training include mandatory human rights training for Directors, Trustees, Superintendents and all school board staff beginning in the 2024-25 school year;**

- (c) That the Ministry revise the Ontario Curriculum as soon as possible, in consultation with education partners, to include civics education at all grade levels so that learning is aligned with the Ontario Curriculum and develops students' knowledge, skills, and understanding of different lived experiences, and the critical thinking and cultural fluency needed to become engaged and responsible citizens who respect the humanity of all people;**
- (d) That the Chair and Director write to the Ontario College of Teachers requesting an update of their Professional Advisories in the areas of Mental Health, Bullying, and the Use of Electronic and Social Media before the 2024-25 school year, to respond appropriately to geopolitical issues brought forward by students and staff, in view of the Charter of Rights and their responsibilities as members of a regulated profession in Ontario;**
- (e) That the Ontario College of Teachers, the Ontario Public School Boards' Association, Unions and Associations be copied on the correspondence above;**



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Program and School Services Committee (Special Meeting), Report No. 05 (Part B), June 18, 2024

- (f) That OPSBA be requested to share the correspondence above with all member boards.**

**Carried**

### **3. Amendments to the Special Education Plan, 2024-2025 [4731]**

The matter was considered at the Program and School Services Committee meeting on June 5, 2024.

### **4. Caring and Safe Schools: Annual Report, 2022-2023 [4691]**

The Committee considered a report from staff (see PSSC:006A, page 51) presenting a summary and an analysis of the suspensions and expulsions that occurred in the Toronto District School Board during the 2022-23 school year.

**Moved by:** Trustee Shan

**Seconded by:** Trustee Chernos Lin

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

**Carried**

### **5. Review of the Current Financial Literacy Implementations Within the Curriculum**

The matter was considered at the Program and School Services Committee meeting on June 5, 2024.

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

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

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Program and School Services Committee (Special Meeting), Report No. 05 (Part B), June 18, 2024

A special meeting of the Program and School Services Committee was convened on Tuesday, June 18, 2024 from 7:05 p.m. to 11:59 p.m., including a fifteen-minute recess, with Deborah Williams, Committee Chair, presiding.

The purpose of the meeting was to continue unfinished business from the Program and School Services Committee on June 5, 2024.

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

No matters to report

## **8. Delegations**

Delegations were received at the Program and School Services Committee meeting on June 5, 2024

## **9. Adjournment**

On motion of Trustee Shan, seconded by Trustee Chernos Lin, the meeting adjourned at 11:59 p.m.

## **Part C: Ongoing Matters**

Part C were received at the Program and School Services Committee meeting on June 5, 2024

Submitted by: Deborah Williams, Committee Chair



Student Learning Strategy  
for Combatting Hate and  
Racism





Student Learning Strategy  
for Combatting Hate and  
Racism

The work within the Board to address issues of hate and racism does not only fall within the Equity, Anti -Racism, and Anti -Oppression Department, the Urban Indigenous Education Centre, the Human Rights Office and the Centre of Excellence for Black Student Achievement alone, it requires a collaborative effort across all departments, roles, learning centres and partners.

(TDSB, 2024, p.4)

### **Diversity of TDSB Students and Communities**

- 36.8% of the students identify as White.
- 7 out of 10 students identify with a racialized group and included those identifying as South Asian (21.8%), East Asian (18%), Black (13.3%), Middle Eastern (8.9%), Southeast Asian (6.9%) and Latino/a/x (4.7%).
- 1.2% of students reported Indigenous Identity. \*
- 3.4% of students identify a gender identity(ies) outside of the gender binary. 14.4% of grade 7 to 12 students identify as part of the 2SLGBTQIA+ communities.
- Over one-quarter of students report that religion is not a part of their life. Those students who identified with a religion or spirituality include Christian (28.6%), Muslim (18.4%), and Hindu (10.1%), Spiritual but not religious (5.6%), Jewish (3.5%), Buddhist (3.4%), Sikh (0.9%) and Indigenous Spirituality (0.4%).
- 8% of students identify as having a disability or disabilities.\*



**What is your ethnic or cultural origin(s)?**



### **Student perceptions of safety, incidents of racism, bias, and hate in schools**

- In the last system-wide student census in 2023 students reported very high levels of perceived safety with 9 out of 10 students reporting that they feel “very or somewhat safe” and only 5% report feeling “not very or not at all safe.” These perceptions are aligned with all previous Student Census periods since 2006.
- While still low as a proportion of all TDSB students, Human Rights Incidents reported in the data portal have increased in number this past year as well as proportions of for certain types of incidents, but there needs to be caution in analyzing this data as the portal was not designed as a research tool for measuring potential changes in incidents affecting schools over time. Two important considerations when comparing data yearover-year are:
  - The variability in the identification of incidents relating to the human rights knowledge of administrators to correctly input the type of racism, hate, and bias into the portal and;
  - The subsequent increasing use of the portal to process ongoing incidents as schools become more familiar with the tool.
- Incidents of racism, bias, and hate are very much connected to issues in local and wider society that relate to the community and cultural of TDSB students.





Student Learning Strategy  
for Combatting Hate and  
Racism



# Classroom Instruction

Students learn collectively about historical and current day experiences of hate and racism so that they can recognize and develop the skills to confront them when they happen.





Student Learning Strategy  
for Combatting Hate and  
Racism

# Classroom Instruction

- Genocide and Crimes Against Humanity (CHG381)
- Canada: History, Identity, and Culture (CHI4U)
- Politics in Action (CPC3O1)
- World Cultures (HSC4M)
- Equity & Social Justice: From Theory to Practice (HSE4M1)
- Deconstructing Anti-Black Racism (IDC4U)



Student Learning Strategy  
for Combatting Hate and  
Racism

# Classroom Instruction - Capacity Building

Time Frame	Professional Learning
Winter 2024	Two-part Modlets: Addressing Antisemitism, Addressing Islamophobia and Leading the Work through Culturally Relevant and Responsive Pedagogy.
Winter 2024	Eight-part Modlets: Addressing Anti-Asian Racism, Understanding Islam and Muslim Cultures and Understanding Judaism and Jewish Cultures.



Student Learning Strategy  
for Combatting Hate and  
Racism

# Classroom Resource to Address Antisemitism



Erez Zohary • 1 • 7d

**Fostering Schools that Stand up against Antisemitism**

Facing History and Ourselves' Curated Collection



**Diversity and  
Complexity of  
Jewish Identities**

What is Judaism?



YouTube

Antisemitism Education

Started at 0:31

Virtual Jewish History Tour



**Tools for Critical  
Consciousness**

**Scholar Videos:  
Understanding Historical  
Myths and Tropes**



facinghistory.org

The Ancient Roots of Anti-Judaism

**Video:** Ancient Roots of anti-Judaism

**Video:** Antisemitism from Enlightenment to WWI

**Video:** The Power of a lie: the history of the Blood Libel

**Video:** Murder in Damascus, Blood

**Explainers**

**Explainer: Antisemitism,  
its impacts and its Tropes**



facinghistory.org

Antisemitism and Its Impacts

**Hatepedia: Recognizing  
Online Hate**



**tdsb**

Toronto District School Board



Student Learning Strategy  
for Combatting Hate and  
Racism

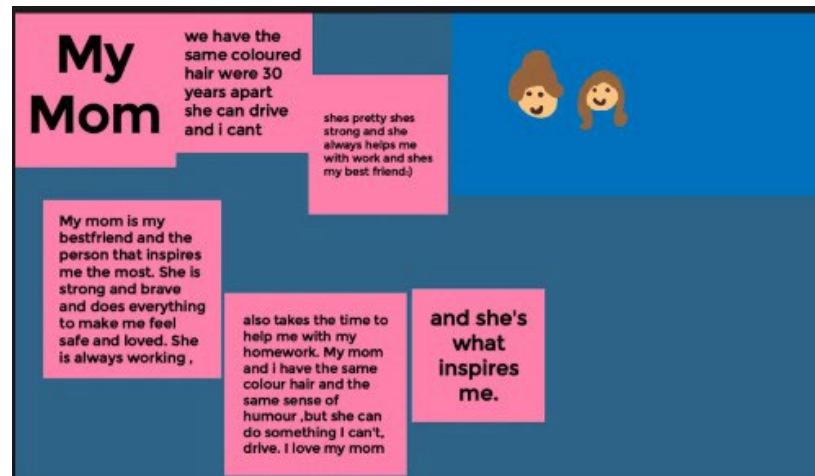
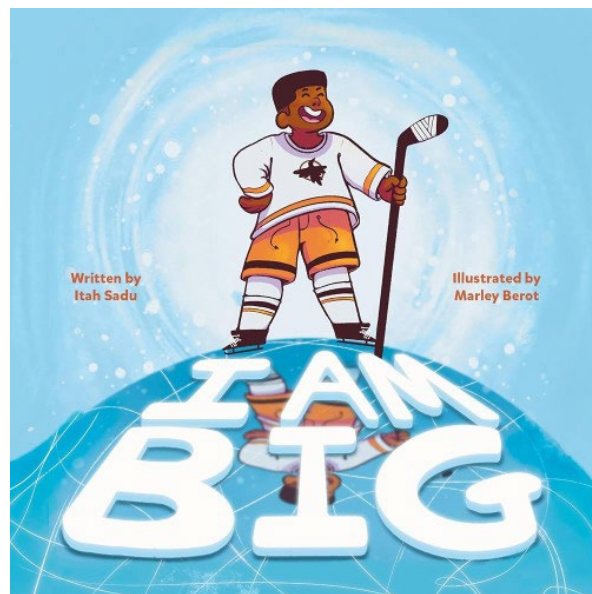
## Student Voice in Combatting Hate and Racism





Student Learning Strategy  
for Combatting Hate and  
Racism

## I AM BIG



The importance of identity, belonging and joy.



Student Learning Strategy  
for Combatting Hate and  
Racism



# Student Leadership

Create safer, more inclusive and respectful learning and working environments in schools by raising awareness among their peers, planning student events, creating resources and influencing learning in the school





Student Learning Strategy  
for Combatting Hate and  
Racism

## Student Leadership





Student Learning Strategy  
for Combatting Hate and  
Racism



# Tools for Response Taking Action

Provide students with the skills needed to identify an act of hate, bias, racism and discrimination and intervene with or on behalf of someone being attacked. Students are taught how to identify when and how to intervene when these situations occur.





Student Learning Strategy  
for Combatting Hate and  
Racism

## Tools for Response Taking Action

A banner with a rainbow background. The text "EnVision 2024" is in large white letters. Below it, the dates "Wednesday, April 17 & Thursday, April 18 (In-Person), & Monday, April 15 (Virtual)" are listed. The main title "Queer Futurisms: Centering Trans Kids and Affirming the Intersecting Identities of Indigenous, Black, Racialized and Marginalized 2SLGBTQIAP+ communities" is in white text. The Toronto District School Board logo is in the top right corner.

**EnVision 2024**  
**Wednesday, April 17 & Thursday, April 18 (In-Person), & Monday, April 15 (Virtual)**  
**Queer Futurisms: Centering Trans Kids and Affirming the Intersecting Identities of Indigenous, Black, Racialized and Marginalized 2SLGBTQIAP+ communities**



Student Learning Strategy  
for Combatting Hate and  
Racism

## Affinity Spaces - System and In-Schools

- A wide variety of student developed and staff facilitated affinity spaces have taken place within the TDSB.
  - As of the last data collection (22/23), some of the groups are:
    - Black Student Alliance (BSA)
    - Gender and Sexuality Club (GSA)
    - Jewish Student Association (JSA)
    - Muslim Student Association (MSA)



Student Learning Strategy  
for Combatting Hate and  
Racism



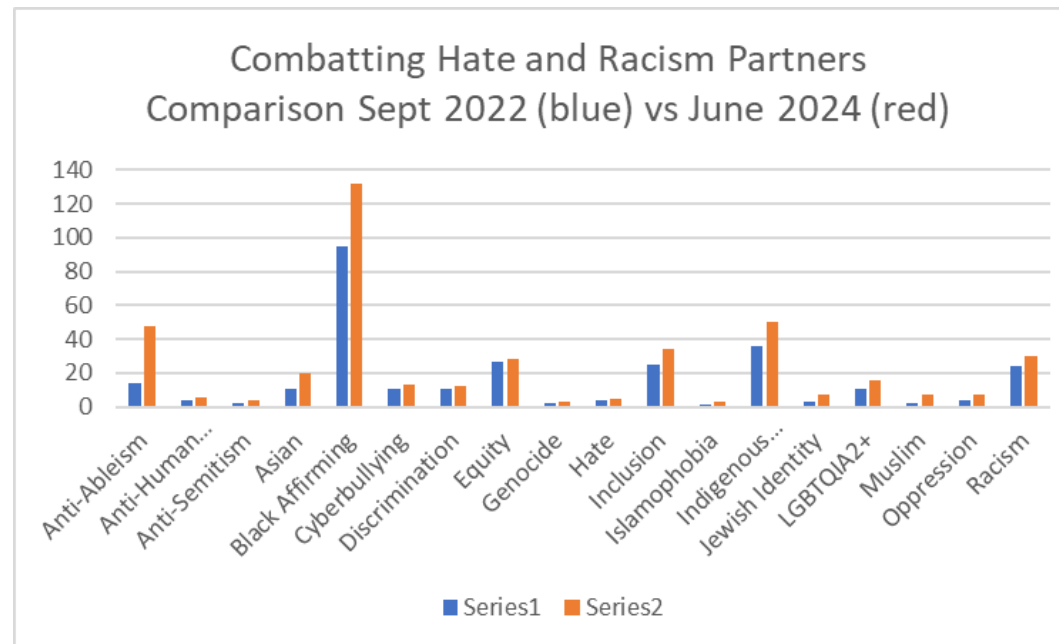
# Educational Partnerships for Learning

Building partnerships with community agencies whose voices are often not heard to support extending learning opportunities in dismantling hate and racism.



Student Learning Strategy  
for Combatting Hate and  
Racism

# Education Partnerships for Learning



As of June 2024:

Anti-Ableism = 48; Anti-Human Trafficking = 6; Anti-Semitism = 4; Asian = 20; Black Affirming = 132; Cyberbullying = 13; Discrimination = 12; Equity = 28; Genocide = 3; Hate = 5; Inclusion = 34; Islamophobia = 3; Indigenous Knowledge = 50; Jewish Identity = 7; LGBTQIA2+ = 16; Muslim = 7; Oppression = 3; Racism = 30



Student Learning Strategy  
for Combatting Hate and  
Racism



# Cyber Safety and Digital Citizenship

Teaching of online safety and digital citizenship in the context of  
raising awareness about hate and racism



Student Learning Strategy  
for Combatting Hate and  
Racism

# Cyber Safety and Digital Citizenship

- Facilitation of five educator and parent/caregiver learning sessions on how Artificial Intelligence is being used to amplify hate and strategies to contest this.
- Over 900 parents/caregivers and 100 educators registered across all the sessions we delivered this year
- Curation of resources to support digital citizenship

my voice  
IS **LOUDER**  
than hate





Student Learning Strategy  
for Combatting Hate and  
Racism



# Caregiver Engagement and Learning

Collaboration with caregivers to offer learning opportunities for caregivers, and where possible, students and their families. The content for the learning should focus on the areas represented in the data presented from the Racism, Bias and Hate portal.



Student Learning Strategy  
for Combatting Hate and  
Racism

# Caregiver Engagement and Learning

- School Council Innovation Grant with emphasis on Anti-Oppression, Equity and Inclusiveness
- Parent Caregiver as Partners Conference with sessions on Anti-Oppression, from Dr. Gholdy Muhammad focused on parents/caregivers role in *Unearthing Joy*,

A poster for an event titled "Breaking Down Barriers to Mental Health in Black Communities" featuring Trey Anthony. The poster includes a photo of Trey Anthony, a QR code, and logos for the Toronto District School Board, TDSB Mental Health & Well-Being, TLL, and the Centre of Excellence for Black Student Achievement.

**Breaking Down Barriers  
to Mental Health in  
Black Communities**

**With Trey Anthony**

The Centre of Excellence for Black Student Achievement, TDSB Mental Health and Well-Being, and Teachers Learning and Leading will be hosting a session during Black Mental Health Week 2024 with award-winning playwright, actor and wellness expert Trey Anthony 'Da Kink in My Hair'.

Honouring the theme for this year, 'Growth and Reflection,' we invite parents, caregivers, students (Gr. 7-12) and community members to join Trey as she delves into important topics such as the stigma surrounding mental health in Black communities. Drawing from her own personal journey, Trey will shed light on her experience with functional depression and mental health. She will also discuss the importance of seeking help and removing the shame and stigma often associated with mental health struggles.

**March 7, 2024  
6 - 7:30 p.m.**

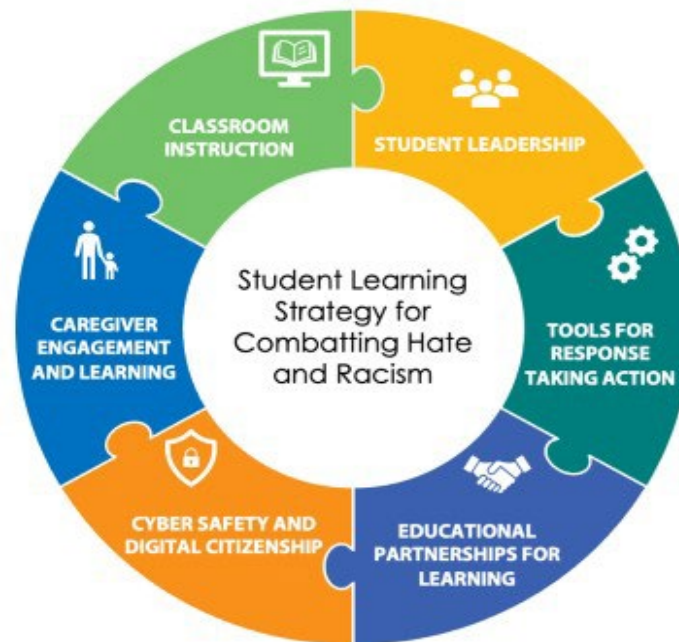
**Register**





Student Learning Strategy  
for Combatting Hate and  
Racism

# Moving Forward





## Learning in Action

Learning in Action is an opportunity to highlight ways that TDSB students and staff have been engaging in teaching and learning and embedding equity, anti-racism and anti-oppression in curriculum.



### Learning in Action

With the number of disturbing and offensive acts of hate which remind us all of its continued presence within our society and within our schools, we wanted to highlight ways that TDSB students and staff have been engaging in teaching and learning and embedding equity, anti-racism and anti-oppression in curriculum. Many schools continue to affirm various identities and lived experiences and/or teach about the impact of hate and racism. We look forward to highlighting the ongoing work happening in schools and centrally.



## CHR Lead Teachers

The CHR Lead Teacher voluntary program is situated within the Student Leadership component, whose goal is “to support students in learning collectively about historical and current -day experiences of hate and racism so that they can recognize and develop the skills to confront them when they happen.”

As a CHR Lead Teacher may:

- participate in professional learning and leadership opportunities;
- share information with staff about available professional development and initiatives;
- engage in exploration classroom activities showcasing student and classroom work around combatting hate and racism with your Family of Schools;
- lead school staff in exploring curriculum connection.

**Goal: Ensuring the work on addressing hate and racism through the CHR Strategy is occurring on students' desk**



Student Learning Strategy  
for Combatting Hate and  
Racism

## Anti-Hate and Anti-Racism Strategy





Student Learning Strategy  
for Combatting Hate and  
Racism

## Anti-Hate and Anti-Racism Strategy

Each of the distinct communities' work plans would include strategies that will be shared with the district to address issues of injustice: For example:

- Anti-Indigenous Racism
- Anti-Black Racism
- Antisemitism
- Islamophobia
- Ableism
- Anti-Asian Racism
- Homophobia, Biphobia and Transphobia
- Anti-Palestinian Racism\*

\*In response to student and community voices, an additional area of focus on addressing Anti - Palestinian Racism has been included.



Student Learning Strategy  
for Combatting Hate and  
Racism





## Audit Committee

### Report No. 02

AC:002A  
Monday, June 10, 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 Naveen Balakrishnan and Robin Pilkey

Regrets Joyee Chau

Also Present Trustees Rachel Chernos Lin and Dennis Hastings

The meeting was a hybrid model with Trustees Aarts, Laskin and external member Robin Pilkey 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. Annual Insurance Update [4738]**

The Committee considered a report from staff (see AC:002A, page 5), presenting an update on the Board's insurance program.

**Moved By:** Trustee Aarts

**Seconded By:** Robin Pilkey

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

**Carried**

**2. Internal Audit Department and Engagement Status Update: June 2024 [4736]**

The Committee considered a report from staff (see AC:002A, page 11), presenting an update from Internal Audit on its engagement as of June 2024.

**Moved By:** Trustee Aarts

**Seconded By:** Robin Pilkey

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

**Carried**

**3. Regional Internal Audit Team (RIAT) Engagement and Status Update [4733]**

The Committee considered a report from staff (see AC:002A, page 17), presenting an update from the Regional Internal Audit team regarding their current and ongoing engagements as of June 2024.

**Moved By:** Robin Pilkey

**Seconded By:** Naveen Balakrishnan

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

**Carried**

**4. 2024 External Audit Service Plan and Public Sector Accounting Standards Update [4735]**

The Committee considered a report from staff (see AC:002A, page 21), presenting information on Deloitte's audit service plan for the year ending August 31, 2024

**Moved By:** Trustee Pei

**Seconded By:** Trustee Aarts

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

**Carried**

**5. School Generated Funds Analysis Engagement [4737]**

The Committee considered a report from staff (see AC:002A, page 79), presenting information on an analysis of school generated funds.



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Audit Committee, Report No. 02, June 10, 2024

**Moved By:** Trustee Pei

**Seconded By:** Trustee Aarts

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

**Carried**

## **6. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4734]**

The Committee considered a report from staff (see AC:002A, page 91), 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:** Robin Pilkey

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

**Carried**

## **Part B: Information Only**

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

A meeting of the Audit Committee was convened on Monday, June 10, 2024, from 4:08 to 5:02 p.m., with Shelley Laskin, Chair, presiding.

### **8. Approval of the Agenda**

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

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

No matters to report

### **10. Approval of Meeting Minutes of March 25, 2024**

On motion of Naveen Balakrishnan, seconded by Robin Pilkey, the Audit Committee approved the minutes of March 25, 2024.

### **11. Delegations**

No matters to report

## **12. Resolution Into Private and Reconvene**

At 4:52 p.m., on motion of Robin Pilkey, seconded by Trustee Aarts, the meeting resolved into private to consider matters on the private agenda.

## **13. Adjournment**

On motion of Trustee Aarts, seconded by Trustee Wong, the meeting adjourned at 5:02 p.m.

Submitted by: Trustee Shelley Laskin, Chair



## Planning and Priorities Committee

### Report No. 5

PPC:005A

Tuesday, June 11, 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, Dennis Hastings, Liban Hassan, Debbie King, James Li, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong and Student Trustee Angelika Bell.

**Regrets** Regrets were received from Trustees Alexandra Lulka Rotman, Shelley Laskin and Farzana Rajwani.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, King, MacLean, Williams and Student Trustee Bell 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. Tri-Party Land Exchange With Gabriel Dumont Non-Profit Homes**

The Committee considered a report from the Toronto Lands Corporation (see PPC:005A, page 1), presenting information on a tri-party land exchange.

**Moved by:** Trustee Williams

**Seconded by:** Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS** that a tri-party land exchange among the Toronto District School Board, the City of Toronto and Gabriel Dumont Non-Profit Homes, as presented in the report, be approved.

**Carried**

**2. Accommodation of Students From Residential Developments at 413-431 Roehampton Avenue, 55 and 65 Broadway Avenue, 2161 Yonge Street, 73 and 75 Broadway Avenue and 117 and 127 Broadway Avenue [4718]**

The Committee considered a report staff (see PPC:005A, page 13), presenting information on the designation of a school for students residing in new residential developments.

**Moved by:** Trustee Sriskandarajah

**Seconded by:** Trustee Williams

The Planning and Priorities Committee **RECOMMENDS** that, effective immediately, Rippleton Public School be the designated elementary school for students residing in the new residential developments located at 413-431 Roehampton Avenue, 55 and 65 Broadway Avenue, 2161 Yonge Street, 73 and 75 Broadway Avenue, and 117 and 127 Broadway Avenue, as presented in the report.

**Carried**

**3. Attendance Boundary Changes for Avondale Public School, Bayview Middle School, and Hollywood Public School and Accommodation of Students From Residential Developments in the Avondale Public School Area [4717]**

The Committee considered a report from staff (see PPC:005A, page 21), presenting solutions to address ongoing accommodation pressures at Avondale Public School.

**Moved by:** Trustee Williams

**Seconded by:** Trustee Sriskandarajah

The Planning and Priorities Committee **RECOMMENDS:**

- a) That the junior attendance area for Hollywood Public School be expanded to include portions of the Avondale Public School junior presented in the report;**

- b) That the intermediate attendance area for Bayview Middle School be expanded to include portions of the Avondale Public School intermediate attendance area, effective September 1, 2025, as presented in the report;
- c) That students who reside in the portions of the Avondale Public School attendance area described in Parts (a) and (b) above and attend Avondale Public School as of the end of the 2024-25 school year, be allowed to remain at Avondale Public School until they graduate;
- d) That siblings of students described in Part (c) above be allowed to attend Avondale Public School provided their older sibling is attending Avondale Public School at the time that they enter the school, and be allowed to remain until they graduate;
- e) That Finch Public School and Cummer Valley Middle School be the designated schools for students residing in the new residential developments located at 4955 Yonge Street/19 Hollywood Avenue, 179-181 Sheppard Avenue East, 145 Sheppard Avenue East, 105 Sheppard Avenue East/24-26 Leona Drive, 2-12 Oakburn Crescent, and 48-60 Avondale Avenue/25-55 Glendora Avenue/17-19 Bales Avenue, effective immediately.

Carried

#### 4. Days of Significance Calendar: Update [4740]

The Committee considered a report from staff (see PPC:005A, page 33 and attached), presenting information on updates to the Board's days of significance calendar.

**Moved by:** Trustee Williams

**Seconded by:** Trustee MacLean

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

Carried

**5. Somali Centre for Culture and Recreation: Update [4695]**

The Committee considered a report from staff (see PPC:005A, page 43), presenting information on the development of a Somali Centre for Culture and Recreation.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Aarts

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

**Carried**

**6. Strategic Workforce Engagement and Attendance Support [4727]**

The Committee considered a report from staff (see PPC:005A, page 57 and attached), presenting information on factors influencing staffing and fill rates, the impact of absenteeism on fill rates, steps taken to support existing pressures and increase classroom support and a workforce management strategy.

**Moved by:** Trustee Williams

**Seconded by:** Trustee King

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

**Carried**

At the Committee meeting, the following moved as business arising by Trustees Pei and Patel, was defeated by the Committee:

That the Director set a target to increase the fill rate to ninety percent within three years.

**7. Leadership Regarding Artificial Intelligence and Education**

**Moved by:** Trustee Ehrhardt

**Seconded by:** Trustee Dawson

**Whereas, Artificial Intelligence (AI) is a rapidly developing technology with both positive and negative ramifications for educators, trustees, and education in general that are relatively unknown and difficult to quantify; and**

**Whereas, the Ministry of Education has the resources and obligation to assist Boards in understanding the implications and impact of AI in schools;**

**Therefore, be it resolved:**

- (a) The Chair of the Board send a letter to the Minister of Education and the Attorney General of Ontario requesting a provincial strategy to support school boards' understanding of and approach to the use of AI in schools and its impacts on student achievement and well-being, which may include but is not limited to:**
  - i. the establishment of a provincial committee focused on supporting school boards in understanding the implications of AI on student achievement and well-being;**
  - ii. hosting a provincial conference focusing on the significant issues and implications of AI on schools, school boards, teaching, learning, and student well-being;**
  - iii. providing on-going support and strategies for educators and school boards regarding AI;**
- (b) That the provincial strategy include explicit considerations of and supports to address the following areas on the use of AI and its impacts on public education:**
  - i. student well-being and achievement;**
  - ii. connection to curriculum;**
  - iii. privacy, data and security;**
  - iv. quality control and algorithmic biases;**
  - v. equity;**
  - vi. child social development;**
  - vii. personal safety (including but not limited to cyberbullying, child exploitation, and gender-based violence);**
  - viii. professional development**
  - ix. academic integrity**
  - x. ethical considerations (including for predictive analytics);**

- (c) That correspondence at Part (a) be shared with the Ontario Human Rights Commission, the Ontario Public School Boards' Association, the Toronto Catholic District School Board, and OSTA-AECO;**
- (d) That the Director present a report to the Planning and Priorities Committee in the 2024-2025 school year on the emergence of AI and its implications for the Board, including, but not limited to:**
- i. implications on student well-being and achievement;**
  - ii. anticipated benefits to AI use by schools boards, educators and students;**
  - iii. implications for board policies and procedures;**
  - iv. early perspectives on the emergence of AI as relates to:**
    - student well-being and achievement**
    - connection to curriculum**
    - privacy, data and security**
    - quality control and algorithmic biases**
    - equity**
    - child social development**
    - personal safety (including but not limited to cyberbullying, child exploitation, and gender-based violence)**
    - professional development**
    - academic integrity**
    - ethical considerations (including use for predictive analytics)**
  - v. summary of work underway with the province, external organizations, staff and students related to the emergence of AI, including how school-based staff and students are being supported.**

**Carried**



**8. Cricket Development****Moved by:** Trustee Shan**Seconded by:** Trustee Sriskandarajah

**Whereas, cricket is one of the fastest growing sports in Canada; and**

**Whereas, offering cricket in schools provides many newcomer students a sense of belonging within the schools; and**

**Whereas, cricket in Canada is growing amongst students of all genders; and**

**Whereas many TDSB teachers, students and families have been working hard, especially over the past three decades, to promote cricket within the board; and**

**Whereas, many schools are struggling to find coaches, fields and equipment to offer cricket in their schools; and**

**Whereas, the lack of availability and accessibility of cricket fields and cricket programming have been a challenge for our students;**

**Therefore, be it resolved:**

**a) That the Director:**

- i. present a report, at a feasible time within next academic year, on ways to improve availability and accessibility of cricket in Toronto District School Board schools in 2024-2025 school year;**
- ii. consider initiating the formation of a time specific volunteer workgroup within the TDSB to review the status of cricket within the board and to provide recommendations;**
- iii. explore ways in which cricket can be introduced and integrated into both Strand A and B of the physical education curriculum;**
- iv. explore the possibility of developing a cricket strategy for the Toronto District School Board, in collaboration with other levels of government and the cricket related organizations in Toronto;**

- b) That the Chair write to the leadership of the three levels of government inviting them to explore with the Toronto District School Board, potential collaboration to increase availability and accessibility of cricket programming in Toronto.**

**Carried**

## **Part B: Information Only**

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

A meeting of the Planning and Priorities Committee was convened on Tuesday, June 11, 2024, from 4:39 to 11:53 p.m., including a thirty-minute recess, with Rachel Chernos Lin presiding.

### **10. Approval of the Agenda**

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

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

No matters to report

### **12. Delegations**

#### **re Cricket Development**

1. Heather Mitchell, Co-Chair SPACE Coalition, Co-Chair Community Sport Collective and member of CUSCAC
2. Mahendra Ram, Cricket Coach and Convenor
3. Melvin John, GTA Under 19 Women's Cricket Association
4. Sunil Katyal, Teacher and North Cricket Convenor

#### **re Attendance Boundary Changes for Avondale Public School, Bayview Middle School, and Hollywood Public School and Accommodation of Students From Residential Developments in the Avondale Public School Area [4717]**

5. Yi Luo, Community Member

#### **re Days of Significance Calendar: Update [4740]**

6. Grace Son, Rawlinson Community School

7. Jeff Carolin, TDSB Parent, Dovercourt PS

**13. Report From Trustees Appointed to the Ontario Public School Boards' Association**

The Committee received an update on the activities of the Ontario Public School Boards' Association.

**14. Extension of the Meeting**

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

**15. Adjournment**

On motion of Trustee Williams, seconded by Trustee Hastings, the meeting adjourned at 11:53 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Rachel Chernos Lin, Chair

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# **Days of Significance: TDSB's Approach**

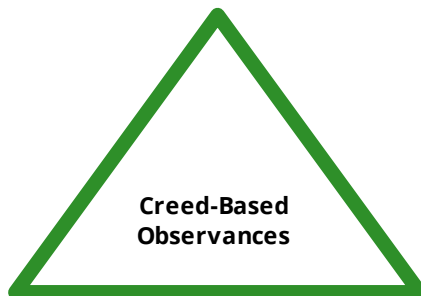
**Tuesday, June 11, 2024**

Toronto District School Board



# Days of Significance at the TDSB?

- The Board's Days of Significance Calendar currently identifies secular and creed-based observances, significant events, celebrations and public holidays based on multiple sources.
- Prior to the review, the Calendar was updated based on requests with changes being made throughout the year.



# Duty to Accommodate Creed/Religious Observances

CreedBased  
Observances

- The right to hold and practice creed/religion is a fundamental human right that is protected in the Board's Human Rights Policy (P031).
- There is a duty to accommodate creed/religious observances in accordance with the Board's human rights policy and case law.
- The creed/religion related accommodation is provided to support human rights at TDSB.



# Heritage Months Overview

- Currently the TDSB recognizes **13 Heritage/History Months**.
- **Heritage/History Month designations** are brought forward through a **Trustee motion and voted on by the Board of Trustees for approval**.
- Currently there is a **moratorium** in place, as approved by the Board of Trustees, signifying that additional Heritage/History Months may no longer be included until a Policy is developed.
- On **February 5, 2020**, the Board Trustees approved the **updated Policy Development Work Plan** for the Policy. The updated work plan identified several key themes related to Heritage/History month designations.





## Non Creed Based and Non Heritage Month Process: Phase 1 & 2

	Timeline	Calendars to Be Released	Committee Process
<b>2024 - 2025</b>	Phase 1 2024 - 2025	<ul style="list-style-type: none"> <li>TDSB Heritage and History Months Calendar</li> <li>Faith/Creed -Based Holy Days Calendar</li> <li>Indigenous Days of Significance Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Establishing the staff committee structure;</li> <li>Appointing staff committee members;</li> <li>Defining roles and responsibilities of the staff committee members;</li> <li>Establishing the frequency that this committee will meet and;</li> <li>Establishing conditions and criteria for the inclusion or exclusion of dates.</li> </ul>
	Phase 2	<ul style="list-style-type: none"> <li>Continuation of Phase 1</li> </ul>	<ul style="list-style-type: none"> <li>Development of communication process for the TDSB; and,</li> <li>Development of a TDSB Days of Significance Calendar pursuant to the developed processes</li> </ul>

Non Creed Based and Non Heritage Month Days

(e.g., significant events, celebrations and/or public holidays)



## Non Creed Based and Non Heritage Month Process: Phase 3

	Timeline	Calendars to Be Released	Committee Process
<b>2025 - 2026</b>	Phase 3	<ul style="list-style-type: none"> <li>• TDSB Heritage and History Months Calendar</li> <li>• Faith/Creed -Based Holy Days Calendar</li> <li>• Indigenous Days of Significance Calendar</li> <li>• <b>TDSB Days of Significance Calendar</b></li> </ul>	<ul style="list-style-type: none"> <li>• A review of the identified process and,</li> <li>• Development of communication for the TDSB</li> </ul>





# **Strategic Workforce Engagement and Attendance Support**

**Planning and Priorities Committee  
June 11, 2024**



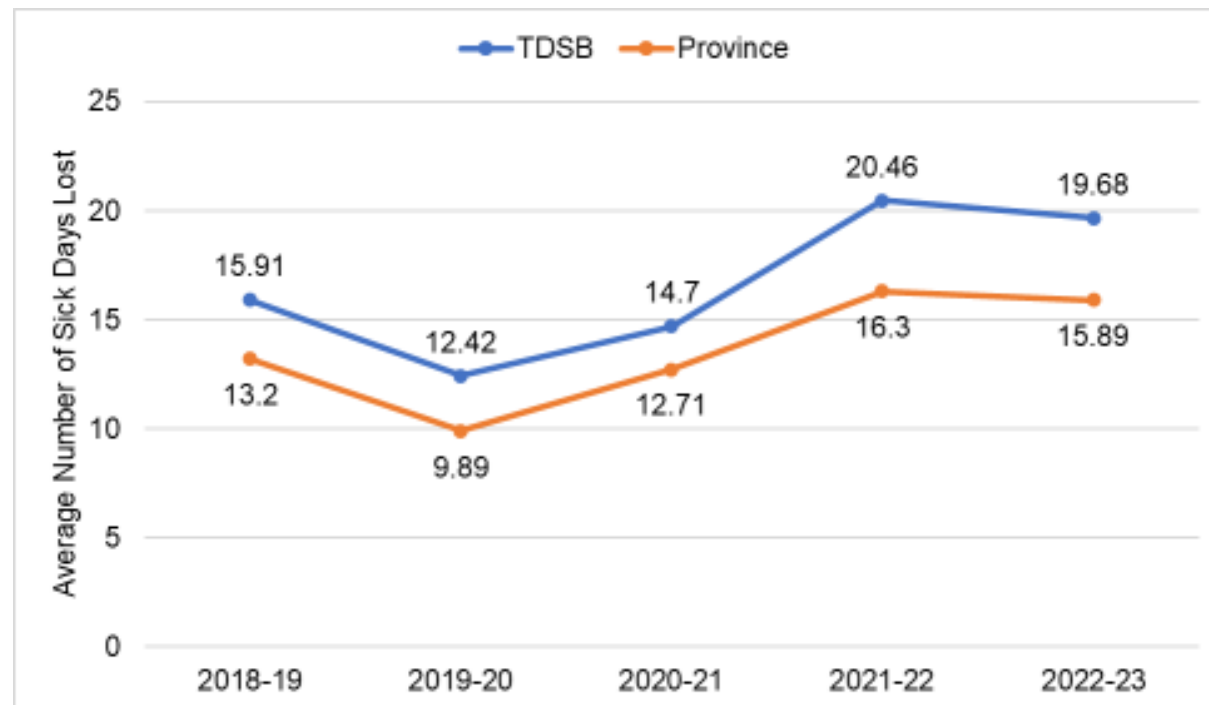
## Context

- Stable and consistent staff presence has a substantial and positive impact on student and staff well-being and student achievement.
- TDSB depends on the contribution of its employees, and their regular attendance at work, to realize our commitment to student success as directed by the MYSP.
- An annual absence study by the School Boards' Co-operative Inc. (SBCI), along with TDSB analyses, demonstrate absenteeism patterns and its impacts over time.

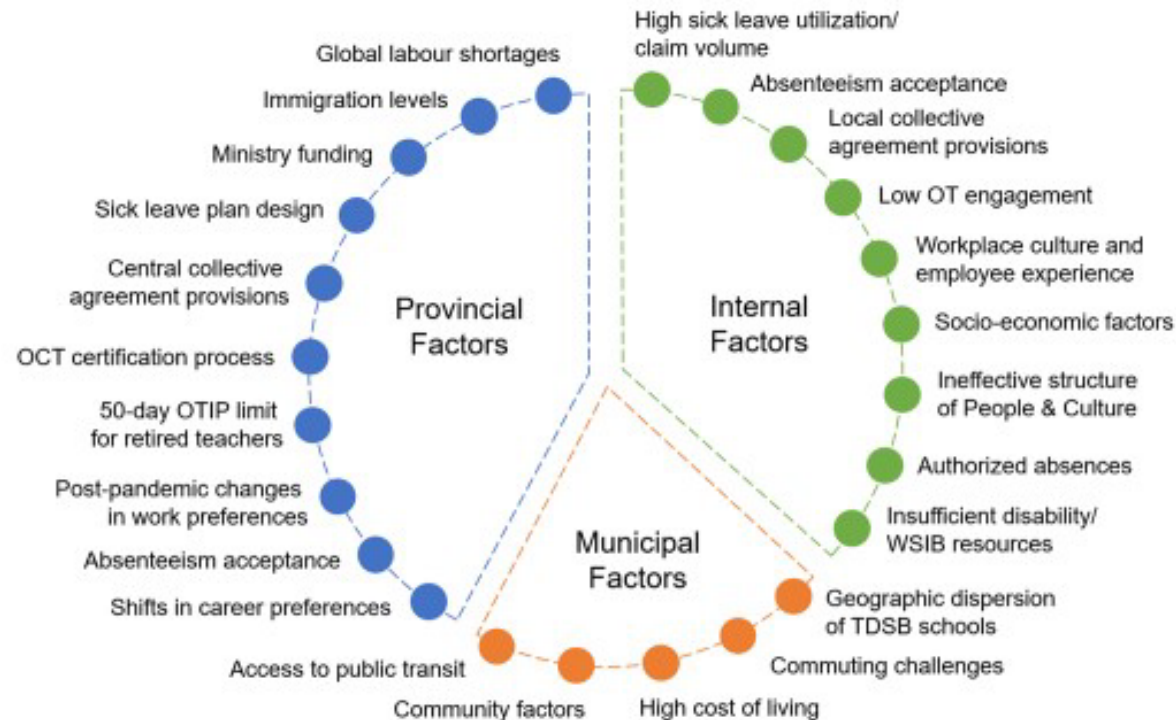


## Context

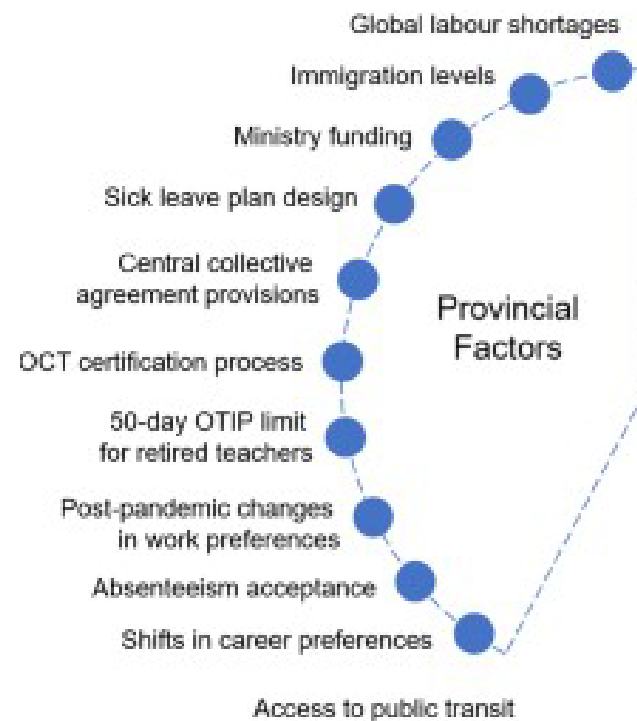
SBCI Annual Absence Study (2023) findings :



## Factors Influencing Staffing & Fill Rates

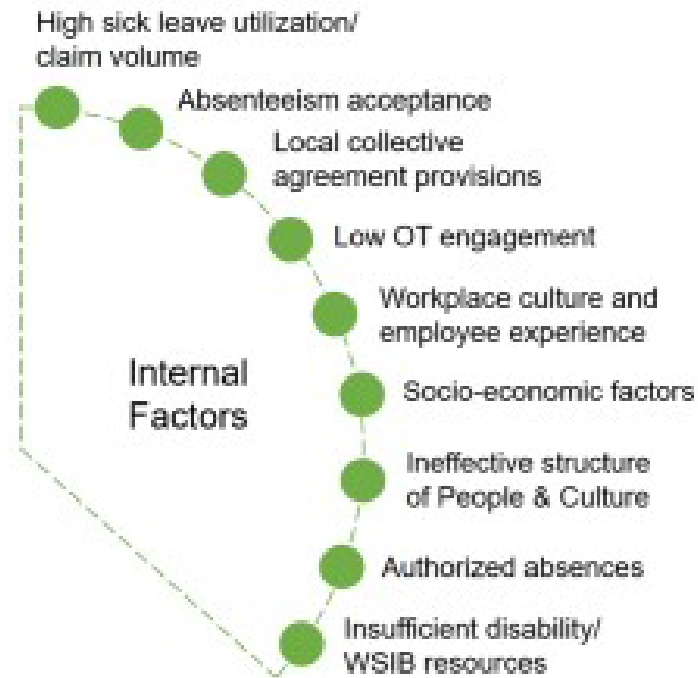


## Factors Influencing Staffing & Fill Rates

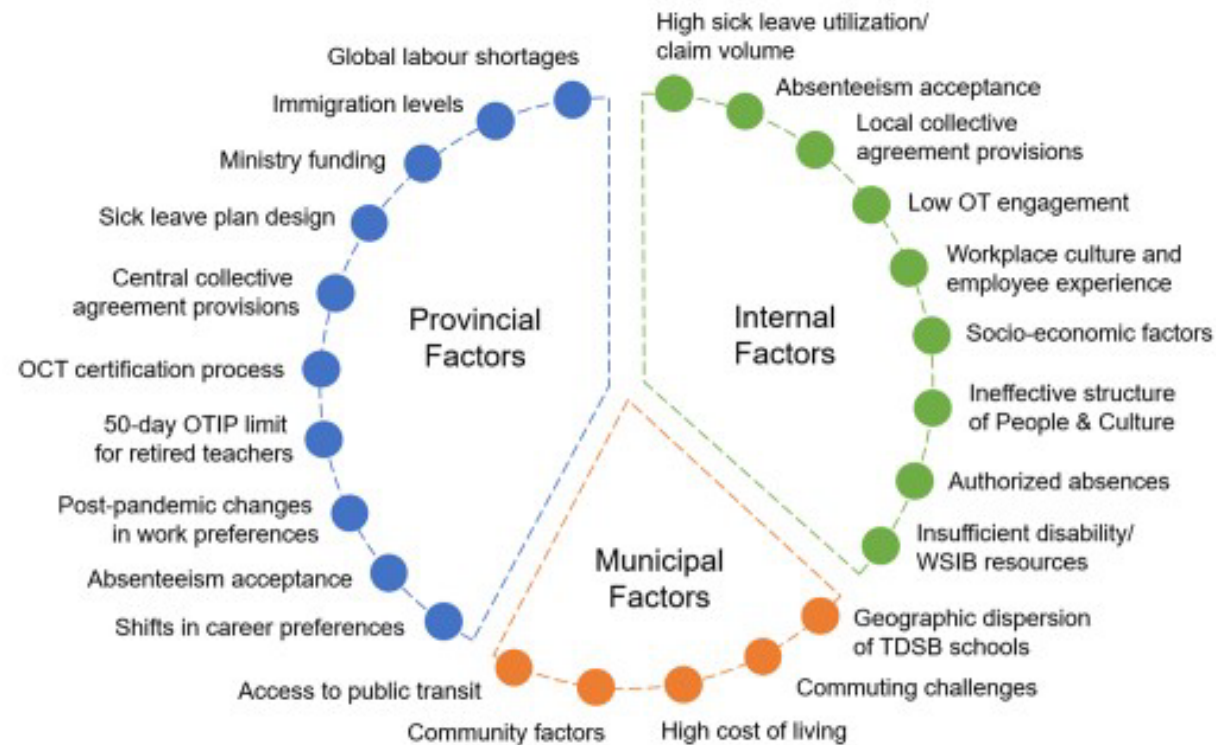




## Factors Influencing Staffing & Fill Rates



## Factors Influencing Staffing & Fill Rates



## Internal Factors

- Research has shown a relationship between higher rates of absenteeism and staffing shortages with:
  - Low-income families, racialized students, and students with special education needs.
  - Geographic dispersion, affordability, and access to transit.
  - *Absenteeism acceptance*: the “tendency to accept absenteeism, recognizing an effective response to absenteeism without attempting to change it” (Shapira-Lishchinsky & Raftar-Ozery, 2018, p. 494).



## Impact of Absenteeism

- Existing absenteeism rates create an over-reliance and subsequent pressure on financial and alternate human resources.
- Absenteeism costs over the past two years have represented 9.46% and 8.71% of TDSB's total payroll, respectively, in each of the past two years (SBCI, 2023):

Year	TDSB Sick Day Average	Provincial Sick Day Average	TDSB Total Replacement Cost	TDSB Total Cost of Sick Leave
2021-22	20.46	16.30	\$126,003,426	\$233,516,315
2022-23	19.68	15.89	\$131,336,843	\$213,111,058



## Steps Taken to Support Existing Pressures and Increase Classroom Supports

- Refresh of the Elementary and Secondary OT lists
- Expedited teacher candidate process
- Assigned Long Term Occasional Teachers (ALTOs)
- Pool hiring for high-need positions
- Additional teacher to VP candidate process
- Expedited experienced administrator external hiring process
- CUPE pilot program
- Interim measures, administrative/directed leave
- Leveraging technology & technology improvements
- Enhanced employee experience in schools
- Educational partner engagement & stewardship
- Talent acquisition strategy & task force
- Communications/branding campaign



## Action Plan & Next Steps

People & Culture has developed a comprehensive action plan aimed at enhancing workforce engagement and management through four key objectives :

### 1. People & Culture Transformation (beginning Fall 2024)

- Operational structure modernization (centralization of key services)
- Business Partner model
- Process improvement

### 2. Attendance Awareness and Support (beginning Fall 2024)

- Attendance support program
- Attendance reporting & key performance indicators (KPIs)
- Performance improvement & operational clarity
- Communications campaign

## Action Plan & Next Steps

### **3. Talent Management**

- Employment equity
- Talent acquisition
- Professional learning
- Process improvement

### **3. Educational Partner Engagement and Organizational Enablement:**

- Leadership commitment
- Department alignment, collaboration
- Union/Associations
- Transparent communication and information sharing



# Questions







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## **Director Search Committee Report No. 01**

DSC:001A  
Wednesday, June 12, 2024  
12 p.m.  
Hybrid Meeting  
Boardroom, 5050 Yonge Street

**Members Present** Trustees Anu Sriskandarajah (Chair), Rachel Chernos Lin, Matias de Dovitiis, Liban Hassan, Debbie King, Patrick Nunziata, Zakir Patel, Yalini Rajakulasingam, Neethan Shan, Deborah Williams and Manna Wong

The meeting was a hybrid model with Trustees Sriskandarajah 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**

No matters to report

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

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

A hybrid meeting of the Director Search Committee was convened on Wednesday, June 12, 2024 from 12:07 to 1:26 p.m., with Denise Joseph-Dowers, Senior Manager, Governance and Board Services presiding.

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Director Search Committee, Report No. 01, June 12, 2024

## 2. Approval of the Agenda

On motion of Trustee Rajakulasingam, seconded by Trustee Chernos Lin, the agenda was approved.

## 3. Declarations of Possible Conflict of Interest

No matters to report

## 4. Election of a Committee Chair

The Senior Manager called for nominations for the position of committee chair.

Trustee Williams nominated Trustee Sriskandarajah.

Trustee Chernos Lin, seconded by Trustee Hassan, moved: **That nominations be closed.**

The motion was carried.

There being no further nominations, Trustee Sriskandarajah was declared elected to the position of chair of the Director Search Committee and assumed the chair for the remainder of the meeting.

## 5. Election of a Committee Vice-Chair

The Chair called for nominations for the position of committee vice-chair.

Trustee Rajakulasingam nominated Trustee King. Trustee King declined the nomination.

Trustee Hassan nominated Trustee Patel. Trustee Patel declined the nomination.

Trustee Hassan nominated Trustee de Dovitiis.

Trustee Chernos Lin, seconded by Trustee Shan, moved: **That nominations be closed.**

The motion was carried.

There being no further nominations, Trustee de Dovitiis was declared elected to the position of vice-chair of the Director Search Committee.

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Director Search Committee, Report No. 01, June 12, 2024

## **6. Private Matters**

At 12:14 p.m. on motion of Trustee Chernos Lin, seconded by Trustee Rajakulasingam, the meeting resolved into private to consider next steps.

## **7. Adjournment**

On motion of Trustee Williams, seconded by Trustee de Dovitiis, the meeting adjourned at 1:26 p.m.

## **Part C: Ongoing Matters**

No matters to report

Submitted by: Anu Sriskandarajah, Committee Chair

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## Finance, Budget and Enrolment Committee

### Report No. 10

FBEC:010A

Thursday, June 13, 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, Yalini Rajakulasingam, Neethan Shan, Anu Sriskandarajah, and Deborah Williams.

The meeting was a hybrid model with Trustees Aarts, de Dovitiis, Hastings, Laskin, MacLean and Patel 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. Community Use of Schools Community Advisory Committee: Permit Fees, Community Use of Schools Grant and Current Fee Revenues Correlation**

The Committee considered a report from the Community Use of Schools Community Advisory Committee from its meeting dated May 14, 2024, (see FBEC:010A, page 1) presenting a recommendation regarding permit fees, community use of schools grant and current fee revenues correlation.

**Moved by:** Trustee de Dovitiis

**Seconded by:** Trustee Aarts

## Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024

The Governance and Policy Committee **RECOMMENDS** that the following recommendation from the Community Use of Schools Community Advisory Committee be referred to staff for consideration of CUSCAC's request:

A. WHEREAS, CUSCAC's mandate is:

1. to facilitate ongoing feedback from community organizations on both the continued implementation of TDSB Community Use of School Policies. (policy P.011, Community Use of Board Facilities and P.023)
2. to suggest improvements to the policy;
3. to provide an opportunity to explore the concept of Integrated Service Delivery (ISD) with community agencies and groups;
4. to assess the impact of CUS funding from the Ministry of Education on use of space and to make recommendations regarding that funding;
5. to make recommendations to the TDSB in order to:
  - a. increase the accessibility and use of school facilities by community groups
  - b. increase the concurrent use of school facilities by multiple community groups
  - c. increase revenues from the Province of Ontario to support CUS
  - d. improve and streamline the permit application process and reduce barriers to access
  - e. ensure access and equity considerations re CUS

B. Whereas TDSB is considering changes to Permit fees in accordance with Policy PO11 "Community Use of Board Facilities" as part of its 2024-25 budget deliberations.

C. Whereas the Finance Budget and Enrolment committee meeting of March 19, 2024 TDSB staff advised that<sup>4</sup>:

Permit fees were insufficient to cover staff's assessment of ancillary costs; and,

The board was subsidizing \$2.5 million in costs from Category A1 and A2 groups because the grant from the ministry was insufficient to cover actual costs incurred for these groups.

<sup>4</sup> [<https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=16927>] page 8  
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Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024

- D. Whereas on April 4, 2024 the TDSB approved that the Director review and consult with partner organizations on the TDSB's permit fee structure and subsidies and present a report to the Planning and Priorities Committee on recommended changes<sup>5</sup>;
- E. Whereas the structure of permit fees has not been explored in depth in more than 10 years;
- F. Whereas categories A1 and A2 include permits for youth, seniors, and marginalized groups and offer important community programming that is valuable for student achievement and community wellbeing that could be rendered unable to operate in schools if the fees increase in the ways proposed<sup>6</sup>;
- G. Whereas community groups plan their activities and budget for their costs and revenues long before they are approved for permits;

Be it resolved that;

CUSCAC recommends:

That prior to contemplating changes beyond inflationary increases, TDSB Trustees through Finance Budget Enrolment Committee (FBEC) request the Director of Education provide detailed data to CUSCAC demonstrating how costs incurred by the board for permits correlate to the Community Use of Schools Grant and current fee revenues, with the purpose of better understanding:

- a) where and how the fee structure and subsidy structure are working, including a monthly estimate of current A1 and A2 fee revenues;
- b) how any changes in fees would be applied both in the budget and to community groups<sup>7</sup>;
- c) how different costs are incurred based on type of permit use.

And

That prior to a report being presented to the Planning and Priorities Committee on recommended permitting changes, CUSCAC have the opportunity to review and comment on this data as part of consultations on the TDSB's permit fee structure and subsidies.

<sup>5</sup> <https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=17118> page 54

<sup>6</sup> [https://www.tdsb.on.ca/Portals/0/community/Permits/G02\\_Permits\\_Categories.pdf](https://www.tdsb.on.ca/Portals/0/community/Permits/G02_Permits_Categories.pdf)

<sup>7</sup> For example, at what point during the school year groups would be required to pay the increase.

**2. Contract Awards, Facilities [4714]**

The Committee considered a report from staff (see FBEC:010A, page 19) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee MacLean

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

**Carried**

**3. Contract Awards, Operations [4713]**

The Committee considered a report from staff (see FBEC:010A, page 31) presenting contract awards. The Committee received the contracts on Appendix A.

**Moved by:** Trustee de Dovitiis

**Seconded by:** Trustee Laskin

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

**Carried**

**4. Borrowing Facilities [4716]**

The Committee considered a report from staff (see FBEC:010A, page 47) presenting information on a proposed borrowing resolution and amendment to the Board's credit facility.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

- a) That a borrowing facility of \$200M to support the Board's daily operating requirements, for the period ending June 30, 2026, as presented in the report, be approved;**

- b) That a borrowing facility of \$400M to support permanent improvements relating to capital priorities, school condition improvement, child care capital and other capital programs as approved by the Ministry of Education, for the period ending June 30, 2026, as presented in the report, be approved;
- c) That, in accordance with Section 243 of the *Education Act*, the Secretary-Treasurer and Chair or Vice-chair of the Board be authorized to sign, on behalf of the Board, the short-term borrowing resolutions at Parts (a) and (b), as presented in the report;
- d) That Amendment #5 to Credit Facilities for Toronto District School Board, as presented in the report, be approved.

Carried

**5. Melody Village Junior School: Community Planning and Partnership Lease Agreement With Kerry's Place Autism Services [4732]**

The Committee considered a report from staff (see FBEC:010A, page 79) presenting information on a proposed lease agreement with Kerry's Place Autism Services for the use of two Kindergarten rooms at Melody Village Junior School to support Ontario Autism Program's Entry to School Program.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee MacLean

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the Toronto Lands Corporation be authorized to negotiate and execute a Community Planning and Partnerships lease agreement with Kerry's Place Autism Services at Melody Village Junior School to support the Ontario Autism Program's Entry to School Program.

Carried

**6. Construction Tender Award: Addition and Renovation at McKee Public School [4741]**

The Committee considered a report from staff (see FBEC:010A, page 85) presenting information on a construction tender award for an addition and renovation at McKee Public School.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Laskin

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

- a) That a contract award to Trinity Construction Management Limited to construct a three-classroom addition at McKee Public School in the amount of \$4,993,333 (excluding HST), be approved.
- b) That Ministry approval be sought to utilize up to \$869,352 of Proceeds of Disposition to cover the capital shortfall, as presented in the report.

Carried

## 7. 2024-2025 Budget Estimates [4742]

The Committee considered a report from staff (see FBEC:010A, page 89 and attached) presenting the 2024-2025 budget estimates.

**Moved by:** Trustee Li

**Seconded by:** Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

**A. Whereas, the Toronto District School Board currently has a \$35.3 million budget gap for the 2024-2025 school year; and**

**Whereas, staff and the Minister of Education have indicated the possibility of attaining Ministry of Education approval to use \$27.5 million in Process of Disposition (POD), which does not fully cover the budget gap;**

**Therefore, be it resolved:**

**That the Director:**

- i. implement strategies as presented in the report to the Planning and Priorities Committee on June 11, 2024, namely, Strategic Workforce Engagement and Attendance Support [4727], to further reduce average staff absenteeism days by at least 0.5 days to realize \$3.5M in budget savings;
- ii. implement adjustments to the 1:1 Device program agreement to allow schools to recover device costs from parents where appropriate, with special allocations made to support families with need, to realize at least \$0.3 million in savings;

**Options to Balance**

Further Reduce Absenteeism by 0.5 Days	\$	3.5
1:1 Device Repair Cost Recovery	\$	0.3
<b>Total Options to Balance</b>	<b>\$</b>	<b>3.8</b>

- iii. **send a request to the Ministry of Education to use \$27.5 million in Proceeds of Disposition to cover budget shortfalls in the fiscal year 2024-2025.**

- B. That staff reconsider their decision to remove the senior's discount from General Interest/Seniors' Programs and make up the operational difference through fully implementing the 1:1 Device Repair Recovery Cost (\$200K) and meet with the Friends of Learn4Life similar to the way staff are delaying the implementation of Permit changes as they meet with the Community Use of Schools Community Advisory Committee and come back to FBEC in October cycle to report back.**

**Carried**

At the Committee meeting, Part A was added on amendment of Trustees Li and Aarts. The parts of the motion were voted on separately as follows:

On motion of Trustee Li, seconded by Trustee Aarts, Part (A)(i) was carried.

On motion of Trustee Li, seconded by Trustee Aarts, Part (A)(ii) was carried.

On motion of Trustee Li, seconded by Trustee Aarts, Part (A)(iii) was carried.

Also at the Committee meeting, Part B was added on amendment of Trustees Laskin and Aarts.

Staff had recommended:

- (a) That the operational efficiencies as indicated in the report be received;
- (b) That the Board request the use of \$27.5 million of Proceeds of Disposition from the Ministry of Education;
- (c) That the options for balancing the budget as recommended by FBEC be approved.

At the Committee meeting, the following recommendation from staff was defeated by the Committee:

- (a) That the operational efficiencies as presented in the report be received.

## 8. **Business Arising: 2025 Federal, Provincial and Municipal Budget Consultations**

At the Committee meeting, Trustees Laskin and MacLean, on behalf of Trustee Ehrhardt, introduced the following as business arising following the matter, 2024-2025 Budget Estimates [4742].

**Moved by:** Trustee Laskin

**Seconded by:** Trustee MacLean

The Finance, Budget and Enrolment Committee **REFERS the matter WITHOUT RECOMMENDATION.**

Whereas, the Federal Standing Committee on Finance typically launches its budget consultations in summer of the year prior (summer 2024 for 2025 budgets) and typically invites input from the public; and

Whereas, other orders of government typically launch their budget consultations in the fall prior to the year of the budget (fall 2024 for 2025 budgets) inviting comments from the public;

Therefore, be it resolved that the Chair participate in Federal, Provincial and Municipal 2025 budget consultations, through written submissions and public presentations:

- i. Making note of the exceptional challenges faced by our children and youth, and the critical importance of investments that took place to keep schools open throughout the pandemic and continue to be required to support students achieving their full potential;
- ii. calling upon all orders of government to work together to invest in children and youth, including supports for well-being and achieving equitable educational outcomes;
- iii. Making note of areas of particular challenge where work and investments across all orders of government are essential, including mental health, community safety, school nutrition programming, child care, and community use of schools;
- iv. Requesting targeted sustained capital investments to support climate mitigation, adaptation, accessibility and healthy school buildings, specifically clean air and heating, cooling and ventilation systems;

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Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024

- v. copying the Federal Finance Minister, the Provincial Minister of Finance, the Provincial Minister of Education, the Mayor of Toronto, and the Ontario Public School Boards' Association on any correspondence.

**Carried**

## **9. Contract Awards, Summer Approval Process [4743]**

The Committee considered a report from staff (see FBEC:010A, page 89) presenting information on the contract approval process during the summer months when there are no scheduled standing committee and Board meetings, in accordance with the purchasing policy, P017.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Laskin

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report be received.

**Carried**

## **10. Capital Projects Status Update [4744]**

The Committee considered a report from staff (see FBEC:010A, page 201) presenting contract awards.

**Moved by:** Trustee de Dovitiis

**Seconded by:** Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report be received.

**Carried**

## **11. Business Arising: Letter to the Minister of Education**

At the Committee meeting, Trustees Laskin and MacLean introduced the following as business arising following the matter, Education Capital Projects Status Update [4744].

**Moved by:** Trustee Laskin

**Seconded by:** Trustee MacLean

## Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the Chair respond the letter from the Minister of Education received on June 13, 2024 with specific regard to addressing the inaccuracies contained within the letter.

Carried

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

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

A meeting of the Finance, Budget and Enrolment Committee was convened on Thursday, June 13, 2024, from 4:34 p.m. to 12:03 a.m. with Zakir Patel, presiding.

### **13. Approval of the Agenda**

On motion of Trustee Laskin, seconded by Trustee MacLean, the agenda was approved.

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

No matters to report

### **15. Delegations**

#### **re 2024-25 Budget Estimates [4742]**

1. John Weatherup, Toronto Education Workers/Local 4400
2. Joanne Penhale, R.H. McGregor PSC
3. Alison Attanasio. Roden and Equinox Holistic School
4. Katrina Matheson, Toronto Schools Caregiver Coalition, and Parent, Rosedale Heights School of Arts and Regal Road
5. Rachael MacKenzie-Neill, Boys and Girls Club Canada

#### **re Continuing Education**

6. Jared Westreich, Friends of Learn4Life

### **16. Private Matters**

At 11:58 p.m., on motion of Trustee Laskin, seconded by Trustee Aarts, the meeting resolved into private to consider matters on the private agenda.



## **17. Extension of the Meeting**

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

## **18. Adjournment**

On motion of Trustee Chernos Lin, seconded by Trustee Laskin, the meeting adjourned at 12:03 a.m., on Thursday, June 14, 2024.

## **1. Part C: Ongoing Matters**

No matters to report

Submitted by: Zakir Patel, Committee Chair

# **2024-25 Budget Estimates Finance, Budget and Enrolment Committee**

June 13, 2024





## Agenda

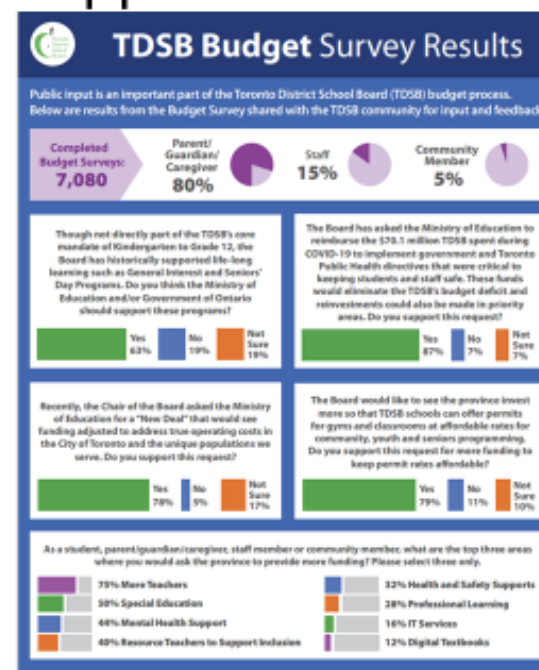
- Budget Timelines
- Balancing the 2024-25 Budget, Structural Deficit and TDSB Reserves
- 2024-25 Projected Revenue
- 2024-25 Projected Expenditures
- Financial Position and Proposed Options to Balance
- How the Budget Supports the Multi-Year Strategic Plan

## Budget Timelines

Date	Committee/Meeting	Event
September 12/23	FBEC	Proposed schedule approved to finalize budget before the release of grants (March 27)
October 11/23	FBEC	Discussion related to GSN Consultation by the Ministry of Education
January 18/24	FBEC	Enrolment projections provided
January 29/24	Special FBEC	Projected 2024-25 Financial Position provided
February 14/24	FBEC	Information regarding 1:1 student devices and potential areas of focus to balance the 2024-25 budget provided
February /March 2024	Budget Town Halls and Ward Forums	To provide information, respond to questions and allow for feedback
March 4/24	Special FBEC	Approval of school based staffing and presentation of Financial Facts Document
March 19/24	Special FBEC	Presentation of options to balance the 2024-25 budget
March 26 and 27/24	Special FBEC	To allow for delegations related to the 2024-25 budget
April 2 and 4/24	FBEC and Special Board	Presentation of proposed options to balance the 2024-25 budget
April 25 to May 2/24	Budget Town Halls	Additional town halls to provide opportunities for information sharing and to receive feedback
April 26 to May 3/24	Budget Survey	Survey to receive feedback on the 2024-25 budget
April 26/24	Release of the Core Education Funding	Grants released for staff to calculate actual grant revenue
May 29/24	Special FBEC	Presentation of the updated financial position based on the release of the grants and further discussion on options to balance the 2024-25 budget
June 13/24	FBEC	Presentation of 2024-25 budget
June 19/24	Board	Approval of 2024-25 budget

## Consultations/Feedback Opportunities

- To date, the Board has provided a number of opportunities to receive information about and provide feedback related to the 2024-25 Budget. They include:
  - 4 Ward Forums covering 9 different wards
  - 2 Budget Town Halls prior to April 4/24
  - Presentation to/Feedback from various Community Advisory Committees including SEAC and CUSAC.
  - Presentation to/Feedback from Student Senate and the Equity Collective
  - 2 evenings of delegations on the Options to Balance and written delegations
  - 4 additional Budget Town Halls
  - Budget survey with over 7,000 responses

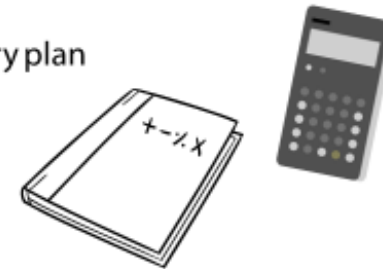


# BALANCING THE 2024-25 BUDGET



## Balancing the 2024-25 Budget

- Boards are required to submit a balanced budget per section 231 of the Education Act:
  - Under the regulation, the Board can have a deficit of 1% (up to max of reserve balance) without requiring permission from the Ministry. 1% is approximately \$30 million.
- However, the Board had a 1.4% deficit in 2022-23 and required approval from the Ministry for the deficit:
  - As part of the approval, the Board provided a 3 year deficit recovery plan
    - 2024-25 is year 3 of the 3 year plan
    - **The plan committed to an \$8.2 million surplus in 2024-25**
    - **Given all of the challenges TDSB is experiencing, staff believes that a balanced budget would be appropriate for 2024-25**



## Balancing the 2024-25 Budget

- The Board has been operating with a structural deficit (where it is spending more than it is receiving in revenue) over the last number of years.
  - This results in a deficit on an annual basis which uses up the accumulated reserves
  - During the pandemic, the Board used an additional \$69 million in reserves to support student and staff safety.
    - The Board has advocated for the return of this funding.
  - As a result, at the end of 2021-22, the Board used all of its working fund reserve and some of its Internal Reserves and continued to decrease in 2022-23.
    - The implementation of Bill 124 will result in the use of all the Board's internal reserves in 2023-24
  - The structural deficit is a result of a number of reasons, both outside of and within the control of TDSB



## Balancing the 2024-25 Budget

- The Deficit Recovery Plan is important due to the fact that at the end of 2021-22, the Board used all of it's working fund reserves:

	Working Funds	Internal Reserves	External Reserves	Total
<b>2018-19</b>	\$ 29,325	\$ 147,813	-\$178,740	-\$ 1,602
<b>2019-20</b>	\$ 16,744	\$ 159,938	-\$152,116	\$ 24,566
<b>2020-21</b>	\$ 22,720	\$ 179,034	-\$132,903	\$ 68,851
<b>2021-22</b>	\$ -	\$ 90,151	-\$822,114 *	-\$731,963
<b>2022-23</b>	\$ -	\$ 40,546	-\$814,795 *	-\$774,249

\* - The Asset Retirement Obligation accounting standard was implemented in 2021-22 and has a significant impact on the external reserve balance.

## Reasons for Structural Deficit Not Within the Control of the Board

- Canada Pension Plan (CPP) has been gradually increasing from 4.95% in 2019 to 5.95% in 2023. In 2024, a second additional contribution rate was added.
- Employment Insurance (EI) has also been increasing over this period of time
- There has not been a corresponding increase in funding.
- The total underfunding for these statutory benefits in 2024-25 will be \$35.2 million.



Statutory Benefits  
(Canada Pension Plan  
and Employment  
Insurance)

## Reasons for Structural Deficit Not Within the Control of the Board



Difference in Funding  
for Teacher Salaries vs.  
Actual Salary Cost

- In 2014, the Province began Central Bargaining and came up with a central teacher grid.
  - Funding for teachers is based on this grid.
- At that time, the TDSB grid was higher than the central grid leading to an unfunded amount per teacher
- The amount continues to increase annually as the centrally bargained percentages are applied.
- The amount that is unfunded in 2023-24 is \$22.3 million.

## Reasons for Structural Deficit Not Within the Control of the Board

- TDSB has more capacity than it has students
- This results in underutilized schools and the potential to close schools to reduce operating costs
- The issue is that the Provincial moratorium on school closures prevents TDSB from closing schools
- In addition, the Ministry eliminated the “top up” grant that recognized that it costs the same to operate an underutilized school as a fully utilized school and then prevented Boards from being able to fix this issue.
- The top up grant for TDSB was approximately \$35 million in 2014-15 and enrolment has decreased since this time.



Cost of Operating  
Under-Utilized  
Schools due to  
School Closure  
Moratorium

## Reasons for Structural Deficit Not Within the Control of the Board



Replacement Costs  
for Sick Leave

- The Putting Students First Act changed the allocation of sick leave in 2012.
- Since this change, School Boards' Co-operative Inc. (SBCI) says that the Provincial average use of sick days has doubled from 8 to 16 days
- Each sick day costs the Board approximately \$5.6 to \$6.7 million in replacement costs.

## Reasons for Structural Deficit Not Within the Control of the Board

### Bill 124

- There are 2 different impacts on the finances of TDSB:
  - Retro impact – impact on current year deficit and accumulated deficit
  - Annual impact moving forward
- Retro impact
  - The underfunded amount of the retro payment is \$33 million, of which \$7 million relates to capital projects and Proceeds of Disposition will be requested.
  - This will increase the 2023-24 operating deficit by \$26 million and will use all of the Board's internally restricted reserves
- Annual impact
  - The impact moving forward is an annual budget pressure of \$5.5 million

## 2024-25 PROJECTED REVENUES



## 2024-25 Projected Revenue

	<b>2024-25</b>	<b>2023-24</b>	<b>Difference</b>
Core Education Funding (formerly Grants for Student Needs)	3,176,225,873	3,098,728,991	77,496,882
Bill 124 Planning Provision	111,822,997	-	111,822,997
Other Ministry Grants	24,092,623	37,415,164	(13,322,541)
Miscellaneous	202,714,571	199,974,871	2,739,700
	<b>3,514,856,064</b>	<b>3,336,119,026</b>	<b>178,737,038</b>



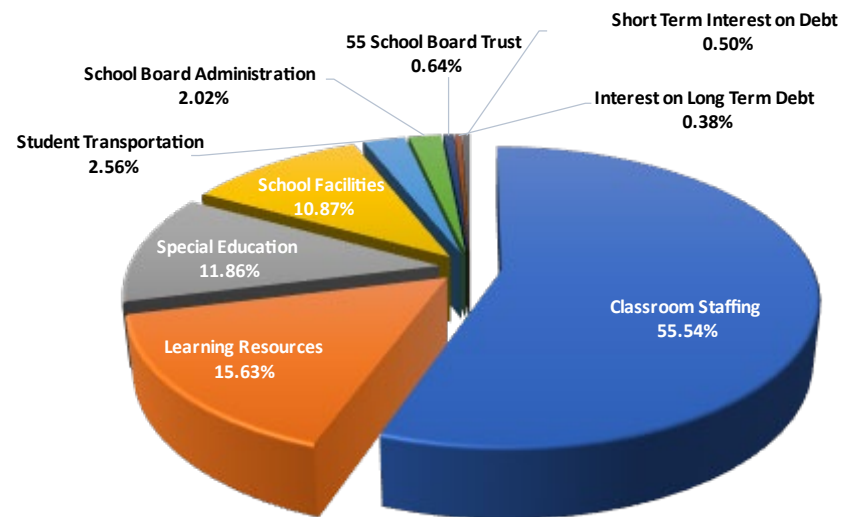
## Core Education Funding (Core Ed)

- The majority of funding for school boards comes from the Core Ed (formally GSN)
- There have been significant restructuring of the funding formula
  - Per the Ministry, "These changes incorporate feedback from stakeholders from the fall 2023 GSN consultations, which identify requests to make the GSN funding formula simpler to understand."
  - Per the Ministry, "there will be minimal funding impacts to school boards from the changes"
- The GSN funding formula has been streamlined:
  - From 18 grants to 6 pillars
  - From 77 to 28 allocations
- The Core Ed is mostly dependant on enrolment
- The Core Ed for 2024-25 is projected to be \$3.2 billion

## Enrolment

	2024-25	2023-24	Difference	
	ADE	ADE	ADE	%
Kindergarten	30,784.5	31,510.0	- 725.5	-2.3%
Grades 1 to 3	50,495.5	49,830.0	665.5	1.3%
Grades 4 to 8	83,649.5	83,331.0	318.5	0.4%
<b>Total Elementary</b>	164,929.5	164,671.0	258.5	0.2%
<b>Secondary</b>	74,253.0	72,988.5	1,264.5	1.7%
<b>Total Enrolment</b>	<b>239,182.5</b>	<b>237,659.5</b>	<b>1,523.0</b>	<b>0.6%</b>

## 2024-25 Core Education Funding (Core Ed)



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## Highlights of Core Ed

- In 2024-25, the Core Ed was released on April 26, 2024
- Some of the key changes were:
  - Labour related increases
    - 1.25% for teaching staff
    - \$1/hour for education workers
  - The implementation of the 2021 census updates.
  - The transportation grant has increased by approximately 3.5%.
  - A small increase in Special Education funding for the Special Incidence Portion (SIP) and Specialized Equipment Allocation (SEA)
  - The Clean and Safe Supplement has been eliminated. This represents a reduction of \$1.8 million.
  - A 2% increase to the nonstaff portion of the school facilities fund.

## Other Ministry Grants

- The majoring of Other Ministry Grants come from Responsive Education Programs (REP) Funding (formerly Priorities and Partnerships Funding (PPF))
  - Ministry has changed the previous other grants called Priorities and Partnership funding (PPFs) to REP funding to “enhance transparency in type and purpose of funding”
  - supplemental to the Core Ed and provides time-limited funding which is reviewed and assessed by the ministry each year
- The Ministry usually provides an agreement with the Board that outlines how the funds must be spent.

## Key Changes to Responsive Education Program (REP) Funding

- The "Math Recovery Plan" funding has continued
- The REP to support Early Reading and Reading Intervention has continued.
- The \$11.1 million of funding to fund staff to support de-streaming and transition to high school has been discontinued.
  - This has an impact on the 2024-25 budget as the majority of positions supported by this funding were included in the school based staffing

## Miscellaneous Revenue

- The miscellaneous revenue for TDSB includes:
  - Permit revenue
  - Lease revenue
  - Interest revenue
  - International student fees
- During COVID, a number of these grants decreased due to limitations and restrictions that were in place.
  - Revenue has started to increase again to pre-pandemic levels.

## 2024-25 PROJECTED EXPENDITURES



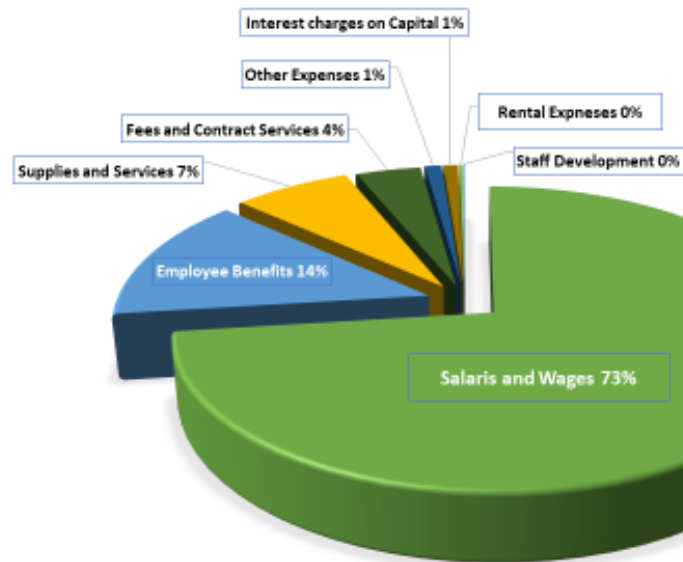




## 2024-25 Projected Expenditures

- Total projected operating expenditures for 2024-25 are estimated at \$3.5 billion.
- Instructional Expenditures – 87%
- Supplies and Services – 7%
- Fees and Contractual – 4%
- Other – 2%

## 2024-25 Estimated Expenditures



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## 2024-25 Projected Expenditures

- Salaries and benefits represent 87% of projected expenditures
- Changes in staffing have happened for 2 main reasons:
  - An increase or decrease in positions as a result of projected changes in enrolment
  - A reduction in central positions as a result of decisions made to support balancing the budget.

# FINANCIAL POSITION AND PROPOSED OPTIONS TO BALANCE



## 2024-25 Projected Financial Position

- On April 2, 2024, a report was presented to the Board's Finance, Budget and Enrolment Committee (FBEC) that showed a projected deficit of \$43.5 million
- At that time, Trustees approved reductions of \$17 million, resulting in a deficit of \$26.5 million
- When the Core Ed and REPs were released and the changes from Bill 124 were implemented, \$8.8 million was added to the budget
- **Therefore, the starting position for the 2024-25 projected deficit is \$35.3 million.**

Starting Financial Position for 2024-25	-\$ 43.5
Reductions Approved by Trustees	\$ 17.0
	-\$ 26.5
Changes as a Result of Core Ed, REP and Bill 124	-\$ 8.8
	-\$ 35.3

# Reductions Approved By Board

- Trustees passed a motion on April 4, 2024 to reduce the Budget as follows:

Reduction in Central Staffing	\$ 5.0
Reduction in Replacement Cost Budget	\$ 7.0
Reduction in School Facilities Budget	<u>\$ 5.0</u>
	<u>\$17.0</u>

## Motion Approved By FBEC

- In addition, at Special FBEC on May 30, 2024, Trustees approved a motion that discontinued offering weekend programs at Camp Kearney. The approximately \$300,000 in savings was requested to be used to offset user fees for outdoor education day trips.
- This motion has not been approved by Board but also does not have an impact on the overall budget. Therefore, the motion does not change the financial position of the Board.

## Additional Trustee Motion

- Trustees passed a motion on April 4, 2024 that stated:
  - Present options to institute a fee-based revenue stream for one-to-one devices that will generate ~\$1M annually, that include parent/guardian/caregiver contributions, subsidies, donations, and an administrative cost benefit analysis to the next meeting of the Finance, Budget and Enrolment Committee;
  - Delay the implementation of course time migration for International Language programs until an in-depth report on student impact can be reviewed at the Program and School Services Committee, while continuing to implement the recommended 25 student pre-register minimum;
  - Delay the cancellation of General Interest / Seniors' Daytime courses until an in-depth report on community impact can be reviewed at the Program and School Services Committee;
  - Delay the changes to the Scarborough Outdoor Education School and provide a detailed plan, before the final vote on the 2024-2025 operating budget, to ensure students impacted by programing change at SOES will continue to receive outdoor education on-par with other students at the TDSB, and that the overall scope of the Board's outdoor education will not be reduced with the recommended changes;
  - Review and consult with partner organizations on the TDSB's permit fee structure and subsidies and present a report to the Planning and Priorities Committee on recommended changes;



## **Operational Efficiencies/Fee Increases to Adhere to Board Policy**

### **General Interest/Seniors Daytime Courses**

- Currently, the expenditures for general interest/seniors daytime courses exceed revenues by over \$600,000
  - This is consistent with prior years and staff have done a number of things to try follow Board policy
  - Policy P019, Continuing Education, state that "Community programs should be fully funded by user fees and other revenues."
- Although staff have proposed an elimination of these programs, the Trustee motion of April 4/24 pauses this proposal.
- As a result, in order to work towards following the Policy P019, staff are changing the fee structure and will review additional ways to fully fund general interest programs

## **Operational Efficiencies/Fee Increases to Adhere to Board Policy Other Continuing Education**

- Staff will follow the Trustee motion of April 4, 2024 with regards to International Languages by continuing to implement the recommended 25 student pre-register minimum
- Staff will continue to look for efficiencies in other areas of continuing education while continuing to provide existing programs
- The operational efficiencies/fee increases to adhere to Board Policy will result in approximately \$2 million.

## **Operational Efficiencies/Fee Increases to Adhere to Board Policy Permit Fees**

- Board policy P011 “Community Use of School Facilities” provides guidance to staff on Permit Fees. There are 2 areas of the policy where staff need to make adjustments in order to be compliant:
  - “Permit holders will be charged for ancillary costs including staffing of nonscheduled custodian services, media and technology specialists, stage crews, security officers and parking attendants, as required.
  - “User fees in Category A1 and A2 are subsidized through the Ministry of Education Community Use of Schools grant and are subject to the limit in funding.”
- The trustee motion states that staff “Review and consult with partner organizations on the TDSB’s permit fee structure and subsidies and present a report to the Planning and Priorities Committee on recommended changes.”
- As a result, staff have indicated to permit holders that fees may increase in January 2025
- Not adhering to policy is resulting in a budget pressure of \$5.6 million. Staff recognize that to implement a change of this magnitude will take a gradual approach and therefore are estimated in increase in fee revenue of \$2 million for 2024-25

## Operational Efficiencies/Fee Increases to Adhere to Board Policy

Continuing Education	\$2.0
Permit Fees	\$2.0
	\$4.0

## Use of Proceeds of Disposition

- Proceeds of Disposition (POD) are received when the Board sells a property
- The Regulation states that POD should be used to address deferred maintenance needs in schools
- Boards can request exceptions to use POD in other areas
- POD are not a sustainable way of balancing the budget
- Included in the current budget is \$22 million related to the amortization of the employee future benefits liability
  - The liability will be fully amortized halfway through 2025-26 and this will start to free up \$22 million annually in the budget
- In addition, the \$5.5 million of budget pressure related to the REP for transitions to high school and de-streaming not being renewed cannot be addressed during the 2024-25 budget but will be addressed in 2025-26.
- As a result, staff would support a one-time request of up to **\$27.5 million** to assist in balancing the 2024-25 budget
- It is anticipated that the Ministry may have additional requirements in approving this request.



**Additional Amount Required to Balance the 2024-25 Budget**

Financial Position on May 29, 2024	- \$35.3
Operational Efficiencies/Increased Fees to Adhere to Policy	<u>\$ 4.0</u>
	- \$31.3
Request Use of Proceeds of Disposition	<u>\$27.5</u>
Remaining Amount Required to Balance	<u><u>- \$ 3.8</u></u>



## Options to Balance – 1:1 Device Repair Costs

- Schools have asked for the ability to be able to charge for device repair costs that are currently being covered by school budgets.
- This option would include wording in 1:1 device agreements that would allow for this.
- Staff estimate that this would allow for \$0.5 million.



## Options to Balance – User Fees for 1:1 Devices

- The April 4, 2024 Trustee motion requested that staff “Present options to institute a fee-based revenue stream for one-to-one devices that will generate ~\$1M annually, that include parent/guardian/caregiver contributions, subsidies, donations, and an administrative cost benefit analysis to the next meeting of the Finance, Budget and Enrolment Committee;”
- At the May 30, 2024 FBEC meeting, staff indicated that charging fees for devices would result in approximately \$1 million if \$10/device were to be charged annually or \$2 million if \$20/device were to be charged annually



## Options to Balance – Delay Implementation of 1:1 Devices for Grade 5

- Currently, students in grades 5-7 and 9-11 have 1:1 devices
  - Next year these students will be in grades 6-8 and 10-12
- The budget currently includes \$9 million for 1:1 devices for the incoming grade 5 and 9 students meaning that next year all students in grades 5-12 would have access to a device.
- If the implementation to grade 5 students was paused, this would reduce the budget by approximately \$4.5 million.
  - This would mean that all students in grades 6-12 would have a device in 2024-25

## **Options to Balance – Resumption of International Baccalaureate (IB) Fees**

- In 2019, the Board approved a motion to collect IB Fees
- In 2020, as a result of the pandemic and the temporary change in the delivery of the program, the Board was not paying certain expenses related to IB and the Board approved a motion to eliminate the IB fees
- This decision was seen as a “pause” during the pandemic
- Since program and expenses have returned to pre-pandemic levels, staff is recommending that the Board return to the intention of the 2019 motion.
- Although the website does indicate that fees may be charged for 2024-25, Trustees may wish to defer the implementation of this recommendation to 2025-26 to allow for additional communication

## Options to Balance – Speed Up Implementation of Permit Fees

- As indicated, TDSB needs to adjust permit fees by approximately \$5.6 million in order to adhere to Board policy. Staff have indicated that \$2 million has been included in the budget in anticipation of a fee increase in January 2025 but that the full implementation would likely require a gradual approach.
- Trustees may provide direction to staff to speed up the implementation and therefore increase permit revenue.
  - Full implementation would result in an additional \$1.7 million in revenue (8 months of full implementation)

## Summary of Proposed Options to Balance that Can be Implemented for September 2024

1:1 Device Repair Costs	\$0.5 million
1:1 User Fees	\$1-\$2 million
Delay Implementation of 1:1 Devices for Grade 5 Students	\$4.5 million
IB Fee Resumption	\$0.8 million
Speed Up Permit Fee Increases	up to \$1.7 million

- These options total \$ 6.8 to \$9.6 million
- The required amount is \$3.8 million

## Other Areas Where the Board is Spending More Than Funded

- This chart was provided to the Board on March 19/24
- If Trustees wish to look for other alternatives to balance the 2024-25 budget, this chart represents major areas where TDSB spends more than funded, or there is no funding provided
- It should be noted that the areas identified in this section have value and are an important part of fully implementing the Board's priorities, obligations, resolutions and operations.

DEPARTMENT/AREA	Millions
Cafeterias	(\$0.9)
Continuing Education	(\$6.9)
Early Years Programming - EDP and EarlyON	(\$0.6)
Elementary Supervision (Lunchroom)	(\$12.9)
Outdoor Education	(\$3.2)
Safe & Caring	(\$9.2)
School Based Safety Monitors	(\$15.1)
School Office Administration	(\$7.0)
Special Education	(\$40.6)
Itinerant Music Instructors	(\$4.4)
Statutory Benefits	(\$48.0)
Supply costs (Teachers, Educational Assistants & Designated Early Childhood Educators)	(\$11.9)
Student Nutrition	(\$1.2)
Pools	(\$6.1)
Transportation	(\$0.8)
School Operations	(\$22.9)
Information Technology	(\$47.5)
<b>Total</b>	<b>(\$239.1)</b>

# HOW THE 2024-25 PROPOSED BUDGET SUPPORTS THE MULTI-YEAR STRATEGIC PLAN



## **How the 2024-25 Proposed Budget Supports the MYSP**

- No direct decreases to staff allocations that directly support students
- Maintain teaching positions that directly support early reading intervention, math supports and destreaming
- No reductions to school budget allocations
- No reductions to budgets that directly support equitable outcomes ie. The Model Schools Program

# Thank you!

Executive Council, People and Culture, Planning and Enrolment, Finance and Budget

Executive Officer, Finance Craig Snider – Executive Officer, Finance  
Sri Alageswaran - Comptroller, Budget & Financial Reporting  
Rajini Nelson – Assistant Comptroller, Budget & Financial Reporting  
Shakil Abdulla - Manager, Budget & Financial Reporting  
Rishi Ramtahal – Manager Budget & Financial Reporting  
Stephanie Harris - Comptroller, Finance and Enterprise Risk Management  
Lawrence Zhang – Manager Budget & Financial Reporting (Capital)  
Lori Moore - Centrally Assigned Principal

Finance, Budget and Enrolment Committee





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