

**SUMMARY DECISIONS**

**Regular Meeting**

**June 19, 2024**

*This document is a summary of decisions made by the Board and is not intended to provide a record of information items that were received. Information items can be found in the meeting agenda and related committee meeting agendas on the Web site.*

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (1)	Page 3
<p><b>Parent Involvement Advisory Committee: School Fundraising and System Priorities Fund [4670]</b></p>		
<p>The Board decided: That the following recommendation from the Parent Involvement Advisory Committee be referred to staff for consideration:</p>		
<p>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.</p>		
<p>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.</p>		
<p>Therefore, be it resolved that:</p>		
<p>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.</p>		
<p>Example language for item 6.2.1 in the draft P021 could read:</p>		
<p>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.</p>		

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

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.

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (2)	Page 5
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**P029, Employment Equity Policy: Phase 5 [4721]**

The Board decided:

- (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.

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (3)	Page 6
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**School Choice and Student Interest Program Admission Policies and Practices [4722]**

The Board decided:

- (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.

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (4)	Page 7
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**Cell Phone/Mobile Device Use in Schools Policy, New Policy Phase 2: Status Update [4726]**

The Board received the report.

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (5)	Page 7
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**P096, Student Use of Services Animals in Schools Policy Review: Phase 1 [4723]**

The Board decided that the policy review work plan for policy P096, Student Use of Service Animals in Schools, as presented in the report, be approved.

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (7)	Page 15
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**Student Governance**

The Board decided:

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;
  - 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

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

Presented in Governance and Policy Committee, Report No. 05, May 29, 2024	Agenda Item 16.1 (13), (14), and (15)	Page 21
<b><u>Operational Procedures Circulated for Information<sup>2</sup></u></b>		
PR518, Revised Admissions Eligibility Requirement Procedure [4724]		
PR744, Mini-Drone Use Procedure [4720]		
Community Advisory Committee Review Template [4725]		
Presented Finance, Budget and Enrolment Committee (Special Meeting), Report No. 09, May 30, 2024	Agenda Item 16.2 (1)	Page 67
<b>2024-25 Projected Financial Position and Options to Balance [4728]</b>		
The Board received the report.		
Presented Finance, Budget and Enrolment Committee (Special Meeting), Report No. 09, May 30, 2024	Agenda Item 16.2 (2)	Page 68
<b>Business Arising: Outdoor Education Options to Balance</b>		
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.		
Presented in Program and School Services Committee, Report No. 05 (Part A), June 5, 2024	Agenda Item 16.3 (1)	Page 105
<b>The Centre of Excellence for Black Student Achievement, Year 2 Update, 2024 [4729]</b>		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 05 (Part A), June 5, 2024	Agenda Item 16.3 (3)	Page 106
<b>Amendments to the Special Education Plan, 2024-2025 [4731]</b>		
The Board decided that the amendments to the Toronto District School Board's Special Education Plan, 2024-2025, as presented in the report, be approved.		

<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

Presented in Program and School Services Committee, Report No. 05 (Part A), June 5, 2024	Agenda Item 16.3 (5)	Page 106
<b>Review of the Current Financial Literacy Implementations Within the Curriculum</b>		
The Board decided:		
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;		
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:		
<ul style="list-style-type: none"> <li>i. re-evaluate the existing financial literacy learning modules currently available across all grades to understand their current utilization and effectiveness;</li> <li>ii. more actively promote and utilize existing financial literacy resources rather than developing new curriculum materials;</li> <li>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;</li> <li>iv. initiate a broader implementation of enhanced financial literacy education through existing modules in the 2025-2026 academic year.</li> </ul>		

Presented in Program and School Services Committee, Report No.5 (Part B), June 18, 2024	Agenda Item 16.4 (2)	Page n/a
<b>Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705]</b>		
The Board decided:		
(a) That the report be received;		
(b) That staff incorporate the following items into the work:		
<ul style="list-style-type: none"> <li>i. centering student belonging for all students, to ensure the Combatting Hate and Racism Strategy aligns with the Multi-Year Strategic Plan;</li> <li>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;</li> </ul>		
(c) That staff report back on how this work is being implemented in schools in future iterations.		
Presented in Audit Committee, Report No. 2, June 10, 2024	Agenda Item 16.5 (1)	Page 127
<b>Annual Insurance Update [4738]</b>		
The Board received the report.		
Presented in Audit Committee, Report No. 2, June 10, 2024	Agenda Item 16.5 (2)	Page 128
<b>Internal Audit Department and Engagement Status Update: June 2024 [4736]</b>		
The Board received the report.		
Presented in Audit Committee, Report No. 2, June 10, 2024	Agenda Item 16.5 (3)	Page 128
<b>Regional Internal Audit Team Engagement and Status Update [4733]</b>		
The Board received the report.		
Presented in Audit Committee, Report No. 2, June 10, 2024	Agenda Item 16.5 (4)	Page 128
<b>2024 External Audit Service Plan and Public Sector Accounting Standards Update [4735]</b>		
The Board received the report.		



Presented in Audit Committee, Report No. 2, June 10, 2024	Agenda Item 16.5 (5)	Page 129
<b>School Generated Funds Analysis Engagement [4737]</b>		
The Board received the report.		
Presented in Audit Committee, Report No. 2, June 10, 2024	Agenda Item 16.5 (6)	Page 129
<b>Audit Committee O. Reg 361/10 Requirements, Work Tracker [4734]</b>		
The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024	Agenda Item 16.6 (1)	Page 131
<b>Tri-Party Land Exchange With Gabriel Dumont Non-Profit Homes</b>		
The Board decided 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.		
Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024	Agenda Item 16.6 (2)	Page 132
<b>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]</b>		
The Board decided 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.		
Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024	Agenda Item 16.6 (3)	Page 132
<b>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]</b>		
The Board decided:		
(a) That the junior attendance area for Hollywood Public School be expanded to include portions of the Avondale Public School junior attendance area, effective September 1, 2025, as 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.

Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024	Agenda Item 16.6 (4)	Page 133
<p><b>Days of Significance Calendar: Update [4740]</b></p> <p>The Board received the report.</p>		
Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024	Agenda Item 16.6 (5)	Page 134
<p><b>Somali Centre for Culture and Recreation: Update [4695]</b></p> <p>The Board received the report.</p>		
Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024	Agenda Item 16.6 (7)	Page 135
<p><b>Leadership Regarding Artificial Intelligence and Education</b></p> <p>The Board decided:</p> <p>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</p>		

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) 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.

Presented in Planning and Priorities Committee, Report No. 5, June 11, 2024

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**Cricket Development**

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 a 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 Stand 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 the availability and accessibility of cricket programming in Toronto.

Director Search Committee, Report No. 1, June 12, 2024	Agenda Item 16.7	Page 163
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (1)	Page 167
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**Community Use of Schools Community Advisory Committee: Permit Fees, Community Use of Schools Grant and Current Fee Revenues Correlation**

The Board decided 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>3</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>3</sup> <https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=16927> page 8

- 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>4</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>5</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>6</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.

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (2)	Page 169
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**Contract Awards, Facilities [4714]**

The Board decided that the contract awards on Appendix C, as presented in the report, be approved.

<sup>4</sup> <https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=17118> page 54

<sup>5</sup> [https://www.tdsb.on.ca/Portals/0/Portals/0/community/Permits/G02\\_Permit\\_Categories.pdf](https://www.tdsb.on.ca/Portals/0/Portals/0/community/Permits/G02_Permit_Categories.pdf)

<sup>6</sup> For example, at what point during the school year groups would be required to pay the increase.

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (3)	Page 170
<b>Contract Awards, Operations [4713]</b>		
The Board decided that the contract awards on Appendix C, as presented in the report, be approved.		
Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (4)	Page 170
<b>Borrowing Facilities [4716]</b>		
The Board decided:		
<ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>c) That, in accordance with Section 243 of the <i>Education Act</i>, 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;</li> <li>d) That Amendment #5 to Credit Facilities for Toronto District School Board, as presented in the report, be approved.</li> </ul>		
Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (5)	Page 171
<b>Melody Village Junior School: Community Planning and Partnership Lease Agreement With Kerry's Place Autism Services [4732]</b>		
The Board decided 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.		
Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (6)	Page 171
<b>Construction Tender Award: Addition and Renovation at McKee Public School [4741]</b>		
The Board decided:		
<ul style="list-style-type: none"> <li>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</li> </ul>		

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.

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (7)	Page 172
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**2024-2025 Budget Estimates [4742]**

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 Proceeds 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
<u>1:1 Device Repair Cost Recovery</u>	<u>\$</u>	<u>0.3</u>
<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. 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 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.

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (9)	Page 174
<b>Contract Awards, Summer Approval Process [4743]</b>		
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (10)	Page 175
<b>Capital Projects Status Update [4744]</b>		
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee, Report No. 10, June 13, 2024	Agenda Item 16.8 (11)	Page 175
<b>Business Arising: Letter to the Minister of Education</b>		
The Board decided 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.		

Presented in Report No. 248 of the Committee of the Whole (Private), June 19, 2024	Agenda Item n/a	Agenda Page n/a
<i>Note: There may be matters other than the following or other decisions related to the same topic that are included in the private minutes and referenced in the public report of the Committee of the Whole.</i>		
<b>Selections, Transfers and Placements of Principals and Vice-principals</b>		
The Board approved Selections, Transfers and Placements of Principals and Vice-principals (on file in the Director's Office).		

<b>Unfinished Matters</b>
<p>The Board did not complete consideration of the following matters:</p> <ul style="list-style-type: none"> <li>• Support for Newcomer Students and Families Including Refugee Claimants and Student Without Legal Immigration Status [4695] [referred without recommendation]</li> <li>• Review of Policy P100, Student Interest Programs [referred without recommendation]</li> <li>• Business Arising: Requesting Support to Deal With Incidents of Hate and Geopolitical Tensions</li> <li>• Caring and Safe Schools Annual Report, 2022-2023 [4691]</li> <li>• Strategic Workforce Engagement and Attendance Support [4727]</li> <li>• Business Arising: 2025 Federal, Provincial and Municipal Budget Consultation [referred without recommendation]</li> <li>• Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours [Minority report]</li> </ul>