

## SUMMARY DECISIONS

### Regular Meeting

January 31, 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.*

	Agenda Item	Page
	15.1 (1)	1
<p><b>Rescheduling of April 19, 2024 Professional Activity Day to Align with Solar Eclipse [4654]</b></p> <p>The Board decided that a revision be made to the school year calendar for 2023-24 for elementary, secondary and quadmestered alternative schools to move the professional activity day from Friday, April 19, 2024 to Monday, April 8, 2024 to align with the total solar eclipse.</p>		
	15.1 (2)	11
<p><b>Schedule of Meetings for Regular Board and Standing Committee Meetings, 2024: Revisions</b></p> <p>The Board decided:</p> <ol style="list-style-type: none"> <li>That the proposed meeting of the Planning and Priorities Committee meeting scheduled for April 9, 2024 be changed to April 11, 2024;</li> <li>That an additional regular meeting of the Finance, Budget and Enrolment Committee be scheduled for November 27, 2024.</li> </ol>		
	15.1 (3)	17
<p><b>Resignation From Negotiations Steering Committee: Trustee Neethan Shan</b></p> <p>The Board received the resignation of Trustee Neethan Shan from the Negotiations Steering Committee with effect from January 9, 2024.</p>		
Presented in Governance and Policy Committee, Report No. 1, January 17, 2024	Agenda Item 16.1 (1)	Page 19
<p><b>Special Education Identification, Placement and Appeal: Status [4628]</b></p> <p>The Board received the report.</p>		

Presented in Governance and Policy Committee, Report No. 1, January 17, 2024	Agenda Item 16.1 (2)	Page 20
<b>PRxxx Community Advisory Committee Governance Procedure and PRxxx Community Advisory Committee Operational Procedure: New Procedures [4637]</b>		
<p>The Board decided:</p> <p>a) That the new Community Advisory Committee governance procedure, as presented in the report, be approved;</p> <p>b) That the new Community Advisory Committee operating procedure, as presented in the report, be received.</p>		
Presented in Governance and Policy Committee, Report No. 1, January 17, 2024	Agenda Item 16.1 (3)	Page 20
<b>P029, Employment Equity Policy Review [4636]</b>		
The Board received the report.		
Presented in Governance and Policy Committee, Report No. 1, January 17, 2024	Agenda Item 16.1 (4)	Page 20
<b>Policy on Cell Phone/Mobile Device Use in Schools to Ensure Student Achievement and Well-Being</b>		
<p>The Board decided:</p> <p>Whereas, in August 2019, the Ministry of Education issued PPM128 regarding revisions to the provincial Code of Conduct and requirement for updating the school board codes of conduct; and</p> <p>Whereas, the revised provincial Code of Conduct included a restriction on the use of personal mobile devices during instructional time, as follows: “The use of personal mobile devices during instructional time is permitted under the following circumstances:</p> <ul style="list-style-type: none"> <li>• for educational purposes, as directed by an educator</li> <li>• for health and medical purposes</li> <li>• to support special education needs”; and</li> </ul> <p>Whereas, in accordance with PPM128, the TDSB revised PR585, Board Code of Conduct, and included the following provision in s. 6.2 (a) outlining expectations for members of school community:</p> <ul style="list-style-type: none"> <li>• respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for education purposes, as directed by an educator, for</li> </ul>		

health and medical reasons and to support special education needs; and  
Whereas, the landscape of social media and smartphone use has changed dramatically in recent years; and

Whereas, the Toronto District School Board has a successful 1:1 device program ensuring equity of access to electronic devices in the TDSB; and

Whereas, research shows that cell phone use is not beneficial to learning, and in fact appears to be creating significant harm to children and teens, in terms of mental health, well-being and academic success;<sup>1234</sup>

Therefore, be it resolved:

- (a) That the 2023-2024 policy review schedule be amended to accommodate the development of a new cell phone/mobile device policy to support student success and well-being;
- (b) That the new policy build on the Ministry of Education's PPM128 and PR585, Board Code of Conduct and be based on the growing body of research on cell phone use and child development, as well as a jurisdictional scan of how school boards and individual schools are approaching this challenge to determine the most productive way forward to support student academic success, mental health and well-being, including considerations of social media restrictions.

Presented in Governance and Policy Committee, Report No. 1,  
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### **Latin-America Heritage Month**

The Board decided:

Whereas, the Toronto District School Board currently has two celebrations in the month of April of the same cultural-ethnic group, and only the Latin-America History Month Committee is active; and

Whereas, the term "Latin-America" is a geographic description that is more inclusive of all the identities of peoples of the Latin-America diaspora that reside in Canada; and

Whereas, the term "Hispanic" excludes Indigenous Peoples, Black/African diasporic and Black/Afro-Indigenous peoples among others in Latin America and the diaspora; and

Whereas, in 2018 the Government of Canada declared the month of October of each year to celebrate Latin-America heritage; and

<sup>1</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000385723>

<sup>2</sup> <https://carleton.ca/economics/2023/associate-professor-louis-philippe-beland-quoted-in-article-from-the-conversation-about-smartphone-use-in-classrooms/>

<sup>3</sup> <https://research.chusj.org/en/Media/News/2023/Screens-and-adolescents-different-impacts-on-beha#:~:text=MONTR%C3%89AL%2C%20October%2027%2C%202023%20%2D,re-searcher%20and%20Universit%C3%A9%20de%20Montr%C3%A9al>

<sup>4</sup> <https://www.theguardian.com/society/2022/mar/12/restrict-phones-to-improve-child-social-mobility-in-uk-says-commission-chair>

Whereas, in 2023 City Council will be moving to rename Hispanic Heritage Month to Latin-America History Month;

Therefore, be it resolved;

- (a) That the observance of the Latin-America History Month be changed from April to October of each year;
- (b) That the observance of Hispanic Heritage Month be discontinued;
- (c) That the changes at Parts (a) and (b) above be incorporated into the revised Heritage Month framework being developed by staff to be considered for Board approval in 2024.

Presented in Finance, Budget and Enrolment Committee, Report No. 1, January 18, 2024	Agenda Item 16.2 (1)	Page 73
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**Contract Awards, Operations [4640]**

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. 1, January 18, 2024	Agenda Item 16.2 (2)	Page 74
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**Contract Awards, Facilities [4641]**

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. 1, January 18, 2024	Agenda Item 16.2 (3)	Page 74
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**2023-24 Revised Estimates [4639]**

The Board received the report.

Presented in Finance, Budget and Enrolment Committee, Report No. 1, January 18, 2024	Agenda Item 16.2 (4)	Page 74
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**Three-Year Enrolment Projections 2024-25 to 2026-27 [4633]**

The Board received the report.

Presented in Finance, Budget and Enrolment Committee, Report No. 1, January 18, 2024	Agenda Item 16.2 (5)	Page 75
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**Pilot Dog Run Update [4642]**

The Board received the report.

Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 2, January 29, 2024	Agenda Item 16.3 (1)	Page 77
<b>2022-23 Annual Report: Reconciliation of Prior Year Actual Results to Budget [4652]</b>		
The Board received the report.		
Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 2, January 29, 2024	Agenda Item 16.3 (2)	Page 78
<b>Projected 2024-25 Financial Position [4540]</b>		
The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 1, January 22, 2024	Agenda Item 16.4 (1)	Page 89
<b>Business Arising: Advocacy for a National School Food Program</b>		
The Board decided:		
Whereas, in March 2023, the Toronto District School Board reiterated its call to the federal government with an urgent need to address food insecurity and for support in the creation of a National School Food Program. It followed the TDSB letter sent in 2020 to the federal government urging them to follow through with their intention announced in 2019 to invest in a national school food program, as this is an urgent item; and		
Whereas, last week the Ontario Public School Boards' Association (OPSBA) wrote to the federal government to request that \$1 billion over five years, with a minimum of \$200 million per year, be included in Budget 2024 for a National School Food Program;		
Therefore, be it resolved:		
<ul style="list-style-type: none"> <li>(a) That the Chair write to the Honourable Chrystia Freeland, Minister of Finance and Deputy Prime Minister, adding the Toronto District School Board's support for the Ontario Public School Board's Association advocacy for a National School Food Program;</li> <li>(b) That Members of Parliament, Members of Provincial Parliament, OPSBA and other relevant organizations, including the Ontario Student Trustees' Association, school boards and union partners be copied on the letter at Part (a).</li> </ul>		
Presented in Planning and Priorities Committee, Report No. 1, January 22, 2024	Agenda Item 16.4 (2)	Page 90
<b>Toronto Lands Corporation: 2024-25 Annual Operating and Capital Budgets</b>		
The Board decided:		
<ul style="list-style-type: none"> <li>(a) That the 2024-25 Toronto Lands Corporation proposed operating budget, as presented in the report, be approved;</li> </ul>		

- (b) That the 2024-25 Toronto Lands Corporation draft capital Budget, as presented in the report, be received for information and that staff will bring forward proposed capital by March 2024.

Presented in Planning and Priorities Committee, Report No. 1, January 22, 2024	Agenda Item 16.4 (3)	Page 91
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**Toronto Lands Corporation: 2023-24 Q2 Leases and Licenses for Toronto District School Board**

The Board decided:

- (a) That, in accordance with section 194(3) of the *Education Act*, the following spaces, as presented in the report, which are not required for the purposes of the board be declared surplus for the term outlined below:
- i. Burnett Public School, 21 Eddifield Avenue, July 1, 2024 to June 30, 2029
  - ii. CB Parsons Junior High School, 2999 Dufferin Street, September 1, 2024 to August 31, 2032
  - iii. Queens Court Public School, 35 Ourland Avenue, July 1, 2024 to June 30, 2032
  - iv. Earls court Junior Public School, 21 Ascot Avenue, July 1, 2024 to June 30, 2032;
- (b) That the Toronto Lands Corporation (TLC) be authorized to enter into agreements thereof in favour of the following tenants and licensees outlined below for the indicated term upon satisfactory completion of Ontario Regulation 374/23, if required, on terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC's legal counsel:
- i. Burnett Public School - Prestige School – Lease – 18,589sf, July 1, 2024 to June 30, 2029
  - ii. CB Parsons - JHS Fieldstone School – Lease – 47,189sf, September 1, 2024 – August 31, 2029 + 1x3Year Option to Renew
  - iii. Queens Court Public School - Mildenhall Montessori – Lease – 20,017sf, July 1, 2024 – June 30, 2029 + 1x3Year Option to Renew
  - iv. Earls court Junior Public School - Hudson College or New Tenant – Lease – 43,149sf, July 1, 2024 – June 30, 2029 + 1x3Year Option to Renew
  - v. Cedarbrae Collegiate Institute - Wigwamen – License – 14 Parking Spaces, 18 Month term beginning in 2024 during construction.

Presented in Planning and Priorities Committee, Report No. 1, January 22, 2024	Agenda Item 16.4 (4)	Page 91
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**Attendance Boundary Changes for Wedgewood Junior School and West Glen Junior School [4634]**

The Board decided:

- (a) That the attendance area for West Glen Junior School be expanded to include the portion of the Wedgewood Junior School attendance area that is located west of The

East Mall, south of Burnhamthorpe Road and north of Bloor Street West, effective September 1, 2024;

- (b) That all students who reside in the portion of Wedgewood Junior School’s attendance area described in Part (a) above and attend Wedgewood Junior School as of the end of the 2023-24 school year be allowed to remain at Wedgewood Junior School until they graduate.

Presented in Planning and Priorities Committee, Report No. 1, January 22, 2024	Agenda Item 16.4 (5)	Page 92
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**Attendance Boundary Changes for Secord Elementary School, Crescent Town Elementary School, D.A. Morrison Middle School and George Webster Elementary School [4635]**

The Board decided:

- (a) That the junior attendance area for Crescent Town Elementary School be expanded to include the portion of the Secord Elementary School junior attendance area that is located south of Crescent Town Road, north of Goodwood Park Court and the hydro line, east of Dawes Road, and west of Crescent Town Place, effective September 1, 2024;
- (b) That the intermediate attendance area for George Webster Elementary School be expanded to include the portion of the DA Morrison Middle School intermediate attendance area that is located south of Crescent Town Road, north of Goodwood Park Court and the hydro line, east of Dawes Road, and west of Crescent Town Place, effective September 1, 2024;
- (c) That students who reside in the portions of the Secord Elementary School and DA Morrison Middle School attendance areas described in Parts (a) and (b) above and attend Secord Elementary School or DA Morrison Middle School as of the end of the 2023-24 school year be allowed to remain at Secord Elementary School and DA Morrison Middle School until they graduate;
- (d) That siblings of students described in Part (c) above be allowed to attend Secord Elementary School and DA Morrison Middle School provided their older sibling is attending the school at the time that they enter the school.

Presented in Planning and Priorities Committee, Report No. 1, January 22, 2024	Agenda Item 16.4 (6)	Page 93
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**Capital Revitalization Strategy [4643]**

The Board decided:

- (a) That the framework for the Capital Revitalization Strategy, as presented in the report, be approved;
- (b) That the guiding principles for the Capital Revitalization Strategy, as presented in the report, be approved;

(c) That the goal to not have any school buildings classified as requiring extensive improvement by 2035, as presented in the report, be approved.

Presented in Planning and Priorities Committee, Report No. 1,  
January 22, 2024

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**Multi-Year Strategic Plan 2024-2028: Update#3: Results of Consultation [4644]**

The Board decided that the following, as articulated in the proposed Multi-Year Strategic Plan 2024-2028, be received:

- Values
- Guiding Principles and Strategic Directions
- Conditions for Success
- Indicators of Progress
- Engagement Report
- The effective practices learned from the jurisdictional scan, system data and evidence illustrating trends of respect, compassion, citizenship, well-being and belonging (Civility Motion), which have informed the MYSP development process.

Presented in Planning and Priorities Committee, Report No. 1,  
January 22, 2024

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**Ventilation-Related Investments, Challenges and Opportunities, on Capital Projects and Opportunities to Reduce Respiratory Viruses [4645]**

The Board received the report.

Presented in Program and School Services Committee, Report No. 1,  
January 24, 2024

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**Alternative Schools Community Advisory Committee: Review of Admissions Process**

The Board decided that the following be referred to staff to report back to, and work collaboratively with, the Alternative Schools Community Advisory Committee on continued implementation updates of the Elementary Alternative Schools central application process as appropriate:

Whereas on May 15, 2023, the Director of Education acknowledged that trust had been lost with the community as a result of the 2023-24 elementary alternative schools' admission process, and committed to "deep engagement and listening" and to engage with staff, families, and ASCAC, to determine next steps to the elementary alternative admissions process (the "Process");

Whereas the TDSB FAQs website committed to a "full review of the entire application process", including to determine whether the intended process contained barriers to the goals of equity, diversity and inclusion, and assures the community that "decisions about the application process for next year will be based on the outcome of the review";

Whereas on May 29, 2023, TDSB staff advised ASCAC that staff had no plans for a review nor any intent to engage with ASCAC in a review, and intended to maintain the process as originally planned ("the process is the process"), and asserted that the staff timeline for the 2024-25 admissions process would not allow for a review;

Whereas staff held one follow-up meeting at the insistence of ASCAC on July 5, 2023, but only included ASCAC voting members and was limited in scope, and cannot reasonably be considered deep engagement or a full review; and

Whereas the community is relying on the TDSB to act on its own volition to fulfill its commitments, and needs assurance that an error will not occur again and that the Process will not erode alternative schools and introduce barriers to access;

Therefore, the Alternative Schools Community Advisory Committee (ASCAC) recommends:

- (i) that the TDSB act in good faith to fulfill its commitment to deep engagement, listening, and a full review;
- (ii) such full review will include the 2023-24 process and plans for the 2024-25 process including:
  - a. a detailed review of the 2023-24 process and the TDSB’s plan to ensure the error does not occur again, including a review of the video of the placement process and the procedure document which was agreed between TDSB and the vendor, the exact step in the process where the error occurred and the reasons it occurred, and the impact of the error and remedy versus the intended outcomes of the planned process;
  - b. a review of barriers in the Process to the goals of diversity, equity, and inclusion, and which resulted in reduced enrolment in elementary alternative schools which historically experienced long waitlists;
  - c. a review of the Process in relation to TDSB’s obligation under Section 6.2.1 of Policy P062 to prioritize First Nations, Métis, and Inuit students “outside of the centralized random selection process”, in keeping with Truth and Reconciliation;
- (iii) that the TDSB commit to designing a Process intended to fill all available seats, and include the ability for applicants to rank school choice, and manage the wait list considering such rankings;
- (iv) in keeping with the TDSB’s commitment under Section 6.1.5 of P062;
  - a. a centralized annual Process will provide for meaningful involvement of the administration and community from each elementary alternative school;
  - b. the TDSB will review the data and outcomes of the Process annually with school administration and ASCAC to assess outcomes and make changes where required;
- (v) in all cases the design of the Process must consider:
  - a. intersectionality of identities in its equity considerations;
  - b. extenuating circumstances, for example when student safety is at risk;
  - c. students with siblings, and the way in which the design of the Process might disadvantage and prevent families from accessing alternative schools;
  - d. the potential for bias in algorithms, and the recognition that students and families deserve compassion and humanity.

Presented in Program and School Services Committee, Report No. 1, January 24, 2024	Agenda Item 16.5 (2)	Page 115
<b>Special Education Advisory Committee: Membership</b>		
The Board decided:		
Whereas, the Special Education Advisory Committee (SEAC) has received a nomination from Epilepsy Ontario (Toronto) for Ann Blanchette to be its alternate representative; and		
Whereas, SEAC has received a nomination from the Centre for ADHD Awareness, Canada for Reese Macklin to be its alternate representative; and		

Whereas, the candidates both meet the Ministry of Education and Board criteria for eligibility;  
and

Whereas, on Monday, January 15, 2024, SEAC elected David Lepofsky and Richard Carter as Chair and Vice-chair, respectively;

Therefore, it be resolved:

- (a) That Ann Blanchette be appointed to the Special Education Advisory Committee as the alternate representative for Epilepsy Ontario (Toronto) for a term ending November 14, 2026;
- (b) That Reese Macklin be appointed to the Special Education Advisory Committee as the alternate representative for the Centre for ADHD Awareness, Canada for a term ending November 14, 2026;
- (c) That the appointment of David Lepofsky as Chair and Richard Carter as Vice-Chair of the Special Education Advisory Committee for the term January 1 to December 31, 2024, be received.

Presented in Program and School Services Committee, Report No. 1, January 24, 2024	Agenda Item 16.5 (3)	Page 116
<b>School Year Calendar 2024-2025 [4647]</b>		
The Board decided that the school year calendar for 2024-2025 for elementary, secondary and quadmestered alternative schools, as presented in the report, be approved.		

Presented in Program and School Services Committee, Report No. 1, January 24, 2024	Agenda Item 16.5 (4)	Page 116
<b>Secondary Alternative Schools Program Review: Update [4648]</b>		
The Board received the report.		

	Agenda Item 16.5 (4) Business Arising	Page n/a
<b>Business Arising: Alternative Secondary Schools Data</b>		
The Board decided:		
(a) That the Director present a report on:		
i. a descriptive analysis of students attending alternative secondary schools compared to regular schools, including identity, Special Education and outcomes;		

- ii. a comparative analysis of participation in the program and the disparities that exist, including graduation rates, resource allocation, census information and the distance between the home school and the alternative secondary school that students attend;
  - iii. a review of student and community perception of alternative secondary schools;
- (b) That the Director report back on part (i), as part of the 2024-25 budget cycle, and parts (ii) and (iii), as part of the secondary alternative schools program review report in spring 2025;
- (c) That the Director explore the possibility of a grade 7-12 model for alternative secondary schools as part of the secondary alternative schools program review.

Presented in Program and School Services Committee, Report No. 1, January 24, 2024	Agenda Item 16.5 (5)	Page 117
<b>2023 Summer Programs [4649]</b>		
The Board received the report.		

Presented in Program and School Services Committee, Report No. 1, January 24, 2024	Agenda Item 16.5 (6)	Page 117
<b>Central Student Interest Programs: Update [4650]</b>		
The Board received the report.		

	Agenda Item 16.5 (6) Business Arising	Page n/a
<b>Business Arising: Central Student Interest Programs: Admissions Data</b>		
The Board decided:		
Whereas, in May 2022, in considering the Central Student Interest Program, the Board decided, inter alia:		
<p><i>...That the interim report should highlight,</i></p> <ul style="list-style-type: none"> <li>i. <i>access to centralized special interest programs including the number of central program spaces established annually;</i></li> <li>ii. <i>access to local special interest programs including the number of programs, locations and enrolments;</i></li> <li>iii. <i>other indicators, including disaggregated data, drawn from demographic and geographic student information, which demonstrate program successes.</i></li> </ul>		
And		
<ul style="list-style-type: none"> <li>iv. <i>uphold the Ontario Human Rights Code and legislation;</i></li> </ul>		
Therefore, be it resolved:		

That the following be referred to staff for consideration in the development of the interim report following the second year of implementation of the Central Student Interest Program, as per the approved Board Motion of May 2022:

Whereas, paragraph 6.3.7 of *Policy P100 - Student Interest Programs* states that: “Annually, the percentage of all spaces in Centralized Schools and Programs to be allocated, prioritized and first filled by these applicants will be determined, with the goal of attaining a student population that is a better reflection of the broader demographic composition of the TDSB”; and

Whereas, the report “Central Student Interest Programs: Update” presented on January 24, 2024 to the Program and School Service Committee showed a significant attrition between the number of students who originally accepted an offer after the random lottery assignment and the number of students who joined the program in September;

Therefore, be it resolved:

That the Director provide an additional update about the functioning of the programs on or before May 30, 2024, including, for each program:

- i. for the 2022-2023 and 2023-2024 admissions cycles:
  - racial and ethnic composition by major TDSB demographic groups of applicants vs admitted students; and
  - socioeconomic characteristics of applicants vs. admitted students(e.g., parental income group, level of parent’s education, etc.);
- ii. the number of first-year students who dropped out of the program by January 2024; and
- iii. a description of all performance indicators that are used to evaluate the success of the program.

Presented in Report No. 242 of the Committee of the Whole (Private), January 31, 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>		
<p><b>Selections, Transfers and Placements of Principals and Vice-principals</b></p> <p>The Board approved Selections, Transfers and Placements of Principals and Vice-principals (on file in the Director’s Office).</p>		