



## Regular Meeting Agenda

BD:270A

Wednesday, February 2, 2022

4:30 p.m.

Electronic Meeting

Trustee Members

Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

Pages

1. Call to Order  
**Private Session, 4:30 p.m.**
2. Resolution Into Committee of the Whole (Private Session)  
(to consider matters that fall under section 207(2) of the *Education Act*)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), February 2, 2022  
To be presented  
**Public Session, 7 p.m.**
5. National Anthem and Acknowledgement of Traditional Lands
6. Approval of the Agenda
7. Celebrating Board Activities  
To be presented
8. Memorials  
To be presented
9. Chair's Announcements  
To be presented

10. Reports From Trustees Appointed to External Organizations and Student Trustees  
To be presented
11. Director's Leadership Report  
Oral Update
12. Declarations of Possible Conflict of Interest
13. Matters to be Decided Without Discussion  
To be presented
14. Confirmation of Minutes of Meetings Held on December 8, 2021, January 6 and 24, 2022  
Separate Document
15. Committee Reports
  - 15.1. Finance, Budget and Enrolment Committee (Special Meeting), Report No. 01, December 9, 2021 1
    1. Contract Awards, Operations [4220]
    2. Contract Awards, Facilities [4221]
    3. Final Response to 2022-23 Ministry of Education Budget Consultation [4217]
    4. Actual Enrolment as of September 2021 [4214]
    5. 2020-21 Financial Position and Reserve Status [4215]
    6. 2022-23 Strategic Budget Drivers Consultation Plan [4219]
    7. 2020-21 School Budget and School Generated Funds [4216]
    8. Asset Retirement Obligation [4218]
    9. Revitalizing School Grounds and Building Exteriors [4213]
  - 15.2. Integrity Commissioner Selection Committee, Report No. 04, December 16, 2021 7  
(For receipt)
  - 15.3. Governance and Policy Committee, Report No. 01, January 12, 2022 9
    1. Anti-Sex Trafficking Policy: New Policy [4227]
    2. P072, Workplace Violence Prevention: Annual Review [4231]
    3. P023, Parent and Community Involvement Policy: Review

	of Community Advisory Committees [4226]	
	4. P048, Occupational Health and Safety Policy: Annual Review [4230]	
	5. Policy Review Schedule for 2021-2022 to 2024-2025 School Years: Update [4232]	
15.4.	Program and School Services Committee, Report No. 01, January 19, 2022	45
	1. 2SLGBTQ+ Community Advisory Committee: Honoraria for Equity- and Sovereignty-Seeking Students: Feasibility	
	2. Alternative Schools Community Advisory Committee: Equitable Marketing	
	3. Alternative Schools Community Advisory Committee: TDSB Website: Find Your School	
	4. Alternative Schools Community Advisory Committee: Elementary Alternative Schools Enrolment Allocation	
	5. Community Use of Schools Community Advisory Committee: Terms of Reference	
	6. Parent Involvement Advisory Committee: Dealing With Incidents of Racism	
	7. Special Education Advisory Committee: Black Parents Support Group Alternate Representative	
	8. Special Education Advisory Committee: Individual Education Plan Access	
	9. Special Education Advisory Committee: Recognition of Attention-Deficit/Hyperactivity Disorder	
	10. Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways [4237]	
	11. Addressing Anti-Asian Racism: A Resource for Educators Implementation Plan [4233]	
	12. Caring and Safe Schools Annual Report Outline [4236]	
	13. 2022 Staff Census [4234]	
15.5.	Board Self-Improvement Planning Committee, Report No. 02, January 25, 2022	75
	1. Staff Review of Annual Reports [4247]	
15.6.	Planning and Priorities Committee, Report No. 03, January 26, 2022	77
	1. Toronto Lands Corporation: Lakeshore Collegiate Institute Field Recreation Inc. Dome Expansion: Lease Agreement	

2. Toronto Lands Corporation: Islington Junior Middle School, 44 Cordova Avenue Crane Swing Agreement: Residences of Westerly Inc.
3. Toronto Lands Corporation: Ryerson Community School, 95 Denison Avenue Crane Swing Agreement: Dundas Alexandra Park Residences Inc.
4. 2020-21 Toronto Lands Corporation Annual Report
5. School Year Calendar, 2022-2023 [4235]
6. Surplus Declaration of Parking Lot at 42 Brock Crescent [4238]
7. National School Boards Association Conference 2022: Application Withdrawal [4240]
8. National School Boards Association Conference 2022: Expense Approval [4239]
9. Increased Resource Support and Financial Flexibility to Ensure Multi-Year Strategic Plan Delivers on Equity and Students Achievement

15.7. Finance, Budget and Enrolment Committee (Special Meeting),  
Report No. 03, January 31, 2022

To follow

16. Adjournment



**Finance, Budget and Enrolment Committee**  
**(Special Meeting)**  
**Report No. 01**

FBEC:001A  
Thursday, December 9, 2021  
4:30 p.m.  
Electronic Meeting

Members Present      Trustees Parthi Kandavel (Chair), Stephanie Donaldson, James Li, Zakir Patel, Robin Pilkey, David Smith and Manna Wong

Also Present            Trustees Michelle Aarts, Alexander Brown, Trixie Doyle, and Yalini Rajakulasingam

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings.](#)

**Part A: Committee Recommendations**

**1. Contract Awards, Operations [4220]**

The Committee considered a report from staff (see FBEC:001A, page 1) presenting contracting awards. The Committee received the contracts on Appendix A.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Patel

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

**Carried**

**2. Contract Awards, Facilities [4221]**

The Committee considered a report from staff (see FBEC:001A, page 9) presenting contracting awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Wong

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

**Carried**

**3. Final Response to 2022-23 Ministry of Education Budget Consultation [4217]**

The Committee considered a report from staff (see FBEC:001A, page 27) presenting information on the finalized 2022-23 Ministry of Education Budget Consultation Guide.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Wong

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **2022-23 Ministry of Finance Education Funding Guide Response be approved.**

**Carried**

**4. Actual Enrolment as of September 2021 [4214]**

The Committee considered a report from staff (see FBEC:001A, page 45) presenting information on actual enrolments as of September 30, 2021.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Wong

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

**Carried**

**5. 2020-21 Financial Position and Reserve Status: Update [4215]**

The Committee considered a report from staff (see FBEC:001A, page 77) presenting information on the Board's financial position for 2020-21.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Donaldson

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

**Carried**

**6. 2022-23 Strategic Budget Drivers Consultation Plan [4219]**

The Committee considered a report from staff (see FBEC:001A, page 115) presenting information on the proposed strategic budget drivers for 2022-23 for trustees' feedback.

**Moved by:** Trustee Smith

**Seconded by:** Trustee Pilkey

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the 2022-23 strategic budget drivers consultation plan, as presented in the report, be approved.

**Carried**

**7. 2020-21 School Budget and School Generated Funds [4216]**

The Committee considered a report from staff (see FBEC:001A, page 127) presenting information on the 2018-19, 2019-20 and 2020-21 school budgets and school generated funds.

**Moved by:** Trustee Wong

**Seconded by:** Trustee Smith

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

**Carried**

## **8. Asset Retirement Obligation [4218]**

The Committee considered a report from staff (see FBEC:001A, page 251) presenting information on the implementation of a new asset retirement obligation accounting standard from the Ministry of Education.

**Moved by:** Trustee Wong

**Seconded by:** Trustee Pilkey

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

**Carried**

## **9. Revitalizing School Grounds and Building Exteriors [4213]**

The Committee considered a report from staff (see FBEC:001A, page 259) presenting information on a plan for the revitalization of school grounds and the exterior of buildings.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Wong

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

- (a) That the methodology, as presented in the report, be implemented for future renewal investments in schools, based on available funding and system facility needs;**
- (b) That the Director present a report annually in the fall on the planned work for the upcoming year based on the methodology, as presented in the report.**

**Carried**

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

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

The meeting was called to order at 4:33 p.m. with Parthi Kandavel presiding.

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

No matters to report



**12. Delegations**

No matters to report

**13. Adjournment**

On motion of Trustee Wong, seconded by Trustee Patel, the meeting adjourned at 6:49 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Parthi Kandavel, Committee Chair

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## **Integrity Commissioner Selection Committee**

### **Report No. 04**

ICSC:004A

Thursday, December 16, 2021

4 p.m.

Electronic Meeting

Members Present      Trustees Stephanie Donaldson (Chair), Chris Moise, Zakir Patel, David Smith and Anu Sriskandarajah

All trustees participated 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**

An electronic meeting of the Integrity Commissioner Selection Committee was called to order at 4 p.m. on Thursday, December 16, 2021 with Stephanie Donaldson presiding.

### **2. Approval of the Agenda**

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

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

No matters to report

**4. Private Matters**

At 4:09 p.m. on motion of Trustee Moise, seconded by Trustee Patel, the meeting resolved into private to consider matters on the private agenda.

**5. Delegations**

Integrity Commissioner Selection

1. Michael Teper, Canadian Antisemitism Education Foundation

**6. Private Matters**

At 4:39 p.m. on motion of Trustee Moise, seconded by Trustee Sriskandarajah, the meeting resolved back into private to continue consideration of matters on the private agenda.

**7. Adjournment**

On motion of Trustee Patel, seconded by Trustee Sriskandarajah, the meeting adjourned at 6:15 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Stephanie Donaldson, Committee Chair



## Governance and Policy Committee

### Report No. 01

GPC:001A

Wednesday, January 12, 2022

4:30 p.m.

Electronic Meeting

Members Present	Trustees Yalini Rajakulasingam (Chair), Michelle Aarts, Harpreet Gill, Shelley Laskin, Jennifer Story and Chris Tonks
Regrets	Trustee Anu Sriskandarajah
Also Present	Trustees Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Dan MacLean, Chris Mammoliti, Chris Moise, Patrick Nunziata, Robin Pilkey, David Smith and Indigenous Student Trustee Isaiah Shafqat
	All trustees participated by electronic means in accordance with <a href="#">amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings</a> .

#### Part A: Committee Recommendations

##### 1. **Anti-Sex Trafficking Policy: New Policy [4227]**

The Committee considered a report from staff (see GPC:001A, page 1) presenting a new policy in response to Ministry of Education's policy program memorandum 166, Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols. The Ministry of Education requires school boards to establish partnerships and implement tailored anti-sex trafficking protocols by January 31, 2022.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Laskin

The Governance and Policy Committee **RECOMMENDS** that the policy, **Anti-Sex Trafficking, as presented in the report, be approved.**

**Carried**

**2. P072, Workplace Violence Prevention: Annual Review [4231]**

The Committee considered a report from staff (see GPC:001A, page 19) presenting revisions to policy P072, Workplace Violence Prevention as part of the annual policy review.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Aarts

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

**Carried**

**3. P023, Parent and Community Involvement Policy: Review of Community Advisory Committees [4226]**

The Committee considered a report from staff (see GPC:001A, page 25 and attached) presenting recommendations following a review of community advisory committees.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Aarts

The Governance and Policy Committee **RECOMMENDS:**

**(a) That, regarding Indigenous Sovereignty, the Board of Trustees work within the policy framework under which Indigenous Peoples' rights are lawfully protected and step boldly into nation to nation dialogue on policy development with the Elders Council, Urban Indigenous Community Advisory Committee and Indigenous communities in developing a model of governance, engagement, partnership and collaboration that honors the principle of "Nothing about us without us" which expresses the principle of participation of ethical practice involving Indigenous peoples in TDSB;**

**(b) That, regarding the adoption of a public engagement model:**

- i. policy, P078, Community Engagement and procedure, PR704, Community Engagement be revised to a Public Engagement policy and procedure in accordance with the Board's policy review process. The revised policy and procedure will include community advisory committees and other consultation media (citizens' panels, stakeholders groups etc.), virtual and social media engagement platforms that enable surveys, forums, guestbooks, ideation board, digital mapping, etc., that is grounded in the IAP2 Spectrum of Public Participation framework and engagement continuum;**

- ii. **community advisory committees be removed from policy, P023, Parent and Community Involvement and procedure, PR558, Parent and Community Involvement and framed within the revised policy, P078, Community Engagement and procedure, PR704, Community Engagement;**
- iii. **procedure, PR731, Virtual Consultations be rescinded and embedded in procedure, PR704;**
- iv. **the Director present a Public Engagement policy to the Board in 2024-2025;**

**(c) That, regarding equity, anti-bias and anti-oppression:**

- i. **an Equity and Diversity on Engagement Bodies policy that is used to recruit, elect and retain elected and appointed members to bodies established by the Board, be developed;**
- ii. **diverse racialized experts and community members to inform a recruitment and talent strategy for community advisory committees and other engagement tools, be engaged;**
- iii. **intentional outreach and recruitment, to retain racialized parents/caregivers and community representatives, be engaged;**
- iv. **Where feasible, resources be allocated to community advisory committees and other engagement tools to eliminate some of the barriers that limit engagement (e.g. travel, childcare, digital divide etc.);**
- v. **new members of community advisory committees participate in a mandatory anti-bias and anti-oppression training;**
- vi. **meeting spaces be accessible and welcoming to all, particularly racialized participants by expanding meeting locations into the community, maintaining virtual meeting options, ensuring cultural and racial representation in physical meeting spaces;**

**(d) That, regarding community advisory committee member and staff capacity building:**

- i. **an orientation session be organized for community advisory committee members and staff who support CACs;**
- ii. **a leadership development module be developed and implemented annually for community advisory committee community chairs;**
- iii. **opportunity be created for CAC community co-chairs to meet a minimum of three times per year for planning and collaboration;**

- iv. an appreciation reception be organized every third term for CAC members;
- (e) That the Community Advisory Committee Handbook be changed to Community Advisory Committee procedures and be revised to include all of the recommendations, as presented in the report, subject to Board approval;
- (f) That, regarding the establishment of community advisory committees:
  - i. the Board, within its purview, establish community advisory committees and approve terms of reference (e.g. mandate, membership) to solicit or be provided with advice on specified areas of Board policy or program, as well as on educational issues of community interest;
  - ii. there be a minimum of two and a maximum of ten community advisory committees per term and no new CACs be established during the term;
  - iii. the following community advisory committees be reviewed at the 2022 Board Organizational meeting and thereafter all CACs be reviewed every 3rd term:
    - Alternative Schools Community Advisory Committee
    - Community Use of Schools Community Advisory Committee
    - Early Years Community Advisory Committee
    - Environmental Sustainability Community Advisory Committee
    - Equity Policy Community Advisory Committee
    - French as-a-Second-Language Community Advisory Committee
  - iv. the review criteria be developed by staff utilizing the Multi-Year Strategic Plan and the CACs annual and committee self-evaluation report;
  - v. That, the dissolution of community advisory committees occur at an Organizational meeting or by resolution at any time, as required by the Board;
- (g) That, regarding membership:
  - i. trustees be elected/appointed to community advisory committees for one term at the Organizational meeting or be appointed from time-to-time as vacancies arise;
  - ii. the trustee co-chair be elected or appointed at the Organizational meeting, where feasible;



- iii. **staff and employees be non-voting members of committees (whether a parent/caregiver or community member) who may attend and observe meetings. CAC support staff may participate and provide relevant information and support as deemed necessary;**
  - iv. **students be non-members of committees but may attend, participate in meetings, and receive community hours for participation;**
  - v. **committee members be reimbursed for eligible expenses such as mileage or parking, transit fare and dependent care expenses but not be compensated for participation;**
  - vi. **community/parent/caregiver who receives payment from the TDSB cannot hold a CAC membership position;**
  - vii. **a member whose term of office on a committee has expired may be reappointed to a subsequent term of office by the committee, but may serve only two consecutive terms and may return after a two-year hiatus;**
  - viii. **trustee (s) who are not elected or appointed member(s) of a CAC may attend the meeting and speak to a motion under consideration by the committee but cannot move a motion, vote or be counted towards quorum;**
- (h) That, regarding reporting to committees:**
- i. **standing committees receive monthly recommendations only and all other information and activities be reported out annually;**
  - ii. **CACs provide information or make recommendations to the Board through Committee reports;**
  - iii. **CACs report out to any standing committee of the Board and that each standing committee establish a standard agenda item for CACs;**
  - iv. **CAC reports be shared with CAC Co-chair prior to submission;**
  - v. **staff provide supplementary reports with committee reports when and where feasible to provide further clarity on impact and implication for the Board;**
  - vi. **recommendations and resolutions of CACs be tracked and reported out to CACs through the senior resource person;**
- (i) That community advisory committee members disclose all conflicts of interest, whether direct or indirect in accordance with the *Municipal Conflict of Interest Act* at every committee meeting. A conflict of interest encompasses situations in which the personal or private interests of a member (or the member's family or close**

**business associates) conflict with the interests of the committee and/or Board or when there is a reasonable basis for the perception of such conflict;**

**(j) That, regarding conflict resolution:**

- i. all CACs terms of reference include a conflict resolution process that addresses conflicts with members, co-chairs and members, staff and members, staff and co-chairs and purview of the co-chairs/committee and Board to remove members;**
- ii. if the committee/co-chairs is/are unsuccessful in their attempt to resolve a conflict using the conflict resolution process outlined in the terms of reference, TDSB (senior staff on the committee) may:**
  - Halt meeting operations (meetings, working groups, etc.) to engage in a resolution process that cannot exceed 2-3 months;**
  - Suspend member(s) of the committee who:**
    - Violates the Board Code of Conduct, the Ontario and TDSBs Human Rights Policy and other relevant policies and procedures of the Board**
    - Chooses not to participate in a resolution meeting or mediation**
    - Participated in a resolution meeting or mediation process but failed to change behaviours**
    - Acts detrimentally to the interests of the Board and/or the Committee**

**(k) That community advisory committees interested in hearing delegations must set out the process for delegations in their terms of reference. The process must include submission of a delegation, delegate requirements, time allotted for delegation, committee discussion of delegation. A delegate means any member of the public, a representative of a local community, organization, or any interest group. A delegation means the action of speaking or submitting a written statement by a delegate to a Committee**

**(l) That, regarding Board bylaw procedure alignment:**

- i. the following articles of the Boards Bylaws (pending its review), be incorporated into the new CAC procedures:**
  - 5.3 Open (Public) Sessions**
  - 5.7.5 – 5.7.8 Committee attendance and vacancies**
  - 5.9 Presiding Officer**
  - 5.11 Land Acknowledgement**

- 5.12 Agenda
- 5.13 Debate
- 5.14 Voting

**Carried**

**4. P048, Occupational Health and Safety Policy: Annual Review [4230]**

The Committee considered a report from staff (see GPC:001A, page 63) presenting revisions to policy P048, Occupational Health and Safety as part of the annual policy review.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Mammoliti

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

**Carried**

**5. Policy Review Schedule for 2021-2022 to 2024-2025 School Years: Update [4232]**

The Committee considered a report from staff (see GPC:001A, page 71) presenting updates to the policy review schedule for 2021-2022 to 2024-2024 school years.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Laskin

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

**Carried**

Part B: Information Only

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

An electronic meeting of the Governance and Policy Committee was called to order at 4:32 p.m., with Yalini Rajakulasingam, Committee Chair, presiding.

**7. Approval of the Agenda**

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

**8. Delegations**

No matters to report

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

No matters to report

**10. Report No. 08 of the Bylaws Review Ad Hoc Committee**

On motion of Trustee Laskin, seconded by Trustee Brown, the Committee received Report No. 08 of the Bylaws Review Ad Hoc Committee (November 25, 2021) (see GPC:001A, page 79) including:

- Equity Review of Bylaws
- Bylaws Review Timeline

**11. PR563, Anaphylaxis Management and PR714, Asthma Management: Update [4223]<sup>1</sup>**

On motion of Trustee Aarts, seconded by Trustee Laskin, the Committee received updates to PR563, Anaphylaxis Management and PR714, Asthma Management.

**12. PR666, Community Use of Board Facilities: Revised Procedure [4228]<sup>1</sup>**

On motion of Trustee Aarts, seconded by Trustee Laskin, the Committee received updates to PR666, Community Use of Board Facilities.

**13. Adjournment**

On motion of Trustee Aarts, seconded by Trustee Laskin, the meeting adjourned at 6:41 p.m.

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<sup>1</sup> Note: 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.

Part C: Ongoing Matters

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair

APPENDIX B



# Community Advisory Committees

REVIEW REPORT

2022 12 01

# Community Advisory Committees Review

## Contents

CAC CONTEXT & BACKGROUND .....	13
Policy Context .....	13
Communicating Advice to the Board .....	14
CAC Activities .....	14
CAC Costing .....	15
Indigenous Sovereignty-UICAC .....	15
Statutory Committees .....	16
REVIEW OF FINDINGS .....	18
What We Heard: Spring 2020 CAC Survey & Literature Review .....	18
Summary of What We Heard: Follow-up Conversation .....	19
Governance .....	19
Evaluation: .....	20
General: .....	20
Training: .....	20
Summary of the Review of Models and Best Practices for Implementing Advisory Committees in School Boards, Municipalities, and Charitable Organizations .....	21
Summary of What We Heard Trustee Follow-Up Deep Dive Session .....	22
Public Engagement Model .....	22
Equity .....	24
Reporting & Governance .....	24
EQUITY (ANTI-BIAS & ANTI-OPPRESSIVE) PUBLIC ENGAGEMENT .....	24
RECOMMENDATIONS .....	25
Recommendation #1-Indigenous Sovereignty .....	25
Recommendation #2- Adoption of a Public Engagement Model .....	25
Recommendation #3-Equity (Anti-bias and Anti-oppressive) .....	26
Recommendation #4-CAC Member & Staff Capacity Building .....	26
Recommendation #5-CAC Handbook Revision .....	27
Recommendation #6-Establishment of CACs .....	27
Recommendation #7-Dissolution of CACs .....	27

## Community Advisory Committees Review

Recommendation #8-Membership .....	27
Recommendation #9-Reporting of Committees .....	28
Recommendation #10-Conflict of Interest.....	29
Recommendation #11-Conflict Resolution.....	29
Recommendation #12-Delegation.....	29
Recommendation #13-Board Bylaw Procedure Alignment. ....	30
CONCLUSION .....	33
APPENDIX .....	34



# Community Advisory Committees Review

## CAC CONTEXT & BACKGROUND

### Policy Context

Community Advisory Committees (CACs) offer Trustees a valuable front-line perspective and can provide thoughtful and timely advice on a range of issues that impact the learning and well-being of children and parents/caregivers in our schools.

The Board's policy *P.023, Parent and Community Involvement*, provides that,

*"CACs shall be established where necessary to provide the Board with ongoing community advice on specified areas of Board policy or program, as well as on educational issues of broad community interest; in addition, ad hoc advisory committees, task forces, or working groups with community representation shall be established where required, on the understanding that the input from all such advisory groups does not preclude the input of other stakeholders across the system."* The Community Advisory Committee Handbook outlines all operating guidelines for CACs.

Currently, in addition to the two statutory committees mandated by the Province, the Board has the following ten Community Advisory Committees:

- Alternative Schools Community Advisory Committee (ASCAC)
- Black Student Achievement Community Advisory Committee (BSACAC)
- Community Use of Schools Community Advisory Committee (CUSCAC)
- Early Years Community Advisory Committee (EYCAC)
- Environmental Sustainability Community Advisory Committee (ESCAC)
- Equity Policy Community Advisory Committee (EPCAC)
- French-as-a-Second-Language Community Advisory Committee (FSLCAC)
- Inner City Community Advisory Committee (ICCAC)
- Urban Indigenous Community Advisory Committee (UICAC)
- 2-Spirited Lesbian, Gay, Bi-Sexual, Trans-Sexual, Queer, (2SLGBTQ)

TDSB Operational Procedure PR558-*Parent and Community Involvement* and the CAC Handbook defines the CACs' advisory role and relationship to the Board, as well as setting out the parameters for CAC structure, operation, and reporting.

A CAC may advise the Board on matters specifically referred to it by the Board or a standing committee, or it may advise the Board on matters of its own choosing, within its mandate as established by the Board when it was constituted.

## Community Advisory Committees Review

A CAC may also choose to exercise an advocacy role (i.e., it may indicate to the Board a preferred position on an educational issue under consideration by the Board) on the understanding that the position has been established through a fair and democratic process of deliberation and decision-making among the CAC membership.

### Communicating Advice to the Board

CACs provide advice to the Board through its standing committees, either by presenting a CAC report with its recommendations to the appropriate standing committee or by making a verbal delegation to that committee. Formal recommendations presented to the Board in a CAC report must be approved by a decision of the CAC and should relate directly to the mandate of the CAC or relevant educational issues.

A CAC may provide feedback to the Board, expressed in a separate document, or recorded in the minutes of its meetings. Note: feedback provided to the Board does not necessarily have to reflect a consensus viewpoint or a majority decision and may reflect the diverse range of views of the CAC members.

The Board and/or the appropriate standing committees will provide feedback to the CACs on reports and/or recommendations presented to the Board and/or standing committees for consideration. However, there is no obligation on the part of the Board or its staff to act on a CAC recommendation.

### CAC Activities

In addition to gathering community input and meeting to develop advice for the Board, CACs are required to carry out the following activities as outlined in PR558:

- Adhere to the Board's Code of Conduct as outlined in *PR585, Board Code of Conduct*:
  - Develop Terms of Reference outlining its operating structure (e.g. membership and chair/co-chair elections, meetings) that is consistent with the Board's operational bylaws. In the absence of individual bylaws for a CAC, the Board procedural bylaws will apply.
  - Participate in an Annual General Meeting held jointly by all CACs at the beginning of each school year.
  - Conduct an annual internal review of its mandate, membership, processes, annual goals, and work plans; and
  - Report to the Board through the Program and School Services Committee semi-annually on its progress.

CACs may also choose to participate in joint or collective activities relevant to their role.

## Community Advisory Committees Review

### CAC Costing

Each year CACs receive an array of support ranging from staffing, refreshments to childminding and teleconferencing. The chart below highlights pre-COVID-19 annual operating costs for 10 CACs.

Item	Cost (\$)
Refreshments	36, 207.00
Printing	852.00
Childminding	909.00
Staffing (Administration & Communication Supports)	132, 595.00
Teleconference	962.00
TOTAL	39,063.00

### Indigenous Sovereignty-UICAC

The UICAC did not engage in the review process, due to its ongoing work with the Board on sovereignty seeking and self-determination governance. Work that they believe will continue to move the needle on decolonization of our schools and the School Board.

Educational institutions that were built and operate on colonial structures pose problems for Indigenous children, parents/caregivers, elders, and communities. It attempts to not only make inferior but also to pathologize Indigenous knowledge. One of the key challenges highlighted by Dion, Susan D.; Johnston, Krista; Rice, Carla, M (2010) Decolonizing Our Schools Indigenous Education in the Toronto District School Board,” is how to bring Aboriginal people, philosophies and practices into a non-Aboriginal educational system”? A complex system that falls within multiple jurisdictions and structures that follows varying policy directives that lawfully protects the laws and/or customs of Indigenous Peoples’ rights, Nations and places of origin:

- Constitution Act
- Canadian Charter of Rights and Freedoms (CCRF) (section 15, 35)
- Ontario Human Rights Code (The Code)
- Charter of the United Nations
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

## Community Advisory Committees Review

- International Covenant on Civil and Political Rights (ICCPR)
- United Nations Universal Declaration of Human Rights (UDHR)

While resolving this dilemma falls outside the scope of this review, there are clear interim steps that can be taken by the Board that enables bridge building with the Board of Trustees and the Indigenous community. Dion, Susan D.; Johnston, Krista; Rice, Carla, M (2010) Decolonizing Our Schools Indigenous Education in the Toronto District School Board provides the following as a great foundation:

- Respect the expertise of the Aboriginal community
- Value Aboriginal community contributions (pay people and agency for work)
- Recognize that for community members, schools and School Boards can be uncomfortable places such as by providing a warm welcome and attention for the length of their stay
- Practice reciprocity by giving back, recognizing that if the Board wants community member to participate in and support change TDSB must support and participate with community agencies

While these symbolic gestures are a move in the right direction there is still core policy and governance work to be done in:

- Acknowledging Indigenous Peoples distinction from other equity seeking groups in that they are self-determining nations with inherent rights, laws, and institutions. Indigenous rights are distinct.
- Ensuring that Indigenous staff, students, elders, and parents/caregivers are not deprived of their rights and are provided with a learning and working environment that is free from racism and discrimination of any kind
- Engaging in allyship and alliance with the Indigenous Elder Council, UICAC, students, parents/caregivers in developing a model of governance that honors Indigenous epistemologies and knowledges, sovereignty, and self-determination

Failure to acknowledge “Indigenous sovereignty, will result in continued violence and Indigenous resistance and resurgence. It remains in the hearts, minds, thinking, knowing, acting, and doing of Indigenous Peoples on Turtle Island.

### Statutory Committees

Ontario Regulation 612/00 of the Education Act requires every school board to establish the Parent Involvement Committee and Ontario Regulation 464/97 requires every school board to establish a Special Education Advisory Committee. These statutory committees are formal structures which act as advisory bodies to a school board, as well as being important vehicle

## Community Advisory Committees Review

for parents and communities to play an advocacy role and to have input on policy and program issues.

In the TDSB, these two statutory committees are called:

- Parent Involvement Advisory Committee (PIAC), and
- Special Education Advisory Committee (SEAC)

Statutory Committees were invited and participated in the review process. However, they were not within the scope of the review due to their status within the Board. Recommendations that fall within the purview of Board policy and procedures may be applicable to the operation of these committees if they do not breach the Education Act or Bylaws of the committees.

# Community Advisory Committees Review

## REVIEW OF FINDINGS

The review commenced in Spring 2020 with an invitation to trustees to share their insights on how to improve community engagement and the functioning of CACs through an online anonymous survey conducted by Research Services. For six weeks, staff leads, trustees, and members of CACs had an opportunity to complete an anonymous online survey. CAC members were also be invited to provide feedback on the specific focus of their CAC, and community engagement, at one of their upcoming meetings. A review of best practices literature and the scan of various community advisory board's across Ontario was also completed.

The information below, prepared by Research and Development, summarizes the information gathered from (1) the Spring 2020 CAC review survey, (2) a review of best practices literature, (3) the scan of various community advisory board's across Ontario.

### What We Heard: Spring 2020 CAC Survey & Literature Review

- 106 members responded from across CAC's
- SEAC and PIAC not included in review
- UICAC will continue to work with the Urban Indigenous Centre, community partners and the Board to develop decolonizing engagement models.

### How could CAC's be improved:

- Support to further define committees' purpose, structure, and governance
- Need for a clearer definition from the TDSB related to mandate, role, function, resources, training, voting rights, quorum, etc.
- Feedback from Staff on the Annual Evaluation to the Board
- A clearer understanding of the critical issues facing the Board and how to solicit feedback from parents and the community
- Moving beyond surface engagement to get parents more involved
- Improved communication from the Board and TDSB staff
- Access to funding and different locations (pre-COVID-19)

### Literature Review

- Jurisdictions need to define clearly to the public what they mean by advisory bodies
- There needs to be clear policies and procedures for advisory groups

## Community Advisory Committees Review

- Advisory committees need to have a clear mission and clear expectations of their role
- Members of advisory groups should receive an orientation to help them understand the context in which their group operates
- There needs to be a limit set on the term a member may serve on an advisory group
- Organizations need to devote staff time and support to advisory committees
- Advisory groups should strive to represent the demographic composition of the community
- Efforts should also be made to represent youth on advisory boards
- The effectiveness of an advisory committee should be evaluated on a regular basis
- There is a need for training and education opportunities for citizens, staff, and the governing body

Following the Boards' approval to resume consultations in Spring 2021, follow-up stakeholder conversations were held with (i) CAC members (ii) Trustees(2 sessions), (iii) CAC Senior Staff, (iv)CAC support staff, and (v) Black Student Success Community Advisory Committee (BSACAC).

The summary of findings below addresses gaps in information that was identified from the survey responses and best practice literature.

### Summary of What We Heard: Follow-up Conversation

4 CAC Members

18 Trustees

CAC Senior Staff

7 CAC Support Staff

12 BSACAC members

While the Special Education Community Advisory Committee did not participate in the survey or the first round of consultations, they were represented in the second round of consultations

### Governance

Examine timing of when reports come to Committee. Explore mapping out the year so that Trustees can get feedback from CACs in a timelier manner. E.g. Is there a way to separate the reporting of CACs from the recommendations that they bring? If reporting was done less frequently (annually versus monthly) it may obligate Boards response in a timely way on policies, advice that is needed, work and priorities of the Board, and Trustees expectations. It may also eliminate the perception of rubber stamping of monthly reports.

## Community Advisory Committees Review

What does Program and School Service Committee (PSSC) look like in the future; PSSC is taking longer than it has in the past. CACs should also be reporting out to other Standing committees to release pressure on PSSC

Examine separating the reporting of CACs from the recommendations that they bring to Trustees.

Consider examining a different public engagement model that is robust, more flexible modernized and better aligned with the Board's decision-making process

CAC co-chairs should be determined at the Organization Board meeting. If there is turnover in Trustee co-chairs, Trustees should communicate with CAC co-chairs Trustees in attendance agreed that CAC co-chairs should be determined at the end of the Org Board meeting. If there is turnover in Trustee co-chairs, Trustees should communicate with CAC co-chairs.

Revise the handbook to a procedure for CACs

### Evaluation:

- Formalize an evaluation timeframe for CAC's. Trustees suggested a review of CAC's within the 3<sup>rd</sup> year of the Board cycle. Committees can then be dissolved within a Board cycle.
- Consider and re-evaluate the relevance of the current CAC's against the Multi Year Strategic Plan

### General:

- Members are frustrated. In some cases, CAC's are not an effective use of their time. Members do not always feel respected.
- Members agree that there should not be paid CAC positions, but consider barriers that may be impeding potential participation (e.g., transit, childcare, etc.). Consider financial support for students in committees.
- CAC's use of subcommittees / working groups has streamlined larger group meetings and increased action-oriented workflow.
- No consensus among CAC members as to the degree of staff involvement on committees. Different experiences based on committee. Trustees want to hear staff voices somewhere but understand staff should not be voting members on CACs. Consider a space for staff to have their voices heard by Trustees.

### Training:

- Include orientation training, ongoing training, and equity and human rights training for all CAC members, staff, and Trustees.



## Community Advisory Committees Review

Summary of the Review of Models and Best Practices for Implementing Advisory Committees in School Boards, Municipalities, and Charitable Organizations

The Review of Models and Best Practices for Implementing Advisory Committees in School Boards, Municipalities, and Charitable Organizations emphasized the role, purpose, and structure of advisory committees as:

- structures through which the governing body can receive advice from members of the public on issues relevant to the governing body's priorities, key policy and program areas, or issues of major public interest
- a tool for public engagement. For example, advisory committees at the Hamilton-Wentworth District School Board support the Community Engagement Pillar of the Board's Policy. Both the City of Vancouver and the City of Winnipeg use advisory committees as part of their public engagement strategy. At the City of Calgary, advisory committees provide a way for citizens to take a leadership role in governance
- concerned predominately with issues related to equity, inclusion and social justice and meeting the needs of sovereign seeking and equity-seeking groups
- possibly ad hoc and are disbanded after completing their mandate (i.e., some advisory committees at the City of Toronto, City of Edmonton, and City of Mississauga). At the City of Calgary, Council reviews the mandate of advisory committees every two years and may decide to disband a committee based on the review. At the Hamilton-Wentworth District School Board, advisory committees are discontinued if they do not meet quorum.

structured in two main ways... the most common structure is where the organization has more than one advisory committee and each committee addresses a specific topic or matter and has representation from defined groups of stakeholders. The least common structure is the single community advisory model. The City of Winnipeg is the only organization found in this scan which follows this model. It has one Community Advisory Committee consisting entirely of community members who provide input to Council on community-based and city-wide issues.

differ in their composition, they often include representation from specific groups of stakeholders, including members of the public, members of the governing body, and staff. In many municipalities and some school boards, staff and members of the governing body serve on advisory committees in a liaison role. At the Toronto District Catholic School Board and the Hamilton-Wentworth District School Board, students also may sit on advisory committees.

- having diverse representation. The City of Vancouver is an exemplar in this regard with its *Diversity on Advisory Bodies Policy* that is used to appoint members to advisory bodies established by Council.

## Community Advisory Committees Review

having varied term of office and, in some jurisdictions, it coincides with the term of Council

- reporting to a Standing Committee or to governing Council. Some also report to a senior manager or leader within the organization
- not compensated given the voluntary nature of their service; however, they may be reimbursed for eligible expenses such as mileage or parking. In addition to these expenses, the City of Ottawa covers transit fare and dependent care expenses for advisory committee members. In the City of Brampton, there is an annual reception to thank advisory committees' members. The United Way of Greater Toronto has an advisory council that provides a token of appreciation to the Chair of an Advisory Council

having staff or administrative liaison assigned to work with the advisory committee (MRSC, 2008; Mulvenon, 1990; NASEM, 2010). The liaison should provide financial, material or data resources that the advisory committee needs (Mulvenon, 1990).

The supportiveness of the staff/administrative liaison has been found to be critical to the success of advisory committees (Mulvenon, 1990).

### Summary of What We Heard Trustee Follow-Up Deep Dive Session

6 Trustees

2 Staff

During the Spring conversation with trustees and committee members the issue of examining a public engagement model that is robust, flexible grounded in anti-oppression, modernized and better aligned with the Boards decision making process kept on emerging. The conversation highlighted the following key themes:

### Public Engagement Model

- A public engagement option should be presented with recommendations to the Board e.g. what can it look like, where do CACs fit in that model.
- Model should explore feasibility of changing the structure, transition to a larger medium for public engagement (e.g. stakeholder groups, technology, Community of practice, stakeholder's etc.)
- Focus must be on tasks versus people and offer task specific options such as working groups, task forces and function withing the operational framework of the Board
- It must enable the Board to cast a wide net for feedback from wide audiences and mediums

## Community Advisory Committees Review

- Demonstrate a change management exercise that must strongly emphasize the advice to Trustees and deemphasize advice to staff, to avoid a power imbalance –
- Explore virtual engagement tools. There are great virtual engagement tools on the market. Municipalities have some vibrant online ways of engaging the community

In addition to the follow up session, Trustees also expressed interest in receiving more information on public engagement models in other jurisdictions and a follow up conversation on the findings and possible future considerations for the way in which the Board solicits and receives advice from the public. In preparation for the deep dive session, the Research Department also prepared a Summary of Public Engagement Models.

The Summary of Public Engagement Model highlighted TDSBs existing P078-Community Engagement Policy and PR704-Procedure that is grounded in the International Association for Public Participation (IAP2) public engagement framework.

The procedure includes a Community Engagement Continuum Chart that identifies methods for public engagement in the Board along the following three spectrums:

- **Information sharing:** To provide factual, objective information to create awareness and educate.
- **Consultation:** To gather public input, advice, and feedback on alternatives and/or directions to inform decision-making. Stakeholders will be provided feedback on how their input has influenced decisions.
- **Co-construction:** To partner with stakeholders in each aspect of decision making on issues that affect them.

Currently, CACs are identified as a tool on the *Community Engagement Continuum* – under consultation. Other activities of the Board such as delegations, ward forums, legislated Committees (SEAC & PIAC) can be situated on the continuum as information sharing and/or consultation.

Additional strategies for public participation and engagement were also sourced from municipalities across Canada. To situate these strategies, the IAP2 Spectrum of Public Participation<sup>2</sup>, a framework used by many municipalities was used. The Spectrum defines public engagement as any process that involves the public in problem-solving or decision-making and that uses public input to make better decisions. It ranges from informing at a lower level of engagement to involvement, collaboration, and empowerment at a higher level. The review highlighted some of the following tools as alternatives to advisory committees that could be

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<sup>2</sup> Source: IAP2, [https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum\\_8.5x11\\_Print.pdf](https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf)

## Community Advisory Committees Review

placed under collaborate and empower on the spectrum and fit within a larger public engagement model:

- Citizen/expert panels,
- Stakeholder groups,
- Work groups,
- Expert committees

The City of Toronto's Public Appointment Policy outlines the process for their governing citizen appointments to over 50 City agencies, corporations, advisories, committees, and other bodies approved by Council. Members from the public are recruited or encouraged to apply through an application process that adheres to Councils approved qualifications relevant to the responsibilities of the individual board and process that is managed by a Public Appointment Secretariat operating within the City Clerks Office. All appointments are approved by Council. Terms of office for all boards are staggered, so that the terms of half the members expire every two years and the limit on length of service for any citizen is a maximum of 2 consecutive terms of 4 years, for a limit of 8 consecutive years, on the same board. Restrictions have been placed on the appointment of former Councillors, relatives of Council members and staff. All committees, agencies, advisory bodies, corporations etc. are also governed by a code of conduct, diversity, and privacy policy.

### Equity

Explore if a public engagement model could enhance access to communities that are not being engaged– how do we get to hear the voices from the margins?

### Reporting & Governance

Reporting must include all Standing Committees of the Board, not just the Program and School Service Committee under CACs

There must be clear processes for approving and disbanding structures

### EQUITY (ANTI-BIAS & ANTI-OPPRESSIVE) PUBLIC ENGAGEMENT

The feedback from the Trustee Deep Dive on the need to explore how a public engagement model will enhance access to communities that are not being engaged resulted in a brief virtual environment scan. The scan clearly demonstrated that there is bias, and oppression embedded in public engagement as it is in all sectors of the society. While public engagement is premised on the belief that everyone has the right to be involved many groups of people have faced historic and ongoing marginalization due to their race, ethnicity, religion, gender identity, sexual orientation, disability, socioeconomic background, citizenship status, or other identities and lived experiences. These groups are often under-represented in leadership and engagement processes due to overt exclusion and/or systemic physical, social, and financial barriers. "Even when the public is engaged, their voices may not equally influence action, as differences in power and privilege play out not only in the engagement process, but also in the way final decisions are made" (SFU, Centre for Dialogue, 2020). Moving towards an anti-bias and anti-oppressive practice requires institutions to equitably distribute opportunity, resources,

## Community Advisory Committees Review

and power so that communities and leaders may collaborate throughout the planning, implementation, and follow-up of an engagement to genuinely co-create solutions. According to Ryan Short CEO of Civic Brand (2020) to truly be equitable, a public engagement strategy needs to be as diverse as the community. The engagement toolbox must be robust and has every tool and method possible, but the needs of the community should guide the engagement strategy and not the tools. To effectively centre voices from the margins, there must be an institutional commitment to:

- shifting how we conceptualize public engagement away from engagement ‘facilitator’ to advocates for and conveners of the underserved groups who continue to live out the effects of other people’s decisions.
- Create safe spaces that are open and welcoming to different identities, voices, and experiences
- relinquishing control over the process to create space for the process to evolve as the community needs it to, supporting the decision-making authority to be placed in the hands of the experts – the community members.
- designing public engagement processes with intentionality from the outset to redistribute opportunity, resources, and power more fairly
- maximizing online engagement tools that can be more accessible for many, and offer an opportunity to bring people together in inspiring ways while recognizing that it can also exacerbate existing inequities (e.g. a “digital divide”, time inequity etc.) and create barriers to access for diverse people

### RECOMMENDATIONS

The following recommendations reflect the information and feedback gathered from all consultations, research, and environmental scans.

#### Recommendation #1-Indigenous Sovereignty

It is recommended that:

- 1.1 The Board of Trustees work within the policy framework under which Indigenous Peoples’ rights are lawfully protected and step boldly into nation to nation dialogue on policy development with the Elders Council, UICAC and Indigenous communities in developing a model of governance, engagement, partnership and collaboration that honors the principle of *"Nothing about us without us"* which expresses the principle of participation of ethical practice involving Indigenous peoples in TDSB.

#### Recommendation #2- Adoption of a Public Engagement Model

It is recommended that:

- 2.1 P078- Community Engagement & PR704-Community Engagement be revised to a Public Engagement Policy and Procedure in accordance with the Boards policy review process. The revised policy and procedure includes CACs and other consultation mediums (citizens’ panels, stakeholders groups etc.), virtual and social media engagement platforms that enable surveys, forums, guestbooks, ideation board, digital mapping, etc.,

## Community Advisory Committees Review

that is grounded in the IAP2 Spectrum of Public Participation<sup>3</sup> framework and engagement continuum

- 2.2 CACs be removed from P023-Parent and Community Involvement and PR558-Parent and Community Involvement and framed within the revised P078- Community Engagement & PR704-Community Engagement
- 2.3 PR731-Virtual Consultations be rescinded and embedded in PR704
- 2.4 A Public Engagement Policy be presented to the Board in 2024/2025

### Recommendation #3-Equity (Anti-bias and Anti-oppression)

There is continuous work to be done in ensuring that the long-term systemic barriers experienced by racialized parents/caregivers and the community in engaging in the Board remains a challenge for system. While small gains have been made, the work needs to continue responding to the challenges. Within the scope of public engagement, it is recommended that:

- 3.1 The Board develops an Equity and *Diversity on Engagement Bodies Policy* that is used to recruit, elect, and retain elected and appointed members to bodies established by the Board
- 3.2 The Board engages diverse racialized experts and community members to inform a recruitment and talent strategy for CACs and other engagement tools
- 3.3 The Board engages in intentional outreach and recruitment, to retain racialized parents/caregivers and community representatives
- 3.4 Where feasible, resources are allocated to CACs and other engagement tools to eliminate some of the barriers that limit engagement (e.g. travel, childcare, digital divide etc.)
- 3.5 CAC new members participate in a mandatory Anti-bias and anti-oppression training
- 3.6 Meeting spaces are accessible and welcoming to all, particularly racialized participants by expanding meeting locations into the community, maintaining virtual meeting options, ensuring cultural and racial representation in physical meeting spaces

### Recommendation #4-CAC Member & Staff Capacity Building

Providing capacity and leadership development for committee members and chairs, will not only build the confidence of members, it will also demonstrate the Boards' appreciation of their contribution, while boosting members sense of efficacy and enhancing the effective operation of the committee. It is recommended that:

- 4.1 An Orientation session be organized for CAC members and staff who support CACs

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<sup>3</sup> Source: IAP2, [https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum\\_8.5x11\\_Print.pdf](https://cdn.ymaws.com/www.iap2.org/resource/resmgr/pillars/Spectrum_8.5x11_Print.pdf)



## Community Advisory Committees Review

- 4.2 A leadership development module be developed and implemented annually for CAC community chairs
- 4.3 Opportunity be created for CAC community co-chairs to meet a minimum of three times per year for planning and collaboration
- 4.4 An appreciation reception be organized every 3<sup>rd</sup> term for CAC members

### Recommendation #5-CAC Handbook Revision

It is recommended that:

- 5.1 The CAC Handbook be changed to CAC Procedures and be revised to include all recommendations outlined in this report pending Board approval

### Recommendation #6-Establishment of CACs

It is recommended that:

- 6.1 The Board within its purview, establish CACs and approve terms of reference (e.g. mandate, membership) to solicit or be provided with advice on specified areas of Board policy or program, as well as on educational issues of community interest
- 6.2 There be a minimum of 2 and a maximum of 10 CACs per term and no new CACs be established during the term
- 6.3 The following CACs be reviewed at the 2022 Board Organizational meeting and thereafter all CACs be reviewed every 3<sup>rd</sup> term:
  - Alternative Schools Community Advisory Committee
  - Community Use of Schools Community Advisory Committee
  - Early Years Community Advisory Committee
  - Environmental Sustainability Community Advisory Committee
  - Equity Policy Community Advisory Committee
  - French as-a-Second Language Community Advisory Committee
- 6.4 The review criteria be developed by staff utilizing the Multi Year Strategic Plan and the CACs annual and committee self-evaluation report

### Recommendation #7-Dissolution of CACs

It is recommended that:

- 7.1 The dissolution of CACs occurs at an Organizational Meeting or by resolution at any time as required by the Board.

### Recommendation #8-Membership

It is recommended that:

## Community Advisory Committees Review

- 8.1 Trustees be elected/appointed to CACs for one term at Organizational Meeting or be appointed from time-to-time as vacancies arise
- 8.2 The Trustee Co-chair be elected or appointed at the Organizational Meeting, where feasible
- 8.3 Staff and employees be non-voting members of committees (whether a parent/caregiver or community member) who may attend and observe meetings. CAC support staff may participate and provide relevant information and support as deemed necessary
- 8.4 Students be non-members of committees but may attend, participate in meetings, and receive community hours for participation.
- 8.5 Committee members be reimbursed for eligible expenses such as mileage or parking, transit fare and dependent care expenses but not be compensated for participation
- 8.6 Community/parent/caregiver who receives payment from the TDSB cannot hold a CAC membership position
- 8.7 A member whose term of office on a Committee has expired may be reappointed to a subsequent term of office by the Committee, but may serve only two consecutive terms and may return after a two-year hiatus
- 8.8 Trustee (s) who are not elected or appointed member(s) of a CAC may attend the meeting and speak to a motion under consideration by the Committee but cannot move a motion, vote or be counted towards quorum

### Recommendation #9-Reporting of Committees

It is recommended that:

- 9.1 Standing Committees receive monthly recommendations only and all other information and activities be reported out annually
- 9.2 CACs provide information or make recommendations to the Board through Committee reports.
- 9.3 CACs report out to any Standing Committee of the Board and that each Standing Committee establish a standard agenda item for CACs
- 9.4 CAC reports be shared with CAC Co-chair prior to submission
- 9.5 Staff provide supplementary reports with committee reports when and where feasible to provide further clarity on impact and implication for the Board
- 9.6 Recommendations and resolutions of CACs be tracked and reported out to CACs through the Senior Resource Person



## Community Advisory Committees Review

### Recommendation #10-Conflict of Interest

It is recommended that:

- 10.1 CAC members disclose all conflict of interest, whether direct or indirect in accordance with the Municipal Conflict of Interest Act at every Committee meeting. A conflict of interest encompasses situations in which the personal or private interests of a member (or the members family or close business associates) conflict with the interests of the committee and/or Board or when there is a reasonable basis for the perception of such conflict

### Recommendation #11-Conflict Resolution

Every committee will face periods of conflict. Conflict is not inherently unhealthy for a committee. Healthy conflict, in which conflicting viewpoints are debated, can be of significant benefit to committees, if it is effectively managed. However unhealthy conflict can divert energy, demoralise staff and volunteers, and derail the work of the committee. It is recommended that:

- 11.1 All CACs Terms of Reference include a conflict resolution process that addresses conflicts with members, co-chairs and members, staff and members, staff and co-chairs and purview of the co-chairs/committee and Board to remove members
- 11.2 If the Committee/Co-Chairs is unsuccessful in their attempt to resolve a conflict using the conflict resolution process outlined in the TOR, TDSB (senior staff on the committee) may:
  - Halt meeting operations (meetings, working groups, etc.) to engage in a resolution process that cannot exceed 2-3 months
  - Suspend member(s) of the committee who:
    - Violates the Board Code of Conduct, the Ontario and TDSBs Human Rights Policy and other relevant policies and procedures of the Board
    - Chooses not to participate in a resolution meeting or mediation
    - Participated in a resolution meeting or mediation process but failed to change behaviours
    - Acts detrimentally to the interests of the Board and/or the Committee

### Recommendation #12-Delegation

It is recommended that:

- 12.1 CACs interested in hearing delegations must set out the process for delegations in their Terms of Reference. The process must include submission of a delegation, delegate requirements, time allotted for delegation, committee discussion of delegation. A delegate means any member of the public, a representative of a local community,

## Community Advisory Committees Review

organization, or any interest group. A delegation means the action of speaking or submitting a written statement by a delegate to a Committee

### Recommendation #13-Board Bylaw Procedure Alignment.

It is recommended that:

- 13.1 The following articles of the Boards Bylaws (pending its review), be incorporated into the new CAC procedures:

Bylaw Section	Description
5.3 Open (Public) Sessions	<p>5.3.1 All Board and Committee meetings will be open to the public.</p> <p>5.3.3 No person will be excluded from a meeting that is open to the public except for improper conduct in accordance with section 207(1) of the <i>Education Act, Board Code of Conduct, Human Rights Policy, Occupational Health and Safety, Work Place Harassment and all other relevant policy of the Board.</i></p> <p>5.3.4 No person will engage in conduct that is negative, critical, or derogatory towards any other person, or engage in any behaviour that is disruptive to the meeting. Where a member of the public engages in such conduct, the Chair may advise the person to cease such behaviour, or the person may be asked to leave or be removed from the meeting.</p> <p>All CAC members, guests and the public shall adhere to the Boards Code of Conduct.</p>
<i>Committee attendance and vacancies</i>	<p>5.7.5 A Trustee loses their Committee membership if they are absent, without authorization of the Committee, from three (3) consecutive regular Committee meetings.</p> <p>5.7.6 A Trustee vacancy, will be reported to the Board in the next Committee report.</p> <p>5.7.7 The Board will appoint a member, where possible, to fill a Committee vacancy upon being notified.</p> <p>5.7.8 The Board may decide to reduce the Committee membership rather than fill a Committee vacancy.</p>

## Community Advisory Committees Review

Bylaw Section	Description
5.9 Presiding Officer	<p>5.9.1 The Chair (or Vice-Chair in their absence) will preside at a meeting of the Committee.</p> <p>5.9.2 In the absence of the Chair or Vice-Chair, the Committee will appoint one member to preside at the meeting or until the Chair or Vice-Chair is present.</p> <p>5.9.3 No member of the Committee will preside at a meeting during the consideration of a motion when that member has declared a conflict of interest.</p>
5.11 Land Acknowledgement	<p>5.11.1 All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancstral Lands of Aboriginal peoples recited by the Chair or Vice-Chair.</p>
5.12 Agenda	<p>5.12.1 The content of the agenda for:</p> <p>Committee, will be determined by the Committee Chairs/co-chairs in consultation with the Senior Staff Resource Person or designate; and</p> <p>Committees, for the purpose of hearing delegations, will be determined by the Committee</p> <p><i>Order of Agenda (Order of Business)</i></p> <p>5.12.3 Matters will generally be considered in the order shown in the agenda. The final agenda will be approved at the meeting by a majority of the members present</p> <p>5.12.5 At Committee, the following is the typical order of an agenda:</p> <ul style="list-style-type: none"> <li>(a) Call to Order and Acknowledgement of Traditional Lands</li> <li>(b) Approval of the Agenda</li> <li>(c) Declarations of Possible Conflict of Interest</li> <li>(d) Delegations</li> <li>(e) Staff Reports</li> <li>(f) Motions for Consideration (Introduced at a Previous Meeting)</li> <li>(g) Notices of Motion (Discussion for Next Meeting)</li> <li>(h) Other Business</li> <li>(i) Adjournment</li> </ul>

## Community Advisory Committees Review

Bylaw Section	Description
5.13 Debate	<p>5.13.1 The Chair or designate will maintain a list of members who wish to speak to a motion.</p> <p>5.13.2 The Chair will recognize a member to speak by calling the member by name and indicating that the member has the floor.</p> <p>5.13.5 No member will interrupt another member who has the floor, except for the Chair presiding over a meeting or a member for the purpose of stating a point of order or question of personal privilege.</p> <p>5.13.6 Members will confine their comments to the merits of the motion being considered.</p> <p>5.13.7 The Chair may rule a question out of order if a member has already asked substantially the same question in another form.</p> <p>5.13.8 The chair, may second or speak to a motion, but only once they have relinquished or passed the role of presiding chair to another member. Should the presiding chair move a motion, having relinquished their role as presiding, they may not preside over the meeting until the motion has been dealt with.</p> <p>5.13.9 At any time before a motion is put to a vote, a member may request that the motion be read aloud.</p> <p><i>Speaking Time</i></p> <p>5.13.11 At Committee, members may speak an unlimited number of times to each motion/agenda item and for up to five (5) minutes for each motion/agenda item.</p>
5.14 Voting	<p>5.14.2 Trustees who are not members of the Committee are not entitled to vote. Only Committee members may vote at Committee meetings.</p> <p>5.14.3 A member, except the Chair, who is present and fails to vote on a motion, will be deemed to have voted against the motion. If the Chair abstains from voting, their vote will be recorded neither for nor against the motion, and the number of</p>

## Community Advisory Committees Review

Bylaw Section	Description
	members required to pass a vote will subsequently be reduced by one.
	5.14.4 A member who declares a conflict of interest must abstain from voting and will be recorded as abstaining due to a conflict of interest. When a member abstains due to a conflict of interest, their vote will be recorded neither for nor against the motion, and the number of members required to pass a vote will subsequently be reduced by the number of members with a declared conflict, in accordance with the <i>Municipal Conflict of Interest Act</i> .
	5.14.7 After a vote is taken, the Chair will declare whether the motion was carried or defeated.
	5.14.8 A tie vote means the motion is defeated.

### CONCLUSION

Community Advisory Committees (CACs) offer Trustees a valuable front-line perspective and can provide thoughtful and timely advice on a range of issues that impact the learning and well-being of children and parents/caregivers in our schools. The review outlined their assets and the core areas for improvement. It also highlighted other public engagement opportunities for the Board that enhance the Trustees scope to solicit and receive advise.

# Community Advisory Committees Review

## APPENDIX

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## Community Advisory Committees Review

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## Community Advisory Committees Review

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## Program and School Services Committee

### Report No. 01

PSSC:001A

Wednesday, January 19, 2022

4:30 p.m.

Electronic Meeting

Trustee Members Present Trustees Rachel Chernos Lin (Chair), Trixie Doyle, Dan MacLean, Chris Moise, and Patrick Nunziata

Regrets Trustee Alexandra Lulka

Also Present Trustees Michelle Aarts, Alexander Brown, James Li, Christopher Mammoliti, Robin Pilkey and Manna Wong

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

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

#### **1. 2SLGBTQ+ Community Advisory Committee: Honoraria for Equity- and Sovereignty-Seeking Students: Feasibility**

The Committee considered a report from the 2SLGBTQ+ Community Advisory Committee (see PSSC:001A, page 3) presenting a recommendation for a report back to the Program and School Services Committee on the feasibility of an honorarium or practicum hours for student members of the Committee.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that the Director present a report to the Program and School Services Committee in spring 2022 on the feasibility of providing an honorarium and/or practicum hours for equity seeking and sovereignty seeking students.

**Carried**

At the committee meeting, “in spring 2022” was added on amendment of Trustee Chernos Lin, seconded by Trustee Moise.

## **2. Alternative Schools Community Advisory Committee: Equitable Marketing**

The Committee considered a report from the Alternative Schools Community Advisory Committee (see PSSC:001A, page 7) presenting a recommendation on a marketing review.

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that staff report back to the Alternative Schools Community Advisory Committee by early fall 2022 on the following:

That the TDSB conduct a review on how the Board can promote more, do more with the same or similar marketing pieces, campaigns, and budgets. Take every marketing opportunity and optimize it to its full potential. Why promote just one option, when TDSB can simultaneously promote more or all options for the same or similar cost and time.

**Carried**

## **3. Alternative Schools Community Advisory Committee: TDSB Website: Find Your School**

The Committee considered a report from the Alternative Schools Community Advisory Committee (see PSSC:001A, page 7) presenting a recommendation website improvement.

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that staff report back to the Alternative Schools Community Advisory Committee by early fall 2022 on the following:

That the TDSB conduct a review on how the TDSB can improve the existing Find Your School website section to improve knowledge of, and thereby, access to all existing TDSB schools, services, and programs including, but not limited to, alternative schools. The current design assumes web users already have a basic understanding that TDSB offers numerous options

outside their local home school, what those options are, which options the student in question is eligible to attend, where they are located, and how to access them;

**Carried**

#### **4. Alternative Schools Community Advisory Committee: Elementary Alternative Schools Enrolment Allocation**

The Committee considered a report from the Alternative Schools Community Advisory Committee (see PSSC:001A, page 8) presenting a recommendation on enrolment allocation for elementary alternative schools.

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that appropriate staff from the Planning Department attend the April 2022 meeting of the Alternative Schools Community Advisory Committee for further discussion of the following:

That the TDSB conduct a review for TDSB staff to remove existing barriers and consider all operations and specifications, including building space capacity and wait lists, to maximize enrolment numbers for all elementary alternative schools so they may serve as many students as feasible. Furthermore, ASCAC requests the Board to provide a rationale for the allocated enrolment numbers for elementary alternative schools

**Carried**

#### **5. Community Use of Schools Community Advisory Committee: Terms of Reference**

The Committee considered a report from the Community Use of Schools Community Advisory Committee (see PSSC:001A, page 27) presenting revised terms of reference (see attached).

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that the revised **Community Use of Schools Community Advisory Committee** terms of reference, as presented in the report, be approved.

Carried

## **6. Parent Involvement Advisory Committee: Dealing With Incidents of Racism**

The Committee considered a report from the Parent Involvement Advisory Committee (see PSSC:001A, page 71) presenting recommendations related to dealing with incidents of racism in the Parkdale community.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

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

**(a) That the following be referred to staff for follow-up with the Parent Involvement Advisory Committee on work being done with policy P728, Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools:**

**That the Board identify “hot” ward zones and triage immediately; providing identified actions in their School Improvement Plan to address equity, diversity, inclusion, and reconciliation issues, and create clear outcomes and accountability. Community and external partners should be engaged to assist with creating tailored programming for the school(s) in question;**

**(b) That the following be referred to staff to provide an update to the Parent Involvement Advisory Committee on the Ontario College of Teachers Professional Advisory on Anti-Black Racism and recent amendment to the *Ontario College of Teachers Act*, 1996:**

**That PIAC and the Board of Trustees advocate to the Ontario College of Teachers to look at the revocation of teacher certification when Board staff/or teachers have committed acts of racism or hate to affirm their commitment to the Board’s equity policy with a “zero tolerance” stance;**

**(c) That the following be referred to staff to provide the Parent Involvement Advisory Committee with an update on collective bargaining processes:**

**That PIAC and the Board of Trustees advocate to the Elementary Teachers’ Federation of Ontario and the Ontario Secondary Schools Teachers’ Federation to amend the collective bargaining agreement to reflect**

immediate firing for any acts of racism/hate, review terms and conditions for paid leave for staff and required mandatory anti-racism training for teachers and Board staff. This would affirm a "zero tolerance" stance. School relocation should not be an option and any racist behaviour or acts of hate should be documented and reported to all relevant associations. Duty to report should be made mandatory and consequences should be contemplated for Board staff who are inactive bystanders;

- (d) The following be referred to staff to provide an update to the Parent Involvement Advisory Committee on Ontario College of Teachers Professional Advisory on Anti-Black Racism and recent amendment to the *Ontario College of Teachers Act, 1996*:

That PIAC and the Board of Trustees draft a letter to the Minister of Education requesting intervention with the Ontario College of Teachers for swift action and development of a zero-tolerance policy and procedure for staff;

- (e) The following be referred to staff to provide an update to the Parent Involvement Advisory Committee on the work being done in the Parkdale community and other areas of the Board to address anti- Black racism:

That the Board convene a task force with representation from the following Community Advisory Committees (CAC): Parent Involvement Advisory Committee, Black Student Success Advisory Committee, Urban Indigenous Community Advisory Committee, the Equity Policy Community Advisory Committee, Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer+ (2SLGBTQ+) and the school councils and parents of the impacted schools to address the impact of these incidents and identify measurable outcomes;

- (f) That the following be referred to staff to provide an update to the Parent Involvement Advisory Committee on policy, P728, Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools:

That the Board provide quarterly routine disclosure on their website of aggregate data on racist incidents that take place within the Board including how many incidents, type of incidents reported, in which wards the incidents took place, and Board actions and outcomes. A yearly report card should be created and shared with the school community and broader public.

**Carried**

## **7. Special Education Advisory Committee: Black Parents Support Group Alternate Representative**

The Committee considered a report from the Special Education Advisory Committee (see PSSC:001A, page 83) presenting a new alternate representative for approval.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Doyle

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

**Whereas, the alternate member for the Black Parent Support Group, Clovis Grant has resigned; and**

**Whereas, the Black Parent Support Group has nominated Nerissa Hutchinson to be the alternate member representing their group; and**

**Whereas, the nominee meets the criteria for membership as outlined in Regulation 464/97;**

**Therefore, be it resolved:**

**That Nerissa Hutchinson be appointed to the Special Education Advisory Committee as the alternate member for the Black Parents Support Group for a term ending November 14, 2022.**

**Carried**

## **8. Special Education Advisory Committee: Individual Education Plan Access**

The Committee considered a report from the Special Education Advisory Committee (see PSSC:001A, page 83) presenting a recommendation regarding individual education plan access for itinerant teachers.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS that the following be referred to staff for further discussion with the Special Education Advisory Committee regarding this operational matter:**

- i. Pending a consultation with SEAC and other stakeholders, the TDSB should immediately restore to its hearing itinerant teachers and teachers of the visually impaired the permission they enjoyed before October 12, 2021 to directly input proposed contents to the Individual Education Plan of a student for whom they are responsible, along with the right of the classroom teacher to input content into the student's IEP;
- ii. The IEP should always be developed through a close consultation and collaboration between the TDSB teaching team assigned to that student on the one hand, and the student, and their family/caregivers and supporting experts on the other. TDSB should, in consultation with SEAC and other stakeholders, develop a positive strategy to ensure that there are no silos within teaching staff, so that they work together collaboratively with each other and they collaborate more effectively with families on the development of a student's Individual Education Plan;
- iii. TDSB should review who else has access to a student's IEP and to add content to it, as it relates to other exceptionalities.

Carried

## 9. Special Education Advisory Committee: Recognition of Attention-Deficit/Hyperactivity Disorder

The Committee considered a report from the Special Education Advisory Committee (see PSSC:001A, page 83) presenting a recommendation on the recognition of Attention-Deficit/Hyperactivity Disorder as an exceptionality.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that the following be referred to staff for a report to the Program and School Services Committee in the fall 2022:

We the TDSB SEAC, recommend to the TDSB, that ADHD be acknowledged as a risk to learning and be recognized in the same category of exceptionality as other neurodevelopmental disorders such as Autism and Learning Disabilities.

Whereas: ADHD is not currently a Ministry defined learning disability. It is, however, an impairment to learning.

Whereas: Working memory, and Processing are often affected, making learning multi-step tasks very difficult. This affects attention, planning, starting and finishing tasks, and self-regulation.

**Whereas: ADHD is the most common neurodevelopmental disorder in Canada.**

**Whereas: 26% of students with ADHD have failed or repeated a grade.**

**Whereas: The Ministry of Education Memorandum on the Categories of Exceptionalities, 2011 specifically refers to ADHD, acknowledging that it meets the criteria of a Learning Disability.**

**Therefore, be it resolved:**

- i. That TDSB SEAC requests the TDSB Board of Trustees, recognize ADHD as a key determinant in formally identifying students with a Ministry defined Learning disability and,
- ii. That the Board of Trustees, request in writing, to the Ontario Ministry of Education, that ADHD be formally acknowledged as a Learning disability and,
- iii. That the TDSB Board of Trustees direct staff to integrate ADHD awareness as a key determinant of a Ministry defined Learning disability

**Carried**

#### **10. Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways [4237]**

The Committee considered a report from staff (see PSSC:001A, page 91), presenting an update on the implementation of the Multi-Year Strategic Plan action plans regarding academic pathways.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Moise

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

**Carried**



**11. Addressing Anti-Asian Racism: A Resource for Educators  
Implementation Plan [4233]**

The Committee considered a report from staff (see PSSC:001A, page 109), presenting information on the implementation plan for the resource, Addressing Anti-Racism.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

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

**Carried**

**12. Caring and Safe Schools Annual Report Outline [4236]**

The Committee considered a report from staff (see PSSC:001A, page 211), presenting an outline of modifications to future Caring and Safe Schools annual reports.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

The Program and Schools Services Committee **RECOMMENDS** that the outline presenting modifications to the presentation of the 2020-21 Caring and Safe Schools annual report, as presented in the report, be approved.

**Carried**

**13. 2022 Staff Census [4234]**

The Committee considered a report from staff (see PSSC:001A, page 221), presenting information on the next staff census scheduled for the spring 2022.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Moise

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

**Carried**

**Part B: Information Only****14. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Program and School Services Committee was convened on Wednesday, January 19, 2022 from 4:30 to 8:42 p.m. by electronic means with Rachel Chernos Lin, Committee Chair, presiding.

**15. Approval of the Agenda**

On motion of Trustee Moise, seconded by Trustee Doyle, the agenda was approved.

**16. Declarations of Possible Conflict**

No matters to report

**17. Delegations**

re The Provision of Care: Allowing for Better Access to Mental Healthcare Services in the TDSB

1. Faiz Jan, Peace of Mind

re ADHD Exceptionality Recognition

2. Megan Smith, Clinical Child and School Psychologist

**18. Urban Indigenous Community Advisory Committee Report, October 12, 2021**

The Committee considered a report from the Urban Indigenous Community Advisory Committee dated October 12, 2021 (see PSSC:001A, page 1).

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Moise

**That the report be received.**

**Carried**

**19. 2SLGBTQ+ Community Advisory Committee Reports, October 19 and November 30, 2021**

The Committee considered reports from the 2SLGBTQ+ Community Advisory Committee dated October 19 and November 30, 2021 (see PSSC:001A, page 3).

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Mammoliti

**That the report be received.**

**Carried**

**20. Alternative Schools Community Advisory Committee Report,  
December 13, 2021**

The Committee considered a report from the Alternative Schools Community Advisory Committee dated December 13, 2021 (see PSSC:001A, page 7). The report was presented by co-chairs Angela Matich and Laurie Macmillan.

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Doyle

**That the report be received.**

**Carried**

**21. Alternative Schools Community Advisory Committee Annual Report  
2021**

The Committee considered the 2021 annual report from the Alternative Schools Community Advisory Committee (see PSSC:001A, page 17). The report was presented by co-chairs Angela Matich and Laurie Macmillan.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Mammoliti

**That the report be received.**

**Carried**

**22. Black Student Achievement Community Advisory Committee Report,  
December 6, 2021**

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated December 6, 2021 (see PSSC:001A, page 25). The report was presented by co-chair Alexis Dawson.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Doyle

**That the report be received.**

**Carried**

**23. Community Use of Schools Community Advisory Committee Report, December 14, 2021**

The Committee considered a report from the Community Use of Schools Community Advisory Committee dated December 14, 2021 (see PSSC:001A, page 27). The report was presented by co-chair Judy Gargaro.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Doyle

**That the report be received.**

**Carried**

**24. Community Use of Schools Community Advisory Committee Annual Report 2021**

The Committee considered the 2021 annual report from the Community Use of Schools Community Advisory Committee (see PSSC:001A, page 37). The report was presented by co-chair Judy Gargaro.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Mammoliti

**That the report be received.**

**Carried**

**25. Early Years Community Advisory Committee Report, October 13, 2021**

The Committee considered a report from the Early Years Community Advisory Committee dated October 15, 2021 (see PSSC:001A, page 49).

**Moved by:** Trustee Moise

**Seconded by:** Trustee Doyle

**That the report be received.**

**Carried**

**26. Early Years Community Advisory Committee Annual Report 2021**

The Committee considered the 2021 annual report from the Early Years Community Advisory Committee (see PSSC:001A, page 51).

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Moise

**That the report be received.**

**Carried**

**27. Environmental Sustainability Community Advisory Committee Report, November 2, 2021**

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated November 2, 2021 (see PSSC:001A, page 59).

**Moved by:** Trustee Moise

**Seconded by:** Trustee Mammoliti

**That the report be received.**

**Carried**

**28. Equity Policy Community Advisory Committee Report, December 13, 2021**

The Committee considered a report from the Equity Policy Community Advisory Committee dated December 13, 2021 (see PSSC:001A, page 61). The report were presented by Trustee James Li.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Mammoliti

**That the report be received.**

**Carried**

**29. French-as-a-Second-Language Community Advisory Committee Report, November 9, 2021**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated November 9, 2021 (see PSSC:001A, page 63).

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Doyle

**That the report be received.**

**Carried**

**30. Inner City Community Advisory Committee Reports, November 18 and December 16, 2021**

The Committee considered reports from the Inner City Community Advisory Committee dated November 18 and December 16, 2021 (see PSSC:001A, page 67). The reports were presented by Trustee Michelle Aarts.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Mammoliti

**That the report be received.**

**Carried**

**31. Parent Involvement Advisory Committee Reports, November 16 and December 14, 2021**

The Committee considered reports from the Parent Involvement Advisory Committee dated November 16 and December 14, 2021 (see PSSC:001A, page 71). The reports were presented by co-chairs Felicia Seto-Lau and Andrew Waters.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Doyle

**That the reports be received.**

**Carried**

**32. Special Education Advisory Committee Reports, October 18, November 8 and December 13, 2021**

The Committee considered reports from the Special Education Advisory Committee dated October 18, November 8 and December 13, 2021 (see PSSC:001A, page 79). The reports were presented by co-chair Steve Lynette and Juanita Beaudry.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Doyle

**That the reports be received.**

**Carried**

**33. Adjournment**

On motion of Trustee MacLean, seconded by Trustee Mammoliti, the meeting adjourned at 8:42 p.m.

**Part C: Ongoing Matters**

No matters to report.

Submitted by: Rachel Chernos Lin, Committee Chair

## Community Use of Schools Community Advisory Committee (CUSCAC)

<b>Senior Resource Person(s)</b>	Maia Puccetti - <a href="mailto:maia.puccetti@tdsb.on.ca">maia.puccetti@tdsb.on.ca</a>
<b>Admin Support</b>	Tina Androutsos – <a href="mailto:tina.androutsos@tdsb.on.ca">tina.androutsos@tdsb.on.ca</a>
<b>Trustees</b>	Dan MacLean - <a href="mailto:Dan.MacLean@tdsb.on.ca">Dan.MacLean@tdsb.on.ca</a> Michelle Aarts - <a href="mailto:Michelle.Aarts@tdsb.on.ca">Michelle.Aarts@tdsb.on.ca</a>
<b>Chairs/Co-Chairs</b>	Community Co-Chair – Judy Gargaro - <a href="mailto:jgargaro@quickmail.com">jgargaro@quickmail.com</a> ; Trustee Co-Chair – Michelle Aarts - <a href="mailto:Michelle.Aarts@tdsb.on.ca">Michelle.Aarts@tdsb.on.ca</a>
<b>Mandate of the CAC</b>	<ul style="list-style-type: none"> <li>a) to facilitate ongoing feedback from community organizations on both the continued implementation of policy P011 (Community Use of Board Facilities) and P023 (Parent and Community Involvement);</li> <li>b) to suggest improvements to the policies stated above; to assess the impact of Community Use of Schools (CUS) funding from the Ministry of Education on use of space and to make recommendations regarding that funding;</li> <li>c) to make recommendations to the TDSB in order to: <ul style="list-style-type: none"> <li>i. increase the accessibility and use of school facilities by community groups;</li> <li>ii. increase the concurrent use of school facilities by multiple community groups;</li> <li>iii. increase revenues from the Province of Ontario to support CUS;</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>iv. improve and streamline the permit application process and reduce barriers to access;</li> <li>v. ensure access and equity considerations regarding CUS;</li> </ul> <p>d) to collaborate with other initiatives within TDSB as they impact CUS: e.g. Model schools, Focus on Youth program, service integration, Continuing Education, access to pools, Toronto Lands Corporation regarding community use, Full day kindergarten, Priority School Initiative, Facilities Partnership Agreements, etc (not a comprehensive list). This may also involve the TDSB speaking to the City of Toronto and Province of Ontario for areas under their jurisdiction.</p>
<p><b>Membership &amp; Committee Structure</b></p>	<ul style="list-style-type: none"> <li>a) Minimum of 2 Trustees on the Committee; The Board determines the number of Trustees and the Trustee Co-Chair. The Trustee Co-chair holds one vote and if unable to attend the meeting, may assign that vote to the other Trustee on the Committee as a designate. Other Trustees who are not members of the CUSCAC have a right to attend and participate in meetings, but do not have voting privileges.</li> <li>b) Fourteen (14) community representatives, each with one vote bringing perspectives from diverse groups both from specific geographic areas of Toronto and City-wide and groups that permit space for a range of purposes and those organizations that are directly connected to groups that permit TDSB space. . These groups could include but are not</li> </ul>

	<p>limited to the following categories:</p> <ul style="list-style-type: none"> <li>• sports and recreation</li> <li>• arts and hobbies</li> <li>• youth</li> <li>• programs for children and families</li> <li>• seniors</li> <li>• persons with disabilities</li> <li>• parent groups</li> <li>• community advocacy groups</li> <li>• faith-based</li> <li>• BIPOC (Black, Indigenous and Persons of Colour)</li> <li>• LGBTQ2S+</li> <li>• for-profit groups</li> </ul> <p>c) Annually, the committee should review its composition and recruit community representatives to maintain diversity. This review should include identification of potential groups, geographic areas and permit use of TDSB space.</p> <p>d) The maximum number of members eligible to vote is 15, present either virtually and/or in person: 14 community representatives and 1 Trustee.</p> <p>e) Representatives of other key organizations, who are not committee members or permit holders are encouraged to attend and participate in meetings, but do not have voting</p>
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	<p>privileges.</p> <ul style="list-style-type: none"> <li>• City of Toronto, i.e. Councillor, Senior City Staff (Social Development and Forestry, Parks and Recreation), Toronto Community Housing;</li> <li>• Toronto Lands Corporation;</li> <li>• TDSB Parent and Community Involvement Committee representation;</li> <li>• Funders: i.e., United Way, Laidlaw</li> <li>• Representative from the Government/Staff of the Province of Ontario</li> </ul> <p>f) The following TDSB staff will act as resources to the committee and should attend and participate in the meetings as appropriate but are not voting members.</p> <ul style="list-style-type: none"> <li>• Staff Liaison Lead- Executive Officer Facilities and Planning</li> <li>• Committee Assistant</li> <li>• Senior Manager – Operations, Maintenance and Community Use of Schools</li> <li>• Permit Coordinator</li> <li>• Operations, Maintenance, and Community Use of Schools staff as required</li> <li>• Program Manager – Continuing Education</li> <li>• Toronto School Administrators</li> </ul>
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	<p>Association representative (TSSA)</p> <ul style="list-style-type: none"> <li>• Other departments/staff as required</li> </ul> <p><b>Committee Structure</b></p> <p>a) Co-Chairs:</p> <ul style="list-style-type: none"> <li>• Board of Trustees appoints one Trustee as Co-Chair and the committee selects one Co-Chair from the community member representatives (annually unless otherwise decided by the CUSCAC).</li> <li>• The Trustee Co-Chair and Community Co-Chair have equal status with regard to agenda setting, meeting management, and role as the CUSCAC spokesperson. The Co-Chairs will mutually agree upon specific division of responsibilities.</li> </ul> <p>b) Alternates:</p> <ul style="list-style-type: none"> <li>• Alternates are considered replacements for voting members; therefore, alternates share the same roles and responsibilities as voting members when the voting member is not present.</li> <li>• Alternates must be proposed to and accepted by the voting members</li> <li>• Alternates can attend meetings as observers when the voting member</li> </ul>
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	<p>is present.</p> <ul style="list-style-type: none"> <li>• Alternates can be declared candidates in the election of voting members.</li> </ul> <p>c) Attendance</p> <ul style="list-style-type: none"> <li>• Members and Alternates who miss 3 meetings in a row or more than half the meetings in a calendar year will be deemed to have resigned.</li> <li>• The Committee Assistant will track attendance and issue warnings as needed.</li> <li>• The Committee Assistant will issue a notice of resignation when needed.</li> </ul> <p>d) Observers</p> <ul style="list-style-type: none"> <li>• Observers who are interested in joining the committee can attend meetings and speak (at the Co-Chairs' discretion) but not vote.</li> <li>• Observers who have regularly attended meetings can be considered for Alternate and/or Member status when there is a vacancy within the category they represent.</li> </ul>
<p><b>Terms of Membership</b></p>	<p>Community representatives will serve for a renewable term of 2 years. Should community representatives be unable to fulfil their terms, CUSCAC can appoint a new community representative for the remainder</p>

	<p>of their 2-year term.</p> <p><b>Elections of members</b></p> <ul style="list-style-type: none"> <li>a) Fourteen community members will be elected for two-year terms. Terms will run from January to the December one-year later (i.e., January 2015 to December 2016).</li> <li>b) Elections will occur in the Fall at the Annual General Meeting of CUSCAC.</li> <li>c) To ensure that there is a staggered turnover of members and maintenance of diversity, seven (7) community positions will come up for election in Year A and seven (7) will come up for election in Year B. <ul style="list-style-type: none"> <li>i. Categories in Year A (those years ending in an odd number) will be Children, Community Advocacy, For-Profit, Parent groups, Persons with disabilities, Seniors, plus one (1) additional member to total 7.</li> <li>ii. Categories in Year B (those years ending in an even number) will be Arts and Hobbies, BIPOC, Faith-based, LGBTQ2S+, Sports and Recreation, Youth plus one (1) additional members to total 7</li> </ul> </li> <li>d) A general invitation will be posted on the TDSB website inviting members of the community to the Annual General Meeting. Current permit account holders will be emailed a notice of the meeting by the Permit Department,</li> </ul>
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	<p>where possible. The current communication list of CUSCAC will also be emailed a notice of the meeting.</p> <ul style="list-style-type: none"> <li>e) Candidates will be identified by the category(ies) of permit holder (see Item “c” above) they represent and will be allowed to issue a short statement to indicate why they wish to be a voting member.</li> <li>f) Candidates must declare their candidacy at least one-week in advance of the Annual General Meeting and must have attended a minimum of 1 entire meeting during the past year.</li> <li>g) One (1) election ballot will be issued to each active permit account holder (regardless of how many permits they hold) and current CUSCAC members. Only permit holders and current CUSCAC members with valid ballots will be allowed to vote during the election.</li> <li>h) Votes will be registered by secret ballot. All permit holders and current CUSCAC members are eligible to vote for a representative from every membership category.</li> <li>i) The candidate placing second may be designated that category’s Alternate; failing a second-place candidate, CUSCAC voting members may appoint an Alternate.</li> </ul>
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<b>Description of Quorum</b>	<p>The quorum of CUSCAC is half the total of members plus one rounded down. As the maximum number of eligible members is 15 members, quorum would be 8 members.</p> <p>a) Trustees – when there are 2 or more Trustee members of the committee, they will count as one member for quorum and for votes.</p>
<b>Meetings</b>	<p>a) Meetings will be held monthly (approximately 10 per year). Meetings may be by virtual meeting platform, conference call or in person, as determined by the committee and as circumstances necessitate.</p> <p>b) Sub-committees/Working groups to be established as required, with Terms of Reference or scope of work established by the CUSCAC. Workgroups, if required, may meet more frequently.</p> <p>c) Minutes of meetings and background information should be circulated by the Committee Assistant one week prior to the next meeting.</p> <p>d) Meeting schedules to be organized at times convenient to the majority of members of the CUSCAC.</p> <p>e) A schedule of CUSCAC meetings will be established at the beginning of each school year, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.</p>



	<p>f) The Annual General Meeting will be held in November of each year. It will include a report of the activities conducted during the previous year.</p> <p>g) Notice of the Annual General Meeting will be issued one (1) month in advance, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.</p> <p><b>Agendas and Minutes:</b></p> <p>a) Minutes will be recorded by the Committee Assistant, but in the absence of the Committee Assistant, may be recorded by any member appointed by the Committee.</p> <p>b) Minutes must contain same essential information as Committee Reports (e.g., date, time, place of meeting, attendance/regrets, Chair of meeting, process for motions/decisions).</p> <p>c) Minutes of the CUSCAC will be formally recorded and made available. (see the Community Advisory Committee Handbook for the format of minutes).</p> <p>d) Agendas and notice of meetings and minutes to be circulated by the Committee Assistant no later than one week in advance.</p> <p>e) Members must submit any documents to be printed or shared electronically, 48 hours prior to the meeting.</p> <p>f) A designated staff member will act as the Committee Assistant and assist Co-chairs with agenda development,</p>
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	<p>minutes, coordination of meetings and committee lists, outreach, information gathering.</p> <p><b>Decision making</b></p> <ul style="list-style-type: none"> <li>a) Where possible, decisions should be made by consensus.</li> <li>b) When votes are necessary, a simple majority will be sufficient.</li> </ul>
<p><b>Communicating Advice to the Board</b></p>	<p>Advice may take the form of formal recommendations approved by a decision of the committee and presented in a committee report, or feedback as expressed in a separate Committee document or recorded in the minutes of meetings.</p> <ul style="list-style-type: none"> <li>a) There are two ways to present advice to the Board of Trustees: a request may be made for a delegation at the Program and School Services Committee (PSSC) or a committee report may be presented to PSSC.</li> <li>b) A Community Advisory Committee may direct advice to senior staff, either on request or independently, where such matter is appropriate for staff attention.</li> <li>c) All Reports go first to Board Services for routing to the next PSSC meeting.</li> <li>d) The Staff Resource Person assigned to the CUSCAC is responsible for assisting the committee in its work and providing guidance and advice on issues related to the mandate of the committee.</li> </ul>

	<p>e) TDSB staff will share reports or recommendations with the Community Advisory Committee, prior to submitting the report to the appropriate Board Committee.</p>
<b>Requests for Information</b>	<p>CUSCAC may request information directly from staff. The staff liaison will determine which requests for information may be accommodated and the timelines for doing so, and which requests require the approval by the Board of Trustees or Director of Education.</p>
<b>Budget</b>	<p>Set resources (reviewed annually) are available to support meeting expenses.</p>
<b>Networking</b>	<p>The CUSCAC is free to establish its own communication network among itself and to participate in joint or collective activities relevant to its role.</p>
<b>Code of Conduct</b>	<p>All Community Advisory Committees must abide by the principles set out on the <a href="#">Board Code of Conduct</a> established by the TDSB (Operational Procedure PR585). Key Principles as they relate to CUSCAC members are listed below:</p> <p>a) Members of CUSCAC will serve and be seen to serve community permit holders and community members, including school communities, in a constructive, respectful, conscientious</p>

	<p>and diligent manner;</p> <ul style="list-style-type: none"> <li>b) Members of CUSCAC should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their position, and conflicts of interest, both apparent and real;</li> <li>c) The Integrity Commissioner should be consulted for advice by members of CUSCAC if the application of any section of this Code of Conduct is unclear.</li> </ul> <p>Conduct At Committee Meetings:</p> <p>Members of CUSCAC act in the service of the community. They are expected to respect the procedural rulings of the Co-Chairs.</p> <p>The Committee will follow the procedural rules of the TDSB Bylaws when conducting its meetings and follow the guidelines of the <a href="#">Community Advisory Committee</a> Handbook.</p> <p>Conduct Respecting Staff Members:</p> <ul style="list-style-type: none"> <li>a) No member of CUSCAC will maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of staff members of the Board, and all members of CUSCAC will show respect for the professional capacities of staff members.</li> <li>b) No members of CUSCAC will compel staff members to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in</li> </ul>
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	<p>such activities. No member of CUSCAC will use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any staff member with the intent of interfering with that person's duties, including the duty to disclose improper activity.</p>
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## Board Self-Improvement Planning Committee

### Report No. 02

BSIC:002A

Tuesday, January 25, 2022

Electronic Meeting

Members Present      Trustees Stephanie Donaldson (Chair), Michelle Aarts, Alexander Brown, Trixie Doyle and Christopher Mammoliti

Regrets                Trustees David Smith and Anu Sriskandarajah

Also Present           Trustees Rachel Chernos Lin, Dan MacLean and Indigenous Student Trustee Isaiah Shafqat

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

### **PART A: RECOMMENDATIONS**

#### **1. Staff Review of Annual Reports [4247]**

The Committee considered a report from staff (see BSIC:002A, page 1) presenting information on annual reports presented to the Board throughout the year.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Aarts

The Board Self-Improvement Planning Committee **RECOMMENDS that the report be received.**

**PART B: INFORMATION ONLY****2. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Board Self-Improvement Planning Committee was convened on Tuesday, January 25, 2022 from 4:00 to 4:31 p.m., with Stephanie Donaldson, Committee Chair, presiding.

**3. Approval of the Agenda**

On motion of Trustee Doyle, seconded by Trustee Mammoliti, the agenda was approved.

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

No matters to report

**5. Delegations**

No matters to report

**6. Committee Workplan Updates**

The Committee discussed the work plan based on discussions from the last meeting on December 7, 2021.

The Committee heard an update from Chair Alexander Brown on the status of securing a consultant to provide a learning session on strategizing and implementation of equitable practices for the next meeting.

**7. Adjournment**

On motion of Trustee Mammoliti, seconded by Trustee Aarts, the meeting adjourned at 4:31 p.m.

**PART C: ONGOING MATTERS**

No matters to report

Submitted by: Stephanie Donaldson, Committee Chair





## Planning and Priorities Committee Report No. 03

PPC:003A

Wednesday, January 26, 2022

Electronic Meeting

**Members Present** Alexander Brown (Chair), Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Shelley Laskin, James Li, Dan MacLean, Christopher Mammoliti, Chris Moise, Robin Pilkey, Zakir Patel, Yalini Rajakulasingam, Jennifer Story, Chris Tonks, Manna Wong and Student Trustees Isaiah Shafqat and Evan Woo

**Regrets** Regrets were received from Trustees Michelle Aarts, Parthi Kandavel, Alexandra Lulka, Patrick Nunziata, David Smith and Anu Sriskandarajah

Trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

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

#### **1. Toronto Lands Corporation: Lakeshore Collegiate Institute Field Recreation Inc. Dome Expansion: Lease Agreement**

The Committee considered a report from the Toronto Lands Corporation (see PPC:003A, page 1) presenting information on a lease agreement for land located at 350 Kipling Avenue.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Laskin

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That, in accordance with subsection 194(3) of the *Education Act*, a parcel of land measuring approximately 25' by 46' for a total of 1,150 square feet, contiguous with the artificial turf and track situated and forming part of the Lakeshore Collegiate Institute, municipally known as 350 Kipling Avenue, be declared not required for the purposes of the Board;**

- (b) The Toronto Lands Corporation be authorized to circulate a proposal under Regulation 444/98 for a lease having a term expiring July 31, 2026 being coterminous with the existing lease for the artificial turf and track, which is three five-year renewal terms consistent with the existing term of the lease;**
- (c) That, if no lease with a public body is entered into resulting from the regulatory circulation, the Toronto Lands Corporation be authorized to enter into a lease agreement with the existing tenant, Field Recreation Inc, on the terms and conditions as in the existing lease agreement and further terms as detailed herein, as presented in the report;**
- (d) That the lease agreement in part (c) above, be in a form and content satisfactory to Toronto Lands Corporation legal counsel.**

**Carried**

**2. Toronto Lands Corporation: Islington Junior Middle School, 44 Cordova Avenue Crane Swing Agreement: Residences of Westerly Inc.**

The Committee considered a report from the Toronto Lands Corporation (see PPC:003A, page 15) presenting information on a crane swing agreement with Residences of Westerly Inc.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Laskin

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the Toronto Lands Corporation be authorized to enter into a crane swing agreement with Residences of Westerly Inc., to permit the boom of the construction crane to swing over a portion of Islington Junior Middle School, as presented in the report, for a term of two years, commencing about July 1, 2022 and ending June 30, 2024, for a fee of \$20,000 plus HST, with a tenant option to extend for two further, six-month renewal terms, with a further fee of \$5,000 plus HST, for exercising each renewal option;**

**(b) That the crane swing agreement in part (a) above be in a form and content satisfactory to Toronto Lands Corporation legal counsel.**

**Carried**

**3. Toronto Lands Corporation: Ryerson Community School, 95 Denison Avenue Crane Swing Agreement: Dundas Alexandra Park Residences Inc.**

The Committee considered a report from the Toronto Lands Corporation (see PPC:003A, page 21) presenting information on a crane swing agreement between with Dundas Alexandra Park Residences Inc.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Laskin

The Planning and Priorities Committee **RECOMMENDS:**

**(a) That the Toronto Lands Corporation be authorized to enter into a crane swing agreement with Dundas Alexandra Park Residences Inc. to permit the boom of their construction crane to swing over a portion of Ryerson Community School as presented in the report, for a three-year term commencing approximately June 1, 2022 and ending May 31, 2025 for a fee in the amount of \$30,000 plus HST;**

**(b) That the crane swing agreement in part (a) above be in a form and content satisfactory to the Toronto Lands Corporation legal counsel.**

**Carried**

**4. 2020-21 Toronto Lands Corporation Annual Report**

The Committee considered a report from the Toronto Lands Corporation (see PPC:003A, page 27) presenting a report for 2020-2021 on its results and achievements as set out in the previous year's annual plan.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Rajakulasingam

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

**Carried**

## **5. School Year Calendar, 2022-2023 [4235]**

The Committee considered a report from staff (see PPC:003A, page 43) presenting the school year calendar for the 2022-2023 school year.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Pilkey

The Planning and Priorities Committee **RECOMMENDS** that the school year calendar for 2022-2023 for elementary, secondary and year round alternative schools be approved.

**Carried**

## **6. Surplus Declaration of Parking Lot at 42 Brock Crescent [4238]**

The Committee considered a report from staff (see PPC:003A, page 51) presenting information on a parking lot at 42 Brock Crescent.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Moise

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the parking lot located at 42 Brock Crescent be declared surplus to the needs of the Toronto District School Board and referred to the Toronto Lands Corporation for sale;**
- (b) That, if none of the public agencies defined by Ontario Regulation 444/98 purchase the parking lot through the regulation's circulation process, then the Toronto Lands Corporation offer the property to Safehaven for sale at fair market value;**
- (c) That, if the parking lot is not sold to Safehaven at fair market value, then the parking lot be returned to the Toronto District School Board.**

**Carried**

**7. National School Boards Association Conference 2022: Application Withdrawal [4240]**

The Committee considered a report from staff (see PPC:003A, page 57) presenting information on withdrawal from the National School Boards Association Conference by Trustee Shelley Laskin. On November 25, 2021, the Board approved Trustee Laskin's request to attend and present at the conference.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Moise

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

**Carried**

**8. National School Boards Association Conference 2022: Expense Approval [4239]**

The Committee considered a report from staff (see PPC:003A, page 59) presenting a request for Trustee David Smith to attend the National School Boards Association Conference 2022 in San Diego, California.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Moise

The Planning and Priorities Committee **RECOMMENDS** that the request from **Trustee David Smith to attend the National School Boards Association Annual Conference and Exposition in San Diego, California, from April 2 to 4, 2022, be approved.**

**Carried**

## 9. Increased Resource Support and Financial Flexibility to Ensure Multi-Year Strategic Plan Delivers on Equity and Students Achievement

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Chernos Lin

The Planning and Priorities Committee **RECOMMENDS:**

**Whereas, as per the *Education Act*, Ontario school boards have a legislative requirement to oversee and maintain a Multi-Year Strategic Plan (MYSP) to ensure (a) effective use of the resources entrusted to it; (b) use the resources entrusted to it for the purposes of delivering effective and appropriate education; and (c) manage the resources entrusted to it in a manner that upholds public confidence<sup>1</sup>; and**

**Whereas, the TDSB MYSP calls for equity of access to learning opportunities for all students, the creation of a culture of student and staff well-being, and the strategic allocation of human and financial resources through differentiated supports to ensure we meet the diverse needs of our students and stakeholders; and**

**Whereas, based on feedback from student, parent, staff and community consultation, no single virtual learning model has met the educational goals in our MYSP that include commitments to reducing disproportionate outcomes, increasing student engagement and belonging, improving well-being, achievement, and equity of access as central components to this plan; and**

**Whereas, feedback to date from student, staff and community has indicated that the vast majority of students learn best in person and a significant number feel disengaged through virtual learning<sup>2</sup>; and**

**Whereas, the TDSB has repeatedly advocated to the Ministry of Education for critical resource support, inclusive of all pandemic related requirements, to help ensure system flexibility so that we can deliver a strategic pandemic-recovery plan, including funding for virtual learning, if required, that is designed in way to that is informed by pandemic experiences so that we can ensure our ability to uphold our commitment to**

<sup>1</sup> <https://www.tdsb.on.ca/leadership/boardroom/multi-year-strategic-plan>

<sup>2</sup> Of the 36,000 TDSB students surveyed, 84% of Grade 6 to 12 students felt that they learn more in person than virtually (TDSB, 2021). Moreover, the proportion of students indicating active participation in classrooms has gone down for this population of students by 37 percentage points. (TDSB, 2021)

<https://www.tdsb.on.ca/Portals/research/docs/School%20During%20the%20Pandemic/PreliminaryFindingsImpactLearningPandemic.pdf>

**the MYSP<sup>34</sup>;**

**Therefore, be it resolved:**

**(a) That the Chair write a letter to the Minister of Education to request:**

- i. That the Ministry provide the Toronto District School Board with resource supports that will enable the financial flexibility to meet changing and dynamic student needs, including but not limited to:**
  - the resources required to properly support the equity, wellbeing, and achievement goals of the Board's Multi-Year Strategic Plan and Pandemic Recovery Plan;**
  - best practices for effective local, required remote learning;**
  - mental health**
- ii. That the resource supports provided in part (i) include the opportunity for appropriate planning and consultation with lessons from the pandemic;**
- iii. That the Minister provide a decision on resources to the TDSB by February 2022 to ensure that there is adequate time to review and interpret system data and engage in consultations with students, communities, and stakeholders and effectively plan for the next school year in a timely fashion;**

**(b) That the Ontario Public School Boards' Association be copied on the correspondence in part (a).**

**Carried**

## **Part B: Information Only**

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

An electronic meeting of the Planning and Priorities Committee was convened on Wednesday, January 26, 2022 from 4:33 to 7:17 p.m., with Alexander Brown presiding.

<sup>3</sup> Motion - Pandemic Recovery Plan Apr 21, 2021- <https://www.tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/M/Year/2021?Filename=210421.pdf>

<sup>4</sup> TDSB Pandemic Recovery Plan - <https://www.tdsb.on.ca/School-Year-2021-22/Pandemic-Recovery-Plan>

## 11. Approval of the Agenda

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

## 12. Declarations of Possible Conflict of Interest

No matters to report

## 13. Delegations

### re Role of Vaccines and Mandates

1. Dr. Martha Fulford, Associate Professor, McMaster University  
re PR734, COVID-19 Vaccination Procedure for Employees, Trustees and Other Individuals: Update

2. Dr. Byram W. Bridle, Associate Professor, University of Guelph
3. Roman Baber, MPP York Centre
4. Tina Di Tommaso, Parent and Employee
5. Dr. Donald Welsh, University of Western Ontario

### re COVID-19 Mandates

6. Rosanna Fiorino on behalf of Jennifer Gould, Parent and Community Member

### re COVID-19 Vaccination Policies

7. Dr. Kwadwo Kyeremanteng, Critical Care/Palliative Care

### re Vaccines and Staff Shortages

8. Amelia M, Parent and Educator

### re Item 7.3 Surplus Declaration of Parking Lot at 42 Brock Crescent [4238]

9. Susan Basaillon, Safehaven

## 14. Report From Trustee Appointed to the Ontario Public School Boards' Association

The Committee received an update on the activities of the Ontario Public School Boards' Association, including the following:

- OPSBA Public Education Symposium is being held virtually on Friday, January 28, and will include remarks from Minister of Education Stephen Lecce and keynote address by Yale Professor, Nicolas A Christakis;



- The Central East Regional Council Meeting will be held virtually on Friday, January 28 following the Public Education Symposium.

**15. PR734, COVID-19 Vaccination Procedure for Employees, Trustees and Other Individuals: Update**

The Committee heard a presentation from the staff providing an update PR734, COVID-19 Vaccination Procedure for Employees, Trustees and Other Individuals (see attached).

**16. Adjournment**

On motion of Trustee Laskin, seconded by Trustee Moise, the meeting adjourned at 7:17 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Alexander Brown

# **TDSB COVID-19 Vaccination Procedure Update**

## **Planning and Priorities Committee**

Audley Salmon, Interim Executive Superintendent - Employee Services

January 26, 2022



# Implementation Update

- Vaccination Status Update
- Key Actions
  - Partially Vaccinated Staff
  - Audits
  - Creed Accommodations
- Fill Rate Data
- Strategies To Maintain Service Continuity
- Next Steps

\*Data effective January 24, 2022

TDSB Staff Vaccination Status				First Monday of the Month		
Status	Vaccination Status	Count	% of Staff	03-Jan	06-Dec	01-Nov
Active & Compliant	Full Vaccinated <14 days and Testing	72	0.2%	38	57	197
	Full Vaccinated +14 days	33,400	79.8%	37,184	37,077	35,795
	Fully Vaccinated + 1 Booster	4,186	10.0%			
	Partially Vaccinated (before January 21)			183	347	690
	Approved Creed Exemptions	-	0.0%	-	-	-
	Approved Medical Exemptions	6	0.0%	5	4	5
	Staff Exempt Working Remotely	255	0.6%	256	260	276
	<b>Subtotal Staff Deemed Compliant with Procedure:</b>	<b>37,919</b>	<b>90.5%</b>	<b>37,666</b>	<b>37,745</b>	<b>36,963</b>
Seeking Exemptions	Staff Seeking Creed Exemptions	652	1.6%	662	667	499
	Staff Seeking Medical Exemptions	73	0.2%	95	97	414
	<b>Subtotal Staff Requesting Exemptions:</b>	<b>725</b>	<b>1.7%</b>	<b>757</b>	<b>764</b>	<b>913</b>
On-Leave	Staff on Leave - Exempt until return	720	1.7%	2,067	2,087	1,698
	Sick/Medical Leave - Exempt until return	1,298	3.1%			
	<b>Subtotal Staff on Leave:</b>	<b>2,018</b>	<b>4.8%</b>	<b>2,067</b>	<b>2,087</b>	<b>1,698</b>
Non-Compliant	Unvaccinated Temporary Operational Exemption	342	0.8%	399	296	
	Denied Medical Exemptions	22	0.1%	5	4	
	Denied Creed Exemptions	-	0.0%			
	Partially Vaccinated - Permanent Staff	14	0.0%			
	Partially Vaccinated - Occasional Staff	22	0.1%			
	Attested Unvaccinated - Permanent Staff	60	0.1%	235	253	1,080
	Attested Unvaccinated - Occasional Staff	157	0.4%			
	Unattested - Permanent Staff	56	0.1%	79	62	158
	Unattested - Occasional Staff	544	1.3%	578	533	693
	<b>Subtotal Staff Non-Compliant with Procedure:</b>	<b>1,217</b>	<b>2.9%</b>	<b>1,296</b>	<b>1,148</b>	<b>1,931</b>
	<b>Total staff:</b>	<b>41,879</b>	<b>100.0%</b>	<b>41,786</b>	<b>41,744</b>	<b>41,505</b>
	<b>Compliance Rate Excluding Staff on Leave &amp; Seeking Exemptions:</b>	<b>39,136</b>	<b>96.9%</b>	<b>38,962</b>	<b>38,893</b>	<b>38,894</b>



## January 2022: Partially Vaccinated Staff

- Partially vaccinated staff were required to be fully vaccinated by January 21, 2022
- Approximately 29 staff were non-compliant with the procedure and placed on a non-disciplinary leave of absence without pay (7 permanent and 22 temp/casual)



## PR734 Procedure Audit

- Employee Services staff have conducted random audits of attestations and proof of vaccination
- To date, approximately 16,000 (38%) records have been audited; resulting in approximately 300 follow up to staff members (insufficient information)
- Two staff members have been placed on an unpaid leave pending an investigation pertaining to non-compliance with the audit
- Staff will continue to audit vaccination records



## Creed Accommodation Request

- Approximately 652 staff members have requested a creed-based accommodation
- Started actioning results of creed accommodation requests
- Approximately 208 staff members were asked to provide additional information to substantiate their request
- In the upcoming weeks, staff will be notified if their request has been approved or denied
- We will be advising staff and their supervisors regarding any accommodations required as a result of requests approved under the Human Rights Code



# Data Collection: Support Staff Fill Rates

\*Effective Date: Jan 24, 2022

Support Staff Jan 17-21				
Category	Total Jobs	Total Filled	Total Unfilled	Fill Rate
Aquatics	89	50	39	56.18%
Clerical	1088	559	529	51.38%
CYW	484	199	285	41.11%
ECE	1040	817	223	78.56%
ED Asst/SNA	2332	819	1433	61.45%
SBSM	184	94	90	51.08%
LRS	1995	1095	900	54.88%
NHA	307	117	190	61.88%



# Data Collection: Teaching Staff Fill Rates

\*Effective Date: Jan 24, 2022

**Fill Rate:** Represents the percentage of jobs that are filled by a replacement or occasional staff for a set time period

Teacher Fill Rate – January 17 – 21				
	Total Jobs	Total Filled	Total Unfilled	Fill Rate %
Elementary Teaching	6251	4676	1575	74.8 %
Secondary Teaching	1915	1378	537	72 %

# Data Collection: Non-Compliant Staff By Learning Centre

Learning Center	Number of Staff who are Non-Compliant with Current Procedure	Number of Staff Granted Temporary Operational Exemption	Fill Rates (January 19-25) (Teaching/Support Staff)
CC5	1	1	
LC1	22	46	59.9%
LC2	18	54	59.2%
LC3	21	54	63 %
LC4	29	72	63.5%
Temp/Occasional/Causal	725	70	
Central	69	44	
<b>Grand Total</b>	<b>885</b>	<b>341</b>	

\*Effective Date: Jan 25, 2022



## Strategies To Maintain Service Continuity

- Temporary pool of support staff (clerical, EA/SNA) given Acting Temporary status created deployed to congregated sites with low fill rates
- Greater restrictions placed on recently hired Occasional Teachers - as part of the condition of employment they must select 1-3 schools identified as priority areas to accept daily work in
- School Based Staff (CUPE) must now work 60 days in the school year to remain on the Roster.
- Agreement reached with CUPE to allow Permanent LRS/NHA at a school to temporarily fill vacancies for clerical, EA, SNA, or ISSA positions for up to 30 days as an Emergency Replacement Support Staff
- Continue to recruit for all positions externally but especially for positions that have been identified as having limited replacements
- Continue to look at various ways to streamline the onboarding process



## Key Next Steps

- Redeployment of central teaching staff to address chronic shortages in schools
- Administrators reviewing fill rates and staff absences and informing superintendents of any significant staff challenges early
- Superintendents monitoring fill rates each morning to identify schools that may require support



# Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Funding Information Requirement**

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

### **[1]Closing of certain committee meetings**

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board

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