



Planning and Priorities Committee Agenda

PPC:009A

Wednesday, September 20, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

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

Pages

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

2. **Approval of the Agenda**

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

4. **Delegations**

To be presented

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

5.1 OPSBA Directors' Report

To be presented

6. **Community Advisory Committee Reports**

6.1 Special Education Advisory Committee Report, June 12, 2023

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1. Special Education Program Recommendation Committee Process

2. Special Education Advisory Committee Membership

7. Staff Reports	
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7.2 National School Boards Association Conference 2024: Expense and Presentation Approval [4596]	23
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9.2 Ontario Human Rights Commission's Request for a Provincial Anti-Hate Strategy (Trustees Laskin and Chernos Lin)	65
10. Private Matters	
Separate Document (PPC:009B)	
11. Adjournment	



Statutory Committee

Name of Committee: Special Education Advisory Committee (SEAC)

Meeting Date: June 12, 2023

Directed To: Program and School Services Committee

A hybrid meeting of the Toronto District School Board (TDSB) Special Education Advisory Committee (SEAC) convened on June 12, 2023 from 7: 00 p.m. to 10:00 p.m. with SEAC Chair Jean-Paul Ngana and Vice-Chair Michelle Aarts presiding.

Attendance:	Melissa Rosen- Association for Bright Children (ABC) Julie Diamond- Autism Society of Ontario (Toronto Chapter) Leo Lagnado (Alternate)- Autism Society of Ontario (Toronto Chapter) Richard Carter- Down Syndrome Association of Toronto (DSAT) Aliza Chaqpar- Easter Seals Ontario Steven Lynette- Epilepsy Toronto Nora Green- Integration Action for Inclusion in Education and Community Diane Montgomery (Alternate)- Integration Action for Inclusion in Education and Community Guilia Barbuto- Learning Disabilities Association Toronto District Aline Chan (Alternate)- Community Living Dana Chapman (Alternate)- Ontario Parents of Visually Impaired Children (OPVIC) Bronwen Alsop- VOICE for Deaf and Hearing Impaired Children Stephany Ragnany- VOICE for Deaf and Hearing Impaired Children Beth Dangerfield- Centre for ADHD Awareness Canada CADDAC David Lepofsky- Ontario Parents of Visually Impaired Children (OPVIC) Nerissa Hutchinson- Sawubona Africentric Circle of Support Trustee Michelle Aarts- (Ward 16) Saira Chhibber- LC1 Representative Jean-Paul Ngana- LC2 Representative Jordan Glass- LC2 Representative Kirsten Doyle- LC3 Representative Izabella Pruska-Oldenhof- LC4 Representative Jana Girdauskas- LC4 Representative Staff Louise Sirisko- Associate Director Nandy Palmer- System Superintendent, Special Education and Inclusion
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Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

	<p>Effie Stathopoulos- Centrally Assigned Principal, Special Education Elizabeth Chalmers- Administrative Liaison (SOE) Katia Palumbo- Centrally Assigned Principal, Special Education Susan Moulton- Centrally Assigned Principal, Special Education Wendy Terro- Centrally Assigned Principal, Special Education Andrea Roach- Centrally Assigned Principal, Special Education Elizabeth Schaeffer- Centrally Assigned Principal, Special Education Mun Shu Wong- (Audio/Video) Lianne Dixon- TDSB SEAC Liaison</p>
Regrets:	<p>Trustee Liban Hassan (Ward 6) Trustee Zakir Patel (Ward 19) Tracey O'Regan Community Living Toronto</p>

Part A: Recommendations

#1: SEPRC (Special Education Program Recommendation Committee)

The TDSB SEAC recommends (see Appendix A):

- 1) That the Board ask the Director of Education to eliminate recent restrictions on access to SEPRCs, which currently limit SEPRC availability only to students with extremely complex medical needs, so that instead parents of students with any special education needs who wish to utilize the SEPRC Process before their child’s enrollment in TDSB will be allowed to do so, to enable them to arrange for necessary special education supports, identification, and/or placement to be in place for their child’s first day of school in TDSB.
- 2) SEAC further recommends that the SEPRC section of the Special Education Plan be appropriately amended to reflect the changes set out above; and
- 3) SEAC further recommends that the Board ask the Director of Education to promptly process any outstanding SEPRC requests, and, if necessary, for families seeking the SEPRC Process, to expedite SEPRC/IPRC processing before, on, or very shortly after the first day of school in September.

#2: SEAC Membership Updates

Resignation

- Jana Girdukas (Community Representative, LC4)

Role Change for Autism Society of Ontario (Toronto Chapter) Representatives

- Leo Lagnado – Association Representative (previously Alternate Representative)
- Julie Diamone – Association Alternate Representative (previously Association Representative)

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Part B: Staff Supplementary Information

The SEPRC (Special Education Program Recommendation Committee) is a process unique to the TDSB that allows for providing equity of access to learning with a timely admittance to school for students new to the Board and who fall within the TDSB Low Incidence category of developmental disabilities, physical disabilities including blind/low vision and deaf /hard of hearing.

To meet criteria, these students:

- Are new to the TDSB
- Have extremely complex medical needs
- Require access to specialized equipment or specialized support
- Have been receiving intensive, full-time special education class support in other school systems, or specialized preschool/daycare
- Are students in care, treatment or rehabilitation programs through Education and Community Partnership Programs (ECPP)

SEPRC Process

For all new students whose families are requesting a SEPRC:

- Families will be welcomed by the homeschool;
- The school will communicate the criteria for SEPRCs as outlined in the Special Education Plan;
- If appropriate, the school will collect information from the family about the student and their presenting complex medical and/or low incident needs, specialized equipment needs and/or specialized support needs;
- The schools will reach out to the Special Education Consultant to discuss initiating a SEPRC process for the student;
- **Only if the student meets the SEPRC criteria will a SEPRC be initiated;**
- The Special Education Program Recommendation Committee process will assist in placing the student into the appropriate class and/or school.

In May of 2023, TDSB committed to conducting a full review of the SEPRC process in the 2023-2024 school year.

Report Submitted by:

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at louise.sirisko@tdsb.on.ca

Nandy Palmer, System Superintendent of Special Education and Inclusion at nandy.palmer@tdsb.on.ca

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Appendix A

SEAC SEPRC Draft Motion – June 12, 2023

WHEREAS a Special Education Placement Review Committee meeting and process (“SEPRC”) was established in or before 2012 as a process to allow concerned parents of special education students not yet attending TDSB, to initiate a meeting with TDSB staff to pre-arrange special education supports, conditional identification, and/or placement for students newly moving into TDSB from another city, school board, or homeschooling;

AND WHEREAS SEPRCs since at least 2012 have arranged to provide thousands of special education students with placements and other special education supports in advance of their first day of school in their new school board;

AND WHEREAS the advance process of SEPRCs has proven to be significantly more efficient and pedagogically effective compared to later identification, support, and placement, while also minimizing work, stress, and disruption to families, staff, the education system, the students, their classmates, and teachers;

AND WHEREAS SEAC passed a motion in March 2022 (copied below), strongly recommending and advising that the SEPRC Process continue, so that parents of all students with special education needs who intend to enrol in TDSB, can initiate and utilize the SEPRC Process without any predetermined bias, limitations, or restrictions on access;

NOW THEREFORE IT IS RESOLVED THAT:

- 1) The “WHEREAS” statements above are incorporated as part of this motion.
- 2) SEAC strongly recommends that the Board ask the Director of Education to eliminate recent restrictions on access to SEPRCs, which currently limit SEPRC availability only to students with extremely complex medical needs, so that instead parents of students with any special education needs who wish to utilize the SEPRC Process before their child’s enrollment in TDSB will be allowed to do so, to enable them to arrange for necessary special education supports, identification, and / or placement to be in place for their child’s first day of school in TDSB.
- 3) SEAC further recommends that the SEPRC section of the Special Education Plan be appropriately amended to reflect the changes set out above; and
- 4) SEAC further recommends that the Board ask the Director of Education to promptly process any outstanding SEPRC requests, and, if necessary, for families seeking the SEPRC Process, to expedite SEPRC / IPRC processing before, on, or very shortly after the first day of school in September.

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Provincial Capital Priorities Program 2023-24

To: Planning and Priorities Committee

Date: 20 September, 2023

Report No.: 09-23-4597

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the list of Capital Priority projects outlined within this report be approved for submission to the Ministry of Education as part of the Capital Priorities Program 2023-24.

Context

Capital funding to support new schools, replacement schools, and additions to existing schools is provided to school boards by the provincial government. This funding is allocated through the Capital Priorities program, a process where school boards submit business cases to the Ministry of Education for funding consideration for their most urgent pupil accommodation needs.

On August 14, 2023, the Ministry of Education announced a new Capital Priorities program for 2023-24, which is outlined in the memorandum found in Appendix A. School boards are required to submit business cases for each project by **October 20, 2023**.

The last opportunity for school boards to identify Capital Priority projects was in February 2022. In April 2022, the Board was allocated \$15.97M in capital funding to support two projects related to the implementation of the Guildwood Pupil Accommodation Review (Ward 19, Trustee Patel): \$13.4M to support a replacement school for Poplar Road Junior Public School; and \$2.5M to support an addition for Elizabeth Simcoe Junior Public School.

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As part of the provincial government's efforts to build infrastructure faster, the Ministry has made several changes to the Capital Priorities program including increased expectations for project readiness, design standardization, and accountability.

School boards are asked to submit detailed business cases for projects that address current, urgent accommodation pressures that are shovel ready – at a stage in development where construction can begin in a timely manner. These projects should have detailed schedules with milestones and deliverables, estimated costs, and design plans. Costs should be prepared by a third-party cost consultant. Designs should be standardized – either coming from the design catalogue that the Ministry has created or be a repeat design that a school board has completed. These projects will be considered for funding in this round of Capital Priorities funding.

School boards are also asked to submit high level summary information for projects that address future, long-term growth needs that are not shovel ready at this time. The Ministry will use this information for long-term planning and forecasting future demand. These projects will not be considered for funding through this round of Capital Priorities funding.

There is no limit on the number of projects that school boards can submit. School boards may submit requests for child care capital funding as part of their submission for school projects.

For projects that receive funding approval through this round of Capital Priorities, school boards will be required to sign a Project Commitment. This document will contain a clear schedule, budget, and scope of work. If school boards adhere to the parameters of the Project Commitment in implementing the project, then school boards will not be required to obtain further Ministry approvals. However, if school boards deviate from the parameters in time, costs, or scope, then they must seek Ministry approval to revise the Project Commitment. School boards will also be required to create Project Commitments for all active capital projects.

It is important to note that not all capital projects submitted to the Ministry will receive funding approval. The Ministry has a fixed capital budget that they allocate to school boards based on their assessment of where the greatest priorities lie across the province. Historically, the TDSB has received approval for one to six capital projects in a round of the Capital Priorities process.

In their review process, the Ministry assigns a higher priority to: projects that have utilization rates equal to or greater than 100% at all schools in the area; projects experiencing existing accommodation pressures as opposed to forecast pressures; and projects for which the necessary Trustee decisions have already been made to support the projects (e.g. school consolidation project with a Board decision to close a school).

Capital Projects for Submission

The projects to be submitted to the Ministry are listed in the most recent version of the Long-Term Program and Accommodation Strategy that was approved in October 2022. As per Ministry direction, the projects have been broken into two streams: Stream 1 - shovel-ready capital projects for funding consideration; and Stream 2 - future long-term growth capital projects for information.

Stream 1 – Shovel-Ready Capital Projects for Funding Consideration

The Ministry requires that the shovel-ready capital projects for funding consideration be ranked. The TDSB has five shovel-ready capital projects that have been ranked based on equity and timeline for initiating the project.

#1. Kapapamahchakwew – Wandering Spirit School – Replacement School – Ward 15 (Trustee Ehrhardt)

A new, standalone, and fully Indigenized facility has been proposed to provide a truly decolonized environment for Indigenous students and Communities across Toronto. The new facility would accommodate Kapapamahchakwew - Wandering Spirit School and the Urban Indigenous Education Centre (UIEC).

The funding previously allocated for the project in 2018 (\$11M) reflects the standard approach to Capital Priorities funding allocations. The grant was allocated based upon a proposal to retrofit and expand the existing building at 16 Phin Avenue. Through the course of design, and informed by the Indigenous Communities, the original proposal to invest in the 16 Phin Avenue building is no longer appropriate due to its resemblance to a residential school.

A standalone facility used exclusively by Indigenous programs and services is required. Additional capital funding is necessary to support the cost of the new facility. This will provide a truly decolonized environment where Indigenous programs can exist without the interference of other user groups with colonial practices.

This project was submitted during the 2022 Capital Priorities process but was not funded. Since that time, staff, working together with input from the Superintendent and others close to the school and Indigenous Communities, revised the scope of the project. The project has been phased, beginning with the replacement school and child care, which will be the focus of the capital submission. Future phases include a new facility for the UIEC, potential pool and future expansion.

Ranking rationale: In 2022, the project was not ranked and was submitted for special consideration outside of the Capital Priorities process. For this cycle, the project has

been ranked as the number one project to emphasize the Board's commitment to Truth and Reconciliation.

#2. St. Margaret's Public School – Replacement School – Ward 19 (Trustee Patel)

St. Margaret's PS has a large and aging port-a-pack that is at the end of its lifespan. The brick-and-mortar portion of the school building is in poor condition with a five-year Facility Condition Index (FCI) of 88%. The port-a-pack consists of 16 units, which represents the majority of instructional space existing at the school. Further, the gymnasium is vastly undersized to support a JK-8 program and requires expansion. Due to these factors, a new 340-pupil place replacement school is recommended.

This project has been submitted to the Ministry since 2019 and has not been approved to date. Staff will be taking a different approach to this project to make it more viable. Working with the Toronto Lands Corporation (TLC), staff have been exploring opportunities to sever a portion of the St. Margaret's site for the construction of a new long-term care facility. TLC staff have had conversations with long-term care providers including the City of Toronto's Seniors Services and Long-Term Care team, and there appears to be significant interest in this site. While this concept is preliminary, there would be opportunities to look at other concepts such as affordable housing or community space. The intent is to continue to have conversations with government partners at the provincial and municipal levels as staff carry out further due diligence and project refinement.

The St. Margaret's site is large for an elementary school at 7.1 acres. If approximately two acres are severed and sold, the remaining site will be approximately five acres which is large enough to support all the needs of an elementary school: permanent facility; hard surface play area; sports field; space for portables; space for future addition; drop-off and pick-up; and parking. The severed portion of approximately two acres is large enough to accommodate a long-term care facility. Revenue generated will support the renewal of TDSB facilities.

Ranking rationale: St. Margaret's PS is one of the TDSB's top schools in facing external challenges to student success. It is ranked #7 out of 470 schools on the 2023 Learning Opportunities Index (LOI). This school is ranked higher on the LOI than the other schools in this Capital Priorities submission.

#3. Secord Elementary School – Replacement School – Ward 16 (Trustee Aarts)

Secord ES has a large and aging port-a-pack that is at the end of its lifespan. The brick-and-mortar portion of the school building has a five-year FCI of 85%. The review of the existing building suggests that the mechanical, electrical, and other building systems are not sufficient to support a permanent addition to the school, and that the most appropriate means of capital intervention is a replacement school.

A 931-pupil place replacement school is required to accommodate the long-term projected enrolment of this community. The current capacity of Secord ES is 591 pupil places.

Ranking rationale: Secord ES is ranked #157 on the LOI. After St. Margaret's PS, it is the next highest ranked school on the LOI out of these capital submissions.

#4. Etobicoke Centre Elementary School – New School – Ward 3 (Trustee Nunziata)

A new elementary school is required to meet the needs of the Etobicoke Centre, one of the designated high-density growth areas in the city. The school will be constructed on the former Cloverdale PS site at 160 Silverhill Drive. This is a small elementary school building that currently accommodates the Etobicoke Secondary Alternative School.

The existing building has a five-year FCI of 80% and a capacity of 230 pupil places. In this project, the small, existing building will be demolished, and a much larger elementary school constructed in its place. The size of the future school is estimated to be 927 pupil places to maximize the use of the Board's existing landholdings to accommodate the long-term enrolment growth in this area. The existing junior school that serves the area, Wedgewood JS, will have seven portables onsite for the 2023-24 school year, which is projected to increase without further intervention. Adjacent schools such as Islington JMS and Norseman JMS are also operating above capacity with portables onsite and are projected to increase.

The Etobicoke Secondary Alternative School will be relocated in advance, which is a study already reflected in the LTPAS.

Ranking rationale: Since this project is a new elementary school on a site where an elementary school does not exist, there is no LOI ranking to reference. In general, the broader area surrounding this site is served by schools that are lower on the LOI than St. Margaret's PS and Secord ES: Islington JMS is ranked #192; Bloorlea MS is ranked #267; Wedgewood JS is ranked #396; and Norseman JMS is ranked #444.

#5. Davisville Junior Public School / Spectrum Alternative Senior School – Addition – Ward 8 (Trustee Laskin)

This project involves constructing a five-classroom addition onto the new building to address long-term enrolment growth within the area. The replacement building opened in September 2021 with a capacity of 731 pupil places.

During the design of the new building, demographic shifts combined with increased residential development in the area required a review of the project scope. In early 2018, it was determined that five additional classrooms were required to meet the long-term accommodation needs of the school. The revised scope increased the capacity of

the new building to 849 pupil places. A request was made to the Ministry to increase the scope, but it was not approved. The new building has been designed to accommodate this five-classroom addition for when funding is approved.

The five-classroom addition is a priority because the Davisville site is constrained and can only accommodate a maximum of two portables. This additional capacity is part of a broader plan to accommodate the growth occurring in the Yonge-Eglinton area, one of the designated high-density growth centres in the city. In total, more than 1,200 additional pupil places are required in the Yonge-Eglinton area to accommodate the future growth.

Ranking rationale: This project is ranked after the four previous projects because there is a delay as to when this project can commence construction. The City of Toronto has approved an aquatic centre to be built on the Davisville site which has yet to begin construction. Only one construction project should be active at a time on the site. If approved, the addition will be constructed after the aquatic centre is completed. Further, Davisville Jr PS and Spectrum Alternative Sr School are lower on the LOI than the previous projects: Davisville Jr PS is ranked #342; and Spectrum Alternative Sr School is ranked #429.

Stream 2 – Future Long-Term Growth Capital Projects for Information

The following projects will be submitted to the Ministry for their information and use in forecasting future demand. These projects require more analysis before they can be considered shovel ready. Many of these projects require agreements with developers before designs and schedules can be created.

The projects have been divided into two groups: Group 1 - projects that will be pursued as self-financing projects through the TLC's modernization initiative that seeks to generate revenue from the value of TDSB-owned sites by working with development partners; and Group 2 - projects that require future capital funding from the Ministry.

These projects do not need to be ranked. They are listed below in alphabetical order by the project name. Even though several of the projects are intended to be self-financing, the Ministry would still like them submitted for their information about the accommodation pressures that school boards are planning for in the future.

Group 1 – Self-Financing Projects through the TLC's Modernization Initiative

- a) **Canadian Tire Lands Elementary School – New School – Ward 13 (Trustee Li):** A new elementary school is needed to accommodate growth in the Sheppard Avenue East corridor between Bayview Avenue and Leslie Street. The TDSB acquired a 1.8-acre site in 2018 for this school. The TLC will explore building the school as part of a mixed-use development.

- b) **Eglinton Junior Public School – Replacement School – Ward 8 (Trustee Laskin):** A larger replacement school is required on the Eglinton site to provide additional pupil places to accommodate the intensification that is occurring in the Yonge-Eglinton area. The TLC is currently negotiating an agreement with the developer of an adjacent parcel to rebuild the school as part of a large, mixed-use redevelopment project that spans the Eglinton site and the developer's parcel.
- c) **Progress Avenue Elementary School – New School – Ward 19 (Trustee Patel):** A new elementary school is needed to accommodate growth in the Scarborough City Centre area east of McCowan Road. The TDSB co-owns a 10.89-acre site with the City of Toronto in this area. The TLC and the City are currently exploring building a school and park as part of a mixed-use development on this site.
- d) **West Don Lands Elementary School – New School – Ward 9 (Trustee Dawson):** A new elementary school is required to accommodate growth in the West Don Lands area west of the Don River along the central waterfront. In 2018, the TDSB acquired a 1.6-acre site for this school through a land exchange with the provincial government. The TLC will explore building the school as part of a mixed-use development.

Group 2 – Projects that Require Future Capital Funding from the Ministry

- a) **Christie Lands Elementary School – New School – Ward 3 (Trustee Nunziata):** A new elementary school is needed to accommodate growth in south Etobicoke west of the Humber River along the waterfront. The TLC is in discussions with a developer to secure an opportunity to build a school as part of a mixed-use development. A TCDSB school is being planned to be co-located with the TDSB school.
- b) **Don Mills-Eglinton Elementary School – New School – Ward 14 (Trustee Rajwani):** A new elementary school is needed to accommodate growth in the Don Mills Road and Eglinton Avenue East corridors. The TLC is in discussions with CreateTO to secure an opportunity to build a school as part of a mixed-use development on City-owned lands just north of the Ontario Science Centre.
- c) **Downsview Park Elementary Schools – New Schools, Replacement Schools and Additions – Ward 5 (Trustee Lulka Rotman):** A significant number of new elementary pupil places are required to accommodate the full buildout of the Downsview Park area. The solutions being explored by TDSB and TLC staff include larger replacement schools, additions to existing schools, and new schools that are part of mixed-use developments.

- d) **East Harbour Elementary School – New School – Ward 15 (Trustee Ehrhardt):** A new elementary school is needed to accommodate the redevelopment of the East Harbour area located northeast of the Don Valley Parkway and Lake Shore Boulevard East. TDSB and TLC staff are working with the City of Toronto and the developers of the land to secure an opportunity to build an elementary school as part of a mixed-use development.
- e) **Flemington Public School – Replacement School – Ward 8 (Trustee Laskin):** Flemington PS is located in the Lawrence Heights neighbourhood which is being reconfigured with new housing, road network and park as part of the Lawrence Heights Revitalization Project. TDSB and TLC staff are participating with Toronto Community Housing Corporation and CreateTO in the revitalization process. A plan is being developed to replace Flemington PS as a JK-8 school. A Pupil Accommodation Review needs to be completed first to inform the size and program offerings at this proposed school.
- f) **Golden Mile Elementary School – New School – Ward 17 (Trustee Shan):** A new elementary school is needed to accommodate the redevelopment of the Golden Mile area located along Eglinton Avenue East, east of Victoria Park Avenue. TDSB and TLC staff are working with the City of Toronto and the developers of the land to secure an opportunity to build an elementary school as part of a mixed-use development.
- g) **Greenland Public School – Addition or Replacement School – Ward 14 (Trustee Rajwani):** Additional pupil places are required for Greenland PS to accommodate the redevelopment of the Celestica Lands. TDSB staff will be exploring options for expanding the school such as an addition or a larger replacement school.
- h) **Keating Channel Elementary School – New School – Ward 9 (Trustee Dawson):** A new elementary school is needed to accommodate the redevelopment of the Keating Channel area located on the central waterfront at the foot of Parliament Street. TDSB and TLC staff are working with the City of Toronto to secure an opportunity to build an elementary school as part of a mixed-use development.
- i) **Port Lands Elementary Schools – New Schools – Ward 15 (Trustee Ehrhardt):** New schools are required to accommodate the full buildout of the Port Lands area. TDSB and TLC staff have worked with the City of Toronto to identify locations for future elementary schools in the Villiers Island and McCleary District Precinct Plans.
- j) **Scarborough City Centre Elementary School – New School – Ward 17 (Trustee Shan):** A new elementary school is needed to accommodate the

intensification of the Scarborough City Centre. TDSB and TLC staff are working with the City of Toronto and the developers of the land to secure an opportunity to build an elementary school as part of a mixed-use development.

- k) **Scarborough Junction Elementary Capacity – Additions and/or Replacement Schools – Ward 18 (Trustee Ghous):** Additional pupil places are required at existing elementary schools in the Scarborough Junction area at Danforth Road and Midland Avenue to accommodate the proposed intensification. TDSB staff will be exploring options for providing the additional capacity such as additions or larger replacement schools for John A Leslie PS and Norman Cook Jr PS.

- l) **Wynford-Concorde Elementary School – New School – Ward 14 (Trustee Rajwani):** A new elementary school is needed to accommodate the intensification of the Wynford-Concorde area located northeast of Eglinton Avenue East and the Don Valley Parkway. TDSB and TLC staff are working with the City of Toronto and the developers of the land to secure an opportunity to build an elementary school as part of a mixed-use development.

- m) **Yonge-Eglinton Elementary Capacity – Additions, Replacement Schools and/or Redevelopments – Wards 8 and 11 (Trustee Laskin and Chernos Lin):** Approximately 1,200 elementary pupil places are needed in the Yonge-Eglinton area to accommodate the intensification of this designated high-density growth centre. The solutions being explored by TDSB and TLC staff include larger replacement schools, additions to existing schools, and new schools that are part of mixed-use developments.

- n) **Yonge-Sheppard Secondary Capacity – Addition, Satellite and/or New School – Ward 12 (Trustee Pei):** Additional secondary pupil places are required in the Yonge Street and Sheppard Avenue corridors in the area of Earl Haig SS. TDSB staff will be exploring options for providing additional capacity using sites in the area.

Appendix B contains a map that shows the locations of all the capital projects.

Action Plan and Associated Timeline

Business cases must be submitted to the Ministry by October 20, 2023.

To support this work, TDSB Planning staff, Facility Services staff, Child Care Services staff, and TLC staff are working collaboratively to ensure that this deadline is met.

Discussions will also be arranged with coterminous school boards to determine if there is interest in joint-use projects. Discussions are also occurring with the City of Toronto's

Children's Services staff to determine if child care rooms should be included in the individual capital projects.

Once finalized, the business cases will be provided to Trustees for information.

The Ministry anticipates making funding announcements in Winter 2024.

Resource Implications

The development of the business cases will be led by TDSB Planning staff and supported by other departments and the TLC. A third-party cost consultant will be hired to prepare cost estimates. An architectural consultant will be hired to prepare schematic designs. The costs for these consultants will be paid for from existing departmental budgets.

Communications Considerations

The business cases will be posted on the TDSB public website after they have been submitted to the Ministry and provided to Trustees.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Provincial Memorandum 2023: B08, Launch of 2023-24 Capital Priorities Program
- Appendix B: Map – Locations of the Capital Projects

From

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Andrew Gowdy, System Planning Officer, Strategy and Planning, at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at daniel.castaldo@tdsb.on.ca or at 416-428-1857

Ministry of Education**Ministère de l'Éducation**Capital and Business Support
DivisionDivision du soutien aux immobilisations
et aux affaires

315 Front Street West

315, rue Front ouest

15th Floor

15e étage

Toronto ON M7A 0B8

Toronto (ON) M7A 0B8

2023: B08

Date: August 14, 2023

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2023-24 Capital Priorities Program**

The Ministry of Education (“the ministry”) is pleased to announce the launch of the 2023-24 Capital Priorities Grant Program (CP). Schools and child care centres are crucial in supporting the well-being and positive development of students and children. As part of the provincial government’s efforts to build and invest in infrastructure, the Ministry of Education is committed to finding solutions to speed up the construction of new schools through enhanced design standardization, reduced approval requirements and greater transparency and accountability to support high-quality instruction in healthy, safe and modern learning facilities. The Ministry of Education recognizes the importance of working together with its partners, including school boards and the Ministry of Municipal Affairs and Housing to meet the government’s commitment to helping build modern schools faster to support the needs of growing communities, to better utilize school capacity, and ensure value for taxpayer dollars. As a result, the 2023-24 Capital Priorities Program has been enhanced to reflect these key government commitments.

2023-24 Capital Priorities Program Submissions – At a Glance

- The submission deadline for all capital funding requests is **October 20th, 2023**. No submission will be accepted after this date. Funding announcements will be made in Winter 2024.
- Business Case templates, Program Guidelines, Design Catalogue and other supporting material are available for download from the SharePoint site shared in the email to the school board.
- School boards will submit proposals through the Capital and Business Support Division SharePoint site.
- For the 2023-24 Capital Priorities program, school boards are asked to:
 - Submit detailed project proposals to address **current** accommodation needs related to:
 - Accommodation Pressures,
 - School Consolidation,
 - Facility Condition, and
 - Access to French Language schools.
 - Provide high level summary information on **future, longer term growth needs** related to the Housing Supply Action Plan municipal growth plans.
 - Provide a priority ranking for the proposals.
- School boards have an opportunity to request Child Care Capital funding for child care projects associated with a larger Capital Priorities project.
- The detailed project submissions for needs will need to include fully completed business cases that identify a utilization equal to or greater than 100% (including areas schools) in the 5th year after the proposed school opening date , provide a positive investment return (Net Present Value greater than \$0), or identify students that do not have access to a French Language school. Projects are also expected to include a completion date with a clear and detailed schedule for milestones and deliverables.
- School boards are encouraged to identify opportunities to work together on joint-use project submissions.

NEEDS ASSESSMENT

As with previous years, project submissions must demonstrate a critical and urgent pupil accommodation need in order to be considered for funding approval. These pupil accommodation needs may include Accommodation Pressures, Replacement Schools and French Language Access. In addition to addressing pupil accommodation needs, projects may also include the creation of new licensed child care spaces.

URBAN AND INNOVATIVE SCHOOLS

The ministry recognizes that intensification in high density urban areas poses unique challenges. Finding suitable land for the construction of a school is challenging and expensive. As residential

development is expected to continue to be high in urban areas, school boards may not be able to construct schools according to the traditional model. The ministry encourages school boards to pursue opportunities to explore new, innovative ways to build schools – such as vertical schools and podium schools. The ministry looks forward to working with you on advancing these and numerous other initiatives that are part of the ministry’s ambitious capital agenda to ensure funding, programs and supports continue to meet the needs of students and school boards across the province.

NEW: PROJECT READINESS ASSESSMENT

Starting this year, school boards are asked to complete a project readiness assessment and provide a summary of key project milestones. In this new assessment section, the ministry is requesting detailed information regarding site identification, design plans, project timelines and cost estimates. Priority will be given to projects that are best positioned to be completed in a timely manner. Submissions will require details regarding sites planned or acquired, design plans with cost estimates, and a clear schedule with project milestones indicating a path to project completion.

NEW: DESIGN STANDARDIZATION

The Ministry of Education recognizes the importance of ensuring that school board capital assets are used effectively and efficiently to meet the government’s commitment of helping build modern schools faster to support the needs of growing communities, so that students can attend school as close to home as possible. In June 2023, the *Better Schools and Student Outcomes Act* amended the *Education Act* to provide authority for the Minister to require school boards to use particular functional specifications, designs or plans when constructing, renovating or making additions to school buildings or premises, speeding up approvals and helping get new schools built faster.

Design standardization will help save time, avoid unnecessary costs through scope control, remove duplication of design development; cost avoidance through acceleration, and streamlined approvals.

Since 2010, the ministry has had functional design and space standards reflecting classroom capacity loadings and curriculum requirements. All school boards are required to design within ministry space standards and funding benchmarks. The ministry is now moving forward with further enhancements in design planning that will require school boards to submit designs for new school requests that will result in greater opportunity for construction efficiencies including costs and scheduling.

The ministry recognizes that many school boards use various measures in their design planning process to find efficiencies. This includes using standardized repeat designs that are scalable and modified to accommodate sites for both new elementary and secondary schools. There are also instances where school designs are also being used amongst school boards.

With the support of various school boards, as well as information collected through the Rapid

Build Pilot, the ministry has developed an EDU Design Catalogue of new school builds that have been completed or are currently in progress. The catalogue includes schematic designs of elementary and secondary schools from 8 school boards based on the following criteria:

- All designs are aligned within current ministry space benchmark requirement
- All designs have been approved/tendered since 2021 to reflect current costs
- Project costs are aligned and consistent with current market conditions in the average range of \$360-\$400/sq ft excluding unique site costs.
- Designs represent a variety of pupil place sizes to provide scalability
- School boards have received permission from the Architects for inclusion

The catalogue is intended to evolve as ministry staff continue to work with boards and identify additional designs used by school boards through the Capital Priorities Program.

The catalogue will be used as a primary tool for school boards to identify potential project designs for their project submissions. Recognizing that the catalogue does not encompass all design needs, there remains options for school boards to identify other project designs, as applicable (i.e. school board's own repeat design, additions, renovations, podium/vertical builds, etc.).

NEW: BOARD PERFORMANCE ASSESSMENT

As part of the Capital Priorities evaluation process, school boards will be assessed on their performance history delivering capital projects, including the following:

- Adherence to project timelines
- Time to completion
- Cost overages
- Existing inventory of active projects
- Adherence to space benchmarks
- Capital Accountability Framework compliance

NEW: ENHANCED ACCOUNTABILITY FRAMEWORK

As a result of the ministry's Lean review of its Capital Accountability Framework, the ministry has redesigned the accountability framework for the major capital construction projects. The ministry's new streamlined process will reduce administrative burden while allowing for a clear path for project success.

- Successful projects will result in a Project Commitment which will include a clear schedule, budget and scope of the project as submitted by the school board and agreed upon by the ministry. The Project Commitment will establish ministry expectations for successful project delivery.
- School boards will be responsible and accountable for implementing appropriate measures to ensure that projects are completed within the schedule, budget and scope established in the Project Commitment.

- The ministry will meet with school boards to review project progress reports on a regularly scheduled basis to monitor the progress of approved projects.
 - Projects that are progressing within the parameters of the Project Commitment will not be required to obtain any further approval from the ministry and will be able to proceed through key project milestones to project completion including design, tender, and construction stages.
 - During a project’s development, however, school boards that encounter issues that puts the project at risk of not adhering to the Project Commitment, may require ministry approval to revise the Project Commitment. This could involve schedule delays, increased costs or changes in project scope. In extreme cases, the project may be subject to cancellation.
 - At the end of the project, per the Project Commitment and confirmation by the board, the project will be designated as closed. A letter will be issued by the ministry with reconciliation of the total project costs. At the Ministry’s discretion, unspent funds will be considered as offset for active projects or will be reallocated back to the ministry.
- The new accountability framework will also be applied to the existing pipeline of projects. Over the coming months, Capital Analysts will work with school boards to develop Project Commitments for existing projects.

PROJECT SUBMISSIONS

2023-24 Submission templates, guidelines and design catalogue can be downloaded from the Capital and Business Support Division SharePoint site.

School boards will submit proposals through the SharePoint site to be considered for funding approval. A complete submission will include the following:

- 1) Business Case - Part A (Excel Template) will include:
 - a. Project Information
 - b. Closest Facilities
 - c. Space Template
 - d. Enrolment Projections
 - e. Child Care Joint Submission (If Applicable)
 - f. Child Care Space Template (If Applicable)
 - g. Cost Estimates
 - h. Submission Check

- 2) Business Case - Part B (Written Report) will include:
 - a. A written description of the project, including detailed information on the rationale, proposed scope of work and demonstration of why alternative options are not feasible.

- b. Evidence and details on how site identification and design plans and cost estimates were derived. Identify the Land Priorities funding needed. This does not mean Land Priorities funding will be provided automatically.
- c. Detailed information on costing estimates and assumptions made
- d. Detailed project plan that includes timelines for key project milestones.

3) Design

- a. School boards should submit, at minimum, schematic designs based on either:
 - o EDU Design Catalogue; or
 - o Recent school board repeat design which must have been tendered since 2021.

New elementary school projects should proceed under one of the two options above. For other projects where a repeat design may not be feasible, School Boards may be provided an exception and submit a new design. These projects include:

- o additions/ renovations,
- o projects with unique site constraints,
- o podium or vertical schools,
- o secondary schools, and
- o schools in joint-use facilities.

NOTE: Projects submitted without a design **may be ineligible** for funding.

4) Long-Term Growth Needs (LTGN)

- a. Boards are asked to provide details of their longer term growth needs for addressing current and projected pupil accommodation needs linked to the Ontario Housing Action Plan and related municipal growth plans.
- b. Please see program guidelines for further information.

Please refer to the **Checklist** to ensure your board has included all required documentation.

INFORMATION SESSIONS

The ministry will host information sessions for the Capital Priorities Program in **August** and **September** on the following dates:

- Thursday August 24, 2023 - 1:00 pm to 3:00 pm
- Thursday August 31, 2023 (French) - 1:00 pm to 3:00 pm
- Thursday September 7, 2023 - 1:00 pm to 3:00 pm

These sessions will provide school board staff with support regarding the completion of Capital Priorities business cases.

MINISTRY CONTACT

If you have any questions regarding the Capital Priorities Program, or require additional information, please contact the Capital Analyst assigned to your school board or:

- Lesley Cunningham, Manager, Capital Program Branch at 647-404-1133 or Lesley.Cunningham@ontario.ca, or
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca, or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

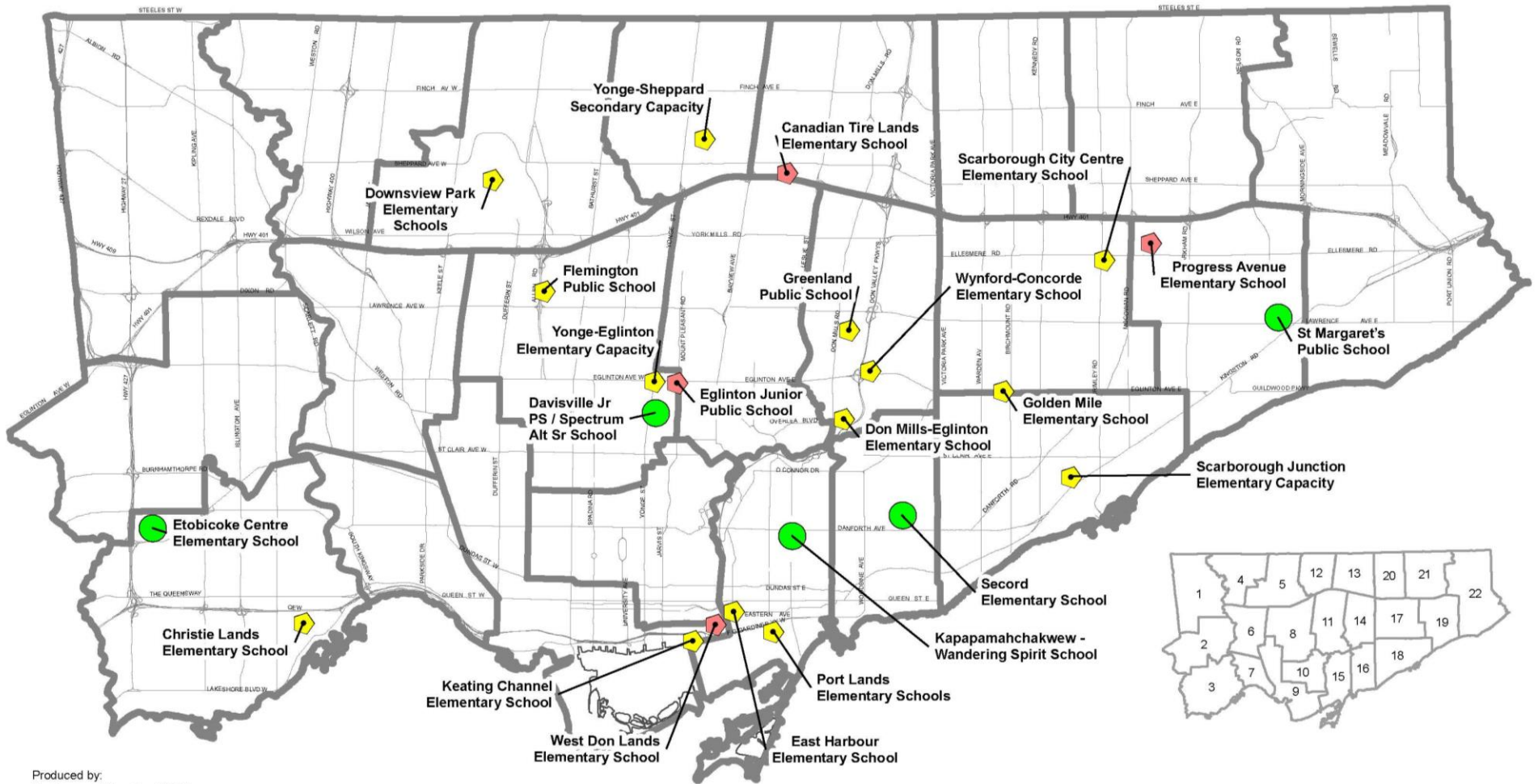
We look forward to working with you on advancing these projects and other initiatives as part of the Ontario government's commitment to meeting the needs of students and school boards across the province.

Sincerely,

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

- c. Senior Business Officials
Superintendents and Managers of Facilities Managers of Planning
Early Years Leads
CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
Administration Boards
Holly Moran, Assistant Deputy Minister, Early Years and Child Care Division, Ministry of Education
Roxanne Hotte, Assistant Deputy Minister (A), French-Language Teaching, Learning and Achievement Division, Ministry of Education
Andrew Locker (A), Director, Field Services Branch, Ministry of Education
President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)

Locations of the Capital Projects



Produced by:
 Strategy and Planning, TDSB
 September 2023
 Source:
 Base Map- Geospatial Competency Centre
 Facility - Strategy and Planning, TDSB
 Data - City of Toronto



- Shovel-Ready Capital Projects for Funding Consideration
- ⬠ Self-Financing Projects through TLC's Modernization Initiative
- ⬠ Projects that Require Future Capital Funding from the Ministry
- Major Road
- Ward



National School Boards Association 2024 Annual Conference: Expense and Presentation Approval

To: Planning and Priorities Committee

Date: 07 September 2023

Report No.: 09-23-4596

Strategic Directions

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

Recommendation

It is RECOMMENDED that the request from Trustees Shelley Laskin and Rachel Chernos Lin to attend and present at the National School Boards Association 2024 Annual Conference and Exposition from April 6 to 8, 2024 in New Orleans, USA, be approved.

Context

In accordance with section 6.3.3 of Governance Procedure PR582(b), Trustee Expense, the attached application to attend as presenters is submitted for approval.

Trustees Laskin and Chernos Lin will present on Combating Hate and Racism – Creating an Anti-Hate and Anti-Racism Strategy.

TDSB is the fourth largest school board in North America and the National School Boards Association conference is an opportunity to connect with other urban boards to share leading practices.

NSBA's 2024 Annual Conference and Exposition will take place in New Orleans, USA, on April 6 to 8, 2024. Information on the conference, including registration rates and the conference schedule, is provided in Appendix A.

Action Plan and Associated Timeline

Administrative Liaisons will complete the registration and applicable bookings upon approval. Advanced Early Bird Registration deadline is December 8, 2023.

Resource Implications

The total estimated cost, based on 2024 fees as outlined in Appendix A is \$3684.00 (CDN) based on an estimated conversion rate of \$1.36 CAD to \$1 USD.

The conference will be paid from the Governance budget.

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

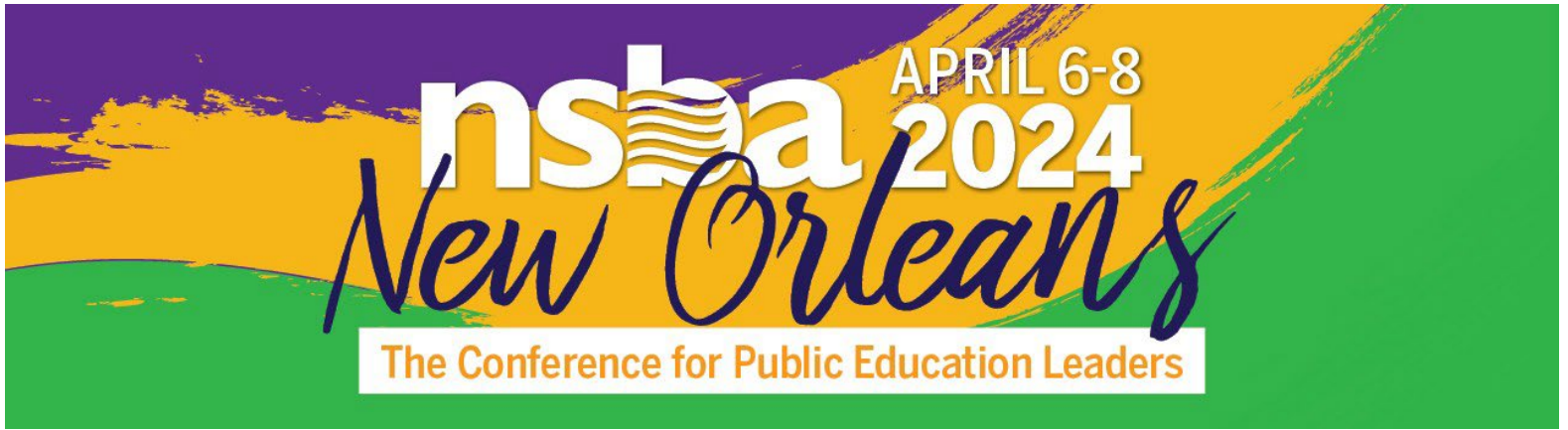
Governance Procedure PR582(b)

Appendices

- Appendix A: National School Boards Association 2024 Overview
- Appendix B: Form 582(b), Trustee Application to Attend Conference as Presenters

From

Denise Joseph-Dowers, Senior Manager, Governance and Board Services, at denise.joseph-dowers@tdsb.on.ca



Registration Is Open!*

[Individual Registration](#)

[Group Registration](#)

Immerse yourself in the vibrant destination of New Orleans and elevate your leadership skills at the NSBA Annual Conference and Exposition. This national event brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in New Orleans for an empowering experience of national school board leadership learning and networking with like-minded professionals.



Save the Date for NSBA's 2024 Annual Conference in New Orleans

National School Boards Assoc.

Conference Registration

NSBA Annual Conference Pricing (In-Person Attendance)

Registration	Registration Deadline	Participating NATCON & CUBE Districts in Member State Associations/State Association Delegates	Participating NATCON & CUBE Districts in Non-Member State Associations	Non-Participating NATCON & CUBE Districts in Member State Associations	Non-Participating NATCON & CUBE Districts in Non-Member State Associations
Advanced Early Bird	December 8, 2023	\$650	\$725	\$850	\$925
Early Bird	January 12, 2024	\$750	\$825	\$950	\$1,050
Standard	April 4, 2024	\$850	\$925	\$1,050	\$1,250
Onsite	April 5 - 8, 2024	\$1,400	\$1,400	\$1,400	\$1,400

One-Day Pricing (In-Person Attendance, Available Onsite Only)

Participating NATCON & CUBE Districts in Member State Associations/State Association Delegates

\$400

Non-Member State Associations

\$500

NSBA Online Pricing (Online Access)

Participating NATCON & CUBE Districts in Member State Associations/State Association Delegates

\$450

Non-Member State Associations

\$550

NSBA Online Add-On Pricing (Online Access)*

Participating NATCON & CUBE Districts in Member State Associations/State Association Delegates

Complimentary

Non-Member State Association

\$125

*In-person conference attendees only.

Agenda Page 28
Schedule-at-a-Glance

7 a.m. – 5 p.m.	Registration
8 a.m. – 5 p.m.	Experiential Learning Visits
9 a.m. – 4:30 p.m.	Preconference Workshops
7:30 a.m. – 5 p.m.	Registration
8:30 – 9:30 a.m.	Concurrent Sessions
10 - 11:30 a.m. (Doors open at 9:30 a.m.)	General Session Keynote
11:30 a.m. – 4:30 p.m.	Exhibit Hall
11:30 a.m. – 4:30 p.m.	Networking/NSBA Cares Community Service Project
Noon – 1:30 p.m.	Council of Urban Boards of Education Luncheon
1 – 3:30 p.m.	Solution Theaters (Exhibit Hall)
1 – 2 p.m.	Concurrent Sessions
3 – 4 p.m.	Concurrent Sessions
7:30 a.m. – 5 p.m.	Registration
8:30 – 9:30 a.m.	Concurrent Sessions
10 – 11:30 a.m. (Doors open at 9:30 a.m.)	General Session Keynote
11:30 a.m. – 4:30 p.m.	Exhibit Hall
11:30 a.m. – 4:30 p.m.	Networking/NSBA Cares Community Service Project

Noon – 1:30 p.m.	National Connection Joint Councils Luncheon
1 – 3:30 p.m.	Solutions Theaters (Exhibit Hall)
1 – 2 p.m.	Concurrent Sessions
3 – 4 p.m.	Concurrent Sessions
4 – 4:30 p.m.	Drum Circle
7:30 a.m. – Noon	Registration
8:30 – 9:30 a.m.	Concurrent Sessions
10 – 11:30 a.m. (Doors open at 9:30 a.m.)	General Session Keynote

Preconference Workshops

All preconference workshops are ticketed events. They are open to all conference registrants, and tickets must be purchased in advance.

Full Day Workshop | 9 a.m. – 3 p.m.

NSBA 2024 Rural Education Summit

The 2024 Rural Education Summit is designed for rural school board members to come together, share experiences, and learn from experts in the field. It will delve into crucial topics that are pivotal for the success of rural school districts. From addressing teacher shortages to ensuring effective special education programs, safeguarding school environments, and bridging the digital divide through broadband internet access — featured sessions and discussions will provide you with actionable insights to address these challenges. Whether you serve our sprawling countryside or remote communities, this summit is designed to empower you with insights, strategies, and solutions that cater to the specific needs of rural education.

Attendees will explore innovative solutions, exchange ideas, and forge a path forward to strengthen ruraleducation and create better opportunities for students in every corner of our country. (Lunch Included)

Morning Workshops | 9 a.m. – Noon**Sharing the Magic! Developing Your Communication Superpowers Through Storytelling!**

Storytelling is a powerful communication technique that connects people and builds bridges, relationships, and trust. It is also one of the most effective communication techniques that school board members employ to share their district's successes, culture, history, values, and the small miracles that happen everyday. Learn to tell your district's true, authentic stories in a compelling manner that reveals your district's values, priorities, and dreams. You will create your own inspiring story that can be shared immediately with your community, media, teachers, parents, and students.

CUBE/NATCON: \$200 | REGULAR: \$225

Becoming More Engaged & Inclusive: Strategies for Supporting Our LGBTQ+ Students

Given the importance and impact that diversity and equity issues play in the lives of students, it is imperative that school boards are prepared to meet the needs of diverse learners, such as LGBTQ+ students. There are critical considerations for effectively supporting LGBTQ+ students that educators must be aware of. Participate in this pre-conference workshop that features a highly customizable and interactive diversity and equity training that helps educators and school board members develop the competency necessary to support LGBTQ+ students.

CUBE/NATCON: \$200 | REGULAR: \$225

Understanding the Key Work of School Boards

In today's high-stakes educational environment, the daily pressure on governance leaders is enormous. The more effective the board, the better a school district's students perform. *The Key Works of School Boards* provides a framework that reflects "best governance practices" that are traceable to high-performing boards and high-performing school districts. This session provides an overview of a relevant and reliable governance guide with strategies and ideas that reflect board best practices. You'll explore the five Key Work action areas.

CUBE/NATCON: \$200 | REGULAR: \$225

Afternoon Workshops | 1:30 – 4:30 p.m.

Student Achievement Data Transparency (SADT): Disaggregate, Make Public, Collaborate, Monitor, Engage Parents, and Increase Student Growth

The crisis reflected by African American and Latino American student achievement data should be alarming to all in K-12 education. National and local test scores for these students continue to trail other racial and ethnic groups. This trend must be addressed. School boards play a unique and critically important role in establishing the climate for the courageous conversations needed when analyzing, disaggregating, sharing, and monitoring student achievement data with transparency. Governance leaders must require regular student achievement data reviews as part of their established practices.

CUBE/NATCON: \$200 | REGULAR: \$225

Productive Leadership Beyond Polarizing Politics

Public schools strive to serve each and every student, and many school board members aspire to serve their students, families, staff, taxpayers, and communities in a nonpartisan way. As our country and the “education realm” have become more polarized through culture wars and the politicization of education issues, school boards and superintendents are faced with the challenge of leading with a divided electorate. And who speaks for students when they can't vote? Join these experts in strategic advocacy and effective leadership for a thought-provoking and interactive session.

CUBE/NATCON: \$200 | REGULAR: \$225

School Board Meetings in Need of an Effectiveness Boost

School boards fulfill their function and responsibility for public education through meetings, where the board can conduct business and take action. Having effective board meetings reflects on the board's work and helps to enhance relationships with the superintendent and the public. Attendees will explore key elements of successful school board meetings from start to finish. Topics include planning an effective meeting, your role in meetings, sunshine laws, and parliamentary procedures. This session will help you to be part of school board meetings that promote transparency and efficiency.

CUBE/NATCON: \$200 | REGULAR: \$225

Call for High School Performing Arts Nominations

Who's Got Talent?

Showcase the amazing talent in your district on a national stage. Three high schools will be chosen to perform at the NSBA 2024 Annual Conference & Exposition, April 6-8, 2024, in New Orleans. The submission window closes Oct. 8, 2023. Review the guidelines to help prepare your submission. Direct questions to info@nsba.org for more information.

Submit Your Nomination

Submission Guidelines

- ♦ Performing groups must represent a public school or group of public schools and have school board approval to represent their district. The school district must be in good standing with its state school boards association. If the school district is not in good standing with its state association, then the school will not qualify for the judging process.

- ♦ We welcome all categories of the performing arts, including:
 - ♦ Dance
 - ♦ Music
 - ♦ Spoken Word
 - ♦ Acting
 - ♦ Singing

- ♦ The total size of the group may not exceed the following:
 - ♦ Jazz Groups – 12 students
 - ♦ Choirs – 25 students
 - ♦ Show Choirs – 20 students
 - ♦ Big Bands – 20 students
 - ♦ Orchestra – 20 students
 - ♦ Mariachi Groups – 15 students (including instrumentalists, singers, dancers, accompanists, etc.)
 - ♦ Dance Groups – 12

- ♦ NSBA requests your specific requirements including quantity of instruments, chairs, microphones and a stage plot showing your typical setup to ensure compatibility with onsite production.

- Your videos should be uploaded to YouTube. Please do not submit your videos via Drop Box or Google Docs as they will be disqualified.
- General Session performance times are strictly held to 15 minutes.
- NSBA's General Session is inclusive and respectful of all attendee backgrounds, and we request that the performing group refrain from religious based performances.
- NSBA provides two nights of complimentary housing for the students (three to four to a room) in the group. NSBA does not cover the cost for accompanying adults. However, we will secure a room at the NSBA rate for adults attending with the group. Accompanying adults will be expected to assume responsibility for the safety and deportment of the group.
- Transportation to and from the performance city and venue, all meal costs, and all other cost associated with bringing your group to the NSBA conference is the sole responsibility of the respective school boards.

Conference Information

[NSBA 2023 Recap](#)

Day One Highlights

Day Two Highlights

Day Three Highlights

Cancellations & Refunds

Cancellations & Refunds for Registration will be accepted through **Thursday, February 22, 2024** with a full refund less a \$150 processing fee.

Registration Cancellations received on or after **Friday, February 23, 2024** will not be refunded.

All cancellation requests must be submitted in writing via the [NSBA Registration & Hotel Support Center](#) or via Fax: (415) 216-2535. Refunds will be processed within one week of the request. NSBA is not responsible for airfare, hotel, or other costs incurred by participants in the event of program or registration cancellation.

Hotels & Rates

You must be registered for the conference before you can reserve housing. All reservations should be made prior to **March 22, 2024**. Room availability and conference rates cannot be guaranteed after this date.

View the New Orleans [hotel map and rates](#).

Travel & Getting Around

[Click here](#) for information on taxicabs, ride sharing, and other transportation.

Destination New Orleans

Looking to relax and have some fun after a long day of learning? Continue the fun while in New Orleans by visiting some of the local tourist attractions. [Click here](#) for more information.

Safety Protocols & Requirements

Proof of vaccination status or a negative test result is not required to attend NSBA events. Attendees who are not vaccinated are asked to take an at-home COVID-19 rapid antigen test before traveling to the event and should not attend if they test positive or have COVID-19 symptoms. NSBA does not require proof of these measures but encourages attendees to act responsibly and with consideration for the health and safety of others. Mask wearing is not required.

New Orleans Ernest N. Morial ...

900 Convention Center Blvd, New Orleans, LA 70130, United States

[Directions](#)

4.4 5,592 reviews

[View larger map](#)



Issues	Advocacy	Events	Resources	Perspectives	Association
<u>Educational Equity</u> <u>IDEA</u> <u>Local School Board Governance</u> <u>School Vouchers</u>	<u>Council of School Attorneys (COSA)</u> <u>CUBE</u> <u>Federal Legislative Priorities</u> <u>Legal Advocacy</u>	<u>Advocacy Institute</u> <u>Annual Conference</u> <u>COSA Fall School Law Seminar</u> <u>COSA Spring School Law Seminar</u> <u>CUBE Annual</u> <u>Equity Symposium</u>	<u>Artificial Intelligence in Education</u> <u>Center for Public Education</u> <u>Center for Safe Schools</u> <u>COVID-19 Information</u> <u>Key Work of School Boards</u> <u>Legal Clips</u> <u>National Connection</u> <u>Reports and Guides</u> <u>Savings Center</u>	<u>Blog</u> <u>ASBJ</u> <u>ASBJ Brief</u> <u>Subscribe to ASBJ</u> <u>Media Guide for ASBJ</u>	<u>Become A NatCon Member</u> <u>2021 Year in Review</u> <u>Corporate Sponsorships and Exhibiting</u> <u>Careers</u> <u>Bookstore</u>

National School Boards Association

1680 Duke St. FL2, Alexandria, VA 22314-3493. Phone: [703-838-6722](tel:703-838-6722) E-mail: info@nsba.org

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Media Contact: media@nsba.org

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Trustee Application to Attend Conference as Presenter

Part A – Conference Information (approval MUST be obtained prior to attendance)

Date: September 7, 2023

ID Number :	Work Phone : 416-395-8787	Home Phone: 416-200-9356 (cell)
Name of Applicant : Rachel Chernos Lin		Position: Trustee
Home Address: 5050 Yonge St M2N 5N8		City: Toronto, ON Postal Code: M2M5N8
School/Department Name: Trustee Services		Method of Travel: TBD
Name & Purpose of Conference: The National School Boards' Association (NSBA) 2024 Annual Conference and Exposition – The Conference for Public Education Leaders & Exposition brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. It is an empowering experience of national school board leadership learning and networking with like-minded professionals. As TDSB is the 4 th largest board in North America, our presence is important.		
Location of Conference (attach conference program): New Orleans https://www.nsba.org/Events/NSBA-2024-Annual-Conference-and-Exposition		Dates of Conference: April 6-8, 2024
Topic of Proposed Presentation (attach details): Combating Hate and Racism - Creating an Anti-Hate and Anti-Racism Strategy - Education Breakout Session (60-75 minutes)		
Cost Centre #: 15885001		

Estimated Expenses:			Note:
	US\$	CDN\$ (Canadian Equivalent)	
• Registration	\$ 925.00	\$ 1258.00	<p>Approved expenses include registration, transportation, accommodation, meals and other reasonable expenses depending upon the location of the conference, but only when these expenses are not part of the conference fee.</p> <p>The maximum meal expenditure per day shall be provided up to \$70, capped at the amounts indicated.</p> <p>The maximum amount is inclusive of taxes and gratuity. Gratuity amounts are capped at 15% of pre-tax amounts.</p> <p><u>A copy of the conference brochure must be attached.</u></p> <p>Are meals included in the registration fee? (yes or no): No (please provide details)</p> <p>_____</p>
• Transportation (other than airfare)		\$ 100.00	
• Accommodation 4 Days	\$ 1000.00	\$ 1360.00	
• Meal Allowance (no receipts required)			
o Breakfast \$20 x # days	\$ _____	\$ 80	
o Lunch \$20 x # days	\$ _____	\$ 80	
o Dinner \$30 x # days	\$ _____	\$ 120	
Other Long Distance mobile plan		36.00	
• Airfare (to be arranged by the Director's Office)		\$ 650.00	
	Total Estimated Cost CDN	\$ 3684.00	
(Estimated Conversion Rate = 1.36)			
<p>Approved via Concur ref# 3LFJ</p> <p>_____ Director Signature (as support)</p> <p>_____ Date approved at Planning & Priorities Committee</p> <p>_____ Approved by Chair of the Board</p>			<p>_____ Print Name and Date</p> <p>_____ Print Name and Date</p>

Part B – To Be Completed and Approved Upon Returning From Conference

Actual Expenses Claimed (original receipts MUST be attached for all expenses being claimed):

	US\$	CDN\$ (Canadian Equivalent)
<u>This section is for Principal/Vice-Principal use ONLY</u>		
• PD Funds Available		\$ _____
• Subtract Cost of Airfare Arranged Through Director's Office (attach email received from Avenue Travel)		\$ _____
• Balance of PD Funds Available		\$ _____
• Registration	\$ _____	\$ _____
• Transportation (other than airfare)	_____	_____
• Accommodation _____Days	_____	_____
• Meals (see attached receipts – use table below to calculate).		
o Breakfast \$20 x # days	\$ _____	\$ _____
o Lunch \$20 x # days	\$ _____	\$ _____
o Dinner \$30 x # days	\$ _____	\$ _____
• Other _____	_____	\$ _____
	Total Expenses Claimed CDN	\$ _____
• Balance of PD Funds Remaining		\$ _____

Note:

Complete this portion after completion of conference/workshop.

All expenses being claimed must be supported by original, detailed receipts (Visa or debit slips are not acceptable). Mileage reimbursement is limited to the maximum of the economy airfare. The maximum meal reimbursement per day shall be provided up to \$70, capped at the amounts indicated.

The maximum amount is inclusive of taxes and gratuity. Gratuity amounts are capped at 15% of pre-tax amounts.

Alcohol is not an eligible expense. Meals will not be reimbursed if meals are included in conference fees.

(Conversion Rate = _____)

The table below has been provided to assist in the calculation of eligible meal expenses. Please complete, indicating the date(s) and the amounts claimed for each meal type. Please be reminded that the maximum is inclusive of taxes and gratuities (limited to a maximum of 15%). ALCOHOL IS NOT ELIGIBLE FOR REIMBURSEMENT. Attach a separate sheet if more space is required. Original detailed receipts must be attached.

DATE	Breakfast (max \$20)	Lunch (max \$20)	Dinner (max \$30)	Total (not to exceed \$70)
Total				

I have read the TDSB's PR.582 (b) Trustee Expenditure Guidelines and confirm that I am in compliance.

Signature of Conference Participant

Print Name

Date

Approvals

Chair of the Board Signature

Print Name

Date

Comptroller of Finance Signature

Print Name

Date

Date Approved

Verified by Comptroller of Finance/Designate

For Accounting Use Only:

Amount of PD Funds Available: _____

**Forward completed form to:
Accounts Payable, 5050 Yonge St., Route NE**

Trustee Application to Attend Conference as Presenter

Part A – Conference Information (approval MUST be obtained prior to attendance)

Date: September 7, 2023

ID Number :	Work Phone : 416-395-8787	Home Phone: 416-540-1734 (cell)
Name of Applicant : Shelley Laskin		Position: Trustee
Home Address: 5050 Yonge St M2N 5N8		City: Toronto, ON Postal Code: M2M5N8
School/Department Name: Trustee Services		Method of Travel: TBD
Name & Purpose of Conference: The National School Boards' Association (NSBA) 2024 Annual Conference and Exposition – The Conference for Public Education Leaders & Exposition brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. It is an empowering experience of national school board leadership learning and networking with like-minded professionals. As TDSB is the 4 th largest board in North America, our presence is important.		
Location of Conference (attach conference program): New Orleans https://www.nsba.org/Events/NSBA-2024-Annual-Conference-and-Exposition		Dates of Conference: April 6-8, 2024
Topic of Proposed Presentation (attach details): Combating Hate and Racism - Creating an Anti-Hate and Anti-Racism Strategy - Education Breakout Session (60-75 minutes)		
Cost Centre #: 15885001		

Estimated Expenses:			<p>Note:</p> <p>Approved expenses include registration, transportation, accommodation, meals and other reasonable expenses depending upon the location of the conference, but only when these expenses are not part of the conference fee.</p> <p>The maximum meal expenditure per day shall be provided up to \$70, capped at the amounts indicated.</p> <p>The maximum amount is inclusive of taxes and gratuity. Gratuity amounts are capped at 15% of pre-tax amounts.</p> <p style="text-align: center;"><u>A copy of the conference brochure must be attached.</u></p> <p>Are meals included in the registration fee? (yes or no): No (please provide details)</p> <p>_____</p>
	US\$	CDN\$ (Canadian Equivalent)	
• Registration	\$ 925.00	\$ 1258.00	
• Transportation (other than airfare)		\$ 100.00	
• Accommodation 4 Days	\$ 1000.00	\$ 1360.00	
• Meal Allowance (no receipts required)			
o Breakfast \$20 x # days	\$ _____	\$ 80	
o Lunch \$20 x # days	\$ _____	\$ 80	
o Dinner \$30 x # days	\$ _____	\$ 120	
Other Long Distance mobile plan		_____ 36.00	
• Airfare (to be arranged by the Director's Office)		\$ 650.00	
	Total Estimated Cost CDN	\$ 3684.00	
(Estimated Conversion Rate = 1.36)			
<p>_____ Approved via Concur Ref: 3LFF Director Signature (as support)</p> <p>_____ Date approved at Planning & Priorities Committee</p> <p>_____ Approved via Concur Ref: 3LFF Approved by Chair of the Board</p>			
<p>_____ Print Name and Date</p> <p>_____ Rachel Chernos Lin September 11, 2023 Print Name and Date</p>			

Part B – To Be Completed and Approved Upon Returning From Conference

Actual Expenses Claimed (original receipts MUST be attached for all expenses being claimed):

	US\$	CDN\$ (Canadian Equivalent)
<u>This section is for Principal/Vice-Principal use ONLY</u>		
• PD Funds Available		\$ _____
• Subtract Cost of Airfare Arranged Through Director's Office (attach email received from Avenue Travel)		\$ _____
• Balance of PD Funds Available		\$ _____
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o Dinner \$30 x # days	\$ _____	\$ _____
• Other _____	_____	\$ _____
	Total Expenses Claimed CDN	\$ _____
• Balance of PD Funds Remaining		\$ _____

Note:

Complete this portion after completion of conference/workshop.

All expenses being claimed must be supported by original, detailed receipts (Visa or debit slips are not acceptable). Mileage reimbursement is limited to the maximum of the economy airfare. The maximum meal reimbursement per day shall be provided up to \$70, capped at the amounts indicated.

The maximum amount is inclusive of taxes and gratuity. Gratuity amounts are capped at 15% of pre-tax amounts.

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The table below has been provided to assist in the calculation of eligible meal expenses. Please complete, indicating the date(s) and the amounts claimed for each meal type. Please be reminded that the maximum is inclusive of taxes and gratuities (limited to a maximum of 15%). ALCOHOL IS NOT ELIGIBLE FOR REIMBURSEMENT. Attach a separate sheet if more space is required. Original detailed receipts must be attached.

DATE	Breakfast (max \$20)	Lunch (max \$20)	Dinner (max \$30)	Total (not to exceed \$70)
Total				

I have read the TDSB's PR.582 (b) Trustee Expenditure Guidelines and confirm that I am in compliance.

Signature of Conference Participant

Print Name

Date

Approvals

Chair of the Board Signature

Print Name

Date

Comptroller of Finance Signature

Print Name

Date

Date Approved

Verified by Comptroller of Finance/Designate

For Accounting Use Only:

Amount of PD Funds Available: _____

**Forward completed form to:
Accounts Payable, 5050 Yonge St., Route NE**

The screenshot shows a web browser window with the URL ww2.aievolution.com/nsb2401/index.cfm?do=att.viewSubmissions&style=0&attendeelD=1836. The page header includes the NSBA logo and the text 'APRIL 6-8 2024' and 'NEW ORLEANS The Conference for Public Education Leaders'. Below the header is a navigation bar with 'Dashboard' and a user profile for 'Shelley Laskin'. The main content area is titled 'My Proposals' and contains the following text:

Call For Proposal Information

Welcome to National School Boards Association Annual Conference – 2024 Call for Proposals **The deadline to submit your proposal is Friday, July 7 at 11:59 PM EST.**

NSBA is seeking submissions for the 2024 Annual Conference in New Orleans (April 6 - April 8, 2024), from school districts and other organizations for high-quality breakout sessions that focus on topics of critical interest to school board members and administrators from across the country. Our conference attendees seek information and skills to help them govern and act effectively as a leadership team in the fast-moving world of K-12 education.

Each year, this national conference draws nearly 5,000 school board members, superintendents, and educational leaders from across the country. We are seeking speakers to present:

- Education Sessions (Saturday, April 6 - Monday, April 8, 2024) – 60 to 75-minute concurrent breakout sessions including Q&A.
- Pre-Conference sessions (Friday, April 5, 2024) – 3 and 6 hour interactive sessions. **Limit 2 Presenters.**
- NSBA is interested in submissions that are focused on these key Focus Areas

My Proposals

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- NSBA is interested in submissions that are focused on these key Focus Areas

Please review the following information before submitting your proposal:

- We strongly advise that presentations include at least one school board member as part of the presenter panel.
- Districts submitting proposals must be members in good standing of their respective state school boards association. Status will be verified by the State Associations.
- **This conference is a noncommercial forum. Under no circumstances may a breakout session be used for direct promotion of a product, service, or monetary self-interest. Sales pitches disguised as presentations will not be considered.**

- This process is not open to proposals from corporate / industry entities; however, education sessions are available for conference sponsors. For more information, contact equity@nsba.org.
- Do not type any part of your proposal in all capital or lowercase letters, do not use acronyms or abbreviations.
- Supplemental material (links and/or attachments) will not be reviewed. Do not include them with your submission.
- Breakout sessions will run 60-75 minutes in length and will be scheduled throughout the conference. **Successful applicants must be available to present any day of the conference (Saturday, April 6 - Monday, April 8) to ensure an even dispersal of content.**

All presenters must pay conference registration fees and have a registration badge. Registration fees are not set yet for the 2024 conference, but the cost for 2023 was between \$650 to \$1,250 depending on when registration occurred and if the presenter came from a district or state with any additional memberships with NSBA. Please explain this policy to your co-presenters. There are no presenter registration discounts available. We cannot pay an honorarium or expenses for presenting breakout sessions at the Annual Conference but hope that the intangible benefits of being a part of our educational programming make the effort worthwhile for presenters.

Persons presenting at the conference are expected to use material and language that does not discriminate on the basis of gender, race, color, ethnicity, religion, physical ability, and/or sexual orientation.

Selection decisions will be communicated by Friday, September 22, 2023. Any changes in selection date will be communicated in advance by NSBA.

Proposal Submission

To submit another proposal choose the type below.

245 - Combating Hate and Racism - Creating an Anti-Hate and Anti-Racism Strategy

Proposal Type: Education Session (60-75 Minutes)

Submission Status: Completed

[View/Print](#)

Combating Hate and Racism - Creating an Anti-Hate and Anti- Racism Strategy

Proposal No:

245

Primary Presenter:

Shelley Laskin

Toronto District School Board - Trustee
Toronto, Ontario

Co-Presenter(s):

Colleen Russell-Rawlins

Toronto District School Board - Superintendent (Director)
Toronto, Ontario

Rachel Chernos Lin

Toronto District School Board - Trustee, Chair of the Board
Toronto, Ontario

Abbreviated Description:

The Toronto District School Board (TDSB) Anti-Hate and Anti-Racism Strategy is an overarching framework for systematically addressing discrimination in schools based on data from our Racism, Bias and Hate Portal. This data will be used to establish a comprehensive 2-year strategy. Understanding the lived experiences of students & community members is an important principle behind the development of the strategy. As such, TDSB will draw on the data from the portal and engage communities, students & staff in the creation of specific action plans to address the most prevalent forms of hate.

Learning Objectives:

- Learn how important data is to understand and combat hate and how the TDSB created the Race-Based Portal
- Learn how this plan will allow communities to see themselves in the actions to address hate and racism.
- Learn how each plan will be developed to distinctively honour the issue of injustice being addressed eg Antisemitism, Islamophobia, Homophobia

Role of the School Board:

Each & every student is capable of success. TDSB's focus is ensuring that all students can succeed by having access – the same access – to opportunities, learning, resources and tools; with the goal of improving the outcomes of the most marginalized students. That's equity.

To do this, the TDSB has made a bold commitment to equity, human rights, anti-racism and anti-oppression. This sets the foundation to support those who have been traditionally and currently underserved and will raise the bar for all students.

Overall, the Anti-Racism and Anti-Hate Strategy takes intersectional & systemic approaches with student success as the primary focus. How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. The strategy encompasses 6 pillars: Affirmation of Identities, Student Learning Strategy, Professional Learning, School-Community Relationship, Employment Equity & School Climate.

Evidence of Impact:

This Strategy is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. This plan is informed by our own TDSB data which shows us that prejudice and implicit bias are learned beginning at a young age. Most of the incidents of hate, bias and racism reported in the TDSB are

carried out by students, and we must therefore focus greater attention on educating students to understand the current and historical roots of hatred, racism and intolerance.

This framework is based on data from the Racism, Bias and Hate (RBH) portal - preliminary findings show that of the 2,248 reported incidents logged between Sep 1, 2021 and Aug 31, 2022, 56% of involved racism directed towards individuals of Black African, Afro Caribbean or African Canadian descent, hate/bias directed at people for their creed/religion accounted for 10% of all reported incidents. Antisemitism was reported the most frequently at 7% followed by Islamophobia (3%).

Focus Area:

Equity & Diversity

Target Audience:

School Board Officers/Governance Team
School Business Officials

Please describe the budget for this program, project, or initiative, if any. (Include total cost, start-up, maintenance, revenue, and/or expenses.) Include information on how funding was secured and how you continue funding the project every year.

The initial budget for the set of actions in this strategy was devoted to release time for teachers creating exemplar lessons and engaging community partners in schools. The source of the funding was shared among central, and school budgets.

Are you a school district?

Yes

District enrollment Number:

235,000

Is your district a member of NSBA's National Connection program? *Information used for scheduling purposes and has no bearing on selection.*

No

Are any of the proposed presenters members of the Council of School Attorneys (COSA)? *Information used for scheduling purposes and has no bearing on selection.*

No

Is this proposal associated with a commercial entity or corporate sponsor?

No

Will your participation at NSBA's Annual Conference be funded (registrations/travel provided) by a commercial entity or corporate sponsor?

No

If selected to present, would you be interested in recording a version of your session for use in an on-demand lineup? *Note: this will involve an accelerated production timeline.*

Yes

Oliveira, Maria Jose

From: noreply-ai@communitybrands.com
Sent: September 6, 2023 3:28 PM
To: Laskin, Shelley
Subject: 2024 Proposal Accepted

TDSB WARNING - EXTERNAL EMAIL: This message comes from an external organization. Do NOT reply, click links (embedded links) or open attachment(s) unless you recognize the sender email address. Also, NEVER provide your username and password as a result of an emailed request.

Dear Shelley Laskin,

I apologize for the multiple emails however the HTML version did not update to this year's information. Please see below for the correct email.

It is my pleasure to congratulate you on being selected to present your proposal as part of the educational programming at the National School Boards Association's 2024 Annual Conference, in New Orleans on April 6-8, 2024. There were many excellent proposals submitted and we believe we have put together an outstanding program.

Accepted Proposal
Proposal Number: 245
Proposal Title: Combating Hate and Racism - Creating an Anti-Hate and Anti-Racism Strategy
Submitted By: Shelley Laskin

In the next few weeks, you will begin to receive additional correspondences that will be sent via email. One item to look out for is the launch of the Speaker Resource Center. This online portal is where you will need to formally accept your invitation to present, and is also where you will be able to access and update your session, complete required forms for you to and all additional presenters, and to review speaker deadlines/guidelines. Please be aware that each session has a primary presenter listed, who will be the primary person to receive communications from NSBA in preparation of the conference.

At this time, we are holding a space for you. With this, there is nothing you currently need to do, unless you no longer plan to present, in which case you should notify NSBA by responding to this email and including alustig@nsba.org at your earliest convenience.

Also, by receiving this email, that means that you are currently listed as the session point of contact. If this is correct, you do NOT need to do anything, however, I do need to know if you are NOT going to be the session point of contact, and if so who this should be changed to. You will also have an opportunity to update the session description, presenter names etc at a later point once the Speaker Resource Room opens.

Should you have questions about next steps, I can be reached via email at alustig@nsba.org. We look forward to working with you to prepare a dynamic educational program for the NSBA Annual Conference audience!

Adam Lustig
Director, Leadership Services, Education & Training
National School Boards Association
alustig@nsba.org

phone 703.838.6758

*Note: if you have been contacted by NSBA to exhibit at the conference, you will be required to exhibit or the educational session will be cancelled.

Written Notice of Motion for Consideration (Trustees MacLean and Ehrhardt)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the May 17, 2023 meeting of the Planning and Priorities Committee and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Intentional Enhanced Efforts to Create Improved Levels of Kindness and Respect

Whereas, some students and staff are still suffering the effects of the pandemic; and

Whereas, some students and staff are struggling with their mental health and well-being; and

Whereas, decreasing levels of respect, compassion and civility can create some challenging environments for students, educators and administrators; and

Whereas, incidents of bullying, hate and racism persist TDSB schools; and

Therefore, it be resolved:

- (a) That the Director present a report to the Planning and Priorities Committee in the fall 2023, providing effective practices learned from a jurisdictional scan, system data and evidence illustrating trends of respect, compassion, citizenship, well-being and belonging;
- (b) That the report at Part (a) inform the work of the Multi-Year Strategic Plan with the intention to support students and staff.

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Written Notice of Motion for Consideration (Trustees Sriskandarajah and Rajakulasingam)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the Regular meeting on August 30, 2023 and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Student Nutrition

Whereas, the recent rising cost of food is leading to greater food insecurity and more students coming to school hungry; and

Whereas, Canada is the only G7 country without a national school food program; and

Whereas, research shows that students have higher academic achievement when they have access to consistent nutritious food; and

Whereas, lack of access to nutritional food can lead to behavioral issues with increase in irritability and inability to focus; and

Whereas, access to nutritious food encourages better eating habits and improves both physical and mental well-being; and

Whereas, currently the funding for student nutrition programs are piecemeal and not system-wide;

Therefore, be it resolved:

That the Director present a report to the Planning and Priorities Committee by January 2024 that includes:

- i. the status of nutrition funding and programs in elementary and secondary schools, including the sources of that funding;
- ii. a brief needs assessment that draws on current evidence about the role of nutrition on growth and development and learning;
- iii. a proposed strategy to increase students' access to nutrition programs and possible strategic partnerships including Toronto Public Health.

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Written Notice of Motion for Consideration (Trustees Dawson and King)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.49 and 5.15.50, notice of the following motion was provided at the regular meeting on August 30, 2023 and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced.

5.15.50 A Notice of Motion submitted to the Board, will be referred to the appropriate Committee for consideration.

Toronto Youth Cabinet Statement: Endorsement

Whereas, the Toronto Youth Cabinet (TYC) was established by the City of Toronto to advocate on behalf of the City's youth; and

Whereas, in 2021 the Toronto District School Board joined other school boards in supporting TYC's call to the Ministry for free menstrual products across Ontario schools; and

Whereas, TYC is currently working to address a rising mental health crisis facing students in Ontario; and

Whereas, TYC has also launched calls for a universal free school breakfast and lunch program across Ontario schools and is seeking the Toronto District School Board's support in endorsing TYC's statement and calls to the Ministry of Education for action (see Appendix A);

Whereas, on February 1, 2023, the Board decided "inter alia"

That the Chair write to the appropriate Ministries within the provincial and federal governments to highlight the immediate need for support for student nutrition and request increased funding, and reiterate calls for a fully-funded, national school food program and programs that address food insecurity;

Therefore, be it resolved:

That the Chair write a letter to the Ministry of Education endorsing the attached statements from Toronto Youth Cabinet:

- i. regarding rising mental health crisis facing children and youth in Ontario;
- ii. regarding rising food insecurity facing children and youth in Ontario.

Appendix A

May 24th, 2023

The Honourable Michael Parsa
Minister of Children, Community and Social Services
7th Floor, 438 University Ave
Toronto, ON M5G 2K8

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M5G 2K8

**RE: JOINT STATEMENT ON ADDRESSING THE RISING FOOD INSECURITY FACING
CHILDREN AND YOUTH IN ONTARIO**

Dear Minister Parsa and Minister Lecce,

We hope this letter finds you well. Ontario and all parts of Canada and North America are seeing a cost of living crisis, with rising inflation and unaffordability of basic necessities. In Canada, food inflation is at 10.6% as of February 2023, more than double the rate of overall inflation.

According to a 2022 report by Feed Ontario, 30 percent of food bank clients are children and youth under the age of 18. A study by the University of Toronto on food insecurity found that 1 in 5 children are food insecure in Canada. In Toronto according to the Daily Bread Food Bank and North York Harvest Food Bank, 1 in 4 of their users were children in March. The first time in 25 years.

Ontario is facing a calamitous hunger crisis that calls on the government to act, and act urgently to address it. In Ontario the base funding of \$28 million for student nutrition programs has remained consistent since 2014, despite the cost of food having increased dramatically over the last decade.

Across the province student nutrition programs are at a breaking point, with many having to reduce meals given to students or close down operations despite increased demand by schools. No young person should go hungry, but the simple truth is that far too many children are. The ramifications of food insecurity are far-reaching and have a profound impact not only on the health and well-being of individuals, but also the quality of education they receive. Simply, we can not expect a hungry student to do good in math, be focused and attentive, happy and ready to learn.

We acknowledge that the government took steps last year to mandate food literacy and nutrition across all grades and into the science curriculum to ensure students are taught and more knowledgeable of the benefits of locally grown food, different approaches to agriculture and so much more. However, it is indefensible to solely learn about food and its benefits, while being deprived of accessing it yourself.

That is why the Toronto Youth Cabinet and all underlying signatories are calling on the Province of Ontario to provide a universal free school breakfast and lunch program to all Ontario students. The province must also guarantee that schools are provided with the sufficient infrastructure, resources and funding to hire and train staff who will be responsible for preparing these nutritious meals.

In a province as wealthy and abundant as Ontario, it is unacceptable to have children be deprived of their right to food and adequate nutrition in supporting them to reach their full potential. Although I recognize that with rampant inflation, the government will be wary of increased spending, a universal school food program has the huge potential to support families in a meaningful way who are facing unprecedented financial pressures. The benefits of such a program are far-reaching, not only is it a cost-effective way to drive economic growth by investing in local Ontario farmers and producers and creating a healthier society, it has proven to contribute to increased student achievement, reduced absenteeism and increased health promotion.

Thank you Minister Parsa and Minister Lecce for your attention on this matter. We hope for immediate action on this. Let us continue to work towards making Ontario's publicly funded education system much stronger, more equitable and the best in the world!

CC: Premier of Ontario Doug Ford
Parliamentary Assistant to the Minister of Children, Community and Social Services
Logan Kanapathi
Parliamentary Assistant to the Minister of Education Patrice Barnes
Leader, Official Opposition, Marit Stiles
Children, Community and Social Services Critic, Monique Taylor
Education Critic, Chandra Pasma

Sincerely,

1. Toronto Youth Cabinet
2. Food Banks Canada
3. Breakfast Club of Canada
4. Feed Ontario
5. Daily Bread Food Bank
6. North York Harvest Food Bank

7. Food Share Toronto
8. Food Secure Canada
9. Second Harvest Food Rescue
10. Coalition for Healthy School Food
11. Ontario English Catholic Teachers Association (OECTA)
12. Ontario Secondary School Teachers Federation (OSSTF)
13. Association des enseignantes et des enseignants franco-ontariens (AEFO)
14. Elementary Teachers' Federation of Ontario (ETFO)



April 24th, 2023

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M5G 2K8

RE: JOINT STATEMENT ON ADDRESSING THE RISING MENTAL HEALTH CRISIS FACING CHILDREN AND YOUTH IN ONTARIO

Dear Minister Lecce,

We hope this letter finds you well. The COVID-19 pandemic has affected society in many ways, especially the most vulnerable in our communities. Children and youth have been greatly affected by school closures, isolation from peers and other supports, disconnection from community and by the on-going changes to the way in which they attended school. As a result, we continue to witness the devastating impact that COVID-19 has placed on the health and well-being of children and youth.

According to the Children's Mental Health Association, approximately 70 percent of mental illnesses can be diagnosed before the age of 25. This makes adolescence a critical time for mental health promotion and prevention, including early identification, and effective treatment of mental disorders. Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate being the third highest in the industrialized world. According to data from Statistics Canada, suicide remains a leading cause of death among children and adolescents aged 10-14, and the second leading cause of death for youth aged 15 to 24. We know that for Black and Indigenous youth these numbers are far greater.

According to data from the Centre for Addiction and Mental Health (CAMH), one in seven Ontario students in grades 7 to 12 say they harmed themselves on purpose in the past year, with one in six having serious thoughts of suicide. Research conducted continues to sound the alarm on the growing mental health crisis that Ontario youth are facing. The time to take vigorous and urgent action on this front is long overdue.

We acknowledge that the Government of Ontario has made some investments to address youth mental health, however we must redouble our efforts to deal with this urgent crisis. Therefore, we are asking you Minister Lecce, to build upon what has been done, and go further by supporting students' mental health in Ontario by implementing the following immediately:

1. Mandatory Mental Health Literacy in the Curriculum

It is critical to ensure that all students receive the necessary education around mental health and school boards must prioritize mental health literacy to ensure that all students are successful. Mental health literacy will help children and youth identify signs and symptoms to better understand their own mental health and identify when help is needed. In addition, normalising these topics and conversations can address the stigma around mental health that still exists among young people. There must be mandatory age appropriate mental health literacy from K-12 in our curriculum and we must ensure that educators have access to extensive mental health resources and on-going professional development to support the cultural shift that we are seeking.

2. Mental Health Days for students.

The Government of Ontario must make changes to the Education Act to allow students to be absent from school for mental or behavioural health reasons; under an excused absence as outlined in the Education Act. The government must also ensure that students who do choose to take *Mental Health Days* are not required to provide their school with a doctor's note. Currently there are seven legally excused absences a student can take from school, and while mental health may be included under the "sickness excused absence" another category will not only emphasize the importance of self-care and prioritizing mental health but will also aid in destigmatizing mental health and allow for more open conversations amongst students, parents and teachers.

3. Additional mental health clinicians, and student support staff, such as; mental health professionals, school psychologists, child & youth workers, social workers, nurses, guidance counsellors, and mental health crisis intervention workers.

The current ratio of social worker/child and youth worker to student, school psychologist to student, guidance counsellor to student and mental health worker to student exceeds the recommended average of 1:250, 1:700 and 1:375 respectively. Not only is there a need for additional staff, but we are calling on the province to ensure that these staff are representative of the school populations. Access to culturally appropriate mental health supports, will ensure that all students are able to receive the best support possible from individuals who share their lived experiences. There is also a need to boost up community support, to ensure that a wrap-around of services are available for students to access to the broader system of mental health care.

4. Collection and reporting of data on mental health supports and services in schools.

Currently, there is a lack of publicly available data, therefore, we are asking for a province-wide reporting system to track mental health supports and services to ensure that students in need receive support in a timely manner. Examples of data that should

be included in the report are: the ratio of mental health clinician to the number of students, how often they are available to see those students, how long student wait times are from request of support to receiving support, how many students are accessing support, and what students are accessing support. There must also be data to measure the overall mental health status of students. This data should be made available to the public and should be collected in a disaggregated way to expose hidden trends and enable the identification of which students are more vulnerable and may require more support.

5. School-based culturally appropriate mental health screening for all grades.

Culturally appropriate social-emotional screening should be utilised in schools and done throughout a students' education. Screening students in their early years will help in early identification and intervention as well as serve as a preventive measure, with a focus on maintaining wellness.

The recommendations highlighted above have been researched, tested and proven to improve students' mental health. We have seen other jurisdictions take these steps and we must ensure here in Ontario we act on them all expeditiously. These recommendations are inter-connected, and so acting on one without taking action on the other will be detrimental in our quest to improve student mental health in Ontario. We must also ensure that any implementation of these recommendations be done in consultation with students, teacher and education unions, children's mental health stakeholders and other relevant partners.

On January 26th the Toronto Youth Cabinet released their student mental health survey informed by the participation of 1,042 students from across Ontario between the ages of 12 to 19 on the state of their mental health. The data collected provided insights into how best the provincial government and school boards can better address the rising youth mental health crisis.

The results of our survey are as follows:

- 94.9% of students said they would be supportive of mandatory mental health literacy in the Ontario curriculum.
- 98.2% of students said they would be supportive of mandatory mental health training for teachers and all student-facing staff.
- 43.7% of students said their school does not have a mental health professional.
- 79% of students said they struggled to access mental health support in schools.
- 67.7% of students said access to BIPOC mental health workers is important to them.

The full details of the survey can be found on the Toronto Youth Cabinet website.

We acknowledge that the government recently took steps to commit to mandatory mental health training for educators and we thank them for listening to students' voices. An overwhelming majority of students surveyed indicated they support this initiative. It is essential that all staff are

able to not only recognize when a student needs mental health support, but is able to appropriately respond in urgent situations. The province must guarantee that schools are provided with the sufficient resources and funding to ensure that staff are trained and are able to support students' mental health concerns.

Young people made it clear that a prerequisite to their academic success is good mental health. Together we the underlying signatories, stand in solidarity and demand action on the recommendations highlighted. Thank you Minister Lecce for your attention on this matter. We hope for immediate action on this.

CC: Premier of Ontario Doug Ford
Associate Minister of Mental Health and Addictions Michael A. Tibollo
Minister of Health Sylvia Jones
Parliamentary Assistant to the Minister of Education Patrice Barnes
Leader, Official Opposition, Marit Stiles
Education Critic, Chandra Pasma
Mental Health and Addictions Critic, Lisa Gretzky
Health Care Critic, France G  linas

Sincerely,

1. Toronto Youth Cabinet
2. Ontario Student Trustees Association (OSTA-AECO)
3. Ontario English Catholic Teachers Association (OECTA)
4. Ontario Secondary School Teachers Federation (OSSTF)
5. Association des enseignantes et des enseignants franco-ontariens (AEFO)
6. People For Education
7. Wellesley Institute
8. Jack.org
9. Youth Wellness Hubs Ontario

NOTE: Toronto Board of Health during their April 17, 2023 meeting endorsed this statement.



Public education. Public good.

| Associati_on des enseignantes et des ense1gnants franco-ontariens



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Written Notice of Motion (Trustees Hassan and Dawson)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Planning and Priorities Committee.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Somali Centre for Culture and Recreation

Whereas, [Somali Heritage Week Act, 2020](#) recognizes the week of June 25 through July 1 as Somali Heritage Week in the Province of Ontario to celebrate the economic, political, social and cultural achievements and contributions of Somali Canadians in all aspects of Ontario society; and

Whereas, Somali Heritage Week also includes the celebration of significant anniversaries in the Somali community that marks the histories of independence and freedom in Somali territories in Africa from colonialism; and

Whereas, since June 2016, the Toronto District School Board celebrated the month of October as Somali Heritage Month as part of the Board's efforts to educate students, parents and staff on the history, heritage and diversity of the Somali community and its contributions of excellence to the education system; and

Whereas, a significant number of students learning at schools within the Toronto District School Board are of Somali descent living in all parts of the City of Toronto; and

Whereas, for over 40 years, the Somali community in Toronto has advocated for the establishment of a Somali cultural centre that serves as a community hub for the development and enrichment of Somali communities across the City of Toronto; and

Whereas, the Somali Centre for Culture and Recreation continues to provide the key leadership, on behalf of the diverse Somali community, to establish and develop a cultural centre in Toronto that will serve the programming needs of Somali children and

youth, including learning enrichment services, while also being a hub that preserves and celebrates the rich contribution and histories of Somali communities; and

Whereas, in July 2022, with incredible momentum and promise, the Toronto City Council unanimously passed [Motion MM47.29](#) that commits to the establishment of a Somali community cultural and recreation centre in Toronto; and

Whereas, in December 2022, the Somali Centre for Culture and Recreation in partnership with the University of Toronto's Infrastructure Institute at the School of Cities released a report entitled [Inhibited Growth: Examining Public Investment Gaps in Black Infrastructure Needs](#) that identified the significant public investment disparities in social infrastructure for Black communities in Toronto that also disproportionately impacts Somali communities in Toronto; and

Whereas, the report included a strong call to action for public entities (*e.g., school boards*), private, and non-profit stakeholders to support the creation of the Somali Centre for Culture and Recreation as part of meeting the growing needs of the Somali community; and

Whereas, the establishment of the Somali Centre for Culture and Recreation is supported by the federal, provincial and municipal governments and many other elected officials; and

Whereas, the Toronto District School Board affirms the needs of the Somali community and has been a long-standing community development partner through dedicated initiatives for the advancement of high-quality education, community recreational programming and through equity initiatives to tackle anti-Black racism and Islamophobia; and

Whereas, in August 2023, the Director of Education sent a letter of endorsement to the Somali Centre for Culture and Recreation, in support of its mission;

Therefore, be it resolved:

- a) That the Toronto District School Board endorse the establishment and development of community space for a Somali Centre for Culture and Recreation;
- b) That the Chair write a letter to support to the Somali Centre for Culture and Recreation regarding the establishment of a centre at Part (a);
- c) That the Chair write a letter of support to the provincial and federal Ministers of Infrastructure to continue supporting this critical initiative for the Somali community;

- d) That the Director of Education, explore available opportunities to develop a partnership with the Somali Centre for Culture and Recreation which will be a focal point for Somali creativity, community work, recreation, and for archiving Somali culture and heritage in Canada with the goal of enhancing the academic success, well-being, and engagement of Somali students and to contribute to the education of all TDSB students;
- e) That the Director of Education present a report to the Program and School Services Committee once programs and/or partnerships have been established.

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Written Notice of Motion (Trustees Laskin and Chernos Lin)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Planning and Priorities Committee.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Ontario Human Rights Commission's Request for a Provincial Anti-Hate Strategy

Whereas, on April 26, 2023, Ontario Human Rights Commission (OHRC) Chief Commissioner Patricia DeGuire published an [Opinion Editorial on TVO.org: Anti-hate](#), calling for a *“well-resourced province wide anti-hate strategy that will galvanize and support public action”*; and

Whereas, last month, the OHRC repeated the urgent need for a *“comprehensive, province-wide anti-hate strategy to address the significant rise in hate”*; and

Whereas, on September 12, 2023, the OHRC issued a statement - [No Room for Hate in Schools](#) which states in part: *“Hate is incompatible with a free, just and peaceful society where values of compassion, belonging, and respect are the norm. The OHRC reiterates its call for a province-wide anti-hate strategy and remains steadfast in its unwavering commitment to promoting and advancing human rights in Ontario”*; and

Whereas, on February 13, 2023, the Federal government produced a Fact Sheet providing an overview of Canada's new [Anti-Racism Strategy and Canada's first ever Action Plan on Combatting Hate \(CAPCH\)](#); and

Whereas, in response to incidents of hate within our schools, the Toronto District School Board (TDSB) over the next two years is in the process of actively and intentionally creating an [Anti-Hate and Anti-Racism Strategy](#) that takes intersectional and systemic approaches with student success as the primary focus; and

Whereas, understanding the lived experiences of students and community members is an important principle behind the development of the strategy and as such, TDSB will

engage communities, students and staff in the creation of specific action plans to address the most prevalent forms of hate; and

Whereas, how the TDSB addresses specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted;

Therefore, be it resolved:

- a) That the Chair write to Hon. Minister Michael D Ford, Minister of Citizenship and Multiculturalism of Ontario, affirming the Toronto District School Board's support for the Ontario Human Rights Commission's request for a province-wide, well-resourced anti-hate strategy;
- b) That in developing the strategy, the province initiate a review of all policy, regulatory and legal mechanisms for identifying, defining and addressing hate so it reflects the most recent current evidence, practices, and human rights policies;
- c) That this multi-faceted approach, as per the OHRC ask, involve government, public sector institutions and civil society alike;
- d) That the province initiate the development of the strategy without delay and consult with the OHRC and other qualified experts in human rights and anti-hate, as well as school boards and professional associations in education (e.g., CODE, OPC, OCT, OPSBA), municipalities (e.g., AMO), law enforcement agencies and community organizations;
- e) That the Ontario Human Rights Commission, City of Toronto, Ontario School Boards Association and all MPPs be copied on the letter;
- f) That the letter include a request for a reply by October 27, 2023.

OHRC Statement: No Room for Hate in Schools

**Ontario
Human Rights Commission**
**Commission ontarienne des
droits de la personne**

Ontario Human Rights Commission**OHRC Statement: No Room for Hate in Schools**

September 12, 2023

A new school year heralds a world of possibilities and fresh starts. The Ontario Human Rights Commission's (OHRC) extends a warm and enthusiastic welcome to all students, educators, parents and guardians as they embark on this new school year – a journey that paves the way for a brighter future. Your dedication and hard work are truly commendable. With a new curriculum geared to enhance literacy and math skills, the OHRC believes that the next few years in Ontario's schools will help more students reach their potential.

But we also recognize that our students' future requires more than academic excellence.

The need for school environments that are free from hate cannot be overstated.

As the school year begins, we must actively and intentionally work to end the scourges of hate and violence in our education systems and communities. The rise in hate has a toxic impact and is severely detrimental to students' mental health and well-being. Specifically, 2SLGBTQIA+, Indigenous, Black, and other racialized students face the brunt of hatred and racism. At the end of the last school year, we **called on the province to protect these students**—to afford them the opportunity to learn in safe, supportive and affirming school environments, from K-12 to post-secondary. Educators and staff should also be able to teach in an environment devoid of racism, hatred, and discrimination.

Across Canada, police-reported hate crime continues to increase, rising 7 per cent overall from 2021 to 2022.[i] Black, Jewish, and 2SLGBTQIA+ are the most frequently targeted communities. Black and 2SLGBTQIA+ communities each experienced a 12 per cent increase in hate crimes since 2021[ii], and in nearly half of reports of discrimination, race or ethnicity was cited as the reason.[iii]

One of the OHRC's strategic focuses is promoting and strengthening a human rights culture in Ontario. Fundamental to this culture is the recognition that everyone, regardless of their background, deserves the chance to flourish in an environment free from hate, discrimination, and racism. Education is the cornerstone upon which this culture is built. Therefore, the OHRC stresses the importance of anti-discrimination and human rights training to shape the values and attitudes of educators and future generations, and to protect vulnerable students, educators, and allies against the harmful impacts of hate in all its forms.

Hate is incompatible with a free, just and peaceful society where values of compassion, belonging, and respect are the norm. The OHRC reiterates its call for a province-wide **anti-hate strategy** and remains steadfast in its unwavering commitment to promoting and advancing human rights in Ontario.

[i] [The Daily — Police-reported crime statistics in Canada, 2022 \(statcan.gc.ca\)](#)

[ii] [Police-reported hate crimes, by detailed motivation, Canada, 2020 to 2022 \(statcan.gc.ca\)](#)

[iii] [Discrimination before and since the start of the pandemic \(statcan.gc.ca\)](#)

Supporting Material

[Ontario Human Rights Commission](#)

The OHRC repeats the urgent need for a comprehensive, province-wide anti-hate strategy to address the significant rise in hate.

Ontario's new Anti-Hate Security and Prevention Grant offers funding to eligible organizations to help community spaces remain safe from hate-motivated incidents. Eligible applicants must host regular gatherings of religious, spiritual or cultural significance.

Applications are due Sept 12: <https://lnkd.in/epsamMSg>

[Ontario Human Rights Commission](#)

Every student and educational professional has the right to a learning environment free from discrimination, harassment, or other expressions of hatred, where everyone feels safe to learn, thrive, and be themselves.

Read the OHRC's statement: bit.ly/43DI4jt

A safe workplace or learning environment for students, educators, and administrators is paramount to upholding Ontarians' human rights.

The OHRC is committed to building awareness about the consequences of hate on people's right to be free from discrimination and harassment and will continue to hold duty-holders accountable to protect those rights.

The OHRC encourages everyone to support work aimed at recognizing people's right to be free from discrimination, harassment, and hate in schools.

[OHRC Statement on Anti-Hate June 2023](#)



**Ontario
Human Rights Commission**
**Commission ontarienne des
droits de la personne**

OHRC Statement on Anti-Hate

June 13, 2023

As this school year ends, the Ontario Human Rights Commission (OHRC) takes this opportunity to reflect on what it heard concerning the challenges faced by students, parents, educators, and administrators in Ontario's public education system.

The Ontario *Human Rights Code* (*Code*) protects **everyone** from discrimination and harassment based on numerous grounds, including disability, gender identity and expression, race, and religion. In schools, following the *Code* means that every student has the right to a learning environment free from discrimination, harassment, or other expressions of hatred — an environment where everyone feels safe to learn, thrive, and be themselves. It is essential that all children — including, 2SLGBTQIA+ children, children with disabilities, Black children, Indigenous children, Jewish children and Muslim children, for instance — feel that their school is a place of inclusion, belonging, and support.

Similarly, all educators and administrators, including elected officials in the education system are entitled to those same rights. Not only should they feel safe and supported in their roles, but these individuals are duty-bound by the *Code* to uphold these principles and work to create this environment in schools.

Education professionals work tirelessly every day to create an environment of safety and inclusion essential to learning and well-being. The OHRC has learnt that educators have faced many violent incidents this year, significantly impacting learning environments and classroom management. A recent [survey](#) conducted by the Elementary Teachers' Federation of Ontario (ETFO) revealed that more than three-quarters of ETFO members have personally experienced violence or witnessed violence against another staff person, and members are reporting that the severity and number of violent incidents have increased since the beginning of the COVID-19 pandemic. The Council of Directors of Education has also [noted](#) that in recent months, administrators who have supported the rights and freedoms of 2SLGBTQIA+ people have been targeted during public board meetings. These incidents are deeply concerning and harmful, and underscore the systemic issues and gaps within Ontario's publicly funded education system.

The OHRC sees a safe workplace and learning environment for students, educators, and administrators as paramount to upholding Ontarians' human rights. So, it encourages parents, community organizations, and members of the public to support work aimed at recognizing everyone's right to be free from hate, discrimination, and harassment in schools.

The OHRC remains committed to building awareness about the consequences of hate on people's right to be free from discrimination and harassment and will continue to hold duty-holders accountable to protect those rights and create this environment.

The OHRC reminds every Ontarian of their responsibility to treat one another the way they wish to be treated. That means every Ontarian is accountable for conducting themselves responsibly in everything they do. That is the core of human rights values.

Let us use the summer as a time for reflection on how we can take action to ensure our children can attend schools free from hate, our educators are safe to teach acceptance and inclusion, and everyone, including the administrators is safe to uphold the Ontario *Human Rights Code*. Have a safe and happy summer.



**Ontario
Human Rights Commission**
**Commission ontarienne des
droits de la personne**

Taking action to build awareness and challenge hate in Ontario

As part of *Human Rights First: Strategic Plan 2023-25*, the Ontario Human Rights Commission (OHRC) is committed to work with other institutions to challenge and address the increase in hate expression and help ensure public institutions, individuals and groups know how to use the human rights system to respond to hate.

The OHRC aims to build awareness about the real consequences of hate on people's right to be free from discrimination. Promoting a climate of understanding and mutual respect so everyone feels welcome in our community is what Ontario's *Human Rights Code* (the *Code*) is all about. In recent years, Ontario has seen a rise in hate activities against individuals and groups based on colour, ethnicity, race, creed, gender, and sexual orientation, among other grounds.

The Supreme Court of Canada said that hatred involves vilification and detestation of identifiable groups, implying that individuals are to be despised, scorned, denied respect, and subjected to ill treatment based on their group affiliation. Hatred thrives on insensitivity, bigotry, and destruction of both the target group and of the values of our society.

The rise in hate activities is a critical issue that requires a multi-faceted approach involving government, public and private sector organizations and civil society alike.

Linked Contents

Questions and Answers on anti-hate in Ontario

1. [What is hate speech?](#)
2. [Does Ontario's Human Rights Code protect people from hate speech?](#)
3. [Does Ontario's Human Rights Code apply to online forms of hate expression, for example cyberbullying and cyberhate?](#)
4. [What must organizations do to address discriminatory hate expression?](#)
5. [What can someone do if they are the target of discriminatory hate?](#)
6. [What is the OHRC doing to address hate expression?](#)

Anti-hate/anti-discrimination resources

- [OHRC policies and guides that include components addressing hate expression](#)
- [Other OHRC statements that address hate expression](#)
- [Other resources](#)

Questions and Answers on anti-hate in Ontario

1. What is hate speech?

Hate speech is the use of extreme language or a form of communication that expresses detestation for or vilifies an individual or group of individuals based on colour, ethnicity, place of origin, race, creed, gender, or sexual orientation, among other grounds of discrimination under Ontario's *Human Rights Code*. Hatred is often rooted in anti-Black, anti-Asian and anti-Indigenous racism, misogyny, homophobia, transphobia, antisemitism, Islamophobia and white supremacy.

2. Does Ontario's *Human Rights Code* protect people from hate speech?

Unlike some other human rights legislation (e.g., [British Columbia Human Rights Code](#)), Ontario's *Human Rights Code* does not regulate or specifically mention hate speech. Some discriminatory conduct may include the expression of hate that can be reasonably limited by the *Human Rights Code*. For example, the *Human Rights Code* prohibits harassment (unwelcome vexatious comment or conduct) and other forms of discrimination that negatively impact individuals and groups in employment, services, housing accommodation, vocational associations and contracts.

More extreme forms of speech may be a violation of Canada's *Criminal Code*. The *Criminal Code* prohibits advocating genocide and public incitement or willful promotion of hatred against an identifiable group.

Communication that expresses mere dislike or disdain or discredits, humiliates, hurts or offends a person or group might not be hatred under the *Criminal Code* but could be discriminatory under Ontario's *Human Rights Code*, depending on the circumstances.

3. Does Ontario's *Human Rights Code* apply to online forms of hate expression, for example cyberbullying and cyberhate?

The *Human Rights Code* may be engaged if online communications amount to bullying, harassment or a poisoned environment for individuals in particular "social areas" such as employment, housing, or services. See for example the OHRC's [Policy on preventing sexual and gender-based harassment](#).

The *Human Rights Code* will not apply to in-person or online comments made by individuals in the absence of a connection to one of these social areas (employment,

housing or services). For example, comments made in a “public square” or over social media, even if these comments are unpopular, offensive or repugnant are not discriminatory under the *Human Rights Code* unless one of the social areas are engaged, keeping in mind the Canadian *Charter of Rights and Freedoms* protects the right to freedom of expression.

4. What must organizations do to address discriminatory hate expression?

Employers, housing providers, schools and other services have a legal responsibility under human rights law to make sure their environments are free of discrimination and harassment, including expressions of hate targeted at groups identified by prohibited grounds under the *Code*. They must address and not ignore hate expression and other forms of discrimination when they happen.

Organizations must take steps to prevent and respond to discriminatory hate expression and should have policies and procedures in place, including complaint mechanisms as well as education and training.

5. What can someone do if they are the target of discriminatory hate?

Individuals who believe they have been targeted by discriminatory hate expression at work or in school, housing or other services should tell someone in authority at the organization what happened so steps can be taken to ensure a safe environment for the individual or group.

Individuals can also contact the [Human Rights Legal Support Centre](#) for advice. They may also consider bringing a claim of discrimination to the [Human Rights Tribunal of Ontario](#).

Individuals who believe they have been targeted by a more extreme form of hate should consider contacting the police.

6. What is the OHRC doing to address hate expression?

Under *Human Rights First: Strategic Plan for 2023-25*, the OHRC will be working with other institutions to challenge and address the dramatic increase in hate that has been documented since the onset of the pandemic. The OHRC’s aim is to ensure public institutions are more aware of and know how to use the human rights system to respond to manifestations of hate.

In keeping with the *Preamble* of the *Code*, the OHRC is raising awareness about the real consequences of hate speech on people's right to be free from discrimination and the importance of ensuring a climate of understanding and mutual respect so that each person feels a part of the community.

The OHRC has often spoken out about the impact of hate activities targeted at *Code*-protected groups. Some recent examples include:

- During the COVID-19 pandemic, the OHRC spoke out on race-based hatred against **Chinese, South Asian** and **Indigenous** communities.
- In summer 2021, the OHRC released public statements on **antisemitism** and **Islamophobia** in keeping with its **Policy on preventing discrimination based on creed**.
- In September 2022, the OHRC's Chief Commissioner spoke about the rise in hate activities at the York Regional Police Annual Hate Crimes Conference.
- In February 2023, the OHRC released a public statement on *Human Rights Code* **obligations of education officials** regarding concerns of increased violence.
- In February 2023, the OHRC made a **social media statement** denouncing the hate-motivated vandalism of a Hindu temple.

But the OHRC cannot speak out alone. The rise in hate activities is a critical issue that requires a multi-faceted approach involving government, public sector institutions and civil society alike.

To learn more, see **anti-hate/anti-discrimination resources** for a list of OHRC policies, guides and statements, and other organizations that address hate expression.

Anti-hate/anti-discrimination resources

OHRC policies and guides that include components addressing hate expression

- **Policy and guidelines on racism and racial discrimination**
- **Racial discrimination, race and racism (fact sheet)**
- **Policy on preventing discrimination based on creed**
- **Policy on competing human rights**
- **Policy on discrimination and harassment because of sexual orientation**
- **Policy on preventing discrimination because of gender identity and gender expression**
- **Guide to your rights and responsibilities under the Human Rights Code** (see section 13 on announced intention to discriminate)
- **Policy statement on a human rights-based approach to managing the COVID-19 pandemic** (See principle 5: Respond to racism, ageism, ableism and other forms of discrimination)

Other OHRC statements that address hate expression

- 2023 – OHRC [Opinion Editorial](#) on TVO.org: Anti-hate
- 2023 – OHRC [social media statement](#) denouncing the hate-motivated vandalism of a Hindu temple
- 2023 – OHRC statement on [Code obligations of education officials](#)
- 2021 – OHRC statements on national summits on [islamophobia and antisemitism](#)
- 2021 – COVID - [OHRC urges Ontarians to respect the human rights of South Asian communities](#)
- 2021 – [OHRC statement on mass killings in London, Ontario](#)
- 2020 – [A critical juncture of hate](#): OHRC Chief Commissioner statement on how Canada is facing two pandemics – COVID-19 and the pandemic of brazen hate, extremism and brutality
- 2018 – [January 29 a day to remember the tragic consequences of hate](#)
- 2017 – [Opening statement: Standing Committee on Canadian Heritage Systemic Racism and Religious Discrimination M-103](#)
- 2016 – [Ontario Human Rights Commission response to Orlando mass shooting](#)
- 2015 Dec 10th – statement: [History teaches us that difficult conversations about religion must start from respect and inclusion, not hate and division](#)
- 2015 – [Terror abroad has revealed troubling hate here at home](#)
- 2013 – [Re: Racist anti-Aboriginal slurs](#)
- 2011-12 annual report [Competing rights: setting the stage for respectful dialogue](#)
- 2011 – OHRC factum [Saskatchewan Human Rights Commission v. Whatcott](#)
- 2010 – OHRC [Anti-racism and anti-discrimination for municipalities: Introductory manual](#)
- 2009 – OHRC [submission](#) to the Canadian Human Rights Commission's report concerning section 13 of the Canadian Human Rights Act and the regulation of hate speech on the internet prepared by Richard Moon October 2008
- 2008 – [Commission reports on inquiry into assaults against Asian Canadian Anglers](#)
- 2008 – OHRC [reference](#) to the Ontario Hate crimes community working group
- 2008 – OHRC [submission](#) to the Canadian Human Rights Commission concerning section 13 of the Canadian *Human Rights Act* and the regulation of hate speech on the internet
- 2001 – 9-11 attacks ["Compassion, justice and a renewal of our pledge against hatred should mark this day of mourning". says Chief Commissioner Keith Norton](#)

Other resources

- British Columbia's Human Rights Commission [public inquiry](#) and [2023 report into hate incidents during the COVID-19 pandemic](#) (see also their [Qs and As](#) on hate speech)

- [**A review of services for victims of hate in Canada: Interim report 2022**](#) (Canadian Race Relations Foundation)
- [**Bill C-36 2021**](#) An Act to amend the Criminal Code and the Canadian Human Rights Act and to make related amendments to another Act (hate propaganda, hate crimes and hate speech) (the bill died on the Order Paper when Parliament was dissolved on 15 August 2021)
- [**Legislative Summary**](#) of Bill C-36 (includes a summary of hate promotion and hate crimes in Canada and an overview of the Canadian legal context)
- [**Hate/Bias crime: A Review of Policies, Practices and Challenges**](#) (Ontario Association of Chiefs of Police, 2020)
- [**Police-reported hate-motivated crime, by detailed motivation, Canada, 2020 to 2021**](#) (Statistics Canada). Also see [this](#) more detailed analysis for 2020
- [**Ontario Mandates Universities and Colleges to Introduce Free Speech Policy by January 1, 2019**](#) (policies must also ensure that hate speech, discrimination and other illegal forms of speech are not allowed on campus)
- 2006 – [**Final Report of the Hate Crimes Community Working Group**](#)

Opinion Editorial on TVO.org: Anti-hate

This [op-ed](#) by Chief Commissioner Patricia DeGuire was published on TVO.org on April 26, 2023. The suspected [hate-motivated attacks](#) against two mosques in Markham in recent weeks are a potent reminder of the surge in hate.

Analysis released last month by Statistics Canada shows a [72 per cent surge](#) in police-reported hate crimes since the beginning of the COVID-19 pandemic. The numbers are concerning. The connection to systemic discrimination is undeniable.

A 2021 survey of self- and witness-reported incidents indicated a [steep increase in assault](#), online hate, and racism against Asian Canadians, with a majority of attacks targeting women. A recent British Columbia Human Rights Commission [report on hate](#) also shows that the pandemic has intensified and exposed ongoing prejudice, discrimination, and hate targeted at Muslim, Jewish, Indigenous, Black, Asian, LGBTQ2S, and other communities across Canada.

The people and communities behind the numbers are real. Many routinely experience incidents of hate in everyday life — in the streets, parks, restaurants, stores, schools, and health-care settings, on transit, online, and even in our homes. These are places where we should all feel safe. Some even lose their lives, as we saw with the alleged [hate-motivated murder](#) of four family members of a London Muslim family nearly two years ago.

Hatred is rooted in many things, not just creed-based discrimination. It also takes the form of anti-Asian, anti-Black, and anti-Indigenous racism, misogyny, homophobia, and transphobia. Hate starts with stereotypes, negative attitudes, and prejudice toward individuals and groups because of their identity. Unfortunately, it does not stop there.

Prejudice can turn into acts of bias, discrimination, harassment, incitement of hatred, and even violence. Discrimination and hate profoundly and permanently harm individuals and communities and weaken our society by distorting public dialogue and human connections. Hate undermines our

social and political institutions, the rule of law, and the values of democracy upon which we rely for our prosperity and well-being. Our social and political institutions must therefore step up and meaningfully address these harms.

Addressing hate is a collective responsibility. Governments, public- and private-sector organizations, and civil society must act by calling out hate and implementing policies and programs that send a clear message that hate against identifiable groups is damaging to individuals, to communities, and, ultimately, to all of us who wish to live in peace and harmony.

Education is a key component in the fight against discrimination and hate. Everybody must be taught about the history and legacy of racism and colonialism in Canada. This includes the experiences of Indigenous peoples and the legacy of residential schools and the history, contributions, and experiences of Black, religious, and other racialized communities.

But education is not enough. Ontario needs a well-resourced provincewide anti-hate strategy that will galvanize and support public action. We must tackle [anti-Black racism](#), anti-Indigenous racism, [antisemitism](#), homophobia, [Islamophobia](#), transphobia, and other forms of hate in education and ensure that our schools are a safe and inclusive environment. Law enforcement needs a shared understanding of how to define, identify, collect, and report hate incidents and lay charges. We need a human-rights system that is well-equipped with new ways to address hate. We also require individual accountability. This includes using our freedom of expression and calling out hate when it happens. It is about making sure we live up to the vision of Ontario's Human Rights Code: a province where everyone is treated equally with dignity and respect, made to feel welcome, and able to contribute fully to the life of our community.



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Anti-Racism Strategy and Action Plan on Hate

This fact sheet provides an overview of Canada's new Anti-Racism Strategy and Canada's first ever Action Plan on Combatting Hate (CAPCH).

Canada's Anti-Racism Strategy 2019-2022 is designed to lay a foundation to tackle systemic racism through immediate horizontal actions across the Government of Canada.

In addition to developing a new anti-racism strategy, the Government signalled its commitment to tackle hate by calling for the first ever Action Plan on Combatting Hate in Budget 2022.

The Action Plan is intended to address hate as it relates to racialized and religious minority communities in Canada and their intersections.

While the anti-racism strategy focuses on the broader systemic level, CAPCH is more narrowly focused on hate incidents and hate crimes and violent extremism.

Context

Launched on June 25, 2019, “Building a Foundation for Change: Canada’s Anti-Racism Strategy” was initiated after extensive cross-country consultations and aims to build long-term changes in supporting communities and improving policies, initiatives, and practices in federal institutions.

In 2020, police-reported hate crimes targeting race or ethnicity almost doubled compared to the previous year, accounting for the vast majority of the national increase in hate crimes. According to Statistics Canada, in the first year of the COVID-19 pandemic alone, police reported 2,669 hate crimes in Canada, up 37% from 2019. That is why the Government of Canada is taking action to address the troubling rise in hate incidents. [Footnote1](#)

As an extension of the Government of Canada’s commitment to combat hate, on November 25, 2020, Prime Minister Justin Trudeau named the Honourable Irwin Cotler as Canada’s Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism. [Footnote2](#)

On January 28, 2022, the Honourable Ahmed Hussen, Minister of Housing and Diversity and Inclusion, reconfirmed the federal government’s intention to appoint a special representative on combatting Islamophobia as a part of a renewed Government of Canada Anti-Racism Strategy. [Footnote3](#)

On March 29, 2022, the Honourable Ahmed Hussen, Canada’s Minister of Housing and Diversity and Inclusion, launched consultations to build Canada’s first ever Action Plan on Combatting Hate. [Footnote4](#)

On January 26, 2023, Canada’s first Special Representative on Combatting Islamophobia was appointed for a four year term, effective February 20, 2023. Amira Elghawaby will serve as a champion, advisor, expert and representative to the Canadian government for the purpose of enhancing efforts to combat Islamophobia and to address barriers facing Muslim communities.

Community Consultations

From October 2018 to March 2019, engagement sessions were held across the country to gather input from Canadians, especially those with lived experiences of racism and discrimination, to inform the development of a new federal anti-racism strategy. The engagement process consisted of 22 in-person forums with approximately 600 people and 443 organizations. Sessions were held in partnership with community groups and First Nations, Métis and Inuit People. Equally, all Canadians were invited to participate through an online poll and survey. [Footnote5](#)

Additionally, 21 roundtable consultations with stakeholders were held in 2022 to inform the development of Canada's new Anti-Racism Strategy and an Action Plan on Combatting Hate.

These consultations build on the extensive work of the Federal Anti-Racism Secretariat appointed by the Government of Canada, which engaged thousands of Indigenous people, as well as members of racialized and religious minority communities. Over 35,000 people were engaged through town halls and summits, including the national summits on antisemitism and Islamophobia, resulting in over 400 recommendations collected to inform an Action Plan on Combatting Hate and a new anti-racism strategy.^{Footnote6}

On July 21, 2021, the National Summit on Antisemitism was convened by Minister Chagger and Special Envoy Irwin Cotler to identify ways in which organizations, communities, individuals, and the federal government can work together to increase public awareness, enhance community security, combat misinformation and online hate, and identify new measures necessary to combat antisemitism.

The Federal Anti-Racism Secretariat is currently synthesizing what they heard from communities across Canada in their various engagement sessions to inform the development of a new anti-racism action strategy for Canada.^{Footnote7}

Key Investments

Announced on June 25, 2019, Building a Foundation for Change: Canada's Anti-Racism Strategy represents an investment of close to \$100 million.^{Footnote8}

Budget 2022 proposes to provide \$85 million over four years, starting in 2022-23, to the department of Canadian Heritage to support work underway to launch a new Anti-Racism Strategy and an Action Plan on Combatting Hate. This funding will support community projects that ensure that Indigenous, Black, racialized/religious Canadians have access to resources that support their full participation in the Canadian economy, while also raising awareness of issues related to hate, racial and religious discrimination in Canada.

Budget 2022 committed \$5.6 million over five years, with \$1.2 million ongoing to support the Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism.^{Footnote9} To keep alive the memory of those murdered during the Holocaust and combat both historical distortions and Holocaust denial, Budget 2022 proposes to provide \$20 million in 2022-23 to the department of Canadian Heritage to support the construction of the new Holocaust Museum in Montréal; and an investment of \$2.5 million for the Sarah and Chaim Neuberger Holocaust Education Centre, as has been approved through the Canada Cultural Spaces Fund and Museum Assistance Program. Additional support will be provided to the Jewish Community Centre of Greater Vancouver.^{Footnote10}

Budget 2022 committed \$5.6 million over five years, with \$1.2 million ongoing to support the new Special Representative on Combatting Islamophobia.^{Footnote11}

Budget 2022 proposes to provide \$50 million over two years, starting in 2022-23, to Employment and Social Development Canada for the Supporting Black Canadian Communities Initiative, to continue empowering Black-led and Black-serving community organizations and the work they do to promote inclusiveness. [Footnote12](#)

Budget 2022 proposes to provide \$4 million in 2022-23 to the department of Canadian Heritage to help support the Muslims in Canada Archive. This funding will allow the Archive to continue its work with national archival and Muslim community organizations to acquire, organize, preserve, and make accessible, records of and about Muslim people and organizations in Canada. [Footnote13](#)

Footnotes

Footnote 1 [Federal government launches national consultations for Canada’s first ever National Action Plan on Combatting Hate - Canada.ca](#)

Footnote 2 [Prime Minister announces Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism | Prime Minister of Canada \(pm.gc.ca\)](#)

Footnote 3 [The Government of Canada Intends to Appoint a Special Representative on Combatting Islamophobia - Canada.ca](#)

Footnote 4 [Federal government launches national consultations for Canada’s first ever National Action Plan on Combatting Hate - Canada.ca](#)

Footnote 5 [Canada’s Anti-Racism Strategy - Canada.ca](#)

Footnote 6 [Federal government launches national consultations for Canada’s first ever National Action Plan on Combatting Hate - Canada.ca](#)

Footnote 7 Ibid.

Footnote 8 [Canada’s Anti-Racism Strategy - Canada.ca](#)

Footnote 9 Ibid.

Footnote 10 Ibid.

Footnote 11 Ibid.

Footnote 12 Ibid.

Footnote 13 Ibid.



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 (ANISH 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 people.

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

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