



Regular Meeting Agenda

BD:302A

Wednesday, November 1, 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 Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong

Pages

1. Call to Order
Private Session, 4:30 p.m.
2. Resolution Into Committee of the Whole (Private Session)
(to consider matters that fall under section 207(2) of the *Education Act*)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), November 1, 2023
To be presented
Public Session, 7 p.m.
5. Acknowledgement of Traditional Lands and National Anthem
6. Approval of the Agenda
7. Celebrating Board Activities
To be presented
8. Memorials
To be presented

9.	Chair's Announcements	
	To be presented	
10.	Reports From Trustees Appointed to External Organizations and Student Trustees	
	To be presented	
11.	Director's Leadership Report	
	Oral Update	
12.	Declarations of Possible Conflict of Interest	
13.	Matters to be Decided Without Discussion	
	To be presented	
14.	Confirmation of Minutes of the Meeting Held on September 27, 2023	
	Separate Document	
	<u>Timed Item, 7:45 p.m.</u>	
15.	Reports From the Office of the Integrity Commissioner	
15.1	Integrity Commissioner Code Complaint Investigation Report re Trustee Dennis Hastings: Code Complaint IC-24080-0523	1
16.	Committee Reports	
16.1	Governance and Policy Committee, Report No. 6, October 4, 2023	19
	1. P031, Human Rights Policy: Annual Review [4602]	
	2. Policy Review Schedule for the 2023-2024 to 2027-2028 School Years [4603]	
16.2	Finance, Budget and Enrolment Committee, Report No. 15, October 11, 2023	23
	1. Contract Awards, Operations [4600]	
	2. Contract Awards, Facilities [4599]	
	3. Update on Honoraria for Trustees [4605]	
	4. Comments on Regulations Changes – Disposition of Surplus Property and Schools on a Shared Site [4610]	
	5. 2024-25 Grant for Student Needs Consultation by the Ministry of Education [4611]	
16.3	Program and School Services Committee, Report No. 6, October 18, 2023	27
	1. Parent Involvement Advisory Committee: School Councils and Advisory Committees Communication Tools	

2. Annual Enrolment in Early and Middle French Immersion Programs 2023-2024 and Core French Programs 2022-2023 [4604]
3. Business Arising: French Immersion Programs Student Enrolment Demographics
4. Early Years Literacy Intervention Model, New Ontario Curriculum, Language: Grades 1 to 8 and New Grade 9 English Curriculum (ENL1W) Implementation Update [4608]
5. Supporting Newcomer/Refugee Students and Families [4607]

16.4 Planning and Priorities Committee, Report No. 10, October 25, 2023

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1. Capital Revitalization Strategy: Framework and Guiding Principles [4613]
2. Long-Term Program and Accommodation Strategy 2023-2032 [4606]
3. Business Arising: Consultation on Accelerated Apprenticeship Pathways
4. Support for the Ontario Human Rights Commission's Request for a Provincial Anti-Hate Strategy
5. Somali Centre for Culture and Recreation

17. Adjournment

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ADR
CHAMBERS

Integrity Commissioner Office
for the Toronto District School Board

MICHAEL L. MAYNARD
Integrity Commissioner
E-mail: mmaynard@adr.ca

October 5, 2023

SENT BY EMAIL

Complainant [Anon]

AND TO:

Trustee Dennis Hastings

AND TO:

Toronto District School Board
c/o Denise Joseph-Dowers,
Senior Manager, Governance and Board Services

Re: IC-24080-0523 - Code of Conduct Complaint

INTRODUCTION

This report is made pursuant to the Formal Complaint and Request for Inquiry Process under the Toronto District School Board's ("TDSB" or "Board") Code of Conduct ("Code") and Complaint Protocol ("Protocol"). I conducted this investigation in my role as Integrity Commissioner ("IC") for the TDSB – a position to which I was appointed in February 2022.

INQUIRY PROCESS

On May 4, 2023, the TDSB's Human Rights Office forwarded a complaint package they had received from a TDSB employee ("Complainant")¹ who works in a support staff role at a school in the community. Because the complaint to the Human Rights Office involved

¹ Anonymized in accordance with standard TDSB practice concerning IC matters.

allegations of misconduct against a Trustee, the matter was determined to be within the jurisdiction of the Integrity Commissioner. ADR Chambers' Office of the Integrity Commissioner ("IC Office") accordingly reached out to the Complainant and provided her with the necessary information to assist her in filing her complaint within the prescribed procedures set out in the Code and Protocol. The Complainant thereafter submitted a formal, though incomplete Complaint Form to the IC Office on May 9, 2023. I reached out to the Complainant to advise her of the technical requirements of the form, and that notwithstanding her clear intent to file, the form required specific reference to the applicable Code of Conduct sections and a signature. We then received a fully executed copy of the Complaint Form on June 8, 2023 (the "Complaint").

I note that there was a minor issue with the Complaint Form filed by the Complainant – in particular, the Complainant put an incorrect first name in reference to Respondent Trustee, Dennis Hastings. Instead, the Complainant wrote "John Hastings" on the Complaint Form, though she correctly identified Dennis Hastings elsewhere, including on the original Human Rights complaint form. I confirmed the correct identity of the Trustee verbally with the Complainant and determined that she had simply made an error when she wrote the name "John" down on the Complaint Form. I am satisfied that she intended to make her Complaint respecting the conduct of Trustee Dennis Hastings and not some other individual.

A copy of the Complaint was provided to Trustee Hastings on June 13, 2023 together with a letter from me describing the investigation process and inviting his Response within ten (10) days of that date in accordance with the Protocol. Trustee Hastings called my office on June 14, 2023 to discuss his concerns about the "John Hastings" reference on the Complaint Form. I returned his call that day and clarified the situation verbally by informing him that the reference to "John" was a simple error made by the Complainant when she filled out the form; that the Complaint was certainly about him and not some other individual; and that I was using my discretion to disregard this minor discrepancy. I reminded him to provide his written Response within the prescribed timeframe. We also discussed the possibility of seeking an informal resolution – something which I later canvassed with the Complainant at Trustee Hastings' request.

On June 23, 2023, at 4:43 p.m., Trustee Hastings emailed my office writing, in part, as follows:

Hello and good afternoon I have given some thought to things what could have been said in our twenty second interaction with the complainant.

My name is also Dennis Hastings and not John Hastings. [...]

The IC Office administrator returned an email (at my request) to Trustee Hastings explaining that the particulars of “what could have been said” were already set out in the Complaint package that was provided to him. He was also reminded that he had not yet filed his written Response, which is the appropriate forum for communicating his thoughts about the Complaint at this stage of the investigation process. I unilaterally offered the Trustee additional time to file his Response. He did not provide one even by the extended deadline.

On June 30, 2023, I wrote to the Respondent to advise that the (extended) time period for providing a written Response had expired. I also advised him that the Complainant (whom I had canvassed) declined to participate in an informal resolution process. Accordingly, I requested an interview with the Respondent in order to progress the investigation.

On July 10, 2023, I conducted an interview with the Complainant. I then conducted an interview with the Respondent on July 11, 2023. In addition to the Complainant and Respondent (collectively, the “Parties”), I also interviewed two third-party witnesses on September 7th and 12th, respectively. These interviews were delayed to September due to summer holidays.

Throughout this inquiry, I followed a process that was fair to both Parties and aligned with the Board’s Protocol and best practices for inquiries of this nature. The full Complaint particulars were shared with the Respondent. Both Parties had an opportunity to provide written and oral evidence. I also sought out third-party witness evidence.

Regarding the statements of the Parties and my interviews with them, I have considered accepted factors in assessing credibility, such as demeanour, ability and opportunity to observe, power of recollection, interest, bias, prejudice, sincerity, inconsistency, and the reasonableness of their statements when considered in the light of all the evidence.

As with all such matters, the applicable standard of proof is a “balance of probabilities”.

THE COMPLAINT

The Complainant alleged that Trustee Hastings breached the Code while interacting with her on a visit to the school at which she is employed. The particulars of the Complaint are as follows:

The Complainant works at a TDSB school. She advised that she is disabled and uses a wheelchair for mobility.

On or around March 28, 2023 at approximately 1:00 p.m., Trustee Hastings and the area Superintendent² visited the school. While they were in the office speaking with the Principal, Vice Principal, and other office staff, Mr. Hastings requested a photograph with the admin team. At that time, the Superintendent had excused himself to take a telephone call. The Complainant was asked by the Vice Principal to take the photograph. When she came into the hallway to take the photograph, Trustee Hastings handed the Complainant his phone, and remarked: "I see you sit down all day." He then added something about a friend who uses a mobility scooter. The Complainant was "very much offended" by this comment but proceeded to take the photograph while trying not to show her emotions. She wondered whether she had done something to offend Trustee Hastings.

The Complainant held back her tears and returned to her desk. She was approached by the Principal who told her that she overheard the Trustee's remark, said that it was inappropriate, and asked whether the Complainant was okay. Noticing that the Complainant was quite upset, the Principal invited her into the Vice Principal's office before leaving to retrieve the Superintendent. The Principal reported what happened to the Superintendent who returned to speak with the Complainant himself.

The Complainant described the Superintendent as "warm and sympathetic" when she spoke to him about what had occurred. She told the Superintendent that she felt bullied by the Trustee. She also advised him that this was not the first time the Trustee had made such a remark to her, recalling that he had said something similar to her in or around (to her recollection at the time) November 2022. The Superintendent apologized and offered to retrieve Trustee Hastings so that he could apologize as well. The Complainant declined. She reported that "so many things were flooding my head and I felt that I did something wrong that I didn't want to see him [Trustee Hastings] at all." The Complainant went home that day and cried. She also informed her spouse about what happened and reported that he too was upset.

The Complainant believes that Trustee Hastings' comments about her disability were discriminatory and stated that they caused her to feel "very humiliated". She further noted that Trustee Hastings claimed his comment was a "joke". "Being disabled is not a joke" she stated.

² Anonymized third party per standard TDSB practice.

The Complainant alleged that the Respondent's actions are in violation of sections 6.10 (a) and (b) of the Code. Those sections read as follows:

6.10 Discreditable Conduct

(a) All members of the Board have a duty to treat members of the public, one another, and staff members respectfully and without abuse, bullying or intimidation, and to ensure that their work environment is free from discrimination and harassment. This provision applies to all forms of written and oral communications, including via social media.

(b) Harassing or discriminatory behavior, as indicated in the TDSB Workplace Harassment Prevention and Human Rights policies and the Ontario Human Rights Code, which occurs in the course of, or is related to, the performance of official business and duties of Board Members, is subject to this Code of Conduct. If an employee or a member of the public brings forward a harassment complaint against a Member of the Board to the TDSB Human Rights Office, it shall be immediately forwarded to the Integrity Commissioner. If a complaint is filed with the Integrity Commissioner, after an initial assessment, they shall consult with the TDSB Human Rights Office and then determine the appropriate next steps, including referral of the complaint to an independent investigator. Upon receipt of the independent investigator's findings, the Integrity Commissioner shall make a final determination on Board Member Code of Conduct compliance.

Interview with the Complainant

I interviewed the Complainant on July 10, 2023. Her oral evidence aligned with her initial written statement. Though a bit repetitious following my summary of her written Complaint (above), I believe it is important to set out her oral evidence here.

The Complainant indicated that the Superintendent and Trustee Hastings attended the school in the afternoon of March 28, 2023. They were in the office making various introductions to the school administrators. The Superintendent left the office and Mr. Hastings requested a photograph. The Complainant was asked by the Vice Principal to take the photo. When she came out into the hallway in her wheelchair, the Trustee made the impugned comment: "I see you sit down all day." The Complainant had the impression that the Trustee thought he was being funny, but she did not find it funny at all. The Trustee also remarked about a friend who also uses a wheelchair.

After the photo was taken, the Complainant returned to her desk and began to cry. She was approached by the Principal who consoled her and advised that she had overheard the Trustee's inappropriate comment. The Principal retrieved the Superintendent who likewise apologized and expressed sympathy with the Complainant over the ordeal. He then left to speak with Trustee Hastings and then returned to advise the Complainant that the Trustee would apologize if she would speak with him. She declined because she did not want to see him.

The Complainant confirmed that Trustee Hastings had made a similar remark to her in or around November – something she reported to the Principal and Superintendent on the date of this incident (i.e., March 28, 2023). She did not report the first (November) incident at the time it allegedly occurred.

The Complainant lastly noted that although she did not wish to speak with the Trustee at the time, he could have sent a written apology by letter or email, but he did not do so.

By way of follow-up email, the Complainant provided me with the further details about the previous incident, which she confirmed took place “sometime last year before Xmas” – i.e., she was not sure if it was November or December. She indicated that Trustee Hastings had visited the school with the area Superintendent around that time. While the Superintendent was not in the room, Trustee Hastings noticed that that Complainant was in a wheelchair and stated: “It must be nice to always be sitting down all day.” She thought the Principal might have overheard the remark, but it turned out that she did not hear it. The Complainant returned to her desk with a feeling of unease about the Trustee's remark. That feeling lasted throughout the day. The Complainant did not report the incident until the second (March 28th) incident occurred.

THE RESPONSE

As noted, Trustee Hastings did not provide a written Response to the Complaint.

Interview with the Respondent

I conducted an interview with Trustee Hastings on July 11, 2023. He advised that his interaction with the Complainant “was exactly 10 seconds”. He stated that he did not really recall the incident and asserted that he is “the last person to make fun of anyone,” which is “not in [his] character.”

Though he did not recall making the impugned statement, Trustee Hastings recalled “someone saying that someone is upset,” and he offered to meet with them. To his recollection, the Superintendent did not know who was upset or why. Trustee Hastings also recalled “someone saying to write a letter” but he did not do so because he “did not know what it was about,” and he does not even now recall the details.

Trustee Hastings stated: “I like to acknowledge all my people. I don’t want to be a burden. I don’t want to make fun of people who can’t defend themselves.”

Trustee Hastings also claimed that he wanted the Complainant’s assistance and guidance, stating: “I need to talk to her; I have friends in wheelchairs that have given up.” He expressed personal admiration for the Complainant. I note that he had previously indicated a similar sentiment to me during an earlier conversation about the incorrect “John” reference, wherein he told me that he wanted the Complainant’s assistance to encourage his friends because she is working and living a productive life in spite of her disability.

In addition to his evidence on point, the Respondent Trustee again raised the issue of the “John Hastings” reference on the Complaint Form, saying: “There is one other thing that I did notice. A letter was typewritten with my name on it, then I got another letter with a different name.” I reminded him that this was a simple error which had already been acknowledged and explained previously.

Overall, Trustee Hastings had either no recollection, or a very limited one, respecting any interactions he had with the Complainant. He seemed somewhat mystified about what he might have done to offend the Complainant, notwithstanding that the details of the incident were contained in her written Complaint submissions and later described to the Respondent by me.

By follow-up email, I asked the Respondent about the prior alleged incident in December 2022. We discussed the matter by telephone on September 27, 2023. He informed me that he could not recall a previous meeting with the Complainant, though noted that he has been at the school numerous times. He reasserted his position that he does not insult people or engage in negative comments to or about them as it is not in his personality or character to do so.

THIRD PARTY INTERVIEWS

I interviewed two additional witnesses to verify the facts of these events. One witnessed the incident directly, while the other was present in the immediate aftermath. Both provided me with evidence that corroborated the Complainant's story.

Interview with School Principal

I interviewed the Principal³ of the school on September 7, 2023, following summer holidays and once school had resumed for the 2023-24 school year.

The Principal confirmed that the Trustee and Superintendent were visiting the school on the date and time indicated by the Complainant. She recalled that the Respondent requested a photograph and that one of the Vice Principals asked the Complainant to take the photo. When the Complainant arrived in the hallway, the Principal overheard the Respondent (to her recollection) saying: "And this is one of the ones who sits around all the time." He then said it was a "joke" and remarked that he has "friends who use scooters", stating that he had helped one of them to fix their scooter once.

The Principal recalled that the Complainant "looked uncomfortable" and "like she was going to cry." The Principal indicated that she was also uncomfortable with what she had overheard. The Complainant went to the back of the office "to collect herself". While the Complainant was away from the main office area, the Trustee made an unusual remark that the Complainant had "the loudest bark" (i.e., that when she speaks, everyone listens). The Principal replied that the Complainant "doesn't yell and is nice to people."

The Principal then spoke to the Superintendent about the incident. At the time, Trustee Hastings wanted to tour the school, so the Principal requested the two Vice Principals to take him around. This provided an opportunity for the Principal to speak with the Superintendent. Upon hearing of the incident, the Superintendent advised that the tour must be stopped immediately, and the Vice Principals were accordingly called back via radio (walkie-talkie). They returned to the front of the school with Trustee Hastings.

In the meantime, the Superintendent asked to speak with the Complainant, and he apologized to her for what happened. He also indicated that he would ask Trustee Hastings to apologize, but the Complainant did not want to see him.

³ Anonymized to protect the identity of the Complainant.

The Principal asked the Complainant if she wanted to leave work for the day, but she declined the offer.

The Superintendent asked Trustee Hastings to meet in the Principal's office, where he explained the concerns arising from the Trustee's comments. The Trustee offered to apologize but was informed that the Complainant was not prepared to receive an in-person apology at that time.

Later on, the Complainant showed the Principal the TDSB Human Rights complaint form that she had printed. The Principal offered to cover the Complainant's position if she needed time to fill out the form, but the Complainant said she would complete the form at home on her own time rather than during work hours.

The Complainant also informed the Principal on March 28, 2023, that Trustee Hastings had made a similar comment on a prior occasion. The Principal confirmed to me that the Trustee made a school visit with the Superintendent on December 8, 2022.

Interview with Superintendent

I interviewed the Superintendent on September 12, 2023. He advised that he was not present at the time the impugned comment was allegedly made, because he had to take a telephone call. He was made aware of the situation by the Principal shortly thereafter.

He recalled that when he returned from his telephone call, the Principal approached him with a grave look of deep concern. She advised him that the Complainant had agreed to take a photograph of Trustee Hastings and others, and that the Trustee had remarked: "I see you sit down all day." This caused the Complainant to cry. The Superintendent then spoke with the Complainant and indicated to her that he would address the issue immediately, including by asking the Trustee to apologize. The Complainant explained that she had not heard such a remark about her disability since she was a child, except that this was the second time Trustee Hastings had said it to her. She declined to receive an apology from the Trustee at that time.

The Superintendent then met with Trustee Hastings and the Principal and informed him about the harm caused by his comments. The Trustee explained that "it was a joke" and offered to apologize. The Superintendent informed the Trustee that it may not have been his intent to harm the Complainant, but "the impact was hurt and harm". The Trustee then offered to write a letter of apology instead – though the Superintendent recently

followed up with the Principal and discovered that no such letter of apology had been received by the Complainant or the school.

The Superintendent shared his personal view that the Respondent Trustee is a well-intentioned individual, but also asserted that the impugned remark – regardless of intention or source – was inappropriate and cannot be justified.

The Superintendent confirmed that he attended on a school visit with the Trustee on December 8, 2022, though he was unaware of any similar incident occurring that day until it was later reported to him following the March 28, 2023 incident.

ANALYSIS

The following questions are before me in this matter:

1. Did Trustee Hastings make the impugned remark?
2. If Trustee Hastings made the impugned remark, is doing so a violation of the Code?
3. If Trustee Hastings violated the Code in these circumstances, what is the appropriate remedy?

Did Trustee Hastings Make the Impugned Remark?

Yes, I find it likely that he did.

The Complainant reported that the Respondent made the impugned remark, and every piece of the story that follows – from the Complainant’s reaction to her subsequent interactions with the Principal and Superintendent – points to the fact that the remark was indeed uttered by the Respondent Trustee.

The Principal overheard the remark, though it was not made to her directly. Her late recollection of the exact words uttered by the Respondent deviates somewhat from the Complainant’s recollection (“I see you sit down...” versus “This is one that sits down...”), but this is not a substantial deviation. It was clear that she overheard some variation of the “sit down” comment and almost immediately acted upon it without prompting or the need for it to be reported to her. The comments are plainly very similar. I also observe that the Superintendent, to whom the Principal reported the incident a few moments after

it occurred has the same recollection as the Complainant about the specific words that were uttered (“I see you sit down...”) as reported to him by the Complainant at the time. I am satisfied that the Principal’s evidence substantially validates the Complainant’s evidence.

I am also satisfied that the Superintendent’s evidence corroborates the Complainant’s evidence. Though he was not present and did not witness the utterance himself, it was reported to him by the Complainant and the Principal almost immediately thereafter. The Superintendent’s recollection of what he was told by the Complainant and his reporting of subsequent events aligns with the recollection of the Complainant and the Principal. In his evidence, the Superintendent noted that he addressed the issue with the Respondent Trustee shortly after the incident occurred. The Respondent Trustee did not deny it then, but rather indicated that “it was a joke.”

I compare and contrast this evidence with that of the Respondent Trustee. He did not deny making the remark when I interviewed him; he instead offered evidence that he did not recall making the remark, though he did recall interacting with the Complainant for “exactly ten seconds.” The Respondent seemed confused about what he might have said during their interaction. He was able to recall that there were discussions at some point during his school visit about “someone saying that someone is upset” but his memory of the event, who said what, who was upset, and what they were upset about, dissolves beyond this very basic recollection that *something* happened involving *someone*. This does not buttress the Trustee’s credibility as a witness. His evidence does not improve his position.

I accordingly find favour with the Complainant’s claim that the Respondent made a comment about her “sitting down all day” and that he later tried to justify the remark as a “joke” when challenged on it. He quite likely thought he had made a joke at the time.

I furthermore find it likely that the Respondent made a similar remark in the past, and on the basis of the evidence before me, I accept that December 8, 2022 is the likely date that it occurred. I observe that one of the reasons the Complainant was so upset about the interaction on March 28, 2023, is that this was not the first time the Trustee had made such a comment to her. This led directly to the feeling that she was in the wrong – in particular, that she had somehow offended the Trustee and he was therefore making jokes at her expense. Though it went unreported the first time (in December), the Complainant did report it to both the Principal and to the Superintendent at the time of the March 28th incident, and finally reported it to me in this Complaint.

On a further note, I must address the fact that the Trustee has made repeated comments and suggestions to me about wanting to enlist the Complainant's assistance to encourage friends of his who have "given up" on account of their own disabilities. In saying so, he professed his admiration for the Complainant. However, irrespective of whether such a notion comes from a well-intentioned place in the Trustee's mind, I find that suggestion to be out of place in the circumstances of this Complaint.

Is this a violation of the Code?

Section 6.10 (a) of the Code requires that Trustees "treat members of the public, one another, and staff members respectfully [...] and ensure their work environment is free from discrimination and harassment."

In view of these circumstances, I find that Trustee Hastings did not meet the required standard in his interactions with the Complainant.

Objectively, the "joke" he made at the Complainant's expense is inappropriate. Though he asserted to me that he does not make jokes about people, the evidence clearly points to the contrary in this instance. Indeed, it suggests that he not only made the comment in a manner that gave the impression it was a "joke" at the Complainant's expense, but that he also tried to justify it by describing it as a "joke" when confronted about it after. His attempt at levity was misguided and understandably not well received. The impression he left on the Complainant, whether intended or not (and I suspect not), was that he was making fun of her. This left her feeling humiliated and in a state of tears. She felt that his comment was discriminatory, and she was distraught at the fact that he made this type of comment on two separate occasions. She expressed having thoughts of guilt and self-doubt. This is the hurtful *impact* of the Trustee's comments.

The Ontario Human Rights Commission (along with a body of caselaw and other sources) makes it clear that intent is not a factor in determining discrimination:

Many people wrongly think that discrimination does not exist if the impact was not intended, or if there were other factors that could explain a particular situation. In fact, discrimination often takes place without any intent to do harm. And in most cases, there are overlaps between discrimination and other legitimate factors.⁴

⁴ <https://www.ohrc.on.ca/en/iii-principles-and-concepts/2-what-discrimination>

Harassment is defined in the Board's Code as "behavior as indicated by the TDSB Workplace Violence and Harassment Prevention policies and the Ontario Human Rights Code." For reference, the Ontario Human Rights Code defines it as:

Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

Accordingly, harassment generally requires a pattern of behaviour – i.e., more than one incident of vexatious and unwelcome comment or conduct, though in extraordinary circumstances one incident of egregious conduct can amount to harassment (though that is plainly not the case here).

It is important to note that, though reference is fairly made to the Ontario Human Rights Code and the Ontario Human Rights Commission's publications on point, this is not a case before the Human Rights Tribunal of Ontario. It is a Code of Conduct matter, and it is subject to TDSB policies (as noted in section 6.10 (b) which refers directly to the application of the Board's Workplace Harassment Prevention and Human Rights policies). I find it appropriate therefore to refer here to the Board's Human Rights Policy, which defines discrimination as follows:

Discrimination means adverse treatment in a TDSB environment that is unfair based on one or more protected grounds; or treatment that results in disadvantage, violates dignity, or perpetuates prejudice against a person or group in a TDSB environment in relation to one or more protected grounds. Discrimination can be direct or indirect, individual or systemic (see definition below), and need not be intended. It also includes hate activity in TDSB environments.

The Board's Human Rights Policy similarly defines harassment as follows:

Harassment means a course of vexatious comment or conduct in a TDSB environment, based on a protected ground, which is known, or ought reasonably to be known, to be unwelcome [...]. Harassment is a form of discrimination. It is usually the result of a series of incidents ("a course" of comment or conduct) but may also result from one very serious incident. [...]

As also noted in the Board's Human Rights Policy, "disability" is a protected ground under the Policy, equally as it is under the Ontario Human Rights Code.

“Vexatious” under the Human Rights Policy is defined as: *“comment or conduct that is inappropriate or unnecessary and that a TDSB member experiences as offensive, embarrassing, humiliating, distressing or demeaning.”* In other, broader contexts, vexatious is generally taken to mean something that causes or tends to cause annoyance, frustration, or worry.

With all of this considered, I find that Trustee Hastings engaged in a course of making vexatious comments (on December 8, 2022 and again on March 28, 2023) which he knew or ought reasonably to have known to be unwelcome. Those comments came in the form of an apparent repeated “joke” about the Complainant’s disability – something about which there is no justifiable reason to make any comment at all. This violated her dignity and sense of worth.

I therefore find as follows:

1. The Trustee’s comments, even though not likely intended as such, were nevertheless inappropriate and fail the basic test of respectfulness as required by the Code.
2. The Trustee’s comments, even though not likely intended as such, failed in the requirement that a Trustee keep the work environment free from harassment and discrimination as required by the Code.

In the result, I find that Trustee Hastings negligently breached section 6.10 (a) of the Code. I accordingly recommend that the Board also make such a finding.

What is the appropriate remedy?

Though intentionality is not a factor in determining whether discrimination / discriminatory harassment occurred, it may be a factor in determining how best to address the conduct.

As noted, I do not believe that Trustee Hastings intended to cause harm. In fact, I am not entirely confident he fully appreciates that he did so. He seems unaware of the impact of his comments (perhaps in part because he does not seem to remember making them in the first place). Based on my reading of the situation, I find that his comments were likely more careless than they were malicious.

Finally, I have considered this question in the context of the Trustee’s experience, and I observe that Trustee Hastings, while he undoubtedly has significant life experience, is

nevertheless a first term Trustee who had spent very little time on the job when both of these incidents occurred. One might argue that it is common sense not to make such comments, but I can only evaluate this situation in the context of him being a Trustee and his level of experience in that role. Learning is an ongoing process and gaining experience with particular rules and expectations is part of it.

The goal of the Code of Conduct (as with any such Code) is to achieve compliance with a certain standard of behaviour. The purpose of Code enforcement is not punitive; it is remedial in nature. Likewise, the intent of Human Rights legislation is *“to remedy the situation for the person or group discriminated against and prevent further discrimination—the intent is not to punish the individual or company that has discriminated.”*⁵

I would hope that this process, and the publication and consideration of this report by the Board at a public meeting, is a *teachable moment* that gives Trustee Hastings an opportunity to recall and reflect on his conduct, and to consider how he ought to improve it moving forward. I expect that this report makes it clear to him that the impact of his conduct, whatever the intent, was serious and severely felt by the Complainant. He must now be expected to recognize that the making of such comments about anyone in the workplace ought to be avoided.

While the Board may wish to consider a censure as suitable recourse, I would suggest that such is the maximum appropriate sanction to address the conduct in this case. The Board may even consider an alternative arrangement in lieu of a statutorily prescribed sanction – such as the making of a written acknowledgement and apology to the Complainant which (with appropriate redactions to protect the Complainant’s identity) could possibly be published by the Board on a future agenda or on its website. Additional training provided by the Board may also be a considered option. The Code permits such “remedial actions” to be recommended by the Integrity Commissioner and implemented by the Board. Remedial actions are not considered to be sanctions.

CONCLUSION

I have found that Trustee Hastings contravened section 6.10 (a) of the Code.

Ultimately, however, determining a breach of the Code is a decision of the Board, pursuant to section 218.3 (2) of the *Education Act*, which states:

⁵ [Appendix 3 – Human rights legislation in Canada | Ontario Human Rights Commission \(ohrc.on.ca\)](https://www.ohrc.on.ca/en/appendix-3-human-rights-legislation-in-canada)

(2) If an alleged breach is brought to the attention of the board under subsection (1), the board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the board's code of conduct.

The Board of Trustees has entrusted the making of inquiries respecting Code of Conduct Complaints to me as its appointed Integrity Commissioner. That inquiry has now been made, the results of which are presented in this report. The Board is now required to consider the results of my inquiry and make its own determination as to whether Trustee Hastings breached the Code of Conduct.

If the Board determines that Trustee Hastings breached the Code, s. 218.3 (3) of the *Education Act* (which follows) allows a limited range of permissible sanctions:

If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:

- a) Censure of the Trustee.*
- b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.*
- c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.*

Though I do not recommend a statutory sanction in this case, I acknowledge that the Board may wish to apply one. If so, I would recommend that a censure is the maximum appropriate sanction, though the Board is free to implement any sanction permitted under the *Education Act*. In lieu of, or in addition to, a sanction, the Board may wish to consider a remedial measure, such as an appropriate apology or additional training.

TRUSTEE COMMENTS

Section 6.6(b) of the Complaint Protocol requires that any Report in which a finding of a contravention has been found must be provided to the Respondent for a reasonable period of review and comment (if they so determine to provide any) before the Report is issued to the Board. I accordingly confirm that Trustee Hastings was provided with an advance draft of this report by email on September 29, 2023 at his TDSB email address. He was asked to provide comments by October 4, 2023. Trustee Hastings did not return any comments on the draft report.

I further confirm that a copy of this Final Report has been provided to the Complainant and Respondent, with instructions that it is to remain confidential until it appears on a public TDSB meeting agenda.

We now consider this matter to be concluded.

Yours very truly,

A handwritten signature in black ink, appearing to read "M. Maynard", with a long, sweeping flourish extending to the right.

Michael L. Maynard
Integrity Commissioner

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Governance and Policy Committee

Report No. 06

GPC:006A

Wednesday, October 4, 2023

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Yalini Rajakulasingam (Chair), Sarah Ehrhardt, Liban Hassan, Patrick Nunziata and Anu Sriskandarajah

Regrets Trustee Weidong Pei

Also Present Trustees Michelle Aarts, Rachel Chernos Lin, Alexis Dawson, Dennis Hastings, Debbie King, Dan MacLean, Neethan Shan and Deborah Williams.

The meeting was a hybrid model with Trustees MacLean and Rajakulasingam participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. P031, Human Rights Policy: Annual Review [4602]

The Committee considered a report from staff (see GPC:006A, page 1) presenting information following a review of policy P031, Human Rights, in accordance with the policy review schedule and the *Occupational Health and Safety Act*.

Moved by: Trustee Shan

Seconded by: Trustee Nunziata

The Governance and Policy Committee **RECOMMENDS** that **policy P031, Human Rights, as presented in the report, be approved.**

Carried

2. Policy Review Schedule for the 2023-2024 to 2027-2028 School Years [4603]

The Committee considered a report from staff (see GPC:006A, page 25) presenting information following a review of the policy review schedule developed pursuant to the Board's policy framework and policy development and management governance procedure.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Chernos Lin

The Governance and Policy Committee **RECOMMENDS:**

- a) That the policy review schedule for the 2023-2024 to 2027-2028 school years, as presented in the report, be approved;
- b) That the policy review cycle be changed from four years to five years.

Carried

Following discussion of the matter, staff undertook to move policy P096, Student Use of Service Animals from 2027-2028 to 2023-24 school year for review. The revised schedule will be circulated in the blue folders at the November 1, 2023 Board meeting.

Part B: Information Only

3. Call to Order and Acknowledgement of Traditional Lands

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

4. Approval of the Agenda

During consideration of the matter, the chair added a notice of motion from Trustees de Dovitiis and Hassan regarding Latin-America Heritage Month.

On motion of Trustee Hassan, seconded by Trustee Chernos Lin, the agenda, as amended, was approved.

5. Declarations of Possible Conflict of Interest

No matters to report

6. Delegations

No matters to report

7. Adjournment

On motion of Trustee Hassan, seconded by Trustee Sriskandarajah, the meeting adjourned at 5:34 p.m.

Part C: Ongoing Matters

8. Written Notices of Motion

Trustee Hassan, on behalf of Trustee de Dovitiis, provided notice of the following for consideration at the next regular meeting of the Governance and Policy Committee.

Latin-America Heritage Month

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

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

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

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

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

Therefore, be it resolved;

- (a) That the observance of the Latin-America History Month be changed from April to October of each year;
- (b) That the observance of Hispanic Heritage Month be discontinued.

Submitted by: Yalini Rajakulasingam, Committee Chair

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Finance, Budget and Enrolment Committee

Report No. 15

FBEC:015A
Wednesday, October 11, 2023
4:30 p.m.
Hybrid Meeting
Boardroom, 5050 Yonge Street

Members Present Trustees Michelle Aarts (Chair), Matias de Dovitiis, Shelley Laskin, Dan MacLean, Zakir Patel and Manna Wong

Regrets Trustees James Li

Also Present Trustees Rachel Chernos Lin, Alexis Dawson, Sara Erhardt, Dennis Hastings, Patrick Nunziata, Neethan Shan and Deborah Williams.

The meeting was a hybrid model with Trustees Aarts, de Dovitiis, Hastings, Laskin and MacLean participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. Contract Awards, Operations [4600]

The Committee considered a report from staff (see FBEC:015A, page 1) presenting contract awards.

Moved by: Trustee Laskin

Seconded by: Trustee de Dovitiis

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

Carried

2. Contract Awards, Facilities [4599]

The Committee considered a report from staff (see FBEC:015A, page 11) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

Moved by: Trustee Laskin

Seconded by: Trustee Patel

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

Carried

3. Update on Honoraria for Trustees [4605]

The Committee considered a report from staff (see FBEC:015A, page 23) presenting information on changes to trustee honoraria based on 2022-23 enrolment estimates.

Moved by: Trustee MacLean

Seconded by: Trustee Laskin

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

(a) That the honoraria for Trustees for one year commencing November 15, 2023, as presented in the report, be approved;

(b) That policy P074, Honoraria for Trustees be updated accordingly, as presented in the report.

Carried

4. Comments on Regulations Changes – Disposition of Surplus Property and Schools on a Shared Site [4610]

The Committee considered a report from staff (see FBEC:015A, page 31) presenting proposed changes to two provincial regulations and seeking input from trustees on staff comments on the proposed regulation amendment for submission to the Ministry of Education.

Moved by: Trustee Laskin

Seconded by: Trustee de Dovitiis

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

Carried

At the Committee meeting, staff undertook to incorporate Trustees' comments provided at the meeting, into a revised document that the Director would submit to the Province through the Ontario Regulatory Registry.

5. 2024-25 Grant for Student Needs Consultation by the Ministry of Education [4611]

The Committee considered a report from staff (see FBEC:015A, page 49) presenting information on the Ministry's funding consultation guide for 2024-25 for feedback to the Ministry of Education.

Moved by: Trustee MacLean

Seconded by: Trustee de Dovitiis

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

Carried

Part B: For Information Only

6. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Finance, Budget and Enrolment Committee was called to order at 4:32 p.m. with Michelle Aarts presiding.

7. Approval of the Agenda

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

8. Declarations of Possible Conflict of Interest

No matters to report

9. Delegations

re Budget, comments on strategic budgeting as pillar and the Multi-Year Strategic Plan renewal

1. Katrina Matheson, Toronto Schools Caregiver Coalition

10. Adjournment

On motion of Trustee Chernos Lin, seconded by Trustee MacLean, the meeting adjourned at 6:07 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Michelle Aarts, Committee Chair



Program and School Services Committee

Report No. 06

PSSC:006A

Wednesday, October 18, 2023

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Dennis Hastings, Debbie King and Farzana Rajwani

Regrets Trustee Alexandra Lulka Rotman

Trustee Ghous is currently on a leave of absence

Also Present Trustees Michelle Aarts, Rachel Chernos Lin, Sara Ehrhardt, Shelley Laskin, Patrick Nunziata, Yalini Rajakulasingam and Neethan Shan

The meeting was a hybrid model with Trustees Chernos Lin, Dawson, Hastings, King, Laskin, MacLean, Rajwani and Williams participating in person, and other trustees present participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

Part A: Committee Recommendations

1. Parent Involvement Advisory Committee: School Councils and Advisory Committees Communication Tools

The Committee considered a report from the Parent Involvement Advisory Committee (see PSSC:006A, page 1) presenting a recommendation regarding communication tools.

Moved by: Trustee Rajwani

Seconded by: Trustee King

The Program and School Services Committee **RECOMMENDS** that the following, which is an operational matter, be referred to staff:

Whereas TDSB School Councils represent the voice of parents/caregivers and the community members at their school to improve student achievement and hold the board accountable, the the ability of all councils to communicate effectively and equitably with stakeholders and the board is essential;

Whereas every TDSB School Council has been asked to use a 'shared email account' owned and maintained by the TDSB, and these accounts are the exclusive pathway to essential TDSB services for School Councils (such as School Messenger, Zoom, school-based internet access, and web-based Business Services information), it is vital for a School Council to have consistent and timely access to the email account to fulfill its role;

Whereas P023, the Parent and Caregiver Engagement Policy, section 6.9, "Board will provide an effective and operational communication system(s)" confirms its commitment to O. Reg 612/00, in that every School Council "shall be provided with the information and support necessary for fulfilling its role.";

Whereas, the board's P037 Equity Policy "acknowledges that inequitable treatment leads to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, contributions, and potential of our students, employees, parent/guardian, caregivers, and community partners.";

Whereas School Councils have not historically had consistent or timely access to School Council emails since the emails were launched nearly a decade ago, PIAC can no longer support the status quo of under-funding and under-serving our School Councils' access to a tool so fundamental to fulfilling its mandate;

Whereas PIAC recognizes the steps taken by the board IT Department since 2022 to address the gaps in technical support;

And whereas access challenges and poor technical support over the course of so many years have resulted in a culture of dis-use among School Councils, with limited overall uptake of TDSB School Council email accounts and the communication tools attached to them.

Therefore, be it resolved that PIAC recommend the following, in addition to the recommendations from January 2022:

1. The TDSB and the Director of Education renew their commitment to equitably provide School Councils and Advisory Committees with reliable communication tools to fulfill their role by having in place a fulsome strategy to start the 2023/24 school year with a proactive communication and outreach campaign to School Councils, capacity for prompt response to all IT support requests, and follow-up with account users and Principals to ensure schools are successful in using the TDSB communication tools provided to School Councils. This strategy should coincide with the October School Council election cycle.
2. The Director of Education be accountable for their commitment by sharing a comprehensive plan to change the culture of dis-use among TDSB School Councils with PIAC and PIAC's School Council Support Working Group.
3. The TDSB and the Director of Education plan to regularly evaluate the effectiveness and equity of their current board CAC and School Council email account system to assess its

true efficacy. This evaluation will be supplied to PIAC's School Council Support Working Group in the Fall of 2023 and thereafter within the regular evaluation schedule.

Carried

2. Annual Enrolment in Early and Middle French Immersion Programs 2023-2024 and Core French Programs 2022-2023 [4604]

The Committee considered a report from staff (see PSSC:006A, page 15), presenting annual information on French programming.

Moved by: Trustee Chernos Lin

Seconded by: Trustee Dawson

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

Carried

3. Business Arising: French Immersion Programs Student Enrolment Demographics

At the Committee meeting, Trustee King moved the following as business arising following the presentation from staff on the matter, Annual Enrolment in Early and Middle French Immersion Programs 2023-2024 and Core French Programs 2022-2023 [4604].

Moved by: Trustee King

Seconded by: Trustee Shan

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

Whereas, the Board is committed to ensuring that access to intensive French programming is fair and equitable across the TDSB, and

Whereas, in June 2019, the Board approved, and staff have since implemented, changes to the Intensive French-as-a-Second-Language program, based on findings from the 2017-18 French-as-a-Second-Language Program Review¹, and

Whereas, some school communities express continued concern about the composition and culture of classes within dual-track schools, especially where recent gentrification and changes in Learning Opportunities Index (LOI) ranking are experienced, and

Whereas, data collection that provides further insights into the French Immersion student population would be of benefit to evaluate how programs are meeting objectives and student needs, and

Whereas, the 2023 Student Census provides recent student demographic information; and

Whereas, data could be shared as an aggregate for programs across the TDSB;

Therefore, be it resolved:

That the Director present a report on the social demographics of students enrolled in French Immersion programs across the TDSB, in winter 2024, including:

- i. an overview of representation of socio-economic status, racial identity and creed, as compared to the overall TDSB student population;**
- ii. analysis of representation at dual-track elementary schools whose LOI ranking has shifted from below 150 to above 150, resulting in change from Model School status, since 2017;**
- iii. further ward-level analysis of the above data, and any additional information, as deemed beneficial by staff during the research process.**

Carried

At the Committee meeting, “Whereas, data could be shared as an aggregate for programs across the TDSB” was added on amendment of Trustees Chernos Lin and Hastings.

¹ [TDSB FSL Review Summary of Findings.pdf](#)

4. Early Years Literacy Intervention Model, New Ontario Curriculum, Language: Grades 1 to 8 and New Grade 9 English Curriculum (ENL1W) Implementation Update [4608]

The Committee considered a report from staff (see PSSC:006A, page 31 and attached), presenting information on work done centrally and an overview of plans for implementation of a new curriculum documents in Grades 1 to 9.

Moved by: Trustee Chernos Lin

Seconded by: Trustee Rajwani

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

Carried

5. Supporting Newcomer/Refugee Students and Families [4607]

The Committee considered a report from staff (see PSSC:006A, page 41 and attached), presenting information on work done to support newcomer refugee families.

Moved by: Trustee Dawson

Seconded by: Trustee Chernos Lin

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

Carried

Part B: Information Only

6. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Program and School Services Committee was convened on Wednesday, October 18, 2023, from 4:34 to 8:19 p.m. with Deborah Williams, Committee Chair, presiding.

7. Approval of the Agenda

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

8. Declarations of Possible Conflict

No matters to report

9. Delegations

re Annual Enrolment in Early and Middle French Immersion Programs, 2023-2024 and Core French Programs 2022-2023 [4604]

1. Mary Cruden and Sharon Beason, Canadian Parents for French

10. French-as-a-Second-Language Community Advisory Committee Annual Report, 2022-2023

The Committee considered the 2022-23 annual report from the French-as-a-Second-Language Community Advisory Committee (see PSSC:006A, page 5). The report was presented by committee co-chair, Lynne LeBlanc and Lisa McAvoy, parent vice co-chair.

11. Adjournment

On motion of Trustee King, seconded by Trustee Rajwani, the meeting adjourned at 8:19 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Deborah Williams, Committee Chair

Early Years Literacy Intervention Model, The Ontario Curriculum, Language: Grades 1 to 8 and New Grade 9 English Curriculum (ENL1W) Implementation



The TDSB Early Literacy Intervention model was created in 2019 to increase access to daily regular literacy support for students and in-school teacher capacity building.

The model is based on modern research about foundational literacy practices grounded in culturally relevant pedagogy that can be applied across disciplines.

Early Literacy Framework



Structure for Early Literacy Intervention Team

1 Program Coordinator	Supports the team and schools at the system level
4 Early Literacy Intervention Coaches	Support RITs & ERTs at the school and system level (17-18 schools each), also work directly in classrooms with teachers and students
38 Early Reading Intervention Teachers (RIT) (11 new positions added with Ministry funding) & 11 Early Reading Teachers (ERT)	Work directly in classrooms daily with teachers and students; each educator works in 2 schools
4 Speech & Language Pathologists	Working in partnership with Speech-Language Pathologists is a recommendation in the OHRC report. This partnership has been in practice in the TDSB before the report was issued and has allowed for a deeper understanding of the scientific approach to reading instruction.



The Early Literacy Intervention Schools

The team supports 70 schools representing the 4 Learning Centres. With Ministry funding we were able to add 18 schools to the program this school year.



Schools were selected based on various criteria such as:

- Reading Data
- Learning Opportunities Index (LOI)
- Early Development Instrument (EDI)
- Report Card Data
- EQAO
- Student and Parent Census

Right to Read Inquiry Report

In 2022, the Ontario Human Rights Commission (OHRC) released the Right to Read inquiry report focused on human rights issues affecting students with reading disabilities in Ontario schools.

This report influenced the creation of:

- The Ministry Guide *Effective Early Reading Instruction: A guide for teachers* Spring 2022
- TDSB's companion document, *Instructional Strategies to Support Teaching and Learning in Reading* Winter 2022

New Ontario Curriculum, Grades 1 to 8: Language, 2023

The new Grade 1 to 8 Language curriculum:

- Incorporates key recommendations from the OHRC Right to Read Report
- Is centred on the belief that all children can succeed and their success in life is grounded in solid foundational literacy skills
- Focuses on honouring students' identities, and holistic approach to learning across curricula
- Emphasises transferable skills



System Wide Supports

System-wide supports, resources and professional learning around early literacy instruction have been informed by collaborations with renowned early years and literacy educational researchers Dr. Kerry-Ann Escayg and Dr. Alfred Tatum, research around evidence-based practices, the recommendations in the OHRC report and continuous assessments.

We continue our commitment to ensure that foundational literacy skills are grounded in culturally relevant and responsive pedagogy and incorporate appropriate recommendations from the OHRC Right to Read Report.

Examples of Resources that Support Literacy Instruction in the TDSB:

- TDSB Framework for Early Reading
- TDSB Early Years Google Websites
- TDSB Family/Caregiver Site
- TDSB Phonological Awareness and Decoding Inventories
- TDSB Early Reading Small Group Instruction Toolkit (Gr.1)
- Tier 2 Support: Wilson Reading K-12
- Tier 3 Supports: Empower-Elementary, Wilson Reading K-12 and Lexia K-8

New Ontario Curriculum, Gr. 1-8: Language, 2023 Grade 9 English (ENL1W)

...Literacy is essential for success: it affects all academic achievement and is associated with social, emotional, economic, and physical health. The Ontario language curriculum is designed to support students in developing the language and literacy knowledge and skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite...

Ontario Language Curriculum 2023



New Ontario Curriculum, Gr. 1-8: Language, 2023 Grade 9 English (ENL1W)

The expectations in the language curriculum are organized into four distinct but related strands:

- A. Literacy Connections and Applications
- B. Foundations of Language
- C. Comprehension: Understanding and Responding to Texts
- D. Composition: Expressing Ideas and Creating Texts



Overview of Grade 9 English (ENL1W) - De-streamed Grade 9 Course

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.



Focus of Professional Learning - New Curriculum Implementation

- Develop a working understanding of the 4 strands and how they relate to one another
 - A. Literacy Connections and Applications
 - B. Foundations of Language
 - C. Comprehension: Understanding and Responding to Texts
 - D. Composition: Expressing Ideas and Creating Texts
- Explore Assessment & Evaluation
- Implement the holistic inclusion of the Global Competencies, STEM, Library, Indigenous Education, CRRP, Special Education and ELL.

Key Actions

- Continue to provide Early Literacy Intervention through the Early Reading Intervention Team in schools whose data over time shows the highest need
- Develop a comprehensive Literacy strategy aligned with the new curriculum
- Ensure the Early Reading Framework is central to school improvement planning and provide professional learning and explicit instruction on foundational literacy skills that are culturally responsive
- Continue cross-department and collaborative partnerships to ensure culturally relevant and responsive identity affirming pedagogy
- Deepen collaborative partnerships with special education department in order to co-develop an early years, inclusive model of Tiered Intervention



Supporting Newcomer/Refugee Students and Families

**Audley Salmon - Associate Director, Learning
Transformation & Equity**

Suzan Joueid- CAP, ESL/ELD



Agenda

- **What Support Does TDSB provide to Newcomers/Refugees?**
- **What did TDSB do to support recently arrived refugees?**





What support does TDSB provide to Newcomers/Refugees?





Partnerships with Outside Agencies

- Toronto Newcomer Office- City of Toronto
- City-Community Agency Table, Refugee Claimant Arrivals
- Task Force for Afghan Newcomers- Federal Departments, City of Toronto and external organizations
- Task Force for Ukrainian Newcomers- Federal Departments, City of Toronto and external organizations
- COSTI Immigration Services
- The Red Cross
- Humaniti
- Faith Spaces

Department/Area	Key Services
Planning Department	Assign schools based on various considerations
The Community Services	Facilitate on-site registration
Transportation Department	Develop a comprehensive transportation plan, including bussing to Curriculum Night at schools
Employee Services	Provide access to additional allocation
Special Education and Inclusion	Coordinate timely access to special education services as required
Professional Support Services	Provide services, including social work support
Library and Learning Resources	Curate and share resources

Department/Area	Key Services
Parent and Community Engagement Office	Provide Settlement Services and Interpretation Services
Business Services Department	Provide a variety of in-kind and monetary donations, including school supplies, bags, boots, coats, gift cards, etc.
Continuing Education	Offer summer school programs
Welcoming Communities	Facilitate the following Services: <ul style="list-style-type: none"> • Homework club, Reading and Arts Clubs • English conversation circles • Lunch/After School sports • March Break and Summer Camps • Adult ESL/ELD classes across the City





Transitioning to Schools

- **Orientation Sessions** for students and families
 - TDSB Central Departments & External Partners
- **Student registration**
 - Community Services Supervisor support with registrations and coordination with schools
- **Ongoing support**
 - Weekly meetings with Principals of assigned school and central TDSB staff
 - Check in with outside organizations

Services, Support and Programming

- Support schools with on-site initial assessments and First Language Assessment for appropriate placement and ESL/ELD programming
- Support schools in developing and implementing age-appropriate literacy and numeracy ELD programs for English Language Learners with limited prior schooling opportunities
- Build capacity in ESL/ELD Programming across the system through monthly professional development sessions and job-embedded opportunities at targeted schools
- Build capacity among teachers to use multilingualism as a framework for instruction and assessment at targeted schools
- Facilitate Welcoming Events



What did TDSB do to support recently arrived Refugees?



Ongoing Support

- Participating in the City-Community Agency Table, Refugee Claimant Arrivals to:
 - Receive updates on the City's response to the arrival of refugee claimants in Toronto;
 - Answer or clarify any questions or concerns.
 - Enhance broader situational awareness of the increase of arrivals of refugee claimants across Toronto;
 - Identify any urgent/pressing issues; and
 - Align and coordinate resources and services such as access to Childcare and Settlement workers
- Reaching out to Faith Spaces to assess emerging needs
- Assigning schools to faith spaces to prepare for the potential arrival of school aged students

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**Planning and Priorities Committee
Report No. 10**

PPC:010A
 Wednesday, October 25, 2023
 4:30 p.m.
 Hybrid Meeting
 Boardroom, 5050 Yonge Street

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

Regrets Trustees Alexandra Lulka Rotman, Manna Wong
 Trustee Ghous is currently on a leave of absence

The meeting was a hybrid model with Trustees Chernos Lin, Aarts, de Dovitiis, Ehrhardt, Hassan, Hastings, King, Laskin, MacLean, Pei, Shan and Williams participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

PART A: Committee Recommendations

**1. Capital Revitalization Strategy: Framework and Guiding Principles
[4613]**

The Committee considered a report from staff (see PPC:010A, page 1 and attached), presenting information on the steps that will be taken to build a program to revitalize school buildings to bring them in a state of good repair with contemporary spaces.

Moved by: Trustee Laskin
Seconded by: Trustee de Dovitiis

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

Carried

2. Long-Term Program and Accommodation Strategy 2023-2032 [4606]

The Committee considered a report from staff (see PPC:010A, page 9), presenting information on the ten-year program and accommodation planning.

Moved by: Trustee MacLean
Seconded by: Trustee Hassan

The Planning and Priorities Committee **RECOMMENDS** the Long-Term Program and Accommodation Strategy 2023-2032 and Annual Planning Document 2023-2024, as presented in the report, be approved.

Carried

3. Business Arising: Consultation on Accelerated Apprenticeship Pathways

Moved by: Trustee Ehrhardt
Seconded by: Trustee Laskin

Trustee Ehrhardt moved the following as business arising following the consideration of Item 5.1, OPSBA Directors' Report.

The Planning and Priorities Committee **RECOMMENDS:**

Whereas, the Ontario Public School Boards' Association (OPSBA), in its consultation on recent legislative amendments to the *Education Act* through Bill 98, the *Better Schools and Student Outcomes Act, 2023* cited several concerns, including that recommendations for any accelerated

apprenticeship pathways not undermine the value of school-based education; and

Whereas, a consultation paper on Accelerated Apprenticeship Pathways proposed by the province as part of recent changes is now open with a deadline for comments of November 24, 2023; and

Whereas, the proposal considers a model that would completely remove students from public school boards after grade 10; and

Whereas, in its March 2023 report, 'The Unanswered Questions in Ontario's Proposed Apprenticeship Plan' People for Education flagged potential issues with models that would not allow youth after grade 10 to complete high school diplomas; and

Whereas, Canada has ratified the UN Convention on the *Rights of the Child*, which defines a child as any person under age 18 and references rights that relate to work, exploitation, access to education, and the aims of education that are relevant when considering proposals on Accelerated Apprenticeship Pathways;

Therefore, be it resolved:

(a) That the Chair respond to the consultation, on behalf of the Board with the following:

- I. Reject models that would remove students from public school boards prior to the completion of a high school diploma;**
- II. Support models for apprenticeship pathways that allow persons under 18 to:**
 - i. remain a part of public school board programming and supports;**
 - ii. complete their secondary school diplomas at the same time as their peers;**
- III. Request targeted resourcing and enhanced system supports to:**
 - i. better integrate education and apprenticeship, including supports to public school boards continuing education programming that complements apprenticeship training;**
 - ii. guidance and other supports for system navigation;**
 - iii. uphold educational and workplace rights, including youth occupational health and safety;**

IV. Publicly collect and report identity-based data on student pathways and outcomes to monitor how policies and programs are impacting different students;

(b) That the response above also be communicated to the Minister of Education, Minister of Labour, Ontario Public School Boards' Association and Ontario Student Trustees' Association (OSTA-AECO).

Carried

4. Support for the Ontario Human Rights Commission's Request for a Provincial Anti-Hate Strategy

Moved by: Trustee Laskin

Seconded by: Trustee Chernos Lin

The Planning and Priorities Committee **RECOMMENDS:**

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, data, 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 December 31, 2023.**

Carried

At the Committee meeting, on motion of Trustees Aarts and Laskin, “data” was added after “evidence” at Part (b).

Also at the Committee meeting, on motion of Trustees Laskin and Chernos Lin, October 27, 2023 was changed to December 31, 2023 at Part (f).

5. Somali Centre for Culture and Recreation

Moved by: Trustee Hassan

Seconded by: Trustee Dawson

The Planning and Priorities Committee **RECOMMENDS:**

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 of 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.**

Carried

Part B: Information Only

6. Call to Order and Acknowledgment of Traditional Lands

A meeting of the Planning and Priorities Committee was convened on Wednesday, October 25, 2023, from 4:37 to 7:15 p.m., with Rachel Chernos Lin presiding.

7. Approval of the Agenda

The agenda was reordered to consider the matter, OPSBA Directors' Report after item, Staff Reports.

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

8. Declarations of Possible Conflict of Interest

No matters to report

9. Delegations

No matters to report

10. Report From Trustees Appointed to the Ontario Public School Board's Association

The Committee received an update from the Directors on the Ontario Public School Boards' Association regarding the following activities of OPBSA:

- i. Local Government Week, October 16-20, 2023
- ii. Legislative Updates including:
 - Bill 98, *The Better Schools and Outcomes Act, 2023*
 - Director of Education Performance Appraisals
 - Accelerated Apprenticeship Pathways
 - Bill 140, *Improving Air Quality for Our Children Act*
- iii. Advocacy Actions and Activities
- iv. Black Trustees' Caucus provided a [submission to the Ontario Human Rights Commission's Consultation on Anti-Black Racism in Education](#).

11. Adjournment

On motion of Trustee Hassan, seconded by Trustee MacLean, the meeting adjourned at 7:15 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Rachel Chernos Lin, Chair

TDSB Capital Revitalization Strategy

Planning and Priorities Committee

October 25, 2023



School Renewal Scope

583
SCHOOLS

47
MILLION
Square Feet
of Building

\$4.2
BILLION
Approximate
Renewal Backlog





Why Do We Need a Capital Strategy?

- We do not currently have a comprehensive long-term plan to address this backlog and improves our learning spaces
- We do not always spend the money that we receive from the Ministry on an annual basis
- We need to show how we will use Proceeds of Disposition
- To support the multi-year strategic plan
 - The physical school environment plays an important role in well being and student achievement
- To improve public confidence in TDSB schools
- To create modern spaces that are accessible, equitable by design, support sustainability and equity of access to program

Statements from Different Departments that Support the Strategy

- to ensure all students have equitable access to programs and opportunities– as close to home as possible (Secondary Program Strategy).
- to make all students and staff feel welcome and accepted in their school so they can be successful and reach their full potential, regardless of their background or personal circumstances (Equity and Inclusive Education).
- to use technology in classrooms to engage, enhance and support learning (TDSB Technology).
- to create school learning environments that are caring, safe, peaceful, nurturing, positive, respectful and that enable all students to reach their full potential (Caring & Safe Schools).

What Elements Will Help Us Assess the Condition of Schools?

- Facility Condition Index (FCI)
 - Calculated by Ministry
- Program Spaces
 - Standardization
 - Modern spaces
 - Equitable Access to Program
- Sustainability
- Public Perception/Confidence
 - The way staff, students and families perceive the condition of our schools
- Accessibility
- Equity
 - Spaces that are equitable by design that affirm identity including gender neutral washrooms, prayer spaces and nutrition spaces

These elements will also improve FCI



Classification of Condition of Schools

- Schools Requiring Minimal Improvements
- Schools Requiring Moderate Improvements
- Schools Requiring Extensive Improvements



GOAL

**To not have any school
buildings classified as requiring
extensive improvement by
2035**



Medium/Short-Term Goal

To reduce the number of school buildings
classified as requiring extensive
improvement by 25% by 2028



Funding Sources

- School Renewal Allocation
- School Condition Improvement
- Proceeds of Disposition
- Other
 - Capital Priorities
 - Using the value of TDSB land

Types of Capital Projects

Type	Explanation
Light Retrofit	<ul style="list-style-type: none"> • For buildings that need minimum to moderate improvements • Work can be completed during the school year or during breaks • No displacement of students from building while work is being completed
Deep Retrofit	<ul style="list-style-type: none"> • For buildings that need moderate to extensive improvements • Will require school to be vacant while work is being completed • Will require the use of a holding school
Replacement/New Builds: <ul style="list-style-type: none"> • Capital Priorities • Other 	<ul style="list-style-type: none"> • Building new and rebuilding schools through Ministry grants to address enrolment pressures, consolidations or significant renewal • "Modernization" by working with others (podium schools) or using the value of TDSB land



Steps to Implement Strategy

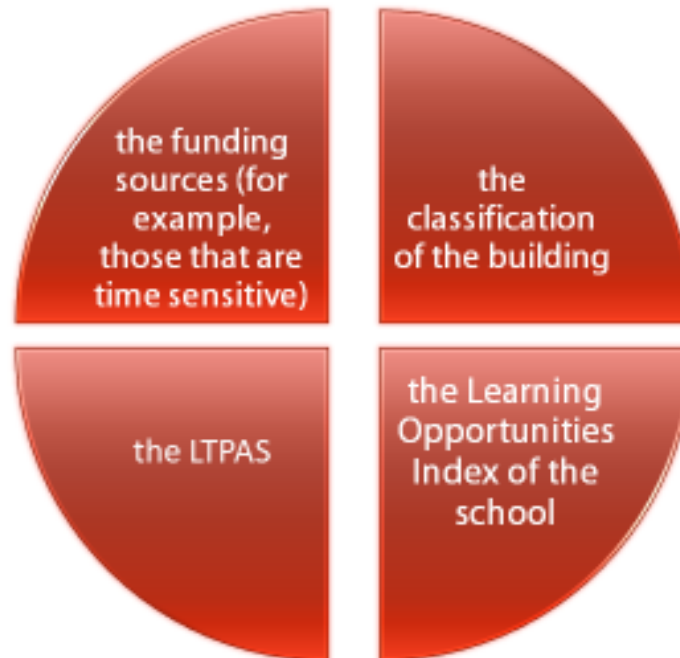
- Step 1 – Identify Standards
- Step 2 – Assess and Classify Buildings
- Step 3 – Inventory of Projects and Costs
- Step 4 – Identify Budget
- Step 5 – Prioritize Projects
- Step 6 – Implementation
- Step 7 – Measure and report back

Guiding Principles

- Provide a consistent range and quality of program spaces for all elementary and secondary schools;
- Make the buildings and sites barrier-free accessible;
- Ensure buildings are safe and healthy;
- Refresh interior and exterior finishes to create safe, welcoming environments for students, staff and community-use;
- Consider modernization of building components and systems to improve energy-efficiency, reduce greenhouse gases and make the site climate resilient;
- Minimize disruption to students, families, and staff

Guiding Principles

The timing of the projects will consider:



How Will We Know If Strategy Is Successful

- **Less schools requiring extensive improvements**
- Pupil Accommodation Reviews
 - Strategy includes closing schools, rebuilding schools and modernizing schools
 - Address underutilization and renewal
- Use all funding available to Board, working with TLC
- Complete work year round
 - Importance of completing work safely while students and staff are in the building.
 - This will be a change in practice and will require buy in
- Working with Ministry and City to expedite approved projects
 - ATPs, Site Plan Approvals
- Reduction in number of Work Orders
 - Less health and safety issues
 - More scheduled maintenance



Next Steps

- Feedback from Oct 25 PPC will be considered to bring final report to Nov 22 PPC
- Hire a person to oversee the strategy
 - Using One-Time funding
- Continue to report back as staff moves through the strategy implementation steps



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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

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