



Regular Meeting Agenda

BD:311A

Wednesday, April 17, 2024

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), April 17, 2024
To be presented
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 Meetings Held on March 6, March 26 and April 4, 2024
Separate Document
15. Committee Reports
 - 15.1 Governance and Policy Committee, Report No. 3, March 20, 2024 1
 1. P067, Learning Opportunities Index Policy Review, Phase 3 [4678]
 2. P021, Fundraising Policy, Phase 5 [4670]
 3. P072, Workplace Violence Prevention Policy, Phase 1: Annual Review [4679]
 4. P048, Occupational Health and Safety Policy, Phase 1: Annual Review [4680]
 - 15.2 Planning and Priorities Committee (Special Meeting), Report No. 3, March 21, 2024 7
 1. Special Education Advisory Committee: Multi-Year Strategic Plan Objectives: Accessibility
 2. Multi-Year Strategic Plan for 2024-2028 [4683]
 3. Business Arising: Measurement of Multi-Year Strategic Plan Goals
 4. Nutrition Update [4684]
 - 15.3 Audit Committee, Report No. 1, March 25, 2024 41
 1. Compliance and Board-Mandated Training Program Summary 2023-2024: Overview and Metrics [4677]
 2. Business Arising: Inclusion of Trustee Compliance and Board-Mandated Training Summary Data
 3. Internal Audit Department Status Update: March 2024 [4674]

	4.	Regional Internal Audit Team (RIAT) Engagement and Status Update [4672]	
	5.	Audit Committee O. Reg 361/10 Requirements, Work Tracker [4675]	
15.4		Finance, Budget and Enrolment Committee, Report No. 7B, April 2, 2024	45
	1.	Contract Awards, Facilities [4686]	
	2.	Contract Awards, Operations [4687]	
	3.	Construction Tender Award, York Memorial Collegiate Institute Reconstruction and Remediation [4689]	
15.5		Program and School Services Committee. Report No. 3, April 3, 2024	49
	1.	Parent Involvement Advisory Committee: Elementary School Schedule: Monday to Friday Versus Five-Day Cycle	
	2.	Early Years Community Advisory Committee: Child Care Centres: Membership and Communication With Local Caring and Safe Schools Committees	
	3.	Annual Indigenous Education Report, 2023 [4693]	
	4.	Student Demographics and Learning Opportunities Index Rankings in French Immersion Programs [4671]	
	5.	Science and Technology, STEM and Robotics 2023-2024 Annual Report [4692]	
16.		Adjournment	

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Governance and Policy Committee

Report No. 03

GPC:003A

Wednesday, March 20, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Yalini Rajakulasingam (Chair), Sarah Ehrhardt, Dennis Hastings, Patrick Nunziata, Weidong Pei, Anu Sriskandarajah and Manna Wong

Also Present Trustees Rachel Chernos Lin, Alexis Dawson, Dennis Hastings, Debbie King, Shelley Laskin, James Li and Deborah Williams

The meeting was a hybrid model with Trustees Hastings, Laskin, Rajakulasingam and Wong 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. P067, Learning Opportunities Index Policy Review, Phase 3 [4678]

The Committee considered a report from staff (see GPC:003A, page 1) presenting information on recommended revisions to policy P067, Learning Opportunities Index for feedback.

Moved by: Trustee Pei

Seconded by: Trustee Hastings

The Governance and Policy Committee **RECOMMENDS:**

(a) That the report be received;

(b) That the following be referred to staff for consideration in developing policy P067, Learning Opportunities Index;

Be it resolved:

That, prior to public consultation being initiated, the following information be provided to the Board:

- a) **Additions to the descriptive evaluation on the use of the LOI in allocating resources to schools, to be included for information as part of the review, including:**
 - i. a list of all staff allocations made by the Board of Trustees that use the LOI as part of their operational allocations following board approvals of levels, and any formulas used
 - ii. illustrative examples of 3-5 additional operational allocations that use the LOI in their allocation
 - iii. information on allocations decisions where LOI is not advised to be used
- b) a summary of any meetings held with focus groups and a list of experts that have been engaged
- c) Any updated proposals for the LOI definition, methodology and formula;
- d) Consideration of metrics that could be used alongside or in addition to current school based LOI to consider impacts of programs of choice, gentrification and the deepening and concentration of poverty, and other matters that may relate to equity and educational outcomes within schools;
- e) A description of the Learning Opportunities Grant, and how it relates to LOI and this policy

(c) Whereas, the current Learning Opportunities Index Policy (P029) was adopted on February 11, 2009, and most recently revised on June 17, 2015; and

Whereas, the policy recognizes that the Learning Opportunities Index (“LOI”) “*is an effective tool for measuring external challenges to student success;*” and

Whereas, the variables used in the LOI are to be re-evaluated every five years as part of a review of the LOI and its uses. The TDSB recognizes that, as new data becomes available, the Board can approve a change in the variables that are included in the LOI; and

Whereas, as a result of the 2007-08 review, immigration, mobility, and housing were removed from the index because, in the TDSB’s view “*they did not show a sufficiently strong relationship to student achievement*” ([The 2023 Learning Opportunities Index: Questions and Answers](#)); and

Whereas, as part of the *Learning Opportunities Index Policy Review*, TDSB staff has presented the Board of Trustees with a report outlining recommended revisions to Learning Opportunities Index Policy (P067) and a draft revised policy; and

Whereas, proposed revisions to P067 outlined in the report include “*Added in provision outlining that discretion be used by staff for equity related decisions and the LOI*”; and

Whereas, the LOI was developed to include variables that have been statistically tested against the student success indicators of TDSB students and have been shown to correlate with measures such as the Education Quality and Accountability Office (EQAO) Primary and Junior assessment results, the Ontario Secondary School Literacy Test (OSSLT), and credit achievement;

Therefore, be it resolved that the draft revised Learning Opportunities Index Policy be referred back to staff for further revisions and clarification on the following matters:

- i. clarification in the policy on appropriate external equity factors to be considered in staff’s discretionary powers to discount LOI data; and**
- ii. requirements that similar statistical rigour be applied to any discretionary decisions permitted by staff to demonstrate that such decisions are based on a sufficiently strong relationship to student achievement.**

Carried

At the Committee meeting, Part (b) was added on motion of Trustee Ehrhardt, seconded by Trustee Sriskandarajah.

At the Committee meeting, Part (c) was added on motion of Trustee Pei, seconded by Trustee Hastings.

2. P021, Fundraising Policy, Phase 5 [4670]

The Committee considered a report from staff (see GPC:003A, page 17) presenting information on revisions to policy P021, Fundraising.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS:**

That the matter be referred to staff on the following:

Be it resolved:

- a) **That options for mandatory contributions to the system priorities fund, of over a certain threshold of funds raised, be added to policy P021, Fundraising;**
- b) **That the Director include information on the following, as part of the annual report to Board on school generated funds:**
 - i. **schools councils making contributions to the system priorities fund or to other schools;**
 - ii. **how contributions to the system priorities fund are being simplified and promoted with school councils.**

Carried

Staff had recommended that the revised policy, P021, Fundraising, as presented in the report, be approved.

Minority Report (submitted in accordance with Bylaw 5.14.13)

Trustee Pei disagreed with the decision of the Committee and recommends instead that the matter be defeated.

3. P072, Workplace Violence Prevention Policy, Phase 1: Annual Review [4679]

The Committee considered a report from staff (see GPC:003A, page 35) presenting information on the review of policy P072, Workplace Violence Prevention.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Ehrhardt

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

Carried

4. P048, Occupational Health and Safety Policy, Phase 1: Annual Review [4680]

The Committee considered a report from staff (see GPC:003A, page 47) presenting information on the review of policy P048, Occupational Health and Safety.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Chernos Lin

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

Carried

Part B: Information Only

5. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Governance and Policy Committee was called to order at 4:34 p.m., with Yalini Rajakulasingam, presiding.

6. Approval of the Agenda

On motion of Trustee Wong, seconded by Trustee Pei, the agenda was approved.

7. Declarations of Possible Conflict of Interest

No matters to report

8. Delegations

re PR686, Revised Barbecue Safety Procedure [4681]

1. Jason Ramsay, Toronto Education Workers / Local 4400

re P021, Fundraising Policy, Phase 5 [4670]

2. Lakshmi Gokulaparanthaman and Sara Osman, Muslim Student Association, Central Technical School and Bloor Collegiate Institute
3. Andrew Waters, Dewson School Council

9. PR686, Revised Barbecue Safety Procedure [4681]

The Committee noted information provided on revisions to procedure, PR686, Revised Barbecue Safety (see GPC:003A, page 63).

10. PR743, Employee Interim Measures Pending Investigation [4673]

The Committee noted information provided on a newly developed procedure, PR743, Employee Interim Measures Pending Investigation (see GPC:003A, page 75).

11. Extension of the Meeting

At the appropriate time during the meeting, the Ending Time procedure was applied and

the meeting was extended.

12. Adjournment

On motion of Trustee Wong, seconded by Trustee Pei, the meeting adjourned at 11:33 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair



**Planning and Priorities Committee
Special Meeting
Report No. 3**

PPC:003A
Thursday, March 21, 2024
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, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Neethan Shan, Anu Sriskandarajah, Deborah Williams and Manna Wong

Regrets Trustees Alexandra Lulka Rotman and Farzana Rajwani,

The meeting was a hybrid model with Trustees Chernos Lin, 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. Special Education Advisory Committee: Multi-Year Strategic Plan Objectives: Accessibility

The Committee considered a report from the Special Education Advisory Committee from its meeting dated March 18, 2024, (see PPC:003A, page 1) presenting a recommendation regarding accessibility in the Multi-Year Strategic Plan objectives.

The report was presented by committee co-chair, David Lepofsky.

Moved by: Trustee MacLean
Seconded by: Trustee Williams

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

Carried

The Committee decided that the recommendation presented by SEAC be discussed during consideration of the agenda item, Multi-Year Strategic Plan, 2024-2028.

2. Multi-Year Strategic Plan for 2024-2028 [4683]

The Committee considered a report from staff (see PPC:003A, page 3 and attached), presenting information on the Board’s Multi-Year Strategic Plan. The Committee also considered a recommendation from SEAC regarding accessibility in the objectives of the MYSP.

Moved by: Trustee Aarts
Seconded by: Trustee Sriskandarajah

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the Multi-Year Strategic Plan, 2024-2028, including the values, guiding principles, strategic directions, conditions for success and indicators of progress, as presented in the report, be approved;**
- (b) That staff consider the following recommendation from the Special Education Advisory Committee in developing the annual operating plan for the Multi-Year Strategic Plan:**

SEAC recommends that the Multi-Year Strategic Plan Objectives must include:

To make as much progress as possible towards achieving an accessible and barrier-free public school system for students with disabilities/special education needs, including those with intersecting identities,

- a) By removing and preventing accessibility barriers impeding students with disabilities/special education needs from fully participating in, and fully benefitting from all aspects of the education system
- b) By providing a prompt, accessible, fair, effective and user-friendly process to learn about and seek programs, services, supports, accommodations and placements tailored to the individual strengths and needs of each student with disabilities/special education needs.

- (c) That staff report back to SEAC on the Board’s decision.**

Carried

Staff had recommended as at Part (a).

At the Committee meeting, Parts (b) and (c) were added on amendment of Trustees Aarts and Sriskandarajah.

During consideration of the matter, the meeting resolved into private to discuss a private legal matter.

3. Business Arising: Measurement of Multi-Year Strategic Plan Goals

At the Committee meeting, Trustee Pei moved the following as business arising following consideration of the matter, Multi-Year Strategic Plan for 2024-2028 [4683]

Moved by: Trustee Pei

Seconded by: Trustee Hastings

The Planning and Priorities Committee **RECOMMENDS:**

Whereas, the TDSB's Strategic Plan for its MYSP 2024-2028 (the "New MYSP") is based on much "What We Heard" feedback from TDSB's previous 2018-2024 MYSP (the "Previous MYSP"), including that: "(1) The [New] MYSP should be more focused, with increased, transparency, accountability, and measurement" ...; and "(2) Effective teaching and learning continue to be important – Participants wanted a renewed focus on literacy, numeracy, and STEM"; and

Whereas, in order to be measurable, objective reliable data must be consistently used; and

Whereas, one of the four "Strategic Directions" of the New MYSP is "ACHIEVE", and this includes that "All students reach high levels of achievement," and "Holding high expectations for students and finding ways to set goals and monitor progress with them ... " is important in order to improve student achievement; and

Whereas, achievement is key to every student's future success, well-being, post-secondary outcomes, and many other aspects of their development; and

Whereas, the 11 compulsory Ministry of Education "Indicators of Progress" include the "percentage of students who meet or exceed the provincial standard on": Grade 3 and 6 EQAO Reading, Writing, and Mathematics, and Grade 9 Mathematics and the Ontario Secondary School Literacy Test (collectively referred to here as "Meet EQAO Expectations"); and

Whereas “Data from EQAO assessments act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education” and “EQAO’s data are an important indicator of student learning that add to the available knowledge about how Ontario students are doing.” *

(* From the province’s EQAO website); and

Whereas, one of the new MYSP’s five listed “Conditions for Success” is “Effective Communication” and that the board “regularly engage in two-way communication with our internal and external educational partners”;

Therefore, be it resolved:

- (a) That the Multi-Year Strategic Plan set and announce measurable goals for improving student achievement every year, with reference to objective measurements, including but not limited to improvements in EQAO results achieved by TDSB students;**
- (b) That the Toronto District School Board share with the public, on its website and by its other usual communication methods, all of the information referred to in this motion, and the setting and relative achievement of such other measurable goals that the TDSB implements.**

Carried

4. Nutrition Update [4684]

The Committee considered a report from staff (see PPC:003A, page 21 and attached), presenting information on the Board’s student nutrition programs.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee de Dovitiis

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

Carried

Part B: Information Only

5. Call to Order and Acknowledgment of Traditional Lands

A special meeting of the Planning and Priorities Committee was convened on Thursday March 21, 2024, from 4:40 to 10:45 p.m., with Rachel Chernos Lin

presiding.

6. Declarations of Possible Conflict of Interest

No matters to report

7. Delegations

No matters to report

8. Adjournment

On motion of Trustee MacLean, seconded by Trustee Laskin, the meeting adjourned at 10:45 p.m.

Part C: Ongoing Matters

No matters to report

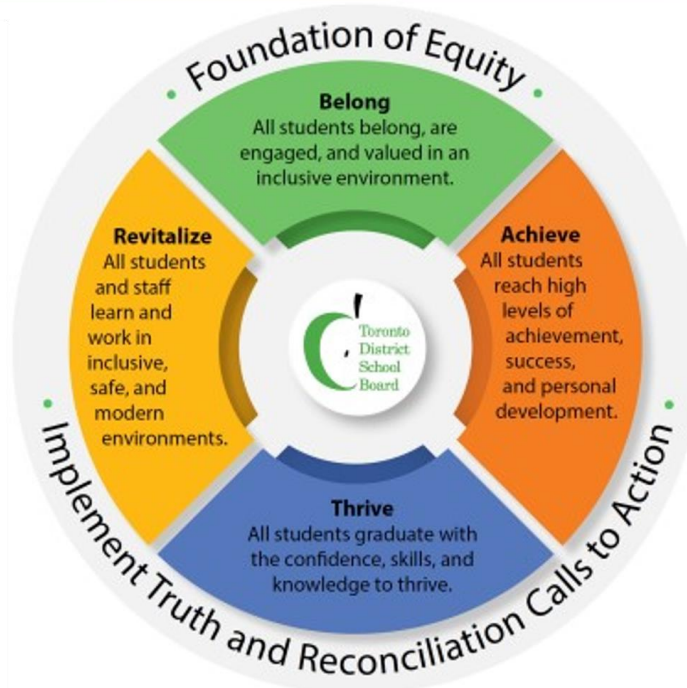
Submitted by: Rachel Chernos Lin, Chair

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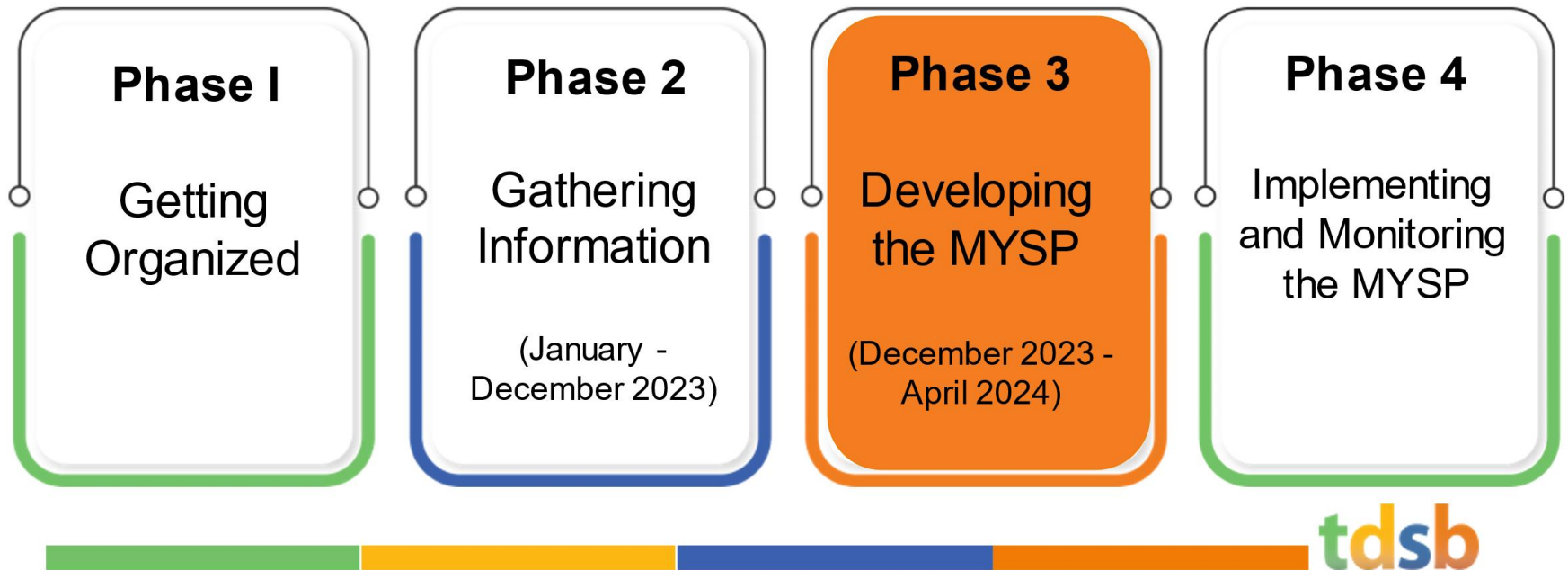
Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024 -2028)

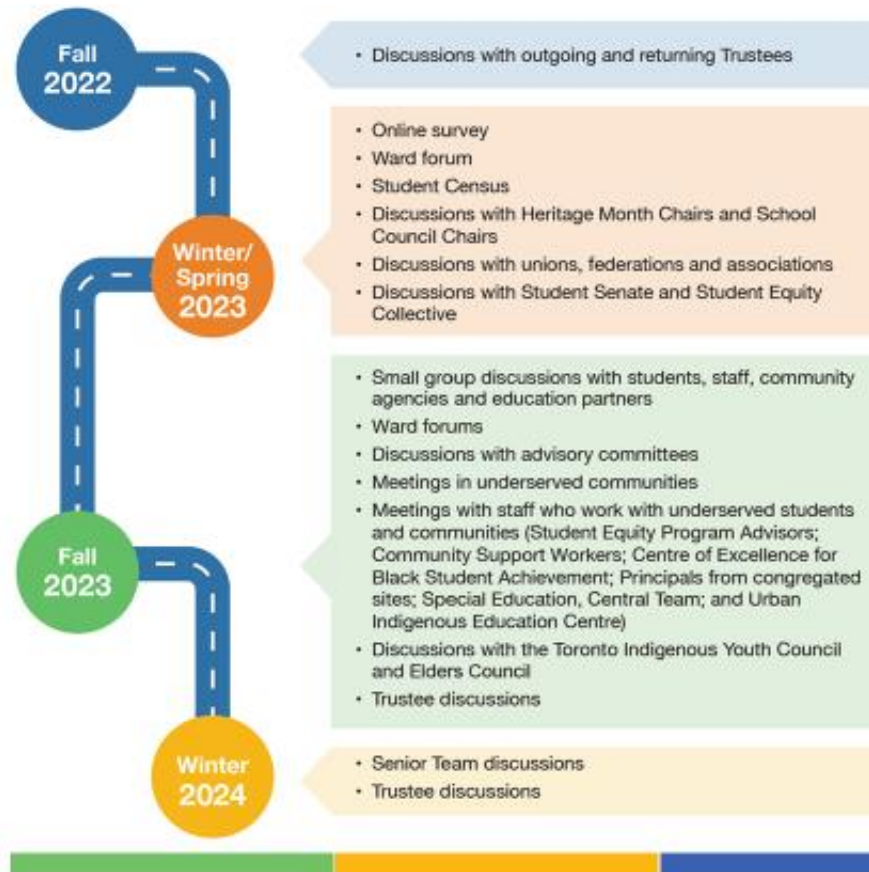


Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)

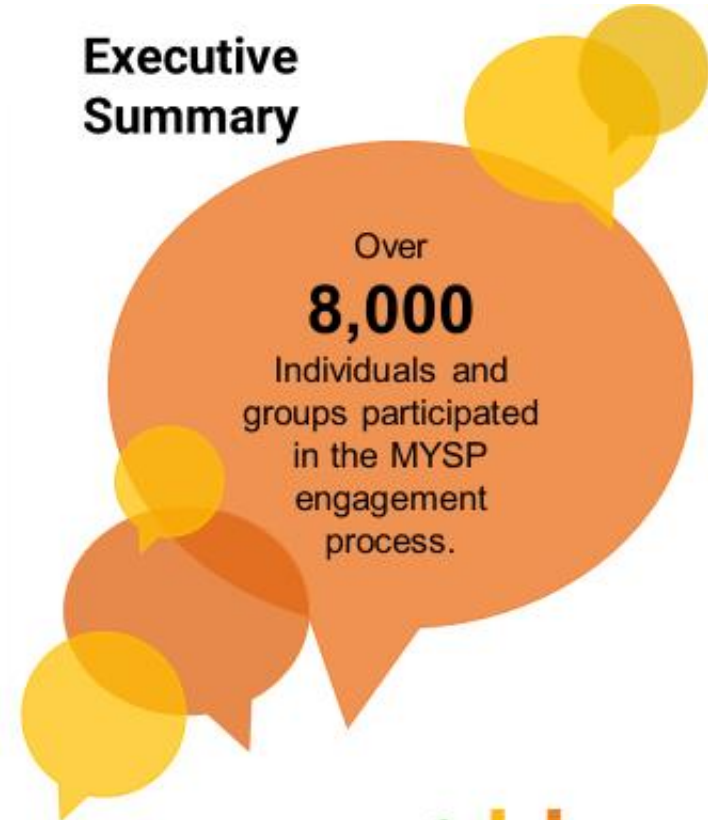


MYSP Renewal: Where are we now?





Executive Summary



We value ...

- Each and every student's interests, strengths, passions, identities and needs
- Partnership with students, parent/caregivers/guardians, staff, community partners and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/caregivers/guardians, staff, community partners and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff.
- Digital citizenship and environmental stewardship.



Equity as a Guiding Principle

Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions .



Truth and Reconciliation Of Canada: Calls to Action



Truth and
Reconciliation
Commission of Canada



7

Strategic Directions

Truth and Reconciliation	Belong	Achieve	Thrive	Revitalize
We commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.	All students belong, are engaged, and valued in an inclusive environment.	All students reach high levels of achievement, success, and personal development.	All students graduate with the confidence, skills, and knowledge to thrive.	All students and staff learn and work in inclusive, safe, and modern environments.



Indicators of Progress

Consistent with the Ministry of Education's Student Achievement Plan.

Belong

- % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%
- % of students in Grades 4-8 who were suspended at least once
- % of Grade 6, 9 and 10 students who report being aware of mental health supports and services

Achieve

- % of students who meet or exceed the provincial standard on EQAO for literacy
- % of students who meet or exceed the provincial standard on EQAO for numeracy
- % of fully participating, first-time eligible students who are successful on the OSSLT

Thrive

- % of students who earn 16 or more credits by the end of Grade 10
- % of students participating in at least one job skills program
- % of students graduating with an OSSD within five years of starting Grade 9
- % of students enrolled in at least one Grade 12 math or Grade 11/12 science course
- % of students who believe their learning has prepared them for their next step in their learning experience



Conditions for Success



**Partnering with
Parents/Caregivers/
Guardians and
Community**



**Culture of
Human Rights
and Respect**



**Accessibility
and
Inclusion**



**Strategic, Agile
and Equitable
Leadership**



**Effective
Communication**



Resource Implications: MYSP as a Framework

- The MYSP serves to inform resource allocation during the budget development process.
- The anticipated \$50M deficit for the 2024/2025 school year restricts the TDSB's ability to make additional investments to launch and strategically execute the MYSP.
- The MYSP will provide a framework to assess and prioritize programs for alignment with each of the renewed strategic directions.

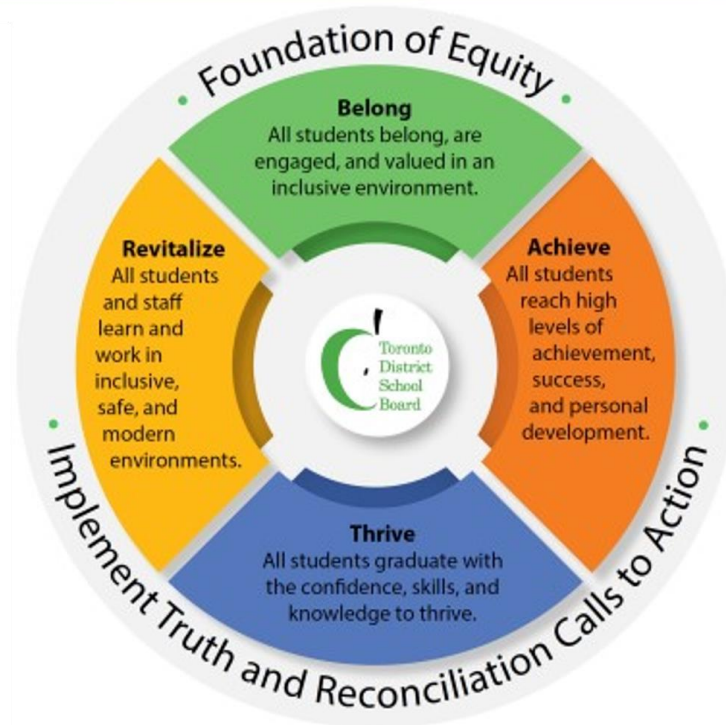


Communication Considerations

- TDSB Connects
- Trustee and School Newsletter Content
- News Release
- Direct Emails
- Social Media
- TDSB Public Website Update
- Implementation Resources
- Student Engagement Campaign
- Success Stories



Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)



Questions





Nutrition Update

Special Planning and Priorities Committee

March 21, 2024



Food Insecurity

"One in ten people in Toronto are now relying on food banks to make ends meet. Last year, that number was one in twenty. Food insecurity is at crisis levels in Toronto." - Daily Bread Food Bank "Who's Hungry?"

Approximately 1.8 million children under the age of 18 were affected by food insecurity in 2022, a marked increase from the 1.4 million in 2021." - Children First Canada

"Children should have three meals a day and 1-3 snacks, with healthy snack options being just as important as the meals served." - Canadian Pediatrics Society

"Food insecurity has been linked to lower test scores, trouble interacting with peers, poor health and higher prevalence of illness." - Food Insecurity and Educational Outcomes: A Focus on TDSB Students

Motion from September 2023

- That the Director present a report to the Planning and Priorities Committee by January 2024 that includes:
 - i. the status of nutrition funding and programs in elementary and secondary schools, including the sources of that funding;
 - ii. a brief needs assessment that draws on current evidence about the role of nutrition on growth and development and learning;
 - iii. a proposed strategy to increase students' access to nutrition programs and possible strategic partnerships including Toronto Public Health



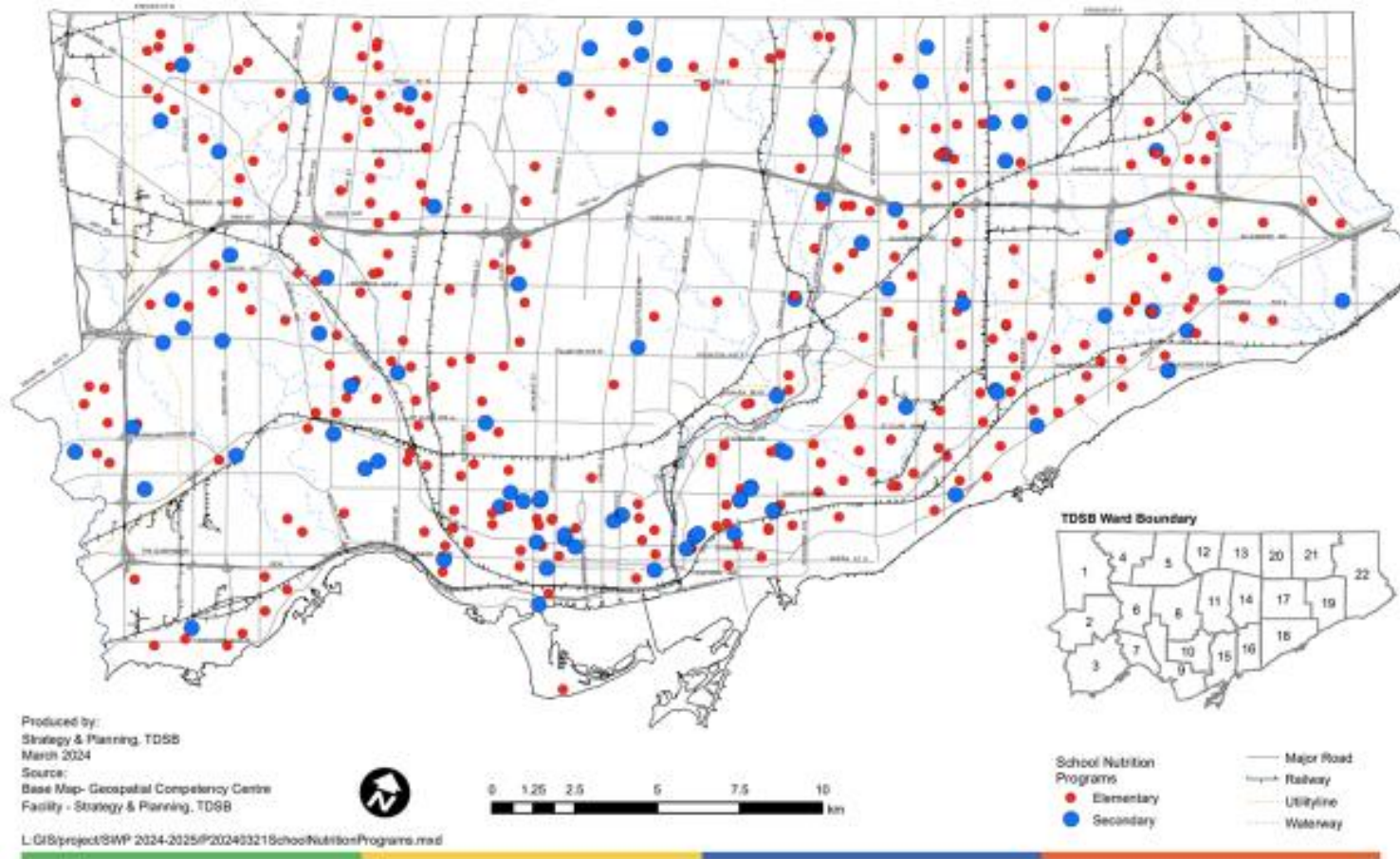


Status of Nutrition Funding

- Most of the TDSB Nutrition Programs are funded through the Toronto Foundation for Student Success (TFSS)
- TFSS receives funding from 3 main sources:
 - Province of Ontario
 - City of Toronto
 - Donations from individuals and corporations
- For 2023-24, the funding provided by the Province and the City equals 23.8% of food costs
 - This gap continues to grow as food costs increase without a corresponding increase in funding



School Nutrition Programs in TDSB Schools





Bridging the Nutrition Gap

- New program started in 2023-24 to assist those schools where they have had make changes the nutrition programs when they have not been able to close the gap between costs and funding
- By buying directly from the Ontario Food Terminal and suppliers where TFSS can leverage volumes and secure deep discounts, they are providing 1-2 servings of fresh fruit and vegetables, dairy or whole grain foods every day, at no cost, to help supplement local programs
- In order to participate, schools require certain equipment
- TFSS has been working to secure more equipment and more is required to have more schools participating in the program
- The list of schools participating is provided in Appendix C of the report.



In-School Nutrition Pantries

- This is a program in secondary schools where students have access to healthy, non-perishable foods.
- Students can go to pantry and take home healthy foods for evening and weekends
- The list of secondary schools participating is provided in Appendix D of the report.



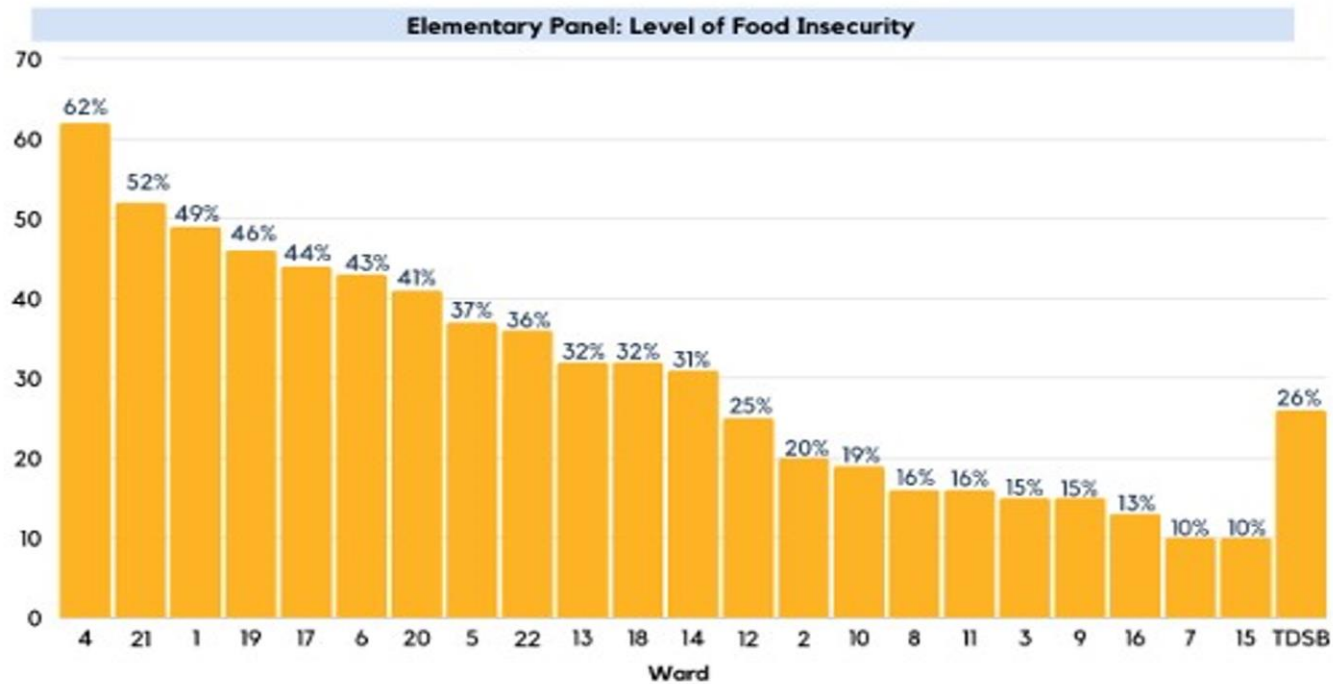
Donated Shelf-Stable Foods

- A number of programs receive donated shelf stable food, at no cost
- The list of participating schools is provided in Appendix E of the report.

Literature Review Summary Pts

- The relationship between nutrition and students' classroom behaviour is complex, but there is evidence that wellnourished children are better prepared to learn overall.
- Studies have shown that food insecurity and malnutrition have directly impacted the development of school children, thus impeding their academic abilities and performance.
- Schools should incorporate proper nutrition in school meal programs to propel the growth and development of students, giving them adequate amounts of grains, vegetables, water, fruits, and protein-rich foods that support their neurodevelopment.
- School meals serve as an opportunity to balance nutritional inequities among students due to existing socioeconomic barriers.

Ward Specific Variation in Reported Food Stress



Source: TDSB Parent Winter Check-in Survey, 2021.



Next Steps- TDSB/U of T Research Project

TDSB is taking part in a research project with the *Jonah & Brian Lawson Centre for Child Nutrition at the University of Toronto (U of T) and Toronto Public Health* that aims to explore:

- A Case Study of 20 schools studying different approaches to school-based nutrition programs and their impact on student achievement, school attitudes/behaviours, wellbeing, and food/nutrition knowledge.
- This research study will generate information for the Board to consider when determining strategies that will best support students' access to nutrition programs. And the research team is open to exploring an MOU to research followup components related to a TDSB nutrition strategy.
- The U of T research team has worked closely with the TDSB's Student Nutrition Liaisons in developing the study and will continue to work in partnership. A project advisory committee made up of TDSB staff, students, and community members will support the implementation efforts of the study. As well, the study will be supported by the TDSB's Research and Development Department.



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Audit Committee

Report No. 01

AC:001A
Monday, March 25, 2024
4 p.m.
Hybrid Meeting
Boardroom, 5050 Yonge Street

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Weidong Pei and Manna Wong

External Members Joyee Chau and Robin Pilkey

Regrets Naveen Balakrishnan

Also Present Trustees Rachel Chernos Lin and Dennis Hastings

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

Part A: Committee Recommendations

1. TDSB Compliance and Board-Mandated Training Program Summary 2023-2024: Overview and Metrics [4677]

The Committee considered a report from staff (see AC:001A, page 7), presenting information on compliance and Board-mandated training for 2023-2024.

Moved By: Trustee Michelle Aarts

Seconded By: Trustee Weidong Pei

The Audit Committee **RECOMMENDS** that the report be received.

Carried

2. Business Arising: Inclusion of Trustee Compliance and Board-Mandated Training Summary Data

With the permission of the meeting, the Committee considered an item of business arising related to agenda item, TDSB Compliance and Board-Mandated Training Program Summary 2023-2024: Overview and Metrics [4677].

Moved by: Trustee Michelle Aarts

Seconded by: Robin Pilkey

The Audit Committee **RECOMMENDS** that future versions of the report on compliance and board-mandated training programs, also include compliance rates for Trustees regarding their compliance training obligations.

Carried

3. Internal Audit Department Status Update: March 2024 [4674]

The Committee considered a report from staff (see AC:001A, page 19) presenting an update on the Internal Audit department and its projects as of March 2024.

Moved By: Trustee Michelle Aarts

Seconded By: Trustee Manna Wong

The Audit Committee **RECOMMENDS** that the report be received.

Carried

4. Regional Internal Audit Team (RIAT) Engagement and Status Update [4672]

The Committee considered a report from staff (see AC:001A, page 25), presenting an update from the Regional Internal Audit team regarding their current and ongoing engagements.

Moved By: Trustee Michelle Aarts

Seconded By: Trustee Manna Wong

The Audit Committee **RECOMMENDS** that the report be received.

Carried

5. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4675]

The Committee considered a report from staff (see AC:001A, page 41), presenting the work tracker checklist of the O. Reg. 361/10 requirements to assist with the planning of Audit Committee activities and meeting agendas.

Moved By: Trustee Aarts

Seconded By: Trustee Wong

The Audit 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 Audit Committee was convened on Monday, March 25, 2024, from 4:03 to 7:11 p.m., with Shelley Laskin, Chair, presiding.

7. Approval of the Agenda

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

8. Declarations of Possible Conflict of Interest

No matters to report

9. Approval of Meeting Minutes of December 4, 2023

On motion of Robin Pilkey, seconded by Trustee Pei, the Audit Committee approved the minutes of December 4, 2023.

10. Delegations

No matters to report

11. Resolution Into Private and Reconvene

At 4:44 p.m., on motion of Trustee Aarts, seconded by Trustee Pei, the meeting resolved into private to consider matters on the private agenda.

The meeting reconvened at 7:10 p.m.

12. Adjournment

On motion of Trustee Pei, seconded by Trustee Aarts, the meeting adjourned at 7:11 p.m.

Submitted by: Trustee Shelley Laskin, Chair



Finance, Budget and Enrolment Committee

Report No. 07 (Part B)

FBEC:007A
 Tuesday, April 2, 2024
 4:30 p.m.
 Hybrid Meeting
 Boardroom, 5050 Yonge Street

Members Present Trustees Zakir Patel (Chair), Michelle Aarts, Matias de Dovitiis, Liban Hassan, Shelley Laskin, James Li and Dan MacLean

Also Present Trustees Rachel Chernos Lin, Alexis Dawson, Sara Ehrhardt, Dennis Hastings, Debbie King, Patrick Nunziata, Weidong Pei, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams and Manna Wong.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Dawson, de Dovitiis, Hastings, Laskin, MacLean and Shan 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, Facilities [4686]

The Committee considered a report from staff (see FBEC:007A, page 1) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

Moved by: Trustee MacLean

Seconded by: Trustee Aarts

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

Carried

2. Contract Awards, Operations [4687]

The Committee considered a report from staff (see FBEC:007A, page 21) presenting contract awards.

Moved by: Trustee Aarts
Seconded by: Trustee Shan

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

Carried

3. Construction Tender Award, York Memorial Collegiate Institute Reconstruction and Remediation [4689]

The Committee considered a report from staff (see FBEC:007A, page 31) presenting information on a contract award regarding the reconstruction of York Memorial Collegiate Institute.

Moved by: Trustee Hassan
Seconded by: Trustee de Dovitiis.

The Finance, Budget and Enrolment Committee **RECOMMENDS** that a **contract award in the amount of \$103,102, 516 (excluding HST) to Aquicon Construction Co. Ltd. for the reconstruction and remediation of a 1300 pupil place at York Memorial Collegiate Institute, as presented in the report, be approved.**

Carried

4. Proposed Options to Balance the 2024-25 Budget [4688]

The matter was considered at the special meeting on April 2, 2024.

Part B: For Information Only

Part B matters were received at the special meeting on April 4, 2024.

Part C: Ongoing Matters

No matters to report

Submitted by: Zakir Patel, Committee Chair

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Program and School Services Committee

Report No. 03

PSSC:003A

Wednesday, April 3, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Debbie King, Alexandra Lulka Rotman and Farzana Rajwani

Also Present Trustees Michelle Aarts, Rachel Chernos Lin, Sara Ehrhardt, Dennis Hastings, Dan MacLean, Weidong Pei, Rajakulasingam, Anu Sriskandarajah and Neethan Shan.

The meeting was a hybrid model with Trustees Dawson, Hastings, King, Lulka Rotman, MacLean 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. Parent Involvement Advisory Committee: Elementary School Schedule: Monday to Friday Versus Five-Day Cycle

The Committee considered a report from the Parent Involvement Advisory Committee from its meeting dated February 20, 2024, (see PSSC:003A, page 1) presenting a recommendation regarding the five-day cycle. The report was presented by PIAC co-chair, Sharon Grant.

Moved by: Trustee Dawson

Seconded by: Trustee Lulka Rotman

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

That the following recommendation from the Parent Involvement Advisory Committee be referred to staff to respond to PIAC re staff's rationale on the matter:

TDSB directs the Director of Education to implement the Monday to Friday 5-day cycle schedule with the appropriate number of switching days (usually 7 days) to maintain a balance of the schedule days for elementary schools either system-wide or providing it as an option to be allowed at schools where there is support from parents/caregivers, students, and educators for the 2024-2025 School Year at the earliest or within a reasonable period of time and with recognition that buy-in from Elementary Teachers of Toronto (ETT) local of the Elementary Teachers' Federation of Ontario (ETFO) is essential

Carried

2. Early Years Community Advisory Committee: Child Care Centres: Membership and Communication With Local Caring and Safe Schools Committees

The Committee considered a report from the Early Years Community Advisory Committee from its meeting dated March 22, 2024, (see PSSC:003A, page 3) presenting a recommendation regarding membership in local caring and safe school committees. The report was presented by community co-chair, Jill Oakes.

Moved by: Trustee Dawson

Seconded by: Trustee King

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

Whereas, each Toronto District School Board school must have a Caring and Safe Schools committee responsible for fostering a safe, inclusive, and accepting school climate and that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal; and

Whereas, policy P022, Early Learning and Care, section 6.2.2 includes the provision that school leaders, program supervisors and classroom educators have responsibility for co-creating the conditions necessary for productive working relationships to thrive among various early years professionals working in exclusive and shared space in schools; and

Whereas, the policy P022, Early Learning and Care, section 6.3.12 includes the provision that structures will be established to ensure regular

and accessible communication with stakeholders to share information, address issues, and improve system planning and service delivery;

Therefore, be it resolved:

- a) That child care centres and stakeholders, including licensed Before- and After-School Program service providers, located in or operating in Toronto District School Board schools, be invited by school administrators as members (e.g. community partner members) of the local school Caring and Safe School Committee;**
- b) That the Director provide annual communications to child care centres and stakeholders, including licensed Before- and After-School Program service providers, about the procedures and forms pertaining to Caring and Safe School policies, procedures and best practices, including but not limited to, Emergency and Crisis Response Plans, Toronto Emergency Safe School Strategy Form and Institutional Preparedness Form.**

Carried

At the Committee meeting, on motion of Trustees Chernos Lin and King, “included” was changed to “invited” at Part (a).

3. Annual Indigenous Education Report, 2023 [4693]

The Committee considered a report from staff (see PSSC:003A, page 5 and attached) presenting information on Indigenous education for 2023.

Moved by: Trustee Dawson

Seconded by: Trustee King

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

Carried

4. Student Demographics and Learning Opportunities Index Rankings in French Immersion Programs [4671]

The Committee considered a report from staff (see PSSC:003A, page 33 and attached) presenting an overview of the social demographics of students enrolled in French Immersion within the Board.

3

Moved by: Trustee King

Seconded by: Trustee Chernos Lin

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

Carried

5. Science and Technology, STEM and Robotics 2023-2024 Annual Report [4692]

The Committee considered a report from staff (see PSSC:003A, page 49 and attached) presenting information on initiatives and achievements of the Board's Science and Technology, STEM and Robotics Department.

Moved by: Trustee Lulka Rotman

Seconded by: Trustee Dawson

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, April 3, 2024 from 4:32 to 9:03 p.m. with Deborah Williams, Committee Chair, presiding.

7. Approval of the Agenda

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

8. Declarations of Possible Conflict

No matters to report

9. Delegations

re Data Reporting Standards

1. Aaron Kucharczuk, TDSB Parent

re Parent Involvement Advisory Committee: Elementary School Schedule:
Monday to Friday Versus Five-Day Cycle

2. Andrew Waters, Liaison, PIAC

10. Adjournment

On motion of Trustee Dawson, seconded by Trustee Lulka Rotman, the meeting adjourned at 9:03 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Deborah Williams, Committee Chair

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Indigenous Education in the Toronto District School Board Annual Report 2023





Supporting Students



Aanse: Student Well-Being and Achievement Strategy



The UIEC provides direct wrap-around supports to schools with the highest numbers of First Nations, Métis, and Inuit students.

Elementary	Secondary
<ul style="list-style-type: none"> • Kapapamahchakwew Wandering Spirit School • Eastview Public School • Bowmore Public School • Queen Alexandra Middle School 	<ul style="list-style-type: none"> • Native Learning Centre East (NLC East) • Native Learning Centre Downtown (NLC Downtown), • Kapapamahchakwew Wandering Spirit School

IMPACTS:

- Increased attendance
- Increased projected credit completion
- Increase in student reported sense of belonging through access to culture/ceremony and Indigenous Language
- Increased food security among students and families

Indigenous Education Graduation Coaches

Indigenous Graduation Coaches provide support and mentorship to First Nations, Métis and Inuit students throughout their educational journey from grades 7-12.

Impacts:

- Mentored, advised, and advocated for over 200 First Nations, Métis and Inuit students from grades 7 - 12. Supported 41 Indigenous grade 12 students to successfully obtain their OSSD.
- Supported Grade 7 and 8 students in 10 elementary schools with transition supports.
- Collaborated with 22 Secondary schools to support graduating/nongraduating students to access academic support, work/volunteer opportunities, health and housing services.
- Facilitated a variety of board-wide learning opportunities accessed by Indigenous students across the TDSB (e.g., Indigenous Opportunities Fair created access for over 100 First Nations, Métis and Inuit students to liaise with 30 universities, trades organizations, colleges and employment opportunities)



Indigenous Student Summer Leadership Program



The Indigenous Student Summer Leadership Program offered leadership opportunities, credits, and paid work experiences for Indigenous secondary students across the TDSB.

Impacts:

- 22 student participants received:
 - Mentorship from Indigenous mentors within Indigenous communities and with Elders
 - Employment experience at community projects with Indigenous mentors
 - Increased connections and relationships between Indigenous students from across the TDSB
 - Increased access to postsecondary pathways
 - Earned co-op credits
- 22 students engaged in paid employment
- 3 students earned a credit through Math Credit Recovery
- Overall attendance rate: 80%

Anishinaabemowin Language Learning

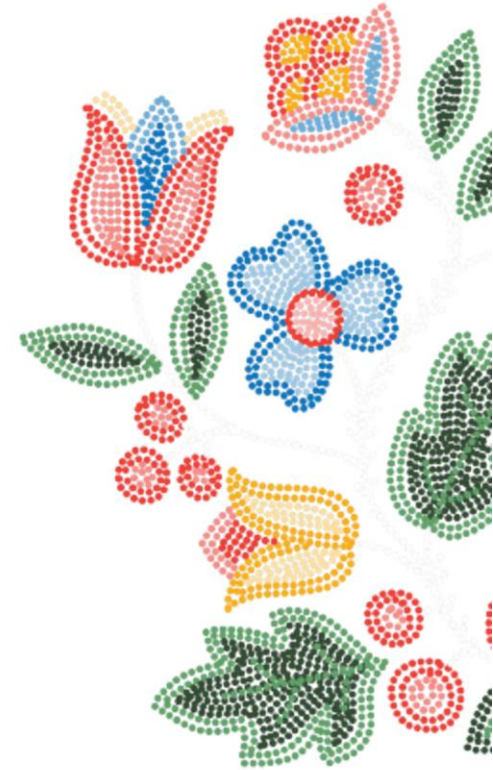
The Urban Indigenous Education Centre (UIEC) supports Indigenous Language programming, and specifically Anishinaabemowin Language teaching and learning.

Language teachers and instructors are supported by an K - 12 Learning Coach, Native Languages.

Number of <i>Elementary Schools</i> Offering Anishinaabemowin Classes	6 (1 new program in 2023/24) Eastview PS, Humewood CS, Bala CS, Kâpapâmahchakwêw/Wandering Spirit School, Bowmore PS, Queen Alexandra Middle School (2023/24)
Number of <i>Elementary Students</i> Enrolled	328
Number of <i>Secondary Schools</i> Offering Anishinaabemowin Classes	4 Native Learning Centre Downtown, Native Learning Centre East, Kâpapâmahchakwêw/Wandering Spirit School, and Riverdale CI (2022/23)
Number of <i>Secondary Students</i> Enrolled	80
Number of Indigenous Language Teachers	8



Supporting Educators





Biidaaban and Aanse: Indigenous Education for School Transformation

Professional learning for system and school leaders to enhance leadership capacity in Indigenous Education, alongside ongoing Indigenous Education Learning Coach supports. The **Indigenous Education for School Transformation** model informs the work with leaders across the system as they engage in Biidaaban and Aanse projects.

Biidaaban 2023/24	Biidaaban 2022/23	Aanse 2022/23
25 Learning Network Superintendents	25 Learning Network Superintendents	20 School Administrators
90 School Administrators	48 School Administrators	40 Teacher Leaders
140 Teacher Leaders	110 Teacher Leaders	

Participant Report Overall Learning:

"It is deep personal and professional learning. There has to be ongoing, creative and collaborative work with students, families, staff, and community to accomplish goals. Different than any other leadership capacity building and practices in my career and more challenging for me to measure success." - Biidaaban School Administrator Participant

"The learning value most was the time spent building meaningful relationships with the UIEC staff and Indigenous leaders during this school year and PL journey. I have come to understand (as it reveals itself as a theme for me this year) the integral importance of building trusting relationships with students, with colleagues and community and Indigenous leaders and elders!" - Aanse School Administrator Participant

Contemporary First Nations, Métis, and Inuit Voices (NBE3) Course - *System -Wide Implementation*

Guided by Elder Dr. Duke Redbird, guest speakers and Indigenous protocols, UIEC teaching and learning staff developed and facilitated differentiated professional learning opportunities for **experienced NBE3 teachers and teachers new to NBE3** in the 2023/34 school year.

Focus: Enhancing educator capacity to deliver the curriculum in ways that effectively centred Indigenous voices and perspectives; Pedagogical documentation as an assessment strategy to make students' thinking visible.

Actions and Impacts:

150 Number of participants

27 to 63: Increase in number of secondary schools offering *Contemporary First Nations, Métis and Inuit Voices*, NBE3 as the compulsory English course from spring 2023 to fall 2023.

Self-Reported Teacher Learning and Shifts-in-Practice:

"The global perspective on what Indigeneity means. The questioning of what constitutes good essay writing practices."

"Respectful and insightful creative work of my students (inspired & informed by your work of UIEC staff and the use of many inspiring mentor texts) has produced responsible understandings of the relationship between First Nations, Métis, Inuit Peoples, and non-Indigenous people in my classes."

Collaborative Learning

This semester, I learned so much from my students and co-workers. My students have allowed me to grow and develop as an educator. My students also allowed me to learn more about their own culture and identities. I thank my students, Harbord co-workers, and all of those who have touched my heart, mind, body and soul through these PD sessions and my time with the UIEC. Miigwetch!

(the following photos are my students sharing cultural text forms from their own culture after learning about cultural text forms from local nations)

-Madeline Barker





Working With Community



Educational Partnerships



The UIEC continued to focus 2023 on building strong relationships with community members by increasing the number of Indigenous Educational Partnerships in collaboration with the Educational Partnerships Office.

Actions and Impacts

- Increase in Indigenous focused educational partnerships from 36 in 2022 to 50 in 2023.
- Indigenous Educational Partnership Celebration:
 - More than Over 50 representatives from 30 current and prospective partners were in attendance.

Community Powwows

Organised by caregivers, staff, students, various community members and UIEC staff, under the guidance of Elders, these large community Powwows focused on ensuring Indigenous rights to cultural heritage and traditional cultural expressions. Students, caregivers, TDSB staff, and community members all came together to create powerful and memorable cultural expressions of Indigenous brilliance.

June 12, 2023 - **South East Community Powwow**

June 15, 2023 - **Kapapamahchakwew Wandering Spirit School Powwow**





Research and Governance



Indigenous Student Trustee: Ozaawaa Secord



The work of the Indigenous Student Trustee is guided by the Elders Council, Truth and Reconciliation, UNDRIP and Indigenous ways of being, knowing and doing. One of the primary roles of the Indigenous Student Trustee at the TDSB is to engage with First Nations, Metis and Inuit students across the board and represent their successes, joy, creativity, concerns and challenges.

Ozaawaa Secord has served as Indigenous Student Trustee since September of 2023.

Ozaawaa worked closely with the Urban Indigenous Community Advisory Council, Student Senate, UIEC, and the Toronto Indigenous Youth Council. She has worked to amplify Indigenous student voices and has openly shared her brilliance and lived experience with educators and administrators from across the TDSB to enhance their learning in order to facilitate the creation of conditions that better serve Indigenous students across the system.

Elders Council





Miigwech! Baamaapii!



Student Demographics and LOI Rankings in French Immersion Programs Report

**Program and School Services Committee
April 3, 2024**



French Immersion Programs

- Both Early French Immersion (EFI) and Middle French Immersion (MFI) are French-as-a-Second Language programs in which French is not only taught as a subject, but also serves as the language of instruction in other subjects.
- As of October 31, 2023, 11% of TDSB students are enrolled in French Immersion Programs.
- Presently, there are seventy-nine (79) sites that host the EFI Junior Kindergarten entry point and forty (40) sites that host the MFI Grade 4 entry.



Student Demographics in French Immersion Programs

Table 3: Students Racial Identity and French Programming

	Black	East Asian	Indigenous	Latin	Middle Eastern	Southeast Asian	South Asian	White
TDSB Overall	13%	18%	1%	5%	9%	7%	22%	37%
French Programs	12%	19%	1%	4%	7%	5%	12%	57%

*12,316 students in French programming could be matched to the 2023 Student Census information

Table 4: Students Religious Identity (Creed) and French Programming

	Buddhist	Christian	Hindu	Indigenous Spirituality	Muslim	Jewish	Sikh	Religion is not part of my life
TDSB Overall	3%	28%	10%	0.40%	18%	4%	1%	30%
French Programs	2%	30%	4%	0%	10%	6%	0%	6%

*12,437 students in French programming could be matched to the 2023 Student Census information



Student Demographics in French Immersion Programs

Table 2: Income Information, TDSB and French Programs 2017 to 2023

Years	Overall TDSB			Overall French Programs		
	Low Income	Middle Income	High Income	Low Income	Middle Income	High Income
2023	32%	34%	34%	21%	31%	48%
2020	34%	33%	33%	23%	31%	45%
2017	33%	33%	33%	23%	30%	47%

- Income ranges in 2023 are: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.



Model Schools for Inner City and The Learning Opportunities Index

- The Learning Opportunities Index (LOI) ranks each school based on measures of external challenges affecting student success.
- The school with the greatest level of external challenges is ranked number one (1) and is described as highest on the index.
- Every three (3) years the LOI is recalculated and updated as demographic shifts and other elements of external challenge change.
- Most often minor rank changes occur over a staggered period as gentrification and urbanization alters the socioeconomic makeup of the school neighbourhood, where typically the majority of students live.



Model Schools for Inner City and The Learning Opportunities Index

- As income, education, and proportion of single parents are the main components of the LOI, gentrification will have a strong effect on the calculation of the score and rank.
- Schools move up and down the LOI over time based on the variety of factors in the LOI calculation.
- The LOI compares relative need; for a school to shift out of the MSIC 150 means that another school is experiencing more need.

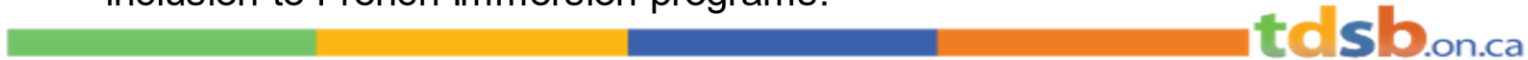


Takeaways

- The change in MSIC cannot solely be attributed to the implementation or expansion of French Immersion programs within these schools, it is just one of the factors that may contribute. Some of the other factors may be attributed to urbanization and gentrification.

- The French immersion program offered by the TDSB welcomes students from diverse socioeconomic backgrounds, racial identities, and creeds. Although there may be minor differences in comparison to the general student population, French Immersion programs continue to be inclusive and available to students from various backgrounds.

- The TDSB is committed to continued efforts to improve equity of access and inclusion to French Immersion programs.



Questions



**Science & Technology, STEM and Robotics
Annual Report 2023-2024
Program and School Services Committee
April 3, 2024.**

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes
Mervi Salo, Centrally Assigned Principal, Instructional Innovation and Equitable Outcomes
Marsha Ireland, Coordinator, Science & Technology, STEM and Robotics





Science & Technology, STEM and Robotics Update



Science Resource Centres



Bringing STEM to Life



Robotics Subsidies



Professional Learning



TDSB Science & Technology Resource Centre



Schools can borrow hands-on STEM curriculum resource kits and robots



TDSB Science & Technology Canadian Space Resource Centre



Digital Star Lab Experience (e.g., Dorset Park PS and Eureka Conference)



Bringing STEM to Life



Elementary STEM Day (e.g., Elia MS)



Summer Work-Integrated Learning





Robotics Subsidies



Classroom Subsidies
(e.g., Afrocentric Alternative S)



Competitive Subsidies
(e.g., Corvette JPS)





Professional Learning



STEM Learning



Skilled Trades



Elementary Power
Tool Safety





Science & Technology, STEM and Robotics



Science Resource Centres



Bringing STEM to Life



Robotics Subsidies



Professional Learning



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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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