



Regular Meeting Agenda

BD:322A

Wednesday, October 9, 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), October 9, 2024
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. Chair's Announcements
To be presented

9.	Reports From Trustees Appointed to External Organizations and Student Trustees	
	To be presented	
10.	Director's Leadership Report	
	Oral Update	
11.	Declarations of Possible Conflict of Interest	
12.	Matters to be Decided Without Discussion	
	To be presented	
13.	Confirmation of Minutes of the Meetings Held on August 28, September 24 and 25, 2024	
	Separate Documents	
14.	Matter Postponed From Previous Meeting	
14.1	Written Notice of Motion For Consideration	1
	Establishment of a Bylaw Review Special Committee (Trustees Aarts and Laskin)	
15.	Committee Reports	
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	2. Personal Mobile Device Use in Schools Policy Development, Phase 3 [4758]	
	3. P070, Student Leadership Policy Review, Phase 1 [4759]	
	4. P072, Workplace Violence Prevention Policy, Phase 5: Annual Review [4756]	
	5. P048, Occupational Health and Safety Policy, Phase 5: Annual Review [4755]	
	6. Reinforce Institutional and Professional Boundaries - Geopolitical Issues	
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	2. Internal Audit Update and 2024/25 Audit Plan: September 2024 [4763]	
	3. Regional Internal Audit Team (RIAT) Update and Annual Report [4764]	

	4. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4767]	
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15.3	Finance, Budget and Enrolment Committee, Report No. 12, September 18, 2024	15
	1. Contracts Awards, Facilities [4751]	
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15.4	Program and School Services Committee, Report No. 6, September 25, 2024	19
	1. Special Education Advisory Committee: Membership	
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	3. 2023-2026 Mental Health and Addiction Strategy [4730]	
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	5. Academic Pathways Strategy: Supporting Students From Kindergarten to Apprenticeship, College, University, and the Workplace [4768]	
	6. Annual Reporting on Student Attendance	
15.5	Planning and Priorities Committee, Report No. 6, October 1, 2024	61
	1. Toronto Lands Corporation 2023-24 Second Quarter Business Operations	
	2. Toronto Lands Corporation 2023-24 Second Quarter Operating Report	
	3. Toronto Lands Corporation 2024-25 Annual Capital Budget	
	4. Toronto Lands Corporation 2024-25 Annual Plan	
	5. Toronto Lands Corporation: Adjusting Citizen Member Compensation Cap	
	6. Toronto Lands Corporation Lease and License Approvals	
	7. ADL Never is Now - The Annual Summit on Antisemitism and Hate Conference 2025 Expense Approval [4749]	

8. Annual Operating Plan for the Multi-Year Strategic Plan
[4772]
9. Elevating Student Achievement and Transforming Business
and Operations
10. Combating Hate and Racism - Anti-Asian Racism
11. Truth and Reconciliation/United Nations Declaration on
Rights of Indigenous Peoples Implementation

16. Adjournment

Matter Postponed From Previous Meeting

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

At the regular meeting on August 28, 2024, the Board postponed consideration of the matter to the next regular meeting. It is therefore presented for consideration at this time.

In accordance with Board Bylaws 5.15.45 and 5.15.49, notice of the following motion was provided at the Board meeting on June 19, 2024 and is therefore submitted for consideration at this time.

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

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

Written Notice of Motion for Consideration (Trustees Aarts and Laskin)

Establishment of a Bylaws Review Special Committee

Whereas, managing the time for delegations and the number of reports and discussion within the allotted time for TDSB Committee meetings presents a challenge to doing Board business in a timely manner; and

Whereas, the Board recognizes the importance of creating opportunities for public feedback; and

Whereas, last minute motions and substitutions do not allow for public notice or fulsome review, or consideration and engagement by Trustees, staff, and the public; and

Whereas, on May 22, 2024, based on changes to the constitution of the Ontario Public School Boards' Association, the Board revised timelines for the appointment of members to represent the Board on OPSBA; and

Whereas, Bylaw 1.3.1 of the Board's bylaws states that "These Bylaws will be updated as required and reviewed at a minimum every four (4) years."; and

Whereas, Bylaw 4.8.1 allows the Board to establish a special committee consisting of trustees to make recommendations to the Board on any matter;

Therefore, be it resolved:

That a Bylaws Review Special Committee be established with the following mandate and membership;

Mandate: To review the Board's bylaws and present recommendations on matters pertaining to the Bylaws, including but not limited to delegations at standing committee meetings, motions and

Regular Meeting

October 9, 2024

substitutions and timelines for appointments to the Ontario Public School Boards' Association;

To review governance procedure PR718, Delegations

To present a report to the Governance and Policy Committee

Membership: Up to seven trustees, as appointed by the Board

Nominations

Bylaws Review Special Committee

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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Governance and Policy Committee

Report No. 06

GPC:006A

Wednesday, September 11, 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 Alexis Dawson, Matias de Dovitiis, Debbie King, Shelley Laskin, Dan MacLean, Neethan Shan, Deborah Williams and Student Trustee Angelika Bell

The meeting was a hybrid model with Trustees Ehrhardt, Hastings, Laskin, MacLean, Nunziata, Pei, Rajakulasingam, Wong and Student Trustee Bell 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. P075, Board Member Code of Conduct [4762]

The Committee considered a report from staff (see GPC:006A, page 1) presenting information on revisions to policy P075, Board Member Code of Conduct, required following new regulation under the *Education Act*, Ontario Regulation 312/24: Members of School Board – Code of Conduct, which replaces O. Reg. 246/18.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Wong

The Governance and Policy Committee **RECOMMENDS:**

(a) That “socio-economic status” be added at section 6.11 (c);

(b) That the revisions to P075, Board Member Code of Conduct, as presented in the report, be approved.

Carried

At the Committee meeting, Part (a) was added on amendment of Trustees Ehrhardt and Wong, on behalf of Trustee Aarts.

2. Personal Mobile Device Use in Schools Policy Development, Phase 3 [4758]

The Committee considered a report from staff (see GPC:006A, page 33) presenting information and seeking feedback on suggested provisions to the draft policy on Personal Mobile Device Use in Schools.

Moved by: Trustee Nunziata

Seconded by: Trustee Wong

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

Carried

3. P070, Student Leadership Policy Review, Phase 1 [4759]

The Committee considered a report from staff (see GPC:006A, page 51) presenting information on a work plan for the review of policy P070, Student Leadership.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Wong

The Governance and Policy Committee **RECOMMENDS that the policy review work plan for policy, P070, Student Leadership, as presented in the report, be approved.**

Carried

4. P072, Workplace Violence Prevention Policy, Phase 5: Annual Review [4756]

The Committee considered a report from staff (see GPC:006A, page 69) presenting information on revisions, following a review of policy P072, Workplace Violence Prevention, in accordance with the *Occupational Health and Safety Act* and the policy review schedule and work plan.

Moved by: Trustee Ehrhardt
Seconded by: Trustee Sriskandarajah

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

Carried

5. P048, Occupational Health and Safety Policy, Phase 5: Annual Review [4755]

The Committee considered a report from staff (see GPC:006A, page 81) presenting information on revisions following a review of policy P048, Occupational Health and Safety, in accordance with the *Occupational Health and Safety Act*, the policy review schedule and work plan.

Moved by: Trustee Ehrhardt
Seconded by: Trustee Wong

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

Carried

6. Reinforce Institutional and Professional Boundaries – Geopolitical Issues

Moved by: Trustee Pei
Seconded by: Trustee Hastings

The Governance and Policy Committee **RECOMMENDS:**

Whereas, several Ontario Ministers of Education have repeatedly stated that in publicly funded school boards, there is "no place for divisive ideologies" whose practical effect is to ascribe vicarious guilt to students or to otherwise isolate or humiliate them, and that it is critical to the Board that all students, regardless of their backgrounds and identities, are respected, free from discrimination, and feel like they belong at the Board; and

Whereas, the Ontario Curriculum mandates that students learn about current geopolitical issues and international conflicts and to discuss them in an informed and critical manner, without being pressured to adopt or oppose a particular point of view;

Therefore, be it resolved:

- (a) That the Board reinforce its determination that all of its schools continue to be a welcoming and safe spaces to all, that all classroom discussions about sensitive geopolitical issues be compassionate and caring, and that educational materials and resources be conducive to maintain safe and inclusive spaces for all students, staff and families;**

Carried

At the Committee meeting, the following parts of the motion were defeated by the Committee:

- (b) That, as a publicly funded institution, the Board does not associate itself with a particular point of view regarding a geopolitical or international conflict. The Board prohibits the use of its property, including its information technology and intangible property, for the promotion of a particular point of view with respect to a current geopolitical or international conflict, and instructs the Director of Education to present draft procedures to safeguard the Board's property from misuse in this regard, no later than December 1, 2024;
- (c) That the Board instruct the Director of Education to write to the Registrar of the Ontario College of Teachers, requesting that the College supplement its Professional Advisories with respect to Personal and Professional Boundaries and the Use of Electronic Communication and Social Media, to also address the use of public resources to promote personal views, and the maintenance of professional boundaries with students in discussions of current geopolitical issues or international conflicts.

Minority Report (submitted in accordance with Bylaw 5.14.13)

Trustee Pei disagreed with the decision of the Committee and recommends instead that Parts (b) and (c) of the matter also be approved.

Part B: Information Only**7. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Governance and Policy Committee was called to order at 4:39 p.m., with Yalini Rajakulasingam, presiding.

8. Approval of the Agenda

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

9. Declarations of Possible Conflict of Interest

No matters to report

10. Delegations**re Reinforce Institutional and Professional Boundaries – Geopolitical Issues**

1. Anurag Singhal, Toronto Asian Parents Association
2. Jessy Wang, Community Member
3. David Steinberg, Community Member
4. Anna Milman, Community Member
5. Michael Teper, Vice-President, Canadian Antisemitism Education Foundation

11. PR589, Revised Vetting External Presentation Procedure [4757]¹

The Committee noted information provided on revisions to procedure PR589, Vetting External Presentations (see GPC:006A, page 99).

12. PR666, Revised Community Use of Board Facilities Procedure [4754]

The Committee noted information provided on revisions to procedure, PR666, Community Use of Board Facilities (see GPC:006A, page 139).

13. PR585, Board Code of Conduct and PR697, Promoting a Positive School Climate Procedure: PPM 128 Updates [4760]

The Committee noted information provided on revisions to procedures, PR585, Board Code of Conduct and PR697, Promoting a Positive School Climate in light of PPM 128 (see GPC:006A, page 187).

¹ On November 10, 2021, the Board decided, inter alia, that operational procedures be included in the committee agenda package for information only and would not be presented by staff during the meeting, with questions and discussion held until the end of the meeting, as required

14. Adjournment

On motion of Trustee Hastings, seconded by Trustee Sriskandarajah, the meeting adjourned at 8:17 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair



Audit Committee

Report No. 03

AC:003A

Monday, September 16, 2024

4 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

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

External Members Naveen Balakrishnan, Joyee Chau, and Robin Pilkey

Also Present Trustees Dennis Hastings and Deborah Williams

The meeting was a hybrid model with Trustee Aarts, and external member Naveen Balakrishnan, Joyee Chau and Robin Pilkey 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](#)

Regrets Regrets were received from Trustee Manna Wong

Part A: Committee Recommendations

1. Annual Audit Committee Reports to the Ministry of Education and Board of Trustees [4761]

The Committee considered a report from staff (see AC:003A, page 5), presenting an update on the annual reports to the Ministry of Education and Board of Trustees.

Moved By: Robin Pilkey

Seconded By: Trustee Pei

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

Carried

2. Internal Audit Update and 2024/25 Audit Plan: September 2024 [4763]

The Committee considered a report from staff (see AC:003A, page 17), presenting an update from Internal Audit on its 2024/25 work plan as of September 2024.

Moved By: Trustee Aarts

Seconded By: Joyee Chau

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

Carried

3. Regional Internal Audit Team (RIAT) Update and Annual Report [4764]

The Committee considered a report from staff (see AC:003A, page 23), presenting an update from the Regional Internal Audit team regarding their current and ongoing engagements as of September 2024.

Moved By: Trustee Pei

Seconded By: Trustee Aarts

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

Carried

4. Audit Committee O. Reg 361/10 Requirements, Work Tracker [4767]

The Committee considered a report from staff (see AC:003A, 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 Pei

Seconded By: Trustee Aarts

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

Carried

5. March 31, 2024 Accountants Report, Agreed Upon Procedures Report [4766]

The Committee considered a report from staff (see AC:003A, page 51), presenting information on the agreed upon procedures for the period of September 1, 2023 to March 31, 2024, submitted to the Ministry of Education.

Moved By: Trustee Pei

Seconded By: Trustee Aarts

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, September 16, 2024, from 4:14 to 5:21 p.m., with Shelley Laskin, Chair, presiding.

7. Approval of the Agenda

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

8. Declarations of Possible Conflict of Interest

No matters to report

9. Approval of Meeting Minutes of June 10, 2024

On motion of Trustee Pei, seconded by Trustee Aarts, the Audit Committee approved the minutes of June 10 2024.

10. Delegations

No matters to report

11. Resolution Into Private and Reconvene

At 4:39 p.m., on motion of Trustee Pei seconded by Trustee Aarts, the meeting resolved into private to consider matters on the private agenda.

12. Adjournment

On motion of Trustee Pei, seconded by Trustee Aarts, the meeting adjourned at 5:21 p.m.

Part C: Ongoing Matters

13. 2025 Meeting Dates

The Committee heard an update from staff proposing the following dates for meetings of the Audit Committee for 2025:

March 17, 2025

June 9, 2025

September 8, 2025

December 8, 2025

Following discussion with the Committee, staff undertook to review the schedule and present a revised meeting plan at the next meeting of the Committee

Submitted by: Trustee Shelley Laskin, Chair



Finance, Budget and Enrolment Committee

Report No. 12

FBEC:012A
 Wednesday, September 18, 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 and Dan MacLean

Regrets Trustee James Li

Also Present Trustees Alexis Dawson, Dennis Hastings, Neethan Shan and Deborah Williams.

The meeting was a hybrid model with Trustees Hastings, MacLean and Patel 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 [4751]

The Committee considered a report from staff (see FBEC:012A, 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 de Dovitiis

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 [4752]

The Committee considered a report from staff (see FBEC:012A, page 19) presenting contract awards.

Moved by: Trustee MacLean

Seconded by: Trustee Laskin

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

Carried

3. Update on Honoraria for Trustees [4747]

The Committee considered a report from staff (see FBEC:010A, page 25) presenting information on changes to trustee honoraria and policy P074, Honoraria for Trustees based on 2024-25 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, 2024, as presented in the report, be approved.**
- b) **That policy P074, Honoraria for Trustees, be updated accordingly, as presented in the report.**

Carried

4. Ontario Public School Boards' Association 2024-25 Annual Membership Fee [4753]

The Committee considered a report from staff (see FBEC:010A, page 33) presenting information on the annual membership fee for the Ontario Public School Boards' Association for 2024-25.

Moved by: Trustee MacLean

Seconded by: Trustee Laskin

The Finance, Budget and Enrolment Committee **RECOMMENDS** that **payment in the amount of \$442,179.17, including HST, for membership in the Ontario**

Public School Boards' Association, as presented in the report, be approved.

Carried

Part B: For Information Only

5. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Finance, Budget and Enrolment Committee was convened on Wednesday, September 18, 2024, from 4:31 p.m. to 5:09 p.m. with Zakir Patel, presiding.

6. Approval of the Agenda

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

7. Declarations of Possible Conflict of Interest

No matters to report

8. Delegations

No matters to report

9. Adjournment

On motion of Trustee Laskin, seconded by Trustee MacLean, the meeting adjourned at 5:09 p.m.

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. 06

PSSC:006A

Wednesday, September 25, 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, Matias de Dovitiis, Sara Ehrhardt, Dennis Hastings, Shelley Laskin, Dan MacLean, Patrick Nunziata, Weidong Pei, Yalini Rajakulasingam, Neethan Shan and Student Trustee Angelika Bell

The meeting was a hybrid model with Trustees Dawson, Ehrhardt, Hastings, King, Laskin, Lulka Rotman, Pei, Shan, Williams and Student Trustee Bell 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: Membership

The Committee considered a report from the Special Education Advisory Committee from its meeting dated June 10, 2024 (see PSSC:006A, page 1) presenting a recommendation regarding membership.

Moved by: Trustee Dawson

Seconded by: Trustee Shan

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

Whereas, the Special Education Advisory Committee has received a nomination from the Association for Bright Children for Jessica Miklos to be its alternate representative; and

Whereas, this candidate meets the Ministry of Education and Board criteria for eligibility;

Therefore, be it resolved:

That Jessica Miklos be appointed to the Special Education Advisory Committee as the alternate representative for the Association for Bright Children (ABC) for a term ending November 14, 2026.

Carried

2. Special Education Advisory Committee: Right of Parents, Guardians and Students With Disabilities/Special Education Needs to Know About TDSB Programs, Services and Supports and How to Access Them

The Committee considered a report from the Special Education Advisory Committee from its meeting dated June 10, 2024 (see PSSC:006A, page 6) presenting a recommendation regarding access rights. The report was presented by SEAC chair David Lepofsky.

Moved by: Trustee Dawson

Seconded by: Trustee Ghous

The Program and School Services Committee **RECOMMENDS that the following be referred to staff to work with SEAC regarding further collaboration on meeting the goals of SEAC:**

Whereas students with disabilities/special education needs and their parents/guardians have a right to user-friendly access to important information about the programs, services, supports and educational offerings available for them at TDSB and how to access them. This should be easy to find, written in plain language without education jargon, and available in multiple languages and multiple formats, including accessible formats.

And whereas for over eight years, SEAC has repeatedly told senior TDSB officials that too many families find it hard to find this information. They find this very frustrating. This undermines their ability to advocate for their child's needs.

And whereas TDSB has told SEAC that it is the responsibility of each principal to convey this information to parents and guardians of students with special education needs, and that parents can look to TDSB's website, its Special Education Plan posted there, and some brochures. Yet SEAC has advised TDSB that this is not an effective solution.

And whereas TDSB's 2024 Multi-Year Strategic Plan commits to treating parents as partners and to "Identifying, removing, and preventing systemic, procedural, and attitudinal barriers that stand in the way of equity of access and outcomes in education."

SEAC therefore recommends that the TDSB Board should:

1. As a priority, create and implement a strong, comprehensive action plan to fully, effectively, and pro-actively inform all parents/guardians/students, including parents/guardians of students with disabilities/special education needs, about the programs, supports, services and educational offerings that could assist students with disabilities/special education needs, and where and how to access and advocate for them, and
2. Report by the end of 2024 and every six months after that to the Board and to SEAC on their progress.

Carried

3. 2023-2026 Mental Health and Addiction Strategy [4730]

The Committee considered a report from staff (see PSSC:006A, page 7 and attached) presenting information on the Board's Mental Health and Addiction Strategy and action plan.

Moved by: Trustee Rajwani

Seconded by: Trustee King

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

Carried

4. Literacy Strategy, 2024-2028 [4769]

The Committee considered a report from staff (see PSSC:006A, page 27 and attached) presenting information on the Board's literacy strategy from 2024 to 2028.

Moved by: Trustee Rajwani

Seconded by: Trustee King

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

Carried

5. Academic Pathways Strategy: Supporting Students From Kindergarten to Apprenticeship, College, University and the Workplace [4768]

The Committee considered a report from staff (see PSSC:006A, page x) presenting information on the Board's academic pathways strategy.

Moved by: Trustee Dawson

Seconded by: Trustee Rajwani

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

Carried

6. Annual Reporting on Student Attendance

Moved by: Trustee King

Seconded by: Trustee Shan (on behalf of Trustee Ehrhardt)

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

Whereas, student attendance at school is a contributing factor to achievement and well-being, and

Whereas, students across Canada are reportedly missing more school in recent years, with illness, mental health and lack of supports in schools being cited as potential reasons [reference: [Kids missing more school since pandemic, CBC analysis finds | CBC News](#)]; and

Whereas, student attendance is a key performance indicator in the 2024-2028 multi-year strategic plan, as directed by the Ministry of Education; and

Whereas, additional data may help identify areas for resource allocation to improve attendance and thereby, achievement and well-being;

Therefore, be it resolved:

- a) **That the Director report annually to the Program and School Services Committee on school attendance, either as a part of existing reporting, or as a standalone annual report; and**

b) That the report at Part (a) include information on:

- i. **summary of reasons for absences based on safe arrival attendance reporting, and data available from social work and attendance staff;**
- ii. **any discernible trends over time; categorical information on chronic absences;**
- iii. **any insights about challenges or barriers to school attendance gleaned from students, staff, and community including data collected via Supervised Alternative Learning and Alternative Attendance program staff, social work and attendance staff, etc.;**
- iv. **any current actions and recommendations, to support improved school attendance;**
- v. **any current or potential work with partners to support information-sharing or actions to improve school attendance e.g., Supervised Alternative Learning, Alternative attendance programs, etc.**

Carried

Part B: Information Only**7. Call to Order and Acknowledgment of Traditional Lands**

A meeting of the Program and School Services Committee was convened on Wednesday, September 25, 2024, from 4:30 p.m. to 10:25 p.m., with Deborah Williams presiding.

8. Approval of the Agenda

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

9. Declarations of Possible Conflict of Interest

No matters to report

10. Declarations of Possible Conflict of Interest

No matters to report

11. Delegations

re Literacy Strategy, 2024-2028 [4769]

1. Jacqueline Wylde, Parent

re 2023-2026 Mental Health and Addiction Strategy [4730]

2. Joseph Taylor, Grove Community School

re Grassy Narrows Excursion - September 18, 2024

3. Dr. David Direnfeld, Allenby PS

4. Ned Blinick, Community Member

5. James Hathaway, TDSB Parent

6. Valerie Laurie, Earl Grey PS

7. Caryma Sa'd, Community Member

8. Michaela Berkowitz, TDSB Parent

9. Stacey K., Community Member

re Student Privacy – Photographs and Videos While on TDSB Field Trips

10. Michael Teper, Canadian Antisemitism Education Foundation

re Antisemitism in Schools

11. Naomi Loewith, Centre for Israel and Jewish Affairs

re Ministry-Mandated Curriculum

12. Tarnjeet Sandhu, Community Member

re Allocation of Class Time on Course Subjects

13. Ali Saidatan, TDSB Parent

re Caring and Safe Schools 2022/23 Annual Report [4691]

14. Aaron Kucharczuk, TDSB Parent

12. Adjournment

On motion of Trustee Rajwani, seconded by Trustee Dawson, the meeting adjourned at 10:25 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Deborah Williams, Committee Chair

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MENTAL HEALTH & ADDICTIONS STRATEGY

2023-2026





Policy Program/Memorandum (PPM) 169

- ❑ To build a **continuum of mental health and addictions** care across schools, community-based child and youth mental health providers, and hospitals

➔ *That the continuum is coordinated, comprehensive and responsive to the needs of each and every student.*

- ❑ To provide **culturally responsive**, evidence-informed student mental health promotion.

➔ *Prevention and early intervention services that respect students as complex individuals and provide appropriate supports for their diverse needs.*

- ❑ **Substance use prevention programs** and supports can also help improve student performance, participation, and overall well-being.

➔ *Mental health and addictions services and supports need to adhere to trauma-informed practices, that are culturally responsive, and respect students as complex individuals and providing appropriate supports for their diverse needs.*



Policy Program/Memorandum (PPM) 169

Requirements for School Boards

3 YEAR MENTAL HEALTH STRATEGY & 1 YEAR ACTION PLAN

JOINT PLANNING WITH COMMUNITY MH PROVIDERS

MULTI-TIERED SYSTEM OF SUPPORT

EVIDENCE-INFORMED BRIEF INTERVENTIONS

SUICIDE PREVENTION, INTERVENTION & POSTVENTION

VIRTUAL CARE

ENHANCE EDUCATION & STAFF MH LITERACY

MANDATORY MH LITERACY FOR STUDENTS

FAMILY MH AWARENESS

SOCIO-EMOTIONAL LEARNING

MH ABSENCES



Overview and Guiding Principles

Objective

Provide clear pathways to identity affirming services and care for every student.

Guiding Principles

- ✓ Truth and Reconciliation of Canada: Calls to Action
- ✓ Positive mental health and engagement
- ✓ Equity, anti-oppression and anti-racism
- ✓ Trauma Informed Approaches
- ✓ Belonging for every student and staff
- ✓ Human rights and equity in action
- ✓ Challenging impacts of stigma, oppression, and racism on mental health

Alignment

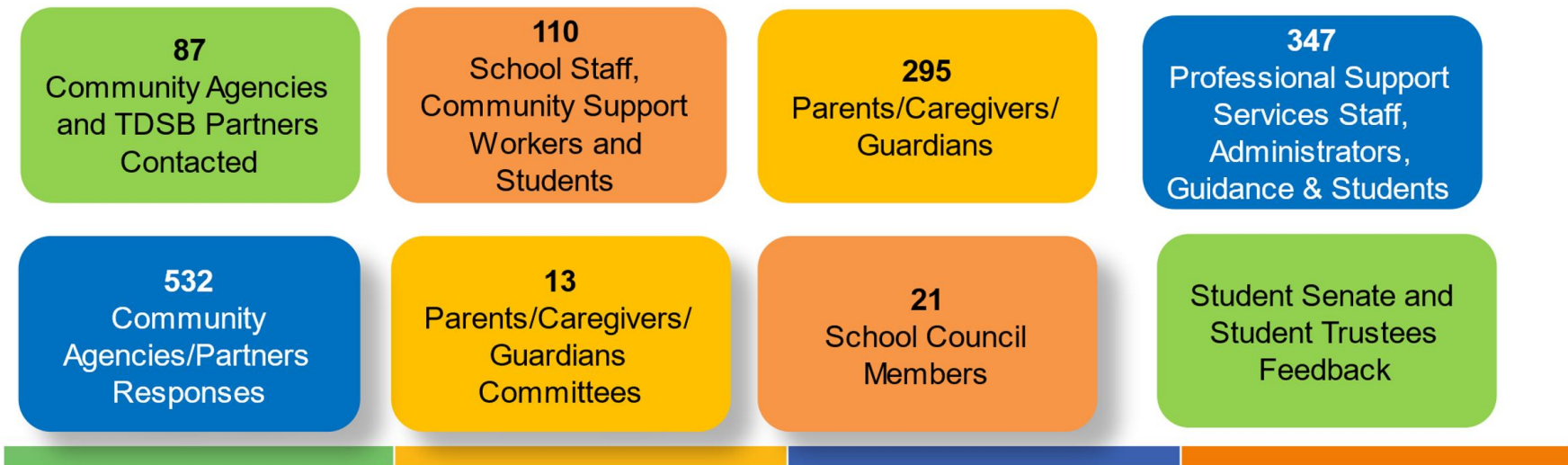
- Ministry’s Right Time, Right Care document
- Evolving needs of students and parents/caregivers/guardians
- TDSB Multi-Year Strategic Plan





Informed By...

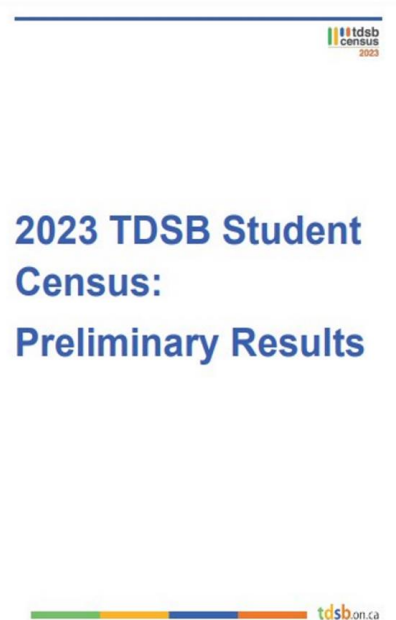
- ❑ Over 1000 responses via surveys and 12 community focus groups
- ❑ 87 Community Agencies/Partners (i.e. Hospital for Sick Kids; CAMH; Boost Child and Family Services; Victim Services; FJC Refugee Centre)





Informed by cont....

- ✓ TDSB 2023 Student Census
- ✓ Hospital for Sick Kids
- ✓ Centre for Addiction and Mental Health (CAMH)
- ✓ City of Toronto
- ✓ Children's Mental Health Ontario (CMHO)





Outcomes...

- ❑ Identified the largest barriers to mental health support as a **lack of knowledge and awareness** among students about available resources.
- ❑ Discomfort in seeking help due to **stigma**: Personal barriers with some students feeling weak or judged when asking for help.
- ❑ Suggesting a need for **direct teaching by TDSB staff** on accessing mental health support.
- ❑ **Enhanced peer support and mentorship** particularly from older students.
- ❑ Enhancing student-teacher interactions, **normalizing mental health discussions** and creating safe, culturally reflective spaces in schools.
- ❑ **Providing in-person support and fostering one-on-one connections** can help students feel more comfortable seeking assistance.

Cultivating Mentally Healthy School Environments

- ✓ Promote well-being, positive mental health, and engagement.
- ✓ Foster belonging and feelings of mattering for every student.
- ✓ Support every student to achieve success.
- ✓ Integrate intersecting identities within initiatives
- ✓ Ongoing engagement building between staff and students to enhance circles of care





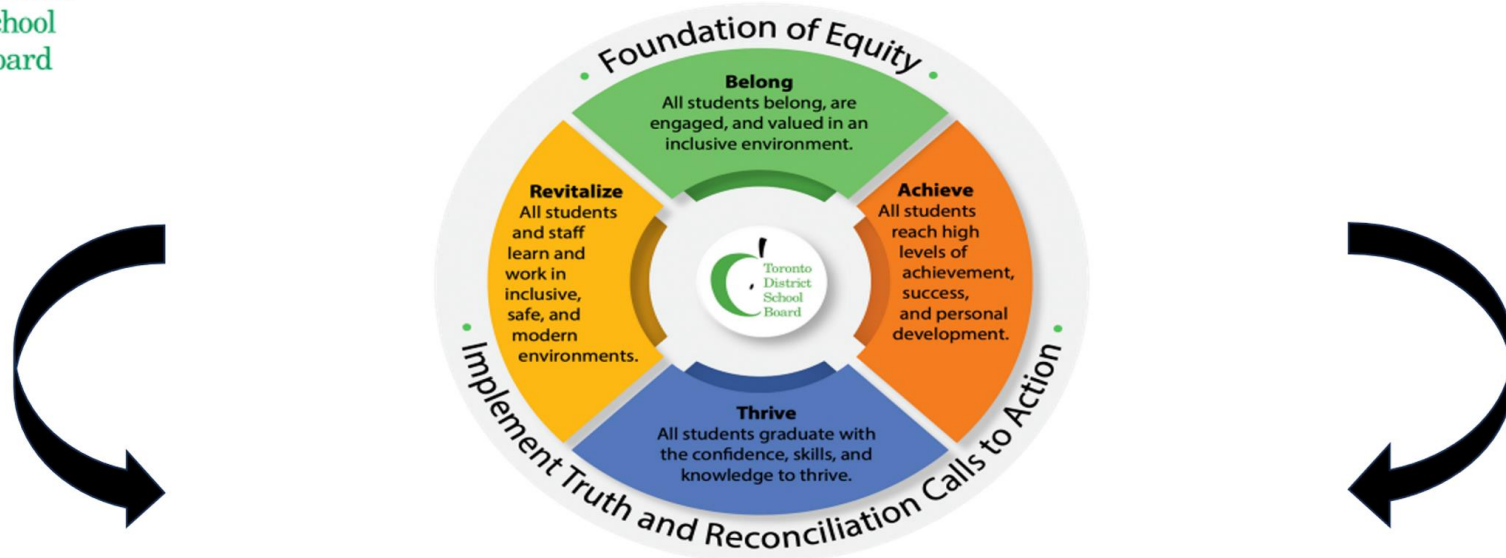
Local and District Level Supports

- The TDSB's Mental Health and Addictions Strategy and the 2024 -2025 Mental Health Action Plan emphasizes tiered support by mental health professionals to develop skills in suicide prevention, interventions, and mental health literacy for students, staff, and parents/caregivers.
- The plan focuses on trauma -informed, culturally responsive practices, recognizing students' diverse needs.
- Mental health professionals receive evidence -based training in areas such as Culturally Adaptive Cognitive Behaviour Therapy and Applied Suicide Intervention Skills Training (ASIST).
- Collaborations with identity -affirming community agencies target support for students and parents/caregivers/guardians.
- The goal is to raise mental health awareness, promote positive mental health skills, and enhance school engagement.





Mental Health & Addiction Strategy 2023-2026

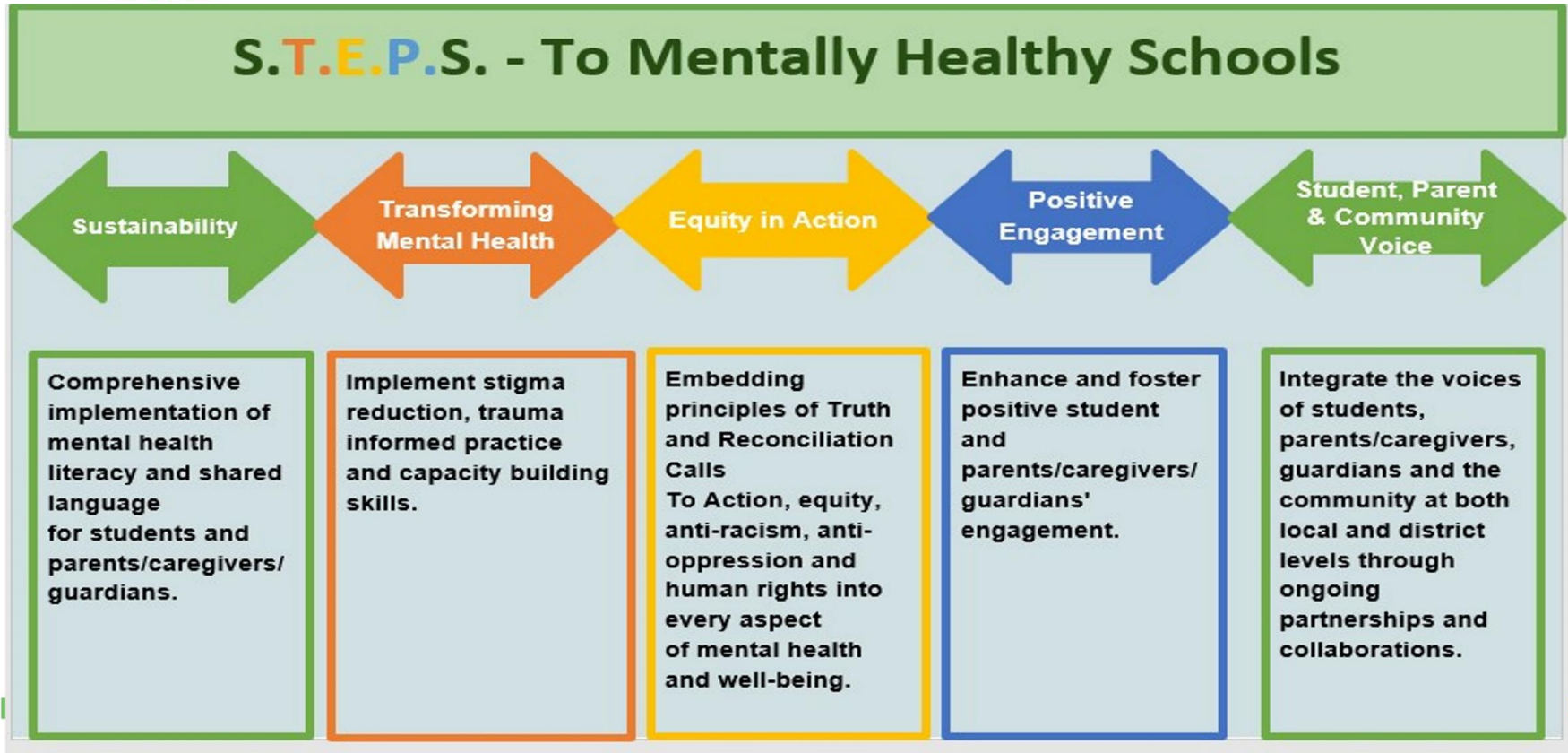


S.T.E.P.S. TO MENTALLY HEALTHY SCHOOLS





Goals/Key Success Indicators





S.T.E.P.S. To Mentally Healthy Schools

Goal 1: Sustaining and Enhancing Mental Health Literacy



Key success indicators

- Providing ongoing training and professional development for staff, developing evidence -informed awareness, prevention, and intervention programs, and establishing systems for monitoring the impact of capacity -building initiatives.

Resources and actions

- Annual conferences, projects focused on Indigenous student well -being, professional development workshops, and updated mental health and well -being websites.



S.T.E.P.S. To Mentally Healthy Schools



Goal 2: Transforming Mental Health Delivery

Key success indicators

- Developing culturally relevant and identity -affirming programming, building capacity for positive mental health strategies, empowering student voices, and updating centralized hubs for support services.

Resources and actions

- Children’s Mental Health Week resources, anti -sex trafficking initiatives, mental health and leadership portals, and telepsychiatry services.



S.T.E.P.S. To Mentally Healthy Schools



Goal 3: Equity in Action for Mentally Healthy Schools

Key success indicators

- Partnering with community organizations to inform programming for Indigenous, Black, 2SLGBTQIA, and other marginalized students.

Resources and actions

- Hosting conferences, professional development on trauma - informed practices, webinars on Black mental health, and initiatives supporting neurodiverse students and students with special education/disabilities.



S.T.E.P.S. To Mentally Healthy Schools



Goal 4: Positive Engagement for Students

Key success indicators

- Developing mental health toolkits, collaborating with community partners for student-led initiatives, implementing inclusive strategies, facilitating engagement opportunities, and organizing events that promote equity and inclusion.

Resources and actions

- Mental health webinars, anti -sex trafficking awareness symposiums, youth mental health projects, and substance use awareness programs.



S.T.E.P.S. To Mentally Healthy Schools



Goal 5: Student, Parent/Caregiver/Guardian, and Community Voice

Key success indicators

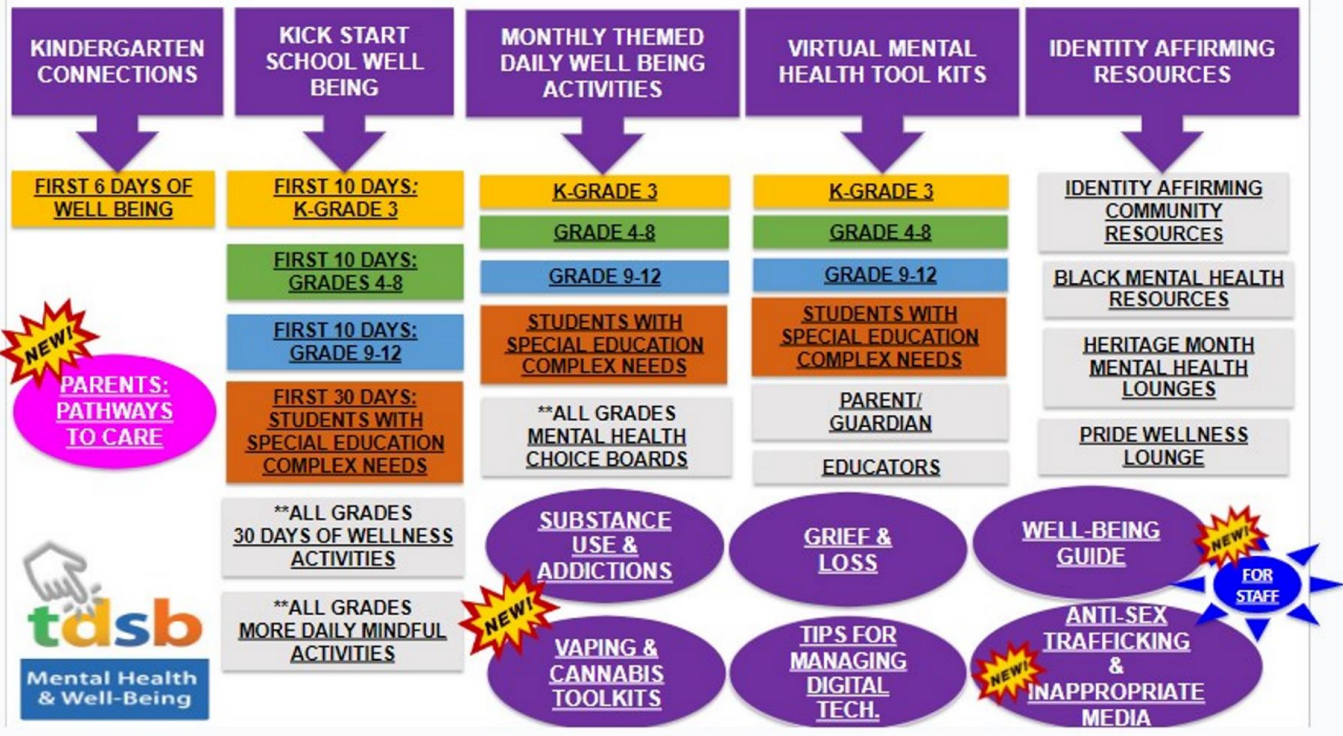
- Monitoring capacity -building initiatives, facilitating mental health committees, consulting with community collaboratives, collaborating with external partners, and enhancing pathways to culturally responsive services.

Resources and actions

- Virtual office hours, parent involvement conferences, social work fairs, and summer leadership programs for Indigenous students.



TDSB DAILY MENTAL HEALTH RESOURCES



PATHWAYS TO MENTALLY HEALTHY SCHOOLS

Connect with identity affirming community resources/agencies

Contact the School Social Worker and/or the Manager of Social Work

Speak to the student(s) Principal and/or Vice-Principal

Speak to the student(s) teacher

FIRST STEP

Mental Health Toolkits

IMMEDIATE HELP

- Grades K-3
- Grades 4-8
- Grades 9-12
- Student with Disabilities
- Cannabis & Vaping
- Anti-Sex Trafficking

Additional Resources





Mental Health Student Ambassador Program 2024-2025

The MH Student Ambassador Program, within each school, to be peer leaders in promoting mental health awareness, collaborating with PSS and school staff and community.

- ✓ Increased awareness of mental health issues, reduced stigma, improved access to support services, and feedback from students, staff, and parents/caregivers/guardians.
- ✓ Promoting mental health awareness and support among students.
- ✓ Empowers students to take an active role in promoting mental health.



Mental Health Student Ambassador Program 2024-2025

- Banting & Best P.S.
- Clairlea P.S.
- Cliffside P.S.
- Edgewood P.S.
- Wexford Jr. P.S.

- John Polanyi C.I.
- Lester B. Pearson C.I.
- Satec @ W.A. Porter C.I.
- Sir Oliver Mowat C.I.

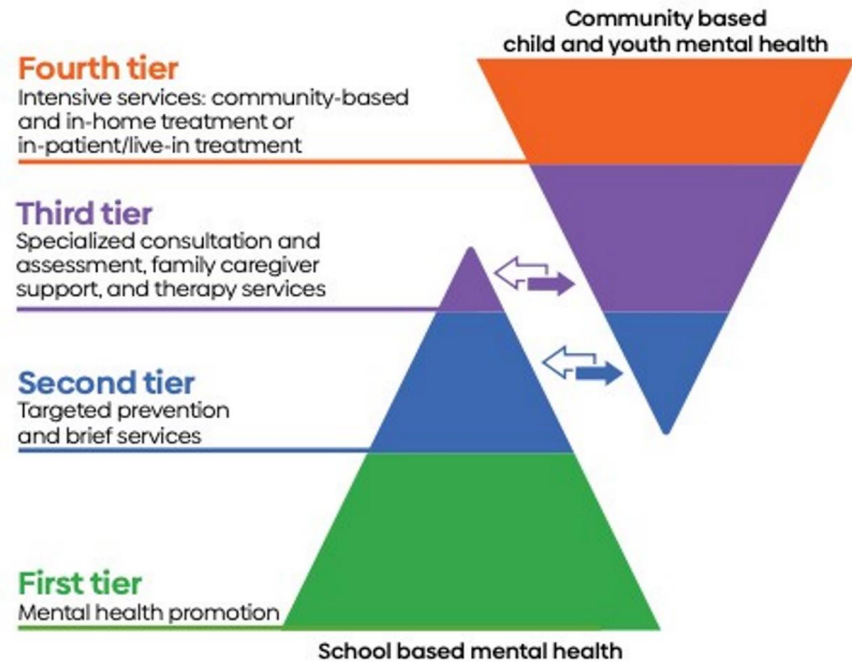
20 MH Action Plans
Spend 2.5 days learning about
MH building circles of care





Tier 1: Resources and Actions Capacity Development.

- ✓ Foundational mental health shared language.
- ✓ Trauma-informed care from an equity, anti-racism and anti-oppression approach.
- ✓ Anti-sex trafficking awareness and interventions.
- ✓ Abuse and neglect training.
- ✓ Suicide prevention and interventions.
- ✓ Addictions awareness and interventions.
- ✓ 100,000 Magnets with KHP & 988
- ✓ Naloxone Kits (secondary & alt. programs) & Training for social workers, guidance, child and youth workers/counsellors.



2380 PRESENTATIONS (2023/24)



Tier 2: Resources and Actions

Mental Health Initiatives & Collaborations

“RGB”



OVER 1900 GROUPS DELIVERED (23/24)

- Community In-School Wellness Fairs (e.g. John Polanyi C.I).
- Mental Health Leadership Virtual Program with Mental Health Leads (**90 Students**)
- CAMH: Substance Abuse Program for African Canadian and Caribbean Youth (SAPACCY) (**200 Students**)
- MYOwl: Sunnybrook Suicide Prevention Program (e.g. Tecumseh M.S. **100 Students**)
- Toronto Public Health & Child and Youth Counsellors (e.g. **8 Middle Schools & 200 Students**)





Tier 2: Resources and Actions cont...



Mental Health Initiatives & Collaborations

- Mental Health & Addiction Nurses & Social Workers/Child and Youth Workers (**100 Students**).
- Drumming and Mental Health with Taibu/CAMH (**20 Students**).
- Healthy Masculinity with Malvern Community Center; Native Child and Family Services and Youth Outreach Workers (**20 Students**).
- Montage Services/Community Living and Victim Services of Toronto for congregated Secondary sites (**Will reach over 300 Students**).
- Supervised Alternative Learning (SAL): Student Voices through Video Clips of Belonging and Wellness (**60 Students**)



Tier 2: Resources and Actions cont...

Mental Health Initiatives & Collaborations



- PSS staff with Onechild.ca & Victim Services: Healthy Relationships (**37,000 Students & 205 Schools**).
- Exercise to Success: Local communities, public health, TDSB staff, students with social workers, child and youth workers/counsellors (**800 Students**-*Lawrence Heights; North Toronto; ECI; Martingrove; CSS; Weston CI; York Memo; Brock PS; Humber Summitt P.S.; Marc Garneau*).
- Youth Substance Abuse Program (YSAP) with alternative programs (**50 Students**).
- Alternative Zine Mental Health Program: Youth-driven focused on experiences of mental illness or trauma centring wellness strategies (**50 students**; *Contact, City; EYA; Inglenook; Oasis-ASC+OSF; Subway2*)

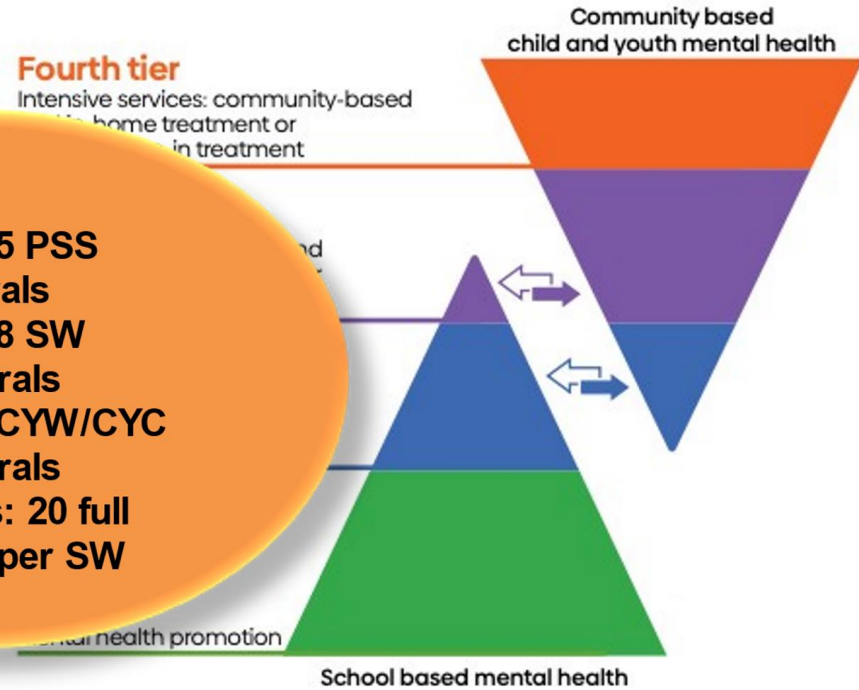


Tier 3: Resources and Development

- Identity-affirming mental health resources and practices.
- Support unique needs and lived experiences of every student.
- Assessing Suicide Intervention (ASIST).
- SafeTalk Trainers (Social Workers)
- Culturally Adaptive/Responsive Behavioural Therapy (CBT).
- Brief Intervention Strategies

June 2024:

- **27,015 PSS referrals**
- **12,178 SW Referrals**
- **2479 CYW/CYC Referrals**
- **Crisis: 20 full days per SW**





Brief Examples: Summer 2024 Mental Health

- ❑ Direct in-person daily mental health and well-being supports for over **8000 K-12 students**, with approximately **400 students** in Virtual Summer Learning School. Each program included 1 to 2 Child and Youth Workers .

- ❑ Transitioning skills -building support for **300 middle school students transitioning to high school** .
- ❑ Media Literacy program, building knowledge about social media impacts and coping skills for **40 students** .
- ❑ Programs supporting parents and guardians, including conflict resolution, kindergarten readiness, and mindful parenting, with approximately **76 participants** .

- ❑ CYS led Courageous Conversations Kids Summer Workshop for **40 Black Identifying Middle School students** .
- ❑ Speech-Language Pathologists Virtual Early Intervention programs for Language and Literacy for **80 students across 6 programs** .
- ❑ OT/PT support, and neurodivergent -affirming summer programming for Students with Disabilities, supporting **20 students with leadership opportunities**, and **100+ students with life skills development**,



Policy/Program Memorandum (PPM) 169



Literacy Strategy (2024-2028)

September 25, 2024



Introduction

Literacy is globally recognized as a fundamental human right. It's the gateway to early and lifelong learning, belonging, equity, and excellence.

UNESCO Strategy for Youth and Adult Literacy (2020-2025)



Context

Key Milestones to date



September 2019

- Literacy Intervention Model Introduced in 70 TDSB Schools
- Where data showed students had the most need for intensive intervention support within Grade 1 classrooms, along with support for kindergarten classes.
 - Model happens within the classroom where the Literacy Intervention teacher influences both student and educator learning.
 - Note: This intervention Model was interrupted during the pandemic. Full implementation happened in the 2022-23 school year.

January 2022

- TDSB Released the Early Reading Framework
- Outlines the components of effective reading instruction for students from Kindergarten to Grade 3.
- Ontario Human Rights Commission (OHRC) Released Right to Read Report
- Includes recommendations for the Ministry of Education, school boards and faculties of education, following a public inquiry by the OHRC into human rights issues affecting students with reading disabilities (October 2019).

Spring 2022

- TDSB Early Reading Instruction Family and Caregiver Guide Released
- Available in English and translated into 22 most common languages in the TDSB.
- Instructional Strategies to Support Teaching and Learning in Reading Companion Document Created
- Supports the implementation of the Ministry of Education's Effective Early Reading Instruction: A Teacher's Guide in response to the OHRC Right to Read Report.

January 2023

- TDSB Passed Motion to Make English: Contemporary First Nations, Métis, and Inuit Voices NBE3U/C/E Compulsory Grade 11 English Course for TDSB Students (September 2024).



June 2023

- Ministry of Education Released the Ontario Curriculum, Grades 1 to 8: Language and the De-streamed Grade 9 English Course (September 2023 implementation)
- Appropriate recommendations from the OHRC Right to Read Report are included within the new curriculum. The Four Strands of the Language Curriculum are: *Literacy Connections and Applications, Foundations of Language, Comprehension: Understanding and Responding to Texts, and Composition: Expressing Ideas and Creating Texts.*

July 2023

- Ministry of Education Issued Policy/Program Memorandum (PPM) 168
- Provides direction to school boards on the requirement to complete annual early reading screenings for all students in Senior Kindergarten to Grade 2.
 - Outlines direction to school boards regarding the requirement of protected time for reading instruction in Grades 1 to 3.

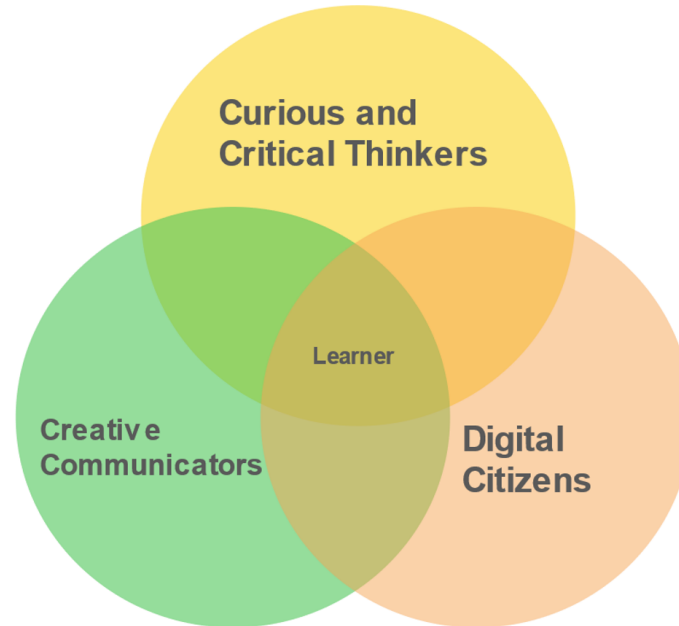
August 2023

- Student Achievement Plan Developed and Released by Ministry of Education
- Part of the Better Schools and Student Outcomes Act, 2023, the plan includes goals and measures that all Ontario school boards must use to track student achievement, engagement, and well-being.

April 2024

- TDSB Released the Later Literacy Framework
- Outlines the components of effective literacy instruction for students from Grades 4-12.
- TDSB Launched 2024-28 Multi-Year Strategic Plan (MYS): Inspiring Minds and Shaping Futures.

Vision of the Literate Learner



All students, regardless of their identity, will be able to create, communicate, read and write with confidence, fluency, understanding, criticality and enjoyment.

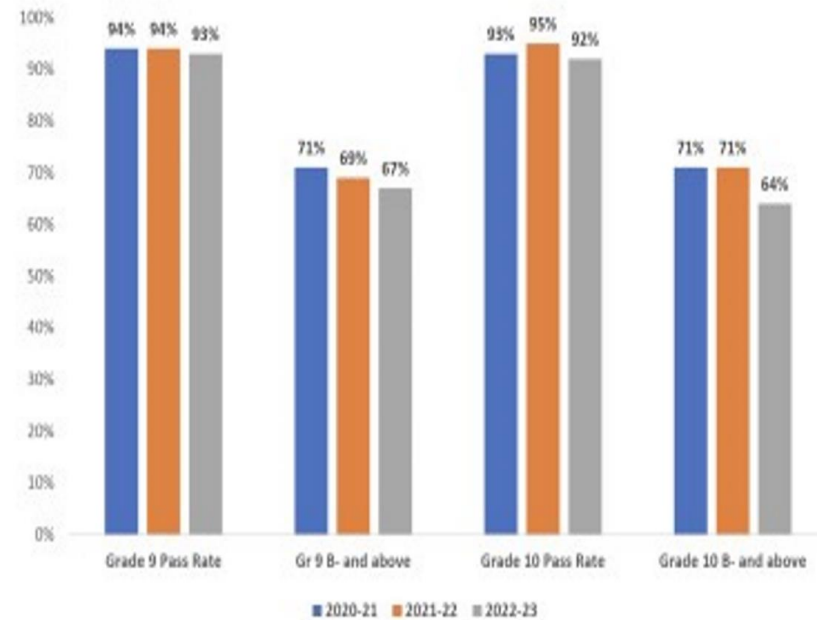
TDSB and the International and Provincial Landscape

- Ontario students are consistently among the top performers in Canadian and International assessments/comparisons of reading performance (e.g., OECD, 2023; see Figure 1).
- As reported by the Ontario Ministry of Education on December 5, 2023, of 81 international jurisdictions, Ontario ranked second overall in reading internationally and nationally on the 2022 PISA reading assessment (Council of Ministers of Education, 2023, pg. 61).
- Over the past two decades, the TDSB has either been on par with, or above, the provincial averages in Education Quality and Accountability (EQAO) Grade 3 and 6 assessments of Reading and Writing and the Grade 10 Ontario Secondary School Literacy Test (OSSLT).

Early and Later Literacy Success across TDSB

Percent of Grade 1 Students Meeting Grade Level Benchmarks

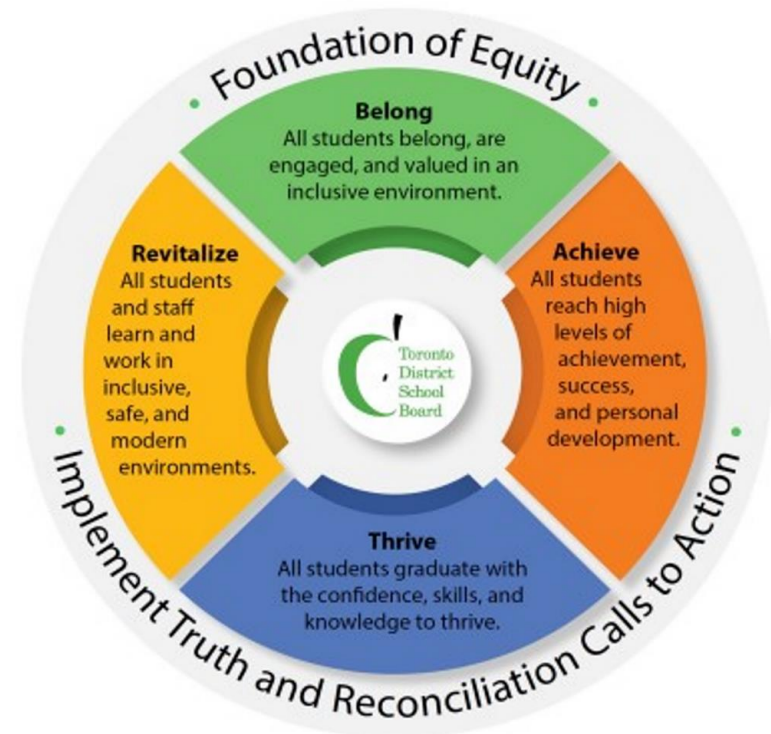
Grade 9 and 10 Literacy Achievement



Goals, Key Actions, and Monitoring Indicators

The Goals identified in the strategy are grounded in the following:

- The Student Achievement Plan
- The Achieve Pillar of the MYSP;
- Key big ideas from the Ontario Kindergarten Curriculum and Ontario Language Curricula (Grades 1 to 9); and,
- Vision of the Literate Learner.



Next Steps

The TDSB Literacy Team will develop specific implementation plans for each Grade band from Kindergarten to Grade 12 that align with the Multi -Year Strategic Plan and the framework in this Literacy Strategy.





Planning and Priorities Committee Report No. 6

PPC:006A
Tuesday, October 1, 2024
4:30 p.m.
Hybrid Meeting
Boardroom, 5050 Yonge Street

Members Present Trustees Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, 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 and Manna Wong

Regrets Trustees Alexandra Lulka Rotman and Liban Hassan

Trustee Rachel Chernos Lin was not present, due to an authorized absence.

The meeting was a hybrid model with Trustees Aarts, Dawson, 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. Toronto Lands Corporation 2023-24 Second Quarter Business Operations

The Committee considered a report from the Toronto Lands Corporation (see PPC:006A, page 1) presenting information on business operations for the quarter December 2023 to February 2024, in accordance with the Shareholder's Direction.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

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

Carried

2. Toronto Lands Corporation 2023-24 Second Quarter Operating Report

The Committee considered a report from the Toronto Lands Corporation (see PPC:006A, page 7) presenting information on quarterly operating for the second quarter.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

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

Carried

3. Toronto Lands Corporation 2024-25 Annual Capital Budget

The Committee considered a report from the Toronto Lands Corporation (see PPC:006A, page 19) presenting information on the capital budget for 2024-2025.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS** that the Toronto Lands Corporation capital budget for 2024-2025, as presented in the report, be approved.

Carried

4. Toronto Lands Corporation 2024-25 Annual Plan

The Committee considered a report from the Toronto Lands Corporation (see PPC:006A, page 25) presenting information on its annual plan for 2024-2025.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS** that the Toronto Lands Corporation annual plan for 2024-2025, as presented in the report, be approved.

Carried

5. Toronto Lands Corporation: Adjusting Citizen Member Compensation Cap

The Committee considered a report from staff (see PPC:006A, page 45), presenting information on revisions to the formula for citizen member remuneration approved by 2008 TDSB Board Remuneration resolution.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS:**

That the following revisions to the 2008 remuneration resolution to compensate members of the Toronto Lands Corporation Board, as presented in the report, be approved with effect from the November 2024 TLC Organizational meeting:

- (a) That citizen Board members be remunerated as follows:**
 - i. Chair, as a Citizen Director, \$15,000 per annum**
 - ii. Vice Chair, if a Citizen Director, \$5,000 per annum**
 - iii. All other Citizen Directors, \$2,500 per annum;**
- (b) That all citizen Board members receive an additional \$250 for each official Board and standing committee meeting of which the individual is a member;**
- (c) That citizen members attending meetings in an ex-officio capacity will not receive remuneration for attending the meeting;**
- (d) That Board members who are not citizen members are not eligible for remuneration.**

Carried

6. Toronto Lands Corporation Lease and License Approvals

The Committee considered a report from staff (see PPC:006A, page 55), presenting information on lease and licence agreements.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That, in accordance with section 194(3) of the *Education Act*, approximately 40,000 square feet of Baycrest Public School, located at 50 Ameer Avenue, continue to not be required for the purposes of the Toronto District School Board and be declared surplus for lease for a term of three years;
- (b) That the Toronto Lands Corporation be authorized to renew a lease agreement with the Toronto Catholic District School Board on the Baycrest Public School site, located at 50 Ameer Avenue, for a term of three years, upon satisfactory completion of Ontario Regulation 374/23, if required, on terms and conditions satisfactory to the TLC in its reasonable discretion in form and content satisfactory to the TLC's legal counsel;
- (c) That the Toronto Lands Corporation be authorized to enter into a license agreement with G2G Common Ground Series 3, on the former Sir Robert L. Borden Business and Technical Institute site, located at 200 Poplar Road, for a term commencing October 2024 to November 2025 with an option to renew for one year, upon satisfactory completion of Ontario Regulation 374/23, if required, on terms and conditions satisfactory to the TLC in its reasonable discretion in form and content satisfactory to the TLC's legal counsel;

Carried

7. ADL Never is Now – The Annual Summit on Antisemitism and Hate Conference 2025: Expense Approval [4749]

The Committee considered a report from staff (see PPC:006A, page 61), presenting information on an application from Trustee Shelley Laskin to attend the conference, ADL- Never is Now, the Annual Summit on Antisemitism and Hate.

Moved by: Trustee King

Seconded by: Trustee Aarts

The Planning and Priorities Committee **RECOMMENDS** that the request from **Trustee Shelley Laskin to attend the ADL- Never is Now, the Annual Summit on Antisemitism and Hate conference in New York City, USA from March 3-4, 2025, as presented in the report, be approved.**

Carried

8. Annual Operating Plan for the Multi-Year Strategic Plan [4772]

The Committee considered a report from staff (see PPC:006A, page 67 and attached), presenting information on the Board's system goals from the Multi-Year Strategic Plan, in alignment with the Ministry of Education's Key Performance Indicators.

Moved by: Trustee King

Seconded by: Trustee Williams

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

Carried

9. Elevating Student Achievement and Transforming Business and Operations

Moved by: Trustee MacLean

Seconded by: Trustee Li

Whereas, the Director of Education has referenced the potential future development of an Innovation Centre in a spring Director's Report to the Board; and

Whereas, the Toronto District School Board is constantly looking to improve student outcomes and experiences; and

Whereas, the Board is consistently aspiring to adapt, develop and share the most up-to-date operational practices; and

Whereas, the TDSB actively looks to build strong community and business relationships; and

Whereas, an Innovation Centre could be a hub of excellence, setting new standards for student achievement and operational efficiency in public education; and

Whereas, by fostering a culture of creativity, collaboration, and continuous improvement, the centre will prepare students for the challenges of tomorrow and ensure the educational system operates at its highest potential; and

Whereas, through innovative practices, sustainable solutions, and strong community partnerships, the Board will create an inspiring educational environment that benefits students, educators, and the broader community, driving success and improvement for generations; and

Whereas, starting an innovation centre in a public education school board requires a comprehensive array of resources, spanning infrastructure, technology, human capital, partnerships, and financial investment;

Therefore be it resolved:

- (a) That the Director present a report in the spring of 2025, that the Board can utilize when considering the creation and development of a Toronto District School Board Innovation Centre in the 2025-2026 budget cycle;**
- (b) That the report at Part (a) include a plan for the following, including vision and core objectives.**

A. Vision

The Innovation Center will be a beacon of excellence and a catalyst for transformative change in TDSB. It will empower students to achieve their highest potential while revolutionizing business and operational practices to create an effective, forward-thinking, and continuously improving educational ecosystem in the TDSB.

B. Core Objectives:

1. Empowering Student Achievement:

- Personalized Learning Pathways: Implement adaptive learning technologies and data-driven insights to tailor educational**

experiences to each student's unique needs, strengths, and interests, ensuring every learner can reach their full potential.

- **Experiential Learning:** Provide hands-on, project-based learning opportunities that connect classroom knowledge with real-world applications, fostering critical thinking, creativity, and problem-solving skills.

2. Fostering a Culture of Innovation:

- **Collaborative Spaces:** Design flexible, dynamic spaces that encourage collaboration, brainstorming, and innovation among students, educators, and community partners.
- **Incubation Programs:** Develop programs that support the incubation of student-led projects and startups, providing mentorship, resources, and platforms to bring innovative ideas to life.
- **Creative Thinking:** Cultivate an environment where risk-taking, experimentation, and creative thinking are encouraged and celebrated.

3. Revolutionizing Business and Operations

- **Efficiency through Technology:** Leverage advanced technologies and data analytics to streamline administrative processes, enhance operational efficiency, and reduce costs, ensuring more resources are available for direct student support.
- **Sustainable Practices:** Implement eco-friendly practices and sustainable solutions in operations, setting a standard for environmental responsibility and educating students on the importance of sustainability.
- **Agile Management:** Foster a culture of agility and responsiveness within the administrative framework, allowing the staff to quickly adapt to changing needs and opportunities.

4. Building Strong Community Partnerships

- **Industry Collaboration:** Establish strong partnerships with local businesses, universities, and research institutions to provide students with mentorship, internships, and real-world project opportunities.
- **Resource Sharing:** Develop resource-sharing initiatives that benefit both the school district and the broader community, enhancing educational outcomes and community well-being.

5. Commitment to Equity and Inclusion:

- **Accessible Opportunities:** Ensure that all students, regardless of background or circumstance, have equal access to the resources, opportunities, and support offered by the Innovation Center.
- **Diverse Representation:** Promote diversity in all aspects of the Innovation Center, from staff and leadership to student programs and partnerships, reflecting the rich cultural fabric of our community
- **Inclusive Programs:** Design programs and initiatives that address the needs of underrepresented and marginalized groups, fostering an inclusive environment where every student can thrive.

C. Resources Required to Start Up an Innovation Centre.

Here is a detailed breakdown of the necessary resources:

1. Infrastructure and Facilities

- **Physical Space**
- **Renovation and Setup**
- **Sustainability Features**

2. Technology and Equipment

- **Computing Devices**
- **Advanced Tools:** 3D printers, podcast lab
- **Software and Applications**

3. Human Resources

- **Staffing - Educators and Facilitators**
- **Technical Support**
- **Administrative Staff:** Personnel to manage logistics, scheduling, communications, and partnerships.

4. Financial Investment

- **Initial Capital Renewal**
- **Operational Budget**

5. Curriculum and Program Development

- **Curriculum Design:** Develop or adapt curricula that integrate STEAM education, project-based learning, and interdisciplinary approaches, community-based internships, and employment
- **Student Programs:** Create a variety of programs, such as innovation challenges, hackathons, internships, and mentorship opportunities.

6. Community and Industry Partnerships

- **Business Partnerships:** Collaborate with local businesses, tech companies, and startups to provide resources, mentorship, and real-world project opportunities.
- **Academic Collaborations:** Partner with universities and research institutions for expertise, research opportunities, and advanced learning programs.
- **Community Engagement:** Engage parents, local organizations, and community members in the centre's activities and decision-making processes.
- **Evaluation and Feedback Mechanisms:** Implement systems for ongoing assessment and feedback from students, educators, and partners to continually improve programs and operations.

7. Marketing and Outreach

- **Branding and Communication**
- **Community Outreach**

By securing and effectively managing these resources, the innovation centre can become a thriving hub for creativity, collaboration, and excellence in education, ultimately driving student achievement and operational efficiency within the school board.

Carried

10. Combatting Hate and Racism – Anti-Asian Racism

Moved by: Trustee Pei

Seconded by: Trustee Wong

Whereas, the Toronto District School Board (TDSB) is committed to combatting all forms of racism, discrimination and hate; and

Whereas, according to the 2023 Student Census, 46.7% of TDSB students identify as Asian; and

Whereas, every student deserves to learn in a safe and nurturing school environment; and

Whereas, the Combating Hate and Racism: Student Learning Strategy Update (the “Re-port”) does not include adequate or fulsome discussion of strategies to combat anti-Asian racism;

Therefore, be it resolved:

- (a) That the Board establish focus groups consisting of members that provide comprehensive representation of all identifiable diaspora of Asian communities, to make recommendations on combatting anti-Asian hate and racism;**
- (b) That the Board develop additional professional learning for staff on combatting anti-Asian racism;**
- (c) That the Board include a comprehensive and detailed strategy on combatting anti-Asian racism and present a report to the Board on or before March 31, 2025, with periodic updates to the Planning and Priorities Committee.**

At the Committee meeting, on amendment of Trustees Pei and Wong, “Program and School Services Committee” was changed to “Planning and Priorities Committee” at Part (c).

Carried

11. Truth and Reconciliation/ United Nations Declaration on the Rights of Indigenous Peoples: Implementation

Moved by: Trustee Dawson

Seconded by: Trustee Ehrhardt

Whereas, on June 29, 2022, the Board of Trustees approved Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action including a commitment that the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration

on the Rights of Indigenous Peoples be embedded in policies, Bylaws and Board governance structures;

Therefore, be it resolved:

- a) That the Director present a report to the Board by January 2025 on progress in implementing the Truth and Reconciliation Commission Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in its policies, bylaws and Board governance structures, taking into consideration relevant legislation and the *Education Act*;**
- b) That the report at Part (a) include:**
 - i. options for including an Indigenous Trustee on the Toronto District School Board of Directors, as determined in consultation with the Urban Indigenous Community Advisory Committee and Elders' Council;**
 - ii. an update on implementing Board direction to open the Boyne Natural Science School as an Indigenous Land-based Learning Site.**

Carried

Part B: Information Only

12. Call to Order and Acknowledgment of Traditional Lands

A meeting of the Planning and Priorities Committee was convened on Tuesday, October 1, 2024, from 4:33 to 10:06 p.m., including a fifteen-minute recess, with Neethan Shan presiding.

13. Approval of the Agenda

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

14. Declarations of Possible Conflict of Interest

No matters to report

15. Delegationsre Combatting Hate and Racism – Anti-Asian Racism (Trustees Pei and Wong)

1. Kedi Zhao, Chinese Canadian National Council Toronto Chapter
2. Eleanor Yang, Community Organizer (CCNCTO) and Representative TDSB EPCAC Committee Member
3. Elaine Yu, Chinese Canadian National Council Toronto Chapter (CCNCTO)
4. Yuze Situ, Community Member and Previous TDSB Graduate
5. Anurag Singhai, TDSB School Don Valley North

re No Geopolitical Activism in Schools

6. Alyson Gampel, TDSB Parent
7. Maya Fitzpatrick, TDSB Parent
8. Myriam Goldman, Dublin Heights
9. Marjorie Gann, Community Member
10. Melissa Tapper, Community Member

re Danger of Indoctrination in Schools – Perspective of Immigrant Parent

11. Polina Spektor, Community Member

re Impact of Systemic Antisemitic Indoctrination and its Beliefs Into our Students

12. Yaron Betan, Faywood Elementary School/Jewish Educators and Families Association

re Students' Mental Health

13. Tammy Barooch, Community Member

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

The Committee heard an update on the activities of the Ontario Public School Boards' Association. A copy of the report was circulated at the meeting.

17. Adjournment

On motion of Trustee Dawson, seconded by Trustee MacLean, the meeting adjourned at 10:06 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Neethan Shan, Chair pro tem

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Annual Operating Plan for the Multi-Year Strategic Plan

Better Schools and Students Outcome Act, Bill 98



<https://files.ontario.ca/education/act-and-outcomes/act.pdf>

TDSB Student Achievement Plan

PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



PRIORITY:
Achievement of Learning Outcomes in Core Academic Skills



PRIORITY:
Preparation of Students for Future Success



PRIORITY:
Student Engagement & Well-being

Goal: Improve students' literacy learning and achievement.

Indicators:

1. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Reading
 - Grade 3 EQAO Writing
 - Grade 6 EQAO Reading
 - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Goal: Improve students' math learning and achievement.

Indicators:

3. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Math
 - Grade 6 EQAO Math
 - Grade 9 EQAO Math

Goal: Improve students' graduation rates and preparedness for future success.

Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Goal: Improve students' participation in class time and learning.

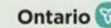
Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

Goal: Improve student well-being.

Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



Identifies goals and Key Performance Indicators (KPIs) that track student achievement, engagement and well-being.

The Multi-Year Strategic Plan

In April 2024, the Board of Trustees approved the Multi-Year Strategic Plan (MYSP), *Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success*.

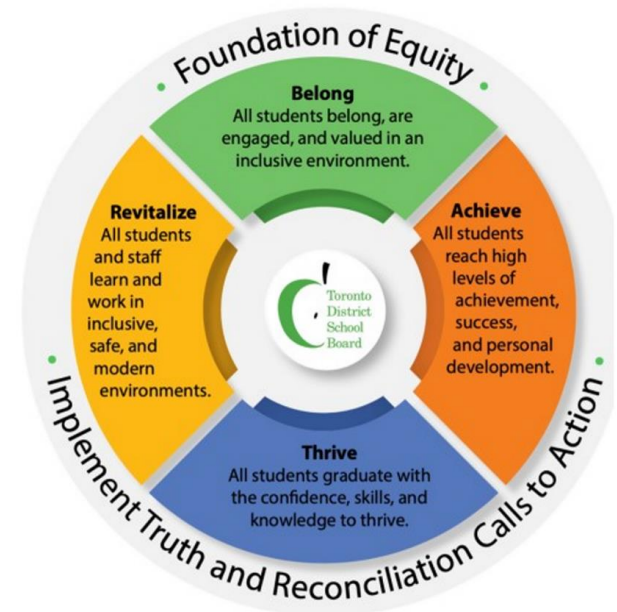
This plan guides the Board's work for the next four years on a continued journey towards excellence in education for all students.

The MYSP serves as a roadmap towards realizing the collective vision for students and staff served by the TDSB.

TDSB's Multi-Year Strategic Plan

Key strategic directions in the MYSP

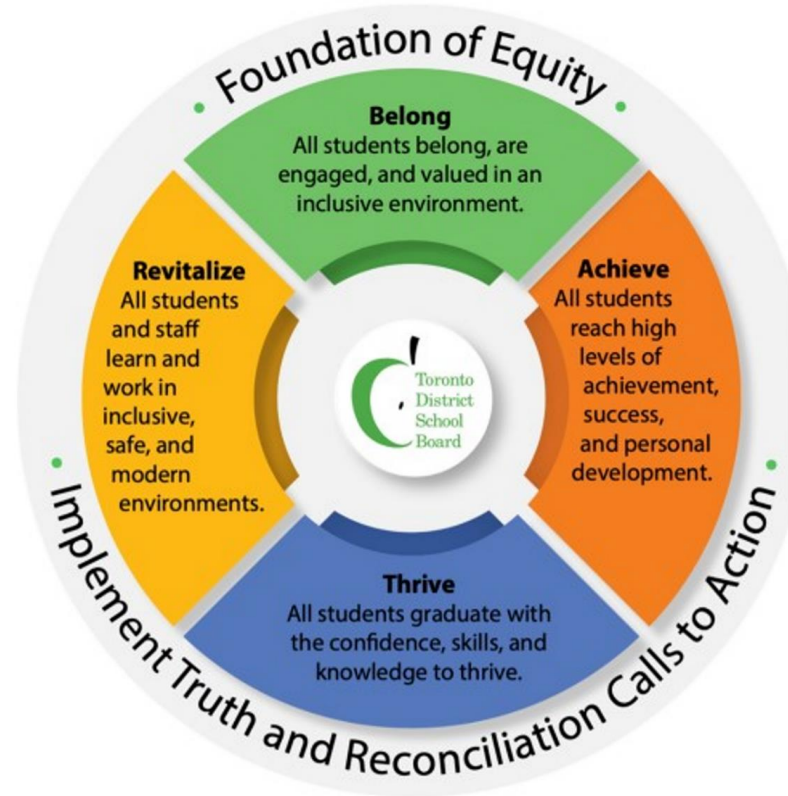
- *Truth and Reconciliation*
- *Achieve*
- *Thrive*
- *Belong*
- *Revitalize*



TDSB's Multi-Year Strategic Plan

Over the next four years, staff will:

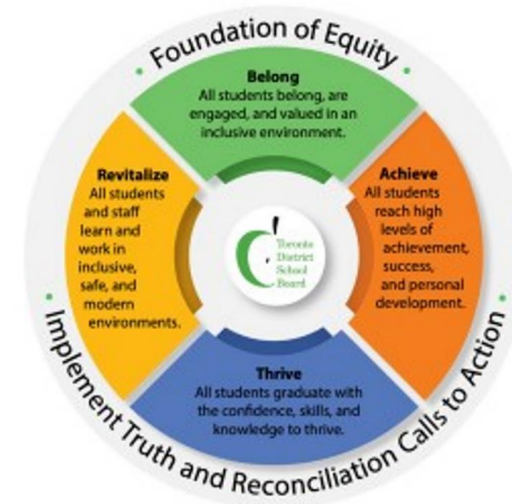
- identify System Goals from the Multi-Year Strategic Plan
- align with the Ministry's KPIs
- give specific direction that guides professional learning, school actions, and monitoring of progress



TDSB's Multi-Year Strategic Plan

The identified System Goals will strengthen the work being done by teams and departments across the district. They will be reviewed and updated annually as we make progress and new needs arise. There will be an intense focus on student achievement, mental health and well-being, as well as the implementation of TDSB strategies, including:

- Literacy Strategy
- Math Strategy
- Combatting Hate and Racism Strategy: Student Learning Strategy
- Mental Health and Addiction Strategy
- Academic Pathways Strategy: Supporting Students From Kindergarten to Apprenticeship, College, University, and the Workplace
- Capital Revitalization Strategy





Truth and Reconciliation

We will raise awareness and understanding of historical and contemporary experiences of Indigenous Peoples to renew and strengthen relationships between Indigenous and non-Indigenous Peoples, and enhance First Nations, Métis, and Inuit culturally positive conditions in classrooms and schools.

Truth and Reconciliation

Key Performance Indicators

- % of students who meet or exceed the provincial standard in First Nations, Métis, and Inuit secondary courses
- % of First Nations, Métis, and Inuit students who meet or exceed the provincial standard in mathematics and literacy
- % of First Nations, Métis, and Inuit students experiencing culturally positive conditions in schools and classrooms



Achieve

We will raise the literacy and numeracy achievement of all students and close disproportionate outcomes.

Achievement

Key Performance Indicators

% of students who meet or exceed the provincial standard on:

- Grade 3 EQAO Reading, Writing, Math
- Grade 6 EQAO Reading, Writing, Math
- Grade 9 EQAO Math



Thrive

We will increase access to courses and programs that reflect student interest and support transitions to maximize post-secondary opportunities.

Thrive

Key Performance Indicators

- % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



Belong

We will improve the attendance of students experiencing disengagement.

Belong

Key Performance Indicators

- the number of referrals to social work/attendance counsellors
- % of students in Grades 18 whose individual attendance rate is equal to or greater than 90 percent



Revitalize

We will improve practices, accessibility and modernization so all students and staff learn and work in inclusive, safe and modern environments.

Revitalize

Key Performance Indicators

- % completion of school assessment and classification as outlined in the Capital Revitalization Strategy
- average time to recruit teaching staff
- % increase in central departments utilizing an Enterprise Service Management Platform to automate, optimize, and modernize workflows

Action Plans

System

School

Classroom

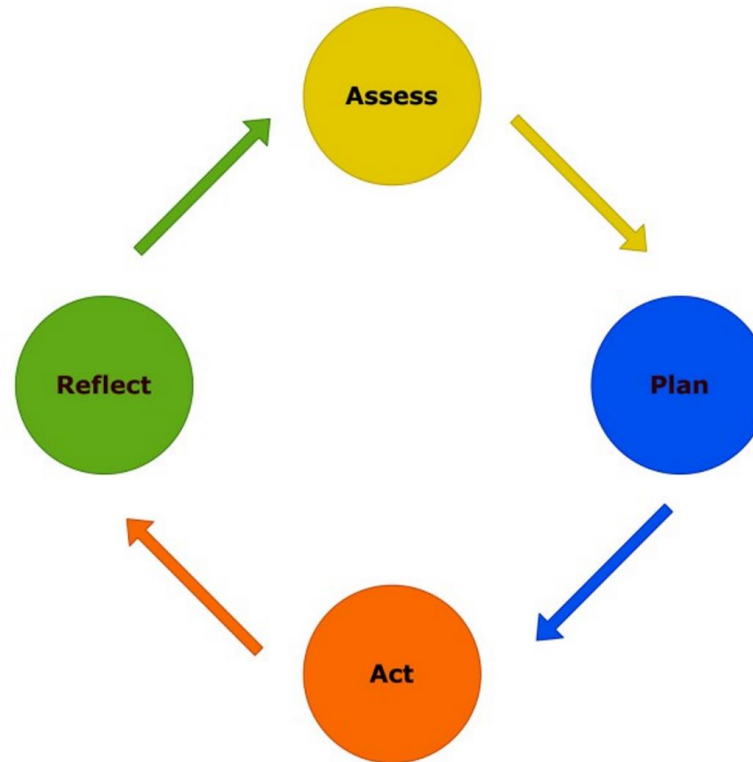
Achievement

Focus Areas	System Expectations	School Expectations	Classroom Expectations
<p>Curriculum Fidelity</p> <p>Ensure consistent implementation of Ontario Ministry curriculum across all classrooms by providing teachers with ongoing professional development, resources, and support, thereby enhancing instructional quality and student outcomes.</p>	<p>Program Leaders will:</p> <ul style="list-style-type: none"> • Create system templates for long and short term curriculum plans • Develop professional learning for school leaders • Create system and school data for analysis <p>SOEs will:</p> <ul style="list-style-type: none"> • Lead and implement curriculum analysis and SIP work among school leaders • Embed system instructional and assessment foci to curriculum fidelity and SIP • Engage in an ongoing data collection process and regularly monitor achievement goals to determine the impact on underserved populations • Collect and analyze long -range/course outlines/unit plans to ensure curriculum fidelity • Submit professional learning plans reflecting principal learning focus on curriculum fidelity while monitoring achievement areas to determine the impact on underserved populations 	<p>Principals/Vice Principals will:</p> <ul style="list-style-type: none"> • Lead and implement curriculum analysis to ensure fidelity • Monitor the curriculum connections in long range plans/course outlines to Indigenous histories, contemporary contexts, cultures and perspectives • Lead SIP work with the leadership team and educators and identify areas of need, while continuously challenging power and privilege in efforts to reduce the harm and trauma that underserved students experience within school and beyond. • Collect, analyze and submit professional learning plans reflecting staff learning focus on curriculum fidelity while monitoring achievement areas to determine the impact on underserved populations • Collect and analyze long -range/course outlines/unit plans to ensure curriculum fidelity 	<p>Grade 1 -12 Educators will:</p> <ul style="list-style-type: none"> • Collaboratively work in grade or subject level teams to analyze the Ontario Language and Mathematics curricula (Grade 1 -8 and Grade 9 Language, Grade 1-10 /Math and subject specific curricula), build long range and unit plans to inform teaching, ensuring vertical and horizontal alignment • Educate all students about Indigenous histories, contemporary contexts, cultures and perspectives <p>Kindergarten educator teams will:</p> <ul style="list-style-type: none"> • Analyze the Ontario Kindergarten curriculum in order to co -create learning opportunities for and with students <p>All Educators:</p> <ul style="list-style-type: none"> • Provide the Principal/Vice Principal with copies of their long range, unit or Kindergarten plans • Engage and affirm social identities in classroom practices, school culture and the broader system

Thrive

Focus Areas	System Expectations	School Expectations	Classroom Expectations
<p>Implement evidencebased interventions and strategies to close gaps and support transitions.</p>	<p>Program Leaders will:</p> <ul style="list-style-type: none"> • Provide professional learning for school leaders to develop structures and processes to establish Student Success Teams (Elementary & Secondary) • Provide guidance and resources to schools on implementation of PR543 and the tiered approach to Transitions <p>SOEs will:</p> <ul style="list-style-type: none"> • Engage in learning that supports their understanding and implementation of Student Success Teams • Build capacity with school leaders to engage student identities, abilities, lived experiences, individual learning styles and modes of learning in classroom instruction; utilizes this learning to create equitable and inclusive learning spaces. 	<p>Principals/Vice Principals will:</p> <ul style="list-style-type: none"> • Establish Student Success teams (Elementary and Secondary) that include representation from various departments/divisions to develop and implement evidence -based monitoring strategies with tiered interventions and clearly identified roles and responsibilities to close gaps in learning • Engage student identities, abilities, lived experiences, individual learning styles and modes of learning in classroom instruction; utilizes this learning to create equitable and inclusive learning spaces. • Ensure that in Secondary schools that Credit Rescue and Credit Recovery opportunities are available locally and regularly • Implement PR543 to develop thorough transition plans for students (attendance, achievement, learning skills, reading diagnostics, and special education needs) 	<p>Classroom educators will:</p> <ul style="list-style-type: none"> • Engage student identities, abilities, lived experiences, individual learning styles and modes of learning in classroom instruction; utilizes this learning to create equitable and inclusive learning spaces. • Partner with school Student Success teams to support in -risk students by: <ul style="list-style-type: none"> ○ Reaching out to parents and underserved students at identified checkpoints ○ Providing time responsive remediation (e.g. Credit Rescue) when learning gaps emerge ○ Completing Credit Recovery forms for students who did not earn their credits so that they can pursue Credit Recovery (Secondary Schools) • Support effective transitions by using the information provided in the K -12 Transition Planner in local planning

Cycle of Continuous Improvement



Action Plans and Timeline

September 2024

TDSB Principals and Vice Principals will be pivotal as they:

- foster a collaborative environment, engaging school staff, students, and parents/guardians/caregivers in developing a school focus in Indigenous Education.
- use their school data to identify student needs, and determine and implement specific, evidence-based strategies and actions alongside educators

Family of Schools Superintendents will provide oversight through regular school improvement visits where school and student data will be analyzed to monitor each school's progress through the School Improvement Framework.

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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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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.

Strategic Directions

Equity: Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions.

Truth and Reconciliation: We commit to the implementation of the Truth and Reconciliation Commission of Canada Calls to Action.

Belong: All students belong, are engaged, and valued in an inclusive environment.

Achieve: All students reach high levels of achievement, success, and personal development.

Thrive: All students graduate with the confidence, skills, and knowledge to thrive.

Revitalize: All students and staff learn and work in inclusive, safe, and modern environments.

We Value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/guardians/caregivers, 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/guardians/caregivers, 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

