



Regular Meeting Agenda

BD:323A

Wednesday, November 6, 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), November 6, 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 Meeting Held on October 9, 2024
Separate Document
Timed Item, 7:30 p.m.
14. Reports From the Office of the Integrity Commissioner
 - 14.1 Integrity Commissioner Code Complaint Report: Code Complaint IC-31614-0524 Regarding Trustee Liban Hassan 1
15. Committee Reports
 - 15.1 Governance and Policy Committee, Report No. 7, October 16, 2024 15
 1. Early Years Community Advisory Committee Review Process [4775]
 2. French-as-a-Second-Language Community Advisory Committee Review Process [4776]
 3. Environmental Sustainability Community Advisory Committee Review Process [4777]
 4. P091 Review - Open Data Policy
 - 15.2 Finance, Budget and Enrolment Committee, Report No. 13, October 22, 2024 21
 1. Contract Awards, Operations [4783]
 2. Contract Awards, Facilities [4784]
 3. Ernest Public School: Community Planning Partnerships Lease Agreement With Family Day Care Services [4778]
 4. 2025-26 Education Funding Consultation [4785]
 5. Proposed 2025-26 Budget Development Schedule [4786]

- 15.3 Program and School Services Committee, Report No. 7, October 23, 2024 27
1. Early Years Community Advisory Committee: Annual Report, 2023-24
 2. French-as-a-Second-Language Community Advisory Committee: Annual Report, 2023-24
 3. Math Achievement Action Plan: Report 1 for 2024-25 [4780]
 4. Annual Enrolment in Early and Middle French Immersion Programs, 2024-25 and Core French Programs, 2023-24 [4781]
 5. Summer Programs, 2024 [4782]
 6. Establishment of a Latin/a/o/x Task Force
- 15.4 Planning and Priorities Committee, Report No. 7, October 30, 2024 47
1. Toronto Lands Corporation: 705 Progress Avenue (Ward 19): Conceptual Master Development Plan, Project Charter and Proposed Budget to Advance Podium Elementary School and Mixed-Use Redevelopment
 2. Toronto Lands Corporation: Expropriation by Metrolinx at Blake Street Junior Public School
 3. Toronto Lands Corporation: Amendments to Land Exchange: Eglinton Junior Public School
 4. Toronto Lands Corporation: Lease re Former Gooderham Learning Centre
 5. Toronto Lands Corporation Third Quarter Business Operations Report
 6. Toronto Lands Corporation Board Self-Evaluation Results
 7. Fourth Annual North American Somali Elected Officials Conference Expense Approval, October 19-20, 2024 [4787]
 8. Long-Term Program and Accommodation Strategy 2024-2033 [4779]
16. Adjournment

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ADR
C H A M B E R S

Integrity Commissioner Office
for the Toronto District School Board

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

DANIELA T. CORAPI
Investigator
Office of the Integrity Commissioner

October 28, 2024

SENT BY EMAIL TO:

Complainant in IC-31614-0524 (the “Complainant”)

And To:

Trustee Liban Hassan

And To:

TDSB Board of Trustees
c/o Denise Joseph-Dowers

Re: Investigation Report - Complaint IC-31614-0524

Introduction and Delegation of Investigative Powers

This is our report respecting a complaint brought by the Complainant against Trustee Liban Hassan (“Trustee Hassan”), under the TDSB’s School Board Member (Trustee) Code of Conduct¹ (the “Code”), pursuant to a formal Complaint Form dated April 29, 2024. As will be revealed by the facts of this incident outlined below, the Complainant is a Principal at a school which is outside of Trustee Hassan’s Ward district.

¹ <https://www.tdsb.on.ca/About-Us/Detail/docId/1861>

Mr. Michael L. Maynard, TDSB's Integrity Commissioner, determined that this matter was within our Office's mandate. On May 17th, 2024, Mr. Maynard delegated authority to Ms. Daniela Corapi to conduct the investigation and draft this report, subject to Mr. Maynard's review and approval.

During the investigation, we reviewed the written submissions of the parties, the Code, the *Education Act*², and documentary evidence provided by the parties.

Complaint and Investigation

This section sets out the details of the written complaint, Trustee Hassan's written response, and the interviews that were conducted as part of this investigation. The names of the Complainant and any third-party individuals are purposely anonymized in this report.

Mr. Maynard wrote to the Complainant and Trustee Hassan separately on May 21, 2024, advising that he received the complaint and determined that an inquiry is warranted. Mr. Maynard provided Trustee Hassan with a 10-day opportunity to submit a written response.

Mr. Maynard advised both parties that the complaint and investigation were private and confidential, pursuant to Section 6.9 of the Board's Complaints Protocol and the Consent and Confidentiality Agreement.

(a) The Complaint

On April 29, 2024, the Complainant submitted his formal complaint, which states that he "personally was witness and victim of this infraction when said Trustee accosted me at school". Citing section 6.2(b) of the Code, which deals with accessing confidential information, the Complainant goes on to explain:

Trustee Hassan (not my Trustee) showed up at my school on Tuesday April 23rd. He did not have an appointment. He demanded an immediate meeting even though I was managing a number of situations including an ASD student who was melting down. Trustee Hassan demanded that I provide him with confidential information about a student that I suspended. I reminded him multiple times that I could not share confidential information. He told me 'do you know who I am? I am a Trustee'. He tried to force me to expunge the

² <https://www.ontario.ca/laws/statute/90e02#BK206>

suspension. I felt intimidated and harassed. He only stopped after speaking on the phone with my SOE.

(b) The Response

In Trustee Hassan's written response, he stated that on April 19th, 2024, he received a call from the subject student's mother seeking help for her son who had been suspended earlier in the year. She was preparing for an appeal of her son's suspension and sought his advice and intervention as a Trustee. She hoped to achieve some alternatives to suspension.

After this telephone call, Trustee Hassan reached out to the TDSB Coordinator of the Student Discipline Committee, who informed him that suspensions could be removed at the Principal's discretion. He informed the student's mother of this possibility and advised that he would speak to the Principal/Complainant to explore alternatives to suspension.

On April 23rd, 2024, Trustee Hassan attended at the student's school to meet with the Principal. He stated that he was welcomed by the school secretary approximately 5 to 10 minutes before meeting with the Complainant. He was invited into the Principal's office and their initial interactions were cordial. This changed after he introduced himself as the Trustee for Ward 6 and explained that the purpose of his visit was to discuss alternatives to the student's suspension. The Complainant corrected him on the student's age and insisted that he could not discuss the matter due to privacy concerns.

Trustee Hassan advised the Complainant that the student's mother asked him to represent her; notwithstanding this, the Complainant maintained his refusal to disclose information relating to the student. After receiving further confirmation from the Principal's Superintendent that this confidential information could not be disclosed due to privacy concerns, Trustee Hassan stated that he left the meeting courteously.

Following the meeting, a further discussion took place with the Superintendent who called Trustee Hassan to advise that the student's mother should contact the Superintendent directly. This message was passed along to the student's mother.

Trustee Hassan had previously contacted the Trustee for the school's Ward, as it was not in Ward 6, and he received support from the presiding Trustee regarding his advocacy efforts relating to this student.

Trustee Hassan is the first elected TDSB Trustee of Somali descent and stated that he frequently receives telephone calls from the Somali community across Toronto, seeking support and help to navigate the education system. He stated that he is committed to advocating for his community, as well as anyone else who reaches out for support. He believes in the possibility of making meaningful changes within the education system.

[What about the Complainant's Reply?]

(c) Interviews

For the purpose of determining whether or not section 6.2(b) of the Code was breached by Trustee Hassan, interviews of the Complainant and Trustee Hassan were conducted on July 17th, 2024 by Ms. Corapi. No third-party interviews were conducted.

Complainant - Principal

During his interview, the Complainant stated that he has never experienced any prior difficult situations or incidents with Trustees during his tenure as Principal. Moreover, he stated that he has never received any such request for confidential information from a Trustee.

The Complainant provided his account and version of events relating to the incident as follows:

Trustee Hassan attended the Principal's office unexpectedly on the date of the incident and entered the back office at approximately 11:25 a.m., which was the beginning of the lunch period. The encounter was approximately thirty (30) minutes in length. At this time, the Complainant was in the back office attending to a student with special needs, as well as another student who required immediate attention.

Suddenly and without introduction, the Complainant observed Trustee Hassan enter the back office and state "I need to speak with you". Trustee Hassan identified himself and indicated that he spoke to the Secretary in the front office. He demanded to speak with the Complainant immediately. They both proceeded to the Complainant's office and closed the door. The Complainant sat behind his desk and Trustee Hassan sat across from him on a visitor's couch.

Trustee Hassan stated that he was there to talk to the Complainant about a suspension he put in place for one of his students at the school. The Complainant stated that he was unaware of who Trustee Hassan was and immediately denied the request for confidential

information as it relates to this student. The Complainant went on to verify Trustee Hassan's identity by referring to a Board Member photograph which was published online.

Trustee Hassan insisted that this information be disclosed to him and advised that he obtained the student's parent's blessing to discuss this matter with him; however, he did not present any documentation indicating that any such permission was provided. Trustee Hassan became visibly frustrated and stated that he did not understand why his request was being denied. Trustee Hassan went on to say: "Do you know who I am, I am a Trustee - do you know what that means?" He also added: "I don't know what your problem is - I go into my schools (in Ward 6) and ask for student information and it is provided".

The Complainant stated that at this point, he began to feel intimidated by Trustee Hassan. He told the Trustee that he would place a call to his Superintendent and explain that he (Trustee Hassan) was in his office and not willing to leave. He went on to call his Superintendent but there was no answer. Trustee Hassan then called the Executive Superintendent, but there was no answer.

The Complainant and Trustee Hassan were both waiting for call backs, at which time Trustee Hassan asked how long the Complainant had been working as a Principal. He also suggested that rather than suspend the subject student, he could have involved a social worker. This statement suggested to the Complainant that Trustee Hassan was aware that the subject student's suspension was under appeal. Trustee Hassan stated that the Complainant needs to drop the suspension and that he would not leave until he did so. The Complainant replied: "that is not happening".

During this dialogue, the Superintendent called the Complainant back and affirmed that Trustee Hassan should not be there; he asked him to call back on speaker phone so they could speak directly. The Superintendent confirmed that the Trustee shouldn't be there and that the information he was requesting is confidential.

The Complainant stated that following this call, the Trustee stormed out without saying goodbye. Since the subject incident there has been no further contact between the Complainant and Trustee.

The Complainant stated that it is uncommon, and was unprecedented during his tenure, to be contacted by a Trustee who presides in another Ward. He explained that if there is a student-related concern, the proper protocol would be a parent raising the concern to their respective Trustee, who would raise it to the Superintendent; the Superintendent

would subsequently contact the Trustee of the presiding Ward or Principal of the school. Given the existence of this protocol, the Complainant was caught off guard when the Trustee showed up requesting to immediately speak with him.

The Complainant stated that Trustee Hassan was only interested in this student's suspension because the student was also of Somali descent. He went on to explain that if Trustee Hassan attended with the student's parent, he could have then asked the parent if they are providing consent to disclosure of confidential information; however, no one attended, no documentation was produced and no request for a meeting with the student's parent was made.

Respondent - Trustee Hassan

At the time of his interview, Trustee Hassan was the Trustee for Ward 6, South Weston, for two years. He indicated that he also holds the following Committee positions: Co-Chair, Black Student Achievement Committee; Member, Toronto Land Corporation Committee; Member, Finance and Budget Committee, TDSB; and Member, Special Education Committee, TDSB.

When asked what his relationships are like with fellow Trustees, he replied that he communicates with other Trustees on a daily basis. He also stated that he regularly communicates with Principals regarding students in his Ward, as well as students in other Wards. He explained that he becomes involved in student-related matters by way of parents or community leaders reaching out to him, attending Ward forums in schools, and running community consultations. Often, individuals in the Somali, Black and Muslim communities reach out to him due to cultural similarities.

In matters where he has requested confidential student information from Principals, he stated that he has never brought a parent along with him during these requests and has still been granted access to student records and information: "when it comes to black parents, and Muslim or Somali communities, Principals really understand that as the Chair of the Black Student Achievement Committee and first Somali (person) to be elected in the City of Toronto, many (people) come to him and ask for help".

He was prompted to get involved in the subject student's suspension when he received a direct message on Instagram from the student's Aunt, indicating that her sister (the student's mother) will be calling him regarding issues with her son and the school system. The student's mother subsequently contacted Trustee Hassan by telephone and explained the issues her son was facing at school, such as being under distress and not receiving support from the school system. Trustee Hassan therefore felt an urgency to

attend the Complainant's office. He stated that he attended with good intentions and is not sure what prompted the Principal to react the way he did.

Trustee Hassan provided his account and version of events relating to the incident as follows:

Upon entering the school, Trustee Hassan first spoke with the school Secretary who was located in the front office. He told the Secretary that he was there to see the Principal. After 10 minutes, the Complainant came out of the back office (with a student) and they shook hands.

After introducing himself, the Complainant stated that he has never seen Trustee Hassan in Board meetings and subsequently went online to verify his identity. Trustee Hassan described the room as having "negative energy".

On the topic of confidential information, Trustee Hassan stated that the Principal revealed some personal information about the student at the outset of their conversation - the student's age, which was inaccurate.

Trustee Hassan stated that he asked the Complainant if there is a possibility of rescinding the suspension, and whether or not there are any other options they can explore other than suspension. Trustee Hassan stated that he spoke to the Superintendent via telephone who confirmed that the Complainant was correct in his refusal to provide disclosure of confidential information without the permission of the student's parent. At this point, he accepted that he was not permitted to access this confidential information and did not continue to challenge the Complainant on his refusal. They shook hands, he said thank you and departed.

Trustee Hassan described the Complainant's demeanour and attitude as negative, rude and condescending.

He explained to Ms. Corapi that he obtained "permission" from the Complainant's Ward Trustee to approach the Complainant directly (rather than communicate through her) and request this confidential information. He explained that the Complainant's Ward Trustee is of Tamil descent and receives similar types of calls from the Tamil community to assist with students. He reiterated that he did not have any bad intentions. Trustee Hassan told Ms. Corapi that attending the Complainant's office with the student's parent was not an option on his radar that would have permitted access to the confidential information. Once again, he has never encountered a refusal for confidential information at other schools.

He stated that as a Trustee, even though he is elected by a particular district or Ward, he sits on numerous Boards and Committees which serve the whole City of Toronto. Moreover, when a change is made, it is made for the entire Board, as a collective. He explained that this perspective formed his thinking process about the issue and request for the student's information. He genuinely believed that he was not incorrect to request this information given the permission he received from the presiding Ward Trustee. He stated that "it is my duty to represent the entire City, entire Board".

Analysis

The following questions are before me:

- (i)** Does the information requested by Trustee Hassan constitute "Confidential Information" as defined in the Code of Conduct?
 - (ii)** Was Trustee Hassan's request for confidential information made improperly (without parental permission)?
 - (iii)** If Trustee Hassan made an improper request for confidential information, is doing so a violation of Section 6.2(b) of the Code?
 - (iv)** If Trustee Hassan violated the Code in these circumstances, what is the appropriate remedy?
- (i) Does the information requested by Trustee Hassan constitute "Confidential Information" as defined in the Code of Conduct?*

Section 6.2(e) of the Code states that confidentiality may attach to information concerning:

- 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; ...
- Information deemed to be "personal information" under the MFIPPA.

It is not disputed by the parties that Trustee Hassan's interest in obtaining information from the Complainant about a student's suspension falls squarely within the definition

of “confidential information” above. At no point during his interview did Trustee Hassan attempt to rebut the assertion that the student records he was seeking qualify as confidential information.

(ii) Was Trustee Hassan’s request for confidential information made improperly (without parental permission)?

The next question turns on whether Trustee Hassan made a proper request. The evidence collected during these interviews is largely consistent – a request for confidential information was made by Trustee Hassan to the Complainant. This is an undisputed fact. Moreover, both parties’ versions of events establish that Trustee Hassan did not produce the requisite parental consent or permission (documentary permission or in-person parental permission) when making such request.

While some evidentiary inconsistencies were presented by the parties in their interviews on other ancillary matters, I find that those inconsistencies do not controvert or bring the above facts into question. Rather, these inconsistencies relate to motive, intention, decorum, cross-Ward Trustee relationships, and so forth.

(iii) If Trustee Hassan made an improper request for confidential information, is doing so a violation of Section 6.2(b) of the Code?

Section 6.2(b) of the Code states the following:

6.2 Confidential Information

...

(b) Members of the Board should not access or attempt to gain access to confidential information in the custody of the Board unless it is necessary for the performance of their duties and not prohibited by Board policy.

During Trustee Hassan’s interview, he took the position that his request falls under the exception which is found in the latter half of section 6.2(b): “unless it is necessary for the performance of their duties and not prohibited by Board policy”. He stated that having access to student records in this scenario was necessary for him to be able to perform his duties as a Trustee. I am not persuaded by this argument.

Such requests are not permitted under the Code, and for good reason – failure to protect against such requests would render minors vulnerable to the unauthorized disclosure of confidential and personal information and could lead to negative consequences.

I therefore find as follows:

The Trustee’s request, even though not likely intended as such, was in contravention of Section 6.2(b) of the Code and failed in the requirement to not access or attempt to gain access to confidential student information which was in the custody of the Complainant.

As a result, I find that Trustee Hassan breached Section 6.2(b) of the Code.

(iv) What is the Appropriate Remedy?

Although intentionality is not a factor in making the factual determination that the impugned request was made by the Trustee, it may factor into determining how to best address the Trustee’s conduct.

Specifically, Section 6.6(h) of the Complaint Protocol deals with breaches committed as a result of an “error of judgment made in good faith”:

(h) Where the Integrity Commissioner determines that a contravention of the Code of Conduct occurred although the member of the Board took all reasonable measures to prevent it, or that a contravention occurred that was trivial or committed through inadvertence or an **error of judgment made in good faith**, the Integrity Commissioner shall so state in the report and shall recommend that no penalty be imposed. [**emphasis added**]

I do not believe that Trustee Hassan intended to cause harm in making his request; in fact, I am persuaded that he genuinely believed he could assist the student by trying to mitigate any potential cultural barriers that the student may have experienced in the school system. I am persuaded by Trustee Hassan’s evidence that he believed he had the necessary permission from the student’s parent to step in as he did. Trustee Hassan acknowledged, retrospectively, that there were errors in the way he navigated the situation. During his interview, Trustee Hassan demonstrated that he believed he could diffuse the situation, but also acknowledged that if he had known that such a request was in contravention of the Code, he would have simply arranged a meeting between himself, the Complainant and the student’s parent.

It is important to recognize that the Trustee's level of experience in this role is approximately two (2) years, which should also be considered in determining what, if any, sanctions are appropriate and effective.

The goal of the Code of Conduct (as with any such Code) is to achieve compliance with a certain standard of behaviour. The purpose of Code enforcement is not punitive; it is remedial in nature. Based upon the Trustee's comments during the interview, I am confident that this inquiry was very much a learning process for him. I hope that this process and consideration of this report by the Board at a public meeting will further encourage Trustee Hassan to recall and reflect on his approach to this situation and to consider how he ought to have conducted himself. He must now be expected to recognize that making a request for confidential student information is improper and in contravention of the Code. Moreover, there is no legislative or Code authority which permits him to do so. Trustee Hassan must understand and appreciate the boundaries which exist between the various roles in the school system.

In light of the above, I believe that this inquiry has been a learning opportunity for Trustee Hassan, and the review of this report among the Board will form part of an appropriate sanction to address the improper conduct. Moreover, I find that Trustee Hassan's conduct falls squarely within the conduct contemplated in Section 6.6(h) of the Complaint Protocol, as outlined above; and as such, the Integrity Commissioner recommends that no penalty be imposed.

Trustee Comments

Section 6.6(b) of the Complaint Protocol requires that any report in which a finding of a contravention has been found must be provided to the Respondent for a reasonable period of review and comment (if they so determine to provide any) before the report is finalized and issued to the Board.

Trustee Hassan was provided with an advance draft of this report by email on September 27, 2024 at his TDSB email address. He was asked to provide comments by October 4, 2024. A summary of his comments follows.

In his comments, Trustee Hassan reiterated that his actions were entirely based upon his commitment to fulfill his role as a Trustee and advocate for marginalized families and communities who "often feel they are not heard in the school system". He further stated that his "primary responsibility as a Trustee is to represent the interests of parents and students", and this was precisely his motivation. Moreover, his actions were based upon a parent's request, and "any misunderstanding of the procedural steps necessary in this

instance was not an intentional violation, but rather a misinterpretation of the permissions I had received from the parent”.

Trustee Hassan stated that the student’s mother explicitly asked him for help with regards to her son’s suspension. He stated that he was acting on behalf of the parent in this instance, which is properly aligned with his role as a Trustee.

Trustee Hassan stated that he had no intention to circumvent confidentiality protocols surrounding student information.

With respect to the finding in this report that Trustee Hassan violated Section 6.2(b) of the Code, he submitted that it does not consider the “unique circumstances of parental permission and my responsibilities as a Trustee”. Particularly, his request for confidential information was a good-faith effort to fulfill his duties as an “advocate for a student” whose parent had directly asked him to intervene. He also considers his involvement in the matter to be necessary given the “parent’s discomfort in communicating with the Principal”.

I have considered Trustee Hassan’s comments which are, for the most part, a reiteration of the submissions he communicated both in his Response and during his interview. While his comments are helpful insofar as understanding his motivation and intent, they do not render his actions as valid and therefore do not change the finding in this report.

Conclusion

As outlined above, Section 6.2(b) of the Code does not override requirements of confidentiality, nor does it permit a Trustee to intercede with the job of the Principal.

I have found that Trustee Hassan’s conduct has contravened Section 6.2(b) of the Code, and accordingly, I recommend that the Board also make such a finding.

However, as set out above, I find that Trustee Hassan’s conduct falls squarely within the conduct contemplated in Section 6.6(h) of the Complaint Protocol, and as such, the Integrity Commissioner recommends that no penalty be imposed.

It is important to note, Trustee Hassan’s argument that access to this confidential information would enable him to carry out his duties as a Trustee is incorrect. The Code does not carve out any such exception, nor does the *Education Act* permit that.

Specifically, Section 218.2 of the *Education Act* outlines the duties of Board members, none of which permits the Trustee's conduct in this matter. For ease of reference, it states:

Duties of board members

218.1 A member of a board shall,

...

(d) bring concerns of parents, students and supporters of the board to the attention of the board;

...

(f) entrust the day to day management of the board to its staff through the board's director of education;

...

(h) comply with the board's code of conduct. [emphasis added]

The Board of Trustees has entrusted the making of inquiries respecting Code of Conduct Complaints to the Integrity Commissioner. That inquiry has now been made, the results of which are presented herein. The Board is now required to consider the results of this inquiry, and pursuant to Section 218.3(2) of the *Education Act*, make its own determination as to whether Trustee Hassan breached the Code.

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

If the Board determines that Trustee Hassan breached the Code, Section 218.3(3) of the *Education Act* allows a limited range of permissible sanctions, as follows:

(3) If the board determines under subsection (2) that the member has breached the board's code of conduct, the board may impose one or more of the following sanctions:

- 1. Censure of the member.*
- 2. Barring the member from attending all or part of a meeting of the board or a meeting of a committee of the board.*
- 3. Barring the member from sitting on one or more committees of the board, for the period of time specified by the board. 2009, c. 25, s. 25.*

The Board is free to implement any sanction permitted under the *Education Act*. In lieu of, or in addition to, a sanction, the Board may wish to consider a remedial measure, such

as an appropriate apology or additional training. As stated, the Integrity Commissioner makes no sanction recommendation.

We now consider this matter to be concluded. We thank the parties for their participation in this complaints process.

Yours very truly,



Daniela T. Corapi
Investigator



Michael L. Maynard
Integrity Commissioner



Governance and Policy Committee

Report No. 07

GPC:007A

Wednesday, October 16, 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 Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Neethan Shan, Deborah Williams.

The meeting was a hybrid model with Trustees Ehrhardt, Hastings, Rajakulasingam and Pei 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. Early Years Community Advisory Committee Review Process [4775]

The Committee considered a report from staff (see GPC:007A, page 1) presenting information following a review of the Early Years Community Advisory Committee.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS** that the **Early Years Community Advisory Committee be re-established at the Organizational meeting in November 2024;**

Carried

2. French-as-a-Second-Language Community Advisory Committee Review Process [4776]

The Committee considered a report from staff (see GPC:007A, page 21) presenting information following a review of the French-as-a-Second-Language Community Advisory Committee.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Wong

The Governance and Policy Committee **RECOMMENDS:**

- (a) **That the French-as-a-Second-Language Community Advisory Committee be reestablished at the Organizational meeting in November 2024;**
- (b) **That the name of the French-as-a-Second-Language Community Advisory Committee be changed to the French Student Achievement Community Advisory Committee, at the Organizational meeting in November 2024.**

At the committee meeting, on amendment of Trustees Ehrhardt and Wong, Part (b) was added.

Carried

3. Environmental Sustainability Community Advisory Committee Review Process [4777]

The Committee considered a report from staff (see GPC:007A, page 33) presenting information following a review of the Environmental Sustainability Community Advisory Committee.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Wong

The Governance and Policy Committee **RECOMMENDS that the Environmental Sustainability Community Advisory Committee be reestablished at the Organizational meeting in November 2024.**

Carried

4. P091 Review – Open Data Policy

Moved by: Trustee Pei

Seconded by: Trustee Hastings

The Governance and Policy Committee **RECOMMENDS:**

Whereas, section 1.0 of policy, P091, Open Data (the “Policy”) supports the Toronto District School Board’s (“TDSB” or the “Board”) “commitment to openness, transparency and accessibility of information” as well as “public engagement and participation by allowing the public, including students and their parents/guardians, school councils, advisory committees, community members, researchers and scholars, service agencies, professional organizations and union partners to develop their own analysis and insights based on the TDSB’s data;” and

Whereas, subsection 6.1 of the policy requires that “the Board will establish and maintain an inventory of system-wide data and datasets”; and

Whereas, subsections 6.2 and 6.5 of the policy require that “The Board will publish online and make available to the public data that is within the custody and control of the TDSB, while protecting personal privacy and ensuring security and confidentiality” and “the data will be released online through the TDSB-controlled web-portal”

Whereas, the policy was initially on the TDSB policy review schedule for 2021/2022 (GPC committee minutes, 23 October 2019), later moved to 2022/23 and moved again to 2023/24 (GPC committee minutes, 27 October 2021), and finally moved to 2026/27, where it is currently;

Therefore, be it resolved:

- (a) That the Director accelerate the policy review for policy P091 - Open Data to the 2024-25 review cycle and prepare a Phase 1 review of the policy in time for the first meeting of the Governance and Policy Committee to be held in March 2025;**
- (b) That the report at part (a) include:**
 - i. A list of state-of-the-art guiding principles for open data (see, for example, the *International Open Data Charter* principles) and clear MFIPPA-based principles on how to publish data online while protecting privacy and respecting the Board “commitment to openness, transparency and accessibility of information;**

ii. **A review of staff experiences and obstacles to implementation of the Policy in 2018-2024;**

Carried

At the Committee meeting, on amendment of Trustee Pei, seconded by Trustee Hastings, “but the open data portal located at <https://www.tdsb.on.ca/Open-Data> currently contain only few analyses, infographics and reports, contains no datasets, and has not been updated since March 2021” in Part (C) was deleted; and the following whereas clauses were deleted:

Whereas, subsection 8.0 of the policy states that it must be reviewed “within the first two years after the effective date, and subsequently, at a minimum every four (4) years” but the policy has never been reviewed since its adoption in 2018; and

Whereas, the review of policy P091 is scheduled for the 2026-2027 school year;

And “that, as part of the review” was changed to “That the report at Part (a) include” in Part (b); “the reviewed policy includes” in Part (b) (i) was deleted; “staff examines the experiences and obstacles to implementation of policy in 2018-2024” was changed to “a review of staff experiences and obstacles to implementation of the Policy in 2018-2024” in Part (b) (ii).

Also at the Committee meeting, on amendment of Trustee Ehrhardt, seconded by Trustee Sriskandarajah, “but in a response to MFIPPA request FOI 2024:52, the Board admits that “At present, there is no formal inventory of system-wide data and datasets within Toronto District School Board” in Part (B) was deleted; “That staff commence” was changed to “That the Director accelerate” and “immediately” was changed to “to the 2024-25 review cycle” at Part (a); and the following Parts (b) (iii), (iv), (v) and Part (c) were deleted.

- iii. A realistic deadline for a creation of an inventory of system-wide data and datasets, at which deadline, the list of datasets will be posted online; that the list of datasets will contain access information;
- iv. Recommendations for a comprehensive policy for maintenance of system-wide data and datasets that includes data retention policies;
- v. A realistic plan for moving system-wide data and datasets to publicly available portal.

(c) That the Director of Education appoints a staff member with direct responsibility for maintenance of the systemwide inventory and the data portal and that this individual will be responsible for handling data requests from public.

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 4:32 p.m., with Yalini Rajakulasingam, presiding.

6. Approval of the Agenda

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

7. Declarations of Possible Conflict of Interest

No matters to report

8. Delegations**re Out-of-Area Admissions**

1. Raneem Mohamed, Grade 11 Student, Alternative Scarborough Education

re P091 Review – Open Data Policy (Trustees Pei and Hastings)

2. Marcin Peşki, Professor, University of Toronto
3. Michael Danishevsky, TDSB Parent
4. Anurag Singhal, Toronto Asian Parents Association
5. Ragini Sharma, Canadian Organization for Hindu Heritage Education
6. Carl Chen, Toronto Asian Parents Association (TAPA)

re French-as-a-Second-Language Community Advisory Committee Review Process [4776]

7. Lynne LeBlanc, Co-Chair, French-as-a-Second-Language Community Advisory Committee

9. PR592, Revised Naming Schools, Teams, and Special-Purpose Areas Procedure [4773]¹

The Committee noted information provided on revisions to procedure, PR592, Naming Schools, Teams, and Special-Purpose Areas (see GPC:007A, page 43).

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

10. PR746, Adult and Continuing Learners Procedure [4774]

The Committee noted information provided on the new procedure, PR746, Adult and Continuing Learners (see GPC:007A, page 81).

11. PR598, Revised Pupil Accommodation Review Procedure [4771]

The Committee noted information provided on review to procedure, PR585, Pupil Accommodation Review (see GPC:007A, page 93).

12. Adjournment

On motion of Trustee Hastings, seconded by Trustee Pei, the meeting adjourned at 8:04 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair



Finance, Budget and Enrolment Committee

Report No. 13

FBEC:013A
 Tuesday, October 22, 2024
 4:30 p.m.
 Hybrid Meeting
 Boardroom, 5050 Yonge Street

- Members Present Trustees Zakir Patel (Chair), Michelle Aarts, Matias de Dovitiis, Shelley Laskin, James Li and Dan MacLean
- Also Present Trustees Alexis Dawson, Dennis Hastings, Patrick Nunziata, Neethan Shan and Deborah Williams.
- Regrets Regrets were received from Trustee Liban Hassan

The meeting was a hybrid model with Trustees Aarts, de Dovitiis, Hastings, Laskin, 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, Operations [4783]

The Committee considered a report from staff (see FBEC:013A, page 1) presenting contract awards. The Committee received the contracts on Appendix A.

Moved by: Trustee Laskin
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, Facilities [4784]

The Committee considered a report from staff (see FBEC:013A, page 9) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

Moved by: Trustee Aarts

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

3. Ernest Public School: Community Planning Partnerships Lease Agreement With Family Day Care Services [4778]

The Committee considered a report from staff (see FBEC:013A, page 23) presenting information on a lease agreement with Family Day Care Services for the exclusive use of two rooms at Ernest Public School (Ward 13, Trustee Li) to support an EarlyON Child and Family Centre.

Moved by: Trustee Laskin

Seconded by: Trustee MacLean

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **Toronto Lands Corporation be authorized to negotiate and execute a community planning and partnerships lease agreement with Family Day Care Services at Ernest Public School to support an EarlyON Child and Family Centre, as presented in the report.**

Carried

4. 2025-26 Education Funding Consultation [4785]

The Committee considered a report from staff (see FBEC:013A, page 29) presenting information on the Ministry's funding engagement guide to school boards for 2025-26 for feedback from the sector.

Moved by: Trustee MacLean

Seconded by: Trustee Laskin

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

be received.

Carried

5. Proposed 2025-36 Budget Development Schedule [4786]

The Committee considered a report from staff (see FBEC:013A, page 51) presenting information on a proposed schedule for the development of the 2025-26 operating and capital budgets.

Moved by: Trustee Aarts
Seconded by: Trustee MacLean

The Finance, Budget and Enrolment Committee **RECOMMENDS that the 2025-26 budget development schedule, as presented in the report, be approved.**

Carried

Staff undertook to revise the schedule based on feedback received at the meeting. A revised draft is attached.

Part B: For Information Only

6. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Finance, Budget and Enrolment Committee was convened on Tuesday, October 22, 2024, from 4:33 to 5:39 p.m. with Zakir Patel, presiding.

7. Approval of the Agenda

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

8. Declarations of Possible Conflict of Interest

No matters to report

9. Delegations

No matters to report

10. Adjournment

On motion of Trustee Laskin, seconded by Trustee MacLean, the meeting adjourned at 5:39 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Zakir Patel, Committee Chair

Proposed Schedule for 2025-2026 Budget Development

REVISED

Date	Type of Meeting	Purpose
October 22, 2024	Regular FBEC	Proposed Budget Schedule 2025-26 Education Funding Consultation
November 27, 2024	Regular FBEC	Presentation of Final Submission to Ministry on Budget Consultation 25-26 Discussion on Community Information Sessions Update on October Enrolments for 2024-25
January 16, 2025	Regular FBEC	Update on Revised Estimates for 2024-25 Enrolment Projections for three years Report on \$5M Savings Centrally 1st Quarter financial report Update on Reserves as of 23-24 year end
February 12, 2025	Regular FBEC	Financial projection for 25-26 report Financial Facts Discussion on Community Information Sessions
March 4, 2025	Special FBEC	School Based Staffing 2025-26
March 26, 2025	Regular FBEC	Presentation of balance budget plan Update on Core Ed Funding (if available)
April 30, 2025	Regular FBEC	Update on Operating Budget based on Core Ed Funding 25-26 Presentation of draft Capital Budget
June 4, 2025	Regular FBEC	Approval of 24-25 Operating and Capital Budgets
June 18, 2025	Board	Approval of 24-25 Operating and Capital Budgets

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Program and School Services Committee

Report No. 07

PSSC:007A

Wednesday, October 23, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Deborah Williams (Chair), Alexis Dawson, Debbie King, Farzana Rajwani

Regrets Regrets were received from Trustees Malika Ghous and Alexandra Lulka Rotman

Also Present Trustees Michelle Aarts, Matias de Dovitiis, Dennis Hastings, Shelley Laskin, Weidong Pei, Neethan Shan and Student Trustee Angelika Bell

The meeting was a hybrid model with Trustees Dawson, de Dovitiis, Hastings, King, MacLean, 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. Early Years Community Advisory Committee: Annual Report, 2023-24

The Committee considered a report from the Early Years Community Advisory Committee (see PSSC:007A, page 1) presenting information on its work for 2023-2024.

Moved by: Trustee Shan

Seconded by: Trustee King

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

Carried

2. French-as-a-Second-Language Community Advisory Committee: Annual Report, 2023-24

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee (see PSSC:007A, page 9) presenting information on its work for 2023-2024. The report was presented by FSLCAC parent co-chair, Lynne LeBlanc.

Moved by: Trustee Dawson

Seconded by: Trustee King

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

Carried

3. Math Achievement Action Plan: Report 1 for 2024-25 [4780]

The Committee considered a report from staff (see PSSC:007A, page 17 and attached) presenting information on the action plan for achievement in Math for 2024-2025.

Moved by: Trustee Shan

Seconded by: Trustee Rajwani

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

Carried

During discussion of the matter, a motion from Trustee Shan, seconded by Trustee Rajwani to end the debate was carried.

4. Annual Enrolment in Early and Middle French Immersion Programs, 2024-25 and Core French Programs, 2023-24 [4781]

The Committee considered a report from staff (see PSSC:007A, page 63) presenting information on enrolment in the Board's early and middle French immersion and core French programs for 2023-2024.

Moved by: Trustee Dawson

Seconded by: Trustee King

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

Carried

5. Summer Programs, 2024 [4782]

The Committee considered a report from staff (see PSSC:007A, page 79) presenting information on programs offered by the Board during summer, 2024.

Moved by: Trustee Dawson

Seconded by: Trustee Rajwani

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

Carried

6. Establishment of a Latin/a/o/x Task Force

Moved by: Trustee Williams

Seconded by: Trustee King (on behalf of Trustee de Dovitiis)

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

Whereas, the student community of the Latin-America diaspora in TDSB is 4.7% of all students as per the TDSB Student Census 2023; and

Whereas, students of the Latin-America diaspora have experienced some of the highest percentage of students being failed by the educational system from kindergarten straight through to graduation from high school and thereafter. As an example:

- **In the most recent Early Years Development Instrument, taken system-wide to all senior kindergarten students in 2018, one-fifth of all students of the Latin-America diaspora were measured as vulnerable in two out of the five domains measured. This was amongst the highest percentage of senior kindergarten students by racial group that were assessed as vulnerable within this assessment.**

- **After students who identify as Indigenous, students of the Latin-America diaspora, have the lowest percentage of students graduating over a half decade between 2016-2020 when compared to all other ethnicity, racial groups. During this period, the average rate of graduation for Latin/a/o/x students is 76% while the TDSB had an average graduation rate of 85%. While graduation rates for students of Latin-America diaspora have gone up significantly throughout this time period, the proportion has remained consistently lower than all other groups by race except for students that identify as Indigenous.**
- **In 2020-21, only 39% of Latin-America diaspora students confirmed placement in a college or university opportunity compared to 55% of all year 4 plus students in the TDSB; and**

Whereas, collectively this analytical breakdown of students of the Latin-America diaspora indicates a population of students who have been failed by the educational system and as a result have not reached their potential within the TDSB; and

Whereas, there continues to be multiple barriers including both systemic and structural barriers both within and outside of the educational system for students of the Latin-America diaspora; and

Whereas, these structural and systemic barriers may also differentiate for students of the Latin-America diaspora based on their multiple intersecting identities including but not limited to being: Black, Indigenous, Black/Afro-Indigenous, racialized, Muslim, Jewish, LGBTQ+, disabled, neurodivergent, English language learners, newcomer, precarious immigration status or undocumented to name a few; and

Whereas, the TDSB has a commitment to ensuring that all of TDSB students are given equitable opportunities and where opportunity gaps exist, the TDSB has a duty and responsibility to apply resources to create better outcomes; and

Whereas, there is a significant opportunity to bring in to the conversation outside partners including those of the Latin-America diaspora and prioritizing those historically and present-day oppressed at the intersecting identities of Black, Indigenous, Black/Afro-Indigenous, racialized, Muslim, Jewish, LGBTQ+, disabled, neurodivergent, English language learners, newcomer, precarious immigration status or undocumented to name a few as part of the effort to improve the life circumstances, wellbeing and educational success of students of the Latin-America diaspora.

Therefore, be it resolved:

- (a) That the Director establish a Latin/a/o/x Task Force to address the educational challenges faced by students of the Latin-America diaspora; to improve academic performance, reduce dropout rates, and provide better support for students of the Latin-America diaspora and their families;**
- (b) That the Latin/a/o/x Task Force create a working group that identifies actions that can be taken by the Board to increase the educational success of students from the Latin-America diaspora;**
- (c) That the Latin/a/o/x Task Force create a second working group inclusive of student voice, educators, parents/guardians, and community partners to identify priorities and best practices to improve the learning experience and educational success of TDSB students of the Latin-America diaspora;**
- (d) That the Director provide a report on the work of the Latin/a/o/x Task Force with recommendations for consideration by the Board.**

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, October 23, 2024, from 4:30 p.m. to 8:09 p.m., with Deborah Williams presiding.

8. Approval of the Agenda

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

9. Declarations of Possible Conflict of Interest

Trustee Alexis Dawson declared a possible conflict of interest related to the matter, Early Years Community Advisory Committee: Annual Report, 2023-24. The Trustee stated:

I am employed by a large child care provider.

The Trustee did not vote on the matter for which she declared a conflict.

10. Delegations

re Establishment of a Latin/a/o/x Task Force (Trustees Williams and King, on behalf of Trustee de Dovitiis)

1. Andrea Vásquez Jiménez, Across the Diaspora
2. Ray Martinez-Rodriguez, Canadian Association of Latin Medical Students, University of Toronto Faculty of Medicine
3. Derik Chica, TDSB Parent

re Advocating for Mandatory Equity, Diversity, and Anti-Racism Certification for K-12 Teachers in Ontario (Trustees Williams and King on behalf of Student Trustee Bell)

4. Hardeep Shergill, TDSB Employee, Ph.D. Student

11. Adjournment

On motion of Trustee Dawson, seconded by Trustee King, the meeting adjourned at 8:10 p.m.

Part C: Ongoing Matters

12. Written Notices of Motion

At the Committee meeting, following consideration of the matter, French-as-a-Second-Language Community Advisory Committee Annual Report, 2023-2024, Trustee Williams provided notice of the following motion for consideration at the Organizational meeting on November 13, 2024.

1. French-as-a-Second-Language Community Advisory Committee: Name and Mandate Revisions (Trustees Williams and Ehrhardt)

Whereas, section 3.1.1 (b) of the Board's Bylaws state that the purpose of the Organizational Meeting will be to "Establish and review Committees of the Board (as defined in section 1.6), Statutory Committees and Community Advisory Committees"; and

Whereas, section 1.6 defines "Community Advisory Committee" as an advisory committee of the Board which serves in an advisory function in accordance with legislation and its mandate to provide the Board with ongoing community advice on specified areas of Board policy or program, as well as on educational issues of community interest"; and

Whereas, the TDSB French as a Second Language (FSL) programs are Core French, Early French Immersion and Middle French Immersion; and Extended French programs are being phased out; and

Whereas, the French-as-a-Second-Language Community Advisory Committee (FSLCAC), formerly known as the French as a Second Language Advisory Committee (FSLAC), was created by the Board in 2005; and

Whereas, in 2007, the FSLCAC mission was adopted by the Board and was reconfirmed with the adoption of its mandate and Terms of Reference in 2016: “To consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board.”; and

Whereas, with the adoption of the TDSB Multi-Year Strategic Plan (MYSP) 2024-28, Community Advisory Committees Procedures (PR741, PR742, January 2024), and the review of selected community advisory committees, the FSLCAC Terms of Reference were reviewed. At the FSLCAC Annual General Meeting in June 2024, the committee passed recommendations for consideration by the Board of Trustees to align its name and mandate with the Multi-Year Strategic Plan (MYSP) 2024-28; and

Whereas, changing this committee’s name to French Student Achievement Community Advisory Committee would centre its work on students and their achievement in Core French and French Immersion programs. Removing “second language”, as has been done by the TDSB French department, is inclusive of multi-lingual students for whom French is a third or subsequent language;

Therefore, be it resolved:

- (a) That the name of the French-as-a-Second-Language Community Advisory Committee be changed to French Student Achievement Community Advisory Committee, effective immediately;
- (b) That, effective immediately, the mandate of the French Student Achievement Community Advisory Committee (formerly known as the French-as-a-Second-Language Community Advisory Committee) be changed to:

To consult with and advise the Board on French program matters. As a Board community advisory committee, the French Student Achievement Community Advisory Committee will contribute to the work of Trustees and staff. This partnership of Trustees, staff, parents/caregivers/guardians and community will foster equity, excellence and growth in French programs at the Board

At the Committee meeting, Trustees Williams and King, on behalf of Student Trustee Bell, provided notice of the following motion for consideration at the next regular meeting of the Program and School Services Committee.

2. Advocating for Mandatory Equity, Diversity, and Anti-Racism Certification for K-12 Teachers in Ontario

Whereas, the introduction of a mandatory certification on equity, diversity, and anti-racism for all K-12 teachers in Ontario would ensure that teachers are better equipped to support racialized students and educators effectively; and

Whereas, ongoing professional development on equity and diversity will help ensure teachers are equipped with current best practices to further an inclusive classroom; and

Whereas, according to the Ontario Teachers College of January 3, 2022, the Minister of Education implemented a mandatory certification for Ontario Certified Teachers, applicants, and re-applicants are required to successfully complete the online Sexual Abuse Prevention Program in coordination with Canadian Centre for Child Protection (C3P); and

Whereas, Ontario Regulation 437/97: Professional Misconduct, made under the *Ontario College of Teachers Act, 1996*, includes provisions against making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the Human Rights Code, yet there is no mandatory anti-racism and equity certification for teachers in the Ontario College of Teachers; and

Whereas, the Toronto District School Board is committed to providing an inclusive and equitable education environment for all students and educators, with equity as foundational and embedded throughout the strategic directions of the 2024-2028 TDSB Multi-Year Strategic Plan (MYSP) which includes the pillar of “Belonging” so all students belong, are engaged, and valued; and

Whereas, the TDSB's Equity Policy (P037), initially adopted in 1999 and revised in 2018, commits to providing an inclusive and equitable education environment for all students and educators, yet the continued lack of mandatory Equity and Anti-racism certification in Ontario Teachers College indicates a gap in fully achieving these policy goals; and

Whereas, according to Youth Participatory Action Research conducted in partnership with the TDSB's Center of Excellence for Black Student Achievement, Black high school teachers aged 30-50 experience significant

challenges related to micro-aggressions, isolation, and lack of support within the school environment; and

Whereas, the Ministry of Education recognizes the need of the relatively new mandatory certification on sexual abuse prevention and should see a parallel need for a mandatory certification focused on equity, diversity and anti-racism.

Whereas, data from the [TDSB Fall 2023 Public Report](#) from the Race, Bias and Hate Portal (RBH) data identified 80% of incidents reported involved racism - with the vast majority of reported incidents involving anti-Black racism at 56% (13.3% students self-identify as Black according to the [TDSB Student Census 2023](#)), 15% involved antisemitism (3.5% of students self-identify as Jewish); 10% involved anti-East Asian racism (18% of students self-identify as East Asian), 4% involved anti-South Asian racism (21.8% of students identify as South Asian); 4% involved Islamophobia (18.4% of students self-identify as Muslim) and 4% involved anti-Middle Eastern racism (8.9% of students self-identify as Middle-Eastern);

Whereas, the 2022-2023 TDSB Human Rights Office Annual Report demonstrates that more than half of reported Race, Bias, and Hate (RBH) race-based incidents were anti-Black racism, and there has been an increase in religious RBH incidents, with antisemitism being the most frequent, followed by Islamophobia, and the leading RBH incidents related to sexual orientation and gender identity being homophobia, further underscoring the need for comprehensive training and accountability for all educators; and

Whereas, the motion aligns with the steps outlined in the TDSB's Fall 2023 Update on Responding to Incidents of Racism, Bias, and Hate, which highlights the necessity for capacity building and strengthening the ability of educators to address these critical issues effectively;

Therefore, be it resolved:

- (a) That the Chair send a letter to the Ministry of Education and the Ontario College of Teachers advocating for the implementation of a mandatory Equity, Diversity, and Anti-racism certification for Ontario's teachers.
- (b) That the Ontario Public School Boards' Association be copied on the letter to the Ministry of Education and Ontario College of Teachers;
- (c) That the letter at Part (a) include:
 - i. a detailed rationale for the necessity of such certification, drawing on data from Youth Participatory Action Research and Toronto District School Board policies, as well as examples of the challenges faced by Black educators and students, and other groups experiencing racism identified through the RBH data;

- ii. a request for the Ministry of Education to consult with key stakeholders, including the Ontario College of Teachers, the Ontario Black Trustee Caucus, Ontario Public School Boards' Association, Ontario Catholic School Trustees' Association, equity and diversity experts, educators, and community organizations, to develop and implement this certification program;
- iii. a proposed timeline for the development, consultation, and implementation phases of the certification program.
- ii. That an update on the progress of this advocacy effort be provided to the Board at the next scheduled Board meeting.

Submitted by: Deborah Williams, Committee Chair



Program and School Services Committee: Math Achievement Action Plan

October 2024

Louise Sirisko, Associate Director

Diana Panagiotopoulos, Executive Superintendent, Program Services

Lisa Dilworth, System Superintendent, Mathematics

Denise Humphreys, System Superintendent, Mathematics

Mervi Salo, Centrally Assigned Principal



Context: TDSB Math Achievement Action Plan



Bill 98



TDSB's Math Achievement Action Plan
 Mathematics for All: Supporting & Empowering Every Student, Every Classroom

The TDSB is committed to providing exceptional, inclusive, empowering and culturally-responsive mathematics education for all students. We believe strongly that every math classroom across our system should be a place where students of all backgrounds and abilities can excel. Our aim is for all students to reach high levels of academic achievement, while also developing a deep appreciation for mathematics that will serve them in the future, regardless of the pathway they follow.

TDSB's Math Achievement Action Plan, approved in 2023, guides this work. Some of the highlights of the plan include:

Implementing the Curriculum	<ul style="list-style-type: none"> Provide understanding of the curriculum across all grades Empower staff by improving professional learning on the curriculum, with a focus on making connections between the different strands of mathematics Draw explicit connections between mathematical processes in lesson planning and use proven instructional strategies to engage all students
Strengthening Mathematics Content Knowledge for Educators	<ul style="list-style-type: none"> Use student achievement data to establish focus areas for mathematically professional learning Engage educators in professional learning and assist them in sharing this learning with their colleagues back in school for implementation in a variety of classrooms Develop content knowledge for teaching mathematics by educators through a variety of resources and professional learning opportunities
Knowing the Mathematics Learner	<ul style="list-style-type: none"> Use student assessment and demographic data to identify areas of focus Identify and monitor achievement of students achieving below level for mathematics' outcomes using various resources Adapt lesson planning to respond to data collected from multiple frequent assessment opportunities

As a system, we will continue to monitor TDSB EQAO equity outcomes we are on the right track and make any adjustments to the Math Achievement Action Plan as needed.



Context:

- 2023-24: 148 Math Partnership Grades in (123) schools (Based on 2021-21 EQAO)
- 2024-25: 152 Math Partnership Grades in (125) schools (Based on 2022-23 EQAO)
- 24.5 Math Learning Partners deployed into all MLP schools.



Image Source: Lisa Dilworth



Data Debrief: EQAO

Provincial Comparison to all TDSB Schools

	TDSB (% scored at or above provincial standard of 70%)	Province (% scored at or above provincial standard of 70%)
Grade 3	59.4%	61.3%
Grade 6	52%	50.2%
Grade 9	57%	54%

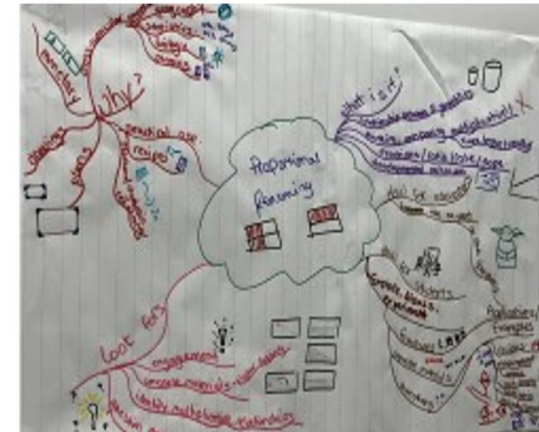


Data Debrief: EQAO continued

MLP Schools

From 2022-2023 to 2023-2024, 123 MLP schools saw a:

- 4% points increase in Grade 3 EQAO (at or above provincial standard of 70%)
- 2% points increase in Grade 6 EQAO (at or above provincial standard of 70%)
- 4% points decrease in Grade 9 EQAO (at or above provincial standard of 70%)



Non-MLP Schools

Schools not identified through the Ministry’s MLP initiative have seen a:

- 1% point decrease in Grade 3 EQAO
- 3% point decrease in Grade 6 EQAO
- 1% point decrease in Grade 9 EQAO





Attendance and Engagement

- **Grade 3, 6, and 9 student attendance**
 - 57% of students meet the benchmark of school attendance 90%+ of the time
- **Educator Attendance at Professional Learning**
 - 1365 teachers attended professional learning
 - 273 completed Math AQ course
 - 450 school and system leaders attended system learning on math leadership





Challenges

- **Student attendance** is a complex factor that is linked to student success and it requires a multifaceted approach to remedy
- **Math Professional Learning attendance was impacted by** supply teacher shortages and the lack of funding specific for math release time impacting small schools disproportionately
- **EQAO is a lagging indicator** for school teams and other data collection points are needed to support directions in instruction
- **TDSB's large size** presents unique challenges when it comes to communication of common messages, coherence and implementation of effective practice with fidelity (adherence) to the curriculum, research-based instructional strategies, etc.



Action Plan for 2024-25

- **Enhanced Professional Learning:**

- Early Years Math Skills (Dr. Alex Lawson)
- Developing Multiplicative Reasoning in Junior Years:* (Dr. Alex Lawson)
- Unlocking Fractions (Dr. Heather Wark and Dr. Cathy Bruce)
- Developing Algebraic Reasoning:* (Dr. Ruth Beattie)
- Grade 9 Destreaming* (Partnership with OISE/UT)
- Secondary Mathematics Leadership Symposium
- Aanse Math Professional Learning in collaboration with the UIEC*
- High-Impact Instructional Strategies in Mathematics*
- From Patterning to Algebra with Tiles*
- Demonstrating Mathematical Thinking through the use of Digital Manipulatives* .
- Expanded Additional Qualification (AQ) math courses with Ministry subsidies

* Indicates new offerings for 2024-25 school year.

- **Monitoring and Support:** Close monitoring of math progress, particularly in MLP schools, with superintendent visits and regular cycles of review aligned with system and school improvement cycles.
- **Ongoing leader learning:** to develop instructional leadership and school improvement data collection to support measuring and monitoring math learning.





What will be different this year?

- Collaboration with Global Competencies, UIEC, Special Education and other TDSB partners to provide more math-based offerings to a wider audience using various models and modalities for learning.
- SIP work at the system, LC, FOS & school-level linked explicitly to ongoing data collection, analysis, and monitoring of research-based practices in MLP schools
- Intensive sessions with MLPs on the use of tools and representations in math and work on Algebraic Reasoning and the Development of Multiplicative thinking
- New KPI reflecting the number of students on modified IEPs.





Conclusion

The TDSB's Math Achievement Action Plan focuses on equitable math outcomes, improving student engagement, and supporting the development of exemplary educator practice in mathematics.



**Planning and Priorities Committee
Report No. 7**

PPC:007A
 Wednesday, October 30, 2024
 4:30 p.m.
 Hybrid Meeting
 Boardroom, 5050 Yonge Street

Members Present Trustees Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, 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 and Student Trustee Angelika Bell

Regrets Trustee Malika Ghous

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

The meeting was a hybrid model with Trustees Aarts, Ehrhardt, Hastings, Laskin, Lulka Rotman, MacLean, 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. Toronto Lands Corporation: 705 Progress Avenue (Ward 19): Conceptual Master Development Plan, Project Charter and Proposed Budget to Advance Podium Elementary School and Mixed-Use Redevelopment

The Committee considered a report from the Toronto Lands Corporation (see PPC:007A, page 1) presenting information on 705 Progress Avenue and to seek endorsement of the conceptual master development plan an approval of the

proposed budget, required to advance the development applications approval to submit required development applications.

Moved by: Trustee Laskin

Seconded by: Trustee Aarts

The Planning and Priorities Committee **RECOMMENDS:**

- (a) **That the 705 Progress Avenue conceptual master development plan, project charter and proposed budget to advance Podium Elementary School and mixed-use redevelopment, as presented in the report, be approved;**
- (b) **That the key terms of the project charter for the 705 Progress Mixed-Used Redevelopment, presented in the report, be received;**
- (c) **That the proposed consultant budget in the amount of approximately \$1.5M, split 50-50 between the Toronto District School Board and City of Toronto with \$300K to be allocated to the Toronto Lands Corporation's 2024-2025 budget and \$450K to be allocated to TLC's 2025-26 budget, as presented in the report, be approved.**
- (d) **That Toronto Lands Corporation staff, in coordination with CreateTO and the City of Toronto, be authorized to prepare and submit the required development applications to amend the City of Toronto's Official Plan and Zoning By-law and subdivide the lands at 705 Progress Avenue to permit the redevelopment of the site into the proposed podium elementary school and mixed-use development, as presented in the report;**
- (e) **The Chief Executive Officer, Toronto Lands Corporation, report back to the TLC Board in December 2025 on a business case to advance phased redevelopment of 705 Progress Avenue.**

Carried

2. Toronto Lands Corporation: Expropriation by Metrolinx at Blake Street Junior Public School

The Committee considered a report from the Toronto Lands Corporation (see PPC:007A, page 15) presenting information on an expropriation plan by Metrolinx at Blake Street Junior Public School.

Moved by: Trustee Laskin

Seconded by: Trustee Pei

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the Toronto Lands Corporation be authorized to execute an Acceptance of Offer from Metrolinx for Parts 1 and 2, Plan of Expropriation No. AT6586984, accepting Offer (B): Advance Payment on a without prejudice basis, as presented in the report;**
- (b) That the Toronto Lands Corporation be authorized to execute an Acceptance of Offer from Metrolinx for Parts 3, 4, and 5, Plan of Expropriation No. AT6586984, accepting Offer (B): Advance Payment on a without prejudice basis, as presented in the report;**
- (c) That the Toronto Lands Corporation be authorized to negotiate with Metrolinx to reach a full and final settlement on terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC's legal counsel;**
- (d) That the Toronto Lands Corporation, as part of final settlement, seek to negotiate the following, including but not limited to:**
 - i. a community donation by Metrolinx to the Blake School Council for their playground revitalization project, which has been delayed due to the Metrolinx work at this location;**
 - ii. compensation for any tree loss resulting from this proposal and Metrolinx's anticipated work adjacent to Blake school property to allow for replanting;**
 - iii. provision of detailed designs for the rail line updates Metrolinx will be conducting adjacent to the school;**
 - iv. inclusion by Metrolinx of a mural on a sound wall to be constructed on the property adjacent to Blake school, working with the school as part of the eventual design process.**

Carried

3. Toronto Lands Corporation: Amendments to Land Exchange: Eglinton Junior Public School

The Committee considered a report from the Toronto Lands Corporation (see PPC:007A, page 23) presenting information on amendments to a land exchange agreement at Eglinton Junior Public School.

Moved by: Trustee Laskin

Seconded by: Trustee Pei

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the Toronto Lands Corporation be authorized to amend the land exchange agreements (the “Agreements”) with the developer, Bazis and its subsidiary, as presented in the report;
- (b) That the Agreements ensure that the newly constructed non-condominium strata title ownership of finished school space will increase from approximately 120,000 square feet to 145,000 square feet;
- (c) That the Agreements provide that the developer, Bazis and its subsidiary, will pay \$60 per square foot on any approved residential gross floor area exceeding 1,200,000 square feet for development on the Toronto District School Board lands under the municipal address of 223 Eglinton Avenue East;
- (d) That the Agreements provide that the developer, Bazis and its subsidiary, will pay for the costs of TDSB’s advocate architect;
- (e) That the Agreements include a requirement that would compel the developer, Bazis and its subsidiary, upon completion of Phase 1 of the development, to immediately commence development of Phase 2 in order to deliver a completed school to the TDSB and community by the end of year 2035 at the latest;
- (f) That the Agreements provide that the developer, Bazis and its subsidiary, will not assign any interest to a third party (including a change of control) without the written approval of the Toronto District School Board at its sole discretion.

Carried

4. Toronto Lands Corporation: Lease re Former Gooderham Learning Centre

The Committee considered a report from the Toronto Lands Corporation (see PPC:007A, page 31) presenting information on a lease agreement with the City of Toronto regarding the former Gooderham Learning Centre.

Moved by: Trustee Laskin

Seconded by: Trustee Pei

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That, in accordance with section 194(3) of the *Education Act*, the former Gooderham Learning Centre, located at 62 Gooderham Drive, continue to not be required for the purposes of the Toronto District

School Board and be declared surplus for lease for a total of five (5) years;

- (b) That the Toronto Lands Corporation (TLC) be authorized to enter into a lease agreement with the City of Toronto for the Toronto Paramedic Services for the former Gooderham Learning Centre, located at 62 Gooderham Drive for a term of two (2) years with an option to renew for three (3) years, upon satisfactory completion of Ontario Regulation 374/23, if required, on terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC's legal counsel.**

Carried

5. Toronto Lands Corporation Third Quarter Business Operations Report

The Committee considered a report from the Toronto Lands Corporation (see PPC:007A, page 39), presenting information on activities and achievements of the Toronto Lands Corporation during its third quarter.

Moved by: Trustee Laskin
Seconded by: Trustee Pei

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

Carried

6. Toronto Lands Corporation Board Self-Evaluation Results

The Committee considered a report from the Toronto Lands Corporation (see PPC:007A, page 45), presenting information on feedback following a self-evaluation of the Toronto Lands Corporation.

Moved by: Trustee Laskin
Seconded by: Trustee Pei

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the Toronto Lands Corporation formulate a workplan for TLC Board training, professional development and team building, that would address the feedback in the Board Self-Evaluation survey and bring the workplan back to the TLC Organizational Board at its**

- meeting on November 21, 2024, for approval;
- (b) That the Toronto Lands Corporation Board Self-Evaluation results, as presented in the report, be approved.**

Carried

7. Fourth Annual North American Somali Elected Officials Conference Expense Approval, October 19-20, 2024 [4787]

The Committee considered a report from staff (see PPC:007A, page 51), presenting information on the attendance of Trustee Liban Hassan at the Fourth Annual North American Somali Elected Officials Conference from October 19 to 20, 2024.

Moved by: Trustee Laskin
Seconded by: Trustee Ehrhardt

The Planning and Priorities Committee **RECOMMENDS** that the expenses submitted by Trustee Liban Hassan for attendance at the Fourth Annual North American Somali Elected Officials Conference, in Columbus, Ohio on October 19-20, 2024, be approved, retroactively.

Carried

8. Long-Term Program and Accommodation Strategy 2024-2033 [4779]

The Committee considered a report from staff (see PPC:007A, page 61), presenting information on the approach to program and accommodation planning with a ten-year timeframe.

Moved by: Trustee MacLean
Seconded by: Trustee Pei

The Planning and Priorities Committee **RECOMMENDS** that the Long-Term Program and Accommodation Strategy 2024-2033 and the Annual Planning Document 2024-2025, as presented in the report, be approved.

Carried

Part B: Information Only**9. Call to Order and Acknowledgment of Traditional Lands**

A meeting of the Planning and Priorities Committee was convened on Wednesday, October 30, 2024, from 4:38 to 9:39 p.m., including a fifteen-minute recess, with Neethan Shan presiding.

10. Approval of the Agenda

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

11. Declarations of Possible Conflict of Interest

Trustee Neethan Shan declared a possible conflict of interest related to the matter, 705 Progress Avenue (Ward 19): Conceptual Master Development Plan, Project Charter and Proposed Budget to Advance Podium Elementary School and Mixed-Use Redevelopment. Trustee Shan stated:

I am employed with an organization that is a tenant at the property 705 Progress Avenue.

The Trustee did not vote on the matter for which he declared a conflict.

12. Delegations

re Community Use of Schools: Permit Fees and Cost Recovery Report Update [4788]

1. Andres Tucci Clarke, Community member and also a member of the Community Use of Schools Community Advisory Committee

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

The Committee heard an update from the directors on the Ontario Public School Boards' Association on the activities of OPPSBA.

A copy of the report was circulated at the meeting.

14. Community Use of Schools: Permit Fees and Cost Recovery: Update [4788]

The Committee considered a report from staff (see PPC:007A, page 325 and attached), presenting information on addressing deficits associated with the permit fee structure.

Following discussion, the Committee defeated the recommendation from staff to receive the report.

15. Private Matters

At 9:14 p.m., on motion of Trustee Laskin, seconded by Trustee Aarts, the meeting resolved into private session to consider matters on the private agenda.

16. Adjournment

On motion of Trustee Sriskandarajah, seconded by Trustee Dawson, the meeting adjourned at 9:39 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Neethan Shan, Chair pro tem

Community Use of Schools: Permit Fees and Cost Recovery

October 30, 2024



Purpose

- Generate revenue to begin to address deficit
- Goal of achieving cost recovery with permits
- This is the first of two reports:

This first report is to provide information and gather feedback, the second report will seek approval of recommendations

Guiding Principles for Decision Making

- Address the permit structure costs equitably to ensure that no group is disproportionately impacted and that any fee changes do not result in a reduction in permit fees for any permit holder.
- Frame the permit cost structure to ensure true cost recovery, without generating additional revenue for TDSB.
- Work within the grant provided by MOE.
- To be able to meet the budget shortfall of \$3.2 mil.

Approach and Considerations

- Manage impact by phasing in the increase
- Provide opportunities for feedback from CUSCAC and Permit Fee Working group
- Historical review of TDSB permit fee structure and funding
- Comparison across school Boards
- Provide additional information through Appendices
- Communications Plan, initiated with advisory message to all Permit holders, June 2024

Appendices

Appendix A – List of LNSP Schools and Program Eligibility

Appendix B – Facility Permit Fees and comparison between A1, A2 and B rates

Appendix C - Permit Categories Definitions

Appendix D – Types of Permit Groups

Appendix E - RMI Report 2010 - TDSB Cost of Permit Use

Appendix F - Stakeholder Communication Summary

Appendix G – Caretaking Fees at other Boards

Permit Fee Changes

- **Four key areas of changes**
 - Facility Permit Fees for Community Use of Schools hours (M-F after 6pm, Sat & Sun)
 - Weekend Caretaking Costs Recovery
 - Pool Fees
 - Local Neighbourhood Support Program (LNSP)

Review of Cost Recovery

Importance of an annual review

- Fiscal review and validation of cost recovery
- Analysis of projected and actual cost-recovery 2024-2025 and 2025-2026 fiscal years
- Ensure that fee adjustments have achieved cost-recovery without resulting in net revenue .

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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

