# Finance, Budget and Enrolment Committee (Special Meeting) <br> Agenda 

FBEC:060A
Thursday, August 20, 2020
12:00 p.m.
Electronic Meeting
Trustee Members
Shelley Laskin (Chair), Michelle Aarts, Alexandra Lulka, Chris Moise, Zakir Patel, David Smith, Alexander Brown, Trixie Doyle

This meeting is to consider financial models regarding return to school.

> Pages

1. Call to Order and Acknowledgement of Traditional Lands
2. Declarations of Possible Conflict of Interest
3. Delegations

To be presented
4. School Re-opening Plans [3936]
5. Adjournment

# School Re-Opening Plans, September 2020 

To:
Date:
Report No.: Obtain from Board Services

## Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being


## Recommendation

That Option 2 as outlined in this report for the use of $\$ 29.5 \mathrm{M}$ of reserves to allow the allocation of an additional 280 teachers be approved. This would augment the redeployment of 400 teachers and Ministry and TDSB funding of 86 teachers, for a total of 766 teachers in elementary school to support lowering class sizes.

## Context

As we prepare to open our schools in September and welcome back students and staff, we are doing everything possible to ensure the health and safety of all school community members, while also providing the best academic experience possible for students, supporting mental health and well-being and considering the needs of families and staff.

COVID-19 has impacted our landscape dramatically in how we manage operations. We are working within the parameters of limited resources, while taking direction and guidance from both the Ministry of Education and Toronto Public Health. Their insight, guidance and approval are critical to ensuring a comprehensive methodology to learning is in place and at the same time ensuring the health and safety of students and staff.

Staff have remained flexible and recognize that conditions are constantly evolving as a result of COVID-19 and will continue to be nimble to ensure public health data and our guiding principles support our decisions.

## Elementary Model

The Ministry of Education guidelines have indicated that elementary schools will return to school five days per week with one cohort for the full day and with enhanced health and safety measures in place.

We acknowledge that our class sizes would not support the recommended 2 m distance as recommended by Toronto Public Health due to our limited resources. Staff have been exploring creative solutions to improve the health and safety measures for staff and students, including physical distancing.

Toronto Public Health maintains the best way to prevent the transmission of COVID-19 is through physical distancing. Based on TPH's recommendation around physical distancing, TDSB has developed a strategy to ensure that class sizes across the system are reduced as much as possible while also focusing resources in communities where public health data shows higher risk of contracting COVID-19.

Staff are working with Toronto Public Health to determine the exact schools that may require additional resources. On August 18, TPH provided a new list of elementary schools in TDSB that are in areas at a higher risk of contracting COVID-19. Staff have used this list to present the options in front of the Board today.

This morning, however, TPH contacted staff to inform them of a new model being worked on which is expected to be shared with the TDSB either late tonight or early tomorrow.

Staff will update the charts when the new data is received. It is expected that the total number of schools in high areas will remain at the same relative number of schools. The caps and averages may change slightly with the new data.

There are three options for consideration:

- Option 1 - Use only the funding provided by the Ministry of \$6.3M and TDSB budget allocation of $\$ 2.9 \mathrm{M}$, to provide an additional 86 teachers to support class size.
- Option 2 - Use the Option 1 funding and add an additional $\$ 29.5 \mathrm{M}$ from reserves, increasing the Board deficit to $2 \%$, to provide 366 additional teachers to support class size.
- Option 3 - Use the resources of Option 2 and add a further \$29.5M from reserves, increasing the Board's deficit to 3\%, to provide 646 additional teachers, to support class size.

Staff are also looking under all these models of redeploying central, itinerant and nonclassroom school teachers of approximately 400 to further lower class size.

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The summary chart below under each option provides a summary of teachers available to support reduced class sizes:

| Source of Teacher | Option 1 | Option 2 | Option 3 |
| :--- | ---: | ---: | ---: |
| Redeployed Teachers | 400.0 | 400.0 | 400.0 |
| Ministry and TDSB funded | 86.0 | 86.0 | 86.0 |
| Option 2 use of 1\% of Reserves (total Deficit 2\%) |  | 280.0 | 280.0 |
| Option 3 use of 2\% of Reserves (total Deficit 3\%) |  |  | 280.0 |
| Totals | $\mathbf{4 8 6 . 0}$ | $\mathbf{7 6 6 . 0}$ | $\mathbf{1 , 0 4 6 . 0}$ |

The use of resources under each model is outlined below:

| Resource | Option 1 | Option 2 | Option 3 |
| :--- | ---: | ---: | ---: |
| Ministry funding | $\$ 6.3 \mathrm{M}$ | $\$ 6.9 \mathrm{M}$ | $\$ 6.9 \mathrm{M}$ |
| TDSB Budget allocation | $\$ 2.9 \mathrm{M}$ | $\$ 2.9 \mathrm{M}$ | $\$ 2.9 \mathrm{M}$ |
| 1\% of Reserves (total deficit 2\%) |  | $\$ 29.5 \mathrm{M}$ | $\$ 29.5 \mathrm{M}$ |
| $2 \%$ of Reserves (total deficit 3\%) |  |  | $\$ 29.5 \mathrm{M}$ |
| Total | $\$ 9.2 \mathrm{M}$ | $\$ 38.7 \mathrm{M}$ | $\$ 68.2 \mathrm{M}$ |

The charts below provide the projected impact of each option on class caps and average class sizes:

Option 1

|  |  | Class Caps |  |  |  |
| :--- | ---: | ---: | ---: | ---: | :---: |
|  |  | JK/SK | Grade <br> 1 to 3 | Grade <br> 4 to 8 |  |
| Virtual School |  | 29 | 20 | 35 |  |
| TPH Priority <br> Schools |  | 15 | 20 | 23 |  |
| All Other Schools |  | 27 | 20 | 29 |  |


|  | Averages |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Regular Program |  |  | French Immersion |  |  | Extended | Late | $\begin{aligned} & \text { Spec } \\ & \text { Ed } \end{aligned}$ |
|  | JK/SK | Grade 1 to 3 | Grade 4 to 8 | $\begin{gathered} \mathrm{JK} / \mathrm{S} \\ \mathrm{~K} \end{gathered}$ | Grade 1 to 3 | Grade 4 to 8 | Grade 4 to 8 | Grade 4 to 8 | Gifted |
| Virtual School | 28.9 | 20.0 | 34.9 | 28.5 | 19.8 | 34.7 | 34.8 | 34.3 | 25.0 |
| TPH Priority Schools | 13.3 | 18.1 | 21.1 | 11.9 | 18.2 | 19.5 | 19.3 | - | 19.3 |
| All Other Schools | 22.2 | 18.1 | 25.8 | 20.3 | 18.0 | 25.2 | 23.5 | 22.5 | 21.6 |
| Total System | 19.9 | 18.1 | 24.8 | 19.0 | 18.0 | 24.6 | 23.0 | 22.5 | 20.9 |

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Schools with Potential Classroom Shortfalls
after using all space in buildings as classrooms such as gyms, libraries, cafeterias and lunchrooms
If $100 \%$ of students attend school

| \# of Schools | 21 |
| :---: | ---: |
| \# of Classrooms Short | 37 |

## Option 2

|  | Class Caps |  |  |
| :---: | :---: | :---: | :---: |
|  | JK/SK | Grade 1 to 3 | Grade 4 to 8 |
| Virtual School | 29 | 20 | 35 |
| TPH Priority Schools | 15 | 20 | 20 |
| All Other Schools | 26 | 20 | 27 |


|  | Averages |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Regular Program |  |  | French Immersion |  |  | Extended | Late | Spec Ed |
|  | JK/SK | Grade 1 to 3 | Grade 4 to 8 | JK/SK | Grade 1 to 3 | Grade 4 to 8 | $\begin{aligned} & \text { Grade } \\ & 4 \text { to } 8 \end{aligned}$ | Grade 4 to 8 | Gifted |
| Virtual School | 28.9 | 20.0 | 34.9 | 28.5 | 19.8 | 34.7 | 34.8 | 34.3 | 25.0 |
| TPH Priority Schools | 13.3 | 18.1 | 18.3 | 11.9 | 18.2 | 17.5 | 17.0 | - | 18.3 |
| All Other Schools | 21.6 | 18.1 | 24.1 | 20.2 | 18.0 | 23.5 | 22.1 | 21.6 | 21.6 |
| Total System | 19.5 | 18.1 | 22.8 | 18.8 | 18.0 | 22.9 | 21.5 | 21.6 | 20.6 |

## Schools with Potential Classroom Shortfalls

after using all space in buildings as classrooms such as gyms, libraries, cafeterias and lunchrooms
If $100 \%$ of students attend school

| \# of Schools | 34 |
| :---: | ---: |
| \# of Classrooms Short | 71 |

If $80 \%$ of students attend school

| \# of Schools | 4 |
| :---: | ---: |
| \# of Classrooms Short | 6 |

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Option 3

|  |  | Class Caps |  |  |
| :--- | ---: | ---: | ---: | ---: |
|  |  | JK/SK | Grade <br> 1 to 3 | Grade <br> 4 to 8 |
| Virtual School |  | 29 | 20 | 35 |
| TPH Priority <br> Schools |  | 15 | 20 | 20 |
| All Other Schools |  | 24 | 20 | 25 |


|  | Averages |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Regular Program |  |  | French Immersion |  |  | Extended | Late | Spec Ed |
|  | JK/SK | Grade 1 to 3 | Grade <br> 4 to 8 | JK/SK | Grade 1 to 3 | $\begin{aligned} & \text { Grade } \\ & 4 \text { to } 8 \end{aligned}$ | $\begin{aligned} & \text { Grade } \\ & 4 \text { to } 8 \end{aligned}$ | Grade 4 to 8 | Gifted |
| Virtual School | 28.9 | 20.0 | 34.9 | 28.5 | 19.8 | 34.7 | 34.8 | 34.3 | 25.0 |
| TPH Priority Schools | 13.3 | 18.1 | 18.3 | 11.9 | 18.2 | 17.5 | 17.0 | - | 18.3 |
| All Other Schools | 20.2 | 18.1 | 22.5 | 19.0 | 18.0 | 22.1 | 20.9 | 20.7 | 21.6 |
| Total System | 18.6 | 18.1 | 21.6 | 17.9 | 18.0 | 21.7 | 20.4 | 20.7 | 20.6 |

## Schools with Potential Classroom Shortfalls

after using all space in buildings as classrooms such as gyms, libraries, cafeterias and lunchrooms

If $100 \%$ of students attend school

| \# of Schools | 45 |
| :---: | ---: |
| \# of Classrooms Short | 105 |

If 80\% of students attend school

| \# of Schools | 4 |
| :---: | ---: |
| \# of Classrooms Short | 6 |

## Impacts on Space

The allocation of additional teachers to decrease class size will create a greater need for classrooms in the schools. For each of the models, staff has compared the number of teachers requiring classrooms to the number of spaces in the buildings that could be used as classrooms including gyms, libraries, cafeterias and lunchrooms. For each model there will be schools that require more space than is available in the building. The tables show the number of schools anticipated to have a shortfall and the number of classrooms required.

Staff are exploring options for providing additional space for the schools by using available space in other nearby facilities:

- TDSB facilities such as under-utilized secondary schools, multi-purpose learning centres, administration centres, and outdoor education centres;
- Facilities operated by the City of Toronto such as community centres and public libraries;
- Universities and colleges in Toronto; and
- Other public facilities such as the Ontario Science Centre.


## Pre-Registration

Below is our identified action plan for the pre-registration of students:
Data Collection Method shift for parent flexibility and decision making

- Online registration to all parents/guardians with emails followed by Call Messenger to all non-responders
- Concurrent Call Messenger process for 15,000 parent/guardians without email contact information
- Translations will be available on the TDSB web and online pre-reg process will have a google translate option


## Timeline:

- System email-letter web content
- Pre-registration process opens
- Pre-registration process closes

Tuesday, August 25
Wednesday, August 26
Saturday, August 29

## Virtual School K-12 for full remote learning

Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central "virtual school" for the 2020-21 school year.

Our latest analysis from the first pre-reg survey indicates:

- 24,786 elementary students are choosing remote
- 7,622 secondary students are choosing remote
- 1,215 adult day students are choosing remote

The school will be fully online and staffed with TDSB teachers, principals, viceprincipals, guidance counsellors and superintendents, etc.

Staff is working at finalizing:

- Models for both elementary and secondary
- Expectations of students and staff
- Staffing
- Tools, integration and platform
- Registration model
- Possible re-entry points


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## Action Plan and Associated Timeline

Once Board approves the allocation of resources, staff will work with TPH to identify the high priority schools. Based on the approval of Board and the new high priority schools from TPH, staff will recalculate the caps and class averages.

The pre-registration will be sent out to parents based on the information in this report or if TPH data comes in prior to noon tomorrow, on that updated data.

## Resource Implications

If approved this would require the use of an additional $\$ 29.5 \mathrm{M}$ of reserves to support lower class sizes. These following reserves would be used to provide the additional funding:

| Reserve | Amount in Reserve <br> as at Aug 31, 2019 | Amount to be <br> utilized |
| :--- | ---: | ---: |
| School Budget Carryover | $\$ 17.7 \mathrm{M}$ | $\$ 17.7 \mathrm{M}$ |
| Contractual Professional Development | $\$ 0.9 \mathrm{M}$ | $\$ 0.9 \mathrm{M}$ |
| Environmental Legacy Fund | $\$ 2.9 \mathrm{M}$ | $\$ 2.3 \mathrm{M}$ |
| Artificial Turf Fund | $\$ 0.7 \mathrm{M}$ | $\$ 0.2 \mathrm{M}$ |
| Long Term Disability | $\$ 88.2 \mathrm{M}$ | $\$ 8.4 \mathrm{M}$ |
| Total | $\$ 110.4 \mathrm{M}$ | $\$ 29.5 \mathrm{M}$ |

## Board Policy and Procedure Reference(s)

Not applicable.

## Appendices

- Appendix A: to be confirmed if one is to be included.


## From

Carlene Jackson, Interim Director of Education at carlene.jackson@tdsb.on.ca or at 416-397-3190.

Karen Falconer, Interim Associate Director, Equity, Well-Being and School Improvement, karen.falconer@tdsb.on.ca or 416-397-3187.

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Manon Gardner, Associate Director, School Operations and Service Excellence at manon.gardner@tdsb.on.ca or at 416-394-2041.

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at craig.snider@tdsb.on.ca or at 416-397-3188.

Kathy Witherow, Associate Director, Leadership, Learning, and School Improvement at kathy.witherow@tdsb.on.ca or at 416-397-3069.

Andrew Gold, Executive Superintendent, Employee Services at andrew.gold@tdsb.on.ca or at 416-397-3726.

## Returning to School

Planning Ahead for September 2020

Finance, Budget and Enrolment Committee August 20, 2020

## Total Teachers Available by Option

| Source of Teacher | Option 1 | Option 2 | Option 3 |
| :--- | ---: | ---: | ---: |
| Redeployed Teachers | 400.0 | 400.0 | 400.0 |
| Ministry and TDSB funded | 86.0 | 86.0 | 86.0 |
| Option 2 use of 1\% of Reserves (total Deficit 2\%) |  | 280.0 | 280.0 |
| Option 3 use of 2\% of Reserves (total Deficit 3\%) |  |  | 280.0 |
| Totals | 486.0 | 766.0 | $1,046.0$ |

## Summary of TDSB Resources Available by Option

| Resource |  |  |  |
| :--- | :--- | :--- | :--- | :--- |

## Elementary Model: Option 1

Use only the funding provided by the Ministry of \$6.3M and TDSB budget allocation of \$2.9M to provide an additional 86 teachers to support class size.

|  | Class Caps |  |  |
| :---: | :---: | :---: | :---: |
|  | JK/SK | Grades $1 \text { to } 3$ | Grade $4 \text { to } 8$ |
| Remote | 29 | 20 | 35 |
| Impacted Schools | 15 | 20 | 23 |
| Non-impact Schools | 27 | 20 | 29 |


|  | Averages |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Regular Program |  |  | French Immersion |  |  | Extende | Late | Spec Ed |
|  | Jk/SK | Grade $1 \text { to } 3$ | Grade $4 \text { to } 8$ | Jk/SK | Grade <br> 1 to 3 | Grade <br> 4 to 8 | $\begin{gathered} \text { Grades } \\ 4-8 \end{gathered}$ | Grades $4 \text { to } 8$ | Gifted |
| Remote | 28.9 | 20.0 | 34.9 | 28.5 | 19.8 | 34.7 | 34.8 | 34.3 | 25.0 |
| Impacted Schools | 13.3 | 18.1 | 21.1 | 11.9 | 18.2 | 19.5 | 19.3 | - | 19.3 |
| Non-impact Schools | 22.2 | 18.1 | 25.8 | 20.3 | 18.0 | 25.2 | 23.5 | 22.5 | 21.6 |
| Total System | 19.9 | 18.1 | 24.8 | 19.0 | 18.0 | 24.6 | 23.0 | 22.5 | 20.9 |

## Elementary Model: Option 1

Schools with potential classroom shortfalls after using all space in buildings as classrooms such as gyms, libraries, cafeterias, and lunchrooms
If $100 \%$ of students attend school

| \# of Schools | 21 |  |  |
| :---: | ---: | ---: | ---: |
| \# of Classrooms Short | 37 | If $80 \%$ of students attend school |  | | $\#$ of Schools | 3 |
| :--- | ---: | ---: |

## Elementary Model: Option 2

Use the Option 1 funding and add an additional \$29.5M from reserves, increasing the Board deficit to $2 \%$, to provide additional teachers, totalling $\mathbf{3 6 6}$, to support class size.

|  |  | Class Caps |  |  |
| :--- | ---: | ---: | ---: | ---: |
|  |  |  | Grades | Grade |
|  |  |  | JK/SK | 1 to 3 |
|  | 4 to 8 |  |  |  |
| Remote |  | 29 | 20 | 35 |
| Impacted Schools |  | 15 | 20 | 20 |
| Non-impact Schools |  | 26 | 20 | 27 |


|  | Averages |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Regular Program |  |  | French Immersion |  |  | Extende | Late | Spec Ed |
|  | Jk/SK | Grade 1 to 3 | Grade $4 \text { to } 8$ | Jk/SK | $\begin{aligned} & \text { Grade } \\ & 1 \text { to } 3 \end{aligned}$ | $\begin{aligned} & \text { Grade } \\ & 4 \text { to } 8 \end{aligned}$ | Grades 4-8 | Grades $4 \text { to } 8$ | Gifted |
| Remote | 28.9 | 20.0 | 34.9 | 28.5 | 19.8 | 34.7 | 34.8 | 34.3 | 25.0 |
| Impacted Schools | 13.3 | 18.1 | 18.3 | 11.9 | 18.2 | 17.5 | 17.0 | - | 18.3 |
| Non-impact Schools | 21.6 | 18.1 | 24.1 | 20.2 | 18.0 | 23.5 | 22.1 | 21.6 | 21.6 |
| Total System | 19.5 | 18.1 | 22.8 | 18.8 | 18.0 | 22.9 | 21.5 | 21.6 | 20.6 |

## Elementary Model: Option 2

Schools with potential classroom shortfalls after using all space in buildings as classrooms such as gyms, libraries, cafeterias, and lunchrooms
If $100 \%$ of students attend school

| \# of Schools | 34 |  |  |
| :---: | ---: | ---: | ---: |
| \# of Classrooms Short | 71 | If $80 \%$ of students attend school |  |
|  | \# of Schools | 4 |  |

## Elementary Model: Option 3

Use the resources of Option 2 and add a further $\mathbf{\$ 2 9 . 5 M}$ from reserves, increasing the Board's deficit to $3 \%$, to provide additional teachers, totalling 646 teachers to support class sizes.

|  |  | Class Caps |  |  |
| :--- | ---: | ---: | ---: | ---: |
|  |  |  | Grades | Grade |
|  |  | JK/SK | 1 to 3 | 4 to 8 |
| Remote |  | 29 | 20 | 35 |
| Impacted Schools |  | 15 | 20 | 20 |
| Non-impact Schools |  | 24 | 20 | 25 |


|  | Averages |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Regular Program |  |  | French Immersion |  |  | Extende | Late | Spec Ed |
|  | Jk/SK | Grade <br> 1 to 3 | $\begin{aligned} & \text { Grade } \\ & 4 \text { to } 8 \end{aligned}$ | Jk/SK | Grade <br> 1 to 3 | Grade <br> 4 to 8 | Grades <br> 4-8 | Grades <br> 4 to 8 | Gifted |
| Remote | 28.9 | 20.0 | 34.9 | 28.5 | 19.8 | 34.7 | 34.8 | 34.3 | 25.0 |
| Impacted Schools | 13.3 | 18.1 | 18.3 | 11.9 | 18.2 | 17.5 | 17.0 | - | 18.3 |
| Non-impact Schools | 20.2 | 18.1 | 22.5 | 19.0 | 18.0 | 22.1 | 20.9 | 20.7 | 21.6 |
| Total System | 18.6 | 18.1 | 21.6 | 17.9 | 18.0 | 21.7 | 20.4 | 20.7 | 20.6 |

## Elementary Model: Option 3

Schools with potential classroom shortfalls after using all space in buildings as classrooms such as gyms, libraries, cafeterias, and lunchrooms

| If 100\% of students attend school |  | If 80\% of students attend school |  |
| :---: | :---: | :---: | :---: |
| \# of Schools | 45 | \# of Schools | 4 |
| \# of Classrooms Short | 105 | \# of Classrooms Short | 6 |

## Pre-Registration Process Key Activities

Data Collection Method shift for parent flexibility and decision making
$\checkmark$ Online Registration to all parents/guardians with emails followed by Call Messenger to all non-responders
$\checkmark$ Concurrent Call Messenger process for 15,000 parent/guardians without email contact information
$\checkmark$ Translations will be available on the TDSB web and online pre-reg process will have a google translate option

Timeline:
$\checkmark$ System email-letter web content
$\checkmark$ Pre-registration process opens
$\checkmark$ Pre-registration process closes

Tuesday, August 25
Wednesday, August 26
Saturday, August 29

## Elementary School Draft Questions

My child will be returning to school on a Regular School Day Model (this means a full day of learning in school every day)


My child will not be attending school and will participate in the Virtual School for Remote Learning


## Secondary School Draft Questions

Will your child be returning to school in September if there is:

An Adapted In-School Day Model with Smaller Class Size Cohorts (this means students attend school in person every other day, in smaller class sizes of approximately 15 students, with learning continuing at home including both independent work time and live synchronous teaching)


My child will not be attending school and will participate in the Virtual School for Remote Learning


## Virtual School for K-12 Remote Learning

- Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central "virtual school" for the 2020-21 school year
- Our latest analysis from the first pre-reg survey indicates:
- 24,786 elementary students are choosing remote
- 7,622 secondary students are choosing remote
- 1,215 adult day students are choosing remote
- The school will be fully online and staffed with TDSB teachers, principals, vice-principals, guidance counsellors and superintendents, etc.
- Staff is working at finalizing:
- Models for both elementary and secondary
- Expectations of students and staff
- Staffing
- Tools, integration and platform
- Registration model
- Possible re-entry points



## Our Goals

## Transform Student Learning

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

## Create a Culture for Student and Staff Well-Being

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

## Provide Equity of Access to Learning Opportunities for All Students

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

## Allocate Human and Financial Resources Strategically to Support Student Needs

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

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

## Acknowledgement of Traditional Lands

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

## Reconnaissance des terres traditionnelles

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

## Committee Mandate

(i) To consider and make recommendations to the Board on finance matters, including procurement and contract awards, referred to it for consideration.
(ii) To review the impact of enrolment and policy change on the Board's budget, including reviewing the impact of enrolment trends, and marketing strategies to bolster enrolment in declining areas of the city; and
(iii) To consider strategies to balance the capital and operating budget over a multi-year period, and to make recommendations to the Board to balance the annual capital and operating budget.

