



Program and School Services Committee Agenda

PSSC:086A

Wednesday, October 7, 2020

4:30 p.m.

Electronic Meeting

Trustee Members:

Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean,
Yalini Rajakulasingam, Anu Sriskandarajah, Chris Tonks

	Pages
1. Call to Order and Acknowledgement of Traditional Lands	
2. Approval of the Agenda	
3. Declarations of Possible Conflict of Interest	
4. Delegations	
To be presented	
5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees	
Timed Item at 5 p.m.	
5.1 Parent Involvement Advisory Committee Reports, June 16 and September 22, 2020	1
(For receipt)	
5.2 Special Education Advisory Committee Report, September 14, 2020	5
(For receipt)	
6. 2020 Summer Programs [3962]	11
7. Written Notices of Motion	
7.1 Dismantling Systemic Barriers to Inclusion in Discipline Procedures (Trustees Chernos Lin and MacLean)	17
8. Adjournment	

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Statutory Committee

Name of Committee: Parent Involvement Advisory Committee

Meeting Date: 16 June, 2020

A meeting of the Parent Involvement Advisory Committee convened on 16 June 2020 from 7:00 p.m. to 9:48 p.m. via Zoom platform with PIAC Co-Chairs D. Williams and Zena Shereck.

Attendance Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), , Janice Barnett(W11 Alt), Shanti Chand(W19 Alt), Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep),); Zuojun Han(W 20 Alt), Jess Hungate(W5 Rep); Kathleen Hyatt (W7 Alt), Jaimala (W5 Alt), Nadia Judunath(W22 Alt), Shafoli Kapur (W2 Rep),Wilmar Kortleeever(W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun(W19 Rep),Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Rep), Aretha Phillip (W13 Rep), Rebekah Quach(W16 Alt), Vivek Rao (W2 Alt), Mark Ramcharan(W18 Alt), Alice Romo (W7 Rep), Eva Rosenstock (W12 Alt), Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Haniya Sheikh (W12 Rep), Zena Shereck (PIAC Co-Chair), Andrew Waters (W9 Rep), D. Williams (Co-Chair), Glenna Wellington (W17 Alt), Sylvester Witter (W10 Rep)

Trustee Rachel Chernos Lin, Trustee Trixie Doyle Latha John Committee Assistant), Trustee Christopher Mammoliti, Michelle Munroe (Central Coordinator, PCEO), Ken Ng (Parent W13), Associate Director Colleen Russell-Rawlins,

Regrets Kaydeen Bankasingh (W8 Rep) Neil Faba (W15 Alt); Dean Gray (W6 Alt), Kabirul Mollah (CLG). Pargat Mudher (W17 Faduma Qaline(W1 Alt) Kajani Ravindradas(W21 Rep), Syed Sumar Alam (Ward 13 Alt), Mirian Turcios (W6 Rep),

Part A: Recommendations

None

Part B: For Information Only

2018-2019 Annual Report

PIAC's Annual Report to be submitted to the Board.

Associate Director reported on the following :

- **Parent survey**

There will be a parent survey going out on reopening schools.

- **Canada's Student Service Grant**

Grant for graduating students and alumni to earn money through volunteering with a non for profit agency.

- **Center of Excellence for Black Student Achievement**

A recommendation was made to the Board for the establishment of a Centre of Excellence for Black Student Achievement. The recommendation will be tabled at the June 17th Board meeting.

PCEO Office Reported on the following:

- **Parents as Partners Conference 2020**

Virtual parents as partner's conference planned for 2020. The proposed date is Saturday, October 24 and Sunday, October the 25th 2020.

- PAP will also present a virtual conversation for family caregivers in August in preparation for school re-opening.

- **PRO Grant**

Trustee Rachel Chernos-Lin presented an update on the usage of the PRO grant to the Committee of Whole to support a series of virtual conversations for family caregivers; securing a virtual platform tool for school councils and supporting multi-lingual supports for family caregivers.

- **School Messenger**

School Messenger is scheduled to rollout in September 2020.

Part C: Ongoing Matters

Report Submitted by: Associate Director, Colleen Russell-Rawlins and
Michelle Munroe Central Coordinator PCEO



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee

Meeting Date: 22 September, 2020

A meeting of the Parent Involvement Advisory Committee convened on 22 September, 2020, from 7:00 p.m. to 10:48 p.m. via Zoom platform with PIAC Co-Chairs D. Williams and Zena Shereck.

Attendance Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), Janice Barnett(W11 Alt), Shanti Chand(W19 Alt), Neil Faba (W15 Alt); DCecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep),); Zuojun Han(W 20 Alt), Jess Hungate(W5 Rep); Kathleen Hyatt (W7 Alt), Nadia Judunath(W22 Alt), Wilmar Kortleeever(W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun(W19 Rep),Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Towhid Noman(CLG), Aretha Phillip (W13 Rep), Vivek Rao (W2 Alt), Mark Ramcharan(W18 Alt), Alice Romo (W7 Rep), Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Zena Shereck (PIAC Co-Chair), Andrew Waters (W9 Rep), D. Williams (Co-Chair), Glenna Wellington (W17 Alt), Sylvester Witter (W10 Rep)

Trustee Rachel Chernos Lin, Associate Director Karen Falconer, Latha John Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Executive Superintendent Uton Robinson

Regrets Syed Sumar Alam (Ward 13 Alt)Jaimala (W5 Alt),Kaydeen Bankasingh (W8 Rep) ean Gray (W6 Alt), Shafoli Kapur (W2 Rep),Pargat Mudher (W17 Faduma Qaline(W1 Alt) Haniya Sheikh (W12 Rep), Mirian Turcios (W6 Rep), Rebekah Quach(W16 Alt),

Part A: Recommendations

None

Part B: For Information Only

Staff provided information on the following:

Parents as Partners conference

The first virtual conference is scheduled for Saturday October the 24th and Sunday October the 25th.

Parent Reaching Out Grant

TDSB has received \$131,000 for the year 2020-2021. Staff will consult with PIAC on allocation.

School council election tools

The interim protocols were sent to schools on how school council should be operating and timelines for school elections.

Virtual school council status-

The Ministry of Education had provided clarification on the relationship between virtual school parent caregivers and the home school. Families who have opted for virtual school learning would continue to engage and be involved at their home school council community. The virtual school was a temporary remote learning option during the pandemic period.

PIAC committee update

PIAC's Strategic Plan

The committee reviewed their strategic plan for the year 2020-2021

PIAC November conference

PIAC's virtual conference is scheduled for Saturday, November 21 and Sunday, November 22, 2020.

Membership WG

PIAC, the absence rules contained in By-Law 4.9 shall be interpreted to not apply to any failures to attend meetings between March and August 2020, so that the attendance requirements, and possible related vacating or removal from positions provisions, will only be applied to meetings beginning with the PIAC meeting of September 22, 2020.

Nomination WG

A nomination working group was struck to hold PIAC Co-Chair election at the November PIAC meeting.

Part C: Ongoing Matters

Report Submitted by: Associate Director, Karen Falconer and
Michelle Munroe Central Coordinator PCEO



Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 14 September 2020

A meeting of the Special Education Advisory Committee convened on September 14 at 7:00 pm through electronic means, Vice Chair Diane Montgomery chaired the meeting.

Association for Bright Children (ABC)	Melissa Rosen	
Autism Society of Ontario – Toronto	Lisa Kness	
Community Living Toronto	Tracy O’Regan	
Epilepsy Toronto	Steven Lynette	
Down Syndrome Association of Toronto	Richard Carter	
Easter Seals Ontario	Aliza Chagpar	
Integrated Action for Inclusion (IAI)	Tania Principe	
VIEWS for the Visually Impaired	David Lepofsky	
VOICE for Hearing Impaired Children	Paul Cross	
Learning Disability Association	Regrets	
CADDAC	Juanita Beaudry	
LC1	Aline Chan	Nora Green
LC2 Ngana	ordan Glass	Jean-Paul
LC3	Olga Ingrahm	Kirsten Doyle
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Also present were:

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion

Wendy Terro, Superintendent, Special Education and Inclusion

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Susan Moulton, Centrally Assigned Principal, Special Education

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Lulka, Patrick Smith (LDA)

Part A: Recommendations

None

Part B: For Information Only

Leadership, Learning and School Improvement Department Updates:

Acknowledgements

- A special acknowledgement to the SEAC Return to School Subcommittee: Kirsten Doyle, Nora Green, Aliza Chagpar, Aline Chan, Julie Diamond, Tracey O'Regan, Diane Montgomery and David Lepofsky for supporting the Special Education team over the summer months with planning and difficult discussions.
- The tireless efforts of the entire central special education team over the summer were acknowledged and appreciated.

Summer School Updates

TDSB had a very successful Summer School Program for our students with special education needs. As a result of the COVID-19 pandemic, the summer school programs during July 2020 were offered remotely through Sunny View Public School, Park Lane Public School, Beverley Public School, York Humber High School and William J. McCordic School.

- Physical Disability classes grades 1 – 8;
- Deaf Hard of Hearing classes grades 1 – 8; and
- Developmental Disability classes grade 1 – 12

Each remote summer school program was supported by a principal, between 11-13 teachers and two child and youth workers. There were a total of approximately 360 students who participated.

After School Development Summer Program

The Summer School Skills Development Leisure Program was offered remotely to TDSB students, diagnosed with autism, who were going into Grades 4 -10.

Staff connected with students and families through Google Meet, emails and telephone conversations. The program ran twice weekly from July 6 – 30.

Ministry Funding and Student transitions

The Ministry of Education's Guide to School Reopening directed school boards to provide a transition to support students with high special education needs within the first two weeks leading to school re opening. In support of this direction, TDSB schools were directed to contact families whose children were in an ISP class with high special education needs to invite them into the school for a transition opportunity.

Virtual School

Virtual School is starting September 22

- Teachers will be responsible to cover the Ontario Curriculum and/or Alternative Curriculum
- Delivery of the curriculum will be through the Digital Learning Platform Brightspace

Charts were shared showing the number of students with special education needs attending the TDSB VS and the number of teachers assigned to support them.

Virtual School	Enrolment as of September 7, 2020	Special Education VS
VS Elementary LC1	10,917	498 ISP 2,201 Resource
VS Elementary LC2	14,251	628 ISP 1,845 Resource
VS Elementary LC3	16,088	543 ISP 1,949 Resource
VS Elementary LC4	9,258	467 ISP 2,178 Resource
TOTAL elementary	50,541	2,136 ISP 8,173 Resource
VS Secondary	16,091	798 ISP 2,199 Resource
GRAND TOTAL	66,605 students	2,934 ISP 10,372 Resource

Virtual School will have a staff of:

- Over 2,200 teachers for Elementary
- Over 770 teachers for Secondary

ISP	Number of VS Teachers
ASD	26
BEH	10
DD	45
DHH	5
DIAG	10
Resource	107
LD	9.5
MID	22
PD	3
TOTAL	237.5

Staggered Start and Secondary Start

Elementary:

- All Intensive Support Programs will begin September 15th, 2020

Secondary:

- All Special Education ISP classes at congregated sites and students attending Developmental Disabilities (DD) Intensive Support Programs at integrated secondary sites will begin on September 15th, 2020 and will follow a semester model
- All other secondary programs will begin September 17th, 2020
- Students attending intensive Support Programs (Autism, PH, MID, LD, and Gifted) where they are integrated into classes and follow the quadmester model

Screening

Before leaving home in the morning, all TDSB staff and students must conduct a mandatory self-assessment to determine whether or not they should be coming to work/school, based on their health and exposure risk to COVID-19. A self-assessment for students can be verified in two ways:

- TDSB Health Pass (paper)
- TDSB Health Screening App

Professional Learning

- September 1-3 PA Days

The Professional Development topics for ALL staff were shared with SEAC as well as topics related specifically to Special Education.

PPE

Personal Protective Equipment for COVID-19 is required to be worn as directed by TPH. All staff must wear a medical grade mask level 1 at all times. A face shield is required to be worn when physical distancing cannot be maintained. The TDSB recognizes the unique challenges that staff may experience when assisting our exceptional students.

Special Education Plan

The Special Education Plan has been updated and submitted to the Ministry. We are looking forward to working with the SEAC subcommittee to ensure the voices of SEAC continue to be captured. As the subcommittee moves forward in their work, we will go through each section to discuss and collaborate.

<https://www.tdsb.on.ca/Leadership-Learning-and-School-Improvement/Special-Education/Special-Education-Plan>

Concerns around the accessibility of the plan will be explored by the Communications Department to ensure the Plan meets Human Rights and AODA compliance.

Other Business

This meeting was live streamed and posted on the SEAC website.

Part C: Ongoing Matters

Nil

Report Submitted by: Lianne Dixon

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2020 Summer Programs Report

To: Program and School Services Committee

Date: 7 October, 2020

Report No.: 10-20-3962

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the 2020 Summer Programs Report be received.

Context

As a result of the COVID-19 pandemic, all Toronto District School Board (TDSB) programs for the 2020 summer term were offered remotely. Toronto Public Health and Ministry of Education guidelines at the time, precluded programs such as Outdoor Education and TDSB Summer Music Camps from being available to students; however, in addition to offering most of its summer programs, Continuing Education was able to pilot the Remote Summer Credit Recovery Program for secondary school students and offer adult general interest programs online for the first time.

More than 37,000 children, youth and adult learners in all wards across the city benefited from Continuing Education's wide range of online remote offerings and expanded their learning in a variety of academic and general interest programs.

Elementary Opportunities

- **Early Years**

Across 10 TDSB sites, over 300 students, ages 3 to 7 participated in the remote Journey to Success Early Years Pre-Kindergarten/Kindergarten Summer Learning Program. Journey to Success connects play and learning to children's identity and interests, while affirming families and their communities as partners within the learning journey. This summer learning experience focused on embedding strong literacy and numeracy practices for student development through Africentric and Culturally Relevant and Responsive frameworks.

A special component of this remote learning program was a resource package that each participating family received. The resource package was centred around their child(ren)'s unique lived experiences, identity and culture and included a variety of picture books and materials to support literacy and numeracy development through play and inquiry. Alongside the curricular experiences, Journey to Success students and families had the opportunity to engage in rich and relevant learning with community-based arts educators. Each site participated in virtual African Drumming, Storytelling, Visual Arts and Reggaecise sessions where children were able to extend their understanding of self and explore methods of creative expression. Throughout the summer learning, capacity-building sessions were provided to educators to deepen their understanding of Culturally Relevant and Responsive Pedagogy (CRRP), principles of Africentricity, teaching and learning using online platforms, and establishing responsive relationships through remote learning environments.

- **Special Education**

Special Education programs welcomed approximately 370 students remotely at five virtual school sites this summer. The summer school programs offered included Physical Disability classes Grades 1 to 8, Deaf Hard of Hearing classes Grades 1 to 8 and Developmental Disability classes Grades 1 to 12. Each remote summer school program was supported by a Principal, between 11 and 13 teachers and two Child and Youth Workers (CYW). Each site published a weekly newsletter which included educational resources, links to community agencies, TDSB Virtual Library and technology support. Each student was given a sensory kit that was used throughout the program. To provide students, as well as families/caregivers, with multiple means by which to engage and participate in distance learning, both synchronous and asynchronous teaching and learning opportunities were embedded throughout the program. A predictable weekly schedule was created and implemented at each site whereby each day included a variety of activities such as a morning circle, drop-in activities, target teaching, self-directed learning, a movement break and goodbye circle. CYW staff members offered weekly drop-in sessions focused on social skills and self-regulation to each team for a total of four sessions each week.

- **Elementary Literacy and Numeracy**

This year, approximately 9,100 students participated in the Remote Learning Summer School Program offered to elementary school students in Grades 3 to 8. Programs were locally developed to best respond to the needs and interests of each school community. Literacy and Numeracy learning was embedded within a variety of subject areas such as STE(A)M, Arts and Global Competencies. Students had the opportunity to engage in rich and relevant learning with community-based arts educators through storytelling, visual arts, African drumming, and reggae/socasize. All these experiences were grounded in an equitable, culturally relevant and Africentric standpoint.

- **International Languages Elementary and African Heritage**

The summer International Languages Elementary & African Heritage programs offered half-day instruction remotely in 29 languages to nearly 4,000 TDSB and non-TDSB students from across the city. American Sign Language, Armenian, Arabic, Bengali, Bulgarian, Cantonese, Farsi, German, Greek, Gujarati, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (Simplified and Traditional), Marathi, Macedonian, Nepalese, Portuguese, Romanian, Russian, Sanskrit, Spanish,

Tagalog, Tamil, Telugu and Urdu were offered. Following much interest, two African Heritage classes were offered for the first time. The African Heritage program highlighted Black culture and contributions of people of African descent.

- **2020 Summer International Technology Program – Focus on Coding & STEM**

International students aged 7 to 17 joined the first international online program offered by Continuing Education. Students embarked on a journey of creativity and innovation through an inquiry-based online learning experience. Through synchronous and asynchronous instruction and feedback, students improved their English and coding while exploring creative ways to plan and design their STEM projects. The students were engaged and developed their coding skills throughout the program. Each student created an interactive videogame as their final project.

Secondary Opportunities

- **International Education - Integrated Orientation and Summer School**

The TDSB offered online orientation and summer school for new international students joining the TDSB for the 2020-2021 school year. Nearly 300 new international high school students enrolled in this online program. Academic programming included courses in English as a Second Language, Family Studies and Designing Your Future through BrightSpace, and engagement programming was also part of the program through the online platform. A total of 183 credits were earned.

- **Secondary Credit Summer School**

More than 3,800 students across the city attended credit programs to earn missing credits, change pathways, reach ahead or receive credits not available in their day schools. Ten Secondary Credit schools offered online credit courses to the system including reach-ahead credits to incoming Grade 9 students. Additional opportunities included experiential learning through summer co-op, and partnerships with five university and college programs. Students successfully earned a total of 3,057.5 credits.

- **Secondary Credit e-Learning**

Enrolment in e-Learning more than doubled this summer with close to 13,900 students from across Ontario enrolling in high school courses. Areas of study included Business, Computer Studies, Canadian Studies, Social Sciences, Mathematics, Physical Education and Sciences. Many of the Grade 11 and 12 courses were offered at several levels to meet a wide variety of learning needs. Supports such as Child and Youth Workers and Educational Assistants were added to promote student success. The Ontario Secondary School Literacy Course was also offered, which allowed students to complete the OSSLT graduation requirement. Overall, 11,984 credits were earned by students in the July and August sessions.

- **Remote Summer Credit Recovery**

Over 3,000 students participated in the first TDSB Remote Summer Credit Recovery Program. The intent of this program was to support students in credit accumulation. Students who earned credits in this program had failed one or more courses over the last two years. Students were provided individual check-ins, crisis support,

advocacy and student-teacher mediation by Child and Youth Workers and Child and Youth Counsellors. In total 2,876 credits were recovered.

- **Focus on Youth**

This summer, the Ministry of Education supported opportunities to engage and re-engage students in communities across the city through a variety of activities during the challenging COVID-19 restrictions. The initiatives focused on student access to supports that foster mental health and well-being. The program provided summer employment opportunities for 75 TDSB students. Student positions were offered in various remote settings, along with on-site student caretaking positions. More than 600 participants joined online cultural and educational programs in which Focus on Youth student employees were placed.

In addition to employment, identified student groups were provided with summer and back to school support focusing on student success such as the purchase of technology for student use and nutrition support through grocery gift cards. Additional staff positions such as Child and Youth Workers, Child and Youth Counsellors and Classroom Assistants were funded to help promote student retention and success in remote summer credit programs.

Adult Opportunities

- **Adult High School**

Online credit courses were offered to nearly 1,500 adult learners who enrolled in two of the five adult high schools. These programs enabled adult learners working on their Ontario Secondary School Diploma requirements to continue their learning through the summer. A total of 916 credits were earned.

- **Adult ESL**

Over 500 learners enrolled in the three week Adult ESL program this summer. Classes were conducted for three hours every day. Both students and instructors were enthusiastic about remote learning and everyone learned from the experience. A variety of topics were covered according to student needs and learners completed 2 Portfolio-Based Learning Assessment (skill assessment) tasks for their language learning portfolios.

- **Community Programs - General Interest**

In an effort to continue to deliver quality programming to learners during these unprecedented times, Learn4Life introduced online classes in July. More than 230 learners registered and participated in a variety of summer online courses and learned new skills, picked up a new hobby and stayed engaged, active and healthy in the process. Course offerings included Gentle Fitness, Investor Boot Camp, Pizza Making Workshop, and a variety of Language classes.

Action Plan and Associated Timeline

N/A

Resource Implications

N/A

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

PO19 – Continuing Education

Appendices

N/A

From

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

Peter Chang, System Superintendent – Continuing Education, Alternative Schools, Educational Partnerships, International Languages and Summer Programs at peter.chang@tdsb.on.ca or at 416-393-8937.

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Written Notice of Motion (Trustees Chernos Lin and MacLean)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at a subsequent committee meeting.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

Dismantling Systemic Barriers to Inclusion in Discipline Procedures

Whereas, the Ontario Government recently amended Ontario Regulation 440/20 of the *Education Act* to remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in [subsection 306\(1\)](#) of the *Education Act*, beginning in the 2020-2021 school year; and

Whereas, positive school experiences in the early years are critical in building a strong foundation for future success; and

Whereas, suspension records that remain on a student's Ontario Student Record (OSR) have the potential to create bias towards children and inhibit their future success; and

Whereas, the 2018-19 Safe and Caring Schools Report outlines the work of this department as being guided by the Board's Multi-Year Strategic Plan and being focused on the following key actions:

- Identifying trends, patterns and opportunities in past suspension and expulsion data for improvement especially with respect to Black, Indigenous and other student groups overrepresented in student discipline data including those students with Special Education needs;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism, anti-Black racism, anti-Indigenous racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of human rights, anti-racism, anti-Black racism anti-Indigenous racism and anti-oppression; and,
- Providing learning opportunities for more staff to be trained in restorative practices;

And,

Whereas, the work on these goals is yielding significant, positive results. For example, in the last two years, the number of suspensions and expulsions has dropped to the lowest level ever in the TDSB (suspensions have dropped by 24%; expulsions have dropped by 53%); for the first time ever, the rate at which Black students are suspended relative to other students in the Board has decreased. However, there still remains much work to be done to create the safest, fairest and most equitable student discipline process possible;

Therefore, be it resolved:

- a) That all suspensions on student records that would now be in violation of the newly-amended Ontario Regulation 440/20 regarding suspension of children up to and including when children were in grade 3 be expunged from their OSR and the Caring and Safe Schools database;
- b) That staff identify systemic work that can be done to continue the Board's commitment to addressing and interrupting bias and discrimination which may place certain groups of students at a disadvantage based on student discipline records in student Ontario Student Records, including, but not limited to:
 - i. creating a retention schedule for the expiration of suspensions/expulsions on Ontario Student Records,
 - ii. generating a reminder email to principals and to the TDSB Registrar for Student Discipline Hearings for all approaching appeal hearing recommendations by trustees regarding removal of suspensions from OSRs pending positive behaviour, as well as a data-entry column on outcome of recommendations, thereby encouraging follow-through, transparency and data collection of appeal hearing recommendation outcomes.
- c) That staff report back through the annual Caring and Safe Schools annual report.



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Committee Mandate

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.