



Governance and Policy Committee

Report No. 05

GPC:005A

Wednesday, May 29, 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, Rachel Chernos Lin, Alexis Dawson, Matias de Dovitiis, Debbie King, James Li, Alexandra Lulka Rotman, Dan MacLean, Neethan Shan, Deborah Williams and Student Trustees Angelika Bell and Yi Kai Zhou.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, Ehrhardt, Hastings, Laskin, Rajakulasingam, Wong and Student Trustees Bell and Zhou participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. Parent Involvement Advisory Committee: School Fundraising and System Priorities Fund

The Committee considered a report from the Parent Involvement Advisory Committee from its meeting dated April 30, 2024, (see GPC:005A, page 1) presenting a recommendation regarding school fundraising and system priorities fund.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Chernos Lin

The Governance and Policy Committee **RECOMMENDS** that the following recommendation from the Parent Involvement Advisory Committee be referred to staff for consideration:

Whereas the report provided to the Governance and Policy Committee provided limited information on what the System Priorities Fund would be spent on, only saying “Commitment to equity through a proposed System Priorities Fund (formerly the Central Equity Fund).” With the funds coming from voluntary contributions from school councils, from their fundraised funds, there is an accountability issue and risk as it grants the authority over how the funds will be spent by TDSB staff. This will just make the funds another revenue source for staff and TDSB to address overall budget issues and not equity as stated.

Whereas the System Priorities Fund will be supported by school council fundraising, the best approach from an accountability and equity perspective, especially between school councils, is for the funds raised to be directed equitably to school councils who are unable to fundraise due to socioeconomic status. The school councils can administer the funds at the local school level for their identified priorities creating equity among school councils. The principle is that funds raised by school councils will be administered and spent by school councils and not TDSB staff.

Therefore, be it resolved that:

TDSB adopts a Fundraising Policy that contains language in the draft Policy P021 concerning a System Priorities Fund but that the Fund be directed equitably to School Councils who are unable to fundraise due to socioeconomic status instead of TDSB staff.

Example language for item 6.2.1 in the draft P021 could read:

To facilitate improved equity of resources among schools with different socioeconomic statuses, a System Priorities Fund will be maintained for designated donations from external sources and/or voluntarily directed funds generated by school communities. The funds will be reallocated to School Councils equitably based on each School Council’s ability to fundraise based on the socioeconomic status of the school communities.

Whereas There has been no current state analysis done by TDSB staff to understand how many school councils currently using online commerce platforms for fundraising purposes. The online commerce platforms offer many benefits including:

- Reduction in parent/caregiver volunteer administrative efforts to conduct fundraising and events
- Ability to accept credit cards/debit at in-person events via tap terminals
- Reduction in reliance on school office staff who already have large workloads due to prior years' budget decisions to cut administrative positions
- Improved Parent/Caregiver user experience when making payments for school council activities

Whereas, The TDSB has the School Cash Online platform for parents/caregivers “to pay for their children’s school fees, agendas, yearbooks and class trips.” School Councils are currently encouraged to use this platform for school council fundraising. However, due to TDSB procedures, the platform does not meet the needs of school councils. Specifically:

- School Council members who are running school council events such as pizza lunches do not have direct access to the system to get timely reports and information such as what pizza slice each child is supposed to receive and must rely on school staff
- Donation split receipt is not possible. Frequently fundraising involves selling an item (ex pizza slice) or service (ex. attending Fun Festival) where there is a donation component the amount of the fee above the cost of providing the item or service which is eligible for tax receipt as per the TDSB School Council Financial Guide (page 25) which references

Canada Revenue Agency's views on the application of subsections 248(30) to (41) of the Income Tax Act. This has a material impact on parents/caregivers who are being denied eligible tax receipts for donations they are making to their School Councils.

Whereas, Senior TDSB staff have reported during PIAC meetings this school year (2023-2024) that there is no work planned to address the above gaps that School Councils face when using the School Cash Online platform. Banning school councils from using Online Commerce Platforms or limiting their banking preferences directly impacts school councils' ability to fulfill their purpose: "The purpose of School Council is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents." [Ontario Regulation 612/00 2. (1) made under the Education Act]. In a time before e-commerce, this ban would be equivalent to TDSB telling school councils they could only accept cheques and no cash for school council fundraising purposes. Something that would have been considered outrageous to most.

Therefore, be it resolved that:

TDSB does not adopt a Fundraising Policy that contains language in the draft Policy P021 concerning where the School Council cannot have their own external bank accounts and utilize online commerce platforms.

Example language for item 6.14.1 in the draft P021 could read:

Fundraising by School Councils may be conducted online and using an online commerce platform. School Councils are allowed to maintain their own external bank accounts.

Carried

2. P029, Employment Equity Policy: Phase 5 [4721]

The Committee considered a report from staff (see GPC:005A, page 5 and attached) presenting information on revisions to policy P029, Employment Equity, including a renaming to Equitable and Inclusive Employment policy, and the rescission of policy P098, Teacher Hiring.

Moved by: Trustee Shan

Seconded by: Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS:**

- (a) That section 6.4.1 of policy P029, Employment Equity be amended to replace “goals” with “goals and targets”;
- (b) That revisions to policy P029, Employment Equity, as presented in the report, be approved;
- (c) That the Director present a plan to set hiring goals and targets to be reflected in the procedure;
- (d) That a progress report be presented annually;
- (e) That the title of policy P029, Employment Equity be changed to Employment Equity and Inclusive Employment;
- (f) That policy P098, Teacher Hiring, as presented in the report, be rescinded;

Carried

At the Committee meeting, Parts (a), (c) and (d) were added on amendment of Trustees Sriskandarajah and Shan.

Also at the Committee meeting, Part (e) was added on amendment of Trustees Shan and Sriskandarajah.

Staff had recommended Parts (b) and (f) and that the title of the policy be changed to Equitable and Inclusive Employment Policy.

3. School Choice and Student Interest Program Admission Policies and Practices [4722]

The Committee considered a report from staff (see GPC:005A, page 27 and attached) presenting information as requested by Board resolution on June 14, 2023, on the landscape and literature surrounding school choice through skilled-based and lottery-based admission processes and further considerations for the implementation of policy P100, Student Interest Programs.

Moved by: Trustee Chernos Lin

Seconded by: Trustee Ehrhardt

The Governance and Policy Committee **RECOMMENDS:**

- (a) That the report be received;
- (b) That the Policy Review Schedule approved on November 1, 2023 be amended by moving the review of policy P100, Student Interest Programs from the 2026-27 school year to the 2024-25 school year;
- (c) That the Chair reply to the letter from the Minister of Education dated April 17, 2024, outlining the Board's decisions and next steps on the matter.

Carried

At the Committee meeting, Part (c) was added on amendment of Trustees Ehrhardt and Chernos Lin.

4. Cell Phone/Mobile Device Use in Schools Policy, New Policy Phase 2: Status Update [4726]

The Committee considered a report from staff (see GPC:005A, page 77) presenting a status update on the development of a policy on cellphone/mobile device use in schools, as well as a proposed approach to maintain compliance with Policy/Program Memoranda No. 128, the Provincial Code of Conduct and School Board Code of Conduct.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Chernos Lin

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

Carried

5. P096, Student Use of Services Animals in Schools Policy Review: Phase 1 [4723]

The Committee considered a report from staff (see GPC:005A, page 105) presenting information on a work plan for the review of policy P096, Student Use of Service Animals in Schools.

Moved by: Trustee Ehrhardt

Seconded by: Trustee Chernos Lin

The Governance and Policy Committee **RECOMMENDS that the policy review work plan for policy P096, Student Use of Service Animals in Schools, as presented in the report, be approved.**

Carried

6. Review of Policy P100, Student Interest Programs

Moved by: Trustee Chernos Lin

Seconded by: Trustee Ehrhardt

The Governance and Policy Committee **REFERS** the matter **WITHOUT RECOMMENDATION**.

(A) Minister of Education's Significant Concerns:

Whereas, Minister of Education Stephen Lecce (the "Minister") wrote to TDSB's Chair of the Board, copying all TDSB Trustees on April 17, 2024, stating among other things, that:

- he has "serious concern about the state of specialized program admission" at TDSB;
- that TDSB is not meeting the government's expectation of a "modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance";
- "in the weeks leading up to the spring 2022 vote on the new admissions policy, students, parents, and educators raised issues about data omissions and the lack of a transparent consultation process"; and that
- "it is [the Minister's] expectation that [TDSB] review these changes made to specialized program admissions and initiate a new, open, and transparent policy review consultation".

(copy of letter attached as Appendix A); and

Whereas, the Board and TDSB have an obligation to publicly consider and substantively address the Minister's stated concerns, but have not yet done so; and

Whereas, the Minister made further related public comments on X on May 10, 2024, including stating that: "We are calling on TDSB to advance academic excellence and re-do this process that was flawed & academically fraudulent" (*copy of Minister's statement attached as Appendix B*); and

Whereas, the Minister was referring to significant changes that terminated all previously very successful Specialized Programs ("SP", "SSP", or "SPP") to replace them with a new Student Interest Programs Policy ("SIPP"); and

(B) Non-disclosed Plan by TDSB to terminate Specialized Programs by replacing with SIPs designed to Fail:

Whereas, some senior TDSB staff met privately and agreed to implement a deliberately non-publicized goal to fully terminate the very successful Specialized Programs, and acknowledged this goal would be opposed by the public, so decided to "remove SSPs" and "get[] rid of SSPs" by a slow, non-transparent five year erosion plan, using the SIPP as the vehicle to accomplish their goal of terminating specialized programs (*"Evaluation of changes to the Student Interest Programs Policy", pages 25-28, Appendix H attached*);

And Whereas multiple groups, individuals, and media, before and after implementation have also provided significant and repeated feedback that the SIPP and the Lottery: have failed both in design and implementation; fail to meet stated goals including improving access, opportunity, achievement, and education for all students; and need immediate significant review, overhaul, and changes;

(C) **Only 6 of the current 22 Board Trustees voted in favour of replacing SPs with SIPP:**

And Whereas at the end of the previous Board's term, TDSB staff requested a vote from the outgoing Board to approve these changes to terminate SPs and replace them with SIPs, but only six of the current 22 Board Trustees voted to approve those changes;

(D) **Lottery Design and Implementation Secretive and Flawed:**

And Whereas the Lottery, which is the most significant component of the newly implemented SIPP, was not publicly consulted on; was not supported by any relevant research; was added late in the process without sufficient transparency; has not accomplished its stated goals; disproportionately discriminates against some unfavoured racial groups; and has had multiple significant flaws in design, implementation, and results, as detailed more specifically in attached Appendix C, and also in Appendices D, E, F, G, and H;

(E) **Decrease in Access:**

And Whereas a major stated reason for the significant change to the SIPP was to 'increase access' to these programs, but:

- a) despite 55% greater demand for seats than availability, only 4% increase in seats has been planned;
- b) TDSB arbitrarily and without adequate explanation cancelled all waitlists more than half a year before the September start of all the programs, depriving waiting students from receiving empty seats;
- c) the total number of filled SIPP seats has decreased due to this arbitrary cancellation of centrally managed waitlists, student withdrawals, and program mismanagement;

(F) **Decrease in Opportunities:**

And Whereas another major stated reason for the significant change to the SIPP was to 'improve opportunities' for more students to succeed in specialized program areas, but this goal has failed, since despite high demand and long waitlists, the number of filled seats has decreased, and the number of enrolled students unable to meet curricula expectations has increased;

(G) **Multiple Design Problems with SIPP:**

And Whereas there are numerous very concerning problems with the design of changes to SPs including but not limited to: insufficient pre-implementation design and consultation; erroneous reliance on the discredited OISE study that excluded relevant Wexford CSA data; attempted pre-design justification with a plagiarized report fabricated a year after implementation; no redress for hardworking, academically qualified students arbitrarily excluded; failure to transparently disclose and obtain informed input on significant redesign components; and other design flaws as more specifically listed in Appendix D, attached;

(H) Multiple Implementation Problems with SIPP:

And Whereas there are numerous very concerning problems with the implementation of changes to SPs including but not limited to: students' required mandatory expression of interest for application was not enforced; application submissions received were not evaluated; a reduced number of students are enrolled, despite increased numbers of applicants; waitlists are lengthy but were prematurely destroyed; stated goal was racial demographics re-engineering but there is insufficient data assessment of educational advancement; systemic non-disclosed, deliberate program undermining and erosion; and numerous other governance and implementation flaws as more specifically listed in Appendix E, attached;

(I) Little relevant data has been produced to evaluate material concerns, despite numerous requests:

And Whereas despite repeated requests from Trustees and the public last year for multiple categories of data to evaluate, including but not limited to:

- a) racial, academic, and other profiles of accepted students and enrolled students;
- b) achievement levels measured by marks and external objective benchmarks;
- c) student acceptance, retention, and withdrawal dates;
- d) whether stated goals were being achieved;
- e) quantitative and qualitative assessments of course, curriculum, and program erosion;
- f) waitlist retention and fulfillment data;
- g) all changes to program staffing numbers and qualifications; etc.

minimal and insufficient data has been provided to date, which data should have already been collected, analyzed, and summarized;

(J) Multiple Systemic Indicators of Failing Results:

And Whereas there are multiple, systemic, very concerning reports about numerous signs of problems in the implementation of the new SIPP, including but not limited to significantly reduced: number of courses; level of courses; curriculum pace and content; curriculum achievement; number of students enrolled; portfolio development support; post-secondary opportunities; scholarship opportunities; contest, competition, exhibition, and performance opportunities, attendance, and achievement; student achievement levels; and other examples of failing results as more specifically listed in Appendix F, attached;

And Whereas in one year of implementation there has already been a significant erosion of academic standards, discernable by objective, externally measured data, including some examples in attached Appendix G;

And Whereas examples such as those above, and numerous other unstated examples have all been obtained by families' observations of changes to these programs, but insufficient or no relevant or objectively representative data has been released or provided by TDSB despite its obvious relevance and numerous requests to do so;

(K) TDSB has ignored constructive research, feedback, and suggestions for improvement:

And Whereas repeated public and private feedback to all levels of TDSB staff has been ignored to date, including the data-based, expert, March 2023 research report about the SIPP, attached, as Appendix H;

- (L) Misleading and Plagiarized report fabricated a year after implementation to justify original decision to change the programs:

And Whereas one year after the SIPP changes were proposed and voted on, in May 2023 TDSB presented a fabricated, plagiarized, and significantly incorrect report described as a ‘research report’, as justification for the changes in the first place, although it was only commissioned and produced one year after staff sought and obtained Board approval for the significant SIPP changes;

And Whereas 20% of 90 citations in this report were fabricated, and half the text was plagiarized without attribution;

- (M) SIPP implementation is demotivating, counterproductive, and significantly erodes academic standards:

And Whereas the SIPP’s random lottery system has led to mismatches between students and programs, resulting in undue stress for lottery winners unable to keep pace with program enrichment, and unfairly excluding dedicated and talented students from the programs;

And Whereas the SIPP’s lottery system has created several underlying issues within just one year of its implementation, including demotivating the pursuit of excellence, dramatically lowering academic standards, increasing stress for excluded and under-performing students, depriving talented students of opportunities, and hindering academic achievement, all of which directly contravene the mandates and goals of the Ministry of Education and of TDSB;

NOW THEREFORE, BE IT RESOLVED THAT:

1. REVIEW: Director promptly review SIPP

The Director promptly “review these changes made to specialized program admissions and initiate a new, open, and transparent policy review consultation”, in compliance with both the letter and spirit of the Minister of Education’s direction and stated goals.*

** (For ease of reference, the dates in these “Resolved” sections below are summarized in the chart attached as Appendix I).*

2. DATA: Director provide specific, relevant, current and comparison data, as part of the Review:

In support of this review, the Director provide to the Board no later than August 28, 2024, data current to June 30, 2024, including:

- a) Enrollment data: number of applications; rates of acceptance; number of program withdrawals after acceptance; source of student applicant (general or local area); and vacancy number and rates; at each program location, with each category reported by month;
- b) Waitlist data: waitlist numbers, offers, acceptance, movement, and maintenance of waitlist duration, by month and by location;
- c) Course changes: all course changes, self-reported locally by each program, including reductions, eliminations, additions, and substitutions, both

mandatory and optional, to courses and to number of course sections, etc., with comparison to course offerings for each program for the previous three years;

- d) **Curriculum changes:** all curriculum changes in every course, self-reported locally for every program, including reductions, additions, and changes to curriculum content, with comparison to curriculum offered for each program for the previous three years;
 - e) **Staffing changes:** all changes to staffing levels at each location; and
 - f) **Duration for relevant context and comparison:** all information in subparagraphs (a) and (e) above to be provided commencing five years before the SIPP program change (so as to predate skewed pandemic data), and continuing through to June 30, 2024, to have relevant data to better evaluate and adjust policies and practices as necessary.
3. **CONSULTATION: Director promptly share plans for “new, open, and transparent policy review consultation”**

In support of the Minister’s requested “new, open, and transparent policy review consultation”, the Director provide:

- a) to the Board no later than August 28, 2024, a plan for Board consideration and input on how and when the ‘new, open, and transparent policy review consultation’ will be held; and
 - b) to the Board and to the public a detailed report with full disclosure of all feedback and responses to the “new, open, and transparent policy review consultation”, on a date to be determined but no later than December 15, 2024;
4. **RESTORE PLAN: Director Plan to Restore Excellence in Specialized Programs**

To address the Minister’s concerns that the Board is “not meeting the government’s expectation of a “modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance”, the Director provide to the Board no later than TDSB’s August 28, 2024 Board meeting, a detailed plan including timetable, to be reviewed and subsequently approved by the Board (the “Plan”), and then publicized to potential applicants before opening fall 2024 applications to students, which Plan shall be implemented during 2024-2025, to restore eroded aspects of SIPs / SPs, including:

- a) local program maintenance, control, and backfilling of all program waitlists, from application inception every autumn through to October 15 the following year, for every program, with a goal of filling every seat every autumn with suitable applicants;
- b) a return to the pre-SIPP number and content of specialized courses in every program;
- c) elimination of the ‘local quota’ of seats in each program, which is antithetical to design of Specialized Programs, and extremely punitive, unfair, and inequitable to students who are interested in specialized programs but ‘who don’t live in the right neighbourhood’;

- d) immediate restoration of all previous pre-SIPP SP field trips, programs and opportunities that have vanished in the past five years, including but not limited to: Music By The Lake, Massey Hall Showcase, Sounds of Toronto Concert, Student Band and String Workshops, AP courses, external math and other contests and competitions, etc.;
- e) prompt fulfillment of the Director's unfulfilled promise to create an Arts Advisory Committee, made up of community members and retired and active arts teachers with experience in all relevant fields, that meets at regular intervals, provides feedback and recommendations to the Director, and regularly (at least monthly) meets with the Director and receives the Director's responses to all recommendations made;
- f) creation of similar Advisory Committees, comprised of community members and retired and active teachers with experience in relevant fields, for other clusters of Specialized Program subject areas such as STEM, Athletics, IB, etc.;
- g) return of management and control of selection criteria and applicant evaluation to each program site's staff, who have subject matter expertise and program familiarity, which central staff lack, to evaluate applicants fit for each unique program (ie Mackenzie's STEM focuses on computers, Marc Garneau's STEM focuses on math; SATEC's STEM focuses on robotics, etc.);
- h) for all applicants increase the number of program selection options for each student to at least five options, in order to maximize efficiency, reduce unhelpful system 'gaming', support full enrollment in more programs, and importantly to maximize best fit opportunities and thus maximize likely program success and continuation for all applicants.

5. **REINSTATE PLAN: Director Plan to Reinstate Scope and Quality of Specialized Programs:**

To further address the Minister's concern "that TDSB is not meeting the government's expectation of a modern, twenty-first century education system focused on academic excellence, underpinned by transparency and accountable governance", the Director provide to the Board no later than February 15, 2025 a plan to:

- a) reinstate the previous Specialized Programs Policy ("SPP") and all Specialized Programs ("SP"), including with admissions based on merit and subject matter excellence, by relevant admissions criteria including auditions, portfolios, relevant school teachers' substance-based letters of reference, subject area marks, and previously demonstrated extensive subject matter interest;
- b) with an equivalent or greater number of available seats as were previously maximally available in all previous SP locations;
- c) which seats must be promptly backfilled from original waitlists continuously through October 15 each year, which waitlists and backfilling shall be managed by each school;

- d) with additional new Specialized Programs seats in current locations and new locations created proportionate to demand, to be identified no later than March 31, 2025, and to be promptly initiated in the near future thereafter, substantially increasing the number of new seats available for application in September 2025, and further increasing additional seats available soon thereafter; and
 - e) which new Specialized Programs must be staffed by suitably experienced educators and be of sufficient cohort size, curriculum rigor, and course offerings to offer cohorts robust, relevant, academics and extra-curricular activities; AND
6. **NEW SIP PLAN: Director Plan to Create Multiple New ‘Student Interest Programs’:**

To address TDSB’s stated goals of increasing opportunities and access for more students, and to create Student Interest program opportunities for students who have interest but not yet demonstrated experience or achievement in specialized interest areas of study, the Director shall also provide to the Board no later than February 15, 2025 an additional plan to:

- a) create new, separate Specialized Interest Programs (“SIP”) in new locations, with:
 - i) admission based on demonstrated, specialist-evaluated, substantive subject matter passion and interest; and
 - ii) with internal program options for a relevant range of subject matter exposure and appropriate range of levels of subject matter achievement; and
 - iii) referenced to demand demonstrated by data on number of student applications to Special Interest programs, such that higher demand programs and higher demand locations will have a larger number of spots made available; AND
 - b) to increase interest, opportunities, and abilities for all students, significantly enhance in all Kindergarten through grade 8 classes exposure to and education in all areas of Specialized Programs, including art, music, dance, athletics, and STEM (math, science, computer science), commencing in the 2024-2025 school year and increasing thereafter; and
 - c) provide better systemic exposure and guidance support for all students in grades 7 and 8, to options for and preparation for the full range of future SP, SIP, and other specialized high school programs (such as SHSMs, etc.); AN
7. **ONGOING DATA UPDATES: Director Automatically Provide Future, Full, Data-Rich Reports:**

In addition to the historical comparison and current data referenced in paragraph (2) above, the Director shall also automatically provide to the Board and the public on an ongoing basis, future full, data-rich reports including the data referenced in all sections above, both in the aggregate and listed individually for each program location with such data provided by each program location, which data shall include but not be limited to:

- a) all data on number of applicants, their academic backgrounds, and other information about each applicant;
- b) monthly data on size and movement of student applications, acceptances, offers, offer refusals, withdrawals, and waitlist data for each program location;
- c) referenced in comparison to annual offerings since 2018-2019 (pre-pandemic) data:
 - i. full curriculum and course offering data and levels of curriculum challenge;
 - ii. opportunities provided and performance achieved in curricula and extra-curricular related contests, performances, exhibitions, etc.;
 - iii. accelerated learning tracks, and where applicable quantitative and qualitative data on early portfolio development and support; and
 - iv. other related and relevant data on program composition, rigor, content, and related opportunities

Carried

7. Student Governance

Moved by: Trustee Chernos Lin

Seconded by: Trustee Ehrhardt

The Governance and Policy Committee **REFERS the matter WITHOUT RECOMMENDATION.**

Whereas, the Toronto District School Board currently serves and represents over 238,000 students in its nearly 600 schools; and

Whereas, two student trustees are elected and one Indigenous student trustee is appointed annually to represent the voices, interests, and concerns of students on the Board of Trustees; and

Whereas, the Student Senate is the current official student advisory body to the Toronto District School Board and the student trustees; and

Whereas, the Student Senate is responsible for both representing the voices, interests, and concerns of students, and promoting student leadership within the Toronto District School Board; and

Whereas, the Student Senate consists of 16 elected students from grades 7-12 with the exclusion of the student trustees; and

Whereas, the two elected student trustees need to adequately represent students from all four Learning Centres in the TDSB; and

Whereas, seven out of ten elected student trustees have been from Learning Centre 2 since the introduction of an online voting system in 2019; and

Whereas, the student trustees and Student Senate do not have direct lines of communication with every school in the Toronto District School Board and cannot adequately represent the student body; and

Whereas, student voice is crucial in developing and maintaining a school board that serves the needs of students; and

Whereas, a new and more representative system should be established to centre and elevate student voices in the Toronto District School Board; and

Whereas, the Student Leadership Policy (P070) is outdated and has not been revised since 2011 and reviewed since 2012¹;

Whereas, policy P070, Student Leadership is scheduled for review in the 2024-2025 school year;

Therefore be it resolved:

That the Director consider as part of the review of policy P070, Student Leadership:

- (a) The establishment of two separate student governance bodies in the Toronto District School Board:**
 - i. The Student Senate, comprised of elected secondary and elementary students, responsible for organizing events and initiatives that foster and develop leadership in students;**
 - ii. The Toronto Student Presidents' Council, comprised of all secondary school student council presidents and vice-presidents, responsible for hosting meetings in each Learning Centre to elevate student concerns from every secondary school to the student trustees;**
- (b) The collection of student council contact information from every secondary school in the Toronto District School Board at the beginning of each school year, including, but not limited to:**
 - i. President names and email addresses**
 - ii. Vice-President names and email addresses**
 - iii. Staff advisor names and email addresses**
- (c) The creation of Student Trustee and Student Senate election guidelines that ensure fair, equitable and representative elections, including, but not limited to:**
 - i. A model where each Student Trustee represents the students of two Learning Centres;**

¹ [Student Leadership Policy P070.pdf](#)

- ii. **A two-staged Student Trustee election process where candidates first run in an election within their Learning Centre, and the most successful candidates subsequently run in a board-wide election;**
- (d) **The inclusion of student voice into the drafting of important documents in the Toronto District School Board such as the multi-year strategic plan and budget plan**

Carried

Part B: Information Only

8. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Governance and Policy Committee was called to order at 4:31 p.m., with Yalini Rajakulasingam, presiding.

9. Approval of the Agenda

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

10. Declarations of Possible Conflict of Interest

No matters to report

11. Delegations

re Student Governance

1. Sara Parvaresh Rizi, Student Senate

re Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours (Trustees Pei and Hastings)

2. Yaron Betan, Community Member
3. Dr. Ragini Sharma, Board President, Canadian Organization for Hindu Heritage Education
4. Sara Berger, Community Member
5. Aaron Kucharczuk, TDSB Parent
6. Corey Fruitman, TDSB Parent
7. Beyhan Farhadi, Assistant Professor of Education Policy and Equity at OISE, University of Toronto
8. John Weatherup, Toronto Education Workers/Local 4400
9. Jack Copple, Toronto & York Region Labour Council
10. Zaid Zawaideh, Blake Street Junior Public School
11. Cory Silverberg, Clinton St. Jr. Public School

12. Nigel Barriffe, Elementary Teachers of Toronto
13. Carolyn Wilson, TDSB Parent, Perg Avenue Junior Public School
14. Ananya Ohri, The Grove Community School
15. Marisa Small, TDSB Parent
16. Ricardo Rodriguez, Escondidos No More!
17. Chris Chandler, OSSTF Toronto Teachers' Bargaining Unit
18. Robyn Menzies, The Grove Community Public School
19. Domenic Bellissimo, Retired TDSB Employee and TDSB Parent
20. Shay-Lea Anishinaabe Kwe O'Brien, Parent/Educator & Member, First Nations Community
21. Lorie Wolf, Clinton Street Junior Public School, School Distribution Group
22. Amy Skippen, TDSB Parent, The Grove Community School
23. Joanne Herbert, Parent, Nelson Mandela Park Public School
24. Emtiaz Bala, Parent, Earl Grey Public School and Wilkinson Public School
25. Katia Berdichevsky, Parent/Educator
26. Haseeb Hassaan, National Council of Canadian Muslims

re Lottery System – Specialized Program

27. Usha Kelley Maharaj, TDSB Etobicoke School of the Arts
28. Felix Ovis, William Lyon McKenzie
29. Tasha Kheiriddin, School Advisory Council, Rosedale Heights School of Art

re School Choice and Student Interest Program Admission Policies and Practices

30. Maria Palermo, Principal, Secondary, Emery Collegiate Institute
31. Ayan Kailie, TDSB Parent, Etobicoke School of the Arts
32. Jennifer Ship, TDSB Parent, Bloor Collegiate Institute
33. Jennifer Leis, TDSB Parent, Technical School
34. Debby Green, Etobicoke School of the Arts

re School Centralised Interest System P100 Update

35. Marcin Peški, Save our Schools
36. Nemoy Lewis, Toronto Metropolitan University

12. Reviewing Policies Pertaining to Political Activities of TDSB Staff and/or Educational Partners During School Hours

The following motion, introduced by Trustees Pei and Hastings was defeated by the Committee:

Whereas, TDSB Trustees have received communications from TDSB parents and members of the public outlining concerns about political activities initiated by, or involving TDSB staff and/or educational partners, using TDSB resources including electronic resources, school property, and the use of paid time; and

Whereas, parent communications such as the attached Appendix A, indicate concerns regarding a “failure to maintain a clear distinction between academic instruction and personal political views within the educational environment”; and

Whereas, Minister of Education Stephen Lecce issued an October 10, 2023 directive to all school boards stating that “There is no room for influence of personal opinions or personal world views in Ontario classrooms” and further stated on February 21, 2024: “My message to school boards is clear: there is no place for divisive ideologies – every action they take should prioritize and support academic achievement”; and

Whereas, the Ontario College of Teachers' Professional Advisory titled "Maintaining Professionalism - Use of Electronic Communication and Social Media" states that "There is a distinction between the professional and private life of a teacher. Ontario Certified Teachers are individuals with private lives; however, off-duty conduct matters and sound judgment and due care must be exercised. Teaching is a public profession. Canada's Supreme Court ruled that teachers' off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. Members must maintain a sense of professionalism at all times – in their personal and professional lives." [emphasis added]; and

Whereas, in the last three years there have been numerous instances in which TDSB staff have misused the resources made available to them by the Board, and their roles as authority figures to students, in order to advance or proselytize their own personal political agendas; and

Whereas, the TDSB's Days of Significance Calendar has been on hold, with no permitted additional entries since 2016, and Peel District School Board's Days of Significance Calendar is also currently frozen, following the Minister of Education expressing concerns in regard to its politicization, stating “At a time when so many Canadians are divided, it is critical that schools bring people together, not further divide our society and students. The Peel District School Board should reverse their decision [regarding their Days of Significance Calendar] and leave politics outside of the classroom.”; and

Whereas, the TDSB has inappropriate books in its library that advance geopolitical agendas, including “Baba what does my name mean”, which is in multiple TDSB elementary school libraries and encourages children of very young ages to draw a picture of “Palestine from the river to the sea”, despite children of these ages having no knowledge or capacity to understand this geopolitical issue and very controversial content; and

Whereas, the political indoctrination of students is absolutely inappropriate, has no place in education, and seriously violates the trust the public places in school boards.

NOW THEREFORE, BE IT RESOLVED:

The Director present a report to the Governance and Policy Committee by September 30, 2024 providing:

Existing TDSB policies currently in force to maintain appropriate boundaries for staff, teachers, and educational partners regarding not engaging in political activism using TDSB resources, including TDSB electronic networks, or during school hours and/or instructional time;

Details on measures that have been taken and will be taken promptly by TDSB to maintain and strongly enforce existing boundaries for staff, teachers, and educational partners to prevent them from violating such policies and requirements;

Recommendations for enhancements to TDSB guidelines, requirements, policies, and procedures (collectively referred to here as "Guidelines") to prevent the misuse of TDSB resources for political activism by staff and/or educational partners, including but not limited to:

prohibiting public speakers and educational partners from using the educational platform under the guise of free speech to promote political views, political propaganda and/or hatred. These recommendations should include consideration of the appropriateness of having registered lobbyists be educational partners;

prohibiting TDSB staff from incorporating political activism into teaching practices and the educational environment, including clear Guidelines on what activity constitutes political activism and political statements; and

prohibiting incorporating political activism into teaching resources developed by or in partnership with the TDSB, including the selection and licensing of books and other materials for use in TDSB libraries and schools. For greater certainty, the Guidelines shall also provide for differential inclusion criteria for materials aimed at primary, junior, intermediate, and secondary school students.

Since parents have the right to know what is being taught or made available to their children, and made available to staff through TDSB recognized employee resource and affinity groups, the Director shall create public and easily accessible lists of curricula and resources, and links to the full texts and content of all curriculum resources and tools developed by or in partnership with or provided to the TDSB;

The Director incorporate into the ongoing review process of the Days of Significance Calendar Policy a requirement that it annually adopt the Days of Significance Calendar, or closest equivalent thereof, established by the Province of Ontario, that

is in effect at the time the annual TDSB Days of Significance Calendar is approved or determined;

The Director shall ensure that:

the definitions of various types of hate, discrimination and racism set out in TDSB Policy P037, Equity, are followed, with no additional definitions being introduced, or steps taken to implement additional definitions, without an amendment to this policy; and

when in the ordinary course of policy review, proposed amendments to the Equity Policy and Human Rights Policy are presented to the Board of Trustees for approval, all such amendments shall ensure that all definitions of hate, racism, and discrimination shall align with comparable definitions established by the Province of Ontario.

The Director write to the Ontario College of Teachers on behalf of the Board, requesting that a Professional Advisory be issued to remind educators of the importance of remaining professional, neutral, and apolitical inside schools, and in particular to not use their role and position as educators to advance their own personal political viewpoints and/or interests.

Minority Report (submitted in accordance with Bylaw 5.14.13)

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

13.PR518, Revised Admissions Eligibility Requirement Procedure [4724]²

The Committee noted information provided on revisions to procedure, PR518, Revised Admissions Eligibility Requirement (see GPC:005A, page 125)

14.PR744, Mini-Drone Use Procedure [4720]

The Committee noted information provided on the new procedure, PR744, Mini-Drone Use (see GPC:005A, page 183)

² 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

15. Community Advisory Committee Review [4725]

The Committee noted information provided on the review of the Committee Advisory Committee procedure (see GPC:005A, page 193)

16. Extension of the Meeting

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

17. Adjournment

On motion of Trustee Chernos Lin, seconded by Trustee Wong, the meeting adjourned at 11:58 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair

P029, Employment Equity Policy: Phase 5

**Governance and Policy Committee
May 29, 2024**



Overview

At January 17, 2024 Governance and Policy Committee, staff provided:

- Draft P029 - Employment Equity Policy for consultation and outlined proposed changes;
- Staff Census and Employment Equity Reports presented for information; and
- Consultation action plan and associated timeline

Purpose

- To provide overview of key steps implemented as part of the policy review
- To describe recommended revisions to P029 - Employment Equity Policy (Appendix B) for approval
- Highlight TDSB progress to address gaps in the representation of Employment Equity Groups
- Outline action plan and associated timeline



Summary of Consultation Process

- 60 day public consultation period from February 12, 2024 - April 11, 2024
- Various partners (e.g., community advisory committees, school councils, student senate, professional associations/unions, and the public) were consulted for input and comment.
- Proposed revisions were informed by the Staff Census Report and Employment Equity Report presented at January 2024 GPC.
- Additional proposed revisions made following public consultation period



Summary of Consultation Feedback

Participation

- 225 individuals participated in the survey and 7 individuals submitted feedback by e-mail.
- Respondents primarily identified as parents/guardians/caregivers and employees
- 74% of respondents identified as a member of a Historically and Currently Disenfranchised Group and/or Community



Summary of Consultation Feedback

Key findings and suggestions

1. Consideration of definition of Historically & Currently Disenfranchised Groups & Communities to Historically and Currently Disadvantaged Groups
2. Use of quantitative and qualitative data to inform composition of Employment Equity Groups.
3. Policy title suggestions congruent with objectives and guiding principles.
4. Support for hiring and promotion decisions based on qualifications and relevant experience
5. Feedback concerning use of “phased approach” language in policy
6. Importance of retention of Employment Equity Groups in policy

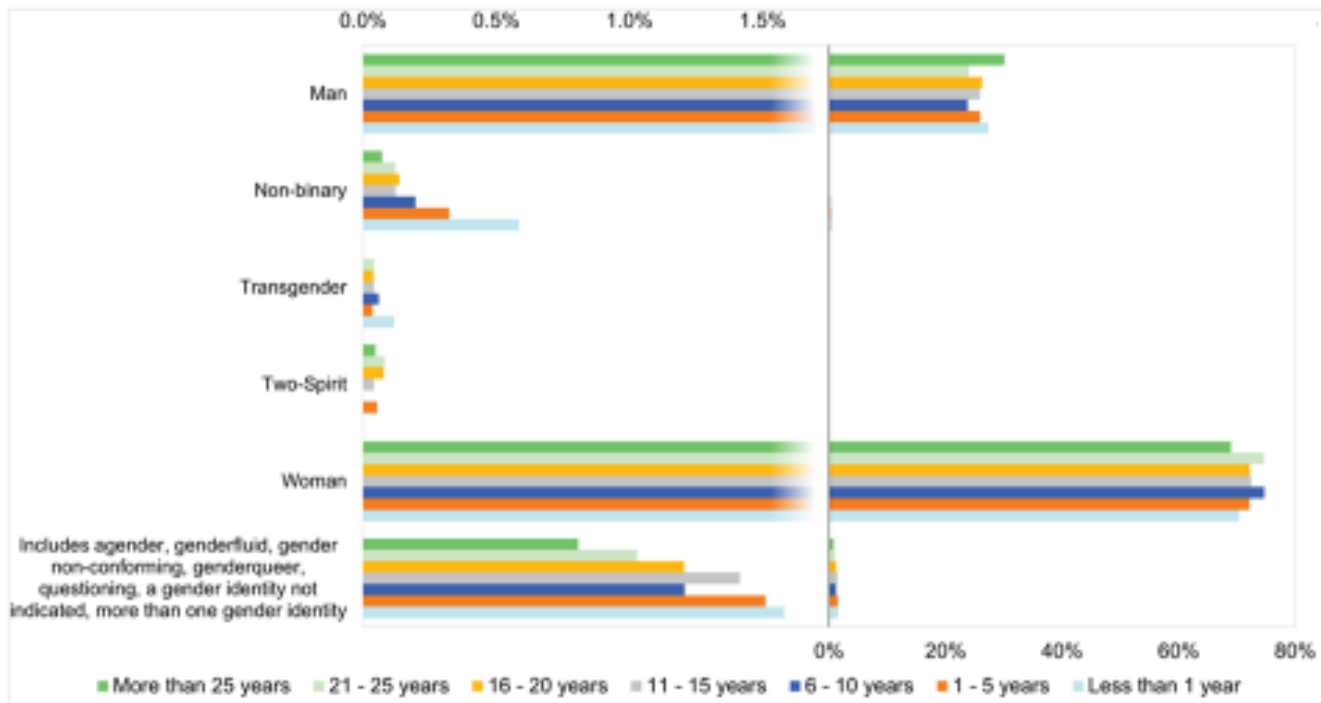


Proposed Changes to P029 following Consultation

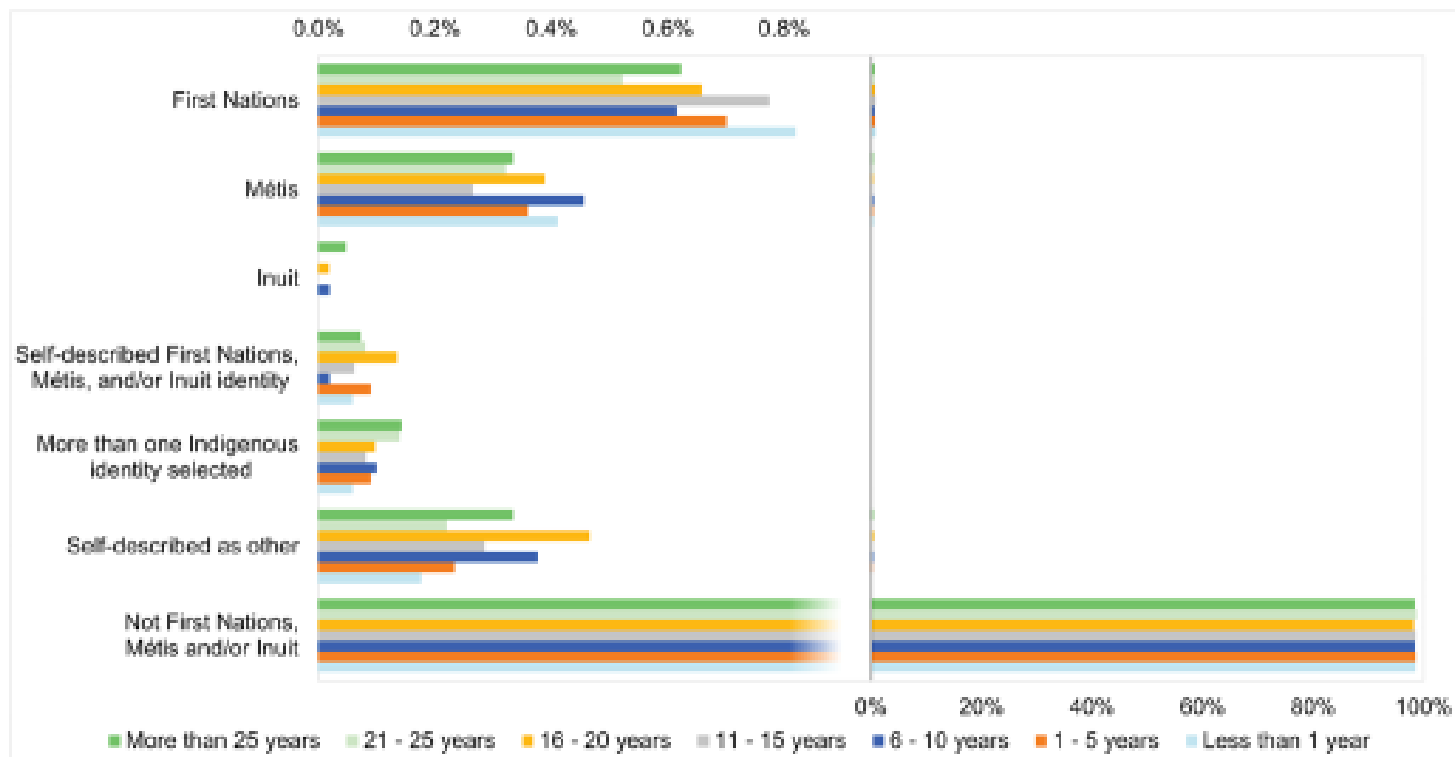
1. Definition of “Historically and Currently Disenfranchised Groups and Communities” amended to include enumerated grounds under the *Human Rights Code* and express reference to Indigeneity (First Nations, Metis, Inuit)
2. Inclusion of both qualitative and/or quantitative data collection methods
3. Change in policy title to “Equitable and Inclusive Employment”
4. Qualifications and Merit section amended to clarify that additional and lived experience is to be valued similarly to requirements under the *Education Act*
5. “Phased approach” language removed and to be addressed in procedure
6. Addition of “retention” language throughout policy consistent with objective



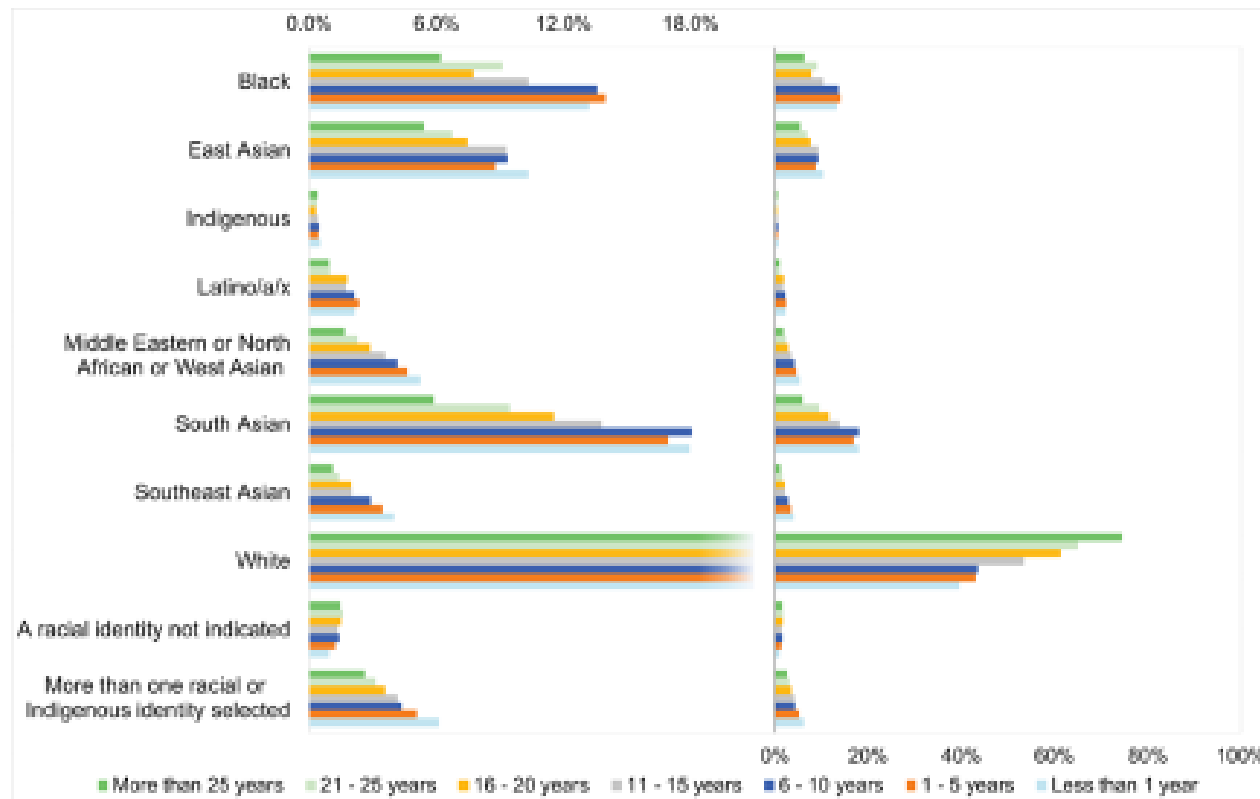
TDSB's Progress to Date: Gender Identity



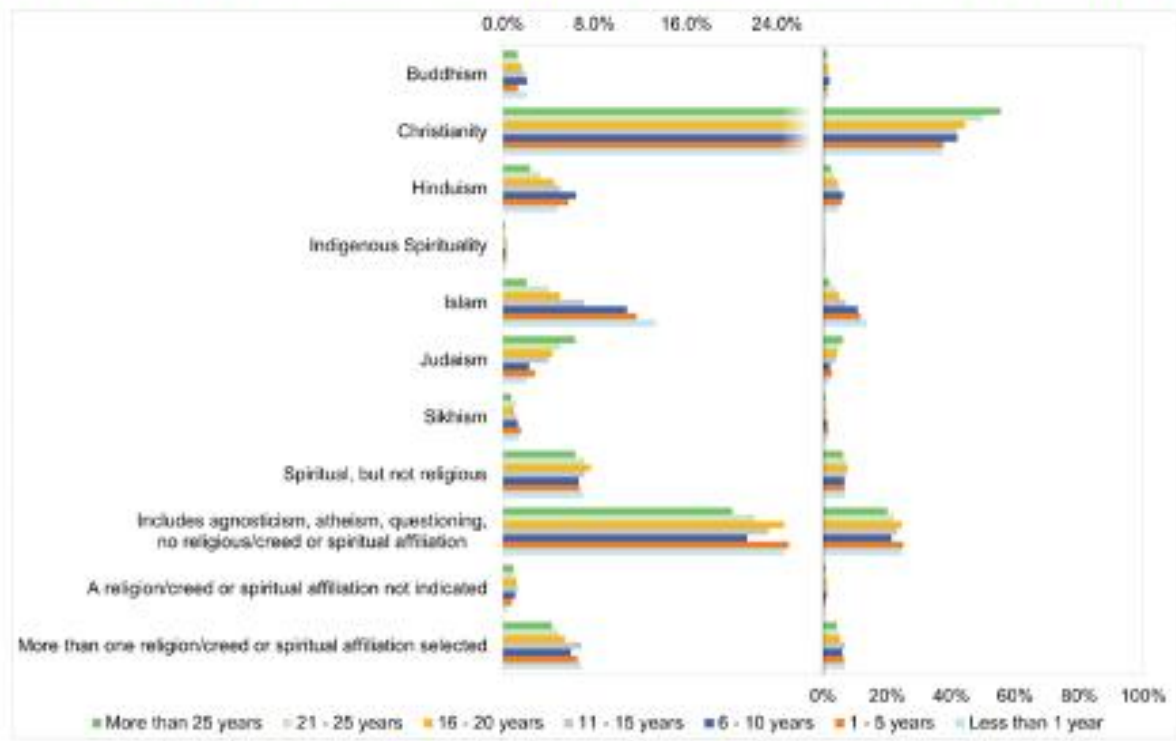
TDSB's Progress to Date: Indigenous Self-Identification



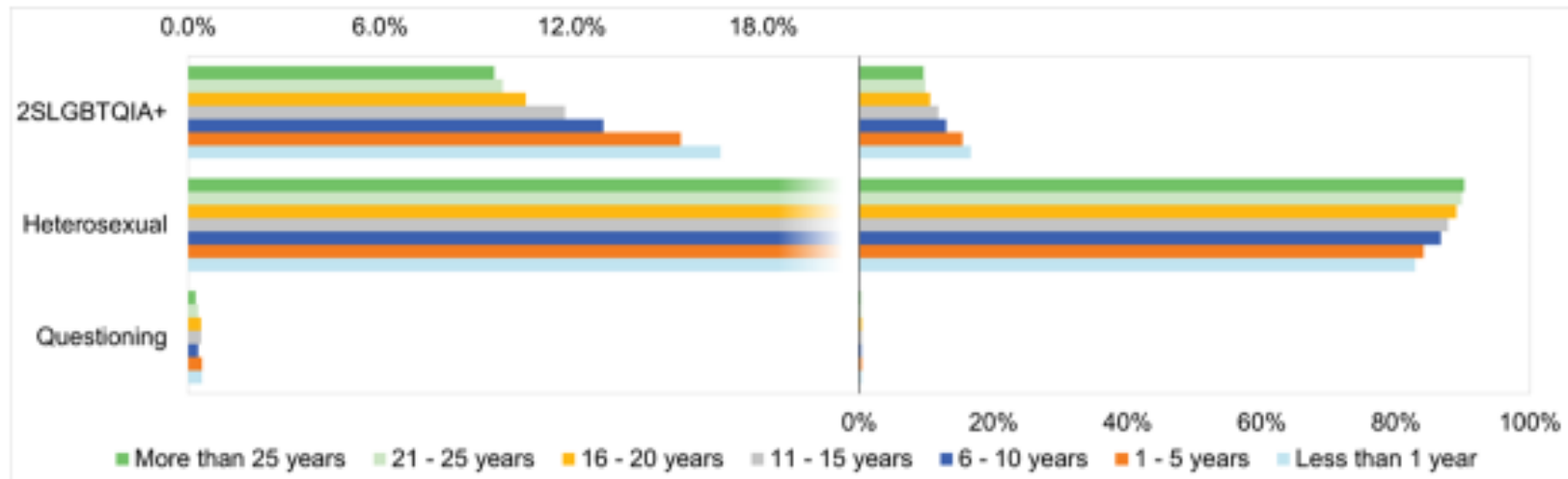
TDSB's Progress to Date: Race



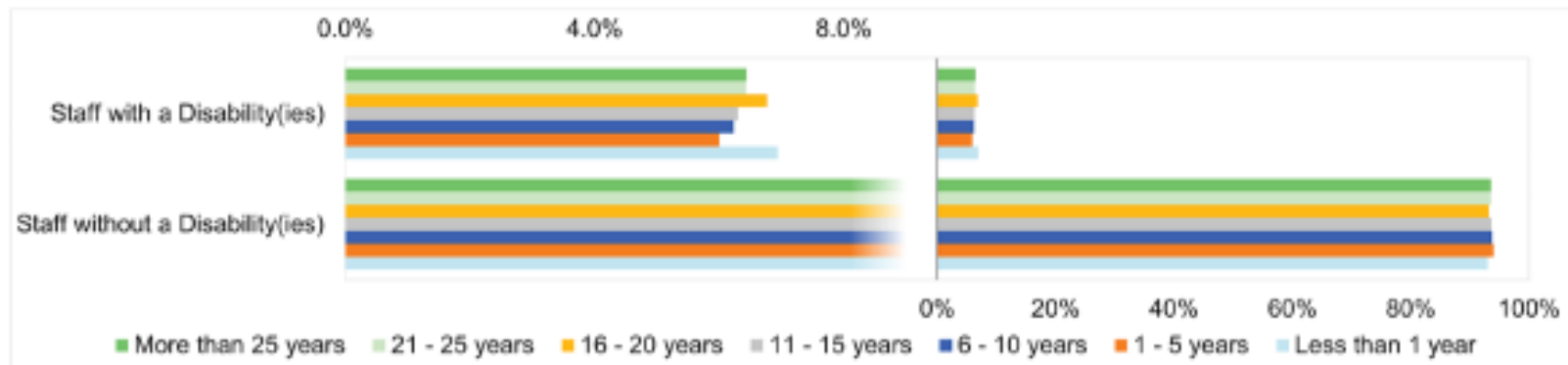
TDSB's Progress to Date: Religion/Creed and/or System of Belief



TDSB's Progress to Date: Sexual Orientation



TDSB's Progress to Date: Disability



TDSB's Progress to Date

- The TDSB workforce hired within the last two decades are more diverse and representative of students with respect to:
 - Gender identity
 - Indigenous identity
 - Racial identity
 - Religion/creed and/or system of belief(s)
 - Sexual orientation
- Ongoing progress will be monitored through the Staff Census and additional indicators identified through the forthcoming Equitable and Inclusive Employment Procedure



Next Steps

- Subject to GPC approval of the proposed P029 - Equitable and Inclusive Employment Policy, the proposed policy will go to the Board of Trustees for final approval in June 2024.
- Equitable and Inclusive Employment Procedure to be developed and implemented in 2024/2025 following adoption of policy consistent with policy rationale and objectives





Central Student Interest Programs: Implementation Update

May 29, 2024



Central Student Interest Programs: Implementation Update

June 2023 Board Motion

- At the June 13, 2023 Board meeting, the Board of Trustees resolved to request staff to write a review of specialized program entrance policies, including lotteries, from school boards in Canada and the United States, and their outcomes, in the spring 2024.
- This Report shares summary findings from this scan as well shares some preliminary enrollment data from this year's CSIP schools

Staff Recommendations

1. The *School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received;
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest Programs](#) ("Policy P100") from the 2026/27 school year to the 2024/25 school year.

I am so thankful to make so many new friends and have bonds with teachers. I am also happy that the curriculum is a little challenging for me, because that means I am learning something new everyday. - Grade 9 CSIP student

ca

Central Student Interest Programs: Implementation Update

CSIP Update Agenda

Recommendations

1. On June 14, 2023, the Board resolution *The School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received;
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest Programs](#) ("Policy P100") from 2026/27 to the 2024/25 school year.

Timelines

- Consultation
- Implementation
- Policy
- Updates

Jurisdictional Scan

- Highlights
- OECD recommendations

Background Information

- Literature Scan (published May 2023, apology issued 2023 , and corrected version posted on website May 2024)
- Lit Scan Takeaways

Preliminary Data Analysis 2022-2023 and 2023-2024

- Facts and Figures 2023-2024
- Policy Rationale & Intention
- Building common understanding of Privacy
- Building common understanding of Substantive Equity
- Early Highlights from Data

3 Next Steps



Central Student Interest Programs: Implementation Update

CSIP Timeline

Consultation Timeline

- 2017 Equity Task Force
- 2020 Community Advisory Committees Consultations
Online Survey
- 2021 Webinars
Online Survey and Open Feedback
Community Advisory Committees Consultations
Focus Group Conversations

Policy Timeline

- Nov. 2020 Secondary Program Review Final Report (began in 2019)
- May 2022 Board of Trustees approve Policy P100
- Oct. 2022 Motion to reconsider Policy P100 defeated by Trustees



Central Student Interest Programs: Implementation Update

Timeline (Continued)

Implementation Timeline

2022-23	Policy Implementation Year 1 (students enrolled Sept. 2023)
2023-24	Policy Implementation Year 2 (students will enrol Sept. 2024)
2024-25	Policy Implementation Year 3 (students will enrol in Sept. 2025)

Updates Timeline

Feb 2022	Student Interest Programs Policy: Community Consultation Update at GPC
April 2022	Student Interest Programs: Specialized Schools & Programs Policy Review, Phase 5 at GPC
May 2023	CSIP Implementation Update at Planning & Priorities (Incl. Lit Review)
June 2023 Offered)	Board Meeting (Literature Review Errors Acknowledged & Apology
Jan. 2024	CSIP Update at Program and Services Committee
April 2024	Minister's Letter to Chair
May 2024	Corrected Version of Literature Review Posted on TDSB Website CSIP Update at Governance and Policy Committee

2023-2024 10 Updates provided to Trustees during the current school year 

Central Student Interest Programs: Implementation Update

Jurisdictional Scan: Overview

- 1. Review of common factors that affect all school choice admission processes reviewed

- 1. A review of specific jurisdictional examples of school choice/student interest programs focusing on approaches to admissions procedures in Canada, United States, Chile, and the United Kingdom

- 1. Summary and considerations in pursuing school choice policies that address inequitable access, local needs, and student achievement

Central Student Interest Programs: Implementation Update

Jurisdictional Scan: Common Factors in Choice Models

- Neighbourhood school models limit the ability to address equity considerations in relation to specialized programs and schools (Yoon, Marmuraneau, and Brown, 2020; Lenhoff, 2020).
- Parental choice factors such as beliefs about education, socio-economic status (SES), language fluency, etc. and student needs and interests intersect with neighbourhood demographics to impact school choice (DeAngelis & Erikson, 2018; Hailey, 2021).
- Criteria included in skills-based admissions models affect student access to programs and schools, partially because of differences in access to early learning opportunities (McCoy & Major, 2007; Ayscue et al., 2016; Gorski & Swalwell, 2023).
- Lotteries are increasingly being incorporated into school choice admissions policies to address equity of access concerns (Musset, 2012; Barrow et al., 2018; Idoux, 2022; OECD, 2019).

Central Student Interest Programs: Implementation Update

Jurisdictional Scan: Highlights from Jurisdictional Examples

- Districts/jurisdictions are grappling with how best to incorporate equity considerations into admissions policies/procedures.
- All districts/jurisdictions examined have schools that are considered 'elite' and subject to different degrees to admission choice policies
- Skills-based admissions models in other districts that have included reserving a portion of seats for historically underserved students have not created significant changes in the demographic makeup of student populations (Hollingshead et al., 2023; Juhasz, 2023).
- There is no one-size-fits-all solution due to the complexities of balancing student and parent preferences in education with concerns around equity of access for all students within a public education system
- Different education systems worldwide have taken a variety of approaches to resolving this tension and many have made shifts towards developing more equitable policies that promote access and opportunities for all students.

Central Student Interest Programs: Implementation Update

Jurisdictional Scan: Key Takeaways

- Discrepancies along racial and economic lines exist in almost all educational jurisdictions in terms of access to opportunities to prepare for academically rigorous admissions tests. As a result, when test scores are used as a way of determining access to student interest programs or specialized schools, marginalized groups are disproportionately disadvantaged. (Corcoran and Baker-Smith, 2015; Ayscue et al., 2016).
- Given the variance in the literature surrounding student outcomes and lottery processes, increasing diversity within specialized programs and schools should also include considerations of how to best support marginalized students to ensure all students within a given school and program can succeed.
- Park, Yano, and Foley (2019) describe this need for school admissions policies to be reflective of local contexts as “flexible fairness” in which fairness is defined “as it pertains to specific purposes in the context of specific institutional histories.”
- Reserving skills-based admissions processes for post-secondary education or at least until the later years of high school allows students access to broader choices within the system that can have lasting effects on their trajectories. (Brown, Gallagher-Mackay, & Parekh, 2020).

Central Student Interest Programs: Implementation Update

Jurisdictional Scan: Key Takeaways *cont...*

The Organisation for Economic Co-operation and Development (OECD) (2012) suggests that plans include:

- A reduction of financial burdens (this recognizes that school districts across the globe differ in terms of costs related to accessing schools and programs)
- Parental choice along with mechanisms to balance schools' demographic makeup
- An avoidance selection bias at the school level
- Targeting underrepresented groups to ensure all families have access to relevant information about available school choices.

OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools*.



Central Student Interest Programs: Implementation Update

Privacy and Data Collection

The TDSB is permitted to gather personal information, including racial identity for “legitimate, limited and specific purposes” ([Source: IPC, Your Privacy Rights](#)).

Racial backgrounds other than the four priority groups were not used in the seating process, and therefore the information was not requested.



Central Student Interest Programs: Implementation Update

Early Highlights: Policy P100 (Appendix B)

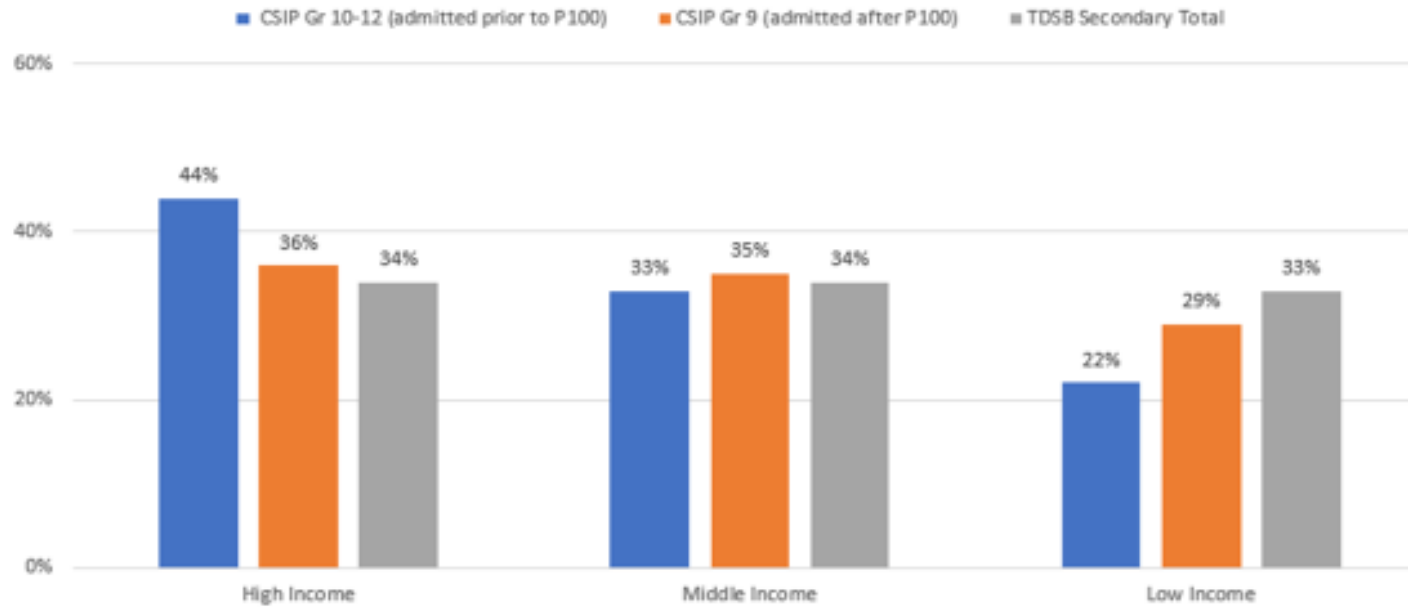
To support the implementation and monitoring of Policy P100 an analysis of demographic data of students enrolled in Central Student Interest (CSIP) is ongoing.

Preliminary highlights include:

- After the first year of the central application process for CSIP, it is evident that racial proportions have shifted toward greater representation, when compared to the TDSB student population.
- At a more nuanced level, the overall family income distribution for students in grade 9 CSIP more closely reflects that of the TDSB overall. However, there continues to be a greater percentage of students from higher income households enrolling in some CSIP programs.
- The prioritised seats for female/girl identifying applicants continue to be important as there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs.

Central Student Interest Programs: Implementation Update

Figure 2: CSIP Median Household Income



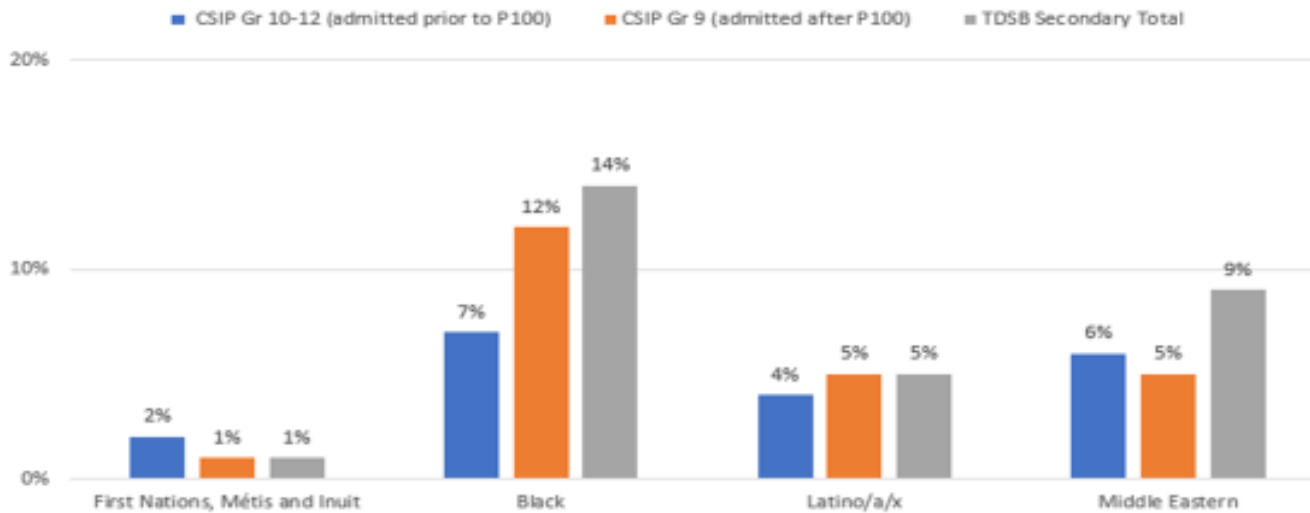
Income ranges: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.

Though family income was not used to prioritize applicants, early evidence positively shows that students in grade 9 CSIP programs, more closely reflects the TDSB population overall.



Central Student Interest Programs: Implementation Update

Figure 1: Students' Racial Identity for CSIP Priority Groupings, Student Census 2023 Data



Made A LOT of friends, everyone was welcoming. Got help and support from not only teachers but other students.
-Grade 9 CSIP student

Central Student Interest Programs: Implementation Update

CSIP Enrolment Data

2023-24 Enrollment	Total Responses	*Black	East Asian	*Indigenous	*Latino/a/x	*Middle Eastern	Southeast Asian	South Asian	White
CSIP Gr 9	756	12%	18%	1%	5%	5%	7%	26%	36%
CSIP Gr 10-12	2662	7%	24%	2%	4%	6%	6%	24%	45%
TDSB Sec Total	24,934	14%	20%	1%	5%	9%	8%	21%	36%

Surround yourself...Make friends with people who will bring you up with them -Grade 9 CSIP student

Central Student Interest Programs: Implementation Update

INTENTION

To affirm the Board's commitment to providing strong programming in local schools and ensure equitable educational access, experiences, and opportunities for all students.

The intention of P100 was to increase equitable access and opportunities for all students.



Central Student Interest Programs: Implementation Update

RATIONALE

This Student Interest Programs Policy (the "Policy") was developed to support the Board's ongoing commitment to improve access to special programs based on student interest, and to support its commitment to offer a range of program opportunities to all learners.



Try hard and remember to ask any grade 10 for help
-Grade 9 CSIP student

Central Student Interest Programs: Implementation Update



I think the positive things ... is the diverse culture and different learning styles that are new to me. -Grade 9 CSIP student

Facts & Figures (2023-2024 Application Year)

Over 6,000 applications!

Over 3100 students offered seats in 47 CSIPs

January 2024 Shifted approach and offered available seats to unseated applicants in new programs

26 Programs offered admission to every primary applicant

9 Programs offered admission to over 70% of their primary applicants

15 Programs offered seats to all applicants and have remaining seats

Schools with boundaries will place students from waitlist in June until early Sept.

Schools without boundaries offered additional seats to reduce likelihood of empty seats in Sept. 2024

Central Student Interest Programs: Implementation Update

Seats in Central Student Interest Programs



TDSB has increased the number of seats available in Central Student Interest programs.

- 2,315 Grade 9 seats were filled in September, 2022 (not including Elite Athlete programs).
- 2,576 Grade 9 seats allocated for September 2023 (increase of 261 seats or 11%)
- 2,785 Grade 9 seats allocated for September 2024 (increase of 209 seats or 8%).

Central Student Interest Programs: Implementation Update

**Student Applicants
2023-2024 & 2024-2025**

MST Programs

- Applications from nearly 90% of schools

Arts Programs

- Applications from over 85% of schools



Central Student Interest Programs: Implementation Update

Growth in MST Programs

Central and School-based staff are preparing to open 8 new MST-focus CSIPs to meet demand and improve geographical access to Math/Science/Technology Programs for a total of 20 MST Programs in Sept. 2024.



Central Student Interest Programs: Implementation Update

Growth in Arts Programs

Central and School-based staff are preparing for the opening of two new Arts-focus Central Student Interest Programs in the northwest (Westview SS) and northeast (Woburn CI) of the city. Both have had limited geographical access to arts programs/schools.



Central Student Interest Programs: Implementation Update



Professional Learning

Principals and school staff participated in Professional Learning throughout this year.

- Math, Science, and Technology Programs
- Arts Programs

Staff learning is key to student achievement.

The professional learning was available to the schools that are opening new programs next year as well as current programs. The building of a strong staff network is important to share resources and teaching strategies.

Central Student Interest Programs: Implementation Update

TDSB has shifted admission practices as a means of becoming a more equity-focused system.

Early evidence indicates P100's results are promising and suggest that the policy has opened doors that were previously closed.



Central Student Interest Programs: Implementation Update

Advice from a grade CSIP 9 student to incoming students...

Work hard, believe in yourself, tough through it, you can do it, and don't limit yourself since ... this is a great opportunity. also do your homework pleaseee. and don't compare yourself to others since everyone that enters ... comes from different learning backgrounds.

Staff Recommendations

1. The *School Choice and Student Interest Program Admission Policies and Practices Report*, as requested by Board resolution on June 14, 2023, be received;
2. The Board of Trustees amend the Policy Review schedule approved on November 1, 2023 by moving the review of Policy [P100 Student Interest Programs](#) ("Policy P100") from the 2026/27 school year to the 2024/25 school year.

