



## Planning and Priorities Committee

### Report No. 5

PPC:005A

Tuesday, June 11, 2024

4:30 p.m.

Hybrid Meeting

Boardroom, 5050 Yonge Street

Members Present Trustees Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Dennis Hastings, Liban Hassan, Debbie King, James Li, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong and Student Trustee Angelika Bell.

Regrets Regrets were received from Trustees Alexandra Lulka Rotman, Shelley Laskin and Farzana Rajwani.

The meeting was a hybrid model with Trustees Aarts, Chernos Lin, King, MacLean, Williams and Student Trustee Bell participating in person, and other trustees present participating by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

### **PART A: Committee Recommendations**

#### **1. Tri-Party Land Exchange With Gabriel Dumont Non-Profit Homes**

The Committee considered a report from the Toronto Lands Corporation (see PPC:005A, page 1), presenting information on a tri-party land exchange.

**Moved by:** Trustee Williams

**Seconded by:** Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS** that a tri-party land exchange among the Toronto District School Board, the City of Toronto and Gabriel Dumont Non-Profit Homes, as presented in the report, be approved.

Carried

**2. Accommodation of Students From Residential Developments at 413-431 Roehampton Avenue, 55 and 65 Broadway Avenue, 2161 Yonge Street, 73 and 75 Broadway Avenue and 117 and 127 Broadway Avenue [4718]**

The Committee considered a report staff (see PPC:005A, page 13), presenting information on the designation of a school for students residing in new residential developments.

**Moved by:** Trustee Sriskandarajah

**Seconded by:** Trustee Williams

The Planning and Priorities Committee **RECOMMENDS** that, effective immediately, Rippleton Public School be the designated elementary school for students residing in the new residential developments located at 413-431 Roehampton Avenue, 55 and 65 Broadway Avenue, 2161 Yonge Street, 73 and 75 Broadway Avenue, and 117 and 127 Broadway Avenue, as presented in the report.

Carried

**3. Attendance Boundary Changes for Avondale Public School, Bayview Middle School, and Hollywood Public School and Accommodation of Students From Residential Developments in the Avondale Public School Area [4717]**

The Committee considered a report from staff (see PPC:005A, page 21), presenting solutions to address ongoing accommodation pressures at Avondale Public School.

**Moved by:** Trustee Williams

**Seconded by:** Trustee Sriskandarajah

The Planning and Priorities Committee **RECOMMENDS:**

- a) That the junior attendance area for Hollywood Public School be expanded to include portions of the Avondale Public School junior**

attendance area, effective September 1, 2025, as presented in the report;

- b) That the intermediate attendance area for Bayview Middle School be expanded to include portions of the Avondale Public School intermediate attendance area, effective September 1, 2025, as presented in the report;
- c) That students who reside in the portions of the Avondale Public School attendance area described in Parts (a) and (b) above and attend Avondale Public School as of the end of the 2024-25 school year, be allowed to remain at Avondale Public School until they graduate;
- d) That siblings of students described in Part (c) above be allowed to attend Avondale Public School provided their older sibling is attending Avondale Public School at the time that they enter the school, and be allowed to remain until they graduate;
- e) That Finch Public School and Cummer Valley Middle School be the designated schools for students residing in the new residential developments located at 4955 Yonge Street/19 Hollywood Avenue, 179-181 Sheppard Avenue East, 145 Sheppard Avenue East, 105 Sheppard Avenue East/24-26 Leona Drive, 2-12 Oakburn Crescent, and 48-60 Avondale Avenue/25-55 Glendora Avenue/17-19 Bales Avenue, effective immediately.

**Carried**

#### **4. Days of Significance Calendar: Update [4740]**

The Committee considered a report from staff (see PPC:005A, page 33 and attached), presenting information on updates to the Board's days of significance calendar.

**Moved by:** Trustee Williams

**Seconded by:** Trustee MacLean

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

**Carried**

**5. Somali Centre for Culture and Recreation: Update [4695]**

The Committee considered a report from staff (see PPC:005A, page 43), presenting information on the development of a Somali Centre for Culture and Recreation.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Aarts

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

**Carried**

**6. Strategic Workforce Engagement and Attendance Support [4727]**

The Committee considered a report from staff (see PPC:005A, page 57 and attached), presenting information on factors influencing staffing and fill rates, the impact of absenteeism on fill rates, steps taken to support existing pressures and increase classroom support and a workforce management strategy.

**Moved by:** Trustee Williams

**Seconded by:** Trustee King

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

**Carried**

At the Committee meeting, the following moved as business arising by Trustees Pei and Patel, was defeated by the Committee:

That the Director set a target to increase the fill rate to ninety percent within three years.

## **7. Leadership Regarding Artificial Intelligence and Education**

**Moved by:** Trustee Ehrhardt

**Seconded by:** Trustee Dawson

**Whereas, Artificial Intelligence (AI) is a rapidly developing technology with both positive and negative ramifications for educators, trustees, and education in general that are relatively unknown and difficult to quantify; and**

**Whereas, the Ministry of Education has the resources and obligation to assist Boards in understanding the implications and impact of AI in schools;**

**Therefore, be it resolved:**

- (a) The Chair of the Board send a letter to the Minister of Education and the Attorney General of Ontario requesting a provincial strategy to support school boards' understanding of and approach to the use of AI in schools and its impacts on student achievement and well-being, which may include but is not limited to:**
  - i. the establishment of a provincial committee focused on supporting school boards in understanding the implications of AI on student achievement and well-being;**
  - ii. hosting a provincial conference focusing on the significant issues and implications of AI on schools, school boards, teaching, learning, and student well-being;**
  - iii. providing on-going support and strategies for educators and school boards regarding AI;**
- (b) That the provincial strategy include explicit considerations of and supports to address the following areas on the use of AI and its impacts on public education:**
  - i. student well-being and achievement;**
  - ii. connection to curriculum;**
  - iii. privacy, data and security;**
  - iv. quality control and algorithmic biases;**
  - v. equity;**
  - vi. child social development;**
  - vii. personal safety (including but not limited to cyberbullying, child exploitation, and gender-based violence);**

- viii. professional development
  - ix. academic integrity
  - x. ethical considerations (including for predictive analytics);
- (c) That correspondence at Part (a) be shared with the Ontario Human Rights Commission, the Ontario Public School Boards' Association, the Toronto Catholic District School Board, and OSTA-AECO;
- (d) That the Director present a report to the Planning and Priorities Committee in the 2024-2025 school year on the emergence of AI and its implications for the Board, including, but not limited to:
- i. implications on student well-being and achievement;
  - ii. anticipated benefits to AI use by schools boards, educators and students;
  - iii. implications for board policies and procedures;
  - iv. early perspectives on the emergence of AI as relates to:
    - student well-being and achievement
    - connection to curriculum
    - privacy, data and security
    - quality control and algorithmic biases
    - equity
    - child social development
    - personal safety (including but not limited to cyberbullying, child exploitation, and gender-based violence)
    - professional development
    - academic integrity
    - ethical considerations (including use for predictive analytics)
  - v. summary of work underway with the province, external organizations, staff and students related to the emergence of AI, including how school-based staff and students are being supported.

Carried

## 8. Cricket Development

**Moved by:** Trustee Shan

**Seconded by:** Trustee Sriskandarajah

**Whereas, cricket is one of the fastest growing sports in Canada; and**

**Whereas, offering cricket in schools provides many newcomer students a sense of belonging within the schools; and**

**Whereas, cricket in Canada is growing amongst students of all genders; and**

**Whereas many TDSB teachers, students and families have been working hard, especially over the past three decades, to promote cricket within the board; and**

**Whereas, many schools are struggling to find coaches, fields and equipment to offer cricket in their schools; and**

**Whereas, the lack of availability and accessibility of cricket fields and cricket programming have been a challenge for our students;**

**Therefore, be it resolved:**

**a) That the Director:**

- i. present a report, at a feasible time within next academic year, on ways to improve availability and accessibility of cricket in Toronto District School Board schools in 2024-2025 school year;**
- ii. consider initiating the formation of a time specific volunteer workgroup within the TDSB to review the status of cricket within the board and to provide recommendations;**
- iii. explore ways in which cricket can be introduced and integrated into both Strand A and B of the physical education curriculum;**
- iv. explore the possibility of developing a cricket strategy for the Toronto District School Board, in collaboration with other levels of government and the cricket related organizations in Toronto;**

**b) That the Chair write to the leadership of the three levels of government inviting them to explore with the Toronto District School Board, potential collaboration to increase availability and accessibility of cricket programming in Toronto.**

**Carried**

## **Part B: Information Only**

## **9. Call to Order and Acknowledgment of Traditional Lands**

A meeting of the Planning and Priorities Committee was convened on Tuesday, June 11, 2024, from 4:39 to 11:53 p.m., including a thirty-minute recess, with Rachel Chernos Lin presiding.

## **10. Approval of the Agenda**

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

## **11. Declarations of Possible Conflict of Interest**

No matters to report

## **12. Delegations**

### re Cricket Development

1. Heather Mitchell, Co-Chair SPACE Coalition, Co-Chair Community Sport Collective and member of CUSCAC
2. Mahendra Ram, Cricket Coach and Convenor
3. Melvin John, GTA Under 19 Women's Cricket Association
4. Sunil Katyal, Teacher and North Cricket Convenor

### re Attendance Boundary Changes for Avondale Public School, Bayview Middle School, and Hollywood Public School and Accommodation of Students From Residential Developments in the Avondale Public School Area [4717]

5. Yi Luo, Community Member

### re Days of Significance Calendar: Update [4740]

6. Grace Son, Rawlinson Community School
7. Jeff Carolin, TDSB Parent, Dovercourt PS

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

The Committee received an update on the activities of the Ontario Public School Boards' Association.

## **14. Extension of the Meeting**

At the appropriate time during the meeting, the Ending Time procedure was



applied and the meeting was extended.

### **15. Adjournment**

On motion of Trustee Williams, seconded by Trustee Hastings, the meeting adjourned at 11:53 p.m.

### **Part C: Ongoing Matters**

No matters to report

Submitted by: Rachel Chernos Lin, Chair

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# Days of Significance: TDSB's Approach

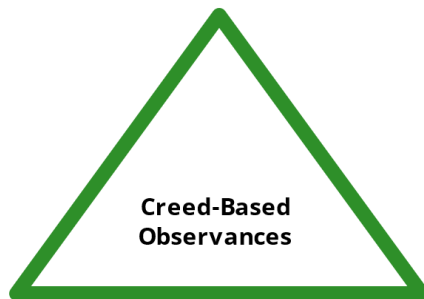
**Tuesday, June 11, 2024**

Toronto District School Board



# Days of Significance at the TDSB?

- The Board’s Days of Significance Calendar currently identifies secular and creed -based observances, significant events, celebrations and public holidays based on multiple sources.
- Prior to the review, the Calendar was updated based on requests with changes being made throughout the year.



# Duty to Accommodate Creed/Religious Observances



CreedBased  
Observances

- The right to hold and practice creed/religion is a fundamental human right that is protected in the Board's Human Rights Policy (P031).
- There is a duty to accommodate creed/religious observances in accordance with the Board's human rights policy and case law.
- The creed/religion related accommodation is provided to support human rights at TDSB.



# Heritage Months Overview

- Currently the TDSB recognizes **13 Heritage/History Months**.
- **Heritage/History Month designations** are brought forward through a **Trustee motion and voted on by the Board of Trustees for approval**.
- Currently there is a **moratorium** in place, as approved by the Board of Trustees, signifying that additional Heritage/History Months may no longer be included until a Policy is developed.
- On **February 5, 2020**, the Board Trustees approved the **updated Policy Development Work Plan** for the Policy. The updated work plan identified several key themes related to Heritage/History month designations.



## Non Creed Based and Non Heritage Month Process: Phase 1 & 2

	Timeline	Calendars to Be Released	Committee Process
	2024-2025 Phase 1 2024-2025	<ul style="list-style-type: none"> <li>• TDSB Heritage and History Months Calendar</li> <li>• Faith/Creed -Based Holy Days Calendar</li> <li>• Indigenous Days of Significance Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing the staff committee structure;</li> <li>• Appointing staff committee members;</li> <li>• Defining roles and responsibilities of the staff committee members;</li> <li>• Establishing the frequency that this committee will meet and;</li> <li>• Establishing conditions and criteria for the inclusion or exclusion of dates.</li> </ul>
	Phase 2	<ul style="list-style-type: none"> <li>• Continuation of Phase 1</li> </ul>	<ul style="list-style-type: none"> <li>• Development of communication process for the TDSB; and,</li> <li>• Development of a TDSB Days of Significance Calendar pursuant to the developed processes</li> </ul>

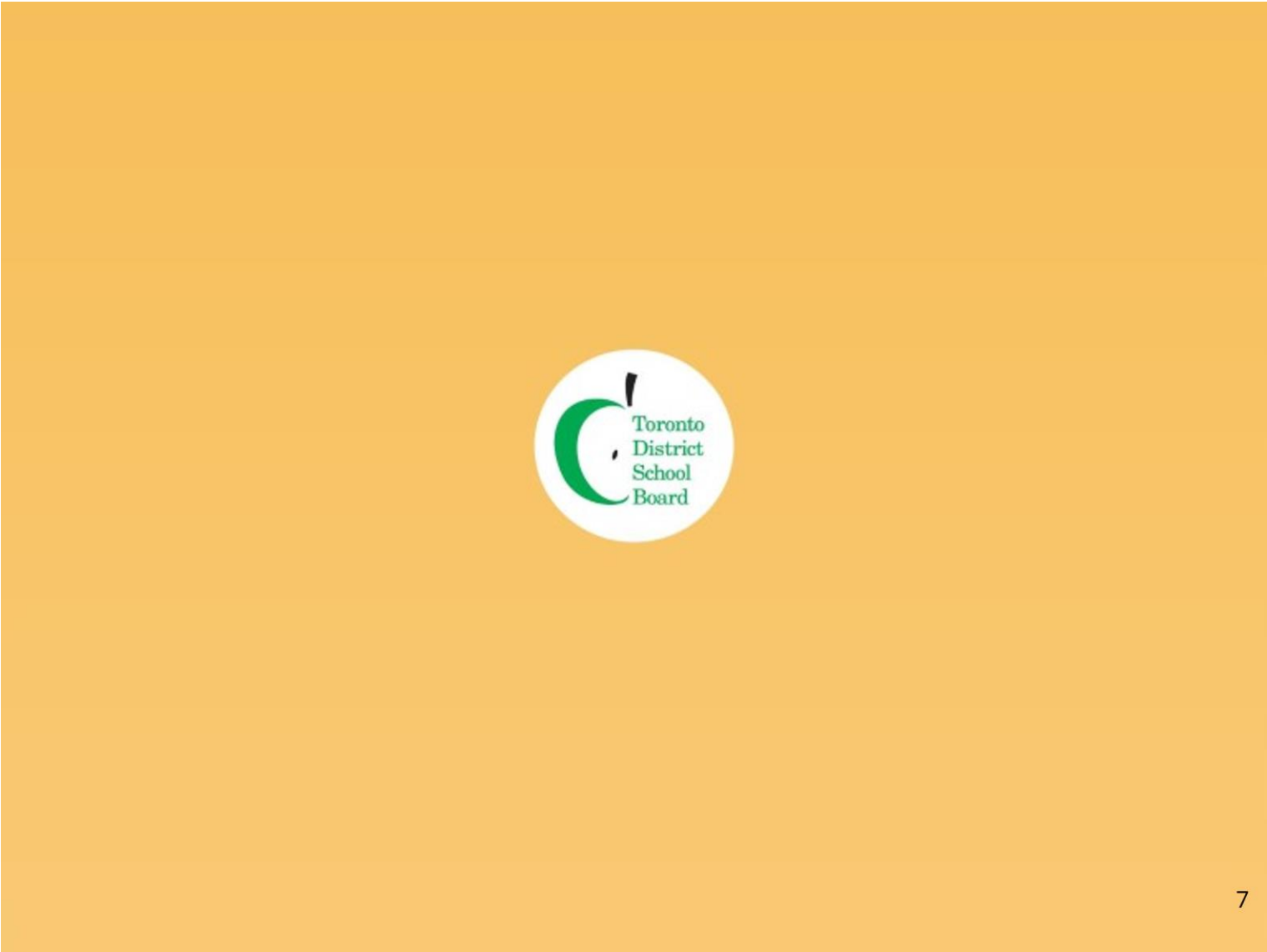


## Non Creed Based and Non Heritage Month Process: Phase 3

	Timeline	Calendars to Be Released	Committee Process
<b>2025 - 2026</b>	Phase 3	<ul style="list-style-type: none"> <li>● TDSB Heritage and History Months Calendar</li> <li>● Faith/Creed -Based Holy Days Calendar</li> <li>● Indigenous Days of Significance Calendar</li> <li>● <b>TDSB Days of Significance Calendar</b></li> </ul>	<ul style="list-style-type: none"> <li>● A review of the identified process and,</li> <li>● Development of communication for the TDSB</li> </ul>







# Strategic Workforce Engagement and Attendance Support

Planning and Priorities Committee  
June 11, 2024



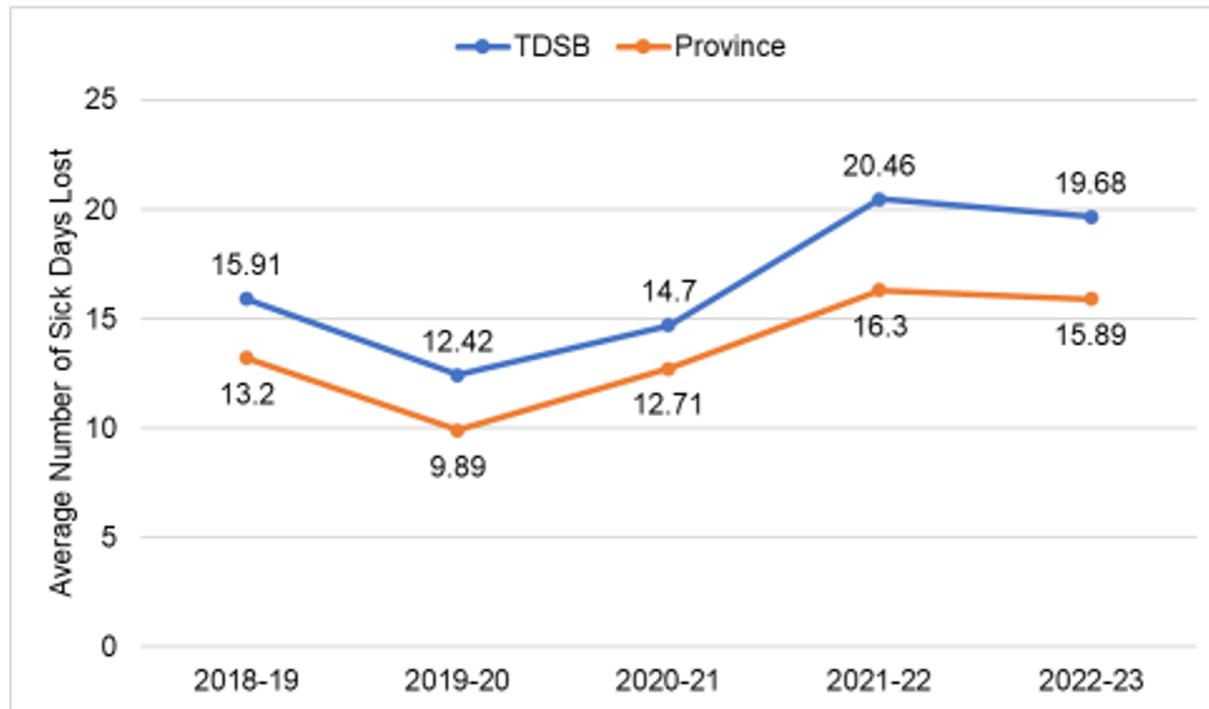
## Context

- Stable and consistent staff presence has a substantial and positive impact on student and staff well-being and student achievement.
- TDSB depends on the contribution of its employees, and their regular attendance at work, to realize our commitment to student success as directed by the MYSP .
- An annual absence study by the School Boards' Co-operative Inc. (SBCI), along with TDSB analyses, demonstrate absenteeism patterns and its impacts over time.

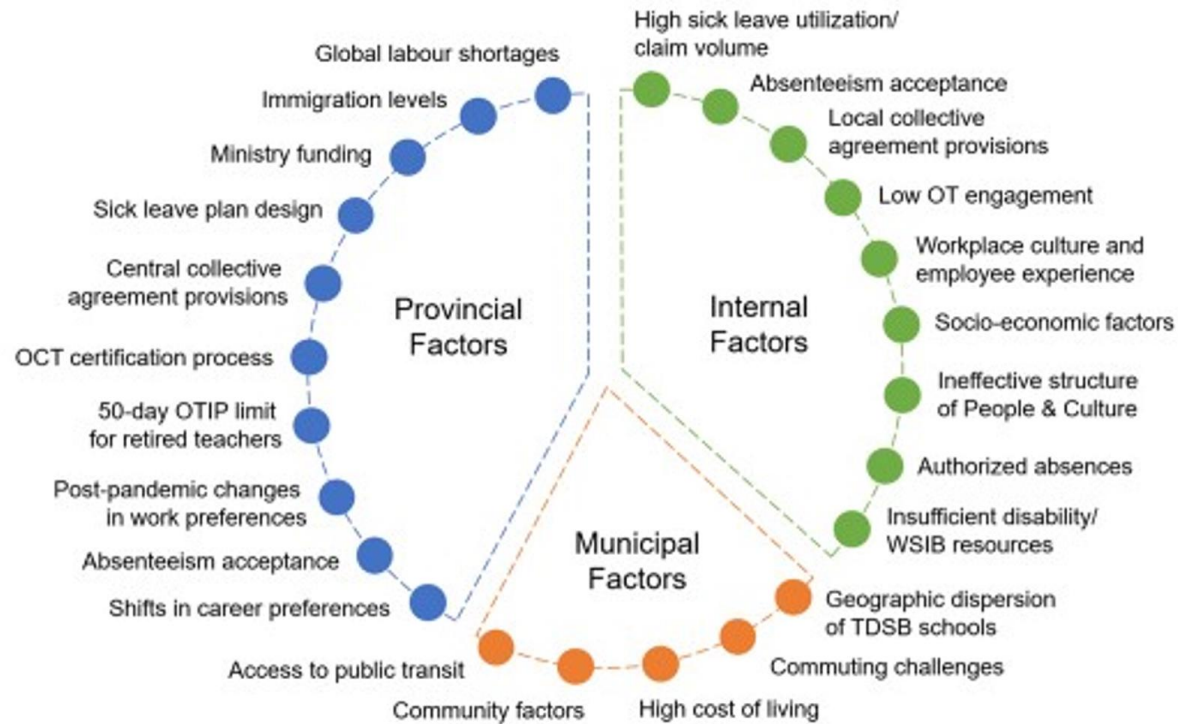


# Context

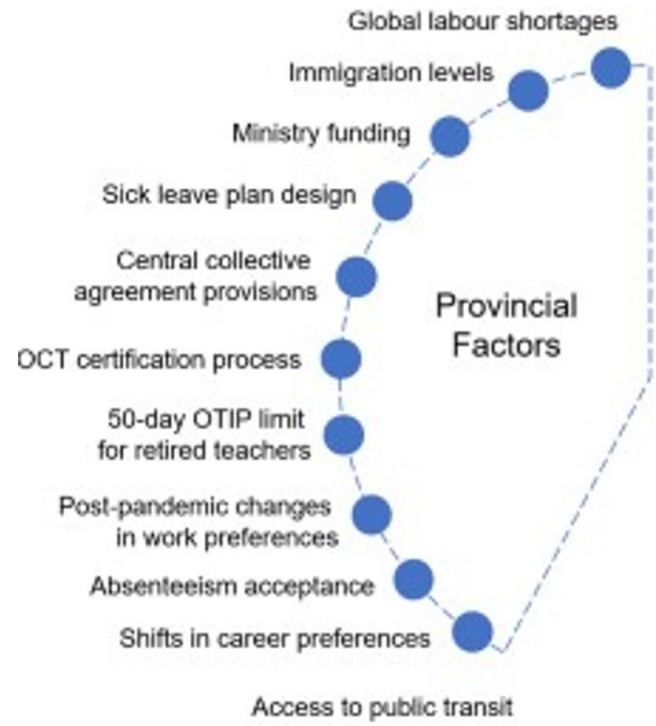
SBCI Annual Absence Study (2023) findings :



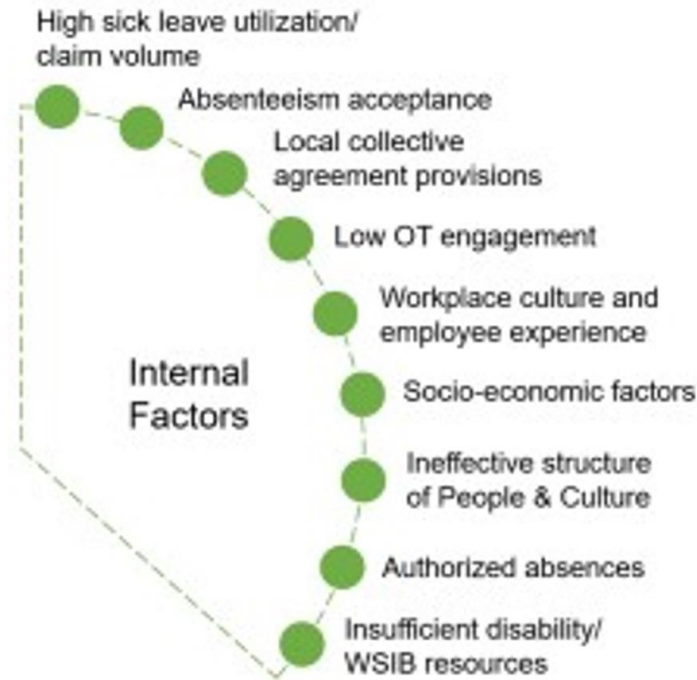
# Factors Influencing Staffing & Fill Rates



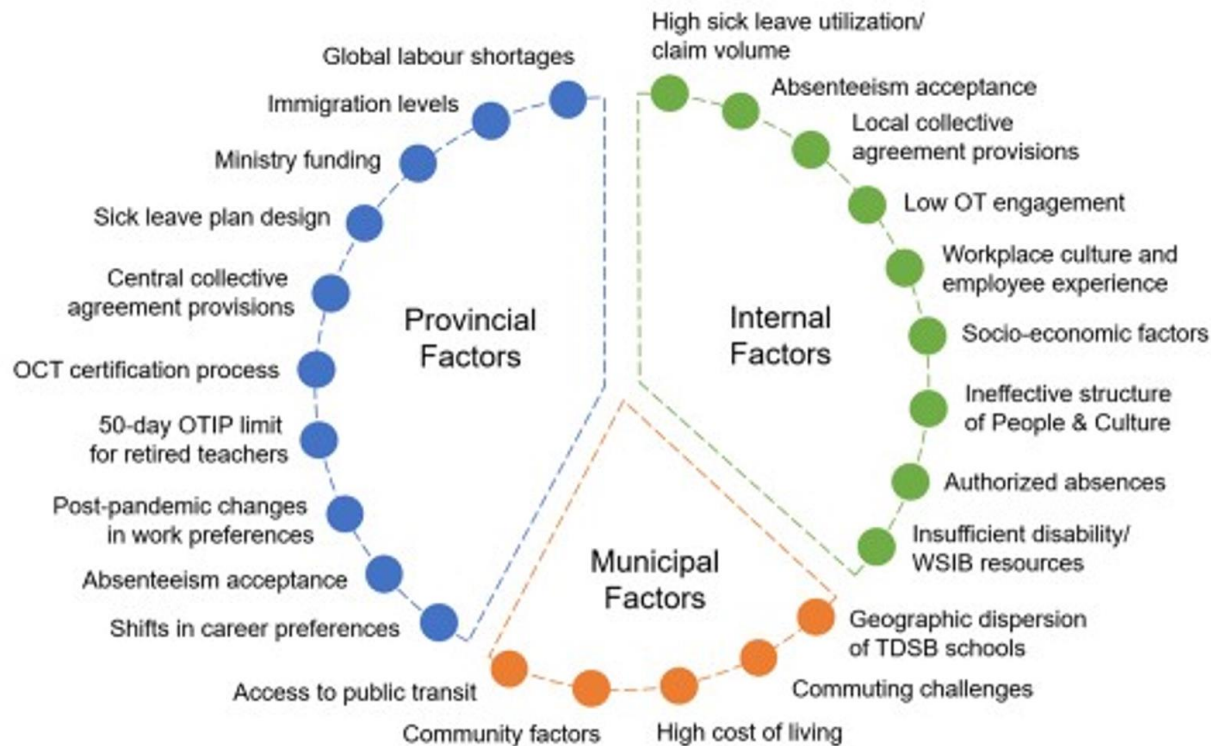
# Factors Influencing Staffing & Fill Rates



# Factors Influencing Staffing & Fill Rates



# Factors Influencing Staffing & Fill Rates





## Internal Factors

- Research has shown a relationship between higher rates of absenteeism and staffing shortages with:
  - Low-income families, racialized students, and students with special education needs.
  - Geographic dispersion, affordability, and access to transit.
  - *Absenteeism acceptance*: the “tendency to accept absenteeism, recognizing an effective response to absenteeism without attempting to change it” (Shapira-Lishchinsky & Raftar-Ozery, 2018, p. 494).



## Impact of Absenteeism

- Existing absenteeism rates create an over-reliance and subsequent pressure on financial and alternate human resources.
- Absenteeism costs over the past two years have represented 9.46% and 8.71% of TDSB’s total payroll, respectively, in each of the past two years (SBCI, 2023):

Year	TDSB Sick Day Average	Provincial Sick Day Average	TDSB Total Replacement Cost	TDSB Total Cost of Sick Leave
2021-22	20.46	16.30	\$126,003,426	\$233,516,315
2022-23	19.68	15.89	\$131,336,843	\$213,111,058



## Steps Taken to Support Existing Pressures and Increase Classroom Supports

- Refresh of the Elementary and Secondary OT lists
- Expedited teacher candidate process
- Assigned Long Term Occasional Teachers (ALTOs)
- Pool hiring for high-need positions
- Additional teacher to VP candidate process
- Expedited experienced administrator external hiring process
- CUPE pilot program
- Interim measures, administrative/directed leave
- Leveraging technology & technology improvements
- Enhanced employee experience in schools
- Educational partner engagement & stewardship
- Talent acquisition strategy & task force
- Communications/branding campaign



## Action Plan & Next Steps

People & Culture has developed a comprehensive action plan aimed at enhancing workforce engagement and management through four key objectives :

### 1. People & Culture Transformation (beginning Fall 2024)

- Operational structure modernization (centralization of key services)
- Business Partner model
- Process improvement

### 2. Attendance Awareness and Support (beginning Fall 2024)

- Attendance support program
- Attendance reporting & key performance indicators (KPIs)
- Performance improvement & operational clarity
- Communications campaign



## Action Plan & Next Steps

### 3. Talent Management

- Employment equity
- Talent acquisition
- Professional learning
- Process improvement

### 3. Educational Partner Engagement and Organizational Enablement:

- Leadership commitment
- Department alignment, collaboration
- Union/Associations
- Transparent communication and information sharing



# Questions





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