

SUMMARY OF DECISIONS

Regular Meeting

February 19, 2025

This document is a summary of decisions made by the Board and is not intended to provide a record of information items that were received. Information items can be found in the meeting agenda and related committee meeting agendas on the Web site.

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| Presented in Governance and Policy Committee, Report No. 02, January 27, 2025 | Agenda Item 14.1 (1) | Page 1 |
| <p>P100, Review of Student Interest Programs, Phase 1 and Proposed Options: Admission and Application Requirements and Seating Priorities [4827]</p> <p>The Board decided that the policy review work plan for policy, P100, Student Interest Programs, as presented in the report, be approved.</p> | | |
| Presented in Governance and Policy Committee, Report No. 02, January 27, 2025 | Agenda Item 14.1 (2) | Page 2 |
| <p>Business Arising: Consultation Process and Academic Performance Data in Review of Student Interest Program</p> <p>The Board decided that the following matter be referred to staff:</p> <p>Whereas, the Student Interest Programs Policy (P100) was adopted on May 25, 2022;</p> <p>Whereas, in June 2024, the Board of Trustees approved a recommendation to accelerate the review of the Student Interest Programs Policy (P100);</p> <p>Whereas, the recommendation was made by staff in response to a letter written by the Minister of Education dated April 17, 2024, who wrote: "Our government has been committed to a modern, 21st century education system focused on academic excellence, underpinned by transparency and accountable governance ... However, evidence would suggest that the TDSB is not meeting this expectation";</p> <p>Whereas, in his letter, the Minister of Education asked the Board to hold "open and transparent policy consultations";</p> <p>Whereas Policy P100 has broad applicability, with approximately one third of TDSB grade 8 students applying to student interest programs in each of the last three years;</p> <p>Therefore, let it be resolved that:</p> <ol style="list-style-type: none"> a) The consultation process for Policy P100 will be broad, transparent, open, and focus on maximizing the feedback from a wide and representative group City of Toronto residents and taxpayers, including students, parents and guardians, teachers, and include surveys, webinars, and open houses. b) The specific wording of survey questions relating to this consultation process be presented to the Governance and Policy Committee for approval prior to publication; | | |

- c) During the consultation process, the following areas of discussion will be clearly addressed:
- i. Admission process: continuation of admission solely by lottery, or introduction of a demonstration of ability or skills, such as examinations, interviews, or auditions, to supplement or replace the lottery;
 - ii. Open seats: 100% of seats in specialized programs to be open, or continuation of 20% reserved seats based on racial quotas.
 - iii. Local vs Central Administration: continuation of city-wide admissions with program choice restrictions (i.e., 1 & 2 choice), or locally administered admissions for each program.
 - iv. The consultation process will begin no later than March 1, 2025 and conclude no later than May 31, 2025.

Presented in Governance and Policy Committee, Report No. 02,
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Personal Mobile Device Use in Schools Policy, Phase 5: New Policy [4831]

The Board decided that the Personal Mobile Device Use in Schools Policy, be referred to Board, taking into consideration comments made at the Committee.

Presented in Governance and Policy Committee, Report No. 02,
January 27, 2025

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P013, Revisions to the Out-of-Area Admissions Policy [4826]

The Board decided that the revisions to policy P013, Out-of-Area Admissions, as presented in the report, be approved.

Presented in Governance and Policy Committee, Report No. 02,
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PR592, Naming Schools, Teams and Special Purpose Areas: Critical Review Recommendation [4830]

The Board decided that Dundas Junior Public School, Ryerson Community School and Sir John A Macdonald Collegiate Institute undergo the renaming process based on the revised procedure, PR529, Naming Schools, Teams, and Special Areas.

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| Presented in Governance and Policy Committee, Report No. 02, January 27, 2025 | Agenda Item 14.1 (11) and (12) | Page 5 |
| <p><u><i>Operational Procedures Circulated for Information¹</i></u></p> <p>PR560, Revised Dealing With Abuse and Neglect of Student Procedure [4832] PR748, Development of Attendance Support Procedure: New Procedure [4823]</p> | | |
| Presented in Finance, Budget and Enrolment Committee, Report No. 03, January 30, 2025 | Agenda Item 14.2 (1) | Page 63 |
| <p>Contract Awards, Facilities [4829]</p> <p>The Board decided that the contract awards on Appendix C, as presented in the report, be approved.</p> | | |
| Presented in Finance, Budget and Enrolment Committee, Report No. 03, January 30, 2025 | Agenda Item n/a | Page n/a |
| <p>Business Arising: Sole Sourced Contracts</p> <p>The Board decided that the following matter, introduced as Business Arising, be referred to the Governance and Policy Committee:</p> <p>Whereas, Toronto District School Board (TDSB) contracts are brought to Committee or the Board for approval in accordance with the TDSB's procurement policies; and</p> <p>Whereas, when a TDSB contract is sole or single sourced, the Committee or Board's approval of such contract is de facto an approval of the decision to sole or single source such contract;</p> <p>Therefore, be it resolved:</p> <p>(a) That all TDSB reports which present contracts to Committee or the Board for approval and which include for approval single or sole sourced contracts, such report shall identify and describe:</p> <ol style="list-style-type: none"> i. the applicable sole or single source exemption being relied upon; ii. a fulsome description and of the circumstances and rationale for applying such exemption; <p>(b) That all contracts exceeding \$500 per hour have to be approved by the Board of Trustees.</p> | | |

¹ On November 10, 2021, the Board decided, inter alia, that operational procedures be included in the committee agenda package for information only and would not be presented by staff during the meeting, with questions and discussion held until the end of the meeting, as required.

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| Presented in Finance, Budget and Enrolment Committee, Report No. 03, January 30, 2025 | Agenda Item 14.2 (2) | Page 64 |
| First Quarter Interim Financial Report: 2024-25 [4834] | | |
| The Board received the report. | | |

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| Presented in Finance, Budget and Enrolment Committee, Report No. 03, January 30, 2025 | Agenda Item n/a | Page n/a |
| Business Arising: Addressing the Funding Gap From Inflation | | |
| The Board decided: | | |
| <p>(a) That the Chair, on behalf of the Board, write an open letter to all four political parties of Ontario requesting them to increase per student funding by \$1500 to address the funding gap that has been created by inflation;</p> <p>(b) That the Chair, in addition to the open letter, use their office to advocate for the per-student funding increase and communicate the details of this request to the broader TDSB community.</p> | | |

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| Presented in Finance, Budget and Enrolment Committee, Report No. 03, January 30, 2025 | Agenda Item 14.2 (3) | Page 64 |
| Three-Year Enrolment Projections: 2025-26 to 2027-28 [4835] | | |
| The Board received the report. | | |

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| Presented in Program and School Services Committee, Report No. 02, February 5, 2025 | Agenda Item 14.3 (1) | Page 69 |
| Urban Indigenous Community Advisory Committee: Revised Inclusion of Truth and Reconciliation Commission of Canada: Calls to Action (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in the Multi-Year Strategic Plan | | |
| The Board decided: | | |
| <p>A. That Parts (a) and (b) of the following recommendation from the Urban Indigenous Community Advisory Committee be referred to staff:</p> <p style="padding-left: 40px;">Whereas, the Urban Indigenous Community Advisory Committee (UICAC) met on Tuesday, January 21, 2025; and</p> <p style="padding-left: 40px;">Whereas, the motion was well received and unanimously supported by the committee and the Elders Council fully endorses this recommendation.</p> <p style="padding-left: 40px;">Therefore, be it resolved that:</p> <p style="padding-left: 80px;">(a) The Urban Indigenous Community Advisory Committee recommends that the Board reopen the Multi-Year Strategic Plan for the inclusion and implementation of language related to the Truth and Reconciliation Commission of Canada: Calls to Action (TRC) and the United Nations</p> | | |

Declaration on the Rights of Indigenous Peoples (UNDRIP), as requested and advised by the Urban Indigenous Community Advisory Committee. This is a critical step in advancing the work of both the TRC and UNDRIP in the TDSB. The committee stands firm in the belief that this is not a mere request, but an urgent and necessary action. Now is the time for real, meaningful change.

- (b) The inclusion of these frameworks must not only reflect a commitment to their implementation but also foster a deep understanding of what they mean, why they matter, and how the Board will move forward in a manner that reflects those principles.

- B. That the Director include a report on the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples, as per the Board's resolution of October 9, 2024 (see attached), in the annual Indigenous Education Update, in the March cycle of meetings.

Presented in Program and School Services Committee, Report No.
02, February 5, 2025

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Urban Indigenous Community Advisory Committee: Advocacy for Indigenous Education New-Build Funding

The Board decided:

- (a) That the Chair write to the federal and provincial government to advocate for funding for a new build project, as presented in the following recommendation from the Urban Indigenous Community Advisory Committee:
- i. This includes advocating for the allocation of funds through various means, including proceeds of disposition, Federal funding, Provincial funding, as well as identifying and pursuing other potential sources of funding including donations;
 - ii. The advocacy emphasize the importance of transparency and accessibility ensuring that the process is clear, equitable, and efficient, allowing for the necessary financial resources to be obtained to support the successful development and completion of the new build.
- (b) That the Ontario Public School Boards' Association and the Ontario Student Trustees' Association (OSTA-AECO) be copied on the correspondence at Part (a) above.

Presented in Program and School Services Committee, Report No.
02, February 5, 2025

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Early Years Community Advisory Committee: Continuation of Current Model

The Board decided that the following recommendation from the Early Years Community Advisory Committee be referred to staff:

Whereas, the EYCAC has been and continues to be a strong community and stakeholder engagement advisory committee to the Board and is composed of sectoral partners advocating for the success of early years programs including child care, before-and after-school programs, and EarlyON child and family centres in TDSB schools; and

Whereas, the EYCAC is committed to providing advice to the Board of Trustees and supporting staff's work including planning, communications, and engagement in alignment with its mandate, terms of reference and the Board's Multi-Year Strategic Plan; and

Whereas, EYCAC consistently achieves quorum and has meetings which are respectful, positive, and productive; and

Whereas, the work of revising the EYCAC Terms of Reference was paused due to the broader CAC review and needs to be resumed;

Therefore, be it resolved that:

- a) Early Years Community Advisory Committee (EYCAC) continue in its current model of a community advisory committee.
- b) Any future review of the model or structure of EYCAC includes consultation through meaningful and timely discussion with EYCAC prior to consideration by the Board.

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| Presented in Program and School Services Committee, Report No. 02, February 5, 2025 | Agenda Item 14.3 (4) | Page 72 |
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School Year Calendar 2025-2026 [4836]

The Board decided that the school year calendar for 2025-2026 for elementary, secondary and quadmastered alternative schools, as presented in the report, be approved.

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| Presented in Program and School Services Committee, Report No. 02, February 5, 2025 | Agenda Item 14.3 (6) | Page 73 |
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Review and Reinstatement of Wellness Week at R.H. King Academy

The Board decided:

Whereas, R. H. King Academy is a diverse school with a central student interest program, Future Leaders Program and a local arts program; and

Whereas, R. H. King Academy is the only secondary school in the TDSB which runs on a modified yearly schedule, which includes a one week break in November, called the Wellness Week. To accommodate for this break, all classes start one week earlier than other secondary schools in the board; and

Whereas, the R.H. King Academy Wellness week has the purpose of being a time for students to reflect on their semester, support their mental health, participate in wellness activities, gain valuable volunteer hours, and work on their post-secondary goals; and

Whereas, although the modified schedule started as a pilot project that was intended for three school years (2016-17, 2017-18, 2018-19), it continued beyond this period, without the required review, evaluation and formal decision making, due to disruptions caused by the pandemic; and

Whereas, in the fall of 2024 students, staff, parents, and community received communication that the modified calendar would be aligned with the system calendar starting in 2025 school

year; Whereas, according to RH King's school wide leadership survey completed by student council, out of 133 total responses, 129 responses included comments of the proposed removal of Wellness Week, and concerns were expressed by students at all grade levels; and

Whereas, these responses were from students who care about R. H. King Academy and clearly have the school's best interests at heart. They provided structured reasons as to why the removal of the Wellness Week has significant negative impacts on the school community, especially to students who have been used to its experiences for the majority of their high school career; and

Whereas, the responses from Grade 9 and 10 students highlighted that they chose R.H. King due to its unique features; and

Whereas, responses from grades 11 and 12 highlight that they have adjusted to having this break, and believe it benefits them, especially in post secondary goals. Many say that having this break for the past few years has helped them get volunteer hours and given them a break during a time of the school year known for being stressful. Taking it away not only breaks a routine that students have gotten used to, but also prevents students next year from receiving many of the benefits that students before them have received; and

Whereas, when it comes to concerns surrounding the Wellness Week, as with any modified schedule, are real and the student council understands that this schedule does not work for everyone. It is important that resources be provided instead of taking away what makes R. H. King special. It is called the Wellness Week for a reason- to promote wellness and mental health for students, parents, and staff; and

Whereas, Parthi Kandavel (City Councillor of Scarborough Southwest) sent a letter to current R.H King Principal expressing support for R.H. King's Wellness Week, highlighting reasons supporting the modified schedule and a reconsideration of the decision to remove the Wellness Week for the 2025-2026 school calendar year. This letter was made public, and shared on social media by the City Councillor himself (letter can be available upon request); and

Whereas, on October 30, 2024, a communication was shared that there would be a pause of the alignment of the modified school year calendar to develop a consultation plan and review data connected to the Wellness Week pilot;

Therefore, be it resolved:

- (a) That the Wellness Week pilot at R.H. King Academy be extended through the 2025-2026 school year;
- (b) That the Director report back to the Program and School Services Committee in May 2025 on the results of the pilot;
- (c) That the report back include the results of the consultation and data review.

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| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (1) | Page 93 |
| <p>Toronto Lands Corporation: Lease and License Approvals</p> <p>The Board decided:</p> <ul style="list-style-type: none"> (a) That the Toronto Lands Corporation be authorized to enter into a temporary crane swing license agreement with Minto (Cordova) LP by its general partner 2598325 Ontario Inc., at Islington Junior Middle School, 44 Cordova Avenue, for a term of two (2) years commencing in 2025, upon terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC’s legal counsel; (b) That Toronto Lands Corporation be authorized to enter into a temporary shoring tieback license agreement with Minto (Cordova) LP by its general partner 2598325 Ontario Inc., at Islington Junior Middle School, 44 Cordova Avenue, for a term of three (3) years commencing in 2025, upon terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC’s legal counsel; (c) That Toronto Lands Corporation be authorized to enter into and a temporary construction staging license agreement with Minto (Cordova) LP by its general partner 2598325 Ontario Inc., on the Islington JMS site, located at 44 Cordova Avenue, for a term of three (3) years, upon terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC’s legal counsel. | | |
| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (2) | Page 94 |
| <p>Update: Affirming Jewish Identities and Addressing Antisemitism and the Combatting Hate and Racism Strategy [4837]</p> <p>The Board received the report.</p> | | |
| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (3) | Page 95 |
| <p>Business Arising: Statement re Report, Regarding Affirming Jewish Identities and Addressing Antisemitism and the Combatting Hate and Racism Strategy [4837]</p> <p>The Board decided that the Chair and Director release a statement right after the Board meeting on February 19, 2025 that clearly articulates the decisions made during the meeting in order to avoid misinterpretation and/or misinformation.</p> | | |

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| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (4) | Page 95 |
| <p>Business Arising: Update to the Roadmap to the Combatting Hate and Racism Strategy</p> <p>The Board decided:</p> <p>That the Director update the roadmap of the Combating Hate and Racism Strategy to reflect a path, after the completion of currently planned research, consultation, and identification of action items in Phases 1 to 3, to create a consolidated and unified Anti-racism and Anti-hate Strategy to provide a safe and respectful educational system where all students and staff can learn and work in an environment free from hate, racism, and discrimination under the Human Rights Code and Canadian Charter of Rights and Freedoms.</p> | | |
| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (5) | Page 96 |
| <p>Community Use of Schools: Permit Fees and Cost Recovery [4809]</p> <p>The Board decided:</p> <p>(a) That implementation of the following key recommendations, with details as presented in the report, be approved as follows:</p> <ul style="list-style-type: none"> i. Fiscal Review and Validation of Cost Recovery ii. Pool Fees iii. Facility Permit Fee Increase iv. Local Neighbourhood Support Program (LNSP) <p>(c) That the Community Use of Schools Community Advisory Committee continue to be engaged in discussions through the fees working group on permit changes under consideration for fall 2025 and beyond;</p> <p>(d) That, as part of pool fee increases to align with pool permit fees observed city-wide, the Director explore how to improve the quality of experience for those permitting Toronto District School Board pools, including increasing pool temperatures, in consultation with TDSB pool permit holders, and update the Board on these efforts as part of future updates on permits or pools.</p> | | |
| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (6) | Page 96 |
| <p>Attendance Boundary Changes for Humberside Collegiate Institute, Runnymede Collegiate Institute and York Memorial Collegiate Institute [4838]</p> <p>The Board decided:</p> <p>(a) That the shared attendance area between Humberside Collegiate Institute and York Memorial Collegiate Institute be assigned entirely to York Memorial Collegiate Institute, effective September 1, 2026, be approved;</p> | | |

- (b) That the portion of the Humberside Collegiate Institute attendance area that is north of the railway and west of Keele Street, be directed entirely to Runnymede Collegiate Institute, effective September 1, 2026, be approved;
- (c) That all students who reside within the Humberside Collegiate Institute attendance areas described in Parts (a) and (b) above, and attend Humberside Collegiate Institute as of June 30, 2026, may choose to remain at Humberside Collegiate Institute until they graduate, be approved;
- (d) That siblings of students described in Recommendation (c) be allowed to attend Humberside Collegiate Institute provided their older sibling is attending Humberside Collegiate Institute at the time that they enter the school, and be allowed to remain until they graduate, be approved.

Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025

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Program Area Review for North Bendale Junior Public School and Tredway Woodsworth Public School [4841]

The Board decided:

- (a) That North Bendale Junior Public School be converted from a Junior Kindergarten to Grade 6 school to a Junior Kindergarten to Grade 8 school, effective 1 September 2025;
- (b) That current Grade 7 students attending Tredway Woodsworth Public School who graduated from North Bendale Junior Public School in June 2024 be redirected to North Bendale Junior Public School for Grade 8 as of 1 September, 2025;
- (c) That North Bendale Junior Public School be renamed North Bendale Public School as of 1 September, 2025.

Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025

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Secondary Alternative Schools Program Review Interim Report [4840]

The Board received the report.

Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025

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Internal Review of Special Education Programs and Placements [4842]

The Board received the report

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| Presented in Planning and Priorities Committee, Report No. 03, February 12, 2025 | Agenda Item 14.4 (10) | Page 98 |
| <p>Education on International Holocaust Remembrance Day</p> <p>The Board decided that the following be referred to staff:</p> <p>Whereas, January 27, 2025 is, International Holocaust Remembrance Day being the 80th anniversary of the liberation of the Auschwitz-Birkenau extermination camp; and</p> <p>Whereas, the exhibit Auschwitz: Not Long Ago, Not Far Away is open for public viewing at the Royal Ontario Museum through September 1, 2025; and</p> <p>Whereas, the content of this exhibition is consistent with the Ontario Curriculum and the Ministry of Education mandate for Holocaust Education.</p> <p>Therefore, be it resolved that the Board encourages its Trustees and all professional staff members to view this exhibition and encourages professional staff members teaching courses whose content is relevant to this exhibition to arrange age-appropriate student excursions to view this exhibition, particularly on or around International Holocaust Remembrance Day.</p> | | |

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| Presented in Report No. 257 of the Committee of the Whole (Private), February 19, 2025 | Agenda Item n/a | Agenda Page n/a |
| <p><i>Note: There may be matters other than the following or other decisions related to the same topic that are included in the private minutes and referenced in the public report of the Committee of the Whole.</i></p> | | |
| <p>Selections, Transfers and Placements of Principals and Vice-principals</p> <p>The Board approved Selections, Transfers and Placements of Principals and Vice-principals (on file in the Director's Office).</p> | | |

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| <p>Unfinished Matters</p> | | |
| <p>The Board did not complete consideration of the following matters:</p> <ul style="list-style-type: none"> • Business Arising: Response to the Ministry of Education's 2025 Capital Priorities Announcement • Math Achievement Action Plan: Report Two for 2024-2025 [4825] | | |

Board Resolution, October 9, 2024, Regular Meeting: Truth and Reconciliation/United Nations Declaration on Rights of Indigenous Peoples Implementation

| <i>Presented in Planning and Priorities Committee, Report No. 6, October 1, 2024</i> | <i>Agenda Item</i> 15.5 (11) | <i>Page</i> 70 |
|--|---------------------------------|-------------------|
| <p><i>Truth and Reconciliation/United Nations Declaration on Rights of Indigenous Peoples Implementation</i></p> <p><i>The Board decided:</i></p> <p><i>Whereas, on June 29, 2022, the Board of Trustees approved Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action including a commitment that the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples be embedded in policies, Bylaws and Board governance structures;</i></p> <p><i>Therefore, be it resolved:</i></p> <ul style="list-style-type: none"> <i>a) That the Director present a report to the Board by January 2025 on progress in implementing the Truth and Reconciliation Commission Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in its policies, bylaws and Board governance structures, taking into consideration relevant legislation and the Education Act;</i> <i>b) That the report at Part (a) include:</i> <ul style="list-style-type: none"> <i>i. options for including an Indigenous Trustee on the Toronto District School Board of Directors, as determined in consultation with the Urban Indigenous Community Advisory Committee and Elders' Council;</i> <i>ii. an update on implementing Board direction to open the Boyne Natural Science School as an Indigenous Land-based Learning Site.</i> | | |