

AGENDA: 6:30 pm

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Approval of the Agenda
5. Declarations of Conflict of Interest

Reports from Trustee Special Committees:

6. [Program – October 16, 2025](#)

Reports from Community Advisory Committees:

7. [Human Rights & Equity – October 30, 2025](#)
8. Report from Committee of the Whole (Private) – November 24, 2025
9. Oral Reports from:
 - A. Student Trustees' and Shakowennakarátats Report
 - B. Director's Report
 - C. Chair's Report

10. Adjournment

COMMITTEE REPORT

Presented to: Board

Date of Meeting: November 24, 2025

From: Program Committee

Date of Meeting: October 16, 2025

The committee held a hybrid meeting on October 16, 2025, at 6:00 pm with Trustee Fehrman presiding.

Members: Trustees Kathy Archer*, Becky Buck*, Sabreina Dahab, Amanda Fehrman, and Elizabeth Wong^(R). Also in attendance: Trustees Todd White*, Abby Zaitley.

* electronic participation, ^(R)regrets

MONITORING ITEM(S):

A. Elementary Program Strategy, Secondary Program Strategy & Elementary French Immersion Location Strategy and Application Process Review (update)

Staff provided an update noting that the review is currently in the third of four phases and is on track to have the findings presented to the Program Committee in December 2025. Staff noted that the Consultant has gathered extensive input through community engagement including surveys, focus groups, individual interviews, and site visits. Nearly 7,000 individuals including staff, students, parents, guardians, caregivers and community members have participated in the process and provided their voices.

The Consultant is currently analyzing all collected data and preparing to lead validation meetings in mid-November with interested parties to confirm the information that was shared by participants, prior to the development of recommendations for the final report.

The Committee requested staff develop guiding principles to guide the implementation of the recommendations following the presentation of the final report to the Board of Trustees.

B. Board Improvement Plan 2024-2025 Report

Staff presented the report and shared how they work collaboratively as interdisciplinary teams to meet the five overarching pillars of the Multi-Year Strategic Plan and address the goals in the Board Improvement Plan. For each Board Improvement Goal, staff presented the actions taken in the 2024-2025 school year, what they learned and identified next steps for each goal.

Staff highlighted the progress that has been made on all five goals within the plan including:

- Notable improvements in students reading in Full-Day Kindergarten and Grade 2,
- Increase in the percentage of students in Grade 3, 6, 9 and 10 achieving provincial standard in mathematics,
- Continued increase in the percentage of students who are taking Grade 11/12 mathematics and Grade 12 science,
- Continued increase in the percentage of students who are on track to graduate with 16 credits by the end of Grade 10, and 22 credits by the end of Grade 11,
- Continued increase in percentage of students participating in job skills programs (Specialist High Skills Major Programs, Dual Credits and Ontario Youth Apprenticeship Programs),
- Increase in the percentage of students who attend school 90% of the time (especially primary students), and,
- Increase in the percentage of students who feel like they belong in their school and are aware of available mental health supports and services.

Staff highlighted the ongoing work to build staff capacity, principal and vice-principal instructional leadership, and ensure that every student is fully included, experiences a sense of belonging and is well supported to meet with academic success and the ability to make choices about their future. Staff further shared how they will go deeper to implement and monitor each pillar in the Multi-Year Strategic Plan and the five goals in the Board Improvement Plan and provide monitoring reports to the Board on the Board Improvement Plan 2025-2026 in March 2026 on goals 1-3 and in May 2026 on goals 4-5 before a summative report on all five reports in October 2026.

C. Math Achievement Action Plan 2025-2026

Staff presented the Math Achievement Action Plan (MAAP) 2025-2026 and identified the following three priority actions for this year's plan:

- Curriculum Fidelity – Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.
- Math Content Knowledge for Teaching – Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.
- Knowing Your Student – Knowing each mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive.

Building upon the successes of the previous school year, the MAAP is structured to support all schools in addition to directly supporting Ministry of Education identified priority schools. Facilitators supporting Ministry identified math priority schools will focus on small group instruction, teacher capacity building, and culturally responsive pedagogy. Supports for all schools will include school math leads receiving system-level training and resources, Principals engaging in math leadership learning and Teachers in Grades 3, 6, 9, and 10 participating in ongoing professional development.

Staff noted for the committee the key revisions to the Math Achievement Action Plan including:

- Adoption of a common long-term delivery plan (K–8).
- Intensive support for students with special education needs.
- Integration of STEAM and cross-curricular connections.
- Increased collaboration with students and families.

D. Maintaining Safe and Secure School Environments

Staff presented the report and summarized the current initiatives, data, protocols, safety measures, and school-based supports that collectively contribute to safe and inclusive schools. School safety is a shared responsibility built on trust, care, and inclusion among staff, students and families. The committee discussed the report and the importance of school safety in four parts including: student voice, classroom learning and professional development, physical learning environments and safe and caring school response protocols.

Staff discussed the Caring and Safe Schools Action Plan, 2024-2027 and specifically highlighted the collective leadership to maintain safe and secure school environments across all areas. The elements and lessons learned from previous years are embedded in this year's professional learning plan including:

- Staff prioritize emotional well-being and cultural humility.
- Staff implement a relational approach to student well-being centered on creating the conditions for learning and well-being, identity-affirming curriculum and practices and responding to student needs (CIR).
- Professional learning focused on trauma-informed practice, progressive discipline, anti-sex trafficking, and bullying prevention and intervention.

Staff continue to evaluate and enhance safety protocols through feedback from Secure Schools Month surveys, student voice opportunities, staff input, and community partners. Ongoing professional development in trauma-informed responses will equip staff to implement interventions safely and consistently and will continue to be a priority in the Caring and Safe Schools Action Plan.

Staff further committed to a discussion at a forthcoming Policy Committee meeting to understand if there is a need for a development of a policy in regard to Safe and Secure School Environments.

Respectfully submitted,
Amanda Fehrman, Chair of the Committee

Committee Report

Presented to: Board

Meeting date: November 24, 2025

From: Human Rights & Equity Community Advisory
Committee

Meeting date: October 30, 2025

The committee held a meeting on October 30, 2025, from 5:00 – 6:30 p.m. via MS Teams with Sumayyah Satia, presiding.

Members present: Mesum Ali, Hina Ahmed, Jordan Fudge, Joyce Maina, Penny McAndrews, Tehreem Zafar, Sumayyah Satia
Regrets: Rebecca Morikawa; Liav Yakov, Grey Sandilands.

MONITORING ITEMS:

A. Election of Co-Chairs:

Mesum Ali, student at Orchard Park and Sumayyah Satia, student at Westdale self-nominated and were unanimously accepted to serve as co-chairs for the 2025-26 school year.

B. New Members Confirmation/Appointment

Recruitment for two parent and two student representatives has concluded, and a sub-committee will review applications received to select new members for the committee based on the identified selection criteria.

C. Board Improvement Plan: Consulting with Community

Sally Landon, Manager, Research and Analytics Department, presented the Board Improvement Plan and spoke about the process involved in consulting with the community about the plan. Sally Landon facilitated a conversation to gather feedback from the committee members using guided questions related to:

- Strength in Supporting Diversity
- Challenges for Students and Families
- Literacy from a Human Rights Perspective
- Numeracy and Family Engagement
- Future Preparedness
- Engagement and Belonging
- Well-Being from a Human Rights Standpoint
- Priority Areas for the Board

D. Staff Update

An update was provided to the committee on the current status of the Program Strategy Review and staff indicated that two committee members will be invited to participate in a validation meeting with the consultant in early November.

E. Human Rights Office Update

Yohana Otite shared an update on the implementation of the Human Rights Impact Assessment Tool being used in policy development and the implementation of the mechanism to track human rights and hate-based incidents and responses in schools.

Gerry Smith, Superintendent of Safe, Compassionate and Equitable Schools, K-12 shared an update from the Equity Department highlighting:

- The CIR framework (Creating the Condition, Identity Affirming Curriculum and Care, Responding to Student Needs)
- Equity and Well-Being consultants working with teachers in schools to create positive classrooms
- Staff are working on updating procedures to ensure they can support all students.
- Staff are finalizing an Anti-Black Racism Strategy and will provide details at a future meeting
- One additional Black Graduation Coach has been hired

F. Trustee Update

Trustee Dahab highlighted the process of Trustee Elections and the importance of the role of a Trustee in Education (such as attending board meetings, serving on committees, passing a balanced budget, and supporting student trustees).

Respectfully submitted,
Sumayyah Satia, Co-Chair