



Program and School Services Committee Agenda

PSSC:002A

Wednesday, February 23, 2022

4:30 p.m.

Electronic Meeting

Trustee Members:

Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise,
Patrick Nunziata

Pages

- 1. Call to Order and Acknowledgement of Traditional Lands**
- 2. Approval of the Agenda**
- 3. Declarations of Possible Conflict of Interest**
- 4. Delegations**

To be presented

- 5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees**

Timed Item at 5 p.m.

- | | | |
|------|---|---|
| 5.1. | Urban Indigenous Community Advisory Committee Reports, November 23, 2021 and January 18, 2022 | 1 |
| | (For receipt) | |
| 5.2. | Urban Indigenous Community Advisory Committee Report, February 15, 2022 | 5 |
| | 1. Capital Priority Proposal Submission: Kâpapâmahchakwêw – K-12 / Wandering Spirit School | |
| 5.3. | 2SLGBTQ+ Community Advisory Committee Report, January 25, 2022 | 7 |
| | (For receipt) | |
| 5.4. | Alternative Schools Community Advisory Committee Report, February 7, 2022 | 9 |
| | 1. Secondary Alternative School Staffing | |

2.	TDSB Community Outreach Ambassadors	
5.5.	Community Use of Schools Community Advisory Committee Report, January 11, 2022	15
	(For receipt)	
5.6.	Early Years Community Advisory Committee Report, January 14, 2022	19
	(For receipt)	
5.7.	Environmental Sustainability Community Advisory Committee Reports, January 4 and February 3, 2022	21
	(For receipt)	
5.8.	French-as-a-Second-Language Community Advisory Committee Report, January 11, 2022	25
	(For receipt)	
5.9.	Inner City Community Advisory Committee Report, January 20, 2022	29
	(For receipt)	
5.10.	Parent Involvement Advisory Committee Report, January 18, 2022	31
	1. Suspension of the TDSB School Council By-Laws Template	
	2. School Council IT Support	
	3. Simplified Elementary School Schedule	
5.11.	Special Education Advisory Committee Report, January 10, 2022	35
	(For receipt)	
5.12.	Special Education Advisory Committee Report, February 14, 2022	39
	1. Implementation of Recommendations From the K-12 Education Standards Development Committee	
6.	Staff Reports	
6.1.	Human Rights Reporting Portal Feasibility [4265]	43
6.2.	2022-2023 School Year Calendar: Revised [4266]	45
6.3.	Spring 2022 Student Census Pilot and Fall 2022 System Launch [4267]	55
6.4.	Virtual Learning for the 2022-23 School Year: Update	
	Oral Update	
7.	Adjournment	



Name of Committee: Urban Indigenous Community Advisory Committee

Meeting Date: Tuesday, November 23rd, 2021

A meeting of the Urban Indigenous Community Advisory Committee convened on Tuesday, November 23rd, 2021 from 6:00 p.m. to 7:30 p.m. via Zoom with Chair Elder Joanne Dallaire presiding

Attendance:	<p>Present:</p> <p>Elder Dr. Joanne Dallaire, Elder Pauline Shirt, Elder Dr. Duke Redbird, Tanya Senk (System Superintendent, Indigenous Education, TDSB), Christina Saunders (Principal, TDSB), Robert Durocher (Centrally Assigned Vice-Principal, TDSB), Isaiah Shafqat (Indigenous Student Trustee, TDSB), Tracy Mackenzie (Community Liaison, TDSB), Bonnie Johnston (Social Worker, TDSB), Natasha Gleeson (Instructional Leader, TDSB), Sean Gale (Student Success Teacher, TDSB), Adrienne Plumley (Instructional Leader, TDSB), Ryan Neepin (Teacher, TDSB), Marilyn Hew (TYRMC), Dr. Susan Dion (York University), Joe Rock (City of Toronto, Early ON), Dr. Bob Phillips, Mkwā – Waabshkaa (2 Spirited People of the 1st Nation), Trustee Michelle Aarts (Ward 16), Indigenous Student Trustee Isaiah Shafqat, Ixchel Bennett (Centrally Assigned Vice-Principal), Michelle Blackie (Vice-Principal), Barbara-Ann Felschow (Retired Principal), Michael Griesz (Principal), Michael Sanders (Principal), Stephen Hepburn (Vice Principal), Danielle Noel (Vice Principal), Saby Chandi (Principal), Aakriti Kapoor (Research Coordinator, TDSB Research and Development), Janet O'Reilly (Research Coordinator, TDSB Research and Development), Margaret Alexander (Researcher, TDSB Research and Development)</p>
Regrets:	<p>Jim Spyropoulos (Executive Superintendent, Human Rights, and Indigenous Education TDSB), David Cameron (Senior Manager, TDSB Research and Development)</p>

Part A: Recommendations

N/A

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations

A meeting is being scheduled with the Ministry of Education and Elders Council to discuss how we move forward with the facility. Date and time will be announced shortly.

Part C: Ongoing Matters

Hiring Practices, Recruitment, Retention, and Mobility is Highlighted.

Pardeep Nagra, Manager Employment Equity Office is scheduled to present and provide updates at our January 18th, 2022 meeting.

Report Submitted by Tracy Mackenzie, Community Liaison, Urban Indigenous Education Centre of Excellence



Name of Committee: Urban Indigenous Community Advisory Committee

Meeting Date: Tuesday, January 18th, 2022

A meeting of the Urban Indigenous Community Advisory Committee convened on Tuesday, January 18th, 2022 from 6:00 p.m. to 7:30 p.m. via Zoom with Chair Elder Dr. Joanne Dallaire presiding

Attendance:	Elder Dr. Joanne Dallaire, Elder Dr. Duke Redbird, Clayton Shirt (Elders Council), Tanya Senk (System Superintendent, Indigenous Education, TDSB), Christina Saunders (Principal, TDSB), Robert Durocher (Centrally Assigned Vice-Principal, TDSB), Isaiah Shafqat (Indigenous Student Trustee, TDSB), Tracy Mackenzie (Community Liaison, TDSB), Bonnie Johnston (Social Worker, TDSB), Natasha Gleeson (Instructional Leader, TDSB), Ryan Neepin (Teacher, TDSB), Marilyn Hew (TYRMC), Selina Young (City of Toronto), Joe Rock (City of Toronto, Early ON), Dr. Bob Phillips (Community), Michelle Blackie (Vice-Principal), Barbara-Ann Felschow (Retired Principal), Michael Griesz (Principal), Michael Sanders (Principal), Stephen Hepburn (Vice Principal), Trustee Alexander Brown (Ward 12), Trustee Dan McLean (Ward 2), Trustee Michelle Aarts (Ward 16), Trustee Trixie Doyle (Ward 14), Trustee Christopher Mammoliti (Ward 4), Trustee Chris Moise (Ward 10)
Regrets:	Elder Pauline Shirt, Jim Spyropoulos (Executive Superintendent, Human Rights, and Indigenous Education TDSB), Trustee Stephanie Donaldson (Ward 9), Dr. Susan Dion (York University), Ixchel Bennett (Centrally Assigned Vice-Principal), Shannon Judge (Community Member)

Part A: Recommendations

N/A

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations

Elders met with Colleen Russell-Rawlins, Director of Education TDSB, to discuss the need for a new building, a meeting with the Ministry of Education has been scheduled for February 4, 2022

Hiring Practices, Recruitment, Retention, and Mobility is Highlighted.

Staff Census 2022

Audley Salmon (Executive Superintendent, Employee Services),
Pardeep Nagra (Manager Employment Equity Office),
Stefanie De Jesus (Research Coordinator, Research and Development)

- Presented about Staff Census 2022 to the committee and received feedback from committee members
- Context for Identity -based Data Collection
- History of TDSB Staff Census
- Roadmap for 2022 for Staff Census
- Approach for 2022 for Staff Census
- Draft Staff Census Tool
- Feedback, questions, and discussions followed.
- Tracy MacKenzie to circulate presentations to UICAC members

Part C: Ongoing Matters

N/A

Report Submitted by Tracy Mackenzie, Community Liaison, Urban Indigenous Education
Centre of Excellence



Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: Tuesday, February 15, 2022

A meeting of the Urban Indigenous Community Advisory Committee convened on Tuesday, February 15, 2022 from 6:00 p.m. to 7:30 p.m. via Zoom with Chair Elder Dr. Joanne Dallaire presiding

Attendance:	Elder Dr. Joanne Dallaire, Elder Pauline Shirt, Elder Dr. Duke Redbird, Elder Clayton Shirt (Elders Council), Tanya Senk (System Superintendent, Indigenous Education, UIEC and Kâpapâmahchakwêw / Wandering Spirit School, TDSB), Robert Durocher (Centrally Assigned Vice-Principal, TDSB), Cori MacFarlane (Office Administrator, TDSB), Jim Spyropoulos (Executive Superintendent, Human Rights and Indigenous Education, TDSB), Ixchel Bennett (Centrally Assigned Vice-Principal, TDSB), Isaiah Shafqat (Indigenous Student Trustee, TDSB), Dr. Susan Dion (York University), Tracy Mackenzie (Community Liaison, TDSB), Mary Doucette (Administrative Liaison, System Superintendent, Indigenous Education, TDSB), Bonnie Johnston (Social Worker, TDSB), Sean Gale (Student Success Teacher, TDSB), Natasha Gleeson (Instructional Leader, TDSB), Ryan Neepin (Teacher, TDSB), Marilyn Hew (TYRMC Member), Joe Rock (City of Toronto, EarlyON), Dr. Bob Phillips (Community), Michelle Blackie (Vice-Principal, TDSB), Michael Griesz (Principal, TDSB), Saby Chandi (Principal, TDSB), Michael Sanders (Principal, TDSB), Shannon Judge (Community), Suzanne Brunelle (Senator, TYRMC, MNO), Shirley Debassige (President, TYRMC, MNO), Elder Blu Waters (Seneca College), Waabshkaa Mkwâ (2 Spirited People of the 1 st Nation), Tyler Raponi (Board Governance Administrator, TDSB), Michael Cheema (Community), Trustee Alexander Brown (Chair and Ward 12), Trustee Dan MacLean (Ward 2), Trustee Michelle Aarts (Ward 16), Trustee Trixie Doyle (Ward 14), Trustee Chris Moise (Ward 10)
Regrets:	Christina Saunders (Principal, TDSB), Trustee Stephanie Donaldson (Ward 9), Selina Young (Director of Indigenous Affairs Office, City of Toronto), Stephen Hepburn (Vice Principal, TDSB)

Part A: Recommendations

Tanya Senk, System Superintendent, Indigenous Education, Urban Indigenous Education Centre and Kâpapâmahchakwêw / Wandering Spirit School – K-12, on behalf of Elder Pauline Shirt, founder of Kâpapâmahchakwêw / Wandering Spirit School – K-12, moved the following:

The Urban Indigenous Community Advisory Committee recommends that:

- (a) the Toronto District School Board submit a proposal to the Ministry of Education for a new, state-of-the-art, stand alone building that centres Indigenous ways of being and knowing, and is in keeping with Indigenous pedagogies, while having a holistic approach to mental health that encompasses the mind, body, heart and, spirit for Kâpapâmahchakwêw – K-12 / Wandering Spirit School and The Urban Indigenous Education Centre;
- (b) that the proposal at part (a) be submitted as part of this year's capital project submission as soon as possible.

Part B: For Information Only

Nil

Part C: Ongoing Matters

Nil

Report Submitted by: Tracy Mackenzie, Community Liaison, Urban Indigenous Education Centre of Excellence



Community Advisory Committee Report

Name of Committee: 2SLGBTQ+ Community Advisory Committee

Meeting Date: 25, January, 2022

A meeting of the **2SLGBTQ+ Community Advisory Committee** convened on **Tuesday January 25, 2022** from **5:00pm** to **7:00pm** via **zoom** with Jacq Hixson-Vulpe (The 519 and Co-Chair), Cheryl Dobinson (Planned Parenthood Toronto and Co- Chair) presiding.

Attendance:

Jacq Hixson-Vulpe (The 519 and Co-Chair), Laurie McAllister (Parent) and Rachel Paris (Community Member)

Also present were: Trustee Co-chair Chris Moise, Trustee Trixie Doyle, Student Trustee Isaiah Shafqat, Arthur Burrows, Robert Durocher, Melanie Pearce, Jim Spyropoulos

Regrets:

Cheryl Dobinson (Planned Parenthood Toronto and Co- Chair), Ai Y (Toby's place) Lisa Del Col (PFlag), Isabell Gioia (Luminous community services), Anne Penner (Planned Parenthood Toronto), Trustee Alexander Brown

Part A: Recommendations

N/A

Part B: For Information Only

Quorum was not achieved.

Part C: Ongoing Matters

N/A

Report Submitted by: **Jim Spyropoulos**

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Name of Committee: Alternative Schools Community Advisory Schools (ASCAC)

Meeting Date: 7 February 2022

A meeting of the Alternative Schools Community Advisory Committee convened on Monday, February 7, 2022 from 6:00 p.m. to 8:10 p.m. via Virtual Meeting (Zoom) with Angela Matich and Laurie McAllister (Co-Chairs) presiding.

Attendance:	Gaia Friedman (Student, Spectrum Alternative Senior School, ASCAC Elementary School Student Member), Joanne Huber (Parent, High Park Alternative JS, ASCAC Member), Olga Ingram (Parent, Alternative Scarborough Education 1, ASCAC Member), Shelley Laskin (Trustee Ward 8, ASCAC Trustee Member); Angela Matich (Parent, Equinox, ASCAC Co-Chair); Dan MacLean (Trustee Ward 2, ASCAC Member), Laurie McAllister (Parent, Avondale Secondary Alternative School, ASCAC Co-Chair)
Regrets:	Yo'av Kaplan (Parent, Avondale Secondary Alternative School, ASCAC Member), Ben Singer (Parent, Mountview Alternative JS, ASCAC Member), David Smith (Trustee Ward 17, ASCAC Member), Sara Wilken (Parent, Beaches Alternative & Horizon, ASCAC Member)

Part A: Recommendations

1. Secondary Alternative School Staffing

Whereas:

Compared to the Toronto District School Board (TDSB) general population, students in secondary alternative schools are “much more at-risk”¹, and the COVID-19 pandemic has both amplified the student mental health crisis and disproportionately impacted the communities served by secondary alternative schools;

¹Brown, S. R. (2017). Review of alternative schools: Research analysis 2016-17. (Research Report No. 17/18-10). Toronto, Ontario, Canada: Toronto District School Board

The TDSB's Pandemic Recovery Plan acknowledges that "prioritizing mental health and well-being as we re-engage and integrate students who have been most impacted by the pandemic is essential", and, its Strategic Plan has committed to support student mental health and well-being, and to ensure that every school offers a wide range of programming and safe, welcoming inclusive learning environments for all students;

The TDSB has existing safe spaces in secondary alternative schools that it can utilize as a component in a student re-engagement plan, and to meet its goals in the Strategic Plan;

Program viability means different things to different secondary alternative schools depending on its programs and the populations that it serves²;

And further destabilization of secondary alternative schools would impact some of the most in-risk students within the Board;

Therefore, The Alternative Schools Community Advisory Committee recommends that the Toronto District School Board consider program viability as the primary driver for staffing secondary alternative schools, rather than projected enrolment, until the Secondary Alternative Schools Review is completed and its recommendations related to staffing are implemented.

2. TDSB Community Outreach Ambassadors

ASCAC recommends that the TDSB dedicate resources to have Community Outreach Ambassadors. The ambassadors would be tasked with going out into different communities to better educate them about all the different options available to them within the Board, including, but not limited to alternative schools, specialty schools and programs, academies, French Immersion, mental health programs, etc. This more targeted and personalized one-on-one approach by the Board may greatly improve information reaching those communities who are currently underserved through existing TDSB marketing approaches.

Part B: For Information Only

UPDATE: TDSB Program & School Services Committee January 19, 2022 Meeting

Angela Matich, ASCAC Co-Chair, provided the following information regarding three recommendations that were presented, approved, and moved to next steps at the January 19, 2022 Program and School Services Committee (PSSC) meeting:

² For example, a secondary alternative school providing a pathway for grade 8 students requires at least six teachers to provide the curriculum opportunities for the grade 9 and 10 destreamed courses; a secondary alternative school providing opportunities to students coming from other secondary schools requires at least three teachers. For both models each school needs a Child and Youth Counsellor and or a Child and Youth Worker and an Itinerant Resource Teacher that can be shared between two schools. Programs which are viable can support and attract students by offering the required courses for the Ontario Secondary School Diploma (OSSD), options for credit recovery, and a reasonable number of electives.

- a. ASCAC's Recommendation 1: **TDSB Equitable Marketing** – TDSB Staff to Report Back to ASCAC by Early Fall 2022
- b. ASCAC's Recommendation 2: **TDSB Website - Find Your School** – TDSB Staff to Report Back to ASCAC by Spring 2022
- c. ASCAC's Recommendation 3: **Elementary Alt. Schools Enrolment Allocation** – TDSB Planning Staff to Attend the April 25 ASCAC Meeting to Discuss Further

On February 2, 2022, these recommendations were also approved at the Board meeting.

ASCAC Secondary Alternative Schools Sub-Committee

Laurie McAllister, ASCAC Co-Chair provided an update regarding the first ASCAC Secondary Alternative Schools Sub-Committee meeting that was held on January 13, 2022.

Laurie mentioned that for many students the experience of delegating at Committee last spring was disappointing and left them feeling more vulnerable, and that a secondary alternative school student, who attended the sub-committee meeting intends to create a student survey as another means for gathering stories from students for those who feel too vulnerable or uncomfortable sharing their stories at PSSC or any other Board Committee.

Laurie gave an overview as to the ASCAC Secondary Alternative Schools Sub-Committee's recommendation which is included in Part A of this report. She mentioned that:

- The recommendation focuses on supporting the student's well-being for a population of students who are most in-risk in the Board.
- How the pandemic has impacted these students
- How important student re-engagement is in the Pandemic Recovery Plan
- At a time like this, TDSB needs to keep pathways to re-engagement open. Not the right time to be closing alternative means for re-engagement back into the system

Based on feedback during discussion, the recommendation was revised for additional context. It was put to vote and passed unanimously.

ASCAC Equity Sub-Committee

In Fall 2021, a smaller Community Outreach Taskforce was created. Two recommendations were presented to ASCAC:

The TDSB Community Outreach Ambassadors Recommendation: after minor copy edits, the recommendation was voted on by the ASCAC Members and passed unanimously. See Part A for the final TDSB Community Outreach Ambassadors recommendation.

The District Created Alternative Schools Recommendation: new elementary alternative schools should not be created exclusively through community group advocacy, but some should be district created to help fill the equity gap. This recommendation was put on hold. ASCAC can raise this recommendation with TDSB when the Board starts its review of [Policy 062 and/or Procedure 584](#) tentatively scheduled for next 2022-2023 school year. It was withdrawn as a matter for vote.

ASCAC Community Building Sub-Committee

Angela Match, ASCAC Co-Chair, provided an update on the ASCAC Community Building Sub-Committee's three projects which are listed below.

Elementary Alternative School Council Share & Learn Zoom Workshop was held successfully on February 1, 2022. It had 15 school community representatives attend from 10 of the 19 elementary alternative schools. The workshop included an introduction and overview of ASCAC; guest speaker Michelle Munroe spoke about improving equity and community engagement within school councils; and, breakout rooms and interactive round table discussions were held. School representatives shared what is working and or not working in their schools. Highlights include:

- Issues with their TDSB email, School Messenger, and Zoom accounts
- School Councils not being informed that they have a free annual funds
- Need better supports for students who are transitioning to Grade 9
- [View the detailed workshop summary report online.](#)

The ASCAC Community Building Sub-Committee is planning to do the same type of Share and Learn Zoom workshop for the secondary alternative school student council representatives in April 2022.

Middle School Fun Day - due to the pandemic, this event was rescheduled from Winter 2021 to Spring 2022.

TDSB Board-Wide Updates

ASCAC's Terms of Reference provides that students can be voting members of the Committee. Trustee Laskin updates ASCAC Members that when the Community Advisory

Committee Review Report went to Board, the section related to voting members was referred back to staff, because its recommendation was that students should not be voting members of CACs. A few Trustees made the case that students are important voting members of certain CACs.

Open Floor

Any meeting attendee could bring forth any matter they wished to discuss with ASCAC. Participants were welcomed to ask questions, provide feedback and or let the Committee know of any concerns they may have.

A group of parents from the City View Alternative Middle School parent council spoke about a few concerns that the middle alternative schools are having, including:

1. Staffing allocations have been reduced from 4 to 2.5 despite enrolment remaining at 60 students. The schools are finding it challenging to offer viable programs with lowered staffing allocations.
2. A 0.17 special education resource allocation for 60 students is unreasonable. Example: if approximately 10 students had an IEP, they would receive 6 minutes of special education per week. Some middle alternative schools are telling students interested in applying to not bother if they require special education because they won't receive support due to a lack of resources.
3. Many middle alternative schools have ample free available space, long wait list to get in, yet TDSB continues to cap them at 60 students maximum when they could easily accept more students.

Part C: Ongoing Matters

ASCAC will look into the concerns raised by the group of parents from the City View Alternative Middle School parent council and let the parents know how ASCAC can assist them.

Report Submitted by: Peter Chang, System Superintendent and ASCAC Staff Resource Person

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Community Advisory Committees

Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: Tuesday, January 11th, 2022

A meeting of the Community Use of Schools Community Advisory Committee convened on 11 January 2022 from 8:01 a.m. to 10:00 a.m. via Zoom with Co-Chairs James Li and Judy Gargaro presiding.

Attendance Via Zoom:	<p>James Li (Trustee), Judy Gargaro (Etobicoke Philharmonic Orchestra), Patrick Rutledge (Big League Book Club), Alan Hrabinski (Toronto Basketball Association), Graham Welsh (Toronto Sports Social Club), Sam Glazer (Congregation Beth Haminyan), Jonathan Wood (Toronto Accessible Sports Council), Dave McNee (Quantum Sports and Learning Association), Heather Mitchell (Toronto Sports Council), Dennis Keshinro (Belka Enrichment Centre), Lynn Manning (Girl Guides of Canada, Ontario Council), Susan Fletcher (SPACE), Elizabeth Pounsett (Young People's Theatre).</p> <p>Also present were TDSB Staff: Maia Puccetti (Executive Officer, Facilities & Planning), Jonathan Grove (Senior Manager, Plant Operations), Tina Androutsos (Executive Assistant, Facilities & Planning), Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), Ndaba Njobo (Facility Permitting Coordinator).</p>
Guests:	<p>Michelle Aarts (Trustee), Terrance Philips (Phillips Basketball Academy), John Long (Etobicoke Volleyball), Jody Halsall (Extreme Sports Toronto Sports Club), Serban Genu (Benjamin Basketball).</p>
Regrets:	<p>Sara Somerset (Jack of Sports), Alex Viliansky (Felix Swim School).</p>

Part A: Recommendations

No recommendations arising from the January 2022 meeting.

Part B: For Information Only

Update on Permit Use

Staff provided an update to the Committee that due to Provincial Covid measures; all indoor weekly and weekend permits have been suspended. The January 17th date for Permits to start has been deferred to late January or February, subject to direction from the province. Before and After school programs would most likely resume when schools return to in-person learning. Applications for the use of fields for the spring/summer of 2022 will be accepted by end of January.

Staff further explained that once the province announces the re-opening plans, the previously approved permits can be re-activated relatively quickly. Other non-active permits will take longer to process as applicants will need to secure all the documentation including insurance. Staff also provided information to the committee regarding the permit cancellation process and if a permit group would like to seek a refund. A full refund is available – and there is no administration fee charged. Permit holders were advised to contact their permit clerk to request a refund; otherwise, a credit will remain on the account and be applied to upcoming charges. Chair Gargaro raised a concern that the information currently available in eBase is not very clear regarding applying for a credit or refund for a cancelled permit. Staff will investigate this with eBase, which is used by many school boards, and as such, there would be benefits for the software company to improve the refund/credit functionality of the Permit program.

Staff confirmed that permit holders will receive communication on January 26th to update them on where the Board stands with respect to permits (dependant on Provincial closures). Staff also reminded the committee that when permits resume, Vaccination Clinics take priority over permits which may lead to the need to cancel some permits.

Update on Local Neighbourhood Support Program (LNSP)

Staff confirmed that 44 schools within the Priority Neighbourhood School Initiative are approved for March Break permits.

Update on March Break Permits

There was a brief discussion and update by staff regarding the seasonal timing for permits – which is detailed in the operational procedure for permits. March Break permit applications typically come available right after the outdoor field permit applications open, sometime in February. The Permit unit also needs to verify if there is any maintenance or renewal work that may be impacting permit use of the school over March break. In addition, City of Toronto Park and Recreation permits determine what schools are available for other community use permits for March Break bookings. The permit department plans to accept March Break permit applications, but the final decision on these will depend on Toronto Public Health guidance at the time. The committee was reminded that March Break permits are limited to city-run Parks

and Recreation, Focus on Youth (FOY) and Local Neighbourhood Support Program (LNSP) programmes to serve the needs of marginalized communities and that approval is based on sites – not programmes.

Other Updates

- **Space Coalition Report** – Committee member from SPACE, Susan Fletcher released the Briefing Note information in November 2021 and has yet to hear back from the Premier or Ministry of Education offices. This item will be deferred until there is a further update for the committee.
- **Welcome New Trustee Co-Chair and Review of Committee Membership** – Chair Gargaro welcomed the new Co-Chair, Trustee James Li and thanked Trustee Michelle Aarts for her dedication and efforts for the community. The committee discussed its' membership in response to comments brought forward in our committee's recent self-evaluation, specifically that not everyone on the committee has direct permit experience and that although the intent of the Provincial CUS grant is to support not-for-profits there appears to be disproportionate representation on this committee by for-profit groups. After discussion the majority agreed that:
 - all permit holders should have a voice
 - there is a place on the committee for groups that may not have direct permit knowledge as they have a larger view and therefore are aware of the challenges
 - for-profit groups have similar issues and concerns as the not-for-profit groups. They also realize they are not eligible for CUS subsidies, so this does not appear to be a conflict
- The committee agreed that no edits were needed to the Terms of Reference as a result of this discussion and that the permit unit will continue to bring items for discussed to this committee for decisions as a group. The committee also agreed upon the importance of an open communication philosophy.
- **Committee Goals for 2021-22** – This item is deferred until the Central Coordinator, for Parent & Community Engagement provides follow up.
- **Terms of Reference** – The committee agreed that there are no further edits to the Terms of Reference as a result of this discussion and that the permit unit will continue to bring items for discussion to this committee for decisions as a group. , and it will be taken to the January 19th, 2022, PSSC meeting. Tina will post the updated version on the TDSB Committee website once approved.

- **Annual Report with the self-evaluation** – Chair Gargaro discussed the Annual Report content, highlighting the self-evaluation and it was approved as is. A committee member raised a concern that neither the Annual Report nor Self-Evaluation survey form was formatted to be AODA compliant. Staff committed to passing on this information to the attention of Central Coordinator, for Parent & Community Engagement.
- **Report regarding Making School Buildings & Sites More Accessible** – Executive Officer Maia Puccetti informed the committee that the report - Making School Buildings & Sites More Accessible was presented at the November 3, 2021 Board meeting. In the report, staff asked the Director to approach the Ministry of Education and request dedicated funding or permission to use of POD (Proceeds of Disposition) funding for accessibility upgrades on existing buildings (currently funds may only be used to renovate/repair existing systems). This committee recognizes accessibility as a long-standing issue and asked to be informed of any updates.

Trustee Update

- Trustee Li discussed concerns about students going back to school January 17th and that Trustees have requested that all staff receive N95 masks and all students be supplied with medical grade masks.
- Trustee Li mentioned to the committee that Trustees have advocated to the Ministry for Boards to be reimbursed all Covid related costs.
- Trustee Li explained to the committee that the TDSB is still asking schools to report numbers through their previous portal, even though the province is not longer requiring the reporting of Covid-19 cases in schools.

Part C: Ongoing Matters

No on-going or new business.

Report Submitted by: Maia Puccetti



Name of Committee: Early Years Community Advisory Committee (EYCAC)

Meeting Date: January 14, 2022

A meeting of the **Early Years Community Advisory Committee** convened on **January 14, 2022** from **10:00a.m. to 11:51a.m.** in a **Virtual Zoom Meeting**, with **Trustee Co-Chair: Manna Wong, Community Co-Chairs: Pam McArthur and Jill Oakes** presiding

Attendance:	<p>Pam McArthur (Community Co-Chair/ Runnymede Adventure Club), Jill Oakes (Community Co-Chair/ YMCA Child Care), Patricia Chorney Rubin (George Brown College), Anabela Ferreira (Woodgreen Child Care), Stephanie Nickle (Woodgreen Child Care), Kim Rogers (Sunshine Child Care), Ann Marie Schiraldi (Toronto Children's Services), Nicola Maguire (LEF), and Patrina Stathopoulos (Dandylion Daycare).</p> <p>Also present were: Trustee Manna Wong (Co-Chair, Ward 20), Mandeep Gabhi (Research and Information Analyst), Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Karen Guthrie (Early Years Coordinator, Child Care Services), Nadejda Lekosky (Child Care Services Manager-Interim), Anastasia Poulis (Centrally Assigned Principal, Early Years/English Literacy), Amie Presley (Research Co-ordinator), and Jacqueline Spence (System Superintendent, Equity and Early Years).</p>
Regrets:	<p>Trustee David Smith (Ward 17), Irena Setnik (Silver Creek Pre-School), and Diane Banks (Toronto Public Library).</p>

Part A: Recommendations

No recommendation

Part B: For Information Only

- The Community Co-Chairs' Pam McArthur and Jill Oakes welcomed Trustee Co-Chair Manna Wong (Ward 20) and Trustee David Smith (Ward 17) to EYCAC. Members and staff thanked Trustee Jennifer Story (Ward 15), Trustee Dan MacLean (Ward 2) and Trustee Rachel Chernos Lin (Ward 11) for their contribution and time with EYCAC.

- A presentation was provided by Amie Presley, Research Co-ordinator and Mandeep Gabi, Research and Information Analyst who shared information on **TDSB Student Census 2022**. EYCAC members can provide feedback to the TDSB Research Department by email research@tdsb.on.ca by January 31 2022. Research will distribute the final survey to all CAC's so they can see the final version before it is disseminated publicly.
- An update was provided by Nadejda Lekosky, Interim Manager, Child Care Services on Emergency Child Care for eligible families including the 28 ECCs in TDSB schools. She also shared an update regarding Rapid Antigen Test Kits for child care operators.
- An update on the TDSB system message that was sent out January 13, 2022 regarding masking expectations was provided by Cynthia Grundmann, Senior Policy Advisor/Manager, Early Years and Child Care Services. EarlyON Centres continue in a virtual capacity at this time until further notification. EDP programs will reopen on Monday January 17, 2022.

Part C: Ongoing Matters

Review of EYCAC Terms of Reference

The members will review the current EYCAC Terms of Reference and will provide feedback and steps at the next meeting. It is important that EYCAC Terms of Reference is compliant with CAC mandatory review requirements.

Report Submitted by:

Cynthia Grundmann and Jacqueline Spence



Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 4 January 2022

A meeting of the Environmental Sustainability Community Advisory Committee convened on January 4th 2022 from 6:35 p.m. to 8:05 p.m. virtually, with Chair Trustee Manna Wong presiding

Attendance:	<p>Manna Wong (Trustee, Ward 20), Barbara Falby (For Our Grandchildren), Esther Collier (Retired Teacher), Anne Keary (Parent, Climate Fast, Climate Action Network), Dan Maclean (Trustee, Ward 2), Sunday Harrison (Green Thumbs Growing Kids), Hilary Inwood (OISE), Stefan Sommer (CUPE 4400), and Bob Spencer (Community Member, Beach Community Energy), Andrea Stephens (Parent).</p> <p>Also present were: Richard Christie (TDSB), Kelly Crosthwaite (TDSB), Kristen Evers (TDSB), David Hawker-Budlovsky (TDSB), Mandeep Gabhi (TDSB), Peyton Leung (TDSB), Pam Miller (TDSB), Linda Naccarato (TDSB), Janet O'Reilly (TDSB), Amie Presley (TDSB), and Gigi Shanks (TDSB).</p>
Regrets:	Haley Higdon (Natural Curiosity)

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

TDSB Research and Development staff presented the draft Student Census 2022. ESCAC was invited to provide feedback on the data collection plan, proposed topic constructs, and outreach to community agencies/groups.

An overview of the Strategic Budget Driver survey was shared with the committee to provide feedback on budget driver priorities and focus areas. Members were encouraged to review and complete the survey.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 3 February 2022

A meeting of the Environmental Sustainability Community Advisory Committee convened on February 3rd 2022 from 6:33 p.m. to 8:10 p.m. virtually, with Chair Trustee Manna Wong presiding.

Attendance:	<p>Manna Wong (Trustee, Ward 20), Barbara Falby (For Our Grandchildren), Esther Collier (Community Member), Mieke Foster (Community Member), Fred Harding (Beach Community Energy Cooperative - BCEC), Marto Hoary (BCEC), Hilary Inwood (OISE), Anne Keary (Parent, Climate Fast, Climate Action Network), Dan Maclean (Trustee, Ward 2), Aleksa Nitsis (Natural Curiosity), Jiri Skopek (BCEC), Bob Spencer (Community Member, BCEC).</p> <p>Also present were: Richard Christie (TDSB), Kristen Evers (TDSB), David Hawker-Budlovsky (TDSB), Linda Naccarato (TDSB)</p>
Regrets:	<p>Haley Higdon (Natural Curiosity), Sunday Harrison (Green Thumbs Growing Kids)</p>

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Members were notified that the election of a new ESCAC Community Co-Chair is scheduled for the upcoming ESCAC meeting on April 5, 2022.

ESCAC members were invited to review and discuss the Revitalizing School Grounds and Building Exteriors Report approved at the Finance, Budget and Enrolment Committee meeting on Dec. 9, 2021. Discussion topics included the prioritization of schools in Neighbourhood Improvement Areas (NIAs) and the potential alignment of revitalization work with environmental initiatives.

Members of the Beach Community Energy Cooperative (BCEC) presented on the use of schools as community energy hubs.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



French as a Second Language Community Advisory Committee

Meeting Date: January 11, 2022

A meeting of the French as a Second Language Community Advisory Committee convened on January 11, 2022 from 7:00pm-9:17pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Item	Invitee Name
Attended:	Lynne LeBlanc (Parent Co-Chair W8), Charles Zhu (Parent Vice-Co Chair W11), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Lisa McAvoy (Parent Vice-Co Chair W2 Alt), Doug Kwan (W2), Frances Shawera (W2 Alt), Mandy Moore (W7), Randy Samuel (W14), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Mary Cruden (Canadian Parents for French), Sheryl Robinson Petrazzini (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Guests:	Linda Curtis (Acting Associate Director of Equity, Well-Being and Student Improvement, Evelyn Wong, Jade
Regrets:	Katherine Fisher-Laxa (W3), Deloris Williamson-Braham (W5/13), Crystal Stewart (W6), Matt Forrest (W9), Hans Bathija (W10), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16 Alt), Nancy White (W16 Alt), Sharon Beason (CPF Alt), Rosemary Sutherland (CPF Alt), Michelle Munroe (Parent Engagement),

Part A: Recommendations

Nil

Part B: For Information

French Review

The number of Early FI on-time applications is estimated at 5350 (JK/SK). Application numbers are slightly higher for SK students. Last year the on- time applicant numbers were less than 2800 (SK). By early February the placement process will be completed, and the

staffing process begins. The Annual Enrolment report will be presented to Trustees and FSLAC in the spring with Early FI, Middle FI, and Core French enrolment numbers, transportation, etc. From February until September 30, Principals manage waiting list (if any) of redirected students (did not get FI school designated by home address) and late applicants who are placed if there is space.

The shortage of French teachers across all Boards continues. Staff are working with Employee Services on retention and hiring strategies, including working with faculties of education, reaching out to TDSB teachers that are not teaching French, but have French qualifications and offering rich professional development to staff.

FSL 3yr-Plan

Membership are pleased that a TDSB goal is to obtain more qualitative information on attrition and retention rates and capturing and addressing the reasons why students have left the program/TDSB. Staff are working with Research to come up with a survey tool, that encourages and captures family voice. The Research Department is highly experienced with developing effective surveys. The survey results will be shared with FSLAC.

Ward/CPF and Chair Reports

W2 and W11 reported. For further details, please see the Nov 9th Meeting Minutes. Canadian Parents for French is providing French tutoring services, free of charge across Canada in response to Covid challenges. The committee presented 'How to help your child succeed in FSL' at the PIAC conference – *Bridging the Gap*. Co Chair is communicating with other CACs on addressing Before/After School Program - childcare challenges, and barriers/inequities for French students.

BASP – Childcare

Membership is concerned that the Optional Attendance policy is inequitable. It allows students enrolled in a pre-K daycare in a dual track school to have that school become their English home school even if they do not live in the catchment. If that same student wants FI, their residence address is used to determine their FI school where they have no relationship with the daycare for continuation in the BASP. In catchment FI applicants can be redirected and bussed to another FI school and lose their BASP access without bus escorts. Bus escorts are not provided by all 3rd party operators and are discouraged by TDSB. FSLAC see this as inequitable to FI families. If there are childcare barriers, families are less likely to register for/remain in FI programs.

Membership understands that there is a mandatory staff-child ratio requirement for BASP which challenges the ability to escort FI students from busses. Staff to revisit with Early Years – BASP.

Part C: Ongoing Matters

Nil

Report Submitted by Sheryl Robinson Petrazzini

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Name of Committee: Inner City Community Advisory Committee (ICCAC)

Meeting Date: January 20, 2022

A meeting of the Inner City Community Advisory Committee convened on January 20, 2022 from 6:00 p.m. to 8:30 p.m. Virtual Meeting, with Trustee Michelle Aarts presiding.

Attendance:	Trustee Michelle Aarts, Co-Chair; Rachel Chernos Lin, Trustee Ward 11; Trixie Doyle, Trustee Ward; 14; Josette Holness, City of Toronto; Michael Kerr, Colour of Poverty Colour of Change; Omar Khan, Parent; Dan MacLean, Trustee Ward 2; Sejal Patel, Ryerson University; Robert Spencer, Parent; Crystal Stewart, Parent
Regrets:	Diane Banks, Toronto Public Library; Anna Kay Brown, Jane Finch Education Action Group; Laurie Green, St. Michael's Hospital; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent; Emmy Pantin, Parent Co-Chair; Aamir Sukhera, The Neighbourhood Organization; Fiona Yang, Catholic Crosscultural Services

Part A: Recommendations

N/A

Part B: For Information Only

A plan for completing the work to re-imagine ICCAC, including renaming the Committee, changing the Committee's mandate, and ongoing equity and anti-racism training for ICCAC members would be brought back for review and discussion at the February 17, 2022 meeting.

The Child Care Working Group will work with the Early Years Community Advisory Committee to revise/reword the Federal Child Care Funding motion.

Omar Omar, Community Support Worker – Leaning Centre 2 provided an update on the ongoing work that is taking place across the LCs regarding Parent Academies and the distribution of food hampers for the holidays.

Part C: Ongoing Matters

The following agenda items have been deferred to the next meeting: MSIC Update; and Working Group Updates (Communications; Membership; and Child Care).

Report Submitted by: Sandy Spyropoulos, Executive Superintendent, Learning Centre 4



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 18 January 2022

A meeting of the Parent Involvement Advisory Committee convened on 18 January 2022 from 7:30 p.m. to 10:02 p.m. via Zoom, with PIAC Co-Chairs Felicia Seto-Lau and Andrew Waters presiding

Attendance:	<p>Sharleen Ahmed (W15), Kaydeen Bankasingh (W8), Janice Barnett(W11), Shanti Chand (W19), Erin Clarke (W1), Liesha Earle (W12), Cecile Farnum (W9), Jenny Gannon (W14), Denese Gascho (W10), Sharon Grant (W4), Anshu Grover (W8), Madelaine Hamilton(W16), Zuojun Han(W20) Lenni Jabour (W7), Nadia Judunath(W22), Felicia Lau (PIAC Co-Chair), Susan Lee(W 12) , Chris Levien(Ward 20), Nicole Marshall (W22), Towhid Noman (CLG), Kate Leuschen Millar (W16), Seema Mitchell(W18), Abdul Azeem Mohammed (W21), Aretha Phillip (W13), Alice Romo (W7 Rep), Jessica Ruiz (W4), Saira Somani (W3), Nazerah Shaikh (W14), Lauren Tedesco(W3), Mirian Turcios (W6), Andrew Waters (PIAC Co-Chair), D.Williams (PIAC -OPICA Liaison), Charles Zhu (W11)</p> <p>Exec Superintendent Shirley Chan, Michelle Munroe (Central Coordinator, PCEO), Exec Superintendent Uton Robinson, Director of Education Colleen Russell -Rawlins</p>
Regrets:	<p>Sarah Ali (W2), Dean Gray (W6), Anees Munshi(W21), Mark Ramcharan (W18), Frances Shawera(W2), Saira Somani (W3),</p>

Part A: Recommendations

Support of suspension of the TDSB School Council By-Laws Template

Therefore, be it resolved that PIAC recommends to the Director of Education and the Board of Trustees that the TDSB School Council By-Laws Template be suspended from use until:

- 1.The by-laws are reviewed for compliance with O. Reg. 612/00;
2. The by-laws which are not required by O. Reg. 612/00 as well as the compulsory by-law on conflict resolution undergo fulsome and meaningful consultation with parents/caregivers and school councils.
3. The by-laws are edited for user-friendly, plain, and accessible language and remain strongly aligned with the TDSB's Equity policy PO37.

4. The by-laws be presented to PIAC prior to being made available to school councils for use, no later than April 2022.

Support of School Council IT Support

Therefore, be it resolved that PIAC request the following:

1. The PCEO report back in writing to PIAC at the March 2022 PIAC meeting outlining how many shared email accounts for School Councils and Advisory Committee members have been successfully activated this year compared to the number of active councils and Advisory Committee members.
2. The Director of Education report back in writing to PIAC by the March 2022 PIAC meeting outlining a comprehensive plan as to how existing backlogged IT access issues will be resolved. The plan should set timelines and priority groups for access and include who has received access and who has access still

Simplify Elementary School Schedule at TDSB

Ask appropriate TDSB Senior Leadership Staff work to implement the fixed 5-day cycle schedule either system wide or providing it as an option to be allowed at appropriate schools where there is support from parents and educators and with recognition that buy-in from Elementary Teachers of Toronto (ETT) union is essential.

Part B: For Information Only

Strategic Budget Driver

Staff presented an update on the 2022- 2023 budget development process and overview of budget timelines.

Director of Education

Director of Education Colleen Russell Rawlins presented the strategies of the board and the supports for its students and families for safe learning in schools.

Return to School

A communication was shared with parents on January 13, and many resources are shared on TDSB website on the return to school.

In person and virtual switch date

Elementary switch would happen on February 22. 5000 switch requests were received. Secondary switch will happen on Semester II. 4500 switch requests were received.

Parent access to resources

Websites links for parents - <https://www.tdsb.on.ca/School-Year-2021-22>
<https://www.tdsb.on.ca/About-Us/School-Year-Calendar>
www.TDSBhub.ca

Extracurricular activities

Toronto Public Health (TPH) has currently recommended for low contact indoor sports.

Attendance levels and staff absences

Administrators to use strategies to address shortage of staff, using on call teachers, teacher candidates and emergency replacement staff where needed.

PIAC orientation

The orientation is scheduled for February 8, 2022 after the Exec meeting starting at 7 pm.

PIAC Co-Chair Update

Safe reopening of schools

Consultations WG drafted a letter on behalf of PIAC on safe reopening of schools to the Ministry of Education.

PIAC Post

PIAC December post is posted on PIAC website.

New Member

W11 Co -Rep Charles Zhu was welcomed to the committee.

Part C: Ongoing Matters

None

Report Submitted by: Executive Superintendent Shirley Chan, Executive Superintendent Uton Robinson and Michelle Munroe Central Coordinator PCEO

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Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: January 10, 2022

A meeting of the Special Education Advisory Committee convened on January 10, 2022, from 7: 00 p.m. to 9:49 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto), Adebukola Adenowo-Akpan (Easter Seals Ontario), Tracey O'Regan (Community Living Toronto), Tania Principe (Integrated Action for Inclusion (IAI), David Lepofsky (VIEWS for the Visually Impaired), Juanita Beaudry (CADDAC), Shanna Lino (VOICE for Hearing Impaired Children), Nadia Persaud (Learning Disability Association), Lisa Kness (Autism Ontario), Tracey Burrell (BPSG), Aliza Chagpar (Easter Seals) , Aline Chan LC1, Nora Green LC1, Jordan Glass LC2, Jean-Paul Ngana LC2, Kirsten Doyle LC3, Olga Ingrahm LC3, Diane Montgomery LC4, Izabella Pruska-Oldenoff LC4, Trustee Michelle Aarts, Trustee Alexander Brown, Trustee Dan MacLean

Alternates attending: Julie Diamond (Autism Society), Ioanna Agelothanasis (LC2), Caren Watkins (LC1)

Regrets:

Staff:

Andrew Gold, Associate Director, Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education LC4, Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1, Susan Moulton, Centrally Assigned Principal, Special Education LC2, Jennie Petko, Centrally Assigned Principal, Special Education LC 3, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Mun Shu Wong, Media Services, Lianne Dixon, SEAC Liaison, Marisa Chiu, Executive Officer, Budget Services

Part A: Recommendations

N/A

Part B: For Information Only

Election: Chair Steven Lynette and Vice Chair Diane Montgomery were acclaimed and will continue in their roles this year.

Leadership, Learning and School Improvement Department Reports and Updates:

COVID-19 Update

On January 3rd, 2022, as part of Ontario's new measures to stop the spread of COVID-19, the Ministry of Education announced elementary and secondary school students at publicly funded school boards would move to remote learning from January 5 until at least January 17, 2022.

More than 240,000+ students and staff have shifted to remote learning until at least January 17. We are committed to fostering meaningful learning and engagement every day for all students by providing authentic real-world challenges into learning; well-being activities; a variety of groupings to allow students' voices and ideas to be shared; mini-lessons with direct instruction and time to practice and deepen understanding of key concepts, differentiated instruction and creative thinking and problem-solving; and assessment for/as learning.

Budget Update

We welcome Craig Snider and Marisa Chiu to the January 10th, 2022 SEAC Meeting. They will discuss the Special Education Budget Allocation for the 2021-2022 school year and seek input from SEAC members around the 2022-23 strategic budget drivers which will help influence the budget development process.

Ministry Funding

TDSB has received Ministry funding to support students with special education needs. In collaboration with schools, and Learning Network Superintendents, and the Special Education and Inclusion team, staff was allocated to address system needs within our schools. Below is a list of the funding announced to date:

Covid Funds (PPF Special Education Supports: Learning Recovery) - \$0.55M (1st half); \$0.55M (2nd half)

CYW COVID Funds (PPF Additional Staffing Support) - \$3.65M (1st half); \$1.5M (2nd half)

PPF - Supporting Student Mental Health (1st half) - \$0.62M (1st half)

GSN - Mental Health Supports (Spec Ed) - \$0.4M

Elementary Switch Updates

The Elementary Switch date was closed as planned on January 7, 2022. TDSB has re-opened the Secondary Switch date due to the current pandemic. The Secondary Switch date was from January 5-7, 2022. Once the data has been collated, more information will be shared.

Accessibility for Ontarians with Disabilities Act (AODA)

K-12 Education Accessibility Standards

The Special Education team is working through the TDSB AODA committee which includes Dina Anker and Jenny Clement to explore using the [K-12 Education Accessibility Standards](#) as a key driver in discussions to ensure TDSB reaches the accessibility standards outlined in the document. Several teams within TDSB will also be involved in this work and we will be reaching out to invite SEAC members to join the committee

Access to TDSB Documents

The Special Education team in collaboration with the TDSB AODA team and IT team will be meeting to discuss how to expedite the movement toward ensuring TDSB documentation such as IEPs, Report Cards, and other key documents pertaining to students are AODA compliant.

Special Education Plan

This month SEAC highlighted [Section C - Inclusion Strategy](#) of the TDSB Special Education Plan. \

Psychological Assessments-December 2021

Information was shared regarding the status of assessments and the number completed in December 2021

Part C: Ongoing Matters

All motions brought forward at this meeting were deferred by SEAC for further discussion.

Report Submitted by: Lianne Dixon

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Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: February 14, 2022

A meeting of the Special Education Advisory Committee convened on February 14, 2022, from 7: 30 p.m. to 9:58 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto), Adebukola Adenowo-Akpan (Easter Seals Ontario), Tracey O'Regan (Community Living Toronto), Tania Principe (Integrated Action for Inclusion (IAI), David Lepofsky (VIEWS for the Visually Impaired), Juanita Beaudry (CADDAC), Shanna Lino (VOICE for Hearing Impaired Children), Nadia Persaud (Learning Disability Association), Lisa Kness (Autism Ontario), Tracey Burrell (BPSG), Aliza Chagpar (Easter Seals) , Aline Chan LC1, Nora Green LC1, Jean-Paul Ngana LC2, Kirsten Doyle LC3, Olga Ingrahm LC3, Diane Montgomery LC4, Izabella Pruska-Oldenoff LC4, Trustee Michelle Aarts, Trustee Alexander Brown, Trustee Dan MacLean

Alternates attending: Julie Diamond (Autism Society), Ioanna Agelothanasis (LC2), Caren Watkins (LC1), George Petrovic (LC4)

Regrets: Jordan Glass LC2,

Staff:

Andrew Gold, Associate Director, Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education LC4, Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1, Susan Moulton, Centrally Assigned Principal, Special Education LC2, Jennie Petko, Centrally Assigned Principal, Special Education LC 3, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Mun Shu Wong, Media Services, Lianne Dixon, SEAC Liaison, Shameen Sandhu, System Leader, Mental Health

Part A: Recommendations

David Lepofsky brought forward a motion recommending that the TDSB implement as many of the K-12 Committee's recommendations as soon as possible (Appendix A). This motion was passed.

Part B: For Information Only

Leadership, Learning and School Improvement Department Reports and Updates:

ADHD Materials Update

Discussion took place as a response to the motion brought forward in December around the identification and support of students with ADHD and whether they can be IPRC'd under the current legislation.

Parent Delegation:

Two parents representing families in LC4 delegated and expressed concerns about parents in their community accessing special education services, and information about services. A transcript of their delegation was requested for further follow-up, and it will be attached to the SEAC minutes.

Elementary Switch Updates:

Over the past couple of weeks, elementary schools and central staff have been supporting Switch Requests of elementary students.

The effective start date for the switch is February 22.

Reductions/re-organizations occurred with Virtual and In-Person classes to support increase/decrease in number of students in either Virtual or In-Person classes.

We had over 33,000 students moving from the in-person to virtual and vice versa and a total of 16 classes that collapsed across the system. In special education we had only one class extraction and no need for additional teachers.

Any further switch requests will not be considered until after February 22 and only for exceptional circumstances. They will be dealt with on a case by case basis and ONLY if there is space.

K-Gr. 1 IEP Strategy and Gr. 2-12 School IEP Review

Analysis of demographics of the JK/SK and Gr. 1 students in TDSB who had an IEP during the 2015-16 to 2019-20 school years suggests:

- Male students, Black students and students from families in low socio-economic status, such as less parent education, single-parent households, and low family income were disproportionately high in Kindergarten and Grade 1 special education.
- Additionally, more than half of the students continued to not have an identified exceptionality after three or four school years when they entered Grade 4.

Staff developed and are currently continuing to implement the K-Gr. 1 IEP Strategy to interrogate and interrupt practices that lead to the overrepresentation of marginalized students in special education programming.

Data was shared showing total enrolment numbers of JK to Grade 1 students who had an IEP in special education in the past four school years.

Next steps were shared with SEAC.

Service Delivery During Staff Shortages

To avoid having to move in-person classes to virtual learning due to staff shortages, the system was provided with the following directions:

- Follow process to secure Occasional Teacher coverage as soon as the absence is known.
- Assign Occasional Teachers who are currently at the school or other teachers who are on prep to assist in covering classes not yet covered.
- Deploy other staff (Teacher-Librarians) to classroom vacancies.
- If available, re-assign an Elementary Services approved Teacher Candidate (TC)
- Emergency Replacement Persons (ERP) may be deployed to replace absent teachers. Lunchroom Supervisors may work as ERP.
- If a Prep teacher is absent, no redeployment is needed. The classroom teacher can stay with the class and prep-payback is done as soon as possible.
- Assign the Vice-Principal (if applicable) to cover the class.
- Deploy Special Education teachers. Based on IPRC and student accommodation needs, please utilize special education resource teachers with less frequency and as a last resort.

Special Education Plan

The process of reviewing the annual TDSB Special Education Plan for submission to the Ministry has begun and we are currently in the consultation phase.

Psychological Assessments – January 2022

Information was shared regarding the status of assessments and the number completed in January 2022

PPM 81 Provision of health support services in school settings

DRAFT FOR CONSULTATION PURPOSES (January 2022) was shared with SEAC along with the TDSB's Response to the Draft PPM.

Members were encouraged to read the Draft PPM and the Response, and provide feedback as there are significant concerns about this PPM outlined in the TDSB response document.

Part C: Ongoing Matters

Melissa Rosen's SEPRC motion was deferred pending additional information from staff.

Report Submitted by: Lianne Dixon

Appendix A

Whereas in 2018, the Ontario Government appointed the K-12 Education Standards Development Committee ("the K-12 Committee") under the Accessibility for Ontarians with Disabilities Act to recommend the steps needed to remove and prevent barriers in Ontario schools that impede full participation by students with disabilities.

And whereas on June 1, 2021, the Ontario Government made public the K-12 Committee's initial report and recommendations.

And whereas the K-12 Committee's final report has now been submitted to the Ontario Government, and the Ontario Government is required to publicly post it upon receiving it.

And whereas among other things, the K-12 Committee has made recommendations that are the same in substance as recommendations which the Special Education Advisory Committee of the Toronto District School Board has presented to TDSB.

Therefore the Special Education Advisory Committee of the Toronto District School Board resolves:

1. SEAC recommends that the Toronto District School Board implement as many of the K-12 Committee's recommendations as soon as possible.



Human Rights Reporting Portal Feasibility

To: Program and School Services Committee

Date: 23 February, 2022

Report No.: 02-22-4265

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Human Rights Reporting Portal Feasibility report be received for information.

Context

In response to a motion passed by the Board on March 10, 2021, staff undertook to determine the feasibility and potential timeline of creating a portal similar to the Board's Racism, Bias and Hate Reporting portal. The purpose of this portal is to provide important opportunities for students, parents and staff to initiate informal complaints related to human rights. This will enable the Board to better support students and staff, to track the number of incidences of racism and discrimination, and provide more effective interventions.

Action Plan and Associated Timeline

The Human Rights Office has begun working with Information Technology and Information Management to discuss options, including aligning the Human Rights reporting portal with the Safety Line App which is currently under development.

Steps include engaging with multiple stakeholders (students, families, staff); running focus groups; launching a pilot; interim evaluation; and then broader roll-out. A phased-in approach is being explored, whereby different means of accessing the reporting

portal are developed to meet users' needs (e.g. mobile app for students; web-based access for staff). It is projected that this portal will be live for student use in September 2022.

Anonymous and dis-aggregated information related to complaints received through the student/family/staff Human Rights portal will be reported in the TDSB's Annual Human Rights report. Data from various sources (formal complaints, RBH portal, Human Rights portal) will be considered together when assessing and making recommendations to address trends and patterns.

Resource Implications

The work related to the development of this portal is being undertaken through the Board's Information Technology team. Consideration must be given to the impact that this reporting will have on current staff levels within the Human Rights Office (HRO). Additional staff may be required in the HRO to address the increased volume in reporting. The increased reporting will also impact the workloads of school-based administrators as well as Superintendents of Education.

Communications Considerations

A communications plan will be developed as part of rolling out the new portal.

Board Policy and Procedure Reference(s)

P031, Human Rights

PR728, Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools

PR515, Workplace Harassment Prevention and Human Rights

Appendices

Not applicable

From

Jim Spyropoulos, Executive Superintendent, Human Rights and Indigenous Education, by email at jim.spyropoulos@tdsb.on.ca or by telephone at 416-397-3678.



School Year Calendar 2022-2023: Revised

To: Program and School Services Committee

Date: 23 February, 2022

Report No.: 02-22-4266

Strategic Directions

- Make every school an effective school

Recommendation

It is recommended that the revised school year calendar as presented in the report for 2022-2023 for elementary, secondary and year round alternative schools be approved.

Context

On February 2, 2022 the Board approved the School Year Calendar for 2022-2023. However, a memo was received from the Minister of Education on February 8, 2022, advising that as of January 1, 2022, current and reinstating Ontario College of Teachers (OCT) members are required to successfully complete the OCT's Sexual Abuse Prevention Program by September 15, 2022. School boards are encouraged to designate time for teachers to complete the Sexual Abuse Prevention Program during one of the mandatory PA days prior to September 15, 2022. As such, the PD day for TDSB will be Tuesday, September 6, 2022. This date aligns with Toronto Catholic District School Board. The PD day at end of the year for each of the calendars was moved to September 6, 2022.

Regulation 304 requires that there be a minimum of 194 school days between 1 September and 30 June, including a maximum of ten examination days for secondary schools and a maximum of seven Professional Activity (PA) days. It also establishes the dates for the Christmas Break and the Mid-Winter Break.

Each year, the Ministry of Education provides direction to school boards in determining their calendar for the following school year. In February, a School Year Calendar

committee with representative membership (Appendix A) convened to develop recommendations around the 2022-2023 School Year Calendar.

In consultation with the School Year Calendar Committee, Toronto Catholic District School Board and other neighbouring Boards it was recommended that Winter Break will be scheduled from December 26, 2022 – January 6, 2023.

The Key Dates (Appendix B) have been reviewed by the Board's Equity team.

PA Days

PA days have been designated for curriculum and program review and development, as well as all other professional activities of teachers. Boards are required to include in their 2022-2023 calendars, three PA days in which teachers will engage in professional activities that enhance teacher capacity and maximize student learning in priority areas.

The following dates are the PA Days for elementary and secondary schools. Schools will have seven scheduled PA Days.

	Elementary	Secondary
1.	6 September 2022	6 September 2022
2.	7 October 2022	7 October 2022
3.	18 November 2022	18 November 2022
4.	2 December 2022	2 February 2023
5.	13 January 2023	17 February 2023
6.	17 February 2023	28 June 2023
7.	2 June 2023	29 June 2023
8.	30 June 2023	30 June 2023

The attached calendars for the elementary and secondary panels represent recommended dates for all schools in the Board (Appendices C - F).

It should be noted that the definition of "X" on the attached calendars represents non-instructional days for students. Only 10-month employees start work on the first day of school and all others commence prior to school starting (with the exception of 9-month secondary aquatic staff).

Secondary School Examination Days

A maximum of ten examination days will be determined by each secondary school in consultation with the School Council, Superintendent of Education, and staff, to identify the most appropriate timeframes for the school.

Year Round Alternative Schools

The Board operates four alternative secondary school programs in the Year Round Model: North West Year Round Alternative School; Etobicoke Year Round Alternative Centre; South East Year Round Alternative Centre; and North East Year Round Alternative Centre. The program is based on quadesters and students' classes are scheduled over four quadesters within the school year. The timetable for the placement of PA days and holidays has been confirmed by the Principal of Secondary Alternative Schools East and Year Round Schools, in consultation with staff and community (Appendix E).

Consultation

In addition to each member of the School Year Calendar Committee consulting with group represented, PIAC and Student Senate have reviewed this document.

Consultation with Other Boards

Staff has consulted with the Toronto Catholic District School Board (TCDSB), as well as the Peel and York Region District School Boards, to ensure the most consistency possible with their School Year Calendar plans. It is important that the Board align the calendar as much as possible with the TCDSB because of shared student transportation services.

Implementation and Review

Students, parents and staff will have sufficient notice to make plans for the 2022-2023 school year following Ministry approval.

Appendices

- Appendix A: School Year Calendar Committee 2022-2023

Agenda Page 48

- Appendix B: Key Dates – School Year Calendar 2022-2023
- Appendix C: Elementary School Year Calendar 2022-2023
- Appendix D: Secondary School Year Calendar Semestered 2022-2023
- Appendix E: Year Round Secondary Quadmestered School Year Calendar 2022-2023

From

Andrew Gold, Interim Associate Director, Leadership, Learning and School Improvement at andrew.gold@tdsb.on.ca

Audley Salmon, Interim Executive Superintendent, Employee Services at audley.salmon@tdsb.on.ca

SCHOOL YEAR CALENDAR COMMITTEE – 2022-2023

CUPE 4400
Child Care Services
Communications & Public Affairs
Continuing Education
Early Years Program
Employee Services
Equity
ETT
ETFO – Toronto Occasional Teachers Local
Facility Services
Inclusive Schools: Students, Parent & Community
Information Technology Services/Student Information Services
OSSTF D12
OSSTF - Secondary Occasional
Parent Involvement Advisory Committee
Professional Learning & Leadership Development
Secondary Alternative & Year Round Schools
Strategy & Planning
Secondary Review
Student Trustee
Superintendents of Education (2) -- West/East
Toronto School Administrators' Association
Leadership & Learning
Transportation (Business Services)
Trustee
Unit A, OSSTF - District 12, PSSP

KEY DATES - SCHOOL YEAR CALENDAR 2022-2023

The official school year calendar for the Toronto District School Board runs from September 1, 2022 to June 30, 2023, inclusive.

Professional Activity Days	Sep	Oct	Nov	Dec	Jan	Feb	June
Elementary Schools	6	7	18	2	13	17,	2
Secondary Schools	6	7	18			2, 17	29, 30

Designation of Professional Activity Days	
Elementary	Secondary
1. September 6, 2022 – Professional Development 2. October 7, 2022 – Professional Development 3. November 18, 2022 – Parent Teacher Conferences 4. December 2, 2022 – Professional Development 5. January 13, 2023 – Assessment and Reporting 6. February 17, 2023 – Parent Teacher Conferences 7. June 2, 2023 – Assessment and Reporting	1. September 6, 2022 – Professional Development 2. October 7, 2022 – Professional Development 3. November 18, 2022 – Professional Development 4. February 2, 2023 – Professional Development 5. February 17, 2023 – Professional Development 6. June 29, 2023 – Professional Development 7. June 30, 2023 – Professional Development

EQAO: - The following dates have been established:

Gr. 9 Math: TBD
Gr. 9 Math: TBD

OSSLT: TBD
Primary/Junior EQAO: TBD

Dates to Remember - School Year Holidays (as per Ministry of Education)	
Labour Day:	September 5, 2022
Thanksgiving:	October 10, 2022
Winter Break:	December 26, 2022 – January 6, 2023
Family Day:	February 20, 2023
Mid-Winter Break:	March 13 - 17, 2023
Good Friday:	April 7, 2023
Easter Monday:	April 10, 2023
Victoria Day:	May 22, 2023



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday

FD First Day

P Professional Activity Day

B Board Designated Holiday

LD Last Day

X Non instructional day

ELEMENTARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	18	1					1 X	2 X	5 H	6 P	7 FD	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	19	1		3	4	5	6	7 P	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2022	17	1					1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 B	28 B	29 B	30 B
January 2023	16	1		2 B	3 B	4 B	5 B	6 B	9	10	11	12	13 P	16	17	18	19	20	23	24	25	26	27	30	31			
February 2023	17	1				1	2	3	6	7	8	9	10	13	14	15	16	17 P	20 H	21	22	23	24	27	28			
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	18			3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	21	1					1	2 P	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 LD
July 2023				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	187	7		Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday

FD First Day

P Professional Activity Day

B Board Designated Holiday

LD Last Day

SECONDARY - SEMESTERED

X Non instructional day

E Scheduled Examination

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	18	1					1 X	2 X	5 H	6 P	7 FD S1	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	19	1		3	4	5	6	7 P	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2022	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2022	17						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 B	28 B	29 B	30 B
January 2023	13		4	2 B	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26 E	27 E	30 E	31 E			
February 2023	16	2	1			1 E	2 P	3 FD S2	6	7	8	9	10	13	14	15	16	17 P	20 H	21	22	23	24	27	28			
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	18			3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	15	2	5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22 E	23 E	26 E	27 E	28 E	29 P	30 P
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	177	7	10	Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								



Ministry of Education

School Year Calendar 2022 - 2023

Legend ▶ **H** - Statutory Holiday

FD First Day

P Professional Activity Day

B Board Designated Holiday

LD Last Day

X Non instructional day

E Scheduled Examination

R Exam Review

**SECONDARY -
QUADMESTERED**

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	18	1					1 X	2 X	5 H	6 P	7 FD, Q1	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	19	1		3	4	5	6	7 P	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2022	18.5	1	2.5		1	2	3	4	7	8	9 E	10 E	11 E/R	14 Q2	15	16	17	18 P	21	22	23	24	25	28	29	30		
December 2022	17						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 B	27 B	28 B	29 B	30 B
January 2023	15		2	2 B	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 E	31 E			
February 2023	16.5	2	.5			1 E/R	2 P	3 FD, Q3	6	7	8	9	10	13	14	15	16	17 P	20 H	21	22	23	24	27	28			
March 2023	18					1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	15.5		2.5	3	4	5	6	7 H	10 H	11	12	13	14	17	18	19 E	20 E	21 E/R	24 Q4	25	26	27	28					
May 2023	22			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	17.5	2	2.5				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 E	27 E	28 E/R	29 P	30 P
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	177	7	10	Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

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Spring 2022 Student Census Pilot and Fall 2022 System Launch

To: Program and School Services Committee

Date: 23 February, 2022

Report No.: 02-22-4267

Strategic Directions

- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Transform Student Learning
- Create a Culture for Student and Staff Well-Being

Recommendation

It is recommended that the report be received.

Context

The timeline for the Student Census has been revised. The Student Census was planned for Spring 2022. The Student Census is now being moved forward to Fall 2022 and a pilot will take place in Spring 2022. The rationale for this change is as follows.

Since September 2021, the Student Census Research and Development Team conducted extensive consultations with a wide variety of community organizations, Community Advisory Committees, academics, school-based support staff and educators, and student and parent groups.

Through these conversations several considerations were brought forward:

- A need for new questions that better respond to strategic priorities of anti-oppression and anti-racism, with a specific focus on anti-Black racism and anti-Indigenous racism

- Concerns about technology access to implement an online census, where a lot of technology has been distributed to students during the pandemic (note, the Student Census has been on paper previously)
- Concerns about how successful an online implementation might be with the parent population
- Accessibility concerns for younger students, newcomers, and those with Special Education Needs
- A need for educator resources to support the implementation of the student census (e.g., teaching resources / lesson ideas to talk about issues the census asks about such as race, gender identity, sexual orientation, disability, etc.); as well as time for educators to review and use resources in classrooms

To respond to the feedback, the timeline for the Student Census required adjustment to include an extensive, purposeful pilot. With a pilot, new survey items will be field tested, concerns related to technology access can be explored and addressed, educator resources can be developed, and there will be time to work with staff and student groups to develop the census to meet the needs of all students. During the consultation phase, many schools volunteered to participate in implementation and will be contacted to participate in the pilot.

Moving the system launch to the fall also addresses concerns about staff and student absenteeism due to Omicron and the impact on implementation. In the event of further disruptions due to the pandemic, a fall launch provides time to implement alternative plans.

A few additional points:

- Student wellbeing data throughout the pandemic has indicated a significant decline in areas associated with student wellbeing. To account for the delay in a spring check-in for student wellbeing within the pandemic, an alternative method of collecting student feedback related to well-being will be developed this spring.
- Staff Census timelines remained unchanged. The Staff Census is not connected to the Student Census.
- The delay in the Census launch to October will only delay the analysis and reports drawn from the Census six weeks due to the efficiency gained from transitioning to an all digital survey environment.

Action Plan and Associated Timeline

A revised critical path and associated timelines is attached in Appendix A.

Resource Implications

No resource implications identified at this time

Communications Considerations

Research and Development will continue to work with Communications Staff to share the revised timelines with the TDSB's staff, students and parents.

Board Policy and Procedure Reference(s)

N/A

Appendices

Appendix A: Critical Path for Implementing Student Census Surveys In 2022

From

Andrew Gold, Associate Director, Leadership, Learning and School Improvement at
Andrew.Gold@tdsb.on.ca

David Cameron, Senior Manager, Research and Development at
David.Cameron@tdsb.on.ca

Appendix A: Critical Path for Implementing Student Census Surveys In 2022

TIME FRAME	ACTIONS	STATUS
April and May 2021	Pre-Planning <ul style="list-style-type: none"> • Prepare documentation for Executive approval • Prepare materials for Phase 1 co-construction conversations • Draft identity-based data collection guiding principles • Build inventory of all Census items (2006, 2011, 2016) • Build census website 	Complete
June to August 2021	Phase 1: Consultation <ul style="list-style-type: none"> • Engage internal staff on consultation of Research and Developments' guiding principles for identity-based data collection • Engage key internal departments to review item constructs needed for TDSB system planning • Engage identified Canadian scholars to review guiding principles <i>*construct review will continue into Phase 2</i> • Draft 2022 <i>Census</i> constructs for: <ul style="list-style-type: none"> • Grade 9-12 students • Grade 7-8 students • Grade 4-6 students • JK-Grade 3 students (completed by parents) 	Complete
September to January 2021	Phase 2: Consultation <ul style="list-style-type: none"> • Present Student Census constructs, timeline, and Guiding Principles to Director • Engage identified Canadian scholars to review census demographic items, and item constructs • Engage identified community stakeholders and community members (Black Queer Youth Collective, OABSE, Indigenous Education Network, etc.) on guiding principles, census demographic items, and item constructs • Meet with SEAC, PIAC, Community Advisory Committees, Student Senate, and Trustees to provide input to the Student Census constructs and the guiding principles 	Complete

TIME FRAME	ACTIONS	STATUS
	<ul style="list-style-type: none"> Administer Student Census Feedback Survey to: Principals, Vice-Principals, Educators, and other School Staff to review item constructs Convene any follow-ups required from phase 1 staff Convene Indigenous Research Working Group (members from UIEC, UICAC, Elders Council) 	
February 2022	Student Consultations: <ul style="list-style-type: none"> Convene student-centred consultations around proposed identity questions and gaps in topic areas 	In Progress
March / April 2022	Consolidating: <ul style="list-style-type: none"> Review all consultation findings and draft Pilot Student Census: instruments for Grade 4 to 12 <i>Student Census</i> and JK to Grade 3 <i>Student Census (done by parents)</i> Summarize feedback rational and share with partners involved in consultation process 	
March / April 2022	Communication: Student Census <ul style="list-style-type: none"> Update and finalize accompanying <i>Student Census</i> materials: Student Census Promotional toolkit, videos, webpages, system messages, Student Flyer, Parent Letter, Teacher's Guide, School Guide, FAQ for website, mail out/call out Finalize curated classroom resources to support <i>Student Census</i> conversations Communicate to the system timeline update (i.e., Trustees' Weekly Update, System Leaders' Bulletin, Direct Line, external website, social media) 	
March / April 2022	Finalize Pilot <ul style="list-style-type: none"> Reach out to schools who indicated interest in pilot involvement Finalize pilot programming of Census tools Finalize pilot translations and AODA remediations for Census tools 	
April / May / June 2022	Pilot Test: Student Census <ul style="list-style-type: none"> Conduct field test of the <i>Student Census</i> Film field test for communication materials Amend <i>Student Census</i> content where necessary based on the field tests 	

TIME FRAME	ACTIONS	STATUS
Summer	<p>Consolidating:</p> <ul style="list-style-type: none"> • Present pilot findings and final survey to the following: <ul style="list-style-type: none"> • Superintendents of Education and senior staff • TSAA, OSSTF, CUPE, ETFO, PSSP representatives • Community Partners <p>Communication:</p> <ul style="list-style-type: none"> • Finalize any communication and promotional materials 	
September 2022	<p>System Communication:</p> <ul style="list-style-type: none"> • Send out notice to all schools – this is a census year and inform schools of suggested timelines <ul style="list-style-type: none"> ◦ Direct email to Principals and Vice-Principals reminding them of upcoming Grade 4-12 Student Census and JK to Grade 3 Student Census (<i>done by parents</i>) • Post all accompanying support materials and information on the internal website (e.g., guides, letters, translations, etc.) • Conduct any professional learning sessions on Student Census administration 	
September 2022	<p>Final Preparations for <i>Grade 4-12 Student Census / JK to Grade 3 Student Census (done by parents)</i></p> <ul style="list-style-type: none"> • Acquire JK to Grade 12 enrolment data extract from School Information Systems • Build distribution lists (student and parent) • Provide Trustees with final information package 	
Mid-October to Mid-November 2022	<p>Implementation: <i>Grade 4-12 Student Census / JK – Grade 3 Student Census (done by parents)</i></p> <ul style="list-style-type: none"> • Go live with the JK to Grade 12 Student Census 	
December 2022 onwards	<p>Data Processing and Analyses</p> <ul style="list-style-type: none"> • Process and clean all survey data • Statistical analyses of data • Build reporting plan • Build data retention schedule 	

TIME FRAME	ACTIONS	STATUS
<p>December 2022</p> <p>Winter 2023</p> <p>June 2022</p> <p>Fall 2023</p>	<p>Reporting *Revised</p> <ul style="list-style-type: none"> • <u>Preliminary</u> Student Census Summary • Preliminary overall and school-level reports <ul style="list-style-type: none"> • <i>Grade 9-12 Student Census</i> • <i>Grade 4-8 Student Census and JK-Grade 3 Student Census (done by parents)</i> <p>Reporting *Original</p> <ul style="list-style-type: none"> • Preliminary Student Census Summary • Preliminary overall and school-level reports <ul style="list-style-type: none"> • <i>Grade 9-12 Student Census</i> • <i>Grade 4-8 Student Census and JK-Grade 3 Student Census (done by parents)</i> 	
<p>2023</p>	<p>Community Participation in Data Analysis</p> <ul style="list-style-type: none"> • Begin phased reporting of detailed <i>Census</i> research findings 	

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Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board