



Planning and Priorities Committee Agenda

PPC:004A

Wednesday, March 2, 2022

4:30 p.m.

Electronic Meeting

Trustee Members

Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

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. **Report From Trustees Appointed to the Ontario Public School Boards' Association**
 - 5.1. OPSBA Directors' Report
To be presented
6. **Toronto Lands Corporation Reports**
 - 6.1. Re-Appointment of Two Citizen Directors on the Toronto Lands Corporation
7. **Staff Reports**
 - 7.1. Combating Hate and Racism [4268]
To follow

7.2.	Revised Plan for Annual Reports on the Multi-Year Strategic Plan [4274]	5
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7.4.	COVID-19 Pandemic Recovery Plan Update: March 2022 [4271]	29
7.5.	2022 RBC Canadian Open: Permit Use Richview Collegiate Institute [4272]	69
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7.7.	Accommodation of Students From Residential Developments at 41 Roehampton Avenue, 89 Roehampton Avenue, 25 Holly Street, and 50 Dunfield Avenue [4262]	93
8.	Written Notices of Motion	
8.1.	Student Trustee Governance (Trustees Laskin and Aarts, on behalf of Student Trustees Woo and Dadhich and Indigenous Student Trustee Shafqat)	101
9.	Adjournment	



February 25, 2022

Transmittal No. 2022 – 128
(Public)

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you that the TLC Board considered the report ***Re-Appointment Of Two TLC Citizen Directors*** (attached herein). On February 25, 2022, the TLC Board decided that:

- 1. Laurie McPherson, TLC Director (Citizen) be re-appointed to the TLC Board for a second term of three years from March 1, 2022 to March 31, 2025, in accordance with Section 4.3(d) of the Shareholder's Direction from TDSB to TLC as further amended and restated on November 28, 2018.***
- 2. Doug Annand, TLC Director (Citizen) be re-appointed to the TLC Board for a second term of three years from March 1, 2022 to March 31, 2025, in accordance with Section 4.3(d) of the Shareholder's Direction from TDSB to TLC as further amended and restated on November 28, 2018.***

And,

- 3. the report be forwarded to the TDSB Board for ratification in accordance with Section 4.3(b) of the Shareholder's Direction from TDSB to TLC as further amended and restated on November 28, 2018.***

On behalf of the Board of Directors of the TLC, and in accordance with Section 4.3 (b) of the Shareholder's Direction, between the TDSB and the TLC, ratification of the above decision is requested.

Sincerely,

A handwritten signature in black ink that reads 'B Patterson'.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC
cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB



**DECISION ITEM:
Re-appointment of two Citizen Directors**

To: HR & Nominating Committee
Date: 17 February 2022

Committee Action: Decision Discussion Information

RECOMMENDATION:

1. That Laurie McPherson, TLC Director (Citizen) be re-appointed to the TLC Board for a second term of three years from March 1, 2022 to March 31, 2025, in accordance with Section 4.3(d) of the *Shareholder's Direction from TDSB to TLC as further amended and restated on November 28, 2018*.
 2. That Doug Annand, TLC Director (Citizen) be re-appointed to the TLC Board for a second term of three years from March 1, 2022 to March 31, 2025, in accordance with Section 4.3(d) of the *Shareholder's Direction from TDSB to TLC as further amended and restated on November 28, 2018*.
- And,
3. That the report be forwarded to the TDSB Board for ratification in accordance with Section 4.3(b) of the *Shareholder's Direction from TDSB to TLC as further amended and restated on November 28, 2018*.

BACKGROUND:

The Shareholder's Direction, between the TDSB and the TLC, Section 4.3, **Appointment of TLC Board Members** (excerpt only), states:

d) Directors of the TLC Board who are Trustees shall serve for a term ending on the earlier of the date which is two (2) years after their appointment and the end of their term of offices as Trustees. Directors of the TLC Board who are Citizens shall serve for a term of three (3) years and may be appointed for a second 3-year term unless authorized by the Trustees of TDSB.

In February 2020, the TLC Board addressed the expiring terms of five of its six Citizen Directors positions, whose terms were expiring simultaneously. As a part of good governance, the Board wanted to ensure that TLC maintained stability and continuity of knowledge. Thus, staggered terms of office for Directors was introduced. Staggered terms allowed the board adequate timing for its nominations process and enabled TLC to retain directors who had been actively engaged with the Corporation's projects. As a result, the TLC Board and as subsequently ratified by the TDSB Board in March 2020, appointed Laurie McPherson and Doug Annand, to serve as Directors (Citizens) on the TLC Board for a two-year term with an option to be re-appointed for a second term of three-years.

Currently, the terms of office for Laurie McPherson and Doug Annand are set to expire on March 1, 2022. Ms. McPherson and Mr. Annand, combined, bring exceptional knowledge and expertise in the areas of municipal planning, real estate and urban development which will be a significant asset in

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assisting TLC and TDSB to advance the modernization strategy. In conjunction with the continued interest of both individuals to serve on the Board, the TLC is recommending that the Laurie McPherson and Doug Annand be re-appointed to the TLC Board for a second term. This sequencing of term will provide for continuity and further insight on TLC projects and expert advice to the TDSB Board on real estate and land use planning matters.

Brief biographies two Citizen Directors are attached as Appendix A.

Next Steps:

The recommendations in this report will be followed by a Board electronic vote on the appointments such that the item can be placed on the TDSB Board agenda in time for their March cycle of meetings.

APPENDICES:

- Appendix A: Biographies for Laurie McPherson and Doug Annand

FROM:

Brenda Patterson, Chair, TLC, Board

Daryl Sage, CEO, TLC at dsage.tlc@tdsb.on.ca

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Revised Plan for Annual Reports on the Multi-Year Strategic Plan

To: Planning and Priorities Committee

Date: 2 March 2022

Report No.: 03-22-4274

Strategic Directions

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

Recommendation

That the list of reports to be presented annually, as aligned with the Multi-Year Strategic Plan and/or COVID-19 Pandemic Recovery Plans, as outlined in Appendix B be approved.

Context

Recently, the Board Self-Improvement Committee received a report which reviewed the Annual Reports brought to the Board. The term “Annual Report” was adopted in 2019 as a feature to identify those reports aligned with the priorities in the Multi-Year Strategic Plan (MYSP) in the Pending Items List (PIL). Appendix A provides a list of all current Annual Reports, along with supplementary information regarding the origin and status of each report.

Subsequently, the Board Self-Improvement Committee requested the Director to consider how to streamline reports before the Board with the goals of allowing more time for consideration of important matters and to structure meetings effectively to allow for additional time to consider important matters. Appendix B outlines the suggested revisions. Staff have reviewed the current list of Annual Reports and removed those reports which are not legislated, combined reports with similar objectives, and included only those reports aligned with the MYSP and/or COVID-19 Pandemic Recovery Plans.

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A significant change is the addition of two comprehensive Student Achievement Reports at the elementary and secondary panels which will include achievement in literacy and numeracy, graduation rates and other relevant student data in addition to identifying effective pedagogical practices contributing to student learning.

Action Plan and Associated Timeline

The revised plan would be implemented in the 2022-2023 school year. The PIL would be updated to reflect these reports and the months during which these reports would be presented to Standing Committees.

Resource Implications

N/A

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

- Multi-Year Strategic Plan and Action Plans
- Pandemic Recovery Plan

Appendices

- Appendix A: Current List of Annual Reports and Supplementary Information
- Appendix B: Revised List of Annual Reports

From

Colleen Russell-Rawlins, Director of Education, at colleen.russell-rawlins@tsdb.on.ca



Annual Reports

Report Title	Standing Committee
Operational or Legislative Requirement	
Annual Report: Internal and External Communication and Government Relations	Planning and Priorities Committee
Annual Report: Budget Schedule & Feedback	Finance, Budget, and Enrolment Committee
Annual Report: 3 Year Financial Forecast	Finance, Budget, and Enrolment Committee
Annual Report: Director's Performance Appraisal	Board
Annual Report: Audited Financial Statements	Audit Committee
Annual Review: P048, Occupational Health and Safety	Governance and Policy Committee
Annual Review: P072, Workplace Violence Prevention	Governance and Policy Committee
Annual Report: Reconciliation of Prior Year Actual Results to Budget	Finance, Budget, and Enrolment Committee
Annual Report: First Quarter Interim Financial Report, 2019-20	Finance, Budget, and Enrolment Committee
Annual Report: Three-Year Enrolment Projection	Finance, Budget, and Enrolment Committee
Annual Report: Caring and Safe Schools	Program and School Services Committee
Annual Report: School Year Calendar	Program and School Services Committee
Annual Report: School Based Staffing	Finance Budget and Enrolment Committee
Director's Annual Report	Board
Annual Report: Second Quarter Interim Financial Report, 2019-20	Finance, Budget, and Enrolment Committee
Annual Report: Final Budget Approval	Finance, Budget, and Enrolment Committee
Annual Report: Sustainability/Climate Strategy	Program and School Services Committee
Annual Report: GSN Analysis	Finance, Budget, and Enrolment Committee
Annual Review: P034, Workplace Harassment Prevention	Governance and Policy Committee
Total 19 Reports	
Board Practice	
Annual Report: Technology Modernization	Program and School Services Committee
Annual Report: International Languages and Summer Programs	Program and School Services Committee
Annual Report: 2020-21 Operating Budget Communications: Overview of Communication Supports	Finance, Budget, and Enrolment Committee
Annual Report: 2020-21 Education Funding Engagement Guide Consultation: Final Response	Finance, Budget, and Enrolment Committee
Annual Report: Financial Facts	Finance, Budget, and Enrolment Committee
Annual Report: Model Schools	Program and School Services Committee
Annual Report: Secondary Review	Planning and Priorities Committees
Annual Report: FSL Recommendations	Planning and Priorities Committees
Total 8 Reports	
Board Decisions	
Annual Report: Policy Review Schedule	Governance and Policy Committee
Annual Report: Equity, Anti-Racism and Anti-Oppression	Program and School Services Committee
Annual Report: Mathematics	Program and School Services Committee
Annual Report: Road Safety in School Zones	Program and School Services Committee
Bi-Annual Report: School Climate	Program and School Services Committee
Annual Report: Human Rights	Program and School Services Committee
Annual Report: French Programs Enrolment	Program and School Services Committee
Annual Report: Indigenous Education	Program and School Services Committee
Annual Report: Integrity Commissioner	Board
Total 9 Reports	
MYP Reports	
Annual Report: Academic Pathways	Program and School Services Committee
Annual Report: Inclusion	Program and School Services Committee
Annual Report: Child Care and EarlyON	Program and School Services Committee
Annual Report: Suspensions/Expulsions	Program and School Services Committee
Annual Report: School Improvement	Program and School Services Committee
Annual Report: TDSB Service Excellence	Planning and Priorities Committee
Annual Report: French Review	Program and School Services Committee
Annual Report: Global Competencies	Program and School Services Committee
Annual Report: Early Literacy and Early Math	Program and School Services Committee
Annual Report: Well-Being	Program and School Services Committee
Annual Report: International Globalization	Program and School Services Committee
Annual Report: Employment Equity	Program and School Services Committee
Total 12 Reports	
Total Number of Reports 48	



Revised List of Annual Reports

Report Title	Proposed Changes	Standing Committee
Operational or Legislative Requirement		
Annual Report: Internal and External Communication and Government Relations		Planning and Priorities Committee
Annual Report: Budget Schedule & Feedback		Finance, Budget, and Enrolment Committee
Annual Report: 3 Year Financial Forecast		Finance, Budget, and Enrolment Committee
Annual Report: Director's Performance Appraisal		Board
Annual Report: Audited Financial Statements		Audit Committee
Annual Review: P048, Occupational Health and Safety		Governance and Policy Committee
Annual Review: P072, Workplace Violence Prevention		Governance and Policy Committee
Annual Report: Reconciliation of Prior Year Actual Results to Budget		Finance, Budget, and Enrolment Committee
Annual Report: First Quarter Interim Financial Report, 2019-20		Finance, Budget, and Enrolment Committee
Annual Report: Three-Year Enrolment Projection		Finance, Budget, and Enrolment Committee
Annual Report: Caring and Safe Schools		Program and School Services Committee
Annual Report: School Year Calendar		Program and School Services Committee
Annual Report: School Based Staffing		Finance Budget and Enrolment Committee
Director's Annual Report		Board
Annual Report: Second Quarter Interim Financial Report, 2019-20		Finance, Budget, and Enrolment Committee
Annual Report: Final Budget Approval		Finance, Budget, and Enrolment Committee
Annual Report: Sustainability/Climate Strategy		Program and School Services Committee
Annual Report: GSN Analysis		Finance, Budget, and Enrolment Committee
Annual Review: P034, Workplace Harassment Prevention		Governance and Policy Committee
Total 19 Reports		
Board Practice		
Annual Report: Technology Modernization	Remove and report as appropriate	Program and School Services Committee
Annual Report: International Languages and Summer Programs		Program and School Services Committee
Annual Report: 2020-21 Operating Budget Communications: Overview of Communication Supports		Finance, Budget, and Enrolment Committee
Annual Report: 2020-21 Education Funding Engagement Guide Consultation: Final Response		Finance, Budget, and Enrolment Committee
Annual Report: Financial Facts		Finance, Budget, and Enrolment Committee
Annual Report: Model Schools		Program and School Services Committee
Annual Report: Secondary Review		Planning and Priorities Committees
Annual Report: FSL Recommendations	Remove and accessible through the RIL and Board Summary of Decisions	Planning and Priorities Committees
Prior Total 8 Reports – New Total Number of Reports = 6		
Board Decisions		
Annual Report: Policy Review Schedule		Governance and Policy Committee
Annual Report: Equity, Anti-Racism and Anti-Oppression		Program and School Services Committee
Annual Report: Mathematics	Combine with Achievement	Program and School Services Committee
Annual Report: Road Safety in School Zones	Rescind	Program and School Services Committee
Bi-Annual Report: School Climate	Combine with Well-Being	Program and School Services Committee
Annual Report: Human Rights	Annual Report and Two Updates	Program and School Services Committee
Annual Report: French Programs Enrolment		Program and School Services Committee
Annual Report: Indigenous Education		Program and School Services Committee
Twice Annually – Pandemic Recovery Plan	Added	Planning and Priorities
Annual Report: Integrity Commissioner		Board
Prior Total 10 Reports – New Total Number of Reports = 5		
MYSP Reports (Revised for 2022-2023)		
Annual Report: Student Learning – Early Years – Grade 8		Program and School Services Committee
Annual Report: Inclusion		Program and School Services Committee
Annual Report: Student Learning – Grades 9-12		Program and School Services Committee
Annual Report: TDSB Service Excellence		Planning and Priorities Committee
Annual Report: French Review		Program and School Services Committee
Annual Report: Well-Being & School Climate (Biannual)		Program and School Services Committee
Annual Report: International Globalization		Program and School Services Committee
Annual Report: Employment Equity		Program and School Services Committee
Prior Total 8 Reports – New Total Number of Reports = 8		
Total Number of Reports 45 – New Number of Total Reports = 38		



Administrative Site Review: Update

To: Planning and Priorities Committee

Date: 2 March, 2022

Report No.: 03-22-4273

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Administrative Site Review Update be received.

Context

In 2020, the Board passed a motion for staff to examine the administrative and maintenance site requirements.

Staff have done a literature review (Appendix A) on how other organizations are managing, planning and operating their administrative sites. This review covers workplaces during the pandemic and best practices post-pandemic.

Part of our administrative study will involve surveying managers and staff. The first survey will be to determine the space requirements of departments. Managers will be asked to work with their staff to identify their space needs in areas of offices, cubicles, meeting space and flexible space.

The Toronto Lands Corporation (TLC) is completing a site review of our current administrative and maintenance facilities to assess their real estate potential. This information will be provided at the next Planning and Priorities Committee meeting for Trustee information. TLC will be asked to support additional analysis of final options presented to the Board.

Funding for administrative space is through the School Board Administration and Governance Grant component of the Grants for Student Needs (GSN). Facilities Maintenance sites are charged to the School Facility Operations and Renewal Grant in the GSN.

Action Plan and Associated Timeline

Staff continue to work on the review of the administration and facilities sites and will report back at the next Planning and Priorities Committee on the space requirements. This report will include guidelines on space requirements for offices, meeting rooms, reception areas, public spaces, boardroom and committee rooms.

Resource Implications

Operating and capital funding requirements will be outlined when recommendations on final space configuration are presented to the Board.

Communications Considerations

An internal website will be created to inform staff on the progress of the review and post all reports presented to the Board.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Literature Review: Administrative Space Post-Pandemic

From

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at craig.snider@tdsb.on.ca or at 416-395-8492

Literature Review: Administrative Spaces Post-Pandemic

Context

In 2020, the Board of Trustees at the Toronto District School Board (TDSB) requested that staff examine the administrative space requirements for the TDSB. Administrative spaces at the TDSB comprise of offices, maintenance centres, garages, and warehouses. Research and Development was tasked with completing the following literature review on how other organizations are handling and plan to manage their administrative buildings and office spaces in a post-pandemic environment.

Work During the COVID-19 Pandemic

Due to the COVID-19 pandemic, many employees found themselves working from home or away from their usual work locations. According to a survey by PwC Canada (2021), 82% of Canadians worked at an external workplace prior to March 2020. About 4 months after the global pandemic was declared, only 27% of employees continued working at an external workplace. These findings are also echoed in survey work done by the Conference Board of Canada. They found that 9 out of 10 organizations had less than 20% of their employees working remotely pre-pandemic. This changed to two-thirds of organizations having at least 60% of their employees working remotely during the COVID-19 pandemic (The Conference Board of Canada, 2020).

For most employees who have been working remotely, they remain reluctant to return to the workplace. In the United States, two-thirds of remote workers polled would like to continue doing so (Kalita, 2020). Sixty-four percent (64%) of Canadian remote employees were not comfortable with returning to the workplace during the pandemic and only 20% of employees want to go back to their workplace full-time (PwC Canada, 2021). This contrasts with employer expectations, where 78% of employers expect at least a partial return to the office (PwC Canada, 2021).

Many employees are still working remotely. Organizations have recognized that in the medium and long-term, there are opportunities for permanent remote work. Due to this restructuring of the workforce, workplaces are being examined on whether the need for a common workspace needs to be adjusted.

Over 70% of organizations surveyed by The Conference Board of Canada are considering their approach to remote work in the long-term (The Conference Board of Canada, 2020). The working models range from having a small percentage of employees working remotely to having their entire staff working

remotely. There is also the option of having employees working in a hybrid fashion where they would work partially at a worksite and partially off-site. Sixty-eight percent (68%) of employees surveyed preferred a scenario where they would split their time between the workplace and working remotely (PwC Canada, 2021).

Workspaces Post-COVID – Best Practices

As the pandemic continues, some companies have already announced their intentions to transition their workforce remotely. The worst hit sectors by the pandemic, tourism and leisure will likely see a reduced need for corporate space, while other professional services may just alter their existing real estate portfolios (WSP, 2021). Other sectors such as technology and e-commerce are embracing the shift to remote work. Twitter and Shopify announced that their employees will permanently work away from the office. Even not-for-profit organizations such as The Conference Board of Canada have announced the shift to fully remote and is selling their headquarters in Ottawa (Hutchins, 2020). As companies reorganize, the demand for office space is being reassessed. This is especially true for companies and organizations with locations in cities with expensive real estate. Rogers has decided not to renew the lease on its Ottawa call centre, piloting a work from home program with its 375 customer service agents. OpenText Corp. also decided to cut its number of offices in half (Hutchins, 2020). For more detailed examples of administrative space changes, see Appendix A.

While some companies will shed some of their office and administrative space, not all organizations can or will want to reduce their administrative sites. Having a physical site is essential for organizations that must house important infrastructure or allow access to specialized equipment or resources for employees. These buildings will need to adjust to employee and employer needs in a post-COVID world.

Office Transformation

As many companies and organizations will keep their existing offices, the layout and format of the workspaces are changing to provide a more flexible working area. Hybrid working arrangements are becoming the norm. Prior to the pandemic, many organizations were shifting to a model of less than one desk per person (WSP, 2021). This trend is likely to continue. The installation of modular movable walls or transitional spaces allow for the physical office to adapt to the needs of the employees who come into the office. Even with the availability of vaccines, there is an expectation that physical distancing and proper ventilation will need to be in place for employees to feel safe. Practices such as cleaning protocols, upgraded air filters and filtration systems, occupancy maximums on elevators and directional signage within common areas and office spaces should be in place to mitigate virus transmission (Kalita, 2020; Sabet, 2020). More natural lighting and increased natural air flow are also encouraged (Wong, 2020). These practices will have the effect of creating a comfortable and supportive



work environment which can promote employee satisfaction and physical well-being (Samani & Alavi, 2020).

Physical Distancing

Governments and health experts continue to mandate physical distancing when possible and this will likely be the case when workers return to their workplaces indoors. While individuals who have their own personal offices will have less difficulty maintaining distance while working, those who work in open layouts or have large desks that serve multiple people will have a harder time. These large desks will need to accommodate fewer bodies and/or clear panels could be installed between seats to have a physical barrier, but still allow for workers to see and interact with each other (Vicis Partners, n.d.). Even though there are advantages to having individual offices for all workers, physical space allowances may not permit this. Key will be ensuring that proper distancing and ventilation is in place for open workspaces.

Meeting Rooms

The need for large meeting rooms may decrease with an adapted hybrid model of having some staff members attend meetings virtually (Vicis Partners, n.d.). Proper technology will need to be in place to allow for seamless connection between workers in-person and those who are remote. A positive aspect of this will be having a smaller footprint for meeting rooms and conserving space.

Office Locale

Another area of focus for office spaces is where they will be located. While it may be difficult to move existing offices, transitions to new spaces may be prompted by new requirements to size and structure. Companies looking to reduce their physical footprint or need new infrastructure for their workforce may begin looking for alternative workspaces. R/GA, a global advertising and marketing agency, initially sought multiple smaller workspaces to cut commute times during the pandemic before settling on a single reduced space (Seabrook, 2021). Commuting infrastructure with an emphasis on public transit is seen as necessary for offices of the future especially with a global effort to de-carbonise (Kristiffor, 2019).

Co-working or Hotelling

The idea of co-working or hotelling has percolated in recent years, and the COVID-19 pandemic has breathed new life into the concept of a shared workspace. In the past, the idea of sharing office space with another department or organization was attractive due to the cost savings it could produce. Spaces such as meeting rooms or even individuals' offices which weren't used regularly could be utilized by others based on a mutually agreed upon schedule. With the rise of remote work, it is anticipated that more office space will be freed up for more periods of time which could allow for more hotelling and co-working scenarios. A potential drawback could be the health restrictions that may be placed on shared spaces and the need to sanitize high touch surfaces. Also, the storage of sensitive information could be a



concern if individuals are not able to take all their work-related documents and materials with them. A potential solution could involve lockers or individually designated storage places for such work and personal-related materials and items. The literature does not point to a clear consensus on this model.

Hotelling also aligns with the concept of flexible working areas, where spaces can be more fully utilized to fit the needs of multiple individuals (Wong, 2020). By outfitting more general workspaces with more equipment and resources, the need for specialized areas or individual offices decreases as more can be done in the shared space. Workplace design company M Moser cohorts their employees into teams which rotate periods in which they are in the office (Sabet, 2020). This allows for a sterilization process to take place before the next team enters the office and prevents the need to quarantine the entire company if a virus outbreak occurs within a team.

Conclusion

As the world emerges from the COVID-19 pandemic, the nature of the workplace will undergo a transformation for many people. For those in essential services or people-facing industries, there likely won't be much change beyond what has already occurred to ensure physical distancing and minimizing contact points. For employers who have had staff work from home during the pandemic, they are faced with the option of either continuing with work from home protocols, offer a hybrid model, or have a full return to the office. Each of these models will have workspace implications. A full work from home mandate may trigger a sell-off of property as seen with The Conference Board of Canada or Rogers. Even with a return to the office model, there would need to be modifications in workspace to ensure physical distancing, proper ventilation, etc. Determining how best to manage administrative sites should largely focus on the needs of the organization and whether job functions need to be performed at a common site. Many companies and organizations surveyed expressed an intention to keep at least some aspects of work from home for their employees in a hybrid model. In a common workplace environment, the following considerations are advised:

De-densification

- WHO recommends 10 square metres per person in an office during COVID (107.6 square feet) (World Health Organization, 2020)
- Offices have been trending denser over the past few years – some tech companies average as little as 80 or 90 square feet per employee (Kalinowski, 2020)
- Organize workspaces to enforce physical distancing
 - Exemplified by the 6 Feet Project (Cushman & Wakefield, 2020)
- Need to balance densification with air flow and quality
- Can use cohorting or checkerboard office patterns
- Book time in the office when needed



Prioritizing Safe Collaborative Spaces

- Open offices are likely to remain popular even after the pandemic (Holder, 2020)
- Collaborative spaces should be prioritized post-pandemic: “When workers want to be left alone, they’re apt to stay home, or visit a cafe or co-working space closer to where they live.” (Mims, 2020)

Technology Integration

- More people will be in hybrid work environments
- Downsize footprint and embrace distributed offices
- Conference rooms will have to include more technology for hybrid in-person and virtual meetings (Bacevice et al., 2020)

Flexible spaces and modular furniture

- Portable pods or workstations mean users can adapt office space to needs
- Try to track who is sitting where if non-assigned seating is used
 - This can be accomplished using space booking software (Coleman et al., 2020)
- Having an isolation room might be helpful in the future for those who are experiencing any symptoms of illness and need to be isolated from the general workforce (Coleman et al., 2020)

As organizations are still navigating the COVID-19 pandemic, very few plans for administrative sites have been released publicly. Most organizations are likely in the same scenario as the TDSB and are exploring and analysing options for their situations. Different organizations will have different needs and certain sectors like information and technology will likely move to a more remote environment, which will invariably decrease the number of administrative worksites and workspaces needed. For organizations that still require a physical office or workspace, the considerations listed above can provide guidance on how best to manage existing or new work environments post-COVID-19. For further illustration of potential office and workspace models, see Appendix B.

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Appendix A

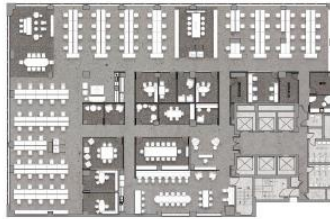
Table 1: Examples of Administrative/Office Space Portfolios

Organization name	Sector	Size of organization	COVID office policy	Post-COVID office policy	Financial implications	Space usage plan	References
City of Toronto	Public	14,900 employees Currently 55 sites owned and leased	Working remotely when possible; staggering start/end times when staff need to be in-person to meet distancing requirements	Mix of open and closed offices; modular design and flexible furniture; planning to be resilient to future health crises, natural disasters, etc.	\$225 million invested for Workplace Modernization \$5,700/employee annually (down from \$7,800)	15 sites (down from 55) with 10 desks per 17 staff 140 sq. ft per employee (on average; down from 208 sq. ft)	ModernTO - Workplace Modernization Program Business Case and Implementation Plan Update City of Toronto - Alternate Work Arrangements
Government of Canada	Public	250,000 employees	Work remotely when possible; investments in tech capabilities	Deputy Heads to determine how to physically distance for their department; Deputy Heads to review any planning/building projects to ensure they meet distancing guidelines; one publication says those who can, will work remotely for two years			Deputy Minister framework Feds looking at permanent remote work, office needs after COVID-19 FAQ: Working Remotely

Conference Board of Canada	Non-Profit	150 employees	Completely remote	Selling office real estate			The Conference Board of Canada
Shopify	Private	5,000 employees Ottawa-based; 16 offices worldwide including Toronto	Completely remote	Offices closed until 2021, then 20-25% capacity; redesigning elevator banks, conference rooms		May do away with all conference rooms and let people participate in meetings through "tiles" or video screens	What Does Working Remotely Mean for the Planet? Shopify Is Joining Twitter in Permanent Work-From-Home Shift Shopify permanently moves to work-from-home model
City of Richmond Hill	Public	36 offices		"Workplace 2.0" conversions happening in offices - started in 2017; tech integrated to allow working anywhere	40% rent savings (\$250k annually in savings)	175 sq. ft per employee (down from 227 sq. ft before) 35% collaborative space (compared to 10% in the past)	Transforming the Workplace

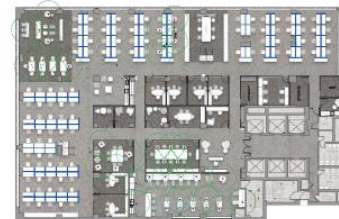
TEST FIT 1A : OPEN PLAN

- Efficient use of the space
- Optimal exposure to natural light and vista
- Enclosed offices and meeting rooms well distributed close to the building core
- Open breakout points conducive to collaboration, while providing alternative work seats
- Cafe promotes a sense of community, and can be an interesting design opportunity



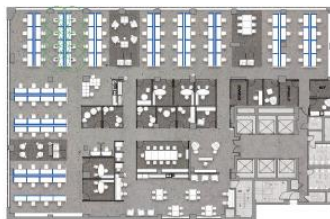
TEST FIT 1B : OPEN PLAN DE-DENSIFIED

- Utilization study to cope with post COVID-19
- 50% occupancy in the Open Office with added personalization
- Enclosed offices and meeting rooms become single occupancy
- Open breakout zones with decreased occupancy, and modified furniture placement adds physical distancing
- Meeting Rooms with decreased capacity and increase in remote conferencing
- Communal zones with lower occupancy



TEST FIT 2 : MORE ELBOW ROOM (SIX-FOOT DESK)

- Allowing added foot print pp, the Open Office has 6-foot desks with extra face-to-face distance
- More choices of private areas: added enclosed offices, small huddle rooms & pod seats
- Open breakout points conducive to collaboration, with flexible/modular furniture ready to transform into individual seats
- Cafe promotes a sense of community, with modular furniture allowing optimal flexibility
- Increased circulation spacing
- More focus on wellness: Decompression | Meditation Rm



TEST FIT 3 : CENTRAL COMMUNITY HUB

- Efficient use of the space
- Optimal exposure to natural light and vista
- Minimal enclosed offices
- Centrally-located "community hub" is agile, multi-purpose
- Open breakout points conducive to collaboration, while providing alternative work seats
- Designed to suit technology, creative firms
- Can be de-densified similar to the Test Fit 1B, in case of a pandemic.

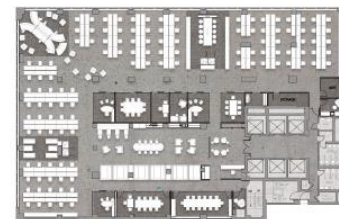


Figure 1: Open Floor Plan by Schrimmer Design (Vicous Partners, n.d.)





Figure 2: “Third Space” Office Designs by Seymourpowell (Wong, 2020)



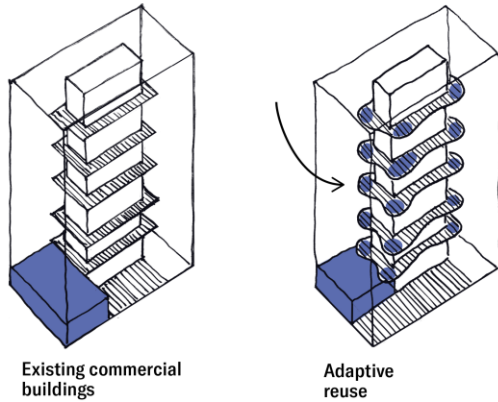
The Evolution of Office Towers

Adaptive Reuse of Existing Commercial Buildings

In the buildings we have now, we can rethink the ways we are dividing multitenant floors.

We can create wider paths with open circulation and include pockets of space where amenities can be used by multiple tenants.

■ Blue-shaded area represents amenity space



Future Commercial Buildings

With more diversity of tenants per floor, we expect foot traffic will increase in common corridors.

Future commercial buildings have the opportunity to create more functional shared spaces by scattering amenities throughout their buildings and developing vertical connections among floors.

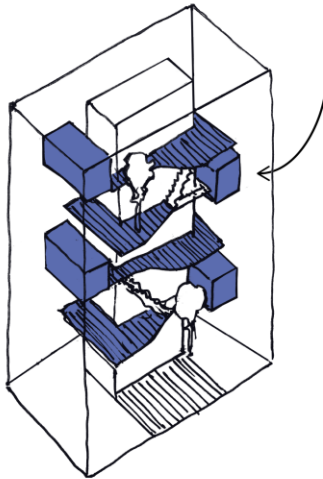


Illustration: HLW

HBR

Figure 3: The Evolution of Office Towers (Bacevice et al., 2020)

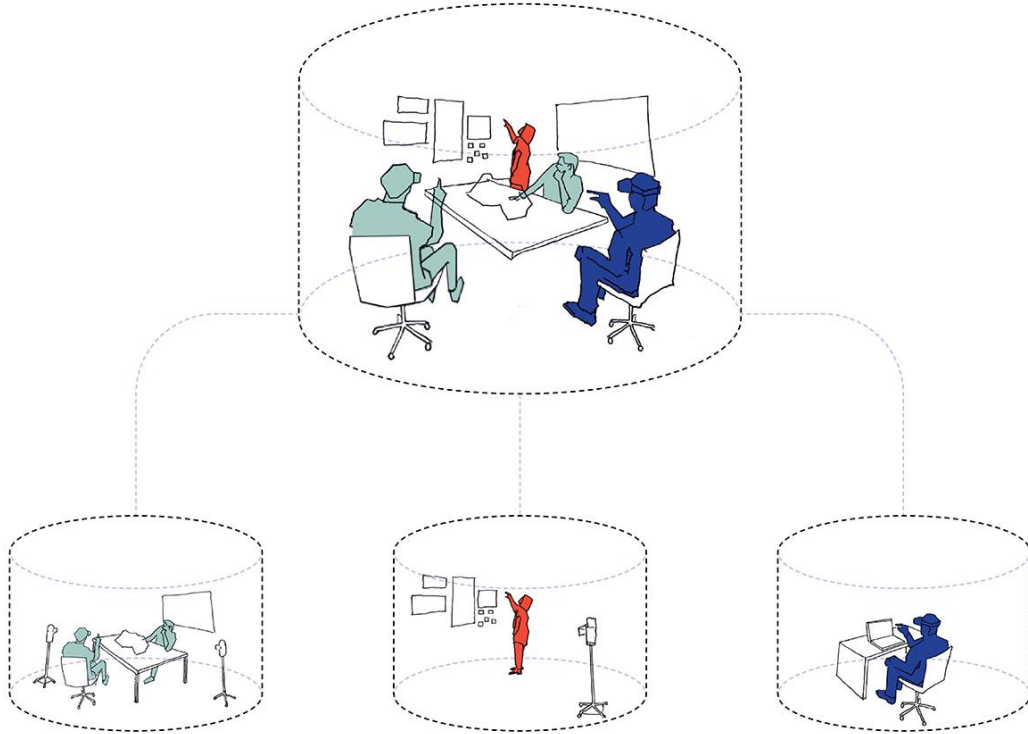
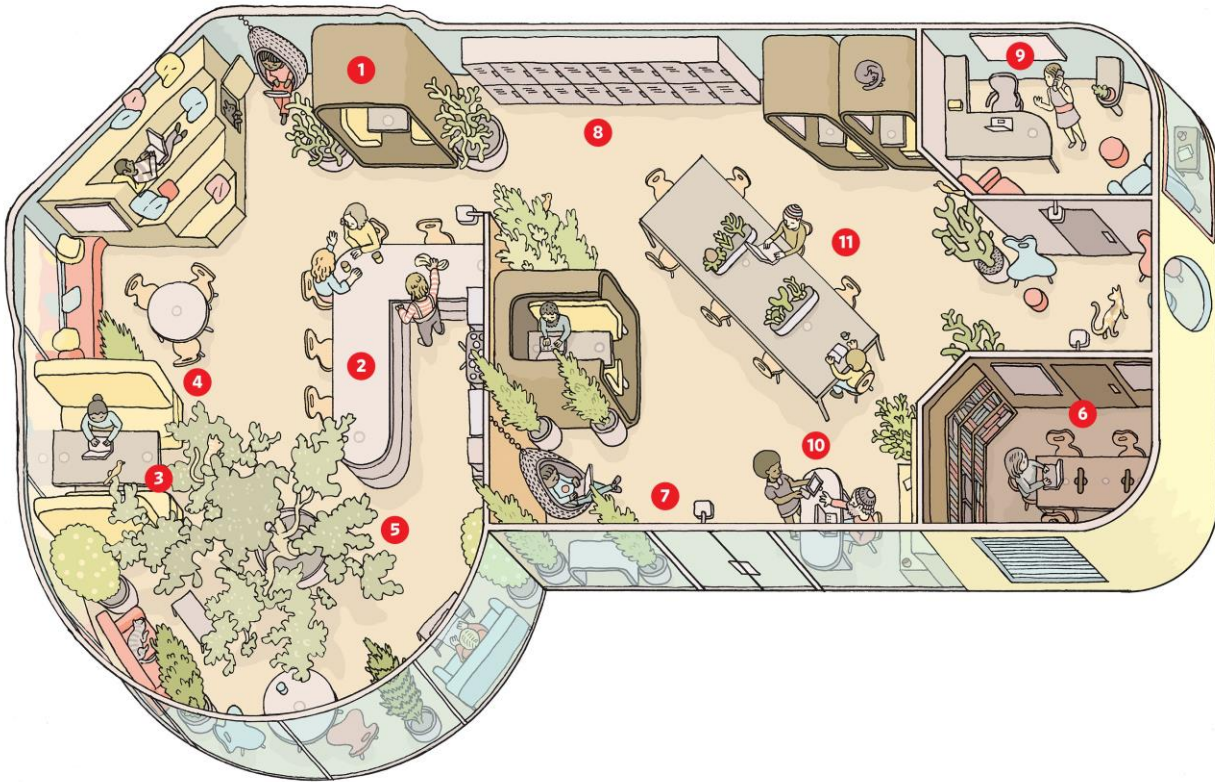


Figure 4: Hybrid Conference Room or Broadcast Center (Bacevice et al., 2020)



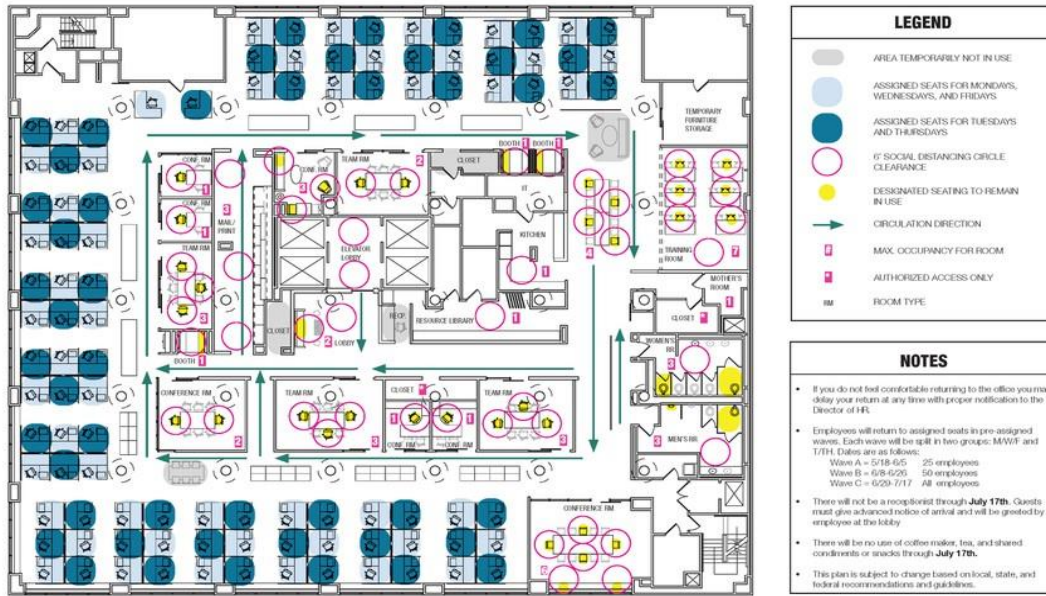


THE NEW LOOK OF WORK

1. Moveable, soundproofed pods
2. Cafe-style seating with outlets at every seat
3. Wireless device charging
- 4 and 5. High-backed couches and screening plants allow workers to partially isolate
6. A darkened library-style room for deep work
7. Ceiling-mounted occupancy sensors track how many people are in a space
8. Banks of lockers where workers can stash their stuff
9. Digital whiteboards
10. No-contact, digital employee sign-in stations
11. Clusters of desks for departments or groups that want to work together

Figure 5: The New Look of Work (Mims, 2020)

BERGMEYER OFFICE RE-ENTRY PHASING PLAN | BOSTON, MA



Bergmeyer

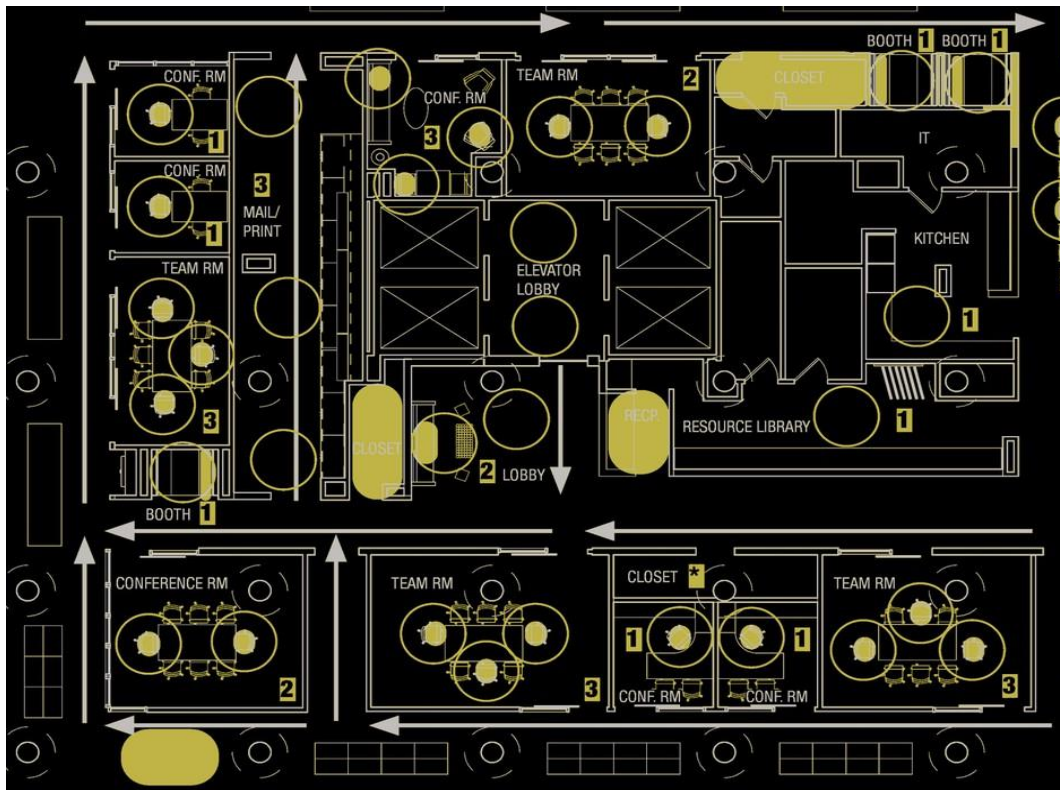


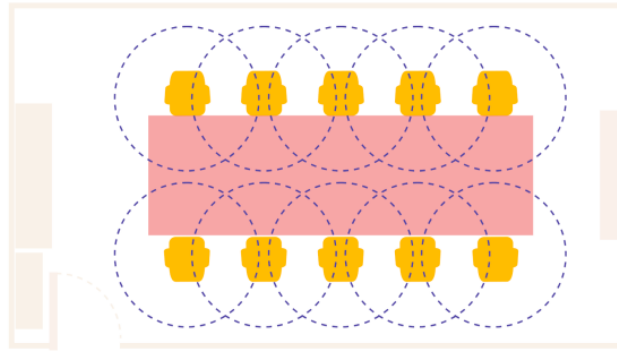
Figure 6: Bergemeyer Return to Work Office Plan (Holder, 2020)

Before: Pre-COVID Scenario

Size: 25' x 14'; 350 sq ft

Capacity: 10

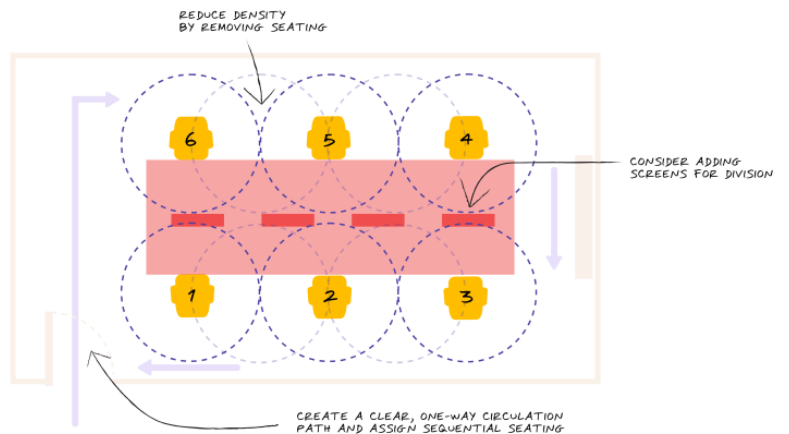
Spatial context: Fixed walls and entryways in an enclosed space limit the space available to provide adequate physical distancing and safe circulation patterns – particularly for generative work.



After: Post-COVID Scenario 1

Capacity: 6

Design considerations: Reduce density by removing seating and decluttering accessories and shared storage. Assign sequential seating and define a one-way circulation pattern for safer ingress/egress. Consider adding screens and shielding to limit exposure. Add signage and sanitation stations to reinforce behaviors.



After: Post-COVID Scenario 2

Capacity: 4

Design considerations: Reduce density by reducing seating and replacing single meeting table with individual tables. Create clear circulation by moving entryway to the center. Assign sequential seating and define circulation patterns for safer ingress/egress and path to whiteboards for standing collaboration and generative work.

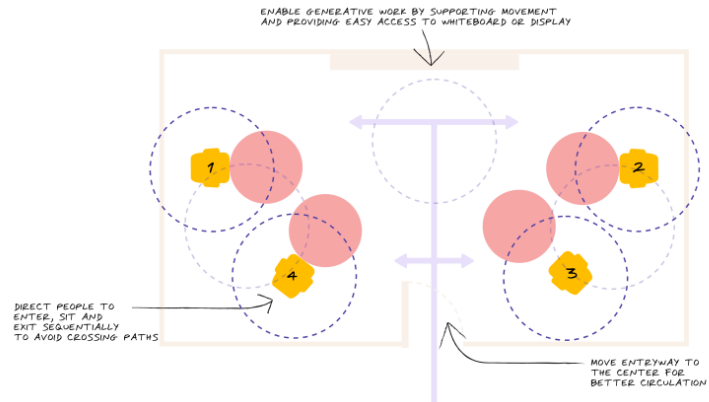
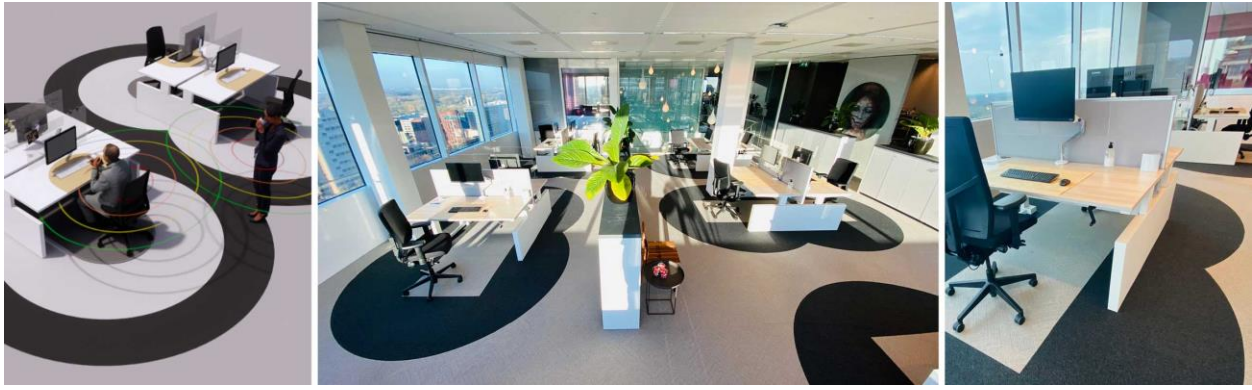


Figure 6: Example of De-densification Scenarios (Steelcase, n.d.)



01

BE WELCOME AT WORK, BUT ALWAYS ACT RESPONSIBLY

02

STICK TO THE RULES, FOLLOW THE SIGNS

03

STAY SAFE AT 6 FEET FROM EACH OTHER

04

WALK THE OFFICE CLOCKWISE, ALWAYS AND EVERYWHERE

05

ENTER AND LEAVE MEETING ROOMS AS INDICATED

06

REPLACE YOUR DESKPAD DAILY AND LEAVE A CLEAN DESK

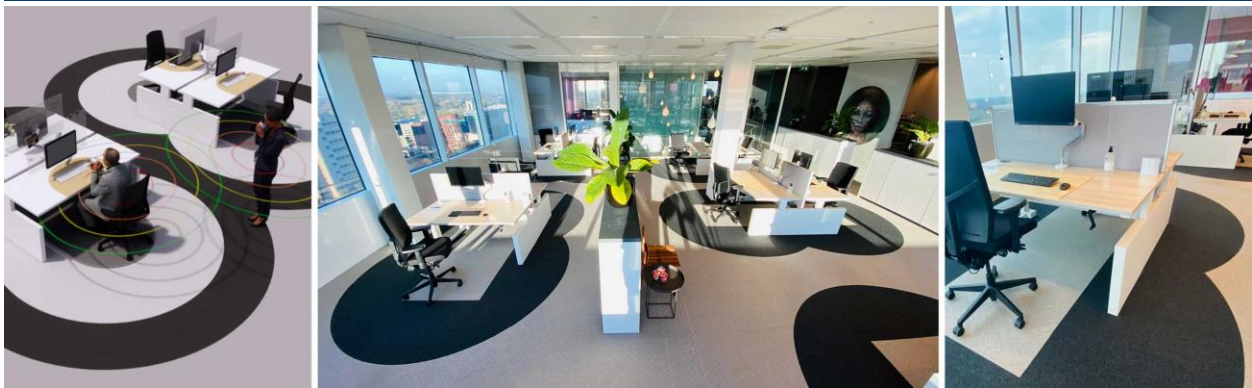


Figure 7: 6 Feet Office Project (Cushman & Wakefield, 2020)



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COVID-19 Pandemic Recovery Plan Update: March 2022

To: Planning and Priorities Committee

Date: 2 March, 2022

Report No.: 03-22-4271

Strategic Directions

- Transform Student Learning
- 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 COVID-19 Pandemic Recovery Plan Update: March 2022 be received.

Context

The Toronto District School Board's [COVID-19 Pandemic Recovery Plan](#) is a three phase plan that identifies which groups have been most impacted, where interventions will be put in place, and initial outcomes that result from these interventions.

The first report in a series of reports over the next two years (reporting back twice per school year) was completed in June 2021. This report, *Pandemic Recovery Plan Update: March 2022*, is the first report back to the Planning and Priorities Committee. The next update will be shared in Spring 2022.

Action Plan and Associated Timeline

- Continue targeted focus on the core areas of the Recovery Plan as follows:
 - Building Relationships and Enhancing Belonging
 - Use of Play/Outdoor Play
 - Honouring Skills/Knowledge Gained During the Pandemic
 - Assessment for Learning/As Learning
 - Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
 - Staff Collaboration
 - Digital Tools for Engaging Students/Families
 - Virtual Learning 2021-2021

- Continue to monitor learning impact in order to determine how to differentiate support to schools across K-12 in ways that reach students and schools with the highest need.

- Align areas of the COVID-19 Pandemic Recovery Plan with the Multi-Year Strategic Plan to leverage capacity building on a long term, sustainable basis.

- Continue to support coherent, targeted school-based recovery strategies through ongoing and contextually responsive school improvement planning processes that leverage key areas of pandemic recovery effort.

Resource Implications

The Supports for Student Fund (also known as Investment in System Priorities funding) from the 2019-2022 collective agreements will be made available for the 2022-23 school year. TDSB's estimated funding of \$24M will be used for additional staffing support, including Professional support services department staff to provide culturally responsive supports to students, staff and families.

- The COVID Learning Recovery Funding will be primarily used for virtual learning and in-person school-based staffing supports. Out of the \$31.5M in available funding, approximately \$9M will be used towards social workers, child and youth workers, child and youth counsellors and school-based safety monitors previously allocated and approved by our Board in November 2021. These allocations were part of the COVID-19 Pandemic Recovery Plan to support Mental health and Well-being of students.

Agenda Page 31

- The Ministry will also be providing an additional investment of \$10M province-wide for student mental health programs as part of the GSN.
- As part of the Province's five-point Learning Recovery Plan, there will also be an allocation of \$27M to TDSB in PPF supports, for tutoring supports, math strategy, summer learning, training and other programs. There will also be continuation of investments in technology funding, including \$40M in province wide funding for broadband network supports, to allow educators and students to excel in a digital environment.

With the additional funding, the Board anticipates an improvement to the Board's projected 2022-23 financial position, from the \$79.3M deficit as presented at the February 16th, 2022 Finance, Budget and Enrolment Committee meeting. Staff will update Trustees on the revised financial projection in April 2022, once the Ministry releases its technical papers and EFIS grant calculation templates, which is expected at the end of March 2022.

Communications Considerations

This report will be posted to the TDSB's public website on the [Pandemic Recovery Plan page](#). Communications plans will be completed as required for specific areas/items addressed within the report.

Board Policy and Procedure Reference(s)

N/A

Appendices

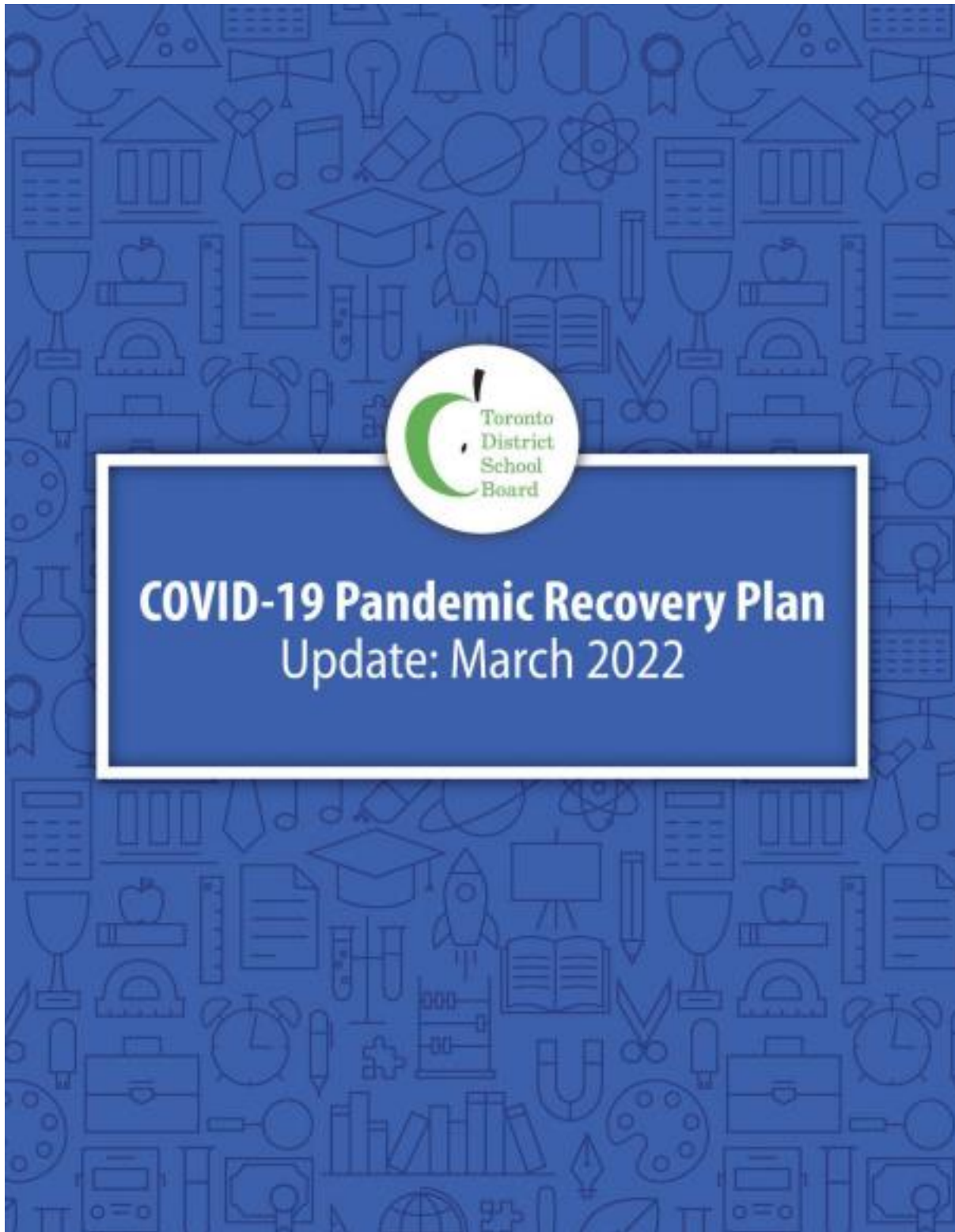
- Appendix A: [Pandemic Recovery Plan Update: March 2022](#)
- Appendix B: [Slide Deck Presentation](#)

From

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

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The Toronto District School Board's [COVID-19 Pandemic Recovery Plan](#) is a three-phase plan that identifies which groups have been most impacted, where interventions will be put in place, and initial outcomes that result from these interventions.

The first report in a series of reports over the next two years (reporting back twice per school year) was completed in June 2021. This report, *Pandemic Recovery Plan Update: March 2022*, is the first report back to the Planning and Priorities Committee. The next update will be shared in Spring 2022.

The COVID-19 Pandemic Recovery Plan addressed areas of focus for the 2021-22 school year and where targeted interventions were planned. This *Pandemic Recovery Plan Update: March 2022* is organized into the same sections:

- Building Relationships and Enhancing Belonging
- Use of Play/Outdoor Play
- Honouring Skills/Knowledge Gained During the Pandemic
- Assessment for Learning/As Learning
- Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
- Staff Collaboration
- Digital Tools for Engaging Students/Families
- Virtual Learning 2021-2022

Student Outcome Data Spring and Fall 2021

The outcome data tells a consistent story from that included in the COVID-19 Pandemic Recovery Plan (June 2021). The proportion of elementary students reaching level 3 in all subjects has stayed consistent to the proportion of students meeting this level before the pandemic began (Figure 1 below).

At secondary school, similar to analysis from June, credit course averages for Grade 9 and 10 students rose significantly at the outset of the pandemic and generally stayed up when looking at averages that included all students (Figure 2). However, when disaggregating this data by demographics and achievement, students who were already performing well, 70% and above, went up at the outset of the pandemic and stayed at the higher percentage levels (Figure 3). Students who were not achieving at high levels, 59% and below (Figure 4) also went up, but then returned to the level of performance that they were achieving before the pandemic began. These outcomes suggest that higher performing students coped more effectively in relation to school success during the pandemic than lower performing students regardless of demographic circumstances.

Figure 1. Percent of Elementary Students At *Level 3 and above* on Report Cards

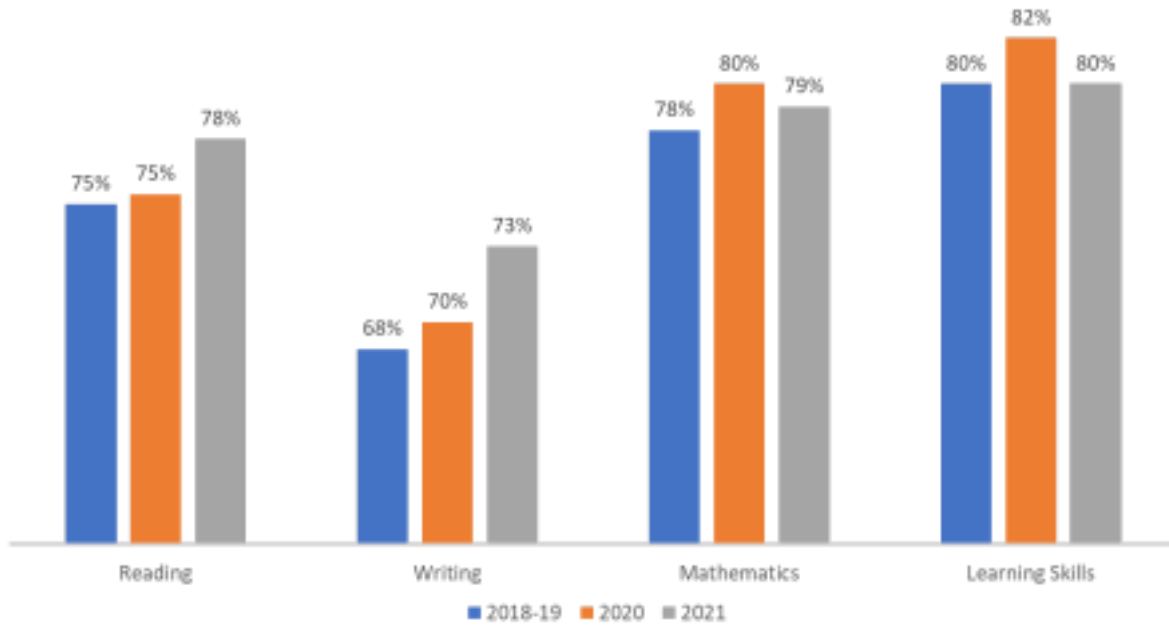


Figure 2. Average Marks of Grade 9-10 Student Cohort (N=15,943) for 2018-19 to 2020-21 Semester Courses

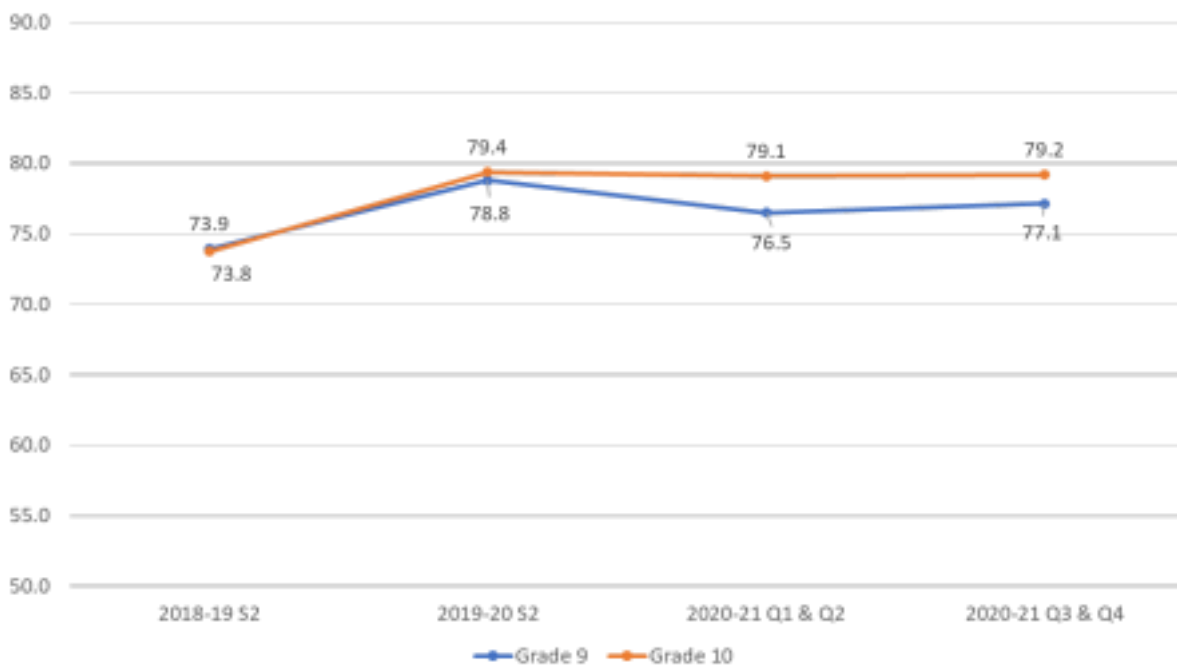


Figure 3. Cohort Course Averages of 80-100 for Semestered Courses in 2018-19 to 2020-21

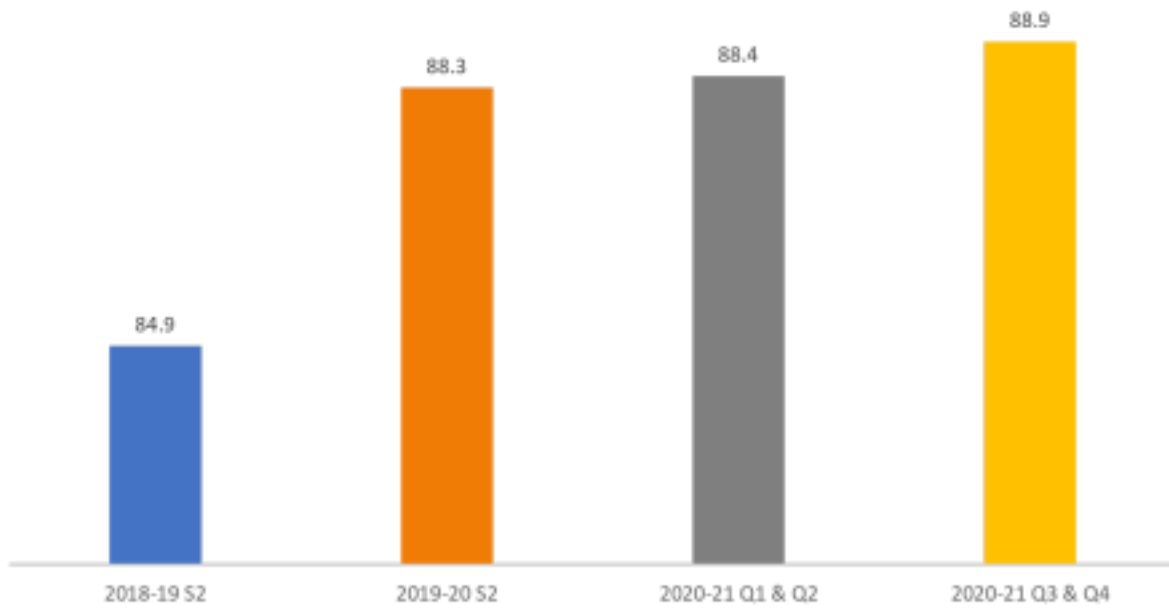


Figure 4. Cohort Course Averages of 0-49 for Semestered Courses in 2018-19 to 2020-21

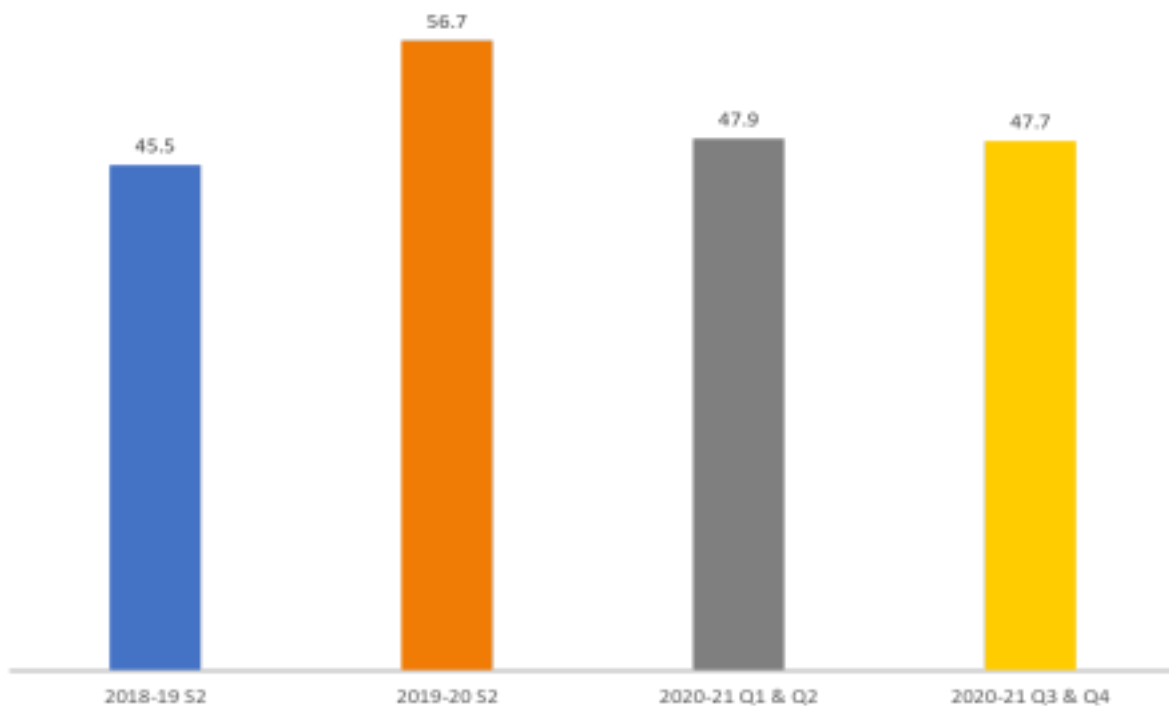
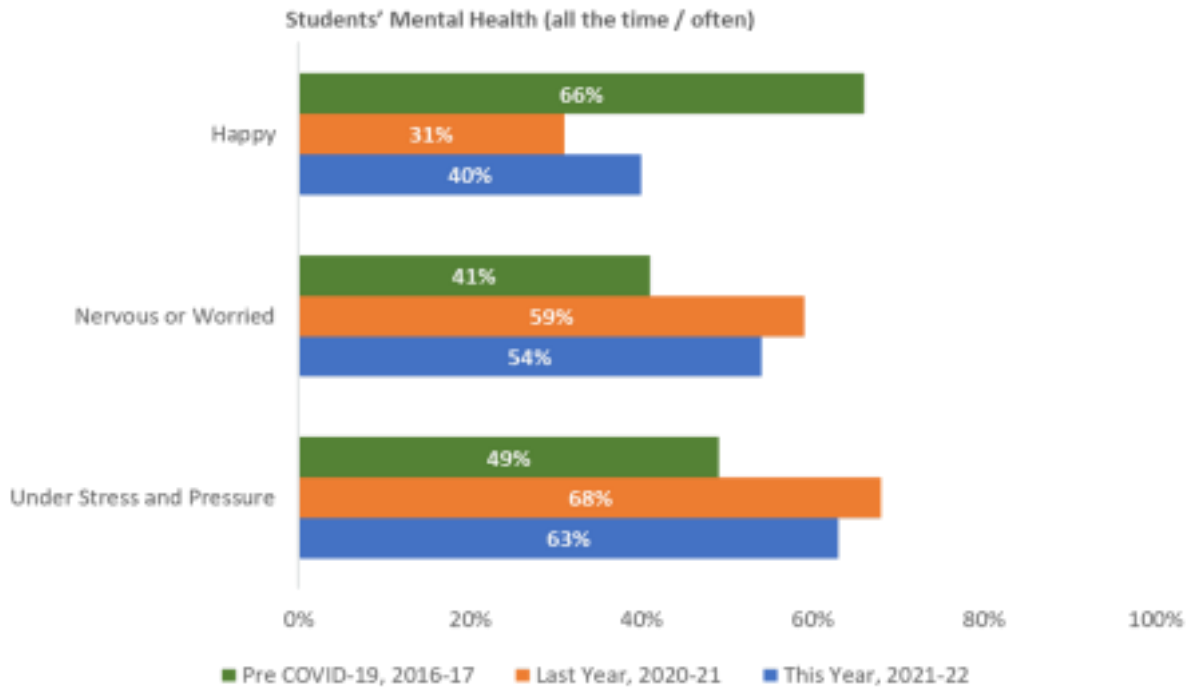


Figure 5. Student Reported Mental Health Before and Throughout Pandemic



Some of the most significant data that emerged through TDSB’s ongoing check in surveys with large proportions of middle and secondary school students was the decline in the percentages of students reporting frequent happiness, while the percentage of students reporting feeling pressure, worry, and nervousness frequently increased (Figure 5). When school began in September, as a predominantly in-person learning experience, these proportions shifted towards pre-pandemic proportions. While not close to percentages before the pandemic hit amongst students, the shifts away from lower reported levels of mental health is encouraging. In addition, percentages of students reporting their ability to connect with peers, complete their school work, and get support from teachers is comparably high, approximately 90% affirming these conditions regularly occur in their schooling experience, with students attending school in-person reporting higher levels of peer connectedness and students attending school virtually reporting higher levels of work completion.

Building Relationships and Enhancing Belonging

“Following what has been a challenging period of time for many, it is important to begin building new relationships and to focus on rebuilding and strengthening existing relationships within the school community that may have changed over the course of the pandemic. This includes all relationships: student/student, student/staff, staff/staff, and schools/families/communities.” (Pandemic Recovery Plan, June 2021)

Centering Work Around Student Joy

When school opened in September 2021, it was important to bring students back into positive learning experiences. We focused on belonging, relationships and seeing students as competent and capable. We centred our work on building responsive relationships with students, families and educators, which are critical to social emotional well-being and academic success.

As we progress through the pandemic, the importance of helping educators and students to find joy in everyday learning has become clear. Listening, observing and responding to student interests, strengths and curiosities provide students with voice, choice and agency which leads to shared joyful learning opportunities. It has been critical as part of professional learning to focus on conditions that support opportunities for joy. Educators have started to engage in inquiry conversations that provide evidence of learning for the following questions:

- How might we create rich learning opportunities through exploration, play and inquiry that honours student voice and amplifies the joy, excellence and genius that exists within each student?
- How might we leverage digital tools to capture students' joy, excellence and genius and to make their thinking and learning visible?

By centering joy in professional learning, in assessment and in teaching and learning practices, social emotional well-being becomes part of pedagogy and not a separate entity. Conditions to support social emotional well-being are infused in curriculum, instruction and assessment so that joy is at the centre of our work.

Culturally relevant and responsive pedagogy and practices allow student voice and choice to drive instruction. **Centering student voice and identity in all curriculum areas is essential for creating conditions that foster well-being and belonging.** Culturally relevant and responsive pedagogy helps educators to teach in ways that foster mutual empowerment, confidence and reliance (Muhammad, 2020). Culturally relevant and responsive practices are responsive to real-world issues and lived realities for both practitioners and students. Educators build relationships through culturally relevant and responsive pedagogy and practices so that students feel a sense of belonging, and connection to one another, the educator and community, and ultimately, joy as a learner and knowledge-creator.

“Fostering good relationships with students and their families is the single most important priority for educators. Families develop trust, confidence and a sense of belonging in programs that value the centrality of the family to the health and well-being of students. In high-quality programs, the aim is to strive to establish and maintain reciprocal relationships among educators and families to and to view families as important contributors with unique knowledge, experiences and strengths.” (adapted from “Building on How Does Learning Happen, 2020, updated June 1, 2021)

Social and Emotional Well-Being

Establishing mentally healthy and culturally relevant school spaces is central, as this enhances social emotional well being and feelings of mattering and belonging through relationship building. Understanding mental health and wellness through a lens of equity facilitates the co-creation of mentally healthy school spaces with students. These building blocks include daily culturally responsive mental health activities within classrooms that represent, include and support student identities. Co-creating mentally healthy school spaces with students recognizes, acknowledges and honours students’ voices, strengths, learnings and growth prior to and throughout the pandemic (i.e. navigational assets such as their voices, resilience skills, learnings, thoughts, ideas and lived experiences; linguistic assets such as honouring, including, accepting students’ unique assets, cultures and histories; familial, aspirational and resistance assets).¹

A climate of positive mental health and well being includes recognizing and nurturing the brilliance, self-love, and resistance of students, families and communities. This includes centring relationships and trust-building with students and families, from an asset lens, which realizes student agency. Prioritizing, supporting and strengthening mental health and wellness has been ongoing since last school year. Professional Support Services (PSS) department staff (e.g. Social Work, Child and Youth Services, Occupational/Physical Therapists, Speech-Language Pathologists and Psychology) continue to provide culturally responsive supports and resources to students, staff, caregivers and parents by centering student/parent/caregivers identities, voice and lived experiences.

Multidisciplinary initiatives have included PSS departments in co-leadership with TDSB departments such as Equity, the Urban Indigenous Education Centre and the Centre for Excellence for Black Student Achievement to support and affirm student needs, voice and identities for the creation of mental health and well being activities and initiatives. PSS staff have been building mental wellness capacities within school communities, through a lens of equity, in particular, anti-Black racism and anti-Indigenous racism, through differential PSS supports, student group activities on wellness and mental health and staff professional development.

¹ Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8, 69-91. doi:10.1080/1361332052000341006

Relationship and community building continue to be centred to strengthen social emotional well being and mental health. These resources and initiatives continue to include the voices of students, parents/caregivers and staff ensuring identities and lived experiences are centered. Mental health and well being resources and activities are accessible to virtual and in-person students, parents/caregivers and staff. The focus for social emotional learning continues to be to strengthen, connect, honour student learnings and enhance positive student/student and student/school socialization, all of which are building blocks to mentally healthy school spaces.

Learn more: [Mental Health and Well Being Initiatives 2021-22](#), [Future Mental Health and Well Being Initiatives](#) and [Professional Support Services Differential Responses](#).

Use of Play/Outdoor Play

Building Equity Through Play

Like every human activity, play is affected by cultural context. Students at play reproduce and also recreate the specificities of their cultural environment (Gosso, 2013). Educators hold their own preconceived notions of what play is and how to interpret play based on their own positionalities (Kinkead-Clark and Hardacre, 2016).

When educators include the voices of students and their families, they create a space for children to shape their own identities as learners. By utilizing families' cultural knowledge to construct play, equitable play environments emerge that will hopefully eliminate racialized play (Israel, 2020).

Play is also used as a tool to learn and talk about race, gender, class, ability, and other identities with children as well as teaching children about racial privilege and oppression (Escayg, 2017). Using play to build an anti-racist or anti-oppression classroom does call for educators to critically assess play-based learning and how activities, materials, and interactions may reinforce monolithic understandings of students and marginalize non-Eurocentric forms of play (Escayg et al., 2017).

Educators will be involved in continuous work around building equity through play and the responsive, intentional decision making required in creating conditions for such learning to occur.

Play is fundamental to student growth and development, both socially and academically and is central to student learning. Play is intrinsically motivated, freely chosen, personally directed and essential for development, mental health and well being and academic competence for all students. Recognizing the value of play during the pandemic, educators continue to incorporate play based learning in all areas of the curriculum, across all grades and play based opportunities is central to educator professional learning.

"In play there is a liberation, a liberation to be, to set free, to experience the moment with joy. It felt positive and joyous. It was inclusive and all participated, it built community." (TDSB Educator)

This school year, educators have been identifying the joy in learning through play both in indoor and outdoor learning environments and are beginning to intentionally create conditions that promote such opportunities. An emphasis on leveraging digital tools to capture moments of joy in play, and using play based learning as the focus of assessment to support educators in understanding the reciprocal relationship between assessment and instruction, continues to be explored.

With the uncertainty caused by the COVID-19 pandemic this past year, play opportunities are vital to helping students make sense of their experiences, problem-solve, reconnect with their peers, and promote their own well-being (Focus on Play, June 2020). In addition to developing a variety of cognitive, social, emotional, and physical skills, play is important for the mental wellbeing of students at all ages. “As our world is constantly changing, play is significant for children to have a joyful channel to reduce their anxiety that comes with change” – such as COVID-19 and learning in a pandemic (Play Wales 2020, p.4).

Over 12,000 students from 200+ elementary schools have engaged in outdoor programming through Toronto Outdoor Education Schools and educators have been supported in using various tools (nature journals, flig grids) to embrace outdoor learning. Digital documentation as well as social media have been incorporated into the teaching and learning process so that joy continues to be shared and captured to build capacity in learning spaces across the system.

“I believe that deeper learning takes place on the land in which we occupy. It is important to get to know one’s surroundings to deepen awareness of the natural environment and strengthen this connection. I hope to gain more confidence in taking my students outdoors for critical learning experiences. I hope to develop trust in myself and trust in my students for taking the learning respectfully outdoors.”
(TDSB Educator)

“Learning happens everywhere, not only within the classroom environment. What I hope to gain from this experience is to be able to build community relationships and provide students with the opportunity to take their learning outdoors. I remember having such valuable experiences and learning when I did outdoor learning programs in middle school...” (TDSB Educator)

“I think outdoor learning is very relaxing and peaceful and good for your mental health and sometimes people learn better when they are outside.” (TDSB Student Grade 6)

“Outdoors I understand what the teachers are teaching us a little better because it’s more interactive outside. I feel happier outside than inside because I feel free. Indoors I feel like I am forced and inside of a jail. And can sometimes feel depressing.” (TDSB Student Grade 6/7)

Play in the Later Years

Play has mainly been associated with early years education (Ortlieb, 2010). However, **educational researchers contend that play is not just for early childhood; it takes place in all classrooms. This includes classes in which**

students engage in discussions, group work, creative writing or critical thinking (Ortlieb, 2010). Play is not the exclusive domain of early childhood. It is dynamic and extends across development.

A focus on mental health and well being during the pandemic has led to a reconsideration or reframing of the importance of play in secondary classrooms. Students need time to decompress, have fun, interact and create with their educators and peers. The need to focus on student happiness and to address worry and stress by including positive learning experiences may be key for frustrated students to re-engage.

“Something I’m grateful for in this time of COVID and all the changes it’s brought to learning, is that it forced me to learn how important play is, no matter your age.”
(TDSB Educator)

“Play in my classroom had the following impacts:

- *It was often the only time my virtual students were willing to turn on their cameras or mics, but as they slowly did it for the games, they started to do it more during the “lesson”.*
- *It built community in the hybrid classroom- among the virtual students and between the virtual and in person students.*
- *It allowed me to get to know my students and build a way bigger rapport than I would have- you’d be surprised how much you can learn from a game of would you rather!*
- *It showed my students that learning how to take care of your mental health is a priority, and that it wasn’t just something I said was important, I modelled how important it was by giving it time.*
- *It made students more ready to learn- let’s be honest, two hours, four hours at a certain point there’s only so much a brain can absorb. We need the breaks and the joy so we can continue to thrive.”* (TDSB Educator)

Experiential Learning opportunities such as Technological Education, Cooperative Education and community projects provide experiences for students to be active participants in the learning process, not merely an observer. This is an important part of play in the later years. The student thinks about and/or reflects upon the experience, both during the experience and after it, to make meaning from it and identify what has been learned. It is through a structured reflective process that students develop new skills, new attitudes, and new ways of thinking (Lewis & Williams, 1994). Finally, the student applies the learning by using the newly acquired knowledge and/or skills to inform current and future decisions and actions.

Throughout the pandemic, Cooperative Education virtual placements have become increasingly available and relevant; in-person placements are also available and crucial for many students, particularly those pursuing careers in skilled trades.

The secondary outdoor learning model provides support with engaging students in the outdoors and co-constructing lesson plans that can be brought outside. The work

with hybrid coaches involves opportunities for community engagement and spread across the system with demonstration classrooms.

“This week in GLS we took an unconventional approach to a high school class, instead of sitting at our desk and taking notes off of power points we applied skills like teamwork, organization, communication, leadership, and way more-what this class is supposed to be teaching - and applied it in fun exciting ways.” (TDSB Secondary Educator)

Challenges and Next Steps

The learning environment, including the materials and organization of space, is vital to creating opportunities that stimulate play. At times, operational procedures and guidelines can limit such opportunities and the freedom that ignites play for students. This tension around health and safety and opportunities for play-based learning has created stress and anxiety for educators who understand the value of play but are limited by protocols that do not necessarily align with pedagogical approaches.

We will continue to provide educators with examples and showcase learning opportunities where play-based learning can continue, while also adhering to health and safety protocols. More importantly, taking learning outdoors fundamentally promotes the joy in learning and transforms learning experiences inherently through play while adhering to safety protocols. Support in refining play in their practice will continue to be provided to elementary and secondary educators.

Honouring Skills/Knowledge Gained During the Pandemic

It is important to acknowledge that students, families and educators have had a wide range of experiences during the pandemic. We continue to focus on honouring the skills and knowledge gained during the pandemic and to bridge learning experiences gained in different learning environments. We are sharing initial insights into learning from the pandemic and steps being taken to honour learning and to consider implications to practices both in the classroom and in schools.

Building trusting relationships has been at the forefront during the return to school. As educators get to know their students and communities, they are better able to co-construct quality learning experiences that reflect an asset-based view of the student, the family and the educator. Some key learning developed through the pandemic that has carried over include engaging students, parents and caregivers and educators, enhancing instructional practices and new ways we do our work.

Virtual Engagement of Students, Parents/Caregivers, Educators We have begun to use multiple, creative ways to engage students, parents/caregivers and educators using virtual tools. Students have access to areas of interest, learning opportunities and opportunities for student voice using virtual tools. Some examples of virtual student engagement include: extracurricular activities, mental health workshops, student voice opportunities (CEBSA), guest speakers, virtual field trips, STEM Equity Conference and TDSB Creates. Students have been able to participate in unique

learning experiences where they could showcase their capabilities undeterred by the challenge of time, expense and travel.

For some parents and families, using virtual tools has removed barriers to access and participate in school life. Some examples include virtual parent teacher interviews, School Support Team and IPRC meetings, School Advisory Council, various workshops and the Parents as Partners Conference.

Educators are using virtual tools to engage students and parents/caregivers (e.g. Bright Space, Google Classroom, virtual parent teacher conferences), to collaborate with colleagues and to build learning communities to support enhanced learning opportunities. Another example of educators engaging with families to support learning is the ESL/LEAP department implementing virtual LEAP reviews, which allows for flexibility and consistent collaboration as various stakeholders were able to join from across the system.

Enhancing Professional Learning Opportunities

Moving to Virtual Learning as a system provided expanded learning opportunities for staff in a variety of roles. Professional learning was easier to establish, promote and present without financial considerations (e.g. venue coordination and travel). Access to virtual resources and professional learning communities has allowed educators to access learning and develop enhanced instructional practices to support student learning. Some examples of the professional learning needs identified and addressed included: increased system capacity supporting digital tools and resources, information literacy skills and Library Learning Resources professional learning and support for resource selection, acquisition, ethical and legal use of resources/information including Copyright/Fair Dealing.

Working in New Ways

While it is sometimes important to gather in person to learn and team build, the use of virtual meetings allows for time efficiencies and the opportunity to bring diverse voices and perspectives to the table by eliminating barriers in access. For example, School Administrators can now attend IPRC and LN meetings and participate on committees without leaving their schools.

Assessment for Learning/As Learning

Educators recognize the exceptional circumstances created by the pandemic and its impact on learning, and have responded with flexibility, compassion and understanding to the unique needs and situations of students and their parents/caregivers/guardians.

Assessment “for” and “as” learning are key practices that support student learning and inform educators as they plan next steps and consider their choices of resources. Equity and anti-oppression are at the core of all conversations connected to these key practices. When students are active, engaged, and critical assessors of their learning, they make sense of new information, relate it to their prior knowledge, and

use it in new ways to deepen their understanding of the world. Individual Education Plans (IEPs), are also used as tools to inform assessment and evaluation practices that are culturally relevant to students with accommodation and/or modifications.

Rethinking Assessment Practices

The COVID-19 Pandemic Recovery Plan highlighted a need to expand educator capacity on utilizing assessment “as” and “for” learning in weaving existing learning with new learning experiences. Educators have been focusing on big ideas and essential learnings which lead to deeper understandings of the world.

We know that knowledge of facts and information is important, and that understanding is more important. Understanding is the ability to understand the “whys” and “hows” as students transfer their knowledge to new and different situations. Assessments need to be open-ended, connected to the community and the world allowing students to show how they “make sense” of their knowledge and explain the “whys” and “hows” as they apply their knowledge in new and different situations.

In both virtual and in-person learning environments, the focus has begun to shift from product to process, as educators use a greater number and variety of rich, authentic, real-world assessments where students can demonstrate and apply their learning. In many secondary school courses, the summatives, worth 30%, were made up of final exams. The move to virtual learning has acted as an impetus for educators to consider alternatives to exams on how students can demonstrate their knowledge, and their understanding by moving away from non-traditional assessment practices. This school year we have moved away from final exams to course summative tasks/culminating activities worth between 10% and 30%.

Enhancing Assessment Practices

A focus on professional learning in the areas of pedagogical documentation, the purposeful use of digital tools and inquiry-based assessments has supported educators as they rethink assessment practices. **Educators are being asked to reflect upon the following question:**

“Why this learning, for this student, at this time?”

The perspective and engagement of parents/caregivers/guardians in their child’s learning has increased educators’ capacity to respond by providing instructional next steps while simultaneously encouraging voice, choice and active involvement throughout the assessment process.

Through ongoing professional learning sessions, educators are:

- Exploring how they can create rich learning opportunities through exploration, play and inquiry
- Reflecting on how they can be responsive to students and create learning environments that honour student voice and amplify the joy, excellence and genius in children
- Using inquiry stance to document students’ thinking and learning using iPads

- Deepening understanding around the pedagogical documentation process
- Exploring how they can make thinking and learning visible for parents/caregivers/guardians and engage them in the learning process
- Exploring the purposeful use of digital tools to document student learning, provide feedback to students and parents/caregivers and gather important information and observations which inform lesson planning and selection of resources and instructional strategies.
- Reflecting on how to accommodate and/or modify assessment practises that are appropriate to the strengths and areas of growth for students in special education

Central coaching and teaching staff have engaged in professional learning and ongoing conversations around the use of pedagogical documentation expanding the range of available assessment tools, strategies and supports to build capacity across curriculum areas and panels. Educators are being challenged to critically reflect upon their assessment practices and consider how their relationships with students, their lived experiences, their power, privilege and biases impact how they interpret that student demonstration of learning and the learning experiences that they create.

Providing educators and students with the knowledge, tools and experiences to implement authentic, effective assessment practices continues to be a focus as we move into the remainder of the school year. We are highlighting and honouring “Voices from the Field.” These podcast episodes highlight educator voices as they apply best practices around pedagogy and assessment. We continue to assess and acquire digital tools and resources that are culturally relevant and facilitate documentation and further enhance the ability of educators to provide meaningful descriptive feedback to students and their parents/caregivers/guardians.

Looking Forward

Inclusive assessment practices that honour the lived experiences, knowledge and skills of students continue to be an important focus in our schools. Educators have been implementing differentiated assessments such as choice boards, inclusion of students’ first language(s), triangulation of assessments and development of collaborative solutions to address inequities by building inclusive spaces through the curriculum and assessment practices.

We continue to provide administrators with professional learning and concrete tools to lead their staff in the centering of effective, authentic assessment practices in school improvement planning. We look forward to extending professional learning for all staff that focuses on assessment “for” learning using descriptive feedback and use the assessment “for” and “as” learning to plan next steps in the learning experiences and instruction; and, “of” learning so that students can demonstrate their essential and enduring understandings. In addition to traditional “paper and pencil” tasks, we are looking to increase access to real-world, authentic, and open-ended assessments of learning, including performance tasks, in both virtual and in-person settings.

Increasing consistency of effective assessment practices throughout the system remains a priority. The incorporation of new and innovative digital tools provide

educators, students and parents/caregivers/guardians with timely and meaningful feedback to inform their understanding of student progress throughout the learning process and provide educators with access to rich tasks shared by other educators.

Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic

Before deciding which schools and classrooms would receive the limited resource of centrally assigned staff, the Centrally Assigned Principals (CAPs) consulted data on a variety of factors such as student achievement (literacy and numeracy), enrolment of students in virtual learning (last year and this year), as well as the Learning Opportunity Index (LOI). In addition, CAPs consulted with Learning Centre Executive Superintendents and Network Superintendents. During consultation, the following questions were considered regarding Differentiated Learning and Resourcing:

1. *What professional learning is needed to build capacity so that schools can maintain the growth gained by the distribution of differentiated resources/intervention?*
2. *What capacity building needs to happen in our system for schools to understand that they are responsible for the work and the changes that need to happen?*

Guiding Questions for Differentiated Assignment of Central Staff to Schools

1. What are the central resources to support student learning and well-being?
2. What data informs our decisions?
3. How might we triangulate the data?
4. Looking at the central roles, which might be re-imagined to serve the most impacted?
5. Which schools will get the resources?
6. How will we decide when/ if the redistributed resource should be moved to another school?
7. How are we supporting schools that have significant numbers of students learning virtually?
8. How might we support Simultaneous Learning?
9. How will we measure the impact of the redistribution of resources/the intervention?

Information from the Field (Observations & Learnings)

Centrally assigned staff received in-depth professional learning before they began working in schools. Each central staff member was assigned to a school based on system data and input from Superintendents, including anecdotal input from admin due to disproportionate impact from the pandemic. We prioritized the following in their work in schools:

- Eliminate disproportionate outcomes
- Building Relationships and Enhancing Belonging
- Use of Play/Outdoor Play
- Honouring Skills/Knowledge Gained During the Pandemic
- Assessment for Learning/As Learning
- Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
- Staff Collaboration
- Digital Tools for Engaging Students/Families
- Virtual Learning 2021-2022

[Learn more here](#) about the differentiated supports provided by centrally assigned staff in schools across the system.

Going Forward

We will continue to be flexible and adaptable and differentiate supports to schools based on the impact of the pandemic and will make adjustments as needed, based on challenges and identification of what is not working.

Some shifts in Coaching support will continue to address urgent needs and coaching support in some schools will be grouped strategically to provide consistent work with a focus on K-2 and Grade 6-8 (i.e. shifted some ERC, MYSSC, K-12 to work together as a team in some extreme situations, based on students' needs).

Coaches who share a school are collaborating to create a team approach with consistent messaging, support of each other and sometimes team teaching within that environment. Some are using a team PLC model to provide a school-wide approach to creating the positive conditions for learning (i.e. school-wide focus on student voice, identity, etc.) where the team builds staff capacity through invitations to key teachers to be part of the planning of the PD.

Regular CAP meetings and updates with LC coaching staff are taking place as well as CAP visits to schools to consult, observe, support, advocate and mentor school administrators, as needed. Planned monthly meetings with other CAPs (SIP, Equity, Special Education, Caring & Safe Schools) are happening to discuss needs amongst schools and looking at schools in common to collaborate on supports (e.g. Special Education and Safe Schools have identified schools for combined support and LC CAPs have identified issues to programming or need for mentoring of school leaders).

Staff Collaboration

Staff collaboration is an integral part of the TDSB's focus as we continue to tackle the challenges of the pandemic and move forward with equity and anti-oppression work. Collaboration occurs when staff work together to create conditions to support students and families and to ensure progress and success of all students, especially those from historically marginalized communities, newcomers to Canada and students with special needs. This happens either in person or virtually via the

communication tools and cloud-based programs created for this purpose.

Professional Learning Communities

Throughout this school year, educators have continued to enhance their knowledge and skills by engaging in job-embedded learning, collaborative inquiry, and reflecting on how their identities impact their practice. Increased access to digital tools and remote learning platforms has enhanced our ability to collaborate within schools and across the system.

The following are examples of ongoing professional learning opportunities:

- The creation of Google Currents communities in department areas enables educators to share innovative resources, digital tools and instructional strategies, to build collegial networks that reach beyond their local school communities, and to provide support and share successes and challenges.
- School-based and Central curriculum departments engage in monthly professional development sessions focussed on TDSB's strategic goals:
 - Creating conditions that support Academic Pathways,
 - Utilizing differentiated instructional,
 - Assessment and evaluation strategies,
 - Incorporating various digital tools and platforms for all learners,
 - Curated resources from our TDSB Virtual Library, (in person, virtual, and simultaneous).

Local school professional learning communities have benefited from the return of roles that engage and support learning through local school priorities and focus areas. For example, with the reopening of school libraries and return of teacher-librarians to these roles, local school capacities for supporting collaborative instruction focussed on inquiry-based learning including the use of TDSBs rich engaging library collections has increased significantly.

Shared Leadership

Strong partnerships between educators and schools/departments have extended to redesigned professional learning for educators. Instead of relying on outside consultants or district leaders, schools/departments have leveraged the expertise of existing educators to design and lead relevant professional development and redesign established curriculum. This approach has several advantages. Educator-designed and educator-led professional learning, in most cases, focus on problems of practice most relevant to other educators.

Collaboration within School Communities

Collaboration within school communities is a shared responsibility and reciprocal process. The TDSB strives to provide programs and services that strengthen students' school experiences and enhance educator pedagogies. We work collaboratively to include all voices to ensure various voices and perspectives inform our work.

The following are examples of ongoing partnerships within school communities. The TDSB's commitment to enact Truth and Reconciliation is realized through a standing item 'Reconciliation Through Education' which includes monthly curated resources for immediate use in various classrooms utilizing a cross curricular approach. There is an ongoing partnership with the Centre of Excellence for Black Student Achievement and the Human Rights Office to build staff capacity through an anti-Black racism framework. This collaboration works towards addressing discrimination and other inequities. Further, understanding students' various learning abilities is a central focus of the TDSB. Working closely with the Welcoming Communities Program and the Special Education, Assistive Technology Department, schools continue to work towards building success and fostering the engagement of students through various approaches to teaching and learning.

Coaching/Mentoring

TDSB educators are actively involved in ongoing mentor/mentee networks where they collaborate formally and informally. Opportunities for beginning teachers and newly promoted administrators to receive ongoing support through monthly professional development sessions are provided by various departments and weekly office hours. For example, the science department collaborates regularly with teachers and guidance counselors to provide hands-on resources that support classroom learning. The ESL/ELD department has monthly professional development sessions and weekly office hours to share resources and support ESL/ELD teachers with assessments and evaluations. Central Coaches (including Digital Content, Math, French) provide support to teachers, teacher-librarians, administrators, students, parents, and collaborate across subject departments.

Looking Forward

Shared leadership, professional learning, and building staff capacity is an integral part of the TDSB's focus. This includes ongoing collaborative learning sessions, mentorship programs and partnerships with outside agencies and universities. These opportunities are ongoing and continue to be available to educators across panels and subject areas to support their learning in the areas of instruction, resource selection, the purposeful use of digital tools and technology to support student learning and equity and inclusion.

Based on these experiences, collaboration helps to build educators' trust and expertise and enables schools to implement changes in instruction with greater ease and comfort. Educators report that collaboration is an integral feature of their work when the problems we ask them to solve are specific to their practice, common to a majority of educators in a particular school, and have a solution that can only be reached via collaboration. Educators shared that ongoing collaboration and mentorship has helped them in planning and supporting student learning.

“I feel supported and I look forward to monthly meetings to learn with other teachers. I truly appreciate the resources shared.” (TDSB Elementary Educator)

“Formal and informal mentorship helps me deal with daily operational challenges and problems of practice” (TDSB Elementary Educator)

We will continue to build and sustain strong relationships with educators and schools by supporting school improvement planning that aligns with TDSB Pandemic Recovery Plan and the TDSB Multi-Year Strategic Plan. From the beginning, staff were provided the space and time to diagnose problems such as simultaneous learning, inclusion of students with special needs and ELLs in academic pathways, and chronic achievement debts. From that work, we will continue to build a shared understanding of challenges facing schools and a shared vision for how collaborative culture can address those issues.

Digital Tools for Engaging Students/Families

Students, families and educators have been required to quickly learn how to use a wide range of digital tools to communicate, collaborate and engage in new learning while building supportive relationships. **We continue to capitalize on the use of digital tools in order to support the engagement of students and families in an equitable way.** Supporting the purposeful use of technology and digital tools to ensure meaningful learning experiences for both in-person and virtual learners continues to be an area of focus for TDSB.

Our focus is on ensuring that there is equitable access to programs, resources, digital services and opportunities for students, staff and parents/caregivers. The TDSB Multi-Year Accessibility plan outlines our goals in ensuring digital resources and services are AODA compliant.

Engagement with Digital Tools

Schools deliver curriculum virtually using Google Classroom and/or Brightspace. Through professional learning, educators have used the features of virtual learning platforms to allow for significant interaction among students, families and educators. These features also give families the opportunity for deeper insight into their child’s educational experience and follow student progress.

Given the impacts the pandemic has had on all students, but specifically those who are in greater need of support, we have focused on the direct engagement of these students and their families through virtual student and parent conferences, online translation tools, and live transcription. Our goal is to give voice to students and their families so we can better understand and meet their needs.

“This year virtual teaching has been better as I feel a lot more comfortable and confident with using google classroom and brightspace platform. The parents have also been supportive and more willing to help their child learn at home.”
(TDSB Elementary Educator)

We have seen an increase in student engagement through the use of digital tools. Educators, students, and families employ assistive technology strategies such as using Read and Write for Google Chrome to support learner needs. Shared leadership, professional learning, and building staff capacity are an integral part of the TDSB’s focus. Creating conditions to support students in virtual or simultaneous environments is crucial to ensuring their progress and success.

The TDSB Virtual Library continues to evolve to support inquiry, research and pleasure reading and significant work continues to streamline access. New resources have been added to the Virtual Library including more French language titles, the 4 Canoes platform featuring ebooks with Indigenous perspectives, and additional titles that support resource selection through critically conscious and decolonizing lenses. Digital Content Coaches provide support to educators, teacher-librarians, administrators, students, parents, coaches and collaborate with a number of subject departments to deepen the use of TDSB-licensed digital content resources and to build information literacy skills.

Integrating digital tools and content allows students multiple opportunities to create, communicate and learn. New Assistive Technology programs are aimed at providing web-based access to support students in-class and virtually and tools that allow students to demonstrate their understanding in flexible and varied ways. The public assistive technology website includes resources for parents looking to support students at home.

TDSB educators across the system, with the support of Hybrid-Teacher Digital Lead Learners and Coaches, are actively involved in an ongoing professional learning and mentor/mentee networking where they collaborate formally and informally. They also engage in monthly professional development sessions concentrating on the Multi-Year Strategic Plan and Pandemic Recovery Plan in terms of differentiated support to groups who were most impacted by the Pandemic. Topics include:

- Utilizing differentiated instructional, assessment and evaluation strategies for an inclusive classroom
- Purposeful use of various digital tools and platforms for all learners
- Effectively using curated resources from the TDSB Virtual Library
- Considerations, strategies and accommodations for teaching and learning in diverse environments (in person, virtual and simultaneous).

The [Kindergarten iPad Initiative](#) and the [1:1 Student Device Program](#) leverage the use of digital tools to capture student thinking and learning as well as engage families and circles of care in the learning process. Both in-person and virtual learners are

empowered to explore, share knowledge with peers, educators and families and remain connected to the classroom community.

Challenges and Next Steps

TDSB is very clear in its commitment to ensuring that resources used in schools meet our strategic goals in ensuring equity, inclusion and an anti-oppressive stance. As we move forward with the use of digital tools to engage students and families and to enhance teaching and learning, we will continue to refine the process for selection of digital resources. With the vast number of tools available for students and educators, it is important to choose wisely and strategically. Central staff are currently working to develop a process to support schools in their selection of digital tools with consideration for the multiple and complex procedures and policies that are engaged with each selection. With greater reliance on digital/virtual learning it is critical that educators and students have the devices and internet access to allow them to excel in a digital environment. TDSB also has a responsibility to support the digital learning needs of parents/guardians and caregivers so they can continue to play a supportive role in their children's education.

[Learn more here](#) about the digital tools for engaging students and families.

Virtual Learning 2021-2022

“The level of accountability and connection to a school community that VS students have this year in relation to last is significant.” (TDSB Elementary Administrator)

“Virtual learning was so much better this term than last year's because we are a part of our own school again and we get to teach the students that are from our own school community that many of us have had the privilege to teach before. We also have the support of our own administrator and other staff members and we no longer feel disconnected from it all!” (TDSB Elementary Educator)

Over the summer, plans were made to deliver fully virtual learning classes for students in JK to Grade 8 for the 2021-2022 school year. Elementary virtual learning classes were established in local schools to increase the ability to build relationships and develop a sense of belonging for staff, students, and parents/caregivers. In September, approximately 18,000 students started in virtual learning classes in a class at their home school or in another school in their area.

Secondary administrators and Superintendents developed plans to accommodate approximately 7,000 students in virtual learning for the 2021-2022 school year. A decision was made to offer virtual learning at the same time as in-person instruction (simultaneous learning), which maximizes student voice, choice and agency in terms of program/course selection, as well as in elective courses which enhances engagement, well-being, and achievement. Simultaneous learning also allows for seamless transition back to in-person learning, enables students and families to remain connected to their school community and school-based staff resources, and

affords more students the opportunity to remain in their specialized programs.

Students in Special Education Intensive Support Programs (ISP) other than Giftedness, have stayed connected to their school through simultaneous learning. A key guiding principle for learners in ISP programs is to focus on minimizing transitions and maintaining connections between students and their peers and the staff they are familiar with in their program and school. Given the many supports and resources attached to these programs (e.g. PSSP staff, counselling, school administration, etc.), maintaining a connection between students and families with the school where the program is located is paramount. The intentional decision to maintain ISP in the simultaneous model also allows greater flexibility for students who require differentiated support and need to move between virtual learning and in-person learning as part of their educational plan due to unpredictable circumstances. We were able to successfully serve students in ISP programs during school closures last year using this model. Given that these programs have small class size limits and multiple staff in the classroom, we have a better ability to meet educational needs using this model.

As elementary students engaged in fully virtual learning are taught by educators in local home schools, professional learning opportunities are available for in-person and virtual learning educators. Educators can support each other, collaborate and benefit from their collective knowledge. Simultaneous exploration around [play-based learning](#) which centres work around student joy are shared between educators so that play is fluid between face to face and virtual learning. These experiences are shared so that we continue to build capacity around play in all areas of the curriculum and across all learning environments.

For secondary programming, decisions surrounding the methods of instruction for Semester Two were guided by input from a student survey and a staff *ThoughtExchange*. While teachers felt simultaneous learning should not continue in Semester Two, a higher proportion of students support the continuation of simultaneous learning. With the recognition that a dedicated Virtual School was not feasible for Semester Two, schools reduced the number of simultaneous classes for teachers through a combination of reducing the number of optional courses in Grades 9 and 10, offering specialized programming virtually where a viable cohort exists, offering experiential/"hands on" courses only in-person and working with the Virtual Learning Team to form "hubs." The efforts to share students between schools reduced the overall number of classes with simultaneous learning while maintaining as many student choices as possible in terms of courses and programs.

Elementary and secondary educators continue to develop skills to teach virtually and simultaneously. To continue to build capacity amongst Secondary teachers and Administrators, we maintain our commitment to professional learning to help educators create the conditions for simultaneous and virtual learning in classrooms, including webinars, "Office Hours" to tap into the expertise of teacher colleagues, and weekly "Tip Sheets" for educators to use in classes. Special Education and Inclusion Consultants have also continued to provide simultaneous learning to students in Elementary Intensive Support Programs.

Another focus of professional learning has been play in middle and secondary classrooms. For example, through virtual learning opportunities, play is being explored through providing choice, voice and autonomy in student learning while leveraging digital tools in all disciplines.

*“I’ve been experimenting with game-based learning in my English classes this year. In English, we’ve been playing indie games, *What Remains of Edith Finch* and *Before I Forget* to learn more about literary elements, media codes and conventions, and the power of immersive storytelling. It has been incredible for students to explore different stories and worlds and demonstrate their understanding with hands-on and immersive deep learning experiences with technology.”* (TDSB Secondary Educator)

View a powerful video by an Intermediate Virtual School educator who embeds joy, play, and building and sharing memories into learning. [Play in Virtual Classes](#)

The [Guidelines for Moving from In-Person to Remote Learning](#) were designed to help with implementing remote learning in line with the TDSB Guiding Principles and Commitment to Indigenous Education, Equity, Anti-Racism and Anti-Oppression.

Short Term Virtual Learning Resources

Families and students engaged in short-term virtual learning for a period of time can remain connected to their school, classroom and educators and engage in learning opportunities through their Brightspace or Google Classroom. [Resources for families and students](#) are available on the TDSB website to supplement classroom learning.

The [Educator Resources: Short Term Virtual Learning](#) is a collection of resources, which complement classroom learning and include digital learning resources, non-digital resources, and broadcast learning opportunities (e.g. story-telling with Itah Sadu and daily outdoor education programs). Within each grade level learning activities (Grades K-8), the importance of learning through play is highlighted, with a series of “Take Time to Play” that allow students to embrace self-directed learning through play and inquiry based on interests, strengths and passions.

“I was really grateful to see that there were concrete, curriculum aligned assignments that my elementary aged boys will do this week.” (TDSB Parent)

“I wanted to say Thank you. I know that you are working tirelessly making important decisions and guiding all of us through not only Covid but snow days. I don’t think you get the “thank yous” from parents or students that we get and you probably don’t hear it enough. So thank you! Also, the broadcasts today were so inspiring. Your amazing work is appreciated!” (TDSB Principal)

“My four year old is home from school this week and yesterday he tuned in to your online lesson about water. He was really taken with it, stuck close to the screen with his lego and wanted to tell me all about wells and how we clean sewage out of water... He wants to do “more school with those teachers.” (TDSB Parent)



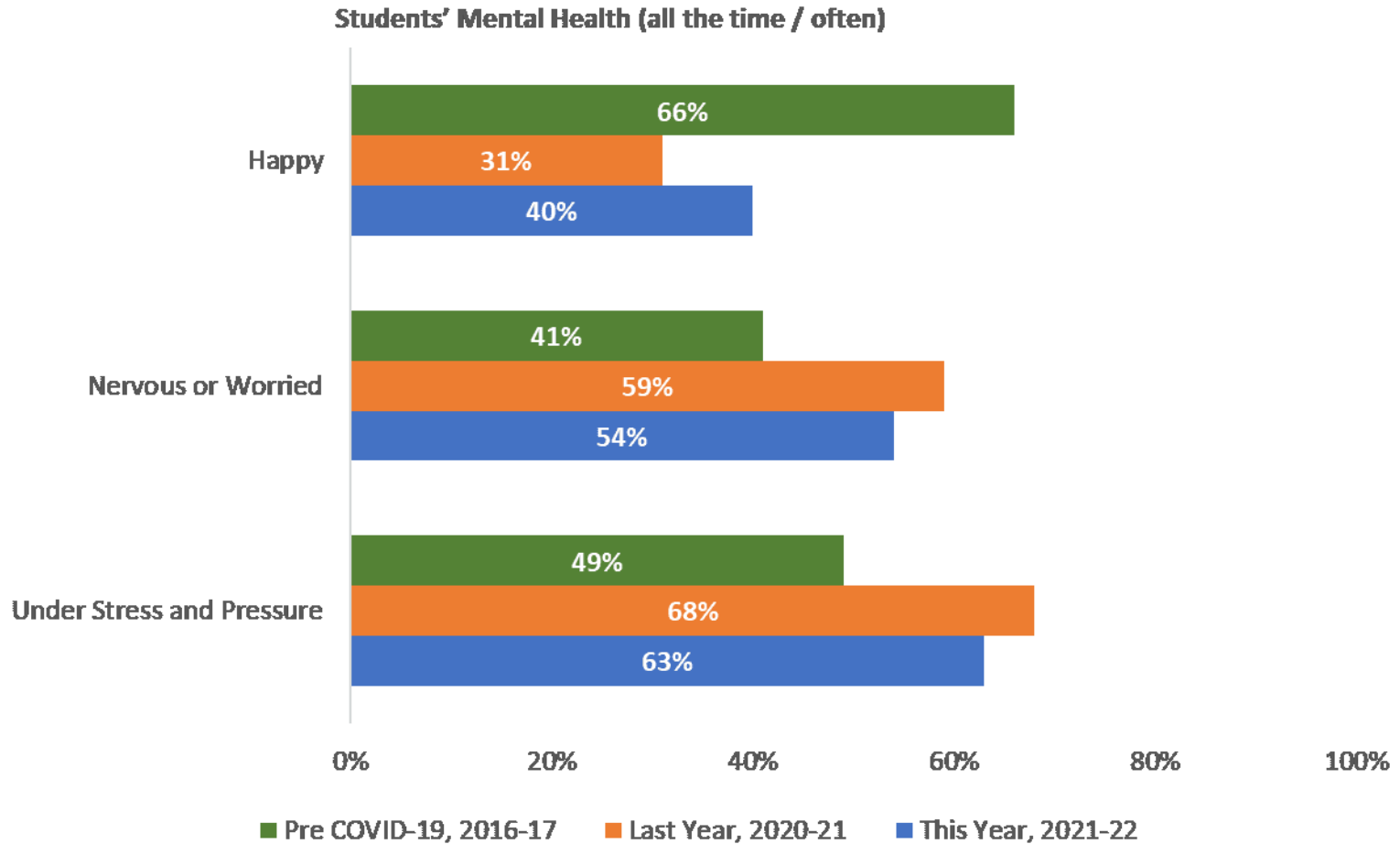
COVID-19 Pandemic Recovery Plan Update: March 2022

Report Overview

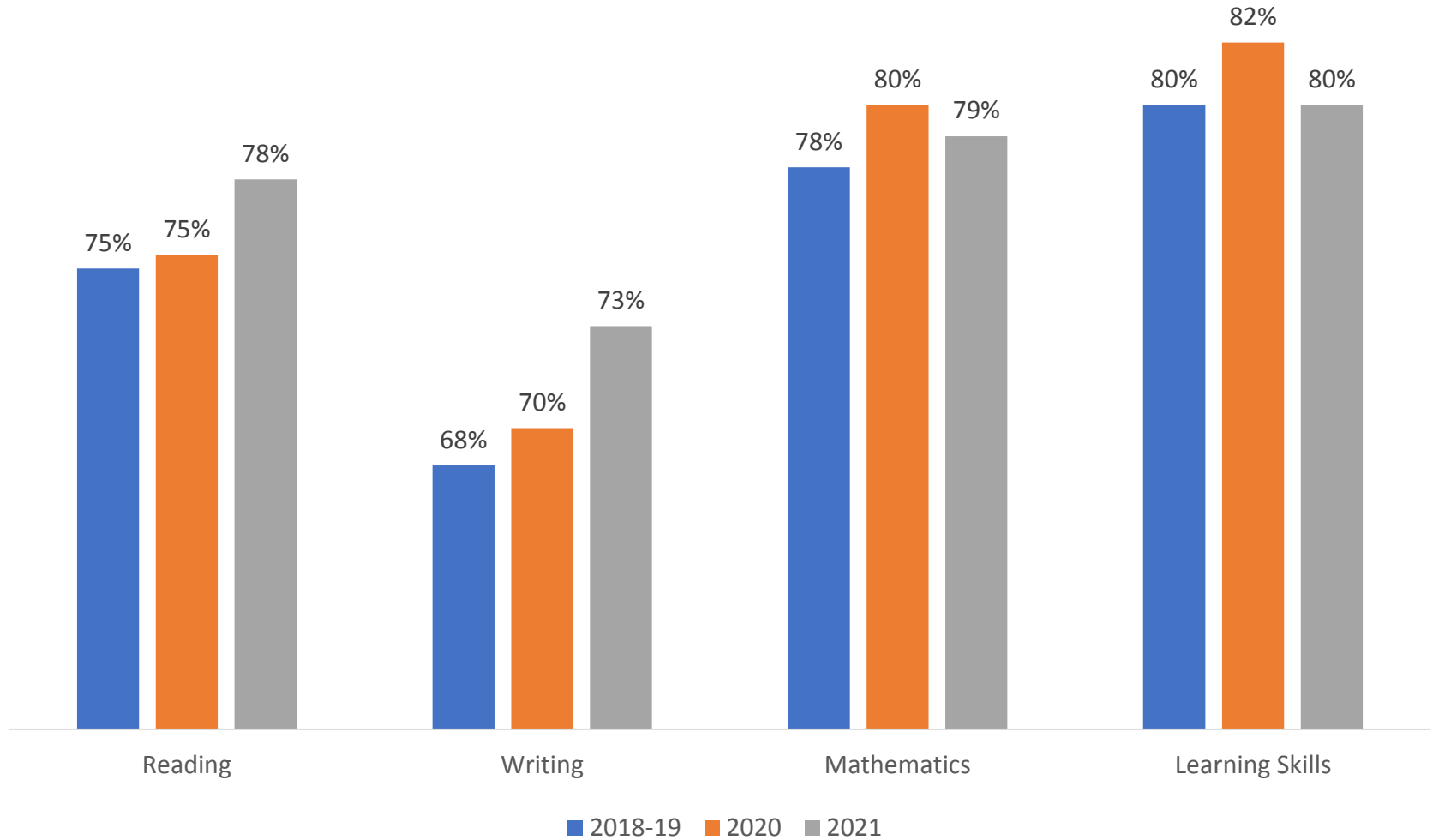
- This is the first of two COVID-19 Pandemic Recovery Plan update reports to the Planning and Priorities Committee. The second update will be shared in spring 2022.
- Student outcome and mental health summary provided.
- The report addresses core areas where targeted interventions occurred.
- The areas in orange text will be addressed more thoroughly in this report:
 - Building Relationships and Enhancing Belonging
 - Use of Play/Outdoor Play
 - Honouring Skills/Knowledge Gained During the Pandemic
 - Assessment for Learning/As Learning
 - Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
 - Staff Collaboration
 - Digital Tools for Engaging Students/Families
 - Virtual Learning 2021-2021

Summary of Student Outcomes and Mental Health Data

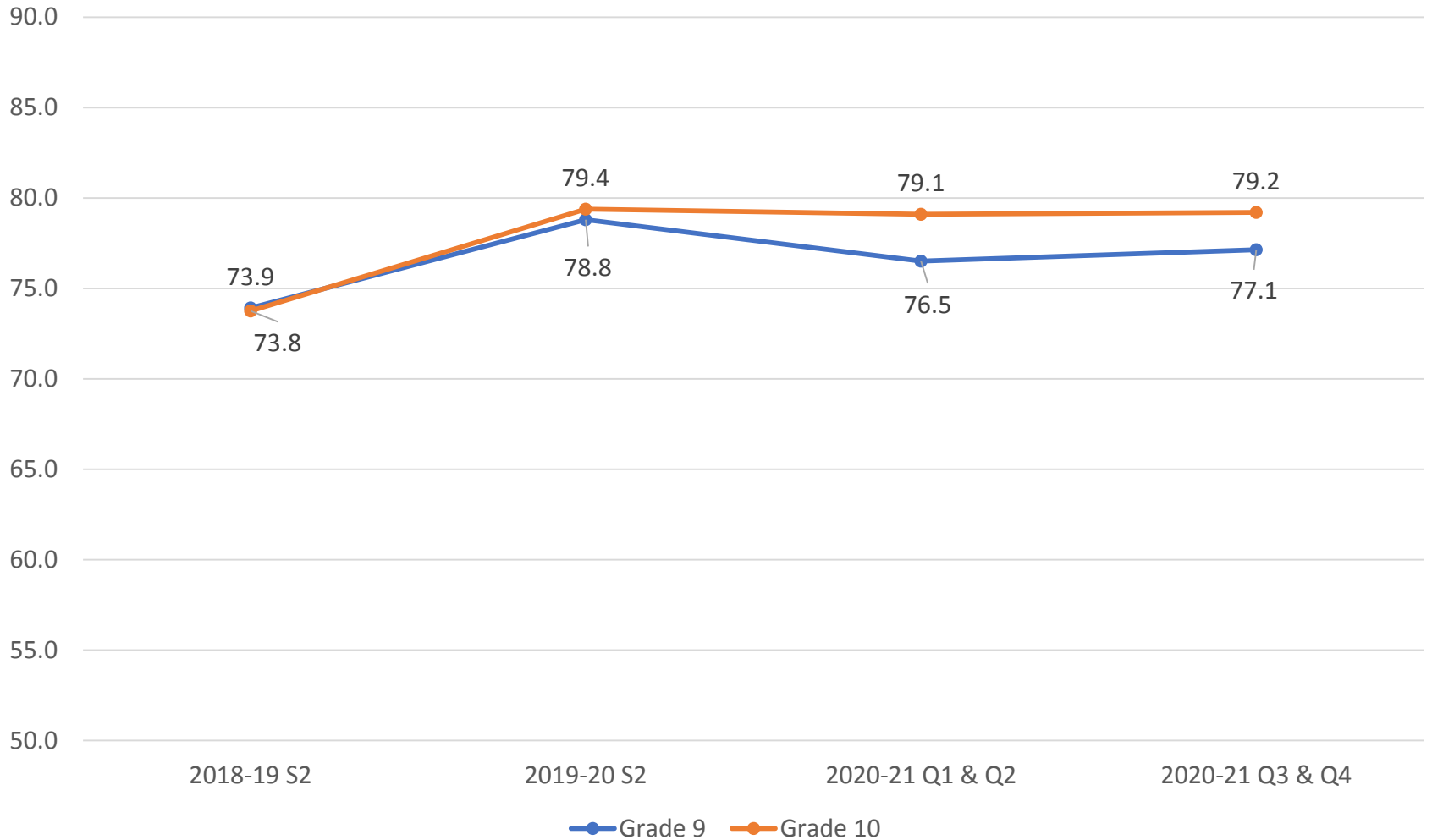
Student Self Reported Mental Health from 2017 to 2021



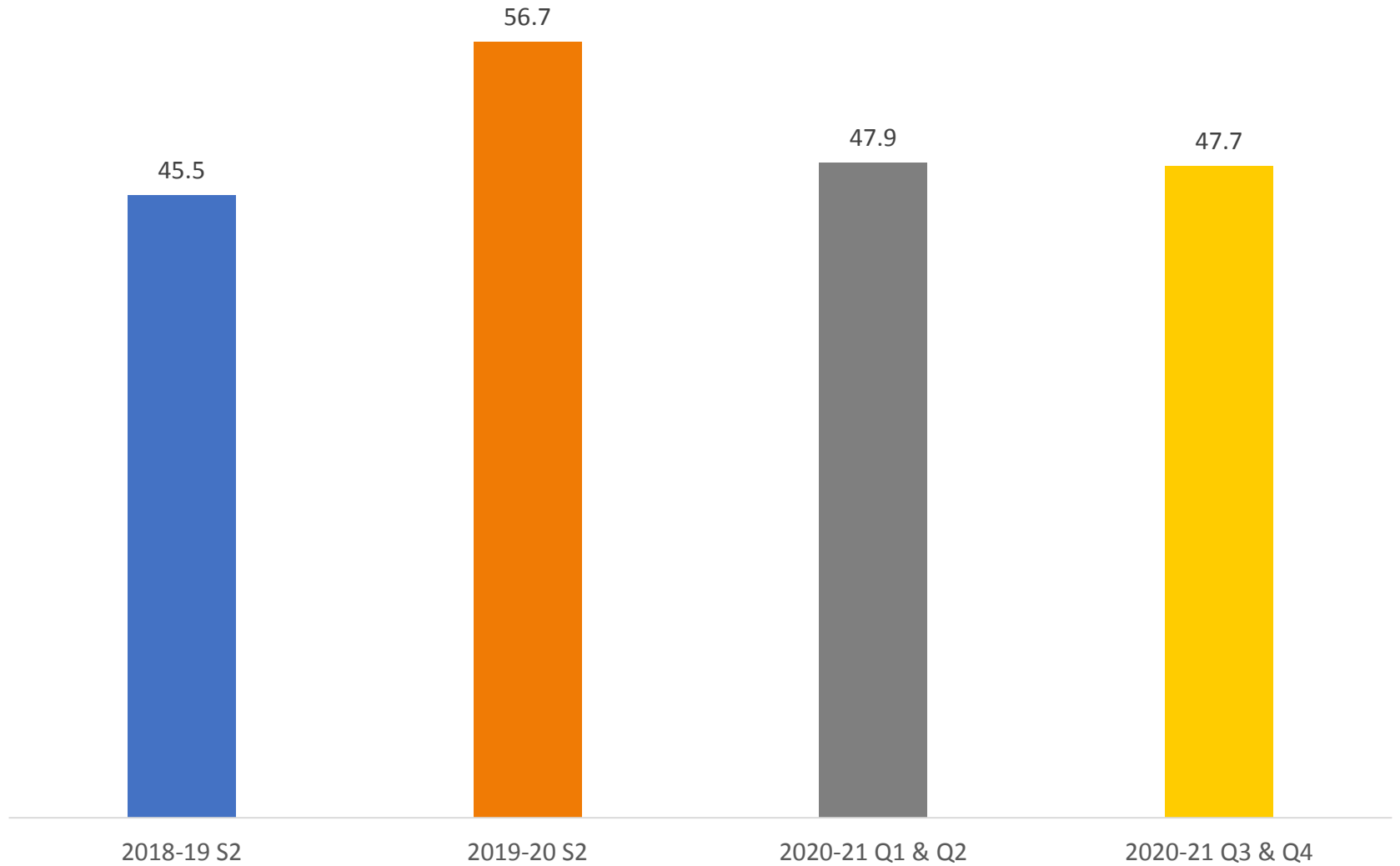
Percent of Elementary Students At *Level 3 and above* on Report Cards



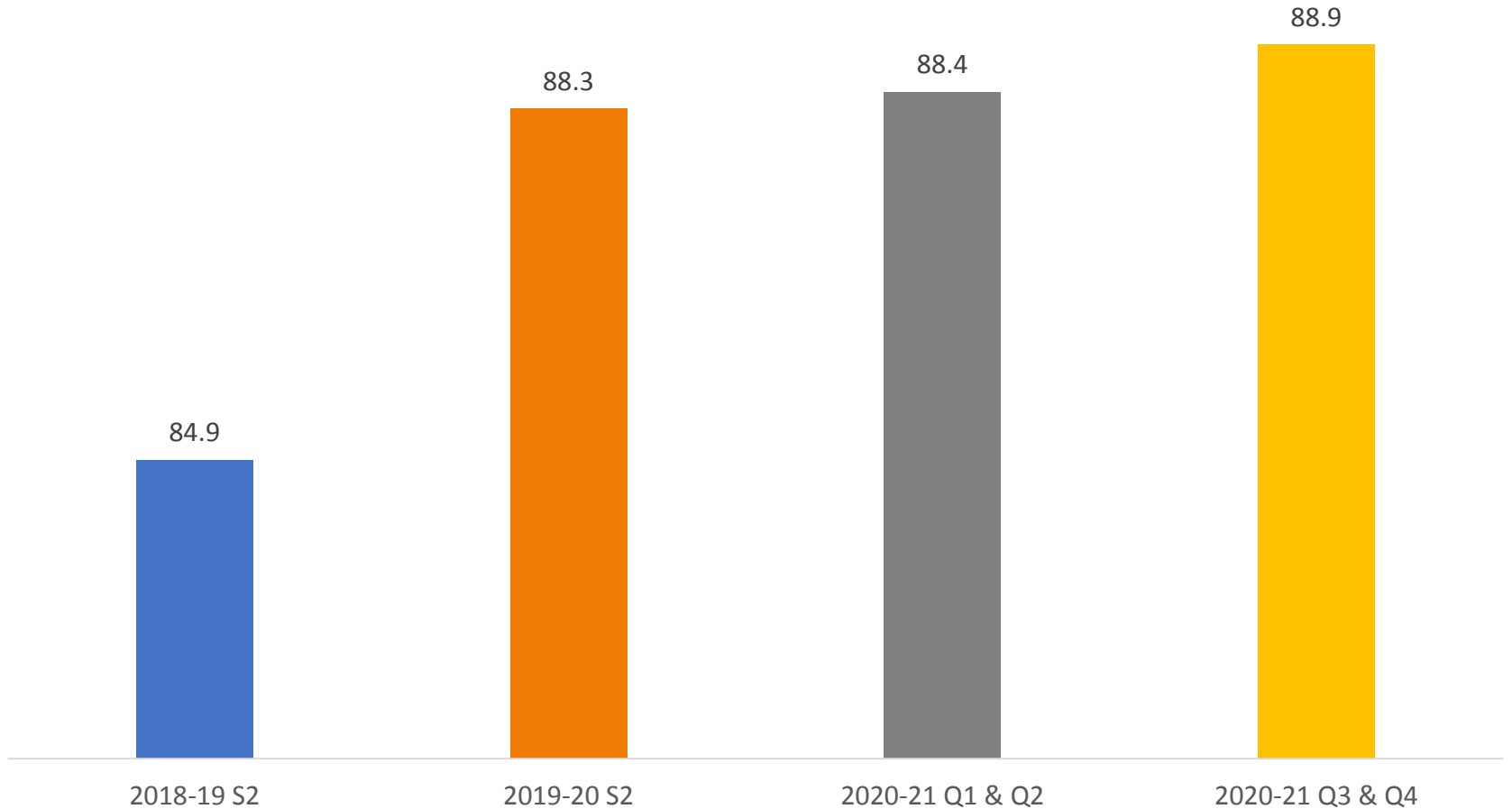
Average Marks of Grade 9-10 Student Cohort (N=15,943) for 2018-19 to 2020-21 Semester Courses



Cohort Course Averages of 0-49 for Semestered Courses in 2018-19 to 2020-21



Cohort Course Averages of 80-100 for Semestered Courses in 2018-19 to 2020-21



Building Relationships and Enhancing Belonging: Promoting Positive Mental Health in Schools

- Centering work around joy – listening and responding to student interest.
- Leveraging digital tools to capture students' joy, excellence, and genius.
- Focusing on joy in teaching and assessment.
- Centering student voice and identity with day to day experiences in schools.
- Prioritizing and supporting mental health.

Promoting, Integrating and Supporting Play-Based Learning Across K to 12

- Building Equity Through Play – including, responding, and creating space for student and parent voice in constructing responsive play based learning environments within day-to-day experiences in classroom.
- Recognizing and acting with the understanding that play is fundamental to student growth and development.
- Supporting play and inquiry in the later years.

Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic

- Using a diverse array of analytical tools and data in order to differentiate support to schools based on their need and context.
- Using field leadership and capacity building expertise to inform how support is differentiated.
- Shifting and coordinating TDSB resources for efficient flow towards school and student learning need.

Virtual Learning

- Virtual learning is embedded within local schools to enhance student-to-student connections and relationships.
- 18,000 elementary students and 7,000 secondary students began the fall in a virtual learning environment.
- Students in Special Education Intensive Support Programs, excluding Giftedness, have stayed connected to their school through Simultaneous Learning Models in which students attending in person are in the same classroom with students attending virtually.
- Educators collaborate and support each other and learning centre play-based approaches allowing students to interact between in person and virtual environments.
- Capacity building and professional development in relation to virtual learning continues throughout the year.

Next Steps

- Continue targeted focus on the core areas of the Recovery Plan as follows:
 - Building Relationships and Enhancing Belonging
 - Use of Play/Outdoor Play
 - Honouring Skills/Knowledge Gained During the Pandemic
 - Assessment for Learning/As Learning
 - Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
 - Staff Collaboration
 - Digital Tools for Engaging Students/Families
 - Virtual Learning 2021-2021
- Continue to monitor learning impact in order to determine how to differentiate support to schools across K-12 in ways that reaches students and schools with the highest need.
- Align areas of COVID-19 Pandemic Recovery Plan with the Multi-Year Strategic Plan to leverage capacity building on a long term, sustainable basis.
- Continue to support coherent, targeted school-based recovery strategies through ongoing and contextually responsive school improvement planning processes that leverages key areas of pandemic recovery effort.



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2022 RBC Canadian Open: Permit Use Richview Collegiate Institute

To: Planning and Priorities Committee

Date: 2 March, 2022

Report No.: 03-22-4272

Strategic Directions

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

Recommendation

It is recommended that, subject to compliance with all other applicable permit conditions, section 6.12(a) of policy P011, Community Use of Board Facilities and section 6.3 of policy P095, Restrictions on Alcohol, Drug and Tobacco Use be waived for the purpose of hosting a golf concert on the football field at Richview Collegiate Institute in June 2022, as part of the RBC Canadian Open tournament.

Context

The organizers of the RBC Canadian Open approached the Toronto District School Board in 2019 and expressed an interest in using the football field at Richview Collegiate Institute to host a two-day concert event in June 2020 as part of the Professional Golf Association (PGA) tour. A Special Event permit for June 2020 was approved for Richview CI however, due to the COVID 19 pandemic, the event was cancelled and has now been rescheduled to June 2022. The organizers' permit application includes a request to serve alcohol during the golf concert.

The 2022 RBC Canadian Open is to be hosted at St George's Golf and Country Club. The property at St. George's does not have the appropriate amount of space required to host this concert event, which is part of the RBC Canadian Open. Richview CI is located just 600m from the front of the golf course and within the proposed closure of Islington Ave. (Golf Canada is currently working with the City of Toronto on road closure details).

RBC Canadian Open staff have been in regular contact with TDSB staff in scheduling and preparing for this event.

Action Plan and Associated Timeline

Schedule / Dates

- Concert Series Shows: Friday June 10th and Saturday June 11th
- Construction and Site Preparation: Wednesday June 8th and Thursday June 9th
- Dismantling and Removing Equipment: Sunday June 12th to Wednesday June 15th
- During the period of time between the start of construction and the tear down (June 8th to June 15th) the field would be closed off from any other use
- The parking lot would need to be accessible for the delivery and removal of equipment during this time, but no work would take place in the parking lot itself
- The shows will tentatively begin sometime after 7:30pm and conclude no later than 10:30pm

Resource Implications

Board resources will be used to assist in coordination through both meetings with school and central staff. Where there are direct costs these will be 100% recovered through the permit process.

Communications Considerations

RBC has conducted community consultations and started to shared details about the event. As required and information is available, TDSB will share updates and additional details to school and communities impacted by the event. Information regarding the event is available on the RBC Canadian Open website at the following link:

<https://www.rbccanadianopen.com/>

Board Policy and Procedure Reference(s)

P011, Community Use of Board Facilities

P095, Restrictions on Alcohol, Drug, and Tobacco Use

Appendices

N/A

From

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Trustee Determination and Distribution: 2022 Municipal Election

To: Planning and Priorities Committee

Date: 2 March, 2022

Report No.: 03-22-4263

Strategic Directions

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

Recommendation

It is recommended that for the 2022 municipal election:

- a) A total of 22 trustees be determined for the Toronto District School Board;
- b) The trustees be distributed into 22 wards as per Appendix D.

Context

Prior to a municipal election every board of trustees in Ontario must determine the number of trustees for their board and the distribution of those trustees across the board's jurisdiction. This process is known as trustee determination and distribution and is governed by section 58.1 of the Education Act and Ontario Regulation 412/00, Elections to and Representation on District School Boards.

As per the regulation, the school board is responsible for its trustee determination and distribution calculations. The school board must adopt a resolution on the matter no later than March 31, 2022, and submit its completed Determination and Distribution report to the Minister of Education, the election clerk for the municipality, and the secretary of all other school boards in the board's jurisdiction by April 4, 2022.

Determination of the Number of Trustees

The number of trustees is based on the total electoral voter population in the board's area of jurisdiction determined by the Municipal Property Assessment Corporation (MPAC). A school board with an electoral population of 1,500,000 persons or more qualifies for the maximum number of trustees – 22. According to MPAC, as of January 1, 2022, the City of Toronto had a total English public electoral population of 1,903,987 persons which entitles the TDSB to have 22 trustees.

Distribution of the Trustees

Trustees are distributed across the school board's area of jurisdiction by combining municipal wards into a number of geographic areas to be represented by trustees – trustee wards. Because there are 25 municipal wards to be represented by 22 trustees, three municipal wards must be merged into other wards to create a total of 22 trustee wards.

A factor to consider in the creation of trustee wards is the English public electoral population. An electoral quotient can be used to guide the combining of municipal wards. The electoral quotient is an indicator of the number of trustees to represent a geographic area based on the proportion of the total electoral population residing in the geographic area. The goal is to combine municipal wards so that the sum of the electoral quotients is as close as possible to one, representing one trustee.

Other factors that impact the capacity to represent may be taken into consideration such as the number of schools and students in municipal wards. In the review of ward boundaries that occurred in 2018, the Board of Trustees approved a set of ward boundaries that provided the best balance of the number of schools across the wards.

Staff is recommending that the same ward boundaries that were approved by the Board of Trustees for the 2018 election be approved for the 2022 election. These boundaries continue to provide the best balance of the number of schools across the wards.

Appendix A contains a table that shows the 25 municipal wards with the number of schools, number of students and electoral population for each ward.

Appendix B contains a map that shows the boundaries for the 25 municipal wards.

Appendix C contains a table that shows the 22 trustee wards with the number of schools, number of students and electoral population for each ward. Trustee wards 8, 9 and 10 have been created from the grouping of adjacent municipal wards.

Appendix D contains a map that shows the boundaries for the 22 trustee wards.

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Appendix E contains a summary table that shows the number of trustees to be assigned to wards. This summary table with the map in Appendix D and the Board resolution will be sent to the Minister of Education, the election clerk for the municipality, and the secretary of all other school boards in the City of Toronto as per Regulation 412/00.

Appendix F contains Ontario Regulation 412/00, Elections to and Representation on District School Boards.

Action Plan and Associated Timeline

The approved Determination and Distribution report will be sent to the Minister of Education, the election clerk for the municipality, and the secretary of all other school boards in the City of Toronto no later than April 4, 2022.

Resource Implications

Not applicable.

Communications Considerations

The decision of the Board of Trustees on the number and distribution of trustees will be communicated through the System Leaders' Bulletin and Direct Line.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Table of 25 Municipal Wards with Number of Schools, Number of Students and Electoral Population
- Appendix B: Map of 25 Municipal Wards with Number of Schools and Number of Students
- Appendix C: Table of 22 Trustee Wards with Number of Schools, Number of Students and Electoral Population
- Appendix D: Map of 22 Municipal Wards with Number of Schools and Number of Students
- Appendix E: Trustee Determination and Distribution Summary
- Appendix F: Ontario Regulation 412/00 Elections to and Representation on District School Boards

From

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Denise Joseph-Dowers, Senior Manager, Governance and Board Services, at denise.joseph-dowers@tdsb.on.ca or at 416-397-3288

25 Municipal Wards with Number of Schools, Number of Students, and Electoral Population

Municipal Ward #	Ward Name	Number of Schools			Number of Students			Electoral Population	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Electoral Population	Electoral Quotient
1	Etobicoke North	19	5	24	6,896	2,567	9,463	66,621	0.7698
2	Etobicoke Centre	22	7	29	6,744	4,958	11,702	69,368	0.8015
3	Etobicoke-Lakeshore	17	3	20	6,659	1,614	8,273	91,991	1.0629
4	Parkdale-High Park	16	6	22	7,138	4,188	11,326	84,331	0.9744
5	York South-Weston	21	5	26	5,367	2,606	7,973	65,960	0.7621
6	York Centre	17	3	20	5,364	3,341	8,705	62,669	0.7241
7	Humber River-Black Creek	18	4	22	6,098	2,362	8,460	60,032	0.6937
8	Eglinton-Lawrence	13	4	17	4,926	2,907	7,833	77,481	0.8953
9	Davenport	16	3	19	5,145	1,186	6,331	68,280	0.7890
10	Spadina-Fort York	11	3	14	2,477	215	2,692	105,564	1.2198
11	University-Rosedale	17	8	25	4,357	4,127	8,484	91,585	1.0582
12	Toronto-St. Paul's	15	1	16	5,832	1,275	7,107	91,632	1.0588
13	Toronto Centre	7	3	10	2,905	687	3,592	93,299	1.0780
14	Toronto-Danforth	24	9	33	9,320	4,440	13,760	85,041	0.9826
15	Don Valley West	20	4	24	8,521	5,836	14,357	78,045	0.9018
16	Don Valley East	17	3	20	6,379	2,589	8,968	65,846	0.7608
17	Don Valley North	25	3	28	7,613	2,040	9,653	79,988	0.9242
18	Willowdale	15	5	20	5,609	2,785	8,394	81,100	0.9371
19	Beaches-East York	23	3	26	9,050	2,343	11,393	80,352	0.9284
20	Scarborough Southwest	24	6	30	8,169	3,635	11,804	73,298	0.8469
21	Scarborough Centre	20	6	26	7,580	2,976	10,556	71,404	0.8251
22	Scarborough-Agincourt	24	5	29	6,546	3,147	9,693	70,561	0.8153
23	Scarborough North	22	4	26	7,343	3,833	11,176	61,480	0.7104
24	Scarborough-Guildwood	27	6	33	8,524	4,399	12,923	64,072	0.7403
25	Scarborough-Rouge Park	23	1	24	7,383	948	8,331	63,987	0.7394
Total		473	110	583	161,945	71,004	232,949	1,903,987	22
Average		19	4	23	6,478	2,840	9,318	76,159	0.8800
Maximum		27	9	33	9,320	5,836	14,357	105,564	1.2198
Minimum		7	1	10	2,477	215	2,692	60,032	0.6937

Notes:

Number of Schools and Number of Students are from October 2021 (for number of students, virtual students have been returned to home schools)

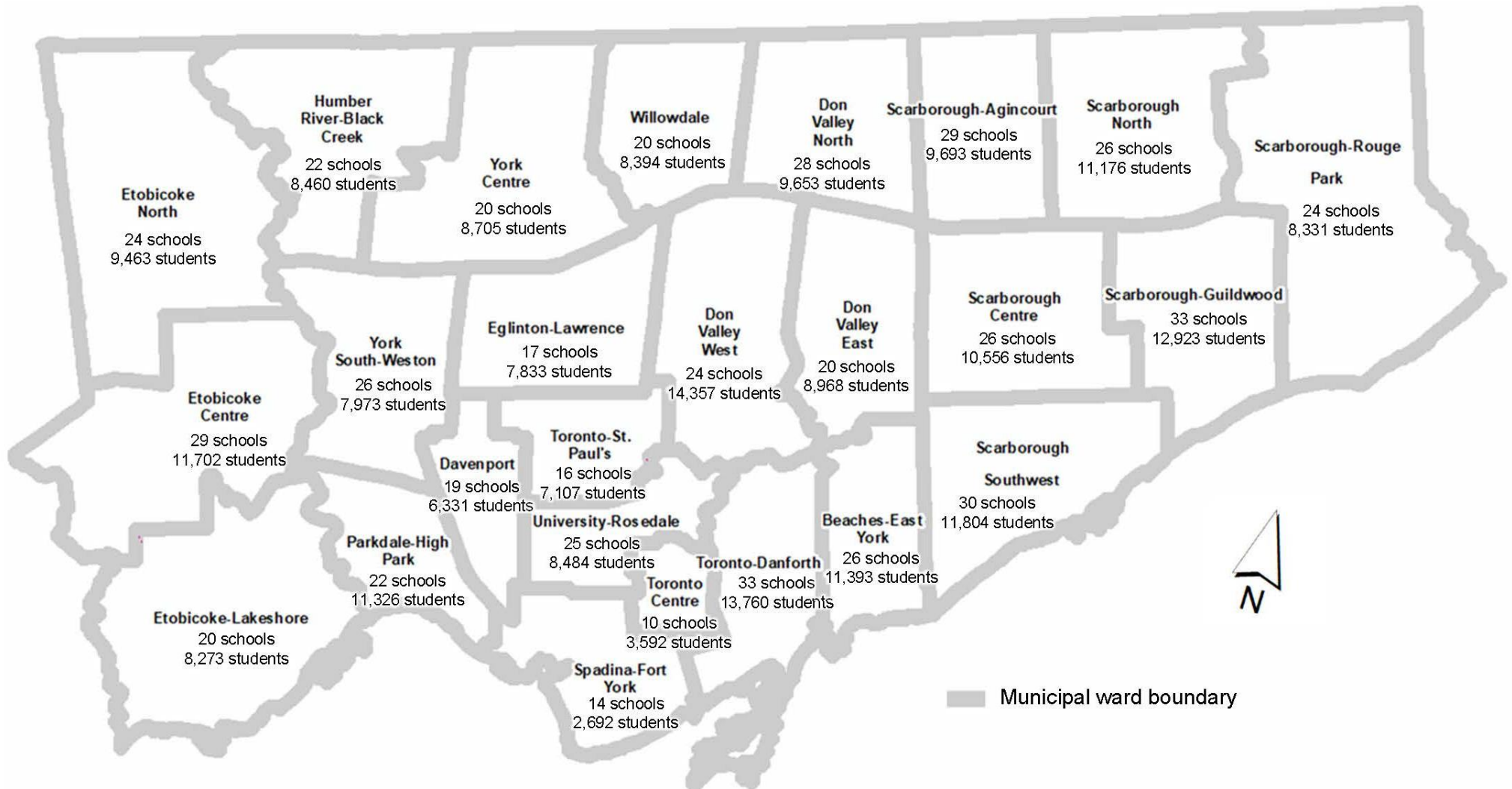
Electoral Population is the number of English public school supporters within the school board's jurisdiction

Electoral Population data originates from a Municipal Property Assessment Corporation (MPAC) report, January 1, 2022

Electoral Quotient reflects the proportion of the total electoral population residing in the ward (as a portion of the 22 trustees the TDSB is entitled to have)

Electoral Quotient is calculated as follows: electoral quotient = electoral population of ward x total number of trustees / total electoral population

25 Municipal Wards with Number of Schools and Number of Students



22 Trustee Wards with Number of Schools, Number of Students, and Electoral Population

Trustee Ward #	Ward Name	Number of Schools			Number of Students			Electoral Population	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Electoral Population	Electoral Quotient
1	Etobicoke North	19	5	24	6,896	2,567	9,463	66,621	0.7698
2	Etobicoke Centre	22	7	29	6,744	4,958	11,702	69,368	0.8015
3	Etobicoke-Lakeshore	17	3	20	6,659	1,614	8,273	91,991	1.0629
4	Humber River-Black Creek	18	4	22	6,098	2,362	8,460	60,032	0.6937
5	York Centre	17	3	20	5,364	3,341	8,705	62,669	0.7241
6	York South-Weston	21	5	26	5,367	2,606	7,973	65,960	0.7621
7	Parkdale-High Park	16	6	22	7,138	4,188	11,326	84,331	0.9744
8	Eglinton-Lawrence and Toronto-St Paul's	28	5	33	10,758	4,182	14,940	169,113	1.9541
9	Davenport and Spadina-Fort York	27	6	33	7,622	1,401	9,023	173,844	2.0087
10	University-Rosedale and Toronto Centre	24	11	35	7,262	4,814	12,076	184,884	2.1363
11	Don Valley West	20	4	24	8,521	5,836	14,357	78,045	0.9018
12	Willowdale	15	5	20	5,609	2,785	8,394	81,100	0.9371
13	Don Valley North	25	3	28	7,613	2,040	9,653	79,988	0.9242
14	Don Valley East	17	3	20	6,379	2,589	8,968	65,846	0.7608
15	Toronto-Danforth	24	9	33	9,320	4,440	13,760	85,041	0.9826
16	Beaches-East York	23	3	26	9,050	2,343	11,393	80,352	0.9284
17	Scarborough Centre	20	6	26	7,580	2,976	10,556	71,404	0.8251
18	Scarborough Southwest	24	6	30	8,169	3,635	11,804	73,298	0.8469
19	Scarborough-Guildwood	27	6	33	8,524	4,399	12,923	64,072	0.7403
20	Scarborough-Agincourt	24	5	29	6,546	3,147	9,693	70,561	0.8153
21	Scarborough North	22	4	26	7,343	3,833	11,176	61,480	0.7104
22	Scarborough-Rouge Park	23	1	24	7,383	948	8,331	63,987	0.7394
Total		473	110	583	161,945	71,004	232,949	1,903,987	22
Average		22	5	27	7,361	3,227	10,589	86,545	1.0000
Maximum		28	11	35	10,758	5,836	14,940	184,884	2.1363
Minimum		15	1	20	5,364	948	7,973	60,032	0.6937

Notes:

The highlighted trustee wards are grouped municipal wards

Number of Schools and Number of Students are from October 2021 (for number of students, virtual students have been returned to home schools)

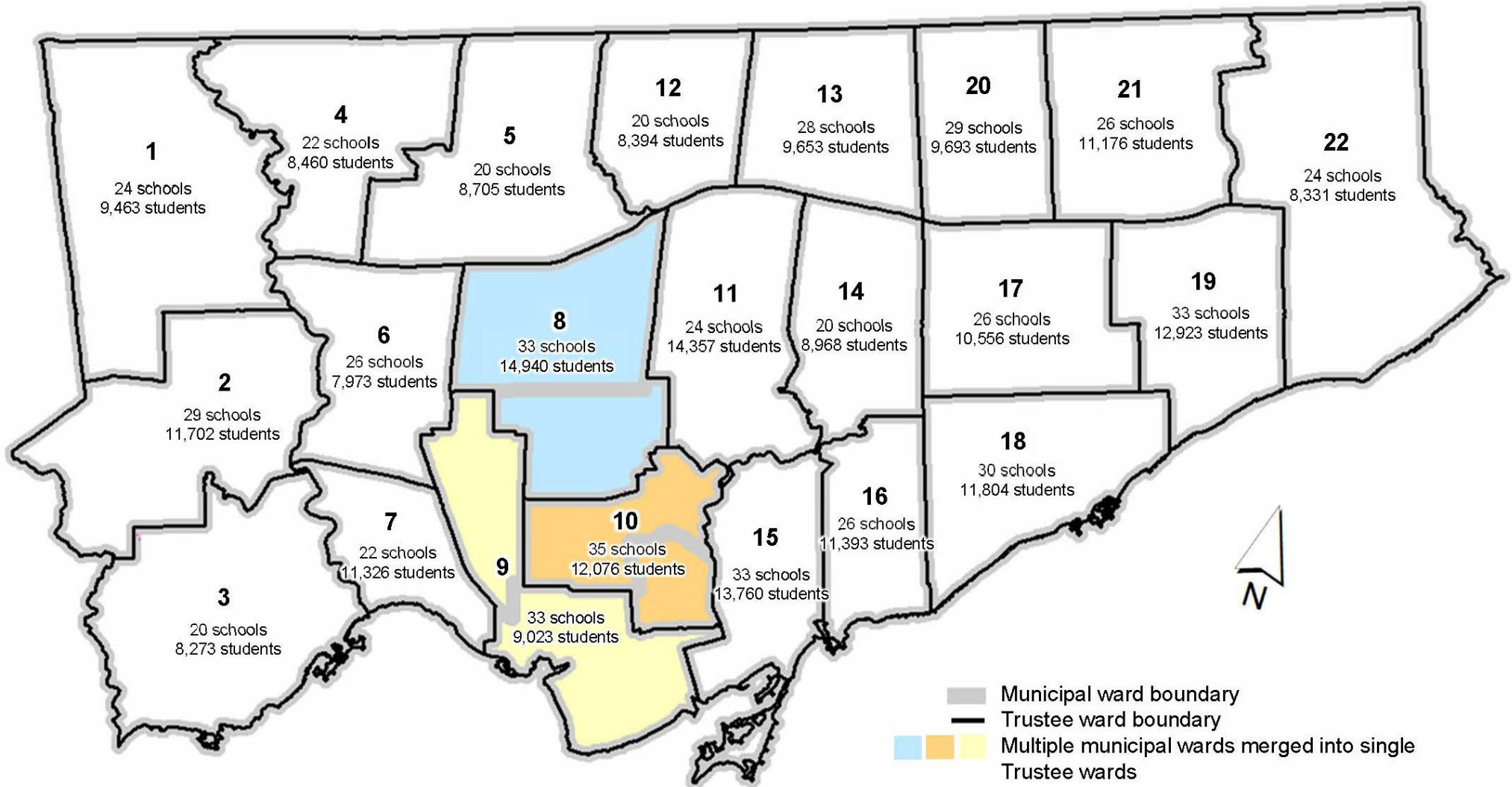
Electoral Population is the number of English public school supporters within the school board's jurisdiction

Electoral Population data originates from a Municipal Property Assessment Corporation (MPAC) report, January 1, 2022

Electoral Quotient reflects the proportion of the total electoral population residing in the ward (as a portion of the 22 trustees the TDSB is entitled to have)

Electoral Quotient is calculated as follows: electoral quotient = electoral population of ward x total number of trustees / total electoral population

22 Trustee Wards with Number of Schools and Number of Students



Trustee Determination and Distribution Summary

Determination of the Number of Trustees

English public electoral population, January 1, 2022 ¹	1,903,987
Number of Trustees based on electoral population and Reg 412/00	22

Distribution of the Trustees

Municipal Ward	English Public Electoral Population	Electoral Quotient ²	Sum of Grouped Electoral Quotients ³	Number of Trustees Representing the Geographic Area	TDSB Trustee Ward #
Etobicoke North	66,621	0.7698	0.7698	1	1
Etobicoke Centre	69,368	0.8015	0.8015	1	2
Etobicoke-Lakeshore	91,991	1.0629	1.0629	1	3
Humber River-Black Creek	60,032	0.6937	0.6937	1	4
York Centre	62,669	0.7241	0.7241	1	5
York South-Weston	65,960	0.7621	0.7621	1	6
Parkdale-High Park	84,331	0.9744	0.9744	1	7
Eglinton-Lawrence	77,481	0.8953	1.9541	1	8
Toronto-St. Paul's	91,632	1.0588			
Davenport	68,280	0.7890	2.0087	1	9
Spadina-Fort York	105,564	1.2198			
University-Rosedale	91,585	1.0582	2.1363	1	10
Toronto Centre	93,299	1.0780			
Don Valley West	78,045	0.9018	0.9018	1	11
Willowdale	81,100	0.9371	0.9371	1	12
Don Valley North	79,988	0.9242	0.9242	1	13
Don Valley East	65,846	0.7608	0.7608	1	14
Toronto-Danforth	85,041	0.9826	0.9826	1	15
Beaches-East York	80,352	0.9284	0.9284	1	16
Scarborough Centre	71,404	0.8251	0.8251	1	17
Scarborough Southwest	73,298	0.8469	0.8469	1	18
Scarborough-Guildwood	64,072	0.7403	0.7403	1	19
Scarborough-Agincourt	70,561	0.8153	0.8153	1	20
Scarborough North	61,480	0.7104	0.7104	1	21
Scarborough-Rouge Park	63,987	0.7394	0.7394	1	22
Total	1,903,987	22	22	22	

Notes:

¹ the English public electoral population is the number of school supporters within the school board's jurisdiction by municipal ward as of January 1, 2022; the data originates from the Municipal Property Assessment Corporation (MPAC)

² the electoral quotient reflects the proportion of the total electoral population residing in the municipal ward (as a portion of the 22 trustees the TDSB is entitled to have); the electoral quotient is calculated as follows: electoral quotient = electoral population of municipal ward x total number of trustees / total electoral population

³ the grouped electoral quotients are an indicator of the number of trustees to represent the geographic area - the municipal wards are combined in an effort to achieve a total electoral quotient of 1 representing 1 trustee

Education Act

ONTARIO REGULATION 412/00

ELECTIONS TO AND REPRESENTATION ON DISTRICT SCHOOL BOARDS

Consolidation Period: From November 26, 2021 to the [e-Laws currency date](#).

Last amendment: 800/21.

Legislative History: 432/00, 460/00, 155/02, 45/03, 235/04, 471/05, 74/06, 211/06, 381/06, 181/08, 42/10, 345/13, 344/17, 513/17, 391/18, 360/21, 614/21, 800/21.

This is the English version of a bilingual regulation.

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INTERPRETATION

1. (1) In this Regulation,

“board” means a district school board; (“conseil”)

“board area” means the area of jurisdiction, expressed in square kilometres, of a board, as set out in Table 1; (“territoire du conseil”)

“density” means the quotient, calculated to two decimal places, obtained by dividing the total population of the board’s electoral group, as reported under subsection 2 (3), by the board area; (“densité”)

“election year” means the year of a regular election; (“année d’élections”)

“electoral group” means, with respect to a board, the group composed of all persons who reside within the area of jurisdiction of the board and are,

- (a) persons entitled to vote at elections of members of the board,
- (b) supporters of the board, or
- (c) dependents of persons referred to in clause (a) or (b); (“groupe électoral”)

“municipality” includes, other than in section 10 and subsection 11 (4),

- (a) unorganized territory that is deemed to be a district municipality under Ontario Regulation 468/97, and
- (b) if unorganized territory is attached to a municipality for election purposes, the municipality together with the unorganized territory; (“municipalité”)

“regular election” means a regular election under the *Municipal Elections Act, 1996*; (“élections ordinaires”)

“school board election clerk” means, with respect to the election of members of a board, a person who is responsible for conducting the election in a municipality; (“secrétaire des élections scolaires”)

“ward” means a ward of a municipality. (“quartier”) O. Reg. 412/00, s. 1 (1); O. Reg. 45/03, s. 1.

(2) A reference in this Regulation to a municipality or ward shall be deemed, with respect to the election of members of a board, to be a reference to the municipality or ward with the boundaries that will apply for the purposes of the election, as determined on January 1 of the election year, subject to the following rules:

- 1. A decision affecting a boundary that may be appealed shall not be taken into account if, on January 1 of the election year,
 - i. the period during which an appeal may be commenced has not expired, or
 - ii. an appeal has been commenced but has not been finally determined.
- 2. The municipality or ward shall be deemed not to include any area that is outside the area of jurisdiction of the board. O. Reg. 412/00, s. 1 (2); O. Reg. 74/06, s. 1; O. Reg. 211/06, s. 1.

(2.1), (2.2) REVOKED: O. Reg. 391/18, s. 1 (2).

(3) For the purposes of this Regulation, territory without municipal organization that is within the area of jurisdiction of a board and that is deemed to be a district municipality under Ontario Regulation 468/97 is deemed to be a district municipality for purposes of board elections. O. Reg. 412/00, s. 1 (3).

POPULATION DATA

2. (1) Before February 15 in each election year, the Municipal Property Assessment Corporation shall, in respect of each board, for each area set out in subsection (2), determine the population of the board’s electoral group who are resident in the area on January 1 of that year. O. Reg. 412/00, s. 2 (1); O. Reg. 155/02, s. 1 (1).

(2) The areas referred to in subsection (1) are:

- 1. Each municipality that is not divided into wards.
- 2. Each ward of a municipality that is divided into wards. O. Reg. 412/00, s. 2 (2).

(3) Not later than February 15 of the election year, the Municipal Property Assessment Corporation shall,

- (a) report to the Minister each of its determinations under subsection (1);
- (b) report to the school board election clerk for each municipality each of its determinations under subsection (1) in respect of each board, the area of jurisdiction of which is wholly or partially the same as the municipality; and

(c) report to the secretary of each board each of its determinations under subsection (1) in respect of that board. O. Reg. 412/00, s. 2 (3); O. Reg. 155/02, s. 1 (2).

(4) For the purpose of this Regulation, a determination of whether a municipality has a larger population of a board's electoral group than another municipality shall be made using the information reported under subsection (3). O. Reg. 412/00, s. 2 (4).

(5) Subsection (4) does not apply to a municipality if it does not exist at the time the determination is made, unless a person or body does exist who is responsible for conducting the election in the municipality. O. Reg. 412/00, s. 2 (5).

2.0.1 REVOKED: O. Reg. 391/18, s. 2 (2).

DETERMINATION OF NUMBER OF MEMBERS

2.1 The number of members of a board for the purposes of a regular election is the number of members determined under subsection 58.1 (10.0.1) or (10.0.3) of the Act, subject to,

(a) any reduction in the number of members pursuant to a resolution passed under subsection 58.1 (10.1) of the Act; and

(b) the rules set out in section 3 of this Regulation. O. Reg. 42/10, s. 2.

3. (1) If there has been a demographic change in a board's geographical area of jurisdiction or a change in the size of the board's geographical area of jurisdiction, a board may, not later than March 31 in an election year, determine the number of members to be elected to the board in accordance with this section. O. Reg. 42/10, s. 3 (1).

(2) For the purposes of this section, the number of members of a board is determined as follows:

1. Determine the total population of the board's electoral group by calculating the sum of the populations reported under subsection 2 (3) for all the areas referred to in subsection 2 (2).
2. Determine the number of members based on population set out in Table 2 for the total population of the board's electoral group determined under paragraph 1.
3. Determine the number of additional members based on density by taking the lesser of,
 - i. the number of additional members set out in Table 3 based on the density of the board, and
 - ii. the number of additional members set out in Table 4 based on the board area of the board.
4. Determine the number of additional members based on dispersal in accordance with the following rules:
 - i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.
 - ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
 - iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
 - iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
 - v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.

5. Take the number of members based on population determined under paragraph 2, plus the number of additional members determined under paragraph 3 or 4, whichever is greater.
6. Take the greater of,
 - i. the number determined under paragraph 5, and
 - ii. the number set out in Table 6 for the day school average daily enrolment of pupils of the board within the meaning of the most recent regulations made under section 234 of the Act, not counting pupils enrolled in junior kindergarten.
7. The number of members of the board is the greater of the numbers determined under paragraph 6 and section 2.1, subject to any reduction in the number of members pursuant to a resolution passed under subsection 58.1 (10.1) of the Act. O. Reg. 412/00, s. 3 (2); O. Reg. 432/00, s. 1; O. Reg. 45/03, s. 2 (1); O. Reg. 42/10, s. 3 (2, 3).

(3) REVOKED: O. Reg. 42/10, s. 3 (4).

3.1 The date before which a resolution may be passed under subsection 58.1 (10.1) of the Act is March 31 in an election year. O. Reg. 45/03, s. 3.

DISTRIBUTION OF MEMBERS TO GEOGRAPHIC AREAS

4. (1) A board that has jurisdiction in more than one municipality shall, not later than March 31 in each election year,

- (a) pass a resolution designating one or more municipalities within the board's area of jurisdiction as low population municipalities and directing that an alternative distribution of members be done in respect of them for purposes of the election of board members; or
- (b) pass a resolution stating that the board has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality. O. Reg. 412/00, s. 4 (1).

(2) A resolution under clause (1) (a) shall provide that the sum of the electoral quotients for the municipality or municipalities designated as low population municipalities shall be increased by one or two. O. Reg. 412/00, s. 4 (2).

(3) A resolution under subsection (1) shall be effective only for the regular election of board members in that election year and for any by-election held during the term that commences immediately after that election. O. Reg. 412/00, s. 4 (3).

(4) In carrying out its duties under this section, the board shall have regard to the following principles:

1. Municipalities with low populations should receive reasonable representation.
2. Evidence of historic, traditional or geographic communities should be taken into account.
3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
4. Representation should not deviate unduly from the principle of representation by population. O. Reg. 412/00, s. 4 (4).

5. (1) Not later than March 31 in each election year, every board shall distribute the positions of the members to be elected to the board in accordance with section 6 or 7, whichever is applicable. O. Reg. 412/00, s. 5.

(2) REVOKED: O. Reg. 513/17, s. 1.

5.1 REVOKED: O. Reg. 391/18, s. 3 (2).

6. (1) If a board has jurisdiction in only one municipality or a resolution under clause 4 (1) (b) is in effect, a distribution of the positions of the members to be elected to the board shall be made according to the following rules:

1. Calculate the electoral quotient for each municipality and ward using the following formula:

$$\text{Electoral quotient} = a \times b / c$$

where,

a = the population of the board's electoral group resident in the municipality or ward, as reported under subsection 2 (3),

b = the total number of members determined for the board under section 2.1,

c = the total population of the board's electoral group, as reported under subsection 2 (3).

2. Combine every municipality and every ward within the area of jurisdiction of the board into a number of geographic areas that does not exceed the number determined for "b" in paragraph 1.
3. The number of members that represent the electors of the board's electoral group in each geographic area shall be, as nearly as practicable, the sum of the electoral quotients of the constituent municipalities and wards that form the geographic area. O. Reg. 412/00, s. 6 (1); O. Reg. 45/03, s. 4; O. Reg. 42/10, s. 5; O. Reg. 391/18, s. 4 (1, 2).

(2) A distribution under subsection (1) shall be made in such a way that, to the extent practicable, geographic areas are formed for which the sum of the electoral quotients of the constituent municipalities and wards is a whole number greater than zero. O. Reg. 391/18, s. 4 (3).

6.1 REVOKED: O. Reg. 391/18, s. 5 (2).

7. (1) If a resolution under clause 4 (1) (a) is in effect, a distribution of the positions of the members to be elected to the board shall be made according to the following rules:

1. Calculate the electoral quotient for each municipality and ward using the following formula:

$$\text{Electoral quotient} = a \times b / c$$

where,

a = the population of the board's electoral group resident in the municipality or ward, as reported under subsection 2 (3),

b = the total number of members determined for the board under section 2.1,

c = the total population of the board's electoral group, as reported under subsection 2 (3).

2. Place the municipalities in two groups, one of which shall be comprised of the municipality or municipalities designated under clause 4 (1) (a) and one of which shall be comprised of the remaining municipalities in the board's area of jurisdiction.
3. Calculate the sum of the electoral quotients for each of the two groups of municipalities.
4. Add the number determined by the resolution of the board under subsection 4 (2) to the sum of the electoral quotients for the group of municipalities that are designated under clause 4 (1) (a).
5. Subtract the number that was added under paragraph 4 to the sum of the electoral quotients for the group of municipalities designated under clause 4 (1) (a) from the sum of the electoral quotients for the group of the remaining municipalities.
6. Calculate the alternative electoral quotient for each municipality and ward using the following formula:

$$\text{Alternative electoral quotient} = a \times b / c$$

where,

a = the population of the board's electoral group resident in the municipality or ward, as reported under subsection 2 (3),

b = the number calculated under paragraph 4 or 5, as the case may be, and

c = the total population of the board's electoral group resident in the group of municipalities to which the municipality or ward belongs, as reported under subsection 2 (3).

7. Combine every municipality and every ward within each group of municipalities into a number of geographic areas which does not exceed the number determined for "b" in paragraph 1. No geographic area shall include municipalities or parts of municipalities in both the designated group and the remaining group of municipalities.

8. The number of members that represent the electors in each geographic area shall be, as nearly as practicable, the sum of the electoral quotients of the municipalities and wards that form the geographic area. O. Reg. 412/00, s. 7 (1); O. Reg. 45/03, s. 5; O. Reg. 42/10, s. 6.

(2) In carrying out its duties under paragraph 7 of subsection (1), the board shall, to the extent practicable, form geographic areas for which the sum of the electoral quotients of the constituent municipalities and wards is a whole number greater than zero. O. Reg. 412/00, s. 7 (2).

8. REVOKED: O. Reg. 42/10, s. 7.

8.1 Where a board has formed a geographic area that consists of all or part of two or more municipalities, the board shall identify which of those municipalities has the largest population of the board's electoral group for the purpose of identifying the school board election clerk referred to in subsection 11 (2). O. Reg. 235/04, s. 1.

REPORT ON DETERMINATION AND DISTRIBUTION

9. (1) On completion of the determination and distribution of members of the board, the board shall prepare a report that includes,

(a) the results of the determination and distribution;

(b) where a geographic area consists of all or part of two or more municipalities, the identification made under section 8.1 of the municipality with the largest population of the board's electoral group; and

(c) a copy of the data and calculations by which the determination and distribution referred to in clause (a) were made and by which the identification referred to in clause (b) was made. O. Reg. 235/04, s. 2.

(2) The board shall send a copy of the report to,

(a) the Minister;

(b) the school board election clerks for all the municipalities within the area of jurisdiction of the board; and

(c) the secretary of every other board, the area of jurisdiction of which is wholly or partially within the area of jurisdiction of the board. O. Reg. 412/00, s. 9 (2); O. Reg. 42/10, s. 8 (1).

(3) The copy of the report referred to in subsection (2) shall be sent by April 3 in the election year. O. Reg. 513/17, s. 2.

9.1, 9.2 REVOKED: O. Reg. 391/18, s. 6 (2).

APPEALS ON DISTRIBUTION

10. (1) The council of a municipality within the area of jurisdiction of a board may appeal to the Ontario Land Tribunal the results of the distribution under section 6 or 7. O. Reg. 412/00, s. 10 (1); O. Reg. 391/18, s. 7 (1); O. Reg. 360/21, s. 1.

(2) An appeal under subsection (1) may only be made if the distribution made under section 6 or 7 allots to a geographic area a number of members that is different from the sum of the applicable electoral quotients for the geographic area by an amount that is greater than 0.05 times the total number of members. O. Reg. 412/00, s. 10 (2).

(3) The appeal shall be commenced by filing with the secretary of the board a notice of appeal setting out the objection to the distribution and the reasons for the objection and be accompanied by the fee, if any, charged by the Ontario Land Tribunal. O. Reg. 412/00, s. 10 (3); O. Reg. 45/03, s. 6 (1); O. Reg. 391/18, s. 7 (2); O. Reg. 360/21, s. 2 (1).

(3.1) The secretary of a board who receives a notice of appeal under subsection (3) shall ensure that,

- (a) a record is compiled consisting of the notice of appeal and the reasons for the objection;
- (b) the record and the fee are forwarded to the Ontario Land Tribunal within 15 days after the notice and the fee are received; and
- (c) such other information as the Ontario Land Tribunal may require in respect of the appeal that is within the board's possession is forwarded to the Local Planning Appeal Tribunal. O. Reg. 45/03, s. 6 (2); O. Reg. 391/18, s. 7 (1); O. Reg. 360/21, s. 1, 2 (2).

(3.2) Despite clause (3.1) (b), if the appeal is withdrawn within 15 days after the notice of appeal and the fee are filed, the board is not required to forward the materials described under clauses (3.1) (b) and (c) to the Ontario Land Tribunal. O. Reg. 45/03, s. 6 (2); O. Reg. 391/18, s. 7 (1); O. Reg. 360/21, s. 1.

(4) The appeal must be commenced no later than April 21 in the election year. O. Reg. 513/17, s. 3 (1).

(5) If no appeal is commenced, the board shall be deemed to be properly constituted despite any defect in the distribution. O. Reg. 412/00, s. 10 (5).

(6) The secretary of the board shall forward any notices of appeal to the Ontario Land Tribunal by April 25 in the election year. O. Reg. 513/17, s. 3 (2); O. Reg. 391/18, s. 7 (1); O. Reg. 360/21, s. 1.

(7) The parties to the appeal are the municipality, the board and any other person added as a party by the Tribunal. O. Reg. 412/00, s. 10 (7); O. Reg. 391/18, s. 7 (3).

(8) The Tribunal is not required to hold a hearing on the appeal. O. Reg. 391/18, s. 7 (4).

(9) The Tribunal may,

- (a) dismiss the appeal; or
- (b) allow the appeal, in whole or in part, and make an order varying the distribution. O. Reg. 412/00, s. 10 (9); O. Reg. 391/18, s. 7 (3).

(10) The Tribunal shall determine the appeal not later than June 10 in the election year. O. Reg. 412/00, s. 10 (10); O. Reg. 391/18, s. 7 (3).

CONDUCT OF ELECTIONS

11. (1) This section applies to regular elections and by-elections of members of a board from a geographic area formed for a board under section 6 or 7, if the geographic area is composed of all or part of two or more municipalities. O. Reg. 45/03, s. 7.

(2) Subject to subsection (5), the person responsible for conducting the election of members of the board from the geographic area is the school board election clerk of the municipality wholly or partly within the geographic area having the largest population of the board’s electoral group. O. Reg. 45/03, s. 7.

(3) Nominations shall be filed with the school board election clerk referred to in subsection (2), who shall send the names of the candidates by registered mail within 48 hours after the closing of nominations to the school board election clerk of each municipality that is wholly or partly within the geographic area. O. Reg. 45/03, s. 7.

(4) If the distance between the residence of a person seeking nomination and the office of the school board election clerk with whom nominations must be filed is greater than 100 kilometres, the clerk shall, for the purpose of making it easier for the person or the person’s agent to file the nomination, delegate such of his or her powers as may be necessary to,

- (a) the school board election clerk of the municipality in which the person seeking nomination resides, if the person resides in a municipality;
- (b) the school board election clerk of the municipality to which the unorganized territory in which the person seeking nomination resides is attached for election purposes, if the person resides in unorganized territory that is attached to a municipality for election purposes and the territory that is attached is part of the same geographic area as the municipality for election purposes;
- (c) the school board election clerk whose office is in the same geographic area and is closest to the person’s residence, in any other case. O. Reg. 45/03, s. 7.

(5) The school board election clerk of each municipality wholly or partly within the geographic area is the person responsible for conducting the election of members of the board in the municipality and shall promptly report the vote recorded to the clerk referred to in subsection (2) who shall prepare the final summary, announce the result of the vote and forward the result to the secretary of the board and to the Minister. O. Reg. 45/03, s. 7.

PART II (ss. 12., 13.) REVOKED: O. Reg. 42/10, s. 10.

14.-26. REVOKED: O. Reg. 45/03, s. 8.

PART III (ss. 27.-29.) REVOKED: O. Reg. 45/03, s. 8.

TABLE 1
BOARD AREAS

Item	Name of Board	Area (km ²)
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959

9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774
19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire public du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire public du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire Viamonde	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire catholique MonAvenir	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

O. Reg. 42/10, s. 11; O. Reg. 345/13, s. 1; O. Reg. 344/17, s. 1, 2; O. Reg. 800/21, s. 1.

**TABLE 2
NUMBER OF MEMBERS BASED ON ELECTORAL GROUP POPULATION**

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7
4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

O. Reg. 412/00, Table 2.

**TABLE 3
NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY**

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

O. Reg. 412/00, Table 3.

**TABLE 4
MAXIMUM NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY**

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

O. Reg. 412/00, Table 4; O. Reg. 432/00, s. 3.

**TABLE 5
DISPERSAL FACTORS**

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	16.0
2.	Algoma District School Board	8.6
3.	Keewatin-Patricia District School Board	47.1
4.	Lakehead District School Board	8.7
5.	Superior-Greenstone District School Board	50.0
6.	Northeastern Catholic District School Board	25.0
7.	Huron-Superior Catholic District School Board	31.3
8.	Northwest Catholic District School Board	20.0
9.	Kenora Catholic District School Board	20.0
10.	Algonquin and Lakeshore Catholic District School Board	3.0
11.	Conseil scolaire public du Nord-Est de l'Ontario	50.0
12.	Conseil scolaire public du Grand Nord de l'Ontario	20.0

13.	Conseil scolaire Viamonde	8.9
14.	Conseil des écoles publiques de l'Est de l'Ontario	5.4
15.	Conseil scolaire de district catholique des Grandes Rivières	21.4
16.	Conseil scolaire de district catholique du Nouvel-Ontario	20.7
17.	Conseil scolaire de district catholique des Aurores boréales	80.0
18.	Conseil scolaire catholique Providence	10.7
19.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.8
20.	All other boards	0.0

O. Reg. 614/21, s. 1; O. Reg. 800/21, s. 1.

TABLE 6
MINIMUM NUMBER OF MEMBERS BASED ON BOARD ENROLMENT

Item	Day School Average Daily Enrolment	Minimum Number of Members
1.	10,000 to 13,999 pupils	6
2.	14,000 to 21,499 pupils	7
3.	21,500 to 29,999 pupils	8
4.	30,000 to 44,999 pupils	9
5.	45,000 to 84,999 pupils	10
6.	85,000 or more pupils	11

O. Reg. 412/00, Table 6.



Accommodation of Students from Residential Developments at 41 Roehampton Avenue, 89 Roehampton Avenue, 25 Holly Street, and 50 Dunfield Avenue

To: Planning and Priorities Committee

Date: 2 March, 2022

Report No.: 03-22-4262

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that, effective immediately, Rippleton Public School be the designated elementary school for students residing in the new residential developments located at 41 Roehampton Avenue, 89 Roehampton Avenue, 25 Holly Street, and 50 Dunfield Avenue.

Context

The purpose of this report is to obtain approval to designate Rippleton Public School (Trustee Chernos Lin, Ward 11) as the elementary school for students residing in the new residential developments located at 41 Roehampton Avenue, 89 Roehampton Avenue, 25 Holly Street, and 50 Dunfield Avenue.

These developments are located within the junior attendance area of Eglinton Junior Public School (Trustee Laskin, Ward 8). Appendix A shows the location of the new developments and the affected schools.

Description of the Development

These four residential buildings consist of approximately 1,240 new units. Construction is underway for all buildings with expected occupancy between summer 2022 and spring 2023. At full occupancy, these developments are projected to generate

approximately 35 students in JK to Grade 5, 8 students in Grades 6 to 8, and 30 students in Grades 9 to 12.

Current Designated Schools

The new developments are located in the attendance areas of Eglinton Junior Public School (JK to Grade 5), Hodgson Middle School (Grades 6 to 8), and North Toronto Collegiate Institute (Grades 9 to 12).

Eglinton Junior Public School

The redirections are being proposed to manage projected enrolment growth at Eglinton Junior Public School. Fourteen residential developments were redirected to Whitney Junior Public School and Rippleton Public School in 2018 and 2019. In addition, there are over 25 active residential development applications in the attendance area amounting to approximately 10,200 units. Eglinton Junior Public School currently has 482 students (88% utilization) and is projected to increase to 594 students (108% utilization) by 2031. The school sits on a 1.6-acre site which does not have capacity for portables. Internally, the building does not have sufficient physical space for additional retrofits to support projected enrolment growth.

To address continued accommodation pressures at the school, a number of boundary changes, grade range changes, program moves, and internal retrofits have been approved and implemented over the last ten years. Most recently, the Yonge-Eglinton Phase Two Program Area Review was completed in Spring 2021. A recommendation coming out of that review was a boundary change between Eglinton Junior Public School and John Fisher Junior Public School beginning in September 2022. To give both schools an opportunity to implement this change (and others that came out of the review), students from new residential developments in both attendance areas will continue to be redirected to other holding schools. A review to explore the reversal of some redirections is currently timed for the 2024/25 school year.

Hodgson Middle School

Hodgson Middle School has an enrolment of 608 students (157% utilization) and is projected to increase to 807 students (207%) by 2031. The school currently has nine portables on site. The Ministry of Education approved a 12-room addition in 2016, and an additional 6-room addition in 2019. Construction is expected to begin in 2023. Once completed, the capacity of Hodgson Middle School will increase to 838 pupil places.

North Toronto Collegiate Institute

North Toronto Collegiate Institute has an enrolment of 1,275 students (103% utilization). To accommodate a growing number of local students coming from residential developments that are being built and proposed within the attendance area, the school

has been closed to optional attendance since 2021. Enrolment at this school is expected to remain stable.

Proposed Designated Schools

Rippleton Public School

Staff is proposing that all developments be redirected to Rippleton Public School. All of the developments are located more than 1.6 km from the proposed receiving schools, so the elementary students (JK to Grade 5) will require bussing.

Rippleton Public School (JK to Grade 5) has an enrolment of 222 students (64% utilization) and has no portables onsite. The enrolment is projected to increase to 271 students (78% utilization) by 2031. Assuming that the full projected yield from these developments is realized, and factoring in other redirected developments from the Eglinton Junior Public School and Don Mills-Eglinton area that have already been approved, enrolment at Rippleton Public School could increase to 305 students (88% utilization) by 2031. The Rippleton PS school site is very large at 8.9 acres with space to accommodate multiple portables.

Hodgson Middle School

Staff is not recommending a change to the currently-assigned intermediate school, Hodgson Middle School, which serves Grades 6 to 8 students. It is anticipated that the additional capacity being planned for Hodgson Middle School will be able to accommodate the projected growth.

North Toronto Collegiate Institute

Staff is not recommending a change to the currently-assigned secondary school, North Toronto Collegiate Institute. This school is now closed to optional attendance and will be able to accommodate the enrolment growth occurring in the Yonge-Eglinton area through the gradual reduction of out-of-district students.

Appendix B shows the impact of the new development under two scenarios. Table 1 shows the status quo, if students from the four buildings were to register at Eglinton Junior Public School as per the current boundary. Table 2 shows the impact of the recommended change, which assigns the buildings to Rippleton Public School.

The local Trustees, Superintendents of Education, and the affected Principals have discussed this proposal and are supportive of the recommendation.

Larger Accommodation Solution

Staff continue to work on a larger accommodation solution for the Yonge-Eglinton area, recognizing that students anticipated from other proposed developments within the Eglinton Junior Public School attendance area cannot be accommodated locally.

As mentioned previously, Phase Two of the Yonge-Eglinton Program Area Review was completed in Spring 2021. Recommendations coming out of that review were approved by the Board of Trustees in June 2021, which included the introduction of an English track at John Fisher Junior Public School in September 2022 and the re-opening of Bannockburn Public School as a French Immersion site in September 2023. New residential developments in the current Eglinton Junior Public School attendance area will continue to be assigned to other schools as the boundary change and re-opening of Bannockburn Public School are implemented and phased in. As space becomes available at Eglinton Junior Public School and John Fisher Junior Public School, staff will engage in a review in 2024/25 to determine a course of action with respect to reversing the redirections at an appropriate time.

Student enrolment in the midtown area continues to grow over the long term. As such, TDSB and Toronto Lands Corporation (TLC) staff continue to engage with the City and developers to seek opportunities for a new school site in the area.

Action Plan and Associated Timeline

If approved, implementation of staff's recommendation would be effective immediately.

Resource Implications

All JK to Grade 5 elementary students who will be redirected from the new developments will require bussing to Rippleton Public School. It is anticipated that a large bus will be required at an incremental cost of approximately \$54,000 per year.

Communications Considerations

These developments are currently in the construction stage and are unoccupied. As such, no direct mail or backpack letter is required.

If approved, notation will be added to the online TDSB street guide to notify anyone using the 'Find Your School' search function of the changes.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

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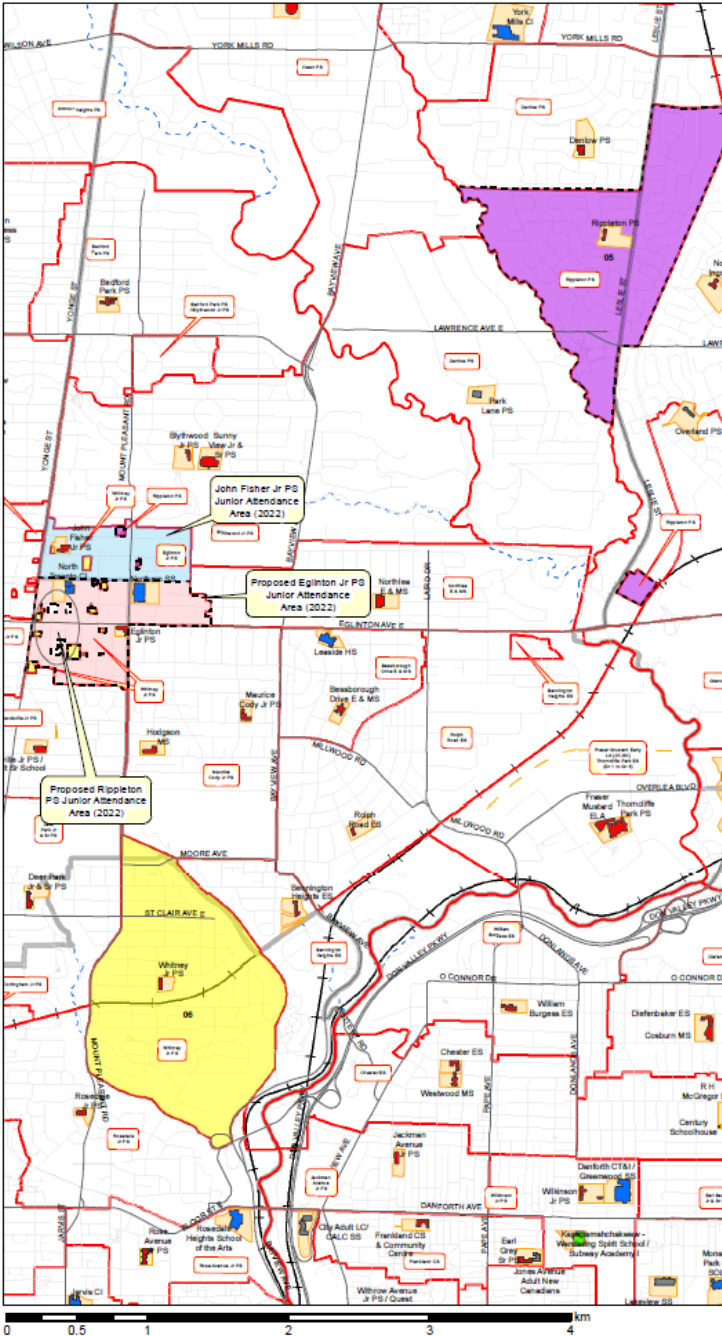
- Appendix A: Map of Proposed New Residential Developments Redirection from Eglinton Jr PS to Rippleton PS
- Appendix B: Planning and Enrolment Data

From

Maia Puccetti, Executive Officer, Facility Services and Planning, at maia.puccetti@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Proposed New Residential Developments Re-direction from Eglinton Jr PS to Rippleton PS



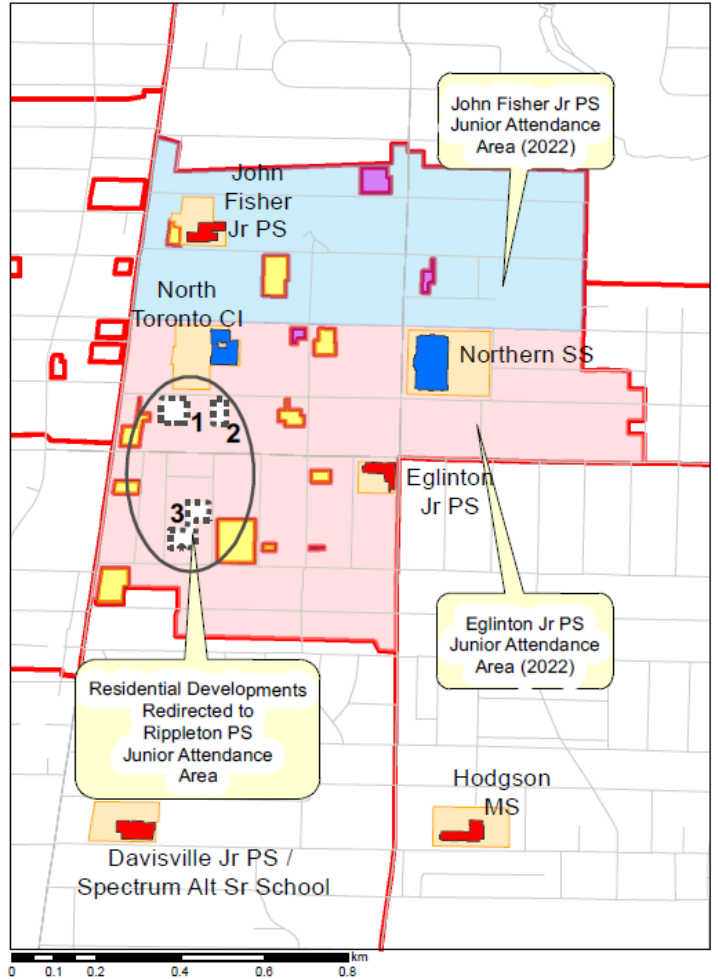
Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

Produced by:
Planning Division, TDSB
January 2022
Source:
Base Map- Geospatial Competency Centre
Facility - Planning Division, TDSB
Data- City of Toronto

Legend:

- Elementary School
- Elementary & Secondary School
- Secondary School
- Other Facility
- Site

- Road
- Railway
- Utilityline
- Waterway
- Junior Attendance Area
- Proposed Junior Attendance Area

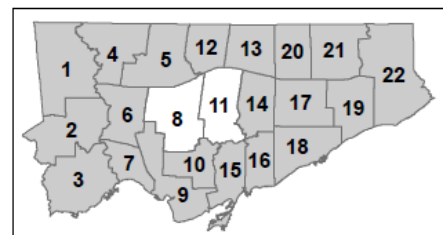


Proposed Re-direction to Rippleton PS

- Eglinton Jr PS
- John Fisher Jr PS (2022)
- Rippleton PS
- Whitney Jr PS

New Residential Developments Redirected to Rippleton PS

1. 41 Roehampton Ave
2. 89 Roehampton Ave
3. 25 Holly St and 50 Dunfield Av



Appendix B

Planning and Enrolment Data

Table 1: Status Quo

No changes to the Eglinton Junior Public School and Rippleton Public School junior attendance boundary.

No changes to the Hodgson Middle School intermediate attendance boundary.

No changes to the North Toronto Collegiate Institute secondary attendance boundary.

Facility	Capacity	September 30, 2021			October 31, 2026			October 31, 2031		
		Enrolment	Utilization	Additional Rooms Req'd	Enrolment	Utilization	Additional Rooms Req'd	Enrolment	Utilization	Additional Rooms Req'd
Eglinton Jr PS*	548	482	88%	0	560	102%	3	594	108%	4
Hodgson MS	390	608	156%	7	699	179%	11	807	207%	15
Rippleton PS	346	222	64%	0	254	73%	0	271	78%	0
North Toronto CI	1,233	1,275	103%	0	1,299	105%	0	1,160	94%	0
Total	2,517	2,587	103%	7	2,812	112%	14	2,832	113%	19

Table 2: Redirection Scenario

Proposed boundary assigns students from the new developments at 41 Roehampton Avenue, 89 Roehampton Avenue, 25 Holly Street, and 50 Dunfield Avenue from Eglinton Junior Public School (JK to Grade 5 school) to Rippleton Public School (JK to Grade 5 school).

No changes to the Hodgson Middle School intermediate attendance boundary.

No changes to the North Toronto Collegiate Institute secondary attendance boundary.

Facility	Capacity	September 30, 2021			October 31, 2026			October 31, 2031		
		Enrolment	Utilization	Additional Rooms Req'd	Enrolment	Utilization	Additional Rooms Req'd	Enrolment	Utilization	Additional Rooms Req'd
Eglinton Jr PS*	548	482	88%	0	526	96%	2	560	102%	3
Hodgson MS**	390	608	156%	7	699	179%	11	807	207%	15
Rippleton PS	346	222	64%	0	288	83%	0	305	88%	1
North Toronto CI	1,233	1,275	103%	0	1,299	105%	0	1,160	94%	0
Total	2,517	2,587	103%	7	2,812	112%	13	2,832	113%	19

* As per the approved recommendations from the Yonge-Eglinton Phase 2 Program Area Review, a boundary change between Eglinton Junior Public School and John Fisher Junior Public School will be implemented in September 2022. Eglinton Junior Public School's projection reflects these approved changes.

** Hodgson MS has received Ministry approval for an addition that would increase its capacity to 838 pupil places.

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Written Notice of Motion (Trustees Laskin and Aarts, on behalf of Student Trustees Woo and Dadhich and Indigenous Student Trustee Shafqat)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaw 5.15.2, the following motion is being provided as notice at this time and for consideration at the April 12, 2022 meeting of the Planning and Priorities Committee.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (b) A notice of motion submitted prior to, or at a Board meeting, will be referred to the appropriate committee...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

Student Trustee Governance

Whereas regulation 7/07 of the Education Act applies to every school board established under section 67 of the Act and states that every board shall have at least two but not more than three student trustees (O. Reg. 7/07, s. 3; O. Reg. 354/18, s. 1); and

Whereas, student trustees have the same general responsibilities as all trustees to represent the interests of the entire community; however, they also provide their perspective to ensure that the students of the future will be served well; and

Whereas, student trustees are elected representatives, and are to be held accountable to the school board; and

Whereas, the Indigenous Student Trustee is the only elected Indigenous representative for the Toronto District School Board; and

Whereas, per section 55(5) of the Education Act student trustees have the right to partake in certain in-camera sessions closed to the public, demonstrating the high standing and trustworthiness of student trustees; and

Whereas, per section 55(7) of the Education Act student trustees receive equal opportunities to Board trustees, including access to professional development, resources and training; and

Whereas, student trustees shall have the right to abstain from voting and be counted as equals within the quorum of the entire board; and

Whereas, students should be able to begin the discussions surrounding items that they feel are most pertaining to their constituency without the need to request support; and

Whereas, the student voice is most effectively communicated by granting student trustees equal opportunities to participate in Board functions as other Board trustees;

Therefore, be it resolved:

- (a) That the Chair write a letter to the Minister of Education to request that the Education Act, 1990 be amended:
 - i. to allow student trustees the right to independently move and second motions for consideration by the Board;
 - ii. to allow student trustees to be counted toward quorum at meetings of the Board;
- (b) That the Ontario Public School Boards' Association, Ontario Student Trustees' Association (OSTA-AECO) and Members of Provincial Parliament representing Toronto ridings be copied on the correspondence in part (a).



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 (ANISH 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 people.

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

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