



Regular Meeting Agenda

BD:276A

Wednesday, May 25, 2022

4:30 p.m.

Hybrid 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
Private Session, 4:30 p.m.
2. Resolution Into Committee of the Whole (Private Session)
(to consider matters that fall under section 207(2) of the *Education Act*)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), May 25, 2022
To be presented
Public Session, 7 p.m.
5. National Anthem and Acknowledgement of Traditional Lands
6. Approval of the Agenda
7. Celebrating Board Activities
To be presented
8. Memorials
To be presented
9. Chair's Announcements
To be presented

10. Reports From Trustees Appointed to External Organizations and Student Trustees
To be presented
11. Director's Leadership Report
Oral Update
12. Declarations of Possible Conflict of Interest
13. Matters to be Decided Without Discussion
To be presented
14. Confirmation of Minutes of the Meeting Held on April 20, 2022
Separate Document
15. Committee Reports
 - 15.1. Governance and Policy Committee, Report No. 04, April 27, 2022 1
 1. Student Interest Programs: Specialized Schools and Programs Policy Review, Phase 5 [4284]
 2. P013, Out-of-Area Admissions Policy: Optional Attendance Policy Review, Phase 5 [4283]
 3. Policy Review Schedule and Governance and Policy Committee Target Dates: Update [4308]
 4. Communications Policy Development: Status Update [4309]
 5. P023, Parent and Community Involvement Policy: Review of Community Advisory Committees: Revised [4310]
 6. Enterprise Risk Management: New Policy [4311]
 7. P031, Human Rights Policy: Annual Review [4312]
 8. Disconnecting From Work Policy, New Policy: Revised [4313]
 9. P062, Alternative Schools Policy Review [4281]
 - 15.2. Program and School Services Committee, Report No. 04, May 11, 2022 27
 1. Black Student Achievement Community Advisory Committee: Implicit Bias Training Implementation
 2. Special Education Advisory Committee: Priorities for Implementing Recommendations of the K-12 Education Standards Development Committee
 3. Special Education Advisory Committee: Affirmation of Mandate of the Special Education Advisory Committee

4. Special Education Advisory Committee: Appointments to the Special Education Advisory Committee
 5. Annual Indigenous Education Report [4317]
 6. Caring and Safe Schools: Annual Report 2020-21 [4318]
 7. Centre of Excellence for Black Student Achievement Update [4316]
- 15.3. Finance, Budget and Enrolment Committee (Special Meeting), Report No. 07, April 26, 2022 59
1. 2022-23 Grants for Student Needs Update and Preliminary Operating Budget [4306]
 2. 2021-22 Pandemic Funding and Expense Update [4307]
- 15.4. Finance, Budget and Enrolment Committee, Report No. 08, May 16, 2022 63
1. Contract Awards, Operations [4323]
 2. Contract Awards, Facilities [4324]
 3. Major Capital Projects and Renewal Status Update [4328]
 4. Three-Year Projection and Deficit Recovery Plan [4327]
- 15.5. Planning and Priorities Committee, Report No. 06, May 18, 2022 87
1. Toronto Lands Corporation: 2022-23 Toronto Lands Corporation Operations Budget
 2. Renaming of Queen Victoria Public School to Dr. Rita Cox – Kina Minogok Public School [4322]
 3. Administrative Site Review: Update [4325]
 4. Anti-Defamation League, Never is Now: The Annual Summit on Antisemitism and Hate Conference 2022: Expense Approval [4321]
 5. Planning for the Renewal of the Multi-Year Strategic Plan: Update No. 1 [4326]
 6. Accommodation of Students From Residential Developments in the Niagara Street Junior Public School Area [4319]
 7. Program Area Review for Bloor Collegiate Institute, Fern Junior Senior Public School, Howard Junior Public School, Humberstone Collegiate Institute, Keele Street Public School, Parkdale Collegiate Institute and Runnymede Junior Senior Public School [4320]

16. Adjournment

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Governance and Policy Committee

Report No. 04

GPC:004A

Wednesday, April 27, 2022

4:30 p.m.

Electronic Meeting

Members Present Trustees Yalini Rajakulasingam (Chair), Michelle Aarts, Shelley Laskin, Harpreet Gill, Anu Sriskandarajah and Chris Tonks

Regrets Trustee Jennifer Story

Also Present Trustees Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Parthi Kandavel, James Li, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Robin Pilkey, Manna Wong, and Indigenous Student Trustee Isaiah Shafqat

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. Student Interest Programs: Specialized Schools and Programs Policy Review, Phase 5 [4284]

The Committee considered a report from staff (see GPC:004A, page 1 and attached) presenting information on the policy regarding specialized schools and programs, renamed the Student Interest Programs.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Aarts

The Governance and Policy Committee **RECOMMENDS** that the policy, **Student Interest Programs, formerly named Specialized Schools and Programs, as presented in the report, be approved.**

Carried

2. **P013, Out-of-Area Admissions Policy: Optional Attendance Policy Review, Phase 5 [4283]**

The Committee considered a report from staff (see GPC:004A, page 33) presenting information on revised policy P013, Optional Attendance, renamed Out-of-Area Admissions.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Mammoliti

The Governance and Policy Committee **RECOMMENDS** that revised policy P013, **Optional Attendance, renamed Out-of-Area Admissions, as presented in the report, be approved.**

Carried

3. **Policy Review Schedule and Governance and Policy Committee Target Dates: Update [4308]**

The Committee considered a report from staff (see GPC:004A, page 65) presenting revisions to the policy review schedule and meeting target dates.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Aarts

The Governance and Policy Committee **RECOMMENDS** that the report be received.

Carried

4. **Communications Policy Development: Status Update [4309]**

The Committee considered a report from staff (see GPC:004A, page 69) presenting information on the development of a communications policy.

Moved by: Trustee Tonks

Seconded by: Trustee Aarts

The Governance and Policy Committee **RECOMMENDS** that the report be received.

Carried

5. **P023, Parent and Community Involvement Policy: Review of Community Advisory Committees: Revised [4310]**

The Committee considered a report from staff (see GPC:004A, page 79) presenting revisions to governance structure of the Board's community advisory committees.

Moved by: Trustee Tonks

Seconded by: Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS** that the revisions to the governance structure of the community advisory committees, as presented in the report, be approved.

Carried

At the Committee meeting, on amendment of Trustees Sriskandarajah and Brown, "but may serve only two consecutive terms and may return after a two-year hiatus" was deleted at part (g) vii.

6. **Enterprise Risk Management: New Policy [4311]**

The Committee considered a report from staff (see GPC:004A, page 87) presenting information on a newly created policy regarding risk management.

Moved by: Trustee Laskin

Seconded by: Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS** that the new policy, Enterprise Risk Management, as presented in the report, be approved.

Carried

7. **P031, Human Rights Policy: Annual Review [4312]**

The Committee considered a report from staff (see GPC:004A, page 101) presenting information on the review of policy P031, Human Rights in accordance with the policy review schedule, the Ontario Human Rights Code and the *Occupational Health and Safety Act*.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Aarts

The Governance and Policy Committee **RECOMMENDS** that policy P031, Human Rights, as presented in the report, be approved.

Carried

8. Disconnecting From Work Policy, New Policy: Revised [4313]

The Committee considered a report from staff (see GPC:004A, page 125) presenting information on a new policy developed in accordance with the directions set out in the *Employment Standards Act* and the *Working for Workers Act, 2021*, which is required to be in place no later than June 2, 2022.

Moved by: Trustee Laskin

Seconded by: Trustee Aarts

The Governance and Policy Committee **RECOMMENDS** that new policy, **Disconnecting From Work**, as presented in the report, be approved.

Carried

9. P062, Alternative Schools Policy Review [4281]

The Committee considered a report from staff (see GPC:004A, page 141) presenting a revised work plan for the review of policy P062.

Moved by: Trustee Laskin

Seconded by: Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS** that the revised work plan for the review of policy **P062, Alternative Schools**, as presented in the report, be approved.

Carried

Part B: Information Only**10. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Governance and Policy Committee was called to order at 4:30 p.m., with Yalini Rajakulasingam, presiding.

11. Approval of the Agenda

On motion of Trustee Sriskandarajah, seconded by Trustee Laskin, the agenda was approved.

12. Declarations of Possible Conflict of Interest

No matters to report

13. Delegations

re TDSB Email Distribution Policies re COVID and Toronto Public Health

1. Daniel Freiheit

re P023, Parent and Community Involvement Policy: Review of Community Advisory Committees: Revised [4310]

2. Doug Kwan, Parent, Ward 2

14. Privacy Breach Procedure: New Procedure [4315]¹

The Committee noted information provided on new procedure, PR736, Privacy Breach (see GPC:004A, page 151).

15. PR666, Community Use of Board Facilities: Revised Procedure [4314]¹

The Committee noted information provided on revised procedure, PR666, Community Use of Board Facilities (see GPC:004A, page 179).

16. Adjournment

On motion of Trustee Laskin, seconded by Trustee Tonks, the meeting adjourned at 9:05 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Yalini Rajakulasingam, Committee Chair

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

Overview of Student Interest Programs Policy (PXX)

GPC - April 27, 2022

Formerly Specialized Schools and Programs Policy

Craig Snider, Associate Director Business Operations and Service Excellence

Lorraine Linton, System Superintendent Secondary Program and Admissions

Reiko Fuentes, Centrally Assigned Principal, Secondary Program and Admissions

Andrew Gowdy, System Planning Officer

Dan Castaldo, Senior Manager, Planning Amie Presley,

Research Coordinator Denis Farr, Policy Officer
Dan Cvjeticanin, Communications Officer

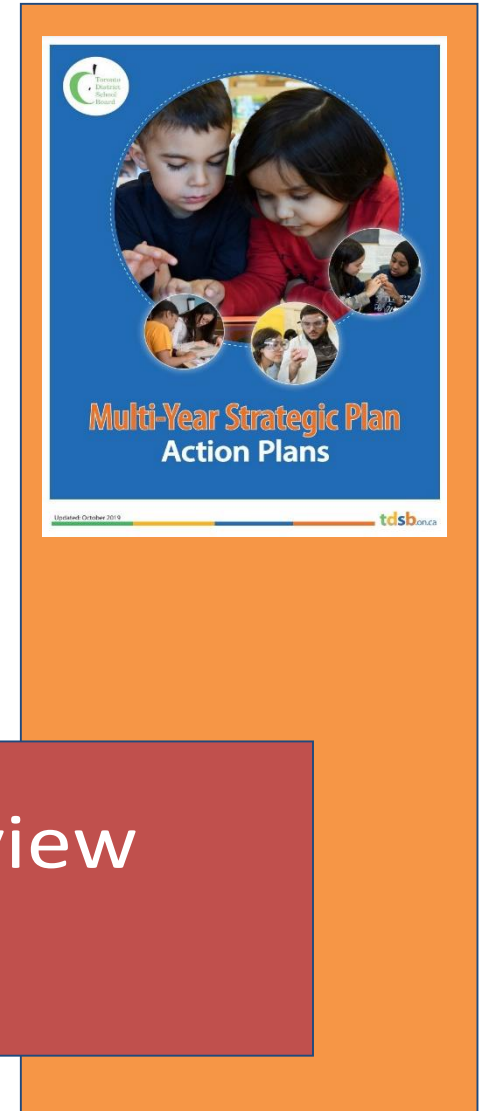
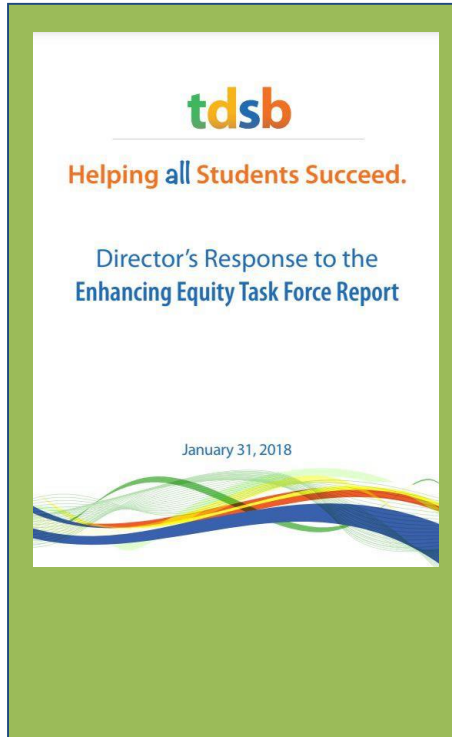
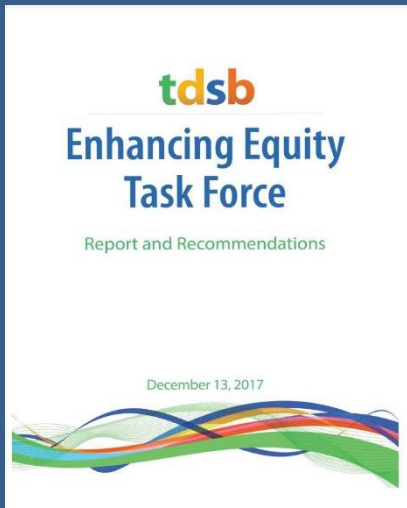
Andrew Gold, Associate Director, Student Well-being & Innovation
David Cameron, Senior Manager, Research
Vitaliy Plotnikov, Policy Coordinator

Optional Attendance P013 (1999)



- Created as the 6 legacy Boards amalgamated to form the TDSB
- Was intended to give students from one former-Board access to nearby schools from another former-Board

Guiding our Work



Secondary Program Review

Out-of-Area Admissions Policy
Student Interest Programs Policy

Student Interest Programs Policy

REVISED DRAFT FOR REVIEW

March 23, 2022

Toronto District School Board

Policy PXX

Title: **STUDENT INTEREST PROGRAMS**

Adopted: [date of approval of the policy]

Effected: [date when the policy came into effect]

Revised: [date when the policy was amended]

Reviewed: [date when the policy was reviewed]

Authorization: Board of Trustees

1. RATIONALE

This Student Interest Programs Policy (the “Policy”) was developed to support the Board’s ongoing commitment to improve access to special programs based on


Student Interest Programs Policy – Addressing the Big Questions

Challenges and Tensions:

1. Renaming the Programming
2. Admissions and Programming based on Ability vs. Interest
3. Specialized Programming misaligned with Secondary Program Review and the building of strong local community schools
4. Specialized Programming as a means of “Upstreaming”
5. Limitations of the Current Application Process

1. Renaming the Programming

Student Interest Programs Policy

| Centralized Programs and Schools | Local Programs |
|---|--|
| <p>District-wide programs/schools with a specific focus (e.g., the arts, athletics, skilled trades, etc.) <i>that require specialized infrastructure, facilities, scheduling, staffing, and support.</i></p>  | <p>Programs within a school with a specific focus (e.g., athletics, skilled trades) only available to students registered at that school who either live in-area or have applied through Out-of-Area Admissions.</p> <p>The selection process will coincide with the school’s February course selection process for students already registered for September.</p> |
| <p>Skilled Trades based Specialist High Skills Majors (SHSM)</p> | |

2. Admissions and Programming based on Ability vs. Interest

Shift in Admissions Criteria for TDSB Centralized Programs/ Schools:

- ✓ Interest-based admissions criteria
- ✓ Centralized random selection process
- ✓ No entrance exams
- ✓ No report cards (marks, learning skills, comments)
- ✓ No audition requirements
- ✓ No application fees

RATIONALE: Remove known barriers to access and decrease the underrepresentation of groups of students

2. Admissions and Programming based on Ability vs. Interest

Shift in program focus to align with the principles of Academic Pathways
TDSB Centralized Programs/Schools:

- Will provide more students with opportunities to experience rich and diverse programming
- Will be based on fostering interest, centres the voice and the needs of students and will be culturally relevant and reflect the identities of its students
- All locations will be expected to offer equity- based courses as per the Combatting Hate and Racism: Student Learning Strategy

PXX – Students Interest Programs

RATIONALE: Programs must be designed to support the success of all interested students, not just those with demonstrated and supported ability

3. Specialized Programming misaligned with Secondary Program Review and the building of strong local community schools

TDSB Centralized Programs/Schools:

- District-wide specialized programs/schools with a specific focus (e.g., the arts, athletics, skilled trades, etc.) *that require specialized infrastructure, facilities, scheduling, staffing, and support.*



RATIONALE: Students should not be going to a different school when the same programming is available at their local school.

TDSB STEM Action Plan and Arts Task Force will work to strengthen all local Arts, Math and Science programs.

4. Specialized Programming as a means of “Upstreaming”

Both TDSB Centralized Programs and Local Programs will shift programming to focus on developing student interest and are not to be structured around acceleration and enrichment in junior grades

RATIONALE: Following the principles underlying Academic Pathways, programming should be inclusive and supportive of all students

5. Limitations of the current Application Process

Number of choices TDSB Centralized Programs/ Schools:

- When applying for admission in September 2024 and in subsequent school years, parents/guardians, on behalf of their children, or students who are 18 years or older, may apply to a maximum of one (1) centralized program/school.
- Students may opt to be considered for programs/schools of the same focus that have availability should they not be selected for their desired school.

RATIONALE: One application for all creates more equitable access and opportunity for applicants.

5. Limitations of the current application Process

Priority for currently and historically underserved communities
TDSB Centralized Programs/ Schools:

- Will assign priority seats to students from currently and historically underserved communities

RATIONALE: While the move to interest-based admissions criteria should help Centralized Schools/Programs achieve student populations that better reflect the TDSB, priority access must be given to communities that have and are being underserved in our Centralized Programs/Schools.

Student Interest Programs Policy

| Program Component | Shifts in Year 1 (2022–2023) | Shifts in Year 2 (2023–2024) |
|-----------------------------|--|--|
| Applications | Applications for Sept. 2023 <ul style="list-style-type: none"> ● Centralized online form ● Enrolment set centrally ● Prioritization of historically underserved communities | Applications for Sept. 2024 <ul style="list-style-type: none"> ● One application only |
| Application Criteria | Removing Inequitable Admissions Practices Focus on developing Interest-based practices | Implement International Baccalaureate Review Admissions |

Student Interest Programs Policy

**** Program Study**

International Baccalaureate -
re. Admissions Criteria

Student Interest Programs Policy

| Program Component | Shifts in Year 1 (2022–2023) | Shifts in Year 2 (2023–2024) |
|---|--|---|
| <p>Secondary Program Review</p> | <p>New Program location studies for the Arts, and High Performing Athletes</p> <p>STEM Action Plan to provide support for MST departments in all secondary schools</p> | <p>Implement recommendations from Arts Task Force in all secondary schools</p> <p>Offering of Equity based courses in all schools offering Centralized Programs</p> |
| <p>F.A.S.T. for Skilled–Trades based SHSM programs</p> | <p>Application will be open for students in grades 10-12 starting in November 2022 for admission in Semester 2</p> | |

Student Interest Programs Policy

| Current Programs | Shifts in Year 1 (2022–2023) | Shifts in Year 2 (2023–2024) |
|--|---|--|
| Arts | <p>**Program Study: Arts Task Force to make recommendations around</p> <ul style="list-style-type: none"> • program structure for all schools • Centralized program grades | <p>Interest based programming for first cohort</p> <p>Continue to implement recommendations from Task Force</p> |
| <p>Math, Science & Tech Cyber Arts High Performing Athletes Int. Technology Africentric Leadership Pathway</p> | <p>**Program Coherence Study re. Math, Science & Technology re. Cyber Arts re. High Performing Athletes</p> | <p>**Program Coherence Study re. Integrated Technology re. Africentric re. Leadership Pathway</p> <p>Interest based programming for first cohort. Not based on acceleration, supporting the success of all students</p> |
| External Programs | <p>**Program Coherence Study for CISCO/Nortel and LAWS</p> <p>** Program Coherence Study International Baccalaureate - Research: Outcome data for students in International</p> | <p>Implement study results re. New Programs and Admissions Criteria for International Baccalaureate</p> |

Student Interest Programs Policy

| | | |
|--|---------------|--|
| | Baccalaureate | |
|--|---------------|--|

Questions & Comments

Thank you!



Program and School Services Committee

Report No. 04

PSSC:004A

Wednesday, May 11, 2022

4:30 p.m.

Electronic Meeting

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

Also Present Trustees Michelle Aarts, Alexander Brown, Stephanie Donaldson, Christopher Mammoliti, Zakir Patel, Robin Pilkey and Student Trustee Isaiah Shafqat

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

Part A: Committee Recommendations

1. Black Student Achievement Community Advisory Committee: Implicit Bias Training Implementation

The Committee considered a report from the Black Student Achievement Community Advisory Committee (see PSSC:004A, page 7) presenting a recommendation regarding implicit bias training.

Moved by: Trustee Chernos Lin

Seconded by: Trustee Moise

The Program and School Services Committee **RECOMMENDS** that the following be referred to staff for a presentation to the Black Student Achievement Community Advisory Committee on work being done in this area:

Be it moved that the Board retain the services of a consulting firm to direct the implementation of IBT-Implicit Bias Training for all Anti-Black Racism/ Equity

trainers along with Senior Team, Central Staff, Human Rights and Trustees during the 2022/23 school year.

Carried

2. Special Education Advisory Committee: Priorities for Implementing Recommendations of the K-12 Education Standards Development Committee

The Committee considered a report from the Special Education Advisory Committee (see PSSC:004A, page 49) presenting priorities for the recommendations from the K-12 Education Standards Development Committee.

Moved by: Trustee MacLean

Seconded by: Trustee Doyle

The Program and School Services Committee **RECOMMENDS:**

(a) That the following be referred to staff to work with the K-12 Education Standards Development Work Group:

Whereas the Ontario Government appointed the K-12 Education Standards Development Committee under the Accessibility for Ontarians with Disabilities Act to make recommendations to create a barrier-free, accessible education system for students with disabilities in Ontario schools.

And whereas the Ontario Government made public the initial report of the K-12 Education Standards Development Committee on June 1, 2021.

And whereas at its February 14, 2022 meeting, SEAC passed a motion that recommends that TDSB implement the K-12 Education Standards Development Committee's recommendations.

And whereas it would be good for TDSB to start by implementing measures that are readily achievable and that would be high-impact for students with disabilities.

SEAC therefore recommends that TDSB give initial priority to implementing these four measures, which the K-12 Education Standards Development Committee has recommended:

- i. TDSB should invite parents/guardians of any student for whom an Individual Education Plan (IEP) is being considered or developed to an "IEP" meeting with school staff (in person or virtually), to work collaboratively on what the IEP should include. The Parents/guardians should be told that they can bring with them any support people or professionals they wish to help at the IEP meeting. If the school does not agree to provide an accommodation, service, support or program that the parents/guardian request, they should be given the reason for this.
- ii. Because too many parents/guardians of students with disabilities do not know what services, supports, placements or options are available for their child at TDSB, or to whom or how to advocate for them, TDSB should develop and implement a comprehensive plan in consultation with SEAC to effectively let parents/guardians of students with disabilities know, in plain language and multiple languages, the options available for their child at TDSB, and to whom and how to advocate for

them, including an explanation of the processes of the Individual Education Plan and the Identification and Placement Review Committee.

- iii. TDSB should establish a new fair, speedy, impartial and expert dispute resolution process for parents/guardians of students with disabilities who believe that their child's disability-related needs are not being met, e.g. because their IEP is insufficient or is not being fully implemented;

(b) That consideration of the following be postponed to the fall 2022:

- iv. For TDSB trustees to be more fully and directly engaged in overseeing TDSB's accessibility issues, TDSB's trustees should establish an Accessibility Committee of the Board. SEAC should be invited to send two members to serve on that committee.

Carried

3. Special Education Advisory Committee: Affirmation of Mandate of the Special Education Advisory Committee

The Committee considered a report from the Special Education Advisory Committee (see PSSC:004A, page 49) presenting a recommendation regarding its mandate.

Moved by: Trustee MacLean

Seconded by: Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that the following be referred to staff for continuing discussion with the Special Education Advisory Committee on this operational matter:

WHEREAS O. Reg. 464.97: "Special Education Advisory Committees" under the Ontario Education Act, R.S.O. 1990, c. E.2 set up the requirement that every school board in Ontario have a Special Education Advisory Committee ("SEAC"), and that SEACs may "make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board" and "[b]efore making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred". O. Reg. 464/97, s. 11.

AND WHEREAS TDSB staff have made significant changes to Special Education, without consulting or disclosing these changes to SEAC in advance,

AND WHEREAS some of the significant changes made by TDSB to Special Education without consulting or disclosing to SEAC in advance, include the following examples of changes to special education policies, procedures, and practices:

(a) “Primary IEP Strategy”: TDSB staff did not consult or inform SEAC before implementing this very significant change to eliminate and substantially reduce access to Primary Individual Education Plans (“IEPs”);

(b) Cancellation of and Significant Delays to Special Education Assessments, IEPs, Identifications, Placements, and other Supports: initially “in response to the new pandemic”, but persisting significantly for many months thereafter;

(c) Elimination of DHH (Deaf and Hard of Hearing), BLV (Blind and Low Vision), and other Itinerant Specialist special education staff’s “write” access to IEPs;

(d) Undisclosed cancellation of the entire SEPRC (“Special Education Placement and Review Committee”) meeting and process for almost all new students with special education needs and issues.

AND WHEREAS these changes restrict access to necessary, efficient, and effective supports for many students with identified and unidentified special education needs;

AND WHEREAS TDSB staff did not disclose these significant changes to SEAC prior to their implementation;

AND WHEREAS as a result SEAC was not able to provide its advice and recommendations on these issues and changes, as it is fundamentally required to do pursuant to O. Reg. 464.97: “Special Education Advisory Committees” under the Ontario Education Act, R.S.O. 1990, c. E.2 (the “Legislation”) and as is in the best interest of the vulnerable children that we represent.

NOW THEREFORE IT IS RESOLVED:

THAT all of the preamble (“WHEREAS”) statements above are included as part of this “IT IS RESOLVED” and recommendation section of this motion;

AND THAT TDSB staff fully inform and consult with SEAC about all previous changes made to Special Education policies, procedures, and practices;

AND THAT TDSB be required to now submit and provide to SEAC full information about these and all changes to special education policies, procedures, and practices (herein collectively referred to as “Special Education Policies”) in order to allow SEAC to consult on these issues and provide its recommendations;

AND THAT TDSB then consider this advice and recommendations, and consider amending and / or retracting these Special Education Policies based on these recommendations;

AND THAT going forward TDSB staff comply with the Legislation’s mandate to fully inform and consult with SEAC on matters pertaining to the education of students with special education needs **IN ADVANCE** of decisions to implement changes to Special Education policies, practices, and procedures, **AND BEFORE** the implementation of any of these changes.

Carried

4. Special Education Advisory Committee: Appointments to the Special Education Advisory Committee

The Committee considered a report from the Special Education Advisory Committee (see PSSC:004A, page 49) presenting membership changes for approval.

Moved by: Trustee Moise

Seconded by: Trustee MacLean

The Program and School Services Committee **RECOMMENDS:**

Whereas, the following members will be resigning from SEAC, effective for the June 2022 SEAC meeting:

- **Juanita Beaudry, Centre for ADHD Awareness, Canada**
- **Tania Principe, Inclusion Action Ontario**
- **Nora Green, Learning Centre 1**
- **Elaine Dodsworth, Alternative, Down Syndrome Association of Toronto**
- **Lisa Kness, Autism Ontario;**

And

Whereas, Juanita Beaudry, Executive Director of Centre for ADHD Awareness, Canada has nominated Beth Dangerfield as association representative and Judi Coulson as alternate representative; and

Whereas, Paula Boutis, President of Inclusion Action Ontario, has nominated Nora Green as association representative; and

Whereas, Lisa Nightingale, Region and Volunteer Supervisor for Autism Ontario, has nominated Julie Diamond as association representative; and

Whereas, the nominees meet the criteria for membership as outlined in Regulation 464/97;

Therefore, be it resolved:

- (a) That Beth Dangerfield be appointed to the Special Education Advisory Committee as the representative for the Centre for ADHD Awareness Canada for a term ending November 14, 2022;**
- (b) That Judi Coulson be appointed to the Special Education Advisory Committee as the alternate representative for the Centre for ADHD Awareness Canada for a term ending November 14, 2022;**

- (c) That **Nora Green** be appointed to the **Special Education Advisory Committee** as the representative for **Inclusion Action Ontario** for a term ending **November 14, 2022**;
- (d) That **Julie Diamond** be appointed to the **Special Education Advisory Committee** as the representative for **Autism Ontario** for a term ending **November 14, 2022**.

Carried

5. Annual Indigenous Education Report [4317]

The Committee considered a report from staff (see PSSC:004A, page 63), presenting information on Indigenous education for 2021.

Moved by: Trustee Doyle

Seconded by: Trustee Moise

The Program and Schools Services Committee **RECOMMENDS** that the report **be received**.

Carried

6. Caring and Safe Schools: Annual Report 2020-21 [4318]

The Committee considered a report from staff (see PSSC:004A, page 97), presenting a summary and analysis of suspensions and expulsions for the 2020-21 school year.

Moved by: Trustee Doyle

Seconded by: Trustee Moise

The Program and Schools Services Committee **RECOMMENDS** that the report **be received**.

Carried

7. Centre of Excellence for Black Student Achievement Update [4316]

The Committee considered a report from staff (see PSSC:004A, page 123 and attached), presenting information on the work of the Centre of Excellence for Black Student Achievement.

Moved by: Trustee MacLean

Seconded by: Trustee Moise

The Program and Schools Services Committee **RECOMMENDS** that the report be received.

Carried

Part B: Information Only

8. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Program and School Services Committee was convened on Wednesday, May 11, 2022 from 4:32 to 9:18 p.m. by electronic means with Rachel Chernos Lin, Committee Chair, presiding.

9. Approval of the Agenda

On motion of Trustee Moise, seconded by Trustee Doyle, the agenda was approved.

10. Declarations of Possible Conflict

No matters to report

11. Delegations

re The Board's consultations on changes to the Specialized Schools and Program Policy

1. Usha KelleyMaharaj, York Memorial Collegiate Institute

re Item 6.3 Centre of Excellence for Black Student Achievement Update [4316]

2. Dr. Carl James

3. Kofi Sankofa, Community Activist and TDSB Community Support Worker

12. Urban Indigenous Community Advisory Committee Report, March 22, 2022

The Committee considered a report from the Urban Indigenous Community Advisory Committee dated March 22, 2022 (see PSSC:004A, page 1).

Moved by: Trustee Doyle

Seconded by: Trustee MacLean

That the report be received.

Carried

13. Alternative Schools Community Advisory Committee Report, April 25, 2022

The Committee considered a report from the Alternative Schools Community Advisory Committee dated April 25, 2022 (see PSSC:004A, page 3). The report was presented by co-chairs Angela Matich and Laurie McAllister.

Moved by: Trustee Moise

Seconded by: Trustee MacLean

That the report be received.

Carried

14. Black Student Achievement Community Advisory Committee Reports, January 3, February 7 and March 7, 2022

The Committee considered reports from the Black Student Achievement Community Advisory Committee dated January 3, February 7 and March 7, 2022 (see PSSC:004A, page 7). The reports were presented by co-chair Alexis Dawson.

Moved by: Trustee Doyle

Seconded by: Trustee Moise

That the report be received.

Carried

15. Black Student Achievement Community Advisory Committee Report, April 4, 2022

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated April 4, 2022 (see PSSC:004A, page 13). The report was presented by co-chair Alexis Dawson.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

That the report be received.

Carried

16. Community Use of Schools Community Advisory Committee Reports, March 8 and April 12, 2022

The Committee considered reports from the Community Use of Schools Community Advisory Committee dated March 8 and April 12, 2022 (see PSSC:004A, page 15). The reports were presented by co-chair Judy Gargaro.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

That the report be received.

Carried

17. Environmental Sustainability Community Advisory Committee Report, April 5, 2022

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated April 5, 2022 (see PSSC:004A, page 23).

Moved by: Trustee MacLean

Seconded by: Trustee Moise

That the report be received.

Carried

18. Equity Policy Community Advisory Committee Reports, October 25 and November 29, 2021 and January 24, 2022

The Committee considered reports from the Equity Policy Community Advisory Committee dated October 25 and November 29, 2021 and January 24, 2022 (see PSSC:004A, page 25). The reports were presented by Trustee James Li.

Moved by: Trustee MacLean

Seconded by: Trustee Moise

That the report be received.

Carried

19. French-as-a-Second-Language Community Advisory Committee Reports, October 12, 2021 and March 10, 2022

The Committee considered reports from the French-as-a-Second-Language Community Advisory Committee dated October 12, 2021 and March 10, 2022 (see PSSC:004A, page 31). The reports were presented by co-chair Lynne LeBlanc.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

That the report be received.

Carried

20. Inner City Community Advisory Committee Report, March 24, 2022

The Committee considered a report from the Inner City Community Advisory Committee dated March 24, 2022 (see PSSC:004A, page 39). The report was presented by Trustee Michelle Aarts.

Moved by: Trustee Doyle

Seconded by: Trustee MacLean

That the report be received.

Carried

21. Parent Involvement Advisory Committee Reports, February 15 and April 19, 2022

The Committee considered reports from the Parent Involvement Advisory Committee dated February 15 and April 19, 2022 (see PSSC:004A, page 41). The reports were presented by co-chair Felicia Seto-Lau.

Moved by: Trustee Doyle

Seconded by: Trustee Moise

That the report be received.

Carried

22. Special Education Advisory Committee Report, April 11, 2022

The Committee considered a report from the Special Education Advisory Committee dated April 11, 2022 (see PSSC:004A, page 49).

Moved by: Trustee Moise

Seconded by: Trustee MacLean

That the report be received.

Carried

23. Adjournment

On motion of Trustee x, seconded by Trustee x, the meeting adjourned at 9:18 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Rachel Chernos Lin, Committee Chair



Centre of **Excellence** for **Black Student** Achievement

May 11, 2022



@tdsb_cebsa

Agenda

Update on the Centre of Excellence for Black Student Achievement

- Mandates
- Physical Location
- Staffing
- Addressing Centre of Excellence Mandates
- Research Consultations



Ascent towards the Light created by Robert Small



Centre of Excellence Mandates

| STUDENTS | FAMILIES AND COMMUNITIES | SYSTEM AND STAFF |
|---|--|--|
| <ol style="list-style-type: none"> 1. Provide support to Black students in TDSB schools to combat racism, navigate complaint processes, identify barriers to success and access appropriate resources (e.g., scholarships, networking, mentoring); 2. Identify, develop and facilitate culturally responsive, and relevant healing practices for groups of students; 3. Establish effective mechanisms for monitoring improvement in the achievement of Black students; and 4. Inform changes to policies and procedures so that all students may benefit from the learning and innovative practices developed by the Centre. | <ol style="list-style-type: none"> 1. Support meaningful engagement and advocacy of caregivers for their children in TDSB schools and programs and improve communication to them about Black student success, system navigation and complaint processes; and 2. Engage in strategic community partnerships related to education within the annually identified approved budget for this purpose. | <ol style="list-style-type: none"> 1. Use evidence to highlight promising practices and engage in meaningful research on topics relevant to Black students that are then integrated across schools and at the system level within the TDSB; 2. Create professional learning in anti-Black racism and collaborate with other staff in facilitating learning in decolonization, anti-racism, anti-oppression & human rights recognizing the similarities and intersections of various forms of oppression; and 3. Provide annual accountability reports and recommendations to the Board of Trustees and staff. |



Black Joy as a Theoretical Framework

And, it is here, somewhere *In the Break* (from linearity) that we can, and perhaps must, continually imagine black possibility outside the conditions of white supremacy. And, rather than thinking squarely about black pain in response to the most recent wave of state-sanctioned anti-black violence and terrorism, I wonder how we might also think about black joy as a theory, a method, and a political device.

Source: Johnson, J. (2015). Black Joy in the Time of Ferguson. *QED: A Journal in GLBTQ Worldmaking*, 2(2), pp. 177-183



Our Collaborative Inquiry

In what ways might we cultivate the necessary conditions to support building positive racial identity within instructional programming to promote the achievement and well-being of Black students and disrupt deficit narratives rooted within anti-Black racism?



Physical Location

Winston Churchill Collegiate Institute located in the Dorset Park neighbourhood of Scarborough

- Construction date of completion - second week of May
- Furniture delivery and installation - by May 24th
- Centre of Excellence for Black Student Achievement Grand Opening - June 13th, 6-8 pm



Centre of Excellence Staffing

Currently sitting at approximately 21.5 full time staff positions:

- Centrally Assigned Principal
- Program Coordinator
- Graduation Coaches for Black Students
- K-12 Learning Coaches
- Research Coordinator
- Social Workers
- Child and Youth Counsellor
- Communications Officer
- Office Administrator

Additional staffing to be finalized:

- Community Support Workers
- Student Equity Program Advisors
- .5 TBD



Black Student Success and Excellence

- Partnership with Anti-Racism Directorate
- K- 12 initiative (specifically focusing on feeder schools): 23 schools across all 4 Learning Centres
- Intentional focus of Black Students Success & Excellence
- Embedded within the Multi-year Strategic Plan: Transform Student Learning
- Collaboration with TDSB Research Department



Additional Qualifications Course

Addressing Anti-Black Racism to Change Pedagogy and Practice (Part I, II, III)

- Launch of Guidelines: March 2022
- Writing of Part I: Spring 2022
- Delivery of Part I: Summer 2022

**Educators within Teacher Leadership
Collective received LIFT funding subsidy**





Student Mandates: Learning Experiences and Programs



Student Programming

2022 BLACK STUDENT SUMMER LEADERSHIP PROGRAM

Centre of Excellence for Black Student Achievement

INFORMATION SESSION REGISTRATION
<https://bit.ly/BSSLPIINFO>
 Tuesday, February 15, 2022 3 - 6 p.m.

This seven-week paid leadership program provides Black students with mentorship and experiential learning opportunities to explore a variety of academic and career fields. Complete an application and register for our upcoming information session.

BSSL APPLICATION FORM
<https://bit.ly/BSSLPFORM>
 Deadline: Monday, February 28, 2022

BSSL Eligibility:

- Black-identifying TDSB student
- Currently attending 10-12th grade
- Must be available for pre-employment training once a week for 7.5 hours (April 1 - May 18)
- Must be available to commit to the program full-time (July 1 - Aug 15)
- Must be 16 as of July 1, 2022

Black Students in Business Collective

Are you interested in business?

Do you want to learn more about post-secondary programs, business career pathways and additional opportunities?

December 14, 2021
 6:30 p.m. to 8:00 p.m.

Grade 10 & 11 students are invited to this virtual event featuring alumni, students and staff from top Canadian business schools.

REGISTER NOW

Register by December 6, 2021

For more information contact:
 For students: cebsa@tdsb.ca or 905-947-2704
 For business: cebsa@tdsb.ca or 905-947-2704

Sponsored by: Schulich YORK U, IVEY, SMITH

MUSIC INDUSTRY EXPLORATION
 ADVANCE Canada's Black Music Business Collective

Centre of Excellence for Black Student Achievement

ADVANCE

Information Session: February 28, 2022 6 - 7 pm
<https://bit.ly/cebsaadvanceinfo>

This 9-week program (March-June) aims to:

- Connect Black youth with industry executives and professionals in the Music Business.
- Educate Black youth (Gr. 11 & 12) about career opportunities in the music industry (song, content creation, data analysis, royalty administration, marketing manager, etc.).
- Provide mentorship by way of professionals in the Music Business.
- Support the development of transferable skills that will facilitate access to greater opportunities.

BLUEPRINT UNIVERSITY OF TORONTO Engineering

JULY 11 - AUGUST 5

Register for the info session on February 9 from 6-7PM: bit.ly/2H0p2bA

Blueprint is a FREE, five-week academic enrichment program for Black high school students. Experience the Engineering Design Process through various life, mechanical and automation, and Engineering-themed events, and learn what it is like to study engineering at a post-secondary level.

BUILD LEADERSHIP SKILLS

HANDS-ON ACTIVITIES | **YEAR-LONG ENGAGEMENT**

PATHWAYS TO PUBLIC RELATIONS

Centre of Excellence for Black Student Achievement in collaboration with Humber College Faculty of Media and Creative Arts along with York Black Communications Network (YCBN)

Black-identifying students in Grades 11 and 12 who are interested in public relations and communications to register for an upcoming program.

Pathways to Public Relations
<https://bit.ly/CEBSAPR>

This 3-week program explores pathways in the Public Relations and Communications industries (e.g. media relations, social and digital media communications, public affairs, event management, content creation, etc.) and areas that are not often explored in traditional education settings.

SESSIONS:

- Tuesday, April 19 (6 - 7 PM): Overview of Public Relations and Communications
- Tuesday, April 26 (6 - 7 PM): Career Mapping in Public Relations and Communications
- Tuesday, May 3 (6 - 7 PM): Scholarship Support with Humber College

A Day in Aviation - Information Session

April 6, 2022 - 5 to 6 p.m.

Please register at: <https://bit.ly/cebsaaviationinfo>

Grades: 7 to 11

This program seeks to engage Black-identifying students in the exploration of aviation as an academic and career pathway. Students will receive mentorship and guidance from Black professionals as they explore the aviation and aerospace industry.

tdsb.ca/cebsa
[@tdsb_cebsa](https://twitter.com/tdsb_cebsa)

Partners: tdsb, Centre of Excellence for Black Student Achievement, BAPN





Daily Student Experiences

| STUDENT LEARNING SERIES | | |
|---|--|---|
| <p style="text-align: center;">LITERACY</p> <p>Dwayne Morgan (Gr. 4-10) Spoken Word:</p> <ul style="list-style-type: none"> Jan. 24 - similes and <i>I Am</i> Poetry Feb. 7 - metaphors and writing <i>If I Ruled the World</i> Poetry Feb. 14 - alliteration and writing <i>If You Knew Me</i> Poetry Feb. 28 - emotions and writing <i>I Woke Up Like this</i> Poem Mar. 7 - voice & personification and writing <i>My Blackness</i> Poem <p>Itah Sadu (K-8) Storytelling:</p> <ul style="list-style-type: none"> Wednesdays at 1 PM starting Feb. 9 <p>Randel Adjei (Grades 6 - 10) Identity Affirmations: Feb. 10 and Feb. 17 at 9:30 AM</p> <p>Faduma Mohamed (Grades 9 - 12) Black Excellence in Poetry: Mar. 10 at 1 PM</p> | <p style="text-align: center;">WELLNESS</p> <p>Lance Cumberbatch (Gr. 3-8) African Drumming: Tuesdays at 9:30 AM</p> <p>Kevin Carrington (K-8) Reggae Fitness: Wednesdays at 9:30 AM</p> <p>Coco Collective (Gr. 1-5) West African Dance: Feb. 4 and Feb. 11</p> | <p style="text-align: center;">HISTORY</p> <p>Uncle Tom's Cabin Historic Site (Gr. 6-11) Ontario Heritage Trust:</p> <ul style="list-style-type: none"> 60-minute guided tours bringing the history of the Underground Railroad <p>Canadian Multicultural Inventors Museum (Gr. 4-10):</p> <ul style="list-style-type: none"> Feb. 3 - African Canadian Inventors and Innovators Feb. 10 - African Women in STEM Feb. 17 - A Day in the life of a Forensic Scientist Feb. 24 - Black Space Innovators Mar. 3 - Want to be an Archaeologist? Mar. 10 - Extracting DNA - Experimentation! |

Student Mentorship - Lawrence Hill

Elementary Students

Introducing Beatrice & Croc Harry with TDSB Students (Grades 3-8)



Lawrence Hill
Novelist
Mar. 8, 2022
1:00 - 2:00 PM

 English/Literacy

In Conversation with Lawrence Hill: Sharing Feedback and Experiences (Grades 3-8)



Lawrence Hill
Novelist
April 28, 2022
1:00 - 2:00 PM

 English/Literacy

Secondary Students



Becoming a Writer with Lawrence Hill

Do you have a passion for creative writing? Are you interested in becoming an author? Are you a Black-identifying TDSB student in Grades 9-12? Then this opportunity is for you!

The Centre of Excellence for Black Student Achievement is excited to partner with bestselling author Lawrence Hill to offer a mentorship opportunity to Black-identifying students in Grades 9-12 to explore and discuss the art of writing and a career in publishing. During this session, Lawrence Hill will share his journey to becoming an author, and offer advice and support to students who are also interested in pursuing this pathway.

This session will take place on Thursday April 28, 2022 from 4:30PM - 5:30PM.

To register, please complete the form below. A link will be shared with you the day of the session.

To learn more about Lawrence Hill, please visit:
<https://www.speakers.ca/speakers/lawrence-hill/>



Staff Mandates: Professional Development and School-based Support



Professional Development and Resources

FEBRUARY 2022

| | | | |
|--|---|--|--|
| <p>African Elders and Eldership within Education</p> <p>Dr. George Dei Professor Feb. 10, 2022 6:00 - 7:00 PM</p> | <p>We Gon' Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom</p> <p>Dr. Bettina Love Professor Feb. 17, 2022 6:30 - 7:30 PM</p> | <p>Honouring Black Students' Social Identities in Early Years Classrooms</p> <p>Dr. Kerry-Ann Escayg Assistant Professor Feb. 23, 2022 4:00 - 5:00 PM</p> | <p>Identity Loss and Formation - Lawrence Hill in Conversation with TDSB Educators</p> <p>Lawrence Hill Novelist Feb. 28, 2022 4:00 - 5:30 PM</p> |
|--|---|--|--|

MARCH 2022

| | | | |
|---|--|--|---|
| <p>Introducing Beatrice & Croc Harry with TDSB Students (Grades 3-8)</p> <p>Lawrence Hill Novelist Mar. 8, 2022 1:00 - 2:00 PM</p> | <p>Advancing Literacy for Black Boys</p> <p>Dr. Alfred Tatum Associate Professor Mar. 22, 2022 4:00 - 5:00 PM</p> | <p>Advancing STEM Equity: Opportunities for Supporting Meaningful Inclusion and Belonging in STEM</p> <p>Dr. Eugenia Duesola Adity Chief Executive Officer Mar. 30, 2022 4:00 - 5:30 PM</p> | <p>Registration to these learning experiences will be shared as available through individual session flyers.</p> |
|---|--|--|---|

APRIL 2022

| | | | |
|---|---|--|---|
| <p>Counterstories and Reimagining Community Partnerships</p> <p>Itah Sadu Storyteller April 5, 2022 4:00 - 5:00 PM</p> | <p>Identity Affirming Stories with TDSB Families</p> <p>Lawrence Hill Novelist April 12, 2022 5:30 - 6:15 PM</p> | <p>Impact of Racial Identity in Mathematics Learning</p> <p>Dr. Molade Oskobo Assistant Professor April 19, 2022 5:00 - 6:00 PM</p> | <p>In Conversation with Lawrence Hill: Sharing Feedback and Experiences (Grades 3-8)</p> <p>Lawrence Hill Novelist April 26, 2022 1:00 - 2:00 PM</p> |
|---|---|--|---|

Centre of Excellence for Black Student Achievement
presents
Black Student Success and Excellence Foundational Series

Nicole West-Burns
Ph.D.

Wednesday, April 13 4 p.m. - 6 p.m.
Wednesday, April 27 4 p.m. - 6 p.m.
Tuesday, May 3 4 p.m. - 6 p.m.
Thursday, May 12 4 p.m. - 6 p.m.

Educators must commit to all four sessions.
All staff levels welcome.

Build capacity in schools to Disrupt and Dismantle Anti-Black Racism | Support engaging in a Critically Conscious Practitioner Inquiry tied to BSSE work in schools | Create a place of common learning for school teams

REGISTER NOW

Human Library Podcast
Conversations Around Black Student Success & Excellence

EPISODE 2
Unpacking Ourselves in Anti-Oppression Work

Featuring
Dr. Nicole West-Burns
Professor of Early Childhood Education
York University

Human Library Podcast
Conversations Around Black Student Success & Excellence

EPISODE 1
Loving Blackness: Supporting Positive Racial Identity in the Early Years

Featuring
Dr. Kemi Lovejoy
Associate Professor of Early Childhood Education
University of Toronto





Community Mandates: Partnerships and Engagement



Community Partnerships



Research Consultations: Community, Caregivers and Students



Research Consultations

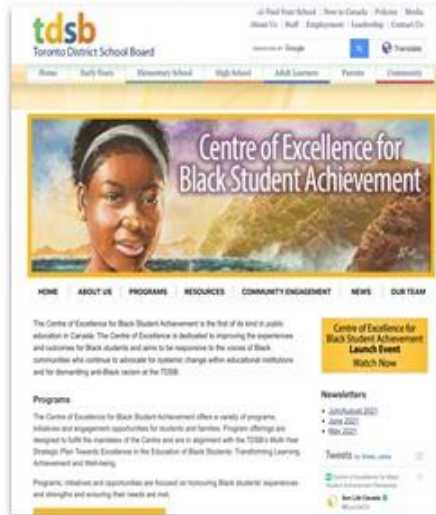
| Students | Parents and Families | Community and Service Providers |
|--|--|---|
| <ul style="list-style-type: none"> • Mental Health and Wellbeing • Promoting Self-Affirming Space • Learning about the Black Identity/Heritage • Representation Among Staff • Improving Learning Outcomes for Black students • Acknowledging Black Students' Experiences with Racism | <ul style="list-style-type: none"> • Affirming/validating the identities of Black families • Anti-racist pedagogy and practice • Barriers to parental engagement • Better communication between families and teachers • Negative engagement with parent council | <ul style="list-style-type: none"> • Clarity, Building Trust & Formal Partnership Processes • Intentional Connections with ACB Organizations • Accountability, Deliverables & Transparency • Increasing Accessibility for Holistic Care • Developing & Enhancing Black Students Networking |

Overview prepared by: Tanitiã Munroe (She/Her), Research Coordinator



Communications

Website



Mailing List



Monthly Newsletters



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Finance, Budget and Enrolment Committee
(Special Meeting)
Report No. 07

FBEC:007A
Tuesday, April 26, 2022
4:00 p.m.
Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Stephanie Donaldson, Zakir Patel, Robin Pilkey, and Manna Wong

Regrets Trustee James Li and David Smith

Also Present Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Shelley Laskin, Dan MacLean, Christopher Mammoliti, Chris Moise, Yalini Rajakulasingam and Student Trustee Evan Woo

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. 2022-23 Grants for Student Needs Update and Preliminary Operating Budget [4306]

The Committee considered a report from staff (see FBEC:007A, page 11) presenting information on factors impacting the operating budget and an updated preliminary financial projection.

Moved by: Trustee Mammoliti
Seconded by: Trustee Patel

The Finance, Budget and Enrolment Committee **RECOMMENDS that the report be received.**

Carried

2. 2021-22 Pandemic Funding and Expense Update [4307]

The Committee considered a report from staff (see FBEC:007A, page 67) presenting an update on pandemic funding and costs as of March 31, 2022.

Moved by: Trustee Wong

Seconded by: Trustee Mammoliti

The Finance, Budget and Enrolment Committee **RECOMMENDS that the report be received.**

Carried

Part B: For Information Only

3. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 4:07 p.m. with Parthi Kandavel, Committee Chair, presiding. The purpose of the meeting was to consider matters related to the mandate of the committee.

4. Declarations of Possible Conflict of Interest

No matters to report

5. Delegations

No matters to report

6. Contract Awards, Facilities [4305]

The Committee considered a report from staff (see FBEC:007A, page 1) presenting contract awards.

On motion of Trustee Mammoliti, seconded by Trustee Donaldson, the Finance, Budget and Enrolment Committee approved the contracts on Appendix B.

7. Adjournment

On motion of Trustee Pilkey, seconded by Trustee Mammoliti, the meeting adjourned at 5:27 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Parthi Kandavel, Committee Chair

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Finance, Budget and Enrolment Committee

Report No. 08

FBEC:008A
 Monday, May 16, 2022
 4:30 p.m.
 Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Stephanie Donaldson, James Li, Zakir Patel, Robin Pilkey, David Smith and Manna Wong

Also Present Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Shelley Laskin, Dan MacLean, Christopher Mammoliti, Chris Moise, Indigenous Student Trustee Isaiah Shafqat and Student Trustee Evan Woo

All trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#).

Part A: Committee Recommendations

1. Contract Awards, Operations [4323]

The Committee considered a report from staff (see FBEC:008A, page 1) presenting contract awards. The Committee received the contracts on Appendix A.

Moved by: Trustee Donaldson

Seconded by: Trustee Wong

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **contract awards on Appendix C, as presented in the report, be approved.**

Carried

2. Contract Awards, Facilities [4324]

The Committee considered a report from staff (see FBEC:008A, page 17) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

Moved by: Trustee Donaldson

Seconded by: Trustee Pilkey

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **contract awards on Appendix C, as presented in the report, be approved.**

Carried

3. Major Capital Projects and Renewal Status Update [4328]

The Committee considered a report from staff (see FBEC:008A, page 33) providing an update regarding the status of the major capital projects and renewal projects planned or underway for 2021-22.

Moved by: Trustee Donaldson

Seconded by: Trustee Patel

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report **be received.**

Carried

4. Three-Year Projection and Deficit Recovery Plan [4327]

The Committee considered a report from staff (see FBEC:006A, page 93 and attached) providing an update to the projected financial deficit and a proposed three-year financial recovery plan to address the anticipated deficit in accordance with the *Education Act*.

Moved by: Trustee Pilkey

Seconded by: Trustee Smith

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report **be received.**

Carried

Part B: For Information Only**5. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Finance, Budget and Enrolment Committee was convened on Monday, May 16, 2022, from 4:30 to 7:44 p.m. by electronic means with Parthi Kandavel, Committee Chair, presiding.

6. Approval of the Agenda

On motion of Trustee Donaldson, seconded by Trustee Mammoliti, the agenda was approved.

7. Declarations of Possible Conflict of Interest

No matters to report

8. Delegations

No matters to report

9. Adjournment

On motion of Trustee Donaldson, seconded by Trustee Wong, the meeting adjourned at 7:44 p.m.

Part C: Ongoing Matters**10. Supplemental Approach for Capital Funding in Communities Without Proper Funding Sources**

On motion of Trustee Pilkey, seconded by Trustee Donaldson, the Committee postponed consideration of the following matter, introduced by Trustees Mammoliti and Smith as business arising, to the next regular meeting of the Finance, Budget and Enrolment Committee:

Whereas, the current Ministry capital priority submission process has a primary focus on schools or school areas experiencing pupil accommodation pressures, this process does not adequately address Toronto District School Board (TDSB) need for replacement schools in priority neighbourhoods; and,

Whereas, school conditions within geographic areas impacted by key factors such as LOI, escalating deferred maintenance and surplus space are in decline or exceed their economic life and need replacing but only receive repair grants; and,

Whereas, TDSB's school infrastructure has now reached an average of 65 years and requiring an estimated \$4B to address the deferred maintenance only to bring schools up to a current state of repair; and,

Whereas TDSB has built the same number of schools in the last 20 years as it had between 1880-1910, at 6; and,

Whereas, 114 schools by ministry definition are considered prohibitive to repair including 17 schools with FCI's in excess of 100%, all of which require continual ministry repair grants; and,

Whereas, \$1B is required to address more than 300 TDSB schools that fall short of the current accessibility standards; and,

Whereas, TDSB has no opportunity to raise local education dollars through taxation or levies; and,

Whereas, there is a need for a new capital funding approach between the Ministry of Education and TDSB; and,

Whereas, as a result of joint meeting held on March 4th 2022 between the Ministry of Education, TDSB and Toronto Lands Corporation (TLC), the Deputy Minister of Education expressed wanting a further understanding of TDSB and TLC's school modernization strategy, struck a committee consisting of the Assistant Deputy Minister, TDSB's Interim Associate Director and TLC's CEO to form a working group to undertake the formation of a new joint approach to capital funding to inform the Ministry of Education's writing of policy to be introduced following the appointment of Government in June 2022;

Therefore, be it resolved:

- a) That the TDSB support the joint working group between the Ministry of Education, TDSB and TLC to advise the provincial government on a new approach to capital funding for schools;
- b) That the TDSB and TLC work with the Ministry of Education to develop funding arrangement that allows a portion of Proceeds of Disposition to be used to support Capital Priority projects on an annual basis;
- c) That the funding model in part (b) be included in the Annual Capital Budget and Long-Term Program and Accommodation Strategy, subject to development and approval;
- d) That the Director, in consultation with the TLC, present a report in September 2022 on a capital revenue generation rubric focused on equitable access and the retention of public assets;
- e) That the TLC include as a part of its' Annual Plan and Budget, potential strategies to achieve the \$150M in capital revenue generation opportunities for approval by the Board in the earliest possible budget cycle of meetings.

Three-Year Projection and Deficit Recovery Plan

Finance, Budget & Enrolment Committee
May 16, 2022





Presentation Topics

- Revised 2022-23 Financial Projection
- Changes in assumptions since April 26, 2022 FBEC
- Proposed Three-Year Deficit Recovery Plan
- Other Budget Risks
- Projected Working Funds & Reserves Balance as of August 31, 2022
- Next Steps



| 2022-23 Revised Projection – May 16, 2022 | | |
|--|---------------|--------------|
| (\$ million) | \$M | % |
| 22-23 Financial deficit as reported at the April 26, 2022, FBEC | (44.7) | -1.5% |
| Revenue changes | | |
| Increase in lease recoveries | 0.5 | |
| Increase in interest revenues | 0.5 | |
| Total Revenue Changes | 1.0 | |
| Compensation expense changes | | |
| Increase of 4 Vice Principals | (0.6) | |
| Increase of 8 School Based Safety Monitors | (0.5) | |
| Increase in central staffing costs from department requests | (1.0) | |
| Total Compensation Expense Changes | (2.1) | |
| Operational expense changes | | |
| Investments in Combatting Hate and Racism: Student Learning Strategy | (0.3) | |
| 1:1 Student device strategy costs | (3.1) | |
| IT licensing and maintenance fee increases | (2.0) | |
| Facilities cost increases | (1.0) | |
| Total Operating Expense Changes | (6.4) | |
| Changes to financial position | (7.5) | |
| Updated 2022-23 Financial Position – (Deficit) | (52.2) | -1.8% |

Based on changes in assumptions since April 26, 2022 FBEC:

Revised 2022-23 financial deficit as of May 16, 2022 is **\$52.2M** or **1.8%** of operating allocation.

This incorporates other budget changes and requests since the April 26, 2022 FBEC meeting.



| 2022-23 Revised Projection – May 16, 2022 | | |
|--|---------------|--------------|
| | (\$ million) | |
| | \$M | % |
| 22-23 Financial deficit as reported at the April 26, 2022, FBEC | (44.7) | -1.5% |
| Revenue changes | | |
| Increase in lease recoveries | 0.5 | |
| Increase in interest revenues | 0.5 | |
| Total Revenue Changes | 1.0 | |
| Compensation expense changes | | |
| Increase of 4 Vice Principals | (0.6) | |
| Increase of 8 School Based Safety Monitors | (0.5) | |
| Increase in central staffing costs from department requests | (1.0) | |
| Total Compensation Expense Changes | (2.1) | |
| Operational expense changes | | |
| Investments in Combatting Hate and Racism: Student Learning Strategy | (0.3) | |
| 1:1 Student device strategy costs | (3.1) | |
| IT licensing and maintenance fee increases | (2.0) | |
| Facilities cost increases | (1.0) | |
| Total Operating Expense Changes | (6.4) | |
| Changes to financial position | (7.5) | |
| Updated 2022-23 Financial Position – (Deficit) | (52.2) | -1.8% |

Revenue Changes

Increase in Lease Recoveries - Cost recovery opportunities identified through TLC’s review of the TDSB’s lease agreements. Anticipate an additional \$0.5M in recoveries will be identified through this process.

Increase in Interest Revenues - Interest rate is prime rate less 1.45%. Rate increased by 25 basis points in March and another 50 basis points in April. Will be engaging in longer term investment strategies. Increase projection by \$0.5M in addition to the \$2.5M increase as reported in April’s projection.

City of Toronto Umbrella Lease - Ongoing discussions with the City to address \$6M shortfall due to the fixed umbrella lease rate. Recent Federal child care funding may provide future rate adjustment opportunities.



| 2022-23 Revised Projection – May 16, 2022 | | \$M | % |
|--|--|---------------|--------------|
| (\$ million) | | | |
| 22-23 Financial deficit as reported at the April 26, 2022, FBEC | | (44.7) | -1.5% |
| Revenue changes | | | |
| Increase in lease recoveries | | 0.5 | |
| Increase in interest revenues | | 0.5 | |
| Total Revenue Changes | | 1.0 | |
| Compensation expense changes | | | |
| Increase of 4 Vice Principals | | (0.6) | |
| Increase of 8 School Based Safety Monitors | | (0.5) | |
| Increase in central staffing costs from department requests | | (1.0) | |
| Total Compensation Expense Changes | | (2.1) | |
| Operational expense changes | | | |
| Investments in Combatting Hate and Racism: Student Learning Strategy | | (0.3) | |
| 1:1 Student device strategy costs | | (3.1) | |
| IT licensing and maintenance fee increases | | (2.0) | |
| Facilities cost increases | | (1.0) | |
| Total Operating Expense Changes | | (6.4) | |
| Changes to financial position | | (7.5) | |
| Updated 2022-23 Financial Position – (Deficit) | | (52.2) | -1.8% |

Compensation Expense Changes

Increase in VP and SBSMs - 8 FTE Vice Principal and 25 FTE School based safety monitors requested through trustee motions at March board meeting. Staff recommend allocation of 4 VPs and 8 SBSMs (1 VP and 2 SBSM per Learning Centre) at a cost increase of \$1.1M.

Increase in Central staff - \$1M in additional funding to support additional positions in various central departments, such as Labour relations, Human Rights, Disability case management, IT, Professional support services, the Arts, etc. Needs were identified through the zero based budgeting process. These positions are necessary to avoid adverse impact to service delivery.



| 2022-23 Revised Projection – May 16, 2022 | | \$M | % |
|--|--|---------------|--------------|
| (\$ million) | | | |
| 22-23 Financial deficit as reported at the April 26, 2022, FBEC | | (44.7) | -1.5% |
| Revenue changes | | | |
| Increase in lease recoveries | | 0.5 | |
| Increase in interest revenues | | 0.5 | |
| Total Revenue Changes | | 1.0 | |
| Compensation expense changes | | | |
| Increase of 4 Vice Principals | | (0.6) | |
| Increase of 8 School Based Safety Monitors | | (0.5) | |
| Increase in central staffing costs from department requests | | (1.0) | |
| Total Compensation Expense Changes | | (2.1) | |
| Operational expense changes | | | |
| Investments in Combatting Hate and Racism: Student Learning Strategy | | (0.3) | |
| 1:1 Student device strategy costs | | (3.1) | |
| IT licensing and maintenance fee increases | | (2.0) | |
| Facilities cost increases | | (1.0) | |
| Total Operating Expense Changes | | (6.4) | |
| Changes to financial position | | (7.5) | |
| Updated 2022-23 Financial Position – (Deficit) | | (52.2) | -1.8% |

Operational Expense Changes

Investments in Combatting Hate and Racism - \$0.3M in resources allocated for the initiative, for professional learning and educational tools to enhance student safety, engagement and wellbeing. Will be used for culturally relevant resources, educational partnerships and initiatives to enhance student voice and student engagement.

Increase in IT investments - \$3.1M in addition to \$4.7M previously allocated for the 1:1 Student Device Strategy. No Ministry funding earmarked for this program. Increase in \$2M for licensing, cyber security and other maintenance needs.

Facilities cost increases - An additional \$1M allocated to support increase in equipment/vehicle repairs, maintenance and replacements.





Revised 2022-23 Financial Projection

- Staff have identified some strategies to address the 2022-23 \$52.2M or 1.8% projected deficit.
- This three-year deficit recovery plan is prepared based on staff's assessment of system needs and after careful consideration of potential risks arising from the budget changes. Staff's objective is to implement a feasible deficit recovery plan, while minimizing any adverse impact to students and services.
- Should this proposed plan be approved, the operating deficit for 2022-23 will be reduced to \$40.4M (1.4% of operating allocation).
- Must seek Ministry pre-approval if TDSB anticipates an in-year deficit of greater than 1%, before the budget is presented for Board approval on June 29, 2022.



Proposed Three-Year Deficit Recovery Plan

| (in \$million) | Year 1 2022-23 | Year 2 2023-24 | Year 3 2024-25 |
|--|---------------------------|---------------------------|---------------------------|
| Preliminary Deficit Position – Beginning of the year | (\$52.2) | (\$40.4) | (\$19.4) |
| Program realignment and staffing changes | 2.2 | 6.5 | 6.5 |
| Special education program - Reduction in resource teachers or changes to programs based on enrolment | | 5.0 | 5.0 |
| School budget reductions | 3.0 | | |
| Outdoor education - Savings to be identified | | 0.5 | 0.5 |
| Central department budget reductions and reallocations | 1.5 | | |
| Supply teacher budget reduction | 2.3 | | |
| Central department staff gapping savings and reductions | 2.5 | | |
| School Cash Online platform licensing fees - Charges to school budgets and/or fundraising | 0.3 | | |
| Anticipated savings from annual insurance premiums | | 1.5 | 0.2 |
| International students – Projected increase | | 4.5 | 4.5 |
| Regular student enrolment – Projected increase | | 3.0 | 3.0 |
| Total budget savings and revenue increases | 11.8 | 21.0 | 19.7 |
| Revised (Deficit)/Surplus Position: End of the year | (\$40.4) | (\$19.4) | \$0.3 |
| % (Deficit)/Surplus of Operating Allocation | (1.4%) | (0.7%) | 0.01% |





Proposed Three-Year Deficit Recovery Plan

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| \$2.2M | \$6.5M | \$6.5M |

Program Realignment and Staffing Changes

- Staff are currently reviewing the school support model - including a review of the role of central teachers and the delivery of professional development and school curriculum.
- Gradual transition to a decentralized support model, with direct training provided to school staff instead of through central teachers and coaches.
- Due to change to remote work environment and technology enhancements and improvements, operational efficiencies have been identified. Leveraging these operational efficiencies to further reduce staffing costs across central departments in future years.
- Approximately 18 FTE reductions in Year 1 and 50 to 70 FTE in staff reduction in each of the next two school years. Efforts will be made to reduce these positions through staff attrition or redeployment to other positions.





Proposed Three-Year Deficit Recovery Plan

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| - | \$5.0M | \$5.0M |

Special Education Program Cost Reductions

- Due to the TDSB's declining enrolment in recent years, the revenues in the Special Education envelope have decreased, while Special Education staffing costs have continued to increase. The TDSB has projected a \$75.6M shortfall in the Special Education envelope based on the 2021-22 revised estimates.
- Proposing a review of programs and related staffing needs for 2023-24 and 2024-25 to identify \$5M in potential savings in each of the school years.





Proposed Three-Year Deficit Recovery Plan

School Budget Reductions

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| \$3.0M | - | - |

- Schools are permitted to carry over the unspent balance to the following school year. Due to the pandemic and school closures in the last two years, there has been a significant increase to the school budget carryover amount. The 2020-21 unspent school budget carried over to 2021-22 was \$31.6M.
- To address the projected deficit, staff are recommending a \$3M reduction to the school budget allocation across schools in 2022-23.
- A detailed analysis will be conducted to determine an equitable school budget reduction methodology, and to ensure that there are no significant adverse impacts to schools resulting from this reduction.





Proposed Three-Year Deficit Recovery Plan

Outdoor Education Savings

- Conduct a review of outdoor education sites for potential consolidation or closure of outdoor education sites based on geographic location and timing of the site leases. Staff will also review the outdoor learning program delivery model to ensure efficient utilization of resources.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| - | \$0.5M | \$0.5M |

Central department budget reductions and reallocations

- Through the zero-based budgeting process, a detailed analysis of central department budgets were conducted to identify savings.
- Budget resources are reallocated based on the strategic budget drivers to align with the priorities of the Board.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| \$1.5M | - | - |





Proposed Three-Year Deficit Recovery Plan

Supply teacher budget reduction

- Based on an assessment of historic supply teacher costs and anticipated costs for 2022-23, staff have identified a \$2.3M decrease in supply teacher cost compared to the original budget.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| \$2.3M | - | - |

Central department staff gapping savings/ reductions

- Planned delay in the hiring of certain non-critical positions and a reduction in positions that are no longer needed due to operational efficiencies through attrition.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| \$2.5M | - | - |





Proposed Three-Year Deficit Recovery Plan

School Cash Online Platform Licensing Fees - Charges to School Budgets/Fundraising

- Annual licensing fee for KEV School Cash Online is about \$0.4M, which has been 100% Board funded since the system was implemented in 2016.
- Will begin to charge a portion of the cost to school budgets. Schools can offset the costs through HST rebates generated from system or from school fundraising proceeds.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| \$0.3M | - | - |

Decrease in Insurance Premiums

- Due to improvement in market conditions and positive claims experience, it is anticipated that insurance premiums will continue to decrease in 2023-24 and 2024-25.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| - | \$1.5M | \$0.2M |





Proposed Three-Year Deficit Recovery Plan

International Students Projected Enrolment Increase

- Anticipate roughly 340 increase in student Average Daily Enrolment (ADE) for each of 2023-24 and 2024-25 with the lifting of travel restrictions.
- Assume student enrolment will gradually return to pre-pandemic levels over time.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| - | \$4.5M | \$4.5M |

Regular Student Enrolment Projected Increase

- Anticipate roughly 450 ADE increase for each of 2023-24 and 2024-25. Observed an increase to newcomers based on March enrolment data.

| <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|--------------------------|--------------------------|--------------------------|
| - | \$3.0M | \$3.0M |





Proposed Three-Year Deficit Recovery Plan

| (in \$million) | <u>Year 1</u> 2022-23 | <u>Year 2</u> 2023-24 | <u>Year 3</u> 2024-25 |
|---|--------------------------|--------------------------|--------------------------|
| Preliminary Deficit Position – Beginning of the year | (\$52.2) | (\$40.4) | (\$19.4) |
| Proposed Changes: | | | |
| Budget savings or reductions | 11.8 | 13.5 | 12.2 |
| Revenue increases (from projected enrolment increase) | | 7.5 | 7.5 |
| Total budget savings and revenue increases: | 11.8 | 21.0 | 19.7 |
| Revised (Deficit)/Surplus Position: End of the year | (\$40.4) | (\$19.4) | \$0.3 |
| % (Deficit)/Surplus of Operating Allocation | (1.4%) | (0.7%) | 0.01% |

- Must seek Ministry pre-approval if TDSB anticipates an in-year deficit of greater than 1%, before the budget is presented for Board approval on June 29, 2022.





Other Budget Risks

- **Enrolment changes** - The Plan is assuming a gradual enrolment increase. However, there is still a risk of future enrolment decline.
- **Government funding** - The Plan is assuming a static funding model. Should the government reduce funding to school boards, additional deficit recovery strategies will need to be identified to achieve a balanced budget.
- **Transportation cost increases** - Benchmark funding increase has not been reflected. Ministry has not yet updated their Estimates report template. Anticipate funding to offset roughly 3.5% increase in transportation costs. Other budget changes subject to final school bus routing and route optimization. Update on budget impact to be provided at 2022-23 Revised Estimates.
- **Status of Pandemic** - Recognizing that there may be budget challenges and board funded costs depending on the status of the pandemic.



2021-22 Projected Working Funds and Reserves Balance

| Reserves (\$ Millions) | Actual Balance as of Aug 31, 2021 | 21-22 Projected use of reserves | Estimated Balance as of Aug 31, 2022 |
|--|--------------------------------------|------------------------------------|---|
| Working funds reserve | \$22.7M | (\$22.7M) | - |
| Benefit funds reserve | 109.8M | (37.1M) | 72.7M |
| Support support & Other designated fund | 51.7M | | 51.7M |
| Environmental legacy fund | 2.7M | | 2.7M |
| Artificial turf fund | 0.5M | | 0.5M |
| Sinking fund interest (restricted funds) | 14.3M | | 14.3M |
| Total Working Funds and Internally Restricted Funds | \$201.7M | (\$59.8M) | \$141.9M |





Next Steps

- Staff will begin to have discussions with the Ministry to seek pre-approval on the projected 1.4% deficit as proposed in this report, prior to the Board meeting on 29 June 2022. Staff will provide an update to Trustees at the 8 June 2022 FBEC meeting.
- Once the Board approves the 2022-23 operating budget and capital budget on 29 June 2022, staff will complete and submit the required budget documentation to the Ministry of Education on or before 30 June 2022.



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Planning and Priorities Committee

Report No. 06

PPC:006A

Wednesday, May 18, 2022

Electronic Meeting

Members Present Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka-Rotman, Dan MacLean, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, Anu Sriskandarajah, Jennifer Story, Chris Tonks and Indigenous Student Trustee Isaiah Shafqat

Regrets Regrets were received from Trustees Harpreet Gill, David Smith and Manna Wong

Trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

Part A: Committee Recommendations

1. Toronto Lands Corporation: 2022-23 Toronto Lands Corporation Operations Budget

The Committee considered a report from the Toronto Lands Corporation (see PPC:006A, page 1) presenting its operating budget for 2022-2023.

Moved by: Trustee Donaldson

Seconded by: Trustee Patel

The Planning and Priorities Committee **RECOMMENDS** that the **Toronto Lands Corporation operations budget for 2022-2023, as presented in the report, be approved.**

Carried

Following discussion of the matter, the meeting resolved into private to discuss a private matter in accordance with section 207 (2) of the *Education Act*.

2. Renaming of Queen Victoria Public School to Dr. Rita Cox – Kina Minogok Public School [4322]

The Committee considered a report from staff (see PPC:006A, page 15) presenting information on the proposed renaming of Queen Victoria Public School.

Moved by: Trustee Pilkey

Seconded by: Trustee Kandavel

The Planning and Priorities Committee **RECOMMENDS** that **Queen Victoria Public School, located at 100 Close Avenue, be renamed Dr. Rita Cox - Kina Minogok Public School effective immediately.**

Carried

3. Administrative Site Review: Update [4325]

The Committee considered a report from staff (see PPC:006A, page 19) presenting an update on the review of the Board's administrative sites.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Moise

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

Carried

4. Anti-Defamation League, Never is Now: The Annual Summit on Antisemitism and Hate Conference 2022: Expense Approval [4321]

The Committee considered a report from staff (see PPC:006A, page 29) presenting a request from Trustee Shelley Laskin to attend the ADL Never is Now annual summit on antisemitism and hate in New York City, New York on November 10, 2022.

Moved by: Trustee Kandavel

Seconded by: Trustee Sriskandarajah

The Planning and Priorities Committee **RECOMMENDS** that the request from **Trustee Shelley Laskin to attend the Anti- Defamation League Never is Now: The Annual Summit on Antisemitism and Hate conference in New York City, New York on November 10, 2022, be approved.**

Carried

5. Planning for the Renewal of the Multi-Year Strategic Plan: Update No. 1 [4326]

The Committee considered a report from staff (see PPC:006A, page 45) presenting information on the development of a renewed Multi-Year Strategic Plan.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Moise

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

Carried

6. Accommodation of Students From Residential Developments in the Niagara Street Junior Public School Area [4319]

The Committee considered a report from staff (see PPC:006A, page 75) presenting information on the designation of a school for new residential developments in Ward 9.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Patel

The Planning and Priorities Committee **RECOMMENDS** that, **effective immediately, Ryerson Community School be the designated elementary school for students residing in the new residential developments located at 89-109 Niagara Street, 835 Queen Street West, 11 Ordnance Street, 25 Ordnance Street, 2 Tecumseth Street / 125-133 Niagara Street, 938-950 King Street West / 95-99 Strachan Avenue, 45 Strachan Avenue, 88 Bathurst Street, 655-663 Queen Street West, 152-164 Bathurst Street / 621-627 Richmond Street West, 778-788 King Street West, and 109-111, 115 and 127 Strachan Avenue, as shown in Appendix A of this report.**

Carried

7. Program Area Review for Bloor Collegiate Institute, Fern Junior and Senior Public School, Howard Junior Public School, Humberside Collegiate Institute, Keele Street Public School, Parkdale Collegiate Institute and Runnymede Junior and Senior Public School [4320]

The Committee considered a report from staff (see PPC:006A, page 83) presenting information following a program area review in Ward 7.

Moved by: Trustee Pilkey

Seconded by: Trustee Donaldson

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the junior (JK to Grade 6) and intermediate (Grade 7 to Grade 8) attendance area for Runnymede Junior and Senior Public School be expanded to include the portion of the Keele Street Public School (JK to Grade 8) attendance areas west of High Park Avenue, effective September 1, 2023;**
- (b) That all students who reside in the portion of the Keele Street Public School attendance areas described in recommendation a) above and attend Keele Street Public School (JK to Grade 8) as of the end of the 2021-22 school year, along with their siblings, may choose to attend Keele Street Public School until they graduate;**
- (c) That all English stream students who reside in the portion of the Keele Street Public School (JK to Grade 8) attendance areas described in recommendation a) above may choose to register at Runnymede Junior and Senior Public School for the 2022-23 school year;**
- (d) That the junior (JK to Grade 6) attendance area for Howard Public School and the intermediate (Grade 7 to Grade 8) attendance area for Fern Junior and Senior Public School be expanded to include the portion of the Keele Street Public School (JK to Grade 8) attendance areas east of Dundas Street West, effective September 1, 2023;**
- (e) That all students who reside in the portion of Keele Street Public School attendance areas described in recommendation d) above and attend Keele Street Public School (JK to Grade 8) as of the end of the 2021-22 school year, along with their siblings, may choose to attend Keele Street Public School until they graduate;**

- (f) That all English stream students who reside in the portion of the Keele Street Public School (JK to Grade 8) attendance areas described in recommendation d) above may choose to register at Howard Public School (JK to Grade 6) or Fern Junior and Senior Public School (Grade 7 to Grade 8) for the 2022-23 school year;**
- (g) That the secondary attendance area for Parkdale Collegiate Institute be expanded to include the portion of the Humberside Collegiate Institute secondary attendance area east of Dundas Street West, effective September 1, 2023;**
- (h) That all students who reside in the portion of the Humberside Collegiate Institute attendance area described in recommendation g) above and attend Humberside Collegiate Institute as of the end of the 2021-22 school year may choose to remain at Humberside Collegiate Institute until they graduate;**
- (i) That all students and siblings who reside in the portion of the Humberside Collegiate Institute attendance area described in recommendation g) above as of the end of the 2021-22 school year and wish to attend Humberside Collegiate Institute when they graduate from Grade 8 be permitted to do so;**
- (j) That the shared secondary attendance area between Bloor Collegiate Institute and Parkdale Collegiate Institute be directed entirely to Parkdale Collegiate Institute effective September 1, 2023;**
- (k) That all students who reside in the portion of the shared Bloor Collegiate Institute / Parkdale Collegiate Institute attendance area described in recommendation j) above and attend Bloor Collegiate Institute as of the end of the 2021-22 school year may choose to remain at Bloor Collegiate Institute until they graduate;**
- (l) That all students and siblings who reside in the portion of the shared Bloor Collegiate Institute / Parkdale Collegiate Institute attendance area described in recommendation j) above as of the end of the 2021-22 school year and wish to attend Bloor Collegiate Institute when they graduate from Grade 8 be permitted to do so.**

Carried

Part B: Information Only**8. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Planning and Priorities Committee was convened on Wednesday, May 18, 2022 from 4:31 to 7:45 p.m., with Alexander Brown presiding.

9. Approval of the Agenda

On motion of Trustee Laskin, seconded by Trustee Doyle, the agenda was reordered to consider the Report From Trustees Appointed to the Ontario Public School Boards' Association and Toronto Lands Corporation report following Staff Reports.

The Committee also noted that the written notice of motion from Trustees Smith and Mammoliti, Non-Instructional Leased Sites, was being withdrawn at the request of the mover and seconder. The matter was scheduled for consideration at the June 22, 2022 meeting.

The agenda was approved as amended.

10. Declarations of Possible Conflict of Interest

No matters to report

11. Delegations

re Program Area Review for Bloor Collegiate Institute, Fern Junior and Senior Public School, Howard Junior Public School, Humberstone Collegiate Institute, Keele Street Public School, Parkdale Collegiate Institute and Runnymede Junior and Senior Public School [4320]

1. Paul Kalsios, Parent

re Renaming of Queen Victoria Public School to Dr. Rita Cox - Kina Minogok Public School [4322]

2. Angela Elzinga Cheng, Queen Victoria Public School

12. Report From Trustees Appointed to the Ontario Public School Boards' Association

The Committee heard an update from Trustee Michelle Aarts on the activities of the Ontario Public School Boards' Association (OPSBA), including:

- Declaring May 18, 2022, as Education Day in Ontario, encouraging schools and citizens to engage candidates in discussions on education priorities;
- OPSBA's "I ♥ Public Education" video contest, showcasing diversity in public education across the province;
- Encouraging Trustees to attend the OPSBA Annual General Meeting in Ottawa, Ontario from June 9 – 11. Registration is open until June 3, 2022;
- Information on the work done in 2021-2022 by the Policy Development and Education Program Work Groups.

A copy of the report was circulated at the meeting.

13. Adjournment

On motion of Trustee Donaldson, seconded by Trustee Pilkey, the meeting adjourned at 7:45 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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