



## **Planning and Priorities Committee Revised Agenda**

PPC:007A

Wednesday, June 22, 2022

4:30 p.m.

Electronic Meeting

Trustee Members

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

### **Pages**

<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Possible Conflict of Interest</b>	
<b>4. Delegations</b>	
To be presented	
<b>5. Report From Trustees Appointed to the Ontario Public School Boards' Association</b>	
5.1. OPSBA Directors' Report	
<b>6. Toronto Lands Corporation Reports</b>	
6.1. 2021-22 Third Quarter Business Operations Report	1
6.2. 2022-23 Toronto Lands Corporation Annual Plan	9
6.3. Sir Robert Borden 770 Don Mills Road: Land Exchange With the City of Toronto	27
6.4. Etobicoke School of the Arts: Parking and Recreation License Agreement	37

## **7. Staff Reports**

7.1.	SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan [4366]	41
7.2.	Review of the Need for the Scarlett Heights Property, 15 Trehorne Drive [4353]	71
7.3.	Accommodation of Students From New Residential Developments at 38 Annie Craig Drive and 2150, 2169-2173 and 2189 Lake Shore Boulevard West [4354]	89
7.4.	Addressing Instances of Anti-Black Racism and Hate in the Dr. Rita Cox – Kina Minogok Public School (formerly Queen Victoria Public School) and Parkdale Collegiate Institute Community [4369]	97
7.5.	Combating Hate and Promoting Understanding: Update [4365]	115
7.6.	Establishment of a Compliance Audit Committee Under the Municipal Elections Act, 1996 [4349]	127

## **8. Written Notices of Motion for Consideration**

8.1.	Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action (Trustees Brown and Doyle)	139
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## **9. Private Matters**

Separate Document (PPC:007B)

## **10. Adjournment**



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A subsidiary corporation of the TDSB



June 15, 2022

**Transmittal No. 2022 – 132**  
**(Public)**

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

This communication is to inform you that the TLC Board at its regular meeting of June 14, 2022 received the report ***TLC 2021-22 Q3 Business Report*** (attached herein). This report is developed in response to the accountability requirements under Section 4.10 of the Shareholder's Direction.

On behalf of the Board of Directors of the Toronto Lands Corporation, the TLC 2021-22 Q3 Business Report is being forwarded to the TDSB Board for its information.

Sincerely,

A handwritten signature in black ink, which appears to read 'B. Patterson', is enclosed within a thin black rectangular border.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Interim Associate Director, Business Operations and Service Excellence, TDSB



## **Q3 2021-22 Business Operations Report**

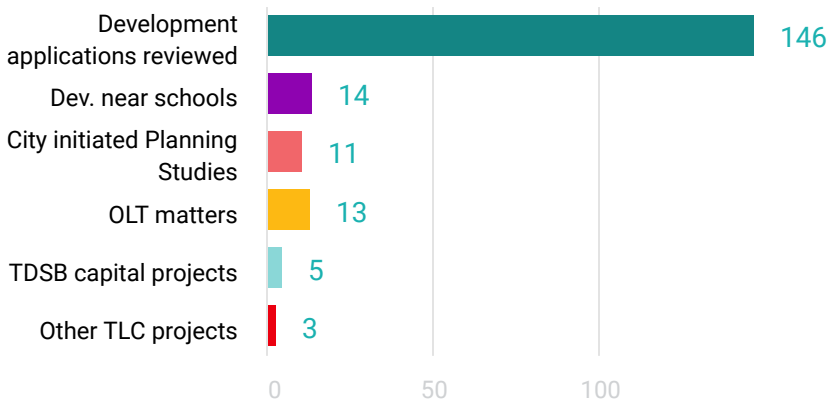
TLC is pleased to present its Q3 2021-22 *Business Operations Report*. As a part of accountability obligations under Section 4.10 of the Shareholder's Direction, the TLC Board is required to report quarterly to the TDSB Board highlighting key activities, achievements, and challenges in each area of the business.

Over the course of fiscal 2021-22 TLC received excellent feedback from its Board and from the Board of TDSB asking for a high-level infographic approach to reporting on its operations and to reduce the complexity and detail of the information being presented. In line with direction, TLC developed a dashboard for readers to easily grasp data and to be able to compare data at a glance in a single document.

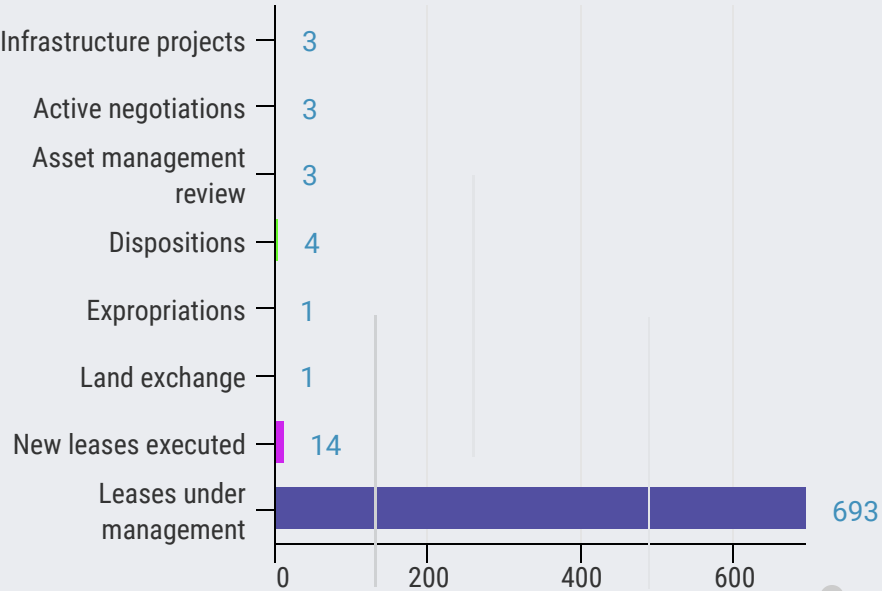
Currently, the dashboard is a static view of operational progress with a written analysis that follows. As TLC improves the dashboard, the intent is to have fully interactive capabilities, with access to on-demand resources and all of TLC's most important metrics. This system of reporting is forthcoming for fall 2022.



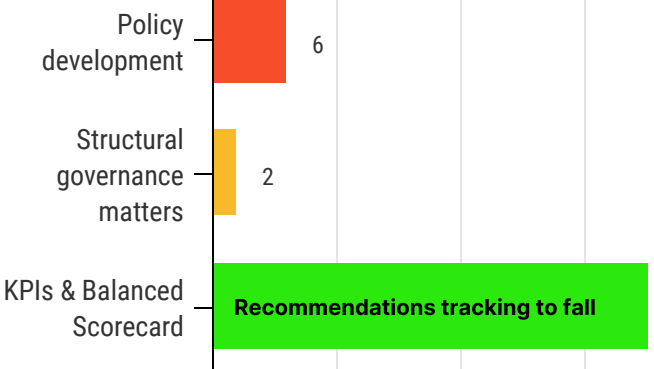
Land Use Planning



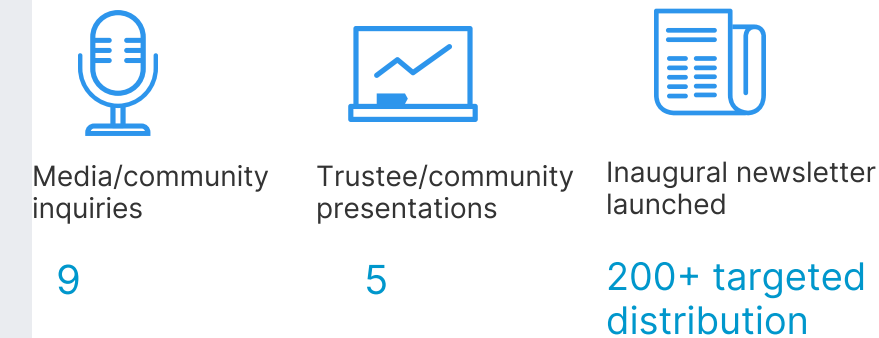
Real Estate & Leasing



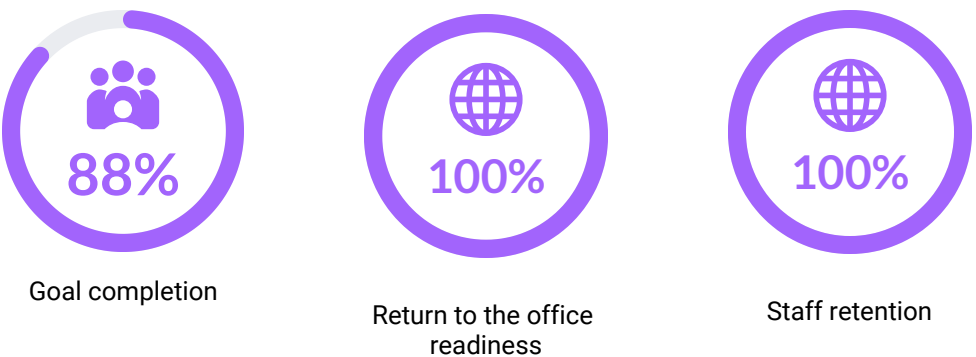
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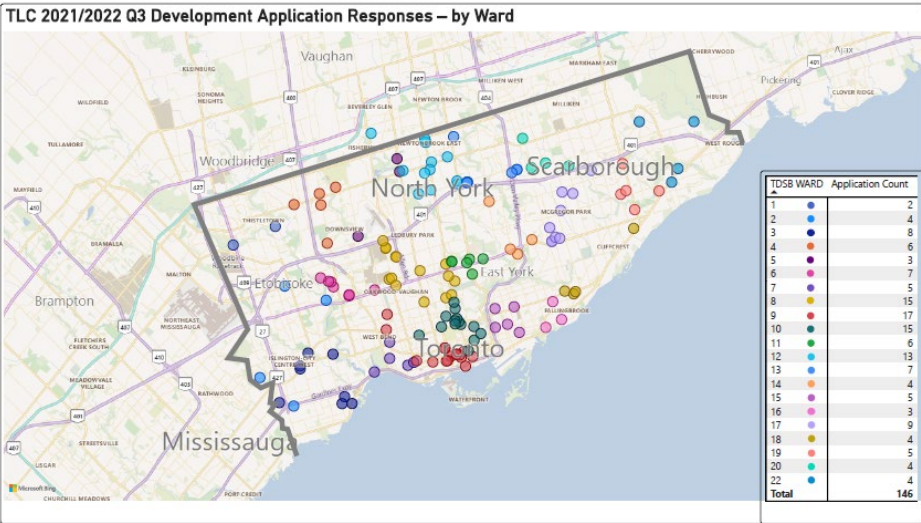
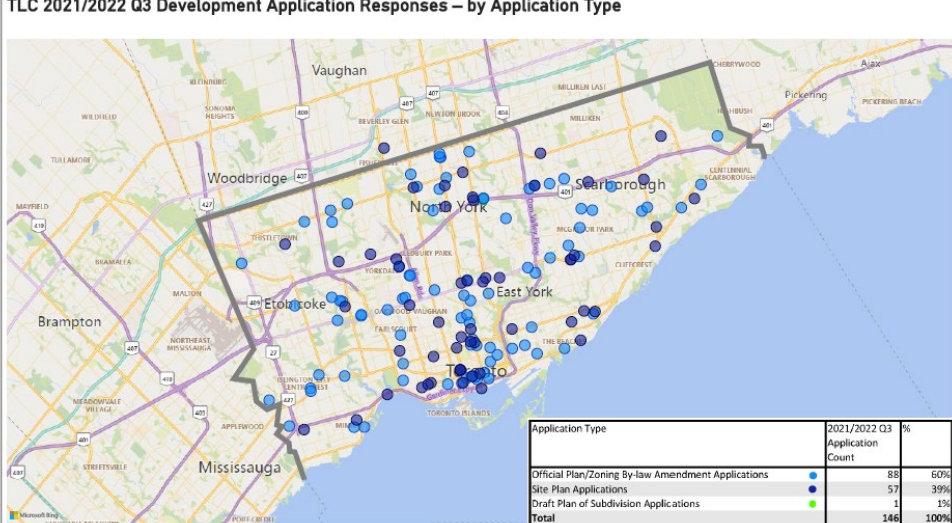
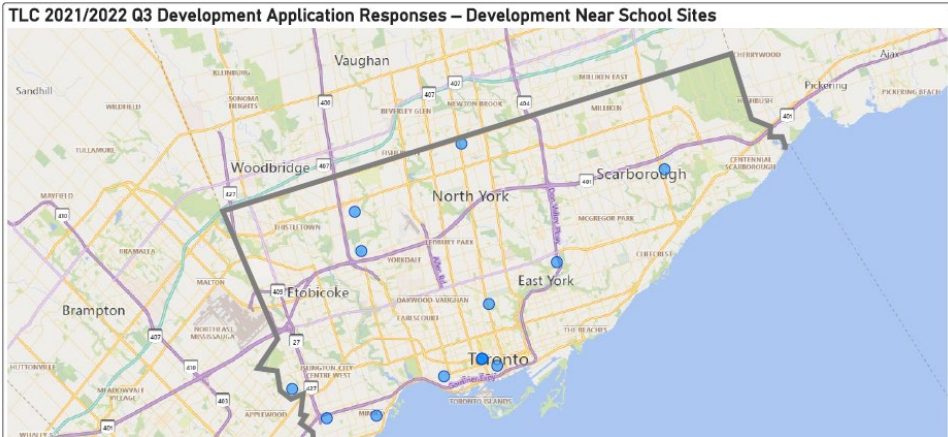


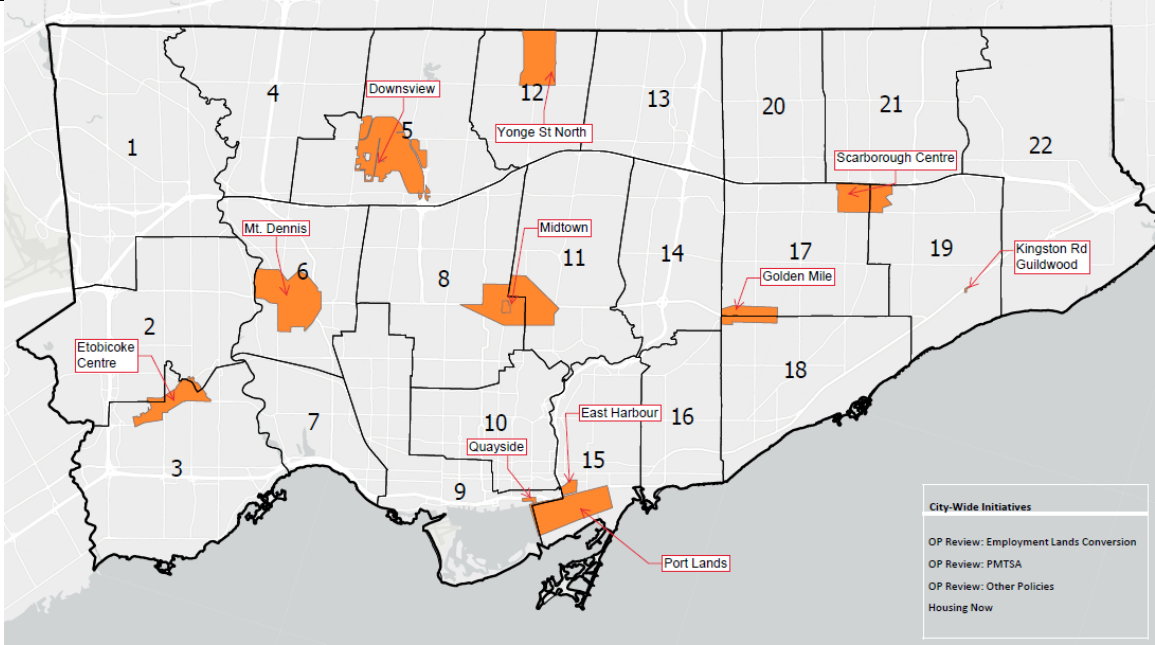
Communications



People & Culture



Land Use Planning Initiative	Key Highlights																																																													
Development Application Review	<p>Responded to 146 development applications between March 1, 2022 and May 31, 2022</p> <div><div><p>TLC 2021/2022 Q3 Development Application Responses – by Ward</p><table><thead><tr><th>TDSB WARD</th><th>Application Count</th></tr></thead><tbody><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>8</td></tr><tr><td>4</td><td>6</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>7</td></tr><tr><td>7</td><td>5</td></tr><tr><td>8</td><td>15</td></tr><tr><td>9</td><td>17</td></tr><tr><td>10</td><td>15</td></tr><tr><td>11</td><td>6</td></tr><tr><td>12</td><td>13</td></tr><tr><td>13</td><td>7</td></tr><tr><td>14</td><td>4</td></tr><tr><td>15</td><td>5</td></tr><tr><td>16</td><td>3</td></tr><tr><td>17</td><td>9</td></tr><tr><td>18</td><td>4</td></tr><tr><td>19</td><td>5</td></tr><tr><td>20</td><td>4</td></tr><tr><td>22</td><td>4</td></tr><tr><td>Total</td><td>146</td></tr></tbody></table></div><div><p>TLC 2021/2022 Q3 Development Application Responses – by Application Type</p><table><thead><tr><th>Application Type</th><th>2021/2022 Q3 Application Count</th><th>%</th></tr></thead><tbody><tr><td>Official Plan/Zoning By-law Amendment Applications</td><td>88</td><td>60%</td></tr><tr><td>Site Plan Applications</td><td>57</td><td>39%</td></tr><tr><td>Draft Plan of Subdivision Applications</td><td>1</td><td>1%</td></tr><tr><td>Total</td><td>146</td><td>100%</td></tr></tbody></table></div></div>	TDSB WARD	Application Count	1	2	2	4	3	8	4	6	5	3	6	7	7	5	8	15	9	17	10	15	11	6	12	13	13	7	14	4	15	5	16	3	17	9	18	4	19	5	20	4	22	4	Total	146	Application Type	2021/2022 Q3 Application Count	%	Official Plan/Zoning By-law Amendment Applications	88	60%	Site Plan Applications	57	39%	Draft Plan of Subdivision Applications	1	1%	Total	146	100%
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Development Near School Sites	<p>Minimize impacts of development on TDSB properties and the health &amp; safety of students, staff, and school community. Development applications reviewed in Q3 near school sites are shown in the map below.</p> <div><p>TLC 2021/2022 Q3 Development Application Responses – Development Near School Sites</p></div>																																																													
City-Initiated Planning Studies	<p>Ongoing participation to ensure planning policies reflect TDSB’s interest in the provision of schools as a component of complete communities. Areas of activity:</p>																																																													

	
Ontario Land Tribunal (OLT) Matters	Continued to protect TDSB’s interests at the OLT: to secure potential new school sites (Port Lands, Wynford-Concorde, Golden Mile), in areas with significant student accommodation pressures (Midtown), developments with adverse impacts on TDSB sites (Scarborough), and City initiatives to protect value of TDSB assets (Harmonized Zoning By-law)
TDSB Capital Projects	Provided land use planning support and advice to the TDSB Design & Renewal team on capital projects at: Courcelette PS (Ward 18), Hodgson MS (Ward 11), Davisville Junior PS (Ward 8), York Memorial CI (Ward 6), new school in Lower Yonge (Ward 9).
Other Projects	<ul style="list-style-type: none"><li>• 705 Progress Ave.</li><li>• Scarlett Heights Academy / Hilltop MS severance</li><li>• Eglinton Public School potential redevelopment</li></ul>
Corporate Services	
Initiative	Key Highlights
Policy Development	<p>Developed and implemented a number of Board level policies and procedures to enhance and optimize organizational excellence and service excellence to TDSB including the following:</p> <ul style="list-style-type: none"><li>• CEO Succession Policy</li><li>• Updates to CEO Performance Framework completed with mid-year performance check-in completed</li><li>• Delegation of Authority Policy implemented along with internal controls and protocol developed and implemented to ensure accountability and transparency of the process.</li><li>• Mandatory Vaccine Policy implemented</li><li>• Flexible Working Environment to reduce office footprint implemented</li><li>• TLC Purchasing &amp; Contracting Policy to enhance how the organization secures Vendors of Record and organizational contracts - developed and to be brought forward to the TLC Board in the fall for approval</li></ul>
Development of KPIs and the Balanced Score	Review of TLC Financial structure completed by third party consultant with recommendations for key performance indicators to be brought forward in fall 2022.

## Agenda Page 6

Structural Governance	<ul style="list-style-type: none"> <li>In alignment with best practices, preliminarily discussions through TLC's Policy and Planning committee commenced on the opportunities and gaps of the 2018 Shareholder's Direction. Further discussions with the TLC Board, its committees and the TDSB are required to ensure continued effective service, performance and stewardship of TDSB's assets, which will form part of TDSB's review of TLC.</li> <li>TLC Board manual inclusive of a Board protocol and ongoing education/orientation around TLC business will be brought forward in fall 2022 to align with newly elected TDSB Trustees and the appointment of new Trustees to the TLC Board.</li> </ul>
2022-23 Annual Budget and Annual Plan	<ul style="list-style-type: none"> <li>Financial Plan developed and approved by both Board.</li> <li>Annual Plan - awaiting final approval by TDSB Board on June 29<sup>th</sup>.</li> </ul>
<b>Real Estate</b>	
<b>Initiative</b>	<b>Key Highlights</b>
Infrastructure Projects	<ul style="list-style-type: none"> <li>George Harvey CI – Working with the City to negotiate a shared use agreement that will permit the City to use a portion of the school property as a construction staging area. Negotiations are almost completed, and the City's project work is expected to commence in Q4 of 2022.</li> <li>Ontario Line Property Requirements at TDSB schools: Pape Jr. School and Blake PS – Negotiating agreements with Metrolinx for use of these two school properties in support of the Ontario Line construction project.</li> </ul>
Active Negotiations	<ul style="list-style-type: none"> <li>Lower Yonge/Menkes project: finalizing terms of agreement for a new 55,000 sq.ft. public school to be built within a new residential condominium tower that will be built by Menkes within their Sugar Wharf project within the next 3-4 years</li> <li>Eglinton Public School: negotiations continue with a local developer called Bazis Inc. for the construction of a new 120,000 sq ft school at the corner of Eglinton and Mt Pleasant. The new school will be located within the podium of a new condominium project that Bazis is planning to build at this location within the next 5-10 years</li> <li>Memorial Park waste water storage tank: negotiations continue with City to sell this TDSB property to facilitate the installation of a large underground water storage tank to be constructed.</li> </ul>
Asset Management Review	<ul style="list-style-type: none"> <li>Jack Miner JMS – completing real estate property due diligence investigations</li> <li>St. Margaret's PS - completing real estate property due diligence investigations</li> <li>Poplar Road Jr. Public School - completing real estate property due diligence investigations</li> </ul>
Dispositions	<ul style="list-style-type: none"> <li>200 Wilmington Ave. – Commencing negotiations with the current tenant to potentially sell this former TDSB school property</li> <li>Severed parking lot space at Bloor Collegiate to Safehaven Project for Community Living</li> <li>Scarlett Heights Academy/Hilltop Middle School (a portion after severance) – commencing with necessary real estate due diligence and negotiations for the potential disposition of this school to TCDSB</li> <li>Mimico Adult Learning Centre/St. Leo's – Negotiations are on-going with the TCDSB to sell a small portion of the TDSB school property to assist with the expansion of St. Leo's elementary school</li> </ul>
Land Exchanges	<ul style="list-style-type: none"> <li>Former Sir Robert Borden Collegiate (Scarborough) for 770 Don Mills Road (City owned) - On-going negotiations with the City for the potential exchange of the Former Sir Robert Borden Collegiate property for a new school to be built by the City at the corner of Eglinton and Don Mills.</li> </ul>
Expropriations	<ul style="list-style-type: none"> <li>Block 9 (TDSB property located at 155 Mill Street) – During negotiations for a 5-6 year lease with Metrolinx to allow for the use of this TDSB property as a construction staging area, Metrolinx decided to expropriate the property from TDSB to ensure use of the property is guaranteed given the importance of the site to the construction of the Ontario Line</li> </ul>
<b>Leasing</b>	
<b>Initiative</b>	<b>Key Highlights</b>
New Leases executed	14
Total number of leases under management	693
<b>People &amp; Culture</b>	
<b>Initiative</b>	<b>Key Highlights</b>
Workforce Planning study	Completed

Staffing budget for 2022/23	Completed
Progress update for the CEO's performance evaluation mid year review for the HR & Nominating Committee	Completed
Developed strategies and commitments for 2022/23 Annual Plan	Completed
York University collaboration	Presented and participated in ' <i>A Day in the life of a TLC Planner</i> ' to York U Masters planning students.
<b>Communications &amp; Partnerships</b>	
<b>Initiative</b>	<b>Key Highlights</b>
Media/Community inquiries	Responded to, or assisted TDSB with 9 inquiries
Corporate newsletter	Launched introductory <u>TLC Times</u> , new quarterly newsletter to over 200 stakeholder, community and industry contacts
Annual Plan	Joint effort with management colleagues to produce 2022-23 Annual Plan
Modernization strategy	Continue to explore and discuss opportunities and capital funds generating options other than disposition of TDSB properties
Social Media	continue to be active, present and informed across our social media platforms
Memorial Park Community Information meeting	Partnered with CreateTO and City of Toronto to host virtual community information meeting regarding the major storm water management project taking place at/under Memorial Park, impact two TDSB schools

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A subsidiary corporation of the TDSB



June 15, 2022

**Transmittal No. 2022 – 136**  
**(Public)**

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

This communication is to inform of a recent decision made by the TLC Board on June 14, 2022, with respect to the report **2022-23 TLC Annual Plan** (report attached herein). The Board decided that:

***The 2022-23 TLC Annual Plan be approved and that the report be forwarded to the TDSB Board for final approval at its June cycle of meetings.***

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the **2022-23 TLC Annual Plan** is requested.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson', is written over a light blue horizontal line.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Interim Associate Director, Business Operations and Service Excellence, TDSB

# TLC ANNUAL PLAN 2022-23



**Exceptional Schools Serving Vibrant Communities**





## Mission

To unlock the potential of TDSB properties for the benefit of students, staff and communities



## Vision

Exceptional learning spaces serving vibrant communities



## Core Principles

1. TDSB lands will be preserved as public assets to the greatest extent possible	2. Maximizing TDSB land value extends beyond the financial and is to include community and social value
3. Continuous modernization of TDSB schools strengthens the public education system	4. TDSB will be kept financially whole in the development of public service initiatives

# Table of Contents

**04**

## **Introduction**

- Message from the CEO
- Business Overview
- Authority & Relationship to TDSB

**06**

## **TLC Strategic Direction**

- Our Approach
- Our Progress
- Trends in the Industry

**10**

## **2022 -23 Annual Plan Priorities**

- Modernizing Facilities
- Partnership & Collaboration
- Organizational Excellence

**14**

## **2022-23 Financial Plan**

- Our Financial Approach
- Operations Budget
- Capital Budget

# Introduction

## Message from the CEO

As we embark on year three of our modernization strategy, TLC is pleased to introduce its 2022-23 Annual Business Plan. We have an exciting year ahead and are anxious to support the re-emergence of our schools and communities after over two years of pandemic uncertainty.

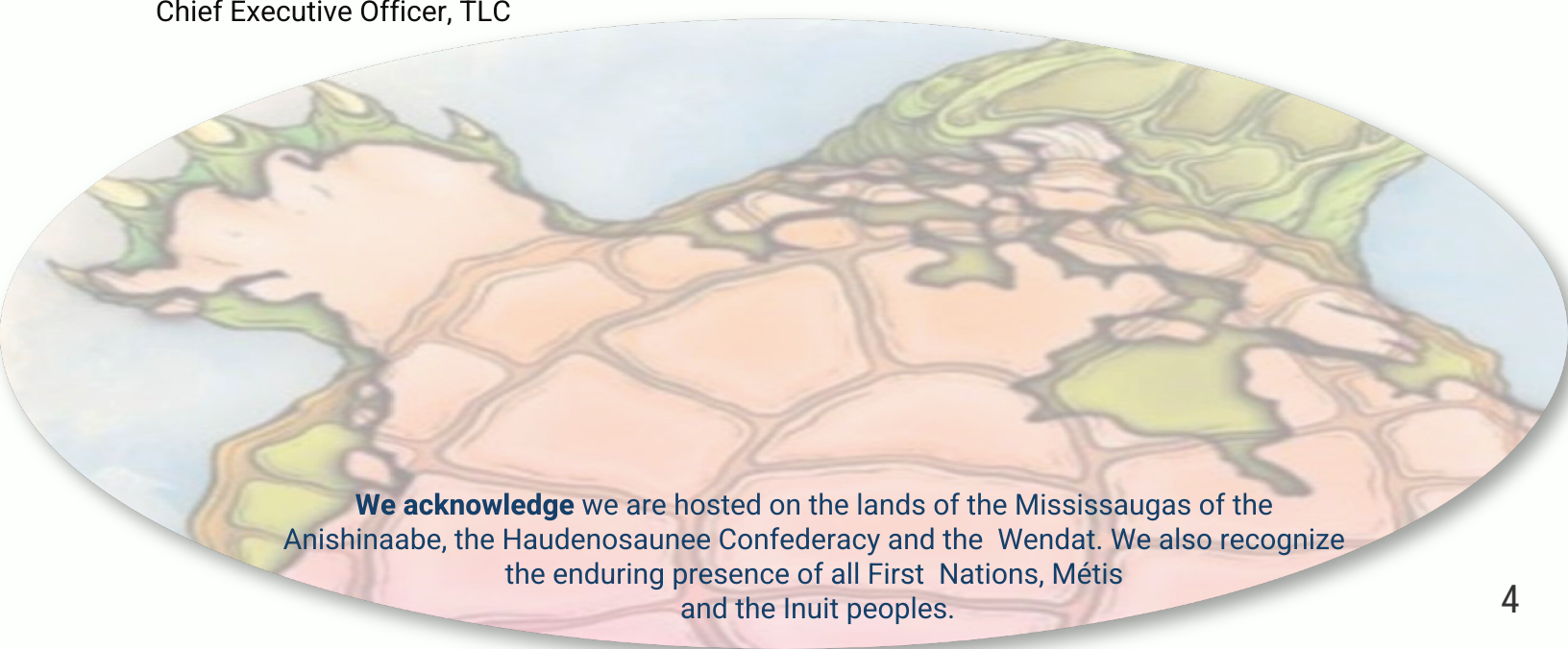
The work we have completed as committed to in last year's Annual Plan, including: the priority ranking of non-instructional sites, the successful disposition of a severed portion of the Bloor/Dufferin property for \$151.5M, securing 10 future school spaces in redevelopment projects, and engaging in numerous strategy sessions and workshops with industry and government experts on policy matters, is paving the way to providing TDSB with progressive, long-term, sustainable solutions to support their student accommodation and deferred maintenance challenges.

From an operational perspective, the TLC team continues to maximize staff expertise. The volume of work and engagement that is successfully completed remains a testament to our vision of exceptional schools serving vibrant communities. Across the organization, the team continues to greatly contribute to the fabric and strength of our strategy and operations, as demonstrated by the new school projects at Davisville and Lawrence/Midland. The contributions of these diverse, uniquely skilled and professional staff often go unrecognized, but together, Real Estate & Leasing, Land Use Planning and Corporates Services are imperative to the continued success of TLC and are the backbone of our business strategy, organizational culture and engagement programs both internally and externally.

Ultimately it is the confidence placed in our strategic direction by the TLC Board of Directors and our Shareholder, the TDSB, along with their school and community insight, that is most valued. Understanding the gravity of what TDSB faces as the largest school board in the country, TLC is grounded in ensuring the best interest of students and their families as we envision what modern, fully accessible and integrated schools will do for all TDSB communities.

TLC looks forward to working closely with our colleagues at TDSB in the coming year to support their Long-Term Pupil Accommodation Strategy, Capital Plan and the creation of exceptional learning spaces across the City.

Daryl Sage  
Chief Executive Officer, TLC



**We acknowledge** we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples.





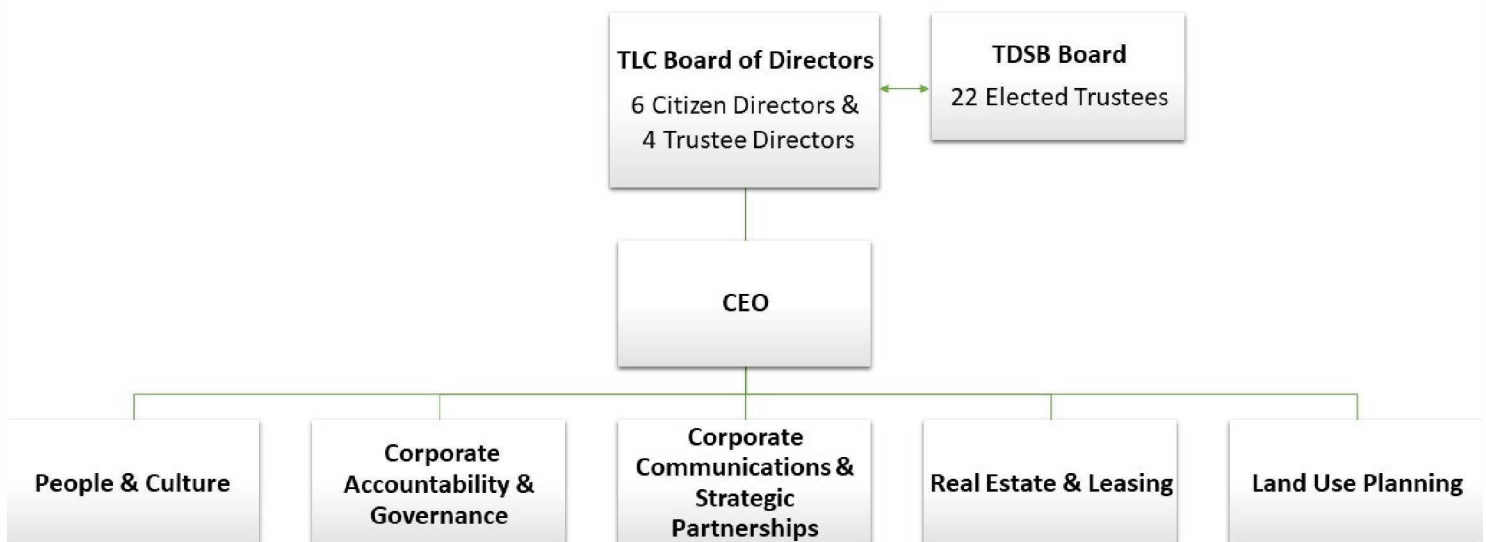
## Business Overview

The Toronto Lands Corporation is the wholly owned subsidiary corporation of the Toronto District School Board (TDSB), incorporated under the Business Corporations Act (Ontario) in 2008. TLC is mandated by the TDSB to be the exclusive real estate, leasing and land use planning agent and advisor for all properties in the TDSB portfolio. Leasing to third parties in non-instructional sites and leases in operating schools along with others agreements accounts for \$21M of operating revenues, while TLC Proceeds of Disposition (POD's) are set annually. After expenses, TLC returns 96.5% of revenue generated to TDSB for reinvestment back into its facilities.

## Authority & Relationship to TDSB

The duties and responsibilities of TLC are derived from a Shareholder's Direction, which sets out TLC's authority to act as agent and advisor to TDSB in respect of TDSB's real estate, property and land use planning interests. As a wholly owned subsidiary, TLC is governed by an independent 10 - member Board of Directors, consisting of 6 Citizens and 4 appointed Trustees. While TDSB retains ownerships of its real estate assets, TLC as agent and advisor has a Board-to-Board relationship with TDSB to guide decision making.

At a management level, the CEO is accountable to the TLC Board with operational units in the areas of Real Estate & Leasing, Land Use Planning, People and Culture, Corporate and Communications.



# TLC's Strategic Direction

## Our Approach

In 2019, the TLC board approved a set of **strategic goals** for the organization and introduced a strategy for modernizing TDSB facilities, which includes a self-financing, data informed plan to extract the considerable economic and social value inherent in TDSB's dynamic portfolio, while retaining public ownership of the land to the greatest extent possible. The strategic goals and direction was intended to span 3-5 years and align with (1) TLC's expanded mandate as approved by the TDSB Board in March 2018 and (2) with the updated Shareholder's Direction as approved by the TDSB Board in November 2018.

After three years of operating under the current strategic direction and consistent with good governance practices, TLC in 2022-23 will begin planning for the renewal of its strategic plan and align it with: (1) TDSB's review of their Multi Year Strategic Plan and (2) the new realities of the real estate landscape within the public education system in Ontario.

This timing would also involve a newly elected TDSB Board of Trustees as they begin their term in November 2022.

## Our Progress

As agent and advisor in the stewardship of TDSB's property assets, real estate and land use planning interests, a summary of some of the progress made is noteworthy as TLC nears the end of its third year operating under the current strategic direction.

The **Real Estate & Leasing Team** are relied upon to: (1) maximize monetary and social value to TDSB through strategic management and facilitating optimal use of TDSB's real estate portfolio (2) provide opportunities and solutions and (3) manage TDSB non-operating school sites and all operating school leases. Highlights include:

- Finalize agreement for the disposition of West Park Secondary School, (1515 Bloor St.)
- Partnering and negotiating on a mid town infrastructure project and a Scarborough land exchange initiative with the City of Toronto.
- Managing approximately 700 leases for tenants in operating and non-operating schools, including child care that provide service to over 23,000 children
- Continued exploration of site redevelopment at Eglinton Jr. PS (223 Eglinton Ave E) to include a new 120,000 square ft school.
- Partnership with the Toronto Catholic DSB for the expansion and redevelopment of lands at 255 Royal York Road (Mimico Adult Learning Centre) and 271 Royal York Road (St. Leo Catholic School).
- Secured \$100,000 contribution to TDSB for the potential future use of surface and subsurface rights below Ryerson Community School for servicing a wastewater energy transfer system at Toronto Western Hospital.

# TLC's Strategic Direction

## Our Progress Continued

The **Land Use Planning Team** is relied upon to represent TDSB's interest in a proactive, strategic manner, responding to development applications, municipal and provincial initiatives, land use policies and legislation, market trends and other matters that impacts TDSB's real estate portfolio.

The team's experience and knowledge assists TLC in its commitment to ensuring schools are a component of complete communities in the City of Toronto, and protects TDSB's assets through the planning process. Highlights include:

- Review and provide comments on approximately 400 City of Toronto development applications impacting TDSB sites to protect the interests of TDSB schools (health and safety, and accommodation) and communities.
- Ongoing participation in the City's development of municipal policy documents.
- Identified and/or secured opportunities in City planning policies/by-laws for potential new schools throughout the city (Midtown, Golden Mile, Central Waterfront, Downsview, Scarborough Centre, and Etobicoke Centre).
- Participate in Ontario Land Tribunal (OLT) and Planning hearings.
- Support and assist TDSB on development approval process for all new schools, major/minor additions and renovations.
- Continue to achieve significant increase in TDSB land value as a result of TLC appeals made on the Harmonized Zoning By-law.

The **Corporate & Business Services Team** manages TLC's corporate and financial planning and tracking. It is also responsible for leading the Board governance process to ensure corporate and organizational accountability to the TLC and TDSB Board in the delivery of TLC's mandate. Highlights include:

- The development and implementation of a number of board level policies and organizational procedures to enhance and optimize organizational efficiency.
- Developing Key Performance Indicators (KPIs) to measure TLC's performance and mitigate risks to TDSB in connection with the delivery of its services.
- Develop an approach to reviewing TLC-TDSB governance relationship in conjunction with requirements under the TLC's Shareholder's Direction.



# TLC's Strategic Direction

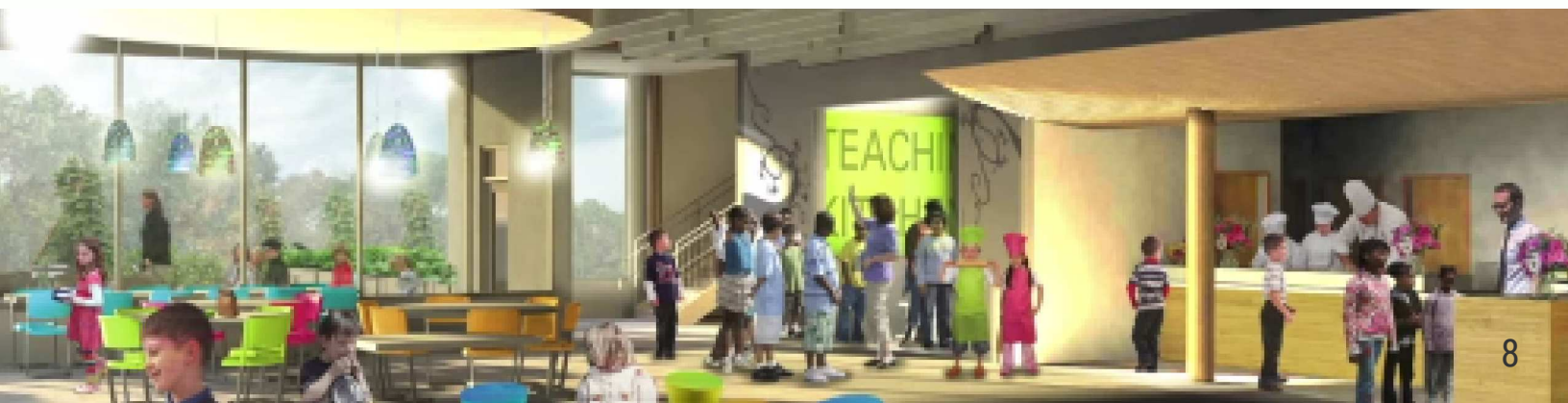
## Our Progress Continued

The **People & Culture Team** is responsible for attracting, retaining, developing, and supporting the growth of TLC employees. Highlights include:

- Implemented systems to automate hiring and onboarding, enable feedback and effectiveness and created a new employee intranet site providing a centralized place for employee information.
- Developed a performance evaluation system that aligns organizational strategic goals with team and individual goals, drives performance, behaviours, results and employee growth.
- Selected as a **Best Place to Work** by Canadian Reporter for 2021-22.
- Provided leadership team with multiple learning opportunities to grow their knowledge and skills.
- Developed the framework for TLC's approach to a flexible work and return to the office.

The **Communications & Partnership Team** is responsible for developing and executing communications strategies and tactics that support and promote the business priorities of TLC. Highlights include:

- Produced a series of information videos explaining TLC's Real Estate, Leasing, Land Use Planning and modernization priorities.
- Hosted with the City of Toronto a public information session on major infrastructure project at Memorial Park.
- TLC's modernization strategy for TDSB schools has been featured in six local media stories
- Launched a new TLC website and stakeholder newsletter to better facilitate the delivery of, and access to TLC information and achievements.
- Collectively TLC staff participated in, attended, presented at or responded to, over 400 community, municipal or industry meetings and media/public inquiries.
- Enhanced the TLC brand with new visuals, graphics and messaging to assist in the consistent delivery of the TLC's mission and vision.



## Trends In The Industry

There is growing international recognition of Education for Sustainable Development (ESD) and "making cities and human settlements inclusive, safe, resilient and sustainable" as an integral element of quality education and a key enabler for sustainable development. The United Nations Department of Economic Development and Social Affairs defines education for sustainable development as "meeting the needs of the present generation without compromising the ability of future generations to meet their own needs."

What does this mean for TLC as the steward of TDSB's lands?

TDSB is the largest school board in Canada and one of the largest in North America, yet compared to schools outside the City of Toronto, in other densely populated urban centres, TDSB schools are significantly older and in need of repair, with a substantial capital repair backlog approaching \$4B. As TDSB's real estate and land use planning agent and advisor, TLC over the last four years has been bringing a variety of opportunities and strategies to TDSB to modernize its network of schools in a progressive and sustainable manner. The appetite for these strategies is becoming more prevalent across all levels of government. Globally, the world's population continues to migrate to cities that offer mass transit, culture, health care, good jobs and good public education. Nationally, rising interest rates, inflation, fuel prices, coupled with overall risk and hurdles instilled by lenders has demanded a greater need for affordable housing - municipally there is a huge need and opportunity to develop complete communities.

TLC continues to research and study industry trends from across all jurisdictions incorporating these trends and research into its planning and strategies including:

- Collaboration with municipalities.
- Bringing sustainable solutions to improving, redeveloping or replacing educational facilities to create a community destination within walking distance.
- Partnering with different sectors to add social value as well as to add an inclusive and equitable lens to redeveloped school properties.
- Promoting sustainable land-use planning and management.
- Advancing the integrated provision of green initiatives and community benefits in schools.
- Creating industry standards that include an educational presence in developments across the City of Toronto.
- Securing school space in the podiums of new condominium developments in areas of high urban intensification.



# 2022-23 Annual Plan Priorities

Strategic Goal 1:	Transform Student Learning Environment through the Modernization of Facilities
<b>Non-Instructional Sites</b>	<b>Strategy:</b> <ul style="list-style-type: none"> <li>• Dispose of sites declared surplus for by TDSB in accordance with ON. Reg. 444/98</li> <li>• Determine capital investment requirements by facility to achieve the Facility Condition Index (FCI) rating of 51%</li> <li>• Re-prioritize portfolio ranking by low, medium and long term risk.</li> </ul>
<b>TDSB's Capital Plan</b>	<b>Strategy:</b> <ul style="list-style-type: none"> <li>• Create a system wide real-estate portfolio of sites for rubric assessment</li> <li>• Develop real estate options to generate additional capital and operational revenue</li> <li>• Provide and demonstrate value added advice and options</li> </ul>
<b>Strategic Partnerships</b>	<b>Strategy:</b> <ul style="list-style-type: none"> <li>• Develop an MOU with CreateTO to establish a joint public asset disposition framework</li> <li>• Pursue a provincial partnership to advance the concept of education-oriented community development</li> <li>• Work with the Province and TDSB to develop new capital funding policies</li> <li>• Establish with City of Toronto Planning a joint approach to public land redevelopment and community benefit</li> <li>• Create a TDSB facility design and student accommodation profile as a standard application of space requirements for schools within a tower</li> </ul>

## Commitments

### Non-Instructional Sites

1. Generate \$100M from TDSB's surplus declarations of surplus sites identified within TDSB's LTPAS.
2. Complete external consultant's review using Facility Condition (FCI) approach on leased non-instructional sites
3. Develop strategies and recommendations to address deteriorating non-instructional leased sites
4. Re-evaluate non-Instructional sites based on rubric application

### TDSB's Capital Plan

1. Provide a real-estate rubric evaluation of selected for the generation of \$150M in POD's per year with identified sites placed in the Long Term Pupil Accommodation Strategy (LTPAS)
2. Research other public entities for sources of added revenue
3. Identify sites that provided opportunity for value uplift
4. Assess operating school sites for added revenue generation
5. Present a business case on asset bundling using TDSB sites identified as capital priorities.
6. Carry forward \$400M in real estate transactions from current year on the following projects:
  - Bloor Dundas
  - New Eglinton Jr. Public School
  - Memorial Park
  - New School in Development at Lower Yonge
  - RH Borden/770 Don Mills Land Exchange



## 2022-23 Priorities

### Commitments

#### Strategic Partnerships

1. MOU to define a working relationship that focusses on maximizing value through the preservation of public assets to the maximum extent possible and considering the benefit of social value.
2. Model the concept of education-oriented development.
3. Provide concepts and suggestion on capital policy changes through a designated Ministry, TDSB and TLC working group.
4. Establish working meetings with City Planning to advance TDSB accommodation needs and redevelopment opportunities to include Parks and Recreation, Housing, Care facilities etc.
5. Secure TDSB approval of a standard facility design and student needs template to use as an initial placeholder when placing a school in a tower.
6. Continue to foster partnership relationships with:
  - Other local school boards for expected transactions on numerous sites
  - Government and municipal agencies (CreateTO, Metrolinx, Waterfront Toronto)
  - City Planning (Harmonized Bylaw, Planning Policy, school reservations in developments)

# 2022-23 Priorities

Strategic Goal 2:	Create a Culture of Partnership & Collaboration with Key Stakeholder Groups
TDSB	<b>Strategy:</b> <ul style="list-style-type: none"> <li>• Orient new TDSB Board and executive staff around TLC's strategy and direction</li> </ul>
External Stakeholders	<b>Strategy:</b> <ul style="list-style-type: none"> <li>• Continue to engage in outreach opportunities with educational institutions, local and industry media and professional organizations</li> <li>• Continue to partner with University of Toronto for the development of TLC's financial modelling</li> </ul>

## Commitments

### TDSB

1. Ongoing Education and information sharing with Trustees and TDSB Executive Staff related to:
  - Planning Process
  - Leveraging TDSB assets
  - How TLC provides benefits to students and community
2. Participate and lead community meetings with local Trustees.
3. Regular Strategic planning sessions with TDSB to ensure alignment of TLC 's modernization strategy with the following TDSB Plans:
  - Long-Term Public Accommodation Strategy (LTPAS) and,
  - Multi-Year Strategic Plan.
4. Continue to provide TLC news content for the TDSB's Trustee Weekly.

### External Stakeholders

1. Ongoing education and information sharing with community partners, professional organization, through workshops, round table discussion and working groups
2. Develop content for quarterly TLC newsletter
3. Ongoing content for social media platforms

# 2022-23 Priorities

Strategic Goal 3:	To be a highly functioning organization successfully aligning TLC's & TDSB Missions and the Shareholder's Direction
Governance	<b>Strategy:</b> <ul style="list-style-type: none"> <li>Continue to work with the TLC Board and senior leadership to improve systems, processes and capabilities to enhance TLC's corporate governance structure, and organizational and operational efficiency in the delivery of services.</li> </ul>
People & Culture	<b>Strategy:</b> <ul style="list-style-type: none"> <li>Create the conditions for high-performing team and individuals to thrive, in support of our mission, employees, students and communities.</li> </ul>

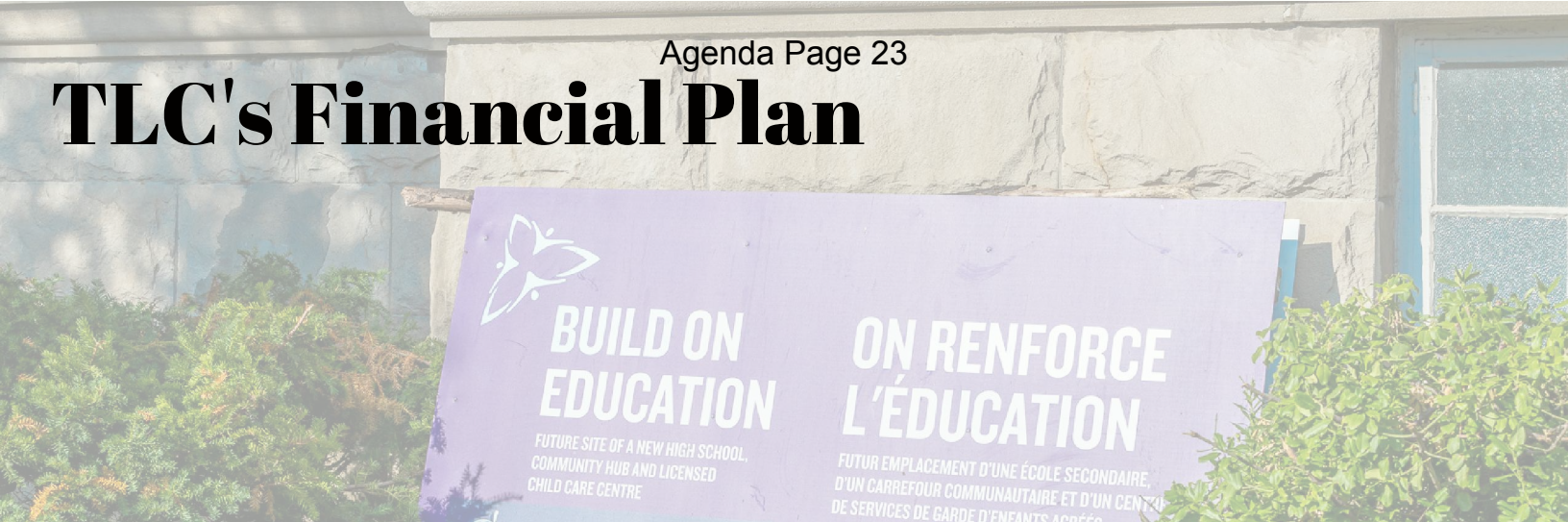
## Commitments

### Governance

1. Ongoing governance and structural reform to align with business priorities, implementing Board level policies and organizational procedures/protocol to enhance and optimize organizational excellence and service excellence to TDSB
2. Update and refresh TLC's strategic goals for the next 3-5 years
3. Recalibrate the organization's strategy for the next 3-5 years
4. Approval of key performance indicators (KPI), implementation and monitor through the balanced scorecard
5. Scope the needs for a records management system including cost timelines and resources required
6. Continue to leverage technology to reduce carbon footprint, including continuing to implement a paperless office

### People & Culture

1. Attract Talent
  - Become certified through "Great Places to Work"
  - Develop and implement an employee referral program
2. Develop Talent
  - Continue to provide leadership & employee development to close any skills gaps to help employees reach their full potential and thrive in a post pandemic environment
3. Retain Talent
  - Conduct annual employee engagement survey to identify strengths, opportunities and action plans
  - Design and implement an employee reward and recognition program
  - Review Performance Evaluation Tool following its first year of use and make adjustments based on feedback
  - Update TLC "Employee Hub" platform to increase functionality and provide a better user experience
  - Create an Employee Handbook



Operationally, TLC manages all of TDSB's real estate, leasing and land use planning needs and interests; accordingly, the operations budget was developed to advance ongoing and emerging projects. TLC's Capital Budget is centred around TLC's 10-year Proforma Statement - a capital financial framework that supports future TLC Annual Plans and will aid TDSB in forecasting and budgeting for proceeds of disposition (PODs).

14



	Revenues	Expenditures
<b>Non-Operating School Facilities_</b>		
Lease Revenue and Recoveries	\$ 5, 828, 721	\$ 2, 009, 692
TDSB Program and Administration	\$ 53, 000	
Deferred Capital Improvement Revenue	-\$ 1, 000, 000	
Provision for Rental Arrears		\$ 5, 000
<b>Total Net Real Estate Revenue/Expense - Non-Operating Sites</b>	<b>\$ 4, 881, 721</b>	<b>\$ 2,014, 692</b>
<b>Operating School Facilities</b>		
City of Toronto Childcare Umbrella Lease Agreements	\$ 4, 536, 466	\$ 10, 336, 442
City of Toronto Pools Agreements	\$ 5, 972, 244	\$ 5, 972, 244
City of Toronto Stage 1 Revenues	\$ 1, 100, 000	\$ 1, 100, 000
City of Toronto Exclusive Use Agreements	\$ 1, 000, 000	\$ 1, 000, 000
Contract Services and Partnership Development (CSPD) and LINC Lease Administration	\$ 240, 482	\$ 240, 482
Air Conditioning Surcharge	\$ 72, 600	\$ 72, 600
Child Care and Other Agreements	\$ 3, 343, 045	\$ 3, 343, 045
Temporary Property Interests with Third Parties	\$ 300, 000	
<b>Total Real Estate Revenue/Expense-Operating Sites</b>	<b>\$ 16, 564, 836</b>	<b>\$ 22, 064, 812</b>
<b>Total Non-Operating and Operating</b>	<b>\$ 21, 446, 557</b>	<b>\$ 24, 079, 504</b>
<b>TDSB Chargeback of Administrative Expenses</b>		
Facility Services		\$ 147, 142
Business Services		\$ 109, 322
Administrative Support Allocation		\$ 60, 000
<b>Total TDSB Chargeback</b>		\$ 316, 464
<b>TLC Administrative Expenses</b>		
Board Remuneration		\$ 60, 000
Management Salaries		\$ 1, 167, 518
Professional Development		\$ 18, 300
Supply and Services		\$ 96, 305
Rental expenses: TLC office		\$ 133, 000
Legal Fees		\$ 65, 000
Fees and Contractual Services		\$ 508, 100
Casual Help		\$ 24, 000
Furniture and Equipment		\$ 7, 000
Other expenditures		\$ 5,000
<b>Administration Expenses</b>		<b>\$ 2, 084, 223</b>
<b>Total TLC Operations Rev/Expense</b>	<b>\$ 21, 446, 557</b>	<b>\$ 26, 480, 191</b>

## 2022-23 Capital Budget

For 2022-23 and subsequent years, TLC's capital budget will be centered around our 10-year Proforma Statement, TDSB's Long Term Pupil Accommodation Strategy, generating revenues for TDSB capital needs and the modernization of TDSB schools in the creation of integrated and exceptional school communities.

	Revenues	Expenditures
<b>Proceeds of Disposition (POD)</b>		
5 - TDSB Sites	\$ 98, 500, 000	
<b>Total Proceeds of Disposition</b>	<b><u>\$ 98, 500, 000</u></b>	
<b>TLC Expenses Related to Proceeds of Disposition</b>		
Management Salaries		\$ 1, 875,1 83
Legal Fees		\$ 460, 000
Fees and Contractual Services		\$ 1, 078, 000
<b>Total Expenses</b>		<b>\$ 3, 413, 183</b>
<b>Total Expenses Charged to POD</b>		<b><u>\$ 3, 413, 183</u></b>
<b>Net Contribution to TDSB</b>		<b><u>\$ 95, 086, 817</u></b>

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A subsidiary corporation of the TDSB



June 15, 2022

**Transmittal No. 2022 – 135**  
**(Public)**

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

This communication is to inform you that the TLC Board at its regular meeting of June 14, 2022, received the report the **Sir Robert Borden – 770 Don Mills Road – Land Exchange with City of Toronto** (attached herein).

On behalf of the Board of Directors of the Toronto Lands Corporation, **Sir Robert Borden – 770 Don Mills Road – Land Exchange with City of Toronto** report is being forwarded to the TDSB Board for its information.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson', is enclosed within a thin black rectangular border.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Interim Associate Director, Business Operations and Service Excellence, TDSB

**INFORMATION ITEM:****Sir Robert Borden – 770 Don Mills Road – Land Exchange with City of Toronto****To:** Policy & Planning Committee**Date:** 7 June 2022
**Committee Action Requested:**      Decision      Discussion      ☒ Information
**RECOMMENDATION:**

That the report be received and forwarded to the TDSB Board for information.

**BACKGROUND:**

The TDSB property at 200 Poplar Road, formerly known as Sir Robert Borden Business and Technical Institute is situated on 11.93 acres in the Kingston Road and Lawrence Avenue East neighbourhood was closed and declared surplus by TDSB on June 22, 2016, and subsequently reconfirmed as surplus in January 2022. The property is adjacent to community housing and single-family residential homes.

Following the initial circulation of the surplus property under On Reg 444/98, the City of Toronto expressed an interest in this site being an opportunity for community services but was not in a position to acquire the property at market value. Upon completion of the regulatory circulation process and without receiving any public interest, TDSB authorized TLC in October 2017, prior to issuing a market request for offers to establish and lead a steering committee to develop an effective framework that would guide the identification of local community needs and provide for the opportunity to create a vibrant and sustainable hub that could be integrated with the redevelopment scheme. Upon completion of an independent study and public consultation, it was determined that although several community services were identified, agency capital funding was not available to support the project. Subsequently, the Borden property went to the open market on June 11, 2018. A conditional offer was accepted by TLC but was withdrawn due to the purchaser's uncertainty about the amount of achievable density for the site.

At that time, TLC was also aware of TDSB's student accommodation pressures in the quadrant south of Don Mills Road and Eglinton Avenue East. TDSB Planning had advised that TDSB would require a school in this area and a preliminary review found that vacant land was extremely limited and existing school sites had no further space for expansion. Inability to accommodate new students from the growing number of developments in this area was becoming critical, with busing students outside their resident area being the primary option.

Recently, the City of Toronto Council approved a "Housing Now Initiative" that would accelerate the City's efforts in creating affordable housing on City-owned properties suitable for residential development. One of the City's sites is on the southwest corner of Don Mills Road and Eglinton Avenue East, abutting the Ontario Science Centre lands at 770 Don Mills Road. *Appendix 1* attached, outlines the City-owned property that will be part of its Housing Now Initiative (Part 1). CreateTO also being aware of TDSB's critical need for additional student accommodation in this already high-density residential area flagged this site as a potential opportunity to be pursued with TLC. As a standard land use planning policy option, City Planning could include a

reservation for a potential school in the redevelopment scheme thus allowing the school board to acquire the space, at market value, and build a school.

CreateTO advised that as a part of the redevelopment of Don Mills, City Planning has indicated their desire to see 1 FSI of density be allocated towards non-residential uses of this redevelopment. Note: Floor Space Index (FSI), is the ratio of total floor area of a building to the total land area. The City's density requirement becomes an ideal size to incorporate a new Jk-8 elementary school, estimated to be approximately 73,000 sf, into the podium of the new building. In addition to the space within the redevelopment, it was acknowledged that there will be a requirement for outdoor space for the students during the school day. To maximize outdoor space in a high-density area, consideration would need to include access by the public, including residents of the new building before and after school hours, weekends, and summer. During the school day, the outdoor space would be exclusive to the school and this need would form a part of a future shared use agreement.

With the City and CreateTO knowing of TDSB's closed school site at 200 Poplar Road and of the neighbourhood's desire to see that site reactivated as a community hub, CreateTO and TLC proposed that in lieu of TDSB purchasing the interest from the City for the new school at 770 Don Mills, TDSB instead dispose to the City the Sir Robert L. Borden property *Appendix 2* through a land exchange agreement. The transaction between the parties would be subject to satisfying all legislative requirements, including ensuring site valuations based on the principle of "highest and best use" and securing all requisite approvals.

CreateTO and TLC have worked together to develop a mutually beneficial solution by maximizing the best use of public assets through an "equitable exchange" of property interests between TDSB and the City of Toronto. This initiative would be beneficial in multiple aspects for not only two large communities but would represent the ability to match City and TDSB's needs while maintaining ownership of these site-specific public assets in perpetuity.

Recently, CreateTO and TLC jointly commissioned the appraisal services of GSI. Although early in the site valuation review, preliminary findings suggest that the two sites, valued based on "highest and best use" are relatively equivalent in value. Although the sites are approximately equal in value, the fit-up costs of a new school would require additional funding by TDSB/Ministry. The actual cost differential will not be known until construction is complete.

#### **NEXT STEPS:**

The GSI appraisal report will be finalized by the end of June which will allow for a greater understanding of the two sites and their estimated land value. TLC staff will prepare a further report in September to the Board advising of the appraised value and will also provide a TDSB estimate of the potential school fit-up costs at 770 Don Mills. It is noted that with escalating construction costs, supply/materials, and trade costs, it will be difficult to provide a reasonable estimate of fit-up costs for a new school to be built 5 years from now. Since construction of new school space is estimated to be in 2027, fit up costs will need to be a part of TDSB's future capital planning and budgeting process. Included as *Appendix 3* are DRAFT Key Business Terms currently under consideration to guide the transaction. As land values are confirmed and cost of TDSB fit-up costs are estimated, further amendments to the key business terms will form a part of TLC's next report. It is also noted that if an agreement is not reached with the City prior to the year-end (2022), TLC must again satisfactorily complete the Ont. Reg. 444/98 requirements.

## APPENDICES

- Appendix 1 Stratified Interest in 770 Don Mills Road
- Appendix 2 TDSB's RH Borden Site
- Appendix 3 DRAFT Key Business Terms

## ROUTING

TLC Board: June 14<sup>th</sup>, 2022

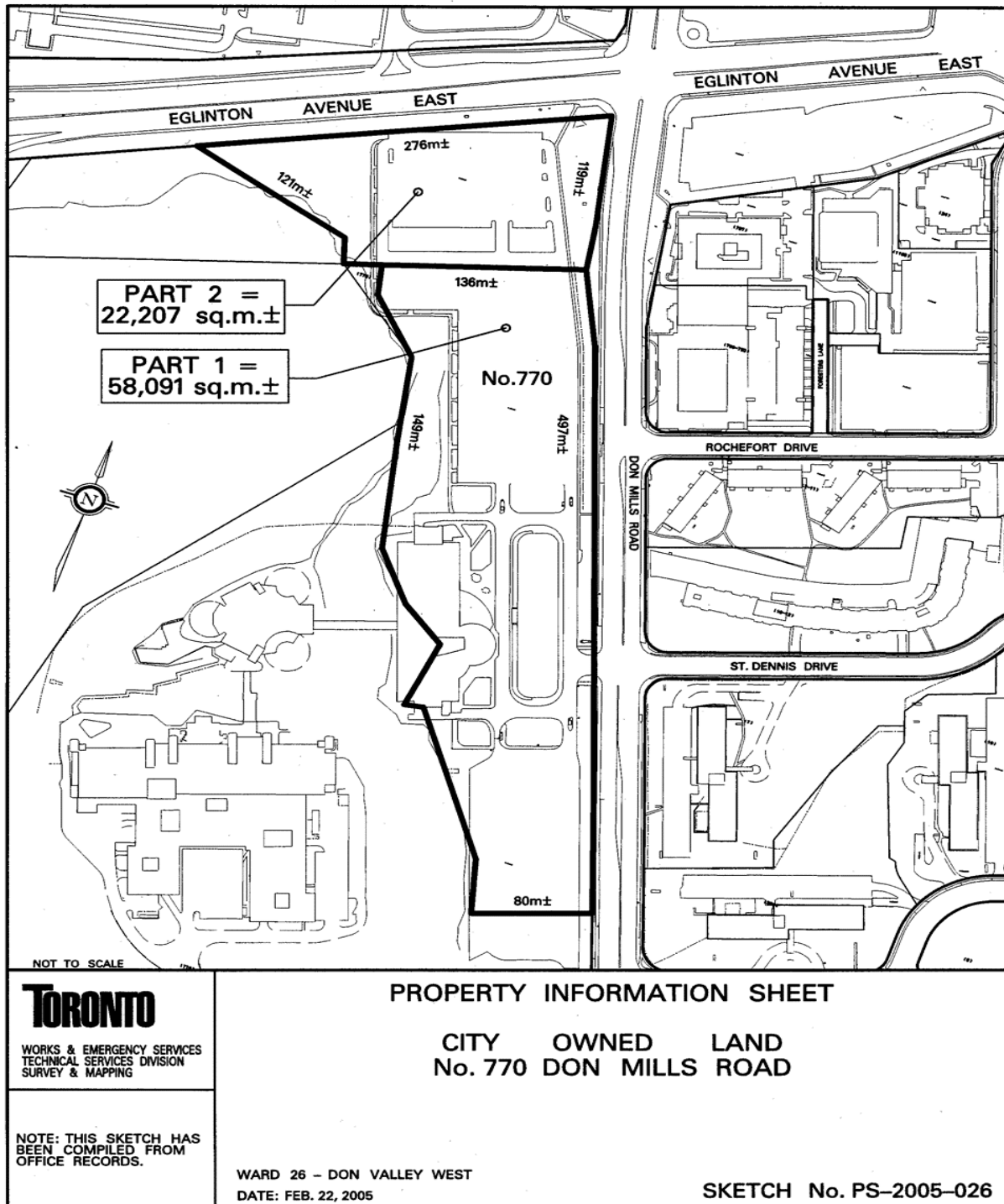
TDSB Board: June 29<sup>th</sup>, 2022

## FROM

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575

## APPENDIX 1

770 Don Mills





## APPENDIX 2

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TDSB Sites:



Sir Robert L Borden BTI  
200 Poplar Road  
(2011 Ortho Imagery)



## APPENDIX 3

770 Don Mills/200 Poplar Rd Land Exchange – DRAFT Key Business Term Sheet

Lands Swapped	<p>TLC/TDSB Lands – approximately 11 acres being the lands and premises known as the Sir Robert Borden BTI site, municipally known as 200 Poplar Road, Toronto, and legally described as all of PIN 06382-0017 (LT) being Parcel 12-19, Section S4; Part of Lot 12, Concession D, designated as Parts 1-13, Plan 66R-1782; Scarborough, City of Toronto</p> <p>City Lands – approximately 108,292 square feet, comprised of no more than 73,292 square feet of stratified interest for the school area (including the rooftop space on the third floor above the gymnasium area), together with an outdoor play area of no more than 35,000 square feet and 8 underground parking spots. Final size and legal description of lands shall be as approved at site plan</p>
Value Consideration	<p>TLC/TDSB Consideration – fee simple land value of 200 Poplar</p> <p>City Contribution – stratified fee simple interest of "City Lands" plus actual construction costs (inclusive of financing, construction management, development management costs)</p> <p>Land values – jointly retained appraisals (value as of Dec 31, 2021); anticipated draft report by June 2022</p> <p>Construction Costs – City/CreateTO has obtained 3rd party estimates (Finnegan Marshal); final consideration to reflect actual construction costs reconciled at closing</p> <p>Neither party will be responsible for the payment of any value differential between each party's consideration/contribution to the land swap; no future payment obligations between the parties related to the swapped lands in the event of any future development.</p>

<p>Closing/Early Access</p>	<p>Land Swap closing upon completion/and transfer of 770 Don Mills school to TLC/TDSB.</p> <p>TLC and the City to consider early access to City at 200 Poplar prior to the closing of the land exchange; City acknowledges that the TLC / TDSB will be using 200 Poplar for a period of time for school board uses prior to closing of the land exchange</p>
<p>School Construction</p>	<p>City has finalized zoning application, TLC has reviewed/signed off on architectural drawings included in package. Detailed drawings at site plan shall be substantially in accordance with the drawings attached to the LEA.</p> <p>The developer, City, and TLC to enter into a future Construction Management Agreement (form to be attached to the Land Exchange Agreement) specifying roles, responsibilities and process re: finalizing detailed design, construction approvals.</p> <p>All reciprocal easement/operating agreements to be managed through CreateTO in the development project and separate from the land swap transaction. The future developer partner will lead the reciprocal easement/operating agreement once all shared areas are identified and defined on a reference plan.</p>
<p>Land Exchange Agreement</p>	<p>Schedules to LEA  Outdoor play area shared use agreement  Current Architectural Drawing Set  Form of Construction Management Agreement for school construction (TBD and finalized ASAP)</p>



Authorities/ Timeline	City – additional Council authority required re: final land areas swapped and related surplus declarations (if details can be finalized by end of May, authority sought in July cycle TLC – TBD	
	Proposed Transaction Milestones (dates to be inserted)	
	Conceptual Design Finalized/Costing	Complete (Feb/22)
	Joint Appraisal	June/22
	Zoning Approval	May/22 (PHC)
	Authorities Received	City (TBD) TLC (TBD) Ministry of Education (TBD)
	Land Exchange Signed	TBD
	Land Swap Closing	TBD Development construction anticipated to start Q3 2023; estimated school completion by 2026 / 2027

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June 15, 2022

**Transmittal No. 2022 – 138**  
**(Public)**

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

This communication is to inform of a recent decision made by the TLC Board on June 14, 2022, with respect to the report ***Etobicoke School of the Arts: Parking & Recreation License Agreement*** (report attached herein). The Board decided that:

*1) TLC be authorized to enter into a licence agreement on behalf of TDSB, Her Majesty the Queen in right of Ontario as represented by the Minister of Government and Consumer Services for a parcel of land being 0.459 acres for parking roadworthy vehicles and 0.66 acres for recreational purposes for a term of 5 years for the Etobicoke School of the Arts and further terms and conditions as detailed hereinafter;*

*2) The License Agreement be in a form and content satisfactory to TLC legal counsel; and*

*3) The report be forwarded to TDSB for approval.*

On behalf of the Board of Directors of the Toronto Lands Corporation, TDSB Board approval is requested.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson', is enclosed within a thin black rectangular border.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Interim Associate Director, Business Operations and Service Excellence, TDSB

**DECISION ITEM:**  
**Etobicoke School of the Arts: Parking & Recreation Licence Agreement**

**To:** Policy & Planning Committee

**Date:** 7 June 2022

**Committee Action:**     ☒ Decision     ☐ Discussion     ☐ Information

**RECOMMENDATION:**

It is recommended that:

- 1) TLC be authorized to enter into a licence agreement on behalf of TDSB, Her Majesty the Queen in right of Ontario as represented by the Minister of Government and Consumer Services for a parcel of land being 0.459 acres for parking roadworthy vehicles and 0.66 acres for recreational purposes for a term of 5 years for the Etobicoke School of the Arts and further terms and conditions as detailed hereinafter;
- 2) The License Agreement be in a form and content satisfactory to TLC legal counsel; and
- 3) The report be forwarded to TDSB for approval.

**BACKGROUND:**

The Etobicoke School of the Arts, municipally located at 675 Royal York Road is situated in a residential area with limited parking. The 0.66 acres for recreational purposes allows the school to have a full-size running track. On a case-by-case basis, TDSB has over the years entered into limited parking arrangements as well as additional land required for recreational purposes.

**RATIONALE:**

The Etobicoke School of the Arts has limited outdoor space to accommodate parking as well as a full running track for students. The current agreement dated July 9, 2007, subsequently renewed in 2012 and 2017, expires on June 30<sup>th</sup>, 2022.

TDSB has requested TLC to enter into negotiations for a new short-term agreement. TLC has negotiated with Her Majesty the Queen in right of Ontario as represented by the Minister of Government and Consumer Services for the Key Business Terms as stated herein:

Term:                      July 1, 2022 to June 30, 2027

Termination:            Tenant has the right to terminate upon 6 months' written notice

License Rate:            \$738.00 per month plus applicable realty taxes

This Licence is well below market for the space being provided and the rent has nominally increased for the next 5-year term from \$670.00 to the current rate of \$738.00 per month.

**ROUTING:**

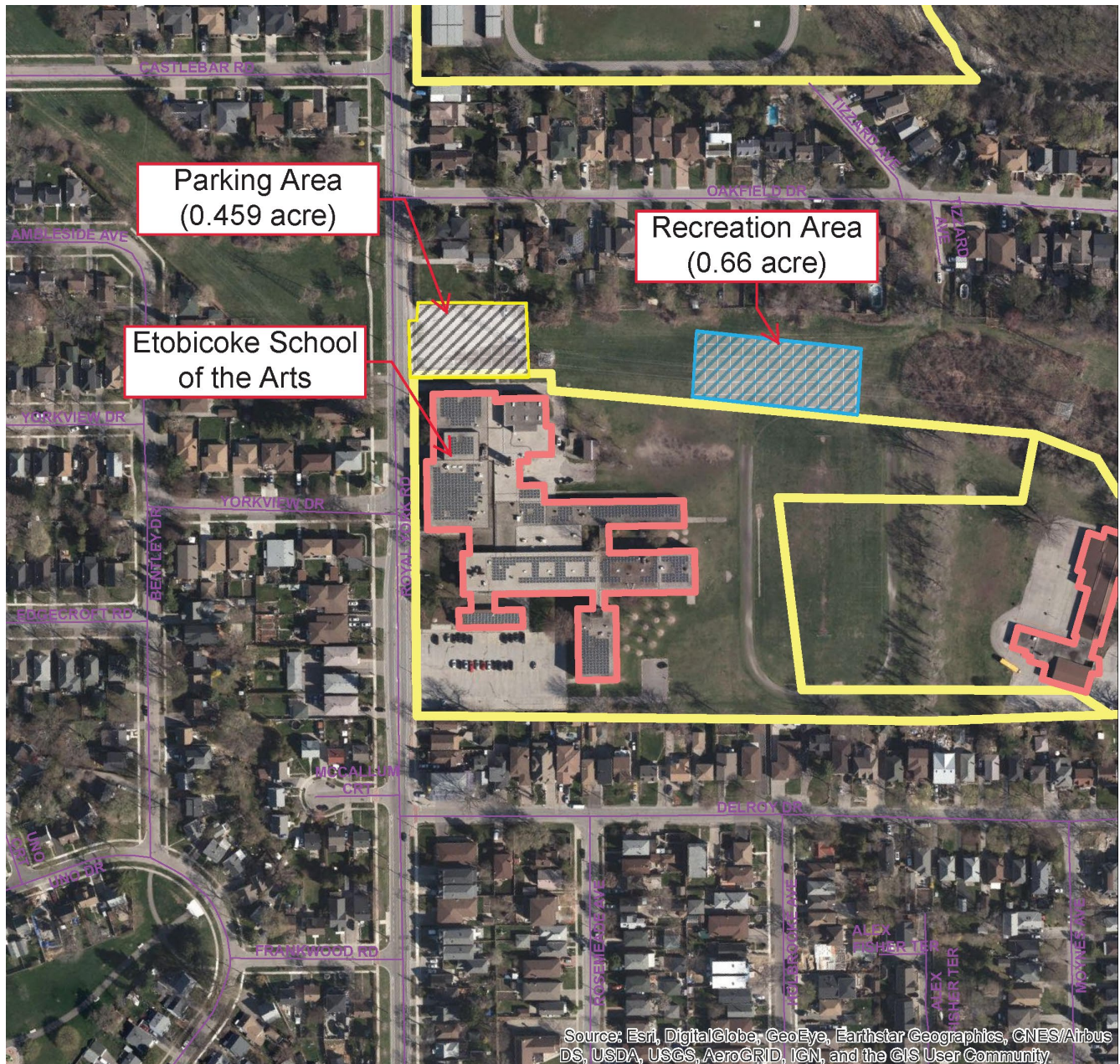
TLC Board: June 14, 2022  
TDSB Board: June 29, 2022

**APPENDIX:****Appendix A: Aerial Map Etobicoke School of the Arts and Parking and Recreation Areas****FROM:**

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575.

Wilbur Wong, Manager, Asset Management & Leasing, at [wwong.tlc@tdsb.on.ca](mailto:wwong.tlc@tdsb.on.ca) or at 416-788-3229.

## Appendix A: Aerial Map Etobicoke School of the Arts and Parking and Recreational Area







## **SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan**

**To:** Planning and Priorities Committee

**Date:** 22 June, 2022

**Report No.:** 06-22-4366

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the Toronto District School Board (TDSB) formalize participation in *SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan, 2021*.

### **Context**

On February 2, 2022, Toronto City Council authorized the City of Toronto to enter into agreements with city partners to support the SafeTO Plan. This report provides the Board of Trustees with background information on SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan (SafeTO Plan).

The Toronto District School Board has a long-standing record of working with government partners, families, and community organizations to improve outcomes for the students and families we jointly serve. A responsive and equitable educational experience plays an invaluable role in strengthening children's overall health and personal and academic success.

Education is one of twelve social determinants of health according to the Government of Canada. Investments have been made by TDSB towards additional mental health workers, recreational opportunities, employment initiatives, and

student engagement experiences outside of the school day, along with Graduation Coaches, and student nutrition programs. Each of these serve as examples of some of the approaches TDSB has undertaken within its core mandate to address many of the serious issues impacting the quality of students' lives such as food insecurity, racism, and youth disengagement. TDSB recognizes that these issues and others require greater collaboration across sectors and with communities to have sustainable and meaningful impact on the lives of children and families.

A coordinated proactive approach is necessary. This new strategy would prioritize well-being through a trauma informed approach to poverty reduction by addressing housing and food insecurity, and recognizing the toll of historical and current oppression, especially as it pertains to Indigenous and Black-identifying, plus other currently underserved communities of Toronto.

Further on March 23, 2022, the TDSB Board of Trustees recognized, "whereas, funding structures are limited, individual public entities cannot address the root cause of societal issues impacting our youth alone, and better outcomes for children and youth can be better achieved through a collaborative and strategic effort." (Appendix B) The SafeTO Plan outlines strategies to achieve community safety and well-being which is defined as "the ideal state of a sustainable community where everyone is safe, has a sense of belonging, opportunities to participate and where individuals and families are able to meet their needs for education, health care, food, housing, income and social and cultural expression." (Appendix A, p.7)

## **Action Plan and Associated Timeline**

The SafeTO Plan's preamble states:

*The root causes of community violence, trauma and injustice are complex. A traditional enforcement approach cannot be the only response, nor the default response to building a safer city. Growing evidence calls for proactive, multi-sector responses guided by a unified vision and a set of agreed upon priorities. (Appendix A, p.1)*

The SafeTO Plan involves multi-sector partners working in collaboration to promote community safety through a prism of well-being. Instead of relying on reactive emergency responses, the SafeTO plan calls for social development to create safer and healthier communities that are committed to Truth and Reconciliation, confronting racism and all other forms of oppression, thereby ensuring equitable delivery of services and resources across the City of Toronto. The report cites that those significant investments need to be "focused on developing or enhancing programs that fall under the following areas of social development: prevention; risk intervention; reducing reliance on emergency response; and strengthening

community capacity to promote and maintain safety and well-being.” (Appendix A, p.9)

TDSB staff have been participating in the SafeTO meetings for over a year. The next step would be to formalize our relationship and investment in the plan as one of the stakeholders. Also, a cross-departmental collaborative planning table was established between TDSB and City of Toronto staff to build and strengthen relationships, coordinate responses, share data and bring alignment and coherence to service delivery in communities directly in response to the March 23, 2022, Board decision.

## **Conclusion**

The building of safe communities where all people feel they belong regardless of social identity and lived experience is pivotal as a first step towards creating an inclusive city and better outcomes in education. Additionally, sustainable and inclusive communities require an approach to safety that is trauma-informed and built on a foundation of health and well-being instead of primarily relying on reactive enforcement. Establishing and actively contributing to the achievement of the goals outlined in SafeTO and fostering the development of the newly established collaboration between TDSB and the City of Toronto is an important step in improving the lives of youth and families we both serve.

## **Resource Implications**

The precise resource implications are unknown; however, funding will be included in the 2022-2023 Budget.

## **Communications Considerations**

Communication protocols between the City of Toronto and the Toronto District School Board are being reviewed and will be revised as necessary. Communications staff at both organizations will work together to ensure collaboration and coordination.

## **Board Policy and Procedure Reference(s)**

- P037, Equity
- P031, Human Rights
- PR697, Promoting a Positive School Climate
- P052, Caring and Safe Schools

## Appendices

- Appendix A: SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan 2021
- Appendix B: Summary of Decisions: Special Meeting. Update on School Safety: A Toronto Partnership for the Protection and Well-Being of Children and Youth March 23, 2022

## From

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## REPORT FOR ACTION

# SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan

**Date:** June 21, 2021

**To:** Executive Committee

**From:** Executive Director, Social Development, Finance and Administration

**Wards:** All

## SUMMARY

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Under the *Ontario Police Services Act*, all municipalities are mandated to prepare and adopt a Community Safety and Well-Being Plan by July 2021. A provincial framework has been developed to guide municipalities in our planning to broaden our understanding of safety and centre the well-being of individuals, families and communities through long-term strategic actions that ensure community safety and well-being. The root causes of community violence, trauma and injustice are complex. A traditional enforcement approach cannot be the only response, nor the default response to building a safer city. Growing evidence calls for proactive, multi-sector responses guided by a unified vision and a set of agreed upon priorities. This shift being called for by provincial legislation mirrors what City staff have heard from community leaders, advocates and academics over many years. SafeTO is our response.

SafeTO is a comprehensive Ten-Year Community Safety and Well-Being Plan that reimagines core elements of community safety and well-being in order to shift our paradigm from a reliance on reactive emergency response to a culture of proactive prevention. SafeTO inspires us to think differently, work collaboratively across sectors, community and governments, and to do better to bring about a safe Toronto that promotes and celebrates the well-being and resilience of all residents.

Toronto has a legacy of taking bold action to address complex challenges. In recent years, Toronto City Council has committed to a 20-year plan to transform how the City addresses poverty through TO Prosperity: Toronto Poverty Reduction Strategy; has endorsed the Toronto Action Plan to Confront Anti-Black Racism to acknowledge and uproot anti-Black racism from our systems and structures; and has put into action policing reform measures to create a new community-led Community Crisis Support Service to reimagine how our systems respond to mental health crises. SafeTO provides City Council with another opportunity to think boldly and act differently to advance community safety and well-being in Toronto by:

- Expanding the definition of community safety beyond crime or policing to include well-being,

- Redefining what trauma means and deepening the ability of the City and its partners to be informed by it and respond to it,
- Enhancing our ability to act early and advance preventative approaches,
- Developing innovative mechanisms to use multi-sector data to inform decision making and integrate investments,
- Implementing an effective multi-sector governance structure that brings our critical partners into coordinated leadership and action, and
- Committing to a long-term vision of community safety and well-being and a comprehensive plan to realize it.

For Toronto to make the shift envisioned by the Province, the majority of community safety investments need to be focused on developing and/or enhancing programs that focus on social development, prevention, and intervention through multi-sector collaboration to reduce the reliance on reactive emergency response. The City cannot make this shift alone. For the City to be successful, a whole-of-governments approach consisting of effective partnerships with and investments from other orders of government is critical.

SafeTO will drive 26 priority actions across seven strategic goals: Reduce Vulnerability; Reduce Violence; Advance Truth and Reconciliation; Promote Healing and Justice; Invest in People; Invest in Neighbourhoods; and Drive Collaboration and Accountability. SafeTO provides a roadmap for how the City and social systems that serve Torontonians, such as community services, healthcare systems, education systems, justice systems, police and business, can work collaboratively across different sectors and across governments to support community safety and well-being.

In the process of developing SafeTO, the City has already started to apply a broader, multi-sector approach to prevent and interrupt escalating violence this summer. In the spring, Social Development, Finance and Administration Division, the Toronto Police Service and the Toronto Police Service Board, Toronto Community Housing, Toronto Public Health, Toronto Transit Commission, the Toronto District School Board, and the Toronto Catholic District School Board formed the Executive Leadership Table with the support of the Office of the Mayor to collaboratively develop a Short-term Community Safety Pilot to leverage and integrate community safety efforts across organizations for better impact on the reduction of gun violence through the summer months. Lessons learned through this collaborative work will be used to inform the SafeTO Implementation Plan which will be brought back for Council consideration in December 2021.

## **RECOMMENDATIONS**

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The Executive Director, Social Development, Finance and Administration recommends that:

1. City Council adopt SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan as outlined in Appendix A.



2. City Council request the Executive Director, Social Development, Finance and Administration to report to the December 2021 Executive Committee meeting with the SafeTO Implementation Plan.
3. City Council forward the SafeTO report to the Boards of Directors of Toronto Community Housing Corporation, Toronto Public Library, Toronto Transit Commission and the Toronto Police Services Board and request they adopt the SafeTO Plan through a Board resolution and partner with the City on the SafeTO Implementation Plan.
4. City Council forward the SafeTO report to the Toronto District School Board, the Toronto Catholic District School Board, le Conseil scolaire de District catholique MonAvenir and le Conseil scolaire Viamonde for their consideration of the SafeTO Plan in service planning and to partner with the City on the SafeTO Implementation Plan.
5. City Council forward the SafeTO report to Native Child and Family Services of Toronto, Children's Aid Society of Toronto, Catholic Children's Aid Society of Toronto and Jewish Family and Child Service for their consideration in service planning as part of the provincially-mandated Child Welfare redesign, and to partner with the City on the SafeTO Implementation Plan.
6. City Council forward the SafeTO report to the following provincial ministries for their consideration: Ministry of the Solicitor General, Ministry of the Attorney General, Ministry of Children, Community and Social Services, Ministry of Health, Ministry of Long-Term Care, Ministry of Municipal Affairs and Housing, Ministry of Education, and the Ministry for Seniors and Accessibility.
7. City Council forward the SafeTO report to the following federal departments for their consideration: Department of Justice Canada, Department for Women and Gender Equality, Public Safety Canada, Public Health Agency of Canada, and Indigenous Services Canada.
8. City Council request the City Manager to share the results of the Sunnybrook Breaking the Cycle of Violence with Empathy (BRAVE) Program with the Ministry of Health and request the Province of Ontario to provide funding to support the continued operation of the BRAVE Program and the creation of a St. Michael's Hospital violence intervention program.

## **FINANCIAL IMPACT**

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SafeTO is a comprehensive ten-year plan that includes a mix of initiatives that can be completed within existing corporate resources and others requiring new investments. Implementation of SafeTO will require dedicated staffing resources to lead implementation, coordinate critical partners, manage implementation issues, ensure ongoing community engagement, integrate multi-sector data sets, and monitor and report on outcomes. It will also require investments in new directly delivered City programs and services, and resources to invest in partners. Comprehensive monitoring and evaluation infrastructure will need to be built at the City, which over time, can enable the City to fine-tune its investment in what is working, and divest investment from efforts that are not sufficiently impactful. This infrastructure will require the

development of agreements, mechanisms to share data sets across sectors and appropriate City and multi-sector governance structures. Multi-sector data-sharing and governance planning is already underway and will be detailed in the SafeTO Implementation Plan.

The SafeTO Implementation Plan, to be submitted to Toronto City Council in the December 2021 cycle, will detail anticipated financial impacts for 2022 to be considered in the 2022 budget process. Future year financial impacts beyond 2022 will be considered in future year budget processes.

### **Intergovernmental Funding is Necessary**

The City acting alone cannot bring about the safety and well-being of Toronto residents. The City funding alone, cannot deliver this provincially-mandated Community Safety and Well-being Plan. Intergovernmental support is critical.

The SafeTO Implementation Plan will also point to an Intergovernmental Strategy required to engage appropriate Provincial ministries and Federal departments in resourcing priority actions and making policy considerations for factors within their jurisdictions. For the City of Toronto to make the shift envisioned by the provincial legislation, investment from the Provincial and Federal governments is critical. The SafeTO goals and priority actions will require comprehensive, whole-of-governments and multi-sectoral responses. It requires integrated provincial and federal investments. Without intergovernmental investments in implementation, key priority actions cannot be started, scaled, or sustained.

### **Provincial Investment Required for City-incubated BRAVE Pilot**

In approving the 2020 Operating Budget for Social Development, Finance and Administration, Toronto City Council designated \$100,000 to pilot the hospital-based violence intervention program, Breaking the Cycle of Violence with Empathy (BRAVE), with Sunnybrook Hospital. The BRAVE Program uses a public health and trauma-informed approach to violence prevention, through promoting positive alternatives to violence in order to reduce retaliation, criminal involvement, and re-injury among youth injured by violence.

City investment in the BRAVE Pilot has enabled the program to prove its concept and has demonstrated that early intervention by a qualified social worker in a hospital setting provides a meaningful opportunity to reduce risk by connecting victims to immediate supports, developing relationships to ensure continuum of care in the transition between hospital and necessary aftercare within the community, and strengthening collaboration between hospital, City and community support services. Between October 2020 and March 31, 2021, the BRAVE program serviced 51 gunshot victims addressing 217 risk factors through 475 patient interactions and 176 home visits.

Moving forward, provincial health system funding is required to sustain and grow the program and develop others. The report recommends that the City share the results of the BRAVE Pilot with the Ministry of Health and request the Province to provide funding to support the continued operation of the BRAVE Program and the development of the St. Michael's Hospital model.

The Chief Financial Officer and Treasurer has reviewed this report and agrees with the financial impact information.

## **EQUITY IMPACT STATEMENT**

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Systemic discrimination has negatively impacted how Indigenous, Black, racialized and equity-deserving communities, including women, LGBTQ2S+, people with disabilities, people that experience homelessness, newcomers and residents with precarious immigration status, and people who live on low incomes, experience community safety in Toronto.

Efforts to address community safety and well-being must consider the needs of those most negatively impacted and the systems or structures that impact residents. Understanding how poverty, racism and other structural inequities impact risk factors associated with safety and well-being (i.e. inequitable access to resources, exposure to violence, grief and loss, or lack of quality affordable housing), and protective factors (i.e. education attainment, financial stability or social support networks) can help prioritize the actions that will have the most impact in bringing about a safer Toronto. SafeTO, the proposed Ten-Year Community Safety and Well-Being Plan for the City of Toronto, will have a positive equity impact on Indigenous, Black, and equity-deserving communities. By prioritizing Toronto's most vulnerable communities, SafeTO will help build confidence in community safety and well-being initiatives by redefining what community safety and well-being mean across the city.

## **DECISION HISTORY**

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### **HL29.2 Toronto Overdose Action Plan: Status Report 2021**

At its June 14, 2021 meeting, the Toronto Board of Health adopted this report with amendments and reiterated its call urging the Federal Minister of Health to use the authority under the Controlled Drugs and Substances Act to permit the simple possession of all drugs for personal use.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2021.HL29.2>

### **EX 24.11 - Recommendations to Consult and Amend Bill 251, Combat Human Trafficking Act**

At its June 8, 2021 meeting, City Council considered this item and moved to forward the staff report to the Solicitor General to express concerns about Bill 251 and urge the Solicitor General to consult with sex workers and other affected vulnerable communities.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2021.EX24.11>

### **EX24.1 - Report back on Accessing Justice - New Toronto Courthouses**

At its June 1, 2021 meeting, Executive Committee adopted the report back on Accessing Justice - New Toronto Court Houses with amendments.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2021.EX24.1>

#### **EX20.1 - Community Crisis Support Service Pilot**

At its February 2, 3, and 5, 2021 meeting, City Council adopted the Community Crisis Support Service Pilot.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2021.EX20.1>

#### **CC22.2 - Changes to Policing in Toronto**

At its June 29, 2020 meeting, City Council adopted 36 decisions related to policing reform covering areas related to policing, community safety, and crisis response.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2020.CC22.2>

#### **HL17.2 - Toronto Overdose Action Plan: Status Report 2019**

At its June 8, 2020 meeting, the Toronto Board of Health adopted the Toronto Overdose Action plan Status Report 2020.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2020.HL17.2>

#### **EC6.12 - City of Toronto Community Safety and Well-being Plan**

At its July 15, 17, and 28, 2019 meeting, Council adopted a report on the City's approach to develop a Community Safety and Well-being Plan as required by provincial legislation. <http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2019.EC6.12>

#### **HL11.1 - Community Violence in Toronto - A Public Health Approach**

At its meeting on November 26, 2019 City Council adopted the Board of Health report.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2019.HL11.1>

#### **EX8.26 - Investing in Community Based Anti-Violence Programs**

At its meeting on September 18, 2019, Executive Committee requested the Executive Director, Social Development, Finance and Administration to review the outstanding grant requests to the National Crime Prevention Strategy Fund and determine which will make the most meaningful impact to reduce gun violence and the City's long-term Community Safety and Well-Being Plan, and report directly to City Council at its meeting on October 2 and 3, 2019.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2019.EX8.26>

#### **HL71. - Toronto Overdose Action Plan: Status Report 2019**

At its June 18 and 19, 2019 meeting, City Council endorsed the Toronto Overdose Action Plan: Status Report 2019.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2019.HL7.1>

#### **HL18.3 - Toronto Overdose Action Plan: Prevention and Response**

At its meeting on March 20, 2017, the Board of Health endorsed the Toronto Overdose Action Plan. <http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2017.HL18.3>

#### **EX29.11 - Toronto Action Plan to Confront Anti-Black Racism**

At its December 5, 6, 7 and 8, 2017 meeting, the Toronto City Council adopted the Toronto Action Plan to Confront Anti-Black Racism.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2017.HL18.3>

## COMMENTS

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In the past decade, Toronto has strengthened its position as a world-class city due to its high quality of life, social diversity, and strong economy. However, not everyone gets to equitably participate in Toronto's prosperity due to deeply entrenched systemic inequities that drive divides in our city. These inequities are embedded within our social (health, education, justice), economic, and political systems and have impacts on the conditions that influence the health and well-being of residents. If left unattended, growing inequities in systems, policies, programs and services across Toronto can manifest into complex conditions such as homelessness, food insecurity, poverty, community violence, and crime that severely threaten community safety and well-being for Torontonians, particularly Indigenous, Black and equity-deserving communities.

Community safety and well-being refers to “the ideal state of a sustainable community where everyone is safe, has a sense of belonging, opportunities to participate, and where individuals and families are able to meet their needs for education, health care, food, housing, income, and social and cultural expression.”<sup>1</sup> It is responsive to the social determinants of health and many aspects of our social, physical, emotional and spiritual well-being to ensure our basic needs are met and communities are thriving.

### **Re-Imagining Community Safety in Toronto**

Community advocates, academics and residents have called for a fundamental shift in the ways in which the City thinks about community safety by centring the well-being of people and places, while factoring in inequities and other root causes that threaten safety and well-being.

The root causes of community violence, trauma, and injustice are complex. No single sector can address the intricacy, or in some cases, the urgency of community safety and well-being challenges on their own. These complex efforts require a diverse and integrated range of skill, locally-driven mandates, and resources to address community needs under the guidance of a shared vision, data-driven outcomes, and by empowering local leadership of affected communities.

Re-imagining community safety in Toronto requires a shift from the tradition of governments looking to address community safety issues through a lens of law enforcement and crime, using policing, special constables, security or by-law officers as the primary response. An enforcement-only approach to community safety increases barriers and risks for Torontonians, particularly those from Indigenous, Black, LGBTQ2S+ and equity-deserving communities as a result of systemic racism embedded within the Canadian justice system<sup>2</sup>. A law enforcement lens that embeds a deep understanding of and commitment to confronting structural anti-Indigenous and anti-Black racism, inequity and bias, has its place in responding to community safety challenges. However, while the role of enforcement remains an appropriate part of the spectrum of responses to community safety issues, enforcement as the only response,

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<sup>1</sup> Ministry of Community Safety and Correctional Services - A Strong Safe Ontario - Booklet 3 - Planning Framework | Ministry of Attorney General (gov.on.ca)

<sup>2</sup> Ontario Human Rights Commission. 2017. "Under suspicion: Research and consultation report on racial profiling in Ontario". <http://www.ohrc.on.ca/en/book/export/html/21201>

or the default response, cannot alone address root causes, proactively reduce risks, or promote and maintain community well-being. Government services, health services, and education system acting alone, have also struggled to uproot systemic inequity and to effectively respond to community violence, trauma and injustice.

A public health approach recognizes the interconnectedness of the complex conditions that create community safety challenges and mobilizes a wide range of evidence-informed interventions to respond to these conditions while monitoring the results from upstream prevention efforts to advise ongoing investments and system reforms. Approaches focused on strengthening the social determinants of health and reducing health inequities -- the economic and social conditions that influence individual and community differences in health status -- are effective at preventing community violence, vulnerability and the risk factors that negatively impact communities. A public health approach encourages the wide spread adoption of what works and requires community leadership in implementation. A re-imagined approach to community safety and well-being in Toronto necessitates a public health approach.

Community calls for the City to reimagine community safety are further enabled by provincial legislation requiring municipal-level plans with multi-sector approaches that emphasize social development and prevention.

### **A Provincial Requirement to Shift Community Safety Paradigms and Culture**

Under the *Police Services Act* and its forthcoming successor, the *Community Safety and Policing Act, 2019* (which is not yet in force), all municipalities are mandated to prepare and adopt a Community Safety and Well-Being Plan by July 2021. A community safety and well-being plan is a long-term tool to address key social priorities, root causes of crime, social disorder and ill-health, with identified shared goals through multi-sectoral partnerships. While these statutes provide some direction on the content of the plan through elements that are required, they also allow for flexibility respecting the unique context and needs of each municipality.

A Community Safety and Well-Being Planning Framework, developed by the Ministry of the Solicitor General and informed by a broad range of sectors including input from the City of Toronto, is meant to guide municipalities in their processes to re-imagine community safety at the local level. The Community Safety and Well-Being Planning Framework includes the planning areas captured in Table 1 below.



Table 1: Provincial Community Safety and Well-Being Planning Framework

Area	Description
<p><b>Social Development</b> (upstream)</p> <p><i>Promoting and maintaining community safety and well-being</i></p>	<p>Social development requires long-term, multi-disciplinary efforts and investments to improve the social determinants of health and reduce the probability of harm and victimization. Investing in social development allows residents to thrive by addressing the root causes of crime and disorder</p> <p>Appropriate investment in social development will establish protective factors through improvements in areas such as health, employment and graduation rates, and will produce significant social benefits as a result of addressing the root causes of crime and social disorder.</p>
<p><b>Prevention</b> (midstream)</p> <p><i>Proactively reducing identified risks</i></p>	<p>Prevention involves proactively implementing evidence-based situational measures, policies or programs to reduce locally-identified priority risks to community safety and well-being before they result in crime, victimization and/or harm.</p>
<p><b>Risk Intervention</b> (downstream)</p> <p><i>Mitigating situations of elevated risk</i></p>	<p>Risk intervention involves multiple sectors working together to address and/or interrupt escalating situations where there is an elevated risk of harm</p>
<p><b>Emergency Response</b></p> <p><i>Critical and non-critical incident response</i></p>	<p>Emergency response is immediate and reactionary responses that may involve a sense of urgency in response to crime or safety. Initiatives in this area alone cannot be relied upon alone to increase community safety and well-being.</p>

Upstream and downstream programs are equally important and work together to support community safety and well-being. For Toronto to make the shift envisioned by the Provincial Community Safety and Well-Being Planning Framework, the majority of investments need to be focused on developing and/or enhancing programs that fall under social development, prevention, and risk intervention to reduce the reliance on emergency response and strengthen community capacity to promote and maintain safety and well-being.

SafeTO, Toronto's Ten-Year Community Safety and Well-Being Plan, is the City of Toronto's response to the Provincial Community Safety and Well-Being Planning Framework. Given the breadth and complexity of the community safety and well-being challenges in Toronto, Implementation of SafeTO will require integrated investments from other orders of government.

Equally important to upstream and downstream investments is a commitment to track multi-sector investments and initiatives across the Community Safety and Well-Being Planning Framework to enhance collaboration and maximize collective resources. The City is required by provincial legislation to develop an outcomes framework to monitor and evaluate SafeTO. Staff have initiated the development of a SafeTO Indicator Framework through a multi-sectoral partnership which will support the City and its partners to monitor the success of SafeTO priority actions at a population level and facilitate planning at a programmatic level. Staff will report on the SafeTO Indicator Framework as part of the Implementation Plan in December 2021.

### **Development of the Toronto Plan**

In preparing a Community Safety and Well-Being Plan, Provincial legislation requires municipalities to consult communities and those that serve them in order to prioritize risk factors and to identify strategies to address them. In response, SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan was informed by extensive stakeholder engagement and consultations. To inform the engagement process, the Social Development, Finance and Administration Division partnered with the Canadian Municipal Network on Crime Prevention on a jurisdictional review of twelve Canadian municipalities. Staff further conducted a scan of an additional four Canadian and seven international cities doing related work, did research in the area of community safety and well-being, and reviewed deputations on community safety matters to various City of Toronto Standing Committees over the last four years.

Staff also conducted analysis of relevant sector data including from the Toronto Police Service and from existing City-led programs, such as Furthering Our Community by Uniting Services (FOCUS), the Specialized Program for Inter-Divisional Enhanced Responsiveness to Vulnerability (SPIDER), and the Community Crisis Response Program.

From November 2020 to April 2021, City staff engaged in an extensive community consultation process. Engagement included population-specific, issue-specific, and geographic-based consultations as well as internal discussions with 18 City divisions, agencies and corporations. Community consultations were targeted to stakeholders providing services related to or directly experiencing challenges related to community safety and well-being. This was complemented by engagement with subject matter experts, residents and community thought-leaders. In total, over 2,500 stakeholders were engaged, with written submissions also accepted. A public survey was available from March 1-15, 2021 that received an additional 1,500 responses.

The City consulted all groups required by provincial legislation, including residents and community organizations representing youth, members of racialized groups, and First Nation, Inuit and Métis communities. A summary of the SafeTO consultation findings is available in Appendix C.

Provincial legislation also calls on municipalities to form a multi-sectoral advisory committee to support the development of the municipal Community Safety and Well-Being Plan. Social Development, Finance and Administration identified and invited members from education, health, mental health, community (agencies and resident leaders), policing, and the private sector to establish a SafeTO Advisory Committee in

early 2020. However, the declaration of the global COVID-19 pandemic and resulting emergency response required by the City and many advisory members interrupted the formal establishment of the committee and paused SafeTO development work. When work resumed, City staff instead consulted many of the invitees directly and leveraged existing multi-sector advisory tables such as the Toronto Child and Family Network, Human Service and Justice Coordination Committees, the Acquired Brain Injury Network and others to better understand community safety and well-being priorities and to plan appropriate actions.

Additionally, in spring 2021, a Community Safety Partners Executive Leadership Team was formed as a first-step institutional table to leverage and integrate community safety efforts for better impact on the reduction of gun violence through the summer months through the Short-Term Community Safety Pilot. The Executive Leadership Table was established with the support of the Office of the Mayor, Social Development, Finance and Administration, the Toronto Police Service and the Toronto Police Service Board, Toronto Community Housing, Toronto Public Health, Toronto Transit Commission, the Toronto District School Board, and the Toronto Catholic District School Board.

Through the SafeTO Implementation Plan, City staff will leverage the Executive Leadership Table along with lessons learned through the Short-Term Community Safety Pilot and the extensive SafeTO engagement process in order to develop and implement the necessary multi-sector and community advisory, decision making and governance structures required to support trust, collaboration, transparency and effectiveness in the implementation of SafeTO. Staff will report on the proposed SafeTO governance structure in the December 2021 cycle.

### **Toronto's Priority Safety and Well-being Challenges**

Based on a review of past and present public consultation data, City staff identified a number of critical challenges to the safety and well-being of Torontonians. The issues are many and complex. Staff analysis revealed four key priority challenges summarized in Table 2 below.

Table 2: Four Priority Challenges

Challenge 1	Community Trauma
<b>Rationale</b>	<ul style="list-style-type: none"> <li>Communities and neighborhoods that experience higher levels of inequities and/or experience higher levels of violence are most vulnerable to becoming traumatized. Unaddressed trauma can manifest in physical, emotional, and psychological harm creating negative impacts on community well-being, health and safety. Systemic racism and inequity are primary contributing factors of trauma.</li> <li>There is growing evidence that the experience of trauma, multi-generational or intergenerational racial trauma, and early trauma as a result of adverse childhood experiences can cause life-long harm, poor health outcomes and in some cases perpetuate violence.</li> <li>Community consultations amplified the need for the City to prioritize addressing trauma. Recognizing trauma as a contributing root cause and directly addressing the impact of trauma on individuals and communities through culturally responsive approaches can help facilitate recovery from the consequences and manifestations of trauma.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>Inter-generational and multi-generational trauma as a result of historic harms experienced by Indigenous peoples are often unacknowledged or unaddressed and can result in further traumatization as a result of negative interactions with government systems.</li> <li>In recent years, Toronto has experienced attacks including the Yonge Street van attack and the Danforth shooting which resulted in mass casualties and victimization. Further, some communities experience more frequent exposure to community violence or adverse community experiences disproportionately. The compounding impact of these events can traumatize individuals and entire communities.</li> <li>Preliminary data from the Office of the Chief Coroner for Ontario demonstrates there was a record high number of confirmed opioid toxicity deaths in Toronto in 2020, with a total of 521 fatalities. This represents a 78 percent increase from 2019 and a 280 percent increase from 2015. There has been a notable increase in drug-related deaths since the start of the COVID-19 emergency. Substance use is often driven by trauma, and the increase in deaths has had devastating impacts on the loved ones of those lost and the frontline workers who supported them.</li> </ul>

<b>Challenge 2</b>	<b>Community Violence</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>Community violence -- including gun violence, gender-based and intimate partner violence -- has been on the rise in Toronto and was declared a public health issue by the Toronto Board of Health in 2019.</li> <li>The traumatic impact of gun violence in communities is not only experienced by individuals, it is experienced by communities which can contribute to negative long-term health outcomes and can be a contributing factor to the propensity to commit violence.</li> <li>There have been calls to strategically mobilize short-term and long-term actions in coordination with multi-sector partners, community leaders, and residents to interrupt the immediate risks of community violence and continuously work to prevent it.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>As of May 19, 2021, there have been 119 shootings in Toronto resulting in 46 injuries and 12 people losing their lives.</li> <li>Incidents of gender-based and intimate partner violence are also increasing in Toronto, particularly through the COVID-19 pandemic.</li> </ul>
<b>Challenge 3</b>	<b>Harm and Victimization</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>Experiencing both immediate and life-long harms or repeated victimization can be a risk factor of complex conditions that threaten community safety (e.g. mental health crisis, substance use, human trafficking, and hate crimes). Continued exposure to such harms can negatively impact the social determinants of health and further exacerbate the risk to equity-deserving communities.</li> <li>Advancing policies and programs to reduce harm and victimization and further understand vulnerability will ensure individuals and communities have access to resources and supports such as victim/witness, psycho-social and other relevant supports that promote community healing while also beginning to address the root causes of these harms.</li> <li>Vulnerability extends to instances of acquired brain injuries and developmental disabilities; the lack of understanding of these issues combined with the lack of appropriate supports presents an increased risk of engagement with the criminal justice system<sup>3</sup>.</li> </ul>

3 McIsaac, et. al. 2016. "Association between traumatic brain injury and incarceration: a population-based cohort study. CMAJ, 4(4), 746-753. <https://pubmed.ncbi.nlm.nih.gov/28018890/>



<b>Examples</b>	<ul style="list-style-type: none"> <li>• The number of reported hate-related incidents in Toronto has increased by 51 percent in 2020<sup>4</sup> with clear calls from the community for the City to prioritize efforts to address systemic racism and inequity.</li> <li>• Mental health calls to police are occurring at a rate of approximately 85 per day, and 76 percent of all FOCUS Toronto situations respond to mental health issues.</li> <li>• Acquired and Traumatic Brain Injuries are another notable concern given their prevalence among populations experiencing homelessness; a study conducted in 2008 found that of 904 people experiencing homelessness in Toronto, 53 percent had sustained at least one traumatic brain injury<sup>5</sup>.</li> <li>• In 2020, Toronto Paramedic Services responded to 3,861 suspected overdose calls, including 268 calls involving death. This is a 90 percent increase in the number of suspected overdose deaths attended by Toronto Paramedic Services. Criminalization of people who use drugs and limited access to harm reduction services, including safer supply, contributes to the increase of drug-related overdoses and death<sup>6</sup>.</li> </ul>
<b>Challenge 4</b>	<b>Injustice</b>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The reliance on an enforcement lens continues to perpetuate the over-representation of Indigenous, Black and equity-deserving communities in the criminal justice system. There is a lack of consistency in terms of the application of a community justice lens in the approaches that address the root causes of community safety and well-being.</li> <li>• Restorative practices are an approach to justice that focus on addressing the harm caused by crime while holding the offender responsible for their actions, through providing an opportunity for those directly affected by the crime (victims, offenders and communities) to identify and address their needs in the aftermath of a crime in a culturally specific approach.</li> <li>• Reintegration is the support given to offenders during their re-entry into society following incarceration. It can include treatment, restorative justice and suitable community based supports or treatment.</li> <li>• There are clear calls from the community to mobilize culturally responsive restorative practices and reintegration approaches that embody cultural identity and tradition as forms of intervention within communities.</li> </ul>

4 Toronto Police Service. 2020. Annual Hate Crime Statistical Report.

<http://www.torontopolice.on.ca/publications/files/reports/2020hatecrimereport.pdf>

5 Hwang, S. et. al, 2008. "The effect of traumatic brain injury on the health of homeless people". CMAJ, 179(8), 779-784. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2553875/>

6 Toronto Board of Health Report. June 3, 2021. Toronto Overdose Action Plan: Status Report 2021. Toronto Overdose Action Plan: Status Report 2021

<p><b>Examples</b></p>	<ul style="list-style-type: none"> <li>• Nearly one out of every 15 young Black men in Ontario experienced jail time, compared to one out of about every 70 young white men<sup>7</sup>, and incarcerated Black people were more likely to live in low-income neighbourhoods. A siloed approach to community safety that results in an over-emphasis on enforcement has been shown to perpetuate the over-representation of Indigenous, Black and equity-deserving communities in the criminal justice system.</li> <li>• Between September 2018 and October 2019, Toronto's Metro West Courthouse received approximately 306 youth cases from 23 Division and 312 from 31 Division. Taken together, 23 and 31 Divisions account for over 40% of all youth cases seen at the Metro West Courthouse.</li> <li>• Despite making up only 4.1% of the population in Ontario under age 15, Indigenous children represent approximately 30% of foster children<sup>8</sup>.</li> </ul>
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Consultation data, research and findings from the jurisdictional review indicated that an effective plan for Toronto needs to be comprehensive and take a long-term view to effectively address these interconnected priority challenges.

The City has demonstrated its leadership through a robust infrastructure of programs and services that play important roles in advancing community safety and well-being. Staff have identified over 60 existing City-led strategies, programs and initiatives that are actively working to address elements of community safety and well-being. The interconnections with existing City-led strategies are outlined in Appendix A. The SafeTO Implementation Plan will demonstrate alignment with existing programs and initiatives.

These include:

- **Key multi-year strategies** such as TO Prosperity: Toronto's Poverty Reduction Strategy, the Toronto Action Plan to Confront Anti-Black Racism, the HousingTO 2020-2030 Action Plan, the Toronto Indigenous Health Strategy, the Toronto Drug Strategy and the Economic Development and Culture Divisional Strategy.
- **Embedded programs and services** such as the Furthering Our Community by Uniting Services (FOCUS) Toronto Situation Tables, the Youth Outreach Worker Program, Investing in Families (IIF), Eviction Prevention in the Community (EPIC), The Works, and TO Wards Peace.

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7 Race and Incarceration: The Representation and Characteristics of Black People in Provincial Correctional Facilities in Ontario, Canada

8 Ontario Human Rights Commission. 2018. "Interrupted childhoods: Over-representation of Indigenous and Black children in Ontario child welfare". [http://www.ohrc.on.ca/en/interrupted-childhoods#\\_ftnref38](http://www.ohrc.on.ca/en/interrupted-childhoods#_ftnref38)

- **New initiatives** such as the Justice Centres initiative in partnership with the Ministry of the Attorney General, the Integrated Prevention and Harm Reduction Initiative, and the development of Community Crisis Support Service Pilots as a non-policing alternative to respond to complex mental health crises.

Despite this existing robust infrastructure, key limitations exist. The City is mobilizing investments, programs, and services across the spectrum from emergency response to social development, but they operate largely independently from each other with little intentionality in how lessons learned can inform ongoing prevention and social development approaches. SafeTO provides a framework to connect these dots and inform a culture shift to pursue a more comprehensive and holistic approach to community safety and well-being. SafeTO will bring together existing City strategies and programs under one "umbrella" with new priority areas for action.

### **SafeTO: the City's Plan to Advance Community Safety and Well-Being**

SafeTO, included in Appendix A, is a comprehensive Ten-Year Community Safety and Well-being Plan that reimagines core elements of community safety and well-being in order to shift our paradigm from a reliance on reactive emergency response to a culture of proactive prevention. It inspires us to think differently, work collaboratively, and to do better to bring about a safe Toronto that promotes and celebrates the well-being and resilience of all residents.

SafeTO is designed to address four inter-connected, priority challenges to help create a safer Toronto: community trauma, community violence, harm and victimization, and injustice.

It provides a roadmap for how the City and social systems that serve Torontonians, such as community services, healthcare systems, education systems, justice systems, police and business, can work collaboratively across different sectors and across governments to support community safety and well-being. This roadmap advances years of knowledge built through partnerships and collaboration between City divisions and agencies, community agencies, Indigenous organizations and communities, residents, multiple sectors, and other orders of government. This multi-sectoral collaboration recognizes that if we only focus on what the City can do, we will not solve the complex issues facing our city. Through SafeTO, the City of Toronto, in collaboration with our partners, will take a leadership role in defining and addressing Toronto's priority challenges through proactive, integrated strategies that build on local strengths to ensure Indigenous, Black, and equity-deserving groups are heard, validated and supported.

Addressing the root causes of issues that negatively impact community safety and well-being will build individual and community resilience, improve services and systems of care, and positively impact the lives of all Torontonians. SafeTO will empower strong collaboration and multi-sector leadership to respond to a unifying vision to advance community safety and well-being in Toronto.

## **SafeTO Goals and Priority Actions**

To advance community safety and well-being in Toronto, SafeTO focuses on 26 priority actions across seven key goals: Reduce Vulnerability, Reduce Violence, Advance Truth and Reconciliation, Promote Healing and Justice, Invest in People, Invest in Neighbourhoods, and Drive Collaboration and Accountability. A summary of the goals and priority actions can be found in Appendix B.

The SafeTO Implementation Plan, to be submitted in the December Council cycle, will detail the structures and specific actions required to advance the seven goals and 26 priority actions outlined in SafeTO. SafeTO goals and priority actions will centre the needs of Indigenous, Black and equity-deserving communities. This commitment will be reflected and embedded in the specific actions outlined in the Implementation Plan.

### **Goal 1: Reduce Vulnerability**

The more vulnerability experienced by individuals and communities, the more their safety and well-being is threatened. This has become of critical concern as vulnerability continues to increase in Toronto, especially as COVID-19 exacerbates existing structural racism, marginalization, and health inequities.

The mental health system has long since reached its capacity. It has historically been underfunded and inadequately resourced. This has resulted in people with mental illness not receiving the supports they need and falling into distress. The current system functions as a crisis management system rather than one that is integrated, proactive, preventative, and working in tandem with enforcement and justice systems. While the City does not provide direct mental health services, the City is well-positioned to provide coordination support to ensure the complex needs of residents are met.

There are urgent calls from the community to advance safer supply and advocate for treatment and supportive drug policies including identifying a pathway to the decriminalization or the removal of criminal penalties for the personal use and possession of drugs; this has been recommended by the Toronto Board of Health, public health agencies<sup>9</sup>, law enforcement<sup>10</sup> and civic agencies as an evidence-based approach to reduce public health and public safety harms associated with drug use.

SafeTO will reduce harm and victimization through proactive mental health and vulnerability support strategies, life stabilization, community-led crisis support models, and collaborative risk-driven approaches.

Priority Actions include:

- Enhance multi-sector mental health and vulnerability supports,
- Implement life stabilization and service navigation supports,
- Embed the Community Crisis Support Service as a well-resourced, first-response service City-wide,

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<sup>9</sup> Public Health Agency of Canada. October 2020. From Risk to Resilience: An Equity Approach to COVID-19.

<sup>10</sup> Canadian Association of Chiefs of Police. 2020. Decriminalization for Simple Possession of Illicit Drugs: Exploring Impacts on Public Safety & Policing

- Strengthen, align and expand the capacity of collaborative risk-driven approaches to reduce risk of harm and victimization, and
- Advance strategies, programs and services that reduce harm related to substance use.

## **Goal 2: Reduce Violence**

Communities are calling for action by the City to address the continued escalation of gun violence across Toronto. Although the City, Toronto Police Service and Toronto Community Housing Corporation have various programs and services aimed at reducing and responding to gun violence, there is a need for stronger coordination and integration of these efforts through multi-sector partnerships with related institutions, community leaders and residents guided by a shared violence reduction vision and measurable outcomes. Gun violence is a complex issue; a comprehensive, multi-sector approach is required to thoughtfully balance enforcement, intervention, and prevention approaches, when working with those actively involved in committing violence, those involved in conflicts, those at highest risk of being victimized or the wider community.

Incidents of gender-based and intimate partner violence have also notably increased in Toronto, particularly throughout the COVID-19 pandemic. Community consultations for the development of SafeTO highlighted the need for the City to clarify its role in preventing gender-based and intimate partner violence.

Violence reduction requires a comprehensive approach that goes beyond any single strategy or sector acting alone. Developing a culture of shared outcomes across stakeholders can lead to a reduction of violence and inspire a change in culture and practice across Toronto. Leveraging the City's existing infrastructure and investments to complement efforts of community partners in the areas of violence prevention, intervention, interruption, and response and recovery will address the growing culture of violence and underlying social determinants.

SafeTO will implement dedicated strategies to prevent and reduce gun violence, interpersonal violence, and gender-based and intimate partner violence through strategic and timely coordinated efforts across communities and systems.

Priority Actions include:

- Develop a comprehensive multi-sector gun violence reduction plan,
- Develop a comprehensive gender-based and intimate partner violence reduction strategy, and
- Strengthen community crisis response protocols to better support victims and communities impacted by violence.

## **Goal 3: Advance Truth and Reconciliation**

To build on the City of Toronto's commitment to Truth and Reconciliation, SafeTO will leverage the strategic directions provided in the Statement of Commitment to the Aboriginal Communities of Toronto (2010), the Calls to Action set out by the Truth and Reconciliation Commission's final report (2015), the principles detailed in the United Nations Declaration on the Rights of Indigenous Peoples (2007), and the Calls to Justice outlined by Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019). The City of

Toronto understands that many Indigenous people living in Toronto are affected by historical and contemporary injustices which continue to perpetuate profound trauma and social and cultural impacts on most, if not all, aspects of life. The City further acknowledges that reconnecting with, maintaining, and celebrating a strong Indigenous identity through cultural expression, retention of language, spiritual practice, and community relations, is fundamental to the well-being of Indigenous communities.

SafeTO will work with Indigenous communities to advance actions and recommendations in the forthcoming reconciliation action plan being developed by the Indigenous Affairs Office that improve community safety and well-being for Indigenous peoples and advance Indigenous-led community safety and well-being priorities.

Priority Actions include:

- Advance Indigenous-led community safety and well-being priorities,
- Develop an implementation plan to guide the City's response to the Calls for Justice from National Inquiry into Missing and Murdered Indigenous Women and Girls, and
- Strengthen meaningful engagement with Indigenous organizations and communities by leveraging lessons learned on relationship building.

#### **Goal 4: Promote Healing and Justice**

Consistent exposure to events that can cause physical, emotional and psychological harm can have a negative impact on an individual's or a community's well-being, health and safety. There is a growing worldwide movement to develop trauma-informed cities and systems with a growing number of international best practices. City staff partnered with the THRIVE Toronto table facilitated by the Wellesley Institute to research trauma-informed city models and the pathways to becoming one. Additional context on what it means to become a trauma-informed and responsive City is attached in Appendix C.

Community justice is a significant factor of healing and resilience. The City does not have authority over the justice system, however, the City has an opportunity to better leverage municipal policy levers to advance outcomes for communities most impacted by injustice by creating local and accessible community justice approaches that bring together community supports (health, mental health, housing, justice, community and social supports) with the justice system, to address access, equity, human rights and the root causes of crime in pre/post charge spaces. This includes the development and implementation of culturally-responsive reintegration and restorative justice practices.

SafeTO will enable the City to embed trauma-informed and responsive services, approaches and tools that are grounded and directed by a thorough understanding of the complete impacts of trauma, adversity and violence on people, families and neighbourhoods. The plan will also use municipal levers in concert with other partners to advance culturally responsive and accessible community justice approaches.

Priority Actions include:

- Become a trauma-informed and responsive City,
- Embed anti-racism and human rights based approaches into policy development and service planning across all City divisions, agencies, and corporations, and



- Strengthen access to community justice by prioritizing culturally-responsive reintegration and restorative practices, including Justice Centres.

### **Goal 5: Invest in People**

The importance of promoting and investing in healthy families was consistently raised by participants through SafeTO community consultations. Participants felt that families are the “core system” and prevention strategies need to start with the family unit and extend beyond parenting. If parents, older siblings or other family members are adequately supported with protective factors including jobs, livable income, affordable housing, better transportation and food security, then youth and children can thrive and grow.

Building the capacity of residents to support one another, lead locally and participate in decision-making processes about strategies that impact their community are fundamental elements to enhancing community safety and well-being. Providing tools and embracing the strengths of communities by empowering resident driven, culturally responsive solutions is what we know works as a City.

SafeTO will identify programs and services to better support people, create access and build trusting relationships with the community to advance community safety and well-being.

Priority Actions include:

- Engage residents and build community capacity to lead,
- Enhance programs and services that promote child and family development and well-being,
- Invest in youth outcomes to ensure equitable, positive youth development, and
- Increase equitable access to supports for seniors.

### **Goal 6: Invest in Neighbourhoods**

Toronto is a city of neighbourhoods, each known for its unique quality or diversity and local culture. Some neighbourhoods experience higher levels of inequities that are unjust or unfair. If left unaddressed, these inequities can manifest into crime or victimization.

Community leaders are calling on the City to enhance existing efforts by implementing accountable place-based action plans that collaborate with local leaders on design and build on community assets to respond to local priorities. Documented strategies that promote physical revitalization and activities to counter urban blight that are complemented by social development approaches will have an immediate and long-lasting impact. Creating safe and accessible spaces that are activated and vibrant can enable healthy community engagement. The design, planning and governance of spaces can foster active and healthy communities, which can result in economic and cultural development.

Community safety and well-being and economic development are intricately linked, not only from the perspectives of individuals and households, but also from the perspective of quality of life in neighbourhoods. It should also be noted that community safety and well-being is defined differently across communities, especially in how it relates to local

economic development. Community safety and well-being must be viewed with the unique assets, needs, characteristics and challenges of the individual community in mind.

SafeTO will develop responsive and accountable place-based approaches to address the social, cultural, physical and economic environments that impact neighbourhoods and public spaces.

Priority Actions include:

- Embed transparent and accountable monitoring and reporting practices into integrated place-based planning,
- Add more safe and culturally-accessible community spaces and advance Indigenous place-making,
- Implement place-based economic empowerment and development approaches, and
- Enhance local cultural development.

### **Goal 7: Drive Collaboration and Accountability**

Community safety and well-being is complex and requires multi-sector efforts to ensure that the right supports are provided to those that require them at the right time. The majority of issues addressed within the context of community safety and well-being require the tools, resources, and mandates across sectors, not just of the City alone. SafeTO requires strong City leadership across City divisions, agencies and corporations, supported by multi-sector governance.

The current service system lacks intentionality in how systems collectively gather, integrate, evaluate, report, and communicate data and learnings to advance outcomes for residents and advance prevention. The current inability to analyze issues across sectors impacts the City's ability to serve complex individuals and creates barriers in community safety and well-being system planning.

SafeTO will build the necessary structures to use multi-sector data, evidence, and lived experience to respond to immediate needs, enhance collaboration, inform service planning, advance policing and law enforcement reform, integrate investments and drive communication campaigns.

Priority Actions include:

- Develop a comprehensive strategy to share, integrate and analyze data across multiple institutions for the purpose of informing real-time policy development and service planning,
- Advance policing and law enforcement reforms,
- Strengthen multi-sector collaboration through partnership and integrated investments, and
- Develop and implement robust communication approaches to advance SafeTO goals.

## Next Steps: The SafeTO Implementation Plan

Staff will report back to City Council in its December 2021 cycle with a SafeTO Implementation Plan that will detail the structures and steps required to advance the SafeTO goals and priority actions.

The Implementation Plan will be developed working with relevant City divisions, agencies and corporations, community stakeholders and external institutions and will leverage the Community Safety Partners Executive Leadership Team and its lessons learned from implementing the Short-Term Community Safety Pilot during the summer months to try and reduce gun violence in identified neighbourhoods.

The Implementation Plan will be informed by the findings of research and community consultation conducted during the development phase for SafeTO and will delineate where existing City strategies and programs are advancing SafeTO goals and where critical new priority actions to advance community safety and well-being in Toronto are required.

Along with timelines, divisional/agency leads, and intended outcomes for all priority actions, the Implementation Plan will include the following:

- **SafeTO Investment Approach:** Effective implementation of SafeTO will require dedicated staffing resources to lead implementation, coordinate critical partners, manage implementation issues, ensure ongoing community engagement and report on outcomes. It will also require investments in new directly delivered City programs and services and resources to invest in partners.
- **SafeTO Governance Structure:** Addressing community safety and well-being extends beyond the program and policy levers of the City of Toronto and requires the active leadership, assets and commitment from a cross-section of City agencies, and leaders in community, health, education, policing and the private sector to contribute to the development of the Implementation Plan and advise on the ongoing design and implementation. SafeTO provides an opportunity to build and launch a new governance structure including an advisory committee that engages multiple sectors in the shared work of building a safer Toronto.
- **SafeTO Intergovernmental Strategy:** Intergovernmental alignment, engagement, and investment is required to fully realize a number of the SafeTO priority actions. The City will need to engage appropriate Provincial ministries and Federal departments on aligned investments and policy considerations, and is already engaged in the Province's process to develop regulations under the *Community Safety and Policing Act*. The City will need to continue working regionally with area municipalities and with other big cities across the country to advance community safety and well-being.
- **SafeTO Indicator Framework:** The City is required by provincial legislation to develop an outcomes framework to monitor and evaluate SafeTO. SafeTO provides an opportunity to integrate data, system knowledge and processes across key stakeholders to inspire new, multi-sectoral ways of advancing

community safety and well-being. It will also enable us to understand what investments are truly having a positive impact and which investments are not effective. Work on the SafeTO Indicator Framework is already underway through a collaboration of the City, Toronto Public Health, Toronto Police Service and the Population Health Analytics Laboratory at the Dalla Lana School of Public Health, University of Toronto.

Once the *Community Safety and Policing Act, 2019* comes into force, police service Boards will be required to prepare and adopt strategic plans which consider the goals of the municipality's Community Safety and Well-being Plans. Accordingly, this report recommends forwarding the SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan to the Toronto Police Services Board and requests they adopt the SafeTO Plan through a Board resolution and partner with the City on the SafeTO Implementation Plan. The Toronto Police Services Board will also be required to report annually to the City on the provision of policing as it relates to the City's community safety and well-being plan once the *Community Safety and Policing Act, 2019* comes into force.

Advancing community safety and well-being is complex. It requires a range of expertise and collaboration across sectors and community. SafeTO, Toronto's Ten-Year Community Safety and Well-Being Plan, represents a fundamental shift in the way the City thinks about community safety and well-being by refocusing efforts on prevention and addressing the root causes of issues that negatively impact community safety. The Plan calls for a comprehensive ten-year movement to make a clear impact on the priority challenges of community trauma, violence, harm and victimization, and injustice, and builds a City that promotes the well-being and celebrates the resilience of residents. SafeTO will empower strong collaboration and multi-sector leadership to respond to this unifying vision for community safety and well-being in Toronto. City staff will submit the SafeTO Implementation Plan to Toronto City Council in its December 2021 cycle.

## **CONTACT**

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## **SIGNATURE**

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Denise Andrea Campbell  
Executive Director, Social Development, Finance and Administration

## **ATTACHMENTS**

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Appendix A: SafeTO: Toronto's Ten-Year Community Safety and Well-Being Plan  
Appendix B: SafeTO Goals and Priority Actions  
Appendix C: SafeTO Community Consultation Summary  
Appendix D: Safe TO: Roadmap to become a Trauma-Informed City

**SUMMARY DECISIONS****Special Meeting****March 23, 2022**

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

	Agenda Item 3	Agenda Page n/a
<p><b>Update on School Safety: A Toronto Partnership for the Protection and Well-being of Children and Youth</b></p> <p>Whereas, the COVID-19 pandemic has closed the doors of schools and community agencies to children and youth during frequent and prolonged quarantine periods, resulting in serious consequences for many youth: disconnect from positive peer and caring adult relationships, extended time online (gaming, use of social media), often unsupervised, lack of access to recreational programs, decreased youth employment and medical services, increased family poverty, in addition to heightened risk of child maltreatment, such as physical abuse, sexual abuse, emotional abuse, neglect, and exposure to family violence; and</p> <p>Whereas, a recent Children First Canada document called "<a href="#">Raising Canada 2020</a>" reported that children and youth may have suffered more than others as the result of pandemic, this report also states that preventable injury is the number one threat to children and youth in Canada, and called violence against children the "hidden crisis" of the pandemic; and</p> <p>Whereas, Kids Help Phone has reported a doubling of calls from children and youth during the pandemic, and SickKids Hospital has reported a "<a href="#">staggering rise in child and youth mental health issues</a>", yet there remains a dearth of available data about the number of children and youth affected by violence during the COVID-19 restrictions; and</p> <p>Whereas, the Toronto District School Board, in its Pandemic Recovery Plan has <a href="#">(in November 2021) committed additional resources</a> to address the urgent need in its schools to assist families and children by addressing racialized trauma, providing individual and family brief counseling, supporting food/shelter security and working collaboratively with community partners to support re-engagement, attendance and transitions for students - yet supports available continue to struggle to meet the need; and</p> <p>Whereas, the TDSB's student data shows a concerning decline in mental health for all students surveyed over each of the three school years affected by the COVID-19 pandemic, an increasing use of 20 day suspensions indicating more serious incidents in schools, and dramatic increases of referrals to social workers and counsellors; and</p> <p>Whereas, the work of TDSB's support staff and social workers has increased and is primarily</p>		

supporting crisis in school communities (student deaths, parent/caregiver deaths, racism, tragedies and impact of community violence on students and staff), connecting and supporting families/students to food/financial security resources and culturally responsive mental health community partners, addressing and supporting student anxiety, conducting risk assessments for self-harm, supporting capacity building for positive coping and stress management skills, case managing students who are on wait lists with mental health community agencies, and supporting re-engagement to school of students experiencing mental health concerns; and

Whereas, children and youth are a vulnerable population requiring consistent levels of care and public agencies, including the TDSB, supporting children and youth struggle to meet the diverse needs of this population if funding and structures do not directly support it or are irregular; and

Whereas, every level of government has a responsibility for the protection and well-being of all children and youth; and

Whereas, funding structures are limited, individual public entities cannot address the root cause of societal issues impacting our youth alone, and better outcomes for children and youth can be better achieved through a collaborative and strategic effort;

Therefore, be it resolved:

That the Chair write to the Prime Minister of Canada, the Premier of Ontario, the Mayor of the City of Toronto, the chairs of Toronto school boards and other key stakeholders to request the creation of a partnership table between all three levels of government and Toronto school boards to discuss the development of a lasting structure that will:

- i. combine research and action to address the adverse impacts of the COVID-19 pandemic, poverty and violence on children and youth in the City of Toronto;
- ii. seek to better coordinate and improve access to existing programs for children and youth in the City of Toronto;
- iii. enhance data collection and reporting to strengthen the ability of funders to nimbly target resources to areas of urgent or critical need;
- iv. transparently report community level data on the status of children and youth and the impacts of public services interventions;
- v. leverage the partnership of the Toronto District School Board to ensure the involvement of children and youth in policy-making and the decisions that directly impact their lives;
- vi. establish consistent, continuing and greater investments into youth programming and employment;
- vii. provide greater investments, support and programs for the early years and children.



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## **Review of the Need for the Scarlett Heights Property, 15 Trehorne Drive**

**To:** Planning and Priorities Committee

**Date:** 22 June, 2022

**Report No.:** 06-22-4353

### **Strategic Directions**

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

### **Recommendation**

It is recommended that:

- a) New property lines be established for the Scarlett Heights building, 15 Trehorne Drive, and Hilltop Middle School, 35 Trehorne Drive, to create two parcels as shown in Appendix C of this report; and
- b) The east parcel created through recommendation a) that contains the Scarlett Heights building be declared surplus to the needs of the Toronto District School Board and referred to the Toronto Lands Corporation for sale.

### **Context**

This report presents the outcome of the review of the long-term need for the Scarlett Heights building. The Scarlett Heights building is a secondary school facility located in the centre of Etobicoke, northeast of Eglinton Avenue West and Royal York Road, in Ward 2 (Trustee MacLean). Appendix A shows the location of the Scarlett Heights building and the surrounding TDSB facilities.

In 2018, Scarlett Heights Entrepreneurial Academy closed as an operating secondary school due to declining enrolment. In 2019, York Memorial Collegiate Institute was relocated into the Scarlett Heights building as a temporary holding solution due to the

fire that devastated the York Memorial building. In the summer of 2022, York Memorial CI will be relocated to the George Harvey building to become a single consolidated school with George Harvey CI. After this relocation, the Scarlett Heights building will be vacant.

When a building becomes vacant, staff reviews the property to determine the TDSB's long-term need for it. There are three possibilities for a vacant building: it can be used to address a current pressure; it can be sold to achieve efficiencies and generate revenue; or it can be kept to address a future pressure and leased out until required.

Staff have completed the review of the Scarlett Heights building and are recommending that it be sold.

### **Property Review**

Detailed information about the Scarlett Heights building and the adjacent TDSB sites can be found in Appendix B.

The Scarlett Heights building is located on a large 18-acre property with Hilltop MS. The Scarlett Heights building is located on the eastern portion of the property and the Hilltop MS building is located on the western portion.

Staff considers the Scarlett Heights building as unnecessary to serve the long-term accommodation needs of the TDSB because there is an adequate distribution of other TDSB facilities in the area to provide options for neighbourhood schools and flexibility for the future. A full explanation and rationale can be found in Appendix B.

The portion of the property that contains Hilltop MS is necessary to be retained by the TDSB to provide a local middle school and flexibility for future elementary accommodations.

To retain the Hilltop portion and dispose of the Scarlett Heights building, new property lines must be established to separate the 18-acre property into two parcels. Appendix C shows the existing and proposed property lines.

Staff is recommending that the eastern parcel containing the Scarlett Heights building be sold. The TCDSB has expressed interest in purchasing the building for use as a Catholic secondary school. The Ministry of Education has provided capital priority funds to the TCDSB to establish this secondary school. The TCDSB has Education Development Charges that it can use to purchase the land. From an overall site configuration perspective, the better location to place a secondary school is on the eastern parcel because it is closer to a major street and public transit and will minimize traffic going through the adjacent residential neighbourhood.

The proposed property lines create a 10-acre parcel that the TCDSB can acquire and an 8-acre parcel to be retained for Hilltop MS. The acreage to be retained for Hilltop MS

is sufficient to support a viable middle school and provide flexibility for the future. As can be seen from the aerial photo in Appendix C, the property line that divides the property into east-west parcels is proposed to go through the west end of the track. The TCDSB may choose to build a new track on the eastern parcel or they could enter into a shared-use arrangement with the TDSB and use the track in its current location.

By selling the Scarlett Heights building, revenue will be generated that the TDSB can invest in other TDSB facilities. Staff is recommending that some of the revenue be used to address facility condition issues at Hilltop MS such as reconfiguration of the open-concept pod to enclose the classrooms and provide corridor access, and improvement of the playfield. In addition to generating revenue, the sale will also reduce costs for the TDSB. The TDSB will no longer need to operate and maintain the Scarlett Heights building and grounds, and will eliminate the renewal backlog of \$10.8M.

Staff explored moving Hilltop MS into the Scarlett Heights building and selling the Hilltop portion of the property. Staff concluded that the Hilltop building should be kept and continued to be used for accommodating Hilltop MS for the following reasons:

- The Hilltop building is the appropriate size to accommodate Hilltop's enrolment. The Scarlett Heights building has a larger capacity than is required for Hilltop MS. If Hilltop MS were to occupy the Scarlett Heights building, the school would be under-utilized over the long term – approximately 50% utilized.
- The Hilltop building is in better condition than the Scarlett Heights building. The Scarlett Heights building has a renewal backlog of \$10.8M; the Hilltop building has a renewal backlog of \$5M.
- The Hilltop building is more efficient to operate than the Scarlett Heights building. The Hilltop building has 145 square feet per pupil place; the Scarlett Heights building has 150 square feet per pupil place. Before the closure of Scarlett Heights Entrepreneurial Academy, the Scarlett Heights building had an annual operating cost (caretaking and maintenance) of approximately \$450,000. Hilltop MS had an annual operating cost of approximately \$395,000.

### **Community Consultation**

A virtual public meeting was held on May 30, 2022 to share information and gather community feedback. The meeting was attended by 35 people. In general, the participants expressed support for selling the Scarlett Heights building to the TCDSB.

An online survey was available for the public to complete. The results of the survey are presented in Appendix D.

The majority of respondents (88%) were in support of selling the Scarlett Heights building to the TCDSB. Respondents in support of the sale stated that they like that the property will stay in public ownership, be actively used and maintained, serve local residents, and not be sold to a developer.

A small number of respondents (12%) were opposed to the sale. A respondent opposed to the sale stated that the TDSB should keep the property for future TDSB needs and lease it out to the TCDSB until required for TDSB purposes.

## **Action Plan and Associated Timeline**

If approved, the Toronto Lands Corporation will submit a Consent to Sever application to the Committee of Adjustment to create new property lines for Hilltop MS and the Scarlett Heights building.

The Toronto Lands Corporation will circulate the east parcel containing the Scarlett Heights building created through the severance process to public agencies as per Ontario Regulation 444/98.

## **Resource Implications**

Costs incurred in the sale of the property will be offset by the revenue generated.

At this time, staff have anticipated that approximately \$10M of the revenue will be used to address facility condition issues at Hilltop MS, subject to approval from the Ministry of Education. A more detailed design and facility condition study will be initiated to determine the full scope of the renovations and site improvements. Some of the work can be funded through the existing School Condition Improvement grant.

## **Communications Considerations**

Information and results of this report will be posted on the TDSB's Accommodation Reviews website.

## **Board Policy and Procedure Reference(s)**

Not applicable.

## **Appendices**

- Appendix A: Map Showing the Location of the Scarlett Heights Property
- Appendix B: Property Review
- Appendix C: Aerial Photos Showing the Existing and Proposed Property Lines

- Appendix D: Survey Results

**From**

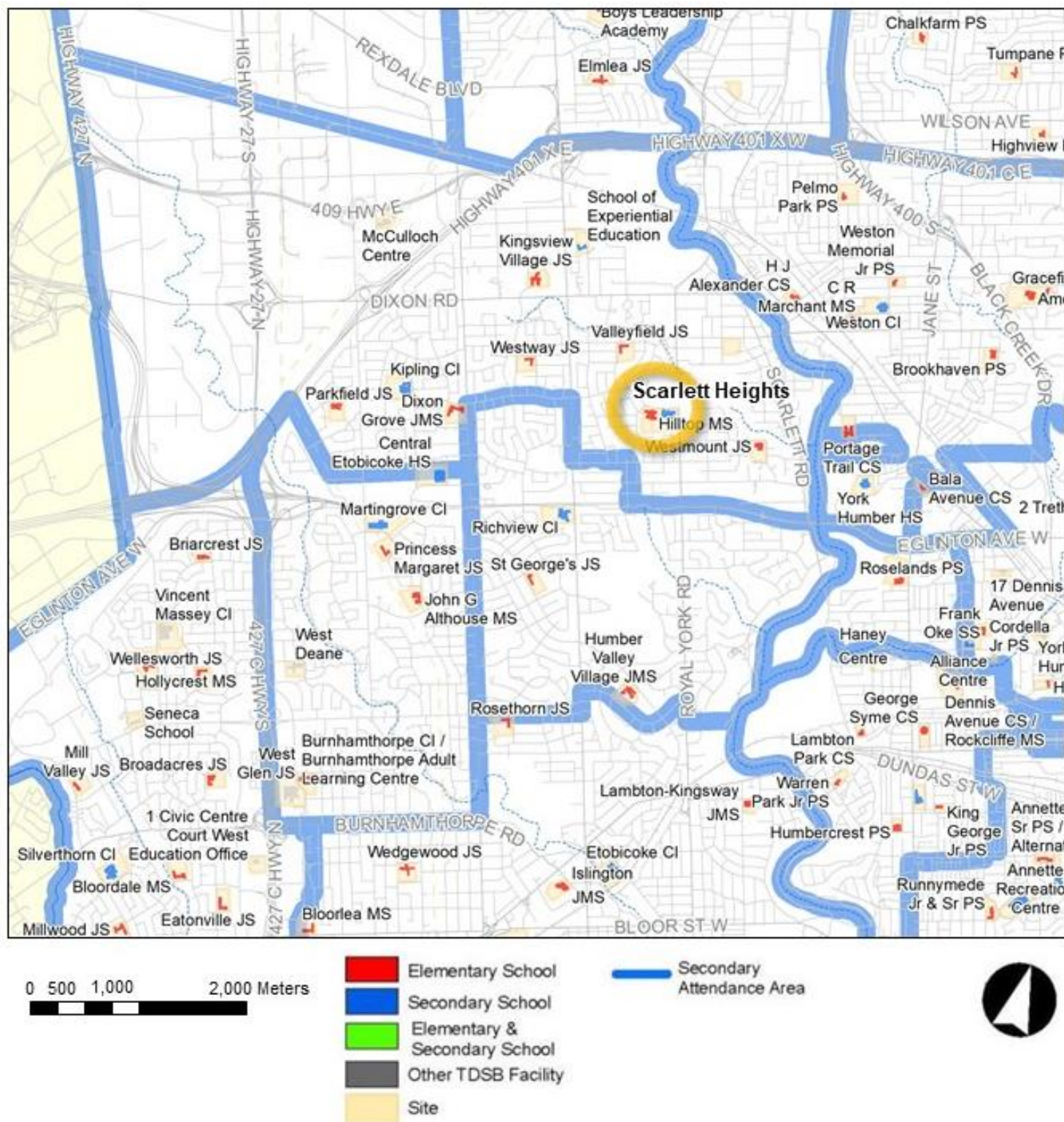
Craig Snider, Interim Associate Director, Business Operations and Service Excellence at [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca) or 416-395-8462

Maia Puccetti, Executive Officer, Facilities and Planning, at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca) or at 416-393-8780

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### Map Showing the Location of the Scarlett Heights Property



## Property Review Scarlett Heights Property

### Site Description

<b>Address:</b>	15 Trehorne Drive, Etob	<b>Facility Size:</b>	124,087 Sq Ft
<b>Ward:</b>	2	<b>Ministry Capacity:</b>	828 Pupil Places
<b>Trustee:</b>	Dan MacLean	<b>Official Plan:</b>	Neighbourhood
<b>Learning Network:</b>	LN03	<b>Existing Zoning:</b>	R2
<b>Superintendent:</b>	Kwame Lennon	<b>Expropriated Land<sup>1</sup>:</b>	No
<b>Tenure:</b>	Exclusive Ownership	<b>Heritage Status<sup>2</sup>:</b>	None
<b>Used As:</b>	Secondary	<b>Renewal Backlog<sup>3</sup>:</b>	\$10.8 Million
<b>Site Size:</b>	18 acres shared with Hilltop MS		

### Adjacent TDSB Properties

#### School and Facility Facts

Property Name	Used As	Grade Range	Learning Opportunities Index <sup>4</sup>	Site Size Acres	Portables Used for Instruction <sup>5</sup>	Ministry Capacity Pupil Places
Hilltop MS	Elem	6-8	145	18 shared	0	614
St George's JS	Elem	JK-5	411	6.1	0	254
Valleyfield JS	Elem	JK-5	51	6.2	0	355
Westmount JS	Elem	JK-5	111	6.3	0	347
Westway JS	Elem	JK-5	93	6.2	1	251
Kipling CI	Sec	9-12	18	12.1	0	936
Martingrove CI	Sec	9-12	67	16.9	0	1,059
Richview CI	Sec	9-12	85	13.8	2	873
Thistletown CI	Sec	9-12	25	14.6	0	975
West Humber CI	Sec	9-12	40	17.2	0	1,248
Weston CI	Sec	9-12	9	8.2	0	1,287

#### Enrolment and Utilization

Property Name	Actual Enrolment <sup>6</sup> 2001	Actual Enrolment <sup>6</sup> 2021	Projected Enrolment <sup>6,7</sup> 2031	Actual Utilization 2001	Actual Utilization 2021	Projected Utilization 2031
Hilltop MS	647	515	405	105%	84%	66%
St George's JS	245	171	178	96%	67%	70%
Valleyfield JS	315	289	315	89%	81%	89%
Westmount JS	422	223	270	122%	64%	78%
Westway JS	235	188	225	94%	75%	90%
Kipling CI	729	624	567	78%	67%	61%
Martingrove CI	1,042	936	968	98%	88%	91%
Richview CI	991	1,117	1,319	114%	128%	151%
Thistletown CI	1,037	501	464	105%	51%	48%

Property Name	Actual Enrolment <sup>6</sup> 2001	Actual Enrolment <sup>6</sup> 2021	Projected Enrolment <sup>6,7</sup> 2031	Actual Utilization 2001	Actual Utilization 2021	Projected Utilization 2031
West Humber CI	1,116	1,086	785	89%	87%	63%
Weston CI	1,287	1,082	950	100%	84%	74%

## Discussion

### Background

- The Scarlett Heights building was constructed in 1963. It opened as Scarlett Heights Collegiate Institute. In the late 1990's, the school introduced a business focus to its curriculum and was renamed Scarlett Heights Entrepreneurial Academy.
- In 2016-17, a Pupil Accommodation Review was conducted to address declining enrolment and underutilization at Scarlett Heights Entrepreneurial Academy. As a result of this review, on June 21, 2017, the Board of Trustees approved the closure of the school effective September 1, 2018. The majority of the Scarlett Heights attendance area was assigned to Kipling CI; a smaller portion was assigned to Richview CI.
- As a result of the fire that devastated the York Memorial CI building, on June 19, 2019, the Board of Trustees decided that York Memorial CI will be accommodated in the Scarlett Heights building until a plan is established for the school.
- On June 30, 2021, the Board of Trustees approved a plan for York Memorial CI. In this plan York Memorial CI will consolidate with George Harvey CI in the George Harvey building and become a single school effective September 1, 2022.
- At the end of August 2022, the Scarlett Heights building will be vacant.

### Enrolment

- Most secondary schools in the area experienced a decline in enrolment since 2001. Richview CI increased in enrolment mostly due to increased admission to the elementary French programs in Etobicoke.
- Looking to the future, there are a mix of trends for the secondary schools: some are expected to remain stable; some are expected to decline; and some are expected to grow. The Long-Term Program and Accommodation Strategy contains studies to address the changes in enrolment: the declining enrolment at Thistletown CI will be addressed in a Pupil Accommodation Review; and the growth at Richview CI will be addressed by starting new secondary French programs and changing pathways.
- Most elementary schools experienced a decrease in enrolment since 2001.
- Over the long term, the elementary schools are projected to stabilize in enrolment.

### Development

- There is little residential development in the immediate vicinity of this property.

- There is potential for development activity to occur along Eglinton Avenue West in the long term. The City of Toronto has identified this area in its official plan as an “Avenue” where higher density, mixed uses, including residential uses, are encouraged.
- Over the next ten years, the Eglinton Crosstown LRT will be expanded along Eglinton Avenue West through this area from Weston Road to Renforth Drive. This transit improvement will likely stimulate residential development in the “Avenue”.
- There are several TDSB sites that are close to the “Avenue” that will provide the TDSB with options for accommodating students from this potential development (e.g. Kipling CI, Richview CI, and Martingrove CI).

#### **Distance**

- All residential addresses in the vicinity of the Scarlett Heights property are within 4.8 km of a TDSB secondary school (4.8 km is the distance threshold for eligibility for transportation for students in Grades 9 to 12).
- There are addresses in the greater area around the Scarlett Heights property that are outside of 1.6 km to an operating TDSB elementary school (1.6 km is the distance threshold for eligibility for transportation for students in JK to 5). The Scarlett Heights property is not in a better location to serve these addresses.

#### **Site Size**

- The adjacent elementary and secondary schools all have large site sizes that can accommodate portables and expanded facilities if required in the future.

#### **Property Lines**

- The Scarlett Heights building and Hilltop MS building are located on an 18-acre site. The existing property lines divide the site into two north-south parcels where the north parcel contains the two buildings and the south parcel contains the sports fields (see Appendix C).
- To sell the portion of the property that contains the Scarlett Heights building, new property lines should be created that divide the site into east-west parcels, separating the Hilltop MS building from the Scarlett Heights building. The property line dividing the two parcels should be drawn between the east driveway of Hilltop MS and the west parking lot of the Scarlett Heights building to create an 8-acre parcel for Hilltop MS and a 10-acre parcel for the Scarlett Heights building.

#### **Encumbrances**

- A solar easement has been registered on title to allow the installation and operation of solar panels on the roof of the Scarlett Heights building. If this property is sold, the TDSB must do one of the following: have the solar easement and related agreements assumed by the purchaser; or, provide a suitable alternative rooftop property and pay all costs of relocation (including lost revenues); or, terminate the solar easement and pay the lost profit and all costs for the balance of the solar contract.
- There is a sewer connection agreement registered on title.



### Comments from Other Public Organizations

- The TCDSB has expressed interest in purchasing the Scarlett Heights property for use as a secondary school.
- The Ministry of Education has provided capital priority funds to the TCDSB to establish this secondary school. The TCDSB has Education Development Charges that it can use to purchase the land.
- The local City Councillor and Member of Provincial Parliament have expressed support for the sale of the property to the TCDSB.

### Conclusion

- The area immediately surrounding the Scarlett Heights property is stable and is unlikely to experience significant growth. There is potential in the long term for growth to occur in the Eglinton Avenue corridor but there are several TDSB properties in proximity to the corridor that provide options for the TDSB.
- The Scarlett Heights property is not necessary to provide a local secondary school within 4.8 km of the residential addresses in the area. While there are residential addresses outside of 1.6 km distance to an elementary school, the Scarlett Heights property does not improve geographic accessibility.
- There are adjacent TDSB properties to this site that are of adequate size to accommodate expansion if unanticipated growth requires additional accommodations to be constructed in the future.
- The portion of the property that contains Hilltop MS is necessary to be retained by the TDSB to provide a local middle school and flexibility for future elementary accommodations.
- Because there is an adequate distribution of other TDSB properties in the area, staff considers the Scarlett Heights property unnecessary to serve the long-term accommodation needs of the TDSB.

### Notes:

1. It is important to be aware of lands that the Board has expropriated in the past, because, according to section 42 of the Expropriations Act, when the Board is disposing of expropriated lands the Board must give the former owners of the expropriated lands the first chance to repurchase the lands unless the Board specifically approves not to do so.
2. Heritage Status – "Listed" means City Council has adopted a recommendation for the property to be included on the Heritage Properties Inventory; inclusion on the Inventory is a clear statement that the City would like to see the heritage attributes of these properties preserved. "Designated" means the property has been designated under Part IV of the Ontario Heritage Act (or is located within a Heritage Conservation District designated under Part V); the property owner must apply to the City for a permit to undertake alterations to any of the identified heritage elements of the property or to demolish any buildings or

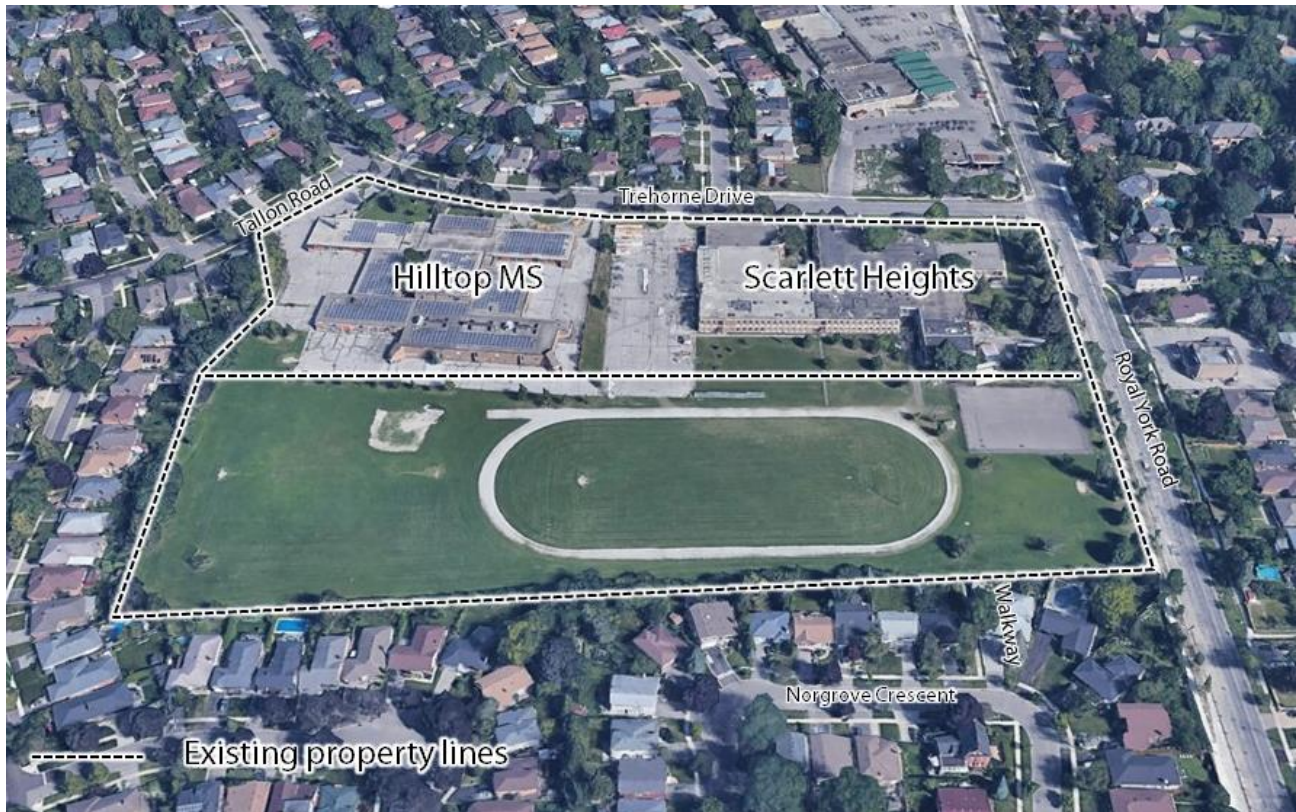
structures on the property. Designated properties are identified by a by-law number. “None” means the property is neither “Listed” nor “Designated”.

3. Renewal Backlog – an estimate of the total cost to repair the major components of the building, such as windows, roofs, and boilers.
4. Learning Opportunities Index (LOI) – ranks each school based on measures of external challenges affecting student success. The school with the greatest level of external challenges is ranked number one and is described as highest on the index.
5. The portable count reported includes only those portables used for instructional use as of September 2021. Excluded are portables used for storage, washrooms, and leased to tenants (such as child care centres). Also excluded are portables that are surplus to the needs of the school that remain on site. The portable count includes stand-alone portables as well as those in portapaks.
6. The enrolment reported is Full Time Equivalent enrolment (FTE) – FTE is a count of the number of students attending a school where every student is counted by the amount of time they are registered for instruction, as opposed to the Head Count (HC) where every individual student is counted as “1.0”. The actual and projected enrolments are reported as of October 31 of each school year.
7. The projected enrolments were calculated in the 2020-21 school year for the 20-year period from 2021-22 to 2040-41. Virtual students are counted at their home school in the actual enrolment for 2021 and the projected enrolment for 2031.



## Aerial Photos Showing the Existing and Proposed Property Lines

### Existing Property Lines



### Proposed Property Lines



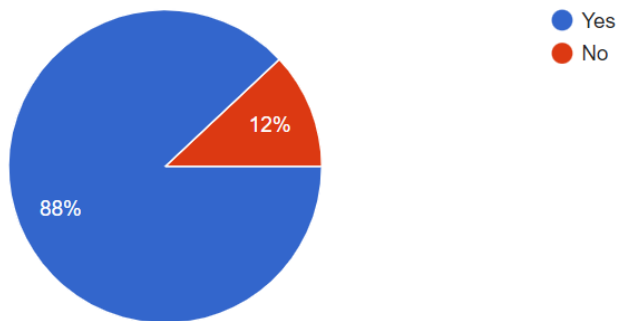
## Scarlett Heights Property Review

### Survey Results

#### Question 1

**Are you supportive of the proposed sale of the Scarlett Heights property to the Toronto Catholic District School Board?**

25 responses



#### Question 2

**Why or why not?**

22 responses

1. It would enable my elementary school children to continue their high school education in a Catholic school close to home.
2. We need more Catholic high schools in central Etobicoke.
3. We need a Catholic high school in the area.
4. To support local students to stay in their community for high school instead of travelling far distances.
5. Our community needs a Catholic high school. Michael Power is too far from at least 3 elementary schools and it is beyond capacity.
6. This school is an important community resource. It is important to have the school being used to its full potential. Having said this, TCDSB has no other HS options in the area. The students in the community deserve a local HS.
7. There is a strong desire by many parents like myself in the community who wish to send our children to a local Catholic high school. Michael Power is not very convenient and I would not consider it local, and also I understand it is overpopulated.

8. Important for the Catholic school community to FINALLY have a high school in this neighbourhood and not so far away (as with MPSJ CHS).
9. The TCDSB needs a school in the area and given that the TDSB no longer needs Scarlett Heights, it makes a lot of sense. This is a win for both school boards.
10. We need a Catholic high school.
11. It's my high school I went to SHCI, I am very happy to have students attend it once again, and as a retired teacher of the TCDSB, am extremely supportive of their purchasing it.
12. A Catholic high school is really needed in this area.
13. Complimentary to neighbourhood.
14. Hopefully by the time the sale and reno are done it will be when my sons are starting or about to start high school walking distance from home vs other current options.
15. It would mean a Catholic high school in walking distance from our home.
16. Currently there is no Catholic secondary school in central or east Etobicoke center. There are 3 or 4 Catholic primary feeder schools in the immediate area of Scarlett Heights and those students basically have no local secondary school. The need is very obvious and the facility already exists [Scarlett Heights]. I think your process is very fair and considerate to all parties and will result in the best use of the facility. Congratulations on a job well done.
17. If TCDSB wants to purchase property, needs a high school, that is better than letting the property sit empty or be sold for non-public purposes. This also means that in the future, it is possible for the property to be sold back to TDSB if the situation warrants it, or for some other public purpose.
18. The community need a Catholic High School since we have quite a few feeder schools to support the enrolment.
19. The reasons for the sale that were outlined in the presentation make sense and it would be nice to continue to have the vibrancy of a high school in the area as part of the community.
20. The TDSB should keep this prime property and plan for its use in the future if need be. The TDSB will struggle to re-purchase large enough property to build schools and think about the needs of students. The property could alternatively be leased to the TCDSB for an approximate amount of time (i.e., 10-20 years), which allows the TDSB to remain ownership of this key property in a good location and still be able to use it in the future if need be. Selling the property would be a mistake.



21. TCDSB needs more high schools in Etobicoke.

22. The area needs more Catholic high schools.

### Question 3

**Please share any additional comments you may have.**

14 responses

1. I believe the students of the four Catholic elementary schools in the immediate vicinity of Scarlett Heights (St. Eugene, Father Serra, All Saints & St. Demetrius), would benefit from having the option to attend a catholic high school in the area.
2. With a full staff on site they can also support local businesses in the area during lunch and after work.
3. We support and look forward to a Catholic high school being in the community. We hope the transaction can take be expedited so our kids (grade 7 and 5) can attend high school in our neighbourhood).
4. Thank you for the opportunity to share feedback.
5. It sounds like a win-win for all parties involved. Thank you for providing this consultation.
6. What I would hope is that a NEW Middle School be considered for the area north of the Hilltop MS. 90% of the students come from north and east of Dixon Rd/Islington. For the SAFETY, and the morale of the students not having to travel such a far distance to school, opening a new middle school within their own community would be a great asset. The children coming into this community to go to Hilltop have been disrespectful to the nearby residents and have caused some property damage as well. Little has been done on the transit side to move the children out of the neighbourhood more quickly and the children are often left loitering on residents' properties and even causing traffic congestion. Keep Hilltop middle school for the local residents, but a NEW school should be considered for somewhere in the Dixon Rd/Islington area where there are more junior schools that would feed into them.
7. Great meeting.
8. As long as it doesn't end up in the hands of developers, I am very supportive of the school.
9. I am in agreement as to the Catholic School Board not having a Catholic High School in this area since Don Bosco closed. This is a positive for the neighbour and would give stability for

my alma mater-Scarlett Heights Collegiate. Thank you for the thorough presentation to all and for your follow up.

10. As great as it would be conceptually for Hilltop and the possible new TCDSB high school to share the fields/track/green space etc. I don't believe that it's a feasible option that would work out smoothly for both schools.
11. The public officials involved were well informed, courteous, and civil, and very professional. We, as taxpayers, are well represented. Thank you.
12. An expansion of the property to include a community centre would be welcome since there is not one in this area. Note that when the high school is completed, traffic will increase on Royal York Road which is already a high traffic road. Also, there will need to be better separation of high school students from the middle school students at Hilltop to ensure that the middle school students are not bullied, exploited, etc.
13. The format, content and delivery of the presentation was very effective and well done. Thank you!
14. A re-drawing of the enrolment boundaries and de-stigmatizing specific locations and schools would have helped with declining enrollment. Students and families are clamouring into over-enrolled schools leaving some like this property to have to be closed. Recalling the closure of this school the TDSB forced students north of Eglinton Avenue West into a new catchment area at Kipling CI rather than a few blocks south at Richview CI. Richview does have high enrollment, but it seems that equitable access to schools wasn't considered as the higher income proportionately south of Eglinton group we're sent to the school that has a good image and high enrollment. The people in walking distance to the school, we're sent a bus ride away to Kipling CI. The catchment boundaries favour the wealthy and well connected and leave the people who have no other choice but to rely on public education. You can see it throughout the city. When Cedarvale's parents were able to remove students in JR Wilcox via catchment from attending Forest Hill and forcing them to go south to Oakwood, students in the north end of the catchment were left travelling further than they needed to the go-to school after the closing of Vaughn Road. The JR Wilcox parents are also generally low-middle class working parents, especially at the time. Those parents generally don't have the time to be able to attend these meetings due to their circumstances that are forgotten and it has made the catchment areas inequitable. The TDSB needs to take a deep look at the specific catchment areas and look into what they can do to make the boundaries more equitable, without the large class divide that makes parents want to send their

children to schools that have greater opportunities. If specialized schools we're able to become more equitable with this new application process, how is it that students in higher class neighbourhoods get access to greater programming and choice than students in those lower-class areas with lower enrollment? A redrawing of the catchments and maybe reintegrating these buildings at some point in the future would be able to provide more equity in determining catchment areas. Selling these buildings would be a mistake and a lease may be the better option than selling the property. These inequitable catchment areas further stigmatize specific schools and drive enrollment away from specific schools forcing them to close. This was a missed opportunity to keep more schools, with lower student populations and greater course offerings. As stated in the planning 2021-2030 state that schools would be optimal at 90% of schools operating at those levels would be able to build better catchments and better school communities for students.

Please note: All comments are verbatim.

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## **Accommodation of Students from New Residential Developments at 38 Annie Craig Drive and 2150, 2169-2173 and 2189 Lake Shore Boulevard West**

**To:** Planning and Priorities Committee

**Date:** 22 June, 2022

**Report No.:** 06-22-4354

### **Strategic Directions**

- Provide Equity of Access to Learning Opportunities for All Students

### **Recommendation**

It is recommended that, effective immediately, John English Junior Middle School be the designated elementary school for students who will be residing in the new residential developments located at 38 Annie Craig Drive, 2150 Lake Shore Boulevard West, 2169-2173 Lake Shore Boulevard West, and 2189 Lake Shore Boulevard West.

### **Context**

The purpose of this report is to obtain approval to designate John English Junior Middle School as the elementary school for new residential developments located in the Humber Bay Shores area at 38 Annie Craig Drive, 2150 Lake Shore Boulevard West, 2169-2173 Lake Shore Boulevard West, and 2189 Lake Shore Boulevard West.

These developments are located within the junior attendance area of Étienne Brûlé Junior School, the intermediate attendance area of Park Lawn Junior Middle School, and the secondary attendance area of Lakeshore Collegiate Institute. All schools are in Ward 3 (Trustee Nunziata).

Appendix A shows the location of the new developments and the affected schools.

## **Description of the Developments**

These four developments consist of 9,296 residential units. A brief description of the developments is provided below:

- 38 Annie Craig Drive – one condo building – 602 units
- 2150 Lake Shore Boulevard West – large mixed-use development on six blocks in the former Christie Lands that will be built over 20 years – 7,504 units
- 2169-2173 Lake Shore Boulevard West – two condo buildings – 540 units
- 2189 Lake Shore Boulevard West – one condo building – 650 units

The new developments have either just begun construction or are still in the approval process. Occupancy is expected to begin in 2023-24 and continue for over ten years. The developments are projected to generate approximately 186 students in JK to Grade 8 and 94 students in Grades 9 to 12 over the long term.

## **Current Designated Schools**

The new developments are currently located in the attendance areas of Étienne Brûlé Junior School (JK to Grade 5), Park Lawn Junior Middle School (Grades 6 to 8), and Lakeshore Collegiate Institute (Grades 9 to 12).

### Étienne Brûlé Junior School

These developments are being proposed to be redirected to manage the accommodation pressures at Étienne Brûlé Junior School. The school serves students in JK to Grade 5. It currently has an enrolment of 249 students (121% utilization rate). The school is projected to increase to an enrolment of 312 students in 2026 (152%) and 337 in 2031 (164%).

Étienne Brûlé Junior School accommodates a Regular program and a Diagnostic Kindergarten program. The school has been closed to out-of-area admission since 2019-20. The school is located on a small school site of 1.61 acres with three portables. Additional portables cannot be placed on the site.

### Park Lawn Junior Middle School

Park Lawn Junior Middle School serves students in JK to Grade 8 and is the designated intermediate school for Étienne Brûlé students for Grades 6 to 8. It currently has an enrolment of 536 students (107% utilization) and is projected to remain stable over the next ten years. The school is projected to have 502 students in 2026 (101% utilization) and 503 students in 2031 (101% utilization).

The school accommodates a Regular program and a Physical Disability program. It has been closed to out-of-area admission for over ten years. There are two portables on the school site.

### Lakeshore Collegiate Institute

Lakeshore Collegiate Institute serves students in Grades 9 to 12. It has an enrolment of 622 students (57% utilization). Enrolment is projected to increase due to residential development. The school is projected to have 733 students in 2026 (67% utilization) and 776 students in 2031 (71% utilization).

The school accommodates a Regular program and a Cyber Arts program. The school accepts students who live out-of-area.

### **Proposed Designated Schools**

Staff is proposing that all new developments in the Humber Bay Shores area within Étienne Brûlé's boundary (south of the Gardiner Expressway) be redirected to John English Junior Middle School for JK to Grade 8. The school currently has an enrolment of 795 students (79% utilization). Assuming that the full projected yields from these developments are realized, enrolment at John English Junior Middle School could increase to 1,032 students by 2031 (103% utilization).

While the school is projected to be just over 100% utilization, portables are not anticipated to be required. This is because classes in Grades 4 to 8 have a larger class size (average of 27 students) than the room loading that the building's capacity and utilization rate are based on (23 pupil places per classroom).

The school has a Regular program and a French Immersion program. The French Immersion program is closed to out-of-area admission, but the school has been accepting out-of-area students into the Regular program. As enrolment grows, the Regular program will be closed to out-of-area admissions as well.

Staff is not recommending a change to the currently assigned secondary school, Lakeshore Collegiate Institute. The school has sufficient space to accommodate the students from the new developments.

Appendix B shows the impact of the new developments under two scenarios. Table 1 shows the status quo, if students from these developments were to register at Étienne Brûlé Junior School and Park Lawn Junior Middle School as per the current boundaries. Table 2 shows the impact of the recommended change, which assigns the developments to John English Junior Middle School.

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

## **Long-Term Accommodation Plan**

Staff will continue to work on a long-term accommodation plan for the Humber Bay Shores area. The need for a new elementary school in this area has been identified in the Long-Term Program and Accommodation Strategy. TDSB and Toronto Lands Corporation staff are working with the City of Toronto and the developer of the former Christie Lands to incorporate a new elementary school into a mixed-use development. The opening of this school will allow these redirected developments to be returned to a local school.

## **Action Plan and Associated Timeline**

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

## **Resource Implications**

JK to Grade 5 students from the new developments will require transportation to John English Junior Middle School. Over time, up to two busses could be required when the developments have been fully occupied. The annual cost for one large bus is approximately \$54,000 per year. It is important to note that these students would also require transportation if the new developments remained assigned to Étienne Brûlé Junior School as Étienne Brûlé is further than 1.6 km from the new developments.

## **Communications Considerations**

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

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

## **Board Policy and Procedure Reference(s)**

Not applicable.

## **Appendices**

- Appendix A: Maps of Current and Proposed Attendance Areas – Junior Attendance Areas and Intermediate Attendance Areas
- Appendix B: Planning and Enrolment Data

**From**

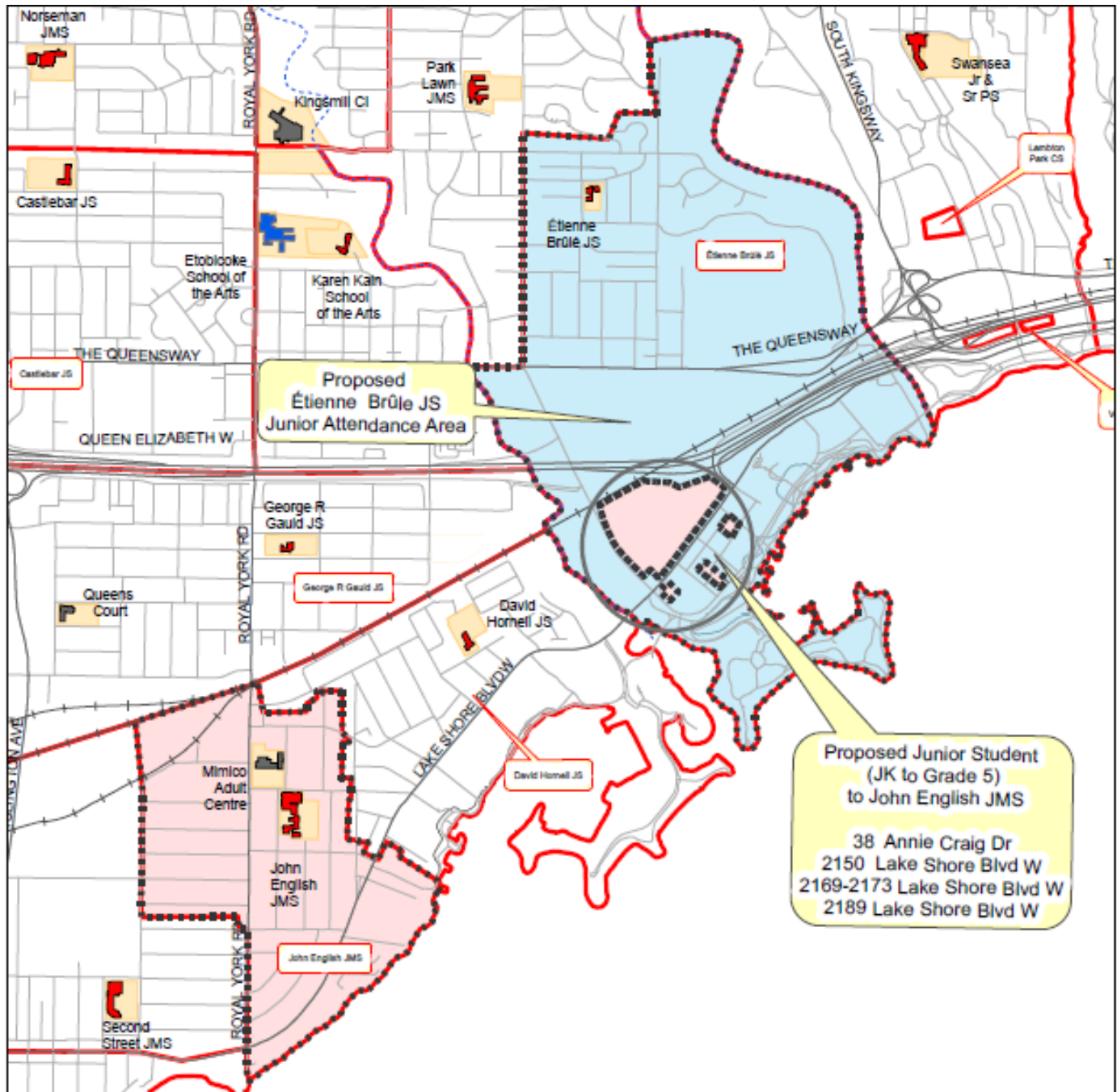
Maia Puccetti, Executive Officer, Facilities and Planning, at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca)  
or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at  
[andrew.gowdy@tdsb.on.ca](mailto:andrew.gowdy@tdsb.on.ca) or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at [daniel.castaldo@tdsb.on.ca](mailto:daniel.castaldo@tdsb.on.ca)  
or at 416-428-1857

# Map of Current and Proposed Attendance Areas

## Junior Attendance Areas

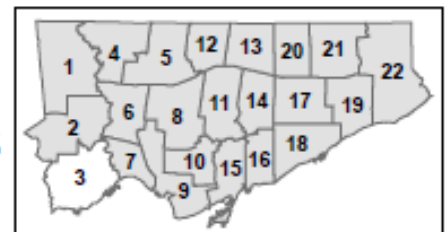


Please note:  
The lines on this map representing the Attendance Areas are approximate.  
For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

Produced by:  
Strategy and Planning, TDSB  
May 2022

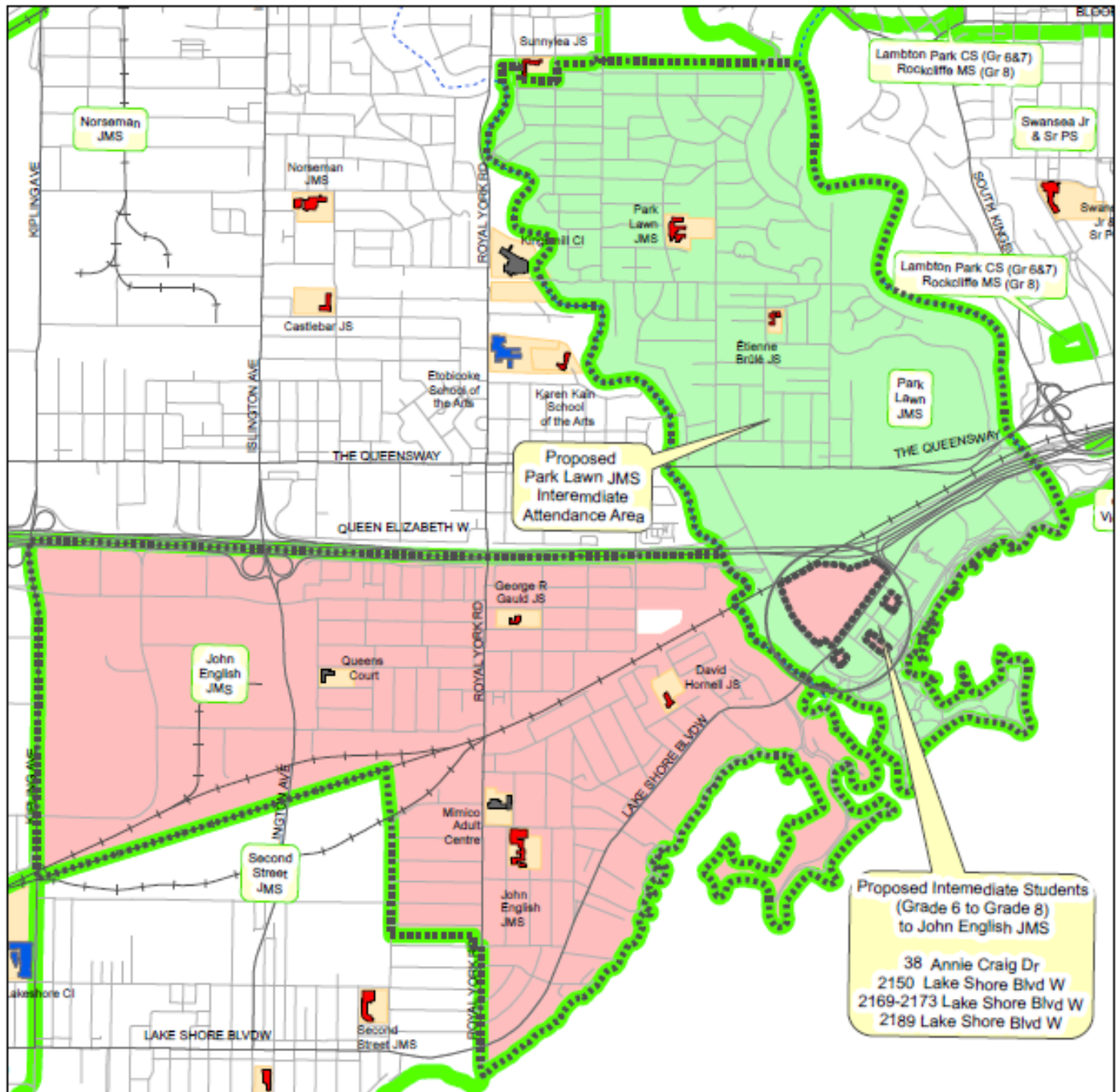
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy and Planning, TDSB  
Data- City of Toronto

- Legend:**
- Elementary School (Red outline)
  - Secondary School (Blue outline)
  - Other TDSB Facility Site (Yellow outline)
  - Major Road (Solid line)
  - Railway (Line with cross-ticks)
  - Utilityline (Dashed line)
  - Waterway (Blue line)
  - Junior Attendance Area (Red outline)
  - Proposed Junior Attendance Area (Dashed red outline)



# Map of Current and Proposed Attendance Areas

## Intermediate Attendance Areas



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

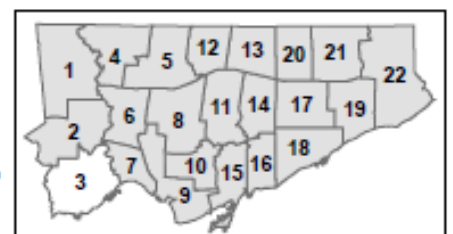
0 0.175 0.35 0.7 1.05 1.4  
km

Produced by:  
Strategy and Planning, TDSB  
May 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy and Planning, TDSB  
Data- City of Toronto



### Legend:

- Elementary School
- Secondary School
- Other TDSB Facility Site
- Major Road
- Railway
- Utilityline
- Waterway
- Intermediate Attendance Area
- Proposed Intermediate Attendance Area





### Planning and Enrolment Data

**Table 1: Status Quo - No developments redirected in the Humber Bay Shores area**

School Name	Building Capacity 2021-22	Portables on Site 2021-22	October 31, 2021			October 31, 2026			October 31, 2031		
			Enrolment	Utilization Rate	Additional Rooms Required*	Enrolment	Utilization Rate	Additional Rooms Required*	Enrolment	Utilization Rate	Additional Rooms Required*
Etienne Brule JS	205	3	249	121%	0	312	152%	1	337	164%	2
Park Lawn JMS	499	2	536	107%	0	502	101%	0	503	101%	0
John English JMS	1,002	0	795	79%	0	854	85%	0	964	96%	0
Lakeshore CI	1,098	0	622	57%	0	733	67%	0	776	71%	0
<b>Total</b>	<b>2,804</b>	<b>5</b>	<b>2,202</b>	<b>79%</b>	<b>0</b>	<b>2,401</b>	<b>86%</b>	<b>1</b>	<b>2,580</b>	<b>92%</b>	<b>2</b>

**Table 2: Redirection Scenario - Developments within the Humber Bay Shores area assigned to John English JMS**

School Name	Building Capacity 2021-22	Portables on Site 2021-22	October 31, 2021			October 31, 2026			October 31, 2031		
			Enrolment	Utilization Rate	Additional Rooms Required*	Enrolment	Utilization Rate	Additional Rooms Required*	Enrolment	Utilization Rate	Additional Rooms Required*
Etienne Brule JS	205	3	249	121%	0	298	145%	0	284	139%	0
Park Lawn JMS	499	2	536	107%	0	489	98%	0	488	98%	0
John English JMS	1,002	0	795	79%	0	896	89%	0	1,032	103%	0
Lakeshore CI	1,098	0	622	57%	0	733	67%	0	776	71%	0
<b>Total</b>	<b>2,804</b>	<b>5</b>	<b>2,202</b>	<b>79%</b>	<b>0</b>	<b>2,416</b>	<b>86%</b>	<b>0</b>	<b>2,580</b>	<b>92%</b>	<b>0</b>

\* The "Additional Rooms Required" is in addition to the "Portables on Site 2021-22"

Note: the actual and projected enrolments reported above count virtual students at their home school.



## **Addressing Instances of Anti-Black Racism and Hate in the Dr. Rita Cox - Kina Minogok Public School (formerly Queen Victoria Public School) and Parkdale Collegiate Institute Community**

**To:** Planning and Priorities Committee

**Date:** 22 June, 2022

**Report No.:** 06-22-4369

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that Addressing Instances of Anti-Black Racism and Hate in the Dr. Rita Cox - Kina Minogok Public School (formerly Queen Victoria Public School) and Parkdale Collegiate Institute Community be received.

### **Context**

This report is written in response to the following motion which was approved by the Board on November 10, 2021.

### **Emergency Business: Addressing Instances of Anti-Black Racism and Hate in the Queen Victoria Public School and Parkdale Collegiate Institute Community**

The Board decided:

Whereas, the hateful and dehumanizing acts of anti-Black racism documented at Queen Victoria Public School, Parkdale Collegiate Institute and their community are a severe and immediate threat to the safety and well-being of Black students, staff and families at the schools; and

Whereas, ongoing overt acts of racism have taken place within TDSB schools and communities; and

Whereas, the Board is committed to creating a culture of student and staff well-being; and

Whereas, community stakeholders are also committed to and important partners in addressing different forms of racism and hate;

**Therefore, be it resolved that the Director:**

- (a) work in partnership with staff, students and families experiencing racism and hate to develop a strategy to ensure that schools are as safe as possible for Black students and staff experiencing anti-Black racism;
- (b) engage additional partners in the work at Part (a), including community agencies already engaged in successfully delivering culturally responsive services in the community, the City of Toronto and the Province of Ontario;
- (c) present a report on the strategy at Part (a) and how it could also form the basis of a framework for addressing similar issues in other schools;
- (d) present a report on:
  - i. the strategy at part (a) and how it could also form the basis of a framework for addressing similar issues in other schools;
  - ii. staff accountability mechanisms for intervening in hate and racism

In response to this motion, several actions were taken at Parkdale Collegiate Institute and Dr. Rita Cox - Kina Minogok Public School (formerly Queen Victoria Public School) with the intent to build the capacity of staff, students and community through collaboration and partnership from an antiracist, anti-oppressive stance. In order to serve students and communities, we must work together for shared solutions in a responsive way derived from ongoing consultation and monitoring for impact.

As we engaged in this work, the impact has gone beyond these two schools as community groups and leadership teams have begun to collaborate and mobilize many aspects of the work that has been undertaken. This also helped inform the creation of the Combatting Hate - Student Learning Strategy, which has adopted a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students.

This report reviews the four key stakeholder groups with which we have and continue to engage and collaborate with: students, community, school administrators and within the school communities at the schools that were part of this motion.

**Students**

The Student leadership team for the Queen Victoria Renaming Committee has conducted specific learning about the harmful effects of colonization and the monarchy, as well as engaged in learning about identity, oppression, agency, and leadership.

Both Dr. Rita Cox - Kina Minogok Public School and Parkdale C.I. have built opportunities for student leadership, activism, voice and agency through Black Student Associations, Student Leadership Groups and Gender and Sexuality Alliances.

After an incident of anti-Black racism, involving Blackface, Parkdale Collegiate Institute conducted focus group and student climate surveys with the Student Equity Program Advisor to inform programming, school improvement and staff learning needs. Part of that programming also included offering secondary courses focused on anti-Black racism.

### **Impact in Ward 7 Schools**

- Program - Reading for Explicit Change: The Black Student Alliance (BSA) selects professional readings for staff based on their observations of what is needed for staff learning. Students in the BSA also review the data collected and offer feedback and next steps and were surveyed to determine the impact of the actions of staff with regards to recognizing and interrupting acts of racism, hate and bias. In addition, students gave feedback regarding the relevance of resources and learning experiences in the classroom to their identities.
- At Swansea, students and staff have organized a Black Student Alliance, a Gay-Straight Alliance and an Indigenous Learning focus group. In addition to student leadership within the school, it has been proposed in the new Swansea School Council Bylaws that there is a student representative from each group as members of council.

### **Next Steps**

- Both Parkdale and Dr. Rita Cox- Kina Minogok, will be expanding course offerings for secondary students including Indigenous Focused arts courses/English courses, Anti-Black Racism and Black Excellence.
- Continue to work on anti-Black racism learnings at the local school level through student leadership i.e. student leadership identity focused groups, student government and, focus groups to inform school direction.
- Increase access to programming, resources and opportunities provided by the Centre of Excellence for Black Student Achievement (CEBSA), by engaging with the Centre's staff and signing up for their monthly newsletter.

### **Community**

The Parkdale community surrounding Dr. Rita Cox- Kina Minogok Public School (formally Queen Victoria Public School) participated in an extensive school renaming process in partnership with parents from the School Advisory Council, the Black Student Success Committee (BSSC) and community members supporting the work of Black Student Success Committees in communities.

The community is also engaging with local agencies and organizations to support learning for students, staff and families such as Parents of Black Children, Freedom School and the Turner Consulting Group Inc.

One of the clubs available to Black students is the Roots and Culture Gardening Club at Dr. Rita Cox - Kina Minogok PS, which is led by the BSSC with support from school staff. The club aims to centre Black joy and excellence and provides a safe learning space for Black TDSB students.

In partnership with the CESBA, both schools have hosted, for the community, a series of information and workshop sessions with a variety of presenters including Dr. Carl James and Parents of Black Children. Sessions include discussions of the inequities that black children and their families face in the educational system. There was also a partnership with the organization, Coding for Champions for students at Dr. Rita Cox - Kina Minogok and Parkdale Jr. & Sr. PS specifically focused on providing access to coding and technology for those who have been underserved.

### **Impact in Ward 7 Schools**

- At Swansea Junior and Senior Public School: There has been a review of the School Council bylaws from an anti-racist, anti-oppressive stance. This has included student leadership and parent/community engagement.
- The establishment of BSSCs and Parent Equity Teams at the following Ward 7 Schools:
  - Fern Avenue Jr & Sr. PS, Howard Jr PS, Parkdale Jr. & Sr. PS, Runnymede Jr. & Sr. PS, Swansea Jr. & Sr. PS, and Ursula Franklin Academy.

### **Next Steps**

- Purposeful engagement with the Parent Engagement Office, CESBA and the Urban Indigenous Education Centre to ensure productive and effective partnerships with community partners/organizations and leadership/advocacy groups.
- School administrative staff will be working with all Ward 7 BSSCs to develop a list of recommended community agencies/organizations in the neighbourhood and from across the city with whom the school community can partner with to implement the above actions and supports.

### **School Administrators**

The School Improvement work at both schools is framed within an anti-oppressive methodology by considering alternative data sources, local surveys and focus groups, and includes consultation with parents.

School administrators attend frequent Learning Network meetings focused on professional learning to build the capacity to lead that professional learning in their respective schools, and to address, interrupt and disrupt anti-Black racism, anti-Indigenous racism and all forms of oppression. This is done by engaging in book studies, such as *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor*; the review of pertinent policies and procedures i.e. PR728, PR515, PR560 with the Human Rights Office and Caring and Safe Schools; and engaging with real case studies from Ward 7 schools to develop a deeper understanding, help build connections among teams, and develop an anti-oppressive stance.

Mental health and well-being is, and continues to be, a focus for all staff in LN19 and LN20 . The use of resources and frameworks that focus on Indigenous Education, anti-oppressive restorative practices, grief and loss, mindfulness and trauma informed education. By using these resources and guides, school administrators are implementing strategies learned back into the classroom and into the school community as a whole to promote safe and caring learning environments for staff, students and families.

School Administrators have also been given and are encouraged to use the [Critical framework](#), which has been provided by the Centre of Excellence for Black Student Achievement (CEBSA) for engaging in lessons and conversations about global and local acts of injustice with students in a culturally sensitive and relevant way.

### **Impact in Ward 7 Schools**

- Increased parent consultation on the school improvement process.
- Principals are working in partnership with and learning from BSSCs and Parent Equity Teams when it comes to issues of access to extracurricular activities; representation on school councils; and lack of diverse opportunities for parent learning in support of the learning occurring at the school.
- Increased opportunities for parent workshops, at times in partnership with School Advisory Councils, to learn about anti-oppression, how to talk to your kids about race, and how to navigate the TDSB
- Partnerships with CESBA to offer Circles of Care for students and their families who have experienced harm in our schools
- Partnerships with parents who share resources and knowledge to inform staff learning

### **Next Steps**

- More explicit learning about how to effectively engage with the Equity, Anti-Racism and Anti-Oppression department in the TDSB, BSSC parent and community teams and advocacy groups (i.e. how to take critical feedback and using this data to inform and shift/interrupt school system/practices that have and continue to cause harm).
- Learning about different forms of data by using overall system data to inform the school's local data collection and analysis, and personalizing it to better understand local impact and monitor for changes.

### **Staff**

Staff at both schools have been engaging in critically reviewing classroom programming and resources using the Equity team's A Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources, and engaging in a partnership with the Center of Excellence for Black Student Achievement through inquiries made by Black Student Success and Excellence (BSSE). Staff have also been learning how to interrupt and disrupt racism, oppression and discrimination of any kind by engaging with the Equity Team, Centre of Excellence for Black Student Achievement, Urban Indigenous Education Centre (UIEC) as well as Central staff from our Learning Centre and the Student Equity Program Advisor (SEPA).

There has also been co-planning of Professional Learning Communities with local administration, the Centre of Excellence for Black Student Achievement, Equity and the Learning Centre 4's Centrally Assigned Principal (CAP) and supports for professional development related to antiracism, more specifically, anti-Black racism, this includes reviewing course content, resources, and assessment.

Overall, mental health and well-being remains a focus for all staff in LN19 and LN 20 through the use of Indigenous focused learning, anti-oppressive restorative practices, and resources and guides pertaining to grief and loss and mindfulness.

### **Impact in Ward 7 Schools**

- At Swansea Jr. & Sr. PS there is the creation of the Indigenous Learning Focus Group and book studies, a BSA and a GSA.
- The implementation of an after school basketball program for students in Grades 1-3 who identify as Black, racialized and/or from marginalized communities.
- Runnymede CI - Reading for Explicit Change - Staff have made this central to their learning and instructional decisions. This involves the Black Student Alliance(BSA) selecting professional readings for staff based on their observations of what is needed for staff learning. The BSA also reviews the data collected and offers feedback and next steps.

### **Next Steps**

- Staff will continue to work towards developing a student self-affirming pedagogy which is similar to culturally relevant and responsive pedagogy, but explicitly considers the intersecting identities of a student from a critical perspective.
- Develop a deeper understanding and implementation of culturally relevant instruction and assessment practices.

Members of the Parkdale community are, and continue to be, strong advocates for seeing systemic change happen in their school. It is their desire for change that has sparked a lot of the learning and work that has transpired at both schools, which is the result of harmful incidents of racism, hate and bias at the local level involving staff and students and families. As a result of their requests for increased professional learning/development for staff and students they have pushed for greater transparency in regard to what the Board has done and will do to reduce incidents of racism, hate and bias.

Therefore the Board created a wider anti-racism, anti-hate and anti-bias strategy for all schools: The Combatting Hate - Student Learning Strategy. This strategy uses our own TDSB data to pinpoint where we need to focus our attention when it comes to educating students and building staff capacity. Through this, the Board has broadened its response to incidents of hate, racism and bias in our school communities beyond PR728, through the offerings of relevant programs, initiatives, resources and sessions made available to our TDSB families, which are informed by the Student Learning Strategy. The work that's been done in these communities thus far in conjunction with the Student Learning Strategy has helped form the foundation of the system's approach to how schools across the Board can address similar issues of hate, racism and bias that may occur.

This work can be seen in the following areas of the Student Learning Strategy: Classroom Instruction, Student Leadership, Tools for Response-Taking Action, Educational Partnerships for Learning, and Caregiver Engagement and Learning.

### **Classroom Instruction**

Toronto District School Board students and staff have been engaging in teaching and learning and embedding equity, anti-racism and anti-oppression in the curriculum. This



includes affirming various identities and lived experiences and/or teaching about the impact of hate and racism through resources, instruction and assessment.

At Dr. Rita Cox - Kina Minogok there have been several key areas for classroom instruction, including Social Justice Week which was centred on Black affirming pedagogy, Black joy and excellence. Additionally, students were given opportunities to learn and celebrate their diverse identities through this work.

### **Culturally Responsive Monthly Themed Daily Mental Health Activities**

As an extension of the 7 weeks of Culturally Responsive Daily Mental Health and Well Being Activities provided in September 2021, Professional Support Services(PSS) have prepared Culturally Responsive Monthly Themed Mental Health and Well Being Activities.

All school communities were provided with a calendar of monthly themed daily culturally responsive wellness activities separated by grades K-3, 4-8, secondary and for students with special educational/complex needs. There are over 100, easy, daily activities that can be integrated into daily classroom routines. These activities can be used multiple times to fit the needs of the students in the school spaces. The following monthly themes have been discussed:

- January/February: Relationship Building & Exploring Identities
- March/April: Community Building/Classroom Community Building
- April/May: Enhancing Mental Health Literacy
- May/June: Critical & Creative Thinking

### **Student Leadership**

#### **Student Equity Collective**

Last fall the Toronto District School Board released a call out for students to join its first Student Equity Collective. It's a student led and centered initiative, which aims to address the various ways in which racism, discrimination, and hate manifests itself in our school communities. Students who applied needed to have a passion for social justice and eradicating racism and discrimination.

Students from Grades 7 to 11, who hold diverse identities, were encouraged to apply in creative ways, either through art, essays, videos and poetry to be selected as one of the 24 members.

It is an exciting opportunity for students who have not previously held leadership positions, have been marginalized by the system and/or might not have felt heard. The collective helps build opportunities for student leadership, activism, voice and agency.

The 24 students were chosen in 2022 and have completed two meetings thus far. The goal of the collective is to drive the conversation, and bring ideas, solutions and recommendations forward to senior leadership that address what they as a collective want the TDSB to address moving forward.

The Student Equity Collective will reconvene with regular meetings in September 2022.

### **Students4WellBeing**

Students4WellBeing – or S4W – are a group of TDSB students in Grades 9-12 who support conversations about Mental Health and Well Being that intersect equity, student identities, lived experiences and voices with TDSB's Mental Health Leads.

The S4W is composed of a diverse group of volunteer students (e.g. racialized youth, 2SLGBTQI+ youth, youth with varying abilities etc.) from across the board and are supported by TDSB Professional Supports Staff. This student leadership group has three goals, which are to:

1. Inspire and educate students about mental health and well-being.
2. Offer support and mental health resources
3. Create a safe space and spread positivity

In the spring and summer of 2021, the S4W co-facilitated Mental Health capacity building with over 100 secondary school students in TDSB. Modules about mental health and wellness were discussed with students who then created over 80 pieces of creative artwork to express "What Mental Wellness Means to Me."

### **Educational Partnerships for Learning**

The Toronto District School Board recognizes that the process of dismantling anti-Black racism and improving outcomes for Black students requires the ongoing collaboration and support of families, communities and partner organizations. The Centre of Excellence for Black Student Achievement aims to be responsive to the voices of Black communities who continue to advocate for systemic change within educational institutions through strategic community engagement initiatives and educational partnerships, like the ones listed below which are broken down for students, community and staff.

### **Students**

#### **Student Programming**

The commitment of the Centre of Excellence for Black Student Achievement to improve the academic outcomes and experiences of belonging for Black students, has cultivated nurturing and sustainable partnerships with community organizations. Program offerings are designed to fulfill the mandates of the Centre and are in alignment with the TDSB's Multi-Year Strategic Plan Towards Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-being. These partnerships have led to the co-development of 10 multiple week-long student programming opportunities and 3 scholarship and internship-based experiences. All of these opportunities and experiences were grounded in areas of student mentorship, development of transferable skills, supporting pathways to career opportunities and holistic enhancement of student positive racial identity.

### **Graduation Coaches for Black Students**

The Centre of Excellence for Black Student Achievement has five graduation coaches who have offices in different areas of Toronto. They plan and execute programs to support Black students and provide mentorship to improve student success and achievement outcomes. The Graduation Coaches for Black Students also implement strategies to provide equity of access for students and communities and are responsive to student, family and community need.

### **Student Learning Experiences**

Over the course of three months (January - March 2022), the Centre of Excellence for Black Student Achievement offered 35 daily live-streamed student learning experiences as part of the broadcasts for Short Term Virtual Learning Supports. To complement educator curricular experiences, a calendar of events offering rich and relevant learning opportunities led by community-based educators was developed. This compilation of resources was created to promote positive identity development, enhance joy and belonging and affirm the identities and well-being of students. The live-streamed learning experiences included:

activities.

#### *Literacy and Writers' Workshop Sessions*

- Dwayne Morgan - Spoken Word
- Randell Adjei - Identity Affirmations
- Itah Sadu - Storytelling
- Faduma Mohamed - Poetry

#### *Wellness Wednesdays*

- Lance Cumberbatch - African Drumming
- Coco Collective - West African Dance
- Kevin Carrington - Reggaecise

#### *STEM and History/Geography Sessions*

- Uncle Tom's Cabin - African Heritage History
- Canadian Multicultural Inventors Museum - STEM

In addition, a menu of diverse offerings including twelve recorded asynchronous learning opportunities has been uploaded on the Centre of Excellence for Black Student Achievement staff website under the '[Student Learning Experiences](#)' tab for system use.

### **Pre-K Summer Learning Program**

*Inspired to Excel* began as part of the TDSB's strategy to support the success of Black students. It was originally offered in just four schools in 2014, but since then has expanded to 13 TDSB schools. The program focuses on supporting young children's transition into formal schooling within a culturally relevant and responsive academic framework. Over the course of four weeks, young learners with the help of their parents, build self-confidence, self-awareness, a sense of self-identity and develop a foundation for academic success in preparation to enter the school system. It uses Culturally Relevant and Responsive Pedagogy (CRRP) to focus on four core areas of academic capacity in schools:

1. Belonging and Contributing

2. Self-Regulation and Well-Being
3. Demonstrating Literacy and Mathematics Behaviours, and
4. Problem Solving and Innovating

## **Community**

### **Resources**

The Centre of Excellence for Black Student Achievement, in partnership with students, families, community, Elders and staff, share resources that support Black student achievement, well-being and belonging. Additionally, in collaboration with various TDSB departments, and community organizations, the Centre of Excellence offers resources aimed at dismantling anti-Black racism and supporting students and families. This includes academic enrichment programs and community support services.

### **Black Student Achievement Community Advisory Committee (BSACAC)**

Established in 2016, BSACAC's mandate is to examine and make recommendations on strategies to create more equitable outcomes, raise achievement levels and create safe spaces for Black students. The BSACAC supports the Board's ongoing commitment to work in partnership with its parents/guardians, communities and students to improve educational outcomes for Black students. The mandate set by the Board for BSACAC is "to examine and make recommendations on strategies to create more equitable outcomes, raise achievement levels and create safe spaces for Black students."

### **Dr. Carl James Parent Engagement Sessions**

Dr. Carl James facilitated sessions in select schools entitled, "*How to Navigate the School System for Black Student Success, K-12*" across the Learning Centres. These sessions served as a way to further engage families, community and educators in discussions on improving the experiences and opportunities of Black students. Participating families received York University, Jean Augustine Chair's resource, *The Engaged Parent: Navigating School Systems for Black Student Success*. This resource supports partnerships between parents of Black children, their teachers and the school system. Families also received a complimentary text resource to support positive racial literacy development

## **Staff**

The Centre of Excellence for Black Student Achievement offers many opportunities for school-based, system-wide and staff professional learning. These learning experiences support educators in cultivating school and classroom environments focusing on enhancing joy, building positive racial identity development and affirming students' experiences and identities. Professional learning opportunities provided by the Centre of Excellence for Black Student Achievement build on research-based understanding of the topics presented and explore concrete strategies for building students' positive racial identity and African-centred practices.

### **Positive Racial Identity Series**

After the launch of the Centre of Excellence for Black Student Achievement, diverse capacity-building sessions were provided to educators to deepen their understanding

of anti-Black racism, Culturally Relevant and Responsive Pedagogy (CRRP) and principles of Africentricity. The Centre of Excellence for Black Student Achievement created the Positive Racial Identity Series, to promote the achievement and well-being of Black students and disrupt deficit narratives rooted within anti-Black racism.

These learning experiences support educators in cultivating school and classroom environments focusing on enhancing joy, building positive racial identity development and affirming students' experiences and identities. These experiences build on research-based understandings of the topics presented and explore concrete strategies for building children's positive racial identity focused on Blackness and African-centred practices. Facilitators included: Dr. George Dei, Dr. Bettina Love, Dr. Kerry-Ann Escayg, Dr. Molade Osibodu, Lawrence Hill, Itah Sadu and Dr. Eugenia Duodu Addy.

### **Black Student Success and Excellence (BSSE) Initiative**

This initiative engages educators and school leaders around issues of anti-Black racism in schools by creating opportunities where educators and students build their critical consciousness in relation to race and learning in schools and classrooms. As part of this initiative, a *Black Student Success and Excellence Foundational Series* was developed. This four-part series was for educators who would like to freshen their understanding or are new to the Black Student Success and Excellence initiative. This learning opportunity seeks to support foundational understandings and inquiry work tied to Black Student Success and Excellence.

The Black Student Success and Excellence (BSSE) initiative entered Year 4 within the 2021-2022 school year. This year it sought to implement the recommendations from previous iterations which include engaging in capacity building with over 150 educators; implementation of critically conscious practitioner inquiries; and in-class/in-school co-teaching and curriculum design with educators and administrators. Furthermore, participating schools increased from 17 to 23 schools across all four learning centres. As part of the BSSE, schools have been engaging in parent/community initiatives focusing on building Black parents' understanding of the school system which includes supporting the development and delivery of resources for families.

### **Black Studies Courses**

#### **Keynote: Natasha Henry, President of the Ontario Black History Society**

As part of TDSB's commitment to helping all students succeed by providing learning experiences, opportunities and access that keep students engaged and excited about school commitment, the Centre of Excellence for Black Student Achievement provided Administrators a learning opportunity on August 19, 2021, to explore various school-developed courses focused on Black Studies. This learning experience supports the system in thinking through the conditions necessary to support Black student achievement and reimagine curricular programming.

**On Pedagogy, Liberation and High Expectations: Pursuing Passion, Purpose and Possibility**

**Facilitated by: Dr. Chris Emdin**

As part of the Beginner Teacher Summer Institute, the Teachers Learning and Leading Department provided staff a learning opportunity exploring the conditions necessary to support Black student success and reimagine curricular programming. Dr. Chris Emdin provided a keynote highlighting how educators can provide spaces for students to display their academic brilliance without sacrificing their identities.

**Show Me Literacy - Sankofa Black Heritage Collection Teacher's Guide**

**Facilitated by: Jennifer Watt, Rukiya Mohamed & Shariah Mohammed**

This session walks educators through the Sankofa Black Heritage Collection Teacher's Guide, developed Summer. This series provides opportunities to cultivate environments to develop positive reader identity of students, specifically African, Afro-Caribbean, and Black students, and celebrate Black excellence - past, present and future.

**Anti-Black Racism - Facilitating, Interrupting and Disruption**

**Facilitated by: Dr. Nicole West-Burns and Karen Murray**

This is session one of a three-part professional learning series focusing on developing a leader's capacity in facilitating, interrupting and disrupting anti-Black racism within school communities in K-12 education.. Through this experience educators built their understanding of key terminology which encompasses anti-racist work and engaged in critical self-reflection, while building facilitation skills to engage in conversations about anti-Black racism.

**Caregiver Engagement & Learning**

**School Council By-Law Revision/Training for School Council Members**

Ontario Regulation 612/00 sets out the mandate, roles and responsibilities that school councils must follow and provides the constitution for each school council. Within the TDSB each school council is required to develop a set of Bylaws that provide mandatory criteria for council, which is designed to make it easier for a school council to operate consistently and transparently from year to year.

The TDSB's Parent and Community Engagement Office is in the process of revising the Bylaws for all School Councils to adhere to. This undertaking was a direct result of issues of anti-Black racism in Queen Victoria Public School's Parent Council in 2020.

The revised bylaws will include mandatory orientation/training for members of the school community who wish to hold executive/leadership positions within the school council, which includes equity, human rights, and code of conduct training. This ensures that those who hold a leadership role can and will govern the school council in an inclusive and equitable manner.

The Parent and Community Engagement Office has stated on its website that, "School Councils with expired (older than 3 years) or no By-Laws, will adopt the By-Laws by resolution (vote) at an official meeting of the School Council, no later than May 2022."

## **Parent Academy**

The Parent Academy, which has been offered to schools across the Toronto District School Board (TDSB) since the 2013-2014 school year, is an initiative designed by parents for parents to provide support to the school community by unpacking topics being raised in their school community. Parents who join the Academy also help determine which programs are best suited for their school community.

Topics include, but are not limited to anti-Black racism, talking about race and racism, Indigenous education, parents' rights and advocacy, and what equity looks like in schools. Sessions are hosted by TDSB staff or guest speakers from community organizations or post secondary institutions.

For a full list of past sessions, visit the [Parent Academy website](#).

## **TDSB Conversation Series**

Established in 2019 The TDSB's Conversation Series is hosted by the TDSB's Parent and Community Engagement Office and the Parent Involvement Advisory Committee. The series invites families to join sessions of engaging and informative conversations on topics chosen by families. Topics include Equity, anti-Black racism, Islamophobia, Race, Gender and Identity and Antisemitism.

Local school councils have engaged speakers on topics such as: anti-oppression, how to talk to your child about racism, and An Evening with Parents of Black Children (presented by SwanseaBSSC), a conversation about the inequities that Black children and their families face in the educational system. Other speakers have been Dr Carl James, Rania El Mugammar, Tana Turner.

## **Culturally Relevant & Responsive Resources**

The development of an easy to navigate file has been created that separates community resources for students, staff and families/parents/guardians. The resources are separated by location such as Scarborough, Etobicoke, Downtown and North York. These resources include a list of culturally responsive community agencies, supports for newcomers, youth, emergency/crisis, legal, housing and food banks, which are by location. These resources are updated weekly to ensure accuracy and relevancy.

## **Tools for Response Taking Action**

In order to respond to racism, discrimination and other injustices, tools and strategies are needed to reduce harm. Healthy school communities exist when everyone is committed to challenging racism and discrimination in all its forms rather than being a bystander or waiting for others to act.

Both staff and students have been taking part in various learnings to be able to equip themselves with the necessary skills to combat racism and discrimination. Students, in



particular have been building capacity to understand when and how to report, intervene and challenge racism and discrimination.

Learning Network meetings for administrators are focused on professional learning with the primary focus of building the capacity of administrators to lead the professional learning in their schools to address, interrupt and disrupt anti-Black racism, anti-Indigenous racism and all forms of oppression.

School Improvement Planning, occurs from an anti-oppressive lens and is specifically focused on those who are underserved at the school and partnering with parents and community to promote, examine and disrupt processes/learning/resources that cause harm while simultaneously focusing on excellence, innovation and creativity.

There is a focus on complex case studies from an anti-oppressive stance in administrator groups to increase the capacity of leadership teams and their skills to not only interrupt incidents of racism, bias and hate but to also work proactively to develop best practices. This includes but is not limited to, inclusive approaches to assessment practices, establishing and supporting student leadership groups and opportunities to impact decision making, working with school councils and community equity teams, and engaging with advocacy groups.

Staff are engaged in book studies, such as *me and white supremacy* and applying learnings from the book to an area of focus (i.e., K-1 IEP strategy, early/adolescent reading, academic pathways/transitions, specialized schools/programs, assessment & evaluation). There is also continuous follow up as part of the implementation and monitoring of the School Improvement Planning process.

Staff review and implement pertinent policies and procedures related to human rights, student safety and disrupting racism, bias and hate. i.e. PR728-Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools; PR 560- Abuse and Neglect of Students; and PR 515- Workplace Harassment Prevention and Human Rights.

### **Virtual Mental Health and Well-Being Culturally Responsive Interactive Lounges for Students, Staff and Caregivers**

The Mental Health and Well Being Committee have created interactive and easy to use mental health and well being virtual lounges. These lounges have several culturally responsive well being activities that students, staff and caregivers can do independently, as a group, as a whole class, virtually and in person, and at home with family/parents/guardians. The activities include calming and breathing activities, read-out-loud culturally responsive books, wellness videos and fun activities such as colouring, drawing and play to provide opportunity for mental health breaks, stress relief, strengthening coping skills and building mental health literacy. All school communities have been provided with these lounges which are separated into Primary, Intermediate, Secondary, Educator, Caregivers and Students with Special

Educational/Complex Needs Mental Health Virtual Lounges. With a focus on Black, Hindu, Tamil, Asian, Greek, Islamic, Black, Somali heritage.

### **Summer Professional Support Services Mental Health & Well Being Initiative**

During the months of July and August, 130 Professional Support Services Staff from all 5 departments, Social Work, Psychological Services, Speech-Language Pathologists, Child and Youth Services and Occupational/Physical Therapists, utilized the Mental Health and Well Being Summer Funding from the Ministry to provide culturally responsive socio-emotional support for over 2,000 students and 700 families through one-on-one counseling, crisis intervention, community connections, transitional work, case management, ethno-racial/affinity group work and providing seminars to engage, continue connections and socialization for students/families and parents/guardians throughout the summer.

### **Resource Implications**

All of the below resources were covered through existing budgets:

- External speakers were invited to support community engagement, access and understanding of how to navigate the board effectively in service of their children's academic achievement and well-being.
- Calling on the assistance of SEPAs to support student focus groups/voice, staff learning, School Improvement Planning
- Associated costs with undergoing a school renaming process, which includes communication material and future signage.
- Supporting various BSSC initiatives
- The hiring of occasional teachers and resources to support professional learning
- Investigation Reports

### **Communications Considerations**

The Parkdale CI and Dr. Rita Cox - Kina Minogok families were kept informed of clubs and programs available to students through school newsletters, flyers and announcements.

Staff and school administrators across the system have been informed about the professional development/learning/training opportunities regarding anti-racism, anti-hate and anti-bias through System Leaders, TDSB Web, Direct Line and school-based memos to staff.

### **Board Policy and Procedure Reference(s)**

#### **Procedures:**

- PR728 - Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools
- PR 515- Workplace Harassment Prevention and Human Rights
- PR697 - Promoting a Positive School Climate

- PR585 - Board Code of Conduct

### **Policies:**

- Policy P051 - Caring and Safe Schools
- Policy P031 - Human Rights

### **Appendices**

- Appendix A: Combating Hate and Racism- Student Learning Strategy
- Appendix B: Inspired to Excel

### **From**

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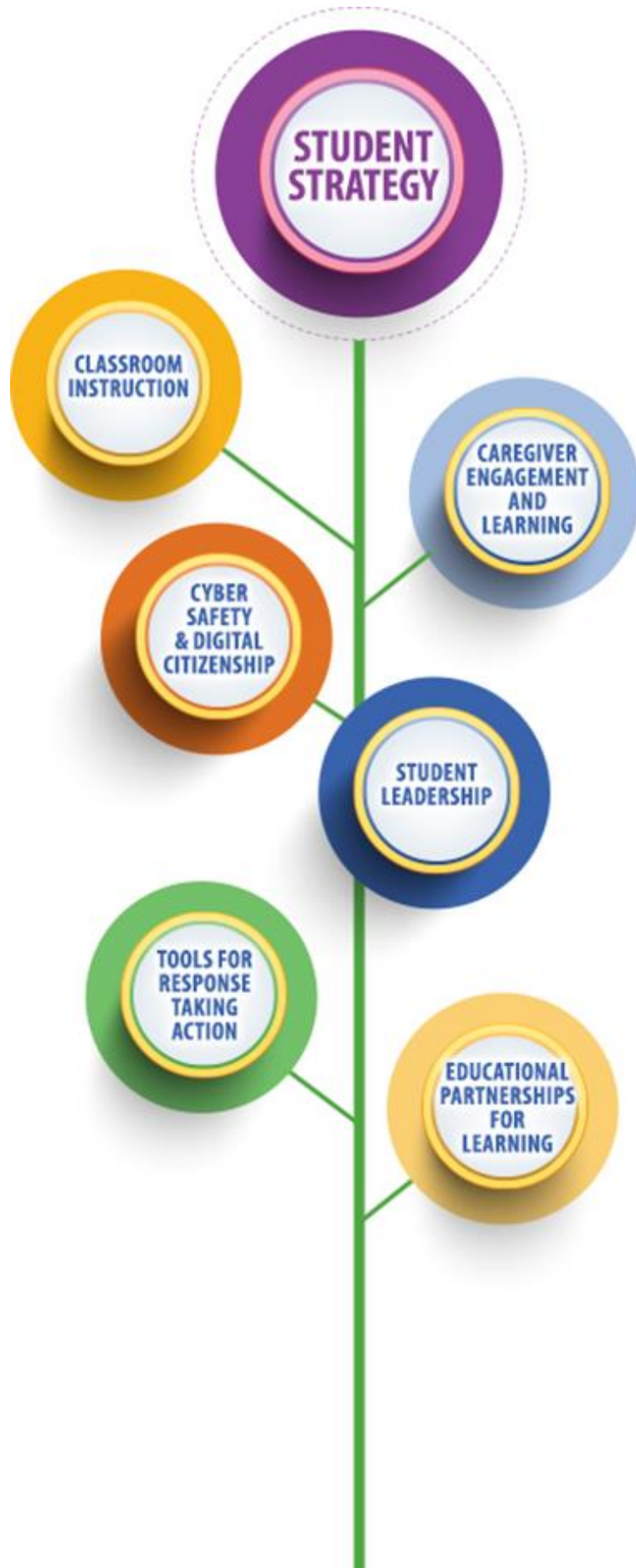
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## APPENDIX A

### Combating Hate and Racism- Student Learning Strategy



## APPENDIX B

# INSPIRED TO EXCEL

## Africentric Pre-Kindergarten Summer Learning Program



**July 4 to July 29, 2022 (9:00 a.m. – 12:00 p.m.)**

In this program, grounded in Africentric perspectives, children will:

- Develop your child's self-identity, self-confidence and self-awareness through meaningful learning experiences
- Develop foundational skills in literacy and mathematics
- Provide opportunities for your child to learn in a classroom environment that reflects their identity, interests and that reflects their community
- Infuse oral traditions, literature and reading through the use of Africentric and Culturally Relevant principles and resources

This unique and exciting program is tailored to support pre-school children to build self-confidence and develop a foundation for academic success and will be prepared to enter school...**Inspired to Excel!**

**REGISTER by Wednesday June 1, 2022**

Click the link to register: <https://forms.gle/mJe93W9QTzquKULP9>

### Locations:

❖ <b>Driftwood Public School</b> 265 Driftwood Ave, North York, ON, M3N2N6	❖ <b>Rawlinson Community School</b> 231 Glenholme Ave, York, ON, M6E 3C7
❖ <b>North Kipling Junior Middle School</b> 2 Rowntree Road, Etobicoke, ON, M9V 5C7	❖ <b>St. Margaret's Public School</b> 235 Galloway Rd, Scarborough, ON M1E 1X5
❖ <b>Pelmo Park Public School</b> 180 Gary Drive, North York, ON, M9N 2M1	❖ <b>Yorkwoods Public School</b> 25 Yorkwoods Gate, North York, ON, M3N 1K1
❖ <b>Queen Victoria Public School</b> 100 Close Avenue, Toronto, ON, M6K 2V3	

*Transportation to and from the program is the responsibility of parents/guardians.*

**Culturally Relevant and Responsive Pre-Kindergarten Summer Learning Program is located at:**  
Alexander Stirling PS, Ellesmere-Statton PS, Flemington PS, Firgrove Public School, George Webster Elementary School



## **Combating Hate and Promoting Understanding: Update**

**To:** Planning and Priorities Committee

**Date:** 22 June, 2022

**Report No.:** 06-22-4365

### **Strategic Directions**

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

### **Recommendation**

It is recommended that Combatting Hate and Promoting Understanding: Update report be received.

### **Context**

At the December 8, 2021 Board meeting, former Integrity Commissioner (IC) Suzanne Craig presented her Complaint Investigation Report and recommendations in response to two Board Member Code of Conduct complaints. In her report, she identified a number of issues and concerns. Under Business Arising, the Board of Trustees passed a resolution (see Appendix “A” for the full motion) directing the Director to:

1. Develop an action plan to address the serious issues/concerns raised in the Integrity Commissioner's report and provide an interim report on actions to the Board. The action plan should include appropriate and possibly differentiated training for Trustees, centrally-assigned educators and all school-based education staff. Community partners and the Board's Heritage Committees should be consulted to help inform the development of this action plan.
2. Ensure that reports on the data from the Racism, Bias and Hate portal be reported three times per year to the Board, including the Annual Human Rights Report.

The resolution also directed the Chair to write a letter requesting guidance, support, and resources from the Provincial Equity Secretariat, including funding and support for professional learning. The letter was prepared and sent by the Chair's Office on December 21, 2021 (see Appendix "B").

This report outlines the action plan referenced in the Board motion and provides an update on the other elements of the motion.

## Action Plan and Associated Timeline

TDSB staff have, over the last few months, considered and adopted a number of strategies to address concerns raised by the IC in her report.

The following sets out the action plan with respect to the key areas of concern, and their associated timelines. Additional actions are planned for the 2022/23 school year.

Action	Progress Update
<p><b>Work with the new Integrity Commissioner to clarify policies and practices on the handling of human rights complaints against Trustees.</b></p>	<ul style="list-style-type: none"> <li>• In March 2022, staff from the Human Rights Office (HRO), Legal Services, and Governance and Board Services met with the new Integrity Commissioner (IC) team from ADR Chambers and discussed the issues identified by the former IC in the Complaint Investigation Report.</li> <li>• ADR Chambers provided a cost estimate of approximately \$6000 to conduct a review of the Board Member Code of Conduct (the "Code of Conduct") and make recommendations, including those related to the handling of human rights complaints against Trustees</li> <li>• Staff have recommended that the entire Board Member Code of Conduct be reviewed, including provisions relating to Human Rights Code-related complaints</li> <li>• In the meantime, the new IC has indicated that because they have the expertise to handle human rights-related</li> </ul>



Action	Progress Update
	<p>complaints against Trustees, they will handle such complaints at the outset</p> <ul style="list-style-type: none"> <li>• HRO will work with and consider the IC's recommendations on the handling of human rights related complaints</li> </ul> <p>The Ontario Human Rights Commission presented its <a href="#">submission</a> to the Ministry of Education's consultation on "<a href="#">Strengthening Accountability for School Board Trustees</a>" in November 2021. The results of the consultation have yet to be shared with school boards. We will monitor for any developments in this area.</p>
<p><b>Develop and/or undertake training/professional learning for HRO, Senior Team, Trustees, educators and school-based staff members on antisemitism, Islamophobia, and other forms of hate and racism.</b></p>	<ul style="list-style-type: none"> <li>• HRO staff participate in ongoing professional learning related to all elements of their work; staff have reviewed the IC's Report and provided feedback related to it; select staff have participated in professional learning related to antisemitism and the entire team will have completed this learning with outside consultants before September 2022.</li> <li>• Staff that lead the Board's Equity, Anti-Racism and Anti-Oppression team have engaged seconded staff from the Centre for Israel and Jewish Affairs and the National Council of Canadian Muslims to develop resources related to antisemitism and islamophobia.</li> <li>• The team has created and begun to deliver learning material related to antisemitism, islamophobia, and anti-Palestinian racism. The learning plans include appropriate training for Trustees, centrally-assigned educators, and school-based education staff.</li> </ul>

Action	Progress Update
	<ul style="list-style-type: none"> <li>● To support the work of educators in TDSB and beyond, the Islamic Heritage Month Committee has created the ‘Islamic Heritage Month Guidebook for Educators’. The Jewish Heritage Month Committee has been deeply involved in the creation of resources and other learning opportunities to extend learning related to antisemitism and Holocaust education into all TDSB classrooms. Both of these Committees continue to be pivotal in the ongoing work of the Board. These materials are also being incorporated into the learning plans noted above.</li> <li>● Senior Team professional learning on antisemitism (led by Bernie Farber and Len Rudner) (January 2022 and ongoing)</li> <li>● Senior Team professional learning featuring panel discussion centering the multiplicities of Muslim identities and experiences in education (February 2022 and ongoing)</li> <li>● Initial critical path for addressing anti-Palestinian racism created by Equity, Anti-Racism and Anti-Oppression team; includes professional learning for Equity, Anti-Racism and Anti-Oppression team, development of curriculum resources. This work will be updated in Fall 2022 with plans for the 2022-2023 school year</li> <li>● Professional Learning Courses - Understanding Judaism and Jewish Cultures Courses (starting March 28 – March 30, 2022)</li> <li>● Professional Learning Courses - Understanding Islam and Muslim Cultures Courses (starting March 28 – March 30, 2022)</li> </ul>

Action	Progress Update
	<ul style="list-style-type: none"> <li>● TDSB partnered with Friends of Simon Wiesenthal Centre (FSWC) to deliver educational programs that focus on education about the Holocaust, human rights and other related topics to schools (March 2022)</li> <li>● Liberation75 Holocaust Education Opportunities for Staff (starting April 2022)</li> <li>● TDSB partnered with the Ontario Principals' Council to offer the Understanding Muslim Students in Our Schools self-directed learning course to 20 TDSB Administrators (April 20 and continues weekly until June 8).</li> <li>● Trustee learning session entitled "Islamophobia Disrupted: Exploring Tools for Practice" with Aasiyah Khan, Manager of Education Programs at the National Council of Canadian Muslims (NCCM) (May 2022)</li> <li>● Addressing Antisemitism: Past and Present. A webinar led by Bernie Farber and Len Rudner for TDSB Principals, Vice-Principals and Managers (May 2022)</li> <li>● Honouring the Multiplicities of Muslim Identities and Experiences in Education, with Panelists: for-TDSB Principals, Vice-Principals and Managers (June 2022)</li> </ul> <p><b>Additional Resources:</b></p> <p>The Equity, Anti-Racism and Anti-Oppression team has updated its <a href="#">external webpage</a> to include a section entitled "Learning in Action". Please visit this link to see how equity, anti-racism and anti-oppression is being embedded in the curriculum throughout the TDSB.</p>

Action	Progress Update
	<p>Their <a href="#">internal site</a> has also been updated with new resources to combat hate and racism, curated in collaboration with the Urban Indigenous Education Centre, Centre of Excellence for Black Student Achievement, Human Rights Office, Mental Health and Personal Support Team and Seconded Educators from CIJA and NCCM.</p>
<p><b>Provide reports on data from the Racism, Bias and Hate portal three times per year to the Board.</b></p>	<p>The HRO will provide two reports yearly in addition to its annual report on the data from the Racism, Bias, and Hate portal. There will also be two annual updates on the Combating Hate and Racism Student Strategy. Completed. This schedule will allow for data to be organized and presented in a timely manner and at intervals which allows for critical data analysis.</p>

## Resource Implications

Funding of approximately \$6000 to support the IC's review of the Code of Conduct will be required.

Ongoing funding to enable the Equity, Anti-Racism, and Anti-Oppression Team and the Human Rights Office to continue their programming and services pending budget approval.

## Communications Considerations

Staff will work with the Communications department to develop a communications plan in relation to the actions undertaken to support the areas above.

## Board Policy and Procedure Reference(s)

- P075, Board Member Code of Conduct
- P031, Human Rights

## Appendices

- Appendix A: Combatting Hate and Promoting Understanding Board Motion
- Appendix B: December 20, 2021 Letter from Chair Alexander Brown to the Provincial Equity Secretariat re Combating Hate and Promoting Understanding

## From

Colleen Russell-Rawlins, Director of Education at [Colleen.Russell-Rawlins@tdsb.on.ca](mailto:Colleen.Russell-Rawlins@tdsb.on.ca)

Jim Spyropoulos, Executive Superintendent, Human Rights and Indigenous Education  
at [Jim.Spyropoulos@tdsb.on.ca](mailto:Jim.Spyropoulos@tdsb.on.ca)

[Minutes of December 8, 2021 Board Meeting – Board Resolution](#)**16. Business Arising: Combating Hate and Promoting Understanding**

Trustee Chernos Lin, seconded by Trustee Mammoliti, moved the following as business arising from the Integrity Commissioner Code Complaint Investigation Report:

Whereas, the Toronto District School Board is committed to creating, maintaining and promoting a school system that is free from discrimination and harassment, where our community – students, staff, families and community partners – feel welcome, and are included and respected; and

Whereas, the mission of the Board's Human Rights Office is to enable, support, and inspire the creation and preservation of a proactive, inclusive, and transformational culture of human rights at TDSB in which all members of the TDSB community can equitably flourish with dignity and respect, as well as achieve equitable outcomes in TDSB learning and working environments free from discrimination and harassment; and

Whereas, the Board is committed to supporting educators in responding to historical and current acts of oppression and injustice as they arise; and

Whereas, just as we are committed to ensuring our students are provided with the tools they need to become critical thinkers, able to engage in a complex, pluralistic society with empathy, compassion, creativity and thoughtfulness, we are committed to ensuring the same for trustees, who, by their public role, must be leaders in this regard; and

Whereas, this Board has dedicated resources and strategies to support 2SLGBTQ+ students and staff, to address anti-Black racism, and to address anti-Asian racism, recent incidents, along with the Integrity Commissioner's report, suggest that the TDSB has significant learning to do surrounding understanding antisemitism and Islamophobia; and

Whereas, every incident of hate is now tracked and monitored through the Racism, Bias and Hate Portal (RBH), an online system which enables incident reporting on racism and hate incidents involving or impacting students in schools; and

Whereas, as outlined in a November 2021 communication to TDSB staff, the Director has begun work on a three-point plan, including the creation of an internal staff team that includes external secondments of experts, to tackle learning and professional development on these issues, this motion would seek to build on this work and ensure the TDSB is best placed to bring this to fruition and ensure the public is aware of the work being undertaken;

Therefore, be it resolved:

(a) That the Director:

i. develop an action plan to address the serious issues/concerns raised in the Integrity Commissioner's report, Board Member Code of Conduct Complaint Investigation Naming Trustee Alexandra Lulka, and provide an interim report on actions to the Board in March 2022;

ii. consult with community partners and the Board's Heritage Committees to help inform the development of the action plan at part (i);

iii. that the plan at part (i) include appropriate training for Trustees, centrally-assigned educators and all school-based education staff; iv. that, where appropriate, the plan at part (i) allow for differentiation of training according to role.

(b) That the Chair write a letter requesting guidance, support and resources from the Provincial Equity Secretariat, including funding and support for professional learning, to ensure that Toronto District School Board staff is best able to develop the skill-set needed to support the TDSB system and meet the needs of the students, families and communities served;

(c) That reports on the data from the Racism, Bias and Hate portal be reported three times per year to the Board, including the Annual Human Rights Report. The motion was carried.



December 20, 2021 Letter from Chair Alexander Brown to the Provincial Equity Secretariat re  
Combating Hate and Promoting Understanding

December 20, 2021

Deputy Minister, Patrick Case  
Education Equity Secretariat

Dear Deputy Minister Case,

On behalf of the Toronto District School Board, I am writing to ask for guidance, resources, and funding to support professional learning for our staff to identify, address and eliminate incidents of hate and racism to maintain a school system that is free from discrimination and harassment.

Currently, the Board has dedicated resources and strategies to support 2SLGBTQ+ students and staff along with addressing anti-Black and anti-Asian racism. However, we recognize that this is not enough. The recent Integrity Commissioner's report suggests that the TDSB has significant learning to do to build an understanding of antisemitism and Islamophobia.

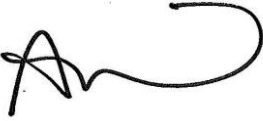
Our Director of Education, Colleen Russell-Rawlins, has put in motion a three-point plan, including the creation of an internal staff team that includes external secondments, to deepen learning in these two areas. To ensure effective development and implementation, we are seeking funding and resources from you to help bring this to fruition.

The TDSB's Human Rights Office has been working tirelessly to support and inspire the creation and preservation of a proactive, inclusive, and transformational culture of human rights. The mission to achieve equitable outcomes in TDSB learning and working environments that are free from discrimination and harassment is a continuous effort put forth by staff, students, and families. However, incidents of racism and discrimination are still prevalent in our school system. Every incident of hate is now tracked and monitored through the Racism, Bias, and Hate Portal (RBH), an online system, managed by our Human Rights Office, which enables incident reporting on racism and hate incidents involving or impacting students in schools.

The Board is committed to supporting educators in responding to historical and present-day acts of oppression and injustice as they arise. We continue to engage in the provision of initiatives and opportunities to equip our students with the tools they need to be inclusive and respectful members of society. As a Board, we are committed to ensuring the same for Trustees.

For the reasons mentioned above, we are asking that you provide funding support. As always, I am happy to continue this conversation at your earliest convenience.

Thank you,

A handwritten signature in black ink, appearing to be 'A. Brown', with a large, sweeping loop at the end.

**Alexander Brown**

Chair, Toronto District School Board

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## **Establishment of a Compliance Audit Committee Under the Municipal Elections Act, 1996**

**To:** Planning and Priorities Committee

**Date:** 22 June, 2022

**Report No.:** 06-22-4349

### **Strategic Directions**

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

### **Recommendation**

It is recommended:

- a) That a Compliance Audit Committee be established in accordance with the *Municipal Elections Act, 1996*;
- b) That the following members of the City of Toronto's Compliance Audit Committee be appointed to the Compliance Audit Committee for the Toronto District School Board:
  - i. Lawrence D'Souza;
  - ii. Ramin Faraji
  - iii. Jane Waechter
- c) That the City of Toronto's terms of reference, as presented in the report, with the necessary adjustments to reflect that the Compliance Audit Committee is a committee of the Toronto District School Board, be approved;
- d) That, in accordance with the per diem rate established by the City of Toronto, the amount for Compliance Audit Committee members be set at \$600.00.

### **Context**

As per the *Municipal Elections Act, 1996* (the Act), school boards are required to establish a Compliance Audit Committee. The Committee will have powers and functions as set out in the Act related to applications for compliance audits of trustee

candidates' 2022 election campaign finances, as well as any by-elections held during the December 2022 to November 15, 2026 term of office for trustees.

The relevant section of the Act is attached (see Appendix A).

The Board established a Compliance Audit Committee for the 2003, 2006, 2010, 2014 and 2018 municipal elections. In all cases, the Board appointed the members of the City of Toronto's Compliance Audit Committee to serve as the Board's Committee. The City's Elections Services staff facilitated the process including advertising, interviewing and confirming eligibility of members. The City has agreed to a similar process for this year.

No complaints concerning trustee election campaign finances were received for the 2003 and 2010 municipal elections. One complaint was received following the 2006 election, one complaint was received following the 2014 election, and two complaints were received following the 2018 election.

### **Action Plan and Associated Timeline**

The City of Toronto has advised that the following public members, who were appointed to the City of Toronto's Compliance Audit Committee for the 2022 to 2026 municipal election period:

- Sara Gelgor, as Chair
- Lawrence D'Souza
- Ramin Faraji
- Jane Waechter (alternate)
- Joe Wong (alrenerate)

The following members have expressed interest in also serving as a member of the Toronto District School Board's Compliance Audit Committee:

- Lawrence D'Souza
- Ramin Faraji
- Jane Waechter

Following the 2022 municipal election, the Committee will be called to order should complaints concerning trustee campaign finances be received.

### **Resource Implications**

Per diem costs would only be incurred if the Compliance Audit Committee is required to meet. Funding would be accessed through the Central Administration budget. Should the Committee grant an application for investigation of campaign expenses, the Board is

required to pay the audit costs. However, these costs may be recoverable under some circumstances.

## **Communications Considerations**

N/A

## **Board Policy and Procedure Reference(s)**

N/A

## **Appendices**

- Appendix A: Sections 88.33 to 88.37 of the *Municipal Elections Act, 1996*
- Appendix B: Committee Terms of Reference
- Appendix C: Biographies of Compliance Audit Committee Members

## **From**

Colleen Russell-Rawlins, Director of Education at [colleen.russell-rawlins@tdsb.on.ca](mailto:colleen.russell-rawlins@tdsb.on.ca)

Denise Joseph-Dowers, Senior Manager, Governance and Board Services at  
[denise.joseph-dowers@tdsb.on.ca](mailto:denise.joseph-dowers@tdsb.on.ca)

**Municipal Elections Act, 1996**

**S.O. 1996, CHAPTER 32**

**SCHEDULE**

**Consolidation Period:** From November 29, 2021 to the e-Laws currency date.

Last amendment: 2021, c. 5, Sched. 4.

**COMPLIANCE AUDITS AND REVIEWS OF CONTRIBUTIONS**

**Compliance audit of candidates' campaign finances**

**Application by elector**

**88.33** (1) An elector who is entitled to vote in an election and believes on reasonable grounds that a candidate has contravened a provision of this Act relating to election campaign finances may apply for a compliance audit of the candidate's election campaign finances, even if the candidate has not filed a financial statement under section 88.25. 2016, c. 15, s. 63.

**Requirements**

(2) An application for a compliance audit shall be made to the clerk of the municipality or the secretary of the local board for which the candidate was nominated for office, and it shall be in writing and shall set out the reasons for the elector's belief. 2016, c. 15, s. 63.

**Deadline for applications**

(3) The application must be made within 90 days after the latest of the following dates:

1. The filing date under section 88.30.
2. The date the candidate filed a financial statement, if the statement was filed within 30 days after the applicable filing date under section 88.30.
3. The candidate's supplementary filing date, if any, under section 88.30.
4. The date on which the candidate's extension, if any, under subsection 88.23 (6) expires. 2016, c. 15, s. 63.

**Compliance audit committee**

(4) Within 10 days after receiving the application, the clerk of the municipality or the secretary of the local board, as the case may be, shall forward the application to the compliance audit committee. 2016, c. 15, s. 63.

**Notice of meetings**

(5) Reasonable notice of the meetings of the committee under this section shall be given to the candidate, the applicant and the public. 2017, c. 20, Sched. 10, s. 1.

**Open meetings**

(5.1) The meetings of the committee under this section shall be open to the public, but the committee may deliberate in private. 2017, c. 20, Sched. 10, s. 1.

**Same**

(6) Subsection (5.1) applies despite sections 207 and 208.1 of the *Education Act*. 2017, c. 20, Sched. 10, s. 1.

**Decision of committee**

(7) Within 30 days after the committee has received the application, the committee shall consider the application and decide whether it should be granted or rejected. 2016, c. 15, s. 63.

**Same**

(8) The decision of the committee to grant or reject the application, and brief written reasons for the decision, shall be given to the candidate, the clerk with whom the



candidate filed his or her nomination, the secretary of the local board, if applicable, and the applicant. 2016, c. 15, s. 63.

### **Appeal**

(9) The decision of the committee under subsection (7) may be appealed to the Superior Court of Justice within 15 days after the decision is made, and the court may make any decision the committee could have made. 2016, c. 15, s. 63.

### **Appointment of auditor**

(10) If the committee decides under subsection (7) to grant the application, it shall appoint an auditor to conduct a compliance audit of the candidate's election campaign finances. 2016, c. 15, s. 63.

### **Same**

(11) Only auditors licensed under the *Public Accounting Act, 2004* or prescribed persons are eligible to be appointed under subsection (10). 2016, c. 15, s. 63.

### **Duty of auditor**

(12) The auditor shall promptly conduct an audit of the candidate's election campaign finances to determine whether he or she has complied with the provisions of this Act relating to election campaign finances and shall prepare a report outlining any apparent contravention by the candidate. 2016, c. 15, s. 63.

### **Who receives report**

(13) The auditor shall submit the report to the candidate, the clerk with whom the candidate filed his or her nomination, the secretary of the local board, if applicable, and the applicant. 2016, c. 15, s. 63.

### **Report to be forwarded to committee**

(14) Within 10 days after receiving the report, the clerk of the municipality or the secretary of the local board shall forward the report to the compliance audit committee. 2016, c. 15, s. 63.

### **Powers of auditor**

(15) For the purpose of the audit, the auditor,

- (a) is entitled to have access, at all reasonable hours, to all relevant books, papers, documents or things of the candidate and of the municipality or local board; and
- (b) has the powers set out in section 33 of the *Public Inquiries Act, 2009* and section 33 applies to the audit. 2016, c. 15, s. 63.

### **Costs**

(16) The municipality or local board shall pay the auditor's costs of performing the audit. 2016, c. 15, s. 63.

### **Decision**

(17) The committee shall consider the report within 30 days after receiving it and, if the report concludes that the candidate appears to have contravened a provision of the Act relating to election campaign finances, the committee shall decide whether to commence a legal proceeding against the candidate for the apparent contravention. 2016, c. 15, s. 63.

### **Notice of decision, reasons**

(18) The decision of the committee under subsection (17), and brief written reasons for the decision, shall be given to the candidate, the clerk with whom the candidate filed his or her nomination, the secretary of the local board, if applicable, and the applicant. 2016, c. 15, s. 63.

### **Immunity**

(19) No action or other proceeding for damages shall be instituted against an auditor appointed under subsection (10) for any act done in good faith in the execution or intended execution of the audit or for any alleged neglect or default in its execution in good faith. 2016, c. 15, s. 63.

**Saving provision**

(20) This section does not prevent a person from laying a charge or taking any other legal action, at any time, with respect to an alleged contravention of a provision of this Act relating to election campaign finances. 2016, c. 15, s. 63.

**Section Amendments with date in force (d/m/y)**

[2016, c. 15, s. 63](#) - 09/06/2016

[2017, c. 20, Sched. 10, s. 1](#) - 14/11/2017

**Review of contributions to candidates**

**88.34** (1) The clerk shall review the contributions reported on the financial statements submitted by a candidate under section 88.25 to determine whether any contributor appears to have exceeded any of the contribution limits under section 88.9. 2016, c. 15, s. 64.

**Report, contributions to candidates for council**

(2) As soon as possible following the day that is 30 days after the filing date or supplementary filing date, as the case may be, under section 88.30, the clerk shall prepare a report identifying each contributor to a candidate for office on a council who appears to have contravened any of the contribution limits under section 88.9 and,

- (a) if the contributor's total contributions to a candidate for office on a council appear to exceed the limit under section 88.9, the report shall set out the contributions made by that contributor to the candidate; and
- (b) if the contributor's total contributions to two or more candidates for office on the same council appear to exceed the limit under section 88.9, the report shall set out the contributions made by that contributor to all candidates for office on the same council. 2016, c. 15, s. 64.

**Same**

(3) The clerk shall prepare a separate report under subsection (2) in respect of each contributor who appears to have contravened any of the contribution limits under section 88.9. 2016, c. 15, s. 64.

**Same**

(4) The clerk shall forward each report prepared under subsection (2) to the compliance audit committee. 2016, c. 15, s. 64.

**Report, contributions to candidates for a local board**

(5) As soon as possible following the day that is 30 days after the filing date or supplementary filing date, as the case may be, under section 88.30, the clerk shall prepare a report identifying each contributor to a candidate for office on a local board who appears to have contravened any of the contribution limits under section 88.9 and,

- (a) if the contributor's total contributions to a candidate for office on a local board appear to exceed the limit under section 88.9, the report shall set out the contributions made by that contributor to the candidate; and
- (b) if the contributor's total contributions to two or more candidates for office on the same local board appear to exceed the limit under section 88.9, the report shall set out the contributions made by that contributor to all candidates for office on the same local board. 2016, c. 15, s. 64.

**Same**

(6) The clerk shall prepare a separate report under subsection (5) in respect of each contributor who appears to have contravened any of the contribution limits under section 88.9. 2016, c. 15, s. 64.

**Same**

(7) The clerk shall forward each report prepared under subsection (5) to the secretary of the local board for which the candidate was nominated for office and, within 10 days after receiving the report, the secretary of the local board shall forward it to the compliance audit committee. 2016, c. 15, s. 64.

### **Decision of compliance audit committee**

(8) Within 30 days after receiving a report under subsection (4) or (7), the compliance audit committee shall consider it and decide whether to commence a legal proceeding against a contributor for an apparent contravention. 2016, c. 15, s. 64.

### **Notice of meetings**

(9) Reasonable notice of the meetings of the committee under subsection (8) shall be given to the contributor, the applicable candidate and the public. 2017, c. 20, Sched. 10, s. 2.

### **Open meetings**

(9.1) The meetings of the committee under subsection (8) shall be open to the public, but the committee may deliberate in private. 2017, c. 20, Sched. 10, s. 2.

### **Same**

(10) Subsection (9.1) applies despite sections 207 and 208.1 of the *Education Act*. 2017, c. 20, Sched. 10, s. 2.

### **Notice of decision, reasons**

(11) The decision of the committee under subsection (8), and brief written reasons for the decision, shall be given to the contributor and to the clerk of the municipality or the secretary of the local board, as the case may be. 2016, c. 15, s. 64.

### **Saving provision**

(12) This section does not prevent a person from laying a charge or taking any other legal action, at any time, with respect to an alleged contravention of a provision of this Act relating to contribution limits. 2016, c. 15, s. 64.

### **Section Amendments with date in force (d/m/y)**

[2016, c. 15, s. 64](#) - 01/04/2018

[2017, c. 20, Sched. 10, s. 2](#) - 01/04/2018

### **Compliance audit of registered third parties**

#### **Application by elector**

**88.35** (1) An elector who is entitled to vote in an election in a municipality and believes on reasonable grounds that a registered third party who is registered in relation to the election in the municipality has contravened a provision of this Act relating to campaign finances may apply for a compliance audit of the campaign finances of the registered third party in relation to third party advertisements, even if the registered third party has not filed a financial statement under section 88.29. 2016, c. 15, s. 65.

#### **Requirements**

(2) An application for a compliance audit shall be made to the clerk of the municipality in which the registered third party was registered, and it shall be made in writing and shall set out the reasons for the elector's belief. 2016, c. 15, s. 65.

#### **Deadline**

(3) The application must be made within 90 days after the latest of the following dates:

1. The filing date under section 88.30.
2. The date the registered third party filed a financial statement, if the statement was filed within 30 days after the applicable filing date under section 88.30.
3. The supplementary filing date, if any, for the registered third party under section 88.30.
4. The date on which the registered third party's extension, if any, under subsection 88.27 (3) expires. 2016, c. 15, s. 65.

#### **Application of s. 88.33 (4) to (20)**

(4) Subsections 88.33 (4) to (20) apply to a compliance audit under this section, with the following modifications:

1. A reference to a candidate shall be read as a reference to the registered third party.
2. A reference to the clerk with whom the candidate filed his or her nomination shall be read as a reference to the clerk of the municipality in which the registered third party is registered.
3. A reference to election campaign finances shall be read as a reference to the campaign finances of the registered third party in relation to third party advertisements that appear during an election in the municipality. 2016, c. 15, s. 65.

### **Section Amendments with date in force (d/m/y)**

[2016, c. 15, s. 65](#) - 01/04/2018

### **Review of contributions to registered third parties**

**88.36** (1) The clerk shall review the contributions reported on the financial statements submitted by a registered third party under section 88.29 to determine whether any contributor appears to have exceeded any of the contribution limits under section 88.13. 2016, c. 15, s. 65.

### **Report by the clerk**

(2) As soon as possible following the day that is 30 days after the filing date or supplementary filing date, as the case may be, under section 88.30 for a registered third party, the clerk shall prepare a report identifying each contributor to the registered third party who appears to have contravened any of the contribution limits under section 88.13 and,

- (a) if the contributor's total contributions to a registered third party that is registered in the municipality appear to exceed the limit under section 88.13, the report shall set out the contributions made by that contributor to the registered third party in relation to third party advertisements; and
- (b) if the contributor's total contributions to two or more registered third parties that are registered in the municipality appear to exceed the limit under section 88.13, the report shall set out the contributions made by that contributor to all registered third parties in the municipality in relation to third party advertisements. 2016, c. 15, s. 65.

### **Same**

(3) The clerk shall prepare a separate report under subsection (2) in respect of each contributor who appears to have contravened any of the contribution limits under section 88.13. 2016, c. 15, s. 65.

### **Same**

(4) The clerk shall forward each report prepared under subsection (2) to the compliance audit committee. 2016, c. 15, s. 65.

### **Decision of compliance audit committee**

(5) Within 30 days after receiving a report under subsection (4), the compliance audit committee shall consider it and decide whether to commence a legal proceeding against a contributor for an apparent contravention. 2016, c. 15, s. 65.

### **Notice of meetings**

(6) Reasonable notice of the meetings of the committee under subsection (5) shall be given to the contributor, the registered third party and the public. 2017, c. 20, Sched. 10, s. 3.

### **Open meetings**

(6.1) The meetings of the committee under subsection (5) shall be open to the public, but the committee may deliberate in private. 2017, c. 20, Sched. 10, s. 3.

### **Notice of decision, reasons**

(7) The decision of the committee under subsection (5), and brief written reasons for the decision, shall be given to the contributor and to the clerk of the municipality. 2016, c. 15, s. 65.

### **Saving provision**

(8) This section does not prevent a person from laying a charge or taking any other legal action, at any time, with respect to an alleged contravention of a provision of this Act relating to contribution limits. 2016, c. 15, s. 65.

### **Section Amendments with date in force (d/m/y)**

[2016, c. 15, s. 65](#) - 01/04/2018

[2017, c. 20, Sched. 10, s. 3](#) - 01/04/2018

### **Compliance audit committee**

**88.37** (1) A council or local board shall establish a compliance audit committee before October 1 of an election year for the purposes of this Act. 2016, c. 15, s. 66.

### **Composition**

(2) The committee shall be composed of not fewer than three and not more than seven members and shall not include,

- (a) employees or officers of the municipality or local board;
- (b) members of the council or local board;
- (c) any persons who are candidates in the election for which the committee is established; or
- (d) any persons who are registered third parties in the municipality in the election for which the committee is established. 2016, c. 15, s. 66.

### **Eligibility for appointment**

(3) A person who has such qualifications and satisfies such eligibility requirements as may be prescribed is eligible for appointment to the committee. 2016, c. 15, s. 66.

### **Same**

(4) In appointing persons to the committee, the council or local board shall have regard to the prescribed eligibility criteria. 2016, c. 15, s. 66.

### **Term of office**

(5) The term of office of the committee is the same as the term of office of the council or local board that takes office following the next regular election, and the term of office of the members of the committee is the same as the term of the committee to which they have been appointed. 2016, c. 15, s. 66.

### **Role of clerk or secretary**

(6) The clerk of the municipality or the secretary of the local board, as the case may be, shall establish administrative practices and procedures for the committee and shall carry out any other duties required under this Act to implement the committee's decisions. 2016, c. 15, s. 66.

### **Costs**

(7) The council or local board, as the case may be, shall pay all costs in relation to the committee's operation and activities. 2016, c. 15, s. 66.

### **Section Amendments with date in force (d/m/y)**

[2016, c. 15, s. 66](#) - 09/06/2016

### Terms of Reference: Compliance Audit Committee

#### Mandate and Responsibilities

The Compliance Audit Committee is a local board of the City of Toronto. The Committee receives and makes decisions on applications for compliance audits of campaign finances for Council candidates and registered third party advertisers in a municipal election or by-election. The powers and functions of the committee are provided under the *Municipal Elections Act, 1996* (Act).

An elector who is entitled to vote in an election and believes on reasonable grounds that a candidate or registered third party advertiser has contravened a provision of the Act relating to election campaign finances may apply for a compliance audit of the candidate's or registered third party advertiser's campaign finances.

An application for a compliance audit must be made in writing to the City Clerk. This application must set out the reasons for the elector's belief regarding the contravention, and must be submitted within 90 days after the candidate or third party advertiser files their financial statement.

The Act requires an outgoing City Council to establish a Compliance Audit Committee before October 1 of an election year to address election financing complaints received after an election.

The Compliance Audit Committee conducts itself in accordance with the Act and a procedures by-law. Meetings of the Committee are to be conducted in accordance with the open meeting provisions as set out in section 190 of the *City of Toronto Act, 2006*, and section 88.33 (5.1) of the Act.

The Compliance Audit Committee is responsible for performing functions relating to the compliance audit application process as outlined in the Act. These functions include:

- considering reports from the City Clerk identifying apparent contraventions of contribution limits, and deciding whether legal proceedings against the contributor should be commenced;
- considering a compliance audit application received from an elector and deciding whether it should be granted or rejected;
- appointing an auditor, if the application is granted; and
- receiving and considering the auditor's report and deciding whether legal proceedings should be commenced

#### Board Size and Composition

The Compliance Audit Committee consists of 3 citizen members.

#### Chair

The Compliance Audit Committee elects a Chair from amongst its members.

## APPENDIX B

### Eligibility Requirements

Citizens are eligible for appointment to the Compliance Audit Committee, and may remain on the Compliance Audit Committee after being appointed, if they satisfy the eligibility requirements for appointment as set out in the City's Public Appointments Policy.

Under the Act, the following individuals are ineligible for an appointment to the Committee:

- employees or officers of the City; or
- members of City Council or local boards; or
- any persons who are candidates or registered third party advertisers in the election for which the committee is established.

Any person appointed must agree in writing that:

- they will not provide advice to, or prepare or audit the election financial statements of, any candidate for office on Toronto City Council or registered third party advertiser; and
- they will not become a candidate or registered third party advertiser in the municipal election and any by-elections during the Council's term that corresponds to the Compliance Audit Committee's term.

### Qualifications

Compliance Audit Committee members should collectively represent a range of expertise and be accomplished in the following areas:

- accounting and auditing – accountants or auditors with experience in preparing or auditing the financial statements of municipal candidates;
- academic – college or university professors with expertise in political science or local government administration;
- legal; and
- other individuals with knowledge of the Act's campaign financing rules.

### Appointments Process – Citizen Members

Citizen members are recruited through an advertised recruitment process. The appointments process is conducted according to the policies and procedures in the City's Public Appointments Policy.

### Meetings

The Compliance Audit Committee meetings are scheduled as needed when a compliance audit application or report is received.

### Remuneration

Citizen Members: \$600 per diem for attendance at meetings.



**BIOGRAPHIES OF COMPLIANCE AUDIT COMMITTEE MEMBERS AND  
ALTERNATE MEMBERS**Lawrence D'Souza

Lawrence D'Souza, a Certified Practicing Accountant and a Certified Internal Auditor, brings a diverse set of skills and real-world experience from the private and public sectors in finance, audit, risk management, policy and corporate governance. He holds multiple professional designations and certifications in management, accounting, auditing and risk management. Besides the private sector, he has worked for the Canadian federal and Ontario provincial governments.

Ramin Faraji

As an experienced and multi-disciplinary professional with extensive financial management experience and in-depth knowledge of the Municipal Election Act, 1996 and its Campaign Finance rules, Ramin Faraji has the technical skills and experience to make sound, and unbiased decisions on applications for compliance audits.

Jane Waechter

Jane Waechter has over 25 years of litigation and financial services industry experience. She has led in-house litigation teams, has conducted public interest litigation, and is a former partner at a national law firm. Ms. Waechter has appeared as counsel before tribunals and at all levels of court, including the Supreme Court of Canada. She has served on an industry disciplinary tribunal and has extensive experience on not-for-profit boards. She is a certified public accountant, chartered accountant.

## **Written Notice of Motion for Consideration (Trustees Brown and Doyle)**

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

In accordance with Board Bylaw 5.15.2, notice of the following was provided at the Regular Board meeting on May 25, 2022 and is therefore submitted for consideration at this time.

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

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

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

## **Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action**

Whereas, the Urban Indigenous Community Advisory Council met on Tuesday, May 17, 2022; and

Whereas, the Elders Council passed a motion that was unanimously supported by the representatives of the Indigenous communities of Toronto (UICAC); and

Whereas, it is the stated goal of the Toronto District School Board to ensure that Indigenous staff and students are not deprived of their rights and are provided with a learning and working environment that is free from racism and discrimination of any kind;

Therefore, be it resolved:

- (a) That the Toronto District School Board commit by resolution to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action, including the United Nations Declaration on the Rights of Indigenous Peoples as the governing framework for reconciliation;
- (b) That the TDSB acknowledge that Indigenous peoples (First Nations, Métis, and Inuit) are distinct with inherent rights, laws, and institutions;
- (c) That the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples be embedded in policies, bylaws and Board governance structures;
- (d) That Truth and Reconciliation be set in the Board's strategic directions.



# 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 (ANISHINABEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit people.

### **Planning and Priorities Committee Mandate**

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

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

## **Funding Information Requirement**

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

### **[1]Closing of certain committee meetings**

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

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

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