



Planning and Priorities Committee Agenda

PPC:008A

Wednesday, June 7, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Approval of the Agenda**
3. **Declarations of Possible Conflict of Interest**
4. **Delegations**
To be presented
5. **Report From Trustees Appointed to the Ontario Public School Boards' Association**
 - 5.1 OPSBA Directors' Report
To be presented
6. **Toronto Lands Corporation Reports**
 - 6.1 Toronto Lands Corporation 2023-24 Annual Capital and Operating Budget 1
 - 6.2 2023-24 Toronto Lands Corporation Annual Plan 9
 - 6.3 2022-23 Q4 Leases and Licenses for TDSB Operating Schools 25
 - 6.4 Community Access Agreement, Blake Street Junior Public School, 33

21 Boulton Avenue

6.5 Community Access Agreement, General Brock Public School, 140 Chestnut Crescent 43

6.6 Community Access Agreement, JR Wilcox Community School, 231 Ava Road 51

7. Staff Reports

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7.2 Program Area Reviews for New Arts-Focused Central Student Interest Programs at Westview Centennial Secondary School and Woburn Collegiate Institute [4544] 91

7.3 Background to the Future Revision of Procedure PR598, Pupil Accommodation Review [4572] 121

7.4 Amendments to the Special Education Plan, 2023-2024 [4561] 129

7.5 529 Vaughan Road Building, Community Planning and Partnerships Lease Agreement With Oakwood Vaughan Community Organization [4553] 147

7.6 Review of the Need for the 200 Wilmington Avenue Property and the 2245 Lawrence Avenue West Property [4557] 157

8. Private Matters

Separate Document (PPC:008B)

9. Adjournment



60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5
Tel: 416-393-0573 | Fax : 416-393-9928
www.torontolandscorp.com
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TRANSMITTAL NO. 2022-153
(In Camera)

May 26, 2023

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you that the TLC Board at its regular meeting of April 20, 2023, considered the **2023-24 TLC Annual Capital and Operating Budget** – report and appendices (attached herein). The TLC Board decided that:

1. That the *2023-24 TLC Operating Budget* be approved and in accordance with the Shareholder's Direction be referred to the TDSB Board for approval and,
2. That the *2023-24 TLC Capital Budget* be approved and in accordance with the Shareholder's Direction be referred to the TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *2023-24 TLC Annual Capital and Operating Budget* is being forwarded to the TDSB Board at its June 14, 2023 meeting for approval.

Sincerely,

A handwritten signature in blue ink that reads 'Leola Pon'.

Leola Pon
Acting Chair and Interim TDSB Staff Director, TLC

cc. Stacey Zucker, Associate Director of Education, Modernization & Strategic Resource Alignment, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Daryl Sage, Executive Officer, TLC

TORONTO LANDS CORPORATION 2023-24 ANNUAL CAPITAL AND OPERATING BUDGET

AUTHORITY: Board of Directors

DATE: April 20, 2023

ACTION: APPROVAL

RECOMMENDATION

1. That the 2023-24 TLC Operating Budget be approved and in accordance with the Shareholder's Direction be referred to the TDSB Board for approval and,
2. That the 2023-24 TLC Capital Budget be approved and in accordance with the Shareholder's Direction be referred to the TDSB Board for approval.

STRATEGIC DIRECTION

Authority or Direction: [Shareholders Direction](#)

Reporting Requirement: [Toronto Lands Corporation \(TLC\) Annual Plan Progress](#)

That the Toronto Lands Corporation provides the TDSB with an annual budget for approval during their annual budget cycle.

EXECUTIVE SUMMARY

Annually, TDSB is required to complete and submit to the Ministry of Education a Board approved **Operating Budget and a separate Capital Budget** no later than June 30 for each fiscal year starting September 1. As a part of TDSB's budget process, TLC's approved Annual Budget is consolidated into TDSB's annual budget which is currently \$3.4B.

TDSB's Capital Budget accounts for all anticipated capital revenues derived from proceeds of disposition (POD's) and applicable Ministry capital funding. Within the budget, capital revenues are identified and then allocated to Board approved capital priority projects. The three-year capital timeline provides for projected cash flows to be matched with expenditures and year over year budget balances. Currently, TDSB's Capital Budget and associated program remains in a net positive position.

TLC provides key inputs into TDSB's capital budget by identifying potential revenue opportunities, timing of anticipated receipt of POD's and the projected amount of POD's to be received by TDSB

based on TDSB surplus declarations. TDSB’s annual Capital Budget also includes \$2M in recognition of TLC related capital expenditures to be incurred against the generation of POD’s. TDSB’s *Operating Budget* relies on Ministry grants to fund the day-to-day business of the school board. Each year the Ministry of Education releases its “Grants for Student Needs” (GSN’s), representing funding to be distributed to school boards primarily based on enrolment. Boards are required to submit a balanced budget that aligns with the GSN’s. TLC develops its budget for integration into TDSB’s budget cycle and approval process.

TLC’s 2023-2024 Budget Preparation

Pursuant to *Article 1* of the Shareholder’s Direction, TLC’s “*Annual Budget*” is defined as “annual financial plan in a form consistent with industry best practices and will include an annual operating budget, annual capital and renewal budget and any other such information as may be required”.

Since TLC’s inception in 2008, TDSB Finance has had direct responsibility for all TLC’s financial recording and reporting. To this end, TLC has worked with TDSB Finance and the Executive Team to develop a 2023-24 financial plan that will enable TLC’s work program to support TDSB’s real-estate and land use planning needs.

For the current fiscal year ending 2022-2023, TDSB is projecting a \$61M operating deficit.

As a result, TLC has focussed on containing controllable operating costs at a net \$0% increase even after accounting for a projected 1% salary increase, step increases and an increase of 1 FTE due to the projected workload impact resulting from changes to daycare licence agreements. TDSB expense allocation relating to third party agreements to access space in operating schools are subject to being charged the average cost of operating per square foot. This year’s TDSB cost per square has risen approximately 6%.

The following is a brief synopsis of TLC’s 2023-2024 net Operating Budget changes:

TLC controlled	-\$ 381,074	
	-\$ 12,128	
		-\$ 393,202
TLC Managed	\$ 1,520,458	
	\$ 3,437	
		\$ 1,523,895
Net increase in expenditures		\$ 1,130,693

Note: The primary increase in operating expenditures (\$1,523,895) relates to the 6% increase in TDSB’s annual operating costs being allocated to day cares operating within TDSB schools.

The TLC 2023-2024 Capital Budget clearly separates and identifies projected Capital POD’s and assigns related capital costs such as: real-estate broker commissions, property appraisal reports, legal fees, surveys, heritage, environmental and other due diligence reports that are required to generate sales proceeds. The \$150M capital revenues are directly related to the proceeds of disposition

identified within TDSB's approved Capital Budget for 2023-2024. After projected capital expenditures are offset by projected revenues to be obtained, TLC is projecting an expense ratio of 2% thus returning 98% of projected revenues for TDSB's capital program.

ACTION PLAN AND ASSOCIATED TIMELINE

1. Presentation at the TLC Board of Directors meeting: April 20, 2023;
2. Transmittal to the TDSB Board of Directors for approval at the May 15, 2023, meeting of the Board.

RESOURCE IMPLICATIONS

See attached appendices.

DUE DILIGENCE

The 2023 – 2024 Toronto Lands Corporation budget has been developed in partnership with TDSB Finance team.

POLICY AND PROCEDURE REFERENCE(S)

Shareholders Direction

APPENDICES

APPENDIX A TLC's Combined 2023 - 2024 Capital and Operating Budget

APPENDIX B TLC's 2023 - 2024 Operating Budget

APPENDIX C TLC's 2023 - 2024 Capital Budget

FROM

D. Sage, Chief Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575.

MERGED BUDGET

2023 - 2024 [DRAFT]

	APPROVED 2021-22 Budget		2022-23 REVISED APPROVED BUDGET		DRAFT 2023-2024 BUDGET	
	Revenues	Expenditures	Revenues	Expenditures	Revenues	Expenditures
Non-Operating School Facilities						
Lease Revenue and Recoveries	\$ 6,308,154	\$ 1,913,678	\$ 5,828,721	\$ 2,009,692	\$ 6,088,551	\$ 1,628,618
Other Revenue - Land Use Planning/705 Progress (Consolidated into Ln1 2021-22)	\$ -	\$ -				
TDSB Program and Administration	\$ 53,000		\$ 53,000		\$ 53,000	
Deferred Capital Improvement Revenue	-\$ 1,000,000		-\$ 1,000,000		-\$ 1,000,000	
Provision for Rental Arrears		\$ 5,000		\$ 5,000		\$ 5,000
Total Net Real Estate Revenue/Expense - Non-Operating Sites	\$ 5,361,154	\$ 1,918,678	\$ 4,881,721	\$ 2,014,692	\$ 5,141,551	\$ 1,633,618
Operating School Facilities						
City of Toronto Childcare Umbrella Lease Agreements	\$ 4,476,674	\$ 10,017,556	\$ 4,536,466	\$ 10,336,442	\$ 9,039,986	\$ 11,212,894
City of Toronto Pools Agreements	\$ 5,798,295	\$ 5,798,295	\$ 5,972,244	\$ 5,972,244	\$ 5,936,767	\$ 5,936,767
City of Toronto Stage 1 Revenues	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000
City of Toronto Exclusive Use Agreements	\$ 970,632	\$ 970,632	\$ 1,000,000	\$ 1,000,000	\$ 1,209,837	\$ 1,209,837
Contract Services and Partnership Development (CSPD) and LINC Lease Administration	\$ 240,482	\$ 240,482	\$ 240,482	\$ 240,482	\$ 317,291	\$ 317,291
Air Conditioning Surcharge	\$ 20,000	\$ 20,000	\$ 72,600	\$ 72,600	\$ 93,600	\$ 93,600
Child Care and Other Agreements	\$ 3,050,000	\$ 3,050,000	\$ 3,343,045	\$ 3,343,045	\$ 3,714,881	\$ 3,714,881
Temporary Property Interests with Third Parties	\$ 250,000	\$ -	\$ 300,000	\$ -	\$ 325,000	\$ -
Total Real Estate Revenue/Expense- Operating Sites	\$ 15,906,082	\$ 21,196,965	\$ 16,564,836	\$ 22,064,812	\$ 21,737,362	\$ 23,585,270
Total Non-Operating and Operating	\$ 21,267,237	\$ 23,115,643	\$ 21,446,557	\$ 24,079,504	\$ 26,878,913	\$ 25,218,888
TDSB Chargeback of Administrative Expenses						
Facility Services		\$ 145,000		\$ 147,142		\$ 148,886
Business Services		\$ 100,000		\$ 109,322		\$ 110,415
Administrative Support Allocation		\$ 60,000		\$ 60,000		\$ 60,600
Total TDSB Chargeback		\$ 305,000		\$ 316,464		\$ 319,901
TLC Administrative Expenses						
Board Remuneration		\$ 60,000		\$ 60,000		\$ 50,000
Management Salaries		\$ 3,056,736		\$ 3,042,701		\$ 3,148,742
Professional Development		\$ 16,733		\$ 18,300		\$ 30,000
Supply and Services		\$ 85,604		\$ 96,305		\$ 93,305
Rental expenses: TLC office		\$ 130,000		\$ 133,000		\$ 136,731
Legal Fees		\$ 625,000		\$ 525,000		\$ 465,000
Fees and Contractual Services		\$ 1,215,950		\$ 1,586,100		\$ 1,525,500
Casual Help		\$ 48,000		\$ 24,000		\$ 24,000
Furniture and Equipment		\$ 7,000		\$ 7,000		\$ 7,000
Other expenditures		\$ 5,000		\$ 5,000		\$ 5,000
Total TLC Administration Expenses		\$ 5,250,023		\$ 5,497,406		\$ 5,485,278
Total TLC Operations		\$ 28,670,666		\$ 29,893,374		\$ 31,024,067
Property Sales	\$ -		\$ 98,500,000	\$ -	\$ -	\$ 150,000,000

OPERATING BUDGET

2023 - 2024 [DRAFT]

	APPROVED 2022-23 Operating Budget		DRAFT 2023-24 Operating Budget	
	Revenues	Expenditures	Revenues	Expenditures
Non-Operating School Facilities				
Lease Revenue and Recoveries	\$ 5,828,721	\$ 2,009,692	\$ 6,088,551	\$ 1,628,618
Other Revenue - Land Use Planning/705 Progress	\$ 53,000			
TDSB Program and Administration			\$ 53,000	
Deferred Capital Improvement Revenue	-\$ 1,000,000		-\$ 1,000,000	
Provision for Rental Arrears		\$ 5,000		\$ 5,000
Total Net Real Estate Revenue/Expense - Non-Operating Sites	\$ 4,881,721	\$ 2,014,692	\$ 5,141,551	\$ 1,633,618
Operating School Facilities				
City of Toronto Childcare Umbrella Lease Agreements	\$ 4,536,466	\$ 10,336,442	\$ 9,039,986	\$ 11,212,894
City of Toronto Pools Agreements	\$ 5,972,244	\$ 5,972,244	\$ 5,936,767	\$ 5,936,767
City of Toronto Stage 1 Revenues	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000
City of Toronto Exclusive Use Agreements	\$ 1,000,000	\$ 1,000,000	\$ 1,209,837	\$ 1,209,837
Contract Services and Partnership Development (CSPD) and LINC Lease Administration	\$ 240,482	\$ 240,482	\$ 317,291	\$ 317,291
Air Conditioning Surcharge	\$ 72,600	\$ 72,600	\$ 93,600	\$ 93,600
Child Care and Other Agreements	\$ 3,343,045	\$ 3,343,045	\$ 3,714,881	\$ 3,714,881
Temporary Property Interests with Third Parties	\$ 300,000		\$ 325,000	\$ -
Total Real Estate Revenue/Expense- Operating Sites	\$ 16,564,836	\$ 22,064,812	\$ 21,737,362	\$ 23,585,270
Total Non-Operating and Operating	\$ 21,446,557	\$ 24,079,504	\$ 26,878,913	\$ 25,218,888
TDSB Chargeback of Administrative Expenses				
Facility Services		\$ 147,142	\$ -	\$ 59,554
Business Services		\$ 109,322	\$ -	\$ 44,166
Administrative Support Allocation		\$ 60,000	\$ -	\$ 24,240
Total TDSB Chargeback		\$ 316,464	\$ -	\$ 127,960
TLC Administrative Expenses				
Board Remuneration		\$ 60,000	\$ -	\$ 20,000
Management Salaries		\$ 1,167,518	\$ -	\$ 1,172,204
Professional Development		\$ 18,300	\$ -	\$ 12,000
Supply and Services		\$ 96,305	\$ -	\$ 37,322
Rental expenses: TLC office		\$ 133,000	\$ -	\$ 54,692
Legal Fees		\$ 65,000	\$ -	\$ 65,000
Fees and Contractual Services		\$ 508,100	\$ -	\$ 610,200
Casual Help		\$ 24,000	\$ -	\$ 9,600
Furniture and Equipment		\$ 7,000	\$ -	\$ 2,800
Other expenditures		\$ 5,000	\$ -	\$ 2,000
Total Administration Expenses		\$ 2,084,223	\$ -	\$ 1,985,818
Total TLC Operations Rev/Expense	\$ 21,446,557	\$ 26,480,191	\$ 26,878,913	\$ 27,332,667

CAPITAL BUDGET

2023 - 2024 [DRAFT]

	Draft 2022-23 Capital Budget		Draft 2023-24 Capital Budget	
	Revenues	Expenditures	Revenues	Expenditures
Proceeds of Disposition (PODs)				
Wilmington	\$ 22,000,000		\$ -	
CB Parsons	\$ 40,000,000		\$ -	
Glen Rush	\$ 15,000,000		\$ -	
Earlscourt	\$ 20,000,000.00		\$ -	
Other Proceeds				
Safe Haven - Parking Lot Severance	\$ 1,500,000		\$ -	
Total Proceeds of Disposition	\$ 98,500,000		\$ 150,000,000	as per TDSB's Capital Budget
TLC Expenses Related to Proceeds of Dispostions				
Management Salaries		\$ 1,875,183		\$ 1,976,538
Facility Services				\$ 89,332
Business Services				\$ 66,249
Administrative Support Allocation				\$ 36,360
Legal Fees		\$ 460,000		\$ 400,000
Fees and Contractual Services		\$ 1,078,000		\$ 915,300
Board Remuneration				\$ 30,000
Professional Development				\$ 18,000
Supply and Services				\$ 55,983
Rental expenses: TLC office				\$ 82,039
Casual Help				\$ 14,400
Furniture and Equipment				\$ 4,200
Other expenditures				\$ 3,000
Total Expenses		\$ 3,413,183		\$ 3,483,778
Total Expenses Charged to POD		\$ 3,413,183		\$ 3,483,778
Net Contribution to TDSB		\$ 95,086,817		\$ 146,516,222

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60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5
Tel: 416-393-0573 | Fax : 416-393-9928
www.torontolandscorp.com
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TRANSMITTAL NO. 2022-158
(Public)

May 29, 2023

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2023 with respect to the report, *2023-24 Toronto Lands Corporation Annual Plan*, attached herein.

The TLC Board decided that:

The TLC Board approve the *2023-24 TLC Annual Plan* and forward to the TDSB Board for final approval through its June cycle of meetings.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *2023-24 Toronto Lands Corporation Annual Plan* is being forwarded to the TDSB Board at its June 14, 2023 meeting for approval.

Sincerely,

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

Stacey Zucker
Acting Chair, TLC and Interim TDSB Staff Director

- cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
- cc. Paul Koven, Executive Officer, Legal Services
- cc. Craig Snider, Executive Officer, Business Services, TDSB
- cc. Daryl Sage, Executive Officer, TLC



2023-24 Toronto Lands Corporation Annual Plan

AGENDA: BOARD OF DIRECTORS
FROM COMMITTEE: Policy and Planning Committee
DATE: May 25, 2023
ACTION: Decision

RECOMMENDATION

That, the TLC Board approve the *2023-24 TLC Annual Plan* and forward to the TDSB Board for final approval through its June cycle of meetings.

EXECUTIVE SUMMARY

Pursuant to Section 4.10 (5) of the Shareholder's Direction between the Toronto District School Board (TDSB) and the Toronto Lands Corporation (TLC), as further amended and restated on November 28, 2018, TLC is required to produce an Annual Plan that satisfactorily supports all operations under the TLC's direction with a finalized plan to be adopted not later than 30 days before the beginning of the fiscal year to which it relates. TLC's 2023-2024 Annual Plan was developed in conjunction with TDSB staff and guided by the Long-Term Pupil Accommodation Strategy (LTPAS). TLC's Annual Plan is further supported by TLC's 2023-2024 Operating and Capital Budgets. Reports regarding progress on the Annual Plan and TLC's operations will be presented quarterly for information.

Attached as *Appendix A* is the 2023-24 TLC Annual Plan.

CONTEXT

Building upon previous years' Annual Plans, TLC's 2023-24 Annual Plan, continues to align with TDSB's focus on school renewal and the overall modernization of its facilities guided by TDSB's LTPAS and TLC's approved Mission and Vision statements. TLC's 2023-24 Annual Plan outlines the Operational and Capital priorities to be carried out on behalf of TDSB, demonstrates financial modeling to advance the modernization strategy and highlights performance indicators for TLC to measure against at the conclusion of 2023-2024.

TLC's 2023-2024 Budget has been developed to deliver on all operational and capital commitments identified within the 2023-2024 Annual Plan.

Although TLC's 2023-2024 Annual Plan mentions the government's introduction of *Bill 98, Better Schools and Student Outcomes Act, 2023*, the Plan's direction has not been altered or affected as a result of this pending legislation. The ~~As the~~ Bill is still in draft and further clarification is required regarding the Minister's direct influence over TDSB property matters such as surplus sites. At a meeting of the Provincial Standing Committee on May 9, 2023, TDSB Board Chair clearly articulated TDSB's



advocacy for continued local decision making over its land holdings and reinforced the need for the province to lift the moratorium on school closure. Over the past three years, TLC has been engaged in a detailed review of TDSB's non-instructional asset base consisting of closed schools under lease arrangements, administrative sites, and vacant lands. There are approximately 50 such sites with an estimated property value of \$1B. TLC has been analyzing this potential and developing opportunities to leverage some properties within this asset class to generate capital revenue to support and advance TDSB's renewal strategy. Upon the Bill receiving Royal Assent, TLC will assess the potential impact on TDSB's real-estate portfolio and provide a report to TDSB including any necessary change to TLC's 2023-2024 Annual Plan.

ACTION PLAN AND ASSOCIATED TIMELINE

- Presentation for decision by TLC's Policy & Planning Committee on May 18, 2023
- Recommendations from the Policy & Planning Committee routed to the TLC Board for approval and referral to TDSB
- Following TLC Board approval, TLC's 2023-2024 Annual Plan, routed to the TDSB's Planning and Priorities Committee June 7th
- TDSB's Planning and Priorities Committee Board recommendation forwarded to the TDSB Board, June 8th for approval

COMMUNICATIONS STRATEGY

Upon approval by TDSB, the 2023-24 Annual Plan will be posted publicly on TLC's website and circulated.

APPENDICES

Appendix A 2023-24 TLC Annual Plan

FROM

Daryl Sage, Chief Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

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Annual Plan 2023-24

Land Acknowledgement

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, Metis and the Inuit peoples.



CEO's Message

Our plan for the year ahead is predicated on the experience and successes we have had over the past years supporting key Toronto District School Board (TDSB) strategic goals. ***Transforming student learning*** and ***Allocating financial resources to support student needs*** are 2 of the 5 strategic pillars of TDSB and the ones that we most closely align our work with. As the fourth year of our modernization strategy unfolds, we are proud to have delivered foundational results and initiated projects that have established innovative new schools in podiums of towers that will undoubtedly be a catalyst for the modernization of schools across Toronto neighbourhoods for decades.

The current environment in which we manage TDSB's real estate portfolio comes with challenges, complexities and opportunities; aging schools with significant maintenance needs, financial operating shortfalls, diminished capital proceeds, a sizable gap between student capacity and current enrollment and pending legislation that permits greater provincial government involvement in the use and disposition of school board properties are among the challenges and complexities. Heightened interest from the development community in our expertise on how they can partner with TDSB to integrate new schools into their projects, hold immediate and significant opportunities for TDSB consideration. In preparation for this, we are pleased that TDSB has included in their Long Term Program and Accommodation Strategy (LTPAS), TLC's modernization approach for school renewal as an option to be studied across all 22 TDSB Wards. Premised by that, I am happy to present TLC's Annual Plan for 2023-24. On the pages that follow we have highlighted our continual alignment with the TDSB, our Operational and Capital priorities and how we plan to advance the modernization of schools over for the coming 12 months.

The inherent value and locations of TDSB property assets uniquely position them to play a transformative role in funding the modernization of its schools. Leveraging that position to; reduce the average age of schools; drive down the substantial maintenance backlog; decrease operating costs; address facility inequities and help create complete communities, is an opportunity whose time has come.

TLC is fully committed to delivering on our vision of '*Exceptional schools serving vibrant communities*' and will continue to work toward that guided by TDSB priorities and ensuring that the best interest of public school students, their families, communities, and staff are benefactors of everything we do.

D. Sage, CEO



TDSB/TLC Alignment of Purpose

The importance of alignment between TDSB goals and TLC strategy is critical. As the TDSB is currently revising its multi year strategic plan, the opportunity and timing could not be better to embed into that document a long term commitment to facility renewal, with specific and measurable outcomes. Such a commitment would bring a focus and clear objectives to our work providing options and opportunities to optimize TDSB property assets in a more effective, efficient, economic and strategic way to support educational goals. This would provide a blueprint for TLC's future strategic initiatives and annual plans.



TLC Mission & Vision

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

Vision: Exceptional learning spaces serving vibrant communities

TLC Strategic Goals

Strategic Goal 1: Transform student learning environments through the modernization of facilities.

Strategic Goal 2: Create a Culture of Partnership & Collaboration with Key Stakeholder Groups

Strategic Goal 3: To be a highly functioning organization successfully aligning TLC's & TDSB Missions and the Shareholder's Direction

Operational Priorities

The Real Estate, Leasing and Land Use Planning functions at TLC act as agent and advisor to the TDSB and are responsible for all of the day-to-day transactional work related to those areas of expertise. This work involves large scale redevelopment planning and negotiations, long and short-term leases, shared-use agreements, the review and impact of development applications, keeping current on city planning policy and provincial legislation and securing new schools in emerging neighbourhoods. Working closely with the TDSB, TLC will continue to optimize our real estate and land use planning relationships and expertise to ensure the needs of the TDSB, its students, staff and communities are best served by the management of these important public assets.

Ongoing operational activities will include monitoring and managing the following:

Real Estate & Leasing

- Infrastructure projects (Memorial Park and Metrolinx)
- Active negotiations (Scarlett Heights and Eglinton Jr. PS)
- Asset management reviews (with TDSB)
- Site dispositions declared by TDSB
- Expropriations
- Land exchanges
- Long term land leasing
- Land severances

Land Use Planning

- Review of development applications near school sites
- Planning policy review (City planning studies, provincial planning policy)
- Ontario Land Tribunal representation of TDSB interests
- Land Use Planning support to TDSB capital projects (York Memorial CI, Lower Yonge school)
- Planning for new schools in emerging mixed-use developments (Port Lands, Downsview)

As part of our Land Use Planning operational activities, where TDSB has identified a student accommodation need, TLC will seek to secure opportunities for new school facilities within the context of City Planning policy. Looking ahead, TDSB projects over a dozen new school sites across the City will be required as part of emerging new neighbourhoods not served by existing elementary schools, and in high-density communities where existing school sites cannot accommodate the significant growth. Emerging provincial policy directs schools to be planned collaboratively with municipalities, leverage the capacity of development proponents, and consider innovative school designs integrated in high-rise developments.

The renderings below represent locations across the city where the potential for schools in towers currently exists.

Etobicoke City Centre



Christie Lands



Wynford-Concorde



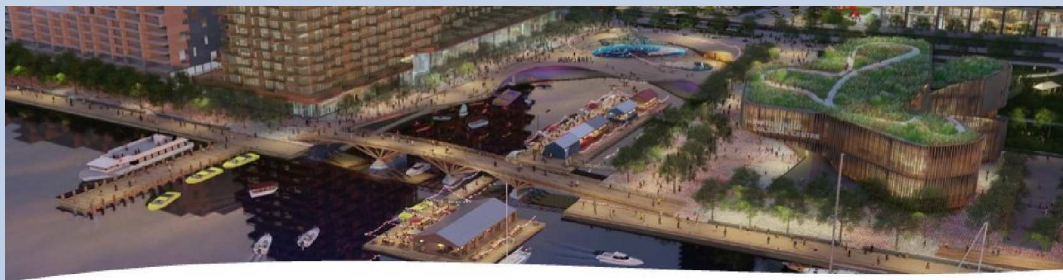
Downsview Park



Don Mills-Eglinton



Keating (Quayside)

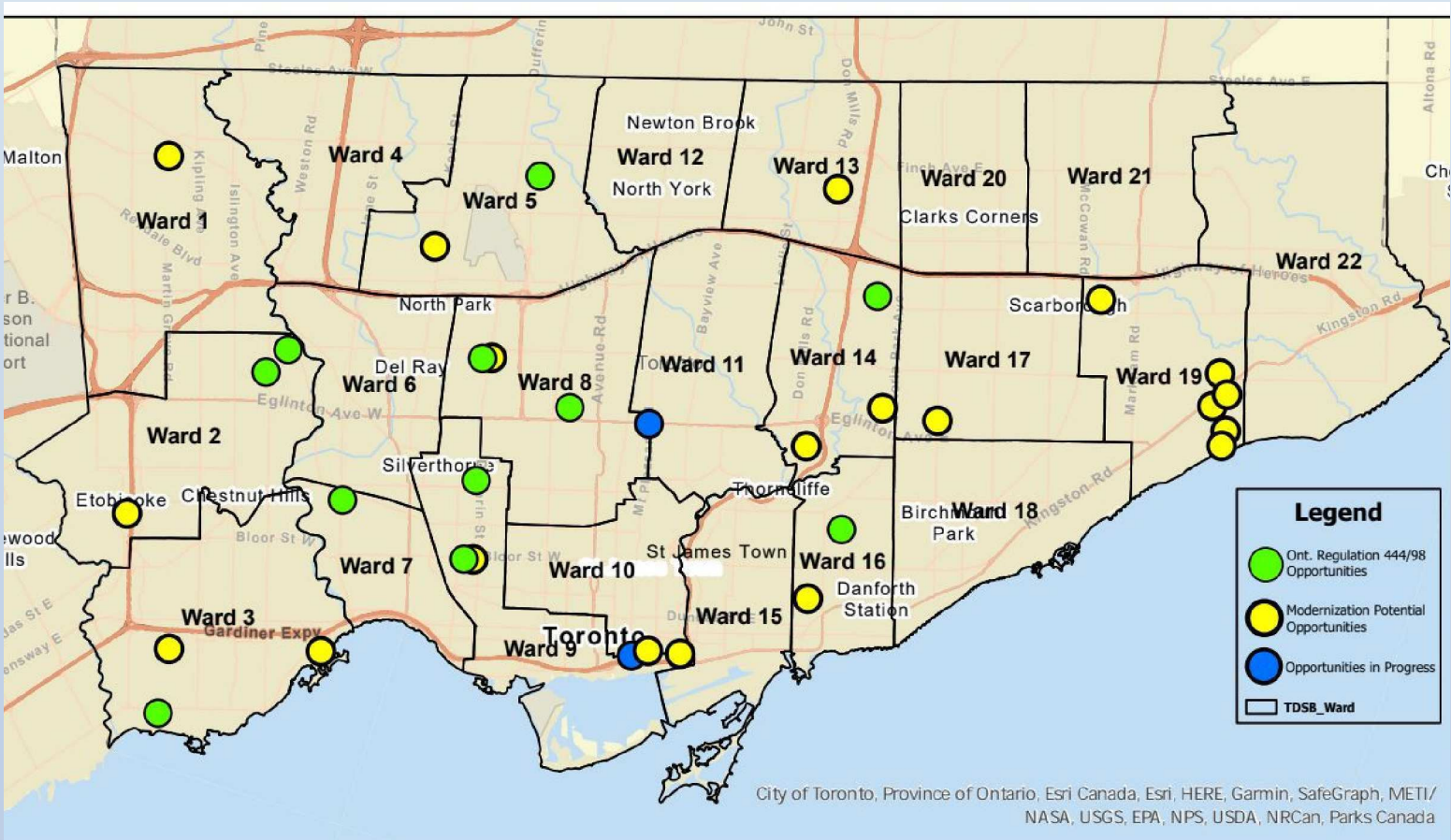


Capital Priorities

Each year TDSB prioritizes its capital projects through the school board’s Capital Budget. In its 2023-24 Capital Budget TDSB will include \$150M in revenue projected from proceeds of disposition (POD’s). These anticipated revenues are to complement Ministry grants toward TDSB’s delivery of school renewal needs over the same period.

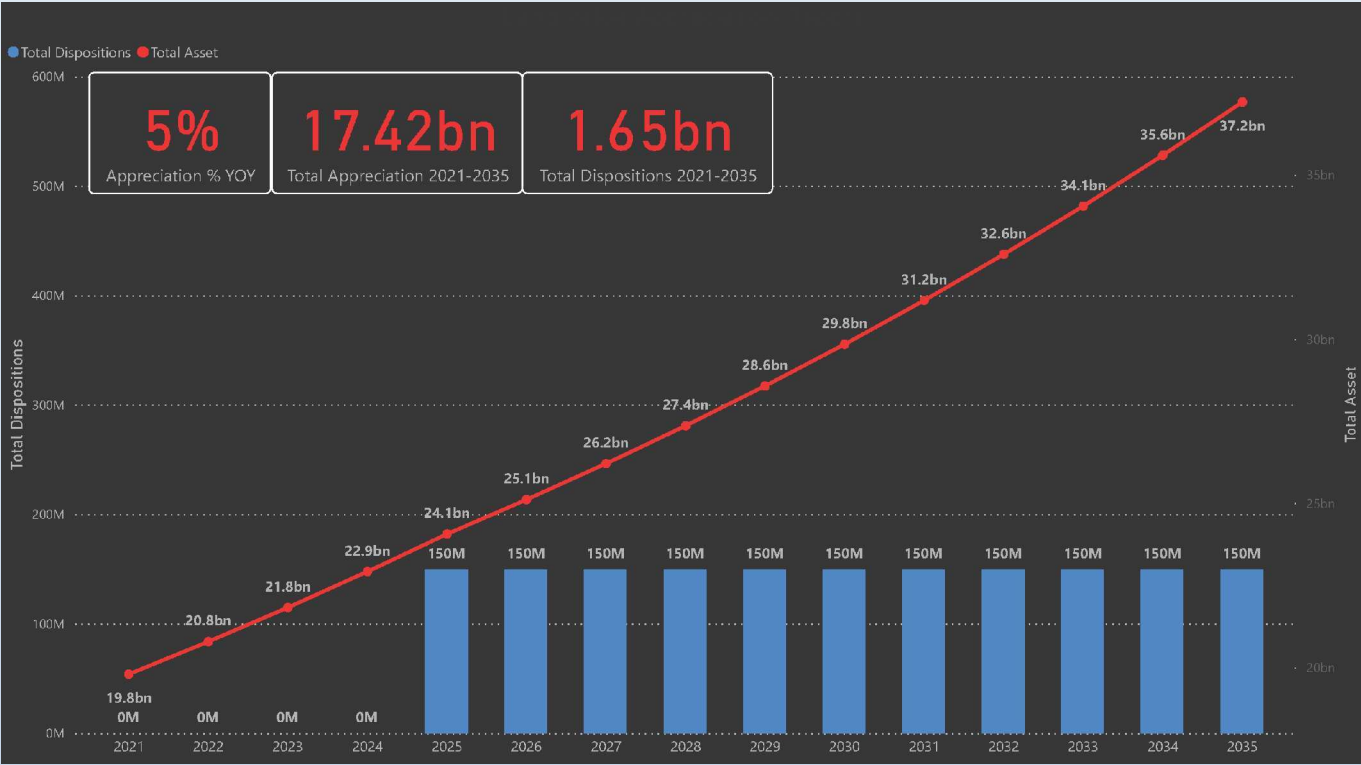
To achieve the targeted POD’s, strategic analysis of the Boards LTPAS is jointly underway to identify revenue opportunities. For 2023-2024, TDSB has focused on its non-instruction land asset inventory and will be identifying various sites to be declared surplus. TLC will execute all disposition decisions from TDSB in accordance with Ontario Regulation 444/98 and return the net proceeds to TDSB’s Capital program.

At the same time, a number of sites within TDSB's real estate portfolio and other non TDSB sites of interest, have been included in TLC’s 2023-2024 Annual Plan for further analysis to assess their real estate and new school placement potential. Should new opportunities materialize as a result of this due diligence, they will be considered for alignment within the LTPAS. Sites under active review by TDSB and TLC in 2023-24 are indicated on the following map.



Advancing the modernization strategy

The TDSB’s land holdings have an aggregate value estimated at \$20B. Given the challenges maintaining an aging system of 583 schools, with an average facility age of 63 years and requiring \$4B in deferred maintenance, TLC developed a modernization strategy that promotes the retention of public lands to the maximum extent possible while leveraging underutilized, operational and non instructional property assets. The chart below is a preliminary financial model demonstrating the land value opportunity.



Using a compounding 5% annual increase in land value, TDSB's property asset base would increase by \$17B to approximately \$37B by 2035. Extracting from that increase \$150M per year for capital investment over 10 years, would yield \$1.5B, representing a major contribution toward building new schools and addressing deferred maintenance. This revenue stream together with annual provincial funding would significantly advance TDSB’s capital priorities agenda, while having minimal impact on the overall growth value of the Boards property assets.

2023-24 Workplan Commitments:

Our mission, to unlock the potential of TDSB properties for the benefit of students, staff, and communities, remains at the core of everything we do. Our success has been built on the dedication and expertise of each individual in our organization. As we move forward into 2023-24, we will continue to enhance our team capabilities, encourage innovation, cultivate a supportive and inclusive work environment where everyone feels empowered to contribute. We have also identified the following performance indicators to include as a means of ensuring we remain focused and accountable for achieving desired outcomes.

- Return \$150M in capital proceeds to TDSB
- Capital expense ratio not to exceed 4%
- Increase full year non-instructional lease revenue by 3% over budget
- Reduce expenditures by 1%
- Resolve 90% of OLT matters without the need of a hearing
- 90% staff retention rate
- Achieve 80% employee engagement

Dentons Report

During the summer of 2022 TDSB engaged a consultant to conduct an evaluation of TLC's performance. Upon receipt of the *Dentons Report* in October 2022, TLC staff undertook a thorough review of the document. We recognize the importance of such reviews and have acknowledged a number of areas that require further work on our behalf. We agreed to the collaborative implementation of the reports recommendations, including the development and implementation of Key Performance Indicators. We look forward to working with TDSB as a part of good governance throughout 2023-2024.

Recent successful TLC involvement

The successes we have been able to achieve would not have been possible without the guidance, direction and knowledge of the TLC Board of Directors and the expertise and dedication of our highly professional staff. Their commitment to progress and innovation in the delivery of service and support to TDSB is commendable.

We look forward to continuing to work with all our TDSB colleagues, exploring opportunities to renew and replace facilities in which the ongoing delivery of a world class education takes place to public school students across the Toronto.



Bloor-Dufferin severed property, new school, \$151M PODs



Land lease to City for new aquatic centre at Davisville JPS site



Proposed new school in tower at Eglinton & Mt. Pleasant



Property disposition at Lawrence-Midland for residential development and city run child care centre

Toronto Lands Corporation Consolidated Operating and Capital Budget 2023-2024		
Non-Operating School Agreements	Revenues	Expenditures
Leased Properties	\$ 6,088,551	\$ 1,628,618
Miscellaneous	\$ 53,000	
Capital Expenditures	-\$ 1,000,000	
Allowance for Arrears		\$ 5,000
Net Leased Properties	\$ 5,141,551	\$ 1,633,618
Operating School Agreements	\$ 21,737,362	\$ 23,585,270
Total	\$ 26,878,913	\$ 25,218,888
TLC Overhead		
TDSB Chargeback of Administrative Expenses		\$ 319,901
TLC Administrative Expenses		\$ 5,485,278
Total N/I & Operating	\$ 29,893,374	\$ 31,024,067
2023-2024 Property Sales	\$ 150,000,000	



torontolandscorp.com



2022-23 Q4 LEASES & LICENCES FOR TDSB OPERATING SCHOOLS

AGENDA: BOARD OF DIRECTORS
FROM COMMITTEE: Policy and Planning Committee
DATE: May 25, 2023
ACTION: Decision

RECOMMENDATION

- That in accordance with section 194(3) of the Education Act, the following demised space highlighted in *Appendix A* is not required for the purposes of the board and be declared surplus for the term outlined below, for the purposes of lease to Post 21 Foundation to provide learning opportunities for adults with complex physical and mental needs.

School	Address	Surplus Term
Central Etobicoke HS	10 Denfield Street	Feb 1 2023 – Jan 31 2028

- Toronto Lands Corporation (TLC) be authorized to enter into agreements thereof in favour of the following tenant, Post 21 Foundation Inc. & two licensees outlined below for the indicated term upon satisfactory completion of Ontario Regulation 444/98, if required, on terms and conditions satisfactory to TLC in its reasonable discretion in form and content satisfactory to TLC's legal counsel; and

School	Tenant – Agreement Type – Premises – Term
Central Etobicoke HS	Post 21 Foundation Inc. – CPP Lease – 2,873sf Feb 1 2023 – Jan 31 2028
West Humber CI	Greater Toronto Airport Authority – Licence – Portion of Rooftop Jan 1 2023 – Dec 31 2027
James S. Bell JMS	Greater Toronto Airport Authority – Licence – Portion of Rooftop Jan 1 2023 – Dec 31 2027

- The TLC report "2022-23 Q4 Leases & Licences for TDSB Operating Schools" be forwarded to TDSB Board for approval.

EXECUTIVE SUMMARY

The TLC, on behalf of the TDSB, acts as landlord for the TDSB for all 3rd party leases, licenses and other forms of real estate agreements. In consultation with TDSB Planning & Accommodations staff and local TDSB staff, the three attached agreements are recommended for approval.

STRATEGIC DIRECTION

TDSB Strategic Plan Goal: Allocate Human and Financial Resources Strategically to Support Student Needs
Rent and licence fees contributing to the TDSB operating budget to provide for financial resources for student learning

TLC Strategic Plan Goal: Create a Culture of Partnership and Collaboration with Key Stakeholder Groups
Partnering with community groups and public sector agencies

ACTION PLAN AND ASSOCIATED TIMELINE

- June 1, 2023 – TLC Board approval
- June 14, 2023 – TDSB Board approval
- June 2023 – October 2023 – 90-day circulation (if required)
- Thereafter – Negotiating and Executing agreements

RESOURCE IMPLICATIONS

School	Tenant	Previous Annual Rent	Proposed Annual Rent	Increase
Central Etobicoke HS	Post 21 Foundation Inc	\$32,926.68	\$45,884.75	AAAOC
West Humber CI	GTAA	\$562.75	\$579.63	3% API
James S. Bell JMS	GTAA	\$562.75	\$579.63	3% API

DUE DILIGENCE

- | | |
|--|---|
| <input type="checkbox"/> Site Inspection | <input type="checkbox"/> Planning Report |
| <input type="checkbox"/> Official Plan | <input type="checkbox"/> Consultation with Local Trustee |
| <input type="checkbox"/> Zoning | <input checked="" type="checkbox"/> TDSB Staff Review and Agreement |
| <input checked="" type="checkbox"/> Reg 444/98 | <input type="checkbox"/> Consultation with TDSB Executive Staff |
| <input type="checkbox"/> Appraisal Report | <input checked="" type="checkbox"/> Consultation with TDSB Planning Staff |
| <input type="checkbox"/> Environmental Report | <input type="checkbox"/> Consultation with TDSB Finance Staff |
| <input type="checkbox"/> Title Check | <input type="checkbox"/> Historical Assessment |
| <input type="checkbox"/> Other: | |

POLICY AND PROCEDURE REFERENCE(S)

- TDSB Delegation of Authority Procedure, PR 711 dated January 18, 2018
- Section 8.6 - Capital Property Leases, Board approval is required.

TDSB Community Planning and Partnerships Procedure PR 713 dated May 17, 2016

APPENDICES

- Appendix A** Post 21 Foundation Inc. – Central Etobicoke HS
- Appendix B** Greater Toronto Airport Authority – West Humber CI
- Appendix C** Greater Toronto Airport Authority – James S. Bell JMS

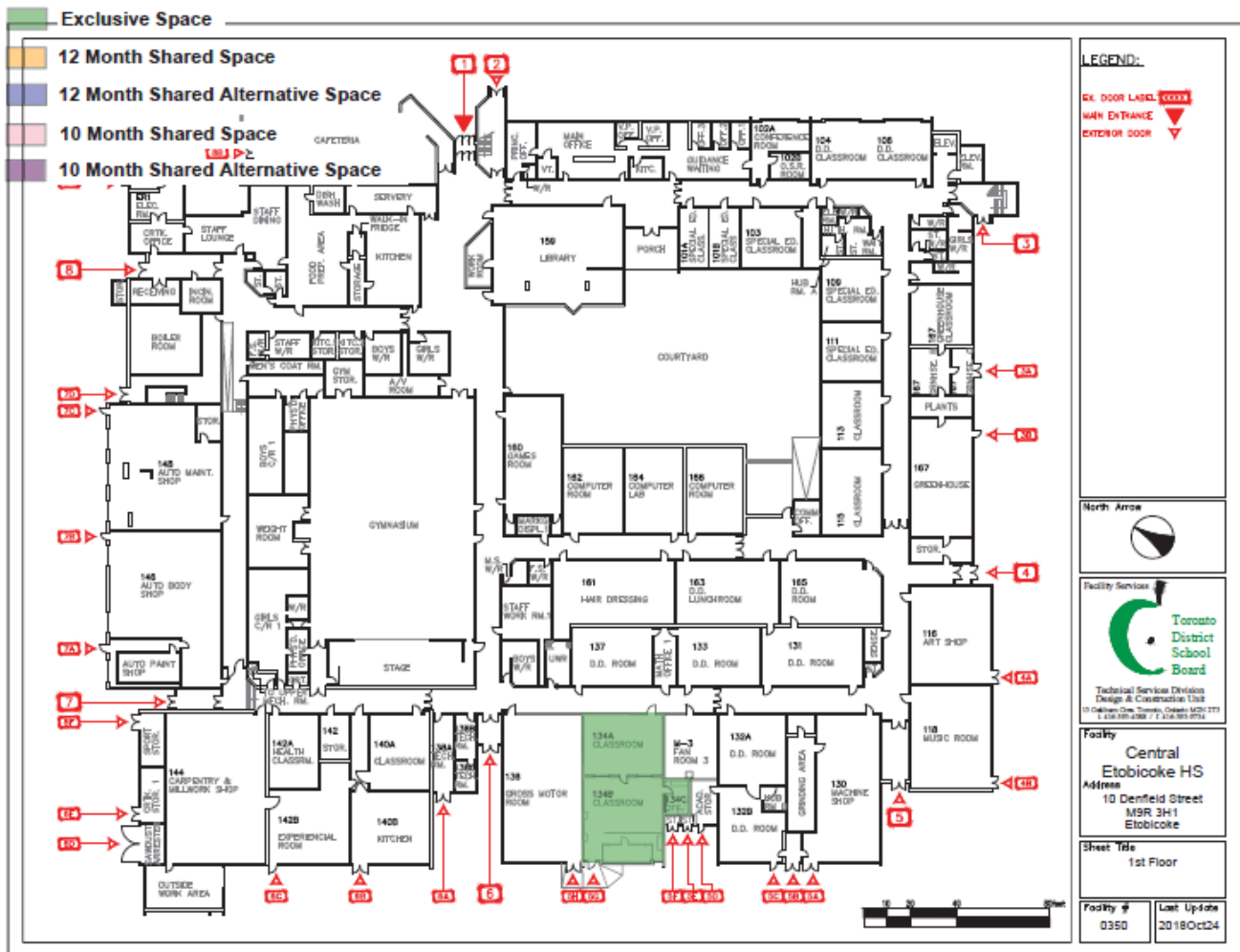
FROM

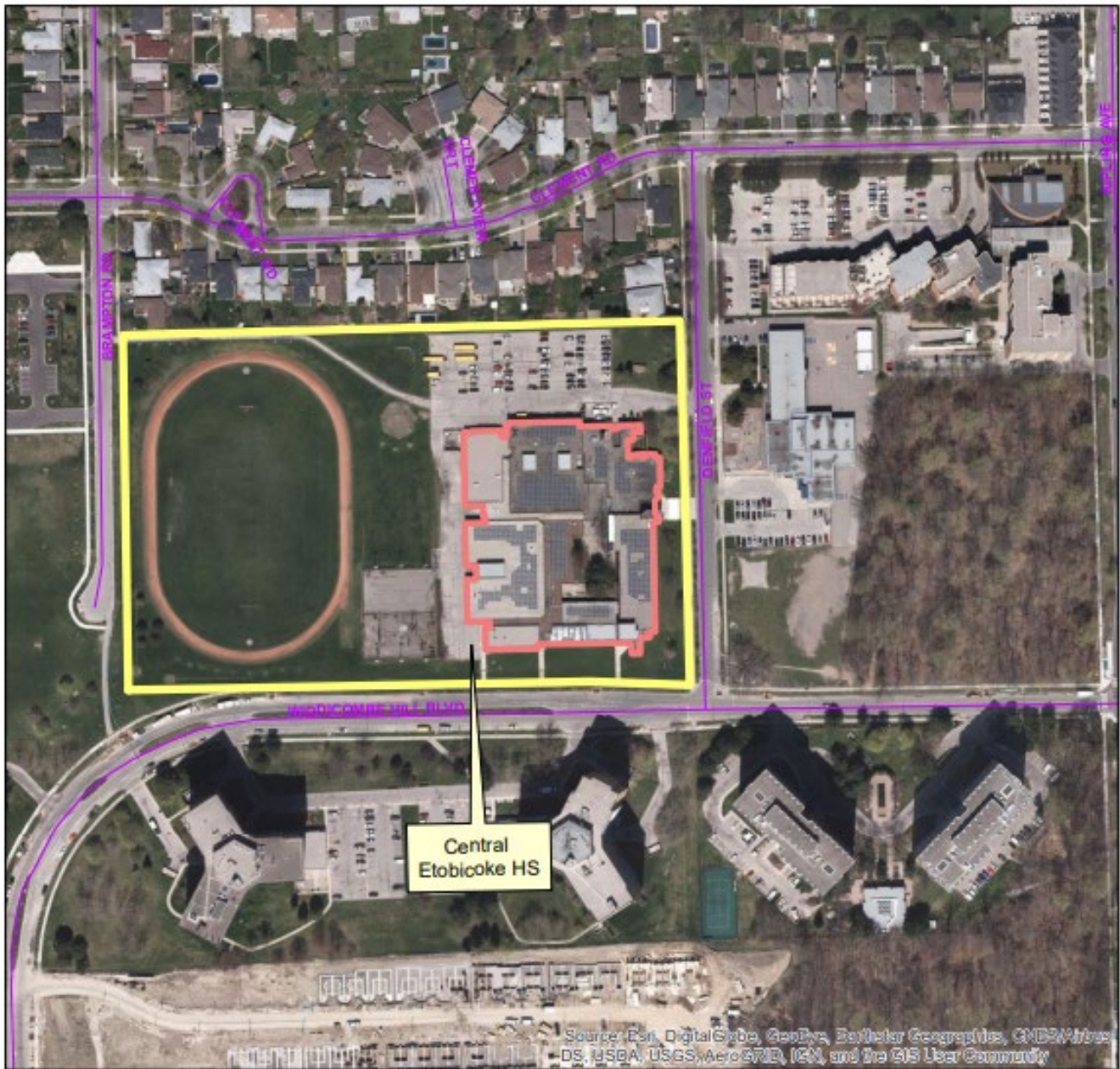
Daryl Sage, Chief Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575.

Ryan Glenn, Director of Real Estate, Leasing & Strategic Partnerships, Toronto Lands Corporation, at rglenn.tlc@tdsb.on.ca or at 437-219-8191.

Post 21 Foundation Inc. – Central Etobicoke HS
APPENDIX A
Central Etobicoke HS – 10 Denfield Street

Post 21 Foundation provides a supportive community and learning opportunities for adults aged 21+ living with complex physical and developmental needs, with some students transitioning to and graduating from Central Etobicoke HS. Post 21 Foundation has been a tenant since February 2018 as part of TDSB's Community, Planning & Partnerships. The current Lease Agreement for 2,873 sf expired on January 31, 2023. The proposed extension is for a period of five (5) years commencing February 1, 2023. The tenant will remain in overholding until the new lease comes into effect.





Greater Toronto Airport Authority – West Humber CI**APPENDIX B****West Humber CI – 1675 Martin Grove Road**

The Greater Toronto Airport Authority have installed and maintained sound recording equipment on the roof at West Humber CI since 2010. The current Licence expired December 31, 2023. The proposed renewal term is for five (5) years, commencing January 1, 2023. The licensee's equipment will remain on the premises until the new licence comes into effect.



West Humber CI
1675 Martin Grove Road
(2018 Ortho Imagery)



Greater Toronto Airport Authority – James S. Bell JMS

APPENDIX C

James S. Bell JMS – 90 Thirty First Street

The Greater Toronto Airport Authority have installed and maintained sound recording equipment on the roof at James S. Bell JMS since 2010. The current Licence expired December 31, 2023. The proposed renewal term is for five (5) years, commencing January 1, 2023. The licensee's equipment will remain on the premises until the new licence comes into effect.



James S Bell JM Sports and Wellness Academy
90 Thirty First Street
(2018 Ortho Imagery)





60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5
Tel: 416-393-0573 | Fax : 416-393-9928
www.torontolandscorp.com
A subsidiary corporation of the TDSB



TRANSMITTAL NO. 2022-155
(Public)

May 26, 2023

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2023 with respect to the report, *Community Access Agreement: Blake Street Junior Public School, 21 Boulton Avenue*, attached herein.

The TLC Board decided that:

1. The acceptance of funding in the amount of \$62,988.27 from the City of Toronto to fund costs associated with site improvements at Blake Street Junior Public School, as outlined in the Appendix C; and
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of ten (10) years commencing on or about January 1, 2024 with key business terms and conditions as specified herein;
3. That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Community Access Agreement: Blake Street Junior Public School, 21 Boulton Avenue* report is being forwarded to the TDSB Board at its June 14, 2023 meeting for approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stacey Zucker', is written above the printed name.

Stacey Zucker
Acting Chair, TLC and Interim TDSB Staff Director

- cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
- cc. Paul Koven, Executive Officer, Legal Services
- cc. Craig Snider, Executive Officer, Business Services, TDSB
- cc. Daryl Sage, Executive Officer, TLC

**Community Access Agreement:
Blake Street Junior Public School, 21 Boulton Avenue**

AGENDA: BOARD OF DIRECTORS
FROM COMMITTEE: Policy and Planning Committee
DATE: May 25, 2023
ACTION: Decision

RECOMMENDATION

That the Toronto Lands Corporation (TLC) recommends that:

- 1) The acceptance of funding in the amount of \$62,988.27 from the City of Toronto to fund costs associated with site improvements at Blake Street Junior Public School, as outlined in the Appendix C; and
- 2) Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of ten (10) years commencing on or about January 1, 2024 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

EXECUTIVE SUMMARY

The Toronto District School Board is planning to make site improvements at Blake Street Junior Public School and is partnering with the City of Toronto for funding contributions.

Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. The City's policy permits these funds to be allocated toward improvements to school board playgrounds when the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland in the same community and in combination results in a community benefit. As a condition of transferring the Section 37 funds, the City requires TDSB to enter into a Community Access Agreement.

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.



Toronto City Council has approved a motion (as shown in Appendix A) allocating \$62,988.27 in funding for site improvements at Blake Junior Public School. As a result of just being notified of the approved Council Motion, TDSB would like to make best efforts to complete the agreement and securing funding and have the new playground improvements installed by the end of December 2023.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for a basketball court at the school. The new basketball court will form part of the larger playground improvements that TDSB is completing at the school. These playground improvements will allow children attending the new school and those living in the neighbourhood to participate in recreational activities.

The estimated cost of breakdown for the \$62,988.27 of City funding is highlighted in Appendix C. This represents the City's portion of this project and is TDSB is providing other funding towards other improvements within the playground.

Overall, the project represents a good working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effect utilization of public assets.

STRATEGIC DIRECTION

TDSB Strategic Plan Goal: Build Strong Relationships and Partnerships within School Communities to Support Student Learning and Well-Being

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

ACTION PLAN AND ASSOCIATED TIMELINE

TLC will enter into negotiations with the City of Toronto for the required Community Access Agreement. Outlined below are TLC's proposed key terms and conditions and are subject to TDSB approval.

- Date funding is required from the City: Spring/Summer 2023 (upon execution of the Agreement);
- Purpose: To fund the construction of a new school playground basketball court;
- Estimated construction start: Summer 2023 and receipt of funding;
- Estimated construction completion: Late 2023;
- City's Contribution: \$62,988.27;
- Term: 10-year term commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that within the initial five (5) years of the term of this agreement, TDSB shall pay to the

City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the initial five (5) year term divided by 60.

- **Community Access:** The school yard area shall be exclusively available to TDSB for use during school days, and operating hours, as amended from time to time, and the City will have access for use by the general public during non- school hours until 11 PM.

RESOURCE IMPLICATIONS

N/A

DUE DILIGENCE

The negotiated terms and conditions are considered fair and reasonable by TLC staff and legal counsel and will provide overall benefit to students and the local community.

POLICY AND PROCEDURE REFERENCE(S)

N/A

APPENDICES

Appendix A	City of Toronto Council Motion
Appendix B1	Location of the School and the Project
Appendix B2	TDSB Master Plan for the Project
Appendix C	Cost Breakdown for the Use of the Section 37 Funds

FROM

Daryl Sage, Chief Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575.

Full Report on Proposed Item



TORONTO Member Motion

City Council

Notice of Motion

MM37.11	ACTION			Ward: 14
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Authorization to Release Section 37 Funds to Toronto District School Board for Blake Street Junior Public School Playground Improvements - by Councillor Paula Fletcher, seconded by Councillor Gord Perks

** Notice of this Motion has been given.*

** This Motion is subject to referral to the Executive Committee. A two-thirds vote is required to waive referral.*

Recommendations

Councillor Paula Fletcher, seconded by Councillor Gord Perks, recommends that:

1. City Council increase the Approved 2021 Operating Budget for Non-Program by \$62,988.27 gross, \$0 net, (Cost Centre: NP2161) for the purpose of providing one time capital funding to the Toronto District School Board for playground improvements at Blake Street Junior Public School, fully funded by Section 37 funds obtained from the following developments:

a. 319 Carlaw Avenue (Source Account: XR3026-3700372), in the amount of \$33,619.62, secured for park purposes; however since the funds have not been used for the intended purpose within three (3) years of this By-law coming into full force and effect, the unused cash contributions may be redirected for another purpose, at the discretion of the Chief Planner and Executive Director, City Planning, in consultation with the local Councillor, provided that the purpose is identified in the Toronto Official Plan and will benefit the community in the vicinity of the land; and

b. 319 Carlaw Avenue (Source Account: XR3026-3700376), in the amount of \$27,368.65, secured for public realm improvements; however since the funds have not been used for the intended purpose within three (3) years of this By-law coming into full force and effect, the unused cash contributions may be redirected for another purpose, at the discretion of the Chief Planner and Executive Director, City Planning, in consultation with the local Councillor, provided that the purpose is identified in the Toronto Official Plan and will benefit the community in the vicinity of the land.

2. City Council request staff from the Partnerships and Business Services Branch of Parks, Forestry and Recreation to participate in the preparation of the Community Access Agreement and City Council request the City Solicitor to draw up the Agreement, in consultation with the Ward Councillor and Community Planning staff, provided acceptable terms can be agreed

upon.

3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the capital improvements to the playgrounds at Blake Street Junior Public School on terms and conditions satisfactory to the General Manager, Parks, Forestry and Recreation and in a form satisfactory to the City Solicitor.

4. City Council direct that the funds be forwarded to the Toronto District School Board once the Toronto District School Board has signed a Community Access Agreement with the City, governing the purpose of the funds, the financial reporting requirements, and addressing community access to the playground facilities.

Summary

This Motion seeks to contribute \$62,988.27 of Section 37 funds, to assist Blake Street Junior Public School to meet their construction timelines and begin building an upgraded playground.

Blake Street Junior Public School is embarking on an exciting initiative to make significant and much-needed improvements to their schoolyard with "the hope to improve our children's and our community's well-being, mental and physical health, and academic outcomes by providing a dynamic, nature-focused schoolyard and excellent sports amenities where they can play and thrive." The schoolyard is divided into three distinct zones: the Play Area, the Sport Zone, and the Outdoor Play and Learning Zone. The Learning and Nature Zone creates a dynamic, green playscape with a variety of elements inspiring open and creative play. The Outdoor Play and Learning Zone will expand the play potential of this zone and importantly serve as excellent outdoor classrooms. The pandemic has underscored the need for healthy outdoor alternatives.

The school is located at 21 Boulton Ave between Pape and Donlands, at the eastern end of Riverdale. Blake-Jones is a dense and vibrant community, containing a mix of housing from high-rises to single-family homes; over 50 percent of which are apartments or row-houses. Among the residents, 22.3 percent are considered low-income and 21.9 percent are in core housing need. Approximately 60 percent of the students in the English stream are residents of Toronto Community Housing developments in the community. The school is directly across the street from the largest of these, Blake-Boulton, which lacks on-site recreational amenities, save for one small playground. The schoolyard helps fill the recreational need for older children and adults, living there and throughout our neighbourhood.

Section 37 funds have been secured and received from the various developments in the vicinity of the School. The use of Section 37 funds is appropriate as the Section 37 Implementation Guidelines (section 5.9) approved by Council in 2007 states:

"Cash contributions toward the capital improvement of school board playgrounds are eligible S.37 community benefits where the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland performing a similar function in the same community that could otherwise benefit from the cash contribution."

The funds will be forwarded to the Toronto District School Board once the School Board has entered into a Community Access Agreement with the City, governing the purpose of the funds, the financial reporting requirements, and addressing community access to the improved facilities, to the satisfaction of the City Solicitor, prepared in consultation with the General

Manager, Parks Forestry and Recreation and the Ward Councillor.

Background Information (City Council)

Member Motion MM37.11

Location of the School and the Project

APPENDIX B1



Toronto District School Board

Blake Street Jr PS / East Alternative School of Toronto

21 Boulton Avenue
(2018 Ortho Imagery)



Produced by:
Strategy and Planning, TDSB
April 2019

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



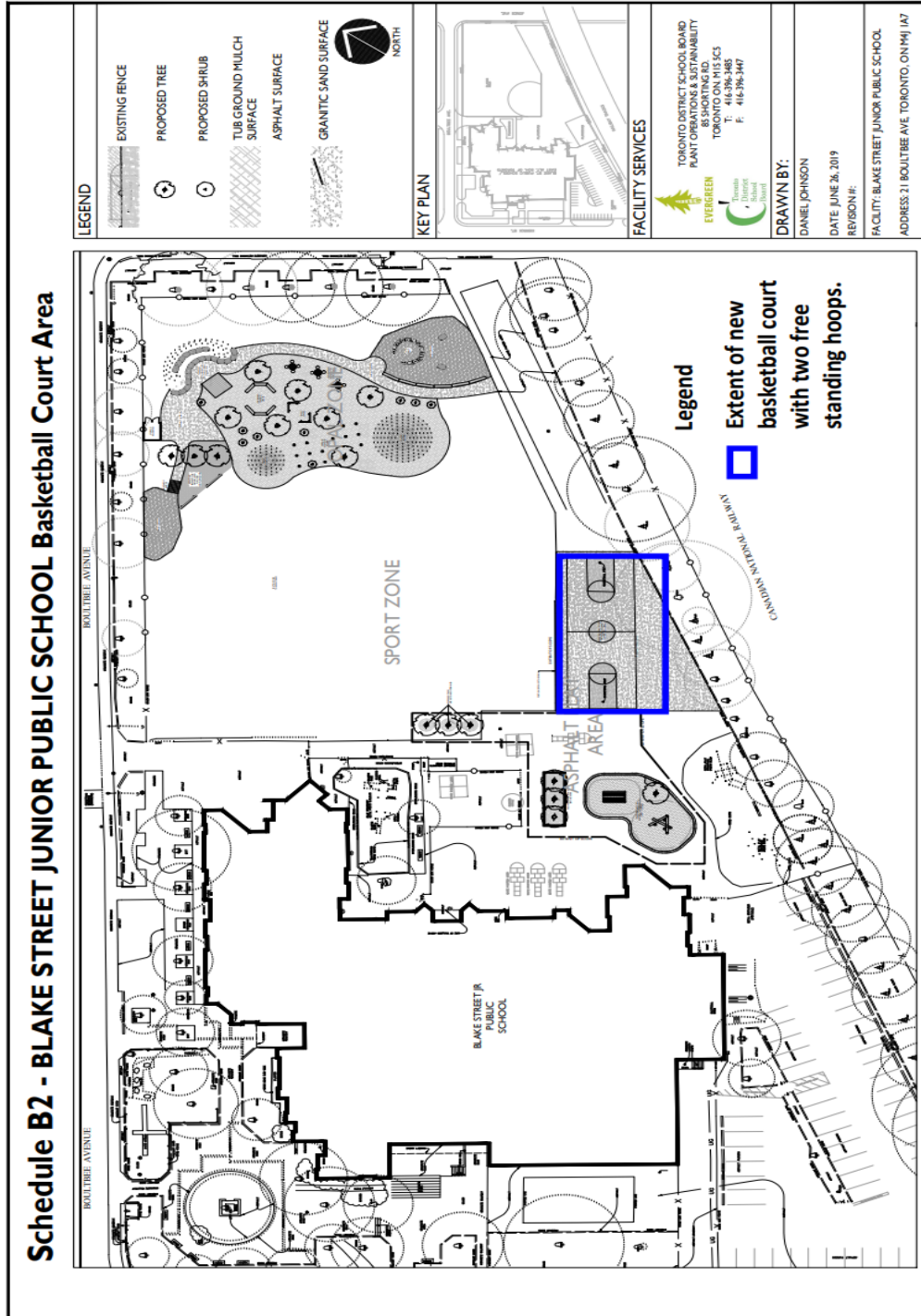
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TDSB Master Plan for the Project

APPENDIX B2

The City funded enhancements are included in the following master plan for the school yard improvements:





Cost Breakdown for the Use of the Section 37 Funds

APPENDIX C

The following table shows the estimated cost breakdown for the City funded enhancements at this school:

Description	Cost Estimate
Hard and Soft Surfaces	\$ 31,676.45
Supply of Basket Nets and Installation	\$ 18,952.00
Line Painting	\$ 2,300.00
New Fencing	\$ 10,059.82
TOTAL	\$ 62,988.27

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60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5
Tel: 416-393-0573 | Fax : 416-393-9928
www.torontolandscorp.com
A subsidiary corporation of the TDSB



TRANSMITTAL NO. 2022-156
(Public)

May 29, 2023

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2023 with respect to the report, *Community Access Agreement: General Brock Public School, 140 Chestnut Crescent*, attached herein.

The TLC Board decided that:

1. The acceptance of funding in the amount of \$150,000.00 from the City of Toronto to fund costs associated with site improvements at General Brock Public School, as outlined in the Appendix C; and
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of twenty-five (25) years commencing on or about January 1, 2025 with key business terms and conditions as specified herein;
3. That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Community Access Agreement: General Brock Public School, 140 Chestnut Crescent* report is being forwarded to the TDSB Board at its June 14, 2023 meeting for approval.

Sincerely,

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

Stacey Zucker
Acting Chair, TLC and Interim TDSB Staff Director

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Daryl Sage, Executive Officer, TLC



Community Access Agreement: General Brock Public School, 140 Chestnut Crescent

AGENDA: BOARD OF DIRECTORS

FROM COMMITTEE: Policy and Planning Committee

DATE: May 25, 2023

ACTION: Decision

RECOMMENDATION

That the Toronto Lands Corporation (TLC) recommends that:

- 1) The acceptance of funding in the amount of \$150,000.00 from the City of Toronto to fund costs associated with site improvements at General Brock Public School, as outlined in the Appendix C; and
- 2) Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of twenty-five (25) years commencing on or about January 1, 2025 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

EXECUTIVE SUMMARY

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$150,000.00 in funding for site improvements at General Brock Public School. As a result of just being notified of the approved Council Motion, TDSB would like to make best efforts to complete the agreement and securing funding and have the new playground improvements installed by the end of December 2024.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for a new asphalt path, outdoor classroom and tree planting. These features will form part of the larger playground improvements that TDSB is completing at the school. These playground improvements will allow children attending the new school and those living in the neighbourhood to participate in recreational activities.

The estimated cost of breakdown for the \$150,000.00 of City funding is highlighted in Appendix C. This represents the City's portion of this project and is TDSB is providing other funding towards other improvements within the playground.



STRATEGIC DIRECTION

TDSB Strategic Plan Goal: Build Strong Relationships and Partnerships within School Communities to Support Student Learning and Well-Being

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

ACTION PLAN AND ASSOCIATED TIMELINE

TLC will enter into negotiations with the City of Toronto for the required Community Access Agreement. Outlined below are TLC's proposed key terms and conditions and are subject to TDSB approval.

- Date funding is required from the City: Spring/Summer 2023 (upon execution of the Agreement);
- Purpose: To fund the construction of a new asphalt path, outdoor classroom and tree planting;
- Estimated construction start: Summer 2024 and receipt of funding;
- Estimated construction completion: Late 2024;
- City's Contribution: \$150,000.00;
- Term: 25-year term commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that within the initial ten (10) years of the term of this agreement, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the initial ten (10) year term divided by 120.
- Community Access: The school yard area shall be exclusively available to TDSB for use during school days, and operating hours, as amended from time to time, and the City will have access for use by the general public during non- school hours until 11pm.

Overall, the project represents a good working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effect utilization of public assets.

RESOURCE IMPLICATIONS

N/A

DUE DILIGENCE

The negotiated terms and conditions are considered fair and reasonable by TLC staff and legal counsel and will provide overall benefit to students and the local community.



POLICY AND PROCEDURE REFERENCE(S)

N/A

APPENDICES

- Appendix A** City of Toronto Council Motion
- Appendix B1** Location of the School and the Project
- Appendix B2** TDSB Master Plan for the Project
- Appendix C** Cost Breakdown for the Use of the Section 37 Funds

FROM

Daryl Sage, Chief Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575.

City of Toronto Council Motion

APPENDIX A

Full Report on the Proposed Item



City Council

Member Motions - Meeting 43

MM43.11	ACTION	Adopted		Ward: 20
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Authorization to Release Section 37 Funds to Toronto District School Board for General Brock Public School Playground Revitalization - by Councillor Gary Crawford, seconded by Councillor Michael Thompson

City Council Decision

City Council on May 11 and 12, 2022, adopted the following:

1. City Council increase the 2022 Approved Operating Budget for Non-Program by \$150,000.00 gross, \$0 net, (Cost Centre: NP2161) fully funded by Section 37 funds obtained in the development at 743 Warden Avenue, secured for community facilities in the Warden Wood Community (Source Account: XR3026-3700830), for the purpose of providing one time capital funding to the Toronto District School Board for playground improvements at General Brock Public School, subject to the Toronto District School Board entering into an acceptable Community Access Agreement with the City.
2. City Council request City staff from the Management Services Branch of Parks, Forestry and Recreation to participate in the preparation of the Community Access Agreement and City Council request the City Solicitor to draw up the Agreement, in consultation with the Ward Councillor and Community Planning staff, provided acceptable terms can be agreed upon.
3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the capital improvements to the playgrounds at General Brock Public School, for a term of 25 years and on such other terms and conditions satisfactory to the General Manager, Parks, Forestry and Recreation, and in a form satisfactory to the City Solicitor.
4. City Council direct that the funds be forwarded to the Toronto District School Board once the Toronto District School Board has signed an acceptable Community Access Agreement with the City governing the purpose of the funds, the financial reporting requirements and addressing community access to the playground facilities.
5. City Council direct that if a mutually acceptable Community Access Agreement cannot be agreed upon that the funds will not be transferred to the Toronto District School Board and shall be made available for other community facilities in the Warden Wood Community.

Summary

This Motion seeks to contribute \$150,000 of Section 37 funds to assist General Brock Public School with the construction of a new playground.

Location of the School and Project

APPENDIX B1



General Brock PS
140 Chestnut Crescent
(2018 Ortho Imagery)



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, AeroGRID, IGN, and the GIS User Community



Produced by:
Strategy and Planning, TDSB
April 2019

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



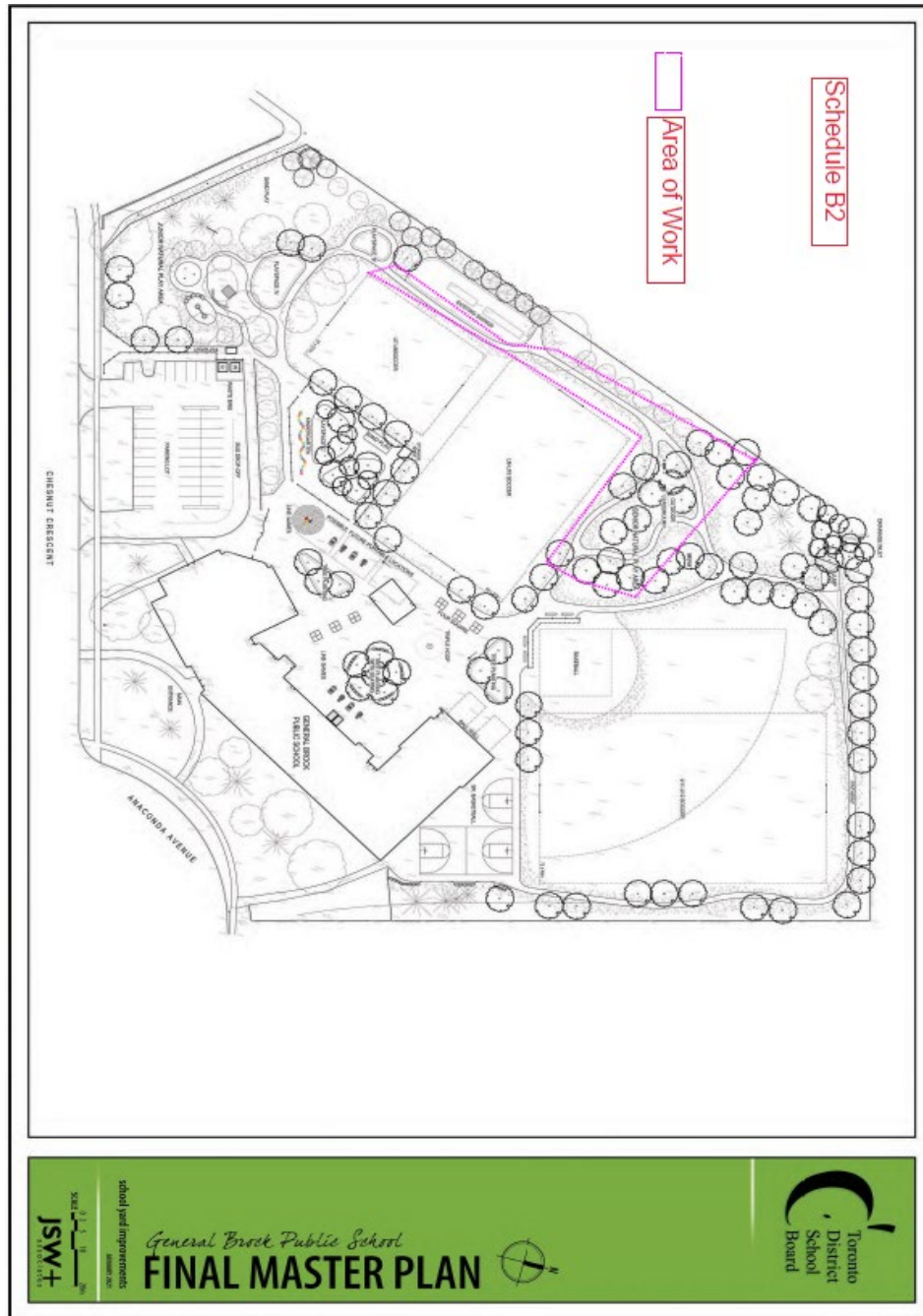
Area of
Work

- Legend
- Facility
 - TDSB Site
 - Leased Site

TDSB Master Plan for the Project

APPENDIX B2

The City funded enhancements are included in the following master plan for the school yard improvements:





Cost Breakdown for the Use of the Section 37 Funds

APPENDIX C

The following table shows the estimated cost breakdown for the Section funded enhancements at the General Brock Public School.

Description	Units	No. of Units	Unit Price	Extended Price
Demolition & Removals & Site Prep	LS	1	\$18,000.00	\$18,000.00
Asphalt Paving Pathway	LS	1	\$73,000.00	\$73,000.00
Armour stone Outdoor Classroom	LS	1	\$23,000.00	\$23,000.00
Sod (edges to make good)	LS	1	\$8,000.00	\$8,000.00
New Tree Planting	LS	11	\$800.00	\$8,800.00
			SUBTOTAL	\$130,800.00
			Mobilization & Demobilization	\$8,377.00
			Consulting fees & Permits	\$8,500.00
			HST Share (2.16%)	\$2,323.00
			TOTAL	\$150,000.00



60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5
Tel: 416-393-0573 | Fax : 416-393-9928
www.torontolandscorp.com
A subsidiary corporation of the TDSB



TRANSMITTAL NO. 2022-157
(Public)

May 29, 2023

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2023 with respect to the report, *Community Access Agreement: JR Wilcox Community School, 231 Ava Road*, attached herein.

The TLC Board decided that:

1. The acceptance of funding in the amount of \$350,000.00 from the City of Toronto to fund costs associated with site improvements at JR Wilcox Community School, as outlined in the Appendix C;
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of twenty-five (25) years commencing on or about January 1, 2024 with key business terms and conditions as specified herein;
3. That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Community Access Agreement: JR Wilcox Community School, 231 Ava Road* report is being forwarded to the TDSB Board at its June 14, 2023 meeting for approval.

Sincerely,

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

Stacey Zucker
Acting Chair, TLC and Interim TDSB Staff Director

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Daryl Sage, Executive Officer, TLC

Community Access Agreement: JR Wilcox Community School, 231 Ava Road

AGENDA: BOARD OF DIRECTORS
FROM COMMITTEE: Policy and Planning Committee
DATE: May 25, 2023
ACTION: Decision

RECOMMENDATION

That the Toronto Lands Corporation (TLC) recommends that:

- 1) The acceptance of funding in the amount of \$350,000.00 from the City of Toronto to fund costs associated with site improvements at JR Wilcox Community School, as outlined in the Appendix C;
- 2) Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of twenty-five (25) years commencing on or about January 1, 2024 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

EXECUTIVE SUMMARY

The Toronto District School Board is planning to make site improvements at JR Wilcox Community School and is partnering with the City of Toronto for funding contributions.

Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. The City's policy permits these funds to be allocated toward improvements to school board playgrounds when the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland in the same community and in combination results in a community benefit. As a condition of transferring the Section 37 funds, the City requires TDSB to enter into a Community Access Agreement.

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$350,000.00 in funding for site improvements at JR Wilcox Community School. As a result of just being notified of the approved

Council Motion, TDSB would like to make best efforts to complete the agreement and securing funding and have the new playground improvements installed by the end of December 2023.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) are for the rehabilitation of two slopes that had been in very poor condition. One slope will have new play features and artificial turf surfacing, and the other slope will be turned into a new outdoor classroom/amphitheatre. A new asphalt path around the field will also be created.

These new features will form part of the larger playground improvements that TDSB is completing at the school. These playground improvements will allow children attending the new school and those living in the neighbourhood to participate in recreational activities.

The estimated cost of breakdown for the \$350,000.00 of City funding is highlighted in Appendix C. This represents the City's portion of this project and is TDSB is providing other funding towards other improvements within the playground.

STRATEGIC DIRECTION

TDSB Strategic Plan Goal: Build Strong Relationships and Partnerships within School Communities to Support Student Learning and Well-Being

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

ACTION PLAN AND ASSOCIATED TIMELINE

TLC will enter into negotiations with the City of Toronto for the required Community Access Agreement. Outlined below are TLC's proposed key terms and conditions and are subject to TDSB approval.

- Date funding is required from the City: Summer 2023 (upon execution of the Agreement);
- Purpose: To fund the construction of an outdoor classroom/amphitheatre, the installation of play features on a slope, and an asphalt path around the field.
- Estimated construction start: Summer 2023 and receipt of funding;
- Estimated construction completion: Late 2023;
- City's Contribution: \$350,000.00;
- Term: 25-year term commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that within the initial thirteen (13) years of the term of this agreement, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the initial thirteen (13) year term divided by 156.



- Community Access: The school yard area shall be exclusively available to TDSB for use during school days, and operating hours, as amended from time to time, and the City will have access for use by the general public during non- school hours until 11pm.

Overall, the project represents a good working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effect utilization of public assets.

RESOURCE IMPLICATIONS

N/A

DUE DILIGENCE

The negotiated terms and conditions are considered fair and reasonable by TLC staff and legal counsel and will provide overall benefit to students and the local community.

POLICY AND PROCEDURE REFERENCE(S)

N/A

APPENDICES

- Appendix A** City of Toronto Council Motion
- Appendix B1** Location of the School and the Project
- Appendix B2** TDSB Master Plan for the Project
- Appendix C** Cost Breakdown for the Use of the Section 37 Funds

FROM

Daryl Sage, Chief Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

City of Toronto Council Motion

APPENDIX A

Full Report on the Proposed Item



City Council

Member Motions - Meeting 43

MM43.26	ACTION	Adopted		Ward: 12
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Authorization to Release Section 37 Funds to Toronto District School Board for J R Wilcox Community School Playground and Schoolyard Revitalization - by Councillor Josh Matlow, seconded by Councillor Mike Colle

City Council Decision

City Council on May 11 and 12, 2022, adopted the following:

1. City Council increase the 2022 Approved Operating Budget for Non-Program by \$350,000 gross, \$0 net, (Cost Centre: NP2161) fully funded by Section 37 funds obtained at the development at 859, 861 and 875 Eglinton Avenue West and 2020 Bathurst Street, secured for uses that will benefit the community (Source Account: XR3026-3701174), for the purpose of providing one time capital funding to the Toronto District School Board for playground and schoolyard improvements at J R Wilcox Community School, subject to the Toronto District School Board entering into an acceptable Community Access Agreement with the City.
2. City Council request City staff from the Management Services Branch of Parks, Forestry and Recreation to participate in the preparation of the Community Access Agreement and City Council request the City Solicitor to draw up the Agreement, in consultation with the Ward Councillor and Community Planning staff, provided acceptable terms can be agreed upon.
3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the capital improvements to the playgrounds at J R Wilcox Community School, for a term of 25 years and on such other terms and conditions satisfactory to the General Manager, Parks, Forestry and Recreation, and in a form satisfactory to the City Solicitor.
4. City Council direct that the funds be forwarded to the Toronto District School Board once the Toronto District School Board has signed an acceptable Community Access Agreement with the City, governing the purpose of the funds, the financial reporting requirements and addressing community access to the playground facilities.
5. City Council direct that if a mutually acceptable Community Access Agreement cannot be agreed upon that the funds will not be transferred to the Toronto District School Board and shall be made available for other for community facilities that will benefit the community.

Summary

This Motion seeks to contribute \$350,000 of Section 37 funds, to assist J R Wilcox Community School with the construction of a new playground and schoolyard.

Location of the School and Project

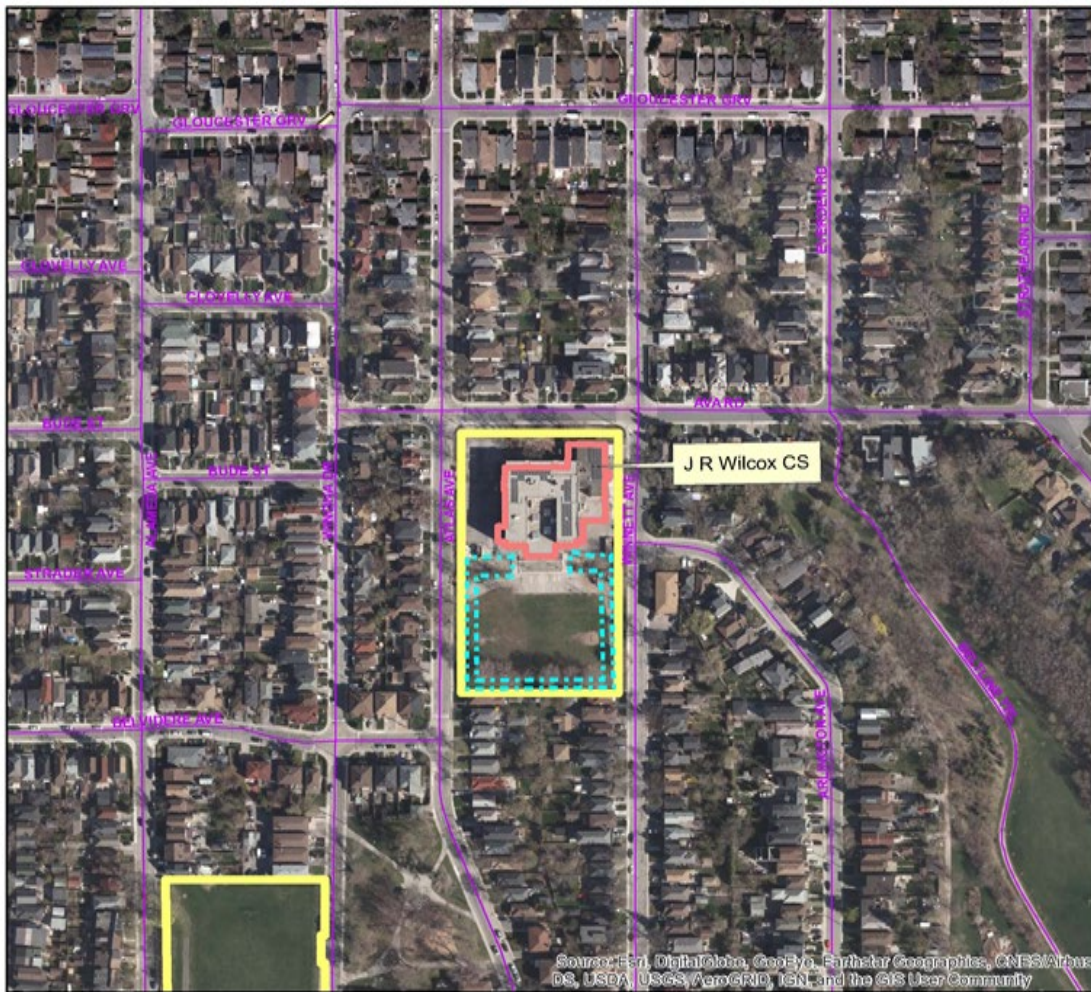
APPENDIX B1



Toronto District School Board

Schedule B1

J R Wilcox CS
231 Ava Road
(2018 Ortho Imagery)



Produced by:
Strategy and Planning, TDSB
April 2019

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



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Area of Work

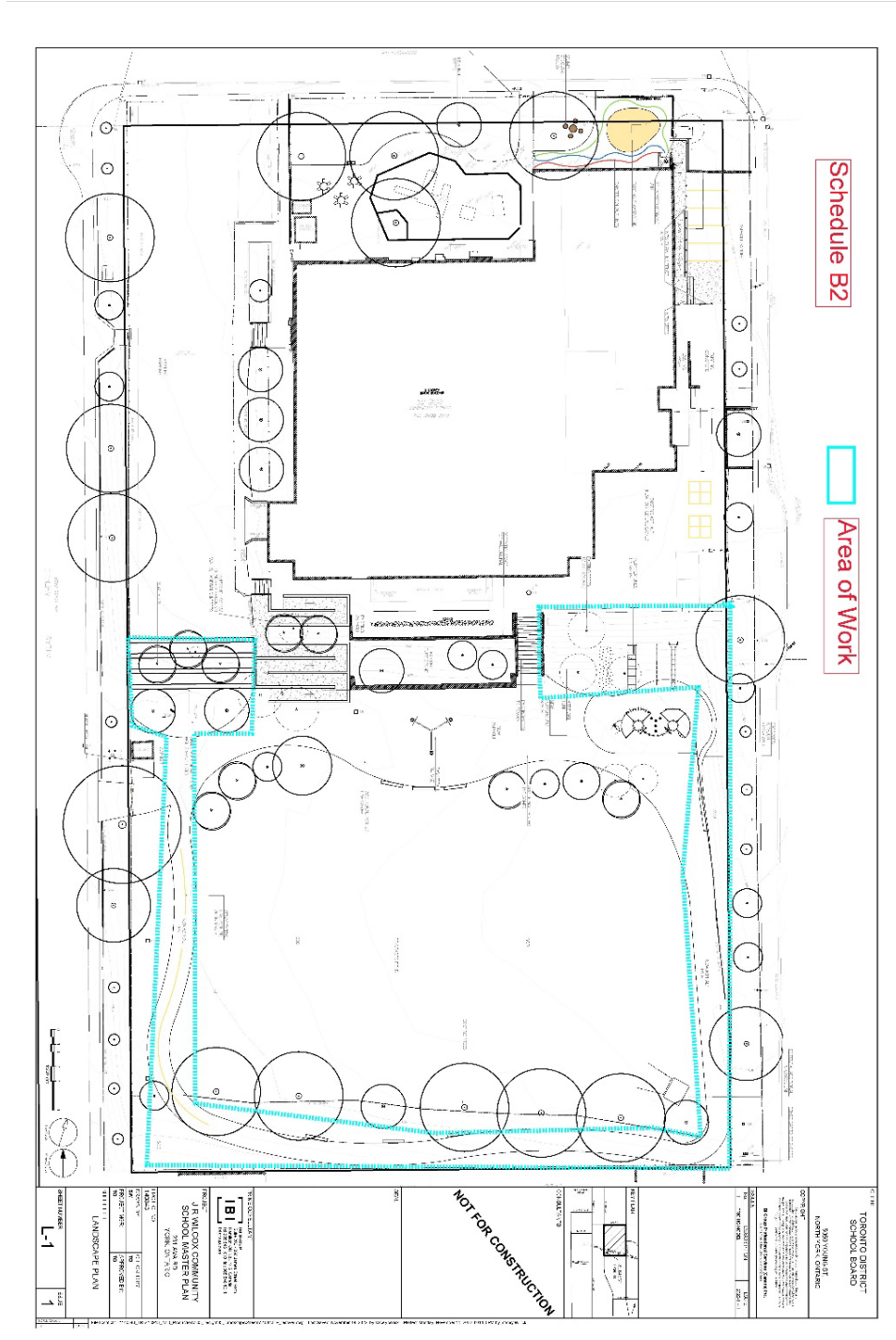
Legend

- Facility
- TDSB Site
- Leased Site

TDSB Master Plan for the Project

APPENDIX B2

The City funded enhancements are included in the following master plan for the school yard improvements:





Cost Breakdown for the Use of the Section 37 Funds

APPENDIX C

The following table shows the estimated cost breakdown for the Section funded enhancements at the JR Wilcox Community School.

JR Wilcox CS
Cost Breakdown for City Funded Improvements

AREA A - PLAY FEATURES ON SLOPE	
Description	Cost
Demolition & Removals & Site Prep	\$ 40,000.00
Grading	\$ 8,500.00
Asphalt Paving	\$ 95,000.00
Play features incl. install	\$ 67,500.00
Artificial Turf	\$ 30,000.00
Safety Surfacing incl. subsurface drainage	\$ 15,000.00
Storage Unit	\$ 15,000.00
Outdoor Classroom	\$ 40,000.00
Fencing adjustments	\$ 5,000.00
Sod	\$ 8,000.00
Line Painting	\$ 5,000.00
New Tree Planting	\$ 3,000.00
SUBTOTAL	\$ 332,000.00
Consulting fees & Permits	\$ 18,000.00
GRAND TOTAL	\$ 350,000.00



Gradual Implementation Plan NBE3U/3C English: Contemporary First Nations, Métis, and Inuit Voices

To: Planning and Priorities Committee

Date: 7 June, 2023

Report No.: 06-23-4560

Strategic Directions

- Truth and Reconciliation, United Nations Declaration on the Rights of Indigenous Peoples
- 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

FROM June 2022 - 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.

Recommendation

It is recommended that this report be received.

Context

This Gradual Implementation Plan for Contemporary First Nations, Métis, and Inuit Voices (NBE3U1) (NBE3C1) to become the compulsory Grade 11 University, College, and Workplace English credit in all TDSB secondary schools is based on the motion below (a), passed at Board

Therefore, be it resolved:

(a) That the Director present a report no later than June 2023 on a gradual implementation plan for The First Nations, Métis and Inuit Studies course Contemporary First Nations, Métis, and Inuit Voices (NBE3U1) (NBE3C1) to become the compulsory Grade 11 University, College, and Workplace English credit in all TDSB secondary schools;

(b) That the Director explore how to embed Indigenous Education into the Advanced Placement and International Baccalaureate Programs.

The motion aligns with the Board’s commitment to the Truth and Reconciliation Commission of Canada: Calls to Action (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The plan to implement NBE3U1 and MNE3C1 as a compulsory Grade 11 English course across the TDSB also reflects an investment and commitment to learn from Indigenous Peoples’ experiences and perspectives (Dion, 2022).

Action Plan and Associated Timeline

Ongoing	Consultation with Elders Council and Indigenous Advisory Circle
Spring 2023	Begin Capacity Building for Teachers new to NBE3U1/C1 in 2023/24
September 2023	55 Schools across all 4 Learning Centres offering NBE3U/C ¹
Fall 2023	Indigenous Advisory Circle (Tanya Talaga), Elder Pauline Shirt, Elder Dr. Duke Redbird, Tanya Senk, Dr. Susan Dion
2023 - 2024	All NBE3 teachers engage in professional learning and collaborative inquiry
Spring 2024	Begin Capacity Building for Teachers new to NBE3U1/C1 in 2023/24
2024 - 2025	All NBE3 teachers engage in professional learning and collaborative inquiry

¹ The 55 schools will be made up of schools already offering NBE3, Aanse Schools (Schools with higher population of First Nations, Métis and Inuit students, and Biidaaban Schools (Schools working on a system-wide Truth and Reconciliation professional learning and collaborative inquiry). They will be from all 4 Learning Centres.

This work aligns with 7 Canopies of the Urban Indigenous Education Centre (See Appendix A) Seven Canopies

Student Voice - OK KO OK magazine and student work samples
Professional Learning - 4 times per year (seasonal) - Collaborative Inquiry Cycles
Community Engagement - Elders, Community Members
Partnerships - Educational Partnerships
Curriculum and Programming - Summer Writing
Research and Innovation - Collect data through Google Forms, qualitative through journaling
Truth and Reconciliation, Governance - Guides the learning

Resource Implications

The NBE3 courses will be supported by the Indigenous Education Grant and the Board Action Plan for Indigenous Education, as the funding is enveloped for Indigenous Education. This will be used for professional learning, text/resource purchasing, educational partners, and working with Indigenous Authors, Artists, Elders, Métis Senators and Knowledge Keepers.

Communications Considerations

In affirming Indigenous Sovereignty and Self-Determination, the Urban Indigenous Education Centre in collaboration with TDSB Media Relations and Communications will be guided by the Elders Council and the Urban Indigenous Community Advisory Committee, along with the Indigenous Advisory Circle.²

Board Policy and Procedure Reference(s)

TDSB commitment to Truth and Reconciliation and United Declarations on the Rights of Indigenous Peoples (UNDRIP), as per June 2022.

Appendices

- Appendix A: Annual Report 2022: Indigenous Education in the Toronto District School Board (Please see Annual Report for your Reference)

From

Jim Spyropoulos, Executive Superintendent/Officer at jim.spyropoulos@tdsb.on.ca

Tanya Senk, System Superintendent, Indigenous Education at tanya.senk@tdbs.on.ca

² The Indigenous Advisory Circle is a group of Elders, Knowledge Keepers, Indigenous Authors, Artists and Scholars to guide the process and learning.



Annual Report 2022

Indigenous Education in
the
Toronto District School
Board

Table of Contents

Forward

Canopy 1: Professional Learning

Canopy 2: Student Well-Being and Voice

Canopy 3: Community Engagement

**Canopy 4: Programming, Curriculum Development
and Implementation**

Canopy 5: Research, Development and Innovation

Canopy 6: Partnerships

Canopy 7: Truth and Reconciliation, Governance and Policy

Forward

We welcomed the start of 2022 thankful that after a global pandemic, the Urban Indigenous Education Centre had weathered the storm of uncertainty and peril caused by COVID-19. Our staff heroically managed two years of homeschooling, providing direction, and leadership and support for the difficult challenges during that period. Once the pandemic had subsided to the degree that we could return to a more normal routine. We began workshopping ideas to resurrect the visions that had developed over ten years, but had been suspended for the past two years.

2022 was a very busy time for the Elders Council and the UIEC. We continued to engage in various events and opportunities to share knowledge and wisdom. This work focussed on transforming education in the TDSB, introducing Indigenous Land-Based learning, community engagement, partnerships, curriculum development, research, and truth and reconciliation through Indigenous perspectives. The Elders Council supported the UIEC as they reimagined ways to decolonize and Indigenize proficiencies throughout the TDSB.

With the support of the Elders Council, the UIEC participated in planning for Indigenous History Month and National Indigenous People's Day and a highlight for everyone was a visit by Her Excellency, the Right Honourable Governor General Mary Simon who visited the school and UIEC on April 1st, 2022.

Conversations continue to be held exploring ways of implementing Indigenous Sovereignty. The promise by Colleen Russell-Rawlins, Director of TDSB, regarding the opening of the Boyne Natural Science School as an Indigenous Land-based Learning Site, speaks to the importance of Indigenous education across the TDSB schools. The Director stated: "We remain committed to honouring the Truth and Reconciliation Commission of Canada Calls to Action and to creating additional opportunities for students to learn from Indigenous perspectives and teachings on the Land."

With this promise in mind the Elders continued advocating for a new school, and shared ideas with Indigenous architect, Brian Porter for the design and development of the Boyne land-based learning site.

The annual Creating Spaces of Belonging took place in May, I gave a Professional Development Keynote speech to the UIEC and TDSB staff. In June the UIEC launched the *O.K. K.O. O.K. Magazine* and the UIEC hosted the second annual Two Spirit and Indigiqueer Pride event.

The Ministry of Education and the Board of Directors continue to be supportive of the work of the UIEC and the Elders Council, as demonstrated by the passage of the motion that incorporated Indigenous authors and texts into Grade 11 English, with the possibility of establishing an Indigenous Trustee position in the future at the TDSB.

Elder Dr. Duke Redbird

Canopy 1: Professional Learning

Supporting Beginning Teachers in Indigenous Education, Summer and Fall 2022

Through the New Teacher Induction Program (NTIP), UIEC Staff engaged newly-contracted teachers in learning about Indigenous Education at Toronto District School Board (TDSB), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Truth and Reconciliation Commission (TRC)'s Calls to Action 62 and 63. During this professional learning, teachers were introduced to TDSB's Strategic Direction of Truth and Reconciliation along with TDSB's commitment to Indigenous Education through the *MultiYear Strategic Plan*, connections to curriculum, finding resources to support K - 12 student and teacher learning, and about the work of the UIEC to support Indigenous students and their families.

Number of Participants: 250 Educations

Impact:

- Participants reported:
 - Understanding the context of Indigenous Education and teachers' roles in Truth and Reconciliation in Education
 - Knowledge of where to access resources for the classroom

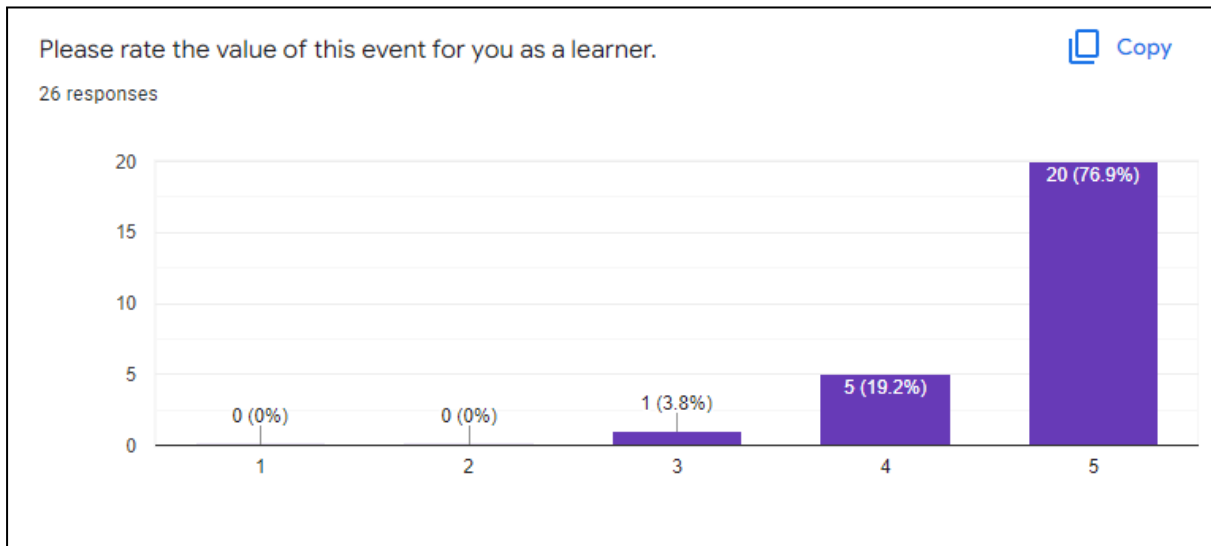
Indigenous Focused Early Years Literacy Strategy, Spring 2022

Beginning in Spring 2022, a targeted Indigenous Focused Early Literacy Strategy was designed to complement and enhance practices already in place at each of the four target schools, 3 of which are also Aanse Schools (i.e., schools with the highest numbers of First Nations, Métis and Inuit students). Using Culturally Relevant and Indigenous-focused resources to support professional learning, the goal was to increase educator knowledge and confidence in early years literacy strategies in order to increase student reading levels and interest. Through the strategy, the four pilot schools received tailored support, additional culturally relevant resources, and were invited to attend a full day Professional Learning session; *Centering First Nations, Métis, and Inuit Perspectives and Building a Framework of Culturally Relevant and Responsive Pedagogy in the Early Years*.

Audience: Staff in the Early Years (Kindergarten - Grade 3)

Number of Participants: 75

Impact:



Key Learnings Reported By Participants:

- How to engage with our students in appropriate ways and using culturally relevant and appropriate resources.
- I learned many resources that I can use, and how to use them with my students.
- I learned some valuable strategies to teach culturally appropriate lessons.
- I learned about the amazing resources that the UEIC offers! I'm excited to use the "Primary Awesome Table".
- It was great to see the different perspectives of how to try to engage our learners in our classroom. All the amazing resources to help make sure that all our students are valued and teach them in a meaningful manner. Thanks so much for all your hard work.
- More clarity about appropriation vs appreciation.
- I learned how to better approach Indigenous teaching in my classroom with my young students.
- One of the main things that stood out to me the most, was the *Potlatch as Pedagogy* resource. What stood out the most, and which led to a great/deeper discussion was how learning occurs through recognizing and encouraging strengths. This was something that I found as an educator, we need to encourage more within our classrooms.

Learning in *First Nations, Métis and Inuit in Canada Course (Revised 2019), NAC20*

2022 marked the first professional learning offering from the UIEC focused directly on the course *First Nations, Métis and Inuit in Canada, NAC20*. During the series of virtual professional learning opportunities that culminated in learning on the land at Forest Valley Outdoor Education Centre, educators engaged in learning about revisioning the teaching of history from linear to thematic and decolonizing pedagogies and assessment practices. In 2021/22, NAC20 was offered in twelve (12) secondary schools.

15 educators participated in the learning and were provided with book bundles for their and their students' ongoing learning.

Number of Participants: 15

Impact:

See:

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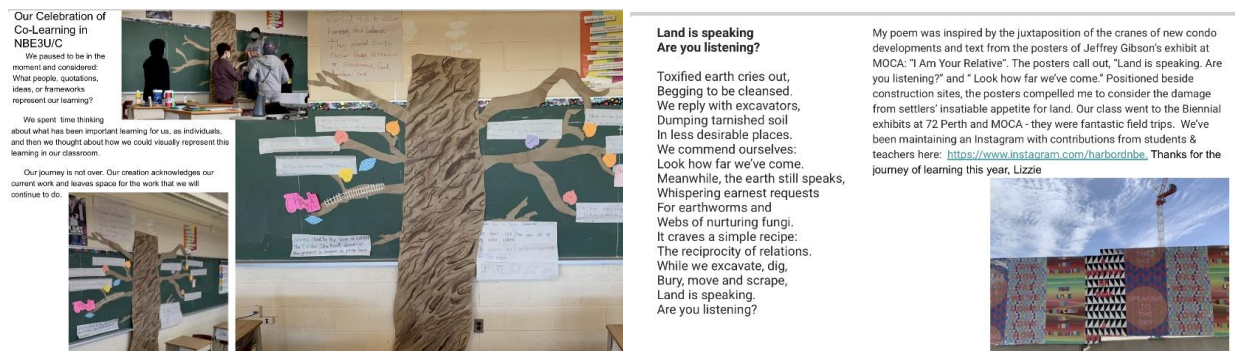
Supporting *Contemporary First Nations, Métis and Inuit Voices* Course (Revised 2019) NBE3

In 2022, there was an increase in secondary schools offering *Contemporary First Nations, Métis and Inuit Voices*, NBE3, as a compulsory English course. Guided by the Elders Council, and Indigenous protocols using Kirkness and Berhardt's [Four Rs of Indigenous Education](#) and Joanne Archibald's 7 [Indigenous Storywork Principles](#), Instructional Leaders developed and facilitated professional learning opportunities for NBE3 teachers focused on enhancing their capacity to deliver the curriculum in ways that effectively centred Indigenous voices and perspectives. NBE3 has been selected by over 1000 students in 27 secondary schools. Teachers were provided with book bundles by Indigenous writers to enhance classroom practice and student engagement.

Number of Participants: 27

Impact:

- Documented examples of teacher learning about responsibilities engaging in teaching First Nations, Métis and Inuit Studies courses, specifically *Contemporary First Nations, Métis and Inuit Voices*, NBE3.
- Pedagogical examples of student learning based on teacher shifts in practice.



Three-Part Series: Indigenous Education in the Early Years, Fall 2022

In fall, 2022, UIEC provided a three-part course to engage Early Years educators in learning to centre First Nations, Métis and Inuit perspectives in Early Years pedagogy. Participants engaged with Indigenous-centred pedagogies to enhance classroom

conditions for First Nations, Métis and Inuit students. Early Years educators were guided through resources created by Indigenous authors and engaged in hands-on opportunities to explore play-based possibilities for classroom instruction.

Number of Participants: 30 Educators

Impact:

- Increased capacity among early years educators to centre Indigenous perspectives and use Indigenous pedagogies in their everyday practice
- 100% of participants rated their experience as Highly Beneficial to their practice.
- Key Learnings identified by participants include:
 - The importance of honouring protocols, specific to art and beyond
 - How to incorporate indigenous resources in my own teachings in a respectful and appropriate manner; Better understanding of the issues that the indigenous community faces
 - Jordan's Principle
 - Different strategies and resources to approach colleagues who may be hesitant and resistant to engaging in the necessary work

Three-Part Series: Leadership in Indigenous Education (Virtual), Fall 2022

This three-part series embedded leadership in the context of land and treaties, fostering dialogue about Indigenous-settler relationships in education and what those relationships might mean for First Nations, Métis and Inuit students and families.

Questions engaged included: What does it mean to lead for truth and reconciliation, and decolonization in education? How can leaders centre Indigenous perspectives, realities, resistance, brilliance, and joy in their school improvement plans? The Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Education frame the conversations.

Number of Participants: 30 Principals and Vice-Principals

Impact:

- Participants reported:
 - An increase in self-efficacy with capacity building with schools staff specific to land acknowledgement
 - Improved Indigenous Education Goals based on identified student and staff learning needs in Indigenous Education
 - Increased effectiveness of planning for appropriate and responsible actions to enhance Indigenous Education in schools

Biidaaban: Truth and Reconciliation Project, Fall 2022 - ongoing to June 2023



The UIEC, guided by the Elders Council and Urban Indigenous Community Advisory Council, created a project to work alongside system and school leaders to ensure a (re)focus on Truth & Reconciliation and the Rights of Indigenous Peoples across the TDSB, including individual school improvement plans (SIP). The ***Biidaaban - Truth & Reconciliation Project*** is guided by The Truth and Reconciliation Commission of Canada: Calls to Action (TRC) and the United Nations Declaration on the Rights of

Indigenous Peoples (UNDRIP), aligning with the TDSB's spring 2022 motion to embed TRC Calls to Action and UNDRIP in all areas of board processes and planning, and is a TDSB Strategic Direction. It creates possibilities for system and school leaders to influence and confront colonial practices, beliefs, and structures that perpetuate adverse impacts of colonization on First Nations, Métis, and Inuit students, families and staff. Finally, this project leverages school improvement planning processes, including the identification of Reconciliation/Indigenous Education Goals and Action Plans in individual schools (in connection to the Board Action Plan for Indigenous Education).

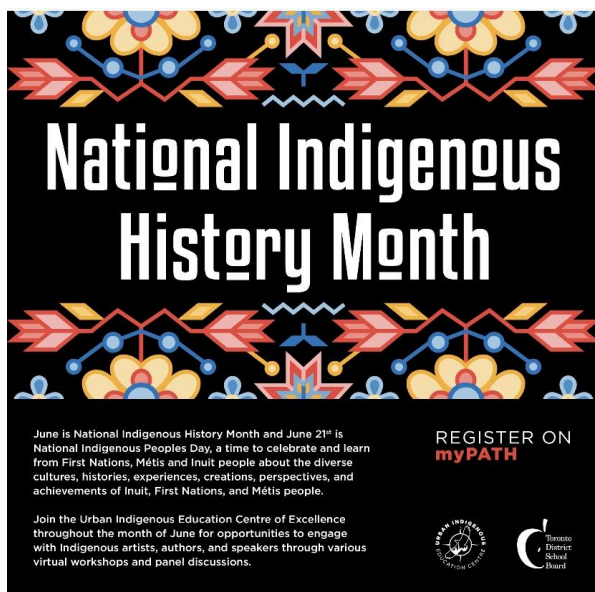
Number of Schools Participating: 52 Schools across all Learning Centres, at least 2 schools from every Learning Network

Number of Participants: 100 Teachers, 52 Principals or Vice Principals, 28 Supervisory Officers

Impact So Far:

- Direct work to enhance conditions and increase Indigenous Education learning in 52 schools across the system
- Increase in Indigenous Education learning and capacity building for over school and system leaders
- Enhanced classroom instruction and student learning in Indigenous Education in participating schools
- Enhanced school improvement goals focused on Indigenous Education with deeper consideration of the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

June: Indigenous History Month



Throughout June 2022, the UIEC offered 11 virtual workshops/events for K-12 students and educators. These workshops/events were opportunities to listen to and learn from First Nations, Métis and Inuit Peoples. Opened by Dr. Elder Duke Redbird, some of the speakers included: Pam Palmater, David A. Robertson, Ange Loft, Vicky auf der Mauer, and others.. These learning opportunities provided participants with the opportunity to celebrate and honour First Nations, Métis and Inuit cultures, perspectives and historical and contemporary realities.

Number of participants: 500+ students and educators

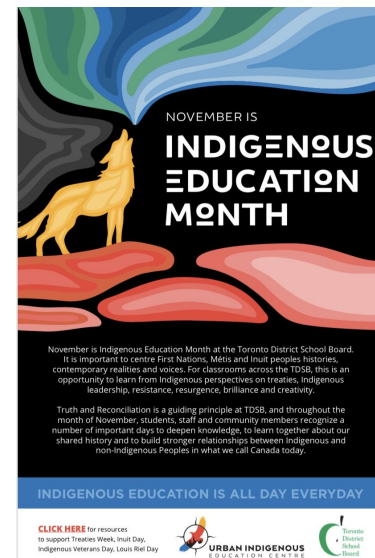
Impact:

- Feedback from some participants around their learning and application to the classroom include:
 - My class followed the DDSB situation a couple of months ago. They are deeply engaged with this series and that incident offered them (and me) an opportunity to exercise their critical consciousness. To see David A. Robertson continue to thrive and celebrate the series was a very positive experience for my students.
 - Pamela Palmater's communication of such big topics of Indigenous Sovereignty into an understandable narrative I and my students could follow so easily.
 - Learned about the Indian Act, the Royal Proclamation, Indigenous history in Canada...a lot.
 - With Ange Loft, through the movement and dance, I learned the meaning and the significance of the treaty and how that contrast to business process of the colonists
 - Becky Han - Learning that communities look different around different parts of Canada. Learning that children can have the same fears no matter if they are from the same place/same culture/same language or not. Exposure to new language, new story and new author. Learning more about Indigenous Peoples living in Canada.

November: Indigenous Education Month, 2022

November is Indigenous Education Month and is an important reminder to centre First Nations, Métis and Inuit perspectives, voices, histories, and contemporary realities in education contexts. In classrooms across the TDSB, it is an opportunity to learn about treaties, Indigenous leadership, achievements, resistance and creativity.

During November 2022, the UIEC offered 6 virtual workshops/events for K-12 students and teachers to listen to and learn from First Nations, Métis and Inuit Peoples. Opened by Dr. Elder Duke Redbird, some of our speakers included: Maurice Switzer, Clayton Shirt, Ange Loft and others. This year's learning ended with Dr. Susan Dion leading an in-person session for TDSB staff on her new book *Braided Learning*.



Number of Participants: 250+ Students and educators

Impact:

- Increase in cross-system access for students and educators to learning from Indigenous voices
- Enhanced educator capacity in engaging conversations on significant topics specific to Indigenous experiences

Overall Impact of Professional Learning

- Educators indicate increased confidence in incorporating Indigenous histories, cultures, perspectives, and contributions in the school and classroom experience of all students;
- Relevant, respectful, and appropriate Indigenous-centred practices, including more broadly incorporating Indigenous-centred courses in secondary schools, are being implemented more regularly across schools participating in UIEC professional learning, with a renewed focus on school improvement; inquiry-based professional learning among participating leadership teams; and
- Administrators share that they feel more confident in engaging in Leadership in Indigenous Education through data, shared leadership, and engaging with Indigenous Leaders.

Canopy 2: Student Well-Being and Voice

Indigenous Student Trustee

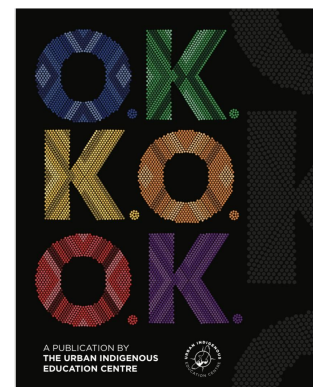


The work of the Indigenous Student Trustee is guided by the Elders Council, Truth and Reconciliation, UNDRIP and Indigenous ways of being, Knowing, and doing. One of the primary roles of the Indigenous Student Trustee at TDSB is to engage with First Nations, Métis and Inuit students across the board and represent their successes, joy, creativity, concerns and challenges. Indigenous students are underrepresented in student voice and engaging indigenous youth is of critical importance to shifting current conditions that adversely impact Indigenous student

well-being. The Toronto Indigenous Youth Council (TIYC) is an advisory body to the Indigenous Student Trustee and is composed of Indigenous youth who want to share their perspective on issues affecting them. Isaiah Shafqat has served as Indigenous Student Trustee since 2020, with his term coming to an end in 2023. Throughout his time as Indigenous Student Trustee so far, he has worked closely with the Urban Indigenous Community Advisory Council, Student Senate, UIEC, TIYC and more. He has led advocacy in various areas to advance Indigenous Education in the TDSB.

OK, KO, OK Student Publication, Spring and Fall 2022

The premier issue of the Urban Indigenous Education Centre's student publication *OK, KO, OK* was launched June 1, 2022, the first day of National Indigenous History Month. The second issue launched November 1, 2022 as a way to launch TDSB Indigenous Education month. Each issue features work produced by secondary students in classes from *the Ontario Curriculum, Grade 9 to 12, First Nations, Metis, and Inuit Studies (2019)*. Educators were encouraged to learn and work with students for students to share creative work that is:



- personally authentic, respectful, insightful
- inspires increasingly responsible relationships between settlers and First Nations, Métis and Inuit Peoples now and into the future
- challenges and disrupts past and present colonial narratives

The launch of the magazine culminated in an event hosted by a student and featured talks by Dr. Elder Duke Redbird spoke, along with Tanya Senk (System Superintendent, Indigenous Education), Lee Sheppard (Instructional Leader, magazine lead), Robert

Durocher (Centrally Assigned Vice-Principal, Indigenous Education). The audience consisted of community members, students, families, staff and trustees.

See: CityTV News Coverage [TDSB students launch Indigenous education magazine - YouTube](#)

Toronto Indigenous Youth Council

The Toronto Indigenous Youth Council (TIYC) brings together Indigenous Youth from across Toronto that come together to make positive change in their schools and communities, and to support one another in the process. The students meet weekly both in-persona and virtually. The founding members of the collective saw a need for space to be created where peers could meet and talk about political action, business, post-secondary, Indigenous arts, and other engaging topics that come up in a culturally safe environment.



In collaboration with the TDSB's Continuing Education School as well as the continued support of the Urban Indigenous Education Centre, the TIYC launched its first credited course offerings to TIYC students. As of January 1, 2023, a total of 19 students were enrolled in courses and an additional 5 students were attending regularly in a volunteer capacity. The two courses offered through the TIYC are:

- NDA3M1 - Contemporary First Nations, Métis, and Inuit Issues and Perspectives
- NDW4M1 - Contemporary Indigenous Issues and Perspectives in a Global Context

Impact:

- 288 - Stronger connections among Indigenous youth
- 108 - Native plants planted in garden boxes around the school
- 87% - Youth reporting a “stronger sense of community with their peers”
- 42 - Individual students who attended TIYC during the year
- 19 - Students on track to achieve a high school credit
- 7 - Students receiving volunteer hours for supporting the collective
- 6 - Inspirational field trips to sites across Toronto

- Quotes from students about the program:
 - The program “made me feel like I was not the only native person in the TDSB”.
 - “I feel more comfortable around my fellow classmates and have a new sense of belonging”.
 - “This course is the main source for me to learn more about my history and where I come from”.

- “I think I’m still learning what to look out for and look for in relationships (platonically). A lot of the folks I’ve been able to know are genuine people even if not apparent - I have more patience for others now”.
- “I have a reaffirmed understanding of how I connect with people on a personal level. It’s helped me reevaluate how I can grow socially and be more willing to create a community with others”.
- “It’s not normal in today’s education system that we have this type of realistic & progressive environment”.

UIEC Student Success Team

The UIEC Student Success Team centres the social and emotional well-being of Indigenous students throughout the TDSB. Through the Access to Services Referral Process, the team receives three-six referrals per week to support Indigenous students from across the TDSB. The referrals include requests for advocacy, counselling, academic supports, cultural access, social work, school re-engagement, addressing food insecurity, housing, sex trafficking, attendance, and accessing mental health supports, navigating the school system. The Student Success Team consists of an Indigenous Child and Youth Counsellor, Indigenous Social Workers, and a Student Success Teacher. Alongside their student-focused supports, the Student Success Team planned and delivered a series of professional learning sessions for all frontline staff members, focusing on the unique intersections of Indigenous histories, current realities, mental health, trauma, and education. These were delivered by both the Indigenous itinerant social workers and the Indigenous itinerant Child and Youth Counsellor. This professional learning aimed to develop meaningful and experiential ways of understanding the complexities of Indigeneity and mental health. Staff who attended these sessions had the opportunity to receive the teachings from both Elders and Residential School Survivors, as well as practical training on trauma from both an Indigenous and Western lens. The Student Success Team also planned and facilitated a series of workshops on Cultural Safety from an Indigenous perspective.

Total Number of Student Referrals: 150 across 80 schools

Indigenous Social Work

As the TDSB recognized and supported the rising need for critical mental health needs, particularly during the Covid-19 pandemic, Indigenous social work has sought to meet the unique needs of Indigenous students. Indigenous students face a disproportionate amount of mental health challenges and systemic barriers that impact achievement and emotional well-being. Intergenerational trauma, poverty, racism (both direct and systemic) and the over-representation of Indigenous children in the legal system and Children’s Aid are just some of the factors that contribute to the unique challenges that Indigenous students face.

Indigenous students are three times more likely to withdraw from their education than the national average. Indigenous students have overwhelmingly identified that they are

experiencing a lack of support and safety in the school setting (noted in the 2018/2019 Aanse report, as well as the 2017 TDSB Parent Census Report).

Therefore, advocacy and capacity building in schools remain at the forefront of Indigenous social work in the TDSB. This is achieved through providing professional development and education for staff, providing life-altering one-to-one counselling, facilitating student groups, advocacy for families, and outreach to the broader Indigenous community across the GTA.

Impacts:

- Facilitated year-long student groups, with the goal of fostering positive peer relationships, developing social skills, gaining new experiences and knowledge, and amplifying student voice. Social Workers also delivered workshops on the impacts of colonization on healthy relationships, human trafficking, and missing and murdered indigenous women.
- Facilitated the Toronto Indigenous Youth Leadership Council.
- Respond to student crises (including suicidal ideations, homelessness, community violence and self-harm).
- Provide in-class student circles, to raise awareness amongst classroom communities about Indigenous cultures and teachings, in order to foster better peer-to-peer relations between Indigenous and non-Indigenous students.

Cultures and Traditions Instructors

First Nations, Métis and Inuit students have opportunities to engage in cultural teachings through Cultures and Traditions Instructors. The UIEC has an Itinerant Cultures and Traditions Instructor who works in Aanse schools. Kâpapâmahchakwêw/Wandering Spirit School and Eastview Public School also have Cultures and Traditions Instructors. These instructors support students through providing cultural support, to address students isolated in schools with lower Indigenous populations. Students participate in a range of ways, including cultural teachings (e.g., wampum, drum workshops and fire teachings) and in arts-based Indigenous activities that are holistic and centred on student well-being. Students also receive cultural support in their academics, and families receive support accessing cultural events, community organisations, and agencies in Toronto.

Impacts:

- Increase in access to cultural resources and teachings for Indigenous students in 3 schools with the highest numbers of First Nations, Métis and Inuit students
- First Drum Social at Bowmore Public School bringing together over 100 community members in December 2022
- Coordination of Winter Solstice gatherings at Kâpapâmahchakwêw Wandering Spirit School. Native Learning Centres East and Downtown, Eastview and Bowmore (December, 2022)

Creating Spaces of Belonging Conference, Spring 2022



The Urban Indigenous Education Centre’s Student Success Team offered a virtual conference 6th annual *Creating Spaces of Belonging*. This year’s conference theme was inspired by keynote speaker Elder Dr. Duke Redbird that shared Indigenous perspectives with connections to humour, art, and music, and well-being and mental health. Workshops included an Indigenous educator panel, and Indigenous student panel, Indigenous artist panel, and others. These virtual workshops engaged the audience in learning from and alongside Indigenous people around well-being, and offered opportunities for questions and conversation.



Number of Participants: 150 staff

Impact: Efforts to improve education for First Nations, Metis, and Inuit students and families include learning about enhanced school conditions, access to cultural and well-being services, improved engagement, and a focus on Indigenous education.

UIEC and TDSB Arts Department Student Arts Co-Op

In collaboration with the UIEC, the TDSB Arts Co-op Education offered two, 2 credit co-operative education opportunities for secondary students with an interest in social justice and a passion for an interdisciplinary approach to the arts. This program aims to build cross-cultural understandings between students through storytelling, playwriting, acting, spoken word, dance, visual, media and digital arts production. Students collectively explore themes of truth, identity, and relationships in response to the Truth and Reconciliation Commission of Canada: Calls to Action. Indigenous perspectives and worldviews are an integral part of this program. Students learn from Indigenous artists, as they draw upon their diverse backgrounds to share original stories through virtual performances. This program culminates with a virtual tour showcasing their original performances to Grades 7 and 8 students throughout the TDSB. This year’s Arts Co-op was supported by UIEC Instructional Leaders and led by Indigenous digital and performance artist Archer Pechawis. Students collaborated in the creative process to co-create and share their voices and stories about their relationships to water. As this year’s program was all done virtually, students also gained a number of digital tools and skills.

TDSB Arts Co-Op:

- Room, Quad 4
- Grades 11 & 12

Program Location:

- Fully Virtual

Important Dates:

- Applications Due
 - April 20
- Interviews
 - April 27 - 28
- Confirmations Sent
 - April 29
- Placement Starts
 - May 3

Number of Participants: 40 students in Arts Co-op, and 300+ students, educators

Aanse: Student Well-Being and Achievement Strategy

Aanse, the Anishnaabemowin word for “transformation”, is the inspiration for the Anse: Student Well-Being and Achievement Strategy. This strategy involves structures for teams of UIEC staff to provide direct wrap-around support for 5 focus schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB. Supports include leadership in Indigenous Education coaching for Principals and Vice-Principals (Centrally Assigned Principal and Vice Principal), collaborating with teachers to enhance classroom instruction and student learning (Instructional Leaders), providing one-on-one academic supports (Student Success Counsellors), mentorship and access to diverse secondary and post-secondary resources and programs (Graduation Coaches), family/caregiver forums and circles (Community Liaisons), and one-on-one counselling and bi-weekly sharing/healing circles (Social Workers and Child and Youth Counsellors). Further, ensuring access to Indigenous culture and languages in these schools is a key priority.

Number of Schools: January to June, 2022 - 8 elementary schools & 8 secondary schools
September to December, 2022 - 6 schools (3 elementary, 3 secondary)

Impacts:

- Enhanced classroom and school conditions for First Nations, Metis, and Inuit students and families
- Increased access to cultural, language, and well-being supports and services for First Nations, Metis, and Inuit students and families
- Increases in literacy engagement for students and enhance capacity in Indigenous pedagogies for educators
- Increase in wholistic approaches to school improvement with a focus on Indigenous Education

Overall Impacts on Student Well-Being and Voice

- Increased engagement, understanding and self-confidence of Indigenous students;
- Increased connection to culture and community, and making connections to students’ personal lives;
- Safe spaces are created where students can explore their Indigeneity;
- Increased student and family re-engagement with school;
- Increased understanding of the supports needed to address the social determinants of health and wellness (e.g. food security, housing, health supports) of First Nation, Métis, and Inuit students.

Canopy 3: Community Engagement

Urban Indigenous Community Advisory Committee (UICAC)

The Urban Indigenous Community Advisory Committee (UICAC) meets on a monthly basis to engage the voice, experiences, expertise and concerns of local community groups, organizations and supports to inform our work at UIEC to better support First Nations, Métis and Inuit students, caregivers and communities. The following community agencies have been part of the UICAC:

- Two-Spirited People of the First Nations
- Council Fire
- Indigenous Affairs Office, City of Toronto
- ENAGB
- City of Toronto, Early ON
- Seneca College
- York University
- Toronto & York Region Métis Council

Two-Spirit Indigiqueer Pride and PowWow



The second Two-Spirit, Indigiqueer Pride at UIEC and TDSB in June 2022, with support from Indigenous Student Trustee Isaiah Shafqat. This event provided K-12 students and staff with the opportunity to listen to and learn from Two-Spirit and Indigiqueer students, Elders, writers and artists about their experiences, lives and perspectives. It was also an opportunity to engage in decolonizing conversations around gender and sexual diversity. Some of the guests included Elder Blu Water, artists Patrick Hunter and TJ Cuthand, poet T'áncháy Redvers, academic Marie Laing, and others. This event was a partial collaboration with 2-Spirited People of the 1st Nations, and in June 2022 the UIEC participated in the Two-Spirit Pow Wow at Downsview park with the support of the Community Liaison team.

REGISTER ON [myPATH](#)



Number of Participants: 500+ (Both virtual events and Pow Wow)

Impact:

- Based on some of the workshops, participants responded:
 - I learned that there is a real spectrum to experiences/interpretations of Two-Spirit but that what is most important is that it applies only to Indigenous folks and comes from ceremony. I also learned how important it is to connect Two-Spirit folks to their community (and ensure those connections are safe and positive).

- What I learned from this event is to support, uplift and help someone who needs help, be a voice, and also be there to listen. Elder Blu Water said, "everyone is a beautiful gift from the creator."
- I was previously unaware of how the term 2spirit came about. I had also forgotten to consider 2spirit experiences in the context of residential schools before now thanks to Teddy Syrette sharing this.

Covid-19 Vaccination Clinics

In collaboration with [Anishnawbe Health Toronto](#) the Community Liaison Team organized several Covid-19 vaccination clinics for UIEC staff, Kâpapâmahchakwêw/ Wandering Spirit School students, staff and caregivers, and community.

Impact of Community Engagement

- Increase in role models and mentors who can offer advice and guidance from and with an Indigenous perspective;
- Facilitated conversations about Covid-19 vaccination in culturally safe ways;
- Increase community attendance at the UICAC meetings.

Canopy 4: Programming, Curriculum Development and Implementation

The UIEC Instructional Leadership team built system-wide knowledge and awareness of Indigenous cultures, histories and ways of knowing through structured staff development and direct support to schools. Some key activities included:

- Building capacity system-wide among staff to enhance conditions in schools for Indigenous students;
- Developing and implementing curriculum units, lessons and provocations for learning at the primary level, and professional learning modules;
- Vetting resources and helping classroom teachers and teacher-librarians identify accurate, authentic materials and resources for classrooms and school libraries;
- Establishing partnerships and learning initiatives in collaboration with various Indigenous organizations;
- Delivering professional development at all levels to all staff (e.g., New Teachers Induction Program, Outdoor Education staff, The Arts, French, etc.).

This work aligns with the TDSB's Multi-Year Strategic Plan, Curriculum documents, the [First Nations, Metis, and Inuit Education Policy Framework](#), United Nations Declaration on the Rights of Indigenous Peoples, and Truth and Reconciliation Calls to Action.

Urban Indigenous Education Centre Library

The UIEC Library Collection has grown with the addition of several hundred new books purchased from Goodminds, an Indigenous run supplier. The new additions to the collection represent First Nations, Métis, and Inuit perspectives and include selections appropriate for readers from Kindergarten to Graduate-level learning. We have also added four additional copies of Indigenous Peoples Giant Floor Map to the collection.

Online Resources

The UIEC provides resources to the system (e.g., Direct Line, System Leaders' Bulletin, Trustees' Weekly, etc.) throughout the school year by co-producing resources on various topics and Indigenous Days of Significance including: Indigenous Education Month, Treaty Recognition Week, Aboriginal Veterans' Day, Louis Riel Day, Inuit Day, National Indigenous Peoples Day, etc.. The Urban Indigenous Education Centre also has a Google Site (<https://sites.google.com/tdsb.on.ca/uiiec-resources-draft/home?authuser=0&pli=1>) which includes our online curriculum resource, *the Awesome Table*; a Facebook site (<https://www.facebook.com/UrbanIndigenousEducationCentre/>); and a Twitter account @UIEC_TDSB.

Anishinaabemowin Language Learning

Anishinaabemowin is offered in Kindergarten to Grade 12 at eight schools within TDSB. Elementary schools that offer it include Eastview PS, Humewood CS, Bala CS, Kâpapâmahchakwêw/Wandering Spirit School and this year, Bomwore PS started offering it for the first time. Secondary schools that offer Anishinaabemowin in grades 9 -12 are Riverdale CI, Native Learning Centre Downtown, Native Learning Centre East, and Kâpapâmahchakwêw/Wandering Spirit School. Currently, there are seven Ojibwe language teachers within TDSB. With student population growth and demand, we are looking to recruit Indigenous language teachers, and to include within our Indigenous language programs: Mohawk, Cree, and Inuktitut. There are currently 328 elementary students and 80 secondary students currently enrolled in Ojibwe Anishinaabemowin classes in the TDSB.

Combating Hate and Racism Strategy

The Student Learning Strategy for Combating Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. The Urban Indigenous Education Centre, in collaboration with the Centre of Excellence for Black Student Achievement and the Equity, Anti-Oppression and Anti-Racism Department, has supported classroom educators to develop curriculum to support classroom instruction that builds understanding, develops critical consciousness, and implement strategies that centre truth and reconciliation and challenge anti-Indigenous and other forms of hate and racism. The development and review of the curriculum resources occurred from summer to winter, 2022, with plans to pilot lessons and units in 2023.

Impact of Programming, Curriculum Development and Implementation

- K-12 educators and vice-principals/principals have access to relevant lessons, resources and learning opportunities to support the work of Truth and Reconciliation and Indigenous Education in K-12 classrooms;
- On-line resources now has robust K-3 lessons and provocations for learning along with modules for NAC10 and NBE3;
- The Indigenous Food Sovereignty Program is providing fresh food to 3 sites on a daily basis;
- The Indigenous Food Sovereignty Program facilitated secondary school students in earning credits in co-operative education while gaining skills and work-place experience;
- The UIEC Twitter handle has grown by followers and is a vehicle that some TDSB staff access to learn about learning opportunities offered by UIEC.

First Nations, Métis and Inuit Studies (Revised 2019) Professional Learning Series

Learning in *Expressions of First Nations, Métis and Inuit Cultures Course (Revised 2019)*, NAC10

The UIEC provided various professional learning opportunities for teachers of the course *NAC10 - Expressions of First Nations, Métis and Inuit Cultures*. These opportunities included four (4) full professional learning days that included listening to and learning from and alongside Indigenous artists, speakers, Elders, and UIEC Instructional Leaders to engage in enhancing practices in curriculum, pedagogy and assessment. These days were themed around Truth, Reconciliation and Decolonizing Art Practices. In 2021/22, over 3000 students in 48 secondary schools were enrolled in NAC10. The UIEC also worked in collaboration with the Art Gallery of Ontario to provide virtual tours and creative tasks for NAC10 students and teachers to further their learning about Indigenous art and artists. Teachers were provided with book bundles focused on Indigenous art and artists to support classroom learning. Starting this year, teachers were encouraged to keep journals and sketchbooks, and to then make an artefact to represent their learning.

Number of Participants: 48

Impact:

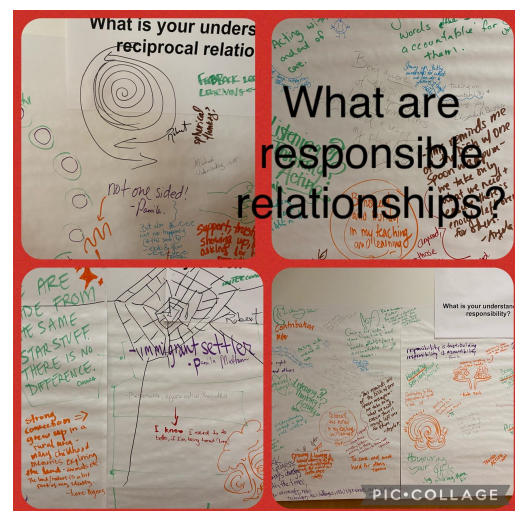
Examples of teacher reflections and learning about responsibilities engaging in teaching First Nations, Métis and Inuit Studies courses.



This was a wampum bracelet that I made during a workshop with Rebecca. It reminds me of the importance of Treaties and my role as a treaty person, how I want to



focus on Treaty work at the start of the course next year, and how lucky I am to get to work with Rebecca and receive support from the UIEC.



Canopy 5: Research, Development and Innovation

Indigenous Language Coach

To strategize supporting and recruiting Indigenous Languages teachers and instructors, the Urban Indigenous Education Centre developed TDSB's first learning coach role to support mentoring and professional learning for Indigenous Language teachers and Instructors.

Indigenous Graduation Coaches

A team of three (3) Indigenous Graduation Coaches at The Urban Indigenous Education Centre provide system-wide supports to First Nations, Métis and Inuit students in academic pathways, and looking to remove barriers to graduation. The team also provides workshops throughout the year to support Indigenous youth with resume writing, job opportunities, dual credit learning, co-operative education positions, and looking at post-secondary options.

Impact:

- Grade 8 Students:
 - Built relationships in 7 schools, servicing, 38 and probably more, Grade 8 students;
 - Facilitated transitions processes for students leaving Grade 8 and entering Grade 9 (10 schools)
- Secondary School Students:
 - Built relationships at 21 High Schools, getting to know teachers, guidance counsellors and administrators
 - Served 72 non-graduating students to access employment, housing, and vaccines
 - Enhanced student capacity to advocate for themselves and their needs to teachers to make sure they are getting the level of education they deserve
- Graduating Students:
 - Served 36 Graduating Indigenous Students across TDSB
 - 14% of those graduates are returning to High School to upgrade their marks - with that, the Graduation Coaches advocated to the Dual Credit team to make Indigenous Graduates able to take Dual Credits to support students to build positive relationships with post-secondary education
 - 25% of the graduates have work lined up, apprenticeships, trades work, and other full-time employment opportunities
 - 17% of graduates are attending college, and most, if not all, have full-funding set up for next year
 - 33% of the graduates are attending University with full-funding

Indigenous Food Sovereignty Program

The Indigenous Food Sovereignty program is a multifaceted program that:

- provides First Nations, Metis and Inuit students at 3 sites (Kâpapâmahchakwêw/Wandering Spirit School, Native Learning Centre East, Native Learning Centre Downtown) with healthy, local, Indigenous-based food throughout the school day;
- engages in building capacity through holistic teaching and learning about Indigenous Food Sovereignty systems;
- provides opportunities for First Nations, Métis and Inuit students to engage in co-operative education learning to gain skills, credits and experiences;
- engages community in learning about Indigenous Food Sovereignty.

Canopy 6: Partnerships

Relationship Development and Maintenance

The Community Liaison Team, guided by the Elders Council facilitates working with Cultures and Traditions Instructors, UIEC Instructional Leaders, the Student Support Team, and UIEC Administrators to build and nurture relationships with new Indigenous partners and maintain relationships with Indigenous Elders, Knowledge Keepers, artists and community members.

Engaging Indigenous Artists and Educational Partners Working in Schools

UIEC staff supported Indigenous artists, speakers, authors and other partners on the TDSB Educational Partnerships list by connecting to curricula, navigating policies and procedures, and sharing their work with schools. The UIEC developed protocols for teachers and schools to facilitate engagement of artists and partners in ways that are welcoming and respectful. The partnership list continues to grow to support school-based programming.

Urban Indigenous Education Centre and York University Faculty of Education Office of Professional Learning Partnering to Provide Additional Basic Qualifications

Descriptions: The Intermediate Basic First Nations, Métis and Inuit Studies additional basic qualification course facilitates elementary and Grade 9-10 teachers in being able to better plan, teach and assess the Revised (2018) Social Studies, History and Geography curriculum, and the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (NAC10, NAC20). Participants will engage in learning from Indigenous perspectives for their classrooms.

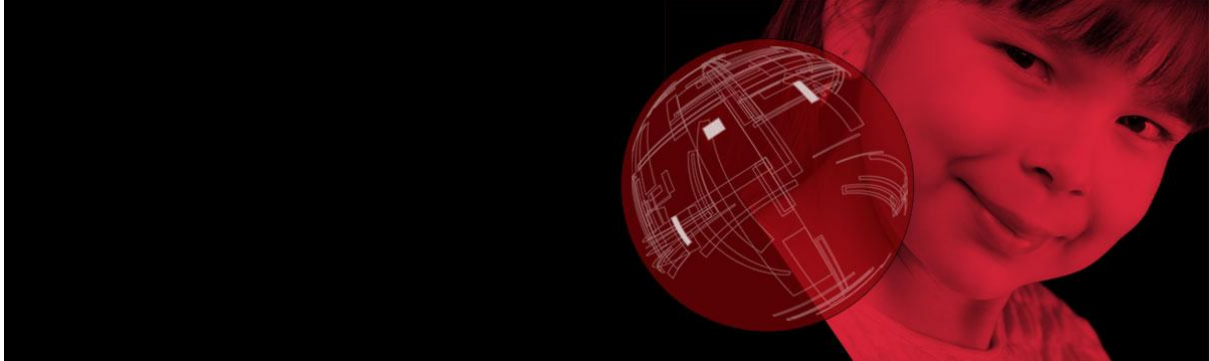
The Senior Basic First Nations, Métis and Inuit Studies additional basic qualification course facilitates secondary teachers in being able to better plan, teach and assess the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (Grade 11 & 12 courses (NBE3). Participants will engage in learning about First Nations, Métis and Inuit historical and contemporary realities from Indigenous perspectives for their classrooms.

Number of Participants: 130 educators

Toronto Aboriginal Social Services Association

Working in collaboration with TASSC, UIEC was able to continue offering Indigenous families with COVID-19 Relief.

York University: Wüléelham



York University Indigenous-Focused Courses, Cohorts and Programs

Wüléelham: is a Lenape word that means "make good tracks"

Rooted in Indigenous knowledge and pedagogies, the *Wüléelham* courses, cohorts and programs engage participants in learning from Indigenous peoples' experiences and perspectives.

Wüléelham options were developed to highlight the specific strengths of urban Indigenous communities. They are not intended to be taken in a linear sequence; instead, students make their own tracks, choosing to participate based on their timelines and interests. Our ultimate goal is to provide students with the knowledge and understanding to contribute to community well-being through their chosen career paths.

Developed in collaboration with Indigenous scholars and communities, *Wüléelham* prepares students for a wide variety of careers including, teaching, journalism, public administration, law enforcement, court work, policy work, or research on Indigenous experiences.

Bachelor of Education (BEd) - WAABAN Indigenous Teacher Education

In response to the Truth and Reconciliation Report, the Faculty in collaboration with the Toronto District School Board Indigenous Education Centre offers admission to a **special cohort** of students who will complete the Bachelor of Education (BEd) degree with a focus on Indigenous worldviews. **Waaban Indigenous Teacher Education** will educate a new generation of teachers prepared to address the needs of First Nation, Métis and Inuit students, families and communities. *Waaban* will be grounded in Indigenous Knowledge and Pedagogy and will include teachings from Indigenous Elders, educators, and community leaders.

Waaban is an Anishinabe (Ojibwa) word meaning *it is tomorrow*. It signifies commitment to a holistic program of teaching and learning that acknowledges the impacts of colonialism, and draws on the wisdom of ancestral teachings and contemporary leaders to put Indigenous futures into Indigenous hands. *Waaban* Indigenous Teacher Education

will include attention to contemporary urban, rural and reserve perspectives and teachings from a diversity of nations. Students will be introduced to cultural and community resources and have opportunities to learn from and with Indigenous educators.

Some features of the program are:

- **Community-centred**
Held in Toronto for a special cohort of teachers who will take most classes together. Students will work with faculty members, guest speakers and others from the community to gain knowledge, insight and skills for teaching and learning in Ontario schools
- **Condensed schedule**
 - Complete a full two-year degree in four consecutive semesters (16 months)
 - Classes will take place in a [continuous schedule of terms](#) (Summer-Fall-Winter-Summer)
 - Click [here](#) for a full list of required courses
- **Location**
Due to Covid-19 restrictions and protocols, courses were offered through on-line learning platforms. Teacher candidates also participate in [community practicum placements](#) and [school practicum placements](#) in order to gain practical skills and experiences to qualify for the BEd degree.
- **Focused curriculum**
Courses and experiences infused with a focus on Indigenous education.
Note: Special elective courses will be available to students in this cohort

Graduates will be certified to teach in Ontario in one of the following teaching panels:

- **Primary-Junior** (JK to Grade 6)
- **Junior-Intermediate** (Grade 4 to Grade 10)

Master of Education (MEd) - Urban Indigenous Education Cohort

Developed in collaboration with the Toronto District School Board (TDSB) Urban Indigenous Education Centre, the Faculty of Education at York University is offering a Master of Education (MEd) Cohort with a focus on Urban Indigenous Issues to a **special cohort** of part-time students. This cohort in the MEd is in response to the need for knowledge and understanding of First Nations, Métis, and Inuit cultures, histories and perspectives. Admission to this program is generally completed every two years. **A new cohort started September 2021.**

Indigenous people are often rendered invisible in a bustling multicultural cityscape. The impact for Indigenous children, youth and their families is frequently one of alienation. Students in urban settings confront particular challenges including: not being recognized as Indigenous students; not seeing themselves represented in the teaching population; and not seeing themselves represented in the curriculum. They

attend school despite a long, negative and hurtful relationship between Indigenous people and schooling.

In urban settings, school board administrators, teachers, employees and other service providers for Indigenous people may confront challenges, including: identification of Indigenous students; delivery of programs; and a lack of knowledge and understanding of urban indigeneity, Indigenous students' experiences, and the complexities of teaching Indigenous subject material. This program takes these challenges seriously. This special cohort in the MEd program, focuses on Urban Indigenous Education as an area of study. Admission to this program is completed every two years.

Impact of Partnerships

- UIEC partnerships are contributing to improving First Nation, Métis, and Inuit student achievement and well-being and increasing all staff and students' awareness and knowledge of Indigenous histories, cultures, perspectives and contributions.
- Increase interest in community members engaging in partnerships. 16
- As a result of York's Waaban Teacher Education Program, there is an increase of self-identified First Nations, Métis and Inuit teachers working in TDSB classrooms.

Canopy 7: Truth and Reconciliation, Governance, and Policy

Toronto District School Board Motion, June 2022

In June 2022, the Toronto District School Board passed the following Motion:

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.***

This motion has had an impact on various policies, procedures and processes in the TDSB, including:

- Inclusion of an Indigenous Education Goal in all School Improvement Plans
- Out of Area Admissions Policy (Policy P013, Section 6.5.7)
- School Naming Policy (Policy P047)

September 30 - National Day of Truth and Reconciliation

September 30, 2022 marked the second *National Day for Truth and Reconciliation*, a national statutory holiday that “honours the lost children and Survivors of residential schools, their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process”¹ On this day we recognize the legacy of Canada’s residential school system and continue to learn about the many truths of these institutions. We honour First Nations, Métis, and Inuit children and communities impacted by this system. This was through the amendment of Bill C-5. During the National Week for Truth and Reconciliation the Urban Indigenous Education Centre shared resources with K-12 educators. The UIEC shared the National Centre for Truth and Reconciliation website, <https://nctr.ca/>, through Direct Line, System Weekly and Twitter for staff to engage in the events taking place across the country.



¹ From Government of Canada, National Day for Truth and Reconciliation <https://www.canada.ca/en/canadian-heritage/campaigns/national-day-truth-reconciliation.html> accessed Tuesday, March 29, 2022

Orange Shirt Day



Established in 2013, Orange Shirt Day was inspired by Phyllis Webstad, who was excited to wear her new orange shirt to her first day of school in 1973.

However, when she arrived at St. Joseph Mission Residential School, her shirt was taken and never returned. From that day forward, the colour orange, for Phyllis, reminded her of that moment, how her feelings didn't matter, how she felt like she wasn't worth anything and that no one cared for the children who were crying about it that day.

Now, on this day, we recognize the legacy of the residential school system for First Nations, Métis and Inuit families and communities.

We acknowledge the legacy of residential schools in Canada by wearing orange and we honour the survivors. We

remember the thousands of children who were murdered and buried in unmarked graves.

On Friday, September 30, 2022 students and staff were encouraged to wear orange to participate in Orange Shirt Day. UIEC supported K-12 students and teachers through access to lessons and resources to facilitate learning in classrooms. This year, UIEC collaborated with Indigenous designer Peter Jensen ([Jensen Group](#)) to specifically design shirts for TDSB students, staff and community to wear.



Program Area Reviews for New Arts-Focused Central Student Interest Programs at Westview Centennial Secondary School and Woburn Collegiate Institute

To: Planning and Priorities Committee

Date: 7 June, 2023

Report No.: 06-23-4544

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that:

- a) New Arts-focused Central Student Interest Programs be established in the northwest of Toronto at Westview Centennial Secondary School and in the northeast at Woburn Collegiate Institute with interest-based admission in accordance with the Student Interest Program Policy (P100); and
- b) The new Arts programs be implemented for Grade 9 in September of 2024, Grade 10 in September of 2025, Grade 11 in September of 2026, and Grade 12 in September of 2027.

Context

As part of the Secondary Program Review, access to Student Interest Programs in the Arts was identified as a gap to be addressed.

The Long-Term Program and Accommodation Strategy for 2022-2031 identified the following study:

To improve equity of access to programs, staff will also undertake a review to determine two locations for new centralized Arts programs.

Undertaking the review aligns with the goals of the revised Out-of-Area Admissions Policy (formerly Optional Attendance) and the new Student Interest Program Policy. These new and updated policies reflect the Board's commitment to equity, inclusion, and human rights, and support the vision for strong neighbourhood schools.

Preliminary Work of the Local Feasibility Teams

In the summer and fall of 2022, a team of central staff from Secondary Program and Admissions, Arts programming, Facilities, and Planning reviewed secondary schools to identify potential sites to receive the new Arts-focused programs. The sites were evaluated through the lenses of facilities, staffing, enrolment, utilization, and geographic accessibility. The team also considered which schools would provide better access to arts programming for underserved and marginalized communities.

Through this analysis, Westview Centennial Secondary School in the west and Woburn Collegiate Institute in the east were identified as the sites with the greatest potential to explore further.

In early 2023, two Local Feasibility Teams (LFTs) comprised of local Trustees, Superintendents, Principals, and staff from Secondary Program and Admissions, Arts programming, Facilities, and Planning, were established to explore the two potential sites in greater detail.

The LFTs reviewed the projection models for the schools and determined that it was possible to accommodate two additional Grade 9 classes dedicated to the Arts programming at each school with sufficient space to accommodate growth. The Arts program would begin with two classes of Grade 9 in September 2024 and expand each year to be fully phased in by 2027. Appendix A contains tables that show the enrolments, capacities, and utilization rates for the two schools under two scenarios: the status quo; and the introduction of the new Arts-focused programs consisting of two entry classes in Grade 9.

The LFTs also looked at the distribution of Arts-focused programs and students across the city and determined that these two schools were in appropriate locations for improving access to Arts programming for underserved communities. Appendix B contains a map that shows the locations of the existing schools with centralized Arts programs and the locations of the two proposed schools, Westview Centennial SS and Woburn CI.

Based on this analysis, the LFTs recommended that the two schools be further explored through consultation with the two school communities.

Work of the Program Area Review Teams

Agenda Page 93

In April 2023, Program Area Review Teams (PARTs) were established at both schools. The PARTs were composed of parent/guardian/caregiver and student representatives as well as the members of the Local Feasibility Teams. The objective of the PARTs was to continue the work of the LFTs to evaluate the proposed new Arts programs by seeking advice and feedback from students, teachers, and parents/guardians/caregivers.

The following guiding principles were used to develop the program vision for each school:

- Shifting from a Euro-centric Arts program to one of inclusion and decolonization;
- Strong inclusion of digital arts in the program (film / design / production);
- Involvement of community partnerships;
- Building connections and pathways to entry in Arts-related industries; and
- Focus on student generated content and the creative process.

Each PART held three working meetings and a virtual public meeting. An online survey was available to receive comments from the public. The feedback indicated strong support from both the Westview Centennial SS and Woburn CI communities for the proposed Arts programs.

The PARTs identified facility improvements for Westview Centennial SS and Woburn CI to support the Arts programming. Appendices C and D contain the scope of work and estimated costs for each school as well as floor plans showing the rooms to be improved.

Throughout the course of the PART process, students, parents/guardians/caregivers, and staff were actively engaged. They participated at the PART working meetings and public meetings and provided valuable feedback to inform the Art programs vision.

The PARTs were supportive of establishing the new Arts programs at Westview Centennial SS and Woburn CI.

Staff concurs with the recommendations of the PARTs and is putting forth those that require Board approval.

Staff have identified equipment required at each school to support the new programs. Appendix E lists the items and estimated costs.

Appendix F provides a timeline for implementing the new programs.

Appendices G and H contain the final reports of the PARTs.

Action Plan and Associated Timeline

Subject to Board approval, the new Arts programs at Westview Centennial SS and Woburn CI will begin in September 2024. An Implementation Team will be set up for

each school involving the local Superintendent, Principal, and staff from Secondary Program and Admissions, Arts programming, Facilities, Planning, Communications, and other departments as required. Program planning with the staff and school communities will continue to ensure the programs are ready to open in September 2024. A summary of the actions can be found in Appendix F.

Resource Implications

Facility improvements are required at Westview Centennial SS and Woburn CI. Appendices C and D identify the scope of work for each school. The total estimated cost of the improvements at both schools is approximately \$1.7 million. This work will be funded from existing budgets such as School Condition Improvement (SCI) and Renewal. The facility improvements will need to begin during the 2023-24 school year to allow the spaces to be ready for September 2024. The facility improvements will be coordinated with the Principal so that school operations, student learning, and student activities are not adversely affected.

In addition to facility improvements, an investment in Arts-related equipment for both schools is required to ensure that the schools are prepared to offer the quality of programming required in a Central Student Interest Program. Appendix E identifies the required equipment. The total estimated cost for acquiring the equipment over two years is \$350,000. The two schools will receive a one-time enhancement to their school budgets to purchase the equipment.

Communications Considerations

Information about the review is posted on the TDSB's Accommodation Reviews website. Notice of the Board decision will be posted on this website, the schools' websites, and the schools' profile pages on the TDSB website. The decision will be circulated via School Messenger to parents/guardians/caregivers and staff of the schools and the feeder schools. It will also be emailed to all attendees to the public meetings who provided an email address.

The new Arts programs will be included on the webpage for the Central Student interest Programs.

The new Arts programs will be promoted at the open houses for the two schools.

Board Policy and Procedure Reference(s)

- P068 - Accommodation and Program Review
- PR715 - Program Area Review
- P100 - Student Interest Programs

Appendices

- Appendix A: Planning and Enrolment Data
- Appendix B: Map – Locations of Existing Centralized Arts Programs and the Two Proposed Arts Programs
- Appendix C: Westview Centennial SS Facility Improvements
- Appendix D: Woburn CI Facility Improvements
- Appendix E: Equipment Required at Westview Centennial SS and Woburn CI to Support the New Arts Programs
- Appendix F: Implementation Plan
- Appendix G: Final Report of the Program Area Review Team for Westview Centennial SS
- Appendix H: Final Report of the Program Area Review Team for Woburn CI

From

Diana Panagiotopoulos System Superintendent, Virtual Learning, Re-Engagement and Secondary Program and Admissions at

Diana.Panagiotopoulos@tdsb.on.ca or 416-396-6818

Reiko Fuentes, Centrally Assigned Principal, Secondary Program and Admissions at

Reiko.Fuentes@tdsb.on.ca or 416-394-7302

Maia Puccetti, Executive Officer, Facilities and Planning, at

Maia.Puccetti@tdsb.on.ca or 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning at

Andrew.Gowdy@tdsb.on.ca or 416-394-3917

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Planning and Enrolment Data

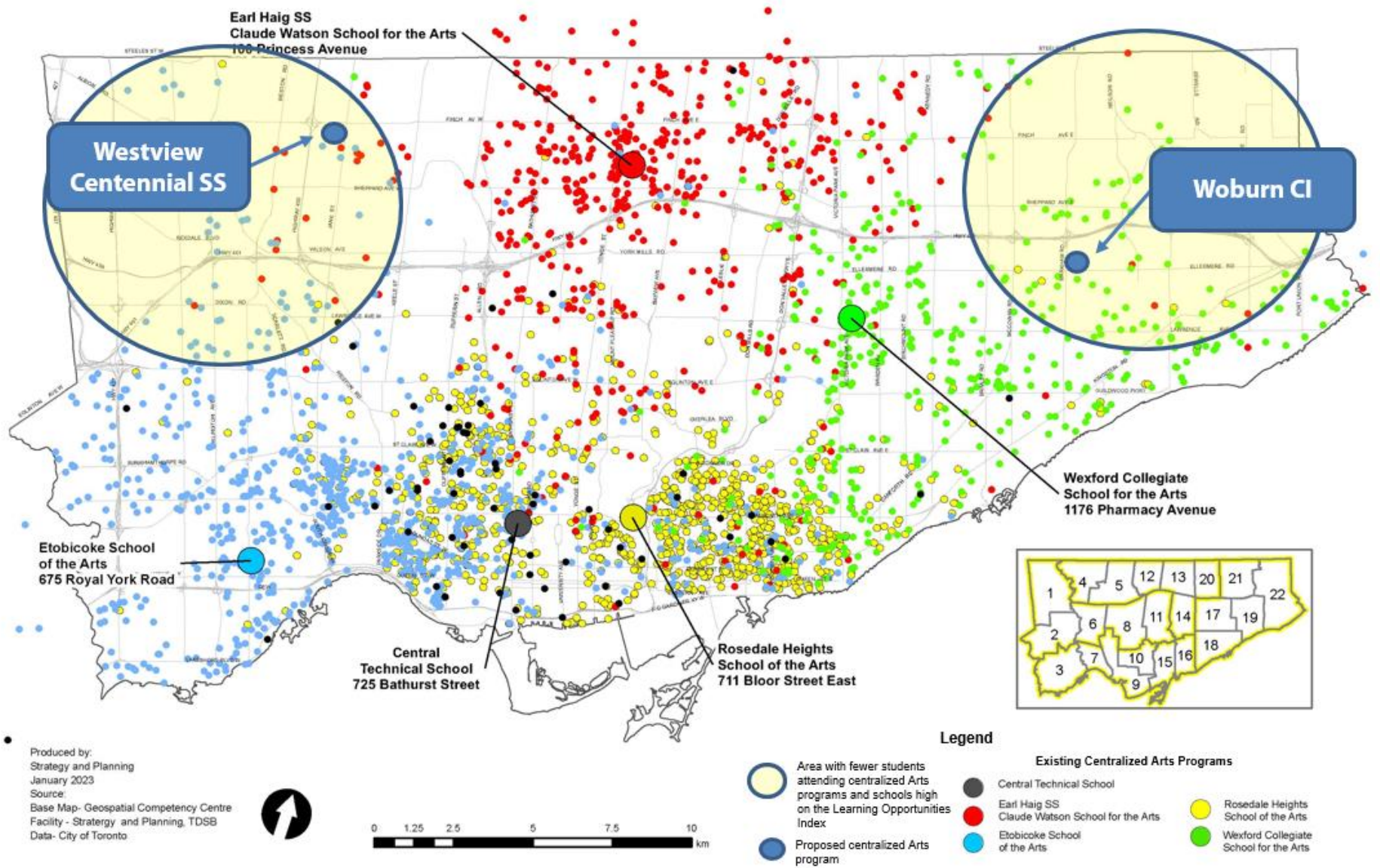
Status Quo

School	Building Capacity	Enrolment Oct 2022	Utilization Oct 2022	Enrolment Oct 2027	Utilization Oct 2027	Enrolment Oct 2032	Utilization Oct 2032
Westview Centennial SS	1,512	852	56%	909	60%	728	48%
Woburn CI	1,542	982	64%	1,061	69%	1,271	82%

Recommended Scenario with Arts Program

School	Building Capacity	Enrolment Oct 2022	Utilization Oct 2022	Enrolment Oct 2027	Utilization Oct 2027	Enrolment Oct 2032	Utilization Oct 2032
Westview Centennial SS	1,512	852	56%	1,151	76%	970	64%
Woburn CI	1,542	982	64%	1,301	84%	1,511	98%

Locations of Existing Centralized Arts Programs and the Two Proposed Arts Programs



**Westview Centennial SS Facility Improvements
Scope of Work and Estimated Cost**

1) CAFETORIUM

- Acoustics Improvements
- New blackout roller shades at windows to Courtyard - window replacement to be part of larger school wide project
- New sprung stage floor replacement, with rubber dance floor finish
- New stage performance lighting and speakers

2) ARTS ROOMS 126 & 128

- New roller shades to replace existing clerestorey window blinds – window replacement to be part of larger school wide project
- Replacement of existing ceilings w/ new lighting
- Painting all walls

3) MUSIC ROOM 135

- Acoustics improvements
- New roller shades
- Replacement of existing millwork
- Painting all walls
- New performance lighting at platform

4) THEATRE ARTS ROOM 137

- Replacement of existing ceiling w/ new lighting – re-use existing tracks for lighting
- New rubber dance floor finish
- Replacement of existing millwork at Green Room and Dressing Rooms
- Painting all walls
- Window replacement to be part of larger school wide project

5) LECTURE ROOM 219

- Painting stage rear wall and flanking side walls only black
- Remove existing artwork at stage side wall

6) ROOM 217

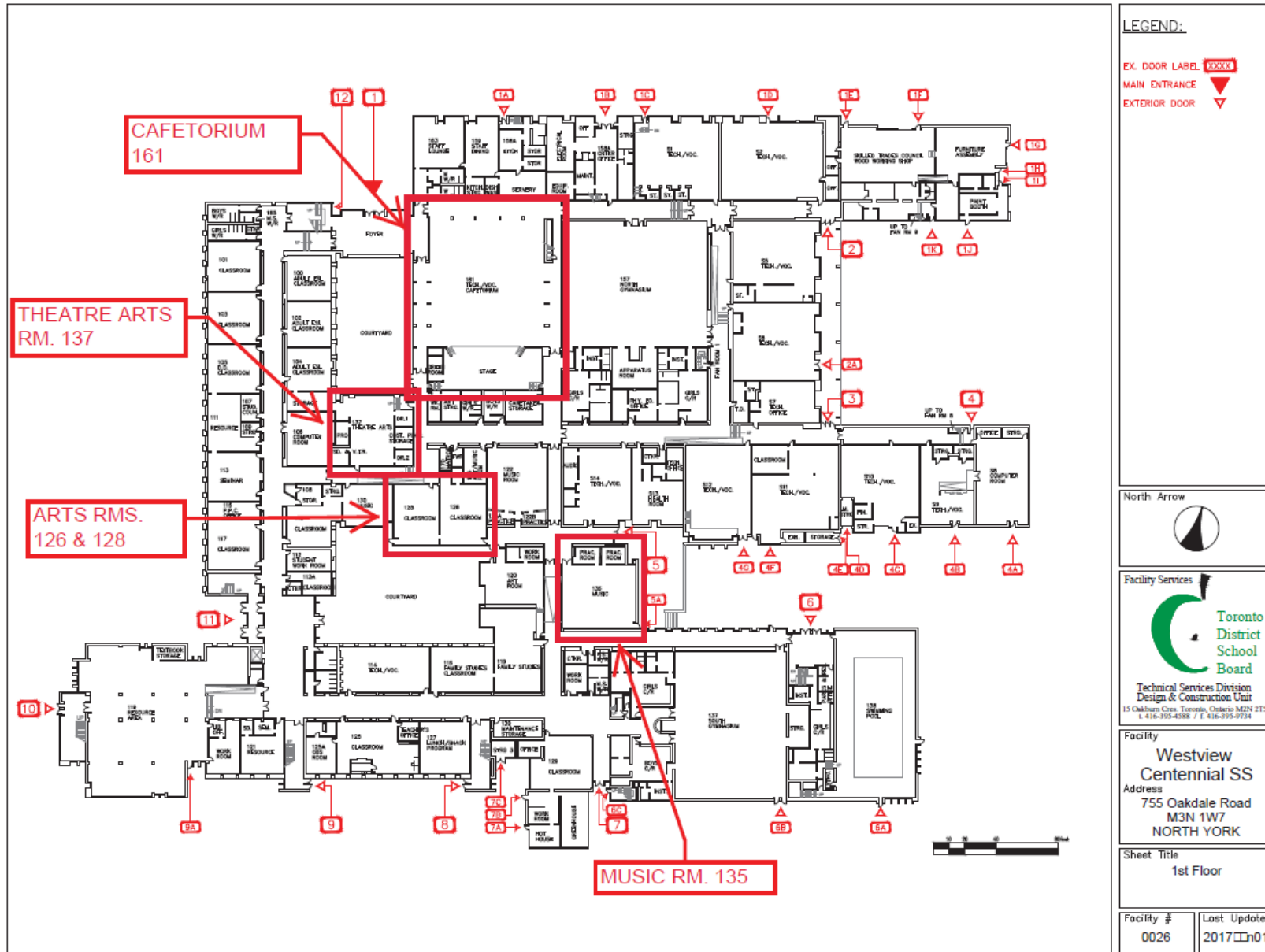
- To be repurposed as a Digital Arts / Media Classroom
- Allowance for misc. upgrades, including electrical provisions

7) DANCE STUDIO 248

- New sprung floor with rubber dance floor finish

Total estimated cost: \$890,841


Westview Centennial SS Facility Improvements – Location of Improvements – 1st Floor



LEGEND:

- EX. DOOR LABEL XXXXX
- MAIN ENTRANCE
- EXTERIOR DOOR

North Arrow

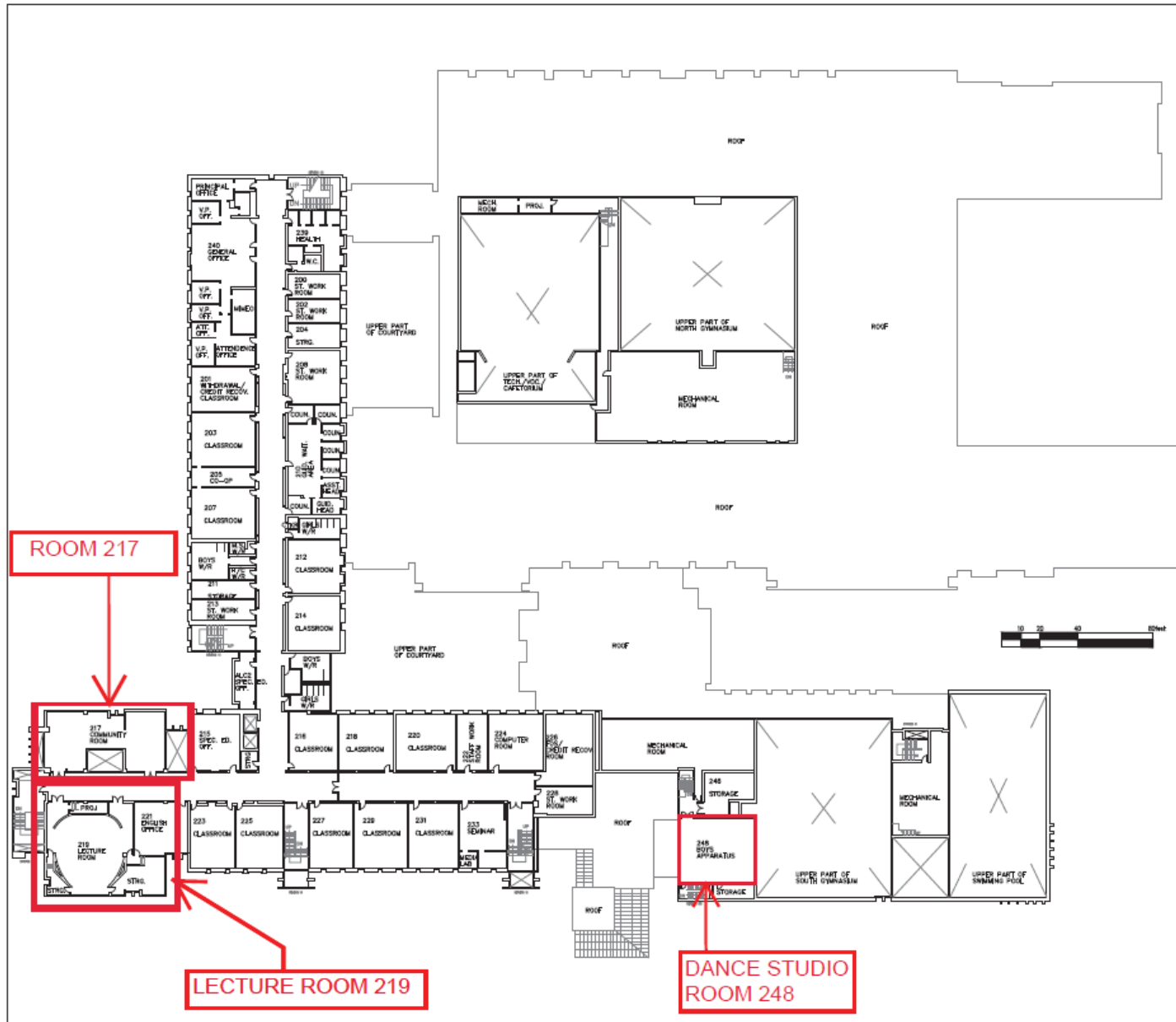
Facility Services

 Toronto District School Board
 Technical Services Division
 Design & Construction Unit
 15 Oakdale Cms Toronto, Ontario M2N 2T5
 T 416-393-4588 / F 416-393-9734

Facility
Westview Centennial SS
 Address
 755 Oakdale Road
 M3N 1W7
 NORTH YORK

Sheet Title
 1st Floor

Facility # 0026	Last Update 2017□□n01
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Westview Centennial SS Facility Improvements – Location of Improvements – 2nd Floor



North Arrow



Facility Services



Toronto District School Board
 Technical Services Division
 Design & Construction Unit
 15 Oakdale Court, Toronto, Ontario M2N 2T5
 T: 416-393-4588 / F: 416-393-9734

Facility

Westview Centennial SS
 Address
 755 Oakdale Road
 M3N 1W7
 NORTH YORK

Sheet Title
 2nd Floor

Facility # 0026	Last Update 2017□h01
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APPENDIX D

**Woburn CI Facility Improvements
Scope of Work and Estimated Cost**

1) AUDITORIUM

- Replacement of existing main entrance Exit 1 doors and sidelite windows with accessible width doors and reinstallation of existing automatic door operator (ADO)
- New ADO at existing auditorium entry doors
- New BF seating spaces at rear of auditorium
- New rubber dance floor finish at stage floor
- Changeroom ceiling / millwork replacement and walls to be painted
- BF access lift to stage

2) ART CLASSROOM 104

- New roller shades at windows – window replacement to be part of larger school wide project
- Replacement of existing millwork
- Painting all walls

3) ART CLASSROOM 106

- New roller shades at windows – window replacement to be part of larger school wide project
- Replacement of existing tackboard
- Painting all walls

4) COMPUTER LAB CLASSROOMS 131 & 133

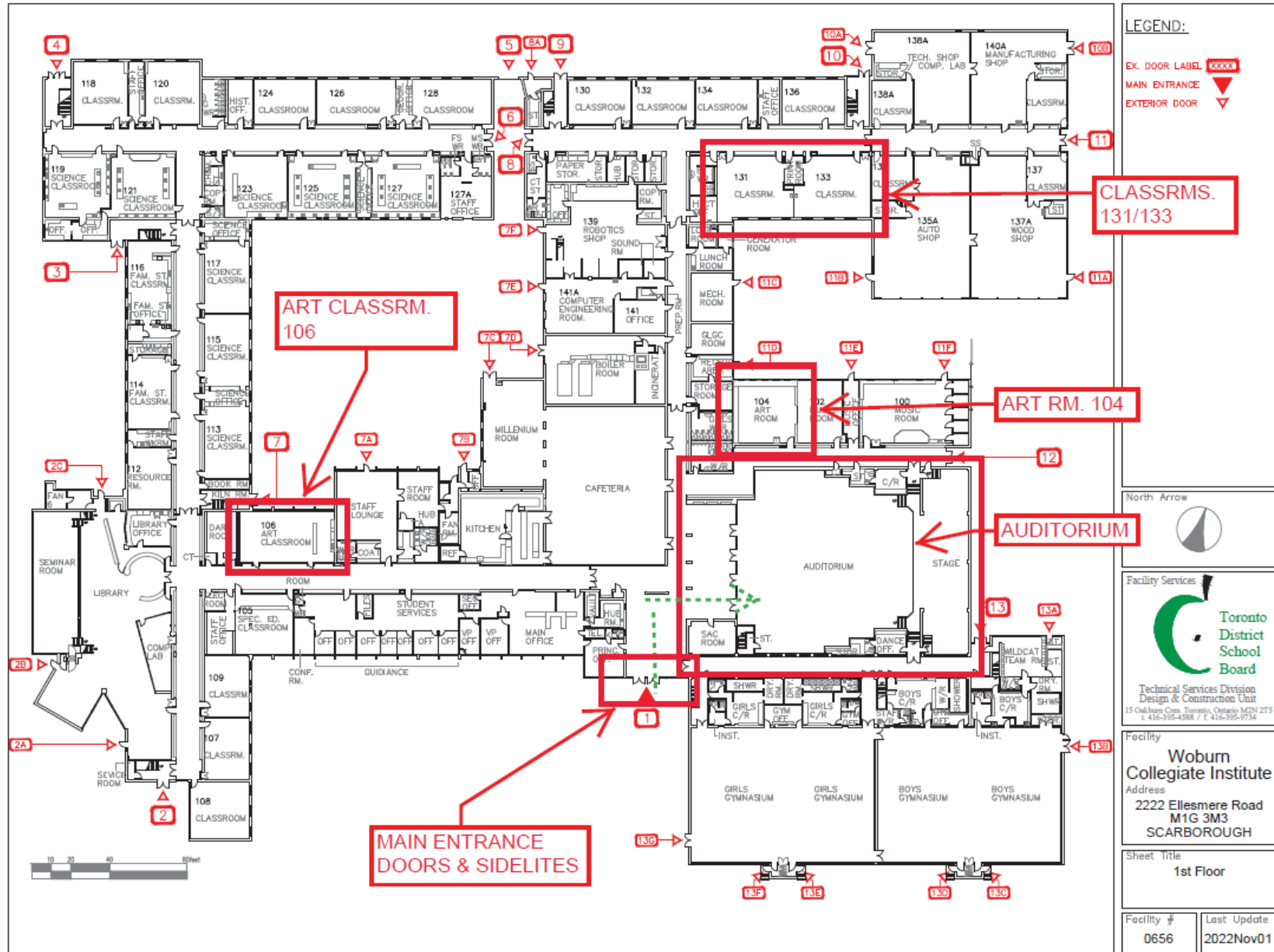
- Adjustments to existing HVAC system or provide new A/C
- Window replacement to be part of larger school wide project

5) SECOND FLOOR DANCE STUDIO

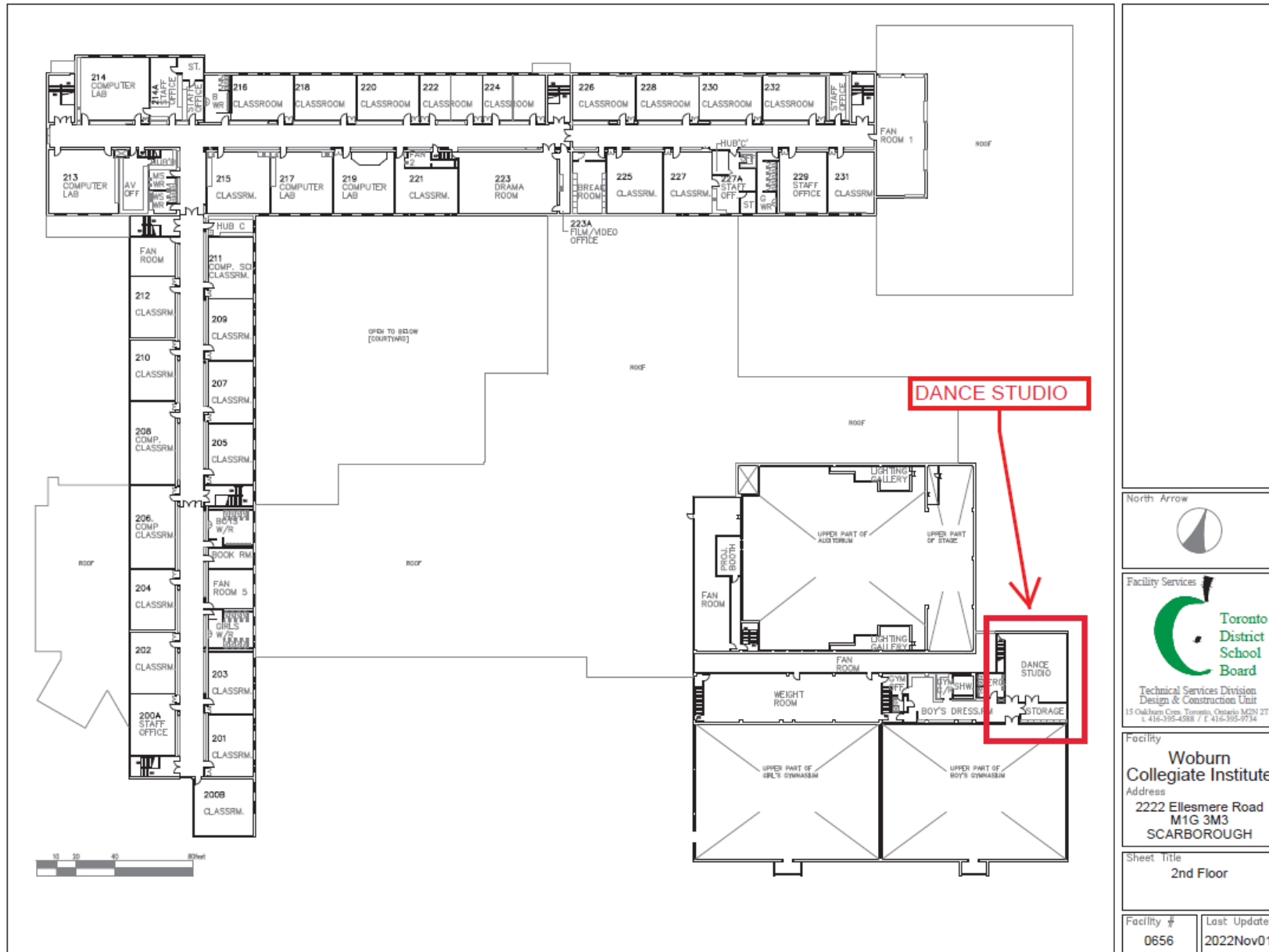
- New “sprung” dance floor
- Replacement of missing double doors
- Paint walls
- Existing gym equipment in space to be removed and relocated – location TBC

Total estimated cost: \$779,833

Woburn CI Facility Improvements – Location of Improvements – 1st Floor



Woburn CI Facility Improvements – Location of Improvements – 2nd Floor



North Arrow

Facility Services

Toronto District School Board

Technical Services Division
Design & Construction Unit
15 Oakburn Cms, Toronto, Ontario M2N 2T5
T 416-395-4888 / F 416-395-0734

Facility

Woburn Collegiate Institute
Address
2222 Ellesmere Road
M1G 3M3
SCARBOROUGH

Sheet Title
2nd Floor

Facility #	Last Update
0656	2022Nov01

APPENDIX E

Equipment Required at Westview Centennial SS and Woburn CI to Support the New Arts Programs

Westview Centennial SS

Item	Estimated Cost Year 1	Estimated Cost Year 2
Technology (Mac Lab)	\$68,820	\$68,820
Lighting	\$23,000	\$6,000
Sound	\$15,000	
AV (projector and screen)		\$11,000
Total	\$106,820	\$85,820
Total across 2 years		\$192,640

Woburn CI

Item	Estimated Cost Year 1	Estimated Cost Year 2
Technology (Mac Lab)	\$68,820	\$68,820
Total across 2 years		\$137,640

Both schools combined

Item	Estimated Cost Year 1	Estimated Cost Year 2
Total	\$175,640	\$154,640
Total across 2 years		\$330,280

APPENDIX F

Implementation Plan

June 2023

- An Implementation Team is established for each school. The Implementation Teams meet throughout the 2023-24 school year to complete the tasks required to open the programs.

September 2023

- Program development continues based on feedback from the PART process involving central and school staff.
- The Central Student Interest Program website is updated to reflect the new Arts programs.
- Professional learning is provided throughout the school year to support the development of courses.

November 2023

- Information on the new Arts programs is provided at the open houses at the schools.
- The new Arts programs are included in the centralized online application for Grade 9 admission for September 2024.

September 2024

- The first cohorts of Grade 9 students in the new Arts programs begin at the schools.

September 2025

- The new Arts programs expand to Grade 9 to 10.

September 2026

- The new Arts programs expand to Grade 9 to 11.

September 2027

- The new Arts programs expand to Grade 9 to 12.

APPENDIX G

Final Report of the Program Area Review Team for New Arts-Focused Central Student Interest Program at Westview Centennial Secondary School

RECOMMENDATIONS

The Program Area Review Team recommends that:

- 1. A new Arts-focused Central Student Interest Program be established in the northeast at Westview Centennial Secondary School with interest-based admission in accordance with the Student Interest Program Policy (P100);**
- 2. That the existing Arts-qualified teachers support the needs of the Arts program and additional staff be allocated as required by growth;**
- 3. That the new Arts program be implemented for Grade 9 in September of 2024, Grade 10 in September of 2025, Grade 11 in September of 2026, and Grade 12 in September of 2027; and**
- 4. That facility improvements be coordinated with the principal so that school operations, student learning, and student activities are not adversely affected.**

BACKGROUND

The following study was identified in the Long-Term Program and Accommodation Strategy (LTPAS):

Secondary Program Review:

To improve equity of access to programs, staff will also undertake a review to determine two locations for new centralized arts programs.

Over the summer of 2022, central staff reviewed and visited 7 secondary schools. The team evaluated each site through the lenses of facilities, staffing, enrolment, space, access, and equity. The team also considered which schools would provide better access to arts programming for marginalized communities.

A Local Feasibility Team (LFT), made up of TDSB Principals, Superintendents, Trustees, and central staff, was established to select a secondary school to

accommodate a new Central Student Interest Program with an Arts Focus to serve the northwest area of the City of Toronto. The objective of the LFT was to reach consensus to explore arts programming at Westview Centennial Secondary School, and to come up with a recommendation to present to the PART. The LFT also conducted a site visit to identify the facility upgrades and renovations required to host a viable program.

The transition of the LFT to a Program Area Review Team (PART) was approved by the TDSB's Central Accommodation Team (CAT) on March 23, 2023.

The first meeting of the Program Area Review Team was held on Tuesday, April 4, 2023. The PART membership was informed that the objective of the PART was to continue the work of the LFT in evaluating the feasibility of the preferred location. Staff continued seeking advice and feedback from impacted student and parent representatives as well as school staff through the course of 3 working meetings and 1 public meeting.

A rationale for the review was provided to the PART. In addition, the PART was informed of the study process and role as an advisory committee. Staff provided background information to PART members regarding the TDSB's Long-Term Program and Accommodation Strategy (LTPAS). A description of the LFT's findings including arts programming gaps in the system, criteria used to identify a recommended program site, proposed vision, and proposed implementation plan was presented. An overview of enrolment and facility information for Westview Centennial SS was also provided.

Staff explained the process through which a program vision would be developed, following some guiding principles:

- Shifting from a Euro-centric Arts program to one of inclusion and decolonization;
- Strong inclusion of digital arts in the program (film / design / production);
- Involvement of community partnerships;
- Building connections and pathways to entry in Arts-related industries; and
- Focus on student generated content and the creative process.

Staff facilitated conversation with the following discussion questions:

- What art forms would you like to see at Westview Centennial SS?
- If you could imagine an arts-focus program at Westview Centennial SS, what would it look like?

- What skills should students be developing as part of an arts focus program?
- How could this benefit students in their other classes and in their post-secondary lives?

Student, parent representatives and principal were given an opportunity to discuss each of the questions. Staff encouraged the sharing of information from working meetings with individual school communities and bring back feedback to discuss at the second PART meeting. The student representative, volunteered to conduct a survey. The parent representative committed to gather feedback from the school's parent council at their next meeting. Arts Programming team had coordinated a meeting with school staff to gather feedback and preliminary ideas for the new program structure. Based on PART feedback and discussion, the Arts Programming team will refine the vision for the preferred arts program.

At the second PART meeting held on Wednesday, April 26, 2023, the PART shared community, student, parent, and teacher feedback. The meeting was dedicated to discussion and the comments we have heard to better inform the new program. Programming staff presented on the feedback received from meeting with school staff. Common themes from student, parent/community, and teacher feedback are listed below.

Student:

- A focus on the ideas of:
 - Cultural diversity and inclusivity
 - Social justice
 - More diverse and specialized courses and experiences such as: painting, pottery, music editing and production, digital art, animation, musical theatre and productions, dance performance, mural making, festivals, competitions, art gallery, arts nights, cultural dance
 - Community
 - Business and entrepreneur side of the Arts

Parent/Community:

- Focus on the idea of a career in the arts by giving examples of career pathways and providing co-op opportunities
- Show new Canadians that the Arts offer numerous career opportunities
- Teach time management and financial management skills
- Develop resilience and emotional strength
- Give students the opportunity to experience a variety of artistic media and ability to experiment

- Use Art as a vehicle for peace and joy in the world and community

Teacher:

- Staff are excited about this opportunity for students to showcase their creativity and express their voices through the arts
- The school is interested in a strong connection to post-secondary institutions, community arts organizations, and arts industry to support pathways in the arts
- Staff are looking forward to collaborative projects integrating across the curriculum
- Staff are keen to promote the program to feeder school students
- Staff are asking for additional funding to support arts opportunities that can be out of reach to their students (i.e., resource intensive art supplies, digital technology, visiting artists, arts excursions etc.)
- Interest in a social justice focused program

The virtual public meeting for this review was held on Tuesday, May 9, 2023. A Zoom webinar platform was used. Registrants were also given the option to participate via telephone. Approximately 27 people registered for the public meeting (exclusive of the PART members and central supporting staff).

Staff provided background information regarding the review and presented the current recommendations of the PART to solicit feedback from the broader community. Attendees were invited to submit written questions/comment via a 'Q and A' window in the Zoom webinar. An option to ask live questions was also provided to participants. Staff provided answers to the questions posed by members of the PART as well as members of the school communities.

A feedback survey was opened on Tuesday, May 9, 2023, to solicit feedback regarding the public meeting and proposed recommendations, as well as any additional questions and comments regarding the review. The feedback and comments received post public meeting were in support of the new arts program, primarily to benefit the school community.

The third PART meeting was held on Tuesday, May 16, 2023, to review the scope of work proposed for the school, to review the comments and feedback received at and post public meeting, and to finalize the PART's recommendations.

The PART reviewed the scope of work associated the new program. The TDSB Architectural Coordinator explained the Westview Centennial SS floor plans as currently drawn up for changes and improvements discussed at the site visit. Eight building locations of focus were identified: the cafetorium, Art Classroom 126, Art

Classroom 128, Music Room 135, Theater Arts Room 137, Room 217, Room 219, and Dance Studio Room 248. Significant renovation work was proposed for the cafetorium in which, a new stage floor and acoustic retrofitting would be required. In the Music room and Theater Arts room, millwork would have to be replaced. The Dance Studio would require a new sprung dance floor. The remainder of the classrooms required cosmetic and minor upgrades (window replacements, paint, etc.).

The timing for some improvements was estimated to begin in June of 2024. The Principal raised concerns at the meeting about the impacts of beginning renovation and classroom upgrades during the school year. She expressed that it may affect student learning, and that noise and disruption should be kept to a minimum. A recommendation regarding the scheduling of facility upgrades was created to ensure that students are not disrupted.

The PART reviewed the feedback and questions gathered from the survey. The feedback indicated support for the new Arts program.

STAKEHOLDER ENGAGEMENT

Program Area Review Team

School/Organization	Name	Role
Westview Centennial SS	Rosalie Griffith	Principal
Westview Centennial SS	Brandon Zoras	Vice-Principal
Westview Centennial SS	Student A	Student Representative
Westview Centennial SS	Student B	Student Representative
Westview Centennial SS	Sahle Robinson	Parent Representative
Virtual Learning and Re-Engagement	Diana Panagiotopoulos	System Superintendent
Learning Network 11	Kurt McIntosh	Superintendent of Education
Learning Network 11	Cindy Kim	Administrative Liaison
TDSB Trustee	Matias de Dovitiis	Ward 4

Staff Resource

Organization	Name	Role
TDSB – Planning	Fatima Bhabha	Planner
TDSB – Planning	David Paltser	Manager, Accommodation Planning
Trustee Services	Wilmar Kortleever	Shared Services Liaison
Secondary Program & Admissions	Reiko Fuentes	Centrally Assigned Principal
Mathematics, Science/STEM & The Arts	Mervi Salo	Centrally Assigned Principal
The Arts	Mary Moynihan	Program Coordinator
Design Services LC2 & LC3	Viktor Kuslikis	Manager
Design Services LC2 & LC3	Greg Patterson	Architectural Coordinator

Meeting Details

Meeting Type	Date	Time
PART Working Meeting 1	Tuesday, April 4, 2023	6:00-7:00 pm
PART Working Meeting 2	Wednesday, April 26, 2023	6:00-7:00 pm
Public Meeting	Tuesday, May 9, 2023	6:30-8:00 pm
PART Working Meeting 3	Tuesday, May 16, 2023	6:00-7:00 pm

SUMMARY OF FINDINGS

Throughout the course of our discussions, parent and student representatives of the PART and staff members were excited about establishing a new Arts program at Westview Centennial SS.

There was a consensus to proceed with the creation of a new Secondary Arts Program at Westview Centennial SS.

The PART supports the use of the interest-based admission policy to specialized secondary programming as outlined by the Student Interest Program Policy (P100).

APPENDIX H

Final Report of the Program Area Review Team for New Arts-Focused Central Student Interest Program at Woburn Collegiate Institute

RECOMMENDATIONS

The Program Area Review Team recommends that:

- 1. A new Arts-focused Central Student Interest Program be established in the northeast at Woburn Collegiate Institute with interest-based admission in accordance with the Student Interest Program Policy (P100);**
- 2. The existing Arts-qualified teachers support the needs of the Arts program and additional staff be allocated as required by growth;**
- 3. The new Arts program be implemented for Grade 9 in September of 2024, Grade 10 in September of 2025, Grade 11 in September of 2026, and Grade 12 in September of 2027; and**
- 4. Facility improvements be coordinated with the principal so that school operations, student learning, and student activities are not adversely affected.**

BACKGROUND

The following study was identified in the Long-Term Program and Accommodation Strategy (LTPAS):

Secondary Program Review:

To improve equity of access to programs, staff will also undertake a review to determine two locations for new centralized arts programs.

Over the summer of 2022, central staff reviewed and visited 7 secondary schools. The team evaluated each site through the lenses of facilities, staffing, enrolment, space, access, and equity. The team also considered which schools would provide better access to arts programming for marginalized communities.

A Local Feasibility Team (LFT), made up of TDSB Principals, Superintendents, Trustees, and central staff, was established to select a secondary school to

accommodate a new Central Student Interest Program with an Arts Focus to serve the east area of the City of Toronto. The objective of the LFT was to reach consensus to explore arts programming at Woburn Collegiate Institute, and to come up with a recommendation to present to the PART. The LFT also conducted a site visit to identify the facility upgrades and renovations required to host a viable program.

The transition of the LFT to a Program Area Review Team (PART) was approved by the TDSB's Central Accommodation Team (CAT) on March 23, 2023.

The first meeting of the Program Area Review Team was held on Monday, April 3, 2023. The PART membership was informed that the objective of the PART was to continue the work of the LFT in evaluating the feasibility of the preferred location. Staff continued seeking advice and feedback from impacted student and parent representatives as well as school staff through the course of 3 working meetings and 1 public meeting.

A rationale for the review was provided to the PART. In addition, the PART was informed of the study process and role as an advisory committee. Staff provided background information to PART members regarding the TDSB's Long-Term Program and Accommodation Strategy (LTPAS). A description of the LFT's findings including arts programming gaps in the system, criteria used to identify a recommended program site, proposed vision, and proposed implementation plan was presented. An overview of enrolment and facility information for Woburn CI was also provided.

Staff explained the process through which a program vision would be developed, following some guiding principles:

- Shifting from a Euro-centric Arts program to one of inclusion and decolonization;
- Strong inclusion of digital arts in the program (film / design / production);
- Involvement of community partnerships;
- Building connections and pathways to entry in Arts-related industries; and
- Focus on student generated content and the creative process.

Staff facilitated conversation with the following discussion questions:

- What art forms would you like to see at Woburn CI?
- If you could imagine an arts-focus program at Woburn CI, what would it look like?
- What skills should students be developing as part of an arts focus program?
- How could this benefit students in their other classes and in their post-

- secondary lives?

Student, parent representatives and principal were given an opportunity to discuss each of the questions. Staff encouraged the sharing of information from working meetings with individual school communities and bring back feedback to discuss at the second PART meeting. The student representative, volunteered to conduct a survey. The parent representative committed to gather feedback from the school's parent council at their next meeting. Arts Programming team had coordinated a meeting with school staff to gather feedback and preliminary ideas for the new program structure. Based on PART feedback and discussion, the Arts Programming team will refine the vision for the preferred arts program.

At the second PART meeting held on Tuesday, April 25, 2023, the PART shared community, student, parent, and teacher feedback. The meeting was dedicated to discussion and the comments we have heard to better inform the new program. Programming staff presented on the feedback received from meeting with school staff. Common themes from student, parent/community, and teacher feedback are listed below.

Student:

- Courses should focus on;
 - Dance (cultural dance)
 - Media arts (photography, animation)
 - Visual arts (sculpting, ceramics, art showcase)
 - Spoken word (poetry)
 - Music (vocal performance, DJ, music recording)
 - Drama (film, acting, directing)

Parent/Community:

- Would like collaborations with community local venues and agencies,
- Updated equipment to allow for recording, mixing, sound system, digital photography/filmmaking
- Courses to translate into jobs and utilize the existing technical programs available with art for creative and marketable skills
- Technical shop equipment can be used for set and prop making courses
- Street art
- Photography and videography, screen writing and content creation courses for digital media
- Reach out to Woburn CI alumni (i.e., musicians, filmmakers)

- Consideration also of exposing students to artists and art troupes with disabilities
- Raise awareness of prevalence of the invisible disability of colour blindness and its impact on students and their career choices including their perception and learning

Teacher:

- Staff are excited about this opportunity for students to showcase their creativity and express their voices through the arts
- The school is interested in a strong connection to postsecondary institutions, community arts organizations, and arts industry to support pathways in the arts
- Staff are looking forward to collaborative projects integrating across the curriculum
- Staff are keen to promote the program to feeder school students
- Staff are asking for additional funding to support arts opportunities that can be out of reach to their students (i.e., resource intensive art supplies, digital technology, visiting artists, arts excursions etc.)
- Continuing to refine their vision with student feedback data

The virtual public meeting for this review was held on Wednesday, May 10, 2023. A Zoom webinar platform was used. Registrants were also given the option to participate via telephone. Approximately 12 people registered for the public meeting (exclusive of the PART members and central supporting staff).

Staff provided background information regarding the review and presented the current recommendations of the PART to solicit feedback from the broader community. Attendees were invited to submit written questions/comment via a 'Q and A' window in the Zoom webinar. An option to ask live questions was also provided to participants. Staff provided answers to the questions posed by members of the PART as well as members of the school communities.

A feedback survey was opened on Wednesday, May 10, 2023, to solicit feedback regarding the public meeting and proposed recommendations, as well as any additional questions and comments regarding the review. The feedback and comments received post public meeting were in support of the new arts program, primarily to benefit the school community.

The third PART meeting was held on Monday, May 15, 2023, to review the scope of work proposed for the school, to review the comments and feedback received at and post public meeting, and to finalize the PART's recommendations.

The PART reviewed the scope of work associated the new program. The TDSB Architectural Coordinator explained the Woburn CI floor plans as currently drawn up for changes and improvements discussed at the site visit. Five building locations of focus were identified: the auditorium, Art Classroom 104, Art Classroom 106, Computer Lab Classrooms 131 and 133 and the second floor Dance Studio. Significant renovation work was proposed for the auditorium in which accessible width doors and an automatic door operator were required. In addition, the stage floor would need to be refinished and the change rooms ceiling and millwork would have to be replaced. The Dance Studio would require a new sprung dance floor and double doors. The remainder of the classrooms required cosmetic and minor upgrades (window replacements, paint, etc.).

The timing for some improvements was estimated to begin in June of 2024. The parent representative raised concerns at the meeting and via email about the impacts of beginning renovation and classroom upgrades during the school year. She expressed that it may affect student learning, exam writing, and the Grade 12 commencement ceremony. The Trustee, via email, agreed with the parent representative. A recommendation regarding the timing of facility upgrades was created to ensure students are not disrupted.

The PART reviewed the feedback and questions gathered from the survey. The feedback indicated support for the new Arts program.

STAKEHOLDER ENGAGEMENT

Program Area Review Team

School/Organization	Name	Role
Woburn CI	Neil Dyal	Principal
Woburn CI	Eliza Gibson-Simon	Vice-Principal
Woburn CI	Student A	Student Representative
Woburn CI	Student B	Student Representative
Woburn CI	Student C	Student Representative
Woburn CI	Colleen Browne	Parent Representative
Virtual Learning and Re-Engagement	Diana Panagiotopoulos	System Superintendent
TDSB Ward 19 Trustee	Zakir Patel	Trustee
Learning Network 13	Jacqueline Spence	Superintendent
Learning Network 13	Lauren Bateman	Administrative Liaison

Staff Resource

Organization	Name	Role
TDSB – Planning	Fatima Bhabha	Planner
TDSB – Planning	Giovanna De Girolamo	Manager, Accommodation Planning
Trustee Services	Wilmar Kortleever	Shared Services Liaison
Secondary Program & Admissions	Reiko Fuentes	Centrally Assigned Principal
Mathematics, Science/STEM & The Arts	Mervi Salo	Centrally Assigned Principal
The Arts	Mary Moynihan	Program Coordinator
Design Services LC2 & LC3	Viktor Kuslikis	Manager
Design Services LC2 & LC3	Greg Patterson	Architectural Coordinator

Meeting Details

Meeting Type	Date	Time
PART Working Meeting 1	Monday, April 3, 2023.	6:00-7:00 pm
PART Working Meeting 2	Tuesday, April 25, 2023.	6:00-7:00 pm
Public Meeting	Wednesday, May 10, 2023.	6:30-8:00 pm
PART Working Meeting 3	Monday, May 15, 2023.	6:00-7:00 pm

SUMMARY OF FINDINGS

Throughout the course of our discussions, parent and student representatives of the PART and staff members were excited about establishing a new Arts program at Woburn CI.

There was a consensus to proceed with the creation of a new Secondary Arts Program at Woburn CI.

The PART supports the use of the interest-based admission policy to specialized secondary programming as outlined by the Student Interest Program Policy (P100).



Background to the Future Revision of Procedure PR598 – Pupil Accommodation Review

To: Planning and Priorities Committee

Date: 7 June, 2023

Report No.: 06-23-4572

Strategic Directions

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

Recommendation

It is recommended that this report be received.

Context

This purpose of this report is to support the implementation of the Accommodation and Program Review Policy (PO68) in compliance with the Ministry of Education's Pupil Accommodation Review Guideline. If received, staff will amend the procedure PR598 to reflect the proposed changes outlined within this report.

The development of a revised procedure to implement a Board decision to close or consolidate a school, will enhance the public accountability and commitment of staff and the Board to effectively transition students, staff, families, and community into new school sites.

Background

What precipitated this report: In February 2020, the Board of Trustees approved that staff conduct a Modified Pupil Accommodation Review to ‘develop a student accommodation plan for George Harvey CI and York Memorial CI to address declining enrolment, underutilization, geographic redundancy, and attendance area anomalies.’

The fire that destroyed the York Memorial building in May 2019 had caused an urgent need for the review to be completed to provide certainty for the students, parents, guardians and caregivers and staff of York Memorial CI about the future of their school and to ensure that the building did not sit dormant in its current state for a prolonged period.

The Ministry granted special permission for this process to take place and following the 2020-2021 Pupil Accommodation Review the Board voted unanimously to approve the consolidation of the two schools (see Appendix A).

In September 2022 the two schools consolidated into the one site. However, the implementation failed to go as intended, resulting in a troubling schooling experience for students, staff and parents, guardians, and caregivers. While there were many post-Pandemic conditions that may have contributed to this, there was a cascading series of events that followed: the incomplete retrofits at the George Harvey site, the unsatisfactory move from the temporary Scarlett Heights site, leadership challenges and a lack of effective transitions implementations.

This report will focus on a structured process to be consistent, transparent, and accountable for each step of the implementation plan as schools close and/or are consolidated into their new sites so that the events and conditions of September and October 2022 at York Memorial CI do not recur.

Action Plan and Associated Timeline

Proposed Next Steps following a Board Decision to Close and/or Consolidate Schools

From the Ministry Guideline Section XII. Transition Planning

“The transition of students should be carried out in consultation with parents, guardians, and caregivers and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.”

This report proposes that the TDSB establish, through a specific procedure to be added to PR598, a separate committee to be called the Core Implementation Team. This team will be struck within 40 days of the Board decision and will be equipped with a specific mandate to advise on and make recommendations regarding all aspects of the transitions. It will continue to meet regularly until the end of the first academic year of the consolidation into the new school(s).

A budget for the consolidation will be determined prior to the first meeting of the Core Implementation Team and will be communicated as appropriate.

TDSB Core Implementation Team

1. Purpose, frequency of meetings and Team duration:

Following the Pupil Accommodation Review and Board decision to consolidate and/or to close a school, the Board shall establish a Core Implementation Team to plan for and implement the Board's decision and to address the transition of students and staff of the affected schools. It will also serve to advise on the progress in the first year of consolidation.

While Board Resolutions determine next steps, the Core Implementation Team, will be struck to support all required transitions processes and will hold its first meeting within forty (40) business days (excluding holiday periods defined in the Ministry guideline) after the Board decision. The Team will continue to meet through the first year of consolidation to receive feedback, make recommendations and otherwise contribute to a successful transition into the new school(s).

The Core Implementation Team will meet at least monthly, prior to the consolidation, and will, through the Superintendent Lead and the Executive Superintendent, regularly provide reports and updates to the Board and relevant Advisory Committees (SEAC, PIAC and others as required) on the progress of the transitions. In addition, meeting notes and reports will be posted and updated regularly on the TDSB's external website throughout the transitions process. Other communication methods which may be used include written or electronic notices sent to parents, guardians, and caregivers and/or staff of the schools named in the closure/consolidation.

Once the consolidation has occurred, monthly meetings will continue until the end of the fourth month at which time, bimonthly meetings will occur until the end of the school year.

The purpose of the Core Implementation Team will be to provide a platform for a) monitoring progress of consolidation, b) information sharing and c) providing input, advice and recommendations to the staff members of the team on:

- organized and effective transitions of all students, staff and families;
- retrofits at the consolidated schools;
- program considerations;
- health and safety;
- childcare where applicable;
- the selection, archiving and consolidation of artifacts;
- the merging of school traditions;
- the occurrence of opening and closing ceremonies;
- student accommodation; and
- other issues arising as they impact immediate stakeholders.

The Superintendent Lead and the Executive Superintendent will be responsible for immediately flagging issues of concern to the relevant Associate Director(s).

Should the Core Implementation Team, in anticipation of the implementation year, be unable or challenged to fulfill its purpose, the Superintendent Lead and the Executive Superintendent will include recommendations in a report to the upcoming Executive Council meeting to determine next steps.

2. Chair and Membership of the Core Implementation Team (consistent with 5.4 and 5.5 of PR598 – Pupil Accommodation Review)

The Superintendent of Education will oversee the selection of Core Implementation Team members and will serve as its chair. If two or more Superintendents of Education are involved in a review, one of them may serve as chair.

The membership of the Core Implementation Team is intended to reflect TDSB's commitment to community engagement and, as per the Ministry's Pupil Accommodation Review Guideline, will include students, parents, guardians and caregivers, staff and members of the community most impacted by the changes. It will include:

- Superintendent(s) of Education for the schools named in the closure/consolidation or designate(s);
- Local Trustee(s)
- System Superintendent whose portfolio includes this work across the TDSB;

- Up to two parents, guardians and caregivers from each school named in the review (appointed by the School Council in collaboration with the Principal; cannot be TDSB staff or related to staff);
- To ensure consistency and fairness, there will be agreement among all named schools to ensure each school has the same number of parent/guardian/caregiver/community representatives.
- If the number of interested parent/guardian/caregiver representatives exceeds two or if the maximum number as determined by the school with the fewest number of members is exceeded, the parent/guardian/caregiver representatives for each school will be chosen by a lottery coordinated by the Superintendent of Education or designate.
- Two secondary school students from a local school for a closure/consolidation involving elementary schools; two secondary school students from each school in the closure/consolidation involving one or more secondary schools (selected by the local school's student government in consultation with the Principal);
- Principals from each school named in the closure/consolidation;
- Teacher from each of the affected schools (elected by their peers);
- Non-teaching staff member from each of the affected schools (selection process undertaken in collaboration with school's union stewards);
- Planning Lead (selected by Executive Officer Facilities and Planning)
- Project Lead Facilities (selected by Executive Officer Facilities and Planning)
- Facilities Team Leader (selected by Executive Officer Facilities and Planning)
- Information Technology Lead (selected by Executive Officer Information Technology)
- Employee Services Senior Lead for teaching and non-teaching employee groups as needed (selected by the Executive Superintendent Employee Services)
- Others may participate as part of a support pool to the Core Implementation Team but not as members and may include additional TDSB staff to provide information, analysis and resource support and/or any other support deemed necessary by the chair.

It is expected that working groups from the variety of departments reflected in the Core Implementation Team (Facilities, Employee Services and others as required) will be struck to implement the work determined by the staff members of the Team.

3. Other Duties of the Superintendent of Education as the Chair of the Team

In addition to other duties, the Superintendent will:

- Clarify the Core Implementation Team's mandate and advisory role;
- Maintain a focus on the best interests of students;
- Review and adopt norms for meetings;
- Maintain the integrity of meetings including following the TDSB's Code of Conduct;
- Set all meeting dates and ensure that details are effectively communicated;
- Clearly present the Board's decision regarding a school closure/consolidation and ensure that a copy of the decision in its entirety is provided to all Core Implementation Team members and is appropriately followed;
- Ensure the availability of all required and relevant information including the staff report, the Core Implementation Team's mandate, Terms of Reference, School Information Profiles and any program, planning, financial, and policy constraints that will inform Core Implementation Team members and guide them in the development of any transition processes;
- Advise about the availability of funding if the option requires capital investment and explain how students would be accommodated if funding is inadequate or does not become available;
- Provide the Core Implementation Team with opportunities to generate and give comments about options;
- Coordinate staff engagement;
- Ensure that staff, students and school councils are provided with regular updates (e.g., school website, newsletters);
- Develop a communications plan with the Communications department to ensure accurate and timely reporting of information to the community;

4. First Meeting and Agendas:

At the first Core Implementation Team meeting, the following must occur:

- Clarification of the advisory role of the Team;
- Setting dates of all meetings for the current academic year;
- Establish meeting norms in accordance with the TDSB's Code of Conduct;
- Sharing of budget considerations;
- Provision of relevant documents including a copy of the final staff report approved by the Board of Trustees and Terms of Reference that describe the Core Implementation Team's mandate.

After the first meeting, the Chair shall work with appropriate staff to organize a project plan for implementation to include the elements of change management as they impact the schools' key stakeholders. This plan shall be submitted to Executive Council for approval before the next meeting of the Core Implementation.

A standing agenda item to guide all meetings shall be the Principals' report to address current progress as well as outstanding issues of concern. Any Core Implementation Team member may bring forward an issue to be considered. Where possible, the Core Implementation Team will decide by consensus whether to bring this forward for consideration or analysis by staff. Staff Executive Council will be responsible for all final decisions.

If the Core Implementation Team is unable or unwilling to fulfill its role for any reason, the Chair will have the discretion to extend the timeline or terminate the work of the group. If the work of the Core Implementation Team has been terminated, the transitions work will be completed by central TDSB staff.

5. Community Participation and Communication (consistent with 5.7 of PR598)

Effective engagement with those affected by decisions during the transitions process is intended to ensure that the decision of the Board of Trustees is fully implemented with as little disruption as possible by ensuring supportive, safe and caring teaching and learning environments that prioritize the enhancement of learning opportunities, program excellence and accessibility.

In keeping with TDSB's commitment to broad engagement, equity, human rights and anti-oppression, efforts will be made to ensure that the Core Implementation Team's engagement includes students and families who are part of our most marginalized populations as indicated by measures such as achievement, well-being or census data.

At least two public meetings, posted in advance on the TDSB website, will be held at the various schools involved in the closure/consolidation prior to the reconfigured schools' opening to encourage information sharing and community participation as transition processes are finalized and implemented.

At the end of the first year in the consolidated/merged school(s), TDSB staff will present their final report of progress to the Board.

Resource Implications

A budget for the consolidation will be determined prior to the first meeting of the Core Implementation Team and will be communicated as appropriate.

Communications Considerations

Communications plan to be drafted in consultation with the Communications Officer. Monthly reports to Board on the progress of the Core Implementation Team.

Board Policy and Procedure Reference(s)

- Policy P068 - Accommodation and Program Review
- Ministry of Education Pupil Accommodation Review Guideline (April 2018)
- Procedure PR598 - Pupil Accommodation Review

Appendices

NIL

From:

- Colleen Russell-Rawlins, Director of Education, Director'sOffice@tdsb.on.ca
- Andrew Gowdy, System Planning Officer, Andrew.Gowdy@tdsb.on.ca
- Karen Falconer, (Retired) Special Advisor



Amendments to the Special Education Plan, 2023-2024

To: Planning and Priorities Committee

Date: 7 June, 2023

Report No.: 06-23-4561

Strategic Directions

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

Recommendation

It is recommended that the Amendments to the TDSB Special Education Plan (2023-2024) be received.

Context

In accordance with [Regulation 306](#) and the Ministry policy document entitled [Standards for School Boards' Special Education Plans](#), each school board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.

One of the purposes of a district's special education plan is to provide the Ministry of Education and the public with information about special education programs and services that are provided by the school board in accordance with legislation and Ministry policy on special education.

The Special Education and Inclusion Department receives formal and informal feedback into the special education plan through conversations with school and department staff, SEAC, community groups, advocacy groups, parents/guardians/caregivers, and through a survey link at the beginning of each section of the current plan posted on the public website.

Agenda Page 130

Under Regulation 464/97, the board shall ensure that its special education advisory committee is provided with opportunities to participate in the annual review of the board's Special Education Plan. The TDSB SEAC has created a Special Education Plan Work Group that both oversees the annual review of the plan and communicates to members of the community and parents/guardians/caregivers of children who are receiving special education programs and services the timelines for providing input to the Special Education Plan.

Parents/guardians/caregivers or community members who wish to give input to the plan may do so in a number of ways:

- contact their school principal;
- contact their School Advisory Council;
- contact the TDSB SEAC.

By July 31st of each year, the Special Education Plan is submitted to the Ministry with the following documents:

- a letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of Regulation 306 and of the [Standards for School Boards' Special Education Plans](#)
- a copy of the board's motion of approval of the plan, including the date of approval; and

a copy of any related motions or recommendations from the board's SEAC (N/A for this year).

Action Plan and Associated Timeline

The 2023-2024 TDSB Special Education Plan will be submitted to the Ministry by July 31, 2023.

The TDSB Special Education Plan will be implemented in its amended form in the 2023-2024 school year. It will be reviewed again next year as per the requirements set out in [Regulation 306 of the Education Act – Special Education Programs and Services](#).

Resource Implications

Continuous supports and resources are based on the approval of the budget annually by the Board of Trustees and are subject to funding through the Ministry of Education.

Communications Considerations

Each board is required to make its special education plan available to the public at the same time that it submits the plan to the Ministry (prior to July 31 of each year). The TDSB Special Education Plan is posted on both the internal (staff) and external (public) websites. It is shared with all members of the TDSB Special Education Advisory Committee (SEAC) so that they can share with parents/guardians/caregivers who may

contact them. The plan is also shared with TDSB staff through a memo specifically on the Special Education Plan.

Board Policy and Procedure Reference(s)

- TDSB Special Education Plan 2022-2023
- TDSB Special Education Plan 2023-2024 (Being finalized)
- TDSB Vision for Learning
- TDSB Multi-Year Strategic Plan
- TDSB Equity Policy

Appendices

- Appendix A: Amendments to the TDSB Special Education Plan (2023-2024)
- Appendix B: Special Education Plan 2023-2024 Slide Deck

From

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at louise.sirisko@tdsb.on.ca

Nandy Palmer, System Superintendent of Special Education and Inclusion at nandy.palmer@tdsb.on.ca

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Appendix A: Amendments to the TDSB Special Education Plan (2023-2024)

The following is a list of amendments to the 2022-2023 TDSB Special Education Plan that will be implemented in the 2023-2024 school year. Recommendations were submitted by members of the SEAC Special Education Plan Subcommittee, parents/guardians/caregivers, community members and various school and department staff members.

Ministry Requirements

- Updated information (number of IPRCs completed, number of appeals, number of students attending provincial and demonstration schools, staff allocation) as required by *Standards for School Boards' Special Education Plans*

Structure

- Edited for spelling, grammar, punctuation, language conventions, etc. throughout the plan
- Created an introduction for each section of the plan
- Re-organized *Section G: Early Identification Procedures and Intervention Strategies*, *Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals* and *Section J: Special Education Placements Provided by the Board* to make information easier to read
- Condensed the plan in response to feedback that the plan was too long and repetitive

Special Education-Specific

- Updated information in *Section G: Early Identification Procedures and Intervention Strategies* to reflect current practices related to Diagnostic Kindergarten programs
- Added information in *Section G: Early Identification Procedures and Intervention Strategies* about the Special Education Placement Review Committee (SEPRC) process. The following was added to the 2023-2024 Special Education Plan:

A SEPRC is not a legal, provincially mandated process; it is unique to the TDSB. Only through a parent or legal guardian can a SEPRC be requested, and only if the student profile meets the criteria stated below will the SEPRC process be followed.

The Toronto District School Board is committed to providing equity of access to learning with a timely admittance to school for students new to the Board and who fall within the TDSB Low Incidence category of developmental disabilities, physical disabilities including blind/low vision and deaf /hard of hearing. Students new to the TDSB with extremely complex medical needs may be considered for immediate placement in an Intensive Support Program (ISP). Usually, these are students who have been receiving intensive, full-time special education class support in other school systems including out of province, or specialized preschool/daycare prior to their arrival in the TDSB. This includes students who have complex medical needs which may include a combination of intellectual communication and/or behavioural needs, including persistent challenges in daily living. This also includes students in need of care, treatment or rehabilitation through Education and Community Partnership Programs (ECP).

The student learning profile for a SEPRC suggests student needs require access to specialized equipment and specialized support whereby the home school will not be able to adequately address the student's complex medical and/or Low Incidence needs even for a short period of time. The SEPRC process will assist in fast tracking the student into the appropriate class and/or school.

If the student profile does not meet the criteria, the student will be welcomed by and registered at their homeschool.

- Included information in *Section J: Special Education Placements Provided by the Board* regarding the following regional support teams: Deaf Hard of Hearing, Blind Low Vision, Assistive Technology, Board Certified Behavior Analysts, Behavior Prevention Intervention
- Added information in *Section J: Special Education Placements Provided by the Board* about academic trajectories and pathways for students in MID and DD Intensive Support Programs (ISPs) in integrated and congregated sites:

The academic trajectories for students with an MID Exceptionality may lead to an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment. These differ from the Ontario Secondary School Diploma (OSSD). It is important to note that a Certificate of Accomplishment and/or an Ontario Secondary School Certificate do not lead to post-secondary school credit granting programs.

- Added information in *Section J: Special Education Placements Provided by the Board* for clarification regarding non-credit bearing courses and pathways for non-credit courses. The following is an excerpt from the Special Education Plan:
In a secondary special education placement, students work on an alternative curriculum which is non-credit bearing or K Level Ministry courses based on their IEP subject expectations. Students complete their education and leave

their secondary school with a Certificate of Accomplishment. It is important to note that a Certificate of Accomplishment does not lead to post-secondary school credit granting programs.”

- Added information in *Section L: Specialized Health Support* regarding requirements for specialized health support services in schools
- Added information in *Section M: Equipment* about the portability of SEA equipment

Indigenous Education

- Added definitions in *Section U: Glossary of Terms and Acronyms* for “culturally safe” and “trauma-informed practices”

Anti-Oppression, Anti-Racism, Equity and Human Rights

- Added information on the Individual Learning Plan (ILP) in *Section C: The Board’s General Model for Special Education* about Culturally Relevant and Responsive Pedagogy (CRRP)
- Added focus area of Culturally Relevant and Responsive Pedagogy in *Section R: Staff Development*

Parent/Guardian/Caregiver/Family Engagement

- Added an appendix in *Section T: Appendices* with examples of accommodations
- Provided a link to examples of accommodations in *Section K: Individual Education Plans (IEPs)*

Toronto District School Board

Special Education Plan

2023 - 2024



Special Education Plan 2023 - 2024

Standards for School Boards'

Special Education Plans

In accordance with [Regulation 306](#) and the Ministry policy document entitled [Standards for School Boards' Special Education Plans](#), each school board is required to:

- maintain a special education plan;
- review it annually;
- amend it from time to time to meet the current needs of its exceptional students, and
- submit any amendment(s) to the Minister for review.

Special Education Plan 2023 - 2024

Purpose of a School Boards' Special Education Plan

The TDSB Special Education Plan, updated annually, provides the Ministry of Education and the public with information about special education programs and services that are provided by the school board in accordance with legislation and Ministry policy on special education.

Special Education Plan 2023 - 2024

Gathering Feedback

The Special Education and Inclusion Department receives formal and informal feedback into the special education plan through:

- conversations with school and department staff, SEAC, community groups, advocacy groups; parents/guardians/caregivers;
- through a survey link at the beginning of each section of the current plan posted on the public website.

Parents/guardians/caregivers or community members who wish to give input to the plan may do so in a number of ways:

- contact their school principal;
- contact their School Advisory Council;
- contact the TDSB SEAC.

Special Education Plan 2023 - 2024

Role of a Board's Special Education Advisory Committee (SEAC)

Under Regulation 464/97, the board shall ensure that its special education advisory committee (SEAC) is provided with opportunities to participate in the annual review of the board's Special Education Plan.

The TDSB SEAC has created a Special Education Plan Work Group that both oversees the annual review of the plan and communicates to members of the community and parents/guardians/caregivers of children who are receiving special education programs and services the timelines for providing input to the Special Education Plan.

Special Education Plan 2023 - 2024

Changes for 2023 - 2024

Ministry Requirements

- Updated information (number of IPRCs completed, number of appeals, number of students attending provincial and demonstration schools, staff allocation) as required by *Standards for School Boards' Special Education Plans*

Structure

- Edited for spelling, grammar, punctuation, language conventions, etc. throughout the plan
- Created an introduction for each section of the plan
- Re-organized Section G: Early Identification Procedures and Intervention Strategies, Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals and Section J: Special Education Placements Provided by the Board to make information easier to read
- Condensed the plan in response to feedback that the plan was too long and repetitive

Changes for 2023 - 2024

Special Education-Specific

- Updated information in Section G: Early Identification Procedures and Intervention Strategies to reflect current practices related to Diagnostic Kindergarten programs
- Added information in Section G: Early Identification Procedures and Intervention Strategies about the Special Education Placement Review Committee (SEPRC) process
- Added information in Section J: Special Education Placements Provided by the Board about academic trajectories and pathways for students in MID and DD Intensive Support Programs (ISPs) in integrated and congregated sites
- Added information in Section J: Special Education Placements Provided by the Board for clarification regarding non-credit bearing courses and pathways for non-credit courses
- Added information in *Section L: Specialized Health Support* regarding requirements for specialized health support services in schools
- Added information in *Section M: Equipment* about the portability of SEA equipment

Special Education Plan 2023 - 2024

Changes for 2023 - 2024

Indigenous Education

Added definitions in *Section U: Glossary of Terms and Acronyms* for “culturally safe” and “trauma-informed practices”

Anti-Oppression, Anti-Racism, Equity and Human Rights

Added information on the Individual Learning Plan (ILP) in *Section C: The Board’s General Model for Special Education* about Culturally Relevant and Responsive Pedagogy (CRRP)

Added focus area of Culturally Relevant and Responsive Pedagogy in *Section R: Staff Development*

Parent/Guardian/Caregiver/Family Engagement

Added an appendix in *Section T: Appendices* with examples of accommodations
Provided a link to examples of accommodations in *Section K: Individual Education Plans (IEPs)*

TDSB Special Education Plan Submission to Ministry

By July 31st of each year, the Special Education Plan is submitted to the Ministry with the following documents:

- a letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of Regulation 306 and of the [Standards for School Boards' Special Education Plans](#)
- a copy of the board's motion of approval of the plan, including the date of approval; and
- a copy any related motions or recommendations from the board's SEAC (N/A for this year).





529 Vaughan Road Building – Community Planning and Partnerships Lease Agreement with Oakwood Vaughan Community Organization

To: Planning and Priorities Committee

Date: 7 June, 2023

Report No.: 06-23-4553

Strategic Directions

- 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) The Toronto Lands Corporation be authorized to negotiate and execute a Community Planning and Partnerships lease agreement with the Oakwood Vaughan Community Organization for the use of classrooms 113, 120 and 122 at the 529 Vaughan Road building for up to two years beginning no earlier than September 1, 2023;
- b) The Oakwood Vaughan Community Organization be allowed to facilitate the use of the leased rooms with other community groups provided the community groups go through the vetting process described in clause 6.4 of policy P076, Community Planning and Partnerships, to ensure compatibility with students and school operations; and
- c) Recommendations a) and b) are contingent on the Oakwood Vaughan Community Organization paying the cost of installing security improvements to the doors to secure the east wing where the three rooms are located, and any other costs required to fit up the space.

Context

This report is seeking approval to enter into a lease agreement with the Oakwood Vaughan Community Organization for the use of three classrooms at the 529 Vaughan Road building as part of the Community Planning and Partnerships initiative.

Background of the 529 Vaughan Road Building

The 529 Vaughan Road building is located in the centre of the city southeast of Eglinton Avenue West and Oakwood Avenue in Ward 8 (Trustee Laskin). The building was constructed as a secondary school to accommodate Vaughan Road Academy. The building closed as an operating secondary school in June 2017 due to significantly declining enrolment.

In 2017, the Board of Trustees approved that the building be retained by the TDSB for operating purposes to provide accommodation options for the future and to address pressures in nearby areas. One of the functions of the building has been to serve as a holding site for schools during construction projects. From 2018 to 2021, Davisville Junior Public School and Spectrum Alternative Senior School were accommodated in the 529 Vaughan Road building during the construction of their replacement facility.

On November 10, 2021, the Board of Trustees approved that the building be used as a holding site for Hodgson Middle School during the construction of a major addition and deep retrofit to the Hodgson building. Hodgson MS will move into the 529 Vaughan Road building in the summer of 2023. It is expected that Hodgson MS will remain there for two years.

When Hodgson MS moves out, the next school to move into the 529 Vaughan Road building is anticipated to be Eglinton Junior Public School. As part of the redevelopment of the Eglinton site that staff is currently exploring as per Board direction on June 29, 2022, the school will need to be relocated offsite for several years to allow the replacement facility to be constructed.

Besides being used as a holding site for schools during construction projects, the 529 Vaughan Road building accommodates a child care centre (Vaughan Road Infant and Toddler Centre), the administrative offices of the Caring and Safe Schools Department, and storage for the Museum and Archives.

Oakwood Vaughan Community Organization

The Oakwood Vaughan Community Organization (OVCO) is an incorporated group of local residents that coordinates services and supports for residents of the neighbourhood. OVCO would like to use space in the 529 Vaughan Road building for the delivery of these services.

On November 11, 2020, the Board of Trustees approved the lease of two rooms on the third floor of the 529 Vaughan Road building to OVCO for five-years without a six-month termination notice subject to OVCO securing a grant to pay the cost of installing a disability lift in the location of the current elevator. The Board also approved that OVCO be allowed to facilitate the use of the leased rooms with other community groups provided the community groups go through the vetting process described in clause 6.4 of policy P076, Community Planning and Partnerships, to ensure compatibility with students and school operations.

After further investigation, OVCO did not lease the rooms on the third floor because the community groups that OVCO wished to partner with were not interested in the third-floor rooms even with a disability lift installed (the rooms are not located near the location of the elevator).

New Leasing Opportunity

In preparing the 529 Vaughan Road building to receive Hodgson MS in the summer of 2023, a space plan has been created for the building identifying all the rooms that will be used by Hodgson MS. In this space plan, there are three kindergarten rooms on the first floor that will be unoccupied. These rooms are in a wing on the east side of the building that is occupied by the child care centre that is self-contained and separated from the rest of the building by doors. This east wing has its own exterior entrance that will not be used by Hodgson MS. Appendix A contains a floor plan that shows the location of the three rooms.

OVCO would like to lease these three rooms for delivering community programs because they are on the ground floor and accessible – they don't require the use of a disability lift to access. They would like to use one room for a seniors' program that they run and sublet the other two rooms to other community groups. One room is proposed to be sublet to Reena (a non-profit organization that provides services to individuals with developmental disabilities) for delivering a program on local food security. The other room is proposed to be sublet to the Learning Enrichment Foundation (the operator of the onsite child care centre) for delivering a parent engagement program. Appendix B contains a description provided by OVCO and the two community groups of the programs to be delivered in the three rooms.

To secure the east wing that these three rooms are in, the locked exterior entrance needs to be installed with a remote release that OVCO staff can operate to admit users. OVCO will pay for this security improvement. The interior doors separating the east wing from the south wing to be occupied by Hodgson MS needs to be installed with a lock and card swipe. TDSB will fund this security improvement because it is required for the security of Hodgson students regardless of the leasing of the three rooms.

OVCO will use staff washrooms located just outside of the doors leading into the south wing. OVCO staff will escort their clients to these washrooms. OVCO staff will complete vulnerable sector screening.

The lease is proposed to begin on September 1, 2023. OVCO will not deliver any programs in the first week of school to minimize activity at the Vaughan Road site to allow Hodgson MS to transition into the building. After the first week of school, OVCO will aim to schedule their programs to occur at other times besides the start and end of the school day when the Hodgson students will be arriving and departing.

The lease of these three rooms to OVCO has been discussed with the Superintendent, Principal and Trustee of Hodgson MS, as well as the Trustee of the 529 Vaughan Road building. All are in support of the proposed lease.

Action Plan and Associated Timeline

If approved by the Board of Trustees, the Toronto Lands Corporation will initiate negotiations for a lease with OVCO with occupancy to occur no earlier than September 1, 2023.

Resource Implications

The TDSB will not incur any costs to implement this lease besides staff time to negotiate and execute the lease.

Communications Considerations

Not applicable.

Board Policy and Procedure Reference(s)

- P076 – Community Planning and Partnerships
- PR713 – Community Planning and Partnerships

Appendices

- Appendix A: Floor Plan for 529 Vaughan Road Showing Rooms Proposed to be Leased
- Appendix B: Descriptions Provided by the Community Partners of their Proposed Programs

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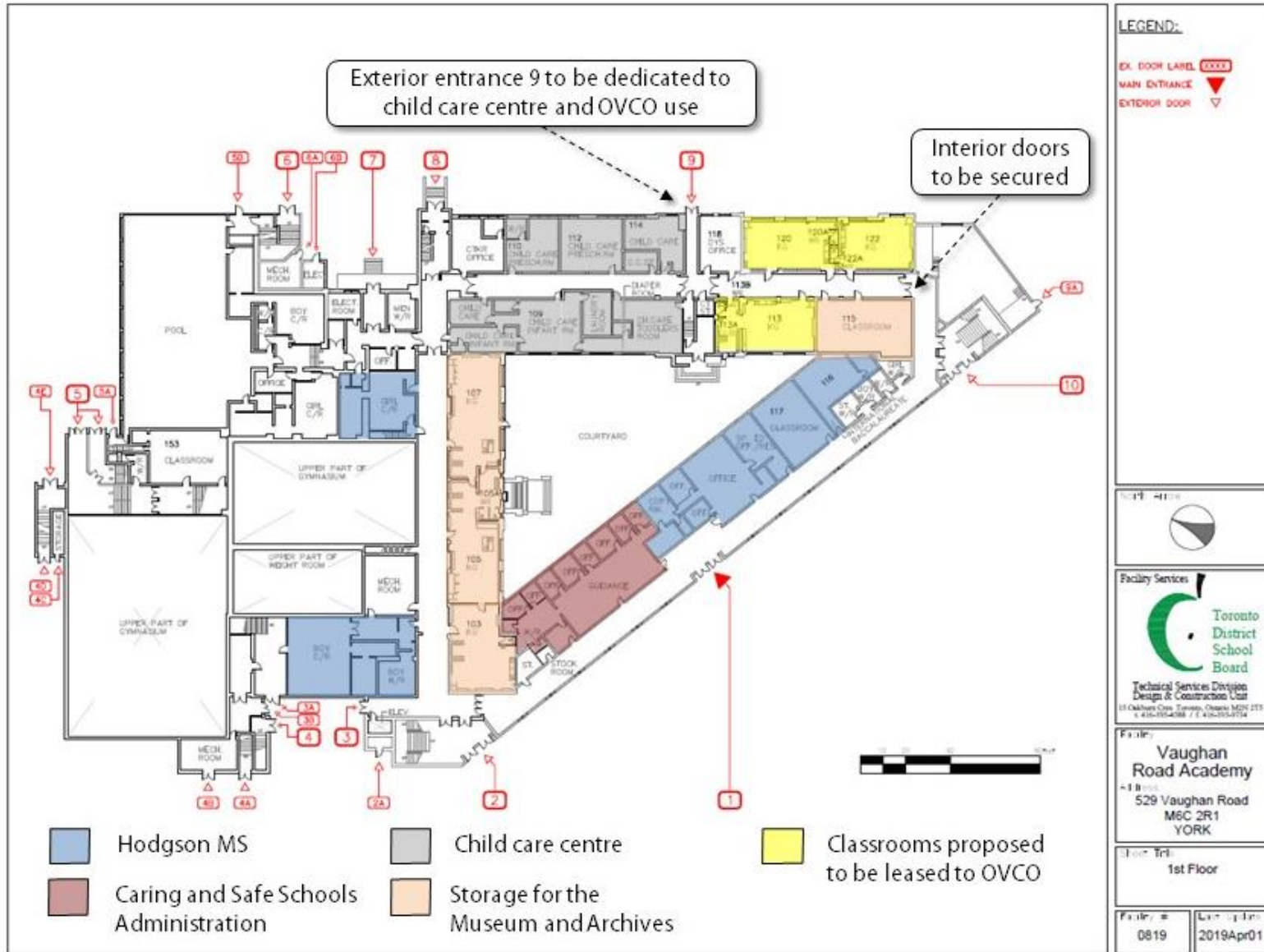
Maia Puccetti, Executive Officer, Facility Services and Planning, at
Maia.Puccetti@tdsb.on.ca or 416-393-8780

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

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APPENDIX A

Floor Plan for 529 Vaughan Road Showing Rooms Proposed to be Leased



APPENDIX B**Descriptions Provided by the Community Partners of their Proposed Programs****Oakwood Vaughan Community Organization**

The [Oakwood Vaughan Community Organization](#) (OVCO) is an incorporated non-profit and registered charitable neighbourhood organization serving as a voice of the residents of the Oakwood Vaughan community. OVCO will occupy Room 113 in the east wing primarily for a seniors' Learning & Engagement program that has been operating on a one-day/month permit basis since June 2022. At the seniors' request the program will expand to become a three day a week seniors' drop-in with learning sessions twice monthly. This program will be funded by the [Oasis Project](#). The space will also serve as a neighbourhood office for the OV community providing meeting space for use by other OVCO projects (e.g. Affordable Housing Work Group, Community Safety Committee).

Reena

[Reena](#) is a developmental services agency that is celebrating its fiftieth year in 2023. Our services are supporting individuals with developmental disabilities and their families in Toronto, covering residential support, community participation programs, respite programs, therapy and advocacy.

It is hoped that an educational partnership with the TDSB will be approved so that this space could serve as a Learning and Training Centre for Education on Local Food Security. This centre will support a community gardening project for the benefit of community members (e.g. OV seniors, LEF childcare families) and the students of Hodgson Middle School. Alternative use of Room 120 would be employment training supports for Reena's members and other community members, who could benefit from such support (e.g. local youth re after-school and summer employment).

Learning Enrichment Foundation

[The Learning Enrichment Foundation](#) (LEF) has provided integrated and holistic community programming to individuals and families in the central west part of Toronto for forty-five years. It has operated a childcare out of the former VRA building since 1979 as a community partner with the former Vaughan Road Academy and now with the TDSB. LEF will occupy Room 122 for use as a Parent Engagement Program, providing specific parenting supports to families as well as settlement and employment

supports in the very racially and culturally diverse OV community. This will include one-on-one work, some small group work, and within space limitations, group learning sessions.

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Review of the Need for the 200 Wilmington Avenue Property and the 2245 Lawrence Avenue West Property

To: Planning and Priorities Committee

Date: 7 June, 2023

Report No.: 06-23-4557

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that:

- a) The 200 Wilmington Avenue property be declared as not required for the purposes of the Board and referred to the Toronto Lands Corporation for sale and sold if, and only if, the price is the fair market value of the property based on its highest and best use without regard to the encumbrance of the existing lease of the property to Anne and Max Tanenbaum Community Hebrew Academy of Toronto; and
- b) The 2245 Lawrence Avenue West property be declared as not required for the purposes of the Board and referred to the Toronto Lands Corporation for sale and sold if, and only if, the price is the fair market value of the property based on its highest and best use without regard to the encumbrance of the existing lease of the property to Schlegel Villages Inc. (formerly Oakwood Retirement Communities Inc.).

Context

This report presents the outcome of the reviews of the long-term need for the 200 Wilmington Avenue property and the 2245 Lawrence Avenue West property. The 200 Wilmington Avenue property is located in Ward 5 (Trustee Lulka Rotman). The 2245

Lawrence Avenue West property is located in Ward 2 (Trustee MacLean). Appendix A contains a map that shows the locations of the two properties.

200 Wilmington Avenue Property

The 200 Wilmington Avenue property is a former elementary school, Wilmington Public School, located in North York, south of Finch Avenue West and east of Dufferin Street. Appendix B contains a map that shows the location of the 200 Wilmington Avenue property and the surrounding TDSB sites.

In 1978, Wilmington Public School closed as an operating elementary school due to declining enrolment. That same year, a long-term lease was entered into with Anne and Max Tanenbaum Community Hebrew Academy of Toronto (TanenbaumCHAT). TanenbaumCHAT is a community Jewish high school accommodating approximately 1,100 students. The tenant has constructed a large addition onto the building and would like to build another addition. The lease expires in 2029 and has an option to extend to 2034. The tenant has expressed interest in purchasing the property.

Staff have completed a review of the 200 Wilmington Avenue property to determine the TDSB's long-term need and are recommending that it be sold, conditional upon it being sold at fair market value based on its highest and best use without regard to the encumbrance of the existing lease.

Property Review

Detailed information about the 200 Wilmington Avenue property and the other TDSB sites in the area can be found in Appendix C.

Staff considers the 200 Wilmington Avenue property as unnecessary to serve the long-term accommodation needs of the TDSB because there is an adequate distribution of other TDSB sites in the area to provide options for neighbourhood schooling and flexibility for the future. A full explanation and rationale can be found in Appendix C.

Community Consultation

A virtual public meeting was held on May 23, 2023 to share information and gather community feedback. The meeting was attended by eight people. The attendees expressed support for selling the 200 Wilmington Avenue property to the tenant.

An online survey was available for the public to complete. 28 people completed the survey. 100% of the respondents were in support of selling the 200 Wilmington Avenue property to the tenant. Respondents stated that they like that the property will continue to operate as a school and be a cornerstone of the community.

2245 Lawrence Avenue West Property

The 2245 Lawrence Avenue West property is a former elementary school, Humber Heights Consolidated School, located in central Etobicoke, south of Lawrence Avenue West and east of Royal York Road. Appendix D contains a map that shows the location of the 2245 Lawrence Avenue West property and the surrounding TDSB sites.

In 1982, Humber Heights Consolidated School closed as an operating elementary school due to declining enrolment. From 1982 to 2003, the building was used as a multi-purpose centre accommodating administrative uses such as professional development and archives, as well as adult programs. In 2003, a long-term land lease was entered into with Oakwood Retirement Communities Inc., now known as Schlegel Villages Inc. The land lease is for 50 years and expires in 2053. The tenant demolished the school building and redeveloped the land into a retirement and long-term care facility (the Village of Humber Heights). The tenant has expressed interest in purchasing the property.

Staff have completed a review of the 2245 Lawrence Avenue West property to determine the TDSB's long-term need and are recommending that it be sold, conditional upon it being sold at fair market value based on its highest and best use without regard to the encumbrance of the existing lease.

Property Review

Detailed information about the 2245 Lawrence Avenue West property and the other TDSB sites in the area can be found in Appendix E.

Staff considers the 2245 Lawrence Avenue West property as unnecessary to serve the long-term accommodation needs of the TDSB because there is an adequate distribution of other TDSB sites in the area to provide options for neighbourhood schooling and flexibility for the future. A full explanation and rationale can be found in Appendix E.

Community Consultation

A virtual public meeting was held on May 25, 2023 to share information and gather community feedback. The meeting was attended by two people. One of the attendees emphasized the importance of the TDSB receiving fair market value in the disposition of the property.

An online survey was available for the public to complete. No one completed the survey.

Sale Process

When selling a property, school boards in Ontario must follow the process outlined in Ontario Regulation 444/98. This process requires that the property be offered to a

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ranked list of public agencies for them to consider for purchase. The list includes the coterminous school boards, local colleges and universities, the Local Health Integration Networks, several Indigenous organizations, the local municipal government, the provincial government, and the federal government.

The public agencies have 90 days to express interest in purchasing the property and a further 90 days to make an offer. If no expression of interest is received or sale achieved, then the property can be offered to the private sector.

The 200 Wilmington Avenue and 2245 Lawrence Avenue West properties will be circulated to the list of public agencies. It is highly unlikely that a public agency will express interest in the properties because they are encumbered by long-term leases.

Once the circulation process has been completed without a public agency expressing interest, TanenbaumCHAT and Schlegel Villages Inc. will have the first opportunity to make offers on their respective properties because their existing leases provide the tenants with the first right to purchase the properties when they are offered for sale on the open market.

All disposition of property must occur at fair market value. The existing long-term leases are encumbrances that reduce the value of the properties. A recommended condition for the sale of these properties is that they be sold at fair market value based on their highest and best use without regard to the encumbrance of the leases.

The Toronto Lands Corporation implements the disposition process on behalf of the TDSB.

By selling these two properties, revenue will be generated that the TDSB can invest in other TDSB facilities.

Action Plan and Associated Timeline

If approved, the Toronto Lands Corporation will circulate the 200 Wilmington Avenue and 2245 Lawrence Avenue West properties to the ranked list of public agencies for their consideration to purchase as per Ontario Regulation 444/98.

If no public agency expresses interest, then organizations in the private sector will be able to express interest. TanenbaumCHAT and Schlegel Villages Inc. have the first right to purchase their respective properties based on the terms of their existing leases. This could occur in fall 2023.

Resource Implications

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

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 Locations of the 200 Wilmington Avenue and the 2245 Lawrence Avenue West Properties
- Appendix B: Map Showing the Location of the 200 Wilmington Avenue Property and the Other TDSB Sites in the Area
- Appendix C: Property Review – 200 Wilmington Avenue Property
- Appendix D: Map Showing the Location of the 2245 Lawrence Avenue West Property and the Other TDSB Sites in the Area
- Appendix E: Property Review – 2245 Lawrence Avenue West Property

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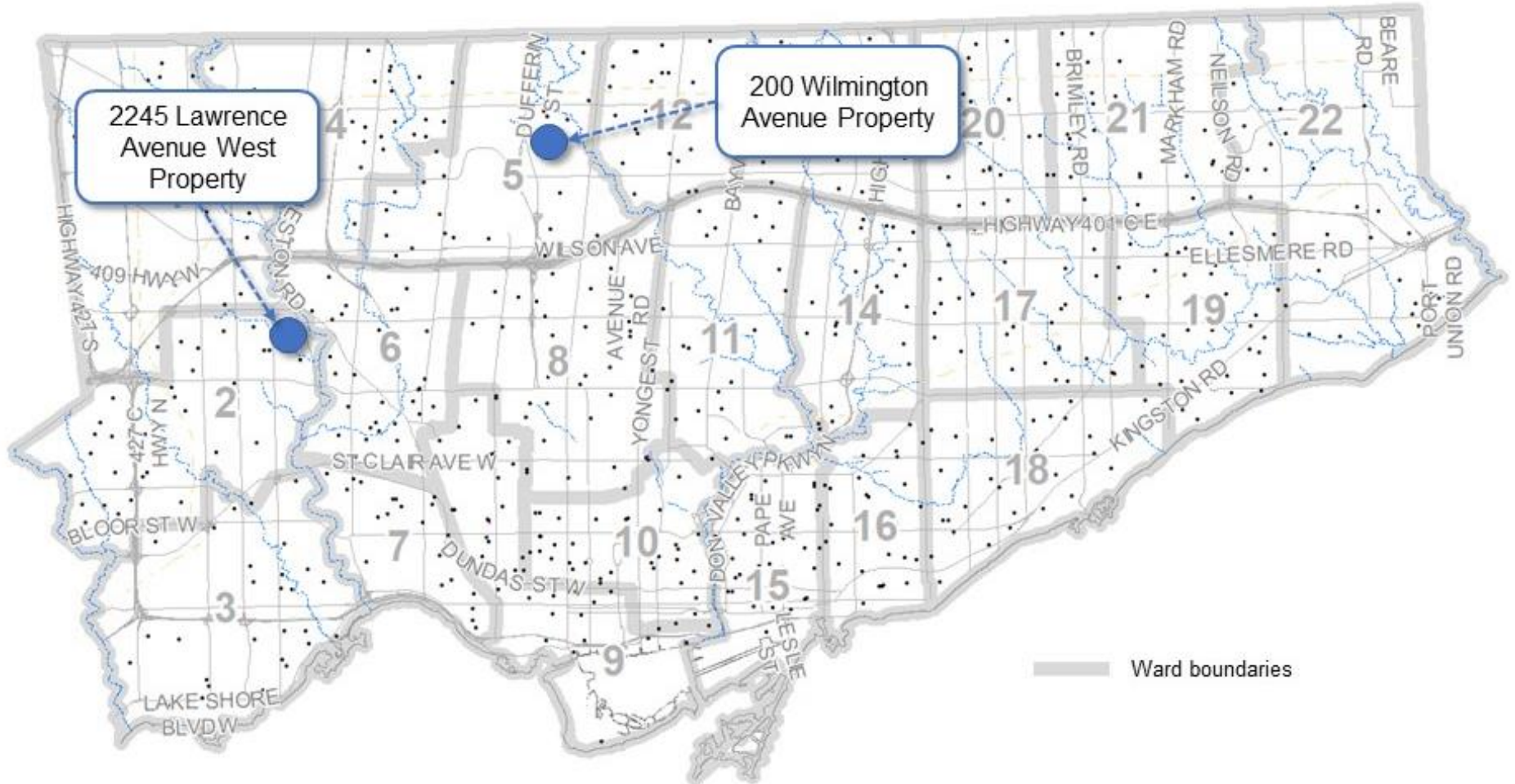
Stacey Zucker, Associate Director, Modernization and Strategic Resource Alignment, at Stacey.Zucker@tdsb.on.ca or 416-397-3188

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

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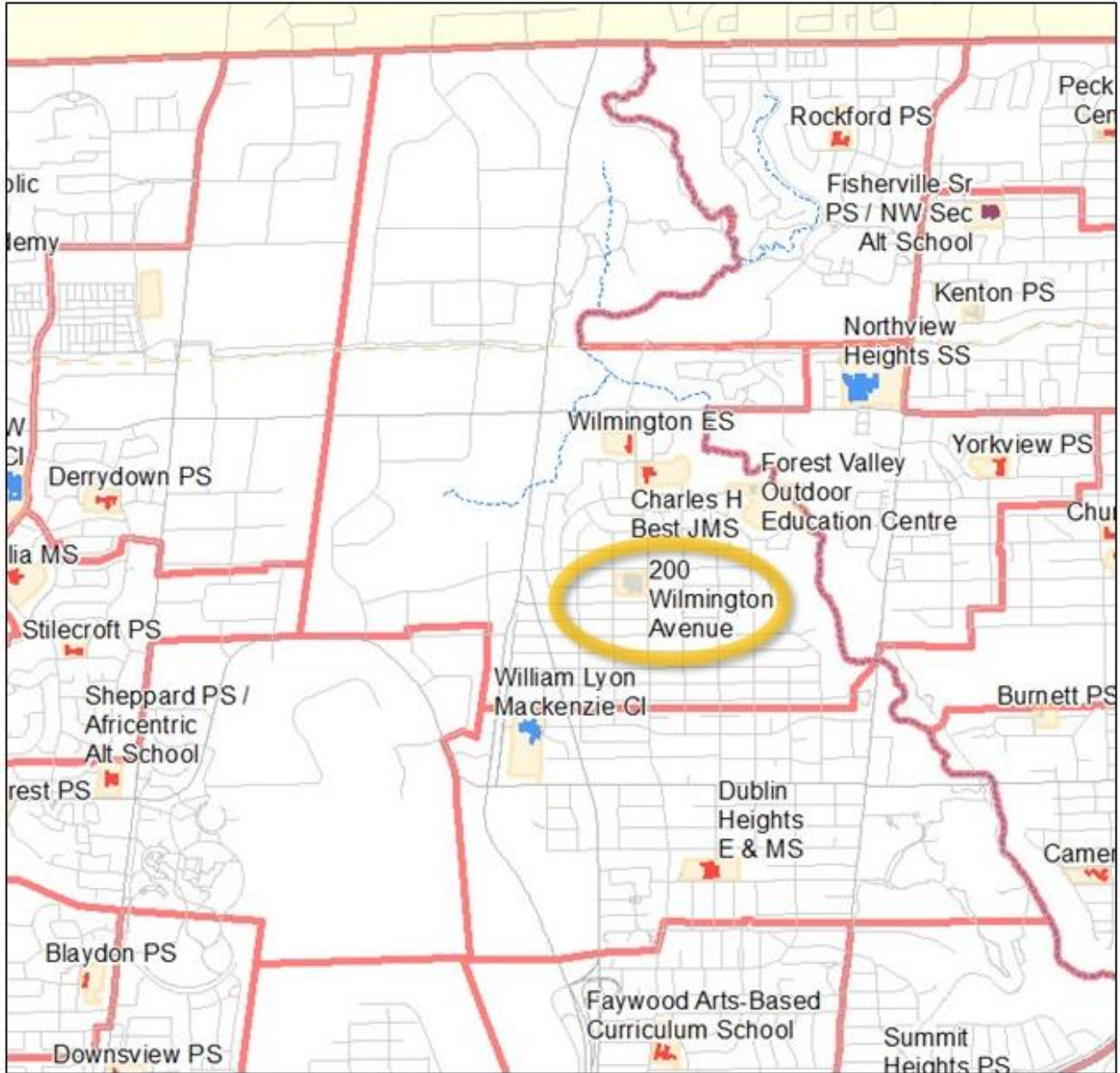
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Map Showing the Locations of the 200 Wilmington Avenue and the 2245 Lawrence Avenue West Properties



APPENDIX B

Map Showing the Location of the 200 Wilmington Avenue Property and the Other TDSB Sites in the Area



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

Junior Attendance Area



APPENDIX C

**Property Review
200 Wilmington Avenue Property**

Site Description

Address: 200 Wilmington Avenue, North York

Ward: 5

Trustee: Alexandra Lulka Rotman

Learning Network: LN08

Superintendent: Marwa Hamid

Tenure: Exclusive Ownership

Used As: Leased out

Site Size: 4.9 acres

Building Size: 123,645 square feet

Building Capacity: 1,029 pupil places

Official Plan: Neighbourhoods

Existing Zoning: R4

Expropriated Land¹: None

Heritage Status²: None

Renewal Needs³: \$6,900,000

TDSB Properties in the Area

School and Facility Facts

Property Name	Used As	Grade Range	Learning Opportunities Index Rank ⁴	Site Size Acres	Portables Used for Instruction ⁵	Building Capacity Pupil Places
Charles H Best JMS	Elem	4-8	168	8.7	0	492
Derydown PS	Elem	JK-5	82	6.0	0	545
Dublin Heights EMS	Elem	JK-8	336	9.1	6	732
Northview Heights SS	Sec	9-12	74	22.2	0	1,707
Rockford PS	Elem	JK-6	271	6.1	4	697
Sheppard PS	Elem	JK-5	46	6.2	0	358
Africentric Alt Sch (in Sheppard PS)	Elem	JK-8	8	See above	0	161
Stilecroft PS	Elem	JK-5	62	5.0	0	391
William Lyon Mackenzie CI	Sec	9-12	91	14.3	7	924
Wilmington ES	Elem	JK-3	305	4.7	0	277
Yorkview PS	Elem	JK-5	316	5.2	1	522

Enrolment and Utilization

Property Name	Actual Enrolment ⁶ 2001	Actual Enrolment ⁶ 2022	Projected Enrolment ⁷ 2032	Actual Utilization 2001	Actual Utilization 2022	Projected Utilization 2032
Charles H Best JMS	300	395	453	61%	80%	92%
Derydown PS	497	331	496	91%	61%	91%
Dublin Heights EMS	575	723	945	79%	99%	129%

Property Name	Actual Enrolment ⁶ 2001	Actual Enrolment ⁶ 2022	Projected Enrolment ⁷ 2032	Actual Utilization 2001	Actual Utilization 2022	Projected Utilization 2032
Northview Heights SS	1,435	1,559	1,535	84%	91%	90%
Rockford PS	744	704	799	107%	101%	115%
Sheppard PS	444	171	241	124%	48%	67%
Africentric Alt Sch (in Sheppard PS)	NA	89	81	NA	55%	50%
Stilecroft PS	323	245	190	83%	63%	49%
William Lyon Mackenzie CI	1,211	1,351	1,123	131%	146%	122%
Wilmington ES	339	250	295	122%	90%	106%
Yorkview PS	549	429	443	105%	82%	85%

Discussion

Background

- The 200 Wilmington Avenue building was originally used as an elementary school (Wilmington Public School). The building was constructed in 1954.
- The school closed in 1978 due to declining enrolment. The attendance area was assigned to Charles H Best West Elementary School (which was renamed Wilmington Elementary School in 2004).
- In 1978, a long-term lease was entered into with Anne and Max Tanenbaum Community Hebrew Academy of Toronto (TanenbaumCHAT). TanenbaumCHAT is a community Jewish high school accommodating approximately 1,100 students. The tenant has constructed a large addition onto the building. The lease expires in 2034.

Enrolment

- The elementary schools surrounding this site have experienced differing trends in enrolment since 2001: the schools to the east and south have generally increased in enrolment; and the schools to the west have generally decreased in enrolment. The nearby secondary schools have increased in enrolment since 2001.
- Looking to the future, some of the elementary schools and secondary schools are projected to grow in enrolment and experience enrolment pressures. The enrolment growth will be accommodated using a variety of tools such as reorganizing the use of space in the buildings and placing portables on school sites. The Long-Term Program and Accommodation Strategy contains several studies to address growth in this area such as a study to explore relocating the Special Education programs out of Dublin Heights EMS, and reducing the grade range of Rockford PS from JK-6 to JK-5.

Development

- There is little residential development in the immediate vicinity of this property. Any residential activity in this area can be accommodated at the local schools, Wilmington ES and Charles H Best JMS.
- Further to the south, there is development activity occurring along Sheppard Avenue West which will likely continue over 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. This “Avenue” is in the Dublin Heights EMS attendance area and will increase enrolment at the school. The Long-Term Program and Accommodation Strategy contains a study to address the growth at Dublin Heights EMS by exploring the relocation of Special Education programs to other schools with space available.
- Over the next 30 years, the Downsview Lands which lie further to the west are being planned for massive redevelopment of approximately 50,000 residential units. The 200 Wilmington Avenue property is not located close enough to this redevelopment area to serve as a neighbourhood school. The new residential units will be accommodated using schools that are immediately adjacent to the redevelopment area (e.g., Sheppard PS, Stilecroft PS and Ancaster PS) as well as new schools to be built within the area. TDSB and TLC staff are working with the City of Toronto to secure opportunities to acquire and build new schools in this area when required in the future.

Distance

- The majority of residential addresses in the vicinity of the 200 Wilmington Avenue property are within 1.6 km of a TDSB elementary school (1.6 km is the distance threshold for eligibility for transportation for students in JK-5). 23 students in JK-5 live at these addresses.

Site Size

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

Encumbrances

- The site is encumbered by a long-term lease to a tenant that ends in 2034. The tenant has the first right to purchase the property if it is offered for sale on the open market.

Comments from the Tenants

- The tenant has expressed interest in purchasing the property.

Conclusion

- The area immediately surrounding the 200 Wilmington Avenue property is stable and is unlikely to experience significant growth. There is potential in the long term for growth to occur in the Sheppard Avenue West corridor, but it will impact Dublin Heights EMS for which there are accommodation options to explore. Over the very long term, significant development will occur in the Downsview Lands. This development will

impact other schools such as Sheppard PS, Stilecroft PS and Ancaster PS. These schools will be able to accommodate some of the growth along the periphery, but there will be a need to build new schools within the Downsview Lands to provide neighbourhood schooling.

- The 200 Wilmington Avenue property is not necessary to provide a local elementary school within 1.6 km for the majority of the residential addresses in the area. There are some students who live outside of the 1.6 km distance, but they are too few in number to justify the opening of another school in the area.
- 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.
- Because there is an adequate distribution of other TDSB properties in the area, staff considers the 200 Wilmington Avenue property unnecessary to serve the long-term accommodation needs of the TDSB.

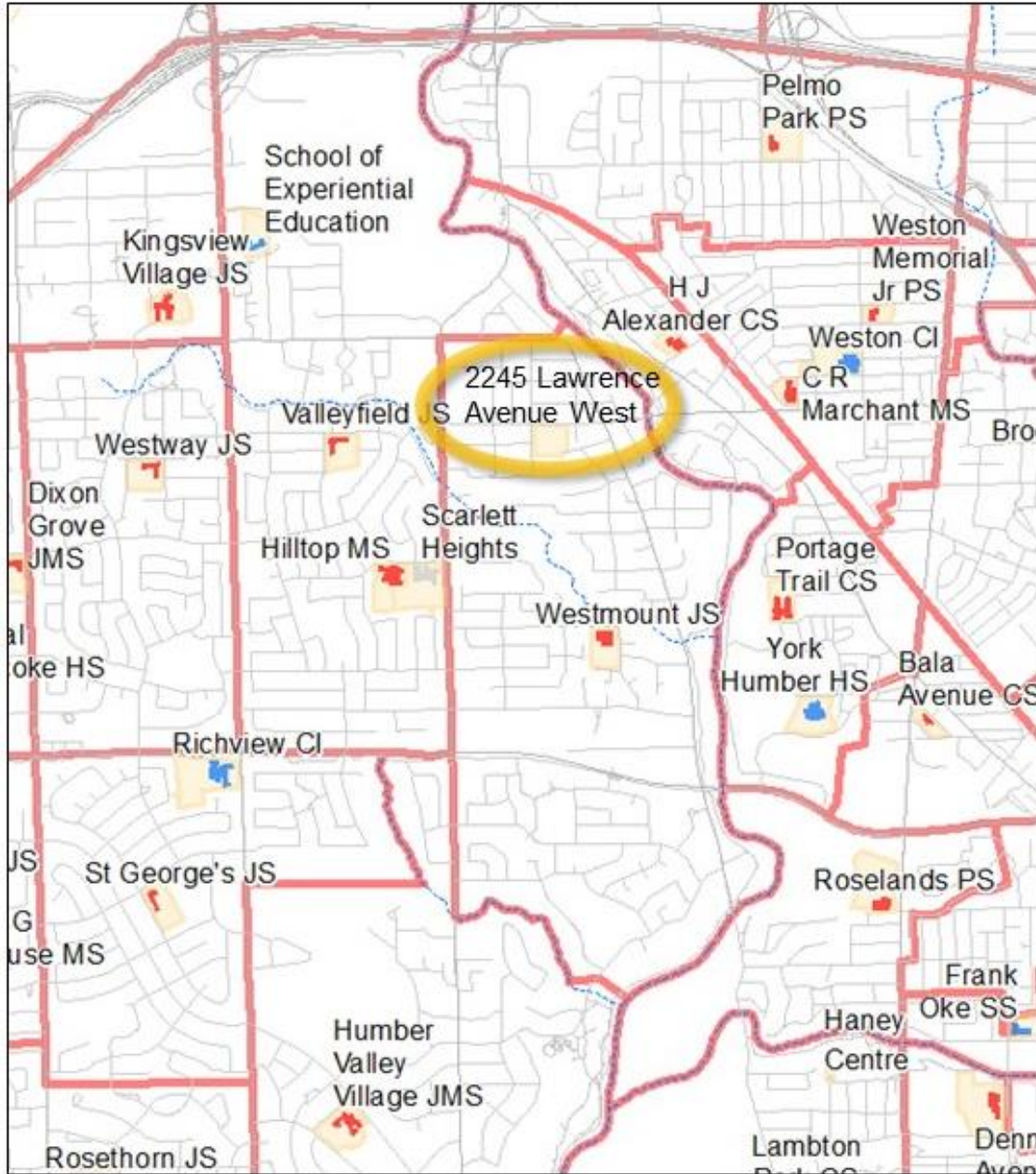
Notes:

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 Needs – an estimate of the total cost to repair the major components of the building, such as windows, roofs, and boilers.
4. Learning Opportunities Index Rank (LOI 2023) – 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 2022. 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 enrolments for 2032 are projected FTE enrolments. These projected enrolments were calculated in the 2021-22 school year for the 20-year period from 2022-23 to 2041-42.

APPENDIX D

Map Showing the Location of the 2245 Lawrence Avenue West Property and the Other TDSB Sites in the Area



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

Junior Attendance Area



Property Review

2245 Lawrence Avenue West Property

Site Description

Address: 2245 Lawrence Avenue West, Etobicoke

Ward: 2

Trustee: Dan MacLean

Learning Network: LN03

Superintendent: Kwame Lennon

Tenure: Exclusive Ownership

Used As: Leased out

Site Size: 5.8 acres

Building Size: NA (the former school was demolished; a retirement and long-term care facility has been built in its place)

Building Capacity: NA (the former school was demolished; a retirement and long-term care facility has been built in its place)

Official Plan: Neighbourhoods

Existing Zoning: I-Institutional General

Expropriated Land¹: None

Heritage Status²: None

Renewal Needs³: NA (the former school was demolished; a retirement and long-term care facility has been built in its place)

TDSB Properties in the Area

School and Facility Facts

Property Name	Used As	Grade Range	Learning Opportunities Index Rank ⁴	Site Size Acres	Portables Used for Instruction ⁵	Building Capacity Pupil Places
Hilltop MS	Elem	6-8	135	6.3	0	614
HJ Alexander CS	Elem	JK-5	6	3.1	2	602
Humber Valley Village JMS	Elem	JK-8	407	8.2	0	475
Portage Trail CS	Elem	JK-8	23	5.9	0	871
Roselands PS	Elem	JK-8	39	12.9	0	341
Sch of Experiential Educ	Sec	9-12	3	6.8	0	252
Valleyfield JS	Elem	JK-6	73	6.2	0	355
Westmount JS	Elem	JK-5	128	6.3	0	347
York Humber HS	Sec	9-12	9	8.9	0	441

Enrolment and Utilization

Property Name	Actual Enrolment ⁶ 2001	Actual Enrolment ⁶ 2022	Projected Enrolment ⁷ 2032	Actual Utilization 2001	Actual Utilization 2022	Projected Utilization 2032
Hilltop MS	647	440	354	105%	72%	58%
HJ Alexander CS	605	470	536	100%	78%	89%

Property Name	Actual Enrolment ⁶ 2001	Actual Enrolment ⁶ 2022	Projected Enrolment ⁷ 2032	Actual Utilization 2001	Actual Utilization 2022	Projected Utilization 2032
Humber Valley Village JMS	508	406	378	107%	85%	79%
Portage Trail CS	871	499	484	100%	57%	56%
Roselands PS	304	355	332	89%	104%	97%
Sch of Experiential Educ	90	147	142	36%	58%	56%
Valleyfield JS	315	271	323	89%	76%	91%
Westmount JS	422	268	257	122%	77%	74%
York Humber HS	295	100	121	67%	23%	27%

Discussion

Background

- The 2245 Lawrence Avenue West property was originally used as an elementary school (Humber Heights Consolidated School). The school was built in 1921.
- The school closed in 1982 due to declining enrolment. The attendance area was assigned to Westmount JS.
- From 1982 to 2003, the building was used as a multi-purpose centre (Humber Heights Centre). The building accommodated administrative uses such as professional development and archives, as well as adult programs.
- In 2003, a long-term land lease was entered into with Oakwood Retirement Communities Inc., now known as Schlegel Villages Inc. The land lease is for 50 years and expires in 2053. The school building was demolished. The land was redeveloped into a retirement and long-term care facility (the Village of Humber Heights).

Enrolment

- Most of the elementary schools in the area experienced a decline in enrolment since 2001. Roselands PS increased in enrolment due to the grade range being expanded from JK-6 to JK-8.
- Over the long term, the elementary schools are projected to stabilize in enrolment. None of the elementary schools are anticipated to experience significant enrolment pressures for the foreseeable future.

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., Westmount JS, Hilltop MS).

Distance

- The vast majority of residential addresses in the vicinity of the 2245 Lawrence Avenue West property are within 1.6 km of a TDSB elementary school (1.6 km is the distance threshold for eligibility for transportation for students in JK-5). Only two students in JK-5 live at these addresses.

Site Size

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

Encumbrances

- The site is encumbered by a long-term lease to a tenant that ends in 2053. The tenant has the first right to purchase the property if it is offered for sale on the open market.

Comments from the Tenants

- The tenant has expressed interest in purchasing the property.

Conclusion

- The area immediately surrounding the 2245 Lawrence Avenue West 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 2245 Lawrence Avenue West property is not necessary to provide a local elementary school within 1.6 km for the majority of the residential addresses in the area. There are some students who live outside of the 1.6 km distance, but they are too few in number to justify the opening of another school in the area.
- 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.
- Because there is an adequate distribution of other TDSB properties in the area, staff considers the 2245 Lawrence Avenue West 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 Needs – an estimate of the total cost to repair the major components of the building, such as windows, roofs, and boilers.
4. Learning Opportunities Index Rank (LOI 2023) – 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 2022. 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 enrolments for 2032 are projected FTE enrolments. These projected enrolments were calculated in the 2021-22 school year for the 20-year period from 2022-23 to 2041-42.



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Planning and Priorities Committee Mandate

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

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

(a) the security of the property of the board;

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;

(c) the acquisition or disposal of a school site;

(d) decisions in respect of negotiations with employees of the board; or

(e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

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