



## **Committee of the Whole Agenda**

CW:011A

Wednesday, January 29, 2020

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

### **Trustee Members**

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

Note: All trustees are members of the committee, quorum for which is 12 members

**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. Reports 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 Extension of Term of Toronto Lands Corporation Directors**

**1**

**6.2 TLC Management Report, November 2019**

**3**



## **7. Staff Reports**

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## **9. Private Matters**

Separate Document

## **10. Adjournment**





January 22, 2020

On December 5th, 2019, the TDSB granted approval to extend the expiring terms of 4 Toronto Lands Corporation (TLC) Citizen Directors. It was anticipated that the TLC would convene a Board meeting prior to the end of January 2020 and make its' final governance recommendations for TDSB consideration on February 5th, 2020. In accordance with the Shareholder's Direction, the TLC Board will be forwarding the appointment of two new Citizen Directors for ratification and advising the TDSB Board on appointment of the new Chair of TLC.

The TLC Board meeting has been scheduled for February 11th, 2020. Following the TLC Board meeting, its report will be transmitted to TDSB and form a part of the TDSB's Committee of the Whole meeting agenda on March 4th, 2020.

On behalf of the TLC Board, I am writing to request that the temporary extension granted by TDSB on December 5th, 2019 remain in effect until the TLC report can be considered by the TDSB at its March 2020 Board meeting.

The terms of the following citizen TLC Directors expired on November 30, 2019:

Steven Zakem,

Michael Fenn,

Sheerin Sheikh, and

Brenda Patterson.

The TLC Board is grateful for the continuous support of the TDSB Board and looks forward to delivering a very exciting future for students and the communities we serve.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steven Zakem'.

Steven Zakem,  
Acting TLC Board Chair



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REVISED



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A subsidiary corporation of the TDSB



November 20, 2019

**Transmittal No. 2020 – 90**  
**(Public)**

## **Management Report to the Board, November 2019**

To: Robin Pilkey, Chair

This communication is to inform you that the report entitled ***Management Report to the Board; November 2019*** was received by the TLC Board at its meeting of 12, 2019.

On behalf of the Board of Directors of the Toronto Lands Corporation, the report is being forwarded to the TDSB Board for information.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Crombie', written in a cursive style.

David Crombie  
Chair, TLC

cc. D. Sage, Executive Officer, TLC  
cc. J. Malloy, Director of Education, TDSB  
cc. C. Jackson, Associate Director, Business Operations and Service Excellence, TDSB  
cc. S. Shaw, Executive Officer, Facility & Planning, TDSB



**TORONTO LANDS CORPORATION**

**Management Report to the Board, November 2019**

To: Chair and Members of the Toronto Lands Corporation

Date: 12 November 2019

**Recommendation:**

That the report, *Management Report to the Board, November 2019*, be received and forwarded to TDSB for information.

**Rationale**

This report serves to inform the Shareholder on matters of interest and work in progress on specific project files within the TLC portfolio as directed by TDSB. This report serves as the quarterly communication link between TLC and Trustees in compliance with the Shareholder's Direction.

**Context**

**TLC Real Estate Portfolio:**

TLC Real Estate continues to evaluate real estate projects where new Guidelines can be undertaken in order to increase efficiencies and reduce costs. Private individuals that are situated adjacent to TDSB properties, at times, require access to TDSB sites in order to complete work on their own property. The timeline for access is usually less than three months and has minimum requirements in order to provide for insurance, indemnity, costs and overall protection of TDSB property and any related staffing requirements. A Guideline has now been developed as well as a standard agreement for this type of short term use to ensure protection for the TDSB asset while supporting a request with adjoining neighbours. An individual report is provided for the implementation of the Guideline: Temporary Access Agreements.

Specific project updates are detailed below that provide a current overview of the status or recent completion of a real estate matter.

**Disposition;**

**Greenwood Secondary School**

**24 Mount Joy Avenue (Danforth Avenue and Greenwood Avenue)**

This disposition remains under conditional agreement of sale with the Conseil Scolaire Viamonds (CSV) with a Ministry of Education approval required on or before November 30, 2019. TLC continues to monitor the transaction with CSV with the sale of this property; the site will remain as a public educational facility in the long term.

**Expropriation:**

**68 Davisville Avenue abutting TDSB Property at 43 Millwood Road (one block east of Yonge Street)**



As construction continues for the new Davisville School, the executed agreement for the Permission to Enter the adjoining property, 68 Davisville, TLC has secured TDSB access to the right-of-way and with the ability to install tiebacks. However, the Permission to Enter is a temporary agreement and TLC, through Counsel, continues to negotiate for a full and final settlement on this property matter. In the interim and to ensure progress and access remains with the TDSB, as a precautionary measure, at the request of TLC, TDSB has approved the Expropriation at its September Board meeting.

#### **Acquisition;**

##### **Lower Yonge – Menkes**

TLC has negotiated the terms and conditions for the potential acquisition of a strata-ownership, subject to Ministry approval, in one of the Menkes towers, which if approved, is anticipated to be constructed in 2026, and will also be conditional upon the entering of a shared-use agreement with the City on the parkland. The TLC has now commenced preliminary negotiations with the City of Toronto in order to understand the City position and requirements on providing exclusive access to the new City Park and a new pedestrian bridge for the students to cross to access the park. Upon finalization of an agreement with the City in conjunction with the Menkes agreement, seeking Ministry approval will be the next step in this process.

#### **Provincial Infrastructure Projects:**

Most recently, TLC has been contacted with regards to another Metrolinx project, GO Expansion program, Scarborough Junction Grade Separation and Huntingwood Drive Road Underpass. The project would impact two schools as a result of a grade separation and a pedestrian crossing. TLC has undertaken a review of the property requests and site visits with appropriate staff from TDSB, City and Metrolinx to understand potential property impacts. TLC will be providing general comments to Metrolinx on this property matter as requested by Metrolinx for the environmental assessment process which is expected to be completed in the summer of 2020.

The Durham-Scarborough Bus Rapid Transit project has also commenced public meetings. While there has been no specific request for property, it appears one high school may be impacted along this corridor and TLC will continue to monitor the project.

Any site specific property requirement will be treated on an individual basis with a separate report recommending approval to proceed with an agreement under specific terms and conditions.

#### **Leasing and Partnerships:**

##### **Baycrest Public School**

The sale of Baycrest Public School to TCDSB closed on September 25, 2019. TDSB will lease the building back until December 31, 2020 allowing time for renovations to be completed at Sir Sandford Fleming. In addition to the Baycrest students, the private day care operator currently located at the school is expected to relocate as well.

#### **Lawrence-Midland Lands:**

**1555 Midland Avenue & 2740 Lawrence Avenue East**



The sale of lands associated with both Bendale Technical School (“BTI”) and David Mary Thompson SS are being sold to a single buyer. The closing date for the sale will occur following the occupancy of the single new replacement school. Occupancy is anticipated as of November 19, 2019.

The closing of BTI sale requires the demolition of the building which is expected to be completed within approximately two months following the opening of the new school. Closing will occur 20 business following TLC notice that demolition has been completed.

Upon opening of the new school David Mary Thompson will take about 6-8 weeks to empty of surplus furniture and the sale will occur following 20 business days notice to the buyer.

### Leasing and Partnerships:

#### City Child Care Umbrella Agreement

TLC has completed the 2018-19 reconciliation of the eligible child care leases covered by the “City-pay umbrella agreement. On a year over year basis, exclusive use space dropped by 566 square feet and shared space rose by 93,253 square feet. Exclusive use space is primarily used for all day child care programs serving pre-school children while shared space is used for before and after school programs serving school age children, which excludes junior and senior kindergarten children.

<b>2019-20 Yr/Yr Change in Sf.</b>				
	<b>Exclusive</b>	<b>12 Mo. Shared</b>	<b>10 Mo. Shared</b>	<b>Total</b>
<b>SUMMARY</b>	<b>-472</b>	<b>38,839</b>	<b>54,980</b>	<b>93,347</b>
<b>+ 20% COMMON:</b>	<b>-94</b>			<b>-94</b>
<b>Total</b>	<b>-566</b>	<b>38,839</b>	<b>54,980</b>	<b>93,253</b>

Shared space comprises 10 Month space which excludes the summer school break and is provided rent-free and 12 Month Space where the tenant is also given exclusive use during the summer. In the case of both categories of shared space the operator is given access before and after the school day during the 10 month school operating year on a rent free basis.

As of September 1, 2019 the total square footage covered by the City umbrella agreement totaled 1,658,530 square feet. Reflective of the forgoing changes in occupied space and stated financial terms, on a year over year basis in the amount payable the City increased by approximately \$38,000 and totaled approximately \$4,554,000 per years as detailed in the table below.



<b>TDSB Umbrella Agreement Data Base as of September 1, 2019</b>				
	<b>Sf.</b>	<b>\$/sf.</b>	<b>Total \$'s</b>	<b>Yr/Yr Change</b>
<b>Exclusive Use</b>	<b>607,858</b>	<b>\$6.50</b>	<b>\$3,951,076</b>	<b>-\$3,680</b>
<b>12 Mo. Shared</b>	<b>557,133</b>	<b>\$6.50</b>	<b>\$603,560</b>	<b>\$42,075</b>
<b>10 Mo. Shared</b>	<b>493,539</b>	<b>n/a</b>	<b>\$0</b>	<b>\$0</b>
<b>Annual Total</b>	<b>1,658,530</b>		<b>\$4,554,636</b>	<b>\$38,395</b>

In 2017 the Education Act was amended to extend TDSB responsibility for delivering before- and after-school programs to school age children in addition to kindergarten aged children. ~~All of these programs are delivered by third party operators holding lease agreement with TDSB.~~ These before- and after-school programs are delivered by both third party operators and TDSB staff depending upon location. The statistics for shared space shown here only include third party operated revenues and square footage.

### **Land Use Planning:**

#### **City Circulation of Development Applications**

The City of Toronto circulates development applications (official plan amendments (OPA), zoning by-law amendments (ZBA), site plan approvals, and draft plans of subdivision) to TLC Land Use Planning for their review and comment. TLC has responded to 72 development applications from August 1, 2019 to October 31, 2019. See also separate TLC Board Report 2019-11-800.

The review of these applications has also involved TLC staff attending public open houses and statutory public meetings, as needed, in order to represent the TDSB's interests in areas where issues related to school accommodation are anticipated, as well as where there are potential land use planning impacts on existing TDSB sites.

#### **Review of Development Applications in Proximity to School Sites**

Where developments are proposed in proximity to TDSB sites, TLC has assessed the impacts of the proposed development on TDSB operations and assets, including issues such as traffic, shadowing, setbacks, and construction management by reviewing application submissions and conducting site visits.

TLC continues to meet with developers, their consulting team and/or City staff early in the planning approval process to discuss land use planning and construction management concerns with the proposed developments. TLC staff have met with developers and/or their consulting teams for proposed applications on 540-544 King Street West, and 40-44 Broadway Avenue.

#### **City Initiated Planning Studies**

##### **A. General**



The City of Toronto is currently undertaking over 50 planning studies in the City. TLC has conducted a preliminary review of these studies and has identified approximately 20

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studies that require monitoring or active participation to ensure that the TDSB's interests are protected.

TLC has assisted in developing City-initiated Community Services and Facilities Strategies by providing information on various areas of the City. Recently, TLC and TDSB staff met with City staff to review their Housing Now Initiative, which is intended to accelerate affordable housing in the City. The opportunity to discuss this initiative at an early stage allows for TLC and TDSB to anticipate growth and identify potential opportunities and constraints in the early stages of the planning process. Details of other City studies with significant TLC involvement are provided below.

#### **B. Golden Mile Secondary Plan**

The Golden Mile Secondary Plan Study was initiated by the City with the goal of developing a vision and comprehensive planning framework in the study area to facilitate and support appropriate residential and non-residential growth while protecting and encouraging new employment and office development.

The Golden Mile Study Area is located within a commercial/industrial area of the City that was never assigned a home school. In December 2018, TLC and TDSB staff attended a school sector meeting on the Golden Mile Secondary Plan and informed the City that the TDSB requires a new elementary school in the area due to anticipated residential growth in the area.

On October 25, 2019, City staff shared with TLC the Golden Mile Draft Secondary Plan policies for review. The draft policies identify a new elementary school within the Secondary Plan Area as a priority and also speak to the importance of development being sequenced to ensure the adequate provision of community services and facilities (which include schools) to service development. TLC Staff have reviewed the draft policies and provided written comments back to the City in early November 2019.

TLC staff will continue to work with the City as they refine and prepare the final plan for this area, which is targeted to go to City Council in Winter 2019/2020.

#### **C. Laird in Focus**

Launched in November 2016, the purpose of the Laird in Focus Study was to focus and shape anticipated growth around the intersection of Eglinton Avenue East and Laird Drive and along the west side of Laird Drive, anchored by the transit infrastructure being constructed as part of the Eglinton Crosstown Light Rail Transit (LRT).

Although the focus of the study is around transportation and built form policies, TLC and TDSB staff have actively participated in the Laird in Focus Study, attending technical



and public meetings, as well as providing formal comments at various stages of the study, including a letter dated July 26, 2019 which outlined TLC/TDSB's main interests in the study.

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On September 18, 2019, City staff shared with TLC the Laird in Focus Draft Site and Area Specific Policy (SASP) for review. The draft SASP contemplated policies that facilitate significant population increase in this area, including approximately 3,700 new units. TLC staff reviewed the draft SASP and provided formal comments to the City on a letter dated October 11, 2019. The letter requested that the SASP be revised to include additional policies to help ensure that future development is phased to align with the adequate provision of school accommodation in the area.

A final staff report recommending Council adoption of the city-initiated official plan and the SASP was considered by North York Community Council at its November 5, 2019 meeting. TLC staff met with City planning policy staff on October 29, 2019 and submitted a formal letter to Community Council on November 1, 2019 asking Council to put forward a motion amending the SASP to include policies to help ensure that future development is phased to align with the adequate provision of school accommodation to serve the Laird in Focus Study Area. Through further discussion with City staff and Ward 11 Trustee Chernos Lin, TLC was successful in advocating for stronger language to address TLC's concerns around the pace of development, school capacity, and effective coordination, as put forward in the following motion by Councillor Robinson's office:

*"The City will monitor development applications in the Laird in Focus Area on an ongoing basis, taking into consideration the relevant service and facility plans of City divisions, public agencies, boards and commissions, including school capacity as part of ongoing conversations, to evaluate the evolving needs of the area's population and inform the delivery of new and enhanced community services and facilities."*

The above motion was included in the SASP as a new implementation policy, and was adopted by Community Council. This matter will be considered by City Council on November 26, 2019.

#### **D. Christie Planning Study**

The City is conducting a City-initiated Christie Secondary Plan for an area located at the northeast corner of Parklawn Road and Lake Shore Boulevard West. On October 21, 2019, First Capital submitted an application to amend the City's Official Plan to introduce a new Park Lawn GO Station, substantive new employment and residential uses including retail, entertainment and open space uses. The City is estimating a range of 9,185 to 13,125 new residents in this area, where local elementary schools are already experiencing accommodation pressures. TLC is engaging with the City and developer early in the process to potentially secure an elementary school site to ensure future accommodation needs are met in this area.



## **Local Planning Appeal Tribunal Matters**

### **A. Midtown**

The Midtown area of the City of Toronto is experiencing significant residential intensification and population growth, with a large number of development applications at various stages of approval. The TDSB is facing serious challenges in accommodating students locally in the area. The TDSB is currently undertaking a Program Area Review in this area. The TDSB projects a shortage of 800 elementary pupil spaces in the Midtown Area over the long term.

In June 2019, TLC Board approved the strategy set out in report 2019-06-779.

TLC continues to work with City staff (policy, development review and legal) to discuss the TDSB's accommodation challenges in the area and strategies to align the timing of development with the provision of education facilities. TLC staff are currently arranging a meeting with City staff before the end of the year to continue having these discussions.

### **B. Port Lands**

The Port Lands occupy an area of 325 hectares (800 acres) to the southeast of Downtown. The Port Lands planning framework and Official Plan Amendment (OPA) establish that this area is planned to accommodate a new mixed use community, including up to 21,000 residents, with a potential for up to an additional 10,000 residents. The TDSB has identified the need for two new elementary schools and one secondary school in the Port Lands.

The TDSB is an appellant to the Port Lands OPA. The first phase of the hearing with respect to land use planning and transportation issues is scheduled to commence August 31, 2020. TLC has met with City staff and legal counsel to discuss TDSB's issues, including the need for a future secondary school within the Port Lands. TDSB accommodation staff are undertaking an analysis of the projected future enrollment in the broader area, in order to support the need for a new secondary school. After completion of this work, TLC and TDSB staff will meet again with City to further discuss this issue..

### **C. High Park (OPA 419/SASP 551)**

Official Plan Amendment 419 (OPA 419) and Site and Area Specific Study 551 (SASP 551) is the culmination of a character area study located north of High Park, in TDSB Ward 7. The study was undertaken as a result two large scale residential development applications that were received by the City of Toronto in December 2016. .. The policies of OPA 419 are intended to provide locally based policy direction to both manage and remedy the impacts of future growth through a more comprehensive planning process, as opposed to addressing the impacts of growth on an application-by-application basis.



The TDSB advised the City of the critical shortage of capacity in the local elementary schools and the inability to accommodate population growth associated with future intensification in the area. OPA 419 was appealed by the TDSB and other parties to the LPAT.

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The two site-specific applications in this area have also been appealed to the LPAT by the applicants. The TDSB is a party to those matters, which will be proceeding to a hearing in January 2020. TLC is working with external legal counsel TDSB accommodation planning staff and an external land use planning witness to prepare for the hearing.

### **TDSB Site Plan Applications**

TLC has provided land use planning support and advice to the TDSB Design and Construction team on a number of school site plan applications. To assist with a proposed addition for a daycare at George Syme Community School located near a rail corridor, TLC reviewed the City's Official Plan and other relevant policy documents and has consulted with Metrolinx to assist in processing the application.

### **TDSB Minor Variance Application**

TLC is providing assistance to the TDSB with respect to a Toronto Local Appeal Body (TLAB) appeal filed by a resident with respect to a minor variance application required by the TDSB for a proposed child care addition at Kingsview Village PS. TLC is providing assistance to the TDSB with respect to a Toronto Local Appeal Body (TLAB) appeal filed by a resident with respect to a minor variance application required by the TDSB for a proposed child care addition at Kingsview Village PS. The TLAB hearing was initially scheduled for November 8, 2019, but TLC assisted the TDSB in getting the hearing adjourned to February, 2020.

### **Corporate Communications:**

Since the last Board Report TLC Corporate Communication has undertaken the following:

- Issuing of an *Invitation to Bidders* for the redevelopment of the corporate website and the execution of a branding/identity project.
- In line with our recently approved Annual Plan, work has commenced to establish the core membership of a Public Asset Working Group.
- As suggested by the Board at a previous meeting, communication/education materials have been developed on the Midtown Toronto accommodation pressures and strategy to address growth and intensification. This material has been posted to our website. Other methods of making this material available will be considered.

### **Routing**

TLC Board: November 12, 2019

TDSB Board Cycle: February 2020

### **From**



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

GO5 (2020 Board Mtgs/12 November 2019/Mgmt Report to TLC Board, November 2019)tk.8000  
Last update: November 7, 2019



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## Secondary Program Review: Update #3

**To:** Committee of the Whole

**Date:** 29 January, 2020

**Report No.:** 01-20-3823

### Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

### Recommendation

It is recommended that the third update on the Secondary Program Review be received.

### Context

This third update of the Secondary Program Review highlights ongoing activities as well as those that have taken place following the 13, November 2019 Committee of the Whole meeting.

#### 1. Access

##### Consultation Evenings on the Optional Attendance Policy Review and Secondary Program Review

The following public consultation evenings were held in November 2019:

November 14 - Western Technical-Commercial School

November 20 - East Education Office (140 Borough Drive)

November 26 - CW Jefferys Collegiate Institute

November 28 - John Polanyi Collegiate Institute

Attendance at the sessions ranged from 30 participants to over 100 participants, with an estimated total of 240 participants. Participation at these meetings was diverse, and included parents, students, TDSB staff and members of the community.

The consultation evenings were divided into two components: Optional Attendance Policy Review and the Secondary Program Review. Staff provided a brief history of the Optional Attendance policy, its successes and challenges, and the current reality in terms of its impact.



Staff then explained the purpose of the Secondary Program Review, the current landscape of our secondary schools, and anticipated challenges the TDSB will face due to demographic change, aging buildings, and changes to class size by the provincial government.

Following the presentation, participants were led through a series of questions, both on Optional Attendance and the Secondary Program Review in table groups. Table discussions were led by a group facilitator, supported by a note-taker to transcribe comments, suggestions and feedback.

On 7, January 2020, a similar presentation was made for representatives from the Toronto District School Board's Community Advisory Committees, including Alternative Schools (ASCAC), Black Student Achievement (BSACAC), Community Use of Schools (CUSCAC), Early Years (EYCAC), Equity Policy (EPCAC), French-as-a-Second Language (FSLCAC), Parent Involvement (PIAC), Special Education (SEAC) and Urban Indigenous (UICAC). There were twelve attendees at this consultation session.

In addition to notifications through School Connects and in school newsletters, a message encouraging participation in both the Optional Attendance survey and the Secondary Program Review survey was sent to all elementary and secondary school council chairs with the support of the Parent and Community Engagement Office in mid-January. As of January 20, there have been 493 responses to the Optional Attendance survey and 1,693 responses to the Secondary Program Review survey.

Staff from the Research department and the School Operations department are currently reviewing all notes from the consultation sessions, survey responses and e-mail feedback submissions. A future report will be drafted that will include an executive summary, a summary of consultation themes, and a summary of recommendations/suggestions made by stakeholder groups.

Please refer to Appendix A for the presentation by staff at the consultation evenings.

### *Steering Committee: Specialized Schools and Programs and Optional Attendance*

As indicated in the previous Secondary Program Review Update #2, a steering committee for specialized schools and programs and Optional Attendance was struck. Membership is made up of both elementary and secondary principals and vice principals.

Due to current labour sanctions, a face-to-face meeting has not been possible. However, an online video conference was held on 28, November 2019. The meeting provided an opportunity for committee members to review proposed changes to the Optional Attendance policy, and to provide input into the work plan for a new Specialized Schools and Programs policy.

### *Specialized Schools and Programs Policy Development Work Plan*

In June 2019, the Board of Trustees approved a policy review work plan for the Optional Attendance Policy (P013). The work plan recommended the separation of the provisions for regular schools and specialized schools/programs. The working draft policy for Optional Attendance (P013) proposes the removal of certain sections in the policy, including specialized schools and programs.



At the 8, January 2020 Governance and Policy Committee, a work plan for the development of a new policy for Specialized Schools and Programs was presented for the Committee's consideration and approval. The work plan included a preliminary draft of provisions for the development of a new policy, as well as a scan of selected school boards/jurisdictions.

At this meeting a question was asked about collection of data from this year's Optional Attendance process with respect to the number of applications, acceptances and rejections to specialized schools and programs, including address information of applicants. Although our current paper process makes it difficult to collect this data, a request has been made to all secondary schools to retain a spreadsheet of applications so that the Research department can analyze the information and share findings as part of a future Secondary Program Review update.

This report to the Governance and Policy Committee, including the policy development work plan, the preliminary draft of provisions, and the scan of other boards/jurisdictions can be found on the Agenda and Minutes page on the TDSB site:

<https://www.tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes>

### Update on Implementation of Changes to PR545 and PR612

As reported in an update to Committee of the Whole on 13, November 2019, changes to PR545 and PR612 were presented for information to Governance and Policy Committee in October 2019. Messaging about adherence to timelines and the revised procedures was sent by email to all school principals, superintendents, and elementary and secondary guidance counsellors. As well, similar messaging was shared through System Leaders' Weekly.

Early feedback in our Secondary Review Process has been about the discrepancy in offer dates made to students who have applied through Optional Attendance to both regular and specialized schools and programs. For this year's process, a request has been made to all secondary school principals to delay notification of the outcome of Optional Attendance applications to the week of 10, February 2020, where possible. This will assist in addressing the unintended consequence of stress and anxiety this process creates for students and their families when they receive notification from one school but then wait up to two weeks for the results from the other school(s).

### Technical and Commercial Boundaries

With the approval of the Long-Term Program & Accommodation Strategy 2019-2028 at the 12, December 2019 Board Meeting, a Local Feasibility Team will be established in January 2020 to explore options for eliminating technical and commercial boundaries.

The team will include secondary school principals, superintendents, trustees and other central staff, as required. Public consultation will be conducted as part of the process.

Recommendations will be presented to trustees for approval in May 2020.



## **2. Program**

### *Identification of Specialized Program Type in Trillium Database*

All schools currently running specialized programs now have the capability in our School Information System (SIS) to identify students who are in such programs. In the month of January, schools were provided with step-by-step instructions on how to change a student's program for the upcoming 2020-2021 school year.

Assistance has been provided by the SIS team to schools, and the Planning department will follow up with schools over the next few months to ensure that all pre-registered students in a specialized school or program have been identified as such in SIS.

The ability to track students enrolled in specialized programs will enable Planning staff to better track the number of students enrolled in specialized programs, and understand where those students reside. Moving forward, this data could lead to refinements in the annual enrolment projection process where the specialized program could be distinguished from the regular track. At present, the two are combined.

### *System Alignment in the Use of the 6th Character for Course Codes*

Over the 2019 summer months, a system scan of existing secondary schools and programs, as well as course offerings at each site, was conducted. Although the TDSB has guidelines for the use of the 6th character for secondary course codes, *Coding 101*, consistency of practice was identified as a concern.

In December 2019, in collaboration with the Coordinator for Guidance, Career Development & Well-Being and with the SIS team, *Coding 101* was reviewed and updated. In a webcast for all secondary school guidance counsellors and timetabling vice-principals, the changes to *Coding 101* were presented. Identified schools have made changes to their course codes for 2020-2021 so that practice is consistent across the district.

The alignment of practice is necessary to better track student interest in specific courses and course types, and understand how schools are able to provide specific course offerings. Similarly, it will allow for comparison of similar data sets that have been, until now, misidentified.

## **3. Location**

There are no updates to this section for this month's report.

## **4. Facilities**

### *Meeting with Toronto Lands Corporation*

On 28, November 2019, a meeting was held with the Toronto Lands Corporation (TLC) to review the mandate of the Secondary Program Review, and to share updates on the work conducted thus far. Given the TLC's mandate to manage all Board wide real estate interests, the TDSB and TLC will continue to work together for the shared goal of providing opportunities that ensure the accommodation and well-being of our students.



## **Action Plan and Associated Timeline**

Other consultation opportunities continue to be planned, including focus groups with students, trustees, senior team, teachers and administrators.

The following consultations are planned for the end of January:

30, January 2020 - Two online consultation meetings (1 p.m. and 7 p.m.)

30, January 2020 - Consultation with the Toronto School Administrators' Association

31, January 2020 - Consultations with students at the Urban Indigenous Education Centre

A meeting for trustees will be confirmed for the end of May 2020 where staff will share findings from the Secondary Program Review consultations and respond to questions about the activities that have taken place since the Review was initiated last June. This will also assist staff in identifying areas that may require further clarification or description in advance of the final report to be presented in June.

## **Resource Implications**

Not applicable.

## **Communications Considerations**

Information about the 30, January 2020 online consultation meetings has been shared through the TDSB public website, TDSB Connects, Trustees' Weekly, System Leaders' Weekly, DirectLine and Twitter. School Council Chairs and Vice-Chairs, as well as school principals, have been asked to share this information with their communities.

The webpage for the Secondary Program Review continues to be updated as reports are approved at Board Meetings. As well, the Question and Answer page is updated on a regular basis as new questions are received to the Secondary Program Review e-mail address ([secondaryreview@tdsb.on.ca](mailto:secondaryreview@tdsb.on.ca)).

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

P013 - Optional Attendance

PR545 - Optional Attendance

PR612 - Admission to Specialized Schools and Programs

## **Appendices**

- Appendix A: Presentation by staff at Public Consultation meetings



**From**

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# PUBLIC CONSULTATION MEETING:

## OPTIONAL ATTENDANCE POLICY AND SECONDARY PROGRAM REVIEW





## 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, Métis and Inuit peoples.***



## TONIGHT'S AGENDA

- 7:00 p.m. Introductions & Presentation from Staff
- 7:15 p.m. Optional Attendance Facilitated Discussions
- 8:05 p.m. Secondary Review Facilitated Discussions
- 8:50 p.m. Closing Remarks
- 9:00 p.m. Adjournment



# Setting Context

- Vision for Learning
- Enhancing Equity Task Force
- Multi-Year Strategic Plan
  - Transform Student Learning
  - Create a Culture for Students 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



# Optional Attendance Policy Review



## OPTIONAL ATTENDANCE POLICY

- Created in 1999 when 6 school boards amalgamated to become the Toronto District School Board
- Legacy attendance areas, boundary agreements, technical and commercial boundaries
- Policy provided mechanism to facilitate choice whereby students could choose to go to a school outside of their designated area as long as the school had space



# Successes and Challenges

- Provides choice of school and/or program outside of local area, where space is available
- Enables students to remain with cohorts if the family changes residence, if space is available
- Weakens concept of neighbourhood schools
- Creates 'hierarchy' of schools
- Difficult to predict enrolment numbers (large margin of error)



# Optional Attendance - Current Reality

- Just over 50% of secondary students attend their home school by address (compared to 76% of elementary students).
- Some secondary schools are operating with fewer than 500 students, resulting in limited course choices and limited opportunities for students.
- Secondary schools are competing for a shrinking secondary school-aged population.
- Students are fleeing certain schools and neighbourhoods in favour of others.
- The impact of Optional Attendance is being felt overwhelmingly at schools in underserved communities (i.e. those with greater need).



# Secondary Program Review

What it is and why it's necessary



## What?

- A review of secondary schools, programs, policies and procedures to ensure that all students have equitable access to programs and opportunities, as close to home as possible.
- The larger vision is to create a system of strong neighbourhood schools that provide rich programming and increased access to courses that support all pathways.



## Why?

- The existing structure of secondary schools across the TDSB is not in sync with the recent strategic and visionary documents approved by the Board of Trustees.
- There have been unintended negative consequences of the existing landscape, including inequity of access and an imbalance of enrolment among secondary schools across the system.
- Action is necessary to develop and implement a new vision for secondary school programming that aligns with the Multi-Year Strategic Plan, its goals and action plans; the Guiding Principles of the Long-Term Program and Accommodation Strategy, and re-enforces the Board's commitment to equity.



## Current Landscape

- Secondary students in the TDSB currently have access to a wide range and variety of schools and programs.
- The system is comprised of 111 secondary schools that include:
  - Neighbourhood secondary schools
  - Technical and Commercial Schools
  - Alternative Schools
  - Specialized Schools
  - Congregated Special Education Schools
  - Adult Education Centres (EdVance programs)
- A number of specialized programs also exist, accommodated within a number of secondary schools across the system.



## **New Realities**

### **Demographic Changes and the Impact on Enrolment**

- The secondary panel has declined from a high of 140,433 students in 1976 to approximately 72,600 students today.

### **School Utilization**

- As of October 31, 2019, the average utilization rate across all 111 secondary schools was 78%. Some schools are operating at over 150% capacity while others are operating at only 30-40% capacity.

### **Aging Buildings**

- The average age of our secondary school buildings is 64.

### **Change to Secondary Average Class Size**

- The recent changes to secondary school class size significantly impact staffing and program offerings

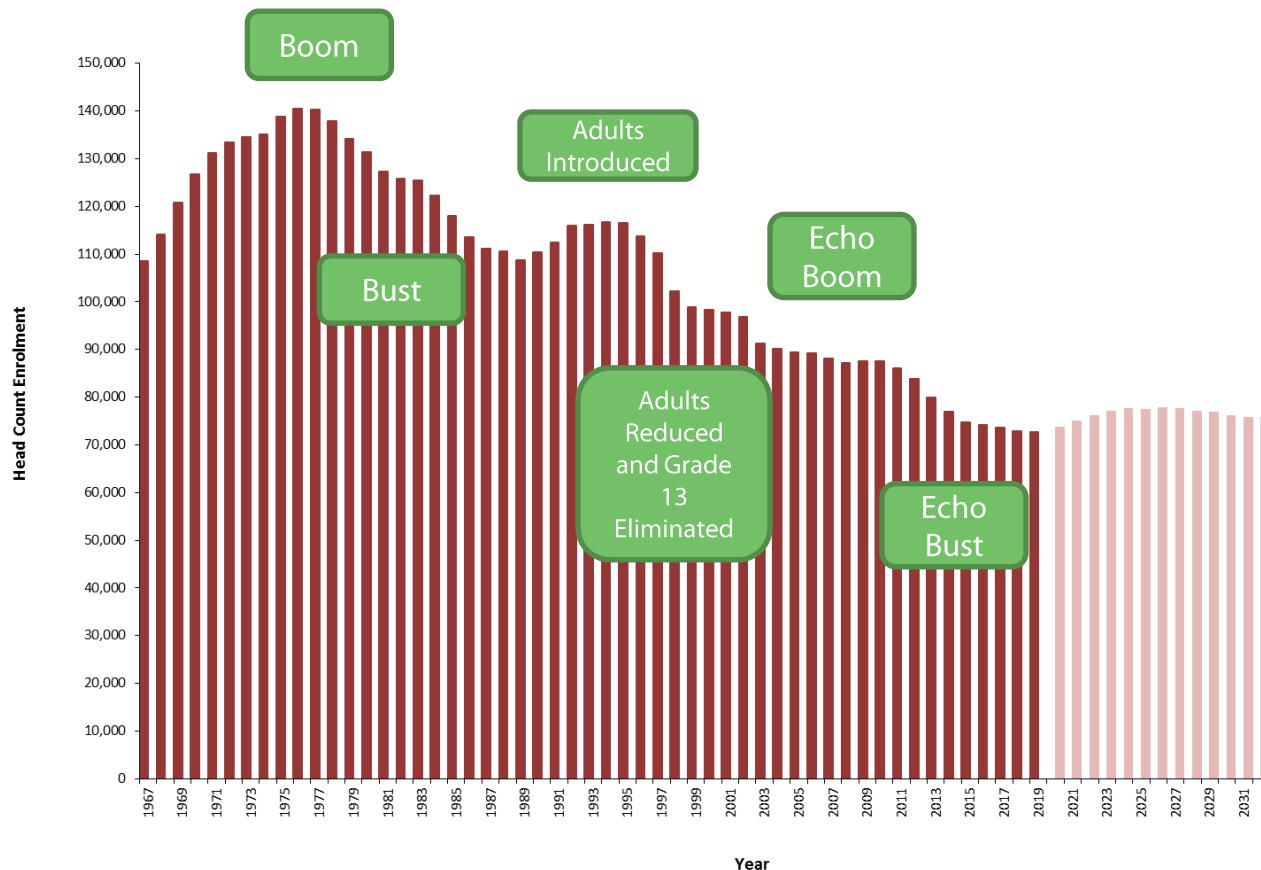
### **Polarization of City of Toronto**

- Secondary students are choosing programs and schools in higher income areas and fleeing from those in lower income areas.



# What's Happening with Secondary Enrolment?

- First peak in 1976.
- First low in 1989 – decline of 32,000 (-23%) over 13 years.
- Second peak in 1994 – growth of 8,000 (+6%) over 5 years.
- Second low in 2008 – decline of 29,000 (-25%) over 14 years.
- Third peak in 2010 – growth of 370 (+0.3%) over 2 years.
- Decline of 14,925 (-17%) from 2010 to now.
- Reached a period of decline and enrolment is projected to marginally increase, then stabilize



Source: TDSB Strategy and Planning



# **Working Draft Policy Facilitated Discussion**



# Optional Attendance – At a Glance

## Preparation for Optional Attendance

- Mid November: Planning determines school status (Limited or Closed) based on building capacity and projected enrolment.
- End of January: Enrolment projections sent to schools  
Schools determine available spaces

## Optional Attendance – Secondary Schools

- Early February: Optional Attendance applications due  
If demand exceeds available space, lottery conducted to determine offers
- Mid-February: Parents/students notified about status of application
- End of February: Parents/students must confirm acceptance

After the first Monday in March, no Optional Attendance offers can be made, including from a waiting list. The Optional Attendance process is over.



# Working Draft Policy

## **Current:**

Applies to:

- a) Regular schools
- b) Schools with French programs
- c) Alternative schools
- d) Specialized schools/programs

## **Proposed:**

Would apply to:

- a) Regular schools
- b) Schools with French programs

Current Policy/Procedure on Alternative Schools to include Admissions Procedures

New Policy/Procedure will be created for Specialized Programs



# Working Draft Policy

## **Current:**

Applications can be submitted to:

- 2 Regular schools
- 2 Specialized Schools/Programs

## **Proposed:**

One application for a Regular school only.

New Policy/Procedure to specify application process to Specialized Programs



# Working Draft Policy

## **Current:**

7 Priority Groups

Distinction between students who attend the feeder school as in-district students vs. those who attend as Optional Attendance students

## **Proposed:**

9 Priority Groups

No distinction for feeder school students

Additional priority for current TDSB students vs. non-TDSB students



# Comparison of Current and Proposed Priority Groups

## Current Optional Attendance Policy

- **Priority 1:** Students who have siblings already in the requested school and expected to be in the school for the next school year.
- **Priority 2:** Secondary students whose child(ren) is/are enrolled in the child care centre in the catchment areas of the Secondary school.
- **Priority 3:** Students attending licensed child care, including licensed home childcare, in the catchment area of the requested school.
- **Priority 4:** Students receiving child care in the catchment area of the requested school.
- **Priority 5:** Feeder school students who are currently under optional attendance.
- **Priority 6:** Students who are in district to the feeder school, but not in district to the next panel school.
- **Priority 7:** Other students resident in the City of Toronto.

## Proposed Attendance at Schools Outside of Designated Attendance Area Policy

- **Priority 1:** Students who are attending another school as an Out-of-Area student at and who wish to return to their designated school by address. **Proposed NEW**
- **Priority 2:** Secondary students whose child/children is/are enrolled in a child care centre in the designated attendance area of the secondary school.
- **Priority 3:** Students who have siblings currently attending the requested school and the siblings are expected to be at the requested school for the next school year.
- **Priority 4:** Students currently attending a feeder school of the requested school. **Proposed NEW**
- **Priority 5:** Children enrolled after January 1 in the school-based child care pre-school program of the requested school (see 6.1.6). **Proposed NEW**
- **Priority 6:** Children attending child care programs in the designated attendance area of the requested school.
- **Priority 7:** Current TDSB students **Proposed NEW**
- **Priority 8:** Other students residing in the City of Toronto.
- **Priority 9:** Students residing outside the City of Toronto. **Proposed NEW**



# Working Draft Policy

## **Current:**

Students in school-based child care are automatically admitted into the school, without an Optional Attendance application

## **Proposed:**

Students in school-based child care who register after January 1 must apply as out-of-area students



# Working Draft Policy

## **Current:**

Students who change residence or who withdraw from child care must change schools.

## **Proposed:**

Students who change residence or who withdraw from child care must change schools, unless the following year is a graduating year



# Working Draft Policy

**Current Policy Name:**

Optional Attendance

**Proposed Policy Name:**

Attendance at Schools  
Outside of Designated  
Attendance Area



## Other recommendations?

- Current paper process vs. centralized process (web-based application)
- Please share your recommendations and feedback
- Online survey – Optional Attendance

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### Policy Consultations

#### We Want to Hear From You

The Toronto District School Board (TDSB) is committed to open and inclusive policy decision-making and values community input and participation through consultation. Consultation is a two-way communication process between the Board and external participants, including students and their parents/guardians, school councils, advisory committees, community members, different levels of government, service agencies, professional organizations and union partners. The objective of consultation is to gather public input regarding options, alternative courses of action, as well as to identify unintended effects for various participants and to find solutions.

Policy development and reviews are carried out in accordance with the policy review schedule that is approved by the Board of Trustees and is revised on a regular basis. [To view the latest policy review schedule, please click here.](#)

We would like to know your thoughts about our policy decision-making. We are inviting you to our policy consultations. Please click on the policy of your interest to see the current draft. You are welcome to provide your comments, including suggestions on the wording and provisions of the draft policies, questions or recommendations using the contact information below.

### Consultations

Policy	Status	Closing Date	Draft Policy	Survey	Contact Information
Attendance at Schools Outside of Designated Attendance Area (formerly Optional Attendance) (P013)	Open	February 03, 2020	<a href="#">Draft Policy</a>	<a href="#">Survey</a>	Email: <a href="mailto:secondaryreview@tdsb.on.ca">secondaryreview@tdsb.on.ca</a>
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>To provide policy direction about access to schools outside a student's designated attendance area.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Please note that in the Review Work Plan that was approved in June 2019, it was recommended to separate and clarify provisions related to requests for Regular Schools vs. Specialized Schools/Programs. This working draft Policy would only apply to Regular Schools and schools with French programs. <b>A separate draft Policy on Specialized Programs will be developed and posted in the coming months for feedback and comment.</b></li> </ul>					



# Secondary Program Review

## Facilitated Discussion



# Secondary Program Review


## ***What would the ideal secondary school experience look like?***

- *Ice breaker:* In your opinion, what is the goal of secondary schooling?
- What is the most important part of your child's (or your, or your students') secondary school experience?
- What are the positive aspects of the secondary school your child (or you) currently attends (staff - or work at)?
- What are the challenges your child (or you) have experienced at your current secondary school?
- If applicable, why did your family (or you) choose to attend a school outside of your neighbourhood secondary school? How did your family (or you) choose this secondary school?
- If not attending your neighbourhood secondary school, what would be the furthest distance your family (or you) are willing to travel to attend another regular school or specialized/alternative program/school? (in time)
- Any additional comments?



# Online Survey – Secondary Program Review

lary-Program-Review


  
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## Secondary Program Review

The Toronto District School Board (TDSB) is undertaking a review of secondary schools to ensure all students have equitable access to programs and opportunities, as close to home as possible.

The vision of the Secondary Program Review, which will address both under and over-utilized schools, includes fewer schools with strong programming and increased access to courses that support all pathways. In order to achieve that, the Board will consider potential consolidation and/or relocation of schools, repurposing secondary school buildings to address other system needs, and different models of school organization (e.g. full-year programming).

### Background

The Board of Trustees approved an action plan for the [Secondary Program Review](#) in June 2019. This plan includes looking at all the programs and courses offered at each site, related policies and procedures and enrolment.

The current and projected enrolment at the secondary panel does not support the number of facilities in operation. As of October 2019, the average utilization rate at the 112 secondary schools in the system was 78%; 25 of them were operating below 50% of their capacity. That means that the Board has almost 20,000 surplus pupil spaces across the system.

### Reports

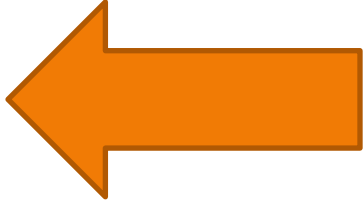
- [October 2019](#)
- [June 2019](#)

### Resources

- [TDSB's Mission and Values](#)
- [Equity & Inclusion](#)
- [Multi-Year Strategic Plan](#)

### Surveys

- [Secondary Program Review](#)











## **Pupil Accommodation Review for George Harvey Collegiate Institute and York Memorial Collegiate Institute – Initial Staff Report**

**To:** Committee of the Whole

**Date:** 29 January, 2020

**Report No.:** 01-20-3828

### **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:

- a) That a pupil accommodation review be established for George Harvey Collegiate Institute and York Memorial Collegiate Institute; and
- b) That the review proceed as a modified pupil accommodation review process as per the Accommodation and Program Review Policy P068.

### **Context**

The purpose of this report is to request approval for the establishment of a pupil accommodation review for George Harvey Collegiate Institute and York Memorial Collegiate Institute. The schools are located in Ward 6 (Trustee Tonks).

A pupil accommodation review is required to develop a student accommodation plan for these two schools. This study was included in the TDSB's Long-Term Program and Accommodation Strategy 2019-2028 to address under-utilization and identify the best location for the schools. George Harvey CI is 37% utilized and the York Memorial CI and the George Harvey CI sites are in close proximity (700 metres apart). The fire that devastated the York Memorial CI building has caused an urgent need for the review to be completed now in order to provide certainty for the students, parents and staff of



York Memorial CI about the future of their school and to ensure that the building does not sit dormant in its current state for a prolonged period of time.

A modified pupil accommodation review is recommended to expedite the process and receive a decision on the future of the York Memorial site as quickly as possible. The modified process would enable the review to conclude with recommendations going to the Board of Trustees in June 2020 for decision making. A standard pupil accommodation review would extend into the 2020-21 school year. Another reason for the modified review is that the scope of the review will be minimal – it will focus on two schools, George Harvey CI and York Memorial CI. The TDSB has used the modified process in the past. It was used in the review of Vaughan Road Academy.

As per the Ministry of Education's Pupil Accommodation Review Guideline and the TDSB's Accommodation and Program Review Policy P068, a modified review can be approved by the Board of Trustees when the affected schools satisfy at least one of four conditions specified in the policy. In this situation, the under-utilization condition is met – George Harvey CI is currently 37% utilized, well below the threshold of 65% identified in the policy, and is projected to remain at this level for the next five years.

The pupil accommodation review process begins with an Initial Staff Report providing background on the involved schools and the issues to be addressed. The Initial Staff Report contains a minimum of three scenarios for the accommodation of students and indicates which scenario is recommended by staff at this time. These scenarios are discussed in the ensuing public consultations for feedback. The pupil accommodation review process concludes with a Final Staff Report presented to the Board of Trustees for decision making. The Final Staff Report presents the original scenarios and any additional scenarios that were developed in the consultations. It includes a summary of all feedback received.

Appendix A contains the Initial Staff Report for this pupil accommodation review. The report has been created using a draft template provided to TDSB staff by the Ministry of Education at the beginning of January 2020. Once finalized and released by the Ministry, the use of the template for Initial Staff Reports will be mandatory for all Ontario school boards.

Appendix B contains the TDSB's Pupil Accommodation Review Procedure PR598 that has been updated to reference the template. A full description of the modified process can be found in the procedure.



## **Action Plan and Associated Timeline**

If approved by the Board of Trustees, the modified pupil accommodation review will commence in February 2020. Meetings will be held with the students, parents and staff of George Harvey CI and York Memorial CI from February to April 2020. A public meeting will be held in the middle of April 2020. The Final Staff Report will be presented to a Special Committee of the Whole on June 3, 2020. The Final Staff Report will be submitted to the Board of Trustees on June 17, 2020 for decision making.

## **Resource Implications**

The costs incurred in conducting the pupil accommodation review will be supported by the existing budget of the Strategy and Planning Department.

## **Communications Considerations**

During the pupil accommodation review process, notices and information will be provided to the students, parents, and staff of George Harvey CI and York Memorial CI as well as the surrounding school community. Detailed information about the review will also be posted on the TDSB's public website in the Accommodation Reviews section.

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

Policy P068 Accommodation and Program Review

Procedure PR598 Pupil Accommodation Review

## **Appendices**

- Appendix A: Pupil Accommodation Review for George Harvey Collegiate Institute and York Memorial Collegiate Institute – Initial Staff Report
- Appendix B: Pupil Accommodation Review Procedure PR598

## **From**

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



**PUPIL ACCOMMODATION REVIEW FOR  
GEORGE HARVEY COLLEGIATE INSTITUTE AND  
YORK MEMORIAL COLLEGIATE INSTITUTE**

**INITIAL STAFF REPORT**

TORONTO DISTRICT SCHOOL BOARD  
JANUARY 29, 2020



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## 1. EXECUTIVE SUMMARY

### **Ministry of Education Statement**

The purpose of a pupil accommodation review is to bring forward scenarios that enhance educational opportunities for students while optimizing board resources. It is to be expected that among the various scenarios, those proposed and those that have yet to be identified, there will be a combination of positive and negative impacts. It is for the Board of Trustees to weigh the pros and cons of each scenario and make the best decision for their students and the school board.

While the Initial Staff Report does identify a recommended scenario, this initial board staff recommendation is not to be construed as the preferred or already-approved scenario by the Board of Trustees. It is merely the scenario that staff, at this preliminary stage of the pupil accommodation review, feel is the best scenario upon which to initiate the review process. It is possible that during the pupil accommodation review process new scenarios could be brought forward for consideration. Should this occur, the Board of Trustees is expected to select the best scenario from all the scenarios generated – prior to or following the commencement of the pupil accommodation review.

For further guidance on the pupil accommodation review process please refer to the Pupil Accommodation Review Guideline and/or the Parent's Guide to Pupil Accommodation Reviews available on the Ministry of Education public website.

### **Purpose of the Report**

The purpose of this Initial Staff Report is to provide the Board of Trustees with background information about George Harvey CI and York Memorial CI and to request approval to conduct a modified pupil accommodation review involving these two schools. The need to conduct the modified pupil accommodation review at this time is due to the fire that significantly damaged the York Memorial CI building. This review is consistent with the TDSB's Long-Term Program and Accommodation Strategy which identified a study of George Harvey CI and York Memorial CI to address under-utilization and the distribution of sites.



## **1A. WHY A PUPIL ACCOMMODATION REVIEW IS NEEDED AND DECISION SOUGHT**

A pupil accommodation review is needed to develop a student accommodation plan for George Harvey CI and York Memorial CI. This study was included in the TDSB's Long-Term Program and Accommodation Strategy to address under-utilization and identify the best location for the schools. George Harvey CI is 37% utilized and the York Memorial CI site and the George Harvey CI site are in close proximity (700 metres apart). The fire that devastated the York Memorial building at 2690 Eglinton Avenue West has caused an urgent need for the review to be completed now in order to provide certainty for the students, parents and staff of York Memorial CI about the future of their school and to ensure that the building does not sit dormant in its current state for a prolonged period of time.

A modified pupil accommodation review is recommended to expedite the process and receive a decision on the future of the York Memorial CI site as quickly as possible. Another reason for the modified review is that the scope of the review will be minimal – it will focus on two schools, George Harvey CI and York Memorial CI.

As per the Ministry of Education's Pupil Accommodation Review Guideline and the TDSB's Accommodation and Program Review Policy P068, a modified review can be approved by the Board of Trustees when the affected schools satisfy at least one of four conditions specified in the policy. In this situation, the under-utilization condition is met – George Harvey CI is currently 37% utilized, well below the threshold of 65% identified in the policy, and is projected to remain at this level for the next five years.

The decision being sought at the end of the review process concerns the number of secondary schools that should serve this part of the city – two, as currently, or one new consolidated school.



## 1B. SCHOOLS UNDER REVIEW AND PROPOSED SCENARIOS

Two schools will be involved in this pupil accommodation review, George Harvey CI and York Memorial CI. As per the Ministry of Education's Pupil Accommodation Review Guideline and the TDSB's Accommodation and Program Review Policy P068, staff must present a minimum of one recommended scenario and two alternative scenarios, one of which could include a status quo scenario. The following three scenarios were developed for this review:

**Scenario 1 – Status Quo:** York Memorial CI and George Harvey CI remain open as separate schools. York Memorial CI moves into a new building on the York Memorial CI site at 2690 Eglinton Avenue West when the new building opens (expected to be in 2026). There are no changes to the attendance areas for the two schools.

**Scenario 2 – York Memorial CI and George Harvey CI consolidate in 2021:** York Memorial CI and George Harvey CI consolidate in the existing George Harvey CI building in 2021. Afterwards, both schools move into a new building on the York Memorial CI site at 2690 Eglinton Avenue West when the new building opens (expected to be in 2026). All attendance areas for George Harvey CI and York Memorial CI are assigned to the new consolidated school.

**Scenario 3 – York Memorial CI and George Harvey CI consolidate in 2026:** York Memorial CI and George Harvey CI remain open as separate schools in their current locations until a new building opens on the York Memorial CI site at 2690 Eglinton Avenue West. The two schools consolidate and move into the new building (expected to be in 2026). Similar to Scenario 2, all attendance areas for George Harvey CI and York Memorial CI are assigned to the new consolidated school.

The scenario recommended by staff as this time is Scenario 2. Analysis of the scenarios is presented in the rest of this report.



# 1. RECOMMENDED SCENARIO

## Scenario 2 – George Harvey CI and York Memorial CI consolidate in 2021

School	Summary of Proposed Actions
<b>York Memorial CI</b>	York Memorial CI will consolidate with George Harvey CI at the George Harvey CI site in 2021. Afterwards, the new consolidated school will move into a new building on the York Memorial CI site in 2026. The new consolidated school will serve the current attendance areas of York Memorial CI and George Harvey CI. Once York Memorial CI is consolidated with George Harvey CI in 2021, the Scarlett Heights site will no longer be an operating school.
<b>George Harvey CI</b>	George Harvey CI will consolidate with York Memorial CI in 2021 at the George Harvey CI site. Afterwards, the new consolidated school will move into a new building on the York Memorial CI site in 2026. The new consolidated school will serve the current attendance areas of George Harvey CI and York Memorial CI. After the new consolidated school moves into the new building in 2026, the George Harvey CI site will no longer be an operating school.

### Impact Summary:

#### Student programming

With approximately 1,300 students, the new consolidated school will have more students, staff, course offerings, and diversity in programming than George Harvey CI and York Memorial CI currently offer. Students will have access to more academic courses, technical courses, and electives. The special programming at both schools can be accommodated at the new consolidated school. By consolidating the two schools in 2021, the students of both George Harvey CI and York Memorial CI will benefit as soon as possible from the increased course offerings. The new building to be constructed on the York Memorial CI site will be designed to provide state-of-the-art spaces to support the course offerings of the consolidated school.

#### Student well-being

Because of the larger enrolment of the new consolidated school, all students will have access to increased opportunities and supports. These benefits to student well-being will begin in 2021. When the new building constructed on the York Memorial CI site opens in 2026, all students and staff will benefit from a fully-accessible building. The students will also benefit from the sports field on the York Memorial site which is



larger than that at George Harvey CI.

#### School board resources

The larger enrolment of the new consolidated school will allow for efficiencies in staffing models (no supplements required) and facility operations (good match of operating costs to enrolment-based grants). To receive the new consolidated school in 2021, the George Harvey CI building will require some fit-up to be paid for from School Condition Improvement funds. While the consolidated school is occupying the George Harvey CI building, it will be well utilized at approximately 90%. The new building to be constructed on the York Memorial CI site will be built to a larger capacity to accommodate the consolidated school. The insurance claim will pay for the majority of the construction but additional funds will be required for the increased capacity for which staff will submit a request to the Ministry of Education. Once the consolidation occurs in 2021, York Memorial CI students will no longer require TTC tickets. The York Memorial CI site has excellent access to public transit being situated at the intersection of two major arterials, Eglinton Avenue West and Keele Street, with direct access to the Keele Crosstown LRT station (the Crosstown LRT is expected to open in September 2021).

#### Local community

Current user groups in the George Harvey CI building will be able to operate in the building during the consolidation. Some change to operations may be required to accommodate the increased enrolment when the two schools consolidate in 2021. The community surrounding the George Harvey CI site will not experience a change until the consolidated school moves into the new building on the York Memorial CI site in 2026. The change is anticipated to be minimal since the location of the new building is very close to the George Harvey CI building. The community will still have a local school within walking distance and access to a school site for permitting. The impact on the user groups of the George Harvey CI building of the consolidated school moving from the George Harvey CI building into the new building will not be known until staff have completed their review of the long-term need for the George Harvey CI property. It is anticipated that the review will be conducted just prior to the opening of the new building.



## 1C. NEXT STEPS

Task	Timeline
Submit Initial Staff Report to the Board of Trustees for approval to start the process	February 5, 2020
Send notice to Community Partners	February 12, 2020
Hold meeting with Community Partners	First week of March 2020
Meet with the following groups to inform and receive feedback: <ul style="list-style-type: none"> <li>• George Harvey CI students, parents, and staff</li> <li>• York Memorial CI students, parents, and staff</li> <li>• School council chairs of feeder elementary schools</li> </ul>	Last week of February to first week of April 2020
Receive comments from Community Partners	First week of April, 2020
Hold Public Meeting	Middle of April 2020
Post Final Staff Report on TDSB's public website	May 20, 2020
Submit Final Staff Report to Special Committee of the Whole and receive delegations	June 3, 2020
Submit Final Staff Report to the Board of Trustees for final decision making	June 17, 2020



## 2. BACKGROUND

### **York Memorial CI**

York Memorial CI was built in 1929 in memory of those killed in the First World War as an academic school to serve the former City of York. In 1959, an administration centre for the former York Board of Education was constructed on the east side of the site and later attached to the York Memorial building through an addition. In 1967, a community recreation centre was constructed on the west side of the site and attached to the York Memorial building.

The school has consistently maintained a high enrolment of 800 to 1,000 students. The building has been well utilized.

York Memorial CI has developed a specialized program called RUSH (Roadmap to University Success with Honours) that attracts students from outside of the school's attendance area. The school offers Advanced Placement and Pre-advanced Placement courses, as well as four Specialist High Skills Majors: Arts and Culture; Information and Communications Technology; Global Leadership and Citizenship; and Health and Wellness. In the early 2000s, a Developmental Disabilities Program was started in the school.

In 1985, York Memorial CI was designated a heritage building by the former City of York.

### **George Harvey CI**

George Harvey CI was built in 1951 as a vocational school to serve the former City of York. It was located in close proximity to York Memorial CI (approximately 700 metres away) to serve the same general area as York Memorial CI. The school was assigned an attendance area for its commercial program and an attendance area for its technical program. Years later, as enrolment in vocational programming decreased, the school was renamed as a collegiate institute and broadened its programming to include academic courses.

Since the early 2000s, George Harvey CI has been an under-utilized building. A number of user groups have been accommodated in the surplus space: Essential Skills Upgrading (a non-credit program for adults that helps improve reading, writing, and math skills, as well as employability and workplace skills); Skylark Youth Services (a Section 23 program serving



young people with socio-emotional challenges); and George Harvey Child Care Centre (a licensed child care offering infant, toddler and preschool programs).

In the early 2000s, small pockets of residential development occurring in areas served by over-utilized secondary schools were assigned to George Harvey CI to control enrolment at the crowded schools.

George Harvey CI's English as a Second Language Program has grown over the years. Approximately 28% of the George Harvey students are currently enrolled in the program. The school has developed a strong technology program offering a wide breadth of courses such as communications technology, transportation technology, computer engineering, and technological design. It offers four Specialist High Skills Majors: Arts and Culture; Health and Wellness; Information and Communications Technology; and Non-Profit.

### **Fire at the York Memorial CI Site**

On May 6 and 7, 2019, the York Memorial CI building was significantly damaged by fire. The devastation rendered the building unusable and forced the relocation of the York Memorial students and staff.

By May 13, 2019, the York Memorial CI students and staff were relocated to the nearby George Harvey CI building for the remainder of the 2018-19 school year.

On May 22, 2019, the Board of Trustees approved that the Director consult with students, parents, and staff of York Memorial CI about plans for the location of the school for the 2019-20 school year. The Board also approved that the Chair of the Board write to the Minister of Education requesting approval to commence a pupil accommodation review of George Harvey CI and York Memorial CI based on the urgent situation resulting from the fire.

Seeking the Minister's approval to conduct a pupil accommodation review was required because there is currently a provincial moratorium on school closures. As indicated in the TDSB's Long-Term Program and Accommodation Strategy, prior to the moratorium on school closures implemented in June 2017, it was the TDSB's intention to conduct a pupil accommodation review involving George Harvey CI and York Memorial CI to address under-utilization and identify the best location for the schools.



On June 8, 2019, the Chair of the Board sent a letter to the Minister of Education requesting permission to start a pupil accommodation review involving George Harvey CI and York Memorial CI.

On June 19, 2019, following consultation with students, parents and staff of George Harvey CI and York Memorial CI, the Board of Trustees approved the relocation of York Memorial CI to the vacant Scarlett Heights Entrepreneurial Academy building located at 15 Trehorne Drive for September 2019 until a long-term solution has been established for the school.

Since the fire, the York Memorial CI building has been undergoing assessment to determine the extent of the damage as well as significant remediation to make the site safe. The damage has been extensive. The auditorium and front section of the building are a total loss and will have to be rebuilt. The wings on either side of the auditorium are being assessed to determine if it is best to rehabilitate or completely rebuild. As required by the City of Toronto, the heritage features of the building are being preserved. The upper floor has been carefully disassembled and stored offsite for later use in a rebuild. A temporary roof has been installed to keep the elements out of the remaining structure. Once the building is structurally safe, work will stop until a decision is made on the future of the site.

In response to the letter from the Chair of the Board, staff of the Ministry of Education requested a written proposal from the TDSB outlining how the pupil accommodation review for George Harvey CI and York Memorial CI will be conducted.

On November 27, 2019, the Board of Trustees approved a written proposal to be submitted to the Ministry of Education.

On January 7, 2020, the Ministry of Education granted permission for the TDSB to move forward with a modified pupil accommodation review.

### **Current Status of the Schools**

In 2018-19, the enrolment at York Memorial CI was 886 students, a 97% utilization rate. After the fire, York Memorial CI's enrolment for 2019-20 declined to 805 students. Due to the capacity of the Scarlett Heights building being smaller than the capacity of the former York Memorial CI building, the utilization rate remained the same, 97%. York Memorial CI's projected enrolment for 2020-21 is 784 students, a 95% utilization rate. With York Memorial CI being accommodated outside of its attendance area at the Scarlett Heights site, the commuting time and distance for in-area students has increased and is most likely a



contributing factor to the decline in the school's enrolment. TTC tickets are being provided to in-area students who meet distance or hardship criteria.

Prior to the relocation of York Memorial CI, the Scarlett Heights building was unoccupied – it closed as an operating secondary school in June 2018 with the local area being assigned to Kipling CI. Since York Memorial CI has begun operations in the building, local residents have expressed interest in attending York Memorial CI.

In 2018-19, the enrolment at George Harvey CI was 521 students, a 36% utilization rate. After the fire, George Harvey CI's enrolment for 2019-20 increased slightly to 539 students, a 37% utilization rate. Some of the increase was due to York Memorial students leaving York Memorial CI to attend a school closer to where they live. Projections suggest that enrolment at George Harvey CI will not increase in the foreseeable future.

### **Long-Term Program and Accommodation Strategy**

As indicated in the TDSB's Long-Term Program and Accommodation Strategy, prior to the moratorium on school closures implemented in June 2017, it was the TDSB's intention to conduct a pupil accommodation review involving George Harvey CI and York Memorial CI. This review was identified because of the under-utilization of George Harvey CI and the close proximity of the two schools.

The guiding principles for long-term planning approved by the Board of Trustees in April 2019 were used to develop and assess the three scenarios. The following guiding principles are particularly relevant to this review:

**Neighbourhood schools that meet the needs of all students** – Focus on building strong neighbourhood schools that offer a wide range of programs including specialty programs that meet the needs and interests of all students and support all post-secondary destinations.

**Optimal secondary school size of at least 1,000 students** – Aim for enrolments of no less than 1,000 students in secondary schools where possible to ensure that a variety of pathways, opportunities and programs can be offered to all students – review secondary schools with enrolments of less than 700 students to address diminishing opportunities to offer viable programs that meet the needs of all students.

**Consistent attendance boundaries** – Establish consistent attendance boundaries across the TDSB – review instances of shared attendance boundaries where multiple schools are



offered based on home address and split attendance boundaries where graduating cohorts are divided among two or more schools.

**School locations that support active transportation** – Locate schools and plan attendance boundaries to support active, safe and sustainable transportation to and from school with consideration to the distances specified in the Transportation of Students Policy P020 – locate elementary schools within walking distance and secondary schools in close proximity to public transit

**Optimal utilization rate of 90%** – Ensure that school buildings are used efficiently by targeting utilization rates of 90% while recognizing the importance of child care – address issues of underutilization (schools operating at 65% utilization or less) and overutilization (schools operating at 110% utilization or greater) – use existing space in schools efficiently to balance enrolments.



### 3. CONSULTATION WITH COMMUNITY PARTNERS

Two teleconferences were held on January 17, 2020, with community partners to share information about the proposed pupil accommodation review and answer questions. The teleconferences were also an opportunity for the community partners to provide any information that may be relevant to the review.

The first teleconference was with Planning staff of the coterminous school boards: the Toronto Catholic District School Board; the Conseil scolaire Viamonde; and the Conseil scolaire catholique MonAvenir. The staff of the school boards did not have any thoughts to share at this time on how the proposed pupil accommodation review could intersect with their own student accommodation plans.

The second teleconference was with staff of the City of Toronto. The City's staff represented four departments: City Planning; Parks, Forestry and Recreation; Children's Services; and Social Development, Finance and Administration. The staff from Children's Services inquired about the future of the child care centre at George Harvey CI. They were informed that in all scenarios it is likely that the child care centre can remain in the George Harvey building for the foreseeable future. The long-term options for the child care centre will be considered as part of the review of the long-term need for the George Harvey property in Scenarios 2 and 3 – this review will occur closer to the opening of the new building in 2026. City staff from the four departments indicated that they will provide written comments once the pupil accommodation review has officially begun.



## 4. ACCOMMODATION SCENARIOS

### Issues to be Addressed

The purpose of the pupil accommodation review is to develop a plan for accommodating students that provides the best learning opportunities as described by the TDSB's guiding principles for long-term planning. The major issues to be addressed in the student accommodation plan are:

**Declining enrolment and under-utilization** – Both George Harvey CI and York Memorial CI have declined in enrolment since 2010. George Harvey CI has a small enrolment of 530 students, well below the preferred school size of 1,000 students. George Harvey CI is 37% utilized, well below the preferred utilization rate of 90%.

**Geographic redundancy** – The George Harvey CI and York Memorial CI sites are located in close proximity within the same attendance area.

**Attendance area anomalies** – George Harvey CI does not have a local secondary attendance area. Four small, disconnected pockets of residential addresses have been assigned to George Harvey CI. Note: the commercial and technical attendance areas of George Harvey CI will be reviewed in a separate study looking at all the commercial and technical boundaries across the system as part of the Secondary Program Review. It is anticipated that this study will present a report to the Board of Trustees in the spring of 2020.

**Future of the York Memorial site and how to use the proceeds from the insurance claim** – The York Memorial CI site at 2690 Eglinton Avenue West has been fenced off and made safe but is in a holding state awaiting a decision on its future. The site cannot remain in its current condition indefinitely. The TDSB will receive insurance funds that can be used to provide local accommodation for the affected students.

### Student Accommodation Scenarios

For each of the three scenarios, a table is provided that shows actual and projected enrolments, facility capacities, and utilization rates for the affected sites.



## Scenario 1 – Status Quo – No Consolidation

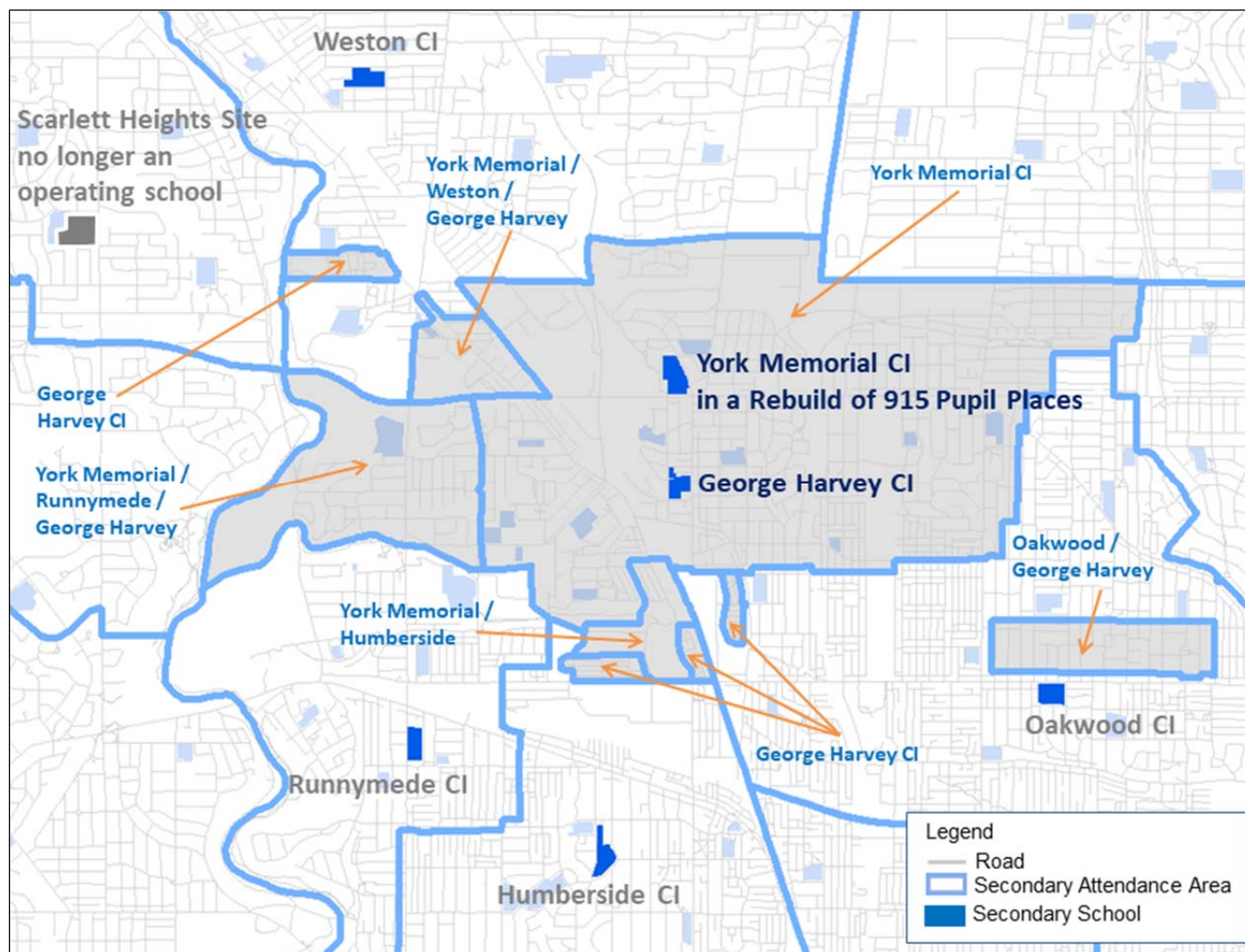
In Scenario 1, York Memorial CI students and staff will continue to be accommodated at the Scarlett Heights site until the new rebuild of York Memorial CI is complete. George Harvey CI students will remain at their site. The new building on the York Memorial CI site will be rebuilt to the same capacity as the former building, 915 pupil places.

	School Year (Oct)	Scarlett Heights site (15 Trehorne Dr): York Memorial CI relocated in 2019			George Harvey site (1700 Keele St): no change			York Memorial site (2690 Eglinton Ave W): York Memorial CI relocated in 2026		
		Enrol-ment	Capa-city	Utili-zation	Enrol-ment	Capa-city	Utili-zation	Enrol-ment	Capa-city	Utili-zation
Actual	2010				914	1,452	63%	1,077	915	118%
	2011				901	1,452	62%	1,041	915	114%
	2012				880	1,452	61%	942	915	103%
	2013				793	1,452	55%	938	915	103%
	2014				705	1,452	49%	917	915	100%
	2015				602	1,452	41%	895	915	98%
	2016				532	1,452	37%	904	915	99%
	2017				535	1,452	37%	878	915	96%
	2018				521	1,452	36%	886	915	97%
	2019	805	828	97%	539	1,452	37%			
Projected	2020	784	828	95%	519	1,452	36%			
	2021	820	828	99%	511	1,452	35%			
	2022	807	828	97%	522	1,452	36%			
	2023	816	828	99%	518	1,452	36%			
	2024	822	828	99%	507	1,452	35%			
	2025	788	828	95%	490	1,452	34%			
	2026				465	1,452	32%	792	915	87%
	2027				445	1,452	31%	776	915	85%
	2028				434	1,452	30%	785	915	86%
	2029				428	1,452	29%	803	915	88%
	2030				429	1,452	30%	787	915	86%



## Scenario 1 Map – Showing School Locations and Attendance Areas after Implementation

There will be no changes to the attendance areas for both schools.



Distances:

700 m between George Harvey CI and York Memorial CI.

5.8 km between York Memorial CI and Scarlett Heights.

6.1 km between George Harvey CI and Scarlett Heights.



## Scenario 2 – George Harvey and York Memorial Consolidate in 2021

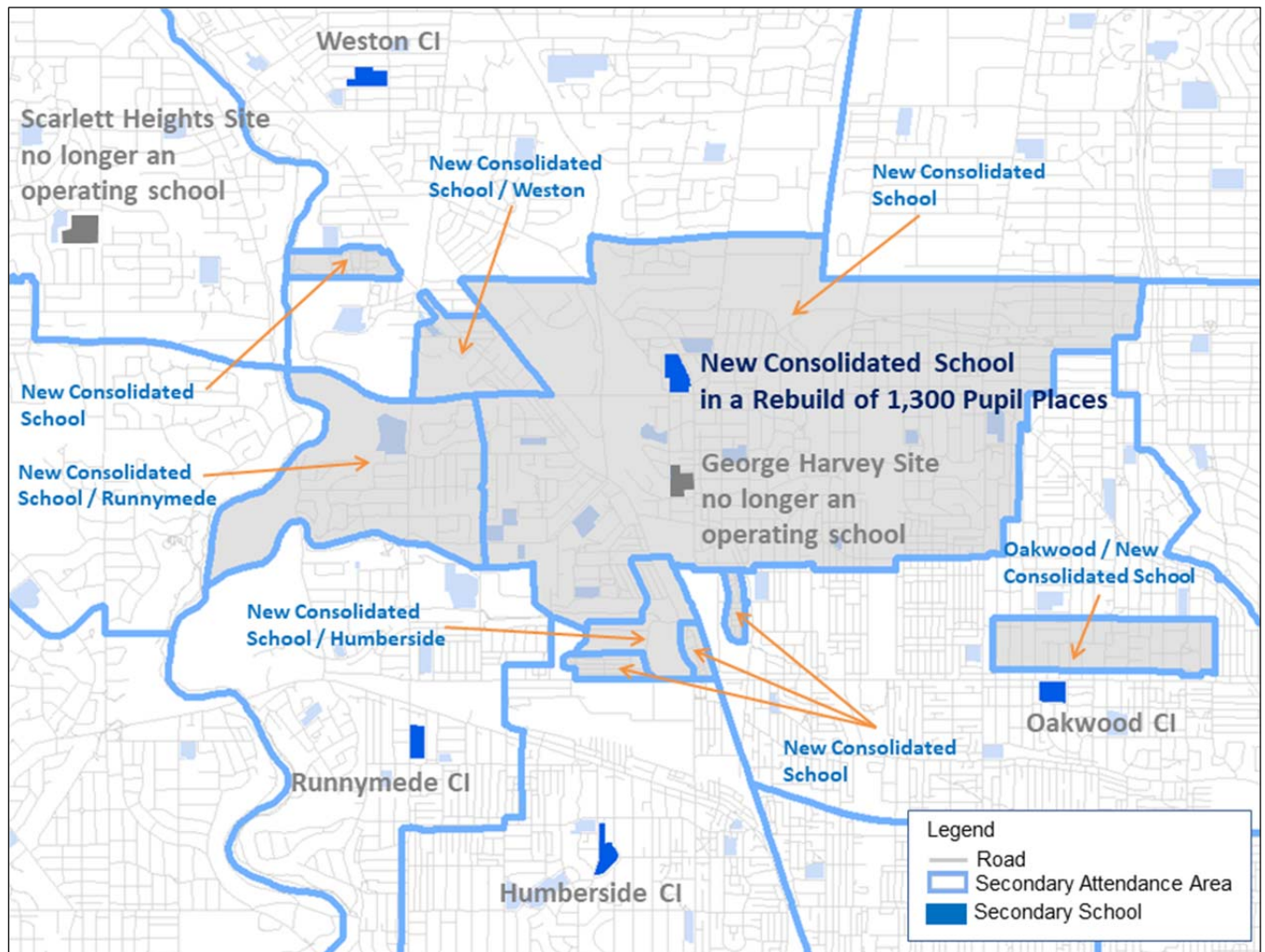
In Scenario 2, York Memorial CI students and staff will remain at the Scarlett Heights site for one more year (2020-21 school year). In 2021, they will consolidate with the George Harvey students and staff and move into the George Harvey CI building. The consolidated school will move into the new rebuild on the York Memorial CI site in 2026. The new building on the York Memorial CI site will be built to accommodate 1,300 pupil places.

School Year (Oct)	Scarlett Heights site (15 Trehorne Dr): York Memorial CI relocated in 2019			George Harvey site (1700 Keele St): George Harvey CI and York Memorial CI consolidated in 2021			York Memorial site (2690 Eglinton Ave W): George Harvey CI and York Memorial CI relocated in 2026		
	Enrolment	Capacity	Utilization	Enrolment	Capacity	Utilization	Enrolment	Capacity	Utilization
Actual	2010			914	1,452	63%	1,077	915	118%
	2011			901	1,452	62%	1,041	915	114%
	2012			880	1,452	61%	942	915	103%
	2013			793	1,452	55%	938	915	103%
	2014			705	1,452	49%	917	915	100%
	2015			602	1,452	41%	895	915	98%
	2016			532	1,452	37%	904	915	99%
	2017			535	1,452	37%	878	915	96%
	2018			521	1,452	36%	886	915	97%
	2019	805	828	97%	539	1,452	37%		
Projected	2020	784	828	95%	519	1,452	36%		
	2021				1331	1,452	92%		
	2022				1,329	1,452	92%		
	2023				1,334	1,452	92%		
	2024				1,329	1,452	92%		
	2025				1,278	1,452	88%		
	2026						1,257	1,300	97%
	2027						1,221	1,300	94%
	2028						1,219	1,300	94%
	2029						1,231	1,300	95%
	2030						1,216	1,300	94%



## Scenario 2 Map – Showing School Locations and Attendance Areas after Implementation

All attendance areas for George Harvey CI and York Memorial CI will be assigned to the new consolidated school.



Distances:

700 m between George Harvey CI and York Memorial CI.

5.8 km between York Memorial CI and Scarlett Heights.

6.1 km between George Harvey CI and Scarlett Heights.



### Scenario 3 – George Harvey and York Memorial Consolidate in 2026 at the New Rebuild on the York Memorial CI Site

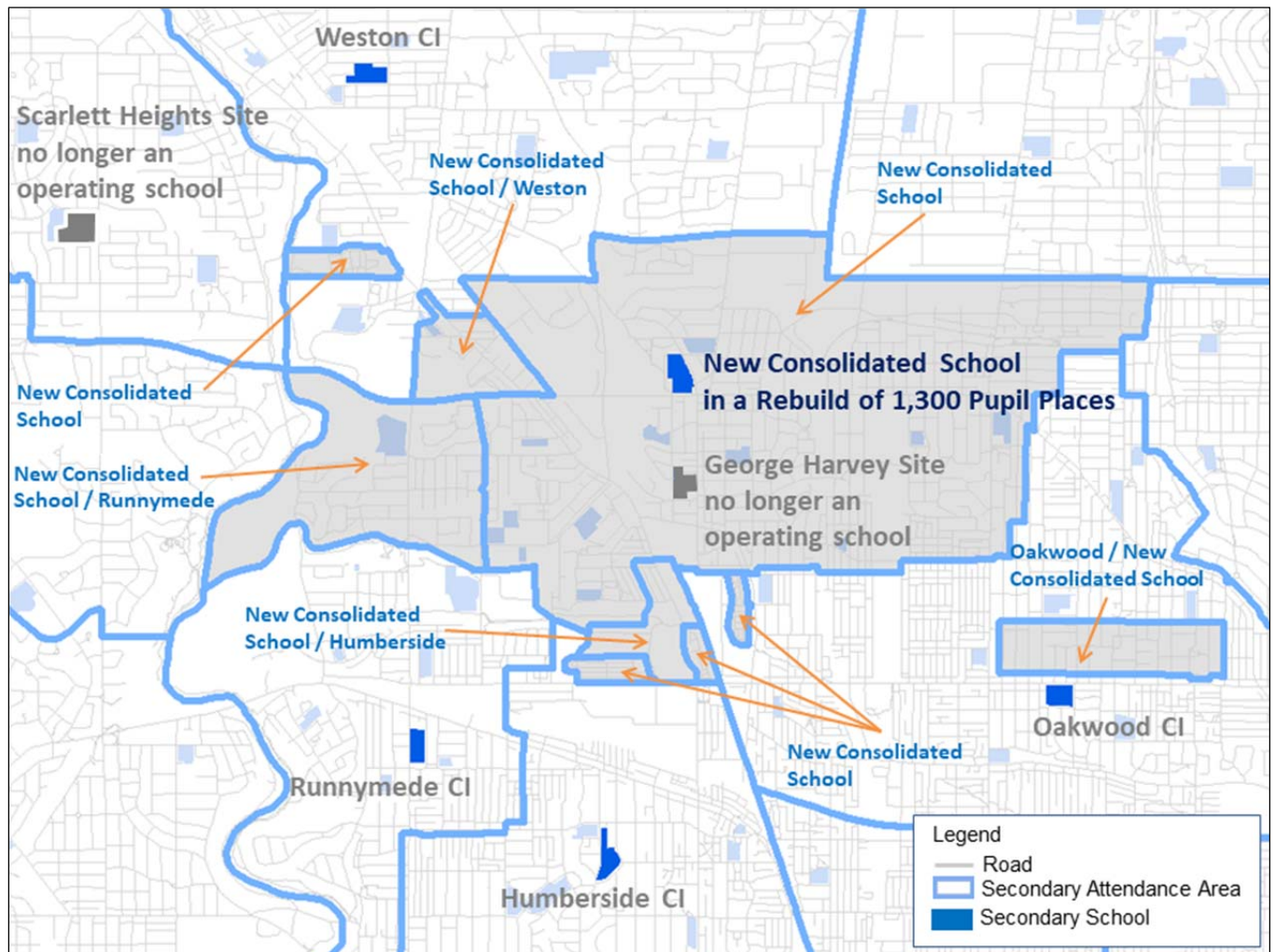
In Scenario 3, George Harvey CI and York Memorial CI will operate on two separate sites and will consolidate as one school in the new rebuild on the York Memorial CI site in 2026. This means York Memorial CI will continue to operate on the Scarlett Heights site until the completion of the rebuild. The new building on the York Memorial CI site will accommodate 1,300 pupil places.

School Year (Oct)	Scarlett Heights site (15 Trehorne Dr): York Memorial CI relocated in 2019			George Harvey site (1700 Keele St): no change until 2026			York Memorial site (2690 Eglinton Ave W): George Harvey CI and York Memorial CI consolidated in 2026		
	Enrol-ment	Capa-city	Utili-zation	Enrol-ment	Capa-city	Utili-zation	Enrol-ment	Capa-city	Utili-zation
Actual	2010			914	1,452	63%	1,077	915	118%
	2011			901	1,452	62%	1,041	915	114%
	2012			880	1,452	61%	942	915	103%
	2013			793	1,452	55%	938	915	103%
	2014			705	1,452	49%	917	915	100%
	2015			602	1,452	41%	895	915	98%
	2016			532	1,452	37%	904	915	99%
	2017			535	1,452	37%	878	915	96%
	2018			521	1,452	36%	886	915	97%
	2019	805	828	97%	539	1,452	37%		
Projected	2020	784	828	95%	519	1,452	36%		
	2021	820	828	99%	511	1,452	35%		
	2022	807	828	97%	522	1,452	36%		
	2023	816	828	99%	518	1,452	36%		
	2024	822	828	99%	507	1,452	35%		
	2025	788	828	95%	490	1,452	34%		
	2026						1,257	1,300	97%
	2027						1,221	1,300	94%
	2028						1,219	1,300	94%
	2029						1,231	1,300	95%
	2030						1,216	1,300	94%



### Scenario 3 Map – Showing School Locations and Attendance Areas after Implementation

Similar to Scenario 2, all attendance areas for George Harvey CI and York Memorial CI will be assigned to the new consolidated school.



Distances:

700 m between George Harvey CI and York Memorial CI.

5.8 km between York Memorial CI and Scarlett Heights.

6.1 km between George Harvey CI and Scarlett Heights



## 5. IMPACT ASSESSMENTS

### 5A. STUDENT PROGRAMMING

#### Scenario 1 – Status Quo – No Consolidation

George Harvey CI will continue as a school with an enrolment well below the preferred minimum level of 1,000 students. The school will continue to offer its current courses: 15% of the total courses are Academic; 9% are Applied; 3% are Locally Developed; 10% are Technical; 37% are Open; 15% are University; 7% are College; 0.3% are Workplace; and 5% are University/College (Mixed). Other programs that will continue at the school are: English as a Second Language; and four Specialist High Skills Majors (Arts and Culture, Health and Wellness, Information and Communications Technology, and Non Profit).

York Memorial CI will continue as a school with an enrolment just below the preferred minimum level. The school will continue to offer its current courses: 29% of the total courses are Academic; 2% are Applied; 0.2% are Locally Developed; 3% are Technical; 26% are Open; 27% are University; 2% are College; 0.1% are Workplace; and 11% are University/College (Mixed). Other programs that will continue at the school are: Developmental Disabilities; RUSH (Roadmap to University Success with Honours); Advanced Placement; Pre-advanced Placement; and four Specialist High Skills Majors (Arts and Culture, Information and Communications Technology, Global Leadership and Citizenship, and Health and Wellness).

George Harvey CI offers more Applied, Technical, and College courses than York Memorial CI. York Memorial CI offers more Academic, University and University/College (Mixed) courses than George Harvey CI. York Memorial CI offers a greater number of elective courses.

York Memorial CI will be accommodated in a rebuilt facility on the York Memorial CI site at 2690 Eglinton Avenue West. The rebuilt facility will be designed to provide state-of-the-art spaces to support the course offerings of York Memorial CI. George Harvey CI will continue to use its current building.

#### Scenario 2 – George Harvey CI and York Memorial CI Consolidate in 2021

Through the consolidation of George Harvey CI and York Memorial CI, the new consolidated school will have approximately 1,300 students which will generate a greater



number of teachers than the two schools currently have as separate schools. The new consolidated school will be able to offer a greater number of courses. Students will have access to more academic courses, technical courses, and electives. The new consolidated school can continue to accommodate the Developmental Disabilities Program, the English as a Second Language Program, the Specialist High Skills Majors, and the specialized programs (RUSH, Advanced Placement).

By consolidating the two schools in 2021, the students of both George Harvey CI and York Memorial CI will benefit as soon as possible from the increased course offerings.

The new consolidated school will begin in the George Harvey CI building which has instructional spaces that support both academic and technical courses. The new consolidated school will then move into a rebuilt facility on the York Memorial CI site at 2690 Eglinton Avenue West. The rebuilt facility will be designed to provide state-of-the-art spaces to support the course offerings of the consolidated school.

### **Scenario 3 – George Harvey CI and York Memorial CI Consolidate in 2026**

As in Scenario 2, the consolidated school will have more students, staff, course offerings, and diversity in programming than the two schools currently offer. Since the two schools will remain separate until the rebuilt facility on the York Memorial CI site at 2690 Eglinton Avenue West is completed, the students will not benefit from the increased course offerings for a number of years.

Similar to Scenario 2, the rebuilt facility will be designed to provide state-of-the-art spaces to support the course offerings of the consolidated school.



## 5B. STUDENT WELL-BEING

### Scenario 1 – Status Quo – No Consolidation

The following table provides an overview of the current programs and offerings that support student well-being at George Harvey CI and York Memorial CI.

Area / Opportunity	George Harvey CI	York Memorial CI
<b>Co-Curricular</b>		
Arts	7	30
Athletics	14	31
Clubs	12	37
Competitions	2	8
Curricular Enhancement	6	11
Leadership	8	11
<b>Total</b>	<b>49</b>	<b>128</b>
<b>Community, Culture and Caring</b>		
Culture/Caring	9	15
Equity	4	27
Mentoring	0	4
Tutoring	5	7
<b>Total</b>	<b>18</b>	<b>53</b>
<b>Student Success</b>		
Pathways Programs	5	2
Remedial Activities	3	6
Transitions	4	8
<b>Total</b>	<b>12</b>	<b>16</b>
<b>Specializations and Other Programs</b>		
Other Programs	2	2
Special Education Programs	2	2
Specialized Program – Board Sanctioned	3	1
<b>Total</b>	<b>7</b>	<b>5</b>
<b>Grand Total Opportunities</b>	<b>86</b>	<b>202</b>

George Harvey CI offers 49 Co-curricular opportunities, 18 Community, Culture and Caring opportunities, 12 Student Success opportunities and 7 Specialization and Other Program



opportunities. The George Harvey CI building is considered somewhat accessible. Visitors can use the elevator to access all floors, however, there are changes in levels that render the basement floor inaccessible. The George Harvey CI site has a single full-sized, natural turf sports field (approximately 1.7 acres in area).

York Memorial CI offers 128 Co-curricular opportunities, 53 Community, Culture and Caring opportunities, 16 Student Success opportunities and 5 Specialization and Other Program opportunities. With regard to accessibility, York Memorial CI is currently accommodated in the Scarlett Heights building that does not have an elevator, and as such, the second floor is not accessible. However, the first floor is completely accessible. York Memorial CI at the Scarlett Heights site has access to a single full-sized, natural turf sports field with a track and a hard-surface basketball court with four nets (approximately 5.5 acres in area).

While the two schools continue in their current locations, the students will continue to have access to the existing levels of support. George Harvey CI students will have fewer opportunities available to them than York Memorial CI students.

When the new building is constructed and occupied on the York Memorial CI site in 2026, York Memorial CI students will benefit from a fully-accessible site. The rebuilt facility will be designed entirely compliant with the requirements of the Accessibility for Ontarians with Disabilities Act. York Memorial CI students will utilize the existing sports field at the York Memorial CI site which consists of a single full-sized, natural turf field with a track (approximately four acres in area).

## **Scenario 2 – George Harvey CI and York Memorial CI Consolidate in 2021**

When George Harvey CI and York Memorial CI consolidate as a new school in the George Harvey CI building, all students will have access to increased opportunities and supports enabled by the increased enrolment. These benefits to student well-being will begin in 2021.

As a consolidated school, the students and staff of George Harvey CI and York Memorial CI will benefit from a fully-accessible building when the new building constructed on the York Memorial CI site opens in 2026. The students will also benefit from the sports field on the York Memorial CI site which is larger than that at George Harvey CI.



### **Scenario 3 – George Harvey CI and York Memorial CI Consolidate in 2026**

When George Harvey CI and York Memorial CI consolidate as a new school in the York Memorial CI site at 2690 Eglinton Avenue West, all students will have access to increased opportunities and supports enabled by the increased enrolment. These benefits to student well-being will be experienced in 2026, later than in Scenario 2.

As in Scenario 2, when the new building is completed and occupied on the York Memorial CI site in 2026, all the students and staff of the consolidated George Harvey CI and York Memorial CI will benefit from a fully-accessible building. The students will also benefit from the sports field on the York Memorial CI site which is larger than that at George Harvey CI.



## 5C. SCHOOL BOARD RESOURCES

### Scenario 1 – Status Quo – No Consolidation

The new building to be constructed on the York Memorial CI site at 2690 Eglinton Avenue West will be built to the same capacity as the previous building that was damaged by the fire – 915 pupil places. The construction of the new building will be paid for from the insurance claim. No additional capital funding should be required.

Until the new building opens, TTC tickets will continue to be provided to York Memorial CI students travelling to the Scarlett Heights site (provided they meet the eligibility requirements in the Transportation of Students Policy). The annual cost of providing TTC tickets to these students is estimated to be \$200,000. If the new building opens in 2026, transportation costs will be incurred for six years – a total of \$1.2M.

George Harvey CI will remain a school with a low enrolment in an under-utilized building. The inefficiencies associated with small enrolments (staffing supplements) and under-utilization (operating cost of the building exceeding the enrolment-based grant) will continue. The current user groups will be able to remain in the building.

After York Memorial CI has moved into the new building, staff will review the Scarlett Heights property to determine its future. The options include: continue to use the property for TDSB purposes (such as a holding site for construction projects or as a multi-purpose centre); retain ownership of the property to address future pressures but lease it out to generate revenue until it is required for TDSB purposes; or, sell the property to reduce costs and generate revenue because it is redundant to the needs of the TDSB.

### Scenario 2 – George Harvey CI and York Memorial CI Consolidate in 2021

When York Memorial CI and George Harvey CI consolidate as a new school in the George Harvey CI building at 1700 Keele Street, the combined enrolment of approximately 1,300 students will increase the utilization of the George Harvey CI building to an optimal level (approximately 90%). The larger enrolment will allow for efficiencies in staffing models (no supplements required) and facility operations (good match of operating costs to enrolment-based grant).

Once the consolidation occurs, York Memorial CI students will not require TTC tickets. This will result in a cost saving of approximately \$200,000 per year.



To receive the York Memorial CI students, the George Harvey CI building will require some fit-up to be paid for from School Condition Improvement funds.

It is anticipated that the current user groups in the George Harvey CI building will be able to remain during the consolidation.

The consolidated school will move into a new building on the York Memorial CI site when the new building is completed. The new building will be built to a larger capacity than the previous building – 1,300 pupil places. The insurance claim will pay for the majority of the construction but additional funds will be required for the increased capacity. Staff will submit a request to the Ministry of Education for these capital funds.

With the relocation of the consolidated school into the new building on the York Memorial CI site, the students will benefit from excellent access to public transit. The York Memorial CI site is situated at the intersection of two major arterials, Eglinton Avenue West and Keele Street, with direct access to the Keelesdale Crosstown LRT station (the Crosstown LRT is expected to open in 2021).

Just prior to the consolidated school moving into the new building, staff will review the George Harvey CI property to determine its future. The options include: continue to use the property for TDSB purposes (such as a holding site for construction projects or as a multi-purpose centre); retain ownership of the property to address future pressures but lease it out to generate revenue until it is required for TDSB purposes; or, sell the property to reduce costs and generate revenue because it is redundant to the needs of the TDSB. These options have differing impacts on the user groups in the George Harvey CI building. If the decision is to keep ownership of the property, the user groups can likely remain in the building. If the decision is to sell the property, the user groups will require relocation or termination of agreements.

A similar review of the Scarlett Heights property will occur once the two schools are consolidated. As above, the options include: continue to use the property for TDSB purposes; retain ownership of the property but lease it out until it is required for TDSB purposes; or, sell the property to reduce costs and generate revenue.



### **Scenario 3 – George Harvey CI and York Memorial CI Consolidate in 2026**

Since York Memorial CI and George Harvey CI will remain in their current, separate locations until they consolidate as a new school in the new building on the York Memorial CI site, they will incur all the costs associated with the status quo for approximately six years.

Until the consolidation occurs, TTC tickets will be provided to York Memorial CI students who are eligible for transportation at a cost of approximately \$200,000 per year. If the consolidation occurs in 2026, the total cost of transportation will be approximately \$1.2M.

Until the consolidation occurs, George Harvey CI will remain a school with a low enrolment in an under-utilized building. The associated inefficiencies will continue for a number of years, but come to an end when the consolidation is implemented.

The new building will be built to a larger capacity of 1,300 pupil places to accommodate the consolidated school. The insurance claim will pay for the majority of the construction. Additional funds will be required for the increased capacity. Staff will submit a request to the Ministry of Education for these capital funds.

With the relocation of the consolidated school into the new building on the York Memorial CI site, the students will benefit from excellent access to public transit. The York Memorial CI site is situated at the intersection of two major arterials with direct access to a Crosstown LRT station.

As in Scenario 2, just prior to the consolidated school moving into the new building, staff will review the George Harvey CI property to determine its future. The possible options have differing opportunities and costs for the TDSB, as well as differing impacts on the user groups in the George Harvey CI building.

Similarly, staff will review the Scarlett Heights property once the building has been vacated by York Memorial CI. As above, the possible options have differing opportunities and costs for the TDSB.



## **5D. LOCAL COMMUNITY**

### **Scenario 1 – Status Quo – No Consolidation**

Current user groups in the George Harvey CI building will be able to continue to operate in the building without disruption.

The community surrounding the George Harvey CI site will not be impacted because there will be no change to the school.

Once the new building is constructed and occupied, the community surrounding the York Memorial CI site at 2690 Eglinton Avenue West will be able to permit space and the playfield; local residents will be able to use the open space after school hours.

When York Memorial CI leaves the Scarlett Heights building, the change is anticipated to be minimal since the local community will still have access to a building for permitting and open space – Hilltop MS is immediately adjacent to the Scarlett Heights property and will remain operational.

### **Scenario 2 – George Harvey CI and York Memorial CI Consolidate in 2021**

It is anticipated that the current user groups in the George Harvey CI building will be able to operate in the building during the consolidation. Some change to operations may be required to accommodate the increased enrolment when the two schools consolidate.

The community surrounding the George Harvey CI site will not experience a change until the consolidated school moves into the new building at 2690 Eglinton Avenue West. The change is anticipated to be minimal since the location of the new building is very close to the George Harvey CI building. The community will still have a local school within walking distance and access to a school site for permitting.

Once the new building is constructed and occupied, the community will have access to the building and playfield for permitting.

When York Memorial CI leaves the Scarlett Heights building, the community will still have access to a public school site for permitting and open space because the adjacent Hilltop MS will continue to operate.



The impact on the user groups of the George Harvey CI building of the consolidated school moving from the George Harvey CI building into the new building will not be known until staff has completed their review of the long-term need for the George Harvey CI property. It is anticipated that the review will be conducted just prior to the opening of the new building.

### **Scenario 3 – George Harvey CI and York Memorial CI Consolidate in 2026**

Since York Memorial CI and George Harvey CI will remain in their current, separate locations until they consolidate as a new school in the new building on the York Memorial CI site, the user groups and surrounding communities of the George Harvey CI site and the Scarlett Heights site will be unaffected for a number of years.

When the two schools are consolidated into the new building, the surrounding community of the George Harvey CI site is unlikely to experience a major change since the new building is very close. The community will still have a local school within walking distance and access to a school site for permitting.

Once the new building is constructed and occupied, the community will have access to the building and playfield for permitting.

When York Memorial CI leaves the Scarlett Heights building, the community will still have access to a public school site for permitting and open space because the adjacent Hilltop MS will continue to operate.

The impact on the user groups of the George Harvey CI building of George Harvey CI being consolidated into the new building will be determined when staff completes their review of the long-term need for the George Harvey CI property. It is anticipated that the review will be conducted just prior to the opening of the new building.



## 6. SCHOOL INFORMATION PROFILES

Detailed information about the schools involved in the proposed pupil accommodation review can be found on the TDSB public website ([www.tdsb.on.ca](http://www.tdsb.on.ca)) in the Accommodation Reviews section. This section can be accessed from the TDSB home page by clicking on “Accommodation Reviews” in the column on the left-hand side.



# Toronto District School Board

Operational Procedure PR598

Title: **PUPIL ACCOMMODATION REVIEW**

Adopted: October 27, 2009

Effectuated: October 27, 2009

Revised: November 18, 2009; March 6, 2012; April 5, 2016; December 12, 2017,  
(new date will be added)

Reviewed: April 5, 2016, (new date will be added)

Authorization: Executive Council

## 1.0 RATIONALE

This procedure supports the implementation of the Accommodation and Program Review Policy (P068) and is intended to adhere to the Ministry of Education's Pupil Accommodation Review Guideline that may be amended from time to time. In the event of a conflict between the procedure and the ministry guideline, the latter prevails.

## 2.0 OBJECTIVE

To provide guidance when undertaking a Pupil Accommodation Review.

## 3.0 DEFINITIONS

*Board* is the Toronto District School Board, which is also referred to as "TDSB".

*Central Accommodation Team* is a cross-functional team of senior staff that makes decisions and/or recommendations to effectively and efficiently manage the exclusive use of space in TDSB facilities in order to create/maintain the strategic placement of academic programming and services to support students and system-wide accommodation needs.

*Exemption to Pupil Accommodation Review* is a circumstance included in the Ministry of Education's Pupil Accommodation Review Guideline where a Pupil Accommodation Review process does not have to be undertaken.

*Local Feasibility Study* is a preliminary analysis of an accommodation or program concept to determine its viability that is conducted by a staff team and the affected Trustee(s). The team, called the Local Feasibility Team, is led by the local super-



intendent(s) of education or designate. The study could lead to other formal public processes such as Boundary Reviews, Program Area Reviews and Pupil Accommodation Reviews that include community engagement.

*Long-Term Program and Accommodation Strategy* is a roadmap for the future that is approved annually by the Board of Trustees and provides an approach to program and accommodation planning with a ten-year timeframe that allows for responsiveness and flexibility in a changing environment by including an annual cycle of review.

*Modified Pupil Accommodation Review Process* is permitted by the Ministry of Education under certain circumstances where potential pupil accommodation options are deemed by the Board to be less complex, when Trustees may decide to undertake a modified Pupil Accommodation Review process.

*Pupil Accommodation Review* is a Ministry-mandated process to determine the future of a group of schools or a single school.

*Pupil Accommodation Review Committee* is a committee established by the Board of Trustees to conduct a community-based review regarding the future of a group of schools or a single school. In accordance with the Ministry of Education's Pupil Accommodation Review Guideline, the committee assumes an advisory role.

*School Information Profile* is an orientation document designed by the Ministry of Education for use by Pupil Accommodation Review Committees. It includes both school board and school data.

*TDSB* is the Toronto District School Board which is also referred to as the "Board".

*Working Meeting* is a meeting of the Pupil Accommodation Review Committee that is not held in public. It may also be referred to as a committee meeting.

## **4.0 RESPONSIBILITY**

The Director holds primary responsibility for this policy. Within the Director's Office, the responsibility for the implementation, coordination, day-to-day management of the policy is assigned to the Associate Director, Business Operations and Service Excellence, and subsequently, the System Planning Officer.

## **5.0 APPLICATION AND SCOPE**

This procedure applies to staff engaged in Pupil Accommodation Reviews.



## PROCEDURES

### 5.1. Scope

This procedure applies to open and active schools offering elementary or secondary regular day school programs but closed schools could be included.

This procedure is intended to adhere to the Ministry of Education's Pupil Accommodation Review Guideline.

### 5.2. Process to Establish a Pupil Accommodation Review Committee

In accordance with the Ministry guideline, school boards are expected to undertake long-term enrolment and capital planning that will provide the context for the Pupil Accommodation Review process. Each year, TDSB staff updates the Long-Term Program and Accommodation Strategy and the Capital Budget and presents them to the Board of Trustees for approval. The Long-Term Program and Accommodation Strategy identifies Local Feasibility Studies that could lead to reviews such as Pupil Accommodation Reviews.

TDSB staff will meet with staff from the City of Toronto, coterminous school boards and community organizations identified before the review process. This interaction will help promote effective communication throughout the year and will help staff update the Long-Term Program and Accommodation Strategy and the Capital Budget.

Once approved by the Board of Trustees, the Long-Term Program and Accommodation Strategy will enable the Central Accommodation Team to move forward with Local Feasibility Studies. Led by a superintendent of education or designate, a Local Feasibility Study ensures due diligence before a Pupil Accommodation Review is considered. The Local Feasibility Team involves the principals of the schools, local trustee(s), and where applicable, staff from other departments. After reviewing the results of the Local Feasibility Study, the Central Accommodation Team will determine if a Pupil Accommodation Review is required.

The establishment of a Pupil Accommodation Review Committee will be approved by the Board of Trustees.

### 5.3. Initial Staff Report



Prior to establishing a Pupil Accommodation Review, an initial staff report will be presented to the Board of Trustees for approval. It must contain a recommended scenario and at least two alternative scenarios, which could include the status quo, to address the accommodation issue(s).

The recommended and alternative accommodation scenarios included in the initial staff report must address the following four impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community.

All school boards must use the ministry-approved template to write their initial staff reports.

The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

Each accommodation scenario included in the initial staff report must include the following:

- Summary of accommodation issue(s) for the school(s) under review;
- Where students will be accommodated;
- Whether proposed changes to existing facility or facilities are required as a result of the Pupil Accommodation Review;
- Any program changes as a result of the recommended and alternative scenarios;
- The impact on student transportation if changes take place;
- How the school board intends to fund new capital investment if it is required as a result of the pupil accommodation review as well as a proposal on how students will be accommodated if funding does not become available; and
- Any relevant information obtained from municipalities and other community partners prior to the commencement of the Pupil Accommodation Review including any confirmed interest in using the underutilized space.



Each recommended and alternative scenario must also include a timeline for implementation.

The initial staff report and School Information Profiles will be made available to the public on the school board's website.

Following Board of Trustee approval to begin a review, staff will provide written notice of the Board of Trustee decision within five (5) business days to the City of Toronto and identified community organizations. The written notice will include an invitation to meet to discuss the recommendations in staff's initial report and to provide an opportunity for a written response prior to the first public meeting.

#### 5.4. Chair of Pupil Accommodation Review Committee

The superintendent of education or designate will oversee the selection of committee members and will chair the committee. If two or more superintendents of education are involved in a review, one of them may serve as chair.

In addition to other duties, the chair will:

- Clarify the advisory role the committee performs;
- Maintain a focus on the best interests of students;
- Review and adopt norms for meetings;
- Maintain integrity of meetings;
- Set all committee meeting and public meeting dates and ensure that details are effectively communicated;
- Clearly present staff's initial recommendation;
- Ensure the Board's Accommodation and Program Review policy and the Ministry of Education's Pupil Accommodation Review Guideline are provided to all committee members and are followed;
- Ensure all required and relevant information including the initial staff report, the committee's mandate, Terms of Reference, School Information Profiles and any program, planning, financial, and policy constraints that will inform committee members and guide them in the de-



velopment of any additional accommodation scenarios are provided to them;

- Advise about the availability of funding if the option requires capital investment and explain how students would be accommodated if funding does not become available;
- Provide the committee and the community with opportunities to generate and give comments about options;
- Coordinate staff engagement;
- Develop a process for public consultation and engagement including providing an opportunity for delegations from the public; and
- Develop a communications plan with the Communications department to ensure accurate and timely reporting of information to the community.

#### 5.5. Membership of a Pupil Accommodation Review Committee

Membership will include:

- Superintendent(s) of education for the schools named in the review or designate(s);
- Up to four parents 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);
  - In order to ensure consistency and fairness, there will be agreement among all named schools to ensure each school has the same number of parent/community representatives. For example, if one school has parent representation of three, then all schools within the review will be limited to three parents.
  - If the number of interested parent representatives exceeds four or if the maximum number as determined by the school with the fewest number of members is exceeded, the parent representatives for each school will be chosen by a lottery coordinated by the superintendent of education or designate.



- Two secondary school students for a review involving elementary schools; two secondary school students from each school in a review for a review involving one or more secondary schools;
- Principal from each school named in the review; and
- Principal from outside the review area (appointed by the Toronto School Administrators' Association).

As per the Ministry guideline, the local trustee(s) will be an ad hoc member (ad hoc members) of the Pupil Accommodation Review Committee.

As required, others who participate as part of a support pool to the committee but are not members include central TDSB staff to provide information, analysis and resource support and any other support deemed necessary by the chair.

As per the Board of Trustee decision on September 7, 2010, the French as a Second Language Advisory Committee (FSLAC) will be invited to submit comments on any Pupil Accommodation Review that could potentially impact French Immersion and Extended French programs.

#### 5.6. Mandate and Work of the Pupil Accommodation Review Committee

The mandate of the committee is to act as an information conduit between the school board and the community. As per the Ministry of Education's guideline, school boards must present a recommended scenario and at least two alternative scenarios, which could include the status quo, that address the accommodation issue(s). The committee may choose to develop an alternative scenario with supporting rationale that is consistent with the Terms of Reference. It may also provide insights to help the Board of Trustees make its decision.

The committee may conduct as many working meetings as required but must have at least one working meeting before the first public meeting occurs.

At this meeting, the following must occur:

- Clarification of the advisory role of the committee;
- Setting dates of all meetings (including a minimum of three public meetings).



- Provision of relevant documents including a copy of the initial staff report approved by the Board of Trustees, Terms of Reference that describe the committee's mandate and School Information Profiles that include data to help committee members understand detailed information about the schools in the review.

The work of the Pupil Accommodation Review Committee will be done during committee's working meetings. Working meetings will include committee members only. The public will have an opportunity to participate during public meetings.

Members are expected to attend all committee and public meetings. Substitutes cannot be sent to meetings to represent absent members. If parents or students resign from the committee, replacements may be sought using the same selection criteria.

Any PARC member may bring forward an option to be considered by the PARC. Where possible, the PARC will decide by consensus whether to bring the option forward for consideration or analysis by staff. Where consensus cannot be reached, the PARC will measure its level of support for the option by a majority vote. Staff will facilitate the discussion by supplying information that both supports and does not support the option under consideration.

If the Pupil Accommodation Review Committee is unable or unwilling to fulfill its role for any reason, TDSB administration will have the discretion to extend the timeline or terminate the work of the committee. If the work of the committee has been terminated, the review will be completed by central TDSB staff.

#### 5.7. Community Participation and Communication

Effective engagement with those affected by decisions during the review process is intended to ensure that the decisions of the Board of Trustees are fully informed and carefully considered.

In addition to broad engagement, efforts will be made to ensure that 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.



As per the Ministry of Education's guideline, there must be a minimum of three public meetings to allow for active engagement of the community. These meetings must be facilitated but may be structured differently to meet local needs.

After the Board of Trustees has approved the initiation of the Pupil Accommodation Review, there must be no less than forty (40) business days (excluding holiday periods defined in the Ministry guideline) prior to the first public meeting.

There must be no fewer than sixty (60) business days between the first and final public meeting.

The community will be informed about the dates of public meetings in advance of the meetings. The meeting dates will be posted on the TDSB's website. If a meeting must be added, deleted or changed, the superintendent of education or designate will ensure that the change is communicated. If possible, public meetings will be held at different schools involved in the review to encourage community participation.

The superintendent of education or designate will develop a list of local needs to assist with participation at public meetings (e.g. interpretation) and ensure these supports are in place when possible.

Attendance at public meetings will be recorded to track participation during the review process. All participants will complete the attendance sheet when entering the meeting. At a minimum, each participant's name, full address including postal code, relationship to the school (e.g. parent/guardian of student, resident, or community agency representative), and email address will be requested. The collection of this information is for the sole purpose of TDSB and will not be shared with any third party.

Information about the review will be posted on the TDSB's external website and updated regularly throughout the review process. Information will include the names of committee members, the names of the schools involved in the review, dates and times of public meetings, meeting agendas, meeting notes, the School Information Profiles, questions and answers as well as other relevant material where practical.



Other communication methods which may be used include written or electronic notices sent to parents of the schools named in the review and members of the school community.

Questions/comments from the public can be submitted using any of the following methods:

- Submitted by e-mail to the office of the superintendent or designate or the Strategy and Planning department;
- Submitted in writing or stated verbally at a public meeting (the chair will determine the process to receive questions from the public during public meetings); or
- Submitted as a delegation for presentation at a public meeting. Delegations must follow the same process as for the Board's standing committees. Requests to make delegations must be submitted in writing to the chair of the Pupil Accommodation Review by 4:00 p.m., two days before the day of the public meeting or by another deadline determined by the superintendent of education or designate.

Requests must include:

- the topic that will be addressed;
- the name of the speaker;
- address of the speaker;
- contact information for the speaker (phone, fax, e-mail); and
- the name of the organization represented (if applicable).

Each person making a delegation will be given five minutes to speak at designated public meetings.

There will be practical limits within which questions will be addressed. For example, requests for information that are deemed to be irrelevant can be denied with an explanation, and questions that have already been addressed can be referred to previous responses.

All written correspondence from the community will be provided to committee members at the next working meeting. Every meeting will include an agenda item when all written correspondence received since the last meeting is received.



At the end of the review process, TDSB staff will present their final recommendations at a public meeting.

Staff will inform members of the committee and the school community of next steps including the date of the trustee committee meeting and the Board of Trustee meeting at which recommendations by TDSB central staff will be considered, and details concerning how to make delegations to the Board of Trustees.

There must be a minimum of ten (10) business days between the date of the trustee committee at which members of the public can make delegations regarding the review and the date of the Board of Trustee meeting at which a final decision will be made.

A letter will be sent to parents to notify them about the Board of Trustee decision and next steps. A copy of the letter will be posted on the TDSB's website and the school's website.

#### 5.8. School Staff Engagement

The superintendent of education or designate will consult with Employee Services prior to the beginning of the review process to provide support at meetings with staff of the named schools under review.

The superintendent of education or designate will inform staff of schools named in the review as soon as practicable after the Board of Trustees approves the establishment of the Pupil Accommodation Review Committee to explain the reasons for the accommodation review and the ways in which staff will be informed and engaged.

Throughout the process, staff will be provided access to the information that is provided to the public. The superintendent of education or designate will communicate the process for staff to seek information and make comments. School staff may submit comments and/or questions in writing to the superintendent of education or designate.

If staff's initial recommendation changes significantly by the end of the review process, the superintendent of education or designate will contact staff of the schools under review to explain any new recommendations.

All meetings with school staff will occur separately from the public meetings.



Staff of the schools named in the review may attend public meetings to remain informed. Any questions or concerns they may have should be presented to the superintendent of education or designate at their next staff meeting.

Following the completion of the review and a Board of Trustee decision, Employee Services will ensure that affected staff are provided with comprehensive information concerning transfer and placement and with opportunities to ask questions and seek clarification.

#### 5.9. Final Staff Report

School board staff may choose to amend their recommended and alternative accommodation scenarios included in the initial staff report. However, if a new school closure is introduced as part of the final staff report and the closure has not been presented at a public meeting, then an additional public meeting must be held no fewer than twenty (20) business days from the posting of the final staff report.

The final staff report must be posted no fewer than ten (10) business days after the final public meeting.

TDSB central staff will present its report to a trustee committee of the Board of Trustees. The report will include a summary of the Pupil Accommodation Review feedback from the school community and students in a Community Consultation section, analysis of any options generated by the Pupil Accommodation Review Committee, as well as responses received from the City of Toronto and other identified community organizations.

Staff's recommendations will include, where required, surplus declarations, disposition parameters, transfer to the Toronto Lands Corporation, boundary changes, school name updates required to reflect new grade configurations, and proposed implementation timelines.

There must be a minimum of ten (10) business days between the date of the trustee committee at which members of the public can make delegations regarding the review and the date of the Board of Trustee meeting at which a final decision will be made.

The Board of Trustees will make final decisions regarding the future of schools.



#### 5.10. Modified Pupil Accommodation Review Process

As per the Ministry's Pupil Accommodation Review Guideline, a modified, shortened review process can be approved by the Board of Trustees in situations that are less complex. The initial staff report must explain the rationale for exempting a school(s) from the standard Pupil Accommodation Review process. The rationale for conducting a modified Pupil Accommodation Review process must be based on one or more of the following factors.

##### 1. Enrolment

- a. Where current and projected enrolment have reached a level where programming is non-viable and programming options for students are limited, such as:
  - i. An elementary school with an enrolment equal to or less than 150 students for the current school year and projected to remain so for the next five years.
  - ii. A secondary school with an enrolment equal to or less than 350 students for the current school year and projected to remain so for the next five years.

##### 2. Utilization Rate

- a. Where a school has a current utilization rate of 65% or lower and is projected to remain so for the next five years. Utilization will be determined by dividing the school's enrolment by the capacity of the school building.

##### 3. Facility Condition

- a. Where a school facility is not physically suitable to serve the school community, such as:
  - i. Where retrofitting or repair may involve major capital investment; or
  - ii. Where the Facility Condition Index deems the school Prohibitive to Repair.

##### 4. Distance



- a. The distance to the nearest available accommodation is within walking distance (as per the TDSB's Transportation of Students policy P020) of the addresses served by the school proposed for closure.

In situations where a modified Pupil Accommodation Review process is approved, a Pupil Accommodation Review Committee will not be established.

The timelines are as follows:

Following the date of the Board of Trustee approval, staff will provide written notice of the Board of Trustee decision within five (5) business days to the City of Toronto and identified community organizations. The written notice will include an invitation to meet to discuss the recommendations in staff's initial report and to provide an opportunity for a written response prior to the first public meeting.

Staff will also notify the Directors of Education of coterminous school boards as well as the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

The school board must hold at least one public meeting. Beginning with the date of the Board of Trustee approval to conduct a modified pupil accommodation review, there must be no fewer than forty (40) business days before this public meeting is held. The feedback gathered at the public meeting will be included in a community consultation section of the final staff report.

The final staff report must be publicly posted no fewer than ten (10) business days after the final public meeting.

School board staff may choose to amend their recommended and alternative accommodation scenarios included in the initial staff report. However, if a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than twenty (20) business days from the posting of the final staff report.

From the posting of the final staff report, there must be no fewer than ten (10) business days before the public delegations.



There must be no fewer than ten (10) business days between public delegations and the final decision of the Board of Trustees.

#### 5.11. Summary of Pupil Accommodation Review Timelines

A staff report will be presented to the Board of Trustee for approval to begin the Pupil Accommodation Review.

Following Board of Trustee approval to initiate the Pupil Accommodation Review, staff will provide written notice of the Board of Trustee decision within five (5) business days to the City of Toronto and identified community organizations. The written notice will include an invitation to meet to discuss the recommendations in staff's initial report and to provide an opportunity for a written response prior to the first public meeting.

Staff will also notify the Directors of Education of coterminous school boards as well as the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

There must be no fewer than forty (40) business days between the date of the Board of Trustee approval to initiate the review and the date of the first public meeting.

There must be no fewer than sixty (60) business days between the first and the final public meetings (does not apply to the modified review process).

Staff's final report must be posted no fewer than ten (10) business days after the final public meeting.

From the posting of the final staff report, there must be no fewer than ten (10) business days before the public delegations.

If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than twenty (20) business days from the posting of the final staff report.

There must be no fewer than ten (10) business days between public delegations and the final decision of the Board of Trustees.



A graphic showing the Ministry timelines for the standard and modified review process can be found in Appendix A.

#### 5.12. Exemptions

The Ministry's guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. As per the guideline, these include:

- When a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- When a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- When a lease for the school is terminated;
- When a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- When a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a



decision is made by the Board of Trustees. There is no requirement to hold a public meeting.

The school board must also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Capital and Business Support Division no fewer than five business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustee decision to close or move a school or students in accordance with this section.

## **6.0 EVALUATION**

This procedure will be reviewed at a minimum every four (4) years after the effective date or sooner if revisions to the guideline associated with the procedure are instituted by the Ministry of Education.

## **8.0 APPENDICES**

Appendix A: Pupil Accommodation Review Processes with Ministry Timelines

## **9.0 REFERENCE DOCUMENTS**

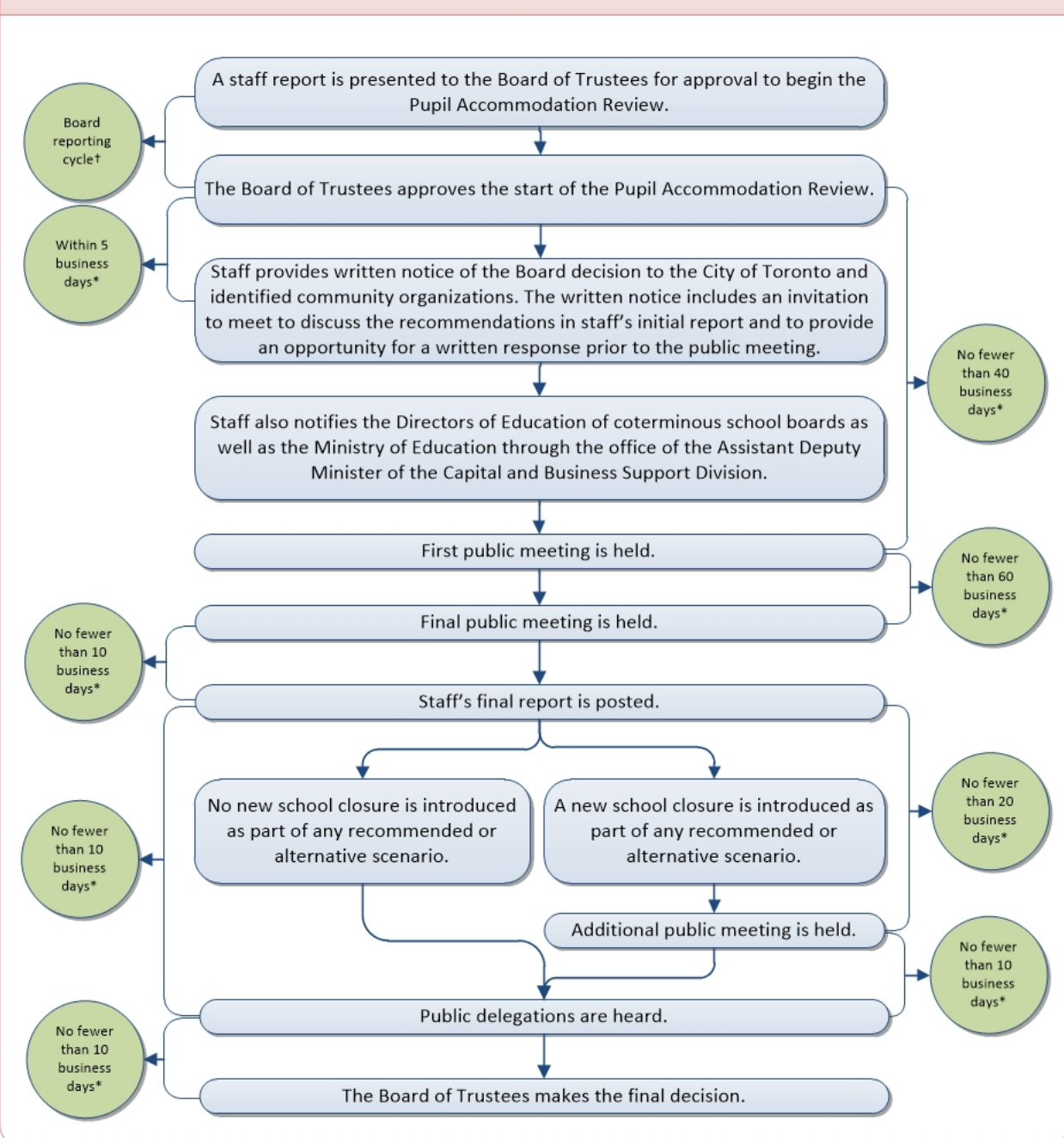
- Accommodation and Program Review Policy (P068)
- Ministry of Education's Pupil Accommodation Review Guideline



Appendix A

**Pupil Accommodation Review Processes with Ministry Timelines**

**Standard review process (6.5 months minimum)**



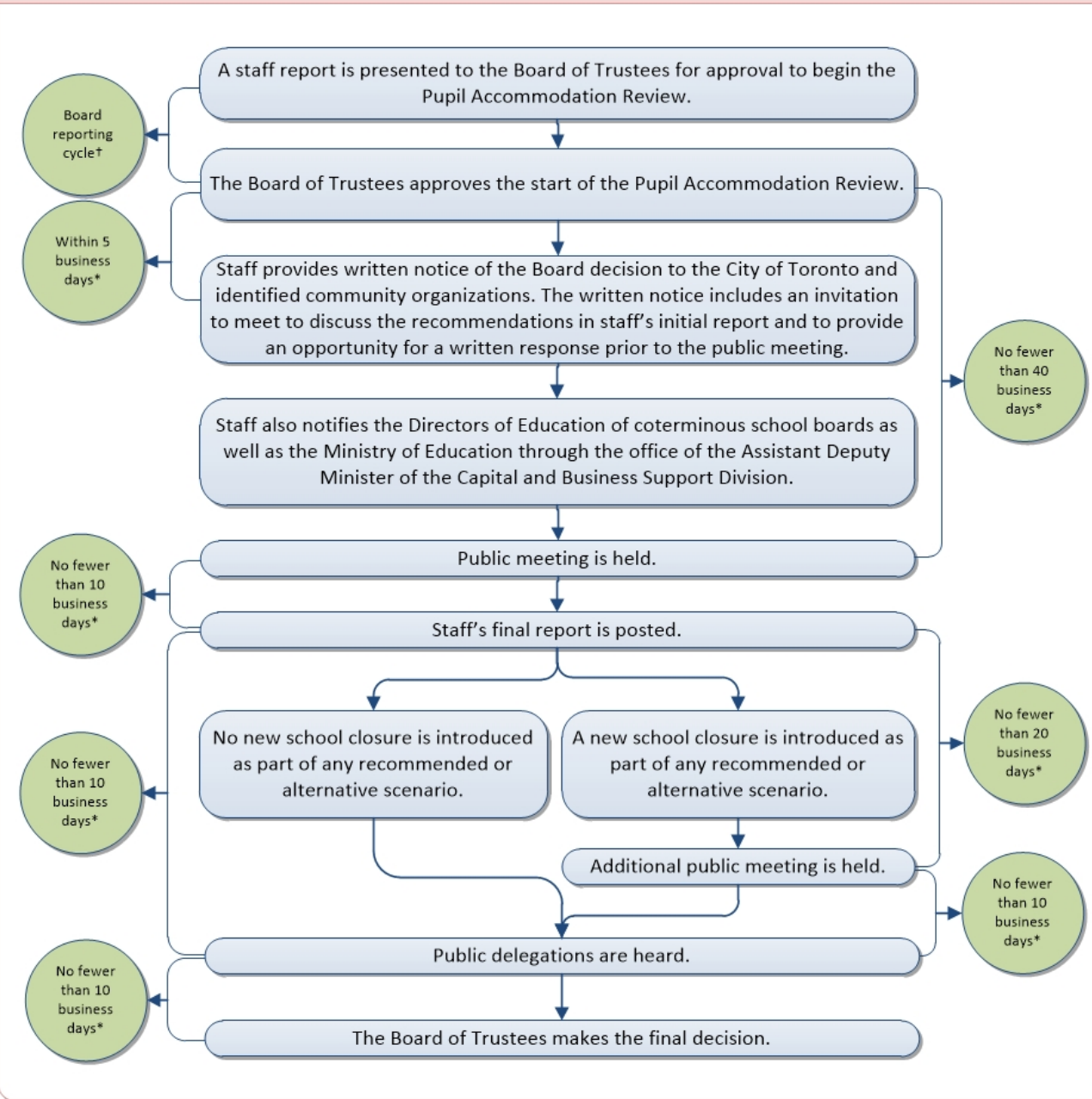
† The Toronto District School Board meeting schedule may be found at <https://www.tdsb.on.ca/Portals/0/docs/BoardMeetingSchedule.pdf>

\* A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer breaks.



## Pupil Accommodation Review Processes with Ministry Timelines

### Modified review process (3.5 months minimum)



† The Toronto District School Board meeting schedule may be found at <https://www.tdsb.on.ca/Portals/0/docs/BoardMeetingSchedule.pdf>

\* A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer breaks.





## **French-as-a-Second Language Programs Review: Update#2**

**To:** Committee of the Whole

**Date:** 29 January, 2020

**Report No.:** 01-20-3824

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the second update on French-as-a-Second Language Recommendations be received.

### **Context**

This second update for the French-as-a-Second Language Recommendations highlights ongoing initiatives, activities and those that have taken place since the October 16, 2019 Committee of Whole meeting.

Over the next several years, the TDSB will phase in changes and enhancements to French-as-a-Second-Language Programs, which are all aimed at improving equity of access for students. The redistribution of existing programs will establish a single program model with two entry points – Junior Kindergarten French Immersion (beginning 2022) and Grade 4 Middle Immersion (beginning 2021). As part of planned program changes, the Grade 4 Junior Extended French Program will phase out as the Grade 4 Middle Immersion Program begins. There will be no gap in access to the Grade 4 entry to intensive French programming.

As part of planned program changes, the following entry points will phase out entirely: the one (1) Grade 6 Intensive Extended French Program and the fourteen (14) Grade 7 Entry Extended French programs. At the foundation of this decision was a commitment



to ensuring that access to intensive FSL programs was more fair and equitable across the TDSB. The streamlining of programs will increase access to an intensive FSL program for students in the board. It will permit the focus of resources, both material and human, in order to serve students better, and to strengthen the Core French program that serves all students in Grade 4-9 (and beyond) in TDSB schools that do not choose an intensive FSL program. This will also allow a more effective deployment of FSL qualified teachers. While understandably important to families in the immediate area, a specific entry point at one (1) of 473 elementary TDSB schools, that is the Grade 6 Intensive Extended French, and an entry point at fourteen (14) of 473 elementary TDSB schools, that is the Grade 7 Entry Extended French, does not align with the vision of equitable access across the system.

Staff has acknowledged that there are some students that have been impacted by the phase out of the aforementioned programs. Therefore, staff will conduct further analysis on the implementation phases of the French-as-a-Second Language recommendations concerning the phase out and will report back accordingly.

Flow charts, Appendix A, have been created to depict the phase out of each of the programs.

### **Core French Action Plan Update**

Currently, more than 90,000 TDSB students are enrolled in the Core French Program. In Ontario, it is mandatory for all students attending English-language elementary schools to receive French instruction in every school year from Grade 4 through Grade 8, and to accumulate a minimum of 600 hours of French instruction by the end of Grade 8. In addition, students in the regular English program must complete one secondary Core French credit (typically in Grade 9) in order to graduate.

The integral focus of the Core French Action Plan presented in October 16, 2019 Committee of the Whole report is to support leaders and Principals to build staff capacity and shared leadership regarding programming and strategies for differentiated instruction that accommodate a range of learners and learning needs in Core French programs. In addition, to the items shared in that report, the central FSL department has concentrated efforts to improve on-line engagement and communication for Core French teachers across TDSB.

### **On-line Engagement & Communication (Staff):**

In September 2019, the central FSL department launched the TDSB FSL Google Site. The site is accessible to all TDSB teachers and staff, and is designed to support FSL teachers, administrators, superintendents, and staff who support teachers and students working and learning in French-as-a-Second-Language programs. On this site, TDSB teachers and staff have access to a plethora of resources which include, but are not limited to, a handbook for FSL teachers as well as a wide range of information and resources on topics such as:



- Inclusive Design
- Special Education
- Best Practices in FSL programs
- Global Competencies and Digital Tools
- Differentiation, Inclusion and Assistive Technology
- Events and Cultural Activities
- Classroom resources
- TDSB FSL Google+ Community
- Excursions and Experiences in French

In January 2020, the central FSL department completed and launched an addition to the TDSB FSL Google site, the Common European Framework of Reference (CEFR) site. This site is aimed at supporting Core French teachers as they implement the CEFR-based Action-Oriented approach in the classroom. The central FSL department and TDSB CEFR workgroups have co-created a series of CEFR toolkits to support planning, instruction and assessment in Core French programs across the TDSB. Linked to the already existing staff TDSB FSL Google site, FSL teachers and staff can access the CEFR site created to support the engaging use of these materials. Teaching staff will be able to borrow the CEFR toolkits on-line from the Library and Learning Resources Centre.

### **On-line Engagement & Communication (Parent/Guardian Community):**

In continued efforts to streamline and enhance communication with the parent/guardian community, the central FSL department has undertaken the redevelopment of the public FSL website. This site is designed to support parents/guardians and family members of students in Core French, Extended or French Immersion programs in the TDSB, or any interested members of the wider community searching for information on French programs in TDSB. Information on the public FSL website will provide parents/guardians with access to a broad range of topics which include, but are not limited to, information on the various TDSB FSL programs (i.e., Core French, Immersion and Extended, as well as a wide range of information and resources on topics such as:

- Why Learn French? Visions and Goals
- Core French
- Application & Placement Process
- Supporting My Child at Home
- Staying Connected with School
- Special Education & FSL
- Inclusion
- FSL Review, Recommendations, and Implementations Plans
- French as a Second Language Community Advisory Committee
- Community Links & Supports



All the information is designed to assist parents/guardians and the wider community to support their child, to navigate important information related to FSL programming and to promote well-being at school and at home.

**Recruitment:**

In collaboration with Employee Services, the central FSL department continues to concentrate efforts on effective and intentional recruitment by participating in career fairs at universities that have pre-service training programs for French teachers inside and outside Ontario; liaising with these Faculties of Education beyond the career fair opportunities to organize information sessions that specifically address French teacher candidates; and actively interviewing French candidates during actual campus visits at the universities whenever possible. In 2019, a total of 194 elementary and 21 secondary occasional teachers with French-as-a-Second-Language qualifications were hired.

In addition, the central FSL department in collaboration with Employee Services undertook the review of the current FSL fluency assessment tool for new hires to the board. Careful consideration has been given to the establishment of the criteria in the revised French assessment tool used to gauge French oral and written fluency for teacher interviewees. The French assessment tool is currently used by the Principal Interview teams to assess French proficiency of prospective new FSL teachers at the initial interview stage. Successful candidates who are deemed fluent in both oral and written French proceed to the final stage of the interview process. Successful candidates in both interviews are placed on the Occasional Teacher roster.

**Implementation of a proposed transportation plan:**

Given decisions made at the November 2019 Board meeting, operational procedure PR597 has been updated to reflect no service changes to transportation for K-8 in French Immersion/Extended French programs for the 2020-2021 school year for those students who qualify. Finance & Business Operations staff will report back in February 2020 on the achievability of savings in transportation and the impact of associated funding changes.

**Development of a redistribution plan for French Immersion programs to improve equity of access:**

The TDSB continues to be committed to equity of access to an intensive FSL program through the redistribution of existing programs taking into consideration the following:

- Transportation
- School capacity
- School configuration (i.e. JK-3, JK-5, JK-6, JK-8, 4-8, 6-8, 7-8)
- Proximity to other Intensive FSL programs
- Number of feeder schools to Intensive FSL programs
- Secondary school pathways

A meeting for Trustees will be confirmed for the end of May 2020 where staff will share the proposed redistribution plans for the implementation of the French



recommendations approved June 2019, and receive feedback. This will assist staff in identifying areas that may require further clarification or description in advance of the final report to be presented in June 2020.

A redistribution plan will be presented at the June Committee of the Whole meeting after an extensive review of the existing locations of intensive French programs to improve equity of access for families across the TDSB. Consideration for program locations, pathways and secondary school sites are all under review within the French-as-a-Second Language Implementation phase of the French recommendations and the Secondary Review. All existing pathways at this time as established at the entry of each intensive FSL program will remain as such. Changes may occur in the future in accordance with board procedures.

### **Revision of operational procedure, PR597, French Immersion/Extended French:**

PR597 is the procedure that governs intensive French programs, including the process by which staff manages the application and placement process for these programs. Given decisions made at the November 2019 Board meeting, operational procedure PR597 has been updated to reflect no service changes to transportation for K-8 in French Immersion/Extended French programs for the 2020-2021 school year for those students who qualify. Where transportation is approved by the Transportation Department, students from Senior Kindergarten to Grade 5 will be transported by bus. Where transportation is approved by the Transportation Department, students from Grades 6 to 8 will be provided with TTC tickets. Students may be transported to French Immersion and Extended French programs if the distance from home to school exceeds the following:

- Senior Kindergarten to Grade 5: 1.6 km or more
- Grade 6 to 8: 3.2km or more

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

A meeting for Trustees will be confirmed for the end of May 2020 where staff will share the proposed redistribution plans for the implementation of the French recommendations approved June 2019, and receive feedback. This will assist staff in identifying areas that may require further clarification or description in advance of the final report to be presented in June 2020.

### **Resource Implications**

No additional resources are required at this time.

### **Communications Considerations**

The French-as-a-Second Language public website will contain information on the French-as-a-Second Language Review, Recommendations, Implementation phases



including updated reports as approved at Board Meetings, and house all the updated Question and Answer fact sheets related to the recommendations, phase out of the Grade 6 Intensive Extended program, the phase out of the Grade 7 Entry Extended French program and the transition from the Grade 4 Junior Extended program to the Grade 4 Middle Immersion program. Staff will also continue to work with the Government, Public and Community Relations Department to determine further communication needs and support required to inform parents/guardians, staff, and students.

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

PR597 – Operational Procedure, French Immersion/Extended French

## **Appendices**

- Appendix A: Flow Charts

## **From**

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Junior Extended French Program Phases out as the Middle Immersion Program Begins

Cohort	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2027	Sept 2028
Grade 2	English	English	English	English	English	English	English	English	English	English
Grade 3	English	English	English	English	English	English	English	English	English	English
Grade 4	Junior Extended French	Junior Extended French*	Middle Immersion+	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	English
Grade 5	Junior Extended French	Junior Extended French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 6	Junior Extended French	Junior Extended French	Junior Extended French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 7	Junior Extended French	Junior Extended French	Junior Extended French	Junior Extended French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 8	Junior Extended French	Junior Extended French	Junior Extended French	Junior Extended French	Junior Extended French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 9	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French^	Immersion**	Immersion	Immersion	Immersion
Grade 10	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Immersion	Immersion	Immersion
Grade 11	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Immersion	Immersion
Grade 12	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French^^	Immersion

Legend:

* Last cohort of Junior Extended French (Sept 2020)
** Continuation of program for this cohort of Junior Extended French in secondary
^ Last Grade 9 Extended French class (Sept 2024)
^^ Final graduating class of Extended French (June 2028)
+ First cohort of Middle French Immersion (Sept 2021)

Notes:

Students who begin the Grade 4 Junior Extended French in September 2020 will be able to complete Grade 8 in Extended French. There will be no new Grade 9 Extended French in September 2025.

Students who complete the Grade 8 Junior Extended French program in June of 2025 and who are interested in a continuation of program will be accommodated in the French Immersion program in Grade 9 in September 2025.

Students in Grade 3 in 2019/2020 may apply to the Grade 4 Junior Extended French for September 2020, and students in Grade 3 in 2020/2021, may apply to the Grade 4 Middle French Immersion for September 2021.



Grade 6 Entry Intensive Extended French Phase Out (Options for each cohort under current implementation plan)

Cohort	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2027	Sept 2028
Grade 2	English	English	English	English	English	English	English	English	English	English
Grade 3	English	English	English	English	English	English	English	English	English	English
Grade 4	Core French	Junior Extended French	Middle Immersion+	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 5	Core French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 6	Core French	Gr 6 Intensive Extended French#	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 7	Gr 7 Extended French Entry	Gr 7 Extended French Entry~	Gr 6 Intensive Extended French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 8	Gr 7 Extended French Entry	Gr 7 Extended French Entry	Gr 7 Extended French Entry	Gr 6 Intensive Extended French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 9	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Immersion**	Immersion	Immersion	Immersion
Grade 10	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Immersion	Immersion	Immersion
Grade 11	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Immersion	Immersion
Grade 12	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Immersion

Legend

\* Last cohort of Junior Extended French (Sept 2020)

\*\* Continuation of program for this cohort of Junior Extended French in secondary

+ First cohort of Middle French Immersion (Sept 2021)

# Last cohort of 6 Entry Intensive Extended French (Sept 2020)

~ Last cohort of Grade 7 Entry Extended French (Sept 2020)

**Note:**  
The Grade 6 Intensive Extended French program currently resides in only 1 TDSB school of 473 elementary schools.  
The Grade 6 Intensive Extended French program is a locally managed application process.  
Entry is never guaranteed for any student in any given year.



Grade 7 Entry Extended French Phase Out (Options for each cohort under current implementation plan)

Cohort	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2027	Sept 2028
Grade 2	English	English	English	English	English	English	English	English	English	English
Grade 3	English	English	English	English	English	English	English	English	English	English
Grade 4	Core French	Junior Extended French*	Middle Immersion+	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 5	Core French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 6	Core French	Core French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 7	Gr 7 Extended French Entry	Gr 7 Extended French Entry~	Core French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 8	Gr 7 Extended French Entry	Gr 7 Extended French Entry	Gr 7 Extended French Entry	Core French	Core French	Junior Extended French	Middle Immersion	Middle Immersion	Middle Immersion	Middle Immersion
Grade 9	Extended French	Extended French	Extended French	Extended French	Core French	Core French	Immersion**	Immersion	Immersion	Immersion
Grade 10	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Core French	Immersion	Immersion	Immersion
Grade 11	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Core French	Immersion	Immersion
Grade 12	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Extended French	Core French	Core French	Immersion

Legend:

* Last cohort of Junior Extended French (Sept 2020)
** Continuation of program for this cohort of Junior Extended French in secondary
+ First cohort of Middle French Immersion (Sept 2021)
~ Last cohort of Grade 7 Entry Extended French (Sept 2020)

Notes:

The attendance area for the Grade 7 Entry Extended French programs is created by "associated" English feeder schools.  
The Grade 7 Entry Extended French program currently resides in only 14 TDSB schools of 473 elementary schools.  
The Grade 7 Entry Extended French programs are managed based on a local application process.  
Entry is never guaranteed for any student in any given year.



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## **Transportation Update on Changes to Bell Times in 2020-21**

**To:** Committee of the Whole

**Date:** 29 January, 2020

**Report No.:** 01-20-3832

### **Strategic Directions**

1. Allocate Human and Financial Resources Strategically to Support Student Needs
2. Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the Student Transportation Update on Bell Time Changes for 2020-21 be received.

### **Context**

When the Board passed its 2019-20 operating budget, it included a two year implementation plan to balance the Board's budget. The plan included budget changes for 2019-20, as well as planned reductions for the 2020-21 school year.

One of the areas impacted by planned reductions in 2020-21 was student transportation. The initial plan included changes to elementary French immersion and gifted transportation but those were subsequently reversed to ensure that there was time to conduct a review of where these programs are offered and how to ensure equity of access. These changes would have amounted to \$1.9M in savings.

In addition, a second planned change to student transportation involves adjusting bell times to improve route efficiency. This was projected to save the Board \$2.5M annually. This report outlines how staff will implement the Board direction in this area.



## Background

Currently, the TDSB spends approximately \$67.2M on student transportation and we receive \$63.7M in funding from the Ministry of Education. This results in a deficit of approximately \$3.5M.

While we understand that changing bell times will be difficult for some families and communities initially, we feel that this option maintains the level of transportation services for our students and is the best solution in the long run. Without these changes other reductions to services would have to be found in other areas of the Board to balance the budget. The projected impact of changing bell times and making routes more efficient will be approximately \$2.5M in annual savings.

In addition to the financial impetus for this change, several other factors were considered:

- *Driver shortages* – centralizing bell times allows us to plan routes more efficiently. An analysis conducted by our software vendor estimated that approximately 55-60 buses will be taken off the roads as a result of greater efficiency in planning resulting from bell time changes. This is done by more efficiently coupling schools to ensure the maximization of usage by each bus. This will minimize the impact of driver shortages by reducing the number of drivers needed across the system by approximately 55-60 drivers/routes. To put this in to perspective, in October, 2019, there were 50 open routes as a result of the driver shortage. The drivers that are freed up as a result of this planning could be available to fill shortages.
- *Limit Service Disruption* – By altering bell times, the Board will ensure that all students who are currently eligible for Student Transportation will continue to have the service.
- *Environmental impact* – Every bus on the road emits approximately 50 metric tonnes of carbon dioxide per year. By removing 55 buses off the roads, over 2,750 metric tonnes of carbon dioxide could be reduced.

In the analysis of this plan provided by our software vendor, Georef, the following parameters were put on the changes:

1. Bell times would be in the following ranges:
  - a. Morning bell times would be between 8:15 and 9:15am
  - b. Afternoon bell times would be between 2:45 and 3:45pm
2. No change in bell times would be greater than 30 minutes
3. Only full size (big bus) vehicles were considered that were configured to carry 70-72 students or 41 students.



## Action Plan and Associated Timeline

The bell time change based on the above parameters is projected to significantly reduce the number of routes required. It is estimated that routes at 145 schools would be impacted. The chart below provides a summary of the changes to bell times across those schools.

CHANGE IN MINUTES	INCREASE IN BELL TIME	DECREASE IN BELL TIME	TOTAL SCHOOLS IMPACTED
5 Minutes	6	1	7
10 Minutes	8	4	12
15 Minutes	20	9	29
20 Minutes	7	9	16
25 Minutes	24	7	31
30 Minutes	22	28	50
<b>Total</b>	<b>87</b>	<b>58</b>	<b>145</b>

Detailed information of the impact school will be provided as part of the consultation process.

In order to implement the changes to bell times, staff will follow the procedures outlined in PR504 – Transportation of Students, section 3.4 in Appendix B. The following chart provides an outline of the timeline and communication plans:

Activity/Event	Month	Comments
<b>Identification of Impacted Schools</b>	February 2020	Transportation department will prepare routing to determine impacted schools
<b>Stakeholder Consultation</b>	February to March 2020	<p>The consultation will include the following groups:</p> <ul style="list-style-type: none"> <li>• Trustees</li> <li>• Superintendents</li> <li>• Principals</li> <li>• School Staff</li> <li>• Childcares &amp; EDP programs</li> </ul>



		<ul style="list-style-type: none"> <li>• School Councils</li> <li>• SEAC</li> <li>• PIAC</li> <li>• Parents</li> </ul>
<b>Completion and notification of final bell changes</b>	End of March 2020	<p>The transportation department will advise schools of new bell times and provide communication tools for informing parents. Both the board and transportation websites will be updated with information for parents/guardians.</p> <p>A final report on the implementation of the change in bell times will be provided to FBEC in the April round of meetings.</p>

The consultation with stakeholders will be done in two different formats. A public meeting with communities in each Learning Centre will be scheduled during the month of February. In addition, an online survey, which will also provide background information on the impacted schools and other relevant information, will be administered. Consultation for principals and school staff will be done through targeted email communications and online surveys.

The impacts of bell time optimization on local child care services will vary from school-to-school. Changes in bell times may require some licensed child care, before-and after-school programs (BASP) and authorized recreation program providers to adjust their hours of operation, capacity and staffing. The Early Years Team, working in collaboration with Communications staff, Superintendents, and Transportation teams, will create a coordinated communication plan for informing all stakeholders. The transition to new hours of operation for child care centres, before-and after-school programs and authorized recreation providers will be contingent on open and regular communication between the principal, child care supervisor and families. The Early Years team will begin consultations with child care staff to fully assess the degree to which operational adjustments are required in each school. A similar process of evaluation will be undertaken regarding the operation of EarlyON Centres in TDSB schools.

## Resource Implications

It is anticipated that bell time changes will result in a budget reduction of approximately \$2.5M as outlined in the 2019-20 budget plan.



## **Communications Considerations**

We will work closely with the Communications department to ensure that all stakeholders, including parents/guardians, are provided with the opportunity to share feedback, and are provided with all required information in a timely manner.

Communications, as outlined in the Action Plan and Associated Timelines in this report, will be completed. Updated information will be provided on both the Board's website and the Toronto Student Transportation Group (TSTG) website when routing is complete.

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

- i. PO20 – Transportation of Students
- ii. PR504 – Transportation of Students

## **Appendices**

- Appendix A: PO20 – Transportation of Students
- Appendix B: PR504 – Transportation of Students

## **From**

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# Toronto District School Board

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Policy P020

Title: **TRANSPORTATION OF STUDENTS**

Adopted: December 16, 1998

Revised: May 31, 2000, October 27, 2005

Review:

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## 1.0 OBJECTIVE

To establish the criteria for the provision of student transportation and safety measures that will be taken

## 2.0 RESPONSIBILITY

Executive Superintendent, Business Services

## 3.0 POLICY

The Toronto District School Board is committed to the provision of safe and reliable transportation for resident students in accordance with the provisions of the *Education Act*, section 21. (2), and the administrative procedure section of this policy. The means of transportation for eligible students is by school bus, the provision of TTC tickets or by taxi.

### 3.1. Eligibility Criteria

#### (a) Distance

Transportation is provided to students who would otherwise be excused from attendance at a school because of distance as provided by the *Education Act*, section 21. (2), based on grade level as of September 1 of the school year.

(i) Junior Kindergarten to Grade 5: 1.6 km or more\*

(ii) Grades 6 to 8: 3.2 km or more\*

(iii) Grade 9 to OAC: 4.8 km or more\*+

\*Distance to be measured from closest public thoroughfare of the residence of the student to nearest public access to the school building.

+ TTC tickets may be available depending on financial need.



(b) Medical Condition

Transportation may be provided, regardless of distance, for students who have a medical condition or disability that severely limits walking.

(c) Program Considerations

Transportation is provided:

- (i) for students who are placed by an Identification, Placement and Review Committee to a Special Education program that is not located in their home school and who meet the distance criteria in section 3.1 (a);
- (ii) for students who are placed in a program by the Toronto District School Board which is not offered in their home school and who meet the distance criteria in section 3.1 (a);
- (iii) for students attending a French Immersion program not offered in their home school and who meet the distance criteria in section 3.1 (a);
- (iv) for students who, for program purposes as stated in the *Education Act*, Section 190. (1), are required to attend another school during the course of the school day and who meet the distance criteria in section 3.1 (a);
- (v) for students who require treatment at an approved treatment facility during the course of the school day;
- (vi) for elementary students who are placed in a holding school by the Toronto District School Board which is located farther than a closer school offering the same program and who meet the distance criteria for JK to Grade 5 in section 3.1 (a).

(d) Alternative Attendance

Transportation is not provided for students attending any school or special program at their request, even when distance is a factor.

3.2. Method of Transportation

- (a) Transportation is provided to eligible students in Junior Kindergarten to Grade 5 by contracted carrier services (bus or van) or Board bus.
  - (i) School-to-school transportation would be offered.
  - (ii) Designated site-to-school transportation may be provided as a result of an Identification, Placement and Review Committee or for medical reasons.



- (iii) Special Education students in district-wide programs (formerly Metro-wide programs) will receive home-to-school transportation.
- (b) TTC tickets will be provided to eligible students from Grade 6 through to Grade 8 on parental /guardian request. Grade 6 students may be provided with bus transportation if the most direct TTC route requires more than one transfer. Students in Grades 9 to OAC may receive TTC tickets provided the distance and financial criteria are met.
- (c) Taxi service may be provided for eligible students in situations where it is warranted.

### 3.3. Summer School Transportation

Summer school transportation may be provided, either by school bus or TTC, for the following designated programs using the same eligibility criteria as stated in Section 3.1:

- (a) Ministry-funded Section 29 programs in treatment centres, hospitals, etc., that are an extension of the regular school year program.
- (b) Programs offered by the Toronto District School Board for Special Education students.
- (c) Students attending credit programs who are eligible for school bus transportation for medical reasons.

### 3.4. Appeal Process

Parents may appeal the decisions regarding transportation. All appeals will be made to the Transportation Department. Further appeal may be made in writing to the appropriate Supervisory Officer responsible for transportation who will forward it to the Appeal Committee.

### 3.5. Transportation Manual

A Transportation Manual will be developed to include procedures, guidelines and protocols for issues such as:

- Mandatory performance requirements
- Child care
- Staggered school hours
- Section 29 programs
- Cancellation of transportation
- Bus evacuation
- Empty seat procedures
- Accident reporting
- Safety



- Student conduct
- Medical conditions
- Consolidation of schools
- Glossary

3.6. Empty Seats

An procedure shall be established to provide a process for filling seats on school buses that are available after all eligible students have been accommodated.

#### **4.0 SPECIFIC DIRECTIVES**

The Director is authorized to issue operational procedures to implement this policy.

#### **5.0 REFERENCE DOCUMENTS**

Operational Procedure PR504, Transportation of Students



# Toronto District School Board

Operational Procedure PR504

Title: **TRANSPORTATION OF STUDENTS**

Adopted: December 16, 1998

Revised: April 28, 1999, **May 25, 2009**

Authorization:

## 1.0 OBJECTIVE

To provide administrative processes for the transportation of students in accordance with policy P020, Transportation of Students

## 2.0 RESPONSIBILITY

Executive Superintendent, Business Services

## 3.0 PROCEDURES

### 3.1. Medical Condition

A medical certificate signed by a physician is required. The Board reserves the right, with signed parental consent, to discuss transportation issues with the physician.

### 3.2. Appeal Process

- (a) The appeal committee will be comprised of three of the following people:
  - Chairperson: Comptroller of Administrative Services
  - One of two designated Principals or Transportation Officers
  - One of two designated School Superintendents
- (b) Parents should first contact their local transportation office to discuss the situation and if they are not satisfied, they may file an appeal.
- (c) A standard appeal form will be provided for the convenience of the parent. A separate letter is not required and relevant information may be attached to the form.
- (d) The appeal committee will meet within 15 working days of receipt of an appeal.
- (e) Parent will be advised in writing of the decision of appeal committee.
- (f) A log will be kept of appeals to report to the Board annually.



- (g) Appeals will be made if there is a major difference of policy interpretation for eligibility regarding medical, distance or safety criteria.
- (h) An appropriate representation (e.g. preferably an out-of-school-area Transportation Officer or Principal) of appeal members should be made based on the nature of the appeal.
- (i) In order to ensure continuity, the Manager of Transportation will review all appeals for consistent application of policy.
- (j) Any exemptions outside the policy will be reviewed on an annual basis.
- (k) The pool of designated members for the appeal committee should be representative of all of the quadrants of the city.
- (l) A final appeal would be made to the Comptroller of Administrative Services.
- (m) A parent may appoint a fourth member to the appeal committee, someone who has no vested interest in the outcome of the appeal.

### 3.3. Summary Of Mandatory Performance Requirements

- (a) *Insurance Coverage* Each respondent will be required to carry a minimum \$20 million coverage, combined per vehicle, per accident, for passenger and road hazard liability insurance.
- (b) *Radio Communication* Each vehicle must be equipped with a two-way radio online to a base station at each division's Transportation Department.
- (c) *Pick-up Times* To be no earlier than 7:30 a.m.
- (d) *Drop-off Times* To be no earlier than thirty (30) minutes prior to school start time.
- (e) *Wait Time for Pick-Up* Drivers must wait a minimum of two minutes.
- (f) *Student Travel Time* To be 1.25 hours maximum under normal conditions (may be longer with Board approval).
- (g) *Seat-belts* All vehicles – 48-passenger or larger are not required to have seat-belts.
- (h) *Child Seating and Restraint Systems (Car Seat, Booster Seats)* Car seats may be used on 20-passenger buses for the daily home-to-school transportation of students where the parent provides the car seat. Trained staff from the bus company will install the child seating on the bus. The seating must remain on the bus until the end of the school year.

#### Child seating and restraint systems Update: June 2005

The Ontario government's Bill 73, *An Act to Enhance the Safety of Children and Youth on Ontario's Roads*, was passed on December 6, 2004. Police officers will begin charging individuals as of September 2005. The legislation applies to private vehicles. Therefore, school principals must ensure that if students are being transported in a private vehicle and meet the requirements in section J.4(c)(i), that the legislation is followed. The Ministry of Transportation has not yet clarified issues of funding for this initiative in school boards. Requirements for taxis and other commercial vehicles is also to be determined.



- (i) *Age of Vehicles* Twelve (12) years maximum for 72-passenger buses or larger and ten (10) years maximum for all other vehicles.
- (j) *Subcontracting* No subcontracting is permitted without written approval.
- (k) *Noon-hour Drop-off Times* Kindergarten students must not be dropped off earlier than ten (10) minutes prior to start time.
- (l) *First Aid Training* All drivers must have a current and valid certificate in first aid and receive Epipen training.
- (m) *Seat-belt Cutters* All vehicles must be equipped with an appropriate number of seat-belt cutters.
- (n) *Childproof Locks* All vehicles, up to but not including 16-passenger capacity, used on a regular basis, must be equipped with childproof locks.
- (o) *Harness or safety vest* Where required and approved by the parent/guardian, the Board will provide harness or safety vests. Drivers will be instructed as to how to properly install them by the carrier.

#### 3.4. Staggered School Hours

Altering school start and end times can result in reducing the number of vehicles required to transport students. When implementing staggered school hours the following guidelines should be adhered to:

- (a) The Transportation Department will identify the participating school or groups of schools.
- (b) Consultation to implement staggered school hours would involve:
  - Superintendents
  - Principals
  - School staffs
  - School councils
  - Parents
  - SEAC, when appropriate
  - Trustees
- (c) The consultation process will be completed by the end of March for implementation the following September.
- (d) Once a school has been identified as a staggered-hours school, the school's start and end times can only be changed by the appropriate Superintendent of Schools.
- (e) School start times shall not be altered by more than 30 minutes.
- (f) School start times shall not be altered unless vehicle reduction can be achieved.



### 3.5. Empty Seat Procedure

- (a) The Transportation Department will determine the number of seats available by the last week of September.
- (b) The school principal or designate (at the receiving school) may choose to identify students who live in the attendance area to fill available seats. Cancellation will occur if an eligible student requires transportation.
- (c) A list of students identified under the Empty Seat procedure will be forwarded to the Transportation Department.
- (d) Accommodation for non-eligible students will be for the current school year only and will not carry over to the following school year.
- (e) Accommodated students may be removed by the school principal at any time due to policy or funding changes.
- (f) New routes will not be established to accommodate the students.
- (g) The Empty Seat procedure does not apply to students wishing to attend special programs at their request.
- (h) Mid-day routes are intended for kindergarten students and students attending half-day programs only.
- (i) The Empty Seat Procedure is not eligible for appeal.

### 3.6. Transported Special Education Students

- (a) Transportation should be discussed with parents when a special education placement is offered at another school to identify if special transportation arrangements are required. If the student is not eligible for transportation according to the Policy of the Board, parents should be so informed. If the sending school is unsure about the eligibility of the student for transportation, parents should be informed that transportation staff will determine eligibility and will inform the *receiving school*.
- (b) It is the responsibility of the *sending school* to have the parent complete a current student application form and forward it to the area transportation office once the school completes the school section. The area transportation office will forward a copy of the application, with the appropriate notations, to the *receiving school*.
- (c) The *receiving school* staff should check student application forms as they are returned to the *receiving school* by the area transportation office. The form will indicate whether a student has been approved to be transported. The *receiving school* should ensure that students requiring transportation are included on the list of transported students sent to the *receiving school* in late August.



- (d) The Transportation Policy of the Board applies to all students including special education students, except as noted in this document. JK-5 students living 1.6 km or more from their designated school are eligible for school bus transportation. Students living less than that distance who either have a physical disability that severely limits walking or who function at less than the JK level may be eligible for transportation. Parents who are required to walk students to different schools in different directions for more than 1.6km may have the special education student transported by school bus.
- (e) Depending on distance and traffic conditions, students travelling long distances may be on the bus for up to 1.25 hours as allowed by Board Policy.
- (f) Eligible students in DD (formerly DH), ME, Diagnostic Kindergarten, Physical Programs, KELI, KIP, Primary LD, Primary Gifted, Primary Behavioural, Primary Diagnostic, Primary Autism Transition will receive **automatic door-to-door services**. Other students, except at the specific request of the principal, will receive **school-to-school transportation**.
- (g) Students in grade 6-8 and living less than 3.2km from their designated school are not eligible for transportation unless they have a physical condition that severely limits walking, or their conditions are such that they would be at risk traveling to and from school. If a student functions at less than grade 6, the 1.6 km distance criteria may be applied and school bus transportation may continue. Students beyond 3.2km are required to use public transit unless the principal identifies these students as being unable to handle public transit. The cost of the tickets is covered by the Student Transportation budget. Please refer to operational procedure PR668 on how to order tickets.
- (h) Students in grades 9-12 and living less than 4.8km from their designated school are not eligible for transportation unless they have a physical or other condition that severely limits walking. Students beyond this distance would normally be required to use public transit unless they are attending programs that are clearly identified as serving students who are not capable of handling public transit on their own. The cost of the tickets is covered by the Student Transportation budget if the family has financial need.
- (i) There is no need to complete a new student application form for students who will remain in the same school for the following year. The area transportation office will send rollover lists including students on buses, wheelchair vehicles, mini-vans, taxis or TTC to principals. Included in the memo to principals will be instructions to cross off the names of students not returning, and to complete transportation forms for students transferring to new schools and requiring transportation. School staff should contact parents to confirm that the address information will be valid for the following September.
- (j) It is critical that the rollover lists returned to the area transportation office include a notation for students with special circumstance; i.e. a grade 5 student who is unable to use public transit for grade 6 or does not meet the 3.2km criteria and requires school bus transportation. Please check with your area trans-



portation office if in doubt about distances and eligibility. In the case where the student attends school A and is identified to attend a special program at school B, school A is the *sending school* and school B is the *receiving school*.

- (k) Only **new** students entering into a Special Education Program for the first time need to complete a Student Transportation Application form. The form can be obtained from your child's local school and submitted to Student Transportation Services no later than the end of May. Parents will be advised by the local school regarding a student's eligibility for bus service.

NOTE: Changes or additions received the last week in August may result in a waiting time of up to ten business days before students receive transportation. Please provide parents with Student Transportation Department contact numbers so parents can call to confirm their child's status during the summer.

### 3.7. Guidelines for the Transportation of Special Education Students to Section 27, Psychiatric and Day Treatment Centres

#### (a) Within Toronto

- (i) Transportation may be provided when the following criteria have been met:

- The student shall qualify by reason of residence and age for admission to a public elementary or secondary school within Toronto.
- The student shall have been recommended by a psychiatrist.
- The appropriate department within the Board shall recommend or concur with such placement.

- (ii) The provision of transportation shall be governed by the following:

- A student may be provided with up to two trips per day (home to program and program to home).
- A half-day entitlement (4- and 5-year-olds) does not preclude transportation to a Section 27, psychiatric or day treatment centre the other half-day.
- Transportation will be provided for full or half-day programs.
- In very special circumstances, deviations from these guidelines may be made if approved by the Special Education Committee of Superintendents.

#### (b) To and From Facilities Outside Toronto

Students attending a facility in a residential setting outside Toronto, such as an Ontario school for the blind or deaf, a developmental centre or a psychiatric facility designated as such under the Mental Health Act, and who qualify by reason of residence and age for admission to a public elementary or secondary



school within Toronto, will be transported to and from such facilities on weekends. Requests for such transportation shall be reviewed by the Special Education Committee of Superintendents and recommendations made to the Board.

#### **4.0 REFERENCE DOCUMENTS**

Policy P020, Transportation of Students

Forms

504A, Student Transportation Application

504B, Student Transportation Application (Developmental Disability)

504C, Safety Vest Permission Letter

504D, Appeal Form





## **Revisions to Policy P087, Concussions Based on Ministry of Education Policy/Program Memorandum 158**

**To:** Committee of the Whole Meeting

**Date:** 29 January, 2020

**Report No.:** 01-20-3831

### **Strategic Directions**

- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the revised Concussions Policy (P087), as presented in this report, be approved.

### **Context**

The Toronto District School Board was one of the first school boards to develop a Concussions Policy (P087). These documents were developed in consultation with a variety of stakeholders resulting in a comprehensive protocol for concussion awareness and management.

On September 25, 2019, the Ministry of Education issued the updated Policy/Program Memoranda (PPM) 158 – School Board Policies on Concussions (Appendix A). The updated PPM158 directed school boards to develop, implement, and maintain a policy that supports concussion awareness, prevention, identification, management, tracking, and training within schools. The existing TDSB Concussion Policy (P087) currently addresses the majority of the directions mandated in the updated PPM 158 however to ensure full compliance staff made minor revisions to this Policy.

The following updates were made to the Policy:

- updated the definition of concussions to align with the PPM;



- explicitly require parents/guardians to provide written, informed, consent for their child to participate in a high risk activity;
- integrated Concussion Codes of Conduct for individuals participating in board-sponsored inter-school sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- clarified the commitment to annual concussion training for relevant school staff; and
- editing and formatting for ease of access to the information.

Staff are also recommending to waive the public consultations phase in accordance with section 6.26 of the Board's Policy Development and Management governance procedure (PR501).

- Consultations are not required for policies mandated by the Ministry of Education (i.e., policies that are developed or revised following formal directions from the Minister of Education or his/her designate), unless the TDSB policy significantly exceeds or deviates from the requirements set out by the Ministry of Education. Notification about the Ministry of Education mandated policies will be provided to all Advisory Committees of the Board and to the public through the Board's website.

The changes above are not extensive and the content of the policy remains largely intact. The changes are as a result of a ministry requirement rather than a Board initiated direction.

The revised Policy is aligned with the Board's Equity Policy (P037) and Student Health Support Policy (P092). It operates within the legislative environment which governs student health support services in school settings, including but not limited to the *Regulated Health Professions Act, the Good Samaritan Act, Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Rowan's Law (Concussions), Ontario Human Rights Code*, and collective agreements.

## **Action Plan and Associated Timeline**

Subject to the Committee of the Whole's directions, the revised Concussions Policy will be presented to the Board of Trustees on February 5, 2020 for consideration and final approval.

Once approved by the Board, the revised Policy will come into effect immediately. Staff will make appropriate revisions to the operational procedure PR712, Concussions, which supports implementation of the Policy.

## **Resource Implications**

Staff will assess the cost associated with implementation of the revised Policy.



## **Communications Considerations**

System-wide communication to all stakeholders, including staff, students and parents, will be implemented following approval of the revised Policy.

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

### Policies:

- Equity Policy (P037)
- Student Health Support Policy (P092)

### Procedures:

- Concussions (PR712)
- Excursions (PR511)

### Legislative Acts and Regulations:

- *Education Act*
- *Good Samaritan Act*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Ontario Human Rights Code (OHRC)*
- *Rowan's Law (Concussion)*

### Other Documents:

- PPM 158: School Board Policies on Concussions
- OPHEA - Ontario Physical Activity Safety Standards in Education

## **Appendices**

- Appendix A: Policy/Program Memoranda (PPM) 158 – School Board Policies on Concussions
- Appendix B: Revised Concussions Policy - Tracked Changes
- Appendix C: Revised Concussions Policy – Clean

## **From**

Colleen Russell-Rawlins, Associate Director, Equity, Well-Being and School Improvement at Colleen.Russell-Rawlins@tdsb.on.ca or at 416-397-3187.





Ministry of Education

# Policy/Program Memorandum No. 158

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**Date of Issue:** September 25, 2019

**Effective:** January 31, 2020, until revoked or modified

**Subject:** **School Board Policies on Concussion**

**Application:** Directors of Education  
Supervisory Officers and Secretary-Treasurers of School Authorities  
Principals of Elementary Schools  
Principals of Secondary Schools  
Principals of Provincial and Demonstration Schools

**Reference:** This memorandum replaces Policy/Program Memorandum No. 158, March 19, 2014.

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## Introduction

The Ministry of Education is committed to helping all students<sup>1</sup> succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Ministry of Education supports concussion awareness, prevention, identification, management, tracking, and training in schools<sup>2</sup> through legislation, policy, and resources.

The purpose of this updated memorandum is to reflect legislative and policy changes that have occurred since the original memorandum on school board<sup>3</sup> policies on concussion was released in 2014. This memorandum addresses concussion safety across all school and school board activities and applies to all publicly funded elementary and secondary schools. It does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

On March 7, 2018, the Ontario government enacted Rowan's Law (Concussion Safety), 2018, and amended the Education Act, to protect amateur athletes, including students, by improving concussion safety on the field and at school. The amendments to the

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1. In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

2. In this memorandum, *school(s)* is used to refer to all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after-school programs for children aged 4 to 12 years.

3. In this memorandum, *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools.



Education Act came into force on July 1, 2019, and give the Minister of Education the authority to require school boards to comply with policy and guidelines on concussions, consistent with Rowan's Law.<sup>4</sup>

With the authority under the Education Act, the Minister requires all school boards in Ontario to have a policy on concussion safety for students that meets certain minimum requirements, as outlined in this memorandum. All school board policies must, at a minimum, require:

- receipt of confirmation of annual review of approved [Concussion Awareness Resources](#)<sup>5</sup> by individuals participating in board-sponsored interschool sports;
- the establishment of Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- annual concussion training for relevant school staff;
- the establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity;
- the establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

(See the section "Minimum Components of the School Board Policy on Concussion", for further details about each of these requirements.)

The implementation of this policy in all school boards is another important step in creating safe and healthy learning environments in Ontario. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through expectations in various subjects and disciplines in the Ontario curriculum.

## **Concussion: Definition and Diagnosis**

*Concussion* is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a

4. Education Act, Part XIII.1, subsection 321.

5. See footnote 11 in this document.



concussion and their parents<sup>6</sup> to seek a medical assessment by a physician or a nurse practitioner. The definition of *concussion* given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.<sup>7</sup>

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially.<sup>8</sup> Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer.<sup>9</sup> It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck

6. In this memorandum, *parent(s)* refers to parent(s) and guardian(s) as used in the Education Act. It may also be taken to include caregivers or close family members who are responsible for raising the child. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are to be treated as adults.

7. Ophea. (2019). Ontario Physical Activity Safety Standards in Education. Concussion Definition. Retrieved August 14, 2019, from <https://safety.ophea.net/print/pdf/815>.

8. Zemek, R. L., Grool, A. M., Duque, D. R., DeMatteo, C., Rothman, L., Benchimol, E. I., . . . & Macpherson, A. K. (2017). Annual and seasonal trends in ambulatory visits for pediatric concussion in Ontario between 2003 and 2013. *The Journal of pediatrics*, 181, 222–228. Retrieved August 14, 2019, from <https://www.sciencedirect.com/science/article/abs/pii/S002234761631201X?via%3Dihub>.

9. McCrory, P., et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51(11), 838–847. Retrieved August 14, 2019, from <https://bjsm.bmj.com/content/bjsports/51/11/838.full.pdf>.



pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.<sup>10</sup>

## Updating the School Board Policy on Concussion

When updating their policy on concussion, school boards are encouraged to consult with school staff; students; parents; teacher federations; principals’ associations; education support-staff unions; Indigenous communities, partners, and organizations; and other education partners, as appropriate. School boards are also encouraged to consult with physicians, nurse practitioners, and their local board of health.

The roles and responsibilities of relevant school staff and board staff, as well as students, parents, and school volunteers, must be clearly articulated throughout the school board’s policy.

Ophea maintains a [concussion protocol](#), as part of the Ontario Physical Activity Safety Standards in Education (OPASSE). It was developed in partnership with the Ministry of Education; the Ministry of Health; the Ministry of Tourism, Culture and Sport; medical professionals; sport and recreation organizations; health organizations; and educational organizations. The concussion protocol, which is based on current research and evidence, is consistent with Rowan’s Law and the Ontario government’s Concussion Awareness Resources. The concussion protocol includes detailed information and procedures on:

- concussion prevention;
- concussion identification, including the signs and symptoms of a concussion;
- the initial response related to a suspected concussion;
- the Return to School Plan, which includes information on planning for the return to learning and return to physical activity for students with a diagnosed concussion.

The Ministry of Education considers the Ophea concussion protocol to be the minimum standard for risk management practices related to concussion. When developing their policy on concussion, school boards should refer to the Ophea concussion protocol.

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10. Tator, C. H. (2013). Concussions and their consequences: Current diagnosis, management and prevention. *CMAJ*, 185(11), 975–979. Retrieved August 14, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3735746/>.



## Minimum Components of the School Board Policy on Concussion

Each school board's policy on concussion is expected to contain, at a minimum, the following components:

### 1. Concussion Awareness Strategies

To establish consistency of concussion awareness across the province, the government of Ontario has developed a set of [Concussion Awareness Resources](#). These resources were developed by leading experts in injury prevention and are available on the government's concussion website. School boards are expected to use these resources to ensure that the information students receive regarding concussions at school is consistent with the information they receive from sport organizations.

The school board policy on concussion must include strategies to receive confirmation, from each of the following individuals, that an approved Concussion Awareness Resource<sup>11</sup> was reviewed every school year prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches<sup>12</sup> participating in board-sponsored interschool sports
- team trainers<sup>13</sup> participating in board-sponsored interschool sports
- officials<sup>14</sup> participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the approved Concussion Awareness Resources available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners,

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11. In this memorandum, an *approved Concussion Awareness Resource* is one made available on the Ontario government's [concussion website](#). It may also refer to resources that have been approved by the school board, provided that the school board has ensured they are consistent with the government's Concussion Awareness Resources.

12. In this memorandum, a *coach* includes any type of coach, including a head coach or assistant coach.

13. In this memorandum, a *team trainer* is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.

14. In this memorandum, an *official* includes an umpire, a referee or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.



and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

The school board policy should also contain provisions for connecting student learning about concussions with the curriculum, where relevant. To further support awareness among students, the policy should include implementation plans for an annual concussion awareness event for students, to be held on or around [Rowan's Law Day](#), which occurs on the last Wednesday in September.

## **2. Concussion Awareness Training**

Each school board's policy on concussion must include strategies for providing annual concussion training for relevant school staff about the policy itself and the content of the approved Concussion Awareness Resources. School boards are encouraged to provide the concussion training by the last Wednesday in September, Rowan's Law Day, every school year. The policy on concussion should also include provisions for new school staff to access training throughout the school year.

It is expected that school boards, in consultation with teachers' federations, principals' associations, and education workers' unions, will determine the scope of training required to support implementation of their concussion policy, as well as the mode of delivery of the training and any privacy implications that may arise. The scope of training should be consistent with expected duties of school staff, as outlined in the school board policy.

## **3. Concussion Prevention Strategies**

The school board policy on concussion must include strategies for preventing and minimizing the risk of sustaining concussions at school.

### ***Concussion Codes of Conduct***

The school board policy must establish Concussion Codes of Conduct for several groups participating in board-sponsored interschool sports – students and parents of students under 18 years of age, as well as coaches and team trainers. School boards must review their Concussion Codes of Conduct whenever their concussion policy is reviewed or updated, at a minimum.



The Concussion Codes of Conduct must include the following requirements. Depending on their roles and responsibilities, individuals involved in board-sponsored interschool sports must commit to the relevant requirements below:

- maintaining a safe learning environment
- teaching and/or learning and applying the rules of a physical activity/sport
- implementing the skills and strategies for a physical activity in a proper progression
- fair play and respect for all
- acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions
- providing opportunities to discuss potential issues related to concussions
- recognizing and reporting concussions
- acknowledging the importance of communication between the student, parents, school staff, and any sport organization with which the student is registered
- supporting the implementation of a Return to School Plan for students who have a concussion diagnosis
- prioritizing a student's return to learning as part of the Return to School Plan

Ophea's [sample Concussion Codes of Conduct templates](#), which are geared to the roles and responsibilities of the individuals involved in board-sponsored interschool sports, provide further details.

The school board policy must include strategies to receive confirmation every school year, from each of the following individuals, that the relevant Concussion Code of Conduct was reviewed prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches participating in board-sponsored interschool sports
- team trainers participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the Concussion Codes of Conduct available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners, and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.



#### 4. Identification of a Suspected Concussion

School boards should refer to the Ophea [concussion protocol](#) when developing the process for the identification of suspected concussions.

The school board policy must establish a process for:

- identifying suspected concussions;
- immediately and safely removing a student who is suspected of having sustained a concussion from an activity, regardless of whether the concussion was sustained or is suspected to have been sustained at school or elsewhere;
- calling Emergency Medical Services if there is an emergency or if a student has any “red flag” signs and/or symptoms;<sup>15</sup>
- informing the student and the student’s parents, if the student is under 18 years of age, that removal from the activity was necessary due to a suspected concussion;
- advising the student who is suspected of having sustained a concussion and the student’s parents, if the student is under 18 years of age, that the student should undergo a medical assessment by a physician or nurse practitioner;
- sharing information about the school board’s process for supporting a student with a suspected concussion, and the school board’s Return to School plan.

The school board policy should also clarify that:

- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, should be encouraged to provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner to support the student’s return to learning;
- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, must provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner and has not been diagnosed with a concussion, along with confirmation that the student has been medically cleared, before the student can return to full participation in physical activity.

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15. For a complete list of “red flag” signs and/or symptoms of a concussion, please refer to the Ophea [concussion protocol](#).



**5. Return to School Plan**

Each school board's policy on concussion must include a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan supports both the student's return to learning and their return to physical activity.

The school board's policy, through the Return to School Plan, must:

- establish a process outlining the graduated steps that a student is expected to follow in order to return to learning and to physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of sharing with the school any medical advice or recommendations received in relation to the student's concussion diagnosis and their return to learning and physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations);
- require that the student or the student's parents, if the student is under 18 years of age, provide confirmation of medical clearance by a physician or nurse practitioner as a prerequisite for the student's return to full participation in physical activity.

When these requirements are met, school boards can rely on the information received from a student or the student's parents, if the student is under 18 years of age, in carrying out the school board's responsibilities as part of the Return to School Plan.

When developing the Return to School Plan, school boards should refer to the [Ophea concussion protocol](#). Those developing the plan should note that the return-to-learning process is designed to meet the particular needs of the student, so there is no preset plan of strategies and/or approaches to assist with the return-to-learning activities. The return-to-physical activity process follows an internationally recognized graduated approach.

If a student who is recovering from a concussion is experiencing long-term difficulties that begin to affect their learning, the school board should follow established processes for identifying and documenting instructional approaches and resources that may be required for responding to the student's ongoing learning needs (e.g., individualized classroom accommodations).



**6. Concussion Tracking**

In accordance with relevant privacy legislation,<sup>16</sup> the school board policy on concussion must include a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

In addition, school boards are encouraged to develop a process to track additional information on an ongoing basis in order to inform updates to their concussion policy, as part of the regular policy review cycle.

The Ministry of Education recognizes the sensitive nature of personal health information and reminds school boards to collect, use, and disclose only the relevant diagnostic information needed to fulfil the requirements of this policy and to disclose it only to the parties identified in this policy.

Similarly, when developing a process to document and track concussions, the school board must limit the collection, use, access, and disclosure of personal and health information to that which is reasonably necessary to carry out the school board's concussion identification procedures and Return to School Plan. Personal and health information collected by the school board must be retained, disclosed, and disposed of in accordance with the school board's personal information retention policy.

**Implementation**

School boards must implement their updated concussion policy no later than January 31, 2020. School boards must ensure that a process is in place to support ongoing implementation of and compliance with their school board policy at the school level.

**School Board Reporting**

In accordance with paragraph 27.1 of subsection 8(1) of the Education Act, school boards will be required to report to the Minister of Education, upon implementation and upon request thereafter, on their activities to achieve the requirements outlined in this memorandum.

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16. School boards should note that diagnostic and/or clinical information meets the definition of personal health information under the Personal Health Information Protection Act, 2004.



## Support for School Boards

The Ontario government has established a [concussion website](#) with key partners. It has been developed to provide reliable, evidence-based information on concussion awareness, prevention, identification, and management for parents, children and youth, educators, coaches, athletes, and health care providers. The website includes the government's Concussion Awareness Resources.

The Ministry of Education's [concussion web page](#) also provides information and resources for school boards on concussion awareness, prevention, identification, and management. The page includes a link to the Ophea [concussion protocol](#).

The [Ontario Public Health Standards: Requirements for Programs, Services, and Accountability](#) (the Standards) identify the minimum expectations for public health programs and services to be delivered by Ontario's boards of health. The Standards include the requirement that public health units reduce the burden of preventable injuries and substance use through consideration of a number of topics, including concussions.



# Toronto District School Board

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 Policy P087

Title: **Concussions**  
 Adopted: March 11, 2015  
 Effected: March 11, 2015  
 Revised: **January XX, 2020**  
 Reviewed: **January XX, 2020**  
 Authorization: Board of Trustees

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## 1. RATIONALE

The Concussions Policy (the “Policy”) affirms the Toronto District School Board’s commitment to student safety, injury prevention, and well-being by supporting concussion awareness, prevention, identification, management, tracking and training in schools.

This Policy supports the implementation of the Board’s obligations under the *Education Act* and the direction of the Ministry of Education stated in Policy/Program Memoranda (PPM) 158 – School Board Policies on Concussion.

The Policy is also aligned with the Board’s Student Health Support Policy (P092) and operates within the legislative environment which governs student health support services in school settings, including but not limited to *the Regulated Health Professions Act, the Good Samaritan Act, Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA), *Rowan’s Law, Ontario Human Rights Code*, and collective agreements.

## 2. OBJECTIVE

- To develop awareness and training to support a student’s safe return to the classroom and physical activity.
- To develop awareness including strategies for sharing information on the seriousness of concussion, and on concussion prevention, identification, and management.
- To develop strategies for preventing and minimizing the risk of sustaining concussions (and other brain injuries) in schools and at off-site events.

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 [Policy Title]

[File Path]



- To inform staff on initial concussion-assessment strategies, steps to take following an initial assessment and safe removal of a student from activity as outlined in the Emergency Action Plan.
- To develop and implement management procedures for students with a diagnosed concussion including the development of an individualized and gradual “return to learning and/or return to physical activity” plan for every student with a diagnosed concussion.
- To provide regular and ongoing training on concussion awareness, prevention, identification, and management to relevant school board employees and school volunteers.

### 3. DEFINITIONS

*Approved Concussion Awareness Resource* refers to documents made available on the Ontario government’s concussion website. It may also refer to resources that have been approved by the school board, provided that the school board has ensured they are consistent with the government’s Concussion Awareness Resources (Source: PPM 158).

*Board* refers to the Toronto District School Board, which is also referred to as the “TDSB”.

*Coach* refers to and includes any type of coach, including a head coach or assistant coach (Source: PPM 158).

*Concussion* refers to the term for a clinical diagnosis that is communicated by a physician or nurse practitioner (Source: Ontario Physical Activity Safety Standards in Education and PPM 158).

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays,
- standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.



*Concussion Codes of Conduct* refers to the steps to prevent and minimize the risk of sustaining concussion (and other brain injuries) in schools and at off-site events. PPM 158 directed school boards to develop the Concussion Codes of Conduct for groups participating in board-sponsored interschool sports (e.g. students and parents of students under 18 years of age, as well as coaches and team trainers). The Concussion Codes of Conduct outlines the protocol for initial concussion assessment strategies, steps to take following an initial assessment and safe removal of student from activity. It also consists of management provisions for students with a diagnosed concussion including the development of an individualized and gradual return to learning and/or return to physical activity plan.

*Health Care Professional* refers to a member of a College under the Regulated Health Professions Act, 1991 (e.g., Health Care Professionals hired by the board, this includes, psychologists, occupational therapists, physiotherapists, and speech language pathologists).

*Official* refers to an umpire, a referee or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition (Source: PPM 158).

*Return to Learn* refers to a process/plan developed to assist a student with their return to learning activities with individualized classroom strategies and/or approaches (Source: Ontario Physical Activity Safety Standards in Education).

*Return to Physical Activity* refers to an internationally recognized graduated stepwise approach to return to physical activity (Source: Ontario Physical Activity Safety Standards in Education).

*Second Impact Syndrome* refers to a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion (Source: PPM 158).

*Team trainer* refers to an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition (Source: PPM 158).

*TDSB* refers to the Toronto District School Board, which is also referred to as the "Board".

#### **4. RESPONSIBILITY**

The Director of Education holds primary responsibility for this Policy.

Within the Director's Office, the executive oversight and responsibility for the implementation, coordination and day-to-day management of the Policy is assigned to the Associate Director, Equity, Well-Being, and School Improvement.



## 5. APPLICATION AND SCOPE

This Policy applies to all employees of the Board.

The Policy also covers students, parents and guardians, coaches, team trainers, officials, occasional staff, volunteers, and Board employed or affiliated registered medical/health professionals.

## 6. POLICY

6.1. The TDSB recognizes that:

- a) Providing students with opportunities to be physically active on a daily basis has a positive impact on their physical, mental and social well-being.
- b) Promoting awareness of safety in schools and recognizing that the health and safety of students are essential preconditions for effective learning.
- c) Research demonstrates that a concussion can have a significant impact on a student cognitively, physically, emotionally and socially.
- d) The concussion protocol outlined in the current Ontario Physical Activity Safety Standards in Education is the minimum standard.

6.2. The TDSB will establish a Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports.

6.3. The Concussion Codes of Conduct will include the following requirements:

- maintaining a safe learning environment;
- teaching and/or learning and applying the rules of a physical activity/sport;
- implementing the skills and strategies for a physical activity in a proper progression;
- fair play and respect for all;
- acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions;
- providing opportunities to discuss potential issues related to concussions;
- recognizing and reporting concussions;
- acknowledging the importance of communication between the student, parents; school staff, and any sport organization with which the student is registered;
- supporting the implementation of a Return to School Plan for students who have a concussion diagnosis;
- prioritizing a student's return to learning as part of the Return to School Plan.



- 6.4. The TDSB will ensure that Concussion Awareness Resources and the Concussion Codes of Conduct are made available and accessible (e.g. through letters or emails, in a student handbook, and/or on the board website) for staff, students, parents/guardians, and volunteers.
- 6.5. The TDSB will ensure annual concussion training for relevant staff and volunteers.
- 6.6. The TDSB will require the receipt of confirmation of the annual review of Concussion Awareness Resources and the Concussion Codes of Conduct by the following individuals:
  - Students participating in board-sponsored interschool sports;
  - parents and guardians of students under 18 years of age who are participating in board-sponsored interschool sports;
  - coaches participating in board-sponsored interschool sports;
  - team trainers participating in board-sponsored interschool sports;
  - officials participating in board-sponsored interschool sports; and
  - volunteers participating in board-sponsored interschool sports.
- 6.7. The TDSB is committed to:
  - a) The development of awareness on the seriousness of concussions, concussion prevention, identification and management through effective community engagement and sharing of resources and information with board employees, students, parents/guardians, educators, , volunteers, coaches, doctors and nurse practitioners, and relevant community-based organizations.
  - b) Supporting student achievement and well-being with student participation in a variety of physical activities in a safe and caring environment.
  - c) Supporting schools in the implementation of the TDSB Return to Learn procedure which supports a student's individualized and gradual return to regular learning activities successfully.
  - d) Supporting schools in the implementation of the TDSB Return to Physical Activity procedure which supports a student's safe, individualized and gradual return to all forms of physical activity.

## **7. EVALUATION**

This Policy will be reviewed as required, but at a minimum every four (4) years after the effective date.

## **8. APPENDICES**

Not applicable

## **9. SPECIFIC DIRECTIVES**



The Director of Education has authority to issue operational procedures to implement this Policy.

## 10. REFERENCE DOCUMENTS

### Policies:

- Equity Policy (P037)
- Student Health Support Policy (P092)

### Procedures:

- Concussions (PR712)
- Excursions (PR511)

### Legislative Acts and Regulations:

- *Education Act*
- *Good Samaritan Act*
- *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
- *Ontario Human Rights Code (OHRC)*
- *Personal Health Information Protection Act (PHIPA)*
- *Rowan's Law (Concussion)*

### Other Documents:

- PPM 158: School Board Policies on Concussions
- OPHEA - Ontario Physical Activity Safety Standards in Education



# Toronto District School Board

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 Policy P087

Title: **CONCUSSIONS**  
 Adopted: March 11, 2015  
 Effected: March 11, 2015  
 Revised: **January XX, 2020**  
 Reviewed: **January XX, 2020**  
 Authorization: Board of Trustees

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## 1. RATIONALE

The Concussions Policy (the “Policy”) affirms the Toronto District School Board’s commitment to student safety, injury prevention, and well-being by supporting concussion awareness, prevention, identification, management, tracking and training in schools.

This Policy supports the implementation of the Board’s obligations under the *Education Act* and the direction of the Ministry of Education stated in Policy/Program Memoranda (PPM) 158 – School Board Policies on Concussion.

The Policy is also aligned with the Board’s Student Health Support Policy (P092) and operates within the legislative environment which governs student health support services in school settings, including but not limited to *the Regulated Health Professions Act*, *the Good Samaritan Act*, *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA), *Rowan’s Law*, *Ontario Human Rights Code*, and collective agreements.

## 2. OBJECTIVE

- To develop awareness and training to support a student’s safe return to the classroom and physical activity.
- To develop awareness including strategies for sharing information on the seriousness of concussion, and on concussion prevention, identification, and management.
- To develop strategies for preventing and minimizing the risk of sustaining concussions (and other brain injuries) in schools and at off-site events.

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 [Policy Title]

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- To inform staff on initial concussion-assessment strategies, steps to take following an initial assessment and safe removal of a student from activity as outlined in the Emergency Action Plan.
- To develop and implement management procedures for students with a diagnosed concussion including the development of an individualized and gradual “return to learning and/or return to physical activity” plan for every student with a diagnosed concussion.
- To provide regular and ongoing training on concussion awareness, prevention, identification, and management to relevant school board employees and school volunteers.

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- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits force to the head that causes the brain to move rapidly within the skull;
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#### 4. RESPONSIBILITY

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## 5. APPLICATION AND SCOPE

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The Policy also covers students, parents and guardians, coaches, team trainers, officials, occasional staff, volunteers, and Board employed or affiliated registered medical/health professionals.

## 6. POLICY

6.1. The TDSB recognizes that:

- a) Providing students with opportunities to be physically active on a daily basis has a positive impact on their physical, mental and social well-being.
- b) Promoting awareness of safety in schools and recognizing that the health and safety of students are essential preconditions for effective learning.
- c) Research demonstrates that a concussion can have a significant impact on a student cognitively, physically, emotionally and socially.
- d) The concussion protocol outlined in the current Ontario Physical Activity Safety Standards in Education is the minimum standard.

6.2. The TDSB will establish a Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports.

6.3. The Concussion Codes of Conduct will include the following requirements:

- maintaining a safe learning environment;
- teaching and/or learning and applying the rules of a physical activity/sport;
- implementing the skills and strategies for a physical activity in a proper progression;
- fair play and respect for all;
- acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions;
- providing opportunities to discuss potential issues related to concussions;
- recognizing and reporting concussions;
- acknowledging the importance of communication between the student, parents; school staff, and any sport organization with which the student is registered;
- supporting the implementation of a Return to School Plan for students who have a concussion diagnosis;
- prioritizing a student's return to learning as part of the Return to School Plan.



- 6.4. The TDSB will ensure that Concussion Awareness Resources and the Concussion Codes of Conduct are made available and accessible (e.g. through letters or emails, in a student handbook, and/or on the board website) for staff, students, parents/guardians, and volunteers.
- 6.5. The TDSB will ensure annual concussion training for relevant staff and volunteers.
- 6.6. The TDSB will require the receipt of confirmation of the annual review of Concussion Awareness Resources and the Concussion Codes of Conduct by the following individuals:
  - Students participating in board-sponsored interschool sports;
  - parents and guardians of students under 18 years of age who are participating in board-sponsored interschool sports;
  - coaches participating in board-sponsored interschool sports;
  - team trainers participating in board-sponsored interschool sports;
  - officials participating in board-sponsored interschool sports; and
  - volunteers participating in board-sponsored interschool sports.
- 6.7. The TDSB is committed to:
  - a) The development of awareness on the seriousness of concussions, concussion prevention, identification and management through effective community engagement and sharing of resources and information with board employees, students, parents/guardians, educators, , volunteers, coaches, doctors and nurse practitioners, and relevant community-based organizations.
  - b) Supporting student achievement and well-being with student participation in a variety of physical activities in a safe and caring environment.
  - c) Supporting schools in the implementation of the TDSB Return to Learn procedure which supports a student's individualized and gradual return to regular learning activities successfully.
  - d) Supporting schools in the implementation of the TDSB Return to Physical Activity procedure which supports a student's safe, individualized and gradual return to all forms of physical activity.

## 7. EVALUATION

This Policy will be reviewed as required, but at a minimum every four (4) years after the effective date.

## 8. APPENDICES

Not applicable

## 9. SPECIFIC DIRECTIVES



The Director of Education has authority to issue operational procedures to implement this Policy.

## 10. REFERENCE DOCUMENTS

### Policies:

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- *Personal Health Information Protection Act (PHIPA)*
- *Rowan's Law (Concussion)*

### Other Documents:

- PPM 158: School Board Policies on Concussions
- OPHEA - Ontario Physical Activity Safety Standards in Education





## **Basketball Net Pilot Project Update**

**To:** Committee of the Whole

**Date:** 29 January, 2019

**Report No.:** 01-20-3830

### **Strategic Directions**

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

### **Recommendation**

It is recommended that.

1. Basketball Nets remain up at all locations unless the location meets the approved criteria.
2. Basketball Nets be removed nightly at locations where one of the following criteria is met:
  - The basketball court is located within 25 feet of an adjacent home.
  - There is lighting that the TDSB cannot control, which allows play after dusk.
  - The courts are designed for children and are being used by adults.
3. Staff to review the availability of alternative areas for play in neighbourhoods being considered for daily net removal.
4. Where there is insufficient alternative play areas in the neighbourhood, consideration be given to:
  - a) Basketball nets remaining up Monday to Friday until 6 pm
  - b) Relocation of nets to existing paved play areas where noise disruption can be reduced.



## Context

In June 2019, in response to requests from our school communities, we began a Basketball net pilot project to ensure individuals, particularly younger children, across the city would have access to these important recreational spaces beyond 6 pm, when nets were often taken down. This was a departure from our prior practices at a number of sites where nets were removed at the end of each school day. The net removals occurred as a result of concerns from residents living adjacent to schools sites. These concerns revolved around a number of issues, including excessive noise, vandalism, loitering and other illegal activities. Decisions around the nets were a local school based decision and as a result many neighbourhoods had little to no access to nets after hours and over the weekend.

At the time of the pilot, we recognized that isolated issues may arise and we created an email address so that members of the community could provide feedback and input into the pilot project. Any concerns received via the telephone or other email addresses were also recorded in the Nets email address.

During the pilot, we received both positive and negative comments. The positive comments typically thanked the TDSB for providing these recreational opportunities, and asked that the pilot become permanent. The negative comments/complaints were primarily related to noise, age of participants and hours of use. Our review of the complaints indicated number conditions that contributed the concerns, including proximity of the nets to adjacent houses, availability of artificial light, the age of participants, (especially adults) and the degree to which the basketball court was shielded from street view and thus provided greater opportunities for illegal activities to take place.

Each complaint was reviewed and steps taken to address them if possible. During these reviews, we looked at whether one or more of the conditions above were present. In some cases, we reverted to the prior practice of removing the nets nightly, in others we advised the complainant to call the city re noise by-law issues. In the future, staff will be reviewing each site that receive complaints to determine how we may address the concerns, including a review of the caretaking hours of work and if the nets can remain up until just prior to dusk, whether external conditions can be adjusted to ensure that evening play is not allowed, including signage, adjustment of lighting schedules etc.



## **Action Plan and Associated Timeline**

1. Staff to review the availability of alternative areas for play in neighbourhoods being considered for daily net removal.
2. Where there is insufficient alternative play areas in the neighbourhood, consideration be given to:
  - a. Relocation of the nets to existing paved play areas where noise disruption can be reduced.
  - b. Basketball nets remaining up Monday to Friday until 6 pm or until dusk if caretaking staff are available until that time.

## **Resource Implications**

N/A

## **Communications Considerations**

Staff will work to develop a communications plan to be shared with school communities.

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

N/A

## **Appendices**

N/A

## **From**

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## **Change in Timing for Relocation of Bloor Collegiate Institute and ALPHA II Alternative School During Construction of Replacement School**

**To:** Committee of the Whole

**Date:** 29 January, 2020

**Report No.:** 01-20-3829

### **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 Bloor Collegiate Institute and ALPHA II Alternative School be relocated to Central Technical School, effective 1 September 2021, for the duration of construction of the replacement school for Bloor Collegiate Institute and ALPHA II Alternative School.

### **Context**

In September 2019, the Board of Trustees approved that Bloor Collegiate Institute and ALPHA II Alternative School be relocated to Central Technical School effective 1 September 2020 for the duration of construction of the replacement school for Bloor CI and ALPHA II. Bloor CI and ALPHA II are located in Ward 9, Trustee Donaldson, and Central Technical School is located in Ward 10, Trustee Moise. Appendix A contains a map that shows the locations of these schools.

The temporary relocation of Bloor CI and ALPHA II is required because the existing Bloor CI building was sold to a developer, Capital Developments Inc., and a condition of the sale was that the two schools must vacate the building by 31 December 2020. The replacement school is about to begin construction but will not be ready for occupancy until after the date by which Bloor CI and ALPHA II must be out of the Bloor CI building.



Central Technical School was approved as the holding location for Bloor CI and ALPHA II because it is in close proximity to the Bloor CI site, has sufficient space to accommodate the students of all three schools, is on the subway line, and has numerous specialized spaces (e.g. gyms, science rooms/labs, and art rooms) that can support the programming needs of the three schools. September 2020 was approved as the effective date for the relocation of Bloor CI and ALPHA II because it met the timelines to vacate the Bloor CI building as per the purchase and sale agreement and avoided the disruption of a mid-school year move.

Recently, Capital Developments Inc. exercised their contractual right to extend the closing date of the purchase and sale agreement to on or before 31 December 2021. Capital Developments Inc. has advised that Bloor CI and ALPHA II can remain in the existing Bloor CI building until the end of the 2020-21 school year. This means that it is not necessary for Bloor CI and ALPHA II to be temporarily relocated for September 2020, but rather can stay for an additional year in the Bloor CI building and be relocated for September 2021.

A meeting with the school councils of Bloor CI and ALPHA II occurred on 1 November 2019 at which the extension was discussed. All were in support of changing the timing of the relocation from September 2020 to September 2021.

Based on this feedback, staff is recommending that Bloor CI and ALPHA II be relocated to Central Technical School for September 2021 and remain there until the replacement school can be occupied.

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

Space at Central Technical School will be fit-up to receive the two schools beginning in early 2020 and going until August 2021.

A Relocation Committee will begin meeting in 2020 to plan the transition of the two schools to Central Technical School.

Bloor CI and ALPHA II will relocate to Central Technical School for September 2021.

It is anticipated that Bloor CI and ALPHA II will move into the replacement school once it is ready for opening in September 2022. However, the timing for opening of the replacement school is dependent upon the timely receipt of approvals from the City of Toronto and the Ministry of Education.

### **Resource Implications**

Some space modifications and fit-up will be required at Central Technical School to accommodate Bloor CI and ALPHA II. This will be funded from the School Condition



Improvement budget (SCI). The preliminary estimate for this work is \$3.1 million. Much of this work is related to renewal of the facility which will benefit Central Technical School over the long term and reduce the renewal backlog.

## **Communications Considerations**

Letters have been sent to the parents and students of Bloor CI, ALPHA II and Central Technical School notifying them of the change in timing for the relocation of Bloor CI and ALPHA II into Central Technical School.

Additional communications will occur as required to keep the school communities informed of the relocation plan.

Letters will be posted to the schools' websites.

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

Not applicable.

## **Appendices**

- Appendix A: Location of Bloor Collegiate Institute, ALPHA II Alternative School and Central Technical School

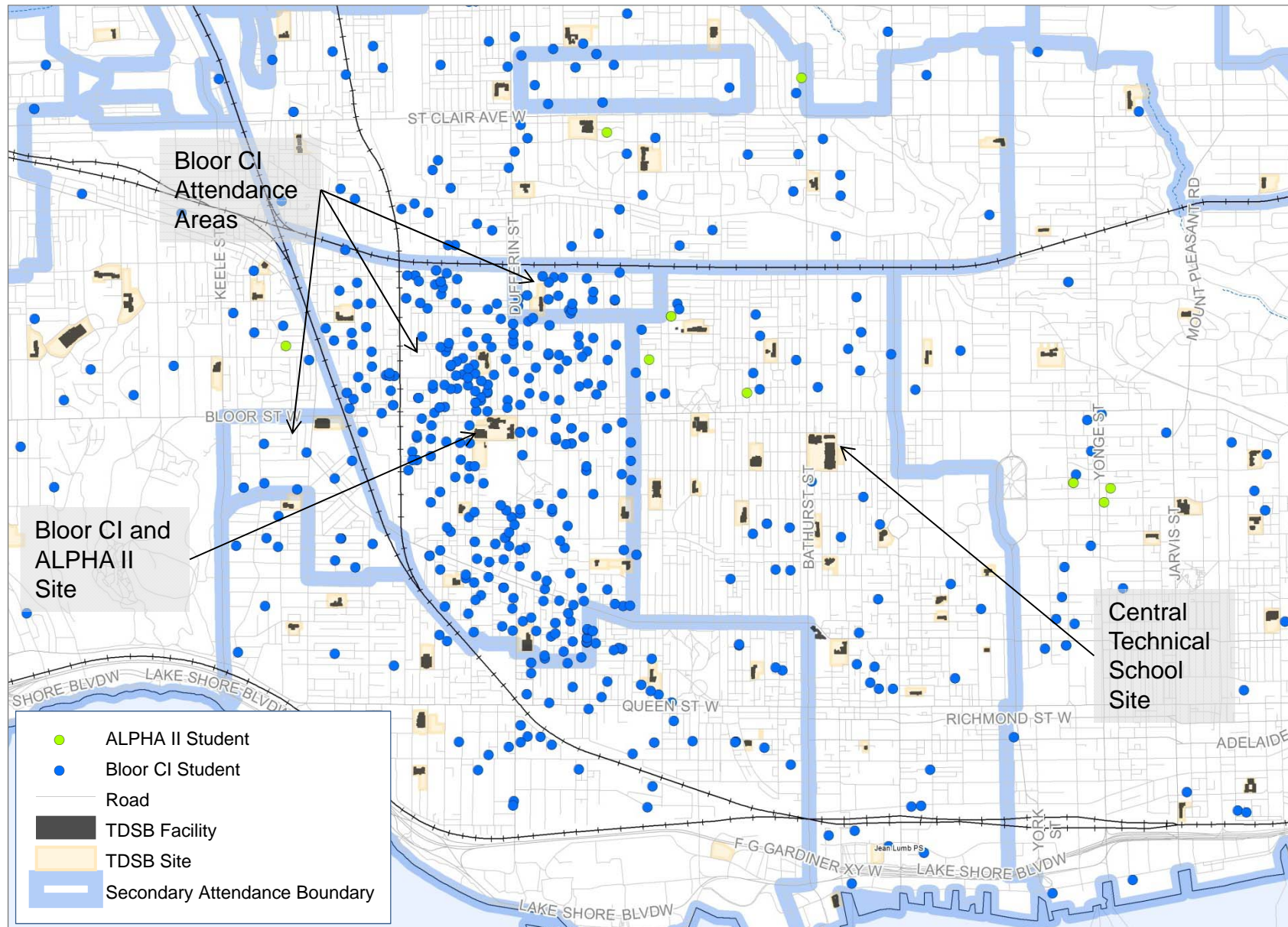
## **From**

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Location of Bloor Collegiate Institute, ALPHA II Alternative School and Central Technical School





### Written Notice of Motion (Trustees Aarts and Donaldson)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at a subsequent committee meeting.

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

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

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### Information on Immunization

Whereas, the World Health Organization has declared vaccine hesitancy as one of the top ten global health threats in 2019<sup>1</sup> and that measles, a vaccine preventable, serious disease, has recently seen a global increase of 30 percent, and

Whereas, in September 2019 the Toronto Medical Officer of Health and the Toronto Board of Health reported on the growing risk of vaccine hesitancy in the City<sup>2,3</sup>; and

Whereas, vaccine hesitancy stems, in part, from communication gaps about vaccine safety and efficacy and misinformation that is spread via the internet and social media; and

Whereas, low vaccination rates can also stem from limited access to information and resources and insufficient access to medical services; and

Whereas, vaccine hesitancy reduces herd immunity (the critical immunization level required to prevent disease outbreaks) and therefore increases the risk of serious disease outbreak in TDSB schools, posing a risk to students, staff and their families; and

Whereas, every school board in the province works with a local public health unit to administer those school-related requirements of the *Immunization of School Pupils Act*<sup>4</sup> that:

- (i) allow students to register for school only once they have disclosed their immunization record, and
- (ii) issue suspension notices each year for non-compliance with the legislation;

and

Whereas, the TDSB issues approximately 4000 non-compliance suspensions each year representing an unnecessary administrative burden; and

Whereas, absenteeism due to suspensions can negatively impact student success; and



Whereas, the TDSB is a strong partner of Toronto Public Health and is committed to communicating critical information to families on topics that impact student health, well-being, and achievement; and

Whereas, the World Health Organization and the Toronto Board of Health report that health workers, especially those in communities, remain the most trusted advisors of vaccination decisions, and can be supported to provide trusted, credible information on vaccines;

Therefore, be it resolved:

- (a) That the Chair write to Ontario's Minister of Health, the Minister of Education, and Health Canada to request:
  - (i) that the Provincial and Federal governments provide resources and funding to enhance digital record-keeping that will reduce the administrative burden on schools and streamline notification to families;
  - (ii) that the Provincial and Federal governments provide resources and funding for enhanced education for parents and school communities about immunizations, including but not limited to, resources targeted specifically at the most vulnerable communities;
- (b) That the Director strengthen the Board's communications to support the provision of information about immunizations, such as:
  - (i) updating the Board's website and resources for Kindergarten and General Registration to include links to the Toronto Public Health online vaccination reporting website<sup>5</sup>,
  - (ii) working with Toronto Public Health to facilitate greater access to public health community resources, including existing educational resources and school-based supports for parents, teachers and schools.

Note:

1. World Health Organization - "Ten Threats to Global Health in 2019" (<https://www.who.int/news-room/feature-stories/ten-threats-to-global-health-in-2019>)
2. (September 9, 2019) Report from the Medical Officer of Health on Moving to Acceptance: Toronto Public Health's Strategy to Address Vaccine Hesitancy (<http://www.toronto.ca/legdocs/mmis/2019/hl/bgrd/backgroundfile-137355.pdf> )
3. (September 23, 2019) Presentation from the Associate Medical Officer of Health on Moving to Acceptance: Toronto Public Health's Strategy to Address Vaccine Hesitancy (<http://www.toronto.ca/legdocs/mmis/2019/hl/bgrd/backgroundfile-138045.pdf> )
4. Immunization of School Pupils Act, R.S.O. 1990, c. I.1: (Immunization of School Pupils Act, RSO 1990, c. I.1)
5. Toronto Public Health - Report Student Immunization (<https://www.toronto.ca/community-people/health-wellness-care/health-programs-advice/immunization/get-immunized-children-youth/report-student-immunization/>)





# Our Mission

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

## We Value

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

## Our Goals

### **Transform Student Learning**

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

### **Create a Culture for Student and Staff Well-Being**

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

### **Provide Equity of Access to Learning Opportunities for All Students**

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

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

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

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

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



### **Acknowledgement of Traditional Lands**

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

### **Reconnaissance des terres traditionnelles**

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

### **Committee Mandate**

Committee of the Whole's mandate will be to make recommendations to the Board on:

- a) The development and annual review of the Board's Multi-Year Strategic Plan for the Board, in consultation with the Director or designate;
- b) The Board's inter-governmental relations;
- c) The development and management of plans for senior leadership succession;
- d) Professional development for members of the Board;
- e) Facility and property matters, including property disposition, major capital projects, boundary changes;
- f) Matters related to Trustees and Trustee Services; and
- g) Other issues referred to it from time to time by the Board or the Chair of the Board.