



Regular Meeting Agenda

BD:220A

Wednesday, February 5, 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: Please ensure all electronic devices are on silent mode.

Pages

1. Call to Order
Private Session, 4:30 p.m.
2. Resolution Into Committee of the Whole (Private Session) (to consider matters that fall under section 207(2) of the Education Act)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), February 5, 2020
To be presented
Public Session, 7 p.m.
5. National Anthem and Acknowledgement of Traditional Lands
6. Approval of the Agenda
7. Celebrating Board Activities
To be presented
8. Memorials
To be presented
9. Chair's Announcements
To be presented

10.	Reports From Trustees Appointed to External Organizations and Student Trustees	
	To be presented	
11.	Director's Leadership Report	
	Oral Update	
12.	Declarations of Possible Conflict of Interest	
13.	Matters to be Decided Without Discussion	
	To be presented	
14.	Confirmation of Minutes of Meetings Held on November 27 and December 12, 2019 and January 22, 2020	
	Separate document	
15.	Committee Reports	
15.1	Director's Performance Appraisal Committee, Report No. 19, January 8, 2020	1
	1. Director's Performance Goals, 2020	
15.2	Governance and Policy Committee, Report No. 23, January 8, 2020	17
	1. Recognition of Significant Observances Policy, Phase 2: New Policy, Status Update [3800]	
	2. PR729, Student Use of Service Animals in Schools: New Procedure [3811]	
	3. P023, Parent and Community Involvement Policy Review: Status Update [3810]	
	4. P048, Occupational Health and Safety Policy: Annual Review [3801]	
	5. P072, Workplace Violence Prevention Policy: Annual Review [3802]	
	6. PR728, Newly Developed Procedure, Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools, and Revisions to Procedure PR515, Workplace Harassment Prevention and Human Rights [3812]	
	7. Development of a Specialized Schools and Programs Policy: Phase 2, New Policy [3799]	
15.3	Program and School Services Committee, Report No. 80, January 16, 2020	23
	1. Black Student Achievement Community Advisory	

	Committee: Consultation on Secondary Program and Optional Attendance Policy Reviews	
	2. Special Education Advisory Committee: Application to Join SEAC and Filling of Vacancies on SEAC for Easter Seals Ontario, VOICE for Hearing Impaired Children and a Community Representative	
	3. Mid-Year Update on the Implementation of the Multi-Year Strategic Action Plans: Inclusion [3814]	
	4. Operation of the EarlyON Child and Family Programs [3813]	
15.4	Finance, Budget and Enrolment Committee Report No. 45, January 22, 2020	31
	1. Contract Awards, Facilities [3815]	
	2. Contract Awards, Operations [3816]	
	3. Program and Sketch Plan Approval: Right-Sizing and Building Addition to Kapapamahchakwew: Wandering Spirit School [3731]	
	4. Insurance Renewals for 2020: Update [3822]	
	5. 2019-2020 Ward-by-Ward Budget Breakdown [3817]	
	6. Reconciliation of the 2018-19 Actual Results to Budget [3818]	
	7. First Quarter Interim Financial Report: 2019-20 [3819]	
	8. Proposed 2020-21 Budget Schedule and Process [3820]	
	9. 2020-21 Education Funding Engagement Guide Consultation: Final Response [3821]	
	10. Rescission of Board Decision: Breakdown of Budget Reductions	
15.5	Committee of the Whole, Report No. 10, January 29, 2020	47
	1. Toronto Lands Corporation: Extension of Appointments of Citizen Directors	
	2. Toronto Lands Corporation: Management Report to the Board, November 2019	
	3. Secondary Program Review: Update #3 [3823]	
	4. Pupil Accommodation Review for George Harvey Collegiate Institute and York Memorial Collegiate Institute: Initial Staff Report [3828]	
	5. French-as-a-Second-Language Programs Review: Update #2 [3824]	

6.	Transportation Update on Changes to Bell Times in 2020-21 [3832]	
7.	Revisions to Policy P087, Concussions Based on Ministry of Education Policy/Program Memorandum 158 [3831]	
8.	Basketball Net Pilot Project Update [3830]	
9.	Change in Timing for Relocation of Bloor Collegiate Institute and ALPHA II Alternative School During Construction of Replacement School [3829]	
16.	Written Notices of Motion for Consideration	
16.1	Comkids Program (Trustees Mammoliti and Brown)	57
17.	Written Notices of Motion	
17.1	Grade 9 EQAO Mathematics Assessments for 2019-2020 (Trustees Laskin and Donaldson)	59
18.	Adjournment	

Director's Performance Appraisal Committee

Report No. 19, January 8, 2020

TO Regular Meeting Date: February 5, 2020

MEETING A meeting of the Director's Performance Appraisal Committee was convened on Wednesday, January 8, 2020 from 2 to 3:48 p.m. in the Director's Conference Room, 5050 Yonge Street, Toronto, Ontario, with Robin Pilkey presiding.

ATTENDANCE The following members were present: Trustees Stephanie Donaldson, Trixie Doyle, James Li, Christopher Mammoliti, Robin Pilkey (Chair), Anu Sriskandarajah and Manna Wong. Trustees Mammoliti and Wong participated by electronic means.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. Director's Performance Goals, 2020

The Committee considered goals for the Director as part of the Director's performance appraisal process for 2020 (see attached).

On the motion of Trustee Donaldson, seconded by Trustee Doyle the Director's Performance Appraisal Committee **RECOMMENDS that the Director's Performance Goals for 2020 as presented, be approved.**

Part B: Information Only

2. Director's Performance Appraisal Committee: Meeting Schedule for 2020

The Committee discussed a proposed meeting schedule for 2020 and decided on the following:

- February 19, 2020 at 2 p.m.
- June 10, 2020 at 2 p.m.
- September 10, 2020 at 2 p.m.
- October 7, 2020 at 2 p.m.
- November 4, 2020 at 2 p.m.

Part C: Ongoing Matters

The next meeting is scheduled for Wednesday, February 19, 2020 at 2 p.m.

SUBMITTED
BY

Robin Pilkey
Chair of the Committee

Director Performance Appraisal Process Goals for November 2019 – November 2020

- A. Implement the Multi-Year Strategic Action Plans for this coming year (Appendix A) and ensure that all staff understand these commitments.

- B. Support the Board's effective Governance, Communication, Government Relations, Policy Development, Capital Planning and the Budget process in order to serve students and their families effectively.

Measurement: Director's Performance Appraisal Survey.

- C. Enhance trust between the Director / Senior Team and the Board of Trustees by strengthening communication, implementing an information protocol and by providing opportunities for the Board and the Director / Senior Team to collaborate frequently with one another.

Measurement: The Director's Performance Appraisal Survey.

- D. Develop and implement programs that support succession planning/talent management in TDSB.

Measurement:

- Exemplary candidates are prepared for leadership positions;
- Effective leadership is provided by those appointed to leadership positions.

Appendix A**Commitments in the Multi-Year Strategic Plan****1. School Improvement Process**

- Three Goals – Achievement, Well-being, Equity;
- Determination and Collection of Evidence, Creation of Professional Learning Plans, Monitoring Progress, Engagement of Students, Parents and Staff;
- Challenging Streaming;
 - The majority of students reading by the end of Grade 1;
 - Inclusive and effective learning environments for students with special needs;
 - Reduction of suspensions and expulsions while ensuring safe learning environments and the use of restorative practices;
 - The majority of students successfully achieving credits at the academic level.

Measurement:

- Progress will be shared through annual reports to the Board;
- All schools will improve in terms of the goals they have determined. This data is collected by school superintendents. System data will be shared in the above reports.
- Annual Reports:
 - School Improvement
 - Suspensions/Expulsions
 - Well-Being

2. Service Excellence – Continued Implementation of the Service Excellence Improvement Team Process**Measurement:**

- Progress will be shared through an Annual Report – Service Excellence.

3. **Research Knowledge Mobilization: We will enhance how we share data of our progress, with the system, in order to support our improved efforts.**

Measurement:

- Knowledge Mobilization Strategy is developed.
- Perceptual data gathered through Pulse.

4. **Transforming Student Learning**

A) Special Education and Inclusion

- Gradual Elimination of Home School Program (HSP);
- Review of Individual Education Plan (IEP) process;
- Focused Capacity Building for Educators.

Measurement:

- Fewer HSP Programs in schools.
- Achievement Data for students with special needs improves.
- Progress will be shared through an Annual Report – Inclusion.

B) **Math**

- Improve Teacher Content Knowledge;
- Strengthen Mathematical Assessment Practices;
- Focus on 106 Schools whose data shows the greatest need for improvement.

Measurement:

- Increased educator participation in Math Additional Qualifications program and other professional learning opportunities in mathematics.
- Focus schools will demonstrate improvement in terms of the math goals identified in their School Improvement Plans.
- Annual Reports:
 - Mathematics
 - Early Literacy and Early Math

C) Deep Learning and Global Competencies

- Digital Lead Learner (DLL) Program;
- Digital Lead Administrator (DLA) Program;
- Deep Learning Network Lab Schools.

Measurement:

- School Improvement Plans indicate an understanding of how global competencies and deep learning (critical thinking, creativity, collaboration, communication, citizenship and character) provide the foundation for improvement in literacy and mathematics.
- Student voice data (Student Surveys) indicate increased engagement in their learning.
- Annual Report: Global Competencies.

D) Early Literacy

- Provide early literacy support to the 51 schools whose data suggests that greater support is required in order to close reading gaps;
- Continue to invest in reading intervention resources to close gaps in grades 2-8 so that students can be successful in secondary programs.

Measurement:

- 51 schools will show improvement in the reading among those students not currently achieving at level.
- Increase the number of schools using formal literacy intervention resources to close gaps.
- Annual Early Literacy Report will provide evidence of improvement.
- Schools will show improvement in their early literacy goals.

E) Indigenous Education

- Improve Achievement and Well-being for Indigenous students;
- Enhance staff's capacity to integrate Indigenous perspectives, knowledge and culture in the classroom.

Measurement:

- Achievement and Well-being data shared through an Annual Report – Indigenous Education.

F) Towards Excellence in the Achievement and Well-being of Black Students

- Continue to improve school culture, achievement and teaching practice in 17 pilots in response to Anti-Black Racism and other factors impacting the achievement and well-being of Black students;
- Provide Anti-Black racism training (Part 2) to all leaders in the system;
- Continue to expand the capacity of Superintendents and School Leaders to understand and respond effectively to examples of Anti-Black Racism in schools.

Measurement:

- The Annual Equity, Anti-Racism and Anti-Oppression Report will include, where available and appropriate, Achievement and Well-being data, Student and Educator Research; School Climate and Student Perceptual Surveys to document progress.

G) Equity, Anti-Racism, Anti-Oppression

- Integrated into the school improvement process by changing/interrupting, cultures, processes, structures that oppress;
- Develop resources to support staff learning.

Measurement:

- All staff will show progress in their learning and achieve their equity goal;
- Data will be communicated in the Equity, Anti-Racism and Anti-Oppression Annual Report and in other related reports.

H) Reduction of Suspensions and Expulsions, While Keeping Students and Schools Safe

- Greater use of Restorative Practices.

Measurement:

- School Climate Survey and Student Census data;
- Data from Annual Reports:
 - Suspensions/Expulsions

- Caring and Safe Schools

5. **Well-being**

A) **Student Well-being**

- Integrate Well-being into the school improvement process;
- Develop a well-being strategy;
- Review the delivery model of Psychological Services to schools.

Measurement:

- All schools fulfill their well-being goal.
- Annual Report on Well-Being will document evidence of progress.
- School Climate Survey and Student Census.

B) **Staff Well-being**

- Communication with staff about all the supports that are available to them;
- Enhancements to Attendance Management System;
- Creation of a table, including all employee groups, focusing on staff well-being.

Measurement:

- Staff Census Data and Pulse.

6. **Access**

A) **Secondary Review**

Measurement:

- High level plan will be created by July, 2020.
- Annual Report: Secondary Review.

B) **French**

- Implementation of the French Recommendations.

Measurement:

- High level plan for program placement will be created by July, 2020.
- Annual Reports:
 - French Programs Enrolment
 - French Review

C) Optional Attendance

Measurement:

- Policy and Procedure will be completed.

D) Specialized Programs / Schools

Measurement:

- Policy and Procedure will be created.

E) Long Term Program and Accommodation Strategy

Measurement:

- The strategy will be adjusted based on the Secondary Review, French Review and the Optional Attendance and Specialized Program / School Policy;
- Annual Long Term Program and Accommodation Strategy document.

F) Arts

- An environmental scan will be conducted in order to inform an arts strategy.

Measurement:

- Arts Strategy is developed.

G) Accessibility

- Ensure compliance with AODA legislation, especially related to communications and technology.

Measurement:

- All documents posted on the TDSB website, as well as materials distributed to all external stakeholders, will be fully accessible and will be monitored for accessibility standards.

H) **Human Rights**

- Implementing “Dealing with Issues of Discrimination and Hate” Accountability Framework;
- Strengthen all Policies and Procedures and supports related to Human Rights;
- Consultation – assisting staff to deal with Human Rights;
- Integrate principles of human rights into the Leadership Development processes;
- Address and resolve disputes effectively and expediently when they arise through conflict resolution and mediation facilitated by the Human Rights Office;
- Investigate human rights cases brought to the Human Rights Office in a timely and effective manner consistent with Board policies and procedures.

Measurement:

- Data communicated through Annual Report – Human Rights.

I) **Employment Equity**

- Training for secondary administrators who are hiring Positions of Responsibility (PORs);
- Development of the Employee Equity Policy;
- Leadership Program for Racialized staff;
- Development of Staff Demographic Questionnaire Process;
- Capacity Building based on the data that has been collected.

Measurement:

- Data communicated through Annual Report – Employment Equity.

7. **Effective Use of Human and Material Resources**

A) **Review of Learning Opportunity Index and its Application**

Measurement:

- Completion of the Policy and Procedure.

B) **Address Potential Inequities in the Allocation of Capital Funding**

Measurement:

- Capital and maintenance funding data analysis;

C) **Ensure Equitable Distribution of Staff Allocations to Meet Student Needs**

Measurement:

- Staff and student census.

D) **Review of our Fundraising Practices**

Measurement:

- Completion of our Policy and Procedure.

E) **Improvement to our Risk Management and Investigation Processes**

Measurement:

- The creation and implementation of a framework that enhances our work.

F) Employee Services Review

Measurement:

- The Review will be completed and recommendations will be considered for implementation.

G) Enhance our Commitment to Sustainability

Measurement:

- Development of a climate change strategy, impacting student learning as well as how we use our resources.
- Annual Report – Sustainability / Climate Strategy.

8. Relationships and Partnerships

A) Community Engagement Policy

Measurement:

- The Policy will be finalized.

B) Public Engagement Office

Measurement:

- A work plan aligned with the Multi-Year Strategic Plan will be developed after an initial period of engagement and consultation.

C) Family Engagement in the School Improvement Process

Measurement:

- Tools will be created to support principals.
- Superintendents will gather implementation data during their school visits.

- Parent survey using Pulse will be conducted.
- Annual Report – School Improvement.

D) Finalize Transition of Real Estate Functions to Toronto Lands Corporation (TLC)

Measurement:

- Service Level Agreement will be finalized.
- Key Performance Indicators (KPIs) developed to assess performance.

E) Internal and External Communications

Measurement:

- Development of the Communication Policy and Procedure which will strengthen our communications.
- Annual Report – Internal and External Communication and Government Relations.

Appendix B

Annual Reports

Month	Report Title	Standing Committee
January	Annual Review: P048, Occupational Health and Safety	Governance and Policy Committee
January	Annual Review: P072, Workplace Violence Prevention	Governance and Policy Committee
January	Annual Report: Reconciliation of 2018-2019 Actual Results to Budget	Finance, Budget and Enrolment Committee
January	Annual Report: First Quarter Interim Financial Report, 2019-20	Finance, Budget and Enrolment Committee
January	Annual Report: Inclusion	Program and School Services Committee
January	Annual Report: Child Care and EarlyON	Program and School Services Committee
February	Annual Report: Three-Year Enrolment Projection	Finance, Budget and Enrolment Committee
February	Annual Report: Caring and Safe Schools	Program and School Services Committee
February	Annual Report: Suspensions/Expulsions	Program and School Services Committee
February	Annual Report: School Improvement	Program and School Services Committee
February	Annual Report: Financial Facts	Finance, Budget and Enrolment Committee
March	Annual Report: TDSB Service Excellence	Committee of the Whole
March	Annual Report: Mathematics	Program and School Services Committee
March	Annual Report: Indigenous Education	Program and School Services Committee
March	Annual Report: School Year Calendar	Program and School Services Committee
March	Annual Report: Early Literacy and Early Math	Program and School Services Committee
March	Annual Report: School Based Staffing	Finance Budget and Enrolment Committee
April	Annual Report: French Review	Program and School Services Committee
April	Bi-Annual Report: School Climate	Program and School Services Committee
April	Annual Report: Well-Being	Program and School Services Committee

Month	Report Title	Standing Committee
April	Annual Report: Human Rights	Program and School Services Committee
April	Annual Report: Second Quarter Interim Financial Report, 2019-20	Finance, Budget and Enrolment Committee
April	Annual Report: GSN Analysis	Finance, Budget and Enrolment Committee
May	Annual Report: Global Competencies	Program and School Services Committee
May	Annual Report: Final Budget Approval	Finance, Budget and Enrolment Committee
May	Annual Report: Sustainability/Climate Strategy	Program and School Services Committee
May	Annual Report: Employment Equity	Program and School Services Committee
June	Annual Report: International Globalization	Program and School Services Committee
June	Annual Report: French Programs Enrolment	Program and School Services Committee
June	Annual Report: Model Schools	Program and School Services Committee
June	Annual Report: Secondary Review	Committee of the Whole
June	Annual Report: Integrity Commissioner	Board
October	Annual Report: Technology Modernization	Program and School Services Committee
October	Annual Report: Policy Review Schedule	Governance and Policy Committee
October	Annual Report: International Languages and Summer Programs	Program and School Services Committee
October	Annual Report: Equity, Anti-Racism and Anti-Oppression	Program and School Services Committee
October	Annual Report: Academic Pathways	Program and School Services Committee
October	Annual Report: Budget Schedule, 2020-21 & Feedback	Finance, Budget and Enrolment Committee
October	Annual Report: 2020-21 Operating Budget Communications: Overview of Communication Supports	Finance, Budget and Enrolment Committee
October	Annual Report: Internal and External Communication and Government Relations	Committee of the Whole
November	Annual Report: 3 Year Financial Forecast	Finance, Budget and Enrolment Committee

Month	Report Title	Standing Committee
November	Annual Report: 2020-21 Education Funding Engagement Guide Consultation: Final Response	Finance, Budget and Enrolment Committee
December	Annual Report: Director's Performance Appraisal	Board
December	Annual Report: Audited Financial Statements	Audit Committee
TBD	Annual Review: P034, Workplace Harassment Prevention	Governance and Policy Committee



Governance and Policy Committee

Report No. 23

GPC:024A

Wednesday, January 8, 2020

4:30 p.m.

Committee Room A, 5050 Yonge Street

Members Present	Trustees Christopher Mammoliti (Chair), Alexander Brown, Stephanie Donaldson, James Li and Manna Wong
Regrets	Trustees Harpreet Gill and Patrick Nunziata
Also Present	Trustees Michelle Aarts, Rachel Chernos Lin, Trixie Doyle, Shelley Laskin, Dan MacLean, Robin Pilkey and Jennifer Story Trustees Brown, Story and Wong participated by electronic means.

Part A: Committee Recommendations

1. **Recognition of Significant Observances Policy, Phase 2: New Policy, Status Update [3800]**

The Committee considered a report from staff (see GPC:023A, page 1) presenting a revised work plan for the development of a policy on the recognition of significant observances.

Moved By: Trustee Wong

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that the revised work plan for the development of the Recognition of Significant Observances policy, as presented in the report, be approved.

Carried

2. **PR729, Student Use of Service Animals in Schools: New Procedure [3811]**

The Committee considered a report from staff (see GPC:023A, page 27) presenting a newly developed procedure on student use of service animals.

Moved By: Trustee Doyle

Seconded By: Trustee Li

The Governance and Policy Committee **RECOMMENDS** that the newly developed **Student Use of Service Animals in Schools Procedure (PR729)** as presented in the report, be received.

Carried

3. **P023, Parent and Community Involvement Policy Review: Status Update [3810]**

The Committee considered a report from staff (see GPC:023A, page 63) presenting a critical path for the review of policy P023, Parent and Community Involvement.

Moved By: Trustee Donaldson

Seconded By: Trustee Doyle

The Governance and Policy Committee **RECOMMENDS** that the **Critical Path for review of the Parent and Community Involvement Policy**, as presented in the report, be received.

Carried

4. **P048, Occupational Health and Safety Policy: Annual Review [3801]**

The Committee considered a report from staff (see GPC:023A, page 75) presenting a review of policy P048, Occupational Health and Safety.

Moved By: Trustee Doyle

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that **policy P048, Occupational Health and Safety**, as presented in the report, be approved.

Carried

5. **P072, Workplace Violence Prevention Policy: Annual Review [3802]**

The Committee considered a report from staff (see GPC:023A, page 83) presenting a review of policy P072, Workplace Violence Prevention Policy.

Moved By: Trustee Doyle

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that **policy P072, Workplace Violence Prevention**, as presented in the report, be approved.

Carried

6. **PR728, Newly Developed Procedure, Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools, and Revisions to Procedure PR515, Workplace Harassment Prevention and Human Rights [3812]**

The Committee considered a report from staff (see GPC:023A, page 89) presenting a newly developed procedure on reporting and responding to racism and hate incidents and a revised procedure on workplace harassment prevention and human rights.

Moved By: Trustee Pilkey

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that the newly developed Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools Procedure (PR728) and the revised Workplace Harassment Prevention and Human Rights Procedure (PR515), as presented in the report, be received.

Carried

7. **Development of a Specialized Schools and Programs Policy: Phase 2, New Policy [3799]**

The Committee considered a report from staff (see GPC:023A, page 153) presenting a policy development work plan for a specialized schools and programs policy.

Moved By: Trustee Doyle

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that the policy development work plan for a Specialized Schools and Programs policy, as presented in the report, be approved.

Carried

Part B: Information Only

8. **Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 4:31pm.

9. Approval of the Agenda

Moved By: Trustee Donaldson

Seconded By: Trustee Doyle

That the agenda be approved.

Carried

10. Declarations of Possible Conflict of Interest

No conflicts were declared.

11. Delegations

Part A: Oral Delegations

The following oral delegations were heard in accordance with the Board's procedure for hearing delegations:

re Recognition of Significant Observances Policy, Phase 2: New Policy, Status Update [3800]

1. John Balkeus, Community Member

re Development of a Specialized Schools and Programs Policy: Phase 2, New Policy [3799]

1. David Fogarty, Community Member

12. Notice of Motion: Board Self-Assessment (Trustees Pilkey and Doyle)

Trustees Pilkey and Doyle provided notice of the following motion for consideration at a subsequent meeting of the committee:

Whereas, on April 20, 2016, the Board decided:

That a Board performance assessment, including options for self-assessments, be developed and presented to the Board for discussion;

and;

Whereas, Board self-assessment provides an opportunity to:

- i. look internally at the board itself,
- ii. reflect on each board member's individual and shared responsibilities,
- iii. identify different perceptions and opinions among board members,
- iv. determine areas of responsibility that need attention;
- v. use the results as a springboard for board improvement;

Therefore, be it resolved:

That a Board consultant be retained to develop a self-assessment tool for trustees that can be applied annually.

13. Adjournment

The meeting adjourned at 7:27 p.m.

Moved By: Trustee Doyle

Seconded By: Trustee Donaldson

That the meeting be adjourned.

Carried

Submitted by: Trustee Mammoliti, Chair

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Program and School Services Committee

Report No. 80

PSSC:082A

Thursday, January 16, 2020

4:30 p.m.

Boardroom, 5050 Yonge Street

Trustee Members Present	Trustees Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean, Yalini Rajakulasingam, Anu Sriskandarajah and Chris Tonks
Also Present	Trustee Alexander Brown, Trixie Doyle, Patrick Nunziata, Robin Pilkey and Manna Wong
	Trustees Brown, Nunziata, Rajakulasingam and Wong participated by electronic means.

Part A: Committee Recommendations

1. Black Student Achievement Community Advisory Committee: Consultation on Secondary Program and Optional Attendance Policy Reviews

The Committee considered a report from the Black Student Achievement Community Advisory Committee (see PSSC:082A, page 3), presenting a recommendation regarding consultation.

Moved By Trustee Kandavel

Seconded By Trustee Chernos Lin

The Program and Schools Services Committee **RECOMMENDS** that the following recommendation from the Black Student Achievement Community Advisory Committee be referred to staff for follow-up:

As noted in the Secondary Review Report “The Enhancing Equity Task Force made recommendations to support the TDSB as it strives to ensure that the framework of “equity for all” infuses every aspect of the Board’s work including students and staff. Its approach to community engagement showed the importance of reaching out directly to marginalized communities and inviting those voices that we do not typically hear from and honouring their experiences, concerns, challenges, realities and goals.”

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Therefore BSACAC makes the following recommendation:

An opportunity for consultation at the next BSACAC meeting on February 3, 2020 from the Secondary and Optional Attendance Policy Review Committee to make a presentation and seek BSACAC's input on the potential impact on Black students.

Carried

2. Special Education Advisory Committee: Application to Join SEAC and Filling of Vacancies on SEAC for Easter Seals Ontario, VOICE for Hearing Impaired Children and a Community Representative

The Committee considered a report from the Special Education Advisory Committee (see PSSC:082A, page 25), presenting recommendations for filling vacancies on SEAC.

Moved By Trustee Chernos Lin

Seconded By Trustee Doyle

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

- (a) That the association, Centre for ADHD Awareness Canada be appointed to the Board's Special Education Advisory Committee for a term ending November 14, 2022;**
- (b) That Juanita Beaudry be appointed to the Special Education Advisory Committee as the representative for the Centre for ADHD Awareness Canada for a term ending November 14, 2022;**
- (c) That Aliza Chagpar be appointed to the Special Education Advisory Committee as the representative for Easter Seals Ontario for a term ending November 14, 2022;**
- (d) That Kara Stewart-Agostino be appointed to the Special Education Advisory Committee as the alternate representative for VOICE for Hearing Impaired Children for a term ending November 14, 2022;**
- (e) That Izabella Pruska-Oldenhof be appointed to the Special Education Advisory Committee as the community representative for Learning Centre 4 for a term ending November 14, 2022.**

Carried

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3. Mid-Year Update on the Implementation of the Multi-Year Strategic Action Plans: Inclusion [3814]

The Committee considered a report from staff (see PSSC:082A, page 75), presenting an update on the implementation of the action plan regarding inclusion.

Moved By Trustee Doyle

Seconded By Trustee MacLean

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

Carried

4. Operation of the EarlyON Child and Family Programs [3813]

The Committee considered a report from staff (see PSSC:082A, page 117), presenting information on the operation of the EarlyON child and family programs.

Moved By Trustee Chernos Lin

Seconded By Trustee Kandavel

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

Carried

Part B: Information Only

5. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Program and School Services Committee was convened on Thursday, January 16, 2020 from 4:31 to 7:54 p.m., in Committee Room A, Main Floor, 5050 Yonge Street, Toronto, Ontario, with Jennifer Story presiding.

6. Approval of the Agenda

On motion of Trustee MacLean, seconded by Trustee Chernos Lin, the agenda was approved.

7. Declarations of Possible Conflict of Interest

Nil

Regular Meeting

February 5, 2020

8. Delegations

The following oral delegations were heard in accordance with the Board's delegation procedure.

re Item 7, Operation of the EarlyON Child and Family Programs [3813]

1. Terri Preston, CUPE 4400
2. Tennille Will, Shirley Street Public School
3. Jessica Weir, Parent, Roden EarlyON
4. Anna Dobie, Parent, EarlyON

re Cancellation of the Kindergarten Intervention Program

5. Ab. Velasco, Parent

9. Alternative Schools Community Advisory Committee Report, November 25, 2019

The Committee considered a report from the Alternative Schools Community Advisory Committee dated November 25, 2019 (see PSSC:082A, page 1).

Moved By Trustee MacLean

Seconded By Trustee Doyle

That the report be received.

Carried

10. Black Student Achievement Community Advisory Committee Report, December 2, 2019

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated December 2, 2019 (see PSSC:082A, page 3).

Moved By Trustee Doyle

Seconded By Trustee Kandavel

That the report be received.

Carried

Regular Meeting

February 5, 2020

11. Community Use of Schools Community Advisory Committee Reports, September 10, October 10 and November 12, 2019

The Committee considered report from the Community Use of Schools Community Advisory Committee dated September 10, October 10 and November 12, 2019 (see PSSC:082A, page 5).

Moved By Trustee MacLean

Seconded By Trustee Doyle

That the report be received.

Carried

12. Environmental Sustainability Community Advisory Committee Report, December 3, 2019

The Committee considered a report from the Community Use of Schools Community Advisory Committee dated December 3, 2019 (see PSSC:082A, page 13).

Moved By Trustee Chernos Lin

Seconded By Trustee Doyle

That the report be received.

Carried

13. Equity Policy Community Advisory Committee Report, December 3, 2019

The Committee considered a report from the Equity Policy Community Advisory Committee dated December 3, 2019 (see PSSC:082A, page 15).

Moved By Trustee MacLean

Seconded By Trustee Kandavel

That the report be received.

Carried

14. French-as-a-Second-Language Community Advisory Committee Report, November 12, 2019

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated November 12, 2019 (see PSSC:082A, page 17).

Regular Meeting

February 5, 2020

Moved By Trustee Pilkey
Seconded By Trustee Chernos Lin

That the report be received.

Carried

15. Inner City Community Advisory Committee Report, December 12, 2019

The Committee considered a report from the Inner City Community Advisory Committee dated December 12, 2019 (see PSSC:082A, page 21).

Moved By Trustee MacLean
Seconded By Trustee Doyle

That the report be received.

Carried

16. Parent Involvement Advisory Committee Report, September 24, 2019

The Committee considered report from the Parent Involvement Advisory Committee dated November 19, 2019 (see PSSC:082A, page 23). The report was presented by parent co-chair, Zena Shereck.

Moved By Trustee MacLean
Seconded By Trustee Doyle

That the report be received.

Carried

17. Special Education Advisory Committee Report, November 4, 2019

The Committee considered a report from the Special Education Advisory Committee dated November 4, 2019 (see PSSC:082A, page 25).

Moved By Trustee MacLean
Seconded By Trustee Doyle

That the report be received.

Carried

Regular Meeting

February 5, 2020

18. Urban Indigenous Community Advisory Committee Report, November 19, 2019

The Committee considered a report from the Urban Indigenous Community Advisory Committee dated November 19, 2019 (see PSSC:082A, page 73).

Moved By Trustee Sriskandarajah

Seconded By Trustee Chernos Lin

That the report be received.

Carried

19. Adjournment

On motion of Trustee MacLean, seconded by Trustee Chernos Lin, the meeting adjourned at 7:54 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Jennifer Story, Chair of Committee

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Finance, Budget and Enrolment Committee

Report No. 45

FBEC:047A

Wednesday, January 22, 2020

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street

Members Present	Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra Lulka, Chris Moise and Zakir Patel
Regrets	Regrets were received from Trustee David Smith
Also Present	Trustees Alexander Brown, Rachel Chernos Lin, Trixie Doyle Dan MacLean, Robin Pilkey, Anu Sriskandarajah and Student Trustees Adnan Habib and Ivy Deng Trustees Chernos Lin, Patel and Sriskandarajah participated by electronic means. Trustee Story participated for part of the meeting by electronic means and for part in person.

Part A: Committee Recommendations

1. Contract Awards, Facilities [3815]

The Committee considered a report from staff (see FBEC:047A, page 1) presenting contract awards. The Committee received the contracts in Appendix A and approved the contracts on Appendix B.

Moved By: Trustee Moise

Seconded By: Trustee Aarts

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

Carried

2. Contract Awards, Operations [3816]

The Committee considered a report from staff (see FBEC:047A, page 33) presenting contract awards. The Committee received the contracts in Appendix A and approved the contract on Appendix B.

Moved By: Trustee Doyle

Seconded By: Trustee Moise

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

Carried

3. Program and Sketch Plan Approval: Right-Sizing and Building Addition to Kapapamahchakwew: Wandering Spirit School [3731]

The Committee considered a report from staff (see FBEC:047A, page 45) presenting information on the right-sizing and building addition at the Eastern Commerce Collegiate Institute building.

Moved By: Trustee Aarts

Seconded By: Trustee Doyle

The Finance, Budget and Enrolment Committee **RECOMMENDS that the program and sketch plan approval for the right-sizing and building addition to Kapapamahchakwew – Wandering Spirit School, as presented in the report, be approved.**

Carried

4. Insurance Renewals for 2020: Update [3822]

The Committee considered a report from staff (see FBEC:047A, page 59) presenting information on final premium rates for each line of insurance for 2020.

Moved By: Trustee Moise

Seconded By: Trustee Pilkey

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

Carried

5. 2019-2020 Ward-by-Ward Budget Breakdown [3817]

The Committee considered a report from staff (see FBEC:047A, page 61) presenting information on a breakdown of budget reductions by ward for the 2019-20 operating budget.

Moved By: Trustee Pilkey

Seconded By: Trustee Doyle

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

Carried

At the Committee meeting, staff undertook to add clarifications to the data presented in the report, prior to the February 2020 Board meeting.

6. Reconciliation of the 2018-19 Actual Results to Budget [3818]

The Committee considered a report from staff (see FBEC:047A, page 65) presenting information on actual operating results for 2018-19.

Moved By: Trustee Moise

Seconded By: Trustee Lulka

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

Carried

7. First Quarter Interim Financial Report: 2019-20 [3819]

The Committee considered a report from staff (see FBEC:045A, page 69) presenting information on the Board's financial position relative to the approved budget for the first quarter, September 1 to November 30, 2019.

Moved By: Trustee Lulka

Seconded By: Trustee Doyle

The Finance, Budget and Enrolment Committee **RECOMMENDS that the First Quarter Interim Financial Report, 2019-2020 be received.**

Carried

8. Proposed 2020-21 Budget Schedule and Process [3820]

The Committee considered a report from staff (see FBEC:047A, page 287) presenting a proposed budget schedule and process for 2020-21.

Moved By: Trustee Doyle

Seconded By: Trustee Moise

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **2020-21 budget schedule and process, as presented in the report, be approved.**

Carried

9. 2020-21 Education Funding Engagement Guide Consultation: Final Response [3821]

The Committee considered a report from staff (see FBEC:047A, page 293) presenting information on the final response report and implementation plan regarding the Ministry's Education Funding Engagement Guide Consultation for 2020-21 and a revised response document (see attached), which was shared with the Committee.

Moved By: Trustee Moise

Seconded By: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that **2020-21 Education Funding Engagement Guide Consultation: Final Response Report and Implementation Plan, as presented in the report, be approved.**

Carried

Staff undertook to make further changes to the response document, as suggested by the Committee, prior to sending to the Ministry of Education.

10. Rescission of Board Decision: Breakdown of Budget Reductions

Moved By: Trustee Laskin

Seconded By: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

Whereas, on February 4, 2015, the Board decided:

Whereas, in previous years, trustees have voted on budgets without a breakdown of the school-by-school impact; and

Whereas, in some cases, the impact was not what had been anticipated;

Therefore, be it resolved, that the Board vote on the budget be held when staff can provide a school-by-school staffing breakdown, beginning with the budget vote in 2016;

and

Whereas, the Director of Education has explained annually since, that this is not administratively possible; and

Whereas, staffing is not finalized until September, while the budget must be adopted before June 30;

Therefore, be it resolved that the following decision of February 4, 2015, be rescinded:

Therefore, be it resolved, that the Board vote on the budget be held when staff can provide a school-by-school staffing breakdown, beginning with the budget vote in 2016.

Carried

Part B: For Information Only

11. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 4:30 p.m.

12. Approval of the Agenda

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

13. Declarations of Possible Conflict of Interest

Nil

14. Delegations

The following oral delegations were heard in accordance with the Board's delegation procedure.

re, International Baccalaureate Program fees

1. Caitlin Hewitt-White, Etobicoke Collegiate Institute, Teacher and Parkdale Collegiate Institute, Parent
2. Joan Lin, Victoria Park Collegiate Institute
3. Kiran Mirchandani, Parent
4. Gordana Milosevic, Parkdale Collegiate Institute

15. Adjournment

On motion of Trustee Laskin, seconded by Trustee Doyle, the meeting adjourned at 7:39 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

REVISED APPENDIX B**2020-21 Education Funding Engagement Guide Consultation: Final Response****Introduction**

The Toronto District School Board (TDSB) is Canada's largest and most diverse school board. Every day, we welcome more than 246,000 students to 582 schools across the City of Toronto. We also serve more than 140,000 life-long learners in our Adult and Continuing Education programs.

As the largest and most diverse school board in the country, we have a unique set of needs when it comes to what is required to best support our students and communities. To ensure we are best supporting our students, we developed the Multi-Year Strategic Plan to set direction and identify system goals. The focus of the Multi-Year Strategic Plan is to ensure that every student receives a great education by having equitable access to programs and resources and increased opportunities to lead to success.

The Multi-Year Strategic Plan consists of five pillars. Each pillar has measureable outcomes that are confirmed through our student census data, student academic achievements, and strategic allocation of resources:

Transform Student Learning – We will have high expectations for all students and provide positive, supportive learning environments.

Create a Culture for Student and Staff Well-Being – We will build positive school and workplace cultures that support mental health and well-being — free of bias and full of potential.

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.

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.

Measuring our success is critical to knowing if we are making a difference for students. Our expectation – and our goal – is that everyone improves. We expect to:

Close the achievement and well-being gaps while keeping expectations high for all students because we are providing access to the programs, resources and learning opportunities that students require, while removing systemic barriers that may exist for them.

Transform student learning to ensure students improve in literacy and math and strengthen essential skills including critical thinking, creativity, collaboration, communication, citizenship and character (known as global competencies).

Increase engagement of students, staff, parents and communities because we are honouring voice, experience, identity and expertise, and we are willing to adjust our directions and plans because of this engagement.

Real change happens in the classroom and with this coordinated and strategic approach, we are confident that each and every student will be successful. For example, in the Special Education section of the plan, we outline how the TDSB is committed to outcome-based planning to support our most vulnerable students.

We would like to focus on the following areas of interest for the TDSB. Please note that the order in which these items are presented in this report does not reflect priority or importance.

Transportation;
Renewal Funding Backlog;
Education Development Charges;
Class Sizes;
E-Learning;
Challenging Streaming;
Supply Staffing;
Special Education;
Reducing Red Tape and Administrative Burden; and
Funding to Support Parent Engagement and Consultation.

1. Transportation

Transportation service in many urban school boards is an increasing challenge. In the City of Toronto, the service challenges are compounded by traffic congestion and road construction.

The driver shortage issue continues to be a concern of boards as carriers struggle to maintain a sufficient number of core drivers (as well as spare drivers) to cover absences for vacation, illness, religious observances and other unexpected/planned absences. The Transportation department continues to leverage technology to improve the level of service for our communities. Parents have high service expectations and the demand for service is outstripping the supply of available drivers. School boards that try to amend their current model of service levels face incredible push back from parents who rely on the service.

In the absence of provincial funding benchmarks for transportation, school boards have no guidance to support a change in service expectations and the inequity among coterminous boards is left unaddressed because boards will continue to use transportation as a means to compete for students. In addition, the TDSB is advocating that transportation for students with special needs be identified and funded separately. The TDSB is the largest provider of transportation services for students with special needs in the province. These are our most vulnerable students, with the greatest service needs and for whom the cost per pupil is significantly higher than standard transportation.

In order to address the issue of driver retention, the Ministry of Education has implemented a driver retention bonus based on service benchmarks. Our concern is that the program is only guaranteed to continue for the current year. There is concern in the industry, as well as concern from school boards, that we may face a larger than normal number of retirements and/or staff movement to other jobs with steadier work conditions. This is of significant concern given that we are already dealing with a driver shortage.

The Ministry's review of transportation services and funding that started three years ago, has not reported out on its findings yet. We urge the province to complete this review and report on its findings to make changes that would address these concerns.

2. Renewal Funding Backlog

The province has provided multiple years of additional funding for school repairs, which has allowed the TDSB to address emergency issues in our schools. Unfortunately, the additional funding has not been enough to decrease the TDSB's repairs backlog.

Currently, the TDSB faces a staggering \$3.5 billion repair backlog as a result of years of inadequate funding. If additional funding provided over the last 4 years (SCI) is discontinued and/or reduced, and no additional funding is provided, we estimate that the TDSB's renewal repairs backlog will grow approximately \$0.6 billion per year. It is imperative that the province commit to providing predictable and sustainable funding for school repairs so that the TDSB can continue to implement our long-term plan for renewal, lower our current \$3.9 billion repair backlog and modernize our schools. Current industry standards are that 2 to 4%¹ of the replacement value of buildings should be budgeted for renewal expenditures. Costs in high density urban boards for maintenance and construction work are significantly higher than either suburban or rural boards and this should be taken into consideration in establishing construction benchmarks.

3. Education Development Charges

While other school boards in Ontario are allowed to collect EDCs, the TDSB does not qualify because it has excess capacity when assessed on a district-wide basis, regardless of significant capacity pressures and challenges faced in many neighborhood schools. This puts the TDSB at a disadvantage.

EDCs are a critical funding tool that would help the TDSB meet growth-related infrastructure needs. Many of our schools are over capacity as a result of significant residential intensification in certain areas.

Lack of sufficient space in local schools in some areas of the City has forced the TDSB to adopt different accommodation strategies for managing enrolment growth, including redirecting students from new residential developments to other TDSB schools located outside the area, the use of portables, and program and school boundary changes.

In our view, the same way that developers pay for services such as roads, transit, water, sewer infrastructure and community centres, they should also contribute to education. In other words, growth should pay for growth.

For all school boards, including the TDSB, it is vitally important to assess and plan for long-term student accommodation on the basis of neighbourhood needs, not on a jurisdiction-wide basis. Section 10 of Ontario Reg. 20/98 does not serve the purpose of either the *Education Act* or the original purpose of EDC funding, which was meant for new developments to fund new school sites.

¹ Reversing the Cycle of Deterioration in the Nation's Public School Buildings, Council of the Great City Schools, October 2014.

Without the restrictions found in Section 10 of Ontario Reg. 20/98, the TDSB would qualify for EDCs and generate revenue of approximately \$400 million over the next 15 years, which would help us meet growth-related infrastructure needs. Given the invaluable role that schools play in each community, such an investment would benefit all citizens of Toronto.

We strongly recommend that the government modify or remove the restrictions in Section 10 of Ontario Regulation 20/98 to allow all school boards to qualify for EDCs and be able to use those funds for expansion of existing schools or building of new schools.

4. Class Size

The government's class size increase is concerning to the TDSB on a number of levels, most importantly its impact on students. At both the elementary and secondary level, we have heard concerns from parents, students and staff on the negative impact of larger class sizes on student learning, and we share these concerns about student achievement. At the secondary level, larger class sizes and less teachers means a reduction to the course offerings, especially in smaller schools. In the first year of this increase, many TDSB schools experienced this course offering reduction. This situation will be further exasperated in future years due to the large number of small schools in the board. Until the Program Area Review process is re-established by the Ministry, the TDSB has no way of reducing the impact of increased class sizes on program offerings in schools.

From a financial perspective, the TDSB is concerned that the Ministry did not account for restrictions under teacher collective agreements that prohibit some boards, including the TDSB, from increasing class sizes. For example, when the Ministry increased class sizes in Grades 4 to 8 and reduced the number of funded elementary teachers, the TDSB, and other boards, were financially penalized. For the TDSB, this financial penalty amounts to \$9.6 M for the 2019-20 school year.

We urge the Ministry to:

- Commit to listening to the results of the Ministry consultation on secondary school class size and pay close attention to the analysis you are now getting regarding the impacts on programs, course offerings and student supports;
- Put on hold the decision to increase average class sizes in high schools and put on hold the reductions to high school teachers until such time that there is system wide and school-board-by-school board data on the impact on high

school programs and course options and the concern school boards have with regard to the potential negative impact on graduation rates; and,

- Compensate boards, including the TDSB, whose collective agreements require a smaller average class size in Grades 4-8 than the average class size level being funded by the Ministry of Education.

5. E-Learning

The TDSB has serious concerns with the government's plan to introduce mandatory e-learning courses for all secondary students. Since the plan was announced, school boards have not received any further information, which has raised many questions and concerns by parents/guardians, students and our own staff, including how the plan will be implemented and how it will be equitable for all secondary students.

The TDSB is not against e-learning, recognizing that it plays an important role in our system. We are, however, concerned about the mandatory nature of this plan, the timing and the general lack of information available for parents/guardians, students and staff.

In just a few short months, secondary students will begin selecting courses that will lead them to graduation. We concern is that the lack of information on mandatory e-learning courses and the increase in class sizes could harm our students' achievement and well-being levels and, ultimately, hinder their graduation and post-secondary education plans. This is a major concern considering our most recent census data tells us that students are already expressing challenges with mental health, belonging and accessing a caring adult in schools and the role of technology in relation to their overall well-being.

We also know that our current e-learning program is mostly accessed by higher achieving students and that means we know little about how students with more learning needs may fare in a program that is about to become mandatory. We would like some clarification as to how the issue is being addressed by the government's plan.

To ensure we are reflecting the concerns of our students, parents/guardians and staff, we will be consulting our school communities about mandatory e-learning courses for all secondary students. We value the input of our communities and feel an obligation to provide your government with this information. The results of our research will be available this upcoming winter. We hope to hear more from the government about the plan to implement mandatory e-learning as soon as possible.

6. Challenging Streaming

The TDSB is committed to setting high expectations and increasing access to programming for all students. These principles must begin in the early years and include changes to special education programming and student discipline, transitions to secondary school and Grades 9 and 10 programming.

Establishing a strong foundation in early literacy and numeracy is an essential component of TDSB's approach to challenging streaming. We are committed to working with our youngest learners to ensure that all students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment. Similarly, we are working to ensure that all students in Grade 2 will acquire the foundational skills and concepts in mathematics so that they may continue to be successful in later grades.

We are transforming the way we provide special education programs and services to be more inclusive. Our model of inclusion recognizes diversity within all educational cohorts and embraces the opportunity to meet individual students' needs as locally as possible in neighbourhood schools. Inclusion also means the continuation of having congregated classrooms to meet the needs of some students with exceptionalities that are beyond the scope and expertise of a regular classroom. We will continue to serve all of our students in the most appropriate learning environments.

Student discipline also plays a role in success in school and in streaming students towards specific pathways and outcomes. We are committed to reducing the number of suspensions and expulsions and addressing the over-representation of some groups who are suspended and expelled, while maintaining safe, positive and welcoming schools. We are addressing key issues like systemic racism, anti-Black and anti-Indigenous racism and poverty by putting different processes in place to support change, such as creating a culture of restorative practices, with a focus on cooperative ways of resolving conflict.

Academic pathways is a plan to support the majority of Grade 9 and 10 students to study at the academic level. Research shows that students in an academic program of study generally experience more positive outcomes than those in an applied program of study and experience higher achievement in courses beyond Grade 10. Students also have greater success in post-secondary programs and maintain increased pathway options beyond high school (e.g. college, university, apprenticeship, workplace) when they study at the academic level. Overall, an academic program of study provides more opportunities for students, which is why we are committed to this important work.

It is important that the Ministry commit to providing additional funding in these areas so that we and other boards can continue to increase student achievement and help students to be successful in their chosen academic program.

7. Supply Staffing

The current funding levels do not adequately support school boards actual costs in all areas of staffing. Collective agreements allow for 130 days of absence with staff only being reduced to 90% of earnings after 11 days of absence. There has been an increase in usage of sick time since the new policy was established. School boards need further funding support to address this shortfall.

8. Special Education

The TDSB has consistently spent more than its full grant on Special Education. Last year, the TDSB spent approximately \$47.8M more on Special Education than we were funded by the province. This means that we are using resources from other areas of the budget to ensure that we meet the needs of students who require special education support. This is a theme across the province, with most Boards in Ontario overspending in special education. The TDSB, like other school boards across Ontario, urges the province to recognize this significant funding shortfall and provide adequate funding for special education.

At the TDSB, we believe in the inclusion model for special education, where appropriate. We welcome and support all students with special education needs within well-resourced neighborhood schools. The TDSB is committed to ensuring that all students learn in a supportive and inclusive environment where all voices are valued and heard. The inclusion model, however, requires significant financial investment, including classroom teacher training, that we ask the province to recognize and fund.

The bottom line is that special education is not funded appropriately by the province. In order to ensure that all of our students receive the support they need, we urge the province to reconsider the special education funding model and make the appropriate enhancements to meet the financial needs of school boards and the educational needs of the students of Ontario. This is becoming even more essential as the demand for special education continues to grow. The number of students requiring special education support becomes greater each year and this puts even more financial pressure on school boards that require adequate funding to support their needs.

9. Reducing Red Tape and Administrative Burden

The TDSB actively looks for administrative efficiencies on an ongoing basis to ensure that as many dollars as possible reach the classroom and support students. As part of

last year's budget process, for example, the TDSB cut \$17 million from central administration, senior team and centrally-assigned staff. This was done to limit the impact of budget reductions on programs and services for students and schools.

With increased reporting demands and requirements, finding these administrative efficiencies is becoming more and more difficult. An example of this is the Ministry requirement for reporting of major maintenance and capital projects into their databases. The TDSB believes that additional Information Technology resources could lead to improved efficiencies. We therefore recommend that the province enhance funding in this area to help school boards streamline administrative operations.

Delays in approval to proceed on construction project adds to the administrative burden as school boards have to revise work plans, keep updating stakeholders and updating construction costs. TDSB believes that if approval to proceed were provided in a more timely basis it would assist to the amount of time spent and improve efficiencies.

10. Funding to Support Parent Engagement and Consultation

We have heard from our parents/guardians that the reduction to the Parents Reaching Out (PRO) Grant over the last couple of years is impacting their ability to engage in meaningful ways within the education sector. These grants are vital to our schools' ability to engage with parents, which is a key factor in the enhancement of student achievement and well-being. When schools, families and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. And, when parents are actively engaged in supporting their child's success in school, students are more likely to be motivated, earn higher grades, have better behavioural and social skills and continue their education to a higher level.

Parents/guardians also have concerns around the lack of notice about the 2020-21 Grant for Student Needs consultation. They are concerned about the impact that further cuts to the PRO grant will have on their ability to provide meaningful feedback to both the TDSB and Ministry.

We ask that the Ministry consider restoring past funding levels and returning back to the grants-based model for the 2020-21 school year. A full restoration of these grants will ensure we are able to continue to support initiatives designed to break down barriers to parent engagement and further support our students, schools and communities.

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Committee of the Whole

Report No. 10

CW:011A

Wednesday, January 29, 2020

Boardroom, Main Floor, 5050 Yonge Street. Toronto

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

Regrets Regrets were received from Trustees Chris Moise and Alexandra Lulka

Trustees Doyle, Gill, Li, Mammoliti and Patel participated by electronic means. Trustee Rajakulasingam participated for part of the meeting by electronic means and for part in person.

Part A: Committee Recommendations

1. Toronto Lands Corporation: Extension of Appointments of Citizen Directors

The Committee considered correspondence from the Chair of the Toronto Lands Corporation (CW:011A, page 1) requesting a further temporary extension of the terms of office for four citizen directors on the TLC.

Moved By: Trustee Nunziata

Seconded By: Trustee Tonks

The Committee of the Whole **RECOMMENDS:**

That the term of office for the following citizen directors on the Toronto Lands Corporation be further extended for the period February 6 to March 11, 2020:

- i. **Steven Zakem**
- ii. **Michael Fenn**
- iii. **Sheerin Sheikh**
- iv. **Brenda Patterson.**

Carried

2. Toronto Lands Corporation: Management Report to the Board, November 2019

The Committee considered a report from the Toronto Lands Corporation (CW:011A, page 3) presenting the TLC's management quarterly report.

Moved By: Trustee Brown

Seconded By: Trustee Smith

The Committee of the Whole **RECOMMENDS** that the report be received.

Carried

3. Secondary Program Review: Update #3 [3823]

The Committee considered a report from staff (CW:011A, page 13) presenting update #3 on the review of secondary programming.

Moved By: Trustee Rajakulasingam

Seconded By: Trustee Donaldson

The Committee of the Whole **RECOMMENDS** that the report be received.

Carried

4. Pupil Accommodation Review for George Harvey Collegiate Institute and York Memorial Collegiate Institute: Initial Staff Report [3828]

The Committee considered a report from staff (CW:011A, page 47) requesting approval for the establishment of a pupil accommodation review for George Harvey Collegiate Institute and York Memorial Collegiate Institute.

Moved By: Trustee Tonks

Seconded By: Trustee Nunziata

The Committee of the Whole **RECOMMENDS:**

(a) That a pupil accommodation review be established for George Harvey Collegiate Institute and York Memorial Collegiate Institute;

(b) That the review proceed as a modified pupil accommodation review process as per policy P068, Accommodation and Program Review.

Carried

5. French-as-a-Second-Language Programs Review: Update #2 [3824]

The Committee considered a report from staff (CW:011A, page101) presenting update #2 on the review of French-as-a-Second-Language programming.

Moved By: Trustee MacLean

Seconded By: Trustee Chernos Lin

The Committee of the Whole **RECOMMENDS that the report be received.**

Carried

6. Transportation Update on Changes to Bell Times in 2020-21 [3832]

The Committee considered a report from the staff (CW:011A, page 111) presenting information changes student transportation by adjustments to bell times.

Moved By: Trustee Nunziata

Seconded By: Trustee Donaldson

The Committee of the Whole **RECOMMENDS that the report be received.**

Carried

7. Revisions to Policy P087, Concussions Based on Ministry of Education Policy/Program Memorandum 158 [3831]

The Committee considered a report from staff (CW:011A, page 343) presenting information on proposed changes to policy P087 as a result of Ministry requirements..

Moved By: Trustee Donaldson

Seconded By: Trustee Story

The Committee of the Whole **RECOMMENDS** that revisions to policy P087, **Concussions, as presented in the report, be approved.**

Carried

8. Basketball Net Pilot Project Update [3830]

The Committee considered a report from the staff (CW:011A, page 153) presenting an update on a basketball nets pilot project.

Moved By: Trustee Story

Seconded By: Trustee Nunziata

The Committee of the Whole **RECOMMENDS** that the matter be referred back to staff for further information.

Carried

Staff undertook to:

- consider options for backboard replacements,
- review proposed distance requirements from homes,
- provide data on the list of schools that would be impacted,
- share data regarding feedback received,
- consider a n appeal process for those with medical conditions
- examine the City's process around similar situations
- examine ways to enforce the bylaws regarding noise.

9. Change in Timing for Relocation of Bloor Collegiate Institute and ALPHA II Alternative School During Construction of Replacement School [3829]

The Committee considered a report from staff (CW:011A, page 157) presenting information on the timing of the relocation of Bloor Collegiate Institute and ALPHA II Alternative School during construction of a replacement school

Moved By: Trustee Donaldson

Seconded By: Trustee Chernos Lin

The Committee of the Whole **RECOMMENDS** that the timing of the relocation of Bloor Collegiate Institute and ALPHA II Alternative School to Central Technical School, be changed from September 1, 2020 to September 1, 2021, for the duration of the construction of the replacement school for Bloor Collegiate Institute and ALPHA II Alternative School, as presented in the report.

Carried

Part B: For Information Only

11. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 4:33 p.m.

12. Approval of the Agenda

On motion of Trustee Story, seconded by Trustee Aarts, the agenda was approved.

13. Declarations of Possible Conflict of Interest

Nil

14. Delegations

The following oral delegation was heard in accordance with the Board's delegation procedure:

re Basketball Net Pilot Project Update [3830]

1. Tanus Rutherford
2. Edward Clark

15. OPSBA Directors' Report

The Committee heard an oral update from Trustee Donaldson, on behalf of the Directors of the Ontario Public School Boards' Association on activities of the OPSBA. Trustee Donaldson reported that:

- Thanks to a motion from Trustees Laskin and Story to enhance OPSBA's advocacy, Nic Nanos was contracted to do important polling that was very well received across the province. The Board's OPSBA reps continue to advocate to the OPSBA executive that it continue to work with Nanos to undertake more regionally specific polling to continue to inform OPSBA's advocacy work;
- OPSBA's Public Education Symposium was held on January 22 to 26, 2020;
- The next Board of Directors meeting is scheduled for February 21, 2020;
- The spring regional meeting will be held on March 28, 2020 at the Kawartha Pine Ridge District School Board;
- The OPSBA labour relations and human resources symposium will be held from April 30 to May 1, 2020.

15. Resolution Into Private and Reconvene

On motion of Trustee Rajakulasingam, seconded by Trustee Kandavel, the meeting resolved into private, to consider matters on the private agenda and reconvened in public at 10:38 p.m.

16. Adjournment

At 10:38 p.m., on motion of Trustee Donaldson, seconded by Trustee Story, the meeting adjourned.

Part C: Ongoing Matters

17. Notice of Motion: Information on Immunization (Trustees Aarts and Donaldson)

Trustees Aarts and Donaldson provided notice of the following motion for consideration at a subsequent meeting of the committee:

Whereas, the World Health Organization has declared vaccine hesitancy as one of the top ten global health threats in 2019¹ 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^{2,3}; 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*⁴ 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, wellbeing, 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 website⁵,
- (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/>).

Submitted by: Robin Pilkey, Committee Chair

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Written Notice of Motion for Consideration (Trustees Mammoliti and Brown)

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

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Board on December 11, 2019 and is therefore submitted for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter 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...

Comkids Program

Whereas, all Toronto District School Board partners should maintain the same public visibility to ensure public confidence in the Board's partnership policy/process; and

Whereas, to maintain consistency with all other Board partners;

Therefore, be it resolved:

That the Toronto District School Board's involvement with the Merry Go Round Children's Foundation's Kids, Cops and Computers program, Comkids remain paused until the parameters of the working relationship be formalized in accordance with the Board's partnership policy.

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Written Notice of Motion (Trustees Laskin 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...

Grade 9 EQAO Mathematics Assessments for 2019-2020

Whereas, in the light of the current labour situation, the Minister of Education wrote to school boards on January 8, 2020 to suggest that school boards make local decisions about whether the EQAO Semester 1 Grade 9 math assessment scheduled for January 2020 be postponed to June 2020; and

Whereas, the Minister further directed that for those boards that determined not to administer the test in January, that students will need to take the test during the June 2020 administration period; and

Whereas, to ensure fairness, Grade 9 students in the second semester should be evaluated in the same manner as their peers from the first semester; and

Whereas, any cancellation of the Grade 9 EQAO mathematics assessment will have no direct or individual impact on a student's achievement and credit accumulation;

Therefore, be it resolved:

The Chair of the Board write to the Minister of Education to request that the Ministry:

- (i) cancel the Grade 9 EQAO Mathematics Assessment for the 2019-2020 school year;
- (ii) implement the recommendations included in the Independent Review of Assessment and Reporting, [Ontario, A Learning Province](#), released in April 2018 to transform assessments including the EQAO.



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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