



## Regular Meeting Revised Agenda

BD:226A

Wednesday, May 27, 2020

4:30 p.m.

Electronic Meeting

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), May 27, 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 April 22, May 4 and May 12, 2020	
	Separate Document	
15.	Committee Reports	
15.1	Governance and Policy Committee, Report No. 25 (Part 2), April 29, 2020	1
	1. P034, Workplace Harassment Prevention Policy Review: Phase 1 [3859]	
	2. P031, Human Rights Policy Review: Phase 2, Status Update [3860]	
15.2	Program and School Services Committee, Report No. 82 (Part 2), May 6, 2020	23
	1. French-as-a-Second-Language Community Advisory Committee: Guiding Principles for French Immersion	
	2. French-as-a-Second-Language Community Advisory Committee: TTC Support for French Immersion/Extended Secondary Students in Need	
	3. Annual Report on Early Literacy, 2019-20 [3879]	
	4. Psychological Services: Wait Lists, 2018-19 [3867]	
	5. Annual Enrolment in Immersion/Extended French Program, 2020-2021 and Core French Program, 2019-2020 [3873]	
	6. Indigenous Education Annual Report [3874]	
	7. September as Fetal Alcohol Spectrum Disorder Awareness Month	
15.3	Finance, Budget and Enrolment Committee, Report No. 49, May 13, 2020	53

	1. Contract Awards, Facilities [3888]	
	2. Contract Awards, Operations [3887]	
	3. Accessing Cleaning Supplies and Personal Protective Equipment	
	4. Student Information System Project Plan and Selection Process [3875]	
	5. Update on Budget Timelines for the 2020-21 School Year [3890]	
	6. Update of Financial Forecast for 2019-20 and Impacts of COVID-19 [3891]	
	7. Transportation Update on Changes to Bell Times in 2020-21 [3884]	
	8. Davisville Junior Public School/Spectrum Alternative Senior School: Geotechnical Investigation [3883]	
15.4	Committee of the Whole (Special Meeting), Report No. 13, May 12, 2020 (For receipt)	91
15.5	Committee of the Whole (Special Meeting), Report No. 14, May 19, 2020 (For receipt)	99
15.6	Committee of the Whole, Report No. 15, May 20, 2020 1. Interim Report on the Secondary Program Review [3885] 2. Basketball Nets Pilot: Update [3889] 3. Service Excellence Program Overview [3886] 4. Toronto District School Board/Toronto Lands Corporation: Service Level Agreement Update [3892] 5. Toronto Lands Corporation: Management Report to the Board, April 2020 6. 2020-21 Toronto Lands Corporation Budget 7. Lease: Former DB Hood Public School, 2327 Dufferin Street	107
15.7	Committee of the Whole (Special Meeting), Report No. 16, May 26, 2020 (For receipt)	141
16.	Matter Postponed From Previous Meeting	
16.1	Director Search Committee	147

17.	Written Notices of Motion	
17.1	Incorporating Genocide Education as Compulsory Learning (Trustees Laskin and Moise)	149
17.2	Sale of Vaping Products to Teenagers (Trustee Donaldson, on behalf of Student Trustee Deng and Trustee Laskin)	151
18.	Adjournment	





## Governance and Policy Committee

### Report No. 25 (Part 2)

GPC:026A

Wednesday, April 29, 2020

4:30 p.m.

Electronic Meeting

**Members Present** Trustees Christopher Mammoliti (Chair), Alexander Brown, Stephanie Donaldson, Harpreet Gill, James Li, Patrick Nunziata and Manna Wong

**Also Present** Trustees Michelle Aarts, Rachel Chernos Lin, Trixie Doyle, Parthi Kandavel, Shelley Laskin, Dan MacLean, Chris Moise, Robin Pilkey, Yalini Rajakulasingam, Anu Sriskandarajah, David Smith and Jennifer Story

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

#### Part A: Committee Recommendations

##### **1. P034, Workplace Harassment Prevention Policy Review: Phase 1 [3859]**

The Committee considered a report from staff (see GPC:026A, page 1) presenting the policy review work plan for policy P034, Workplace Harassment Prevention, in accordance with the *Occupational Health and Safety Act*.

**Moved By:** Trustee Wong

**Seconded By:** Trustee Doyle

The Governance and Policy Committee **RECOMMENDS** that the policy review work plan, as presented in the report, be approved.

**Carried**

##### **2. P031, Human Rights Policy Review: Phase 2, Status Update [3860]**

The Committee considered a report from staff (see GPC:026A, page 29) presenting an update on the recommended changes related to the review of policy P031.

**Moved By:** Trustee Pilkey

**Seconded By:** Trustee Donaldson

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

**Carried**

**3. Establishment of a Subcommittee on Emergency Response and Recovery**

Considered by the Board on May 2, 2020.

Part B: Information Only

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

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

**5. Approval of the Agenda**

**Moved By:** Trustee Doyle

**Seconded By:** Trustee Donaldson

The agenda was amended to add a notice of motion and a matter for possible consideration as emergency business.

**That the agenda, as amended, be approved.**

**Carried**

**6. Declarations of Possible Conflict of Interest**

No matters to report.

**7. Specialized Schools and Programs Policy, Phase 3, Status Update**

The Committee heard an oral update from staff on phase 3 development of the Special Schools and Programs Policy.

**8. P013, Optional Attendance Policy Review: Phase 4, Status Update**

The Committee heard an oral update from staff on the review of policy P013, Optional Attendance (see attached).

Part C: Ongoing Matters**9. Written Notice of Motion**Information Access Protocol

At the Committee meeting, in accordance with Board Bylaws 5.15.1, Trustee Brown, on behalf of Trustee Kandavel, seconded by Trustee Wong, provided the following as notice of motion for consideration at the Governance and Policy Committee meeting on June 2, 2020:

Whereas on June 20, 2018, in her Annual Report, the Board's Integrity Commissioner, stated:

There should be an expectation and understanding on the part of Board staff that all information that does not fall within an exemption provisions of MFIPPA or confidentiality requirements of the Board, shall be disclosed to Trustees upon request or in accordance with an approved process.

and;

Whereas, on June 19, 2019, in her Annual Report, the Board's Integrity Commissioner, stated:

I noted, for example, that there was a need for clear communication about Trustee access to information under the custody and control of the TDSB. I recommended that the Board identify which records may be provided to the public and individual Trustees outside of the freedom of information process or through an approved access protocol.

Therefore, be it resolved:

- (a) That the Director work with the Integrity Commissioner to craft a protocol, in compliance with the Ontario *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*, that clearly outlines how Trustees can access information, pursuant to their role;
- (b) That the protocol at Part (a) be presented to the next meeting of the Governance and Policy Committee.

**10. Adjournment**

The meeting adjourned at 7:59 p.m.

**Moved By:** Trustee Wong

**Seconded By:** Trustee Nunziata

**That the meeting be adjourned.**

**Carried**

Submitted by: Trustee Mammoliti, Committee Chair

# GOVERNANCE AND POLICY COMMITTEE

## OPTIONAL ATTENDANCE POLICY P013 ORAL UPDATE

APRIL 29, 2020



**Governance and Policy Committee – Optional Attendance Policy Update**

## Background and Context

- Work plan for the review of the Optional Attendance Policy (P013) was presented to GPC on 29 May, 2019, and included the following proposed content changes:
  - Consider changes to priority considerations in view the TDSB's commitment to equity
  - Ensure alignment of the Policy with TDSB Equity Policy
  - Consider centralizing and providing online process for optional attendance applications, to support equity principles and advance consistency and compliance
  - Separate and clarify provisions related to optional attendance requests for regular schools/programs vs specialized schools/programs
  - Consider limiting optional attendance applications to current TDSB students only
  - Clarify the optional attendance rules applicable to alternative schools and French Immersion/Extended programs
  - Consider introducing system-wide timelines and deadlines for receiving and processing optional attendance applications to ensure consistency, fairness, equity and transparency of the process
  - Consider application and scope of the current references to Child Care and access to schools through Optional Attendance

**Governance and Policy Committee – Optional Attendance Policy Update**

## Background and Context (continued)

- 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).

**Governance and Policy Committee – Optional Attendance Policy Update**

## 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



**Governance and Policy Committee – Optional Attendance Policy Update**

## 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.

**Governance and Policy Committee – Optional Attendance Policy Update**

# **Optional Attendance Policy Review**

**Governance and Policy Committee – Optional Attendance Policy Update**

## Consultation Process – 90 days

November 1, 2019 to February 3, 2020

- Four public consultation sessions
  - Western Technical-Commercial School (November 14, 2019)
  - 140 Borough Drive (November 20, 2019)
  - CW Jefferys CI (November 26, 2019)
  - John Polanyi CI (November 28, 2019)
- Parent Involvement Advisory Committee (December 17, 2019)
- Community Advisory Committees (CACs) (January 7, 2020)
- Two online information sessions (January 30, 2020)
- Toronto School Administrators' Association (January 30, 2020)
- Wandering Spirit School students and staff (January 31, 2020)
- Black Student Achievement Community Advisory Committee (February 3, 2020)
- Special Education Advisory Committee (February 3, 2020)
- Secondary Alternative School Staff (February 4, 2020)
- Strategy and Planning Staff (February 12, 2020)
- Staff (CUPE, Schedule II, Principals, Vice Principals) (February 20, 2020)
- Student Senate (February 27, 2020)
- Elementary Itinerant Counsellors (March 13, 2020)

**Governance and Policy Committee – Optional Attendance Policy Update**

## Consultation Process (continued)

- Online Survey
  - 623 responses
- Ongoing:
  - Optional Attendance Steering Committee meetings
  - E-mail feedback to [SecondaryReview@tdsb.on.ca](mailto:SecondaryReview@tdsb.on.ca)
    - Over 200 e-mails about Optional Attendance
  - Meetings with Special Education, Planning, and other central departments

Governance and Policy Committee – Optional Attendance Policy Update

# Working Draft Policy

**Current Policy Name:**

**Proposed Policy Name:**

Optional Attendance

Out-of-Area Attendance

In consultation process, we suggested:	Agree	Disagree	Not sure
Suggested name change	391	169	60
*Attendance at Schools Outside of Designated Attendance Area	(63%)	(27%)	(10%)

## Governance and Policy Committee – Optional Attendance Policy Update

# Policy Changes

### 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** will be updated to include Admissions Procedures.

New Policy for **Specialized Schools and Programs** currently out for consultation.

In consultation process, we suggested:	Agree	Disagree	Not sure
The revised Optional Attendance Policy would only apply to: (1) Regular schools and (2) Schools with French programs. Specialized schools will no longer be included in this policy.	289 (51%)	148 (26%)	129 (23%)



## Governance and Policy Committee – Optional Attendance Policy Update

# Policy Changes

### Current:

Applications can be submitted to:

- 2 Regular schools
- 2 Specialized Schools/Programs

### Proposed:

2 Regular schools

Draft Specialized Schools and Programs Policy also recommends 2 applications.

In consultation process, we suggested:	Agree	Disagree	Not sure
One application for a regular school only. There will be a new Policy/Procedure to specify the application process to specialized programs.	132 (24%)	356 (64%)	64 (12%)

## Governance and Policy Committee – Optional Attendance Policy Update

# 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 before January 1 are automatically admitted into the school. After January 1, parents must apply for their children as out-of-area students.

In consultation process, we suggested:	Agree	Disagree	Not sure
Students in school-based child care who register after January 1 must apply as out-of-area students.	227 (43%)	188 (36%)	112 (21%)



Governance and Policy Committee – Optional Attendance Policy Update

# Working Draft Policy

## Current:

Students who change residence must change schools.

## Proposed:

Elementary students who change residence must change schools at the end of the school year, unless the following year is a graduating year.

Secondary students who change residence may remain or register in the new designated school.

In consultation process, we suggested:	Agree	Disagree	Not sure
Students who change residence or who withdraw from child care must change schools, unless the following year is a graduating year.	321 (61%)	155 (30%)	48 (9%)

## Governance and Policy Committee – Optional Attendance Policy Update

# Working Draft Policy

### Current:

Students who withdraw from child care must change schools.

### Proposed:

Students who withdraw from child care must change schools at the end of the year, unless the following year is a graduating year.

In consultation process, we suggested:	Agree	Disagree	Not sure
Students who change residence or who withdraw from child care must change schools, unless the following year is a graduating year.	321 (61%)	155 (30%)	48 (9%)

## Governance and Policy Committee – Optional Attendance Policy Update

# 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:

6 Priority Groups

No distinction for feeder school students.

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

In consultation process, we suggested:	Agree	Disagree	Not sure
There will be an additional priority grouping for TDSB students vs non-TDSB students.	367 (67%)	126 (23%)	51 (9%)
There will be no distinction for feeder school students who apply via Optional Attendance.	234 (44%)	156 (29%)	139 (26%)

## Governance and Policy Committee – Optional Attendance Policy Update

# Comparison of Current and Proposed Priorities

### 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.

Remove  
Combine & Revise  
Combine

### Proposed Out-of-Area Attendance Policy

- **Priority 1:** Students who have siblings currently attending the requested school and the siblings will be attending at the requested school for the next school year.
- **Priority 2:** Students currently attending a feeder school of the requested school. **(Former 5 & 6)**
- **Priority 3:** Children enrolled after January 1 in the school-based child care pre-school program of the requested school. **Proposed NEW**
- **Priority 4:** Current TDSB students **Proposed NEW**
- **Priority 5:** Other students residing in the City of Toronto.
- **Priority 6:** Students residing outside the City of Toronto. **Proposed NEW**

**Governance and Policy Committee – Optional Attendance Policy Update**

## Other Recommendations

**Current:****Paper application process**

Students/Parents must have forms signed by current principal and then submit forms in person to each requested school.

**Proposed:****On-line application process**

Utilize an online, web-based tool to manage applications, offers and acceptances.







## Program and School Services Committee

### Report No. 82 (Part 2)

PSSC:084A

Wednesday, May 6, 2020

4:30 p.m.

Electronic Meeting

Trustee Members Present      Trustees Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean, Yalini Rajakulasingam, Anu Sriskandarajah and Chris Tonks

Also Present      Trustee Michelle Aarts, Alexander Brown, Stephanie Donaldson, Trixie Doyle, Shelley Laskin, Chris Moise, Robin Pilkey, David Smith and Manna Wong

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

### **Part A: Committee Recommendations**

#### **1. French-as-a-Second-Language Community Advisory Committee: Guiding Principles for French Immersion**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 17), presenting a recommendation regarding guiding principles for French immersion. The report was presented by Mandy Moore, Co-chair of the committee.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Pilkey

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

**Whereas, the Toronto District School Board has been tremendously successful in improving and increasing opportunities for TDSB students to become proficient in both official languages in French immersion/extended programs which provide cognitive benefits and future employment opportunities; and**

**Whereas, this work began with the amalgamation Directional Statement on French (TDSB Minutes October 25, 2000) and moved forward significantly with the implementation of PR597 (2009); and**

**Whereas, the scope of the changes that can flow from the June 2019 French Review Recommendations as they relate to French immersion/extended is huge; and**

**Whereas, we want to be careful not to ‘throw out the baby with bathwater’; and**

**Whereas, clear commitment to guiding principles will help to reassure parents and to ensure that the myriad of decisions that are going to be made have a sharp focus on continuing to improve and increase opportunities for the next generation of French immersion students;**

**Therefore, be it resolved:**

**That implementation of the June 2019 French Review recommendations on French Immersion be guided by the TDSB’s Multi-Year Strategic Plan goal “to enhance students’ access to learning opportunities” and its long standing commitment to growing and improving the program, the Ontario FSL Framework (2013) goal to increase student participation and achievement in FSL and by being responsive to both equity of access where programs are “inclusive and reflective of a diverse community” (TDSB P080) and the expectations of families by continuing with the following procedures:**

- i. place every on-time applicant to French immersion,**
- ii. add spots/sites as needed to meet demand,**
- iii. give priority placement to siblings,**
- iv. annual reporting on FSL programs including enrolment.**

**Carried**



**2. French-as-a-Second-Language Community Advisory Committee:  
TTC Support for French Immersion/Extended Secondary Students in  
Need**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 18), presenting a recommendation regarding Toronto Transit Commission (TTC) support for students as part of the student transportation review. The report was presented by Mandy Moore, Co-chair of the committee.

**Moved By** Trustee Pilkey

**Seconded By** Trustee Chernos Lin

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

**That the following recommendation from the French-as-a-Second-Language Community Advisory Committee be referred to staff:**

Whereas, the FSLAC supports and applauds the Board's commitment to "Provide Equity of Access to Learning Opportunities for All Students" (Multi-Year Strategic Plan); and

Whereas, Toronto District School Board (TDSB) trustees decided to stop providing TTC support for ALL 1168 French immersion/extended secondary students who travel more than 4.8 km due to transportation grant shortfalls in favour of providing them only for students in financial need on a case by case basis; and

Whereas, another multi-year goal -- "Allocate Human and Financial Resources Strategically to Support Student Needs" – may not be realized now that individual principals at the secondary school level are responsible for providing TTC support from their school funds and may not even be aware of it; and

Whereas, the stigma of poverty may prevent French immersion/extended students from contacting their principal to ask for support, meaning that poverty may become a barrier to continued participation in the programs; and

Whereas, poverty is often hidden, thereby preventing principals from realizing to whom they ought to proactively reach out; and

Whereas, without TTC support French immersion/extended classes may become less "inclusive and reflective of a diverse community" (P080) and

the Board's commitment to "Culture for Student and Staff Well-Being" (Multi-year Strategic Plan) may be negatively affected; and,

Whereas, TDSB secondary school principals have not received criteria from their Superintendents (as a June 24, 2019 letter from the Board to parents stated they would) regarding how they ought to determine whether or not a French immersion/extended student is in financial need, guidance which would help ensure a system-wide equity for students; and

Whereas, there is no publicly visible budget, even on a per-school basis, or required reporting for this proposed practice and that will make it extremely difficult, if not impossible, for administrators and the public to accurately determine as months and years pass whether needs are increasing or decreasing;

Therefore, the FSLAC recommends that the TDSB consider the following, as part of the review of student transportation that is currently underway:

- i. Create and document standardized, system-wide criteria for determining eligibility to receive TTC transportation support for French Immersion/Extended French programs;
- ii. That information on the availability and criteria for receiving support be shared with all schools on an on-going basis;
- iii. That principals receive sufficient equity funds to fulfill all requests that meet the criteria and distance minimums;
- iv. That the Director present a report annually on the use of TTC Support for attending French Immersion/Extended French programs.

**Carried**

### **3. Annual Report on Early Literacy, 2019-20 [3879]**

The Committee considered a report from staff (see PSSC:084A, page 39 and see attached), presenting an annual report on the Multi-Year Strategic Plan Early Literacy Action Plan for 2019-20.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Doyle

The Program and Schools Services Committee **RECOMMENDS** that the annual report on the on the Multi-Year Strategic Plan Early Literacy Action Plan for 2019-20, be received for information.

**Carried**

**4. Psychological Services: Wait Lists, 2018-19 [3867]**

The Committee considered a report from staff (see PSSC:084A, page 47 and see attached), presenting an update on wait lists for psychological services for 2018-19.

**Moved By** Trustee Sriskandarajah

**Seconded By** Trustee Doyle

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

**Carried**

**5. Annual Enrolment in Immersion/Extended French Program, 2020-2021 and Core French Program, 2019-2020 [3873]**

The Committee considered a report from staff (see PSSC:084A, page 53), presenting annual information on enrolment in Immersion/Extended French program for 2020-2021 and Core French program 2019-2020.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Sriskandarajah

The Program and Schools Services Committee **RECOMMENDS** that the report regarding annual enrolment in Immersion/Extended French programs 2020-21 and Core French program 2019-20 be received for information.

**Carried**

**6. Indigenous Education Annual Report [3874]**

The Committee considered a report from staff (see PSSC:084A, page 71), presenting the Indigenous Education annual report.

**Moved By** Trustee Sriskandarajah

**Seconded By** Trustee Doyle

The Program and Schools Services Committee **RECOMMENDS** that the ***Annual Report 2019: Indigenous Education in the Toronto District School Board***, as presented in the report, be received.

Carried

**7. September as Fetal Alcohol Spectrum Disorder Awareness Month**

**Moved By** Trustee Story

**Seconded By** Trustee Chernos Lin

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

**Whereas, there is no safe amount, no safe time, or no safe kind of alcohol that an individual can drink during pregnancy; and**

**Whereas, the term Fetal Alcohol Spectrum Disorder (FASD) describes the range of disabilities that may affect an individual who was exposed to alcohol in utero/uterus during pregnancy; and**

**Whereas, prenatal alcohol exposure is the leading preventable cause of birth defects, such as physical and mental disability and behavioural, executive functioning and/or learning challenges; and**

**Whereas, the exact number of people affected by FASD is unknown, but it is estimated that two to three (four to five) percent of the population are born annually with the effects of prenatal alcohol exposure; and**

**Whereas, the estimated cost of FASD in Canada is \$4 billion per year covering education, health, mental health, social services and justice costs; and**

**Whereas, about half of all pregnancies are unplanned meaning developing fetuses are inadvertently exposed to alcohol; and**

**Whereas, people around the world began observing International FASD Awareness Day on September 9 each year beginning in 1999, in order that on the ninth day of the ninth month of the year, the world will remember that during the nine months of pregnancy it is important to abstain from alcohol; and**

**Whereas, the Government of Ontario officially recognizes September as FASD Awareness Month; and**

**Whereas, with Bill 44, *An Act to amend the Education Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, the Province of Ontario provided for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder, including best practices to support pupils who may have FASD; and**

**Whereas, with Bill 172 2020, *An Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, if given Royal Assent, the Province of Ontario will require school boards to develop policies and guidelines respecting FASD, provide training in the signs and symptoms of FASD, as well as provide strategies to accommodate the needs of children who have diagnosed or suspected FASD;**

**Whereas, the Toronto Catholic District School Board decided that it would annually recognize September as FASD Awareness Month and September 9th as Fetal Alcohol Spectrum Disorder Awareness Day (FASD); and**

**Whereas, the health and well-being of students are enhanced by the support of a broad effort to educate about and prevent FASD;**

**Therefore, be it resolved that the Toronto District School Board annually recognize September as Fetal Alcohol Spectrum Disorder (FASD) Awareness Month and September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day to:**

- i. increase acceptance, accommodation and support for those individuals so affected,**
- ii. minimize further effects,**
- iii. maximize academic success for FASD affected students,**
- iv. ensure healthier communities in the future.**

**Carried**

## **8. Transition Funding Supports**

Considered by the Board on May 12, 2020.

## **9. Remote Learning: Importance of Connecting With Students**

Considered by the Board on May 12, 2020.

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

A meeting of the Program and School Services Committee was convened on Wednesday, May 6, 2020 from 4:30 to 9:22 p.m., by electronic means, with Jennifer Story presiding.

**11. Approval of the Agenda**

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

**12. Declarations of Possible Conflict of Interest**

No matters to report

**13. Delegations**

No matters to report

**14. Black Student Achievement Community Advisory Committee Report, March 2, 2020**

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated March 2, 2020 (see PSSC:084A, page 1). The report was presented by Committee co-chair, Alexis Dawson.

**Moved By** Trustee Sriskandarajah

**Seconded By** Trustee Pilkey

**That the report be received.**

**Carried**

**15. Community Use of Schools Community Advisory Committee Report, February 11, 2020**

The Committee considered a report from the Community Use of Schools Community Advisory Committee dated February 11, 2020 (see PSSC:084A, page 3). The report was presented by parent co-chair, Judy Gargaro.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Doyle

**That the report be received.**

**Carried**

**16. Community Use of Schools Community Advisory Committee Report, March 10, 2020**

The Committee considered a report from the Community Use of Schools Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 7). The report was presented by parent co-chair, Judy Gargaro.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Doyle

**That the report be received.**

**Carried**

**17. Early Years Community Advisory Committee Report, March 6, 2020**

The Committee considered a report from the Early Years Community Advisory Committee dated March 6, 2020 (see PSSC:084A, page 11).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**18. Environmental Sustainability Community Advisory Committee Report, March 3, 2020**

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated March 3, 2020 (see PSSC:084A, page 13).

**Moved By** Trustee Chernos Lin

**Seconded By** Kandavel

**That the report be received.**

**Carried**

**19. French-as-a-Second-Language Community Advisory Committee Report, February 11, 2020**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated February 11, 2020 (see PSSC:084A, page 15). The report was presented by committee co-chair, Mandy Moore.

**Moved By** Trustee Pilkey  
**Seconded By** Trustee Chernos Lin

**That the report be received.**

**Carried**

**20. French-as-a-Second-Language Community Advisory Committee  
 Report, March 10, 2020**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 10, 2020 (see PSSC:084A, page 17). The report was presented by committee co-chair, Mandy Moore.

**Moved By** Trustee Doyle  
**Seconded By** Trustee Pilkey

**That the report be received.**

**Carried**

During consideration of the matter, the Committee heard from staff that the following recommendation from the French-as-a-Second-Language Community Advisory Committee was operational in nature. The recommendation failed for want of a mover and seconder:

**Keep 2 SKFI Classes at Palmerston and Follow former PR577**

Whereas all TDSB students, whether in English or French programs, deserve robust and effective programs; and

Whereas there are enough on-time applicants from Palmerston's SK French Immersion (SKFI) catchment to make 2 full classes as recommended in PR597 to maintain French program viability; and

Whereas in French Immersion "a two class entry (58 students) is ideal for the sharing of resources, job-embedded professional growth and co-planning" and long term viability (French Review Staff Report June 2019); and

Whereas Palmerston has had at least 2 SKFI classes since 2005; and

Whereas the applicants include 43 students from the Palmerston English catchment and 15 from its feeder school, Essex; and

Whereas the TDSB has decided to offer only one class for SKFI for September 2020 and to redirect the 15 Essex students to Humewood and 14 Palmerston English catchment students to Dewson; and



Whereas these redirections put students who could walk to Palmerston on school busses thereby increasing TDSB expenditures; and

Whereas PR597 (French Immersion/Extended French) only allows for redirection as a last resort when there is insufficient space to accommodate all of the French Immersion applicants; and

Whereas Palmerston has empty classrooms with its 2018 utilization at 75% (Long Term Pupil Accommodation Strategy Dec 2019); and

Whereas the English SK program at Palmerston only has 4 students registered for September 2020, making it clear that viability of the English program needs to be addressed with the former appropriate tool, PR577 (Program Review of Dual Track Schools); and

Whereas given that most parents in the area clearly want French Immersion, the reduction to one SKFI class at Palmerston is unlikely to achieve the TDSB stated objective of creating a stronger English program with “no fewer than 20-25” in English (French Review Staff Report June 2019); and

Whereas Essex and Palmerston families redirected to other schools were given less than a week to accept spots and consider entirely unexpected logistical issues regarding the bus, and childcare causing great stress; and

Whereas the TDSB has not followed P068 (Accommodation and Program Review) requirements to notify the affected school councils and the FSLAC if intake classes are reduced; and

Whereas the TDSB has not used nor replaced former PR577 to review the issue of viability in a dual track school with the local community; and,

Whereas P068 and former PR577 support the TDSB in “build(ing) strong relationships and partnerships within school communities to support student learning and well-being” (Multi-Year Strategic Plan);

Therefore, the FSLAC recommends that for the school year beginning in September 2020 that:

- i. the TDSB keep 2 SKFI classes at Palmerston,
- ii. the redirected Essex and Palmerston on-time applicants be enrolled in Palmerston, and
- iii. the TDSB follow former PR577, convene a local feasibility team to examine the best options for all students in the Palmerston English and French Immersion catchments and proceed in accordance with that procedure including parents and school council chairs in the development of solutions.
- iv. that Humbercrest and Howard be considered as well.

**21. LGBTQ2S Community Advisory Committee Report, February 25, 2020**

The Committee considered a report from the LGBTQ2S Community Advisory Committee dated February 25, 2020. (see PSSC:084A, page 23).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**22. Parent Involvement Advisory Committee Report, February 18, 2020**

The Committee considered a report from the Parent Involvement Advisory Committee dated February 18, 2020 (see PSSC:084A, page 25). The report was presented by parent co-chairs, D. Williams and Zena Shereck.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**23. Parent Involvement Advisory Committee Report, March 10, 2020**

The Committee considered a report from the Parent Involvement Advisory Committee dated March 10, 2020 (see PSSC:084A, page 29). The report was presented by parent co-chairs, D. Williams and Zena Shereck.

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**24. Special Education Advisory Committee Report, March 2, 2020**

The Committee considered a report from the Special Education Advisory Committee dated March 2, 2020 (see PSSC:084A, page 31).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**25. Special Education Advisory Committee Report, April 6, 2020**

The Committee considered a report from the Special Education Advisory Committee dated April 6, 2020 (see PSSC:084A, page 35).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**26. Urban Indigenous Community Advisory Committee Report, February 18, 2020**

The Committee considered a report from the Urban Indigenous Community Advisory Committee dated February 18, 2020 (see PSSC:084A, page 37).

**Moved By** Trustee Chernos Lin

**Seconded By** Trustee Kandavel

**That the report be received.**

**Carried**

**27. Adjournment**

On motion of Trustee Doyle, seconded by Trustee Kandavel, the meeting adjourned at 9:22 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Jennifer Story, Chair of Committee

# TDSB Psychological Services: Wait Lists (2018-2019)

**Program & School Services Committee**  
**May 6, 2020**



This presentation provides information included in the following report:

TDSB Psychological Services: Wait Lists (2018-2019)

#05-20-3867

Program & School Services Committee Agenda

May 6, 2020

Presented by

Laura Mahoney – Manager of Psychological Services for Learning Centre 1

Colleen Russell-Rawlins - Associate Director of Equity, Well-Being, Early Years & School Improvement



## Psychological Services Wait List (2018-2019)

The purpose of this report is to provide information regarding the wait list for psychological services as of August 31, 2019.



### Cumulative Statistics by Learning Centre from September 2018 - June 2019

	LC1	LC2	LC3	LC4	Total	Percentage
Removed	220	256	136	230	842	10.3
Completed	1518	1387	1092	1471	5468	67.1
In Progress	11	26	13	39	89	1.1
Waiting	518	250	349	639	1756	21.5
Total Referrals	2267	1919	1590	2379	8155	



## Psychological Services: Wait Lists 2018-19 Presentation

**Recent Assessment Statistics (As of Late February 2020)**

	LC1	LC2	LC3	LC4	Total	Percentage
Removed	156	259	75	115	605	10.2
Completed	739	671	567	729	2706	45.5
In Progress	210	217	226	322	975	16.4
Waiting	445	286	387	545	1663	27.9
Total Referrals	1550	1433	1255	1711	5949	

**Factors that have contributed to the wait lists:**

- Prioritization of new referrals over older referrals
- Variability of time taken to complete a referral (case complexity)
- Time of year and work flow
- Requests to complete assessments without compelling evidence
- Range of psychological services offered beyond assessments
- Supervision requirements, recruitment and other issues
- Consent issues with Parents/Guardians
- Other reasons (e.g., illness, change of schools, travel plans etc.)



## ACTION & TIMELINES

### *Strategies to Reduce Wait Lists:*

- Consideration of targeted or brief assessments, when appropriate
- Implementation of a new referral and tracking database for all Professional Support Services in the fall
- Continue to work towards to Inclusion as described in the Multi-Year Strategic Plan (MYSP)
- Review meeting structures



## Goals of the Review of Psychological Services

- Build on the clinical skills and strengths of the team
- Identify the core services required to address student needs
- Strengthen the leadership model
- Consider new and effective approaches to service delivery
- Improve the use of limited and valuable professional resources





Psychological Services: Wait Lists 2018-19 Presentation



# TDSB Early Literacy



Program and School Services Committee  
May 6, 2020



This presentation provides information included in  
The Early Literacy Report (2020)

#05-20-3879

Program & School Services Committee

May 6, 2020

Presented by

Anastasia Poulis – Centrally Assigned Principal – Early Years & Literacy

Lynn Strangway – Superintendent of Education

Colleen Russell-Rawlins - Associate Director of Equity, Well-Being, Early Years & School Improvement



The focus of the report is to provide:

- Results of the provincial administration of the Early Development Instrument (EDI) 2017-2018
- Information on the new model of early literacy intervention

This report does not contain a year-over-year review of student reading results due to labour sanctions and school closures beginning on March 20, 2020 due to the COVID-19 Pandemic.



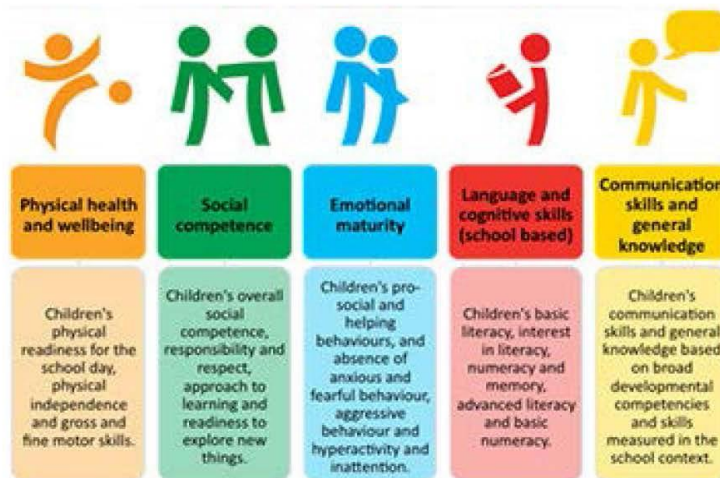
## Early Development Instrument Results 17-18

The [EDI is a short questionnaire](#) completed by kindergarten teachers across Canada and internationally which measures children's ability to meet age appropriate developmental expectations.

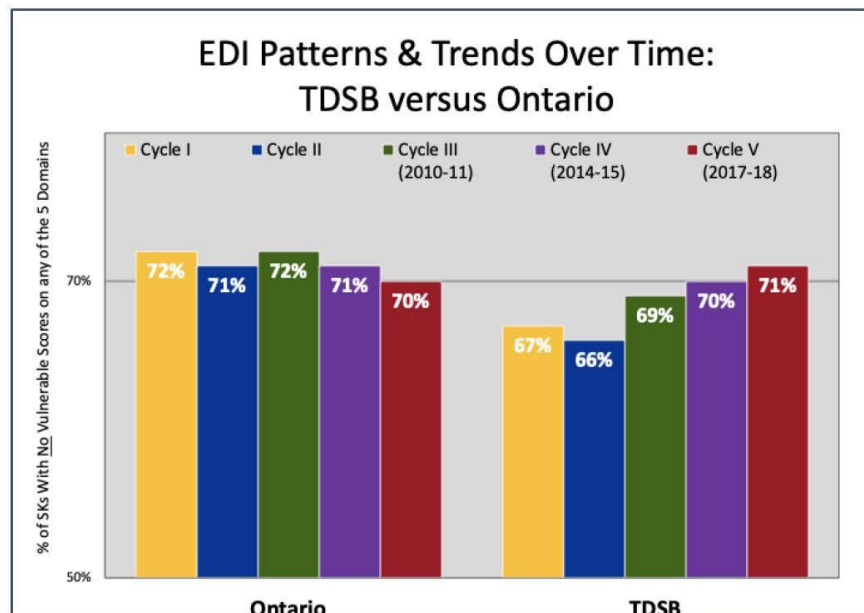




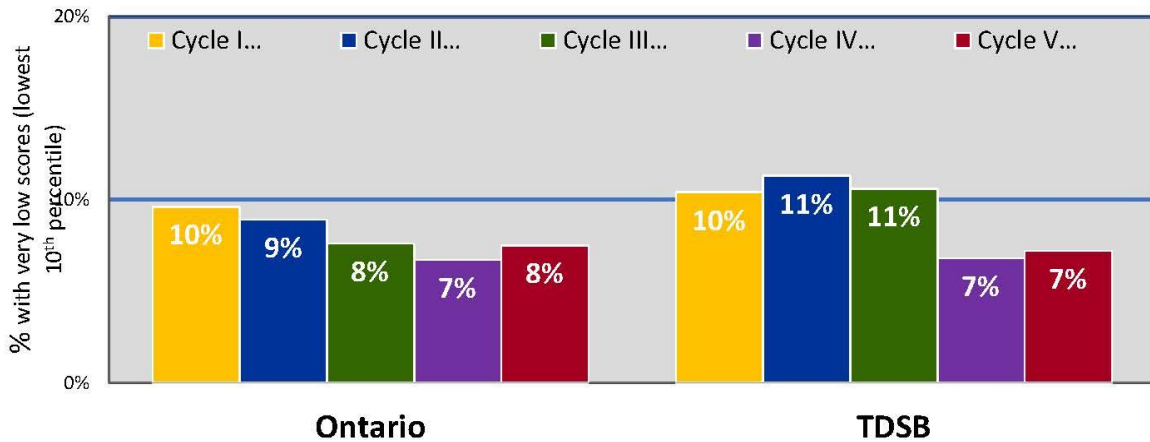
# What does EDI measure?



Excerpt from - Domains of Development from Australian Alliance for Children and Youth



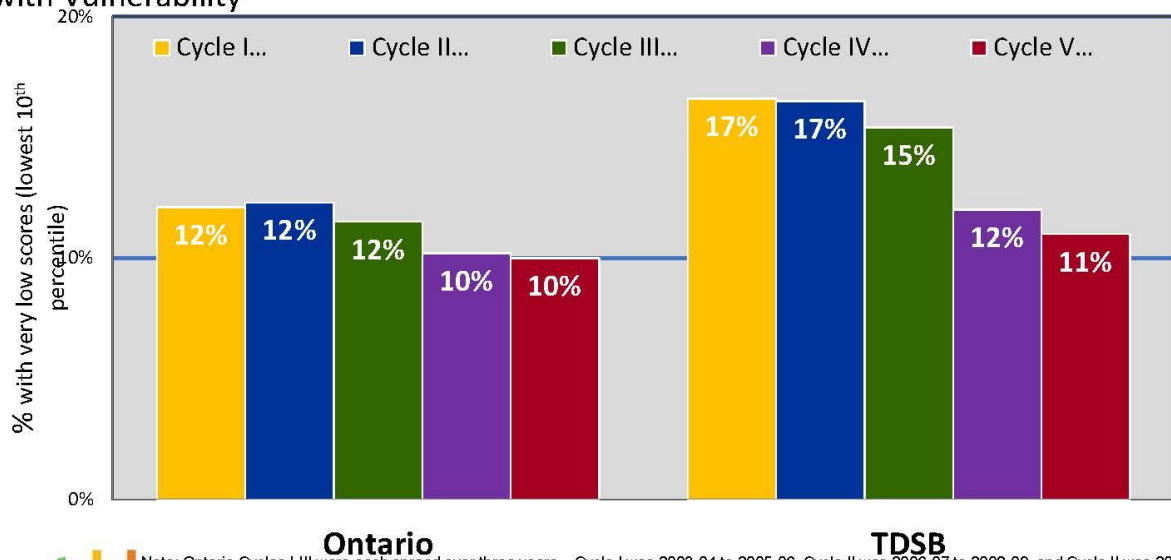
## EDI Patterns & Trends Over Time: Language/Cognitive Development Percent with Vulnerability



Note: Ontario Cycles I-III were each spread over three years – Cycle I was 2003-04 to 2005-06, Cycle II was 2006-07 to 2008-09, and Cycle III was 2009-10 to 2011-12.

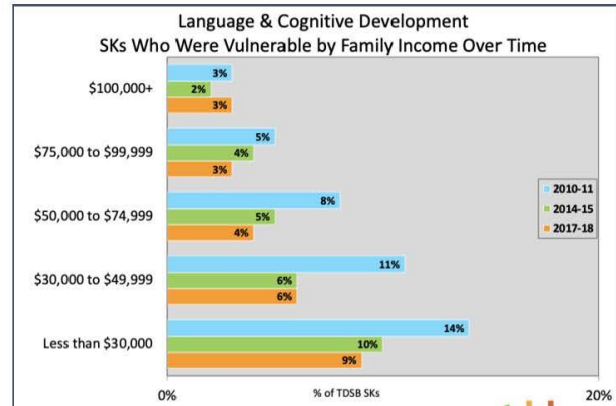
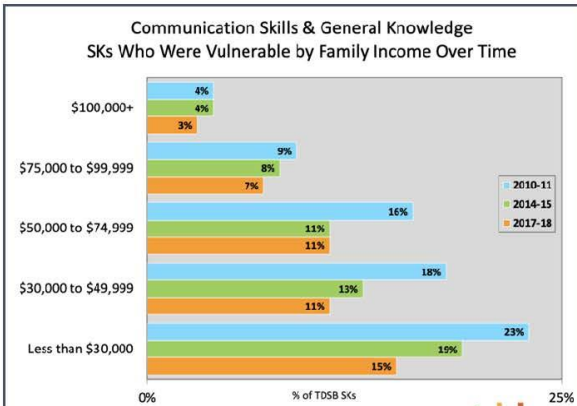


## EDI Patterns & Trends Over Time: Communication Skills/General Knowledge Percent with Vulnerability

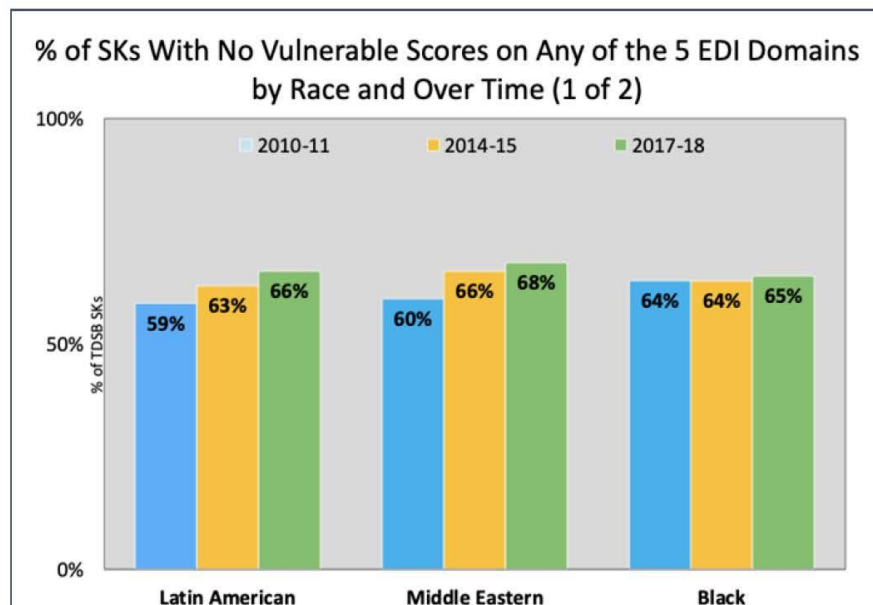


Note: Ontario Cycles I-III were each spread over three years – Cycle I was 2003-04 to 2005-06, Cycle II was 2006-07 to 2008-09, and Cycle III was 2009-10 to 2011-12.

### EDI Results by Income



### EDI Results by Demographic Groups



# Early Reading Intervention Model



## Students Served

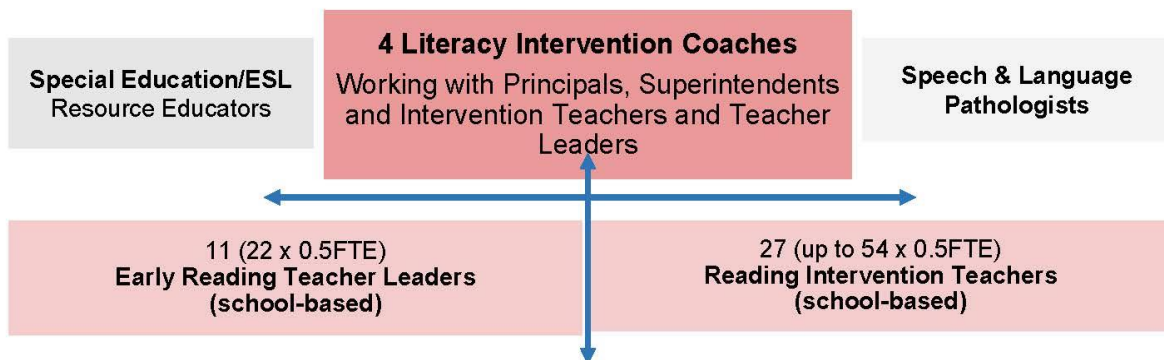
Reading Intervention	Students Served	Selection Criteria
Reading Recovery (2018-2019)	667	The lowest scores as assessed on the Observation Survey
Early Reading Intervention (2020)	1,047	Most vulnerable students, as needed, and using various observational formative assessment tools



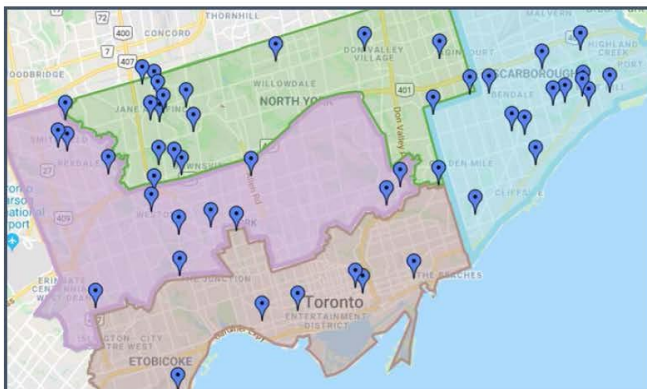


## Early Reading Intervention Model

*TDSB MYSP: All students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment.*



## Early Reading Intervention Schools Year 1

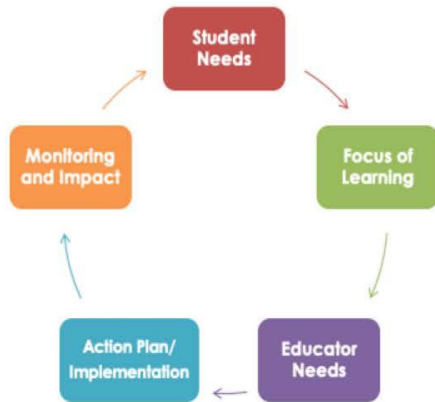


- Learning Opportunities Approach
- The total # of Grade 1 students
- Grade 1 report card data (Term 1) from 2016-17 to 2018-2019
- June Grade 1 Reading (DRA)
- Early Development Index (EDI)
- Grade 3 EQAO Reading (3 year trend)
- Student Census Data





## Capacity Building & Monitoring



Capacity sessions are scheduled biweekly, for a full day focused on:

- Orton-Gillingham approach
- The Science of Reading: 5 Pillars
- Critical Practices for Anti-Bias Curriculum
- Culturally Relevant and Responsive Pedagogy
- Critical Reflection
- Transforming Student Learning in the Multi-Year Strategic Plan
- Student-Centred Co-Teaching Stances
- Early Years Pedagogy
- Universal Design for Learning (UDL)
- Assessment Bias
- Assessment For, As, and Of Learning



## Formal Early Literacy Interventions for Students

- Early Reading Intervention (ERI)
- Levelled Literacy Intervention (LLI)
- Empower™ Reading

Every year, through partnerships and professional learning, there is an increase in the number of schools that have access to a literacy intervention in order to assist more students in becoming literate.

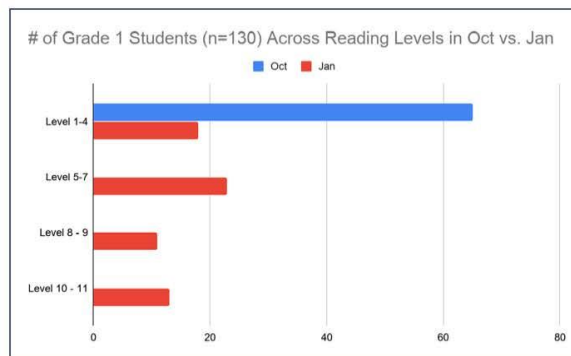
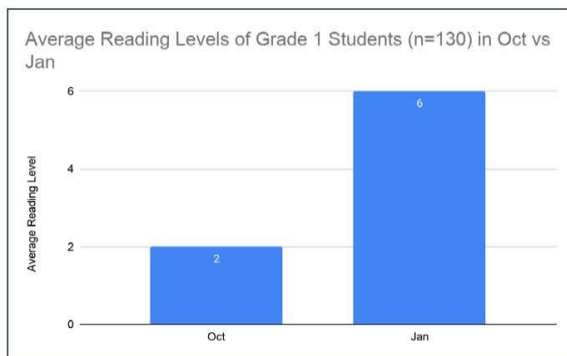
- Since 2017, there have been 1,345 individuals trained in ERI and a total of 198 schools have had educators trained just this school year.
- Since 2017, there have been 314 educators trained in LLI in 208 schools.
- Since 2017, there have been 82 schools with 108 teachers who have received training in Empower™ Reading.



## Early Results of the Early Reading Intervention Model



### Grade 1 Reading Levels (n=130) in Oct 2019 to Jan 2020



## ACTION & TIMELINES

- Implement capacity building that is based on research on Black student success in the early years for kindergarten teams. Focus on addressing implicit educator bias especially in assessment.
- Increased monitoring of results by all professionals including a focus on tracking outcomes for underserved groups of students such as Black students and those with special education needs.
- Develop and implement research frameworks to monitor the effectiveness of the new Reading Intervention Model.



## ACTIONS & TIMELINES cont...

- Monitor the impact of ERI, LLI and Empower™ Reading on student learning.
- Develop resources to support gap closing at the beginning of the school year in light of the closure of schools due to the pandemic. Consider the placement of all early literacy supports in light of the possible impacts of the school closure.



Early Literacy Presentation





## Finance, Budget and Enrolment Committee

### Report No. 49

FBEC:051A

Wednesday, May 13, 2020

4:30 p.m.

Electronic Meeting

Members Present      Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra Lulka, Chris Moise, Zakir Patel and David Smith

Also Present            Trustees Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Parthi Kandavel, Dan MacLean, Robin Pilkey, Yalini Rajakulasingam, Anu Sriskandarajah, Jennifer Story and Manna Wong

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

#### Part A: Committee Recommendations

##### **1. Contract Awards, Facilities [3888]**

The Committee considered a report from staff (see FBEC:051A, page 1) presenting contract awards. The Committee received the contracts on Appendix A.

**Moved By:** Trustee Smith

**Seconded By:** Trustee Moise

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

**Carried**

## 2. **Contract Awards, Operations [3887]**

The Committee considered a report from staff (see FBEC:051A, page 11) presenting contract awards. The Committee received the contract on Appendix A.

**Moved By:** Trustee Moise

**Seconded By:** Trustee Patel

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

**Carried**

## 3. **Business Arising: Accessing Cleaning Supplies and Personal Protective Equipment**

The Committee considered the following as business arising from the award of contracts for goods and services.

**Moved By:** Trustee Moise

**Seconded By:** Trustee Doyle

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

**Whereas, the health, safety and well-being of staff and students is the Board's top priority; and**

**Whereas, there are challenges with accessing cleaning supplies and the personal protective equipment (PPE) supply chain; and**

**Whereas, the Toronto District School Board has been working with the Ministry of Government and Consumer Services to organize donations of items for essential workers across the province during the closure period; and**

**Whereas, now the Board needs to ensure a sufficient supply and inventory of cleaning supplies and PPE to support the re-opening of school; and**

**Whereas, some suppliers of cleaning supplies and PPE may not be vendors of record, and therefore a sole sourcing situation may be needed in order to secure the inventory; and**

**Whereas, due to supply chain shortages and demand for cleaning supplies and PPE, orders made in the marketplace must be confirmed in an expedited manner; and**

**Whereas, suppliers are giving very short windows to accept orders before they move to the next client, in some cases as short as one hour, and delays in accepting orders will mean that supplies will go to another organization willing to commit; and**

**Whereas, the Board's bylaws require that notice of a special meeting of the Finance, Budget and Enrolment Committee or Board be provided 24 hours in advance of the meeting, which does not allow staff to meet the timelines of the vendors;**

**Therefore, be it resolved:**

- (a) That the Director be authorized to approve orders from suppliers of cleaning supplies and personal protective equipment and present a report to the Finance, Budget and Enrolment Committee on any purchases made, until the pandemic has run its course and emergency measures lifted;**
- (b) That staff may request an extension of the authority at Part (a), once emergency measures have been lifted and for an additional six months following.**

**Carried**

At the Committee meeting, "on any purchases made, until the pandemic has run its course and emergency measures lifted" was added on amendment of Trustee Aarts, seconded by Trustee Patel.

Also at the Committee meeting, Part (b) was added on amendment of Trustee Smith, seconded by Trustee Aarts.

#### **4. Student Information System Project Plan and Selection Process [3875]**

The Committee considered a report from staff (see FBEC:051A, page 17 and attached) presenting information on a contract award for a student information system project.

**Moved By:** Trustee Pilkey

**Seconded By:** Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **contract award to PowerSchool LLC for the provision of a new Student Information System, be approved.**

**Carried**

During consideration of the matter, the meeting resolved into private to discuss a security matter, in accordance with section 207(2)<sup>1</sup> of the *Education Act*.

**5. Update on Budget Timelines for the 2020-21 School Year [3890]**

The Committee considered a report from staff (see FBEC:051A, page 61) presenting a revised timeline for the consideration of the 2020-21 Budget.

**Moved By:** Trustee Doyle

**Seconded By:** Trustee Moise

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **updated budget timelines for the 2020-21 school year, as presented in the report, be approved.**

**Carried**

**6. Update of Financial Forecast for 2019-20 and Impacts of COVID-19 [3891]**

The Committee considered a report from staff (see FBEC:051A, page 65) presenting an update on the financial impacts of COVID-19 on the Board's budget, the impact of the extension of the announced closure to May 31, 2020, forecasts should the shutdown extend to the balance of the school year and initial information about considerations being reviewed by staff for developing the 2020-21 budget as a result of COVID-19.

**Moved By:** Trustee Moise

**Seconded By:** Trustee Doyle

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<sup>1</sup> 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



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

**Carried**

**7. Transportation Update on Changes to Bell Times in 2020-21 [3884]**

The Committee considered a report from staff (see FBEC:051A, page 69) presenting information on changes to bell times for the 2020-21 school year.

**Moved By:** Trustee Moise

**Seconded By:** Trustee Doyle

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

**Carried**

**8. Davisville Junior Public School/Spectrum Alternative Senior School: Geotechnical Investigation [3883]**

The Committee considered a report from staff (see FBEC:051A, page 89) presenting information on the additional construction cost claim for below grade site preparation, excavation and material work, considered as an extraordinary cost item for the Ministry of Education.

**Moved By:** Trustee Moise

**Seconded By:** Trustee Aarts

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

**Carried**

Part B: For Information Only

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

The meeting was called to order at 4:32 p.m.

**10. Delegations**

re Bell Times

1. Tamiko Winter, Parent, Iroquois Junior Public School
2. Christine Zhou, Parent, Iroquois Junior Public School

**11. Declarations of Possible Conflict of Interest**

No matters to report

**12. Adjournment**

On motion of Trustee Moise, seconded by Trustee Aarts, the meeting adjourned at 8:45 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

# New Student Information System

- Background • Rationale • Process • Plan



## Success Criteria

31

- Project delivered on-time
- Project delivered on-budget
- Accurate migration of data from Trillium into PowerSchool
- Minimal impact to schools during the migration
- Staff training targets met
- Performance targets met during peak usage times (report cards, registrations, timetable creation, scheduling)
- Security targets met (access privileges by role)
- Accurate, timely OnSIS submissions
- Any identified risks are identified and mitigated quickly



## Project Management

30

**The Project Management team consists of experienced Project Managers from TDSB and PowerSchool with a combined 50+ years of IT experience.**



- Darren Smith is a TDSB Project Manager whose 15+ year Information Technology career has spanned various roles from Business System Support, Application Development and Project Management of large IT projects across multiple sectors.
- Michael Mueller is Manager, Business Analytics and is responsible for a team of Business Analysts, Application Developers and Business Intelligence Specialists, centred around School Information System. Michael has been with TDSB for 22 years and was directly involved with the amalgamation of TDSB and the board rollout of the Trillium School Information System. Michael has in-depth business as well as system knowledge which will provide a strong foundation to ensure that the new system continues to meet TDSB requirements and ensure Ministry compliance. Michael is a certified Project Manager.



- Irene Vermeulen (PMP) is a Senior Project Manager and application specialist for PowerSchool. She brings over 20 years of implementation experience, concentrating on large client and strategic accounts in the SIS industry including statewide and provincial roll-outs. Some notable projects include the province of New Brunswick, the states of North Carolina and Alabama, San Diego, Calgary as well as hundreds of other schools, districts and boards around the world.

**They are supported by delivery teams of Subject Matter Experts and IT Professionals possessing a wealth of knowledge of Information Systems, Business Processes and functions of the education sector in Ontario and the TDSB.**



**RACI [Responsible Accountable Consulted Informed] Chart (Page 41& 42 in the report)**

29

Role	Trillium SIS to Powerschool SIS RACI Chart											
	Executive Sponsor	Project Sponsor	Steering Committee	Project Manager	Technical Project Manager	SIS Coordinator	Business Analyst	Business Intelligence Specialists	Business Intelligence Database Specialist	SIS Team Leads	SIS Support Specialists	PowerSchool Senior Pro
Project Activities	Project Leadership											
<b>Planning Phase:</b>												
Project Kickoff	R	R	R	A			C	C	I			C
Scope and SOW	R	R	R	A	C	C	C	C	C	C	C	C
Project Plan	I	I	I	A	C	C	C	C	C	C	C	C
Training Plan			A	R	C	C						R
<b>Requirement Gathering Phase:</b>												
Business Process Review	C	C	C	A	R							R
BPR Executive Findings Document Acceptance			A	R	C	C						R
Data Planning and Mapping [Legacy to new SIS]				C			A	C				R
PowerSchool Test Mapping Configuration				R	C	C	C					A
<b>Build Phase:</b>												



## Project Organization Chart (Page 40 in the report)

28

Project Leadership Team	Project Steering Committee	
	Executive Sponsor – Manon Gardner	
	Project Sponsor – Peter Singh	<b><u>Stakeholder Working Group</u></b> Superintendent Rep (2) Secondary P/V/P (4) Secondary Teachers/Guidance (4) Secondary OA (4) Elementary P/V/P (4) Elementary Teachers (4) Elementary OA (4) Centrally Assigned School Operations (2) Centrally Assigned Student Success (2) Centrally Assigned Academic Pathways (1) Learning Centre Coaches (4) Staffing Information Officer (1) Systems Planning Officer (1) Educational Planning (1) Early Years (1) Continuing Education (4) Student Engagement & Experiential Learning (1) Parent Engagement (1) Special Education (2) e-Learning (1) French Department (1) ESL (1) Section 23 (1) Safe Schools (1) Client Services Department (1) Central Transcript Office (1) Communications (1)
<b><u>Project Team</u></b> Project Manager - Darren Smith Technical Project Lead - Michael Mueller SIS Coordinator (1) Business Analyst (4) Business Intelligence Specialists (2) Business Intelligence Database Specialist (1) SIS Team Lead (2) SIS Support Specialists (6)  <b><u>PowerSchool Team</u></b> PowerSchool Senior PM – Irene Vermeulen Strategic Education Impact Consultant PowerSchool SIS Configuration Specialist (6) PowerSchool SIS Training Coordinator PowerSchool PODS Specialist PowerSchool PODS Data Specialist PowerSchool Additional IMP Specialist/data conversion effort PowerSchool PODS Training Lead PowerSchool Enrollment Configuration Specialist PowerSchool Enrollment Training Coordinator		





## Steering Committee Meeting and Reporting Schedule 27

- Meeting Schedule for Steering Committee
  - 1<sup>st</sup> Quarter
    - Bi Weekly meetings
  - After 1<sup>st</sup> Quarter
    - Monthly
- Reporting to Trustees/FBEC/Audit Committee Schedule
  - 1<sup>st</sup> Quarter Schedule
    - Monthly Updates
  - After 1<sup>st</sup> Quarter
    - Quarterly Update at FBEC
  - Standing item on the Audit Committee agenda through the implementation phase



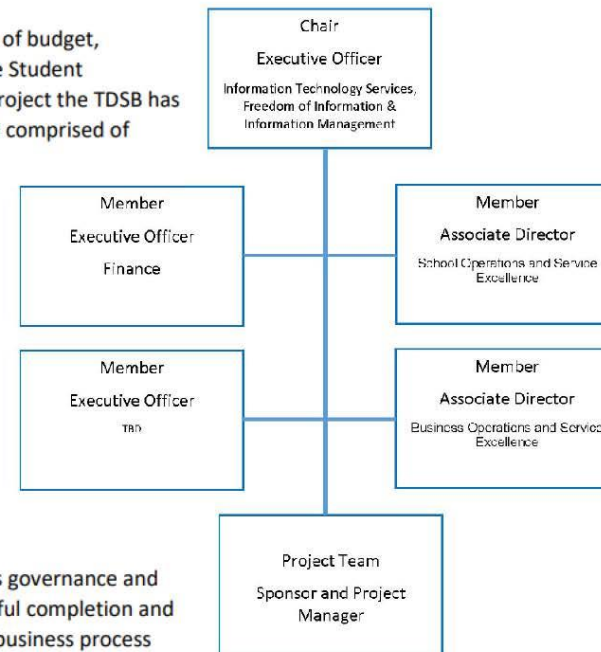


## Steering Committee (Page 37-39 in the report)

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### PURPOSE

The Trillium SIS to Power School SIS project is an atypical TDSB project due to its size of budget, timeframe and the breadth of its scope coupled by the paramount importance of the Student Information System to the day-to-day operations of the Board. It is as large as any project the TDSB has undertaken and as such warrants the attention and support of a Steering Committee comprised of senior leadership at the Board.



### MANDATE

The Steering Committee will remain in place until the project has completed. It has governance and authority over the project and its mandate is to see the project through to its successful completion and provide strategic vision and guidance through all phases from planning to execution, business process changes and ultimately the implementation of the new Student Information System.

Key responsibilities of the committee include undertaking major decision making, approving project changes, addressing major issues and concerns brought forth by the project team and ensuring the necessary organizational alignment and personnel are in place across the Board to support the project.



Regular Meeting

May 27, 2020

Student Information System Project Plan and Selection Process Presentation

## Training Plan (Page 35 in the report)

25

Toronto District School Board, Toronto, Ontario, CAN - PowerSchool Training Plan						
Product	Course Name	Participants	Course Detail	Session Detail	Total Days	
SIS	Initial Product Training (IPT) Certification	Up to 20 District IT Staff	5 days	5 d X 2 Session	10	
SIS	Initial Product Training	Up to 1200 District Staff	3 days	3 d X 60 Sessions	180	
SIS	Reporting Certification	Up to 20 District IT Staff	4 Days	4 d X 2 Sessions	8	
SIS	Report Training (Enterprise Reporting & Object Reports)	Up to 1200 District Staff	3 days	3 d X 60 Sessions	180	
SIS	PowerScheduler Certification	Up to 20 District IT Staff	10 days	10 d X 2 Sessions	20	
SIS	PowerScheduler Prep to Build	Up to 1100 Scheduling Staff	3 days	3 d X 55 Sessions	165	
SIS	PowerScheduler Build Workshop	Up to 1100 Scheduling Staff	4 days	4 d X 55 Sessions	220	
SIS	Elementary Scheduling	Up to 1000 Scheduling Staff	1/2 Day	1/2 d X 24 Sessions	12	
SIS	Customization Training	Up to 20 District IT Staff	5 Days	5 d X 1 Session	5	
Enrollment	Basic Enrollment Training	Up to 40 District Training Staff	1 day	1 d X 2 Sessions	2	
ODS	Extensive Operational Data Store	Up to 20 District Staff	5 days	5 d X 1 Session	5	
ODS	Operational Data Store System Provisioning	Up to 20 District IT Staff	2 days	2 d X 1 Session	2	
ODS	Operational Data Store Advance Reporting Training	Up to 20 District Staff	5 days	5 d X 1 Session	5	
ODS	Initial Operational Data Store Training	Up to 20 District Training Staff	1 day	1 d X 1 Session	1	
					815	
PSSP	Extensive Special Programs	Up to 20 District Training Staff	3 days	3 d X 2 Sessions	6	
PSSP	System Provisioning	Up to 20 District IT Staff & Training Staff	2 days	2 d X 2 Sessions	4	
PSSP	Advance Reporting Training	Up to 20 District Training Staff	1 day	1 d X 2 Sessions	2	
PSSP	Initial Special Programs Training	Up to 1900 District Staff (SP & Rtl)	1/2 day	1/2 d X 96 Sessions	48	
					60	
	Notes and Assumptions					
	*Assumes 12% SP enrollment based on total					



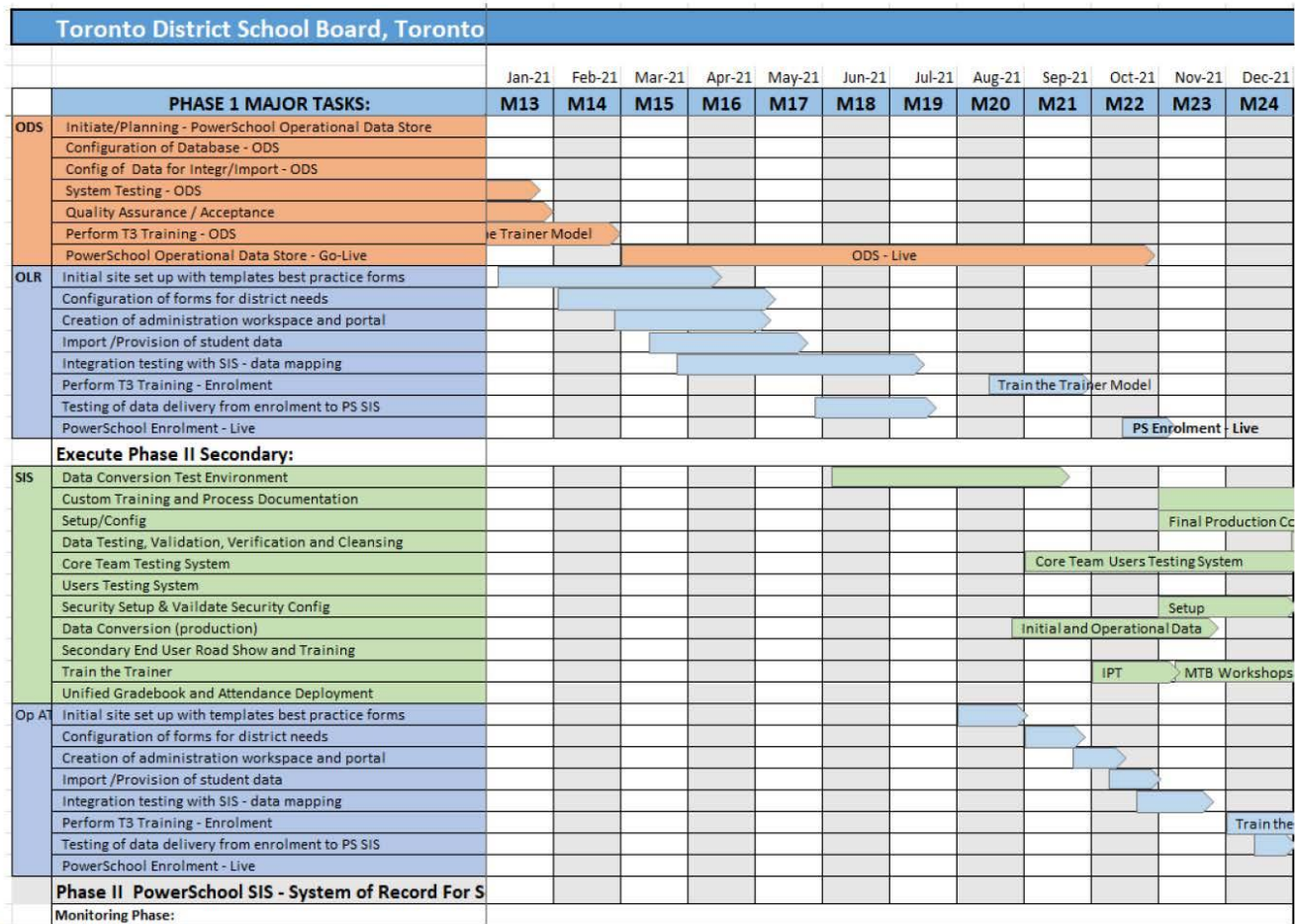
## Resource Plan (Page 32, 33 & 34 in the report)

24

Toronto District School Board & PowerSchool Resource Plan											
PS SIS, Unified Classroom and Unified Enrolment (UE)	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	
PowerSchool Senior PM						20	20	20	20	20	
Strategic Education Impact Consultant						12	12	8	8	8	
PowerSchool SIS Configuration Specialist						20	20	20	20	20	
PowerSchool SIS Configuration Specialist						20	20	20	20	20	
PowerSchool SIS Configuration Specialist						10	10	10	10		
PowerSchool SIS Configuration Specialist						20	20	20	20	20	
PowerSchool SIS Data Migration Specialist						20	20	20	20	20	
PowerSchool SIS Data Migration Specialist							10	10	10	10	
PowerSchool SIS Training Coordinator						5					
PowerSchool PODS Specialist							10	5		4	
PowerSchool PODS Data Specialist							10	5	5	4	
PowerSchool Additional IMP Specialist/data conversion effort								10	10	4	
PowerSchool PODS Training Lead									4		
PowerSchool Enrollment Configuration Specialist											
PowerSchool Enrollment Training Coordinator											
PowerSchool Optional Attendance Configuration Specialist (lottery)											
PowerSchool Optional Attendance Training Coordinator											
PowerSchool SP Specialist											
PowerSchool SP Data Specialist											
PowerSchool Additional IMP Specialist/data conversion effort											
PowerSchool Special Programs Training Lead											
<b>Total:</b>											
<b>TDSB</b>											
Project Manager				5	10	10	20	20	20	20	
Technical Project Lead				5	10	10	10	10	10	10	
SIS Coordinator				10	10	10	10	10	10	10	
Business Analyst				20	20	20	20	20	20	20	



**Project Plan : Jan 20 – Dec 20 (Page 31 in the report)** 23





## Project Plan : Jan 20 – Dec 20 (Page 31 in the report) 22

Toronto District School Board, Toronto, Ontario, Canada - PowerSchool Implementation Plan												
	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
<b>PHASE 1 MAJOR TASKS:</b>	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>M6</b>	<b>M7</b>	<b>M8</b>	<b>M9</b>	<b>M10</b>	<b>M11</b>	<b>M12</b>
Board Preparation			LQI	Ministry Rationale								
Board Meetings				FBEC	Board Mtg							
<b>Contract Completion:</b>												
Finalization of Contracts					Final Contract							
<b>Plan Phase:</b>												
Project Kickoff												
Finalization of Project Teams												
Finalization of SOW												
Finalization of Project Plan												
Finalization of Training Plan												
Planning												
Installation Test Environment (non-production)												
System Specification for Hosted Environment and Integrations												
Business Process Review [Stakeholders for Core SIS]												
Data Planning and Mapping [Legacy to new SIS]												
PowerSchool Test Mapping Configuration												
Core Team Online (PDPlus) & In-person Training												
Security, Privacy Planning												
<b>Execute Phase I Elementary &amp; Alternative:</b>												
<b>SIS</b>												
Data Conversion "Test" (non-production)												
Custom Training and Process Documentation												
Product Tailoring								Product Tailoring				
Installation (Set-Up Production Env.)												
Setup/Config								Initial Config	Historical Config			
Data Testing, Validation, Verification and Cleansing									Current Year + 4 Yrs History - Collab			
Core Team Testing System									Core Team Users Testing System			
Users Testing System										Users		
Interface Config, Security Setup & Validate									Setup			
Data Conversion (production)									Initial and Operational Data			
Elementary End User Road Show and Training												
Train the Trainer									Initial Product Training			
Unified Gradebook and Attendance Deployment												
Phase I PowerSchool SIS - System of Record For Elementary												
<b>ODS</b>												
Initiate/Planning - PowerSchool Operational Data Store												
Configuration of Database - ODS												
Config of Data for Integr/Import - ODS												
System Testing - ODS												
Quality Assurance / Acceptance												
Perform T3 Training - ODS												
PowerSchool Operational Data Store - Go-Live												Train th



## **Implementation Strategy – Phase I – III Staggered Start**

21

### **Phase III**

- Special Education functions and processes will be migrated at the start of the 2023/24 school year. These include Individual Education Plan (IEP), Identification, Placement and Review Committee (IPRC), In-School Support (IST) and School Support Team (SST)
- All school information will be migrated to PowerSchool during implementation thereby minimizing the impact on school operations.



**Implementation Strategy: Phase I – III Staggered**

20

**Start  
Phase I**

- All K-8 schools will migrate to PowerSchool SIS in Phase I. School opening would occur in Trillium with the migration beginning in October 2021.
- Secondary Alternative & Year Round Schools will be included in Phase I at the start of the 2021/22 school year.

**Phase II**

- All Secondary schools will migrate in Phase II at the start of the 2022 /23 year.



## PowerSchool Add on Modules Discounts

19

Module/Service	List Price		Discount		Saving
Category	/Student	Cost	%	Price	
Unified Communication	\$1.30	\$315,628	100%	\$0	\$315,628
Level Data	\$1.30	\$315,628	55%	\$142,033	\$173,595
Online Registration	\$2.47	\$599,694	85%	\$91,959	\$507,735
Optional Attendance	\$2.86	\$694,382	60%	\$277,753	\$416,629
E-Collect Forms	\$1.63	\$394,535	75%	\$102,500	\$292,035
Spec Ed Module	\$2.28	\$552,350	50%	\$276,175	\$276,175
Distance Learning PS Plus	\$0.65	\$205,158	82%	\$36,000	\$169,158
Hosting	\$2.60	\$651,257	20%	\$505,421	\$145,836
		<b>\$3,728,632</b>		<b>\$1,431,841.00</b>	<b>\$2,296,791</b>

Negotiations Details – ITS and Purchasing were engaged in providing these costs





## Ontario Market Scan – PowerSchool and Fujitsu (Aspen)

### • Existing PowerSchool

- Toronto DSB
- York DSB
- Hamilton-Wentworth DSB\*
- Durham DSB\*
- Ottawa Catholic DSB\*
- Upper Canada DSB\*
- Durham Catholic DSB\*
- Trillium Lakelands DSB\*
- Simcoe County DSB\*
- Simcoe Muskoka CDSB\*
- London Catholic DSB\*
- Brant Haldimand Norfolk CDSB\*
- Wellington CDSB\*
- Kinooaadziwin Education Body\*
- Group of Private Schools\*

- Halton Catholic DSB
- Dufferin Peel Catholic DSB
- Grand Erie DSB\*
- Near North DSB
- Thunder Bay CDSB
- Lakehead DSB
- Northwest CDSB
- Rainy River DSB
- Keewatin Patricia DSB
- Superior North CDSB
- Superior Greenstone DSB
- Seven Generations DSB

### Fujitsu (Aspen)

- Nipissing – Parry Sound CDSB
- Renfrew County DSB



## Market Scan – Ontario SIS Landscape

17

Breakdown of school Boards and SIS vendor in the province, including private schools.

<b>Solution Provider</b>	<b># of Boards</b>	<b>Market Share</b>	<b># of Students</b>
<b>PowerSchool</b>	<b>25</b>	<b>43%</b>	<b>878,113</b>
<b>Aspen</b>	<b>38</b>	<b>40%</b>	<b>805,028</b>
<b>Maplewood</b>	<b>8</b>	<b>9%</b>	<b>172,572</b>
<b>Homegrown</b>	<b>1</b>	<b>8%</b>	<b>156,893</b>
<b>Trillium</b>	<b>Private Schools</b>	<b>&lt;1%</b>	<b>8,984</b>

The Ministry leaves the selection of the SIS up to the individual school districts.



## Vendor Overview Sessions - Day 2 : Session 3

16

### **1:00-4:00**

- Special Education
- Continuing Education
- E-Learning
- Suspensions and Expulsions
- Section 23
- Co-op
- Teaching and Learning
  - Taking Stock
- ONSIS
- OUAC/OCAS
- OEN
- Online Forms
- Board Central Reporting
- Dashboard and Analytics

### **Participant Roles:**

- Senior Manager, Information Management
- Senior Manager, Client Relationship Management
- Manager, Business Analytics
- Senior Coordinator SIS
- 2 Business Analysts, Business Analytics
- Business Analyst, Business Analytics
- Senior Business Analyst Specialist
- 3 SIS Team Leads
- Education Planning Coordinator
- Centrally Assigned Principal, e-Learning Program
- Centrally Assigned Principal, Continuing Education
- Centrally Assigned Principal, Special Education
- Centrally Assigned Principal, Safe Schools
- Centrally Assigned Principal, Section 23
- Centrally Assigned Principal, Student Success



## Vendor Overview Sessions - Day 2 : Session 3

15

### 9:00-12:00 Secondary Workflow

- School Setup (School year, calendar)
- Master Schedule Setup
- Registration (Online and in person)
- Course Request Selection
- Scheduling Students
- Enrolment
- Timetable changes
- Specialized Program(SHSM)
- Dual Credits
- SAL
- Attendance
- Secondary Achievement Setup
- Assessment / Markbook / Gradebook
- Report Cards
- EQAO
- Transcript and Awards
- Teacher/Parent/Student Engagement (Mobile)
- Exam Scheduling
- Reporting

### Participant Roles:

- Senior Manager, Information Management
- Senior Manager, Client Relationship Management
- Manager, Business Analytics
- Senior Coordinator SIS
- 2 Business Analysts, Business Analytics
- 3 SIS Team Leads
- Central Coordinating Principal, Teaching and Learning
- Education Planning Coordinator
- Secondary Principals (3 schools – Semestered, Full Year and Quad)
- Secondary Office Administrators (3 schools – Semestered, Full Year and Quad)
- Secondary Teachers (3 schools – Semestered, Full Year and Quad)
- Centrally Assigned Principal, Academic Pathways, Guidance



## Vendor Overview Sessions - Day 1 : Session 2

14

### 1:00-4:00 Elementary Workflow

- School Setup (School year, calendar)
- Registration (Online and in person)
- Class Management
- Enrolment
- Attendance
- Elementary Achievement Setup
- Assessment
- Report Cards
- Teacher/Parent/Student Engagement (Mobile)
- EQAO
- Reporting, Dashboard and Analytics

### Participant Roles:

- Senior Manager, Information Management
- Senior Manager, Client Relationship Management
- Manager, Business Analytics
- Senior Coordinator SIS
- 2 Business Analyst, Business Analytics
- Business System Analysts, Business Analytics
- 3 SIS Team Leads
- Central Coordinating Principal, Teaching and Learning
- Education Planning Coordinator
- Elementary Principals (3 schools – one from each school with the following grades: Grade JK-8, Jk-5, 6-8)
- Elementary Office Administrators (3 schools – one from each school with the following grades: Grade: JK-8, Jk-5, 6-8)
- Elementary Teachers (3 schools – one from each school with the following grades: Grade JK-8, Jk-5, 6-8)





## Vendor Overview Sessions - Day 1 : Session 1

13

### 9:00-11:00

- Student Information System Landscape
- SaaS Model
- Active Directory, SAML
- Cyber Security Model
- Disaster Recovery
- Operational Data Store
- Privacy and Retention Policy
- AODA
- G Suite Integration

### 11:00-12:00

- User Security
- Interfaces/API's
  - SAP/HR
  - MY Blueprint
  - Insignia (Library)
  - Brightspace/D2L
  - School Messenger
  - School Cash
  - Gradebook, etc.
  - Transportation (Bus Planner)
- Plug Ins, Toolkit
- Support Model
- Board Collaboration/User Group

### Participant Roles:

- Senior Managers, ITS
- Manager, Business Analytics
- Manager, Enterprise Administration
- Manager, Application Administration
- Manager, Cyber Security and Risk Management
- Manager, Client Service Desk
- Senior Coordinator SIS
- Coordinator, Technology Integration
- Senior Analyst, System Security
- Senior Analyst, Database Services
- Senior Analyst, Technology Architecture
- Senior Analyst, System Services
- 3 Business Analysts, Business Analytics
- Business System Analyst, Business Analytics
- Business Intelligence Database Specialist, Business Analytics
- 3 SIS Team Leads



## Vendor Overview Session Topics

12

- User security & Roles
- School Level Security & Roles
- Product Interface
- Online Forms
- Support Model
- Board Collaboration
- School Setup
- Student Registration
- Online Registration
- Enrollment
- Group Maintenance
- Attendance
- Elementary Scheduling
- Elementary Achievement
- Care & Treatment
- Suspension & Incident
- ONSIS
- Reporting
- Dashboard & Analytics
- Classroom Management, Engagement & Assessment
- Mobile Student Lookup
- Parent Engagement
- Student Engagement
- Staff Engagement
- EQAO
- School Setup
- Secondary Scheduling
- Secondary Student Scheduling
- Course Request/Selections
- Secondary Achievement
- Awards/Transcripts
- OCAS/OUAC
- Special Education
- Continuing Education
- Data Validation
- APIs
- Toolkit



## **TDSB SIS Overview Sessions – Aspen & PowerSchool** <sup>11</sup>

- TDSB stakeholders were invited to attend overview sessions of the Aspen & PowerSchool SIS products.
- Agenda and Participants assessment of vendor alignment and business needs is listed in Appendix A (Page 9-29 in SIS Project Plan and Selection Process PDF report)
- 40% of participants believed Aspen Follett would meet their needs
- 85% of participants believed Power School would meet their needs





## Rationale for PowerSchool Recommendation

10

**2/2**

### • Cost

- Similar features to current Trillium product at no additional cost
- Heavily discounted add-on modules to support TDSB digital initiatives & modernization
- Long term fixed yearly increases commitment for 12 years aligned with the Canadian Consumer Price Index

### • Significantly Lower Risk:

- Data migration with one vendor versus two competing vendors
- Proven migration strategy used with over 500 school boards including four 2019 Trillium migrations in Ontario including large districts
- Existing robust integration with custom applications
- One vendor for training of new SIS, experience with large districts
- Smoother transition for schools and central departments
- One vendor relationship to manage



## Rationale for PowerSchool Recommendation

9

**1/2**

### • Vendor Experience

- Experience in Ontario yearly cycle of ONSIS compliance, Continuing Education, and Special Education for over 8 years with 14 boards
- Successful implementation of ten large boards similar in size and complexity to TDSB in North America
- Robust training plan and resources for large district school board for adoption
- Extensive experience with integrating district built companion and 3<sup>rd</sup> party applications
- PowerSchool supports their product exclusively for implementation, training and support, no need for consultants or third party vendors, only one vendor relationship.
- Extensive migration expertise with nine legacy products to current platform, unparalleled in the industry
- Access to mature PowerSchool user community with over 13,000 school districts sharing plug-ins and best practices



## Vendor Selection Process 3/3

8

- Both vendors submitted quotations for their products. While it was difficult to make a straight “apples-to-apples” comparison as the specific modules and services offered were different, the base pricing for the two solutions showed PowerSchool with a slightly lower cost.
- With PowerSchool determined to be the better solution for TDSB than the OECM VOR offering, the decision was made to proceed with PowerSchool as a single source, and a Rationale Report was submitted to MGCS explaining why an established VOR was not being used.



## Vendor Selection Process 2/3

7

- TDSB staff from IT Services and Purchasing Services investigated the OECM offering and conducted vendor overview sessions to give stakeholders an opportunity to see what the VOR solution looked like and determine its ability to adequately meet the needs of TDSB.
- Details of these sessions are provided in upcoming slides.
- Alongside the VOR's overview session, the same session was conducted with PowerSchool, the current TDSB supplier of the end-of-life Trillium software, to assess their SIS platform which they have offered to all their Trillium customers as an upgrade.
- Upon completion of the sessions the feedback was clear that PowerSchool was best capable of meeting the TDSB's needs





## Vendor Selection Process 1/3

6

- The Ontario government's initiative to centralize procurement requires Broader Public Sector (BPS) organizations, including school boards, to follow established "BPS Interim Measures". These measures state that BPS organizations must use Vendor of Record (VOR) arrangements whenever possible. These arrangements are managed by other entities such as the Ministry of Government and Consumer Services (MGCS) and Ontario Education Collaborative Marketplace (OECM).
- The OECM had recently awarded a VOR arrangement for the provision of a SIS system



## A Change is Needed

5

Following amalgamation in 1998, the TDSB standardized on Trillium as the Student Information System. The vendor providing this system was SRB Education Solutions.

In August 2016 SRB was bought by PowerSchool, a well-established global provider of SIS solutions. PowerSchool maintained the Trillium platform ensuring compliance with Ministry of Education reporting requirements.

In July 2019 PowerSchool informed Ontario school boards of their intent to 'sunset' the Trillium product. PowerSchool provided an upgrade path for Ontario districts to migrate to the PowerSchool SIS platform. If districts decline the upgrade, PowerSchool will no longer provide support, or further maintenance for Trillium after **August 31, 2021**.

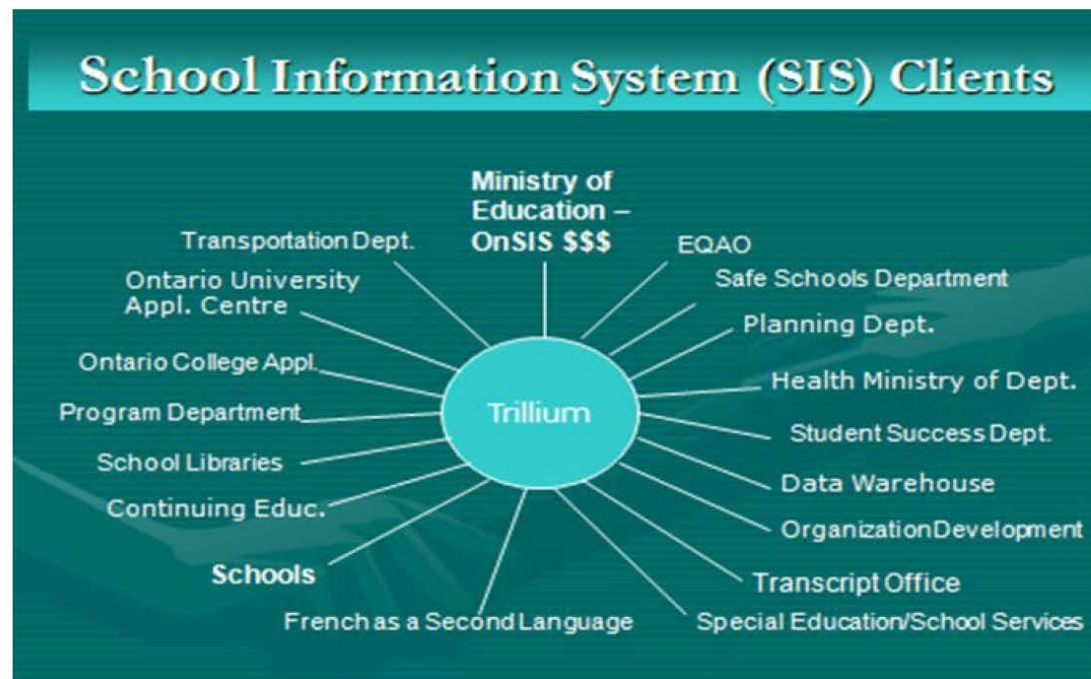
TDSB was required to look for a new SIS platform.



## How the SIS is Used

4

In addition to registration, attendance and achievement the SIS provides a critical linkage to numerous other technologies and functions. The following graph illustrates our internal and external stakeholders who receive information/data feed from SIS.



## Why is the SIS Important?

3

- The Student Information System (SIS) is critical to the operation of the TDSB. It is used for the collection, recording, validation and reporting of student registration, achievement and attendance data.
- The SIS supports the Ministry reporting process (OnSIS) that drives the operational funding TDSB receives from the Ministry.
- Today the TDSB uses the Trillium system for our SIS.





## Agenda

2

- What is a Student Information System?
- Why is the SIS important?
- Why are we changing the product?
- Vendor Selection Process
- Negotiation Details
- Project Plan
  - Project Governance & Controls
  - Resource Plan
- Success Criteria



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## **Committee of the Whole (Special Meeting)**

### **Report No. 13**

CW:14A

Tuesday, May 12, 2020

Electronic Meeting

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, Chris Moise, Patrick Nunziata, Zakir Patel, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong and Student Trustee Ivy Deng

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

Regrets                      Regrets were received from Trustee Alexandra Lulka.

#### **Part A: Committee Recommendations**

No matters to report

#### **Part B: For Information Only**

### **1. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Committee of the Whole was convened on Wednesday, May 13, 2020 from 4:33 to 6:20 p.m., with Robin Pilkey presiding.

## **2. Declarations of Possible Conflict of Interest**

No matters to report

## **3. Delegations**

The following written delegations were presented in accordance with the Board's delegation procedure:

re Emergency Motion: Remote Learning

1. Leslie Wolfe, President of Ontario Secondary School Teachers' Federation Toronto
2. John Weatherup, President of Toronto Education Workers/Local 4400
3. Joy Lachica, President of Elementary Teachers' Federation of Toronto

## **4. Report From the Director of Education**

The Committee heard an oral update from the Director of Education that included the following highlights:

- i. Thought Exchange Parent/Guardians – 39000 participants to this process offering 47000 thoughts;
- ii. Staff heard from parents that schedules for learning are important;
- iii. Do not know how long virtual learning will last – we must continue to seek how we can improve; how we can listen to our families and our educators – next professional opportunities for staff learning will be focused on this;
- iv. 56000 devices have been distributed to date. There are an additional 4000 devices remaining to deliver;
- v. Key Questions: How do we engage students that we haven't heard from? Staff are reaching out to those students – seeking how to best be supportive;
- vi. Do not yet have clarity from provincial government; beyond May 31<sup>st</sup>;
- vii. Two Contingency Tables have been struck; One for Operational Matters and One for Academic Matters – related to school opening in September 2020; and

- viii. A great deal of collaboration between school boards are taking place to share approaches; with Craig Snider co-chairing this group

### **TOPIC SPECIFIC UPDATES**

- ***Supervisory Officer Process*** – 52 people attended March 9<sup>th</sup> information session...as of April 21<sup>st</sup> – 48 notices of intent received; 15 from external candidates...22 internal and 5 external were confirmed by endorsement process to move forward – by May 8 received 27 application packages. Interviews taking place starting June 8<sup>th</sup>...qualified applicant pool tracking to June 17<sup>th</sup> board meeting.
- ***Unions*** – Formal meetings take place with all union colleagues, associations on a weekly basis to work through any emerging issues.
- ***Parents*** – Four learning sessions with close to 2000 families participating – on Brightspace platform – if unable to participate live; content is now also available on the public website.
- ***Equity*** – One plan does not fit all; different approaches are being used to meet needs – across 583 schools this flexibility is required....expectations from educators, will need to shift
- ***Teachers*** – our goal is to be an effective, human community – we need to clarify and support the expectations being set; while supporting those who may need help
- ***Return of Virtual Devices*** – every device has been tagged; prior to being lent out. A strategy for recovery will need to be established....this experience has raised the question of how we examine and move closer to all of our students having a device while they are a pupil of the board.
- 19000 participants have taken online professional learning; over the last 7 weeks (since April 6<sup>th</sup>) – sessions are both live; as well as pre-recorded materials

## **5. Report From the Chair of the Board**

The Committee heard an oral update from the Chair of the Board that included the following:

- i. Ongoing efforts to meet with Mayor Tory have been undertaken to discuss issues that impact the board and which are mutual. A phone meeting took place last week that focused on strategizing on how to move forward; and the recovery period and what that will look like.
- ii. Associate Director Jackson and the City of Toronto's Chief Recovery Officer are a part of these dialogues.
- iii. Decisions have not yet been made by the City of Toronto about summer camps and whether they will proceed

## **6. Report From Representative on the City's Board of Health**

The Committee heard an oral update from Trustee Donaldson, on behalf of the City of Toronto's Board of Health on the following matters:

- i. The "Recovery Principles" identified by Toronto Public Health that seeks to align recovery planning as follows:
  - i. Gradual easing of public health measures
  - ii. Observation of the effects of easing measures before relaxing further
  - iii. Continuing some measures that will become part of how we live with COVID-19 ongoing
  - iv. Avoiding the reversal of changes, if possible
  - v. Balancing protections of those who are most vulnerable while allowing for some degree of easing of public health restrictions for the wider community"
- ii. The Committee was directed to a unanimously approved and collaboratively developed recent motion - which can be found at:  
<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2020.HL16.2>

## **7. Report From the Directors on the Ontario Public School Boards' Association**

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

i. OPSBA Board of Directors Meeting

There will be an OPSBA Board of Directors meeting on Saturday, May 23, 2020

Conversations taking place with key members of Opposition Parties

We are continuing to ensure that we have education partners across all of the parties in the legislature.

ii. OSSTF

On Thursday, May 21, 2020, there will be a ratification vote on the tentative settlement reached with OSSTF

iii. Conversation with Minister Lecce

There are ongoing opportunities to speak with Minister Lecce. In recent conversations, the following topics have been raised:

1. The need for boards to receive both their GSNs, and news about capital priorities funding as soon as possible;
2. Issues specifically related to the current pandemic situation, including the need for OPSBA to be included in discussions about plans to re-open schools; and
3. The need for funding for essential elements of school boards' response to the pandemic, such as mental health supports for students, additional technology needs, and other issues of online learning equity.

**8. Report From the Chairs of the Governance and Policy Committee, the Program and School Services Committee, the Finance, Budget and Enrolment Committee**

The Committee heard an oral update from Trustee Mammoliti, the Chair of Governance and Policy Committee on the following matters:

1. There have been delays in public consultations around policy reviews – they will resume in the fall; and
2. Work has been going on to update policies and procedures as a result of COVID-19, examples are:
  - i. Remote Working (Working from Home) policy and operational procedure (including self-isolation protocol when travelling)

- ii. Access to Schools and Return to Schools Protocol – operational procedure
- iii. Communication with Parents Protocol (to be developed under new Communications Policy)
- iv. Pandemic Response Plan Policy
- v. Developing Play Based Learning Procedure/Policy (play based learning effects on alleviating mental health stresses amongst student during pandemic)

The Committee heard an oral update from Trustee Story, the Chair of Program and School Services Committee on the following matters:

- i. Thank you to staff and Trustees for participation in the 5 ½ hour recent meeting last week – largely due to the many emergent matters we are currently dealing with.
- ii. The Committee was encouraged to review both the Indigenous education report from the meeting agenda as well as the Early Literacy Report.

The Committee heard an oral update from Trustee Laskin, the Chair of the Finance, Budget and Enrolment Committee on the following matters:

- i. Trustees were reminded that at the Finance, Budget and Enrolment Meeting next meeting; there will be discussion of COVID related issues; as the board turns attention to the 2020-2021 budget period; and
- ii. The announcement regarding Grants for Student Needs has been delayed by the provincial government

## **9. Report From Representatives on the Parent Involvement Advisory Committee and the Special Education Advisory Committee**

The Committee heard an oral update from representatives of the Parent Involvement Advisory Committee on the following matters:

- i. Associate Director Rawlins and Trustee Chernos Lin have weekly conversations, alternating between the PIAC Co-Chairs, the PIAC Executive, and all of PIAC;
- ii. This is to regularly check in due to the COVID-19 crisis (prior to March break it was twice a month). These more frequent meetings since March Break



have provided an important way to share information and obtain relevant and helpful feedback on important issues, such as: 1) how to approach the issue of school council meetings; 2) the framing of the wording of questions on the Thought Exchange;

- iii. Information was also shared on the two emergency committee motions, as they dealt with issues discussed by PIAC in prior meetings since the closure of schools in March;
- iv. Information was shared to Trustees about an exciting initiative of PIAC. A webinar has been scheduled for school councils to take place at 5:30pm on Thursday, May 21. It will feature a panel discussion that will feature two Principals and their school council chairs, as well as Associate Director Russell-Rawlins and Trustee Chernos Lin. As soon as the flyer and more information are available, it will be shared to all Trustees.

## **10. Reports From Student Trustees**

The Committee heard an oral update from Student Trustee Ivy Deng, on behalf of the Student Trustees on the following matters:

- i. Elections – The Committee heard that elections have been postponed until next year; and
- ii. The Committee was informed of a mental health resource that has been developed and will be shared to staff so it can be provided to all Trustees via Trustee Weekly.

## **11. Emergency Motions**

No matters to report

## **12. Other Questions, Insights and Advice From Trustees to Staff**

The Committee heard the following questions and insights from Trustees:

- i. Trustee Aarts - Community Advisory Committees are asking questions about how to move forward the work and questions of their committee; in the current period where they are not able to meet. In response staff agreed to take this question and develop a response.

- ii. Trustee Story – Thank you to staff and fellow Trustees for the significant effort that has been required in a very short time to facilitate the meetings and work of the board being conducted in this electronic format

### **13. Adjournment**

On motion of Trustee Doyle, seconded by Trustee Story, the meeting adjourned at 6:20 p.m.

### **Part C: Ongoing Matters**

No matters to report

Submitted by: Robin Pilkey, Committee Chair



## **Committee of the Whole (Special)**

### **Report No. 14**

CW:15A  
Tuesday, May 19, 2020.  
Electronic Meeting

#### **Members Present**

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

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

#### **Regrets**

Regrets were received from: Trustee James Li, Alexandra Lulka, Zakir Patel, and Chris Tonks

#### **Other Members Present**

Also Present: Ivy Deng (Student Trustee)

### **Part A: Committee Recommendations**

No matters to report

### **Part B: Information Only**

#### **1. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Committee of the Whole was convened on Tuesday, May 19, 2020 from 4:31 to 6:22 p.m., with Robin Pilkey presiding.

## **2. Declarations of Possible Conflict of Interest**

No conflicts were declared.

## **3. Delegations**

The following oral delegations were heard by the Committee:

### re Permit Use of Schools

1. Judy Gargaro, Community Co-Chair, Community Use of Schools Community Advisory Committee (CUSAC)

### re Safe and Timely Re-opening of Schools

1. Zoe Reichert, Student, Malvern Collegiate Institute

## **4. Report From the Director of Education**

The Committee heard an oral update from the Director of Education that included the following:

- i. Government has today announced that school closures will continue for the rest of this current school year;
- ii. Contingency planning has been ongoing and staff have engaged many experts to help inform the TDSB plan and response, including those facilitated by the province;
- iii. We are charged with doing our best; with very limited information – and we often are left with more questions;
- iv. Decisions and steps are impacted by resources that are available or which the system can plan for; and at present, important announcements from the province have yet to take place – as the GSN has not yet been made public.;
- v. Contingency Planning – re; operations, child care, CAC, program, printed material, deployment of devices, partnerships, summer school;
- vi. Contingency Planning – re; re-opening;

**OPERATIONAL ISSUES**

- Primary focus of a work team that has been struck, is to minimize safety and health risks; associated with school reopening – how will we navigate this process?
- ***Physical Distancing*** – In such a model only 12-15 students can fit in a typical classroom. As such alternate spaces are being looked at, as has alternating day learning, using outdoor spaces for instruction, modification of classroom setup, how to respond to and deal with recess (note that playground equipment is not routinely sanitized), restrictions around music and drama classes;
- ***Cleanliness of Facility*** – Additional caretaking staff will be required, surfaces will require additional cleaning – and frequency. During closure period regular outside care is being taken on our properties as well as water cleansing;
- ***PPE Requirements*** – Personal Protective Equipment are not presently mandated to use; but there may be pressure and expectation from partners that these be available – there are supply issues with these type of products....there may be a need to eliminate visitors being in the school buildings;
- ***Personal Hygiene*** – Hand wash stations in every classroom is likely a cost prohibitive consideration – signage and regular reminders will be in place.
- ***Student Transportation*** – Difficult to remain 6 metres apart on our school buses – means only 15 students can typically be on a bus at one time – this will mean changes (optional days, half days) – ISSUE: Most drivers are over 60 years of age (the highest risk age group) – children with special needs at times need additional aid to ride bus – posing a barrier to physical distancing
- ***Special Education*** – EA's who change diapers and other physical tasks....poses again a physical distancing challenge.
- ***Nutrition*** – may need to move away from hot meals and towards pre-packaged foods – to mitigate transmission and person to person contact with food options available in school settings/cafeterias.

- ***Protocols will be updated*** – pending further information and direction from Toronto Public Health
- ***Retrieving Personal Belongings from Schools*** – Plans are being developed in consultation with TPH on next steps...very detailed time schedules will be developed to minimize the number of people in our building at a time
- ***Permits over Summer*** – This is a ministry decision and we will await their direction on whether this is permissible. We continue to be governed by a 5 person limit for gathering – and are viewed as a non-essential and closed business. We would not support permit holders being allowed to clean – as this would be deemed “work of the bargaining unit”.
- Permit applications are still able to be made and received; for school related events – but with the caveat that any dates are pending the COVID context and what is allowed.
- Permit fees are being refunded during the period of school closure.

#### **TEACHING & LEARNING ISSUES**

- Focus has been on creating operating norms and guiding principles of learning in this current climate
- Our task will be to operationalize direction around reopening from the Ministry.
- ***Many questions*** – engaging students, understanding that needs will vary from school-to-school and student-to-student.

#### **CHILD CARE & EARLY YEARS PROGRAM**

- Five different types of programs are regularly operating in our schools.
- Child care centres are a stage 2 reopening; according to the government announcement – additional physical space may be required – given social distancing requirements
- We are communicating closely with our third party providers – their voice is needed prior to any decisions/directions being taken
- The Ministry of Education has told us no decision has been made on the 2019/2020 Parents Reaching Out grants – we have provided and will continue to update PIAC and school councils on the status of these grants.

**DEPLOYMENT OF DEVICES & PARTNERSHIPS**

- 65000 devices have been deployed;
- The Board is still open to receiving requests;
- Information will shortly be issued about summer school
- Online programming partnerships – any such partner must be approved centrally and not just at the local school level

**5. Report From the Chair of the Board**

The Committee heard an oral update from the Chair of the Board that included the following:

- i. A meeting that included the Chair, Vice-Chair, Associate Director Jackson and the Director took place last week with the City of Toronto's Chief Recovery Officer.
- ii. Identified the right staff to bring into tables that are being put into place as part of recovery planning as well as issues of direct interest and relevance to the TDSB.

**6. Report From Representative on the City's Board of Health**

The Committee heard an oral update from Trustee Donaldson, on behalf of the City of Toronto Board of Health, that a letter has now been sent from Chair of the Board of Health to the Ministry of Health regarding a motion passed at May 7, 2020 board of health meeting.

**7. Report From the Directors on the Ontario Public School Boards' Association**

The Committee heard an oral update from Trustee Donaldson, on behalf of the Directors of the Ontario Public School Boards' Association on activities of OPSBA. This update included information that the OPSBA President has provided a written response to the Minister's announcement regarding the decision to close schools for balance of the school year.

**8. Report From the Chairs of the Governance and Policy Committee, the Program and School Services Committee, the Finance, Budget and Enrolment Committee**

No updates

**9. Report From Representatives on the Parent Involvement Advisory Committee and the Special Education Advisory Committee**

The Committee heard an oral update from Trustee Chernos Lin, on behalf of the Parent Involvement Advisory Committee stating that a Webinar is scheduled to take place this Thursday, May 21st. It is being offered in support of school council chairs. Trustees were reminded that they are welcome and also invited to attend and engage.

**10. Reports From Student Trustees**

No report

**11. Emergency Motions**

No Emergency Motions

**12. Other Questions, Insights and Advice From Trustees to Staff**

The Committee heard the following additional questions, insights and advice from Trustees to Staff:

i. Trustee Rajakulasingam

Asked a question regarding how the board can engage more effectively with communities where English is not their first language. In response, Staff remarked that they will recirculate information that was sent out in Trustee Weekly previously.



A question was asked about the status of students on suspension, pending expulsion. Staff indicated that this question had previously been responded to. Staff remarked that this response would be sourced and that the information would be shared with Trustees via Trustee Weekly

- ii. Trustee Mammoliti - A concern was raised and a question asked about how staff are assuring a consistent and secure/private platform is being used by the board for online instruction and meetings - as it was observed the use of such meeting methods is only increasing in this remote learning and working environment. In response staff indicated that these comments would be studied and a response would be brought forward to Trustees at a subsequent meeting of this committee.
- iii. Trustee Kandavel - Parents have remarked that Google Classroom and Bright space training recently provided by board staff was most helpful; and were asking if this could be expanded and provided again. As building capacity in parents will only help support students in this remote learning context, would this be possible. In response, staff indicated that these comments would be studied and a response would be brought forward to Trustees at a subsequent meeting of this committee.

### **13. Adjournment**

On motion of Trustee Kandavel, seconded by Trustee Doyle, the meeting adjourned at 6:22 p.m.

**Carried**

### **Part C: Ongoing Matters**

No matters to report

Submitted by: Robin Pilkey, Chair

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## Committee of the Whole

### Report No. 15

CW:016A

Wednesday, May 20, 2020

Electronic Meeting

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

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

Regrets      Regrets were received from Trustee Alexander Brown

### Part A: Committee Recommendations

#### **1. Interim Report on the Secondary Program Review [3885]**

The Committee considered a report from staff (CW:016A, page 1 and attached) presenting an interim review of secondary programs, including issues, gaps and needs and supports next steps.

**Moved By:** Trustee Nunziata

**Seconded By:** Trustee Doyle

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

**Carried****2. Basketball Nets Pilot: Update [3889]**

The Committee considered a report from staff (CW:016A, page 7) presenting an update on a pilot project for basketball nets.

**Moved By:** Trustee Laskin

**Seconded By:** Trustee Smith

The Committee of the Whole **RECOMMENDS:**

- (a) That basketball nets remain up at all locations unless the location meets the approved criteria at Part (b) below;**
- (b) That basketball nets be removed nightly at locations where one of the following criteria is met:**
  - i. the basketball court is located within 7.5 meters of an adjacent home;**
  - ii. there is lighting that the Toronto District School Board cannot control, which allows play after dusk;**
  - iii. the courts are designed for children and are being used by adults, not regulation height.**

**Carried**

At the Committee meeting, the recommendations were voted on ad seriatim and the following, which was part of staff's recommendations, was defeated by the Committee:

- (a) That the Appeal Protocol, as presented in the report, for reviewing school locations not captured in recommendation number 2, be approved;
- (b) That the Net Complaint email address be continued and communicated via the TDSB website.

Also at the Committee meeting, the following amendment from Trustee Sriskandarajah, seconded by Trustee Smith, was withdrawn:

That "That an appeals process be developed for all sports" be added.

**3. Service Excellence Program Overview [3886]**

The Committee considered a report from staff (CW:016A, page 19) presenting an overview of the Board service excellence program.

**Moved By:** Trustee Donaldson

**Seconded By:** Trustee Doyle

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

**Carried**

**4. Toronto District School Board/Toronto Lands Corporation: Service Level Agreement Update [3892]**

The Committee considered a report from staff (CW:016A, page 33) presenting an update on the service level agreement between the Toronto District School Board and the Toronto Lands Corporation.

**Moved By:** Trustee Moise

**Seconded By:** Trustee Smith

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

**Carried**

**5. Toronto Lands Corporation: Management Report to the Board, April 2020**

The Committee considered correspondence from the Chair of the Toronto Lands Corporation (CW:016A, page 89) presenting a report on matters of interest and work in progress on specific project files within the TLC's portfolio as part of its quarterly communication in compliance with the Shareholder's Direction.

**Moved By:** Trustee Aarts

**Seconded By:** Trustee Story

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

**Carried**

**6. 2020-21 Toronto Lands Corporation Budget**

The Committee considered correspondence from the Chair of the Toronto Lands Corporation (CW:016A, page 99) presenting a budget for the Toronto Lands Corporation for 2020-21.

**Moved By:** Trustee Doyle

**Seconded By:** Trustee Moise

The Committee of the Whole **RECOMMENDS** the 2020-21 budget for the Toronto Lands Corporation, as presented in the report, be approved.

**Carried**

**7. Lease: Former DB Hood Public School, 2327 Dufferin Street**

The Committee considered correspondence from the Chair of the Toronto Lands Corporation (CW:016A, page 107) presenting information on a lease of property at 2327 Dufferin Street.

**Moved By:** Trustee Laskin

**Seconded By:** Trustee Moise

The Committee of the Whole **RECOMMENDS:**

- (a) That, in accordance with subsection 194(3) of the *Education Act*, the former DB Hood Middle School located at 2327 Dufferin Street is not required for the purposes of the Board;
- (b) That the Toronto Lands Corporation be authorized to circulate a proposal under Regulation 444/98 for a lease having a term of ten years with an option to extend for an additional five years (subject to TDSB giving notice that the property is required for its own use) on terms that require the tenant to undertake repairs described in the proposal within 18 months after commencement of the term having a cost of not less than \$3 million;
- (c) That, if no lease with a public body is entered into resulting from the circulation, the Toronto Lands Corporation be authorized to enter into a lease with Lycee Francais de Toronto on the terms described in the proposal without requiring a 12 month termination clause that

**would allow the Toronto District School Board to reclaim the facility during the ten-year term and otherwise on terms and conditions satisfactory to the Toronto Lands Cororation, in its reasonable discretion in form and content satisfactory to theTLC’s legal counsel.**

**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 Laskin, seconded by Trustee Nunziata, the agenda was approved.

**13. Declarations of Possible Conflict of Interest**

No matters to report

**14. Delegations**

re Permit Use of Schools

1. Judy Gargaro, Community Co-Chair, Community Use of Schools Community Advisory Committee (CUSAC)

re Safe and Timely Re-opening of Schools

2. Zoe Reichert, Student, Malvern Collegiate Institute

**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 OPSBA. Trustee Donaldson reported that the OPSBA vote on ratification of OSSTF central agreement scheduled for May 21, 2020. The OPSBA Board of Directors meeting will be held virtually on May 23, 2020 with Education Minister Stephen Lecce attending to address trustees and take questions.

**16. Adjournment**

At 9:35 p.m., on motion of Trustee Aarts, seconded by Trustee Story, the meeting adjourned.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Robin Pilkey, Committee Chair





## Secondary Program Review

Improving Access for Students

### Understanding the Graphs in the Interim Report



Secondary Program Review – Interim Report

## Looking Ahead 2029

- Secondary Program Review began in June 2019.
- Vision to ensure all students have equitable access to programs and opportunities – as close to home as possible.
- Interim Report includes map of the City of Toronto with 10 groupings.
- Graphs and data provided for each grouping.

**Secondary Program Review – Interim Report-**

## Looking Ahead 2029 – Example Group

Looking forward, we will need to understand

- what the demographics may look like within this group
- what our current enrolment projections are telling us
- how many students could we have

To determine this, we will look at three different sets of data:

1. Total population of secondary school-aged students that are expected to live within this group
2. The total number of secondary school-aged students that are expected to attend TDSB schools
3. Enrolment projections for secondary schools in the group

**Secondary Program Review – Interim Report**

## Secondary-Aged Population

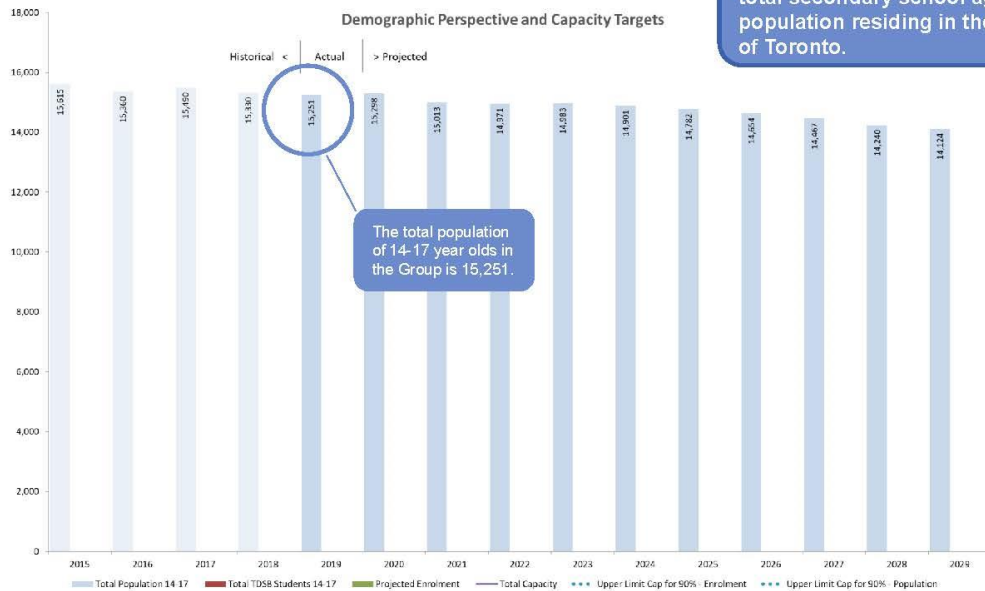
- Total number of secondary-aged students that reside within the Example Group.
- Includes:
  - historical information back to 2015
  - the current data for the 2019-20 school year
  - and data for the 10-year projected period out to 2029.



## Secondary Program Review

### Secondary Aged Population

Note: On average, the TDSB gets approximately 65% of the total secondary school aged population residing in the City of Toronto.



**Secondary Program Review – Interim Report**

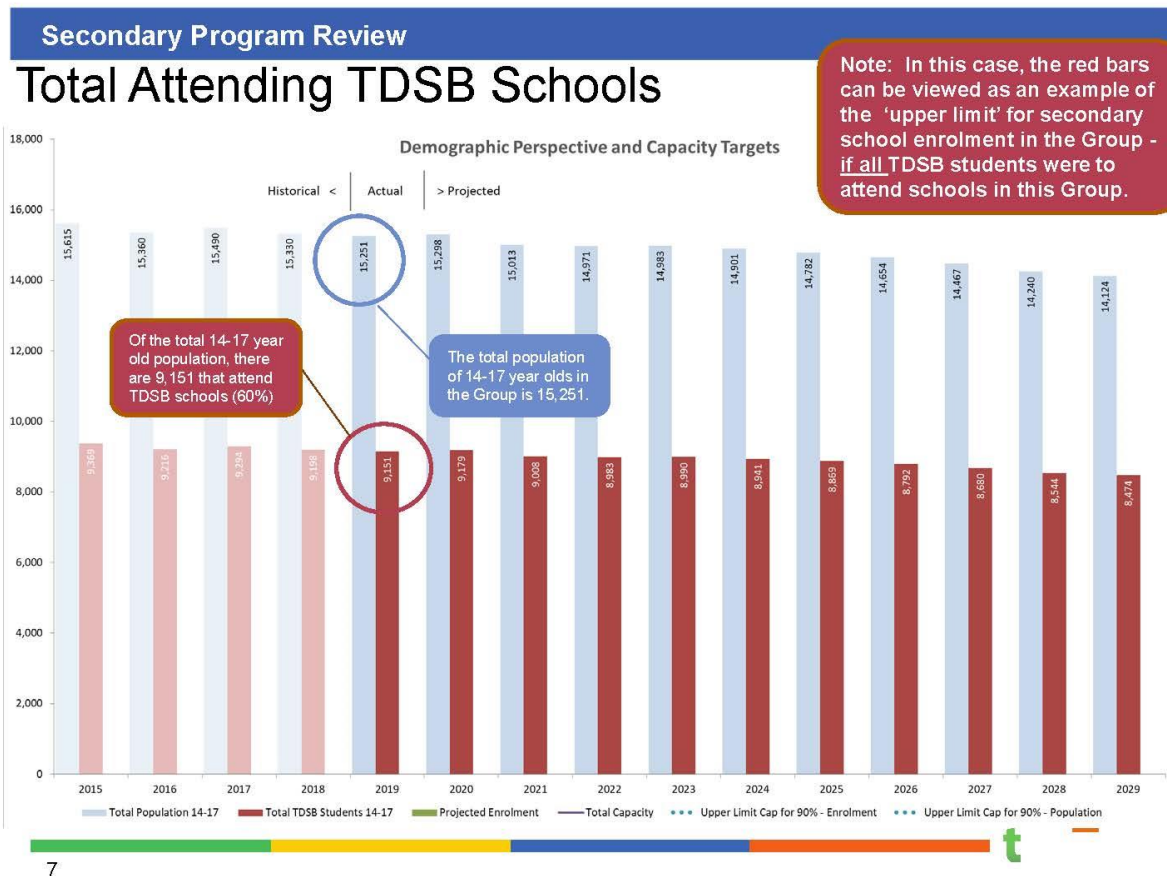
## Total Attending TDSB Schools

- Total secondary-aged population that we expect to see attending TDSB schools over the next 10 years.
- The **TDSB participation rate** (students that do not attend Catholic or French boards, private schools, or other options).
- TDSB receives 65% of total available student population.



6

Interim Report on the Secondary Program Review [3885] - Presentation



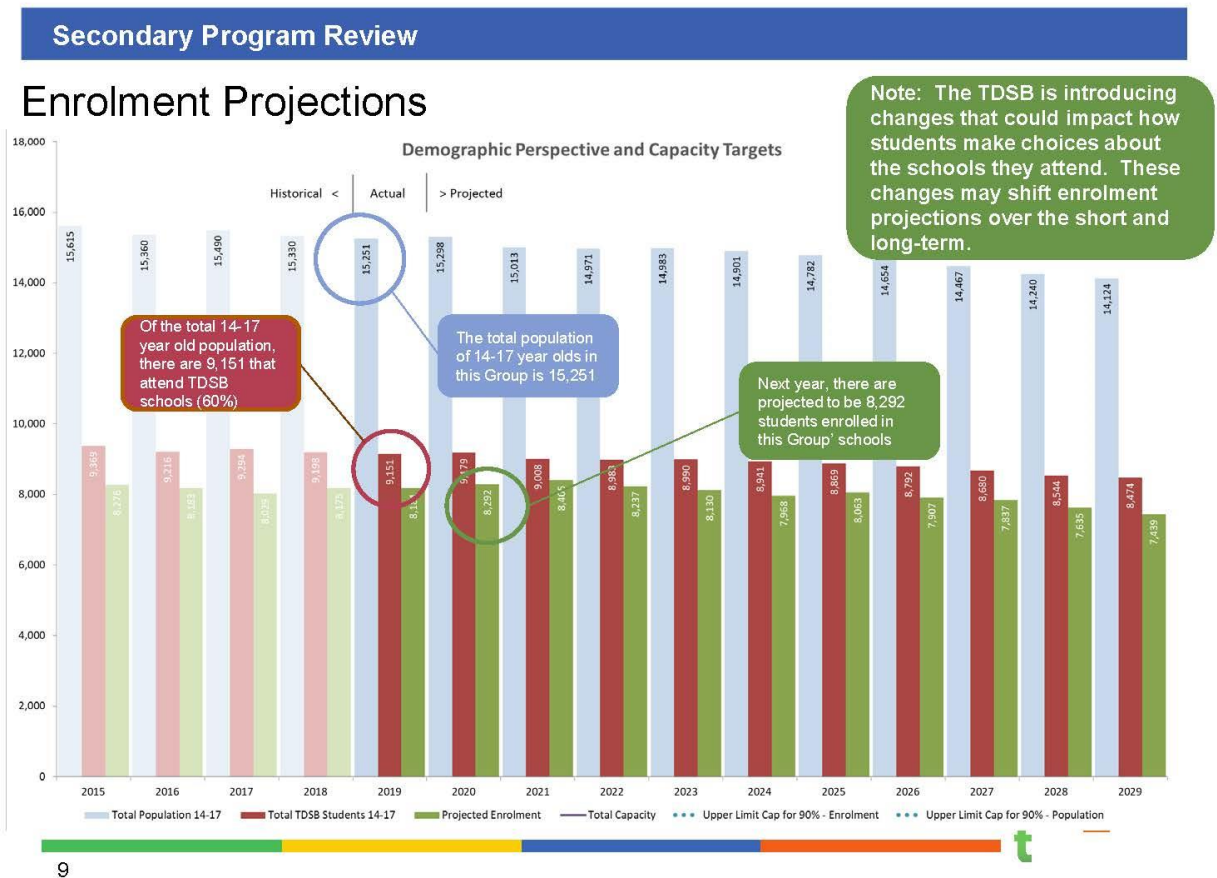
Secondary Program Review – Interim Report

## Enrolment Projections

- The number of students that are projected to attend a school.
- Planning department prepares enrolment projections for every school annually



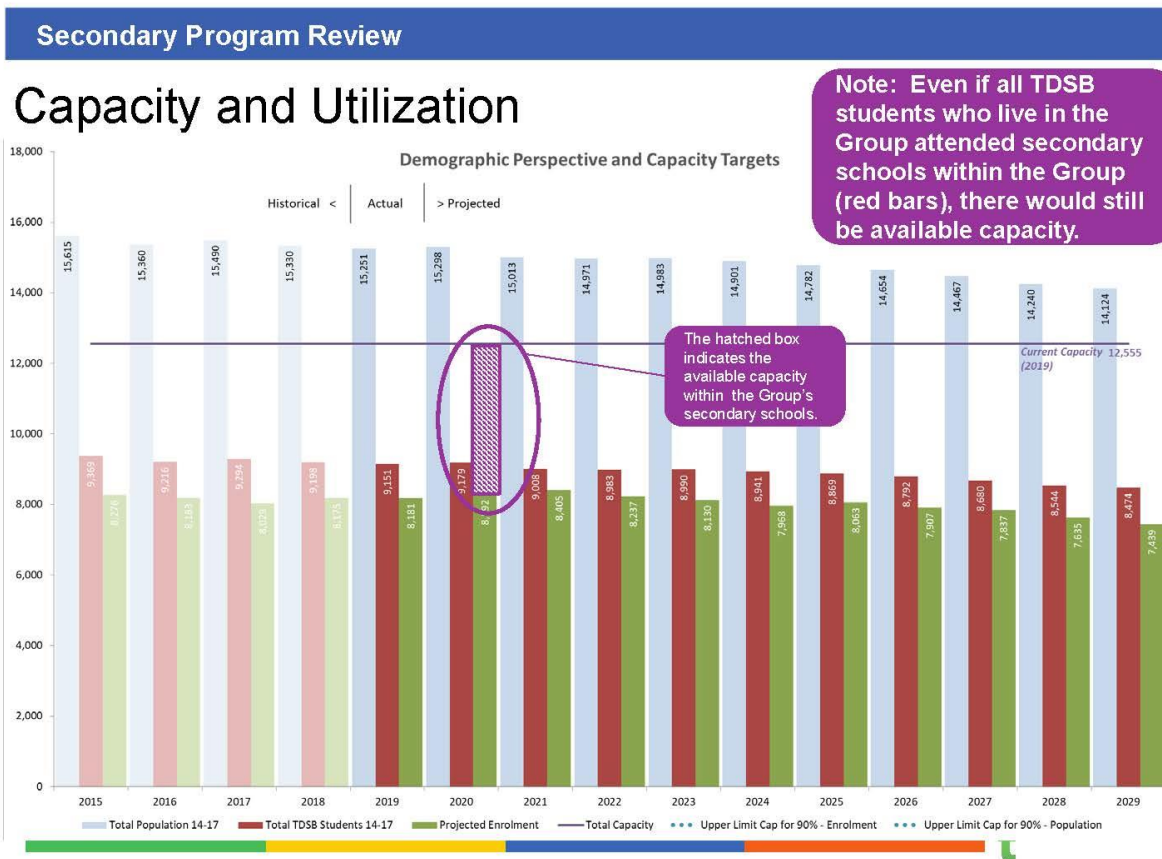




## Secondary Program Review – Interim Report

## Capacity and Utilization

- Capacity is a measure of the total number of pupil places that exist at the schools.
  - For example, a school may have a capacity of 1000 pupil places.
- Utilization rate is a measure of how well space within our schools is used.
  - To calculate utilization rate:  
$$\text{total enrolment} \div \text{total capacity}$$
  - For example, a school with 500 students, and a capacity of 1000 would have a utilization rate of 50%.



**Secondary Program Review – Interim Report**

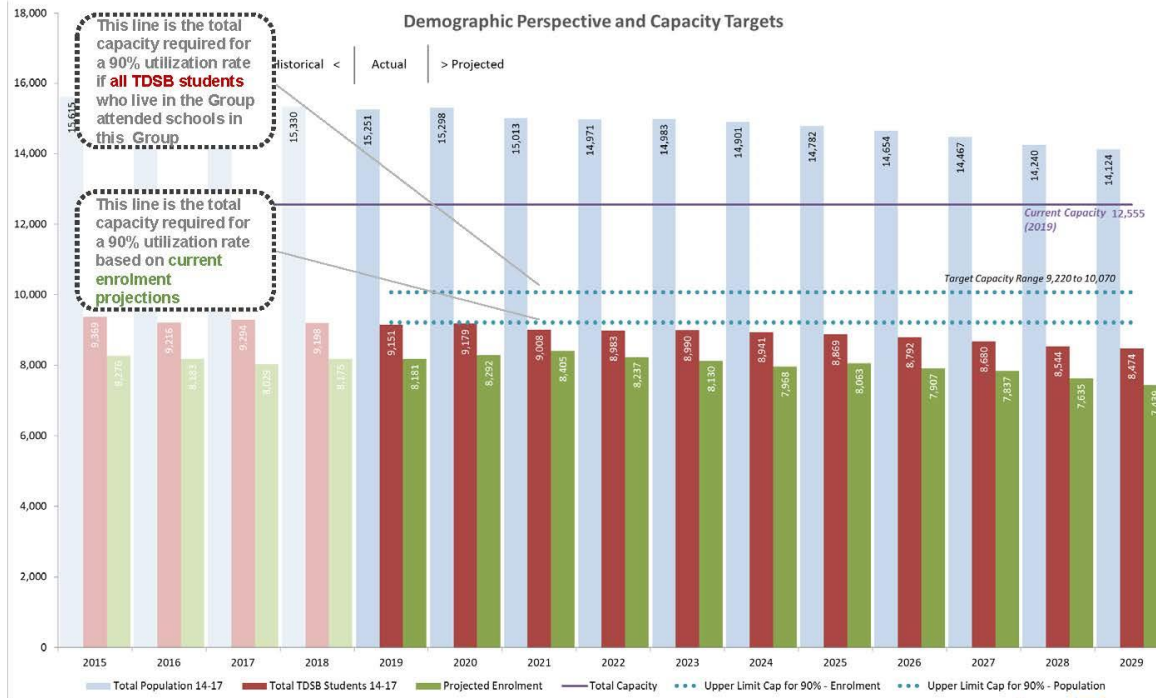
## What Capacity Will We Need?

### **How many pupil places will we need 10 years from now?**

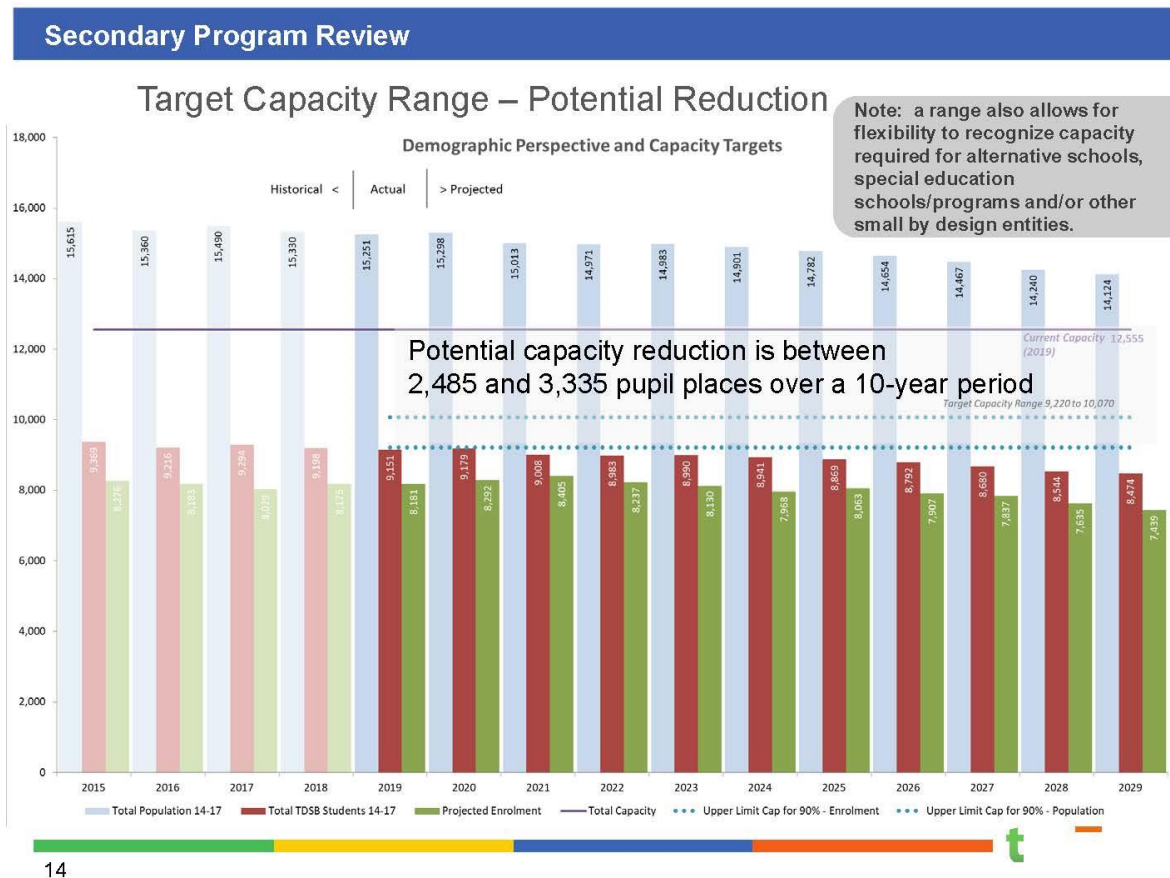
The estimated number of pupil places required will be determined by a 'range' that considers the total number of TDSB students residing in the Group, as well as the total projected enrolment.

## Secondary Program Review

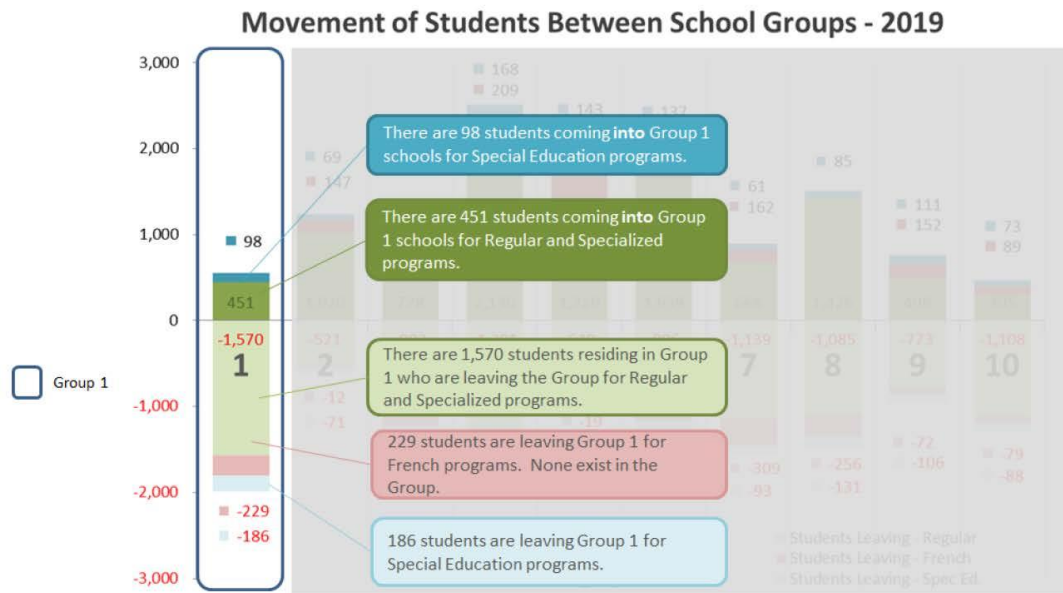
### Target Capacity Range – Achieving 90% Utilization



Interim Report on the Secondary Program Review [3885] - Presentation



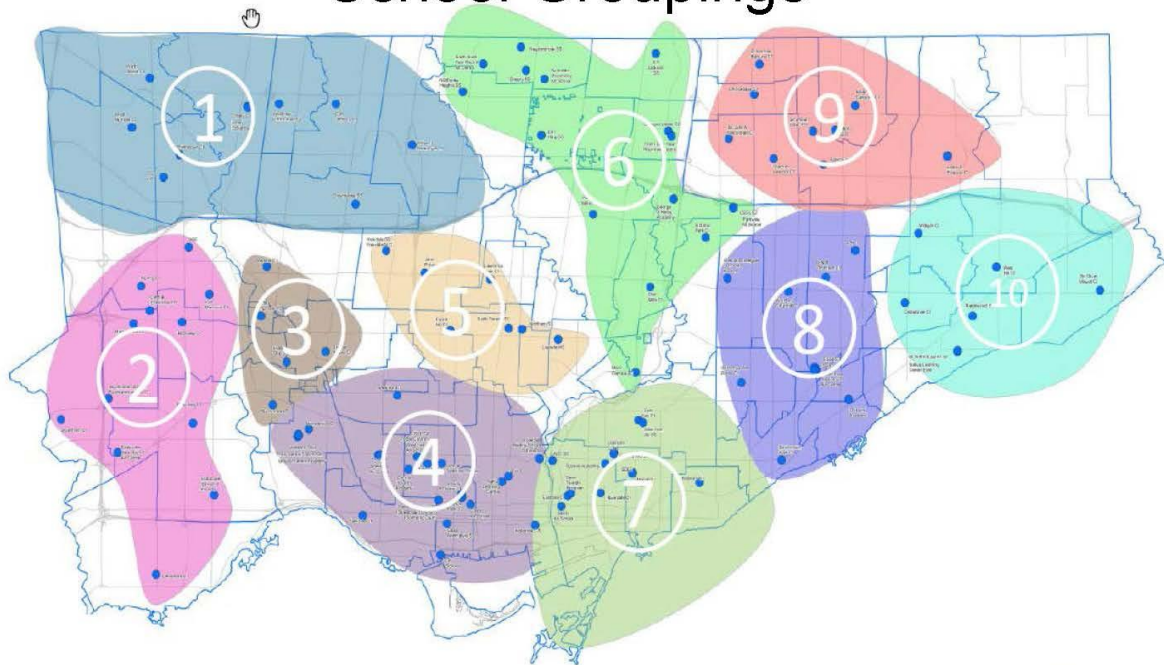
Secondary Program Review





Secondary Program Review – Interim Report

# School Groupings



16







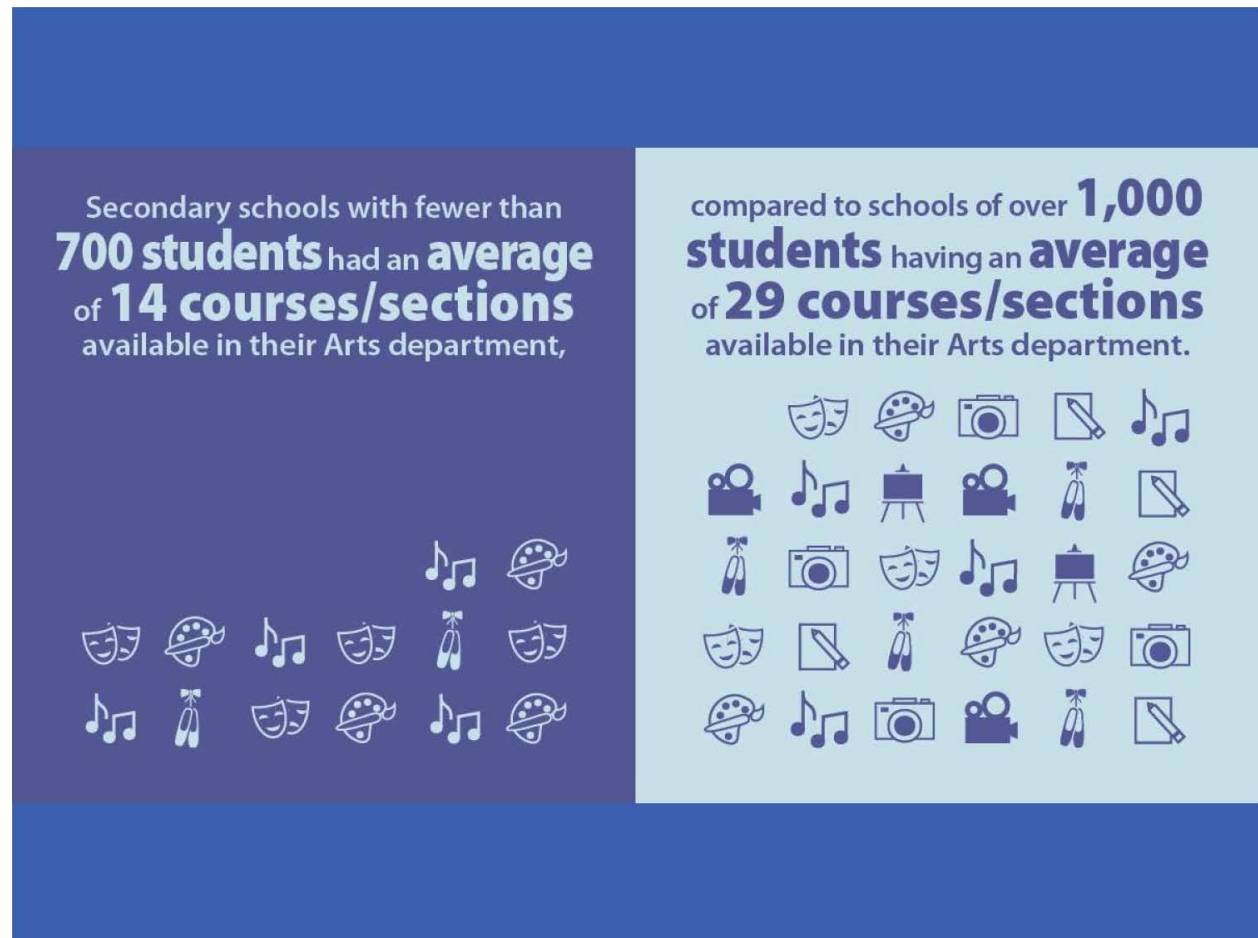
## Please Provide Your Feedback

- Email us at  
[secondaryreview@tdsb.on.ca](mailto:secondaryreview@tdsb.on.ca)
- Contact your local Trustee

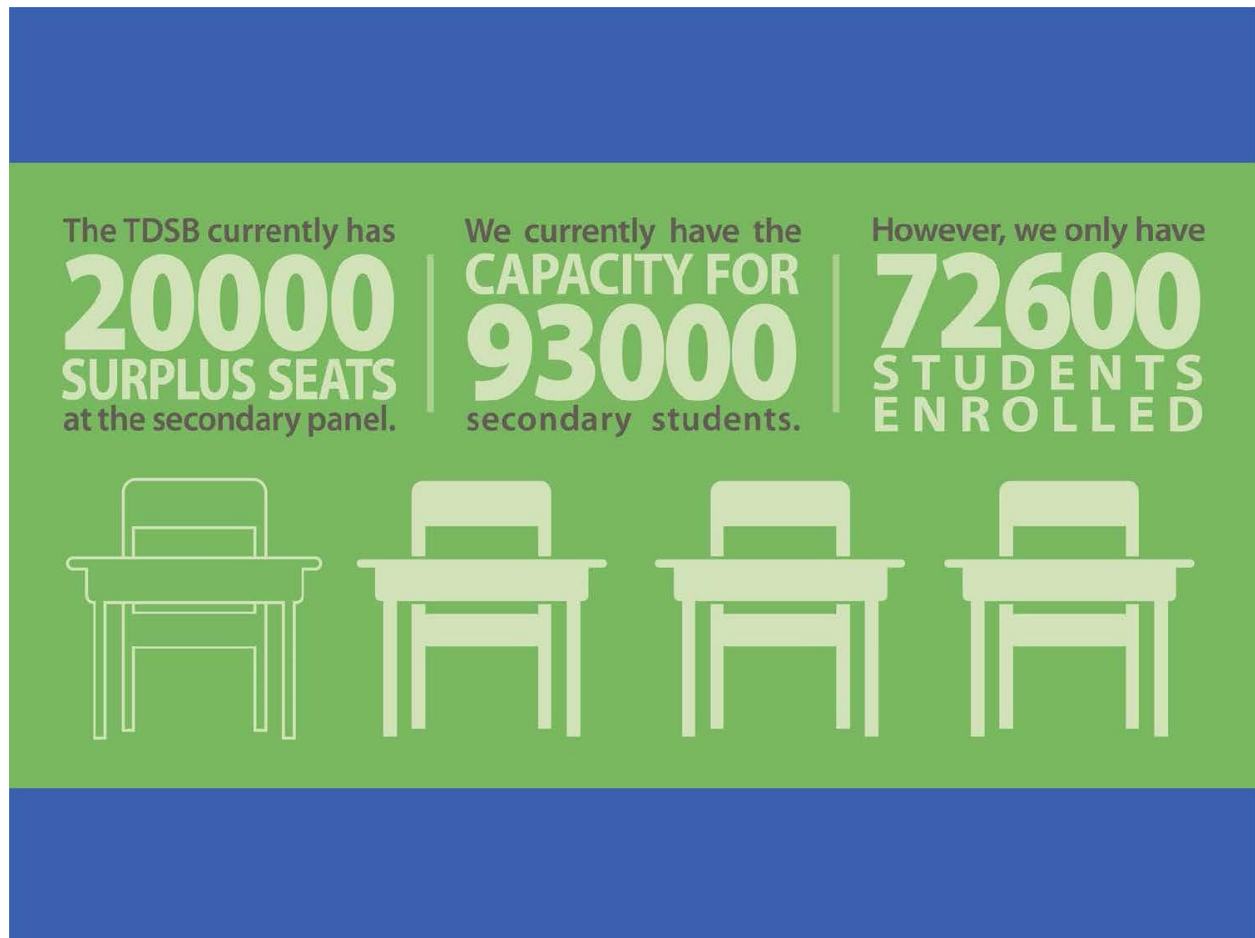
Interim Report on the Secondary Program Review [3885] - Presentation



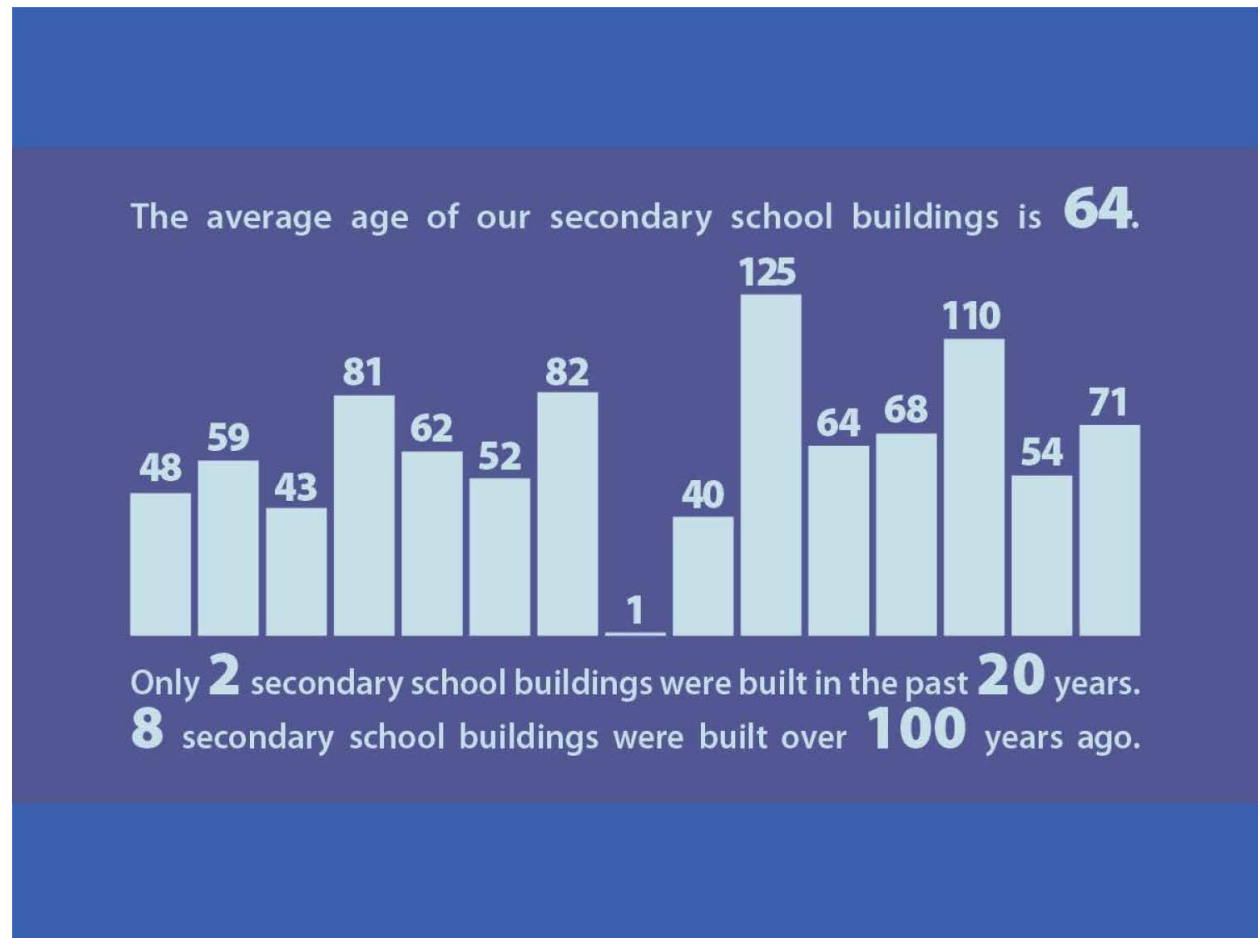
Interim Report on the Secondary Program Review [3885] - Presentation



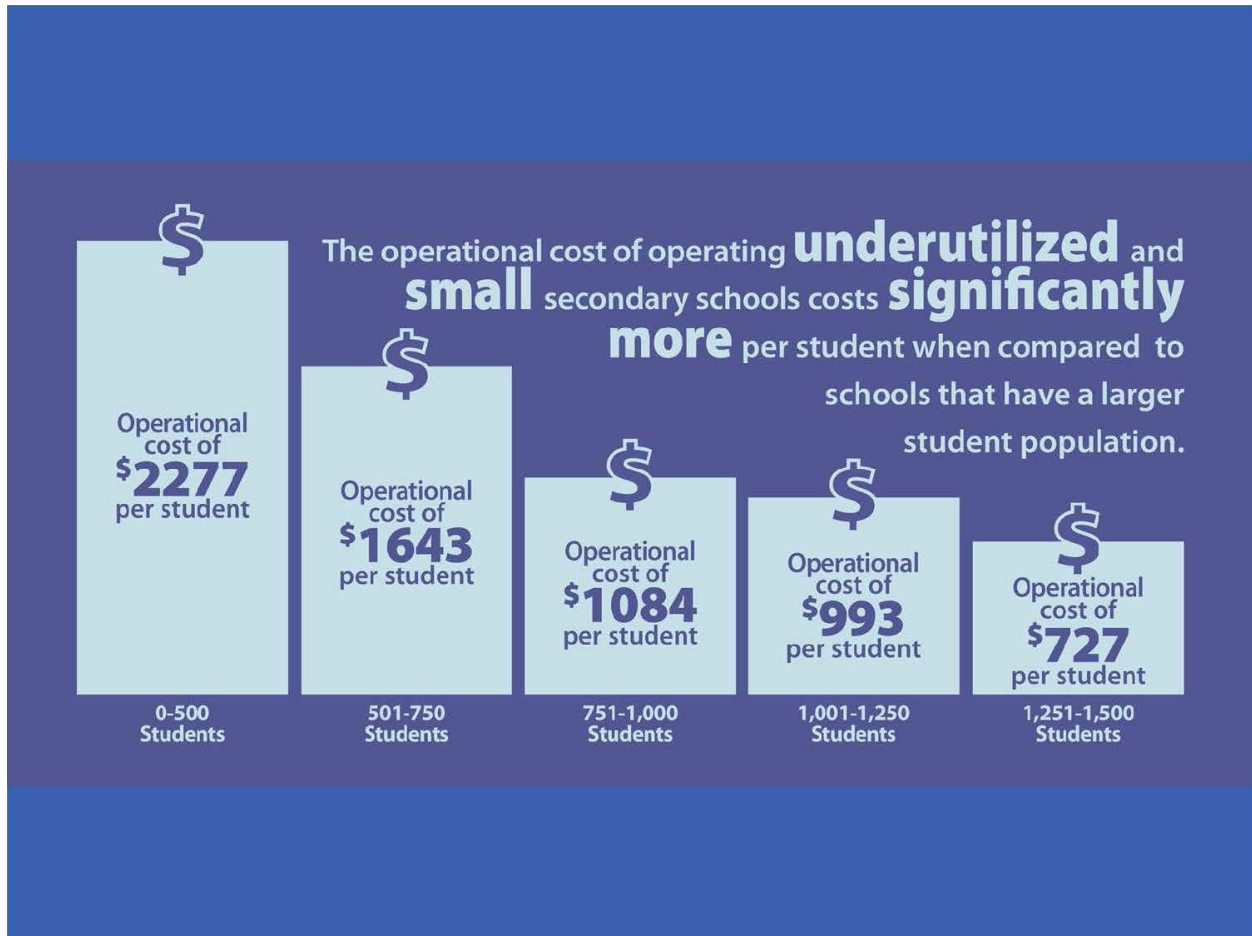
Interim Report on the Secondary Program Review [3885] - Presentation



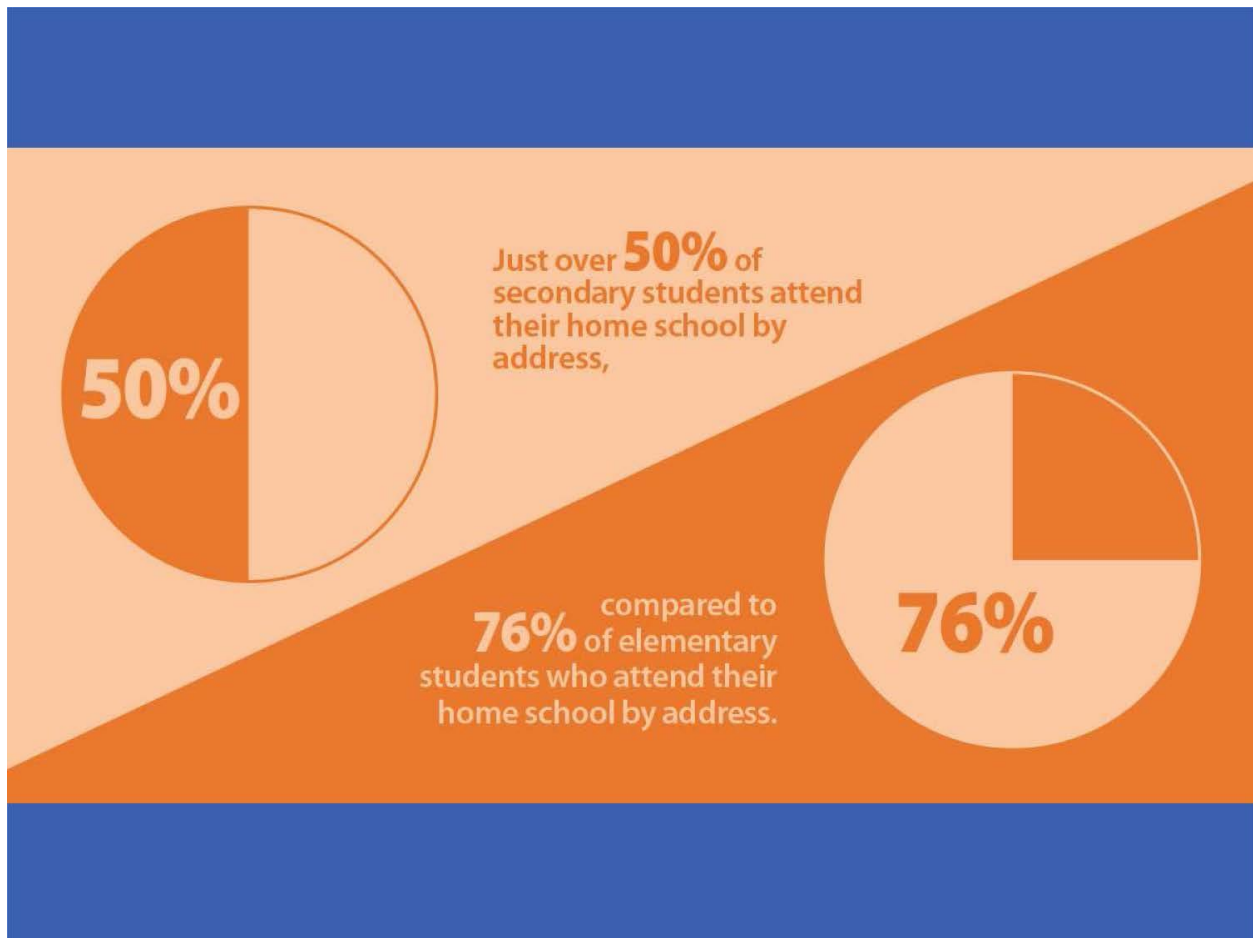
## Interim Report on the Secondary Program Review [3885] - Presentation



Interim Report on the Secondary Program Review [3885] - Presentation



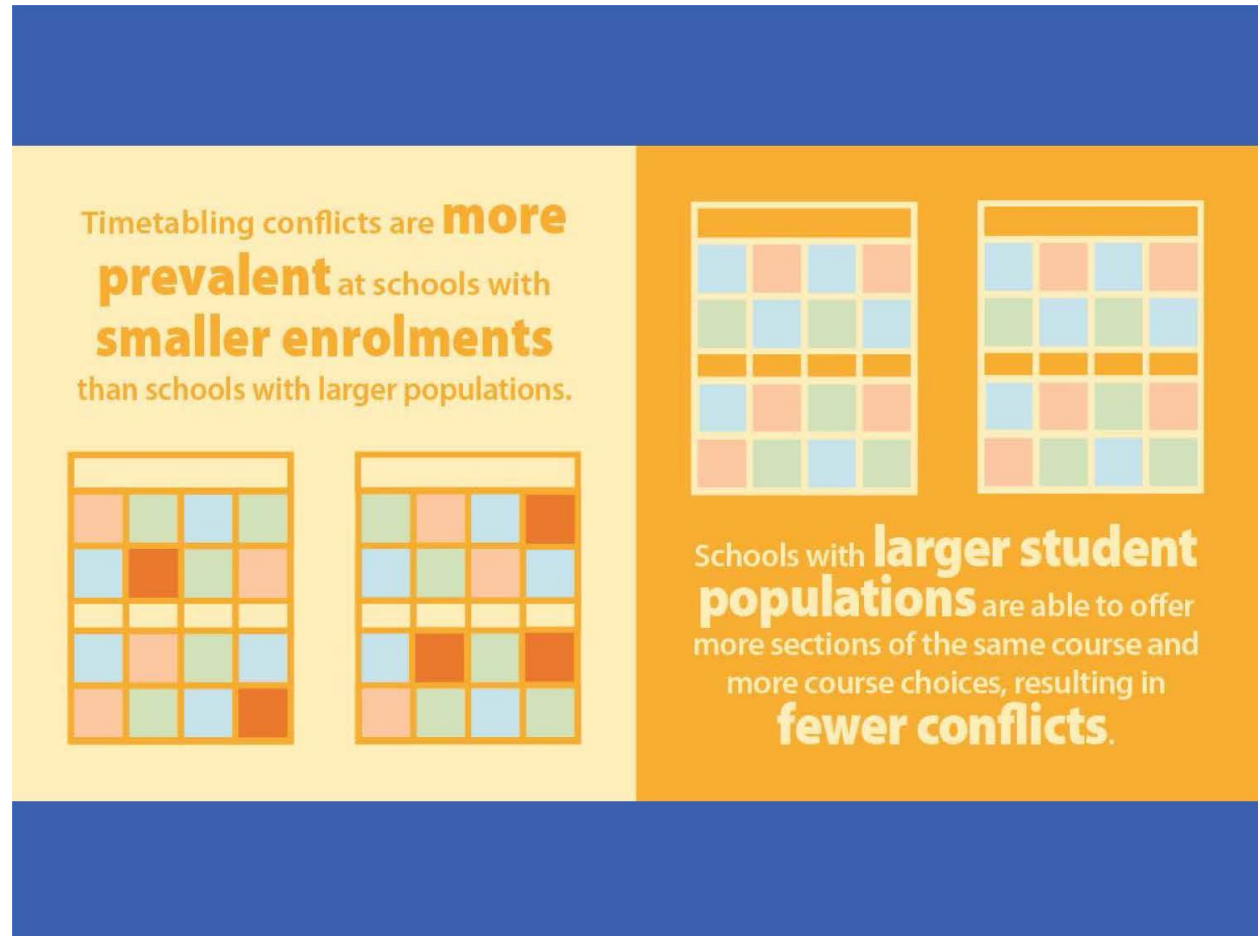
Interim Report on the Secondary Program Review [3885] - Presentation



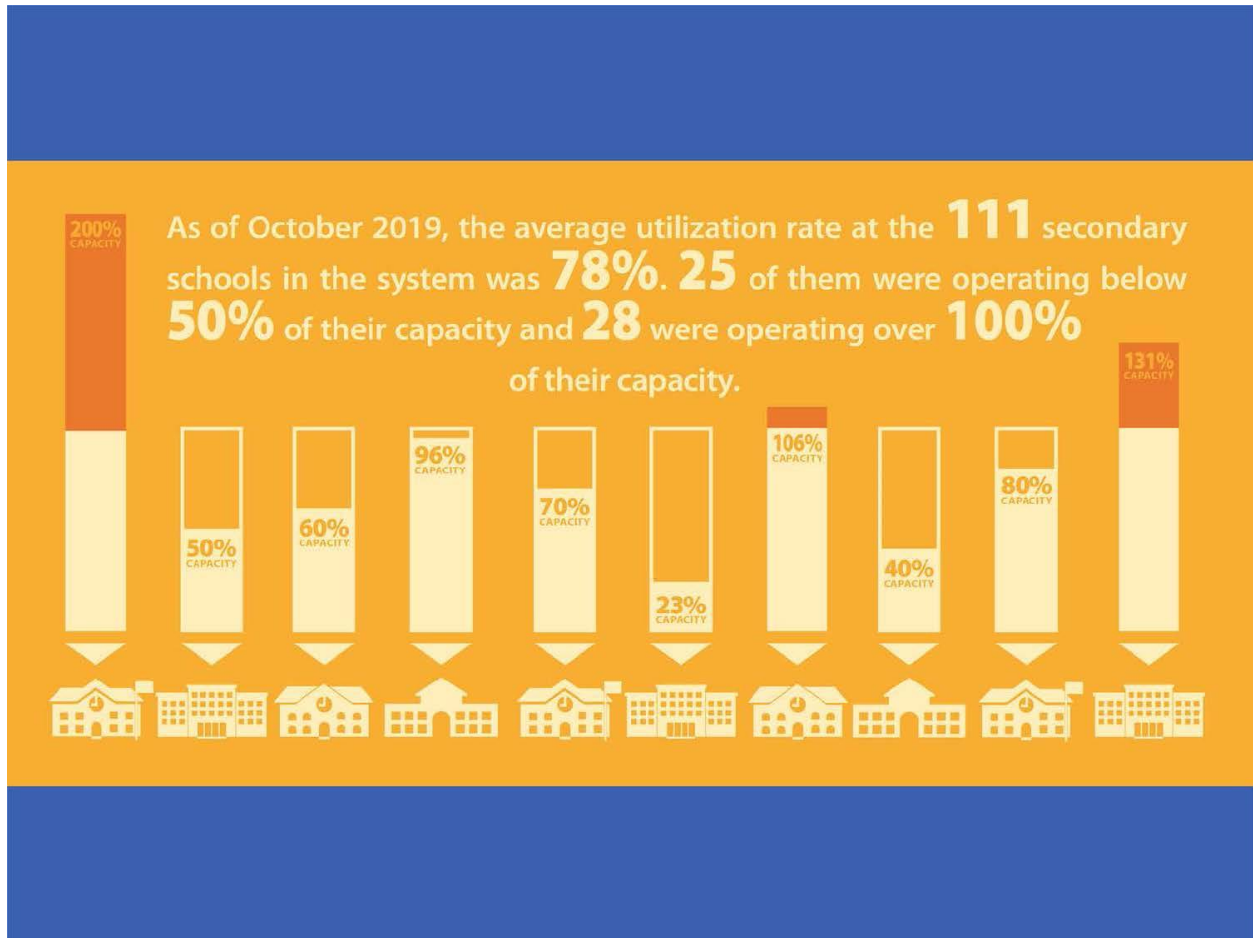
Interim Report on the Secondary Program Review [3885] - Presentation







Interim Report on the Secondary Program Review [3885] - Presentation



Interim Report on the Secondary Program Review [3885] - Presentation



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## **Committee of the Whole (Special)**

### **Report No. 16**

CW:17A  
Tuesday, May 26, 2020.  
Electronic Meeting

**Members Present** 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, Zakir Patel, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong and Student Trustee Ivy Deng.

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

**Regrets** Regrets were received from Trustee Patrick Nunziata

### **Part A: Committee Recommendations**

No matters to report

### **Part B: Information Only**

#### **1. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Committee of the Whole was convened on Tuesday, May 26, 2020 from 4:33 to 5:52 p.m., with Robin Pilkey presiding.

#### **2. Declarations of Possible Conflict of Interest**

No matters to report

**3. Delegations**

No matters report.

**4. Report From the Director of Education**

The Committee heard an oral update from the Director of Education that included the following:

**Educator Expectations**

- i. Input has been received from teacher federations and via the parent thought exchange – with almost 40,000 responses from parents
- ii. Parents have expressed a desire for more direct contact with classroom teacher – and also a schedule for learning
- iii. A guiding document for remote learning has been developed; which is an attempt to reduce variation of experience from school to school and teacher to teacher
- iv. Focus is upon real time learning – connecting with students to check-in; using online learning to share and collaborate with teachers and also with student to student. Also seeking to use online platforms to celebrate learning
- v. This document is to be a foundation for readiness in planning for September 2020 school opening
- vi. Expectation is that guidelines will be followed once released – but also acknowledge some work will be required and Principals will be tasked with supporting their teachers to meet expectations in the online learning environment.
- vii. An abbreviated parent communication will be prepared and shared that includes a baseline expectation. Real time learning has to fit with the local classroom needs – and how this looks is not the same in each classroom. This is remote learning – not e-learning.

**Report Cards**

- i. Bi-weekly assessment update has been taking place
- ii. Staff are awaiting assessment direction from the Ministry; which is expected to arrive this week to clarify strands, how to report, etc.

- iii. All report cards will be sent home electronically; leveraging the school messenger platform – however, a hybrid model will also be available for the 7000 families across the system where we have no email addresses.

#### **End of Year Celebrations/Graduations**

- i. End of year celebrations/graduations are not happening in June. There is a potential liability issue to explore
- ii. These are typically school by school decisions – but these are unusual times; and staff are providing direction/clarity on how to plan for such events in the fall
- iii. Our position is to postpone all graduations to the fall – and that it be face to face; if allowed.

#### **Access Protocol to Retrieve Personal Property**

- i. Staff are finalizing the protocol this week
- ii. Access for staff is to be June 3 – 5, 2020
- iii. Access for students and parents to be between June 8 – 26, 2020
- iv. All protocols and physical distancing requirements will be followed

### **5. Report From the Chair of the Board**

The Committee heard an oral update from the Chair of the Board that included the following:

Chair participated on a call with the Minister and other school board chairs across the province on Friday, May 22, 2020. Questions focused on the re-opening of schools in September. Comments were raised about Ministers' practice of making announcements without consultation or advanced notice about what the public announcements will be.

### **6. Report From Representative on the City's Board of Health**

No matters to report

**7. Report From the Directors on the Ontario Public School Boards' Association**

The Committee heard an oral update the voluntary redeployment of education workers. Presently 266 employees out of 275,000 total education workers across Ontario school boards have stepped forward to volunteer. None presently placed by the provincial government.

**8. Report From the Chairs of the Governance and Policy Committee, the Program and School Services Committee, the Finance, Budget and Enrolment Committee**

The Committee heard that the special meeting of the Finance, Budget and Enrolment Committee, scheduled for June 4, 2020 is being cancelled. Formal written notice of this cancellation will be sent to trustees shortly.

**9. Report From Representatives on the Parent Involvement Advisory Committee and the Special Education Advisory Committee**

The Committee heard an oral update on the activities of PIAC, including:

A webinar was held May 21, 2020 aimed at supporting school council chairs. The session was very practical in nature and presentations from the webinar will be uploaded to the PIAC website; including the very robust Q & A session. 180 participants attended.

**10. Reports From Student Trustees**

No matters to report

**11. Emergency Motions**

No matters to report



## **12. Other Questions, Insights and Advice From Trustees to Staff**

The Committee heard the following additional questions, insights and advice from trustees to staff:

Trustee Sriskandarajah

- i. Is co-op something that is offered in the summer – is virtual co-op being looked at for the summer or for next fall? In response staff agreed to take this question and develop a response.
- ii. Does staff have any clarity from the province around volunteer hours – and whether students will be exempted from this requirement? In response staff agreed to take this question and develop a response.

## **13. Adjournment**

On motion of Trustee Doyle, seconded by Trustee Smith, the meeting adjourned at 5:52 p.m.

## **Part C: Ongoing Matters**

No matters to report

Submitted by: Robin Pilkey, Chair

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**Matter Postponed From Previous Meeting**

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

At the special meeting on May 4, 2020, the Board postponed consideration of the following matter, introduced in private session, to a future meeting of the Board. It is therefore presented for consideration at this time.

\*\*\*\*\*

**Director Search Committee**

I hereby move:

- a) That the Board recruit a Director of Education;
- b) That a Director Search Committee be established as follows:
  - (i) Mandate: To determine the terms of reference and parameters for the recruitment process for the selection of a Director of Education,
  - (ii) Membership: Seven members: the Chair, the Vice-chair and five other trustees, as appointed by the Board;
- c) That the Committee present a report to the Board as outlined at Part (b), no later than the June 17, 2020 regular Board meeting.

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### Written Notice of Motion (Trustees Laskin and Moise)

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 the next regular meeting of the Committee of the Whole.

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

\*\*\*\*\*

### Incorporating Genocide Education as Compulsory Learning

Whereas, procedure PR728, *Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools* was developed in response to a Board decision on June 19, 2019, which directed staff to set clear expectations about the processes to be followed and the Board's responsibilities in situations where there are acts of racism and hate; and

Whereas, in the *Multi-Year Strategic Plan*, providing mandatory training for principals/vice-principals in anti-oppression and anti-Black racism connected to school improvement has been completed and building capacity among groups of educators who possess the facilitation skills and understanding to effectively co-lead learning in human rights, equity and anti-oppression is ongoing as is combatting various forms of discrimination (e.g., anti-Black racism, anti-Indigenous racism, Antisemitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities) through human rights training and more effective procedures is ongoing for staff; and

Whereas, the Toronto District School Board is committed to continuing the important work of *Holocaust and Genocide Education* in honour of Liberation75<sup>1</sup> and created a website "Encouraging Students to Investigate and Understand the Past to Think Critically about the Present and Future"; and

Whereas, in recent years, according to B'Nai Brith<sup>2</sup> there has been an unprecedented increase in antisemitic harassment, vandalism, and violence; and

<sup>1</sup> Liberation75 marks the 75th anniversary of liberation from the Holocaust. Liberation75 was originally planned for May 31-June 2, 2020 at the Metro Toronto Convention Centre. Due to COVID-19, new dates and venue(s) for 2021 will be announced soon <https://www.liberation75.org/>

<sup>2</sup> Annual Audit of Antisemitic Incidents © 2020 B'nai Brith of Canada League for Human Rights [https://d3n8a8pro7vnm.cloudfront.net/bnaibrithcanada/pages/394/attachments/original/1588351819/B'nai\\_Brith\\_Canada\\_Audit\\_2019\\_ENG.pdf?1588351819](https://d3n8a8pro7vnm.cloudfront.net/bnaibrithcanada/pages/394/attachments/original/1588351819/B'nai_Brith_Canada_Audit_2019_ENG.pdf?1588351819)

Whereas, a recent study by the Azrieli Foundation<sup>1</sup> found that 22% of Canadians under the age of 34 either have not heard of the Holocaust or were unsure of whether they had; and

Whereas, hatred in all forms is on the rise and as a public education system we have the responsibility to educate against hate; and

Whereas, Genocide education is critical in fighting against intolerance, racism and hate;

Therefore, be it resolved:

That the Chair write to the Minister of Education with the following recommendations:

- a. That the *Genocide: Historical and Contemporary Implications* (CHG381)<sup>2</sup>, Grade 11, Locally Developed Course, be accredited as part of the Ontario Curriculum as a “university” or “mixed” course;
- b. That, as Genocide education is critical in fighting intolerance, racism and hate, the provincial government look for ways to ensure that Canada’s role in genocide examples are a comprehensive study as part of the mandatory *Canadian History since World War I*, Grade 10 Academic and Applied course;
- c. That the province convene a working group of experts to look critically at the Ontario curriculum to:
  - i. develop a policy framework which will enable students to graduate with a better understanding of human rights, peace, war, critical thinking, historical thinking, racism, etc;
  - ii. ensure students know their human rights and responsibilities, how to protect those rights, the consequences of indifference and how to take effective action when they or other members of the community experience, hate, racism, and other forms of discrimination and violence, now and in the future;
  - iii. include Genocide education<sup>3</sup> as mandatory curriculum in order to accomplish (i) and (ii) above.

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<sup>1</sup> [Canadian Holocaust Knowledge and Awareness Study](https://azrielifoundation.org/canadian-holocaust-knowledge-and-awareness-study/) - The Azrieli Foundation in partnership with the Conference on Jewish Material Claims Against Germany (Claims Conference) commissioned Schoen Consulting to conduct a comprehensive national study of Holocaust knowledge and awareness in Canada

<sup>2</sup> Course Description  
[https://www.tdsb.on.ca/DesktopModules/Tdsb.Webteam.Modules.SPC/CourseDescriptionPopup.aspx?courseID=1124\\_20132014\\_CHG381](https://www.tdsb.on.ca/DesktopModules/Tdsb.Webteam.Modules.SPC/CourseDescriptionPopup.aspx?courseID=1124_20132014_CHG381)

<sup>3</sup> Genocides currently recognized by the Canadian government include the Holocaust, the Ukrainian Holodomor, the Genocide of Tutsis in Rwanda, the Armenian Genocide of 1915, the Bosnian Genocide and the ongoing genocide of the Yezidi people of Syria and Iraq.

**Written Notice of Motion (Trustee Donaldson, on behalf of Student Trustee Deng and Trustee Laskin)**

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 the next regular meeting of the Committee of the Whole.

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...

\*\*\*\*\*

**Sale of Vaping Products to Teenagers**

Whereas, as of October 11, 2019, there were 1,299 confirmed cases of vape-related lung injuries in the United States; and

Whereas, after Finland raised the minimum smoking age and implemented a policy requiring tobacco retailers to develop and execute a plan to prevent sales to under-aged consumers, smoking decreased drastically in people aged 14 to 16; and

Whereas vaping among 16-19 year olds increased by 79% from 2017 to 2018 due to major tobacco companies heavily advertising e-cigarettes after Bill S-5, which legalized nicotine e-cigarettes; and

Whereas, teenagers who use e-cigarettes with nicotine may become addicted and are more likely to become smokers; and

Whereas, the Canadian Cancer Society urges the province to increase the minimum age to purchase both tobacco and vaping products to 21; and

Whereas, 16 US states have already raised the minimum age to purchase vape products to 21; and

Whereas, the nicotine in vape products can significantly alter youth brain development, memory, and concentration in youth; and

Whereas, in Canada, as of February 18, 2020, 18 cases of vaping-associated lung illness have been reported to the Public Health Agency of Canada from Alberta (1), British Columbia (4), New Brunswick (2), Newfoundland and Labrador (1), Ontario (4), and Quebec (6), and fourteen of these people required admission to a hospital; and

Whereas, vape advertisements purposefully target teenagers and hide its harmful effects;

Therefore, be it resolved:

- a) That the Chair write to the Minister of Health to:
  - i. advocate for raising the minimum age to buy vape products containing nicotine from 19 to 21 years;
  - ii. urge vape companies to restrict advertising campaigns that are targeted towards teenagers;
- b) That the Ontario Public School Boards' Association and the Ontario Student Trustees' Association be copied on the letter at Part (a) above.





# 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