



## Special Meeting Agenda

BD:225A

Tuesday, May 12, 2020

6:30 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

*The purpose of the meeting is to consider two recommendations from the Program and School Services Committee.*

Pages

1. Call to Order and Acknowledgement of Traditional Lands
2. Declarations of Possible Conflict of Interest
3. Staff Reports
  - 3.1 Program and School Services Committee, Report No. 82 (Part 1), May 6, 2020 1
  8. Transition Funding Supports
  9. Remote Learning: Importance of Connecting With Students
4. Adjournment

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

Please call 416-397-3288 if you are unable to attend.

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**Program and School Services Committee**  
**Report No. 82 (Part 1)**

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**

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

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

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

**3. Early Literacy, 2019-20 [3879]**

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

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

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

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

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

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

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

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

Consideration of the Committee's recommendation will take place at the next regular Board meeting on May 27, 2020.

**8. Transition Funding Supports**

On motion of Trustee Chernos Lin, seconded by Trustee Sriskandarajah, the Program and School Services Committee decided that the matter be deemed as emergency business and discussed.

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

**Whereas, the Government of Ontario announced that, due to the continued spread of COVID-19, all publicly-funded schools in Ontario, including those at the Toronto District School Board, remain closed to students as of March 13, 2019; and**

**Whereas, although emergency remote learning opportunities are being provided, we know many students are not able to fully participate in the learning for a variety of reasons; and**

**Whereas, we know emergency remote learning does not replace in-class, teacher-led learning; and**

**Whereas, research shows that over the summer break, students experience summer learning loss or, what is known more colloquially as “the summer slide”; and, that research also indicates that summer learning loss tends to be more pronounced among students from lower socio-economic groups or who have less opportunity for summer learning opportunities; and**

**Whereas, the closure of schools and emergency remote learning, when combined with the upcoming summer break from school will likely create an even more pronounced summer slide; and**

**Whereas, a trauma-informed approach would have our educators and system leaders modify approaches to teaching and learning that help students overcome the barriers to learning that arise from the stress created by negative psychological, social, financial and health impacts of COVID-19 and the global pandemic response; and**

**Whereas, until there is a vaccine Boards and schools will most likely need to create and implement new procedures for hygiene and distancing that interfere with and/or slow down existing school procedures and may also need to continue some degree of remote learning should further waves of COVID-19 occur; and**

**Whereas, the current Provincial funding structure through the existing Grants for Student Needs (GSNs) does not provide for funds to address the unprecedented crisis surrounding Covid-19 and the effects listed above; and**

**Whereas, all of these challenges pose significant threats to the delivery of a strong public education system; and**

**Whereas, an excellent public education system is the backbone of a healthy, flourishing society, and must be able to deliver under any and all circumstances; and**

**Whereas, in times of challenge, it is paramount that everyone work collaboratively to adapt to new circumstances, rise to new challenges and provide excellence in education for all students;**

**Therefore, be it resolved:**

- (a) The Chair send a letter to the Minister of Education requesting that recovery funding be provided to school boards through the Grants for Student Needs to ensure students' successful return to the classroom as a result of the COVID-19 pandemic, including funding for:**
- i. mental health and well-being supports, including staffing and resources for intensive social work and psychological supports;**
  - ii. additional staffing and resources to address gaps in literacy and numeracy, as well as build educator capacity in digital learning;**
  - iii. transitional staffing resources including additional special education funding;**
  - iv. transitional staffing resources for children with special needs, many of whom will have been without therapy or respite care for an extended period;**
  - v. additional student success teachers to aid students in the transition from elementary to secondary schools;**
  - vi. addressing the substantial information technology gaps in the system, including replacing budgets that boards used to purchase IT and Internet service during the course of this pandemic; provide on-going support to continue supports for IT and Internet; and begin funding IT devices for students at a 1:1 ratio without requiring boards to reallocate funds to purchase IT;**
- (b) That the Ontario Public School Boards' Association be encouraged to advocate for the six points at Part (a) above;**
- (c) That the member boards of OPSBA be copied on the letter from the Chair**

**Carried**

At the Committee meeting, on amendment of Trustee Chernos Lin, seconded by Trustee Doyle, "including staffing and resources for intensive social work and psychological supports" was added at Part (a) (i), and to "address literacy and numeracy gaps" was changed to "to address gaps in literacy and numeracy, as well as build educator capacity in digital learning", at Part (a) (ii).

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

On motion of Trustee Chernos Lin, seconded by Trustee Kandavel, the Program and School Services Committee decided that the matter be deemed as emergency business and discussed.

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

**Whereas, all publicly-funded schools in Ontario, including those at the TDSB, remain closed to students until at least May 31, 2020; and**

**Whereas, the City of Toronto is in a state of emergency due to the pandemic of Covid-19; and**

**Whereas, Covid-19 has created unprecedented and widespread changes for students, resulting in emotional, social, psychological and financial stress; and**

**Whereas, physical distancing and other safety measures put in place to protect students, families and staff have led to enormous changes in how children experience school; and**

**Whereas, the longer the pandemic continues and schools remain closed, the risk of gaps in student learning, progress and achievement grows; and**

**Whereas, currently it is the decision of individual educators how best to engage students and families, but one that would take into consideration student and family circumstances; and**

**Whereas, while the Ministry of Education sets the hours of work expected per week, in light of the extended closure families have expressed concerns surrounding how there might be more consistent understanding/expectations regarding the connections between teachers and students across grades, schools and the board; and**

**Whereas, support for excellence in public education is crucial to the health and strength of our society; and**

**Whereas, research indicates that strong student/teacher connections are at the heart of good learning, leading to better student engagement, greater student success and improved mental health and well-being;**

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

- (i) facilitate discussions with all employee groups and seek feedback from parents and students to determine best practices for ensuring meaningful, consistent, interactive remote engagement and learning**

**between educators and students, among students, and between parents/caregivers and teachers;**

- (ii) provide necessary supports for educators to help implement any changes going forward, if required;**
- (iii) present a report to the Board at the earliest opportunity, on next steps with regard to the initiatives at parts (i) and (ii) above.**

**Carried**

**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.

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

Part B matters to be received by the Board on May 27, 2020.

**Part C: Ongoing Matters**

Part C matters to be received by the Board on May 27, 2020.

Submitted by: Jennifer Story, Chair of Committee



### **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



# 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.