



Special Meeting Revised Agenda

BD:231A

Thursday, July 9, 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

The purpose of the meeting will be to consider the establishment of a Permanent Director Search Committee and private personnel matters.

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Declarations of Possible Conflict of Interest**
3. **Resolution Into Committee of the Whole (Private Session) (to consider matters that fall under section 207(2)[1] of the Education Act)**
4. **Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session**
5. **Report of the Committee of the Whole (Private Session), July 9, 2020**
To be presented
6. **Notice of Possible Emergency Business**
 - 6.1 **Support to Delay the Implementation of the new Math Curriculum, Grades 1-8 (Trustees Laskin and Aarts)**

- *6.2 A Reopening That Works for Schools, Children and Families (Trustees Chernos Lin and Story) 7**
- 7. Notice of Motion for Consideration**
- 7.1 Establishment of a Selection Committee for a Permanent Director of Education (Trustees Laskin and Donaldson) 11**
- *7.2 Suspend Provision 5.13.10, Speaking Time**
- 8. Adjournment**

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

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

Written Notice of Motion for Consideration as Emergency Business (Trustees Laskin and Aarts)

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

In accordance with the Board’s bylaws, emergency business is defined as:

a situation, or the threat of a situation, adversely affecting health, safety and/or well-being, or resulting in significant legal risk or financial damage or loss, which by its nature and seriousness requires an immediate response...

Further,

5.12.7 A matter not on the agenda or directly related to matters arising from discussion cannot be introduced by a trustee at a Board or Committee meeting, or after the notice of agenda has been circulated to members, unless the item qualifies as emergency business and is confirmed by a two-thirds majority vote of the members present.

Support to Delay the Implementation of the new Math Curriculum, Grades 1-8

Trustees Laskin and Aarts have submitted the following as a matter of urgency and for consideration as emergency business.

Therefore, be it resolved:

- A. That the following matter be deemed as emergency business;
 - and, if approved (requires a two-thirds majority vote of the members present to be considered);
- B. That the following be considered:

Whereas, the Ministry of Education announced the new math curriculum on June 23, 2020, during the final week of the 2019-2020 school year and during the Covid-19 pandemic; and

Whereas, we support the joint statement made by The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers’ Federation of Ontario (ETFO), the Ontario English Catholic Teachers’ Association (OECTA), and the

Ontario Secondary School Teachers' Federation (OSSTF/FEESO) on June 26, 2020
(See Appendix A) who noted that:

Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.

The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government...;

And;

Whereas, we agree that 2021 EQAO testing should be cancelled due to the continued impact of COVID-19 and the acknowledgment changes are needed due to not only a new math curriculum as well as yet another burden it imposes on both staff and students still dealing with pandemic issues, let alone policy papers that speak to re-examining the whole notion of assessment; and

Whereas, in addition to acknowledging the additional efforts required by teachers (above) to ensure transition for students back to school, the TDSB will need to direct significant administrative time and resources to ensure safe return to school, including but not limited to additional funding for remote learning; mental health and well-being supports, including staffing and resources for intensive social work and psychological supports; additional staffing and resources to address gaps in literacy and numeracy, as well as build educator capacity in digital learning; transitional staffing resources including additional special education funding; transitional staffing resources for children with special needs, many of whom will have been without therapy or respite care for an extended period; additional student success teachers to aid students in the transition from elementary to secondary schools; and 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 ongoing 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 (TDSB Motion May 12, 2020); and

Whereas, due to Covid-19 and labour interruptions over the past year the TDSB has had to delay implementation of other important, planned professional learning from its Multi-Year Strategic Plan in human rights, equity and anti-oppression as well as combatting various forms of discrimination;

Therefore, be it resolved:

That the Board support the Chair ~~and the Director~~ in writing to the Ministry of Education to delay the implementation of the new math curriculum until such time that school operations are no longer affected by Covid-19.

Appendix A

<https://etfo.ca/AboutETFO/MediaRoom/MediaReleases/Pages/Education%20Unions'%20Joint%20Statement%20on%20Introduction%20of%20Ontario%20Math%20Curriculum.aspx>

Education Unions' Joint Statement on Introduction of Ontario Math Curriculum

June 26, 2020

TORONTO – The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) released the following statement today.

Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.

The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government.

AEFO, ETFO, OECTA and OSSTF, who collectively represent teachers and education workers in all publicly funded school boards, call on the government to reconsider its plan and delay the implementation of the new math curriculum.

Instead, a two-year timeline for implementation would provide the government, school boards and educators the necessary time to ensure that adequate professional development takes place and to develop the resources and support that a new curriculum requires.

When schools reopen in the fall, educators will be focused on helping students transition back to school after months of school closures triggered by the pandemic. They will be focused on helping close the learning gaps and addressing mental health needs deepened by the ongoing health crisis and supporting students and their families during these uncertain times. The government should be helping educators and students by directing additional supports and resources to these efforts, instead of creating more uncertainty and additional barriers.

For more information, please contact any of the following media relations representatives:

- **AEFO** – Marilynne Guevremont at 613-850-6410, or via email at mquevremont@aefo.on.ca
- **ETFO** – Valerie Dugale at 416-948-0195, or via email at vdugale@etfo.org
- **OECTA** – Michelle Despault at 416-925-2493, ext. 509, or via email at m.despault@catholicteachers.ca
- **OSSTF/FEESO** – Gary Fenn at 416-751-8300, ext. 220, or via email at gary.fenn@osstf.ca

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Notice of Possible Emergency Business

Special Meeting

July 9, 2020

Trustee Chernos Lin, seconded by Trustee Story, might move the following as an item of emergency business for consideration by the Board on July 9, 2020.

A Reopening That Works for Schools, Children and Families

Whereas, the Board's bylaws define emergency business as:

a situation, or the threat of a situation, adversely affecting health, safety and/or well-being, or resulting in significant legal risk or financial damage or loss, which by its nature and seriousness requires an immediate response;

and;

Whereas, Trustees Chernos Lin and Story have submitted the following as a matter of urgency and for consideration as emergency business;

Therefore, be it resolved:

A. That the following matter be deemed as emergency business;

and, if approved (requires a two-thirds majority vote of the members present to be considered);

B. That the following be considered:

Whereas, publicly funded education is the backbone of a progressive and inclusive society; and

Whereas, the health and welfare of children and society are linked to investment in a strong public education system; and

Whereas, remote learning, which cannot replace in-person instruction long term, poses significant risks to the mental health and well-being of children, inhibits developmentally-appropriate socialization, and challenges effective delivery of special education services; and

Whereas, several Canadian authorities on children's health have raised significant concerns about the risks of keeping children in remote-learning scenarios long-term¹; and

Whereas, school boards must take their direction from the Provincial Government and the Minister of Education; and

¹ Canadian Paediatric Society, "Supporting a Safe Return to School for Canada's Children and Youth", https://www.cps.ca/uploads/advocacy/Supporting_a_Safe_Return_to_School.pdf; SickKids, "Covid 19: Recommendations for School Reopening", <http://www.sickkids.ca/PDFs/About-SickKids/81407-COVID19-Recommendations-for-School-Reopening-SickKids.pdf>; UNICEF CANADA, The Impact of Covid-19 on Children in Canada: Short, Medium and Long-Term Mitigation Strategies", [The impact of COVID-19 on children in Canada: short, medium and long-term mitigation strategies](#).

Whereas, the Ministry of Education has directed boards to plan for three possible models, with the final direction coming from both the Ministry and Toronto Public Health in August; and

Whereas, the TDSB has formed a Return to School and Work Steering Committee and several sub-committees to plan and prepare for a safe and healthy start to school in September as required by the Provincial Government directive, and has endeavoured to seek input from students, parents/caregivers and staff to inform the plan as well as directly involving Toronto Public Health; and

Whereas, even though Boards were directed to work on three options, the Ministry is expecting Boards to begin September with the 'hybrid/adaptive model'; and

Whereas, this effectively means students are in school only part-time, and continuing some degree of remote learning for the remainder; and

Whereas, this model places a tremendous burden on parents and caregivers -- and, in particular, women, families with young children and low-income families, and, stands to further jeopardize the economic recovery; and

Whereas, the TDSB is committed to providing the best educational experience possible under the circumstances and directions given by the Province; and

Whereas, we acknowledge planning for the return to school and workplaces is a complex task with many considerations; including that COVID-19 can pose significant health risks, and that information about the virus is constantly evolving; and

Whereas, the health and safety of students and staff need to be prioritized yet balanced with the needs of families; and

Whereas, exceptional circumstances call for creative thinking and emergency funding beyond the control of the TDSB itself; and

Therefore, be it resolved:

- (a) That the Chair write to the Minister of Education and the Premier of Ontario to express the Board's concern that the current Back to School Recovery plan, and the "hybrid" or "adapted" model, in particular, leave working parents with young children, single-parent households, and low-income families in the precarious position of having to choose between educating their children and their own employment;
- (b) That the letter at Part (a) include the following:

As an urban school board with significant space constraints, we believe that a full and measured emergency response to the Covid-19 pandemic and recovery/reopening requires an ambitious and creative plan that supports communities, families, and children, and prioritizes investment in public education by:

- (i) Developing a larger and more robust staffing plan to accommodate getting as many students as possible, as soon as possible, back into physical schools/spaces, while respecting public health advice,
- (ii) Providing temporary, emergency funding to ensure that part (b) i) can be accomplished safely and effectively and in the best interest of all families and communities,
- (iii) Providing, as previously requested in our Board's letter to the Minister of Education on May 22, 2020,¹ the necessary funding supports to School Boards

¹ <https://www.tdsb.on.ca/News/Article-Details/ArtMID/474/ArticleID/1463/Letter-to-the-Minister-Transition-Funding->

for all extra Covid-19 costs including PPE, additional staffing, additional transportation, IT devices, mental health and well-being supports, cleaning supplies and repair/maintenance including, but not limited to, ventilation issues, touch-free sinks and soap dispensers for handwashing, and water bottle refill stations;

- (c) That Chair also write to the Prime Minister and the Mayor of Toronto to encourage their collaboration on other funding, policies and programs that allow children and families to participate fully in the reopening and to keep children safe, social and learning, including:
 - (i) Greater federal, provincial and municipal funding, infrastructure and support for childcare to ensure financial stability in the sector and fund the opening of a greater number of affordable, accessible spaces under social distancing parameters;
 - (ii) Paid parental leave options for parents/guardians whose ability to participate in the workforce is hindered by the lack of complete school/childcare options for their child(ren);

- (d) That the following be copied on the letters at Parts (a) and (b) above:
 - (i) Ontario Public School Boards' Association,
 - (ii) Chairs of all Ontario School Boards,
 - (iii) All Toronto City Councillors,
 - (iv) All Toronto Members of Parliament
 - (v) All Toronto Members of Provincial Parliament.

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Written Notice of Motion for Consideration (Trustees Laskin and Donaldson)

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

Following a decision of the Board on May 27, 2020, the following motion is submitted for consideration at this time.

Establishment of a Selection Committee for a Permanent Director of Education

Whereas, on May 27, 2020 the Board decided, inter alia:

...That a Director Search Committee be established when the Executive Search Committee presents its report to the Board...;

Therefore, be it resolved:

- a) That a Director Search Committee be established as follows:
 - i. Mandate: To work with the Board-approved executive search firm on the selection of a Director of Education,
 - ii. Membership: ~~Seven~~ **Up to 11** members: the Chair, the Vice-chair and ~~five~~ **up to nine** other trustees, as appointed by the Board;
- b) That the committee report back at its earliest convenience to seek approval on proposed terms of reference and search criteria.

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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.