Toronto District School Board

Special Meeting
Agenda

BD:237A

Thursday, August 20, 2020

3 p.m.

Electronic Meeting

Trustee Members

Alexander Brown (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, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

Pages

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

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

3. **Finance, Budget and Enrolment Committee (Special Meeting), Report No. 57, August 20, 2020** 1

4. **Committee of the Whole (Special Meeting), Report No. 24, August 18, 2020** 26

   4.1 **Returning to School: Planning Ahead for 2020 [3935]**

   4.2 **COVID-19 Specific Needs (Trustees Story and Chernos Lin)**

   4.3 **Masks for All Students, Staff and Visitors (Trustees Aarts and Chernos Lin)**

   4.4 **More Nurses for a Safe and Staggered School Re-Opening (Trustees Donaldson and Story)**

5. **Resolution Into Committee of the Whole (Private Session)**
   (to consider matters that fall under section 207(2)[1] of the Education Act)

6. **Report of the Committee of the Whole (Private Session), August 20, 2020**
   To be presented

7. Adjournment

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

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

Finance, Budget and Enrolment Committee

(Special Meeting)

Report No. 57

FBEC:060A
Thursday, August 20, 2020
12 p.m.
Electronic Meeting

Members Present	Trustees Shelley Laskin (Chair), Alexandra Lulka, Chris Moise, Zakir Patel and David Smith
Also Present	Trustees Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, James Li, Christopher Mammoliti, Dan MacLean, Christopher Mammoliti, Patrick Nunziata, Robin Pilkey, Yalini Rajakulasingam, Anu Sriskandarajah, Jennifer Story, Chris Tonks 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. School Re-opening Plans [3936]

The Committee considered a report and heard a presentation (see attached) on options for funding the hiring of additional teaching staff and the impact on the operating budget, as schools reopen in September 2020.

Moved by: Trustee Moise
Seconded by: Trustee Doyle

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

Whereas, on August 13, 2020, Minister Lecce made an announcement with regard to funding for smaller class sizes in Ontario. The Minister indicated that he is permitting school boards to use reserve funds to achieve smaller class sizes this September; and

Whereas, school boards are only permitted to have a deficit of the lower of 1% of their GSN revenue or reserves without Ministry approval; and

Whereas, the Minister has indicated that he will now allow boards to go to a 2% deficit; and

Whereas, the Board's 2020-21 balanced operating budget included the use of 1% of its reserves;

Therefore, be it resolved:

a. **That the Board reopen the 2020-21 budget discussion to allow for the discussion on whether or not to increase our deficit in order to enable lower class sizes;**

b. **That, should Part (a) be approved, that Option 2 as presented in the report for the use of $29.5M of reserves to allow the allocation of an additional 280 teachers be approved. This would augment the redeployment of 400 teachers and Ministry and TDSB funding of 86 teachers, for a total of 766 teachers in elementary school to support lowering class sizes**

Carried

Part B: For Information Only

1. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 12 noon.

The purpose of the special meeting was to consider finance and budget matters.

2. Declarations of Possible Conflict of Interest

No matters to report

3. **Delegations**

No matters to report

4. **Adjournment**

On motion of Trustee Doyle, seconded by Trustee Brown, the meeting adjourned at 2:23 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

[Title]

To: Special Finance, Budget and Enrolment Committee
Date: 20 August, 2020
Report No.: Obtain from Board Services

Strategic Directions

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

Recommendation

That Option 2 as outlined in this report for the use of $29.5M of reserves to allow the allocation of an additional 280 teachers be approved. This would augment the redeployment of 400 teachers and Ministry and TDSB funding of 86 teachers, for a total of 766 teachers in elementary school to support lowering class sizes.

Context

As we prepare to open our schools in September and welcome back students and staff, we are doing everything possible to ensure the health and safety of all school community members, while also providing the best academic experience possible for students, supporting mental health and well-being and considering the needs of families and staff.

COVID-19 has impacted our landscape dramatically in how we manage operations. We are working within the parameters of limited resources, while taking direction and guidance from both the Ministry of Education and Toronto Public Health. Their insight, guidance and approval are critical to ensuring a comprehensive methodology to learning is in place and at the same time ensuring the health and safety of students and staff.

Staff have remained flexible and recognize that conditions are constantly evolving as a result of COVID-19 and will continue to be nimble to ensure public health data and our guiding principles support our decisions.

Elementary Model

The Ministry of Education guidelines have indicated that elementary schools will return to school five days per week with one cohort for the full day and with enhanced health and safety measures in place.

We acknowledge that our class sizes would not support the recommended 2m distance as recommended by Toronto Public Health due to our limited resources. Staff have been exploring creative solutions to improve the health and safety measures for staff and students, including physical distancing.

Toronto Public Health maintains the best way to prevent the transmission of COVID-19 is through physical distancing. Based on TPH's recommendation around physical distancing, TDSB has developed a strategy to ensure that class sizes across the system are reduced as much as possible while also focusing resources in communities where public health data shows higher risk of contracting COVID-19.

Staff are working with Toronto Public Health to determine the exact schools that may require additional resources. On August 18, TPH provided a new list of elementary schools in TDSB that are in areas at a higher risk of contracting COVID-19. Staff have used this list to present the options in front of the Board today.

This morning, however, TPH contacted staff to inform them of a new model being worked on which is expected to be shared with the TDSB either late tonight or early tomorrow.

Staff will update the charts when the new data is received. It is expected that the total number of schools in high areas will remain at the same relative number of schools. The caps and averages may change slightly with the new data.

There are three options for consideration:

- **Option 1** – Use only the funding provided by the Ministry of $6.3M and TDSB budget allocation of $2.9M, to provide an additional 86 teachers to support class size.

- **Option 2** – Use the Option 1 funding and add an additional $29.5M from reserves, increasing the Board deficit to 2%, to provide 366 additional teachers to support class size.

- **Option 3** – Use the resources of Option 2 and add a further $29.5M from reserves, increasing the Board's deficit to 3%, to provide 646 additional teachers, to support class size.

Staff are also looking under all these models of redeploying central, itinerant and non-classroom school teachers of approximately 400 to further lower class size.

The summary chart below under each option provides a summary of teachers available to support reduced class sizes:

Source of Teacher	Option 1	Option 2	Option 3
Redeployed Teachers	400.0	400.0	400.0
Ministry and TDSB funded	86.0	86.0	86.0
Option 2 use of 1% of Reserves (total Deficit 2%)		280.0	280.0
Option 3 use of 2% of Reserves (total Deficit 3%)			280.0
Totals	**486.0**	**766.0**	**1,046.0**

The use of resources under each model is outlined below:

Resource	Option 1	Option 2	Option 3
Ministry funding	$6.3M	$6.9M	$6.9M
TDSB Budget allocation	$2.9M	$2.9M	$2.9M
1% of Reserves (total deficit 2%)		$29.5M	$29.5M
2% of Reserves (total deficit 3%)			$29.5M
Total	$9.2M	$38.7M	$68.2M

The charts below provide the projected impact of each option on class caps and average class sizes:

Option 1

		Class Caps		
		JK/SK	Grade 1 to 3	Grade 4 to 8
Virtual School		29	20	35
TPH Priority Schools		15	20	23
All Other Schools		27	20	29

	Averages								
	Regular Program			French Immersion			Extended	Late	Spec Ed
	JK/SK	Grade 1 to 3	Grade 4 to 8	JK/SK	Grade 1 to 3	Grade 4 to 8	Grade 4 to 8	Grade 4 to 8	Gifted
Virtual School	28.9	20.0	34.9	28.5	19.8	34.7	34.8	34.3	25.0
TPH Priority Schools	13.3	18.1	21.1	11.9	18.2	19.5	19.3	-	19.3
All Other Schools	22.2	18.1	25.8	20.3	18.0	25.2	23.5	22.5	21.6
Total System	19.9	18.1	24.8	19.0	18.0	24.6	23.0	22.5	20.9

Schools with Potential Classroom Shortfalls
after using all space in buildings as classrooms such as gyms, libraries, cafeterias and lunchrooms

If 100% of students attend school

# of Schools	21
# of Classrooms Short	37

If 80% of students attend school

# of Schools	3
# of Classrooms Short	4

Option 2

		Class Caps		
		JK/SK	Grade 1 to 3	Grade 4 to 8
Virtual School		29	20	35
TPH Priority Schools		15	20	20
All Other Schools		26	20	27

	Averages								
	Regular Program			French Immersion			Extended	Late	Spec Ed
	JK/SK	Grade 1 to 3	Grade 4 to 8	JK/SK	Grade 1 to 3	Grade 4 to 8	Grade 4 to 8	Grade 4 to 8	Gifted
Virtual School	28.9	20.0	34.9	28.5	19.8	34.7	34.8	34.3	25.0
TPH Priority Schools	13.3	18.1	18.3	11.9	18.2	17.5	17.0	-	18.3
All Other Schools	21.6	18.1	24.1	20.2	18.0	23.5	22.1	21.6	21.6
Total System	19.5	18.1	22.8	18.8	18.0	22.9	21.5	21.6	20.6

Schools with Potential Classroom Shortfalls
after using all space in buildings as classrooms such as gyms, libraries, cafeterias and lunchrooms

If 100% of students attend school

# of Schools	34
# of Classrooms Short	71

If 80% of students attend school

# of Schools	4
# of Classrooms Short	6

Option 3

		Class Caps		
		JK/SK	Grade 1 to 3	Grade 4 to 8
Virtual School		29	20	35
TPH Priority Schools		15	20	20
All Other Schools		24	20	25

	Averages								
	Regular Program			French Immersion			Extended	Late	Spec Ed
	JK/SK	Grade 1 to 3	Grade 4 to 8	JK/SK	Grade 1 to 3	Grade 4 to 8	Grade 4 to 8	Grade 4 to 8	Gifted
Virtual School	28.9	20.0	34.9	28.5	19.8	34.7	34.8	34.3	25.0
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All Other Schools	20.2	18.1	22.5	19.0	18.0	22.1	20.9	20.7	21.6
Total System	18.6	18.1	21.6	17.9	18.0	21.7	20.4	20.7	20.6

Schools with Potential Classroom Shortfalls
after using all space in buildings as classrooms such as gyms, libraries, cafeterias and lunchrooms

If 100% of students attend school

# of Schools	45
# of Classrooms Short	105

If 80% of students attend school

# of Schools	4
# of Classrooms Short	6

Impacts on Space

The allocation of additional teachers to decrease class size will create a greater need for classrooms in the schools. For each of the models, staff has compared the number of teachers requiring classrooms to the number of spaces in the buildings that could be used as classrooms including gyms, libraries, cafeterias and lunchrooms. For each model there will be schools that require more space than is available in the building. The tables show the number of schools anticipated to have a shortfall and the number of classrooms required.

Staff are exploring options for providing additional space for the schools by using available space in other nearby facilities:

- TDSB facilities such as under-utilized secondary schools, multi-purpose learning centres, administration centres, and outdoor education centres;
- Facilities operated by the City of Toronto such as community centres and public libraries;
- Universities and colleges in Toronto; and
- Other public facilities such as the Ontario Science Centre.

Pre-Registration

Below is our identified action plan for the pre-registration of students:

Data Collection Method shift for parent flexibility and decision making

Online registration to all parents/guardians with emails followed by Call Messenger to all non-responders

Concurrent Call Messenger process for 15,000 parent/guardians without email contact information

Translations will be available on the TDSB web and online pre-reg process will have a google translate option

Timeline:

System email-letter web content	Tuesday, August 25
Pre-registration process opens	Wednesday, August 26
Pre-registration process closes	Saturday, August 29

Virtual School K-12 for full remote learning

Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central “virtual school” for the 2020-21 school year.

Our latest analysis from the first pre-reg survey indicates:

24,786 elementary students are choosing remote
7,622 secondary students are choosing remote
1,215 adult day students are choosing remote

The school will be fully online and staffed with TDSB teachers, principals, vice-principals, guidance counsellors and superintendents, etc.

Staff is working at finalizing:

- Models for both elementary and secondary
- Expectations of students and staff
- Staffing
- Tools, integration and platform
- Registration model
- Possible re-entry points

Action Plan and Associated Timeline

Once Board approves the allocation of resources, staff will work with TPH to identify the high priority schools. Based on the approval of Board and the new high priority schools from TPH, staff will recalculate the caps and class averages.

The pre-registration will be sent out to parents based on the information in this report or if TPH data comes in prior to noon tomorrow, on that updated data.

Resource Implications

If approved this would require the use of an additional $29.5M of reserves to support lower class sizes. These following reserves would be used to provide the additional funding:

Reserve	Amount in Reserve as at Aug 31, 2019	Amount to be utilized
School Budget Carryover	$17.7M	$17.7M
Contractual Professional Development	$0.9M	$0.9M
Environmental Legacy Fund	$2.9M	$2.3M
Artificial Turf Fund	$0.7M	$0.2M
Long Term Disability	$88.2M	$8.4M
Total	$110.4M	$29.5M

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

From

Carlene Jackson, Interim Director of Education at carlene.jackson@tdsb.on.ca or at 416-397-3190.

Karen Falconer, Interim Associate Director, Equity, Well-Being and School Improvement, karen.falconer@tdsb.on.ca or 416-397-3187.

Manon Gardner, Associate Director, School Operations and Service Excellence at manon.gardner@tdsb.on.ca or at 416-394-2041.

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at craig.snider@tdsb.on.ca or at 416-397-3188.

Kathy Witherow, Associate Director, Leadership, Learning, and School Improvement at kathy.witherow@tdsb.on.ca or at 416-397-3069.

Andrew Gold, Executive Superintendent, Employee Services at andrew.gold@tdsb.on.ca or at 416-397-3726.

Returning to School

Planning Ahead for September 2020

Finance, Budget and Enrolment Committee

August 20, 2020

Toronto District School Board

1

Total Teachers Available by Option

Source of Teacher	Option 1	Option 2	Option 3
Redeployed Teachers	400.0	400.0	400.0
Ministry and TDSB funded	86.0	86.0	86.0
Option 2 use of 1% of Reserves (total Deficit 2%)		280.0	280.0
Option 3 use of 2% of Reserves (total Deficit 3%)			280.0
Totals	486.0	766.0	1,046.0

Summary of TDSB Resources Available by Option

Resource	Option 1	Option 2	Option 3
Ministry funding	$6.3M	$6.3M	$6.3M
TDSB Budget allocation	$2.9M	$2.9M	$2.9M
1% of Reserves (total deficit 2%)		$29.5M	$29.5M
2% of Reserves (total deficit 3%)			$29.5M
Total	$9.2M	$38.7M	$68.2M

Elementary Model: Option 1

Use only the funding provided by the Ministry of $6.3M and TDSB budget allocation of $2.9M to provide an additional 86 teachers to support class size.

	Class Caps		
	JK/SK	Grades 1 to 3	Grade 4 to 8
Remote	29	20	35
Impacted Schools	15	20	23
Non-impact Schools	27	20	29

	Averages								
	Regular Program			French Immersion			Extende	Late	Spec Ed
	Jk/SK	Grade 1 to 3	Grade 4 to 8	Jk/SK	Grade 1 to 3	Grade 4 to 8	Grades 4-8	Grades 4 to 8	Gifted
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Non-impact Schools	22.2	18.1	25.8	20.3	18.0	25.2	23.5	22.5	21.6
Total System	19.9	18.1	24.8	19.0	18.0	24.6	23.0	22.5	20.9

Elementary Model: Option 1

Schools with potential classroom shortfalls after using all space in buildings as classrooms such as gyms, libraries, cafeterias, and lunchrooms

If 100% of students attend school	
# of Schools	21
# of Classrooms Short	37

If 80% of students attend school	
# of Schools	3
# of Classrooms Short	4

Elementary Model: Option 2

Use the Option 1 funding and add an additional $29.5M from reserves, increasing the Board deficit to 2%, to provide additional teachers, totalling 366, to support class size.

	Class Caps		
	JK/SK	Grades 1 to 3	Grade 4 to 8
Remote	29	20	35
Impacted Schools	15	20	20
Non-impact Schools	26	20	27

	Averages								
	Regular Program			French Immersion			Extende	Late	Spec Ed
	Jk/SK	Grade 1 to 3	Grade 4 to 8	Jk/SK	Grade 1 to 3	Grade 4 to 8	Grades 4-8	Grades 4 to 8	Gifted
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Elementary Model: Option 2

Schools with potential classroom shortfalls after using all space in buildings as classrooms such as gyms, libraries, cafeterias, and lunchrooms

If 100% of students attend school	
# of Schools	34
# of Classrooms Short	71

If 80% of students attend school	
# of Schools	4
# of Classrooms Short	6

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Elementary Model: Option 3

Use the resources of Option 2 and add a further $29.5M from reserves, increasing the Board's deficit to 3%, to provide additional teachers, totalling 646 teachers to support class sizes.

	Class Caps		
	JK/SK	Grades 1 to 3	Grade 4 to 8
Remote	29	20	35
Impacted Schools	15	20	20
Non-impact Schools	24	20	25

	Averages								
	Regular Program			French Immersion			Extende	Late	Spec Ed
	Jk/SK	Grade 1 to 3	Grade 4 to 8	Jk/SK	Grade 1 to 3	Grade 4 to 8	Grades 4-8	Grades 4 to 8	Gifted
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Elementary Model: Option 3

Schools with potential classroom shortfalls after using all space in buildings as classrooms such as gyms, libraries, cafeterias, and lunchrooms

If 100% of students attend school	
# of Schools	45
# of Classrooms Short	105

If 80% of students attend school	
# of Schools	4
# of Classrooms Short	6

Pre-Registration Process Key Activities

Data Collection Method shift for parent flexibility and decision making

- ✓ Online Registration to all parents/guardians with emails followed by Call Messenger to all non-responders
- ✓ Concurrent Call Messenger process for 15,000 parent/guardians without email contact information
- ✓ Translations will be available on the TDSB web and online pre-reg process will have a google translate option

Timeline:

✓ System email-letter web content	Tuesday, August 25
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✓ Pre-registration process closes	Saturday, August 29

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Elementary School Draft Questions

My child will be returning to school on a Regular School Day Model (this means a full day of learning in school every day)

yes ☐ **no** ☐

My child will **not** be attending school and will participate in the Virtual School for Remote Learning

yes ☐ **no** ☐

Secondary School Draft Questions

Will your child be returning to school in September if there is:

An **Adapted** In-School Day Model with **Smaller** Class Size Cohorts (this means students attend school in person every other day, in smaller class sizes of approximately 15 students, with learning continuing at home including both independent work time and live synchronous teaching)

yes ☐ **no** ☐

My child will **not** be attending school and will participate in the Virtual School for Remote Learning

yes ☐ **no** ☐

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Virtual School for K-12 Remote Learning

- Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central "virtual school" for the 2020-21 school year
- Our latest analysis from the first pre-reg survey indicates:
  - 24,786 elementary students are choosing remote
  - 7,622 secondary students are choosing remote
  - 1,215 adult day students are choosing remote
- The school will be fully online and staffed with TDSB teachers, principals, vice-principals, guidance counsellors and superintendents, etc.
- Staff is working at finalizing:
  - Models for both elementary and secondary
  - Expectations of students and staff
  - Staffing
  - Tools, integration and platform
  - Registration model
  - Possible re-entry points

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Toronto District School Board

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Committee of the Whole (Special Meeting)

Report No. 24

CW:25A
Tuesday, August 18, 2020
Electronic Meeting

Members Present Alexander Brown (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, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks and Manna Wong

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

Part A: Committee Recommendations

1. Returning to School: Planning Ahead for 2020 [3935]

The Committee considered a report and heard a presentation from staff (see attached, page 11) presenting a plan for the safe return to school in September 2020.

Moved by: Trustee Laskin
Seconded by: Trustee Moise

The Committee of the Whole RECOMMENDS **that the matter be referred to a special meeting of the Finance, Budget and Enrolment Committee on Thursday, August 20, 2020 followed by a special meeting of the Board.**

Carried

2. COVID-19 Specific Needs

Moved by: Trustee Story
Seconded by: Trustee Chernos Lin

The Committee of the Whole **RECOMMENDS:**

Whereas, the Board has previously advocated for a significant number of supports to help in the transition back to school for September, 2020; and

Whereas, the announcement of province-wide funding for school boards on Thursday, July 30, 2020 shows recognition by the Province of the significant needs created by COVID-19 and was a welcome addition; and

Whereas, though staff will continue to ensure our focus is on the safe and secure return to school for all staff and students, nonetheless there remain significant gaps in funding for school-based response to COVID-19 impacts;

Therefore, be it resolved:

(a) That the Chair write to the Minister of Education to advocate for the following COVID-specific needs:
    i. increase staffing to allow boards to reduce class sizes in elementary panel to the greatest extent possible,
    ii. ensure its commitment to full funding PPE for all staff and students continues for as long as needed,
    iii. support effective teaching/learning in outdoor classrooms;

(b) That the Ministry of Education be called upon to fund school boards' repair and maintenance budgets to continuously and systematically, throughout the next budget year:
    i. renovate indoor classrooms and other indoor spaces to maximize ventilation and fresh air flow, including but not limited to the installation/retrofit of windows that open,
    ii. ensure that every bathroom be equipped with touchless handwashing stations,
    iii. fund the installation of water-bottle filling stations to a ratio of one per every student washroom in the school;

(c) That the Provincial Government, the City of Toronto and the Toronto Foundation for Student Success be urgently called upon to ensure that funding for student nutrition is maintained such that any potential increased cost of nutrition programs under COVID-19, including but not limited to the provision of prepackaged meals does not result in any decrease to the number meals/snacks provided in any of our school sites;

(d) That the Director:
    i. report as soon as possible on the status of the board's current water-bottle filling station program;

ii. ensure that up to date school by school safety inspections are published online;
iii. ensure that the line by line renewals needs of each school similarly be published;
iv. encourage administrators and educators to use to the maximum extent possible all of our outdoor spaces and large well-ventilated indoor spaces as teaching/learning environments;
v. request advice from Toronto's Medical Officer of Health regarding the most appropriate public health standards and protocols that will be effective in keeping students and staff safe in Toronto's schools.

Carried

3. Masks for All Students, Staff and Visitors

Moved by: Trustee Aarts
Seconded by: Trustee Chernos Lin

The Committee of the Whole **RECOMMENDS:**

Whereas, the Ministry of Education has mandated the use of masks for all staff as well as for all children in Grade 4 and higher as part of the safe reopening of schools; and

Whereas, research shows that young children do contract COVID-19 and carry high viral loads in their respiratory system, therefore indicating both the ability of young children to contract and spread COVID-19; and

Whereas, research shows that the primary route of spread of COVID-19 occurs via respiratory droplets and that face-coverings, including non-medical masks, combined with frequent handwashing, are effective at reducing spread of virus via droplets; and

Whereas, all three levels of government health agencies in our country, province and city recommend or require the use of face coverings indoors in situations of the three Cs (closed spaces, crowded spaces, and close contact) to effectively reduce exposure to virus via respiratory droplets; and

Whereas, Toronto Public Health advises the public of the following:

- The use of masks/face coverings is non-invasive, inexpensive, and can help save lives,
- Wearing masks or face coverings indoors helps us keep our respiratory droplets to ourselves to prevent spreading germs to others. There is evidence that cloth masks can reduce the spread of respiratory droplets into the air and landing on

surfaces. Jurisdictions that have legislated mandatory masks have seen a decrease in new COVID-19 cases,

- all people two years of age and older wear a mask in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain;

and;

Whereas, Toronto Public Health guidelines as outlined in the City of Toronto By-law 541-2020 now require the use of masks in all publicly accessed indoor spaces, including apartment buildings, for everyone over the age of two years; and

Whereas, Toronto Public Health data shows that communities across the City are differentially impacted by COVID-19 and suggests that our most vulnerable populations of students and families are at highest risk of continued and renewed outbreaks; and that, it seems likely that these same communities have less flexibility to 'opt-out' of in-school learning to protect their families;

Therefore, be it resolved that the Director:

i. include the requirement for masks or face coverings indoors for all students, staff, and visitors, with medical exemptions and accommodations, and age and needs-based education, training, and protocols, until such time as masks are no longer required or recommended in the general population to prevent the spread of COVID-19,
ii. explore alternatives, such as face shields, for students who are unable to wear face masks,
iii. present a report to the Board on August 26, 2020 on the projected costs to ensure students have access to reusable masks or medically-approved masks beyond the funding provided by the Ministry of Education.

Carried

5. More Nurses for a Safe and Staggered School Re-Opening

The matter was deemed as emergency business and added to the agenda.

Moved by: Trustee Donaldson
Seconded by: Trustee Story

The Committee of the Whole **RECOMMENDS:**

Whereas, the TDSB has prepared an operational plan for re-opening schools during the COVID-19 pandemic that provides learning in multiple modes (fully remote, in-class, hybrid); and

Whereas, Public Health Canada has released COVID-19 guidance to administrators for schools Kindergarten to Grade 12 that outlines measures, such as a phased-in return to school, that would increase the safety of students and staff; and

Whereas, Toronto Public Health has recently highlighted improvements to the Province's plan for re-opening schools that would make Toronto schools safer, such as:

i. Ensuring that class sizes are limited to allow physical distancing of 2 metres between all students;
ii. Strongly encouraging masks for younger students (below Grade 4) where possible;
iii. Prioritizing resources for schools in high-transmission and high-needs areas;
iv. Piloting a saliva-based testing option that could be used in homes and schools;
v. Implementing active daily screening practices; and
vi. Encouraging a later start the school year or having staggered start dates for students in order to allow school boards and schools time to prepare and incorporate public health recommendations; and

Whereas, the Province's intention to hire "up to 500 public health nurses" lacks detail about how many nurses Toronto Public Health will be able to hire for the 850+ schools in our city; and

Whereas, Toronto has had the highest COVID-19 total case count of any area of the province since the pandemic began; and

Whereas, Toronto Public Health is gathering and transparently providing neighbourhood-level data about the incidence of COVID-19 cases that are prevalent in particular areas of the city; and

Whereas, additional school-based Toronto Public Health nurses in Toronto schools could aid in a safe return to school buildings, assist with health measures and protocols (such as screening) in the first few weeks of school, and play an important on-the-ground role in outbreak management;

Therefore, be it resolved:

(a) That the Chair write to the Minister of Education and the Minister of Health to request:

i. the immediate hiring of additional of public health nurses for Toronto schools to provide support needed for a safer return to school, and in particular, schools within high incidence areas,

ii. implementation of a saliva-based test to be piloted with the TDSB and Toronto Public Health, and scaled up as needed, to minimize disruption to student learning that could be impacted from having to repeatedly shut down in-class instruction;

(b) That the Director of Education report back to the Board about:

i. a staggered start to the in-class re-opening of schools to ensure the highest degree of success in implementing safety protocols for students, staff and visitors entering, moving around within, and exiting schools,

ii. a regional approach to prioritizing our own resources to schools within the highest incidence areas, in coordination with Toronto Public Health's neighbourhood-level data about COVID-19 activity.

Carried

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, August 18, 2020 from 4:30 p.m. to 12:04 a.m. on Wednesday, August 19, 2020, with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

re Returning to School

1. Katia Berdichevsky, Teacher, Monarch Park Collegiate Institute

4. Report From the Chair of the Board

The Committee heard an oral update from the Chair of the Board in which he thanked staff, on behalf of the Board, for the work on the returning to school plans.

5. Report From Toronto Student Transportation Group

The Committee heard an oral update from Trustees Pilkey and Mammoliti that included the following:

Concern Regarding Number of Bus Drivers

a. only Special Education students are guaranteed transportation in the first week of school;
b. French immersion bussing will not be offered in the first week, but schools will remain open.

Empty Seat Policy (Item 3.5 of TDSB Transportation Procedure)

a. decision to continue with this procedure must be made at individual Board levels, so the TDSB has been asked for feedback and to decide;
b. staff will work with TSTG regarding financial arrangements, however this is not a financial consideration so much as a safety consideration;
c. bus and driver compliment would remain the same, however any empty seats would remain empty and qualifying students would be able to be spaced out;
d. physical distancing will not occur on a bus, per Ministry guidelines, however students will be grouped based on family members and class members, and students will be required to wear masks and windows will remain open;

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

The Committee heard an oral update from the Trustee Donaldson, Representative on the City's Board of Health that included the following:

Recommandations from Dr. De Villa

a. Class cohort sizes limited
b. Strengthened screening protocols
c. Mask/face covering wearing of all students
d. Later opening in September or staggered school opening

TPH Report on Safe Reopening of Toronto School

a. City of Toronto staff working with TDSB to find space for physical distancing needs as well as opening all parks for TDSB use
b. Recommendations are covered in Emergency motion

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

No matters to report

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

No matters to report

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

The Committee heard an oral update from the Board's representatives on the PIAC and the SEAC that included the following:

a. Parent Involvement Advisory Committee

Trustee Chernos Lin report at a special meeting was held during the summer to discuss returning to school. She welcomed the new staff liaison, Karen Falconer. The webinar held on August 13, 2020 was well attended. A conversation series between the Parent and Community Engagement Office and PIAC.

b. Special Education Advisory Committee

Trustee Aarts provided an update on the meeting held August 17 2020^{h} to express thanks and concerns regarding support protocols. Slides shared with staff.

10. Report From Student Trustees

No matters to report

11. Report From the Director of Education

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

<u>Pre-Registration Survey</u>

a. Overall response rate of 67% for the phone survey
b. On-line survey paused when the TDSB was informed of changes to provincial return to school plans
c. High response rate from all neighbourhood schools with little LOI variation
d. LOI variation occurred regarding registration, as LOI parents were more likely to send their children back to school regardless of the model
e. 71-77% of parents of elementary school children intend to send their child to school
f. 83% of parents with secondary school children intend to send their child to school
g. 41% of adult students intend to return to school, 44% intend to take classes online

Secondary School Model

a. Only one group/cohort of students per day; students will be in school on alternating days
b. Quadmester model chosen to improve focus on only two courses at a time, allows for easier physical distancing, and allows for an easier transition to online learning
c. Students will have three methods of learning: In-person at school, independent asynchronous learning at home, and live virtual synchronous learning at home. In-person and independent learning can happen in the morning on alternate days, while students will have a virtual synchronous class every day in the afternoon
d. Should students choose to change their mode of education (fully remote vs in-person occasionally) the best time to do so will be at the break of a quad

Elementary Models

a. Students are expected to pre-screen for health concerns before school, and additional screening will occur at school to ensure that no one exhibiting symptoms is allowed in the school. If a student exhibits two or more symptoms of COVID-19, they will be expected to stay home. The logistics of the screening survey are not yet determined.
b. Students will be required to eat lunch in their classroom. Parents should ensure students have their lunch when leaving for school in the morning to limit exposure
c. For students with hearing loss, TDSB is working with H&S officers to accommodate different needs. See-through masks and face shields have been purchased, differentiated PPE (such as gowns, gloves, face shields) will be available for students with other learning abilities
d. A K-12 school will be created under the Ministry of Education that will accommodate all students who choose remote learning. Students will be cohorted in this central school by grade but will not be attached to their local school.
e. Public facilities such as TO community centres, universities and colleges, and buildings such as the Ontario Science Centre are being explored as options to provide more space for students
f. HVAC and ventilation systems will be run two hours prior to school starting and longer after the school day has ended in order to ensure higher ventilation and air circulation in schools.

12. Adjournment

On motion of Trustee Doyle, seconded by Trustee Patel, the meeting adjourned at 12:04 a.m. on Wednesday, August 19, 2020.

Alexander Brown
Chair

Returning to School

Planning Ahead for September 2020

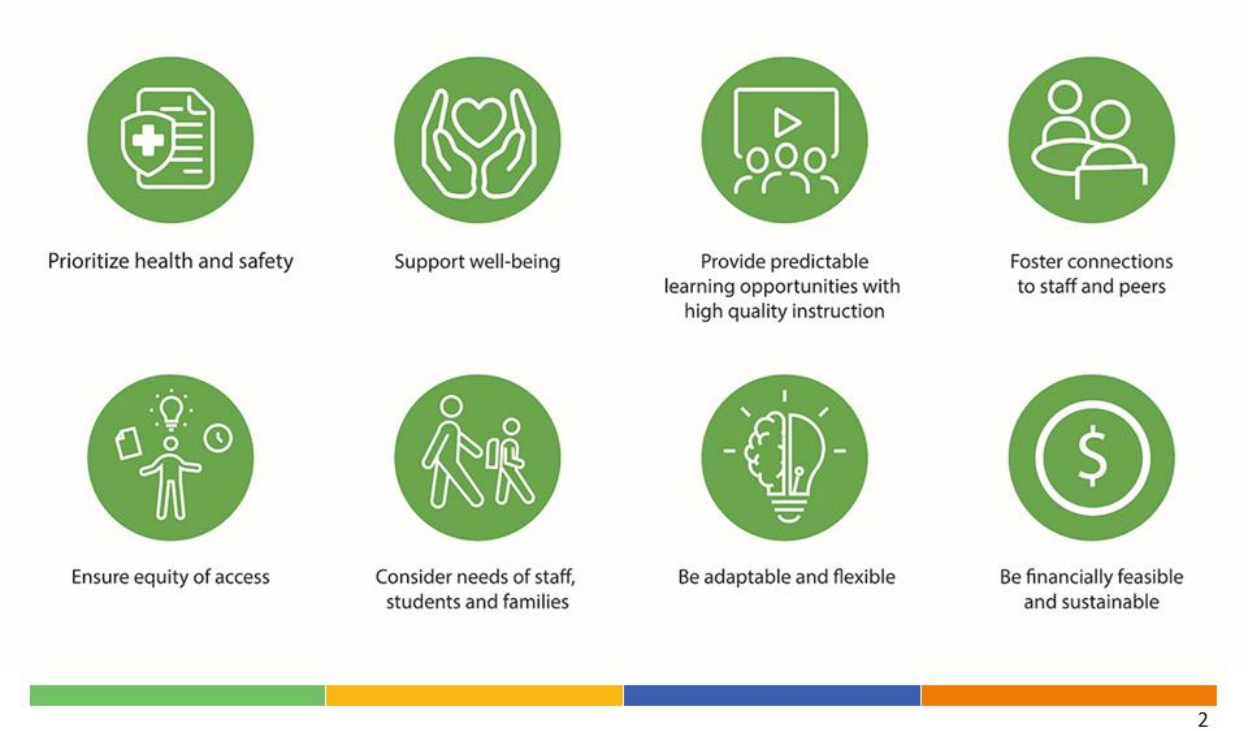
Committee of the Whole

August 18, 2020

Toronto District School Board

1

Guiding Principles



Toronto Public Health Recommendations

- 2m spacing between desks
- Masks/face coverings where physical distancing is not possible
- Open space whenever possible
- Regular hand washing and sanitizing
- Incorporate outdoor activities whenever possible for distancing and relief from mask/face coverings
- Active screening of symptoms prior to entry
- Delay start of school year or have staggered starts to allow time for public health measures to be incorporated

3

Pre-Registration Surveys

- School Messenger was used to conduct an automated telephone survey to find out how many students are intending to participate in learning in school or remote learning.

- The survey was broadcasted to parents/ guardians of elementary and secondary students as well as Adult Day and Edvance students between Tuesday August 11 to Friday August 14.

4

Pre-Registration, Overall Response Rates

The average response rate was 67%, a total of 169,312 responses. There were 82,286 non-respondents.

	Total Responses	Response Rate
JK to Grade 3	59,907	71%
Grades 4-6	37,342	72%
Grades 7-8	23,831	70%
Grades 9-12	45,466	60%
Adult Day and Edvance	2,766	49%
Total	**169,312**	**67%**

5

Pre-Registration Response Rates by LOI and TPH Priority Neighbourhoods

- Across LOI rankings:
  - Response rates at the elementary level show a **slight** difference between the most challenged and least challenged schools, but overall high response rates across neighborhoods.
  - Response rates at the secondary level shows **more variability** across LOI school rankings when compared to elementary
- Toronto Public Health ranked schools by neighbourhood based on COVID-19 risk score
  - Survey response rates for TPH neighbourhoods ranked most at risk align with our overall response rate (range: 48% to 74%)

6

Pre-Registration Results

Elementary Student Findings

Will your child be returning to school in September if there is:

- **A regular school day model with normal class sizes (this means a full day of learning in school every day)**

Yes, my child will return to a regular school day	85,677 (71%)
No, my child will not return and will participate in remote learning instead	35,389 (29%)

- **A school day model with smaller class sizes of 15-20 students (this means learning in school every day and may mean a shorter school day)**

Yes, my child will return with smaller class sizes	91,549 (77%)
No, my child will not return to the smaller class size model and will participate in remote learning instead	26,776 (23%)

- Across LOI school rankings, there is **strong intention** to return to school with regular and smaller class sizes.

7

Pre-Registration Results

Secondary Student Findings

Will your child be returning to school in September for:

An **Adapted** In-School Day Model with **Smaller** Class Size Cohorts (this means students attend school in person every other day, in smaller class sizes of approximately 15 students, with learning continuing at home the other half of the day including both independent work time and live synchronous teaching):

Yes, my child will attend	37,843 (83%)
No, my child will not attend and will participate in fully remote learning instead	7,622 (17%)

- Across LOI school rankings, there is **strong intention** to return to school with an adapted day model.

8

Pre-Registration Results

Adult and EdVance Student Findings

In September, Adult and EdVance high school students will have the choice of taking their courses at school or online.

I want to take my courses at the school in September	1,127 (41%)
I want to take my courses online in September	1,125 (44%)
I will not be coming to an Adult or EdVance High School in September	424 (15%)

International Students

Parents/guardians of International Students were sent an online survey on August 14.

This surveys closes on August 18.

9

Staff Survey Results

- A survey was sent to all permanent staff on August 15, 2020 after consultation with all TDSB Bargaining Units
- The survey will give us data on staff ability to return to work and potential needs to support a full time and safe return to work. This data will be by employee classification, location, etc.
- The survey also provided details on contact information for requesting medical accommodation due to a disability and contact names for requesting non-medical accommodation (i.e. childcare/elder care) accommodation. Staff in Employee Services will work with employees, Union representatives and Principals/Managers to respond to these requests on a case-by-case basis.
- A survey for casual/daily workers (e.g. Occasional Teachers, replacement support staff) is being finalized.

10

Secondary Quadmester Calendar

Quad 1: Sept 8 - Nov. 9 + Exams Nov. 10 and Nov. 11

Quad 2: Nov. 12 - Jan. 28 + Exams Jan. 29 and Feb. 1

Quad 3: Feb. 3 - April 19 + Exams April 20-21 *April 8, 2021: OSSLT Day

Quad 4: April 22 - June 23 + Exams June 24, 25, 28

PA Days: September 1-3, November 20, February 2, February 12, June 29

<table>
<tr><td></td><td>Sept</td><td>Oct</td><td>Nov</td><td>Dec</td><td>Jan</td><td>Feb</td><td>Mar</td><td>Apr</td><td>May</td><td>June</td></tr>
<tr><td>Full Year</td><td colspan="10">8 courses all year</td></tr>
<tr><td>Semester</td><td colspan="5">4 courses</td><td colspan="5">4 courses</td></tr>
<tr><td>Quadmester</td><td colspan="2">2 courses</td><td colspan="3">2 courses</td><td colspan="2">2 courses</td><td colspan="3">2 courses</td></tr>
</table>

Four Day Timetable

*Schedule repeats itself on the fifth day

August 16/2020

Time	Cohort A				Cohort B			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
8:45 a.m.–12:30 p.m.	Course 1 In Person @ School	Course 1 Independent Learning @ Home	Course 2 In Person @ School	Course 2 Independent Learning @ Home	Course 1 Independent Learning @ Home	Course 1 In Person @ School	Course 2 Independent Learning @ Home	Course 2 In Person @ School
12:30 p.m.–2 p.m.	Student Dismissal (return home/lunch)							
2:00 p.m.–3:15 p.m.	Course 2 Live Virtual Learning		Course 1 Live Virtual Learning		Course 2 Live Virtual Learning		Course 1 Live Virtual Learning	

Live Virtual Learning (synchronous)	Independent Learning	In Person Learning

Virtual School for K-12 Remote Learning

- Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central "virtual school" for all students choosing fully remote learning for the 2020-21 school year

- The school will be staffed with Superintendent, principals, vice-principals, teachers, guidance counsellors

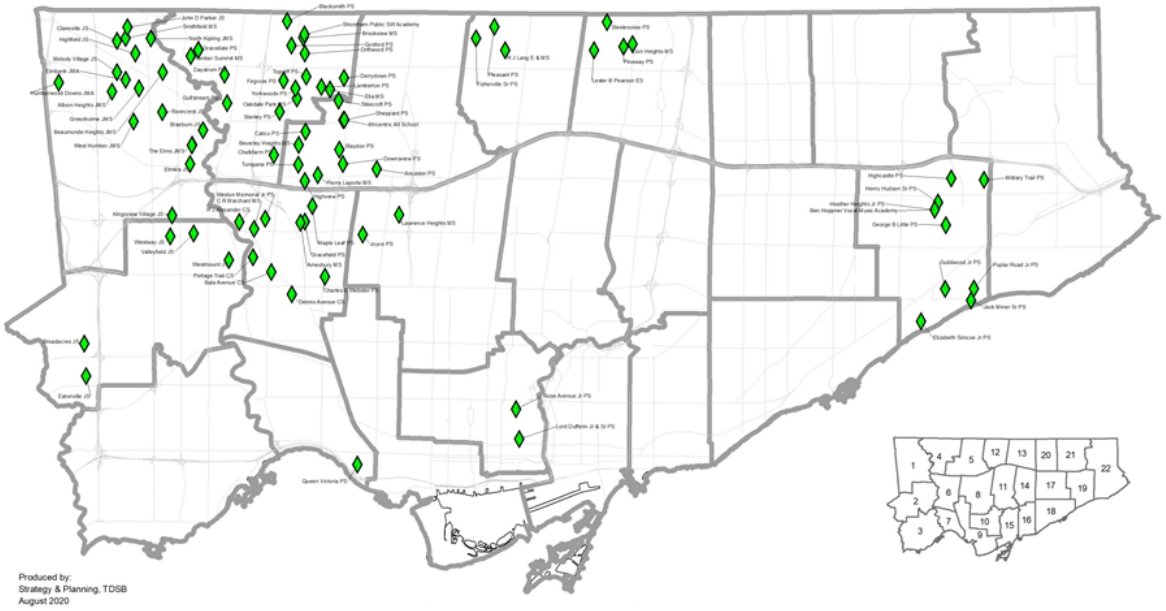
13

Focus of Elementary Program

- TPH letter to TDSB states that: "We recommend that the priority for allocation of resources should be schools within high incidence areas."
- Identify available spaces within school (gym, cafetorium, library) to support increased distances between students
- Work with external partners to identify, secure and set up alternative space for student learning (i.e. City of Toronto)
- On August 18, we received an updated list from TPH re: schools in high incidence areas and continue to work with TPH to develop more precise modelling of school configurations in the coming days

14

List of Elementary Schools in Highest Risk Areas Currently Identified by Toronto Public Health



(*as of August 18)

Elementary Class Size Limitations

In Person:

- The TDSB does not have sufficient funds available to support class sizes which would allow for 2m distancing between students in every class.

Remote Learning:

- Delivered through a central virtual school model as there are not sufficient resources to provide for an individual school based model.

16

Status of Reserve Funds

***As of August 31, 2019**

Reserve Type	Amount	Details
Health and Dental Reserve	$4.5M	These funds will be used to complete the transition of employee to benefit trusts
Group Life Insurance	$12.9	The surplus in this benefit plan of $10M was used to balance the Board's original forecasted deficit
Long Term Disability Reserve	$88.2	These funds offset the actuarial liability of LTDI claims which were calculated to be $59.9M as of 18-19 yearend.
School Budget Carryovers	$17.7M	This reserve offsets the use of school budget carryovers in future years
Contractual Professional Development Carryovers	$0.9M	This reserve offsets the use of contractual PD of Superintendents and Principals carryover in future years

Status of Reserve Funds

***As of August 31, 2019**

Reserve Type	Amount	Details
IT Projects	$1.3M	Information technology projects not completed in 18-19. This reserve will be spent during 19-20.
Various Department Carryovers	$1.7M	Projects in 18-19 that were not completed until 19-20. This reserve will be spent during 19-20.
Environmental Legacy Fund	$2.9M	Funds received through carbon credits to support environmental related projects
Artificial Turf Fund	$0.7M	Permit Revenue from artificial turf fields used for future replacements
Total Reserves	$130.8M	

Elementary Class Size Model

- All three proposed models would require the redeployment of some central, itinerant and school-based teachers
- This redeployment would result in approximately 400 teachers to support smaller class sizes

19

Elementary Model: Option 1

Funding

- Uses additional teacher funding from the Ministry of Education of approximately $6.3M, plus repurposed $2.9M of TDSB budget
- The total TDSB deficit would remain at 1% under this option

Staffing

- These funds provide 86 teachers in addition to the 400 redeployed teachers
- Total: 486 teachers to support smaller class sizes

Elementary Model: Option 1

Considerations and Risks

- Insufficient space to accommodate students
- Student supervision
- Transportation

21

Elementary Model: Option 2

Funding

- In addition to Option 1, additional use of reserves to increase the deficit by 1% ($29.5M)
- The total TDSB deficit would be 2% under this option
- The following reserves would be utilized to provide this additional funding:
  - School Budget Carryovers ($17.7M)
  - Contractual Professional Development Carryovers ($0.9M)
  - Environmental Legacy Fund ($2.3M)
  - Artificial Turf Fund ($0.2M)
  - Long Term Disability Reserve ($8.4M)

22

Elementary Model: Option 2

Staffing

- The use of these reserves would result in an additional 280 teachers
- Total: 766 teachers to support smaller class sizes

23

Elementary Model: Option 2

Considerations and Risks

- Insufficient space to accommodate students
- Student supervision
- Transportation
- Use of reserves could impact financial position of TDSB in current or future years
- Potential second year of COVID-19 would require use of additional reserves

24

Elementary Model: Option 3

Funding

- In addition to Option 1 and Option 2, additional use of reserves to increase the deficit by 2% ($59.0M)
- The total TDSB deficit would be 3% under this option
- The following reserves would be utilized to provide this additional funding:
  - School Budget Carryovers ($17.7M)
  - Contractual Professional Development Carryovers ($0.9M)
  - Environmental Legacy Fund ($2.3M)
  - Artificial Turf Fund ($0.2M)
  - Long Term Disability Reserve ($37.9M)

25

Elementary Model: Option 3

Staffing

- The use of these reserves would result in an additional 280 teachers
- Total: 1,046 teachers to support smaller class sizes

26

Elementary Model: Option 3

Considerations and Risks

- Insufficient space to accommodate students
  - Approximately 48 elementary schools could have a shortfall of classrooms after using the gyms, libraries, lunchrooms and cafeterias as classrooms, resulting in an 96 additional classrooms required
- Student supervision
- Transportation
- Use of reserves could significantly impact financial position of TDSB in current or future years
- Potential second year of COVID-19 would require use of additional reserves

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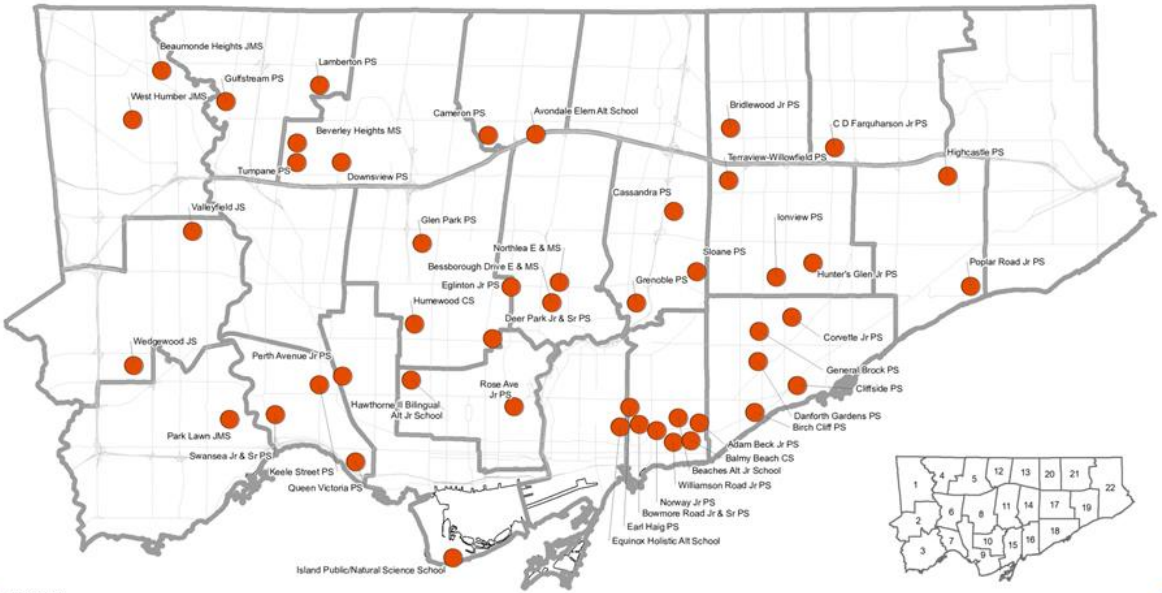
Elementary Schools Anticipated to have a Shortfall of Classrooms



Summary of Financial Options

Description	Option 1	Option 2	Option 3
TDSB additional budget allocation	$2.9M	$2.9M	$2.9M
Ministry Funding for Additional Teachers	$6.3M	$6.3M	$6.3M
Use of Reserves up to 2% Deficit		$29.5M	$29.5M
Use of Reserves up to 3% Deficit			$29.5M
Total	$9.2M	$38.7M	$68.2M
Number of additional Teachers Available	86.0	366.0	646.0

Summary of Available Teachers by Option

Full Time Equivalent Teachers

Source of Teacher		Option 1	Option 2	Option 3
Available Funded Teachers				
	TDSB additional budget allocation	27.0	27.0	27.0
	Ministry Funding for Additional Teachers	59.0	59.0	59.0
	Use of Reserves up to a 2% Deficit		$280.0	280.0
	Use of Reserves up to a 3% Deficit			$280.0
Redeployed Teachers				
	Central, Itinerant and School-based	400.0	400.0	400.0
Total Teachers		486.0	766.0	1046.0

Optional Attendance

For Regular Schools, Specialized Programs, Alternative Schools and French Programs, Staff is finalizing the process and messaging for Principals and Superintendents on:

- Parents' requests to have their children attend their designated school by address instead of their Optional Attendance school.
- Parents' requests for re-admission/re-entry to FSL programs.

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Technology Devices

Principals and Superintendents will receive details on:

- Devices that were distributed to the system in the spring
- Devices that will be returned to them
- How they can purchase additional devices for staff and students
- How parents will be able to ask for devices in September

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Transportation

- Toronto Student Transportation Group (TSTG) approved a staggered start to transportation
- All students with Special Education needs (excluding gifted program) will be transported in the first week of school
- Barring any significant issues, bussing would begin for all other students, including French and gifted, in week 2
- Transportation to remote sites would be subject to availability of transportation and where available would not be in place for start of school year.

33

Delayed Start and Staggered Entry

- As part of a recent update from the Ministry of Education, the concept of delaying the start of school has been suggested and staff are currently looking at this option given the ongoing evolution of plans that are happening.

- Further, staff is considering how a staggered start within each school might occur. For example, to build experience with new routines, a few grades will start for a couple of days and additional grades would begin school on a staggered basis.

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Next Steps

Pre-registration: All elementary and secondary families will be surveyed again once all school model information has been finalized.

Returning to School: A Guide to Safely Reopening TDSB Schools:
Update this guide for staff, students, parents, education partners and the community. Create additional documents and resources for staff to provide the necessary information for implementation.

Protocols for Principals:

- Two 'Return to School Working Groups' of Principals, Senior Managers, Staff and Superintendents at the elementary and secondary levels have been working to create elementary and secondary guidelines for school operations as well as teaching and learning for both in-person as well as the fully remote settings
- Superintendents will engage Learning Network Principals and Vice-Principals in almost daily conversations to monitor and support safe reopening and school experiences with close attention paid to addressing local contexts across the TDSB
- Principals will continue to engage parents and School Councils in a variety of ways so that student and parent voice inform climate and decision-making at the local level

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Toronto District School Board

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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

Toronto District School 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.

To read the full Multi-Year Strategic Plan, visit **www.tdsb.on.ca/mysp**