



Regular Meeting Revised Agenda

BD:240A

Wednesday, September 23, 2020

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

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

Note: Please ensure all electronic devices are on silent mode.

Pages

1. Call to Order
Private Session, 4:30 p.m.
2. Resolution Into Committee of the Whole (Private Session) (to consider matters that fall under section 207(2)[1] of the Education Act)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), September 23, 2020

To be presented

Public Session, 7 p.m.

5. National Anthem and Acknowledgement of Traditional Lands
6. Approval of the Agenda
7. Celebrating Board Activities

To be presented

8. Memorials

	To be presented	
9.	Chair's Announcements	
	To be presented	
10.	Reports From Trustees Appointed to External Organizations and Student Trustees	
	To be presented	
11.	Director's Leadership Report	
	To be presented	
12.	Declarations of Possible Conflict of Interest	
13.	Matters to be Decided Without Discussion	
	To be presented	
14.	Confirmation of Minutes of Meetings Held on August 6, 10, 18, 20 and 26 and September 9, 2020	
	Separate Document	
15.	Staff Reports	
15.1	Filling of Vacancy on the Board Self-Assessment Committee	1
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15.3	Back to School Update	
	Oral Update	
16.	Committee Reports	
16.1	Audit Committee, Report No. 52 (Part 2), June 22, 2020	7
	2. Enterprise Risk Management Initiative: Status Update [3911]	
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	1. Annual Audit Committee Report to the Board of Trustees and Ministry of Education as per Ontario Regulation 361/10 and Committee Self-Assessment [3929]	
	2. Annual Educational Partnerships Update [3951]	
	3. External Audit Committee Member: Recruitment [3954]	
	4. Annual Compliance Program Update [3950]	
	5. Annual Whistleblower Update [3953]	
	6. Internal Audit Department and Engagement Status Update [3947]	

	7. Regional Internal Audit Team Engagement and Status Update [3940]	
	8. Audit Committee O. Reg. 361/10 Requirements: Work Tracker [3948]	
16.3	Committee of the Whole (Special Meeting), Report No. 25, September 9, 2020 (For receipt)	15
16.4	Committee of the Whole, Report No. 26, September 16, 2020 1. Extension of Term of Toronto Lands Corporation Citizen Directors 2. Former Christie Cookie Factory Property: 2150 Lake Shore Boulevard West: Potential Elementary School Site 3. Director Search Committee: Director of Education Search Criteria	49
16.5	Finance, Budget and Enrolment Committee, Report No. 58, September 15, 2020 1. Contract Awards, Facilities [3945] 2. Contract Awards, Operations [3944] 3. Ontario Public School Boards' Association 2020-2021 Annual Membership Fee [3941] 4. Borrowing Resolution to Meet Operating and Capital Expenditures [3942]	57
17.	Written Notices of Motion for Consideration	
17.1	Reconsideration of Previous Board Decision: Phase-Out of Extended French Programs (Trustees Story and Aarts)	61
18.	Written Notices of Motion	
18.1	Exemptions From P076, Community Planning and Partnerships to Allow for a Capital Improvement to the Former Vaughan Road Academy School Building at 529 Vaughan Road (Trustees Laskin and Donaldson)	65
19.	Adjournment	

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Filling of Vacancy on the Board Self-Assessment Committee

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

On March 11, 2020, the Board decided:

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

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

and;

Whereas, Board self-assessment provides an opportunity to:

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

Therefore be it resolved:

- (a) That a trustee committee, with a maximum of seven members, be struck to select a firm to develop a self-assessment tool for trustees that can be applied annually.
- (b) That Trustees Brown, Chernos Lin, Donaldson, Doyle, Kandavel, Smith and Sriskandarajah be appointed to serve on the committee at Part (a)

At the regular meeting on August 26, 2020, the Board decided:

- (a) That Directions Evidence and Policy Research Group be selected as the firm to develop and implement a Board self-assessment tool;
- (b) That the Board Self-Assessment Committee continue to work with the successful firm to develop a Board self-assessment tool.

On August 31, 2020, Trustee Trixie Doyle indicated her intention to resign from the Board Self-Assessment Committee.

IT IS RECOMMENDED:

That the Board appoint one member to replace Trustee Trixie Doyle on the Board Self-Assessment Committee with effect from September 30, 2020.

Filling of Vacancy on the Toronto Lands Corporation

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

At the Organizational Meeting on December 1, 2015, the Board appointed Trustee Alexander Brown, to replace Trustee Robin Pilkey as a director on the Toronto Lands Corporation for the term December 1, 2015 to November 30, 2016 and Trustee Brown was subsequently re-appointed for terms ending November 14, 2020.

On September 8, 2020, Trustee Brown indicated his intention to resign as a director on the Toronto Lands Corporation.

IT IS RECOMMENDED:

That the Board appoint one trustee to replace Trustee Alexander Brown as a director on the Toronto Lands Corporation for a term ending November 14, 2020.



Chair
Alexander Brown
Ward 12, Willowdale

September 11, 2020

Toronto District School Board
5050 Yonge Street,
Toronto, ON.
M2N 5N8

This letter is to confirm, effective September 8, 2020, I Chair Alexander Brown have resigned as a Director from the Toronto Lands Corporation.

Please see attached letter confirming this decision sent to Brenda Patterson, TLC Chair.

Regards,

A handwritten signature in black ink, appearing to be 'A. Brown'.

Alexander Brown

Chair, Toronto District School Board



Chair
Alexander Brown
Ward 12, Willowdale

September 10, 2020

Ms. Brenda Patterson,
Chair
Toronto Lands Corporation
60 St. Clair Avenue East, Suite 201
Toronto, ON M4T 1N5

Dear Ms. Patterson:

This letter is to confirm, effective September 8, 2020, I, Chair Alexander Brown have resigned from my position as a Director on the Toronto Lands Corporation Board.

A replacement will be chosen at our next Board meeting on September 23, 2020 and Toronto Lands Corporation will be notified of the replacement following this meeting.

Sincerely,

Alexander Brown
Chair, Toronto District School Board

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Audit Committee
Report No. 52 (Part 2)

AC:053A
Monday, June 22, 2020
4 p.m.
Electronic Meeting

Members Present Trustees James Li (Chair), Michelle Aarts and Robin Pilkey

External Members Mark Hughes, Ian MacKay and Mary Preece

Regrets Trustee Christopher Mammoliti

Also Present: Trustees Trixie Doyle and Dan MacLean

Part A: Committee Recommendations

1. 2020 External Audit Service Plan Update [3909]

Considered by the Board on August 26, 2020.

2. Enterprise Risk Management Initiative: Status Update [3911]

The Committee considered a report from staff (see AC:053A, page 25), presenting a status update on the Ministry's Enterprise Risk Management directive.

Moved By Trustee Aarts

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS** that the report be received.

Carried

3. TDSB Internal Audit Department and Engagement Status Update [3912]

Considered by the Board on August 26, 2020.

4. Regional Internal Audit Team Engagement Status Update [3902]

Considered by the Board on August 26, 2020.

5. Accountants Report, March 31, 2020 [3908]

Considered by the Board on August 26, 2020.

6. Audit Committee O. Reg. 361/10 Requirements: Work Tracker [3913]

Considered by the Board on August 26, 2020.

Part B: Information Only

7. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Audit Committee was convened on Monday, June 22, 2020 from 4 to 6:57 p.m., with James Li presiding.

Part B matters were received by the Board on August 26, 2020.

Part C: Ongoing Matters

Part C matters were received by the Board on August 26, 2020.

Submitted by: Trustee James Li, Chair



Audit Committee

Report No. 53

AC:054A
Monday, September 21, 2020
4 p.m.
Electronic Meeting

Members Present Trustees James Li (Chair), Michelle Aarts, Christopher Mammoliti and Robin Pilkey

External Members Mark Hughes, Ian MacKay and Mary Preece

Also Present: Trustees Alexander Brown and Trixie Doyle

Part A: Committee Recommendations

1. Annual Audit Committee Report to the Board of Trustees and Ministry of Education as per Ontario Regulation 361/10 and Committee Self-Assessment [3929]

The Committee considered a report from staff (see AC:054A, page 7), presenting a report to the Ministry on work performed by the RIAT, a summary of the committee's activities and a self-assessment.

Moved By Trustee Aarts

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS** that the report be received.

Carried

2. Annual Educational Partnerships Update [3951]

The Committee considered a report from staff (see AC:054A, page 25), presenting information on all fee for service educational programming partnerships earning more than \$50,000.

Moved By Trustee Pilkey

Seconded By Trustee Aarts

The Audit Committee **RECOMMENDS** that the report be received.

Carried

3. External Audit Committee Member: Recruitment [3954]

The Committee considered a report from staff (see AC:054A, page 45), presenting information on the recruitment process for an external member of the Audit Committee following the expiration of the term of one external member.

Moved By Mary Preece

Seconded By Trustee Aarts

The Audit Committee **RECOMMENDS** with the expiration of an external member's term on the Audit Committee, the Board approve the recruitment of an external member to the Audit Committee for a three-year term beginning 31 January 2021.

Carried

4. Annual Compliance Program Update [3950]

The Committee considered a report from staff (see AC:054A, page 47), presenting an update on the compliance program.

Moved By Ian MacKay

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS**:

(a) That the report be received;

(b) That training provided by the Ministry of Education, Ministry of Health and Toronto Public Health for COVID-19 be provided to appropriate staff and compliance of staff training be reported and enforced.

Carried

5. Annual Whistleblower Update [3953]

The Committee considered a report from staff (see AC:054A, page 65), presenting information on the whistleblower program.

Moved By Ian MacKay

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS** that the report be received.

Carried

6. Internal Audit Department and Engagement Status Update [3947]

The Committee considered a report from staff (see AC:054A, page 111), presenting an update on department projects for the fiscal year as of September 2020.

Moved By Ian MacKay

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS** that the report be received.

Carried

7. Regional Internal Audit Team Engagement and Status Update [3940]

The Committee heard an update from staff (see AC:054A, page 125) presenting status updates on scheduled engagements and follow-up reports as of September 2020.

Moved By Mary Preece

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS** that the report be received.

Carried

8. Audit Committee O. Reg. 361/10 Requirements: Work Tracker [3948]

The Committee considered a report from staff (see AC:054A, page 129), presenting the work tracker checklist of the O. Reg. 361/10 requirements to assist with the planning of Audit Committee activities and meeting agendas.

Moved By Ian MacKay

Seconded By Mark Hughes

The Audit Committee **RECOMMENDS** that the report be received.

Carried

Part B: Information Only

9. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Audit Committee was convened on Monday, September 21, 2020 from 4:08 to 7:04 p.m., with James Li presiding.

10. Audit Committee Chair Election

With the permission of the meeting and on motion of Trustee Aarts, seconded by Mark Hughes, the matter was added to the agenda and discussed.

On motion of Trustee Pilkey, seconded by Ian Mackay, the Committee decided that Trustee James Li would remain as Chair of the Audit Committee until the Organizational Meeting of the Board on November 16, 2020.

11. Approval of the Agenda

On motion of Trustee Pilkey, seconded by Mark Hughes, the agenda was approved.

12. Declarations of Possible Conflict of Interest

No matters to report

13. Approval of Meeting Minutes of June 22, 2020

On motion of Ian MacKay, seconded by Mary Preece, the Audit Committee approved the minutes of June 22, 2020.

14. Delegations

No matters to report

15. Adjournment

On motion of Trustee Aarts, seconded by Mary Preece, the meeting adjourned at 7:04 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Trustee James Li, Chair

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Committee of the Whole (Special Meeting)

Report No. 25

CW:26A

Wednesday, September 9, 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, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong and Student Trustees Mays Abusaifan and Firdaus Shallo

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

Part A: Committee Recommendations

No matters to report

Part B: Information Only

1. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Committee of the Whole was convened on Wednesday, September 9, 2020 from 4:30 p.m. to 9:03 p.m. with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

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

re Returning to School

1. Susan Fletcher, Community Use of Schools Community Advisory Committee, Member

re School Use Permits

1. Alan Hrabinski, Community Use of Schools Community Advisory Committee Member

4. Returning to School: Safely Reopening the TDSB

The Committee heard a presentation from staff (see page 4) on the safe return to school.

5. Recess

The Committee recessed at 6:31 p.m. and reconvened at 8:56 p.m. at which time the meeting resolved into private to consider matters on the private agenda of the Committee of the Whole.

6. Adjournment

On motion of Trustee Moise, seconded by Trustee Nunziata, the meeting adjourned at 9:03 p.m.

Alexander Brown
Chair

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Returning to School

Safely Reopening the TDSB

Committee of the Whole
September 9, 2020



Agenda

- Registration Response Rates
- Projected Elementary Class Sizes
- Reorganization Process
- Virtual School
- Technology
- Extended Day Program
- Staggered Starts
- Screening Process
- Federal Funding
- High Impact Schools
- Space Needs
- Mask Guidelines
- PPE



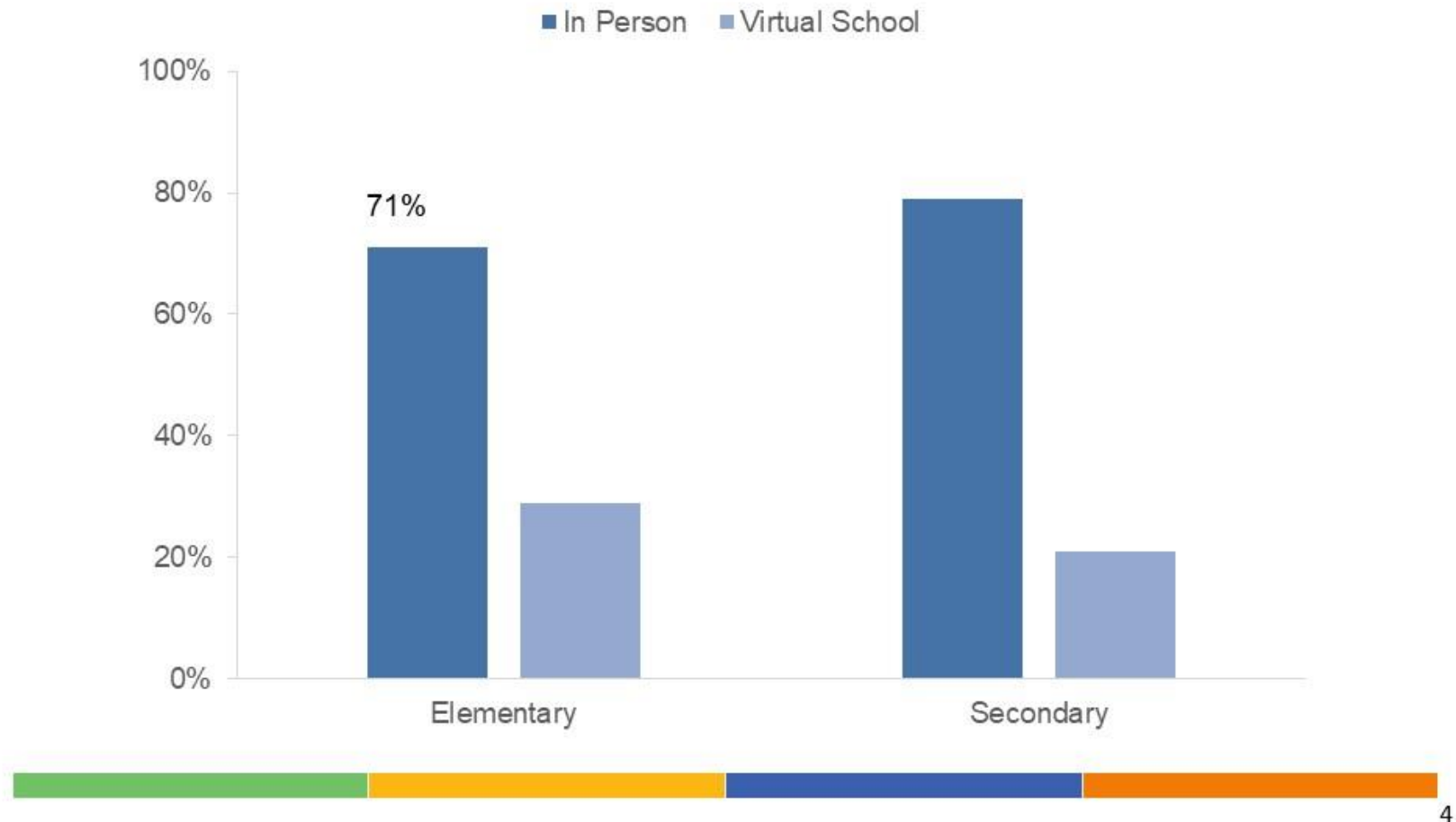
Registration Response Rates

- In total, parents/guardians for 89% (218,025) of TDSB elementary and secondary students responded to the online registration, School Messenger phone call or follow-up contact by the home school.
- There were 29,558 non-respondents.
- Schools have been following up with parents/guardians and adult learners who did not respond to the online/phone registration methods.

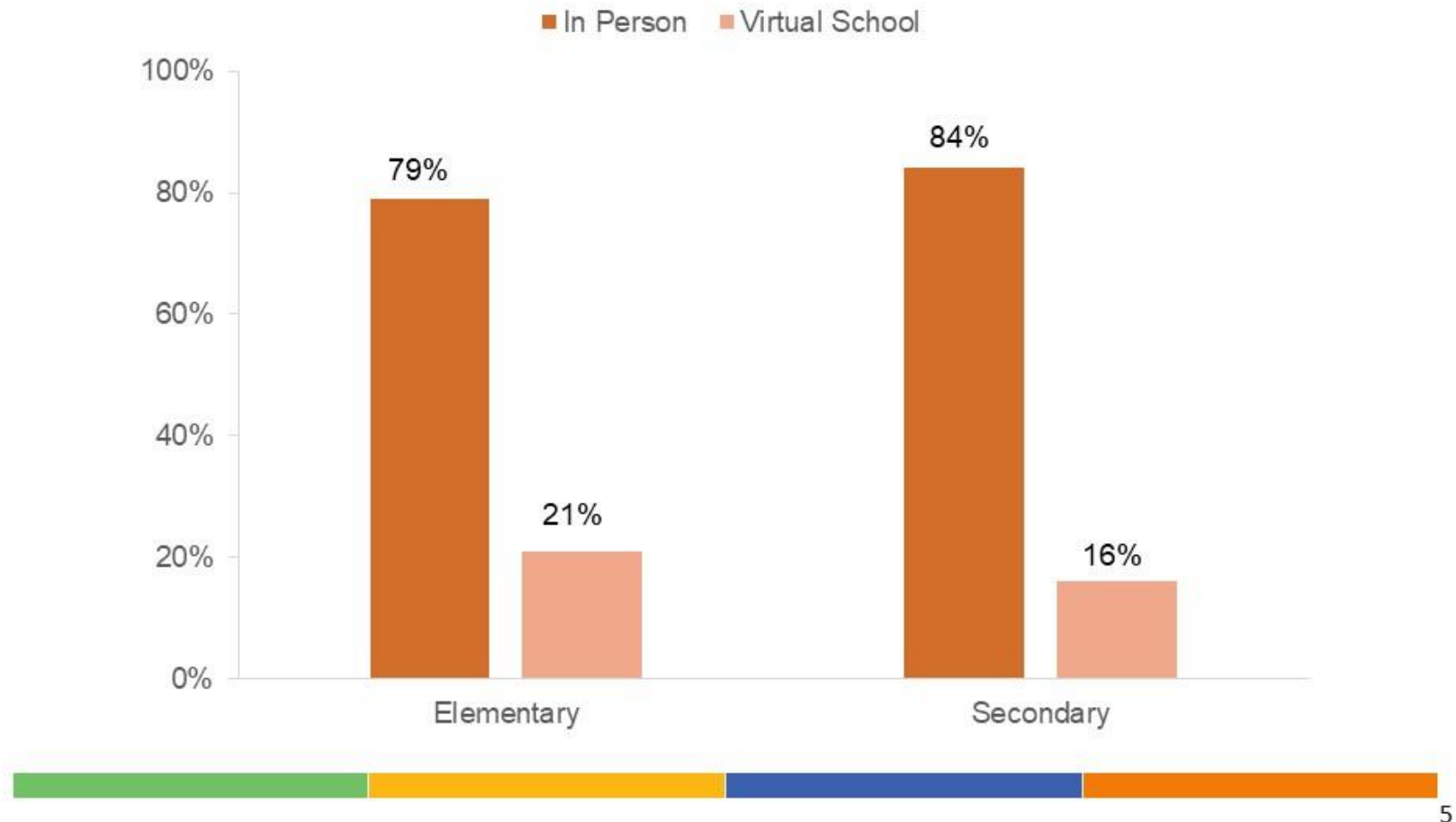


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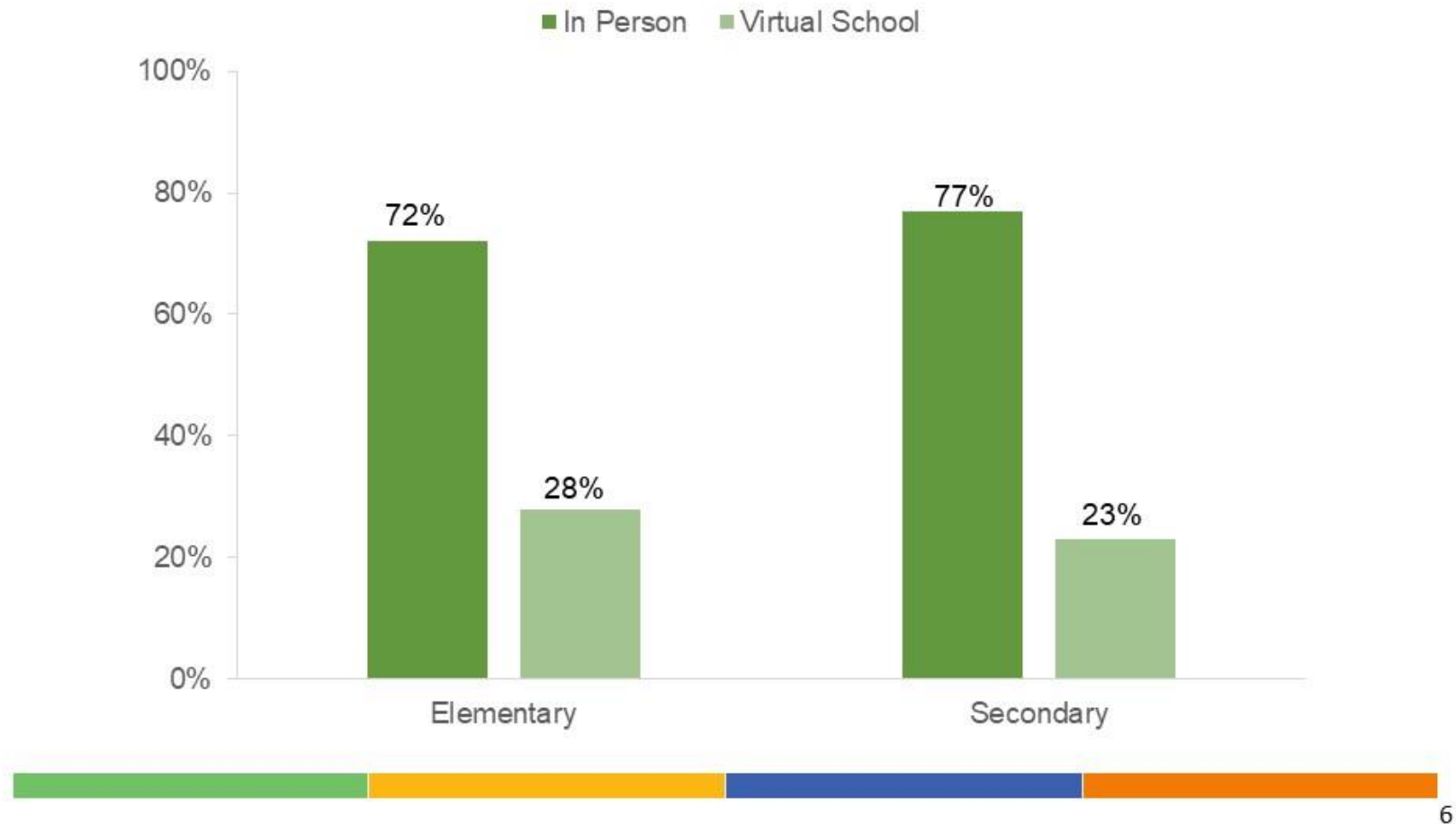
Registration Results by Panel



Registration Results for French Immersion and Extended French Students



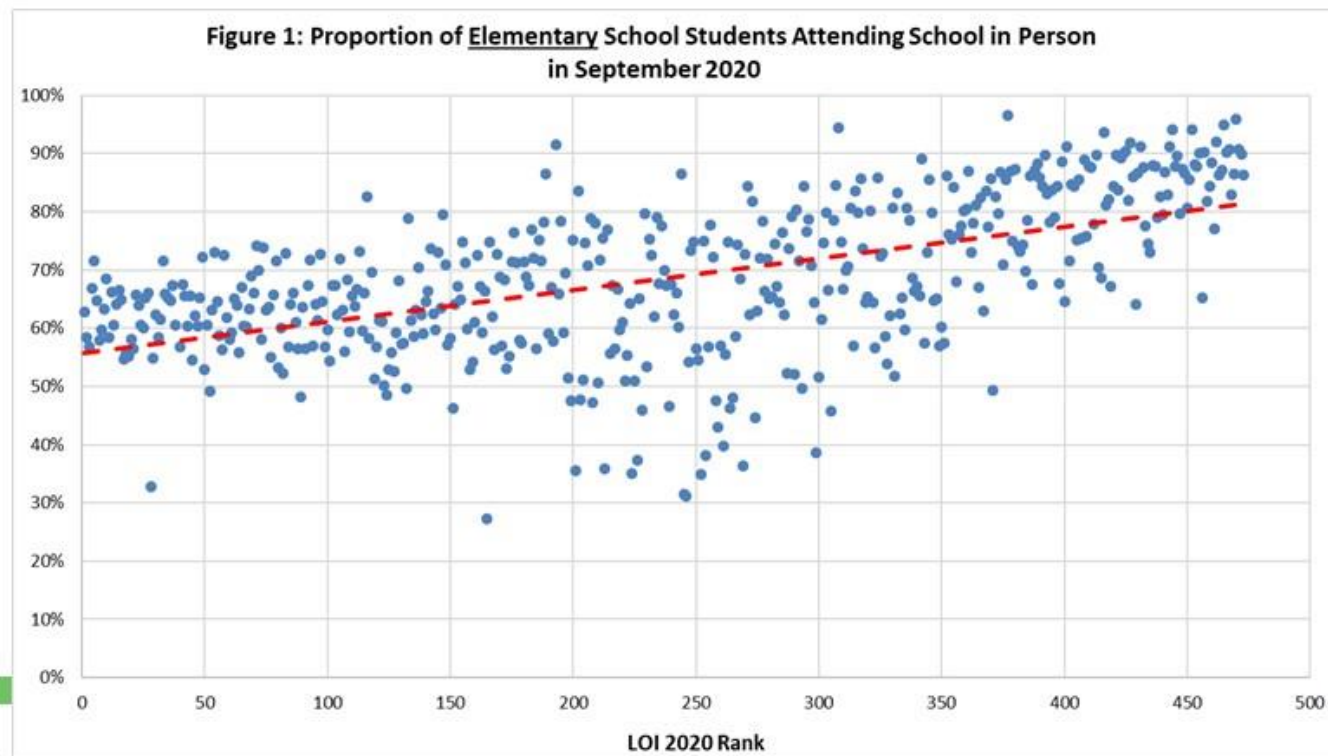
Registration Results for Special Education Students



Registration Results by School LOI

Elementary (K-8)

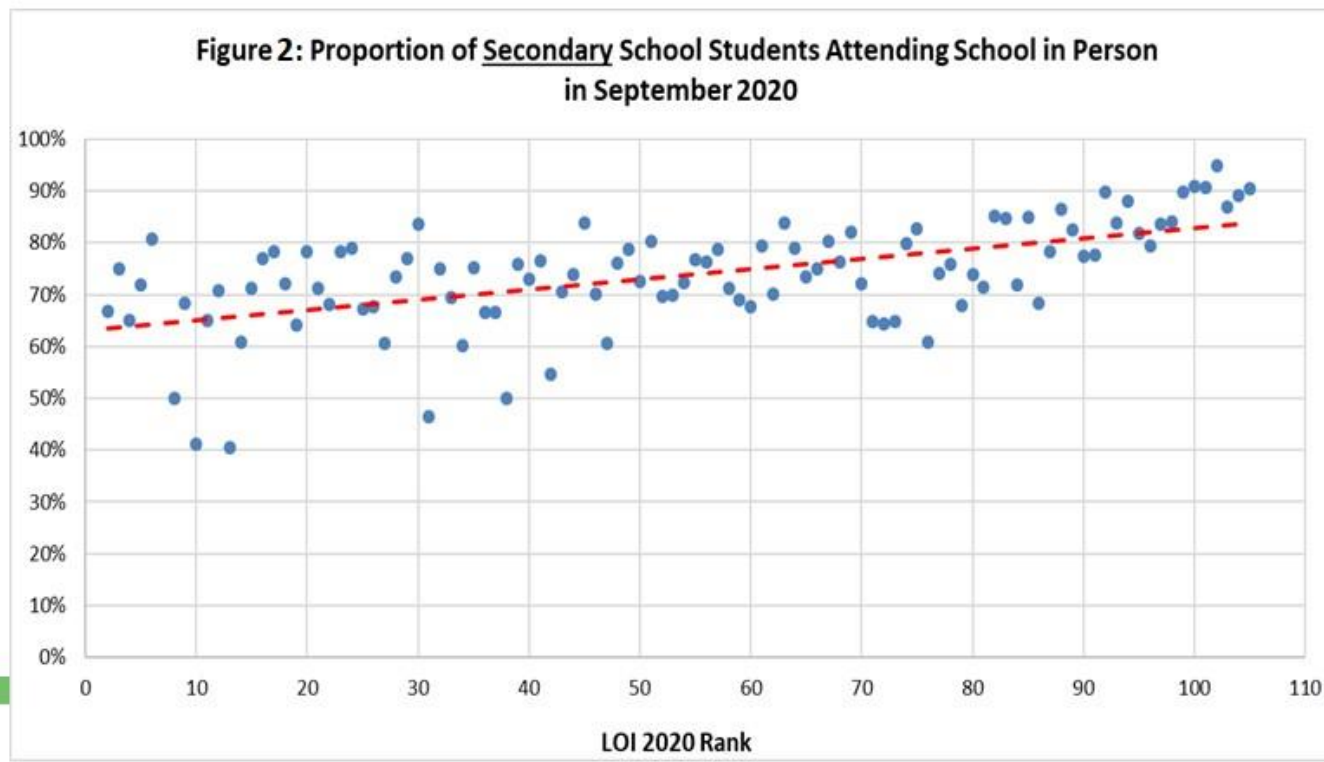
- Figure 1 shows that among schools with the greatest level of external challenges (i.e., lower LOI rank), there are smaller proportions of students attending in person.



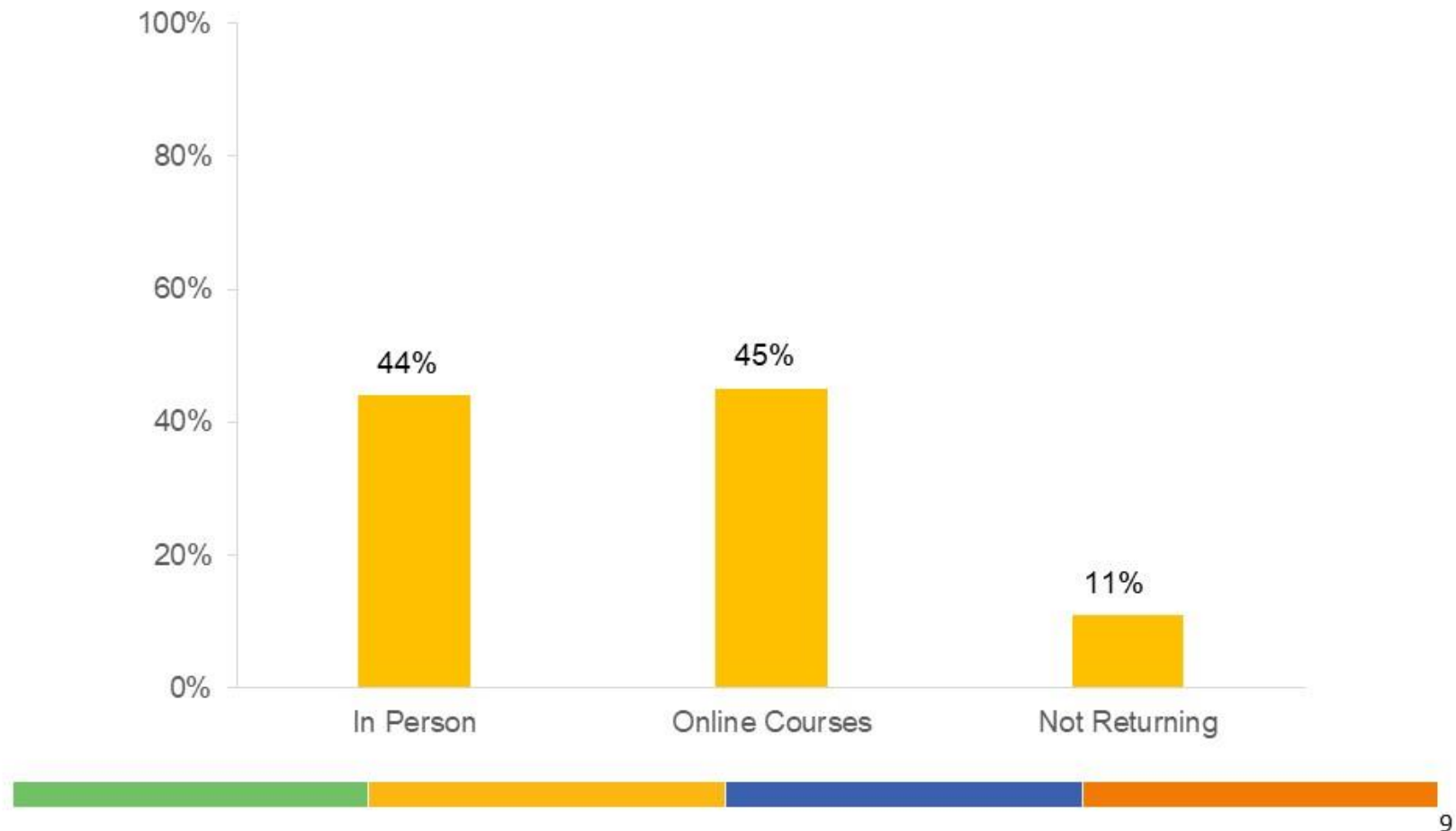
Registration Results by School LOI

Secondary (9-12)

- Figure 2 shows that among schools with the greatest level of external challenges (i.e., lower LOI rank), there are smaller proportions of students attending in person.



Registration Results for Adult Learners



Projected Elementary Class Sizes

Updated Final Allocation Model and Projected Averages									
		Class Caps							
		JK/SK	Grades 1 to 3	Grade 4 to 8					
Virtual School		29	20	35					
TPH Priority Schools		15	20	20					
All Other Schools		24	20	27					
	Averages								
	Regular Program			French Immersion			Extended	Late	Spec Ed Gifted
	Jk/SK	Grade 1 to 3	Grade 4 to 8	Jk/SK	Grade 1 to 3	Grade 4 to 8	Grades 4 to 8	Grades 4 to 8	
Virtual School	28.9	20.0	34.9	26.7	19.6	33.2	33.7	26.1	23.3
TPH Priority Schools	13.3	17.6	18.2	11.4	16.3	17.2	15.7	-	22.3
All Other Schools	19.9	17.6	23.7	18.7	17.9	23.6	22.6	21.4	20.9

Re-Organization Process School-Based Teacher Allocations

- Results from the student survey were used to adjust the projected enrolment for each school in the system.
 - Survey results were applied on a school-by-school basis as opposed to using system averages being applied to each school
- Projected enrolments became the basis for adjusting staff allocations
 - In the elementary panel, the class size guidelines for TPH priority schools, all other schools and virtual school were used to generate staff allocations for regular classroom allocations in each school by division (i.e. JK/SK, Grades 1-3 and Grades 4-8)
 - In the secondary panel, class size caps under the Collective Agreement were used to generate regular classroom allocations in each school
- Same approach used to calculate staff allocations in Virtual School



Re-Organization Process School-Based Teacher Staffing

- Consulted with both teacher Unions regarding the redeployment of teachers.
- Priority given to teachers requesting and requiring accommodations where assignment to the Virtual School addresses their needs.
- Surveyed all teachers regarding interest in teaching in the Virtual School and preferences for teaching assignments are being considered .
- In-school staffing committees are finalizing new staffing models and identifying staff who may still not have an assignment at the school due to allocation changes and vacancies resulting from increases in staff allocation to the school.
- Central staffing processes will enable teachers without an assignment to be placed and vacancies to be filled. There will not be any teachers without an assignment at the end of this process.
- Where a vacancy is not filled after central staffing processes are completed, a Long Term Occasional Teacher will be hired to fill such vacancies as per direction from the Ministry of Education.

TDSB Virtual School

Virtual School	Enrolment as of September 7, 2020
VS Elementary LC1	10,917
VS Elementary LC2	14,251
VS Elementary LC3	16,088
VS Elementary LC4	9,258
TOTAL elementary	50,541
VS Secondary	16,091
GRAND TOTAL	66,605 students

Virtual School will have a staff of:

- Over 2,200 teachers for Elementary
- Over 770 teachers for Secondary

Projected leadership allocation will include:

- One Elementary and one Secondary Superintendent
- 14 Elementary Principals and 4 Vice-Principals
- 4 Secondary Principals and 8 Vice-Principals
- 2 Principals of Special Education



TDSB Virtual School

- All curriculum – in both Virtual School and In-Person school – is based on the Ontario Curriculum.
- Delivery of the curriculum will be through the Digital Learning Platform Brightspace.
- Accommodations will be provided to students with an Individual Education Plan (IEP). English Language Learners will be supported based on the English Language Acquisition Continuum (STEP Continuum).
- Students will remain members of their home school community and while the day to day classroom experience is handled by the Virtual School, there are still connections to their home school that will provide some consistency.



Technology

We have distributed close to 60,000 devices to TDSB families in the spring time.

- 9,400 of the devices are currently with secondary students who have opted to go back to school in person.
- 30,000 devices are with elementary students who have also opted to go back to school in person.

Virtual School:

- 19,000 devices are currently with students who have opted for the Virtual School. (15,000 with elementary students and 4,000 with secondary students)

Technology Needs:

- Potential need for the Virtual School students
- Potential need to support synchronous learning for in school secondary students.





Extended Day Program

- TDSB's directly operated Extended Day Programs offer before- and after-school programming for students in JK to Grade 6 in 18 elementary schools.
- Staff are currently in the process of confirming enrolments for each site and communicating updated policies to families, as required by Toronto Public Health and the Ministry of Education.
- TDSB has a cost recovery mandate for EDP however recognizes how important these programs are for families.
- At this time, it is difficult to predict if all 18 sites will receive a sufficient numbers of registrations to be considered viable.



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Staggered Start for Elementary

 					
DATE	KINDERGARTEN TO GRADE 5 SCHOOLS	KINDERGARTEN TO GRADE 6 SCHOOLS	KINDERGARTEN TO GRADE 8 SCHOOLS	GRADE 6-7-8 SCHOOLS	GRADE 7-8 SCHOOLS
TUESDAY, SEPTEMBER 15	<ul style="list-style-type: none"> • SENIOR KINDERGARTEN • GRADE 5 • ALL ISP CLASSES 	<ul style="list-style-type: none"> • SENIOR KINDERGARTEN • GRADE 6 • ALL ISP CLASSES 	<ul style="list-style-type: none"> • SENIOR KINDERGARTEN • GRADES 4 AND 8 • ALL ISP CLASSES 	<ul style="list-style-type: none"> • GRADE 6 • ALL ISP CLASSES 	<ul style="list-style-type: none"> • GRADE 7 • ALL ISP CLASSES
WEDNESDAY, SEPTEMBER 16	<ul style="list-style-type: none"> • JUNIOR KINDERGARTEN • GRADE 1 • GRADE 4 	<ul style="list-style-type: none"> • JUNIOR KINDERGARTEN • GRADE 1 • GRADE 5 	<ul style="list-style-type: none"> • JUNIOR KINDERGARTEN • GRADE 1 • GRADE 7 	<ul style="list-style-type: none"> • GRADE 7 	<ul style="list-style-type: none"> • GRADE 8
THURSDAY, SEPTEMBER 17	<ul style="list-style-type: none"> • GRADE 2 • GRADE 3 	<ul style="list-style-type: none"> • GRADE 2 • GRADE 3 • GRADE 4 	<ul style="list-style-type: none"> • GRADE 2 • GRADE 3 • GRADE 5 • GRADE 6 	<ul style="list-style-type: none"> • GRADE 8 	

For both in-person and virtual school



Start Dates for Secondary

- Given the complexities of the staffing and timetable process, we have adjusted the start dates of secondary school, in-person and virtual, as follows:
- **Tuesday, September 15:** Students attending Special Education Congregated Sites and students attending Intensive Support Programs (Developmentally Delayed) in secondary schools and follow a semester program.
- **Thursday, September 17:**
 - All other secondary programs begin.
 - Students attending Intensive Support Programs (Autism, PH, MID, LD, and Gifted) where they are integrated into classes and follow the quadmester schedule.



Screening Process

- Before leaving home in the morning, all TDSB staff and students must conduct a mandatory self-assessment to determine whether or not they should be coming to work/school, based on their health and exposure risk to COVID-19.
- For the first two to four weeks of the 2020-21 school year, **a verification of a self-assessment** for each student, staff member and visitor is to be completed at the school, based on direction from Toronto Public Health.
- A self-assessment for students can be verified two ways:
 - A parent/guardian signing the **TDSB Health Pass** daily and the student showing it to staff at the entry door.
 - A parent/guardian completing the assessment on the **TDSB Health Screening App**, which generates a QR code that a student can scan at the entry door (if they have a mobile device) or the student can provide their name to a staff member who can verify their entry status.

Screening Process

- If a student does not have a verification to show a self-assessment was completed:
- **Elementary students** will be asked if they are feeling well:
 - If the answer is yes, they will be allowed to go into the classroom with a mask/face covering on and maintaining physical distancing, the staff member at the door will note their name and the parent/guardian will be contacted to conduct the full assessment by phone.
 - If they say no, they will be sent to the Wellness Room and the parent/guardian will be contacted.
- **Secondary students** will conduct a self-assessment on site and can sign the TDSB Health Pass at the screening station.



ServiceNow Health Screening App

- To expedite entry into the school, students and staff can provide verification of their self-assessment using the TDSB Health Screening App and obtaining a QR code.
- The verification is live for 24 hours but families can screen for each day starting at any point after midnight for the next school day.
- Any student with a mobile device can show the corresponding QR code, which confirms that they have completed the self-assessment, allowing them to immediately enter the school.
- Information from those who used the TDSB Health Screening App to conduct the self-assessment will be available to school staff on a database, prior to students entering the building. Each school will use an iPad or SmartPhone (for each entry door) to access the NOW MOBILE App to the Screening Station Option which automatically links to the school's student and staff data.



Federal Funding

Funding	Amount	Notes
Additional Teachers	\$6.5M	This funding will support approximately 60 additional teachers. These teachers will be deployed to school where class pressures are experienced
School Reopening Emerging Issues	\$10.1M	Used to support teacher staffing for both in-schools and virtual classes. Purchase of technology Supervision
Transportation	\$1.5M	Overtime and cleaning of buses
Remote Learning	\$3.7M	Support the administrative staff of the virtual schools
Special Education and Mental Health	\$0.7M	Support the deployment of staff to assist with assessments

Staff are also forecasting an additional \$15M in funding to be provided in January from the federal grants, which will be utilized now to support additional staff in schools.



Additional High Impact Schools

- Criteria used to select 13 additional schools to be included in high impact areas
 - Schools previously in Q5 by TPH that have some of the following issues identified:
 - Large number of students attending the school that reside in higher risk areas
 - Larger enrolments
 - Physical characteristics of classrooms
 - Ranking on TDSB's Learning Opportunities Index



Additional High Impact Schools

<u>School</u>	<u>Ward</u>
Westmount JS	2
Amesbury MS	6
Gracefield PS	6
Queen Victoria PS	7
Joyce PS	8
Lawrence Heights MS	8
Rose Avenue Jr PS	10
Lord Dufferin Jr & Sr PS	10
Pineway PS	13
Ben Heppner Vocal Music Academy	19
George B Little PS	19
Heather Heights Jr PS	19
Military Trail PS	19



Update on Space Needs

- Using the Registration Results and the Teaching Staff Allocation, Planning staff have worked with Superintendents and Principals to develop space plans for those elementary schools anticipated to be full.
- Schools will be fully utilizing all space in their buildings for classes such as:
 - Gyms
 - Libraries
 - Lunchrooms
 - Cafeterias
 - Specialty rooms (e.g. music room)
 - Classroom-sized staffrooms (staffroom moved to another space in the building)
 - Classroom-sized Home School Program rooms (HSP moved to another space in the building)
- As a result of the number of students choosing to attend the Virtual School, there are no elementary schools that require satellite sites for the start of the school year.



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Update on Space Needs

- If 100% of students choose to attend school in-person at a transition point, the following elementary schools will require satellite sites:
 - Arbor Glen PS – Ward 13
 - Downsview PS – Ward 5
 - Fraser Mustard ELA – Ward 11
 - Grenoble PS – Ward 14
 - Gulfstream PS – Ward 4
 - Lamberton PS – Ward 4
 - O'Connor PS – Ward 16
 - Pelmo Park PS – Ward 6
 - Rose Avenue Jr PS – Ward 10
 - Thorncliffe Park PS – Ward 11
 - Valley Park MS – Ward 14
 - Valleyfield JS – Ward 2
- Planning Staff are confirming satellite sites this week with Superintendents and Principals.
- A communication plan is being developed to notify affected parents of the potential satellite sites.



Mask Guidelines

Section	Contents
Mask Use, Supply and Care	<ul style="list-style-type: none"> • Mask breaks • Types of masks and mask alternatives • Proper use of masks
Working and Learning at TDSB	<ul style="list-style-type: none"> • Mask requirements for individuals on TDSB property and/or using student transportation
Exemptions from Mask Wearing	<ul style="list-style-type: none"> • Recognized exemptions • Process for requesting exemptions • Process for responding to individuals who can wear a mask, but choose not to (i.e. no recognized exemption applies)
Balancing Rights and Risks	<ul style="list-style-type: none"> • Balance between individual human rights and safe work environment • Process for responding to exemptions requested at school entrances
Quick Guides (Staff/Students)	<ul style="list-style-type: none"> • Quick reference guides that outline when masks are required

PPE and Cleaning Supplies Shipment Update

Masks and Face Coverings:

- Non-medical masks for students to all bus carrier locations
- An initial shipment of disposable medical masks and non-medical masks – 1 case (2,000 masks)
- A second shipment of disposable medical masks and non-medical masks – 1 case (2,000 masks)
- A third shipment of disposable medical masks for staff (supplementary shipment to schools with larger staff FTE counts)
- Face shields for staff use based on staff FTE
- PPE for Caretaking staff



PPE and Cleaning Supplies Shipment Update

- Deliveries of students' reusable cloth face coverings (quantities based on school enrolment) to all schools will be completed by the afternoon of Sept 9.
- Expect staff medical masks from Ministry on Sept 8 or 9, then TDSB will deliver 1 case (1,200 masks) to each school by end of day Sept 10.
- Additional non-medical disposable masks will be shipped to schools for student use.
- Disinfectant spray (1 case per school with 12 X 1L bottles) and paper towels (at least one case for every two classrooms) will be delivered directly from TDSB approved vendors to all schools starting this week and into next week



PPE and Cleaning Supplies Shipment Update

- Hand sanitizer delivered: 4 cases (1 litre size, total of 24 bottles) for secondary schools and 2 cases (1 litre size, total of 12 bottles) for elementary schools
- Second shipment of hand sanitizer delivery in progress: 10 cases (1 litre size, total of 60 bottles) for secondary schools and 5 cases (1 litre size, total of 30 bottles) for elementary schools
- Reusable gloves for Kindergarten – Grade 3 (to assist in cleaning manipulatives)
- Isolation Kits (1 kit per school, for Wellness Room)
- Elementary office start-up kits (medical masks, face shields, hand sanitizer, wipes)
- Secondary office start-up kits (medical masks, face shields, hand sanitizer, wipes)
- Liquid hand soap for classrooms with sinks and all washrooms



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Committee of the Whole

Report No. 26

CW: 28A
Wednesday, September 16, 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, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

Alexandra Lulka

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

PART A: Committee Recommendations

1. Extension of Term of Toronto Lands Corporation Citizen Directors

The Committee considered correspondence from Chair of the Toronto Lands Corporation (see CW:028A, page 1) presenting a request for ratification of the extension of the term Michael Fenn and Steven Zakem as citizen directors TLC Board.

Moved By: Trustee Aarts

Seconded By: Trustee Doyle

The Committee of the Whole **RECOMMENDS** that the term of Michael Fenn and Steven Zakem as (Citizen) Directors on the Toronto Lands Corporation be extended from March 1, 2021 to June 30, 2021.

Carried

2. Former Christie Cookie Factory Property, 2150 Lake Shore Boulevard West: Potential Elementary School Site

The Committee considered a report from the Toronto Lands Corporation (see CW:028A, page 3) presenting information on an identified opportunity that meets the future accommodation needs of the Board.

Moved By: Trustee Doyle

Seconded By: Trustee Nunziata

The Committee of the Whole **RECOMMENDS:**

- (a) **That the Toronto Lands Corporation be authorized to enter into negotiations with First Capital to enter into a non-binding memorandum of understanding to secure strata, non-condominium title ownership of the podium and any other necessary and/or complementary elements of a future elementary school situated in Phase III of the new development on the lands municipally known as 2150 Lakeshore Boulevard West, in a form and content satisfactory to its legal counsel;**
- (b) **That the Toronto Lands Corporation report back within one year on the status of negotiations.**

Carried

3. Director Search Committee: Director of Education Search Criteria

The Committee considered correspondence from the Director Search Committee (see CW:028A, page 15 and attached) presenting search criteria for a permanent Director of Education.

Moved By: Trustee Wong

Seconded By: Trustee Rajakulasingam

The Committee of the Whole **RECOMMENDS** that the search criteria for the Director of Education, as established by the Director Search Committee be approved with the following amendment:

Whereas, the mission statement of the TDSB is “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”; and

Whereas, the first goal of the Multi-Year Strategic Plan is to “transform student learning”;

Therefore, be it resolved:

That the criteria for career experience and accomplishments be reordered as follows:

- i. **retain the first criteria as it currently is listed (Demonstrated and “meaningful” leadership and track record in equity, diversity, inclusion and**

anti-black racism, anti-oppression programs, indigenous education, LGBTQ and related policies, and initiatives),

- ii. **move the following criteria to number 2: Professional knowledge and demonstrated leadership/respect in academic instruction and achievement; (K-12, or possibly at the college system level); “global mindset” with the vision and expertise to oversee transformation of all forms/models of learning innovation and instruction (including remote/digital/e-learning, out-door learning etc).**

Carried

The amendment was added on motion of Trustee Li, seconded by Trustee Chernos Lin.

At the Committee meeting, on amendment of Trustee Laskin, seconded by Trustee Doyle, “in the upcoming Director’s Search Committee meeting” was deleted after “be reordered”.

Also at the Committee meeting, an amendment from Trustee Story, seconded by Trustee Moise to delete “or possibly at the college system level” from the criteria regarding professional knowledge was defeated.

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 Wednesday, September 16, 2020 from 4:30 p.m. to 10:50 p.m. with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

The following written delegations were heard in accordance with the Board’s delegation procedure:

re Returning to School

- 1. William Pham, Student Earl Haig Secondary School

re Director Search Committee Director of Education Search Criteria

- 2. Justin Kong, Executive Director Chinese Canadian National Council Toronto Chapter
- 3. Dudley Paul
- 4. Alexis Dawson

5. Anna Kay Brown, Jane & Finch Education Action Group
6. Warren Salmon, ONABSE
7. Sudz Sutherland, Parent Winona Senior Public School
8. Paula Butler, Bluffers for Racial Justice
9. Beyhan Farhadi
10. Darshika Selvasivam

4. Ontario Public School Boards' Association Director's Report

The Committee heard an oral update from Trustee Donaldson on the Ontario Public School Boards' Association, including:

- The Annual General Meeting for 2020 will take place via Zoom on September 26th where regional elections will take place
- Trustees Donaldson, Laskin and Sriskandarajah will attend the Annual General Meeting.
- Trustee Aarts is running to represent Central East on the Education Program Work Team and Trustee Laskin is running to represent Central East on the Policy Work Team.
- Trustee Donaldson also provided the report from TDSB to Central East for OPSBA Regional reports.

5. Back to School Plans Update

The Committee heard an oral update from staff regarding back to school plans.

Virtual School

- Enrolment of over 77,000 students, equivalent to the 7th largest school board in the province. Enrolment continued to grow throughout the first week of September and staff have been working to accommodate all students. K-12 virtual schools will have similar staff complements to regular schools. Emails were sent in the afternoon of September 16th inviting parents and students. Teachers were welcomed by email in the evening of September 16th. Students are to begin learning on September 22nd. While programs such as ESL and IB are being implemented as classes are offered, the programs cannot be directly replicated in a virtual environment.

Adult Day School

- 45% of Adult Day School learners opted to learn virtually and 44% opted to learn in-person. Unlike the secondary school model, Adult Day Schools operate on a six-day schedule and students can take up to three classes at a time. The quadmester dates as of now remain for the school year.

Health Screening App

- Over 14,000 staff members and over 13,000 students used the app on September 16th and usage increases each day.

Synchronous/Live interactive Learning

- The TDSB is aligned with expectations outlined by the Ministry of Education in Policy/Program Memorandum No. 164. Parents will be given the option to limit screen exposure and the amount of time their child can be in front of a webcam/camera during a synchronous learning period. The exemption option does not apply to expectations of the curriculum.

COVID-19 In Schools

- The TDSB website will be updated on a regular basis as new information is received. The website will be advertised on social media. The website will provide updates on confirmed active cases.

6. Adjournment

On motion of Trustee Doyle, seconded by Trustee Smith, the meeting adjourned at 10:50 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair

Director of Education – Toronto District School Board

Search Criteria - September 10, 2020

The sections for the Search Criteria are:

1. Role Opportunity
2. Role Priorities
3. Career Experience & Accomplishments
4. Education & Professional Development
5. Leadership Attributes & Personal Values

Role Opportunity:

Key Role Attractors Include the Following:

Evolve, implement, and lead learning innovation
Serve a diverse and complex school board and city
Working with multiple stakeholders and people in the community
Lead a complex/large public multi-educational institution/platform (K12 and Adult programs)
Oversee a large workforce/budget, multiple facilities

1. Role Priorities:

Top Priorities for the Director of Education – First 18 months (in no order):

Continue to lead the Board through its Covid-19 planning and safe return to school.
Continue to lead effectively to achieve greater equity within in the Board; build on the Board's focus on inclusion, equity and anti-black racism; demonstrate a deep commitment to unpacking race, gender identity, ability and socioeconomically diverse communities and ability to apply an intersectional framework in relation to the multiple sources of oppression; leading to systemic change to combat racism and discrimination.
Continue to ensure academic excellence, transformation and achievement by our students through the implementation of effective educational and learning practices, including the evolution of remote learning pedagogy (e.g., distance education/digital/e-learning, outdoor education etc.), as well as a commitment to support all students with special education needs.
Continue to oversee, update, maintain momentum, and implement the Multi-Year Strategic Plan (MYSP) including the "Vision for Learning" plan.
Maintain and improve the public's confidence and trust in the Board; build, positive relationships and engagement with parents and community partners.
Maintain/develop TDSB shared leadership approach, the Leadership Capacity Plan and prioritizing staff succession planning and morale.
Implement the new internal and external communications strategy.
Lead research in the service of evidence-based decision-making.

2. Career Experience & Accomplishments:

The ideal candidate for the Director of Education should possess the following experience and background (Top 7 are in order of priority):

Demonstrated and “meaningful” leadership and track-record in equity, diversity, inclusion and anti-Black racism, anti-oppression programs, Indigenous education, LGBTQ and related policies, and initiatives.
Engaging, building, and maintaining relationships/partnerships with multiple and diverse community members, parents, students, trustees, staff, unions/federations and government.
Leading a complex organization, multiple employees, and staff at all levels.
Demonstrated commitment to continuous improvement, service excellence, strategic planning and moving complex projects forward.
Serving the needs of children and youth in ensuring their mental and physical well-being.
Professional knowledge and demonstrated leadership/respect in academic instruction and achievement; (public K-12, or possibly at the college system level); “global mindset” with the vision and expertise to oversee transformation of all forms/models of learning innovation and instruction including remote/digital/e-learning, outdoor education, etc.
An understanding and championing for disability-related issues especially in identifying and removing barriers for adults, children/youth education environments and the application of the Accessibility for Ontarians with Disabilities Act (AODA).

Additional important criteria that was provided from the stakeholder consultation:

Demonstrated experience with funding models for public education and/or a large publicly funded organization; advocating with governments at all levels for the needs of a strong public education system.
Demonstrated experience in administration, fiscal management/finance (understanding of capital and operating budgets), operations management including oversight of facilities.
Experience managing, motivating, engaging large staff/employee teams at all levels to success, implementing leadership development and succession planning programs; creating a positive/unifying work environment.
Focused orientation for utilizing data driven models and metrics for decision making/standards.
Direct experience in working in a similar large urban centre with a highly diverse population.
An orientation for implementing ideas and complex projects through completion.
Proven commitment to good governance, risk management, compliance and establishing, working with and maintaining positive relationships with an elected board or similar body.

An excellent communicator with the ability to engage at all levels with a holistic message that is clear, genuine and understood; knowledge of a second language or multi-lingual would be an asset.

3. Education and Professional Development:

- A minimum Master's level education and ideally post-graduate work, doctorate or similar and relevant certifications
- Demonstrated commitment to on-going learning and personal development
- Participation/leadership in public speaking and thought leadership

4. Leadership Attributes and Personal Values:

The Director of Education will embrace and be an advocate for the TDSB [Equity Leadership Competencies](https://www.tdsb.on.ca/About-Us/Equity/Equity-as-a-Leadership-Competency) (<https://www.tdsb.on.ca/About-Us/Equity/Equity-as-a-Leadership-Competency>)

The ideal candidate will also possess the following leadership attributes and personal values (in no order):

Building Trust/Transparency
Collaboration
Communication/Listening/Public Speaking
Empathy/Relationship Builder/Seeks Consensus
Intellectual Curiosity
Personal Integrity/Accountability
Political Acuity
Problem Solving/Inquisitive/Deals with Complexity
Resilience
Vision Builder/Strategic Orientation

Other:

Meets Ministry criteria in terms of qualifications as Supervisory Officer under the [Education Act](#)

and/or Minister's confirmation that the person to be appointed is eligible for the position

Link to [The Ontario Leadership Framework](#)



Finance, Budget and Enrolment Committee

Report No. 58

FBEC:061A

Tuesday, September 15, 2020

4:30 p.m.

Electronic Meeting

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

Regrets Trustee Alexandra Lulka

Also Present Trustees Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Dan MacLean, Patrick Nunziata, Robin Pilkey and Manna Wong.

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

Part A: Committee Recommendations

1. Contract Awards, Facilities [3945]

The Committee considered a report from staff (see FBEC:061A, page 1) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B

Moved by: Trustee Moise

Seconded by: Trustee Doyle

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

Carried

2. Contract Awards, Operations [3944]

The Committee a report from staff (see FBEC:061A, page 1) 13 presenting contract awards. The Committee received the contracts on Appendix A and approved the contract on Appendix B.

Moved by: Trustee Moise

Seconded by: Trustee Patel

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

Carried

3. Ontario Public School Boards' Association 2020-2021 Annual Membership Fee [3941]

The Committee considered a report from staff (see FBEC:061A, page 25) presenting an invoice for membership on the Ontario Public School Boards' Association for 2020-2021.

Moved by: Trustee Doyle

Seconded by: Trustee Moise

The Finance, Budget and Enrolment Committee **RECOMMENDS** that **payment in the amount of \$444,722.80, including HST, for the 2020-2021 membership in the Ontario School Boards' Association, be approved.**

Carried

4. Borrowing Resolutions to Meet Operating and Capital Expenditures [3942]

The Committee considered a report from staff (see FBEC:061A, page 33) presenting resolutions to authorize the borrowing of money to meet operational and capital expenditures.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

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

(a) That a borrowing facility in the amount of \$250 million in order to support daily operating requirements, be established through the

- Board's current financial institution, to be drawn down as required, for the period ending October 31, 2022;**
- (b) That a borrowing facility in the amount of \$250 million in order to support permanent improvements relating to capital priorities, school condition improvement, child care capital and other capital programs, as approved by the Ministry of Education, be established through the Board's current financial institution, to be drawn down as required, for the period ending October 31, 2022;**
- (c) That in accordance with Section 243 of the *Education Act*, the Secretary-Treasurer and Chair or Vice-chair of the Board be authorized to sign, on behalf of the Board, the short-term borrowing resolutions at (a) and (b), as presented in the report.**

Carried

Part B: For Information Only

5. Call to Order and Acknowledgement of Traditional Lands

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

6. Approval of the Agenda

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

7. Declarations of Possible Conflict of Interest

No matters to report

8. Delegations

No matters to report

9. Adjournment

On motion of Trustee Doyle, seconded by Trustee Patel, the meeting adjourned at 5:14 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

Written Notice of Motion for Consideration (Trustees Story and Aarts)

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

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Board on March 11, 2020 and is therefore submitted for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

Reconsideration of Previous Board Decision:

French-as-a-Second-Language Program Review: Phase-out of Extended French Programs

- A.** That the following Board decision of June 19, 2019, concerning, in particular, the timelines for the streamlining of entry points for French-as-a-Second Language programs, be reconsidered:

That the following recommendations on the findings of the French-as-a-Second-Language program review, as presented in the report, be approved:

... (i) That Intensive French-as-a-Second-Language programs be restructured leading to a single intensive French Immersion program model with two entry points (Junior Kindergarten and Grade 4), and that all other entry points be eliminated in the report, be approved....

Current Program and Enrolment Numbers	Final Entry Class Begins	Final Cohort Graduates Elementary Panel
Intermediate Extended French (Grade 7 Entry) 1,232 students – total overall enrolment	September 2020	June 2022
Cosburn MS (Intensive Extended Grade 6 Entry) 138 students – total overall enrolment	September 2020	June 2023

- B.** and if the above is approved (NOTE 15 votes are required as per Bylaw 5.15.27);

Whereas, the report to the Board of Trustees arising from the French Review and its associated recommendations, presented to the Committee of the Whole on

June 12, 2019 and received by the Board on June 19, 2019, were extensive, require sweeping changes, and yet left virtually no time for the public to contemplate or comment; and

Whereas, the Board has traditionally afforded communities long off-ramps to adjust, plan, and make family decisions around program changes, boundary changes, and other significant decisions that may influence the choices made in relation to their children's educational futures; and

Whereas, staff's desired timeline for the phase-out of the Gr. 7 Entry Extended French and Gr. 6 Intensive Extended French at Cosburn Middle School was part of the report received by the Board but not explicit in the recommendations adopted by Board, and

Whereas, the timelines currently being implemented unfairly exclude students currently in Grades 4 and 5 in the served areas (as of the 2019-2020 academic year), by removing from them the option of accessing any intensive French program and in particular Intermediate (Gr. 7 entry) Extended French, which many expected would still be available for them; and

Whereas, the timelines currently being implemented unfairly exclude students currently in Grade 4 (as of the 2019-2020 academic year), by removing from them the option of accessing the Gr. 6 Intensive Extended French program at Cosburn MS, which many expected would still be available for them; and

Whereas, this cohort of students is too old to access the kindergarten or Grade 4 entry points; and

Whereas, there is still an opportunity to extend the phase-out of Gr. 7 Entry Extended French programs, as well as the Cosburn MS Intensive Extended Gr. 6 French program, so as to eliminate this Grade 4 and 5 "gap;" and

Whereas, based on the current schedule for the phase-out of Junior Extended French cohort that began in September 2019, Extended French programs will continue in secondary until the end of the 2027-28 school year, the same graduation year as the 2019-20 Grade 4s, meaning that overall Extended French programming will not continue past June 2028;

Therefore, be it resolved:

That students currently in Grades 4 and 5 in the served catchment areas as of the 2019-2020 academic year, be afforded the same opportunity to apply to an existing Gr. 6 or 7 entry Extended French program through to graduation, that their predecessors in this program have had, thereby ensuring all grades have the ability to apply to an optional intensive French program in the TDSB, and that all Extended French programming still come to an end in 2027-2028.

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Written Notice of Motion (Trustees Laskin and Donaldson)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Finance, Budget and Enrolment Committee

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

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

Exemptions From P076, Community Planning and Partnerships to Allow for a Capital Improvement to the Former Vaughan Road Academy School Building at 529 Vaughan Road

Whereas, the Board makes decisions about partnerships through the approval of partnership agreements in the form of leases according to Policy 076, Community Planning and Partnerships; and

Whereas, in the fall of 2018, the Board voted to retain the school building at 529 Vaughan Road in its property portfolio as a “holding site” for public education for children and youth from other communities whose schools were in transition (housing Davisville Public School/Spectrum Alternative Senior School from September 2018 to June 2021 during construction of the new build); and

Whereas, for the last number of years, local residents, community organizations, local city councillors and school trustees have discussed the need for social and economic development in the Oakwood-Vaughan neighbourhood with a particular concern about the lack of health and community services in the area, especially with respect to certain populations such as low income families, children and youth, seniors and newcomers; and

Whereas, the Oakwood Vaughan Community Organization (OVCO), a non-profit organization incorporated on October 20, 2017 (#1976377) and registered as a charitable organization has assumed the responsibility for collaboration with the TDSB to pursue the goal of initiating community services in space reserved for it at the former VRA, which OVCO has characterized at this time as the “nub of a hub”; and

Whereas, over the last several years, the TDSB has advertised two adjacent rooms on the third floor of 529 Vaughan Road are reserved for community use; and

Whereas, the rooms reserved for community use are not being used as accessibility for program participants with physical and mobility challenges is a barrier; and

Whereas, OVCO has identified a funding opportunity with the Ontario Trillium Foundation (OTF) which has a capital projects policy and has a funding stream that is available to community organizations for capital improvements to community sites serving community groups in OTF's priority outcome areas (eligible community organizations can apply for capital grants up to \$150,000); and

Whereas, OVCO leadership has discussed with an OTF capital grants program officer whether a project to install an elevator in a school facility for creating access to community programming space would be considered eligible for an OTF capital grant and the consistent response in three consultations since October 2019 is that such a proposal on its face would qualify as a capital grant application (success would depend on satisfying the criteria of the OTF adjudication process for all submissions); and

Whereas, OVCO would like to apply for an OTF capital grant to install an upgraded Disability Lift or a LULA elevator in the location of the current elevator as a capital improvement to the school facility at 529 Vaughan Road; and

Whereas, a critical requirement for an OTF capital grant application is as follows: "Proof of ownership or a five-year lease agreement is required for all renovations or improvements to land or property" and this is contrary to the TDSB's current policy requirement that lease agreements with community partners be subject to termination notice of six months should a school require the community space for educational purposes; and

Whereas, in the Guiding Principles for Community Use of Board Facilities it states "Neighbourhood schools must be hubs of the community. These facilities are the product of long-term public investment in neighbourhood and community infrastructure. Their value must be broadly recognized, not narrowly defined, and the use of these assets should be maximized to further both educational and community objectives."; and

Whereas, in procedure PR713, Community Planning and Partnership, under 6.6 it states "Opportunities for Co-Building with Community Partners - a) The Board shall evaluate capital projects such as the construction of a new school, a major addition or renovation on a case-by-case basis to determine whether partnerships may be appropriate or beneficial."; and

Whereas, the community sees this partnership with OVCO as beneficial and whereas the Board would benefit from a capital improvement to 529 Vaughan Road;

Therefore, be it resolved:

- (a) That an exemption be made under clause 6.6 of policy P076, Community Planning and Partnerships to allow for a five-year lease to Oakwood Vaughan Community Organization, without a six-month termination notice, as the former Vaughan Road Academy facility has enough space to designate two classrooms for community use¹;
- (b) That under clause 6.4, Partnership Compatibility of policy P076, Oakwood Vaughan Community Organization be allowed to facilitate the use of the leased rooms with other community partnerships but that the provisions of clause 6.4 would still apply;

¹ Current policy - facility partnerships shall include a provision that the partnership agreement may be terminated by the Director or designate with six months' notice. The Board shall consider longer-term leases when partners make significant capital upgrades to their space

- (c) That the Director write to the Minister of Education to request an exemption from their Fund Raising Guidelines (2012) “Examples of Unacceptable Uses of Fundraising Proceeds - Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear”¹.

¹ The rationale – Ontario Trillium Grants come from government – and if used for capital improvement would be in service to community access to space for youth programming not directly operated by the school board, which would seem to be a reasonable exception to usual restrictions. The additional accessibility benefits that students with mobility challenges whose classrooms are on the second and third floors are welcome, but ancillary, to OVCO's main purpose.



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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