



Regular Meeting Agenda

BD:243A

Wednesday, October 21, 2020

4:30 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

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), October 21, 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
Oral Update
8. Memorials
9. Chair's Announcements
To be presented

10. Reports From Trustees Appointed to External Organizations and Student Trustees
To be presented
11. Director's Leadership Report
Oral Update
12. Declarations of Possible Conflict of Interest
13. Matters to be Decided Without Discussion
To be presented
14. Confirmation of Minutes of Meetings Held on September 23 and 24, and October 6, 2020
Separate document
15. Committee Reports
 - 15.1. Governance and Policy Committee, Report No. 27, September 30, 2020 1
 1. Information Flow Protocol: New Governance Procedure [3937]
 2. P047, Naming Schools and Special Purpose Areas, Phase 2: Status Update [3938]
 3. PR697, Promoting a Positive School Climate: Revised [3946]
 4. Membership on the Director's Performance Appraisal Committee
 - 15.2. Program and School Services Committee, Report No. 84, October 7, 2020 7
 1. 2020 Summer Programs [3962]
 - 15.3. Finance, Budget and Enrolment Committee, Report No. 59, October 14, 2020 11
 1. Contract Awards, Operations [3959]
 2. Contract Awards, Facilities [3960]
 3. Program and Sketch Plan Approval: Feasibility of a Classroom Additions to McKee Public School [3939]
 4. Additional Funding for Kâpapâmahchakwêw -Wandering Spirit School Community Hub: Update [3957]
 5. Emergency Purchasing During Pandemic: Update [3958]
 6. Pandemic Funding and Costs Update

7.	Ministry of Finance Community Budget Consultations [3963]	
8.	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	
15.4.	Committee of the Whole (Special Meeting), Report No. 28, October 5, 2020	31
	(For receipt)	
15.5.	Committee of the Whole, Report No. 30, October 15, 2020	97
	1. Profiles of Administrative Sites [3900R]	
15.6.	Committee of the Whole (Special Meeting), Report No. 31, October 20, 2020	127
	To be presented	
16.	Written Notices of Motion for Consideration	
16.1.	Procedure for the Election of Chair and Vice-chair of the Board (Trustees MacLean and Laskin)	175
17.	Written Notices of Motion	
17.1.	Discharge of Committees (Trustees Pilkey and Doyle)	177
17.2.	Director Search Committee: Term and Membership (Trustees Doyle and Brown)	179
17.3.	Establishment of a Bylaws Review Ad Hoc Committee (Trustees Laskin and Doyle)	181
17.4.	TDSB Support for Ranked Ballots (Trustees Laskin and Doyle)	183
18.	Adjournment	

Blank Page



Governance and Policy Committee

Report No. 27

GPC:028A

Wednesday, September 30, 2020

4:30 p.m.

Electronic Meeting

Members Present Trustees Christopher Mammoliti (Chair), Harpreet Gill, James Li, Patrick Nunziata, Robin Pilkey and Manna Wong

Regrets Trustee Stephanie Donaldson

Also Present Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Parthi Kandavel, Shelley Laskin, Dan MacLean, Chris Moise, Zakir Patel, Anu Sriskandarajah, David Smith, Jennifer Story

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

Part A: Committee Recommendations

1. **Information Flow Protocol: New Governance Procedure [3937]**

The Committee considered a report from staff (see GPC:028A, page 1) presenting information regarding a new protocol on access to information for individual trustees.

Moved By: Trustee Nunziata

Seconded By: Trustee Li

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

Carried

2. **P047, Naming Schools and Special Purpose Areas, Phase 2: Status Update [3938]**

The Committee considered a report from staff (see GPC:028A, page 25) presenting a status update on the review of policy P047 and the preliminary provisions for the draft policy.

Moved By: Trustee Doyle

Seconded By: Trustee Brown

The Governance and Policy Committee **RECOMMENDS** that the preliminary provisions, as presented in the report be received for information.

Carried

3. **PR697, Promoting a Positive School Climate: Revised [3946]**

The Committee considered a report from staff (see GPC:028A, page 39) presenting revisions to operational procedure, PR697.

Moved By: Trustee Pilkey

Seconded By: Trustee Doyle

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

Carried

4. **Membership on the Director's Performance Appraisal Committee**

Moved By: Trustee Pilkey

Seconded By: Trustee Doyle

The Governance and Policy Committee **RECOMMENDS:**

Whereas, on December 1, 2016, the Board established the Director's Performance Appraisal Committee with a membership of seven trustees, including the Chair and Vice-chair of the Board; and

Whereas, the Board appointed Trustees Arp, Chadwick, Gershon, Gough, Kandavel, Moise and Pilkey to serve on the Director's Performance Appraisal Committee for a term ending November 30, 2017; and

Whereas, on December 4, 2017, the Board decided:

- (a) That the term for membership on the Director's Performance Appraisal Committee be changed from one year to two years;

- (b) That the term of the current members on the Director's Performance Appraisal Committee, Trustees Arp, Chadwick, Gershon, Gough, Kandavel, Moise and Pilkey be extended to November 30, 2018

and;

Whereas, on December 3, 2018, the Board appointed Trustees Donaldson, Li, Mammoliti, Moise, Pilkey, Sriskandarajah and Wong to service on the Director's Performance Appraisal Committee for a term ending November 14, 2020; and

Whereas, Trustee Doyle was elected as Vice-chair of the Board on November 18, 2019 and thereby replaced Trustee Moise as Vice-chair; and

Whereas, on August 10, 2020, Trustee Brown was elected as Chair of the Board and thereby replaced Trustee Pilkey as Chair;

Therefore, be it resolved:

- (a) That membership on the Director's Performance Appraisal Committee be revised to reflect:
 - (i) That Trustee Doyle has replaced Trustee Moise on the committee for the term November 18, 2019 to November 14, 2020,
 - (ii) That Trustee Brown has replaced Trustee Pilkey on the committee for the term August 10, 2020 to November 14, 2020,
- (b) That the following be added to the terms for membership on the Director's Performance Appraisal Committee:
 - That the term for membership on the Director's Performance Appraisal Committee for the Board chair and vice-chair positions be subject to the results of the Organizational meeting for the positions of chair and vice-chair of the Board.
- (c) That a review of policy P049, Performance Management: Director of Education, be conducted to include, among other considerations, clarification on the composition of the Director's Performance Appraisal Committee;
- (d) That the revised policy P049, as referenced in section (c) above, be presented to the Governance and Policy Committee for review, prior to implementing public consultations.

Carried

Part B: Information Only**5. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Governance and Policy Committee was called to order at 4:31 p.m., with Christopher Mammoliti presiding.

6. Approval of the Agenda

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

7. Delegations

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

re Mandatory Mask Wearing for K-3 Students

1. Alex Mamonov

8. Declarations of Possible Conflict of Interest

No matters to report

9. Policy Review Schedule Update

The Committee heard an update from staff on the policy review schedule for 2019 to 2023.

10. Adjournment

On motion of Trustee Wong, seconded by Trustee Pilkey, the meeting adjourned at 8:11 p.m.

Part C: Ongoing Matters

11. Postponed Matters

At the Committee meeting, on motion of Trustee Pilkey, seconded by Trustee Wong, consideration of the following matter, introduced by Trustees Wong and Doyle, was postponed to the next meeting on October 28, 2020:

Whereas, on November 28, 2018, the Board approved revised bylaws, which included, the following clauses:

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.

5.12.8 The consent agenda will be prepared for regular Board meetings as part of agenda development. The consent agenda is the portion of the agenda with items presented together and adopted at once without further debate.

4.1.2 The Board may establish by resolution any committee it deems appropriate, including but not limited to standing, statutory, special or community advisory committees, subject to applicable legislation...

and;

Whereas, the Board established three standing committees, the Finance, Budget and Enrolment Committee, the Program and School Services Committee and the Governance and Policy Committee, all with mandates that speak to their title; and

Whereas, a Committee of the Whole, composed of all trustees with full participation and voting privileges was established with the following mandate:

- i. The development and annual review of the Board’s Multi-Year Strategic Plan for the Board, in consultation with the Director or designate;
- ii. The Board’s inter-governmental relations;
- iii. The development and management of plans for senior leadership succession;
- iv. Professional development for members of the Board;
- v. Facility and property matters, including property disposition, major capital projects, boundary changes;
- vi. Matters related to Trustees and Trustee Services; and
- vii. Other issues referred to it from time to time by the Board or the Chair of the Board;

and;

Whereas, in comparison with the titles of the standing committees, the title, Committee of the Whole, does not reflect the work of that committee;

Therefore, be it resolved:

- (a) That the Director present revisions to the Board's bylaws to reflect the following, for consideration by the Governance and Policy Committee in the spring 2020 cycle of meetings:
 - i. That "at a subsequent Board" be deleted from clause 5.15.2;
 - ii. That 'staff reports that are presented directly to the Board, without prior discussion at committee, be excluded from the consent process and be presented at the meeting for discussion' be added to clause 5.12.8;
 - iii. That the name of the committee, Committee of the Whole be changed to Planning and Priorities Committee, with no change to the membership and mandate.

Submitted by: Christopher Mammoliti, Committee Chair



Program and School Services Committee

Report No. 84

PSSC:086A

Wednesday, October 7, 2020

4:30 p.m.

Electronic Meeting

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

Also Present Trustees Trixie Doyle, Chris Moise, 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. 2020 Summer Programs [3962]

The Committee considered a report from staff (see PSSC:086A, page 11), presenting information on participation in various summer programs for 2020.

Moved By Trustee Doyle

Seconded By Trustee Sriskandarajah

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

Carried

Part B: Information Only

2. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Program and School Services Committee was convened on October 7, 2020 from 4:30 to 5:05 p.m., by electronic means, with Jennifer Story presiding.

3. Approval of the Agenda

On motion of Trustee Sriskandarajah, seconded by Trustee MacLean, the agenda was approved.

4. Declarations of Possible Conflict

No matters to report

5. Delegations

No matters to report

6. Parent Involvement Advisory Committee Reports, June 16 and September 22, 2020

The Committee considered reports from the Parent Involvement Advisory Committee dated June 16 and September 22, 2020 (see PSSC:086A, page 1 and 3). The reports were presented by D. Williams, Co-Chair of the Committee.

Moved By Trustee MacLean
Seconded By Trustee Chernos Lin

That the reports be received.

Carried

7. Special Education Advisory Committee Report, September 14, 2020

The Committee considered a report from the Special Education Advisory Committee dated September 14, 2020 (see PSSC:086A, page 5).

Moved By Trustee MacLean
Seconded By Trustee Kandavel

That the report be received.

Carried

8. Adjournment

On motion of Trustee Doyle, seconded by Trustee Rajakulasingam, the meeting adjourned at 5:05 p.m.

Part C: Ongoing Matters

9. Written Notice of Motion: Dismantling Systemic Barriers to Inclusion in Discipline Procedures

Trustee Chernos Lin, seconded by Trustee MacLean, presented the following notice of motion for consideration at the Programs and School Services Committee meeting on October 29, 2020:

Whereas, the Ontario Government recently amended Ontario Regulation 440/20 of the *Education Act* to remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in [subsection 306\(1\)](#) of the *Education Act*, beginning in the 2020-2021 school year; and

Whereas, positive school experiences in the early years are critical in building a strong foundation for future success; and

Whereas, suspension records that remain on a student's Ontario Student Record (OSR) have the potential to create bias towards children and inhibit their future success; and

Whereas, the 2018-19 Safe and Caring Schools Report outlines the work of this department as being guided by the Board's Multi-Year Strategic Plan and being focused on the following key actions:

- Identifying trends, patterns and opportunities in past suspension and expulsion data for improvement especially with respect to Black, Indigenous and other student groups overrepresented in student discipline data including those students with Special Education needs;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism, anti-Black racism, anti-Indigenous racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of human rights, anti-racism, anti-Black racism anti-Indigenous racism and anti-oppression; and,
- Providing learning opportunities for more staff to be trained in restorative practices;

And,

Whereas, the work on these goals is yielding significant, positive results. For example, in the last two years, the number of suspensions and expulsions has dropped to the lowest level ever in the TDSB (suspensions have dropped by 24%; expulsions have dropped by 53%); for the first time ever, the rate at which Black students are suspended relative to other students in the Board has decreased. However, there still remains much work to be done to create the safest, fairest and most equitable student discipline process possible;

Therefore, be it resolved:

- a) That all suspensions on student records that would now be in violation of the newly-amended Ontario Regulation 440/20 regarding suspension of children up to and including when children were in grade 3 be expunged from their OSR and the Caring and Safe Schools database;
- b) That staff identify systemic work that can be done to continue the Board's commitment to addressing and interrupting bias and discrimination which may place certain groups of students at a disadvantage based on student discipline records in student Ontario Student Records, including, but not limited to:
 - i. creating a retention schedule for the expiration of suspensions/expulsions on Ontario Student Records,
 - ii. generating a reminder email to principals and to the TDSB Registrar for Student Discipline Hearings for all approaching appeal hearing recommendations by trustees regarding removal of suspensions from OSRs pending positive behaviour, as well as a data-entry column on outcome of recommendations, thereby encouraging follow-through, transparency and data collection of appeal hearing recommendation outcomes.
- c) That staff report back through the annual Caring and Safe Schools annual report.

Submitted by: Jennifer Story, Chair of Committee



Finance, Budget and Enrolment Committee

Report No. 59

FBEC:062A

Wednesday, October 14, 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 and Jennifer Story.

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

Part A: Committee Recommendations

1. Contract Awards, Operations [3959]

The Committee considered a report from staff (see FBEC:062A, 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 Patel

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

Carried

2. Contract Awards, Facility Services [3960]

The Committee considered a report from staff (see FBEC:062A, page 15) presenting contract awards. The Committee received the contracts on Appendix A.

Moved by: Trustee Smith

Seconded by: Trustee Moise

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

Carried

3. Program and Sketch Plan Approval: Feasibility of a Classroom Addition to McKee Public School [3939]

The Committee considered a report from staff (see FBEC:062A, page 25) presenting information on a program and sketch plan approval for McKee Public School.

Moved by: Trustee Moise

Seconded by: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **program and sketch plan approval for a three-classroom addition to McKee Public School, as presented in the report, be approved – acknowledging a significant shortfall in project funding.**

Carried

4. Additional Funding for Kâpapâmahchakwêw - Wandering Spirit School Community Hub: Update [3957]

The Committee considered a report from staff (see FBEC:062A, page 73) presenting an update on the need for additional funds to complete the community hub project at Kâpapâmahchakwêw - Wandering Spirit School.

Moved by: Trustee Moise

Seconded by: Trustee Aarts

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

Carried

5. Emergency Purchasing During Pandemic: Update [3958]

The Committee considered a report from staff (see FBEC:062A, page 77) presenting an update on pandemic-related emergency purchases made outside of the Board's regular procurement process.

Moved by: Trustee Aarts

Seconded by: Trustee Moise

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

Carried

6. Pandemic Funding and Costs Update

The Committee heard a presentation from staff (see attached) providing an update on pandemic funding and costs.

Moved by: Trustee Aarts

Seconded by: Trustee Moise

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

Carried

7. Ministry of Finance Community Budget Consultations [3963]

The Committee considered a report from staff (see FBEC:062A, page 87) presenting information on the Board's submission to the Ministry of Finance virtual discussion in advance of the fall 2020 Ontario budget.

Moved by: Trustee Moise

Seconded by: Trustee Aarts

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

Carried

8. 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

Moved by: Trustee Moise

Seconded by: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the following, introduced by Trustees Laskin and Aarts, be referred back to staff for a report to the next Finance, Budget and Enrolment Committee meeting for further information:

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;
- (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”².

Carried

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

² 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.

Part B: For Information Only

8. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 4:31 p.m.

9. Approval of the Agenda

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

10. Declarations of Possible Conflict of Interest

No matters to report

11. Delegations

re 8. 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

1. Peter Clutterbuck, Oakwood-Vaughan Community Organization Board Member

re Lack of Tech for In-School Learners

2. Venkat Shanmugasundaram, St. Andrews P.S. Chair

9. Adjournment

On motion of Trustee Laskin, seconded by Trustee Doyle, the meeting adjourned at 7:41 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

Pandemic Funding and Costs Update



Enrolment and Class Size Information

Elementary Enrolment as of September 30, 2020

	In-Person	Virtual	Total
Actual	109,835	58,399	168,234
Projected	120,914	51,700	172,614
Difference	(11,080)	6,699	(4,381)

Projected Elementary Enrolment as of October 13, 2020

	In-Person	Virtual	Total
Actual	106,523	63,360	169,883
Projected	120,914	51,700	172,614
Difference	(14,392)	11,660	(2,732)



Enrolment and Class Size Information

Secondary Enrolment as of September 30, 2020

	In-Person	Virtual	Total
Actual	52,992	17,357	70,349
Projected	56,969	14,267	71,236
Difference	(3,978)	3,090	(887)

System Projected Enrolments as of September 30, 2020

	In-Person	Virtual	Total
Actual	159,514	80,717	240,231
Projected	177,883	65,967	243,850
Difference	(18,369)	14,750	(3,619)



Impact of Enrolment Changes

- 7,882 Students moved to virtual schools
- 2,921 Students moved to In-person schools
- JK/SK enrolment down significantly
- If the projected enrolments of October 13 come in as planned, the financial impact to the GSN will be a reduction of approximately \$41.8M.
- Impact of changes to FSL enrolments not known at this time
- ESL enrolment in line with revised projections used for budget

Average Class Sizes

As of Oct 2, 2020

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	27.77	19.08	31.41
TDSB Identified High Priority Schools (based on TPH and other criteria)	10.91	14.99	13.81
All Other Schools	17.55	16.33	20.39

* Please note these figures do not include Special Education classes.

** Subject to change after reorganization.





Provincial and Federal Funding Available

- There are \$58.4M in total additional 2020-21 provincial and federal funding allocated to TDSB, according to government announcements between August 4 and October 5, 2020
- This government funding is targeted to address school boards' staffing and operating needs as a result of COVID-19 health & safety requirements





Summary of 2020-21 Provincial and Federal Funding

Funding Category	Provincial (\$Mil)	Federal (\$Mil)	Total (\$Mil)
Teaching Staff	6.27	6.47	12.74
Caretaking Staff	5.96	-	5.96
Virtual School Admin Staff	1.65	3.71	5.37
Staff Training	1.14	-	1.14
Technology	1.73	-	1.73
Air Quality / Ventilation	6.92	-	6.92
Transportation	1.21	1.54	2.75
Spec. Ed & Mental Health	1.58	0.72	2.30
PPE	0.46		0.46
Reopening Emerging Issues	-	10.06	10.06
High Priority Areas	8.98		8.98
TOTAL	35.90	22.50	58.40



Uses of 2020-21 Federal and Provincial Funding

- **Teaching Staff** – \$12.74M for 120 additional FTEs
- **Caretaking Staff** - \$5.96M for 96.5 additional FTEs
- **Virtual School Admin Staff** - \$5.37M for admin staff costs for five virtual schools (P, VPs, Admin)
- **Staff Training** - \$1.14M to provide COVID-19 training to all occasional teachers and casual workers
- **Technology** - \$1.72M for IT software licenses, devices and internet connection for students
- **Air Quality and Ventilation** - \$6M to be used to for HEPA units and \$0.92M for inspection costs and filter changes
- **Transportation and PPE** – \$2.75M to be used for any actual driver overtime costs, costs relating to noon hour routes, and PPE supplies not covered by MGCS





Use of 2020-21 Federal and Provincial Funding

- **Special Ed & Mental Health Supports** - \$2.3M to be used for 8 Child Youth Workers, 9 Special Needs Assistants, 12 Educational Assistants and 2 Social Workers.
- **PPE** - \$0.46M for additional critical PPE supplies not covered by MGCS
- **School Reopening Emerging Issues Funding** – \$10.06M to be used for such things as PPE supplies, staffing, supply and technology costs
- **High Priority Areas Funding** - \$8.98M to be used for staffing and technology costs





TDSB Additional Expenditures

- 280 elementary teachers hired using reserves
- LTO teachers hired to support virtual schools
- Technology
- Virtual school administration
- PPE and cleaning supplies





Technology – 2020-21 Costs

- \$3.0M in school technology allocation were maintained centrally in 2020-21 to support virtual schools. In prior years this is allocated to individual school budgets.
- \$3.5M in IT devices were purchased between September 1, 2020 to October 7, 2020.
- There are also \$0.3M in costs incurred for licenses, hubs and chargers, and client services staffing costs.
- Estimated 2020-21 spending for wireless service for 7,500 students using LTE iPads at approx. \$3.0M.
- 2020-21 Leasing costs for iPad LTE and iPad Wi-Fi at approx. \$3.0M.





PPE & Supplies – 2020-21 Costs

- MGCS continues to supply PPE to school boards. Due to shipment delays and item quality, the Distribution Centre has purchased additional PPE from external vendors to eliminate risk of stock shortages.
- The DC has purchased approx. \$3.12 M in PPE supplies from September 1, 2020 to October 7, 2020.
- During the September 1 to October 5, 2020 period, there was an additional \$0.3M in paper towels bulk orders that were shipped directly to schools from our vendor. There were also \$43.0K in plexi-glass barrier purchases, \$76.0K in decal purchases and \$486.0K spent on physical distancing circles painted on school yards.





Budget Risks & Pressures

- Enrolment
 - Regular Day School Enrolment
 - French Language
- Reorganizational cost
 - Teachers
 - DECEs
- Supply teacher costs
- Special Education
- Mental Health and Well-being
- Virtual School Administration
- Technology
- PPE and cleaning supplies



Blank Page



Committee of the Whole (Special Meeting)

Report No. 28

CW: 30A

Monday, October 5, 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

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

A special electronic meeting of the Committee of the Whole was convened on Monday, October 5, 2020 from 4:30 p.m. to 6:51 p.m. with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

re Outdoor Education

1. Kate Lawrie Van de Ven, Parent, Ph. D Candidate York University
2. Melanie de Wit, Parent, Public Health and Risk Management Specialist

4. Update on COVID-19 Related Matters Affecting Schools

The Committee heard an update from Staff on the impact COVID-19 has had on staffing and Virtual School (see attached).

5. Adjournment

On motion of Trustee Laskin, seconded by Trustee Patel, the meeting adjourned at 6:51 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair

Elementary Class Reorganization Update

Committee of the Whole

October 5, 2020



Agenda

- Virtual School Update
- Enrolment and Class Size Information
- Impact of Enrolment Changes
- Elementary Registration Process
- Elementary Reorganization Process
- Reorganization Timelines
- Health and Safety Strategies
- Update: COVID-19 Screening Guidance
- Outdoor Classrooms

Agenda

- Virtual School Update
- Enrolment and Class Size Information
- Impact of Enrolment Changes
- Elementary Registration Process
- Elementary Reorganization Process
- Reorganization Timelines
- Health and Safety Strategies
- Update: COVID-19 Screening Guidance
- Outdoor Classrooms

Virtual School Update

TDSB Virtual Secondary School:

- 17,970 students and 770 teachers
- planning for Quadmester 2 (starts November 23)
- deadline to request a switch to VS is October 15 at 4 p.m.

TDSB Virtual Elementary School:

- currently 58,277 students and over 2500 FTE staff
- as of October 5 at 11:30 a.m. we have 35 classes without a teacher LC1 - 4; LC2 - 7; LC3 - 20; LC4 - 4



Virtual School Update

TDSB Virtual Secondary School:

- 17,970 students and 770 teachers
- planning for Quadmester 2 (starts November 23)
- deadline to request a switch to VS is October 15 at 4 p.m.

TDSB Virtual Elementary School:

- currently 58,277 students and over 2500 FTE staff
- as of October 5 at 11:30 a.m. we have 35 classes without a teacher LC1 - 4; LC2 - 7; LC3 - 20; LC4 - 4



Virtual School Update

Strategies to fill remaining vacancies:

- Caps in all classes were slightly raised to accommodate more students thus reducing the number of vacancies
- Some grades were combined until reorganization
- English speaking Occasional teachers were assigned to FI/Extended French classes until reorganization is complete
- Recruiting outside of Ontario continues for long term needs
- Continuous hiring of Occasional teachers to fill vacancies and absences



Virtual School Update

Strategies to fill remaining vacancies:

- Caps in all classes were slightly raised to accommodate more students thus reducing the number of vacancies
- Some grades were combined until reorganization
- English speaking Occasional teachers were assigned to FI/Extended French classes until reorganization is complete
- Recruiting outside of Ontario continues for long term needs
- Continuous hiring of Occasional teachers to fill vacancies and absences



Enrolment and Class Size Information

Elementary Enrolment as of September 30, 2020

	In-Person	Virtual	Total
Actual	109,835	58,399	168,234
Projected	120,914	51,700	172,614
Difference	(11,080)	6,699	(4,381)

Projected Elementary Enrolment as of October 13, 2020

	In-Person	Virtual	Total
Actual	106,523	63,360	169,883
Projected	120,914	51,700	172,614
Difference	(14,392)	11,660	(2,732)



Enrolment and Class Size Information

Elementary Enrolment as of September 30, 2020

	In-Person	Virtual	Total
Actual	109,835	58,399	168,234
Projected	120,914	51,700	172,614
Difference	(11,080)	6,699	(4,381)

Projected Elementary Enrolment as of October 13, 2020

	In-Person	Virtual	Total
Actual	106,523	63,360	169,883
Projected	120,914	51,700	172,614
Difference	(14,392)	11,660	(2,732)



Enrolment and Class Size Information

Secondary Enrolment as of September 30, 2020

	In-Person	Virtual	Total
Actual	52,992	17,357	70,349
Projected	56,969	14,267	71,236
Difference	(3,978)	3,090	(887)

System Projected Enrolments as of September 30, 2020

	In-Person	Virtual	Total
Actual	159,514	80,717	240,231
Projected	177,883	65,967	243,850
Difference	(18,369)	14,750	(3,619)



Enrolment and Class Size Information

Secondary Enrolment as of September 30, 2020

	In-Person	Virtual	Total
Actual	52,992	17,357	70,349
Projected	56,969	14,267	71,236
Difference	(3,978)	3,090	(887)

System Projected Enrolments as of September 30, 2020

	In-Person	Virtual	Total
Actual	159,514	80,717	240,231
Projected	177,883	65,967	243,850
Difference	(18,369)	14,750	(3,619)



Impact of Enrolment Changes

- 7,882 Students moved to virtual schools
- 2,921 Students moved to In-person schools
- If the projected enrolments of October 13 come in as planned, the financial impact to the GSN will be approximately \$40.0M
- Impact of changes to FSL enrolments not known at this time
- ESL enrolment in line with revised projections used for budget



Impact of Enrolment Changes

- 7,882 Students moved to virtual schools
- 2,921 Students moved to In-person schools
- If the projected enrolments of October 13 come in as planned, the financial impact to the GSN will be approximately \$40.0M
- Impact of changes to FSL enrolments not known at this time
- ESL enrolment in line with revised projections used for budget



Elementary Reorganization Process

Targeted Class Size Caps

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	29	20	35
TDSB Identified High Priority Schools(based on TPH and other criteria)	15	20	20
All Other Schools	24	20	27



Elementary Reorganization Process

Targeted Class Size Caps

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	29	20	35
TDSB Identified High Priority Schools(based on TPH and other criteria)	15	20	20
All Other Schools	24	20	27



Current Average Class Sizes

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	27.77	19.08	31.41
TDSB Identified High Priority Schools (based on TPH and other criteria)	10.91	14.99	13.81
All Other Schools	17.55	16.33	20.39

Please note these averages and graphics do not include Special Education classes.



Current Average Class Sizes

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	27.77	19.08	31.41
TDSB Identified High Priority Schools (based on TPH and other criteria)	10.91	14.99	13.81
All Other Schools	17.55	16.33	20.39

Please note these averages and graphics do not include Special Education classes.



Elementary Reorganization Process

Projected Average Class Sizes

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	28.71	19.93	34.56
TDSB Identified High Priority Schools (based on TPH and other criteria)	13.19	17.52	18.01
All Other Schools	19.77	17.68	23.54



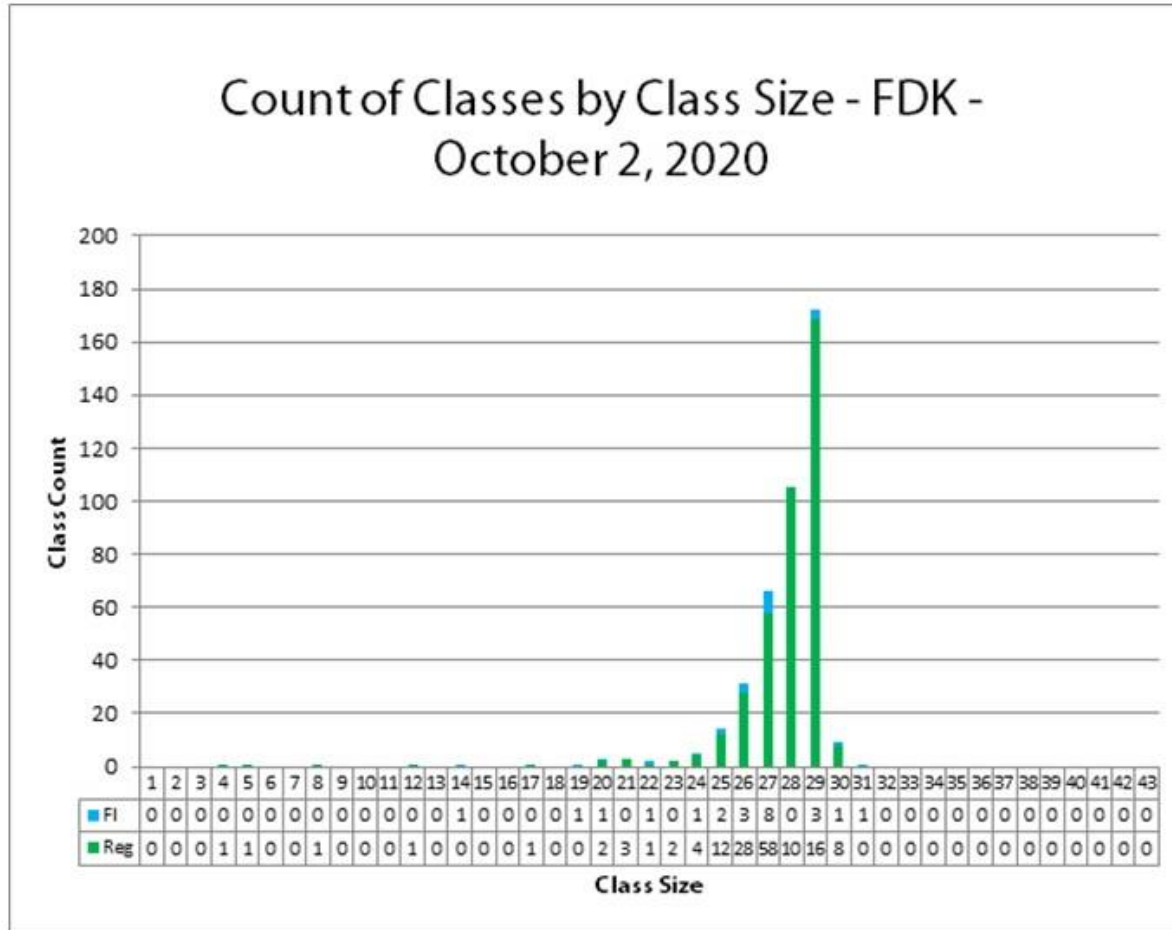
Elementary Reorganization Process

Projected Average Class Sizes

School	JK/SK	Grades 1 to 3	Grades 4 to 8
Virtual School	28.71	19.93	34.56
TDSB Identified High Priority Schools (based on TPH and other criteria)	13.19	17.52	18.01
All Other Schools	19.77	17.68	23.54

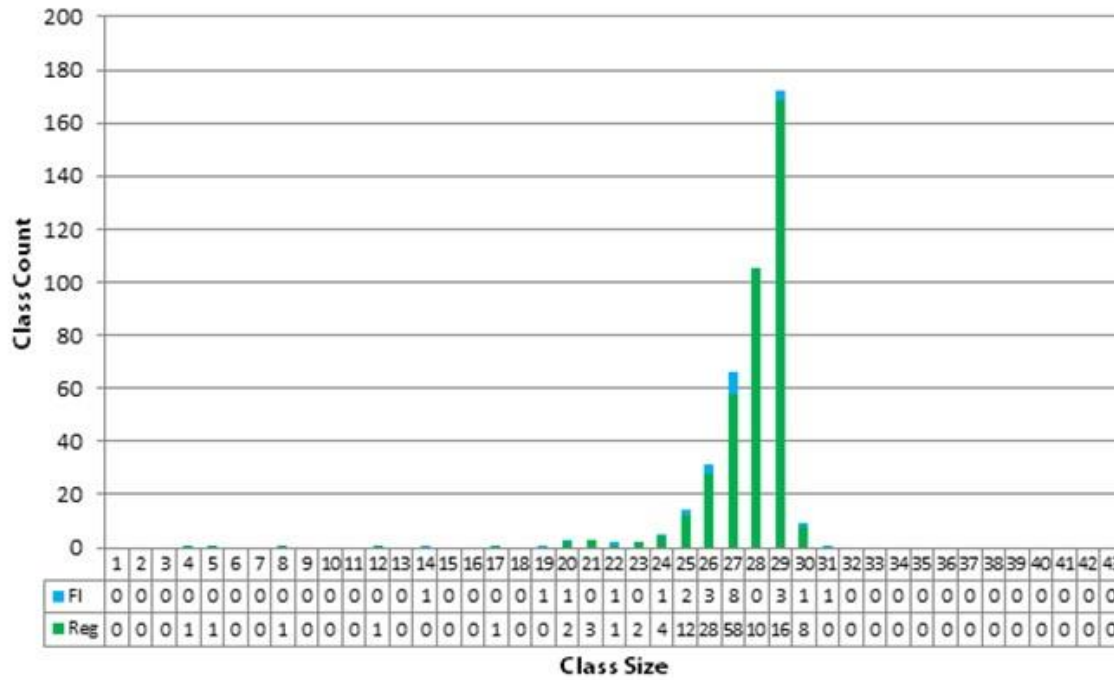


Virtual School



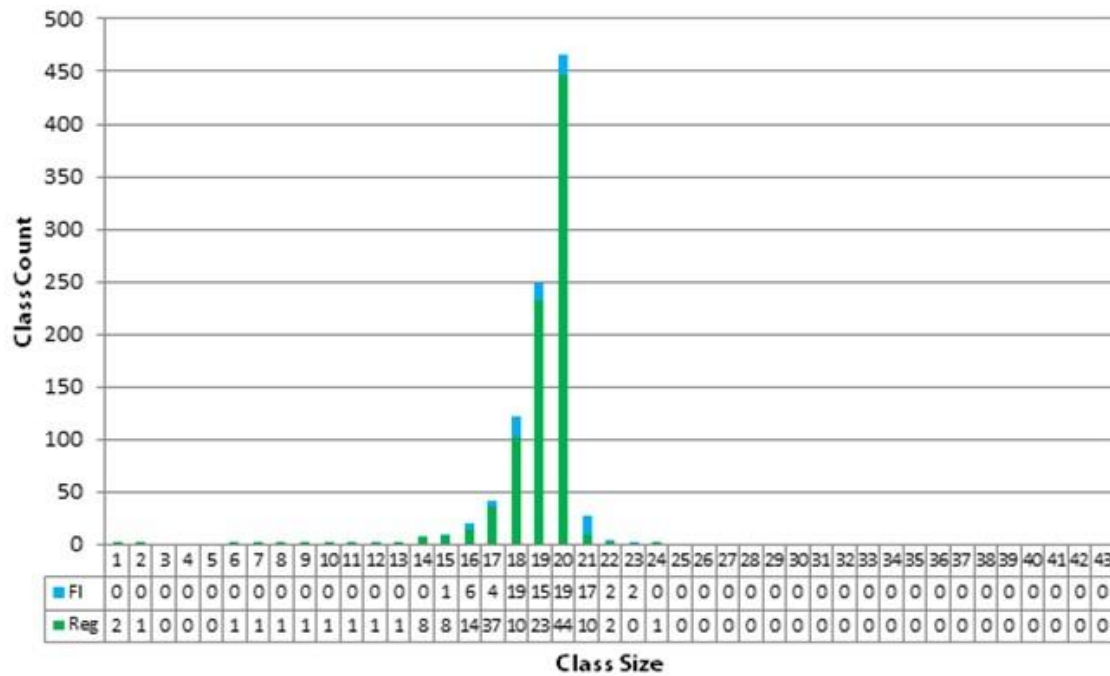
Virtual School

Count of Classes by Class Size - FDK -
October 2, 2020

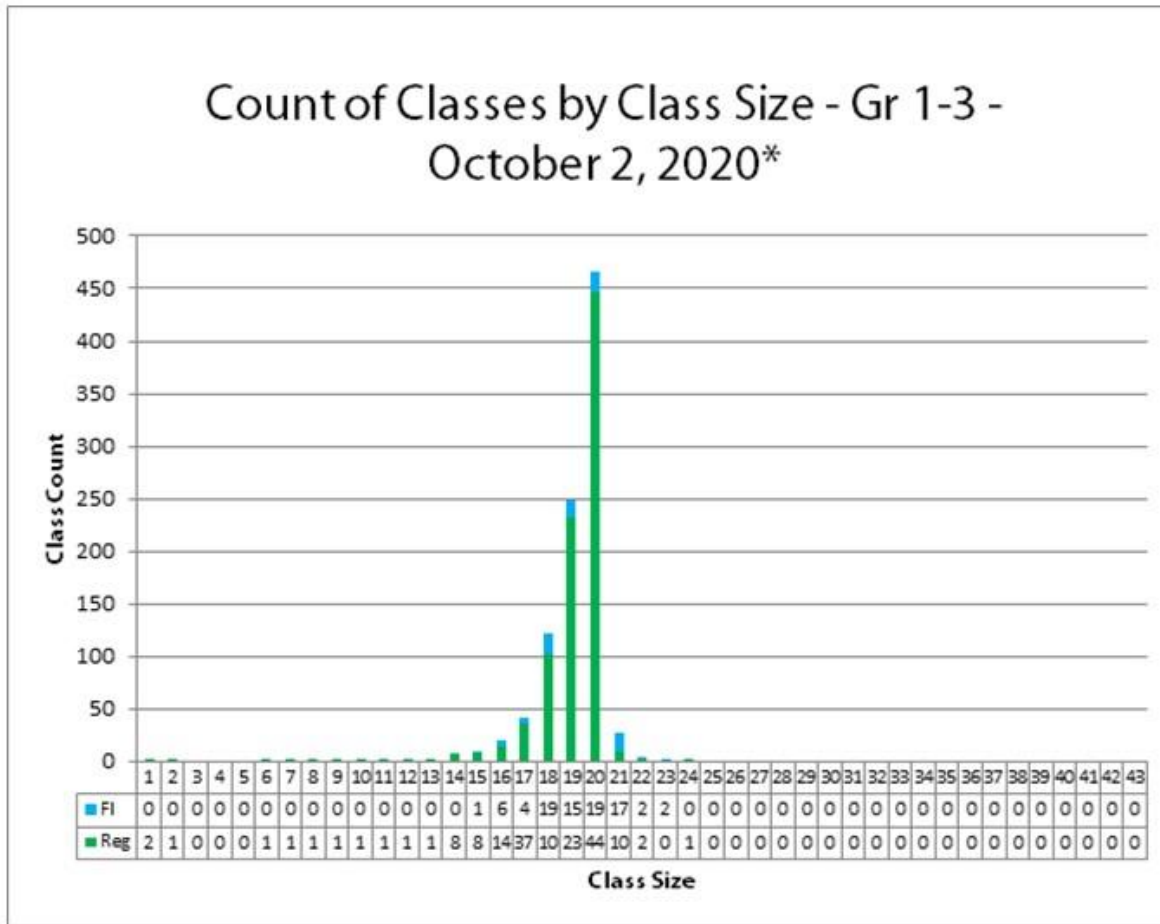


Virtual School

Count of Classes by Class Size - Gr 1-3 -
October 2, 2020*

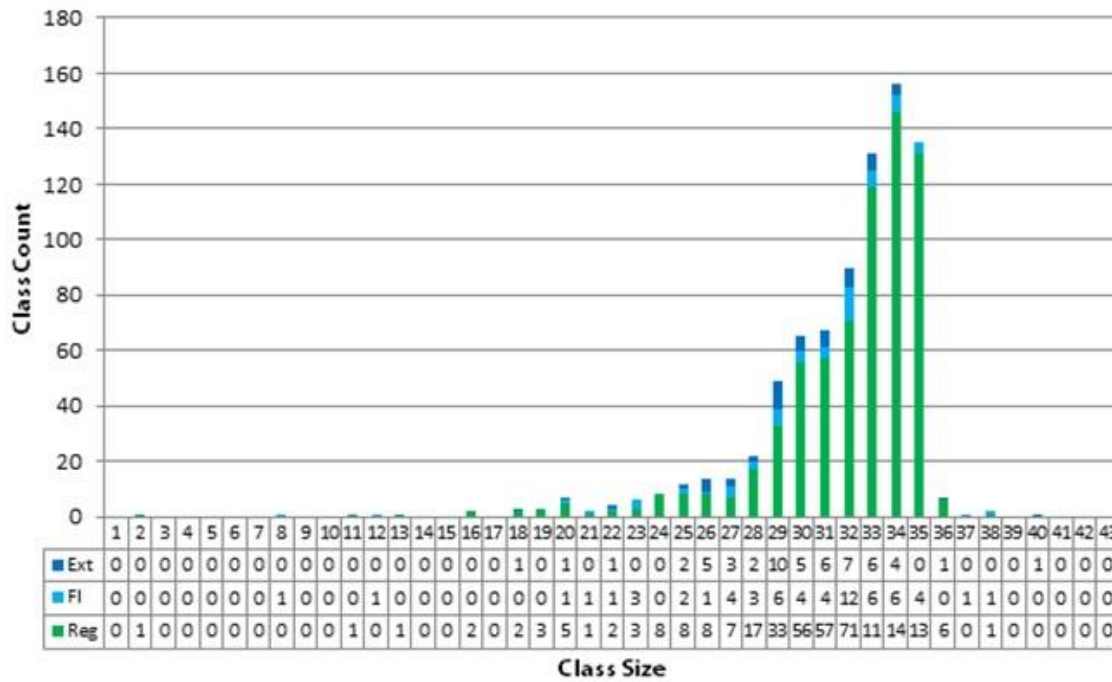


Virtual School



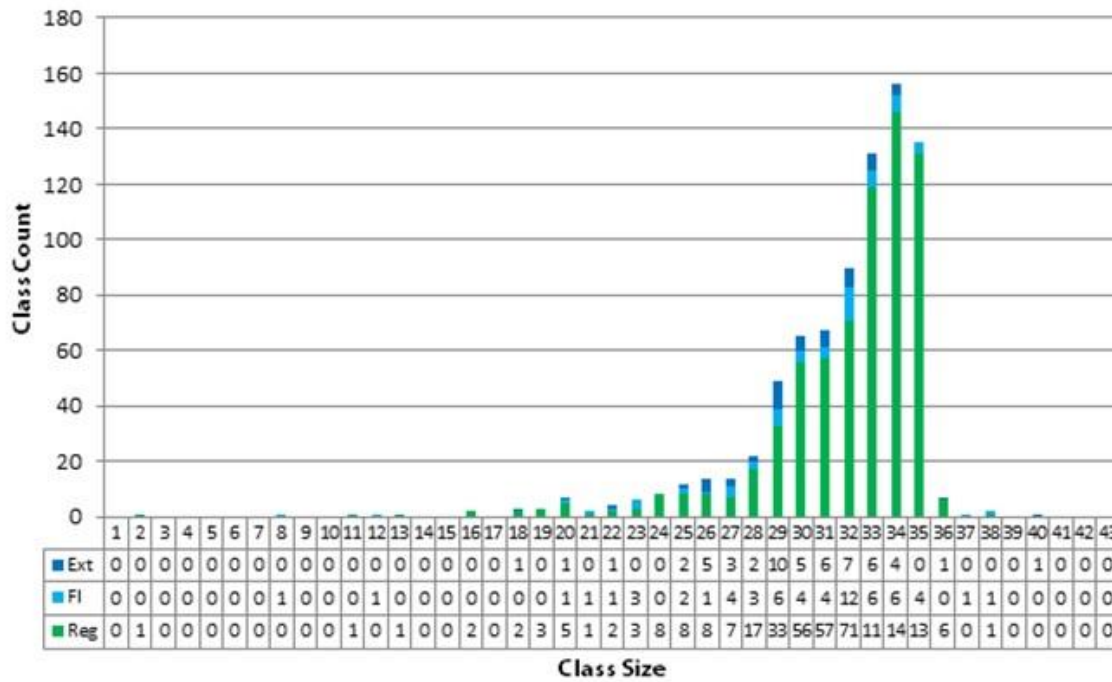
Virtual School

Count of Classes by Class Size - Gr 4-8 -
October 2, 2020*

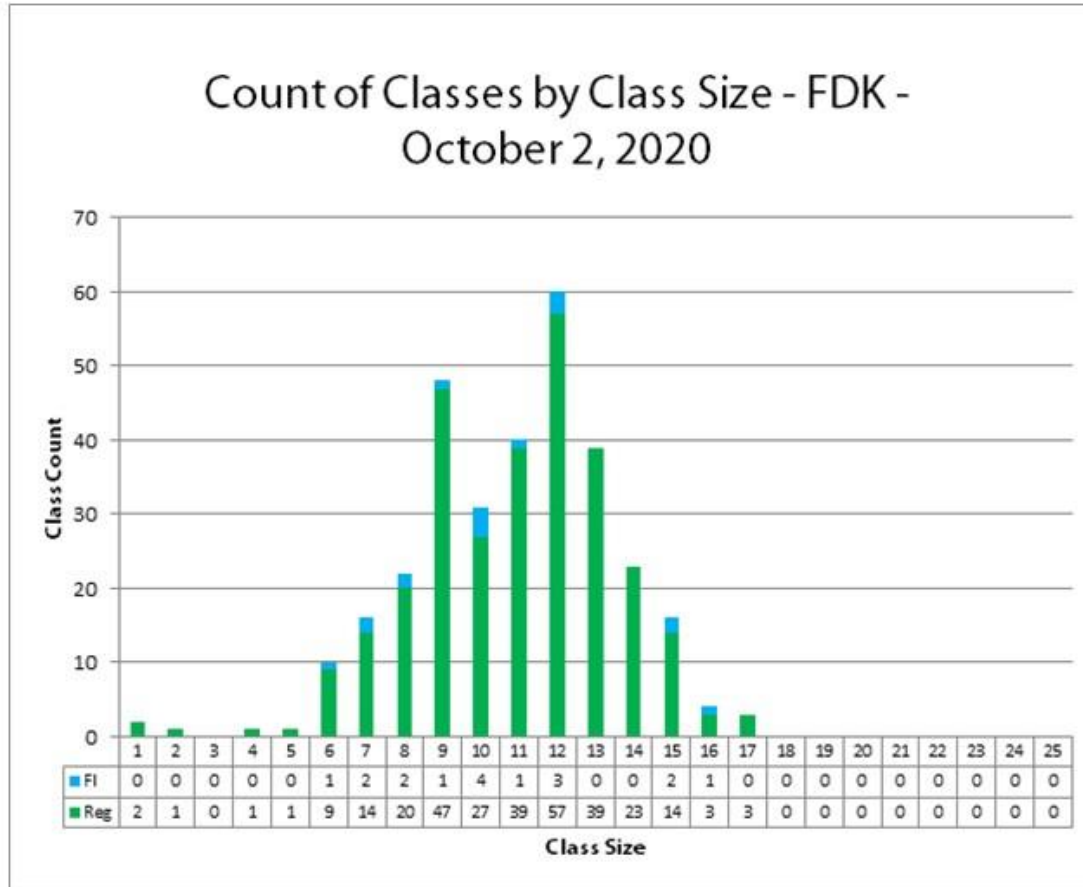


Virtual School

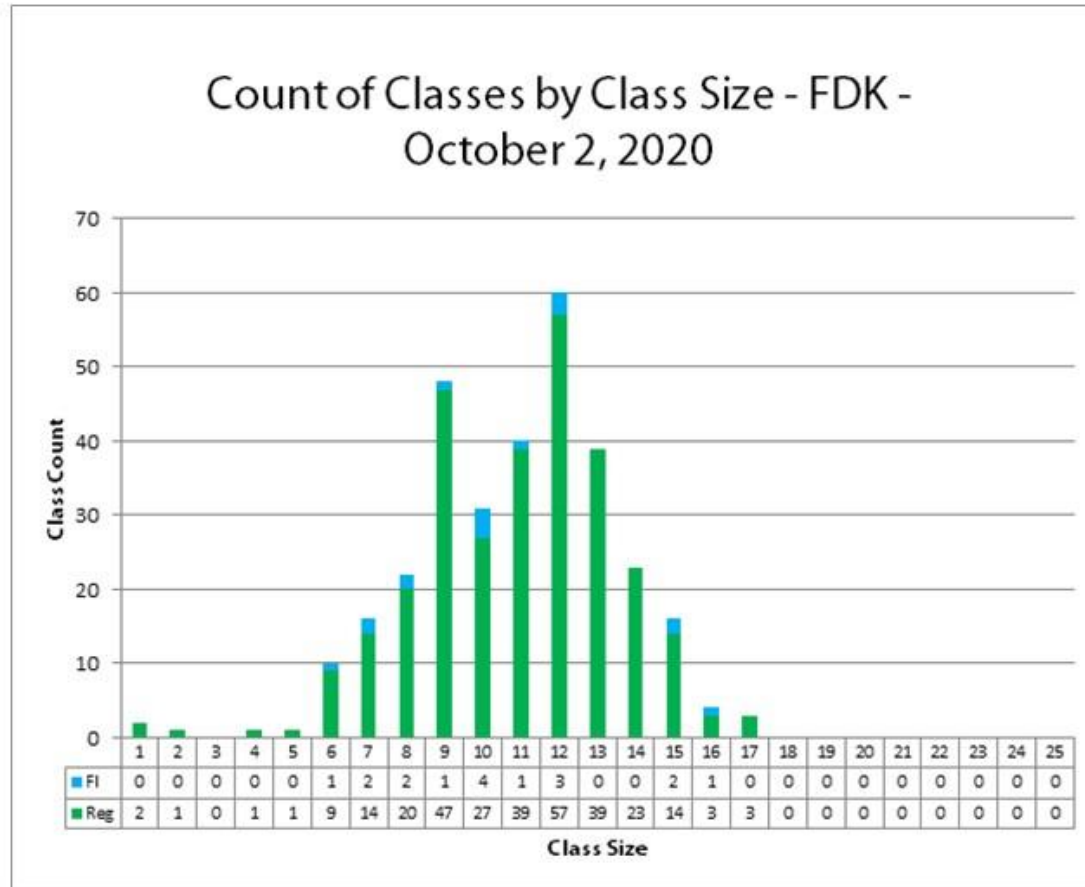
Count of Classes by Class Size - Gr 4-8 -
October 2, 2020*



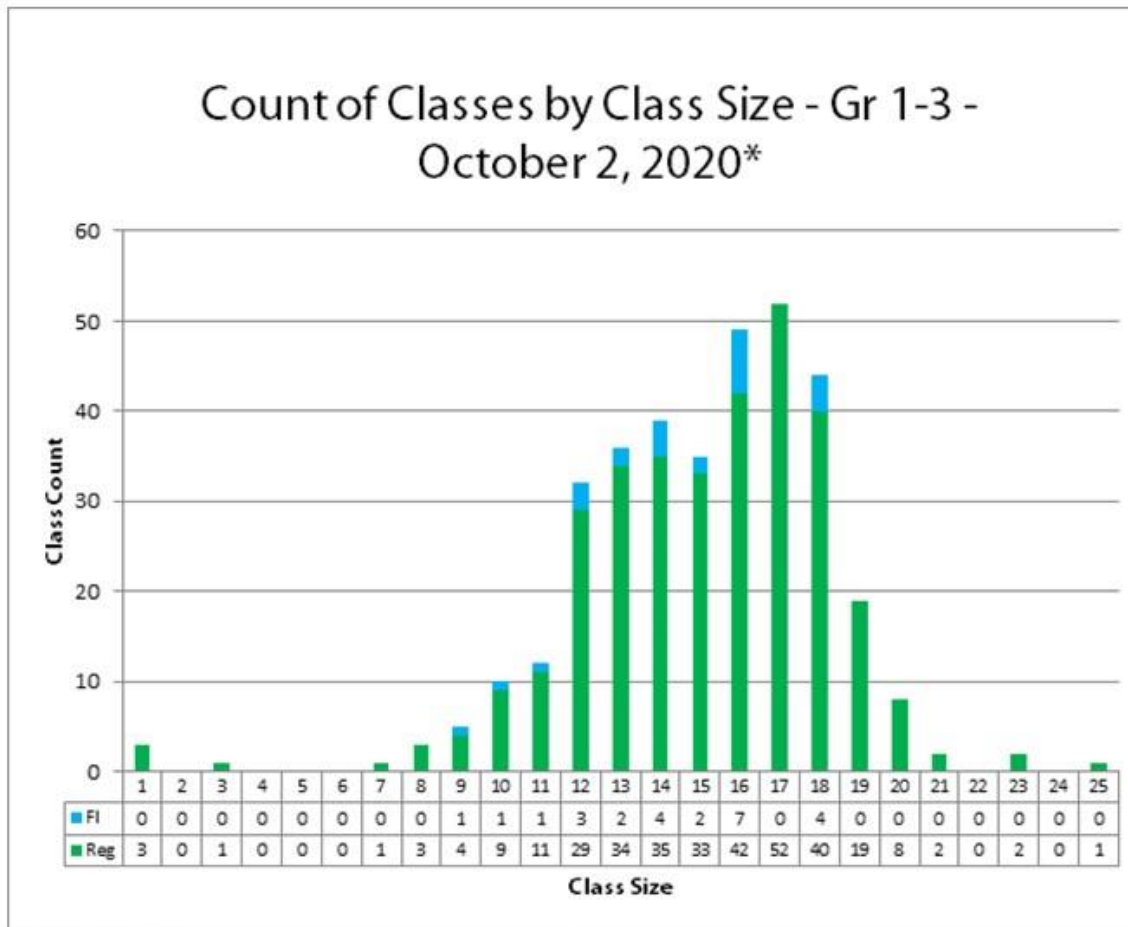
High Impact Schools



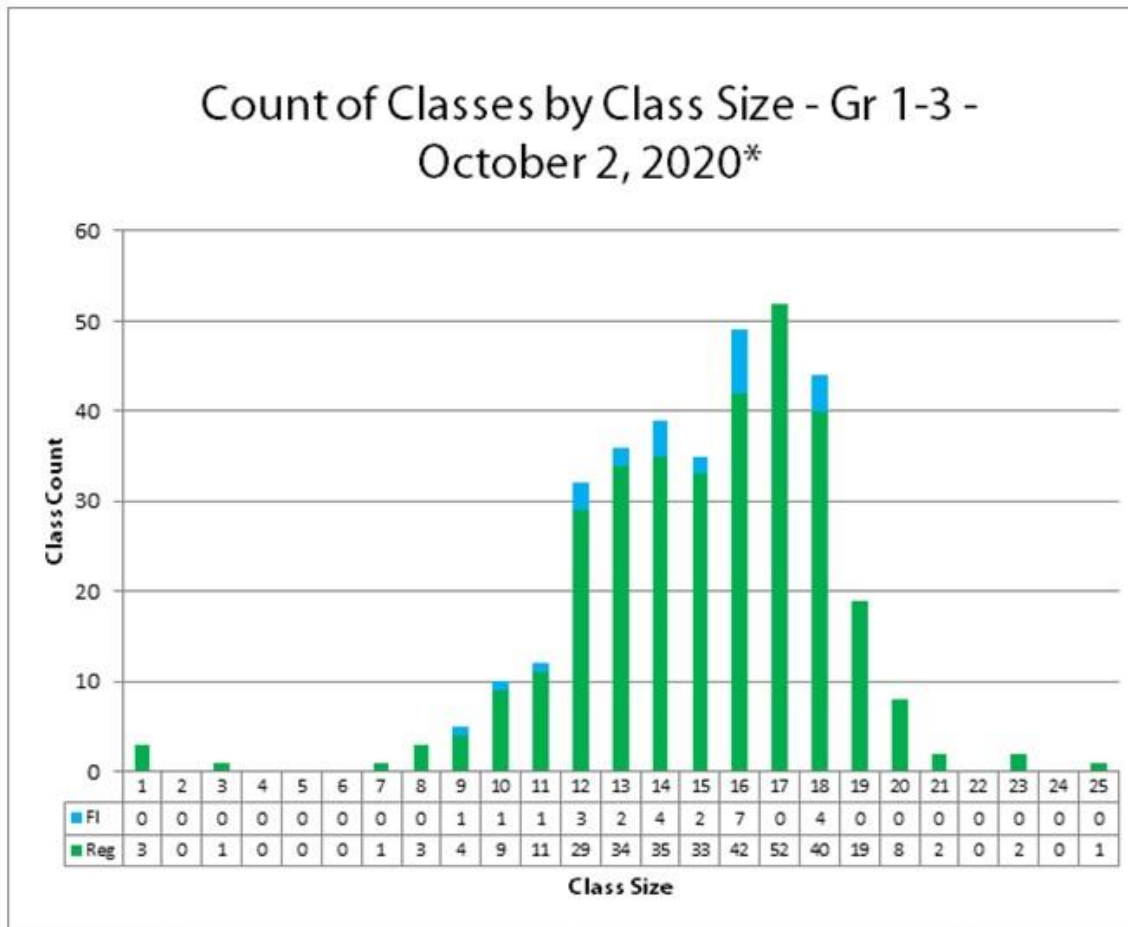
High Impact Schools



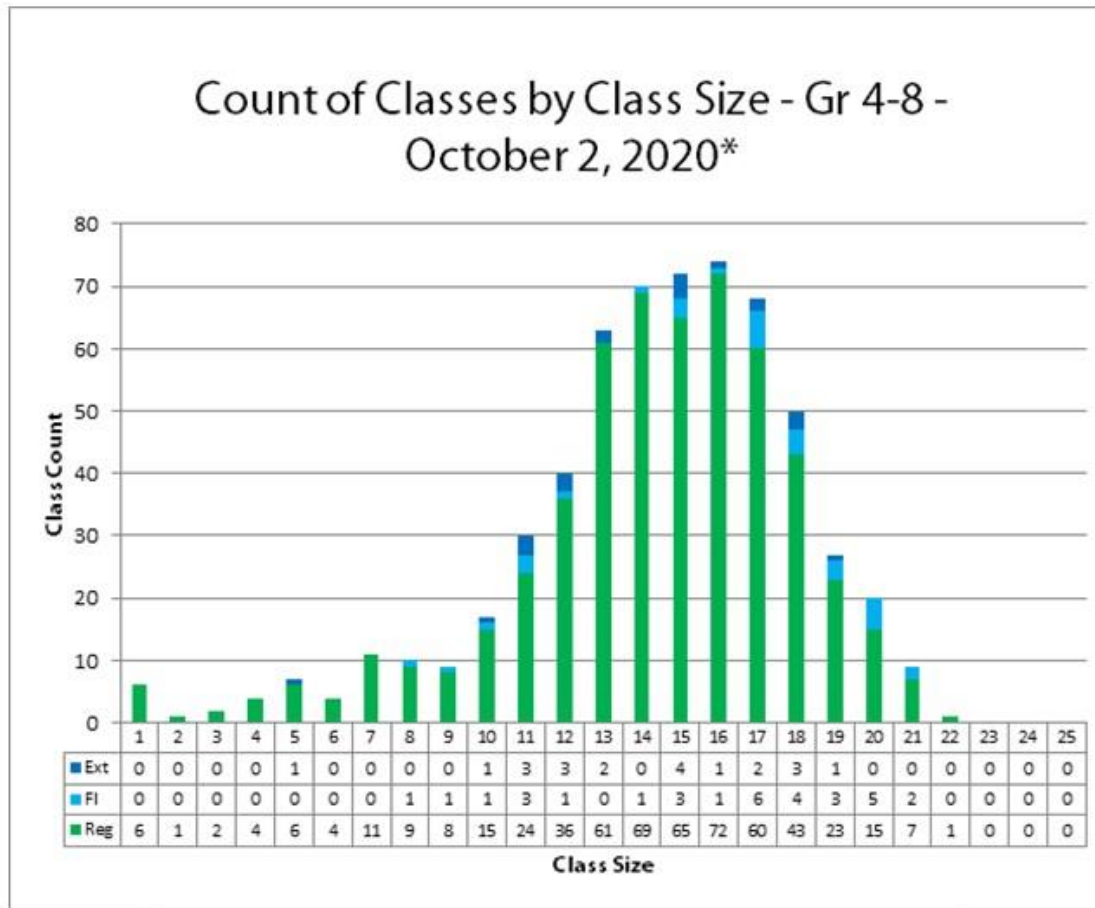
High Impact Schools



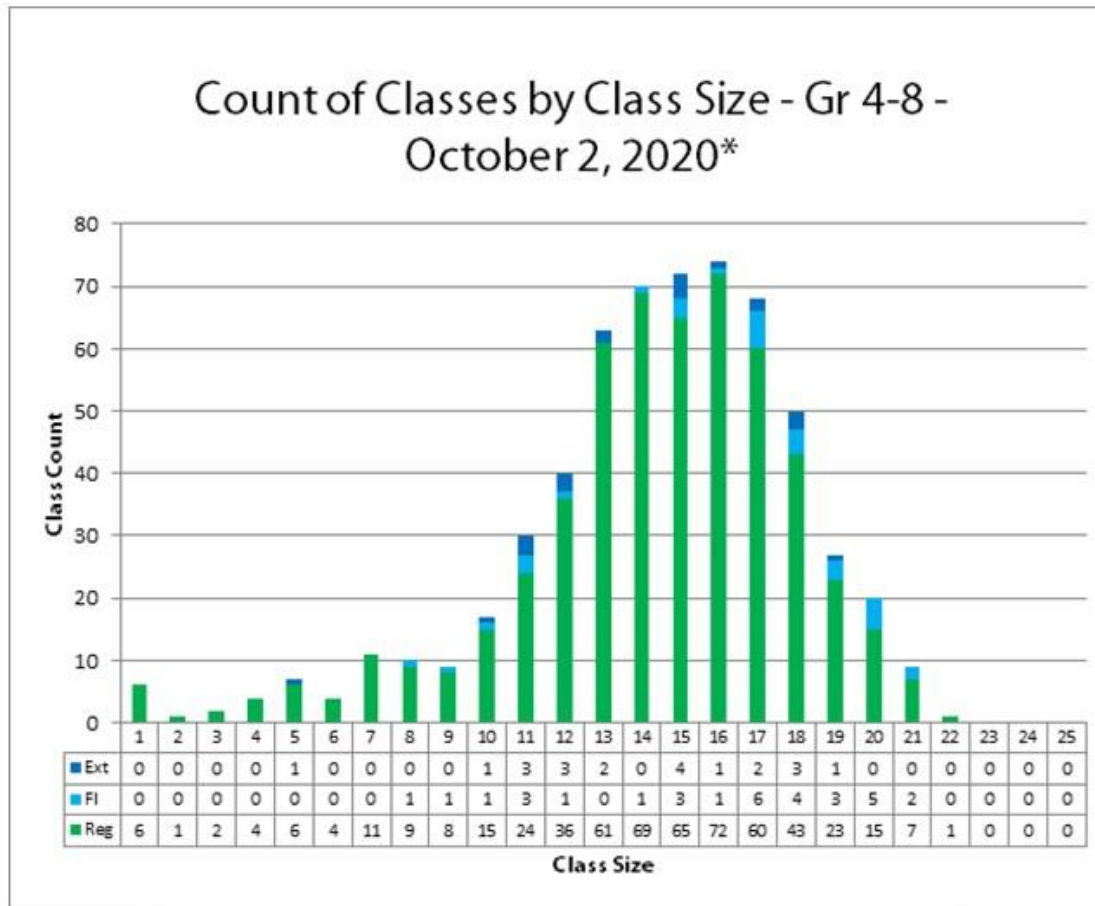
High Impact Schools



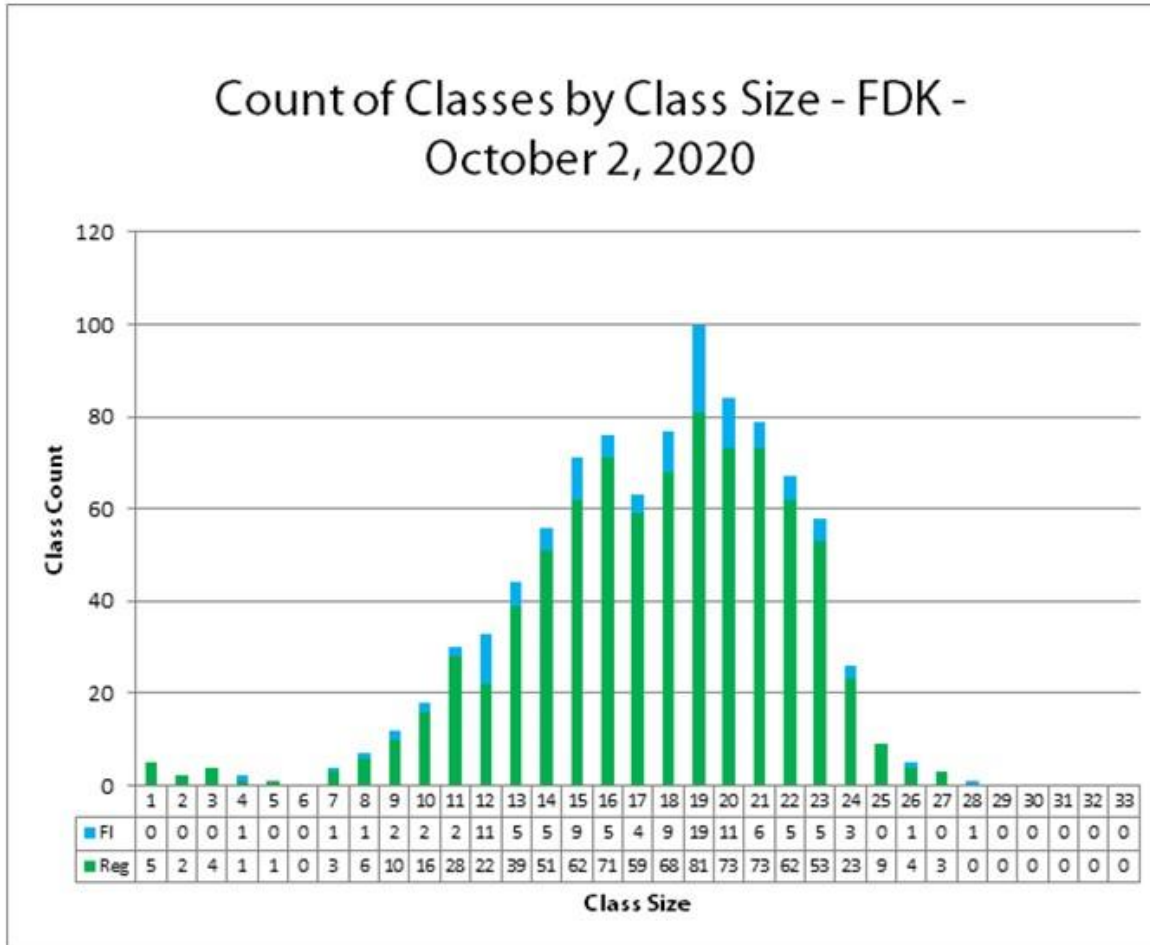
High Impact Schools



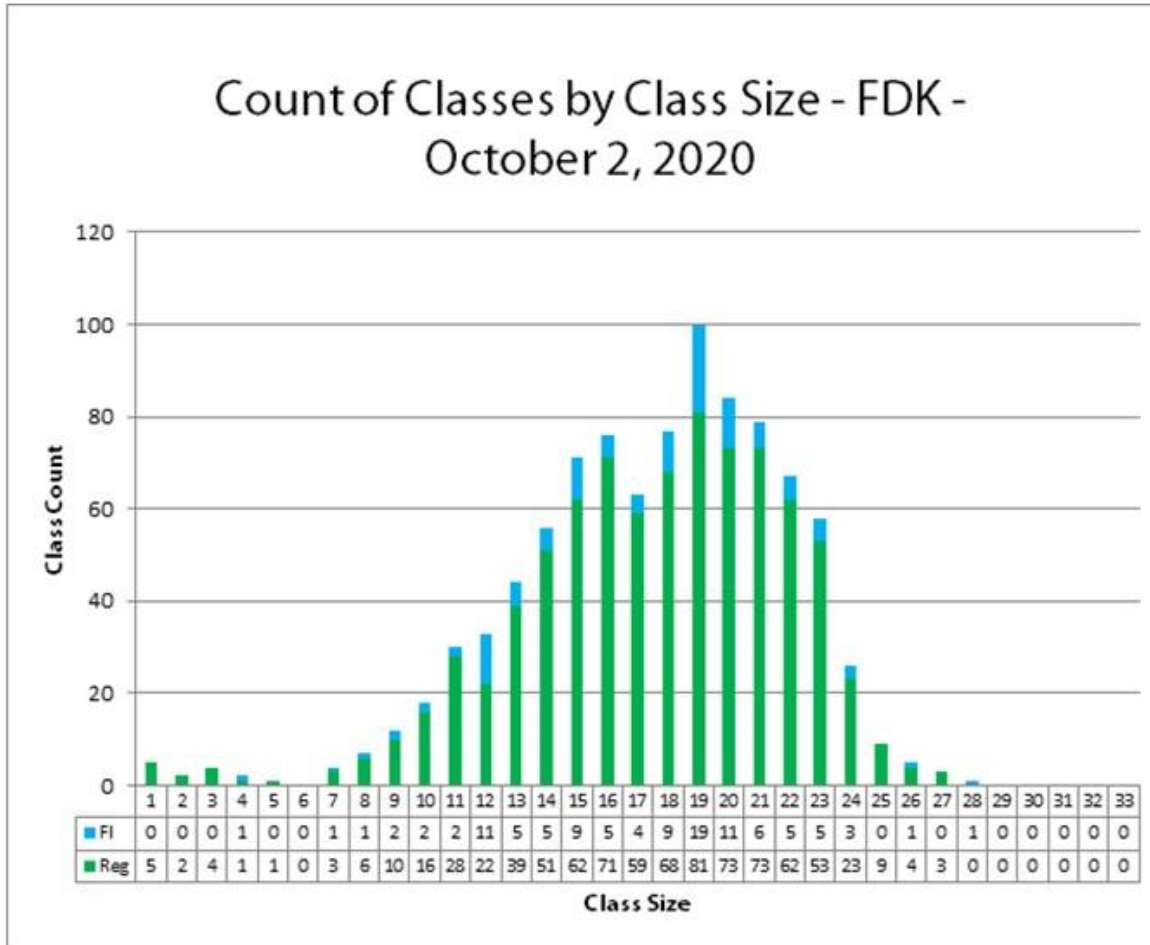
High Impact Schools



All Other Schools

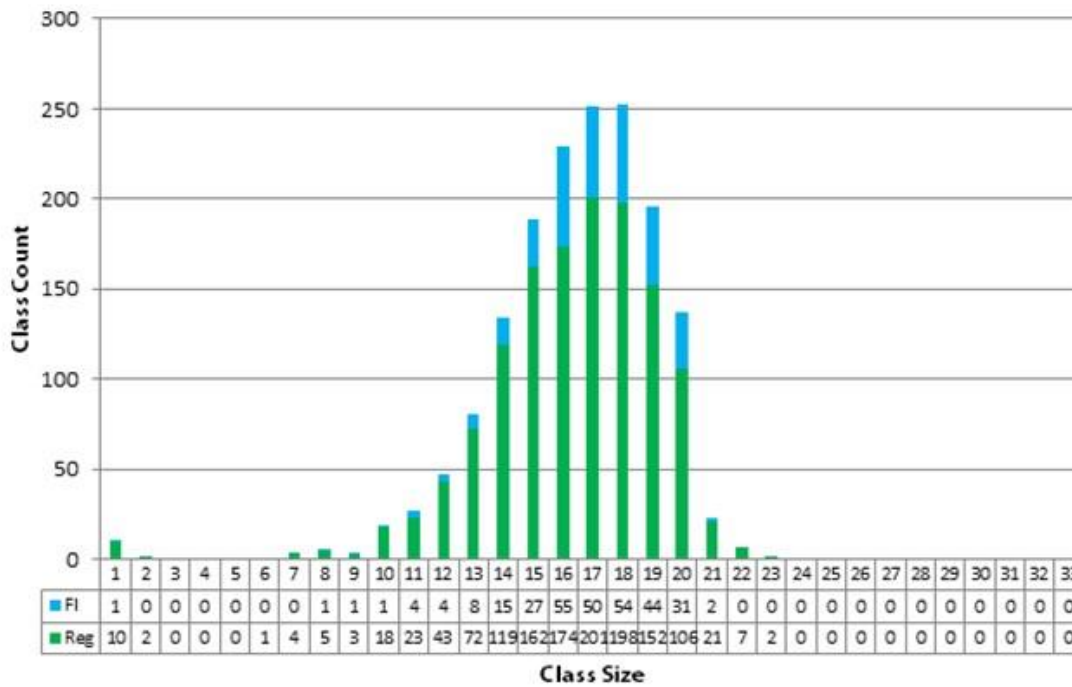


All Other Schools



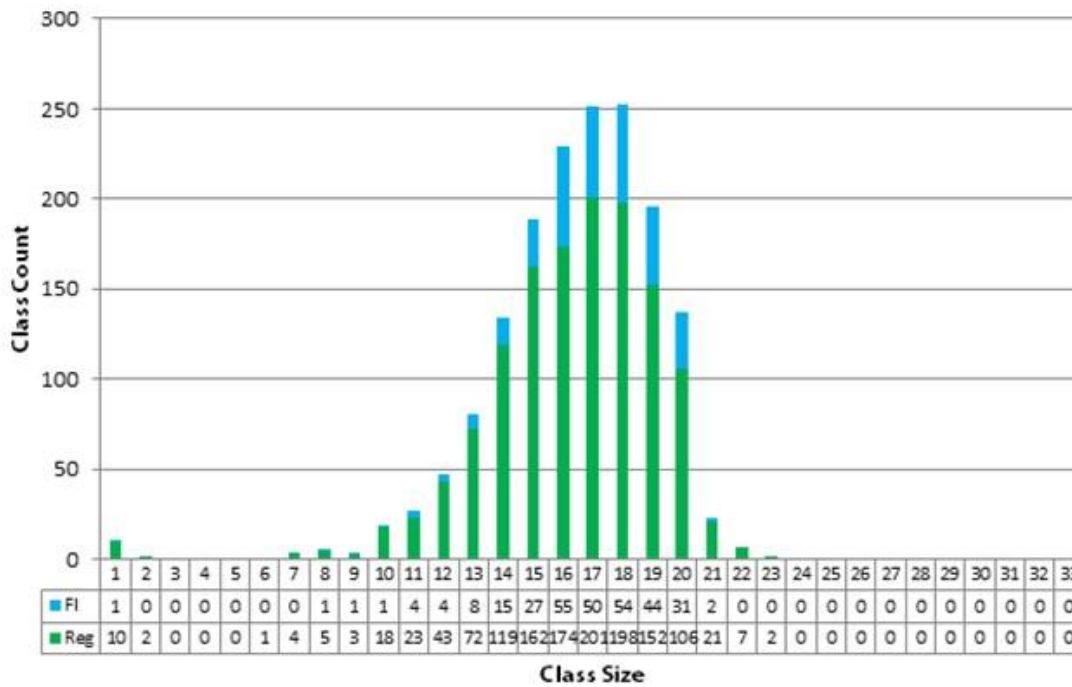
All Other Schools

Count of Classes by Class Size - Gr 1-3 -
October 2, 2020*

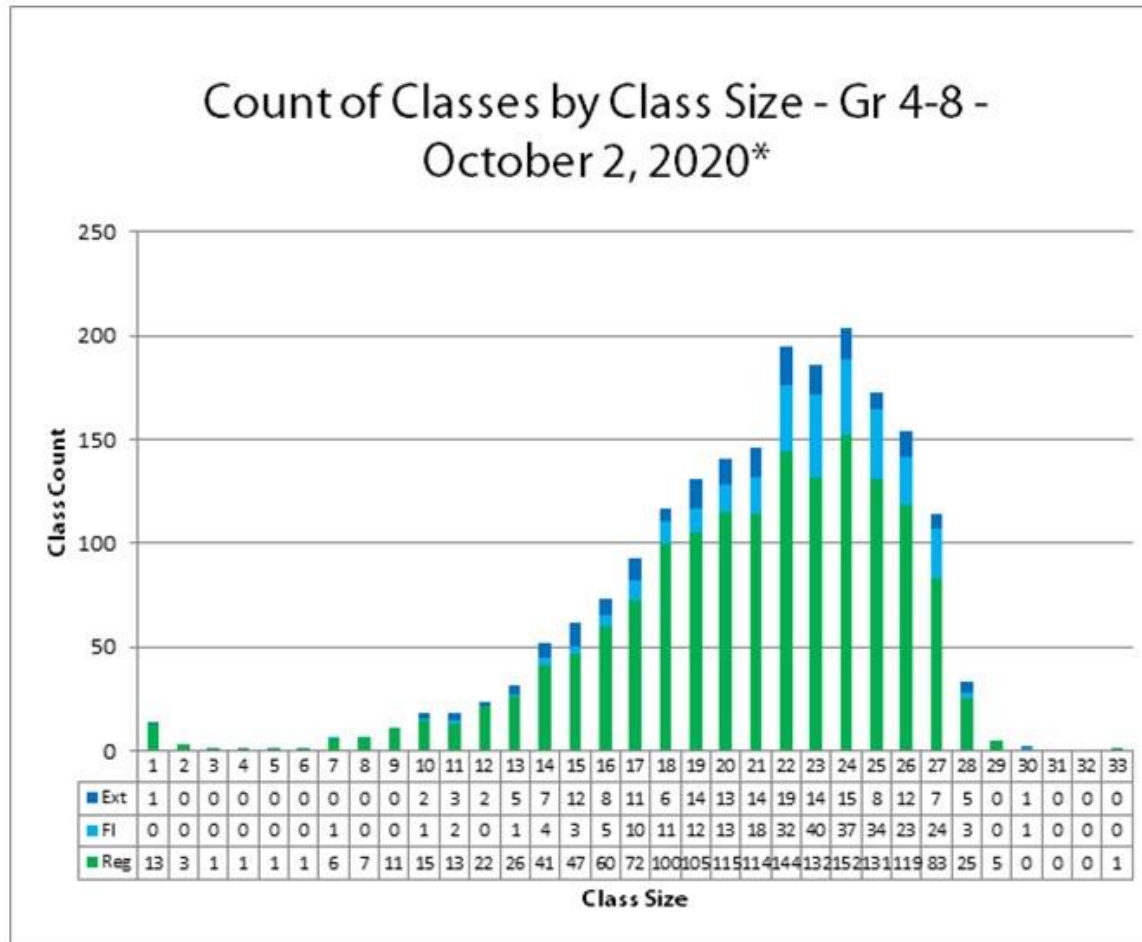


All Other Schools

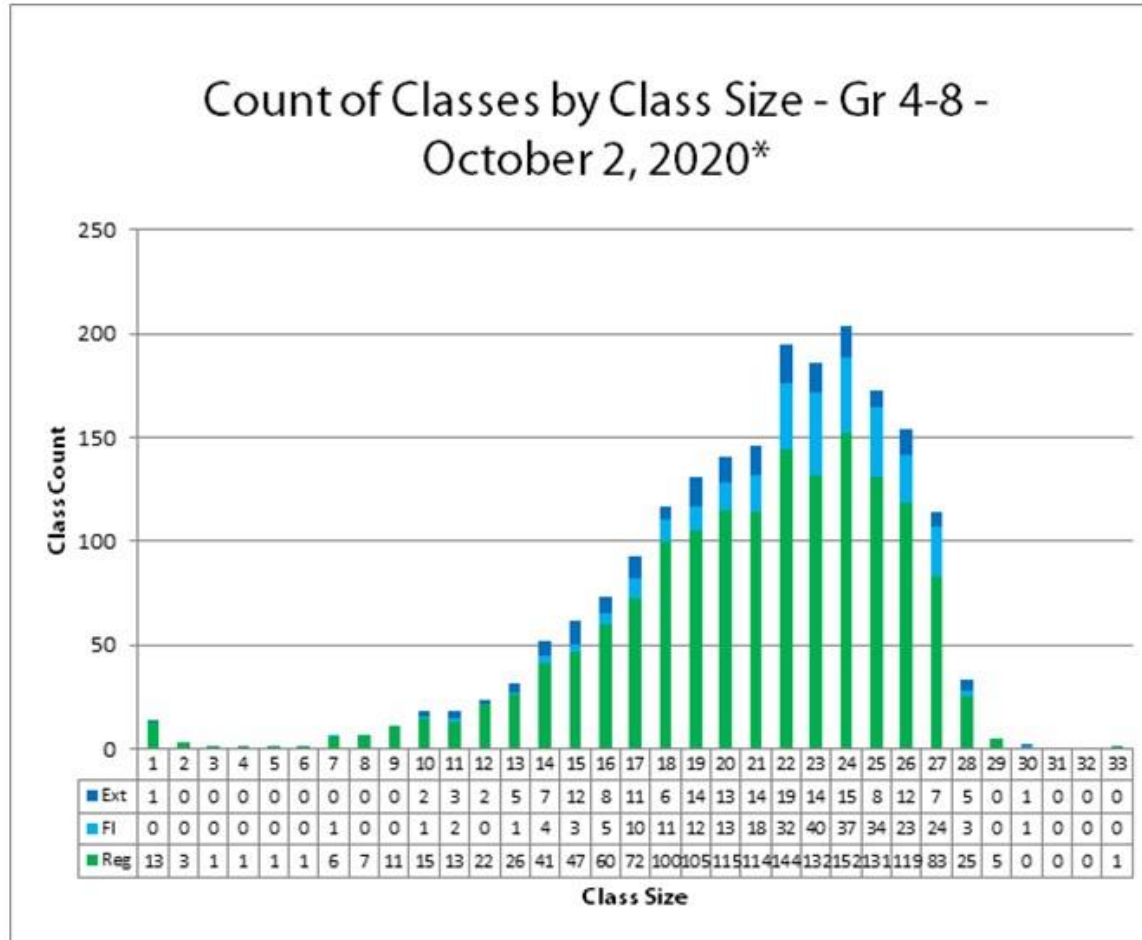
Count of Classes by Class Size - Gr 1-3 -
October 2, 2020*



All Other Schools



All Other Schools



Elementary Reorganization Process

- Each year, school boards, including the TDSB, undergo a reorganization of classes in the opening weeks of school to balance classes and staffing based on the actual number of students that are in a class versus the projected number of students.
- While this is typically a routine process, this year will be significantly different as a result of the COVID-19 pandemic.
- The school year began with class size averages — based on registration numbers — that were slightly below our targeted class size caps.



Elementary Reorganization Process

- Each year, school boards, including the TDSB, undergo a reorganization of classes in the opening weeks of school to balance classes and staffing based on the actual number of students that are in a class versus the projected number of students.
- While this is typically a routine process, this year will be significantly different as a result of the COVID-19 pandemic.
- The school year began with class size averages — based on registration numbers — that were slightly below our targeted class size caps.



Elementary Reorganization Process

- This was achieved, in part, by allocating additional staff to schools in hopes of bringing the majority of classes in-line with the targets.
- At the time, teachers were not removed from schools with small class sizes to avoid further disruption.
- Our plan was to let enrolments stabilize and then have a complete system reorganization in late September/early October.
- While these decisions brought stability and helped address issues with higher class sizes, “bricks and mortar” schools are now overstaffed.



Elementary Reorganization Process

- This was achieved, in part, by allocating additional staff to schools in hopes of bringing the majority of classes in-line with the targets.
- At the time, teachers were not removed from schools with small class sizes to avoid further disruption.
- Our plan was to let enrolments stabilize and then have a complete system reorganization in late September/early October.
- While these decisions brought stability and helped address issues with higher class sizes, “bricks and mortar” schools are now overstaffed.



Elementary Reorganization Process

- First formal weekly enrolment reporting was September 25 and indicated class size averages for in-person learning are significantly below actual average class sizes.
- The current percentage of elementary students in Virtual School is 35% compared to the 30% on which staffing allocations were based.
- By October 13, 2020, the percentage of elementary students in Virtual School will be 37.3%
- To have Virtual School classes at the desired targets, we have depended heavily on occasional teachers.



Elementary Reorganization Process

- First formal weekly enrolment reporting was September 25 and indicated class size averages for in-person learning are significantly below actual average class sizes.
- The current percentage of elementary students in Virtual School is 35% compared to the 30% on which staffing allocations were based.
- By October 13, 2020, the percentage of elementary students in Virtual School will be 37.3%
- To have Virtual School classes at the desired targets, we have depended heavily on occasional teachers.



Elementary Reorganization Process

- Permanent staff who are not required, based on the number of students in the school, will be redeployed to where they are needed (virtual school and possibly to other schools)
- There will be adjustments to class sizes, however they will remain within our targeted class caps so that health and safety standards relating to classroom size and social distancing can be maintained.
- We will continue with our commitment to provide lower class sizes in schools serving communities identified by Toronto Public Health as higher risk for contracting COVID-19.



Elementary Reorganization Process

- Permanent staff who are not required, based on the number of students in the school, will be redeployed to where they are needed (virtual school and possibly to other schools)
- There will be adjustments to class sizes, however they will remain within our targeted class caps so that health and safety standards relating to classroom size and social distancing can be maintained.
- We will continue with our commitment to provide lower class sizes in schools serving communities identified by Toronto Public Health as higher risk for contracting COVID-19.



Elementary Reorganization Process

- As has been the case already this year, this will result in a greater number of combined grade classes.
- We must ensure we have allocated teachers to the places where students are attending and that staff allocations match available resources.
- As staffing of the Virtual School continued, additional temporary staffing were added to not disrupt staffing in the “bricks and mortar” schools. The reorganization process will allow us to return to the staffing levels that match the number of students we have.



Elementary Reorganization Process

- As has been the case already this year, this will result in a greater number of combined grade classes.
- We must ensure we have allocated teachers to the places where students are attending and that staff allocations match available resources.
- As staffing of the Virtual School continued, additional temporary staffing were added to not disrupt staffing in the “bricks and mortar” schools. The reorganization process will allow us to return to the staffing levels that match the number of students we have.



Reorganization Timelines

- Students/families had the opportunity to make their decisions on September 30, whether they will be continuing in or changing the location where their child(ren) is/are learning (ie in-school vs virtual)
- A reorganization of staffing will be required on very tight timelines. This reallocation of staff will occur to better support our students and their families by making sure we have staffing levels aligned with actual student enrolment.
- Currently, we are significantly over-staffed in many schools and there is a need for increased staffing in the Virtual School.
- Current Virtual School students without a teacher will be prioritized.



Reorganization Timelines

- Students/families had the opportunity to make their decisions on September 30, whether they will be continuing in or changing the location where their child(ren) is/are learning (ie in-school vs virtual)
- A reorganization of staffing will be required on very tight timelines. This reallocation of staff will occur to better support our students and their families by making sure we have staffing levels aligned with actual student enrolment.
- Currently, we are significantly over-staffed in many schools and there is a need for increased staffing in the Virtual School.
- Current Virtual School students without a teacher will be prioritized.



Reorganization Timelines

September 30

- Deadline for requests to change from/to Virtual or In-Person school

October 3-4

- review of allocation data – in school enrollment as of October 2 and students changing in between virtual school and in-school learning



Reorganization Timelines

September 30

- Deadline for requests to change from/to Virtual or In-Person school

October 3-4

- review of allocation data – in school enrollment as of October 2 and students changing in between virtual school and in-school learning



Reorganization Timelines

October 5

- distribution of revised allocation sheets to schools
- Principals advise School Councils and Staffing Committees that they will likely need to meet for consultation on October 6

October 6

- consultation with School staffing committee/School Council
- submit new staffing models to Superintendent
- determination and declaration of surplus staff
- Superintendent provides approval for any changes to staffing models



Reorganization Timelines

October 5

- distribution of revised allocation sheets to schools
- Principals advise School Councils and Staffing Committees that they will likely need to meet for consultation on October 6

October 6

- consultation with School staffing committee/School Council
- submit new staffing models to Superintendent
- determination and declaration of surplus staff
- Superintendent provides approval for any changes to staffing models



Reorganization Timelines

October 7-8

- teachers are informed of any assignment changes including redeployment to Virtual School

Friday, October 9

- realignment date (students/staff are moved and set up in Trillium for start on October 13)
- parents of students of in-person school, should be notified by their school of any changes



Reorganization Timelines

October 7-8

- teachers are informed of any assignment changes including redeployment to Virtual School

Friday, October 9

- realignment date (students/staff are moved and set up in Trillium for start on October 13)
- parents of students of in-person school, should be notified by their school of any changes



Reorganization Timelines

Tuesday, October 13 and Wednesday, October 14

- in-person school: students and staff begin learning and teaching in new classes
- students new to Virtual School and students with a new teacher in Virtual School will work asynchronously until teacher connects

Thursday, October 15

- all students in both in-person school and Virtual School learning in class with their teacher



Reorganization Timelines

Tuesday, October 13 and Wednesday, October 14

- in-person school: students and staff begin learning and teaching in new classes
- students new to Virtual School and students with a new teacher in Virtual School will work asynchronously until teacher connects

Thursday, October 15

- all students in both in-person school and Virtual School learning in class with their teacher



Health and Safety Strategies

- Staff have been working closely with Toronto Public Health on all health and safety strategies including through the establishment of new “cohorts”
- Cleaning of classrooms between change in cohorts
- Class lists maintained in SIS for contact tracing both before and after October 13 including seating plans
- Appropriate PPE available for all students and staff as needed
- HEPA filters in classroom without mechanical ventilation



Health and Safety Strategies

- Staff have been working closely with Toronto Public Health on all health and safety strategies including through the establishment of new “cohorts”
- Cleaning of classrooms between change in cohorts
- Class lists maintained in SIS for contact tracing both before and after October 13 including seating plans
- Appropriate PPE available for all students and staff as needed
- HEPA filters in classroom without mechanical ventilation



UPDATE: COVID-19 Screening Guidance

- In line with the Ministry of Education announcement on October 1, TPH revised their screening guidance and related materials
- Screening is now different for students and adults
- All TDSB materials were revised and shared
- The revised guidelines state students with symptoms such as fever and cough should still stay home until they are able to consult with a health care provider and receive an alternate diagnosis or a negative COVID-19 test.



UPDATE: COVID-19 Screening Guidance

- A second set of questions now deals with symptoms that are commonly associated with other illnesses, such as runny nose or headache, and provides the following direction:
 - Students and children with only one of these symptoms will be advised to stay home for 24 hours, after which they can return to school or child care if their symptoms are improving.
 - Students and children with two or more of these symptoms will be advised to stay home until they are able to consult with a health care provider and receive an alternative diagnosis or a negative COVID-19 test.

Outdoor Classrooms

- Concern about overnight security of tents and area
- Only available for use in fall, not long term solution
- Limited resources in both caretaker time and funds
- Equity of access across district
- Studying other boards use of tents and outdoor learning



Blank Page

Blank Page



Committee of the Whole

Report No. 30

CW:032A

Thursday, October 15, 2020

Electronic Meeting

Members Present Trustees Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Shelley Laskin, Dan MacLean, Christopher Mammoliti, Chris Moise, Yalini Rajakulasingam, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong.

Regrets

Trustees Parthi Kandavel, James Li and 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

1. Profiles of Administrative Sites [3900R]

The Committee considered a report from staff (see CW:032A, page 1) presenting information on all sites where system and central staff are located.

Moved By: Trustee Laskin

Seconded By: Trustee Patel

The Committee of the Whole **RECOMMENDS:**

(a) That the report be received;

(b) Whereas, the COVID-19 pandemic has changed how and where all TDSB staff work and it is prudent to assess all of the Board's real property to determine appropriate requirements for current and future physical spaces;

Therefore, be it resolved that the Director present a report in the January 2021 cycle of meetings that provides a timeline for developing opportunities to achieve efficiencies and includes the following details:

- i. Administrative space requirements**
- ii. Financial impact of sites and options including:**
 - **Value of sites**
 - **Renewal backlog**
 - **Other financial concerns such as furniture, fixtures and equipment**
- iii. Further information on administrative groups using space in operating schools.**

Carried

Part (b) was introduced as business arising on motion of Trustees Pilkey and Donaldson.

PART B: Information Only

2. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Committee of the Whole was convened electronically on Thursday, October 15, 2020 from 4:30 to 7:17 p.m. with Alexander Brown presiding.

3. Approval of the Agenda

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

4. Declarations of Possible Conflict of Interest

No matters to report

5. Delegations

No matters to report

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

The Committee heard an oral update from Trustee Donaldson on the Ontario Public School Boards' Association (OPSBA), including that the following two motions were moved by TDSB representatives and passed by OPSBA:

- i. Direct OPSBA to advocate to the Minister of Education for immediate disbursement of Federal funding to public school boards across the province and in addition,**

restore school board reserves that had to be spent by boards to re-open schools safely; and

- ii. Direct OPSBA to advocate to the Minister of Education to create an immediate mechanism to address the deficiencies and inequities in funding across school boards to fund safe school reopening

During discussion of the matter, on motion of Trustee Doyle, seconded by Trustee Chernos Lin, the meeting resolved into private to discuss a private negotiations matter.

7. Update on School Reorganization

The Committee heard a presentation from staff (see attached) presenting an update on the return to school.

8. Adjournment

On motion of Trustee Donaldson, seconded by Trustee Story, the meeting adjourned at 7:17 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair

Update to Return to School

October 15, 2020



Agenda

- Virtual School Update
 - Elementary
 - Secondary
 - Opportunities to Change
- Adult Day School Learners
- Reorganization Update
- Intro to Budget
- HVAC / Fundraising
- School Council Elections



Virtual School Update Elementary

	13-Oct	30-Sep	
Virtual Elementary	63,221	58,399	4,822
In-Person Elementary	106,299	109,835	-3,536

Virtual School represents 37% of all elementary students in TDSB



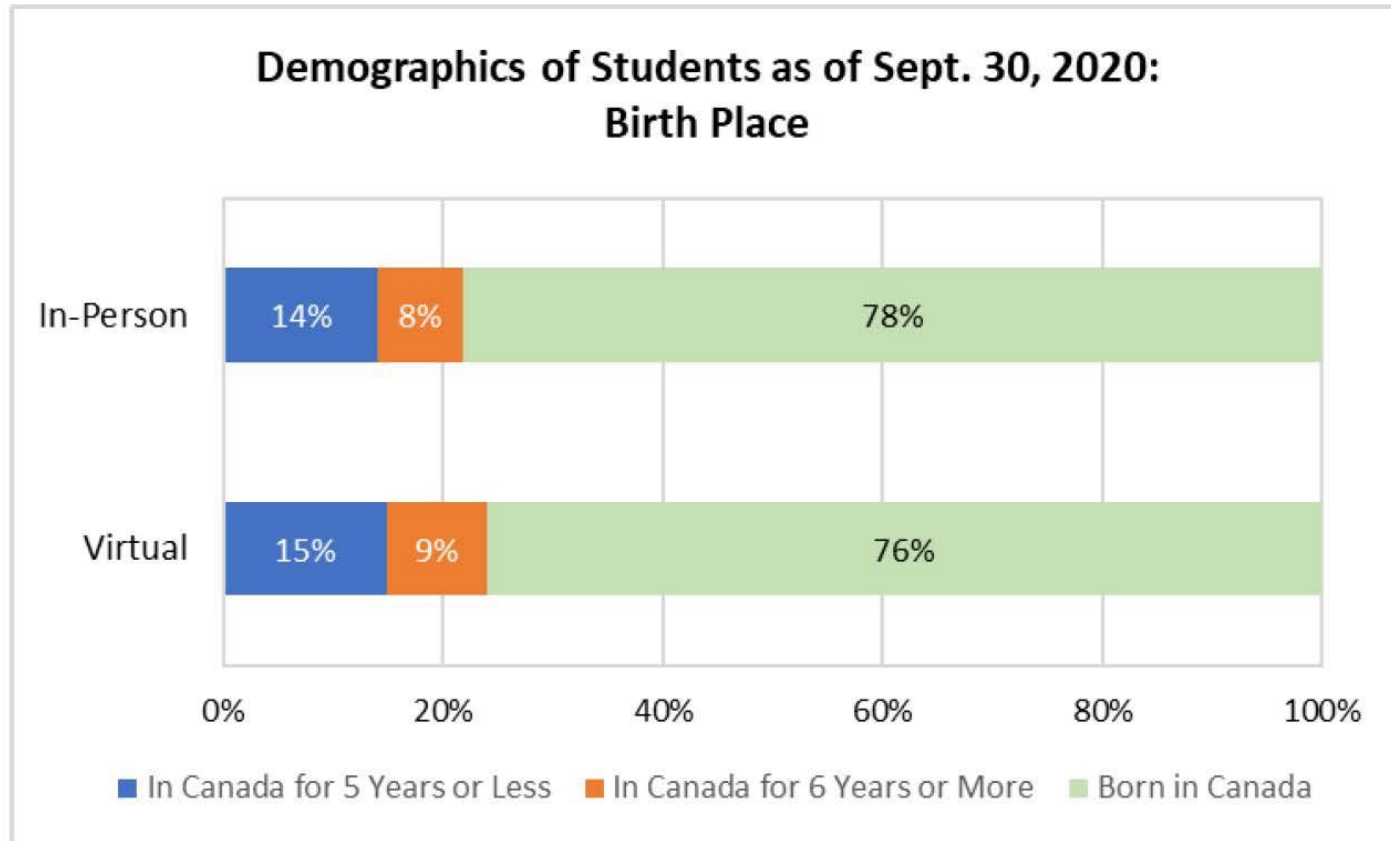
Demographics of Students Enrolled in Virtual School and In-Person School

(Does not include October 13th Enrolment Data)



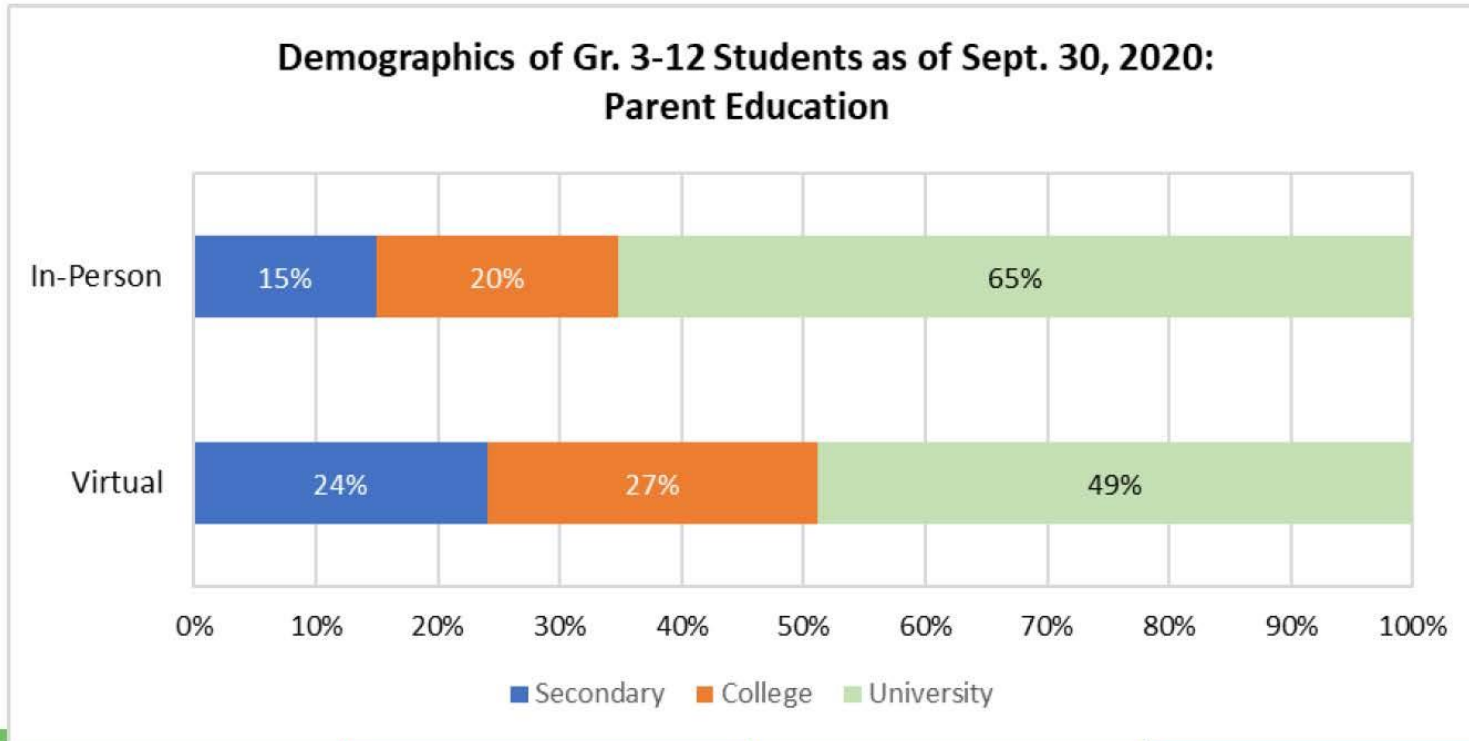
Demographics of Students: Virtual School and In-Person School

- Student birth place and time in Canada:



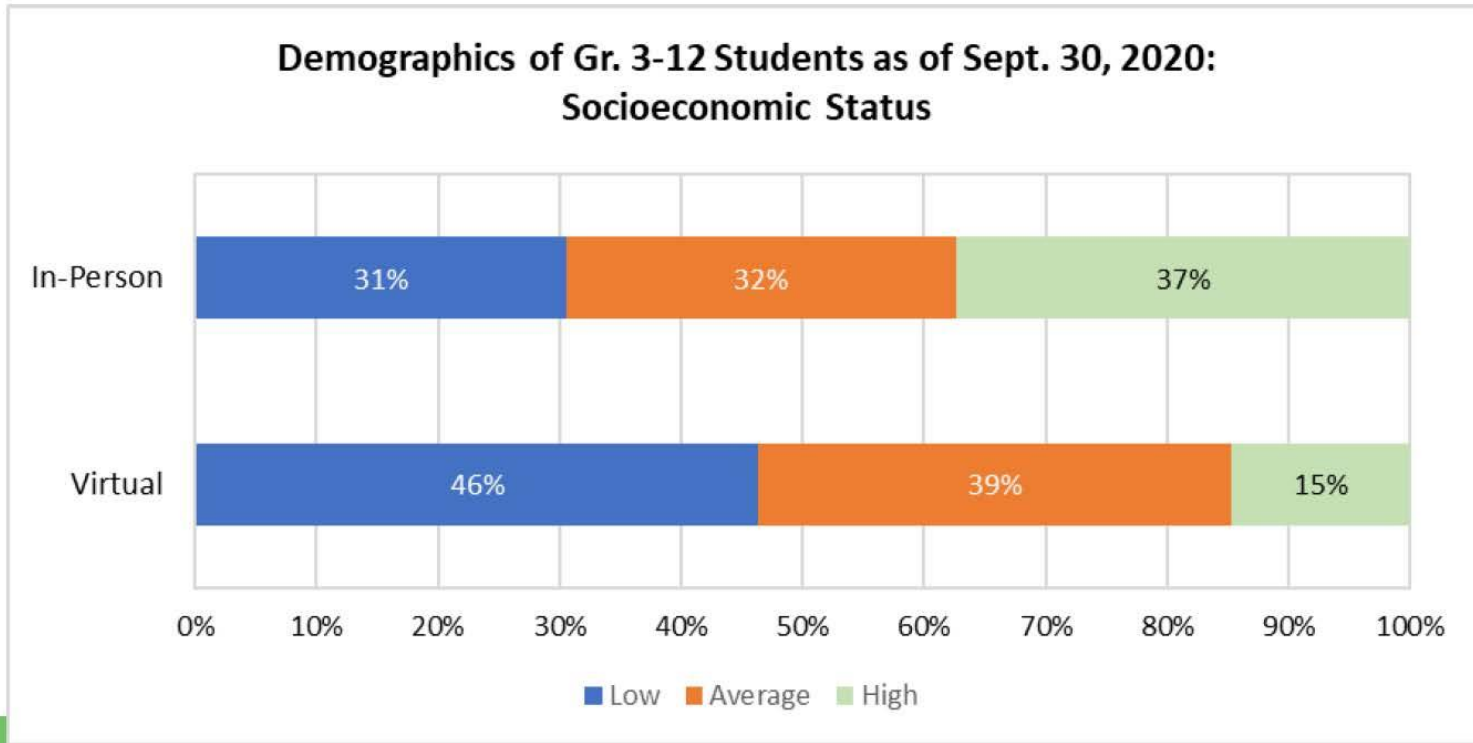
Parental Income and Education: Parent Education

- Parent Education: proportionally more Grade 3-12 students whose parents had less education chose to attend school virtually



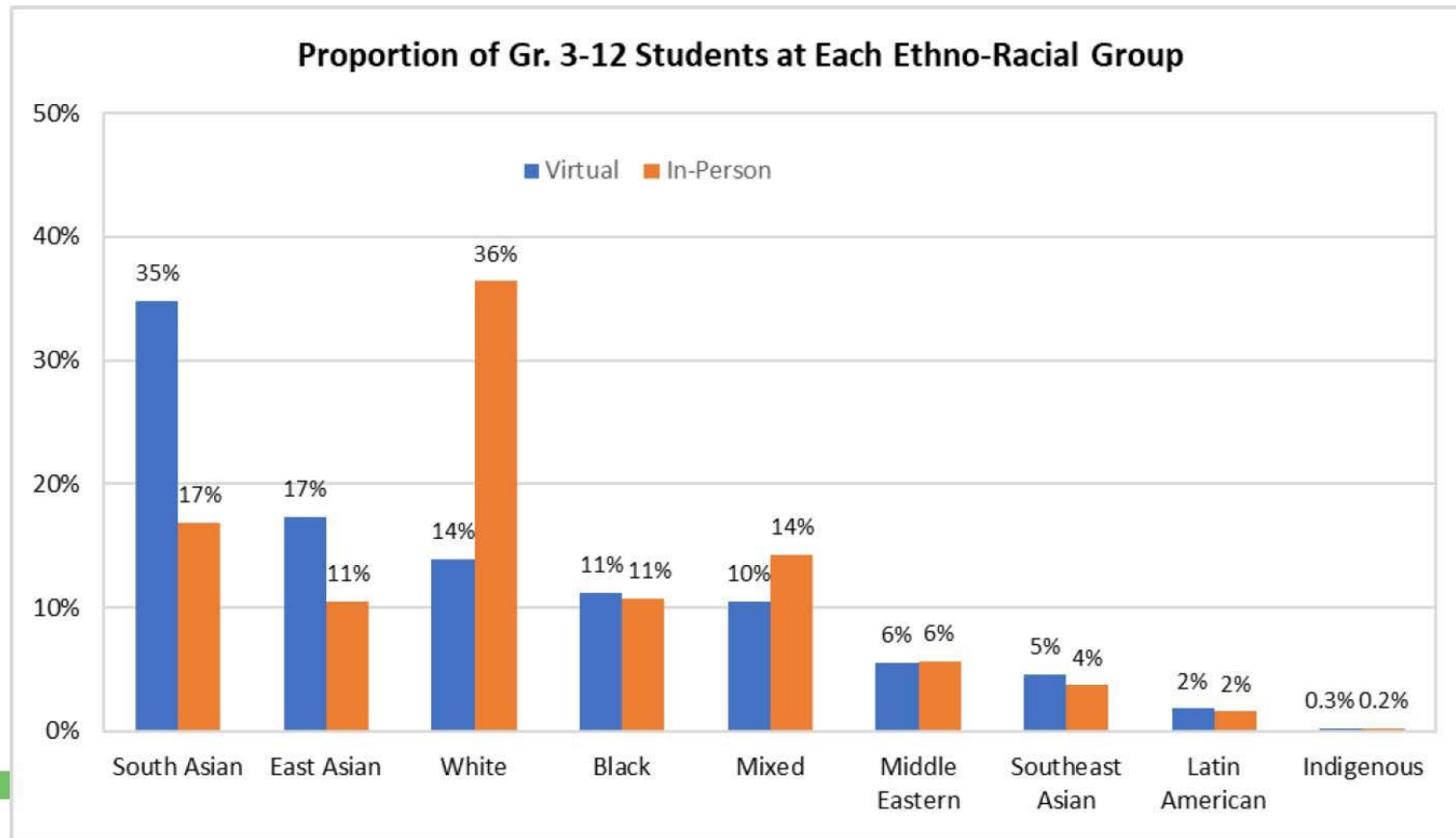
Parental Income and Education: Socioeconomic Status

- Socioeconomic Status (SES): proportionally more Grade 3-12 students from lower SES families chose to attend school virtually



Ethno-Racial Background of Students: Virtual School and In-Person School

- Ethno-Racial Background: proportionally more South Asian and East Asian students chose to attend school virtually, while more White and Mixed students chose to attend school in person



Summary of Decline of Students in In Person Schools

	March 2020 Projection	Total # of Students Decline	Percentage of Decline
TDSB Total	242323	83828	35%



Learning Centre 1

LC	LN	March 2020 Projection	Total # Student Decline	Percentage of Decline
1	1	8162	3140	38%
1	2	11245	3985	35%
1	3	8566	3338	39%
1	4	6228	2360	38%
1	5	14440	3355	23%
1	6	13018	2834	22%
LC1 Total		61657	19013	31%



Learning Centre 2

LC	LN	March 2020 Projection	Total # Student Decline	Percentage of Decline
2	7	7397	3651	49%
2	8	10871	3988	37%
2	9	7548	2897	38%
2	10	11552	5303	46%
2	11	8571	3882	45%
2	12	11419	3569	31%
LC2 Total		57357	23289	41%



Learning Centre 3

LC	LN	March 2020 Projection	Total # Student Decline	Percentage of Decline
3	13	10512	5036	48%
3	14	9992	5602	56%
3	15	8257	3651	44%
3	16	8181	3102	38%
3	17	9090	4359	48%
3	18	9541	3508	37%
LC3 Total		55573	25256	45%



Learning Centre 4

LC	LN	March 2020 Projection	Total # Student Decline	Percentage of Decline
4	19	12154	2712	22%
4	20	11190	2192	20%
4	21	10093	2536	25%
4	22	9698	3094	32%
4	23	13271	2673	20%
4	24	11332	3063	27%
LC4 Total		67737	16271	24%



Elementary - Opportunity to Change

- Issues with continuing with November Transition:
 - Student & Staff Mental Health & Well-Being
 - Academic achievement (Assessment & Evaluation)
 - Staffing (In-Person and Virtual School)
 - Requirements of Central Staff
 - Keeping class size in In-Person School within targeted caps
- Based on feedback during the recent transition, and in the interest of stability at this time for students and staffing in both Virtual School and In-Person, we will no longer offer a November transition date
- We are exploring different options for how virtual learning may be delivered for the next scheduled transition date in January

Virtual School Update Secondary

- 18,500 students and 800 teachers

To provide more stability and consistency for students/families and teachers, we are pausing on the October 15 switch date (Quad Two).

- we need to be nimble and adapt as the realities of the pandemic evolve
- we want to ensure students are able to achieve credits and be successful
- we need to ensure courses are available in bricks and mortar, especially in smaller schools

Staff are working on options after careful consideration of all challenges and complications including:

- hearing from students, families, principals and SOES that timing is not good
- Potential large number of students opting in to VS
- leaving very few students and teachers in bricks and mortar
- Teachers left may not hold the qualifications to support the students to graduation (course offerings)
- Central (ITS, ES) staff required to support this transition need to concentrate on upcoming body of work ie assessment, SIS

Virtual School Update – Opportunity to Change

- Staff are currently working with principals, superintendents, and union to look at the best local school options to support both Virtual School requests and In-Person school needs
- Options will be communicated early next week
- All changes will be effective November 23 for the start of Quadmester 2

Adult Day School

- All current ADS students, and newly registered students, were provided with an online pre-registration survey on Tuesday, Oct. 13
- The Quad 2 survey asked:
 - Do you plan to register for a specialty certificate program?
 - What are your intentions for quadmester 2? In School, Online, or not attending in Quad 2
- Each ADS principal distributed the survey to their students by email yesterday
- Each ADS principal was asked to ensure that students were given class time (either in-school or online) today to complete the survey
- These data will inform how we can meet the learning needs of our students
- Course selections for ADS students will begin next week

Elementary Reorganization Update

- Schools were given adjusted student enrolments on October 5
- These were based on October 2, 2020 actual enrolments and requests from parents to move students from in-school learning to Virtual School or vice versa
- Staff allocation adjustments were made using adjusted student enrolments and the targeted class size maximums previously shared
- Schools submitted name(s) of staff who would be surplus prior to October 7, 2020. These staff were placed into classes in Virtual School between October 7 and October 9, 2020
- 440 FTE teachers were redeployed from bricks and mortar schools to Virtual School

Elementary Reorganization Update

- Target of 570 FTE to be removed was not achieved due to the following circumstances:
 - Since the majority of schools had a reduction of 1.0 FTE or less, we could not remove prep teachers from those schools without needing a significant number of itinerant prep teachers who would work in multiple buildings each week
 - A small number of adjustments to allocations for emerging class size issues
 - Teachers on various leaves were not redeployed to virtual school but their positions were reduced from school allocations
 - Teachers on a half time contract were not moved to virtual school, not sending over 0.5 teachers



Reorganization Part Two Update

Building on the first phase or reorganization of teachers and Vice-Principals, in the coming weeks support will be provided for:

- Early Years through redeployment of DECEs
- Leadership structure:
 - Principals and Superintendents
 - Administrative Support
- ESL/ELL Supports

Introduction to Budget

- Overall enrolment of projected to be down 3,619 primarily due to JK/SK enrolment
- Impact on GSN is estimated to be \$41.8M
- Student funding for In-Person and Virtual School are funded at the same level
- School Budgets for In-Person schools will be adjusted to their revised enrolments
- Virtual Schools have been provided school budgets to support learning

Ventilation / HVAC

TPH recommendation to increase ventilation:

- increasing run-times of HVAC systems to bring in more fresh air;
- bring outside air into the space by opening some windows;
- TPH does not recommend the use of HEPA filters at this time.

EDU additional funding has been allocated to:

- increase frequency of filter changes in HVAC systems to six times/year;
- purchase approximately 5,000 to 6,000 institutional-grade HEPA air filters for use in classrooms that do not have operable windows and do not have mechanical ventilation (or have limited mechanical ventilation, exhaust only);
- Distribution will be to Q5 schools, congregated sites and then based on LOI

Fundraising

School-Level Fundraising priorities for 2020-21:

- **Technology** - Additional devices required in schools as devices were repurposed for Virtual School (VS) use.
- **Nutrition Programs** - Demand for grocery gift cards for VS students in underserved communities. Prepackaged foods are also an increased cost pressure to school programs.

How to donate

- To minimize cash handling, donations should be collected through the online platform:
<https://www.tdsb.on.ca/Community/How-to-Get-Involved/Fundraising/Donations>

Fundraising for HEPA Units

HEPA Units

- \$6.0M of Ministry funding to purchase approximately 5-6K units for classrooms without operable windows or mechanical ventilation.
- 500 air purifiers donated from corporate sponsor installed in 37 classrooms.
- Monetary donations for HEPA units to be directed to Covid-19 Central relief fund for schools with greatest ventilation needs.
- TDSB pre-approval is required for School-level fundraising, to ensure it aligns with Board policies around purchasing, health & safety and equity.
- All in-kind donations must be units specified by the Board

Fundraising

PPE and Supplies

- No immediate need to fundraise for PPE, as Ministry has been providing PPE and supplies to school boards.
- Bulk shipped to schools or ordered from the distribution centre. PPE supplies are not charged to school budgets.
- Any monetary donations for additional supplies for students to be directed to Covid-19 Central relief fund.
- All in-kind PPE donations must meet Board specifications.

Items that schools should not be fundraising for:

- Outdoor tents or canopies
- Portable sinks or hand wash stations
- Items that will add to utility, installation or maintenance costs (e.g. plexi glass, outdoor heaters, etc)

School Council Virtual Elections

- School Council meetings should be held virtually given the new protocols on numbers allowed to meet in person;
- A communication was shared with schools, School Council chairs and PIAC on hosting virtual school council elections;
- A webinar has been scheduled for School Council chairs on Monday October 19, 2020 at 6:30 p.m. to provide further support on hosting virtual elections.



Blank Page



Committee of the Whole (Special Meeting)

Report No. 31

CW:33A
Tuesday, October 20, 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 Trustee Firdaus Shallo

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

Regrets Regrets were received from Trustee Alexandra Lulka

Part A: Committee Recommendations

No matters to report

Part B: Information Only

1. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Committee of the Whole was convened on Tuesday, October 20, 2020 from 4:31 to 6:28 p.m., with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

re HEPA Filtration/Air Quality in Schools

1. Sam Kaufman, Parent

re Technology Procurement Policy

2. Alexis Dawson, Parent

4. Report From the Director of Education

The Committee heard a presentation from staff providing an update on the return to school (see attached).

5. Report From the Chair of the Board

No matters to report

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

No matters to report

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

No matters to report

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

No matters to report

10. Reports From Student Trustees

No matters to report

11. Emergency Motions

No matters to report

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

No matters to report

13. Adjournment

On motion of Trustee Wong, seconded by Trustee Moise, the meeting adjourned at 6:28 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Chair

Blank Page

Update to Return to School

October 20, 2020



Agenda

- Devices
- Elementary Reorganization -- Class Size Update
- Virtual School Update
- Special Education
- COVID-19 Cases
- Assessment, Reporting, Grad Requirements
- Adult Day School
- Fundraising

Request for Devices and Shipping Volume (April - June 2020)

- Number of Devices Requested : 60,402
- Number of Devices Shipped: **60,488**
 - Chromebooks:
38,912
 - Wi-Fi iPads:
13,640
 - LTE iPads/Hubs:
7,732
 - Specialized Equipment:



Device Collection from Schools (April - June 2020)

Number of Devices Collected:	39,574	
● Chromebooks:		30,024
● Wi-Fi iPads:		9,346
● Specialized Equipment:	204	

In support of Remote Learning in Spring 2020, IT staff visited **370 schools** to collect and catalog Chromebooks and iPads for distribution to students who had requested a device. In order to expedite the collection of devices, schools with high device inventory were first selected. Some devices were also removed by school staff/teachers for their use to support student teaching and learning.



Additional Devices Purchased/Leased (April - June 2020)

Vendors	Product	Cost	Quantity	Notes
Compugen and CDI	HP and Acer Chromebooks	\$2,104,671	7,413	April 2020 Delivered to students in support of remote learning. Completed.
Apple Canada	iPads – LTE	\$4,410,000	7,500	April 2020 18 month lease. Total lease payments plus buy-out equivalent to original purchase price (0% financed).
	iPads – WiFi	\$2,335,000	5,000	Delivered to students in support of remote learning. Completed.



Parent/Student Request for Virtual School (September - October 2020)

Number of Devices Requested: 10,381

Number of Valid Requests: **7,099**

- Chromebooks:

4,259

- Chromebooks & LTE Hub: 246

- LTE Hubs:

33

- Wi-Fi iPads:

2,421



October 20, 2020

- LTE iPads/Hubs

Devices Shipped for Virtual School (September - October 2020)

Number of Devices Shipped: **5,399**

- Chromebooks: 3,720
- Wi-Fi iPads: 1,559
- LTE iPads:
120*
- LTE Hubs:
35*

* Additional monthly charges for data usage. Charges are \$14.30/month/device (up to 6GB) and \$45/device beyond that.

Hardware Purchased in August, September, October 2020

Vendors	Product	Cost	Quantity	Notes
Compugen	HP Chromebooks	\$1,999,948	7,317	Order Placed in August. 18% of devices removed were delivered to 370 schools in support of in-school learning. Delivery in Sep & Oct. Completed.
Compugen	HP Chromebooks	\$601,323	2,200	Order Placed in August. Delivered to students in support of Virtual School. Delivery in Sep & Oct. Completed.
Compugen	HP Chromebooks	\$2,999,786	10,975	Order Place in September. Will be delivered to students and schools in support of remote and in-school learning. Deliveries starting this week in volume of 2K/Week. WIP
CDI	Acer Chromebooks	\$545,279	2,000	Order Placed in October. Will be Delivered to students in Virtual School. WIP Delivery expected by end of October.

Devices in all Bricks and Mortar Schools (as of October 15, 2020)

Grand total of desktop and mobile devices still active and available in our schools: **136,123**



Elementary Reorganization -- Class Size Update

Source: EVA Active 20201016 (Data as of 20201015 6:00pm)

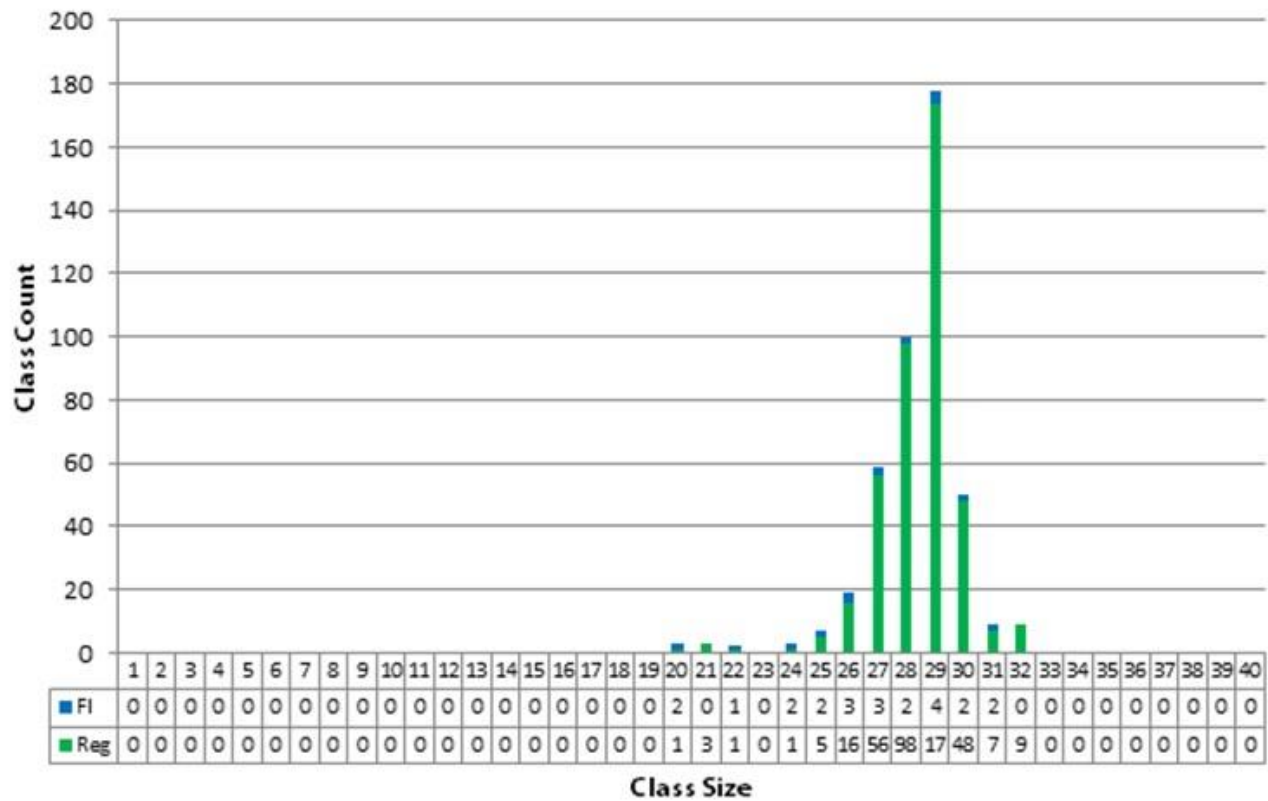
School	Average			Total Classes		
	JK/SK	Grade 1-3	Grade 4-8	JK/SK	Grade 1-3	Grade 4-8
Virtual Schools	28.38	19.94	32.43	442	970	859
TDSB Identified High Priority Schools	12.61	16.75	14.55	268	306	523
All Other Schools	18.66	17.35	20.96	865	1483	1876

Elementary Reorganization

School	Target Maxima		
	JK/SK	Grade 1-3	Grade 4-8
Virtual Schools	29	20	35
TDSB Identified High Priority Schools (based on TPH and other criteria)	15	20	20
All Other Schools	24	20	27

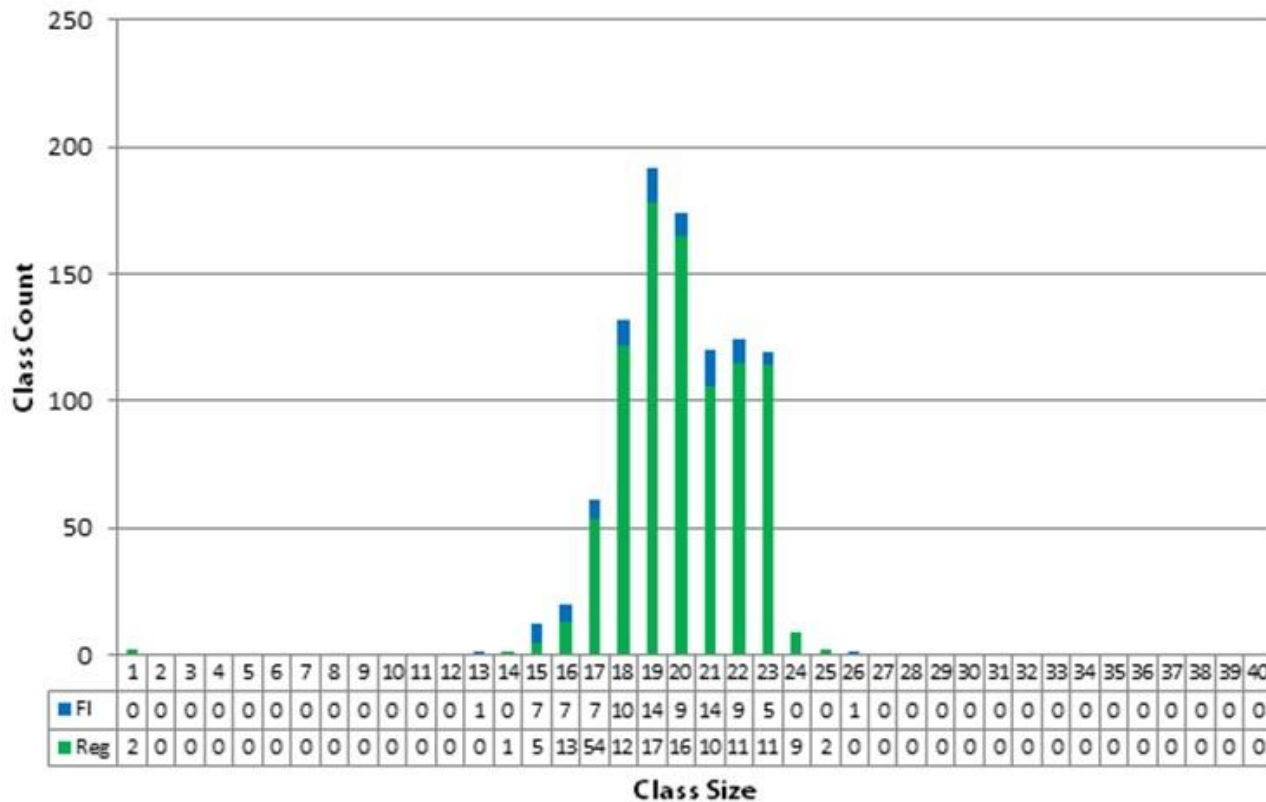
Virtual School

Count of Classes by Class Size - FDK -
October 16, 2020



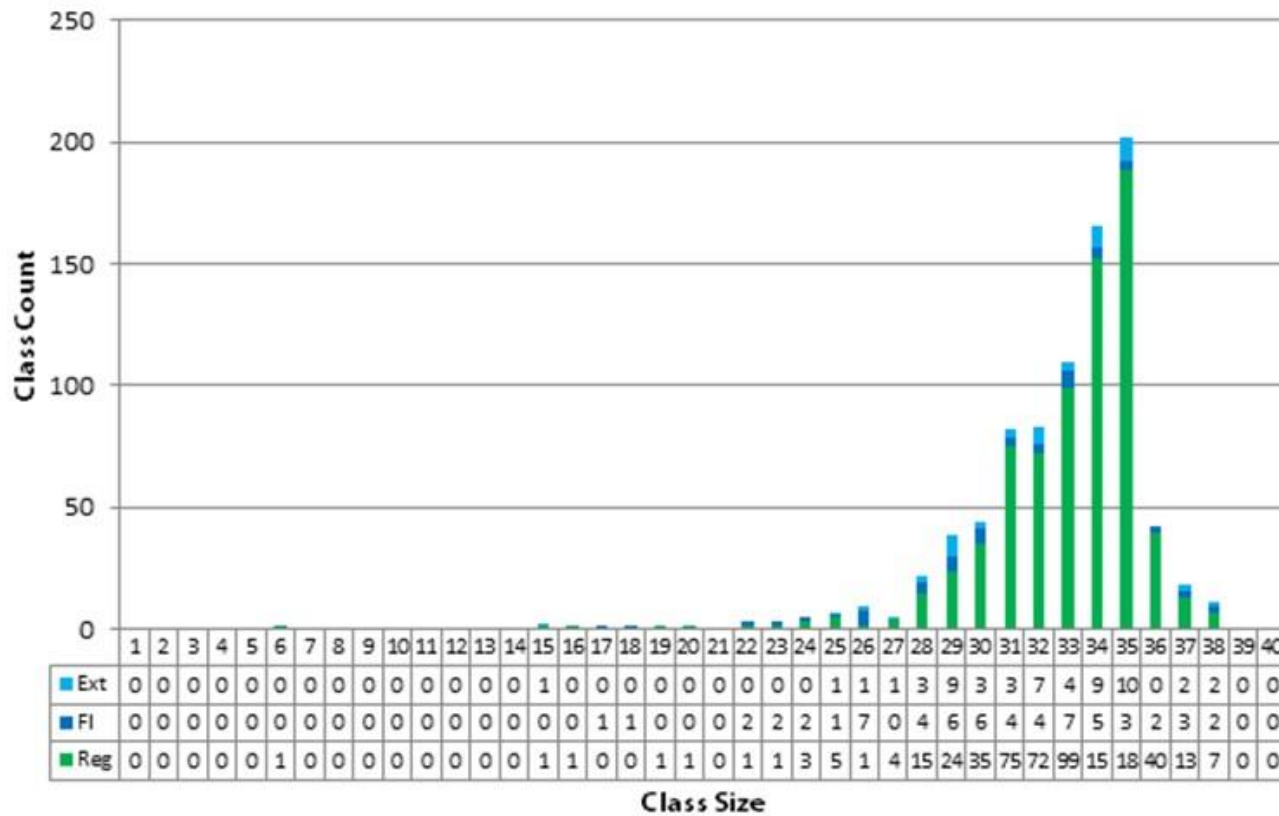
Virtual School

Count of Classes by Class Size - Gr 1-3 -
October 16, 2020*

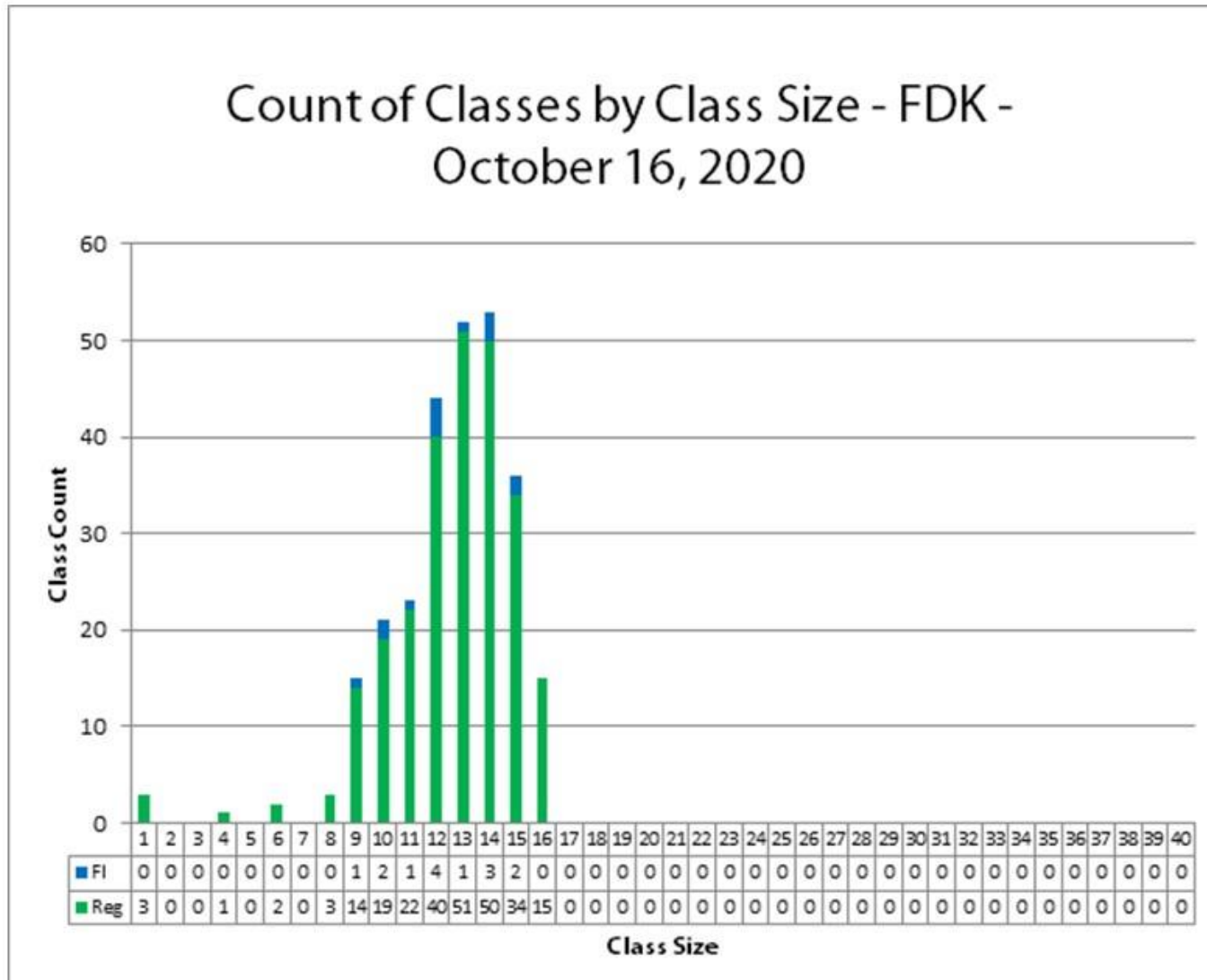


Virtual School

Count of Classes by Class Size - Gr 4-8 -
October 16, 2020*



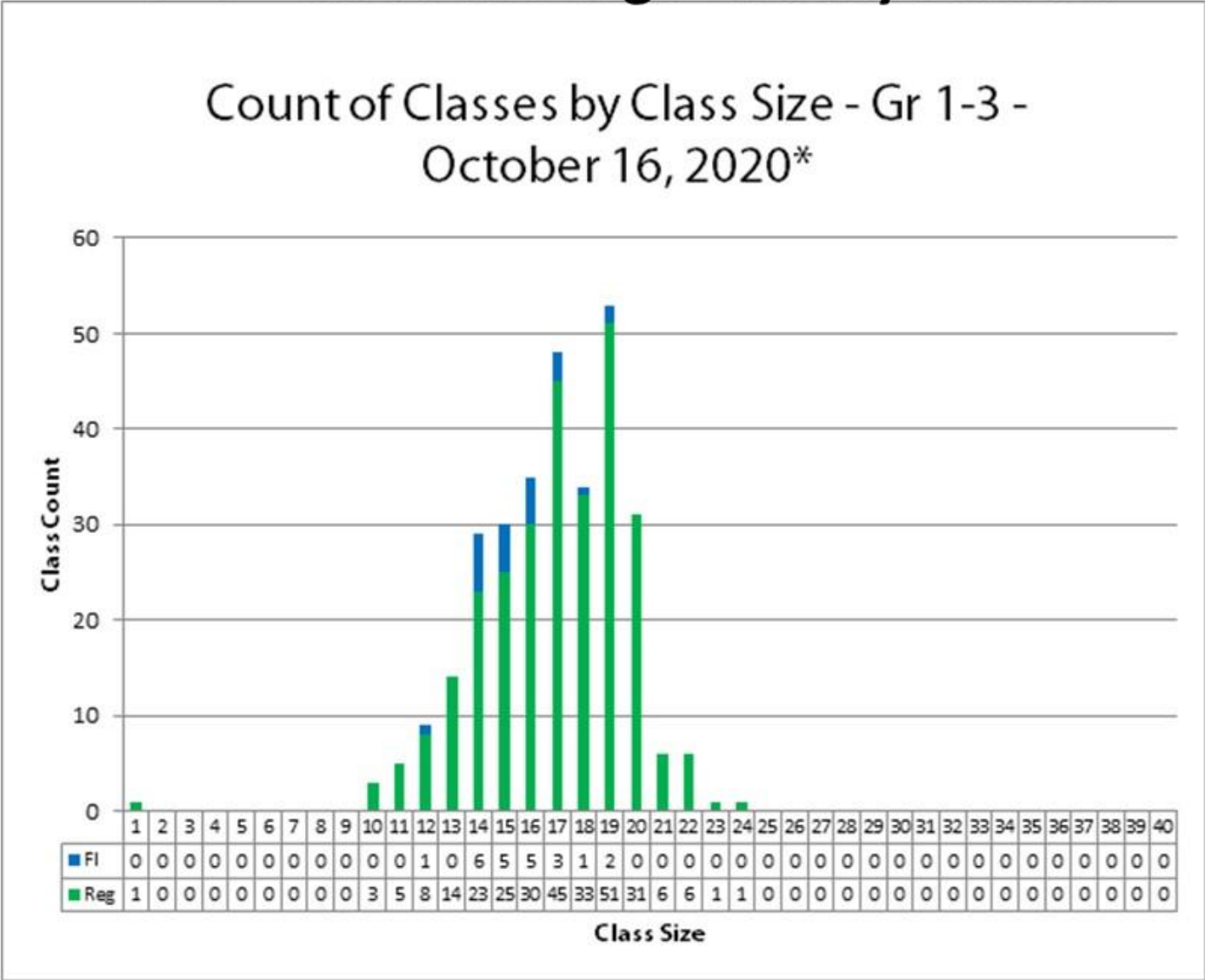
TDSB Identified High Priority Schools



15

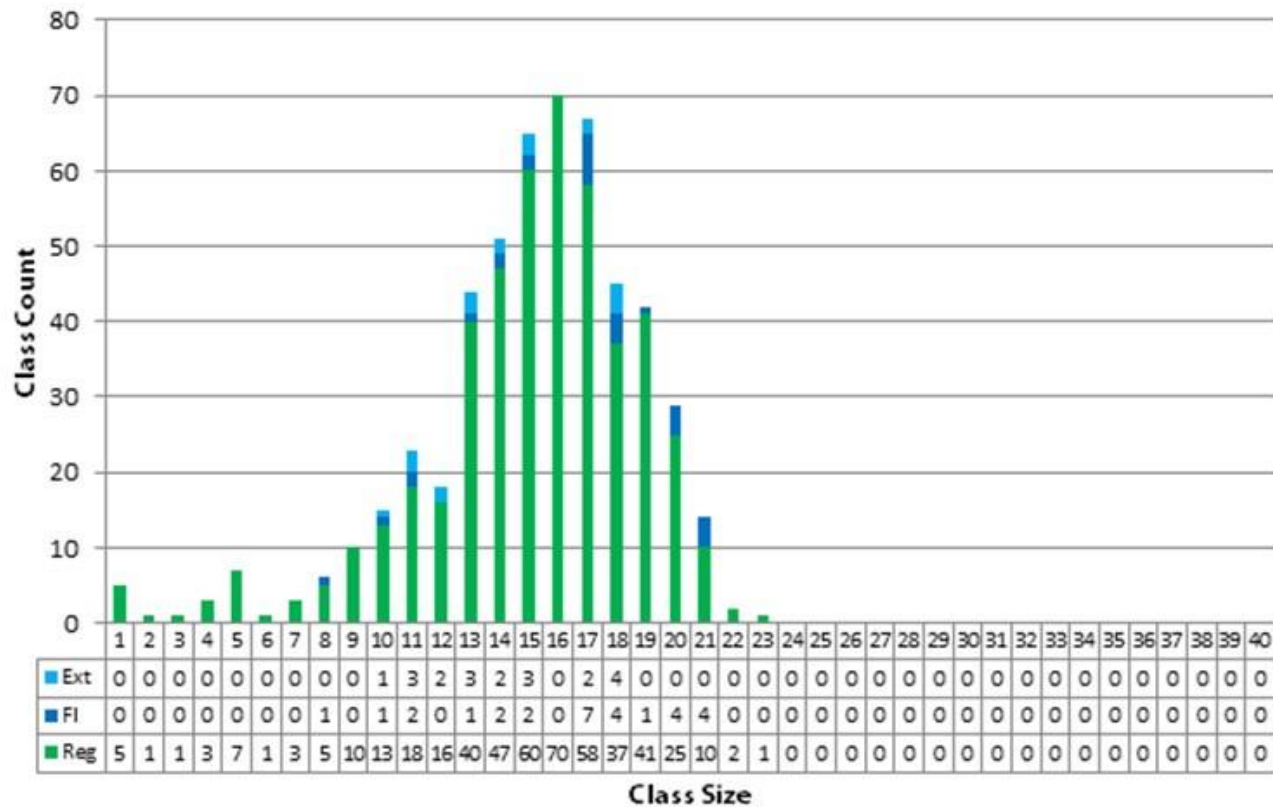
TDSB Identified High Priority Schools

Count of Classes by Class Size - Gr 1-3 - October 16, 2020*



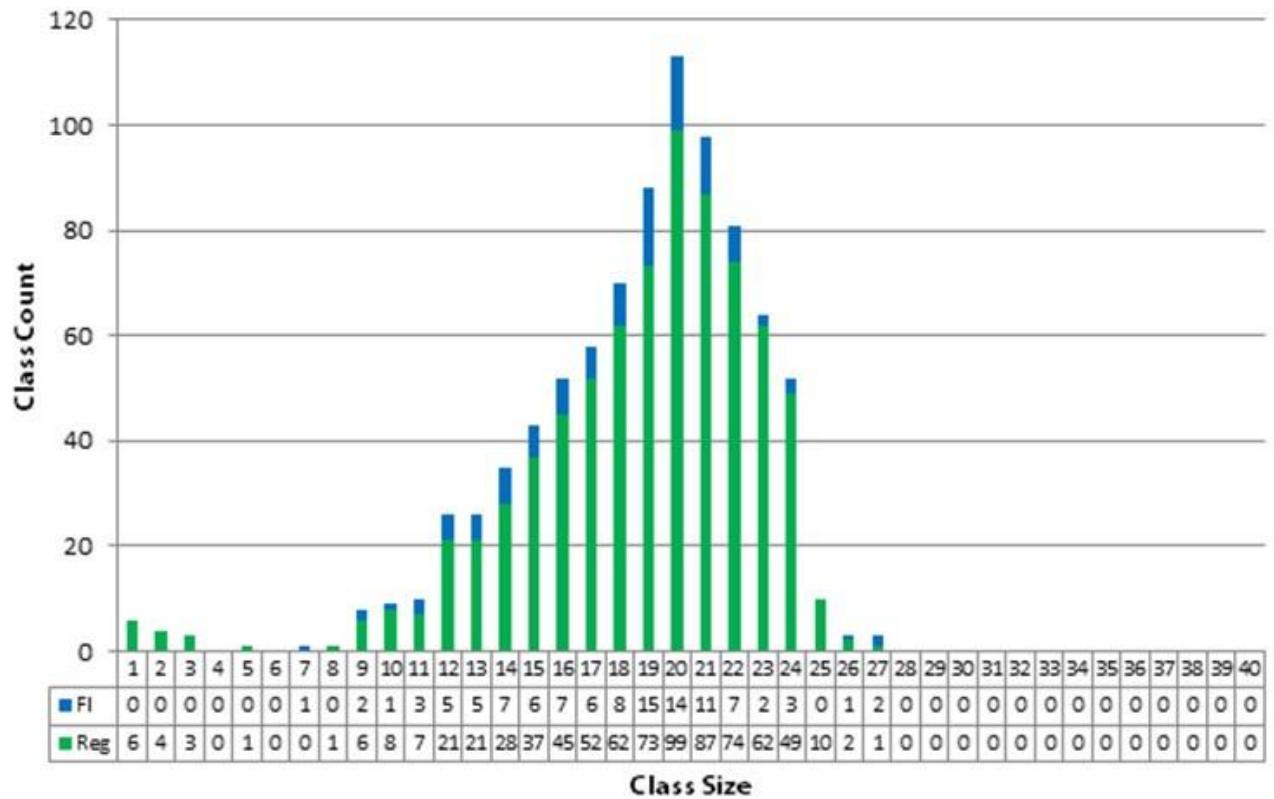
TDSB Identified High Priority Schools

Count of Classes by Class Size - Gr 4-8 -
October 16, 2020*



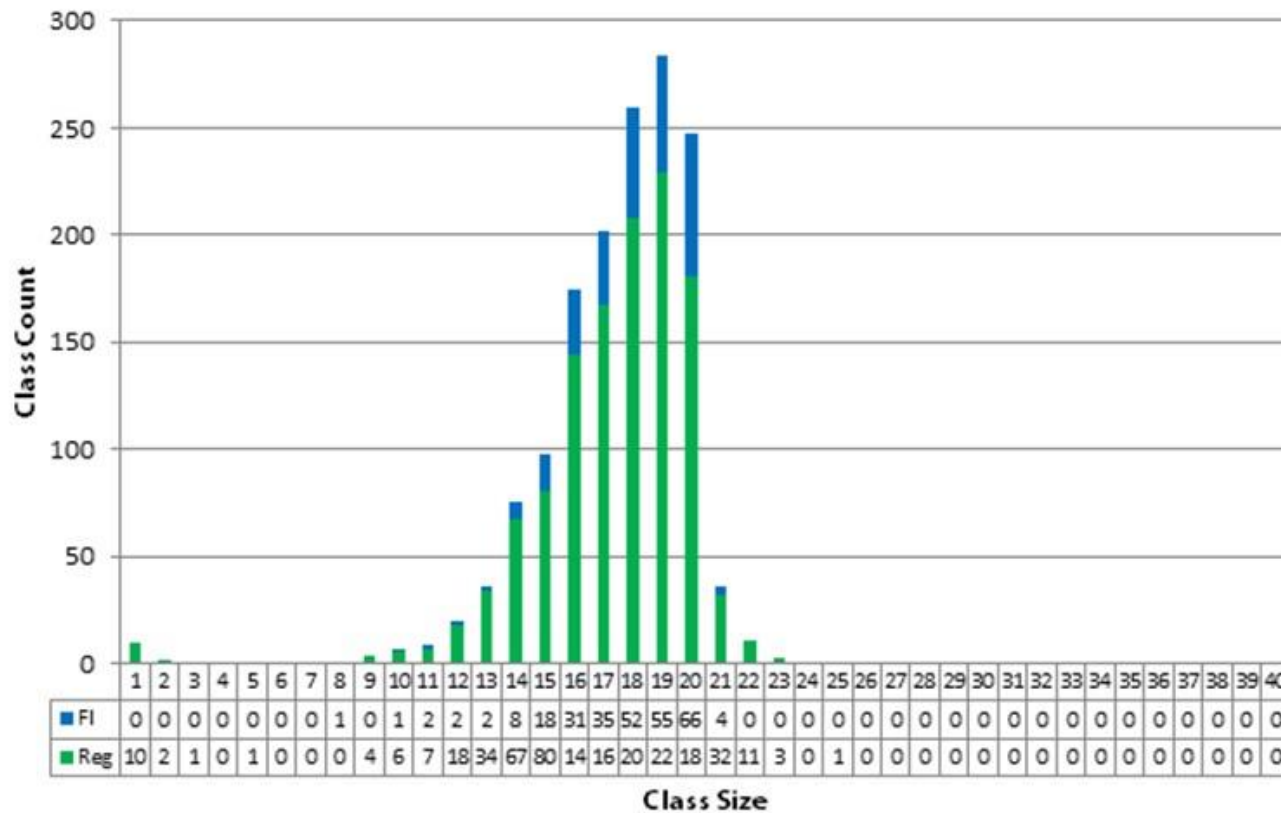
All Other Schools

Count of Classes by Class Size - FDK -
October 16, 2020



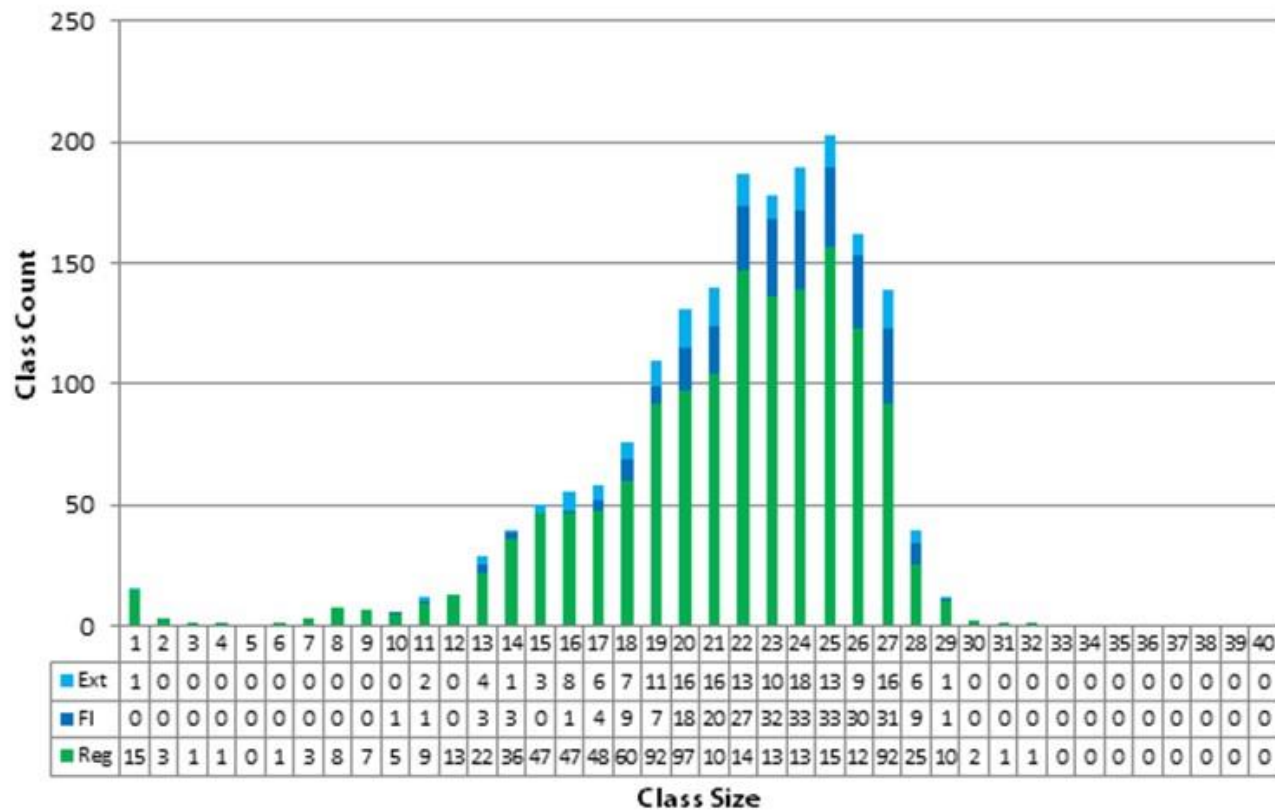
All Other Schools

Count of Classes by Class Size - Gr 1-3 -
October 16, 2020*



All Other Schools

Count of Classes by Class Size - Gr 4-8 -
October 16, 2020*



Elementary Virtual School Update

- **VS has a total of 2,579 homeroom teachers of which 226 are French Immersion/Extended French**
- **VS has a total of 145 Core French/Resource/Special Education teachers**
- We have created a **Virtual School Twitter Feed** to showcase the good news that are happening in our classrooms every day. Many teachers have shared with the team the work that their students are engaging in. **Hashtag #TDSBVS**
- We are beginning discussions with Communications in the various ways to **engage our parents**. We are looking at virtual school **newsletters and virtual parent sessions (webcasts)**
- The addition of **41 VPs** have been helpful to align **more effective communication** (66 administrators in total) = (955 families per Admin)
- A list of all Principals and Vice-Principals with their respective assignment will be shared with Trustees and posted this week.

Leadership Needs in Virtual School

- Reorganization Part Two
- Timelines



Secondary Virtual School Update

- Staff is looking at student needs. School-based virtual models will vary from school to school based on a number of factors, including number of students wishing to learn virtually, availability of technology, teacher preference and available courses.
- We are trying to accommodate both in-person and virtual learners at their school. Schools will have the autonomy to determine the model that works best given their needs and the current situation at their school. The models below are examples and schools are encouraged to come up with innovative solutions if these models will not work given their specific context.
- Many schools have been using different models for a variety of reasons, including students not being transferred to the Virtual School correctly and students not feeling comfortable attending school in-person despite not registering for the Virtual School.
 - **Sample Model 1:** Cohort A in a class is virtual and Cohort B is in-person.
 - **Sample Model 2:** Delivery of an entire course virtually if there are enough students who request this option.
 - **Sample Model 3:** Run a flipped classroom, meaning that material will be provided virtually to all students, and then students who require additional support or would like to have face-to-face small group discussions about the material can attend in-person (optional).
 - **Sample Model 4:** Students from neighboring schools can “share” students to ensure a critical mass for virtual course delivery.
 - Other local models will be considered.
 - All models will be approved by Superintendents and reviewed by Learning Centre Executives and Employee Services
- Communication will be shared with students, staff, parents, trustees on process and timeline by

Friday.

October 20, 2020

23

Special Education

Breakdown of Students with Special Education Needs (SEN)

Learning Centre	Number of Students with SEN In-Person	Number of Students with SEN in Virtual School
LC1	4,606	2,124
LC2	3,632	2,595
LC3	3,238	2,760
LC4	5,767	1,848
Secondary	13,804	4,357
TOTAL	31,047	13,684

Total Special Education Teachers in Virtual School: 278

Total Support Staff serving students with IEPs (In-Person and Virtual): 2,695

Individual Education Plans (IEP)

IEP Consultation Forms

- Students with IEPs in the Virtual School will be supported by their Homeschool Principals
- An electronic IEP Parent Consultation form has been sent to VS students using the TDSB Qualtrics platform and includes the TDSB Notice of Consent

IEP Access

- As of October 16th, 2020, Homeschool Principals will have access to their respective Homeschool students attending Virtual School SAP CRM including Professional Support Services Forms

IEP 30 Day Completion

IEP Completion

- The 30-day IEP count will start from the first day the student received a teacher.
- Students will have their 30 days begin based on their staggered entry date and receive their IEP based on usual timelines (e.g., if the student started September 17th, 2020 their IEPs should be sent home October 29, 2020).

IEP 30 Day Completion

Students who moved from Virtual School to Homeschool-IEP

- Due to the Transition that has recently occurred, additional time is being granted to develop the IEP
- IEPs will be sent home as close to October 29th as possible and no later than November 6th
- For students who have transitioned, schools will work with families to collaboratively coordinate a seamless transition of IEP development

Students moving from Homeschool to Virtual School-IEP

- More information will be shared to support schools and families regarding students who have moved from their Homeschool (bricks and mortar) and moved to Virtual School on October 13, 2020

Next Steps

In order to continue the goal of having students and families staying connected to their homeschool, more information will be shared regarding the following Special Education Processes within the next 1-2 weeks:

- IEP Processes
- In School Team (IST)/School Support Teams (SST) and IPRC/SEPRC for their respective students in both VS and in bricks and mortar

Assistive Technology Distribution

- We have been able to ensure that we are meeting requests for Special Education Amount (SEA) claim devices such as Chromebooks in a timely manner.
- This is as a result of pre-ordered SEA claim Chromebooks ordered at the end of last school year (taking into account replacement devices and some order for new claims for this school year).
- Devices that were ordered last year are currently being delivered to schools and students.
- We continue to work hard to ensure devices are in the hands of students through the claims process.

Assistive Technology Distribution

- Over the past we have delivered 950 approved individual claims from last year school year and we have also replaced 1950 SEA claim Chromebooks and about 64 iPads claims that were taken from schools
- We also delivered a number of interactive white boards 44 and 40 other AAC devices ordered from last year
- We also have additional Chromebooks in storage with our vendor to meet emerging needs over the coming months.

COVID-19 Cases

- As of 4 p.m. today, there were 119 schools with at least 1 confirmed case of COVID-19.
- In total, TDSB has 148 confirmed cases among students and 45 confirmed cases among staff.
- We continue to work closely with Toronto Public Health (TPH) on any developing situations.
- Over recent weeks we have moved to a new model that permits principals to direct classes to self isolate until further information is received from TPH.

Assessment, Reporting and Evaluation

Ministry of Education Guidance on Assessment, Evaluation and Reporting
Memo released October 2, 2020

- Provided adjustments for 2020-2021 as described in Growing Success
- Acknowledgement of exceptional circumstances
- Emphasis on responding with flexibility and understanding
- Suggestion to provide time to students to adjust to school environment with focus on mental health, well-being, and safe, inclusive learning community

Elementary - Progress Report Timelines

- **November 6, 2020:** The cut-off date for reporting progress
- **Nov. 16, 2020 - Nov. 19, 2020:** Progress Reports and Kindergarten Communication of Learning: Initial Observations sent home
- **Teacher who is currently teaching the student will be responsible for Completing Progress Report Card:**
 - Emphasis on ongoing communication between parents/guardians and teachers
- **Considerations:**
 - Modified timing for Virtual School Report Cards given the later start date. Do we consider an alternative template or checklist?

Elementary Report Card Guidelines

Progress Report Guidelines Gr. 1-8 and The Kindergarten Communication of Learning - Initial Observations Guidelines:

- guidelines to be released shortly with very little change as they relate to Growing Success and Growing Success Kindergarten Addendum

Term 1 & 2 Guidelines:

- these guidelines will be released after reporting period one.

Revised Mathematics Curriculum:

- [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#) reflects changes to the provincial report card for Grade 1 to 8.
- No changes for Progress Reports Cards
- Professional support/learning continue to be provided on the revised mathematics curriculum

Elementary Report Card Guidelines

Progress Report Guidelines Gr. 1-8 and The Kindergarten Communication of Learning - Initial Observations Guidelines:

- guidelines to be released shortly with very little change as they relate to Growing Success and Growing Success Kindergarten Addendum

Term 1 & 2 Guidelines:

- these guidelines will be released after reporting period one.

Revised Mathematics Curriculum:

- [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#) reflects changes to the provincial report card for Grade 1 to 8.
- No changes for Progress Reports Cards
- Professional support/learning continue to be provided on the revised mathematics curriculum

Elementary Report Card - Other Considerations

- Progress Report Card Template: - If used, will include the following statement:
 - “This reporting period reflects learning that has occurred in a modified learning environment as required by the provincial public health guidelines. As a result, the rate of progress described on this report card may differ from previous years due to the ongoing impact of COVID-19 on student learning. Ongoing communication with your child’s teacher will provide additional information pertaining to student progress throughout the term.”
 - Similar statement on the Kindergarten Communication of Learning: Initial Observations

- Items Still to be Decided:
 - Principal/Vice-Principal’s Signature on the Progress Report Card
 - Distribution of Progress Reports (electronic or paper; who sends)
 - Parent/Guardian/Teacher Conferences (virtual or in-person)
 - Filing Progress Report Cards (electronic or paper)

Secondary - Reporting Expectations

- In concert with guidance from the Ministry of Education - Teachers will be sharing a “mark-to-date” at the midpoint of the course (the week of October 19-23, 2020 for quad 1), with focus on improvement
- Teachers will share student progress using one of the many digital tools available (i.e., MarkBook; Bright Space, Google Classroom). There will not be any formal written mid-term report cards
- Teachers are expected to provide regular communication to students and parents/guardians. Special consideration should be given to students who are NOT yet meeting minimum course expectations and who are at risk of not earning a credit.
- A formal mid-term report including a mid-term mark and comment will be provided on the Provincial Report Card for any course running a full semester/year within an alternative model. (i.e., ISPs including DD in regular and congregated sites)
- At the end of each quadmester, Ministry Report Cards that include final marks, comments and learning skills will be completed by teachers for courses that students have completed during that period.

Secondary - Exam Days and 30% Final Evaluation

- The Ministry gave the option of removing designated exam days from the school year calendar and using them for in-class instructional time.
- Exams will not occur for quadesters 1 and 2 and final marks will be based on all coursework including and in-class end of quadmester assessment of learning.
- The days that were previously scheduled to be examination days will now be instructional days.
- These days will provide an opportunity for Credit Rescue for those students needing such support and all students will be able to complete and receive feedback on end of quadmester activities.
- Culminating activities have not been cancelled. The final instructional days of the quadmester can be used for in-class end of quadmester assessments. They won't have a specific weighting (i.e., there is not a 30% culminating activity) but they will cover the general expectations of the course.

Secondary - Course Withdrawal/Full Disclosure

Course Withdrawal/Full Disclosure

- Withdrawal dates typically occur 5 days of the issuing of the first (mid-term) report card, “without the credit appearing on the student transcripts”.

- **Full Disclosure Dates**
 - Quadmester 1: November 2, 2020
 - Quadmester 2: January 18, 2021
 - Quadmester 3: April 5, 2021
 - Quadmester 4: June 7, 2021

Secondary - College and University Applications

OCAS/OUAC Dates

- All secondary schools complete their OCAS/OUAC Eligibility before the first Trillium transmission date -November 24th, 2020.
- The TDSB Virtual Secondary School will be responsible for the OCAS/OUAC Reporting for students in the Virtual School. All Grade 12 students in the Virtual Secondary School will be flagged for OCAS and OUAC.
- Dates:
 - OUAC and OCAS Transmission 1: November 24, 2020
 - OUAC and OCAS Transmission 2: February 15, 2021
 - OUAC and OCAS Transmission 3: April 27, 2021
 - OUAC and OCAS Transmission 4: July 2, 2021
- These are absolute deadlines as extensions have already been given by OUAC and OCAS to accommodate quadmester dates.

Community Involvement Hours and Literacy Test

Community Involvement Hours

- For students graduating in the 2020-2021 school year, the Ministry revised community hours from 40 to 20 hours.
- Increased flexibility in how all secondary students can earn hours in 2020-21.
- Considerations include: virtual volunteering, connecting with seniors, organizing virtual fundraising events and facilitating discussions with newcomer youth, etc.

OSSLT

- For students who are otherwise eligible to graduate before February 2021, but have not yet met the literacy requirement, Principals have the discretion to directly enrol students in the Ontario Secondary School Literacy Course (OSSLC).
- Alternatively, these students may be offered an adjudication process in order to complete the literacy graduation requirement.
- For students graduating in June 2021, the Ministry currently plans to proceed with the graduation requirement and students may satisfy the literacy graduation requirement, as per regular practice.

Grade 9 Assessment of Mathematics (EQAO)

Grade 9 Assessment of Mathematics for 2020-2021 School Year

- EQAO is field testing a new online assessment for Grade 9 mathematics courses to allow students and educators to become familiar with the new model, and to support the validation and continued development of the new platform
- The initial field test will occur throughout November, for students completing in-person Grade 9 math in November.
- Individual student results for those who complete the assessment will be available for teachers and students immediately after the administration.
- Unlike in prior years, field-test results will not be used to determine a student's final course mark unless agreed to by the teacher and the student in consultation with the parents or guardians.

Adult Day School

Following last week's survey to all ADS learners:

Adult Day School	Enrolment Quad 1	# Student Responses	Students who Selected in-school	Students who Selected online
BALC	347	111 (32%)	49 (44%)	62 (56%)
Yorkdale	978	503 (51%)	200 (40%)	303 (60%)
CALC	1300	971 (75%)	324 (33%)	647 (67%)
Emery	605	546 (90%)	215 (39%)	331 (61%)
SCAS	840	524 (62%)	144 (27%)	380 (73%)
Total	4070	2655 (65% of all ADS Learners)	932	1723

Staff is working with Principals and the union on delivery models and registration. Details will be provided next week.

Fundraising

- Ministry of Education has not changed their guidelines to allow for fundraising for HEPA units
- No fundraising will be allowed for HEPA filters by schools or school councils
- Ministry funding for HVAC included purchase of HEPA units
- TDSB will purchase approximately 6,000 units which will be sufficient to support all classrooms with no operable windows or mechanical ventilation

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

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 special meeting on August 10, 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 ...

Procedure for the Election of Chair and Vice-Chair of the Board

I hereby move:

That the election procedure for Chair and Vice-chair of the Board at the November 16, 2020 Organizational meeting be revised to reflect the following:

That the following be added to Parts (i) of Option One regarding Election by Secret Ballot and (g) of Option Two, Election by Recorded Vote, after, "If there is a tie for last place":

The vote will be conducted once more amongst the candidates who are tied for last place. If the tie remains,

Note: If approved, Parts (i) and (g) would read as follows:

- (i) If there is a tie for last place, the vote will be conducted once more amongst the candidates who are tied for last place. If the tie remains, a draw will be conducted amongst the candidates who are tied, and the candidate who loses the draw will be dropped from the ballot. To conduct the draw, the names of each candidate will be written on a piece of paper and folded and concealed so that the names are not visible and the papers indistinguishable. The papers will be deposited into a ballot box, and the Manager, Board Services will randomly select one of the papers. The name on the paper that is selected will remain on the ballot;
- (g) If there is a tie for last place, the vote will be conducted once more amongst the candidates who are tied for last place. If the tie remains, a draw will be conducted amongst the candidates who are tied and the candidate who loses the draw will be dropped from the ballot. To conduct the draw, the names of

each candidate will be written on a piece of paper and folded and concealed so that the names are not visible and the papers indistinguishable. The papers will be deposited into a ballot box, and the Manager, Board Services will randomly select one of the papers. The name on the paper that is selected will remain on the ballot.

Written Notice of Motion (Trustees Pilkey and Doyle)

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 Organizational Board on November 16, 2020.

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 Board meeting, will be considered at a subsequent Board meeting or will be referred to the appropriate committee ...

Discharge of Committees

Whereas, the Interim Director Search Committee was established to present a recommendation to the Board on the selection of a candidate for the position of interim Director of Education, and has completed its work; and

Whereas, Executive Firm Search Committee was established to present a recommendation to the Board on the selection of a search firm to recruit a permanent Director of Education, and has now complete its work; and

I hereby move:

- (a) That the Interim Director Search Committee be discharged;
- (b) That the Executive Firm Search Committee be discharged;

Blank Page

Written Notice of Motion (Trustees Doyle and Brown)

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 Organizational Board on November 16, 2020.

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 Board meeting, will be considered at a subsequent Board meeting or will be referred to the appropriate committee ...

Director Search Committee: Term and Membership

Whereas, on July 16, 2020, the Board established the Director Search Committee with a membership of up to 11 trustees per Learning Centre, with a mandate to work with the Board-approved executive search firm on the selection of a permanent Director of Education; and

Whereas, the Board appointed Trustees Aarts, Brown, Chernos Lin, Kandavel, Laskin, Mammoliti, Moise, Rajakulasingam, Smith, Story and Wong to serve on the Director Search Committee for a term ending November 14, 2020;

Therefore, be it resolved:

- (a) That the term for membership on the Director Search Committee be changed from one year to two years;
- (b) That the term of the current members on the Director Search Committee, Aarts, Brown, Chernos Lin, Kandavel, Laskin, Mammoliti, Moise, Rajakulasingam, Smith, Story and Wong be extended to November 14, 2021.

Blank Page

Written Notice of Motion (Trustees Laskin and Doyle)

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 Organizational Board on November 16, 2020.

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 Board meeting, will be considered at a subsequent Board meeting or will be referred to the appropriate committee ...

Establishment of a Bylaws Review Ad Hoc Committee

Whereas, Bylaw 1.3.1 of the Board's bylaws states that "These Bylaws will be updated as required and reviewed at a minimum every four (4) years." and

Whereas, Bylaw 4.8.1 allows the Board to establish a special committee consisting of trustees to make recommendations to the Board on any matter;

Therefore, be it resolved:

That a Bylaws Review Ad Hoc Committee be established as follows:

Mandate: To review the Board's bylaws and present recommendations regarding revisions to the Governance and Policy Committee in the spring 2021

Membership: Up to five members

Blank Page

Notice of Motion

Regular Meeting

October 21, 2020

In accordance with the Board's bylaws, 5.15.2, Trustees Doyle and Laskin are providing notice of the following, for consideration at the Committee of the Whole meeting on November 4, 2020.

TDSB Support for Ranked Ballots

Whereas, the City of Toronto runs municipal elections which include the elections for public school board trustees; and

Whereas, the Provincial Government is considering Bill 218, *Supporting Ontario's Recovery and Municipal Elections Act, 2020*, which would amend the *Municipal Elections Act* to revoke the power previously granted to Ontario Municipalities to hold ranked ballot votes for municipal elections; and

Whereas, ranked ballots, where voters rank candidates in order of choice, allow voters to vote for candidates they support, not just vote against candidates they oppose; and

Whereas, ranked ballots ensure candidates with the most support win; and

Whereas, ranked ballots ensure more choice, more voices, more engagement and more diversity – and it is known that democracy is strongest when more voices are heard;

Therefore, be it resolved:

- a) That the Chair of Board send a letter to the Premier of Ontario and the Minister of Municipal Affairs and Housing indicating the Board's opposition to the proposed revocation of the Ontario Municipalities' ability to hold ranked ballot votes for municipal elections, copying OPSBA and the City of Toronto;
- b) That the Chair of Board send a letter to the City of Toronto Clerk's Office indicating the Board's support for the use of ranked ballots for municipal elections, copying the Mayor and City Councillors.



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