



Regular Meeting Agenda

BD:244A

Wednesday, November 11, 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), November 11, 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 the Meeting Held on October 21, 2020	
	Separate document	
15.	Staff Reports	
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16.	Committee Reports	
16.1.	Governance and Policy Committee, Report No. 28, October 28, 2020	17
	1. Information Flow Protocol: New Governance Procedure [3968]	
	2. Governance Procedure PR528(b), Trustee Expense: Revisions [3969]	
	3. Policy Review Schedule for 2020-2021 to 2023-2024 School Years [3966]	
	4. Remote Working: New Operational Procedure [3967]	
	5. Board Bylaws: Amendments	
16.2.	Program and School Services Committee, Report No. 85, October 29, 2020	23
	1. Employment Equity: Addendum to Annual Report [3965]	
	2. Environmental Sustainability Community Advisory Committee: Solar Panel Signage	
	3. Dismantling Systemic Barriers to Inclusion in Discipline Procedures	
16.3.	Finance, Budget and Enrolment Committee, Report No. 60, November 3, 2020	31
	1. Contract Awards, Facilities [3979]	
	2. Contract Awards, Operations [3980]	
	3. Ministry of Finance Community Budget Consultation: Final	

Submission [3972]

4. 2021-2022 International Baccalaureate Fees [3973]
5. 2021-2022 Budget Schedule for Feedback [3982]
6. Exemptions From P076, Community Planning and Partnerships to Allow a Capital Improvement to the Former Vaughan Road Academy Building at 529 Vaughan Road [3974]
7. New Student Information Systems Project: Update [3981]
8. Honoraria for Trustees: 2021 Update [3978]
9. Capital Issues: Update [3983]

16.4. Committee of the Whole (Special Meeting), Report No. 32, October 27, 2020 37

(For receipt)

16.5. Committee of the Whole, Report No. 33, November 4, 2020 57

1. Long-Term Program and Accommodation Strategy 2020-2029 [3971]
2. Secondary Program Review: Final Report [3964]
3. TDSB Support for Ranked Ballots

16.6. Committee of the Whole (Special Meeting), Report No. 34, November 10, 2020 61

1. Bannockburn Building, 12 Bannockburn Avenue: Lease [3976]

17. Adjournment

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Ethics + Diversity



Office of the Integrity Commissioner's

ANNUAL REPORT

April 2019 – September 2020

www.tdsb.on.ca

To: Chair Alexander Brown and Members of Toronto District School Board

I submit this Annual Report to the Toronto District School Board for their consideration, in fulfillment of my role as the Board's Integrity Commissioner. This Report covers the period April 4, 2019 to September 30, 2020.

Sincerely,

A handwritten signature in black ink, appearing to read 'Suzanne Craig', written in a cursive style.

Suzanne Craig
Integrity Commissioner

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FOREWORD

This Annual Report covers the 2019 reporting year. However, due to the global pandemic of Covid -19 and the relevance of certain issues that arose in the first half of 2020, I have decided to include in this report, some issues of note that occurred in the period between January and September 2020.

1.1

a) 2019: Negotiating Difficult Decisions:

"We have had a different supply teacher three times in 2 weeks", "[w]hen my son's teacher is away, the class just has a mini vacation", [my child] has a learning plan but [the supply teacher] had no idea what his learning level was". It seems like a distant past looking back at issues facing the Board in April 2019. The issues that rose to the top of mind of parents, teachers, schools and the Trustees of the Toronto District School Board (the "TDSB"), were not about PPE, social distancing or face coverings. In April 2019, the discussions were moving towards collective agreement negotiations, cancellation of some bus routes and class sizes.

The TDSB spokesperson at that time, advised that the TDSB "had faced... challenges that led the board to resort to an emergency roster of fill-ins". "The TDSB has experienced some challenges in filling jobs for teachers absent on some days," he said. "While we generally have an ample roster of Occasional Teachers, a combination of absence levels of permanent teachers and daily jobs being declined by Occasional Teachers can lead to challenging circumstances on some days."¹

In April 2019, changes were made to the Board Member Code of Conduct (the "Code") with a view to providing clear directions to Trustees on when to seek advice from the Integrity Commissioner. In addition, the corresponding Complaint Protocol for the Board Member Code of Conduct (the "Complaint Protocol"), provided

additional clarification with regard to the application of the *Municipal Conflict of Interest Act* ("MCI Act") rules to Trustees.

On the heels of my 2018 Annual Report in which, for the second year in a row, I reported on the gaps in policy that set out the process for providing information to Trustees, the Associate Director of School Operations and Service Excellence, contacted my Office to seek my input and comments on the draft Information Flow Protocol for Trustees. Staff worked on the governance procedure, with the protocol scheduled to be presented to the Committee of the Whole Board meeting on October 16, 2019. After being discussed at the November Governance and Policy Committee, Trustees directed staff to consult with this Office in further developing this procedure. At the time of writing this Annual Report, the Information Flow Procedure has not been completed and as a result, I continue to receive requests for advice from Trustees who are simply seeking information from data in the custody and under the control of the TDSB, but who are concerned that their request will be perceived as either inserting themselves in the operations of the Board or simply information that Trustees should not access. Especially during that very challenging time when the Board was facing difficult discussions about contract negotiations, class sizes and services to students, it required a constant back and forth between Trustees and my Office to determine where the information was held in the Board and to whom the Trustee could ask in order to receive the information. While I acknowledge that Board staff has worked on the development of the Information Flow Procedure, the current iteration of the procedure does not address the gaps that I report on in my last two annual reports.

b) A New Normal:

As at March 4, 2020, the Province's Emergency Order imposed certain restrictions on gatherings. The subsequent administrative office closures due to Covid-19, significantly impacted the day to day communications between Board Trustees. Zoom and

¹City News, April 3, 2019 <https://toronto.citynews.ca/2019/04/03/exclusive-tdsb-used-unqualified-people-to-fill-in-for-teachers-over-1000-times-in-5-month-span/>

WebEx meetings became the norm and new conduct supplanted behaviour that usually took place at in person Committee and Board meeting. From the time the Covid-19 restrictions were imposed, there seemed to be a general trend towards conduct that lacked decorum now that virtual meetings supplanted in person meetings. We have seen examples across Canada and beyond, which only underscores how day to day communications in the public service has changed. One example can be found in a North Vancouver-Seymour municipality, in which a candidate made offensive and insulting comments against a fellow colleague. The Member later apologized and another Member stated

“On reflection, those comments were inappropriate, and it was right for [the Member] to apologize.”²As Committee and Board meetings moved from the brick and mortar locations to virtual spaces, a new normal was created where rolling of eyes and pointed off hand comments became the regular...”

c) The Search for Equitable Outcomes:

The TDSB approved the Code of Conduct for Board Members in June 2015. This was the first School Board in Ontario to create a comprehensive ethical document to supplement the rules of the Education Act with respect to the actions and behavior of School Board Trustees.

As underscored in previous reports of this Office, the stated objective of the Code is to ensure that the principles of transparency and accountability inform the conduct of individual Trustees such that the TDSB as a public body responsible to its communities, maintains the confidence of the public. The rules of the Code enshrine a shared commitment to adhere to a common basis for acceptable conduct while in office and apply to all Trustees. However, what happens when conduct of Trustees in search of equitable outcomes has the result (or is perceived to have the result) of rules not being followed?

This has been a very unusual year. While the reporting year for this Annual Report concluded on April 4, 2020, the change from face-to-face meetings to virtual meetings led to conduct triggering Code rules, in particular the rule of decorum. The scheduled June annual report was delayed. A series of issues contributed to the delay. What began in March 2020 was a new reality of virtual meetings which highlighted the disrespectful conduct of some Trustees.

In May and June 2020, this Office received several Code complaints. Some of these complaints had as the subject, allegations of disproportionate representation leading to comments perceived to be threatening, while others had as the subject, dismissive behaviour with undertones of race. In my advice and education function, I advised that at the core of these complaints was a perception experienced by some Trustees of being disempowered and these Trustees felt, that by extension, the communities that they represented were without a voice at the Board table. With the convergence of the virtual meetings format and world events highlighting historical biases and oppression against people of colour, racialized Trustees felt that this was a time when their voices could raise issues that had been overlooked in the past. The issues of decorum raised in the Code complaints were overshadowed by the allegations that there was unequal treatment of motions and that the motions of certain Trustees were “shut down” because of the communities they represented and not because procedural rules were not followed.

1.2 ISSUES OF NOTE:

a) Conduct At Board And Committee Meetings, Discreditable Conduct: A view into the current times:

In July 2020, I wrote to the Board of Trustees with information in exercise of my advice and education function as Integrity Commissioner for the Board. What motivated this advice was the receipt by my Office of several complaints relating to Trustee conduct.

All Board Trustees are subject to the TDSB Code. Over the course of several Board and Committee meetings, several Trustees expressed concerns that their attempts to raise issues of importance to their communities were dismissed through the inconsistent application of the motion rules.

²<https://globalnews.ca/news/7391950/sexist-bc-liberals-take-fire-over-leaked-zoom-video-mocking-ndps-bowinn-ma/>

TDSB By-law rules and Motions

Part 5 of the TDSB Bylaws is entitled “Board And Committee Meetings - Rules And Procedures”. The sections contained in this Part of the TDSB Bylaws set out rules that include the following:

5.13.1 The Chair or designate will maintain a list of members who wish to speak to a motion.;

5.13.2 The Chair will recognize a member to speak by calling the member by name and indicating that the member has the floor.;

5.13.3 Members and participants in a meeting will address their comments through the Chair of the meeting.;

5.13.4 At Board meetings, members and participants will stand, if able.;

5.13.5 No member will interrupt another member who has the floor, except for the Chair presiding over a meeting or a member for the purpose of stating a point of order or question of personal privilege.;

5.13.6 Members will confine their comments to the merits of the motion being considered.;

5.13.7 The Chair may rule a question out of order if a member has already asked substantially the same question in another form.;

5.13.8 The presiding officer is entitled to move, second or speak to a motion, but only once they have relinquished or passed the role of presiding officer to another member. Should the presiding officer move a motion, having relinquished their role as presiding officer, they may not preside over the meeting until the motion has been dealt with.;

5.13.9 At any time before a motion is put to a vote, a member may request that the motion be read aloud.;

In response to the queries and complaints received during this period by this Office and the responses to the complaints that virtual meetings changed the dynamics of Committee and Board meetings, I replied that the nature of the meetings being virtual as opposed to taking place

in brick and mortar venues, did not in any way remove Trustee’s obligation to act with decorum.

Obligations under the Board Member Code of Conduct

Rule 6.8 of the Board Member Code of Conduct is entitled Conduct At Board And Committee Meetings . This rule states that:

Members of the Board act in the service of the community. They have the opportunity to set an example for future leaders who may look to them for guidance and leadership. They are expected to respect the procedural rulings of the Chair. They are expected to refrain from verbally attacking or belittling those who complain or do not agree with them. It is vital that members of the Board conduct themselves with decorum at board and committee meetings and in accordance with the provisions of the TDSB’s Bylaw concerning meeting procedures.

The Code of Conduct and TDSB Bylaws have been created and approved by the Board of Trustees to ensure that each elected Trustee’s voice is equally present at the table and heard. This ensures that various perspectives of the public represented by all Trustees are represented. Fairness and decorum underpin the ethical obligations of Board Trustees which are required under the Code of Conduct, the Education Act, and the Governance Policy. Trustees must be careful to avoid the use of vexatious comment or conduct against fellow Trustees that is known or ought reasonably to be known to be unwelcome and disrespectful, especially in respect of virtual meetings.

In discussions with this Office, Trustees suggested that their comments were part of a robust debate or made in the heat of the moment of a Board meeting debate. However, I advised that under the Code, a Trustee must not make comments that are intended to offend or may be perceived by the recipient as being inappropriate, offensive or dismissive. It is important always, but with particular urgency at this time in which meetings are conducted virtually and nerves are frayed as a result of living through a global pandemic, that all Trustees follow the letter and spirit of the rules of the TDSB Board Member Code, the TDSB Governance Policy, the TDSB Bylaws, the TDSB Human Rights Policy and the TDSB Harassment Prevention Policy which together function to underscore

the obligation of Trustees to be respectful and act with fairness towards staff, the public and fellow Trustees. Trustees recognize the importance of cooperation with other Members of the Board and respect for the professional roles of staff. Notwithstanding and despite different perspectives and opposing votes, Trustees are required under the Code, to strive to create an atmosphere during Board and Committee meetings and through email and social media communications that is conducive to solving issues before the Board, using respectful language and behavior in relation to fellow members, staff and the public. As pointed out by one Trustee, assumptions got in the way of the important work to be done by the Board of Trustees. While a Trustee may publicly state that they did not support a decision of Board or that they voted against a decision, a Trustee must not denigrate the Board decision or how another Trustee voted when responding to a member of the public or through social media. This will undermine the confidence in decisions of the TDSB and the policies and by-laws of the Board.

As I have reported in previous years, I have observed Trustees conducting themselves at Board or Committee and through informal email and social media communications, with a lack of decorum and respect for other Members of the Board. During this reporting year and in the 6 months of 2020 included in this report, there appeared to be several reasons for contention, including but not limited to: a lack of understanding that Committees do not make decisions, the Board does; the recognition that the Board holds an enormous amount of data and that while access to this data by Trustees can assist the Board in moving the pendulum towards greater equity, the rules apply to give order, allow fairness and promote accountability. As shared by one Trustee during a discussion around Trustee inappropriate tweets and how these tweets act to shame Trustees to vote in a particular way, “self-interest and expediency often get in the way of our fundamental sense of justice.” [...] and] “despite our best efforts to rectify it, life simply isn’t fair.”³ As seen in some of the other school boards in Ontario, there is the perception among the public and some Trustees that the “referees” are biased. In other words, those parts of the institution that are created to act in an arms-length objective way, do not and as a result, the processes at the Board are viewed from within or externally as, “rigged” to benefit one group over another, the louder voice over the more subdued, the oppressors over the oppressed. I am pleased to report that Board has taken significant steps to address some of these issues. In fact, the Board of Trustees engaged a highly-regarded equity consultant to provide a 3-part series of professional learning sessions on equity

and anti-racism.

The foundation of respect for fellow Board Members, staff, the public and decisions of the Board, is demonstrated when a Trustee:

- adheres to the rule of accurately communicating the decisions of the Board, even if they disagree with a majority decision, , so that there is respect for and integrity in the decision-making processes of the Board of Trustees;
- refrains from making disparaging comments about other Trustees, Board processes and decisions.

It was clear from the matters that came to my attention during this reporting period, that as had happened in the past reporting years, during the course of facilitating the resolution of some complaints, some very valuable lessons were learned. More needs to be done on the part of this Office to educate and inform Trustees on rules of the Code and the intersection with TDSB By-laws and other relevant policies. Further, there is also a need to recognize and understand that some of the significant areas of intersection with the Code rules, such as equity and anti-racism, require a coordinated educative approach so the “disruption of the denial” of the status quo⁴ does not function outside of the approved rules of the Board and without kindness. Certainly, there are those who have commented that the very rules of the Board function as an example of colonial oppression and as a systemic barrier to inclusion of those who have been disproportionately excluded from representation and decision-making. Notwithstanding the recognition of the above, the Code is a body of ethics rules and the agreed upon commitment of all Trustees to abide by certain rules of conduct and behaviour to enhance public confidence in the effective governance of the school board.

During this reporting period, I identified that there is a need for this Office to provide more Trustee education sessions to clarify the meaning of Code provisions, and in particular, the difference between what constitutes fervent political discourse which is allowed under the Code and language that is disrespectful or hurtful, whether that be directed to another Trustee, a TDSB staff person or a member of the public, especially and insofar as the language may relate to a protected status under Human Rights policy of the TDSB. I have also observed that there is a clear need for education and awareness for Trustees on the importance of refraining from actions and comments that harm, intimidate and belittle, in particular towards fellow colleagues during Board meetings. In

³The seven-part podcast *Against the Rules* with Michael Lewis,

⁴I have taken the phrase “disrupt and denial” from Ms. Kike Ojo-Thompson, Koyo Institute, Professional Learning Session delivered at the TDSB.

March 2020, a Motion was brought forward by Trustee Kandavel, seconded by Trustee Donaldson: "That a Board consultant be retained to develop a self-assessment tool for trustees and that a trustee committee, with a maximum of seven members, be struck to select a firm to develop a self-assessment tool for trustees that can be applied annually." I am pleased to report that a consultant has been engaged by the Board of Trustees to conduct the development of a Board Self-Assessment tool. The Trustee working group has already met twice with the consultant.

b) Code Complaints: Equity Issues:

As a result of my observations during the informal resolution of complaints, I found that many Trustees and some members of the public, see an urgent need for a discussion and commentary on, what is perceived as, the existence of systemic biases embedded in the "way business is carried out" at the Board. It is my position that this subject is not within my jurisdiction to investigate or review. However, in my capacity of ethics officer for the Board, I have an obligation to report on that which intersects with the application and effective compliance with the Code, that has come to my attention in the course of the activities of this Office. In this reporting period, I have raised with the former Chair and current Chair, that there are matters that intersect with the Code regime, that require the immediate attention of the Board. As one of her acts as Chair, Trustee Pilkey worked with the former Director of Education to engage an equity consultant to deliver the equity and anti racism training for Trustees.

On August 10, 2020, Trustee Alexander Brown was elected as the new Chair of the TDSB during a special meeting of the Board. Since assuming his new role, Chair Brown has worked with the Board and my Office to identify opportunities for collaboration with the equity consultant and my Office to develop training for Trustees that bridges provisions of the Code and anti-oppression/anti-black racism and governance. I applaud Chair Brown in his efforts to work collaboratively to engender input from staff, Trustees, consultants in equity, governance and my Office. In a challenging time, during a global pandemic, with issues of race and equity, I applaud Chair Brown in his work to date and the courage of the Board to address very real issues and to have difficult but powerfully meaningful conversations.

As a result of my participation in informal complaints, I have made recommendations that the Board begin a discussion about circumstances where Trustees perceive that they are being silenced in a discussion and debate,

and being prevented from a full discussion on questions relevant to their roles as representative of their community. However, I strongly recommend that this discussion take place in a space where there is an understanding and agreement by Trustees of the importance of a consistent application of and adherence to the rules of the TDSB By-laws and Code.

Some of the issues that have been raised with my Office include matters such as scheduling time for meetings. These matters of ordinary business have become the catalyst for disputes among Trustees that belie deeper issues of inclusion and systemic beliefs that inform policy and rules. In fact, when one Trustee expressed his discontent with the time of scheduling of a meeting, his behaviour was defined as "intimidating". While the matter was not pursued by my Office, this was an example of one of the many disputes among Trustees which was brought to my attention as conduct that on its face, was within my jurisdiction to review, though I dismissed the matter. Even though, after a preliminary review, I decided this was not a matter to be pursued through the Code process, several Trustees raised this matter as an example of Trustee conduct having significant undertones of racial bias.

Some non-racialized Trustees have advised my Office that the actions of some of their colleagues appeared to them to be a form of micro aggression disguised as questions about meeting procedure or motions. Some racialized Trustees explained that while probing questions by non-racialized Trustees were viewed by most as appropriate forms of discourse, conversely emails and questions by racialized Trustees on similar matters of importance for their communities were defined as intimidating.

I have reviewed the orientation packages that Trustees received at professional learning sessions. I note that there are gaps in the materials the importance of which is necessary for Trustees to effectively understand not only rules on governance in the public school board sector, procedural by-laws and rules on motions, but also how to obtain required information to make informed decisions and from whom the information can be requested. Further education and professional learning sessions for Trustees are required in order to build a greater awareness of the fundamental cornerstones of ethical decision-making at the TDSB. There is also a need for an enhanced understanding of what respect for cultural diversity looks like and an understanding of the role played by decision processes influenced directly or indirectly by what Ms. Ojo-Thompson refers to as "powerful unexamined ideas"⁵ and the vestiges of colonial oppression. However, just as

⁵Taken from a presentation by Ms. Kike Ojo-Thompson, Kojo Institute, Professional Learning Session delivered at the TDSB.

important to governance as the above-noted areas are, it is equally important to ensure that the journey to greater inclusion, diversity and breaking down of “unexamined biases” be through a rules-based process. While it is recognized that it is often difficult to determine what behaviour is “respectful” when one is literally “fighting for one’s life”, respect is a universal term and whether there is agreement on that point or not, the rules of the Code enshrine fundamental rules of decency, fairness and decorum and until such time as these rules are amended, they remain in force and my Office will enforce them consistently and fairly.

c) Closed Meeting Minutes:

As part of my investigation of Code complaints, I am required to receive information from witnesses, including information about discussions that took place during closed meetings. However, it is difficult to obtain unbiased information in respect of deliberations in closed session meetings, without encountering the natural bias of individuals with whom I speak. Section 207 of the Education Act sets out that the Board may decide to close a meeting to the public if certain matters will be subject of the Board discussions.

Section 207(1) of the Education Act states:

Subject to subsections (2) and (2.1), the meetings of a board and the meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.

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) Decisions in respect of negotiations with employees of the board; [...]

In 2012, the former Ombudsman of Ontario called on all Ontario municipalities to electronically record their in-camera meetings. He stated that “[s]ome councils are models of transparency, others are shockingly secretive and even defiant in the face of complaints...I would like to see municipalities record all meetings including those held in-camera so the records can be examined if there are allegations of violating municipal law.

For the purpose of fair and transparent investigations, it is imperative for me to review the facts and arrive at decisions, based on a balance of probabilities. However, when the subject of my review is a discussion that happened at a closed session meeting, it has become clear to me that I may be receiving prepared accounts of the proceedings rather than the facts as played out at the meetings.

It is for this reason, that with a view to facilitating accuracy of my investigations, I am recommending that the Board consider including in the procedural by-law, a provision that verbatim meeting minutes be taken and or recorded.

2.1 ACTIVITIES OF THE OFFICE OF THE INTEGRITY COMMISSIONER IN 2019

INTEGRITY COMMISSIONER ACTIVITIES CODE COMPLAINTS AND INQUIRIES

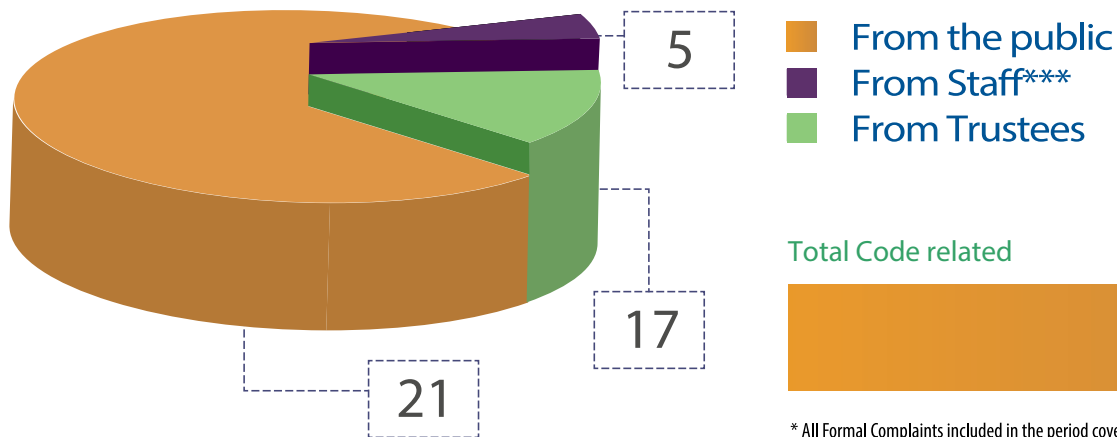
Formal complaints*

0

Informal complaints**

15

INQUIRIES RECEIVED BY THE INTEGRITY COMMISSIONER ON CODE APPLICATION



Total Code related

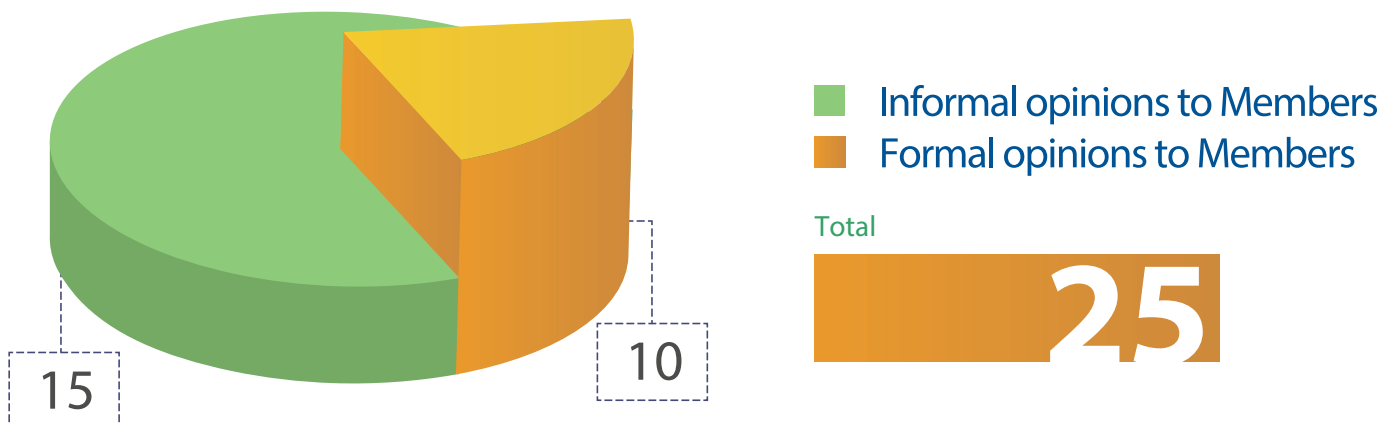
58

* All Formal Complaints included in the period covered by this Annual Report were filed with this Office between the period of June and July 2020.

** 10 Informal complains received between June and July 2020

*** staff includes administrative and school employees

BOARD TRUSTEE CODE ADVICE REQUESTED



Total

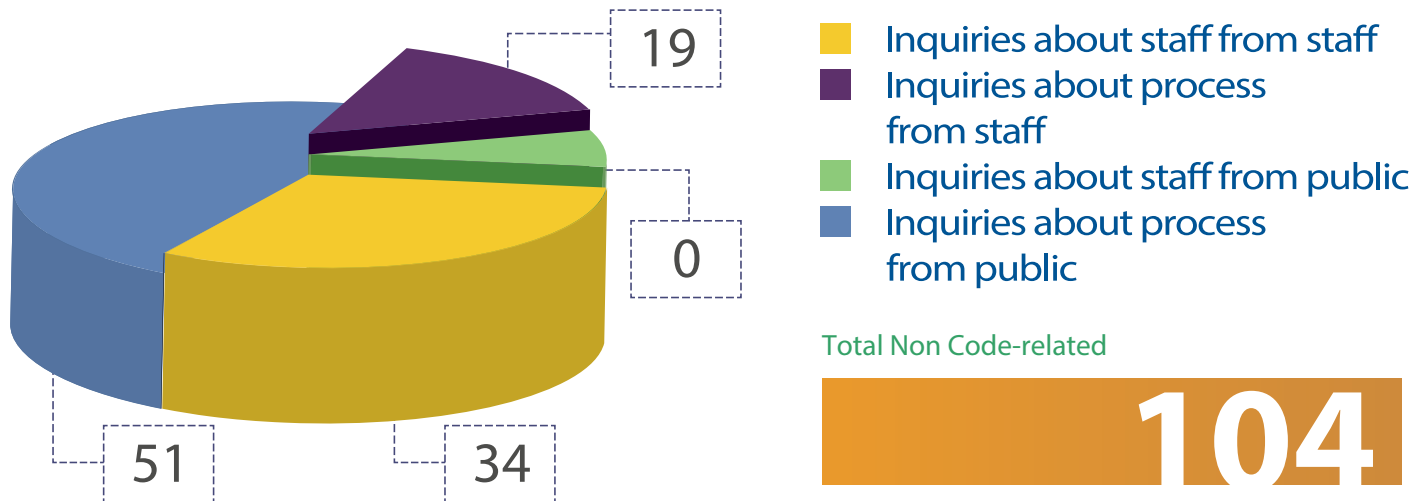
25

The Office received 10 informal complaints in relation to the Code of Conduct for Board Members. There were no formal complaints filed against Trustees under the Code in 2019.

As in previous years, the majority of inquiries received by this Office during the 2019 reporting year were not Code of Conduct complaints. These inquiries related to matters that included 'promotion of equality and respect', 'Human Rights/Discrimination', 'Complaints from parents', 'Allegations of systemic bias of Board policy', and 'Denial of or Difficulty in gaining Access to Board policy'.

ACTIVITIES OF THE TDSB OFFICE OF THE INTEGRITY COMMISSIONER

Non Code-related Inquires received by Integrity Commissioner



Total

187

EXPENDITURES OF THE OFFICE OF THE INTEGRITY COMMISSIONER

April 2019 – April 2020

\$28,250 – Annual Stipend for Integrity Commissioner Services (including remuneration for Integrity Commissioner services, advice to Trustees, mileage, office expenses)

3.1 EXAMPLES OF ADVICE TO TRUSTEES:

Q. Can an individual Trustee bring forward a complaint against a member of staff if she/he uses Twitter as a regular means of communication to engage with staff, students, parents and community members, but includes inaccurate information that has not been endorsed by the Board of Trustees?

A. Rule 6 of the Code requires all Trustees to treat staff with respect and not falsely injure the professional or ethical reputation of staff. The Director of Education is responsible for her or his staff's conduct, through the delegation of Executive Superintendents and Superintendents. If there is a matter for which a Trustee believes there has been inaccurate information disseminated to the public, including parents, students and community members, the Trustee may bring this to the attention of the Executive Superintendent or Director of Education. If the matter relates to the Director, the Trustee may initiate the conflict resolution procedure set out in section 4.3.1 (m) of the Board Governance Policy.

Q. As a trustee, is there any limitation on who I can hire to work with me personally? For example, if I wanted to hire someone to help me with my emails and organization, can I hire someone and pay out of my own pocket?

A. The work of an elected official in carrying out her/his official duties shall be funded by the institution for which they are elected. The accountability of Trustees is directly linked to the appropriate and lawful use of resources of the Board according to the governing statutes/policies, including staff time. Paying out of pocket for staff, hired directly by the Trustee may contravene hiring policies and allow the Trustee to "opt out" of spending, hiring and other rules put in place to ensure transparency in decision-making. In addition, this would create an unequal playing field for the office of a Trustee whereby Trustees with more available personal resources could arguably provide a better level of service to their constituents.

It is understandable that you would want to better serve your constituents and the Board. However, the need for support to Trustees (staff, advice, transportation, etc) should be debated at the appropriate Committee and afforded through resolution, to all Trustees.

Q. What are the boundaries for personal expenses on what I can charge back to the TDSB for my role?

A. Generally speaking, whatever can be charged back to the TDSB or whatever is an allowable reimbursement, is defined in the Trustee Expense Policy as an allowable expense. Outside of these, any other expenses are not allowable and cannot be reimbursed. While the use of one's personal resources appears, in the first instance, to free the public purse (taxpayers) from the burden of additional expenses, it allows the Trustee to "opt out" of the rules and accountability for their actions/decisions in respect of what they have applied their personal funds—even though this may not be the intent of their desire to use their personal funds.

Q. A Trustee asked if there were Code restrictions to helping a non-profit organization fundraise. The Trustee wanted to know if they could endorse the organization and solicit funds from corporations or donors on its behalf?

A. The Trustee should avoid directly asking for donations on behalf of any organization in their official capacity. While provisions of Rule 6.3 of the Code and the Trustee Expense Policy allow a Trustee to attend fundraising events and speak publicly about the good work of a particular organization, soliciting donations for fundraisers can be seen as an improper use of the Member's influence, contrary to Rule 6.6 of the Code.

Q. Can the Integrity Commissioner provide advice on the interpretation of Board Policy on election year rules?

A. The Integrity Commissioner is not the office to provide interpretation of Board Policy. Board staff should be consulted to provide Trustees with guidance on the interpretation of Board policies.

From time to time, the Integrity Commissioner will recommend changes be made to Board policies in light of the inconsistencies found following a Code complaint investigation.

The Integrity Commissioner is available to provide Trustees with guidance on the application of the Code rules to the actions and behavior of a Trustee. For clarification on Board policy, Trustees are encouraged to respectfully approach Board staff for guidance, on what the policy means and its application. While there may still be some lingering discomfort among staff regarding Trustees asking them certain questions and that discomfort is borne of past practices and bullying, staff is the point of contact for obtaining clarification on Board Policy.

Q. In response to my questions to a Senior staff person, they

responded that they believed they were communicating clearly with me and that my approach to a few things, but most importantly budget, felt disrespectful. I would like to receive information about French Immersion Transportation ahead of the next Board meeting so that I can bring forward my questions and concerns. I did not receive the information and I don't want to request the information again and get a Code complaint against me. Can I ask for clarification without going against the Code?

A. As the Board's Accountability Officer and given the importance of budget discussions, I did view the last Budget Committee meeting online. Respectfully to the parties, I am not privy to closed meeting discussions, however, I did not identify any comments that you made during the Committee meeting that triggered any Code provisions. I recall you having asked staff for clarification on how to provide input and what form that may take. I heard staff's thoughtful response that a lot of work was put into the recommendations and that staff was open to feedback from Trustees.

Based on the information that you have provided to me, on its face, your request for further information and/or clarification from staff on the budget item, does not trigger the Code of Conduct Rule 6.9 with respect to Conduct Respecting Staff Members.

Q. Trustees have received school board budget reductions information in a "secure site". My constituents have been asking for this information. Is this public information? I have asked staff if I can release this information to the public and I have not received a response. Would release of this information be a breach of the Code of Conduct or another policy?

A. I am not certain the exact nature of the comprehensive budget information that you requested from the Board's senior staff. However, there is a distinction between information that the public has a right to receive (through publicly available information or through an access to information request) and information that the Board as a whole can receive, as part of their decision-making. As part of the approval of the budget, your staff, through the Director of Education, provides the Board with information upon which to determine approvals for the year ahead. If the Board requires clarification on items in order to make an informed decision, staff may provide a more detailed report, which may be in closed session or open session, depending on the content of the information.

Drawing a parallel from the public access requests and

appeals of denials of public requests for information, sometimes staff will have to locate, extract and prepare information responsive to public requests for information (IPC order MO-1989). Excessive delays and prohibitive fees defeat the purpose of access to information laws. I am sure that the experts the Board engaged to deliver the professional development session to Trustees [this evening] will be in a position to clarify information flow and access to information for Trustees v routine disclosure of TDSB held information to the public. Generally speaking, Trustees can receive all information, save limited exceptions ie personnel information about an employee and the Board can receive all information on a need to know basis. While providing a line by line itemization of the budget and where there have been reductions, would be onerous on staff, asking where approved budget cuts were applied overall, is a legitimate question that a member of the public can pose through the FOI process. It would be up to the institution's professional access to information staff to determine how the information is held, whether relevant and public information can be extrapolated, how long this would take and the cost of responding to the request. As Dr. Cavoukian (former IPC of Ontario) often stated : "access delayed is access denied". Dr. Cavoukian and her staff at the IPC advocated for institutions to create documents and information holdings with access as the default, such that publicly available information could be readily extracted from information holdings to provide timely information to the public without the need to go through the cumbersome FOI process.

Q. Can I give a reference letter for a TDSB teacher applying for both a TDSB position and an external school board position?

1. A. As I have said in training sessions and one-on-one discussions with Trustees, the Board Member Code of Conduct is not in place to preclude Trustees from effectively serving their constituents or to interfere with your rights as a private citizen. It is my position as Integrity Commissioner that a Trustee should not provide reference letters or letters of support if she/he does not have substantive information about the individual (i.e. a ward resident or staff you have never actually met or with whom you have very little dealing). If, however, you know the staffer, you may write a letter of reference confining your references to situations where you have relevant personal experience with the candidate. The letter should not be on TDSB letterhead.

You should not write or provide a letter of reference for a person seeking a teaching (or other) position at the TDSB.

CLOSING REMARKS

As I have reported in my 2017 and 2018 Annual Reports, access to Board data and information holdings is vital to informed decision-making by Board Trustees. To this end, I have reported in the past years that it is important for staff to understand that while Members of the Board carry out their duties as defined within section 218.1 of the Education Act and it is the Board as a whole that approves budget, policy, Committee processes and other such matters, as well as, requests from Trustees for information that is not covered by confidentiality, is permitted under the Code. There should be an understanding on the part of Board staff that all information shall be disclosed to Trustees in accordance with approved procedures. To that end, Board staff have consulted with my Office on the development of a procedure to address the 'how' and 'from whom' Trustees may access Board information. I look forward to the completion of this process which remains outstanding and which will provide Trustees the clarity to understand the process to be followed to obtain Board-held data.

It is encouraging to see that the Board has taken the first steps to identify how it is doing and what type of Board it is going to be. The current Board is halfway through the term of the officials who were elected in 2018. I am pleased to see that this Board has taken the first courageous steps towards the task of grappling with difficult questions around governance, access to information, communications, equity and Board self-assessment. One important question to be addressed is whether the Toronto District School Board will be an equity informed Board or an equality based Board and how will the Board measure its performance and its success in reaching its agreed upon goals. In order to live out the premises of the tools and procedures that the Board is in the process of developing, the Board needs to nurture a culture of listening respectfully, kindness towards colleague Trustees when deliberating ideas, approving continued professional development opportunities and committing to learning, together with the completion of periodic governance and Board performance audits to stay on track.

This Board is powerfully diverse in its geographical, socio-economic, gender identification, age, race, indigenous origin and religious plurality. Integral to the effectiveness and relevance of the Code of Conduct regime that this Office oversees and how the rules will be interpreted by this Office, will be if the Board decides to have a discussion around whether the Board's decision-making prioritizes process over its values, whether the various values override

the Board's processes or if there is a safe space where shared values and fair processes intersect. The Board is on the cusp of engaging a new Director of Education, as well as developing several new governance tools, all while working in the new normal of virtual meetings and communicating. This is an opportune time for the Board to apply a course correct and regroup to confirm that the stated values and approved processes accurately reflect the vision of the Board. It is on a common understanding of what the Board states as its values, that the rules of the Code of Conduct will be applied and interpreted in respect of the conduct of individual Board Trustees.

The Board Member Code of Conduct is an ethics document containing approved rules upon which Board Trustees have agreed that their conduct will be measured. In order for this Office to fairly apply the Code rules to the actions and behaviour of individual Trustees, the values, vision, processes and rules of the Board must be understood and respected by all Trustees. If what is in place needs to change, meaningful discussions like the ones taking place right now at the Board should continue. However, while these discussions take place, the Code and procedural rules remain in force and will be applied by this Office. I am proud to serve a Board of Trustees that has demonstrated a willingness to have difficult discussions, move out of their comfort zone and engage in honest self-assessment. The future may be uncertain, but the Trustees of the Toronto District School Board are working hard to live out and make relevant, integrity, accountability and diversity.

Respectfully submitted,



Suzanne Craig
Integrity Commissioner



OFFICE OF THE INTEGRITY COMMISSIONER ANNUAL REPORT

April 2019 - September 2020

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Governance and Policy Committee

Report No. 28

GPC:029A

Wednesday, October 28, 2020

4:30 p.m.

Electronic Meeting

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

Also Present Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Parthi Kandavel, Shelley Laskin, Dan MacLean, Chris Moise, Zakir Patel, Yalini Rajakulasingam, Anu Sriskandarajah 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. **Information Flow Protocol: New Governance Procedure [3968]**

The Committee considered a report from staff (see GPC:029A, page 1) presenting information regarding a new protocol on access to information for individual trustees.

Moved By: Trustee Donaldson

Seconded By: Trustee Pilkey

The Governance and Policy Committee **RECOMMENDS** that the matter be **referred back to staff for further review**.

Carried

2. Governance Procedure PR528(b), Trustee Expense: Revisions [3969]

The Committee considered a report from staff (see GPC:029A, page 19) presenting revisions to the Trustee Expense procedure in compliance with the *Accessibility for Ontarians With Disabilities Act*.

Moved By: Trustee Wong

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that the revisions to governance procedure PR528(b), Trustee Expense, as presented in the report, be approved.

Carried

3. Policy Review Schedule for 2020-2021 to 2023-2024 School Years [3966]

The Committee considered a report from staff (see GPC:029A, page 75) presenting a schedule for the review of policies for the 2020-2021 to 2023-2024 school years.

Moved By: Trustee Pilkey

Seconded By: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that the matter be referred back to staff for further review and a report back in the January 2021 cycle of meetings.

Carried

4. Remote Working: New Operational Procedure [3967]

The Committee considered a report from staff (see GPC:029A, page 85) presenting information on a new operational procedure on remote working.

Moved By: Trustee Donaldson

Seconded By: Trustee Wong

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

Carried

5. **Board Bylaws: Amendments**

Moved by: Trustee Pilkey

Seconded by: Trustee Doyle

Trustees Pilkey and Doyle moved the following replacement motion as a motion of substitution regarding the matter, Board Bylaws: Amendments.

That the resolve clauses regarding the matter Board Bylaws: Amendments be replaced with the following:

- a. That clause 5.15.2 be changed to read as follows:

A Notice of Motion will be introduced by a member who is present as an advance notification of a matter at **Board or Committee**, and will 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.

- b. That clause 5.15.2 (b) be changed to read as follows:

A Notice of Motion submitted prior to, or at the Board meeting, will be ~~considered at a subsequent Board meeting or will be referred to the~~ appropriate Committee.

- c. That the following be added to clause 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. **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.**

- d. 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.

Carried

Therefore, the Governance and Policy Committee **RECOMMENDS:**

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 clause 5.15.2 be changed to read as follows:

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

- b. That clause 5.15.2 (b) be changed to read as follows:

A Notice of Motion submitted prior to, or at the Board meeting, will be referred to the appropriate Committee.

c. That the following be added to clause 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. 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.

d. 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.**Carried**Part B: Information Only**6. 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.

7. Approval of the Agenda

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

8. Delegations

The following oral delegations were heard in accordance with the Board's procedure for hearing delegations.

re Policy Review Schedule regarding P010 and P076

1. Bill Worrell, Oakwood-Vaughan Community Organization Member

9. Declarations of Possible Conflict of Interest

No matters to report

10. Adjournment

On motion of Trustee Pilkey, seconded by Trustee Doyle, the meeting adjourned at 7:19 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Christopher Mammoliti, Committee Chair



Program and School Services Committee

Report No. 85

PSSC:087A

Thursday, October 29, 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 Michelle Aarts, Alexander Brown, Trixie Doyle, Shelley Laskin, James Li, 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. Employment Equity: Addendum to Annual Report [3965]

The Committee considered a report from staff (see PSSC:087A, page 25), presenting information on employment demographics related to employment equity, an addendum to the Employment Equity annual report.

Moved By Trustee MacLean

Seconded By Trustee Sriskandarajah

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

Carried

Staff undertook to add more specific demographic data to the report including information related to self-identified South-Asian and East Asian staff to the “TDSB Staff – Workforce Census” chart on page 9 of the report.

2. Environmental Sustainability Community Advisory Committee: Solar Panel Signage

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated October 6, 2020 (see PSSC:087A, page 5) presenting a recommendation regarding signage for solar panels.

Moved By Trustee Rajakulasingam

Seconded By Trustee MacLean

The Program and Schools Services Committee **RECOMMENDS** that the following be referred to staff for options on the cost of implementation of Part (a) below, to be presented at the next meeting of the Program and School Services Committee:

- a) That signage be developed and posted at all schools with solar panels to draw attention to the presence of solar panels on school rooftops;
- b) That the amount of electricity generated by the solar panels be reported annually;
- c) That the Director present a report in the spring of 2021, as part of the annual sustainability report.

Carried

At the Committee meeting, Parts (a) and (b) were introduced by Trustee Rajakulasingam, seconded by Trustee MacLean. "That the Director present a report in the spring of 2021" was added as Part (c), on amendment of Trustee Rajakulasingam, on behalf of Trustee Wong and Trustee MacLean. "As part of the annual sustainability report" was added at Part (c), on amendment to the amendment by Trustee Tonks, seconded by Trustee Doyle.

3. Dismantling Systemic Barriers to Inclusion in Discipline Procedures

Moved by Trustee Chernos Lin

Seconded by Trustee MacLean

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 work in collaboration with the newly-established Centre of Excellence for Black Student Achievement on the systemic work at Part (b);**
- d) **That the Director present a report back through the Caring and Safe Schools annual report.**

Carried

Part B: Information Only

4. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Program and School Services Committee was convened on October 29, 2020 from 4:30 to 7:52 p.m., by electronic means, with Rachel Chernos Lin, chair pro tem presiding.

5. Approval of the Agenda

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

6. Declarations of Possible Conflict

No matters to report

7. Delegations

re Request to Form a Mental Health and Well-Being Community Advisory Committee

- 1. Yashwant Goel, TDSB Mental Health and Well-Being Parent Partnership Committee

8. Alternative Schools Community Advisory Committee Report, October 19, 2020

The Committee considered a report from the Alternative Schools Community Advisory Committee dated October 19, 2020 (see PSSC:087A, page 1). The report was presented by Angela Magditch.

Moved By Trustee MacLean

Seconded By Trustee Doyle

That the reports be received.

Carried

9. Black Student Achievement Community Advisory Committee Report, October 5, 2020

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated October 5, 2020 (see PSSC:087A, page 3).

Moved By Trustee MacLean

Seconded By Trustee Doyle

That the reports be received.

Carried

10. Environmental Sustainability Community Advisory Committee Report, October 6, 2020

The Committee considered a report from the Alternative Schools Community Advisory Committee dated October 6, 2020 (see PSSC:087A, page 5). The report was presented by parent member, Anne Keary.

Moved By Trustee MacLean

Seconded By Trustee Doyle

That the report be received.

Carried

11. French-as-a-Second-Language Community Advisory Committee Report, October 13, 2020

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated October 13, 2020 (see PSSC:087A, page 7). The report was presented by co-chairs, Mandy Moore and Lynne LeBlanc.

Moved By Trustee Sriskandarajah

Seconded By Trustee MacLean

That the report be received.

Carried

12. French-as-a-Second-Language Community Advisory Committee: 2019-2020 Annual Report

The Committee considered an annual report from the French-as-a-Second-Language Community Advisory Committee for 2019-2020 (see PSSC:087A, page 9). The report was presented by co-chairs, Mandy Moore and Lynne LeBlanc.

Moved By Trustee Sriskandarajah

Seconded By Trustee MacLean

That the report be received.

Carried

13. Special Education Advisory Committee Report, October 5, 2020

The Committee considered a report from the Special Education Advisory Committee dated October 5, 2020 (see PSSC:087A, page 19).

Moved By Trustee MacLean

Seconded By Trustee Doyle

That the report be received.

Carried

14. Inner City Community Advisory Committee Report, October 15, 2020

The Committee considered a report from the Inner City Community Advisory Committee dated October 15, 2020 (see PSSC: 087A, page 23). Trustee Michelle Aarts presented the report.

Moved By Trustee Doyle

Seconded By Trustee MacLean

That the reports be received.

Carried

15. Parent Involvement Advisory Committee: Oral Update

The Committee heard an oral update from the co-chairs, D. Williams and Zena Shereck on the activities of PIAC and the success of the PIAC conference, Parents as Partners, which was held on October 24 and 25, 2020. The Committee met on October 20, 2020.

16. Adjournment

On motion of Trustee MacLean, seconded by Trustee Chernos Lin, the meeting adjourned at 7:52 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Jennifer Story, Chair of Committee

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Finance, Budget and Enrolment Committee

Report No. 60

FBEC:063A

Tuesday, November 3, 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, Stephanie Donaldson, Trixie Doyle, Dan MacLean, Christopher Mammoliti, Robin Pilkey, Yalini Rajakulasingam, Anu Sriskandarajah, Jennifer Story and Manna Wong.

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

Part A: Committee Recommendations

1. Contract Awards, Facilities [3979]

The Committee considered a report from staff (see FBEC:063A, page 1) presenting contract awards. The Committee received the contracts on Appendix A.

Moved by: Trustee Moise

Seconded by: Trustee Patel

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

Carried

2. Contract Awards, Operations [3980]

The Committee considered a report from staff (see FBEC:063A, page 13) presenting contract awards. The Committee received the contracts on Appendix A.

Moved by: Trustee Moise

Seconded by: Trustee Aarts

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

Carried

3. Ministry of Finance Community Budget Consultation: Final Submission [3972]

The Committee considered a report from staff (see FBEC:063A, page 21) presenting the Board's submission to the Ministry of Finance regarding the Board's concerns about the financial impact of COVID-19 on the budget, in advance of the fall 2020 Ontario budget,

Moved by: Trustee Moise

Seconded by: Trustee Patel

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

Carried

4. 2021-2022 International Baccalaureate Fees [3973]

The Committee considered a report from staff (see FBEC:063A, page 25) presenting information on the 2021-22 International Baccalaureate program fees.

Moved by: Trustee Patel

Seconded by: Trustee Aarts

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

- a) That the introduction of fees for the 2021-22 Secondary School International Baccalaureate program, be suspended;**

- b) That alternative offsets in the upcoming 2021-22 budget process, be provided.

Carried

5. 2021-2022 Budget Schedule for Feedback [3982]

The Committee considered a report from staff (see FBEC:063A, page 27) presenting the 2021-2022 Budget Schedule.

Moved by: Trustee Laskin

Seconded by: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the proposed budget meeting schedule for 2021-22, as presented in the report, be approved.

At the Committee meeting, motion of Trustee Laskin, seconded by Trustee Aarts, the original staff recommendation was amended to add the word "proposed".

Carried

6. Exemptions From P076, Community Planning and Partnerships to Allow a Capital Improvement to the Former Vaughan Road Academy Building at 529 Vaughan Road [3974]

The Committee considered a report from staff (see FBEC:063A, page 31) presenting information following a request for an exemption from policy, P076.

Moved by: Trustee Laskin

Seconded by: Trustee Doyle

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

- a) That an exemption be made under clause 6.6 of policy P076, Community Planning and Partnerships, to allow two classrooms in the former Vaughan Road Academy building located at 529 Vaughan Road to be leased to the Oakwood Vaughan Community Organization for five years without a six-month termination notice;
- b) That the Oakwood Vaughan Community Organization be allowed to facilitate the use of the leased rooms with other community groups

provided the community groups go through the vetting process described in clause 6.4 of policy P076, Community Planning and Partnerships, to ensure compatibility with students and school operations;

- c) That Parts (a) and (b) above be contingent on the Oakwood Vaughan Community Organization securing an Ontario Trillium Foundation grant and paying the full cost for the installation of a disability lift and any additional costs required to fit up the space.**

Carried

7. New Student Information Systems Project: Update [3981]

The Committee considered a report from staff (see FBEC:063A, page 41) presenting an update on the new Student Information Systems project.

Moved by: Trustee Moise

Seconded by: Trustee Patel

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

Carried

8. Honoraria for Trustees: 2021 Update [3978]

The Committee heard a presentation from staff (see FBEC:063A, page 53) presenting an update related to honoraria for Trustees.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

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

- a) That the honoraria for Trustees for one year commencing December 1, 2020, as presented in the report, be approved;**
- b) That section 6.4 of policy P074, Honoraria for Trustees, be updated accordingly.**

Carried

9. Capital Issues: Update [3983]

The Committee considered a report from staff (see FBEC:063A, page 56) presenting information on recent developments regarding the Board's capital program.

Moved by: Trustee Laskin

Seconded by: Trustee Aarts

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

- a) That the report be received;
- b) That an application to the Ministry of Education, to utilize proceeds of disposition in the amount of \$10.3M, as presented in the report, to offset against pandemic-related construction staffing costs, which have not been funded by the province, be approved.
- c) That the Director continue to engage the province for the full reimbursement of pandemic related costs that the TDSB and other school boards were required to spend to safely open and operate schools;
- d) That the Director ensure that the status of the Board's capital program, including the length of time they have been a priority for the Board, the number of projects caught up within the Approval to Proceed process and the date by which they were submitted, be posted on the Board's website.

At the Committee meeting, on motion of Trustee Laskin, seconded by Trustee Aarts, the original staff recommendation was amended to add Parts (c) and (d) and "which has not been funded by the province", was added at Part (b).

Carried

Part B: For Information Only

4. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 4:32 p.m.

5. Approval of the Agenda

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

6. Declarations of Possible Conflict of Interest

No matters to report

7. Delegations

re Additional Payments to Principals and Vice-principals

1. Leslie Wolfe, President OSSTF Toronto Teachers

8. Adjournment

On motion of Trustee Doyle, seconded by Trustee Patel, the meeting adjourned at 6:34 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair



Committee of the Whole (Special Meeting)

Report No. 32

CW:34A

Tuesday, October 27, 2020.

Electronic Meeting

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

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 27, 2020 from 4:31 to 6:16 p.m., with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

No matters report

4. Report From the Director of Education

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

5. Report From the Chair of the Board

The Committee heard an oral update from the Chair of the Board that included the following:

- The Chair and the Director of Education meet with Ministry of Education officials each Monday, and received information at the most recent meeting regarding funding for school boards based on enrolment and the understanding that any further financial burden should be mitigated.

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 Doyle, seconded by Trustee Wong, the meeting adjourned at 6:16 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Chair

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Update to Return to School

October 27, 2020



Agenda

- Devices Update
- Virtual Schools Update
- Fundraising
- Leadership and Reorganization Updates
- Mental Health and Well-Being
- School Open House/Transition Information Nights
- COVID-19 Cases Update & Pop Up Testing

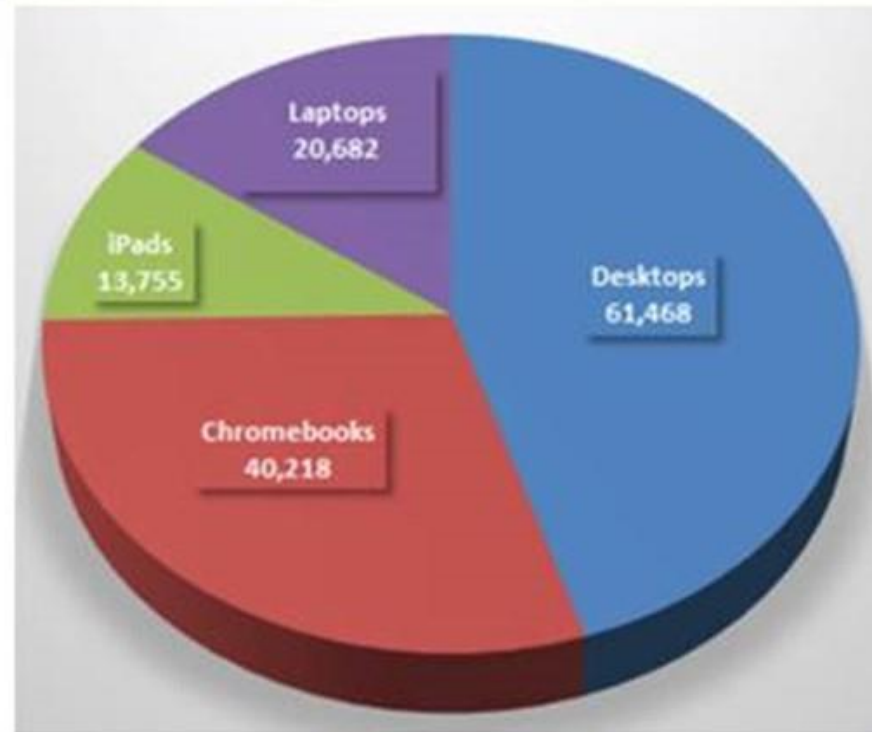
Devices Update

- Last spring, devices were taken from 370 schools to support student needs.
- 18% of those devices have already been replaced.
- Devices fundraised by School Councils: Staff is currently doing an analysis of the number of those devices and will devise a plan to “replenish/pay back” the schools with replacing or funding for the devices.
- In the meantime, staff will be sending all Trustees a summary of all devices taken by ward/ by school and volume shipped as part of the 18% replacement.
- Grand total of desktop and mobile devices still active in our schools: **136,123**



Devices Update

Devices in All Brick & Mortar Schools as of October 27, 2020



tdsb.on.ca

G0: October 27, 2020

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Virtual School Update

Secondary VS:

- Secondary school principals have sent their families a form asking if they requested a switch to Virtual Learning for Quad 2. the deadline is tomorrow October 28.
- Principals will share the number of requests for a virtual option with school Staffing Committee.
- Schools will determine the model(s) that work(s) best given their needs and current situation at school.
- Each school is asked to share its model for virtual delivery with their Learning Network Superintendent for final approval by Friday, November 6.

Virtual School Update

Elementary VS

Professional Learning

Administrators: We are partnering with Rotman I-Think to begin a Professional Learning series to engage over 60 administrators in Elementary Virtual School by exploring 3 themes: connecting, engaging and transforming. We will begin understanding how to build community in the Virtual School discuss well-being and finally deep learning where our student extract meaning and understanding from the classroom experiences.

Educators in the Classroom: We are working with our Centrally Assigned Principals and Program Coordinators to develop a professional learning series for all educators across the Virtual School Learning Centres.

Some of the topics will include: Special Education - IEP writing to support teachers in the creation of the IEP; Support for the new Math curriculum and digital math tools; Reading Assessments session to support intervention strategies; Artist led Professional Learning sessions; Equity in the FSL Classroom; Indigenous Education; Equity in the Mathematics Classroom; Soutenir tous les apprenants en mathématiques; Early Reading - FI Grades 1-3; Toolkit for Equity and Culturally Relevant and Responsive Resources; Middle Years Reading - FI/FE Grades 6-8; L'intervention ciblée pour les lecteurs adolescents; Middle Years Reading; Early literacy assessment and instruction- next instructional steps for early learners.



G0: October 27, 2020

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Fundraising

- Email issued to Principals and School Councils
- No Fundraising for HEPA Units based on:
 - TPH information on HEPA units
 - All classrooms without ventilation or limited ability to provide fresh air will be provided with HEPA units
 - Ministry Funding for HEPA units sufficient to support this initiative
 - Ministry Guidelines does not permit funding for HEPA units
- Listing of schools receiving units and Q&A on website will be updated regularly

Leadership & Reorganization Updates

- 2 Superintendents each with Administrative Liaison support
- 10 Principals as a result of Expressions of Interest. Outstanding leadership will be essential, impact on current schools will be considered in the selection process
- These will be a combination of new positions, albeit temporary due to the pandemic, and redeployment due to lower enrolment numbers
- Annually, after teacher reallocation process is complete, Designated Early Childhood Educators (DECEs) are realigned so that all FDK classes with more than 15 students have a DECE as required under Regulations in the Education Act

Leadership & Reorganization Updates Cont'd.

- A decision has been made to continue DECE support in the FDK classes in school identified by Toronto Public Health in high priority schools even though targeted class size maximum is 15 and a DECE would not normally be allocated. In these schools, one DECE will be shared between two classes that have 15 students in each of them
- We are looking at clerical support needs in the Virtual School as well as additional support for student with English as a Second Language learning needs, special education resource support and reading support



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Mental Health and Well-Being

- Professional Support Services (PSS) include Social Work (SW), Psychology, Speech Language Pathology (SLP), Child and Youth Workers/Care (CYW/CYC), and Occupational Therapists and Physical Therapists (OT/PT). PSS services are available for all students in bricks & mortar and virtual school (assessments, counseling, consultations, case management, community resource links).
- Students in virtual school are connected to their home school to maintain continuity and connection to their home school communities.

Support Student/Caregivers' Resiliency: virtual groups/in-person to create/maintain healthy relationships; decrease isolation; build ability to deal with social media pressures and enhance COVID coping skills.

Caregiver Groups: virtual groups to support virtual school stress; COVID family stress management and caregiver relationship building across school communities.

Mental Health and Well-Being Cont'd.

Support for Special Education: one-on-one support for students; OT/PT provides training and education on equipment used for caregivers/staff

Support Groups with our Community Partners: collaborative virtual/in school being provided in collaboration with TDSB with a variety of community and health partnerships (*Taibu, Tropicana, Caribbean African Canadian Social Services; Across Boundaries; Hong Fook; Native Child & Family Services; Muslim Family & Child Services of Ontario; The 519*).

Staff Support and Well-Being: equity and anti-oppression education, resource compilations, utilizing resources from School Mental Health Ontario (SMHO), stress management and supporting well-being strategies for positive student/family engagement for teaching staff.

School Open House/Transition Info Nights

Schools will be delivering **virtual** Grade 8 Open Houses/Information Sessions this year due to the health and safety guidelines around COVID-19. Virtual Open House/Information Session options for schools include:

- "Live" virtual open house – date/time/link will be shared on the Open Houses page of the TDSB website
- Pre-recorded information session/tour – link will be shared on the Open Houses page of the TDSB website
- Schools have the option to do one or both of the aforementioned options

School Open House/Transition Info Nights

Please note that the Open Houses webpage, <https://www.tdsb.on.ca/OpenHouses>, will be updated on November 2 and again on November 20.

- Grade 8 information events are very helpful in the grade 8 to 9 transition process to help students and families learn about their home school, specialized programs, unique programming and courses offered, and to tour the schools and interact with staff and students.

COVID-19 Cases

- As of 4 p.m. today, there were 156 schools with at least 1 confirmed case of COVID-19.
- In total, TDSB has 205 confirmed cases among students and 55 confirmed cases among staff.
- These cases are considered “active.” When cases are “resolved,” they are removed from the case list.

COVID-19 Pop Up Testing

- Toronto Central Local Health Integration Network (TC LHIN) is leading a working group to develop a process for establishing pop-up COVID assessment centres in schools to increase accessibility to testing for students and staff.
- The pop-up centres will be used only for schools that are experiencing an outbreak. Only students and staff of the affected school will be able to use the pop-up centre (it will not be open to the public).
- TPH will make the decision. The goal is to have an assessment centre operational within 48 hours of the decision to conduct testing.
- Through an operational huddle involving TPH staff, TC LHIN staff, staff of the hospital conducting the testing, and TDSB staff, an appropriate site for the centre will be identified – it could be an existing assessment centre, a pop-up centre at a non-TDSB site, or a pop-up centre at the TDSB school experiencing the outbreak.

COVID-19 Cases & Pop Up Testing

- If the school is the preferred site, the pop-up centre could be set-up in the parking lot using a tent or in a large space in the school like a gym.
- The pop-up centre will operate after school hours in the evening or on the weekend.
- The testing hospital will be issued a no-cost permit to use the space.
- After the testing hospital has finished the testing, they will clean the space to the same standards used in the assessment centres in the hospitals. The testing hospital will manage the waste.
- In advance of the pop-up centre being set up, the parents and staff of the affected school will receive a letter informing them of the centre.
- Only the students and staff identified by TPH will be invited to come for testing – it could be individual classes or the entire school depending on the circumstance.





Committee of the Whole

Report No. 33

CW:035A

Wednesday, November 4, 2020

Electronic Meeting

Members Present Trustees Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, James Li, Shelley Laskin, Dan MacLean, Christopher Mammoliti, Chris Moise, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, Anu Sriskandarajah, David Smith, Jennifer Story, Chris Tonks, Manna Wong and Student Trustee Firdaus Shallo.

Regrets Trustees Parthi Kandavel 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. Long-Term Program and Accommodation Strategy 2020-2029 [3971]

The Committee considered a report from staff (see CW:035A, page 1) presenting information on the Long-Term Program and Accommodation Strategy and Annual Planning document.

Moved By: Trustee Li

Seconded By: Trustee Donaldson

The Committee of the Whole **RECOMMENDS** that the Long-Term Program and Accommodation Strategy 2020-2029 and Annual Planning Document 2020-2021, as presented in the report, be approved.

Carried

2. Secondary Program Review: Final Report [3964]

The Committee considered a report from staff (see CW:035A, page 241) presenting information on preliminary concepts and phase one priorities of the secondary program review.

Moved By: Trustee Laskin

Seconded By: Trustee Rajakulasingam

The Committee of the Whole **RECOMMENDS:**

- (a) That the preliminary concepts identified in Appendix A, of the report be developed into future studies within the 2021-30 Long-Term Program and Accommodation Strategy document;**
- (b) That small collegiates be prioritized during the first phase of reviews to align with the commitments and vision for secondary schools, as discussed with Trustees in the Secondary Program Review workshops held in the spring of 2020, and presented in the Interim Report received by Trustees on 20 May 2020.**

Carried

3. TDSB Support for Ranked Ballots

Moved By: Trustee Doyle

Seconded By: Trustee Laskin

The Committee of the Whole **RECOMMENDS:**

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.**

Carried

PART B: Information Only

4. Call to Order and Acknowledgement of Traditional Lands

A meeting of the Committee of the Whole was convened electronically on Wednesday, November 4, 2020 from 4:30 to 6:29 p.m. with Alexander Brown presiding.

5. Approval of the Agenda

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

6. Declarations of Possible Conflict of Interest

No matters to report

7. Delegations

re French Immersion in Virtual School

- 1. Heather Pun, Parent**

8. Report From Trustees Appointed to the Ontario Public School Boards' Association

The Committee heard an oral update from Trustees Donaldson and Laskin on the activities of the Ontario Public School Boards' Association (OPSBA), including the following upcoming events:

- i. The Central East Regional Meeting will be held on November 7, 2020 via Zoom
- ii. The Education Program Work Team meeting at OPSBA will be held on November 10, 2020 via Zoom –Integrity Commissioners, GSN Consultation and Child Care Consultation will be discussed
- iii. The next OPSBA Board of Directors meeting will be held on November 27-28, 2020
- iv. OPSBA's Public Education Symposium will be held on January 28, 2021.

9. Adjournment

On motion of Trustee Nunziata, seconded by Trustee Wong, the meeting adjourned at 6:29 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair



Committee of the Whole (Special Meeting)

Report No. 34

CW:36A

Tuesday, November 10, 2020.

Electronic Meeting

Members Present Alexander Brown (Chair), Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Parthi Kandavel, Shelley Laskin, James Li, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey Yalini Rajakulasingam, Anu Sriskandarajah, Jennifer Story, Manna Wong and Student Trustee Firdaus Shallo

Regrets Regrets were received from Trustees Harpreet Gill, Alexandra Lulka and David Smith.

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

Part A: Committee Recommendations

1. Bannockburn Building, 12 Bannockburn Avenue: Lease [3976]

The Committee considered a report from staff (see CW:036A, page 1) presenting information on lease negotiations with regard to the Bannockburn building at 12 Bannockburn Avenue in North York.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Nunziata

The Committee of the Whole **RECOMMENDS** that the Bannockburn building located at 12 Bannockburn Avenue be declared surplus to the needs of the

Toronto District School Board and referred to the Toronto Lands Corporation for lease for a maximum of 12 months, terminating on 15 July 2022.

Carried

Part B: Information Only

2. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Committee of the Whole was convened on Tuesday, November 10, 2020 from 4:30 to 8:49 p.m., with Alexander Brown presiding. Trustee Doyle chaired from time to time during the meeting.

4. Declarations of Possible Conflict of Interest

No matters to report

5. Delegations

re French Immersion in Virtual School

1. Krista Pawley-Hamilton, Parent
2. Jennifer Joynt-Johal, Parent
3. Tee Schneider, Parent

re Virtual Schools

4. Caroline Wai, Parent
5. Dori Aspuru-Takata, Parent

re Item 12.1, Outdoor Education

6. Joey Mandel, TDSB Teacher The Grove Community School
7. Archer Pechawis, TDSB Trusted Vendor and Parent
8. Rob Cheung Howard, Lakeshore Village Co-op Community Member and Parent
9. Phil Pothen, Parent
10. Doug Anderson
11. Alexis Dawson, BSACAC Co-Chair

re Equitable Education

12. Liz Burnip, TDSB Teacher Forest Hill Collegiate Institute

6. Report From the Director of Education

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

7. Report From the Chair of the Board

No matters to report

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

No matters to report

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

No matters to report

10. 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

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

No matters to report

12. Reports From Student Trustees

No matters to report

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

Trustee Sriskandarajah

The Trustee requested further clarification on communications related to COVID-19 language such as a definition of “outbreak” from staff.

14. Adjournment

On motion of Trustee Laskin, seconded by Trustee Kandavel, the meeting adjourned at 8:49 p.m.

Part C: Ongoing Matters

15. Use of Outdoor Spaces for Instructional Time

At the Committee meeting, consideration of the following, as emergency business, (introduced by Trustees Story and Aarts) was defeated. The matter will be added to the December 9, 2020 Board meeting as written notice of motion for consideration.

Whereas, outdoor play and learning has been shown to help mitigate the risk of COVID-19 infection as well as support healthy child development;¹ and

Whereas, outdoor play offers critical opportunities for learning, development and well-being;² and

Whereas, access to open outdoor spaces while adhering to public health guidance (e.g., physical distancing, careful and regular hand-washing) has been recommended by Toronto Public Health,³ is important to help maintain both physical and mental health, and is one of the best ways Canadians can increase their defence⁴ against COVID-19;⁵ and

Whereas, during times of crisis, children benefit from play as a means to explore their emotions as well as to make sense of and cope with environmental anxiety, and through this process, develop resilience and build self-confidence to help them navigate life's challenges;⁶ and

Whereas the TDSB has prioritized outdoor learning as part of the 2020 Return to School plans;

Therefore, be it resolved:

- A. That the Director present a report outlining a plan for encouraging and supporting all schools to use outdoor spaces for instructional time throughout the day:
- B. That the plan at Part A:
 - i. be based on approaches used in the Outdoor Play and Learning (OPAL) program successfully piloted at TDSB schools;
 - ii. include support for an initial group of up to 24 schools (six per Learning Centre) as soon as possible, using an equity lens, including the use of dis-aggregated race-based data to determine which schools will be eligible;
 - iii. include consistent and clear messaging to all schools that helps to remove barriers and supports the use of temporary, low-cost and volunteer-supported approaches to the use of outdoor learning spaces;
 - iv. include collaboration between the Sustainability Office and Outdoor Education in supporting schools with this work;
 - v. include concrete steps for how outdoor learning can be encouraged at the secondary level as well;
 - vi. include costs and funding source for implementation.
- C. The Director provide an update in the February-March 2021 cycle of meetings

¹ <https://www.outdoorplaycanada.ca/should-i-go-outside-in-the-covid-19-era/>

² [Source: Position Statement on Active Outdoor Play](#)

³ (<https://www.toronto.ca/home/covid-19/covid-19-reopening-recovery-rebuild/covid-19-reopening-guidelines-for-businesses-organizations/covid-19-guidance-elementary-secondary-schools/>)

⁴ <https://www.sciencedirect.com/science/article/abs/pii/S1471489216300479>

⁵ <https://www.outdoorplaycanada.ca/pandemic-play-child-centred-policy-in-a-global-crisis/>

⁶ <http://www.ipacanada.org/covid-19/statement-play-in-the-time-of-covid-19/>

Submitted by: Alexander Brown, Chair

Update to Return to School

November 10, 2020



Agenda

- P/VP Compensation
- French Immersion/Extended French
Reorganization in Virtual School
- Secondary Model



November 10, 2020

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P/VP Compensation

- Principals, Vice-Principals & Office Staff were called back to work early in August to ensure schools were ready to welcome back staff and students safely
- Office Staff and Caretaking Staff were paid for their scheduled time
- As Principals & Vice-Principals are 10-month employees, a decision was made to pay them for returning early
- P/VPs were paid the equivalent of 3.75 days



November 10, 2020

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French Immersion/Extended French Reorganization

FACTS about the Elementary Virtual School

- 64,000 students total; 226 French Immersion/Extended French classes for a total of 6,000 students
- Last week, staff completed a reorganization of some French Immersion and Extended French classes within the Elementary Virtual School to ensure that as many FI/EF classes as possible had a qualified French. Staff was responding to a system shortfall of 48 classrooms with unfilled teachers in French Immersion or Extended French.

FACTS about French Immersion and Extended French hours of instruction

- French Immersion in TDSB is 100% French instruction from SK-3; Grade 4 is 80% and 20% English; Grades 5 to 8 is 50% French and 50% English. Total number of French instruction hours is 6000 at the end of Grade 8. The Ministry requirement to continue in secondary French Immersion is 3800 hours. Even with this temporary adjustment to the model of instruction for a few Grade 3 and 4 classes, French Immersion students in Virtual School will fulfill the requirement.
- Extended French is 50% French and 50% English from Grade 4 to 8. Ministry requirements for Extended French are 1260 hours by the end of grade 8. TDSB students in our JEF program accumulate 2250 hours by the end of grade 8.

November 10, 2020

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French Immersion/Extended French Reorganization

- Staff's goal was to maximize the use of French teachers. The model for Grades 4-8 EF and Grades 5-8 Extended French remains unchanged at 50% French and 50% English. The model for Grades 3 and 4 were changed to a 50% French and 50% English where the change was required to enable the pairing up of French and English teachers in order to connect more FI/EF students with French qualified teachers. 92 classes total were impacted by the reorganization. 20 French Immersion grade 3 classes have a 50/50 split.
- Though not ideal, this new scheduling allows for grades 3 to 8 classes to now have French instruction on a more consistent basis. English is usually introduced in grade 4, English will now be introduced in grade 3 for 50% of the time. This model allows all students to receive the necessary instruction in both languages and also remain with their existing classmates.
- This is meant to be a solution that will address Virtual School until we can go back to in person school. This is a very unique school year due to the pandemic and heightened by the shortage of French teachers in Ontario.
- In the meantime, staff will work with teachers in both virtual and in person schools to provide online programs and resources that will support student learning.

November 10, 2020

5

Secondary Model in Virtual & Bricks and Mortar

Aligned with our Secondary Program Review report, our aim is to provide access to strong programs for our students in both settings

Models for Quadmester 2 starting November 23 must ensure program viability while centering student pathways and choices



November 10, 2020

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Important Information about Secondary Student Registration

- For Quadmester 1, our secondary in-school enrolment was approximately 50,900 students and virtual school enrolment was approximately 18,000
- For Quadmester 2, 8,500 more students are moving to a virtual learning model. This will mean 38% of secondary students will be learning virtually
- Quadmester 2 in-school enrolments will be 62% of the original projected student enrolment on which each school's staffing was based



November 10, 2020

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WARD	Trustee Name	# of Schools	Secondary Enrolment Projection (which staffing was based on)	In-Person Enrolment Oct 02/20 (Quad 1)	# of In-Person Students who have Requested VS for QUAD 2 as of Oct. 28th, 2020	# of Students Remaining In-Person Schools from Sept Projection for Quad 2
			A	B	C	D=B-C
1	Harpreet Gill	3	2350	1563	629 (40%)	934 (40%)
2	Dan MacLean	6	4812	3680	551 (15%)	3129 (65%)
3	Patrick Nunziata	2	1563	1285	160 (12%)	1125 (72%)
4	Christopher Mammoliti	3	2256	1471	430 (29%)	1041 (46%)
5	Alexandra Lulka	3	3508	2529	391 (15%)	2138 (61%)
6	Chris Tonks	5	2580	1812	345 (19%)	1467 (57%)
7	Robin Pilkey	6	4009	3401	229 (7%)	3172 (79%)

WARD	Trustee Name	# of Schools	Secondary Enrolment Projection (which staffing was based on)	In-Person Enrolment Oct 02/20 (Quad 1)	# of In-Person Students who have Requested VS for QUAD 2 as of Oct. 28th, 2020	# of Students Remaining In-Person Schools from Sept Projection for Quad 2
8	Shelley Laskin	4	4096	3345	168 (5%)	3177 (78%)
9	Stephanie Donaldson	2	1251	931	75 (8%)	856 (68%)
10	Chris Moise	7	4572	3669	540 (15%)	3129 (68%)
11	Rachel Chernos Lin	4	5615	4528	504 (11%)	4024 (72%)
12	Alexander Brown	3	2753	2150	358 (17%)	1792 (65%)
13	James Li	2	1996	1356	206 (15%)	1150 (58%)
14	Trixie Doyle	3	2510	1968	355 (18%)	1613 (64%)
15	Jennifer Story	6	3795	2981	291 (10%)	2690 (71%)

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WARD	Trustee Name	# of Schools	Secondary Enrolment Projection (which staffing was based on)	In-Person Enrolment Oct 02/20 (Quad 1)	# of In-Person Students who have Requested VS for QUAD 2 as of Oct. 28th, 2020	# of Students Remaining In-Person Schools from Sept Projection for Quad 2
16	Michelle Aarts	2	2223	1842	137 (7%)	1705 (77%)
17	David Smith	3	2831	2083	443 (21%)	1640 (58%)
18	Parthi Kandavel	3	3271	2282	729 (32%)	1553 (47%)
19	Zakir Patel	6	4191	2939	842 (29%)	2097 (50%)
20	Manna Wong	5	3397	2100	402 (19%)	1698 (50%)
21	Yalini Rajakulasingam	3	3615	2143	606 (28%)	1537 (43%)
22	Anu Sriskandarajah	1	985	764	115 (15%)	649 (66%)
TOTAL		82	68175	50821	8506 (17%)	42315 (62%)

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Maximizing Student Access to Programming in Quadmester 2

- If we were to add to the size of the current Virtual Secondary School, it would result in a 49% increase in the size of the Virtual Secondary School (26,500 total students)
- With the new requests of 8,500 students, this results in a 38% reduction in enrolment in our bricks and mortar schools which puts program viability at risk in many of our schools
- Virtual learning delivered at the local level would allow more schools to maintain staffing and program viability to accommodate student choice



Developing Local Models

- Principals and teachers have worked collaboratively through in-school staffing committees to review school data on student course selection to arrive at models
- Options include:
 - cohorts that are either fully virtual or fully in-school
 - use of “hubs” with different schools
 - simultaneous learning (in-person and virtual)
- The guiding principle in designing a school-based model is to minimize disruption while centering student choice of programming.

Developing Local Models

- The guiding principle in designing a school-based model is to minimize disruption while centering student choice of programming:
 - At the current time, schools continue to work on timetables of students
 - In order to keep current course offerings in In-Person schools and/or enable students to access courses virtually, most schools have some level of simultaneous learning
 - Schools are still examining “hubs” where possible
- In order to communicate with students, guardians/parents, and staff in a timely manner, final decisions on timetables will be made in the coming days



November 10, 2020

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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