



Planning and Priorities Committee Agenda

PPC:009A

Tuesday, April 6, 2021

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

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Approval of the Agenda**
3. **Declarations of Possible Conflict of Interest**
4. **Delegations**
To be presented
5. **Report From Trustees Appointed to the Ontario Public School Boards' Association**
 - 5.1. OPSBA Directors' Report
To be presented
6. **Staff Reports**
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9.	Private	
	Separate Document (PPC:009B)	
10.	Adjournment	



Program Area Review for Armour Heights Public School, Ledbury Park Elementary and Middle School, and St. Andrew's Middle School

To: Planning and Priorities Committee

Date: 6 April, 2021

Report No.: 04-21-4068

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that:

- a) Armour Heights Public School be converted from a Junior Kindergarten to Grade 6 school to a Junior Kindergarten to Grade 8 school, retaining Grade 7 effective September 1, 2021, and Grade 8 effective September 1, 2022;
- b) The junior to intermediate pathway from Armour Heights Public School to St. Andrew's Middle School be grandparented for the 2021/22 school year;
- c) The shared junior attendance boundary between Ledbury Park Elementary and Middle School and Armour Heights Public School be directed entirely to Ledbury Park Elementary and Middle School effective September 1, 2021.

Context

A grade range study for Armour Heights PS has been listed in the Long-Term Planning and Accommodation Strategy (LTPAS) since the Junior High School reviews were completed in 2016. During the York Mills Cluster of Schools Junior High Review, members of the Armour Heights PS community had expressed an interest in expanding the grade range to serve Junior Kindergarten (JK) to Grade 8. At the time, the school was over capacity and the addition of two grades to the school would have added to

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accommodation pressure at the school. As a result of community consultation during that review, Armour Heights PS remained a JK to Grade 6 school despite all other feeder schools to St. Andrew's MS becoming JK to Grade 5 schools. A reason the community wanted Armour Heights PS to remain JK to Grade 6 and be considered for expansion to Grade 8 was due to the distance that students in the Armour Heights area have to travel to St. Andrew's MS (a portion of the Armour Heights area is beyond 3.2 km to St. Andrew's MS). Over the past few years, enrolment at Armour Heights has declined, easing the accommodation pressure and providing available space for the grade range expansion.

The LTPAS for 2020-2029, approved in November 2020, identified the following review:

- Explore a grade expansion from JK-6 to JK-8 at Armour Heights PS. Graduating students are currently directed to St. Andrew's MS at Grade 7.

The review of shared attendance boundaries is also a priority in the LTPAS. There is a small shared attendance area associated with Armour Heights PS where residents have the choice of attending Armour Heights PS or Ledbury Park EMS.

Undertaking both of these reviews aligns with the guiding principles in the LTPAS of minimizing transitions for students and establishing consistent attendance boundaries.

A Local Feasibility Team (LFT) comprised of the area Trustees, Superintendents, Principals and Planning staff, was established in January 2021. The objective of the LFT was to investigate whether a grade range expansion at Armour Heights to a JK to Grade 8 school was possible. The shared junior attendance boundary between Armour Heights and Ledbury Park EMS would also be examined.

The LFT created a JK to Grade 8 scenario for the school showing it was possible to accommodate the increased enrolment associated with the two additional grades without the need for capital improvements (see Appendix A). Data was also presented showing that there are currently no JK to Grade 6 students residing in the shared boundary who attend Armour Heights PS (see Appendix B).

A Program Area Review Team (PART) was established in February 2021. The objective of the PART was to continue the work of the LFT in evaluating the feasibility of the grade range and boundary change by seeking advice and feedback from parent representatives from the impacted schools as well as the broader community. Input was provided from the PART throughout the course of two working meetings on March 4 and 23, 2021 and at the public meeting held on March 18, 2021.

The PART reviewed the options presented and agreed with the scenario developed by the LFT that included the grade range change as well as the expansion of the junior attendance area for Ledbury Park EMS to include the shared area exclusively (see Appendix C and D). The PART recommended the inclusion of a grandparenting clause

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for the 2021/2022 school year for Grade 6 students at Armour Heights to be able to continue to St. Andrew's MS in September 2021.

Following the public meeting, a survey was conducted to gauge the public's support of the grade range expansion and junior boundary change. The survey indicated that most of the 12 respondents were supportive of both the grade range expansion and the junior attendance boundary change.

Throughout the course of the PART process, parents at the PART working meetings and public meeting made comments and asked questions regarding the proposed grade range and boundary changes. A summary of these findings can be found within the PART report (see Appendix E).

The PART carefully analyzed the detailed actual and projected enrolment data, capacity and utilization data, as well as community feedback including survey responses related to the options. After thorough discussion and analysis, the PART achieved consensus on the grade range expansion at Armour Heights PS. Consensus was also reached on the attendance boundary change, to assign the shared junior boundary between Armour Heights PS and Ledbury Park EMS, entirely to Ledbury Park EMS.

Staff is in agreement with the recommendations of the PART.

Action Plan and Associated Timeline

Subject to Board approval, the proposed grade range expansion at Armour Heights PS and boundary change would be implemented beginning September 1, 2021 (see Appendix F). Current Grade 6 parents/guardians will receive a survey to indicate their preference (stay at Armour Heights PS or continue to St. Andrew's MS for Grade 7) to assist with staffing for the 2021/2022 school year.

Resource Implications

No capital improvements are being proposed with this grade range expansion. With the grade expansion at Armour Heights PS, there is some potential cost savings on transportation. Approximately 20 elementary students over 12 years of age living within the Armour Heights PS boundary are more than 3.2 km from St. Andrew's MS and as such, are eligible to receive TTC tickets. With the grade range expansion, these students would be within walking distance to Armour Heights PS and would not require transportation.

Communications Considerations

Details about the outcome of the review will be posted on the TDSB's Accommodation Reviews website. Information and notice of the Board decision will also be provided

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through the school websites, the school profile pages on the TDSB website, backpack circulation, and will be emailed to all attendees at the public meeting who provided an email address. A survey will be distributed to parents/guardians of current Grade 6 students to have them indicate their intent to attend either Armour Heights PS or St. Andrew's MS in September 2021.

Notation will be added to the street guide notifying anyone using 'Find Your School' search function of the Board-approved changes and directing them to the latest information about the outcome of this review.

Board Policy and Procedure Reference(s)

P068 Accommodation and Program Review

PR715 Program Area Review

Policy P020 Transportation of Students

Appendices

- Appendix A: Planning and Enrolment Data
- Appendix B: Map of Shared Attendance Area Between Armour Heights PS and Ledbury Park EMS
- Appendix C: Map of Current and Proposed Junior Attendances Areas
- Appendix D: Map of Current and Proposed Intermediate Attendance Areas
- Appendix E: Final Report of the Program Area Review Team for Armour Heights PS Ledbury Park EMS and St Andrews MS
- Appendix F: Student Accommodation and Program Plan

From

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Andrew Gowdy, System Planning Officer, Strategy and Planning, at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Bill Wallace, Coordinator, Educational Planning, Strategy and Planning, at william.wallace@tdsb.on.ca or at 416-394-3944

Planning and Enrolment Data

Table 1: Status Quo
No grade range expansion

Facility	Capacity	October 31, 2020 Actual			October 31, 2025 Projection			October 31, 2030 Projection		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
Armour Heights PS	289	211	73%	0	207	72%	0	218	75%	0
St. Andrews MS	527	458	87%	0	446	85%	0	496	94%	0
Ledbury Park EMS	554	458	83%	0	512	92%	0	530	96%	0
Total	1,370	1,127	82%	0	1,165	85%	0	1,244	91%	0

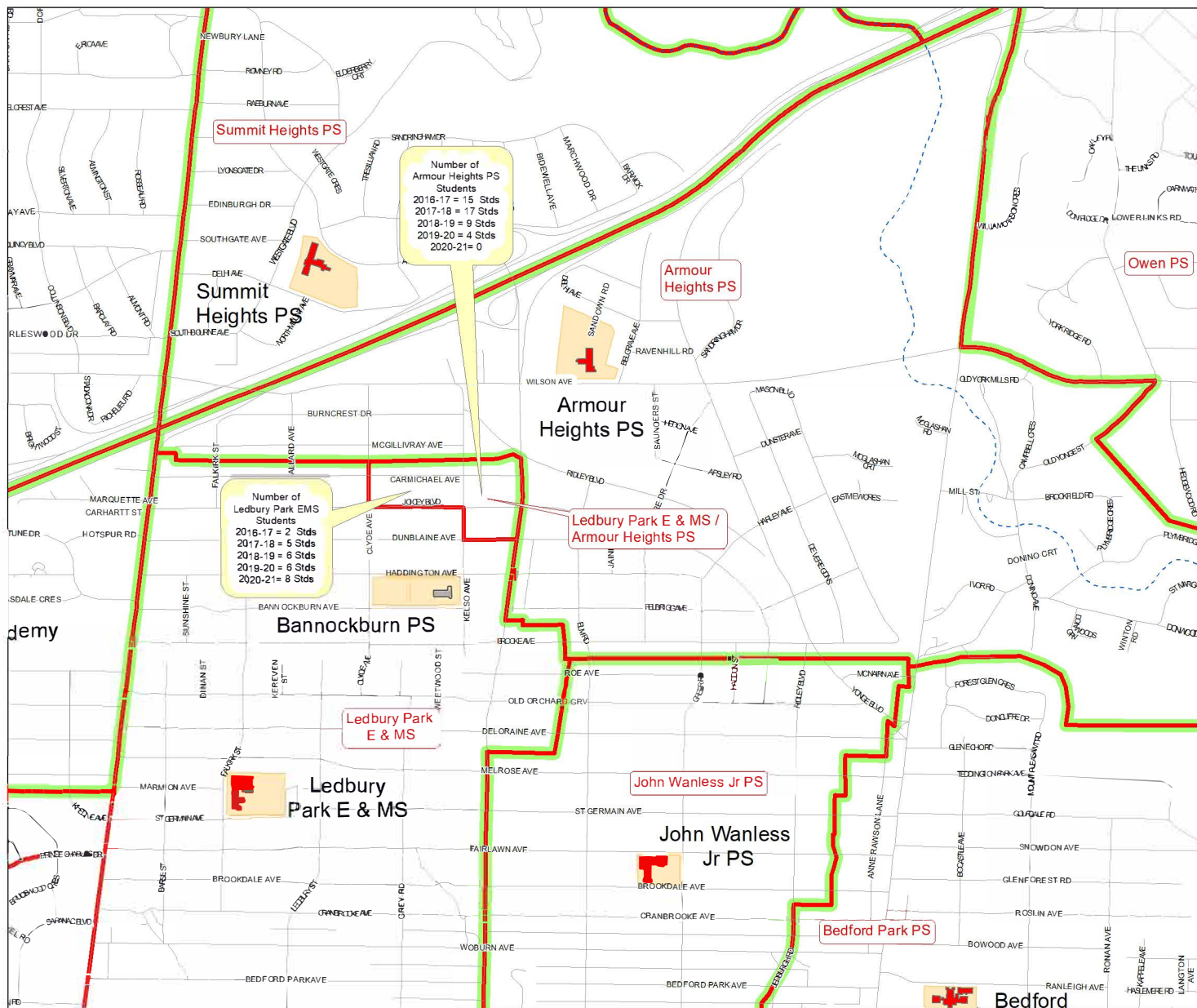
Table 2: Staff Recommendation
Grade range change to JK-8 at Armour Heights PS, shared boundary assigned to Ledbury Park EMS

It is recommended:

- a) That Armour Heights Public School be converted from a Junior Kindergarten to Grade 6 school to a Junior Kindergarten to Grade 8 school, retaining Grade 7 effective September 1, 2021, and Grade 8 effective 1 September, 2022.
- b) That the junior to intermediate pathway from Armour Heights PS to St. Andrew's MS be grandparented for the 2021/22 school year.
- c) That the shared junior boundary between Ledbury Park EMS and Armour Heights PS, be directed entirely to Ledbury Park EMS.

Facility	Capacity	October 31, 2020 Actual			October 31, 2025 Projection			October 31, 2030 Projection		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
Armour Heights PS	289	211	73%	0	240	83%	0	257	89%	0
St. Andrews MS	527	458	87%	0	419	80%	0	463	88%	0
Ledbury Park EMS	554	458	83%	0	512	92%	0	530	96%	0
Total	1,370	1,127	82%	0	1,171	85%	0	1,250	91%	0

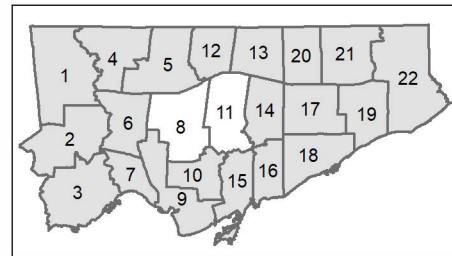
Map of Shared Attendance Area Between Armour Heights PS and Ledbury Park EMS



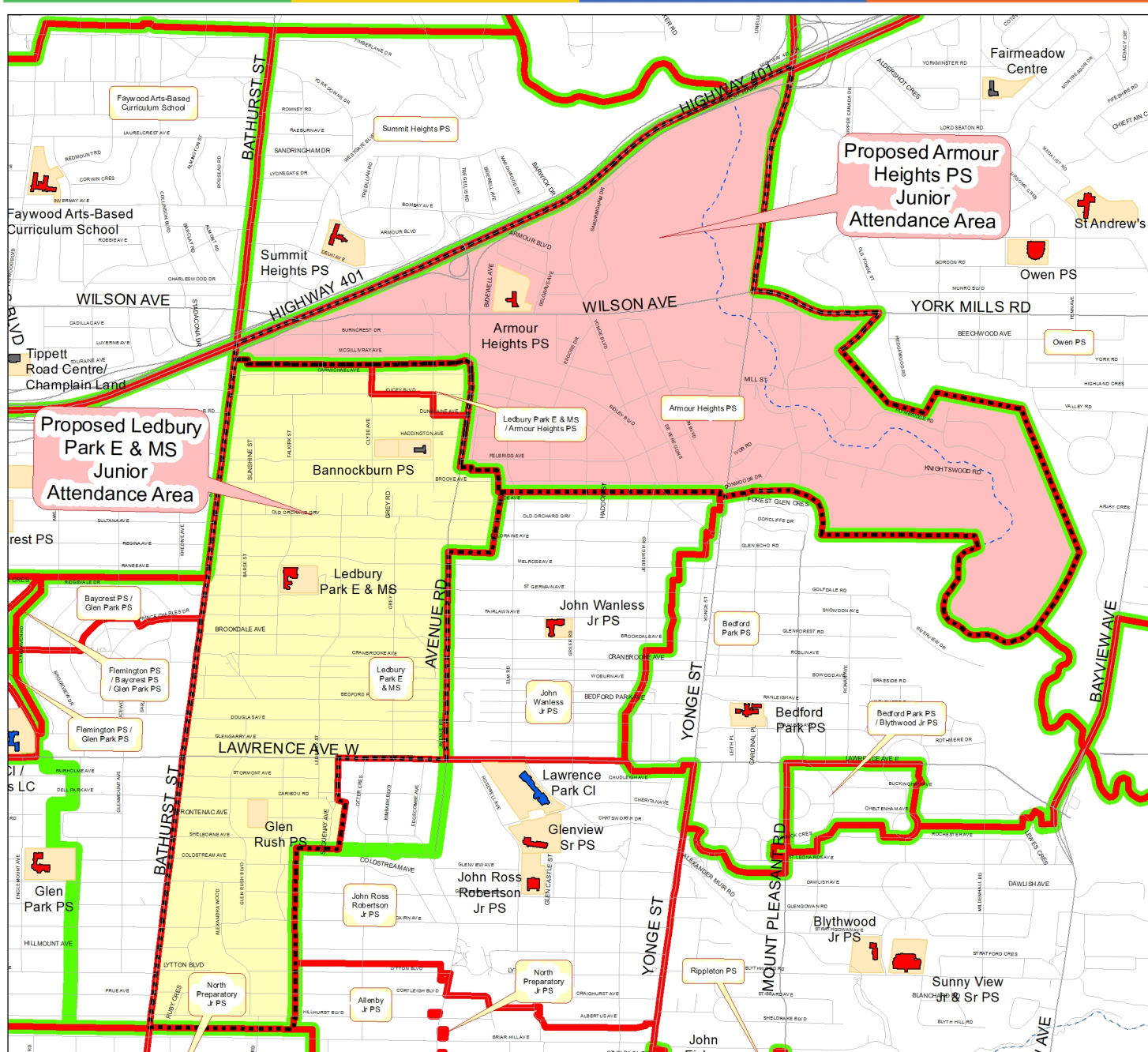
Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

Produced by:
Strategy and Planning
February 2021
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data- City of Toronto

- Legend:**
- Elementary School
 - Secondary School
 - Other Facility
 - Site
 - Junior Attendance Area
 - Intermediate Attendance Area
 - Road
 - Railway
 - Utilityline
 - Waterway



Map of Current and Proposed Junior Attendance Areas



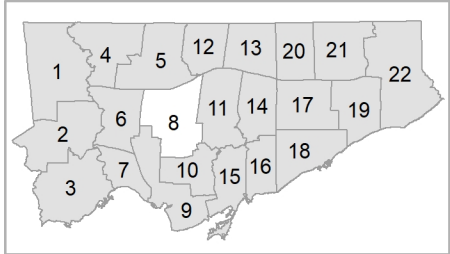
Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.125 0.25 0.5 0.75 1 1.25 km

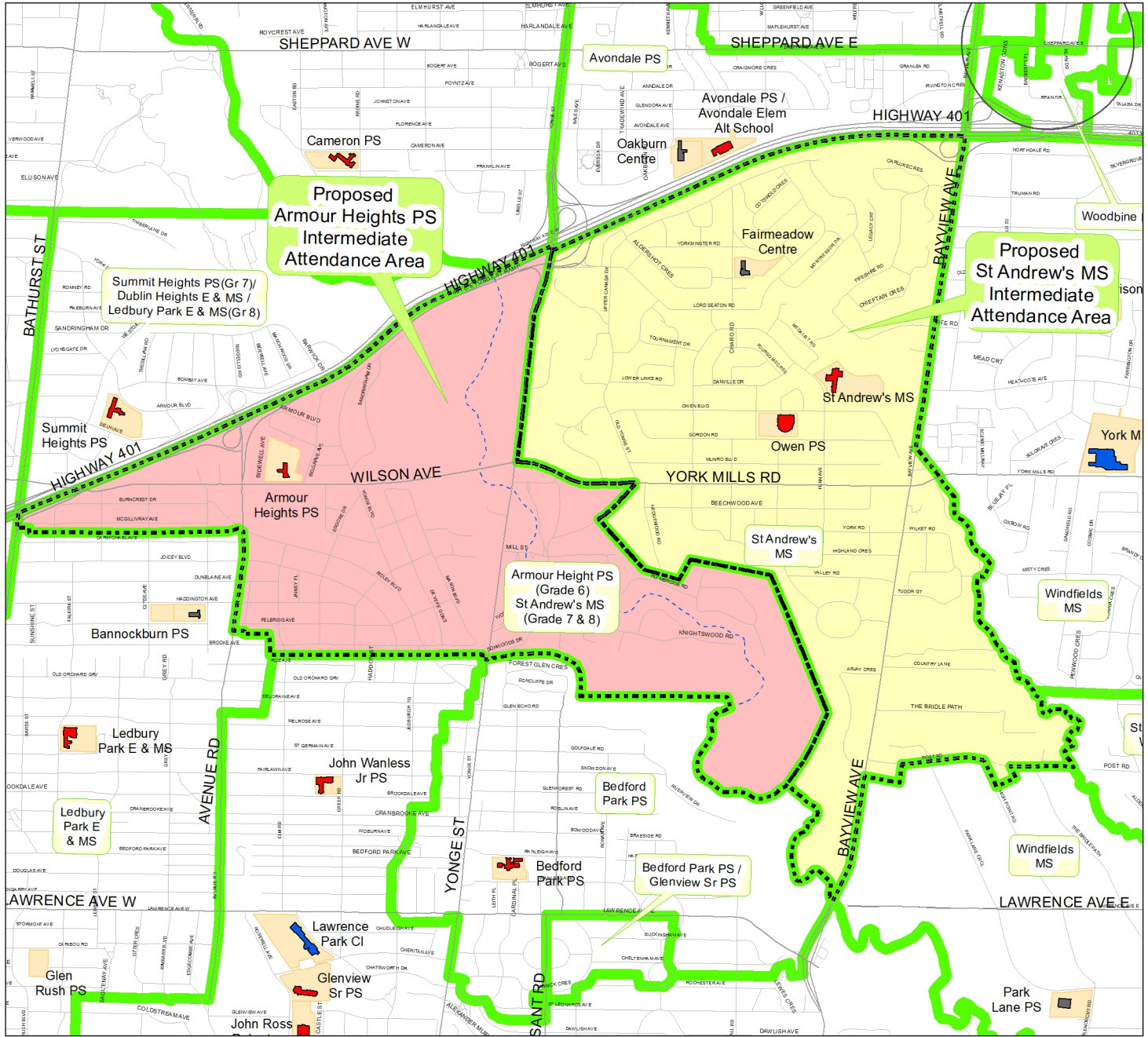
Produced by:
Planning Division, TDSB
March 2021
Source:
Base Map- Geospatial Competency Centre
Facility - Planning Division, TDSB
Data- City of Toronto

Legend:

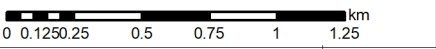
- Elementary School
- Elementary and Secondary School
- Secondary School
- Other TDSB Facility
- Site
- Railway
- Road
- Waterway
- Utility Line
- Junior Attendance Area
- Intermediate Attendance Area
- Proposed Junior Attendance Area
- Ward Boundary



Map of Current and Proposed Intermediate Attendance Areas



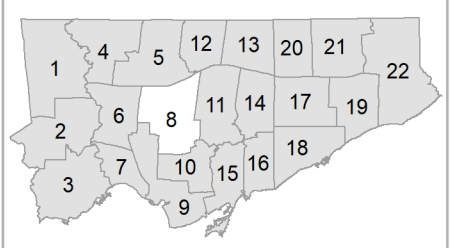
Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.



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Planning Division, TDSB
March 2021
Source:
Base Map- Geospatial Competency Centre
Facility - Planning Division, TDSB
Data- City of Toronto



- Legend:
- Elementary School
 - Elementary and Secondary School
 - Secondary School
 - Other TDSB Facility
 - Site
 - Railway
 - Road
 - Waterway
 - Utility Line
 - Intermediate Attendance Area
 - Proposed Intermediate Attendance Area
 - Ward Boundary



**Final Report of the Program Area Review Team for
Armour Heights PS, St. Andrew's MS, and Ledbury Park EMS
March 24, 2021**

RECOMMENDATIONS

The Program Area Review Team recommends:

- 1. That the grades at Armour Heights PS be expanded from JK-6 to JK-8 starting in September 2021. Armour Heights PS becomes a JK-7 school in 2021 and JK-8 school in 2022.**
- 2. That the junior to intermediate pathway from Armour Heights PS to St. Andrew's MS be grandparented for the 2021/22 school year.**
- 3. That the shared junior boundary between Ledbury Park EMS and Armour Heights PS, be directed entirely to Ledbury Park EMS.**

BACKGROUND

A Grade Range study for Armour Heights PS has been listed in the Long-Term Planning and Accommodation Strategy (LTPAS) since the Junior High School studies were completed in 2016. During the York Mills Cluster of Schools Junior High Review, members of the Armour Heights PS community had expressed an interest in expanding the grade range to become a JK-8 school from a JK-6. At the time the school was over capacity and the addition of two grades to the school would not have helped student accommodation issues. As a result of community consultation during that review, Armour Heights PS remained a JK-6 school despite all other feeder schools to St. Andrew's MS becoming JK-5 schools. Over the past few years, Armour Heights has become less utilized which allowed the opportunity to reconsider the grade range expansion.

A Local Feasibility Team (LFT) comprised of the area Trustees, Superintendents, TDSB Principals and planning staff, was established in January 2021. The objective of the LFT was to investigate whether a Grade Range expansion at Armour Heights to a JK-8 school was possible. The shared Junior boundary between Armour Heights and Ledbury Park EMS would also be examined.

The LFT created a JK-8 model for the school showing it was possible to accommodate two additional grades at the school without the need for capital improvements. Data was also presented showing that there are currently no JK-6 students in the shared boundary that attend Armour Heights PS.

The transition of the LFT to a Program Area Review Team (PART) was approved by Central Accommodation Team (CAT) on February 18, 2021. The objective of

the PART is to continue the work of the LFT in evaluating the feasibility of the Grade Range and Boundary Change by seeking advice and feedback from parent representatives from the impacted schools throughout the course of two working meetings.

At the first PART meeting, an explanation of the role of the PART as an advisory committee was given. The group was shown the scenario the LFT created. The data included actual 2020 student enrolments and projected 2025 and 2030 enrolments (see Appendix A) based on the grade range change and boundary change being considered (see Appendix B).

The comments and questions posed at the PART meeting informed the content of the presentation at the public meeting. A copy of the presentation can be found online at the Armour Heights Program Area Review website.

The PART held a second working meeting to discuss the feedback received at the public meeting and to recommend a proposed solution. A consensus was reached that Armour Heights should become a JK-8 school with grandparenting for the 2021-22 for grade 6 students who wish to attend St. Andrew's MS. A consensus was also reached that the shared junior boundary between Armour Heights PS and Ledbury Park EMS be assigned solely to Ledbury Park EMS.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Armour Heights Public School	Belinda Longe	Principal
Armour Heights Public School	Laura Berry	Parent Representative
Ledbury Park Elementary and Middle School	Kari Hudson	Principal
Ledbury Park Elementary and Middle School	Jason Rosen	Parent Representative
St Andrew's Middle School	Jessica Feldberg	Principal
St Andrew's Middle School	Zakia Nabbus	Parent Representative
St Andrew's Middle School	Nataliya Brylynska	Vice-Principal
TDSB Trustee	Shelley Laskin	Trustee, Ward 8
TDSB Trustee	Rachel Chernos Lin	Trustee, Ward 11
TDSB Superintendent	Denise Humphreys	Superintendent
TDSB Superintendent	Ron Felsen	Superintendent

Staff Resources		
Organization	Name	Role
TDSB	Sarah Libera	Planning Department
TDSB	William Wallace	Planning Department
TDSB	Dan Castaldo	Planning Department

TDSB	Effie Stathopoulos	Special Education
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Meeting Details		
Meeting Type	Date	Time
Committee	March 4, 2021	6:30-8:00 pm
Public Meeting	March 18, 2021	6:30-8:00 pm
Committee	March 23, 2021	6:30-8:00 pm

ANALYSIS OF PROPOSED CHANGES

Grade Range Change

The proposed grade range change will:

- Eliminate a school transition for Armour Heights PS students
- Not significantly impact enrolment at St. Andrew's MS
- Be accommodated within existing classroom space at Armour Heights without any retrofits requiring capital

Junior Attendance Boundary Change

The proposed boundary change will:

- Eliminate a shared junior boundary between Armour Heights PS and Ledbury Park EMS and align with the intermediate boundary
- Will not impact any current Armour Heights PS or Ledbury Park EMS students

SUMMARY OF FINDINGS

There was a consensus to proceed with the Grade Range and Boundary Changes as presented.

The PART supports expanding the grade range at Armour Heights from JK-6 to JK-8 while grandparenting an opportunity for graduating students to continue to St. Andrew's MS for the 2021-22 school year. The PART also supports assigning the shared attendance boundary between Armour Heights PS and Ledbury Park EMS, to Ledbury Park EMS exclusively.

Throughout the course of our discussions, parents at the PART working meetings and public meeting made comments and asked questions regarding the proposed grade range and boundary changes. These are summarized under the following themes.

Grade Range change:

Parents believed the K-8 experience will provide a more nurturing and supportive environment while reducing the number of transitions for students. It will also help increase the size of the school and avoid longer commutes and/or TTC rides for Grade 7 and 8 students.

Concerns were raised about the potential of small Grade 7 and 8 cohorts, the experience of older students with no capital investment in specialized classrooms and their transition to secondary school from a K-8 model.

Junior Attendance Boundary change:

Parents were supportive since students are already attending Ledbury Park EMS. It would also eliminate the need for students within this boundary to cross two busy main streets, namely Avenue Road and Wilson Avenue.

There were some who prefer having the choice of two schools and do not agree with the Board policy of one school per address. The point was also raised that Armour Heights PS would benefit from the additional students from this boundary.

Other Feedback:

At both the public meeting and through the survey, questions were raised about the potential to change the secondary boundaries. Staff responded describing that changes to the secondary boundaries would require a larger review involving multiple secondary schools.

Throughout the course of our discussions, parents at the PART working meetings and public meeting provided feedback and raised several questions about the program and accommodation plan for these communities. The PART carefully considered the options presented and critically reflected with thoughtful feedback and questions.

The PART recommends pursuing the recommendations contained within this report.

Planning and Enrolment Data

Table 1: Status Quo

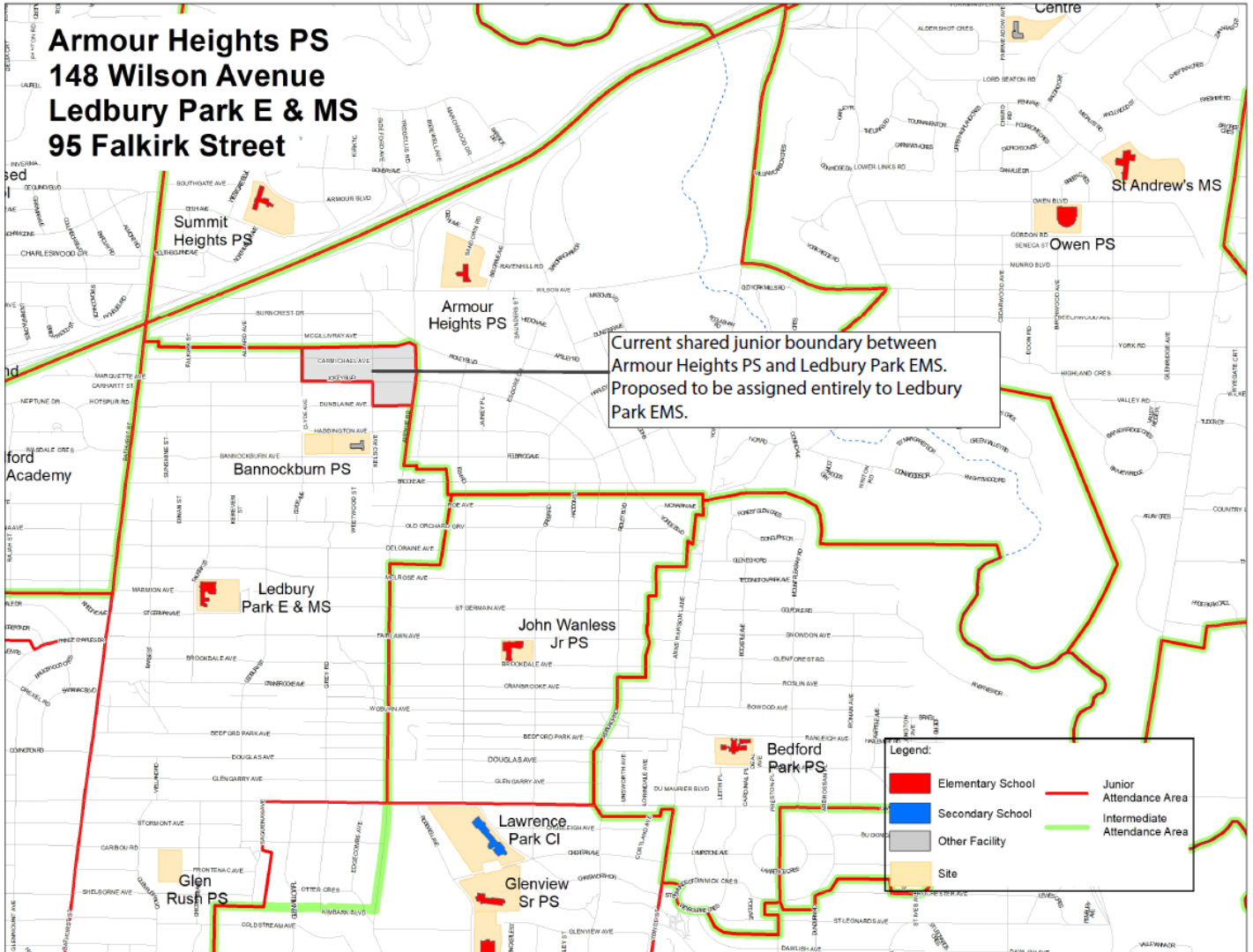
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Total	1,370	1,127	82%	0	1,165	85%	0	1,244	91%	0

Table 2: Grade Range and Boundary Change Scenario

Grade range change to JK-8 at Armour Heights PS, shared boundary assigned to Ledbury Park EMS

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Total	1,370	1,127	82%	0	1,171	85%	0	1,250	91%	0

Map 1. Shared Junior Boundary



Student Accommodation and Program Plan

Overview:
<ul style="list-style-type: none"> Expand grades at Armour Heights PS from junior kindergarten to grade 6 to junior kindergarten to grade 8. Assign shared junior boundary between Armour Heights PS and Ledbury Park EMS entirely to Ledbury Park EMS
Details for each school:
<p>Armour Heights PS</p> <p>2021-22:</p> <ul style="list-style-type: none"> Expansion to offer grade 7 Grandparenting to allow the option for grade 7 students from Armour Heights PS to continue on to attend St. Andrew’s MS Shared junior boundary between Armour Heights PS and Ledbury Park EMS directed exclusively to Ledbury Park EMS <p>2022-23</p> <ul style="list-style-type: none"> Expansion to offer grade 8
<p>St. Andrew’s MS</p> <p>2021-22</p> <ul style="list-style-type: none"> Grandparenting to allow the option for grade 7 students from Armour Heights PS to continue to attend St. Andrew’s MS <p>2022-23</p> <ul style="list-style-type: none"> No longer receives grade 7 or 8s from Armour Heights PS
<p>Ledbury Park EMS</p> <p>2021-22:</p> <ul style="list-style-type: none"> Shared junior boundary between Armour Heights PS and Ledbury Park EMS directed exclusively to Ledbury Park EMS

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WE Charity/ME to WE Social Enterprises Inc Report on Educational Programming Partnerships March 23, 2021

To: Planning and Priorities Committee

Date: 6 April, 2021

Report No.: 04-21-4067

Strategic Directions

- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Create a Culture for Student and Staff Well-Being
- Transform Student Learning

Recommendation

It is recommended that the report outlining the TDSB's partnership with WE Charity and ME to WE Social Enterprises Inc. be received.

Context

ME to WE Social Enterprises ("ME to WE") and WE Charity are legally separate and independent entities. ME to WE is a partner of WE Charity, providing support by donating at least half of its profits to WE Charity. The other half is invested in the enterprise, offering socially conscious products and experiences.

At a Special Board Meeting on August 6, 2020, the Board passed a motion to suspend partnership agreements with WE Charity and ME to WE. The motion, which originated as an emergency motion from the Committee of the Whole on August 4, 2020, also stipulates that the Director review the terms of the current agreements between the TDSB, WE Charity, ME to WE and any other related organizations. The motion also requests a report be submitted to the Board, through the Committee of the Whole (now the Planning and Priorities Committee), on the scope, process, considerations, financial activity, and formal and informal connections between WE Charity, ME to WE and the TDSB. Full text of the Board resolution of August 6, 2020 is presented in Appendix A.

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The TDSB had educational partnership agreements with WE Charity and ME to WE. Under the Memorandum of Understanding (“MOU”) documents, which were approved by the TDSB in accordance with the Educational Programming Partnerships Policy (P024) on March 1, 2018, WE Charity and ME to WE were to provide motivational speaker presentations for students and staff, and student leadership development programs. The services were to be provided in accordance with the following financial conditions: WE Charity presentations were to be delivered free of charge, while ME to WE student leadership development programs were billed as per the fee for service agreements. The two entities were also required to submit annual service reports to the TDSB, outlining the sessions delivered and total charges for the year.

In addition to these two educational partnerships, the TDSB also conducts other activities in connection with these two entities. For many years, TDSB schools have conducted fundraising and have issued donations to the WE Charity. TDSB schools have also made purchases from the Me to We Shop, Inc. through school fundraising accounts. A summary of all formal and informal connections between both organizations and the TDSB is provided in Appendix B. A summary of payments issued to WE Charity, ME to WE, and Free the Children is outlined in Appendix C.

The TDSB also had a previous partnership agreement with Free the Children (now WE Charity) dating back to September 2013.

In July 2020, the partnership agreements were suspended and later terminated by WE Charity and ME to WE. On July 28, 2020, WE Charity and ME to WE issued a notification that they will no longer be delivering educational partnership programming to the TDSB. On September 9, 2020, WE Charity and its Board of Directors announced that they were winding down the organization’s operations in Canada. The organization was to sell its assets to establish an endowment fund, to sustain the charity’s existing international humanitarian programs and digitization initiatives.

A literature review of key issues in global citizenship education and recommendations for future social justice work and partnerships is presented in Appendix D.

Action Plan and Associated Timeline

N/A

Resource Implications

N/A

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

- Educational Programming Partnership Criteria Procedure (PR700)
- Educational Programming Partnerships Policy (P024)
- Educational Programming Partnerships Procedure (PR667)
- Fundraising Policy (P021)
- Fundraising Procedure (PR508)
- Vetting External Presentations Procedure (PR589)

Appendices

- Appendix A: August 6, 2020 Special Board Meeting Resolution
- Appendix B: WE Charity and ME to WE Formal and Informal Connections with the TDSB
- Appendix C: Summary of Payments to WE Charity and ME to WE
- Appendix D: Working Towards Anti-Oppressive Schools – Lessons from WE Charity: A Critical Review

From

Craig Snider, Acting Associate Director – Business Operations and Service Excellence, by email at craig.snider@tdsb.on.ca or by phone at 416-397-3188.

Jim Spyropoulos, Executive Superintendent, Human Rights and Indigenous Education, by email at jim.spyropoulos@tdsb.on.ca or by phone at 416-397-3678.

Marisa Chiu, Executive Officer of Finance (Interim), by email at marisa.chiu@tdsb.on.ca or by phone at 416- 395-3563.

Peter Chang, System Superintendent, Continuing Education, Adult Education, Secondary Alternative Schools, Educational Partnerships, Delegations & Heritage Months, by email at peter.chang@tdsb.on.ca or by phone at 416-393-8937.

AUGUST 6, 2020 SPECIAL BOARD MEETING RESOLUTION

Item 2, Review of Partnership Agreements With WE Charity/ME to WE (see page 27)

Trustee Pilkey, seconded by Trustee Story moved: **That the matter, Review of Partnership Agreements With WE Charity/ME to WE, be deemed as emergency business and considered.**

The motion was carried.

Trustee Pilkey, seconded by Trustee Story moved:

Whereas, increasing media scrutiny on WE Charity/ME to WE has surfaced concerns regarding some of the organization's practices and policies both domestically and in the countries they seek to assist; and

Whereas, through existing partnership agreements, the Toronto District School Board provides WE Charity and ME to WE with a great deal of access to its students, staff, schools and families; and

Whereas, the WE Charity/ME to WE model intentionally engages schools as a conduit for their organization's fundraising efforts^{1[1]}; and

Whereas, the TDSB's current partnership agreements do not expire until February 2021;

Therefore, be it resolved:

- (a) That the TDSB suspend its current agreements with WE Charity/ME to WE and any other related organizations, pending a review of the agreements;**
- (b) That the Director review the terms of the current agreements in the fall of 2020, and present a report to the Board, through the Committee of the Whole, on the scope, process, considerations and outcome of this review before the end of the calendar year 2020, and before any consideration is made regarding any future contracts between the TDSB and WE Charity/ME to WE;**
- (c) That the report at Part (b) above include a detailed description of the financial activity between the parties, as well as an analysis of both the formal and informal connections between WE Charity/ME to WE and the TDSB.**

¹ <https://www.flare.com/news/we-charity-corruption-trudeau-kielburger/>
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Trustee Kandavel, seconded by Trustee Sriskandarajah, moved in amendment: **That “That interested and relevant institutions and partners in academia be invited to provide academic commentary on the nature, implications, and substance of the programming offered by Me to We/WE Charity to TDSB students” be added as Part (d).**

The amendment was carried.

The main motion, as amended was carried.

Therefore, the Board decided:

Whereas, increasing media scrutiny on WE Charity/ME to WE has surfaced concerns regarding some of the organization’s practices and policies both domestically and in the countries they seek to assist; and

Whereas, through existing partnership agreements, the Toronto District School Board provides WE Charity and ME to WE with a great deal of access to its students, staff, schools and families; and

Whereas, the WE Charity/ME to WE model intentionally engages schools as a conduit for their organization’s fundraising efforts^[1]; and

Whereas, the TDSB’s current partnership agreements do not expire until February 2021;

Therefore, be it resolved:

- (a) That the TDSB suspend its current agreements with WE Charity/ME to WE and any other related organizations, pending a review of the agreements;
- (b) That the Director review the terms of the current agreements in the fall of 2020, and present a report to the Board, through the Committee of the Whole, on the scope, process, considerations and outcome of this review before the end of the calendar year 2020, and before any consideration is made regarding any future contracts between the TDSB and WE Charity/ME to WE;
- (c) That the report at Part (b) above include a detailed description of the financial activity between the parties, as well as an analysis of both the formal and informal connections between WE Charity/ME to WE and the TDSB;
- (d) That interested and relevant institutions and partners in academia be invited to provide academic commentary on the nature, implications, and substance of the programming offered by Me to We/WE Charity to TDSB students

WE Charity and ME to WE Formal and Informal Connections with the TDSB

Formal Activities

Formal activities are services provided through educational programming partnership agreements by external agency personnel in our schools during instructional time. These are monitored annually through service reports provided by partners; and reviewed in full by TDSB every three years.

The formal activity through two agreements, terminated in July 2020, included the following work and engagement with schools:

- **WE Charity: WE Schools Programming**
 - Free presentations for student and staff audiences facilitated by motivational speakers with in-depth knowledge of a variety of global issues.
 - In the most recent term of agreement (from 2018 to its termination in 2020), 17 schools had presentations delivered by WE Charity personnel in schools during instructional time.

- **ME to WE Social Enterprises Inc.: Student Leadership Development**
 - Fee for service student leadership development program, through which 30 selected students in interested schools are provided with a full day or more of activities specifically designed to nurture their leadership skills. (\$2,000 per session)
 - In the most recent term of agreement (from 2018 to its termination in 2020), 8 schools had student leadership sessions scheduled with Me to We Social Enterprises Inc. personnel in schools during instructional time.

Informal Activities

- Me to We extracurricular clubs led by local TDSB staff in interested schools
- Learning Resource Products procured by local TDSB staff, as they deemed appropriate, to facilitate learning sessions
- Excursions to WE Global Learning Centre, Queen St.
- Excursions to WE Day, a province-wide special event held in Toronto each year

Summary of Payments to WE Charity and ME to WE

Chart 1: Total Annual Payments to ME to WE from TDSB Budgets (See Note 1):

Fiscal Year	Amounts Paid	Fiscal Year	Amounts Paid
2001-02	\$0	2011-12	\$178,311
2002-03	\$135,000	2012-13	\$5,603
2003-04	\$135,000	2013-14	\$15,060
2004-05	\$139,115	2014-15	\$740
2005-06	\$135,000	2015-16	\$3,955
2006-07	\$135,000	2016-17	\$61,047
2007-08	\$135,000	2017-18	\$83,609
2008-09	\$139,018	2018-19	\$54,310
2009-10	\$160,084	2019-20	\$32,688
2010-11	\$164,030	2020-21	\$0

Chart 2: Cheque Payments from school non-board accounts issued to WE Charity and ME to WE (See Note 2):

	WE Charity	ME to WE	Free the Children
2016-17	\$40,190	\$4,041	\$4,901
2017-18	\$79,473	\$16,400	\$2,573
2018-19	\$92,413	\$32,803	\$2,770
2019-20	\$11,272	\$5,578	\$5,971
2020-21	\$0	\$0	\$0

Notes:

- 1) Based on TDSB SAP system vendor payment records from 2001 to date.
- 2) Based on TDSB School Cash Online cheque payment records from August 2016 to date. Please note that the School Cash Online platform was not fully implemented at all TDSB schools until May 31, 2019. Hence, payments to WE Charity and ME to WE from school non-board accounts are not completely captured in Chart 2. Chart 2 figures are subject to errors and omission.

Working Towards Anti-Oppressive Schools – Lessons from WE Charity: A Critical Review

Background and Context

A Need to Focus on Systems and Structures

In August 2020, TDSB’s Board of Trustees proposed to suspend its current agreements with WE Charity/ME to WE and any other related organizations in light of increasing media scrutiny on the organization (TDSB, 2020b). Further research about the impact of WE on students and schools suggests alongside media scrutiny due in part to the federal funding scandal (CBC, 2020) and other concerns regarding the organization’s practices both locally and globally (Brown, 2020; Lilley, 2020), WE’s practices are also problematic because it “draws upon humanitarian discourse to posit post-racial compassion while nonetheless reinforcing white supremacy” (Jefferess, 2021, p. 2), white saviourism (Jefferess, 2012, Klaassen, 2020; Paradkar, 2020), and the notion that issues of global injustice are a result of individual dispositions rather than wider systems or structures of oppression (Jefferess, 2021).

While the TDSB recognizes the enduring negative effects of colonial structures on Indigenous, Black, and other equity seeking groups (ETFO & TDSB, 2021; TDSB, 2017), WE’s initiatives don’t interrogate how an inherently anti-colonial approach is necessary to effectively work towards justice (Shultz & Pillay, 2018). Unlike WE’s stance on social justice, it is imperative to work with an approach that recognizes a need to counter capitalist, neoliberal, neocolonial and other hegemonic structures that perpetuate violence through things like the ongoing dispossession of Indigenous land, violation of UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples¹), exploitation of the Global South by powers in the Global North¹, etc. (Clyne, 2020-2021; Maynard, 2017; Manuel & Derrickson, 2015; Warner, 2019). Organizations like WE contribute to the mainstream discourse that individual dispositions and niceties alone are sufficient to challenge issues like racism and poverty (Jefferess, 2021; Nieto, 2017), but this discourse negates the very real reality of structures that are legislated and

¹ Bindra et al. (2018, p. 13) explain the “Global North refers primarily to nations in North America, Europe, Australasia, and developed parts of East Asia. These nations disproportionately control global resources in terms of wealth, housing, education, digital media access, and numerous other factors, while actively excluding countries in the Global South, which are home to the majority of the world’s natural resources and population (Guzzetti & Lesley, 2015).” The Global North also actively overlooks its’ role in perpetuating “need” in the Global South (i.e., “In 2012 the people/nations of the global North ‘gave’ more than \$126 billion in development aid to ‘poor countries,’ but more than \$3.3 trillion left these states through debt repayments, the profits of multinational corporations, and illicit capital flight, much of that a result of an unjust international system of trade” (Jefferess, 2021, p. 11).

institutionalized to contribute to systematic oppression of historically marginalized communities (e.g., the *Indian Act* in Canada; ETFO & TDSB, 2021). As such, even though the TDSB will be suspending its agreements with WE, to prevent collaboration with similar organizations in the future, it is critical to build capacity to center core pedagogical competencies that can allow interrogation of systems and structures of oppression.

Rethinking Competencies for Success

While the Board has strategic priorities rooted in dismantling systems of oppression and racism, the approach to building competencies for success outside curricular goals do not clearly align with this vision. The Multi-Year Strategic Plan (MYSP) currently emphasizes the need to transform student learning through Global Competencies (GCs; TDSB, 2019) that “help students build knowledge and skills by: investigating the world beyond their immediate environment, recognizing their own and others’ perspectives, communicating their ideas effectively with diverse audiences, [and], translating their ideas into appropriate action to improve conditions” (TDSB, 2019, p. 19). However, these competencies are not organized to facilitate conversations of structural oppression (Auld & Morris, 2019; Idrissi et al., 2020), and thus, can inadvertently contradict priorities of anti-oppression and anti-racism (Grotlüschen, 2018).

For instance, while the Multi-Year Strategic Plan (2019), TDSB Equity Policy (2017), and other Board publications (ETFO & TDSB, 2021; Spence et al., 2020) recognize complex issues of human rights, anti-oppression, anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities, are a result of larger systems of oppression than just a result of individual prejudices or discriminations; Global Competencies frame difference or oppression as something individuals manage, without successfully centering the skills students and staff need to engage deeply with difference or consider the ways in which wider systems of oppression shape individual and group differences in local and global contexts (Idrissi et al., 2020). Similarly, while Global Competencies are widely accepted across the world, they also illustrate hegemonic educational ideals that ignore the Global South (Grotlüschen, 2018), making it important to interrogate which populations they are working to serve, who is driving them, and whether they are truly in alignment with strategic priorities of creating more anti-oppressive and anti-racist schools (Auld & Morris, 2019; Engel et al., 2019; Kaess, 2018).

Researchers who have analysed the negative impacts of WE and similar organizations on schools have suggested one way to focus on systems rather than individual dispositions is by turning to the pedagogical approaches offered by Critical Global Citizenship Education (CGCE) (Andreotti, 2006, 2012; Jefferess, 2012, 2021), which works to bridge the gap between GCs and anti-oppressive schooling (Idrissi et al., 2020; Pashby, 2021). While GCs facilitate what can be dubbed “soft” global citizenship learning (Andreotti, 2006), CGCE works to dismantle oppressive systems and “empower individuals to reflect critically on the legacies and processes of their

cultures, to imagine different futures and to take responsibility for decisions and actions” (Andreotti, 2006). CGCE helps students embrace a need to critically reflect on hegemonic structures and become agents of change in imagining radical futurities to solve the most pressing issues facing our world (Andreotti et al., 2018).

Instead of engaging in CGCE, however, organizations like WE frame social justice as a salvationist notion of “help as the burden of the fittest” (Pashby & Sund, 2019, p. 3). WE particularly framed social justice work through the orientation of saviourism, which “connotes the way in the global North, the global South is defined as (having) a problem, the global citizen or humanitarian is constructed as the solution to that problem, and the way it is the [white] “saviour” who has the power to delineate these roles and this relation” (Jefferess, 2021). Jefferess explains further:

“WE provides a variety of school-based Global Citizenship Education initiatives, including extra-curricular projects focused on entrepreneurship (i.e. fundraising), curriculum modules and workshops, as well as annual WE Day concerts, in which thousands of students pack into sports arenas to hear pop stars, celebrities, politicians, CEOs, and motivational speakers. While these activities are presented as providing much needed social justice education and personal empowerment, they provide what Andreotti (2006) calls ‘soft global citizenship education,’ constructing global inequality through a Northern lens that is ahistorical, depoliticized, and ethnocentric, offering simple solutions that reflect Northern paternalism and salvationism (Andreotti 2012).” (Jefferess, 2021, p. 3).

To effectively teach values of social justice in schooling it is important to shift from soft GC style global citizenship education to CGCE, which takes into account the inequities in the local contexts where such work is undertaken as well as the role of power and privilege as a result of structural and institutional injustices globally.

In an analysis of WE lesson plans in contrast to the Ontario Social Sciences curriculum, Jang (2018, p. 3) shares, “The current generations of youth are encouraged and highly motivated to “make a difference” and/or to pursue self-improvement by being responsible citizens that save the world through mission trips or NGO-sponsored activities in faraway countries (Andreotti, 2006),” but as Jang goes on to explain, while “this motivation has good intentions...it ultimately demonstrates the lack of awareness of the underlying power relations that compel one to act or think in this sort of civilizing way.” In 2018, a group of 15 economists explained this as, “Aid projects might yield satisfying micro-results, but they generally do little to change systems that produce the problems in the first place. What we need instead is to tackle the real root causes of poverty, inequality and climate change” (Alkire et al. 2018). Jefferess (2021) illustrates this as follows:

“The outflow of wealth from the South to the North, historical dispossession and ongoing displacement of people from their land (i.e. for industrial agriculture, mining, and wildlife

preserves), the exploitation of labour, neoliberal austerity programs that have decimated education and health care, as well as ineffective and harmful development projects – both micro and macro – make up a complex accounting of the ongoing history of impoverishment [aid projects otherwise aim to help]” (p. 13).

As such, to dismantle key issues like anti-Black racism or anti-Indigenous racism, which the TDSB has articulated as key priorities (TDSB, 2019, 2020a), a need to teach competencies that help students and staff understand oppression to be a result of ongoing, pervasive, and institutionalized structures than just a result of individual biases or prejudices, is necessary. Stemming from this, it is also necessary to teach competencies that don't just centre Eurocentric knowledge systems, but instead build from Africentric, Indigenous, and other non-Western knowledge systems to realize goals of Indigenous sovereignty and decolonial futurities.

Need for Capacity Building

The messaging produced by WE schools can also be harmful to students and staff in some settings. In one instance, a teacher candidate shared the experience of similarly related campaigns having an unanticipated negative effect as follows:

“Some of the poverty relief funds raised were to be sent to places where many students have newly emigrated from, and students began to assume that every student coming from these countries have had the same impoverished experiences. These students felt, rightly, that their experiences before coming to Canada were being wrongly represented to the broader school community, and they were being marginalized and "othered" more than other new immigrant students were.” (Pashby, 2021, p. 10).

In this example though, staff decided to abandon such fundraisers and clubs instead of engaging with these types of complicated questions because they lacked the capacity to engage deeply with social justice work from a critical and anti-oppressive lens (Pashby, 2021). Consequently, it is necessary to help build capacity among students and staff to move away from saviourist, individualistic, and service-learning type pedagogic approaches to more critical understandings of global citizenship (Andreotti, 2006, 2012, 2018; Raddon & Harrison, 2015; Jang, 2018; Jefferess, 2012, 2021).

Recommendations

Noting key issues emerging from the literature, the following recommendations are relevant to inform next steps with respect to informing future social justice work in TDSB schools:

1. Rethinking strategic priorities of transforming student learning using Global Competencies (GCs) and evolving towards a focus on Critical Global Citizenship Education (CGCE)



2. Revising criteria for working with NGO partners to include CGCE driven pedagogies as a core aspect of the partnership framework
3. Further research to think about the evolution of GCs and use of CGCE frameworks in TDSB's context

Rethinking strategic priorities of transforming student learning using Global Competencies (GCs) and evolving towards a focus on Critical Global Citizenship Education (CGCE)

Given Board Strategic Priorities that emphasize the need to look at systems of oppression, particularly with respect to dismantling issues like anti-Black racism and anti-Indigenous racism (TDSB, 2019; TDSB, 2020a), research suggests the need to move from a focus on Global Competencies (GCs) in schools to Critical Global Citizenship Education (CGCE; Idirssi et al., 2020). Where GCs frame difference as something individuals manage, CGCE centres the skills students and staff need to engage deeply with difference and consider the ways in which wider systems of oppression shape individual and group differences in local and global contexts (Idirssi et al., 2020). Furthermore, GCs tend to foster educational goals that centre Western, Eurocentric ideals while ignoring Indigenous Knowledge systems of the Global South (Grotlüschen, 2018; Klaess, 2018), but CGCE opens up possibilities for applying decolonial and anti-colonial approaches to competency-development (Andreotti, 2011; Shultz & Pillay, 2018; Abdi et al., 2015). When doing social justice work in schools, Andreotti (2006, 2012) talks about the importance of critically examining why poverty or social inequality exists in countries students are being asked to help in the first place, and the role western systems of power can play in continually perpetuating such inequalities (Hickel, 2017; Maynard, 2017; Jefferess, 2021). CGCE serves as a bridge for anti-racism and global competency-based learning by providing a way of thinking about anti-oppressive praxis in schools through a systemic lens (Pashby, 2021).

Revising criteria for working with NGO partners to include CGCE driven pedagogies as a core aspect of the partnership framework

WE offered pre-made lesson plans to students and staff with little room for critical interrogation (Jang, 2018; Pashby, 2021); however, the partnership standards for working with organizations like WE need to include a critical perspective that serves to establish core critical pedagogic practices as an aspect of the partnership framework. CGCE and research about identifying historical patterns of oppression often reproduced in global learning identifies a need to think of seven key principles: hegemony, ethnocentrism, ahistoricism, depoliticisation, salvationism, uncomplicated solutions, and paternalism (these principles are dubbed as HEADSUP; Andreotti, 2012). HEADSUP helps make visible repeated systems of oppression in local and global contexts (Andreotti, 2012) and can be an effective tool to help educators recognize which NGOs and social justice projects to engage with. Andreotti (2012) explains, originating from discussions in education by the Kony 2012 social justice campaign, HEADSUP:

“...has become an educational tool...to support engagements with local and global initiatives to address social justice. In line with critical literacy approaches, it is based on the principles that, if we want to work towards ideals of justice, we need to understand better the social and historical forces that connect us to each other” (p. 1).

Frameworks such as this one (see Image 1) can help schools ask critical questions that look at social justice issues in all their complexity while simultaneously facilitating Board strategic priorities of transforming student learning and facilitating critical consciousness development in areas of anti-oppression and anti-racism.

Image 1: HEADSUP Framework (Andreotti, 2012): “The questions in the second column aim to identify the reproduction of the patterns in the checklist, the questions in the third column aim to identify awareness of and challenges to those patterns.” (Andreotti, 2012, p. 2).

Hegemony (justifying superiority and supporting domination)	a) does this initiative promote the idea that one group of people could design and implement the ultimate solution that will solve all problems?	b) does this initiative invite people to analyze things from different perspectives, including complicities in the making of the problems being addressed?
Ethnocentrism (projecting one view as universal)	a) does this initiative imply that anyone who disagrees with what is proposed is completely wrong or immoral?	b) does this initiative acknowledge that there are other logical ways of looking at the same issue framed by different understandings of reality?
Ahistoricism (forgetting historical legacies and complicities)	a) does this initiative introduce a problem in the present without reference to why this problem exists and how 'we' are connected to the making of that?	b) does this initiative offer a complex historical analysis of the issue?
Depoliticization (disregarding power inequalities and ideological roots of analyses and proposals)	a) does this initiative present the problem/solution as disconnected from power and ideology?	b) does this initiative acknowledge its own ideological location and offer an analysis of power relations?
Salvationism (framing help as the burden of the fittest)	a) does this initiative present helpers or adopters as the chosen 'global' people on a mission to save the world and lead humanity towards its destiny of order, progress and harmony?	b) does this initiative acknowledge that the self-centered desire to be better than/superior to others and the imposition of aspirations for singular ideas of progress and development have historically been part of what creates injustice?
Un- complicated solutions (offering easy and simple solutions that do not require systemic change)	a) does this initiative offer simplistic analyses and answers that do not invite people to engage with complexity or think more deeply?	b) does this initiative offer a complex analysis of the problem acknowledging the possible adverse effects of proposed solutions?
Paternalism (seeking affirmation of authority/ superiority through the provision of help and the infantilization of recipients)	a) does this initiative portray people in need as people who lack education, resources, maturity or civilization and who would and should be very grateful for your help?	b) does this initiative portray people in need as people who are entitled to disagree with their saviors and to legitimately want to implement different solutions to what their helpers have in mind?

Further research to think about the evolution of GCs and use of CGCE frameworks in TDSB’s context

More research should be done to explore successes and limitations of Global Competencies, along with how current priorities of fostering GCs can be evolved to better align with strategic



priorities of anti-racism and anti-oppression. Frameworks like HEADSUP can also be useful starting points to identify the types of critical perspectives that are necessary to establish core pedagogic competencies; yet across other educational contexts, they are also actively adapted to meet varying local needs of educators (Pashby & Sund, 2019). As such, it should be explored how CGCE frameworks can be adapted to meet specific contextual and capacity building needs of schools in the TDSB.

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School Year Calendar 2021-2022

To: Planning and Priorities Committee

Date: 6 April, 2021

Report No.: 04-21-4069

Strategic Directions

- Make every school an effective school

Recommendation

It is recommended that the school year calendar for 2021-2022 for elementary, secondary and year round alternative schools be approved.

Context

Regulation 304 requires that there be a minimum of 194 school days between 1 September and 30 June, including a maximum of ten examination days for secondary schools and a maximum of seven Professional Activity (PA) days. It also establishes the dates for the Christmas Break and the Mid-Winter Break.

Each year, the Ministry of Education provides direction to school boards in determining their calendar for the following school year. In February, a School Year Calendar committee with representative membership (Appendix A) convened to develop recommendations around the 2021-2022 School Year Calendar.

In consultation with the School Year Calendar Committee, Toronto Catholic District School Board and other neighbouring Boards it was recommended that Winter Break will be scheduled from December 20 – December 31, 2021.

The Key Dates (Appendix B) have been reviewed by the Board's Equity team.

PA Days

PA days have been designated for curriculum and program review and development, as well as all other professional activities of teachers. Boards are required to include in their 2021-2022 calendars, three PA days in which teachers will engage in professional activities that enhance teacher capacity and maximize student learning in priority areas.

The following dates are the PA Days for elementary and secondary schools. Schools will have seven scheduled PA Days.

	Elementary	Secondary
1.	3 September 2021	3 September 2021
2.	7 September 2021	7 September 2021
3.	8 September 2021	8 September 2021
4.	19 November 2021	19 November 2021
5.	14 January 2022	18 February 2022
6.	18 February 2022	30 June 2021
7.	3 June 2022	*2 February 2022 (<i>Semestered schools only</i>) *29 June 2022 (<i>Full-year schools only</i>)

*PA Day for semestered schools only on 2 February 2022

*PA Day for full-year schools only on 29 June 2022

The attached calendars for the elementary and secondary panels represent recommended dates for all schools in the Board (Appendices C - F).

Secondary School Examination Days

A maximum of ten examination days will be determined by each secondary school in consultation with the School Council, Superintendent of Education, and staff, to identify the most appropriate timeframes for the school.

Year Round Alternative Schools

The Board operates four alternative programs in the Year Round Model: Year Round Alternative School; Etobicoke Year Round Alternative Centre; South East Year Round Alternative Centre; and North East Year Round Alternative Centre. The program is based on quadesters and students study throughout the entire calendar year. The timetable for the placement of PA days and holidays has been confirmed by the

Principal of Secondary Alternative Schools and Year Round Schools, in consultation with staff and community (Appendix G).

Consultation

In addition to each member of the School Year Calendar Committee consulting with group represented, PIAC and Student Senate have reviewed this document.

Consultation with Other Boards

Staff has consulted with the Toronto Catholic District School Board (TCDSB), as well as the Peel and York Region District School Boards, to ensure the most consistency possible with their School Year Calendar plans. It is important that the Board align the calendar as much as possible with the TCDSB because of shared student transportation services.

Implementation and Review

Students, parents and staff will have sufficient notice to make plans for the 2021-2022 school year following Ministry approval.

Appendices

- Appendix A: School Year Calendar Committee 2021-2022
- Appendix B: Key Dates – School Year Calendar 2021-2022
- Appendix C: Elementary School Year Calendar 2021-2022
- Appendix D: Secondary School Year Calendar Non-Semestered 2021-2022
- Appendix E: Secondary School Year Calendar Quadmestered 2021-2022
- Appendix F: Secondary School Year Calendar Semestered 2021-2022
- Appendix G: Year Round School Year Calendar 2021-2022

From

Andrew Gold, Interim Associate Director, Leadership, Learning and School Improvement at andrew.gold@tdsb.on.ca

Audley Salmon, Interim Executive Superintendent, Employee Services at audley.salmon@tdsb.on.ca

SCHOOL YEAR CALENDAR COMMITTEE – 2021-2022

CUPE 4400
Child Care Services
Communications & Public Affairs
Continuing Education
Early Years Program
Employee Services
Equity
ETT
ETFO – Toronto Occasional Teachers Local
Facility Services
Inclusive Schools: Students, Parent & Community
Information Technology Services/Student Information Services
OSSTF D12
OSSTF - Secondary Occasional
Parent Involvement Advisory Committee
Professional Learning & Leadership Development
Secondary Alternative & Year Round Schools
Strategy & Planning
Secondary Review
Student Trustee
Superintendents of Education (2) -- West/East
Toronto School Administrators' Association
Leadership & Learning
Transportation (Business Services)
Trustee
Unit A, OSSTF - District 12, PSSP

KEY DATES - SCHOOL YEAR CALENDAR 2021-2022

**The official school year calendar for the Toronto District School Board runs from
September 1, 2021 to June 30, 2022, inclusive.**

Professional Activity Days	September	November	January	February	June
Elementary Schools	3, 7, 8	19	14	18	3
Secondary Schools	3, 7, 8	19		2*, 18	29*, 30

*Semester Change: The first day of second semester is February 3, 2022. Secondary school calendar includes a PA day for quadmester/semestered schools only on February 2, 2022 and a PA Day for full-year schools only on June 29, 2022.

Designation of Professional Activity Days	
Elementary	Secondary
<ol style="list-style-type: none"> 1. September 3, 2021 – Professional Development 2. September 7, 2021 – Professional Development 3. September 8, 2021 – Professional Development 4. November 19, 2021 – Parent Teacher Conferences 5. January 14, 2022 – Assessment and Reporting 6. February 18, 2022 – Parent Teacher Conferences 7. June 3, 2022 – Assessment and Reporting 	<ol style="list-style-type: none"> 1. September 3, 2021 – Professional Development 2. September 7, 2021 – Professional Development 3. September 8, 2021 – Professional Development 4. November 19, 2021 – Professional Development 5. February 18, 2022 – Professional Development 6. June 30, 2022 – Professional Development 7. February 2, 2022 - <i>*Quadmester/Semestered Schools only</i> June 29, 2022 - <i>*Full-Year Schools only</i>

EQAO: - The following dates have been established:

Gr. 9 Math: TBD
Gr. 9 Math: TBD

OSSLT: TBD
Primary/Junior EQAO: TBD

Dates to Remember - School Year Holidays (as per Ministry of Education)	
Labour Day:	September 6, 2021
Thanksgiving:	October 11, 2021
Winter Break:	December 20, 2021 – December 31, 2021
Family Day:	February 21, 2022
Mid-Winter Break:	March 14 - 18, 2022
Good Friday:	April 15, 2022
Easter Monday:	April 18, 2022
Victoria Day:	May 23, 2022



Ministry of Education

School Year Calendar 2021 - 2022

Legend ▶ **H** - Statutory Holiday Schedule **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

ELEMENTARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
September 2021	19	3				1 X	2 X	3 P	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
October 2021	20							1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
November 2021	22	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19 P	22	23	24	25	26	29	30									
December 2021	13					1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 H						
January 2022	21	1		3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28	31										
February 2022	19	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21 H	22	23	24	25	28										
March 2022	18				1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31							
April 2022	19							1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29						
May 2022	21			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31									
June 2022	22	1				1	2	3 P	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
TOTAL	194	7		Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																														



Ministry of Education

School Year Calendar 2021 - 2022

Legend ▶ **H -** Statutory Holiday Schedule **E -** Scheduled Examination Day **P -** Professional Activity Day **B -** Board Designated Holiday Half Day

Secondary – Non-Semestered

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
September 2021	19	3				1 X	2 X	3 P	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
October 2021	20							1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
November 2021	22	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19 P	22	23	24	25	26	29	30									
December 2021	13					1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 H						
January 2022	21			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
February 2022	19	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18 P	21 H	22	23	24	25	28										
March 2022	18				1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31							
April 2022	19							1	4	5	6	7	8	11	12	13	14	15	18 H	19 H	20	21	22	25	26	27	28	29						
May 2022	21			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31									
June 2022	22	2	10			1	2	3	6	7	8	9	10	13	14	15 E	16 E	17 E	20 E	21 E	22 E	23 E	24 E	27 E	28 E	29 P	30 P							
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
TOTAL	194	7	10	Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																														



Ministry of Education

School Year Calendar 2021 - 2022

Secondary - Quadmestered

Legend ▶ **H** - Statutory Holiday Schedule **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
September 2021	19	3				1 X	2 X	3 P	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
October 2021	20							1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
November 2021	22	1	3	1	2	3	4	5	8	9	10 E	11 E	12 E	15 Q2	16	17	18	19 P	22	23	24	25	26	29	30									
December 2021	13					1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 H						
January 2022	21		1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31 E										
February 2022	19	2	1		1 E	2 P	3 S2	4	7	8	9	10	11	14	15	16	17	18 P	21 H	22	23	24	25	28										
March 2022	18				1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31							
April 2022	19		2					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20 E	21 E	22 Q4	25	26	27	28	29						
May 2022	21				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 H	23	24	25	26	27	30	31								
June 2022	22	1	3			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27 E	28 E	29 E	30 P							
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
TOTAL	194	7	10	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														



Ministry of Education

School Year Calendar 2021 - 2022

Secondary - Semestered

Legend ▶ **H** - Statutory Holiday Schedule **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
September 2021	19	3				1 X	2 X	3 P	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
October 2021	20							1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
November 2021	22	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19 P	22	23	24	25	26	29	30									
December 2021	13					1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 H						
January 2022	21		4	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26 E	27 E	28 E	31 E										
February 2022	19	2	1		1 E	2 P	3 S2	4	7	8	9	10	11	14	15	16	17	18 P	21 H	22	23	24	25	28										
March 2022	18				1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31							
April 2022	19							1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29						
May 2022	21			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31									
June 2022	22	1	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23 E	24 E	27 E	28 E	29 E	30 P							
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
TOTAL	194	7	10	Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																														



Ministry of Education

School Year Calendar 2021 - 2022

Legend ▶ **H** - Statutory Holiday Schedule **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

**YEAR ROUND ALTERNATIVE
SECONDARY - QUADMESTERED**

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021		3		2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30 P	31 P			
September 2021	21					1 Q	2	3	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October 2021	20							1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29
November 2021	16	1	2	1	2	3	4 E	5 E	8 B	9 B	10 B	11 B	12 B	15 Q	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13					1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	21			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
February 2022	17	2	2		1 E	2 E	3 P	4 Q	7	8	9	10	11	14	15	16	17	18	21 P	22 H	23	24	25	28				
March 2022	23				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
April 2022	14		2					1	4	5	6	7	8	11	12 E	13 E	14 B	15 H	18 H	19 B	20 B	21 B	22 B	25 Q	26	27	28	29
May 2022	21			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31			
June 2022	21	1	2			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28 E	29 E	30 P	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	187	7	8	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



Provincial Capital Priorities Program 2021-22

To: Planning and Priorities Committee

Date: 6 April, 2021

Report No.: 04-21-4070

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the list of ten Capital Priority projects outlined within this report be submitted to the Ministry of Education for funding consideration.

Context

Capital funding to support new schools, replacement schools, additions and deep retrofits to existing schools is provided to school boards by the provincial government. This funding is allocated through the Capital Priorities program, an annual process where school boards are able to identify their most urgent pupil accommodation needs.

On March 24, 2021 the Ministry of Education announced a new Capital Priorities program for 2021-22, which is outlined in the memorandum found in Appendix A. School boards are required to submit business cases for each project by **May 21, 2021**.

The last opportunity for school boards to identify Capital Priority projects was in 2019-20. Although there was no Capital Priorities program announced for the 2020-21 school year, the Ministry selected projects from the unfunded 2019-20 list. For the 2020-21 school year, the Board received funding for a single project: \$5.7M to support an 8-classroom addition and child care expansion at David Lewis PS (Ward 20).

In the current round for 2021-22, school boards across the province are permitted to submit ten business cases that outline their most urgent capital projects. To be considered for funding approval, eligible projects need to meet one or more of the following criteria:

- Accommodation pressures;
- Replacing schools in poor condition;
- Supporting past consolidation decisions;
- Providing facilities for French-language rights holders in under-served areas (increasing access to francophone schools operated by the French language school boards – this does not apply to the TDSB); and
- Creating new licensed child care spaces in schools.

It is important to note that not all of the capital projects submitted to the Ministry receive funding approval. The Ministry has a fixed capital budget that they allocate to school boards based on their assessment of where the greatest priorities lie across the province. Historically, the TDSB has received approval for one to six capital projects in a round of the Capital Priorities process.

In their review process, the Ministry assigns a higher priority to projects where utilization rates are equal to or greater than 100% at all nearby schools, as well as to those where the need for additional pupil places is demonstrable within the near-term as opposed to longer-term accommodation pressures.

The memorandum also stipulates that the projects identified must be completed and open by the 2024-25 school year. This is to ensure that school boards are reflecting their most urgent pupil accommodation needs, and that where required, Trustees have already made the decisions necessary to support the projects that have been identified (e.g. school consolidation project with a Board decision to close a school).

Ranking of Capital Priority Projects 2021-22

Capital Priority projects are identified in the Long-Term Program and Accommodation Strategy, which is approved by the Board of Trustees each year. All of the TDSB's emerging Capital Priority projects are listed in the document; however the ranked list of ten is contained within the Annual Planning Document.

Since the next version of the Long-Term Program and Accommodation Strategy and the Annual Planning Document are currently being developed, the purpose of this report is to present a ranked list of ten projects to the Board of Trustees for approval.

Capital Priority projects are ranked to align with the criteria set out by the Ministry. For 2021-22, the projects have been ranked based on the approach described below.

Projects #1 and #2 are urgent projects that are time sensitive. Projects #3 to #8 are projects that were submitted in the 2019-20 Capital Priorities program, but did not

Agenda Page 45

receive funding approval; they are ranked in the same order as the previous submission approved by the Board. Projects #9 and #10 are emerging projects anticipated to open beyond the timeframe specified in the Ministry’s memorandum of 2024-25.

Group	Rank	Capital Project	Ward
Group 1 – Urgent and Time-Sensitive Projects	#1	Lower Yonge Precinct New Elementary School	9
	#2	Consolidated Secondary School at York Memorial CI	6
Group 2 – Previously Approved Projects with Changes	#3	Davisville Jr. PS / Spectrum Alt. Sr. PS Addition	8
Group 3 – Projects Supporting School Consolidations	#4	Poplar Road Jr. PS Replacement	19
	#5	Elizabeth Simcoe Jr. PS Addition	19
Group 4 – Projects that Address Multiple Standalone Portables and/or Port-a-Packs	#6	Regent Heights PS Replacement or Addition	18
	#7	St. Margaret’s PS Replacement	19
	#8	Secord ES Replacement	16
Group 5 – Emerging Projects Beyond 2024-25	#9	West Don Lands New Elementary School	9
	#10	705 Progress New Elementary School	19

Group 1: Urgent and Time-Sensitive Projects: #1 Lower Yonge Precinct Elementary School; #2 Consolidated Secondary School at York Memorial CI; and

The top two Capital Priority projects are required to address new and urgent accommodation issues, and/or have specific time commitments that must be met.

A new elementary school is required to support rapid intensification that is occurring along the City’s central waterfront area. The Lower Yonge Precinct elementary school is embedded within the podium of a mixed-use development. A condition of the Memorandum of Understanding that has been entered into with the developer, Menkes, requires that funding approval for the new school be received by October 2021. The 2021-22 Capital Priorities window is the only opportunity to ensure that the funds are in place to support this new school.

York Memorial CI was devastated by fire in the spring of 2019. The building's replacement will be primarily supported by the Board's insurance; however, an expanded facility of 1,300 pupil places is required to support the potential outcome of the active Pupil Accommodation Review that includes George Harvey CI. Subject to the conclusion of the process and approval by the Board, the two schools could consolidate into a single 1,300 pupil place school. The Pupil Accommodation Review is expected to conclude in June 2021, shortly after the due date for Capital Priority projects to be submitted. The Ministry does not expect to announce decisions on Capital Priorities funding until August or September 2021 so there is sufficient time for the Board's decision on the Pupil Accommodation Review to be communicated to the Ministry and considered within their decision-making timeline.

Group 2: Previously Approved Projects with Changes to Scope: #3 Davisville Jr. PS / Spectrum Alt. Sr. PS Addition

In 2015 the Ministry provided funding for a 731 pupil place replacement school for Davisville Jr. PS / Spectrum Alt. Sr. School. The project needs to be expanded with additional classrooms to address the unprecedented growth in the Midtown area. The new school is nearly complete and is expected to be open and operating in September 2021. This project was submitted for consideration during the 2019-20 Capital Priorities cycle, but was not funded because the Ministry staff did not consider the accommodation pressure as significant when compared to other projects submitted by school boards around the province.

Courcelette PS was included as the #3 ranked project in the 2019-20 list but was not funded. The project has been removed from the 2021-22 list based on the feedback from Ministry staff. Their position is that funding has already been provided to address the accommodation pressure at the school, and that additional funds will not be provided to support a different configuration of the project. The additional funds required to support the higher costs of the northeastern addition will be explored through the use of Proceeds of Disposition.

Group 3: Projects Supporting School Consolidations with Board Decisions: #4 Poplar Road Jr. PS; and #5 Elizabeth Simcoe Jr. PS Addition

In June 2018, the Board of Trustees approved the closure of Jack Miner Sr. PS subject to the provision of adequate capital funding to support the implementation of the pupil accommodation and program plan. These projects were submitted for consideration during the 2019-20 Capital Priorities cycle but were not funded.

Although it is still staff's position that both projects are required to support the closure of Jack Miner Sr. PS, the feedback from the Ministry suggested that the requirement of both projects outweighed the net benefit of a single school closure. Based on this

feedback, staff will revisit the proposed scope of both projects in an attempt to reduce the overall cost.

Group 4: Projects that Address Multiple Standalone Portables and/or Port-a-Packs on-Sites: #6 Regent Heights PS; #7 St. Margaret's PS; and #8 Secord ES.

The accommodation drivers contained within the Long-Term Program and Accommodation Strategy recognize that multiple standalone portables on a school site are undesirable and should be addressed by capital intervention where no other accommodation options are feasible.

Port-a-packs differ from standalone portables in that they are connected to the school building via a corridor and often contain washrooms, providing a more acceptable means of student accommodation than standalone portables.

Large port-a-packs in the system that are in poor condition will be addressed first; St. Margaret's PS and Secord ES fall into this category.

All of these projects were submitted for funding consideration in 2019-20, however no funding was provided. The feedback from Ministry staff on these projects suggested their accommodation pressures were not significant when compared to other projects submitted by school boards around the province.

Further, Ministry staff suggested that the Board's available space in surrounding schools should be explored to redistribute students. It is staff's position that these changes are out of sync with the Guiding Principles of the Long-Term Program and Accommodation Strategy, and that these projects should proceed as planned.

Group 5: Emerging Projects Beyond 2024-25: #9 West Don Lands Elementary School and #10 705 Progress Elementary School

A new elementary school is required to support rapid intensification that is occurring in the West Don Lands area of the central waterfront. The Board already owns a school site within the new neighbourhood, Block 9. The Block 9 site will be utilized by Metrolinx for constructing the Ontario Line until 2027. Staff will be working with Metrolinx to ensure the new school can be constructed as soon as Metrolinx leaves the site.

A new elementary school at 705 Progress Avenue is required to support ongoing intensification and population growth within the Scarborough City Centre. The Board co-owns a site with the City of Toronto that will support the future elementary school. This project is related to a future elementary Pupil Accommodation Review as per the Long-Term Program and Accommodation Strategy. This review is currently identified as 'TBD' due to the moratorium that remains in effect.

Appendix B provides more information on each of the Capital Priority projects.

Child Care

Similar to previous years, as part of the Capital Priorities program school boards also have an opportunity to request funding to support new child care spaces as part of their major capital projects identified for 2021-22.

New child care spaces are to be identified in consultation with the City of Toronto's Children's Services Division, the agency that administers and distributes operating funding to child care providers, and for developing an overall system plan that identifies where service gaps exist.

TDSB Planning staff and Child Care Services staff will be working collaboratively with the City of Toronto's Children's Services staff over the coming weeks to ensure that any feasible opportunity to provide new child care spaces as part of our Capital Priority projects is explored. The child care submission that accompanies the Capital Priority submission must be signed by the City of Toronto to support the need. Operating funds will come from the child care operators through direct agreements.

Applying to the Minister of Education for Use of Proceeds of Disposition for Unfunded Capital Priority Projects

Once the business cases have been submitted to the Ministry of Education on May 21, 2021, the Ministry staff will review them in comparison to the business cases received from the other school boards in the province. It is anticipated that the Ministry of Education will announce the funding decisions in August or September 2021.

It is not likely that all of the Board's Capital Priority projects will receive approval and funding. After the announcement of approved Capital Priority projects, staff will present a report to the Board of Trustees with a recommendation to submit a request to the Minister of Education to use Proceeds of Disposition to finance the unfunded Capital Priority projects.

Action Plan and Associated Timeline

Funding requests for Capital Priority projects is supported through the submission of individual business cases. For the 2021-22 Capital Priorities program, completed business cases and joint child care submission forms are due by May 21, 2021.

To support this work, TDSB Planning staff, Facilities staff, Child Care Services staff, and Toronto Lands Corporation staff are working collaboratively to ensure that this deadline is met. Discussions will also be arranged with coterminous school boards to determine if there is interest in joint-use projects. Discussions are also occurring with the City of Toronto's Children's Services staff to determine if child care rooms should be included in the individual capital projects.

Once finalized, the business cases will be provided to Trustees for information.

Resource Implications

The development of Capital Priority business cases will be led by TDSB Planning staff and supported by other departments, using internal staff time and resources.

Communications Considerations

The Capital Priority business cases will be posted on the TDSB public website after they have been submitted to the Ministry and provided to Trustees.

Board Policy and Procedure Reference(s)

Not applicable

Appendices

- Appendix A: Provincial Memorandum 2021:B05, Launch of 2021-22 Capital Priorities Program including Child Care Capital Funding
- Appendix B: Description of the Capital Priority Projects 2021-22
- Appendix C: Map of the Capital Priority Projects 2021-22

From

Maia Puccetti, Executive Officer, Facilities and Planning, at maia.puccetti@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at daniel.castaldo@tdsb.on.ca or at 416-428-1857

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux immobilisations
et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front ouest
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2021: B05

Date: March 24, 2021

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2021-22 Capital Priorities Program including Child
Care Capital Funding**

Schools and child care centres are integral institutions in their respective communities. The Ministry of Education is committed to working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for the Ontario taxpayers.

2021-22 Capital Priorities Program

We are pleased to announce the launch of the 2021-22 Capital Priorities Program, providing school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating new licensed child care spaces in schools.

Summary of the 2021-22 Capital Priorities Program

- The submission deadline for all capital funding requests is **May 21, 2021**.
- School boards will have the opportunity to submit up to 10 of their most high and urgent Capital Priorities for ministry funding consideration.
- The 2021-22 Capital Priorities projects are expected to be completed and open no later than the 2024-25 school year.
- School boards have an opportunity to request child care capital funding for Capital Priorities projects, if the local CMSM or DSSAB support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- **NEW:** Based on recommendations from the LEAN Review of the Capital Approval Process to enhance efficiencies, school boards will have the option to submit a facility space template for ministry approval as part of the funding request; however, it will only be eligible for new school build projects.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The ministry will work with those boards to further develop those opportunities, as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.
- Information sessions will be offered to school board staff to provide support on the completion of business cases. Further information will be sent to school boards in the coming weeks.

Project Submissions

As with previous rounds of the Capital Priorities Program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2024-25 school year. School boards are invited to identify up to their ten most urgent Capital Priorities projects and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval. School boards will be able to access Capital Priorities submission templates through SFIS beginning on March 24, 2021.

There are **two template reports** that are required to be submitted per submission:

1) Business Case - Part A (Written Report)

School boards are required to provide a written description of the project, including detailed information on the rationale, proposed scope of work and demonstrate why alternate options are not feasible.

2) Business Case - Part B (Excel Template)

- **Enrolment and School Capacity Data Form (Required For All Submissions)**

School boards are required to provide an overview of current and projected accommodation needs for the proposed capital project, including schools within the local proximity of the selected project site.

- **Space Template Form for New School Build Projects Including Child Care Centres (Optional)**

School boards have the option to submit a facility space template for requests associated with new school builds (including child care). The template will be reviewed in conjunction with all other materials submitted with the request. If the project is approved by the ministry, the school board may also receive approval for its space template, allowing the school board to immediately attain the services of an architect for this project. The Space Template has been modified to collect room details for any Child Care Centre spaces.

- **Joint Submission - Capital Funding for Child Care Form (If Applicable)**

With support from their local CMSM or DSSAB, school boards have an opportunity to request capital funding for the creation of new child care space as part of their Capital Priorities submission.

For all child care project requests submitted through Capital Priorities, school boards and CMSMs or DSSABs are required to complete a Joint Submission - Capital Funding for Child Care template to request Early Years Capital Program (EYCP) funding. Requests for capital funding must be signed by both the school board and the CMSM or DSSAB.

For information regarding the child care project submissions, please see Appendix B.

Other Considerations for Project Submissions

School Board Considerations

In addition to project specific assessments as detailed in Appendix A, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures;
- Accuracy of enrolment projections for previously approved projects; and
- Number of projects the school board currently has underway.

Joint-Use Capital Projects

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

The ministry will be reviewing all capital proposals submitted by boards for ministry funding to ensure joint-use opportunities between school boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions; and
- Demonstrate a willingness to participate with co-terminus school boards in joint-use school opportunities.

For joint-use school proposals, all participating boards must:

- Include the project as part of their Capital Priorities submission; and
- Explain the role of the joint-use nature of the project on expected improvements to student programming and operational efficiency.

Pilot of Modular Construction Projects

As part of their written submission, school boards are asked to identify whether they are interested having a project participate in the pilot program. Proposals should illustrate the benefits of the using modular construction over traditional construction to address their pupil accommodation needs.

Communications Protocol

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix D. This includes the placement of Ontario Builds signage of project sites within 60 days of receiving funding approval notification.

Should you have any questions related to the communication requirements, please contact MinistryofEducation@ontario.ca.

Ministry Contact

Capital Priorities Program

If you have any Capital Priorities Program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

- Patrizia Del Riccio, Manager, Capital Program Branch at 416-885-2950 or Patrizia.DelRiccio@ontario.ca or
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

Child Care Program

If you have any child care program questions, or require additional information, please contact Jeff O'Grady, Manager, Capital Policy Branch at 416-918-1879 or at Jeff.OGrady@ontario.ca.

We look forward to working with you to identify and develop your capital projects.

Other Capital Initiatives:

The 2021-22 Capital Priorities Program is one of the key initiatives under a broader, more ambitious agenda on capital, intended to better support infrastructure investments in the education sector including the following:

Lean Review of Capital Approval Process

The ministry has undertaken a review of its Capital Accountability Process with the intent to identify opportunities to help expedite responses to school boards. Thank you to all of the school boards that participated in the review and provided feedback and suggestions.

The ministry is streamlining and improving the capital approvals process to reduce response timelines. The ministry has already implemented a number of internal changes to its process with a number of more visible changes planned, including:

- the creation of different streams for different types of approvals with service delivery standards for each stream;
- establishing clear expectations for project submissions with templates, guidelines and process maps; and
- increasing transparency and accountability through a request tracking tool available to school boards.

The ministry is taking an agile approach to implementing the various elements of the new process, with a view to test, learn and adapt the processes to improve outcomes.

Update of Modular Construction Pilot

As part of the 2019-20 Capital Priorities program, the ministry announced a Modular Construction

Pilot as a means to better understand innovative opportunities to deliver projects in a more cost effective, expeditious manner. The ministry engaged Infrastructure Ontario to assess potential design and delivery efficiencies in the education sector with a focus on modular construction designs and practices.

Some key findings to successful implementation of modular construction included having design certainty with minimal changes, establishing a pipeline of projects for volume and, to some degree, utilizing a centralized approach for procurement and delivery.

With these learnings, the ministry continues to be interested in potential projects for a Modular Construction Pilot. School boards are requested to indicate whether they are interested having a project participate in the pilot program, to build schools using state of the art modular build technology to reduce time to completion.

Design Standards

The ministry is exploring the potential of design standards and as a means to making school construction more efficient. By using design standards that are tailored to schools, the ministry can achieve key design principles that will lay the groundwork for successful design, including:

- Cost-effective design that supports ministry guidelines, standards, and programs;
- Sustainable design that ensures effective and efficient service delivery;
- Adaptable and flexible design that responds to changing service needs;
- Safe, accessible and inclusive design; and
- Increased opportunities for modular construction, which will help shorten project delivery timelines to ensure schools can be built, and needs can be met, faster.

Urban Development

The ministry recognizes that intensification in high density urban areas poses unique challenges. Finding suitable land for the construction of a school is challenging and expensive. The ministry encourages school boards to pursue opportunities to explore new, innovative ways of thinking about school construction – such as “vertical schools”. The ministry asks that schools boards facing these concerns contact the ministry to discuss further.

We look forward to working with you on advancing these and numerous other initiatives that are part of the ministry’s ambitious capital agenda to ensure funding, programs and supports continue to meet the needs of students and school boards across the province.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Appendices:

Appendix A: Eligibility and Evaluation Criteria

Appendix B: Child Care Capital Project Submission Requirements

Appendix C: Communications Protocol Requirements

- c. Senior Business Officials
 - Superintendents and Managers of Facilities Managers of Planning
 - Early Years Leads
 - CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
 - Administration Boards
 - Parm Bhatthal, Director, Field Services Branch, Ministry of Education

Appendix A: Eligibility and Evaluation Criteria

Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities Program must meet one or more of the following category descriptions:

1) Accommodation Pressure:

Projects will accommodate pupils where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

Assessment of projects will include reviewing school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students.

- Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.

2) School Consolidation and Facility Condition:

Projects that support the reduction of excess capacity in order to decrease operating and renewal costs, and/or address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency.

Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed will not be eligible for funding purposes.

Note: School boards will be asked to confirm that schools identified to be closed as part of the proposed solution will be closed and removed from the school board's assets within two years of completion of the approved project.

Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost.

- Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from proposed solution as per the business case template.

3) French-language Accommodation:

Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered for funding if the school board can demonstrate that a French-language population is not being served by existing French-language school facilities.

Note: Project requests associated with French-language facilities in existing geographic areas experiencing accommodation pressures will be reviewed for funding consideration based on

the Accommodation Pressure criteria identified above.

Assessment of projects will include enrolment forecasts, geographic distribution of students, reviewing school-level capacity of impacted schools, including those in close proximity and potential alternative solutions.

Ineligible Projects

Projects matching the following descriptions will not be considered for Capital Priorities funding purposes:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options within its submitted business case.

Previously Approved Capital Priorities Projects and Scope Change Requests

If school boards are considering a scope change for a previously approved capital priorities project, they may be required to resubmit the project through the Capital Priorities Program. Please contact your Capital Analyst for further clarification.

Appendix B: Child Care Capital Project Submission Requirements

Child Care Eligibility

The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When selecting a school for child care centre capital, school boards and CMSMs and DSSABs should consider available operating funding, cost effectiveness of the capital project, school capacity, location, long-term viability, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission.

When considering long-term school viability, school board planners and CMSMs and DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Cost effectiveness of the project, including anticipated additional site, construction, labour/material or municipal costs associated with the project.
- Whether the school has existing child care centre space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- School board capacity to support cost overages and implementation.

Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care centre rooms are viable within existing CMSM or DSSAB operating funding.
- The physical space will be owned by the school board and leased to the child care operator or CMSM or DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards should operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs and DSSABs as per the school board's usual leasing process. School boards should not absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care centre rooms as per the ministry's Capital Accountability Requirements.
- School boards will require an Approval to Proceed (ATP) before the child care capital

project can be tendered.

- School boards, CMSMs and DSSABs and/or child care operators should contact their child care licensing representative as soon as possible as all child care centre capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards, CMSMs and DSSABs and/or child care operators should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care centre space will not count as loaded space.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care centre capital projects are within the approved project funding.
- Rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).
- It is expected that all new child care centre rooms funded under this policy will be built to accommodate a maximum group size (at 2.8m² per child, as per the CCEYA) for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care centre rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, toddler and family age group sizes require additional space for separate sleep areas, change area, etc. these should be considered when developing child care floor plans. Consideration should also include the long-term use of the room, including the ability to convert to serve other child care age groups in future.
- It is important that school boards and CMSMs and DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room should also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
 - has a purchase of service agreement with the CMSM or DSSAB; or
 - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM or DSSAB.
- Capital funding for a child care centre cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces (except spaces within a family age grouping room) as the ministry will not fund exclusive space for before and after school child care programs.

Appendix C: Communications Protocol - Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered joint communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can send your draft public communications to MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to MinistryofEducation@ontario.ca

- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at MinistryofEducation@ontario.ca with at least three weeks' notice
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
 - Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received before finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.
- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety

issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.

- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

Appendix B

Description of the Capital Priority Projects 2021-22

#1 – New 450 Pupil Place Elementary School in the Lower Yonge Precinct Ward 9 (Trustee Donaldson)

The Lower Yonge Precinct elementary school has been identified as the number one priority for this round of Capital Priorities to acknowledge a time sensitive requirement for a capital funding commitment. If provincial funding is not secured for the future elementary school then the opportunity will be lost.

The downtown waterfront area between Yonge Street and the Don Valley is planned for significant residential intensification over the next 20 years. This area is composed of four precincts (districts) referred to as Lower Yonge, East Bayfront, Keating Channel, and West Don Lands. More than 25,000 residential units are proposed to be constructed in these precincts. In total, approximately 1,000 elementary students are forecast to reside here.

The Lower Yonge Precinct is the westernmost district and is approximately 22 acres in size. It is generally bound by Queens Quay to the south, Lakeshore Boulevard to the north, Jarvis Street to the east and Yonge Street to the west. In total, the City's approved precinct plan identifies the potential for approximately 8,000 new residential units to be constructed within a series of 13 high-rise towers. The total residential population of the area is forecasted to be approximately 13,000 people with a potential for an additional 15,000 employees.

Existing TDSB elementary schools in neighbouring communities cannot accommodate the students projected for the proposed residential development and overall intensification planned for the Lower Yonge Precinct. The future elementary school will be embedded within a mixed-use development being constructed by Menkes, and situated in the centre of the Lower Yonge Precinct. The future school will be situated on the third storey of the podium.

Construction is currently underway within the Lower Yonge Precinct, which includes the western parcel (Pinnacle) and centre parcel (Menkes/LCBO). The centre parcel, which includes the future elementary school, is being constructed in two phases, beginning

with the new LCBO headquarters on the southwestern block, and two new condominium towers on the northwestern block. The future elementary school will be constructed as part of the second phase, which is anticipated to begin in 2022 and to be completed in 2026.

As directed by the Board in October 2018, the Toronto Lands Corporation (TLC) has been negotiating with Menkes on terms and conditions to acquire a strata, non-condominium title for the third storey podium. The area to be provided for the future elementary school is approximately 50,500 square feet, which will be designed to accommodate a 450 pupil place JK-8 elementary school.

The TLC and Menkes entered into a non-binding Memorandum of Understanding (MOU) on October 4, 2019 that outlines the general terms and conditions of a property acquisition. A key condition is that once a purchase price has been negotiated based on independent appraisal reports, the parties have up to one year to finalize outstanding conditions. Should these conditions not be waived, the transaction will be terminated at no cost to either party. The condition that needs to be satisfied now before the end of October 2021 is Ministry of Education funding approval.

The estimated cost to fit-out the podium into the new school is being explored by an external cost consultant. Staff has been directed by the Ministry of Education to submit the entire cost of the project through the Capital Priorities program, inclusive of the strata ownership of the podium as well as the fit-up into an elementary school.

#2 – New Consolidated 1,300 Pupil Place Secondary school on the York Memorial CI Site

Ward 6 (Trustee Tonks)

A new consolidated secondary school on the York Memorial CI site has been identified as the number two Capital Priority project due to the time sensitivity associated with the project.

York Memorial CI was devastated by fire in May 2019. In February 2020, the Board of Trustees approved the start of a modified pupil accommodation review (PAR) for George Harvey CI and York Memorial CI. The purpose of the review was to develop a student accommodation plan for these two schools to address under-utilization, identify

the best location for the schools, and to determine the future of the York Memorial CI building.

This process was paused due to the pandemic, but has restarted and is expected to conclude with recommendations to the Board of Trustees in June 2021. The option being recommended by staff is to consolidate George Harvey CI and York Memorial CI into a single school of 1,300 pupil places to be constructed on the existing York Memorial CI site at 2690 Eglinton Avenue West.

The Board's insurance will support a large portion of the rebuild cost; however, will not support the construction of the additional pupil places required to implement the proposed consolidation of the two schools. The former York Memorial CI building had a capacity of 915 pupil places, meaning funding for an additional 385 pupil places is required through the Capital Priorities program. Although a Board decision on the proposed consolidation will be made after the due date for the submission of Capital Projects to the Ministry, there will still be sufficient time for the Ministry to receive the Board's decision before they conclude their analysis and make their funding announcements (anticipated to be in August or September 2021).

This project is also time sensitive. It is important to move forward with the construction project so that the York Memorial site does not sit dormant for an extended period of time.

**#3 – Davisville Jr. PS / Spectrum Alt. Sr. School – Adding Classrooms to Previously Approved Replacement School
Ward 8 (Trustee Laskin)**

This is a previously approved Capital Priority project (2015) for a replacement school of 731 pupil places. The project was approved to support enrolment growth in the area, as well as to address the school's facility condition and inadequate learning spaces. Demographic shifts combined with significant and unprecedented residential development in the area required a review of the project scope. In early 2018 it was determined that five additional classrooms are required. The revised project scope would increase the capacity to 849 pupil places.

A revised business case was submitted to the Ministry in November 2018, but staff was directed to submit during the next Capital Priorities window. The business case was

resubmitted in September 2019, but was not approved when announcements were made in August of 2020.

**#4 – Poplar Road Jr. PS – New 387 Pupil Place* Replacement School
Ward 19 (Trustee Patel)**

This is a proposed 387 pupil place replacement school to support the closure of Jack Miner Sr. PS, and an expansion from a JK-6 to a JK-8 program at Poplar Road Jr. PS. This project is required to implement the accommodation plan associated with the Guildwood Pupil Accommodation Review, which was approved by the Board of Trustees in June 2018. The closure of Jack Miner Sr. PS was approved subject to the provision of capital funding to implement the pupil accommodation and program plan. If approved, this project in conjunction with the following project (Elizabeth Simcoe Jr. PS) will allow the plan to proceed.

The existing Poplar Road Jr. PS building is in poor condition with a 5-Year Facility Condition Index of nearly 68%. The school also has an irregular configuration which limits opportunities for expansion.

*The proposed capacity of the replacement school will be revisited to align with recent feedback from Ministry staff related to utilization rate objectives.

**#5 – Elizabeth Simcoe Jr. PS – Gymnasium Addition and Internal Renovation*
Ward 19 (Trustee Patel)**

This is an addition and renovation to support the closure of Jack Miner Sr. PS, and an expansion from a JK-6 to a JK-8 program at Elizabeth Simcoe Jr. PS. This project is also required to implement the accommodation plan associated with the Guildwood Pupil Accommodation Review, which was approved by the Board of Trustees in June 2018.

To accommodate the expanded grade range the school requires four additional classrooms. The proposed project involves renovating the existing small gymnasium into instructional classrooms and constructing a permanent addition that includes a new standard-sized gymnasium and two instructional classrooms.

*Based on recent feedback from Ministry staff the proposed scope of the project will be revisited to identify more cost-effective solutions to provide the additional pupil places required.

**#6 – Regent Heights PS – Replacement School or Addition
Ward 18 (Trustee Kandavel)**

Regent Heights PS is currently operating over-capacity with six portables on-site. In 2019-20 this project was submitted as a joint venture with the Conseil scolaire Viamonde, (CSV), the French Public school board. Their Board would have constructed a new 450 pupil place elementary school on the Regent Heights PS site as part of the overall redevelopment. The inclusion of a new French-public school into the project provided the TDSB with an opportunity to fully redevelop the site with a new, state of the art, integrated joint facility that would meet the long-term accommodation needs of both school boards.

However, on March 29, 2021, the CSV confirmed that they no longer wish to pursue a joint venture at this time. Their Board will explore opportunities to address their accommodation need at other locations in the broader area.

As a result, the scope of the project will be reviewed to determine if a large addition or a replacement school is the best form of capital solution on this site.

**#7 – St. Margaret's PS – Replacement School
Ward 19 (Trustee Patel)**

St. Margaret's PS has a large and aging port-a-pack that requires replacement. The brick and mortar portion of the school building has a 5-year Facility Condition Index of nearly 87%.

The port-a-pack also consists of 16-units, which represents the majority of instructional space existing at the school. Further, the gymnasium is vastly undersized to support a JK-8 program and requires expansion. Due to these factors, a new 340 pupil place replacement school is recommended. It should be noted that this school ranks high on the LOI list at #16 (2020 LOI).

**#8 – Secord PS – Replacement School
Ward 16 (Trustee Aarts)**

Secord PS has a large and aging port-a-pack that requires replacement. The brick and mortar portion of the school building has a 5-Year Facility Condition Index of 89%. The review of the existing building suggests that the mechanical, electrical and other building systems are not sufficient to support a permanent addition to the school, and that the most appropriate means of capital intervention is a replacement school.

A 931 pupil place replacement school is required to accommodate the long-term projected enrolment of this community. Due to the large school population and the constraints of the school site, a phased approach to the replacement may be required. Opportunities to use the Jones Avenue building, located approximately 4.1 km from Secord PS, as part of an interim holding strategy will be explored. This may allow for a more cost-effective solution to the replacement of the existing building.

**#9 – New 450 Pupil Place Elementary School in the West Don Lands
Ward 9 (Trustee Donaldson)**

Similar to the Lower Yonge Precinct, the future elementary school in the West Don Lands is situated within the City's downtown waterfront area. The downtown waterfront area between Yonge Street and the Don Valley is planned for significant residential intensification over the next 20 years. The Board owns a 1.63 acre site, known as Block 9, within the West Don Lands adjacent to Corktown Common Park. This site was acquired through a land exchange with the provincial government in 2018.

The provision of an elementary school in this area is becoming an important matter due to the limits of the current holding schools to accommodate continued enrolment growth. Students residing in these new dwellings are currently bussed to holding schools on the east side of the Don Valley Parkway, Dundas Jr. PS and Queen Alexandra MS. These two schools are situated on the same site. While this site is one of the larger school sites in the area it can only accommodate a small number of portables and could be at maximum capacity in the near future.

Although the new school is a critical requirement for the long-term accommodation needs along the central waterfront, the Block 9 site may not be available for construction in the near term.

The Block 9 site is situated adjacent to the future Ontario Line rapid transit corridor. Metrolinx, the provincial transit authority responsible for the construction of the Ontario Line, has indicated that the Block 9 site is required as a laydown area. The laydown area will be used for the receipt, storage and partial assembly of equipment and materials associated with their construction project. Conversations with Metrolinx have determined that due to this requirement, the Block 9 site is not going to be available for construction until January 2027, which is beyond the Ministry's 2024-25 timeline for project completion. Metrolinx has expressed that they have explored all other options in the area, and that the Block 9 site is the only available and appropriate location due to the proximity of the site to their future project.

TDSB and TLC staff will continue to work with Metrolinx on ways to ensure the new school can be delivered as soon as possible upon completion of their construction activity.

Staff will monitor the enrolment of the current holding schools, Dundas Jr. PS and Queen Additional MS, and identify additional holding sites at the appropriate time.

#10 – New Elementary School on the 705 Progress Site Ward 19 (Trustee Patel)

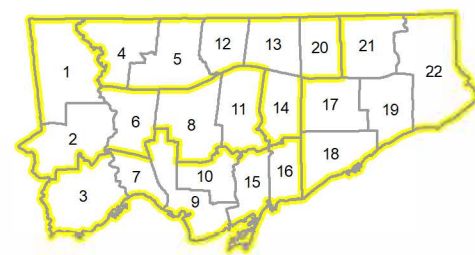
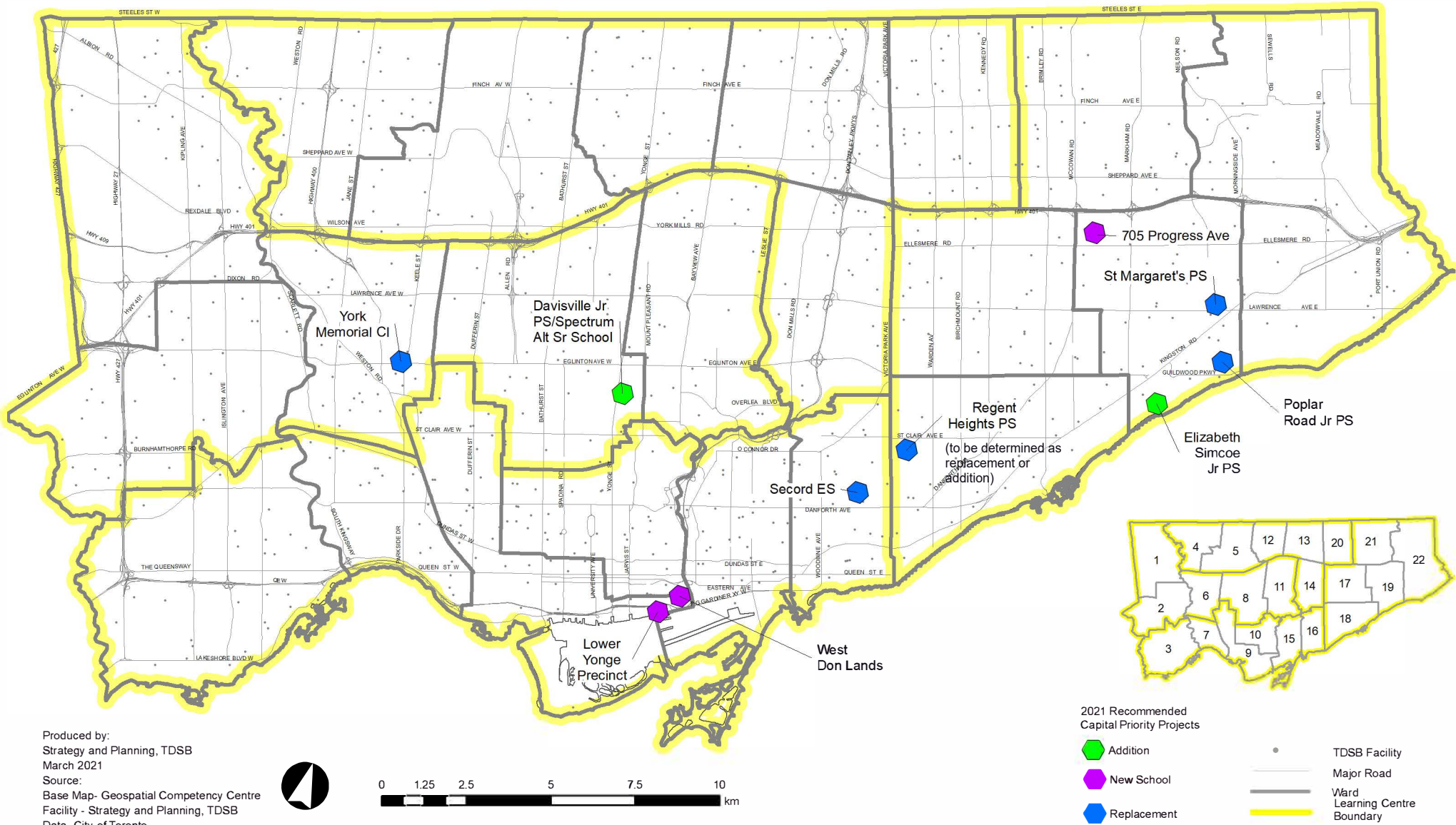
A new elementary school at 705 Progress Avenue provides the Board with an opportunity to accommodate students residing within the rapidly intensifying Scarborough City Centre. The Board co-owns a 10.89 acre site with the City of Toronto that will support an elementary school and a municipal park.

At present, students residing in the Scarborough City Centre are being accommodated at Bendale Jr. PS (JK-5) and Tredway-Woodsworth PS (6-8). As of October 31, 2020 there were over 340 elementary students residing in the immediate area, bounded by Ellesmere Road to the south, Highway 401 to the north, McCowan Road to the west and Markham Road to the east.

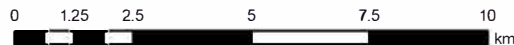
To determine a boundary and program for the new school a broader accommodation study involving the adjacent schools will be required. A Pupil Accommodation Review has been identified in the Long-Term Program and Accommodation Strategy. The

timing of this review has yet to be determined due to the provincial moratorium on Pupil Accommodation Reviews that has been in place since 2017.

Map of the Capital Priority Projects 2021-22



Produced by:
Strategy and Planning, TDSB
March 2021
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data- City of Toronto



2021 Recommended Capital Priority Projects

- Addition
- New School
- Replacement
- TDSB Facility
- Major Road
- Ward Learning Centre Boundary
- Boundary



March 4, 2021

Transmittal No. 2021 – 99
(Public)

Community Access Agreement: Dublin Heights School, 100 Bainbridge Avenue Report

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report *Community Access Agreement: Dublin Heights School, 100 Bainbridge Avenue, report* attached herein.

The TLC Board decided that:

1. The acceptance of funding in the amount of \$110,000 from the City of Toronto to fund costs associated with site improvements at Dublin Heights Elementary and Middle School, as outlined in the Appendix;
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of five (5) years commencing on or about January 1, 2022 with key business terms and conditions as specified herein;
3. The Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report, is requested.

Sincerely,

A handwritten signature in black ink that reads 'B. Patterson'.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC
cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION
COMMITTEE DECISION ITEM
Community Access Agreement:
Dublin Heights School, 100 Bainbridge Avenue

To: Chair and Members of the Toronto Lands Corporation

Date: February 16, 2021

Recommendations:

- 1) The acceptance of funding in the amount of \$110,000 from the City of Toronto to fund costs associated with site improvements at Dublin Heights Elementary and Middle School, as outlined in the Appendix;
- 2) That authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of five (5) years commencing on or about January 1, 2022 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

Background

Section 37 of the Planning Act allows the City of Toronto to collect funds from a development application in return for additional density. The City's policy permits these funds to be allocated toward improvements to school Board playgrounds when the playground serves as a local park and it is seen as a community benefit. At City Council meeting of November 19-20, 2007, Council adopted and further amended as of January, 2016, states,

"Improvements to School Board Playgrounds

Cash contributions toward the capital improvement of school board playgrounds are eligible S. 37 community benefits where the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland performing a similar function in the same community that could otherwise benefit from the cash contribution."

The process to obtain Section funding from the City to the Board is initiated by City Council adopting a City Councillor's Motion that specifies the dollar amount and general conditions prior to the release of funding in exchange for community access which occurs on non-school days and after school hours. According to TDSB report in 2018, there have been thirty-nine Section funding allocations benefitting thirty-three schools across the City. The value of the contributions ranged individually from \$8,000 to \$1.5 million with a total sum of \$6,310,924 to TDSB schools. In order for the TDSB to receive the

specified funding for any project, the public partners require a Community Access Agreement which authorizes the fund transfer and specifies terms and conditions related to the project.

Under the new TLC mandate, TLC is now responsible for review, reporting and finalizing agreements related to securing the financial commitments through Community Access Agreements that are negotiated with the City of Toronto. TLC has worked with City legal to prepare a standard form of agreement leaving site improvement design and funding allocation details to be co-ordinated by TDSB staff for individual sites.

As these opportunities are presented to the school board, TLC will continue to finalize the legal agreements only once TDSB and City staff have completed the necessary design and funding allocations. The "Community Access Agreement" reports will address the amount of Section funding approved by the City of Toronto and a description of the project at the specific school.

The Toronto District School Board is planning to make site improvements at Dublin Heights Elementary and Middle School municipally located at 100 Bainbridge Avenue and is partnering with the City of Toronto and the local school community for funding contributions.

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

Rationale

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$110,000 in funding for site improvements at Dublin Heights Elementary and Middle School.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for a new accessible playground as prepared by TDSB staff. The current playground is too small and is inadequate for the special needs students at the school and for the broader community. The new equipment will allow children of all abilities to participate in recreational activities.

In the absence of a City playground nearby, the Dublin Heights school grounds will serve that purpose for the local community.

The estimated cost breakdown of the City funding is highlighted in Appendix C. This project is part of a larger project with additional funding coming from TDSB budget, the school childcare, and some school fundraising meant to address site deficiencies. According to TDSB staff, The total TDSB approved budget is estimated at \$430,000 with the City providing a contribution of approximately 25% to the overall project. Additional funding from the school, estimated to be \$20,000, will be beneficial to the overall project.

The TDSB staff advise that there is no expected student accommodation impact during the construction build out for the new assessable playground. In addition, TDSB staff confirms that outdoor playground activity may continue during the construction project and plans to commence the project when summer recess commences to reduce student impact.

Community Access Agreement: Key Business Terms and Conditions

TLC has entered into negotiations with the City of Toronto for the required Community Access Agreement in order to assist in the funding for the school playground improvements. Outlined below are the recommended key terms and conditions which are subject to Board approval.

- City funding is received after the Agreement is executed by all parties;
- Estimated construction start: July 2021;
- Estimated construction completion: December 31, 2021;
- City's Contribution: \$110,000;
- Term: 5-year term, commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that on termination, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the term divided by 60. TDSB shall consult with the City in the event that the school yard area improvements need to be permanently removed from the school yard area during the term, save and except in cases of emergency or health and safety concerns, in which case TDSB shall notify the City as soon as possible.
- The City funding shall not be used for ongoing maintenance or operating costs which remains the responsibility of TDSB.
- Community Access: The school yard area shall be available to TDSB for use during school operating hours, as amended from time to time, and the City with have access for use by the general public during non- school hours.

The negotiated terms and conditions of the agreement are considered fair and reasonable and will provide overall benefit to students and the local community. Overall, the project represents a good working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effective utilization of public assets.

RISK ASSESSMENT

N/A

IMPLICATIONS

N/A

FINANCIAL IMPLICATIONS

N/A

COMMUNICATIONS APPROACH

N/A

APPENDICIES:

- Appendix A City of Toronto Council Motion
- Appendix B1 Location of the School and the Project
- Appendix B2 TDSB Master Plan for the Project
- Appendix C Cost Breakdown for the Use of the Section 37 Funds

Routing

TLC Board: 4 March 2021
TDSB Board Cycle: March 2021

From

Daryl Sage, Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

Anita Cook, Executive Manager, Toronto Lands Corporation, at acook.tlc@tdsb.on.ca or at 416-393-0632

R:\TLC\G) Governance - Policy\G05 Board Rpts\2021 TLC Board Reports\Policy & Planning\February 16, 2021

Appendix A: City of Toronto Council Motion

MM8.29	ACTION	Adopted		Ward: 6
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Authorization to Release Section 37 Funds to the Toronto District School Board for the Dublin Heights Elementary and Middle School Accessible Playground - by Councillor James Pasternak, seconded by Councillor Mike Colle

City Council Decision

City Council on June 18 and 19, 2019, adopted the following:

1. City Council increase the Approved 2019 Operating Budget for Non-Program (NP2161) by \$110,000 gross, \$0 net, fully funded by Section 37 community benefits related to a development at 9 Tippet Road and 525 Wilson Avenue (Source Account: XR3026-3700923) to fund the Toronto District School Board for the Dublin Heights Elementary and Middle School Accessible Playground Project.
2. City Council request staff from the Management Services Branch of the Parks, Forestry and Recreation Division to participate in the preparation of the Community Access Agreement and request the City Solicitor to draw up the Agreement, in consultation with the Ward Councillor and Community Planning staff.
3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the walkway improvements at Dublin Heights Elementary and Middle School, to the satisfaction of the City Solicitor.
4. City Council direct that the funds be forwarded to the Toronto District School Board once the Toronto District School Board has signed a Community Access Agreement with the City governing the purpose of the funds, the financial reporting requirements, and addressing community access to the playground facilities satisfactory to the City Solicitor, and prepared in consultation with the General Manager, Parks Forestry and Recreation and the Ward Councillor.

Background Information (City Council)

Member Motion MM8.29

<http://www.toronto.ca/legdocs/mmis/2019/mm/bgrd/backgroundfile-134541.pdf>

(June 18, 2019) Fiscal Impact Statement from the Chief Financial Officer and Treasurer

<http://www.toronto.ca/legdocs/mmis/2019/mm/bgrd/backgroundfile-135035.pdf>

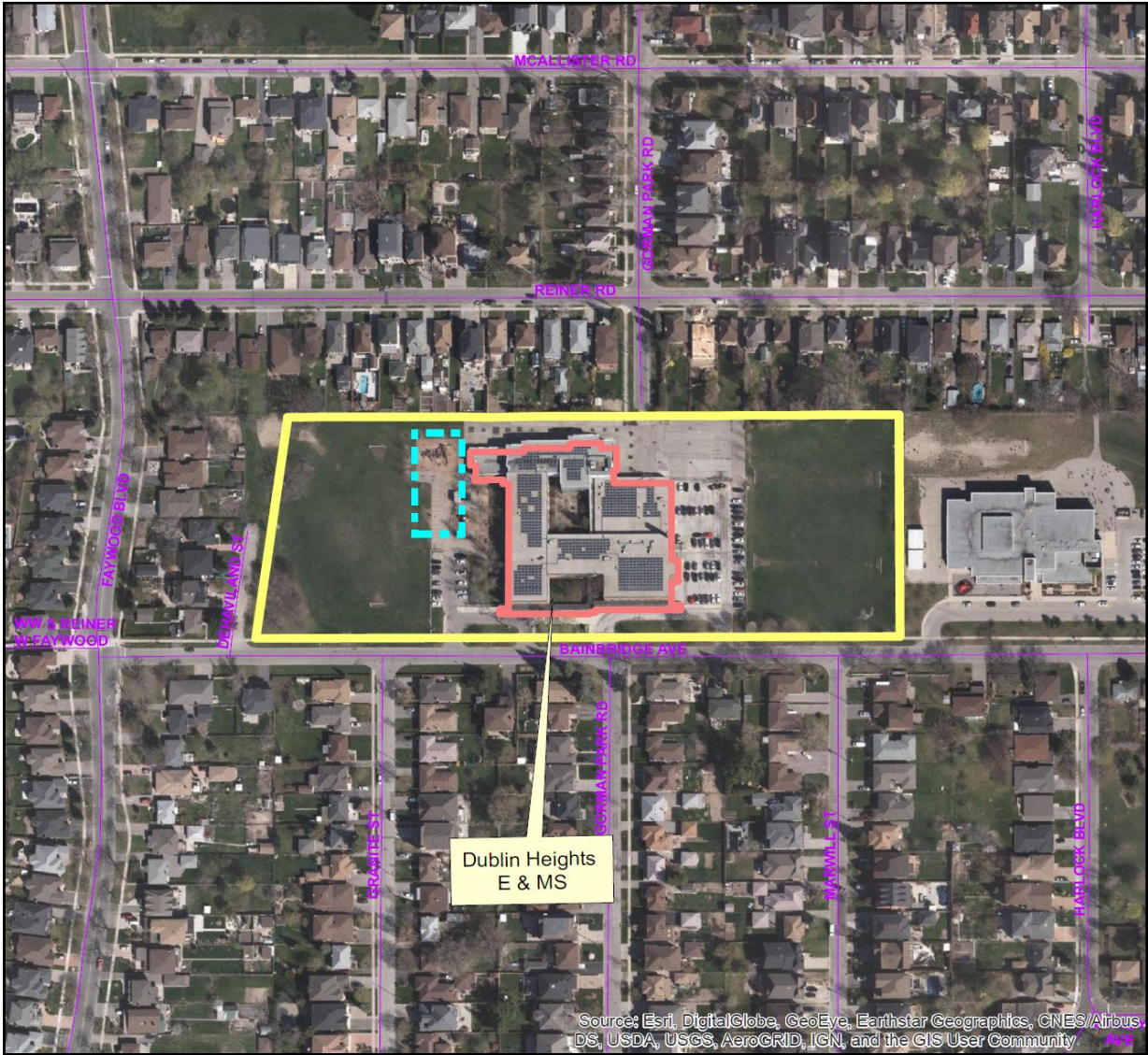
Motions (City Council)

Motion to Waive Referral (Carried)

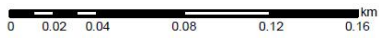
Speaker Nunziata advised Council that the provisions of Chapter 27, Council Procedures, require that Motion MM8.29 be referred to the Executive Committee. A two-thirds vote of the Council Members present is required to waive referral.

Appendix B1: Location of the School and the Project

Schedule B1



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Produced by:
Strategy and Planning, TDSB
April 2019

Source:
Base Map- Geospatial Competency Centre
Facility -Strategy and Planning, TDSB
Data- City of Toronto



 **Area of Work**

- Legend**
-  Facility
 -  TDSB Site
 -  Leased Site

L:/GISData/project/Ortho/Ortho Template 2018.mxd

Appendix B2: TDSB Master Plan for the Project

The City funded enhancements are included in the following master plan for the school yard improvements:

MASTERPLAN

Schedule B2

ELEMENTS:

- 1 **Improved Site Drainage:**
The removal of the raised planters and new asphalt graded asphalt paving will improve the drainage issues around the school entrances and childcare space.
- 2 **Accessible Outdoor Classrooms and Social Spaces:**
Log-on-grade and armoured seats with pathway access to a generous compacted shredded mulch surface under shade trees provide social spaces and outdoor learning opportunities. New trees supplement existing.
- 3 **Accessible Meandering Path Loop:**
A 1.5 m wide meandering accessible asphalt path with rest stations along the way provides connectivity around the perimeter of the fields to social and teaching spaces.
- 4 **Improved Fields for Baseball and Soccer:**
Soccer fields are updated: relocation of senior field goals optimize play without obstruction and the junior field relies on collapsible nets for flexible play. Baseball diamonds have reduced crushed stone surfacing for more field space.
- 5 **More Basketball:**
A full court plus individual keys provide ample options for basketball in the grade 6-8 paved area at the portables.
- 6 **Elementary Playground Improvements:**
New play equipment will be installed in the grade 1-5 area with wood fibre safety surfacing. Adjacent tree social space provide shady seating with logs-on-grade.
- 7 **Line Paint Games:**
Colourful four-square games add hopscotch provide visual surface activities in the elementary yard for recess and gym class.
- 8 **Improved Accessibility in the Courtyard:**
Access points, ramps, surfaces and walkway widths will be improved to ensure the courtyard is accessible.
- 9 **Improved Childcare and Kindergarten Areas:**
Removal/replacement of the playstructure, paving, timber curbs, and planting beds will improve drainage, accessibility, and the quality of the play space. Separate and complete MOE compliant play areas for toddlers and preschool/kindergarten. Chalkboards and acrylic panels provide colour and activity on the new fencing. Natural logs-on-grade and log tables provide seating. A second kindergarten classroom extends to a fenced outdoor space on the north side of the school.
- 10 **Bicycle Parking:**
Bicycle racks will be placed alongside the north end of the east parking lot and south of the small parking lot at the west end of the school.

Area of Work
Replacement of
Playground
Equipment, Safety
Surfacing & Paving



Appendix C: Cost Breakdown for the Use of the Section 37 Funds

The following table shows the estimated cost breakdown for the City funded enhancements at this school:

Description	Units	No. of Units	Unit Price	Extended Price
Demolition & Removals & Site Prep	LS	1	\$ 10,000.00	\$ 10,000.00
Playground Equipment incl. Installation	LS	1	\$ 37,000.00	\$ 37,000.00
Subsurface Drainage & Safety Surfacing	LS	1	\$ 15,000.00	\$ 15,000.00
Asphalt Paving Edging & AODA Access	LS	1	\$ 15,000.00	\$ 15,000.00
Inspection & Testing	LS	1	\$ 2,500.00	\$ 2,500.00
			SUBTOTAL	\$ 79,500.00
Mobilization & Demobilization				\$ 8,500.00
Contingency				\$ 8,000.00
Consulting fees & Permits				\$ 11,677.00
HST Share (2.16%)				\$ 2,323.00
TOTAL				\$ 110,000.00

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March 4, 2021

Transmittal No. 2020 – 100
(Public)

Community Access Agreement: Huron Street Junior Public School, 541 Huron Street

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report *Community Access Agreement: Huron Street Junior Public School, 541 Huron Street*, attached herein.

The TLC Board decided that:

1. The acceptance of funding in the amount of \$637,000 from the City of Toronto to fund costs associated with site improvements at Huron Street Junior Public School, as outlined in the Appendix;
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of twenty (20) years commencing on or about January 1, 2023 with key business terms and conditions as specified herein;
3. The Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report is requested.

Sincerely,

A handwritten signature in cursive script that reads 'B Patterson'.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION

COMMITTEE DECISION ITEM

**Community Access Agreement:
Huron Street Junior Public School, 541 Huron Street**

To: Chair and Members of the Toronto Lands Corporation

Date: February 16, 2021

Recommendations:

- 1) The acceptance of funding in the amount of \$637,000 from the City of Toronto to fund costs associated with site improvements at Huron Street Junior Public School, as outlined in the Appendix;
- 2) That authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of twenty (20) years commencing on or about January 1, 2023 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

Background

The Toronto District School Board is planning to undertake site improvements at Huron Street Junior Public School municipally located at 541 Huron Street and is partnering with the City of Toronto for funding contributions.

Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. The City's policy permits these funds to be allocated toward Improvements to school board playgrounds where the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland in the same community and in combination results in a community benefit. As a condition of transferring the Section 37 funds, the City requires TDSB to enter into a Community Access Agreement.

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

Rationale

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$637,000 in funding for site improvements at Huron Street Junior Public School. The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for improvements to the entire school board vacant land area at 541 Huron based on the master plan. This includes a multi-purpose field, kindergar-

ten play area, social gathering places, and teaching and learning spaces. The current playground is outdated and is inadequate for the students at the school and for the broader community. The new playground will allow children of all abilities from grades 1 to 8 to participate in recreational activities.

In the absence of sufficient City playgrounds nearby, the Huron Street Junior Public School grounds will serve that purpose for the local community.

The estimated cost breakdown of the City funding for the entire scope of work is highlighted in Appendix C. A substantial project according to TDSB staff with the total TDSB approved project budget is estimated at \$637,000 with the City providing 100% of the contribution to the overall project. As the City is contributing 100% of the funding, TDSB can only commence this expansive project, including the early design and tendering process, upon receipt of funding from the City.

The TDSB staff advise that there is no expected student accommodation impact during the construction build out for the new assessable playground. In addition, TDSB staff confirms that outdoor playground activity may continue during the construction project and plans to commence the project when summer recess commences to reduce student impact.

Community Access Agreement: Key Business Terms and Conditions

TLC has entered into negotiations with the City of Toronto for the required Community Access Agreement for the funding for the school playground improvements. Outlined below are the recommended key terms and conditions which are subject to Board approval.

- City funding is received after the Agreement is executed by all parties;
- The project, including early design work and tendering, will not commence until City funding is received;
- Estimated construction start: July 2022;
- Estimated construction completion: December 31, 2022;
- City's Contribution: \$637,000;
- Term: 20-year term, commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that on termination, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the term divided by 60. TDSB shall consult with the City in the event that the school yard area improvements need to be permanently removed from the school yard area during the term, save and except in cases of emergency or health and safety concerns, in which case TDSB shall notify the City as soon as possible.
- The City funding shall not be used for ongoing maintenance or operating costs which remains the responsibility of TDSB.
- Community Access: The school yard area shall be available to TDSB for use during school operating hours, as amended from time to time, and the City will have access for use by the general public during non- school hours.

The negotiated terms and conditions of the agreement are considered fair and reasonable and will provide overall benefit to students and the local community. Overall, the project represents a good working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effective utilization of public assets.

RISK ASSESSMENT

N/A

IMPLICATIONS

N/A

FINANCIAL IMPLICATIONS

N/A

COMMUNICATIONS APPROACH

N/A

APPENDICIES:

- Appendix A City of Toronto Council Motion
- Appendix B1 Location of the School and the Project
- Appendix B2 TDSB Master Plan for the Project
- Appendix C Cost Breakdown for the Use of the Section 37 Funds

Routing

TLC Board: 4 March 2021
TDSB Board Cycle: March 2021

From

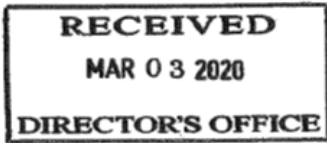
Daryl Sage, Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

Anita Cook, Executive Manager, Toronto Lands Corporation, at acook.tlc@tdsb.on.ca or at 416-393-0632

Appendix A: City of Toronto Council Motion



City Clerk's Office



Secretariat
Marilyn Toft
Council Secretariat Support
City Hall, 12th Floor, West
100 Queen Street West
Toronto, Ontario M5H 2N2

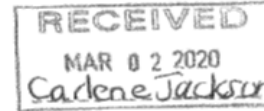
Ulli S. Watkies
City Clerk

Tel: 416-392-7032
Fax: 416-392-2980
e-mail: Marilyn.Toft@toronto.ca
web: www.toronto.ca

In reply please quote:
Ref.: 20-EX13.2

February 25, 2020

Dr. John Malloy
Director of Education
Toronto District School Board
5050 Yonge Street
Toronto, Ontario
M2N 5N8



Dear Dr. Malloy:

**Subject: Executive Committee Item 13.2
2020 Capital and Operating Budgets (Ward All)**

City Council on February 19, 2020, adopted this Item as amended, and in so doing, has:

1. increased the Staff Recommended 2020 Operating Budget for Corporate Accounts - Non-Program Expenditures (NP2161), by \$637,000.00 gross, \$0 net, fully funded by Section 37 community benefits related to a development at 275 Albany Avenue and 420 Dupont Street (Source Account: 220096) to fund the Toronto District School Board for the Huron Street Public School Playground Project;
2. requested the General Manager, Parks, Forestry and Recreation to participate in the preparation of the Community Access Agreement and has requested the City Solicitor to draw up the Agreement, in consultation with Community Planning staff and the Ward Councillor in reference to 1 above;
3. authorized the execution of a Community Access Agreement for a duration of a minimum of 20 years with the Toronto District School Board for the playground improvements at Huron Street Public School in reference to 1 above, to the satisfaction of the City Solicitor; and
4. directed that the funds in 1 above be forwarded to the Toronto District School Board once the Toronto District School Board has signed a Community Access Agreement with the City, governing the purpose of the funds, the financial reporting requirements, and addressing community access to the playground facilities satisfactory to the

2

General Manager, Parks, Forestry and Recreation and the Ward Councillor, and prepared in consultation with City Solicitor.

Yours truly,

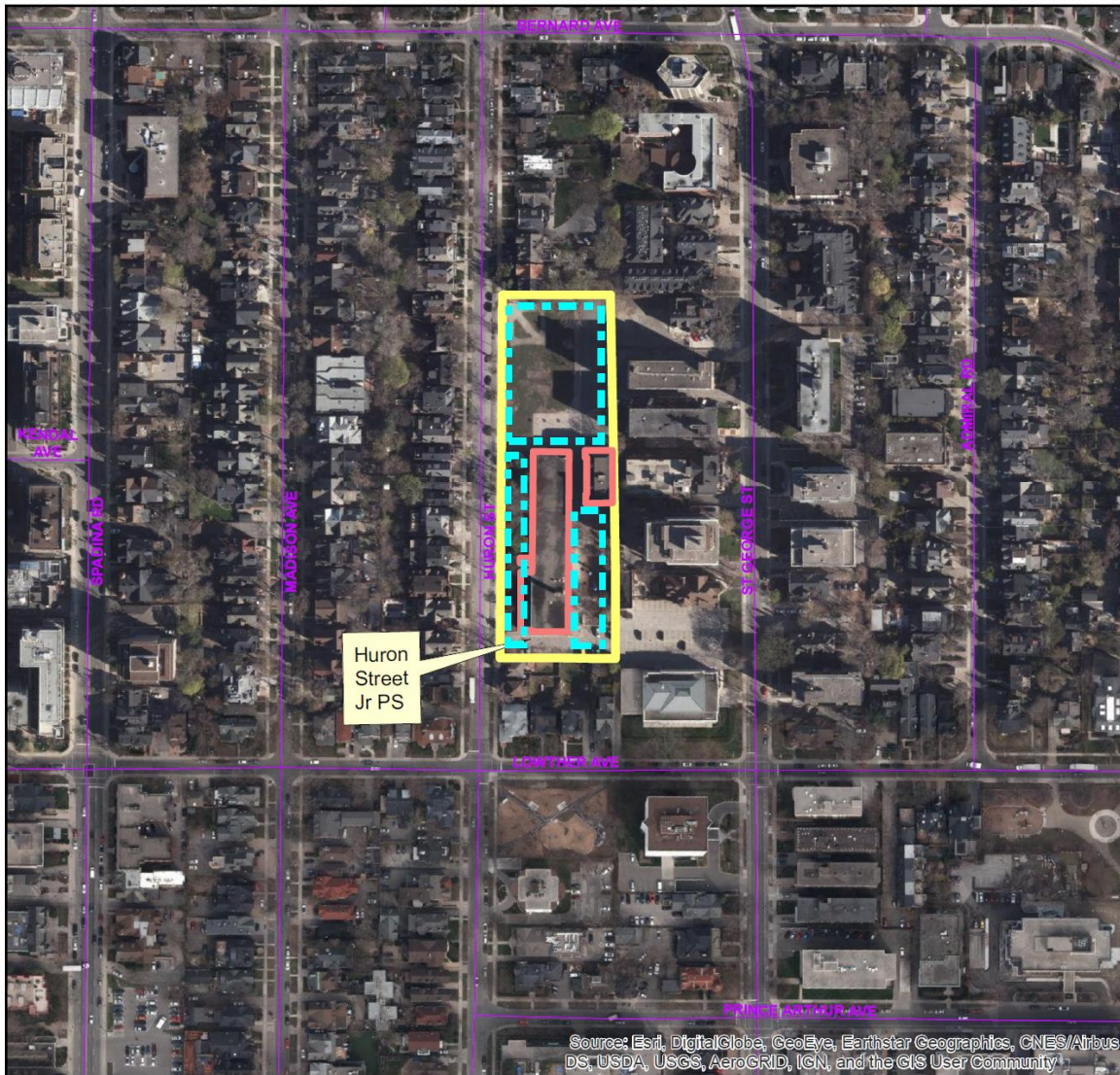
for City Clerk

M. Toft/sb

c. City Manager

Appendix B1: Location of the School and the Project

Schedule B1



0 0.02 0.04 0.08 0.12 0.16 km

Produced by:
Strategy and Planning, TDSB
April 2019

Source:
Base Map- Geospatial Competency Centre
Facility -Strategy and Planning, TDSB
Data- City of Toronto



Legend

-  Facility
-  TDSB Site
-  Leased Site

L:/GISData/project/Ortho/Ortho_Template 2018.mxd

Appendix B2: TDSB Master Plan for the Project

The City funded enhancements are included in the following master plan for the school yard improvements:

Appendix C: Cost Breakdown for the Use of the Section 37 Funds

The following table shows the estimated cost breakdown for the City funded enhancements at this school:

Descripton	Units	No. of Units	Unit Price	Extended Price
Front of School incl. Kindergarten Area	LS	1	\$ 53,000.00	\$ 53,000.00
Playing Field & Court Area	LS	1	\$ 210,000.00	\$ 210,000.00
Kindergarten Area	LS	1	\$ 150,000.00	\$ 150,000.00
Rear School Yard	LS	1	\$ 100,000.00	\$ 100,000.00
			SUBTOTAL	\$ 513,000.00
			Contingency	\$ 78,000.00
			Consulting fees & Permits	\$ 31,000.00
			HST Share (2.16%)	\$ 15,000.00
			TOTAL	\$ 637,000.00



March 4, 2021

Transmittal No. 2021 – 101
(Public)

Community Access Agreement: King Edward Junior and Senior Public School, 112 Lippincott Street

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report *Community Access Agreement: King Edward Junior and Senior Public School, 112 Lippincott Street*, attached herein.

The TLC Board decided that:

- 1) The acceptance of funding in the amount of \$150,000 from the City of Toronto to fund costs associated with site improvements at King Edward Junior and Senior Public School, as outlined in the Appendix;
- 2) Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of five (5) years commencing on or about January 1, 2022 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report is requested.

Sincerely,

A handwritten signature in cursive script that reads 'B Patterson'.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC
cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION

COMMITTEE DECISION ITEM

Community Access Agreement:

King Edward Junior and Senior Public School, 112 Lippincott Street

To: Chair and Members of the Toronto Lands Corporation

Date: February 16, 2021

Recommendations:

- 1) The acceptance of funding in the amount of \$150,000 from the City of Toronto to fund costs associated with site improvements at King Edward Junior and Senior Public School, as outlined in the Appendix;
- 2) That authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of five (5) years commencing on or about January 1, 2022 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

Background

The Toronto District School Board is planning to undertake site improvements at King Edward Junior and Senior Public School municipally located at 112 Lippincott Street and is partnering with the City of Toronto and the local school community for funding contributions.

Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. The City's policy permits these funds to be allocated toward Improvements to school board playgrounds where the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland in the same community and in combination results in a community benefit. As a condition of transferring the Section 37 funds, the City requires TDSB to enter into a Community Access Agreement.

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

Rationale

Agenda Page 93

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$150,000 in funding for site improvements at King Edward Junior and Senior Public School.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for a new paved pathway that will go around the field plus the installation of an outdoor classroom/learning centre. This work will complement work that the TDSB is completing, which includes improvements to the parking lot, pathways and play areas that have deteriorated overtime. TDSB will also be planting new trees to reduce trees that have been lost due to the Emerald Ash Borer and will be carrying out grading modifications to address drainage concerns.

In the absence of sufficient City playgrounds nearby, the King Edward Junior and Senior Public School grounds will serve that purpose for the local community.

The estimated cost breakdown of the City funding is highlighted in Appendix C. This revitalization of the playground is part of a larger project with additional funding coming from the school fundraising. According to TDSB staff, the total TDSB approved project budget is estimated at \$595,000 with the City providing a contribution of approximately 25% to the overall project.

The TDSB staff advise that there is no expected student accommodation impact during the construction build out for the new assessable playground. In addition, TDSB staff confirms that outdoor playground activity may continue during the construction project and plans to commence the project when summer recess commences to reduce student impact.

Community Access Agreement: Key Business Terms and Conditions

TLC has entered into negotiations with the City of Toronto for the required Community Access Agreement in order to assist in the funding for the school playground improvements. Outlined below are the recommended key terms and conditions which are subject to Board approval.

- City funding is received after the Agreement is executed by all parties;
- Estimated construction start: July 2021;
- Estimated construction completion: December 31, 2021;
- City's Contribution: \$150,000;
- Term: 5-year term, commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that on termination, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the term divided by 60. TDSB shall consult with the City in the event that the school yard area improvements need to be permanently removed from the school yard area during the term, save and except in cases of emergency or health and safety concerns, in which case TDSB shall notify the City as soon as possible.
- The City funding shall not be used for ongoing maintenance or operating costs which remains the responsibility of TDSB.
- Community Access: The school yard area shall be available to TDSB for use during school operating hours, as amended from time to time, and the City with have access for use by the general public during non- school hours.

The negotiated terms and conditions of the agreement are considered fair and reasonable and will provide overall benefit to students and the local community. Overall, the project represents a good working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effective utilization of public assets.

RISK ASSESSMENT

N/A

IMPLICATIONS

N/A

FINANCIAL IMPLICATIONS

N/A

COMMUNICATIONS APPROACH

N/A

APPENDICIES:

- Appendix A City of Toronto Council Motion
- Appendix B1 Location of the School and the Project
- Appendix B2 TDSB Master Plan for the Project
- Appendix C Cost Breakdown for the Use of the Section 37 Funds

Routing

TLC Board: 4 March 2021
TDSB Board Cycle: March 2021

From

Daryl Sage, Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

Anita Cook, Executive Manager, Toronto Lands Corporation, at acook.tlc@tdsb.on.ca or at 416-393-0632

Appendix A: City of Toronto Council Motion

City Council consideration on July 28, 2020

MM23.11	ACTION	Amended		Ward: 11
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Authorization to Release Section 37 and 45 Funds to Toronto District School Board for the King Edward Junior and Senior Public School Yard Revitalization - by Councillor Mike Layton, seconded by Councillor Joe Cressy

City Council Decision

City Council on July 28 and 29, 2020, adopted the following:

1. City Council increase the Approved 2020 Operating Budget for Non-Program (NP2161), by \$150,000.00 gross, \$0 net, to fund the Toronto District School Board for the King Edward Junior and Senior Yard Revitalization, fully funded by community benefits related to the following developments:

- a. 233 College Street, secured for local public realm and parkland improvements, in the amount of \$75,719.08 (Source Account: XR3028-4500219); and
- b. 231-237 College Street and 177-189 Huron Street, secured for cycling infrastructure but as there remains funds unspent, the contribution may be redirected to another purpose, at the discretion of the Chief Planner and Executive Director, City Planning, in consultation with the Ward Councillor, provided that the purpose is identified in the City of Toronto Official Plan and will benefit the community in the vicinity of the lands, in the amount of \$74,280.92 (Source Account: XR3026-3700838).

2. City Council request City staff from the Management Services Branch of the Parks, Forestry and Recreation Division to participate in the preparation of the Community Access Agreement and City Council request the City Solicitor to draw up the Agreement, in consultation with the Ward Councillor and Community Planning staff.

3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the playground improvements at King Edward Junior and Senior Public School, to the satisfaction of the City Solicitor.

4. City Council direct that the funds be forwarded to the Toronto District School Board once the Toronto District School Board has signed a Community Access Agreement with the City governing the purpose of the funds, the financial reporting requirements and addressing community access to the playground facilities, satisfactory to the City Solicitor, and prepared in consultation with the General Manager, Parks, Forestry and Recreation, and the Ward Councillor.

Background Information (City Council)

Member Motion MM23.11

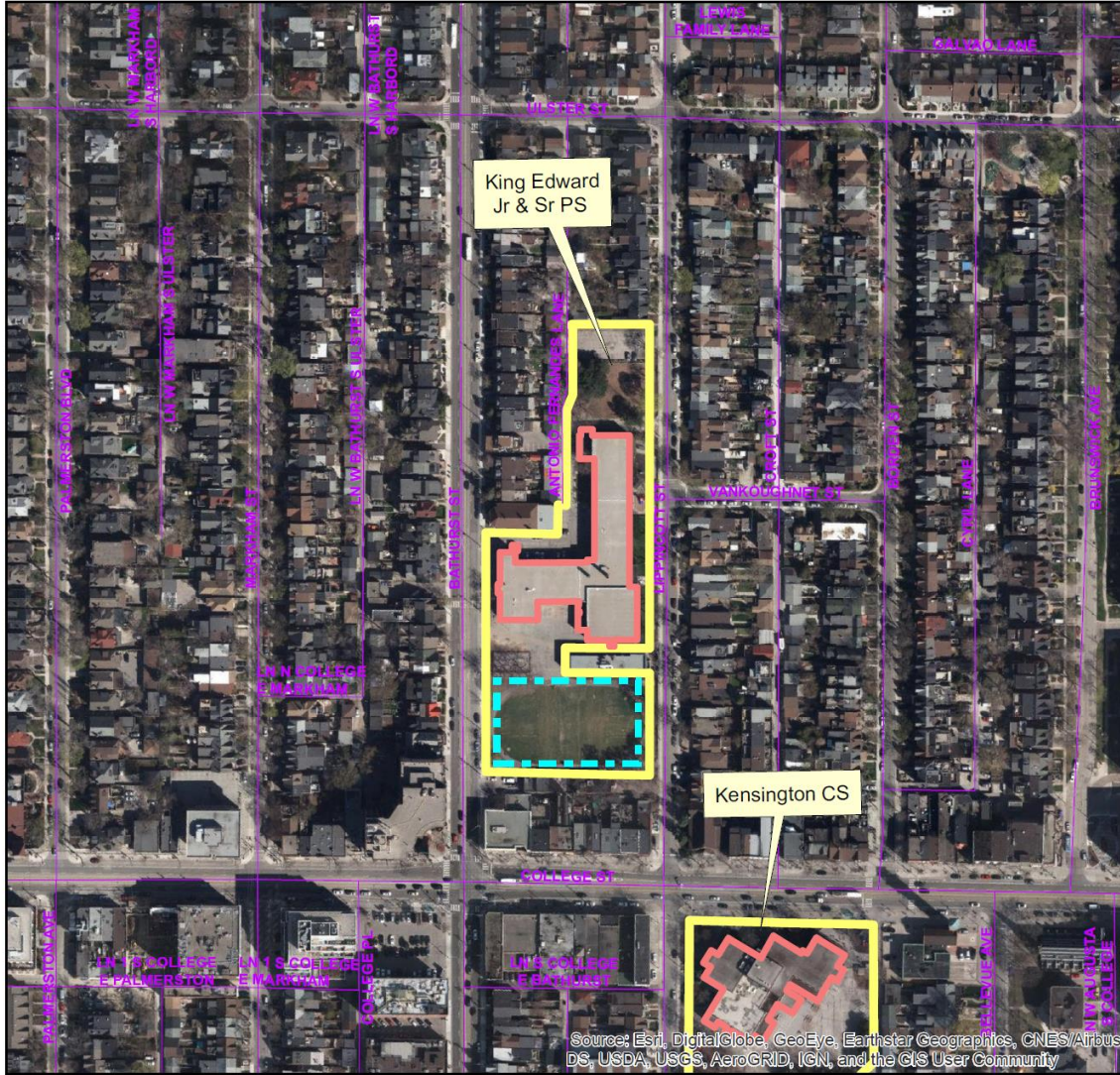
<http://www.toronto.ca/legdocs/mmis/2020/mm/bgrd/backgroundfile-152954.pdf>

Appendix B1: Location of the School and the Project

Schedule B1



King Edward Jr & Sr PS
 112 Lippincott Street
 (2018 Ortho Imagery)



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Produced by:
 Strategy and Planning, TDSB
 April 2019

Source:
 Base Map- Geospatial Competency Centre
 Facility -Strategy and Planning, TDSB
 Data- City of Toronto



Area of Work

- Legend**
- Facility
 - TDSB Site
 - Leased Site

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Appendix B2: TDSB Master Plan for the Project

The City funded enhancements are included in the following master plan for the school yard improvements:



Appendix C: Cost Breakdown for the Use of the Section 37 Funds

The following table shows the estimated cost breakdown for the City funded enhancements at this school:

Descripton	Units	No. of Units	Unit Price	Extended Price
Demolition & Removals & Site Prep	LS	1	\$ 10,000.00	\$ 10,000.00
Asphalt Paving Running Track	LS	1	\$ 65,000.00	\$ 65,000.00
Outdoor Learning Area	LS	1	\$ 25,000.00	\$ 25,000.00
Line Painting	LS	1	\$ 10,000.00	\$ 10,000.00
			SUBTOTAL	\$ 110,000.00
			Mobilization & Demobiliztion	\$ 12,000.00
			Contingency	\$ 15,000.00
			Consulting fees & Permits	\$ 10,000.00
			HST Share (2.16%)	\$ 3,000.00
			TOTAL	\$ 150,000.00



March 4, 2021

Transmittal No. 2021 – 102
(Public)

Community Access Agreement: Rawlinson Community School, 231 Glenholme Avenue

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report *Community Access Agreement: Rawlinson Community School, 231 Glenholme*, attached herein.

The TLC Board decided that:

1. The acceptance of funding in the amount of \$155,000 from the City of Toronto to fund costs associated with site improvements at Rawlinson Community School, as outlined in the Appendix;
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of five (5) years commencing on or about January 1, 2022 with key business terms and conditions as specified herein;
3. That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report is requested.

Sincerely,

A handwritten signature in black ink that reads 'B. Patterson'.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION

COMMITTEE DECISION ITEM

**Community Access Agreement:
Rawlinson Community School, 231 Glenholme Avenue**

To: Chair and Members of the Toronto Lands Corporation

Date: February 16, 2021

Recommendations:

- 1) The acceptance of funding in the amount of \$155,000 from the City of Toronto to fund costs associated with site improvements at Rawlinson Community School, as outlined in the Appendix;
- 2) That authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of five (5) years commencing on or about January 1, 2022 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

Background

The Toronto District School Board is planning to undertake site improvements at Rawlinson Community School municipally located at 231 Glenholme Avenue and is partnering with the City of Toronto (City) and the local school community for funding contributions.

Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. The City's policy permits these funds to be allocated toward Improvements to school board playgrounds where the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland in the same community and in combination results in a community benefit. As a condition of transferring the Section 37 funds, the City requires TDSB to enter into a Community Access Agreement.

These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City.

Rationale

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$155,000 in funding for site improvements at Rawlinson Community School.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for the installation of a paved walking path around the field, new basketball posts, creation of an outdoor classroom, and for new playground equipment for the primary grades. The current playground is too small and is inadequate for the needs of the students at the school and for the broader community. The new equipment will allow children of all abilities to participate in recreational activities.

In the absence of sufficient City playgrounds nearby, the Rawlinson Community School grounds will serve that purpose for the local community.

The estimated cost breakdown of the City funding is highlighted in Appendix C. This project is part of a larger project with additional funding coming from the school fundraising. According to TDSB staff, the total TDSB approved budget is estimated at \$200,000 with the City providing a contribution of approximately 75% to the overall project. Additional funding from the school, estimated to be \$45,000, will be beneficial to the overall project.

The TDSB staff advise that there is no expected student accommodation impact during the construction build out for the new assessable playground. In addition, TDSB staff confirms that outdoor playground activity may continue during the construction project and plans to commence the project when summer recess commences to reduce student impact.

Community Access Agreement: Key Business Terms and Conditions

TLC has entered into negotiations with the City of Toronto for the required Community Access Agreement in order to assist in the funding for the school playground improvements. Outlined below are the recommended key terms and conditions which are subject to Board approval.

- City funding is received after the Agreement is executed by all parties;
- Estimated construction start: July 2021;
- Estimated construction completion: December 31, 2021;
- City's Contribution: \$155,000;
- Term: 5-year term, commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that on termination, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the term divided by 60. TDSB shall consult with the City in the event that the school yard area improvements need to be permanently removed from the school yard area during the term, save and except in cases of emergency or health and safety concerns, in which case TDSB shall notify the City as soon as possible.
- The City funding shall not be used for ongoing maintenance or operating costs which remains the responsibility of TDSB.
- Community Access: The school yard area shall be available to TDSB for use during school operating hours, as amended from time to time, and the City with have access for use by the general public during non- school hours.

The negotiated terms and conditions of the agreement are considered fair and reasonable and will provide overall benefit to students and the local community. Overall, the project represents a good

working framework between two public agencies and demonstrates how different school and community needs can be maximized through the effective utilization of public assets.

RISK ASSESSMENT

N/A

IMPLICATIONS

N/A

FINANCIAL IMPLICATIONS

N/A

COMMUNICATIONS APPROACH

N/A

APPENDICIES:

- Appendix A City of Toronto Council Motion
- Appendix B1 Location of the School and the Project
- Appendix B2 TDSB Master Plan for the Project
- Appendix C Cost Breakdown for the Use of the Section 37 Funds

Routing

TLC Board: 4 March 2021
TDSB Board Cycle: March 2021

From

Daryl Sage, Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

Anita Cook, Executive Manager, Toronto Lands Corporation, at acook.tlc@tdsb.on.ca or at 416-393-0632

R:\TLC\G) Governance - Policy\G05 Board Rpts\2021 TLC Board Reports\Policy & Planning\February 16, 2021

Appendix A: City of Toronto Council Motion

11/17/2020

Agenda Item History - 2019.MM9.56



Tracking Status

- [City Council](#) adopted this item on July 16, 2019 without amendments.

City Council consideration on July 16, 2019

MM9.56	ACTION	Adopted		Ward: 9
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Authorization to Release Section 45(9) Funds from the Development at 861-863 St. Clair Avenue West to the Toronto District School Board for the Rawlinson Community School Outdoor Area Restoration Project - by Councillor Ana Bailão, seconded by Councillor Paula Fletcher

City Council Decision

City Council on July 16, 17 and 18, 2019, adopted the following:

1. City Council approve the release to the Toronto District School Board (NP2161) of \$0.155 million of Section 45 funds from the development at 861 St. Clair Avenue West for the Rawlinson Outdoor Area Restoration Project to improve the green space for school and community use, such payment to be made upon the receipt of this Section 45 agreement payment by the City.
2. City Council request City staff from the Management Services Branch of Parks, Forestry and Recreation to participate in the preparation of the Community Access Agreement and City Council request the City Solicitor to draw up the Agreement for a term of 10 years, in consultation with the Ward Councillor and Community Planning staff.
3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the outdoor improvements at Rawlinson Community School, to the satisfaction of the City Solicitor.

app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2019.MM9.56

Appendix B1: Location of the School and the Project

Schedule B1



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Produced by:
Strategy and Planning, TDSB
April 2019

Source:
Base Map- Geospatial Competency Centre
Facility- Strategy and Planning, TDSB
Data- City of Toronto



Area of Work

Legend	
	Facility
	TDSB Site
	Leased Site

L:/GISData/project/Ortho/Ortho Template 2018.mxd

Appendix B2: TDSB Master Plan for the Project

The City funded enhancements are included in the following master plan for the school yard improvements:

LANDSCAPE MASTER PLAN
RAWLINSOIN COMMUNITY SCHOOL
RAWLINSOIN COMMUNITY SCHOOL DISTRICT

Focus of Work

- Asphalt Paving
- Padlock, Baseball
- Airports, Low Paving

ABOUT & ASSOCIATES INC.
 Consulting, Architect-Engineer, Landscape Architects

LEGEND

- 1. ASPHALT DRIVE
- 2. ASPHALT DRIVE WITH STRIPES
- 3. ASPHALT DRIVE WITH STRIPES AND CURB
- 4. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE
- 5. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING
- 6. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY
- 7. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS
- 8. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS AND TREES
- 9. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS AND TREES AND LANDSCAPING
- 10. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS AND TREES AND LANDSCAPING AND BIOMIMICRY
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- 12. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS AND TREES AND LANDSCAPING AND BIOMIMICRY AND TREES AND LANDSCAPING
- 13. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS AND TREES AND LANDSCAPING AND BIOMIMICRY AND TREES AND LANDSCAPING AND BIOMIMICRY
- 14. ASPHALT DRIVE WITH STRIPES AND CURB AND DRAINAGE AND LIGHTING AND BIOMIMICRY AND FLOWERS AND TREES AND LANDSCAPING AND BIOMIMICRY AND TREES AND LANDSCAPING AND BIOMIMICRY AND TREES
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Appendix C: Cost Breakdown for the Use of the Section 37 Funds

The following table shows the estimated cost breakdown for the City funded enhancements at this school:

Descripton	Units	No. of Units	Unit Price	Extended Price
Demolition & Removals & Site Prep	LS	1	\$ 10,000.00	\$ 10,000.00
Asphalt Paving Walking Path	LS	1	\$ 65,000.00	\$ 65,000.00
Basketball Uprights	LS	1	\$ 25,000.00	\$ 25,000.00
Line Painting	LS	1	\$ 10,000.00	\$ 10,000.00
			SUBTOTAL	\$ 110,000.00
			Mobilization & Demobiliztion	\$ 12,000.00
			Contingency	\$ 15,000.00
			Consulting fees & Permits	\$ 15,000.00
			HST Share (2.16%)	\$ 3,000.00
			TOTAL	\$ 155,000.00



March 4, 2021

Transmittal No. 2021 – 103
(Public)

George Harvey CI, 1700 Keele Street Temporary License Agreement with City of Toronto for Fairbank Silverthorn Storm Trunk Sewer Project

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report, *George Harvey CI, 1700 Keele Street Temporary License Agreement with City of Toronto for Fairbank Silverthorn Storm Trunk Sewer Project*, report attached herein.

The TLC Board decided that:

1. Authority be granted for TLC to enter into a temporary license agreement with the City of Toronto (City) for the City use of a portion of the George Harvey CI school parking lot in ex-change for the TDSB use of a portion of a City parking lot of similar size located at 15 Rother-ham Avenue, as outlined in Appendix 1, for a term not to exceed twenty-four (24) months with key business terms and conditions as specified herein;
2. An agreement be in a form and content satisfactory to TLC Legal Counsel; and
3. The report be forwarded to TDSB Board for approval

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report is requested.

Sincerely,

A handwritten signature in cursive script that reads 'B Patterson'.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION**COMMITTEE DECISION ITEM****George Harvey CI, 1700 Keele Street****Temporary License Agreement with City of Toronto for Fairbank Silverthorn Storm Trunk Sewer Project**

To: Chair and Members of the Toronto Lands Corporation

Date: February 16, 2021

Recommendations:

- 1) Authority be granted for TLC to enter into a temporary license agreement with the City of Toronto (City) for the City use of a portion of the George Harvey CI school parking lot in exchange for the TDSB use of a portion of a City parking lot of similar size located at 15 Rotherham Avenue, as outlined in Appendix 1, for a term not to exceed twenty four (24) months with key business terms and conditions as specified herein;
- 2) An agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 3) The report be forwarded to TDSB Board for approval.

Rationale

The City of Toronto's Basement Flooding Protection Program is a multi-year program that is designed to alleviate the risk of flooding by making improvements to the sewer system and overland drainage routes. Projects are taking place across the city and specifically in the area of Fairbank-Silverthorn region, where George Harvey CI is located, the City of Toronto (City) is required to construct a new storm trunk sewer system. This construction of a large storm sewer system was recommended by the Investigation of Chronic Basement Flooding – Study Area 3 Environmental Assessment, that was completed in 2010. It is anticipated construction near the TDSB school will commence in Q4 of 2021 and take approximately eighteen (18) to twenty-four (24) months to complete. In City infrastructure projects such as the Basement Flooding Program, there may be a request to use or acquire TDSB property in order to assist in a preferred work plan or even to enable project completion.

In December 2019, TLC was approached by the City with a request to temporary utilize a portion of TDSB property at George Harvey CI, municipally located at 1700 Keele Street, to assist with the Fairbank Silverthorn Storm Trunk Sewer Project. The City is planning to install a new storm sewer in the municipal road allowances surrounding this school and requesting to use a portion of the school's parking lot as a staging area. The temporary use of the school parking lot will enable the City to relocate the staging area off Nashville Avenue and allow this municipal street to remain open to vehicular traffic during the construction period. This will significantly reduce the impacts to the school and local residents by improving the traffic flow to the entire neighbourhood during the construction period.

Context

TLC has worked with City staff for almost a year and engaged TDSB school officials to fully understand the scope of the City sewer project and the impacts in this community, particularly potential real

estate and student impacts at George Harvey CI. Specifically, consideration has been given to mitigation measures for the duration of the City project that include student safety, property damage, traffic flow and a detailed construction management plan. The City had concluded that moving the construction staging area into a portion of the school parking lot located off Nashville Avenue will help minimize disruption as much as possible to the school and the surrounding neighbourhood resulting from this large construction project. The collaborative approach with the City public partner has allowed the TLC to negotiate a temporary arrangement that has taken into consideration the concerns of the TDSB at this location amongst other real estate matters.

To summarize, TDSB providing a temporary staging area for the City in a portion of its parking lot will allow Nashville Avenue to remain as a thoroughfare for vehicles during the project. In exchange, TDSB will be granted similar parking in very close walking proximity to the school to allow for alternate parking. In addition, the TDSB will receive a new reconstructed parking lot at the end of the project. The City has also provided for a temporary school bus drop off zone and additional street parking. TDSB staff are in concurrence with the terms and conditions negotiated by TLC for this City project.

Key Business Terms and Conditions

TLC has negotiated a temporary license agreement with the City for the use of a portion of the George Harvey CI parking lot as a short-term construction staging area. TLC recommends Board approval of the key business terms and conditions as described herein and as further illustrated in the attached Appendix 1 for reference.

- *Temporary Property Requirement:* Portion of George Harvey CI parking lot comprised of approximately twenty-four (24) parking spots, municipally known as 1700 Keele Street;
- *Purpose of Land Use:* Construction Staging Area;
- *Temporary Property Exchange:* At the same time, the City will grant TDSB a temporary license agreement for TDSB parking at a nearby City property located at 15 Rotherham Avenue within very close proximity to George Harvey CI;
- *Ease of Access:* The City will install a pedestrian entrance/exit along the east side of the City parking lot to allow for easy access onto the Keele Street sidewalk closest to the school;
- *Additional Parking:* The City will allow street parking for up to five (5) vehicles along Rotherham Avenue for staff and students during the City project;
- *Term:* Eighteen (18) months, option to extend for a further six (6) months. Total term will not exceed 24 months;
- *Commencement Date:* Estimated October, 2021
- *Consideration:* As there will be an equal exchange of parking spots in each lot, in close proximity to one another, the payable market rent is considered equal, therefore, the equitable exchange results in nominal consideration.
- *Exclusive Use-Maintenance:* Each party will have exclusive use of the short term licensed areas and be responsible for maintenance. However, the City agrees to compensate TDSB for the maintenance costs associated with the replacement parking area at 15 Rotherham Avenue;
- *Construction Management Plan:* The City will implement a Construction Plan with requirements as agreed and finalized with TLC/TDSB staff.
- *Key Ongoing Mitigation Measures During Construction:*
 - The City will separate the TDSB parking lot into two areas to ensure that the remaining portion of the lot can continue to be used by the school for parking, garbage pickup and daycare drop off.
 - The City will construct a new access route into their licensed area at the school and will not use the existing entrance from Nashville Avenue into the school parking lot.
 - Parking enforcement for City staff and contractors will be the responsibility of the City.
 - City will create a temporary school bus drop off zone along the southbound lanes of Keele Street, within close proximity of the main school doors facing Keele Street.

- The City will create an alternate pathway leading to school exit #10, along Bicknell Avenue which will be paved, flat and wheelchair accessible.
- *Restoration:* The City, at its sole expense, will be responsible for complete restoration of all property areas impacted, including the complete restoration of the entire TDSB parking lot. This work will be completed during school recess (summer or March break);
- *Student Education Component:* The City will use its best efforts to work with TDSB to provide an educational component related to this large construction project as a learning opportunity for students. This will be incorporated into the school STEM enrichment program that is offered at George Harvey CI. As part of the STEM Educational component, when the Tunnel Boring Machine is breaking through at this location; and the new one is being placed into the ground, the City will notify TDSB a few days in advance and this activity may be filmed by the City's contractor and later presented to students as an educational seminar with a City representative. The school may include some materials provided by the City to provide a display case at the school for educational purposes.
- *Associated Costs:* All fees and taxes for the license agreement, including legal expenses, (legal expenses will be capped at \$15,000) will be covered by the City.

Taking all factors into consideration with respect to the City request to use TDSB property for this major storm trunk sewer project, the temporary property exchange and negotiated terms and conditions are considered fair and reasonable by TLC and will mitigate student and local community impact. Student benefit will provide for an educational component which exposure can lead to a stronger understanding of construction elements and career opportunities associated with a large City infrastructure project. The City has committed to continue to work with the school officials throughout the project to help minimize the impacts to George Harvey CI.

Overall, the terms of settlement represent a good working framework between the public agencies and demonstrates how different school and community needs can be achieved through the collaborative effort of all parties and the effective utilization of sharing public assets.

Appendix

Appendix 1 George Harvey Collegiate Institute, 1700 Keele Street

Routing

TLC Board: 4 March 2021
TDSB Board Cycle: March 2021

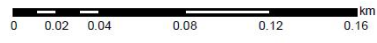
From

Daryl Sage, Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575

Anita Cook, Executive Manager, Real Estate, Toronto Lands Corporation, at acook.tlc@tdsb.on.ca at 416-393-0632



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Produced by:
Strategy and Planning, TDSB
April 2019

Source:
Base Map- Geospatial Competency Centre
Facility -Strategy and Planning, TDSB
Data- City of Toronto



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Transmittal No. 2021 – 104
(Public)

March 4, 2021

Q1 & Q2 Quarterly Business Report

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

As a part of TLC's accountability obligations to the TDSB, under Section 4.10 of the Shareholder's Direction, the TLC Board is required to report quarterly to the TDSB Board highlighting key activities and achievements of the organization. TLC developed a Quarterly Business Report, attached herein, identifying the most pertinent activities and challenges in each area of the business. This report will now form the basis of each quarterly report to the TDSB Board.

On behalf of the Board of Directors of the Toronto Lands Corporation, TLC is forwarding its *Q1 and Q2 Quarterly Business* report to the TDSB Board for Information.

Sincerely,

A handwritten signature in cursive script, appearing to read 'B Patterson', is written in black ink.

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION

**Board Decision Item:
Q1 & Q2 Quarterly Business Report**

To: Chair and Members of the TLC Board

Date: 4 March 2021

RECOMMENDATION:

That the report, *Q1 & Q2 Quarterly Business Report*, be received and forwarded to the TDSB Board for information.

BACKGROUND:

As a part of accountability obligations under Section 4.10 of the Shareholder's Direction, the TLC Board is required to report quarterly to the TDSB Board highlighting key activities and achievements of the organization.

Rationale

TLC has developed a Quarterly Business Report (see Appendix A) identifying the most pertinent activities and challenges in each area of the business. With a number of governance matters addressed in the first part of the 2020-21, the Quarterly Business report highlights business operations for the first 6 months of 2020-21. This report will now form the basis of each quarterly report to the TDSB Board and will be a standing item on the TLC Board agenda.

APPENDIX:

- **Appendix A: Q1 & Q2 Quarterly Business Report**

FROM: Daryl Sage, CEO, TLC at dsage.tlc@tdsb.on.ca

APPENDIX A: Q1 & Q2 TLC Quarterly Business Report

Land Use Planning																													
Initiative	Objective(s)	Key Highlights																											
Review of City Development Applications	Review development applications and their impacts on school accommodation.	<ul style="list-style-type: none"> Responded to 322 Development applications March 2020 to January 2021 <div data-bbox="1462 542 2284 943" style="text-align: center;"> <p>DEVELOPMENT APPLICATION RESPONSES BY QUARTER</p> <table border="1" data-bbox="1462 857 2284 943"> <thead> <tr> <th></th> <th>Feb - Apr 19</th> <th>May - Jul 19</th> <th>Aug - Oct 19</th> <th>Nov 19 - Jan 20</th> <th>Feb - Apr 20</th> <th>May - Jul 20</th> <th>Aug - Oct 20</th> <th>Nov 20 - Jan 21</th> </tr> </thead> <tbody> <tr> <td>Quarterly Total</td> <td>42</td> <td>69</td> <td>79</td> <td>79</td> <td>88</td> <td>36</td> <td>109</td> <td>100</td> </tr> <tr> <td>Cumulative Total</td> <td>42</td> <td>111</td> <td>190</td> <td>269</td> <td>357</td> <td>393</td> <td>502</td> <td>602</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> Canada Square: Yonge/Eglinton. 5 towers, 2,701 residential units, office, retail, community space, bus terminal, open space. TLC invited by City to join development review team. TLC has initiated discussions with the developer for potential of including school space in the development 		Feb - Apr 19	May - Jul 19	Aug - Oct 19	Nov 19 - Jan 20	Feb - Apr 20	May - Jul 20	Aug - Oct 20	Nov 20 - Jan 21	Quarterly Total	42	69	79	79	88	36	109	100	Cumulative Total	42	111	190	269	357	393	502	602
	Feb - Apr 19	May - Jul 19	Aug - Oct 19	Nov 19 - Jan 20	Feb - Apr 20	May - Jul 20	Aug - Oct 20	Nov 20 - Jan 21																					
Quarterly Total	42	69	79	79	88	36	109	100																					
Cumulative Total	42	111	190	269	357	393	502	602																					
Development Applications/Activity in Proximity to School Sites	Assess impacts of development on health & safety of students, staff and school community	<ul style="list-style-type: none"> Regular/ongoing communication via video conferences with school administration staff regarding developments near 10 schools. Part of our process for reviewing and assessing shadow impacts from proposed development on TDSB property involves review of the shadow impact studies prepared by developers, requesting more detailed incremental shadow diagrams where new shadows are identified; reaching out to the school principal to better understand operations of a school, including times/usage of outdoor play space; notifying the solar company where shadows are shown on rooftops; reaching out to TDSB Design Services on specific sites to discuss impacts and whether any potential opportunities for improving outdoor play space. As well TLC is exploring software tools that will assist in evaluating built form changes and impacts on incremental shadows. 																											

		<ul style="list-style-type: none"> • TLC has developed a more robust process to help minimize the impact of construction adjacent to school sites on TDSB students and staff. TLC includes the provision of Construction Management Plans (CMP) as part of pre-approval conditions at the Site Plan stage. To ensure that CMPs are robust and properly address TDSB concerns, TLC has begun engaging with TDSB Design & Renewal and Occupational Health & Safety staff to assess the CMPs. TLC then meet with developers and City staff to review the documents and highlight changes and / or additions that TLC and TDSB feel are required to the Plans. • TLC has facilitated meetings with developers and the TDSB to discuss and confirm construction-related matters including timing of development (including excavation during summer months to minimize impact on school), ongoing communication, signage to increase awareness of the school community, restricting truck movement, fencing and hoarding requirements, and educational engagement.
<p>City Initiated Planning Studies</p>	<p>Take an active role in the City's development of municipal policy documents that will impact long-term school accommodation</p>	<ul style="list-style-type: none"> • TLC staff are part of the Midtown Planning Group. • Christie Planning Study: TLC staff are engaging with the City and developer early in the process to secure a potential elementary school site and to ensure future accommodation needs are met in this area. • Golden Mile Secondary Plan: This area is located within a commercial/industrial area of the City that was never assigned a TDSB home school and therefore requires a new elementary school to serve the future expected population growth. Staff have reviewed various drafts of the GMSP, provided comments to City staff and made deputations to Community Council, to ensure a policy framework that supports the inclusion of a TDSB elementary school. • Downsview Area Secondary Plan: 520-acre Plan proposes future road networks, parks, green spaces, a range of land uses and will address the need for community facilities and services, including schools. TLC staff have attended public consultations and focus group meetings since June 2020
<p>Employment Land Conversion Requests</p>		<ul style="list-style-type: none"> • TLC has submitted two requests to the City to convert TDSB lands at 849 Eastern Ave. and 83 Orfus Rd, currently designated 'Employment Areas' to non-employment uses. The conversion from an 'Employment' designation would provide greater opportunities for TLC to implement the modernization strategy.
<p>Local Planning Appeal Tribunal (LPAT) Matters</p>	<p>Favourable outcomes for TLC/TDSB</p>	<ul style="list-style-type: none"> • Port Lands: this area is planned to accommodate new mixed-use communities, including up to 31,000 residents. The TDSB has identified the need for new elementary and secondary schools in the area. TLC and City staff worked together to successfully resolve TDSB's Phase 1 LPAT issues, through policy modifications to the OPM that have been approved in principle. These modifications provide the flexibility needed for the TDSB to design schools for the future communities in the area. • City-wide zoning by-law: In March 2020, TLC began re-engaging with City staff to implement agreed-upon areas and to further discuss and try to resolve outstanding issues. TLC staff along with TCDSB staff have been meeting with City staff bi-monthly and will continue to work collaboratively with City staff to ensure that the interests of the TDSB are protected. • Midtown: TLC has been granted party status at several LPAT appeals in the Midtown area, securing Minutes of Settlement with developers, ensuring occupation of developments will not occur prior to the date determined by TDSB. • Golden Mile: Golden Mile Secondary Plan (has been appealed to the LPAT by numerous parties. TLC is an appellant to protect the TDSB's interests for a school in the area.

		<ul style="list-style-type: none"> • Development near Islington JMS: TLC has been party to two LPAT proceedings for proposed residential developments. 1) TLC's concerns relate to impacts of setbacks and balconies on the school site, the proposed interface between the development and school site, transportation impacts, demolition/construction and the impact of development applications in the Etobicoke Centre area with respect to school capacity. TLC has successfully reached an agreement with the applicant that addresses and mitigates these issues. 2) TLC is currently working on addressing the traffic impacts and school accommodation concerns with the applicant to minimize adverse impacts on the school community. This matter is expected to be resolved without the need for a contested LPAT hearing. • Development near Alpha Alt. JS/Oasis Alt. SS: Developer made changes to its proposal to address TLC's earlier concerns, including greater setbacks from the shared property line, reducing shadowing on the school building and play space, and the inclusion of a green wall. TLC obtained party status at the November 2020 LPAT case management conference and successfully reached an agreement with the applicant to resolve this issue.
Outreach	Engage City staff and development community to communicate TLC concerns and share information relating to land use planning matters	<ul style="list-style-type: none"> • TLC has been invited to attend pre-application consultation meetings with City staff and developers with respect to potential development in the Midtown Area. These meetings have provided TLC with opportunities to communicate to the City and the developer the significant accommodation challenges in the area and TLC's position with respect to development in this area. • TLC has been meeting with developers early in the planning process, where developers have reached out directly to TLC to advise of their applications located near school sites. • TLC in consultation with TDSB accommodation planning staff has developed a more robust template when responding to applicants' requests for information on schools in relation to TDSB's accommodation needs and the development's impact on TDSB schools • TLC provided a webinar presentation to a major planning consulting firm on school information in relation to development applications
Corporate Services & Business Services		
Initiative	Objective(s)	Key Highlights
CEO Performance Management Framework	To develop structured approach to CEO Performance Management to allow greater opportunity for a formalized two-way dialogue, optimizing the CEO-Board relationship and ultimately improving the overall performance of the organization.	<p>The framework contains the following areas:</p> <ul style="list-style-type: none"> • Philosophy – generally agreed to • CEO Job description – pending finalization • Compensation guidelines – may require revisions • CEO Evaluation and the Role of the HR and Nominating Committee • CEO Evaluation Module • Succession Planning Policy & Procedures
Board of Director Recruitment Process	Develop a director recruitment process that would form a Board Renewal Policy and would be inclusive of director position description and a draft competency	<ul style="list-style-type: none"> • Engaged Governance Solutions to assist TLC with its Director Renewal process for planned and unplanned citizen director vacancies. • Board Renewal Policy approved by the TLC Board in December 2020. • TLC Citizen Directors in January 2021 surveyed to inform gap analysis with candidate profile subsequently established.

	matrix in order to conduct a gap analysis for Director vacancies.	<ul style="list-style-type: none"> Request for Quotations for Citizen Director Recruitment Services completed in January-February 2021. Vendor selected to support Human Resources and Nominating committee to advertise citizen director candidate positions, review applications, conduct interviews and draw up a short list of candidates for each vacancy and overall to support the committee in recommending candidates to the TLC Board Report present to the HR and N committee and will be forwarded to the TLC Board at its March Meeting. Work to commence with Recruitment Vendor (Four Corners Group) early March to begin outreach.
Conflict of Interest and Confidentiality Policy	To review TLC's existing Conflict of Interest Policy, with an aim to provide an updated and combined TLC Conflict of Interest and Confidentiality Policy that would be applicable to both the TLC Board and TLC staff.	<ul style="list-style-type: none"> Engaged corporate law firm Shibley Righton to take the lead in reviewing TLC's 2010 Conflict of Interest Policy and update the policy per legislative requirements under the Municipal Conflict of Interest Act and Under the OBCA To protect business information as well as to protect the Board and employee from placing themselves in conflict position a draft Conflict of Interest and Confidentiality Policy was presented to the Policy and Planning Committee in November 2020 with a finalized draft brought back to the committee in February 2021. The TLC Board at its March meeting will have a finalized policy for their consideration.
Delegation of Signing Authority	To develop a delegation of signing authority policy inclusive of Executive and Senior Leadership team	<ul style="list-style-type: none"> In progress, routed for the May-June TLC Board cycle
Board Remuneration and Director Education Framework	<ul style="list-style-type: none"> To develop a Board remuneration policy inclusive of Trustee Directors To have a TLC Director Education program that allow Directors to undertake continuous professional development in support of their role on the TLC Board 	<ul style="list-style-type: none"> Review of Board remuneration in progress. Completing environment scan of Ontario's public appointment process along with analysis of appointment compensation rates
Risk Management Framework	To develop a framework that will allow the organization to assess strategic and operational risks	<ul style="list-style-type: none"> A work plan has been developed with the aim to engage a consultant to advance the Risk Framework
Real Estate		
Initiative	Objective(s)	Key Highlights
Infrastructure Projects	Work collaboratively with other public agencies while protecting the legal interest of TDSB real estate assets & creating opportunities for student learning	<ul style="list-style-type: none"> There are many new and on-going infrastructure projects from Metrolinx, City of Toronto or TTC developments all related to transit expansion from road widenings, BRT and LRT; and City of Toronto numerous basement flooding programs and water related upgrades or new underground sewers throughout the City Projects may require temporary or permanent property interests that impact TDSB assets. Many projects are at preliminary stages where approvals for construction may not impact a TDSB property for three to five years. However, it is at these initial stages that TLC can provide its commentary for a request to mitigate property impact and

Agenda Page 119

		<p>protect the asset integrity. TLC monitors these projects and provides detailed input to the agency outlining the potential school impact and potential mitigation measures.</p> <ul style="list-style-type: none"> As previously stated, any project that does require the use, temporary or permanent, partial acquisition, will first undergo due diligence activities and thereafter come to Board with recommendations to proceed before undertaking major works for project completion. As a reminder, failing a collaborative negotiation, the Provincial Agency does have the right to Expropriate any land interests from the school boards.
Transit infrastructure		Currently, there are 10 infrastructure transit projects underway that may apply to TDSB schools. Notable projects include the proposed Ontario line (replaces South Relief Line), Eglinton Avenue West LRT, Scarborough Subway Extension, Finch West LRT and the Scarborough Bus Rapid Transit.
City infrastructure		There are six infrastructure projects with the City that impact numerous schools and the main projects are Black Creek Storm Sewer Project, West Trunk Sewer Project, Black Creek Sanitary Sewer, CR Marchant Sewer Upgrade, Bloordale Sewer Upgrade, Scarborough Waterfront Flood Protection, and Sewer Repair Cliffside Ravine Park
Temporary Access Agreements	Working collaboratively with adjacent property owners to meet their short term needs	<ul style="list-style-type: none"> TLC has completed or is currently in progress with 17 Temporary Access Agreements with a total revenue generation of \$32,300 + HST. Notable projects include agreements at Jesse Ketcham PS and Shirley Street PS for residential construction projects, agreement with TTC at 401 Alliance for new fence, and at John Polyani CI to allow for temporary garbage pickup on school property during the neighbouring condominium parking lot resurfacing project. Many requests do not come to completion, however preliminary works are completed by both TLC and TDSB staff. Should a property owner require work on the TDSB lands, such as removal of a portion of the fence, TDSB staff will undertake the work at a separate cost for the property owner.
Dispositions	Generate Revenue from the sale of Surplus property for long term student benefit	<ul style="list-style-type: none"> Bloor-Dufferin Redevelopment: The conditional agreement of purchase and sale of approximately 7.26 acres which required severance from a 10 acre parcel of land at the corner of Bloor-Dufferin in late 2016, to the developer, continues to progress to completion. On-going collaboration and negotiations with the developer, the City and TDSB, has resulted in the severance conditions being satisfied with the final reference plan deposited on title. Respective Counsel are now proceeding towards registration of the severance. The TDSB is to vacate the property (Bloor Collegiate and former Kent school) by no later than July 31, 2021 with closing expected between June-July 2021. 1555 Midland Avenue & 2740 Lawrence Avenue East: The sale of land associated with Bendale Technical School continues to work through various due diligence activities as set out in the terms of the agreement for the developer. TLC continues to work with the developer and the City, as required, to assist in completing conditions requisite prior to completing the transaction. Currently, no date is available for closing of the sale, but it remains within this fiscal year. <p>Currently, no further surplus declarations for sale are in circulation and no properties are available in the open market.</p>
Acquisitions	Purchase of real estate assets for the use of TDSB to meet program accommodation needs	<ul style="list-style-type: none"> Long Term Planning: Redevelopment Opportunities: Urban School Considerations: As development throughout the City progresses, TDSB advises TLC of areas that may require new schools for future accommodation of students.

		<p>However, due to the prohibitive cost of land and its limited resource, traditional school board sites for acquisition of approximately 3 acres are almost impossible to obtain. In urban settings, TLC has considered acquisition, of non-strata fee, of space in the podium of a planned mixed-use tower forming part of a larger scale redevelopment. The initial concept has been formulated with the Menkes redevelopment. As a result, real estate has prepared a summary document that highlights the key components of an urban school, both indoor mandatory construction requirements, playground design parameters and most important the process of funding, Board and Ministry approvals which is circulated to the development community and public partners has taken this new approach thereby reaching out to all developers now to inform them at this earlier stage that TDSB requires a new school in the area and to determine if there is an interest to pursue an arrangement with the TLC. In areas of the City identified by LUP as school needs, real estate is entering into discussions with developers with a focus to negotiate and secure a non-binding MOU that would require Board and Ministry approvals.</p> <ul style="list-style-type: none"> • Lower Yonge: Menkes A MOU has been negotiated with Menkes for the potential acquisition of a non- strata ownership of approximately 50,500 square feet in the podium, subject to Ministry approval, in one of the Menkes towers at Lower Yonge. Real Estate along with TDSB staff have met with the Ministry to outline the Menkes proposal. The next step is the TDSB requirement to submit a formal application to the Ministry. Menkes requires a decision from the Ministry on or before October 2021, due to timelines for construction and the site plan application, failing which the Menkes identified floor space will revert to office/retail uses with no penalty to TDSB. • Former Christie Site: First Capital TLC received Board authority to enter into a MOU with First Capital for a school in a podium in one of the mixed-used residential towers at the former Christie Cookie factory site. Real Estate has had numerous meetings with First Capital including Counsel with both parties. Key business terms have been negotiated and timing elements remain under discussion. TLC will report once a satisfactory agreement has been negotiated. • Golden Mile: Warden & Eglinton Long term redevelopment in this area of the City will result in a requirement for an elementary school. TLC has met with three key developers in this area and discussions are on-going in order to secure the interest of a developer. At that time, TLC will bring forward a report again recommending the authority to negotiate a non-binding MOU.
Land Exchange	Strategic approach to maximize the utilization of the TDSB real estate portfolio with collaboration with other public partners	<p>Sir Robert Borden – Don Mills Road & Eglinton Avenue East As TLC proceeds with negotiating terms and conditions with CreateTO in this land exchange, the Sir Robert Borden facility remains vacant. As part of the land exchange, the City would like to commence an interim occupancy of the building for its emergency needs. TLC is working with City staff to advance the agreements in order to provide occupancy of the building at this time. All agreements will be conditional and in accordance with authority brought to the Board for final approval. Any conditional agreement would also ensure any and all interim costs associated with the building would be the sole responsibility of the City. Currently, TDSB does use the site for storage and TDSB would be able to keep the materials and equipment on-site in a portion of the building for up to a year at no cost.</p>

<p>Developments Adjacent or in Close Proximity to TDSB Real Estate</p>	<p>Protect TDSB real estate assets and ensure student safety</p>	<ul style="list-style-type: none"> • As Land Use Planning reviews redevelopment applications that are in proximity or adjacent to TDSB school sites, real estate becomes involved or will be involved once site plan applications are approved on a number of these redevelopments. • Developers may be potentially seeking crane swings, tie-backs, or temporary access to TDSB property, such as pre and post construction survey. Final approvals and recommendations would be before Board for approval. In these cases, there are opportunities for revenue generation while requiring developers to include mitigation measures for student protection. • Over the year, Real Estate met with Land Use Planning on five specific redevelopments to provide commentary to ensure that the proposal would not impact negatively on overall value. The joint internal efforts result in a strong commentary on both LUP and real estate related impacts. Specific reviews at this time included: 1375 Queen St W, Parkdale Cl, Firgrove Grassways Revitalization, Firgrove PS; 5 Eireann Quay, Waterfront School; 1629 Sheppard Ave W, Dellcrest School (non-operating site); and 375-385 The West Mall, 1 Civic Centre Court.
<p>Asset Management Review: Non-Operating Schools, Administrative Sites, Vacant Land</p>	<p>Strategic Review of the Asset Portfolio</p>	<p>TLC completed a preliminary asset management review of non operating school properties, administrative site locations (office, warehousing and maintenance facilities), and vacant lands. Detailed analysis and due diligence activities included third party preliminary market value analysis, heritage impact assessments, environmental site reviews, title search and location analysis which were completed with the purpose of understanding the asset portfolio and evaluating risks associated with each category. This information will lead to a cumulative analysis that will propose various real estate strategies and this information will form part of the analysis of the TDSB sites relating to the on-going modernization strategy.</p>
<p>Community Access Agreements: City of Toronto</p>	<p>Enhancement of outdoor school playgrounds with funding from public partners for student and community benefit</p>	<ul style="list-style-type: none"> • Under the new TLC mandate, TLC is now responsible for finalizing agreements that secure funding to the TDSB from the City of Toronto towards outdoor playground improvements across the City on TDSB property. In exchange for financial commitment from the City, a Community Access Agreement requires negotiation and execution between the parties that secures the community the right to use the TDSB playgrounds after school hours and non-school days for a specified period. • Section 37 of the Planning Act allows the City to collect funds from a development application in return for additional density. A Councillor's Motion authorizes the release of the Section 37 funds as City policy permits these funds to be allocated toward Improvements to school board playgrounds where the playground serves as a local park, where the public will continue to have reasonable access for the foreseeable future, and where there is no local City-owned parkland in the same community and in combination results in a community benefit. • These additional sources of funds create an opportunity for TDSB to make site improvements that provide enhanced learning or physical activity for students and the entire community while strengthening the partnership relationship with the City. TLC has just completed the first four agreements where are before Board as separate recommendation reports for approval.
<p>Leasing</p>		
<p>Initiative</p>	<p>Objective(s)</p>	<p>Key Highlights</p>

<p>Leasing Portfolio</p>	<p>To negotiate, effectively manage and deliver customer service, while increasing revenue or reducing costs across the leasing portfolio.</p>	<p>TLC continues to actively manage approximately 715 leases, responding to numerous inquires, various property matters as they arise, and working collaboratively with different TDSB departments, the community, and other public partners and agencies</p> <table border="1" data-bbox="1123 282 2448 678"> <thead> <tr> <th colspan="2" style="background-color: #4F81BD; color: white;">LEASING – COMPLETED PROJECTS – AT A GLANCE</th> <th style="text-align: right; color: white;">SINCE SEPTEMBER 1, 2020</th> </tr> </thead> <tbody> <tr> <td>Child Care Agreements & Amendments</td> <td></td> <td style="text-align: right;">37</td> </tr> <tr> <td>Non-Operating School Agreements & Amendments</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>Parking Leases & Other TDSB Agreements</td> <td></td> <td style="text-align: right;">5</td> </tr> <tr> <td>LINC / ESL / NSEC</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>Shared-Use Agreements & Amendments</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>Facility Work Orders Processed</td> <td></td> <td style="text-align: right;">85</td> </tr> <tr> <td>TOTAL</td> <td></td> <td style="text-align: right;">139</td> </tr> <tr> <td>CURRENT PORTFOLIO (Approx. # of Leases)</td> <td></td> <td style="text-align: right;">715</td> </tr> </tbody> </table>	LEASING – COMPLETED PROJECTS – AT A GLANCE		SINCE SEPTEMBER 1, 2020	Child Care Agreements & Amendments		37	Non-Operating School Agreements & Amendments		4	Parking Leases & Other TDSB Agreements		5	LINC / ESL / NSEC		4	Shared-Use Agreements & Amendments		4	Facility Work Orders Processed		85	TOTAL		139	CURRENT PORTFOLIO (Approx. # of Leases)		715
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<p>Childcare</p>	<p>Efficient management of the childcare space portfolio across the city</p>	<ul style="list-style-type: none"> The childcare centres in TDSB facilities provide much needed childcare to over 23,000 children across the City. Approximately 600 childcare agreements TLC has completed the 2019-20 reconciliation of the eligible childcare leases covered by the City of Toronto “Umbrella Agreement”. As of September 1, 2020, the total square footage covered by the agreement totalled 1,699,121 square feet, resulting in an annual payment of \$4,476,673 <p style="text-align: center;"><u>TDSB Database as of September 1, 2020</u></p> <table border="1" data-bbox="1381 954 2360 1175"> <thead> <tr> <th></th> <th style="text-align: center;">sf.</th> <th style="text-align: center;">\$/sf.</th> <th style="text-align: center;">Total \$'s</th> </tr> </thead> <tbody> <tr> <td>Exclusive Use</td> <td style="text-align: right;">596,733.77</td> <td style="text-align: right;">\$6.50</td> <td style="text-align: right;">\$3,878,769.51</td> </tr> <tr> <td>12 Mo. Shared</td> <td style="text-align: right;">551,911.63</td> <td style="text-align: right;">\$6.50</td> <td style="text-align: right;">\$597,904.27</td> </tr> <tr> <td>10 Mo. Shared</td> <td style="text-align: right;">550,475.56</td> <td style="text-align: right;">\$0.00</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>Annual Total</td> <td></td> <td></td> <td style="text-align: right;">\$4,476,673.77</td> </tr> <tr> <td>Due Quarterly</td> <td></td> <td></td> <td style="text-align: right;">\$1,119,168.74</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The recovery rate from the City remains at the historical rate of \$6.50/sf, which is significantly less than the 2021 TDSB AAAOC of \$14.26/sf. In addition to the on-going shortfall, the City is currently in arrears for the July 1, 2020 and October 1, 2020 payments, totalling \$2,239,519. The contested amounts are related to the 2020 closure due to COVID-19 and direction from the Ministry of Education not to charge rent to licensed childcare operators. As the City of Toronto is not a licensed childcare operator, the amounts remain in dispute. TLC continues to work towards the resolution of this matter. 		sf.	\$/sf.	Total \$'s	Exclusive Use	596,733.77	\$6.50	\$3,878,769.51	12 Mo. Shared	551,911.63	\$6.50	\$597,904.27	10 Mo. Shared	550,475.56	\$0.00	\$0.00	Annual Total			\$4,476,673.77	Due Quarterly			\$1,119,168.74			
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<p>Non-Operating Schools & Vacant Lands</p>	<p>Responsible asset and property management of the leasing portfolio.</p>	<ul style="list-style-type: none"> • Since September 1, 2020, TLC has executed three lease amending agreements at the properties: Gooderham, Kenton, Queens Court, and one rental rate reset at 44 Champlain. TLC continues to increase the rental rates to be more reflective of comparable market rents, as new agreements are negotiated. • In accordance with TDSB authority received for declaring the former DB Hood Middle School surplus for lease, regulatory circulation commenced May 29, 2020, with the 90-day expression of interest ending as of August 27, 2020. No interest was received by any public sector agencies as defined within the Regulation. The lease is currently being negotiated with the tenant for a 10-year term, who will invest a minimum of \$3M in capital repairs. • In accordance with TDSB authority received for declaring the former Bannockburn Public School surplus for lease, regulatory circulation commenced November 19, 2020, with the 90-day expression of interest ending as of February 17, 2021. Interest was received from one public sector agency as defined within the regulation. As per the circulation letter, the parties have until May 18, 2021 to execute a lease agreement for a one-year term. The short duration for occupation is due to TDSB having advised that it will require the building back for future student accommodation needs. 																												
<p>City of Toronto Master Pool Agreement</p>	<p>Effective management and co-ordination of master pool agreement with the City of Toronto</p>	<ul style="list-style-type: none"> • The current master pool agreement between TDSB and the City was to expire June 30, 2021. Due to COVID-19, the City and TLC have agreed to extend the existing agreement for a further one-year term, to expire on June 30, 2022. All parties will continue to negotiate in good faith to complete a long-term agreement for the City to continue to access the TDSB school pools to provide safe and healthy programs for our students and communities. 																												
<p>Long Term Operating Agreements: Joint Agreements: Public Partners</p>	<p>Building strong relationships with public partners while maximizing the use of the public asset</p>	<ul style="list-style-type: none"> • In order to build a community campus, multiple public partners need to deliver requisite programming and share facilities at one large site. The TDSB has entered into this type of joint arrangements in order to ensure fiscal responsibility, maintenance and equity and student benefit. Long term operating agreements require negotiated agreements to the satisfaction of all stakeholders who have diversified interests and varied mandates in order to operate effectively for years to come. • Under the new TLC mandate, a long outstanding agreement at Humberside Centre has been completed which includes four partners: TDSB, TCDSB, City of Toronto, (Parks, Forestry & Recreation) and City Agency (Toronto Public Library Board). 																												

		<ul style="list-style-type: none"> • Most recently, a tri-party agreement was completed at Jean Lumb PS, Canoe Landing, with the TCDSB and the City of Toronto which only opened in January 2020, where the parties share one integrated, mixed-use facility. A third joint agreement is under negotiation with the TCDSB at Brookside PS.
Shared-Use Agreements: Public Partners	Building strong relationships with public partners and effective utilization of the real estate portfolio	TDSB has several exclusive and shared-use agreements with public sector stakeholders. Currently there are 36 active agreements with the City of Toronto, Parks, Forestry and Recreation, where the City utilizes TDSB buildings for City programming either during the day or evenings, similarly, the TDSB, may use City parkland for TDSB playground space during the day. This type of arrangements provides student and community long term benefits. Currently, TLC is working closely with its public partner to review and update all exclusive or shared arrangements. Categorizing uses, setting guidelines, considering safety are some of the factors that are under discussion with the City. The goal is to continue the use of public space with public partners which will benefit students, neighbourhoods and entire communities. These negotiations solidify the positive partnership between the City and TLC bringing more opportunities for consideration for mutual interest.
People & Culture		
Initiative	Objective(s)	Key Highlights
Recruit talent	Attract, find and hire the best & the brightest employees.	<ul style="list-style-type: none"> • Re-design Careers page of TLC website • Increase our social media presence to highlight our workplace culture and the important work that we do. • Develop and implement employee referral program • Partner with universities, colleges, & Summer Jobs Canada for co-op placements, new grads and skilled newcomers to Canada • Implement an Applicant Tracking System (ATS) to improve the effectiveness of the recruitment process and the candidate experience
Onboard talent	Provide employees with the tools, resources, information and warm welcome to get them off to a great start	<ul style="list-style-type: none"> • Create a new structured onboarding program that takes a blended approach and ensures our employees are prepared with what they need to be successful, to become productive more quickly and have a consistent onboarding experience
Develop talent	Offer employees what they need to reach their full potential through continual learning	<ul style="list-style-type: none"> • Offer employees what they need to reach their full potential through continual learning. Develop & implement a learning strategy based on learning through experience, exposure & education • Conduct a Leadership Effectiveness survey and close any skills gaps
Retain talent	Retain employees through a positive, engaged, high-performing workplace culture that recognises, respects, rewards and values employee contributions and individual	<ul style="list-style-type: none"> • Conduct employee engagement survey using Culture Amp and develop action plans to address lowest scoring employee survey questions • Communicate to employees regularly through #sameteam meetings, and develop a TLC intranet - The TLC Employee Hub • Develop a performance management system that drives performance, behaviours, results & employee growth

	differences	<ul style="list-style-type: none"> Managers to create year two goals with target dates for TLC, themselves and cascade down to employees through performance management system. Partner with Communications to define who TLC is, create TLC image and profile
Off Board talent	Treat employees leaving the organization with the same care and respect as when they joined the organization creating lifelong alumni	<ul style="list-style-type: none"> Create and implement a new offboarding program
Communications		
Initiative	Objective(s)	Key Highlights
New web site	<ul style="list-style-type: none"> Provide timely, accurate and useful content, regularly adding new information and establishing confidence and trust in TLC. Promote the TLC brand Provide a resource of public education 	Work continues building, populating and migrating information and data to a new web platform. Spring launch
Re-branding project	Develop a compelling narrative, messaging and tools that enables the consistent delivery of TLC's story.	<ul style="list-style-type: none"> Creation of new look, image, messaging, brand values and attributes Promote the alignment of missions of TDSB & TLC A focus on modernization, collaboration and transformative community building as the way to engineer new innovative student environments Establish memorable and inspiring stories, message and visuals that everyone can rally behind
Urban Land Institute Toronto webinar	Advancing TLC's mission and modernization strategy	TLC has accepted the invitation from ULI Toronto to be one of four presenters (CreateTO, Infrastructure Ontario, Canada Lands Company) of a spring webinar on the Future of Public Lands.
TLC Board and TDSB Trustee communication	Sharing of timely information	Continued use of Trustees' Weekly. Development of TLC newsletter pending.
Partnership outreach	Explore opportunities/interest in collaboration and communication of TLC modernization strategy	Have established meaningful and attentive relationship with WoodGreen Community Services, re-engaged the Central Etobicoke Community Hub group and continue to meet with CreateTO on a variety of opportunities and potential.

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March 4, 2021

Transmittal No. 2021 – 105
(Public)

Midtown Toronto Storm Sewer Relief Project (MTSSRP): Strategic Partnership to Advance City Building with the TDSB

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report, *Midtown Toronto Storm Sewer Relief Project (MTSSRP): Strategic Partnership to Advance City Building with the TDSB*, report attached herein.

The TLC Board decided that:

1. That TLC be granted authority to negotiate a term sheet between the City of Toronto and the Toronto District School Board that permits TDSB lands at North Preparatory Jr. School also known as Memorial Park to form a part of the City's Midtown Toronto Storm Sewer Relief Project (MTSSRP).
2. That approval for TLC to execute the partnership agreement be conditional upon:
 - a. receiving confirmation of a City Council motion approving a satisfactory CreateTO report and recommendations by April 30th, 2021.
 - b. a joint City/TDSB public meeting being held to inform the residents of the Forest Hill area and school communities of Forest Hill Collegiate Institute and North Preparatory Jr. Elementary Schools of the MTSSRP, its impact and timelines along with the partnership opportunities between the City and TDSB.
 - c. a project timeline and layout that mitigates student and community disruption while also ensuring City access to all required funding for the project
 - d. TDSB providing to the City its analysis of the operational impact on both North Prep and FHCI schools which are to form a part of the MTSSRP implementation plan.
 - e. North Prep school students remaining on site through to project completion, supported by a TDSB approved on-site student safety plan.
 - f. ensuring that the MTSSRP will provide for continued access by Forest Hill Collegiate Institute and North Preparatory Jr. Elementary School students to recreational space and that the City's on-site construction plan and timeline will be coordinated with TDSB staff.

Agenda Page 128

- g. site remedies as required by TDSB to address student and programming needs be at no cost to TDSB and that the City will provide written confirmation to keep TDSB financially whole through to project completion.
 - h. the pupil accommodation opportunities from the MTSSRP within Ward 8 being guided by the Long-Term Pupil Accommodation Plan as approved by TDSB.
 - i. all existing TDSB site amenities impacted by the MTSSRP be replaced to a standard satisfactory to TDSB.
 - j. facilitating TDSB student access or programming access to the City's lands or encumbered lands as required following the completion of the MTSSRP
3. That TLC and CreateTO collaborate to jointly pursue and secure where possible, additional City/TDSB building or hub opportunities and to bring forward other partnership opportunities that can provide services and benefits for students and community, at no cost to TDSB.
 4. That all property transaction be in a form satisfactory to TLC's legal counsel, Ontario Regulation 444/98 and where required the Ministry of Education.
 5. That TLC provide a status report to the TDSB Board prior to December 31, 2021.
 6. The report be forwarded to TDSB requesting approval of recommendations contained within.

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report: Midtown Toronto Storm Sewer Relief Project (MTSSRP): Strategic Partnership to Advance City Building with the TDSB, is requested.

Sincerely,



Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC
cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION

**Board Decision Item
Midtown Toronto Storm Sewer Relief Project (MTSSRP):
Strategic Partnership to Advance City Building with the Toronto District School Board**

To: Chair and Members of TLC Board

Date: March 4, 2021

Recommendations:

7. That TLC be granted authority to negotiate a term sheet between the City of Toronto and the Toronto District School Board that permits TDSB lands at North Preparatory Jr. School also known as Memorial Park to form a part of the City's Midtown Toronto Storm Sewer Relief Project (MTSSRP).
8. That approval for TLC to execute the partnership agreement be conditional upon:
 - a. receiving confirmation of a City Council motion approving a satisfactory CreateTO report and recommendations by April 30th 2021.
 - b. a joint City/TDSB public meeting being held to inform the residents of the Forest Hill area and school communities of Forest Hill Collegiate Institute and North Preparatory Jr. Elementary Schools of the MTSSRP, its impact and timelines along with the partnership opportunities between the City and TDSB.
 - c. a project timeline and layout that mitigates student and community disruption while also ensuring City access to all required funding for the project
 - d. TDSB providing to the City its analysis of the operational impact on both North Prep and FHCI schools which are to form a part of the MTSSRP implementation plan.
 - e. North Prep school students remaining on site through to project completion, supported by a TDSB approved on-site student safety plan.
 - f. ensuring that the MTSSRP will provide for continued access by Forest Hill Collegiate Institute and North Preparatory Jr. Elementary School students to recreational space and that the City's on-site construction plan and timeline will be coordinated with TDSB staff.
 - g. site remedies as required by TDSB to address student and programming needs be at no cost to TDSB and that the City will provide written confirmation to keep TDSB financially whole through to project completion.
 - h. the pupil accommodation opportunities from the MTSSRP within Ward 8 being guided by the Long-Term Pupil Accommodation Plan as approved by TDSB.
 - i. all existing TDSB site amenities impacted by the MTSSRP be replaced to a standard satisfactory to TDSB.

- j. facilitating TDSB student access or programming access to the City's lands or encumbered lands as required following the completion of the MTSSRP
9. That TLC and CreateTO collaborate to jointly pursue and secure where possible, additional City/TDSB building or hub opportunities and to bring forward other partnership opportunities that can provide services and benefits for students and community, at no cost to TDSB.
10. That all property transaction be in a form satisfactory to TLC's legal counsel, Ontario Regulation 444/98 and where required the Ministry of Education.
11. That TLC provide a status report to the TDSB Board prior to December 31, 2021.
12. That this report be forwarded to TDSB requesting approval of recommendations contained within.

BACKGROUND:

Historically, school board lands as a public asset have formed an integral part in the City's ability to address infrastructure project needs such as water, transit, parks etc. These joint property undertakings are necessary to advance growth in the city while supporting and promoting the safety and well-being of citizens. Collaborative initiatives between two public agencies are a contributing factor towards building and sustaining vibrant communities.

TDSB properties are central in every Toronto community. Not only do these grounds serve student and programming needs, fields have been relied upon for drainage in flood prone areas, provide community access points to green space within neighbourhoods, support underground utilities and host many community parks and recreational activities relating to ice rinks, swimming pools, cricket pitches, tennis, bocce ball, baseball, and soccer pitches etc.

Storm water management has garnered much attention over the past decade given the increasing severity of weather patterns. Residents in certain areas of the City have been significantly impacted by both surface area and basement flooding. In August 2005, more than 4,200 basements in the City were flooded. Since that time, the City committed to a comprehensive engineering and water management review which eventually culminated into a Council approved strategic water management plan.

Specifically, the Forest Hill Area residents have been faced with chronic flooding. In June 2017, the Midtown Toronto Storm Sewer Relief Project (MTSSRP) was approved by Council requiring construction of an underground storm water storage tank, deep wet well, and a high inlet capacity catch basin.

In determining the most appropriate location for the project, the City developed the following criteria:

- creating the most benefit to the residents and businesses in the area
- least environmental impact
- least impact on the residents and businesses in the area
- feasibility of implementation, reliability and cost.

Two locations were assessed against the above criteria: North Prep/Memorial Park and Viewmount Park. Both selected areas had the capacity to accommodate the size of the underground storage infrastructure to be constructed. TDSB's North Prep/Memorial Park site provides major advantages such

as it allows for gravity drainage of the whole area without the need of pumping stations to and from the tank, which increases significantly the reliability of the system as well as providing a much better use of the tax-payers money. Based on topography, available footprint, feasibility and implementation of the required storage system as well as high reliability and low risk solutions, North Prep/Memorial Park was identified as the only solution that can be implemented to mitigate the basement flooding in the area.

The City first approached TDSB in 2017 to secure access to the school sports field which is in use by Forest Hill Collegiate and Northern Preparatory Jr. School for their respective outdoor education programs. TDSB staff declined interest in the City's project.

Following a subsequent request for reconsideration, TDSB staff communicated to the City in July 2018 that the request would not be accommodated.

In summary, TDSB staff concerns related to:

- the installation timeline to complete the project
- a permanent easement would be required for future ongoing access
- project impact on land value
- preliminary estimates requiring approximately 2.5 acres of the school board lands plus additional temporary lands to host construction staging
- outdoor recreation of the two schools would be negated during construction

With the introduction and launch of TLC's modernization strategy last fall, City and CreateTO executive staff reached out to TLC to explore opportunities that could leverage resources by unlocking value in order to maximize student and public benefit. In January 2021, the City and CreateTO raised the community and federal importance to move forward with MTSSRP. It was noted that the Minister of Infrastructure and Communities announced funding for four major flooding and storm mitigation projects in the City of Toronto and the Regional Municipality of York that will make communities more resilient to natural disasters. The federal government through the Disaster Mitigation and Adaptation Fund (DMAF) will provide the City of Toronto with \$37.16 million in funding for MTSSRP.

Key Facts:

TDSB North Prep/Memorial Park Site:

- 14.14 Acre (616,089 sf) contiguous site. The area of the TDSB site upon which the school track is located is referred to as Memorial Park. (Appendix A)
- North Prep School capacity is 258 pp, project 2024 enrolment 258 students, building age 85yrs
- Access to Chaplin Street is encumbered by existing permanent and temporary easements in favour of the City (Appendix B)
- Grossman Forrest Hill Area Arena is located on North Prep Site
- Land Use Designation - Official Plan-Parks, Neighbourhoods, Zoning-Open Space, Recreation, Residential

MTSSRP

- North Prep/Memorial Park identified as the only solution that can be implemented to mitigate the basement flooding in the area.
- On-site construction starts Sept 2023, project substantial completion date December 2027 (Appendix C)
- Phase I due diligence completion date March 2021, Phase II completion date September 2021
- Federal funding (\$37.16M) conditional upon achieving milestones within construction schedule
- Total City Budget for the project is \$240M with approval to fund in 2021 and over subsequent project years to 2028.
- Proposed Preliminary MTSSRP Design (Appendix D)

The MTSSRP is a major City, value added community project, allowing TLC to seek opportunities to advance the modernization of TDSB school facilities. To test the ability for the project to move forward, the City must conduct Phase I & II environmental and geotechnical studies. Given the City's timeline urgency, TLC staff will negotiate a temporary access agreement as permitted within the authority of the TDSB/TLC's Shareholder's Direction. The terms and conditions of the temporary access agreement will be in a form satisfactory to TLC's legal counsel. This temporary access agreement will only permit the City to enter upon TDSB lands, complete its Phase I & Phase II studies and restore the lands to their current state. The temporary access by the City will not adversely affect the programming needs of the schools. The temporary access agreement will not grant any additional authority to the City for the overall MTSSRP to proceed or commit TDSB to proceed with the project beyond the temporary access agreement terms.

Given the concerns raised by TDSB staff, TLC will support TDSB in the following ways:

- the MTSSRP has a three-year construction timeline. TLC will negotiate, to support the outcome of TDSB's operational analysis of FHCI and North Prep program and student needs, a requirement for North Prep students to remain on site during the construction period and that the City will address TDSB needs at no cost to TDSB.
- understanding that there are existing restrictive covenants that encumber the North Prep lands in perpetuity, combined with the property's land use designation under the City's Official Plan and current site zoning, any additional easement requirements will not have material effect on land value. Instead of "highest and best use", TLC will seek to secure maximum value and favourable conditions in exchange for City access such as:
 - In exchange for acquiring a portion of the TDSB lands, the City of Toronto would provide funding towards the possible construction of a new TDSB public school or to support accommodation pressures in the general neighbourhood. Funding would come from Toronto Water's capital program for the MTSSRP. TLC has benchmarked this value contribution at \$20M.

RATIONALE:

The TLC requisite recommendations within this report have been developed in TDSB's best interest and to enable TLC and CreateTO to move forward toward the development of a partnership agreement aligning with TLC's modernization strategy, TDSB's broader pupil accommodation needs and with City building community initiatives. A compatible CreateTO Report will be presented to its Board and City Council following TLC's March 4th Board meeting.

The TLC and CreateTO partnership approach taken on this initiative has opened the possibility to reimagine outcomes from a more holistic public agency perspective. The two teams recognize greater potential for solutions whereby City and school board assets could be repurposed, recycled and re-used for public benefit. The opportunity generated by moving the MTSSRP forward aligns with TLC's:

Mission:

- Unlock the potential of TDSB properties for the benefit of students, staff and communities

Vision:

- Exceptional learning spaces serving vibrant communities

Core Principles:

- TDSB lands will be preserved as public assets to the greatest extent possible
- Continuous modernization of TDSB schools strengthens the public education system
- Maximizing TDSB land value extends beyond the financial and is to include community and social value
- TDSB will be kept financially whole in the development of public service initiatives

There are and will be many project details requiring concerted efforts by all parties for this partnership project to be successful. It is also recognized that an open and transparent process between both pub-

lic agencies is of major importance along with the need to be accountable for the social and economic impacts of this undertaking. By moving this partnership opportunity forward, the current conceptual thinking will be further detailed in order to be responsive to school and community interest.

With the endorsement from TDSB, City of Toronto and the Province of Ontario, this project will:

- strengthen the cooperative public agency approach,
- promote City and School Board building
- be a demonstrative model of how to unlock public asset value in support of contributing to vibrant community destinations for students and residents to enjoy.

APPENDIX:

- Appendix A - TDSB Property Profile
- Appendix B - Proposed Technical Layout
- Appendix C - Project Schedule
- Appendix D – Midtown Scope and Investigation Overview
- Appendix E – Site Plan with Easements

FROM:

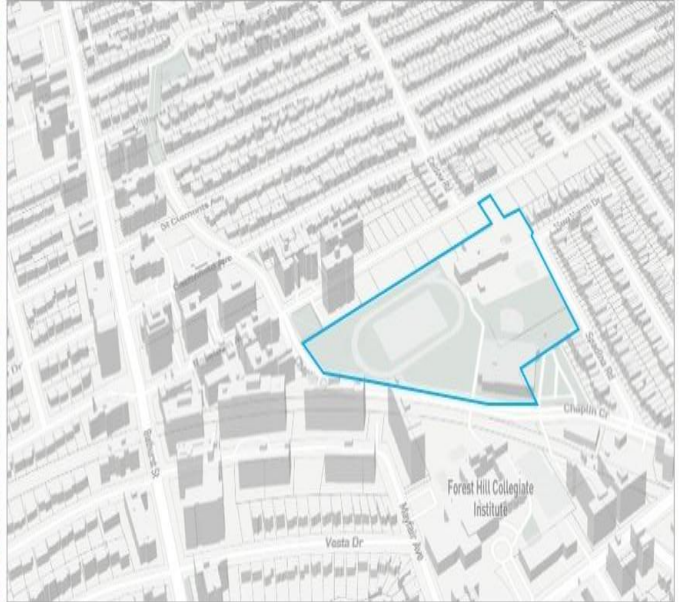
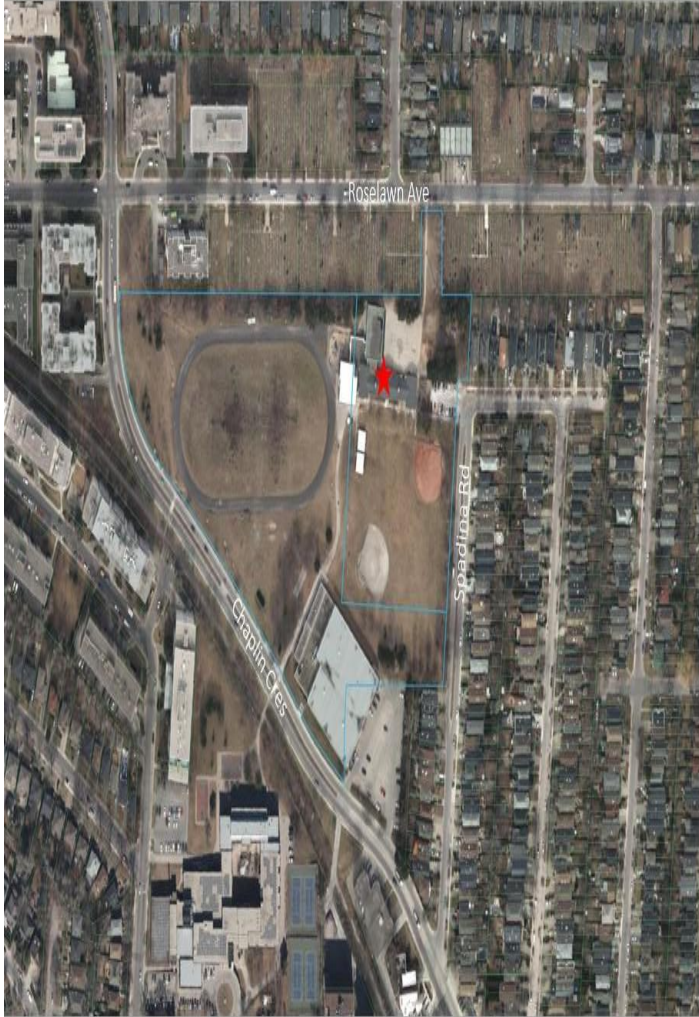
Daryl Sage, CEO, TLC at dsage.tlc@tdsb.on.ca

Appendix A - TDSB Property Profile

Ward 8 Trustee Laskin

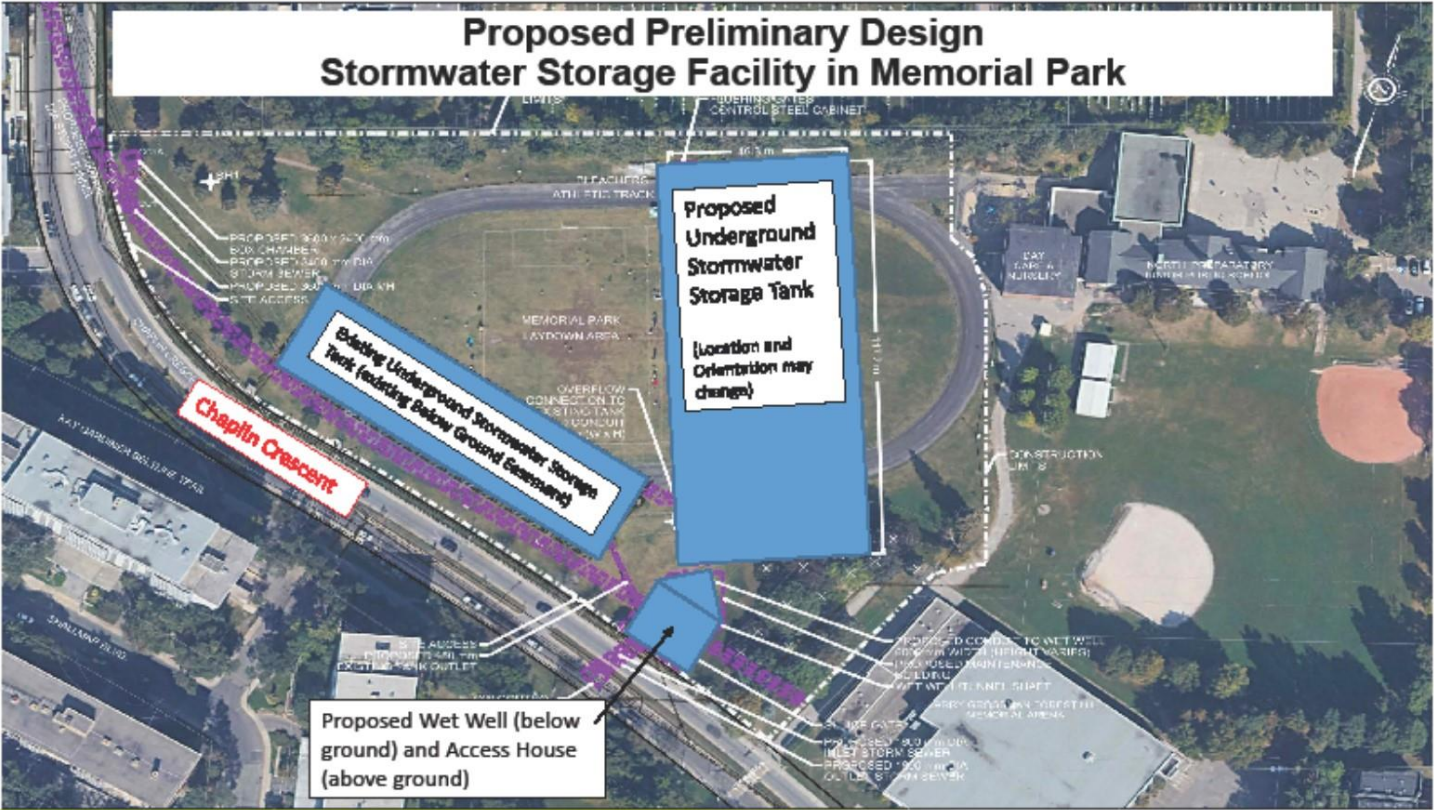
PROPERTY DETAILS		
District: North	Jurisdiction: TDSB	Official Plan: Parks, Neighbourhoods
Ward: 8 Eglinton-Lawrence, Councillor Colle	Current Use: Junior Public School	Zoning: Open Space Rec, Residential
Intersection: Bathurst & Eglinton Ave W	Occupants: TDSB	Area: 616,089 sf

Site Summary
<ul style="list-style-type: none"> • North Preparatory Junior Public School for children in grades JK-06. • TDSB owns the lands that the school, Memorial Park (running track & baseball diamonds), and Larry Grossman Forest Hill Memorial Arena are on.



 Site Under Consideration

Appendix B - Proposed Technical Layout



Appendix C - Project Schedule

High Level Schedule – Milestones



Activity Name	Start Date	End Date
Phase 1 Field Investigations in Memorial Park (Temporary Access Agreement Required ASAP)	ASAP Approx. Mar/21	Approx. May/21
Phase 2 Field Investigations in Memorial Park	Approx. Sept/21	Approx. Jan/22
Detailed Design	Jan 2021	Dec 2022
Procurement and Tender Period	Dec 2022	Sep 2023
Construction	Sep 2023	Dec 2027
Substantial Completion	December 2027	



Basement Flooding Protection Program (BFPP) Phase 4 Midtown Toronto Storm Sewer Relief Project

Planned Infrastructure in Memorial Park

January 27, 2021



partners in basement flooding protection

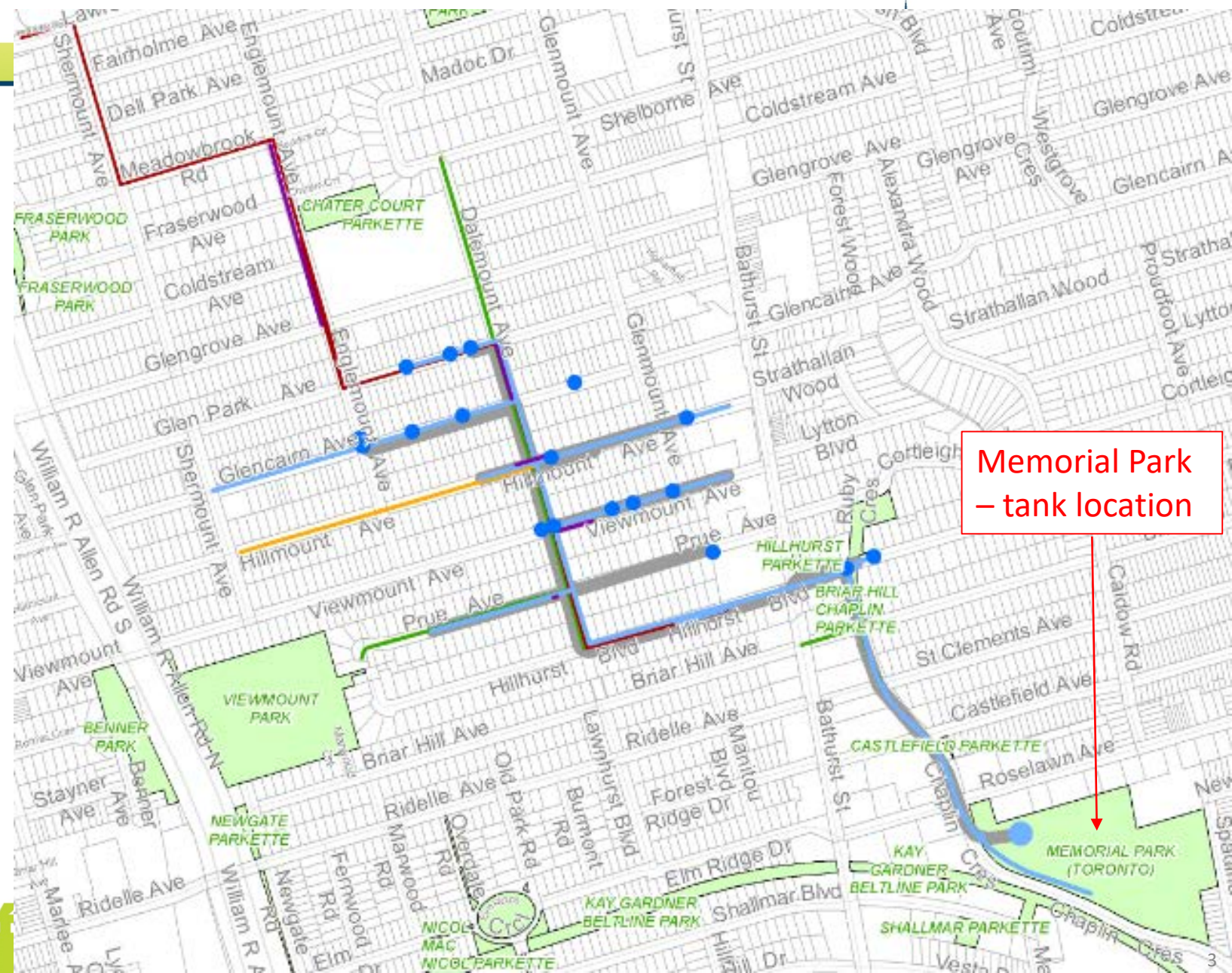


Midtown Toronto Storm Sewer Relief Project Scope Overview



Midtown Toronto Storm Sewer Relief Scope Overview

- **Midtown Toronto BFPP4 Scope**
 - Storm Sewer Upgrades
 - Tunneling and Open Cut
 - Stormwater Storage Facility in Memorial Park – TDSB Owned
 - 36,600 m³ Storage Facility (new tank, wet well, and existing tank)
- **State of Good Repair (SOGR)**
 - Sanitary sewer replacement
- **Transportation Services**
 - Local road resurfacing (9000 m)
- **Lawrence-Allen Revitalization Plan**
 - Sanitary sewer upgrades
 - Part of the Lawrence Heights Revitalization Plan



Memorial Park
– tank location



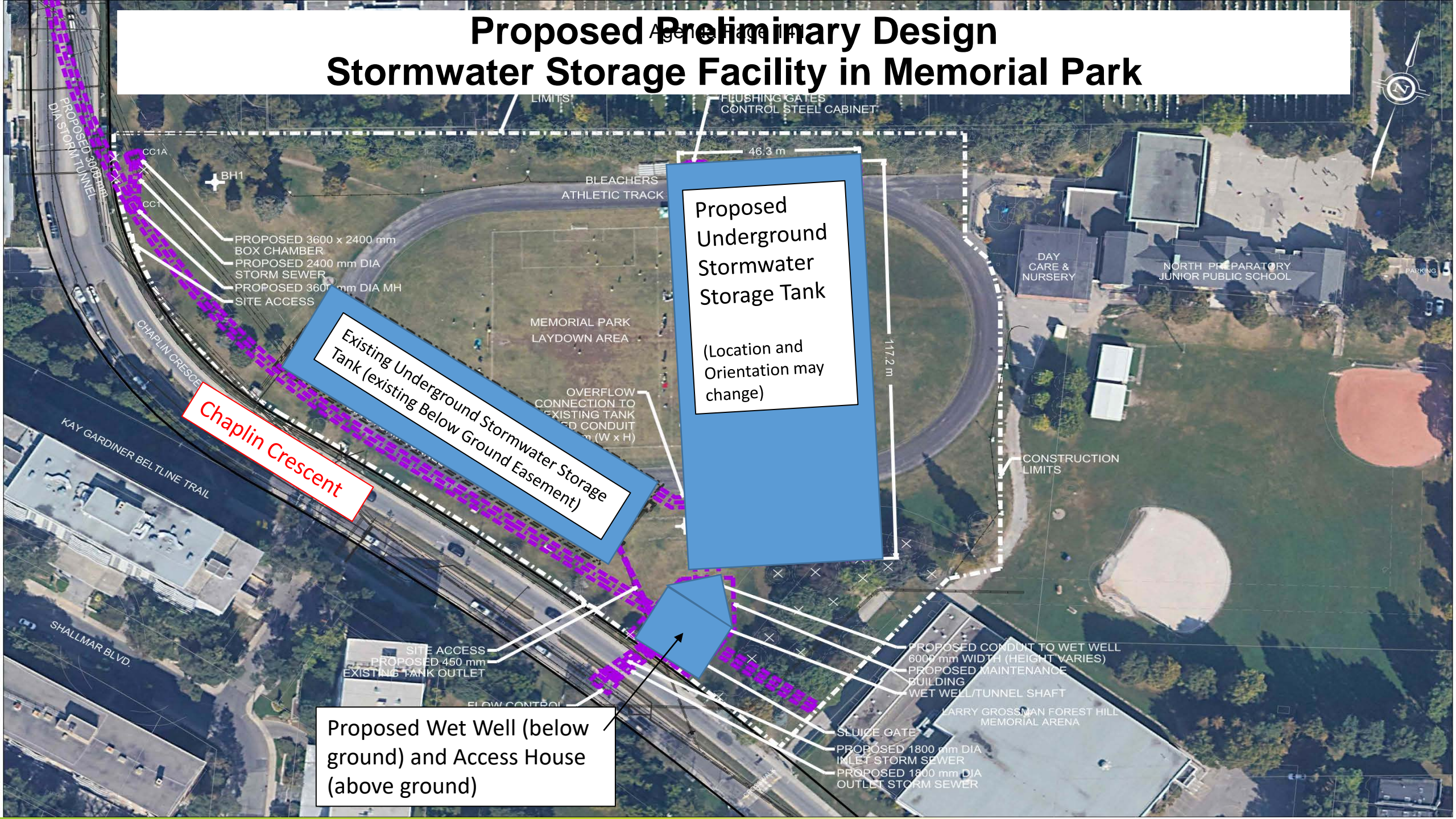
partners in basement flooding protection



Midtown Toronto Storm Sewer Relief Project Memorial Park Infrastructure – Existing and Proposed



Proposed Preliminary Design Stormwater Storage Facility in Memorial Park



Proposed
Underground
Stormwater
Storage Tank

(Location and
Orientation may
change)

Existing Underground Stormwater Storage
Tank (existing Below Ground Easement)

Chaplin Crescent

Proposed Wet Well (below
ground) and Access House
(above ground)

- PROPOSED 3600 x 2400 mm BOX CHAMBER
- PROPOSED 2400 mm DIA STORM SEWER
- PROPOSED 3600 mm DIA MH
- SITE ACCESS

- PROPOSED CONDUIT TO WET WELL 6000 mm WIDTH (HEIGHT VARIES)
- PROPOSED MAINTENANCE BUILDING
- WET WELL/TUNNEL SHAFT
- SLUIZE GATE
- PROPOSED 1800 mm DIA INLET STORM SEWER
- PROPOSED 1800 mm DIA OUTLET STORM SEWER

- SITE ACCESS
- PROPOSED 450 mm EXISTING TANK OUTLET

LIMITS
FLUSHING GATES CONTROL STEEL CABINET

BLEACHERS ATHLETIC TRACK

MEMORIAL PARK LAYDOWN AREA

OVERFLOW CONNECTION TO EXISTING TANK AND CONDUIT (W x H)

CONSTRUCTION LIMITS

LARRY GROSSMAN FOREST HILL MEMORIAL ARENA

PROPOSED 3000mm DIA STORM TUNNEL

CHAPLIN CRESCENT

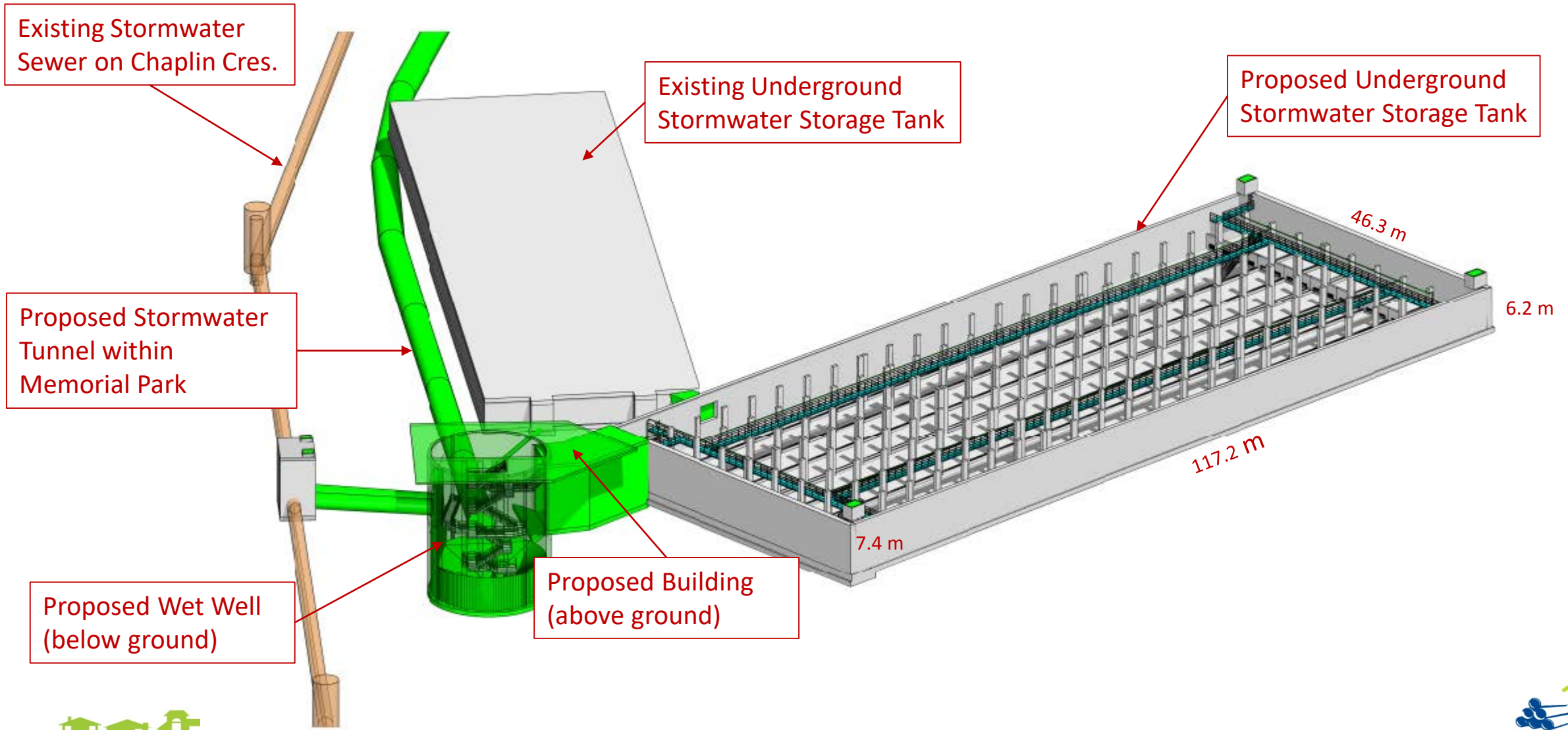
KAY GARDINER BELTLINE TRAIL

SHALLMAR BLVD.



Proposed Preliminary Design Stormwater Storage Facility in Memorial Park – 3D Rendering

Appendix 14



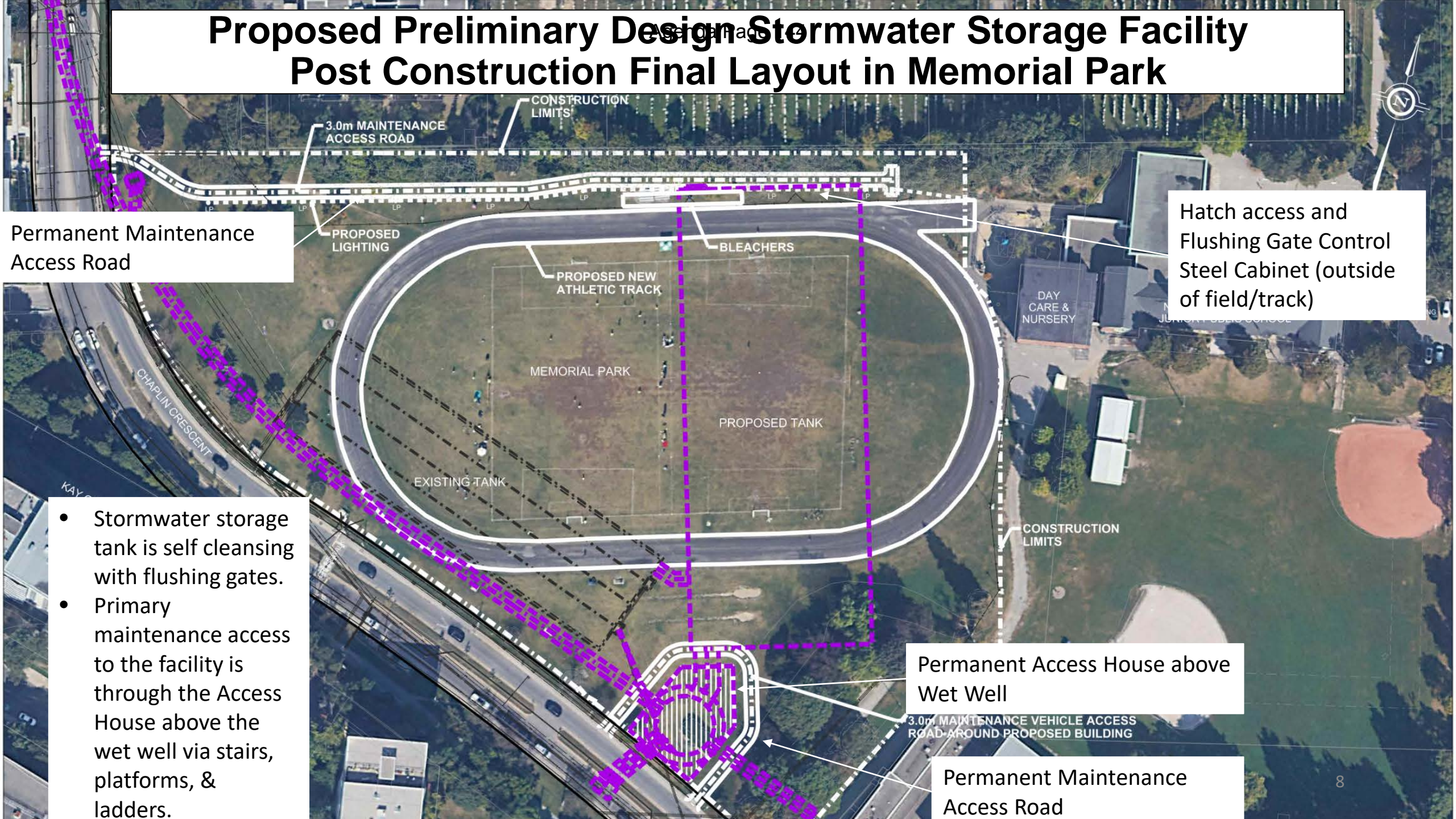
partners in basement flooding protection



Midtown Toronto Storm Sewer Relief Project Memorial Park Infrastructure Post Construction Final Layout



Proposed Preliminary Design Stormwater Storage Facility Post Construction Final Layout in Memorial Park



Permanent Maintenance Access Road

3.0m MAINTENANCE ACCESS ROAD

CONSTRUCTION LIMITS

PROPOSED LIGHTING

BLEACHERS

PROPOSED NEW ATHLETIC TRACK

MEMORIAL PARK

PROPOSED TANK

EXISTING TANK

Hatch access and Flushing Gate Control Steel Cabinet (outside of field/track)

DAY CARE & NURSERY

CONSTRUCTION LIMITS

- Stormwater storage tank is self cleansing with flushing gates.
- Primary maintenance access to the facility is through the Access House above the wet well via stairs, platforms, & ladders.

Permanent Access House above Wet Well

3.0m MAINTENANCE VEHICLE ACCESS ROAD-AROUND PROPOSED BUILDING

Permanent Maintenance Access Road

partners in basement flooding protection



Midtown Toronto Storm Sewer Relief Project High Level Schedule & Pressing Next Steps



High Level Schedule – Milestones

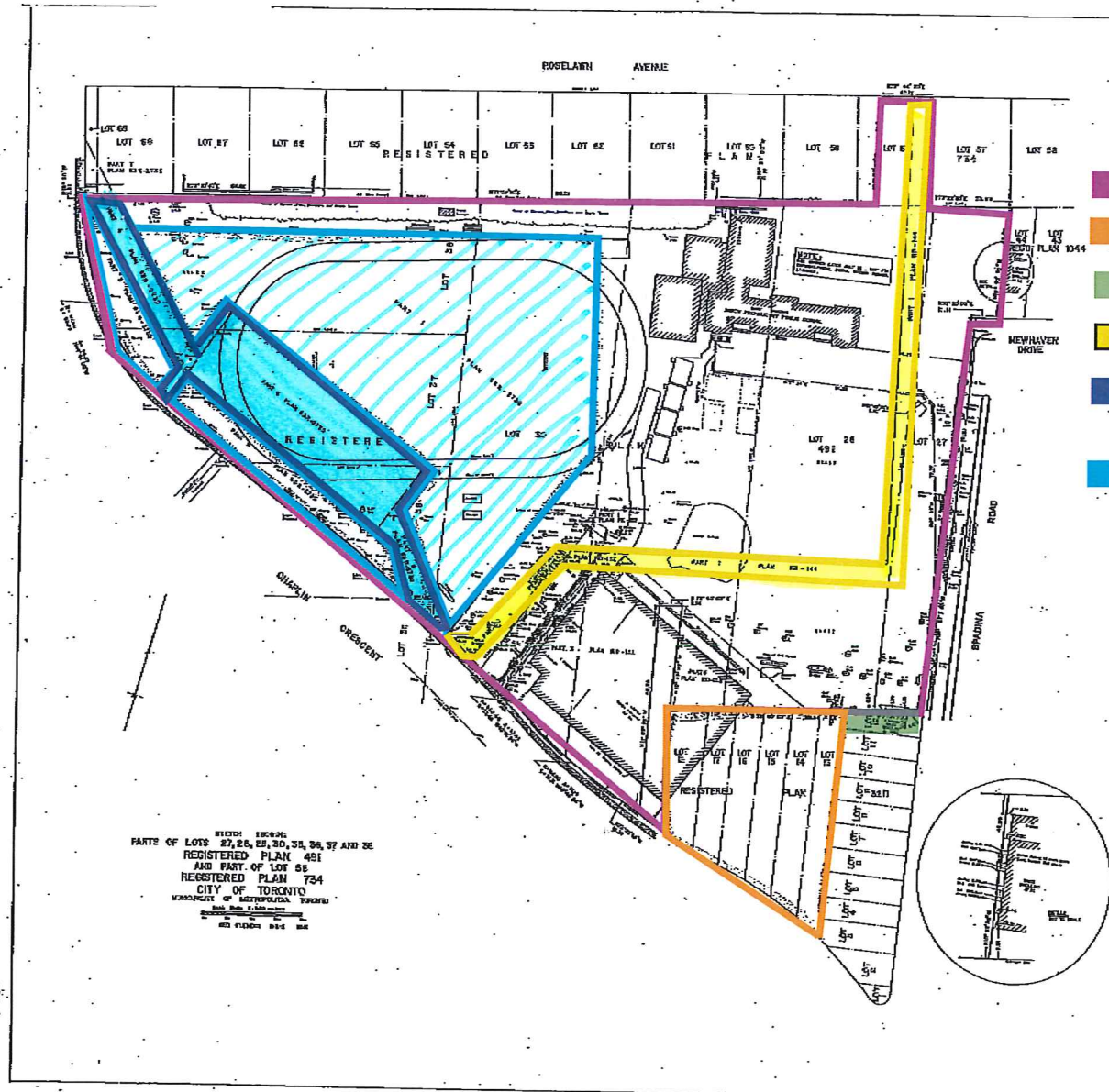


Activity Name	Start Date	End Date
Phase 1 Field Investigations in Memorial Park (Temporary Access Agreement Required ASAP)	ASAP Approx. Mar/21	Approx. May/21
Phase 2 Field Investigations in Memorial Park	Approx. Sept/21	Approx. Jan/22
Detailed Design	Jan 2021	Dec 2022
Procurement and Tender Period	Dec 2022	Sep 2023
Construction	Sep 2023	Dec 2027
Substantial Completion	December 2027	



- In order to continue with our design, we require a **Temporary Access Agreement** for Memorial Park to perform the Geotechnical and Subsurface Utility Engineering investigations, which include:
 - The **Temporary Access Agreement** will be required for the **entire park**, however only **localized** areas will be under construction at any given time for borehole drilling (approx. area of 40 x 20 ft) and test pit excavation (approx. area of 100 x 50 ft).
 - Areas under investigation will be safely fenced off during construction activity and restored back to existing condition once the investigations are complete. All investigations will occur outside of the running track.
 - Investigation durations for each of Phase 1 and Phase 2 is expected to last approximately 30 working days and the timeframes shown in the schedule account for additional days to accommodate poor weather conditions.
 - Hydrogeological investigations include spot testing to be conducted at installed wells over the course of design, with no construction and only man access required to the park.





SECTION SHOWING
 PARTS OF LOTS 27, 28, 29, 30, 35, 36, 37 AND 38
 REGISTERED PLAN 491
 AND PART OF LOT 35
 REGISTERED PLAN 734
 CITY OF TORONTO
 MUNICIPALITY OF METROPOLITAN TORONTO

PLAN	LOT	AREA	AREA
PLAN 491	LOT 27	1,100	1,100
PLAN 491	LOT 28	1,100	1,100
PLAN 491	LOT 29	1,100	1,100
PLAN 491	LOT 30	1,100	1,100
PLAN 491	LOT 35	1,100	1,100
PLAN 491	LOT 36	1,100	1,100
PLAN 491	LOT 37	1,100	1,100
PLAN 491	LOT 38	1,100	1,100

NO.	DATE	DESCRIPTION

- Legend**
- Subject Lands - 629 Roselawn owned by TDSB
 - Adjacent Lands owned by the Corporation of the Village of Forest Hill
 - Adjacent Lands owned by Greenspan, Julianna
 - Easement as Instrument No. EN11084 in favour of the Municipality of Metropolitan Toronto for a 24" watermain
 - Permanent Easement as Instrument No. 7580636 in favour of the corporation of the City of Toronto for a storm detention basin
 - Temporary Easement as Instrument No. T580636 in favour of the corporation of the City of Toronto for construction of a detention basin

- 9120 R5A7 -

NOTES:
 1. ALL DIMENSIONS ARE TO FACE UNLESS OTHERWISE SPECIFIED.
 2. ALL DIMENSIONS ARE TO BE VERIFIED BY THE CONTRACTOR.
 3. ALL DIMENSIONS ARE TO BE VERIFIED BY THE CONTRACTOR.

GLDNEY SURVEYING INC.
 1000 SHEPPARD AVENUE EAST
 SUITE 100
 SCARBOROUGH, ONTARIO M1S 1T5
 TEL: (416) 291-1111
 FAX: (416) 291-1112
 www.gldney.com

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March 4, 2021

Transmittal No. 2021 – 106
(Public)

Infrastructure: Metrolinx Finch West LRT: Former Humbergrove Secondary School, 1760 Martin Grove Road

To: Alexander Brown, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 4, 2021 with respect to the report *Infrastructure: Metrolinx Finch West LRT: Former Humbergrove Secondary School, 1760 Martin Grove Road*, attached herein.

The TLC Board decided that:

1. TDSB, in accordance with Section 194 subsection (3) of the Education Act, declare approximately 50.5 square metres (543.6 square feet) of the former Humbergrove Secondary School located at 1760 Martin Grove Road (the “Subject Lands”), surplus for sale for the purpose of transferring it to Metrolinx, as outlined in Appendix 1;
2. Upon satisfactory completion of Ont. Regulation 444/98, TLC be granted the authority to execute all agreements and documentation as required to give effect thereto in a form and content satisfactory to its legal counsel; and
3. The report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report is requested.

Sincerely,

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

Brenda Patterson
Chair, TLC

cc. D. Sage, Executive Officer, TLC

cc. C. Snider, Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION
Infrastructure: Metrolinx Finch West LRT:
Former Humbergrove Secondary School, 1760 Martin Grove Road

To: Chair and Members of the Toronto Lands Corporation

Date: March 4, 2021

Recommendation:

It is recommended that:

- 1) TDSB, in accordance with Section 194 subsection (3) of the Education Act, declare approximately 50.5 square metres (543.6 square feet) of the former Humbergrove Secondary School located at 1760 Martin Grove Road (the "Subject Lands"), surplus for sale for the purpose of transferring it to Metrolinx, as outlined in Appendix 1;
- 2) Upon satisfactory completion of Ont. Regulation 444/98, TLC be granted the authority to execute all agreements and documentation as required to give effect thereto in a form and content satisfactory to its legal counsel; and
- 3) The report be forwarded to TDSB Board for approval.

Rationale

In February 2016, Infrastructure Ontario (IO) and Metrolinx (MX) released a Request for Proposal (RFP) to companies shortlisted to design, build, finance and maintain the Finch West Light Rail Transit (LRT) project. The RFP closed on December 13, 2017 and on May 7, 2018, the contract was awarded to the Mosaic Transit Group (Mosaic) to design, build, finance and maintain the Finch West LRT. Major construction commenced in 2019 and the project will be completed in 2023.

The Finch West LRT will be a 11-kilometre LRT that will run in a semi-exclusive lane along Finch Avenue. This project will consist of a below-grade terminal stop at Humber College, 16 surface stops, as well as an underground interchange station at Keele Street that connects with the new Finch West Subway Station on the Toronto-York Spadina Subway Extension. The Finch West LRT will include lands along Finch Avenue West abutting the northern boundary of the TDSB school property municipally located at 1760 Martin Grove Road, formerly operating as the Humbergrove Secondary School and now leased as one of the Bill 30 schools to the Toronto Catholic School Board and operating as the Father Henry Carr Catholic Secondary School.

As part of the construction project, MX will need to install a new metal enclosed electrical switchgear equipment on a small portion of the school property to provide electrical power to this section of the LRT.

Context

As part of the construction of the new Finch West LRT transit system, significant road work will be required along this entire corridor. This will involve the widening of the travelled road and sidewalks for Finch Avenue to provide room to install the new LRT track. In the area of the former Humbergrove Secondary School, located at 1760 Martin Grove Road, MX has advised that it will need to install a new electrical switchgear box on a small portion of the school land, identified as the Subject Lands,

(refer to Appendix 1) to provide power to this section of the LRT and has requested the fee simple transfer of such lands. During the property negotiations, MX has worked with TLC to redesign its construction plans to minimize the impact to the existing school track and field complex that is located directly adjacent to the Subject Lands.

MX has advised TLC that their contractor, Mosaic, plans to commence construction of the switchgear box in April 2021 and has requested early access be granted, in the form of a license agreement, prior to the completion of the fee simple transfer of the Subject Lands. In addition, MX has advised TLC that Mosaic also requires access to this school property to complete re-grading of the grass landscaping as a result of changes to the municipal sidewalk located in front of the school. This re-grading work will require the temporary removal of some sections of the school fence located in this area so that their construction equipment can access the area. As a result of their planning construction activity on the school property MX has advised that several tree's will need to be cut down. The tree removal will be subject to approval by the TCDSB and require a City permit be issued. It is expected that the trees will be replaced at a 3 to 1 ratio.

As this school is currently leased to the Toronto Catholic District School Board (TCDSB) under a Bill 30 agreement, TLC will advise Metrolinx that it will be required to negotiate with the TCDSB to obtain any necessary permissions and/or agreements that may be required to complete the above noted work. TLC will arrange a meeting with TCDSB to provide information on the project and will provide TDSB's consent as required to allow for this temporary access license agreement.

Key Business Terms and Conditions

TLC has entered into negotiations with Metrolinx and now recommends settlement on the terms and conditions as described herein:

- MX's Finch West LRT project requires fee simple of the Subject Lands, being approximately 50.5 square metres (543.6 square feet) of irregularly shaped school property along Finch Avenue West located at 1760 Martin Grove Road.
- The TDSB is required to satisfy the Ontario Regulation 444/98 when disposing of school property, which mandates that the Subject Lands must be circulated to the prescribed public agencies as set out in the Regulation.
- In accordance with the Regulation to dispose of assets at market value an independent appraisal report will be completed for the fee simple portion of the site. This report will be completed by Bosley Farr Associates Ltd. using the 'across the fence value in contribution' method.
- The new electrical switchgear equipment that will be installed in the Subject Lands will be enclosed in a metal box. For safety and visual reasons, MX will be required to install a chain link fence on the perimeter of the subject property that matches the existing school fencing, along with maintenance free shrubs/trees to hide the switchgear box from view as much as possible.
- The school property is owned by TDSB and currently leased to Toronto Catholic School Board, under a Bill 30 lease agreement and is operating the Father Henry Carr Catholic Secondary School. As such, this fee simple request will require a partial surrender by TCDSB of its lease.
- MX will be required to prepare and deposit on title a reference plan outlining the requested property. This draft reference plan will be subject to review by TLC prior to deposit at the land registry office.
- MX will be responsible for all costs associated with this transaction, which includes, appraisal, TLC legal fees, reference plan, deposit of plan, transfer costs at the registry office and all taxes. The transaction is to be at no cost to TLC and/or TDSB. These costs (if paid by the TLC/TDSB, will be added to costs on closing to complete the transaction). All costs to be paid on closing.
- The final form of the Agreement of Purchase and Sale will be in a form and content satisfactory to TLC legal counsel.

The negotiated terms and conditions are considered fair and reasonable and have focused on the safety of the student community at this location during the construction of another major Provincial infrastructure project. Overall, the project represents another example of a good working framework between two public agencies and demonstrates how a collaborative effort can best meet the needs of all stakeholders.

Appendix

- Appendix 1: Sketch of the Subject Lands: Former Humbergrove Secondary School

Routing

TLC Board: 4 March 2021

TDSB Board: April P&P and Regular Board

From

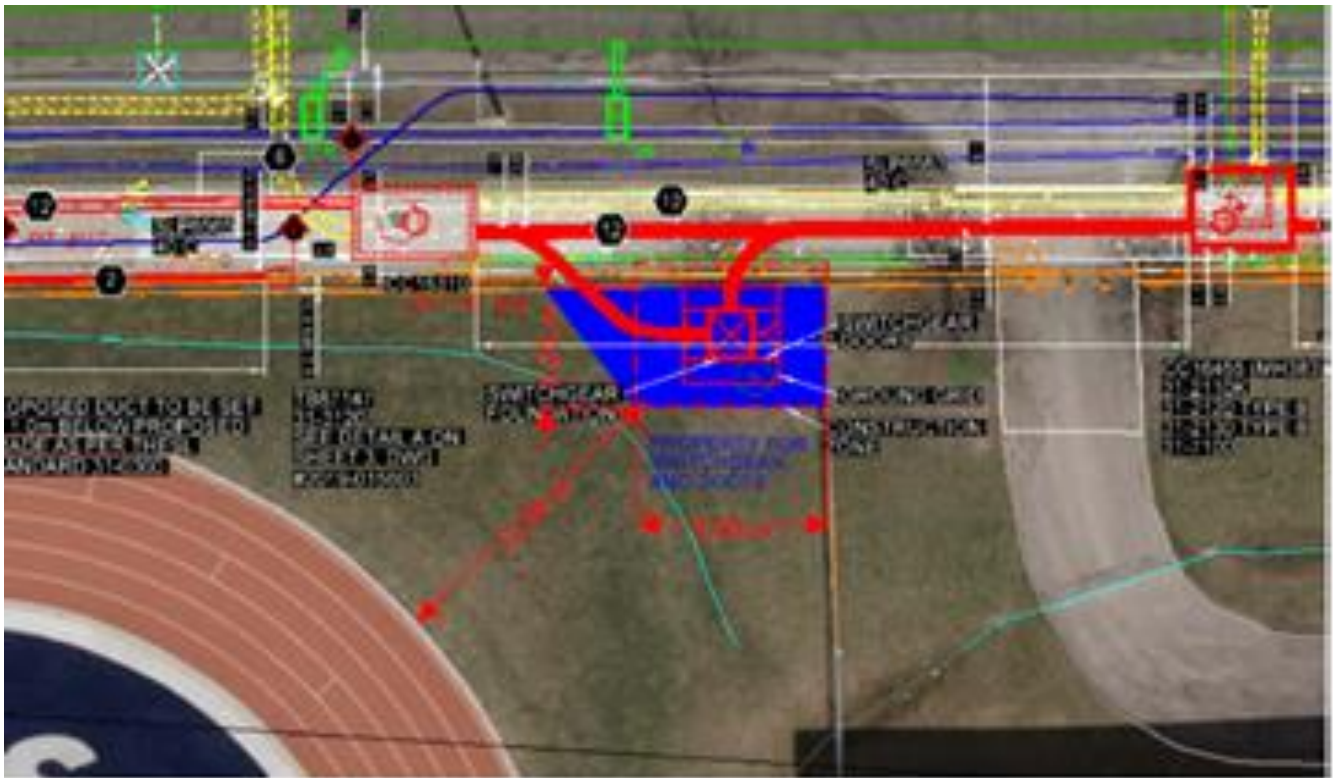
Daryl Sage, Executive Officer, Toronto Lands Corporation, at dsage.tlc@tdsb.on.ca or at 416-393-0575.

Anita Cook, Executive Manager, Real Estate and Leasing, Toronto Lands Corporation at acook.tlc@tdsb.on.ca or 416-393-0632.

GO5 (2019 Board Mtgs/ 7 May 2019)lp.8000

Last update: May 2, 2019

Appendix 1 Former Humbergrove Secondary School: 1760 Martin Grove Road
Sketch of the Subject Lands



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Written Notice of Motion for Consideration (Trustees Rajakulasingam and Sriskandarajah)

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

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the special meeting of the Planning and Priorities Committee on February 23, 2021 and is therefore submitted to the Planning and Priorities Committee for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter 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...

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

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

COVID-19 Recovery Plan

Whereas, since March 2020, students have been experiencing COVID-19 related school closures and remote learning, and there have been concerns raised over the long-term impacts on mental health and well-being, and learning across Kindergarten to Grade 12; and

Whereas, there is evidence that students from lower socio-economic households have been especially impacted by the COVID-19 schooling experience. The degrees to which TDSB Black, Indigenous and racialized students have been impacted by COVID-19 is of critical concern to the TDSB moving forward; and

Whereas, there is significantly higher proportion of students from low SES backgrounds who have chosen Virtual School over in-person schools throughout the pandemic and these families are more likely to be challenged in relation to access to digital resources and infrastructure required for virtual learning; and

Whereas, many students face other barriers like family financial stress, job insecurity, food insecurity, diverse housing needs, domestic abuse and increased levels of mental health concerns, which may have prevented them from being able to attend school; and

Whereas, school closures mean that supervision of underserved children/youth is reduced, as well as access to a caring and safe adult;

Therefore, be it resolved:

That the Director:

- a) implement a two-year COVID-19 recovery plan to identify which groups are most impacted and how those groups are going to be supported;
- b) present a report:
 - i. outlining current learning outcomes and student/parent/staff perception information that describes the school experience for both Virtual and In Person school environments. The report will look at demographic information of students and the degrees to which students from different socio-economic backgrounds may have had different learning experiences and outcomes;
 - o Including Students with Special Education needs
 - o Including English as Second Language Learners
 - o Including Students in various TDSB programs (i.e. Extended French and French Immersion, Alternative Learning programs, Caring and Safe School programs)
 - ii. Evaluate whether and to what degree students have left the system to pursue work or dropped out of school;
 - iii. Evaluate the potential impact of COVID-19 on students with special education needs;
- c) use current student surveys from January and Climate survey in the spring to gauge the perception of TDSB students' in relation to critical areas of mental health, well-being, school belonging and learning experiences;
- d) use the parent survey from January as well as, advisory issues drawn from the Parent Involvement Advisory Committee and the Special Education Advisory Committee to gauge key concerns regarding the post pandemic return to school;
- e) implement targeted interventions after identifying which groups were most impacted in terms of changed learning outcomes;
- f) report back twice a school year to the Planning and Priorities Committee;
- g) complete the reporting back to the Board by spring 2023.

Written Notice of Motion for Consideration (Trustee Donaldson, on behalf of Student Trustees Abusaifan, Shafqat and Shallo, and Trustee Mammoliti)

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

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Program and School Services Committee on March 31, 2021 and is therefore submitted to the Planning and Priorities Committee for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter 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...

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

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

Access to Free Menstrual Products for Students in Ontario Schools

Whereas, lack of access due to economic factors - often referred to as “period poverty” - impacts people who menstruate around the world and can be especially damaging at puberty, when school interactions are crucial to a student’s development; and

Whereas, one-third of people who menstruate under the age of 25 in Canada struggle to afford menstrual products, and 70 per cent of people who menstruate say they have missed work or school due to their period¹; and

Whereas, menstrual hygiene products are not a luxury product, and are necessary and essential to menstrual health, comfort and participation in work, school and society; and

Whereas, on August 28, 2019 the Board authorized the Director to enter into a partnership with the charitable organization Brands Canada to secure access to menstrual products at no cost to the Board, and decided that free menstrual products be provided in all elementary and secondary schools beginning in the 2019-20 school year; and

Whereas, in some cases, free menstrual products are provided to students only at a student’s request, which invades student privacy; and

Whereas, the products currently provided in TDSB schools are funded by charitable organizations, and not guaranteed as a right to students; and

Whereas, the Toronto Youth Cabinet has issued a Joint Statement on Promoting Menstrual Equity in Ontario Schools¹ and has invited all 72 Ontario school boards to advocate for access to free menstrual products;

¹ <https://globalnews.ca/news/4239800/canada-cost-of-menstrual-products/>

Therefore, be it resolved:

- (a) That the Chair write to the provincial Minister of Education requesting that the Government of Ontario provide funding for free menstrual products in schools;
- (b) That the Ontario School Boards' Association be copied on the correspondence noted in Part (a);
- (c) That the Director work with schools to ensure students have equitable access to menstrual products in a way that protects student privacy.

¹ <https://www.thetyc.ca/post/tyc-joint-statement-on-promoting-menstrual-equity-in-ontario-schools>



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 (ANISH 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 people.

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

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