



Program and School Services Committee Agenda

PSSC:004A

Wednesday, May 5, 2021

4:30 p.m.

Electronic Meeting

Trustee Members:

Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise, Patrick Nunziata, Chris Tonks

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. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees

Timed Item at 5:15 p.m.

- | | | |
|------|---|----|
| 5.1. | Alternative Schools Community Advisory Committee Report, April 26, 2021 | 1 |
| | 1. Review of Secondary Alternative Schools | |
| | 2. Elementary Alternative Application Form | |
| 5.2. | Early Years Community Advisory Committee Report, March 12, 2021 | 11 |
| | (For receipt) | |
| 5.3. | Environmental Sustainability Community Advisory Committee Report, April 6, 2021 | 15 |
| | (For receipt) | |

5.4.	Equity Policy Community Advisory Committee Report, March 29, 2021	17
	1. Anti-Asian Racism Resource Guide Implementation Plan	
5.5.	French-as-a-Second-Language Community Advisory Committee Report, March 9, 2021	19
	(For receipt)	
5.6.	French-as-a-Second-Language Community Advisory Committee Report, April 8, 2021	21
	1. Access to French Immersion (FI) in Underserved Areas	
	2. Child Care (Before and After School) for French Immersion/Extended French Students (JK-6)	
5.7.	LGBTQ2S Community Advisory Committee Report, March 30, 2021	25
	1. Terms of Reference	
5.8.	Parent Involvement Advisory Committee Report, April 20, 2021	33
	(For receipt)	
5.9.	Special Education Advisory Committee Report, March 1, 2021	37
	1. SEAC Community Member Representative	
5.10.	Special Education Advisory Committee Report, April 19, 2021	41
	(For receipt)	
5.11.	Urban Indigenous Community Advisory Committee Reports, February 16, March 23 and April 20, 2021	45
	(For receipt)	
6.	TDSB Psychological Services, Backlog Wait Lists, 2020-2021: Update [4086]	51
7.	Human Rights Annual Report 2018 - 2020: Update [4087]	77
8.	Long-Term Plan for Outdoor Learning [4080]	87
9.	Written Notice of Motion	
9.1.	Alternative Secondary Schools Program: Staffing (Trustees Chernos Lin and Doyle, on behalf of Trustees Donaldson and Laskin)	101
10.	Adjournment	



Name of Committee: Alternative Schools Community Advisory Committee (ASCAC)

Meeting Date: 26 April 2021

A meeting of the Alternative Schools Community Advisory Committee convened on April 26, 2021 from 7:00pm to 9:30pm via Virtual Meeting (Zoom) with Angela Match (Chair) presiding.

Membership Attendance:	Matthew Jensen (Secondary Alternative Schools Student Representative, East York Alternative); Shelley Laskin (Trustee Ward 8, ASCAC Trustee Member); Lisa Magcale (Parent, Avondale Alternative, ASCAC Member); Angela Match (Parent, Equinox, ASCAC Chair); Celeste Robinson (Elementary Alternative Schools Student Representative, Avondale Alternative); Sara Wilken (Parent, Beaches Alternative, ASCAC Member)
Staff Lead:	Peter Chang (System Superintendent, Interim)
Guests:	Also present were: See Appendix A for the Registration List
Regrets:	Sanjoy Mitra (Parent, Delta Alternative PS, ASCAC Member)

Part A: Recommendations

Review of Secondary Alternative Schools

The Alternative Schools Community Advisory Committee recommends that the Director conduct a separate review of all secondary alternative schools to:

- a) Determine their strengths, weaknesses, opportunities and threats as enrolment and staffing numbers continue to decline;
- b) Determine what additional systems, processes and changes may be necessary to improve and better support secondary alternative schools and their students.

Elementary Alternative Application Form

The Alternative Schools Community Advisory Committee recommends that the Director,

- a) conduct a review of the application and admission procedures across all elementary alternative schools to ensure they are consistent and equitable;
- b) consider creating one universal elementary alternative schools' application form, as well as one set of clear and detailed admissions procedures for all elementary alternative schools to ensure consistency, equity and remove potential barriers;

- c) that the application process be clearly posted on the TDSB website to make it easily accessible to the schools and the general public for reference.

Part B: For Information Only

2021-2022 TDSB Alternative Schools Staff Allocation

Secondary alternative schools expressed concerns regarding the 2021-2022 staffing cuts. ASCAC invited Audley Salmon, Executive Superintendent of Employee Services and Greg Chan, Staffing Information Systems Officer to the meeting to review the past decade of traditional and secondary alternative schools' staffing allocations, as well as explain the overall staffing allocation process. A PowerPoint presentation was shared and after the presentation the participants were given a chance to ask questions.

The Chair of ASCAC presented the *Review of Secondary Alternative Schools* motion (see *Part A for complete motion details and Appendix B for additional information*) to the ASCAC Membership. The ASCAC Members voted on the motion and the motion was passed. The recommendation will be presented to PSSC on May 5, 2021.

ASCAC Equity Sub-Committee – The ASCAC Equity Sub-Committee held their first meeting on March 29, 2021 and presented to the ASCAC Membership the *Elementary Application Form* motion (see *Part A for complete motion details and Appendix C for additional information*). The ASCAC Members voted on the motion and the motion was passed. The recommendation will be presented to PSSC on May 5, 2021.

ASCAC Community Building Sub-Committee – The ASCAC Community Building Sub-Committee held their first meeting on April 7, 2021. The Sub-Committee presented to the ASCAC Membership four projects. They wanted the ASCAC Membership to review and vote to confirm the Sub-Committee should pursue these internal projects further: *2021-2022 secondary alternative schools' yearbook*; *grade 7/8 secondary alternative schools' information events*; *elementary alternative schools' pairings*; and *elementary alternative schools' Share & Learn Workshops*. Project participation would be optional. The ASCAC Members voted, and all four internal project motions were passed. (*See Appendix D for information about these four projects.*)

TDSB Board-Wide Updates (Trustee Shelley Laskin & System Superintendent Peter Chang)

Trustee Laskin thanked all the sub-committee volunteers for putting together a great plan of action.

Trustee Laskin is waiting to hear back from Executive Superintendent, Audley Salmon further about secondary alternative school staffing concerns. She said alternative schools must be properly supported if they are to continue to be safe and help students graduate. Trustee Laskin will continue to work with colleagues on these issues and provide us with answers.

Trustee Laskin and Superintendent Peter Chang deferred to the Open Floor session so the meeting participants would have enough time to ask questions or share their stories or concerns with ASCAC. Before moving to Open Floor, Trustee Laskin gave a quick high level update as follows: the funding for the 2021-2022 school year is not known; information/instructions about when schools can safely reopen has not been received; staff are being vaccinated on a priority basis; it is being recommended that the first day back to school will be Thursday, September 9, 2021 and this report will be presented at a special PPC meeting on Wednesday, April 28, 2021.

Open Floor

Any meeting attendee could bring forth any matter they wished to discuss with ASCAC. Participants were welcomed to ask questions, provide feedback and or let the Committee know of any concerns they may have. Students, alumni, parents, and staff spoke about their concerns about the staffing cuts at the secondary alternative schools.

At the end of the Open Floor session, Trustee Laskin mentioned that she is drafting a motion to address the secondary alternative schools staffing cuts.

Part C: Ongoing Matters

Report Submitted by: Peter Chang, System Superintendent; Learning Centre Central

ASCAC April 26, 2021 Meeting Attendees

First Name	Last Name	School	Role
Stephanie	Hennaoui	Avondale Alternative	Parent/ Guardian
Rebecca	Holzman	High Park Alternative School	Parent/ Guardian
Joanne	Huber	High Park Alternative School	Parent/ Guardian
Rizwana	Jafri	Secondary Alternative Schools West	Principal
Kim	Janzen	Parkview ALT	Staff
Ryan	Kendrick	Inglenook Community School	TDSB Secondary Alternative School Student
Philip	Kiff	City View Alternative Senior School	Parent/ Guardian
Sarah	Latha	City View Senior Alternative School	Parent/ Guardian, PAC Chair
Jenna	Lech	NEYRAC	Teacher
Natasha	Lemire-Blair	Inglenook	Parent/ Guardian
Denis	Lopes	Secondary Alternative Schools East	Principal
Janna	Luettmann	Equinox	Parent/ Guardian
Mahima	Madhava	High Park Alternative School	Parent/ Guardian
Glenda	Masters	Delphi Alternative Secondary School	Parent/ Guardian
Henrjeta	Mece	Da Vinci	Parent/ Guardian
Steve	Metzger	Downtown Alternative	Parent/ Guardian
Kier	Miner	Inglenook	Former student/student teacher/researcher/current alternative teacher in another district
Emanuel	Moura	Secondary Alternative Schools East	Vice Principal
Christopher	Pape	Inglenook	Parent/ Guardian
Robert	Pazzano	Avondale Secondary Alternative School	Curriculum Leader - Avondale Secondary Alternative School
Vanessa	Pearson	SEED Alternative School	Teacher
Farzana	Propa	Equinox Holistic Alternative School	Parent/ Guardian

First Name	Last Name	School	Role
Sarah	Alvo	Inglenook	Alumna
Lisa	Bacardi	Inglenook	Alumni
Kathy	Barnes	Subway I	OA
Erica	Belling	City School	Parent/ Guardian
Jenn	Berman	City School	Parent/ Guardian
Katty	Bidad	Avondale Alternative	Parent/ Guardian
Nancy	Britton	NWYRAC	Curriculum Leader
Les	Bunbury	City School	Staff
Sofia	Chamberlain	Alternative Scarborough Education 1	Guidance Counsellor
Greg	Chan	TDSB	Staffing Information Systems Officer
Rachel	Chernos Lin	TDSB	Trustee, Ward 11
Patti	Cross	City School	Parent/ Guardian
Stefanie	Donaldson	TDSB	Trustee, Ward 9
Yvette	Duffy	Secondary Alternative Schools West	Vice Principal
Nadine	Francis	Downtown Alternative School	Parent/ Guardian
Chris	Freitas	Etobicoke YR	Curriculum Leader
Vicki	Gagnon	SEED Alternative School	Parent/ Guardian
Cherril	George	Mountview	Vice Principal
Dan	Glazier	Inglenook	Parent/ Guardian, Parent Chair Person - Inglenook Community High School
Leyland	Gordon	Inglenook	Alumni
Astrid	Greenberg	Inglenook	Alumni
Diana	Grimaldos	Mountview Alternative	Parent/ Guardian
Michael	Gurgol	Secondary Alternative Schools West	VP

First Name	Last Name	School	Role
Robert	Rennick	Inglenook Community School	Teacher
Liam	Rodrigues	SEED	Teacher
Hilary	Rompkey	Inglenook Community Alternative HS	Parent/ Guardian
Rachel	Rosen	SOLE Alternative	Staff
Shannon	Salisbury	SOLE Alternative (teacher) Inglenook	Parent/ Guardian, Teacher
Audley	Salmon	TDSB	Executive Superintendent of Employee Services
Christine	Saraceno	City View Alternative School	Parent/ Guardian, Parent of a TDSB student and teacher
Ben	Singer	Mountview	
Barb	Sniderman	Inglenook Community School	Educator and parent
David	Stocker	City View Alternative	Teacher
Madison	Suh	SEED	TDSB Secondary Alternative School Student
Rena	Tsatsos	High Park Alternative School	Parent/ Guardian
Lindsay	Viets	High Park Alternative	Parent/ Guardian
Emily	Wadsworth	Subway Academy One	Staff: Curriculum Leader
Rixi	Wharton	City School	Parent/ Guardian
Martha	Wheaton	City View	Parent/ Guardian
Rogue	Witterick	City View Alternative	Parent/ Guardian
Lori	Woloshyn	City	Parent/ Guardian

**Review of Secondary Alternative Schools Recommendation
Additional Information**

Secondary alternative schools successfully provide a valuable pathway for TDSB students to graduate who may otherwise not be able to through traditional means. Unfortunately, TDSB enrolment has continued to decline year after year board-wide. Enrolment numbers directly influence funding by Ontario's Ministry of Education and thereby impact staffing allocations across all TDSB schools. Being small-by-design, enrolment and staff reductions are further magnified and negatively impacting secondary alternative school environments. For example, losing 1 out of 4 teachers in a small school environment due to enrolment decline has different ramifications than losing 1 out of 15 teachers in a larger school environment.

Currently, TDSB is conducting a review and reorganization of its regular secondary schools to address the realities of its declining enrolment. During that process, TDSB is also striving to improve overall student opportunities and outcomes within its regular secondary schools. That review process does not include secondary alternative schools.

Elementary Alternative Application Form Recommendation Additional Information

Currently elementary alternative schools can have their own unique forms and personalized procedures which has created inconsistencies, confusion, and inequalities amongst the TDSB elementary alternative schools. Following are some examples of the inconsistencies, confusion, and inequalities.

- Inconsistent and inequitable language-use in applications and processes.
- Inconsistent and inequitable application requirements and processes.
- Some schools require mandatory Open House attendance to be considered for admissions.
- Some schools require families applying to agree to volunteering a minimum number of hours every year. Some schools track these volunteer hours (i.e. Family A did 10 hours vs. Family B did 20 hours.)
- Some elementary alternative schools require applicants to complete Optional Attendance forms from their home school prior to being considered for admissions. Other elementary alternative schools wait until the student is offered a spot and only then ask for them to complete the Optional Attendance form.
- Some students/families do not adhere to TDSB's rule of applying up to 2 schools maximum.
- This past year, some elementary alternative schools did not receive the online Optional Attendance applications families submitted through the TDSB website. Schools had to chase down forms on behalf of applicants. waitlists are managed vary between schools.
- Inconsistent and inequitable data collections, unclear data usage and security processes, as well as how data is disposed of after the admissions processes are completed.
- Although elementary alternatives schools receive more applicants then spots available, only some schools have waitlists and others do not. How waitlists are managed vary between schools.
- Each school runs their own lottery processes differently. Not all schools are including a parent representative in that process.

APPENDIX D

ASCAC Community Building Sub-Committee Internal Projects Recommendations Additional Information

- **Pilot: 2021-2022 Yearbook**

Explore the possibility of piloting the creation of one TDSB secondary alternative schools 2021-2022 yearbook. It would be developed together by students and staff across all 21 schools. If successful, the yearbook would become an annual endeavour and create an ongoing legacy for TDSB secondary alternative schools.

- **Pilot: Grade 7/8 Information Events**

In the upcoming 2021-2022 school year, pilot having secondary alternative schools' students and/or staff visit elementary alternative schools to better educate grade 7/8 students about the different secondary alternative school options available to them. The goal is to help increase secondary alternative schools 2022-2023 enrolment numbers.

- **Pilot: School Pairings**

In the upcoming 2021-2022 school year, pilot pairing two elementary alternative schools together to encourage more community building and information sharing amongst different alternative schools. Elementary alternative schools will be invited to sign-up through ASCAC to participate in this pilot community building project.

Schools with similar pedagogy and values, as well as close geographical locations will be paired together. The two School Councils will exchange contact information and connect. An ASCAC community building tip sheet will be provided to paired schools to help encourage more information sharing and community building.

Prior to starting the pilot, participating elementary alternative schools will be invited to fill out a survey. At the end of the one-year pilot, schools will be invited to complete a second survey. The two surveys will be used to help determine if the pilot was successful or not.

- **Share & Learn Workshops**

Elementary alternative schools will be invited to sign-up to host one Share & Learn Workshop at their school for not only their own school community, but other alternative school communities and the public at large as well. These workshops will celebrate that school's unique pedagogy, have interactive learning activities and encourage knowledge sharing. Ideally these events will be for everyone, including students, staff and parents/guardians.

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Community Advisory Committees

Name of Committee: Early Years Community Advisory Committee (EYCAC)

Meeting Date: **March 12, 2021**

A meeting of the **Early Years Community Advisory Committee** convened on **March 12, 2021** from **10:00a.m.** to **11:55a.m.** in a **Virtual Zoom Meeting**, with **Community Co-Chairs: Pam McArthur and Jill Oakes** presiding.

Attendance:

Pam McArthur (Community Co-Chair/ Runnymede Adventure Club), Jill Oakes (Community Co-Chair/ YMCA Child Care), Diane Banks (Toronto Public Library), Patricia Chorney Rubin (George Brown College), Jeff deFreitas (PLASP Child Care Services), Shiromie Ganesh (Heart Beatz Child Care), Anabela Ferreira (Woodgreen Child Care), Dan MacLean (Trustee), Stephanie Nickle (Woodgreen Child Care), Kim Rogers (Sunshine Child Care), Ann Marie Schiraldi (Toronto Children's Services), Irena Setnik (Silver Creek Pre-School), Patrina Stathopoulos (Dandylion Daycare), and Lorrie Weddell (NYAD - Donwood)

Also present were TDSB Staff: Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Karen Guthrie (Early Years Coordinator, Child Care Services), Liz Hoang (Child Care Services Manager), Nadejda Lekosky (Early Years Coordinator, Child Care Services), and Anastasia Poulis (Centrally Assigned Principal)

Regrets:

Coleen McGrath (LEF) and Jennifer Story (Trustee Co-Chair)

Part A: Recommendations

No recommendation.

Part B: For Information Only

- An update on EYCAC membership was provided by Community Co-Chairs'- Jill Oakes and Pam McArthur. The following representative is a new member who has replaced past members: Diane Banks, Manager, Children's Services, Service Development and Innovation for Toronto Public Library
- An update was provided by Cynthia Grundmann, Senior Policy Advisor/Manager, Early Years and Child Care Services who shared the following information:

- **Permits for Summer**

TDSB Plant Operations & Community Use noted that spring and summer permit applications are being received as of March 5, 2021 and will be parked until further direction. At this time, the TDSB has not reached a decision on community access and summer permits. This decision will be based on the advice and direction of the Province and Toronto Public Health. Spring and summer permit applications will not be processed until direction is provided and a decision is made. Child care operators are welcome to submit their applications but these will not be processed until we receive further direction.

- **CCEYA Changes for Authorized Recreation and Skill Building Programs**

On February 26th, 2021, the Ministry of Education announced the filing of the new and amended regulations under the Child Care and Early Years Act, which came into effect on March 8. TDSB is currently engaging with the City of Toronto regarding implementation opportunities as it relates to Authorized Rec programs operating before-school sessions. TDSB also is in the process of reviewing the implications for the board and its current early years system.

- **HEPA Filters**

TDSB is in the process of outfitting all schools with institutional grade HEPA filters, for every occupied classroom being used by the school, including portables and wellness rooms. This roll out is for school occupied classrooms and does not include exclusive child care or shared spaces that are not utilized by the school as school instructional classrooms during the core day. Child care operators however, were provided with an opportunity to order filters through the TDSB, with TDSB pricing, and subsequently work with facilities to plan for installation. For more information about the roll out of HEPA filters and ventilation in TDSB schools, please visit [Ventilation webpage](#).

A member shared that this should be standard as these are the same children in the school. Child Care Services team continues to work with Facilities team to review ongoing opportunities for improved health and safety measures for both school and child care programs.

○ **COVID-19 Resilience Infrastructure Stream-Education Related**

The Child Care Services team shared that the Ministry of Education has recently approved the TDSB's COVID-19 Resilience Infrastructure Stream-Education Related application for child care handwashing stations. Staff from the Facilities Services team will be contacting those who applied and met the eligibility criteria to discuss next steps.

Part C: Ongoing Matters

- Cynthia and the Child Care Services team have been communicating with Peter Singh, Executive Officer and Service IT team to discuss the Wi-Fi access issue for child care operators especially due to the increased internet needs of the past year.
- Peter Singh, Executive Officer and his team will provide an update on the process and information at the next EYCAC meeting on May 14, 2021. The ongoing Wi-Fi access needs is a process that Peter and the Service IT team will be able to help explain in more detail.
- Child care operators continue to express that there are two different issues- temporary immediate Wi-Fi access needs and long-term ongoing Wi-Fi access needs.
- Child care operators are asking for temporary immediate Wi-Fi access to support the online health screening process, to connect with families, communicate with public health, report serious occurrence, etc. Families communicate through online or text. Wi-Fi is the linkage to families and as important as another 'utility'.
- The Child Care Services team continues to communicate with Peter and the Service IT team to advocate that this is a priority and discuss how to move forward recognizing the reporting and screening requirements and that this is a fundamental need for all programs and students. The Child Care Services team will continue to provide updates.

Report Submitted by: Cynthia Grundmann

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Community Advisory Committees

Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 6, April, 2021

A meeting of the Environment and Sustainability Community Advisory Committee convened on April 6, 2021 from 6:35 p.m. to 8:20 p.m. via Zoom Video Conferencing, with Sheila Cary-Meagher presiding.

Attendance: Sheila Cary-Meagher (Community Co-Chair), Lindsay Bunce (EcoSchools Canada), Val Endicott (Community Member), Barbara Falby (For our Grandchildren), Sunday Harrison (Green Thumbs Growing Kids), Hilary Inwood (OISE), Anne Keary (Parent), Debby Martin (Community Member), Michele Martin (Community Member), Bob Spencer (Community Member), Brenda Simon (Natural Curiosity), and Andrea Stephens (Parent).

Also present were: Biz Ahrens (TDSB), Richard Christie (TDSB), Esther Collier (TDSB), Kristen Evers (TDSB), David Hawker-Budlovsky (TDSB), Chris Metropolis (TDSB), Mahnaz Mirkhond-Chegini (TDSB), Linda Naccarato (TDSB), Naomi Quarcoopome (TDSB), and Jenn Vetter (TDSB).

Regrets: Haley Higdon (Natural Curiosity), Catherine Leighton (TRCA); Stefanie Hall (TDSB), and Manna Wong (Trustee, Ward 20).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Staff informed ESCAC that the TDSB's new Taking Learning Outdoors web portal (<https://www.tdsb.on.ca/learningoutdoors>) has now been launched, and log seating and armour stone seating with accessible pathways are planned for implementation at select schools in 2021. These initiatives are intended to provide additional outdoor learning support to schools.

ESCAC provided feedback on what should be included in a long-term plan for encouraging and supporting all schools to use outdoor spaces for instructional time throughout the day. Staff will be presenting a long-term plan to Board in the May cycle of meetings.

ESCAC provided feedback on a draft Community Climate Action guide being developed by the TDSB that aims to help schools mobilize communities towards climate action.

Time will be dedicated at the May 2021 ESCAC meeting for members to discuss how the committee would like to prioritize initiatives moving forward.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



Community Advisory Committees

Name of Committee: Equity Policy Community Advisory Committee

Meeting Date: Monday, March 29, 2021

A meeting of the Equity Policy Community Advisory Committee convened on Monday, March 29, 2021 from 6:43 pm to 9:05 pm via Zoom, with Parent Co-Chair Aleem Punja presiding.

Members in Attendance: Mohamed Ahmed (Success Beyond Limits), Sharon Beason (Parent), Michael Kerr (Colour of Poverty-Colour of Change), Dennis Keshinro (Community-Co-Chair), James Li (Trustee), Dan MacLean (Trustee), Aleem Punja (Parent), Sophia Ruddock (Parent), Pablo Vivanco (Jane/Finch Community and Family Centre)

Staff Present: Rosalee Bender (Manager, Partnership Office), Peter Chang (System Superintendent, Continuing Education), Irit Kelman (Manager, Human Rights Office), Precious Sidambe (Administrative Assistant), Jim Spyropoulos (Executive Superintendent, Human Rights & Indigenous Education), Lily Szeto (Partnership Development Coordinator, Partnership Office)

Guests: Jennifer Arp (Former TDSB Trustee), Alexander Brown (Chair of the Board), Manna Wong (Trustee)

Regrets: Catherine Maloney (Parent)

Part A: Recommendations

The Equity Policy Community Advisory Committee recommends that the Director provide a report on the implementation of the Anti-Asian Racism Resource Guide in elementary and secondary teaching and learning in accordance with the TDSB's Multi Year strategic goal of providing equity of access to learning opportunities for all.

Part B: For Information Only

Trustee Co-Chair Update

Trustee Co-Chair gave an update to the committee on the:

- Report that is being presented at the Program and School Services Committee on the preliminary findings on the impact of learning due to the pandemic
- Covid-19 vaccination for TDSB staff
- Appointment of Tanya Senk as Superintendent of Indigenous Education
- Heritage Months in the month of April

- Parent Involvement Advisory Committee's spring event titled *Breaking Barriers by Changing Biases*
- Court case on the Board's ability to collect Education Development Charges

Update from CAC Co-Chair Meeting

The co-chairs shared an update from their CAC Co-Chair meeting hosted by the Parent and Engagement Office.

Partnership Office

The committee heard a presentation from staff in the Partnership Office on the educational partnership process. A discussion was held around how equity is embedded in these processes and the office's work. The Partnerships Policy will be reviewed next year and the conversations held provided insights on the changes that can be made.

Collaborating with Other Community Advisory Committees

Executive Superintendent, Jim Spyropoulos, and former TDSB Trustee, Jennifer Arp presented on the feasibility of collaborating with other CACs following a motion made by the Urban Indigenous Community Advisory Committee. Other CACs are discussing similar issues, this initiative would allow for them to be more coordinated and aligned. The committee was asked to share their thoughts and their vision for such an initiative.

Anti-Asian Racism

The committee discussed anti-Asian racism and how they can advance the Board's efforts in addressing it. The Anti-Asian resource guide developed by ETFO and TDSB, is being utilized across the Board and staff have been working on different initiatives around this topic, including professional development workshops in schools. As such, the committee put forth a recommendation to the Board for staff to provide a report on how the resource is being implemented in the learning environment.

New Membership Selection Criteria

This item was postponed to the next meeting. There was a callout for new membership and the committee received a high number of applications.

Part C: Ongoing Matters

Nil

Report Submitted by: Irit Kelman



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 9 March 2021

A meeting of the French as a Second Language Community Advisory Committee convened on March 9, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Polina Osmerkina (W10), Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Kathleen Meek (W15 Alt), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Curtis Ennis (Interim Associate Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Guests:	Trustee Manna Wong (W20)
Regrets:	Doug Kwan (W2 Alt), Deloris Williamson-Braham (W5/13), Crystal Stewart (W6), Caroline Tolten-Paterson (W7 Alt), Hans Bathija (W10 Alt), Nancy White (W16 Alt), Sarah Smith (W15), Christie Dunbar (W16 Alt), Rosemary Sutherland (CPF Alt), Sharon Beason (CPF Alt)

Part A: Recommendations Nil

Part B: For Information **Registration Update**

Late applicants (197 students) were offered placement for Early FI and 43 late applicants were offered Middle FI placement. Central staff did not reduce the number of entry point FSL classrooms at any school site but organically a reduction may occur based on the number of applicants to a local site. At this point, numbers indicate that all FSL sites will run in September, with at least 1 class. Applications indicate that there will be at least 1 class at each of the 40 MFI sites. It is anticipated that these numbers will increase yearly as staff continue to promote the new MFI program to the community.

September 2021 Right of Return: Survey Results

The Right of Return survey was sent to the 1580 students that left French programming between September and the beginning of January. Staff received 95 responses and 61 (54 FI, 7 Ext) students wish to return to French programs in September 2021. Members asked Staff to report back if there were any students that left French programming who have IEPs.

Online Supports for Parents/Students

FSL Resources for Families Google site highlights various resources and activities that families may access to practice with their child at home if they choose. Staff demonstrated the site and showcased core French, FI and Ext. French “asynchronous” student activities for GR4-8 and FI activities for SK -GR3 students. New activities are added weekly for all the French programs, for independent student use

and access, which are supported through resources found in the virtual library. These activities are designed to be self-guided activities for any FSL students at home without teacher support. This resource is designed for students with an exemption from synchronous learning, but they are also accessible to all students including those students who may be isolating, those without a teacher, etc. As a side-benefit, these activities provide alternative and additional practice for any FSL students. As well, the virtual experience is explored in the context of French programs to help ease the minds of parents. Student/family resources are also included on the Virtual Library/virtual learning public domain. Resources provided on the Virtual Library are extensively reviewed for cybersecurity risks.

The membership and staff agree to amplify awareness of this FSL student/family support tool across the system through various communications. This FSL resource while it is available can apply to more than asynchronous situations and serve multiple purposes. Summer availability of the online support tool for families is being looked into by staff.

Summer Programs

Elementary summer French programs will be offered in each Learning Centre. More information expected mid to late April.

French Review

Staff are working with Planning, Student Information Systems, and Early Years on the FI JK entry point for Sept 2022. The critical pathway is being developed and includes discussions and collaboration with other departments to align the Registration for JK entry and application to French Immersion process.

Redistribution of programs, while challenging, must focus on the problem of underserved areas and staff are committed to rectifying this issue. Membership expressed, and staff acknowledged, significant concerns about lack of access, in particular in Scarborough and Etobicoke, and expressed the idea of support for additional programs in these areas. Membership understands the challenge raised by staff, but do not wish to see programs closed. Improved access is an ongoing concern across the system. It will be difficult to distribute from schools with popular programs, yet equity of access in racialized, marginalized communities is a must. Membership is concerned for the areas that are underserved and the time elapsed since the French Review was announced.

FSL Official Languages Special Purpose Grant; DELF

Ministry funding for supporting FSL students. Given the lockdown orders last year, the TDSB did not participate in DELF in spring 2020, therefore, funds were returned to the Ministry. In 2021-22, TDSB will not participate in DELF given COVID restrictions and constraints. To date, there are 18 other Boards not participating in DELF. Funds for PD and French experiences are available. Staff are looking at creative ways that schools may use these funds.

Ward/CPF/Parent Co-Chair Reports

CPF and parent co-chair shared updates.

For further detail, see March 9th meeting minutes at <https://www.tdsb.on.ca/fslac>.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis



Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 8 April 2021

A meeting of the French as a Second Language Community Advisory Committee convened on April 8, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Charles Zhu (Parent Vice-Co Chair W11), Doug Kwan (W2 Alt), Crystal Stewart (W6), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Polina Osmerkina (W10), Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Curtis Ennis (Interim Associate Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Regrets:	Matt Forrest (Parent Vice-Co-Chair W9), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Hans Bathija (W10 Alt), Sarah Smith (W15), Kathleen Meek (W15 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Rosemary Sutherland (CPF Alt)

Part A: Recommendations

Re: French Review Decisions June 2019

Recommendation 1 – Priority One: Access to French Immersion (FI) in Underserved Areas

Whereas geographic inequity in distribution of French Immersion schools was identified as an important concern before and throughout the French Review consultations;

Whereas the geographic inequity developed because PR597 expansion process was tied to incoming applications and did not address equitable FI school distribution;

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 55) indicated that 69% of parent survey participants are happy with the location of their designated French immersion school and would, therefore, be unlikely to support their program moving too far;

Whereas the Qualitative Findings showed that the unhappy parent survey participants indicated that the problem is not having access to a program at the school close to where they live;

Whereas the Qualitative Findings also indicate dissatisfaction with commute times (p 77);

Whereas splitting the largest dual track French immersion catchments will provide the quickest, simplest, least controversial, most known and practiced way to take the first step toward equitable distribution of French immersion programs across the system;

Whereas the FSLAC recommended splitting catchments to achieve more equitable access while maintaining current access was fully examined and made in the report to PSSC May 2019, recommendation #3: <https://tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/A?Folder=Agenda%2f20190501&Filename=5.6.pdf> ;

Whereas these are the 5 largest dual track catchments and the most significantly underserved areas:

- i. Corvette (W18) – 14 feeder schools
- ii. William G Miller (W22) – 14 feeder schools
- iii. Tredway Woodsworth (W19) – 13 feeder schools
- iv. George Syme (W6) – 11 feeder schools
- v. Brimwood (W 21) – 10 feeder schools;

Whereas these are the 5 largest Grade 6-8 French immersion continuation catchments which requires students to have long commutes, often with multiple transfers:

- i. Hilltop MS (W2, serving students from Wards 1, 2, 3)
- ii. Beverly Heights MS (W5)
- iii. Glenview Sr PS (W8)
- iv. Don Valley MS (W13)
- v. Sir Alexander MacKenzie Sr PS (W21);

Therefore, the FSLAC recommends that:

- a. the largest dual track catchments be split starting in Sept 2022 by adding sites in the most significantly underserved areas;
- b. the largest Grade 6-8 French immersion continuation catchments be reviewed, and an action plan developed for implementation Sept 2022 to add new sites and/or to redistribute existing sites with the goal of reducing commute times and transfers for students while maintain a high standard of program delivery;
- c. staff support be provided to help develop and encourage community interest in underserved areas and underrepresented ethno-racial and socio-economic groups;
- d. new sites that do not attract sufficient enrolment in Sept 2022 be tried again in subsequent years.

Recommendation 2 –

Child Care (Before and After School) for French Immersion/Extended Students (JK-6)

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 76) indicated that only 28% of French Immersion parent survey respondents are satisfied with the available child care;

Whereas 12 % indicated that they use child care at their English home school, not their French immersion school;

Whereas many French immersion parents cannot access child care at their English home school because childcare staff levels are insufficient or may not be structured to meet busses and/or there are not enough spots;

Whereas P022 Early Learning and Care commits to “seamless experiences and consistent relationships for children” (6.3.1) and “Children and families will be better served through a more cohesive system of programs wherein continuity, quality and growth is strategically planned and implemented: (6.3.5); and

Whereas Early and Middle French Immersion students do most of their day in French with French speaking teachers and early childhood educators in JK and SK;

Therefore, the FSLAC recommends that:

- a. access to child care be facilitated for French immersion/Extended students who want it at their French immersion/Extended school;
- b. that child care in French be phased in;
- c. access to child care for bussed French Immersion/Extended students be facilitated at the student’s home English school for those who want it.

Part B: For Information

French Review, Double Cohort intake, MI (PD and resources)

Redistribution

While FI communities want to see local programs preserved, greater equity of access must be established. Prioritization of underserved areas in Etobicoke and Scarborough require staff to look at the data from early FI sites, associated catchment areas, proximity to other FI sites, number of feeder schools, etc. Staff are in the process of completing a critical path which will include implementation of some potential new sites. This will go to Executive Council after the April Break, with staff hoping to report back to FSLAC in May with an updated timeline.

The membership understands that staff are working on a critical plan which may include *Recommendation 1* above but wants to provide advice to Trustees on the record that highlights relevant parent feedback from the 2018 French Review consultation, identifies first steps towards improving equity of access to French Immersion and asks that new French Immersion sites be offered in underserved areas for the September 2022 double cohort (JK/SK) which will accept applications in November 2021.

JK/SK Early French Immersion (EFI) Entry for Sept 2022

Staff are working with Planning to determine the sites that can support the JK Entry beginning Sept 2022 and coordinating with Early Years, Childcare, and Communications on the alignment of the French application period in November 2021 and the JK registration process. According to Planning, 70 sites can support a double cohort, JK and SK entry. Students born in 2017 and 2018 may apply for the

double cohort entry year which begins Sept 2022. In September 2023, JK will be the only Early Immersion entry grade and Grade 4 will be the entry point for Middle French Immersion.

The number of applicants will drive the number of program sites/classes required. Application numbers will be the predictor and staff will use PR597 to guide placement of all on-time applicants with potential consideration of equity of access in Etobicoke-Scarborough. Until student applications are received staff will not be able to determine if more redirection than usual will be required. Staff emphasize that students are applying to a program, not a school. Staff are working with Employee Services (ES) to support recruitment and retention of French teachers and expediting/stream-lining the hiring process.

The Long-Term Planning and Accommodation Strategy, approved by the Trustees, supports a balanced enrolment across tracks where French programs are offered. As the TDSB is an English Language board (P068 Accommodation and Program Review), the English track must also be viable and fulsome in each school (included in Multi- Year Strategic Plan), unless the direction is that of a French Centre.

Middle French Immersion (MFI)

Staff are ready to receive students at 40 sites for Sept 2021. A professional learning plan has been initiated to support the transition from the Jr. Ext. French to MFI program. The plan includes 5 sessions: Guiding principles in MFI, Equity and Inclusion in MFI, Literacy, Math, Social Studies and Science inquiry.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis



Community Advisory Committees

Name of Committee: LGBTQ2S

Meeting Date: 30th March 2021

A meeting of the LGBTQ2S CAC convened on Thursday 30th March 2021 from 5:00pm to 7:00pm in a virtual zoom meeting with Jim Spyropoulos presiding. A discussion with the individuals in attendance took place.

Attendance: Anne Creighton (Pflag), Cheryl Dobinson (Planned Parenthood Toronto and Co- Chair), Jacq Hixson-Vulpe (The 519 and Co-Chair), Rachel Paris (Community Member), Amanda Pearce (Luminous community services), Anne Penner (Planned Parenthood Toronto), Terrence Rodriguez (Rexdale Community Health Centre), Vivian Tran (Community member)

Trustees: Trustee Trixie Doyle, Trustee Dan Maclean, Trustee Chris Moise (Co- chair), Student Trustee Isaiah Shafqat

Staff Lead: Jim Spyropoulos

Staff: Robert Durocher

Administrative Support: Melanie Pearce

Guest: Jamea Zuberi (Virtual GSAs)

Leanna Da Cunha (Pride Youth Conference)

Regrets: Trustee Alexander Brown
Maya Edwards (Student)
Andrea Landaeta (Student)
Wayne Martino (University of Western Ontario)
Miguel Walker (Student)

Part A: Recommendations

The LGBTQ2S Community Advisory Committee recommends:

- (a) That the Terms of Reference be approved (see attached);
- (b) That, in accordance with the Terms of Reference, the name of the LGBTQ2S Community Advisory Committee be changed to 2SLGBTQ+ Community Advisory Committee.

Part B: For Information Only

Name change in student records:

- In our student information system (SIS), there is a legal name and preferred name field. There is a table working with Human Rights to discuss what students have access to change on their profile without parental consent

For follow up:

- Invite Peter Singh from IT and Ros Salvador to next meeting to hear more about the work being done at that table

Part C: Ongoing Matters

The committee is looking to make a recommendation for the Board to support all PRIDE work in June. The CAC fully supports the initiatives of PRIDE Toronto

Report Submitted by: J. Spyropoulos

TDSB 2SLGBTQ+ Community Advisory Committee
Terms of Reference

Mandate

To act as a relevant voice to guide the Board's decision-making on issues related to the safety and well-being of 2SLGBTQ+ students, families, and staff members, in order to help ensure the Board is providing 2SLGBTQ+ supportive and positive learning environments.

Membership

All voting and non-voting members must support the mandate of the committee, abide by all TDSB policies and procedures, and review the Terms of Reference.

General Membership:

The 2SLGBTQ+ CAC will have a central advisory body representing a wide range of representation outlined below

- Students registered with the TDSB;
- Guardians and caregivers that have a student registered in the TDSB;
- 2SLGBTQ+ community members
- TDSB staff
- Up to 10 2SLGBTQ+ supportive Community Organizations, Trustees Appointed by the Board;
- TDSB support staff (as designated by Director);

Voting Membership:

- Students
- Up to 10 2SLGBTQ+ supportive Community Organizations representative
- Up to two (2) Guardians/Caregivers that have a student registered in the TDSB;
- Up to 5 at-large seats reserved for 2SLGBTQ+ community members
- One (1) Trustee Co-Chair

Non-Voting Membership:

- The Director staff designate/resource;
- Staff federation representatives
- TDSB Staff
- Community member, organizations, parent / guardian / caregivers who are not identified on official "voting membership list" will have opportunities to participate in discussions and working groups but will not have voting privileges

Terms:

Terms of office will be as follows:

- Organizational representatives will serve a two (2) year renewable term;
- Student representatives will serve a one (1) or two (2) year term where feasible;
- Parent / guardian / caregivers will serve a one (1) or two (2) year term where feasible;
- Trustees will be determined by the Board's annual organization process;
- Staff will be assigned by the Director

To be eligible for voting membership, an individual/organizational representative must attend three (3) consecutive meetings. If an individual/organizational representative misses three (3) consecutive meetings without notice, they will not be able to vote until they are able to attend three (3) consecutive meetings again.

Student voting rights are not subject to the above.

Role and Terms of Chair(s)

- Committee will be co-chaired by at least one community representative and, when possible, priority will be given to one TDSB student
- Community representative chair will serve a two-year term
- Student co-chair will serve one or two-year term
- Committee will be chaired by at least two community members
- Co-chairs are expected to attend least 75% of meetings and notify co-chair, trustee chair, and staff if they are unable to attend
- Co-chairs are expected to work with staff and Trustee chairs to ensure effective meetings
- Should a chair resign, an interim chair will be elected
 - This person may complete the term or membership can vote to call an election
- Chairs are expected to demonstrate a basic understand of meeting facilitation through an anti-oppression lens
 - All individuals interested in running as co-chairs will be provided a half day training (to be paid for by TDSB)

Selection of Chairs

- The selection/election process for a Co-Chair (one or two) will be conducted every two (2) years at the first meeting of the school year
- A *Statement of Interest* should be provided by those interested in a position of Co-Chair

- To ensure accessibility, individuals may also dictate their *Statement of Interest* to support staff person
- The election process will be carried out by simple majority vote

Roles and Terms of Trustee Members and Trustee Co-Chair

- The Trustee Co-Chair may participate in discussions and provide information on a matters
- Notify the Community Co-Chairs and staff if they are unable to attend a meeting

Other Trustees

- Trustees who are not members of a Community Advisory Committee have the right to attend and participate in discussions but do not have voting privileges

Meetings, Attendance & Expectations for Members (Voting and Non)

- Meetings will be held monthly (approximately eight times per year)
- Working Groups, if required, may meet more frequently
- Notice of meetings, minutes and agendas will be circulated by support staff no later than seven (7) days in advance
- If a voting member is unable to attend, where possible they must notify the staff resource person in writing 48 hours prior to the meeting
- A schedule of meetings for the committee will be established in advance and published

Role of Members

- All committee members (voting and non-voting), participants, guests, and TDSB staff are expected to participate in discussions, provide information on a matter under discussion and vote
- All committee members are expected to participate in meetings in a thoughtful manner that considers anti-oppression
- The nature and extent of the participation in these discussions is at the discretion and judgement of the individual
- Notify the Community Co-Chairs and support staff if they are unable to attend a meeting

Electronic Participation

- All members may participate by conference or video call
- The person chairing the meeting and at least one member must be present in the meeting space
- The staff resource persons and support must be present in the meeting
- Members shall notify staff no later than noon the day of the meeting if they wish to participate virtually

- The chair will conduct voting by asking every member present by electronic means to indicate their vote

Working Groups

- The committee will strike working groups and/or ad hoc committees as is seen fit
- Working Groups will operate as follows
 - Working groups may be led by voting and non-voting members
 - Non-committee members may participate but not lead
 - An lead must be identified to report back to the full committee
 - Notice of lead resignations must be made to the Community and Trustee chairs, as well as staff

Role of Support Staff

- The staff person assists the Co-Chairs as necessary with activities before, during and following Committee meetings

Quorum

- Quorum shall be 40% of sitting members (rounded down if necessary)
- Students will be encouraged to attend as often as possible, but this will not impact the ability to achieve quorum
- The Co-Chair should convene the meeting as soon as quorum of the members is present, but not before the scheduled start time
- If quorum is not present within 15 minutes of the scheduled start time, the committee may engage in an informal meeting but no decisions will be made. Minutes may be taken if decided by the committee
- The agenda will be carried over to the next meeting
- If quorum is present, and neither Community Co-Chair is present, the first item of business is to select an acting Community Co-Chair from among the voting representatives

Decision Making

- Where possible, decisions should be made by consensus
- When votes are necessary, a simple majority will be sufficient by the voting members present
- Voting members will make decisions for the community as a whole

Communication with Board or Staff

- Committee representatives will provide advice to the board in the form of formal recommendations approved by the committee and presented in a committee report, or feedback expressed in a separate document or recorded in the minutes of a meeting

- Feedback does not necessarily have to reflect a consensus viewpoint or a majority decision but may reflect the range of diverse views of the committee members
- Advice to the Board may entail; a request made for a delegation at the appropriate standing committee; or a committee report may be presented to the appropriate standing committee, or both
- Committee may direct advice to senior staff either on request or independently where such matter is appropriate for staff attention
- Any member wishing to represent the committee must have committee approval to speak on behalf of the committee

Preparing Committee Reports

- Staff support will prepare the committee's recommendations for the review of committee Co-Chairs and submission to Board Services
- Community Co-Chairs (or their designate) will present to Program and School Services Committee

Evaluation and Review

- The committee will undertake an annual self-evaluation of its performance against its mandate, strategic plan, membership, processes, number of meetings etc., using the Board's review template and provide the information to the Board
- The committee will define an annual work plan to be completed by Spring

Remuneration

- When meetings are held in person a meal will be provided
- The Board will assume transportation costs for all students and any other member attending as required

Conflict of Interest

- The committee will operate within the parameters within the TDSB Conflict of Interest policy

Conflict Resolution

- All committee members and attendees will participate in good faith and openly
- If a conflict arises, individuals should seek support from the Community Co-Chairs
- The committee functions under the recognition that debate and difference of opinion is important, but also recognizes that decisions must be made in order to achieve change

Review of Terms of Reference

- The Terms of Reference will be reviewed in October 2021 or unless 50% membership brings forward a revision

- After the initial review, all over reviews will take place every two (2) years or at the request of 50% of the membership

Budget

- Set resources are available to support committee meetings - this includes TDSB child minding (with two (2) weeks advance notice), ASL and other translation services, adequate funding for a catered dinner and to cover transportation costs for students and all members requiring it
- Funds shall be set aside to ensure capacity building of individuals who wish to co-chair and take on other leadership opportunities



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 20 April 2021

A meeting of the Parent Involvement Advisory Committee convened on 20 April 2021, from 7:00 p.m. to 9:48 p.m. via ZOOM platform with PIAC Co-Chairs D. Williams and Felicia Seto-Lau.

Attendance John Bakos (W8 Alt), Janice Barnett(W11 Alt), Cecile Farnum (W9 Alt), Jenny Gannon (W14 Rep), Sharon Grant (W4 Rep), Jess Hungate(W5 Rep), Madelaine Hamilton(W 16 Alt), Zuojun Han (W 20 Alt), Jaimala(W5 Alt), Nadia Judunath(W22 Alt), Wilmar Kortleeve(W11 Rep), Felicia Lau (PIAC Co-Chair), Susan Lee(W 12 Rep) , Chris Levien(Ward 20 Rep), , Kate Leuschen Millar (W16 Rep), Seema Mitchell(W18 Rep), Abdul Azeem Mohammed (W21 Rep), Anees Munshi (W21 Alt), Aretha Phillip (W13 Rep), Mark Ramcharan (W18 Alt), Alice Romo (W7 Rep), Patricia Seedial (W4 Alt), Nazerah Shaikh (W14 Alt), Mirian Turcios (W6 Rep), Andrew Waters (W9 Rep), D.Williams (PIAC Co-Chair), Albert Wong(W 12 Alt),

Exec Sup Shirley Chan, Trustee Trixie Doyle, Associate Director Curtis Ennis, Michelle Munroe (CTRL Coord, PCEO), Exec Supt Uton Robinson

Regrets Sharleen Ahmed (W15 Rep), Syed Sumar Alam (W13 Alt), Kaydeen Bankasingh (W8 Rep), Shanti Chand (W19 Alt),Neil Faba (W15 Alt); Denese Gascho (W10 Rep), Dean Gray (W6 Alt), Abdullah Mamun (W19 Rep), Nicole Marshall (W22 Rep), , Towhid Noman (CLG)Vivek Rao (W2 Alt), Saira Somani (W3 A), Charlotte Schwartz (W 10 Alt), Glenna Wellington (W17 Alt)

Part A: Recommendations

None

Part B: For Information Only Staff Update

Impact on learning

The impact on grade averages across North America, student mental health and well-being could be a main factor for the grade averages during the pandemic

- 84% of TDSB students have indicated in-person learning was preferred.
- Active participation has gone down by 37%.

Graduation

A staff team has been convened to assist schools with graduation planning whether virtual or in person.

Extracurricular activities

Staff are looking at partnerships for e-sports extracurricular activities for students in a safe and supportive platform.

Program Priorities Funding (PPF) –Parent Reaching Out Grant (PROG)

190 applications were received and 80 applications were approved of which 6 were high schools, 11 Middle Schools, and 63 elementary schools. Of the 80 approved, 61 were supported by the PPF Grant for a total of \$76,563.00 and 19 by PIAC allocated funds for a total of \$25,000.

School Council Townhall

The townhall was well attended and it was noted that many school councils had issues of equity and are exploring strategies for building more equitable and inclusive school councils.

The conversation series to continue in April, May, and June.

PO23-Policy Review

A revised PO23 policy Work Plan was approved by the Board. The first roll out of the review will be the CAC review. Approved consultation Critical Path will be shared with the PIAC Consultation Working Group

Part C: Ongoing Matters

PIAC Co-Chairs update

Priority Programs Fund (PPF)

PIAC's consultation WG's letter to the Ministry of Education was presented at PSSC stating the support of PIAC on the importance of the Priority Programs Fund (PPF) [formerly known as the Parents Reaching Out (PRO) Grants] to school councils and regional parent engagement initiatives. The committee will explore next steps for further advocacy.

TDSB Human Rights Policy P031 Consultation

A consultation session organized by PIAC and the TDSB Human Rights Office will be held on Wednesday April 21, 2021.

Spring Event WG – Breaking Barriers by Changing Biases May 1 & 2, 2021

Kevin Carrington is the Keynote for the event and Staff will take part in facilitating the conversation.

Ontario Parent Involvement Connection (PIC)

The PIC Connection is a gathering of Ontario PIC chairs. The Connection meets regularly and is now exploring terms of reference and draft bylaws for PIC's, and the challenges, opportunities and the best practices of PICs.

New PIAC Members Welcomed

1. Abdul Azeem Mohammed (W21 Rep),
2. Anees Munshi (W21 Alt), 2

Returning PIAC members

1. Jenny Gannon (W14 Rep),
2. Nazerah Shaikh (W14 Alt)

Annual Strategic Planning Session

PIAC 's Annual Strategic planning session to be held on June 5, 2021.

Report Submitted by Associate Director, Curtis Ennis and
Michelle Munroe Central Coordinator PCEO

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Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 1 March, 2021

A meeting of the Special Education Advisory Committee convened on March 1 at 7:00 pm through electronic means. Steven Lynette chaired the meeting. The meeting was livestreamed on the TDSB website.

Association for Bright Children (ABC)		Melissa Rosen
Autism Society of Ontario – Toronto		Lisa Kness
Black Parent Support Group		Tracey Burrell
Community Living Toronto		Tracy O'Regan
Epilepsy Toronto		Steven Lynette
Down Syndrome Association of Toronto		Richard Carter
Easter Seals Ontario		Aliza Chagpar
Integrated Action for Inclusion (IAI)		Tania Principe
IEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Shanna Lino
Learning Disability Association		Nadia Persaud
CADDAC		Juanita Beaudry
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts
Regrets: Kirsten Doyle		

Also present were:

Andrew Gold, Associate Director
 Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion
 Janine Small, Centrally Assigned Principal, Special Education
 Jennifer Newby, Centrally Assigned Principal, Special Education LC4
 Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1
 Susan Moulton, Centrally Assigned Principal, Special Education LC2
 Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3
 Tamara Grealis, Centrally Assigned Principal
 Jason To, Centrally Assigned Principal
 Vanessa Pfaff, Accessibility
 Wendy Terro, Centrally Assigned Principal, Special Education
 Lianne Dixon, TDSB SEAC Liaison

Part A: Recommendations

SEAC Community Member Representative (Appendix A)

On the Toronto District School Board SEAC, there are currently two Community Member Alternate vacancies. Ioanna Agelothanasis has submitted an application for the position of Alternate member LC2. Taking into consideration the criteria outlined in the TDSB SEAC Terms of Reference and Regulation 464/97, Ioanna Agelothanasis is being recommended as Alternate Community Representative. This new application was announced at SEAC on March 1st, 2021

Part B: For Information Only

Leadership, Learning and School Improvement Department Reports:

Reports.

- **Academic Pathways and Locally Developed Compulsory Courses Presentation**

How are we supporting students with special education needs with Academic Pathways?

- Grade 9 de-streamed Mathematics new curriculum 2021
 - modifications and accommodations to support students in special education through IEP
- Locally Developed Compulsory Course Strategy
 - GLE/GLS, ELS2O for additional support
- Professional learning for educators and administrators
 - Focus on inclusive teaching practices
 - Supporting high school teachers with modifying expectations
 - Coach support

- **February Switch Update**

- Special Education
 - Resource - 661 In-Person to Virtual 308 Virtual In-Person
 - Gifted - 78 In-Person to Virtual / 38 Virtual In-Person
 - Behaviour - 5 In-Person to Virtual / 0 Virtual In-Person
 - DD - 30 In-Person to Virtual / 11 Virtual In-Person
 - LD - 9 In-Person to Virtual / 4 Virtual In-Person
 - HSP - 51 In-Person to Virtual / 37 Virtual In-Person

- Autism - 9 In-Person to Virtual / 8 Virtual In-Person
 - MID - 24 In-Person to Virtual / 8 Virtual In-Person
 - Diag - 15 In-Person to Virtual / 3 Virtual In-Person
 - PD - 3 In-Person to Virtual / 0 Virtual In-Person
 - Total - 885 In-Person to Virtual / 417 Virtual In-Person
- **Autism Services Kindergarten Kit**
 - Autism Services has introduced “Supporting the Kindergarten Experience”, a comprehensive 7 booklet digital kit that can be used to assist teachers and DECEs in supporting students with Autism Spectrum Disorder (ASD) transition into full-day Kindergarten.
 - **PAAC on SEAC**
 - The Executive summary and report on results of the PAAC survey had been shared previously. The Chair requested that any concerns, questions be shared with SEAC.
 - [Report on Results of PAAC on SEAC 2020 Survey](#)
 - [PAAC on SEAC 2020 Survey Executive Summary Action Items](#)

Part C: Ongoing Matters

Working Group Updates

The Special Education Plan working group and the Communication working group will be sending out a Google Doc for members to provide input on the Special Education Plan

Appendix A

MOTIONS

Learning Centre 1 Alternate Representative

Whereas there is a Community Representative Alternate vacancy on TDSB SEAC for LC2 and

Whereas Ioanna Agelothanasis has submitted an application and meets the criteria for membership outlined in Regulation 464/97 therefore,

It is recommended that the Toronto District School Board appoint Ioanna Agelothanasis as Community Representative Alternate for Learning Centre 2 on the TDSB Special Education Advisory Committee for the 2018 to 2022 term.

Report Submitted by: Lianne Dixon

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Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 19 April, 2021

A meeting of the Special Education Advisory Committee convened on April 19 at 7:00 pm through electronic means. Steven Lynette chaired the meeting. The Meeting was livestreamed on the TDSB website.

Association for Bright Children (ABC)	Melissa Rosen
Autism Society of Ontario – Toronto	Lisa Kness
Black Parent Support Group	Clovis Grant
Community Living Toronto	Tracy O'Regan
Epilepsy Toronto	Steven Lynette
Down Syndrome Association of Toronto	Richard Carter
Easter Seals Ontario	Aliza Chagpar
Integrated Action for Inclusion (IAI)	Tania Principe
IEWS for the Visually Impaired	David Lepofsky
VOICE for Hearing Impaired Children	Shanna Lino
Learning Disability Association	Nadia Persaud
CADDAC	Juanita Beaudry
LC1	Aline Chan
LC2	Jordan Glass
LC3	Olga Ingrahm
LC4	Diane Montgomery
TDSB Trustees	Alexander Brown
	Nora Green
	Jean-Paul Ngana
	Kirsten Doyle
	Izabella Pruska-Oldenoff,
	Michelle Aarts

Also present were:

Andrew Gold, Associate Director
 Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion
 Janine Small, Centrally Assigned Principal, Special Education
 Jennifer Newby, Centrally Assigned Principal, Special Education LC4
 Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1
 Susan Moulton, Centrally Assigned Principal, Special Education LC2
 Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3
 Vanessa Pfaff, Accessibility
 Wendy Terro, Centrally Assigned Principal, Special Education
 Roz Salvador, Senior Human Rights, Education & Organizational Change Specialist
 Joy Reiter, Centrally Assigned Principal
 Irit Kelman, Manager & A/Senior Manager

Laura Mahoney, Psychological Services
 Amie Presley, Research

Dr. Carolyn Lennox, Psychological Services
Wendy Keene, Centrally Assigned Principal
Lianne Dixon, TDSB SEAC Liaison

Part A: Recommendations

Nil

Part B: For Information Only

Leadership, Learning and School Improvement Department Reports and Updates:

Reports

Human Rights Policy Consultation

Details of the current process are on the [HRO website](#)

SEAC members were invited to discuss the following questions and provide feedback to the presenters.

1. Do any of the mentioned changes stand out as being particularly important in addressing human rights concerns for families with students who have special education needs?
2. What would a responsive human rights complaint process look like?
3. Are there any other steps the HRO should be taking?
4. Other feedback/concerns with the proposed human rights policy and student process?

Winter Check-in Survey Results

Survey Results

- Approximately one-quarter of elementary and secondary families feel very supported in having their special education needs met. Just less than 50% of elementary and secondary families feel somewhat supported.
- Parents of students with IEPs perceptions on their learning experiences. Elementary families tend to report slightly higher levels of students receiving the right amount of work and instruction.
- Elementary students are less likely to report feeling stressed, nervous, and lonely all the time or often. Elementary students are more likely to report feeling happy and hopeful for the future.

Updates:

- **Vaccination Update**

Workers who work with students with Special Education needs or live or work in a hotspot were given letters to get a vaccination for Covid 19.

- **School Closing**

The Government of Ontario [announced](#) on April 12 that all schools in the province, will be moving to remote learning following the April break.

Beginning on Monday, April 19, in-person schools will provide remote learning to students and TDSB virtual schools will continue as normal.

Students with Special Education Needs

Schools will put in supports to try and have as many students as possible learn remotely due to the covid-19 spread. If students with complex medical and learning needs cannot be accommodated in remote learning, school staff will work with families to support them in school and make sure that everything is in place for learning.

- **Psychology Assessments**

During In-Person School Closure, Psychology Assessments will continue in a modified manner:

In-Person Assessments:

Psychology staff have been able to arrange in-person assessment sessions with students in their home schools and or school board office with both school Principal and parent agreement and all TPH safety measures will be followed

Virtual Assessments:

Virtual assessments continue to be conducted by Psychology staff when appropriate; the student must be able to work independently and the need for 'hands on' test materials must be minimal

Part C: Ongoing Matters

Working Group Updates

The Special Education Plan working group presented the input received from SEAC members and will distribute it for approval.

Report Submitted by: Lianne Dixon

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Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 16, February, 2021

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **16th, February, 2021** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Elder Dr. Joanne Dallaire** presiding.

Attendance : Present: Dr. Joanne Dallaire (Elder), Pauline Shirt (Elder), Dr. Duke Redbird (Elder), Dr. Susan Dion (YorkU), Mary Doucette (OA), Robert Durocher (Instructional Leader, TDSB), Marilyn Hew (TYRMC), Tracy Mackenzie (Community Liaison, TDSB), Dr. Bob Phillips (Community), Adrienne Plumley (Instructional Leader, TDSB), Christina Saunders (CAVP, TDSB), Tanya Senk (P, TDSB), Jim Spyropoulos (Executive Superintendent, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Michael Griesz (Principal, TDSB), Melissa Mohammed (OA, TDSB), East), Elise Twyford (VP, TDSB), Saby Chandi (TDSB Principal) Waabshka-Mkwa (2Spirits), Brandie Wilson (Native Learning Centre - NCFST), Justin Broderick (Maplewood), Paige Kreps (Toronto, Inuit Association), Ixchel Bennett (VP, Eastview)

Also present were: Trustee Trixie Doyle, Trustee Dan MacLean, Trustee Jennifer Story, Trustee Alexander Brown

Regrets: Selina Young (City of Toronto), Joe Rock (City of Toronto), Lisa Dilworth (Principal, TDSB)

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

No updates to report.

Indigenous Student Trustee:

An Indigenous Student Trustee has been appointment into the role and will be introduce in an upcoming UICAC meeting

Hiring practices, recruitment, retention and mobility.

No updates to report.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Tracy MacKenzie**



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 23, March 2021

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **23rd March, 2021** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Tracy MacKenzie** presiding.

Attendance : Dr. Duke Redbird (Elder), Dr. Susan Dion (YorkU), Mary Doucette (OA), Robert Durocher (Instructional Leader, TDSB), Marilyn Hew (TYRMC), Tracy Mackenzie (Community Liaison, TDSB), Dr. Bob Phillips (Community), Adrienne Plumley (Instructional Leader, TDSB), Christina Saunders (CAVP, TDSB), Tanya Senk (P, TDSB), Jim Spyropoulos (Executive Superintendent, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Michael Griesz (Principal, TDSB), Elise Twyford (VP, TDSB), Saby Chandi (TDSB Principal), Michael Sanders (Principal @ Eastview), Waabshka-Mkwa (2Spirits), Brandie Wilson (Native Learning Centre - NCFST), Ixchel Bennett (VP, Eastview), Joe Rock (City of Toronto), Robert Phillips (Community), Natasha Gleeson (SST), Robert Durocher (Instructional Leader), Adrienne Plumley (Instructional Leader), Paige Kreps (T.I.A), Shannon Judge (Parent), J'Net Ayayqwayaksheelh (ROM)

Also present were: Trustee Trixie Doyle, Trustee Dan MacLean, Trustee Jennifer Story, Trustee Alexander Brown

Regrets: Dr. Joanne Dallaire (Elder), Pauline Shirt (Elder)

Part A: Recommendations

No matters to report

Part B: For Information Only

2SLGBTQ

Recommendation has been brought forward to change the acronym from LGBTQ2S to 2SLGBTQ

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

Discussions currently underway for Phase II

Indigenous Student Trustee:

Isaiah Shafqat is the new Youth Indigenous Student Trustee

Hiring practices, recruitment, retention and mobility.

Conversations are underway regarding an Indigenous Board Trustee

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Tracy MacKenzie**



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 20th, April 2021

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **20th, April, 2021** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Dr, Joanne Dallaire** presiding.

Attendance : Pauline Shirt (Elder), Isaiah Shafqat (Indigenous Student Trustee), Mary Doucette (OA), Robert Durocher (Instructional Leader, TDSB), Marilyn Hew (TYRMC), Tracy Mackenzie (Community Liaison, TDSB), Dr. Bob Phillips (Community), Christina Saunders (CAVP, TDSB), Tanya Senk (P, TDSB), Jim Spyropoulos (Executive Superintendent, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Michael Griesz (Principal, TDSB), Michael Sanders (Principal @ Eastview), Brandie Wilson (Native Learning Centre - NCFST), Ixchel Bennett (VP, Eastview), Stephen Hepburn (VP, Eastview), (Robert Phillips (Community), Natasha Gleeson (SST), Robert Durocher (Instructional Leader), Adrienne Plumley (Instructional Leader), Shannon Judge (Parent), Cynthia Bell, Clayton Shirt (Elder), Melissa Hamonic (NFCS)

Also present were: Trustee Trixie Doyle, TDSB, Trustee Dan MacLean, TDSB, Trustee Jennifer Story, TDSB, Trustee Alexander Brown, TDSB

Regrets: Dr. Duke Redbird (Elder), Dr. Susan Dion, Saby Chandi (TDSB Principal), J'Net Ayayqwayaksheelth (ROM), Elise Twyford (VP, TDSB), Adrienne Plumley (Instructional Leader), TDSB

Part A: Recommendations

Nothing to Report

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

Discussions continue for Phase II

Indigenous Student Trustee:

Isaiah Shafqat, Youth Indigenous Student Trustee was in attendance

Hiring practices, recruitment, retention and mobility.

Pardeep Nagra, Employee Equity Office, will be attending the May meeting

Motion to move forward by Dr. Susan Dion. Noted at previous meeting, that staff investigate opportunities for Community Advisory Committees. Also, staff work together in support of priorities that are identified as common. Robert Phillips seconded the motion.

Motion to move forward with a sub committee to work on the appointment of an Indigenous Trustee.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Tracy MacKenzie**



TDSB Psychological Services, Backlog Wait Lists, 2020-2021: Update

To: Program and School Services Committee

Date: 5 May, 2021

Report No.: 05-21-4086

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a culture student and staff well-being

Recommendation

It is recommended that the report on the Psychological Services backlog of wait list be received.

Context

The goal of all psychological staff is to complete assessments quickly and effectively to support students' well-being and learning. Psychology staff deliver a variety of services to students and staff. The majority of their time is devoted to understanding students' strengths and needs through consultations and assessments. The purpose of this report is to provide information regarding TDSB Psychological Services' back log of psychological referrals wait lists.

A wait list is defined as the total number of students waiting for assessment at any given time. It does not describe the length of time needed to complete an assessment. Historically, caseload information has been collected directly from psychological services staff on a monthly basis to enable the monitoring of assessment referrals and ensure accountability for work completion. This report is based on the best effort to reconcile the data from these monthly statistics, across the four Learning Centres.

Assessment referrals are continuously generated through monthly School Support Team (SST) meetings held throughout the academic year; meetings are attended by Principals, Teachers, parents/guardians and a variety of members of Professional Support Services Staff (including Psychologists, Social Workers, and Speech & Language Pathologists).

Wait List and Caseload Data

Depending on the circumstances, students may be seen promptly or placed on a wait list. It is noted that wait list figures do not reflect how long a student has waited for an assessment (i.e., it does not distinguish whether a student was referred on the first or last day of school). The new online database will provide information about response times which will support the identification of strategies to improve the delivery of assessments.

The following are some considerations a psychological referral would stay on the wait list:

- School staff or parent/guardian request that the assessment be delayed.
- The student has made progress and the referral is no longer a priority.
- The school prioritizes new, urgent referrals.
- Parents/Guardians are reluctant to give consent for the assessment.
- Other reasons (e.g., illness, family crisis, out of country, etc.)

Appendices A, B and C chart the wait list data for school years of 2018-2019, 2019-2020 and for the current school year from September 2020-April 2021.

- Appendix A presents the cumulative information as of June 2019 and the second table updates this data to August 2019. The second table includes the summer assessments completed through the additional funding from the Ministry of Education. The first table indicates that in the 2018-2019 academic year, 77.4% of all assessment referrals were resolved by the end of June (67.1% completed and 10.3% removed). The second table, end of August 2019, psychology staff resolved 79.3% of all referrals (68.9% completed and 10.4% removed); 19.6% remained on the wait list.
- Appendix B presents the cumulative information as of June 2020 and the second table updates this data to August 2020. The second table includes the summer assessments completed through additional funding from the Ministry of Education. The 2019-2020 school year was interrupted by the school lockdown in March 2020 as a result of the pandemic. The data reflects the impact the school lockdown from March to June 2020 had on the completion of psychological assessments. The data indicates, regardless of the school lockdown, 74.8% of all referrals were resolved (62.7% completed and 12.1% removed) and 25.5% remained on the wait list.
 - The wait list was 5% more than the previous year which is a direct result of the school lockdown from March 2020 to June 2020.
 - Re-aligning confidentiality and consent in a virtual platform took additional training and information gathering during the sudden school lockdown in March 2020.
 - Some psychological assessments cannot be completed virtually as a result of varying abilities of the child; consistent use of the technology; technological equity and barriers to assessments such as observation of

body language, non-verbal cues that cannot be accurately assessed virtually.

- Appendix C details the statistical data regarding psychological assessments for the current academic year, up to the end of April 2021. 69% of current referrals (Regular and Gifted) were completed, removed, or were in progress as of end of April, 2021. This decrease in assessments is related to challenges experienced as a result of the pandemic and include:
 - Late start to the 2020-2021 school year in September 2020.
 - School closures from January 4, 2021 to February 16, 2021 and the current school closure order as of April 8, 2021.
 - Staff being unable to safely assess students with high needs who could not wear face masks.
 - Remote assessment methods were not possible for students who required tactile testing materials or students who did not have access to the necessary technology.
 - Some families have chosen to wait until their child can be assessed safely at school.
 - Challenges in trying to complete assessments when student cohorts were quarantined or students were absent from school.

Aligned with TDSB's Multi-year Strategic Plan with the continued focus on anti-oppressive practices psychological staff have provided a variety of supports to meet the learning needs of students, families and staff members during the school closures such as:

- Professional development for staff and parents on learning strategies;
- Academic guidance and interventions for students- both in person and in virtual classrooms and the provision of relevant resources.
- Psychological Services staff have worked collaboratively with Special Education staff by participating on IPRC committees
- Have engaged in initiatives with Special Education staff and PSS staff to support new and inclusive models that provide learning strategies for all students.

There are a number of factors which have contributed to the wait lists. They are as follows:

- Prioritization of new referrals over older referrals based on students' needs.
- Rate of new referrals received in each school.
- Variability of time taken to complete a referral. While some assessments can be completed relatively quickly, others are complex and require more time.
- Referrals received in May and June are likely to be carried over to the next school year. There were 1589 referrals carried over to the 2020-2021 school year.
- Requests to complete assessments without compelling evidence rather than seeking alternative solutions or interventions.
- Gaps in staffing due to short-term absences and inability to replace staff quickly and effectively.
- Parents/Guardians are reluctant to give consent for the assessment.
- Other reasons (e.g., illness, change of schools, out of country, etc.).

Action Plan and Associated Timeline

What is being done to reduce wait lists?

Despite staffing reductions, several strategies are being considered in order to ensure timely service and address the backlog:

- Consideration of targeted or brief assessments, when appropriate.
- Consideration for per diem psychological staff that only do Gifted Assessments next year allowing the rest of the staff to concentrate on regular assessments and waitlists.
- Use staff consultation and intervention skills to address referral concerns without an assessment (APA, NASP, CPA recommendation).
- Hiring practices—consider timelier and not after school year begins to post jobs; have more permanent postings.
- Discussion with Special Education about assessment deadlines for DK and gifted.
- Emphasis on prevention; evidence-based practice in early years to screen, support and intervene potentially preventing an assessment in the future reducing wait lists.
- Board considerations for on-call short term supply psychologists to replace leaves.
- Starting in September 2020, a new referral and database system for all Professional Support Services was implemented. This new system allows for the tracking of time intervals between when referrals are received and when service begins; provides information about actual wait times for service, and offers detailed data on the completion time of referrals. We continue to work with our IT department to finalize these tracking priorities.
- Continue to implement the Action Plans in the TDSB MYSP for Inclusion. Ensure all staff understand the goals in the plan and have the skills required to meet students' needs.
- Review School Support Teams (SST) and In-School Support Teams (IST) processes to ensure they are utilizing consultative supports from psychological services prior to referrals to assessments.

Board Policy and Procedure Reference(s)

Not applicable

Appendices

- Appendix A: Assessment Statistics from September 2018 to Late August 2019
- Appendix B: Assessment Statistics from September 2019 to Late August 2019
- Appendix C: Assessment Statistics from September 2020 to April 2021 Per Learning Centre
- Appendix D: Wait List Referrals & Time Per Learning Centre
- Appendix E: Pie Graphs of Wait List Referrals & Time Per Learning Centre
- Appendix F: Wait List Referrals Per School Per Learning Centre Excel Chart

From

Interim Associate Director Curtis Ennis – Equity, Well-Being and Student Achievement
at Curtis.ennis@tdsb.on.ca

System Leader, Mental Health and Professional Support Services at Shameen
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Appendix A
Psychological Services: Assessment Statistics
(2018-2019)

Cumulative Statistics for each LC from September 2018 - June 2019

	LC1	LC2	LC3	LC4	Total	Percentage*
Completed/ ¹ Removed	1738	1643	1228	1701	6310	77.4
In Progress	11	26	13	39	89	1.1
Waiting	518	250	349	639	1756	21.5
Total Referrals	2267	1919	1590	2379	8155	100

Waiting as of end of June: **1756**

Cumulative Statistics for each LC as of August 31, 2019

	LC1	LC2	LC3	LC4	Total	Percentage*
Completed/ ² Removed	1770	1663	1249	1745	6427	79.3
In Progress	11	26	13	39	89	1.1
Waiting	486	230	328	551	1595	19.6
Total Referrals	2267	1919	1590	2335	8111	100

* The calculations for each category were determined on the basis of total referrals

Summary:

Completed to June reporting period	6310
In Progress Cases	89
Completed in July/August 2019 EPO	117

Total Completed/Removed by end August 2019 **6427**
Remaining end of August 2019 **1595**

¹ ¹Referrals Completed: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

² Ibid.

Appendix B

Psychological Services: Assessment Statistics (2019-2020)

Cumulative Statistics for each LC from September 2019-June 2020

	LC1	LC2	LC3	LC4	Total	Percentage*
Completed/ ³ Removed	1140	1082	830	1205	4257	68.4
In Progress	23	18	47	136	224	3.6
Waiting	461	266	403	617	1747	28
Total Referrals	1624	1366	1280	1958	6228	100

Wait list end of June 2020: **1747**

Cumulative Statistics for each LC as of August 31, 2020

	LC1	LC2	LC3	LC4	Total	Percentage*
Completed/ ⁴ Removed	1183	1188	902	1366	4639	74.5
In Progress	0	0	0	0	0	0
Waiting	441	178	378	592	1589	25.5
Total Referrals	1624	1366	1280	1958	6228	100

* The calculations for each category were determined on the basis of total referrals

Summary:

Completed to June reporting period	6228
Removed to June 2020	751
In Progress Cases	224
Completed in July/August 2020 EPO (<i>only in progress assessments</i>)	382

Total Completed/Removed by end August 2020 **6228**
 Wait list end of August 2020 **1589**

³ ¹*Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

⁴ Ibid.



Appendix C
Psychological Services: Recent Assessment Statistics
(As of April 2021)

Referral Statistics Per LC

	LC1	LC2	LC3	LC4	Total	Percentage
Completed/ ⁵ Removed	604	598	515	618	2335	40
Completed Gifted	297	237	22	380	936	16
In Progress	142(43)*	160(9)	189(9)	253(67)	744	13
Waiting	392(82)**	342(60)	383(75)	677(98)	1794	31
Total Referrals	1435	1337	1109	1928	5809	100

*Number in bracket indicates Gifted as part of the total

**Number in bracket indicates Gifted as part of the total

¹*Referrals Completed:* Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

Appendix D

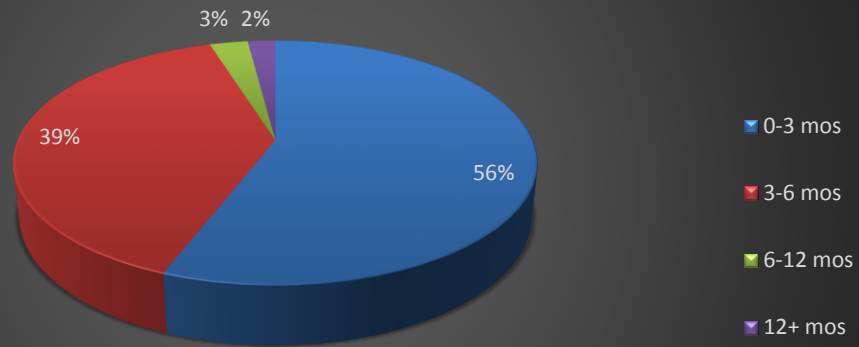
Psychological Services: Wait List Referrals & Wait Time Per Learning Centre (As of April 2021)

	LC1	LC2	LC3	LC4	Total	Percentage
0-3 Months	219	258	237	298	1012	56
3-6 Months	154	55	46	124	379	21
6-12 Months	11	1	58	33	103	6
12+ Months	8	28	42	222	300	17
	392	342	383	677	1794	100

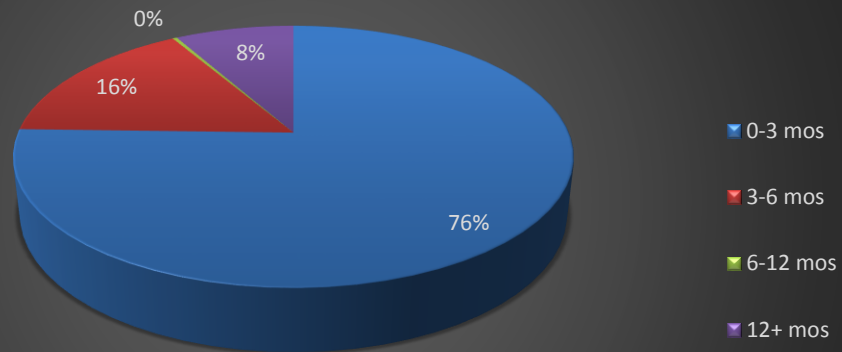
Appendix E

Psychological Services: Pie Graphs of Wait List Referrals & Time Per Learning Centre (As of April 2021)

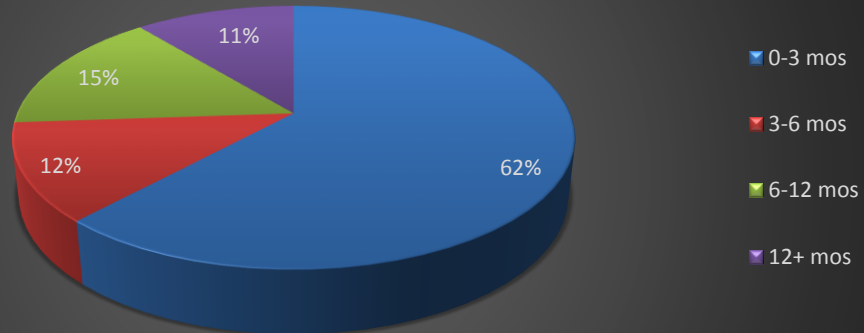
LC 1



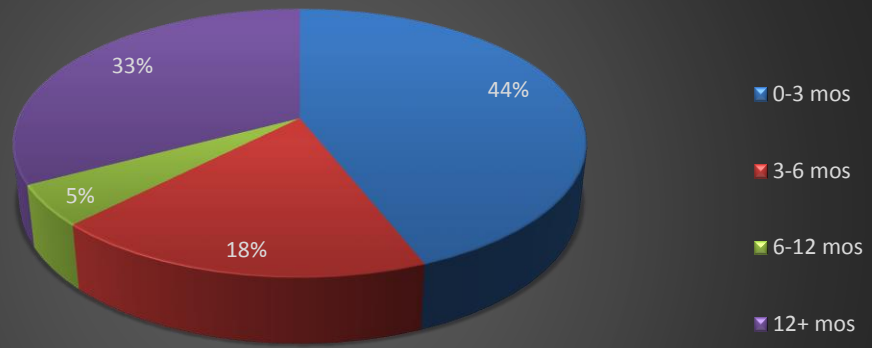
LC2



LC3



LC4



Learning Centre 1	Waiting	0-3 mos	3-6 mos	6-12 mos	12+ mos
Albion Height JS	5	3	1	0	0
Allenby JR PS	5	3	1	0	0
Amesbury MS	3	2	1	0	0
Armour Heights PS	2	1	1	0	0
Bala Avenue CS	3	2	1	0	0
Baycrest PS	2	1	1	0	0
Beaumonde Heights JMS	6	3	1	0	0
Bedford Park PS	4	2	1	0	0
Bennington Heights	1	1	0	1	0
Bessborough Drive EMS	3	2	1	0	0
Bloordale MS	2	1	1	0	0
Bloorlea MS	2	1	1	0	0
Blythwood JR PS	3	2	1	1	0
Braeburn JS	2	1	1	0	0
Briarcrest JS	3	2	1	0	0
Broadacres JS	3	2	1	0	0
Brookhaven PS	5	3	1	0	0
Brown Jr PS	4	2	1	1	0
CR Marchant	2	1	1	0	0
Cedarvale CS	1	1	0	0	0
Charles E Webster Jr PS	5	3	2	0	0
Claireville JS	2	1	1	0	0
Cordella JR PS	2	1	1	0	0
Cottingham PS	1	1	0	1	0
Davisville JR PS (Spectrum Alt.)	4	2	2	0	0
Deer Park Jr/Sr PS	2	1	1	0	0
Denlow PS	2	1	1	0	0
Dennis Avenue CS	1	1	0	0	0
Dixon Grove JMS	3	2	1	0	0
Dunlace PS	1	1	0	1	0
Eatonville JS	2	1	1	0	0
Eglinton PS	4	2	2	0	0
Elmbank JMA	4	2	2	0	0
Elmlea JS	3	2	1	0	0
Fairbank PS	2	1	1	0	0
Flemington PS	2	1	1	1	0
Forest Hill Jr/Sr PS	3	2	1	0	0
Fraser Mustard ELA	5	3	1	0	0
George Anderson	1	1	0	0	0
George Syme CS	4	2	1	0	0
Glen Park PS	4	2	1	0	0
Glenview Sr PS	2	1	1	0	0
Gracefield PS	2	1	1	0	0
Greenholme JMS	4	2	2	2	0
HJ Alexander CS	6	3	2	0	0
Harrison PS	1	1	0	0	0

Harwood PS	1	1	0	0	0
Highfield JS	7	4	2	0	0
Hillcrest CS	2	1	1	2	0
Hilltop MS	4	2	2	0	0
Hodgson MS	1	1	0	0	0
Hollycrest MS	2	1	1	0	0
Humber Valley Village JMS	1	1	0	0	0
Humberwood Downs JMA	7	4	3	0	0
Humewood CS	3	2	1	0	0
JR Wilcox CS	5	3	2	0	0
John D. Parker JS	5	3	2	0	0
John Fisher Jr PS	2	1	1	0	0
John G Althouse MS	1	1	0	0	0
John R Robertson Jr PS	3	2	1	0	0
John Wanless Jr PS	5	3	1	0	0
Joyce PS	2	1	1	0	0
Keelesdale Jr PS	1	1	0	0	0
Kingsview Village JS	7	4	2	0	0
Lambton Park CS	2	1	1	0	0
Lawrence Heights MS	2	1	1	0	0
Ledbury Park Jr/Sr PS	3	2	1	0	0
Maple Leaf PS	3	2	1	0	0
Maurice Cody Jr PS	5	3	1	0	0
McMurrich PS	5	3	1	0	0
Melody Village JS	2	1	1	0	0
Mill Valley JS	1	1	0	0	0
Millwood JS	2	1	1	0	0
North Kipling JSM	6	3	1	0	1
North Prep Jr PS	2	1	2	0	0
Northlea EMS	5	3	2	0	0
Oriole Park Jr PS	2	1	1	0	0
Owen PS	4	2	1	0	0
Park Lane PS	4	2	2	0	1
Parkfield JS	5	3	2	0	0
Pelmo Park PS	4	2	2	0	0
Portage Trail CS	6	3	2	0	0
Princess Margaret Jr PS	4	2	2	0	0
Rippleton PS	2	1	2	0	1
Rivercrest JS	2	1	2	0	0
Rockcliffe MS	2	1	1	0	0
Rolph Road PS	2	1	1	0	0
Roselands Jr PS	4	2	2	0	0
Rosethorn JS	2	1	2	0	1
Seneca School	6	3	2	0	0
Silverthorn CS	5	3	2	0	0
Smithfield MS	3	2	2	0	0
St Andrew's MS	2	1	2	0	0

St George's JS	2	1	2	0	1
Sunnyview Jr/Sr PS	2	1	2	0	0
The Elms JMS (Boy's Academy)	5	3	2	0	0
Thorncliffe Park PS	14	8	5	0	0
Valleyfield JS	4	2	2	0	1
Wedgewood Jr PS	4	2	2	0	0
Wellesworth JS	2	1	2	0	0
West Glen JS	2	1	2	0	0
West Humber JMS	2	1	1	0	1
West Preparatory PS	5	3	2	0	0
Westmount JS	2	1	1	0	0
Weston Memorial Jr PS	2	1	1	0	0
Westway JS	2	1	1	0	0
Windfields JHS	3	2	1	0	1
Winona Drive Sr PS	2	1	1	0	0
Central Etobicoke	3	2	1	0	0
Etobicoke CI	3	2	1	0	0
Forest Hill CI	2	1	1	0	0
Frank Oke SS/Haney	2	1	1	0	0
George Harvey CI	2	1	1	0	0
John Polanyi CI	2	1	1	0	0
Kipling CI	3	2	1	0	0
Lawrence Park CI	3	2	1	0	0
Leaside HS	1	1	0	0	0
Marc Garneau	1	1	0	0	0
Martingrove CI	3	2	2	0	0
North Albion CI	2	1	2	0	0
North Toronto CI	2	1	1	0	0
Northern SS	3	2	1	0	0
Richview CI	2	1	1	0	0
S.E.E.	0	0	0	0	0
Silverthorn CI	1	1	0	0	0
Thistletown CI	1	1	0	0	0
West Humber CI	2	1	1	0	0
Weston CI	2	1	1	0	0
Yorkdale SS	0	0	0	0	0
York Humber HS	2	1	1	0	0
York Memorial CI	4	2	2	0	0
York Mills CI	2	1	1	0	0
York Mills CI	2	1	1	0	0
TOTAL	392	219	154	11	8

LEARNING CENTRE 2	0-3 mos	3-6 mos	6-12 mos	12+ mos
A. Y. Jackson SS		2		
Africentric Alternative				
Agincourt Jr PS				
Ancaster PS		1		
Arbor Glen				
Arbor Glen PS	8			
Arbor Glen PS				
Avondale Alt				
Avondale Alternative ES	2			
Avondale Elementary				
Avondale PS	9			
Bayview MS	1			
Beverly Heights MS		5		
Beverly Glen Jr PS	3			
Blacksmith PS				
Blaydon PS	1			
Brian PS	6			
Brian PS	2			
Bridlewood Jr PS	5			
Broadlands PS	4			
Brookmill Blvd Jr PS	1	2		
Brookview MS				
Calico PS				
Cameron PS	4			
Cameron PS				
Cassandra PS	4	2		
Chalkfarm PS				
Charles H. Best MS				
Cherokee PS				
Cherokee PS				
Chester Le Jr PS	1			
Churchill				
Churchill PS	20			
Claude Watson PS				
Cliffwood PS	6			
Cresthaven PS	2			
Crestview PS	6			
Cummer Valley MS				2
CW Jefferys CI				
Dallington PS				
David Lewis PS	1	2		
Daystrom PS		1		
Derrydown PS				
Don Mills CI	1			
Don Mills MS	4			
Don Valley MS	1			

Donview MHS		2		3
Downsview PS		3		
Downsview SS		1		
Dr. Norman Betnune				
Drewry				
Drewry SS				
Driftwood PS				
Dublin Heights EMS	8	1		
Earl Haig SS				
Earl Haig SS				
Elia MS	1			
Elia MS				
Elkhorn PS	3			
Emery SS	1	1		
Ernest PS				
Fairglen PS	1	1		
Faywood				
Faywood ABC				
Faywood Arts-Based	5			
Fenside PS				
Finch PS				
Firgrove PS	1	1		
Fisherville Sr PS				
Forest Manor PS	3	1		
Gateway PS	1	1		
George Harvey				
George S. Henry Academy	1			
Georges Vanier SS		1		
Gosford PS		1		
Gosford PS				
Gracedale PS				
Gracedale PS	2			
Greenland PS	1			
Grenoble PS				
Gulfstream PS	4	2		
Gulfstream PS	2			
Highland Hts Jr PS				
Highland MS		1		
Highland MS				
Highview PS				
Hillmount PS	1			
Hollywood PS				
Hollywood PS	1			
Humber Summit MS				
Inglewood Hts Jr PS	4			
J.B. Tyrell PS				
JB Tyrell PS				

John Buchan Sr PS	1		1	
Kennedy PS	2			
Kingslake PS		1		
L.B. Pearson ES	6			
Lamberton PS				
L'Amoreaux CI	3			
Lescon PS				
Lillian PS	5	2		1
Lynngate Jr PS	2	1		1
Lynnwood Heights Jr PS	3			
McKee PS	35	1		
McKee PS				
Milne Valley MS	1			
Muirhead PS				
Muirhead PS		1		
Newtonbrook SS	3	1		
Norman Ingram PS	1			
North Bridlewood Jr PS				1
Northview Heights SS				
Oakdale Park MS	1	1		2
Other schools				
Pauline Johnson Jr PS				
Pierre Laporte MS	1	1		
Pineway PS	1			
Pleasant PS	6	2		
Pleasant PS				
Pleasant View MS				
R.J. Lang EMS	7	4		
Ranchdale PS				
Rene Gordon Health & W				
Rockford PS				
Roywood PS	5			1
Seneca Hill PS				
Seneca Hill PS				
Shaughnessy PS	3	1		
Sheppard PS		2		1
Shoreham Public Sports	3			
Silver Springs PS	3			1
Sir Ernest MacMillan Sr PS	1			
Sir John A. MacDonald CI				
Sir Samuel Steele Jr PS	5			2
Sir William Osler HS	2			
Sloane PS	1			
Stanley PS				
Steelesview PS				
Stephen Leacock CI		1		
Stilecroft PS				

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Summit Heights PS	2				
Tam O'Shanter Jr PS	1				
Terry Fox PS	2	2			
Three Valleys PS	1				
Timberbank JPS	1	1			
Timberbank Jr PS					
Timberbank Jr PS	1				
Topcliff PS					
Tumpane PS					
Valley Park MS					
Valley Park MS					
Valley Park MS	1			12	
Victoria Park CI	1				
Victoria Village PS	1				
Vradenburg Jr PS	2				
Westview SS	1				
Willowdale MS	1				
Wilmington PS					
Wm Lyon Mackenzie CI	1				
Woodbine MS	3			1	
Yorkview MS	3				
Yorkwoods PS	2	1			
Zion Heights MS	1				
TOTAL	258	55	1	28	342

LEARNING CENTRE 3	Waiting	0-3 mos	3-6 mos	6-12 mos	12+ mos
ASE 1	0	0	0	0	0
Agincourt C.I.	3	2	0	0	0
Agnes MacPhail	2	1	0	0	0
Albert Campbell C.I.	0	0	0	0	0
Alexander Stirling Public	2	1	0	0	0
Alexmuir PS	2	1	0	0	0
Alvin Curling	3	2	0	0	0
Anson Park Public	3	2	0	0	0
Anson S. Taylor Jr.	1	1	0	0	0
Banting and Best	0	0	0	0	0
Bellmere Jr.	2	1	0	0	0
Ben Heppner Vocal Mus. Ac.	1	1	0	0	0
Bendale Jr.	0	0	0	0	0
Berner Trail Jr.	4	2	0	1	0
Birch Cliff	7	4	1	1	1
Birch Cliff Hts	4	2	0	1	0
Birchmount Park CI	2	1	0	0	0
Blantyre Public	5	3	1	1	1
Bliss Carman Sr.	2	1	0	0	0
Brimwood Blvd Jr	2	1	0	0	0
Brookside Public	3	2	0	0	0
Buchanan Public	2	1	0	0	0
Burrows Hall Jr.	0	0	0	0	0
C.D.Farquharson	5	3	1	1	1
Cedar Dr. Jr.	0	0	0	0	0
Cedarbrae C.I.	9	6	1	1	1
Cedarbrook Jr.	5	3	1	1	1
Centennial Rd. Jr.	0	0	0	0	0
Charles Gordon Sr.	0	0	0	0	0
Charlottetown Jr.	1	1	0	0	0
Chartland Jr. PS	1	1	0	0	0
Chief Dan George Public	1	1	0	0	0
Chine Dr. Public	6	4	1	1	1
Churchill Hts. Public	1	1	0	0	0
Clairlea Public	4	2	0	1	0
Cliffside Jr.	0	0	0	0	0
Cornell Jr.	6	4	1	1	1
Corvette Jr.	4	2	0	1	0
Courcelette Public	5	3	1	1	1
Danforth Gardens	1	1	0	0	0
David & Mary Thomson C.I.	3	2	0	0	0
Delphi Secondary Alt.	0	0	0	0	0
Donwood Park Jr.	10	6	1	2	1
Dorset Park Jr.	0	0	0	0	0
Dr. M. Hilliard Sr	0	0	0	0	0

Eastview Jr.	3	2	0	0	0
Edgewood Public	3	2	0	0	0
Elizabeth Simcoe Jr.	7	4	1	1	1
Ellesmere-Statton Public	0	0	0	0	0
Emily Carr Public	1	1	0	0	0
Fairmount Jr.	7	4	1	1	1
Fleming Public	0	0	0	0	0
Galloway Rd. Public	2	1	0	0	0
General Brock Public	4	2	0	1	0
General Crerar Public	3	2	0	0	0
George B. Little Jr.	6	4	1	1	1
George P. Mackie Jr.	2	1	0	0	0
George Peck Public	0	0	0	0	0
Glamorgan Jr.	1	1	0	0	0
Glen Ravine Jr.	2	1	0	0	0
Golf Rd. Jr.	1	1	0	0	0
Grey Owl Jr.	0	0	0	0	0
Guildwood Jr.	5	3	1	1	1
H.A.Halbert Jr.	0	0	0	0	0
Heather Hts. Jr.	5	2	1	1	1
Henry Hudson Sr.	4	2	0	1	0
Henry Kelsey	1	1	0	0	0
Heritage Park Public	6	4	1	1	1
Highcastle Public	6	3	1	1	1
Highland Creek Public	5	3	1	1	1
Hunter's Glen Jr.	2	1	0	0	0
Ionview Public	1	1	0	0	0
Iroquois Jr PS	2	1	0	0	0
J.G.Workman Public	0	0	0	0	0
Jack Miner Sr.	0	0	0	0	0
John A. Leslie Public	3	2	0	0	0
John G. Diefenbaker	0	0	0	0	0
John McCrae Sr.	2	1	0	0	0
Joseph Brant	7	4	1	1	1
Joseph Howe Sr.	0	0	0	0	0
Knob Hill Jr.	3	2	0	0	0
Lester B Pearson C.I.	1	1	0	0	0
Lord Roberts Jr.	6	4	1	1	1
Lucy Maud Montgomery	2	1	0	0	0
Macklin	4	2	0	1	0
Malvern Jr. PS	0	0	0	0	0
Manhattan Park Jr.	1	1	0	0	0
Maplewood High	5	3	1	1	1
Mary Shadd Public	2	1	0	0	0
Maryvale Public	0	0	0	0	0
Mason Rd. Jr.	4	2	0	1	0
Meadowvale Public	0	0	0	0	0

Military Trail Public	4	2	0	1	0
Milliken	2	1	0	0	0
Morrish Public	4	2	0	1	0
Native Learning Centre	0	0	0	0	0
Norman Cook Jr.	0	0	0	0	0
North Agincourt	4	2	0	1	0
North Bendale Jr.	0	0	0	0	0
Oakridge Public	12	7	1	2	1
Parkview Alternative	0	0	0	0	0
Percy Williams Jr.	0	0	0	0	0
Poplar Rd. Jr.	7	4	1	1	1
Port Royal	7	3	1	1	1
R.H.King Academy	4	2	0	1	0
Regent Hts. Jr.	7	4	1	1	1
Robert Service Sr.	1	1	0	0	0
Rouge Valley Public	1	1	0	0	0
Samuel Hearne Sr.	5	3	1	1	1
SATEC@ W.A.Porter CI	4	2	0	1	0
Scarb. Centre for Alt.Studies	0	0	0	0	0
Scarborough Village	1	1	0	0	0
Sir Alexander MacKenzie Sr.	0	0	0	0	0
Sir Oliver Mowat CI	3	2	0	0	0
Sir Wilfrid Laurier CI	4	2	0	1	0
South-East Year-Round Alt. Centre	0	0	0	0	0
St. Andrew's Jr.	15	9	1	2	1
St. Margaret's Public	7	4	1	1	1
Taylor Creek	10	6	1	2	1
Tecumseh Sr	3	2	0	0	0
Terraview Willowfield	3	2	0	0	0
Thomas L. Wells Public	3	3	0	0	0
Tom Longboat Jr.	5	3	1	1	1
Tredway Woodsworth	5	3	1	1	1
Walter Perry Jr.	4	2	0	1	0
West Hill C.I.	2	1	0	0	0
West Hill Public	3	2	0	0	0
West Rouge Jr.	5	3	1	1	1
Wexford C.I.	2	1	0	0	1
Wexford Public	0	0	0	0	0
White Haven PS	0	0	0	0	0
William G. Davis Jr.	2	1	0	0	0
William G. Miller Public	9	6	1	1	1
Willow Park Jr.	0	1	1	1	0
Winston Churchill CI	1	1	0	0	0
Woburn C.I.	2	2	0	0	0
Woburn Jr.	1	1	0	0	0
TOTAL	383	237	46	58	42

LEARNING CENTRE 4	0-3 mos	3-6 mos	6-12 mos	12+ mos
Adam Beck Jr PS	3	0	1	0
Alexander Muir/Gladstone Ave Jr & Sr	2	0	1	3
ALPHA Alternative School Jr	1	0	0	0
ALPHA Alternative School Jr	0	1	0	0
ALPHA II Alternative School Sr	1	0	0	0
Annette Street Jr & Sr PS	3	2	1	1
Balmy Beach Community School	0	0	1	1
Beaches Alternative Jr PS	1	0	0	0
Beverley School	2	0	0	3
Blake Street Jr PS	12	0	0	8
Bloor CI	1	0	0	0
Bowmore Road Jr & Sr PS	4	2	0	0
Brock PS	1	2	0	0
Bruce Jr PS	2	0	1	0
Carleton Village Jr & Sr Sports & Wellness Acad	2	0	0	9
Castlebar Jr	6	0	0	0
Central Technical School	1	1	0	0
Central Toronto Academy	1	0	0	0
Charles G Fraser Jr PS	2	6	0	2
Chester ES	4	0	0	2
Church Street Jr PS	1	0	0	2
City Adult Learning Centre (CALC)	1	0	0	0
City School	1	0	0	0
City View Alternative Sr. School	1	0	0	0
Clinton Street Jr PS	1	1	0	0
Contact Alternative School	1	0	0	0
Cosburn MS	3	1	0	1
Crescent Town Elementary School	3	1	0	2
D A Morrison Middle School	2	0	0	2
da Vinci School (Alt)	1	0	0	0
Danforth C & TI	1	3	0	0
David Hornell JS	1	4	0	1
Delta Alternative Sr School	1	0	0	0
Dewson Street Jr PS	3	0	0	0
Diefenbaker ES	1	2	2	0
Dovercourt Jr PS	3	0	0	0
Downtown Alternative School	2	0	0	2
Downtown Vocal Music Academy of Toronto	0	0	0	0
Duke of Connaught Jr & PS	6	3	0	2
Dundas Jr PS	4	1	0	2
Earl Beatty Jr & Ps	3	3	0	1
Earl Grey Sr PS	1	1	0	3
Earl Haig PS	4	0	0	2
EAST (East Alternative School of Toronto)	0	0	0	0
East York Alternative SS	1	0	0	0
East York CI	0	0	0	2
Eastdale CI	1	1	0	0
Equinox Holistic Alternative School	1	0	1	0

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Essex Jr & Sr PS	1	1	1	1
Étienne Brûlé JS	1	1	0	0
Etobicoke School of the Arts	1	0	0	0
Etobicoke Year-Round Alt. Centre	1	0	0	0
F.H. Miller Jr PS	2	0	0	0
Fairbank Memorial Community School	1	2	0	2
Fern Avenue PS	2	3	0	6
Frankland Community School Jr	3	0	0	1
Garden Avenue Jr PS	1	1	0	4
General Mercer Jr PS	0	0	0	4
George R Gauld JS	0	0	0	2
George Webster Jr PS	0	1	2	10
Givins/Shaw Jr PS	0	2	1	0
Gledhill Jr PS	1	0	0	3
Glen Ames Sr PS	1	0	0	0
Gordon A Brown MS	0	0	0	3
Greenwood SS	1	1	0	0
Harbord CI	1	0	0	0
Hawthorne II Bilingual Alternative School	2	0	0	0
Heydon Park SS	1	0	0	1
High Park Alternative Jr PS	1	0	0	0
Horizon Alternative Sr School	1	0	0	0
Howard Jr PS	3	0	0	0
Humbercrest PS	9		2	3
Humberside CI	1	0	0	1
Huron Street Jr PS	1	1	0	2
Indian Road Crescent Jr PS	2	0	0	0
Inglenook Community School	1	0	0	0
Island Public/Natural Science School	5	0	0	2
Islington JMS	1	0	0	1
Jackman Avenue Jr PS	14	2	0	0
James S Bell Jr Middle Sports & Wellness Acade	1	1	0	1
Jarvis CI	1	0	0	0
Jean Lumb PS	2	0	0	1
Jesse Ketchum PS	0	1	0	2
John English JMS	2	0	0	1
Kapapamahchakwew - Wandering Spirit School	1	2	0	3
Karen Kain School of the Arts	3	2	0	0
Keele Street Jr PS	2	0	4	1
Kensington Jr Community School	1	1	0	0
Kew Beach Jr PS	3	2	1	0
Kimberley Jr PS	1	0	0	0
King Edward Jr. & Sr. PS	1	0	0	3
King George Jr PS	2	1	0	0
Lakeshore CI	1	0	0	0
Lambton Kingsway JMS	0	4	0	2
Lanor JMS	2	2	0	1
Leslieville Jr PS	1	0	0	10
Lord Dufferin Jr & Sr PS	0	5	0	1

Lord Lansdowne PS	1	1	0	0
Lucy McCormick School Sr	1	0	0	4
Malvern CI	1	0	1	0
Market Lane Jr & Sr PS	1	0	0	7
Monarch Park CI	1	1	0	2
Montrose Jr PS	2	0	0	1
Morse Street Jr PS	0	4	0	0
Mountview Alternative Jr School	0	1	0	1
Native Learning Centre	1	0	0	0
Nelson Mandela Park PS	0	0	0	1
Niagara Street Jr PS	1	0	0	0
Norseman Jr JMS	0	6	0	5
Norway Jr Ps	3	2	0	0
Oakwood CI	1	0	0	0
Oasis Alternative SS	0	0	0	0
O'Connor PS	0	0	0	4
Ogden Jr PS	2	0	0	1
Orde Street PS	2	3	0	0
Ossington/Old Orchard Jr PS	1	0	0	0
Palmerston Avenue Jr PS	5	0	0	2
Pape Avenue Jr PS	2	2	0	1
Park Lawn Jr JMS	6	0	0	3
Parkdale CI	0	0	0	0
Parkdale Jr & Sr PS	4	0	0	5
Parkside ES	1	0	0	0
Pauline Jr PS	1	2	0	0
Perth Avenue Jr PS	0	1	2	0
Presteghn Heights Jr PS	2	0	0	0
Queen Alexandra MS	1	0	0	5
Queen Victoria Jr PS	9	4	0	1
Quest Alternative Sr School	2	0	0	0
R H McGregor Jr PS	3	2	1	3
Rawlinson CS	2	1	0	5
Regal Road PS	1	3	0	1
Riverdale CI	2	0	0	0
Roden PS	3	2	0	8
Rose Avenue Jr PS	2	2	0	0
Rosedale Heights School of Arts	1	0	2	1
Rosedale Jr PS	3	0	0	0
Runnymede CI	0	1	0	0
Runnymede Jr & Sr PS	1	0	0	0
Ryerson Community School	2	2	3	3
S.O.L.E. (School of Life Experience)	2	0	0	0
Second Street JMS	2	0	0	0
Secord Elementary	7	1	0	6
SEED Alternative School	1	0	0	0
Selwyn Jr PS	2	0	0	0
Seventh Street Jr School	1	0	0	0
Shirley Street Jr PS	1	0	0	0

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Sir Adam Beck Jr School	2	2	0	0
Sprucecourt PS	3	1		7
Subway Academy I	1	0	0	0
Subway Academy II	0	0	0	0
Sunnylea Jr School	1	0	0	0
Swansea Jr & Sr PS	2	0	0	0
The Grove CS	0	0	0	0
The Student School	0	0	0	0
The Waterfront School	0	2	0	0
Twentieth Street Jr School	0	2	0	4
Ursula Franklin Academy	1	0	0	0
Victoria Park Elementary	1	1	0	1
Warren Park Jr PS	4	0	0	5
West End Alternative School	1	0	0	0
Western Technical-Commercial School	1	0	0	0
Westwood MS	2	1	0	0
Whitney Jr PS	2	1	0	1
Wilkinson Jr PS	0	0	0	2
William Burgess ES	2	0	0	4
William J McCordic School	1	0	0	1
Williamson Road Jr PS	2	2	3	1
Winchester Jr & Sr PS	4	0	2	2
Withrow Avenue Jr PS	4	0	1	1
TOTAL	298	124	33	222
				677

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Human Rights Annual Report 2018 – 2020: Update

To: Program and School Services Committee

Date: 5 May, 2021

Report No.: 05-21-4087

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that Human Rights Annual Report 2018 – 2020 update be received.

Context

The Human Rights Annual Report 2018 – 2020 was presented to Program and School Services Committee of the Board on February 17, 2021 and the committee recommended that the report be received. In addition, the committee requested two changes that were incorporated into the report when presented to and received by the Board at the March 10, 2021 Board meeting: 1) provide additional data on complaints and hate reports instead of “other”; and, 2) include a statement about the Human Rights Office’s commitment to working with the new Centre for Black Student Excellence.

The committee also asked the Office to provide information on timelines for the action plans and school charter to be presented at the May 5, 2021 meeting. The Action Plan and Associated Timeline is attached as Appendix B.

Action Plan and Associated Timeline

Human Rights Action Plan: 2021 is tied to the Board’s Multi-Year Strategic Plan. The overall goal of the Plan in the MYSP is to “identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes.”

Four components make up the newly developed “human rights organizational change strategy to infuse human rights principles into the work of the Board, in every school, and in every workplace, including through professional learning, education and inclusive system design, monitoring and barrier review” as committed to in the October 2019 updated Human Rights Action Plan:

1. System Accountability
2. Capacity Building
3. Outreach and Engagement
4. Incident/Complaint Resolution

Resource Implications

Requests for funding to address additional staffing in the Human Rights Office will continue to be made through Business Services.

Communications Considerations

The Human Rights Annual Report 2018 – 2020 and the associated action plan will be shared with key stakeholders through existing TDSB communication channels and posted publicly on the TDSB’s website.

Board Policy and Procedure Reference(s)

- Employment Equity (P029)
- Human Rights Policy (P031)
- Workplace Harassment Prevention Policy (P034)
- Equity Policy (P037)
- Caring and Safe Schools Policy (P051)
- Accessibility Policy (P069)
- Workplace Harassment Prevention and Human Rights Procedure (PR515)
- Reporting and Responding to Incidents of Racism and Hate Involving or Impacting Students in Schools (PR728)

Appendices

- [Appendix A: Human Rights Update: Annual Report 2018-2020](#)
- Appendix B: Action Plan and Associated Timeline

From

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

Appendix B: Human Rights Action Plan: 2021 and Beyond

The overall goal of the Human Rights Action Plan (HRAP) in the MYSP is to “identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes.”

The four components described below, make up the newly developed “human rights organizational change strategy to infuse human rights principles into the work of the Board, in every school, and in every workplace, including through professional learning, education and inclusive system design, monitoring and barrier review” as committed to in the [October 2019 updated Human Rights Action Plan](#). The implementation of this human rights organizational change strategy is ongoing.

SYSTEM ACCOUNTABILITY

The October 2019 Human Rights Action Plan commits to “develop and implement a human rights accountability framework to clarify roles and responsibilities and integrate and mainstream accountability for human rights across the Board, including through policy, procedure, and performance management and evaluation.” It also calls for “integrating principles of human rights in the Leadership Capacity Plan.” These are integrated in the schedule of initiatives below.

The desired outcome of scheduled activity in this area of work is:

- All TDSB members are held accountable for upholding human rights with meaningful consequences for poor human rights performance.
- The TDSB is transparent about its human rights commitments, plans, measures, and progress

#	ITEM	TIMELINE	CURRENT STATUS
1	Finalize updates and revisions to: <ul style="list-style-type: none">• PO34 (Human Rights Policy), PO31 (Workplace Harassment Prevention Policy)• PR515 (Workplace Harassment Prevention and Human Rights Procedure) Hard launch of the new PR 728 (Reporting and Responding to Racism & Hate Incidents Involving or Impacting Students) and Racism, Bias & Hate Portal	June 2021 Fall 2021 Completed November 30, 2020	Public consultations close April 30, 2021 In progress Completed November 30, 2020

HUMAN RIGHTS ACTION PLAN: 2021 – April 29, 2021

#	ITEM	TIMELINE	CURRENT STATUS
2	Finalize updates in collaboration with Employee Services to policy directives and guidelines and related promotional materials governing PAID Miscellaneous Days for Religious Holy Days	Summer 2021	On hold pending new staff hiring and completion of initial phase of backlog reduction plan
3	Support Indigenous Urban Education Centre with human rights positioning as need be regarding special program hiring and bona fide occupational requirements in support of targeted hiring measures (in collaboration with Employment Equity)	Ongoing	This work has begun and is ongoing
4	Support TDSB Centre of Excellence for Black Student Achievement in the goal of dismantling anti-Black racism within the school board, including improving the experiences of Black students and staff	Partnership to begin fall 2021	
5	Support update of TDSB Guidelines for the Accommodation of Transgender and Gender Non- Conforming Students and Staff in collaboration with Gender-Based Violence team members	End of 2021/2022 school year	Work has begun
6	Update of new integrated Sexual Harassment Policy (in collaboration with Employee Services, Policy Services, GBV team, Caring & Safe Schools)	March 2022	Work has begun
7	Update TDSB's Guidelines and Procedures for Religious Accommodation	Work will begin in 2021/2022 school year	
8	Development of a more holistic and global TDSB and HRO Human Rights Performance Evaluation Framework and Scorecard including broader Key Performance Indicators (in collaboration Employee Services)	Work will begin in 2021/2022 school year	
9	Development of a Human Rights Organizational Change Program: <ul style="list-style-type: none"> A process to identify, remove and prevent potential systemic forms of discrimination in TDSB policies, procedures or practices, whether by virtue 	Work to begin fall 2021	

HUMAN RIGHTS ACTION PLAN: 2021 – April 29, 2021

#	ITEM	TIMELINE	CURRENT STATUS
	<p>of acts of commission or omission (including development of a Human Rights Impact Assessment Framework and Tool)</p> <ul style="list-style-type: none"> • A performance management framework to integrate and embed accountability for human rights across the organization, including in human resource hiring and promotion decisions and performance management • Data collection, analysis and reporting to measure and evaluate the TDSB's progress in protecting and advancing human rights, and to inform appropriate remedial and preventive systemic interventions; and • Information, learning and awareness to ensure TDSB members are aware of their rights and responsibilities under this Policy and have the necessary knowledge, skills and competencies to fulfill these. <ul style="list-style-type: none"> ○ launch an internal and external HRO website; ○ create a learning strategy; 	<p>Work will begin in 2021/2022 school year</p> <p>Ongoing</p> <p>Learning Strategy – December 2021</p>	<p>Ongoing</p> <p>Website launch is complete.</p> <p>Initial phase of learning strategy is complete.</p>

CAPACITY BUILDING

Capacity building initiatives scheduled for completion or starting this year relate primarily to professional development and learning, but also the development of tools and resources, and alignment and integration of governance structures and bodies to help coordinate, steer and inform overlapping areas of human rights related work at the TDSB (including which extends beyond the HRO Operational Plan and requires cooperation across functional work areas).

The desired outcomes of such work include:

1. TDSB leaders & staff (including within the HRO) have the requisite knowledge, skills & resources to effectively fulfill their human rights duties.
2. Governance structures & processes support the integration of human rights perspectives into decision-making at all levels (policy renewal, PR728 data and reporting, Human Rights, Equity & Indigenous Education Coordinating & Issue Management Committee).

#	ITEM	TIMELINE	CURRENT STATUS
1	Development and delivery of a comprehensive Human Rights Education Program for TDSB members	Phase 2 (more advanced training) - December 2021	Phase 1 (training building blocks) - complete
2	Development of interpretive guides and educational resources in support of effective implementation of new and updated policies and procedures (e.g. PO31, PR728, PR515 etc.)	P031 resources – Fall 2021 PR515 resources – Winter 2021	PR728 – complete
3	Backlog Reduction Plan aiming to ensure adequate resources and capacity within HRO, and appropriate policy/governance design, to enable elimination of backlog and timely resolution of complaints. Ongoing plan to include continual optimization of policies and procedures and review of resources and capacity.	Backlog threshold assessments – end of April 2021 Backlog investigations – begin May 2021, most completed Sept 2021. Investigations arising out of backlog threshold assessments – begin Sept 2021, most completed Dec 2021.	Backlog reduction plan – complete. Majority backlog threshold assessments complete.

HUMAN RIGHTS ACTION PLAN: 2021 – April 29, 2021

#	ITEM	TIMELINE	CURRENT STATUS
		New Senior Human Rights Officers – June 2021	Two additional Senior Human Rights Officer positions hiring – in process.
4	Creation of Human Rights/Equity/Indigenous Urban Education Committee to help better align and integrate human rights, equity and Indigenous rights related work across the TDSB.	Fall 2021	
5	Providing support to the Board's Bylaws Review Ad Hoc Committee	Ongoing	Ongoing

OUTREACH AND ENGAGEMENT

The desired outcomes of the Outreach and Engagement pillar of the HRO's work include:

1. TDSB staff, students & parents are aware of their rights & responsibilities & mechanisms to enforce these; and
2. The human rights concerns of historically marginalized & disadvantaged groups are identified & amplified, and shape decisions impacting them.

#	ITEM	TIMELINE	CURRENT STATUS
1	Development and launch of new internal and external facing website with regular updated HRO communications to the TDSB community	Completed Winter 2021	Websites launched. Updates ongoing.
2	Development of Student/Parent Outreach & Engagement Plan, to inform HRO efforts to better serve and engage student and parent members of the TDSB community, including in ways that will inform further future operational planning in other action pillar areas	By the end of the 2021/2022 school year	
3	Initial development and piloting of a "Human Rights Charter for Schools" project whereby the HRO will partner with select schools in an effort to support human rights organizational development at the school level	Prototype - Jan 2022 Pilot complete - Sept 2022	Plan under development.

INCIDENT/COMPLAINT RESOLUTION

The October 2019 Human Rights Action Plan speaks to the need to “address and resolve disputes effectively and expediently when they arise through conflict resolution and mediation facilitated by the Human Rights Office (ongoing)”; and to “investigate human rights cases brought to the Human Rights Office in a timely and effective manner consistent with Board policies and procedures (ongoing)”.

#	ITEM	TIMELINE	CURRENT STATUS
1	Launch and optimization of Racism, Bias and Hate Online Portal for reporting and responding to incidents under the new Procedure 728 (Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools)	Completed November 2020	Complete
2	Finalization and launch of new online Human Rights Inquiry Portal for fielding inquiries and receiving advisory HRO support for members of the TDSB community on issues of human rights concern	Fall 2021	In progress. Staff to be trained June 2021 Soft launch June 2021 Hard launch September 2021
3	Launch of new online Human Rights Complaint Portal for filing human rights complaints with the Human Rights Office	By the end of the 2021/2022 school year	
4	Development of Early Resolution Promotion Strategy to enhance early resolution of human rights incidents before the complaint stage wherever possible and appropriate	By the end of the 2021/2022 school year	

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Long-Term Plan for Outdoor Learning

To: Program and School Services Committee

Date: 5 May, 2021

Report No.: 05-21-4080

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that:

1. The TDSB's current model for outdoor education be restructured to provide instructional support in schools while ensuring that all staff and students have access to resources made available through the TDSB's Outdoor Education Centres; and
2. Investments in school ground infrastructure be prioritized based on the guiding principles and priorities outlined in this report.

Context

On December 9, 2020, the Board directed staff to present a report to the Board of Trustees outlining a long-term plan for encouraging and supporting all schools to use outdoor spaces for instructional time throughout the day. See Appendix A for the details of the Board's decision.

The following report outlines a long-term plan for encouraging and supporting outdoor learning for all schools, organized into two parts. Part A outlines the provision of instructional supports for schools, and Part B proposes guiding principles and priorities for investing in school ground infrastructure.

Part A: Enhancing teaching and learning in the outdoors

Outdoor spaces, including school grounds and local green spaces, offer infinite opportunities for authentic teaching and learning to take place. Through both the EcoSchools program and Toronto Outdoor Education Schools (TOES), the TDSB has demonstrated a longstanding commitment to learning in the outdoors.

To ensure outdoor learning is supported and sustained in the long-term, a restructuring of the TDSB's current model for outdoor education is proposed which reflects pre-amalgamation structures, through the following:

1. Instructional support for schools with barriers to outdoor learning

To further support schools experiencing barriers to taking learning outdoors, up to six priority schools will be identified by Superintendents in each Learning Centre to receive enhanced professional learning for teaching staff. Teachers assigned to Outdoor Education will lend their expertise to help build teacher capacity through co-planning instruction in the outdoors, Professional Learning Communities (PLCs), and system-wide professional learning. This work will share similar principles promoted through the outdoor play and learning (OPAL) program. Refer to Appendix B for more details on OPAL.

TDSB support to schools would focus on the creation of curriculum-connected learning opportunities which support hands-on, experiential opportunities for student voice and choice through exploration, free play and inquiry. This may include the use of loose parts but will move beyond unstructured times of recess and lunch. The focus will be on supporting instruction so that learning inside and outside the classroom are seen as seamless and essential parts of student learning each and every day.

Selected schools will be prioritized based on the Learning Opportunity Index (LOI), diverse and racialized student populations, access to outdoor spaces and perceived barriers to outdoor learning.

2. Reorganization of TOES program delivery model

A reorganization of the TOES program delivery model is recommended to provide schools with equitable access to programming opportunities. This would support greater access and choice of programming to meet classroom needs and not limit schools to selected sites.

Teachers in the Outdoor Education Department will be attached to identified schools and will develop and deliver professional development to the system to support curriculum-connected outdoor play and learning. These teachers will also work to connect programming at Outdoor Education Centres to learning that occurs back at school.

Elementary students will continue having two-day visits and one overnight visit in their K-8 career. Secondary students will continue to be supported through designated programming at Forest Valley in addition to other sites after elementary visits have been fulfilled.

Part B: Investing in school ground infrastructure

In addition to offering play and learning opportunities for students, school grounds provide social infrastructure for communities and promote ecosystem services – a feature of growing importance as the effects of climate change become more widely recognized and understood.

Through its longstanding partnership with Evergreen, the TDSB has supported locally initiated school ground greening projects since the early 2000s and has had a large tree planting program for almost as long.

In response to Canadian Standards Association safety guidelines for outdoor play equipment introduced in 1998, and the subsequent removal of many play structures in 2001, the TDSB implemented a Playground Learning Environment (PLE) program that ran for 13 years, whereby about 275 schools that lost equipment were provided with modest budgets to make improvements to their grounds.

Despite these early efforts, by the second decade of this century, a generation of underfunding for state of good repair for aging school infrastructure and the prioritizing of replacing major building components with the limited available funding, has left hundreds of school grounds in poor condition. The repercussions of these decisions have been felt particularly acutely by high-needs schools which are less able to fill the gap in public investments with large fundraising campaigns.

Eight years ago, attention started to slowly shift to making more intentional investments into improving school grounds. In 2013, the Board of Trustees approved the installation of artificial turf fields at elementary schools where extreme intensity of use has made growing grass impossible, and the creation of a Playing Field Reserve, funded from the revenue from the permitting of artificial turf fields.

In the same year, the Board approved an *Urban Forest Management Plan* that not only supported ongoing tree planting and sustained funding for tree maintenance, but was also the foundation upon which staff have operated a seasonal sawmill to create outdoor seating for schools using logs from trees killed by the emerald ash borer, and more recently, logs from depots operated by the City of Toronto.

In 2016, the Board approved more funding for artificial turf fields and a plan for improving the maintenance of grass playing fields, including the hiring of a full-time

position to oversee playing field maintenance, funded from the Playing Field Reserve. Since then the annual playing field maintenance budget has doubled from five hundred thousand dollars to one million dollars, thereby providing more capacity to help improve grass fields at many more schools. Having a highly trained and skilled field renovation crew with more funding, also gave Facility Services the means to start to slowly rebuild baseball diamonds that have suffered from years of neglect.

The switch from half-day to full-day kindergarten and the Ministry requirement that kindergarten students spend at least an hour outdoors a day, led to the creation of a modest *Grounds Improvement Fund* (GIF) funded from Renewal. The Fund has been used primarily to improve substandard outdoor learning areas for kindergarten students, which are most often found at high-needs schools. GIF is also being used increasingly to make improvements for students with special needs so that they can get outside, which is another area that has also been long overlooked. More recently, GIF funding has helped pay for the replacement of very old play equipment that can no longer be repaired.

A significant opportunity to re-invest in school grounds has arisen with the provision of more state of good repair funding from the Ministry of Education, often referred to as School Condition Index Funding, or SCI. Seventy percent of SCI funding is to be used to replace major building components, but thirty percent can be used to address other pressures, such as replacing carpeting in buildings, and dealing with infrastructure deficiencies on schools grounds such as fixing crumbling asphalt and dealing with poor drainage. Increasingly, SCI funds are being used to make significant improvements on school grounds that have major infrastructure deficiencies.

For a summary of projects that have taken place over the last few years, refer to Appendices C - F.

Consolidate and Build Upon Recent Gains

If there is a desire to provide more support for outdoor learning over the long term, then there is an opportunity to consolidate and build upon the many gains outlined above through continued investments in school grounds.

Since the needs far outweigh the available resources, efforts must be focused on clearly articulated guiding principles and priorities. Sustained investments over time that adhere to the following guiding principles and priorities will help create vibrant schoolyards that support play and learning that are made accessible to all students:

Guiding Principles

Investments into school sites should:

- Be equitable – by prioritizing high-needs schools, ensuring projects meet AODA standards for accessibility, and creating the conditions whereby students with special needs can make full use of the outdoors.
- Reflect the developmental needs of students – by creating spaces that promote activity, imaginative play, socialization, and learning.
- Put students first – by focusing on projects that support students directly such as replacing deteriorating hard surface play areas and failing play equipment, and particularly if funding is limited, by putting less emphasis on replacing parking lots.
- Be environmentally sustainable – by seeking opportunities to invest in green solutions such as right-sizing asphalt areas when they are being replaced, directing storm water into infiltration galleries/tree groves, and making use of underground soil cells when planting trees in harsh urban environments.

Priorities

The priorities for TDSB-funded investments should include:

- Creating rich outdoor learning environments for kindergarten students at all schools.
- Making sure special-needs students can enjoy the benefits of the outdoors with their peers.
- Identifying and investing in school grounds with serious infrastructure deficiencies.
- Providing spaces for middle school students to help keep them at school during lunch breaks.
- Making log seating for outdoor classrooms.
- Investing in tree planting and maintenance particularly in schools and neighbourhoods with low levels of tree canopy and that are impacted the most from the urban heat island effect and higher levels of air pollution.
- Ensuring grass playing fields are well-maintained for multi-purpose play, including sports.
- Installing artificial turf at elementary schools where extreme intensity of use makes growing grass impossible and replacing the turf at the end of its lifecycle.
- Investing strategically in a small number of artificial turf fields at high schools to support physical education and athletics programs in underserved communities that are socially and economically-disadvantaged.

Action Plan and Associated Timeline

The instructional supports for schools outlined in this report will commence in September 2021. Application of the guiding principles and priorities for investments in school ground infrastructure will begin upon the approval of this report.

Resource Implications

The instructional supports for schools will be provided within the existing budget allocation for outdoor education.

School ground infrastructure deficiencies, improving outdoor spaces for kindergarten students, meeting the needs of special needs students, the provision of spaces for middle school students, new and replacement of artificial turf fields, and replacing play equipment* will be funded from a combination of SCI, the Grounds Improvement Fund (Renewal) and the Playing Field Reserve.

Tree planting and maintenance will be funded from Renewal, and the maintenance of playing fields will be funded from the TDSB's maintenance budget.

*Note: The replacement of play equipment will only be prioritized when a site's sole play structure is no longer viable.

Communications Considerations

Trustees' Weekly and System Leaders Bulletin will be used to provide communication to the system. The [Taking Learning Outdoors](#) web portal will continue to be a living site, providing staff and families with up-to-date resources. The web portal will also serve as a platform to share stories from teachers and school communities to inspire and support the creation of a community of learners who are taking instruction outdoors during the instructional day.

Board Policy and Procedure Reference(s)

P033 – Excursions

P028 – The Environment

PR511 – Excursions

Appendices

- Appendix A: Board Decision Regarding Outdoor Learning
- Appendix B: The OPAL Program
- Appendix C: Grounds Improvement Fund (GIF) and School Condition Index (SCI) Site Projects, 2018 – 2020
- Appendix D: Field Renovation Projects, 2017 – 2020
- Appendix E: Outdoor Seating Projects, Installed and Planned, 2018 – 2021
- Appendix F: Large Tree Planting, 2018 – 2020

From

Curtis Ennis, Associate Director, Equity, Well-Being and School Improvement at Curtis.Ennis@tdsb.on.ca or at 416-396-9184.

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Richard Christie, Senior Manager, Sustainability at Richard.Christie@tdsb.on.ca or at 416-396-8554.

David Hawker-Budlovsky, Centrally Assigned Principal, Outdoor Education at David.Hawker-Budlovsky@tdsb.on.ca or at 416-396-3408.

Appendix A: Board Decision Regarding Outdoor Learning

On December 9, 2020, the Board decided that the following be referred to staff:

- a. Present a report to the Program and School Services Committee in the January 2021 cycle of meetings, on the feasibility and implementation plan of the following:
 - i. In the short term, provide consistent and clear messaging, protocols, and program resources to all schools, in-person and especially virtual schools, elementary and secondary, that support use of the outdoors in day-to-day learning and support timely approaches to the use of outdoor spaces for learning, and include messaging and healthy living resources for families that highlights the importance of outdoor activities.
- b. Present a report to the Program and School Services Committee and the Finance, Budget and Enrolment Committee outlining a long-term plan for encouraging and supporting all schools, both elementary and secondary, to use outdoor spaces for instructional time throughout the day and that the plan:
 - i. be based on approaches used in the Outdoor Play and Learning (OPAL) program successfully piloted at TDSB schools;
 - ii. consider the use of pilots distributed across learning centres for an initial group of up to 24 schools (six per Learning Centre) as soon as possible, using an equity lens, including the use of disaggregated, race-based data, to determine which schools will be eligible, and depending on the timing of implementation include an outdoor learning program for virtual schools;
 - iii. include collaboration between the Sustainability Office and Outdoor Education in supporting schools with this work;
 - iv. include concrete steps for how outdoor learning can be encouraged at the secondary level as well;
 - v. include costs and funding source for implementation;
- c. Ensure that the concerns raised by employee groups in written delegation to Planning and Priorities meeting of December 8, 2020 are addressed in the development and execution of parts (a) and (b).
- d. Provide an update in the February – March 2021 cycle of meetings.

Appendix B – The OPAL Program

In 2016, EcoKids (formerly Earth Day Canada) piloted the Outdoor Play and Learning (OPAL) program in six TDSB elementary schools. First established in the United Kingdom, OPAL is recognized as a best practice for supporting school improvement through outdoor play – as cited in UK Government reports. The program provided schools with ongoing mentorship and support through professional learning, community outreach, planning and policy development to overcome barriers and enrich opportunities for outdoor learning and play. The program expanded to 38 TDSB schools from 2016 to 2019.

While the OPAL program focused on time allocated for unstructured, outdoor play (e.g. recess) it also helped schools address barriers to taking learning outside, and plan for improved access and use of the existing outdoor environment. Schools developed strategies for all-weather and all-season use of their school grounds. Many educators made use of natural and upcycled loose parts to enrich outdoor learning and explore curriculum connections. Outreach through community events and meetings helped promote the importance of outdoor learning and build community support. Administration and support staff, including caretaking staff, worked together on strategies to support access to the outdoors and address concerns such as risk management and mess.

The PARK principles, championed in the OPAL program, guide schools to improve opportunities for outdoor learning, both for instructional time and through outdoor play. The PARK acronym addresses the following:

Policy: Developing school policies to encourage outdoor learning (e.g. all-weather access, use of all spaces, supervision practices to encourage outdoor exploration and learning).

Access: Improving the ability for all students, year-round, to access all available outdoor spaces for learning and play.

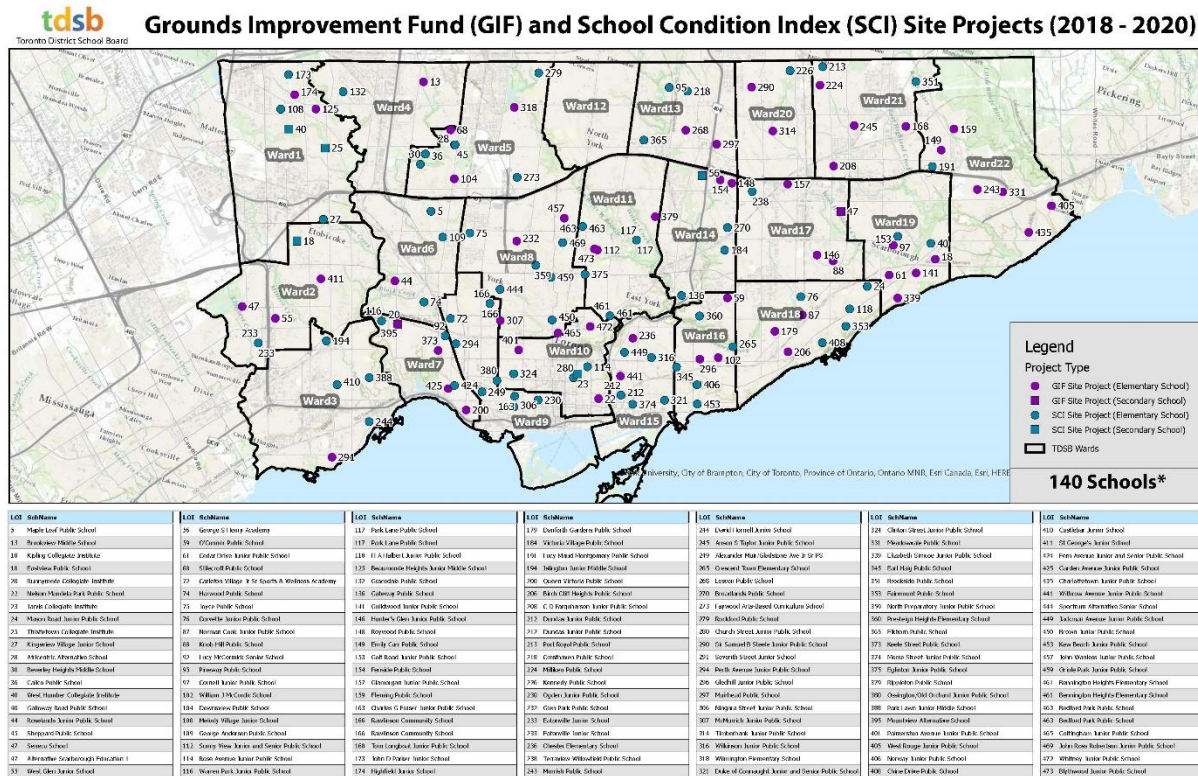
Risk: Adopting a risk-benefit approach to inform decision making and encourage opportunities for challenge, growth and development.

Knowledge: Understanding how staff can support outdoor learning and providing ongoing opportunities for professional development.

Appendix C – Grounds Improvement Fund (GIF) and School Condition Index (SCI) Site Projects, 2018 – 2020

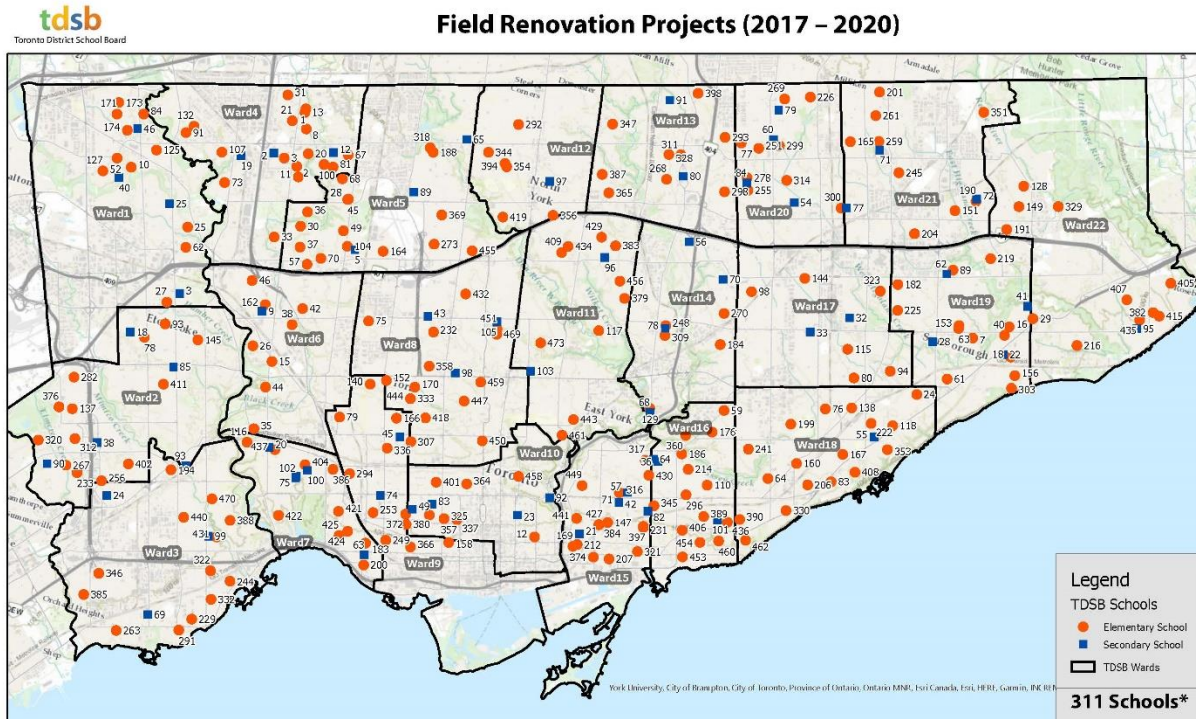
The TDSB's Grounds Improvement Fund (GIF), funded from Renewal, has been primarily used to improve outdoor learning areas for kindergarten and junior students, and students with special needs. In recent years, GIF has also been used to replace very old play equipment that can no longer be repaired.

State of good repair funding provided by the Ministry of Education, often referred to as School Condition Index Funding, or SCI, has been used to fund a range of large-scale site projects to improve outdoor play and learning spaces on school grounds.



Appendix D – Field Renovation Projects, 2017 – 2020

Field renovation projects can include any combination of sodding, aeration, overseeding, topdressing, fertilization and improving drainage of school playing fields. This work also includes renovation and maintenance to baseball diamonds and running tracks, and repair and installation of irrigation systems. In many cases, field renovation projects include multiple visits to schools.



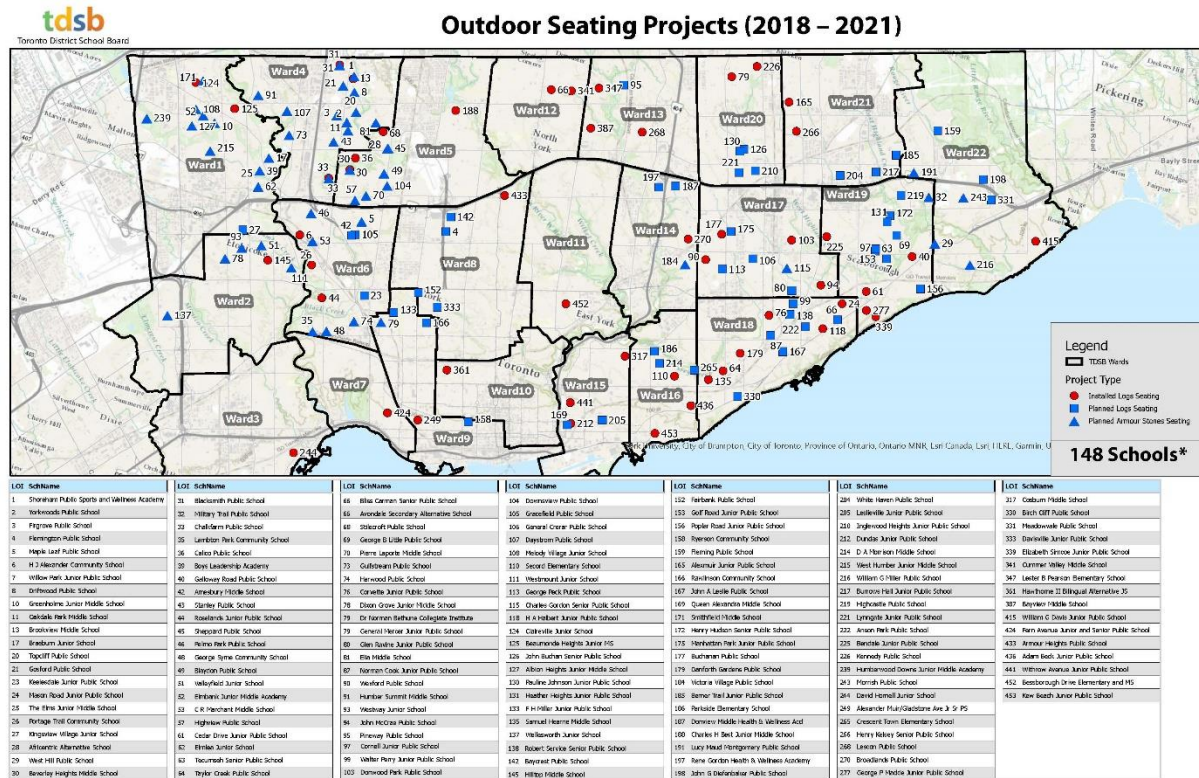
*The following schools share a site: Africentric Alternative School/Sheppard Public School, Subway Academy I/Kapamahchakwew - Wandering Spirit School, Western Technical-Commercial School/Ursula Franklin Academy, Davisville Junior Public School/Spectrum Alternative Senior School, Lord Lansdowne Junior Public School/da Vinci School, Reden Public School/Equinox Holistic Alternative School.

[illegible]

Appendix E – Outdoor Seating Projects, Installed and Planned, 2018 – 2021

The TDSB operates a seasonal sawmill at the 1 Civic Centre Court administration centre to create outdoor log seating. Initially, logs from TDSB trees killed by the emerald ash borer were milled at this site to create this seating. More recently, logs have been provided by the City of Toronto through an in-kind donation.

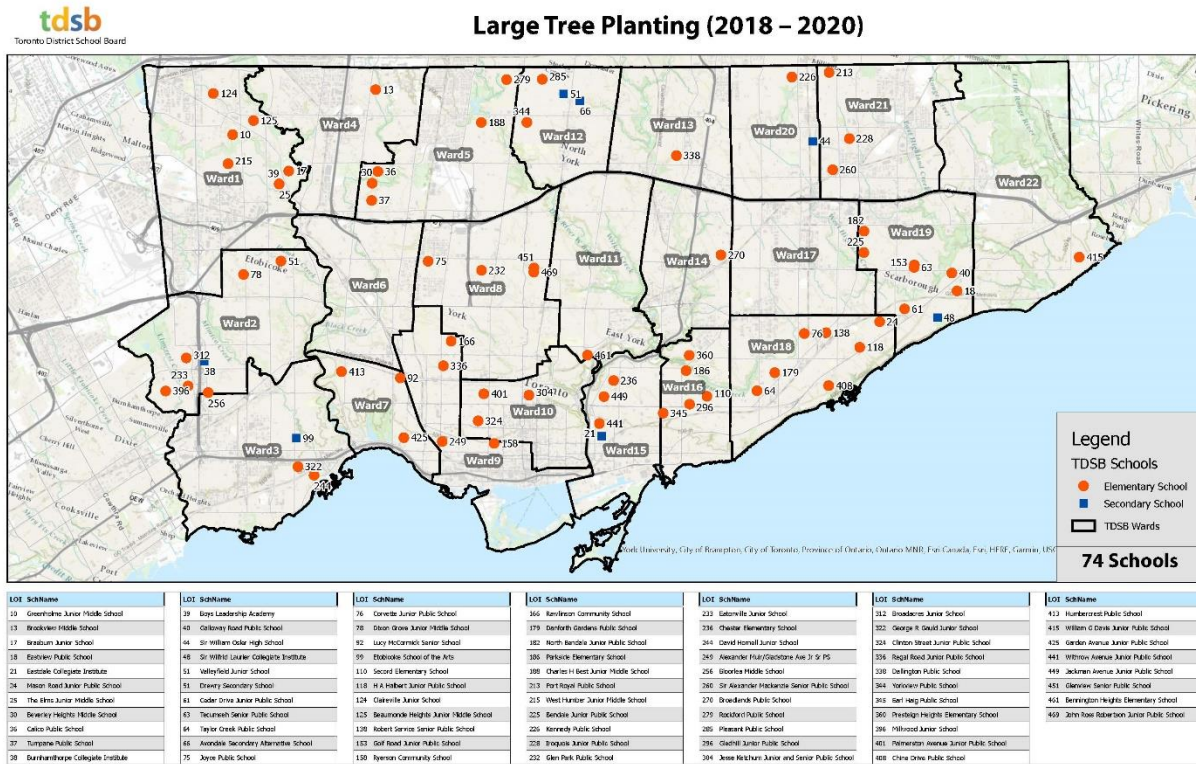
Schools in need of outdoor seating in the highest-risk neighbourhoods for COVID-19 identified by Toronto Public Health and with high external challenges based on the Leaning Opportunity Index (LOI) have been prioritized for the planned log seating and armour stone seating and accessible pathway projects.



^a Africentric Alternative School and Sheppard Public School share a site. Boys Leadership Academy and The Elms Junior Middle School share a site.

Appendix F – Large Tree Planting, 2018 – 2020

Each year, the City of Toronto donates large caliper trees to the TDSB. On average, between 250 and 350 large trees are planted by in-house trades each year on TDSB school grounds through this donation.



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Written Notice of Motion (Trustees Chernos Lin and Doyle, on behalf of Trustees Donaldson and Laskin)

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

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

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

Secondary Alternative Schools Program: Staffing

Whereas, in the "Structured Pathways Report" (Parekh, 2013) there is research that states "secondary school students attending alternative schools were much more likely to be at-risk: they were twice as likely to be taking non-Academic courses in Grades 9 and 10, had much lower graduation rates, and much lower post-secondary access, compared to other TDSB students; and yet 72% of students in alternative schools had a sense of belonging"; and

Whereas, many secondary school students, who through circumstances outside of their control become vulnerable and at-risk, deserve to stay in school through the Secondary Alternative School program; and

Whereas, there is concern that the drastic reduction of staff at alternative secondary schools limits the potential for these students to have equitable access to a safe and caring learning environment that leads to a sense of belonging and ultimately, to graduation;

Therefore, be it resolved:

- a) That the Director provide additional staffing for Secondary Alternative schools to ensure that vulnerable and at-risk students maintain their ability access these programs;
- b) That the cost of implementing Part (a) be included as part of the 2021-22 budget process;

- c) That the resolution at (a) be shared with Secondary Alternative Schools as soon as possible.



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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