



Regular Meeting Agenda

BD:255A

Wednesday, May 26, 2021

4:30 p.m.

Electronic Meeting

Trustee Members

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

Pages

1. Call to Order
Private Session, 4:30 p.m.
2. Resolution Into Committee of the Whole (Private Session)
(to consider matters that fall under section 207(2) of the *Education Act*)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), May 26, 2021
To be presented
Public Session, 7 p.m.
5. National Anthem and Acknowledgement of Traditional Lands
6. Approval of the Agenda
7. Celebrating Board Activities
To be presented
8. Memorials
To be presented
9. Chair's Announcements
To be presented

10. Reports From Trustees Appointed to External Organizations and Student Trustees
To be presented
11. Director's Leadership Report
Oral Update
12. Declarations of Possible Conflict of Interest
13. Matters to be Decided Without Discussion
To be presented
14. Confirmation of Minutes of Meetings Held on April 21, May 4 and May 19, 2021
Separate Document
15. Committee Reports
 - 15.1. Governance and Policy Committee, Report No. 04, April 28, 2021 1
 1. P048, Occupational Health and Safety Policy: Annual Review [4083]
 2. P072, Workplace Violence Prevention Policy: Annual Review [4084]
 3. Information Flow Protocol: New Governance Procedure [4082]
 - 15.2. Program and School Services Committee, Report No. 04, May 5, 2021 5
 1. Alternative Schools Community Advisory Committee: Review of Secondary Alternative Schools
 2. Alternative Schools Community Advisory Committee: Elementary Alternative Application and Admission Procedures
 3. Black Student Achievement Community Advisory Committee: Consultation on Review of Elementary Alternative Schools Application and Admission Procedures and Optional Attendance Review
 4. Equity Policy Community Advisory Committee: Anti-Asian Racism Resource Guide Implementation Plan
 5. French-as-a-Second-Language Community Advisory Committee: Access to French Immersion in Underserved Areas

	6. French-as-a-Second-Language Community Advisory Committee: Child Care (Before- and After-School) for French Immersion/Extended French Students (JK-6)	
	7. LGBTQ2S Community Advisory Committee: Terms of Reference	
	8. Special Education Advisory Committee: SEAC Community Member Representative	
	9. TDSB Psychological Services, Backlog Wait Lists, 2020-2021: Update [4086]	
	10. Human Rights Annual Report, 2018 - 2020: Update [4087]	
	11. Long-Term Plan for Outdoor Learning [4080]	
15.3.	Finance, Budget and Enrolment Committee, Report No. 07, May 12, 2021	25
	1. Contract Awards, Facilities [4089]	
	2. Contract Awards, Operations [4090]	
	3. Construction Tender Award: Terry Fox Public School Addition and Renovation [4091]	
	4. Jones Avenue Adult Learning Centre Rebuild [4092]	
	5. 2021-22 Grants for Student Needs Update [4085]	
	6. Proposed 2021-22 Budget Timelines: Update [4081]	
	7. Secondary Alternative Schools Program: Staffing	
15.4.	Planning and Priorities Committee (Special Meeting), Report No. 11, May 7, 2021	31
	(For receipt)	
15.5.	Planning and Priorities Committee, Report No. 12, May 19, 2021	69
	1. School Renaming Request for Queen Victoria Public School: Establishment of a School Renaming Committee [4097]	
	2. Boundary Change Review for Glenview Senior Public School, John Polanyi Collegiate Institute, Lawrence Park Collegiate Institute and Ledbury Park Elementary and Middle School [4093]	
	3. 705 Progress Avenue Site: Update [4095]	
	4. Multi-Year Strategic Plan Update [4096]	

16.	Written Notice of Motion	
16.1.	Review of Policy P040, Accountability for Student Achievement (Trustees Kandavel and Aarts)	75
17.	Adjournment	



Governance and Policy Committee

Report No. 04

GPC:004A

Wednesday, April 28, 2021

4:30 p.m.

Electronic Meeting

Members Present Trustees James Li (Chair), Michelle Aarts, Stephanie Donaldson, Harpreet Gill, Yalini Rajakulasingam and Anu Sriskandarajah

Also Present Trustees Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Parthi Kandavel, Shelley Laskin, Dan MacLean, Christopher Mammoliti, Chris Moise, Zakir Patel, Robin Pilkey, David Smith, Jennifer Story, Chris Tonks and Manna Wong

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

Part A: Committee Recommendations

1. P048, Occupational Health and Safety Policy: Annual Review [4083]

The Committee considered a report from staff (see GPC:004A, page 1) presenting information following the annual review of policy P048, in accordance with the policy review schedule and the *Occupational Health and Safety Act*.

Moved by: Trustee Li

Seconded by: Trustee Mammoliti

The Governance and Policy Committee **RECOMMENDS:**

- (a) That section 6.13 of policy P048 be amended by adding “and members of the public” after “employees”;**
- (b) That policy P048, Occupational Health and Safety, as presented in the report, as amended, be approved.**

Carried

At the Committee meeting, Part (a) was added on amendment of Trustee Aarts, seconded by Trustee Rajakulasingam.

Staff had recommended that the policy be approved.

2. P072, Workplace Violence Prevention Policy: Annual Review [4084]

The Committee considered a report from staff (see GPC:004A page 13) presenting information following the annual review of policy P072, in accordance with the policy review schedule and the *Occupational Health and Safety Act*.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS:**

- (a) That policy P072, Workplace Violence Prevention, as presented in the report, be approved;**
- (b) That the Director insert language on virtual workplaces under Section 3 of the policy.**

Carried

At the Committee meeting, Part (b) was added on amendment of Trustee Sriskandarajah, seconded by Trustee Mammoliti.

Staff undertook to add the language on virtual workplaces and bring the revised policy to the Board as part of Trustees' Blue Folder items.

Staff had recommended that the report be approved.

3. Information Flow Protocol: New Governance Procedure [4082]

The Committee considered a report from staff (see GPC:004A, page 23) presenting revisions to the new governance procedure regarding an information flow protocol.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS that the Information Flow Protocol, as presented in the report, be approved.**

Carried

Part B: Information Only**4. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Governance and Policy Committee was called to order at 4:30 p.m., with Michelle Aarts presiding.

5. Approval of the Agenda

On motion of Trustee Li, seconded by Trustee Donaldson, the agenda was approved.

6. Delegations

No matters to report

7. Declarations of Possible Conflict of Interest

No matters to report

8. Report No. 3 of the Bylaws Review Ad Hoc Committee

On motion of Trustee Rajakulasingam, seconded by Trustee Li, the Committee received Report No. 3 of the Bylaws Review Ad Hoc Committee (March 11 and 25, 2021) including:

- Bylaws Review Timeline: Updated
- Committees Theme Review

9. Adjournment

On motion of Trustee Donaldson, seconded by Trustee Mammoliti, the meeting adjourned at 6:06 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Michelle Aarts, Chair pro tem

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Program and School Services Committee

Report No. 04

PSSC:004A

Wednesday, May 5, 2021

4:30 p.m.

Electronic Meeting

Trustee Members Present Trustees Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise, Patrick Nunziata and Chris Tonks

Also Present Trustees Michelle Aarts, Alexander Brown, Stephanie Donaldson, Parthi Kandavel, Shelley Laskin, James Li, Christopher Mammoliti, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Jennifer Story and Manna Wong

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

Part A: Committee Recommendations

1. Alternative Schools Community Advisory Committee: Review of Secondary Alternative Schools

The Committee considered a report from the Alternative Schools Community Advisory Committee (see PSSC:004A, page 1) presenting a recommendation regarding the review of secondary alternative schools.

ASCAC recommended 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.

Moved by: Trustee Doyle

Seconded by: Trustee Mammoliti

The Program and School Services Committee **RECOMMENDS** that the following be referred to staff for a report at the June 2021 meeting of the Committee on the feasibility and potential timelines of an alternative secondary schools review:

That the Director conduct a separate review of all secondary alternative schools to determine:

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

Carried

2. Alternative Schools Community Advisory Committee: Elementary Alternative Application and Admission Procedures

The Committee considered a report from the Alternative Schools Community Advisory Committee (see PSSC:004A, page 1) presenting a recommendation regarding the application form for elementary alternative schools.

ASCAC recommended that:

- a) the Director conduct a review of the application and admission procedures across all elementary alternative schools to ensure they are consistent and equitable;
- b) the Director 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) the application process be clearly posted on the TDSB website to make it easily accessible to the schools and the general public for reference.

Moved by: Trustee Doyle

Seconded by: Trustee MacLean

The Program and School Services Committee **RECOMMENDS:**

- (a) That the Director conduct a review of the application and admission procedures across all elementary alternative schools to ensure that they are consistent and equitable;**
- (b) That the following be referred to staff for a report on its feasibility in the fall 2021 cycle of meetings:**
 - i. That the Director 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;**
 - ii. 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.**

Carried

3. Black Student Achievement Community Advisory Committee: Consultation on Review of Elementary Alternative Schools Application and Admission Procedures and Optional Attendance Review

The Committee considered a report from the Black Student Achievement Community Advisory Committee (see PSSC:004A, page 11) presenting a recommendation regarding consultation with BSACAC on program review.

BSACAC requested the following of the Board:

- a) In consultation with BSACAC, conduct a review of the application and admission procedures for elementary alternative schools.
- b) Consult with BSACAC on the specialized programs component of the optional attendance review.
- c) Ensure that BSACAC is consulted on the initiation of any pilot program that aims to address equity for Black students.

Moved by: Trustee Chernos Lin

Seconded by: Trustee MacLean

The Program and School Services Committee **RECOMMENDS** that the following be referred to staff for a report back to the Black Student Achievement Community Advisory Committee in the October 2021 cycle of meetings:

That the Director:

- i. in consultation with BSACAC, conduct a review of the application and admission procedures for elementary alternative schools;
- ii. consult with BSACAC on the specialized programs component of the optional attendance review;
- iii. ensure that BSACAC is consulted on the initiation of any pilot program that aims to address equity for Black students.

Carried

4. Equity Policy Community Advisory Committee: Anti-Asian Racism Resource Guide Implementation Plan

The Committee considered a report from the Equity Policy Community Advisory Committee (see PSSC:004A, page 19) presenting a recommendation regarding the implementation of the Anti-Asian racism resource guide.

Moved by: Trustee MacLean

Seconded by: Trustee Brown

The Program and School Services Committee **RECOMMENDS** that the Director present a report at the September 2021 Program and School Services Committee meeting on the implementation of the Anti-Asian Resource Guide and related resources in elementary and secondary teaching and learning as well as how it will be monitored in accordance with the multi-year strategic goal of providing equity of access to learning opportunities for all.

Carried

At the Committee meeting, “at the September 2021 PSSC meeting”, “and related resources”, “as well as how it will be monitored” were added on amendment of Trustees MacLean and Brown, on behalf of Trustee Wong.

5. French-as-a-Second-Language Community Advisory Committee: Access to French Immersion in Underserved Areas

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee (see PSSC:004A, page 23) presenting a recommendation regarding access to programs.

Moved by: Trustee Moise

Seconded by: Trustee MacLean

The Program and School Services Committee **RECOMMENDS** that the following be referred to staff for a report to the Planning and Priorities Committee in October 2021:

The FSLCAC 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.

Carried

6. French-as-a-Second-Language Community Advisory Committee: Child Care (Before- and After-School) for French Immersion/Extended French Students (JK-6)

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee (see PSSC:004A, page 23) presenting a recommendation regarding child care.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that the following be referred back to the French-as-a-Second Language Community Advisory Committee for further review with Early Years staff:

The FSLCAC 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.

Carried

7. LGBTQ2S Community Advisory Committee: Terms of Reference

The Committee considered a report from the LGBTQ2S Community Advisory Committee (see PSSC:004A, page 27 and attached) presenting revised terms of reference.

Moved by: Trustee Moise

Seconded by: Trustee MacLean

The Program and School Services Committee **RECOMMENDS:**

- (a) That the following clauses be deleted from the proposed terms of reference:**

Communication with Board or Staff

- Committee may direct advice to senior staff either on request or independently where such matter is appropriate for staff attention

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 That the terms of reference, as presented in the report, as amended at Part (a) be approved;

- (b) That the name of the LGBTQ2S Community Advisory Committee be changed to 2SLGBTQ+ Community Advisory Committee;**

- (c) That the term 2SLGBTQ+ be used when referencing these groups across the Board.**

Carried

8. Special Education Advisory Committee: SEAC Community Member Representative

The Committee considered a report from the Special Education Advisory Committee (see PSSC:004A, page 39) presenting a new community member representative for approval.

Moved by: Trustee Doyle

Seconded by: Trustee Mammoliti

The Program and School Services Committee **RECOMMENDS:**

Whereas, there is an alternate community representative vacancy on the TDSB SEAC; and

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

Therefore, be it resolved:

That Ioanna Agelothanasis be appointed to the Special Education Advisory Committee as the alternate community representative for Learning Centre 2 for a term ending November 14, 2022.

Carried

9. TDSB Psychological Services, Backlog Wait Lists, 2020-2021: Update [4086]

The Committee considered a report from staff (see PSSC:004A, page 53), presenting an update on the backlog of psychological referrals wait lists.

Moved by: Trustee Tonks

Seconded by: Trustee Moise

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

Carried

10. Human Rights Annual Report, 2018 - 2020: Update [4087]

The Committee considered a report from staff (see PSSC:004A, page 79), presenting information on timelines for the action plans and school charter.

Moved by: Trustee Doyle

Seconded by: Trustee Moise

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

Carried

11. Long-Term Plan for Outdoor Learning [4080]

The Committee considered a report from staff (see PSSC:004A, page 89), presenting a long-term plan for encouraging and supporting outdoor learning for all schools. The instructional supports for schools will be provided within the existing budget allocation for outdoor education.

Moved by: Trustee Lulka

Seconded by: Trustee Moise

The Program and School Services Committee **RECOMMENDS:**

- (a) That the 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 Board's Outdoor Education Centres;**
- (b) That investments in school ground infrastructure be prioritized based on the guiding principles and priorities, as presented in the report.**

Carried

Part B: Information Only**12. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Program and School Services Committee was convened on Wednesday, May 5, 2021 from 4:31 to 10:14 p.m., by electronic means, with Rachel Chernos Lin, presiding.

13. Approval of the Agenda

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

14. Declarations of Possible Conflict

No matters to report

15. Delegations

re EPCAC Anti-Asian Racism Resource Guide Implementation Plan

1. Wendy Wang, Fudan University Alumni Toronto Association
2. Andi Shi, Executive Director, CPAC
3. Emily Gu, Canadian Chinese Finance Association
4. Bill Ye, Confederation of Chinese Alumni Associations
5. Lynn Deutscher Kobayashi, President, Greater Toronto Chapter of the National Association of Japanese Canadians

re Alternative Schools Community Advisory Committee Report, April 26, 2021

6. Rachel Rosen, Assistant Curriculum Leader, Technology, SOLE Alternative School
7. Arthi Sathian, Student, Delphi Secondary Alternative School
8. Joon-Oh Strazds, Student, SOLE Alternative School
9. Shannon Salisbury, Act. Assistant Curriculum Leader, English, SOLE Alternative School
10. Students from Parkview Alternative School (*video delegation*)

16. Alternative Schools Community Advisory Committee Report, April 26, 2021

The Committee considered a report from the Alternative Schools Community Advisory Committee dated April 26, 2021 (see PSSC:004A, page 1). The report was presented by committee co-chair, Angela Maditch.

Moved by: Trustee Doyle

Seconded by: Trustee MacLean

That the report be received.

Carried

17. Black Student Achievement Community Advisory Committee Report, May 3, 2021

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated May 3, 2021 (see PSSC:004A, page 11). The report was presented by committee co-chair, Alexis Dawson.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

That the report be received.

Carried

18. Early Years Community Advisory Committee Report, March 12, 2021

The Committee considered a report from the Early Years Community Advisory Committee dated March 12, 2021 (see PSSC:004A, page 13).

Moved by: Trustee Moise

Seconded by: Trustee MacLean

That the report be received.

Carried

19. Environmental Sustainability Community Advisory Committee Report, April 6, 2021

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated April 6, 2021 (see PSSC:004A, page 17).

Moved by: Trustee MacLean

Seconded by: Trustee Nunziata

That the report be received.

Carried

20. Equity Policy Community Advisory Committee Report, March 29, 2021

The Committee considered a report from the Equity Policy Community Advisory Committee dated March 29, 2021 (see PSSC:004A, page 19).

Moved by: Trustee MacLean

Seconded by: Trustee Mammoliti

That the report be received.

Carried

21. French-as-a-Second-Language Community Advisory Committee Report, March 9, 2021

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated March 9, 2021 (see PSSC:004A, page 21). The report was presented by committee co-chair Lynne LeBlanc.

Moved by: Trustee Moise

Seconded by: Trustee Mammoliti

That the report be received.

Carried

22. French-as-a-Second-Language Community Advisory Committee Report, April 8, 2021

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated April 8, 2021 (see PSSC:004A, page 23). The report was presented by committee co-chair Lynne LeBlanc.

Moved by: Trustee Doyle

Seconded by: Trustee Mammoliti

That the report be received.

Carried

23. LGBTQ2S Community Advisory Committee Report, March 30, 2021

The Committee considered a report from the LGBTQ2S Community Advisory Committee dated March 30, 2021 (see PSSC:004A, page 27). The report was presented by committee Executive Superintendent Jim Spyropoulos.

Moved by: Trustee Moise

Seconded by: Trustee MacLean

That the report be received.

Carried

24. Parent Involvement Advisory Committee Report, April 20, 2021

The Committee considered report from the Parent Involvement Advisory Committee dated April 20, 2021 (see PSSC:004A, page 35). The report was presented by committee co-chair D. Williams.

Moved by: Trustee Doyle

Seconded by: Trustee Mammoliti

That the report be received.

Carried

25. Special Education Advisory Committee Report, March 1, 2021

The Committee considered a report from the Special Education Advisory Committee dated March 1, 2021 (see PSSC:004A, page 39).

Moved by: Trustee Doyle

Seconded by: Trustee Mammoliti

That the report be received.

Carried

26. Special Education Advisory Committee Report, April 19, 2021

The Committee considered a report from the Special Education Advisory Committee dated April 19, 2021 (see PSSC:004A, page 43).

Moved by: Trustee Moise

Seconded by: Trustee Doyle

That the report be received.

Carried

**27. Urban Indigenous Community Advisory Committee Reports,
February 16, March 23 and April 20, 2021**

The Committee considered reports from the Special Education Advisory Committee dated February 16, March 23 and April 20, 2021 (see PSSC:004A, page 47).

Moved by: Trustee MacLean

Seconded by: Trustee Doyle

That the report be received.

Carried

28. Adjournment

On motion of Trustee Doyle, seconded by Trustee Mammoliti, the meeting adjourned at 10:14 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Rachel Chernos Lin, Chair of Committee

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

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Finance, Budget and Enrolment Committee

Report No. 07

FBEC:008A

Wednesday, May 12, 2021

4:30 p.m.

Electronic Meeting

Members Present Trustees Parthi Kandavel (Chair), Shelley Laskin, Zakir Patel, Robin Pilkey, David Smith, Jennifer Story and Manna Wong

Also Present Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Dan MacLean, Christopher Mammoliti, Chris Moise and Yalini Rajakulasingam

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

Part A: Committee Recommendations

1. Contract Awards, Facilities [4089]

The Committee considered a report from staff (see FBEC:008A, page 1) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

Moved by: Trustee Laskin

Seconded by: Trustee Pilkey

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

Carried

2. Contract Awards, Operations [4090]

The Committee considered a report from staff (see FBEC:008A, page 19) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

Moved by: Trustee Pilkey

Seconded by: Trustee Laskin

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

Carried

3. Construction Tender Award: Terry Fox Public School Addition and Renovation [4091]

The Committee considered a report from staff (see FBEC:008A, page 31) presenting information on the construction tender award for an addition at Terry Fox Public School.

Moved by: Trustee Smith

Seconded by: Trustee Wong

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

(a) That Everstrong Construction Ltd. be awarded the contract for the construction of a 28,000 square foot child care and classroom addition, including interior renovations and alterations, for Terry Fox Public School, Ward 20, in the amount of \$11,550,500 plus HST, subject to Ministry of Education approval;

(b) That proceeds of disposition funding of up to an additional \$2.08 million be utilized to cover the capital shortfall, in the event that the Ministry of Education does not provide additional capital priorities funding.

Carried

4. Jones Avenue Adult Learning Centre Rebuild [4092]

The Committee considered a report from staff (see FBEC:008A, page 43) presenting an update on the project and a construction award contract.

Moved by: Trustee Story
Seconded by: Trustee Pilkey

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the award of the general construction contract for the reconstruction of Jones Avenue Adult Learning Centre to the Integricon Group Inc., as contractor of the insurer, be approved.

Carried

5. 2021-22 Grants for Student Needs Update [4085]

The Committee considered a report from staff (see FBEC:008A, page 47) presenting an update and high level overview of memoranda from the Ministry of Education including the 2021 Grants for Student Needs.

Moved by: Trustee Story
Seconded by: Trustee Wong

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

Carried

6. Proposed 2021-22 Budget Timelines: Update [4081]

The Committee considered a report from staff (see FBEC:008A, page 127) presenting an update on the timeline for the development of the Board's 2021-22 budget following the release of the Grants for Student Needs and sector guidance on May 4, 2021.

Moved by: Trustee Laskin
Seconded by: Trustee Kandavel

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the matter be referred back to staff for a report back to the June 1, 2021 committee meeting.

Carried

Staff had recommended that the report be approved.

7. Secondary Alternative Schools Program: Staffing

Moved by: Trustee Story

Seconded by: Trustee Laskin

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

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 consider additional staffing for secondary alternative schools, based on school-by-school changes, focusing on those alternative schools where viability of programming is deemed an issue, to ensure that vulnerable and at-risk students maintain their ability to access these programs;**
- (b) That the resolution at Part (a) be shared with Secondary Alternative Schools as soon as possible.**

Carried

At the Committee meeting, the following amendments were made on motion of Trustees Kandavel and Smith:

- "provide" was changed to "consider" and "based on school-by-school changes, focusing on those alternative schools where viability of programming is deemed an issue" was added after "alternative schools" at Part (a)
- "That the cost of implementing Part (a) be included as part of the 2021-22 budget process" was deleted

Minority Report (submitted in accordance with Bylaw 5.14.13)

Trustee Laskin disagreed with the recommendation of the Committee and recommends instead that the following be approved:

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.

Part B: For Information Only**4. Call to Order and Acknowledgement of Traditional Lands**

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

5. Declarations of Possible Conflict of Interest

No matters to report

6. Delegations**re Item 9.1 Secondary Alternative Schools Program: Staffing**

- 1. Patti Cross, City School, Office of the Chief Justice
- 2. Robert Rennick, Curriculum Leader, Inglenook Community School
- 3. Astrid Greenberg, Inglenook Community School

4. Hillary Predko, Inglenook Community School
5. Dan Glazier, Parent/Chair Inglenook Community School
6. Arlo Kempf, Assistant Professor OISE
7. Maggie Alexander, Student, City School
8. Rylee Sutton, Student, Inglenook Community School
9. Aimee Woloshyn, Student, City School
10. Ryan Kendrick, Student, Inglenook Community School
11. Denis Lopes, Principal, Alternative Schools East and Year-round Schools
12. Michaela Kennedy, Inglenook Community School Alum
13. Kiera Lemire, Student, Inglenook Community School
14. Syrus Ognibene, Student, Inglenook Community School
15. Sarah Alvo, Inglenook Community School Alum
16. Lisa Bacardi, Inglenook Community School

7. Adjournment

On motion of Trustee Mammoliti, seconded by Trustee Patel, the meeting adjourned at 12:02 a.m. on Thursday, May 13, 2021.

Part C: Ongoing Matters

8. Matters Not Considered

The Committee did not consider a private matter and decided to postpone consideration to a future meeting.

Submitted by: Parthi Kandavel, Committee Chair



Planning and Priorities Committee (Special Meeting)

Report No. 11

PPC:012A

Friday, May 7, 2021

Electronic Meeting

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

Regrets Trustees Harpreet Gill and Alexander Lulka

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

PART A: Committee Recommendations

No matters to report

PART B: Information Only

1. Call to Order and Acknowledgement of Traditional Lands

A special meeting of the Planning and Priorities Committee was convened electronically on Friday, May 7, 2021 from 4 to 7:42 p.m. with Alexander Brown presiding.

The purpose of the meeting was to consider a presentation from staff on September guidance and funding announcements from the Ministry of Education and a private legal matter.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

No matters to report

4. September Guidance and Funding Announcements From the Ministry

The Committee heard a presentation from the staff providing information on recent announcements from the Ministry of Education on the return to school in September 2021 (see attached).

5. Resolution Into Private

At 6:08 p.m., the meeting resolved into private to consider a private legal matter.

6. Adjournment

On motion of Trustee Kandavel, seconded by Trustee Pilkey, the meeting adjourned at 7:42 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair

Agenda

- Ministry Direction for Planning (2021-22)
 - Highlights
 - Elementary and Secondary In-Person
 - Health and Safety
- GSNs and Staffing (2021-22)
- COVID Outbreak Maps
- Mental Health, Well-being and Re-engagement
- Learning Recovery and Renewal
- Selection Form for In-Person or Virtual Learning (2021-22)
- Student Loaned Device Retrieval Strategy
- Next Steps

Ministry Direction: Highlights

- Continue to offer remote learning options consistent with PPM 164 (Requirements for Remote Learning)
- School boards to delay deadline for parents to indicate either in-person or remote to June 1, 2021 at the earliest
- Students will continue to be supplied devices to access remote learning
- Local school board public health guidance to be followed



Ministry Direction: Elementary In-Person

- Cohorting of classes to continue
- Specialized teachers, such as French, are still allowed to support multiple classrooms to provide educational programming to students
- Students may be pulled into smaller groups for supports and/or programs based on local health advice



Ministry Direction: Secondary In-Person

- Cohorting of students to continue to limit number of student to student interactions
- Limit of two classes per day when possible
- Planning for pivoting to fully remote must be planned for



Equity Focus

- \$6.45M province-wide to support equity initiatives (TDSB's portion of this allocation to be confirmed at a later date)
- Commitment to support equity initiatives, focused on Black, Indigenous, racialized students and underserved communities
- Continued focus on ensuring equitable distribution of staff and financial resources to support our most marginalized learners and communities
- Engage with Indigenous education partners to improve access to equitable, culturally appropriate and culturally safe education for all Indigenous students



Ministry Direction: Health and Safety

Full health and safety guidance will be released this summer, including:

- Masking
- Cohorting for clubs and other extracurriculars
- Daily Health Screening
- Timeline for returning to full classes in secondary



GSNs and Staffing (2021-22)

Ministry announced funding in the following areas:

- Staffing
- School Operations
- Transportation
- Special Education Supports
- Mental Health and Well-being Supports
- Re-engaging Students and Reading Assessment Supports
- Technology
- ESL Newcomer Supplement

A complete report and financial impact for TDSB will be presented at the May 12 FBEC meeting where additional funding supports (PPF) will be outlined in detail.



GSNs and Staffing (2021-22)

The Ministry of Education has instructed school boards only to budget ½ of the following allocations and will inform school boards in the fall if the balance of the allocation is to be planned for based on the status of the pandemic.

Staffing

- Total TDSB allocation \$31.5M (budget for first ½ year \$15.75M)
- To support staffing in the areas of teaching and classroom support staff, caretaking and school administration

School Operations

- Total TDSB allocation \$3.72M (budget for first ½ year \$1.86M)
- To support increased utility costs of running ventilation and changing of filters more frequently



GSNs and Staffing (2021-22)

Transportation

- Total TDSB allocation \$3.95M (budget for first ½ year \$1.98M)
- To support enhanced cleaning, PPE and staff costs for additional time or drivers

Special Education Supports

- Total TDSB allocation \$1.09M (budget for first ½ year \$0.55M)
- To support additional staffing, learning resources and professional development

Mental Health and Well-being Supports

- Total TDSB allocation \$1.23M (budget for first ½ year \$0.62M)
- To support additional staffing, training and resources



GSNs and Staffing (2021-22)

The Ministry of Education has informed school boards that the following allocations are to be budgeted for the full year.

Re-engaging Students and Reading Assessment Supports

- Total TDSB allocation \$2.21M
- To support school boards customized plans to support students including Black, Indigenous, special education, socially and economically challenged, and those disproportionately impacted by the pandemic

Technology

- Total TDSB allocation \$1.7M - permanent increase to GSN
- To support replacement and purchase of devices for students

ESL Newcomer Supplement

- Total TDSB allocation \$25M
- To provide support to programs as a result of decline in newcomer enrolment during the pandemic



GSNs and Staffing (2021-22)

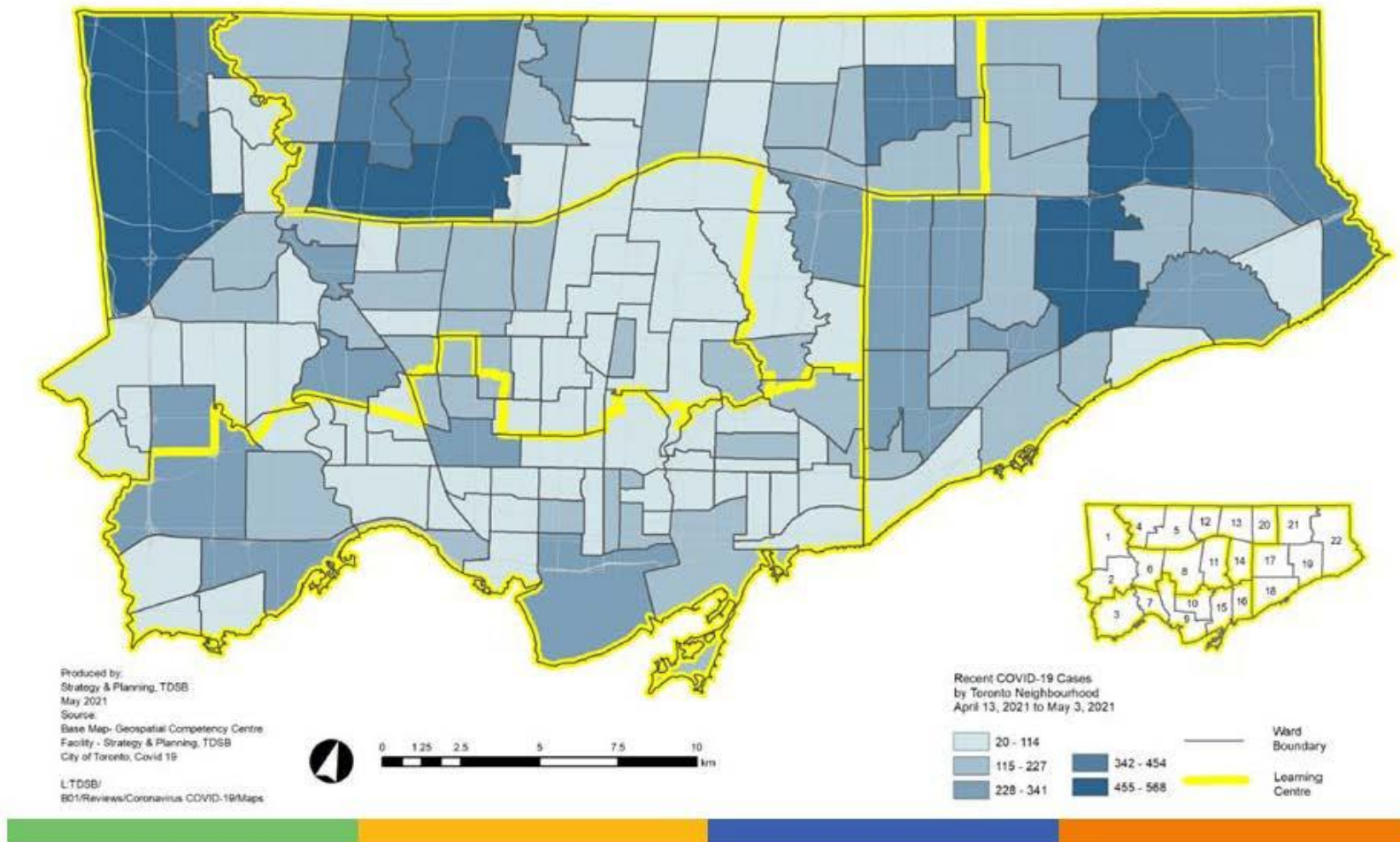
Change in Funding for Secondary Teachers

Online Learning

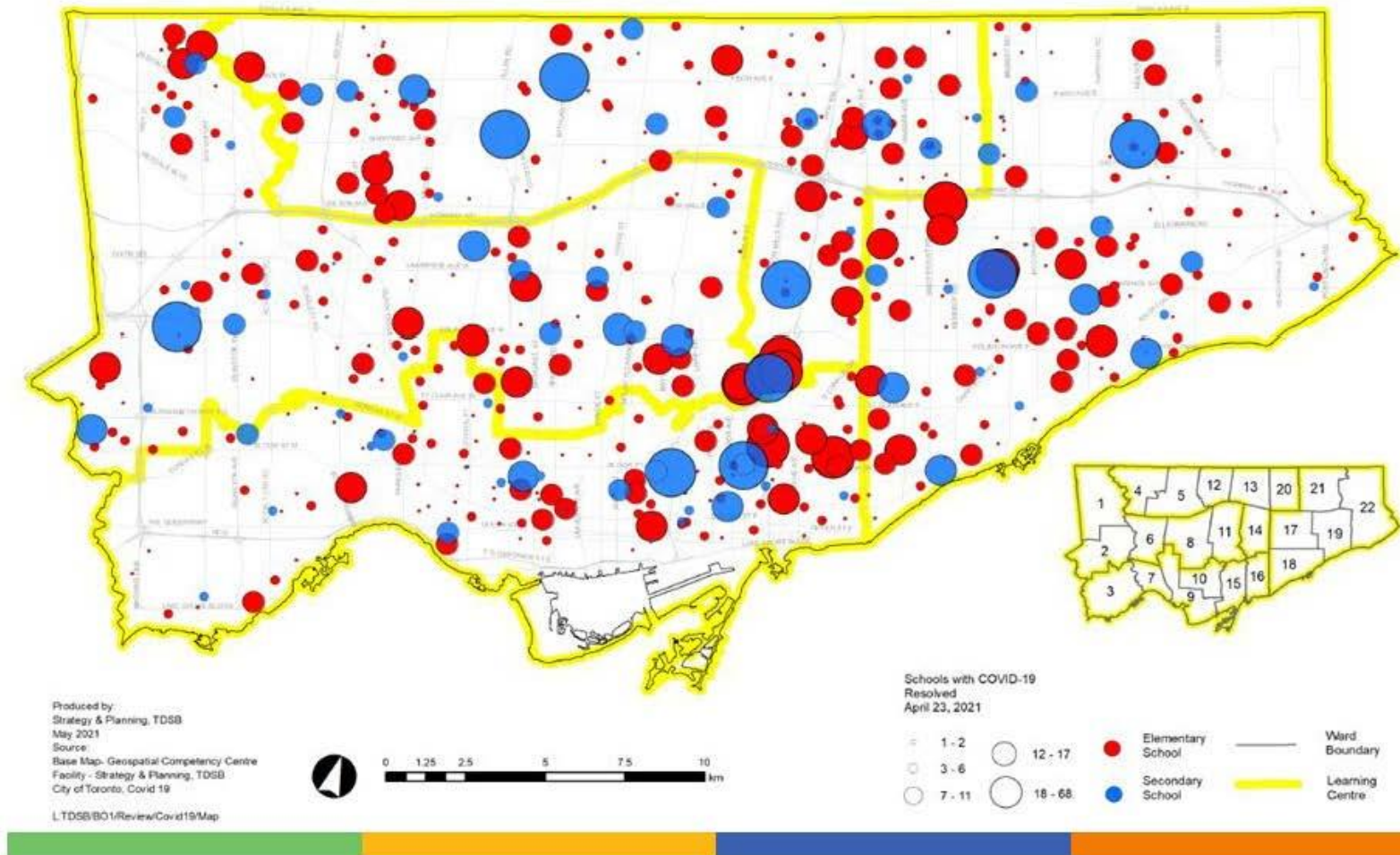
- Based on Ministry direction that students starting Grade 9 in 2020-21 will be required to earn two credits online as part of the graduation requirements
- Ministry has updated the funding methodology for online courses by adjusting benchmark funding for classroom teachers
- Beginning in 2021-22 funding will assume 8% of secondary students will take online courses which will grow to 16% in 2022-23 and 26% in 2023-24
- The impact of this is a funding reduction of approximately \$2.9M or 26 teachers for 2021-22



COVID Cases by Neighbourhood Since the April Break **April 13, 2021 to May 3, 2021** **From City of Toronto's COVID Website**



Cumulative Resolved COVID Cases in Schools **November 10, 2021 to April 23, 2021** **From TDSB's COVID Advisories Website**



Mental Health, Well-being and Re-engagement

- Mental health support funding is similar to funding in 2020-21 at \$1.2M
- In 2020-21 TDSB received \$0.83M related to reading intervention and no funding was provided for re-engagement during this school year. For 2021-22 TDSB is projected to receive \$2.2M for both re-engagement and reading assessment support
- Spend time to develop and strengthen relationships, connections and community
- A whole school approach to student engagement through activities
- Outreach to students and families targeting those who had limited participation this year
- Professional Support Services (PSS) staff will support staff mental wellness throughout the 2021-22 school year



Mental Health, Well-being and Re-engagement

Understanding Well-Being and Mental Health Literacy

- Ease into school routines
- Flexible with time to support students in practicing skills to manage emotions
- Utilize PSS staff to strengthen mental health literacy for students and staff throughout the school year

Learning About Your Students

- Learn about your students' emotions and feelings about being back in school, fears and apprehensions
- Focus on assets and strengths of the students
- Mindfulness activities as we anticipate students may feel fatigued and worried about schooling



Mental Health, Well-being and Re-engagement

Teaching and Learning

- Re-establish routines/class structures
- Be patient and re-iterate routines/expectations often
- Re-assure students/caregivers you will support any concerns with gaps in learning/schooling

Partner with Support Staff/Community

- Collaborate with Professional Support Services staff and community partners to continue supporting well-being in classrooms and school communities



Learning Recovery and Renewal Early Development Instrument (EDI)

In 2021-22, Early Development Instrument implementation will resume:

- The EDI is a short questionnaire completed by kindergarten teachers across Canada and internationally which measures children's ability to meet age appropriate developmental expectations
- The EDI has been collected across the province in three-year cycles
- In the previous school year, EDI was postponed and in 2021-22, the EDI will be implemented in the winter of 2022 in all Kindergarten classes across the province



Learning Recovery and Renewal EQAO Assessments

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.



Learning Recovery and Renewal

Ontario Secondary School Literacy Test (OSSLT)

- Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement
- The literacy graduation requirement will be restored for students graduating in the 2022-23 school year
- Students in Grades 10 and 11 and non-graduating students, including those who are learning virtually, are required to work towards the literacy graduation requirement
- EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration



Learning Recovery and Renewal

Online Learning Graduation Requirement

- As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.
- Further information will be provided regarding the opt-out process as well as the extent to which credits earned during virtual learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement



Learning Recovery and Renewal

Community Involvement Graduation Requirement

- In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year.
- The community involvement graduation requirement of 40 hours will be restored in 2022-23
- At the principal's discretion, additional activities have been deemed eligible for all secondary students for their community involvement activities in the 2021-22 school year including duties normally performed at home, up to 10 hours of paid work and activities that may take place during instructional time



Learning Recovery and Renewal Assessment, Evaluation and Reporting

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course.
- For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.
- Final evaluations are based on evidence from one, or a combination of, the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.



Learning Recovery and Renewal Numeracy Assessment and Support

- Math Strategy funding for the 2021-22 school year has been released to support student performance in mathematics, educators in implementing the new Grades 1-8 Mathematics Curriculum and begin the process of ending early streaming of math for students in Grade 9 through the new De-streamed Grade 9 Math Course
- Plans to support curriculum implementation, training and coaching as well as educator professional learning opportunities will be finalized
- The Professional Activity (PA) days for the 2021-22 school year will include learning on mathematics



Learning Recovery and Renewal

Support for Students With Special Education Needs

- Special Education Grant funding for the 2021-2022 school year will support After-School Skills Development (ASSD) programs, including the purchase of resources or evidence-based programs or interventions to support learning for students with special education needs and may also be used to support summer 2021 programs.
- Funding for 2021-22 is available to school boards to support students with special education learning needs by providing additional staffing resources, additional learning resources such as assistive technology, interventions that can be used to address learning gaps, and/or professional assessments based on local needs.



Learning Recovery and Renewal

Support for Students in ESL/ELD Programs

- Funding to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) programs despite significant decreases in the number of newcomer Canadian students.
- ESL staffing will be reflective of 2019-20 newcomer numbers
- Offering of summer English Language Learner programs for 2021, as well as tutoring programs, with a clear focus on supporting engagement, well-being, literacy and numeracy development



Selection Form for In-Person or Virtual Learning (2021-22)

Planning for September 2021: Work Underway

Elementary Plan

- Feb/March: Transfer Grade 8 students from VS to Secondary School for September 2021
- May 3-7: 103 classes connecting to In-Person School (K-4)
- May & early June: Communication to local school (list of students in elementary VS in Kindergarten to Grade 8), students following pathway (e.g., French, optional attendance)
 - Trillium transfer back to appropriate receiving school for September 2021
 - Identify students who have never been to a school in person or only attended for limited days in 2020/2021 before transferring to VS from receiving schools

Secondary Plan

- Feb/March: Transfer students from VS to local school for September 2021 and Course Selection Completed for next year
- Year Structure (current plan): Quad 1/Quad 2/Quad 3/Quad 4



Selection Form for In-Person or Virtual Learning (2021-22)

May 17: Communication to Parents/Guardians/
Caregivers that Selection Form is
coming, supported by translations

May 25: Selection Form sent out

June 1: Selection Form closes at midnight



Selection Form for In-Person or Virtual Learning (2021-22)

TDSB requires your selection for In-Person Learning or Virtual Learning for the 2021-22 school year. We are planning for September 2021 and are seeking your input.

All students will be registered in a TDSB home school for 2021-22. In-Person Learning and Virtual Learning will be offered through home schools and/or groups of schools.

All parents/guardians/caregivers or students (if 18 years old or older) must complete this form to indicate your selection decision for In-Person Learning OR Virtual Learning for your child or yourself in the 2021-2022 school year. This is not a survey. This is your decision for 2021-2022.



Selection Form for In-Person or Virtual Learning (2021-22)

Significant movement of students between In-Person Learning and Virtual Learning may create considerable disruption (including a change in teacher and classmates) to students, including students who are not changing learning models themselves. To support stability in classrooms, there will be one opportunity to request a switch between In-Person Learning and Virtual Learning.

- For Elementary students, the switch will take place for Term 2 in February, 2022. Your child's teacher and/or class may change at this time.
- For Secondary students, the switch will take place for Quad 3 in February, 2022.

If you have more than one child in a TDSB school, you will need to complete a form for each child. Please complete only one form per child.

If your response is not received by the deadline of June 1, placement will be In-Person Learning at the home school.

Further information regarding this Selection Form is available on the TDSB website.

<http://bit.ly/TDSB2021-22>



Selection Form for In-Person or Virtual Learning (2021-22)

Summary of Questions included in Selection Form:

- Indicate decision around In-Person or Virtual Learning
- Provide Parent/Guardian/Caregiver Name and Email address
- Student Name, Student Number and/or OEN, Date of Birth, Name of current school, current grade
- Indicate if there is a need for a device



Student Loaned Device Retrieval Strategy

- **75,000+** devices loaned to TDSB students for remote learning during Spring 2020 and over the course of the 2020-2021 school year
- These loaned devices need to be retrieved & returned to schools to support 2021-2022 school year programming and student needs
- Replacement costs for 75K devices
 - Chromebooks = **\$15M**,
 - iPads = **\$12.5M**
- Students attending summer school will not have to return and re-request a device.
- Devices must be returned by the first week of July
 - Cleaning, technical inspection, necessary repairs and data wiping will occur before devices are re-distributed to the schools initially borrowed from.
 - This work will be done over the summer by IT Services staff and students hired from the Focus on Youth program.



Student Loaned Device Retrieval Strategy

Device Return Dates

- Begin accepting device returns June 14
 - Summer School students can return their devices starting **August 23**
 - Remaining devices accepted early September
- Devices returned to schools beginning August 30
- Wrap up the returns at school level:
 - Elementary: **July 2**
 - Secondary: **July 9**



Next Steps

- FBEC - May 12, 2021
- Regular Board - May 26, 2021



Questions?





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Planning and Priorities Committee

Report No. 12

PPC:013A

Wednesday, May 19, 2021

Electronic Meeting

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

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

PART A: Committee Recommendations

1. School Renaming Request for Queen Victoria Public School: Establishment of a School Renaming Committee [4097]

The Committee considered a report from staff (see PPC:013A, page 1) presenting information on a school renaming committee for Queen Victoria Public School.

Moved by: Trustee Pilkey

Seconded by: Trustee Donaldson

The Planning and Priorities Committee **RECOMMENDS** that a school renaming committee be formed at Queen Victoria Public School in accordance with Policy P047, Naming Schools and Special Purpose Areas for the purpose of recommending a change of name for Queen Victoria Public School.

Carried

2. Boundary Change Review for Glenview Senior Public School, John Polanyi Collegiate Institute, Lawrence Park Collegiate Institute and Ledbury Park Elementary and Middle School [4093]

The Committee considered a report from staff (see PPC:013A, page 7) presenting information on a boundary change review for Glenview Senior Public School, John Polanyi Collegiate Institute, Lawrence Park Collegiate Institute and Ledbury Park Elementary and Middle School.

Moved by: Trustee Laskin

Seconded by: Trustee Chernos Lin

The Planning and Priorities Committee **RECOMMENDS:**

- (a) That the intermediate attendance area for Glenview Senior Public School be expanded to include the small portion of the Ledbury Park Elementary and Middle School intermediate attendance area that is located south of Lawrence Avenue West and west of Avenue Road, as shown in Appendix C of the report, effective September 1, 2021;**
- (b) That the secondary attendance area for Lawrence Park Collegiate Institute be expanded to include the small portion of the John Polanyi Collegiate Institute secondary attendance area that is located south of Lawrence Avenue West and west of Avenue Road, as shown in Appendix D of the report, effective September 1, 2021;**
- (c) That all students who reside in the portion of Ledbury Park Elementary and Middle School's intermediate attendance area described in Part (a) above and attend Ledbury Park Elementary and Middle School as of the end of the 2020-2021 school year be allowed to remain at Ledbury Park Elementary and Middle School until they graduate; and**
- (d) That all students who reside in the portion of John Polanyi Collegiate Institute's secondary attendance area described in Part (b) above and attend John Polanyi Collegiate Institute as of the end of the 2020-2021 school year be allowed to remain at John Polanyi Collegiate Institute until they graduate.**

Carried

3. 705 Progress Avenue Site: Update [4095]

The Committee considered a report from staff (see PPC:013A, page 15) presenting an update on construction and project timelines for the 705 Progress Avenue site.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

The Planning and Priorities Committee **RECOMMENDS that the report be received.**

Carried

4. Multi-Year Strategic Plan Update [4096]

The Committee considered a report from staff (see PPC:013A, page 23) presenting an update on the completed actions in the Multi-Year Strategic Plan for the period January 2020 to May 2021.

Moved by: Trustee Mammoliti

Seconded by: Trustee Chernos Lin

The Planning and Priorities Committee **RECOMMENDS that the report be received.**

Carried

Staff undertook to add information the launch of an online community support hub.

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

A meeting of the Planning and Priorities Committee was convened electronically on Wednesday, May 19, 2021 from 4:34 p.m. to 6:16 p.m. with Alexander Brown presiding.

6. Approval of the Agenda

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

7. Declarations of Possible Conflict of Interest

No matters to report

8. Delegations

re Student Timetabling for the 2021-2022 School Year

1. William Pham, Student, Earl Haig Secondary Student

re Item 6.1 School Renaming Request for Queen Victoria Public School [4097]

2. Debbie King and Queen Victoria Public School Black Student Success Committee Executive Members

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

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

- OPSBA's 2021 Annual General Meeting and Keynote will be held via Zoom on Saturday, June 12, 2021. The Keynote Session will focus on addressing anti-Black racism in education and will feature Kike Ojo-Thompson.
- Trustee Laskin and Trustee Aarts have been nominated to the Regional Council's Policy Development Work Group and Education Program Work Group, respectively. Elections will take place at the June 12, 2021 Annual General Meeting.
- OPSBA's discussion paper on learning during COVID-19 is in development, and builds on previous the discussion papers: 2009's *What If? Technology in the 21st Century Classroom* and 2013's *A Vision for Learning and Teaching in a Digital Age*.
- A public education campaign, Above and Beyond, is underway and has been communicated via OPSBA's social media accounts. The campaign highlights the strengths of public education and raises awareness of local government.
- Project Compass, OPSBA's review of internal governance, continues.
- OPSBA's equity audit is being completed by Turner Consulting Group and work is underway. A review of internal documentation and process will begin in the next few weeks.

10. Adjournment

On motion of Trustee Mammoliti, seconded by Trustee Chernos Lin, the meeting adjourned at 6:16 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair

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Written Notice of Motion (Trustees Kandavel and Aarts)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at the next meeting of the Governance and Policy Committee on June 2, 2021.

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 ...

Review of Policy P040, Accountability for Student Achievement

Whereas, in accordance with section 169.1(1) of the *Education Act*, the Board must promote student achievement and well-being; and

Whereas, under section 169.1(1)(d) of the *Education Act*, the Board must develop and maintain policies and organizational structures that promote the goals referred to section 169.1(1) of the *Education Act*; and

Whereas, under section 169.1(e) of the *Education Act*, the Board must monitor and evaluate the effectiveness of policies developed by the Board in achieving the Board's goals and the efficiency of the implementation of those policies; and

Whereas, the TDSB education system requires a clear, transparent and well-defined reporting structure to evaluate effectiveness of student achievement policies; and

Whereas, in 1998 the Board adopted the Accountability for Student Achievement Policy (P040), which has not been reviewed since the date of adoption; and

Whereas, in 2018 the Board made the commitment to ensure that the equity principles, defined in the Equity Policy (P037), are integrated into the TDSB's policies, procedures, programs and initiatives; and

Whereas, the methods and techniques of assessing student achievement significantly changed and advanced in the last decade; and

Whereas, the disruption to student learning due to the COVID-19 pandemic has affected student assessment and evaluation; and

Whereas, the Accountability for Student Achievement Policy (P040) is scheduled for review during the 2021/22 school year;

Therefore, be it resolved:

- a) That the policy, P040, Accountability for Student Achievement be reviewed:
 - i. for relevance in relation to the current understanding of student outcomes and quality of opportunities in which outcomes exist;
 - ii. to include standard and regular cycles of student achievement reporting focusing on appropriate student target groups;
- b) That the review of the policy and all implications in reporting student outcome use an approach in which equity of both student outcome and learning opportunity will be central to the policy revision.



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