



## **Planning and Priorities Committee Agenda**

PPC:016A

Wednesday, June 23, 2021

4:30 p.m.

Electronic Meeting

Trustee Members

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

### **Pages**

**1. Call to Order and Acknowledgement of Traditional Lands**

**2. Approval of the Agenda**

**3. Declarations of Possible Conflict of Interest**

**4. Delegations**

To be presented

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

**5.1. OPSBA Directors' Report**

To be presented

**6. Toronto Lands Corporation Reports**

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	Separate Document (PPC:016B)	
<b>10.</b>	<b>Adjournment</b>	



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A subsidiary corporation of the TDSB



May 26, 2021

**Transmittal No. 2021 – 110**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2021 with respect to the report, *2021-22 TLC Annual Plan*, attached herein.

**The TLC Board decided that:**

**The 2021-22 TLC Annual Plan be approved and forwarded to the TDSB Board for final approval at its June cycle of meetings.**

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

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson'.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

**COMMITTEE DECISION ITEM  
TORONTO LANDS CORPORATION  
2021-22 TLC Annual Plan**

To: Chair and Members of the Toronto Lands Corporation Policy & Planning Committee

Date: 11 May 2021

**Recommendation:**

That the *2021-22 TLC Annual Plan* be approved and forwarded to the TDSB Board for final approval at its June cycle of meetings.

**Rationale**

Pursuant to Section 4.10 (5) of the Shareholder's Direction between the Toronto District School Board (TDSB) and the Toronto Lands Corporation (TLC), as further amended and re-stated on November 28, 2018, TLC is required to produce an Annual Plan that satisfactorily supports all operations under the TLC's direction with a finalized plan to be adopted not later than 30 days before the beginning of the fiscal year to which it relates.

Attached as *Appendix A* is the 2021-22 TLC Annual Plan.

**Context**

In the first year of operations under the renewed and expanded mandate, TLC needed to restructure and realign our operation in order to meet the TDSB expectations. With structures in place, TLC developed the 2019-20 Annual Plan with the theme - *Building for Tomorrow*. This direction outlined TLC's innovative approach to modernizing the Boards aging school buildings. The 2020-21 Annual Plan, furthered the focus on the modernization strategy building upon the approved Mission, Vision, Goals and guiding principles. From this, staff developed a strategic approach that included five areas of focus. As TLC entered 2021-2022, a land use planning and real-estate data foundation was established that would serve to inform the strategic and financial considerations necessary to operationalize the modernization strategy.

The 2021-22, the Annual Plan has been developed around TLC's three strategic goals:

1. Transform student learning environments:
2. Creating a culture of stakeholder collaboration
3. Be a high functioning organization aligning the missions of TDSB & TLC

To advance the strategy relating to strategic goal 1, TLC staff will demonstrate \$150M worth of opportunities for TDSB's consideration derived from Non-instructional sites (leased sites and vacant lands) as well as assist TDSB with a real-estate review of 13 administration sites, provide redevelopment analysis of TDSB's priority replacement school sites (Polar Rd, Regent Heights, St. Margaret's, Secord JMS) and further two key City/TLC partnership



Projects (North Prep/Memorial and the Borden/Don Mills land exchange).

TLC's 2021-2022 Budget has been developed to deliver on all three goals and commitments identified within the Annual Plan with quarterly progress reports presented to TDSB.

**APPENDIX:**

**Appendix A: 2021-22 TLC Annual Plan**

**COMMUNICATIONS STRATEGY:**

- This report is to be considered by the Policy & Planning Committee on May 11, 2021
- Recommendations from the Policy & Planning Committee will be routed to the TLC Board for its meeting of May 25, 2021
- Once the TLC Board approves the 2021-22 Annual Plan, the Annual Plan will be routed to the TDSB Board June cycle of meeting for approval
- On approval by TDSB, the Annual Plan will be posted publicly on TLC's website and circulated.

**From:**

Brenda Patterson, Board Chair, Toronto Lands Corporation at [pattersn@rogers.com](mailto:pattersn@rogers.com)  
Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575.

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# Toronto Lands Corporation Annual Plan 2021-22





*'Unlocking the potential of TDSB properties for the benefit of students, staff and communities'* is not only Toronto Lands Corporation's mission statement, it could also be part of the blueprint thinking that contributes to Toronto's recovery post pandemic. TLC supports the Toronto District school board as they move forward and welcome families back to public education through efforts that transform neighbourhoods through redevelopment and integration of school board properties into community destinations.

As part of TLC's year 2 modernization strategy, we will further examine the rich supply of local school board property data and measure it against the opportunity to advance the rebuild of public schools. Through data analysis and site modeling we will demonstrate the significant potential of leveraging land value as the economic catalyst that advances TDSB's capital priorities. Toronto public schools are facing a generational test of what the system requires for its continued success. Repair and maintenance costs in the billions of dollars are competing for increasing limited financial resources. TLC will continue to work advancing our vision of 'exceptional learning spaces serving vibrant communities, along side the TDSB's long term pupil accommodation plan, secondary school review and in support of an assessment of the board's administrative sites.

The success of this approach depends on the strength of collaboration and partnerships. The City of Toronto has expressed interest in several joint projects with us and community groups and service providers have invited us into conversations regarding collaborative locations for their services. New tools and approaches are necessary to achieve our vision to build and renew schools in a city with the unique characteristics and complexities of Toronto. Discussions with these potential partners regarding collaborative interests have highlighted barriers in provincial legislation, regulation and policy that need to be addressed to open the door for this wave of modernization progress.

As always, we wish to express our sincere gratitude to our shareholder the TDSB, for the confidence shown in our Board of Directors, TLC staff and ultimately in our shared journey toward excellence in Toronto public schools.





"Now is the time for bold thinking and creative solutions. Toronto's public school buildings present many opportunities for a collaborative and integrated future that builds on their great past and creates learning spaces where students thrive, and communities are at the center of their success. This work is underway."

Alexander Brown, TDSB Chair



Canoe Landing project



## What We Do and Why

We are the stewards of an impressively important and valuable public asset – over 5,000 acres of school board land.

TLC's mandate to act as the exclusive real estate, leasing and land use planning agent for all properties in the TDSB portfolio, allows us to explore and devise innovative school redevelopment proposals, community partnerships opportunities and modernization strategies in support of the delivery of a world class public education system.

We are committed to providing solutions to improving the physical learning environment of students attending Toronto public schools.





## Key Organizational Priorities

While the modernization strategy will be a key focus of our work in the coming year, other equally important organizational priorities will continue with our partners to strengthen relationships and maximize the benefit to the community, including:

- ❖ The implementation of a new lease administration database, Lease Harbor, to manage and administer 700 leases along with real estate agreements increasing efficiency in document management and in analytical reporting.
- ❖ TLC continues discussions with the City of Toronto over the application of a Harmonized Zoning Bylaw which proposes to establish one set of planning rules to be applied to school board properties across the city. Unresolved for over a decade, this Bylaw could have significant impact on property values. TLC remains diligent in its negotiations and will continue this year to advance our position for the protection of TDSB property values and interests.
- ❖ An extensive review of all exclusive and shared use agreements for City use of TDSB facilities, including pools and equally, TDSB use of City Parks in the development of a new master agreement with the City of Toronto.





## Our Modernization Strategy

Complex issues often have remarkably straightforward solutions. With over 600 sites and 5,000 acres of property valued between 15-20 billion dollars located in the heart of every neighbourhood across the city, TLC will demonstrate the power of leveraging a fraction of those holdings into a billion dollars worth of potential for reinvestment back into the TDSB capital planning budget over the next several years.

Our modernization strategy is a self-financing, data informed plan to extract the considerable economic and social value inherent in this dynamic portfolio, while retaining public ownership of the land to the greatest extent possible.

In 2021-22, TLC's primary focus will be on non-instructional sites, TDSB's capital priority replacement school sites and projects that involve collaborative partnerships. Overall, our work in these areas combined with future business planning, will position the TDSB as a progressive leader in the strategic use of its public property portfolio, producing opportunities to address student success and accommodation priorities, while reinvesting in new schools that deliver a strong, fiscally sustainable, world class education.





As an example, an aging and under-utilized non-instructional site could be reimagined and redeveloped with municipal and/or provincial partners to contain community services, affordable housing, senior's care, a public library and still include a modern and exceptional learning space.

A redeveloped school site doesn't just have to be a school, it can be an integrated space, or a complete community. By collaborating with public and community partners, we maximize public assets and destinations that serve students as well as the broader public. This is the value of modern thinking.

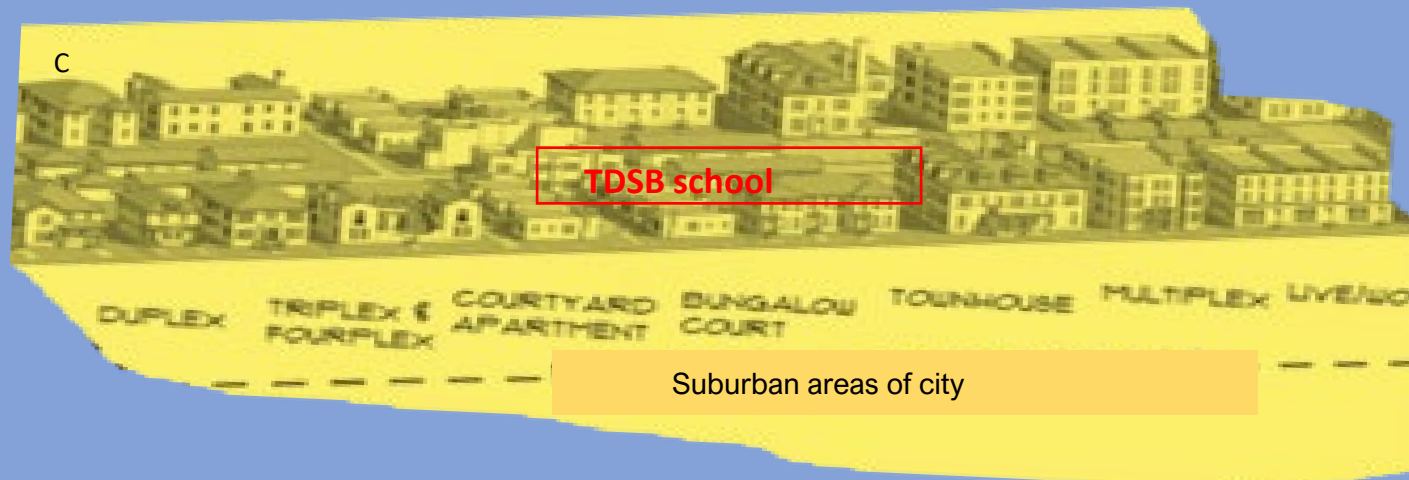
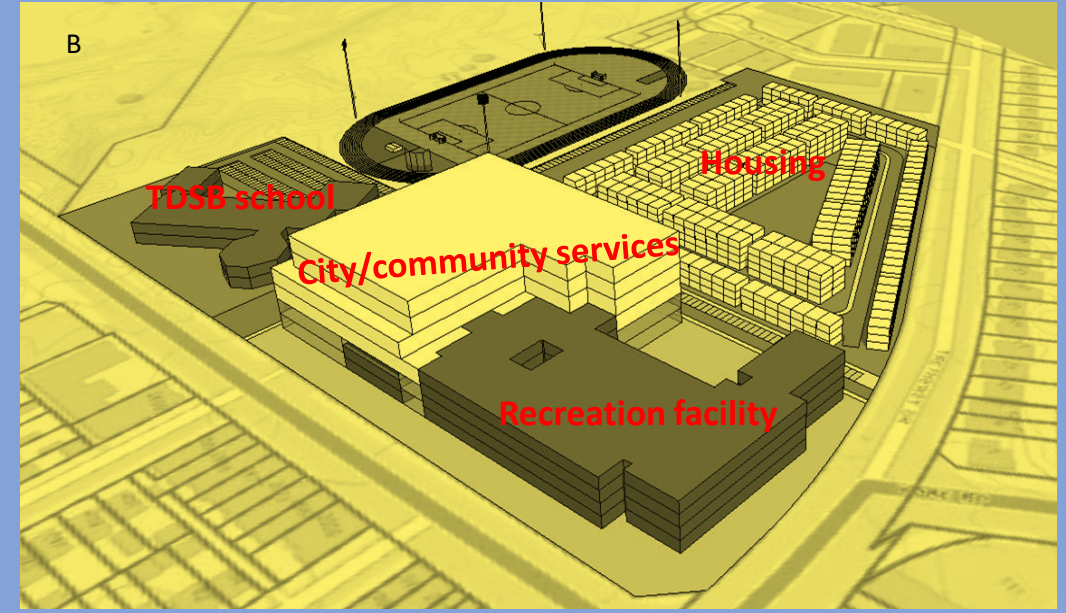
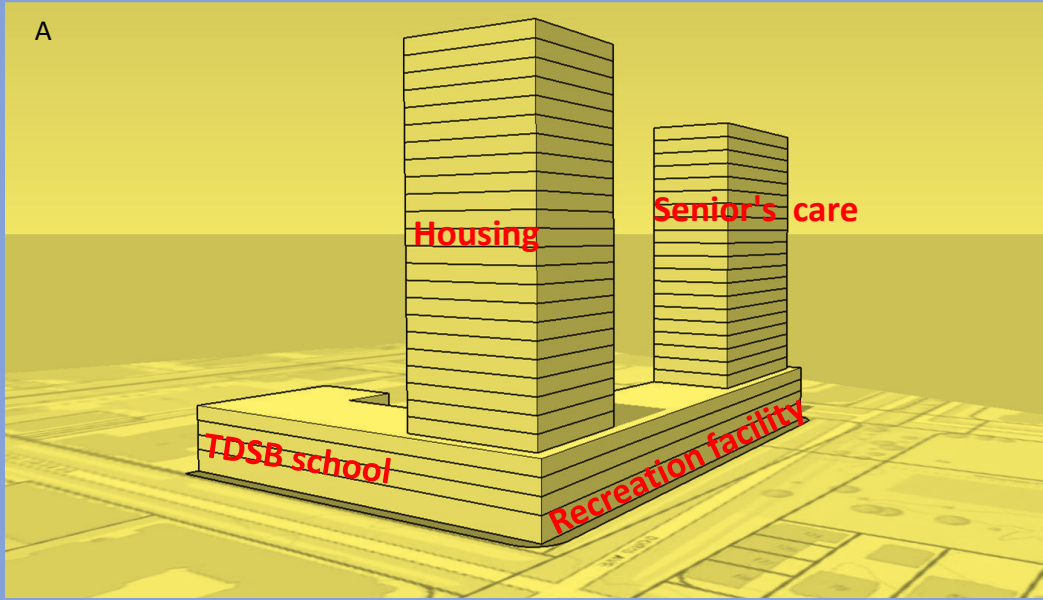




## Site Modelling Concepts Examples:

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- A) Schools in the podium of high-density mixed-use developments on a 2- 4 acre site.
- B) Schools anchoring a planned partnership redevelopment as part of 6-12 acre site.
- C) School sites in suburban neighborhoods surrounded by increased density developments such as low-rise buildings, multiplexes, townhouses and duplexes.



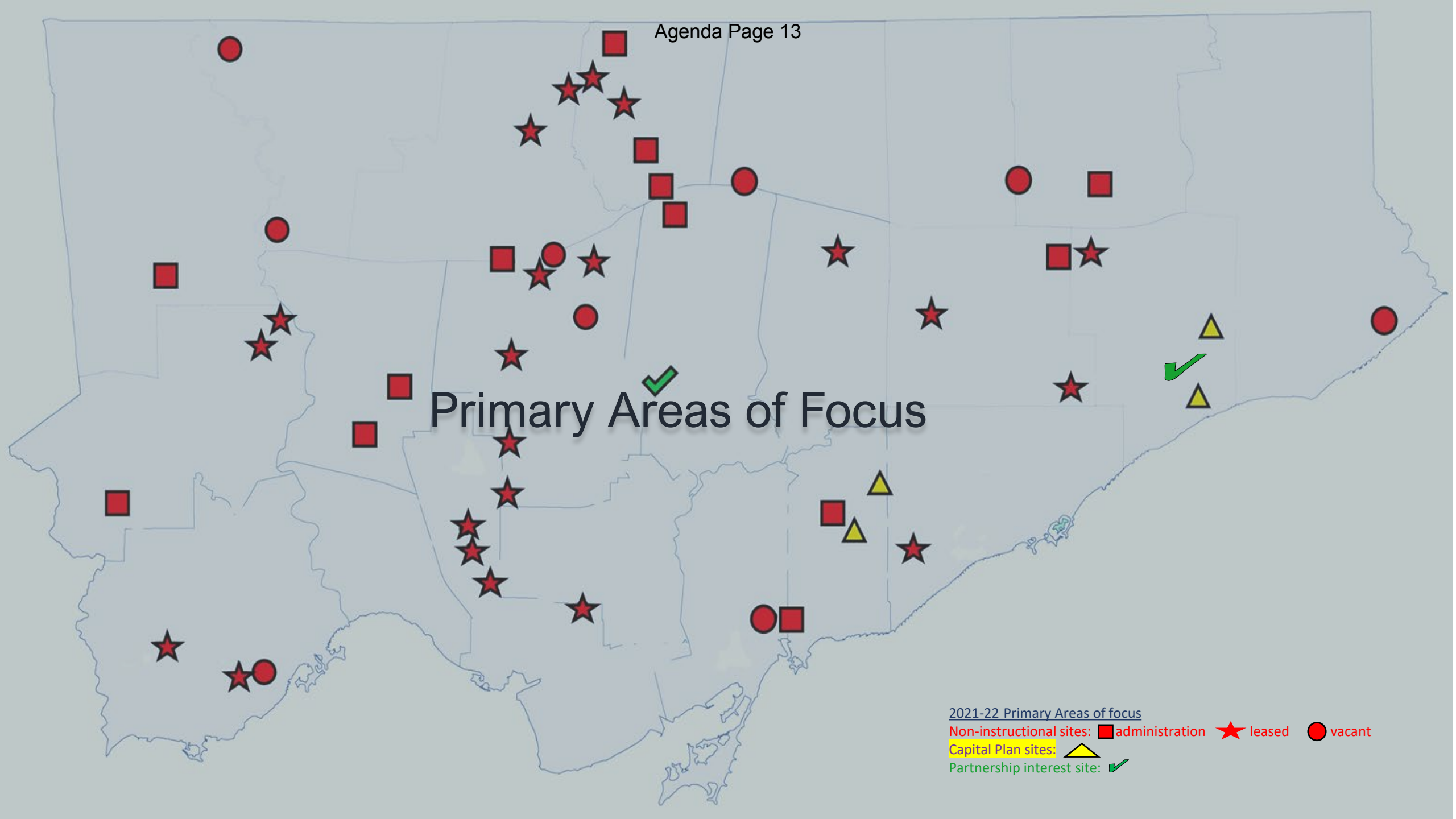
# Primary Areas of Focus

2021-22 Primary Areas of focus

Non-instructional sites: ■ administration ★ leased ● vacant

Capital Plan sites: ▲

Partnership interest site: ✓



## Strategic Goal 1

### Transform Student Learning Environments through the Modernization of Facilities

#### Primary Areas of focus

Non-Instructional Sites	TDSB – Capital Priorities Replacement Schools	Partnership Planning Projects
<ul style="list-style-type: none"><li>• Leased Sites</li><li>• Administration</li><li>• Vacant Land Holdings</li><li>• Bill 30 site (former West Park HS site)</li></ul>	<ul style="list-style-type: none"><li>• Poplar Road</li><li>• Regent Heights</li><li>• St Margaret's</li><li>• Secord PS</li></ul>	<ul style="list-style-type: none"><li>• R H Borden exchange for new school in Don Mills</li><li>• North Prep/Memorial Park</li><li>• CreateTO-TLC Partnerships</li></ul>

## STRATEGY:



Evaluate leased and vacant sites through the application of a land use planning and real estate rubric



Bring closure to a tri-party agreement on the disposition of West Park H/S Bill 30 transfer site



Undertake land use planning and real estate reviews coordinated with professional services to determine estimated land values for all 13 TDSB Administrative sites.



Evaluate redevelopment potential on replacement schools identified within TDSB's 2021-2022 Capital priorities



Actively pursue and secure City partnership opportunities and agreements



- Priority rank leased sites based on rubric outcomes
- Select sites and evaluate against Long Term Pupil Accommodation Strategy



- Seek to secure agreements between TCDSB, TDSB and Choice REIT for the sale and redevelopment of TDSB's lands at Bloor Dundas



- Alignment with TDSB's direction to review all Administrative sites
- Undertake highest and best use analysis and identify administrative sites constraints



- Undertake Planning studies and evaluate redevelopment opportunities to build priority replacement schools



- Negotiate terms and conditions to advance North Prep and RH Borden projects
- Pursue other City and TLC's interests to coordinate use of public lands



- Target \$150 M in real estate opportunity for TDSB consideration



- Sale of site based on unencumbered application of highest and best use or no deal thus continue with status quo under existing Bill 30 agreement



- Provide TDSB's administrative working group with professional estimate of value on each admin site



- Position TDSB to seek Ministry approval to replace capital priority schools without additional Ministry funding



- Agreements to secure \$20M for City project at North Prep and a new \$20M School to proceed in Don Mills
- Reports for Board consideration

## Primary Areas of Focus

### Strategic Goal 2:

Create a Culture of  
Partnership &  
Collaboration with Key  
Stakeholder Groups

#### Internal Stakeholders

- TLC
- TDSB

#### External Stakeholders

- Network of cross-disciplinary real estate and land use experts
- Provincial & municipal government
- Public and private industry organizations
- Local Communities and groups



# STRATEGY

## ► Promote awareness & broaden the reach and understanding of TLC

### COMMITMENTS

1. Open and transparent collaboration between TLC and TDSB
2. Participate in Long-term Pupil Accommodation Strategy and Secondary Review Trustee Meetings
3. Lead community meetings on TLC's modernization strategy
4. Develop web and social media content.
5. Conduct educational sessions, produce educational videos on TLC subjects and topics for TDSB Trustees and staff and contribute content to the Trustees' Weekly
6. Regular contact with industry media
7. Proactively seek engagement opportunities with industry and municipal think-tanks, working groups and panel discussions
8. Maintain relationships with post-secondary institutions to attract talent

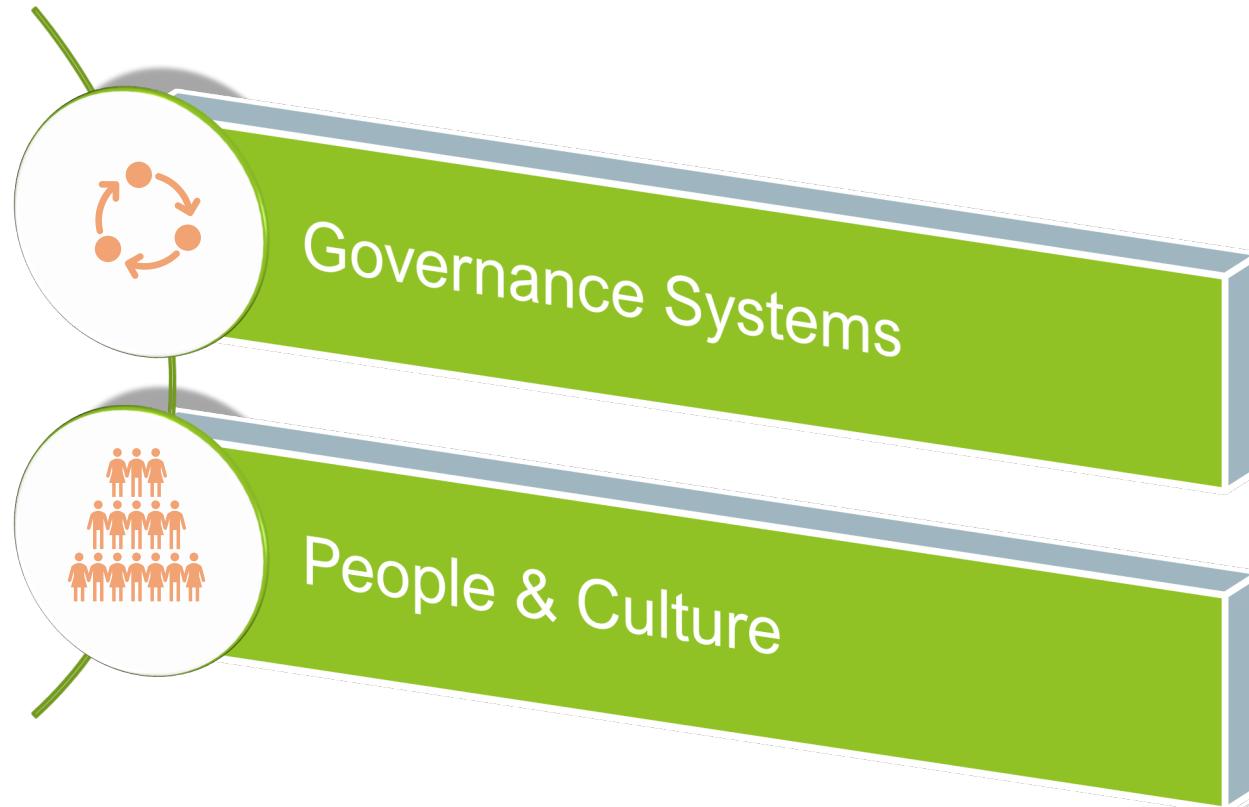
### OUTCOME MEASURES

1. Quarterly meeting with TLC and TDSB Board Chairs, CEO monthly meetings with Director of Education and CEO bi-weekly sessions with TDSB Associate Director.
2. Increased Trustee understanding of real estate & land use planning issues & opportunities.
3. 4 public awareness consultation meetings.
4. Increase views on the TLC website, followings on across social media platforms and newsletter.
5. Quarterly information session with TDSB staff and Trustee & increased video content.
6. 6 articles published in industry publications
7. 10 public engagement opportunities
8. Employ 4 co-op students or new grads related to TLC industry.

## Strategic Goal 3

To be a highly functioning organization successfully aligning TLC's & TDSB's Missions and the Shareholder's Direction

### Areas of Focus





# STRATEGY

► Strengthen the people, processes and systems of the TLC, guided by good governance practices and an understanding of priorities and cross-functional collaboration.

## COMMITMENTS

## OUTCOME MEASURES



Undertake 6 enterprise initiatives to allow for flexibility in TLC's systems and structures to improve alignment with portfolio expectations.



Recruit, Develop and Retain Talent through:

- i. The enhancement of TLC's social media presence highlighting Employee Value Proposition (EVP).
- ii. Conduct a Leadership Effectiveness Survey.
- iii. Develop a Leadership Development Program, offering employees continual learning.
- iv. Develop a performance management system.
- v. Conduct an employee engagement survey.
- vi. Develop succession plans for key roles.
- vii. Apply to become an Employer of Choice.



1. Board approved revised Shareholder's Direction;
2. Finalized and implemented Service Level Agreement.
3. New financial reporting statements, analysis and controls reflective of broadened mandate.
4. Implemented Enterprise Risk Management Framework.
5. Board approved transparent, evidence based policies and processes.
6. Acquisition of technological/software platforms to support business requirements.



- i. Website views along with more candidate applying to talent community.
- ii. % Overall leadership effectiveness engagement.
- iii. Identify opportunities and implement development plan to close any gaps to have people managers lead effectively.
- iv. Achievement of individual staff goals and in alignment with corporate goals and objectives.
- v. % overall employee engagement
- vi. Strengthened business continuity, mitigating corporate performance risk.

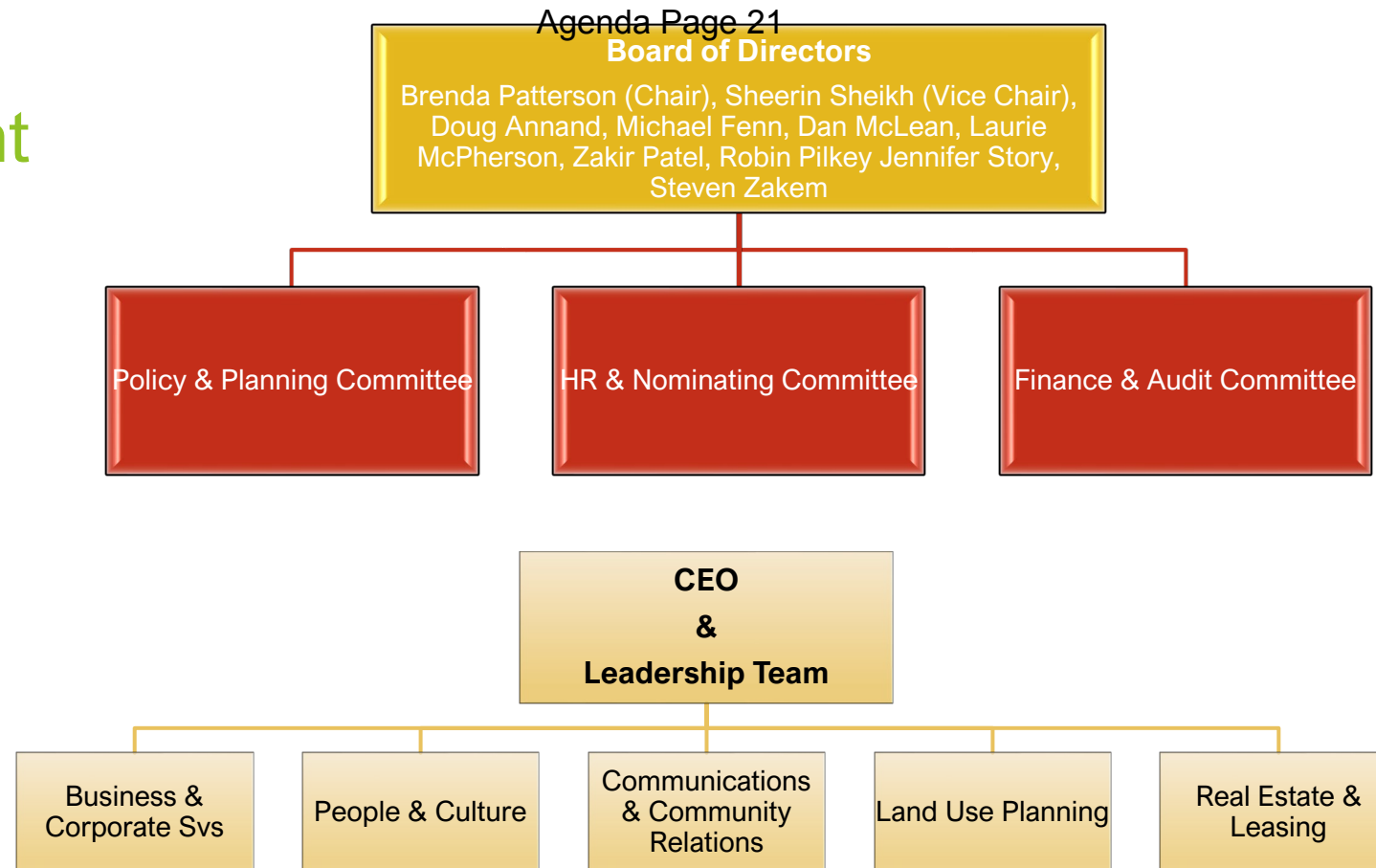
TLC was registered as a subsidiary corporation of TDSB in 2008 and today is governed by an independent 10 - member Board of Directors, consisting of 6 Citizens and 4 appointed Trustees. The Board applies a high standard of corporate governance to ensure accountability and operational efficiency. TLC is accountable to the TDSB through a Shareholder's Direction and is guided by the Education Act and other provincial legislation and regulations.

Organizationally, the CEO is accountable to the TLC Board which in turns has a Board-to-Board relationship with TDSB, as the sole shareholder. Functional roles and responsibilities are further clarified and delineated between the Shareholder and its subsidiary through an in-progress Service Level Agreement.

The TLC has been streamlining how it works to align with the strategic goals it is aiming to achieve. This has resulted in many changes to the organization and will continue throughout 2021-22. At the board level, this has included a hyper-focus on the governance model to ensure the appropriate oversight structures are in place. At an operational level, TLC has realigned its business functions, elevated the role of corporate strategy, and continues to focus on supporting organizational flexibility and agility to achieve our goals.

## Corporate Governance

# Board & Management Structure



As of June 30, 2021, after seven years of dedicated service to the TLC Board, Citizen Directors Steven Zakem, Managing Partner with Aird & Berlis LLP and Michael Fenn, Senior Advisor at Strategy Corp and a devoted long standing public servant will be concluding their terms with TLC.

Steven and Michael have provided inspired and exceptional direction in their governance roles and have proven to be champions of innovative public education at TDSB. It is expected upcoming vacancies will be filled in September 2021.

As all levels of government struggle from the pandemic's mounting financial burden, TLC's modernization strategy will deliver new approaches that provide TDSB with opportunity to fund its capital program without additional financial demands on the Province.

This year's Annual Plan will also advance partnerships that enable building community destinations, support TDSB's Administrative working group and foster staff growth within an exceptional working environment. As a result, the 2021-2022 budget has been developed to support:



Land use planning and real-estate analysis that will result in opportunities to modernize schools, improve classroom environments and reduce deferred maintenance



Providing an assessment of value of TDSB's Administrative sites



Seeking Provincial, City and other public and private partners to integrate services on school board lands that maximizes the value of public assets



Connecting and building community and partner relationships



Strengthening TLC systems, structures and people & culture

# Budget



May 26, 2021

**Transmittal No. 2021 – 111**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2021 with respect to the report, *2021-22 TLC Budget*, attached herein.

**The TLC Board decided that:**

1. The 2021-22 TLC Budget be approved: and,
2. The 2021-2022 TLC Budget be forwarded to the TDSB Board for approval at its June 30, 2021 meeting.

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

Sincerely,

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

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

**TORONTO LANDS CORPORATION  
2021-22 Budget**

**To:** Chair and Members of the Audit and Finance Committee

**Date:** 20 May 2021

**Recommendation:**

- 1) That the Audit and Finance Committee approve the 2021-2022 TLC Budget and that it be forwarded to the TLC Board at its May 25, 2021 meeting for approval; and,
- 2) That the 2021-2022 TLC Budget, as approved by the TLC Board be presented to the TDSB Board for approval at its June 30th, 2021 meeting.

**Rationale**

TLC's Strategic Budget Development:

As all levels of government struggle from the pandemic's mounting financial burden, opportunities that provide TDSB with the ability to fund its capital program without additional financial demands on the Province has guided the development of TLC's 2021-2022 Annual Plan and supporting 2021-22 Budget.

Over the course of 2020-2021, the TLC Team developed an approach to the modernization strategy defined through 5 areas of focus: *Non-Instructional Sites, Data Driven Criteria, TDSB's Approved 3 Year Capital Plan, Partnerships and Land Value Capture*. Furthering TLC's strategic initiatives, the 2021-22 budget supports operational needs and the delivery of the outcomes identified within the Annual Plan.

**Context**

In alignment with year 2 of the modernization strategy, the 2021-22 budget was developed to support operations and to advance the expected Annual Plan outcomes in the following areas:

- Undertake land use planning and real-estate analysis that will result in opportunities to modernize schools, improve classroom environments, and reduce deferred maintenance
- Providing an assessment of value of TDSB's Administrative sites
- Seeking Provincial, City and other public and private partners to integrate services on school board lands that maximizes the value of public assets
- Connecting and building community and partner relationships
- Strengthening TLC systems, structures, and people & culture

TLC's Operational Budget Development:

TLC manages all TDSB real-estate and land use planning matters. This breadth of work includes more than 700 lease and access agreements, millions of dollars in real-estate transaction, addressing hundreds of City Planning development applications impacting student accommodation across TDSB, participation in tribunals and Planning hearing and taking all actions necessary to protect TDSB's land interest.

TLC's 2021-2022 Budget is broken down by the revenues generated through the leasing and licensing of TDSB property. The two primary areas of revenue generation are the "Non-Instructional" properties and leases for space or access to "Operating School's and Sites". The costs associated with revenue generation has been budgeted relying on best estimates including a primary assumption that TDSB facilities will be open and remain in full operation throughout 2021-2022.

Site sales have been budgeted at \$0 as TLC has now transacted all outstanding site dispositions. TLC's modernization strategy as presented in the 2021-2022 Annual Plan provides for several opportunities to be brought forward to TDSB requiring capital planning decision making. As decisions are made throughout 2021-2022, estimates of site proceeds will be made along with timing of receipt based on the legislative requirements that govern capital transactions.

## 2021-2022 Budget – Key Indicators

### TLC's Non-Instructional Sites:

Revenue	13% net increase	\$622K
Expenditures	26% net decrease	\$686K

### TLC's School Operating Sites:

Revenue	1% net increase	\$82K
Expenditures	5% net increase	\$923K

Total Non-Inst & Operating Sites: 20% net decrease \$468K

### TLC's Administrative Overhead:

Expenditures	2% decrease	\$107K
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TLC's Total Operational Budget: 0.5% increase \$135K

## Highlights of TLC's 2021-2022 Budget:

With regard to City of Toronto Childcare Umbrella Lease, the longstanding contractual arrangement between the City and school board requires the City of Toronto to contribute \$6.50 per square foot towards TDSB's estimated current costs of operating. TDSB's 2021-2022 average cost of operating is \$14.02 creating a \$5.5M carrying cost to TDSB in 202-2022.

### Legal Fees reduced by 22% (\$175K):

1. TLC has sought out the opportunity to contract with an independent experienced solicitor to assist and support real estate and leasing reducing reliance on external legal vendors of record. Confirmation and commitment from the independent solicitor will continue for the 2021-2022.
2. Land Use Planning has been successful in negotiating with development community thereby reducing expected LPAT Hearings which are very costly to participate in.

### Fees and Contractual Services reduced by 9% (\$119K):

1. Professional External Services support: (1) business operations (2) the administrative site review (3) the non-instructional site review and (4) modernization opportunities that arose in 2020-21. Professional Fees can include, but not limited to:
  - Appraisals
  - Planning Studies
  - Official Plan Review
  - Zoning Planning Studies
  - Real Estate Brokerage Environmental Site Assessments

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- Building Condition Assessments
- Demographic Studies
- Traffic Studies
- Heritage Impact Statements
- Surveys and related Plans (O.L.S)
- Shadow Impacts
- Title Opinions
- Development Pro-Forma

TLC has been able to begin work on the modernization strategy thus has reduced expense estimates for 2021-2022 by \$119K.

- Casual Help – TLC has experienced the benefit of accessing post secondary student co-op programs as a cost-effective strategy to seek temporary but motivated team members. Internship programs offer students the chance to apply their knowledge on a professional level and gain hands-on experience to succeed in their developing careers. The continuation to secure this temporary employment pool in 2021-2022 is \$48K.

TLC's overall 2021-2022 Budget has been increased by 0.5% or \$135K.

### **Appendices:**

- Appendix A: TLC 2021-22 Budget

### **Reference Documents:**

- 2021-22 TLC Annual Plan – approved by the P&P Committee on May 11, 2021

### **Routing:**

TLC Board: May 20, 2021

### **From:**

Daryl Sage, Chief Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575.



**APPENDIX A: TLC 2021-22 BUDGET**

	Approved 2020-21 Budget		2021-22 Budget	
<b>Non-Operating School Facilities</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Revenues</b>	<b>Expenditures</b>
Lease Revenue and Recoveries	\$ 5,536,000	\$ 2,600,000	\$ 6,308,154	\$ 1,913,678
Other Revenue - Land Use Planning/705 Progress (Consolidated into Ln1 2021-22)	\$ 150,000		\$ -	\$ -
TDSB Program and Administration	\$ 53,000		\$ 53,000	
Deferred Capital Improvement Revenue	-\$ 1,000,000		-\$ 1,000,000	
Provision for Rental Arrears		\$ 5,000		\$ 5,000
<b>Total Net Real Estate Revenue/Expense - Non-Operating Sites</b>	<b>\$ 4,739,000</b>	<b>\$ 2,605,000</b>	<b>\$ 5,361,154</b>	<b>\$ 1,918,678</b>
<b>Operating School Facilities</b>				
City of Toronto Childcare Umbrella Lease Agreements	\$ 4,500,000	\$ 9,200,000	\$ 4,476,674	\$ 10,017,556
City of Toronto Pools Agreements	\$ 5,629,413	\$ 5,629,413	\$ 5,798,295	\$ 5,798,295
City of Toronto Stage 1 Revenues	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000	\$ 1,100,000
City of Toronto Exclusive Use Agreements	\$ 970,632	\$ 970,632	\$ 970,632	\$ 970,632
Development (CSPD) and LINC Lease Administration	\$ 240,482	\$ 240,482	\$ 240,482	\$ 240,482
Air Conditioning Surcharge	\$ 28,100	\$ 28,100	\$ 20,000	\$ 20,000
Child Care and Other Agreements	\$ 3,105,592	\$ 3,105,592	\$ 3,050,000	\$ 3,050,000
Temporary Property Interests with Third Parties	\$ 250,000	\$ -	\$ 250,000	\$ -
<b>Total Real Estate Revenue/Expense- Operating Sites</b>	<b>\$ 15,824,218</b>	<b>\$ 20,274,218</b>	<b>\$ 15,906,082</b>	<b>\$ 21,196,965</b>
<b>Total Non-Operating and Operating</b>	<b>\$ 20,563,218</b>	<b>\$ 22,879,218</b>	<b>\$ 21,267,237</b>	<b>\$ 23,115,643</b>
<b><u>TDSB Chargeback of Administrative Expenses</u></b>				
Facility Services		\$ 140,000		\$ 145,000
Business Services		\$ 100,000		\$ 100,000
Administrative Support Allocation		\$ 60,000		\$ 60,000
<b>Total TDSB Chargeback</b>		<b>\$ 300,000</b>		<b>\$ 305,000</b>
<b><u>TLC Administrative Expenses</u></b>				
Board Remuneration		\$ 70,000		\$ 60,000
Management Salaries		\$ 2,958,763		\$ 3,056,736
Professional Development		\$ 3,500		\$ 16,733
Supply and Services		\$ 51,000		\$ 85,604
Rental expenses: TLC office		\$ 118,621		\$ 130,000
Legal Fees		\$ 800,000		\$ 625,000
Fees and Contractual Services		\$ 1,335,000		\$ 1,215,950
Casual Help		\$ 10,000		\$ 48,000
Furniture and Equipment		\$ 5,000		\$ 7,000
Other expenditures		\$ 5,000		\$ 5,000
<b>Total TLC Administration Expenses</b>		<b>\$ 5,356,884</b>		<b>\$ 5,250,023</b>
<b>Total TLC 2020-2021 Operations</b>	<b>\$ 20,563,218</b>	<b>\$ 28,536,102</b>		<b>\$ 28,670,666</b>
<b>Property Sales</b>	<b>\$ 27,000,000</b>		<b>\$ -</b>	

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May 26, 2021

**Transmittal No. 2021 – 112**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2021 with respect to the report, ***Metrolinx: Eglinton LRT License Renewal Report***, attached herein.

**The TLC Board decided that:**

1. Authority be granted to enter into a license agreement with Metrolinx for the occupation of a portion of TDSB property located at 200 Hanna Road, Leaside High School, for the purpose of temporary equipment storage and construction staging for the Metrolinx Eglinton LRT project for a term commencing on November 1, 2018 to March 31, 2021;
2. The agreement be in a form and content satisfactory to TLC legal counsel; and
3. The report be forwarded to TDSB Board for approval

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

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson'.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

## **TORONTO LANDS CORPORATION**

### **COMMITTEE DECISION ITEM**

#### **Infrastructure: Metrolinx: Eglinton LRT License Renewal Leaside High School**

To: Chair and Members of the Toronto Lands Corporation

Date: May 20, 2021

#### **Recommendation:**

It is recommended that:

- 1) Authority be granted to enter into a license agreement with Metrolinx for the occupation of a portion of TDSB property located at 200 Hanna Road, Leaside High School, for the purpose of temporary equipment storage and construction staging for the Metrolinx Eglinton LRT project for a term commencing on November 1, 2018 to March 31, 2021;
- 2) The agreement be in a form and content satisfactory to TLC legal counsel; and
- 3) The report be forwarded to TDSB Board for approval.

#### **Rationale**

Metrolinx is a Crown Agency of the Ontario Government, and is developing and constructing light rail transit projects including the project known as the Eglinton Crosstown LRT. This initiative is the largest single transit expansion project in Toronto's history and once complete the light rail transit line will run along Eglinton Avenue from Mount Dennis (Weston Road) in the west to Kennedy Station in the east. This 19-kilometre corridor includes a 10-kilometre underground portion between Keele Street and Laird Drive.

In connection with the Project, Metrolinx purchased 0.04 acres of land at Leaside High School to construct an emergency exit building from the Eglinton Crosstown LRT tunnel and in 2014 entered into a temporary license agreement for an additional 0.16 acres of TDSB Lands to provide for temporary staging and equipment storage in support of this project. The licensed lands are municipally known as at 200 Hanna Road, described as Part of PIN 10386-0154 (LT) being part of Lot 496 and Edith Avenue (known as Bessborough Drive), Plan 1908, designated as Part 2 on draft Reference Plan 2013-0208 Plan No. 1.

The original term of this license agreement was 2 years, from May 15, 2014 to May 14, 2016 and due to project delays, this license agreement was extended several times with the last extension expiring on October 31, 2018.

As construction of the Project is ongoing, Metrolinx continued to require access to the Licenced Area and TDSB had allowed occupation of the property from November 1, 2018 to March 31, 2021. An agreement is required for this previous twenty-nine (29) month period occupation and the license fee of \$3,125.00 plus HST per month has been negotiated for financial settlement during the timeframe.

A total amount of \$90,625 plus HST will be due and payable upon execution of a license agreement. All other terms and conditions as previously negotiated in the original agreement would remain the same. Metrolinx no longer requires the lands and has restored the area with new trees and sod in preparation for the expiry of the license.

### Context

While the Provincial agency has now vacated the school board property, it remains responsible for its temporary occupation and a license fee. The negotiated amount of \$90,625.00 payable to TDSB is fair and reasonable for the temporary use of the property. The ability to negotiate an agreement after occupation represents the collaborative effort between the two public agencies to operate in good faith and complete transactions that can provide benefits to both agencies.

### Appendix

- Appendix 1: Sketch of the License Area – Leaside High School – 200 Hanna Road

### Routing

TLC Board: 20 May 2021

TDSB Board: June Cycle

### From

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575.

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

Appendix 1 Leaside High School – 200 Hanna Road – Sketch of the Licensed Lands





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Tel: 416-393-0573 Fax : 416-393-9928  
website : [www.torontolandscorp.com](http://www.torontolandscorp.com)

A subsidiary corporation of the TDSB



May 26, 2021

**Transmittal No. 2021 – 113**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of May 25, 2021 with respect to the report, ***Bloor Dufferin Redevelopment: Final Project Summary***, attached herein.

**The TLC Board decided that:**

The report, ***Bloor Dufferin Redevelopment: Final Project Summary***, be received and forwarded to the TDSB Board for information

On behalf of the Board of Directors of the Toronto Lands Corporation, the report is being forwarded to the TDSB Board for information.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson'.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

**BOARD DISCUSSION ITEM  
TORONTO LANDS CORPORATION  
Bloor Dufferin Redevelopment: Final Project Summary**

To: Chair and Members of the Toronto Lands Corporation

Date: May 25, 2021

**RECOMMENDATION:**

That the report, *Bloor Dufferin Redevelopment: Final Project Summary*, be received and forwarded to the TDSB Board for information.

**RATIONALE**

On December 13, 2013, the TDSB Board approved:

*“The relocation of Bloor Collegiate Institute and ALPHA II Alternative School at 1141 Bloor Street to the Brockton Building at 90 Croatia Street by September 1, 2016; and That a portion of the 10.4 acre parcel, approximately 7.3 acres, at the corner of Bloor Street and Dufferin Street, owned by the TDSB, be declared surplus to the needs of the Board and referred to the TLC for sale in accordance with Regulation 444/98.”*

TLC undertook the circulation of the property as required under the Regulation which was concluded on April 14, 2014. Having satisfied the public agency circulation, the Board had three years, April 14, 2017 in which to enter into a contractual sale’s agreement.

Over the next couple of years, TLC worked with the City, Province and various stakeholders to further understand the needs of the community, consideration of a community hub, a market sounding of the development community and preparation for a marketing campaign that was open, fair, and that the sales process was transparent . A Summary of Key Events in chronological order is referenced in Appendix A.

A Request for Offers to the open market was issued in August 2016, through TLC’s listing broker of record CBRE. The sales listing included the following message:

*“TLC is seeking an offer to purchase from a reputable Purchaser who will develop the surplus lands through a co-operative approach with the City creating a compatible redevelopment that is reflective of public objectives.”*

The Bloor Dufferin site was marketed over a nine-week period; the RFO closed October 11, 2016, and produced unprecedented interest throughout the development community.

On October 11, 2016, the Request For Offers submission closed and twenty-two offers were received at the listing brokers office. The next few weeks the negotiating team, consisting of TLC’s CEO, Exec-



utive Manager of Real Estate, Legal Counsel and the Broker, followed a pre-established review and selection process to ensure confidentiality, fairness and providing for the best outcome for the TDSB and the community given the approach taken on the Bloor Dufferin Redevelopment project.

The Bloor Dufferin project presented a visionary opportunity in terms of the redevelopment potential and the ability to rejuvenate a community and neighbourhood while building on the needs and services of students. A 7.3A parcel of land, with a heritage school component, strategically situated across the street from a major subway station, bounded by an existing large retail mall presented a unique scenario to explore within the development industry. Experienced developers understood the requirements, financial risks, community input and time commitment necessary to develop a compatible site plan consistent with City interests and the Planning authority. A development of this magnitude would require several years to complete; accordingly, any selected development team must be of the highest calibre, have experience with similar projects, and a strong working relationship with City Planning and local communities. TLC wanted to ensure to deliver an outcome that would represent a collaboration between all parties and secure the highest level of school and community benefit.

In November, 2016, TLC commissioned an Economic Report from the Altus Group to determine the economic benefits of construction and development activities on this parcel of land. The Altus conclusions anticipated significant provincial and City benefits to be derived from a redeployment project of this nature such as:

- **\$1.2 billion** in direct, indirect and induced economic activity.
- **\$592 million** in total net contribution to GDP;
- **6,340** direct, indirect and induced jobs (person-years of employment);
- **\$391 million** in personal income tied to the creation of direct, indirect and induced jobs;
- **\$246 million** in operating business earnings;
- **\$210 million** in tax revenues and other charges for various levels of government

TLC successfully positioned the Bloor Dufferin site in the real estate market that resulted in an extremely competitive process. The Offer to Purchase, terms and conditions, company reputation, vision for the site and experience of the developer to deliver on this project were key elements in determining the final selection.

On November 30, 2016, the Toronto Lands Corporation approved that:

*“Authority be granted to the Chief Executive Officer (CEO) of the Toronto Lands Corporation (TLC) to execute the Offer to Purchase, dated November 24, 2016, submitted by CD Capital Developments (Acquisition) Limited, at a purchase price of One Hundred and Twenty One Million, Five Hundred and Thirty Thousand Dollars (\$121,530,000), for the purchase of the TDSB property, situated at the southwest corner of Bloor Street West and Dufferin Avenue, approximately 7.26 acres, described as Parts 1 and 3 on the draft reference plan, dated November 24, 2015, by Lloyd & Purcell Ltd., O.L.S.”*

### Highlight of the Final Key Business Terms of the Agreement with the development team, Capital Developments:

- Base Purchase Price: \$121,030,000
- Donation to Brockton \$500,000\*
- **Total Base Purchase Price \$121,530,000**

\*\$500,000 to be used specifically for the benefit of the students of Brockton High School (Bloor Collegiate) in a manner to be determined by the Purchaser and representatives of the Brockton High School.

***The Purchaser had waived any due diligence activities making the offer “firm” subject to severance and amended zoning by-law approval. In essence, the Purchaser had assumed all risk related to any potential environmental matters.***

- TLC negotiated that:
  - TDSB would receive a bonus density of \$60.00 per square foot in excess of an approved redevelopment over 1.3M sq ft
  - The property was to be sold on an “as is where is” basis
  - The Purchaser provided a non-refundable deposit, in the amount of \$7,096,500.
  - The Purchaser execute a nominal sum leaseback to the school board for students to remain at Bloor Collegiate, which was extended until July 31, 2021.
- The Purchaser to undertake to use commercially reasonable efforts, to the extent within reasonable control to:
  - Employ or cause residents of the local community to be employed in construction of the Purchaser’s development of the property
  - Arrange co-operative placements for students in the construction of the Purchaser’s development of the property and in the businesses operated thereon after construction; and
  - To permit TDSB to have naming rights for the community hub to be constructed on the property as part of the purchaser’s development

Following TLC’s work with the Provincial Community Hub secretariate and City partners, the Province announced \$7M in funding towards construction of the Bloor Dundas community Hub. As well, on December 16, 2016, the Ministry of Education announced funding for a new Bloor Collegiate. TDSB subsequently submitted its Site Plan Application leading to receiving Notice Of Approval Conditions (NO-AC) from the City to proceed with the construction of the new replacement school. TLC assisted with negotiations around TDSB’s application and co-ordination with the purchaser CD Capital.

CD Capital had been working diligently with the City of Toronto, Community partners and co-ordinated with TLC throughout the transactional period to ensure community enhancements and benefits including the inclusion of a community hub. As the closing of the sale was conditional upon severance and zoning by-law approval, TLC can now advise on the final steps and the community benefits to be achieved from the Bloor Dufferin project, that are in addition to the items identified above.

## CONTEXT

Upon completion of complex negotiations with all stakeholders, the developer, CD, has advised TLC that it is expected that the conditions will be waived, and the transaction will be scheduled to close in July, 2021.

### Status of Severance and Amended Zoning By-law

- The Severance, Official Plan and Zoning Amendment have been approved by a conditional OMB Order in January, 2020.
- The severance conditions were completed and registered and there now are legally separate parcels of land which can be transferred.

## Agenda Page 37

- A Heritage Easement Agreement for the protection of the original Kent building is finalized and awaiting execution and thereafter will be registered on title.
- Following execution and registration of the Heritage Easement, the Section 37 Agreement and Amended Zoning By-law, which is completed, will be executed and also registered on title.

These final documents are currently under review and it is expected that execution and registration will occur within the next month. In accordance with the Offer, once these documents are registered on title, closing of the transaction will proceed within 30 days.

### Key Highlights of Community Benefit: Section 37 Agreement with City of Toronto

CD, at its sole expense has negotiated with City Officials and will provide the following:

- Heritage Easement to retain the original TDSB Kent School Building
- Heritage agreement to remove and rebuild one wall of the Bloor Collegiate as this was the original Embroidery Factory of the Eaton Department store
- Construction of a 30,000 square foot community hub including a community kitchen in the former Kent school building
- Construction of a 8,000 square foot child care in the former Kent school building
- TTC underground connection to the Dufferin subway station (Bloor-Danforth) subway line
- One acre parkland plus:
- Approximately one acre privately owned public space (POPS)
- Construction and transfer to the City of Toronto for nominal sum a new 56 Unit residential stand alone affordable housing building
- The creation of a Housing Trust with Habitat for Humanity and providing \$17 Million in funding with 50% of the funds to be spent in Ward 9.

### TDSB Additional Financial Benefit

In summary, the development will include seven residential mixed-use buildings ranging in height from 8 to 32 storeys, having a total density of 1.8 Million square feet. The extraordinary community benefits have been negotiated in exchange for the additional density. In accordance with the Offer negotiated by TLC, the TDSB would receive a bonus density of \$60.00 per square foot in excess of an approved redevelopment of over 1.3M sq ft. In essence, not only does the TDSB benefit from the community projects aforementioned, it enjoys a further specific direct financial contribution.

Therefore, in addition to the purchase price which \$500,000 is allocated to Bloor Collegiate, TDSB will receive an additional **\$30 Million**, for a total sale price of **\$151,530,000** from the sale of 7.3A of the Bloor Dufferin property.

The disposition of a portion of the TDSB asset at Bloor Dufferin will result in a monumental benefit to the school, community and the entire City. While a project of this nature takes time and effort, the expertise at TLC, in consultation with legal and brokerage, and the support from the purchaser CD, Capital, and their commitment to a negotiated settlement has proven invaluable. TLC believes the approach and process developed for this project could be repeated in other parts of the City within the asset portfolio. The intrinsic value along with financial benefit for projects of this nature remain as outstanding opportunities for the school board. This is an example of some of the initiatives that form the

basis of TLC's education orientated development strategy and modernization vision on behalf of TDSB.

### **ROUTING**

TLC Board: 25 May 2021

TDSB Board: June Cycle of Meetings

### **APPENDIX**

- Appendix A: Timeline

### **FROM**

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575.

Anita Cook, Executive Manager, Real Estate and Leasing, Toronto Lands Corporation at [acook.tlc@tdsb.on.ca](mailto:acook.tlc@tdsb.on.ca) or 416-573-2716.

GO5 (  
Last update:



# Bloor Dufferin Site



## APPENDIX A

### BLOOR DUFFERIN: TIMELINE SUMMARY OF KEY EVENTS IN CHRONOLOGICAL ORDER

- October 28, 2009** TDSB launched ARC's and identified potential redevelopment opportunities as part of the five-year Capital Building Program that included Bloor-Dufferin.
- Fall 2011-June 2012** Land Use Management Master Plan (LUMP) was intended to establish a plan to accommodate school needs as well as a land use plan for future development. A Local School Community Design Team (LSCDT) was established and was comprised of local Trustee, local Ward Councillor, representatives of local community, TDSB planning staff, students, principals and teachers. With team members having extensive knowledge of the site, there were six meetings held over seven months that resulted in a development vision for the site.
- September 11, 2012** TLC recommended the TDSB approve the School and Development Design Principles, the Land Use Management Plan (LUMP) and the Maximum Build-to Envelope.
- December 13, 2013** The TDSB approved the following:
- *The relocation of Bloor Collegiate Institute and ALPHA II Alternative School at 1141 Bloor Street to the Brockton Building at 90 Croatia Street by September 1, 2016*
  - *That a portion of the 10.4 acre parcel, approximately 7.3 acres, at the corner of Bloor Street and Dufferin Street, owned by the TDSB, be declared surplus to the needs of the Board and referred to the TLC for sale in accordance with Regulation 444/98.*
- The December 13, 2013, approvals were based on findings and recommendations of the Land Use Management Plan (LUMP). As part of the LUMP analysis, the Planning and Business Case analysis from 2012 envisioned a predominantly mid-rise new residential neighbourhood development with three well-separated tower locations along Bloor and Dufferin Streets and 50,000 square feet for retail uses and 20,000 square feet for office uses, with the expectation that such uses could be flexibly used for a wide range of commercial and community-oriented uses.
- 2014 - Spring, 2015** TLC undertook the circulation of the property as required under the Regulation which was concluded on April 14, 2014. Having satisfied the public agency circulation, the Board has three years, April 14, 2017 in which to enter into a contractual sale's agreement.
- February 10, 2015** The TDSB Board approved that TLC pursue redevelopment projects and opportunities to create community hubs in operating schools.
- April 15, 2015** The TDSB Board approved that the disposition of a 7.3 acre parcel of land on the Bloor/Dufferin site be deferred until the TLC can complete its review in pursuing community hub opportunities using the Bloor/Dufferin site as a demonstration site for a community hub and that the TLC present a report in June 2015 on a feasibility plan and next steps.

## Agenda Page 41

**June 16, 2015**

TLC presented an update report to the Board advising of the preliminary review of the development site with a community hub component and advised further study and planning would be required.

**July 2015- July 2016**

TLC underwent a review of the various social benefits, challenges and funding models of community hubs. TLC staff visited a cross-section of hubs in the City of Toronto as well as and met and interviewed various community stakeholders. Market Sounding was completed with Real Estate Brokerage Community Engagement Process. Community meeting was held as the project presents an opportunity to develop public and private partnerships with City and Provincial support, thereby include the creation of a community hub.

TLC became a partner in a working group comprised of the City, TDSB and the Province to explore how a hub could be incorporated into a redevelopment scheme on approximately 7.3 acres that would not negatively impact on value and return to the TDSB and meet all regulatory requirements.

The Province has indicated that should it have an interest in a community hub, affordable housing, child care, etc. and if there is a negative impact on value, it would consider how to make the TDSB whole from a financial position.

Most important, the working group has all agreed that the internal review of the site has been exhausted and in order to advance any redevelopment of the site, a private developer was now a necessity.

**July 18, 2016**

All parties agreed that a private developer must already have experience in working with the City and foster a positive reputation from the outset.

TLC advised it would proceed to the open market with a Request for Proposal (RFP), that included an Agreement of Purchase and Sale, seeking a developer who will work with the City, the public and school community to redevelop the 7.3 acre parcel, and initially have a placeholder for a 30,000 square foot community hub.

The general components of the RFP were discussed with all parties whereby the TLC must still comply with the Regulations and obtain fair market value for the property. TLC did advise potential bidders of the City and Community interests as documented from the public meeting and information as received independently from the City Planning Department. However, TDSB had no legal authority to require any Purchaser to provide any or all City and Community interests at the purchaser's expense or to the detriment of the TDSB. The purchaser would, as under the normal process, negotiate an acceptable plan with the City. A developer's draft plan would allow negotiations between various City departments and the developer to exchange items such as additional parkland, affordable housing, etc. for density and height in order to complete a well-designed Site Plan Application (SPA). In conjunction, the developer would engage the public and the school community independently in order to obtain an understanding of their needs.

The Request For Offers will include a TLC Agreement of Purchase and Sale for execution by potential purchasers. The Agreement will be conditional upon severance and zoning approvals.

## Agenda Page 42

Purchase price shall be requested on a per buildable square foot basis and TLC shall have a reserve, minimum, acceptable price based upon the independent appraisal reports, similar and same as in all transactions in order to comply with existing Regulations.

To ensure maximum benefit to the school board, there will be an opportunity to increase the purchase price if additional density is achieved through the planning process that varies from the base price submitted.

- August 8, 2016 RFO released to the open market through the listing broker, CBRE. The RFO stated: "TLC is seeking an offer to purchase from a reputable Purchaser who will develop the surplus lands through a co-operative approach with the City creating a compatible redevelopment that is reflective of public objectives."
- September 2016 Board is updated on marketing campaign and interest in great interest in the property from the development community. Weekly reports and regular advertising are on-going. CBRE throughout the nine week campaign monitored activity and was available, to discuss any questions with potential purchasers. In summary, there were 9,621 views to the electronic data room with a download of 491 files and 90 organizations signing confidentiality agreements and received further information on the property.
- October 11, 2016 Deadline for Offer submissions  
There were 22 offers received directly to the Broker within the timelines. In addition, one offer was submitted 45 minutes late and was returned unopened. On October 12, 2016, CBRE, and a representative who acted as an observer from TDSB's legal counsel, McCarthy Tétrault LLP, were together for the opening and recording of all bids. Prior to opening the bids, pre-set criteria was prepared by TLC, reviewed and supported by CBRE and TLC's Legal team
- November 30, 2016 The Toronto Lands Corporation approved that:  
Authority be granted to the Chief Executive Officer (CEO) of the Toronto Lands Corporation (TLC) to execute the Offer to Purchase, dated November 24, 2016, submitted by CD Capital Developments (Acquisition) Limited, at a purchase price of One Hundred and Twenty One Million, Five Hundred and Thirty Thousand Dollars (\$121,530,000), for the purchase of the TDSB property, situated at the southwest corner of Bloor Street West and Dufferin Avenue, approximately 7.26 acres, described as Parts 1 and 3 on the draft reference plan, dated November 24, 2015, by Lloyd & Purcell Ltd., O.L.S.
- December, 2016 Province of Ontario announcement of financial support for a new replacement school at the Brockton site (new Bloor Collegiate).
- February 21, 2017 TLC reports to Board that all documents have been executed in order to commence the sale process; and the Purchaser has provided a satisfactory letter of credit (\$7,096,500).  
TLC drafted and executed a separate agreement to secure \$7M in provincial funding for the construction of "up to a 30,000 square foot" community hub that will include a daycare. Funding will be released by the Province to the TDSB who in turn will release to the developer upon satisfactory evidence of construction costs.
- 2017-2020 Developer has on-going negotiations with City of Toronto officials, and all stakeholders to work towards a severance and amended zoning-by law, including Section 37 Agreement, Heritage Easement, community and school benefits.



## Agenda Page 43

A negotiated settlement was achieved through Minutes of Settlement finalized at the OMB.

Numerous agreements drafted, reviewed, amended to be approved and executed, registered on title before preparation of closing documents.

July 2021	Potential closing of transaction
December 31, 2021	Final deadline for closing as stated in the Offer

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June 17, 2021

**Transmittal No. 2021 – 114**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of June 17, 2021 with respect to the report, *Parkside Public School and Stan Wadlow Park Shared-Use Agreement with City of Toronto*, attached herein.

**The TLC Board decided that:**

1. Authority be granted for TLC to enter into a shared-use agreement with the City of Toronto (City) for the use of the Parkside Public school parking lot, located at 401 Cedarvale Avenue, in exchange for TDSB's exclusive use of a portion of Stan Wadlow Park, located at 373 Cedarvale Avenue, as outlined in Appendix A, for a term of ten (10) years with an option to extend for five (5) years) with key business terms and conditions as specified herein;
2. An agreement be in a form and content satisfactory to TLC Legal Counsel; and
3. The report be forwarded to TDSB Board for approval

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the recommendation in the report, *Parkside Public School and Stan Wadlow Park Shared-Use Agreement with City of Toronto*, is requested.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Patterson'.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

## **TORONTO LANDS CORPORATION**

### **COMMITTEE DECISION ITEM**

#### **Parkside Public School and Stan Wadlow Park Shared-Use Agreement with City of Toronto**

To: Chair and Members of the Toronto Lands Corporation

Date: June 8, 2021

#### **Recommendations:**

The Toronto Lands Corporation (TLC) recommends that:

- 1) Authority be granted for TLC to enter into a shared-use agreement with the City of Toronto (City) for the use of the Parkside Public school parking lot, located at 401 Cedarvale Avenue, in exchange for TDSB's exclusive use of a portion of Stan Wadlow Park, located at 373 Cedarvale Avenue, as outlined in Appendix A, for a term of ten (10) years with an option to extend for five (5) years) with key business terms and conditions as specified herein;
- 2) An agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 3) The report be forwarded to TDSB Board for approval.

#### **Rationale**

The City of Toronto currently has a parking lot situated at the corner of Trenton and Cedarvale Avenue. The parking area is used for the attendees of the Stan Wadlow Park and East York Memorial Arena situated directly across the street. The City of Toronto will be developing the parking area with new housing in the near future. As a result, to alleviate a future parking shortage situation at this busy location they have approached TLC requesting use of the Parkside Public School parking lot for community and recreation users of the park.

The 8.5 hectare park located near O'Connor Avenue and Woodbine Avenue has been serving this community for numerous years and features six ball diamonds with one diamond having lights for night play and a clubhouse. The park also has a multipurpose sports field, a dog off-leash area, a splash pad and a children's playground. At the south-west corner of the park is East York Memorial Arena. At the north-west corner of the park on Cedarvale Avenue is the Kiwanis Outdoor Pool. The high usage times of this City park generally correspond to when the school is closed, including evenings, weekends, and holiday periods.

Stan Wadlow Park is located directly adjacent to the Parkside Public school and the students and staff routinely use portions of this park during the school day to supplement the school playfield, including use of the multi-purpose sports field for school recess, lunch breaks, physical education, and active instruction. This arrangement was informal and did not provide the school with exclusive use of the park, meaning that the general public has the ability to use the same area of the park during school hours and creating a potential security risk.

In March 2021 discussions between the City and TLC commenced to formalize a shared-use arrangement satisfactory to both parties for a term of 10 years, plus providing for a further option to renew for five (5) years. As a portion of the City's use of the school parking lot will occur in the evenings the City has agreed to pay for the installation of new overhead lights for security purposes that will be beneficial for all stakeholders.

## **Context**

TLC has worked with City staff and engaged TDSB school officials to fully understand details of the proposed shared use. The collaborative approach with the City public partner is an excellent example of how each party can work together for the mutual benefit of the community as a whole and further strengthens the relationship.

To summarize, TDSB will provide the City with access to its parking lot when the school is not operational and in exchange, TDSB will be granted formal permission for exclusive use of a portion of Stan Wadlow Park during regular school hours, as land area highlighted in Appendix A. This agreement is being completed at nominal consideration as the value of the exchange is an equitable transaction, with exception that the City has agreed to pay for the installation of new lights within the school parking lot.

## **Key Business Terms and Conditions**

TLC has negotiated a shared-use agreement with the City of Toronto, at an equitable exchange that results in nominal consideration, for the City use of the Parkside Public school parking lot for Park patrons in exchange for TDSB exclusive use of a portion of Stan Wadlow park.

Staff recommends Board approval of the key business terms and conditions for the shared-use agreement as described herein and as further illustrated in the attached Appendix A for reference.

## **City use of Parkside Public school parking lot comprised of approximately thirty-three (33) parking spots, municipally known as 401 Cedarvale Avenue:**

- Term: Ten (10) years from August 1, 2021 to July 31, 2031.
- Option to Renew: Five (5) years, exercisable by either party, within six months expiry of initial term, if not exercised, automatic renewal.
- Time: 6:00 PM to 12:00 AM from Mondays to Fridays, and 7:00 AM to 12:00 AM on Saturdays, non-school days for Parkside Public School, which may be amended from time to time, save and except that there shall be no access on the Restricted Days (as defined below).
- Restricted Days: TDSB will require up to eight (8) days per school year (the "Restricted Days") during which the City will have no access to the Premises. The parties agree to meet periodically throughout the school year (no less than once annually) to determine the days TDSB require use of the Premises.
- Termination Notice: Both parties shall have the right to terminate the agreement, in their respective sole discretion, upon no less than one (1) year prior written notice given by the terminating party to the other party.
- Use: The Premises shall be used by the City for public parking purposes of personal vehicles of members of the public for short term use. This use will be restricted to regular vehicles (no heavy trucks) and limited to users of the Stan Wadlow Park only (not for general parking).
- Lighting: The City shall pay for the installation of lighting in the school parking lot. Number of lights and tendering and construction to be determined by TDSB. The City will reimburse the TDSB for the expenditure within 120 days of receipt of an invoice.

## Agenda Page 48

- Maintenance: TDSB will continue to be responsible, at its expense, for the maintenance and upkeep of the parking lot, including, all snow removal, in accordance with TDSB's standard requirements.
- Security: Both parties shall share equally the cost of additional security, if required, which shall be provided by the TDSB, acting reasonably, for the Premises, and the City shall reimburse TDSB fifty percent (50%) of such cost.

The TDSB and City agree to have a discussion on an annual basis to determine if there is any opportunity for the City to use the school parking lot at D.A. Morrison Middle School.

### **TDSB use of a portion of Stan Wadlow Park, located at 373 Cedarvale Avenue, comprised of approximately fifty thousand, nine hundred and twenty-six (50,929) square feet:**

- Term: Ten (10) years from August 1, 2021 to July 31, 2031.
- Option to Renew: Five (5) years, exercisable by either party, within six months expiry of initial term, if not exercised, automatic renewal.
- Time: Exclusive use on all regular school days for Parkside Public School during the hours of 8:30 AM to 6:00 PM from Mondays to Fridays.
- Termination Notice: Both parties shall have the right to terminate the agreement, in their respective sole discretion, upon no less than one (1) year prior written notice given by the terminating party to the other party.
- Use: The Premises shall be used exclusively by TDSB during school hours from 8:00 a.m. to 6:00 p.m. for school activities such as school recess and lunch breaks, physical education and active instructional use by staff and students of Parkside Public School only, and for no other purpose.
- Supervision: TDSB will provide its own supervision of students during use of the Park.
- Maintenance: The City shall be responsible, at its expense, for the maintenance and upkeep of the Lands and the Premises, including without limitation, all lawn maintenance and grass cutting, with all green space and sporting fields to be maintained in good order and repair, in accordance with the City's standard requirements.

The City and the school board have shared-use agreements at numerous facilities across the City. The terms of settlement at this location represent a good working framework between the public agencies and demonstrates how different school and community needs can be achieved through the collaborative effort of all parties and the effective utilization of sharing public assets.

## **Appendix**

Appendix A: Parkside Public School, 401 Cedarvale Avenue  
Stan Wadlow Park, 373 Cedarvale Avenue

## **Routing**

TLC Board: 8 June 2021

TDSB Board Cycle: June 23 P&P and June 30 Board

## **From**

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575

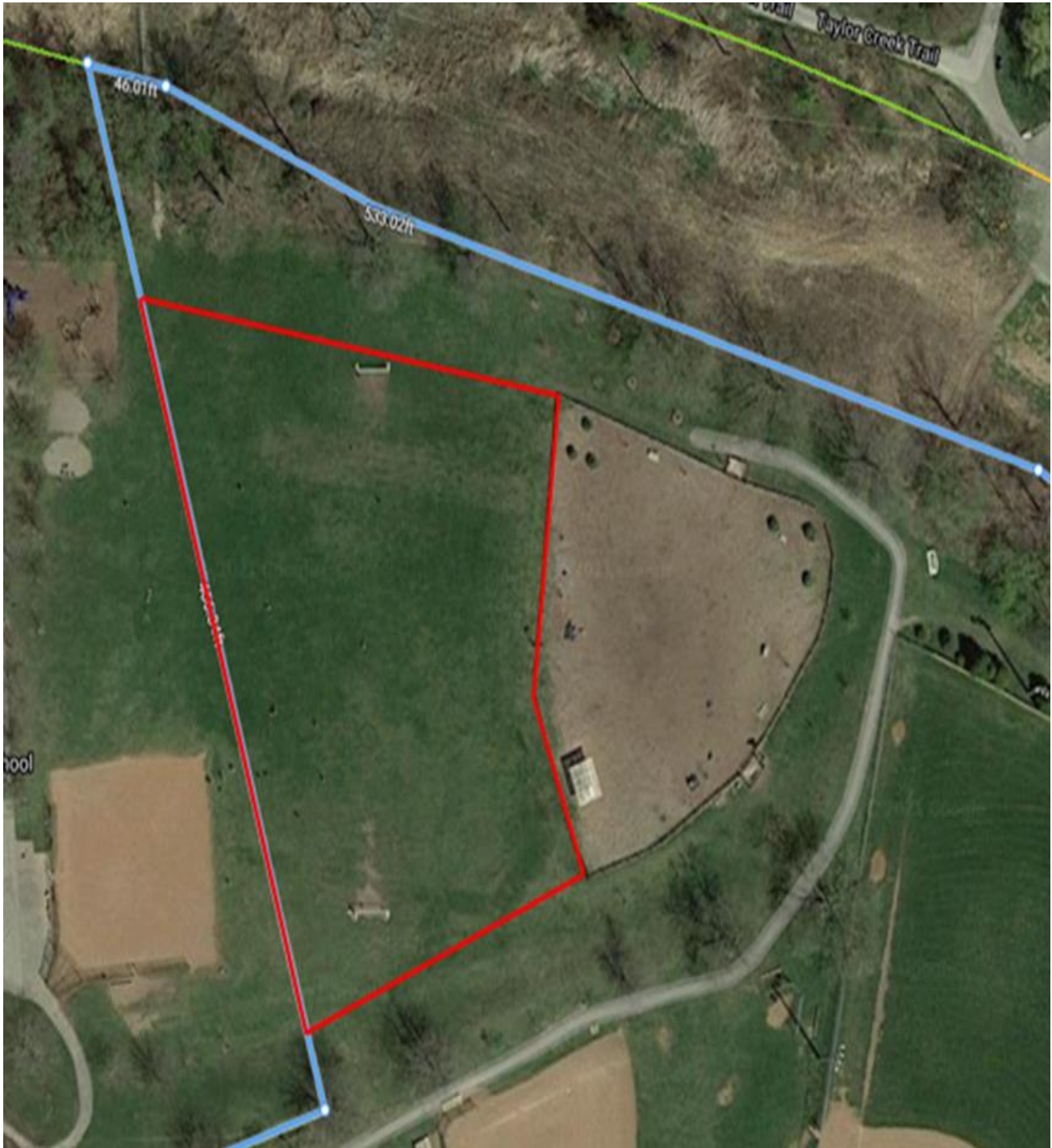
Anita Cook, Executive Manager, Real Estate, Toronto Lands Corporation, at [acook.tlc@tdsb.on.ca](mailto:acook.tlc@tdsb.on.ca) at 416-573-2716

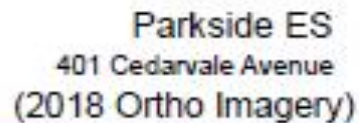
**Appendix A**  
**Parkside Public School, 401 Cedarvale Avenue**  
**Portion of Stan Wadlow Park, 373 Cedarvale Avenue**





**Appendix 2**  
**Portion of Stan Wadlow Park, 373 Cedarvale Avenue**





Produced by:  
Strategy and Planning, TDOR  
April 2018

Source:  
Base Map: Geospatial Competency Centre  
Facility Strategy and Planning, TL200  
Data: City of Toronto



LinuxDataproject@multithr Template 2018.mxd

**Legend**



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June 17, 2021

**Transmittal No. 2021 – 116**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of June 17, 2021 with respect to the report, *Community Access Agreement: Davisville Junior Public School, 43 Millwood Road*, attached herein.

1. The acceptance of funding in the amount of \$85,000 from the City of Toronto to fund costs associated with site improvements at Davisville Junior Public School, as outlined in the Appendix C; and
2. Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of ten (10) years commencing on or about August 1, 2021 with key business terms and conditions as specified herein;
3. That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
4. The report be forwarded to TDSB Board for approval

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

Sincerely,

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

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

**TORONTO LANDS CORPORATION**

**BOARD DECISION ITEM**

**Community Access Agreement:  
Davisville Junior Public School, 43 Millwood Road**

To: Chair and Members of the Toronto Lands Corporation

Date: June 17, 2021

**Recommendations:**

That the Toronto Lands Corporation (TLC) recommends that:

- 1) The acceptance of funding in the amount of \$85,000 from the City of Toronto to fund costs associated with site improvements at Davisville Junior Public School, as outlined in the Appendix C; and
- 2) Authority be granted for TLC to execute a Community Access Agreement with the City of Toronto for a term of ten (10) years commencing on or about August 1, 2021 with key business terms and conditions as specified herein;
- 3) That the Community Access Agreement be in a form and content satisfactory to TLC Legal Counsel; and
- 4) The report be forwarded to TDSB Board for approval.

**BACKGROUND**

The Toronto District School Board is planning to make site improvements at Davisville Junior Public School and is partnering with the City of Toronto for funding contributions.

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

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



## **RATIONALE**

Toronto City Council has approved a motion (as shown in Appendix A) allocating \$85,000 in funding for site improvements at Davisville Junior Public School. As a result of just being notified (May 31, 2021), of the approved Council Motion and being that the school is opening in September 2021, TDSB would like to make best efforts to complete the agreement, thereby securing funding and have the new playground equipment installed in the Fall of 2021.

The City funded enhancements to the schoolyard (as highlighted in Appendix B1 and B2) is for new playground equipment at the school. The new playground equipment will replace the pre-existing playground that was removed to facilitate the construction of the new school. This new playground equipment will allow children attending the new school and those living in the neighbourhood to participate in recreational activities.

The estimated cost of breakdown for the \$85,000 of City funding is highlighted in Appendix C. This represents the entire cost of the playground and TDSB is not providing any internal funding towards the new equipment.

## **Key Business Terms and Conditions**

TLC has entered into negotiations with the City of Toronto for the required Community Access Agreement. Outlined below are the proposed key terms and conditions and are subject to TDSB approval.

- Date funding is required from the City: August 1 2021 (upon execution of the Agreement);
- Purpose: To fund the construction of a new school playground;
- Estimated construction start: Upon receipt of funding;
- Estimated construction completion: Fall, 2021;
- City's Contribution: \$85,000;
- Term: 10-year term commencing once the construction is completed;
- Termination Clause: TDSB has the right to terminate this Agreement at any time during the term by providing at least six (6) months prior written notice to the City for the purpose of sale of TDSB Lands or for the purpose of constructing buildings or other improvements on TDSB Lands, provided that on termination, TDSB shall pay to the City an amount determined by multiplying the funds by a fraction equal to the remaining number of months in the term divided by 120.
- Community Access: The school yard area shall be exclusively available to TDSB for use during school days, and operating hours, as amended from time to time, and the City will have access for use by the general public during non- school hours until 11pm.

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

## **RISK ASSESSMENT**

N/A

## **IMPLICATIONS**

N/A

## **FINANCIAL IMPLICATIONS**

N/A

**COMMUNICATIONS APPROACH:**

**N/A**

**APPENDICIES:**

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

**Routing**

TLC Board: 17 June 2021  
TDSB Board Cycle: June 2021

**From**

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575

Anita Cook, Executive Manager, Toronto Lands Corporation, at [acook.tlc@tdsb.on.ca](mailto:acook.tlc@tdsb.on.ca) or at 416-573-2716



Appendix A  
CITY of TORONTO COUNCIL MOTION



John D. Elvidge  
City Clerk

City Clerk's Office

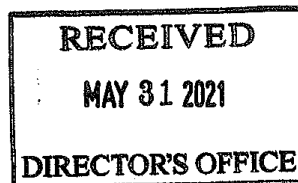
Secretariat  
Marilyn Toft  
Council Secretariat Support  
City Hall, 12<sup>th</sup> Floor, West  
100 Queen Street West  
Toronto, Ontario M5H 2N2

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

In reply please quote:  
Ref.: 21-MM32.11

May 19, 2021

Karen Falconer, Interim Director of Education  
Toronto District School Board  
5050 Yonge Street, 5th Floor  
Toronto, Ontario M2N 5N8



Dear Ms. Falconer:

**Subject: Member Motion Item 32.11  
Authorization to Release Section 37 Funds to Toronto District School Board  
for Davisville Junior Public School Playground (Ward All)**

City Council on May 5 and 6, 2021, adopted the following:

1. City Council increase the 2021 Operating Budget for Non-Program by \$85,000.00 gross, \$0 net, (cost centre: NP2161) fully funded by Section 37 funds obtained in the development at 174-188 Soudan Avenue and 71-73 Redpath Avenue (Formerly 18 Brownlow Avenue) (Source Account: XR3026-3701086), for the purpose of providing one time capital funding to the Toronto District School Board for playground improvements at Davisville Junior Public School.
2. City Council request staff of the Management Services Branch, Parks, Forestry and Recreation to participate in the preparation of the Community Access Agreement and City Council request the City Solicitor to draw up the Agreement, in consultation with the Ward Councillor and Community Planning staff.
3. City Council authorize the execution of a Community Access Agreement with the Toronto District School Board for the capital improvements to the playgrounds at Davisville Junior Public School, to the satisfaction of the City Solicitor.
4. City Council direct that the funds be forwarded to the Toronto District School Board once the Toronto District School Board has signed a Community Access Agreement with the City, governing the purpose of the funds, the financial reporting requirements, and addressing community access to the playground facilities.

Yours truly,

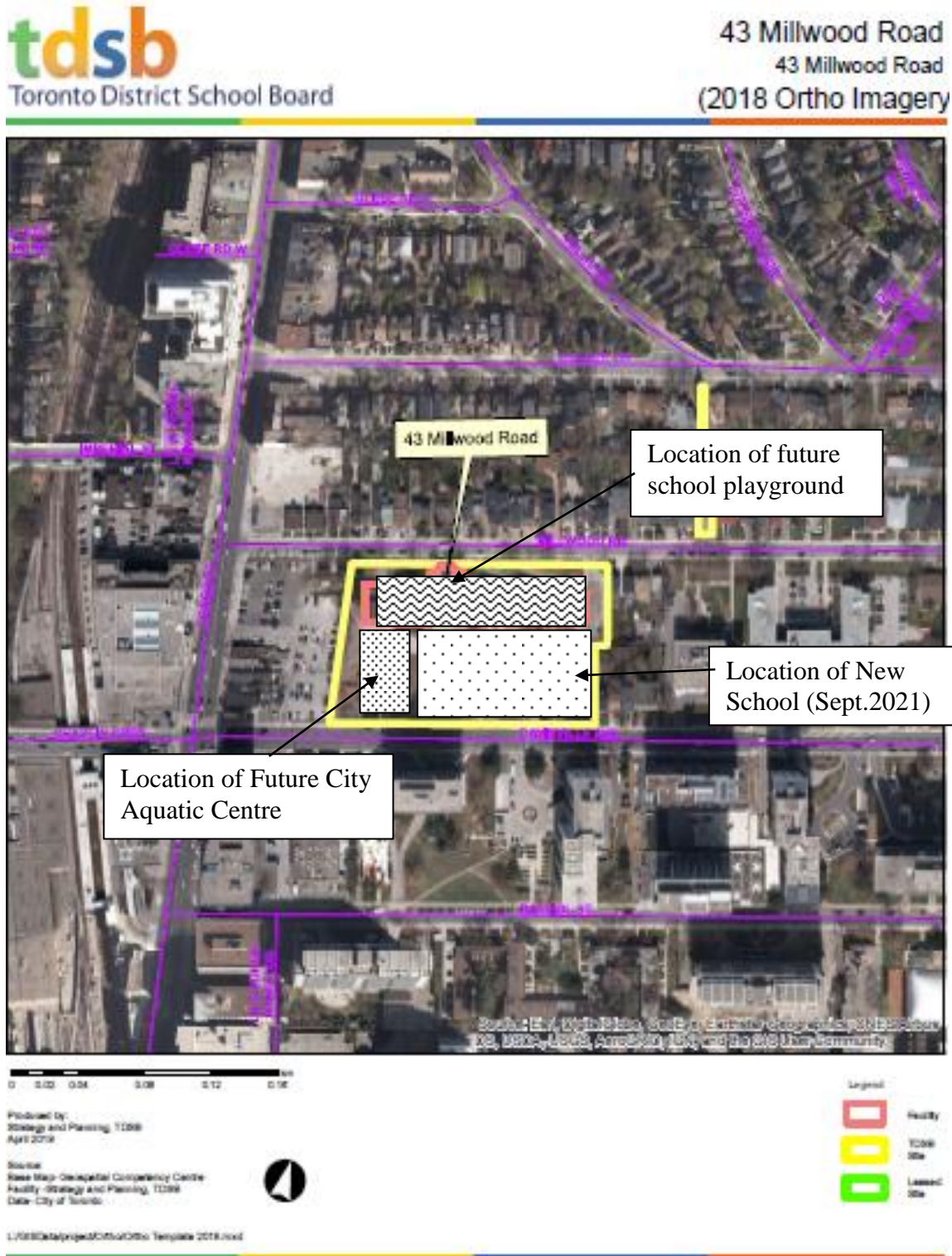
for City Clerk

M. Toft/wg

Attachment

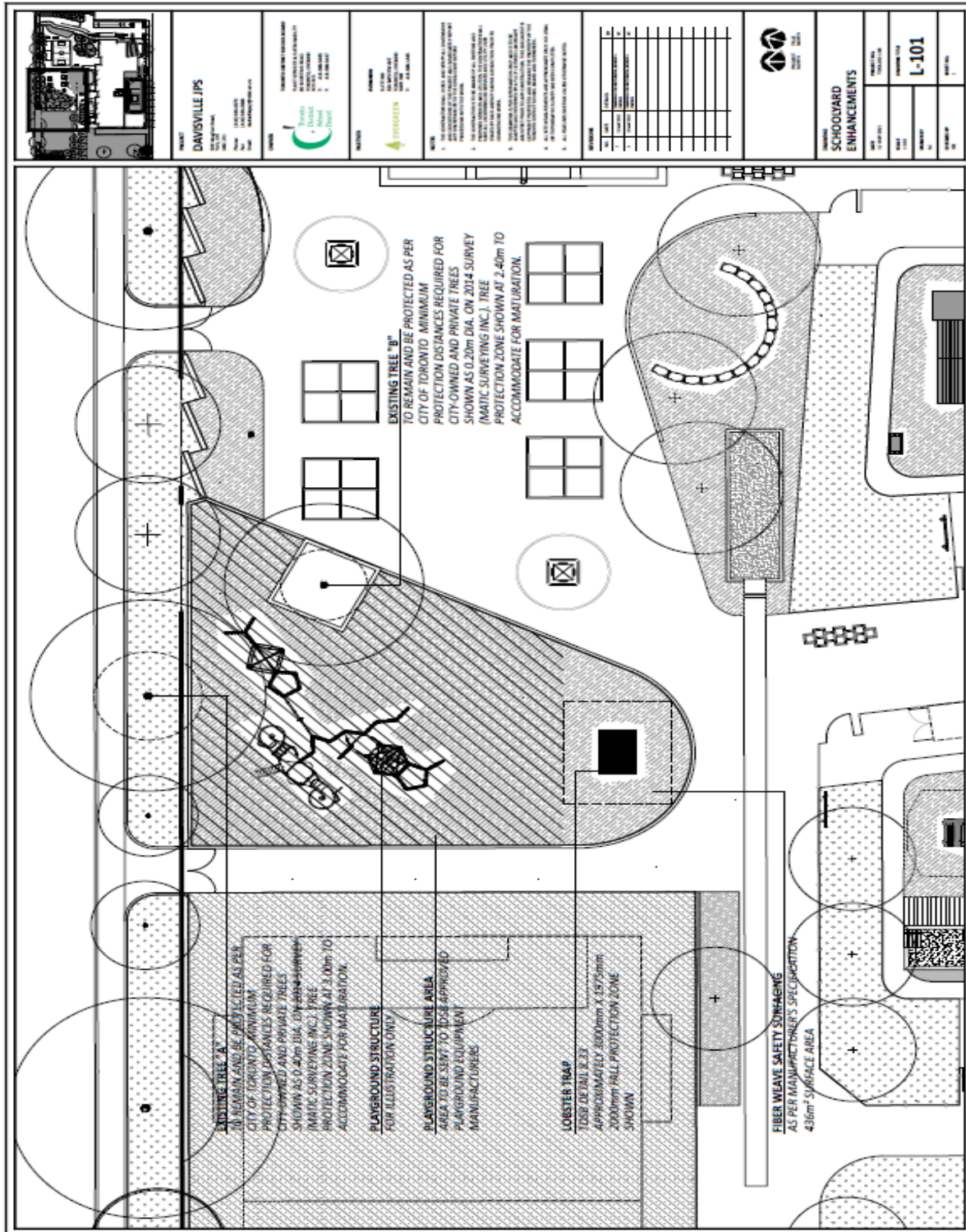
c. City Manager

Appendix B1: Location of the School



Appendix B2: TDSB Master Plan for the Project

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



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

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

<b>Description</b>		<b>No. of Units</b>	<b>Unit Price</b>	<b>Extended Price</b>
Supply Playground Equipment (manu- factures quote		1	\$ 40,000.00	\$ 40,000.00
Install playground equipment (equip- ment cost x 40%)		1	\$ 10,000.00	\$ 10,000.00
Lobster Trap Climbing Structure (1.8m x 3m)		1	\$ 14,490.00	\$ 14,490.00
			<b>SUBTOTAL</b>	<b>\$ 64,490.00</b>
Mobilization, equipment, inspections				\$ 20,510.00
<b>TOTAL</b>				<b>\$ 85,000.00</b>





June 17, 2021

**Transmittal No. 2021 – 118**  
**(Public)**

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

This communication is to inform you of a recent decision made by the TLC Board at its meeting of June 17, 2021 with respect to the report, *Ryerson Community School: Option Agreement with Noventa Energy Partners*, attached herein.

**The TLC Board decided that:**

1. Authority be granted to TLC, on behalf of TDSB, to enter into an Option Agreement, with Noventa Energy Partners Inc. granting them an option to acquire an easement at Ryerson Community School, 96 Denison Avenue, over a sub-surface area of approximately 0.26 acres (11,500 square feet) including a surface area of approximately 0.01 acres (500 square feet) for the purpose of a wastewater energy transfer facility serving the Toronto Western Hospital;
2. The Option remain exercisable within 21 years of granting approval and include a payment to TDSB, for the benefit of Ryerson Community School, in the amount of \$100,000. and on the terms and conditions described herein;
3. The Option Agreement be in a form and content satisfactory to TLC legal counsel; and,
4. This report be forwarded to TDSB for approval

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the recommendation in the report, *Ryerson Community School: Option Agreement with Noventa Energy Partners*, is requested.

Sincerely,

A handwritten signature in blue ink, appearing to read 'B. Patterson'.

Brenda Patterson  
Chair, TLC

cc. D. Sage, Executive Officer, TLC

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

## **TORONTO LANDS CORPORATION**

### **COMMITTEE DECISION ITEM**

#### **RYERSON COMMUNITY SCHOOL: OPTION AGREEMENT WITH NOVENTA ENERGY PARTNERS**

To: Chair and Members of the Toronto Lands Corporation

Date: 08 June, 2021

#### **RECOMMENDATION:**

It is recommended that:

- 1) Authority be granted to TLC, on behalf of TDSB, to enter into an Option Agreement, with Noventa Energy Partners Inc. granting them an option to acquire an easement at Ryerson Community School, 96 Denison Avenue, over a sub-surface area of approximately 0.26 acres (11,500 square feet) including a surface area of approximately 0.01 acres (500 square feet) for the purpose of a wastewater energy transfer facility serving the Toronto Western Hospital;
- 2) The Option remain exercisable within 21 years of granting approval and include a payment to TDSB, for the benefit of Ryerson Community School, in the amount of \$100,000. and on the terms and conditions described herein;
- 3) The Option Agreement be in a form and content satisfactory to TLC legal counsel; and
- 4) This report be forwarded to TDSB for approval.

#### **ANNUAL PLAN INITIATIVE:**

The purpose of proceeding with this authority to act is the identified opportunity that can provide benefit to this school community.

#### **BACKGROUND**

Noventa Energy Partners Inc. is a renewable energy company that provides innovative, renewable energy solutions with proprietary technology to significantly reduce carbon emissions and manage energy costs. Toronto City Council on October 2 & 3, 2020, approved the Midtown Wastewater Energy Transfer System, "WET" as the City's first major wastewater energy transfer program. This project is supported by the Board of Directors of the University Health Network and by the Federal Government through the Low Carbon Economy Fund. Noventa's proprietary Huber ThermWin technology is proposed to transfer thermal energy to and from the City of Toronto Midtown Interceptor Sewer to provide carbon free heating and cooling to Toronto Western Hospital.

On April 14, 2021, the project was officially unveiled by senior Government Officials at all levels including the City Mayor and Federal Minister as a historic green energy project. This project demonstrates Toronto as a global leader in the renewal energy field and a hub of technological innovation.

### Wastewater Energy Transfer System “WET”

Wastewater energy transfer is a proven technology with over fifteen years success in Europe and has gained popularity and implementation in North America in the last decade. Some examples include the Winter Olympics Athletes’ Village in Vancouver, Eco Quartier in Quebec City and the American Geophysical Union in Washington D.C. By utilizing thermal energy in this way, it may be possible to heat and cool buildings across the City thereby displacing the use of fossil fuels resulting in a reduction of regional greenhouse gas emissions and advancing the City’s climate change goals.

The project, the Midtown WET system, has the following physical key components which, in summary, may be described as follows:

- A Wetwell constructed in the street allowance, pipes below ground, that connect to the sanitary sewer to permit wastewater flow and there will be screening equipment to separate the solids from the wastewater. The wet wells are sealed to avoid odour emissions during the initial separation of solids from water process.
- Next, a thermal energy transfer loop constructed below ground consisting of two pipes will be used to transport wastewater between the Wetwell and the Energy Transfer Station (“ETS”).
- The ETS is a facility to be constructed below ground, having dimensions of approximately 150ft long by 65ft wide by 20ft high, that will house sixteen heat exchangers that will accomplish the thermal energy transfer, four (4) high-temperature chillers that will supply chilled water and hot water to the Toronto Western Hospital, a gas fired generator for electrical back-up, pumps, valves, controls and other ancillary equipment; and
- An underground distribution network comprised of four pipes that will transport hot and chilled water between the ETS and Toronto Western Hospital. There is a self-cleaning mechanism inside the heat exchangers. The WET system will become the Hospital’s primary source of heating over the next 30 years

### Location of the Energy Transfer Station (ETS)

Noventa’s underground plant (ETS) is being constructed on the Toronto Western Hospital property, outside of the main building, underground, at the Emergency Wing location. In order for Noventa to secure government funding in support of this project, it was required that the facility be built on-site at Toronto Western Hospital. The primary lender for Noventa on this project is Canada Infrastructure Bank.

## **RATIONALE**

Approximately three weeks ago, the CEO of Noventa, Mr. Dennis Fotinos, approached TLC and advised that final plans are proceeding to build the plant at the Toronto Western Hospital. Part of the project includes a Wastewater Thermal Energy Agreement with the City of Toronto that stipulates the City with 24 months’ advance notice may require Noventa to relocate as a result of the City determining it will relocate, abandon or substantially makes changes to the Main Sewer. If Noventa is unable to relocate the plant, the City may terminate the agreement.

While it is highly unlikely that this provision would ever materialize, the primary lender, the Canada Infrastructure Bank has required that Noventa provide a mitigation strategy in case of a relocation notice from the City . Noventa is proposing its mitigation strategy is to secure an Option for potential installation of the plant at the Ryerson Community School site which is situated across the street from the Toronto Western Hospital.

The TDSB asset is comprised of 4.94 acres with the school building having a gross floor area of 102,656 square feet on five floors, built circa 1914. Due to the size of the property and the majority of the installation being underground, with only approximately 500 square feet above grade for below grade access, there is sufficient space for this type of installation.

For initial due diligence, TLC had previously engaged WSP Canada Inc. to conduct a risk review relating to environmental emissions relating to air quality, odour, noise and vibration as a result of installation of this type of infrastructure. WSP reviewed the system and discussed with the senior team at Noventa and concluded the risk in these areas are low and general comments were as follows: Generators are to be liquid cooled which reduces noise emissions. Potential air quality impacts can be mitigated through emissions controls if necessary. Vibration can be mitigated through isolators installed at the base of the generator. Pumps are to be located below ground. Potential noise and vibration impact can be mitigated through controls if necessary, heat exchanger cleaning system is self-contained limiting its noise and vibration emissions. Heat pumps are standard heating and cooling systems that can be controlled if necessary.

While it remains unlikely that Noventa will require the TDSB property, the positive review from WSP is informative.

During negotiations with TLC, Noventa will pay a fee of \$100,000 to obtain this Option from the TDSB with the funds to be used towards playground improvements to Ryerson Community School in order to illustrate its support to the school and community.

With the support of TDSB, TLC recommends entering into an Option Agreement with Noventa on the key business terms:

1. Noventa Partners Inc. and TLC, on behalf of TDSB, enter into an Option Agreement for an easement at Ryerson Community School for the potential future requirement to install the physical plant and equipment for an Energy Transfer Station (ETS) that would be connected to the Toronto Western Hospital;
2. The Option is for a land area of approximately 0.26 acres (11,500 square feet) of sub-surface area, for the ETS, and approximately 0.01 acres (500 square feet) of surface area, for a small access building and stairwell for underground access, at the Ryerson Community School, municipally located at 96 Denison Avenue;
3. The primary location of the ETS will be in the current school parking lot but may be secured at another mutually acceptable location on the school property;
4. The Option will be exercisable for a period of 21 years;
5. The fee of One Hundred Thousand Dollars (\$100,000) for the Option to be payable to the TDSB, specifically, the Ryerson Community School, for playground improvements;
6. If the Option is exercised, Noventa will be required to pay the then current market value of the sub-surface and surface value of the property based upon an appraisal report completed by an AACI.
7. If the Option is exercised, Noventa shall cover all costs associated with this transaction which includes but not limited to legal fees, reference plans, studies, etc.
8. The Option Agreement to be currently in the name of Noventa Energy Partners Inc. and Noventa will have the right to assign it in the future subject to the approval of TLC not to be unreasonably withheld.
9. If the Option is exercised, all parties agree to reasonable negotiations to finalize any and all agreements and adhere to legislative requirements to ensure the physical plant will be constructed and operational to support the wastewater project serving the Toronto Western Hospital; and
10. The Agreement be in a form and content satisfactory to TLC legal counsel.



TLC has advised Noventa that any agreement is subject to a surplus declaration as required by the Education Act in order to grant an easement by TDSB.

TLC has brought forward a unique opportunity for the TDSB to illustrate its commitment to this innovative program which through technological advancement allows for a reduction in carbon emissions and savings in energy costs. TDSB students at Ryerson Community School will benefit from immediate funding for new playground improvements. We look forward to discovering further collaboration with industry in innovative projects that can provide student enhancements.

### **RISK ASSESSMENT**

Low Risk

### **IMPLICATIONS**

N/A

### **COMMUNICATIONS APPROACH**

N/A

### **Routing**

TLC Board: June 17, 2021

### **From**

Daryl Sage, Executive Officer, Toronto Lands Corporation, at [dsage.tlc@tdsb.on.ca](mailto:dsage.tlc@tdsb.on.ca) or at 416-393-0575.

Anita Cook, Executive Manager, Real Estate & Leasing, at [acook.tlc@tdsb.on.ca](mailto:acook.tlc@tdsb.on.ca) or at 416-573-2716

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## **Potential Lease Opportunity at 240 Eglinton Avenue East to Address Accommodation Pressures at Eglinton Junior Public School**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4132

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the potential lease opportunity at 240 Eglinton Avenue East not be executed.

### **Context**

In April 2021 the Toronto Lands Corporation (TLC) presented an opportunity to the Board of Trustees to lease a commercial building located at 240 Eglinton Avenue East. The intent of the lease would be to provide an interim solution to address existing and projected accommodation pressures at Eglinton Junior Public School. This school is situated on a small, constrained site of 1.6 acres within a provincially designated Urban Growth Centre and does not have space to accommodate projected enrolment growth.

The long-term solution to accommodation pressures in the Yonge-Eglinton area is a new elementary school, as identified in the Long-Term Program and Accommodation Strategy. TDSB and TLC staff continue to work with the City of Toronto and the development community to identify a suitable location for this future school.

To manage growth at Eglinton Jr. PS until a new school is provided, an interim solution has been put in place involving the redirection of residential developments to schools

outside of the area. Students residing in 14 new residential developments are bussed to two schools: Whitney Jr. PS and Rippleton PS. These schools are located 3 kilometres and 7 kilometres from Eglinton Jr. PS respectively. This interim solution is expected to be implemented for 22 other developments within the attendance area until a new school can be secured in the Yonge-Eglinton area.

The commercial building at 240 Eglinton Avenue East provides an opportunity to implement an alternative interim solution whereby all currently redirected students would be accommodated locally and not bussed to other schools outside of the area. The ability to provide all students with access to a neighbourhood school aligns with the guiding principles of the Long-Term Program and Accommodation Strategy and would reduce annual transportation costs.

Similar to the existing interim solution, the lease of 240 Eglinton Avenue East would be required until a new school is secured in the area. This is estimated to be between 10 and 15 years.

240 Eglinton Avenue East is being offered to the TDSB for lease for ten years plus two five-year renewal options.

### **Description of 240 Eglinton Avenue East**

The commercial building at 240 Eglinton Avenue East is situated directly across the street from Eglinton Jr. PS and provides an opportunity to function as a satellite of the school starting in 2022-23. The principal of Eglinton Jr PS would create a school organization that uses the rooms in Eglinton Jr PS and the satellite space to accommodate all the classes.

The building is five stories and is currently vacant. The capacity of the satellite at 240 Eglinton Avenue would be 299 pupil places, consisting of 13 classrooms, a withdrawal room and a general-purpose room. The ground floor of the building is currently used as a parking garage. The preliminary design study suggests that this space could be converted into a secure assembly area for the students, along with the school administrative functions such as an office. The total capacity across the Eglinton Jr PS building (548 pupil places) and the satellite (299 pupil places) would be 847 pupil places.

A greenspace behind the site would be created to provide the satellite with some degree of access to outdoor play area. The future greenspace would have an area of approximately 5,000 square feet and would be fenced for student safety. It is accessible directly from a rear exit door on the ground floor of the building. The timeline to have this greenspace available is planned for one year after the satellite opens.



The building owner is intending to redevelop a property that abuts the northern edge of 240 Eglinton Avenue East in the future. This property, located at 808 Mount Pleasant Road (the current Roehampton Inn) may be developed into a 44-storey condominium building.

### **Educational Experience**

Central staff and the administration for Eglinton Jr. PS have had an opportunity to tour the building and to discuss how the space could be used as a satellite for Eglinton Jr. PS. From an accommodation perspective, the building is of a sufficient size to provide the classroom spaces necessary to accommodate all existing and redirected Eglinton Jr. PS students across the two buildings.

However, the building is qualitatively different from the Eglinton Jr. PS building, which may offer some students a lesser educational experience than others. For example, the satellite building will not have a proper gymnasium or library, nor will it have a proper outdoor play area. Recess at the satellite building would need to be held indoors until the adjacent parcel of land is converted into an outdoor play area. Once the outdoor space is made available, recess would need to be delivered in shifts due to the small size.

Students accommodated in the satellite building would have less access to physical activity and be held indoors for most of the day. Some classrooms would not have access to a sufficient level of natural light, which could negatively impact mental health and wellbeing.

Further, this arrangement would require students to move from their current holding schools into the satellite building. This represents a significant change from the learning environment at the holding schools. It is likely that the adjacent parcel of land, 808 Mount Pleasant Road, will be under construction during the term of the lease, with the possibility of a 44-storey condominium being built on the site. This means students would move from a traditional school setting into an active construction zone which could impact future outdoor play space.

From a logistical perspective the students accommodated in the satellite building would need to cross Eglinton Avenue to access Eglinton Jr. PS when required for assemblies or other special events. Prep teachers would also need to cross the street throughout the day and consider how they would move with their teaching supplies.

### **Conclusion**

Although the lease opportunity at 240 Eglinton Avenue East could provide local accommodation for students until a new school is achieved, there are numerous operational, logistical and physical challenges that may result in a lesser educational

experience for students compared to their current setting. For the reasons outlined within this report, staff is recommending that this potential lease opportunity not be executed.

## **Action Plan and Associated Timeline**

The TLC will notify the owner of the property of the decision made by the Board of Trustees by July 5, 2021.

## **Resource Implications**

As part of the analysis, staff looked at the financial impact of leasing the site. While costs were not considered as a significant factor in making the recommendation, there would have been increased costs to the operating and capital budgets by executing the lease.

The annual cost of the lease for the satellite is outlined in the report provided by the TLC. Staff of the Ministry of Education have advised that they cannot guarantee that the cost of the lease will be fully funded by the Ministry. Lease costs are funded by the Temporary Accommodation Grant, which is a formulaic allocation to school boards made through the Grants for Student Needs (GSN). The Ministry has a cap on the total funding allocated to school boards through this grant, which is lower than the total expenditures made by school boards. As a result, the grant covers only a portion of annual lease expenses and school boards need to have another funding source to make up the difference, the operating budget. Based on last year's funding for temporary accommodation, the TDSB would receive 61% of the cost of this lease. This means the operating budget would be used to pay for the unfunded lease amount.

Because the satellite is separated from Eglinton Jr. PS by a major, highly active street that is not quickly crossed, the current administrative and support staff will not be able to provide supervision and support to it. Additional staff would need to be hired, estimated to be a vice principal, an office administrator, a caretaker, and three lunchroom supervisors. The estimated cost of these staff and the lease costs would have an impact on the operating budget of approximately \$650,000 per year for the next ten years. In addition, Eglinton Jr. PS does not have sufficient furniture and equipment to outfit the satellite. A one-time purchase of these materials would be required which would be funded through the operating budget.

The space will require significant renovation to function as an operating school. This one-time cost, estimated at between \$2 million and \$2.5 million, would need to be funded through Proceeds of Disposition.

However, the existing interim solution of residential development redirections to schools outside of the area must continue to prevent overcrowding at Eglinton Jr. PS. To continue these redirections, transportation costs will continue to be incurred each year.

## **Communications Considerations**

Not applicable.

## **Board Policy and Procedure Reference(s)**

Not applicable.

## **Appendices**

- Appendix A: Map – Location of 240 Eglinton Avenue East

## **From**

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca) or 416-395-8469

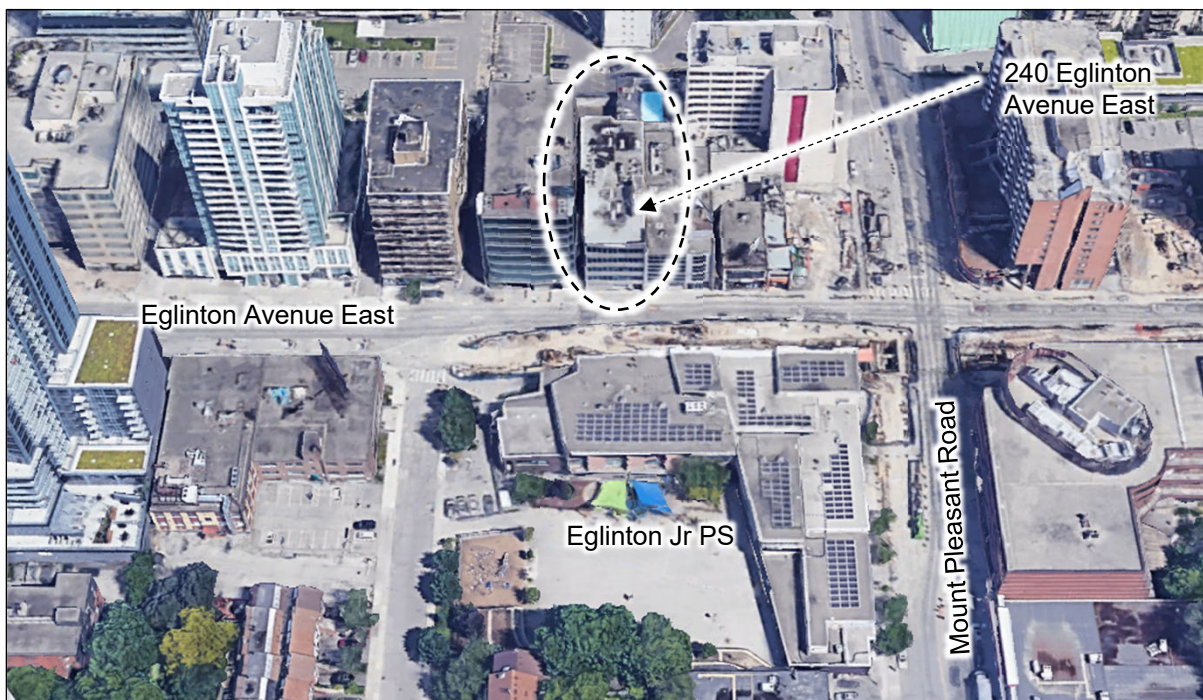
Maia Puccetti, Executive Officer, Facilities and Planning, at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca) or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at [andrew.gowdy@tdsb.on.ca](mailto:andrew.gowdy@tdsb.on.ca) or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at [daniel.castaldo@tdsb.on.ca](mailto:daniel.castaldo@tdsb.on.ca) or at 416-428-1857

Appendix A

Location of 240 Eglinton Avenue East







## **COVID-19 Pandemic Recovery Plan**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4133

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

### **Recommendation**

It is recommended that the COVID-19 Pandemic Recovery Plan Update be received.

### **Context**

This report follows an initial preliminary analysis of student learning impact presented at Program and School Services Committee on March 31, 2021:

[www.tdsb.on.ca/research/Research/School-During-the-Pandemic](http://www.tdsb.on.ca/research/Research/School-During-the-Pandemic).

As per a Board motion from the Regular Meeting on April 13, 2021, this is the first in a series of updates to be provided on the TDSB's COVID-19 Pandemic Recovery Plan.

### **Action Plan and Associated Timeline**

The Toronto District School Board's COVID-19 Pandemic Recovery Plan is a three-phase plan that will identify which groups have been most impacted, where interventions will be put in place, and initial outcomes that result from these interventions.

Following this initial report, staff will also report back twice a school year, in the spring and fall, to the Planning and Priorities Committee, beginning in fall 2021. As phase three of the plan, staff will complete the reporting back to the Board by spring 2023 and identify outcomes resulting from the recovery plan.

## **Resource Implications**

Resources will be aligned with the work outlined in the COVID-19 Pandemic Recovery Plan.

## **Communications Considerations**

The COVID-19 Pandemic Recovery Plan will be posted online and shared with stakeholders through a variety of communication channels.

## **Board Policy and Procedure Reference(s)**

N/A

## **Appendices**

- Appendix A: COVID-19 Pandemic Recovery Plan
- Appendix B: Slide Deck for Planning and Priorities Committee (23 June, 2021)

## **From**

Curtis Ennis, Associate Director, Equity, Well-Being and School Improvement  
Andrew Gold, Associate Director, Leadership, Learning and School Improvement



# COVID-19 Pandemic Recovery Plan



Since the initial school closure in March 2020 due to the COVID-19 pandemic, students at the Toronto District School Board (TDSB) have experienced ongoing closures and multiple transitions to online, remote learning. While these closures have impacted all students and families, we know that the experience has varied greatly from student to student depending on individual and family circumstances.

Since the pandemic has extended over the course of the full 2020-21 school year, concerns have been raised regarding the long-term impacts on student learning for all ages and grade levels as well as the impacts on students' mental health and well-being.

In particular, there is evidence that the students impacted in the most significant ways are those from lower socio-economic households. Additionally, the degree to which COVID-19 has impacted Indigenous, Black, racialized, 2SLGBTQI+ students is of critical concern to the TDSB.

For some students, there have been significant barriers to learning and personal or family circumstances that have impacted their ability to attend school, such as family financial stress, job insecurity, food insecurity, diverse housing needs, domestic abuse and increased levels of mental health concerns. During school closures, the supervision of underserved students has been reduced and access to a caring and safe adult has been limited for some students.

The Toronto District School Board's COVID-19 Pandemic Recovery Plan is a three-phase plan that will identify which groups have been most impacted, where interventions will be put in place, and initial outcomes that result from these interventions.

As per the Board motion, this is the first report in what will be a series of reports over the next two years (reporting back twice per school year). It includes information related to **Phase One** of the Board's COVID-19 Pandemic Recovery Plan, as outlined below:

### **Phase One**

i. outline current learning outcomes and student/parent/staff feedback information that describes the school experience for both Virtual and In Person school environments. The report will look at demographic data of students and the degrees to which students from different socioeconomic backgrounds may have had different learning experiences and outcomes, including;

- Students with Special Education Needs
- English as Second Language Learners







- Students in various TDSB programs (i.e. Extended French and French Immersion, Alternative Learning programs, Caring and Safe Schools programs);
- ii. evaluate whether and to what degree students have left the system to pursue work or dropped out of school;
- iii. use current student surveys from January 2021 and climate surveys in the spring to gauge the perception of TDSB students concerning critical areas of mental health, well-being, school belonging, and learning experiences;
- iv. use parent survey from January 2021, as well as concerns raised by the Parent Involvement Advisory Committee, the Special Education Advisory Committee and the Board's community advisory committees to gauge key concerns regarding post pandemic return to school;

## **Phase 2**

- (b) as phase two of the plan, implement targeted interventions after identifying which groups were most impacted in terms of learning loss;
- (c) report back twice a school year, in the spring and fall, to the Planning and Priorities Committee, beginning in fall 2021;

## **Phase 3**

- (d) as phase three of the plan, complete the reporting back to the Board by spring 2023 and identify outcomes resulting from the recovery plan.





## Learning During COVID-19: Student Perception and Learning Outcome Data

This report follows an initial preliminary analysis of student learning impact on March 31, 2021 ([www.tdsb.on.ca/research/Research/School-During-the-Pandemic](http://www.tdsb.on.ca/research/Research/School-During-the-Pandemic)). It is the first in a series of updates to be provided on the TDSB's COVID-19 Pandemic Recovery Plan. The report consists of a more in-depth analysis of key student perception and learning outcome data. The analysis will include the following areas of learning:

- Student perceptions of their experiences in learning and relationships during the pandemic
- Grade 1 Reading
- Grade 1-8 Grades in Reading, Writing, Mathematics, and Learning Skills
- Secondary school credit course average
- Graduation Rate for 2019-20
- An analysis of learning outcome by a variety of demographic variables including race, parent education, family income, and parental presence.

The analysis provided informs the COVID-19 Pandemic Recovery Plan outlined in the subsequent section of this report. The next set of data and further details of the plan will be available in a report in fall 2021.

Within the Board motion, the following data/information was requested. Please refer to the list below to see which information is currently available and included within this report and which information will be provided in future reports:

- demographic data of students and the degrees to which students from different socioeconomic backgrounds may have had different learning experiences and outcomes, including;
- Students with Special Education Needs (Included in this report)
- English as Second Language Learners (Included in this report)
- Students in various TDSB programs (i.e. Extended French and French Immersion, Alternative Learning programs, Caring and Safe Schools programs) (Not included: Will be a topic of the next report in October/November)
- evaluate whether and to what degree students have left the system to pursue work or dropped out of school (Not included: Will be a topic of the next report in October/November)
- use current student surveys from January 2021 to gauge the perception of TDSB students concerning critical areas of mental health, well-being, school belonging,





and learning experiences (Included in this report);

- use parent survey from January 2021, as well as concerns raised by the Parent Involvement Advisory Committee, the Special Education Advisory Committee and the Board's community advisory committees to gauge key concerns regarding post pandemic return to school (Parent Survey Included; SEAC and PIAC Committee concerns will be a topic of the next report in October/November)

Table 1. 2020 Learning Opportunities Index (LOI) Clusters and Students' Ethno-Racial Background

Panel	Ethno-Racial Background	2020 Learning Opportunities Index (LOI) Clusters (Virtual School Students Mapped to Home School)		
		Low SES	Middle SES	High SES
Elementary	Black	24%	10%	4%
	East Asian	5%	19%	18%
	Indigenous	1%	1%	0%
	Latin American	2%	1%	2%
	Middle Eastern	7%	6%	4%
	Mixed	6%	7%	11%
	South Asian	40%	32%	12%
	Southeast Asian	6%	4%	2%
	White	5%	15%	42%
	Other	5%	4%	5%
Secondary	Black	27%	10%	5%
	East Asian	6%	17%	17%
	Indigenous	1%	0%	0%
	Latin American	4%	2%	2%
	Middle Eastern	6%	6%	6%
	Mixed	7%	7%	10%
	South Asian	27%	35%	8%
	Southeast Asian	11%	6%	4%
	White	8%	16%	46%
	Other	3%	2%	2%

The table above describes the sample of 34, 946 students who participated in the student check in survey conducted at the end of January. The sample is broken into three major clusters based on the school's Learning Opportunities Index for participating students' home schools. The three clusters in this instance serve to estimate participating students' demographic circumstances, or Social and Economic Status (SES). The table also shows the percentage of students by race for each of the three clusters of schools from which the participating students attend. The table shows disproportionately *high* percentages of Black and South Asian students and disproportionately *low* percentages of White students in the low SES cluster of schools.





While the opposite is the case for the high SES cluster of schools in which there are disproportionately *low* percentages of Black and South Asian students and disproportionately *high* percentages of White students in the high SES cluster of schools.

Each cluster of schools is well represented in the survey with 6,026 students participating in the check in survey from the low SES cluster of schools, 14, 910 students participating from the middle SES cluster of schools, and 14, 010 students from the high SES cluster of schools.

Figure 1. Students' Well-being Before and During the Pandemic ("All the Time/Often")

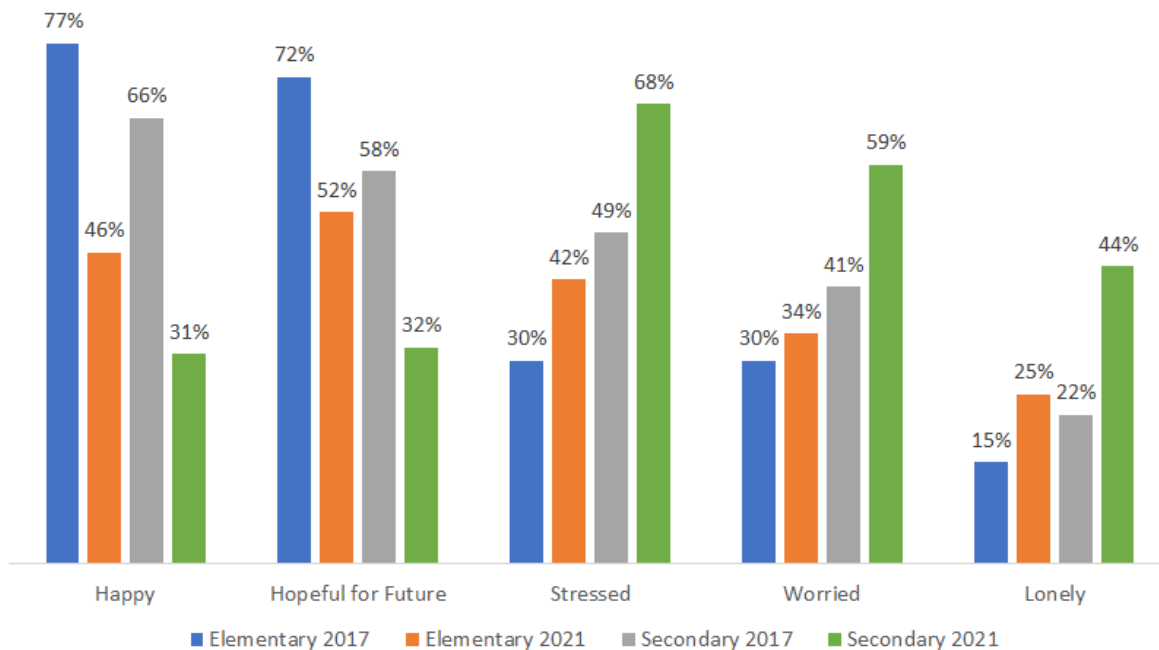


Figure 1 compares students' reported feelings associated with their well-being in relation to happiness, stress, worry, and hope before the pandemic struck to their reported feelings almost a year into the pandemic. When comparing these two very different moments for elementary and secondary school students, the full impact of the pandemic emerges. Student happiness for secondary students has declined by more than 35 percentage points. Worry and stress have increased by huge margins and hope has fallen at a similar rate as happiness. Comments such as the following were common:

*"Absolutely hate it. Have never felt this demotivated, and really miss seeing my friends each day, even when we had a bit of in person time a couple months ago. I've never*





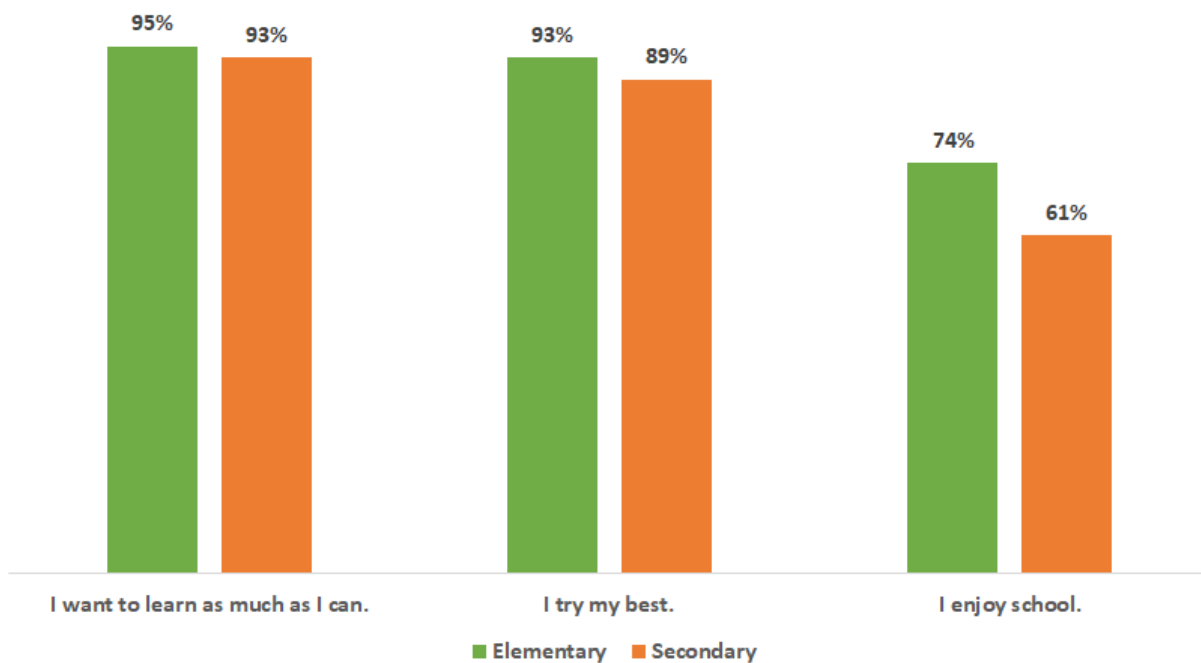


*done this badly at school, and never cared this little about how bad I'm doing. School doesn't feel like school, it just all feels like homework, which I absolutely hate."*

- Participating student

When school opens in person to everyone this September, bringing students back into a positive learning experience may be paramount for frustrated students. Areas like belonging, relationships, and general joy for learning might allow opportunities for students expressing this level of frustration to re-engage.

Figure 2. Students' Feelings on School Experience and Effort

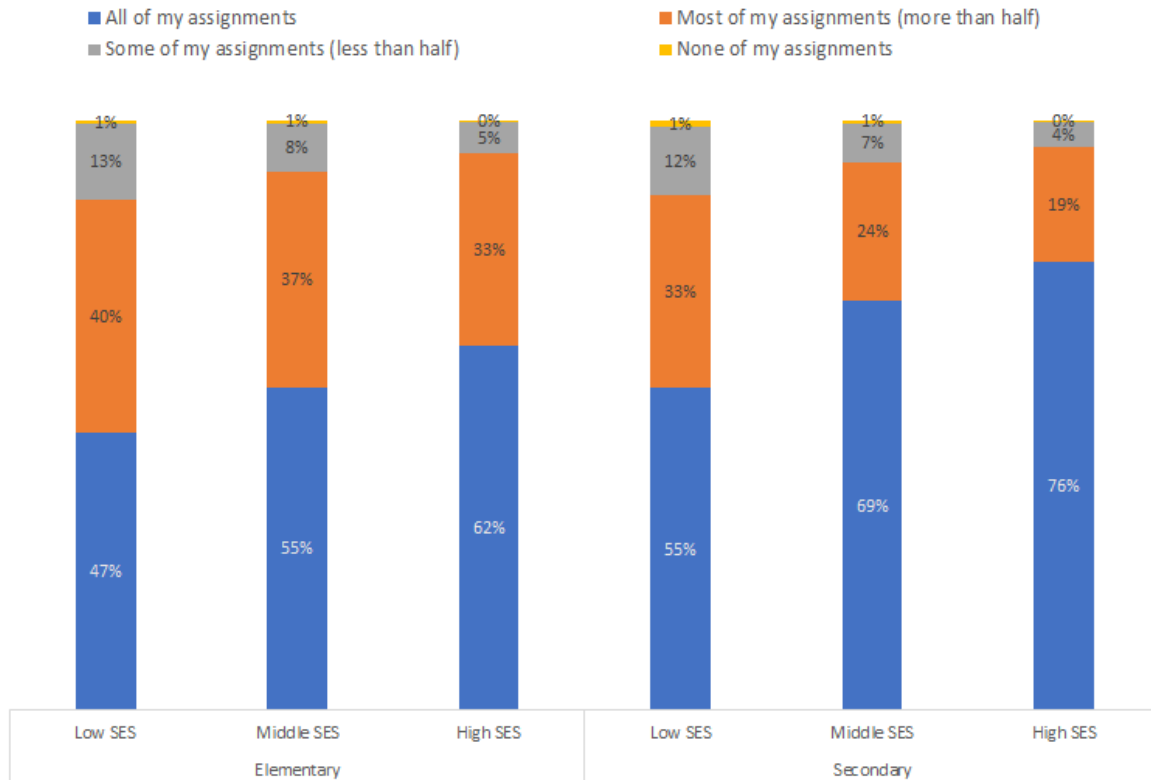


Despite the frustration and worry described in Figure 1, students in both elementary and secondary school report trying to extremely high degrees. As an example, almost all (95% elementary - Grades 6 to 8; 93% secondary - Grades 9 to 12) of participating students indicated that they 'want to learn as much as (they) can'. Valuing what students did, learned, and experienced - their prior knowledge - may be critical for students in successfully re-engaging in the learning process. Curricular representation of students' diverse identities and cultures will become even more critical for a successful partnership between educators and students.





Figure 3. Students' Ability to Complete Assignments



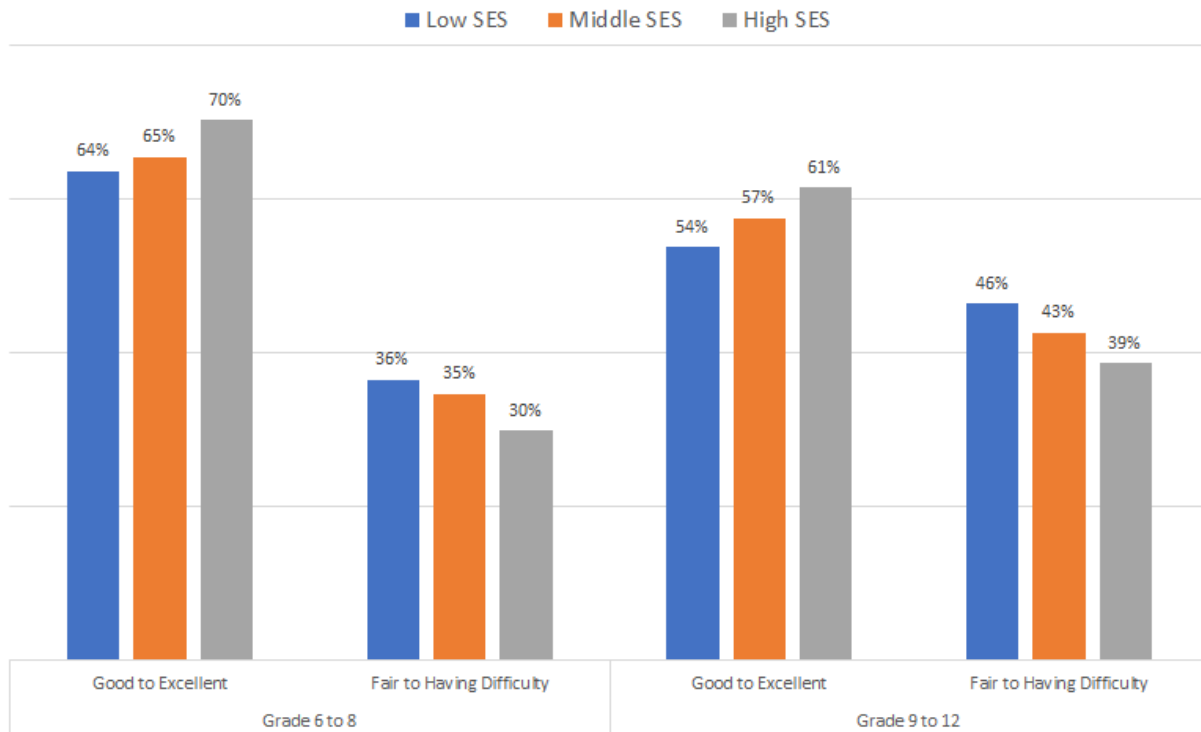
*"I definitely feel more confident this year and more safe as my teachers are very open to any problems emotionally or any other problem will be available to listen and help. Because I have a baby brother and 1 coming on the way and a brother 2 years younger than me and my dad gets home late sometimes I don't have as much time and as much help as others do."* - Participating Student

While students indicated trying their best to very high levels, their ability to turn in assignments frequently varied significantly between students from Low SES clusters of schools when compared to students from high SES clusters of schools. Aligned with the excerpt from a student above, while 76% of the students in the high SES school clusters indicated completing 'all' assignments, only 55% of the students in the low SES cluster of schools indicated the same. When looking more carefully at the students who indicated challenges in completing work, students from the low SES cluster of schools were twice as likely to have to share a computer and significantly more likely to indicate challenges associated with family and household responsibilities when compared to students in the high SES cluster of schools.





Figure 4. Students Report on Their Learning Progress



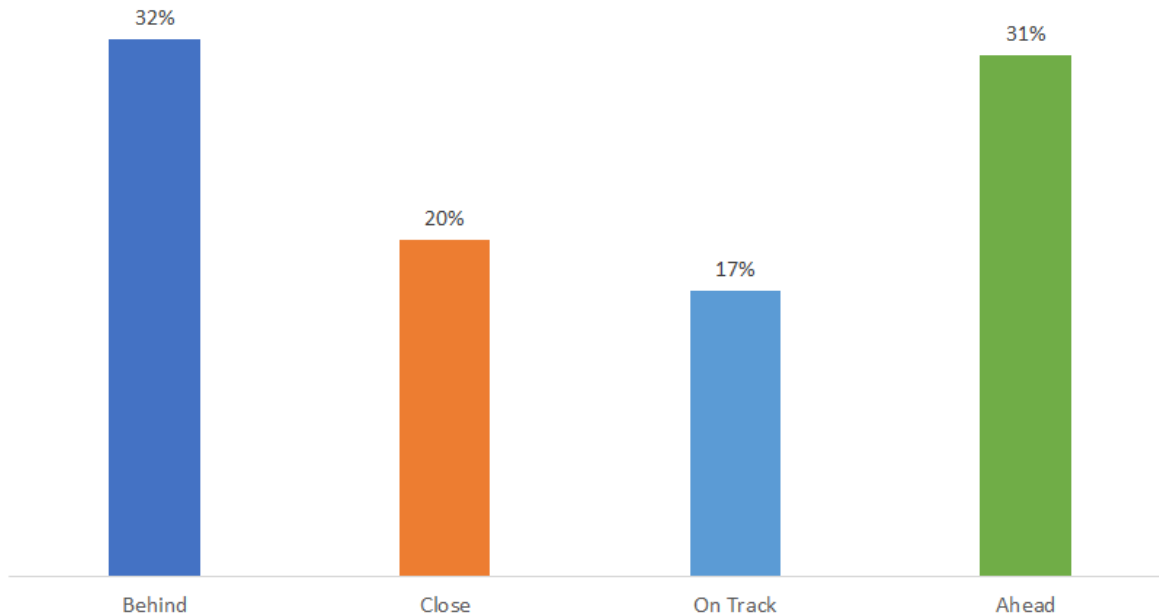
Following from the previous discussion on completing assignments, the degrees of progress that students indicated they made were also associated with the degrees of social and economic challenge that students may have experienced. As an example, secondary students from the high SES school cluster were more likely (61% compared to 54%) to report making good or excellent progress and less likely (39% compared to 46%) to report fair or difficulty in making progress than students from schools in the low SES cluster. These variations suggest that students will be coming back to school with a wide range of content understanding regardless of marks they received. The ability to work formatively with students in assessing student understanding may be more critical than it has been in any other year.





## Analysis of Learning Outcomes for Elementary and Secondary Schools

Figure 5. Percentage of Grade 1 Students on Track to Meet Grade Level Reading Expectations by June



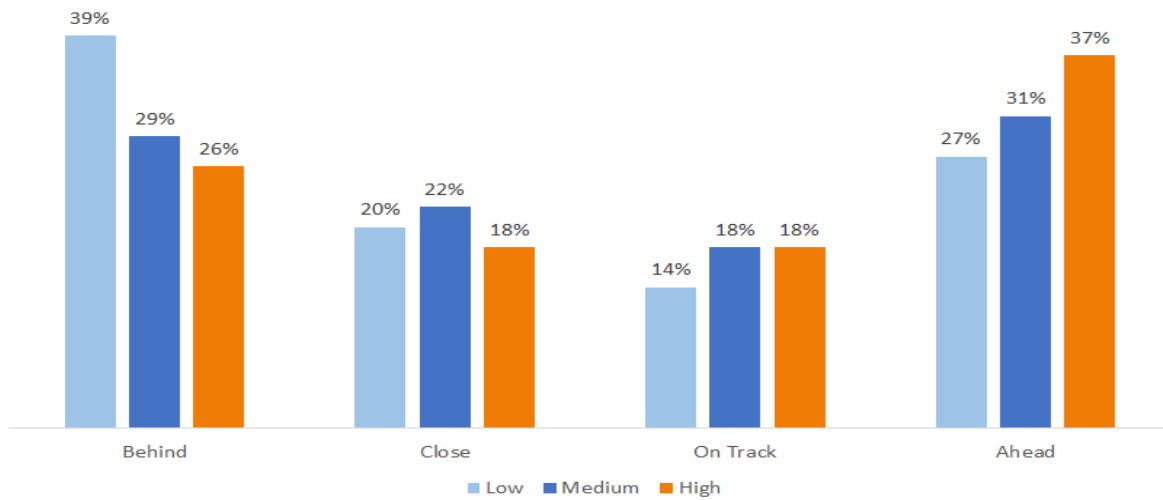
The following charts highlight a January 2021 reading assessment given to approximately 30% of Grade 1 students (N=4,491). The data show that almost  $\frac{1}{3}$  of the students in the sample are behind meeting their Grade 1 reading level expectations by June of this year. The critical nature of literacy in establishing a foundation for schooling success is well established across a myriad of research (citation needed). Early literacy supports subsequent successful moments for students in a cascading effect from early elementary right through to secondary school and beyond. While the relationship between early literacy and secondary school success is difficult to establish given the distance between these moments for students, the data does support closer indicators in time. For example, early literacy behaviours in Kindergarten are associated with success in provincial assessments in middle elementary years. And success in middle elementary years is associated with success in intermediate years of schooling etc. Attending to this area with increased focus could support positive effects across future years of schooling for these Grade 1 students. Equally, success in this January assessment seems also to be associated with SES circumstances as detailed in Figure 6 below.







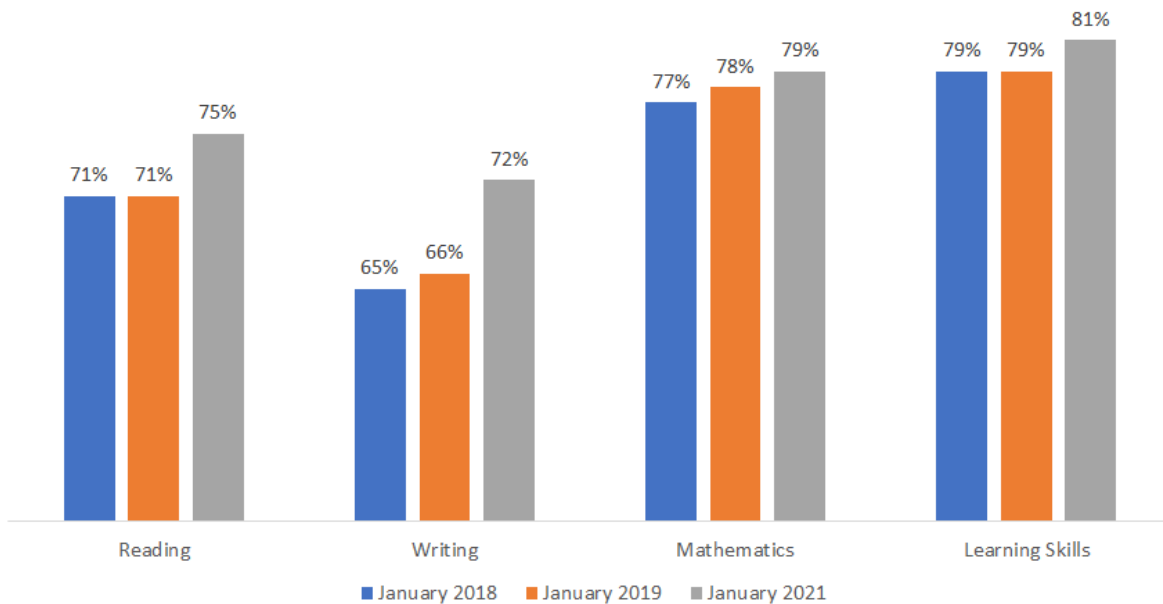
Figure 6. Percentage of Grade 1 Students on Track to Meet Grade Level Reading Expectations by Estimated Income



In line with other demographic variables, single parenting and language spoken at home, higher proportions of students from the low SES backgrounds are behind in meeting grade level expectations in reading when compared to students from high SES backgrounds (39% versus 26%). The opposite is also true in relation to percentages of students who are ahead of grade level reading expectations with 37% of students from the high SES backgrounds assessed as ahead of grade level reading expectations, compared to only 27% of students from high SES backgrounds.



Figure 7. Percentage of Students in Grades 1 to 8 Achieving Level 3 and above in Reading, Writing, Mathematics, and Learning Skills



As reported in an analysis of elementary students meeting provincial standards of level 3 and above in this past March, significantly higher proportions of students are at or above Level 3 for all subject areas including learning skills across Grades 1-8 when compared to the same report card period before the pandemic in both 2018 and 2019. While Learning Skills shows the highest percentage (81%) of students getting an average of 'Excellent', for academic subjects, Mathematics shows the highest student percentage of meeting provincial standard (79%) while Writing shows the fastest growth rate with a 6 percentage point increase as well has the lowest proportion (72%) of students achieving at or above level 3.



Figure 8. Percentage of Students in Grades 1 to 8 At or Above Level 3 on Report Card for Reading by Demographic Factors

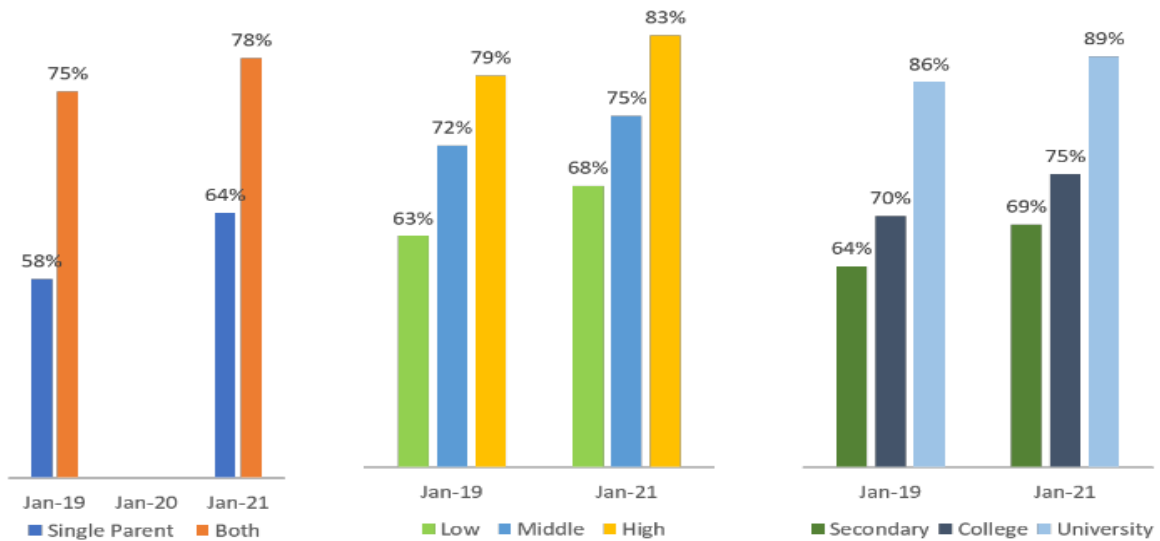
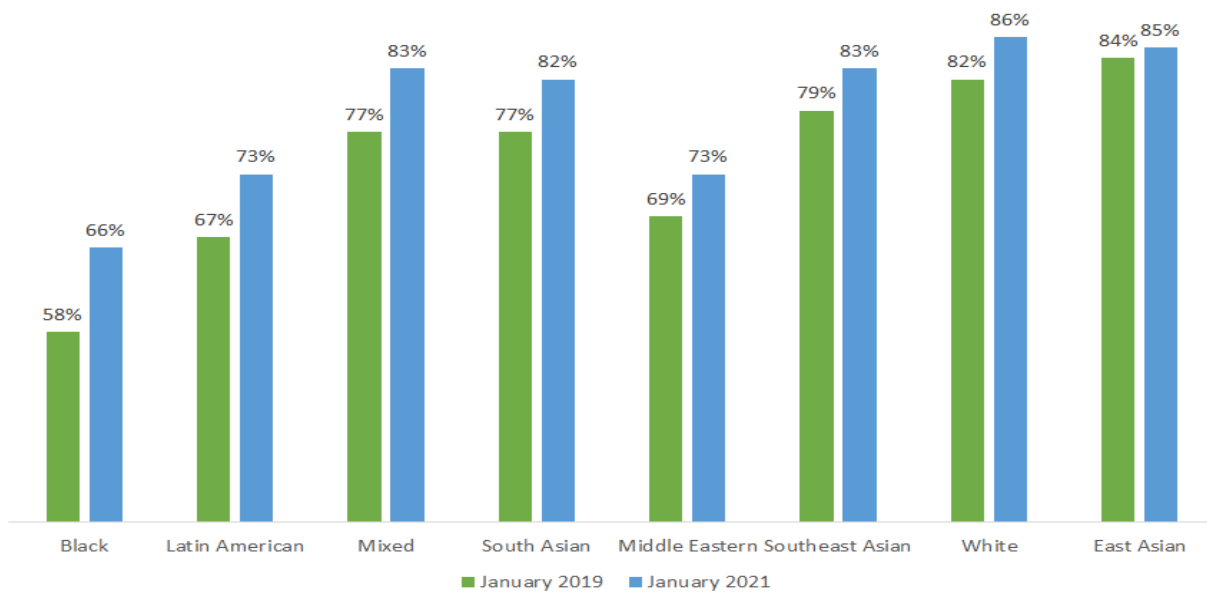


Figure 9. Students in Grades 1 to 8 At or Above Level 3 in Reading on January Report Card by Race





*“I love the virtual school, teachers are nicer and way more supportive than my in-person school. They actually gave fair marks, unlike my day school teachers that just marks you randomly without even knowing how you progress and how comfortable you are with the subject. Also, my peers are way more friendly than in-person school, I actually can focus more online rather than in-person school, mostly because in my school there are a lot of bullying going on and my surrounding just kept on distracting me from learning and focusing. I hated it and I extremely DISLIKE my school, which is why I hope the virtual school can last longer.” - TDSB Student*

Both Figures 8 and 9 describe students at or above level 3 in Reading as a proxy for achievement across subject areas. When looking at students from different demographic experiences, the students who have historically struggled in demonstrating a level of learning success that aligns with their potential, have improved at significantly faster rates than students from higher SES backgrounds who have historically experienced relatively more success in the TDSB. As an example, when comparing students from pre to mid-pandemic report cards, Black students are improving at twice the rate of White students and eight times the rate of East Asian students.

While an argument can be made that at 66% of Black students achieving at or above level 3 in Reading (up from 58%) there is far more room to grow compared to, as an example, 85% of East Asian students reaching at or above level 3, there are other possibilities in explaining these improvements. Class sizes were more likely to be smaller for Black students going to schools in person -- given their over representation in schools that had much higher amounts (e.g. 46% of all students from MSIC schools registered for virtual learning) of students choosing to go to virtual schools this past year.

A Youth Action Research Project, sponsored by a partnership between Dr. Carl James, Jean Augustine Chair in Education, Community, and Diaspora and the Centre of Excellence for Black Student Success, in which educators and researchers partnered with Black secondary students in using applied research tools in order to study their and their peers experiences in secondary schools and establish recommendations for policy and practice that might enhance Black student engagement. One study described the energy Black students often have to exert in dealing with microaggression and other forms of racism by both other students and educators in day to day school experiences. The digital learning environment that characterized much of schooling during the pandemic and the separation of the social setting of schools may have provided different opportunities for Black students to succeed.

In support of these possibilities, there have been growing responses across the US (e.g. of similar phenomena in which Black families have opted out of in person learning for their children for a variety of potential reasons including, amongst others:



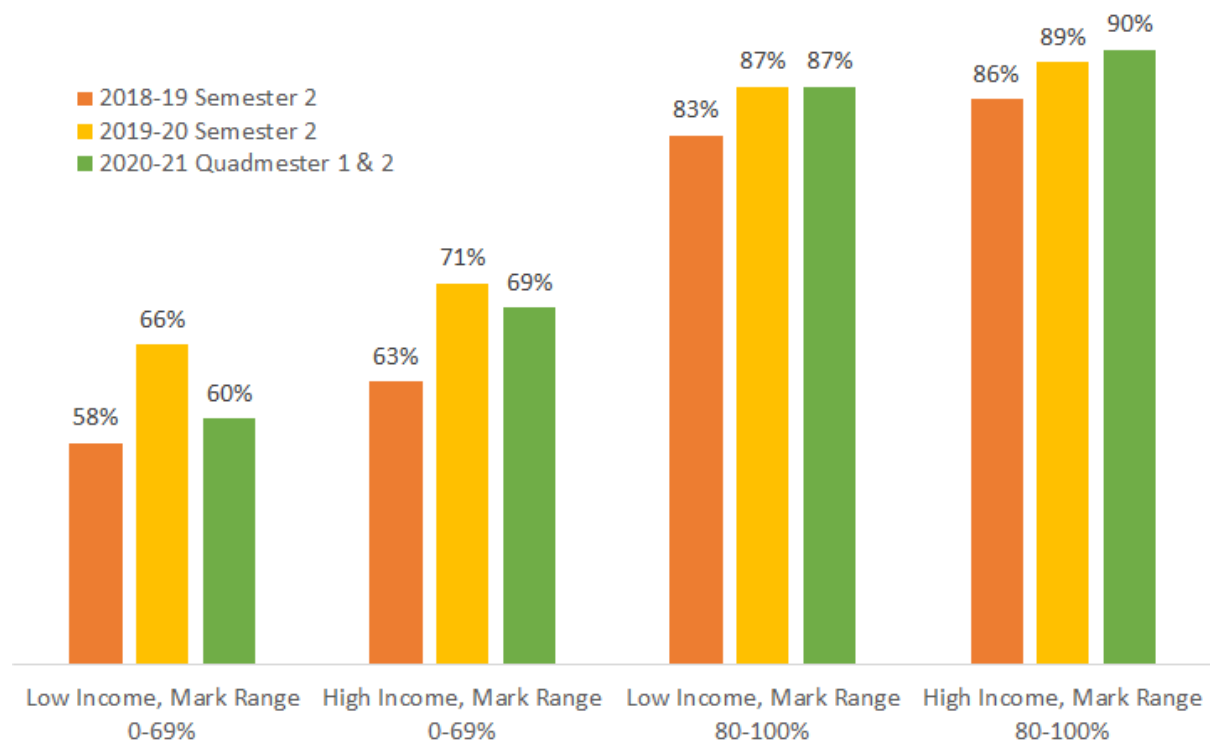




- having more influence of the immediate learning experience through the transparency of the digital medium between teacher
- learning in the homes digitally insulates students from the instance social spaces through which microaggressive and macro-aggressive racist behaviours occur in schools (e.g. racial profiling among other things).

Regardless, the improvement rates across the different populations of students that have struggled to be successful historically in the TDSB is an area that needs careful consideration in order to reinforce any positive conditions that may have occurred during this time through partnerships, collaboration, relationship building, and understanding of prior knowledge and experience of students coming back to school in person.

Figure 10. Credit Average Course Marks for a Cohort of Students in 2018-19, Semester 2, Before and During the Pandemic for Different Achievement Ranges and SES backgrounds





This analysis has detailed very interesting system level data that often seem to contradict or confuse some firmly held beliefs in relation to the connections between achievement and social and economic circumstances of students. Students who have experienced less success in school historically are improving at faster rates than students who have experienced more success. Near extreme levels of reported unhappiness and loneliness, and loss of hope from students is coupled with their reported continued persistence in their learning experience that is also coupled with system wide levels of improvement in almost all outcome measures available to evaluate.

That said, Figure 10, provides a system wide view of school outcome or achievement having a potentially more powerful predictor of success than demographic circumstances and varied life experiences. The chart shows relative growth during the pandemic as it pertains to two different student populations divided by their average credit course achievement before COVID-19 began. In comparing high achievers (80-100 course average) pre COVID-19 with middle or lower achievers (0-69 course average), achievement matters more in predicting future achievement than any socio-economic factors associated with these students.

At the outset of the pandemic, achievement rose across the system (the yellow bar in the chart) due to the suddenness of the onset of COVID-19 in March of 2020 and the commitment system-wide that this disruption would not harm students' ability to be successful. This changed subtly at the beginning of the following year as the program of learning in schools shifted, sometimes significantly, to deal with the new normal of operating in a pandemic.

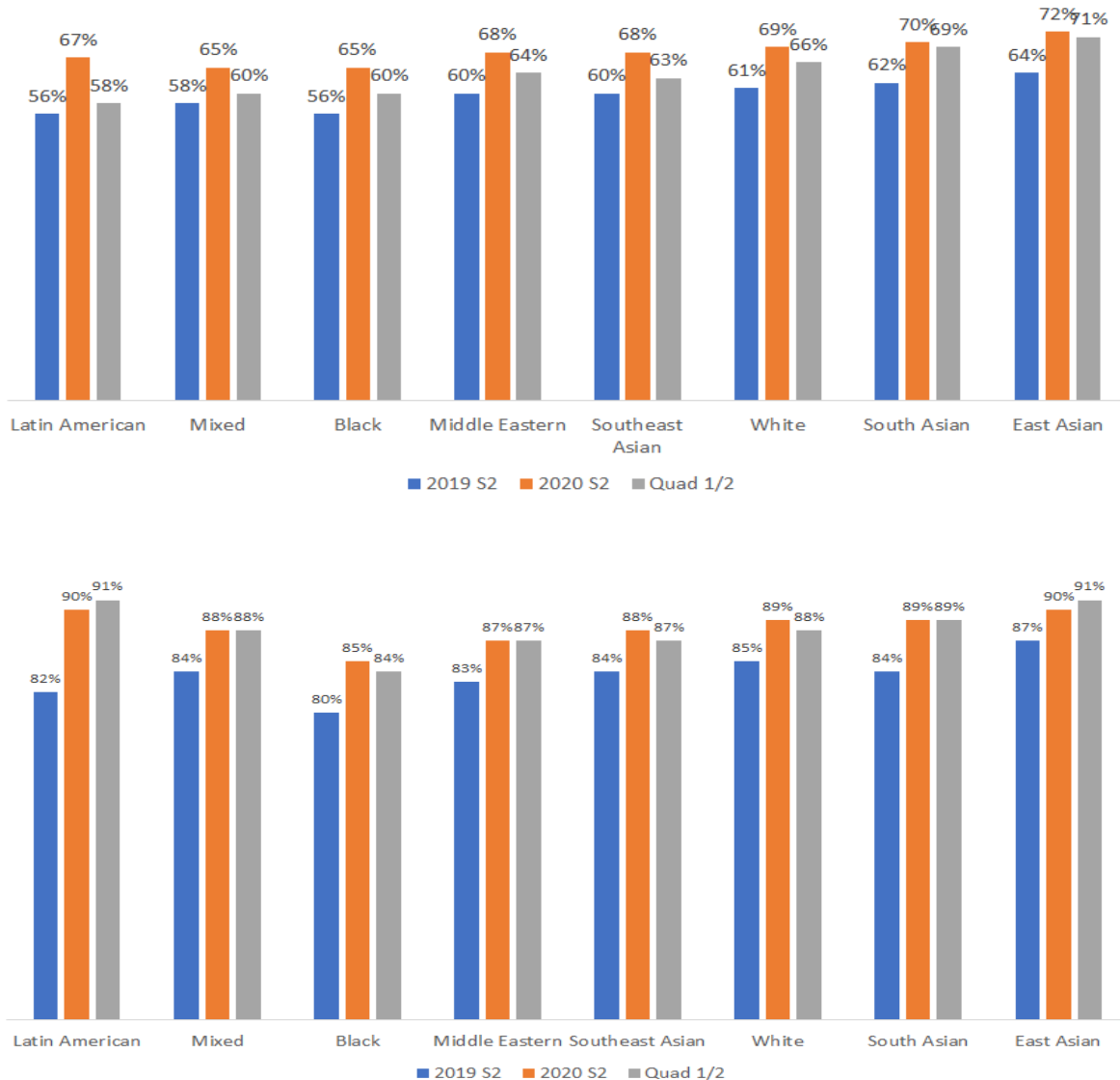
The comparison between the first grade averages in the pandemic with the average of the first two quadmester cycles (green bar in chart) examines whether the system wide rise at the outset was maintained the following year. Figure 10 shows that the results are maintained for high achievers regardless of demographic factors and as the subsequent slide shows, race.

However, for middle achievers and low achievers in relation to course averages, the rise experienced at the outset of the pandemic is not maintained. For example, students that identify as Latin American and had a 69 and below course average dropped by almost 10 percentage points from the start of the pandemic to the second Quadmester reporting period in early 2021. The chart shows the importance of experiencing success in school as a predictor for future success as well as successful resilience in facing challenges. Together, the charts suggest the importance in focusing on thoroughly understanding prior knowledge and experience of students, re-building successful relationships, leveraging digital opportunities that the pandemic forged, and expanding capacity to use good formative assessment capacity in weaving existing learning with new learning experience.





Figure 11. Credit Course Average Change Throughout the Pandemic for Students Achieving credit averages of 69-0 and 80-100 by Race



As per the discussion that precedes, the charts above show a similar dynamic of the value of high achievement in maintaining learning success in schools. Where students achieving at 80-100 before the pandemic were able to maintain the rise in course average, students achieving between 0-69 struggled to maintain the rise initially experienced. Work in Pathways starting at late elementary to start focusing on student success in late elementary seems critical.



Figure 12. Distribution of Accumulated Credits by Students in Year 4

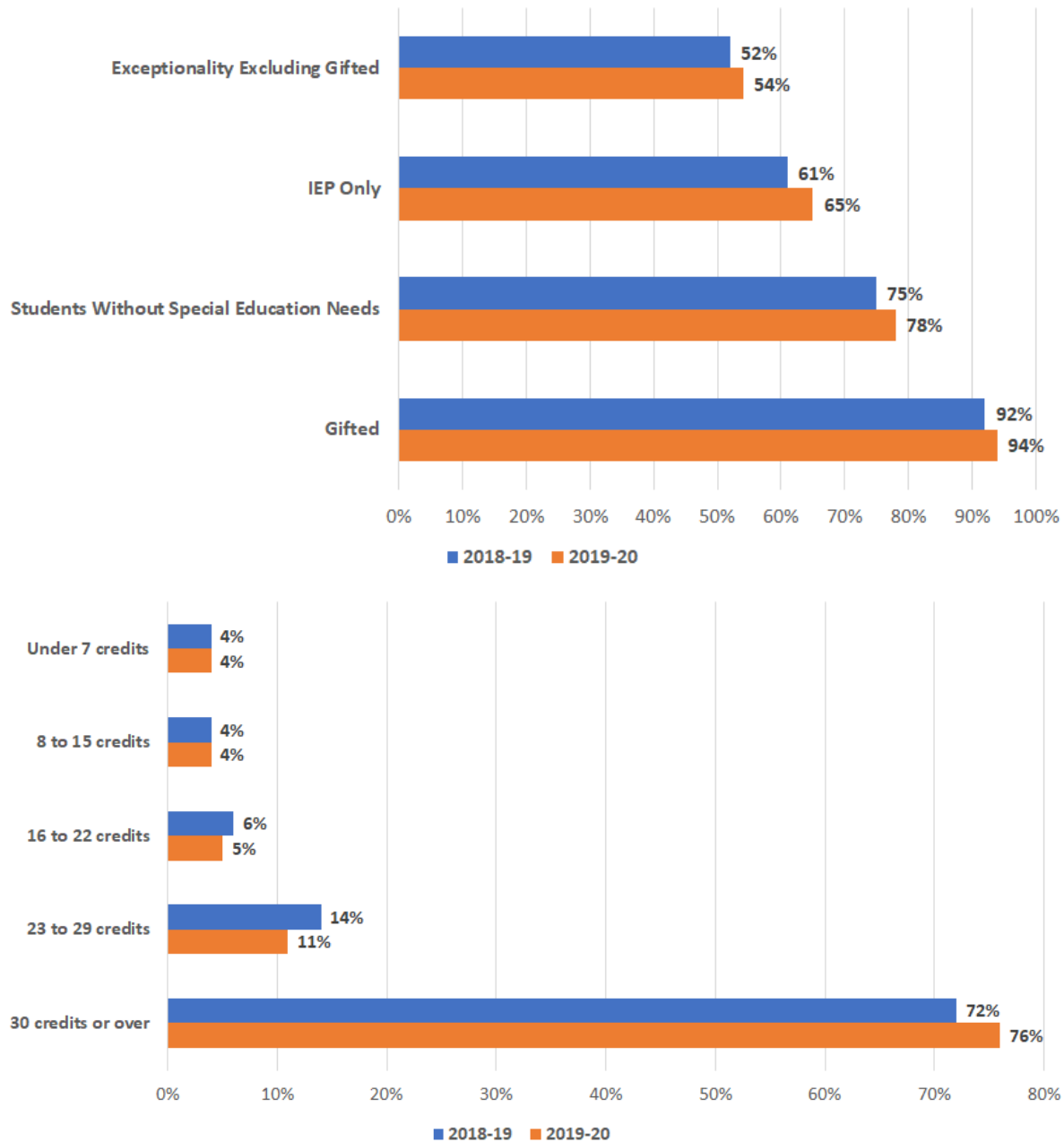


Figure 13 wraps up the system analysis by describing graduation. Similar to earlier discussions, the distribution of credits for four-year secondary school students is in line with other data that show the system-wide increase in percentages of students having higher rates of success. In this instance, while all students show some improvement, the student population with the largest improvement were the most historically marginalized in pre-pandemic schooling.





## **Preparation for September 2021 and Targeted Intervention Plans**

The report has been divided into sections that address the areas of focus for the year ahead, based on the data provided above and where staff plan to implement targeted interventions. These areas are all interrelated and are key to the post pandemic back to school recovery plan.

- Building Relationships and Enhancing Belonging
- Use of Play/Outdoor Play
- Honouring Skills/Knowledge Gained During the Pandemic
- Assessment for Learning/As Learning
- Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
- Staff Collaboration
- Digital Tools for Engaging Students/Families
- Virtual Learning 2021-2022

While this report outlines some of the important work that will be underway immediately in September, once staff and students are back together and connecting in-person, staff will have the opportunity to better understand where students are at in terms of their learning, mental health and well-being and in other areas. Based on this day to day interaction and ongoing evaluation throughout September and October, it will be important to remain flexible and acknowledge that these plans may need to shift or change. We must be prepared to adapt plans to address any newly identified gaps, changing circumstances and/or in response to emerging data.







## **Building Relationships and Enhancing Belonging**

*“This year was good but I miss my friends. I miss my school environment. I miss being happy. I miss high fiving teachers in the hallway. I miss smiling. As you can see I strongly dislike online school but if possible can have in-person learning again.”*

- TDSB Student

*“...most of my high school experience is getting washed away due to me not allowing to go back to school, I can’t do sports, see my friends in person, make memories with the staff and students it feels like a complete mess.”- TDSB Student*

Following what has been a challenging period of time for many, it is important to begin building new relationships and to focus on rebuilding and strengthening existing relationships within the school community that may have changed over the course of the pandemic. This includes all relationships: student/student, student/staff, staff/staff, and schools/families/communities.

As staff, students, families and school communities begin the 2021-22 school year in September, everyone will be returning after being away for a period of time. For some it will have been a few months, while others will be returning after a more significant time away (e.g. virtual school staff and students).

Intentional planning for students with special education needs, students in French programs, and English Language Learners will be important. Providing an opportunity to meet with staff prior to school reopening will help with welcoming students and families back to school and establishing and enhancing belonging. Some students with special education needs, students in French programs, and English Language Learners may require additional support to re-learn and adjust to new routines associated with public health measures.

Educators, staff, students and families must work together to create a positive school and classroom climate that fosters the mental health and well-being of all students. Students must feel supported and integrated into a dynamic, responsive learning environment which validates their lived experiences. Educators must prioritize the rebuilding of positive relationships with students to understand their strengths, passions, and curiosities in order to identify effective teaching and learning strategies. A differentiated approach that honours their identities and lived experiences is instrumental in building and sustaining effective, responsive relationships.

Students will be returning to learning in a model that, although may be similar to the 2020-21 school year, is still unlike the typical environment that they are familiar with. Building a positive and welcoming school community means embedding the principles





of equity and inclusive education in all aspects of the learning environment. Intentional initiatives must also be designed at the system and school level that support the well-being and sense of belonging to the school community in direct response to the student, community and staff voice. Building a welcoming school environment requires an ongoing, comprehensive and collaborative effort on the part of everyone involved. All students should feel valued and connected to others, while educators and schools prioritize re-establishing relationships and building strong connections with students and their families in a positive manner.

The focus on mental health and well-being must be at the forefront of academic learning, especially during this time of consistent uncertainty. A positive, constructive, relevant and respectful classroom will contribute to mental health. In order to help reduce student stress, anxiety and fear, educators, staff and administrators need to be consistent in providing a welcoming, reassuring message of “hope” to all students. When students “see” and “hear” that adults have come together as a harmonized system, we are providing them with the reassurance that supports their sense of safety and well-being. Students will respond better to a planned re-entry with routines and structures in place. With young students, their ability to express emotion can help them to understand and articulate how they are feeling and make it easier to discuss.

Culturally relevant and responsive pedagogy and practices will allow student voice and choice to drive instructional design. Centering student voice and identity in all curriculum areas is essential for creating conditions that foster well-being and belonging. Opportunities for meaningful integration across all subjects will support teachers with planning as well as students with making connections to big ideas and questions across the curriculum. As we return to school, seeing students as social beings and knowledge producers with rich histories is as important as ever.

### **Use of Play/Outdoor Play & Experiential Learning**

*“School to me is not a happy place anymore. It’s more of a stressful environment no matter if you join clubs etc. It’s almost like a burden because of everything going on right now. Nobody wants to do anything but because of course some of us are in Grade 12 we have to graduate to go to post-secondary school. Many people I know are sad, stressed out and bored and it keeps getting worse the longer we stay home. We don’t feel like ourselves anymore and everything feels out of place.” - TDSB Student*

*“Teachers play a huge role in how students are feeling. My math and biology teachers were some of the best teachers I ever had because they had positive attitudes and actually cared for their students. They helped me be able to succeed in an accelerated course that takes 5 months to learn normally. They made virtual learning much more bearable and less stressful.”- TDSB Student*





Play is a vehicle for learning and rests at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play is an optimal context for enabling children to work out their ideas and theories and use what they already know to deepen their understanding and further their learning. Educators' planning and programming reflects the belief that all students are competent and capable of complex thinking, curious and rich in potential. Intentional play and inquiry are interconnected pedagogical approaches and are essential for children's learning from their pre-school experiences, and throughout elementary and secondary programs.

Play is typically described as student-directed, voluntary, internally motivated, and pleasurable. Play has mainly been associated with early years education (Ortlieb, 2010). However, educational researchers contend that play is not just for early childhood; it takes place in all classrooms. This includes classes in which students engage in discussions, group work, creative writing or critical thinking (Ortlieb, 2010). Play is not the exclusive domain of early childhood. It is dynamic and extends across development, beyond the early years. With the uncertainty caused by the COVID-19 pandemic this past year, play opportunities are vital to helping children make sense of their experiences, problem-solve, reconnect with their peers, and promote their own well-being (Focus on Play, June 2020). And thus, play is important to consider with the opening of schools after COVID-19 (McNamara et al., 2021, as cited in Parrott & Cohen, 2021). In addition to developing a variety of cognitive, social, emotional, and physical skills, play is important for the mental wellbeing of children at all ages. "As our world is constantly changing, play is significant for children to have a joyful channel to reduce their anxiety that comes with change" – such as COVID-19 and learning in a pandemic (Play Wales 2020, p.4).

The return to school in September will be an opportunity to capitalize on outdoor learning to explore creativity, inquiry and team building opportunities, and play while making deeper curriculum connected experiences.

### **Honouring Skills/Knowledge Gained During the Pandemic**

*"Maths & Sciences are the hardest part since we don't actually learn anything, rather just do what we have to for the next assessment. Teachers give roughly 2 quizzes/week or a quiz & test/week, and that is mentally taxing, especially online without the same level of human connection to energize us. I'm not sure how I would optimize that so it's a fair balance, but I thought I'd let the reader know that this is a VERY common student struggle. Every student that I know who has a Math/Science course has the same issue."* - TDSB Student





It is important to acknowledge that all students have had a wide range of experiences during the pandemic. Our focus during the 2021-22 school year will be to honour the skills and knowledge gained during the pandemic and to bridge learning experience and opportunities gained in different learning environments.

When educators get to know their students and build trusting relationships, they are better able to co-construct quality learning experiences that reflect an asset-based view of the student, the family and the educator. Students use their home language as a foundation upon which to build knowledge and skills in the new language. When the use of home language is encouraged by teachers and parents/guardians, students develop cognitive flexibility, making connections between what they know and what they are learning.

Similarly, for students in French language programs, it is essential to use French during classroom activities. For many students, exposure to French during class is the only contact with the target language. Educators employ effective scaffolding strategies to ensure understanding and develop proficiency, such as the use of visuals, graphic organizers, concrete materials, think aloud, and modeling.

Professional Support Staff will continue to work closely with schools and families in support of student learning. As part of school teams, they will continue to create connections between and amongst schools to support and strengthen student learning and a balanced positive mental health environment.

#### Knowledge Gained Through the Pandemic:

1. Family and community are key to the teaching and learning process and should be contributing members of their child's learning experience.
2. Responsive Relationships: Seeing students as competent and capable helps students feel a sense of belonging. Listening, observing and responding to student interests, strengths and curiosities provide students with voice, choice and agency.
3. Play-based Learning in a Culture of Inquiry: focusing on playful and experiential learning experiences that promote autonomy and choice and increased opportunities for student ownership of learning through inquiry.
4. Student Engagement, Voice and Choice: establishing learning opportunities that support self-directed learning based on strengths and areas of interest.
5. Small Group Instruction: intentional time for collaboration with a small number of students increases opportunities to co-construct learning and assessment.





6. The Learning Environment: students seeing themselves, their lived experiences and identities represented in their learning and in the materials and learning space is critical. The fluidity of learning must be honoured both indoors and outdoors.
7. Assessment Process and Pedagogical Documentation: students and families being contributors to documentation and being actively involved in the process of noticing and naming their learning and providing voice to their thinking.
8. Collaborative Learning Communities: extending beyond the class virtually to connect and share best learning practices with colleagues and interprofessionals to support student learning.
9. Leveraging Digital Tools and Assistive Technology: using tools to support instruction, teaching, communication and connecting.
10. Differentiating Transitions: recognizing that students require different time, space and materials as we support their transition and remembering that schools must be ready for students not students ready for school.
11. Create Conditions for Risk-taking: a supportive environment that promotes confidence and risk-taking in the target language and/or home language as skills are transferable.

### **Assessment For Learning/As Learning**

*“I have learned how to communicate with parents that assessment is about the process of learning and not merely the product. I have learned how to adapt programming to give learners more of an opportunity to stay online and play/work with us (even during asynchronous times) so that we have more opportunity to engage with them and ask questions. I have learned how important it is to include time to showcase and notice and name the learning that is happening.” - TDSB Educator*

*“As a grade 11 student, I am definitely gonna be in trouble next year for courses like chem, functions, physics, English, pretty much all my courses because I realize that the current marks I have or have achieved this year are not a full representation of my knowledge and skill of the material in each course. Almost all courses have cut down their curriculum so all of the students are learning less than what they should.”*  
- TDSB Student

Assessment and instruction are inseparable actions. It is important to continue teaching through an asset-based approach and resist the urge to immediately reteach concepts that we feel students should have learned earlier. Rather than beginning the school year recapping prior knowledge that will take up a significant portion of instructional time, consider assessing and teaching prerequisite skills right before the related grade-level







content. This just-in-time approach helps to improve student learning, deepen students' conceptual understanding and provides an accessible entry point to grade-level learning (Boaler et al., 2020; NCTM & NCSM, 2020).

A focus on multiple opportunities for intentional assessment *for* and *as* learning to determine student learning and identify next steps in planning is essential in supporting students as they return to school and must be prioritized before engaging in tasks for assessment of learning. The tasks in which students engage can also be intentionally chosen to maximize accessibility. Open-ended questions with a “low-floor and high-ceiling” allow students to demonstrate what they know, whether it is at the beginning, middle, or end of a learning unit.

Teachers observe and listen to all students and then responsively shape instruction in ways that will foster and deepen students' understanding. Teachers can effectively program for students by differentiating their instruction and assessment practices. In doing so, all students gain access to questions and tasks, and develop preferences for learning in ways that individually make sense to them. Learning involves a continuous process of students making connections between what they already know and new material. The process is uneven and varied; most students grow their understanding in non-linear pathways. Regular feedback to students and communication with families on student progress remain essential in creating a positive and welcoming learning environment in the school and in the classroom.

The rate of progress during this school year has differed from previous years and students will be returning to school with a wide range of knowledge and experiences in non-traditional areas. When planning, it is important that we continue to respond with flexibility, compassion and understanding of the unique needs and situations of students and their families.

### **Differentiated Supports For Those Who Have Had Greater Impacts From the Pandemic**

We recognize the uncertainty brought on by the pandemic, and that students may continue to experience transitions as they navigate the re-entry into school. Staff play a key role in welcoming and reassuring students, building trusting relationships, and connecting students to supports that are individualized to meet their needs, especially for those who have felt greater impacts of the pandemic.

Welcoming back and prioritizing mental health and well-being as we re-engage and integrate students who have been most impacted by the pandemic is essential. Intentional placement of Professional Support Staff in school communities, assessing needs throughout the school year for mental health and wellness supports and collaborating with school communities will strengthen school engagement.





All students can succeed given the appropriate support. Students have unique learning needs which may or may not have changed during the pandemic and educators and staff must work intentionally to create a class and school climate where students feel they belong and understand that learning happens on a continuum. Students learn best when instruction, learning environments and resources are reflective of their strengths, interests and areas of growth. The principles of Culturally Relevant and Responsive Pedagogy (CRRP) guides educators in cultivating equitable classrooms which recognize, respect and celebrate diverse identities and lived experiences.

Educators will lead with an equity lens and ensure the integration of anti-racism, anti-oppression and Indigenous perspectives in lessons, resources, and materials. They will collaborate to identify negative representations and elements that may cause harm to students, families and staff.

Universal Design for Learning (UDL) and Differentiated Instruction are an integral part of all classrooms. Educators will use UDL to design learning experiences that offer multiple entry points and appropriate supports to ensure success for all students. We must consider what will be necessary for some but beneficial to all in terms of teaching practice. "While Universal Design for Learning provides the teacher with broad principles for planning, differentiated instruction allows teachers to address specific skills and difficulties." (Adapted from Raynal & Rieunier, 1998) Educators should consider the "what", "why" and "how" of learning within the UDL context. Building learner profiles is a helpful way to learn about and document information related to their learning styles, specific needs, interests and what motivates them. The planning of teaching and the time educators allocate to students' activities must be sufficiently flexible to provide real learning experiences for all students, regardless of their performance level.

### **Staff Collaboration**

*"I appreciated the opportunity to come together as educators and learn from and with one another as well as dialogue about what we were observing in our classrooms. It was such a supportive environment."* - TDSB Educator

Throughout this learning programs and mindset have shifted to support being flexible and responsive to the dynamic situation that we are experiencing. Staff across the TDSB have developed innovative ways to interact and collaborate in new and different ways as they connect across the system for professional learning opportunities, including online crisis support, mental health and well-being counselling and groups, to better support all students. Staff are encouraged to engage in professional dialogue, collaborate to share strategies and tools, and build capacity at the school level to respond to local needs and ensure that all learners are offered innovative and effective





learning opportunities that are engaging, appropriate and support their continued learning journey.

Educators will continue to enhance their knowledge by engaging in job-embedded learning, collaborative inquiry and reflecting on how their identities impact their practice. This will be supported by ongoing professional development opportunities with TDSB staff and external community partners.

### **Digital Tools and Assistive Technology for Engaging Students/Families**

As schools and educators were invited virtually into student's homes during the pandemic, they gained a greater appreciation and deeper understanding of the wide range of contexts, relationships and opportunities that students experience in their home lives. Educators were able to scaffold this into learning experiences and build on relevant learning opportunities. They were also able to see firsthand the inequities that exist within our society and why the equity grounded work we are doing in the TDSB is essential.

The pandemic led to a considerable shift in educator practice and student engagement. As needs for learning and connection arose, new models of communication and collaboration have risen organically, driven by opportunities provided by digital tools and our need to support students, to make connections, and to create authentic and valuable experiences. For example, one exciting opportunity occurred at the Scarborough Outdoor Education School in Kearney where staff managed to bring the outside indoors and provided webinars reaching 100-700 students.

Students have gained a great deal of skills and knowledge related to the use of technology. This is not seen in only the ability to operate and manage systems but also in the way that they have been able to critically solve problems, analyse contexts and collaborate in virtual environments. As students and staff have worked with digital content, they have gained a deeper understanding of themselves as creators and consumers of information. Learning throughout the pandemic has meant that students, educators and families learned how to use new digital tools, improve their skills with tools they were already using, and/or use the tools in ways they never imagined! This now needs to be leveraged as we move into post-pandemic education and we must continue to capitalize on the use of digital tools in order to support the engagement of students and families in an equitable way.

Assistive technology is used to ensure that students have equitable access to the curriculum. Supporting students with the use of assistive technology devices and software is one of the ways in which we can make learning possible, more effective, and more efficient for learners. It is essential for some and beneficial for all. Many of the tools available to support learners in English (e.g. Read and Write Gold) are also





available for the FSL classroom. Tools like these have been invaluable for FSL, ESL, and students with Special Education Needs.

The pandemic has highlighted the importance of families as integral partners in the learning process. Educators have continued to engage families using a variety of tools such as Google Classroom/Brightspace, Zoom, email, digital newsletters, classroom websites/blogs and Twitter.

TDSB's Virtual Library also became a key resource during the pandemic not only for educators but for students and families. Prior to the pandemic, the Virtual Library provided resources that supported reading engagement and research for learners from K-12 as a complement to rich, school library collections and classroom resources.

During the pandemic, as libraries were closed and schools went entirely virtual, this tool stretched far beyond its original purpose and these licenced resources were used for wide ranging instructional and learning purposes. Teacher and student's use of these resources shifted from teaching about the Virtual Library to using it actively as a key source of content for instruction.

The Virtual Library continued to develop in response to the needs brought on during the pandemic, and as a result we added additional fiction and nonfiction titles, expanding the collections to include more books for reading engagement and pleasure reading, as well as, adding subject specific resources for staff, students, and families.

Moving forward, educators should continue to use these types of tools to strengthen relationships and foster collaborative relationships with families. In choosing tools, educators should consider the needs of the families in their local school community.

### **Virtual Learning 2021-2022**

*"At times, connecting between my home school and virtual learning has been confusing, but reaching out has helped make everything clearer. I have had nice teachers and am comfortable in my classes. I would like to say people are making the best of things; quadmesters speed everything up, but I haven't felt as if my learning has been compromised."* - TDSB Student

Throughout the 2020-21 school year, TDSB educators worked incredibly hard to adapt to virtual learning and to make the transitions between in-person and virtual learning as smooth as possible for all students. However, multiple pivots between the two learning models presented challenges and virtual learning is a new format that worked well for some students and has been more challenging for others.

As teaching and learning shifted online and required the use of new platforms and





digital tools to engage students and families, staff had the opportunity to work together to build professional practice and establish best practices. This knowledge will be invaluable as we move forward into the 2021-22 school year and beyond.

Virtual learning provided an opportunity for TDSB to reimagine ways to engage and have families actively participate in meetings (e.g. Identification, Placement Recommendation Committees) to accommodate their lived realities and experiences. In addition, in a virtual learning environment we must ensure that families have access to communication and full documentations electronically (e.g. Individual Education Plan (IEP) Parent Consultation Letters).

At the Virtual Secondary School, staff found a variety of ways to involve students both in and out of the classroom in a wide range of experiences. The establishment of 32 clubs and special interest groups connected students from across TDSB, in some cases both from VSS and brick and mortar schools. The structure of the organizations gave voice to many students who had previously been silent. It is the intent of many of the teacher sponsors of the groups to continue building on the foundation in the coming school year to enhance and extend the TDSB-wide student connections.

Innovation and re-imaging ways of doing things, occurred with our oldest to youngest students. Digital tools were used to engage students in large groups, small groups, and individually. Our youngest students used tools like 'Flipgrid' and 'Pear Deck' to express their thinking. Many students worked with various departments, like Outdoor Education and Music to engage in learning like they had never done before. Virtual field trips, working with an itinerant music teacher, working with their homeroom teacher and support staff, all shifted to a virtual platform. The learning never stopped as educators found new ways to teach and students found new ways to learn and engage with one another and their teachers.

### **Next Steps**

This report is the first in a series of updates to be provided on the TDSB's COVID-19 Pandemic Recovery Plan. It includes the first set of data that has informed planning and preparation for the beginning of the 2021-22 school year.

As per Phase 2 of the Board motion, staff will report back twice a school year, in the spring and fall, to the Planning and Priorities Committee, beginning in fall 2021.





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# **TDSB Pandemic Recovery Plan 2021-22: System Views of Student Learning March 2020 to June 2021**

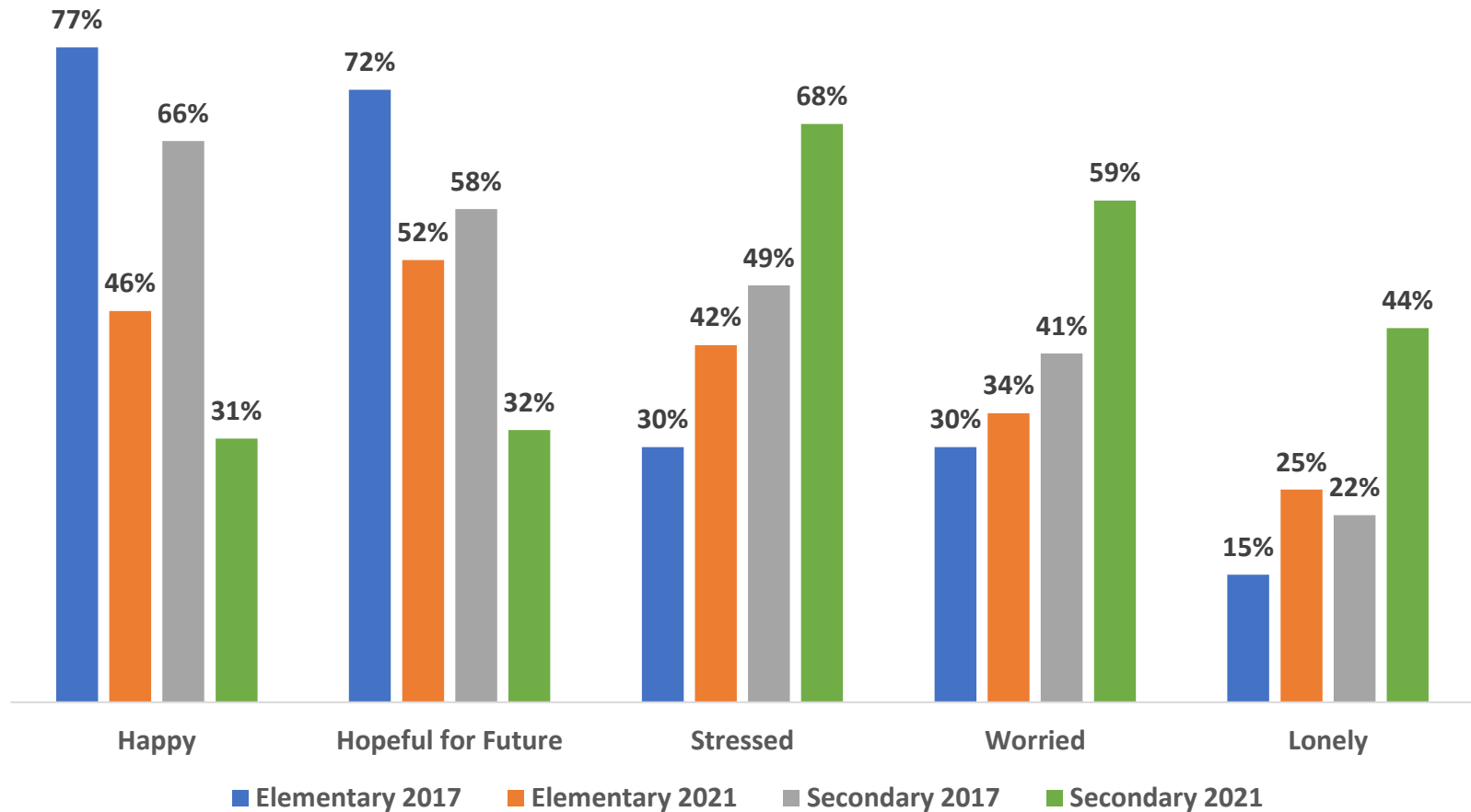
Planning and Priorities Committee  
Research and Development  
June 23, 2021



## 2020 Learning Opportunities Index (LOI) Clusters and Students' Ethno-Racial Background

Panel	Ethno-Racial Background	2020 Learning Opportunities Index (LOI) Clusters (Virtual School Students Mapped to Home School)		
		Low SES	Middle SES	High SES
Elementary	<b>Black</b>	<b>24%</b>	10%	4%
	<b>East Asian</b>	5%	<b>19%</b>	<b>18%</b>
	Indigenous	1%	1%	0%
	Latin American	2%	1%	2%
	Middle Eastern	7%	6%	4%
	Mixed	6%	7%	11%
	<b>South Asian</b>	<b>40%</b>	<b>32%</b>	12%
	Southeast Asian	6%	4%	2%
	<b>White</b>	5%	15%	<b>42%</b>
	Other	5%	4%	5%
Secondary	<b>Black</b>	<b>27%</b>	10%	5%
	<b>East Asian</b>	6%	<b>17%</b>	<b>17%</b>
	Indigenous	1%	0%	0%
	Latin American	4%	2%	2%
	Middle Eastern	6%	6%	6%
	Mixed	7%	7%	10%
	<b>South Asian</b>	<b>27%</b>	<b>35%</b>	8%
	Southeast Asian	11%	6%	4%
	<b>White</b>	8%	16%	<b>46%</b>
	Other	3%	2%	2%

## Students' Well-being Before and During the Pandemic (Responded "All the Time/Often")



Note: 2017 Elementary includes Grades 7 and 8, 2021 Elementary includes Grades 6 to 8

## Elementary Students Who Responded “All the Time/Often”

	2017 Census	Demographic Breakdown		
		Low SES	Average SES	High SES
Happy	77%	52%	50%	54%
Hopeful for the future	72%	49%	45%	46%
Bored	N/A	59%	57%	57%
Stressed	30%	40%	42%	44%
Nervous or Worried	30%	32%	34%	36%
Lonely	15%	25%	26%	26%

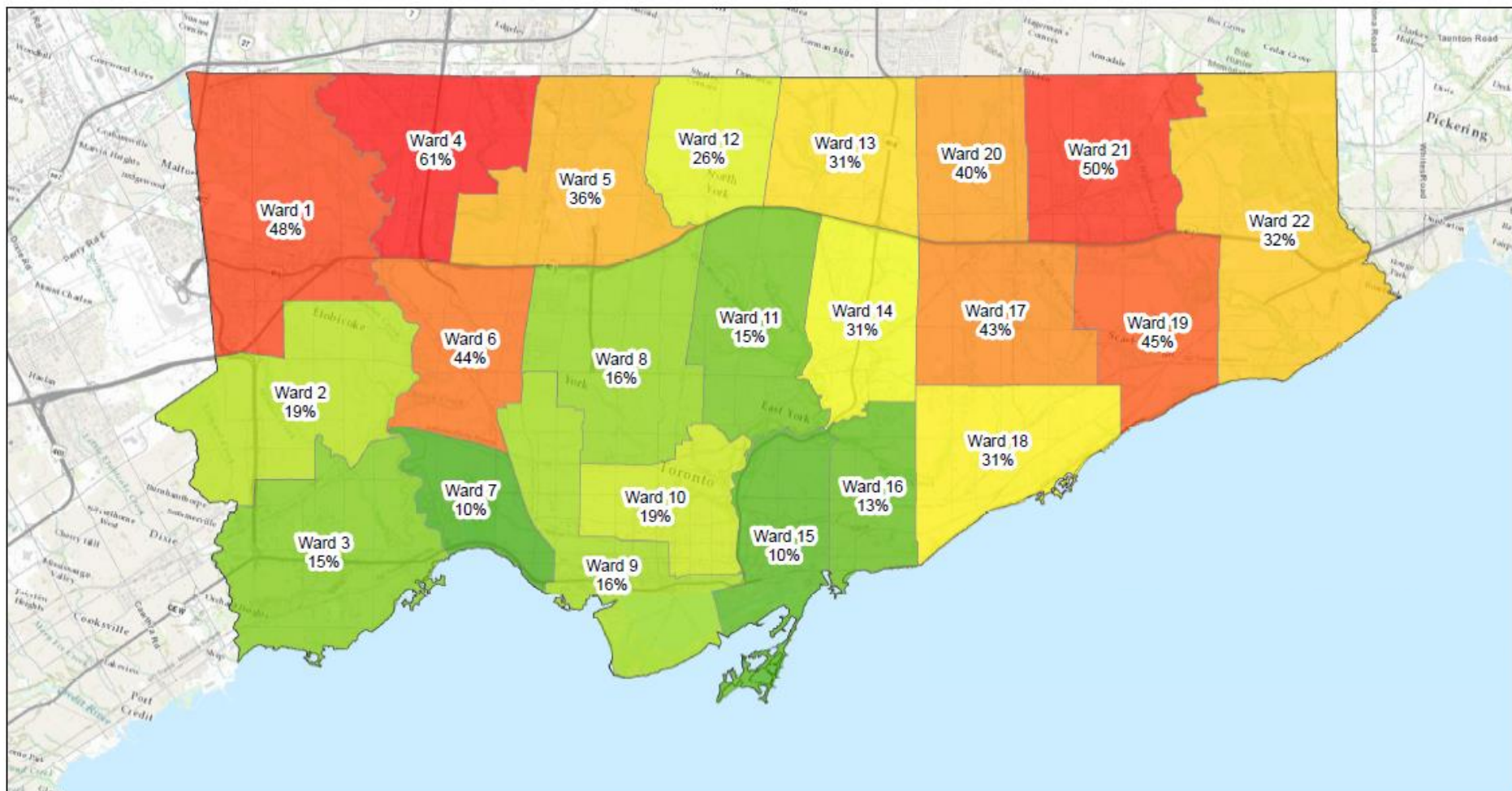
*Note: 2017 Elementary includes Grades 7 and 8, 2021 Elementary includes Grades 6 to 8*



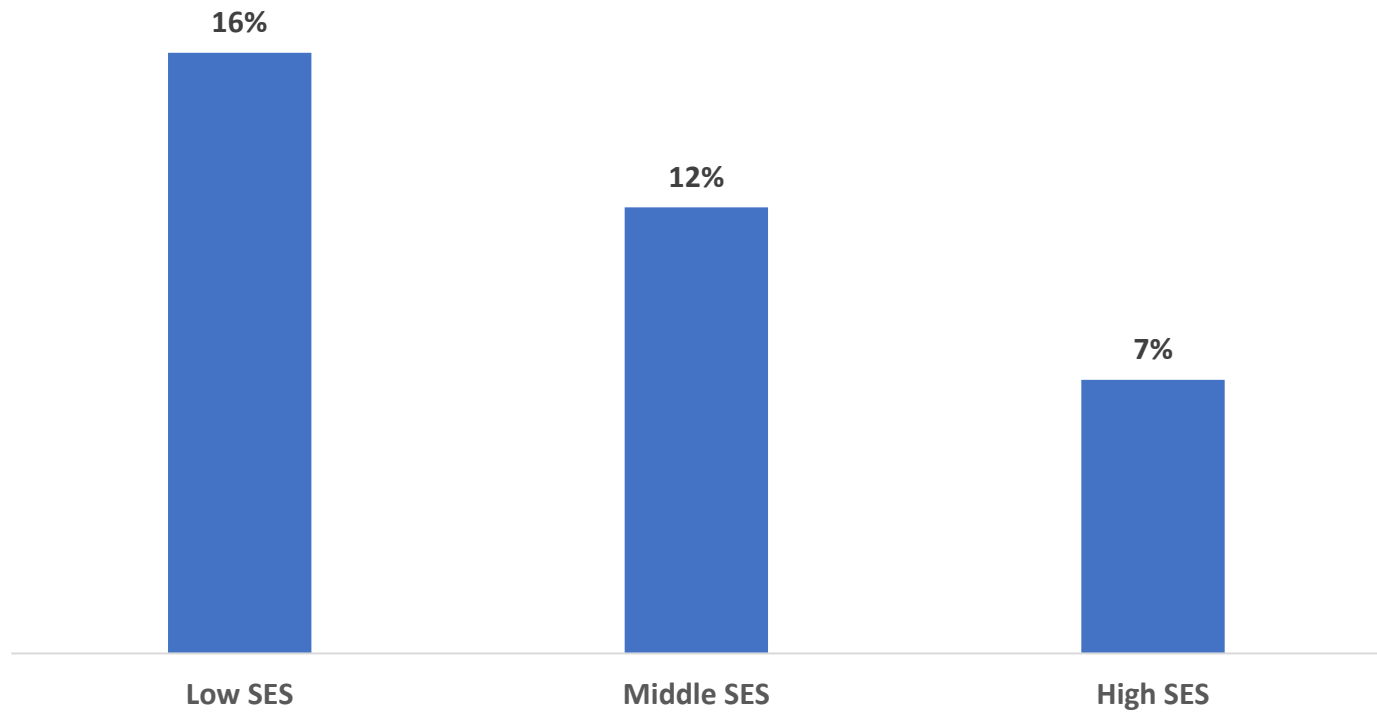
## Secondary Students Who Responded “All the Time/Often”

	2017 Census	Demographic Breakdown		
		Low SES	Middle SES	High SES
Happy	66%	33%	32%	31%
Hopeful for the future	58%	36%	31%	28%
Bored	N/A	67%	65%	67%
Stressed	49%	64%	67%	71%
Nervous or Worried	41%	52%	57%	62%
Lonely	22%	39%	43%	47%

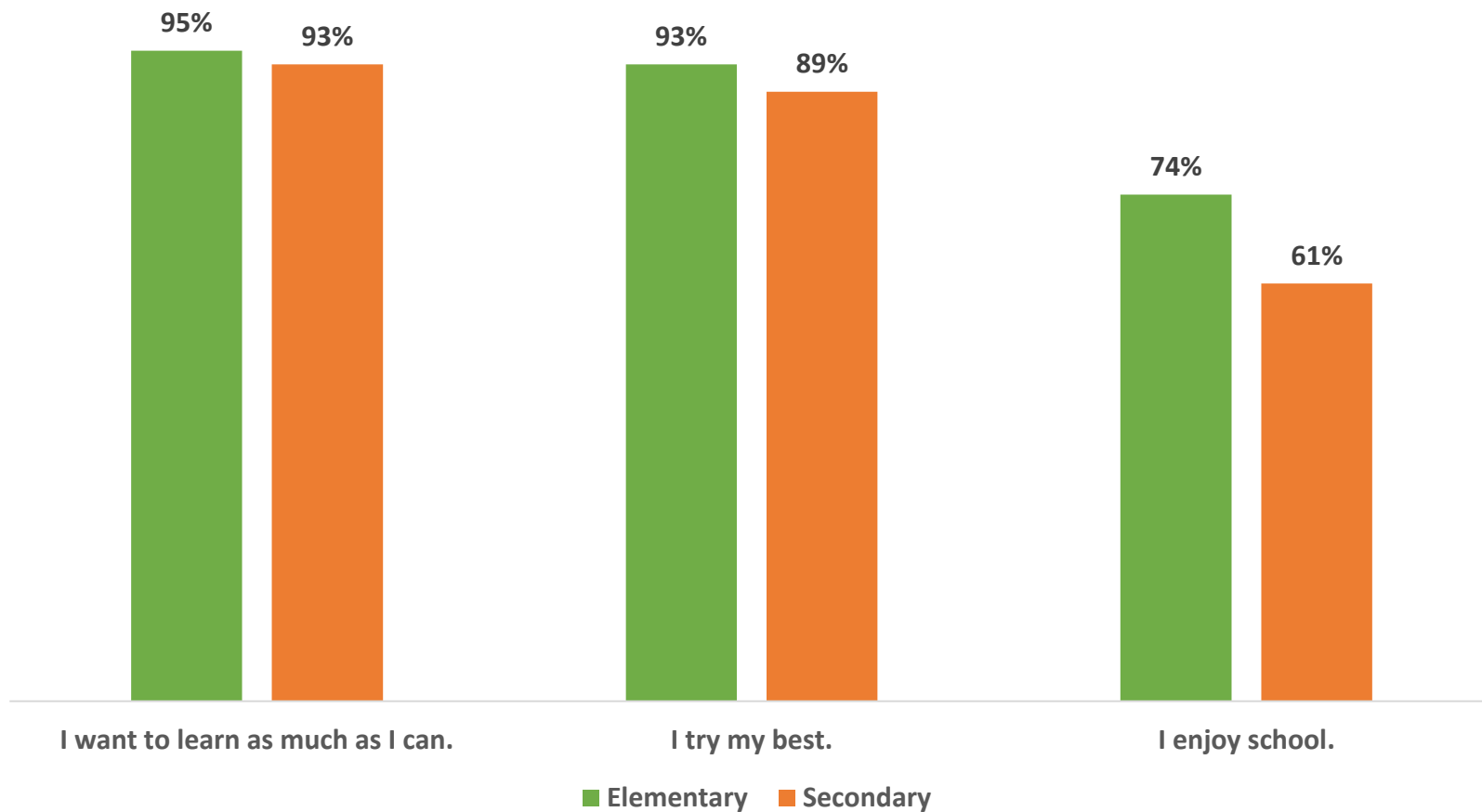
## Parents/Guardians Who Worry About Food Insecurity “Often or Sometimes” by Ward



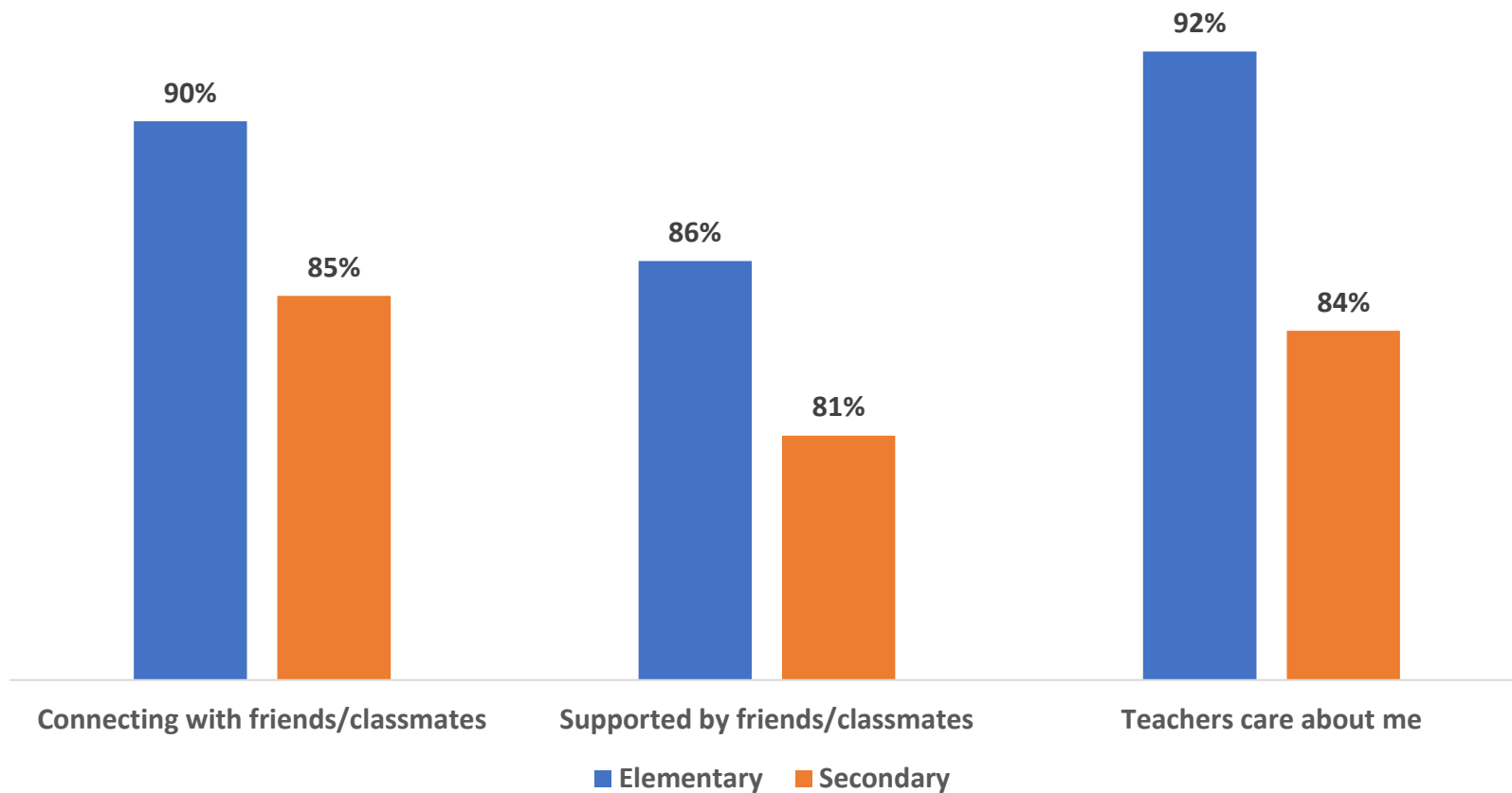
## Students Who Have to Share Devices at Home



## Students' Feelings on School Experience and Effort

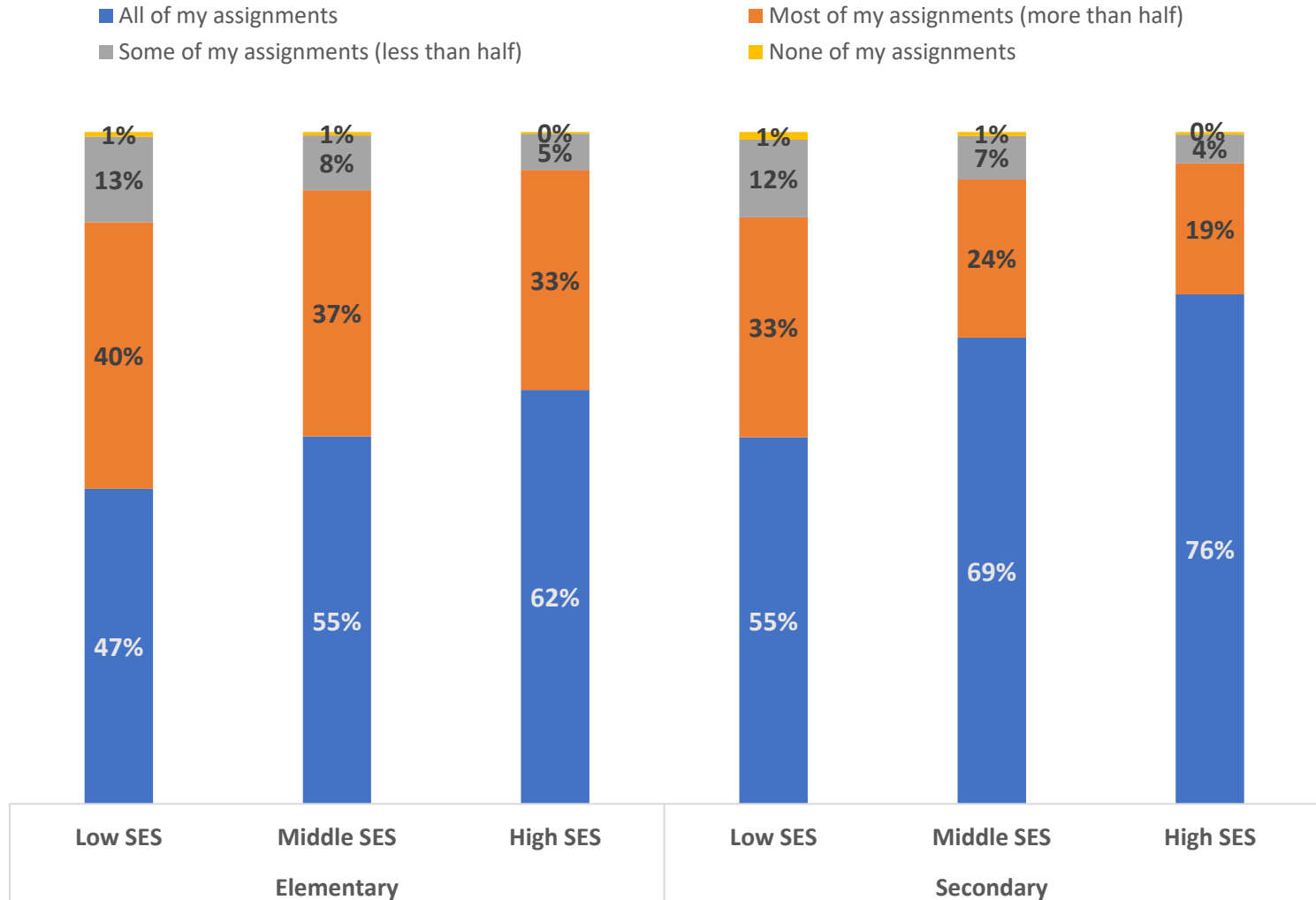


## Making Connections

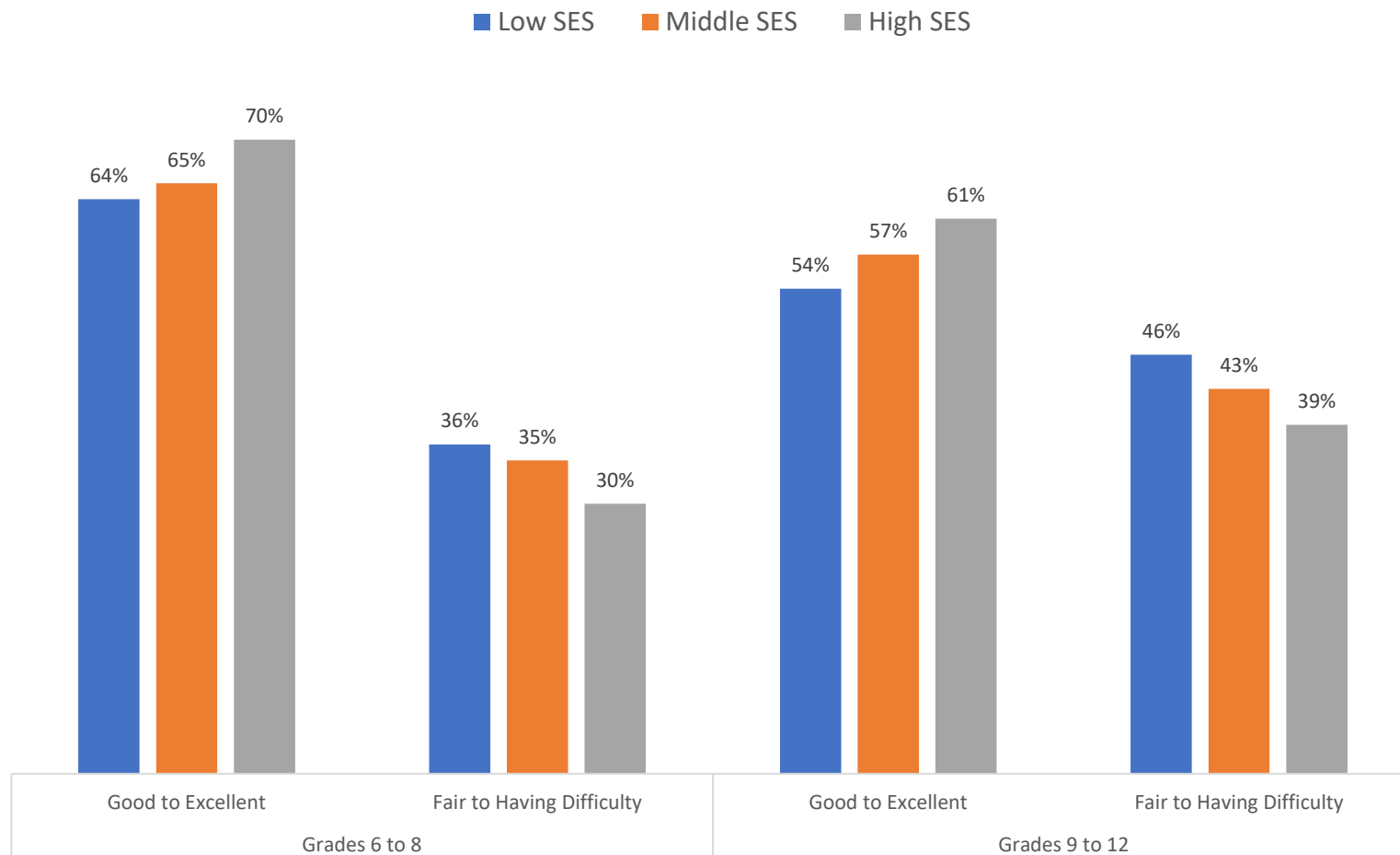




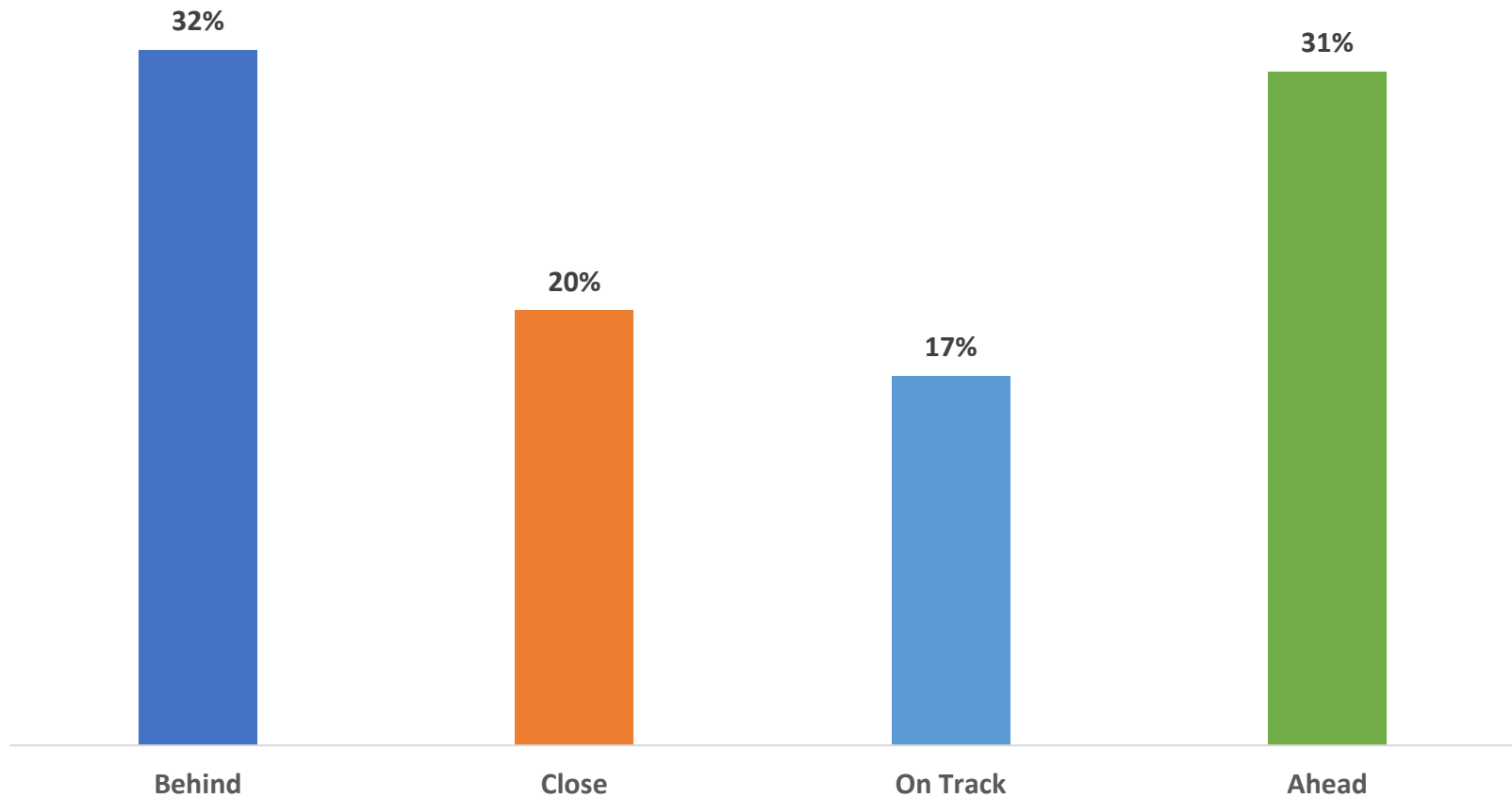
## Students' Ability to Complete Assignments



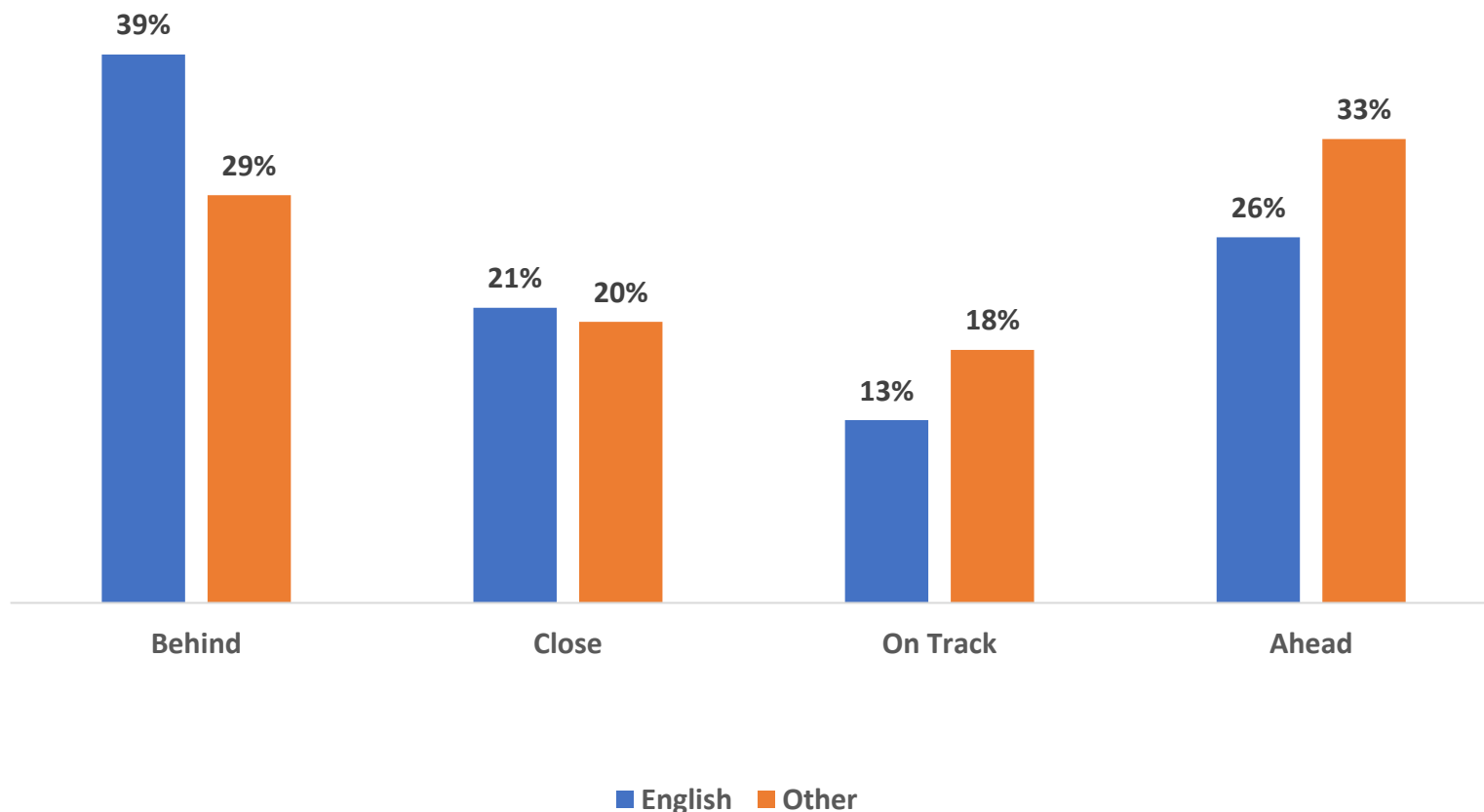
## Students Report on Their Learning Progress



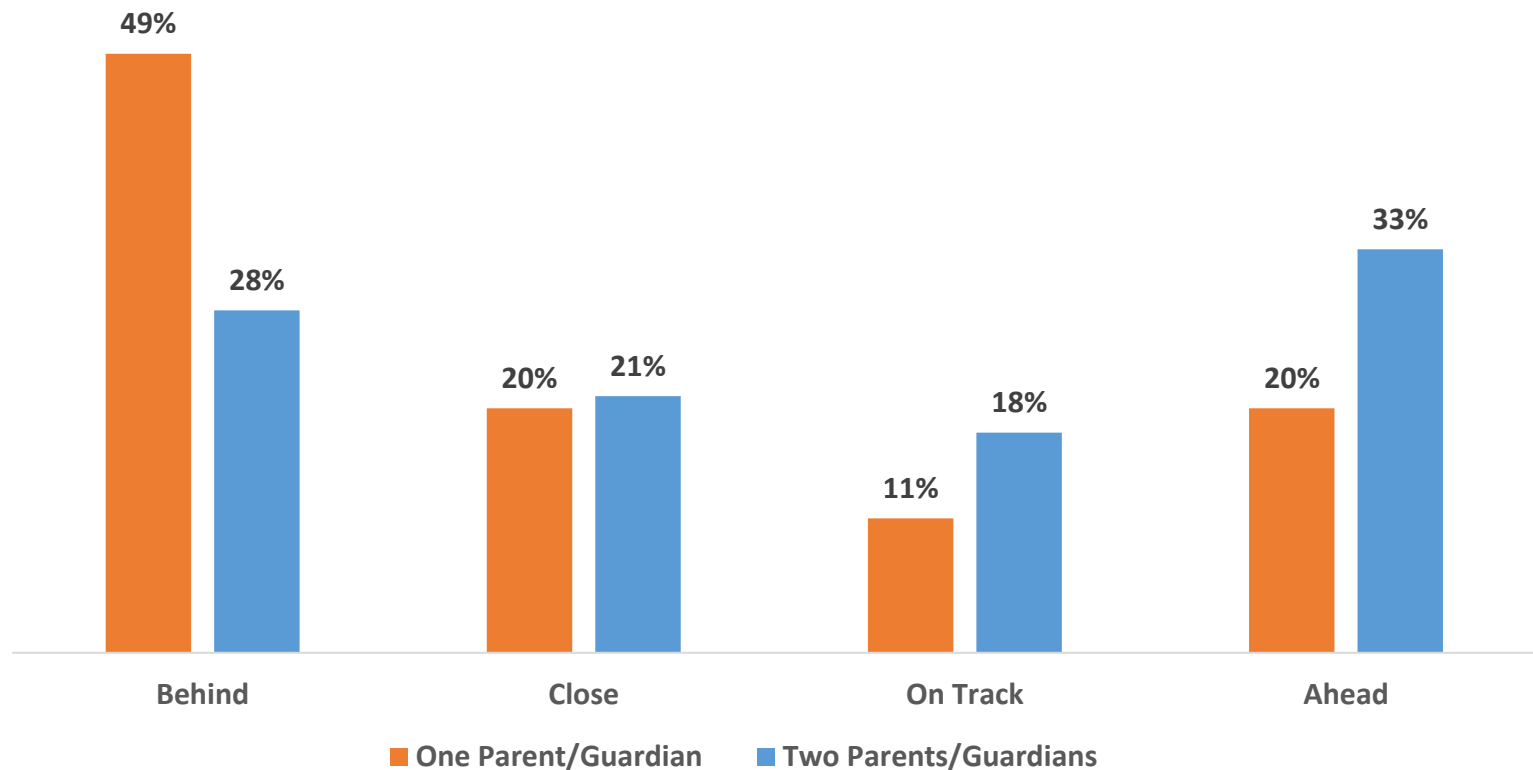
## Grade 1 Students on Track to Meet Grade Level Reading Expectations by June



## Grade 1 Students on Track to Meet Grade Level Reading Expectations by Language Spoken at Home

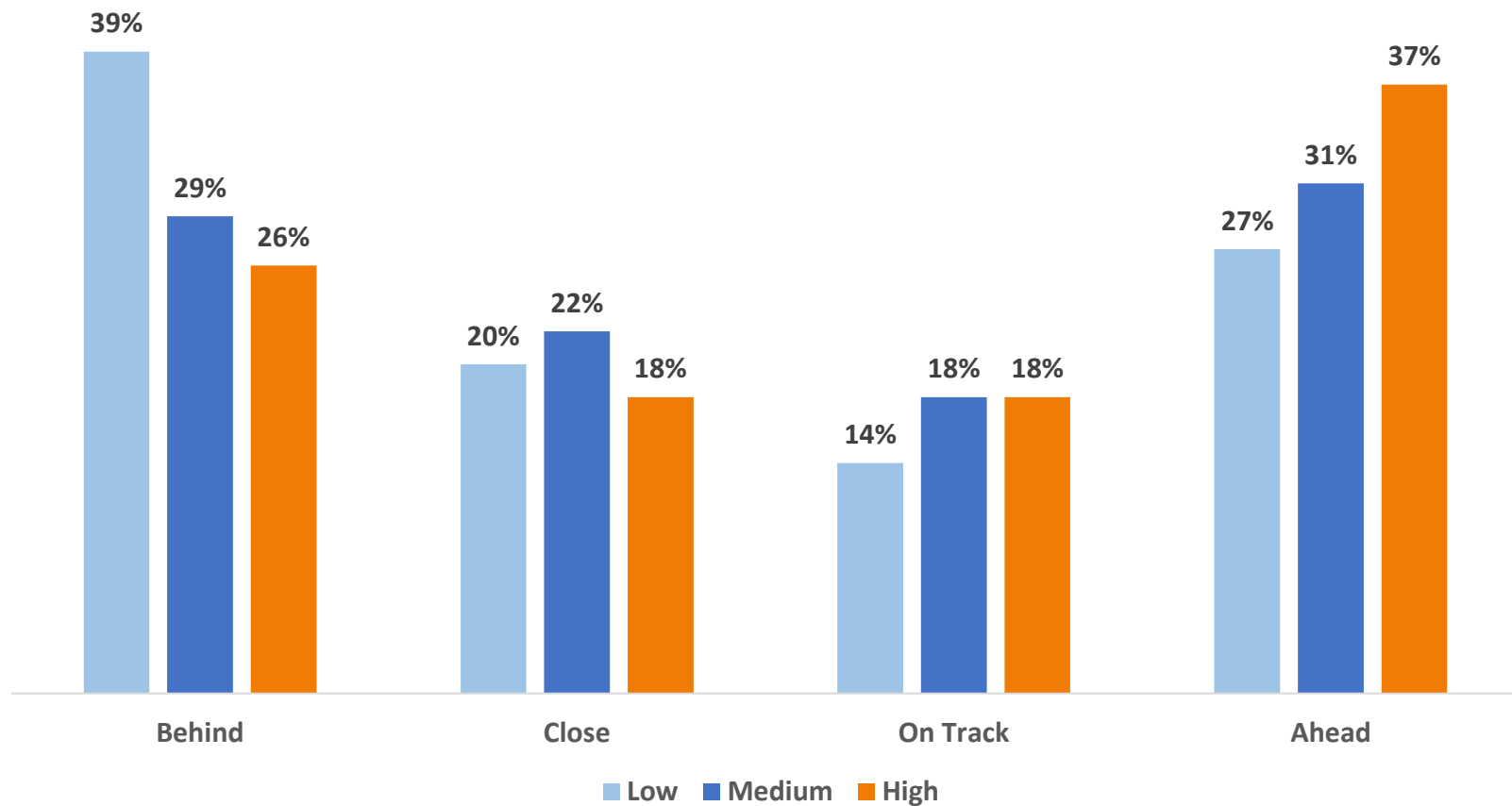


## Grade 1 Students on Track to Meet Grade Level Reading Expectations by Parent or Guardian Presence



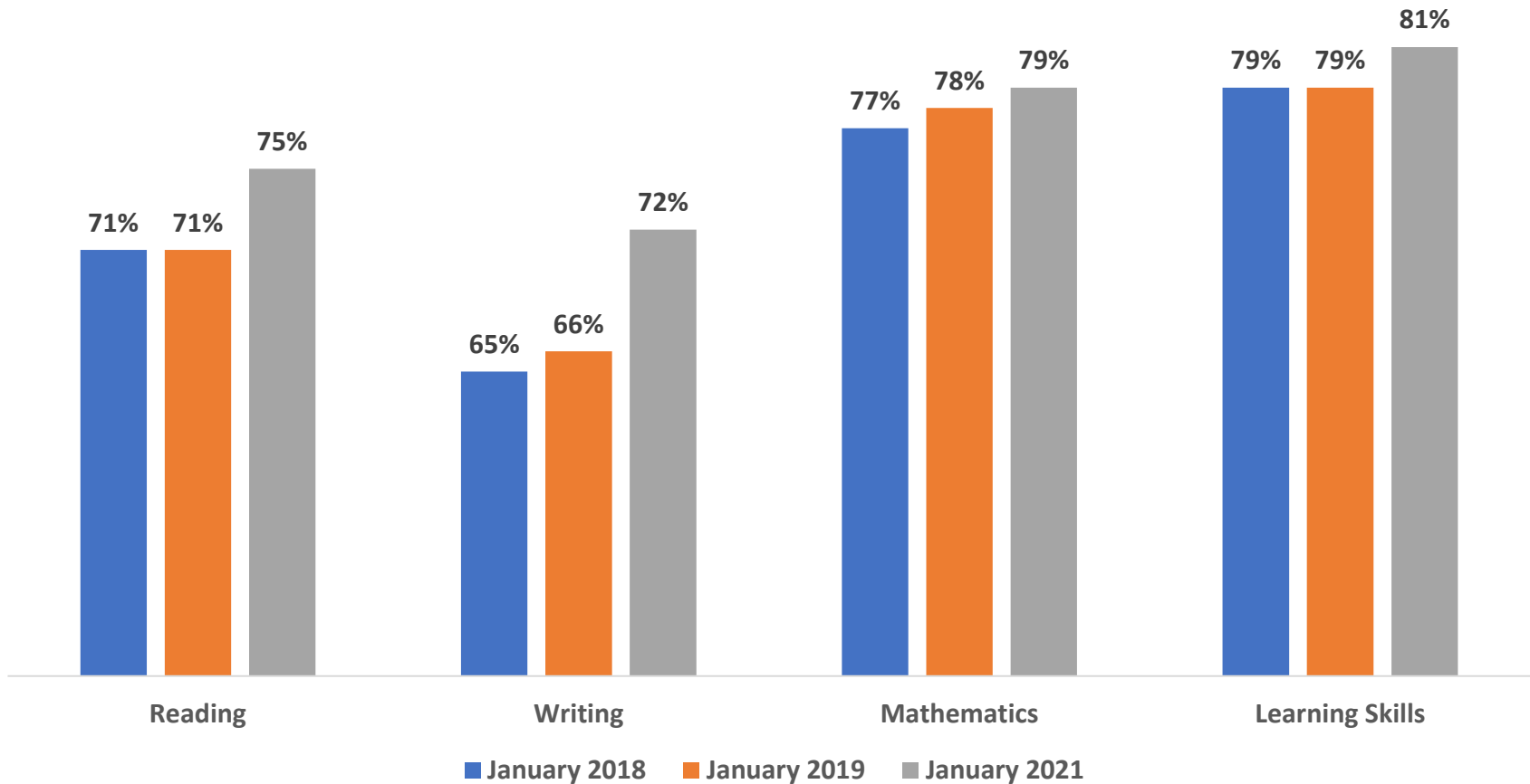


## Grade 1 Students on Track to Meet Grade Level Reading Expectations by Estimated Income

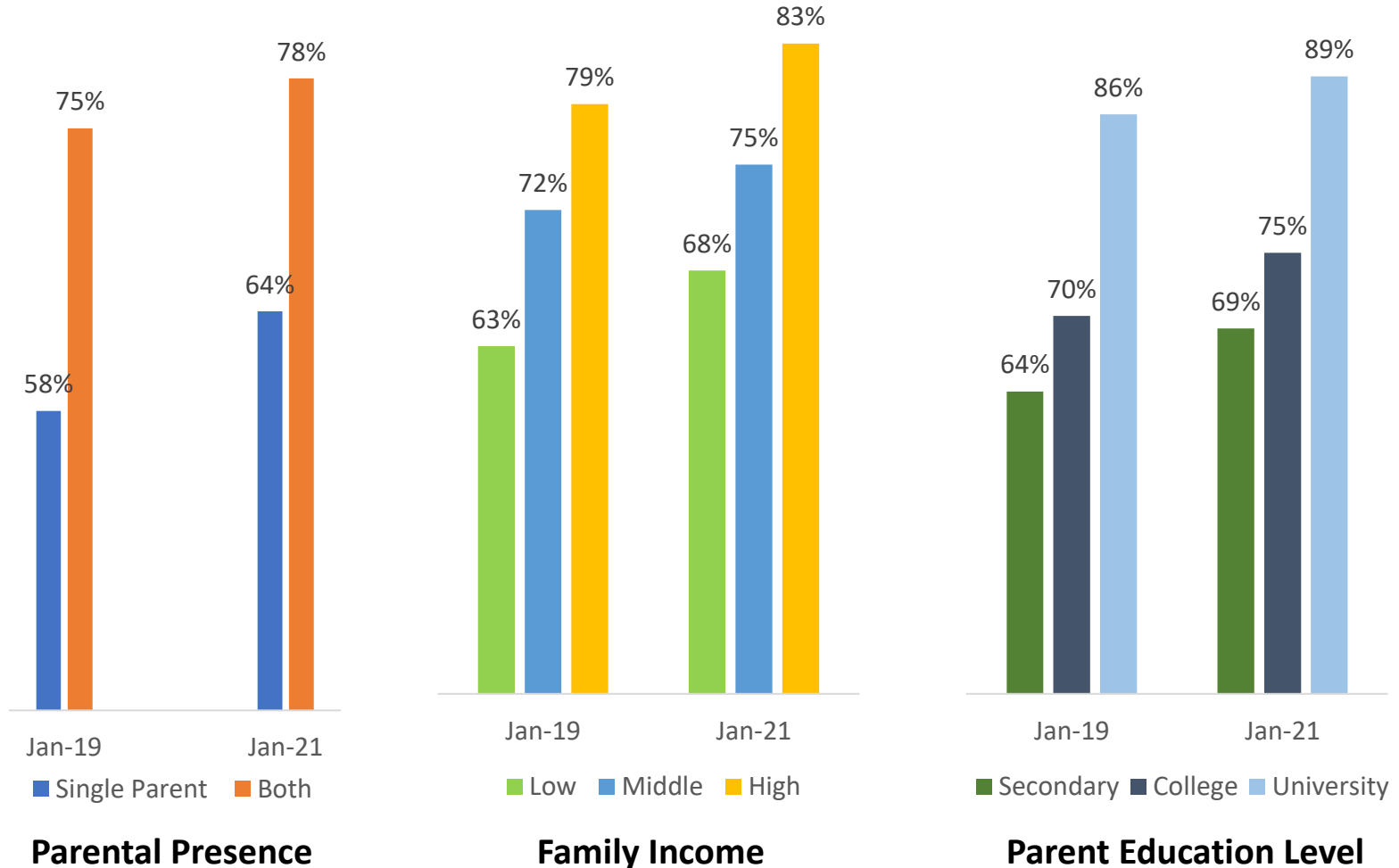


# Learning Outcomes

## Students in Grades 1 to 8 Achieving Level 3/4: Reading, Writing, Mathematics, Learning Skills

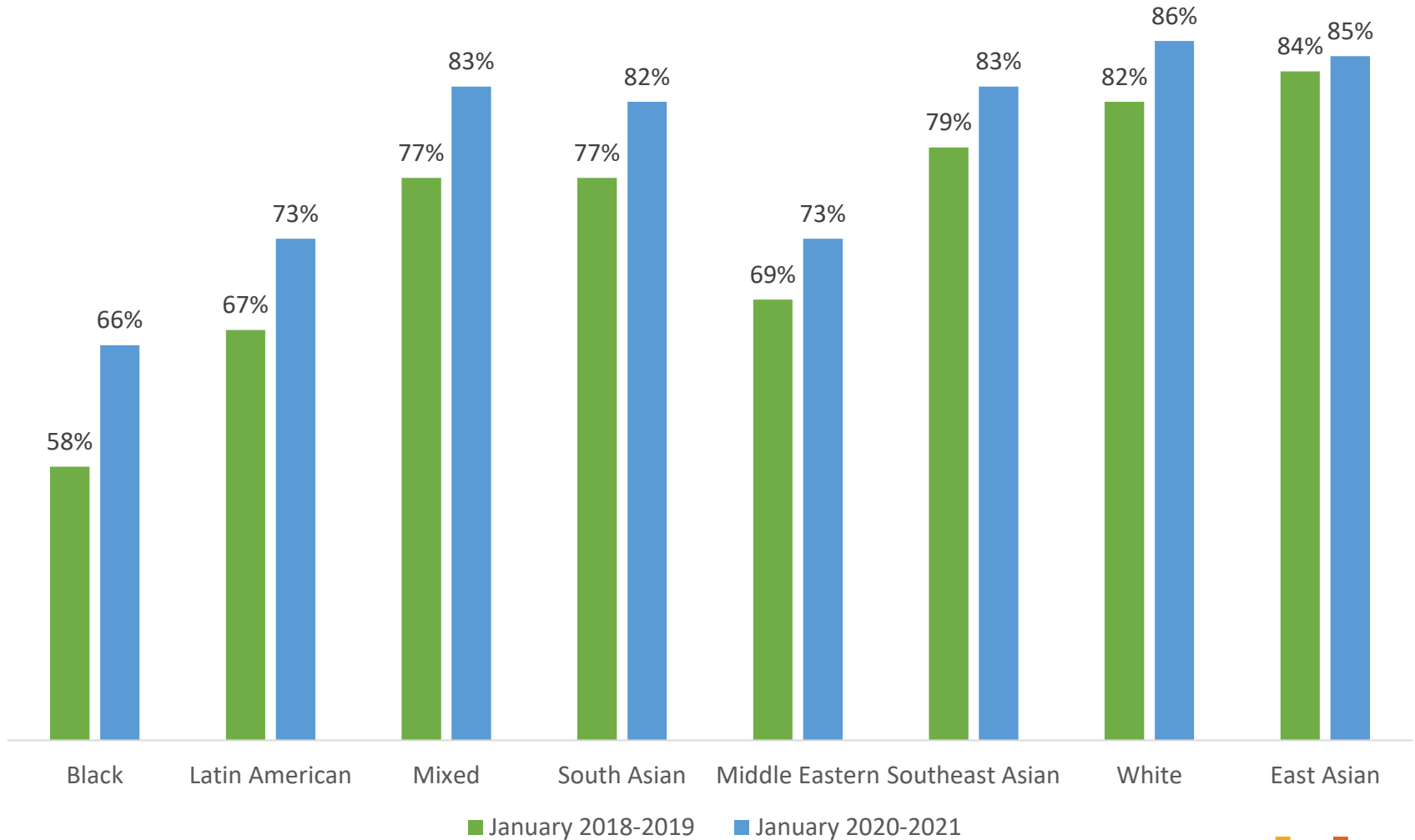


## Students in Grades 1 to 8 At or Above Level 3 on Report Card for Reading by Demographic Factors

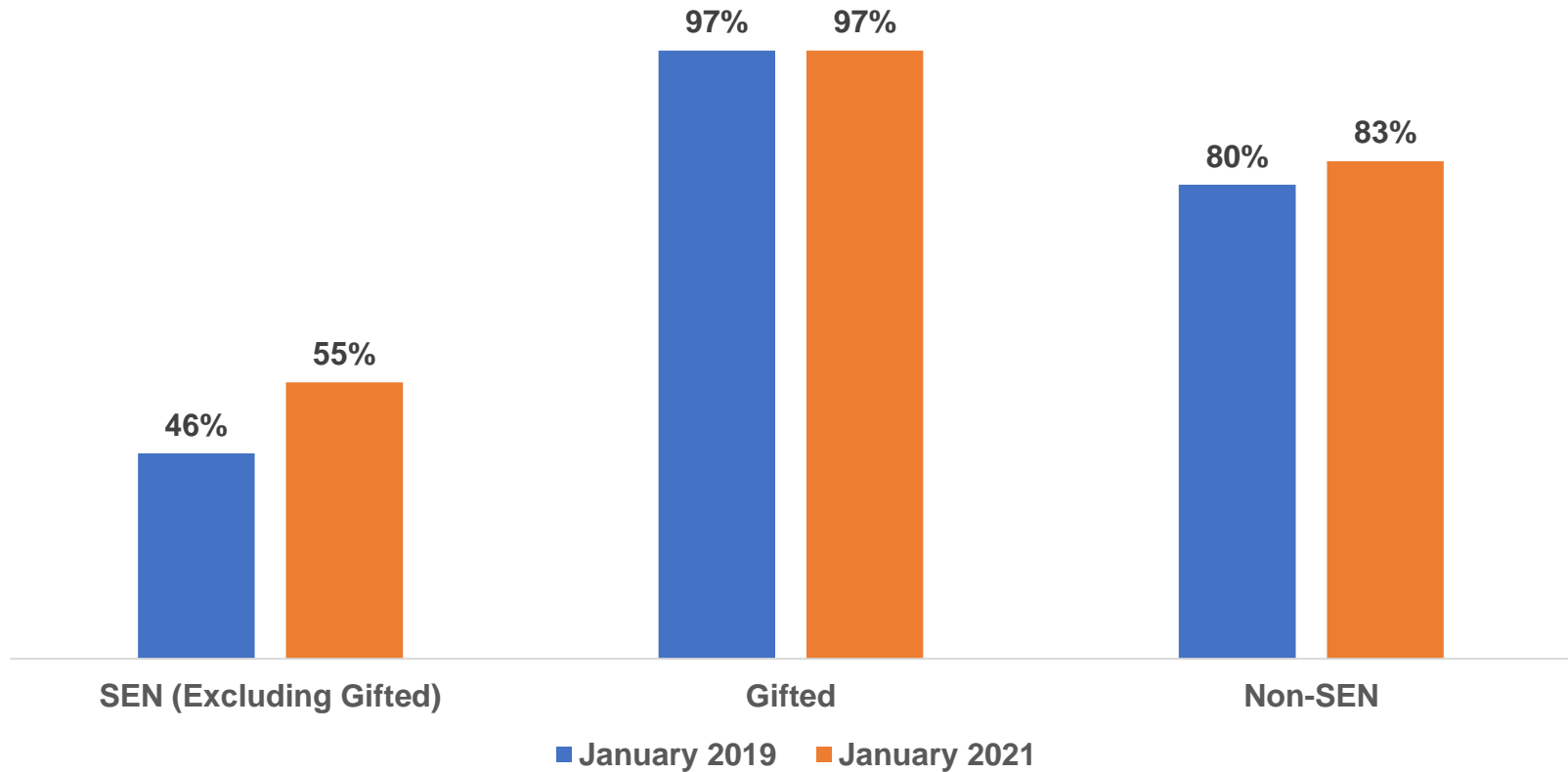


## Learning Outcomes

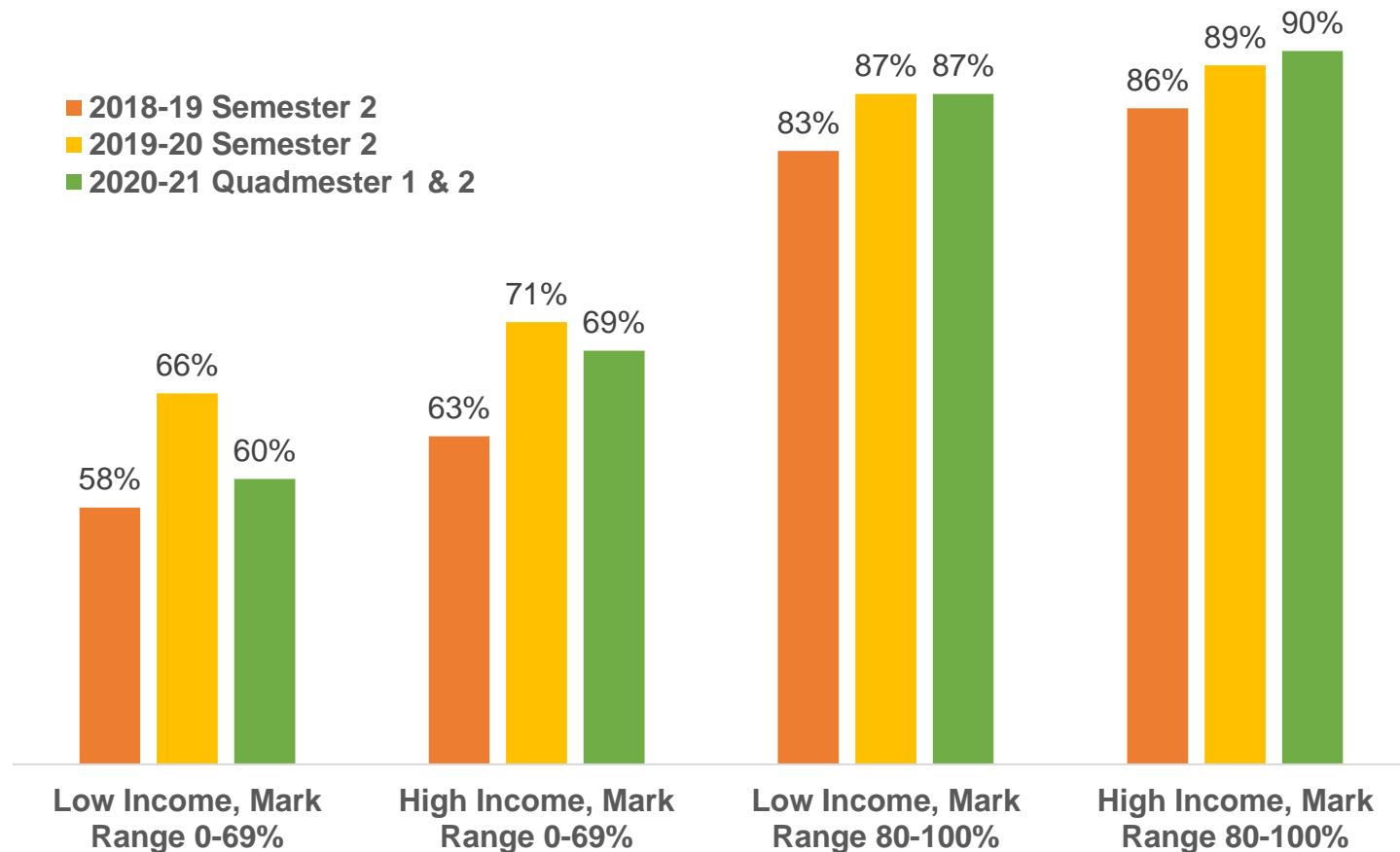
### Students in Grades 1 to 8 At or Above Level 3 in Reading on January Report Card by Race



## Students in Grades 1 to 8 At or Above Level 3 in Reading on January Report Card Receiving Special Education Support



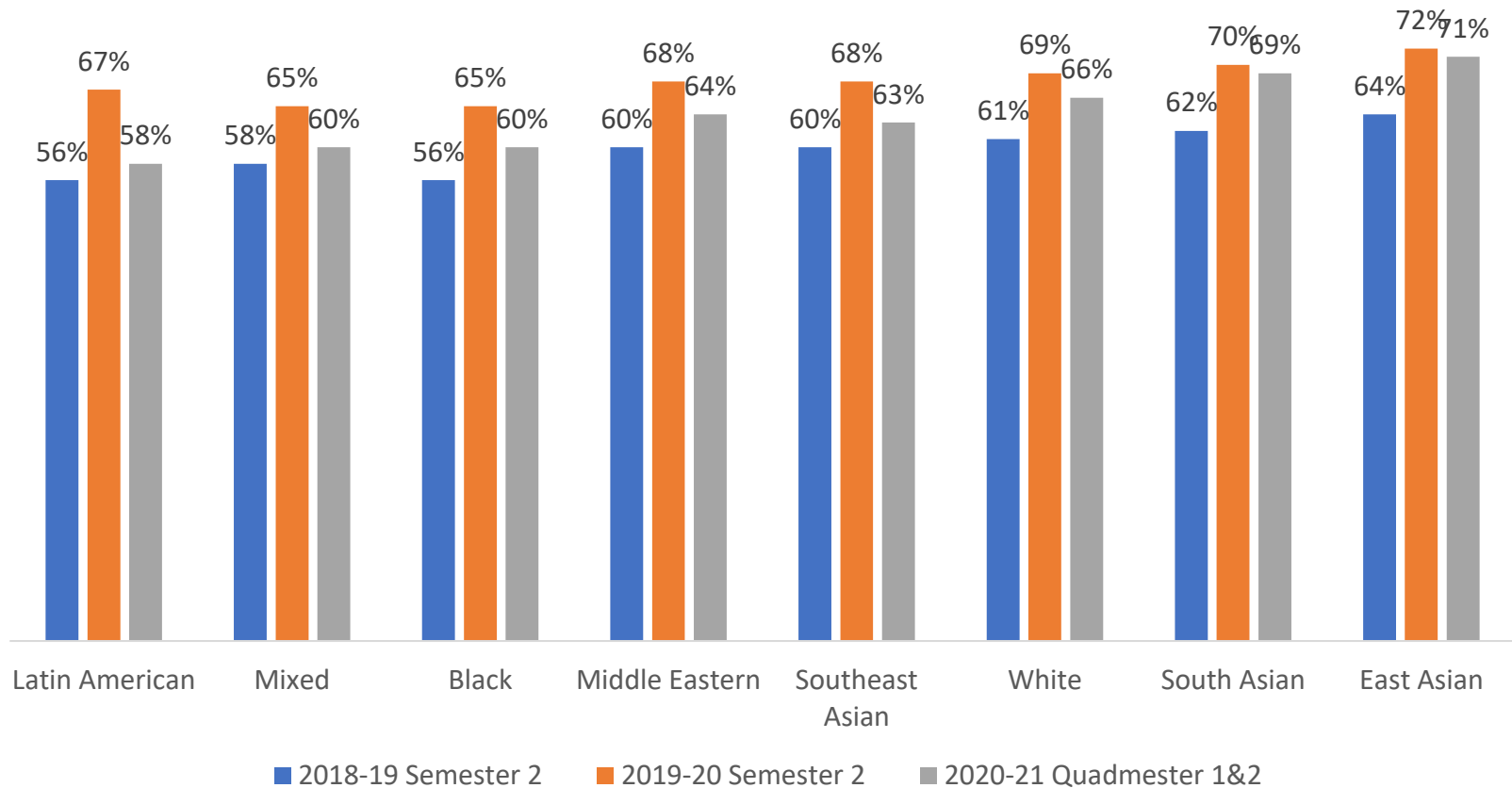
## Course Marks for Cohort of Students by Average in 2018-19 Semester 1 Before and During the Pandemic for Different Achievement Ranges by SES





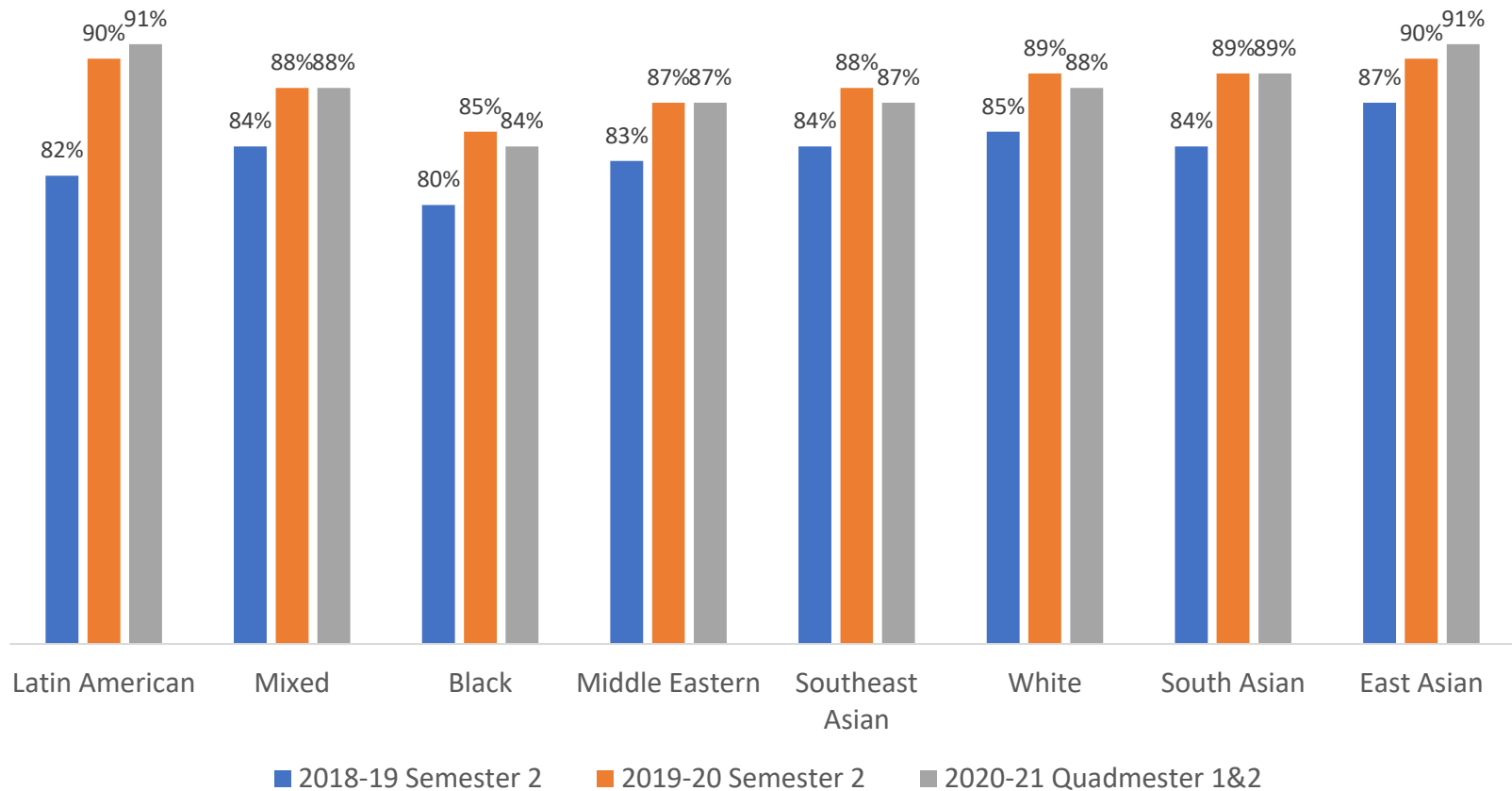
## Learning Outcomes

### Course Marks for Cohort of Students by Average in 2018-19 Semester 1 Before and During the Pandemic for 0-69% Ranges by Ethno-Racial Background

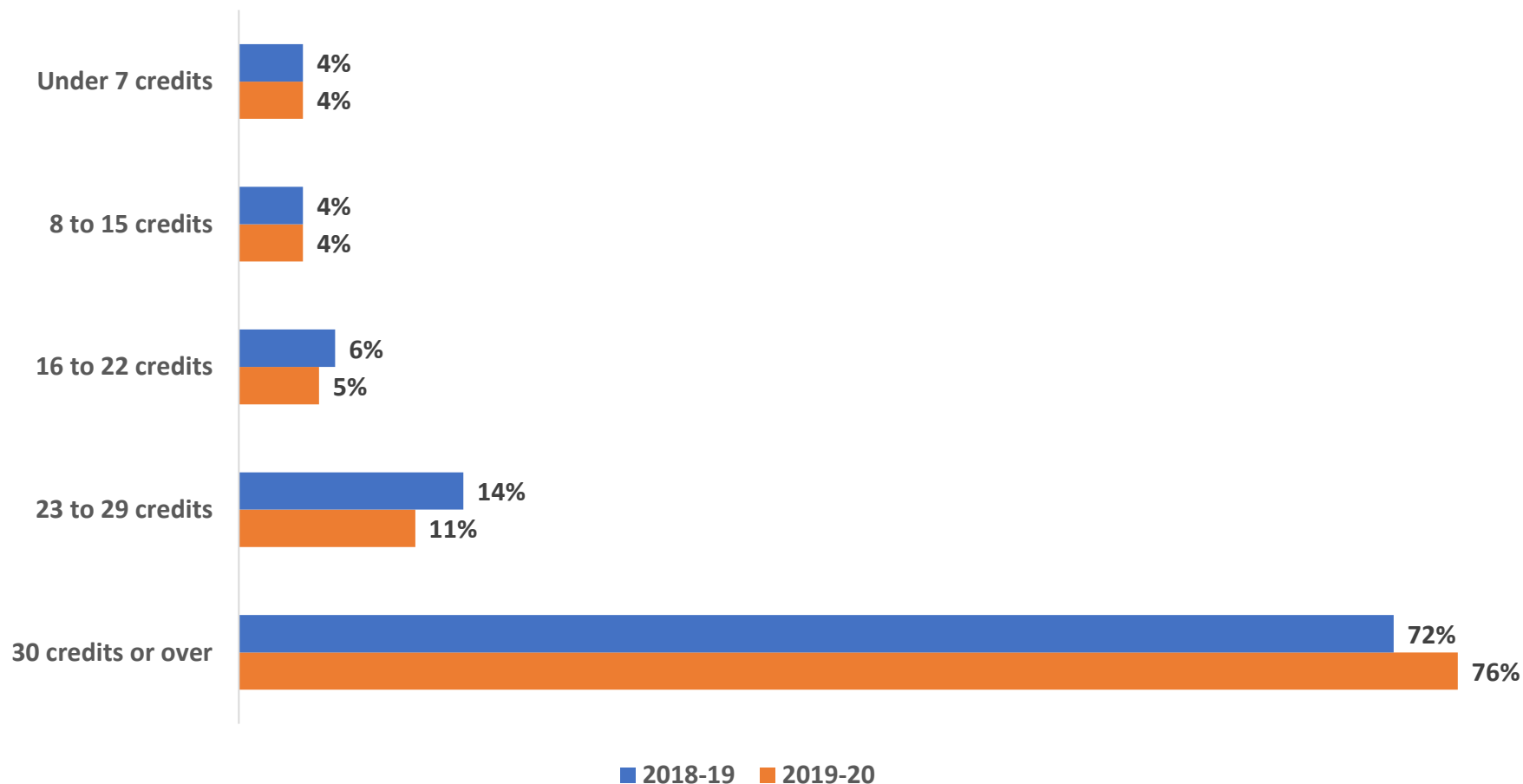


## Learning Outcomes

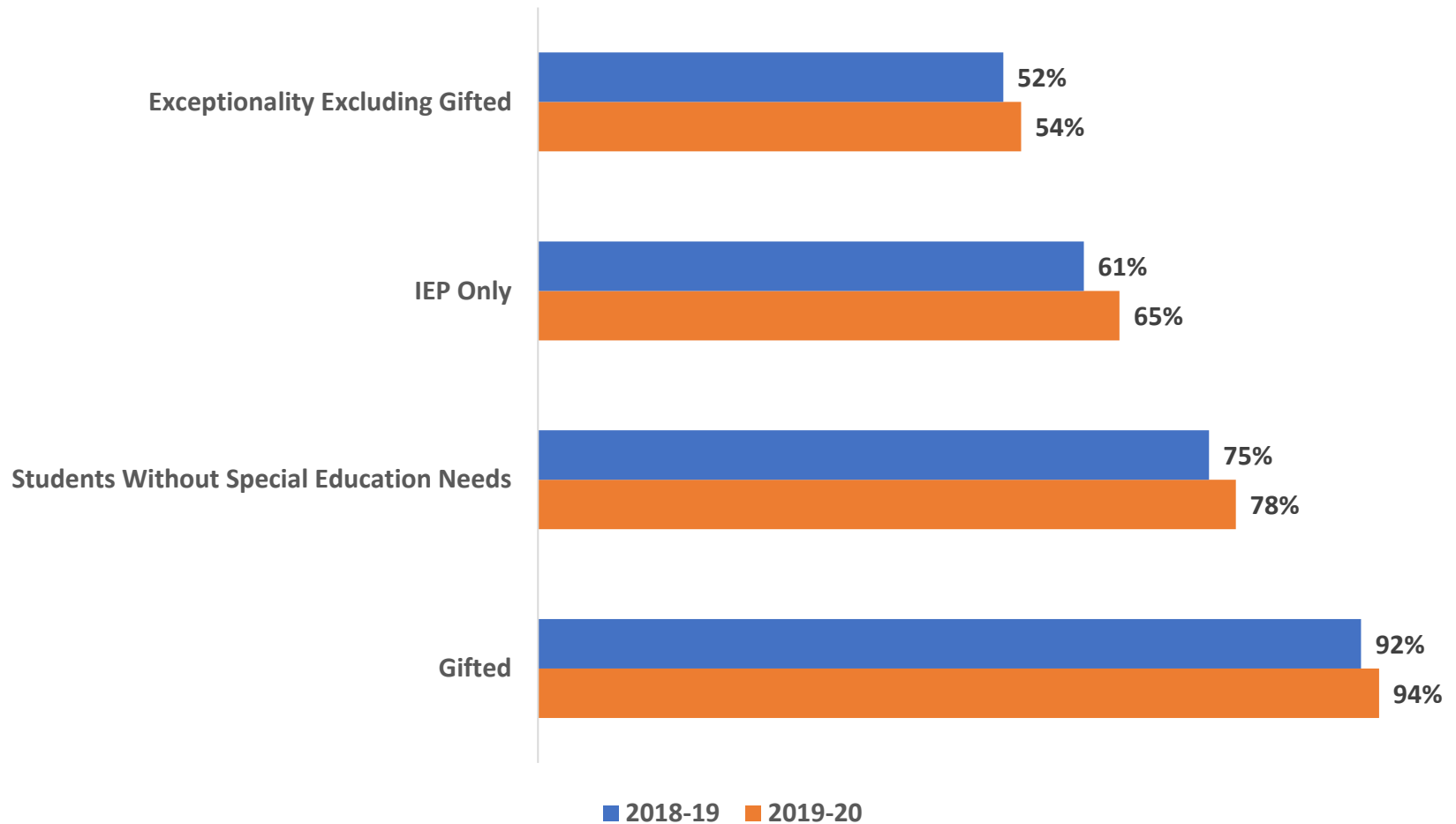
### Course Marks for Cohort of Students by Average in 2018-19 Semester 1 Before and During the Pandemic for 80-100% Ranges by Ethno-Racial Background



## Distribution of Accumulated Credits by Students in Year 4



## Anticipated Four-Year Graduation Rate by Special Education Needs



## Summary

- Students report increased high levels of loneliness, worry, and stress and increased low levels of happiness and hopefulness as the pandemic progressed.
- However, students report valuing school and trying their best at extremely high levels (about 90% and above).
- Students in early elementary are tracking behind in reading compared to students prior to the pandemic. This is especially the case with students from low SES backgrounds.
- Racialized students who have historically been the most marginalized are improving at a higher rate than students who have had more success in relation to learning outcomes in the TDSB.
- High performing secondary school students have maintained high levels of performance throughout the pandemic regardless of life circumstances. This is not the case for students who are middle or low performing, these students have declined steadily in their course averages as the pandemic continued.







## **Caring and Safe Schools: Annual Report 2019-2020**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4134

### **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 the Caring and Safe Schools: Annual Report 2019-2020, be received.

### **Context**

Over the past four years in the Toronto District School Board, significant attention has been placed on challenging streaming through a number of key areas including the early years, special education, academic pathways and students discipline processes.

Research shows that streaming contributes to inequitable outcomes for students, and particularly disadvantages specific groups of students – including those who are racialized and those from lower socioeconomic backgrounds.

Student discipline processes which impose suspensions and expulsions contribute to streaming.

The total number of suspensions and expulsions in Toronto District School Board decreased for the fourth consecutive year in 2019-20.

2019-20 was an unusual school year: all Ontario public schools, including those in Toronto District School Board (TDSB), were closed to in-person learning beginning March 16, 2020, under an order of the Ontario government due to the COVID-19 pandemic. Teacher-led online learning began on April 6, 2020, with all TDSB schools remaining closed to in-person learning for the rest of the school year.

The school closure contributed to fewer suspensions and expulsions within the Board in 2019-20.

This data is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability. Schools should be safe and welcoming spaces where all students feel respected, included and valued in their learning environments. In the Toronto District School Board, we are committed to creating these positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive changes to the lives of students.

This work, guided by our Multi-Year Strategic Plan, has focused on a number of key actions:

- Identifying trends, patterns and opportunities in past suspension data for improvement;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression; and
- Providing learning opportunities for more staff to be trained in restorative practices.

School administrators continue to participate in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged Principals to better understand the lived experiences of each of their students, which has not only led to Principals better exercising their discretion when they have an option to not suspend, but also has helped them identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.

A positive school environment is the foundation of a culture of trust, high expectations and a sense of belonging. We will continue to emphasize programming that encourages and supports positive behaviour and allows us to intervene early to better engage and support our students.

Two data analyses were conducted for this report, which is attached as Appendix A. In Sections A-C of the report, all suspensions and expulsions for the entire 2019-20 school year are reported and compared to the total numbers for the previous four years. In Sections D and E, the number of suspensions and expulsions from September 1, to March 15, in 2019-20 was compared with those in the same time period for the previous school year. This data set allows for a more specific point of comparison, year-over-year. This date range was selected because of the impact on suspension/expulsion data in light of school closure due to COVID-19.

### **Key Findings**

- The number of suspensions in 2019-20 dropped by 36% – 1,983 fewer suspensions – than in the 2018-19 school year.
- There were 12 expulsions in 2019-20; this is the lowest level ever recorded in Toronto District School Board.
- When analyzing and comparing suspension/expulsion data for the time period that students were engaged in “in-person” learning during 2019-20 (September 1

to March 15) with the data for the same "time period of the 2018-19 school year, it is noted that in 2019-20:

- There was a slight increase of 1.15 % (41) in the number of suspensions, while the number of expulsions dropped by 40% to the lowest number ever in TDSB.
- The majority of suspensions (78.2%) were given to male students
- 61.6% were given to students who had special education needs
- Students that came from lower socio-economic backgrounds (represented by parent education, parent presence at home, family income / parent occupation) were more likely to be suspended than students from higher socio-economic backgrounds (62.4% vs. 13.7% in 2018-19)
- Indigenous, Black, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions relative to their over-all representation within the TDSB student population. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented
- Fighting (17.7%) and physical assault (16.5%) were the top two reasons for suspensions in 2018-19. Bullying accounted for 4.2% of suspensions.
- The most used interventions by schools were contacting the parent/guardian, guidance support, restorative practices and social work.

### **Action Plan and Associated Timeline**

Our emphasis continues to be providing safe, caring and welcoming schools. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to human rights, equity, anti-racism and anti-oppression.

As part of removing systemic barriers, in August of 2019 the Ministry of Education directed school Boards to eliminate discretionary suspensions for students from Junior Kindergarten to Grade 3. Subsequently, TDSB Trustees went a step further and passed a motion that directed staff to eliminate all historic suspensions from students' records, both electronic and hard copies, issued to students when they were in Junior Kindergarten to Grade 3. The motion further directed that moving forward, a formal retention schedule be set for all suspensions issued, regardless of the grade.

TDSB staff are in the process of implementing this motion and this work should be completed for implementation by the end of September 2021.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

## Agenda Page 134

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
- Support school administrators in the application of human rights, anti-racism and anti-oppression principles in student discipline;
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- Provide learning opportunities for more staff to be trained in Restorative Practices;
- Develop alternatives to suspension programs;
- Work collaboratively with the Centre of Excellence for Black Students Achievement and the Urban Indigenous Education Centre to challenge unconscious bias, engage in joint problem-solving and ensure that Black and Indigenous students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents;
- Consider and act on the intersectionality's of the data provided in this report, Board Special Education staff must also be involved in the analysis of student discipline matters to ensure that any biases in the student discipline process and any subsequent decisions are being acknowledged and eradicated through interrogation and interruption of practices that appear to be automatic responses to student discipline issues and;
- Work with families and community partners to develop relevant approaches and supports for students.

### **Access to School Premises 2019-20**

For the first time included in this report (Appendix B Access to School Premises 2019-20) is a data set that summarizes the issuance Trespass letters in the Toronto District School Board.

### **Resource Implications**

Funding will be provided through current existing budget allocations.

### **Communications Considerations**

The Caring and Safe Schools report will be shared with key stakeholders through existing TDSB communication channels.

**Board Policy and Procedure Reference(s)**

- Caring and Safe Schools Policy (P.051)
- Programs for Students on Long Term Suspension or Expulsion (PR586)
- Police-School Board Protocol (PR698)
- Promoting a Positive School Climate Procedure (PR697)
- Non-Discretionary and Discretionary Student Transfers (PR 540)

**Appendices**

- Appendix A: Caring and Safe Schools: Annual Report 2019-20
- Appendix B: Access to School Premises 2019-20

**From**

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# CARING AND SAFE SCHOOLS REPORT

## 2019 - 2020

The total number of suspensions and expulsions in the Toronto District School Board (TDSB) decreased for the fourth straight year in the 2019-2020 school year.

2019-20 was an unusual school year; all Ontario public schools, including all schools in the TDSB, were closed to in-person learning beginning March 16, 2020, under an order of the Ontario government due to the COVID-19 pandemic. Teacher-led online learning began on April 6, 2020, with all TDSB schools remaining closed to in-person learning for the rest of the school year.

The school closure contributed to fewer suspensions and expulsions within the Board.

Two data analyses were conducted for this report. In Sections A to C, all suspensions and expulsions were reported for the entire 2019-20 school year and compared to the total numbers for the previous three school years. In Sections D and E, the number of suspensions and expulsions from September 1, 2019 to March 15, 2020 were compared with those from the same period in the previous school years. This data set allows for a more accurate point of comparison year-over-year.

### Addressing Systemic Barriers

#### Suspensions – Students in Junior Kindergarten to Grade 3

In August 2019, the Ministry of Education directed school Boards to eliminate discretionary suspensions for students from Junior Kindergarten to Grade 3. Subsequently, TDSB Trustees passed a motion that directed staff to eliminate all historic suspensions from student records, both electronic and hard copies, issued to students when they were in Junior Kindergarten to Grade 3. The motion further directed that moving forward, a formal retention schedule be set for all suspensions issued regardless of grade.

TDSB staff are in the process of implementing this motion and this work should be completed by the end of September 2021.

#### Reducing Suspension Rates for Black Students, Indigenous Students, and Students with Special Education Needs

Black students and Indigenous students are suspended at rates much higher than their respective representation within the broader TDSB student population.

Board staff continue to work in specific ways to address this serious issue of systemic racism.

The entire Caring and Safe Schools (CSS) team continues to engage in anti-racism and anti-oppression training with a focus on anti-Black and anti-Indigenous racism. This training, however, is simply not enough.

The CSS team will more intentionally collaborate with the Centre of Excellence for Black Student Achievement and the Urban Indigenous Education Centre to ensure that discipline matters involving Black and Indigenous students are analyzed thoroughly through an anti-oppressive lens that holds anti-Black racism and anti-Indigenous racism at the centre of all conversations and decisions related to student discipline for Black and Indigenous students.

Further, as many students who receive suspensions are also often receiving special education support, TDSB Special Education staff must also be involved in the analysis of student discipline matters to ensure that any biases in the student discipline process and any subsequent decisions are being acknowledged and eradicated through interrogation and interruption of practices that appear to be automatic responses to student discipline issues.



### A: Student Suspensions and Expulsions in 2019-20

Table 1 shows the overall suspension and expulsion information for TDSB elementary and secondary schools throughout the entire 2019-20 school year<sup>1</sup>. The suspension rates<sup>2</sup> were calculated as the number of students suspended during the school year divided by the student enrolment as of October 31<sup>st</sup>.

**Table 1: Suspensions and Expulsions in the 2019-20 School Year**

Panel	Total # of Suspensions	# of Students Suspended	Suspension Rate (%)	# of Expulsions
Elementary	1,718	1,244	0.71%	0
Secondary	1,868	1,486	2.05%	12
<b>Total</b>	<b>3,586</b>	<b>2,730</b>	<b>1.11%</b>	<b>12</b>

Table 2 shows the overall suspension and expulsion information in the last four school years. For a more detailed analysis of trends in suspensions/expulsions please see Section D of this report.

**Table 2: Suspensions and Expulsions in the Last Four School Years**

Year	Total # of Suspensions	# of Students Suspended	Suspension Rate (%)	# of Expulsions
2016-17	7,306	4,927	2.01%	64
2017-18	6,221	4,302	1.74%	51
2018-19	5,532	3,906	1.58%	30
<b>2019-20</b>	<b>3,586</b>	<b>2,730</b>	<b>1.11%</b>	<b>12</b>

Table 3 shows the number of suspensions and suspension rates for each grade and division in the 2019-20 school year.

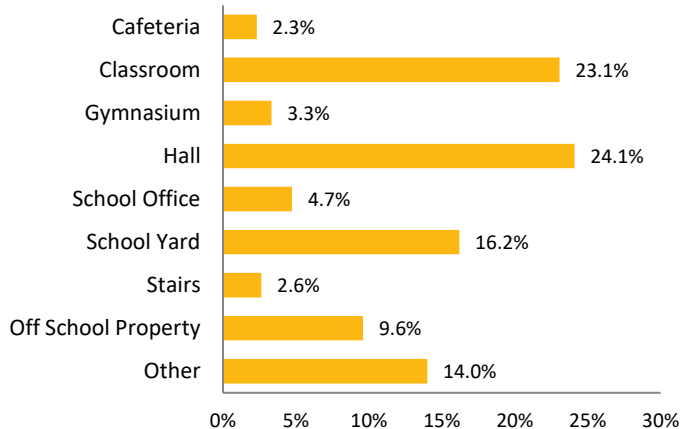
**Table 3: 2019-20 Suspensions by Student Grade/Division**

Grade	# of Suspensions	# of Students	Suspension Rate
Junior Kindergarten	4	4	0.02%
Senior Kindergarten	7	6	0.03%
Grade 1	65	40	0.22%
Grade 2	106	73	0.40%
Grade 3	122	87	0.50%
<b>Primary Division</b>	<b>304</b>	<b>210</b>	<b>0.24%</b>
Grade 4	182	127	0.72%
Grade 5	160	116	0.67%
Grade 6	237	182	1.05%
<b>Junior Division</b>	<b>579</b>	<b>425</b>	<b>0.81%</b>
Grade 7	394	286	1.67%
Grade 8	441	323	1.94%
<b>Intermediate Division</b>	<b>835</b>	<b>609</b>	<b>1.80%</b>
Grade 9	525	390	2.37%
Grade 10	518	409	2.44%
Grade 11	449	361	2.16%
Grade 12	376	326	1.44%
<b>Senior Division</b>	<b>1,868</b>	<b>1,486</b>	<b>2.05%</b>

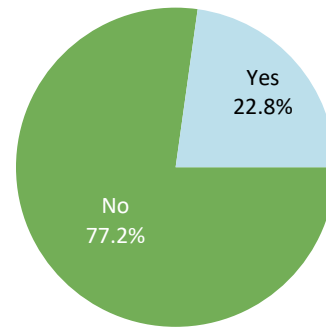
## B: Details of the 2019-20 Suspensions and Expulsions

This section provides details of the 2019-20 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention-oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

**Figure 1: 2019-20 Suspensions/Expulsions by Incident Location**



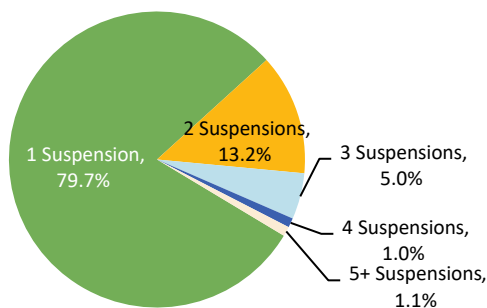
**Figure 2: 2019-20 Suspensions/Expulsions with Police Involvement**



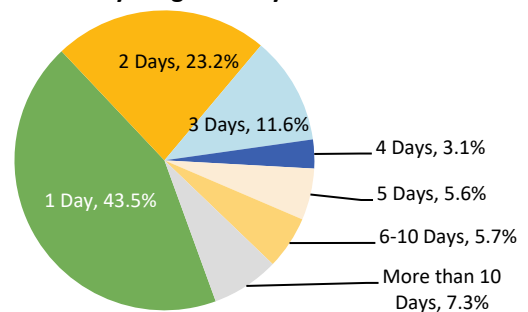
School hallways (24.1%) classrooms (23.1%), and school yards (16.2%) were the most likely locations where incidents were to happen (see Figure 1). Police were involved in 22.8% of the suspensions or expulsions (see Figure 2).

Among the students suspended in the 2019-20 school year, 79.7% had one suspension only, and 20.3% had two or more suspensions during the school year (see Figure 3).

**Figure 3: % of Students with One or More Suspensions in 2019-20**



**Figure 4: 2019-20 Suspensions by Length in Days**



One-day suspensions accounted for 43.5% of the total suspensions in the 2019-20 school year. Two-day and three-day suspensions accounted for 23.2% and 11.6% respectively (see Figure 4).

As seen in Table 4, fighting (17.7%) and physical assault (16.5%) were the top two reasons for suspensions. Bullying accounted for 4.2% of the suspensions.

**Table 4: 2019-20 Suspensions by Infraction Type**

<b>Types Defined by Section 306. (1) of the Education Act</b>	<b>Count</b>	<b>Percent</b>
Uttering a threat to inflict serious bodily harm on another person	102	2.8%
Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	69	1.9%
Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	49	1.4%
Swearing at a teacher or at another person in a position of authority	215	6.0%
Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	22	0.6%
Bullying	152	4.2%
<b>Types Defined by the Board According to Section 306. (1) 7. of the Education Act</b>		
Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	69	1.9%
Use of profane or improper language	234	6.5%
Use of tobacco	40	1.1%
Theft	70	2.0%
Aid or incite harmful behaviour	439	12.2%
Physical assault	593	16.5%
Being under the influence of illegal drugs	12	0.3%
Fighting	633	17.7%
Possession or misuse of any harmful substances	74	2.1%
Extortion	2	0.1%
Inappropriate use of electronic communications or media devices	110	3.1%
An act considered by the school principal to be a breach of the Board's or school code of conduct	145	4.0%
Immunization	0	-
<b>Types Defined by Section 310. (1) of the Education Act</b>		
Possessing a weapon, including a firearm	89	2.5%
Using a weapon to cause or to threaten bodily harm to another person	41	1.1%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	118	3.3%
Committing sexual assault	42	1.2%
Trafficking in weapons or in illegal drugs, or in cannabis	5	0.1%
Committing robbery	19	0.5%
Giving alcohol or cannabis to a minor	3	0.1%
Bullying if, i) the pupil has previously been suspended for engaging in bullying and, ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	6	0.2%
Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	91	2.5%
<b>Types Defined by the Board According to Section 310. (1) 8. of the Education Act</b>		
Possession of an explosive substance	1	0.0%
Sexual harassment	30	0.8%
Hate and/or bias-motivated occurrence(s)	19	0.5%
Distribution of hate material	4	0.1%
Racial harassment	26	0.7%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	62	1.7%

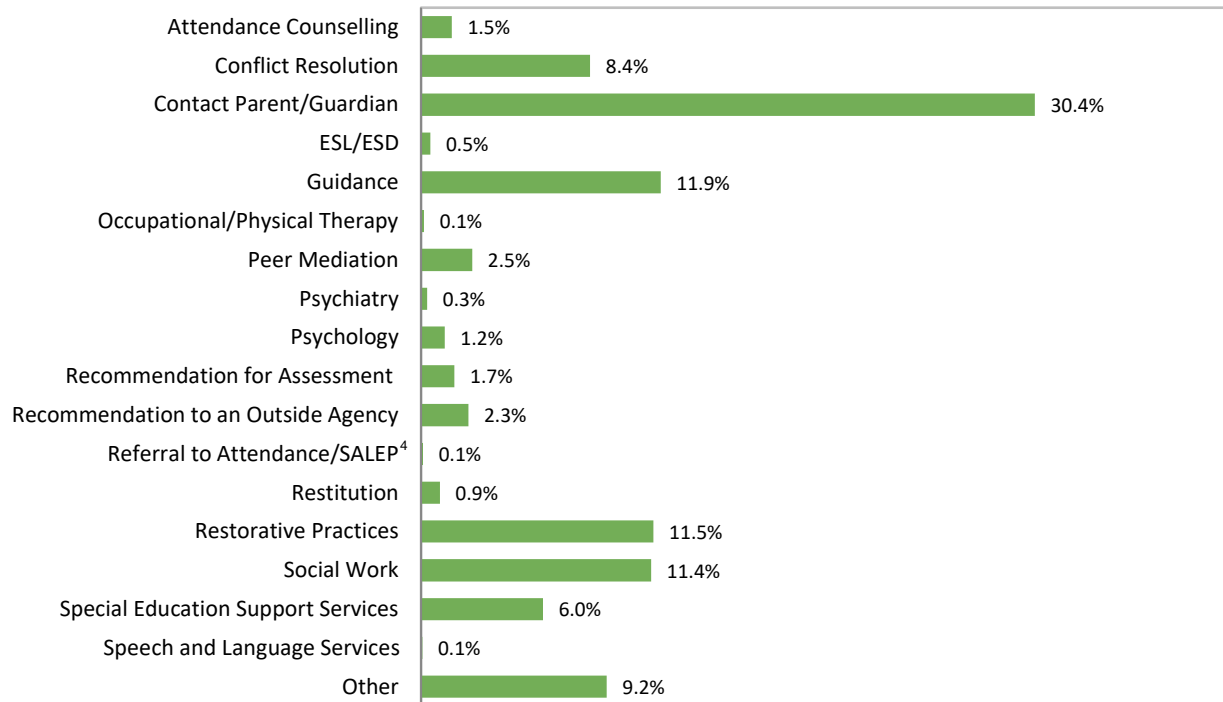
**Table 5: 2019-20 Expulsions<sup>3</sup> by Infraction Type**

<b>Infraction Type</b>	<b>Count</b>	<b>Percent</b>
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	2	16.7%
Committing robbery	2	16.7%
Committing sexual assault	0	-
Possessing a weapon, including a firearm	0	-
Sexual harassment	0	-
Trafficking in weapons or in illegal drugs	0	-
Using a weapon to cause or to threaten bodily harm to another person	3	25.0%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	5	41.7%

### C: Interventions Used by Schools in 2019-20

Of all the suspensions in the 2019-20 school year, 97.2% had been followed up with interventions by schools. Figure 5 shows the most used interventions by schools.

**Figure 5: Most Used Interventions by Schools in the 2019-20 School Year**



A meeting with parents or guardians was the most used intervention (30.4% of the all interventions), followed by guidance (11.9%), restorative practices (11.5%), and social work (11.4%).

### D: Student Suspension/Expulsion Trend Analysis

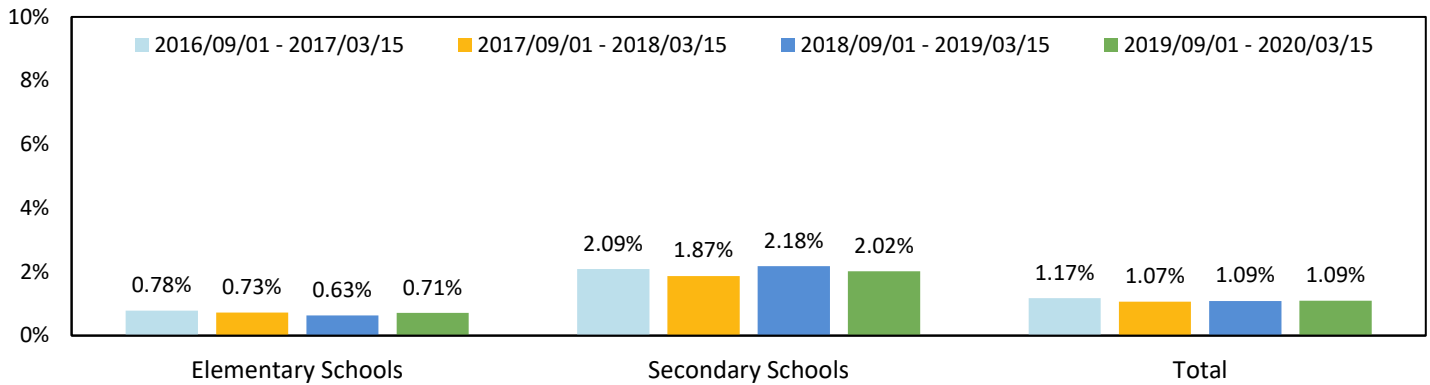
As mentioned above, all Ontario schools had been closed since March 16<sup>th</sup> in the 2020-21 school year due to the COVID-19 pandemic. Table 6 and Figure 6 show the overall suspension and expulsion information for TDSB elementary and secondary schools during the same period of September 1<sup>st</sup> to March 15<sup>th</sup> in the last four school years.

When compared with same period of the 2016-17 school year, the number of suspensions from September 1<sup>st</sup> to March 15<sup>th</sup> in the 2019-20 school year dropped 6.4% with 241 fewer suspensions (from 3,790 to 3,549), resulting a lower suspension rate of 1.09% for this period of the 2019-20 school year.

**Table 6: Suspensions and Expulsions from September 1<sup>st</sup> to March 15<sup>th</sup>, 2016-17 to 2019-20**

Panel	School Year	# of Suspensions	# of Students Suspended	# of Expulsions
Elementary Schools	2016/09/01 - 2017/03/15	1,809	1,336	1
	2017/09/01 - 2018/03/15	1,750	1,259	0
	2018/09/01 - 2019/03/15	1,502	1,098	0
	<b>2019/09/01 - 2020/03/15</b>	<b>1,707</b>	<b>1,234</b>	<b>0</b>
Secondary Schools	2016/09/01 - 2017/03/15	1,981	1,541	39
	2017/09/01 - 2018/03/15	1,710	1,377	26
	2018/09/01 - 2019/03/15	2,006	1,588	20
	<b>2019/09/01 - 2020/03/15</b>	<b>1,842</b>	<b>1,463</b>	<b>12</b>
Elementary and Secondary Schools	2016/09/01 - 2017/03/15	3,790	2,877	40
	2017/09/01 - 2018/03/15	3,460	2,636	26
	2018/09/01 - 2019/03/15	3,508	2,686	20
	<b>2019/09/01 - 2020/03/15</b>	<b>3,549</b>	<b>2,697</b>	<b>12</b>

**Figure 6: Suspension Rates for the September-March Period, 2016-17 to 2019-20**



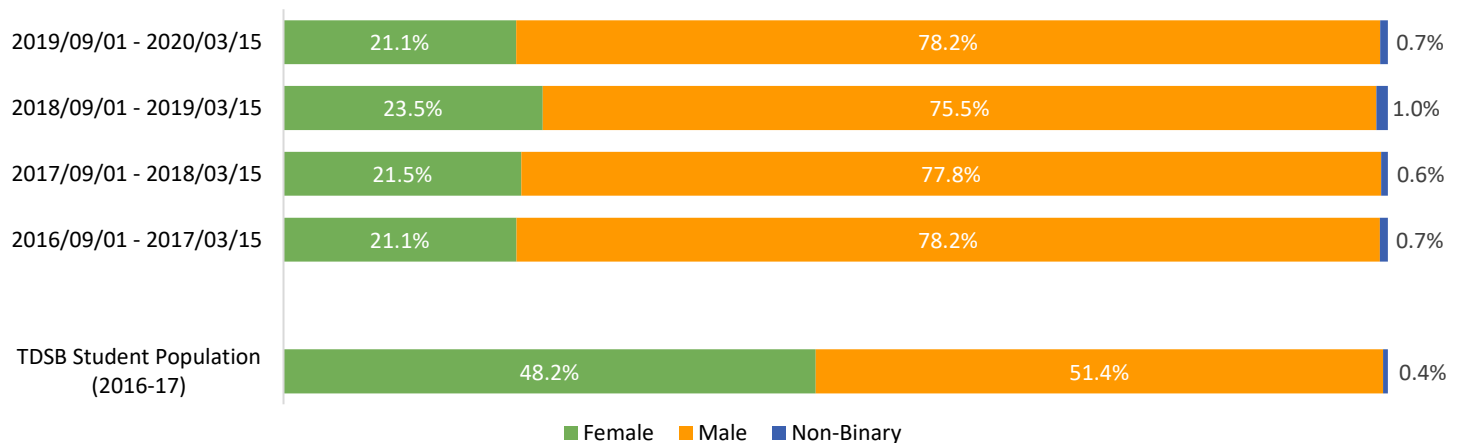
## E: Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 to 2019-20 student suspensions and expulsions from September 1<sup>st</sup> to March 15<sup>th</sup> were analyzed by student characteristics such as gender identity, self-identified ethno-racial background, student and parent birth place, parent education level and presence at home, language spoken at home, sexual orientation, and special education needs, as captured by the Board's School Information System, and its Student/Parent Census (the most recent one was conducted in the 2016-17 school year). As the number of expulsions is very small, in the following analyses they were combined with suspensions since expelled students must be suspended first pending their expulsion outcome.

### By Student Gender Identity

Figure 7 shows that male students accounted for more than three quarters of the suspensions/expulsions (78.2% in 2019-20) from the same period in the last four school years.

**Figure 7: Distribution of Suspensions/Expulsions by Student Gender Identity**

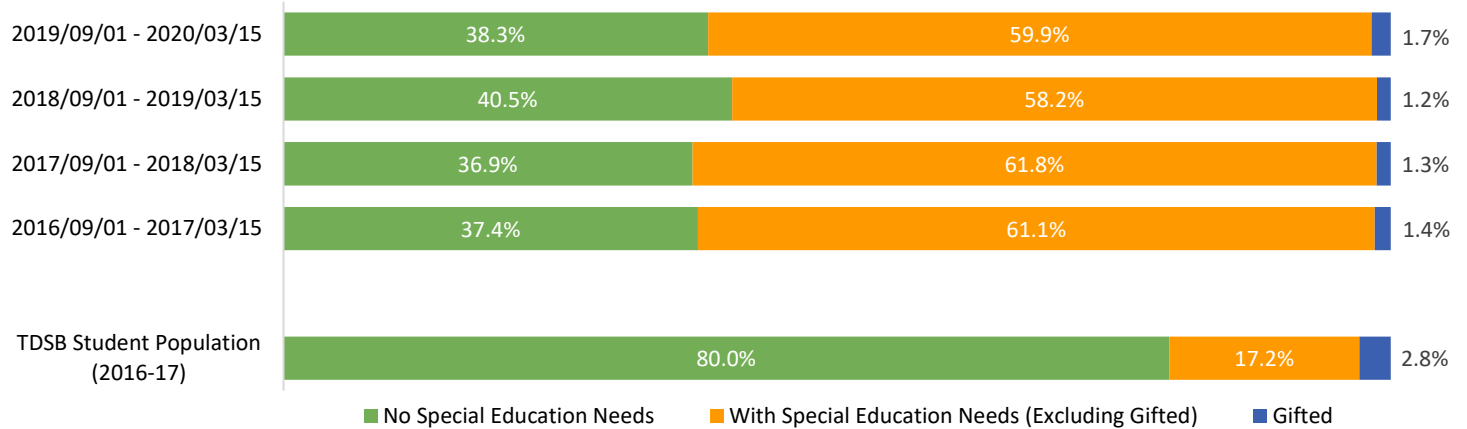


According to the 2016-17 Census data there were 1,067 non-binary students, representing 0.4% of the TDSB student population in the 2016-17 school year. Figure 7 indicates that although they only accounted for about 1% of the total suspensions/expulsions, non-binary students were proportionately over-represented in the suspensions/expulsions in all these school years.

## By Special Education Needs

Figure 8 shows the distributions of suspensions/expulsions between September 1<sup>st</sup> and March 15<sup>th</sup> in the last four school years by students' status of special education needs.

**Figure 8: Distribution of Suspensions/Expulsions by Special Education Needs**

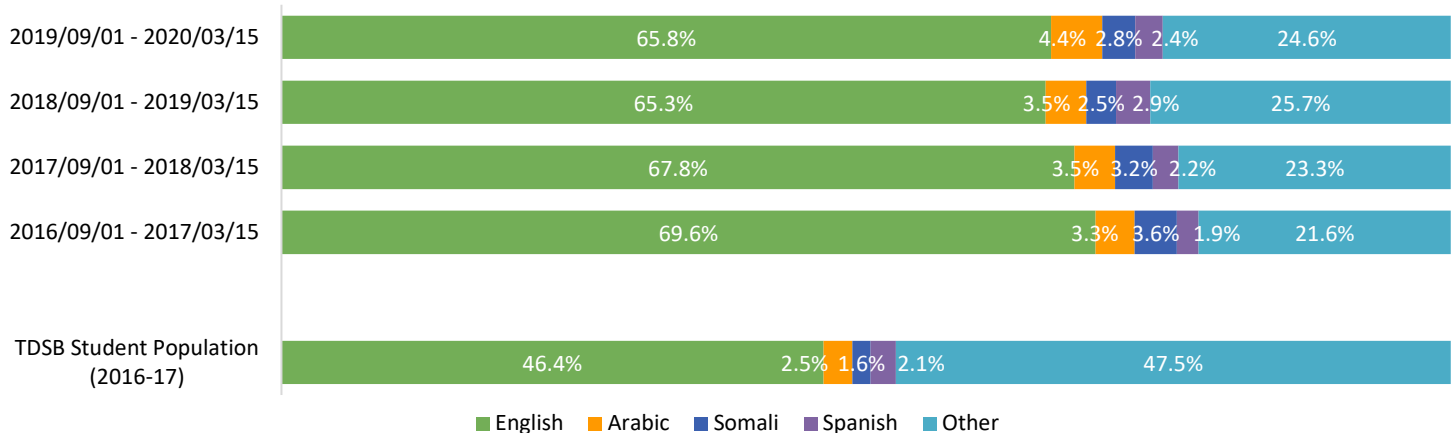


Students with special education needs (excluding Gifted) accounted for the majority (58-62%) of the suspensions/expulsions. Since they accounted for about 17% of the TDSB student population, they were disproportionately high in the suspensions/expulsions (59.9% in 2019-20).

## By Primary Language at Home

Figure 9 shows the distributions of the suspensions/expulsions during the same period in the four school years by students' primary language spoken at home. English-speaking students accounted for about two-third (65.8% in 2019-20) of the suspensions/expulsions, while students whose primary home language were Somali, Arabic, and Spanish, the next three large groups in suspensions/expulsions, accounted for about 10% collectively.

**Figure 9: Distribution of Suspensions/Expulsions by Primary Home Language**



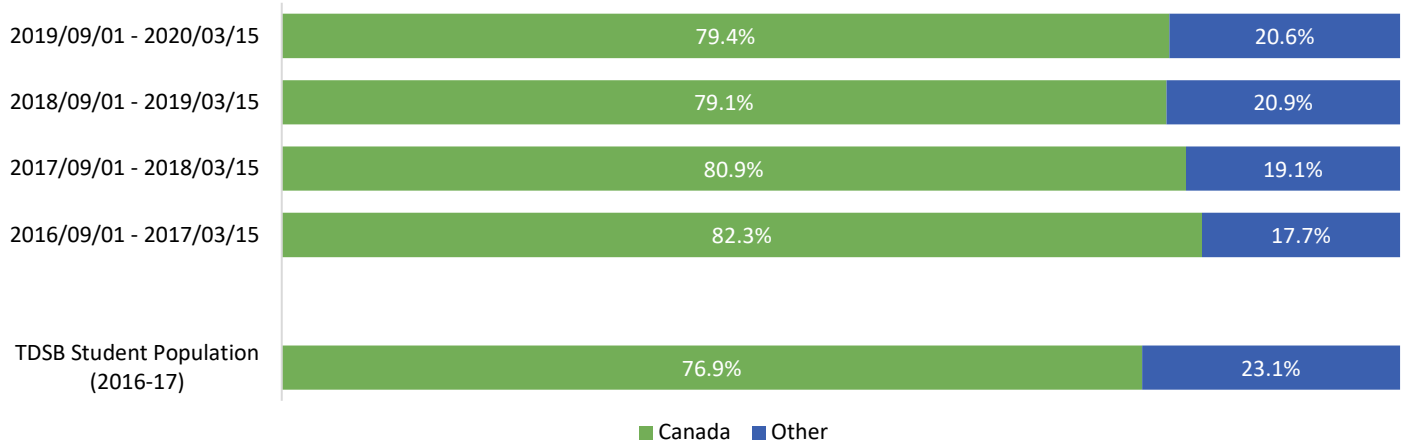
In the 2019-20 school year students whose primary home language were English, Arabic, Somali, and Spanish represented 45.9%, 2.7%, 1.4%, and 2.4% of the TDSB student population respectively. Therefore, English-speaking students, as well as Arabic- and Somali-speaking students, were over-represented in the suspensions/expulsions.



## By Student Birth Place

In 2019-20 slightly over three quarters (76.3%) of the TDSB students were born in Canada. Figure 10 shows that they accounted for the majority (79.4% in 2019-20) of the suspensions/expulsions.

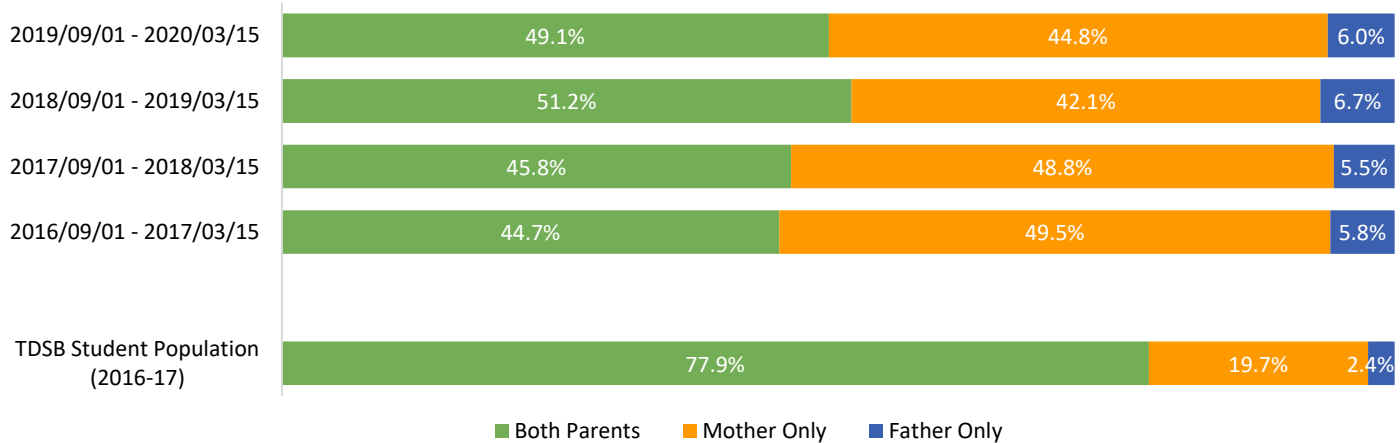
**Figure 10: Distribution of Suspensions/Expulsions by Student Birth Place**



## By Parent Presence at Home

Among students in the 2019-20 school year, 79% lived with both parents at home, 19% lived with mother only, and 2% lived with father only, according to the student registration data. Figure 11 shows the distributions of student suspensions/expulsions between September 1<sup>st</sup> and March 15<sup>th</sup> in the four school years by their parents' presence at home.

**Figure 11: Distribution of Suspensions/Expulsions by Parent Presence at Home**



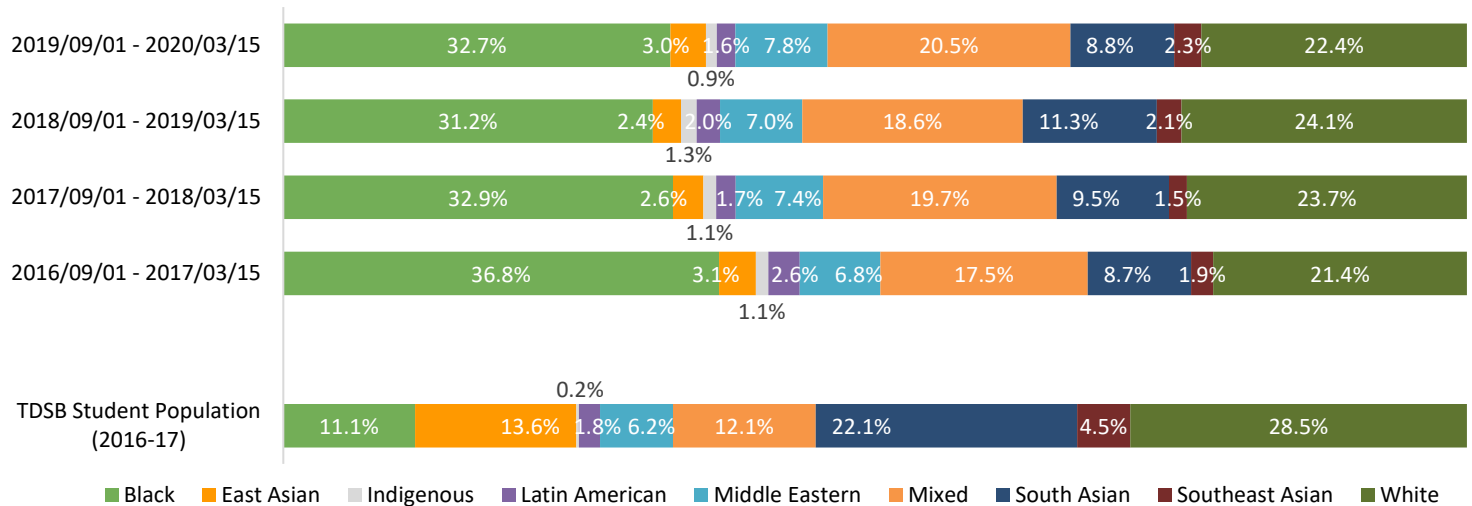
Although about half of suspensions/expulsions (49.1% in 2019-20) were issued to students who lived with both parents, students who lived with one parent, particularly with mother only, had disproportionately high representations in the suspensions/expulsions in all four school years (44.8% in 2019-20).

In the following analyses, students' self-identified ethno-racial background, sexual orientation, and parent education level and birthplace were derived from participants' responses to the TDSB's Student/Parent Census (the most recent one was conducted in the 2016-17 school year). As some students and parents did not participate in the Census, not all the suspensions/expulsions could be included in these analyses.

## By Student Ethno-Racial Background

After being linked to the Census data, about 64-74% of the suspensions/expulsions in these school years could be disaggregated by students' self-identified ethno-racial background. See Figure 12.

**Figure 12: Distribution of Suspensions/Expulsions by Student Ethno-Racial Background**



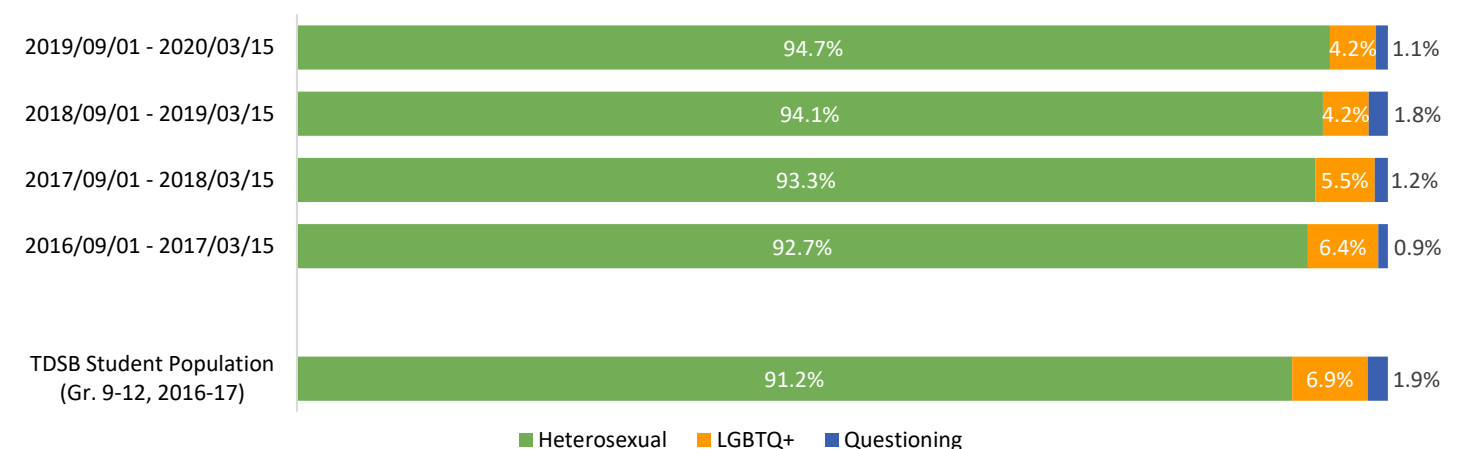
Black students, who accounted for 11% of the TDSB student population, were disproportionately high in the suspensions/expulsions in all four school years (32.7% in 2019-20). Similarly, Indigenous, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented in the suspensions/expulsions in all four school years.

When compared with the same period in the 2016-17 school year, the proportion of suspensions/expulsions Issued to Black students in the 2019-20 school year decreased by 4.1% (from 36.8% to 32.7%).

## By Student Sexual Orientation (Grade 9-12)

In the 2016-17 school year, the vast majority (91%) of the Grade 9-12 students identified themselves as heterosexual, while 7% identified themselves as LGBTQ+ (lesbian, gay, bisexual, two-spirit, queer, pansexual, or having more than one sexual orientation). About 2% indicated that they were still questioning about their sexual orientation.

**Figure 13: Distribution of Suspensions/Expulsions by Student Sexual Orientation (Gr. 9-12)**

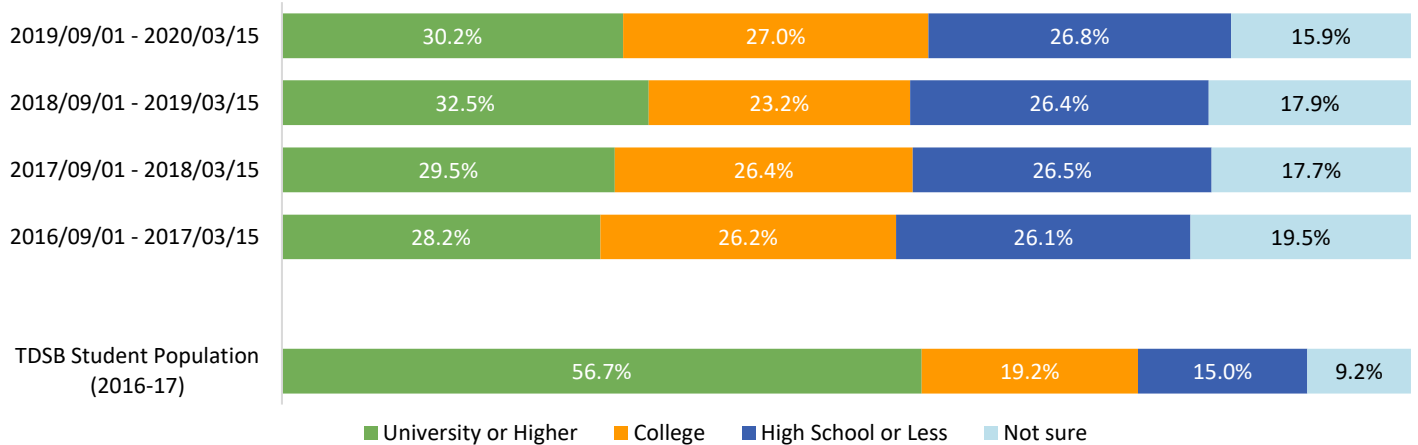


In Grade 9-12, about 45-65% of the suspensions/expulsions in the four school years between September 1<sup>st</sup> and March 15<sup>th</sup> could be linked to the student sexual-orientation information. Among them, the vast majority (94.7% in 2019-20) were issued to heterosexual students, while LGBTQ+ students accounted for 4.2-6.4% of the suspensions/expulsions (4.2% in 2019-20). See Figure 13. These proportions are similar to their representations in the general student population.

## By Parent Education

In 2016-17 among students who responded to the Census question about their parent(s)' education level, over half (57%) indicated that their parent(s) had a university degree or above (if a student lived with both parents, the higher parent education level was used), 19% indicated that their parent(s) had a college degree, 15% said their parent(s) had a secondary school degree or less, and 9% indicated that they did not know. Over half of the suspensions/expulsions in these four school years could be linked to this variable.

**Figure 14: Distribution of Suspensions/Expulsions by Parent Education Level**

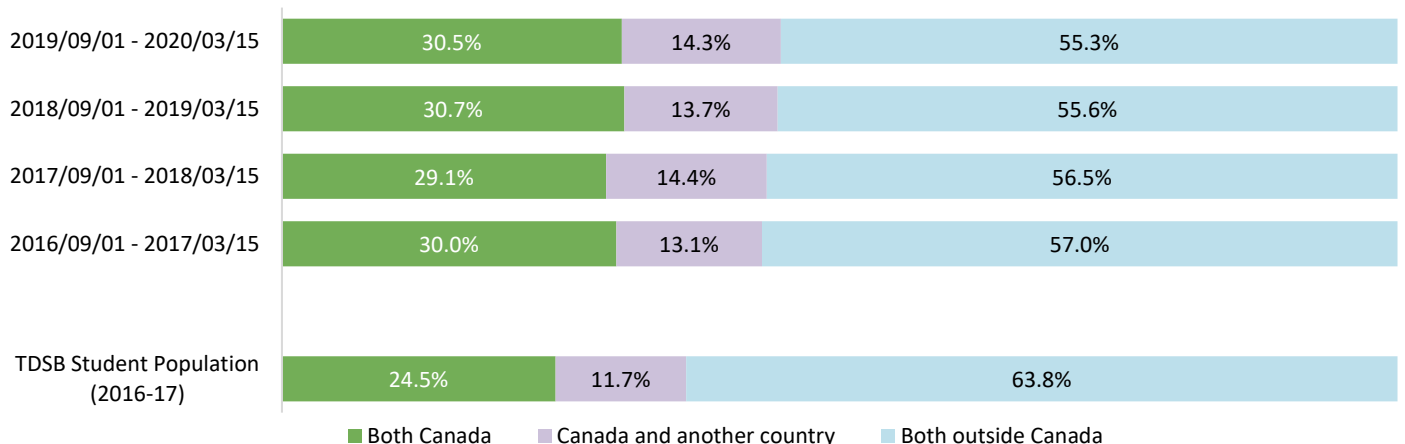


As shown in Figure 14, students whose parents had a university degree or above were under-represented in the suspensions/expulsions (30.2% in 2019-20), while students whose parents had a lower education level (college, secondary school or less) were over-represented in all four school years (27.0% and 26.8% in 2019-20).

## By Parent Birth Place

In the 2016-17 school year, according to the Census the majority (64%) of TDSB students had both parents born outside of Canada, 12% had one parent born in Canada, and 25% had both parents born in Canada. Figure 15 shows the distributions of about two-third (63-73%) of the suspensions/expulsions in the four school years that could be linked to this variable.

**Figure 15: Distribution of Suspensions/Expulsions by Parent Birth Place**

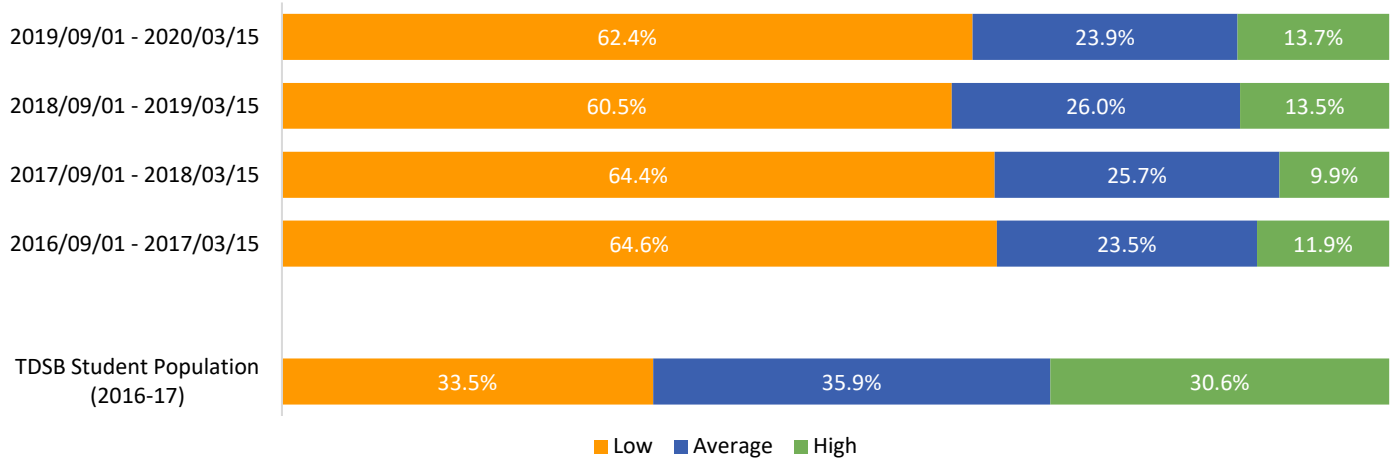


Students with both foreign-born parents accounted for the majority of suspensions/expulsions (55.3% in 2019-20).

## By Family Socioeconomic Status

In this report family socioeconomic status (SES) was represented by family annual income in the Parent Census (for Junior-Kindergarten to Grade 6 students), and parent occupations in the Grade 7-12 Student Census, together with parent education level and parent presence at home in both Parent and Student Census. Students were classified into three categories: low, average, and high family SES. About half of the suspensions/ expulsions in the four school years could be linked to this derived variable.

**Figure 16: Distribution of Suspensions/Expulsions by SES**



Students from low SES families had disproportionately high representations in the suspensions/expulsions in all four school years (62.4% in 2019-20). Students from average SES families accounted for about one quarter of the suspensions/expulsions (23.9% in 2019-20), while students from high SES families accounted for 13.7% of the suspensions/expulsions in 2019-20. See Figure 16.

## F: 2019-20 Caring and Safe Schools Alternative Programs

Our schools are safe, nurturing, positive, and respectful learning environments that enable all students to succeed and reach their full potential. Our schools and program sites (see Table 8) are places that promote peaceful problem solving, academic excellence, and a sense of belonging for all students. Students are expected to demonstrate respect for human rights and social justice and promote the values they need to become responsible members of society. The Caring and Safe Schools team of administrators, advisors, child and youth counsellors, and court liaison workers will continuously provide direction and support to administrators, staff, parents, students, and communities through:

1. Strong school leadership, with consistent discipline policies and procedures;
2. School-wide Caring and Safe Schools programs and instructional components focused on inclusive contributions;
3. Evolving and expanded prevention based knowledge and skills;
4. Ongoing support and professional growth in emotional intelligence, conduct management, prevention oriented strategies, mediation, and violence prevention;
5. Inclusive and developmentally appropriate materials, activities, and programs being championed and utilized;
6. Strong efforts to develop relationships and partnerships within the entire school community; and
7. Clear assessment, evaluation, and monitoring of student performance, combined with differentiated programming.

Board policies and procedures have been developed in accordance with provincial legislation and Ministry directives to ensure that our schools are caring and safe communities.

Due to the COVID-19 pandemic, all provincial standard assessments were cancelled in the 2019-20 school year. However, research from previous school years indicates that there are strong correlations between student suspensions and their academic achievement. Suspended students had lower levels of achievement on the provincial standard assessments, report cards, and credit accumulation, than students not being suspended. Table 7 shows the Caring and Safe Schools alternative programs for the suspended/expelled students in the 2019-20 school year.

**Table 7: Caring and Safe Schools Alternative Programs 2019-20**

Program Site	Division	Area	Program Description
C&SS Elementary Itinerant @ Vaughan Rd	Pr./Jr./Int.	LC 1-4	<b>Elementary Itinerant Team</b> – Program Coordinator and Child and Youth Counsellors - provide “push-in” non-academic support in the student’s school.
C&SS Elementary @ Lawrence Heights MS	Pr./Jr.	LC1	<b>Elementary Support Programs (Suspended/Expelled/ Assessment &amp; Support Placements)</b> are provided for elementary school students who have been suspended, expelled, or in alternative placements, and are in need of short- and long-term support. Programs provide both academic and non-academic support. Academic support is provided by a teacher and non-academic support is provided by a Child and Youth Worker at each site.
C&SS Elementary @ Lawrence Heights MS	Jr./Int.		
C&SS Elementary @ Shoreham PS	Pr./Jr.	LC2	C&SS Social Workers and Psychologists provide services to the sites as required.  Suspended/Expelled/Assessment & Support students are referred through the Caring and Safe Schools process.
C&SS Elementary @ Shoreham PS	Jr./Int.		
C&SS Midland Elementary @ Scarborough Centre for Alt. Studies	Pr./Jr.	LC3	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Pr./Jr.		
C&SS Elementary @ Scarborough Centre for Alternative Studies	Jr./Int.		
Program Site	Division	Area	Program Description
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Sr.	LC1	<b>Secondary Suspension/Expulsion/Assessment &amp; Support Programs</b> are provided for secondary school students who have been suspended for more than five days or who have been expelled. Site teachers provide academic support and Child and Youth Workers provide non-academic support to students.
Bickford Suspension/ Expulsion Program @ Bickford Centre	Sr.	LC4	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Sr.	LC3	Suspended and expelled students are referred through the Caring and Safe Schools process.
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Sr.	LC2	Assessment & Support students in need of both academic and non-academic support are referred by Caring and Safe Schools Learning Centre Administrators for placement.
Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (Community Partnership)	Sr.	LC2	<b>Assessment and Support Programs</b> provide both academic and non-academic support to students. The site teacher and Educational Assistant support programming focusing on core curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills). Non-academic support is provided by an agency Child and Youth Worker or a TDSB Social Worker.
Stanley Road Assessment & Support Program	Sr.	LC2	
Operation Springboard Assessment and Support (Community Partnership)	Sr.	LC3	C&SS Social Workers and Psychologists provide services to the sites as required.
East Metro Youth Services Assessment and Support (Community Partnership)	Sr.	LC3	Students are referred through Learning Centre Caring and Safe Schools Administrators.

## Contact Us

For more information about this report, please contact:

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Etobicoke, ON M9C 2B3  
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### **Endnotes**

<sup>1</sup>Reported suspensions and expulsions for a school year may include suspensions and expulsions carried over from the previous school year.

<sup>2</sup>Suspension and expulsion rates for a school year may include students who came to TDSB schools after October 31<sup>st</sup> when the total enrolment number was taken and used for calculating the rates.

<sup>3</sup>Including expulsions carried over from the previous year.

<sup>4</sup>SAL: Supervised Alternative Learning

<sup>5</sup>The overall report card Mathematics result was calculated as the average of the latest results in the five Mathematics strands on the report card.

<sup>6</sup>Percentages may not add up to 100 due rounding.

Cite as: Zheng, S. (2021). *Caring and safe schools report 2019-20*. Toronto, Ontario, Canada: Toronto District School Board



### Access to School Premises 2019-20

Under the Education Act, R.S.O. 1990, c. E.2, Ontario Regulation 474/00, *Access to School Premises*, authorizes a principal, a vice-principal or another person authorized by the Toronto District School Board to direct a person to leave the school premises where, in the judgment of the principal, vice-principal or other authorized person, the presence of that person is detrimental to the safety or well-being of a person on the premises. In such cases, a *Trespass to Property Letter* might be issued. However, a student cannot be issued a warning to trespass to a school in which they are enrolled, or if the pupil is attending a program for suspended or expelled pupils that is located on the school premises.

In the 2019-20 school year, a total of 181 trespass letters were issued: 128 (70.7%) to students and 53 (29.3%) to guardians. Table 1 shows the distribution of trespass letters by the type of trespassing.

**Table 1: 2019-20 Trespass Letter Types**

<b>Trespass Letter Issued to:</b>	<b>Count</b>	<b>Percent</b>
Persons who were not legally permitted to be on school premises	93	51.4%
Persons who were legally permitted to be on school premises	12	6.6%
Trespass warning letter	76	42.0%

For more information please contact:

Caring and Safe Schools, Toronto District School Board  
 5050 Yonge Street, 5<sup>th</sup> Floor, Toronto, ON M2N 5N8  
 Tel: 416-395-8054

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## **Yonge-Eglinton Phase 2 Program Area Review for Eglinton Junior Public School, John Fisher Junior Public School, and the Bannockburn Building (12 Bannockburn Avenue)**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4127

### **Strategic Directions**

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

### **Recommendation**

It is recommended that:

- a) John Fisher Junior Public School become a dual-track school, beginning with Junior Kindergarten in the English program (and expanding by one grade per year up to and including Grade 5), effective September 1, 2022;
- b) The portion of Eglinton Junior Public School's existing junior attendance area north of Broadway Avenue (including the north side of Broadway Avenue) be assigned to John Fisher Junior Public School, beginning with Junior Kindergarten (and expanding by one grade per year up to and including Grade 5), effective September 1, 2022;
- c) New students included in Part b) above with an older sibling attending Eglinton Junior Public School (in the same year that the younger sibling enters the school) be allowed to attend Eglinton Junior Public School until they graduate;
- d) The Bannockburn building be re-opened as Bannockburn Public School effective September 1, 2023, initially as a Junior Kindergarten to Grade 3 French

Immersion centre, and expanding by one grade per year up to and including Grade 6 in September 2026;

- e) Senior Kindergarten to Grade 3 French Immersion students at John Fisher Junior Public School residing within the Bedford Park Public School/Blythwood Junior Public School shared attendance area, Bedford Park Public School attendance area, and John Wanless Junior Public School attendance area be redirected to Bannockburn, effective September 1, 2023;
- f) Senior Kindergarten to Grade 3 students with an older sibling in Grades 4 to 6 attending John Fisher Junior Public School in September 2023 be allowed to remain at John Fisher Junior Public School until they graduate;
- g) The John Fisher Junior Public School Special Central Placement Process, approved by the Board of Trustees in March 2017 to relocate students wishing to withdraw from the French Immersion program at John Fisher Junior Public School in light of construction at 18-30 Erskine Avenue, be ended effective September 1, 2022; and
- h) The reversal of residential development redirections in Eglinton Junior Public School's and John Fisher Junior Public School's proposed attendance areas be considered in 2024-25, pending a review of accommodation pressures and space availability at the two schools.

## **Context**

### **Rationale for the Review**

The Yonge-Eglinton Phase 2 Program Area Review is a study in the Long-Term Program and Accommodation Strategy for 2020-2029, approved by the Board of Trustees in November 2020. It is a continuation of an extensive Program Area Review that was first undertaken in 2015-16. The first phase of the Program Area Review resulted in a series of grade changes, boundary changes, program adjustments, and capital projects including a replacement school at Davisville Jr PS, an addition at Hodgson MS, as well as internal renovations at Forest Hill Jr and Sr PS.

Accommodation pressures have persisted at local schools, particularly at Eglinton Jr PS. The school has continued to operate with exemptions to primary class sizes, no music room, and classes being delivered in resource-sized rooms. Because the site is very small at 1.6 acres and cannot accommodate portables, 14 new residential developments in the school's attendance area have been assigned to two holding schools, Whitney Jr PS and Rippleton PS. There are 22 proposed developments that still need to be accommodated within the next five years. A Special Central Placement Process was established in 2017 to prevent students leaving French Immersion at John

Fisher Jr PS from attending Eglinton Jr PS and adding to the enrolment pressure (these students are placed at other nearby schools).

The focus of this phase of the Yonge-Eglinton review is to continue looking at options to address overcrowding at Eglinton Jr PS and to balance growing student enrolment among local elementary schools in the area. In addition to Eglinton Jr PS, the review included John Fisher Jr PS and the Bannockburn building located at 12 Bannockburn Avenue. These schools are located in Ward 8 (Trustee Laskin) and Ward 11 (Trustee Chernos Lin).

### **Preliminary Work of the Local Feasibility Team**

A Local Feasibility Team (LFT) composed of staff representatives of the impacted schools and the appropriate central departments, met on three occasions in February and March 2021 and developed a recommended scenario to address the pressures in the Yonge-Eglinton area that involved using John Fisher Jr PS to accommodate students from Eglinton Jr PS and the Bannockburn building to accommodate students from John Fisher Jr PS.

John Fisher Jr PS is a French Immersion centre located within the Eglinton Jr PS attendance area and is in an ideal location to receive Eglinton Jr PS students because it is within walking distance. As a French Immersion centre, John Fisher Jr PS does not have an English Program attendance area. An English Program attendance area is needed to determine which Eglinton students will be accommodated at John Fisher Jr PS. An attendance area will be created by splitting the Eglinton attendance area in two, using Broadway Avenue as the dividing boundary.

Space needs to be freed up at John Fisher Jr PS to receive the Eglinton students. To do this, French Immersion students will be accommodated in the Bannockburn building. The Bannockburn building is a core holding site that is currently leased out but will become available for TDSB use in the summer of 2022. The building will be re-opened as a French Immersion centre to accommodate John Fisher students. It is in a great location to receive the John Fisher students who live in the northern portion of the John Fisher French Immersion catchment area. A French Immersion catchment area will be created for the Bannockburn centre by merging the northern portion of the John Fisher French Immersion catchment area with the eastern portion of the Glen Park French Immersion catchment area.

### **Work of the Program Area Review Team**

A Program Area Review Team (PART) was established in March 2021 involving the staff of the LFT and parent representatives of the impacted schools. The objective of the PART was to continue the work of the LFT in evaluating scenarios to address the pressures in the Yonge-Eglinton area through public consultation. The PART carefully

analyzed actual and projected enrolment data, capacity and utilization data, and the recommended scenario by the LFT. The PART sought advice and feedback on the LFT's recommended scenario from parents of the impacted schools and the broader community over the course of four working meetings and a public meeting. Two feedback surveys were also opened to school and community members to provide feedback. Two Frequently Asked Questions (FAQ) documents were prepared to address questions received throughout the PART process; they are posted on the Program Area Review page of the TDSB's website (<https://www.tdsb.on.ca/About-Us/Strategy-Planning/Search-All-Reviews?id=166>).

The feedback showed mixed views. Most of the responses received in the consultation process indicated support for the recommended scenario, but there was also significant support for preserving John Fisher Jr PS as a French Immersion centre.

The PART was in support of the major concepts of the LFT's recommended scenario. The PART made some refinements to the scenario such as modifying the proposed French Immersion catchment areas. After thorough discussion and analysis, the PART members achieved consensus on all recommendations.

### **Commentary on the Recommended Changes**

If approved, the boundary change between Eglinton Jr PS and John Fisher Jr PS, in conjunction with continued development redirections, will decrease and stabilize enrolment at Eglinton Jr PS. Enrolment is projected to decrease to 75% in this scenario by 2028, and remain stable at this level into the foreseeable future. In this scenario, John Fisher Jr PS will become a dual track, English and French Immersion school, with enrolment projected to stabilize at around 80% by 2027. At that time, the balance of French Immersion students to English students is projected to be approximately 60% to 40%.

It is important to note, however, that this recommendation assumes the continued redirection of residential developments away from the proposed Eglinton and John Fisher attendance areas for the time being. Additional reviews will be undertaken to continue redirecting residential developments to another site as they near completion.

The re-opening of the Bannockburn building as a French Immersion centre will allow John Fisher Jr PS to provide much-needed accommodation relief to Eglinton Jr PS by creating space for an English program.

The lease of Bannockburn to a private school is set to end in July 2022. Based on discussions with Facility Services staff, one year is required to retrofit the Bannockburn building and site to ensure compliance with TDSB standards. As such, the building cannot re-open until September 2023. The Bannockburn building will re-open in September 2023 with a JK to Grade 3 French Immersion cohort, expanding by one



grade per year until the program reaches Grade 6 in September 2026. The PART agreed that a larger grade range at Bannockburn will provide the critical mass required to best deliver programming and potentially childcare at the site. At the same time, existing John Fisher students in Grades 4 through 6 would be allowed to remain at John Fisher Jr PS through to graduation.

Once the French Immersion program is fully phased-in, Bannockburn is expected to be fully utilized at 95% in 2030. The combined number of Early French Immersion spaces at John Fisher Jr PS and Bannockburn PS in this scenario is approximately 70 more JK to Grade 6 students than what John Fisher Jr PS currently offers on its own. These additional spots at Bannockburn PS could potentially be used to absorb French Immersion students residing in the Ledbury Park EMS and John Ross Robertson Jr PS attendance areas (or growth from the existing catchment area), pending an annual review of French Immersion applications.

To minimize transitions for students as these recommendations are implemented, the grandparenting of younger siblings was an important consideration for the PART and has been factored into staff's recommendations.

Aligned with the implementation of the Eglinton and John Fisher boundary change, the John Fisher Jr PS Special Central Placement Process could be ended in September 2022. Sufficient space would be then made available at Eglinton Jr PS and John Fisher Jr PS to accommodate students wishing to withdraw from the John Fisher Jr PS French Immersion program.

New residential developments in the current Eglinton Jr PS attendance area will still need to be assigned to other schools. As the boundary change and re-opening of Bannockburn PS are implemented and phased-in, space will be created at John Fisher Jr PS and Eglinton Jr PS over time. This will allow staff to engage in a review in 2024-25 to determine a course of action with respect to reversing the redirections at an appropriate time.

Staff concurs with the recommendations of the PART and is putting forth those that require Board approval.

Other recommendations of the PART that do not require Board approval that staff support are:

1. That TDSB begin retrofitting the Bannockburn building in July 2022 to ensure that it is compliant with TDSB standards prior to re-opening.
2. That consideration may be given to Grade 3 French Immersion students at John Fisher Jr PS in September 2023 to remain at John Fisher Jr PS provided there is available space.

3. That the intermediate and secondary pathway for Bannockburn PS's French Immersion program be the same as the current John Fisher Jr PS French Immersion pathway (subject to change as per TDSB's operational procedure PR597).

There is general agreement among parents that, with careful planning and the commitment of school staff, administration, parents, the Superintendents, and Trustees, these recommendations will improve the current accommodation pressures in the Yonge-Eglinton area. With more residential development still being planned for the midtown area, these recommendations serve merely as a short to medium-term solution; a new elementary school is still required to accommodate the long-term student growth in this area.

The French as a Second Language Advisory Committee (FSLAC) representatives who participated on the PART provided feedback on behalf of the FSLAC. The FSLAC does not support the conversion of John Fisher Jr PS into a dual track English and French Immersion school. It is a successful and longstanding French Immersion centre. They provided several recommendations including that the PART be reconvened in 2022 after the pandemic to ensure full awareness of parents in the affected areas and to find an alternate solution to the introduction of an English track at John Fisher Jr PS.

In response to the FSLAC's concerns, staff and the members of the PART consider the introduction of dual track at John Fisher Jr PS and the re-opening of Bannockburn PS as a French Immersion centre as the best solution for the Yonge-Eglinton area at this time: it provides a local neighbourhood school to accommodate growth; it maintains a French Immersion centre; it provides more space for both English and French students; and it provides a better distribution of sites. Delaying the PART will only prolong accommodation issues at Eglinton Jr PS. The PART members were in agreement that the implementation date for the English track at John Fisher Jr PS should remain September 2022.

Appendix A contains tables that show the schools' enrolments, facility capacities, and utilization rates for the recommended scenario.

Appendix B shows the proposed boundary change to establish an English Program attendance area for John Fisher Jr PS.

Appendix C shows the proposed French Immersion catchment area for the French Immersion centre at Bannockburn PS.

The full report of the PART can be found in Appendix D. The report of the FSLAC is included in the PART report.

## **Action Plan and Associated Timeline**

Subject to Board approval, the proposed boundary change between Eglinton Jr PS and John Fisher Jr PS will be implemented effective September 1, 2022.

The John Fisher Jr PS Special Central Placement Process will be ended effective September 1, 2022.

The re-opening of the Bannockburn building and relocation of affected students from John Fisher Jr PS will be implemented effective September 1, 2023.

Pending space availability at Eglinton Jr PS and John Fisher Jr PS, staff will engage in a new review to consider the reversal of development redirections in the 2024-25 school year. This review will be reflected in the Long-Term Program and Accommodation Strategy.

A summary of the actions by school and year can be found in Appendix E.

## **Resource Implications**

The Bannockburn building will require renewal work to ensure compliance with TDSB standards. It will be funded from existing resources such as School Condition Improvement (SCI) and is estimated to cost \$5 million.

## **Communications Considerations**

Details about the outcome of the review will be posted on the TDSB's Accommodation Reviews website. Information and notice of the Board decision will also be provided through the school websites, the school profile pages on the TDSB website, school messenger, and will be emailed to all attendees at the public meeting who provided an email address.

Details regarding the re-opening of the Bannockburn building as a French Immersion centre will also be included in any offer of placement emails being sent to on-time French Immersion applicants during the placement process for the academic year of 2022-23.

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

## **Board Policy and Procedure Reference(s)**

P068 Accommodation and Program Review

PR715 Program Area Review

PR597 French Immersion/Extended French

## **Appendices**

- Appendix A: Planning and Enrolment Data
- Appendix B: Map - Proposed Junior Attendance Areas for Eglinton Jr PS and John Fisher Jr PS
- Appendix C: Map - Proposed French Immersion Catchment Areas for John Fisher Jr PS and Bannockburn PS
- Appendix D: Final Report of the Program Area Review Team for the Yonge-Eglinton Phase 2 Program Area Review
- Appendix E: Student Accommodation Plan by School and Year

## **From**

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## Planning and Enrolment Data

**Table 1: Status Quo**

No change to boundaries and no program moves.

Facility	Capacity	Oct. 31, 2020		Oct. 31, 2025		Oct. 31, 2030	
		Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Bannockburn PS	314	0	0%	0	0%	0	0%
Eglinton Jr PS*	548	553	101%	771	141%	807	147%
John Fisher Jr PS	524	384	73%	467	89%	494	94%
<b>Total</b>	<b>1,386</b>	<b>937</b>	<b>68%</b>	<b>1,238</b>	<b>89%</b>	<b>1,301</b>	<b>94%</b>

\*does not include students who have already been redirected to Whitney Jr PS and Rippleton PS.

**Table 2: Staff Recommendation**

John Fisher Jr PS becomes a dual-track school beginning with JK in the English Program in September 2022 and adding a grade a year.

The Bannockburn building is re-opened in September 2023 as a French Immersion centre, initially as JK to Grade 3, and adding a grade a year.

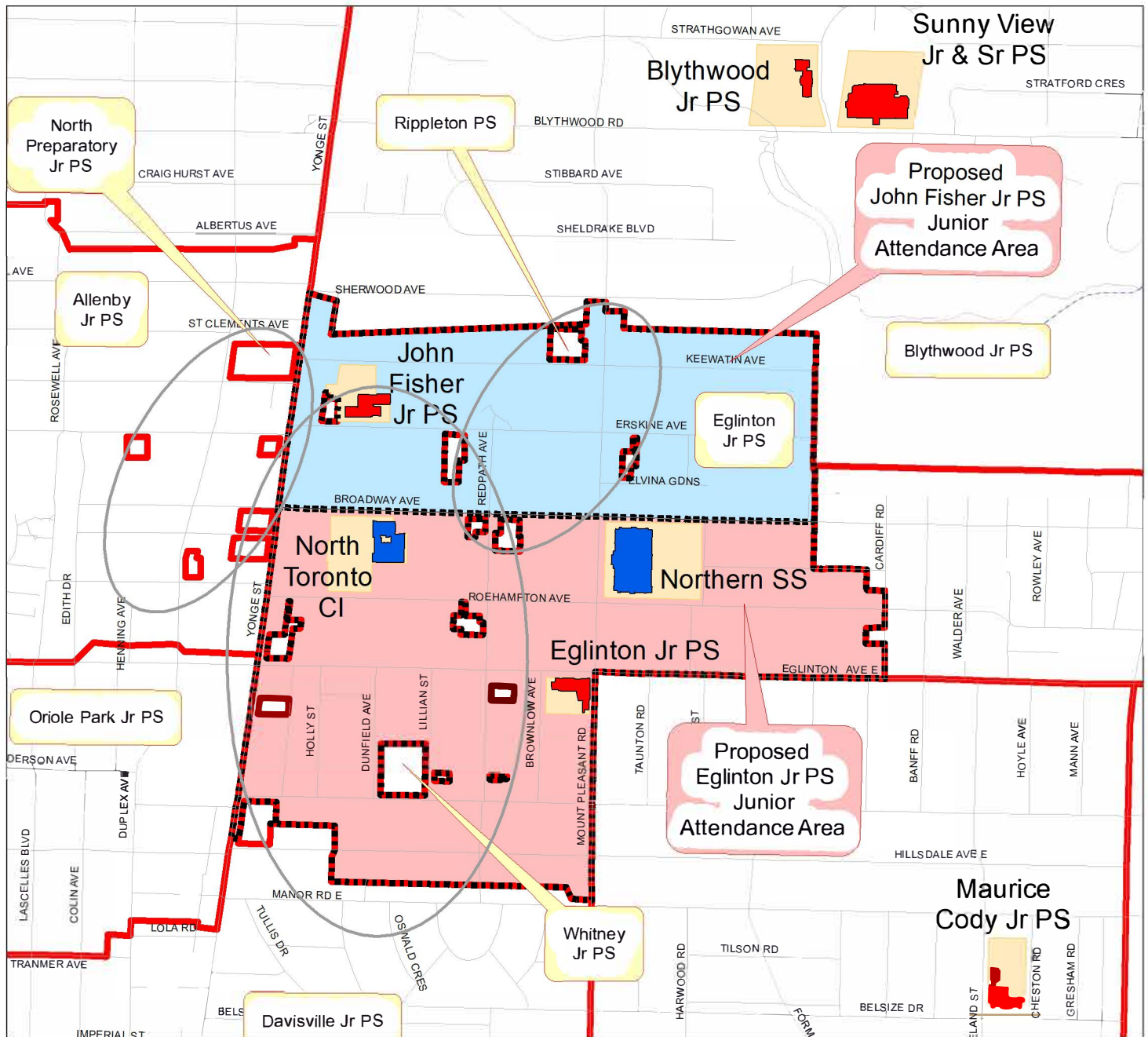
Facility	Capacity	Oct. 31, 2020		Oct. 31, 2025		Oct. 31, 2030	
		Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Bannockburn PS	314	0	0%	200	64%	300	95%
Eglinton Jr PS *	548	553	101%	457	83%	405	74%
John Fisher Jr PS *	524	384	73%	402	77%	421	80%
Holding site for 22 developments **	n/a	0	n/a	220	n/a	246	n/a
<b>Total ***</b>	<b>1,386</b>	<b>937</b>	<b>68%</b>	<b>1,279</b>	<b>92%</b>	<b>1,372</b>	<b>99%</b>

\* Eglinton Jr PS and John Fisher Jr PS projections assume the continued redirection of all new residential developments to other sites. Students from all proposed residential developments are not included in these projections.

\*\* These 22 developments are located in the attendance area of Eglinton Jr PS and will be redirected to another school with space available. The school has not been identified yet.

\*\*\* The total for 2025 and 2030 do not equal Status Quo total due to a slightly larger combined French Immersion program at Bannockburn PS and John Fisher Jr PS than what currently exists at John Fisher Jr PS alone.

## Proposed Junior Attendance Areas for Eglinton Jr PS and John Fisher Jr PS



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



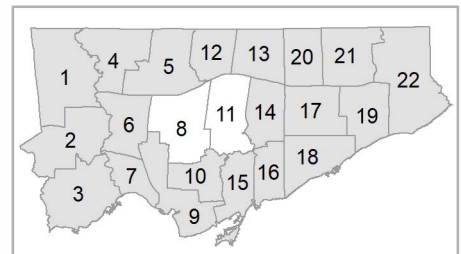
Produced by:  
Planning Division, TDSB  
May 2021  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Planning Division, TDSB  
Data- City of Toronto



### Legend:

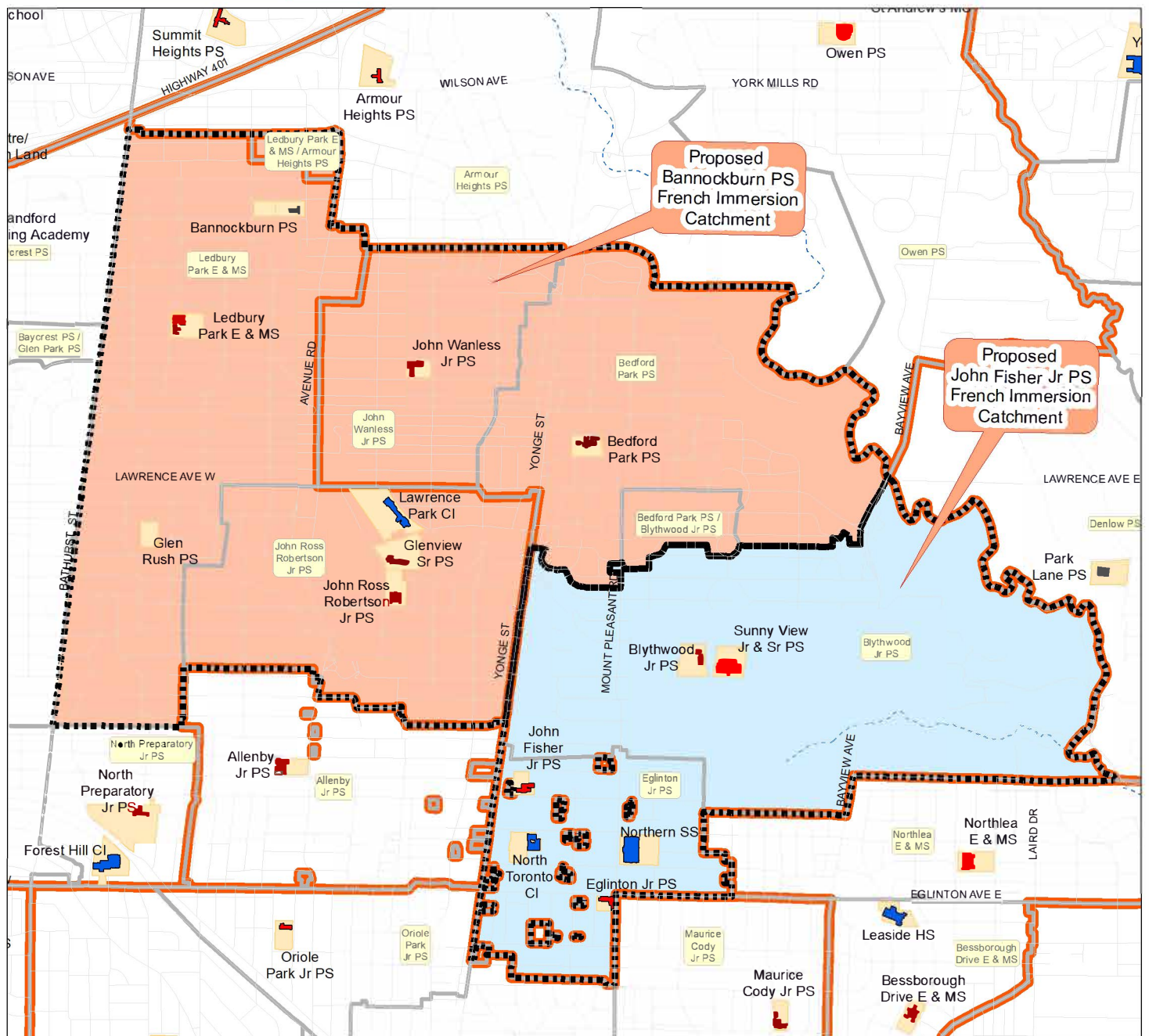
- Elementary School
- Elementary and Secondary School
- Secondary School
- Other TDSB Facility
- Site

- Railway
- Road
- Waterway
- Utility Line
- Junior Attendance Area
- Proposed Junior Attendance Area
- Ward Boundary





# Proposed French Immersion Catchments for Bannockburn PS and John Fisher Jr PS



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



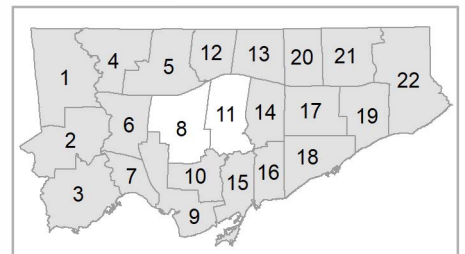
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Planning Division, TDSB  
May 2021  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Planning Division, TDSB  
Data- City of Toronto



## Legend:

- Elementary School
- Elementary and Secondary School
- Secondary School
- Other TDSB Facility
- Site

- Railway
- Road
- Waterway
- Utility Line
- Junior Attendance Area
- French Immersion Catchment Area
- Proposed French Immersion Catchment Area



**Final Report of the Program Area Review Team for the  
Yonge-Eglinton Phase 2 Program Area Review**

**RECOMMENDATIONS**

**The Yonge-Eglinton Phase 2 Program Area Review Team recommends:**

- 1. That John Fisher Jr PS becomes a dual-track school, beginning with JK in the English program (and growing a grade a year), effective September 2022;**
- 2. That the portion of Eglinton Jr PS's existing junior attendance area north of Broadway Avenue (including the north side of Broadway Avenue) be assigned to John Fisher Jr PS, beginning in JK (and growing a grade a year), effective September 2022;**
- 3. That new students from Recommendation #2 with an older sibling attending Eglinton Jr PS (in the same year that the younger sibling enters the school) be allowed to attend Eglinton Jr PS until they graduate;**
- 4. That TDSB begin retrofitting the Bannockburn building in July 2022 to ensure that it is compliant with TDSB standards prior to re-opening;**
- 5. That the Bannockburn site be re-opened in September 2023, initially as a JK to Grade 3 French Immersion centre, and growing a grade a year up to (and including) grade 6 in September 2026;**
- 6. That SK to Grade 3 French Immersion students at John Fisher Jr PS residing within the Bedford Park PS/Blythwood Jr PS shared attendance area, Bedford Park PS attendance area, and John Wanless Jr PS attendance area be redirected to Bannockburn PS, effective September 2023;**
- 7. That SK to Grade 3 students with an older sibling in Grades 4 to 6 attending John Fisher Jr PS in September 2023 be allowed to remain at John Fisher Jr PS until they graduate. Consideration may be given to grade 3 students in September 2023 to remain at John Fisher Jr PS provided there is available space;**
- 8. That the intermediate pathway for Bannockburn PS's French Immersion program be the same as the current John Fisher Jr PS French Immersion pathway (subject to change as per TDSB's operational procedure PR597);**
- 9. That the John Fisher Jr PS Special Central Placement Process, approved by Board of Trustees in March 2017 to relocate students wishing to withdraw from the French Immersion program at John Fisher Jr PS in light of construction at 18-30 Erskine Avenue, be ended effective September 2022, and**

**10. That the reversal of residential development redirections in Eglinton Jr PS's and John Fisher Jr PS's proposed attendance areas be considered in 2024/25, pending a review of accommodation pressures and space availability at the two schools.**

## BACKGROUND

**At the first meeting of the Yonge-Eglinton Phase 2 Program Area Review Team on April 1, 2021**, the Program Area Review Team (PART) membership was informed that a Local Feasibility Team (LFT), comprising TDSB Principals, Superintendents, Trustees, and central staff, was established to examine potential solutions to existing and projected accommodation pressures in the Yonge-Eglinton area, particularly at Eglinton Jr PS. The following study had been identified in the Long-Term Program and Accommodation Strategy (LTPAS):

1. **New Program Study:** Phase 2 of the Yonge-Eglinton review will begin with a staff study in 2020-21. This review will focus on options to balance enrolment within local elementary schools in Wards 8 and 11 and will include consideration of the Bannockburn building to resolve ongoing accommodation pressures. A review had previously been struck but was paused in April 2019 to allow system-wide initiatives like the French and Secondary Program Reviews to be undertaken.

The Secondary Program Review is a wide-ranging and evolving process that does not allow for an immediate opportunity for local secondary schools to be reviewed at this time. Longer-term accommodation pressures within a broader area that includes local secondary schools will be addressed in the third phase of this review.

The objective of the LFT was to review data, assess and discuss the implications of proposed solutions, and finally, to come up with a recommendation to present to the PART.

The transition of the LFT to a PART was approved by the TDSB's Central Accommodation Team (CAT) on March 18, 2021.

The PART membership was informed that the objective of the PART was to continue the work of the LFT in evaluating the feasibility of the preferred scenario by seeking advice and feedback from impacted parent representatives through the course of 4 working meetings.

An explanation of why the review was required was provided to the group. In

addition, the PART was informed of its role as an advisory committee. Staff provided background information to PART members regarding the TDSB's Long-Term Program and Accommodation Strategy (LTPAS). A description of the program and accommodation challenges in the Yonge-Eglinton area, followed by an overview of enrolment and facility information for Eglinton Jr PS, John Fisher Jr PS, and Bannockburn PS was also provided. The LFT's recommended scenario was then presented to the group for discussion.

Staff were asked at the first PART working meeting to explore whether the proposed boundary change between Eglinton Jr PS and John Fisher Jr PS could be moved to September 2023 (instead of the original recommendation of September 2022). A question was asked about whether the boundary change should be delayed in order to provide John Fisher Jr PS with flexibility to accommodate a potential increase in the number of JK and SK French Immersion entry students in the first year of the system-wide JK French Immersion implementation in September 2022. Staff agreed to report on the implications of delaying the boundary change to September 2023 at the second PART meeting.

Another question was raised about the John Fisher Jr PS Central Placement Process, and whether given that the building at 18-30 Erskine Avenue is now complete, the process could be ended. Staff committed to bringing back more information about that process at the next meeting.

Following the first PART working meeting, an online survey was also opened on April 6, 2021 to PART members and the broader community to gauge feedback on the LFT's recommended scenario. A link to the survey was sent out to both the Eglinton Jr PS and John Fisher Jr PS school communities and was made available on the information webpage for the review. The survey closed on April 21, 2020.

**At the second PART meeting on April 22, 2021**, staff presented feedback from survey, a model showing the implications of delaying the Eglinton Jr PS and John Fisher Jr PS boundary change until September 2023, as well as information about the John Fisher Jr PS Special Central Placement Process.

The first feedback survey received a total of 40 responses. Respondents were asked to rate the Local Feasibility Team's recommendation out of 4 (with 1 being 'strongly disagree' and 4 being 'strongly agree'). The average rating was 2.3. Respondents were also asked to share their questions and comments regarding the LFT's recommendation.

The main themes/questions that came out of the survey were about:

- Clarification around the middle school pathways;
- The need for a new school at Yonge-Eglinton;
- The dual-track recommendation being proposed for John Fisher Jr PS;
- The suggestion to retain Blythwood Jr PS' attendance area within John Fisher Jr PS' proposed French Immersion catchment;
- The John Fisher Jr PS Special Central Placement Process;
- The availability of classroom space at John Fisher Jr PS;
- The Middle Immersion program beginning at Bedford Park PS in September 2021, and
- Planning, enrolment, and questions about the involvement of other schools.

Staff shared the individual comments received from respondents and addressed each of the main themes/questions. Two areas of feedback resulted in modifications to the original LFT recommendations:

- Staff determined that the majority of existing students at John Fisher Jr PS residing in the Blythwood Jr PS attendance area were within the 1.6km walking distance threshold to John Fisher Jr PS, and with some space potentially available at John Fisher Jr PS to accommodate students from that attendance area for now, a change was made to the recommendation to retain the Blythwood Jr PS attendance area in the proposed John Fisher Jr PS French Immersion catchment area.
- Staff also provided the PART with information on the Board-approved John Fisher Jr PS Special Central Placement Process and agreed that the process could now be ended in light of the building at 18-30 Erskine Avenue being complete and there being fewer applications to withdraw. The PART agreed, however, that the process should not be ended until September 2022, when the proposed boundary change between Eglinton Jr PS and John Fisher Jr PS would be implemented to ensure that there is sufficient space at Eglinton Jr PS to accommodate additional students.

At this meeting, Staff also addressed the question about possibly delaying the implementation of the Eglinton Jr PS and John Fisher Jr PS boundary change to September 2023. Staff informed the PART that, in the LFT recommendation, the projected entry cohort of JK and SK French Immersion students would be similar to current SK French Immersion cohort at John Fisher Jr PS, 72 JK and 72 SK students. Over the last four years at John Fisher Jr PS, the SK entry cohort has been between 50 and 67 (inclusive of any French Immersion students that were redirected to that school from other sites), so staff were confident that the

projection would be sufficient to accommodate the JK and SK demand for French Immersion at the school in September 2022. Staff also advised the PART that up to seven classrooms for FDK students were identified in consultation with the Principal at John Fisher Jr PS, so the school would be able to accommodate a JK English cohort in September 2022 without the need to reduce the size of the JK or SK French Immersion cohort. Delaying the proposed boundary change between Eglinton Jr PS and John Fisher Jr PS to September 2023, however, would only continue to prolong the accommodation issues at Eglinton Jr PS for an additional year. Considering this information, the PART agreed to keep to the September 2022 implementation date for the boundary change.

**The third working meeting of the PART was held on April 26, 2021.** The purpose of that meeting was for staff to present to the PART the modified recommendations that would be presented to the broader community at the public meeting on May 4, 2021. Logistics of the virtual public meeting were also shared with PART members, as well as a draft agenda.

The PART also discussed the need for a communication strategy if the recommendations are approved by the Board of Trustees in June 2021, particularly with respect to the relocation of John Fisher Jr PS French Immersion students to the Bannockburn site in September 2023. PART members voiced the need for the families of French Immersion applicants to be made aware of these changes when they make the decision to apply for the program. Existing SK students at John Fisher Jr PS could also be impacted by this relocation, so the PART expressed the need for those students to be communicated with as well. Staff acknowledged the need for a strong communication plan and would ensure that all affected communities be informed of these changes should it be approved. Like any review, a letter from the Superintendents would be sent to both school communities following the Board meeting where the decisions are approved. The information would also be made available on the school webpages and included in any offer of placement emails being sent to on-time applicants during the placement process for the academic year of 2022-2023.

**The virtual public meeting for this review was held on May 4, 2021.** A Zoom webinar platform was used. Registrants were also given the option to participate via telephone. Approximately 170 people registered for the public meeting, with 102 people attending (exclusive of the 22 PART members and central supporting staff).

Staff provided background information regarding the review and presented the current recommendations of the PART to solicit feedback from the broader



community. Feedback from the first survey was also shared at this meeting. Attendees were invited to submit written questions/comment via a 'Q and A' window in the Zoom webinar. An option to ask live questions was also provided to participants.

A second feedback survey was opened on May 5, 2021 to solicit additional feedback regarding the modified PART recommendation, as well as any additional questions and comments regarding the review. The survey was closed on May 11, 2021.

**At the final PART working meeting held on May 13, 2021**, a brief recap of the public meeting took place, followed by a review of responses received from the second feedback survey. PART members were informed that questions from the public meeting would be added to a Frequently Asked Questions document, which would be posted on the review webpage. Additional information, meeting notes, and the presentation slide deck would also be posted on the review webpage.

In total 106 responses were received from the second feedback survey. On a scale of 1 to 4 (with 1 being 'strongly disagree' to 4 being 'strongly agree'), respondents were asked to rate how they felt about the modified PART recommendations, as well as to share any questions and/or comments they had. The average rating was 2.44 for the modified PART recommendations. Staff presented and provided feedback on the main themes/questions received, which included:

- That John Fisher Jr PS should remain a single-track French Immersion school (22 mentions);
- That the current recommendations are required to address accommodation pressures in the Yonge-Eglinton area/relieve overcrowding at Eglinton Jr PS (20 mentions);
- That longer-term solutions are required to address overcrowding at Yonge-Eglinton/stop development (7 mentions);
- That students being redirected to Whitney Jr PS and Rippleton PS should be able to go back to Eglinton Jr PS/John Fisher Jr PS (4 mentions);
- That Bannockburn should be used as the overflow site for Eglinton Jr PS students (4 mentions), and
- Whether the Vaughan Road building could be used to address overcrowding at Eglinton Jr PS (4 mentions).

Following this, a review of the PART process and voting procedure took place with PART members. PART members reviewed each of the 10

recommendations. Edits were made to provide more clarity. A question was raised with respect to Recommendation #7, specifically whether some flexibility could be included for current SK students at John Fisher Jr PS who would potentially be impacted by the proposed relocation to Bannockburn in September 2023. The PART agreed to edit the recommendation to allow for some consideration for those students to potentially remain at John Fisher Jr PS in September 2023 provided there is available space to accommodate them. Discussions would have to be had with the Superintendent of Education and Principal on an individual basis.

Following this, PART voting members (Principals of Eglinton Jr PS and John Fisher Jr PS, as well as one parent representative from each of the two schools) were asked to indicate whether they agreed with all the recommendations as a whole. **Consensus was reached on all recommendations.**

Representatives from the French as a Second Language Community Advisory Committee (FSLCAC) asked staff whether a dissenting report could be submitted. As FSLCAC members are not voting members of a PART (and only voting members can submit dissenting reports), staff advised that they could submit an 'FSLCAC feedback report' as an appendix to this PART report. This report, along with feedback received from the two surveys, is contained in Appendix D.

Slide decks from all working committee meetings and public meetings were posted on the TDSB review webpage, along with additional school data, and Frequently Asked Questions. An information webpage containing six modules providing additional information about the review (and other studies that have taken place in the midtown area since 2009) was also made available to the public.

More information can be found in the appendices:

**A:** Enrolment overview – status quo and PART recommendation

**B:** Map of the proposed Eglinton Jr PS and John Fisher Jr PS junior attendance boundary change area

**C:** Map of the proposed Early French Immersion catchment area for Bannockburn PS

**D:** Feedback from FSLCAC and two surveys

# STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Eglinton Junior Public School	Ian Wilson	Principal
Eglinton Junior Public School	Elizabeth Aiello	Vice-Principal
Eglinton Junior Public School	Dawn Edmonds	School Council Representative
John Fisher Junior Public School	Jane Wadden	Principal
John Fisher Junior Public School	Dori Antolin	Vice-Principal
John Fisher Junior Public School	Carl De Souza	School Council Representative
John Fisher Junior Public School	Keri Hyde	School Council Representative
Learning Centre 1, Learning Network 5	Andrew Howard	Superintendent, Co-Chair
Learning Centre 1, Learning Network 6	Ron Felsen	Superintendent, Co-Chair
TDSB Ward 8	Shelley Laskin	Trustee
TDSB Ward 11	Rachel Chernos Lin	Trustee
Resources – Staff and PART Observing Members		
Organization	Name	Role
French as a Second Language Community Advisory Committee	Lynne Leblanc	Ward 8
French as a Second Language Community Advisory Committee	Charles Zhu	Ward 11
TDSB Child Care Services	Liz Hoang	Manager
TDSB Child Care Services	Nadejda Lekosky	Early Years Co-ordinator
TDSB Communications	Terry Simzer	Communications Officer
TDSB Facilities	Tom Schloessin	Architectural Co-ordinator
TDSB French as a Second Language	Angela Caccamo	Centrally Assigned Principal
TDSB French as a Second Language	Kirsten Johnston	Co-ordinator
TDSB Planning	Daniel Castaldo	Senior Manager
TDSB Planning	Joyce Kwong	Educational Planning Officer
TDSB Student Transportation	Garry Green	Senior Manager
Learning Centre 1, Learning Network 6	James Jarrett	Administrative Liaison

Meeting Details		
Meeting Type	Date	Time
Committee Working Meeting	Thursday, April 1, 2021	5:00 – 7:00 p.m.
Committee Working Meeting	Thursday, April 22, 2021	5:00 – 7:00 p.m.
Committee Working Meeting	Monday, April 26, 2021	6:00 – 7:30 p.m.
Public Meeting	Tuesday, May 4, 2021	6:00 – 8:00 p.m.
Committee Working Meeting	Thursday, May 13, 2021	5:00 – 6:30 p.m.

## ANALYSIS OF PROPOSED CHANGES

### **Boundary change between Eglinton Jr PS and John Fisher Jr PS**

If approved, the boundary change between Eglinton Jr PS and John Fisher Jr PS—in conjunction with continued development redirections— would decrease and stabilize enrolment at Eglinton Jr PS. Enrolment is projected to decrease to 75% in this scenario by 2028, and remain stable at this level into the foreseeable future. In this scenario, John Fisher Jr PS would become a dual track, English and French Immersion school, with enrolment projected to stabilize at around 80% by 2027. At that time, the balance of French Immersion students to English students is projected to be approximately 60% to 40%.

It is important to note, however, that this scenario assumes the continued redirection of residential development applications away from the proposed Eglinton Jr PS and John Fisher Jr PS junior attendance areas for the time being. Separate reviews will be undertaken to continue redirecting residential developments to another site as the developments near completion.

### **Re-opening Bannockburn as a French Immersion Centre**

The re-opening of Bannockburn PS as a French Immersion site would allow John Fisher Jr PS to provide much-needed accommodation relief to Eglinton Jr PS by creating space for an English program.

The lease of Bannockburn to a private school is set to end in July 2022. Based on discussions with Facilities staff, a year is required to retrofit the Bannockburn building and site to ensure compliance with TDSB standards. As such, the building cannot re-open until September 2023. The Bannockburn will building re-open in September 2023 with a JK to Grade 3 French Immersion cohort, growing a grade a year until the program reaches Grade 6 in September 2026. The PART agreed that a larger grade range at Bannockburn would provide the critical mass required to best deliver programming—and potentially childcare—at the site. At the same time, existing John Fisher Jr PS students in Grades 4 through 6 would be allowed to remain at John Fisher Jr PS through to graduation.

Once the French Immersion program is fully phased-in, Bannockburn PS is expected to be completely full, at 95% utilization in 2030. The combined number of Early French Immersion spaces at John Fisher Jr PS and Bannockburn PS in this scenario is approximately 70 more JK to Grade 6 students than what John Fisher Jr PS currently offers on its own. These additional spots at Bannockburn PS could potentially be used to absorb French Immersion students residing in the Ledbury Park E & MS and John Ross Robertson Jr PS attendance areas (or

growth from the existing catchment area), pending an annual review of French Immersion applications.

### **Grandparenting provisions**

To minimize transitions for students as these recommendations are implemented, the grandparenting of younger siblings was an important consideration for the PART.

### **Ending the John Fisher Jr PS Special Central Placement Process**

Aligned with the implementation of the Eglinton Jr PS and John Fisher Jr PS boundary change, the John Fisher Jr PS Special Central Placement Process could be ended in September 2022. Sufficient space would be then made available at Eglinton Jr PS and John Fisher Jr PS to accommodate students wishing to withdraw from the John Fisher Jr PS French Immersion program. The building at 18-30 Erskine is now complete and there are fewer students wishing to withdraw from John Fisher Jr PS.

### **Reversal of Residential Development Redirections**

As mentioned earlier, new residential developments in the current Eglinton Jr PS attendance area will still need to be assigned to other schools. As the boundary change and re-opening of Bannockburn are implemented and phased-in, space will be created at John Fisher Jr PS and Eglinton Jr PS over time. This will allow staff to engage in a review in 2024/25 to determine a course of action with respect to reversing the redirections at an appropriate time.

While the PART recommendations are a necessary step in creating much-needed school space to accommodate local students from existing households in the Yonge-Eglinton area, it is still only an interim measure. The PART recognizes that further accommodation solutions are still required to accommodate students emanating from new developments in the Yonge-Eglinton area.

It is expected that, if the Board approves the recommendations that come from the PART, changes would be implemented in September 2022 and September 2023.

## **SUMMARY OF FINDINGS**

There was a consensus to proceed with the PART recommendations as presented. Parents recognize the space realities and the necessity of this change to address the overcrowding at Eglinton Jr PS.

There was concern expressed about the viability of the French Immersion

program at John Fisher Jr PS within a dual-track environment. With 70 French Immersion sites in the TDSB (6 of which are single-track centres), staff assured the PART (and community members) that the changes to John Fisher Jr PS from a French Immersion centre to a dual-track school will be minimal. French language culture and traditions would be maintained, and students in JK to grade 3 would continue to have French instruction 100% of the time. As with the other dual-track schools in the TDSB, the administration at John Fisher Jr PS would provide many opportunities to integrate English and French Immersion students.

The grandparenting of siblings and the potential option for current SK students at John Fisher Jr PS to remain at the school pending space availability in September 2023 were factored into the PART's recommendations to minimize disruption for students. A communication strategy will be required to ensure a smooth transition for affected families, especially those seeking to apply for early French Immersion programming in this area.

Throughout the course of the discussions, parents and community members at the PART working and public meeting provided feedback and raised several questions about the proposed changes. Two Frequently Asked Questions documents have been prepared to address questions and comments raised throughout the process and at the public meeting; these two documents are posted on the TDSB Review webpage.

It is noted that at the PART working meetings, conversation about the information and recommendations being presented were lengthy, robust, and full of thoughtful questions and responses that allowed multiple sides of the issue to be openly discussed. The PART membership is commended for its fulsome participation.

With careful planning and the commitment of school staff, administration, parents, the Superintendents, and Trustees, the PART believes that these recommendations will improve the current accommodation pressures in the Yonge-Eglinton area. With all the residential development still being planned for the midtown area, however, these recommendations serve merely as a short- to medium-term solution; a new elementary school is still required to accommodate the long-term student growth in this area.





## Yonge-Eglinton Phase 2 Program Area Review Team: Planning and Enrolment Data

### Status Quo

No change to boundaries and no program moves.

Status Quo		Oct. 31, 2020		Oct. 31, 2025		Oct. 31, 2030	
School	Capacity	Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Bannockburn PS	314	0	0%	0	0%	0	0%
Eglinton Jr PS*	548	553	101%	771	141%	807	147%
John Fisher Jr PS	524	384	73%	467	89%	494	94%
<b>Total</b>	<b>1,386</b>	<b>937</b>	<b>68%</b>	<b>1,238</b>	<b>89%</b>	<b>1,301</b>	<b>94%</b>

\*does not include students who have already been redirected to Whitney Jr PS and Rippleton PS.

### Program Area Review Team (PART) Option

- That John Fisher Jr PS becomes a dual-track school, beginning with JK in the English program (and growing a grade a year), effective September 2022;
- That the portion of Eglinton Jr PS's existing junior attendance area north of Broadway Avenue (including the north side of Broadway Avenue) be assigned to John Fisher Jr PS, beginning in JK (and growing a grade a year), effective September 2022;
- That new students from Recommendation #2 with an older sibling attending Eglinton Jr PS (in the same year that the younger sibling enters the school) be allowed to attend Eglinton Jr PS until they graduate;
- That TDSB begin retrofitting the Bannockburn building in July 2022 to ensure that it is compliant with TDSB standards prior to re-opening for students;
- That the Bannockburn site be re-opened in September 2023, initially as a JK to Grade 3 French Immersion centre, and growing a grade a year up to (and including) grade 6 in September 2026;
- That SK to Grade 3 French Immersion students at John Fisher Jr PS residing within the Bedford Park PS/Blythwood Jr PS shared attendance area, Bedford Park PS attendance area, and John Wanless Jr PS attendance area be redirected to Bannockburn PS, effective September 2023;
- That SK to Grade 3 students with an older sibling in Grades 4 to 6 attending John Fisher Jr PS in September 2023 be allowed to remain at John Fisher Jr PS until they graduate. Consideration may be given to grade 3 students in September 2023 to remain at John Fisher Jr PS provided there is available space;
- That the intermediate pathway for Bannockburn PS's French Immersion program be the same as the current John Fisher Jr PS French Immersion pathway (subject to change as per TDSB's operational procedure PR597);
- That the John Fisher Jr PS Special Central Placement Process, approved by Board of Trustees in March 2017 to relocate students wishing to withdraw from the French Immersion program at John Fisher Jr PS in light of construction at 18-30 Erskine Avenue, be ended effective September 2022, and
- That the reversal of residential development redirections in Eglinton Jr PS's and John Fisher Jr PS's proposed attendance areas be considered in 2024/25, pending a review of accommodation pressures and space availability at the two schools.

Program Area Review Team (PART) Option		Oct. 31, 2020		Oct. 31, 2025		Oct. 31, 2030	
School	Capacity	Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Bannockburn PS	314	0	0%	200	64%	300	95%
Eglinton Jr PS*	548	553	101%	457	83%	405	74%
John Fisher Jr PS*	524	384	73%	402	77%	421	80%
<b>Holding site for yet to be redirected developments in Eglinton Jr PS' current attendance area</b>	n/a	0	n/a	220	n/a	246	n/a
<b>Total**</b>	<b>1,386</b>	<b>937</b>	<b>68%</b>	<b>1,279</b>	<b>92%</b>	<b>1,372</b>	<b>99%</b>

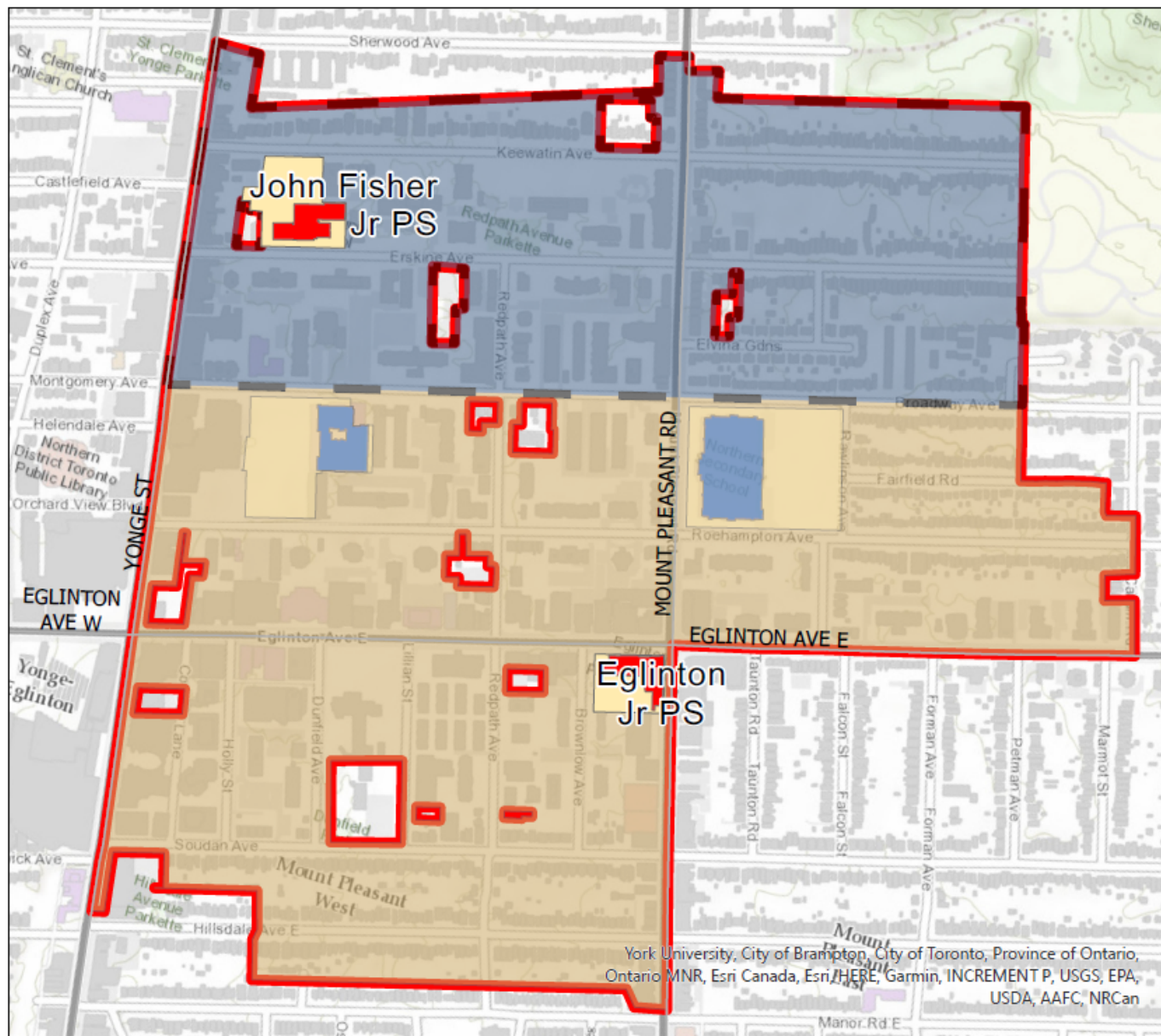
\*Eglinton Jr PS and John Fisher Jr PS projections assume the continued redirection of all new residential developments to other sites. Students from all proposed residential developments are not included in these projections.

\*\*PART Recommendation total for 2025 and 2030 do not equal Status Quo total due to a slightly larger combined French Immersion program at Bannockburn PS and John Fisher Jr PS than what currently exists at John Fisher Jr PS alone.



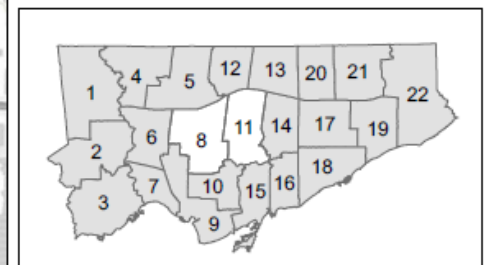
# Yonge-Eglinton Phase 2 Program Area Review

## Proposed Junior Attendance Boundary Change between Eglinton Jr PS and John Fisher Jr PS

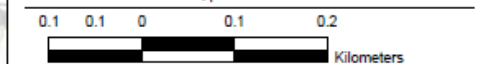


### Legend

- Elementary school
- Secondary school
- School site
- Current Eglinton Jr PS attendance area
- Proposed Eglinton Jr PS attendance area
- Proposed John Fisher Jr PS attendance area
- Roads



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



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

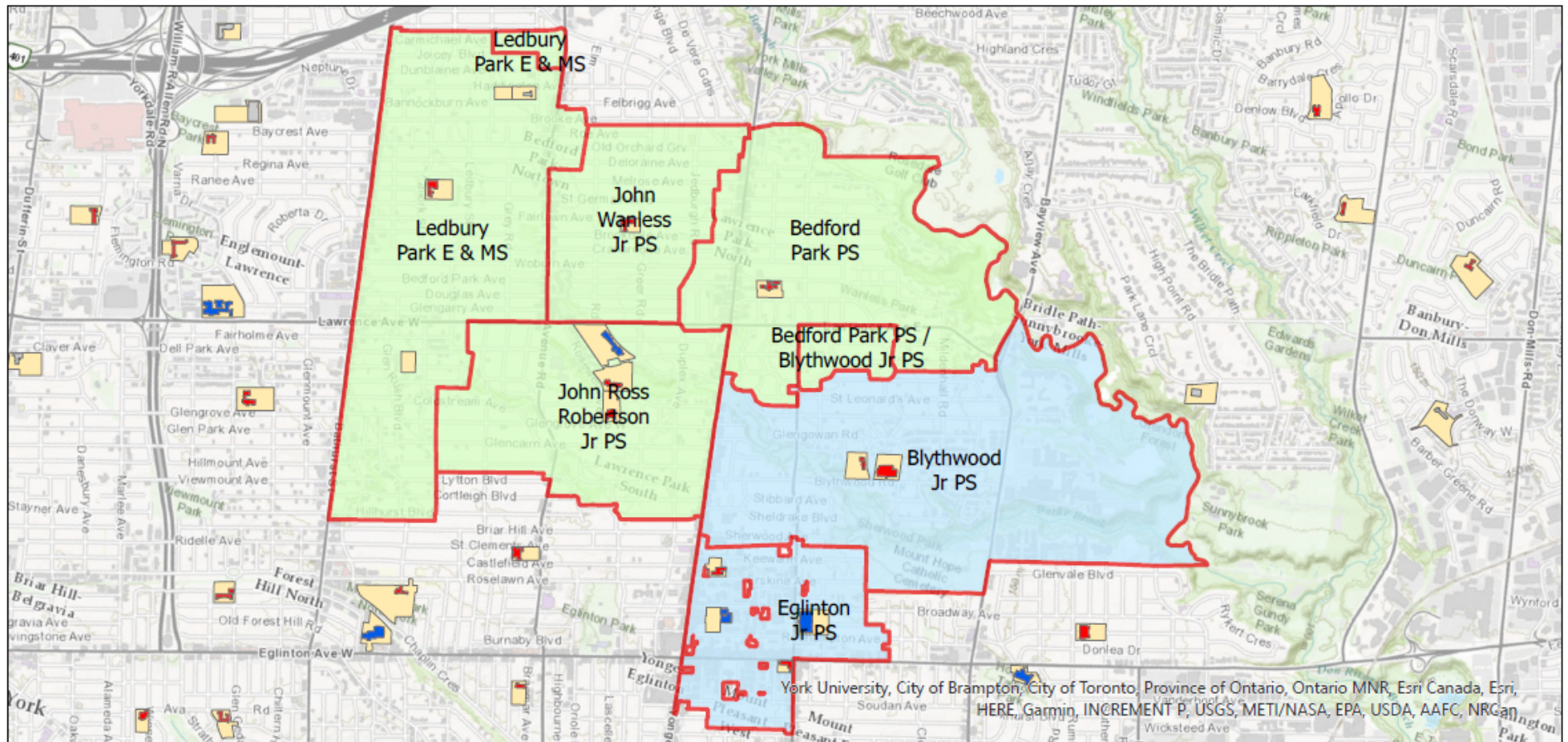


York University, City of Brampton, City of Toronto, Province of Ontario,  
Ontario MNR, Esri Canada, Esri HERE, Garmin, INCREMENT P, USGS, EPA,  
USDA, AAFC, NRCan





# Yonge-Eglinton Phase 2 Program Area Review Proposed French Immersion Catchments - Bannockburn PS and John Fisher Jr PS



## Legend

- Existing Junior Attendance Area
- Proposed Bannockburn PS JK FI Catchment
- Proposed John Fisher Jr PS JK FI Catchment

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



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



**PART REPORT APPENDIX D**

**French as a Second Language Advisory Committee Perspective – Eglinton PART**

The French as a Second Language Advisory Committee parent representatives for Ward 8, Lynne LeBlanc and Ward 11, Charles Zhu participated in the PART meetings and are providing this feedback on behalf of the FSLAC for inclusion in the PART report.

The FSLAC does not support the conversion of John Fisher from a longstanding and successful French Immersion single track school to a dual track English and French Immersion school. Furthermore, we question the urgency of some aspects of the PART during Covid and are concerned that those most affected by overcrowding in area schools, high rise dwelling parents, had no voice in this process. The following are reasons to amend and reconsider the PART decision:

1. We are in the middle of a pandemic. The vast majority of John Fisher parents who have tuned in and participated in the surveys do not support this proposal and were not championed in the PART process.
2. Due to the Pandemic, there are many more John Fisher families that haven't even had the chance of participating in the surveys that happened with tight deadlines.
3. The chosen solution to overcrowding at Eglinton Jr. PS is a complicated matrix that will not offer predictability and stability for families currently in or registering for French Immersion.
4. Students, whether in English or French Immersion, who are living in the high rises will not see any improvement in their commutes and dispersal to schools well beyond the Eglinton area.
5. What will be lost at John Fisher was not given sufficient weight in the decision. It is one of the first French Immersion single track schools in the country, it became a thriving centre of French excellence with significant staff, parent and student effort since the 1980s and it serves a broad cross-section of students with before and after school childcare in French.
6. No additional French Immersion spots will be delivered to the growing Eglinton community.
7. Making John Fisher a dual track in 2022 – coinciding with the double cohort (JK and SK) Early French Immersion entry year will reduce French Immersion capacity in an area that has traditionally seen stable growth in the program.
8. It is unclear if there will be sufficient critical mass to have the promised TDSB run before and after school childcare at Bannockburn.

In conclusion, we ask the Board of Trustees to consider these issues carefully and to:

- Move forward with the termination of the lease to a private Montessori school for 2022, allowing for a retrofit by the TDSB, who will then be able to open Bannockburn in September 2023
- Move forward with rescinding the exceptions granted due to the now completed construction next door to John Fisher

- Amend the entry point of an English JK at John Fisher to 2023 after the 2022 double cohort Early French Immersion year to allow space to be available to students from the 11 schools that have had the opportunity to re-direct to FI at John Fisher in the past

Furthermore, we ask that the

- PART be reconvened during 2022 (post-Covid) to ensure full awareness of parents in the affected areas:
  - o current John Fisher FI catchment parents,
  - o proposed Bannockburn FI catchment parents
  - o parents living in the Eglinton area attending Eglinton, Whitney (FI Winchester) and Rippleton (FI Dunlace)

and that it be tasked with reconsidering the introduction of English at John Fisher and finding a solution that is a win-win-win for all TDSB students in the area whether they live in a new high rise or not and attend French Immersion or English.

Addressing the overcrowding concerns is key. Providing stability and predictability for students and parents is pivotal - and on behalf of the FSLAC, we firmly believe that as a group we can do better than this.

## FEEDBACK SURVEY #1 – April 6<sup>th</sup> to April 20<sup>th</sup>, 2021

### Yonge-Eglinton Phase 2 PART – Meeting #2

### Summary of Responses Received through Feedback Survey #1

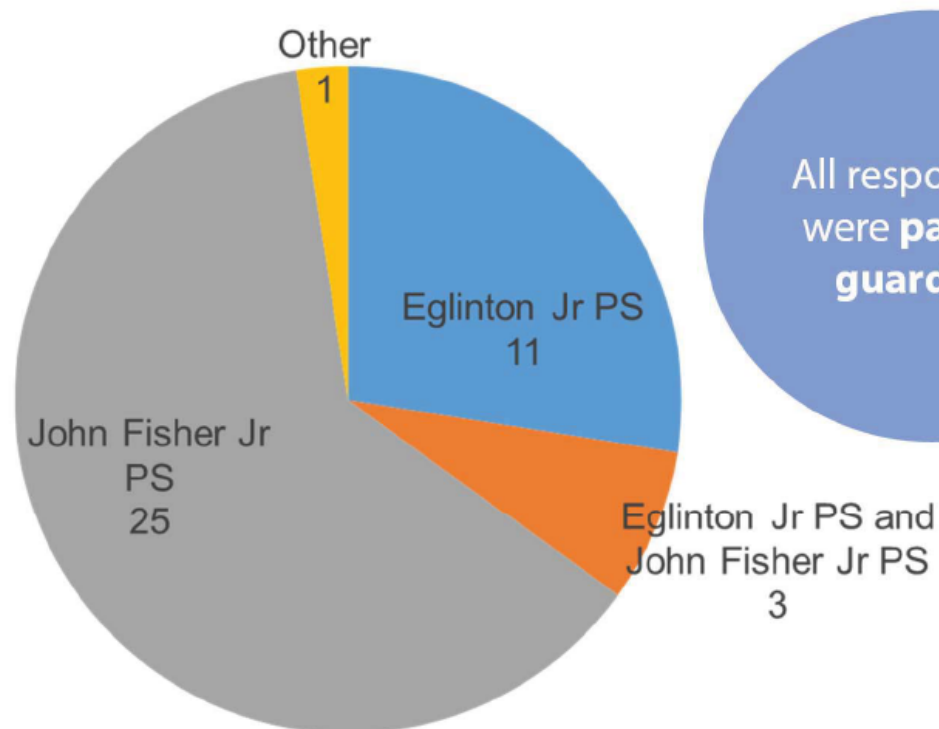
Total number of responses: 40

What school community do you belong to?

How do you feel about the  
Local Feasibility Team's  
recommended option?

**2.3**

(average rating out of 4,  
1 = lowest and 4 = highest)



All respondents  
were **parents/**  
**guardians**

## Yonge-Eglinton Phase 2 PART – Meeting #2

# Review of Feedback Received

Where will [John Fisher Jr PS and Eglinton Jr PS] English track go to [middle school]?

Make Bannockburn a middle school, opening space at Glenview for John Fisher English track.

### Middle School Pathways

Slide 45 says JF dual track and Bannockburn opening will result in 78 more FI spots. How will this impact these [Glenview Sr PS and Lawrence Park CI]?

Perhaps [turn] JF into a French immersion and elementary and middle school



## Yonge-Eglinton Phase 2 PART – Meeting #2

### Review of Feedback Received

The area needs an additional school, on top of Bannockburn.

Force the City of Toronto to build more schools in the area as they allow condo construction.

Bannockburn has to be opened regardless. ... It is a very expensive very large amount of land that is not being used correctly and needs to be taken back and put into the supply of schools.

Greater need for more public schools that are not just French, but for all kids.

**New school required at Yonge-Eglinton**

A new elementary school is needed at Canada Square. Eglinton Jr P.S is overcrowded already.

Ask the government to build more schools if they allow to build so many condos in the area.

New school should be built at Yonge and Eglinton, where five condo towers are being developed.

Build new schools!

Can developments like North Toronto CI be encouraged - condos built in conjunction with schools?

## Yonge-Eglinton Phase 2 PART – Meeting #2

### Review of Feedback Received

A dual-track system creates a two-tier system within one school.

Adding an English stream means there's even less French language exposure in the school.

Making it a dual track simply defeats the intention of "French Immersion" and makes it harder to encourage students to speak French and participate in French related activities at the school.

Culture would be divided at a dual-track school.

#### Dual-track recommendation for John Fisher Jr PS

Without an English track, children are more likely to speak French outside of the classroom.

[The] overall increase in student population at JF which would benefit from the influx of English programming - (first point being a full time VP).

The quality of learning French and being [fully] immersed will diminish if dual learning is introduced.

[Single track French Immersion schools] are few and far between in Toronto. It's a gem and a huge benefit for families who truly want an immersive language experience for their children.

## Yonge-Eglinton Phase 2 PART – Meeting #2

# Review of Feedback Received

Blythwood is a huge physical/geographical catchment. [Bulk of Blythwood families who attend JF now live within walking distance to JF](#) and it doesn't make sense to bus these kids from Keewatin, Sherwood, Stibbard, Sheldrake, etc. to Bannockburn.

**Blythwood Jr PS attendance area  
should be included in John  
Fisher's proposed FI catchment**

[Distance from Bannockburn  
could mean that FI] [would lose  
some Blythwood families](#) ....

[Split Blythwood by distance](#) – send families “far”  
from JF to Bannockburn by bus and allow families  
close to JF to continue walking to JF.

[Remove Blythwood altogether \[from  
Bannockburn FI catchment\]](#) and let  
them attend JF for FI programming.

**Yonge-Eglinton Phase 2 PART – Meeting #2****Review of Feedback Received****John Fisher Central Placement Process**

Policies described in the video says that [students who withdraw from FI at John Fisher Jr PS] would go back to their local English school, but as Eglinton Jr PS is over capacity, [where would our child attend English school](#)? Is Maurice Cody Jr PS still an option?

**Availability of classroom space at John Fisher Jr PS**

Crowded school

There is no room in the school. The [classes are already full and occupied](#). Kids are put in the basement for classes.

## Yonge-Eglinton Phase 2 PART – Meeting #2

# Review of Feedback Received

**John Fisher Jr PS's proposed FI program would not be sustainable if recommendations are approved**

For such a small catchment area, I don't understand how there could be a substantial French program there in the long-term. ... **why would you keep just this small catchment area** with a separate French Immersion Program?

If enrolment in French Immersion drops significantly once English stream is phased in, **is there a point at which they will not continue French Immersion at John Fisher?**

**Grade 4 Middle Immersion program being relocated from Eglinton Jr PS to Bedford Park PS**

Please provide information regarding **how these students can get to Bedford school each day** from this neighbourhood. Or, a much better option would be to make this option available at John Fisher instead of sending students so very far away. **Please make grade 4 entry French immersion available at John Fisher.**



## Yonge-Eglinton Phase 2 PART – Meeting #2

# Review of Feedback Received

Why is the TDSB's planning so many years behind demographic and population changes everyone [knew] was coming.

Why were John Fisher and Eglinton PS the only schools involved in this version of the PART when this is clearly a community wide problem of over development....

Have enrolment projections factored in lower enrolments (stemming from COVID)?

### Planning, enrolments, and other schools

Why is Blythwood PS not part of these proposals? is the school at capacity?

You should be looking at what happens when Davisville reopens [as] to determine what students it can absorb. You could also make Bannockburn the English overflow school. There is capacity at Bedford park. Eglinton at the beginning of this school year was under capacity.

It seems to me more logical to redistribute Allenby's French Immersion program between Bannockburn and John Fisher.



## Yonge-Eglinton Phase 2 PART – Meeting #2

# Review of Feedback Received

Why is Bannockburn PS only starting with JK to Grade 3? ...

Grades 4-6 should be able to shift too if they want in 2023.

Why are you not considering moving the Extended French program over to John Fisher while not making the school "dual track"?

### Other Comments

Survey questions were unclear.

Too many modules to watch.

This sounds like a well thought out and necessary plan to accommodate growth in the area. ... I solidly believe that public education should be accessible to children where they live and that seems to be the goal with this PAR - changes for the greater good.

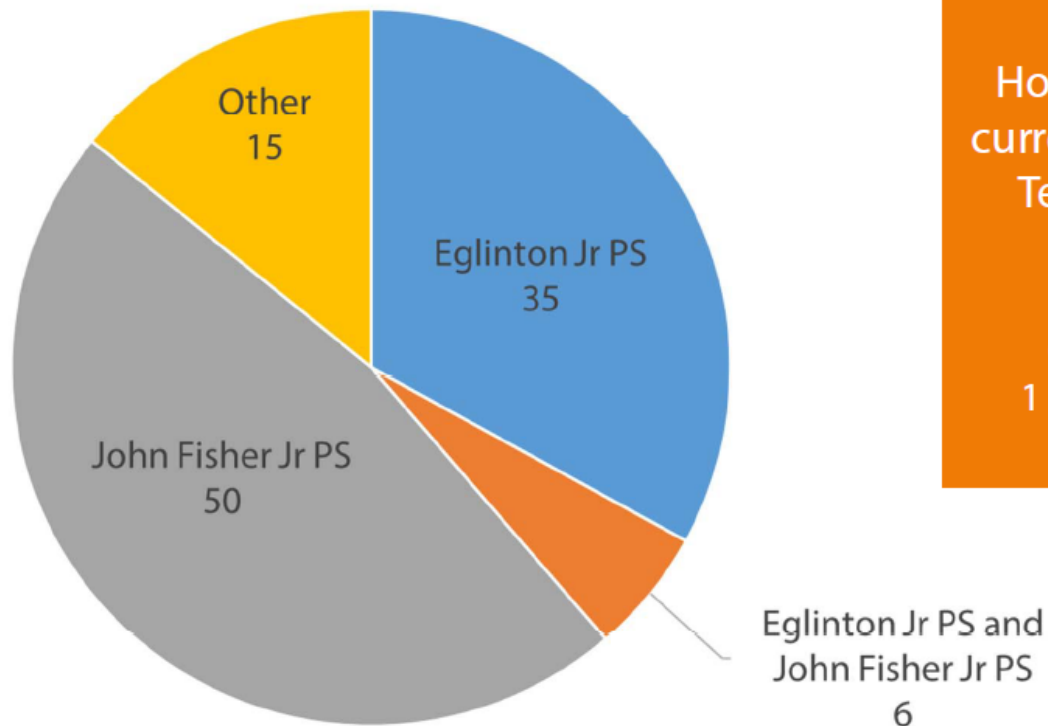
## FEEDBACK SURVEY #2 – May 5<sup>th</sup> to May 11<sup>th</sup>, 2021

### Yonge-Eglinton Phase 2 PART – Meeting #4

## Summary of Responses Received through Feedback Survey #2

Total number of responses: 106

What school community do you belong to?



How do you feel about the current Program Area Review Team recommendation?

**2.44**

(average rating out of 4, 1 = lowest and 4 = highest)

## Yonge-Eglinton Phase 2 PART – Meeting #4

# Review of Feedback Received

Main theme/question	# of responses
John Fisher Jr PS should remain a single-track French Immersion school	22
Current recommendations are required to address accommodation pressures in the Yonge-Eglinton area/relieve overcrowding at Eglinton Jr PS	20
Longer-term solutions required to address overcrowding at Yonge-Eglinton/stop development	7
Students being redirected to Whitney Jr PS and Rippleton PS should be able to go back to Eglinton Jr PS/John Fisher Jr PS	4
All families with children at John Fisher Jr PS should be allowed to remain at the school	4
Use Bannockburn as the overflow site for Eglinton Jr PS students	4
Can the Vaughan Road building be used to address overcrowding at Eglinton Jr PS?	4
If TDSB is suggesting that John Fisher model is 'broken', why are you creating it at Bannockburn?	3

## Yonge-Eglinton Phase 2 PART – Meeting #4

# Review of Feedback Received (continued)

Main theme/question	# of responses
Distance to Bannockburn/bussing is of concern/students won't be able to walk to school	3
All John Fisher Jr PS students should be given the option to go to Bannockburn if they prefer to stay in a French-only community	2
Siblings should be allowed to remain at same school	2
Current or future population of the area not accurate given COVID, people leaving the city.	2
Allow Ledbury Park E & MS access to Bannockburn's French Immersion program	2
In support of opening Bannockburn as a French Immersion site	2
Need for a local French Immersion school for underserved communities	2
Grade 4 French Immersion program should be made available in the Yonge-Eglinton area	1
Use Bannockburn as a local English school for students in the area	1

## Yonge-Eglinton Phase 2 PART – Meeting #4

# Review of Feedback Received (continued)

Main theme/question	# of responses
Will bussing be provided for students at Bannockburn?	1
Is there space to accommodate an English program at John Fisher Jr PS?	1
Blythwood Jr PS should be included in John Fisher Jr PS's French Immersion catchment	1
Move all French Immersion students to Bannockburn instead of John Fisher Jr PS becoming a dual-track school	1
Blythwood Jr PS should be included in Bannockburn French Immersion catchment	1
There needs to be a redistribution of English students from Eglinton Jr PS to other schools like Maurice Cody Jr PS, Northlea E & MS, and John Fisher Jr PS to balance family incomes at the schools.	1
Preserve child care spots that are currently at Bannockburn. Leave Montessori school at Bannockburn until their new school is completed.	1
Move a middle immersion program or two to John Fisher (from John Ross and Forest Hill) and send overflow English stream children [from Eglinton Jr PS] to those schools while a new school is built in the area.	1

**Appendix E**

**Student Accommodation Plan by School and Year**

**Overview:**

- John Fisher Jr PS becomes a dual-track school, beginning with JK in the English program (and growing a grade a year), effective September 1, 2022.
- The portion of Eglinton Jr PS's existing junior attendance area north of Broadway Avenue (including the north side of Broadway Avenue) is assigned to John Fisher Jr PS, beginning in JK (and growing a grade a year), effective September 1, 2022.
- The Bannockburn building is re-opened effective September 1, 2023, initially as a JK to Grade 3 French Immersion centre, and growing a grade a year up to (and including) Grade 6 in September 2026;
- SK to Grade 3 French Immersion students at John Fisher Jr PS residing within the Bedford Park PS/Blythwood Jr PS shared attendance area, Bedford Park PS attendance area, and John Wanless Jr PS attendance area are redirected to Bannockburn, effective September 1, 2023.
- The John Fisher Jr PS Special Central Placement Process, approved by the Board of Trustees in March 2017 to relocate students wishing to withdraw from the French Immersion program at John Fisher Jr PS is ended effective September 1, 2022.

**Details for each school:**

**Eglinton Jr PS**

2022-23:

- All JK English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.
- All new SK to Grade 5 students residing in the proposed boundary change area (north of Broadway Avenue) will continue to be admitted into Eglinton Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.



2023-24:

- All JK and new SK English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.
- All new Grade 1 to 5 students residing in the proposed boundary change area (north of Broadway Avenue) will continue to be admitted into Eglinton Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.

2024-25:

- All JK and new SK-Grade 1 English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.
- All new Grade 2 to 5 students residing in the proposed boundary change area (north of Broadway Avenue) will continue to be admitted into Eglinton Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.

2025-26:

- All JK and new SK-Grade 2 English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.
- All new Grade 3 to 5 students residing in the proposed boundary change area (north of Broadway Avenue) will continue to be admitted into Eglinton Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.

2026-27:

- All JK and new SK-Grade 3 English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.

- All new Grade 4 to 5 students residing in the proposed boundary change area (north of Broadway Avenue) will continue to be admitted into Eglinton Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.

2027-28:

- All JK and new SK-Grade 4 English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.
- All new Grade 5 students residing in the proposed boundary change area (north of Broadway Avenue) will continue to be admitted into Eglinton Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.

2028-29:

- All JK and new SK-Grade 5 English track students who reside in the portion of Eglinton Jr PS' current junior attendance area north of Broadway Avenue will be assigned to John Fisher Jr PS.
- Any new students residing in the proposed boundary change area (north of Broadway Avenue) with an older sibling attending Eglinton Jr PS will be allowed to remain at Eglinton Jr PS until graduation.

### **John Fisher Jr PS**

2022-23:

- JK English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.
- The John Fisher Jr PS Special Central Placement Process would be ended effective September 2022.

2023-24:

- JK and new SK English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.

- SK to Grade 3 French Immersion students residing in the Bedford Park PS/Blythwood Jr PS attendance area, Bedford Park PS attendance area, and John Wanless Jr PS attendance area will be relocated to Bannockburn.
- SK to Grade 3 French Immersion students referenced above that have siblings at John Fisher Jr PS in Grades 4-6 will be allowed to remain at John Fisher Jr PS through to graduation.

2024-25:

- JK and new SK-Grade 1 English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.

2025-26:

- JK and new SK-Grade 2 English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.

2026-27:

- JK and new SK-Grade 3 English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.

2027-28:

- JK and new SK-Grade 4 English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.

2028-29:

- JK and new SK-Grade 5 English track students residing in the portion of Eglinton Jr PS' current attendance area north of Broadway Avenue will register at John Fisher Jr PS.
- English track program fully phased-in (JK to Grade 5).

### **Bannockburn**

2021-22:

- The building continues to be leased to the Bannockburn Montessori School. The lease ends on July 15, 2022.

2022-23:

- The Bannockburn building is renovated to re-open as a TDSB school.

2023-24:

- Bannockburn opens as a JK to Grade 3 French Immersion centre.
- JK French Immersion students will be placed at Bannockburn via the French Immersion placement process.
- SK to Grade 3 French Immersion students residing in the Bedford Park PS/Blythwood Jr PS attendance area, Bedford Park PS attendance area, and John Wanless Jr PS attendance area will be relocated to Bannockburn.

2024-25:

- French Immersion program grows a grade (JK to Grade 4).

2025-26:

- French Immersion program grows a grade (JK to Grade 5).

2026-27:

- French Immersion program fully phased-in (JK to Grade 6).

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## **Program Area Review for Alternative Scarborough Education 1 (ASE 1), St. Andrews Public School, and Willow Park Junior Public School**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4131

### **Strategic Directions**

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

### **Recommendation**

It is recommended that Alternative Scarborough Education 1 (ASE 1) be relocated to Willow Park Junior Public School as of September 1, 2022.

### **Context**

#### **Rationale for the Review**

The Long-Term Program and Accommodation Strategy (LTPAS) for 2020-2029, approved in November 2020, identified the need to explore the relocation of Alternative Scarborough Education 1 (ASE 1), a secondary alternative school, from St. Andrews PS due to emerging accommodation pressures at the site.

The enrolment pressures at St. Andrews PS continue to increase on a yearly basis. Current projections indicate two additional portables will need to be added to the existing four portables on site for a total of six portables this upcoming 2021-22 school year. Current enrolment of ASE 1 consists of 48 secondary students and is projected to remain stable. ASE 1 occupies five classrooms at St. Andrews PS. The relocation of ASE 1 would allow these classrooms to be used by St. Andrews students and help reduce the number of portables on site over the long term.



It was determined that a Program Area Review should be conducted to identify a suitable alternate school with space to accommodate ASE 1.

### **Preliminary Work of the Local Feasibility Team**

A Local Feasibility Team (LFT) comprised of the area Trustees, Superintendents, Principals and Planning staff was formed to conduct the investigation. The Superintendent and Principal for ASE 1 identified that an elementary setting was necessary given the alternative nature of the program and provided the following requirements for relocation:

- Main office space
- Five classrooms
- Kitchenette (sink, fridge, counter space, and microwave)
- Separate entrance with buzzer
- Washrooms
- Good access to public transportation

The LFT reviewed several elementary school sites in Scarborough and determined that Willow Park Jr PS was in the appropriate location and had sufficient surplus space to accommodate ASE 1. Willow Park Jr PS is a single-track Junior Kindergarten to Grade 6 school. It is located just off of a major arterial road, Lawrence Avenue East, and has good access to public transit. The school currently operates at 60% utilization (335 students) and projections suggest that enrolment will remain stable for the next ten years. An addition for a childcare centre is currently proposed for Willow Park Jr PS. The date for the start of construction is yet to be determined. The relocation of ASE 1 would help increase the current utilization of classroom space at Willow Park Jr PS.

### **Work of the Program Area Review Team**

The Program Area Review Team (PART) was established in May 2021 to continue the work of the LFT in evaluating the feasibility of the relocation of ASE 1 to Willow Park Jr PS. The PART consisted of the staff on the LFT as well as two parent representatives of the impacted schools and two ASE 1 students. The PART sought the advice and feedback of parent representatives and community members from the impacted schools through the course of three working meetings on May 11, 18 and June 1, 2021 and a public meeting held on May 25, 2021.

The PART reviewed the proposed space plan for Willow Park Jr PS showing the addition of ASE 1 on the second floor. The PART discussed the operations of ASE 1, the needs of the students, and the required renovations. After the second PART working meeting, a virtual public meeting was held which explored a detailed review of the proposed location in the building and examined all the questions about the introduction of ASE 1 to Willow Park Jr PS. The public meeting was attended by a total

of 18 members of the public. The community provided insight, asked questions about the relocation of ASE 1 to Willow Park Jr PS and responded to the survey made available at the public meeting and on the review webpage. All documents that were reviewed by the PART as well as the slides from the presentations to PART members can be viewed on the Program Area Review page of the TDSB's website (<https://www.tdsb.on.ca/About-Us/Strategy-Planning/Search-All-Reviews>)

The third PART working meeting reviewed the feedback from the survey and the additional questions submitted after the public meeting generally relating to ASE 1 operations and how the two schools would co-exist. The PART members reviewed the goal of alleviating accommodation pressures at St. Andrews PS, the sufficiency of Willow Park Jr PS facilities (classrooms, washrooms and parking) to accommodate ASE 1, and also engaged in considerable conversation about the interaction of secondary students and elementary students in the corridor on the second floor.

### **Commentary on the Recommended Changes**

Staff and PART members both agreed that there was sufficient space at Willow Park Jr PS to accommodate ASE 1. After discussing the potential interaction of secondary and elementary students in the second floor corridor, the PART developed an additional recommendation that staff engage in a design and operational logistics exercise to determine if there are additional opportunities to further enhance separation of secondary and elementary students and mitigate to every extent possible potential unintended interaction in the corridor on the second floor. The proposal from the PART included the potential to look at alternate spaces on the first floor of Willow Park Jr PS that may offer better physical separation for ASE 1.

Staff, consisting of Planning and the Principals of ASE 1 and Willow Park Jr PS, attended a site visit at Willow Park Jr PS on June 3, 2021, to explore potential design and operational ideas to address the recommendation of the PART. A potential alternate design concept which would accommodate ASE 1's main office, space for lunch and washrooms on the first floor and classrooms on the second floor was developed. This design achieves fully self-contained space for ASE 1 at Willow Park Jr PS. This design is the preferred staff recommended option as it responds directly to the recommendation that the PART provided in the final working meeting and completely separates ASE 1 from Willow Park Jr PS and eliminates any potential interactions between secondary and elementary students.

Furthermore, in response to the PART's request to consider if there was an opportunity to create additional parking space, staff reviewed the parking lot at Willow Park Jr PS. The design of the parking lot cannot be modified to incorporate additional spaces. The 48 parking spots included in the current design provide sufficient parking on site.

Appendix A contains tables that show the schools' enrolments, facility capacities, and utilization rates for the recommended scenario.

Appendix B shows the preferred staff recommended floor plan of Willow Park Jr PS based on PART recommendations of relocating ASE 1 to Willow Park Jr PS.

Appendix C contains a map that shows the current and proposed ASE 1 locations relative to where the majority of ASE 1 students reside.

Appendix D contains the Final Report of the Program Area Review Team for St. Andrews PS, Alternative Scarborough Education 1 (ASE 1), and Willow Park Jr PS.

## **Action Plan and Associated Timeline**

Subject to Board approval:

- The affected Superintendents and Principals will notify staff and students about the Board decision to provide one-year's notice of the relocation.
- Work will begin to relocate ASE 1 to Willow Park Jr PS for September 1, 2022.
- Construction is anticipated to be conducted over summer months to limit interference with regular school operation during the school year. Once completed, ASE 1 will occupy six classrooms and a resource space.

## **Resource Implications**

The cost of the renovations at Willow Park Jr PS to accommodate ASE 1 is estimated to be \$500,000. It will be funded through the budget of the Central Accommodation Team.

The cost is offset by savings achieved by not adding additional portables at St. Andrews PS that would have been required over the next ten years.

## **Communications Considerations**

Details about the outcome of the review will be posted on the TDSB's Accommodation Reviews website. Information and notice of the Board decision will also be provided through the school websites, the school profile pages on the TDSB website, backpack circulation, and will be emailed to all attendees at the public meeting who provided an email address.

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

## **Board Policy and Procedure Reference(s)**

## Appendices

- Appendix A - Planning and Enrolment Data
- Appendix B – Staff Recommended Space Plan for ASE 1 and Willow Park Jr PS
- Appendix C – Map – Locations of St Andrews PS, Willow Park Jr PS and Secondary School Areas Where ASE 1 Students Reside
- Appendix D – Final Report of the Program Area Review Team for St. Andrews PS, Alternative Scarborough Education 1 (ASE 1), and Willow Park Jr PS

## From

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Appendix A

Planning and Enrolment Data

**Table 1: Status Quo**

ASE 1 remains at St. Andrews PS

		October 31, 2020 Actual			October 31, 2025 Projection			October 31, 2030 Projection		
Facility	Capacity	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
St. Andrews PS	384	468	122%	4	740	193%	10+	965	251%	20+
Alternative Scarborough Education 1 (ASE 1)	127	48	38%	0	46	36%	0	46	36%	0
Willow Park Jr PS	563	335	60%	0	349	62%	0	365	65%	0
total	1,074	851	79%	4	1,135	106%	14	1,376	128%	20+

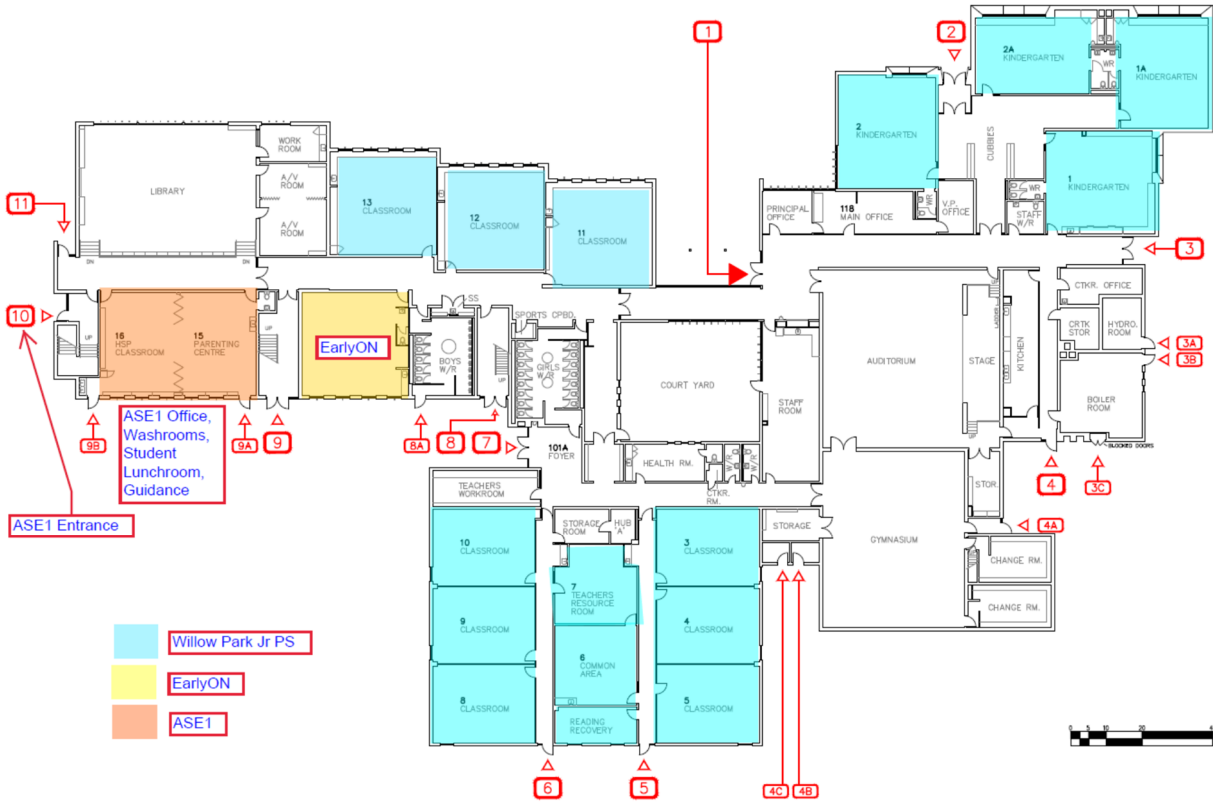
**Table 2: Staff Recommendation**

Relocate ASE 1 to Willow Park Jr PS for the 2022-23

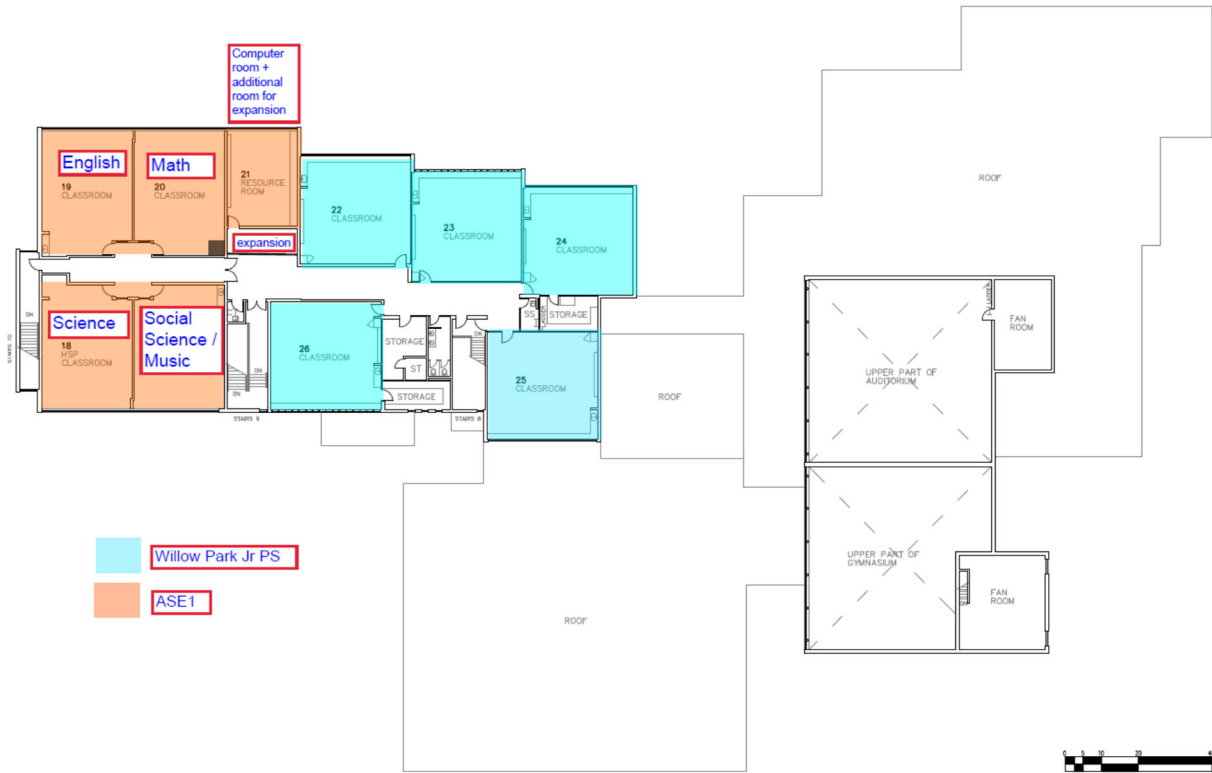
		October 31, 2020 Actual			October 31, 2025 Projection			October 31, 2030 Projection		
Facility	Capacity	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
St. Andrews PS	511	468	92%	0	740	145%	9	965	189%	10+
Alternative Scarborough Education 1 (ASE 1)	127	48	38%	0	46	36%	0	46	36%	0
Willow Park Jr PS	436	335	77%	0	349	80%	0	365	84%	0
total	1,074	851	79%	0	1,135	106%	9	1,376	128%	0

Staff Recommended Space Plan for ASE 1 and Willow Park Jr PS

1st Floor



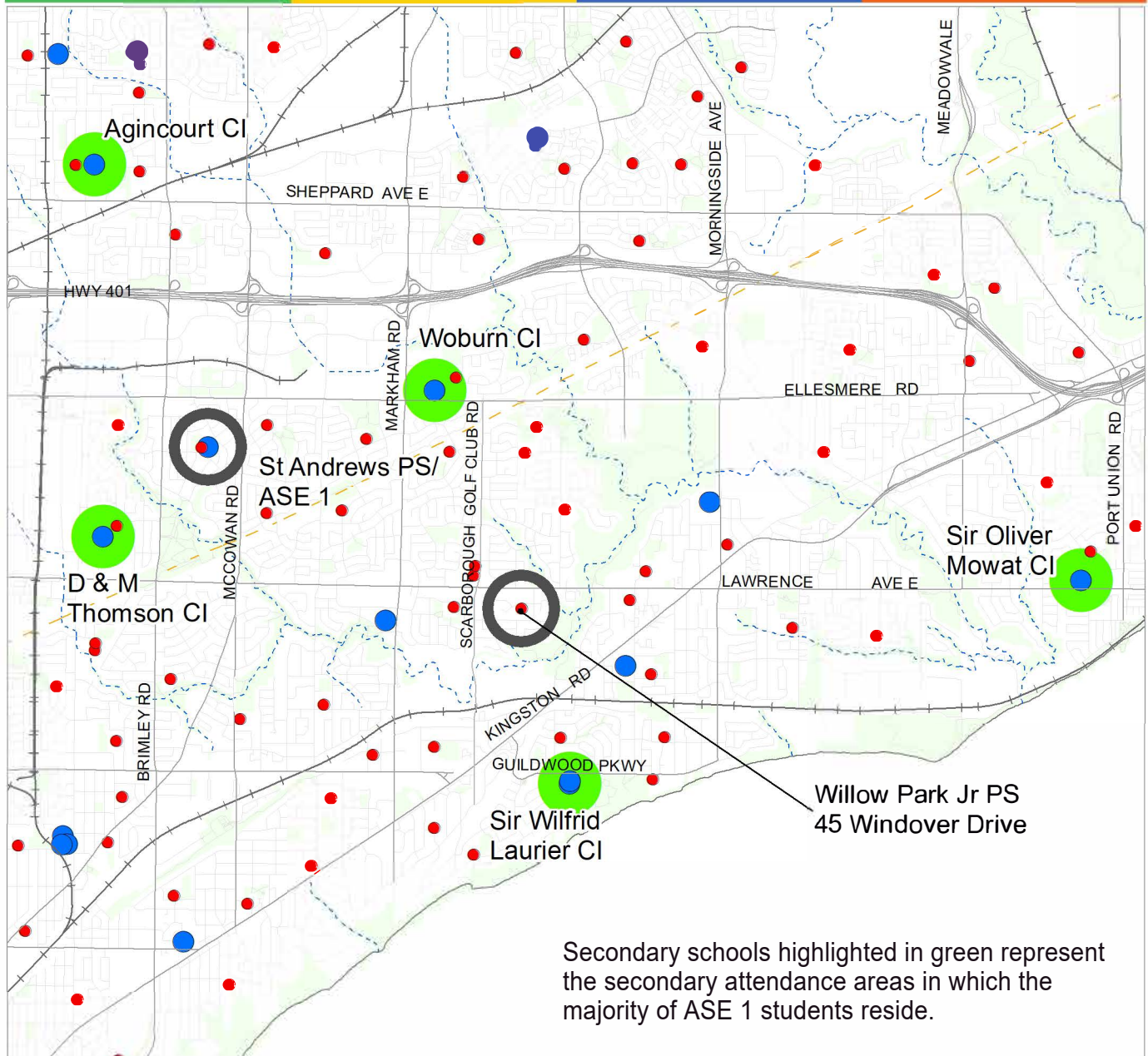
2nd Floor



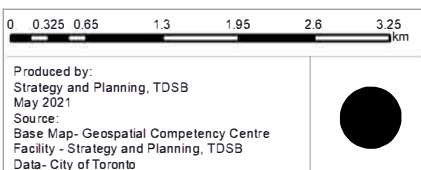


Toronto District School Board

# Locations of St Andrews PS, Willow Park Jr PS and Secondary School Areas Where ASE 1 Students Reside

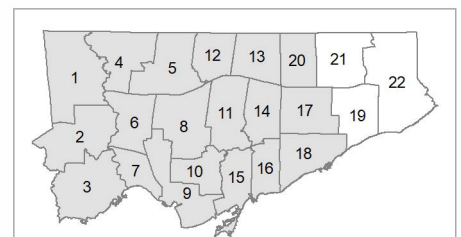


Secondary schools highlighted in green represent the secondary attendance areas in which the majority of ASE 1 students reside.



## Legend:

- Elementary School
- Secondary School
- Ward Boundary
- Road
- Railway
- Utilityline
- Waterway





**Final Report of the Program Area Review Team for  
St. Andrews PS, Alternative Scarborough Education 1 (ASE 1),  
and Willow Park JR PS  
June 9 2021**

## RECOMMENDATIONS

### **The Program Area Review Team recommends:**

1. That Alternative Scarborough Education 1 (ASE 1) relocate to the second floor of Willow Park JR PS for the 2022-2023 school year.
2. That staff engage in a design and operational logistics exercise to address any potential concerns related to the interaction of Secondary and Elementary students on the second floor of Willow Park JR PS.

## BACKGROUND

The Long-Term Program and Accommodation Strategy (LTPAS) identifies the need to explore the relocation of Alternative Scarborough Education (ASE) 1 from St Andrews PS due to emerging accommodation pressures at the site. It was determined a Program Area Review would need to be explored to alleviate enrolment pressures by relocating ASE 1.

The enrolment pressures at St Andrews PS continue to rise on a yearly basis. Current projections indicate 2 additional portables will need to be added to the existing 4 portables on site for a total of 6 portables this upcoming 2021/2022 school year (Appendix A).

Current enrolment of ASE 1 consists of 48 students and is projected to remain stable. ASE 1 occupies 5 classrooms at St Andrews (Appendix A). The purpose of the program area review is to identify an alternate host school for ASE 1 with sufficient space to accommodate the program while alleviating accommodation pressures and eliminating the need for additional portables at St Andrews PS.

A Local Feasibility Team (LFT) comprised of the area Trustees, Superintendents, TDSB Principals and planning staff, was reconvened this spring 2021. The objective of the LFT was to investigate the potential for ASE 1 to relocate to Willow Park JR PS.

ASE 1 provided the following 6 requirements for relocation:

1. Office space
2. 5 classrooms
3. Kitchenette (sink, fridge, counter space, microwave)
4. Separate entrance
5. Local transportation (ease of access to TTC stops)
6. Washrooms

Willow Park Jr PS is a single-track junior kindergarten to grade 6 school. The school is currently operating at 60% utilization (335 students) and projections suggest that the school will remain stable within this utilization rate for the next 10 years (Appendix A). A daycare addition is currently proposed at Willow Park Jr PS. The date for the start of

construction is yet to be determined.

The addition of ASE 1 would help increase the utilization of classroom space at Willow Park Jr PS. The overall benefits of this partnership were analyzed and explored by the LFT. The LFT recommended to the Central Accommodation Team to move forward to a Program Area Review Team (PART) public process.

The objective of the PART is to continue the work of the LFT in evaluating the feasibility of the relocation of ASE 1 to Willow Park Jr PS and by further seeking advice and feedback from parent representatives and community members from the impacted schools through the course of three working meetings and a public meeting.

The PART meetings reviewed the proposed Willow Park Jr PS school floor plan with the addition of ASE 1 on the second floor (Appendix B). The PART reviewed renovations that would need to occur as well as asked questions related to the operations and character of ASE 1 and its students. After the second PART meeting a public meeting was held which explored a detailed review of the proposed location in the building as well as examined all of the questions relating to the introduction of ASE 1 to Willow Park Jr PS (Appendix C). The Public meeting was attended by a total of 18 members of the public. The community provided insight on and asked questions about the relocation of ASE 1 to Willow Park Jr PS as well as responding to the survey made available at the public meeting and on the review webpage (Appendix D).

The third PART meeting examined the feedback from the survey as well as reviewed additional questions submitted after the public meeting generally relating to ASE 1 operations and how Willow Park Jr PS would co-exist. The PART members reviewed the goal of alleviating accommodation pressures at St Andrews PS, the sufficiency of Willow Park facilities (classrooms, washrooms and parking) to accommodate ASE 1, and also engaged in considerable conversation about the interaction of secondary students and elementary students in the corridor on the second floor.

## STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
ASE 1	Denis Lopes	Principal
ASE 1	Lynda Turner	Parent Representative
ASE 1	Jennifer Themelis	Parent Representative
ASE 1	Rachel Turner	Student Representative
ASE 1	Alex Themelis	Student Representative
St Andrews Public School	Kim Rainford	Principal
St Andrews Public School	Venkat	Parent Representative

## Agenda Page 207

	Shanmugasundaram	
St Andrews Public School	Katie Contreras	Parent Representative
Willow Park Junior Public School	Sheila Smalley	Principal
Willow Park Junior Public School	Sheyi Momoh	Parent Representative
Willow Park Junior Public School	Emtiaz Bala	Parent Representative
Ward 17, Scarborough Centre	David Smith	Trustee
Ward 19, Scarborough - Guildwood	Zakir Patel	Trustee
TDSB Superintendent	Peter Chang	System Superintendent
TDSB Superintendent	Kurt McIntosh	Superintendent, Learning Network 13
TDSB Superintendent	John Chasty	Superintendent
TDSB Superintendent	Harpreet Ghuman	Superintendent, Learning Network 15

Staff Resources		
Organization	Name	Role
TDSB	Manpreet Sian	Planning Department
TDSB	William Wallace	Planning Department
TDSB	Cindy Kim	Administrative Liaison

Meeting Details		
Meeting Type	Date	Time
PART meeting #1	May 11 2021	6pm-8pm
PART meeting #2	May 18 2021	6pm-8pm
Public meeting	May 25 2021	6pm-8pm
PART meeting #3	June 1 2021	6pm-8pm

### ANALYSIS OF ALTERNATIVES

#### **Status quo**

St. Andrews PS is a Junior kindergarten to grade 8 regular track school currently operating at 122% utilization rate. The long-term projections suggest the utilization will increase up to 251% by the year 2030. The current optional attendance is closed so students from outside of the attendance area cannot apply to attend St Andrews PS. The enrolment pressures are proposed to be alleviated by relocating ASE 1 to another school with space and returning 5 classrooms for use by St Andrews. This would mitigate the need of portables on site as there are currently 4 portables on site with an additional 2 portables being added for the 2021-2022 school year.

ASE 1 is currently housed within St Andrews PS on the second floor. ASE 1 utilizes 5 full sized classrooms. The enrolment numbers of ASE 1 have declined recently. In 2017 ASE 1 had 120 students enrolled. The current 2020-21 school year has 48 students enrolled with the majority of students coming from various other Secondary schools within the

Scarborough area (Appendix E). The long-term projections suggest ASE 1 may remain stable throughout the next 10 years. ASE 1's criteria for relocating consists of: Office space, 5 classrooms, washrooms, a small kitchen, and good access to public transportation options.

Willow Park Jr PS is currently operating at 60% utilization and is projected to remain in the 60-65% range over the next 10 years. In 2017 Willow Park Jr PS was approved for a new childcare addition and the construction is expected to begin soon after the Ministry of Education approves to tender the project.

### **Option presented to PART members (ASE1 relocates from St Andrews PS to Willow Park Jr PS)**

With the information available on each site the PART was presented with the recommendation to relocate ASE 1 to Willow Park Jr PS. Willow Park Jr PS was identified based on its geographic proximity to existing ASE 1 students and access to a public transit corridor (see Appendix D), as well as the availability of sufficient classroom space. The floor plan identifying proposed rooms to be occupied by ASE 1 were reviewed. The proposed relocation would assign classroom capacity from Willow Park PS to ASE 1 allowing the school facility to be more efficiently utilized. Further, the proposed relocation would assign classroom capacity of the 5 rooms currently occupied by ASE 1 back to St Andrews PS increasing its capacity and mitigating the need for any further portables into the foreseeable future.

### **SUMMARY OF FINDINGS**

Throughout the process, the PART reviewed a significant amount of questions regarding the relocation of ASE 1 to Willow Park JR PS. Questions regarding ASE 1 focused on what exactly ASE 1 is, the type of students that attend ASE 1, how the school operates and the benefits it can provide. Questions regarding Willow Park JR PS focused on what would change with the addition of ASE 1; what rooms would be used how the students would interact, what type of support would be gained, and the renovations that would need to happen to accommodate both the daycare and ASE 1.

All questions were well thought out and appreciated. ASE 1 was described in more detail. The nature of the program, the admission process, what the student's study and the relationship they have the elementary school was explored. The benefits such as reading buddies and teacher's assistant were all highlighted through the question and answer phase of the PART meetings. Staff and parent representatives spoke openly about their experience with the current colocation of ASE 1 and St Andrews as positive and mutually beneficial.

Questions from Willow Park Jr PS staff and parents were also explored and answered during the PART meetings. Details about the time frame to complete the renovations, the classrooms that would be used by ASE 1, the use of washrooms and the overall function of ASE 1 within the Willow Park JR PS building were reviewed in detail.

All questions submitted through the PART process and the answers provided can be found in the PART meeting slide decks as well as the 'Question and Answer' document all posted to the review webpage.

The final PART meeting lead to a thorough discussion around the placement of ASE 1 in Willow Park JR PS. PART members believed that there is a need to further investigate how Secondary and Elementary students may interact on the second floor of Willow Park Jr PS. It was suggested that additional separation needs to be considered between Willow Park Jr PS and ASE 1. Moreover, the number of parking spaces was also considered. A request to review the design of the parking lot to accommodate additional parking space was also requested.

In the final working meeting, the PART was unable to reach consensus on the recommendation *"That Alternative Scarborough Education 1 (ASE 1) relocate to the second floor of Willow Park JR PS for the 2022-2023 school year."* As such, a vote was taken with the outcome being 7 votes in favour of the recommendation and 1 vote opposed.

In light of the considerable conversation and acknowledgement by voting PART members of a need to further consider how secondary and elementary students can be kept separate, an additional recommendation was tabled *"That staff engage in a design and operational logistics exercise to address any potential concerns related to the interaction of Secondary and Elementary students on the second floor of Willow Park Jr PS."* On this recommendation consensus of the 8 voting PART members in attendance was reached. The next steps included the Principal of Willow Park JR PS, the Principal of ASE 1, Planning staff, and Design and Construction to visit Willow Park Jr PS to determine what changes can be made to address this recommendation.

Planning and Enrolment Data

**Table 1: Status Quo**  
**ASE 1 remains at St. Andrews PS**

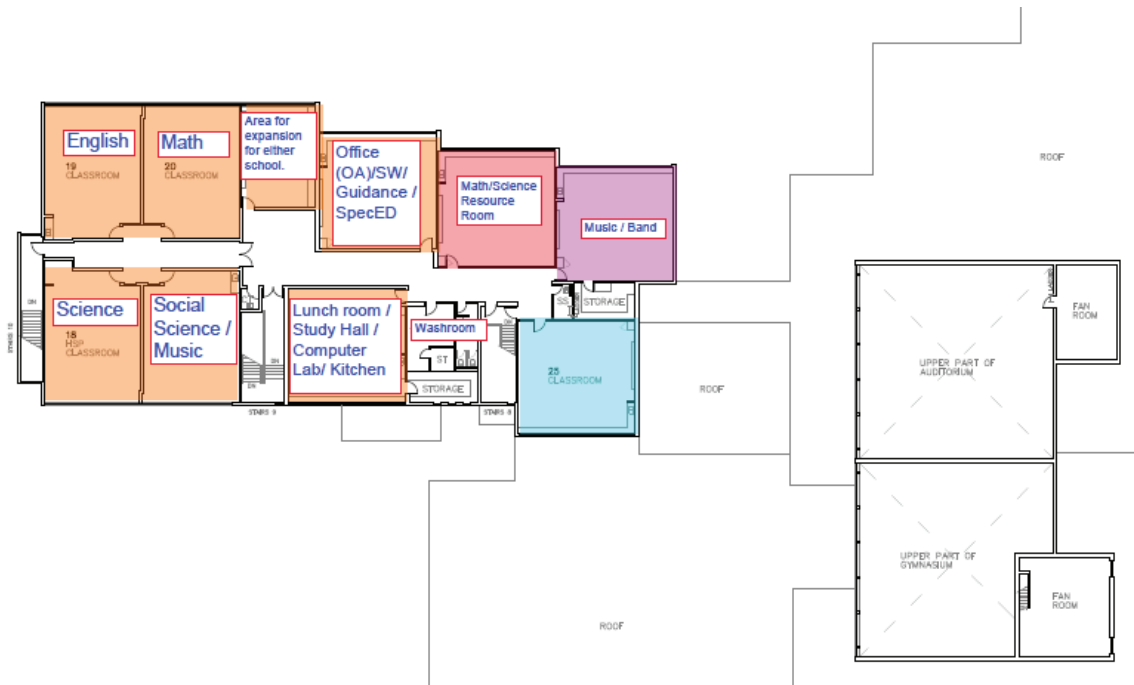
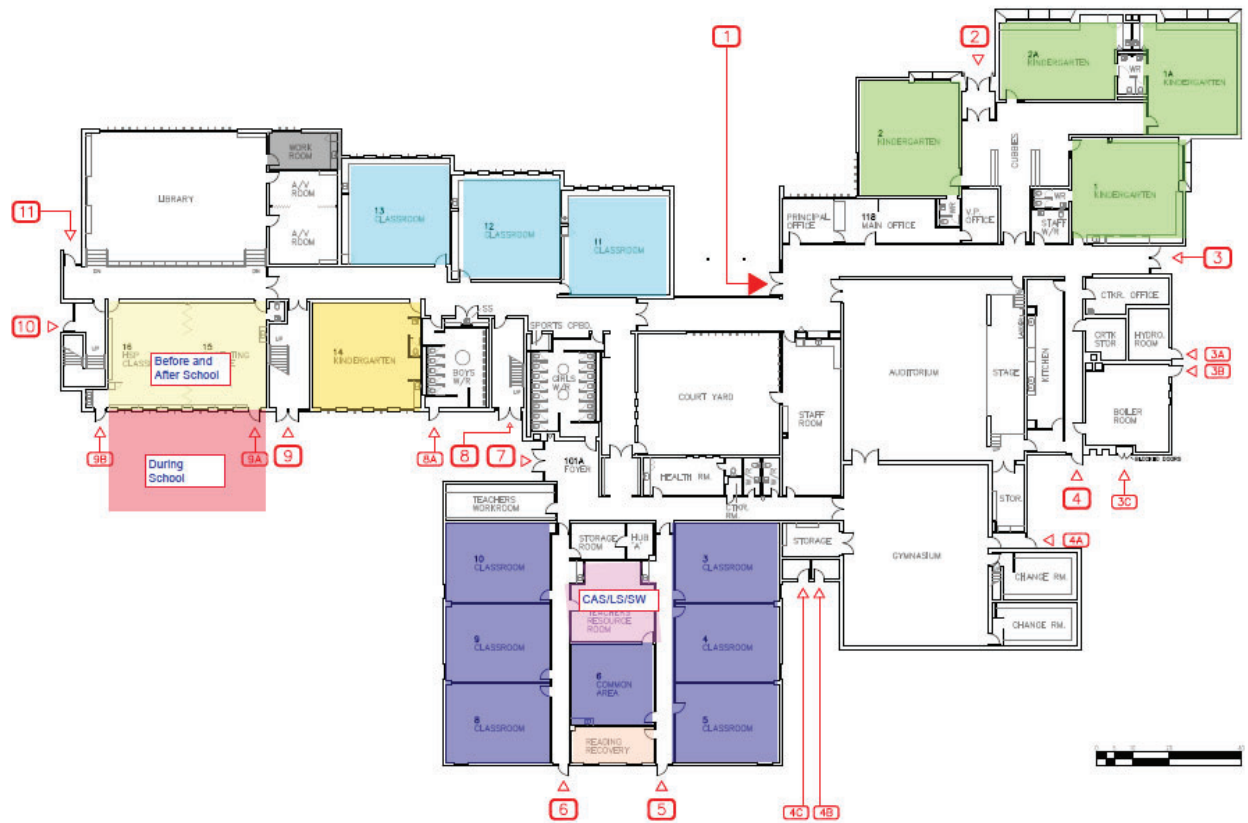
Facility	Capacity	October 31, 2020 Actual			October 31, 2025 Projection			October 31, 2030 Projection		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
St. Andrews PS	384	468	122%	4	740	193%	10+	965	251%	20+
Alternative Scarborough Education 1 (ASE 1)	127	48	38%	0	46	36%	0	46	36%	0
Willow Park JR PS	563	335	60%	0	349	62%	0	365	65%	0
total	1,074	851	79%	4	1,135	106%	14	1,376	128%	20+

**Table 2: Staff Recommendation**  
**Relocate ASE 1 to Willow Park JR PS**

It is recommended:

1. That Alternative Scarborough Education 1 (ASE 1) relocate to the second floor of Willow Park JR PS for the 2022-2023 school year.
2. That staff engage in a design and operational logistics exercise to address any potential concerns related to the interaction of Secondary and Elementary students on the second floor of Willow Park JR PS.

Facility	Capacity	October 31, 2020 Actual			October 31, 2025 Projection			October 31, 2030 Projection		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
St. Andrews PS	511	468	92%	0	740	145%	9	965	189%	10+
Alternative Scarborough Education 1 (ASE 1)	127	48	38%	0	46	36%	0	46	36%	0
Willow Park JR PS	436	335	77%	0	349	80%	0	365	84%	0
total	1,074	851	79%	0	1,135	106%	9	1,376	128%	0







## **St. Andrews PS, Alternative Scarborough Education 1 (ASE 1) & Willow Park JR PS Program Area Review**

**Questions and Answers (as of May 18, 2021)**

### **1. What is a Program Area Review?**

A **Program Area Review** (PART) looks at the programs offered within a community or grouping of schools and identifies program gaps or space needs. It may involve looking at a range of options to increase access to programs including the establishment of new schools, introduction of new specialized programs or possible changes to grade configurations. To learn more about Program Area Reviews, please visit:

[https://www.tdsb.on.ca/portals/default/ARC\\_helpful\\_info\\_docs/TDS130%20ParentGuardian%20Fact-revised-final-print%20version-Nov.%2020,%202017.pdf](https://www.tdsb.on.ca/portals/default/ARC_helpful_info_docs/TDS130%20ParentGuardian%20Fact-revised-final-print%20version-Nov.%2020,%202017.pdf).

A PART is one of the strategies included in the Board's Long-Term Program and Accommodation Strategy (LTPAS), a document that was first created in 2014 and is reviewed annually. The strategy provides an approach to program and accommodation planning with a ten-year timeframe that allows for responsiveness and flexibility in a changing environment. It is a roadmap for the future that identifies future studies that could lead to Accommodation Reviews.

To learn more about the Long Term Program and Accommodation Strategy, please visit: <https://www.tdsb.on.ca/About-Us/Strategy-Planning/Long-Term-Program-and-Accommodation-Strategy>

### **Questions regarding ASE 1**

#### **2. What is ASE 1?**

Alternative Scarborough Education 1 (ASE 1) is an Alternative school operated by the Toronto District School Board. Alternative schools offer smaller school environments and are ideal for students seeking an alternative to mainstream education.

The schools use non-traditional, hands-on approaches to learning the required Ontario Ministry of Education Curriculum. Each school has a distinct identity and focus.

Alternative schools are open and free to any resident of Toronto. Space is limited and students can apply to attend on [optional attendance](#). The application process is different for each alternative school.

### **3. What is the focus of ASE 1?**

Alternative Scarborough Education 1 (ASE 1) offers Grades 11 and 12 programs emphasizing independent study, computers and technology in the classroom integrated with its Moodle online experience, flexible timetables and a collegial learning atmosphere similar to post-secondary studies. Most students go on to post-secondary studies.

More details can be found online:

[ASE1 Brochure](#)

[ASE1 TDSB webpage](#)

[ASE 1 School webpage](#)

### **4. How old are ASE 1 students?**

ASE 1 students are 17 to 19 years of age (Grade 11 and 12 students).

### **5. Will ASE 1 students be taking a bus/car/transit?**

ASE 1 students use different methods to get to school including taking public transit, walking, and being dropped off by a family member. There is no onsite parking for students.

### **6. What is the ASE 1 student-teacher ratio?**

The average ratio is 18 students to 1 teacher.

### **7. Are ASE 1 students currently studying virtually or are they in class?**

Currently, due to COVID-19, students are studying virtually with TDSB Virtual School. In normal circumstances, the school is operated in-person with the option of taking some classes online.

### **8. How do Secondary Students interact with Elementary Students?**

Secondary students interact with elementary students under supervision in many ways:

- Classroom volunteers for required Secondary School Community Service hours (Co-op classroom placements)
- Community service projects (Earth Day, community clean-up)
- Collaboration to support elementary students with special circumstances (assistance with snack program donations)
- Shared social work services
- Participation in school safety drills (e.g. fire drills, lockdown drills)
- Kindergarten assistants

- Reading Buddies program
- Assistant coaches – baseball, basketball, soccer
- Sports equipment assistant – prepare, organize, clean equipment and jerseys; lined sports field when required
- Assistance with set-up and running of Fun Day
- Teacher's assistant – e.g. photocopying, preparing art materials

**9. In the past, have there been issues with ASE 1 students sharing a site with another school?**

The students interact with each other and teachers in a positive, responsible, and respectful manner. The students never hesitate to lend a helping hand when needed.

**10. Will the secondary students share washrooms with the elementary students?**

We anticipate the current washroom upstairs will need to be converted to boys' and girls' washrooms to be used by ASE 1 secondary students. The elementary students will utilize the washrooms on the main floor.

**11. Do ASE 1 students go out for lunch breaks or recess?**

ASE 1 students have a lunch break only (no recess). Like all secondary students, if they have an unassigned period, students have the option to work independently in a designated work area or can leave the school.

**Questions regarding Willow Park JR PS**

**12. How will Willow Park Junior PS rooms be used when ASE 1 moves in? Will there be any spare rooms?**

There will be spare rooms. Currently Willow Park Jr. PS has 25 full-sized classrooms. The school uses 18 classrooms. ASE 1 will use 5 classrooms. The remaining rooms will be used if needed but can easily be used as core classrooms if the space is required.

**13. Will there be extra support for the administration of Willow Park Junior PS or will ASE 1 operate separately?**

ASE 1 will operate separately. Principal Denis Lopes will oversee all ASE 1 program and staff needs. There is also a curriculum leader always on site at ASE 1 who is the direct day to day liaison with the Willow Park JPs Principal. Willow Park JPS currently has a Principal and Vice Principal assigned to their school for the fall of 2021-22. Based on past experience with secondary alternative schools in elementary sites, this provides the necessary administrative support for both schools.

**14. Have you accounted for out-of-boundary students who use the childcare and attend Willow Park Junior PS?**

The current optional attendance policy does allow for students enrolled in school-based licensed child care centres to have the option of attending the school in which the child care is located where there is no access to, or available space in licensed child cares feeding into their local school.

The projected enrolment at Willow Park Jr. PS does factor in some growth. Currently at Willow Park, classrooms are not full and more students could be accommodated into the existing classrooms. For example, the 4 Kindergarten classrooms could accommodate up to 116 Junior and Senior Kindergarten students and current enrolment projections anticipate about 100 students.

**15. How will dismissal time work? Will the elementary students have to walk through crowds of high school students?**

The dismissal time for ASE 1 students will be earlier. Moreover, ASE 1 students will enter and exit through their own designated door (Door 10 on the Willow Park Junior PS floor plan). Elementary students will not have to walk past any secondary school students to exit the building.

**16. How will fire drills work?**

Fire drills will work the same as always. Safety is key. All students will use the nearest exits to leave the building. Practice drills will be held together so everyone knows what to do in the event of an emergency.

**17. When will ASE 1 be moving into Willow Park Jr. PS?**

The proposal is September 2022.

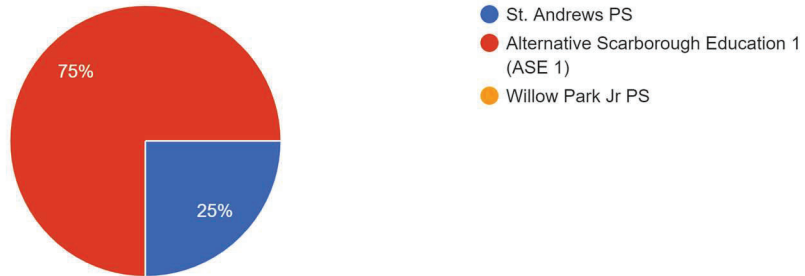
**18. When will the renovations be done?**

The renovations to accommodate the needs of ASE 1 are anticipated to be planned to occur during the summer months to limit potential disruption to students during the school year.

### Public Meeting Survey Results

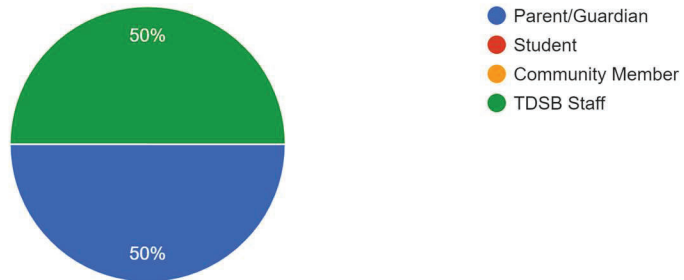
Which school community do you belong to?

4 responses



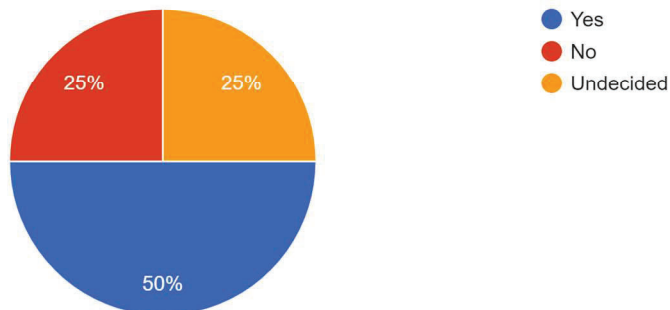
Please describe your connection to this school:

4 responses



Do you support the proposal to relocate ASE 1 to the second floor of Willow Park Jr PS?

4 responses

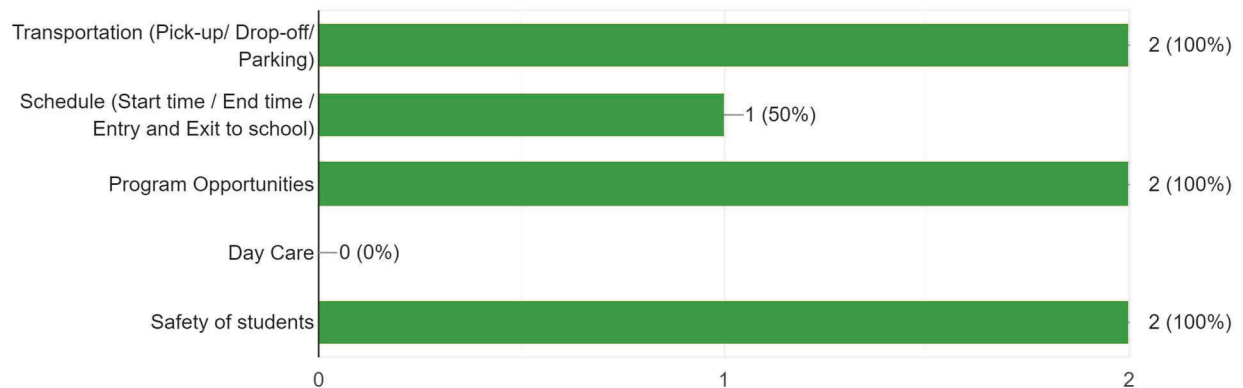


**Please tell us why you agree, disagree or are undecided with the proposal to relocate ASE 1 to the second floor of Willow Park Jr PS?** 2 responses

After listening to the questions, I am now concerned about the safety of high school students walking from the bus stop to Willow Park at different times when there may not be a lot of families around.

New location for ASE seems acceptable in terms of location, sufficient space, etc. St. Andrews is growing, it would be good to have some stability for ASE knowing that they have a long-term home.

There are a number of considerations that the PART has discussed and have also been asked about. We would like to know if these are also impo...to Willow Park Jr PS? (Please check all that apply)  
2 responses



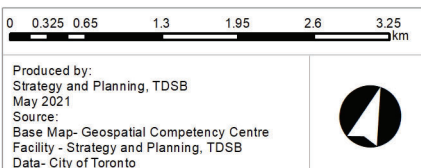
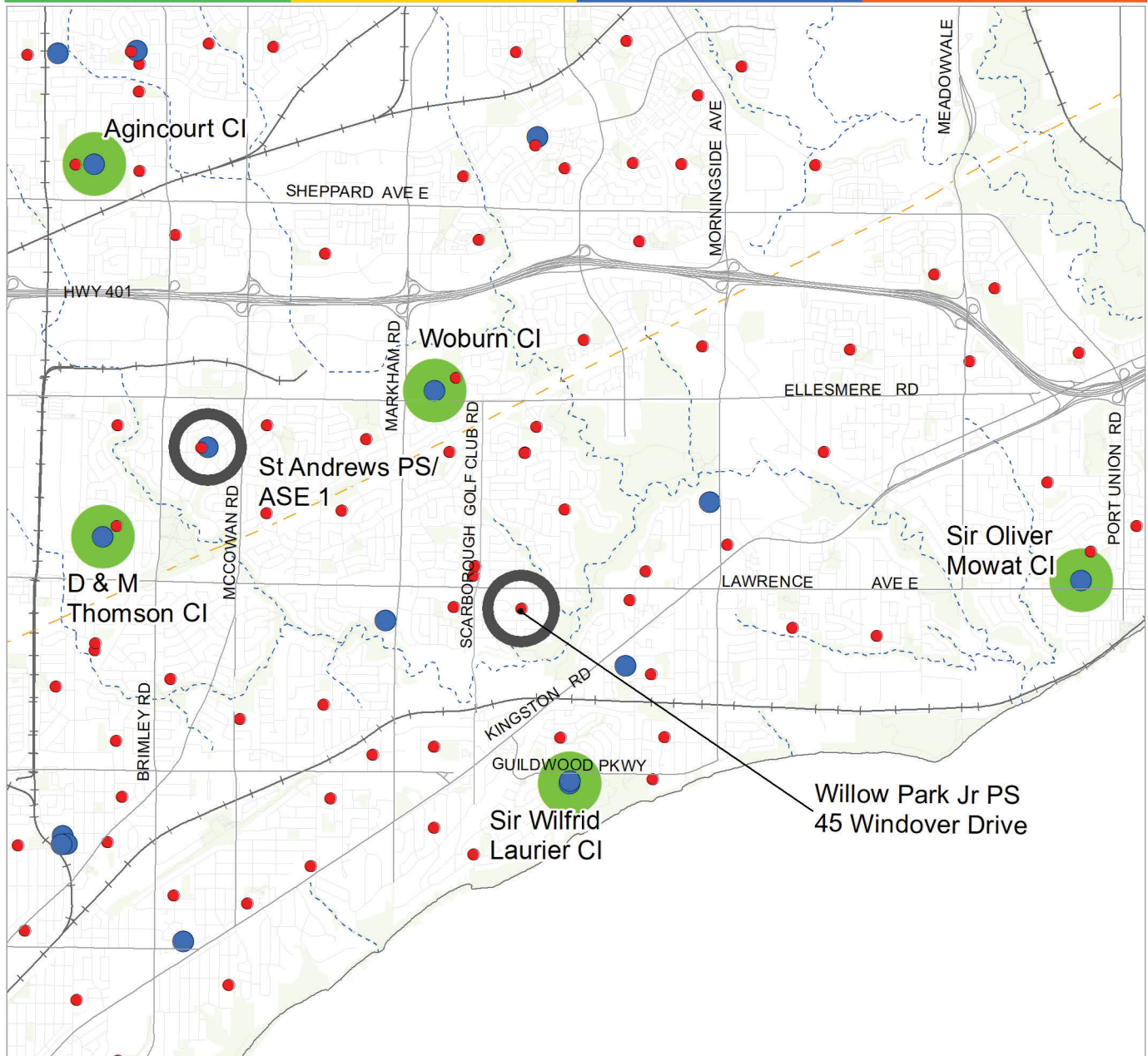
**Do you have any other suggestions, comments, and/or questions that you would like the TDSB to consider?** 2 responses

Promote ASE 1 properly so that students who are struggling with regular secondary school know that they have a fantastic option to support them!

Please ensure that ASE has comparable technology in the new location - specifically smartboards.

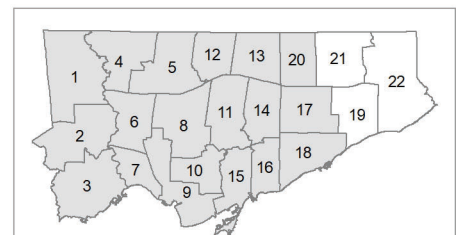


# Where the Majority of ASE 1 Students Home Secondary Schools Are Located



Legend:

- Elementary School
- Secondary School
- Ward Boundary
- Road
- Railway
- Utilityline
- Waterway







## Indigenous Land-Based Learning

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4135

### Strategic Directions

- Transform Student Learning
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- 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 the TDSB move towards ensuring that the Indigenous Land-Based Learning Centre at the Boyne River Natural Science School Site begin preparations to serve TDSB students and the wider Indigenous Community supported through the TDSB Urban Indigenous Education Centre, guided by the Elders Council.

### Context

Since 2003 the Boyne River Natural Science School site has remained vacant. This site is located on 308.5 acres of the Niagara Escarpment, adjacent to the Bruce Trail and the Boyne River Provincial Park. These lands have been designated by the Province as an Area of Natural and Scientific Interest (ANSI), and most of the property is classified as *Escarpment Natural* under the *Niagara Escarpment Plan*.

Through the TDSB [Three-Year Capital Budget Plan](#) in 2016, staff identified the site as a key asset to support Indigenous Education in the Board. In 2017, the TDSB announced its original commitment of using the Boyne River site to support Indigenous Land-based Learning (Appendix A) and began work with planners to regain access to the site as it is deemed protected areas of land of significance there are restrictions to land use.

On August 12, 2020 the site gained Royal Assent through a hearing with the Niagara Escarpment Commission to restore the designation of Institutional Use by the TDSB for “Indigenous uses of cultural significance and passive recreation uses.” (Appendix B)

Reopening the Boyne as an Indigenous Land-Based Learning site in the TDSB supports the Truth and Reconciliation Commission of Canada: Calls to Action - Actions 62 and 63 which support Indigenous Education and maximizes the use of natural resources available to the TDSB students, staff and the wider community. Action 62 and 63 supports the conditions to support Indigenous student success and well being.

In partnership, the Urban Indigenous Education Centre, with the guidance and support of the Elders Council, Urban Indigenous Community Advisory Committee, and TDSB Outdoor Education department will work to allocate existing resources to fulfill this commitment to reopen the Boyne Natural Science School Site as an Indigenous STEAM Centre.

## **Action Plan and Associated Timeline**

The Boyne is a very large site. It is intended to open the site in phases, beginning with ensuring that the water and septic systems are operational and open the Ecology Centre which will support the use of the site for day visits. It is intended that the existing facility for Indigenous educational programming be inclusive of classroom and Indigenous Land-Based pedagogies.

The Indigenous Land-Based Learning Centre will have a focus on “wholistic” Indigenous health and well-being (physical, intellectual, emotional, spiritual). The focus of programming on-site will include professional learning, supporting student success, community engagement, partnerships, curriculum resource development and innovation, research and development and reconciliation through Indigenous perspectives.

To support the expansion of Land-Based Learning through Indigenous ways of knowing and being, staff will be creating resources to support all curriculum areas based on Indigenous Pedagogies, including, but not limited to Indigenous Cultures and Traditions, Indigenous Language Revitalization, Archery, Canoe/Kayak building, Hiking, Maple Syrup programming, Mapping and Orienteering, Medicine Harvesting and Walks, Mountain Biking, Pow Wows and Snow Shoeing.

The initial programming is anticipated to be during the school year from September-June with approximately 1-2 classes at a time (40-60 students).

As funding becomes available, it is anticipated that the full site will be restored to support large groups, for both day and overnight programming.

## **Resource Implications**

The instructional supports for schools will be provided within the existing budget allocation for Indigenous Education and Outdoor Education.

Funding for the initial restoration plan will be joint - \$301,032 will come through the TDSB's implementation of Curriculum and Assessment Implementation Allocation 2021. It is intended that program resources will support:

Health and Physical Education

First Nations, Metis and Inuit Studies

Mathematics

Guidance and Careers

The additional \$415,000 to complete this phase would be accessed through Renewal funding.

## **Communications Considerations**

Trustees' Weekly and System Leaders Bulletin will be used to provide communication to the system as the site is ready to receive students and programming. This is intended to be in the spring of 2022.

## **Board Policy and Procedure Reference(s)**

- P033 – Excursions PR511 – Excursions
- First Nations, Metis and Inuit Policy
- Framework, 2007 Truth and Reconciliation
- Commission Calls to Action UN Declaration on the Rights of Indigenous Peoples

## **Appendices**

- **Appendix A:** [Decolonizing Our Schools](#) (Executive Summary)
- **Appendix B:** Decision of the Minister: Respecting Amendment PD 214 18 to the Niagara Escarpment Plan

## **From**

Craig Snider, Associate Director, Business Operations and Service Excellence at [Craig.Snider@tdsb.on.ca](mailto:Craig.Snider@tdsb.on.ca) or at 416-397-3188.

Curtis Ennis, Associate Director, Equity, Well-Being and School Improvement at [Curtis.Ennis@tdsb.on.ca](mailto:Curtis.Ennis@tdsb.on.ca) or at 416-396-9184.

Maia Puccetti, Executive Officer, Facilities and Planning at [Maia.Puccetti@tdsb.on.ca](mailto:Maia.Puccetti@tdsb.on.ca) or at 416-393-8780

Jim Spyropoulos, Executive Superintendent, Human Rights and Indigenous Education at [Jim.Spyropoulos@tdsb.on.ca](mailto:Jim.Spyropoulos@tdsb.on.ca) or at 416-397-3678.

Tanya Senk, System Superintendent, Indigenous Education at [Tanya.Senk@tdsb.on.ca](mailto:Tanya.Senk@tdsb.on.ca) or at 416- 393-9600.

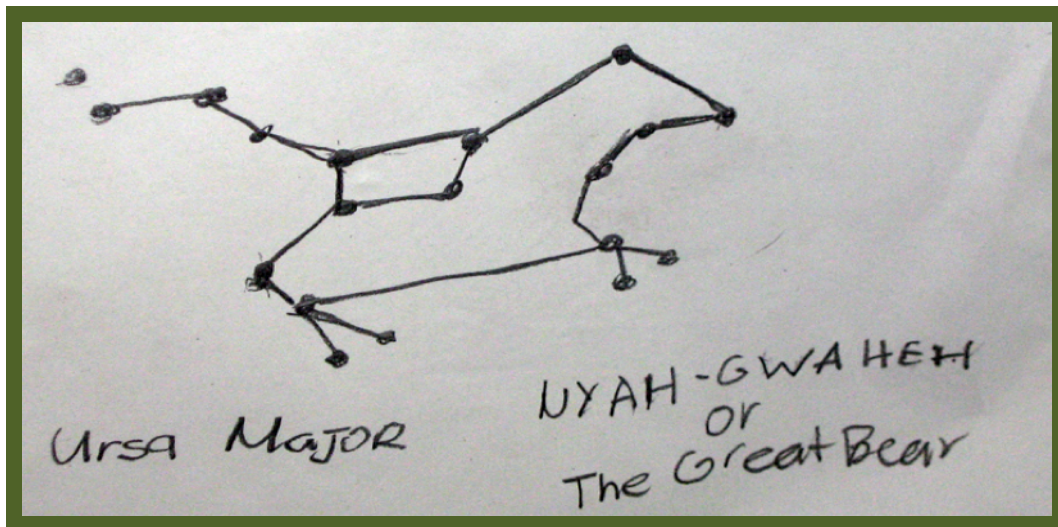
David Hawker-Budlovsky, Centrally Assigned Principal, Outdoor Education at [David.Hawker-Budlovsky@tdsb.on.ca](mailto:David.Hawker-Budlovsky@tdsb.on.ca) or at 416-396-3408.

Appendix A:

## ***Decolonizing Our Schools***

### **Aboriginal Education In The Toronto District School Board**

A REPORT ON THE  
URBAN ABORIGINAL EDUCATION PILOT PROJECT



## *Decolonizing Our Schools*

### **Aboriginal Education in the Toronto District School Board**

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#### **Executive Summary**

In this report titled *Decolonizing Our Schools: Aboriginal Education in TDSB* we describe the work of the Urban Aboriginal Education Pilot Project (UAEPP) in the Toronto District School Board (TDSB). Drawing on data gathered between April 2009 and September 2010, we document, evaluate, and provide our analysis of the UAEPP in service of understanding how to accomplish an education worthy of our children and our ancestors in a large, diverse urban context. The report is based on the research findings of the *Talking Stick Project: Aboriginal Education in the TDSB Gathering Stories of Teaching and Learning*.<sup>i</sup> It is intended to inform both the UAE Steering Committee and the TDSB about the successes and challenges the Pilot Project faced in accomplishing its goals.

Our research confirms what Aboriginal parents, educators, and students already knew: institutions of formal schooling, including the TDSB, are failing to provide Aboriginal students with the educational environment and experiences they require to achieve success.

Students in urban settings confront particular problems since they may not be recognized as Aboriginal or, if recognized at all, may be expected to have access to and be willing to share cultural knowledge. Furthermore, they may not see themselves represented in the curriculum or the teaching population and are encouraged to attend school in spite of a long, negative, and hurtful relationship between Aboriginal people and schooling.

School Board administrators, teachers, and other Board employees in urban settings also confront particular challenges, such as recognizing Aboriginal student populations, delivering programs when students are frequently dispersed across a range of schools, lacking the requisite knowledge for teaching Aboriginal subject material, and engaging families and communities who may be understandably resistant to formal educational institutions.

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<sup>i</sup> This report addresses the Implementation Phase of the UAE Pilot Project in the TDSB. Activity that occurred during the planning phase of the project is not included. The staff chart on page 3 of the report includes the names of TDSB staff that were not pilot project staff. The Pilot Project staff and the TDSB Aboriginal Education staff worked in close collaboration to accomplish the goals of the Pilot Project as such it was difficult for the research team to differentiate. Two names are missing from the chart, Jeffery McDonald and Eddy Robinson worked as Consultants on the Pilot Project. In addition Lloyd Mckell Executive Officer, Student and Community Equity, played an integral role in supporting the project.

### Research Findings

Our research conducted with over 200 students, parents, teachers, community members, administrators, and other UAEPP stakeholders has generated four key findings.

**1. The Board must recognize the importance of understanding and responding to Aboriginal students, youth, and their learning needs.**

In this research, parents, teachers, students, community members, and UAEPP staff emphasized that quantitative indicators of success (grades, completion rates) are insufficient indicators of students' experiences within the urban school system and are not necessarily commensurate with Indigenous conceptions of learning. This research found that rejecting a narrow definition of learning premised on the acquisition of and capacity to replicate knowledge and the mastery of skill, in favour of a broader conceptualization of *student well-being* that relies on a complex understanding of what it means to learn, facilitated greater and more meaningful learning opportunities for Aboriginal students.

In particular, as a result of involvement in UAEPP activities, activities which attended to well-being, students in this research began to see school as a place for them, a place where they could not only be Aboriginal, but where they could learn about and feel comfortable in their Aboriginality. This involved creating learning environments and learning experiences for students where they had opportunities to contribute to as well as learn from Aboriginal people's experiences and perspectives.

**2. The meaningful and appropriate incorporation of Indigenous issues across the curriculum must be supported by providing in-service professional development for teaching staff.**

Teachers reported that the UAEPP provided them with invaluable access to resources, expertise, training, and that their teaching practice, and their students' learning were directly enhanced as a result. Through UAEPP sponsored projects and professional development, there was a significant shift in teachers' understandings of Aboriginal people, history, and culture, the importance of Aboriginal education, and understandings of their roles and responsibilities as teachers and as inheritors of the colonial legacy. However, while most of the teachers interviewed came to be involved with the UAEPP because of their pre-existing commitment to Aboriginal education, many noted that the anxiety and discomfort experienced through the kind of learning opportunities provided challenged their commitments. Thus, the larger project of shifting understandings of Canada's colonial history ensuring that teachers are using the resources appropriately is part of the larger, much longer process of decolonizing and indigenizing. Teachers must be prepared to take up their unique responsibilities and roles, and they must be supported in their attempts to do so.

**3. Schools and learning environments must be transformed in order to decolonize and indigenize learning spaces.**

The UAEPP worked in collaboration with TDSB staff at the school level to identify useful strategies for creating decolonized and indigenized school environments where Aboriginal students felt safe and supported in exploring their Aboriginality and where non-Aboriginal students had access to Aboriginal

subject material providing opportunities to know themselves in relationship with Aboriginal students. The experience of belonging and respect that Aboriginal students and families have a right to expect is premised on staff attitudes and understanding, as well as the inclusion of Aboriginal experiences and perspectives in the school curriculum. Understandably, the UAEPP staff were most successful in schools where the principals and vice principals were supportive of their presence and took an active interest in understanding the concepts of decolonizing and indigenizing and reflecting them in their schools. In-service activities and resources that prepare school staff members to act in ways respectful of Aboriginal people must be introduced into schools, along with images and materials that emphasize respect for Aboriginal people.

#### **4. Aboriginal Education must be prioritized across the Board, especially by establishing and maintaining internal and external partnerships.**

Collaborations with both internal and external partners, including departments, institutions, and agencies, allowed the UAEPP staff to create sustainable change by laying the groundwork for integrating Aboriginal Education across the curriculum. However, while the UAEPP staff was often impressed by the commitment of the non-Aboriginal TDSB community, they were also overwhelmed by the lack of knowledge and understanding of Aboriginal issues and the all too frequent demonstrations of disrespect shown to them as teachers. On the other hand, external partnerships between the UAEPP and community organizations increased linkages between schools, Aboriginal students and families, and Aboriginal agencies resulting in opportunities to bring Aboriginal knowledge and content into schools and to put Aboriginal students and their families in contact with community in the city. This research suggests that positive, respectful, and reciprocal partnerships within the Board and across the community can foster student engagement; provide opportunities for meaningful learning related to students' identities, communities, histories, including the history of colonialism; and expand the development of oral and written communication skills and the capacity for self-expression. However, in order to accomplish comprehensive change, Aboriginal Education must be recognized as a priority by the Board and must be actively supported at all levels.

### **Recommendations**

Emerging from our research with key informants is the recommendation that decolonization and indigenization of the learning environment be recognized as an urgent priority by the Toronto District School Board and be actively supported at all levels. In particular, the experiences of interviewees indicates that attention to Aboriginal student well-being and Aboriginal subject material is required. There needs to be active work toward improving course offerings and creating better, balanced, and fairer representations of Aboriginal people, cultures, and histories by encouraging the integration of Indigenous thought and perspectives across the curriculum and physical learning environments. Supporting collaborative working relationships between the Aboriginal Education Centre and TDSB departments is necessary if comprehensive change is to be accomplished. Sustaining partnerships established between the TDSB and external Aboriginal community agencies and organizations will allow for the integration of Aboriginal people's knowledge, experiences and perspectives.



In what follows, we outline general and specific recommendations arising from this research.

### **Overarching Recommendations:**

- Aboriginal Education must be recognized as a priority by the Board and must be actively supported at all levels.
- Sustained funding is necessary to build the work accomplished by the UAEPP.
- Attention to Aboriginal students' well-being and the meaningful and appropriate incorporation of Aboriginal subject material across the curriculum must be made a priority.
- A comprehensive staff development plan, including the recruitment of Aboriginal educators and staff, is needed for decolonizing and indigenizing teaching practice and content delivery.
- Establishing and maintaining respectful and reciprocal relationships between the TDSB and community organizations are essential for creating a safe teaching, learning, and work environment for Aboriginal staff and community members.

### **Specific Recommendations**

#### ***Supporting Aboriginal Student Well-being***

- TDSB must adopt an approach to Aboriginal Education that puts Aboriginal student well-being in the center.
- Classroom teachers and school support staff should actively take responsibility for all students' learning rather than waiting for or expecting students to come forward and identify as Aboriginal before receiving support.
- School and Board staff must provide opportunities for Aboriginal students to become leaders and advisors in the education of non-Aboriginal students and the whole school.
- School and Board staff must create multiple opportunities for Aboriginal students to have lessons that include traditional teachings, language instruction, examination of the history of colonialism, and historical and contemporary Aboriginal culture.

#### ***Benefits***

- Rather than experiencing alienation and marginalization within the school community, Aboriginal students could begin to experience schools as offering a place of belonging for them.
- Students who have access to Aboriginal perspectives and experiences in their out of school lives would then be put in the position of being able to draw from and build on that knowledge.
- Aboriginal students would have opportunities to know themselves as Aboriginal beings and to develop their own ways of expressing their Aboriginality.

#### ***Decolonizing and Indigenizing: Teacher Roles and Responsibilities***

The TDSB in collaboration with the Ministry of Education as well as other educational institutions and professional bodies must provide teachers with ongoing professional development opportunities that include meaningful discussions about colonization.

- The TDSB must focus resources on improving teacher training, especially related to building a respectful classroom environment where Aboriginal and non-Aboriginal students are comfortable learning about and discussing the history and legacy of colonialism.
- In collaboration with the Ministry of Education and the TDSB, teachers must work to integrate Aboriginal perspectives into the curriculum and to develop and offer Native Studies courses in secondary schools.
- Teachers must ensure that Aboriginal and non-Aboriginal students have access to appropriate resources.
- Teachers must be provided with support to work respectfully and supportively with Aboriginal students.

### ***Decolonizing and Indigenizing: School Responsibilities***

- Schools must educate non-Aboriginal students, teachers, and administrators about Aboriginal peoples and cultures, the history of colonialism, and contemporary issues using opportunities like National Aboriginal Day.
- It is the responsibility of each school to provide information about the nation on whose traditional territory their school is built on, as well as the name and location of reserves located in close proximity to their school community.
- Schools must anticipate resistance from non-Aboriginal students and staff, and be provided with the knowledge, resources, and support school staff and administrators need to positively face and deal with resistance.
- Schools must provide in-service education with teacher librarians to support them in providing appropriate Aboriginal resources to students and teachers, including Aboriginal authored texts
- Include Aboriginal art, poetry, and traditional teachings on the walls of the school.
- Schools should consider incorporating Aboriginal approaches to conflict resolution, including the use of restorative justice circles, in collaborative decision-making procedures

### ***Decolonizing and Indigenizing: School Board Roles & Responsibilities***

- The Board must require all principals to participate in decolonizing and indigenizing professional development.
- The Board must support Aboriginal community liaisons with the capacity to nurture relationships between TDSB schools and external Aboriginal agencies.
- The Board must respect and value the expertise that the Aboriginal community brings to the classroom through sustaining and strengthening community ties and partnerships.
- It is the responsibility of the Board to practice reciprocity by giving back, recognizing that if Board leadership wants community members to participate in and support change in TDSB schools, then TDSB staff, including senior staff, must support and participate in the activities and initiatives of community agencies.
- The Board must offer and support teachers in acquiring decolonizing and indigenizing teacher development courses.

- The Board must require all departments to demonstrate a plan for integrating Aboriginal Education. Priority should be given to the development and implementation of Native Studies courses in secondary schools.
- The board should set realistic goals to increase the number of Aboriginal educators and staff, especially by recognizing alternative qualifications and by altering hiring policies and practices to support the hiring of Aboriginal people.
- Finally the Board must maintain a centre like the Aboriginal Education Centre, to be the hub of activity related to Aboriginal education.

**Appendix B:**

**Decision of the Minister**

**Under the *Niagara Escarpment Planning and Development Act***

**Respecting Amendment PD 214 18 to the Niagara Escarpment Plan**

WHEREAS pursuant to subsection 6.1(2) of the *Niagara Escarpment Planning and Development Act*, R.S.O. 1990, Chapter N.2 (the "Act"), the Toronto District School Board made application for an amendment to the Niagara Escarpment Plan to:

Add a special policy provision to Part 1.3 Escarpment Natural Area designation to recognize as a permitted use the institutional use of the Boyne River Outdoor Education Centre located at Lots 4,5 and 6 (east half), Concession 1 and 2.

AND WHEREAS the requirements of subsections 10(1)(a), (b) and (c) of the Act, were carried out pertaining to notification of, and consultation with, each local municipality, county and regional municipality, the public, and an advisory committee appointed under subsection 4(1) of the Act, respecting the proposed amendment;

AND WHEREAS no written objections to the proposed amendment were received by the Niagara Escarpment Commission before the expiration of the time for making comments;

AND WHEREAS pursuant to subsection 10(9) of the Act, the Niagara Escarpment Commission, after giving consideration to comments received under subsection 10(1) of the Act, submitted to me its recommendations on the proposed amendment dated June 20, 2019;

AND WHEREAS I have received and considered the recommendations of the Niagara Escarpment Commission;

THEREFORE, pursuant to subsection 10(11) of the Act, I approve the amendment of the Niagara Escarpment Plan as follows:

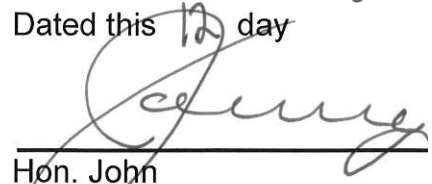
The Permitted Uses in Part 1.3.3 (Escarpment Natural Area) is amended by adding the following new section to Part 1.3.3 and renumbering the sections accordingly:

**Special Provisions for the subject property at 716231 1<sup>st</sup> Line East, Mulmur (see Amendment No. PD 214 18 Boyne River Outdoor Education Centre -Toronto District School Board)**

Notwithstanding the permitted uses of this section, an institutional use and the related accessory uses, is permitted in the areas of the existing institutional complex.

Additionally, Indigenous uses of cultural significance and passive recreation uses are permitted on the existing lot of record municipally addressed as 716231 1st Line East Township of Mulmur, County of Dufferin. The legal description is Lots 4,5 and 6 (east half), Concession 1 and 2. Any proposals for further expansion of the institutional use in the Escarpment Natural Area, beyond the existing and approved gross floor area of 57,892 sq. ft. on the site in the Escarpment Natural Area designation will require consideration through a Plan amendment application. (see Amendment 214)

Dated this 12 day of August 2020

A handwritten signature in cursive script, appearing to read "John Minis", is written over a horizontal line.

Hon. John  
Minis



## **Administrative Site Review: Status Update**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4136

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the Administrative Site Review status update be received.

### **Context**

The Board of Trustees passed a motion on 3 February 2021 that outlined a schedule of reports on administrative space requirements, with a final recommendation for consideration in the fall of 2022. A timeline on accomplishing the review was presented on 27 January 2021. That timeline had the first report out on the review of administrative space presenting a report in June 2021 on the principles and standards for administrative space.

At present, due to the hiring of a new permanent Director of Education, this review is being placed on hold until the new Director has an opportunity provide input into the next steps of the review. The revised timeline for this report will be in the October 2021 round of meetings.

### **Action Plan and Associated Timeline**

A subsequent update report will be presented in fall 2021.

### **Resource Implications**

Funding of options will be presented in subsequent analysis and reporting.

## **Communications Considerations**

Information will be shared on TDSB public website.

## **Board Policy and Procedure Reference(s)**

Not applicable.

## **Appendices**

Not applicable.

## **From**

Craig Snider, Interim Associate Director, Business Operations and Service Excellence, by email at [craig.snider@tdsb.on.ca](mailto:craig.snider@tdsb.on.ca) or by telephone at 416-395-8469

Maia Puccetti, Executive Officer, Facilities and Planning, by email at [maia.puccetti@tdsb.on.ca](mailto:maia.puccetti@tdsb.on.ca) or by telephone at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning by email at [Andrew.gowdy@tdsb.on.ca](mailto:Andrew.gowdy@tdsb.on.ca) or by telephone at 416-394-3917



## Written Notice of Motion for Consideration (Trustees Chernos Lin and Doyle)

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

In accordance with Board Bylaw 5.15.2, the following motion was provided as notice at the special meeting of the Planning and Priorities Committee on June 15, 2021 and is therefore submitted for consideration at this time.

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

5.15.2 (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...

## Return to Semesters

Whereas, the quadmester model has been a practical model used during the height of the COVID-19 pandemic to ensure student safety through limited cohorting to allow high school students return to school in-person during the 2020-2021 school year; and

Whereas, we have heard from students, parents and staff about concerns around the quadmester model creating excessive stress, compressed learning opportunities, and extreme challenges in keeping up should students need to miss school; and

Whereas, the modified semester timetable is an improvement on the quadmester timetable, the modified semester not only still presents barriers to continuous learning and curriculum retention, but also provides significant challenges in meeting the needs of our special education students; and

Whereas, vaccines are now widely available to staff and high school students, and uptake appears to be strong with vaccine rollout progressing well;

Therefore, be it resolved that the Chair write a letter to the Minister of Education indicating:

- i. that if by mid-summer vaccination rates are strong and case counts low, that every consideration be given to moving to a traditional semester model;
- ii. that such decision be provided to Boards by August so that schools would be able to organize to safely receive students in this model in a timely manner.

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# Our Mission

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

## We Value

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

## Our Goals

### **Transform Student Learning**

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

### **Create a Culture for Student and Staff Well-Being**

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

### **Provide Equity of Access to Learning Opportunities for All Students**

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

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

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

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

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

### **Acknowledgement of Traditional Lands**

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

### **Planning and Priorities Committee Mandate**

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

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

## **Funding Information Requirement**

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

### **[1]Closing of certain committee meetings**

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

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

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