



Committee of the Whole

Report No. 26

CW: 28A

Wednesday, September 16, 2020

Electronic Meeting

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

Alexandra Lulka

Regrets

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

PART A: Committee Recommendations

1. Extension of Term of Toronto Lands Corporation Citizen Directors

The Committee considered correspondence from Chair of the Toronto Lands Corporation (see CW:028A, page 1) presenting a request for ratification of the extension of the term Michael Fenn and Steven Zakem as citizen directors TLC Board.

Moved By: Trustee Aarts

Seconded By: Trustee Doyle

The Committee of the Whole **RECOMMENDS** that the term of Michael Fenn and Steven Zakem as (Citizen) Directors on the Toronto Lands Corporation be extended from March 1, 2021 to June 30, 2021.

Carried

2. Former Christie Cookie Factory Property, 2150 Lake Shore Boulevard West: Potential Elementary School Site

The Committee considered a report from the Toronto Lands Corporation (see CW:028A, page 3) presenting information on an identified opportunity that meets the future accommodation needs of the Board.

Moved By: Trustee Doyle

Seconded By: Trustee Nunziata

The Committee of the Whole **RECOMMENDS:**

- (a) **That the Toronto Lands Corporation be authorized to enter into negotiations with First Capital to enter into a non-binding memorandum of understanding to secure strata, non-condominium title ownership of the podium and any other necessary and/or complementary elements of a future elementary school situated in Phase III of the new development on the lands municipally known as 2150 Lakeshore Boulevard West, in a form and content satisfactory to its legal counsel;**
- (b) **That the Toronto Lands Corporation report back within one year on the status of negotiations.**

Carried

3. Director Search Committee: Director of Education Search Criteria

The Committee considered correspondence from the Director Search Committee (see CW:028A, page 15 and attached) presenting search criteria for a permanent Director of Education.

Moved By: Trustee Wong

Seconded By: Trustee Rajakulasingam

The Committee of the Whole **RECOMMENDS that the search criteria for the Director of Education, as established by the Director Search Committee be approved with the following amendment:**

Whereas, the mission statement of the TDSB is “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”; and

Whereas, the first goal of the Multi-Year Strategic Plan is to “transform student learning”;

Therefore, be it resolved:

That the criteria for career experience and accomplishments be reordered as follows:

- i. **retain the first criteria as it currently is listed (Demonstrated and “meaningful” leadership and track record in equity, diversity, inclusion and**

anti-black racism, anti-oppression programs, indigenous education, LGBTQ and related policies, and initiatives),

- ii. **move the following criteria to number 2: Professional knowledge and demonstrated leadership/respect in academic instruction and achievement; (K-12, or possibly at the college system level); “global mindset” with the vision and expertise to oversee transformation of all forms/models of learning innovation and instruction (including remote/digital/e-learning, out-door learning etc).**

Carried

The amendment was added on motion of Trustee Li, seconded by Trustee Chernos Lin.

At the Committee meeting, on amendment of Trustee Laskin, seconded by Trustee Doyle, “in the upcoming Director’s Search Committee meeting” was deleted after “be reordered”.

Also at the Committee meeting, an amendment from Trustee Story, seconded by Trustee Moise to delete “or possibly at the college system level” from the criteria regarding professional knowledge was defeated.

PART B: Information Only

1. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Committee of the Whole was convened on Wednesday, September 16, 2020 from 4:30 p.m. to 10:50 p.m. with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

The following written delegations were heard in accordance with the Board’s delegation procedure:

re Returning to School

1. William Pham, Student Earl Haig Secondary School

re Director Search Committee Director of Education Search Criteria

2. Justin Kong, Executive Director Chinese Canadian National Council Toronto Chapter
3. Dudley Paul
4. Alexis Dawson

5. Anna Kay Brown, Jane & Finch Education Action Group
6. Warren Salmon, ONABSE
7. Sudz Sutherland, Parent Winona Senior Public School
8. Paula Butler, Bluffers for Racial Justice
9. Beyhan Farhadi
10. Darshika Selvasivam

4. Ontario Public School Boards' Association Director's Report

The Committee heard an oral update from Trustee Donaldson on the Ontario Public School Boards' Association, including:

- The Annual General Meeting for 2020 will take place via Zoom on September 26th where regional elections will take place
- Trustees Donaldson, Laskin and Sriskandarajah will attend the Annual General Meeting.
- Trustee Aarts is running to represent Central East on the Education Program Work Team and Trustee Laskin is running to represent Central East on the Policy Work Team.
- Trustee Donaldson also provided the report from TDSB to Central East for OPSBA Regional reports.

5. Back to School Plans Update

The Committee heard an oral update from staff regarding back to school plans.

Virtual School

- Enrolment of over 77,000 students, equivalent to the 7th largest school board in the province. Enrolment continued to grow throughout the first week of September and staff have been working to accommodate all students. K-12 virtual schools will have similar staff complements to regular schools. Emails were sent in the afternoon of September 16th inviting parents and students. Teachers were welcomed by email in the evening of September 16th. Students are to begin learning on September 22nd. While programs such as ESL and IB are being implemented as classes are offered, the programs cannot be directly replicated in a virtual environment.

Adult Day School

- 45% of Adult Day School learners opted to learn virtually and 44% opted to learn in-person. Unlike the secondary school model, Adult Day Schools operate on a six-day schedule and students can take up to three classes at a time. The quadmester dates as of now remain for the school year.

Health Screening App

- Over 14,000 staff members and over 13,000 students used the app on September 16th and usage increases each day.

Synchronous/Live interactive Learning

- The TDSB is aligned with expectations outlined by the Ministry of Education in Policy/Program Memorandum No. 164. Parents will be given the option to limit screen exposure and the amount of time their child can be in front of a webcam/camera during a synchronous learning period. The exemption option does not apply to expectations of the curriculum.

COVID-19 In Schools

- The TDSB website will be updated on a regular basis as new information is received. The website will be advertised on social media. The website will provide updates on confirmed active cases.

6. Adjournment

On motion of Trustee Doyle, seconded by Trustee Smith, the meeting adjourned at 10:50 p.m.

PART C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Committee Chair

Director of Education – Toronto District School Board

Search Criteria - September 10, 2020

The sections for the Search Criteria are:

1. Role Opportunity
2. Role Priorities
3. Career Experience & Accomplishments
4. Education & Professional Development
5. Leadership Attributes & Personal Values

Role Opportunity:

Key Role Attractors Include the Following:

Evolve, implement, and lead learning innovation
Serve a diverse and complex school board and city
Working with multiple stakeholders and people in the community
Lead a complex/large public multi-educational institution/platform (K12 and Adult programs)
Oversee a large workforce/budget, multiple facilities

1. Role Priorities:

Top Priorities for the Director of Education – First 18 months (in no order):

Continue to lead the Board through its Covid-19 planning and safe return to school.
Continue to lead effectively to achieve greater equity within in the Board; build on the Board’s focus on inclusion, equity and anti-black racism; demonstrate a deep commitment to unpacking race, gender identity, ability and socioeconomically diverse communities and ability to apply an intersectional framework in relation to the multiple sources of oppression; leading to systemic change to combat racism and discrimination.
Continue to ensure academic excellence, transformation and achievement by our students through the implementation of effective educational and learning practices, including the evolution of remote learning pedagogy (e.g., distance education/digital/e-learning, outdoor education etc.), as well as a commitment to support all students with special education needs.
Continue to oversee, update, maintain momentum, and implement the Multi-Year Strategic Plan (MYSP) including the “Vision for Learning” plan.
Maintain and improve the public’s confidence and trust in the Board; build, positive relationships and engagement with parents and community partners.
Maintain/develop TDSB shared leadership approach, the Leadership Capacity Plan and prioritizing staff succession planning and morale.
Implement the new internal and external communications strategy.
Lead research in the service of evidence-based decision-making.

2. Career Experience & Accomplishments:

The ideal candidate for the Director of Education should possess the following experience and background (Top 7 are in order of priority):

Demonstrated and “meaningful” leadership and track-record in equity, diversity, inclusion and anti-Black racism, anti-oppression programs, Indigenous education, LGBTQ and related policies, and initiatives.
Engaging, building, and maintaining relationships/partnerships with multiple and diverse community members, parents, students, trustees, staff, unions/federations and government.
Leading a complex organization, multiple employees, and staff at all levels.
Demonstrated commitment to continuous improvement, service excellence, strategic planning and moving complex projects forward.
Serving the needs of children and youth in ensuring their mental and physical well-being.
Professional knowledge and demonstrated leadership/respect in academic instruction and achievement; (public K-12, or possibly at the college system level); “global mindset” with the vision and expertise to oversee transformation of all forms/models of learning innovation and instruction including remote/digital/e-learning, outdoor education, etc.
An understanding and championing for disability-related issues especially in identifying and removing barriers for adults, children/youth education environments and the application of the Accessibility for Ontarians with Disabilities Act (AODA).

Additional important criteria that was provided from the stakeholder consultation:

Demonstrated experience with funding models for public education and/or a large publicly funded organization; advocating with governments at all levels for the needs of a strong public education system.
Demonstrated experience in administration, fiscal management/finance (understanding of capital and operating budgets), operations management including oversight of facilities.
Experience managing, motivating, engaging large staff/employee teams at all levels to success, implementing leadership development and succession planning programs; creating a positive/unifying work environment.
Focused orientation for utilizing data driven models and metrics for decision making/standards.
Direct experience in working in a similar large urban centre with a highly diverse population.
An orientation for implementing ideas and complex projects through completion.
Proven commitment to good governance, risk management, compliance and establishing, working with and maintaining positive relationships with an elected board or similar body.

An excellent communicator with the ability to engage at all levels with a holistic message that is clear, genuine and understood; knowledge of a second language or multi-lingual would be an asset.

3. Education and Professional Development:

- A minimum Master's level education and ideally post-graduate work, doctorate or similar and relevant certifications
- Demonstrated commitment to on-going learning and personal development
- Participation/leadership in public speaking and thought leadership

4. Leadership Attributes and Personal Values:

The Director of Education will embrace and be an advocate for the TDSB [Equity Leadership Competencies](https://www.tdsb.on.ca/About-Us/Equity/Equity-as-a-Leadership-Competency) (<https://www.tdsb.on.ca/About-Us/Equity/Equity-as-a-Leadership-Competency>)

The ideal candidate will also possess the following leadership attributes and personal values (in no order):

Building Trust/Transparency
Collaboration
Communication/Listening/Public Speaking
Empathy/Relationship Builder/Seeks Consensus
Intellectual Curiosity
Personal Integrity/Accountability
Political Acuity
Problem Solving/Inquisitive/Deals with Complexity
Resilience
Vision Builder/Strategic Orientation

Other:

Meets Ministry criteria in terms of qualifications as Supervisory Officer under the [Education Act](#)

and/or Minister's confirmation that the person to be appointed is eligible for the position

Link to [The Ontario Leadership Framework](#)