



Committee of the Whole Agenda

CW:028A

Wednesday, September 16, 2020

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

Note: All trustees are members of the committee, quorum for which is 12 members

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

5.1 OPSBA Directors' Report

Oral Update

6. Toronto Lands Corporation Reports

Timed Item at 4:30 p.m.

6.1 Extension of Term of TLC Citizen Directors

6.2	Former Christie Cookie Factory Property: 2150 Lake Shore Boulevard West: Potential Elementary School Site	3
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7. Staff Reports

7.1	Back to School Plans Update Oral Update	
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8. Committee Reports

8.1	Director Search Committee: Director of Education Search Criteria	15
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9. Adjournment



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A subsidiary corporation of the TDSB



September 9, 2020

Transmittal No. 2020 – 97
(Public)

Extension of Term of TLC (Citizen) Directors

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 September 8, 2020 with respect to the terms of two TLC Citizen Directors.

The TLC Board decided that:

TLC (Citizen) Directors Michael Fenn and Steven Zakem whose terms conclude on March 1, 2021 be extended to June 30, 2021 to ensure Board continuity while TLC's HR and Nominating Committee undertakes a recruitment and selection process for the upcoming (Citizen) Director vacancies.

In accordance with section 4.3 (b) of the *Shareholder's Direction, as further amended and restated on November 28, 2018*, ratification of term extensions for Michael Fenn and Steven Zakem (Citizen) Directors, 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. Jackson, Interim Director of Education, TDSB
cc. C. Snider, Interim Associate Director, Business Operations and Service Excellence, TDSB

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September 9, 2020

Transmittal No. 2020 – 98
(Public)

**Former Christie Cookie Factory Property: 2150 Lake Shore Boulevard West:
Potential Elementary School Site**

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 September 8, 2020 with respect to the report entitled *Former Christie Cookie Factory Property: 2150 Lake Shore Boulevard West: Potential Elementary School Site*, attached herein.

The TLC Board decided that:

- 1) TDSB grant authority and direct TLC 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;
- 2) TLC report back within one year on the status of negotiations; and
- 3) This report be forwarded to TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, approval of the report, *Former Christie Cookie Factory Property: 2150 Lake Shore Boulevard West: Potential Elementary School Site* 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. Jackson, Interim Director of Education, Business Operations and Service Excellence, TDSB
cc. C. Snider, Interim Associate Director, Business Operations and Service Excellence, TDSB

TORONTO LANDS CORPORATION

Board Decision Item:

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

To: Chair and Members of the Toronto Lands Corporation

Date: 08 September, 2020

RECOMMENDATION:

It is recommended that:

- 4) TDSB grant authority and direct TLC 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;
- 5) TLC report back within one year on the status of negotiations; and
- 6) This report be forwarded to TDSB Board for approval.

BACKGROUND

The purpose of proceeding with this authority to act on an identified opportunity that meets the future accommodation needs of the TDSB while partnering with both the public and private sector to enable the creation of a complete community that includes a new elementary public school.

First Capital is a leading developer, owner and manager of mixed-use real estate located in Canada and its developments have included successful redevelopment sites across the City, in locations such as Liberty Village and Yorkville. In 2016, First Capital acquired the former Mr.Christie Cookie site at 2150 Lake Shore Blvd. W. which is the last remaining undeveloped parcel of land in Humber Bay Shores. The 28 acre parcel, irregular shaped, now vacant land, is bounded by Park Lawn Road to the West, Lake Shore Boulevard West to the east; and the Gardiner Expressway to the north. First Capital's master plan vision for the site is a revitalized transit-oriented, mixed-use community with a high-quality urban design that integrates with a range of uses delivering additional community needs. First Capital was successful with negotiations with the City of Toronto to convert the majority of the site to a Regeneration Area which would allow for a mix of uses, such as retail, residential and employment.

When TDSB became aware of this project, a Master Plan that is proposed to be improved with 32 towers, 667,152 square metres (7,181,197 square feet) of gross floor area and a one hectre public

park, and new GO station stop, it concluded that there was a long term requirement for a new elementary school. TLC met with the City, the developer and the Catholic Board who were all very interested in working collaboratively to incorporate a public and catholic school within the Phase III of the redevelopment with outdoor enclosed areas in the podium and controlled access of a portion of the park. The City is now conducting a Christie Secondary plan study. First Capital, has also submitted an official plan amendment application for the site, which now includes the potential for two elementary schools on the first three floors of a tower with secured outdoor podium area (700 sq m. and 7,525 sq ft) and 773 sq m. 8,320 sq ft). There could also be opportunities to construct and share library, gyms, etc. The proposed location of the schools in the adjoining towers abuts a public park (one hectre) that includes a dedicated 2,600 sq m (27,990 sq ft) for a school playground.

It is evident that First Capital has clearly provided its intentions to work collaboratively with the City and both school boards to accommodate all stakeholder needs in order to develop TLC's concept of building complete communities. Prior to proceeding any further, it is fair and reasonable for TLC to seek approval to enter into real estate negotiations with First Capital which will formalize discussions. A commitment of this nature is required to enter into the next steps of securing a school within this new community. TLC's strategy will provide for long term student accommodation and supports the modernization of TDSB's portfolio.

RATIONALE

Site Reservations: Acquisition of Land for School Boards

Over the years, as the City grew and developments were approved, school boards were able to obtain a site reservation on parcels of land for a potential future acquisition of property at market value. For years, vacant land was available and a few acres was set aside and identified by a planning policy and designation for a potential school within a specific area for future student accommodation. The site would be vacant for a specific period of time and as the area grew and student accommodation increased, the school board could then acquire the land, subject to funding, for market value.

This was most recently the case at the former Canadian Tire site situated in close proximity to the south-west corner of Leslie Street and Sheppard Avenue East. However, the large parcels of land were already reduced in size and discussions around sharing of playground space with a City park is now a requirement. The City of Toronto Planning and TDSB Planning and TCDSB had worked together to secure two school sites with options to purchase at market value well into the future. Just last year, the TDSB obtained Ministry funding approval and the vacant land was acquired by the TDSB; and the Catholic Board followed with the secondary parcel.

In specific areas of the City under transition, this process may still be viable, such as in the Portlands where TLC is working with the City of Toronto in determining a site location and requirements for a potential school years away and, in essence, securing the TDSB interest for a later date, at market value. However, a few critical changes have occurred over the years that make this planning process very difficult to sustain and other options must be considered in order to meet ongoing demands for student accommodation within the City.

Issues include:

- Large tracts, three or more acres of land, are not readily available in the City of Toronto
- Land, at a premium, is very expensive, and must be funded and approved by the Ministry
- The design and plan for City building now includes large high density towers and, in many cases, only mandatory outdoor park space
- Developers simply don't have redevelopments that include large parcels of land (2-4 acres) that can be dedicated under the planning process to be set aside for a school

New Opportunity for Acquisition of Land for School Boards

Developers and the City realize that in order to create complete communities, a school becomes a necessity to meet the growing needs of the neighbourhood. However, with new urban designs, traditional subdivisions are being transformed with high density residential towers and green space becomes a premium for parkland for the entire community in a vertical design model. The City is unable to reserve a parcel for school board use and is unable to demand that a developer sell a portion of its assets to a school board. The only option that remains is one of collaboration between parties and the insight to develop a plan to work together to construct a school within one of the proposed new towers.

However, unlike a vacant parcel of land, a decision and agreement to include a school in the tower must be at the same time the architect is designing the building and the Developer is seeking City approvals. An agreement is required years in advance of an actual building design and still must include options for all parties to fully proceed or terminate without penalty.

TLC has already received approval to proceed with an agreement with the developer, Menkes, in the area of Lower Yonge area of the City, and is currently working through an executed, non-binding, Memorandum of Understanding. Ministry approval for acquisition funding is a condition within the agreement. As with any real estate agreement, there remain numerous conditions that take time to come to fruition. Most important from a City of Toronto Planning perspective and the developer, the development must be able to proceed with either a school within the tower, or if this outcome is not possible, the developer will have also obtained approval to alter the use to an office/retail component. However, as TDSB has specific requirements within the design of a school, including ceiling heights (gym), TLC must ensure in negotiating a real estate agreement that there is flexibility for the protection of all parties.

Highlights of a new process:

1. TLC, Land Use Planning receives notification of a new development; or
2. Developer contacts TLC with a proposal to discuss a school integration within a proposed redevelopment;
3. TDSB confirms if there is a long term need in requiring a school within the proposed location due to future student accommodation requirements as a result of the proposed development or simply due to existing school pressures;
4. TLC meets with the Developer to determine if there is interest to proceed with incorporating a school within the tower redevelopment;
5. If the Developer is uninterested to pursue an arrangement that would include a standard school for future accommodation, there is no further real estate negotiation for a school site and TDSB must pursue other school accommodation planning within its portfolio; or
6. TLC would undertake further study and seek to create other opportunities that may include other models that may be predicated on different grade configuration (JK-3, satellite locations) versus the current standard traditional 450-550 capacity within the proposed redevelopment or in close proximity;
7. If the Developer is interested in pursuing a potential school, preliminary real estate discussions are undertaken and the developer is provided with further details on process, approvals, design requirements, playgrounds, etc. as further outlined in Schedule A of this report.
8. TLC would then seek approval at Board to enter into authority to negotiate a non-binding agreement, conditional upon any Ministry approvals, as may be required.
9. Real Estate would negotiate, a non-binding, strata, non-condominium title,
10. TLC would request final board approvals and seek Ministry approval for the transaction
11. TLC will support and request throughout the process that the developer request approval from the City of Toronto to not include the density for a new school as part of the overall approved GFA. Should this situation be approved, the overall cost for this project would be reduced for the school board.
12. Once an MOU is executed and the process has commenced to proceed through the various conditions, real estate would also prepare a binding agreement of purchase and sale.

In order to proceed into the next step of real estate negotiations with the developer, it is fair and reasonable for First Capital to have evidence that the TDSB is in support of evaluating the opportunity of a school within this area of the City where there is a long term student need. This report reflects authority to proceed within this new process that provides for the inclusion of a new school within a mixed-use tower, which would be predicated on a number of conditions satisfactory to all parties.

As TLC integrates itself further into activities that support the accommodation needs of the TDSB, innovative and creative concepts will emerge that will be brought forward to TLC and TDSB that require commitment, collaboration and financial modeling to ensure long term vibrant communities within the City.

RISK ASSESSMENT

New Report Format – as TLC develops an Enterprise Risk Management Framework, risks will be identified in each report moving forward.

IMPLICATIONS

New Report Format – Beginning at the November Board meeting, implications as they relate to the Strategic and Annual Plan will be outlined in every report moving forward.

COMMUNICATIONS APPROACH:

New Report Format – Beginning at the November Board meeting, all reports will have a communications strategy identified.

APPENDIX:

- **Appendix A:** Schedule A: Schools in Urban Environment, General Considerations

ROUTING:

TLC Board: September 08, 2020

FROM:

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

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

File path: R:\TLC\G) Governance - Policy\G05 Board Rpts\2021 TLC Board Reports\September 8, 2020\DS Reviewed

SCHEDULE A

**Revised July 15, 2020
(amended from time to time)**

NEW TDSB ELEMENTARY SCHOOLS IN URBAN ENVIRONMENT

GENERAL CONSIDERATION

Background

Historically, Toronto District School Board (TDSB), acquired land to construct schools that were a minimum of 3.5 plus acres for a junior-elementary school with a typical 2-storey school design, at grade parking and a schoolyard. In this type of standard design, students were allocated over 200 square feet or more each of outdoor play area. The TDSB Elementary School Design Guidelines, as dated in 2013 states “a minimum of 220-230 square feet of schoolyard space per student”, as a guideline (page 5). Interior designs would have included kindergarten and general classrooms, specialized rooms (labs), library, gymnasium, art or music studios and staff areas.

A traditional school yard would have included both hard and soft surface play areas, exclusive to the school board, and sports fields, playground equipment, baseball diamonds, tracks, parking lots, etc. These outdoor areas could be used by the community in the evenings or weekends and in some areas, organized leagues or City of Toronto would have entered into permits with the school board.

With elementary school sites being greater than 3.5 acres, pick-up drop off areas for vehicles and school buses, outdoor waiting areas for students, and other school specific requirements were easily attainable. . In addition, municipal -by laws with respect to garbage pick-up, lay-bys, etc. were also different and since have evolved to accommodate dense populated areas, address safety concerns and urban design guidelines and green standards have been implemented by the City.

Current Scenario

Due to numerous factors associated with urban growth, the traditional school model in the City core and surrounding neighbourhoods is no longer possible or easy to attain by some of the school boards. As a result of key items such as prohibitive land costs, funding challenges and the need for land use efficiencies, consideration is given to new schools being developed in mixed-use buildings with both roof-top/terrace and adjoining ground level playground areas. In addition, new designs for elementary schools (JK to Grade 8) are at a higher student capacity, in the range of 450 to 550 students, as it has been determined to be a more efficient model. It is of the utmost importance to understand that:

- a) Elementary schools cannot deliver an educational programme without controlled access to outdoor play area during school hours; and
- b) Safety has become a critical factor in outdoor space in terms of the ability to restrict public access during school hours and inspecting and cleaning the playground for unwanted and dangerous debris on a daily basis.

Funding for New Schools – Acquisition & Construction

The TDSB must apply to the Provincial Government, present a business case, to acquire land or strata title for a potential new school. The TDSB must present a case that demonstrates a new school is required in the specific area. Even if the TDSB has funds from proceeds of disposition, it still requires the approval of the Provincial Government to spend funds from sales of other properties.

Once the Provincial Government has approved a property acquisition, a separate request is required to actually obtain funding to build a new school. The Province does have standard templates and costs for construction, as referred to as “Ministry Benchmark Standard”. In the City of Toronto due to mandatory requirements, such as, site location of garbage pick-up and accessibility, these measures become extraordinary costs and require special permission from the Province to approve these costs. The Province is not obligated to approve additional funding to cover anything beyond its calculated standard benchmark per square foot costs. Therefore, approvals and timing, while construction costs soar in the marketplace become an added risk for each school board. For instance, the Crosstown Elementary School in Vancouver, opened in 2017, was approved by the B.C. Provincial Government for \$17.1M for funding for 500 students and the final cost was \$19.7M.

The TLC would encourage the development community to request that the City exclude any density for schools within a development and to not calculate it as part of its existing or new density rights. In the North York Centre Secondary Plan, as an incentive for new development to provide recreational and social facilities (including schools), the gross floor area of these facilities are excluded from the density calculation of the overall project. This approach would be beneficial to all parties and provide a holistic approach to establishing a true community within a development especially as the City would likely include some additional community benefits, such as library, community centre, child care, etc.

At this time there is a Provincial moratorium on schools closures. Sometimes, prior to building a new school, a neighbourhood may be realigned which could result in a school closure and as the Province has advised that no school closures are permitted, this eliminates some potential projects for the time being.

Long Term Planning

School Boards annually review their accommodation needs and prepare long term plans in order to address potential future requirements. The City has grown rapidly in specific areas through increased density via redevelopment with high rise residential towers. Development applications continue to be submitted through City Planning and it is evident that in some areas of the City there is extremely limited or no school capacity as a result of occupancy in the new developments. Long term plans do change annually, in some cases due to new large scale redevelopment situations that may arise.

TLC is a commenting agency for all development applications that are submitted to the City. TDSB Planning uses this information to make a determination if a potential new school would be required in the vicinity of a new development by reviewing the capacity of the schools in the area and forecasting for future growth. If TDSB advised that there is a need for a new school, TLC may communicate directly with the developer to investigate if there is an opportunity to meet TDSB needs for a new school on the site. A school could be (i) a stand-alone building, (ii) a joint facility with another public agency (City recreation facility and/or another school board, and or (iii) incorporated into a podium of a mixed use building, with rooftop/terrace outdoor space, and preference to lower floors, especially ground floor. Large scale redevelopments with large acreages that include new City-initiated studies and secondary plan reviews could also present an opportunity to include a new school. TLC will lead further discussions with all stakeholders and explore potential options and complete preliminary due diligence activities.

Approval Authority

All parties must understand that TLC and TDSB Board and Ministry approvals are required in order to finalize a real estate transaction. Timelines for Board approvals are based upon existing established meeting schedules. TLC/TDSB can only request Provincial approvals through submission of business cases, and are unable to secure timelines at a Provincial level.

At this time, TDSB has a preference for acquisition in fee simple or strata, non-condominium title. To date, TDSB does not lease (short or long term ground-leases) for any of its operating schools with a private sector partner. This will be explored further as land cost continues to soar and the opportunities to have TDSB retain ownership of its lands while securing long term cash flows.

School in a Mixed-Use Building: High Level Building Requirements

Each school design in a development will be unique and have distinct features and its own character and identity in conjunction with the redevelopment scheme. In recent years TDSB has provided more detailed information when working with individual developers in their site specific design vision. Should this situation arise, working with TLC, the TDSB Architect team can have separate meetings for specific design parameters and obtain a more detailed understanding of specifics in school requirements.

As a first step, attached is an Elementary Model Program – Podium School Template that identifies space requirements for a 450 pupil school which includes 20 classrooms and has a net area of 50,500 square feet. The overall GFA increases due to special requirements related to safety, security, access and/or servicing. Dependent upon the opportunities, TLC will be developing costing models predicated on different grade configurations (JK-3, satellite school) versus the standard capacity.

The TLC, on behalf of the TDSB, has considered negotiating agreements for TDSB occupation and ownership in a mixed-use building, strata, non-condominium title, with some shared facilities. Understandably, easements and shared-use agreements would be required to complete a school within a mixed-use facility.

Detailed below, as an overview, are some key elements and a few mandatory requirements when considering constructing a school in a tower in order to deliver an education program:

- Preference is the ground floor of a tower
- Entrances for school must be secured and not available to the public or other residents of the tower
- Second or Third floors are viable subject to providing oversized elevators to accommodate 30 children at one time; plus extra wide staircases for group walking
- Floors on the school need to be interconnected with easy but secure access
- Expansion may be considered in terms of options for additional space for classrooms in the future, similar to two portables = 2,000 square feet, net
- All classrooms and teaching and learning rooms to have direct access to daylight and ventilation.
- A gym requires a 22 foot ceiling clearance and has a minimum area of 7,200 square feet with adjoining change rooms
- Corridors have minimum width requirements
- If kindergarten is not on the ground floor, outdoor podium secured area Storage for outdoor playground equipment
- All school areas must be secured with no access to the public or other building residents
- Separate servicing, if at all possible (utilities)
- Garbage: can be a shared service
- Snow removal: can be a shared service
- Students need a waiting area before school for drop-off and after school before pick-up (this is usually a 15 minute before and after school window), known as a “marshalling area”
- Pick-up and drop-off areas are critical in school programming. Safety, congestion can become unmanageable and solutions are highly recommended to be carefully considered in early planning stages of the development. Options include circular driveways, street lay-bys, angular layby drive-through, underground access (height for school buses) blocked streets/laneways during pick up and drop off times; separate laneway. A point of clarification: Even if a large

number of students walk to school, school buses are required for trips and TDSB regulations around qualifications for students being driven by the Board to school

- Separate barrier-free access and 2 dedicated accessible parking spots for the school; 2 parking spots for maintenance/repair vehicles; 2-4 parking spots for senior staff
- Secure bicycle areas, easily accessible and not available to other residents
- Visible large signage, as required, in accordance with TDSB standards

Outdoor Playground Areas

Given the proposed urban context of many parts of the City, it is imperative that all community partners, which includes school boards and the City of Toronto, Parks, Forestry & Recreation Division (PFR) , work together and promote shared use and shared responsibility of parks, public open spaces and school playgrounds. For instance, should a school be constructed in a tower and a park is also part of the development requirement, the public agencies need to work together to construct and maintain the open space that can meet the needs of both the school and the public during different parts of the day.

Open green space is limited and a school cannot be constructed without direct controlled access to an outdoor playground during school hours.

While there is a TDSB guideline for outdoor area, there is an acknowledgement that land costs, funding and availability of property is limited, therefore, creating smaller, more efficient play space is imperative.

In new playground designs, TDSB continue to refer to the “Transforming the Schoolyard” design guidelines, Revised September 2004, for the principles of the playground design. Page 10 of the Transforming the Schoolyard document, highlighted below and attached for reference, provides a brief summary. Important to note, playgrounds encompass both hard and soft surface play areas.

“PLAYGROUND PROGRAMME SPACES

1. <i>LARGE PLAY AND SOCIAL GATHERING SPACE</i>	•such as a yard, field, lawn, meadow, hill, natural or constructed amphitheatre.
2. <i>SMALL PLAY AND MEETING SPACES</i>	•such as a porch, berm circle ring, wooded grove and stoop, platform, sandbox.
3. <i>HARD AND SOFT SURFACE ACTIVE PLAY SPACES</i>	(a) JK, SK, Daycare (b) Grades 1, 2, (c) Grades 4, 5, 6 (d) Grades 7, 8 •such as a yard, field, hill, meadow, garden.
4. <i>HARD SURFACE PLAY SPACES FOR SPORTS AND GAMES</i>	•such as a court, yard, rink, pavement, tarmac, walls
5. <i>SOFT SURFACE PLAY SPACES FOR SPORTS AND GAMES</i>	•such as a field, pitch, sand pit, beach.
6. <i>SHELTERED SPACES FOR PLAY, MEETING AND LEARNING</i>	•such as a refuge, enclave, hideaway, playhouse, loft,

7. <i>NATURAL SPACES FOR PLAY, MEETING AND LEARNING</i>	•such as gardens, an amphitheatre, stage, courtyard
8. <i>TEACHING, LEARNING AND CREATIVE SPACES</i>	•such as gardens, a circle ring, playhouse, stage.
9. <i>MEET & GREET SPACES</i>	•such as a porch, an entry garden, a terrace.
10. <i>CONNECTING SPACES</i>	•such as trails, paths, walkways, alleys, loggias, bridges, tunnels. ”

Each of the above elements needs to be incorporated into a playground area. Similarly, the City, Parks Forestry & Recreation, will also have requirements on each new planned park. In many cases, there are similarities between the two designs; except TDSB will not want to have any access to a waterpark and the playground equipment must remain within a specific height due to safety concerns. However, integration of a school playground and adjoining park space can be achieved with a partnership with the City through a shared-use of space agreement to accommodate needs of both the students and the entire community.

A research article “Tree cover and species composition effects on academic performance of primary school students”, prepared by Sivajanai Siverajeh, Sandy M. Smith, Sean C. Thomas, (2018), discusses the importance of the outdoor green space (diversity of trees) in the playground and student academic importance. The article states, “the Toronto District School Board schools encourages a minimum of 1.5 hours/day of outdoor play time for their primary school children.” A copy of this paper is attached for reference.

The following is a list of elements for consideration in preparing for an outdoor area that would be utilized by students with a school in a mixed-use tower:

- Outdoor play space to be directly adjacent to school building (no main road crossings*), with at-grade presence, as this space will be used to marshal students at arrival and dismissal times
- * If outdoor area is only accessible by crossing a side residential street, an all-day crossing guard, or lights, gates/arms, that can be controlled by school staff for long periods (five minutes) will be required to safely allow children to cross the street at various times
- Outdoor play area, especially for kindergarten, in the outdoor podium area of the tower and must be enclosed or no access from third parties at the same time
- Adjacent to City park for additional outdoor play areas, shared-use agreement
- The installation of artificial turf may be considered by TDSB staff at specific locations subject to careful review and strict criteria evaluation
- Road crossings, signage, critical for drivers for student safety
- Consideration for pavement treatments, bollards, redirecting traffic during specific hours, closing lanes/streets during specific busy times of the day for student safety.
- Bridges, large stairways, large elevators to transport students quickly.

- Outdoor areas are required 15 minutes before school starts (where students gather before the day officially commences) and 15 minutes after the school day ends. For example, 8:30 am to 4pm. However, extracurricular activities and after school programs result in the schoolyard being used till 6pm on most days, not to mention if there is a child care component.
- Outdoor areas must provide direct sight lines whereby students may be supervised and visible at all times.
- If no land available for school, controlled access agreement with adjacent park or open space area as long as school exists, to ensure controlled access during school hours. School Board can seek to provide funding for park and playground improvements that would be utilized by school and overall community.

Vertical Schools and Shared Use Examples

1. Vancouver Crosstown Elementary Public School

The most recent example of an urban school in Canada in a residential tower is the Vancouver Crosstown Elementary public school that was opened in 2017, comprised of 4 storeys, with a capacity of 500 students. There is an outdoor play area in the podium (2 levels) and a dedicated .60 acre (25,833 square feet) area on the ground level immediately outside the school. The City park that abuts the school, Andy Livingston Park, appears to be available to the school and is shared with the community and maintained by the Vancouver Parks Board. However, previous comments on the school web site comment that a lack of “free place space” is presenting a challenge. Apparently, the City staff are on-site from 7 am to 11 pm daily to support safety and security. The City staff “sweep” the playground area four times during the school day for unsafe debris; and school staff also “sweep” the area. A copy of any shared-use agreement between the City and the school board has not been obtained nor is there confirmation of an agreement. However, articles reference “permits” and other organizations providing additional time for students in outdoor play areas. This information has been read in various articles but not substantiated with school or City staff. While the City of Toronto may not have all the same issues in park areas, dependent upon the location, the message is one of caution for safety and security and a shared-use agreement that works for all parties.

2. Canoe Landing: Jean Lumb, Bishop Macdonnell and City Community Centre, Toronto

After many years of planning and funding from previous arrangements currently not available today, an example of shared-facilities by two school boards and the City of Toronto is the new TDSB and Toronto Catholic Board schools and City of Toronto Community Centre that has opened in January, 2020, in downtown Toronto, at Canoe Landing on a total site area of 6.29 acres. An aerial overview is attached depicting the individual site areas for easy reference. The City of Toronto owns the land and there is a shared-use agreement between parties whereby the schools have exclusive use of the artificial turf sports field, (soft surface) (.87 acres) plus the hard surface playground and kindergarten area (.78 acres) during the day and open to the public in the evenings. The area provides for shrub and short eloquent fencing and gates for security. There is also an adjacent 1.0 acre public grassed park available all day to the community. The schools also use the City Community Centre gyms connected by an indoor walkway for its gym program. The schools share one main entrance, library and continue to learn to work together to create sharing in a positive learning environment. An interview with the school principal advised that the school playground is used all day, at times, both the Catholic and public board students (lunch times) are on-site. A recent site inspection completed only a couple of months after opening of this new facility revealed the school playground very active already after school with student, child care and the parent community on site. The site is managed by a third party independent property management company and costs are shared by all parties.

3. TDSB Playground Master Plans

Additional master plan design examples include Niagara Street Master Plan which accommodates 225 students, Allenby Junior public school and Earl Beatty. The purpose of these examples is to illustrate

that while each site is different in size and configuration, there are similar design components to ensure there is consistency in the delivery of outdoor programs. TDSB staff can work with the development team and provide initial guidance for design.

4. TDSB and City Shared Playgrounds

Currently, there are a number of locations where the City and TDSB share outdoor playgrounds. While not ideal situations, there is enough representation to conclude that facilities may be shared and there are lessons learned in order to achieve a higher level of suitability for each party with each new arrangement.

The aerial attached examples include: Bowmore, Waterfront, Carleton, Highfield and Market Lane.

Summary: Outdoor Playground Areas

It is important to understand that in urban settings the TDSB will endeavor to create an exceptional place space for students with the outdoor land area that is provided. To reiterate, an ideal guideline for a school playground is 220 to 230 square feet per student, and with 450 to 500 students, this equates to a substantial acreage, (over 2 acres). However, in an urban environment with limitations on the availability of land, it is reasonable to presume in order to accommodate the outdoor areas, an expectation for outdoor space during the day would equate to an area over an acre. This area combined with any outdoor podium space and shared-use of greenspace/parkland owned by the City should satisfy the outdoor playground space requirements and all dependent upon school size and site configuration. The critical aspect is that the outdoor area should include the design principles, hard and soft surface areas, and ensure the students are able to be accommodated during outdoor times for education and exposure to the outdoors during recess and lunch times over the course of the school year.

Schools, green space, community facilities are all part of the community in any development or redevelopment scheme. TLC, on behalf of the TDSB, will work collaboratively with the City and the development community if needs are identified and there is a willingness to incorporate a school in the developers plan, subject to the various Board and Ministry approvals.

***Attachments:**

Elementary Model Program 450 students- Podium School Template

Transforming the Schoolyard

Tree cover and species composition effects on academic performance of primary school students

Site Design Guidelines

Canoe Landing: Aerial overview

Master Plans: Niagara Street Junior P.S, Allenby Junior P.S., Earl Beatty

TDSB and City Shared Playgrounds

*Attachments are included as a handout to third parties when discussing urban school potential opportunities



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

-

1. 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



2. 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.



3. 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 consultations:

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.



4. Education & 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

5. Leadership Attributes & 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](#)



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Committee Mandate

Committee of the Whole's mandate will be to make recommendations to the Board on:

- a) The development and annual review of the Board's Multi-Year Strategic Plan for the Board, in consultation with the Director or designate;
- b) The Board's inter-governmental relations;
- c) The development and management of plans for senior leadership succession;
- d) Professional development for members of the Board;
- e) Facility and property matters, including property disposition, major capital projects, boundary changes;
- f) Matters related to Trustees and Trustee Services; and
- g) Other issues referred to it from time to time by the Board or the Chair of the Board.