



Committee of the Whole (Special Meeting)

Report No. 34

CW:36A

Tuesday, November 10, 2020.

Electronic Meeting

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

Regrets Regrets were received from Trustees Harpreet Gill, Alexandra Lulka and David Smith.

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

Part A: Committee Recommendations

1. Bannockburn Building, 12 Bannockburn Avenue: Lease [3976]

The Committee considered a report from staff (see CW:036A, page 1) presenting information on lease negotiations with regard to the Bannockburn building at 12 Bannockburn Avenue in North York.

Moved by: Trustee Sriskandarajah

Seconded by: Trustee Nunziata

The Committee of the Whole **RECOMMENDS** that the Bannockburn building located at 12 Bannockburn Avenue be declared surplus to the needs of the

Toronto District School Board and referred to the Toronto Lands Corporation for lease for a maximum of 12 months, terminating on 15 July 2022.

Carried

Part B: Information Only

2. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Committee of the Whole was convened on Tuesday, November 10, 2020 from 4:30 to 8:49 p.m., with Alexander Brown presiding. Trustee Doyle chaired from time to time during the meeting.

4. Declarations of Possible Conflict of Interest

No matters to report

5. Delegations

re French Immersion in Virtual School

1. Krista Pawley-Hamilton, Parent
2. Jennifer Joynt-Johal, Parent
3. Tee Schneider, Parent

re Virtual Schools

4. Caroline Wai, Parent
5. Dori Aspuru-Takata, Parent

re Item 12.1, Outdoor Education

6. Joey Mandel, TDSB Teacher The Grove Community School
7. Archer Pechawis, TDSB Trusted Vendor and Parent
8. Rob Cheung Howard, Lakeshore Village Co-op Community Member and Parent
9. Phil Pothen, Parent
10. Doug Anderson
11. Alexis Dawson, BSACAC Co-Chair

re Equitable Education

12. Liz Burnip, TDSB Teacher Forest Hill Collegiate Institute

6. Report From the Director of Education

The Committee heard a presentation from the staff providing an update on the return to school (see attached).

7. Report From the Chair of the Board

No matters to report

8. Report From Representative on the City's Board of Health

No matters to report

9. Report From the Directors on the Ontario Public School Boards' Association

No matters to report

10. Report From the Chairs of the Governance and Policy Committee, the Program and School Services Committee, the Finance, Budget and Enrolment Committee

No matters to report

11. Report From Representatives on the Parent Involvement Advisory Committee and the Special Education Advisory Committee

No matters to report

12. Reports From Student Trustees

No matters to report

13. Other Questions, Insights and Advice From Trustees to Staff

Trustee Sriskandarajah

The Trustee requested further clarification on communications related to COVID-19 language such as a definition of “outbreak” from staff.

14. Adjournment

On motion of Trustee Laskin, seconded by Trustee Kandavel, the meeting adjourned at 8:49 p.m.

Part C: Ongoing Matters

15. Use of Outdoor Spaces for Instructional Time

At the Committee meeting, consideration of the following, as emergency business, (introduced by Trustees Story and Aarts) was defeated. The matter will be added to the December 9, 2020 Board meeting as written notice of motion for consideration.

Whereas, outdoor play and learning has been shown to help mitigate the risk of COVID-19 infection as well as support healthy child development;¹ and

Whereas, outdoor play offers critical opportunities for learning, development and well-being;² and

Whereas, access to open outdoor spaces while adhering to public health guidance (e.g., physical distancing, careful and regular hand-washing) has been recommended by Toronto Public Health,³ is important to help maintain both physical and mental health, and is one of the best ways Canadians can increase their defence⁴ against COVID-19;⁵ and

Whereas, during times of crisis, children benefit from play as a means to explore their emotions as well as to make sense of and cope with environmental anxiety, and through this process, develop resilience and build self-confidence to help them navigate life's challenges;⁶ and

Whereas the TDSB has prioritized outdoor learning as part of the 2020 Return to School plans;

Therefore, be it resolved:

- A. That the Director present a report outlining a plan for encouraging and supporting all schools to use outdoor spaces for instructional time throughout the day:
- B. That the plan at Part A:
 - i. be based on approaches used in the Outdoor Play and Learning (OPAL) program successfully piloted at TDSB schools;
 - ii. include support for an initial group of up to 24 schools (six per Learning Centre) as soon as possible, using an equity lens, including the use of dis-aggregated race-based data to determine which schools will be eligible;
 - iii. include consistent and clear messaging to all schools that helps to remove barriers and supports the use of temporary, low-cost and volunteer-supported approaches to the use of outdoor learning spaces;
 - iv. include collaboration between the Sustainability Office and Outdoor Education in supporting schools with this work;
 - v. include concrete steps for how outdoor learning can be encouraged at the secondary level as well;
 - vi. include costs and funding source for implementation.
- C. The Director provide an update in the February-March 2021 cycle of meetings

¹ <https://www.outdoorplaycanada.ca/should-i-go-outside-in-the-covid-19-era/>

² [Source: Position Statement on Active Outdoor Play](#)

³ (<https://www.toronto.ca/home/covid-19/covid-19-reopening-recovery-rebuild/covid-19-reopening-guidelines-for-businesses-organizations/covid-19-guidance-elementary-secondary-schools/>)

⁴ <https://www.sciencedirect.com/science/article/abs/pii/S1471489216300479>

⁵ <https://www.outdoorplaycanada.ca/pandemic-play-child-centred-policy-in-a-global-crisis/>

⁶ <http://www.ipacanada.org/covid-19/statement-play-in-the-time-of-covid-19/>

Submitted by: Alexander Brown, Chair

Update to Return to School

November 10, 2020



Agenda

- P/VP Compensation
- French Immersion/Extended French
Reorganization in Virtual School
- Secondary Model



November 10, 2020

2

P/VP Compensation

- Principals, Vice-Principals & Office Staff were called back to work early in August to ensure schools were ready to welcome back staff and students safely
- Office Staff and Caretaking Staff were paid for their scheduled time
- As Principals & Vice-Principals are 10-month employees, a decision was made to pay them for returning early
- P/VPs were paid the equivalent of 3.75 days



November 10, 2020

3

French Immersion/Extended French Reorganization

FACTS about the Elementary Virtual School

- 64,000 students total; 226 French Immersion/Extended French classes for a total of 6,000 students
- Last week, staff completed a reorganization of some French Immersion and Extended French classes within the Elementary Virtual School to ensure that as many FI/EF classes as possible had a qualified French. Staff was responding to a system shortfall of 48 classrooms with unfilled teachers in French Immersion or Extended French.

FACTS about French Immersion and Extended French hours of instruction

- French Immersion in TDSB is 100% French instruction from SK-3; Grade 4 is 80% and 20% English; Grades 5 to 8 is 50% French and 50% English. Total number of French instruction hours is 6000 at the end of Grade 8. The Ministry requirement to continue in secondary French Immersion is 3800 hours. Even with this temporary adjustment to the model of instruction for a few Grade 3 and 4 classes, French Immersion students in Virtual School will fulfill the requirement.
- Extended French is 50% French and 50% English from Grade 4 to 8. Ministry requirements for Extended French are 1260 hours by the end of grade 8. TDSB students in our JEF program accumulate 2250 hours by the end of grade 8.



November 10, 2020

4

French Immersion/Extended French Reorganization

- Staff's goal was to maximize the use of French teachers. The model for Grades 4-8 EF and Grades 5-8 Extended French remains unchanged at 50% French and 50% English. The model for Grades 3 and 4 were changed to a 50% French and 50% English where the change was required to enable the pairing up of French and English teachers in order to connect more FI/EF students with French qualified teachers. 92 classes total were impacted by the reorganization. 20 French Immersion grade 3 classes have a 50/50 split.
- Though not ideal, this new scheduling allows for grades 3 to 8 classes to now have French instruction on a more consistent basis. English is usually introduced in grade 4, English will now be introduced in grade 3 for 50% of the time. This model allows all students to receive the necessary instruction in both languages and also remain with their existing classmates.
- This is meant to be a solution that will address Virtual School until we can go back to in person school. This is a very unique school year due to the pandemic and heightened by the shortage of French teachers in Ontario.
- In the meantime, staff will work with teachers in both virtual and in person schools to provide online programs and resources that will support student learning.

November 10, 2020

5

Secondary Model in Virtual & Bricks and Mortar

Aligned with our Secondary Program Review report, our aim is to provide access to strong programs for our students in both settings

Models for Quadmester 2 starting November 23 must ensure program viability while centering student pathways and choices



November 10, 2020

6

Important Information about Secondary Student Registration

- For Quadmester 1, our secondary in-school enrolment was approximately 50,900 students and virtual school enrolment was approximately 18,000
- For Quadmester 2, 8,500 more students are moving to a virtual learning model. This will mean 38% of secondary students will be learning virtually
- Quadmester 2 in-school enrolments will be 62% of the original projected student enrolment on which each school's staffing was based



November 10, 2020

7

WARD	Trustee Name	# of Schools	Secondary Enrolment Projection (which staffing was based on)	In-Person Enrolment Oct 02/20 (Quad 1)	# of In-Person Students who have Requested VS for QUAD 2 as of Oct. 28th, 2020	# of Students Remaining In-Person Schools from Sept Projection for Quad 2
			A	B	C	D=B-C
1	Harpreet Gill	3	2350	1563	629 (40%)	934 (40%)
2	Dan MacLean	6	4812	3680	551 (15%)	3129 (65%)
3	Patrick Nunziata	2	1563	1285	160 (12%)	1125 (72%)
4	Christopher Mammoliti	3	2256	1471	430 (29%)	1041 (46%)
5	Alexandra Lulka	3	3508	2529	391 (15%)	2138 (61%)
6	Chris Tonks	5	2580	1812	345 (19%)	1467 (57%)
7	Robin Pilkey	6	4009	3401	229 (7%)	3172 (79%)

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8	Shelley Laskin	4	4096	3345	168 (5%)	3177 (78%)
9	Stephanie Donaldson	2	1251	931	75 (8%)	856 (68%)
10	Chris Moise	7	4572	3669	540 (15%)	3129 (68%)
11	Rachel Chernos Lin	4	5615	4528	504 (11%)	4024 (72%)
12	Alexander Brown	3	2753	2150	358 (17%)	1792 (65%)
13	James Li	2	1996	1356	206 (15%)	1150 (58%)
14	Trixie Doyle	3	2510	1968	355 (18%)	1613 (64%)
15	Jennifer Story	6	3795	2981	291 (10%)	2690 (71%)

9

WARD	Trustee Name	# of Schools	Secondary Enrolment Projection (which staffing was based on)	In-Person Enrolment Oct 02/20 (Quad 1)	# of In-Person Students who have Requested VS for QUAD 2 as of Oct. 28th, 2020	# of Students Remaining In-Person Schools from Sept Projection for Quad 2
16	Michelle Aarts	2	2223	1842	137 (7%)	1705 (77%)
17	David Smith	3	2831	2083	443 (21%)	1640 (58%)
18	Parthi Kandavel	3	3271	2282	729 (32%)	1553 (47%)
19	Zakir Patel	6	4191	2939	842 (29%)	2097 (50%)
20	Manna Wong	5	3397	2100	402 (19%)	1698 (50%)
21	Yalini Rajakulasingam	3	3615	2143	606 (28%)	1537 (43%)
22	Anu Sriskandarajah	1	985	764	115 (15%)	649 (66%)
TOTAL		82	68175	50821	8506 (17%)	42315 (62%)

10

Maximizing Student Access to Programming in Quadmester 2

- If we were to add to the size of the current Virtual Secondary School, it would result in a 49% increase in the size of the Virtual Secondary School (26,500 total students)
- With the new requests of 8,500 students, this results in a 38% reduction in enrolment in our bricks and mortar schools which puts program viability at risk in many of our schools
- Virtual learning delivered at the local level would allow more schools to maintain staffing and program viability to accommodate student choice



Developing Local Models

- Principals and teachers have worked collaboratively through in-school staffing committees to review school data on student course selection to arrive at models
- Options include:
 - cohorts that are either fully virtual or fully in-school
 - use of “hubs” with different schools
 - simultaneous learning (in-person and virtual)
- The guiding principle in designing a school-based model is to minimize disruption while centering student choice of programming.

Developing Local Models

- The guiding principle in designing a school-based model is to minimize disruption while centering student choice of programming:
 - At the current time, schools continue to work on timetables of students
 - In order to keep current course offerings in In-Person schools and/or enable students to access courses virtually, most schools have some level of simultaneous learning
 - Schools are still examining “hubs” where possible
- In order to communicate with students, guardians/parents, and staff in a timely manner, final decisions on timetables will be made in the coming days



November 10, 2020

13