

## SUMMARY DECISIONS

### Regular Meeting

June 30, 2021

*This document is a summary of decisions made by the Board and is not intended to provide a record of information items that were received. Information items can be found in the meeting agenda and related committee meeting agendas on the Web site.*

Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (1)	Agenda Page 1
<p><b>2021 External Audit Service Plan and 2021 Public Sector Accounting Standards Update [4117]</b></p> <p>The Board decided:</p> <ul style="list-style-type: none"> <li>(a) That the 2021 External Audit Service Plan, as presented in the report, be approved;</li> <li>(b) That the Public Sector Accounting Standards Update, as presented in the report, be received.</li> </ul>		
Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (2)	Agenda Page 2
<p><b>Enterprise Risk Management Initiative Update [4118]</b></p> <p>The Board received the report.</p>		
Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (3)	Agenda Page 2
<p><b>Student Information System Migration Update [4119]</b></p> <p>The Board received the report.</p>		
Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (4)	Agenda Page 2
<p><b>TDSB Internal Audit Department and Engagement Update [4120]</b></p> <p>The Board received the report.</p>		
Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (5)	Agenda Page 2
<p><b>Regional Internal Audit Team Engagement and Status Update [4121]</b></p> <p>The Board received the report.</p>		

Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (6)	Agenda Page 3
<b>Accountant's Report, March 31, 2021 [4122]</b>		
The Board decided received the report.		
Presented in Audit Committee, Report No. 04, June 21, 2021	Agenda Item 15.1 (7)	Agenda Page 3
<b>Audit Committee O. Reg 361/10 Requirements: Work Tracker [4123]</b>		
The Board received the report.		
Presented in Governance and Policy Committee, Report No. 05, June 2, 2021	Agenda Item 15.2 (1)	Agenda Page 5
<b>P031, Human Rights Policy Review: Phase 5 [4105]</b>		
The Board decided that the revised policy P031, Human Rights, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 05, June 2, 2021	Agenda Item 15.2 (2)	Agenda Page 6
<b>P034, Workplace Harassment Prevention for Non-Human-Rights-Code Harassment Policy Review: Phase 5 [4106]</b>		
The Board decided that revised policy P034, Workplace Harassment Prevention, renamed Workplace Harassment Prevention for Non-Human-Rights-Code Harassment, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 05, June 2, 2021	Agenda Item 15.2 (3)	Agenda Page 6
<b>Establishment of the Renaming Schools to Celebrate the Diversity of Toronto Reference Group: Update [4098]</b>		
The Board received the report.		
Presented in Governance and Policy Committee, Report No. 05, June 2, 2021	Agenda Item 15.2 (4)	Agenda Page 7
<b>P020, Transportation of Students Policy and New Policy on Specialized Schools and Programs Policy Development: Update [4107]</b>		
The Board received the report.		

Presented in Governance and Policy Committee, Report No. 05, June 2, 2021	Agenda Item 15.2 (5)	Agenda Page 7
<b>Bylaws Review Ad Hoc Committee: Interim Report [4108]</b>		
The Board received the report.		
Presented in Governance and Policy Committee, Report No. 05, June 2, 2021	Agenda Item 15.2 (6)	Agenda Page 7
<b>Review of Policy P040, Accountability for Student Achievement</b>		
<p>The Board decided:</p> <p>Whereas, in accordance with section 169.1(1) of the <i>Education Act</i>, the Board must promote student achievement and well-being; and</p> <p>Whereas, under section 169.1(1)(d) of the <i>Education Act</i>, the Board must develop and maintain policies and organizational structures that promote the goals referred to section 169.1(1) of the <i>Education Act</i>; and</p> <p>Whereas, under section 169.1(e) of the <i>Education Act</i>, the Board must monitor and evaluate the effectiveness of policies developed by the Board in achieving the Board's goals and the efficiency of the implementation of those policies; and</p> <p>Whereas, the TDSB education system requires a clear, transparent and well-defined reporting structure to evaluate effectiveness of student achievement policies; and</p> <p>Whereas, in 1998 the Board adopted the Accountability for Student Achievement Policy (P040), which has not been reviewed since the date of adoption; and</p> <p>Whereas, in 2018 the Board made the commitment to ensure that the equity principles, defined in the Equity Policy (P037), are integrated into the TDSB's policies, procedures, programs and initiatives; and</p> <p>Whereas, the methods and techniques of assessing student achievement significantly changed and advanced in the last decade; and Whereas, the disruption to student learning due to the COVID-19 pandemic has affected student assessment and evaluation; and</p> <p>Whereas, the Accountability for Student Achievement Policy (P040) is scheduled for review during the 2021/22 school year;</p> <p>Therefore, be it resolved:</p> <ol style="list-style-type: none"> <li>a) That the policy, P040, Accountability for Student Achievement be reviewed: <ol style="list-style-type: none"> <li>i. for relevance in relation to the current understanding of student outcomes and quality of opportunities in which outcomes exist;</li> <li>ii. to include standard and regular cycles of student achievement reporting focusing on appropriate student target groups;</li> </ol> </li> <li>b) That the review of the policy and all implications in reporting student outcome use an approach in which equity of both student outcome and learning opportunity will be central to the policy revision.</li> </ol>		

Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (1)	Agenda Page 11
<p><b>Black Student Achievement Community Advisory Committee: Social and Emotional Learning Evaluation Rollout</b></p> <p>The Board decided:</p> <ul style="list-style-type: none"> <li>(a) That the Director engage with Community Advisory Committees on the impact and approach of evaluating Social and Emotional Learning;</li> <li>(b) That the following matter be referred to research staff: <ul style="list-style-type: none"> <li>i. Invest in research to identify best practices for assessing social and emotional learning and identify equity concerns;</li> </ul> </li> <li>(c) That the Director communicate with Community Advisory Committees on any information provided by the Ministry of Education regarding the evaluation of Social and Emotional Learning;</li> <li>(d) That the following be referred to the Urban Indigenous Community Advisory Committee for feedback and comment, with a report back to the Program and School Services Committee: <ul style="list-style-type: none"> <li>Write a letter to Education Minister Stephen Lecce demanding that the Ontario government immediately assemble a committee made up of Black and Indigenous education advocates who will review all curriculum updates moving forward in order to ensure that racist policies and curriculum are addressed before being released to the public.</li> </ul> </li> </ul>		

Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (2)	Agenda Page 13
<p><b>Equity Policy Community Advisory Committee: COVID-19 Recovery Plan From an Equity Lens</b></p> <p>The Board decided:</p> <ul style="list-style-type: none"> <li>(a) That the following be referred back to the Equity Policy Community Advisory Committee for further discussion with staff from the Research Department at EPAC's June 28, 2021 meeting: <ul style="list-style-type: none"> <li>That the Director explore fuller relationships and partnerships with a rich diversity of equity informed community, and academic based researchers with appropriate and relevant experience and expertise in order to: <ul style="list-style-type: none"> <li>i. extend the dedicated research capacities of the TDSB and;</li> <li>ii. broaden the perspectives that are coming to the table to help achieve equitable learning outcomes for all TDSB learners.</li> </ul> </li> </ul> </li> <li>(b) That the following be referred to staff: <ul style="list-style-type: none"> <li>That a robust TDSB equity lens is used when disaggregating the data to analyze the impact of COVID-19 across the range of equity seeking groups based on race, gender, sexual orientation, disability etc. so that we can understand the different impacts on Black, Indigenous, LGBTQ+ and other important sub-groups.</li> </ul> </li> </ul>		

Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (3)	Agenda Page 14
<b>Inner City Community Advisory Committee: Federal Child Care Funding</b>		
<p>The Board decided that the following be referred back to the Inner City Community Advisory Committee for further clarification with Early Years staff attending:</p> <p>Whereas the 2021/22 federal budget proposes a monumental investment in child care of about \$30B over the next five years and \$8.3B per year thereafter to support early learning and child care; and</p> <p>Whereas these funds are designed to address gaps in women's labour force participation; and</p> <p>Whereas the national goal is to reduce child care fees by 50% by the end of 2022 and to facilitate regulated child care at an average cost of \$10 per day by FY25/26; and</p> <p>Whereas schools in the TDSB host most of the City of Toronto's daycare programs; and</p> <p>Whereas the Inner City Community Advisory Committee (ICCAC) has always been and continues to be critically involved in improving all educational programs and their availability for the most economically distressed populations in Toronto pursuant to the TDSB equity policy framework;</p> <p>Therefore, be it resolved that:</p> <p>The TDSB trustees approach relevant federal and provincial MPs and MPPs to urge quick action to adopt the new federal funding and work with municipal and education partners to establish affordable child care in areas of need and help the many people who have lost child care due to the COVID 19 pandemic.</p>		
Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (4)	Agenda Page 15
<b>Parent Involvement Advisory Committee: Virtual School Feedback Survey</b>		
<p>The Board decided that the following be referred back to the Parent Involvement Advisory Committee for further review with staff from the Research Department:</p> <p>PIAC recommended that the Toronto District School Board organize a survey or other consultation to ask all parents &amp; families in the Virtual School for their feedback on parent(/guardian/caregiver) engagement during the past school year, including but not limited to:</p> <ul style="list-style-type: none"> <li>- general impression of the year</li> <li>- parent/family engagement that supported them (best practices)</li> <li>- parent/family engagement that was lacking (lessons/ideas to learn for next year)</li> <li>- parent/family engagement to implement in the 2021/2022 school year.</li> </ul>		
Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (5)	Agenda Page 15
<b>Special Education Advisory Committee: Specialized Programs</b>		
<p>The Board decided that the following be referred back to the Special Education Advisory Committee for further discussion with staff leading the Specialized Program policy review in the fall 2021:</p> <p>Whereas the Board has stated that it has committed to equity of access to programs for all students;</p> <p>Whereas the province and Board have begun to destream secondary pathways and typically specialized programs create streamed pathways;</p>		

Whereas the first priority of the Board should be to increase learning opportunities for students who are in academic risk;

Whereas Specialized Programs usually use screening processes that are based on performance standards which may be inaccessible to students with special education needs or students with income barriers;

Whereas, the Board has not examined the impact of specialized programs or French Immersion on the concentration of special education students in the “regular” stream of the school;

Whereas the Board has not stated how it would support the potentially higher concentration of special education students in the “regular” stream

Be it resolved that SEAC does not recommend the specialized program policy as it discriminates against students with special education needs and students with income barriers.

Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (6)	Agenda Page 16
<b>Interim Expectations for Parent/Family Engagement in the School Improvement Process [4109]</b>		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (7)	Agenda Page 17
<b>Review of Secondary Alternative Schools Feasibility Report [4115]</b>		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (8)	Agenda Page 17
<b>Annual Enrolment in Early French Immersion/Middle French Immersion Programs 2021-2022 and Core French Program 2020-2021 [4099]</b>		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (9)	Agenda Page 17
<b>Technology Modernization: 1:1 Device Program [4116]</b>		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 05, June 9, 2021	Agenda Item 15.3 (10)	Agenda Page 18
<b>Update on the Implementation of the Multi-Year Strategic Action Plan: Academic Pathways [4125]</b>		
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 08, June 1, 2021	Agenda Item 15.4 (1)	Agenda Page 25
<b>2021-22 Operating Budget [4102]</b>		
The Board received the report.		
Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 08, June 1, 2021	Agenda Item 15.4 (2)	Agenda Page 26
<b>Proposed 2021-22 Budget Timelines: Updated [4103]</b>		
The Board decided that the updated 2021-2022 budget timelines, as presented in the report, be approved.		
Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (1)	Agenda Page 29
<b>Contract Awards, Facilities [4110]</b>		
The Board decided that the contracts on Appendix C, as presented in the report, be approved.		
Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (2)	Agenda Page 30
<b>Contract Awards, Operations [4111]</b>		
The Board decided that the contracts on Appendix C, as presented in the report, be approved.		
Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (3)	Agenda Page 30
<b>Contract Awards: Summer Approval Process 2021 [4126]</b>		
The Board received the report.		
Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (4)	Agenda Page 30
<b>Responses to 2021-22 Budget Questions [4129]</b>		
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (5)	Agenda Page 31
<p><b>2021-22 Operating Budget [4112]</b></p> <p>The Board decided:</p> <ul style="list-style-type: none"> <li>(a) That the 2021-22 Operating Budget, as presented in the report, be approved;</li> <li>(b) Whereas, the COVID-19 pandemic has, in many ways, changed the way that the TDSB operates to keep students and staff as safe as possible, and as a result has had a significant financial impact; and</li> </ul> <p>Whereas, in order to avoid reducing programs to students during the pandemic, school boards are required to fund pandemic costs up to 2% of their operating allocation using reserves for the 2020-21 and 2021-22 school years. - which has put the board in a more precarious financial position and may impede the Board's ability to meet future operating obligations as they arise; and</p> <p>Whereas, we have significant concerns about the residual impacts of the pandemic after presenting a deficit budget for two consecutive years;</p> <p>Therefore, be it resolved:</p> <p>That the Chair to write the Minister of Education once again:</p> <ul style="list-style-type: none"> <li>i. to advocate for the ministry to fund the full cost of the pandemic and reimburse the Toronto District School Board for the use of its reserves;</li> <li>ii. to fully fund all costs necessary to implement the Board's COVID-19 recovery plan to mitigate the long-term impacts on student learning for all ages and grade levels, as well as the impacts on students' mental health and wellbeing</li> </ul>		
Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (6)	Agenda Page 31
<p><b>Update on 2021-22 Capital Budget [4113]</b></p> <p>The Board received the report.</p>		



Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (7)	Agenda Page 31
<p><b>Program and Sketch Plan Approval: Hodgson Middle School Addition and Renovation [4114]</b></p> <p>The Board decided that the Program and Sketch Plan, as presented in the report, be approved for a three-storey addition and renovation to Hodgson Middle School, acknowledging a shortfall in the current approved project funding.</p>		
Presented in Finance, Budget and Enrolment Committee, Report No. 09, June 16, 2021	Agenda Item 15.5 (8)	Agenda Page 32
<p><b>Terry Fox Public School Conveyance for Site Plan Approval [4130]</b></p> <p>The Board decided:</p> <ul style="list-style-type: none"> <li>(a) That a small irregular shaped parcel of vacant land forming part of the Terry Fox Public School property, legally described as Part 1, Plan 66R-31758, City of Toronto, having an area of 3.4 square metres, be conveyed to the City of Toronto for the purposes of providing a public sidewalk;</li> <li>(b) That pursuant to Section 194(3)(b) of the Education Act it be resolved that the conveyance described at Part (a) above is a reasonable step in the plan to provide accommodation for pupils on the Terry Fox Public School site;</li> <li>(c) That the Toronto Lands Corporation be authorized to implement the conveyance at Part (a) above.</li> </ul>		
Presented in Planning and Priorities Committee (Special Meeting), Report No. 13, June 14, 2021	Agenda Item 15.6 (1)	Agenda Page 35
<p><b>Pupil Accommodation Review for George Harvey Collegiate Institute and York Memorial Collegiate Institute: Final Staff Report [4101]</b></p> <p>The Board decided:</p> <ul style="list-style-type: none"> <li>(a) That George Harvey Collegiate Institute and York Memorial Collegiate Institute be consolidated as a single school effective September 1, 2022;</li> <li>(b) That the consolidated school be accommodated in the George Harvey building located at 1700 Keele Street effective September 1, 2022 until the new York Memorial building at 2690 Eglinton Avenue West is completed;</li> <li>(c) That the name of the consolidated school be York Memorial Collegiate Institute effective September 1, 2022;</li> <li>(d) That the attendance area for the consolidated school be composed of the secondary attendance areas of George Harvey Collegiate Institute and York</li> </ul>		

Memorial Collegiate Institute;

- (e) That a principal be named, on or before September 1, 2021, as Project Manager for the 2021-2022 school year and as Principal of the newly consolidated school starting in September 2022, to work with students, current administrators and staff on both the retrofits for the George Harvey building and the plans for the new school building at 2690 Eglinton Avenue;
- (f) That the Director develop a detailed implementation plan concerning:
  - i. The roles and responsibilities of a Transition Committee, working with the Project Manager Principal, to work out such consolidation issues as the timetable, the uniform/dress code decision, and other similar issues;
  - ii. The role of students on the Transition Committee to provide input into the Transition Committee’s decisions and to lead the discussion of ways to honour the traditions of both schools and to create new traditions for the consolidated school;
  - iii. The immediate identification of any needs for extra administrative and support staff allocations for the 2021-2022 school year (with some student supports remaining for the first year of the consolidation if needed), to support student and staff mental health and safety, to assist with the complex issues of retrofitting a school with students and staff present, and to address the time and workload impacts of combining the equipment and resources of two schools into one building and bringing about the physical move of those materials;
  - iv. The provision of time and resources to bring student leaders from both schools together to plan for activities to support the students coming together into the consolidated school;
  - v. The provision of time and resources for team building activities for teaching and support staff who will be assigned to the school for September 2022; and
  - vi. The necessary capital improvements to be made to the George Harvey facility to support program choice for students, including but not limited to, capital improvements necessary to support the art, music, and science programs.

Planning and Priorities Committee (Special Meeting), Report No. 14, June 15, 2021	Agenda Item 15.7	Agenda Page 69
The Board received the report.		

Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (1)	Agenda Page 129
<b>2021-22 Toronto Lands Corporation Annual Plan</b>		
The Board decided that the 2021-22 Toronto Lands Corporation Annual Plan, as presented in the report, be approved.		
Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (2)	Agenda Page 130
<b>2021-22 Toronto Lands Corporation Budget</b>		
The Board decided that the 2021-22 Toronto Lands Corporation budget, as presented in the report, be approved.		
Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (3)	Agenda Page 130
<b>TLC: Metrolinx: Eglinton LRT License Renewal re Leaside High School</b>		
The Board decided:		
<ul style="list-style-type: none"> <li>(a) That the Toronto Lands Corporation be authorized 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;</li> <li>(b) That the agreement be in a form and content satisfactory to the TLC's legal counsel.</li> </ul>		
Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (4)	Agenda Page 131
<b>TLC: Bloor Dufferin Redevelopment: Final Project Summary</b>		
The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (5)	Agenda Page 131
<b>TLC: Parkside Public School and Stan Wadlow Park Shared-Use Agreement With City of Toronto</b>		
The Board decided:		
<ul style="list-style-type: none"> <li>(a) That the Toronto Lands Corporation be granted authority to enter into a shared-use agreement with the City of Toronto for the use of the Parkside Public School parking lot, located at 401 Cedarvale Avenue, in exchange for the TDSB's</li> </ul>		

exclusive use of a portion of Stan Wadlow Park, located at 373 Cedarvale Avenue, for a term of ten years, with an option to extend for five years, with key business terms and conditions, as presented in the report;

- (b) That the agreement be in a form and content satisfactory to the TLC’s Legal Counsel.

Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (6)	Agenda Page 132
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**TLC: Community Access Agreement: Davisville Junior Public School, 43 Millwood Road**

The Board decided:

- (a) That 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 presented in the report, be accepted;
- (b) That the Toronto Lands Corporation be authorized to execute a community access agreement with the City of Toronto for a term of ten years commencing on or about August 1, 2021 with key business terms and conditions as presented in the report;
- (c) That the community access agreement be in a form and content satisfactory to the TLC’s Legal Counsel.

Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (7)	Agenda Page 132
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**TLC: Ryerson Community School: Option Agreement With Noventa Energy Partners**

The Board decided:

- (a) That the Toronto Lands Corporation be authorized, on behalf of the Toronto District School Board, 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;
- (b) That the option at Part (a) remain exercisable within 21 years of granting approval and include a payment to the TDSB, for the benefit of Ryerson Community School, in the amount of \$100,000, and on the terms and conditions, as presented in the report;
- (c) That the option agreement be in a form and content satisfactory to the TLC’s legal counsel.

Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (8)	Agenda Page 133
<b>Lease Opportunity: 240 Eglinton Avenue East [4132]</b>		
The Board decided that the potential lease opportunity at 240 Eglinton Avenue East not be executed.		
Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (9)	Agenda Page 133
<b>COVID-19 Pandemic Recovery Plan [4133]</b>		
The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (10)	Agenda Page 134
<b>Yonge-Eglinton Phase 2 Program Area Review for Eglinton Junior Public School, John Fisher Junior Public School, and the Bannockburn Building (12 Bannockburn Avenue) [4127]</b>		
The Board decided:		
<ul style="list-style-type: none"> <li>(a) That 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;</li> <li>(b) That 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;</li> <li>(c) That 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;</li> <li>(d) That 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;</li> <li>(e) That 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;</li> </ul>		

- (f) That 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) That 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;
- (h) That 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.

Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (11)	Agenda Page 135
<b>Program Area Review for Alternative Scarborough Education 1 (ASE 1), St Andrews Public School and Willow Park Junior Public School [4131]</b>		
The Board decided that Alternative Scarborough Education 1 (ASE 1) be relocated to Willow Park Junior Public School as of September 1, 2022.		

Presented in Planning and Priorities Committee, Report No. 15, June 23, 2021	Agenda Item 15.8 (12)	Agenda Page 136
<b>Return to Semesters</b>		
The Board decided:		
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 2021 so that schools would be able to organize to safely receive students in this model in a timely manner.

Presented in Report No. 205 of the Committee of the Whole (Private), June 30, 2021	Agenda Item n/a	Agenda Page n/a
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*Note: There may be matters other than the following or other decisions related to the same topic that are included in the private minutes and referenced in the public report of the Committee of the Whole.*

**Selections, Transfers and Placements of Principals and Vice-principals**

The Board approved Selections, Transfers and Placements of Principals and Vice-principals (on file in the Director’s Office).