

SUMMARY OF DECISIONS

Regular Meeting

May 22, 2019

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.

	Agenda Item 15.1(1)	Agenda Page 1
Appointments to Committees The Board decided that Trustee Dan MacLean be appointed to serve as a Director of the Toronto Lands Corporation for the term ending November 14, 2019.		
Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(1)	Agenda Page 5
P069, Accessibility Policy: Annual Review [3635] The Board decided that the revisions to policy P069, Accessibility, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(2)	Agenda Page 5
Revisions to Governance Procedure PR533, Election Activities and Use of Board Resources [3633] The Board decided that the revised governance procedure, PR533, Election Activities and Use of Board Resources, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(3)	Agenda Page 6
P075, Board Member Code of Conduct: Re-affirmation [3634] The Board decided that policy P075, Board Member Code of Conduct, as presented in the report, be affirmed in accordance with Ontario Regulation 246/18.		
Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(4)	Agenda Page 6
Status Update on the Review of P041, Distribution and Display of Materials for Students and Parents From External Groups Policy and P006, Advertising Policy [3625] The Board decided:		

- (a) That the policy decision-making points, as presented in Appendix A, including Provision 3, Option B, for revision of policies P006, Advertising and P041, Distribution and Display of Materials for Students and Parents from External Groups, as presented in the report, be approved;
- (b) That the Director present a report with a revised policy, for consideration in the fall 2019 cycle of meetings.

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(5)	Agenda Page 7
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P042, Appropriate Dress Policy Review, Phase 5 [3627]

The Board decided:

- (a) That the name of the Appropriate Dress policy be changed to the Student Dress policy;
- (b) That the revisions to policy P042, Student Dress, as presented in the report, be approved.

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(6)	Agenda Page 7
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P062, Alternative Schools Policy Review, Phase 1 [3628]

The Board decided that the work plan for the review of policy P062, Alternative Schools, as presented in the report, be approved.

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(7)	Agenda Page 8
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P043, Charitable Foundation Policy [3630]

The Board decided that policy P043, Charitable Foundation, as presented in the report, be rescinded.

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(8)	Agenda Page 8
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Prevention of Sexual Harassment and Misconduct, Policy Development, Phase 1 [3636]

The Board decided that the work plan for development of the Prevention of Sexual Harassment and Misconduct policy, as presented in the report, be approved.

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(9)	Agenda Page 8
Student Health Support Procedures Update [3576]		
The Board received the report.		

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(10)	Agenda Page 9
PR691, Licensed Child Care and Before- and After-School Programs: New and Expanded Programs in Schools [3631]		
The Board received the report.		

Presented in Governance and Policy Committee, Report No. 18, April 24, 2019	Agenda Item 16.1(11)	Agenda Page 9
PR557, Behaviour on Buses [3626]		
The Board received the report.		

Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (1)	Agenda Page 13
Community Use of Schools Community Advisory Committee: Distribution of Material re Permitting TDSB Schools		
<p>The Board decided that the following recommendation from the Community Use of Schools Community Advisory Committee be referred to staff for a review and analysis of content prior to any formal distribution to stakeholders:</p> <p style="padding-left: 40px;">That a one-page document called Key things to know about permitting TDSB schools be distributed to trustees, other community advisory committee co-chairs and posted to the CUSCAC website.</p>		

Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (2)	Agenda Page 14
Community Use of Schools Community Advisory Committee: Terms of Reference		
<p>The Board decided that the following recommendation from the Community Use of Schools Community Advisory Committee be referred to staff to work with CUSAC to update their terms of reference:</p> <p style="padding-left: 40px;">That the revised Community Use of Schools Community Advisory Committee terms of reference be adopted.</p>		

Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (3)	Agenda Page 14
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French-as-a-Second-Language Community Advisory Committee: French Programming

The Board decided that the following recommendations from the French-as-a-Second-Language Community Advisory Committee be referred to staff to be taken into consideration as part of the French review report in June 2019:

- (a) Improving Equity of Access to French Immersion/Extended

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that:

“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” and commits to providing “Equity of Access to Learning Opportunities for All Students” with a goal “To enhance students’ access to learning opportunities by reviewing applicable policies, procedures and practices” including making changes based on the 2018 French Review;

Whereas the Board is committed to: “Supporting, developing and promoting core/Extended/Immersion French programs across the system” that “are inclusive and reflective of a diverse community” and recognizes that “Proficiency in French is a valuable skill and an element of student achievement” that “strengthens English language skills, enhances reasoning, problem-solving and creative thinking skills and develops understanding and respect of other cultures” (PO080);

Whereas the Directional Statement on French programs at amalgamation (2000) stated that: “Sufficient program sites be available throughout the TDSB so that students would not be required to spend excessive amounts of time travelling to and from school”;

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to “Increase the percentage of students studying FSL until graduation”;

Whereas the Board has successfully added 30 SK French immersion sites and the entire Jr Extended program with 37 sites since 2008;

Whereas the provision of transportation supports equity of access by helping students get to French programs, but does not entirely address the findings in the 2018 French Review that “families struggled with inequitable access to conveniently located French programs” and students had difficulty continuing in secondary due to the lack of secondary sites;

Whereas the current application driven expansion works well in addressing demand and reducing transportation costs and the Long Term Pupil Accommodations Strategy (LTPAS) is also contributing to increasing capacity in extended/immersion French, they have not improved access to French immersion/extended programs in every part of the Board;

Whereas very large catchments and long, difficult commutes serve as a deterrent to participation, particularly enrolment in SK French immersion and retention at transition to Grade 6/7 and to secondary;

The FSLAC recommends that:

the Board continue to determine new French immersion/extended sites through the current application driven process and the Long Term Pupil Accommodation Strategy (LTPAS) while also adding a new system driven process in 2019 to add sites to reduce the inequity in catchment sizes, to reduce commute distance and time for students and to remove distance as a barrier to K-12 French immersion/extended program participation (enrolment and retention).

Background:

At amalgamation, the Board committed to having 3 system wide entry points at Senior Kindergarten, Grade 4 and Grade 7 to French immersion and/or extended French programs. Legacy Boards had a variety of approaches and entry points, French program distribution was very uneven, and lotteries were used to assign placements and turn applicants away. In consultation with parents, the Board developed the Directional Statement (2000) stating that "Sufficient program sites be available throughout the TDSB so that students would not be required to spend excessive amounts of time travelling to and from school". In response to the 2006 French Review, parents, staff and trustees co-constructed Policy PO 80 (2013) which states that the TDSB is committed to: "Supporting, developing and promoting Core/Extended/Immersion French programs across the system".

Parents continued to ask for expansion of sites to meet demand and finally, in 2008, the Board tried a new approach to get SK French Immersion opened at Fern PS, Duke of Connaught PS and Davisville PS: if the local SKFI school could not accommodate all applicants in the immersion catchment, a new site would be identified from among its feeders and the catchment would be split. This met demand, reduced bussing and significantly improved access. This approach was formalized in PR 587 in 2009. As a result of this responsive application driven process, 30 new SKFI sites and 11 new Jr Extended sites have opened since 2008 with a peak of 7 new sites in each of 2014 and 2016.

Virtually all new SKFI sites offered are immediately viable. One interesting exception was SKFI at Davisville PS. In 2008, the first year it was offered, not enough parents from the former catchment at Palmerston Jr PS accepted spots to run the program. The Board persevered and re-offered it in 2009. By then, news of the new site had spread to all parents in the Davisville area, rather than just to those who had applied to Palmerston. The classes filled up and the program continues to thrive.

Application driven expansion works well but it is dependent on communities and parents that are ready to apply, who already know the benefits the program offers and who expect access to French immersion/extended. The Board has wisely ensured that new sites are from a range of LOI schools but there is no system driven process to uncover or develop interest in underserved areas. This exacerbates the situation where the demographics of the programs skew towards higher SES and education level of born in Canada parents. In general, the least served areas of the TDSB for immersion/extended French remain the legacy Boards of Etobicoke, York, Scarborough and North York.

Of the 71 SKFI sites across the TDSB, the following dual track catchments are the biggest:

Corvette (W18) – 14 feeder schools

Williams G Miller (W22) – 14 feeder schools

Tredway Woodsworth (W19) – 13 feeder schools

George Syme (W6) – 11 feeder schools

Brimwood (W 21) – 10 feeder schools

By contrast, 22 SKFI sites have one or no feeder schools. Of these, 14 were SKFI sites pre-amalgamation and the other 8 were formerly in the catchment of those 14. These students, for the most part, get to walk to a local French immersion school while in the largest catchments that is not possible.

Unlike early immersion where there is almost 50 years of layered policy decisions from legacy boards, the Jr Extended program was an entirely new program that the TDSB rolled out system wide from 2004-2007. The original sites were chosen by staff and evenly distributed across the system. Catchments were equally large to start with and as the system has responded to demand (or lack of demand), the catchment sizes are becoming less uniform and should be monitored to ensure equitable access across the system.

The 2018 French Review survey results point to locations and pathways as a challenge and retention

drops at transitions to continuation schools. For some SKFI and Jr Ext sites, there is a transition at Grade 6 or 7 to a new school. The largest catchment geographically is Grade 6-8 French immersion at Hilltop MS (W2, serving students from Wards 1, 2, 3) where the commute via TTC buses can be over an hour.

Other sizeable immersion catchments for G6-8 immersion continuation are: Beverly Heights MS (W5), Glenview Sr PS (W8), Don Valley MS (W13) and Sir Alexander MacKenzie Sr PS (W21).

For Jr Ext Grade 6-8 continuation, the largest catchments are Beverly Heights MS (W5), Milne Valley MS (W14) and Charles Gordon MS (W17).

Currently, the provision of transportation (yellow bus or TTC tickets) on the same distance criteria as regular English programs helps to support equity of access to immersion/extended French. Parents who don't have cars or flexible work hours and for whom TTC fare is a financial burden can have their children get transportation assistance. As the number of sites has expanded since 2004, more and more students are within walking distance of an elementary school with immersion/extended French. However, there are still many students who have long, difficult commutes starting in Grade 6. Consideration is needed of a distance maximum of 8 km and a commute time maximum of 45 minutes to better support the mental health of Grade 6-8 students and improve retention in the programs.

The largest catchments for secondary immersion/extended are Richview CI (W2, serving all FI/Ext students in Ward 1, 2, 3), Cedarbrae CI (W19) and Newtonbrook CI (W12). Leaside HS (W11) has a very large extended French catchment but is the smallest for immersion. The Agincourt CI (W21) immersion catchment is also very large.

Note: the Harbord CI (W10) French immersion catchment is very large as well but with Oakwood CI (W9) expected to start in 2020, that catchment is likely to be reduced. In 2019, French immersion was opened at East York CI (W16) in response to growth in enrolment in French immersion and accommodation issues at area secondary schools.

(b) Achieving Equity: Supporting Participation (Enrolment and Retention) of Students With Special Education Needs in FSL

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that:

"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" and commits to providing "Equity of Access to Learning Opportunities for All Students" with a goal "To enhance students' access to learning opportunities by reviewing applicable policies, procedures and practices" including making changes based on the 2018 French Review;

Whereas the Board is committed to: "Supporting, developing and promoting Core/Extended/Immersion French programs across the system" that "include students with special education needs and are inclusive and reflective of a diverse community" (PO080);

Whereas the Directional Statement on French programs at amalgamation (2000) stated that: "All students have the ability to learn a second language" and that "remedial and Special Education Resource support be offered in French for students experiencing difficulty in the programs";

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to "Increase the percentage of students studying FSL until graduation" and that one of the Guiding Principles is that "FSL programs are for all students" and that "participation in FSL programs should reflect the diversity of the student population, including students with special education needs";

Whereas the last staff briefing note to Trustees "Supports for Students with Special Education Needs in French Immersion/Extended French Programs" was in 2007 and included important information, such as how many FSL teachers also hold Special Education Additional Qualifications and FSL central staff activ-

ities to support improvements in inclusion;

Whereas the TDSB data from the 2010 Programs of Choice report showed that 3.5% of French Immersion had special education needs vs the Board's average of 14.2% elementary, 16.4% secondary, 14.9% combined;

Whereas the 2018 French Review states that the "representation of students with Special Education Needs has improved (i.e., increased) in both the Immersion and Extended programs over the three academic years measured. Nonetheless, students with Special Education Needs remain less represented than the overall TDSB demographics across all three age brackets. Specifically, the current representation of students with Special Education Needs in Immersion (7-10%) and Extended (4-6%) programs tends to be lower than their representation in the TDSB as a whole (14-22%);

Whereas the 2018 French Review Summary stated that "Overall, there was a perceived lack of learning intervention supports for students in French noted; this included students with Special Education Needs, English Language Learners, and students with a learning challenge" and "an overall imbalance of resources across French programs and schools was raised across stakeholder groups" and "Within the intensive programs, staff reported feeling unclear about the process or guidelines on how to advise families whose children were struggling academically" which points to a lack of awareness of the Ministry guidance in "Including Students with Special Education Needs in French", TDSB PO80 4.7 and TDSB PR597 Section 4.19 Special Education;

The FSLAC recommends that:

A TDSB action plan be developed in 2019/20 in consultation with trustees and the FSLAC to increase the pace and system wide consistency of inclusion of students with special education needs with the goal of achieving FSL classrooms that reflect the diversity of the student population where intervention/remediation equivalent to what is provided in the English track and that this action plan include measures to:

- Build FSL teacher and non-FSL staff (admin, teachers, coaches, superintendents, Student Support Team members) awareness, understanding and support for policies, procedures and best practices on inclusion of students with special education in FSL programs;
- Communicate Board's commitment to supporting and including all students within their FSL program to parents at information nights, curriculum nights and at individual parent-teacher discussions about student progress;
- Build FSL teacher capacity for supporting students with special education needs through professional learning sessions and Professional Learning Communities;
- Track and increase number of FSL classroom teachers with Special Education Additional Qualifications;
- Support and focus on early identification (SK/grade 1) of learning challenges in French Immersion;
- Add a checklist to the Special Education section of PR 597 (4.20 French Immersion and Extended French Programs) that must be shared with parents of students who are struggling in FSL and referenced by staff including:
 - educate parents on Ministry and Board policy, research and supports for student
 - identify learning needs in SK/grade 1,
 - provide appropriate support (specific to learning needs) in French as determined by internal support team equivalent to that of English program and if support can't be provid-

ed in French, provide it in English while keeping student in French program,

- continue monitoring student progress and reporting to parents at regular intervals;
- create IEP based on School Support Team input but ensure there is an FSL expert advocate at SST (School Support Team) meetings to provide input on inclusion of students with special education needs in FSL;
- accommodate or modify;
- if withdrawal is deemed beneficial for student, final review by Central FSL staff including possible transfer to another type of intensive French program;
- Collect baseline and on-going data and review withdrawals from French extended/immersion and Core French exemptions, by grade and school and system-wide; and
- Report annually to the Board and publicly on progress on the action plan, activities undertaken and system capacity growth in providing support to FSL students with special education needs.

(c) Improving Core French

Whereas the TDSB is committed to ensuring that “every student receives a great education” and states that “real change happens in the classroom” (MYSP webpage, Feb 2019) and the 2018 French Review identified challenges in Core French;

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that:

“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” and commits to providing “Equity of Access to Learning Opportunities for All Students” with a goal “To enhance students’ access to learning opportunities by reviewing applicable policies, procedures and practices” including making changes based on the 2018 French Review;

Whereas the Board is committed to: “Supporting, developing and promoting Core/Extended/Immersion French programs across the system” (PO080);

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to “Increase the percentage of students studying FSL until graduation”;

Whereas PR587 states that the Board values “dedicated classroom space wherever possible and practical in a school for Core French as it is a mandated program for all students in Grades 4-9” and in the 2018 French Review, 74% of parents agreed/strongly agreed that Core French teachers should have a dedicated classroom (p 57);

Whereas no Core French specific reporting has ever been done at the TDSB until this 2018 French Review;

Whereas more than 90 000 students take Core French every day at the TDSB;

Whereas a consistent theme was revealed in the 2018 French Review that “Core French is undervalued; consequently, stakeholders believed Core French did not have the same resource budgets, staffing priorities, teacher professional development opportunities, student learning supports, and overall importance as other subject areas. In a bilingual country, many felt this to be unacceptable” (p 109);

Whereas “students enrolled in Core French tended to be less enthusiastic about learning French and about the French program overall” (p59) and a common complaint was that “instructional programming was rote and repetitive”, that they wanted “immersive French experiences...to learn more about French culture and practice their language skills”, that only 20% of Core French students saw themselves represented in French-language re-

sources" and that they "felt confused and frustrated with their learning and dissatisfied with their fluency and proficiency in French"(P 62);

Whereas only 20% of Core French parents were satisfied with the quality of assessments used by French-language teachers at the TDSB and only 43% of French-teaching staff rarely, if at all used the TDSB assessment tools (p71);

The FSLAC recommends that:

a TDSB action plan for Core French be developed in consultation with trustees and the FSLAC and implemented in 2019/20 to address challenges in Core French identified in the 2018 French Review to improve student engagement, proficiency achievement and retention in Core French to Grade 12 and that the action plan include measures to:

- Improve the learning environment and perception of elementary Core French programs including the provision of dedicated classrooms for all elementary Core French teachers,
- Provide access to and support for effective, relevant professional learning opportunities including pedagogy and language/cultural proficiency and professional learning communities for all Core French teachers,
- Provide classroom and library resources that are current and relevant to students including apps, electronic and paper resources and ensure that Core French teachers are aware of and have access to these resources,
- provide every grade 6-8 student with experiential learning in a Francophone community,
- identify, share and implement best practices and successes in Core French from across the TDSB and beyond,
- inform parents about expected proficiency outcomes at the end of Grade 9 and at the end of Grade 12 using the Common European Framework of Reference and factors that improve proficiency outcomes for students
- report publicly on a regular basis progress made in improving Core French including key indicators such as retention to Grade 12, elementary schools without dedicated Core French classrooms, secondary schools offering Core French to Grade 12, uptake and feedback of alternatives like summer e-learning and uptake on professional learning opportunities by Core French teachers.

(d) Improving Student Achievement, Engagement and Retention in French in Secondary

Whereas the TDSB is committed to ensuring that "every student receives a great education" and states that "real change happens in the classroom" (MYSP webpage, Feb 2019) and the 2018 French Review identified challenges in French programs;

Whereas the TDSB Multi-Year Strategic Plan (MYSP 2018) states that: "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" and commits to providing "Equity of Access to Learning Opportunities for All Students" with a goal "To enhance students' access to learning opportunities by reviewing applicable policies, procedures and practices" including making changes based on the 2018 French Review;

Whereas the Board is committed to: "Supporting, developing and promoting Core/Extended/Immersion French programs across the system" (PO080);

Whereas Goal 2 of the Ontario Framework for FSL (2013) is to "Increase the percentage of students studying FSL until graduation";

Whereas the FSLAC recommendation on "Current and Future Needs in Secondary French Immersion/Extended French" to the Board on Feb 20, 2013 was amended and adopted by the Board on March 6,

2013 and included examination of “opportunities for immersion/extended French students at the secondary level and develop a plan for meeting current and future needs in consultation with the FSLAC and stakeholders”;

Whereas the 2018 French Review provided feedback from students that affirmed the issues of concern to the FSLAC in 2013, such as, “lack of French courses available at secondary school” (p. 52, 62), “to be able to remain in Immersion but also be part of other programs of choices, such as gifted and IB” (p.52), the distribution of secondary programs (p. 55), the need for “more opportunities for field trips, exchanges, and other immersive French experiences for students to learn more about French cultural and practice their language skills (p.60) and not being “exposed to as much French as they should be and not challenged to practice using French” (p. 62);

Whereas TDSB efforts to offer Core French Grade 10-12 credits during the summer is very helpful but we still do not know what secondary schools run the credits during the school year and what the TDSB retention rate is for Core French after Grade nine;

Whereas language exchanges have been found by researchers to support proficiency gains and goal setting for continuation of language studies, the access to short term group language exchanges and experiential learning in a Francophone environment for grade 6-8 students is inconsistent across the TDSB;

Whereas 2-3 month exchange opportunities provide outstanding development of French proficiency and student confidence in speaking the language, exceed the 110 hours of learning a secondary credit requires, are available to TDSB secondary students at no charge through Explore and the YMCA Summer Job Program and through not-for-profits ISE and CEEF, are not recognized with a provincial credit but the TDSB has the power to develop and provide students with locally developed credits;

The FSLAC recommends that:

A TDSB action plan be developed and implemented in 2019/20 to support student achievement in French proficiency, engagement and retention in core, extended and immersion French to Grade 12 including measures to:

- ensure pathways for G10 to G12 for Core French students,
- track schools that offer, run and have waitlists for G10-12 Core French credits,
- track and develop course selection and monitor course waitlists by immersion/extended French secondary site including FSL and courses where French is the language of instruction
- track and develop course selection and course waitlists for French via dual credits, specialist high skills major, co-op and e-learning,
- continuing to expand and better communicate summer e-learning French credit opportunities,
- create flexible ways for students who choose specialty secondary schools to complete their bilingual certificates; ie, campus approach where the specialty school is linked to an immersion/extended school,
- improve access to experiential learning in French
 - support and promote learning French beyond the classroom through extracurriculars,
 - provide every grade 6-8 student with experiential learning in a Francophone community,
 - provide TDSB developed credit(s) for 2-3 month French exchanges,
- inform students and parents about expected proficiency outcomes at the end of Grade 9

and at the end of Grade 12 using the Common European Framework of Reference and factors that improve French proficiency outcomes for students

- provide access to and support for effective, relevant professional learning opportunities including pedagogy and language/cultural proficiency and professional learning communities for all French teachers
- report publicly on a regular basis on progress made in improving student achievement, engagement and retention in French in secondary.

(e) Seamless Access to Before- and After-School Care for French Immersion/Extended Students

Whereas the TDSB “focus is ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to enhanced learning outcomes” (Introduction 2018 MYSP, p.1) and that the commitment to “Transform Student Learning” includes “increasing access to programming and supports” (Introduction 2018 MYSP, p.3);

Whereas Section 6.3.1 of P022 Early Learning and Care states that the TDSB “will implement a system of before-and after-school care with the goal of offering a program in every school, system stability and continuity of relationships by: minimizing the barriers some families face; expanding choice and flexibility; creating seamless experiences and consistent relationships for children within the legislative framework and on a cost-recovery basis”;

Whereas the TDSB collects and shares annual data on demand and barriers to Before and After-School Programming (BASP) and the 2018 results show that logistical challenges (transportation, inconvenient/inflexible program hours) is one of the three main reasons BASP do not meet the needs of parents but the specific challenges in childcare, transportation AND French immersion/extended have not been examined;

Whereas transportation has been available to French immersion/extended students using the same distance criteria as all students since amalgamation and supports equity of access to French immersion/extended programs and 4565 SK-grade 5 French immersion/extended students use the service;

Whereas parents expressed thanks in the 2018 French Review that child care and/or transportation allowed their family to join French programming (p. 48) but only 28% of parents were satisfied with the child care available (p.76) and parents cited access to child care as a contributing factor for leaving a French Immersion/Extended French program or as an impediment to joining these programs in the first place (p. 77);

Whereas the 2018 French Review found that 12% of parents make use of child care at their home school, not at their French Immersion/Extended school site (p.76) while other parents have reported to the FSLAC that this is not allowed at their home school (bus pick-up spot) due to supervision issues between the bus stop and the BASP location in the home school and that bus schedules are not aligned with BASP schedules;

Whereas the French immersion site, Parkdale Jr & Sr PS, was among the first Full Day Kindergarten sites in 2010 and that BASP has gradually expanded since then, it is time to examine and address inequity of access to BASP for students who are on a bus AND need childcare before and/or after school in order to be in French immersion/extended programs;

The FSLAC recommends that:

Before- and after-school childcare access for French immersion/extended students be examined and be made accessible and seamless to support equity of access to and retention in French programs.

Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (4)	Agenda Page 23
<p>Inner City Community Advisory Committee: Emphasis on Equity</p> <p>The Board decided:</p> <p>(a) That the following recommendations from the Inner City Community Advisory Committee be referred to staff:</p> <p style="padding-left: 40px;">Whereas the equity needs of the City's traditionally disadvantaged youth, families and communities have been well documented over time; and</p> <p style="padding-left: 40px;">Whereas, the TDSB has recognized some of these needs through its Equity Framework (2018) and the evidence-based, internationally known Model Schools of Inner Cities (MSIC) program (2005); and</p> <p style="padding-left: 40px;">Whereas much more needs to be done to achieve a truly equitable public school system;</p> <p style="padding-left: 40px;">Be it resolved that:</p> <p style="padding-left: 80px;">(i) The Toronto District School Board continue to expand its equity driven programs; and</p> <p style="padding-left: 80px;">(ii) The Toronto District School Board continue to support the MSIC program and the programs supported by it;</p> <p>(b) That the following recommendation from the Inner City Community Advisory Committee be referred to staff to incorporate communication strategies as part of the Priority Schools annual report to the Program and School Services Committee in the fall of 2019:</p> <p style="padding-left: 40px;">Be it resolved that a public communications process be developed to show that the TDSB has an emphasis on equity.</p>		

Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (5)	Agenda Page 23
<p>Parent Involvement Advisory Committee: School Councils Email Access</p> <p>The Board decided:</p> <p>That the Director present a report on the feasibility and legal implications of the following recommendation from the Parent Involvement Advisory Committee at the June 4, 2019 Program and School Services Committee or June 12, 2019 Committee of the Whole meeting, and that every best effort be made to allow for a September 2019 implementation:</p> <p style="padding-left: 40px;">That school registration forms include a checkbox to allow parents to consent to the sharing of their email with the school's school council to facilitate communication and increased engagement by the school councils with the school community. PIAC requests that this be completed to be included in the 2019 Fall welcome packages to parents.</p>		

Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (6)	Agenda Page 24
Urban Indigenous Community Advisory Committee: Indigenous Student Trustee		
The Board decided that the Director present a report to the June 4, 2019 Program and School Services Committee meeting on the feasibility of creating a position of Indigenous Student Trustee for the 2019-20 school year.		
Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (7)	Agenda Page 24
Annual Report on Early Literacy: 2018-19 [3632]		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (8)	Agenda Page 25
TDSB EarlyON Child and Family Centres, Financial Status Report [3638]		
The Board decided:		
Whereas, the Toronto District School Board is facing unprecedented financial pressures, including a \$500,000 projected deficit in the EarlyON program for the 2019-20 school year;		
Therefore be it resolved that the City of Toronto be requested to assume all aspects of the EarlyON child care programming as soon as possible.		
Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (9)	Agenda Page 25
Caring and Safe Schools: Annual Report 2017-18 [3637]		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 75, May 1, 2019	Agenda Item 16.2 (24)	Agenda Page 29
Funding Professional Development for all Staff		
The Board decided:		
(a) That funds be allocated throughout the system to ensure all staff involved in the education and well-being of students are provided with the necessary skills and training required to address the diversity of learning, social, emotional, special education and all disability-related needs that exist in TDSB school communities, including the neighbourhood school and in the regular education classroom;		
(b) That training include not only workshops and online courses, but job embedded training for		

teachers and support staff from the various professionals available within the TDSB.

Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 34, April 29, 2019	Agenda Item 16.3 (1)	Agenda Page 31
2019-20 Grants for Student Needs Funding Update [3639]		
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee, Report No. 35, May 8, 2019	Agenda Item 16.4 (1)	Agenda Page 33
Contract Awards, Facilities [3647]		
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. 35, May 8, 2019	Agenda Item 16.4 (2)	Agenda Page 33
Contract Awards, Operations [3648]		
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. 35, May 8, 2019	Agenda Item 16.4 (3)	Agenda Page 34
Centralized Procurement Initiative: Introduction of Interim Measures [3649]		
The Board decided that the Chair write a letter to the Ministries of Government and Consumer Services and Education to outline the Board's concerns regarding the Centralized Procurement Initiative: Introduction of Interim Measures, as presented in the report.		

Presented in Finance, Budget and Enrolment Committee, Report No. 35, May 8, 2019	Agenda Item 16.4 (4)	Agenda Page 34
Section 37 Funding Investments		
The Board decided:		
Whereas, funding contributions secured by way of application of Section 37 of the City of Toronto's Planning Act appear to be an important source for capital improvements for Toronto District School Board schools; and		
Whereas, a better understanding of the impact of such investments is needed;		
Therefore, be it resolved that the Director present a report to the Finance, Budget and Enrolment Committee in September 2019 with a brief summary of Section 37 investments in Toronto District School Board schools over the last ten years.		

Presented in Finance, Budget and Enrolment Committee, Report No. 35, May 8, 2019

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York Memorial Collegiate Institute: Post Fire

The Board decided:

Whereas, York Memorial Collegiate Institute was built in 1929 by the Township of York as a memorial for the local youth who died in the service of Canada during World War 1; and

Whereas, York Memorial C.I was embedded with rich history and memorials for our fallen soldiers, including:

- 11 terraced steps at the entrance of the building signifying Armistice Day, November 11, 1918,
- a mural painted outside the auditorium by artist John Hall in 1949 dedicated as a World War II memorial, and
- six stained glass windows designed signifying the industrial heritage of York, the battle of Ypres in 1915 of WW 1, and the Battle of the Plains of Abraham in Quebec in 1759; and

Whereas, because of its architectural heritage and deep-rooted historical significance, York Memorial C.I was designated as a heritage building in 1985 by the city of York council; and

Whereas, on May 6 and 7, 2019, under unknown circumstances, devastating fires broke out at York Memorial C.I causing significant damage to the building and forcing the relocation of almost 1000 students to George Harvey Collegiate Institute; and

Whereas, York Memorial has served many generations of families of the York community as an institute of higher learning and contributing to the social fabric of the city of Toronto;

Therefore be it resolved:

- (a) That the Director present a report at the September 2019 meeting of the Finance, Budget, and Enrolment Committee on the following:
 - i. identifying any of the known cause(s) of the fire(s), based on any information available from the Toronto District School Board, the Ontario Fire Marshall, the Toronto Fire Department, and the Toronto Police,
 - ii. a damage assessment of the York Memorial Collegiate Institute building;
 - iii. the feasibility of repair or reconstruction;
 - iv. funding sources available or that will be required to facilitate the repair or reconstruction of York Memorial Collegiate Institute, including amounts received from insurance on the building, capital funding grants from the Ministry of Education, or any other sources of available funding that may be available;
- (b) That the Director ensure that parents, students and staff are consulted in respect of the plans for the location and delivery of curriculum and programs to York Memorial Colle-

giate Institute students for the 2019-20 school year;

- (c) That the Chair of the Board write to the Minister of Education requesting approval to commence an accommodation review of York Memorial Collegiate Institute and George Harvey Collegiate Institute, if necessary, based on the exigent circumstances caused by the fire.

Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 36, May 13, 2019	Agenda Item 16.5	Agenda Page 41
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The Board received the report.

Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 37, May 15, 2019	Agenda Item 16.6 (1)	Agenda Page 45
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Response to Minister's Offer to Work With School Boards

The Board decided:

Whereas, Education Minister Lisa Thompson told the Star newspaper on Friday, April 26, 2019, that the education grants announcement shows school boards “that they have a ministry of education and a minister who wants to work with school boards as partners with a commitment to getting education back on track” with a focus on student achievement; and

Whereas, on 26 April 2019, the TDSB received the Grants for Students Needs information and staff calculated a budget shortfall of \$54.4 million - \$25.7 million was our structural shortfall and \$28.7 million was Ministry funding reductions; and

Whereas, on 10 May 2019, the TDSB received more detailed information from the Ministry and learned of various grant reductions and some grant increases, but our total budget shortfall changed from \$54.4 million to \$67.8 million, a total of \$13.4 million higher than previously calculated; and

Whereas, the TDSB’s most recent graduation rate has increased to an all-time high of 86%, representing an overall increase of 17% since 2000 when the TDSB began tracking rates; and

Whereas, TDSB’s Multi-Year Strategic Plan sets direction and identifies system goals to support our 246,000 students and 583 schools to ensure that every student receives a great education by having equitable access to programs and resources and increased opportunities to lead to success; and

Whereas, this plan – and its action plans – provide access to the programs, resources and learning opportunities that students require, while removing systemic barriers that may exist for them are at risk with diminished resources; and

Whereas, the government will not provide funding to boards, including the TDSB, whose collective agreements require a smaller average class size than the average class size level being funding by the Ministry of Education resulting in a \$9.6 million shortfall in funding for the Board even though it is important to note that these class sizes are not bargained locally any

longer; rather, they are bargained at a central table, which does not allow boards to deal with this issue with their local unions; and

Whereas, the Ministry will now levy a provincial surcharge on school boards' International (VI-SA) student tuition fees – one of the few sources of revenue for school boards other than government grants – a decision that will cost the TDSB \$2.9 million in lost revenue to the Ontario government and we are not aware of any government involvement, administrative or otherwise that could possibly lay claim to this surcharge; and

Whereas, it is important to note that everything we currently do is valued by the communities these programs and services serve and as a result, we have many programs and services that respond to the unique needs of urban education – programs that are not part of the Ministry funding envelope; and

Whereas in the past, the Board has made up the funding shortfall by finding savings and efficiencies during the year in other areas of the budget – cuts that have for the most part not affected classrooms and students; and

Whereas, the Board has also used contingency and reserve funds to help balance the operating budget, but this is no longer sustainable; and

Whereas, this year with a budget revenue shortfall of \$67.8 million it is not possible to keep cuts away from programs and services directly impacting students; and

Whereas, the reversal of Ministry decisions could result in reducing our budget shortfall by \$25.7 million leaving the board a budget shortfall of \$42.1 million;

Therefore, be it resolved that the Chair write to the Minister of Education, in the spirit of her invitation to work with school boards as partners to ask the Minister to:

- (i) commit to listening to the results of the Ministry consultation on secondary school class size and as a result, reverse the decision to reduce the Teacher Qualifications and Experience Grant as this funding is directly tied to the Ministry's increase to secondary school class size averages resulting in fewer teachers for 2019-20, reducing the board's shortfall by \$13.2 million;
- (ii) compensate boards, including the TDSB, whose collective agreements require a smaller average class size in Grades 4-8 than the average class size level being funding by the Ministry of Education, reducing the boards shortfall by \$9.6 million;
- (iii) reverse the new provincial surcharge on International students reducing the board's shortfall by \$2.9 million;
- (iv) continue to allow the TDSB and other publicly-funded school boards in Ontario the ability to both use reserves and run a 1% deficit to balance over two years.

Presented in Committee of the Whole, Report No. 3, April 10, 2019	Agenda Item 16.7 (1)	Agenda Page 51
<p>Toronto Lands Corporation: Strategic Direction</p> <p>The Board decided that the Toronto Lands Corporation Strategic Direction, as presented in the report be approved.</p>		
Presented in Committee of the Whole, Report No. 3, April 10, 2019	Agenda Item 16.7 (2)	Agenda Page 52
<p>Update on the Review of Leased Properties [3650]</p> <p>The Board received the report.</p>		
Presented in Committee of the Whole, Report No. 3, April 10, 2019	Agenda Item 16.7 (3)	Agenda Page 52
<p>Accommodation of Students From Residential Developments at 2442-2454 Bloor Street West/1-9 Riverview Gardens, 34 Southport Street, 1926 Lake Shore Boulevard West and 1978-2002 Lake Shore Boulevard West [3651]</p> <p>The Board decided:</p> <ul style="list-style-type: none"> (a) That Lambton Park Community School and Rockcliffe Middle School be the designated elementary and intermediate schools for the new residential development located at 2442-2454 Bloor Street West/1-9 Riverview Gardens; (b) That Lambton Park Community School and Rockcliffe Middle School be the designated elementary and intermediate schools for the new residential developments located at 34 Southport Street (all phases); (c) That Queen Victoria Public School be the designated elementary school for the new residential development located at 1926 Lake Shore Boulevard West; (d) That Queen Victoria Public School be the designated elementary school for the new residential development located at 1978-2002 Lake Shore Boulevard West. 		
Presented in Committee of the Whole, Report No. 3, April 10, 2019	Agenda Item 16.7 (4)	Agenda Page 53
<p>Program Area Review for Dublin Heights Elementary and Middle School, Faywood Arts-Based Curriculum School, John Polanyi Collegiate Institute, Ledbury Park Elementary and Middle School, Summit Heights Public School, and William Lyon Mackenzie Collegiate Institute [3652]</p> <p>The Board decided:</p> <ul style="list-style-type: none"> (a) That Summit Heights Public School be converted from a Junior Kindergarten to Grade 6 school to a Junior Kindergarten to Grade 8 school, retaining Grade 7 effective 1 Sep- 		

tember 2020 and Grade 8 effective 1 September 2021;

- (b) That the shared intermediate attendance area for Faywood Arts-Based Curriculum School and Dublin Heights Elementary and Middle School be assigned to Faywood Arts-Based Curriculum School, as shown in Appendix A of the report, effective 1 September 2020;
- (c) That the shared intermediate attendance area for Dublin Heights Elementary and Middle School and Ledbury Park Elementary and Middle School be assigned to Summit Heights Public School, as shown in Appendix A of the report, effective 1 September 2020;
- (d) That the portion of the secondary attendance area for John Polanyi Collegiate Institute north of Highway 401 be assigned to William Lyon Mackenzie Collegiate Institute, as shown in Appendix A of the report, effective 1 September 2020;
- (e) That all students affected by the recommended attendance area changes mentioned above be allowed to remain at their current school until they graduate.

Presented in Committee of the Whole, Report No. 3, April 10, 2019

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Accommodation of Students From Residential Development at 55 Quebec Avenue and 50 High Park Avenue [3653]

The Board decided that effective immediately Annette Junior and Senior Public School be the designated elementary school for the new residential development located at 55 Quebec Avenue and 50 High Park Avenue.

Presented in Committee of the Whole, Report No. 3, April 10, 2019

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Letter to Minister of Health re Cannabis Regulations and Creation of Sale of Edibles

The Board decided:

Whereas, the federal Cannabis Act, 2017 has legalized the use of cannabis for non-medical purposes and regulates cannabis cultivation, production, packaging, labelling, and promotion of dried and fresh cannabis, cannabis oil and seeds, and cannabis accessories; and

Whereas, the Government of Canada has committed to amending the Cannabis Act by October 17, 2019 to include additional cannabis products; and

Whereas, Health Canada is currently conducting consultations in preparation for these proposed amendments to the existing Cannabis Regulations to regulate edible cannabis, cannabis extracts, and topicals; and

Whereas, the Toronto Board of Health has supported a range of actions directed at the federal and provincial governments to protect public health and reduce harms from cannabis use including writing to the Government with recommendations about regulating the edibles

and other products; and

Whereas, the Toronto Board of Health has recommended certain youth-protective measures that the Government of Canada can consider including:

- Focus public education efforts on establishing youth-protective, healthy practices related to the consumption of cannabis products, as they represent new forms of consumption for many people;
- Prohibit edible cannabis products that are particularly appealing to children due to colour or shape (i.e., gummy bears, lollipops, etc.);
- Prohibit youth-friendly flavours of cannabis vaping products, such as desserts, candy, or soft drinks;
- Prohibit the marketing, promotion, and display of vaping devices that may be used to consume cannabis in places where youth have access, regardless of whether or not the product or advertising medium represents an association with cannabis;

Therefore be it resolved:

That the Chair write to the Department of Justice to support the recommendations of the City of Toronto's Board of Health, which are consistent with the Board's policy, currently under development, Restrictions on Alcohol, Drug and Tobacco Use.