

SUMMARY DECISIONS

Regular Meeting

May 25, 2022

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 Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (1)	Page 1
<p>Student Interest Programs: Specialized Schools and Programs Policy Review, Phase 5 [4284]</p> <p>The Board decided:</p> <p>(a) That section 6.3.5 of Student Interest Programs policy, which reads as follows:</p> <p style="padding-left: 40px;">6.3.5 Each type of TDSB Centralized programs/schools will have standard admissions processes and criteria established by the Board. Students are eligible based on application and interest and are selected through a random selection process.</p> <p style="padding-left: 40px;">be replaced with the following:</p> <p style="padding-left: 40px;">6.3.5 Each type of TDSB Centralized programs/schools will have standard interest-based admissions processes established by the Board, which include a demonstration of active interest or passion, where applicable. Students demonstrating interest or passion, will be eligible for the random selection process when demand exceeds available space;</p> <p>(b) That the policy, Student Interest Programs, formerly named Specialized Schools and Programs, as presented in the report, as amended, be approved;</p> <p>(c) That the Director present an interim report following the second year of implementation of the policy, the report to highlight:</p> <ol style="list-style-type: none"> i. Access to centralized special interest programs including the number of central program spaces established annually; ii. Access to local special interest programs including the number of programs, locations and enrolments; iii. Other indicators, including disaggregated data, drawn from demographic and geographic student information, which demonstrate program successes. 		

Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (2)	Page 2
P013, Out-of-Area Admissions Policy: Optional Attendance Policy Review, Phase 5 [4283] The Board decided that revised policy P013, Optional Attendance, renamed Out-of-Area Admissions, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (3)	Page 2
Policy Review Schedule and Governance and Policy Committee Target Dates: Update [4308] The Board received the report.		
Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (4)	Page 2
Communications Policy Development: Status Update [4309] The Board received the report.		
Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (5)	Page 3
P023, Parent and Community Involvement Policy: Review of Community Advisory Committees: Revised [4310] The Board decided that the following revisions to the governance structure of the community advisory committees, as presented in the report, be approved: <ul style="list-style-type: none"> (a) That, regarding Indigenous Sovereignty, the Board of Trustees work within the policy framework under which Indigenous Peoples' rights are lawfully protected and step boldly into a nation-to-nation dialogue on policy development with the Elders Council, Urban Indigenous Community Advisory Committee and Indigenous communities in developing a model of governance, engagement, partnership and collaboration that honors the principle of "Nothing about us without us", which expresses the principle of participation of ethical practice involving Indigenous peoples in the Toronto District School Board; (b) That, regarding the adoption of a public engagement model: <ul style="list-style-type: none"> i. Policy, P078, Community Engagement, and procedure, PR704, Community Engagement be revised to a Public Engagement policy and procedure in accordance with the Board's policy review process. The revised policy and procedure will include-community advisory committees 		

and other consultation media (citizens' panels, stakeholders' groups, etc.), virtual and social media engagement platforms that enable surveys, forums, guestbooks, ideation boards, digital mapping, etc., that is grounded in the IAP2 Spectrum of Public Participation framework and engagement continuum;

- ii. community advisory committees be removed from the policy, P023, Parent and Community Involvement and procedure, PR558, Parent and Community Involvement, and framed within the revised policy, P078, Community Engagement, and procedure, PR704, Community Engagement;
- iii. the procedure, PR731, Virtual Consultations be rescinded and embedded in procedure PR704;
- iv. the Director present a Public Engagement policy to the Board in 2024-2025;

(c) That, regarding equity, anti-bias, and anti-oppression:

- i. an Equity and Diversity on Engagement Bodies policy that is used to recruit, select and retain elected and appointed members to bodies established by the Board, be developed;
- ii. diverse racialized experts and community members to inform a recruitment and talent strategy for community advisory committees and other engagement tools, be engaged;
- iii. intentional outreach and recruitment, to retain racialized parents/caregivers and community representatives, be engaged;
- iv. where feasible, resources be allocated to community advisory committees and other engagement tools to eliminate some of the barriers that limit engagement (e.g. travel, childcare, digital divide, etc.);
- v. new members of community advisory committees participate in mandatory anti-bias and anti-oppression training;
- vi. meeting spaces be accessible and welcoming to all, particularly racialized participants by expanding meeting locations into the community, maintaining virtual meeting options, and ensuring cultural and racial representation in physical meeting spaces;

(d) That, regarding community advisory committee members and staff capacity building:

- i. an orientation session be organized for community advisory committee members and staff who support CACs;
- ii. a leadership development module be developed and implemented annually for community advisory committee community chairs;
- iii. opportunity be created for CAC community co-chairs to meet a minimum of three times per year for planning and collaboration;
- iv. an appreciation reception be organized every third term for CAC members;

(e) That the Community Advisory Committee Handbook be changed to Community Advisory Committee procedures and be revised to include all of the recommendations, as presented in the report, subject to Board approval;

(f) That, regarding the establishment of community advisory committees:

- i. the Board, within its purview, establish community advisory committees and approve terms of reference (e.g. mandate, membership) to solicit or be provided with advice on specified areas of Board policy or program, as well as on educational issues of community interest;
- ii. there be a minimum of two and a maximum of ten community advisory committees per term and no new CACs be established during the term;
- iii. the following community advisory committees be reviewed at the 2022 Board Organizational meeting and thereafter all CACs be reviewed every 3rd (three years) term:
 - Alternative Schools Community Advisory Committee
 - Community Use of Schools Community Advisory Committee
 - Early Years Community Advisory Committee
 - Environmental Sustainability Community Advisory Committee
 - Equity Policy Community Advisory Committee
 - French-as-a-Second-Language Community Advisory Committee
- iv. the review criteria be developed by staff utilizing the Multi-Year Strategic Plan and the CACs annual and committee self-evaluation report;
- v. the dissolution of community advisory committees occur at an Organizational meeting or by resolution at any time, as required by the Board;

(g) That, regarding membership:

- i. a maximum of two (2) trustees be elected/appointed to community advisory committees for one term at the Organizational meeting or be appointed from time to time as vacancies arise;
- ii. the trustee co-chair be elected or appointed at the Organizational meeting, where feasible;
- iii. staff and employees are non-voting members of committees (whether a parent/caregiver or community member) who may attend and observe meetings. CAC support staff may participate and provide relevant information and support as deemed necessary;
- iv. CACs may choose within their Terms of Reference to include students (K-12) as voting members. Should a committee choose student membership, the committee will develop a support plan, outlining safety and transportation, coordination of community hours (where required), and any other support necessary, to ensure effective and meaningful engagement

of students. Honorariums will not be provided for student participation. Students under the age of 18 years, must have a signed parental consent form and elementary students (K-8) must be accompanied to meetings (virtual or in-person) by a parent/caregiver

- i. committee members be reimbursed for eligible expenses such as mileage or parking, transit fare, and dependent care expenses but not be compensated for participation;
- ii. community/parent/caregiver who receives payment from the TDSB cannot hold a CAC membership position;
- iii. a member whose term of office on a committee has expired may be reappointed to a subsequent term of office by the committee;
- iv. appointed trustees may not move or second motions, hold only one vote on the committee, and be counted as a quorum. Non-appointed trustee(s) of a CAC may attend the meeting and speak to a motion under consideration by the committee but cannot move a motion, vote, or be counted towards quorum;
- v. CACs may determine annually whether virtual meetings will be recorded and posted at the first meeting of each year

(h) That, regarding reporting to committees:

- i. standing committees receive monthly recommendations only and all other information and activities are reported annually;
- ii. CACs provide information or make recommendations to the Board through Committee reports;
- iii. CACs report out to any standing committee of the Board and each standing committee establishes a standard agenda item for CACs;
- iv. CAC reports be shared with CAC Co-chair before submission;
- v. staff provide supplementary reports with committee reports when and where feasible to provide further clarity on impact and implication for the Board;
- vi. recommendations and resolutions of CACs be tracked and reported out to CACs through the senior resource person;

(i) That community advisory committee members disclose all conflicts of interest, whether direct or indirect in accordance with the *Municipal Conflict of Interest Act* at every committee meeting. A conflict of interest encompasses situations in which the personal or private interests of a member (or the member's family or close business associates) conflict with the interests of the committee and/or Board or when there is a reasonable basis for the perception of such conflict;

(j) That, regarding conflict resolution:

- i. all CACs terms of reference include a conflict resolution process that addresses conflicts with members, co-chairs and members, staff and

members, staff and co-chairs, and the purview of the co-chairs/committee and Board to remove members;

- ii. if the committee/co-chairs are/are unsuccessful in their attempt to resolve a conflict using the conflict resolution process outlined in the terms of reference, TDSB (senior staff on the committee) may:
 - Halt meeting operations (meetings, working groups, etc.) to engage in a resolution process that cannot exceed 2-3 months;
 - Suspend member(s) of the committee who:
 - Violates the Board Code of Conduct, the Ontario and TDSB's Human Rights policy, and other relevant policies and procedures of the Board
 - Chooses not to participate in a resolution meeting or mediation
 - Participated in a resolution meeting or mediation process but failed to change behaviours
 - Acts detrimentally to the interests of the Board and/or the Committee
- (k) That community advisory committees interested in hearing delegations must set out the process for delegations in their terms of reference. The process must include submission of a delegation, delegate requirements, time allotted for delegation, and committee discussion of delegation. A delegate means any member of the public, a representative of a local community, organization, or any interest group. A delegation means the action of speaking or submitting a written statement by a delegate to a Committee
- (l) That, regarding Board bylaw procedure alignment:
- i. the following articles of the Boards Bylaws (pending its review), be incorporated into the new CAC procedures:
 - 5.3 Open (Public) Sessions
 - 5.7.5 – 5.7.8 Committee attendance and vacancies
 - 5.9 Presiding Officer
 - 5.11 Land Acknowledgement
 - 5.12 Agenda
 - 5.13 Debate
 - 5.14 Voting

Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (6)	Page 3
Enterprise Risk Management: New Policy [4311] The Board decided that the new policy, Enterprise Risk Management, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (7)	Page 3
P031, Human Rights Policy: Annual Review [4312] The Board decided that policy P031, Human Rights, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (8)	Page 4
Disconnecting From Work Policy, New Policy: Revised [4313] The Board decided that new policy, Disconnecting From Work, as presented in the report, be approved.		
Presented in Governance and Policy Committee, Report No. 04, April 27, 2022	Agenda item 15.1 (9)	Page 4
P062, Alternative Schools Policy Review [4281] The Board decided that the revised 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. 04, April 27, 2022	Agenda Item 15.1 (14 and 15)	Agenda Page 5
<u>Operational Procedures Circulated for Information¹</u> Privacy Breach Procedure: New Procedure [4315] PR666, Community Use of Board Facilities: Revised Procedure [4314]		

¹ On November 10, 2021, the Board decided, inter alia, that operational procedures be included in the committee agenda package for information only and would not be presented by staff during the meeting, with questions and discussion held until the end of the meeting, as required

Presented in Program and School Services Committee, Report No. 04, May 11, 2022	Agenda item 15.2 (1)	Page 27
Black Student Achievement Community Advisory Committee: Implicit Bias Training Implementation		
<p>The Board decided that the following be referred to staff for a presentation to the Black Student Achievement Community Advisory Committee on work being done in this area:</p> <p>Be it moved that the Board retain the services of a consulting firm to direct the implementation of IBT- Implicit Bias Training for all Anti-Black Racism/ Equity trainers along with Senior Team, central staff, Human Rights and Trustees during the 2022-23 school year.</p>		

Presented in Program and School Services Committee, Report No. 04, May 11, 2022	Agenda item 15.2 (2)	Page 28
Special Education Advisory Committee: Priorities for Implementing Recommendations of the K-12 Education Standards Development Committee		
<p>The Board decided:</p> <p>(a) That the following be referred to staff to work with the K-12 Education Standards Development Work Group:</p> <p>Whereas the Ontario Government appointed the K-12 Education Standards Development Committee under the <i>Accessibility for Ontarians with Disabilities Act</i> to make recommendations to create a barrier-free, accessible education system for students with disabilities in Ontario schools.</p> <p>And whereas the Ontario Government made public the initial report of the K-12 Education Standards Development Committee on June 1, 2021.</p> <p>And whereas at its February 14, 2022 meeting, SEAC passed a motion that recommends that TDSB implement the K-12 Education Standards Development Committee's recommendations.</p> <p>And whereas it would be good for TDSB to start by implementing measures that are readily achievable and that would be high-impact for students with disabilities.</p> <p>SEAC therefore recommends that TDSB give initial priority to implementing these four measures, which the K-12 Education Standards Development Committee has recommended:</p> <ol style="list-style-type: none"> i. TDSB should invite parents/guardians of any student for whom an Individual Education Plan (IEP) is being considered or developed to an "IEP" meeting with school staff (in person or virtually), to work collaboratively on what the IEP should include. The Parents/guardians should be told that they can bring with them any support people or professionals they wish to help at the IEP meeting. If the school does not agree to provide an accommodation, service, support or program hat the parents/guardian request, they should be given the reason for this. ii. Because too many parents/guardians of students with disabilities do not know what services, supports, placements or options are available for their child at TDSB, or to whom or how to advocate for them, TDSB should develop and implement a comprehensive plan in consultation with SEAC to effectively let parents/guardians of 		

students with disabilities know, in plain language and multiple languages, the options available for their child at TDSB, and to whom and how to advocate for them, including an explanation of the processes of the Individual Education Plan and the Identification and Placement Review Committee.

- iii. TDSB should establish a new fair, speedy, impartial and expert dispute resolution process for parents/guardians of students with disabilities who believe that their child's disability-related needs are not being met, e.g. because their IEP is insufficient or is not being fully implemented;

(b) That consideration of the following be postponed to the fall 2022:

- iv. For TDSB trustees to be more fully and directly engaged in overseeing TDSB's accessibility issues, TDSB's trustees should establish an Accessibility Committee of the Board. SEAC should be invited to send two members to serve on that committee.

Presented in Program and School Services Committee, Report No.
04, May 11, 2022

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Special Education Advisory Committee: Affirmation of Mandate of the Special Education Advisory Committee

The Board decided that the following be referred to staff for continuing discussion with the Special Education Advisory Committee on this operational matter:

WHEREAS O. Reg. 464.97: "Special Education Advisory Committees" under the Ontario *Education Act*, R.S.O. 1990, c. E.2 set up the requirement that every school board in Ontario have a Special Education Advisory Committee ("SEAC"), and that SEACs may "make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board" and "[b]efore making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred". O. Reg. 464/97, s. 11.

AND WHEREAS TDSB staff have made significant changes to Special Education, without consulting or disclosing these changes to SEAC in advance,

AND WHEREAS some of the significant changes made by TDSB to Special Education without consulting or disclosing to SEAC in advance, include the following examples of changes to special education policies, procedures, and practices:

- (a) "Primary IEP Strategy": TDSB staff did not consult or inform SEAC before implementing this very significant change to eliminate and substantially reduce access to Primary Individual Education Plans ("IEPs");
- (b) Cancellation of and Significant Delays to Special Education Assessments, IEPs, Identifications, Placements, and other Supports: initially "in response to the new pandemic", but persisting significantly for many months thereafter;
- (c) Elimination of DHH (Deaf and Hard of Hearing), BLV (Blind and Low Vision), and other Itinerant Specialist special education staff's "write" access to IEPs;
- (d) Undisclosed cancellation of the entire SEPRC ("Special Education Placement and Review Committee") meeting and process for almost all new students with special education needs and issues.

AND WHEREAS these changes restrict access to necessary, efficient, and effective supports for many students with identified and unidentified special education needs;

AND WHEREAS TDSB staff did not disclose these significant changes to SEAC prior to their implementation;

AND WHEREAS as a result SEAC was not able to provide its advice and recommendations on these issues and changes, as it is fundamentally required to do pursuant to O. Reg. 464.97: "Special Education Advisory Committees" under the Ontario Education Act, R.S.O. 1990, c. E.2 (the "Legislation") and as is in the best interest of the vulnerable children that we represent.

NOW THEREFORE IT IS RESOLVED:

THAT all of the preamble ("WHEREAS") statements above are included as part of this "IT IS RESOLVED" and recommendation section of this motion;

AND THAT TDSB staff fully inform and consult with SEAC about all previous changes made to Special Education policies, procedures, and practices;

AND THAT TDSB be required to now submit and provide to SEAC full information about these and all changes to special education policies, procedures, and practices (herein collectively referred to as "Special Education Policies") in order to allow SEAC to consult on these issues and provide its recommendations;

AND THAT TDSB then consider this advice and recommendations, and consider amending and / or retracting these Special Education Policies based on these recommendations;

AND THAT going forward TDSB staff comply with the Legislation's mandate to fully inform and consult with SEAC on matters pertaining to the education of students with special education needs IN ADVANCE of decisions to implement changes to Special Education policies, practices, and procedures, AND BEFORE the implementation of any of these changes.

Presented in Program and School Services Committee, Report No. 04, May 11, 2022	Agenda item 15.2 (4)	Page 31
<p>Special Education Advisory Committee: Appointments to the Special Education Advisory Committee</p> <p>The Board decided:</p> <p>Whereas, the following members will be resigning from SEAC, effective for the June 2022 SEAC meeting:</p> <ul style="list-style-type: none"> • Juanita Beaudry, Centre for ADHD Awareness, Canada • Tania Principe, Inclusion Action Ontario • Nora Green, Learning Centre 1 • Elaine Dodsworth, Alternative, Down Syndrome Association of Toronto • Lisa Kness, Autism Ontario; <p>And</p> <p>Whereas, Juanita Beaudry, Executive Director of Centre for ADHD Awareness, Canada has nominated Beth Dangerfield as association representative and Judi Coulson as alternate representative; and</p> <p>Whereas, Paula Boutis, President of Inclusion Action Ontario, has nominated Nora Green as association representative; and</p> <p>Whereas, Lisa Nightingale, Region and Volunteer Supervisor for Autism Ontario, has nominated Julie Diamond as association representative; and</p> <p>Whereas, the nominees meet the criteria for membership as outlined in Regulation 464/97;</p> <p>Therefore, be it resolved:</p> <ul style="list-style-type: none"> (a) That Beth Dangerfield be appointed to the Special Education Advisory Committee as the representative for the Centre for ADHD Awareness Canada for a term ending November 14, 2022; (b) That Judi Coulson be appointed to the Special Education Advisory Committee as the alternate representative for the Centre for ADHD Awareness Canada for a term ending November 14, 2022; (c) That Nora Green be appointed to the Special Education Advisory Committee as the representative for Inclusion Action Ontario for a term ending November 14, 2022; (d) That Julie Diamond be appointed to the Special Education Advisory Committee as the representative for Autism Ontario for a term ending November 14, 2022. 		

Presented in Program and School Services Committee, Report No. 04, May 11, 2022	Agenda item 15.2 (5)	Page 32
Annual Indigenous Education Report [4317]		
The Board received the report.		
Presented in Program and School Services Committee, Report No. 04, May 11, 2022	Agenda item 15.2 (6)	Page 32
Caring and Safe Schools: Annual Report 2020-21 [4318]		
The Board decided:		
<ul style="list-style-type: none"> (a) That the report be received, except for the Suspension/Expulsion Retention Schedule, as presented in Appendix A; (b) That the Suspension/Expulsion Retention Schedule, as presented in the report, be referred back to staff to be developed into a procedure that would: <ul style="list-style-type: none"> i. Ensure that students are provided with the appropriate supports and interventions, for example mental health resources; ii. Mitigate foreseeable risks to individuals, schools and/or the Board, while remaining consistent to the Board's commitments to Truth and Reconciliation and anti-oppressive practices; (c) That the procedure at Part (b) be presented to the Governance and Policy Committee in the fall cycle of meetings. 		
Presented in Program and School Services Committee, Report No. 04, May 11, 2022	Agenda item 15.2 (7)	Page 32
Centre of Excellence for Black Student Achievement: Update [4316]		
The Board received the report.		
Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 07, April 26, 2022	Agenda item 15.3 (1)	Page 59
2022-23 Grants for Student Needs Update and Preliminary Operating Budget [4306]		
The Board received the report.		

Presented in Finance, Budget and Enrolment Committee (Special Meeting), Report No. 07, April 26, 2022	Agenda item 15.3 (2)	Page 60
2021-22 Pandemic Funding and Expense Update [4307]		
The Board received the report.		
Presented in Finance, Budget and Enrolment Committee, Report No. 08, May 16, 2022	Agenda item 15.4 (1)	Page 63
Contract Awards, Operations [4323]		
The Board decided that the contract awards on Appendix C, as presented in the report, be approved.		
Presented in Finance, Budget and Enrolment Committee, Report No. 08, May 16, 2022	Agenda item 15.4 (2)	Page 64
Contract Awards, Facilities [4324]		
The Board decided that the contract awards on Appendix C, as presented in the report, be approved.		
Presented in Finance, Budget and Enrolment Committee, Report No. 08, May 16, 2022	Agenda item 15.4 (3)	Page 64
Major Capital Projects and Renewal Status Update [4328]		
The Board received the report.		
Presented in Finance, Budget and Enrolment Committee, Report No. 08, May 16, 2022	Agenda item 15.4 (4)	Page 64
Three-Year Projection and Deficit Recovery Plan [4327]		
The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 06, May 18, 2022	Agenda item 15.5 (1)	Page 87
Toronto Lands Corporation: 2022-23 Toronto Lands Corporation Operations Budget		
The Board decided that the Toronto Lands Corporation operations budget for 2022-2023, as presented in the report, be approved.		

Presented in Planning and Priorities Committee, Report No. 06, May 18, 2022	Agenda item 15.5 (2)	Page 88
Renaming of Queen Victoria Public School to Dr. Rita Cox – Kina Minogok Public School [4322] The Board decided that Queen Victoria Public School, located at 100 Close Avenue, be renamed Dr. Rita Cox - Kina Minogok Public School effective immediately.		
Presented in Planning and Priorities Committee, Report No. 06, May 18, 2022	Agenda item 15.5 (3)	Page 88
Administrative Site Review: Update [4325] The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 06, May 18, 2022	Agenda item 15.5 (4)	Page 88
Anti-Defamation League, Never is Now: The Annual Summit on Antisemitism and Hate Conference 2022: Expense Approval [4321] The Board decided that the request from Trustee Shelley Laskin to attend the Anti- Defamation League Never is Now: The Annual Summit on Antisemitism and Hate conference in New York City, New York on November 10, 2022, be approved.		
Presented in Planning and Priorities Committee, Report No. 06, May 18, 2022	Agenda item 15.5 (5)	Page 89
Planning for the Renewal of the Multi-Year Strategic Plan: Update No. 1 [4326] The Board received the report.		
Presented in Planning and Priorities Committee, Report No. 06, May 18, 2022	Agenda item 15.5 (6)	Page 89
Accommodation of Students From Residential Developments in the Niagara Street Junior Public School Area [4319] The Board decided that, effective immediately, Ryerson Community School be the designated elementary school for students residing in the new residential developments located at 89-109 Niagara Street, 835 Queen Street West, 11 Ordnance Street, 25 Ordnance Street, 2 Tecumseth Street / 125-133 Niagara Street, 938-950 King Street West / 95-99 Strachan Avenue, 45 Strachan Avenue, 88 Bathurst Street, 655-663 Queen Street West, 152-164 Bathurst Street / 621-627 Richmond Street West, 778-788 King Street West, and 109-111, 115 and 127 Strachan Avenue, as presented in the report.		

Program Area Review for Bloor Collegiate Institute, Fern Junior and Senior Public School, Howard Junior Public School, Humberside Collegiate Institute, Keele Street Public School, Parkdale Collegiate Institute and Runnymede Junior and Senior Public School [4320]

The Board decided:

- (a) That the junior (JK to Grade 6) and intermediate (Grade 7 to Grade 8) attendance area for Runnymede Junior and Senior Public School be expanded to include the portion of the Keele Street Public School (JK to Grade 8) attendance areas west of High Park Avenue, effective September 1, 2023;
- (b) That all students who reside in the portion of the Keele Street Public School attendance areas described in recommendation a) above and attend Keele Street Public School (JK to Grade 8) as of the end of the 2021-22 school year, along with their siblings, may choose to attend Keele Street Public School until they graduate;
- (c) That all English stream students who reside in the portion of the Keele Street Public School (JK to Grade 8) attendance areas described in recommendation a) above may choose to register at Runnymede Junior and Senior Public School for the 2022-23 school year;
- (d) That the junior (JK to Grade 6) attendance area for Howard Public School and the intermediate (Grade 7 to Grade 8) attendance area for Fern Junior and Senior Public School be expanded to include the portion of the Keele Street Public School (JK to Grade 8) attendance areas east of Dundas Street West, effective September 1, 2023;
- (e) That all students who reside in the portion of Keele Street Public School attendance areas described in recommendation d) above and attend Keele Street Public School (JK to Grade 8) as of the end of the 2021-22 school year, along with their siblings, may choose to attend Keele Street Public School until they graduate;
- (f) That all English stream students who reside in the portion of the Keele Street Public School (JK to Grade 8) attendance areas described in recommendation d) above may choose to register at Howard Public School (JK to Grade 6) or Fern Junior and Senior Public School (Grade 7 to Grade 8) for the 2022-23 school year;
- (g) That the secondary attendance area for Parkdale Collegiate Institute be expanded to include the portion of the Humberside Collegiate Institute secondary attendance area east of Dundas Street West, effective September 1, 2023;
- (h) That all students who reside in the portion of the Humberside Collegiate Institute attendance area described in recommendation g) above and attend Humberside

Collegiate Institute as of the end of the 2021-22 school year may choose to remain at Humberside Collegiate Institute until they graduate;

- (i) That all students and siblings who reside in the portion of the Humberside Collegiate Institute attendance area described in recommendation g) above as of the end of the 2021-22 school year and wish to attend Humberside Collegiate Institute when they graduate from Grade 8 be permitted to do so;
- (j) That the shared secondary attendance area between Bloor Collegiate Institute and Parkdale Collegiate Institute be directed entirely to Parkdale Collegiate Institute effective September 1, 2023;
- (k) That all students who reside in the portion of the shared Bloor Collegiate Institute / Parkdale Collegiate Institute attendance area described in recommendation j) above and attend Bloor Collegiate Institute as of the end of the 2021-22 school year may choose to remain at Bloor Collegiate Institute until they graduate;
- (l) That all students and siblings who reside in the portion of the shared Bloor Collegiate Institute / Parkdale Collegiate Institute attendance area described in recommendation j) above as of the end of the 2021-22 school year and wish to attend Bloor Collegiate Institute when they graduate from Grade 8 be permitted to do so.

Presented in Report No. 216 of the Committee of the Whole (Private),
May 25, 2022

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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).