



Planning and Priorities Committee Agenda

PPC:004A

Wednesday, March 1, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong

Pages

1. Call to Order and Acknowledgement of Traditional Lands

2. Approval of the Agenda

3. Declarations of Possible Conflict of Interest

4. Delegations

To be presented

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

5.1 OPSBA Directors' Report

6. Staff Reports

6.1 Combatting Hate and Racism: Student Learning Strategy: Update [4492]

To Follow

6.2 Establishment of Local Safety Tables [4490]

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6.3 Surplus Declaration of a Portion of the Mimico Adult Learning Centre Site and Easement Agreement [4488]

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6.4	Attendance Boundary Changes for Eglinton Junior Public School, John Fisher Junior Public School and Whitney Junior Public School [4489]	13
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7. Written Notices of Motion

7.1	Addressing Islamophobia (Trustees Hassan and Shan)	23
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8. Private Matters

Separate Document (PPC:004B)

9. Adjournment



Establishment of Local Safety Tables

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4490

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that Student Safety: Local Safety Tables report be received.

Context

At the Program and Priorities Committee (PPC) on December 5th and Special PPC on December 7th, 2022 a motion was passed for staff to report on the establishment of local safety tables in priority areas.

Therefore, be it resolved:

(a) That the Director present a report to the Planning and Priorities Committee in the February 2023 cycle of meetings:

i. on the establishment of local safety councils/tables in each of the identified priority areas, as presented in the report, A Collaborative Approach to School and Community Safety, with the following mandate:

To build a safe learning environment with the support of the students, staff and parents/guardians along with stakeholders in the community including but not limited to community agencies, faith groups, police services,

recreational services, cultural groups and representatives from all forms of government;

ii. on appropriate mechanisms to increase direct investment and to allocate more youth support resources to the identified areas

(b) That the report at Part (a) above includes timelines and a process to develop and implement an evaluation framework, including the collection of disaggregated data.

Action Plan and Associated Timeline

Integrated Approach to Implementation of Local Community Safety Tables

The intention is to make the process of developing local community safety tables accessible to all schools through clustering and a phased in approach which takes into account the following real-time data considerations:

- Student discipline data
- SafeTO - City of Toronto data
- Toronto Police Services data
- Qualitative and quantitative data collected by Caring and Schools and other staff

These tables will emphasize a public health and community-based approach to addressing school and community violence and as such public health partners will be represented at every table. Local Trustees will inform membership of local community agencies, and engage voices that have not historically been heard. In the initial phase there will be tables that cross Learning Centres. Local community tables will meet 3-4 times per year.

Resource Implications

Existing resources will be leveraged during the initial phases of the work including Ministry tutoring funding. Staff will bring forward any emerging needs as identified through the local community tables.

Communications Considerations

This report will be posted on the TDSB website and shared with key stakeholders through existing TDSB communication channels.

Board Policy and Procedure Reference(s)

Policy 051- Caring and Safe Schools

PR697 - Promoting a Positive School Climate

Policy 037 - Equity Policy

Policy 023 - Parent and Community Involvement Policy

Policy 031 – Human Rights Policy

From

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Surplus Declaration of a Portion of the Mimico Adult Learning Centre Site and Easement Agreement

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4488

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that:

- a) The Toronto Lands Corporation be authorized to establish new property lines for the Mimico Adult Learning Centre site, 255 Royal York Road, to create three parcels as shown in Appendix B of this report;
- b) The parcels created through recommendation a) shown as Parts 1 and 2 in Appendix B, be declared surplus to the needs of the Toronto District School Board and referred to the Toronto Lands Corporation for sale and granting of a surface easement to the Toronto Catholic District School Board;
- c) If the Toronto Catholic District School Board purchases Part 1, the Toronto Lands Corporation be authorized to enter into a surface easement agreement with the Toronto Catholic District School Board over Part 2 to permit the construction of a laneway for the purpose of providing vehicular access and garbage pickup and access to approximately 24 parking spots for use by the Toronto Catholic District School Board to support St. Leo Catholic School, and that the Toronto Catholic District School Board pay for the relocation of the child care centre's outdoor play area and the reconfiguration of the parking lot on the north side of the Mimico Adult Learning Centre; and
- d) If Part 1 is not sold to the Toronto Catholic District School Board at fair market value, then Parts 1 and 2 be returned to the Toronto District School Board.

Context

On June 29, 2022, the Toronto Lands Corporation brought an information report to the Board of Trustees regarding a request from the Toronto Catholic District School Board to acquire a parking lot and easement at the Mimico Adult Learning Centre located at 255 Royal York Road in Ward 3 (Trustee Nunziata). This report presents the outcome of the review.

Request from the Toronto Catholic District School Board (TCDSB)

St. Leo Catholic School is a TCDSB elementary school located directly to the north of the Mimico Adult Learning Centre in southeast Etobicoke at Royal York Road and Mimico Avenue. The TCDSB has received approval and funding from the Ministry of Education to expand St. Leo CS. The St. Leo site is small at 1.96 acres. The TCDSB needs more land to expand the school. The TCDSB has requested to acquire the northwest parking lot at the Mimico site and an easement along the north edge of the Mimico property.

The northwest parking lot is already under a long-term lease to the TCDSB to provide St. Leo CS with sufficient staff parking. The lease started in 2011 and extends for 49 years until 2060. The TCDSB would like to purchase the parking lot and convert it into a playfield for the expanded school to address a shortage of exterior play space.

To offset the loss of parking, the TCDSB would like to acquire a surface easement on the Mimico property for a laneway and approximately 24 parking spots. The laneway would be one-way from Elizabeth Street to Royal York Road. The laneway would provide access to staff parking spots and allow for garbage pickup.

Appendix A contains an aerial photo that shows the location of St. Leo CS, the Mimico Adult Learning Centre, the northwest parking lot, the proposed easement, and the existing property lines.

Impact on the Mimico Adult Learning Centre of the Proposed Sale of the Parking Lot and the Easement

The Mimico Adult Learning Centre is a fully utilized multi-purpose centre. It accommodates a child care centre and several adult programs: English as a Second Language, Literacy and Basic Skills, and General Interest.

The northwest parking lot is small at 0.27 acres with 26 parking spots. The Mimico site has sufficient parking to support the users of the building without the use of the northwest lot. If the northwest lot is sold, the Mimico site size will decrease from 4.5 acres to 4.23 acres. This will have no impact on current operations. It will not impact the ability of the site to accommodate future changes to programming, nor will it impact the

expansion or replacement of the building or the addition of portables to the site. The integrity of the site is maintained; it will continue to be able to function as a multi-purpose centre and accommodate changes over time.

The proposed surface easement for the laneway and 24 parking spots runs along the north edge of the Mimico site through the north parking lot and the child care centre's outdoor play area. The easement will displace parking spots used by the Mimico user groups and impact the outdoor play area. To address these impacts, the TCDSB will pay to relocate the outdoor play area to another location on the Mimico site and reconfigure the north parking lot to receive all the displaced parking spots. There will be no loss of parking spots for the Mimico site. The laneway will be shared by the TCDSB staff and the users of the Mimico building.

Based on consultation with the child care operator and key representatives of the user groups in the Mimico building, the outdoor play area will be relocated to the east side of the Mimico building along Elizabeth Street. There is sufficient open space in this location to meet the licensing standards for the child care centre. This location also allows safe access for the children – the children will not need to cross a parking lot.

The TCDSB will pay for the relocation of the child care centre's outdoor play area, the construction of the shared laneway, and the reconfiguration of the north parking lot.

Severance Process

To provide the northwest parking lot and the surface easement to the TCDSB, the Mimico site must be severed into three separate parcels. To do this, a consent to sever application must be submitted to the City of Toronto's Committee of Adjustment. Appendix B shows the three proposed parcels. Part 1 is the northwest parking lot to be sold to the TCDSB. Part 2 is the easement area owned by the TDSB but allowing access to the TCDSB for the shared laneway. Part 3 is the remainder of the Mimico site exclusively owned by the TDSB.

The Toronto Lands Corporation implements consent application submissions on behalf of the TDSB.

Sale Process

When selling a property, school boards in Ontario must follow the process outlined in Ontario Regulation 444/98. This process requires that the property be offered to a ranked list of public agencies for them to consider for purchase. The list includes the coterminous school boards, local colleges and universities, the Local Health Integration Networks, several Indigenous organizations, the local municipal government, the provincial government, and the federal government.

The public agencies have 90 days to express interest in purchasing the property and a further 90 days to make an offer. If no expression of interest is received or sale achieved, then the property can be offered to the private sector.

At the top of the ranked list of public agencies is any school board that holds a lease for the property.

The northwest parking lot will be circulated to the list of public agencies. Since the TCDSB holds a lease for the northwest parking lot, the TCDSB has first right to purchase it. It is highly unlikely that any other public agency will express interest in the northwest parking lot because it is encumbered by a long-term lease.

The surface easement does not require circulation to the list of public agencies and may be granted directly to the TCDSB.

All disposition of property must occur at fair market value. The Toronto Lands Corporation implements the disposition process on behalf of the TDSB.

Community Consultation

A notice describing the proposed sale of the northwest parking lot and the establishment of the easement on the Mimico site was sent to the user groups in the Mimico building for posting and distribution. The notice was also delivered to the addresses within 500 metres of the Mimico building.

A virtual public meeting was held on February 16, 2023, to share information and gather community feedback. The meeting was attended by eleven people. The participants had questions for clarification on matters such as the impact of the laneway on trees and the relocation of the child care centre's outdoor play area. No concerns were expressed for selling the northwest parking lot and granting the easement.

An online survey was available for members of the public to submit comments and questions. Three survey responses were received. All three responses were supportive of the proposed sale of northwest parking lot. Two responses were concerned about the impact of the proposed laneway on the outdoor space for the child care centre and the existing mature tree in that area.

Two members of the public submitted comments by email. One member was opposed to the sale of TDSB property in general, even to other public agencies. The other was supportive of the proposal provided the child care centre's outdoor play area was relocated.

The low participation during the consultation process is most likely due to the lack of concern about the proposed disposition to the TCDSB. The parking lot is already used

by the TCDSB. The sale of the parking lot does not change the use of the surrounding lands (i.e., St. Leo CS and the Mimico Adult Learning Centre will continue to operate).

Staff have concluded that there is general support for the sale of the northwest parking lot and the granting of the surface easement to the TCDSB.

Action Plan and Associated Timeline

If approved, the Toronto Lands Corporation will submit a consent to sever application to the Committee of Adjustment to create new property lines for the Mimico site.

Concurrently, the Toronto Lands Corporation will circulate the northwest parking lot for sale to public agencies as per Ontario Regulation 444/98. The public agencies will have 90 days to express interest in purchasing the property and a further 90 days to make an offer. It is anticipated that the TCDSB will promptly respond to the offer since the acquisition of the property has been approved by the TCDSB Board of Trustees.

The Toronto Lands Corporation will also execute the surface easement agreement with the TCDSB.

The TCDSB will relocate and construct the child care centre's outdoor play in June 2023. Then the TCDSB will construct the laneway and reconfigure the north parking lot in July and August 2023.

It is anticipated that the severance and purchase and sale agreement will be finalized in spring 2024.

Resource Implications

The TCDSB will pay all costs associated with this project: the costs for the relocation and construction of the outdoor play area for the child care centre; the costs for the construction of the laneway and the reconfiguration of the north parking lot; and all administrative, consulting and legal fees to implement the transaction.

Communications Considerations

Information about the review and the Board decision will be posted on the TDSB's Accommodation Reviews website.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

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- Appendix A: Aerial Photo Showing the Location of St. Leo Catholic School, Mimico Adult Learning Centre, the Northwest Parking Lot, the Proposed Easement, and the Existing Property Lines
- Appendix B: Registered Plan Showing the Proposed Severance of the Mimico Adult Learning Centre Site into Three Parcels

From

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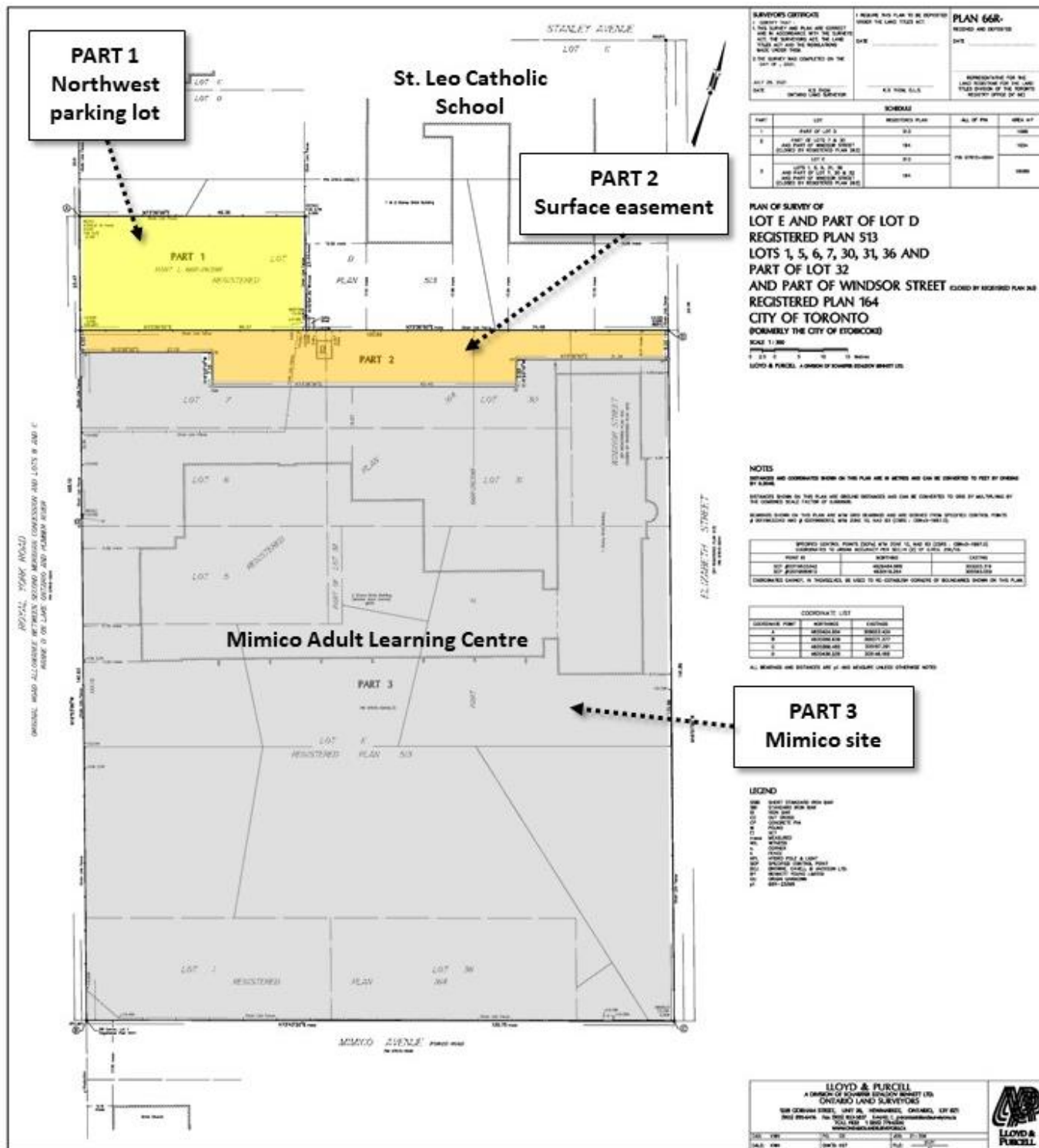
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Appendix A

Aerial Photo Showing the Location of St. Leo Catholic School, Mimico Adult Learning Centre, the Northwest Parking Lot, the Proposed Easement, and the Existing Property Lines



Registered Plan Showing the Proposed Severance of the Mimico Adult Learning Centre Site into Three Parcels





Attendance Boundary Changes for Eglinton Junior Public School, John Fisher Junior Public School and Whitney Junior Public School

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4489

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that:

- a) The residential developments at 101 Erskine Avenue and 18 Erskine Avenue be returned to their local school, John Fisher Junior Public School, effective September 1, 2023;
- b) The residential developments at 125 Redpath Avenue, 161 Roehampton Avenue, 33 Dunfield Avenue / 44 Lillian Street, 11 Lillian Street, 99 Broadway Avenue / 195 Redpath Avenue, and 8 Eglinton Avenue East / 15 Roehampton Avenue be returned to their local school, Eglinton Junior Public School, effective September 1, 2023;
- c) Students who reside in the residential developments identified in recommendations a) and b) and who attend Whitney Junior Public School as of the end of the 2022-23 school year, be allowed to remain at Whitney Junior Public School until they graduate; and
- d) Siblings of students described in recommendation c) be allowed to attend Whitney Junior Public School provided their older sibling is attending Whitney Junior Public School at the time that they enter the school.

Context

The purpose of this report is to address the enrolment pressure at Whitney Junior Public School by returning the residential developments that were redirected to the school to their local schools, Eglinton Junior Public School and John Fisher Junior Public School.

Whitney Jr PS is located in Ward 10 (Trustee Williams), Eglinton Jr PS is located in Ward 8 (Trustee Laskin), and John Fisher Jr PS is located in Ward 11 (Trustee Chernos Lin).

The Long-Term Program and Accommodation Strategy contains a study to explore returning these redirected residential developments to local schools, scheduled for 2024-25. This study was moved forward to this school year because of the enrolment pressure at Whitney Jr PS.

Accommodating Growth in the Yonge-Eglinton Area

The Yonge-Eglinton area is identified as a Centre in the City of Toronto's Official Plan, and an Urban Growth Centre in the Province of Ontario's Growth Plan for the Greater Golden Horseshoe. As such, the area is planned for high-density, mixed-use intensification including residential uses. It is already one of the densest communities in the country. The population is forecast to double over the long term. It has experienced significant residential intensification over the past ten years and will continue to experience significant intensification for the next 20 years.

Over the past decade, numerous accommodation solutions have been implemented for the schools in the Yonge-Eglinton area to ensure that students have the space they need in which to learn. The solutions include: reducing the grade range of the junior schools from JK-6 to JK-5; expanding the grade range of the middle school from 7-8 to 6-8; changing the attendance boundaries between Eglinton Jr PS, Maurice Cody Jr PS, Northlea EMS, and John Fisher Jr PS; relocating programs such as the Extended French program out of Eglinton Jr PS; converting John Fisher Jr PS from a single track French Immersion Centre to a dual track school (English and French Immersion tracks); rebuilding Davisville Jr PS / Spectrum Alternative Sr School as a larger facility; renovating and building an addition onto Hodgson MS (about to begin construction); and reopening the closed school, Bannockburn PS, as a new single track French Immersion Centre (to open in September 2024).

A further solution that has been implemented is the redirection of residential developments occurring in the Eglinton Jr PS attendance boundary to schools outside the area that have space available. To date, ten developments have been assigned to Whitney Jr PS and seven developments have been assigned to Rippleton PS. The students living in the redirected developments are bussed to the receiving schools

because of distance – Whitney Jr PS is located approximately 3 kilometres away and Rippleton PS is located approximately 7 kilometres away.

The redirections are intended as an interim solution until space becomes available at the local schools at which time the developments will be returned. As reflected in the guiding principles of the Long-Term Program and Accommodation Strategy under equity of access, the goal is to have students attend a neighbourhood school that they can make their own way to.

Neighbourhood schools are an essential component of providing equity of access. Through neighbourhood schools, children who live near to each other can attend the same school, students can participate in before-and-after school activities, and parents have easier access to the school. Neighbourhood schools support active student transportation – students can make their own way to school by walking, cycling, or using public transit. Bussing is not required which supports the TDSB's commitment to environmental sustainability.

Enrolment Pressure at Whitney Junior Public School

Since the implementation of the redirections, the enrolment of Whitney Jr PS has increased. The school's enrolment was above projection this school year and is currently operating above capacity. As of October 31, 2022, Whitney Jr PS had an enrolment of 455 students (112% utilization rate). The school had a shortage of two classrooms requiring the use of the staff room and computer lab to accommodate the overflow of students. The growth at Whitney Jr PS mainly comes from the ten redirected residential developments. If these residential developments continue to be redirected to Whitney Jr PS, the school's enrolment is projected to increase to 471 students (116% utilization rate) in September 2023 and continue growing to 501 students (123% utilization rate) by 2027.

Recommended Accommodation Solution

A team composed of the Principals, Superintendents and Trustees of Eglinton Jr PS, John Fisher Jr PS and Whitney Jr PS and central staff including Planning and Facility Services staff was formed to explore options to the overcrowding at Whitney Jr PS. To address the pressure the school is currently experiencing and the forecasted continued growth, the TDSB needs to develop a solution for implementation as early as September 2023.

The team determined that portables were not a preferred solution for Whitney Jr PS because the site is small at 2.89 acres and portables would have to be placed on the school's play field.

The team also determined that the current space usage at Whitney Jr PS should continue. To improve the conditions, the computer lab will be fit up as a regular classroom and two rooms in the basement will receive improved ventilation.

To manage continued growth, the team focused on the redirected residential developments because there has been a change in the enrolments of the local schools, Eglinton Jr PS and John Fisher Jr PS. In September 2022, an English track was opened at John Fisher Jr PS and the northern portion of the Eglinton Jr PS attendance boundary was assigned to John Fisher Jr PS. These changes decreased the enrolment at Eglinton Jr PS.

As of October 31, 2022, Eglinton Jr PS had an enrolment of 449 students (82% utilization rate) and John Fisher Jr PS had an enrolment of 357 students (68% utilization rate). The English track at John Fisher Jr PS is being phased in, starting with Junior Kindergarten this school year and expanding by a grade each year up to Grade 5. As the English track is phased in, the enrolment at Eglinton Jr PS will decrease each year.

To balance enrolment across the three schools, the team is recommending that six of the redirected residential developments be returned to Eglinton Jr PS, two redirected developments be returned to John Fisher Jr PS, and two redirected developments remain assigned to Whitney Jr PS. Two residential developments need to remain assigned to Whitney Jr PS to avoid overcrowding at Eglinton Jr PS.

The table below identifies the redirected developments by address.

Redirected Residential Development	Recommended School
<ul style="list-style-type: none"> 125 Redpath Avenue 161 Roehampton Avenue 33 Dunfield Avenue / 44 Lillian Street 11 Lillian Street 99 Broadway Avenue / 195 Redpath Avenue 8 Eglinton Avenue East / 15 Roehampton Avenue 	<ul style="list-style-type: none"> Return to local school – Eglinton Jr PS
<ul style="list-style-type: none"> 101 Erskine Avenue 18 Erskine Avenue 	<ul style="list-style-type: none"> Return to local school – John Fisher Jr PS
<ul style="list-style-type: none"> 2221 Yonge Street 5 Soudan Avenue / 8 Hillsdale Avenue East 	<ul style="list-style-type: none"> Remain assigned to Whitney Jr PS (until more space becomes available at local schools)

The eight residential developments proposed to be returned to local schools consist of approximately 4,300 new rental and condominium units in mid and high-rise buildings.

These buildings began occupancy in 2020 and yielded 55 students in JK to Grade 6 in 2020, 77 students in JK to Grade 6 in 2021, and 150 students in JK to Grade 6 in 2022.

It is recommended that the reassignment of the eight residential developments to their local schools take effect for September 1, 2023 for new students who have not entered the TDSB yet. Existing students residing in these buildings will have the choice to attend their local school or continue to attend Whitney Jr PS until they graduate. Also, the younger siblings of these students will be allowed to attend Whitney Jr PS if their older sibling is attending the school when they enter.

Because John Fisher Jr PS is phasing in the English track one grade at a time (the school only has Junior Kindergarten this school year), older students living in the two residential developments to be returned to the school will not have the choice to attend John Fisher Jr PS because their grade will not be available at the school yet. These students will need to continue to attend Whitney Jr PS.

Transportation will continue to be provided to the students who choose to attend Whitney Jr PS.

Appendix A contains a map that shows the redirected residential developments, the affected schools, and the junior attendance boundaries.

Appendix B shows the impact of these recommendations under two scenarios. Table 1 shows the status quo, if the students living at the impacted addresses continue to be accommodated at Whitney Jr PS. Table 2 shows the impact of the recommended changes which return these redirected developments back to their local schools, Eglinton Jr PS and John Fisher Jr PS.

Community Consultation and Feedback

A notice describing the proposal to return the eight redirected developments to their local schools was sent to the impacted school communities through School Messenger on January 24, 2023. That same week Canada Post delivered notices to the impacted residential developments.

A virtual public meeting was held on February 13, 2023, to share information and gather community feedback. 125 people attended the meeting. During the meeting, 15 attendees provided verbal comments and questions. 70 attendees provided written comments and questions through the chat feature. The feedback was mixed. There were attendees in support of the recommendations, attendees not in support, and attendees who proposed that the implementation of the recommendations be deferred until September 2024.

Through the duration of the review process, staff received numerous comments and questions through email and phone. Questions were answered, compiled, and placed

into a Questions and Answers document. The document was posted to the TDSB's public website for the public to access. It was periodically updated with new questions brought forth by the public and staff.

An online survey was available for members of the public to submit comments and questions. 74 responses were received. 63 responses (85%) were supportive of the proposed recommendations. 11 responses (15%) were not in support of the recommendations.

A letter signed by 31 parents was received that expressed disapproval of the proposed recommendations and requested that the proposal be rescinded or modified. The modification proposed is to allow all existing and future parents of the affected addresses to freely choose between Whitney Jr PS and Eglinton Jr PS (or John Fisher Jr PS). The letter is posted on the Accommodation Reviews website for this study.

In response, staff is supportive of existing parents of students attending Whitney Jr PS who live in the affected addresses freely choosing between Whitney Jr PS and their local schools. However, staff is not supportive of this choice being extended to future parents. Based on the feedback received, most parents living in the impacted addresses are interested in their children attending Whitney Jr PS; staff are concerned that the enrolment at the school will not decrease if choice is offered indefinitely to future parents.

A second letter was received from the same group of parents expressing concern that if future students were to attend Eglinton Jr PS, they would be part of the relocation of the school to a holding site, 529 Vaughan Road, during the proposed reconstruction and expansion of Eglinton Jr PS, estimated to begin in 2026.

In response, this project is at a preliminary stage and timelines are very approximate. The relocation of the school will impact every address in the Eglinton attendance boundary. During the relocation, the school will stay intact with the staffing at that time and the programming – relationships between parents, staff and students will continue uninterrupted. Holding sites are a necessary tool in the construction of replacement schools. They have been used successfully for decades by the TDSB as well as other school boards in Ontario. Most recently, 529 Vaughan Road was used during the replacement of Davisville Jr PS / Spectrum Alternative Sr School and will be used for the expansion of Hodgson MS.

This group of parents has also submitted a request to the Ontario Human Rights Commission for intervention. The parents contend that the affected addresses have a significantly larger proportion of people of colour, new immigrants, families that do not speak English as their first (or second) language, and lower-income families. They believe staff's recommendations will disproportionately affect the most vulnerable and

disadvantaged part of the Whitney Jr PS community, leading to greater education and wealth disparity and racial inequality that can span multiple generations.

In response, none of the existing students residing at the affected addresses and attending Whitney Jr PS will be impacted – they and their younger siblings can remain part of the Whitney Jr PS community. In addition, by returning the affected addresses to a local school, the families will gain the benefits of a neighbourhood school including increased accessibility.

Long-Term Solution for the Yonge-Eglinton Area

Intense growth will continue for the Yonge-Eglinton area for the next couple of decades. The long-term goal is to establish neighbourhood schools that students and families can make their own way to that have sufficient space to accommodate all local students so that no residential developments are redirected to schools outside of the area.

To that end, staff are exploring rebuilding Eglinton Jr PS as a larger building, adding an addition to Davisville Jr PS, and constructing additional pupil places on the west side of Yonge Street.

There are 27 known additional residential developments to be built. The redirection of residential developments will continue to be used as an interim solution. When space becomes available locally, the redirected developments will be returned to the neighbourhood schools.

Action Plan and Associated Timeline

If approved, implementation of staff's recommendation will be effective for September 1, 2023.

Resource Implications

Over time, as the number of students from the redirected developments graduate from Whitney Jr PS, the number of busses required to transport the students will decrease. It could result in a reduction of one bus and savings of approximately \$55,000 per year.

Facility upgrades at Whitney Jr PS will be covered by existing budgets such as School Condition Improvement. The estimated cost is \$700,000.

Communications Considerations

Information about the attendance boundary review is posted on the TDSB's Accommodation Reviews website. Information about the Board of Trustee decision will be added there and posted on the impacted schools' websites and the schools' profile pages on the TDSB website.

Notice will be sent to the parents and staff of the impacted schools through School Messenger and will be emailed to all attendees of the public meeting who provided email addresses.

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Section 6E

Appendices

- Appendix A: Map – Redirected Residential Developments and Impacted Schools
- Appendix B: Planning and Enrolment Data

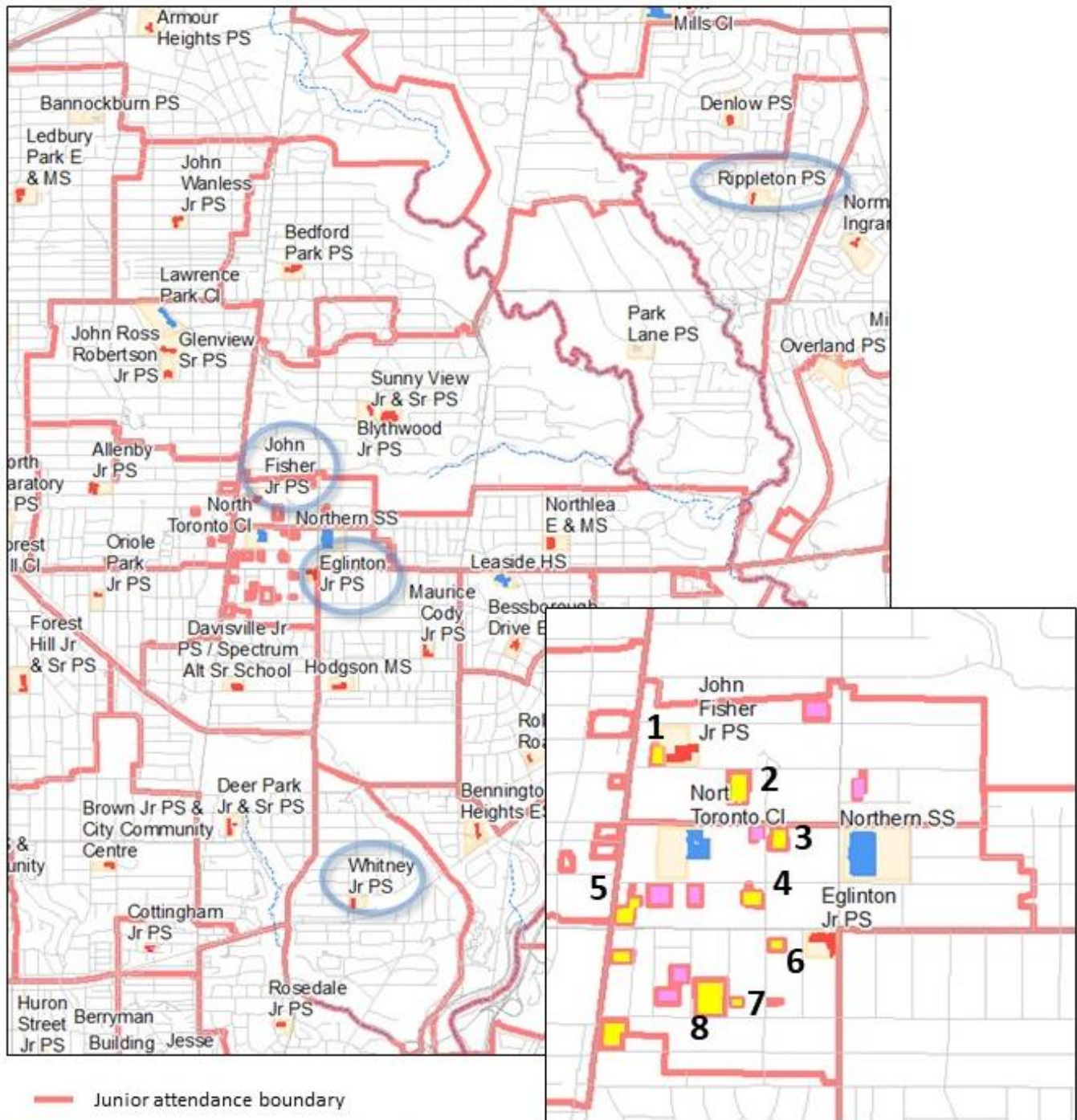
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Redirected Residential Developments and Impacted Schools



Planning and Enrolment Data

Table 1: Status Quo

Eglinton Jr PS

Capacity: 548	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	449	398	376	353	339	331	327	331	319
Utilization Rate:	82%	73%	69%	64%	62%	60%	60%	60%	58%

John Fisher Jr PS

Capacity: 524	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Enrolment:	357	384	328	348	386	391	430	430	437
Utilization Rate:	68%	73%	63%	66%	74%	75%	82%	82%	83%

Whitney Jr PS

Capacity: 406	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	455	471	490	486	495	501	499	500	493
Utilization Rate:	112%	116%	121%	120%	122%	123%	123%	123%	121%

Table 2: Recommended Changes

- return six redirected developments to Eglinton Jr PS (phased in)
- return two redirected developments to John Fisher Jr PS (phased in)
- maintain two redirected developments assigned to Whitney Jr PS

Eglinton Jr PS

Capacity: 548	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	449	414	415	417	420	432	447	461	451
Utilization Rate:	82%	76%	76%	76%	77%	79%	82%	84%	82%

John Fisher Jr PS

Capacity: 524	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Enrolment:	357	387	334	357	398	406	448	451	458
Utilization Rate:	68%	74%	64%	68%	76%	77%	85%	86%	87%

Whitney Jr PS

Capacity: 406	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	455	450	448	423	411	396	373	352	323
Utilization Rate:	112%	111%	110%	104%	101%	98%	92%	87%	80%

Written Notice of Motion (Trustees Hassan and Shan)

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Planning and Priorities Committee.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Addressing Islamophobia

Whereas, hate crimes against members of the Muslim community have been on the rise in Canada; and

Whereas, attacks against Muslims including the one that took place in Quebec mosque and in London, Ontario, have resulted in the loss of precious lives and have had a significant impact on Muslim identifying students in the Toronto District School Board and the broader community in Toronto; and

Whereas, the Toronto District School Board is committed to equity, inclusion and combating systemic discrimination; and

Whereas, many trustees, parents, students, community organizations and advocates have raised their concerns around incidents of Islamophobia in the past;

Whereas, a recent Islamophobic event at Dr Rita Cox – Kina Minagok Public School where a newsletter containing an ISIS flag was sent out to parents, caregivers, and students for Islamic and Somali Heritage Month has had a significant impact on TDSB students, and the broader community in the City of Toronto;

Therefore, be it resolved:

- (a) That the Toronto District School Board commit to developing and implementing a system-wide comprehensive strategy to address Islamophobia;
- (b) That the Director present a report to the Planning and Priorities Committee by the June cycle of meetings on the development of a system-wide strategy to address Islamophobia;
- (c) That the report at part (a) include information on:
 - i. any actionable items and accountability measures currently in place;
 - ii. plans for meaningful engagement;
 - iii. human resources, professional development, mental health supports, curriculum reflection, community engagement and student leadership;
- (d) That a steering committee be established as follows:

Mandate

To develop a system-wide strategy to address Islamophobia

Membership

Staff and community members



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board