

## Trustee Update for PIAC – September 20, 2016

Submitted by Shelley Laskin

### **John Malloy Appointed Permanent TDSB Director of Education (Media Release – Sep 8, 2016)**

Toronto District School Board Chair Robin Pilkey announced today that Interim Director of Education Dr. John Malloy has been appointed permanent Director of the TDSB, Canada's largest school board. Since joining the TDSB in January 2016, Dr. Malloy has introduced a Board-wide Learning Centre strategy that moves resources closer to classrooms and improves school responsiveness to student, parent/guardian and community needs. Dr. Malloy's vision for learning includes reducing barriers to achievement so that all students can be successful and emphasizing the shared leadership of all employees to support schools and improve student achievement. He has also demonstrated his commitment to inclusiveness and open communication by launching regular, interactive webcasts to engage staff, parents/guardians and the public on key issues facing the TDSB community. In addition, Dr. Malloy was among the first Ontario Directors of Education to post his [employment agreement](#) with the TDSB on the Board's website. His updated agreement will be posted in the near future.

*"After nine months with the TDSB, it became clear to the search committee, Trustees and senior staff that John Malloy is the Director we need now and in the years ahead. John's commitment and leadership in improving student achievement and the TDSB's responsiveness to parents and students is the right combination for the city's public schools."* - **Robin Pilkey, Chair, TDSB**

*"I am honoured to serve the TDSB as Director of Education, and most importantly, I am privileged to work with students and a dedicated team of administrators, teachers and support staff across the system. I look forward to continuing to build partnerships with parents and our communities, and remain committed to improving student achievement and well-being for all students."* - **John Malloy, Director, TDSB**

### **Welcome Back Resources**

A concentrated effort was made over the summer to build new resource-friendly pages for both [parents](#) and [students](#) on the TDSB website. They act as a one-stop resource page for all the information one needs to know for the start of the year including school year calendar, homework tips, contact information and more. We hope you have found these useful and would appreciate comments on how they can be improved.

Parents – <http://www.tdsb.on.ca/AboutUs/Innovation/WelcomeBack.aspx>

Students – <http://www.tdsb.on.ca/AboutUs/Innovation/WelcomeBackStudents.aspx>

We also prepared two videos posted on the TDSB Official YouTube channel. There is a [system-wide welcome back video that highlights the TDSB](#) and [Director John Malloy has also made a video specifically for students](#). Please enjoy... maybe next year we can work on one specifically from parents to parents?

### **What Else is New This Year?**

At the TDSB, honouring and continuing building respect between Aboriginal and non-Aboriginal peoples is a priority and as it is customary to acknowledge the **Traditional and Ancestral lands of Aboriginal peoples** at the beginning of events, gatherings and meetings... beginning this year, all schools will start their day with an acknowledgement of the territories. If you are interested in knowing more, please click [here](#).

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**A Vision for Learning 2016-17 – Our Commitment is Equity of Access and Outcome for All Students (TDSB website)**

TDSB is committed to creating an equitable school system where the achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured. **Each school will determine a learning focus in three areas: equity, well-being and achievement.** In addition to identifying the three focus areas, this process will include engaging in the learning to support student improvement in these areas, determining the evidence and data to be collected and monitoring progress.

Of particular interest to parents/guardians, our goal is that we support students in our schools so that we are serving them effectively. If issues arise and parents/guardians have concerns, the principal feels supported to work through these concerns. If the concern continues to exist, our superintendents have the ability to consult, collaborate and listen, and then resolve the issue in collaboration with the parent and principal, while always keeping the school's trustee informed of what is happening. We believe the Learning Centre Strategy will support everyone more effectively because of the relationships that will form through the centres between system staff, school staff, parents/guardians, communities and trustees.

**Our Expectations**

- Removal of any bias and systemic barriers that are hindering student achievement and well-being
- All students reading by the end of Grade 1
- All staff learning in teams leading to improved instruction and service
- All students experiencing a sense of belonging in their school, supported by a caring adult
- All students experiencing deep learning opportunities, supported by technology, leading to improved achievement
- All students graduating

Learn more in the [A Vision for Learning in TDSB](#) document.

**2016-17 Senior Team Leadership Directory**

The 2016-17 Senior Team Leadership Directory is now available on-line. It includes all current contact information under the Learning Centre model and will provide you with a good snapshot of the system following reorganization into the Learning Centre model of the Associate Directors, Superintendents, and Executive Officers. For more details about the structure and the staff in each role, please refer to the documents below:

- [Senior Team Leadership Directory](#)
- [School Superintendents](#)

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### First Week Issues - Bus Delays and Heat – Communication to Parents

#### On the TDSB Website –

The Toronto District School Board and Toronto Catholic District School Board are experiencing school bus delays. In particular, parents of students who use Attridge Transportation, Wheelchair Accessible Transit or Sharp Bus Lines should expect significant delays and the possibility that some buses may not be running due to an unanticipated bus driver shortage. We are working to fix this issue as soon as possible.

[Latest updates on bus service delays](#)

[Message to All Elementary Parents/Guardians about School Bus Disruptions](#)

[Letter to Parents/Guardians of Students Affected by School Bus Disruptions](#)

On September 6, 2016, the Toronto District School Board (TDSB) was unexpectedly informed of a serious shortfall in the number of school bus drivers employed by three of our transportation providers. As a result, some students attending the city's public and Catholic schools have experienced significant school bus delays and, in some cases, cancellations. It is not uncommon to experience minor and isolated transportation issues at the start of every school year, which are resolved within a short period of time. But this year, the level of disruption caused by the shortage of bus drivers cannot be solved immediately – if we had been provided with a heads-up, then contingency plans could have been in place. Chair Robin Pilkey acknowledged the bus companies were accountable, but made it clear "*They have contracted to do this for us, and the expectations were pretty damn clear, but that is not the focus right now. The focus is on getting kids to school.*" Happily there have not been too many issues reported in our Ward's schools. At a Special Board Meeting on September 14, the Board requested a report from staff that not only will document the issues and responses, but speak to lessons-learned and ensuring steps are in place to avoid a recurrence.

Additionally, with the high temperatures to start off the school year, our schools without air conditioning were very hot and I know it was very difficult for teachers to teach and for students to learn in those conditions. The cost to install complete building air conditioning at all schools that don't currently have it would reach into the hundreds of millions of dollars – not to mention the added maintenance, replacement and operational costs associated with the installation of AC in all schools. As the TDSB is currently facing a \$3.4B repair backlog (more on this later in the update), air conditioning of all buildings cannot be considered at this time. (Similarly, all our buildings should be accessible, but that is also not doable.) The ministry does not allow fundraising for air conditioning either - "*Capital projects supported by fundraising proceeds should be complementary to publicly funded education, but not result in an increase in the student capacity of a school or an increase in school or TDSB operating or capital costs (e.g., air conditioners).*" I know that Principals are doing their best to accommodate specific concerns of both students and staff and in some cases have sent out a letter communicating what is being done. With global warming, the issue of heat in schools in the spring and fall is not going away and we understand that – and we began discussing it at Policy Committee last week as part of the larger conversation with the student trustees on the Severe Weather Protocol review...we will continue to seek advice and suggestions.

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### **International Language Elementary and African Heritage Programs - Registration Mon Sep 12 - Sun Sep 18 (TDSB website)**

In an increasingly global world, learning languages and cultures benefits our students today and helps them build skills for the future. Through our International Languages and African Heritage programs, we offer 30,000 students classes in more than 50 languages.

[Search for a language class](#)

- [See our 2016-2017 brochure](#)
- [2016-17 Registration information and important dates](#)
- [View locations map](#)

### **Governance Work Plan and the Review of the Delegation Procedures**

Two items of interest for PIAC on the Governance Committee Agenda in August were the Work Plan for Review of Delegation Procedure and Board Bylaws and the Delegation Procedure itself. On May 25, 2016, the Board approved revisions to the TDSB Bylaws. As part of the revisions, the Delegations section 42 of the Bylaws was replaced in its entirety with a provision requiring the Board to adopt a procedure to permit delegations at committee meetings. The proposal is to formalize a consistent process for the public to address Committees of the Board through delegations (i.e., by speaking in person or written submission). The current process is up to 10 delegations at any committee meeting, but should there be substantially more than 10 requests for oral delegations, there is a process being recommended to add an additional meeting. Once approved, a plain language guide will be posted on the website. To read the complete Delegation Procedure, please click below. I'd be interested in your comments as this works its way through Committee.

<http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20160831&Filename=160830+Delegation+Procedure+2905.pdf>

### **Labour Updates (from the TDSB website) - The Ontario Secondary School Teachers' Federation (OSSTF) – September 14, 2016**

I am pleased to let you know the Toronto District School Board (TDSB) reached a tentative local agreement with the Board's 5,400 permanent high school teachers who are represented by the Ontario Secondary School Teachers' Federation (OSSTF) and the agreement has been ratified by both the TDSB and OSSTF. If you are interested in understanding more about the new process for Collective Bargaining in Ontario, click on the link on the OPSBA website

<http://www.opsba.org/advocacy-and-action/labour-relations/labour-relations-reports>

### **Policy Development (New materials now on the website)**

As we discussed in previous meetings, policy development at the TDSB is governed by the Policy Framework (P001) and the corresponding Policy Development and Management Procedure (PR501).

The policy development process consists of six phases:

1. approval of policy rationale
2. obtaining Trustees' directions and drafting policy

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3. conducting internal reviews and obtaining sign-offs
4. conducting public consultations
5. obtaining approval of the Board of Trustees
6. communication and training

The key elements of the policy development process are presented in the [Policy Development Process Flowchart](#).

Revisions to the Procedures are coming to the Committee on September 22. From March through June, the Policy Review Committee, in consultation with Executive Council, introduced a series of revisions to the policy development and management process that included updating the policy development process; updating the policy review process; setting out public consultation requirements for policy development and review (including internal and external); and introducing a new requirement for mandatory work plans for policy review and development using plain language.

### Policy Consultations

As referenced, there is the language on our website inviting participation from the public when policies will be revised and/or developed –

*“The Toronto District School Board (TDSB) is committed to open and inclusive policy decision-making and values community input and participation through consultation. Consultation is a two-way communication process between the Board and external participants, including students and their parents/guardians, school councils, advisory committees, community members, different levels of government, service agencies, professional organizations and union partners. The objective of consultation is to gather public input regarding options, alternative courses of action, as well as to identify unintended effects for various participants and to find solutions. We would like to know your thoughts about our policy decisions by inviting you to our policy consultations. Please click on the policy of your interest to see the current draft. You are welcome to provide your comments, including suggestions on the wording and provisions of the draft policies, questions or recommendations using the contact information below.”*

Remember, PIAC will be notified of every potential revision and be invited to consult – watch for the following coming shortly for review - *Policy P034, Workplace Harassment*.

### Renewal Needs Backlog (RNB) and Facility Condition Index (FCI)

Prior to the beginning of school, the TDSB was the first school board in Ontario to post to its website ([www.tdsb.on.ca](http://www.tdsb.on.ca)) the list of school building repairs for all of the 588 active schools and the FCI for each of our schools, as determined by the Ontario Ministry of Education (EDU). The Board chose to make this data public as part of its commitment to openness and transparency. All of this data was assembled by an independent company retained by the Ministry.

The Renewal Needs Backlog (RNB) lists 23,232 different repairs that have been identified in our 588 schools. The total value of those repairs is approximately \$3.4 billion. It is because the TDSB did not receive adequate provincial funding to make the needed repairs that the backlog continued to grow. However, we have received additional provincial funding allowing us to invest \$579 million in school repairs from September 2015 to August 2017.

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This will allow us to begin to reduce our RNB. It is very important to understand that not one of these repairs represents a health or safety concern for our students and staff. In fact, it is because the safety of our schools is a top priority for us at TDSB that our maintenance plans are always focused on providing safe places for our students to learn. Our Facilities staff works all year round to ensure our schools are safe regardless of their FCI rating.

Effort is made to repair building components where possible; where a component is beyond repair, it will be scheduled for replacement. In that regard, we schedule maintenance to fix the most critical problems related to the health and safety of our students and staff. Also, while components in a school building may be past their life expectancy, i.e. a water boiler, they are in good repair and meet all required safety codes.

**How do you find the FCI/RNB for your school?** The '[Find Your School](#)' page on the TDSB website is where you can choose the school by name or address. On each individual school web page you will see a 'Renewal Needs Backlog' link in the navigation on the left side of the page. That link will take you directly to the Renewal Needs Backlog (list of school building repairs) and the Facility Condition Index rating. Learn more about the [Renewal Needs Backlog](#) and the [Facility Condition Index](#), both of which include related Frequently Asked Questions.

A few days later, the **Ministry of Education** released school board data from across the province. As the largest school board in the country with some of the oldest schools, it's not surprising we're highest on the FCI list (highest average FCI) released by the province. As noted above a majority of our close to 600 schools were built in the 50's and 60's (some over 100 years old) and are showing their age. While we have received substantial new funding from the province, we need predictable, sustainable funding in the years ahead so that we can lower our current \$3.4 billion repair backlog. To read the ministry information for all school boards, click on <http://www.edu.gov.on.ca/eng/parents/fci.html>

### **Education Development Charges Would Help Reduce Repairs Backlog**

TDSB continues to argue for a change to the provincial Education Development Charges (EDCs) legislation to allow all school boards access to EDC revenue for school capital. Current legislation mandates that EDCs can only be used for the purchase of land to support schools in growth areas, not to support the cost of building new schools or renovating/adding onto existing ones. This needs to change to include repairs and renovations to schools throughout Toronto, especially in high residential growth areas. Toronto is one of Canada's fastest growing cities. Overlooking the use of EDCs to fund badly needed school repairs is a lost opportunity. With access to EDCs for school repairs, millions of dollars in desperately needed revenue could be used to accelerate school repairs and renovations or replacement of older schools. City planning figures indicate that 275,000 residential units are in the building process, which could generate EDC revenue of approximately \$300 million in funding for school improvements.

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### School Repairs Investment Profile (Provincial Government Funding)

- 2015-16 - \$156 million
- 2016-17 - \$166 million
- 2015-17 – additional funding announced June 27, 2016 - \$257 million

Part of the reason to highlight the information is to inform the system and our public – should you wish to be more involved or if you receive questions on how you can help advocate, please click on [Fix Our Schools](#).

### **The following was included in the OPSBA's GSN submission -**

*Capital Funding. We encourage the Ministry to continue to consult with school boards regarding capital funding especially in view of developments with respect to community hubs. We also encourage the Ministry to review the current education development charges regulation to allow boards more flexibility in terms of capital funding. In terms of overall capital & renewal funding there are school board(s) dealing with very unique circumstances and as a result are challenged with capital and renewal costs for their aging schools. Many schools have needs that are serious and urgent impacting the ability to meet current program requirements including funding to adapt or change classrooms that are no longer relevant or being used. Action must be taken to best serve the interests of students.*

### **2016 Ontario Assessments of Reading, Writing and Mathematics Released**

Provincial results for the 2015-16 reading, writing and mathematics assessments were released by Ontario's Education Quality and Accountability Office (EQAO) earlier in September. The results are for the Primary Division (Grades 1-3), Junior Division (Grades 4-6) and the Grade 9 Assessment of Mathematics. Read [highlights from the EQAO report](#). While provincial EQAO results were released this week, EQAO results for the Toronto District School Board will not be released until September 21, 2016. Across the province, we know that math has been a challenge for a number of students and the results over recent years have reflected that. At the TDSB, we continually focus attention on improving results by creating targeted programs and initiatives to support all students to succeed. Once EQAO results are released on September 21, we will review the results in detail to determine next steps and what additional supports we can put in place for our students. You may be interested in reading the recent article [No, Teaching Math the "Old"-Fashioned Way Won't Work: Paul Wells](#) in the Toronto Star. Please remember that our Board does not support using EQAO results for any other purpose that to help student learning. The results help teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations and help to guide teachers in adapting curriculum and instructional approaches to students' needs.

### **Long-Term Program and Accommodation Strategy 2016-2025 and Annual Planning Document 2016-2017**

As a reminder, in May 2014, the Toronto District School Board approved its first Long-Term Program and Accommodation Strategy (LTPAS).

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The LTPAS document is refreshed annually in order to ensure that the program and pupil accommodation needs of our students are being addressed in the most efficient way possible to improve learning opportunities and student achievement. The LTPAS document is presented to the Board every year for approval. A total of 60 studies have been completed during this past year. The Annual Planning Document that accompanies the strategy document provides details about the specific studies that will be done during the next school year. It reflects the short-term work that will be done to execute the long-term strategy. The strategy is based on program and accommodation drivers including program choice; fair access to programs and schools; and minimal use of portables. The document identifies all program and accommodation studies that could lead to new programs, program relocations, school closures, boundary changes, and grade reorganizations that will be conducted over the next 10 years. It is a 10-year rolling plan.

### **Summary of Studies Planned for 2016-2017**

- Emerging Capital Priorities: 10
- Pupil Accommodation Reviews: 10
- Boundary Change Studies: 17
- Grade Change Studies: 8
- New Program Studies: 8
- Program Priorities: 16
- Program Relocation Studies: 5
- Development Redirection Studies: 7
- Child Care Occupancy Reviews: 2

Staff have identified 22 Pupil Accommodation Reviews in the Report. These reviews will allow current and projected demographic data to confirm the best decisions to enhance student learning and program offerings as we consider consolidation of underused schools. Staff have also identified 6 renovations, 8 additions and 4 new school builds for which we are seeking provincial funding. More information can be found [here](#). You may find it helpful to read up on what is happening in your Ward this year and in the future.

### **Pro Grants**

Ontario's PRO Grants are designed to support parents in identifying barriers to engagement in their own community and to find local solutions to involve more parents in support of student achievement and well-being. The 2016-17 approved grants for schools can be found here – [http://www.edu.gov.on.ca/eng/parents/en\\_2016\\_17\\_school\\_council\\_grants\\_en.pdf](http://www.edu.gov.on.ca/eng/parents/en_2016_17_school_council_grants_en.pdf) In addition, the TDSB received \$9K for the 2017 Parents as Partners Conference; \$7.4K for Engaging Parents in Mental Health & Well- Being; PIAC received \$10K for Parents As Partners Conference and Workshop Webinar; and SEAC received \$7.5K for the 2017 Parents as Partners Conference. Congratulations to all who worked so hard on these!

**Note** – is there any other topic you would like to hear about through these updates? On behalf of the Board, please do not hesitate to let me know – [shelley.laskin@tdsb.on.ca](mailto:shelley.laskin@tdsb.on.ca).