Toronto District School Board

# Special Meeting
# Revised Agenda

BD:232A

Wednesday, July 15, 2020

4 p.m.

Electronic Meeting

Trustee Members

Robin Pilkey (Chair), Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

The purpose of the meeting is to consider a private personnel matter, a revised school year calendar and notices of motion.

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**

2. **Declarations of Possible Conflict of Interest**

3. **Resolution Into Committee of the Whole (Private Session)**
   (to consider matters that fall under section 207(2)[1] of the *Education Act*)

4. **Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session**

5. **Report of the Committee of the Whole (Private Session), July 15, 2020**
   To be presented

6. **Staff Reports**

   6.1 **Revised School Year Calendar 2020-2021 [3923]** 1

   6.2 **Preliminary Discussion on Returning to School Plans [3929]** 11

7. Notices of Motion for Consideration


7.1 Reviewing and Revising the Multi-Year Strategic Plan Action Plans (Trustees Li and Laskin) 87

7.2 Roundtable on the Use of Shared Data to Combat Systemic Inequity (Trustees Mammoliti and Aarts) 89


8. Adjournment

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

Please call 416-397-3288 if you are unable to attend.

# Revised School Year Calendar 2020-2021

**To:** Special Regular Meeting

**Date:** 15 July, 2020

**Report No.:** 07-20-3923

## Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

## Recommendation

It is recommended that the revised school year calendar for 2020-2021 for elementary, secondary and year round alternative schools be approved.

## Context

On 11 March 2020 the Board approved the 2020-2021 School Year Calendar and staff submitted the calendar to the Ministry of Education for approval as per requirements under applicable Regulations in the Education Act. On 28 April 2020, the Ministry of Education advised school boards that 2020-2021 school year calendar submissions were not being considered at that time due to uncertainty around the reopening of schools for September. On 30 June 2020, a memo from the Minister of Education was received (Appendix E) advising of new guidance and deadlines for 2020-21 school year calendar submissions. The memo advised that the Minister of Education is prepared to approve any modified calendars that would start before September 1 provided that the calendars meet the other requirements of the regulation and that schools are able to plan for the range of delivery scenarios outlined in the Approach to Reopening Schools for the 2020-21 School Year document, and implement based on local public health advice.

Further, the memo indicated that in order to maximize instruction time for students, school boards and school authorities have been encouraged to start their school year

by September 1. It was also advised that boards schedule three PA days prior to the start of student instruction. There are consultations currently underway with the sector's stakeholders on PA days and training that may be necessary to prepare for the reopening of school. Further direction will be provided in the future.

To meet these ministry requirements, the School Year Calendar Committee met on 7 July, 2020 and consensus was reached to revise the PA days as outlined below.

| | **Elementary** | **Secondary** |
|---|---|---|
| 1. | 1 September 2020 (previously 30 June 2021) | 1 September 2020 (previously 30 June 2021) |
| 2. | 2 September 2020 | 2 September 2020 |
| 3. | 3 September 2020 | 3 September 2020 |
| 4. | 20 November 2020 | 20 November 2020 |
| 5. | 15 January 2021 | 12 February 2021 |
| 6. | 12 February 2021 | 29 June 2021 |
| 7. | 4 June 2021 | *2 February 2021<br>(*Semestered schools only)*<br>*28 June 2021<br>(*Full-year schools only)* |

*PA Day for semestered schools only on 2 February 2021
*PA Day for full-year schools only on 28 June 2021

A revised version of Key Dates - School Year Calendar 2020-2021 is attached to this report (Appendix A). Aside from changes to the PD days, the Ministry of Education announced on 23 June 2020 that Grade 3 and 6 students will not participate in Education Quality an Accountability Office (EQAO) assessments during the 2020-21 school year. Students in Grade 9 and Grade 10 will continue to take the mathematics assessment and Ontario Secondary School Literacy Test (OSSLT), respectively. This change is also noted on the key dates document.

The attached calendars for the elementary and secondary panels represent recommended dates for all schools in the Board (Appendices B, C).

## Year Round Alternative Schools

The Board operates four alternative programs in the Year Round Model: Year Round Alternative School; Etobicoke Year Round Alternative Centre; South East Year Round Alternative Centre; and North East Year Round Alternative Centre. The program is based on quadmesters and students study throughout the entire calendar year. The timetable for the placement of PA days and holidays has been confirmed by the Principal of Secondary Alternative Schools and Year Round Schools, in consultation

with staff and community (Appendix D). Adjustments to the initial calendar which was approved by the Board have been made by moving a previously scheduled PA day from 30 June 2021 to 26 August 2021.

## Consultation with Other Boards

Staff has consulted with the Toronto Catholic District School Board (TCDSB), as well as the Durham, Peel and York Region District School Boards, to ensure the most consistency possible with their School Year Calendar plans. It is important that the Board align the calendar as much as possible with the TCDSB because of shared student transportation services. Since the changes to PD Days do not impact transportation, alignment for these changes is not critical.

## Implementation and Review

The following are the revised timelines for the submission of the 2020-21 school year calendar to the Ministry of Education:

If a board intends to change a previously submitted calendar, any changes to a modified calendar must be submitted to the ministry for approval no later than July 10, 2020. If approval of your modified calendar is not granted by July 20, 2020, or if the changed calendar is still a regular calendar, the board will be required to submit a regular calendar by July 24, 2020.

Students, parents and staff will receive communications in order to make plans for the 2020-2021 school year following Ministry approval.

## Appendices

- Appendix A: Key Dates – School Year Calendar 2020-2021
- Appendix B: Elementary School Year Calendar 2020-2021
- Appendix C: Secondary School Year Calendar 2020-2021
- Appendix D: Year Round School Year Calendar 2020-2021
- Appendix E: Memo from the Ministry of Education regarding 2020-21 School Year Calendars

## From

Carlene Jackson, Associate Director at carlene.jackson@tdsb.on.ca or at 416-397-3188, or Andrew Gold, Executive Superintendent, Employee Services at andrew.gold@tdsb.on.ca or at 416-397-3726

APPENDIX A

# KEY DATES - SCHOOL YEAR CALENDAR
# 2020-2021

**The official school year calendar for the Toronto District School Board runs from September 1, 2020 to June 30, 2021, inclusive.**

| Professional Activity Days | September | November | January | February | June |
|---|---|---|---|---|---|
| **Elementary Schools** | 1, 2, 3 | 20 | 15 | 12 | 4 |
| **Secondary Schools** | 1, 2, 3 | 20 | | 2*, 12 | 28*, 29 |

*Semester Change: The first day of second semester is February 3, 2021. Secondary school calendar includes a PA day for semestered schools only on February 2, 2021 and a PA Day for full-year schools only on June 28, 2021.

## Designation of Professional Activity Days

| Elementary | Secondary |
|---|---|
| 1. September 1, 2020 – Professional Development<br>2. September 2, 2020 – Professional Development<br>3. September 3, 2020 – Professional Development<br>4. November 20, 2020 – Parent/Teacher Conference<br>5. January 15, 2021 – Assessment and Reporting<br>6. February 12, 2021 – Parent/Teacher Conference<br>7. June 4, 2021 – Assessment and Reporting | 1. September 1, 2020 – Professional Development<br>2. September 2, 2020 – Professional Development<br>3. September 3, 2020 – Professional Development<br>4. November 20, 2020 – Common PA Day<br>5. February 12, 2021 – Common PA Day<br>6. June 29, 2021 – Common PA Day<br><br>7. February 2, 2021 - **Semestered Schools only*<br>June 28, 2021 - **Full Year Schools only* |

**EQAO: -** The following dates have been established:

**Gr. 9 Math:** 1st Semester: January 11 - 22, 2021 **OSSLT:** April 8, 2021
**Gr. 9 Math:** 2nd Semester: June 3 - 16, 2021

| Dates to Remember - School Year Holidays (as per Ministry of Education) | |
|---|---|
| **Labour Day:** | **September 7, 2020** |
| **Thanksgiving:** | **October 12, 2020** |
| **Winter Break**: | **December 21, 2020 – January 1, 2021** |
| **Family Day:** | **February 15, 2021** |
| **Mid-Winter Break:** | **March 15 - 19, 2021** |
| **Good Friday:** | **April 2, 2021** |
| **Easter Monday:** | **April 5, 2021** |
| **Victoria Day:** | **May 24, 2021** |

APPENDIX B

ELEMENTARY

Ontario

Ministry of Education

# School Year Calendar 2020 - 2021

**Legend** ▶ H - Statutory Holiday Schedule; E - Scheduled Examination Day; P - Professional Activity Day; B - Board Designated Holiday; ☒ Half Day

FD = First Day of School for Students

| Month | Number of Instructional Days | Number of Professional Activity Days | Number of Scheduled Examination Days | 1st Week | | | | | 2nd Week | | | | | 3rd Week | | | | | 4th Week | | | | | 5th Week | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| August 2020 | | | | 3 H | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 | | | | |
| September 2020 | 17 | 3 | | | 1 P | 2 P | 3 P | 4 | 7 H | 8 FD | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | | |
| October 2020 | 21 | | | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 H | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| November 2020 | 20 | 1 | | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 P | 23 | 24 | 25 | 26 | 27 | 30 | | | | |
| December 2020 | 14 | | | | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 B | 22 B | 23 B | 24 B | 25 H | 28 H | 29 B | 30 B | 31 B | |
| January 2021 | 19 | 1 | | | | | | 1 H | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 P | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| February 2021 | 18 | 1 | | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 P | 15 H | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | | | | | |
| March 2021 | 18 | | | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 B | 16 B | 17 B | 18 B | 19 B | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | |
| April 2021 | 20 | | | | | | 1 | 2 H | 5 H | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| May 2021 | 20 | | | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 H | 25 | 26 | 27 | 28 | 31 | | | | |
| June 2021 | 20 | 1 | | | 1 | 2 | 3 | 4 P | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | | |
| July 2021 | | | | | | | 1 H | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| TOTAL | 187 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Note:** The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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APPENDIX C

SECONDARY

Ontario

Ministry of Education

# School Year Calendar 2020 - 2021

**Legend** ▶ **H -** Statutory Holiday Schedule **E -** Scheduled Examination Day **P -** Professional Activity Day **B -** Board Designated Holiday ☒ Half Day

FD = First Day of School for Students

| Month | Number of Instructional Days | Number of Professional Activity Days | Number of Scheduled Examination Days | 1st Week | | | | | 2nd Week | | | | | 3rd Week | | | | | 4th Week | | | | | 5th Week | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| August 2020 | | | | 3 H | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 | | | | |
| September 2020 | 17 | 3 | | | 1 P | 2 P | 3 P | 4 | 7 H | 8 FD | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | | |
| October 2020 | 21 | | | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 H | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| November 2020 | 20 | 1 | | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 P | 23 | 24 | 25 | 26 | 27 | 30 | | | | |
| December 2020 | 14 | | | | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 B | 22 B | 23 B | 24 B | 25 H | 28 H | 29 B | 30 B | 31 B | |
| January 2021 | 19 | | | | | | | 1 H | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| February 2021 | 18 | 2 | | 1 | 2 P* | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 P | 15 H | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | | | | | |
| March 2021 | 18 | | | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 B | 16 B | 17 B | 18 B | 19 B | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | |
| April 2021 | 20 | | | | | | 1 | 2 H | 5 H | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| May 2021 | 20 | | | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 H | 25 | 26 | 27 | 28 | 31 | | | | |
| June 2021 | 20 | 1 | | | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 P* | 29 P | 30 | | |
| July 2021 | | | | | | | 1 H | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| TOTAL | 187 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Note:** The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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APPENDIX D

YEAR ROUND ALTERNATIVE

Ontario

Ministry of Education

# School Year Calendar 2020 - 2021

**Legend** → **H -** Statutory Holiday Schedule; **E -** Scheduled Examination Day; **P -** Professional Activity Day; **B -** Board Designated Holiday; Half Day

Q1 = First Day of Quadmester 1 for Students

| Month | Number of Instructional Days | Number of Professional Activity Days | Number of Scheduled Examination Days | 1st Week | | | | | 2nd Week | | | | | 3rd Week | | | | | 4th Week | | | | | 5th Week | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| August 2020 | 1 | 3 | | 3 H | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 P | 27 P | 28 P | 31 Q1 | | | | |
| September 2020 | 21 | | | | 1 | 2 | 3 | 4 | 7 H | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | | |
| October 2020 | 21 | | | | | | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 H | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| November 2020 | 14 | 2 | | 2 | 3 | 4 | 5 | 6 P | 9 B | 10 B | 11 B | 12 B | 13 B | 16 Q2 | 17 | 18 | 19 | 20 P | 23 | 24 | 25 | 26 | 27 | 30 | | | | |
| December 2020 | 14 | | | | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 H | 22 H | 23 H | 24 H | 25 H | 28 H | 29 H | 30 H | 31 H | |
| January 2021 | 20 | | | | | | | 1 H | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |
| February 2021 | 17 | 2 | | 1 | 2 | 3 | 4 P | 5 Q3 | 8 | 9 | 10 | 11 | 12 P | 15 H | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | | | | | |
| March 2021 | 23 | | | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | | |
| April 2021 | 15 | | | | | | 1 | 2 H | 5 H | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 B | 20 B | 21 B | 22 B | 23 B | 26 Q4 | 27 | 28 | 29 | 30 |
| May 2021 | 20 | | | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 H | 25 | 26 | 27 | 28 | 31 | | | | |
| June 2021 | 21 | | | | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | | |
| July 2021 | | | | | | | 1 H | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |
| TOTAL | 187 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Note:** The 2020-2021 calendar provides for 194 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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**APPENDIX E**

**From:** Ministry of Education (EDU) [mailto:MinistryofEducation@ontario.ca]
**Sent:** June 30, 2020 7:31 PM
**To:** Ministry of Education (EDU)
**Subject:** 2020-21 School Year Calendars | Calendriers scolaires 2020-2021

**Memorandum to:** Chairs of District School Boards
Directors of Education
School Authorities

**From:** Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

In the school year update you received on April 28, 2020, school boards and school authorities were informed that 2020-21 school year calendars submissions were not being considered at that time due to the uncertainty around the reopening of schools for September.

The purpose of this memo is to provide you with new guidance and deadlines for 2020-21 school year calendar submissions. Please note that references to school boards also include school authorities.

Ontario Regulation 304 - School Year Calendar, Professional Activity Days under the *Education Act* outlines the requirements for school boards in preparing and submitting school year calendars to the ministry:

- A regular school year calendar shall provide for a school year that commences on or after September 1 and ends on or before June 30.
- The school year shall include a minimum of 194 school days. Of those, school boards must dedicate three (3) Professional Activity (PA) days to provincial education priorities. Boards may designate up to four (4) additional PA days per school year. School days not designated as PA days are instructional days. Up to 10 instructional days may be examination days.
- Boards may implement modified school year calendars that provide for alternative start and end dates and holidays that differ from those prescribed in the regulation, subject to the approval of the Minister of Education.

In light of the recent release of the Ontario's Approach to Reopening Schools for the 2020-21 School Year, the Minister of Education is prepared to approve any modified calendars that would start before September 1, provided that the calendars meet the other requirements of the regulation and that schools are able to plan for the range of delivery scenarios outlined in the Approach to Reopening Schools for the 2020-21 School Year document, and implement based on local public health advice.

In order to maximize instruction time for students, school boards and school authorities are encouraged to start their school year by September 1. It is also advised that boards schedule three PA days prior to the start of student instruction. There are consultations currently underway with the sector's stakeholders on PA days and training that may be necessary to prepare for the reopening of school. Further direction will be provided in the future.

**Timelines**

The following are the revised timelines for the submission of your 2020-21 school year calendars:

**Previously submitted calendars with no changes**
If your board/authority previously submitted either a modified or regular calendar that meet the above requirements and for which you will not be making any changes, please notify your regional office in writing no later than July 10, 2020. Notifications regarding regular calendars provided in advance of July 10 will be reviewed immediately and in the order they are received.

**Previously submitted calendars with further changes**
If your board/authority intends to change a previously submitted calendar, any changes to a modified calendar must be submitted to the ministry for approval through the Ontario School Year Calendar online application no later than July 10, 2020. If approval of your modified calendar is not granted by July 20, 2020, or if the changed calendar is still a regular calendar, the board/authority will be required to submit a regular calendar by July 24, 2020.

**No previous calendar has been submitted**
If your board/authority has not yet submitted a 2020-21 calendar, you must submit a calendar to the ministry through the Ontario School Year Calendar online application. Modified calendars must be submitted no later than July 10, 2020. If approval of your modified calendar is not granted by July 20, 2020, or if your board/authority has not yet submitted a regular calendar, the board/authority will be required to submit a regular calendar by July 24, 2020.

Regional offices will provide confirmation letters in accordance with regular practice before the end of July.

**PA day descriptions**
PA day descriptions for both modified and regular calendars must be submitted through the Ontario School Year Calendar online application no later than July 24, 2020.

We thank you for completing your 2020-2021 school year calendar submissions. Should you have any questions, please contact your regional office representative.

Thank you for your continued efforts and ongoing cooperation.

Sincerely,

The Honourable Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister of Education

c. President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
Executive Director, Council of Ontario Directors of Education (CODE)
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
President, Elementary Teachers' Federation of Ontario (ETFO)

General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)

# Preliminary Discussion on Returning to School Plans

**To:** Special Meeting

**Date:** 15 July, 2020

**Report No.:** 07-20-3929

## Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- 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 the Preliminary Discussion on Returning to School Plans report be received.

## Context

As we look ahead to September, we know that school will look quite different as a result of continued efforts to slow the spread of COVID-19. We have been actively planning for our return considering all possibilities ensuring that student and staff well-being and safety is the priority. We are currently planning for three possible options as outlined by the Ministry of Education, with the final direction coming from both the Ministry and Toronto Public Health in August.

Planning for the return to school and workplaces is a complex task with many considerations. The Toronto District School Board (TDSB) has formed an Integrated Return to School and Work Steering Committee and several sub-committees to plan and prepare for September. Committee representation includes: Interim Director of Education (Chair), Associate Director - School Operations and Service Excellence,

Associate Director - Equity, Well-Being and School Improvement, Associate Director of Leadership, Learning, and School Improvement, Business Operations, Caring and Safe Schools, Communications, Early Years, Facilities, Information Technology, Learning and Leadership, Mental Health, Well-Being and Equity, Occupational Health and Safety, Professional Learning and Development, School Operations, Special Education, Student Nutrition, Superintendents, Principals, Teachers, TSAA and TSTN.

The following presentation includes the Committee's preliminary plans for discussion. It is informed by the expertise of the Integrated Return to School and Work Steering Committee, union and federation partners, students, staff, parents/guardians, Toronto Public Health and the Ministry of Education.

## Action Plan and Associated Timeline

Final plans will be developed and submitted to the Ministry of Education on 4 August 2020.

## Resource Implications

Summary of COVID-19 Impacts

The chart below provides a summary of the COVID-19 impacts to the TDSB's budget. As stated previously, until further information is known and school boards gain experience from returning to school in the fall, staff have only included COVID-19 costs for the first four months of the year. Staff are hopeful that COVID-19 related budget impacts will gradually diminish as virus infection rates continue to decline and if the Ministry announces additional funding to support school boards.

**Summary of COVID-19 Impacts**

| Item | Amount |
|---|---|
| Permit Revenue Decrease - 4-month impact | $2.3M |
| Decrease in International Students – Full year impact | $4.4M |
| Technology Requirements – Full year impact | $4.9M |
| PPE – 4-month impact | $1.5M |
| Facilities Cost - Caretaking and Supplies – 4-month impact | $4.2M |
| Health and Safety Department increases – Full year impact | $0.3M |
| Special Education – Full year impact | $2.1M |
| Professional Development – Full year impact | $2.6M |

| | |
|---|---|
| Interpretation and Translation Services - 4-month impact | $0.2M |
| Total | $22.5M |

## Communications Considerations

Communications is a critical component of engaging and educating all stakeholder groups in this work. The Government, Public and Community Relations Department has developed a comprehensive communication plan to support communications to all stakeholders through multiple channels.

## Board Policy and Procedure Reference(s)

Not applicable.

## Appendices

- Appendix A: PowerPoint Presentation: Returning to School: Planning Ahead for September 2020, Preliminary Plans for Discussion

## From

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Appendix A

# Returning to School

## Planning Ahead for September 2020

## Preliminary Plans for Discussion

Toronto District School Board

# Planning Ahead for September

- TDSB takes direction from the Ministry of Education as well as Toronto Public Health
- TDSB has formed a Return to School and Work Steering Committee and multiple sub-committees to plan and prepare
- We are working with and hearing directly from our communities, including unions and federation partners, staff, parents/guardians and students

# Guiding Principles



Prioritize health and safety



Support well-being



Provide predictable learning opportunities with high quality instruction



Foster connections to staff and peers



Ensure equity of access



Consider needs of staff, students and families



Be adaptable and flexible



Be financially feasible and sustainable

# Survey Highlights

- In June, three system-wide online surveys were distributed to TDSB staff, students (Grade 7 to 12), and parents/guardians (current and future).

- The surveys were designed collectively in order to gauge perspectives of both the remote learning experience and the potential return to school in September.

- Over 70,000 people participated in these surveys and reported on their feelings about returning to school, their mental health, general well-being, and their experiences in remote learning.

# Return to School Survey Results:
## Staff, Parents/Guardians and Students

### FEELINGS ABOUT SEPTEMBER

**Most parents** plan to send their children to school in September and **most students** feel comfortable about returning. **Fewer staff** feel comfortable about returning to work.



**Two-thirds (66%)** of families are likely to send their children to school in the fall.



**Almost three-quarters (73%)** of students feel comfortable returning to school in the fall.



**Less than half (41%)** of staff are comfortable with returning to their workplace.

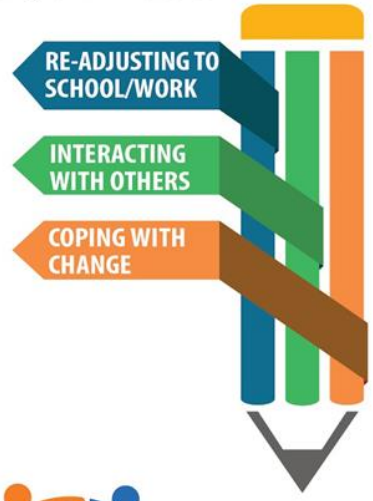
### SCHOOLING MODELS

Given the two choices of what school may look like in the fall - **"every other day"** or **"every other week"** – both elementary and secondary **students** & **families** were more likely to choose the **"every other day"** model.



### CONCERNS RELATED TO MENTAL HEALTH AND WELL-BEING

**Parents, students, and staff** shared similar mental health & wellbeing concerns related to:







of **families** were concerned about their children **not** being able to **interact with** their **friends** like they used to.

### PREPARING FOR REMOTE LEARNING OR WORKING FOR SEPTEMBER




Approximately **two-thirds of students (68%)** feel they have what they need to continue with remote learning.

Approximately **half (59%) of teaching staff** feel comfortable to move forward with real-time teaching and learning in the fall.

### REMOTE LEARNING EXPERIENCE

**About half of students** reported being worried that there might be too much work to catch up on **(46%)** or that they might be behind in their work **(45%)**.



Approximately **two-thirds (66%) of families** feel their children are ready for the next grade level.



Nearly all **(87%) teaching staff** are concerned about students falling behind in their learning.

# Current Timeline

**Week of July 20**

- Pre-registration survey for parents and staff about intentions for September opening

**Week of July 27**

- Meeting with Ministry of Education to review preliminary plans

**August 4**

- Final draft of reopening plans shared with Trustees at Special Committee of the Whole
- TDSB provides reopening plan to Ministry of Education for approval

# Pre-Registration

- To help make informed decisions for September, we are asking all parents/guardians to pre-register their child to indicate their:
  - intention of returning to school in-person in September
  - transportation needs, if any

- Online surveys will be shared the week of July 20

- We recognize the challenges for people to respond without a full picture of information, however, the information we receive will help us through our continued planning efforts

- Parents and caregivers will have the option of selecting a robust fully remote learning model

# Possible Models

Initially, the Ministry of Education has asked school boards to plan for three possible learning models:

- Regular School Day Routine with enhanced public health protocols
- Adapted School Day Model with In-School and Remote Learning
- Fully Remote Learning

# Possible Models

- On July 9, the Minister of Education indicated the goal was for all students to return to the classroom full-time.

- The Minister noted that final approval of a **regular school day model** is at the discretion of public health officials.

- Previously, the Minister had directed school boards to plan to start the year using an **adapted school day model**, where smaller cohorts of students split their time between in-class learning and remote learning.

# Possible Models

- The TDSB Board is concerned Ministry's "hybrid or "adapted" model will force parents to choose between educating their children and their own employment

- TDSB urging province to provide robust staffing plan to accommodate as many students as possible back to physical schools/spaces, while respecting public health advice

- Province should provide funding to cover extra COVID-19 costs including PPE, facility improvements, staffing, transportation, IT devices and mental health student supports

# Possible Models

- The TDSB continues to actively plan for all possible options and consider creative solutions to maximize the number of students able to safely return to school in-person
- When looking at the **regular school day model**, staff are exploring two possibilities: one with regular class sizes and one with cohorts of 15 students
- Parents/guardians can choose not to send their child to face-to-face learning and opt for remote learning instead
  - Models will be adjusted based on the number of students who choose to attend school & those who choose fully remote

# Supporting Students with Special Education Needs

- Elementary students in ISP classes with high special education needs will attend school in-person daily
- Secondary students in Developmental Disability ISP programs will attend school in-person daily
- Secondary students in ISP programs (including gifted) who are typically timetabled into regular school courses will attend school on alternate days - following the secondary school model
- Summer transition plans in place to ensure a seamless transition back to school (additional Ministry funding)
- Additional staffing to support students with Special Education needs

# Supporting Students with Special Education Needs

- In School Team (IST) Meetings, School Support Team (SST), IPRC and SEPRC meetings will continue under any Model (face to face and/or remotely using an AODA platform)

- Schools will follow the requirements to provide students with their IEPs in collaboration with IEP team and parents

- PR699: Ongoing support and training will be provided in Non-Violent Crisis Intervention (NVCPI) with more information on training and access to personal protective equipment

- Itinerant Staff: Regional Support Services (e.g., Autism Services (ASD) Team Referrals, Behaviour Regional Services (BRS) Team Referrals, Itinerant Blind & Low Vision (BLV) and Deaf & Hard of Hearing (DHH) will continue to support remotely

# Elementary Model 1A

## Regular School Day Routine

5 Days Per Week, Face-to-Face

with Enhanced Public Health Protocols

and Cohorts of 15 Students

# Elementary Learning, Instruction and Staffing Considerations

- A teacher teaching the cohorts of 15 students would need to cover all subjects across the Ontario elementary curriculum
- Rotary would not be an option as it is one teacher for a cohort of 15 students throughout the day following the Ministry and TPH guidelines
- We do not have the qualified staff to maintain the delivery of **Core French, French Immersion, Extended French** with the additional teachers that would be required in the 15 cohort model
- Cohorts of 15 students may result in many combined grade classes
- Alternate sites may require additional VP allocation for administrative support
- All centrally assigned teaching staff would need to be assigned to cohorts of 15 or to a fully remote cohort
- Redistribution of DECEs and support staff may need to be considered

# Elementary Instructional Minutes

**Option 1: 252 instructional minutes with teacher prep at end of day**

- Students will be dismissed 48 min. earlier than conventional school dismissal
- We currently have 11,276 teachers
  (including all central teachers and others such as Guidance and Early Literacy, etc.)
- The creation of cohorts of 15 requires 12,264.5 teachers (a difference of **988.5**)
- The additional **988.5 teachers** will cost approximately **$98.85M**

**Option 2: 300 instructional minutes with teacher prep embedded throughout the day**

- Cohorts of 15 students with additional adults that would be working with up to 7 different cohorts every day
- This option requires the **2,489** additional teachers at an estimated cost of **$248.9M**

# Space Considerations

- To accommodate the smaller class sizes, all unused space would need to be used
- Space in middle & secondary schools may also need to be used to accommodate smaller cohorts
- Staff are currently analyzing which TDSB schools have capacity to accommodate additional classes
- The Mayor of Toronto has committed to working with local school boards to help find space in community centers and other City buildings to assist if required

## Elementary Model 1B

# Regular School Day Routine

5 Days per Week, Face-to-Face
with Enhanced Public Health Protocols
and Class Size Depending on Grade Level

# Considerations

- JK - Grade 3 cohort size of 15 students
- Grades 4 - 8 cohort size of 20 students
- Requires less staff to cover smaller cohort size for all grades
- Requires fewer spaces (could use larger spaces in school for Jr/Int class size)
- We do not have the qualified staff to maintain the delivery of **Core French, French Immersion, Extended French** with the additional teachers that would be required in the 15/20 cohort model
- Alternate sites may require additional VP allocation for administrative support
- All centrally assigned teaching staff would need to be assigned to cohorts of 15/20 or to a fully remote cohort
- Redistribution of DECEs and support staff

# Elementary Instructional Minutes

**Option 1: 252 instructional minutes with teacher prep at end of day**

- Students will be dismissed 48 min. earlier than conventional school dismissal
- We currently have 11,276 teachers
  (including all central teachers and others such as Guidance and Early Literacy, etc.)
- The creation of Cohorts of 15 K - Grade 3 and Cohorts of 20 for Grades 4-8 requires 11,476 teachers (a difference of **200 FTE**)
- The additional **200 teachers** will cost approximately **$20M**

**Option 2: 300 instructional minutes with teacher prep embedded throughout the day**

- Cohorts of 15 & Cohorts of 20 students with additional adults that would be working with up to 7 different cohorts every day
- This option requires the **1,900** additional teachers at an estimated cost of **$190M**

## Elementary Model 1C

# Regular School Day Routine

5 Days per Week, Face-to-Face

with Enhanced Public Health Protocols

and Full Class Sizes

# Elementary Learning and Instruction

- Schools have their teacher allocations and have created tentative timetables and class placements

- Prep Time:
  - 300 minutes of instruction with teacher prep delivered throughout the day
  - Early dismissal of 48 mins with prep at end of day

- Implementation of the full Ontario Curriculum

# Elementary Model 2

## Adapted School Day Model

3 Days Face-to-Face, 2 Days Remote

# Elementary -- Alternating Days

**Cohort A & B**: Classes divided into cohorts A&B (no more than 15 students per cohort) and attend in-person on alternating days (Wednesdays alternate between cohort A&B).

**Proposed Schedule:**

**Week 1**

| | M | T | W | T | F |
|---|---|---|---|---|---|
| In Person | A | B | A | A | B |
| Remote | B | A | B | B | A |

**Week 2**

| | M | T | W | T | F |
|---|---|---|---|---|---|
| In Person | A | B | B | A | B |
| Remote | B | A | A | B | A |

# Elementary -- Alternating Days

- **Cohort C**: Fully remote, access to Google Classroom, with synchronous learning and check-in & connect from non-classroom educators

- **Cohort D**: Fully remote and do not have access to technology or do not want to use technology. Units of study written and mailed by central staff and check-in & connect from non-classroom educators.

- **Cohort E**: Students with Special Education Needs in ISP classes and have option to attend in person everyday (could also be part of Cohort C or D).

# Remote Learning Expectations Cohort A&B

- The following guidelines are for scheduling on the days when the cohort is on **remote learning days**
- This will be implemented by non-homeroom teacher(s) (Prep, Library, etc.) as coordinated with grade/division teams
- Expectations for remote learning include both ***synchronous*** and ***asynchronous*** learning
- All teachers will use Google Classroom or Brightspace as remote learning platform

# Remote Learning Expectations Cohort A&B

Kindergarten

- One Synchronous lesson per day (20-30 min.)
- One Synchronous Check and Connect per day (20-30 min.)

Grades 1-3

- One Synchronous lesson per day (40min.)
- One Synchronous Check and Connect per day (30-40 min.)
- Independent Asynchronous Tasks (up to 1 hour)

Grades 4-6

- Two Synchronous lessons per day (40min.)
- One Synchronous Check and Connect per day (40 min.)
- Independent Asynchronous Tasks (1 hour)

Grades 7-8

- Two Synchronous lessons per day (40min.)
- One Synchronous Check and Connect per day (40 min.)
- Independent Asynchronous Tasks (up to 2 hours)

# Elementary Cohort C: Fully Remote Guidelines

- Each school will have a designated teacher(s) to support the students who are fully remote.
- Designated fully remote teacher(s) would have the equivalent with system averages and class size caps as per collective agreement. There may be combined grades to meet scheduling needs.
- Fully remote students will be assigned to Cohort A or Cohort B to connect with online learning from non-classroom teachers to be attached to Google Classroom/Brightspace that aligns with the assigned cohort.

## Elementary Model 3

# Fully Remote Learning

# Elementary Learning and Instruction

**Structure of Day**

- 300 Minutes of learning opportunities provided for students
  - Large Group Instruction 40-50% of the day (dependent on the grade level)
  - Guided Instruction, Synchronous Check & Connect, Asynchronous Independent work on Google Classroom 50-60% of the day (dependent on the grade level)

**Focus of Curriculum**

- Programming is based on the full Ontario Curriculum
- Units of Study should be interdisciplinary or transdisciplinary
- All learning opportunities begin from a place of creating belonging for the students
- Synchronous learning, recorded and posted on Google Classroom/Brightspace for asynchronous opportunity
- Small group learning to follow up on inquiry, literacy and numeracy, and other curriculum areas

**Staffing**

- One teacher allocated per cohort (according current collective agreements and class size counts)

**Prep Time**

- Prep will be delivered through the conventional prep schedule timetable
- Prep focus on French and The Arts (Music, Visual Arts, Drama & Dance) or Physical Education & Health

# Elementary Learning and Instruction: Components of Remote Learning

**Kindergarten**

- Whole Group Instruction: two/three sessions per day
- Guided Instruction (Synchronous) & Independent Work: two sessions per day
- Synchronous Check & Connect: three sessions per day

**Grades 1 – 3**

- Whole Group Instruction: four sessions per day
- Guided Instruction (Synchronous) & Independent Work: two sessions per day
- Synchronous Check & Connect: two sessions per day

**Grades 4 – 6**

- Whole Group Instruction: four sessions per day
- Guided Instruction (Synchronous) & Independent Work: three sessions per day
- Synchronous Check & Connect: one session per day

**Grades 7 – 8**

- Whole Group Instruction: four sessions per day
- Guided Instruction (Synchronous) & Independent Work: three sessions per day
- Synchronous Check & Connect: one session per day

# Secondary Model 1

## Adapted In-School Day

Part Time Learning in School and

Part Time Learning at Home

# Secondary Learning and Instruction

- All models are based on a quadmester structure
- At the beginning of each quad students may choose between:
  - ***Model 1:*** Adapted In-School Day Model (Cohorts and Full Attendance)
  - ***Model 2:*** 100% Remote Learning, at the beginning of each quad.
  - *No switching during quads
- Students/Parents must indicate their choice two weeks prior to the start of quad
- Most students are expected to complete two courses/quad
- TDSB e-Learning Day School Program will continue to be made available & could be enhanced

# Secondary Quadmester Calendar

**Quad 1**: Sept 8 - Nov. 9 + Exams Nov. 10 and Nov. 11 = 44 days + 2 exam days

**Quad 2:** Nov. 12 - Jan. 28 + Exams Jan. 29 and Feb. 1 = 45 days + 2 exam days

**Quad 3**: Feb. 3 - April 16 + Exams April 19-21 = 44 days + 3 exam days

**Quad 4:** April 22 - June 23 + Exams June 26, 27, 28 = 44 days + 3 exam days

PA Days: September 1-3, November 20, Feb. 2, Feb. 12, June 29

February 3, 2021: Semester 2/Quad 3 Turnaround Day

Each semester is 97 days.

# Secondary Learning and Instruction

- 1 in-school teacher responsible per course; classes will be divided to achieve 15:1 ratio
- 15 students physically distant from each other in class (some rooms may be smaller and may only allow fewer students)
- Departments will determine essential course learnings, focus on authentic inquiry

# Secondary Learning and Instruction

**Course Structure**

- All courses will utilize Brightspace as a learning platform
- All courses will be taught using a combination of in person and remote learning
- Remote learning will be done in  synchronous and asynchronous ways

**Focus of Curriculum**

- The health, safety and well being of students will be the highest priority
- Instruction will be based on the full Ontario curriculum for each course

**Considerations must be given to the following  as part of their professionally managed time as appropriate:**

- Support for Students with Special Needs, IEPs, ELLs, etc.
- Student Success Initiatives (RCR, caring adult meetings)
- Gap Closing -- Small Group Learning
- School-Wide or Small Group Wellness Initiatives
- Support for IB Program Requirements (Extended Essay, ToK, Internal Assessments)
- Meetings for Leadership Groups (e.g. Student Council, Athletic Council, etc.)
- Extra curricular activities

## Secondary Adapted In-School Day Model- *Cohorts*

**Secondary Schedule**

Students attend every day (half day in-school / half day asynchronous remote)

**9:10 a.m. - 11:02 a.m.**

- AM Period (half the class)
- Cohort A: In class learning
- Cohort B: Asynchronous learning remotely

**11:02 a.m. - 11:45 a.m.**

- Lunch for staff and transition for students

**11:45 a.m. - 1:37 p.m.**

- PM Period (half of the class)
- Cohort A: Asynchronous learning remotely
- Cohort B: In class learning

**1:37 p.m. – 2:52 p.m.**

- Teacher Prep and Enhanced Cleaning

# Secondary Adapted In-School Day Model- *Cohorts Quadmester*

**9 a.m. - 10:52 a.m.**

AM Period (Cohort of 15)

Cohort A/B: In class learning

Cohort B/A: Asynchronous learning remotely

**11:40 a.m. - 1:32 p.m.**

PM Period (Cohort of 15)

Cohort A/B: Asynchronous learning remotely

Cohort B/A: In class learning

*Day 1/2 schedule

| Week 1 | Mon. | Tues. | Wed. | Thurs. | Fri. |
|---|---|---|---|---|---|
| 9 a.m. - 10:52 a.m | Cohort A Class 1 | Cohort A Class 2 | Cohort A Class 1 | Cohort A Class 2 | Cohort A Class 1 |
| 11:40 a.m. - 1:32p.m. | Cohort B Class 1 | Cohort B Class 2 | Cohort B Class 1 | Cohort B Class 2 | Cohort B Class 1 |

| Week 2 | Mon. | Tues. | Wed. | Thurs. | Fri. |
|---|---|---|---|---|---|
| 9 a.m. - 10:52 a.m | Cohort B Class 2 | Cohort B Class 1 | Cohort B Class 2 | Cohort B Class 1 | Cohort B Class 2 |
| 11:40 a.m. - 1:32p.m. | Cohort A Class 2 | Cohort A Class 1 | Cohort A Class 2 | Cohort A Class 2 | Cohort A Class 2 |

## Secondary Adapted In-School Day Model- *Full classes Quadmester*

**8:35 a.m. - 12:20 p.m.**

Full class in attendance / Students attend every day

*Staggered entry time possible to promote safe entry

**12:20 p.m. - 1:00 p.m.**

Lunch for staff and transition for students

**1:00 p.m. - 2:15 p.m.**

Teacher Prep and Enhanced Cleaning

Asynchronous learning remotely for students

*Day 1/2 schedule

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:35 a.m. - 12:20 p.m. | Class 1 | Class 2 | Class 1 | Class 2 | Class 1 |
| 1:00 p.m. - 2:15 p.m. | Remote Learning | Remote Learning | Remote Learning | Remote Learning | Remote Learning |

# Secondary Staff Considerations

- Having the appropriate number of **qualified staff** for each course area
- Assignment of specific **Occasional Teachers** to each high school to cover teachers who are absent on any given day
- **Transportation, scheduling, staff needs, etc.** required regarding how we will re-open ISPs (DD, Autism, etc.) in Congregated and in Regular schools.
- **IB** exams, internal/external assessments, etc. will follow IBO's policies and procedures.

## Secondary Model 2

# Fully Remote Learning

# Secondary Remote Learning

Students will have a Daily Schedule:

- Course 1: 9 - 11:30 a.m.
- Course 2: 12:30 - 3 p.m.

- Minimum of 1 hour/course/day must be synchronous through *BrightSpace* classroom

# Secondary Remote Learning

All courses must be available.

Teachers will use *BrightSpace* as course shells and content are available.

**Teacher Pool**: central staff (hybrids, K-12 coaches, subject-specific coaches, math coaches, teachers unable to come into school buildings) to co-design curriculum.

**Considerations:**

- How many teachers/students will want to access 100% remote model
- Students will be assigned to a teacher (not necessarily from their school)
- Remote Learning differs from the TDSB e-Learning Day School Program
  - Currently e-Learning Day School is for Grade 11 and 12 courses only
  - Taught by centrally hired staff
  - Course content pre-populated (mostly) by Ministry of Education

# Additional Learning and Instruction Considerations

- Student Attendance
- Family Groupings
- Technology / Allocation of Devices
- Music, Gym and Tech Classes
- Extra Curriculars

# Adult Day High Schools

- Four quadmesters; classes two periods long (240 instructional minutes) all one course per day allows for in-person learning, assessments and access to teacher
- Allows for students in A ,B and C to access school 1 day per every six day cycle
- Students could sign up for tutorials or resource support
- Provides prep for teachers each day, equity of student access, and allows for courses with more projects and hands on learning to complete an activity
- Students stay in one room for the day so no shared desks and allows half the students in a class

# Professional Learning and Capacity Building

**Prioritize learning and content to:**

- Develop high levels of digital competencies (Google Classroom & Brightspace learning platforms)
- Continue focus on equity and anti-oppression
- Support closing learning gaps through Early Literacy intervention, resources and training
- Support the use of digital resources in mathematics and STEM (implementation of the new Ontario math curriculum)
- Support for students with Special Education Needs

**A Guide to the TDSB Remote Learning Recorded Webinars Supporting Teachers' Self-Directed Learning:**

Please begin by selecting one of the four topics below. Please navigate through the material to meet your needs - explore, skip ahead and circle back as needed.

There are two online learning platforms supported by TDSB: Brightspace and Google Classroom

| | |
|---|---|
| GSuite Apps and Google Classroom Webinars | Brightspace Webinars |
| Assistive Technology Webinars | Virtual Library Webinars |

# Professional Learning and Capacity Building

Professional Learning Plan

- Summer Institutes (July and August)
- Principals will develop a Continuum of Learning for their staff (identified needs and supports)
- Broaden in-school supports of Digital Lead Learners (DLL) and Digital Lead Administrators (DLA)
- Coaching
- Synchronous office hours
- Ongoing Key to Learn webinars (live and archived)
- Google+ Communities

# Re-Opening Principles for Working with Itinerant Staff

- Effectively support the transition of students and staff return to school
- Efficiently allocate staff to specific schools & plan services in blocks of time at a school
- Prioritize the needs of students once known in consultation and collaboration with school staff
- Maintain physical distance when working with students, staff or families where possible and use PPE when it is not possible
- Carefully track interactions with different cohorts of children and staff
- Eliminate or reduce the sharing of student and staff resources where feasible.
- (Includes positions such as: Professional Support Services, Community Support Workers Teachers. Excludes Teaching Positions)

# Re-Opening Principles for Working with Itinerant Staff

- Continue to offer services synchronously, where feasible and appropriate, while maintaining our commitments to equity (e.g. online assessments, participation in meetings and professional learning)

  - Synchronous Supports for students
    - Office Hours
    - Planned Groups & Small Groups
    - Individual Support

  - Participation in Remote Meetings (e.g. School Support Team, Staff Meetings & Professional Learning)

  - Online consultations & service delivery

  - Resource development and sharing

# Mental Health and Well-Being

- Returning to school will require time to address students' social and emotional needs.
- All staff have a role to play in supporting students' mental health and well-being.
- Provide a blended model of support with both in-person and virtual supports, including:
  - Office hours, wellness clubs and social community circles
  - Crisis support
  - Clinical Counselling as appropriate

# Mental Health and Well-Being

- Support for students at transition points (returning to school, attending a new school, entering Grade 9, participating in e-learning) with re-engagement support and opportunities to be welcomed by and connected to other students.

- Provide professional learning to staff to help identify students' specific needs & appropriate tier 1 and 2 strategies during the return to school.

# Before and After School Program

Full Return

- Provision of BASPs based on parental demand and operator capacity
- Additional cleaning protocols will likely be required

Return in Cohorts

- Additional space requirements to support smaller cohorts, physical distancing and overall program operations
- Demand for care & operator capacity to deliver care under the new guidelines are unknown. Programs may not be viable without additional financial supports.
- Potential for reduced program capacity.
- Cohorts of students would mix between school and care
- Additional cleaning protocols will likely be required due to the sharing of spaces between classroom and BASP

# Before and After School Program

Adapted Model

- Demand for care & operator capacity to deliver care under the new guidelines are unknown. Programs may not be viable without additional financial supports.
- Additional space requirements to support smaller cohorts, social distancing and overall program operations.
- Potential reduced program capacities and therefore fewer available spaces.
- Cohorts would mix.
- Additional cleaning protocols due to the sharing of spaces between classroom and BASP.

Fully Remote

- To be determined based on the legislation and operator capacity (e.g., Child Care for Essential Workers Program)

# EarlyON Child and Family Programs

* All models will be implemented based on directions from Toronto Public Health and/or Toronto Children's Services.

Full Return with Cohorts

- Families pre-register and attend as scheduled to promote physical distancing
- Possible to offer synchronous programming – scheduling a time during the day when families can participate remotely

Adapted Model

- Combination of above and synchronous/asynchronous programming – scheduled when families can participate remotely

Fully Remote

- Synchronous & asynchronous programming only

# Staff Considerations and Support

Understanding and Meeting the Needs of our Staff

- Information will be gathered from all staff regarding ability to return to work, potential accommodation needs, other pertinent and important information

- Discussions about approaches to meeting various needs will take place, considering:
  - medical accommodations (e.g. disability, illness, etc.)
  - self-isolation
  - accommodation for family status needs (e.g. child care, elder care, vulnerable family member at home, etc.)
  - other

# Staff Considerations and Support

Working Conditions Under Various Models

- Discussions about how work assignments, schedules, other aspects of Collective Agreements will be discussed to find common understanding

Replacement Staff/Occasional Teacher

- Discussions about how staff who are absent for short term illness (e.g. a few days at a time or less) will be replaced (i.e. process for minimizing occasional teacher contacts in a variety of schools)

# Transportation Considerations

- Limitations on capacity of buses per Ministry guidelines (currently 24 students and siblings on big bus, 9 per mini bus and 2 students per wheelchair vehicle)
- Numbers of bussed students returning to school
- Retention of drivers by bus operators based on pre-existing conditions, age and other factors
- If physical distancing is not possible, PPE will be necessary
- Level of integration between school boards
- Attempts will be made to maintain school cohorts but cannot be guaranteed

# Transportation Considerations

Full Return to School with Cohorts

- If current Ministry restrictions are maintained, insufficient capacity to transport all students
- If the bus restrictions are lifted, all students would be able to be accommodated
- To maximize the number of students transported, staggered instructions time would be needed and/or prioritization of students to be bussed
- May be additional costs for longer work day or routes

# Transportation Considerations

Full Return to School without Cohorts

- If no restrictions on bus capacity all students could be transported with PPE

Fully Remote Model

- No transportation required

Adapted Model (alternative day)

- Sufficient capacity to transport all students, with some augmented busing support for special needs students in congregated sites to allow them to attend school every day
- If sufficient number of qualified students do not require transportation, then there would be sufficient capacity to provide daily service to all special education students, excluding gifted

# Transportation Considerations

Adapted Model (JK-3 cohort 15 students – Grade 4 to 8 regular class size)

- Sufficient capacity to transport all students, with some augmented busing support for special needs students in congregated sites for school every day if Ministry restrictions are lifted.
- If Ministry restrictions continue, there would not be sufficient capacity to transport all students.
- If sufficient number of qualified students do not require transportation, then there would be sufficient capacity to provide daily service to all special education students, excluding gifted.
- Staggered instructional time and/or prioritization of service needed
- May be additional costs for longer work day and routes

# Transportation Considerations

Health and Safety Measures

- Enhanced cleaning of all buses, including wiping down all high touch surfaces between runs
- Use of masks for students and drivers who can safely use them
- Self-screening will be conducted daily before entering bus
- Hand hygiene including washing hands prior to lining up for the bus and use of hand sanitizer for the driver and for students upon arrival at school
- Signage and communication to reinforce health and safety protocols

# Health and Safety

**Overview of Key Health and Safety Measures**

| General Health and Safety Checklist | |
|---|---|
| Staff and student screening | ☐ |
| Physical distancing where possible | ☐ |
| Enhanced cleaning, especially high touch surfaces | ☐ |
| Designated entry and exit points | ☐ |
| Identify traffic flow in hallways | ☐ |
| Signage throughout buildings to reinforce safety protocols | ☐ |
| Hand hygiene breaks built into the day | ☐ |
| Designated room for ill staff/students | ☐ |
| Set capacity limits for elevators and washrooms | ☐ |
| Avoid assemblies and group gatherings | ☐ |
| Increased ventilation and air flow | ☐ |
| Enhanced cleaning on school buses | ☐ |

# Health and Safety

## Arrival and Departure

- All staff/students to self assess prior to leaving home
- Consider staggered entry/exit times
- Establish parent pick up/drop off protocols
- All staff/students screened prior to entry
- Limit visitors to schools to essential visitors



# Health and Safety

## Circulation

- Determine traffic flow for hallways/stairs
- Floor markings for travel and distancing
- One way travel where possible
- Set capacity limits for washrooms, elevators and common areas
- Signage to reinforce safety protocols
- Consider use of barriers to ensure physical distancing

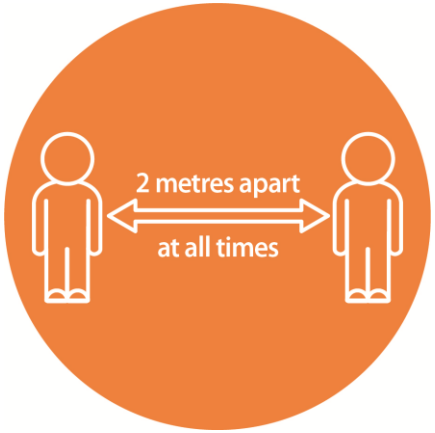







# Health and Safety

## Physical Distancing




- Organize classrooms to encourage maximum space between students
- Consider staggered arrival/dismissal times
- Establish parent pick up/drop off protocols
- Determine traffic flow in hallways/stairwells
- Set capacity limits for washrooms, elevators and other common areas
- No assemblies or any other group gatherings
- Place signage to reinforce safety protocols
- Face masks if physical distancing not possible

# Health and Safety

Hygiene Practices




- Designate handwashing breaks throughout the school day for staff/students
- Encourage and teach proper respiratory etiquette
- Provide alcohol-based sanitizer throughout the school and at designated entry/exits
- Minimize sharing of items and clean between users
- Use face masks if physical distancing not possible

# Health and Safety

## Lunch Rooms and Cafeterias



- Close cafeterias and kitchenettes
- Stagger lunch periods whenever possible to reduce the potential for interaction
- Lunch should be eaten in classrooms and garbage taken home
- No sharing of food or beverages
- Food programs should only serve pre-packaged items/meals and single use cutlery and dishes

# Health and Safety

## Facilities

- Perform routine cleaning of general facilities through the day
- Increased frequency of cleaning of high touch surfaces
- Mechanical HVAC system settings will be adjusted to increase the amount of fresh air
- Open windows to increase natural ventilation
- Washroom/hand washing fixtures checked and operational

# Health and Safety

## Screening for COVID-19 Symptoms

- All students and staff must undergo screening for symptoms of COVID-19 at home prior to leaving for school/work
- Upon arrival at the school, all individuals entering the building will complete an entry screening
- Anyone with COVID-19 symptoms will be directed to return home

## Suspected Case of COVID-19

- Anyone with symptoms should get tested
- If symptoms appear during the school day, students should be isolated and picked up, staff sent home
- Ill students kept in a designated isolation room until picked up
- The room will be disinfected after pick up
- Track student and staff absenteeism
- Toronto Public Health conduct contact tracing

# Health and Safety

## Confirmed Case/Outbreak of COVID-19

- Protocols for TDSB will be developed consistent with current guidance from TPH.
- Factors may include: closeness of contact, extent of contact, severity of symptoms etc., which is determined by TPH case management
- Not all cases result in exposures
- Communications/notifications will be directed by TPH

## Absenteeism Reporting

- Track student and staff absenteeism and alert Toronto Public Health about large increases in student/staff absenteeism due to respiratory illness

- Confirmed cases are reported by the lab to Toronto Public Health who will help the school community through contact tracing

# COVID-19 Measures - Budget Implications (first four months)

## Health & Safety

Personal Protective Equipment (PPE)
**$1.5M**

**TOTAL: $1.5M**

## Additional Staff to Ensure Health & Safety

Caretaking and Cleaning Supplies
**$4.2M**

Health and Safety Staff
**$0.3M**

**TOTAL: $4.5M**

## Supports for Students

Additional Technology
**$4.9M**

Special Education Supports
**$2.1M**

Professional Development for Staff During Pandemic
**$2.6M**

Translation and Interpretation Supports
**$0.2M**

**TOTAL: $9.8M**

## Operational Impacts

Permit Revenue Loss
**$2.3M**

Reduced International Student Tuitions
**$4.4M**

**TOTAL: $6.7M**

# Next Steps

- Consider feedback from Trustees, union groups and federations, Toronto Public Health and other consultations to further develop plans
- Launch pre-registration survey to families week of July 20
- Final plans to be shared with the Ministry of Education on August 4


Toronto
District
School
Board

**Written Notice of Motion for Consideration (Trustees Li and Laskin)**

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the special meeting of the Board on June 25, 2020 and is therefore submitted for consideration at this time.

> 5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced…
>
> 5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting…

**********

## Reviewing and Revising the Multi-Year Strategic Plan Action Plans

Whereas, in October 2018, the Multi-Year Strategic Plan (MYSP) – Action Plans were approved by the Board; and

Whereas, the MYSP included 38 action plans outlining goals, the specific work focused on to achieve these goals and how success will be measured; and

Whereas, one year into the Multi-Year Strategic Plan, staff provided an update to the Committee of the Whole on October 16, 2019 (https://www.tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/A?Folder=Agenda%2f20191016&Filename=6.3.pdf) noting progress, identifying what items have been completed and re-evaluating the remaining work in light of timing, budget implications and system priorities and this report was provided to the Board for approval; and

Whereas, although work continued across the system, guided by the Multi-Year Strategic Plan, in support of student success since the last update, there is no question that labour sanctions and Covid-19 affected the implementation of the 38 action plans;

Therefore, be it resolved:

That the Director review the 38 action plans in the Multi-Year Strategic Plan and present a report to Board at an appropriate time between October 1, 2020 and December 31, 2020, and before the establishment of the annual goals for the new permanent Director, noting the progress and accomplishments towards the 38 action items, and re-evaluating the remaining work in light of the new post COVID-19 realities, budget implications, and system priorities for discussion and board approval.

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**REVISED**

**Written Notice of Motion for Consideration (Trustees Mammoliti and Aarts)**

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the special meeting of the Board on June 25, 2020 and is therefore submitted for consideration at this time.

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>
> 5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting…

**********

## Roundtable on the Use of Shared Data to Combat Systemic Inequity

Whereas, TDSB-generated data provides valuable insights to begin to combat systemic issues such as racism, marginalization and inequity; and

Whereas, these insights have enabled the identification of equity gaps and needed systemic changes to combat these inequities, while creating strategic direction, programs and actions that aim to provide all students, youth and communities with more equitable access to the education and well-being supports that they deserve; and

Whereas, other levels of government also collect data that can provide valuable insight into systemic inequities in our city, province and country; and

Whereas, the government of Canada and the province of Ontario have both committed to the principles of the international Open Government Partnership and are leaders in open government on the world stage; and

Whereas, Toronto, often described as a "world in a city" has also made great strides in using data to improve service delivery, make information accessible and build public trust through their Open Government initiatives; and

~~Whereas, in an effort to build on commitments to a stronger focus on data collection including students, youth, families and communities in Toronto~~;

Therefore, be it resolved:

That the Chair write a letter to invite the Mayor of the City of Toronto, the Premier of the Province of Ontario, the Prime Minister of the Government of Canada, ~~Ontario's Minister of Education and Health Canada~~ to ~~engage their experts in multilateral~~ form a roundtable to ~~discussions~~:

i. Build on commitments to a stronger focus on data collection including students, youth, families and communities in Toronto;

ii. Recruit appropriate experts (e.g. school boards and associations, academics, NGOs, non-profits, etc.) to engage in multi-lateral roundtable discussions to create a shared understanding of the deep and often unseen impact of systemic racism, health and economic inequities, as well as other factors contributing to community stigma and under-service;

iii. Adopt an evidence-informed approach to identifying issues and decision-making by drawing upon comprehensive data, such as collected by the Toronto District School Board (e.g., Student and Family Census, Learning Opportunities Index, French and Optional Attendance Reviews and the findings of Enhancing Equity Task Force), in addition to other data collected by other levels of government;

iv. Consider, develop and recommend complementary policy decisions, action plans and funding initiatives aimed at producing sustainable changes which result in new opportunities and improve economic, social, health and educational outcomes for youth, families and other stakeholders in underserved communities in Toronto.

**Acknowledgement of Traditional Lands**

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

**Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

**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

Toronto District School Board

# 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.

To read the full Multi-Year Strategic Plan, visit **www.tdsb.on.ca/mysp**