



Special Meeting Revised Agenda

BD:234A

Thursday, August 6, 2020

3:30 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

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), August 6, 2020**
To be presented
- 6. Committee Reports**
 - 6.1 Finance, Budget and Enrolment Committee (Special Meeting),
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8. Adjournment



Finance, Budget and Enrolment Committee
(Special Meeting)
Report No. 51

FBEC:054A
Tuesday, June 23, 2020
12 p.m.
Electronic Meeting

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra
Lulka, Chris Moise, Zakir Patel and David Smith

Also Present Trustees Rachel Chernos Lin, Stephanie Donaldson, Trixie
Doyle, Harpreet Gill, Parthi Kandavel, Dan MacLean,
Christopher Mammoliti, Patrick Nunziata, Robin Pilkey, Yalini
Rajakulasingam, Anu Sriskandarajah and Jennifer Story

All trustees participated by electronic means in accordance
with [amendments to Section 7 of Ontario Regulations 463/97,
Electronic Meetings](#).

Part A: Committee Recommendations

1. Grants for Student Needs Update [3917]

The Committee considered a report from staff (see FBEC:054A, page 1)
presenting a high level overview on the Grants for Student Needs.

Moved By: Trustee Moise

Seconded By: Trustee Smith

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the
report be received.

Carried

Part B: For Information Only

2. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 12 p.m.

The purpose of the special meeting was to consider finance and budget matters.

3. Declarations of Possible Conflict of Interest

No matters to report

4. Delegations

No matters to report

5. Adjournment

On motion of Trustee Lulka, seconded by Trustee Moise, the meeting adjourned at 1:05 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair



Finance, Budget and Enrolment Committee
(Special Meeting)
Report No. 52

FBEC:055A
Tuesday, July 7, 2020
12 p.m.
Electronic Meeting

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra
Lulka, Chris Moise, Zakir Patel and David Smith

Also Present Trustees Rachel Chernos Lin, Stephanie Donaldson, Trixie
Doyle, Harpreet Gill, Parthi Kandavel, Dan MacLean,
Christopher Mammoliti, Robin Pilkey, Yalini Rajakulasingam,
Anu Sriskandarajah, Jennifer Story and Manna Wong.

All trustees participated by electronic means in accordance
with [amendments to Section 7 of Ontario Regulations 463/97,
Electronic Meetings](#).

Part A: Committee Recommendations

**1. 2020-21 Financial Operating Position and Draft Operating Budget
[3920]**

The Committee considered a report from staff (see FBEC:055A, page 1)
presenting a draft operating budget based on the information available as of
June 30, 2020 and best estimates for the 2020-21 school year.

Moved By: Trustee Moise

Seconded By: Trustee Patel

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the
report be received.

Carried

2. Update to the 2019-20 Financial Forecast [3919]

The Committee considered a report from staff (see FBEC:055A, page 19) presenting an update on significant operational changes to the Board's 2019-20 budget and the impact of COVID-19.

Moved By: Trustee Moise

Seconded By: Trustee Smith

The Finance, Budget and Enrolment Committee **RECOMMENDS that the report be received.**

Carried

Part B: For Information Only

3. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 12 p.m.

The purpose of the special meeting was to consider finance and budget matters.

4. Declarations of Possible Conflict of Interest

No matters to report

5. Delegations

No matters to report

6. Private Matters

On motion of Trustee Aarts, seconded by Trustee Moise, the meeting resolved into private, to consider matters on the private agenda.

7. Adjournment

On motion of Trustee Laskin, seconded by Trustee Patel, the meeting adjourned at 3:19 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

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**Finance, Budget and Enrolment Committee
(Special Meeting)
Report No. 53**

FBEC:056A
Thursday, July 9, 2020
12 p.m.
Electronic Meeting

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra
Lulka, Chris Moise, Zakir Patel and David Smith

Also Present Trustees Rachel Chernos Lin, Stephanie Donaldson, Trixie
Doyle, James Li, Dan MacLean, Christopher Mammoliti,
Robin Pilkey, Yalini Rajakulasingam, Jennifer Story and
Manna Wong.

All trustees participated by electronic means in accordance
with [amendments to Section 7 of Ontario Regulations 463/97,
Electronic Meetings](#).

Part A: Committee Recommendations

1. Virtual Town Hall Meetings: Community Feedback [3921]

The Committee considered a report from staff (see FBEC:056A, page 1)
presenting feedback from the virtual town hall meetings regarding the 2020-
21 budget.

Moved By: Trustee Moise

Seconded By: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the
report be received.

Carried

Part B: For Information Only

2. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 12 p.m.

The purpose of the special meeting was to consider finance and budget matters.

3. Declarations of Possible Conflict of Interest

No matters to report

4. Delegations

The following oral delegations were heard in accordance with the Board's procedure for hearing delegations.

re 2020-21 Draft Budget: Centre of Excellence for Black Student Achievement

1. Alexis Dawson, TDSB Black Student Achievement Community Advisory Committee

re The Ontario Alliance of Black School Educators' Experience With Policy vs. Practice Around Issues of Systemic Anti-Black Racism in the TDSB

2. Warren Salmon, The Ontario Alliance of Black School Educators

re Safety of Adult Students and the Return to Schools Amidst the COVID-19 Pandemic

3. Deborah Buchanan-Walford, Equity for Adult Day Schools

5. Adjournment

On motion of Trustee Moise, seconded by Trustee Aarts, the meeting adjourned at 12:40 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

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**Finance, Budget and Enrolment Committee
(Special Meeting)
Report No. 54**

FBEC:057A
Thursday, July 15, 2020
12 p.m.
Electronic Meeting

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra
Lulka, Chris Moise, Zakir Patel and David Smith

Also Present Trustees Rachel Chernos Lin, Stephanie Donaldson, Trixie
Doyle, Parthi Kandavel, James Li, Dan MacLean, Christopher
Mammoliti, Robin Pilkey, Yalini Rajakulasingam, Jennifer
Story and Manna Wong.

All trustees participated by electronic means in accordance
with [amendments to Section 7 of Ontario Regulations 463/97,
Electronic Meetings](#).

Part A: Committee Recommendations

1. Contract Awards, Facilities [3927]

The Committee considered a report from staff (see FBEC:057A, page 1)
presenting contract awards. The Committee received the contracts in
Appendix A and approved the contracts in Appendix B.

Moved by: Trustee Moise

Seconded by: Trustee Patel

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the
contracts on Appendix C, as presented in the report, be approved.

Carried

2. Report on Information Requests From July 7, 2020 Finance, Budget and Enrolment Committee (Special Meeting) [3924]

The Committee considered a report from staff (see FBEC:057A, page 15) presenting information requested by Trustees regarding personal protective equipment, the International Baccalaureate program and the Central Equity Fund.

Moved by: Trustee Moise

Seconded by: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report be received.

Carried

3. 2020-2021 Financial Position and Draft Operating Budget: Revised Based on Trustee Feedback [3925]

The Committee considered a report from staff (see FBEC:057A, page 25) presenting a draft operating budget based on the information available as of June 30, 2020, best estimates for the 2020-21 school year and based on trustee feedback.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the report be received.

Carried

4. Feedback From Trustees on Items for Consideration in 2020-21:**4.1 International Baccalaureate Diploma Program****Moved by:** Trustee Patel**Seconded by:** Trustee Pilkey

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

Whereas, due to the costs associated with operating the International Baccalaureate (IB) program, the Board instituted a sliding scale fee to between \$500 and \$1,500 per student for Grades 11 and 12 students starting in September 2020; and

Whereas, due to COVID-19, the IBO has been more flexible with some of their requirements to operate the program and in the case of the TDSB particularly around the training of teachers, that could significantly reduce the cost to the TDSB to offer the program; and

Whereas, it was never the intention for the fees for the IB program to generate a profit for the TDSB;

Therefore, be it resolved:

- (a) That the Director consider the elimination of the fees for the Secondary International Baccalaureate program and provide alternative offsets to accomplish this in the 2020-21 budget that will be presented on August 5, 2020;**
- (b) That students who are currently enrolled in the IB program be informed of this change and if they have paid the 2020-2021 fees, these fees be refunded as soon as possible;**
- (c) That a communication plan to share the removal of these fees be developed, specifically directed at those students who did not re-enroll for the 2020-2021 school year, with the invitation to reconsider their decisions to drop out of the IB program.**

Carried

4.2 Student Support Services

Moved by: Trustee Aarts

Seconded by: Trustee Doyle

The Finance, Budget and Enrolment Committee **RECOMMENDS:**

That staff reconsider the Student Support Services as planned in last year's budget, using the new mental health funding if necessary, as these services will be particularly important in the extenuating return to school scenarios.

Part B: For Information Only

5. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 12:12 p.m.

The purpose of the special meeting was to consider finance and budget matters.

6. Declarations of Possible Conflict of Interest

No matters to report

7. Delegations

No matters to report

8. Adjournment

On motion of Trustee Moise, seconded by Trustee Smith, the meeting adjourned at 1:42 p.m.

Part C: Ongoing Matters

9. Matters not Considered

The Committee did not consider the following matter

- Oral Update on Possible Changes, if Necessary

Submitted by: Shelley Laskin, Committee Chair

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Finance, Budget and Enrolment Committee
(Special Meeting)
Report No. 56

FBEC:059A
Wednesday, August 5, 2020
12 p.m.
Electronic Meeting

Members Present Trustees Shelley Laskin (Chair), Michelle Aarts, Alexandra
Lulka, Chris Moise, Zakir Patel and David Smith

Also Present Trustees Rachel Chernos Lin, Stephanie Donaldson, Trixie
Doyle, Dan MacLean, Christopher Mammoliti, Robin Pilkey,
Yalini Rajakulasingam, Jennifer Story and Manna Wong.

All trustees participated by electronic means in accordance
with [amendments to Section 7 of Ontario Regulations 463/97,
Electronic Meetings](#).

Part A: Committee Recommendations

1. Contract Awards, Facilities [3930]

The Committee considered a report from staff (see FBEC:059A, page 1)
presenting contract awards. The Committee received the contracts in
Appendix A and approved the contracts in Appendix B.

Moved by: Trustee Moise

Seconded by: Trustee Doyle

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the
contracts on **Appendix C**, as presented in the report, be approved.

Carried

2. Contract Awards, Operations [3931]

The Committee considered a report from staff (see FBEC:059A, page 13) presenting contract awards. The Committee received the contracts in Appendix A.

Moved by: Trustee Moise

Seconded by: Trustee Aarts

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **contracts on Appendix C, as presented in the report, be approved.**

Carried

3. 2020-2021 Operating Budget [3933]

The Committee considered a report from staff (see FBEC:059A, page 33) presenting an operating budget for the 2020-21 school year.

Moved by: Trustee Moise

Seconded by: Trustee Patel

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **balanced operating budget for the 2020-21 school year, as presented in the report, be approved.**

Carried

Part B: For Information Only

4. Call to Order and Acknowledgement of Traditional Lands

The meeting was called to order at 12 noon.

The purpose of the special meeting was to consider finance and budget matters.

5. Declarations of Possible Conflict of Interest

No matters to report

6. Delegations

No matters to report

7. Private

The meeting resolved into private from 1:17 to 1:42 p.m. to consider matters on the private agenda.

8. Adjournment

On motion of Trustee Moise, seconded by Trustee Patel, the meeting adjourned at 1:43 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Shelley Laskin, Committee Chair

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Committee of the Whole (Special Meeting)

Report No. 23

CW:24A

Tuesday, August 4, 2020

Electronic Meeting

Members Present 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, Zakir Patel, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks and Manna Wong

Regrets Trustee Patrick Nunziata

Trustees participated by electronic means in accordance with [amendments to Section 7 of Ontario Regulations 463/97, Electronic Meetings](#)

Part A: Committee Recommendations

1. Returning to School: A Guide to the Safe Reopening of the TDSB [3934]

The Committee considered a report from staff (CW:024A, page 1 and see attached) presenting a guide to the safe reopening of schools.

Moved By: Trustee Smith

Seconded By: Trustee Donaldson

The Committee of the Whole **REFERS the matter WITHOUT RECOMMENDATION.**

Carried

2. **Emergency Motions: Review of Partnership Agreements With WE Charity/ME to WE**

Moved By: Trustee Donaldson

Seconded By: Trustee Doyle

The Committee of the Whole **REFERS the following WITHOUT RECOMMENDATION:**

Trustees Pilkey and Story have submitted the following as a matter of urgency and for consideration as emergency business;

Therefore, be it resolved:

A. That the following matter be deemed as emergency business;

and, if approved (requires a two-thirds majority vote of the members present to be considered);

B. That the following be considered:

Whereas, increasing media scrutiny on WE Charity/ME to WE has surfaced concerns regarding some of the organization's practices and policies both domestically and in the countries they seek to assist; and

Whereas, through existing partnership agreements, the Toronto District School Board provides WE Charity and ME to WE with a great deal of access to its students, staff, schools and families; and

Whereas, the WE Charity/ME to WE model intentionally engages schools as a conduit for their organization's fundraising efforts¹; and

Whereas, the TDSB's current partnership agreements do not expire until February 2021;

Therefore, be it resolved:

- (a) That the TDSB suspend its current agreements with WE Charity/ME to WE and any other related organizations, pending a review of the agreements;
- (b) That the Director review the terms of the current agreements in the fall of 2020, and present a report to the Board, through the Committee of the Whole, on the scope, process, considerations and outcome of this review before the end of the

¹ <https://www.flare.com/news/we-charity-corruption-trudeau-kielburger/>

calendar year 2020, and before any consideration is made regarding any future contracts between the TDSB and WE Charity/ME to WE;

- (c) That the report at Part (b) above include a detailed description of the financial activity between the parties, as well as an analysis of both the formal and informal connections between WE Charity/ME to WE and the TDSB.

Carried

Part B: Information Only

3. Call to Order and Acknowledgement of Traditional Lands

An electronic meeting of the Committee of the Whole was convened on Tuesday, August 4, 2020 from 12:01 p.m. to 3:32 p.m., with Robin Pilkey presiding.

4. Declarations of Possible Conflict of Interest

No matters to report

5. Delegations

The following written delegations were presented in accordance with the Board's delegation procedure:

Re Returning to School: A Guide to the Safe Reopening of the TDSB

1. Phil Pothén, Second Elementary School Parent Council's Executive Committee
2. Caroline Starr
3. Megan Graham, Parent/Downtown Alternative School
4. Dana Patterson, Parent/Kimberly Junior Public School
5. Jessica Dumelie, Kimberly Junior P.S. and B.A.S.
6. Emily Pengelly, Morse Street Junior Public School Parent Council
7. Samuel Kaufman, Parent, Earl Beatty Public School
8. Brendan Boyle, Parent/Kimberly Public School

6. Adjournment

On motion of Trustee Doyle, seconded by Trustee Donaldson, the meeting adjourned at 3:32 p.m.

Part C: Ongoing Matters

7. Written Notice of Motion: Support for ActiveTO and Active School Travel

On motion of Trustees Aarts and Story, the following motion was submitted as notice at this time and for consideration at the next regular meeting of the Board:

Whereas, public health agencies have repeatedly stated the importance of being active for student health and well-being and Toronto Public Health reported in 2019 that ten percent or fewer of Toronto's students get the recommended daily physical activity²; and

Whereas, the impacts of the current pandemic, including physical distancing on buses, family discomfort with bussing, and reduced use of the TTC present the TDSB with significant transportation pressures and is likely to result in many more children being driven to school; and

Whereas, cars in school zones present a significant risk to student and staff safety and well-being, as well as increasing traffic congestion and pollution^{3, 4}; and

Whereas, the Ministry of Education, through school boards, now spends in excess of \$1 billion per year on "motorized school transportation" (i.e. bussing)⁵ that moves only 40 percent of students province-wide, yet there is

² [TO Health Check 2019](#)

³ [OAST Fact Sheet & Reference List](#)

⁴ [Vision Zero, School Zones](#)

⁵ <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

little to no support for the other 60 percent of students' travel. Current Ministry of Education support to Ontario Active School Travel is less than 0.14 percent of the investment in bussing; and

Whereas, the Toronto District School Board prioritizes walkability to neighbourhood schools, has a stated commitment to Active School Travel (AST)⁶ and has been a willing participant in the Active and Safe Routes to School pilot program⁷ with the City of Toronto, Toronto Public Health, and Green Communities Canada. However, there are other initiatives with local active travel groups and community organizations, where the TDSB could provide more active partnership⁸ to promote AST; and

Whereas, the City of Toronto recently voted to fast track the ActiveTO project⁹ which is focused on *"a measured and data driven approach to support essential trips, front-line workers, and vulnerable road users"* by rapidly expanding the network of safe cycling and walking routes throughout the city; and

Whereas, school boards have the opportunity to be a driving force behind active school transport and advocate for dedicated funding for AST from the Provincial and Federal governments;

Therefore, be it resolved:

- a) That the Chair write to the Mayor and City Council to:
 - i. express support for the expansion of ActiveTO and the development of protected travel routes and complete streets for school zones, in addition to the existing Active and Safe Routes to School pilot program,
 - ii. specifically request new active travel routes, protected bike lanes and complete streets in high needs communities,
 - iii. invite the mayor to develop new, permanent 'quiet streets' near schools;
 - iv. call for the City's commitment to and collaboration on the holding of an active school travel "summit" including the City, all coterminous school boards in Toronto, the Ministry of Education and relevant non-governmental organizations, to review the relevant research and best practices and discuss ways that all parties can build a better active school travel program for Toronto's school children and their families;

⁶ [TDSB Charter for Active, Safe, Sustainable Transportation](#)

⁷ [Active & Safe Routes to School](#)

⁸ [880 Cities "School Streets" Projects](#)

⁹ [ActiveTO and Covid-19](#)

b) That the Chair:

- i. write to the appropriate Provincial and Federal Ministries (Education, Health, Transport, etc.) to request proactive communication, education programs and financial support for active school travel initiatives;
- ii. write to the Premier and Prime Minister to encourage enhanced funding for new and existing active school travel initiatives;
- iii. invite other school boards and member associations (OPSBA, OCSTA, OSTA-AECO, CSBA) to declare active student travel as a priority and to advocate to governments for support for AST programs and partnerships;
- iv. work with the Director of Education to encourage school councils to engage in Active School Travel campaigns for their individual school communities;

c) That the Director:

- i. promote active school travel (AST; walking, cycling, rolling) as the preferred option for all students not travelling by school bus or public transit, for the fall of 2020 and beyond;
- ii. encourage families to practise their school walking and cycling routes before school begins this fall, and throughout the year;
- iii. participate in, collaborate with, or support future AST initiatives by the City and community agencies, and remove impediments to AST, such as allowing students to chain bikes to fences, and present a report on options like providing spaces to store scooters;
- iv. re-examine the TDSB transportation safety projects, such as, “kiss n rides”, and promote safety by encouraging AST, discouraging driving, encouraging parking farther away from school zones, if families must drive, and exploring ways to support City initiatives such as partial street closures, education campaigns, etc.;
- v. present a report to the Board on progress in the March 2021 cycle of meetings.

Submitted by: Robin Pilkey, Committee Chair

Returning to School Slideshow Presentation

Returning to School

Planning Ahead for September 2020

Trustee Presentation

August 4, 2020



1

Planning Ahead for September

- TDSB takes direction and guidance from the Ministry of Education as well as Toronto Public Health
- TDSB has formed a Return to School and Work Steering Committee with multiple sub-committees to plan and prepare for reopening
- 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

Confirmed Models for September

On July 30, the Ministry of Education confirmed the following models for return to school in September:

Elementary (Kindergarten to Grade 8):

Students (including those in Special Education and French Immersion & Extended French programs) will attend school 5 days per week, with one cohort for the full day, including recess and lunch. Enhanced health and safety protocols will be in place.

Secondary:

Adapted model: Students attend school every day, in smaller class sizes of approx 15 students, in either the morning or afternoon, with learning continuing at home the other half of the day. Schools will operate on a quadmester schedule.

Adapted Amendment to Secondary Model:

Students will have in-class learning on alternate days and synchronous as well as learning-at-home/asynchronous learning daily.



4

Additional Details from Ministry Guidelines

- Parents will continue to have the option to opt their children out of in-person delivery and participate in remote learning.
- Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks.
- Students in Grades 4 to 12 will be required to wear non-medical or cloth masks/face coverings indoors, including in hallways and in classrooms. Outdoor times can be opportunities to provide student breaks from wearing masks within their cohorts.
- Students may wear their own non-medical masks, and non-medical masks will also be made available. Reasonable exceptions on the requirement to wear masks will apply.
- School-based staff who are regularly in close contact with students will be provided with all appropriate personal protective equipment (PPE).
- Direct and indirect contacts in schools for elementary students should be limited to approximately 50 and for secondary students should be limited to approximately 100.



5

Returning to School: A Guide to the Safe Reopening of the TDSB

- Although confirmation of the learning models was only received on July 30 from the Ministry of Education, the *Returning to School: A Guide to the Safe Reopening of the TDSB* provides significant details in a number of important areas.
- In the days and weeks ahead, a more complete and comprehensive guide will be developed that will be shared with staff, students, parents, education partners and the community.
- Additional documents and resources for staff will be created to accompany the guide and provide the necessary information for implementation.



6

Pre-registration Process

- The TDSB is undertaking pre-registration of elementary, secondary and adult students in order to plan for September
- The process will begin with an automated phone survey of parents/guardians and adult students
- An online survey will also be completed by all international students and their families
- To support parents/guardians and adult students in their own language, the TDSB website will include translations of the phone survey and an online survey will be sent to those who are not able to respond to the phone survey
- To support parents and adult students in their own language, the online survey will be available in 20 languages



7

Pre-registration Process

- The pre-registration process will be open for one week:
Opening: Monday August 10, 2020
Closing: Monday, August 17, 2020
- Prior to the launch of the pre-registration process, parents and adult students will be informed of the upcoming pre-registration process and directed to the TDSB's website for information about September and materials to support the completion of the phone survey (e.g., translations, explanations of the elementary and secondary school day, public health protocols, etc.)
- Follow up with families who have not responded to either the phone survey or online survey will be through the local school when school administrative staff return to schools in late August



8

Pre-registration Process

- We are asking parents/families to let us know what model they plan to have their children participate in for September.
- As per direction from the Ministry of Education, students may not necessarily be able to move between remote and in-person learning and families should anticipate the possibility to be wait-listed if they change their mind.
- The opportunity to switch between remote and in-person learning will depend on availability of an appropriate class placement.

Elementary students: opportunity after progress report and end of each term

Secondary students: opportunity between each quadmester

- If a change is required in between these periods, exceptions may be made on a case by case basis with time built in to transition into a classroom or remote cohort.



9

Cohort/Class Sizes – Elementary and Secondary

- We will work to ensure that we don't have overly large class sizes to minimize risk
- Once we receive information from the pre-registration survey to families, we will have a better idea as to what class sizes will be (some students will opt for remote learning)
- In the event that class sizes need to be adjusted, staff will explore strategies such as reorganizing classes or adding additional resources to the extent that the budget will allow
- Given current class size caps in the Secondary collective agreement, we do not anticipate significant cohort size issues in most secondary classes



10

Staff Survey

- Information will be gathered from all staff via survey regarding ability to return to work, potential accommodation needs, and 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.)
 - Mental health and well-being needs and support



11

Respecting the Collective Agreements with Employee Groups

At the current time, it is our understanding that discussions are occurring provincially regarding potential variances that may be needed to support the restart of schools in September in light of the pandemic. Some of which are important to help ensure the health and safety of students and staff. Examples include:

Examples include:

- Preparation time
- Supervision
- Sick leave administration
- Coverage for absent teachers/staff
- Health and Safety

As we learn about possible outcomes from those discussions, the Board and local union representatives will meet to look at implementation within TDSB.



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Occasional Teacher Roster

- To ensure continuity of learning for students in the event that staff absenteeism is higher, work has been done through remote interviewing in the Spring and Summer to create a robust pool of teachers to be included in the Occasional Teacher Roster if such needs emerge.
- This will position us to be able to respond quickly to such circumstances.



13

Professional Learning and Capacity Building

Professional learning and capacity building opportunities will be provided to educators and will focus on:

- Developing high levels of digital competencies (Google Classroom & Brightspace learning platforms)
- Continuing our focus on equity and anti-oppression
- Supporting the closure of learning gaps through Early Literacy intervention, resources and training
- Supporting the use of digital resources in mathematics and STEM (implementation of the new Ontario math curriculum)
- Providing support for students with Special Education Needs
- Providing support for students' mental health and well-being
- Health and Safety and Use of PPE

Learning opportunities include:

- Summer Institutes (July and August)
- Continuum of Learning developed locally by Principals for their staff (identified needs and supports for digital learning)
- 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
- P. A. Day professional learning & training (September 1, 2, and 3)



14

Key Health and Safety Measures

Ensuring the health and safety of students and staff is our priority. Following guidance from Toronto Public Health, a number of key measures will be implemented to help stop the spread of COVID-19, including: physical distancing, hand hygiene, respiratory etiquette, and screening for symptoms.

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

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

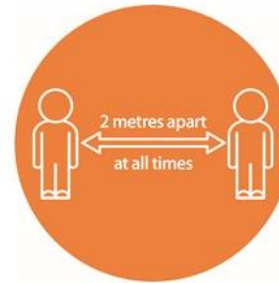
- Determine traffic flow for hallways/stairs
- Floor markings for travel and distancing
- One way travel where possible
- Set capacity limits for washrooms, elevators and common areas
- Signage to reinforce safety protocols
- Consider use of barriers to ensure physical distancing
- Lockers will not be used by students



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/face coverings required for all staff and students (Grades 4 to 12)



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
- Face masks/face coverings required for all staff and students (Grades 4 to 12)



Health and Safety

Personal Protective Equipment (PPE) - Student and Staff

- The Ministry of Education will source, pay for and provide all required PPE for school boards
- Instructional information & training will be provided regarding the proper use of masks (e.g. informational posters, videos, etc.)



Student Masks

- Grade 4 to 12 – Students will be provided with and are required to wear a Non-Medical Mask/Cloth Covering
- JK to Grade 3 – Masks are not required, but are encouraged
- Masks may be removed during break periods provided physical distancing is maintained

Health and Safety

Staff PPE

- All Staff will be provided with disposable Medical Masks and eye protection
- Additional PPE will continue to be provided to staff members who require it to perform their day to day work functions. This would include gloves, gowns and other protective equipment.

Visitor PPE

- All visitors to a school or site will be required to wear a medical mask while on site

**There may be individual exemptions based on sensory or medical/health reasons*

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 in elementary schools 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

Training

- All staff will be provided with a full day of Health and Safety training prior to the start of the school year.
- This will include training on Covid 19 Awareness, Screening/Signs/Symptoms, donning/doffing PPE, and other safety protocols related to the return to work.
- We will consult with our Union/Federation partners and the Joint Occupational Health and Safety Committee on the training.
- Training will be delivered using a combination of webinars and videos.
- Training on Covid awareness, masks/face coverings and safety protocols will also be made available to parents/students.

Health and Safety

Facilities

- **Cleaning:** Caretakers will perform routine cleaning of general facilities through the day and will conduct enhanced cleaning of high touch surfaces twice per day. Shared items will be used minimally and cleaned between users.
- **Air Flow:** Mechanical HVAC system settings will be adjusted to increase the amount of fresh air and windows will be opened, where possible, to increase natural ventilation.
- Washroom/hand washing fixtures to be checked and operational.

Health & Safety: Screening Practices

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 & Safety: Outbreak Protocol

Attendance and Absenteeism Reporting

TDSB will track student and staff attendance and alert Toronto Public Health about large increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the lab to Toronto Public Health who will help the school community through contact tracing.

Confirmed Case/Outbreak of COVID-19

TDSB will work closely with Toronto Public Health. Factors for consideration may include closeness and extent of contact, and severity of symptoms, which will determine how TPH manages the case. TPH will determine if a class/school or part of a school would need to close.

Communications/notifications will be directed by TPH.



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Confirmed Case of COVID-19: Process

The following steps must be taken when there is a confirmed case of COVID-19 (student or staff):

- Supervisor/Principal to notify Manager/Superintendent, Health and Safety department and Communications.
- Supervisor/Principal to determine if employee/student was in the building 48 hours prior to and including the day of onset of symptoms OR 48 hours prior to positive specimen collection if asymptomatic at the time of specimen collection.
- If yes, Supervisor/Principal to verbally inform all employees who have been in the building on those days of a confirmed case of COVID-19 (do not share personal information/name of employee).
- Supervisor/Principal records this information including attendance, contact information and visitor sign-in logs for possible Toronto Public Health contact tracing purposes.
- Senior Manager, Occupational Health & Safety reports name of employee/student to TPH. Also, the appropriate Union/Federation member of JHSC will be notified.



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Confirmed Case of COVID-19: Process

- Students and employees who test positive for COVID-19 will self-isolate for 14 days in accordance with TPH protocol.
- TPH will contact positive cases directly and provide a letter directly to the other staff/students identified to have a high risk of exposure. Communications Department to work with TPH on letters to school or community, as determined by TPH.
- TPH will collaborate with the Supervisor/Principal to obtain contact information for those individuals with a high risk of exposure.
- TPH will follow up with the Employer through the Senior Manager, Occupational Health & Safety, if needed.
- Supervisor/Principal to discuss any enhanced cleaning protocols that may need to be performed with the Facility Team Leader. These area(s) will be closed until this enhanced cleaning is completed.
- Additional direction will be taken from TPH and is based on Ministry of Education and Ministry of Health guidance in the workplace.



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Supporting Students with Special Education Needs

- All students with special education needs will continue to be supported by Homeroom and Resource teachers, as well as support staff, as per their IEPs.
- All students with complex medical needs will attend daily and staff will be provided with appropriate enhanced PPE; remote learning where return to school is not possible will be available.
- All students with special education needs who will engage in remote learning will have live contact with a teacher and expectations for synchronous learning including a timetable will be provided
- Secondary students with special education needs following the adapted model will attend daily; during asynchronous periods, resource support will be available.

Supporting Students with Special Education Needs

- **Individual Education Plan (IEP):** Schools will follow the requirements to provide students with their IEPs in collaboration with the IEP team and parents/guardians. Changes in the school environments and/or remote learning needs will be considered when creating and updating the IEPs
- **In School Team (IST) Meetings, School Support Team (SST), IPRC and SEPRC meetings** will continue either face to face and/or remotely using an AODA platform. Professional Support Services and other members of the team will be included as usual (e.g. SW, psych, special education inclusion consultant) to be in attendance
- **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 both remotely and in person following physical distancing guidelines and a Tiered Approach based on a student's IEP
- **PR699:** Ongoing support and training will be provided in Non-Violent Crisis Intervention (NVCPI) and personal protective equipment (PPE) will be provided; Safety Plans will also continue on a needs basis
- **Special Equipment Amount (SEA):** Students will continue to access SEA equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning

Elementary -- Full Return with Full Class Size**Elementary: Regular School Day**

- Full Day Return, 5 Days per week
(Inclusive of Special Education and French Immersion and Extended French programs)
- 300 minutes of instruction per day within a Regular School Day
- Regular Class Size, with the students cohorted as a group (including recess and lunch)
 - An elementary student will be cohorted with their classmates and their homeroom teacher, one teacher and one DECE in kindergarten, with limited contact with other subject specific teachers for classes such as Core French, the arts and physical education.
 - Expect changes in the timing of recesses, lunches, and bathroom breaks as they are staggered to support cohorting.
- Enhanced Health & Safety Protocols in place

Elementary -- Full Return with Full Class Size**Elementary: Learning and Instruction**

- Schools have their teacher allocations and will create tentative timetables and class placements
 - classroom teacher responsible for covering the Overall Expectations of the Ontario curriculum in all subjects (prep subjects excluded)
 - Cohort movement will be limited by rotary of subject-specialist teachers going into the classroom (following TPH guidelines)
- Prep Delivery:
 - Teacher prep delivered throughout the day by Subject-Specialist teachers
 - Specialized teachers (e.g. Core French teachers) will be able to go into classrooms to provide the full breadth of programming for students
- Educators will maintain an online learning platform (Google Classroom or Brightspace) so all students in the class have access

Elementary -- Full Return with Full Class Size**Elementary: Supports**

- Provisions will be made so students are able to leave their classrooms to receive additional support and maintain limited groupings ([*Ministry of Education Guide to Reopening Ontario's Schools, p3*](#))
- Itinerant educators will have a schedule assigned to them to minimize moving from school to school, and will support both remotely and in person following physical distancing and cohorting guidelines
 - i.e. ESL Itinerants/Itinerant Music Instructors (IMI) may be assigned to one of their schools as a home base and support additional schools remotely.

Elementary -- Full Return with Full Class Size**Elementary: Kindergarten**

- Kindergarten educators will follow the [Ontario Kindergarten Program, 2016](#)
- The program should continue to be play- and inquiry-based as per the curriculum/program document
- The educator team of DECE and teacher (OCT) should continue to plan independent, small and large group learning experiences for children to play and inquire while maintaining health protocols
- All learning opportunities begin from a place of creating belonging for the children, along with building a community of learners
- Classroom cleaning protocols will need to be in place for shared learning materials

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Elementary -- Fully Remote Learning

Elementary: Fully Remote Learning Option

- Some families may opt for a fully remote learning option
- Transition in and out of remote option will be made at specific times during the school year

Structure of Day

- Daily attendance will be taken
- 300 minutes of learning opportunities (synchronous and asynchronous)
- Large Group Instruction 40-50% of the day (dependent on grade level)
- Guided Instruction (small group), Synchronous Check & Connect (small group or individual)
- Asynchronous independent work available in Google Classroom/Brightspace
- Instruction will be delivered by more than one educator (i.e. "remote cohort homeroom" teacher, DECE for Kindergarten where applicable, and prep subject teachers)

Focus of Curriculum

- Based on the Overall Expectations of the Ontario Curriculum and Kindergarten Program
- Units of Study should be interdisciplinary
- All learning opportunities begin by creating a sense of belonging for the students
- Synchronous learning, recorded and posted on Google Classroom/Brightspace for access during asynchronous learning periods
- Small group learning to build on students demonstrating their learning through play and inquiry (Early Years), literacy and numeracy, and other curriculum areas

Elementary - Fully Remote Learning**Expectations by Grade**

Kindergarten

- Whole Group Instruction: two/three sessions per day for short periods of time
- Guided Instruction (Synchronous) & Independent Play/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

Elementary -- Full Return with Full Class Size - Pivot to Alternating Days**Elementary -- Alternating Days**

According to Ministry of Education, "Guide to Reopening Ontario's Schools"

School boards should be prepared to implement their adapted delivery models should public health conditions require them. Under this scenario, cohorts would include approximately 15 students in each class attending on alternate days, or alternate schedules that would represent in person attendance for at least 50% of instructional days.



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Elementary -- Full Return with Full Class Size - Pivot to Alternating Days

Elementary -- Alternating Days

Our proposal is as follows:

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



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Elementary -- Full Return with Full Class Size - Pivot to Alternating Days**Elementary -- Alternating Days**

- **Cohort C:** Fully remote, access to Google Classroom or Brightspace, with synchronous and asynchronous learning, and check-in & connect sessions from non-classroom educators, daily attendance will be taken.
- **Cohort D:** Fully remote and do not have access to technology or unable to use technology. Units of study written and mailed by assigned staff with 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).

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Before- and After-School Programs

(Extended Day Program, Authorized Recreation and Licensed Child Care)

- TDSB is committed to supporting the operation of Before- and After-School Programs in schools in September.
- Ministry of Education announced revised [Operational Guidelines](#) for licensed child care operators to support the safe reopening of programs across the province. Updates are also being made to the *Before and After School Kindergarten to Grade 6 Policies and Guideline* to provide COVID-19-related operational guidance.
- Ministry has confirmed authorized recreation provider-operated after school programs and Extended Day Programs will be required to follow standard ratios and maximum group sizes. Licensed child cares are also required to develop infection prevention and control policies and procedures.
- Schools and BASP operators will collaborate to ensure that student lists and information is readily available for Toronto Public Health for contact tracing purposes, if necessary.
- TDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access program space.
- The decision to operate and determine operating capacities for licensed BASP and authorized recreation programs will be made by organizations and individual program operators. TDSB operated Extended Day Programs will continue to operate this year.



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Secondary Models

Secondary Models: Adapted In-School and Remote Learning

- Both secondary models are based on a quadmester structure
- At the beginning of each quad students may choose between:
 - **Model 1:** Adapted In-School Day Model (Smaller Size Cohorts)
 - **Model 2:** 100% Remote Learning
- Students/Parents must indicate their choice two weeks prior to the start of quad. No switching is permitted during quads
- Most students are expected to complete two courses/quad
- TDSB e-Learning Day School Program will continue to be made available in Grades 11 and 12

Secondary - Adapted In-School Day Model**Secondary Model: Adapted In-School Day (cohorts)**

- Part Time Learning in School
- Part Time Learning at Home
- Class Cohorts of approximately 15 Students

Secondary Adapted In-School Day Model**Adapted In-School Day (cohorts)**

- One in-school teacher responsible per course; classes based on course enrolment will be divided to achieve approx. 15:1 ratio
- Classrooms will be organized to allow students to be physically distant
- Subject Departments will determine essential course learnings based on overall expectations from the Ontario Curriculum, focus on authentic inquiry

Secondary Adapted In-School Day Model**Course Structure**

- All courses will utilize Brightspace or Google Classroom as learning platforms
- All courses will be taught using a combination of in-person and remote learning (in-person time has been maximized in this model)
- 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 overall expectations from the Ontario curriculum for each course

Considerations will be given to the following as part of teachers' professionally managed time:

- 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.)

Secondary Adapted In-School/Synchronous Learning Day Model**Rationale for Adapted Amendment to Secondary Model:**

- Maximizes Health & Safety:
 - Minimizes direct and in-direct contacts for our students and staff
 - Minimizes the number of students in the school on any one day
 - Minimizes the number of students in any classroom each day
 - Reduces the number of times students are commuting to and from school
- Maximizes Instructional Time:
 - Maximizes face to face in person instructional time with the teacher
 - Provides synchronous learning time while students are at home
 - Provides opportunities for students to work together as a whole class in synchronous learning
- Respects required prep time for teachers over the course of a “two quad period”

Secondary Adapted In-School/Synchronous Learning Day Model

Secondary Schedule

Students will have in-class learning on alternate days and synchronous as well as learning-at-home/asynchronous learning daily

Day 1 Schedule Sample

9 a.m. - 11:30 a.m.

Cohort A: In-class learning

Cohort B: Asynchronous learning remotely

11:30 a.m. Student Dismissal

11:30 a.m. - 12:10 p.m.

Lunch for staff

12:10 p.m. - 1:25 p.m.

Cohort B: Synchronous learning remotely

1:25 p.m. – 2:40 p.m.

- Synchronous Opportunity for Whole Class or Small Group Learning
 - Targeted instruction to support Student Success initiatives, students with IEPs, small group learning
 - Gap Closing for students needing support
 - Opportunities for Credit Rescue
- Teacher Prep/Coverage blocked into quadesters where teachers only have one class assigned

Secondary Adapted In-School/Synchronous Learning Day Model

4-Day Student Schedule

4-Day Schedule	Day 1	Day 2	Day 3	Day 4
9:00 a.m. - 11:30 a.m.	Course 1 In-Class - Cohort A Cohort B Asynchronous At-Home Learning	Course 1 In-Class - Cohort B Cohort A Asynchronous At-Home Learning	Course 2 In-Class - Cohort A Cohort B Asynchronous At-Home Learning	Course 2 In-Class - Cohort B Cohort A Asynchronous At-Home Learning
12:10 p.m. - 1:25 p.m.	Course 1 - Cohort B Synchronous At-Home Learning	Course 1 - Cohort A Synchronous At-Home Learning	Course 2 - Cohort B Synchronous At-Home Learning	Course 2 - Cohort A Synchronous At-Home Learning
1:25 p.m. - 2:40 p.m.	Course 2: Synchronous Opportunity for Whole Class or Small Group Learning <ul style="list-style-type: none"> Targeted instruction to support Student Success initiatives, students with IEPs, small group learning Gap Closing for students needing support Opportunities for Credit Rescue 		Course 1: Synchronous Opportunity for Whole Class or Small Group Learning <ul style="list-style-type: none"> Targeted instruction to support Student Success initiatives, students with IEPs, small group learning Gap Closing for students needing support Opportunities for Credit Rescue 	

Secondary Calendar

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, February 2, February 12, June 29

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

Each semester is 97 days.

Secondary Adapted In-School Day Model

Secondary Staff Considerations

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

Secondary - Fully Remote Learning

Secondary Model: Fully Remote Learning

Students will have a Daily Schedule:

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

- Minimum of 90 minutes/course/day must be synchronous through BrightSpace or Google Classroom
- Time for asynchronous independent work and may include small group learning
- Daily attendance will be taken

Secondary -- Fully Remote Learning

Secondary Remote Learning

Teachers will use *BrightSpace* or Google Classroom as course shells and content

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

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

Mental Health and Well-Being: Students

- Returning to school after many months away will require time to address the social and emotional needs of students.
- All staff have a role to play in supporting students' mental health and well-being. Building relationships and connections, offering support and building capacity of school-based staff will help ease the transition back to school and help meet the needs of students.
- We know from our student survey that about half of students were concerned about getting used to school routines again and about one-third were concerned about getting used to in-person interactions with teachers and peers, not being able to interact with friends like they used to (35%), and coping with their fears or anxiety.

Mental Health and Well-Being: Students

- One-quarter to one-third of students noted that the following would help them feel more comfortable at school:
 - having a relaxing and calming space to go in the school if feeling overwhelmed
 - support for re-developing school routines
 - support with social emotional learning skills
 - additional information to support their mental health and well-being and the support of a Social Worker, Psychologist, Guidance Counselor, or Child and Youth Worker
- We will provide students with a blended model of support, including both in-person and virtual supports, including: office hours, wellness clubs and social community circles, crisis support, and clinical counselling, as appropriate.
- There will also be 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.

Guidelines for Subject Delivery

The appropriate modifications and adaptations will be made in order to continue to deliver curriculum in ways that take the necessary health & safety measures into consideration.

- Cooperative Education
- Health and Physical Education
- Library
- Mathematics
- Science/STEM
- Tech Education
- The Arts (Music, Drama, Dance, Visual Arts)



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Additional Learning and Instruction Considerations

Classroom Setup

- Desks will be set up to adhere to physical distancing in rows and facing forward

Lunch & Recess

- Lunch and recess will be staggered to allow for physical distancing
- Students will eat in classrooms & should not share food

Field Trips & Assemblies

- Schools will not plan field trips or assemblies until further notice

School Clubs & Extra-curricular Activities

- Schools can offer clubs and extra-curricular activities if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

Organized Sports

- Suspended until we receive further direction from the sports/recreation provincial organizations

Cafeterias & Student Nutrition Programs

Cafeterias

- School cafeterias will be closed and food services will not be provided.

Student Nutrition Programs

- Staff are looking into the options to support and continue student nutrition programs in the fall.
- Discussions around the use of pre-packaged and served using a “grab-and-go” approach are being explored.
- There are ongoing discussions, which include our own teams as well as TFSS, on what the final delivery approach will look like and additional support that can be provided to students.



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Adult and EdVance High Schools

- There are five Adult High Schools and three EdVance in the TDSB. They all offer quadmestered courses and share the school space with EdVance students who are 18 to 20 years old.
- At the beginning of each quadmester students may choose one of the following options (no switching during quadmasters):
 - A)** Take up to three courses at the school (Alternative Days Cohorts and online at home)
 - B)** Take up to three courses online at the beginning of each quadmester
- Pre-registration and registration will be done online or through telephone for quadmester one
- English/Math assessment testing for new Canadians without any academic documentation will be done in-person, at the school, in small numbers and with physical distancing in place (beginning week of August 24)
- Devices (laptops, Chromebook) will be provided to these learners, if required

Continuing Education

Each program area within the Continuing Education Department will begin online instruction in the fall. Online classes provide a safe learning environment for learners and instructors.

Adult ESL programs

- A phased-in approach for in-person delivery at leased sites
- Instructor capacity to deliver online courses being built through professional development opportunities

Adult General Interest and Senior's Daytime classes

- Professional development opportunities will be provided for Instructors (online course offerings)

Elementary International Languages and African Heritage program

- Classes will continue to be offered weekdays and Saturdays in an online platform
- Instructors will be provided with professional development opportunities

Elementary and Secondary Literacy and Numeracy Courses

- Programs offerings are determined in collaboration with elementary and secondary schools
- Plans are being developed to provide access to these courses through an online platform

Secondary Night School and Saturday International Language Credit Courses

- First semester for Night School will be delivered online
- International Language credit courses will be delivered online on Saturday mornings



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Technology

Digital Learning Tools

Digital learning tools including G Suite for Education (Google Classroom, Drive, etc.), the Brightspace Learning Platform and TDSB's Virtual Library are available to all students and school staff. These learning tools include both those for teaching and learning (online classrooms) and digital content resources.

Allocation & Return of Student Devices / Internet Access

Over 57,000 requested devices and 7,400 requested internet access ready equipment were shipped to individual students in April, May and June. Devices will stay with students until further notice.

Students who have graduated from the TDSB or have left the district will return devices in late August and early September.

Bring Your Own Device (BYOD) Personal and Board Owned

Students are welcome to bring a personal device to school daily to enhance access to digital learning tools and content. This device could be personally owned or one previously loaned by the TDSB for remote learning.



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Technology

Replacement of Devices pulled out during Covid-19

Students who were allocated a TDSB device for remote learning during the Spring of 2020 will retain this device for learning at home during the Fall of 2020 and perhaps beyond.

Planning is underway to begin replenishing devices that were borrowed from schools and loaned to TDSB students for remote learning.

Over 9,400 new devices will be allocated to schools to support student learning. Schools may also purchase additional devices for their staff and students from their current school budget balance.

Network/Bandwidth Capacity

TDSB is confident in the capacity of its wide area network to support the teaching and learning needs and activities of staff and students.

All TDSB schools are connected to a high speed fibre optic network providing wired and wireless services. All schools have a minimum 1 Gigabyte multi-protocol label switching service, schools with more than 1,000 students have a 2 Gigabyte service.



Transportation Considerations

- Full return to school for elementary students will require the increase of utilization of bus capacity beyond one student per seat and operating closer to capacity
- Retention of drivers by bus operators will be based on pre-existing conditions, age and other factors
- Mandatory face coverings for grades 4 to 8 and highly recommended for JK to grade 3 as physical distancing is not likely
- Level of integration between school boards
- Seating plan for all students - siblings and students in the same class can sit together
- Additional costs for enhanced cleaning and some overtime may result from time for additional cleaning
- Active Safe Travel (AST) encouraged and walking maps provided

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 in grades 4 to 12 and drivers who can safely use them
- PPE provided to all drivers including masks
- 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



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Administrative Sites

- Effective August 11, TDSB Administrative sites will begin reopening for essential work (with limited occupancy). Full occupancy expected beginning of September.
- All sites will have COVID-19 signage and floor decals installed and occupancy limits set for elevators and staff washrooms.
- Employees must conduct COVID -19 self-assessment prior to entering the building, sanitize hands, record entry/exit into the building and follow physical distancing requirements.
- Managers to determine occupancy levels, employee schedules and tracking mechanisms for contact tracing until a central system is developed.
- Managers to work with Executive Officer on other details (e.g. who will continue to work remotely, which workstations can be utilized, etc.)



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Community Use of Schools

- Summer Camps and Field Permits continue at a number of schools this summer.
- Community use of school facilities will be difficult to manage with the requirement to perform enhanced cleaning between cohorts.
- We will not have sufficient caretaking resources to do this work at all locations.
- Permits for the fall will be restricted to those programs that we are obligated to provide (e.g. Before and After School Programs, programs operated by lease holders as part of their Lease, and City of Toronto community centres and swimming pools).



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Budget Implications

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

Health & Safety	Additional Staff to Ensure Health & Safety	Supports for Students	Operational Impacts
Personal Protective Equipment (PPE) \$1.5M	Caretaking and Cleaning Supplies \$4.2M Health and Safety Staff \$0.3M	Additional Technology \$4.9M Special Education Supports \$2.1M Professional Development for Staff During Pandemic \$2.6M Translation and Interpretation Supports \$0.2M	Permit Revenue Loss \$2.3M Reduced International Student Tuitions \$4.4M
TOTAL: \$1.5M	TOTAL: \$4.5M	TOTAL: \$9.8M	TOTAL: \$6.7M



COVID-19 Funding

The Ministry of Education has announced the following provincial funding:

Investments	Amount
Masks and Personal Protective Equipment (PPE)	\$60.0M
Funding for Additional Staff	\$80.0M
Cleaning Supplies	\$29.0M
Health and Safety Training	\$10.0M
Transportation - Cleaning Supplies and PPE	\$40.0M
Lab Testing Capacity	\$23.7M
Additional Public Health Nurses	\$50.0M
Additional Mental Health Supports	\$20.0M
Additional Supports for Students with Special Needs	\$10.0M
Technology	\$15.0M



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Communication

- As we approach September and the return to school, we are committed to continuing to communicate and provide the necessary information to all staff, students and families in a timely manner.
- Important information, updates and resources will be provided through a variety of channels (email, website, social media, school communications, etc.) and will be supported by translation services.
- Communications will focus on keeping everyone informed and educated so that the return to school can be as smooth as possible, with the health and safety of everyone involved the priority.



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Next Steps

- **Pre-registration Survey:** Continue to prepare survey for families.
Survey Opens: August 10
Survey Closes: August 17
- **Federations and Unions:** Continue to work together to develop guidelines and protocols.
- **Communications:** Continue the ongoing work of creating a communication plan and associated materials, resources, etc.
- **Update and Revise Plans:** Ensure that all plans are up-to-date and current as information evolves.
- **Returning to School: A Guide to Safely Reopening TDSB Schools:**
Develop a more comprehensive guide for staff, students, parents, education partners and the community. Create additional documents and resources for staff to provide the necessary information for implementation.



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Notice of Motion

Special Meeting

August 6, 2020

In accordance with the Board's bylaws, 5.15.2, Trustee Aarts, seconded by Trustee Chernos Lin is providing notice of the following for consideration at the Committee of the Whole (Special Meeting) on August 18, 2020.

Masks for All Students, Staff and Visitors

Whereas, the Ministry of Education has mandated the use of masks for all staff as well as for all children in Grade 4 and higher as part of the safe reopening of schools; and

Whereas, research shows that young children do contract COVID-19 and carry high viral loads in their respiratory system, therefore indicating both the ability of young children to contract and spread COVID-19; and

Whereas, research shows that the primary route of spread of COVID-19 occurs via respiratory droplets and that face-coverings, including non-medical masks, combined with frequent handwashing, are effective at reducing spread of virus via droplets; and

Whereas, all levels of three levels of government health agencies in our country, province and city recommend or require the use of face coverings indoors in situations of the three Cs (closed spaces, crowded spaces, and close contact) to effectively reduce exposure to virus via respiratory droplets; and

Whereas, Toronto Public Health advises the public of the following:

- *The use of masks/face coverings is non-invasive, inexpensive, and can help save lives,*
- *Wearing masks or face coverings indoors helps us keep our respiratory droplets to ourselves to prevent spreading germs to others. There is evidence that cloth masks can reduce the spread of respiratory droplets into the air and landing on surfaces. Jurisdictions that have legislated mandatory masks have seen a decrease in new COVID-19 cases,*
- *all people two years of age and older wear a mask in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain;*

and;

Whereas, Toronto Public Health guidelines as outlined in the [City of Toronto By-law 541-2020](#) now require the use of masks in all publicly accessed indoor spaces, including apartment buildings, for everyone over the age of two years; and

Whereas, Toronto Public Health data shows that communities across the City are differentially impacted by COVID-19 and suggests that our most vulnerable populations of students and families are at highest risk of continued and renewed outbreaks; and that, it seems likely that these same communities have less flexibility to 'opt-out' of in-school learning to protect their families;

Therefore, be it resolved that the Director:

- i. include the requirement for masks indoors for all students, staff, and visitors, with appropriate medical exemptions, where two metres of social distancing cannot be maintained, until such time as masks are no longer required or recommended in the general population to prevent the spread of COVID-19;
- ii. explore alternatives, such as face shields for students who are unable to wear face masks;
- iii. present a report to the Committee of the Whole (Special Meeting) scheduled for August 18, 2020 on the projected costs to provide students with reusable masks or medically-approved masks beyond the funding provided by the Ministry of Education.

Notice of Motion

Special Meeting

August 6, 2020

In accordance with the Board's bylaws, 5.15.2, Trustee Story, seconded by Trustee Chernos Lin, is providing notice of the following, for consideration at the Committee of the Whole (Special Meeting) on August 18, 2020.

COVID-19 Specific Needs

Whereas, the Board has previously advocated for a significant number of supports to help in the transition back to school for September, 2020; and

Whereas, the announcement of province-wide funding for school boards on Thursday, July 30, 2020 shows recognition by the Province of the significant needs created by Covid-19 and was a welcome addition; and

Whereas, though staff will continue to ensure our focus is on the safe and secure return to school for all staff and students, nonetheless there remain significant gaps in funding for school-based response to Covid-19 impacts;

Therefore, be it resolved:

- (a) That the Chair write to the Minister of Education to advocate for the following COVID-specific needs:
 - i. Increase staffing to allow boards to reduce class sizes in elementary panel to the greatest extent possible,
 - ii. Ensure its commitment to full funding PPE for all staff and students continues for as long as needed,
 - iii. Support effective teaching/learning in outdoor classrooms;
- (b) That the Ministry of Education be called upon to fund school boards' repair and maintenance budgets to continuously and systematically, throughout the next budget year:
 - i. Renovate indoor classrooms and other indoor spaces to maximize ventilation and fresh air flow, including but not limited to the installation/retrofit of windows that open,

- ii. Ensure that every bathroom be equipped with touchless handwashing stations,
 - iii. Fund the installation of water-bottle filling stations to a ratio of one per every student washroom in the school;
- (c) That the Provincial Government, the City of Toronto and the Toronto Foundation for Student Success be urgently called upon to ensure that funding for student nutrition is maintained such that any potential increased cost of nutrition programs under COVID-19, including but not limited to the provision of prepackaged meals does not result in any decrease to the number meals/snacks provided in any of our school sites;
- (d) That the Director:
- i. Report as soon as possible on the status of the board's current water-bottle filling station program;
 - ii. ensure that up to date school by school safety inspections are published online;
 - iii. Ensure that the line by line renewals needs of each school similarly be published;
 - iv. Encourage administrators and educators to use to the maximum extent possible all of our outdoor spaces and large well-ventilated indoor spaces as teaching/learning environments;
 - v. Request advice from Toronto's Medical Officer of Health regarding the most appropriate public health standards and protocols that will be effective in keeping students and staff safe in Toronto's schools.

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



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.