



## Regular Meeting Agenda

BD:250A

Wednesday, March 10, 2021

4:30 p.m.

Electronic Meeting

Trustee Members

Alexander Brown (Chair), Michelle Aarts, 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, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

Pages

1. Call to Order  
**Private Session, 4:30 p.m.**
2. Resolution Into Committee of the Whole (Private Session)  
(to consider matter that fall under section 207(2) of the *Education Act*)
3. Committee of the Whole Rises and Reports and the Meeting Reconvenes in Public Session
4. Report of the Committee of the Whole (Private Session), March 10, 2021  
To be presented  
**Public Session, 7 p.m.**
5. National Anthem and Acknowledgement of Traditional Lands
6. Approval of the Agenda
7. Celebrating Board Activities  
To be presented
8. Memorials  
To be presented
9. Chair's Announcements  
To be presented

10.	Reports From Trustees Appointed to External Organizations and Student Trustees	
	To be presented	
11.	Director's Leadership Report	
	Oral Update	
12.	Declarations of Possible Conflict of Interest	
13.	Matters to be Decided Without Discussion	
	To be presented	
14.	Confirmation of Minutes of the Meeting Held on February 3, 2021	
	Separate Document	
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16.3.	Program and School Services Committee, Report No. 02, February 17, 2021	13
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16.4.	Finance, Budget and Enrolment Committee, Report No. 04, February 24, 2021	27
	<ol style="list-style-type: none"> <li>1. Contract Awards, Facilities [4036]</li> <li>2. Contract Awards, Operations [4037]</li> <li>3. Construction Contract Award for Sir Sandford Fleming Retrofit: Interior Improvements to Facilitate Relocation of Baycrest Public School [4028]</li> <li>4. Receipt of Section 37 Funds for Site Improvements at Bruce Public School [4021]</li> <li>5. Jones Avenue Learning Centre Emergency Reconstruction: Update [4038]</li> <li>6. First Quarter Interim Financial Report, 2020-21 [4039]</li> <li>7. Proposed Strategic Drivers for 2021-22 Budget [4033]</li> <li>8. Three-Year Enrolment Projections, 2021-22 to 2023-24 [4020]</li> <li>9. 2021-22 Financial Forecast [4040]</li> <li>10. 2020-21 Pandemic Funding: Update [4041]</li> <li>11. Financial Facts: Revenue and Expenditure Trends, February 2021 [4042]</li> <li>12. 2021-22 Education Funding Guide: Final Response [4046]</li> </ol>	

16.5.	Finance, Budget and Enrolment Committee (Special Meeting), Report No. 05, March 2, 2021	33
1.	School-Based Staff Allocation 2021-2022: Teachers and Support Staff [4044]	
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	(For receipt)	
16.8.	Planning and Priorities Committee, Report No. 08, March 3, 2021	144
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17.1.	Reconsideration of Previous Board Decision:	148
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18.	Adjournment	





## **Appointment of External Member to the Audit Committee**

**To:** Regular Meeting

**Date:** 10 March, 2021

**Report No.:** 03-21-4045

### **Strategic Directions**

- 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 Board appoint Joyee Chau to serve as an external member on the Audit Committee for a period of three years, effective 10 March 2021.

### **Context**

Ontario Regulation 361/10 outlines the requirement for school boards to establish Audit Committees. Under this regulation, the Toronto District School board (TDSB) Audit Committee consists of seven members, including four trustee members and three external members. The term of the appointment for TDSB external members is three years.

The external members who are appointed by the Board must:

- Have accounting, financial management background and relevant business experience;
- Not be an employee or officer of TDSB or any other school board during the term;
- Not have a parent, child or spouse employed by the Board; and,
- Be identified by the Selection Committee as a potential candidate for appointment to the Audit Committee.

The current vacancy relates to an external member position with the three-year term ending 31 January 2021. At the 3 February 2021 Board meeting, the Board approved its extension to 10 March 2021 to accommodate the selection timelines.

This volunteer opportunity was posted on the Board's website, the Institute of Corporate Director's website and LinkedIn. A recruiting agency, Lough Barnes Consulting Group (LBCG), was engaged to manage the shortlisting and interview process. The interview was held on 12 February 2021. The Selection Committee was comprised of the Chair of the Board, the Chair of the Audit Committee, Interim Associate Director, Business Operations and Service Excellence (as the Director of Education's designate), and the Interim Executive Officer of Finance.

### **Action Plan and Associated Timeline**

Once the appointment is approved, a letter will be sent to the candidate to confirm the appointment term.

### **Resource Implications**

Not applicable.

### **Communications Considerations**

Not applicable.

### **Board Policy and Procedure Reference(s)**

Not applicable.

### **Appendices**

- Appendix A: CV of Successful Candidate (Separate document in private)

### **From**

Karen Falconer, Interim Director of Education, at [Karen.Falconer@tdsb.on.ca](mailto:Karen.Falconer@tdsb.on.ca) or 416 397 3190.

Craig Snider, Interim Associate Director, Business Operations and Service Excellence at [Craig.Snider@tdsb.on.ca](mailto:Craig.Snider@tdsb.on.ca) or 416 395 8469

Marisa Chiu, Interim Executive Officer, Finance at [Marisa.Chiu@tdsb.on.ca](mailto:Marisa.Chiu@tdsb.on.ca) or 416 395 3563.



## Audit Committee

### Report No. 02

AC:002A  
Monday, February 22, 2021  
4 p.m.  
Electronic Meeting

Members Present      Trustees Robin Pilkey (Chair), Michelle Aarts, James Li and David Smith

External Members      Mark Hughes, Ian MacKay and Mary Preece

Also Present:          Trustee Alexander Brown

#### **Part A: Committee Recommendations**

##### **1. Internal Audit Department Status and Engagement Update, February 2021 [4029]**

The Committee considered a report from staff (see AC:002A, page 7), presenting an update on departmental projects for the fiscal year as of February 2021.

**Moved By** Mark Hughes

**Seconded By** Trustee Aarts

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

##### **2. Regional Internal Audit Team Engagement and Status Update [4030]**

The Committee considered a report from staff (see AC:002A, page 51), presenting status updates to scheduled engagements and follow-up reports as of February 2021.

**Moved By** Trustee Smith

**Seconded By** Mary Preece

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

**3. Audit Committee O. Reg. 361/10 Requirements: Work Tracker [4031]**

The Committee considered a report from staff (see AC:002A, page 71), presenting the work tracker checklist of the O. Reg. 361/10 requirements to assist with the planning of Audit Committee activities and meeting agendas.

**Moved By** Mark Hughes

**Seconded By** Mary Preece

The Audit Committee **RECOMMENDS** that the report be received.

**Carried**

**Part B: Information Only****4. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Audit Committee was convened on Monday, February 22, 2021 from 4:02 to 5:52 p.m., with Robin Pilkey presiding.

**5. Approval of the Agenda**

On motion of Mark Hughes, seconded by Mary Preece, the agenda was approved.

**6. Declarations of Possible Conflict of Interest**

No matters to report

**7. Approval of Meeting Minutes of December 7, 2020**

On motion of Ian MacKay, seconded by Mark Hughes, the Audit Committee approved the minutes of December 7, 2020.

**8. Delegations**

No matters to report

**9. External Member Recruitment: Update**

The Committee heard an update from the Chair on the status of the external member recruitment. A recommendation regarding the appointment of new member will be presented to the Board on March 10, 2021.

**10. Resolution Into Private**

On motion of Mary Preece, seconded by Trustee Smith, the meeting resolved into private to consider matters on the private agenda.

**11. Adjournment**

On motion of Mark Hughes, seconded by Trustee Li, the meeting adjourned at 5:52 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Trustee Robin Pilkey, Chair

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## Governance and Policy Committee

### Report No. 02

GPC:002A

Wednesday, February 10, 2021

4:30 p.m.

Electronic Meeting

**Members Present** Trustees James Li (Chair), Michelle Aarts, Stephanie Donaldson, Harpreet Gill, Yalini Rajakulasingam and Anu Sriskandarajah

**Also Present** Trustees Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Shelley Laskin, Dan MacLean, Christopher Mammoliti, Chris Moise, Zakir Patel, Robin Pilkey, David Smith, Chris Tonks 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. P006, Advertising Policy and P041, Distribution and Display of Materials for Students and Parents From External Groups Policy: Review, Phase 5 [4024]**

The Committee considered a report from staff (see GPC:002A, page 1) presenting recommendations following a review of policies P006 and P041.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Aarts

The Governance and Policy Committee **RECOMMENDS:**

- a) That the revised policy P006, Advertising, as presented in the report, be approved;**

- b) That policy P041, Distribution and Display of Materials for Students and Parents From External Groups, as presented in the report, be rescinded.**

**Carried**

At the Committee meeting, staff undertook to revise policy P006 based on feedback from trustees. The revised copy will be circulated in trustees' blue folders at the regular Board meeting on March 10, 2021.

**2. P073, Respectful Learning and Working Environment Policy [4003]**

The Committee considered a report from staff (see GPC:002A, page 25) presenting information on policy P073.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Rajakulasingam

The Governance and Policy Committee **RECOMMENDS** that policy P073, **Respectful Learning and Working Environment**, as presented in the report, be rescinded.

**Carried**

**3. PR677, Records and Information Management: Revised Operational Procedure [4023]**

The Committee considered a report from staff (see GPC:002A, page 33) presenting revisions to operational procedure PR677, formerly known as Recorded Information Management.

**Moved by:** Trustee Rajakulasingam

**Seconded by:** Trustee Donaldson

The Governance and Policy Committee **RECOMMENDS** that procedure PR677, **Records and Information Management**, as presented in the report, be received for information.

**Carried**



4. **PR597, French Immersion/Extended French: Revised Procedure [4026]**

The Committee considered a report from staff (see GPC:002A, page 57) presenting revisions to procedure PR597.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Rajakulasingam

The Governance and Policy Committee **RECOMMENDS** that revised PR597, **French Immersion/Extended French**, as presented in the report, be received for information.

Carried

5. **PR523, Access to School Premises: Revised Procedure [4025]**

The Committee considered a report from staff (see GPC:002A, page 89) presenting revisions to procedure PR523, Trespass to Property, which has been renamed Access to School Premises.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Rajakulasingam

The Governance and Policy Committee **RECOMMENDS** that revised procedure PR523, **Trespass to Property Procedure**, renamed **Access to School Premises Procedure**, as presented in the report, be received for information.

Carried

6. **PR731, Virtual Consultations Procedure: New Procedure [4027]**

The Committee considered a report from staff (see GPC:002A, page 115) presenting a new operational procedure for virtual consultations.

**Moved by:** Trustee Aarts

**Seconded by:** Trustee Rajakulasingam

The Governance and Policy Committee **RECOMMENDS** that procedure PR731, **Virtual Consultations**, as presented in the report, be received for information.

Carried

**7. Bylaws Review Ad Hoc Committee: Mandate**

The Committee considered Report No. 2 of the Bylaws Review Ad Hoc Committee (see GPC:002A, page 129) presenting proposed review timelines and key themes.

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Sriskandarajah

The Governance and Policy Committee **RECOMMENDS** that the deadline for a report to the Board on the review of the Board's bylaws, as presented in the Committee's mandate, be changed from spring 2021 to November 2021.

**Carried**

Part B: Information Only

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

An electronic meeting of the Governance and Policy Committee was called to order at 4:30 p.m., with James Li presiding.

**9. Approval of the Agenda**

On motion of Trustee Donaldson, seconded by Trustee Aarts, the agenda was approved.

**10. Delegations**

No matters to report

**11. Declarations of Possible Conflict of Interest**

No matters to report

**12. Report No. 1 of the Bylaws Review Ad Hoc Committee**

On motion of Trustee Donaldson, seconded by Trustee Rajakulasingam, the Committee received the Report No. 1 of the Bylaws Review Ad Hoc Committee (January 27, 2021) including:

- Election of Committee Chair
- Process for Review of Bylaws

**13. Adjournment**

On motion of Trustee Rajakulasingam, seconded by Trustee Donaldson, the meeting adjourned at 7:13 p.m.

**Part C: Ongoing Matters****14. Written Notice of Motion: Renaming Schools Celebrating the Diversity of Toronto**

In accordance with Board bylaw 5.15.2, Trustee Rajakulasingam, on behalf of Trustee Smith, seconded by Trustee Mammoliti provided notice of the following, for consideration at the next meeting of the committee:

Whereas, the Toronto District School Board has 583 schools, located in every community across Toronto; and

Whereas, school names are an opportunity to teach students about their community's history and place and their community's leaders and heroes; and

Whereas, there are few new school naming opportunities due to the small number of schools being opened each year; and

Whereas, few schools are named after celebrated Indigenous or Black Leaders or Leaders of colour; and

Whereas, some school names do not reflect the values of contemporary Toronto; and

Whereas, some schools are named after people with a racist legacy; and

Whereas, policy P047, Naming of Schools and Special Purpose Areas and procedure PR592, Naming of Schools and Special Purpose Areas create impediments to review or change school names and themselves might be characterized as systemically racist policies; and

Whereas, based on the Board's policy review schedule, review of policy P047 is currently under Phase 3 of the policy review process;

Therefore, be it resolved:

- (a) That a special purpose reference group comprised of students, parents, TDSB educators, community members, academics and individuals involved in anti-racism work, be established:
  - i. to inform the consultation process;
  - ii. to propose amendments to policy P047 and procedure PR592, Naming of Schools and Special Purpose Areas, so that school naming or renaming can be made from time-to-time to reflect the diversity of the City;

- iii. to provide a proposal for a city-wide review of all school names so that TDSB schools reflect the diversity of Toronto's success.
- (b) That the reference group present a report to the Planning and Priorities Committee no later than June 30, 2021.

Submitted by: James Li, Committee Chair



## Program and School Services Committee

### Report No. 02

PSSC:002A

Wednesday, February 17, 2021

4:30 p.m.

Electronic Meeting

Trustee Members  
Present

Trustees Rachel Chernos Lin (Chair), Trixie Doyle, Dan MacLean, Chris Moise, Patrick Nunziata and Chris Tonks

Also Present

Trustees Michelle Aarts, Alexander Brown, Parthi Kandavel, Shelley Laskin, James Li, Christopher Mammoliti, Robin Pilkey, Yalini Rajakulasingam and Christopher Mammoliti

Regrets were received from Trustee Alexandra Lulka

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. Community Use of Schools Community Advisory Committee: Focus on Youth Advocacy**

The Committee considered a report from the Community Use of Schools Community Advisory Committee (see PSSC:002A, page 3) presenting a recommendation to advocate for funding for Focus on Youth.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

The Program and School Services Committee **RECOMMENDS** that the Chair send a letter to the Minister of Education:

- (i) to advocate for funding for the Focus on Youth program for 2021 at the 2018 funding levels;

- (ii) to request that the Ministry of Education make an announcement in the spring 2021 regarding plans for funding the Focus on Youth program;
- (iii) that the funding for the Focus on Youth program be provided on an annual ongoing basis and be included in the Grants for Student Needs.

**Carried**

At the Committee meeting, “at the 2018 funding levels” was added on amendment of Trustee MacLean, seconded by Trustee Nunziata.

Also, at the Committee meeting, Part (c) was added on amendment of Trustee Chernos Lin, seconded by Trustee MacLean.

## **2. Inner City Community Advisory Committee: Early Years Support in Model Schools**

The Committee considered a report from the Inner City Community Advisory Committee (see PSSC:002A, page 15) presenting a recommendation regarding supports to model schools.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

The Program and School Services Committee **RECOMMENDS** that the following matter be referred to the Finance, Budget and Enrolment Committee for consideration as part of the budget process for 2021-2022:

The Board of Trustees and the Director of Education commit to returning the Early Years supports to Model Schools, which were re-assigned to classrooms during COVID, once the state of emergency has concluded. Specifically, that the K-12 Learning Coaches, the Early Reading Coaches and the Elementary Itinerant Counsellors return to their coaching/support roles.

**Carried**

## **3. LGBTQ2S Community Advisory Committee: Terms of Reference**

The Committee considered a report from the LGBTQ2S Community Advisory Committee (see PSSC:002A, page 17) presenting terms of reference (see attached).

**Moved by:** Trustee Moise

**Seconded by:** Trustee MacLean

The Program and School Services Committee **RECOMMENDS** that the terms of reference for the LGBTQ2S Community Advisory Committee, as presented in the report, be approved.

**Carried**

#### **4. Parent Involvement Advisory Committee: Access and Visibility of PIAC Representatives on the TDSB Website**

The Committee considered a report from the Parent Involvement Advisory Committee (see PSSC:002A, page 27) presenting a recommendation regarding PIAC's visibility on the Board's website.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

The Program and School Services Committee **RECOMMENDS** that the names of the Parent Involvement Advisory Committee ward representatives for each school be added to the TDSB school websites, adjacent to or below the current PIAC logo and link, and that these names be linked to the representative's PIAC email address.

**Carried**

#### **5. Special Education Advisory Committee: New Association Membership**

The Committee considered a report from the Special Education Advisory Committee (see PSSC:002A, page 37) presenting a recommendation for a new association as a member of SEAC.

**Moved by:** Trustee Moise

**Seconded by:** Trustee MacLean

The Program and School Services Committee **RECOMMENDS:**

**Whereas, there is one association vacancy on the TDSB SEAC; and**

**Whereas, SEAC has received a nomination from the Toronto Chapter of the Black Parent Support Group (BPSG); and**

**Whereas, Sherron Grant, President of BPSG has nominated Tracy Burrell as association representative and Clovis Grant as association alternate;**

**Therefore, be it resolved:**

- (a) That the association, Black Parent Support Group be added to the membership on the Special Education Advisory Committee for a term ending November 14, 2022;
- (b) That Tracy Burrell be appointed to the Special Education Advisory Committee as the representative for the Black Parent Support Group for a term ending November 14, 2022;
- (c) That Clovis Grant be appointed to the Special Education Advisory Committee as the alternate representative for the Black Parent Support Group for a term ending November 14, 2022.

Carried

#### **6. Special Education Advisory Committee: Appointment of Alternate Community Member Representatives on SEAC**

The Committee considered a report from the Special Education Advisory Committee (see PSSC:002A, page 37) presenting a recommendation for new community representatives.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Moise

The Program and School Services Committee **RECOMMENDS:**

**Whereas, there is an alternate community representative vacancy on SEAC for LC4; and**

**Whereas, George Petrovic has submitted an application and meets the criteria for membership as outlined in Regulation 464/97; and**

**Whereas, there is an alternate community representative vacancy on SEAC for LC1; and**

**Whereas, Caren Watkins has submitted an application and meets the criteria for membership as outlined in Regulation 464/97;**

**Therefore, be it resolved:**

- (a) That George Petrovic be appointed to the Special Education Advisory Committee as the alternate community representative for Learning Centre 4 for a term ending November 14, 2022;



**(b) That Caren Watkins be appointed to the Special Education Advisory Committee as the alternate community representative for Learning Centre 1 for the term ending November 14, 2022.**

**Carried**

**7. Human Rights Annual Report, 2018-2020 [4034]**

The Committee considered a report from staff (see PSSC:002A, page 41), presenting a report on Human Rights.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Doyle

The Program and School Services Committee **RECOMMENDS** that the report be received.

**Carried**

**Part B: Information Only**

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

A meeting of the Program and School Services Committee was convened on Wednesday, February 17, 2021 from 4:31 to 10:21 p.m., by electronic means, with Rachel Chernos Lin, presiding.

**9. Approval of the Agenda**

On motion of Trustee Moise, seconded by Trustee MacLean, the agenda was approved.

**10. Declarations of Possible Conflict**

No matters to report

## 11. Delegations

re Human Rights Annual Report, 2018-2020 [4034]

1. Noah Shack, The Centre for Israel and Jewish Affairs

## 12. Black Student Achievement Community Advisory Committee Report, February 1, 2021

The Committee considered a report from the Black Student Achievement Community Advisory Committee dated February 1, 2021 (see PSSC:002A, page 1). The report was presented by committee co-chair, Alexis Dawson.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee MacLean

That the report be received.

Carried

## 13. Community Use of Schools Community Advisory Committee Report, January 12, 2021

The Committee considered report from the Community Use of Schools Community Advisory Committee dated January 12, 2021 (see PSSC:002A, page 3). The report was presented by committee co-chair, Trustee Michelle Aarts.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

That the report be received.

Carried

## 14. Early Years Community Advisory Committee Report, January 8, 2021

The Committee considered a report from the Early Years Community Advisory Committee dated January 8, 2021 (see PSSC:002A, page 7).

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Nunziata

That the report be received.

Carried

**15. Environmental Sustainability Community Advisory Committee  
Report, January 5, 2021**

The Committee considered a report from the Environmental Sustainability Community Advisory Committee dated January 5, 2021 (see PSSC:002A, page 11).

**Moved by:** Trustee Moise

**Seconded by:** Trustee Doyle

That the report be received.

Carried

**16. French-as-a-Second-Language Community Advisory Committee  
Report, January 12, 2021**

The Committee considered a report from the French-as-a-Second-Language Community Advisory Committee dated January 12, 2021 (see PSSC:002A, page 13). The report was presented by committee co-chair, Lynne LeBlanc.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Mammoliti

That the report be received.

Carried

**17. Inner City Community Advisory Committee Report, January 21, 2021**

The Committee considered report from the Inner City Community Advisory Committee dated January 21, 2021 (see PSSC:002A, page 15). The report was presented by committee co-chair, Trustee Michelle Aarts.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Mammoliti

That the report be received.

Carried

**18. LGBTQ2S Community Advisory Committee Report, November 26, 2020**

The Committee considered a report from the LGBTQ2S Community Advisory Committee dated November 26, 2020 (see PSSC:002A, page 17). The report was presented by committee co-chair, Cheryl Dobinson.

**Moved by:** Trustee Moise

**Seconded by:** Trustee Nunziata

That the report be received.

Carried

**19. Parent Involvement Advisory Committee Report, December 15, 2020**

The Committee considered a report from the Parent Involvement Advisory Committee dated December 15, 2020 (see PSSC:002A, page 25). The report was presented by committee co-chair, D. Williams.

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Doyle

That the report be received.

Carried

**20. Parent Involvement Advisory Committee Report, January 19, 2021**

The Committee considered a report from the Parent Involvement Advisory Committee dated January 19, 2021 (see PSSC:002A, page 27). The report was presented by committee co-chairs, D. Williams and Felicia Seto-Lau.

**Moved by:** Trustee Doyle

**Seconded by:** Trustee Moise

That the report be received.

Carried

**21. Special Education Advisory Committee Reports, December 7, 2020 and January 11, 2021**

The Committee considered reports from the Special Education Advisory Committee dated December 7, 2020 and January 11, 2021 (see PSSC:002A, page 31).

**Moved by:** Trustee MacLean

**Seconded by:** Trustee Moise

That the report be received.

Carried

**22. Special Education Advisory Committee Report, February 1, 2021**

The Committee considered a report from the Special Education Advisory Committee dated February 1, 2021 (see PSSC:002A, page 37).

**Moved by:** Trustee Doyle

**Seconded by:** Trustee MacLean

That the report be received.

Carried

**23. Adjournment**

On motion of Trustee Doyle, seconded by Trustee Nunziata, the meeting adjourned at 10:21 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Rachel Chernos Lin, Chair of Committee

**TDSB 2SLGBTQ+ Community Advisory Committee**  
**Terms of Reference**

**Mandate**

To act as a relevant voice to guide the Board's decision-making on issues related to the safety and well-being of 2SLGBTQ+ students, families, and staff members, in order to help ensure the Board is providing 2SLGBTQ+ supportive and positive learning environments.

**Membership**

All voting and non-voting members must support the mandate of the committee, abide by all TDSB policies and procedures, and review the Terms of Reference.

*General Membership:*

The 2SLGBTQ+ CAC will have a central advisory body representing a wide range of representation outlined below

- Students registered with the TDSB;
- Guardians and caregivers that have a student registered in the TDSB;
- 2SLGBTQ+ community members
- TDSB staff
- Up to 10 2SLGBTQ+ supportive Community Organizations, Trustees Appointed by the Board;
- TDSB support staff (as designated by Director);

*Voting Membership:*

- Students
- Up to 10 2SLGBTQ+ supportive Community Organizations representative
- Up to two (2) Guardians/Caregivers that have a student registered in the TDSB;
- Up to 5 at-large seats reserved for 2SLGBTQ+ community members
- One (1) Trustee Co-Chair

*Non-Voting Membership:*

- The Director staff designate/resource;
- Staff federation representatives
- TDSB Staff
- Community member, organizations, parent / guardian / caregivers who are not identified on official "voting membership list" will have opportunities to participate in discussions and working groups but will not have voting privileges

*Terms:*

Terms of office will be as follows:

- Organizational representatives will serve a two (2) year renewable term;
- Student representatives will serve a one (1) or two (2) year term where feasible;
- Parent / guardian / caregivers will serve a one (1) or two (2) year term where feasible;
- Trustees will be determined by the Board's annual organization process;
- Staff will be assigned by the Director

To be eligible for voting membership, an individual/organizational representative must attend three (3) consecutive meetings. If an individual/organizational representative misses three (3) consecutive meetings without notice, they will not be able to vote until they are able to attend three (3) consecutive meetings again.

Student voting rights are not subject to the above.

**Role and Terms of Chair(s)**

- Committee will be co-chaired by at least one community representative and, when possible, priority will be given to one TDSB student
- Community representative chair will serve a two-year term
- Student co-chair will serve one or two-year term
- Committee will be chaired by at least two community members
- Co-chairs are expected to attend least 75% of meetings and notify co-chair, trustee chair, and staff if they are unable to attend
- Co-chairs are expected to work with staff and Trustee chairs to ensure effective meetings
- Should a chair resign, an interim chair will be elected
  - This person may complete the term or membership can vote to call an election
- Chairs are expected to demonstrate a basic understand of meeting facilitation through an anti-oppression lens
  - All individuals interested in running as co-chairs will be provided a half day training (to be paid for by TDSB)

*Selection of Chairs*

- The selection/election process for a Co-Chair (one or two) will be conducted every two (2) years at the first meeting of the school year
- A *Statement of Interest* should be provided by those interested in a position of Co-Chair
  - To ensure accessibility, individuals may also dictate their *Statement of Interest* to support staff person
- The election process will be carried out by simple majority vote

### **Roles and Terms of Trustee Members and Trustee Co-Chair**

- The Trustee Co-Chair may participate in discussions and provide information on a matters
- Notify the Community Co-Chairs and staff if they are unable to attend a meeting

#### *Other Trustees*

- Trustees who are not members of a Community Advisory Committee have the right to attend and participate in discussions but do not have voting privileges

### **Meetings, Attendance & Expectations for Members (Voting and Non)**

- Meetings will be held monthly (approximately eight times per year)
- Working Groups, if required, may meet more frequently
- Notice of meetings, minutes and agendas will be circulated by support staff no later than seven (7) days in advance
- If a voting member is unable to attend, where possible they must notify the staff resource person in writing 48 hours prior to the meeting
- A schedule of meetings for the committee will be established in advance and published

#### *Role of Members*

- All committee members (voting and non-voting), participants, guests, and TDSB staff are expected to participate in discussions, provide information on a matter under discussion and vote
- All committee members are expected to participate in meetings in a thoughtful manner that considers anti-oppression
- The nature and extent of the participation in these discussions is at the discretion and judgement of the individual
- Notify the Community Co-Chairs and support staff if they are unable to attend a meeting

#### *Electronic Participation*

- All members may participate by conference or video call
- The person chairing the meeting and at least one member must be present in the meeting space
- The staff resource persons and support must be present in the meeting
- Members shall notify staff no later than noon the day of the meeting if they wish to participate virtually
- The chair will conduct voting by asking every member present by electronic means to indicate their vote

### **Working Groups**

- The committee will strike working groups and/or ad hoc committees as is seen fit
- Working Groups will operate as follows
  - Working groups may be led by voting and non-voting members
  - Non-committee members may participate but not lead
  - An lead must be identified to report back to the full committee
  - Notice of lead resignations must be made to the Community and Trustee chairs, as well as staff



### **Role of Support Staff**

- The staff person assists the Co-Chairs as necessary with activities before, during and following Committee meetings

### **Quorum**

- Quorum shall be 40% of sitting members (rounded down if necessary)
- Students will be encouraged to attend as often as possible, but this will not impact the ability to achieve quorum
- The Co-Chair should convene the meeting as soon as quorum of the members is present, but not before the scheduled start time
- If quorum is not present within 15 minutes of the scheduled start time, the committee may engage in an informal meeting but no decisions will be made. Minutes may be taken if decided by the committee
- The agenda will be carried over to the next meeting
- If quorum is present, and neither Community Co-Chair is present, the first item of business is to select an acting Community Co-Chair from among the voting representatives

### **Decision Making**

- Where possible, decisions should be made by consensus
- When votes are necessary, a simple majority will be sufficient by the voting members present
- Voting members will make decisions for the community as a whole

### **Communication with Board or Staff**

- Committee representatives will provide advice to the board in the form of formal recommendations approved by the committee and presented in a committee report, or feedback expressed in a separate document or recorded in the minutes of a meeting
- Feedback does not necessarily have to reflect a consensus viewpoint or a majority decision but may reflect the range of diverse views of the committee members
- Advice to the Board may entail; a request made for a delegation at the appropriate standing committee; or a committee report may be presented to the appropriate standing committee, or both
- Committee may direct advice to senior staff either on request or independently where such matter is appropriate for staff attention
- Any member wishing to represent the committee must have committee approval to speak on behalf of the committee

### **Preparing Committee Reports**

- Staff support will prepare the committee's recommendations for the review of committee Co-Chairs and submission to Board Services
- Community Co-Chairs (or their designate) will present to Program and School Services Committee

**Evaluation and Review**

- The committee will undertake an annual self-evaluation of its performance against its mandate, strategic plan, membership, processes, number of meetings etc., using the Board's review template and provide the information to the Board
- The committee will define an annual work plan to be completed by Spring

**Remuneration**

- When meetings are held in person a meal will be provided
- The Board will assume transportation costs for all students and any other member attending as required

**Conflict of Interest**

- The committee will operate within the parameters within the TDSB Conflict of Interest policy

**Conflict Resolution**

- All committee members and attendees will participate in good faith and openly
- If a conflict raises, individuals should seek support from the Community Co-Chairs
- The committee functions under the recognition that debate and difference of opinion is important, but also recognizes that decisions must be made in order to achieve change

**Review of Terms of Reference**

- The Terms of Reference will be reviewed in October 2021 or unless 50% membership brings forward a revision
- After the initial review, all over reviews will take place every two (2) years or at the request of 50% of the membership

**Budget**

- Set resources are available to support committee meetings - this includes TDSB child minding (with two (2) weeks advance notice), ASL and other translation services, adequate funding for a catered dinner and to cover transportation costs for students and all members requiring it
- Funds shall be set aside to ensure capacity building of individuals who wish to co-chair and take on other leadership opportunities



## Finance, Budget and Enrolment Committee

### Report No. 04

FBEC:004A

Wednesday, February 24, 2021

4:30 p.m.

Electronic Meeting

Members Present      Trustees Parthi Kandavel (Chair), Shelley Laskin, Zakir Patel, Robin Pilkey, David Smith, Jennifer Story and Manna Wong

Also Present            Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Dan MacLean, Christopher Mammoliti and Chris Moise

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 [4036]**

The Committee considered a report from staff (see FBEC:004A, page 1) presenting contract awards. The Committee received the contracts on Appendix A and approved the contracts on Appendix B.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Laskin

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 [4037]**

The Committee considered a report from staff (see FBEC:004A, page15) presenting contract awards. The Committee received the contract on Appendix A and approved the contracts on Appendix B.

**Moved by:** Trustee Story

**Seconded by:** Trustee Mammoliti

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

**Carried**

**3. Contract Award for Sir Sandford Fleming Retrofit: Interior Improvements to Facilitate Relocation of Baycrest Public School [4028]**

The Committee considered a report from staff (see FBEC:004A, page 29) presenting a contract award.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Patel

The Finance, Budget and Enrolment Committee **RECOMMENDS** that a contract award for interior improvements and site work at the former Sir Sandford Fleming Secondary School building in the amount of \$4,115,300 to Van Horne Construction Ltd., be approved.

**Carried**

**4. Receipt of Section 37 Funds for Site Improvements at Bruce Public School [4021]**

The Committee considered a report from staff (see FBEC:004A, page 43) presenting information on proposed enhancements to the schoolyard at Bruce Public School, secured through funding from the City of Toronto's application of Section 37 of the *Planning Act*.

**Moved by:** Trustee Story

**Seconded by:** Trustee Laskin

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

- (a) That **\$150,000** received from the City of Toronto under Section 37 of the *Planning Act* be used to fund costs related to enhancements to the schoolyard at Bruce Public School;
- (b) That the Director be authorized to enter into a community access agreement with the City of Toronto on terms and conditions satisfactory to the Board's General Counsel for a period of ten years with regard to enhancements to the schoolyard at Bruce Public School.

Carried

**5. Jones Avenue Learning Centre Emergency Reconstruction: Update [4038]**

The Committee considered a report from staff (see FBEC:004A, page 51) presenting an update on the emergency reconstruction project at Jones Avenue Learning Centre.

**Moved by:** Trustee Wong

**Seconded by:** Trustee Smith

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the use of approximately **\$2.0M to \$2.5M** in proceeds of disposition for unfunded costs of construction for the reconstruction of the Jones Avenue Learning Centre, subject to Ministry approval, be approved.

Carried

**6. First Quarter Interim Financial Report, 2020-21 [4039]**

The Committee considered a report from staff (see FBEC:004A, page 69) presenting information on the Board's financial position relative to the approved budget for the first quarter, September 1 to November 30, 2020.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Wong

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the **First Quarter Interim Financial Report, 2020-21** be received.

Carried

**7. Proposed Strategic Drivers for 2021-22 Budget [4033]**

The Committee considered a report from staff (see FBEC:004A, page 75) presenting proposed strategic budget drivers, which are the first step in guiding discussions that will determine the Board's funding priorities for the upcoming school year, and are based on feedback received.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Story

The Finance, Budget and Enrolment Committee **RECOMMENDS** that matter be referred back to staff for further input.

**Carried**

Staff had recommended that the report be approved.

**8. Three-Year Enrolment Projections, 2021-22 to 2023-24 [4020]**

The Committee considered a report from staff (see FBEC:004A, page 91) presenting information on actual and projected average daily enrolment of pupils for the years 2019-20 to 2023-24.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Wong

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

**Carried**

**9. 2021-22 Financial Forecast [4040]**

The Committee considered a report from staff (see FBEC:004A, page 97) presenting a one-year forecast of the financial position of the Board, as opposed to the three-year projection that is usually presented annually.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Smith

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

**Carried**

**10. 2020-21 Pandemic Funding: Update [4041]**

The Committee considered a report from staff (see FBEC:004A, page 103) presenting an update on pandemic funding for 2020-21

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Patel

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

**Carried**

**11. Financial Facts: Revenue and Expenditure Trends, February 2021 [4042]**

The Committee considered a report from staff (see FBEC:004A, page 123) presenting financial information for the five-year period from 2016-17 to 2020-21 focussing on key expenditure areas and identifying major operating costs, taken from the Board's audited financial statements for all years up tot 2019-20 and projections for 2020-21.

**Moved by:** Trustee Story

**Seconded by:** Trustee Mammoliti

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

**Carried**

**12. 2021-22 Education Funding Guide: Final Response [4046]**

The Committee considered a report from staff (see FBEC:004A, page 171) presenting for information, the final response to the Ministry's Education Funding Guide which was submitted to the Ministry on January 21, 2021.

**Moved by:** Trustee Laskin

**Seconded by:** Trustee Mammoliti

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

**Carried**

Part B: For Information Only

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

The meeting was called to order at 4:30 p.m.

**5. Approval of the Agenda**

On motion of Trustee Mammoliti, seconded by Trustee Pilkey, the agenda was approved.

**6. Declarations of Possible Conflict of Interest**

No matters to report

**7. Delegations**

No matters to report

**8. Adjournment**

On motion of Trustee Mammoliti, seconded by Trustee Pilkey, the meeting adjourned at 7:38 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Parthi Kandavel, Committee Chair





**Finance, Budget and Enrolment Committee**  
**(Special Meeting)**  
**Report No. 05**

FBEC:005A  
 Tuesday, March 2, 2021  
 4:30 p.m.  
 Electronic Meeting

Members Present      Trustees Parthi Kandavel (Chair), Shelley Laskin, Zakir Patel, Robin Pilkey, David Smith, Jennifer Story and Manna Wong

Also Present            Trustees Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Trixie Doyle, Dan MacLean, Christopher Mammoliti and Chris Moise

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. School-Based Staff Allocation 2021-2022: Teachers and Support Staff [4044]**

The Committee considered a report from staff (see FBEC:005A, page 1) presenting school-based staff allocation for 2021-22.

**Moved by:** Trustee Pilkey

**Seconded by:** Trustee Wong

The Finance, Budget and Enrolment Committee **RECOMMENDS** that the following allocation of school-based staff for 2021-2022, be approved:

- a) **Allocate 10,658.0 FTE positions of Teacher, Elementary as set out in Appendix A;**

- b) Allocate 4,616.0 FTE positions of Teacher, Secondary as set out in Appendix B;**
- c) Allocate 1,121.0 FTE positions of Designated Early Childhood Educator as set out in Appendix C;**
- d) Allocate 241 headcount positions (190.5 FTE) of Vice-Principal, Elementary as set out in Appendix D;**
- e) Allocate 161 headcount positions (161.0 FTE) of Vice-Principal, Secondary as set out in Appendix D;**
- f) Allocate 9.0 FTE positions of Educational Assistant, Caring and Safe as set out in Appendix E;**
- g) Allocate 2,808.0 FTE positions of Special Education Support Staff as set out in Appendix F;**
- h) Allocate 1,078.0 FTE positions of School Office Clerical as set out in Appendix G;**
- i) Allocate 163.5 FTE positions of School-Based Safety Monitor as set out in Appendix H;**
- j) Allocate 2,833 headcount positions of Lunchroom Supervisor as set out in Appendix I;**
- k) Allocate 93.0 FTE positions of Aquatics Instructor in the regular program as set out in Appendix J;**
- l) Allocate 37.0 FTE positions of Food Program Assistant as set out in Appendix K;**
- m) Allocate 2,231.0 FTE positions of Caretaking as set out in Appendix L.**

**Carried**

Part (a) was moved by Trustee Pilkey, seconded by Trustee Wong and was voted on separately.

Parts (b) to (m) were moved by Trustee Pilkey, seconded by Trustee Wong.

#### Part B: For Information Only

#### **4. Call to Order and Acknowledgement of Traditional Lands**

The meeting was called to order at 4:30 p.m.

The purpose of the meeting was to consider school-based staffing allocation.

## **5. Declarations of Possible Conflict of Interest**

Trustee Laskin declared a possible conflict of interest related to Part (a) of item, School-Based Staff Allocation 2021-2022: Teachers and Support Staff. She stated that:

This is to advise that I have a deemed pecuniary interest as defined by section 3 of the Municipal Conflict of Interest Act, in the matter of the budget relating to teacher staffing, in particular elementary staffing, as my daughter works at the TDSB on a Long-Term Occasional Contract.

The trustee did not vote on the matter for which she declared a conflict.

## **6. Delegations**

No matters to report

## **7. Adjournment**

On motion of Trustee Pilkey, seconded by Trustee Laskin, the meeting adjourned at 6:42 p.m.

## **Part C: Ongoing Matters**

No matters to report

Submitted by: Parthi Kandavel, Committee Chair

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**Planning and Priorities Committee**  
**(Special Meeting)**  
**Report No. 06**

PPC:006A  
Tuesday, February 9, 2021  
Electronic Meeting

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

Regrets                      Regrets were received from Trustee Alexandra Lulka

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

**Part A: Committee Recommendations**

**1. Access to Paid Sick Days to Stop the Spread of COVID-19**

**Moved by:** Trustee Donaldson

**Seconded by:** Trustee Mammoliti

The Planning and Priorities Committee **RECOMMENDS:**

**Whereas, 80 to 90 percent of low-income workers across Canada have no access to paid sick leave; and**

**Whereas, these precariously employed and casual workers (who include TDSB parents, guardians, workers, adult learners, etc.) must stop work and forgo pay in order to quarantine or self-isolate; and**

**Whereas, leading public health experts have provided advice to the provincial government about the importance of schools staying open and, as such, taking all steps necessary to ensure containment of the virus in the community; and**

**Whereas, Toronto's Medical Officer of Health expressed that this pandemic cannot be fully fought if we cannot ensure that workers who are sick stay at home to stop the spread of the virus; and**

**Whereas, Toronto's Board of Health has written to the provincial government to ask for paid sick leave to support workers, so they are able to stay home and self-isolate when they are ill;**

**Therefore, be it resolved:**

**(a) That the Chair write to the provincial Minister of Labour, Training and Skills Development, Minister of Health and Minister of Education to ask the Government of Ontario to:**

- i. require employers in Ontario to provide no less than five paid sick days annually to workers, after three months of employment, through amendments to the *Employment Standards Act, 2000* or through a different mechanism;**
- ii. provide necessary funding, fiscal relief, and/or supports to employers so that all workers in Ontario have access to no less than ten paid sick days annually in the event of a declared infectious disease emergency such as the COVID-19 pandemic;**
- iii. ensure all workers in Ontario have access to protected and paid emergency leave so that care can be provided to children, parents, or other family members who may become ill;**

**(b) That, in addition to the Board's advocacy to the government of Ontario to take action on the matters above, the Director of Education work with TDSB employee groups regarding local implementation.**

**Carried**

## **Part B: Information Only**

### **2. Call to Order and Acknowledgement of Traditional Lands**

An electronic meeting of the Planning and Priorities Committee was convened on Tuesday, February 9, 2021 from 4:33 to 7:20 p.m., with Alexander Brown presiding.

### **3. Declarations of Possible Conflict of Interest**

No matters to report

**4. Delegations**

No matters to report

**5. Report From the Director of Education: Impact of COVID-19 Update With Toronto Public Health**

The Committee heard a presentation from staff providing an update on the impact of COVID-19 (see attached, page 5). The Committee also heard a presentation from Dr. Vinita Dubey, Associate Medical Officer of Health and Nicole Welch, Director, Toronto Public Health providing an update on COVID-19 (see attached, page 19).

**6. Planning Forward to September 2021**

The Committee heard a presentation from staff presenting information on preparing for the 2021-2022 school year, including key principles, staffing allocation and upcoming key dates (see attached, page 63).

**7. Report From the Chair of the Board**

No matters to report

**8. Report From Representative on the City's Board of Health**

No matters to report

**9. Report From the Directors on the Ontario Public School Boards' Association**

No matters to report

**10. Report From the Chairs of the Governance and Policy Committee, the Program and School Services Committee, the Finance, Budget and Enrolment Committee**

No matters to report

**11. Report From Representatives on the Parent Involvement Advisory Committee and the Special Education Advisory Committee**

No matters to report

**11. Reports From Student Trustees**

No matters to report

**12. Other Questions, Insights and Advice From Trustees to Staff**

No matters to report

**13. Adjournment**

On motion of Trustee Smith, seconded by Trustee Wong, the meeting adjourned at 7:20 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Alexander Brown, Chair



# Impact of COVID-19 Update

February 9, 2021



## Agenda

- Toronto Public Health Update
- Elementary Switch Update
  - Karen, Diana, Ian, Shirley and Ross
- Device Distribution Update
  - Peter
- COVID Federal Funding Update
  - Craig



## Toronto Public Health Update

- Dr. Vinita Dubey  
Associate Medical Officer of Health
- Nicole Welch, COVID-19 Liaison Team,  
Public Health Director  
Chief Nursing Officer



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## Elementary Switch Update

- Context - Learning Centre Executive Superintendents
- The families of **6126 elementary students** have their request to switch
- Virtual School to Bricks & Mortar (in-person): **2310 requests**
- Bricks & Mortar (In-Person) to Virtual School/Learning: **3816 requests**
- Principals, Superintendents and the Executive Team looked at local virtual learning models and in most cases it was not possible without significant disruption
- At this time, **1525 student requests** to move to Bricks & Mortar (In-Person, Regular Program) have been facilitated



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## Elementary Switch Update

- All Human Rights and Quintile 5 requests for Regular Program will be facilitated in Virtual Learning/Virtual School.
- Students in Intensive Support Programs will be given intentional care with their transition from Virtual School to In-Person School. In-Person Principals will contact families to welcome and confirm students moving back to their home-school and discuss appropriate supports for a seamless transition.
- There is limited movement available either way for students in French Programs. Priority for French Programs will also be given to Human Rights and Quintile 5.



## Technical Aspects Impacting Transitions Timing

### Students Switching into/out of Virtual

#### Virtual School and Bricks and Mortar will Work In Partnership to Transition Students Both Ways:

- Students will automatically be assigned to their new virtual classroom (Brightspace classroom learning environment)
  - If the teacher is using Google Classroom, then the teacher will need to add students manually to their Google Classroom roster.
- Of note, students returning to bricks and mortar schools will no longer have access to their original Brightspace classroom in virtual school after the transfer has occurred (**think of this as their classroom desk**)
  - Teachers and students will still need access for the parent-teacher conferences that take place on PA Day on Friday, February 12, therefore **cannot be demitted before** end of day February 12 (**or they won't have access to the work that is sitting in their desk to share**)
  - Students cannot be registered until after the end of the day on February 12



# Connecting Families and Schools

## Students Switching into/out of Virtual

- The scheduled switch date for students going to Virtual School or Virtual Learning will be **initiated** on **Tuesday, February 16, 2021**
- Virtual School Teachers will be reaching out to families on Tuesday, February 16 to welcome students into virtual classes and share login information
- Daily instruction for students new to Virtual School or local virtual learning hubs will commence during the week of February 16 - 19
- Asynchronous activities will be available during the transition period
- Ongoing communication between Bricks and Mortar (In-Person) and Virtual School will continue to support a smooth transition for students and families



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## Elementary Switch Update: Parent Communications

**January 29:** Communication with parents/guardians regarding switching opportunity, the survey, confirmation of switch request and next steps in process

**February 4:** Communication to families who requested a switch regarding how the switching process will work, how families will be contacted, time lines and Q&A (communications and Q&A translated into 20 languages)

**February 9 - 19:** Communication confirming switch request via in-person school and Virtual School administrators, and “on-boarding”/welcoming communication/information including preparation for Virtual School learning and virtual learning hubs

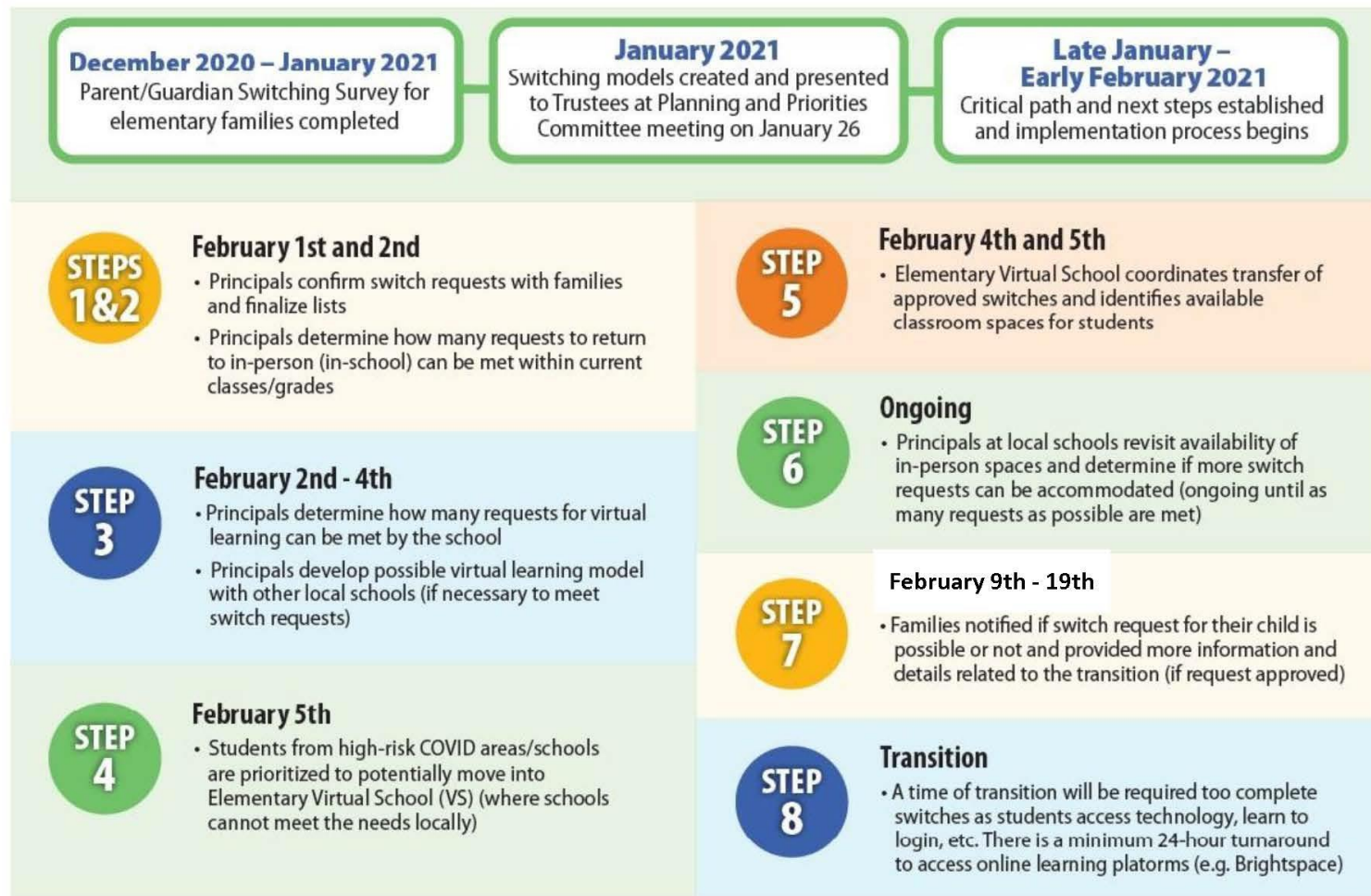
**February 12:** Communication to all parents/guardians that requested a switch indicating that if they have not received confirmation of their switch request, as of this date, their child should continue to attend their in-person or virtual school classroom

**February 19:** As transitions will be implemented throughout next week, this will be the last day that families will learn if their child’s switch will be possible





# Elementary Switch Update: Timeline



## COVID Funding Update

Feb. 1, 2021 Ministry B01 Memo Announcement:

- Second Allocation of Federal Safe Return to Class Fund
- Total to Date: \$381M Provincially
- Announcement Total: \$199.4M (For All School Boards)
- TDSB received \$24.4M or 12.2% of Total Allocated
- School boards have been requested to inform Ministry of intended expenses on materials to allow for group purchases through the Ontario Education Collaborative Marketplace (OECM) and Ministry of Government and Consumer Services (MGCS)
- TDSB's allocation is comprised of \$9.4M for technology, \$6.9M for air quality and ventilation, \$7.8M for health & safety and \$0.3M for student transportation.



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## COVID Funding Update

### **Technological Devices - \$9.4M**

- This funding will support previous purchases made by the board and additional purchases of approx. 20,000 devices in the amount of \$5.7M. Remaining funds to be used towards Board funded expenditures.

### **Improving Air Quality and Ventilation - \$6.9M**

- \$6.9M will be used to purchase an additional 8,500 HEPA filter units.
- \$3.5M has been spent HEPA filters, (3,563 units received with another 470 units on order), mechanical system filter changes and HVAC recommissioning.
- Remaining funds from the first instalment (approx. \$3.8M) will be used to address HVAC recommissioning deficiencies.

### **Health and Safety - \$7.8M**

- Funds will be used to offset purchases not supplied through MGCS.

### **Transportation - \$0.3M**

- Offset PPE and Health & Safety costs to be incurred by bus operators.



## Device Distribution Update

### Device Requests Received Since September 2020

**Total Requests Received: 18,259**

**Device only Requests: 16,522**

**Device + Internet Requests: 1,319**

**Internet only Requests: 418**

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**Requests from Students Enrolled in Virtual School: 13,439**

**Requests from Students NOT in Virtual School: 4,820**

All Virtual School Requests as of Feb 5th has been fulfilled



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# Device Distribution Update

## Technology Purchases Since September 2020

Device Type	Technology purchases through school budget		Centrally purchased and delivered to schools		Devices bought for Virtual school	
	Volume	Cost	Volume	Cost	Volume	Cost
Chromebooks:	14,856	\$4.37M	21,436	\$5.74M	8,712	\$2.38M
iPads:	2,107	\$848K			1500	\$677K
New Laptops:	2,554	\$1.5M			80	\$57.6K
Used Laptops:	797	\$283K				
Wi-Fi Hubs:	46	\$9K			170	\$34.6K
Grand Total:	20,036	\$7.06M	21,436	\$5.74M	10,462	\$3.15M



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# Questions?



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# **COVID-19: Update for TDSB**

## **Trustee Meeting**

### **February 9, 2021**



**Dr. Vinita Dubey**  
Associate Medical Officer  
of Health (AMOH)

**Nicole Welch**  
Director of School Team



## Agenda

- COVID-19 data
- Variants of Concern and Schools
- Public health measures to keep schools safe
- Testing recommendations
- COVID-19 vaccine





## School Data

Active Outbreaks In Schools	Cumulative Outbreaks In schools	Total Case Counts In Schools
1	176	1162

- **Average Cases per outbreak=6**
- **Average Outbreak duration= 21.8 days**
- **For number of cases in schools, please go to [the Ministry of Education](#) website**
- **For Toronto COVID Data, see the TPH website: [Status of Cases in Toronto](#)**

Data extracted February 9, 2021



# Toronto Data- as of Feb 8<sup>th</sup>, 2021

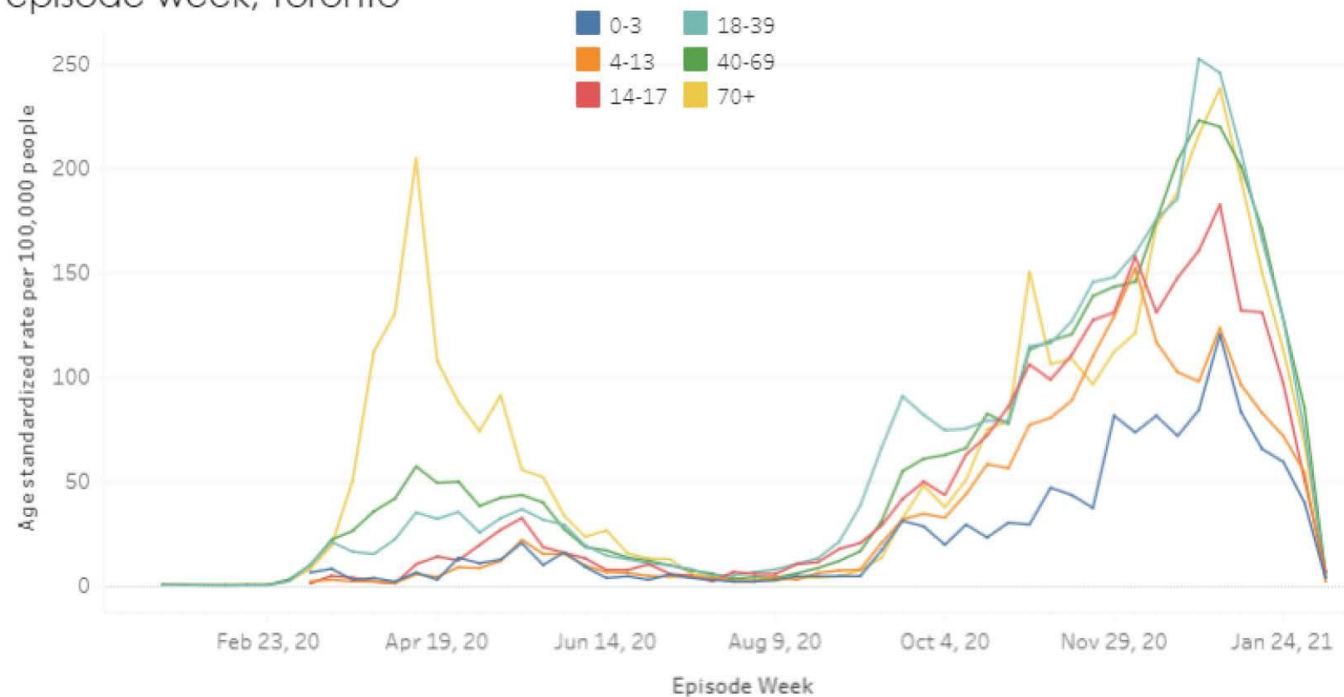
**Figure 2.** COVID-19 cases in school-aged children by age group and week, Toronto





# Toronto Data- as of Feb 8<sup>th</sup>, 2021

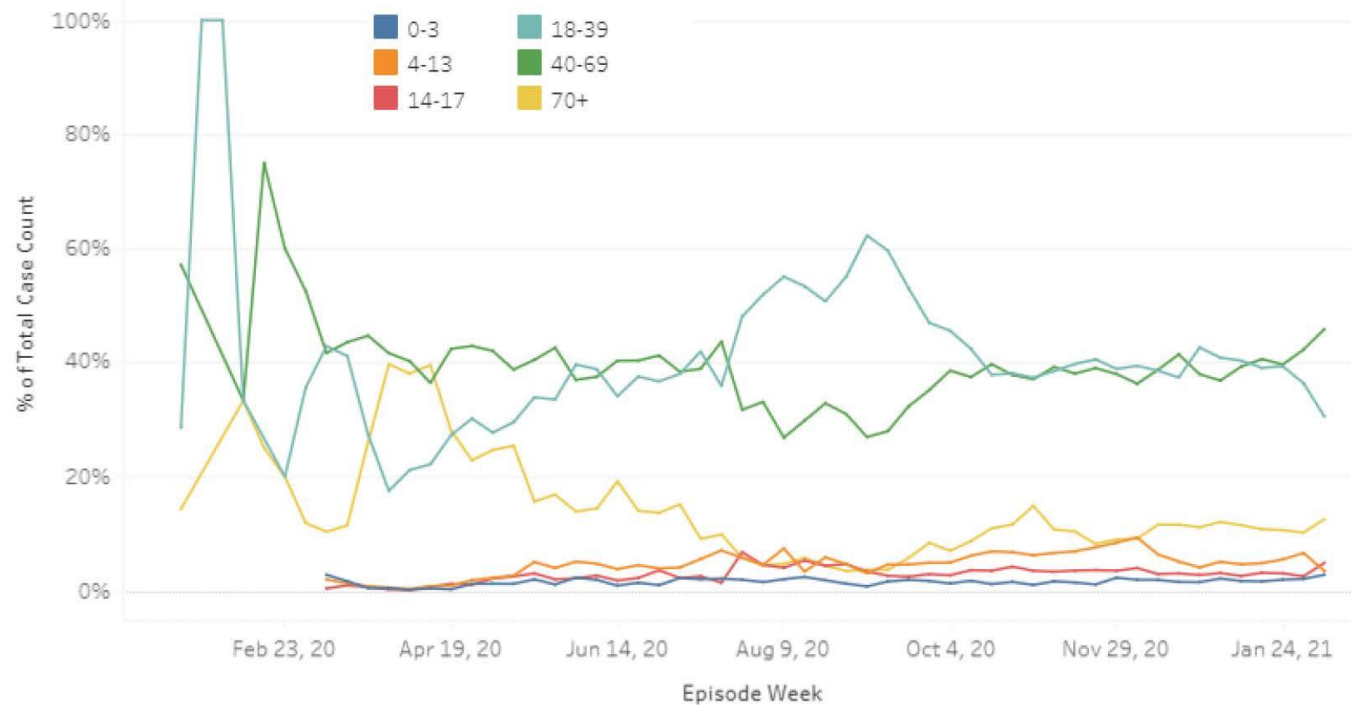
**Figure 3.** Case rate of COVID-19 per 100,000 population by age group and episode week, Toronto





# Toronto Data- as of Feb 8<sup>th</sup>, 2021

**Figure 4.** Proportion of COVID-19 cases by age group and episode week, Toronto





## COVID-19 (SARS-CoV-2) Variants

### SARS-CoV-2 Variants

### About Variants

New variants of SARS-CoV-2 or COVID-19 have been reported in the news in recent weeks.

- Viruses constantly change through mutations
- New variants of a virus are expected to occur over time.
- Sometimes new variants emerge and disappear, and sometimes they emerge and persist
- New variants may lead to either decreases or increases in severity of illness, frequency of death, and how easily the virus spreads.





## COVID-19 Variants

## SARS-CoV-2 Variants

# UPDATE ON VARIANTS OF CONCERNS (VOC)

*See next slide*

**UK VOC 202012/01, B.1.1.7  
with 7 amino acid substitutions**

**South Africa VOC 501Y.V2, B.1.351  
IC-0433 with 7 amino acid substitutions**

**Isolate from travelers from Brazil, B.1.1.248  
IC-0561 with 12 amino acid substitutions**

**There are potentials of other emerging variants**

**From: PHO**



## NOVEL (SARS-CoV-2) Variants

### SARS-CoV-2 Variants

- Concerns:
  - ↑ Transmissibility
  - ↑ Disease severity
  - ↑ Risk of re-infection (immune escape mutants)
  - ↓ Vaccine efficacy (vaccine escape mutants)
  - ↓ Detection (diagnostic escape mutants)
- Implications:
  - ↑ Cases ↑ Hospitalizations ↑ Deaths
  - Effectiveness of interventions - directly (e.g., vaccine escape mutants) and indirectly (e.g. ↑ transmissibility)
  - Vaccination strategy?

Early evidence suggested higher transmissibility in children, that does not seem to be the case right now.

From Science table-COVID-19 Advisory for Ontario



## **NOVEL (SARS-CoV-2) Variants - Update on COVID-19 Projections from Science Table**

### **Key Findings of modelling by Science Table- related to schools**

- The new variant of concern (UK variant) is spreading in Ontario and is a significant threat to control the pandemic.
- Modelling and international examples suggest that maintaining health interventions will support continued reductions in cases, even with a return to school.





## SARS CoV-2 VOC

### SARS-CoV-2 Variants

## How to we help keep schools safe from COVID-19 Variants

- Continue and stay vigilant with public health and IPAC measures -screening, masking, hand hygiene, physical distancing of 6 feet two meters, ventilation and cleaning and disinfection.
- Continue to encourage all to stay home if they are sick and go for testing if they have COVID-19 symptoms.
- If a VOC is identified in a school, intensive case and contact management



# Public Health Measures in School

## Screening – staff, students, visitors

**STOP COVID-19 K - 12 STUDENT SCREENING TOOL**  
Please complete before entering the school.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

1. Does the student have any of the following new or worsening symptoms?\*

<input type="checkbox"/> Fever > 37.8°C	<input type="checkbox"/> Cough	<input type="checkbox"/> Difficulty breathing	<input type="checkbox"/> Loss of taste
<input type="checkbox"/> Feeling unwell, muscle aches or tired	<input type="checkbox"/> Stuffy or runny nose	<input type="checkbox"/> Headache	<input type="checkbox"/> Sore throat or pain swallowing
<input type="checkbox"/> Nausea, vomiting or diarrhea			

If "YES" to any symptom: Stay home & self-isolate + Get tested Or Contact a health care provider

2. Is there a child or sibling in your household who has one or more of the above symptoms? ☐ Yes ☐ No

3. Has the student travelled outside of Canada in the past 14 days? ☐ Yes ☐ No

4. Has the student been notified as a close contact of someone with COVID-19? ☐ Yes ☐ No

5. Has the student been told to stay home and self-isolate? ☐ Yes ☐ No

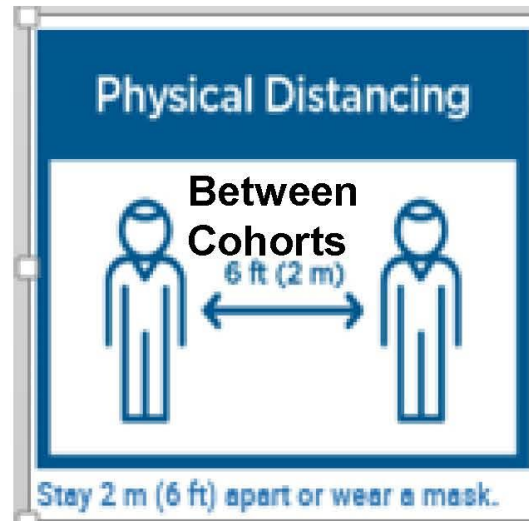
If "YES" to Questions 2, 3, 4 or 5: Stay home & self-isolate + Follow public health advice

\*Children who have not exhibiting health condition identified by a health care provider that gives them the symptoms should not answer YES, unless the symptoms are new, different or getting worse. Look for changes from your child's normal symptoms.

(Updated December 2020)

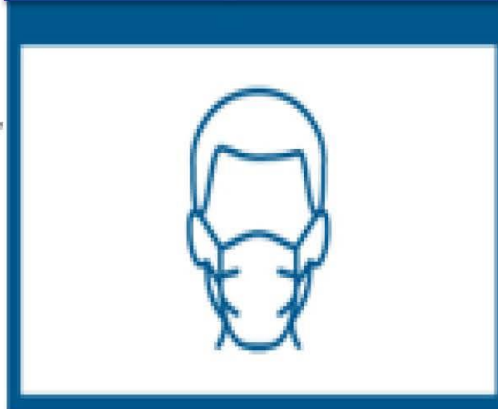
TORONTO.CA/COVID19

## Cleaning and Disinfection Frequent cleaning of surfaces



## Keeping students in cohorts

## Student/Staff/Visitor Face Mask Use



## Ventilation in classrooms



# School Screening Tools



## Screening tool changes for both Student and Staff/Visitor Screening

- Symptom list remains the same for students/staff
- In effect as of February 16<sup>th</sup>, 2021
- Will also be checked to ensure completed each day.

Image from: Needpix.com

**COVID-19 K - 12 STUDENT SCREENING TOOL**  
Please complete before entering the school.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

1. Does the student have any of the following new or worsening symptoms?\*

Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Fever &gt; 37.8°C</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Cough</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Difficulty breathing</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Loss of taste or smell</b>
Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Feeling unwell, muscle aches or tired</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Stuffy or runny nose</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Headache</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Sore throat or pain swallowing</b>
Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Nausea, vomiting or diarrhea</b>			

If "YES" to any symptom: Stay home & self-isolate + Get tested Or Contact a health care provider

2. Does anyone in your household have one or more of the above symptoms? ☐ Yes ☐ No

3. Has anyone in your household travelled outside of Canada in the past 14 days? ☐ Yes ☐ No

4. Has anyone in your household been notified as a close contact of someone with COVID-19 or been told to stay home and self-isolate? ☐ Yes ☐ No

If "YES" to Questions 2, 3, or 4: Stay home + Follow Toronto Public Health advice

\*Children who have an existing health condition identified by a health care provider that gives them the symptoms should not answer YES, unless the symptom is new, different or getting worse. Look for changes from your child's normal symptoms.  
Updated February 2021

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**COVID-19** Staff & Visitors complete before entering the school each day.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

1.) Do you have any of the following new or worsening symptoms or signs?\*

Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Fever or chills</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Cough</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Difficulty breathing or shortness of breath</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Sore throat or trouble swallowing</b>
Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Runny or stuffy nose</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Decrease or loss of taste or smell</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Nausea, vomiting or diarrhea</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Not feeling well, extreme tiredness or sore muscles</b>

If "YES" to any symptom: Stay home & self-isolate + Get tested Or Contact a health care provider

2.) Does anyone in your household have one or more of the above symptoms? ☐ Yes ☐ No

3.) Has anyone in your household travelled outside of Canada in the past 14 days? ☐ Yes ☐ No

4.) Have you been notified as a close contact of someone with COVID-19 or been told to stay home and self-isolate? ☐ Yes ☐ No

\*If you have an existing health condition that gives you the symptoms you should not answer YES, unless the symptom is new, different or getting worse. Look for changes from your normal symptoms.  
Updated February 2021

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# Student (JK-12) Screening Tool



## COVID-19 K - 12 STUDENT SCREENING TOOL

Please complete before entering the school.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### 1. Does the student have any of the following new or worsening symptoms?\*

<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Fever &gt; 37.8°C</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Cough</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Difficulty breathing</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Loss of taste or smell</b>
<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Feeling unwell, muscle aches or tired</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Stuffy or runny nose</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Headache</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Sore throat or pain swallowing</b>
<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Nausea, vomiting or diarrhea</b>			

If "YES" to any symptom: Stay home & self-isolate **+** Get tested **Or** Contact a health care provider

2. Does anyone in your household have one or more of the above symptoms? ☐ Yes ☐ No

3. Has anyone in your household travelled outside of Canada in the past 14 days? ☐ Yes ☐ No

4. Has anyone in your household been notified as a close contact of someone with COVID-19 or been told to stay home and self-isolate? ☐ Yes ☐ No

If "YES" to Questions 2, 3, or 4: Stay home **+** Follow Toronto Public Health advice

\*Children who have an existing health condition identified by a health care provider that gives them the symptoms should not answer YES, unless the symptom is new, different or getting worse. Look for changes from your child's normal symptoms.

Updated February 2021

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Toronto Public Health

## MY CHILD HAS 1 OR MORE SYMPTOMS OF COVID-19. WHAT SHOULD I DO?

Was your child a close contact of someone who tested positive for COVID-19?

**YES**

- Everyone in the household should stay home & self-isolate. Get your child tested.
- If positive, notify your child's school of the positive result. Toronto Public Health will follow up with further instructions.
- If negative, the child will still need to self-isolate for 14 days from last exposure to the person who was positive. Any children in the household should self-isolate from school until the person who is a close contact completes self-isolation.
- If your child is not tested they need to self-isolate for 10 days. Household contacts will also need to stay home and self-isolate for 14 days.

**NO**

- Notify your child's school that they have symptoms.
- Your child should stay home, self-isolate & get tested.
- Anyone in the household who attends a school setting must also stay home and self-isolate until the child's test is negative.
- Adults in the home, including parents, who do not attend a school setting, need to self-monitor for symptoms, but may go to work as long as they do not have symptoms.

What was the result of your child's COVID-19 test?

**POSITIVE**

- Let your child's school know that they tested positive for COVID-19.
- Your child must stay home & self-isolate for 10 days from the day their symptoms started.
- Household members & close contacts must also self-isolate for at least 14 days.
- Toronto Public Health will contact you to do an investigation & will provide further instructions.

**NEGATIVE**

- Your child may return to school after it has been 24 hours since their symptoms started improving.
- Siblings can return to school right away as long as they do not have symptoms.
- Adults who attend the school setting can return to school right away as long as they do not have symptoms.

**NOT TESTED**

- Your child must stay home & self-isolate for 10 days from the day their symptoms started.
- After 10 days, they can go back to school if their symptoms are improving.
- Anyone in the household who attends a school setting will stay home for 10 days.
- If a health care provider has diagnosed a condition that isn't related to COVID-19, your child can return to school 24 hours after their symptoms improve. Their siblings are then not required to self-isolate for 10 days.



If anyone in your household has travelled outside of Canada in the last 14 days, the person who travelled is required to self-isolate for 14 days. Everyone in the household will also need to stay home from school until the person who travelled completes the 14 day quarantine. If the individual is exempt from travel quarantine because they perform an essential job (e.g. truck driver, pilot), the rest of the household can still attend school.

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Toronto Public Health

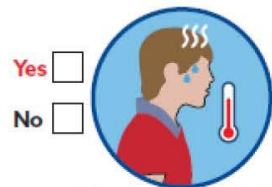
Link to student screening [questionnaire](#) and [poster](#)



# Student (JK-12) Screening Tool

## Symptoms remain the same

1. Does the student have any of the following new or worsening symptoms?\*



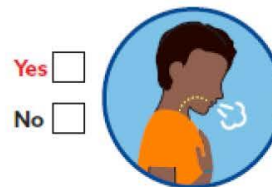
Yes ☐  
No ☐

Fever > 37.8°C



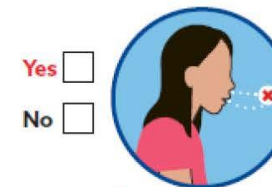
Yes ☐  
No ☐

Cough



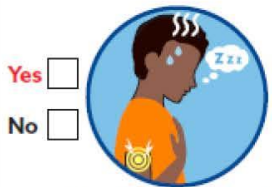
Yes ☐  
No ☐

Difficulty breathing



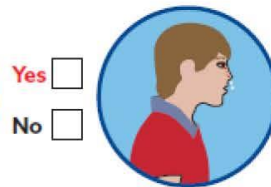
Yes ☐  
No ☐

Loss of taste or smell



Yes ☐  
No ☐

Feeling unwell, muscle aches or tired



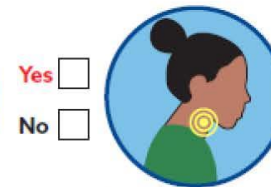
Yes ☐  
No ☐

Stuffy or runny nose



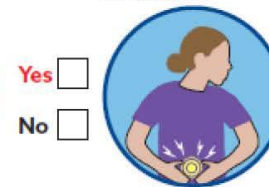
Yes ☐  
No ☐

Headache



Yes ☐  
No ☐

Sore throat or pain swallowing



Yes ☐  
No ☐

Nausea, vomiting or diarrhea

If "YES" to any symptom:



Stay home & self-isolate



Get tested

Or



Contact a health care provider



## Student (JK-12) Screening

### Change highlighted in Yellow

**2. Does anyone in your household have one or more of the above symptoms?**

☐ Yes ☐ No

**3. Has anyone in your household travelled outside of Canada in the past 14 days?**

☐ Yes ☐ No

**4. Has anyone in your household been notified as a close contact of someone with COVID-19 or been told to stay home and self-isolate?**

☐ Yes ☐ No

**If "YES" to Questions 2,3,or 4:**



**Stay home**



**Follow Toronto Public Health advice**

\*Children who have an existing health condition identified by a health care provider that gives them the symptoms should not answer YES, unless the symptom is new, different or getting worse. Look for changes from your child's normal symptoms.





# School Staff /Visitor Screening

**COVID-19** Staff & Visitors complete before entering the school each day.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

**1.) Do you have any of the following new or worsening symptoms or signs?\***

Yes <input type="checkbox"/> No <input type="checkbox"/> Fever or chills	Yes <input type="checkbox"/> No <input type="checkbox"/> Cough	Yes <input type="checkbox"/> No <input type="checkbox"/> Difficulty breathing or shortness of breath	Yes <input type="checkbox"/> No <input type="checkbox"/> Sore throat or trouble swallowing
Yes <input type="checkbox"/> No <input type="checkbox"/> Runny or stuffy nose	Yes <input type="checkbox"/> No <input type="checkbox"/> Decrease or loss of taste or smell	Yes <input type="checkbox"/> No <input type="checkbox"/> Nausea, vomiting or diarrhea	Yes <input type="checkbox"/> No <input type="checkbox"/> Not feeling well, extreme tiredness or sore muscles

If "YES" to any symptom: 
 Stay home & self-isolate + 
 Get tested Or 
 Contact a health care provider

2.) Does anyone in your household have one or more of the above symptoms? ☐ Yes ☐ No

3.) Has anyone in your household travelled outside of Canada in the past 14 days? ☐ Yes ☐ No

4.) Have you been notified as a close contact of someone with COVID-19 or been told to stay home and self-isolate? ☐ Yes ☐ No

\* If you have an existing health condition that gives you the symptoms you should not answer YES, unless the symptom is new, different or getting worse. Look for changes from your normal symptoms.

If "YES" to Questions 2,3, or 4: 
 Stay home + 
 Follow Toronto Public Health advice

Updated February 2021

TORONTO.CA/COVID19

**SCHOOL STAFF/VISITOR**  
**I HAVE ONE OR MORE SYMPTOMS OF COVID-19.**  
**WHAT SHOULD I DO?**

Were you a close contact of someone who tested positive for COVID-19?

YES

- Everyone, including household members, should stay home and self-isolate. Go for testing.
- If positive, notify the school. Toronto Public Health will follow up with instructions.
- If negative, you will still need to self-isolate for 14 days from last exposure to the person who was positive. Any children in the household should self-isolate from school until the person who is a close contact completes self-isolation.
- If you are not tested you need to stay home and self-isolate for 10 days. Household contacts will need to stay home and self-isolate for 14 days.

NO

- Notify the school that you have symptoms.
- You should stay home, self-isolate and get tested.
- Anyone in the household who attends a school setting must also stay home and until your test is negative.

What was the result of your COVID-19 test?

POSITIVE

- You must stay home & self-isolate for 10 days from the day your symptoms started.
- Household members & close contacts must also self-isolate for at least 14 days.
- Toronto Public Health or your local health unit will contact you to do an investigation & will provide further instructions.

NEGATIVE

- You may return to the school 24 hours after your symptoms have started improving.
- Children can return to school right away as long as they do not have symptoms.
- Adults who attend the school setting can return to school right away as long as they do not have symptoms.

NOT TESTED

- You must stay home & self-isolate for 10 days from the day your symptoms started. After 10 days, you can return to school if your symptoms are improving.
- Anyone in the household who attends a school setting must also stay home for 10 days.
- If a health care provider has diagnosed a condition that isn't related to COVID-19, you can return to the school 24 hours after your symptoms improve. Household members do not need to stay home.

If anyone in your household has travelled outside of Canada in the last 14 days, the person who travelled is required to self-isolate for 14 days. Everyone in the household will also need to stay home from school until the person who travelled completes the 14 day quarantine. If the individual is exempt from travel quarantine because they perform an essential job (e.g. truck driver, pilot), the rest of the household can still attend school.

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Link to school staff/visitor screening [questionnaire](#) and [poster](#)



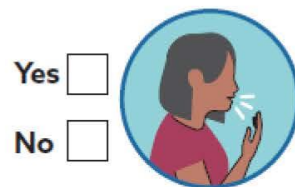
## School Staff /Visitor Screening

### Symptoms remain the same

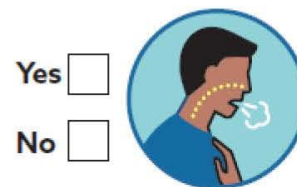
1.) Do you have any of the following new or worsening symptoms or signs?\*



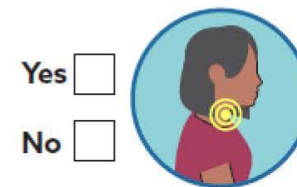
Fever or chills



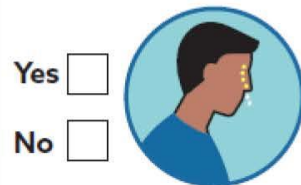
Cough



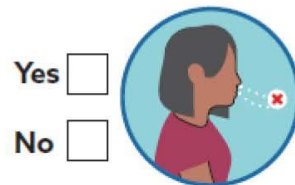
Difficulty breathing or  
shortness of breath



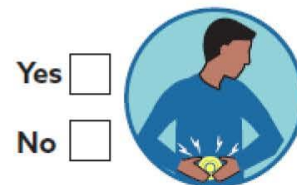
Sore throat or  
trouble swallowing



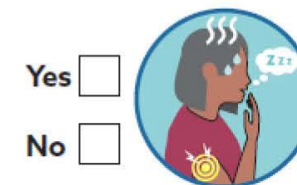
Runny or stuffy  
nose



Decrease or loss  
of taste or smell



Nausea, vomiting  
or diarrhea



Not feeling well,  
extreme tiredness  
or sore muscles

If "YES" to  
any symptom:



Stay home  
& self-isolate



Get  
tested



Contact a health  
care provider





## School Staff/ Visitor Screening

Change highlighted in yellow

2.) Does anyone in your household have one or more of the above symptoms?

☐ Yes ☐ No

3.) Has anyone in your household travelled outside of Canada in the past 14 days?

☐ Yes ☐ No

4.) Have you been notified as a close contact of someone with COVID-19 or been told to stay home and self-isolate?

☐ Yes ☐ No

\* If you have an existing health condition that gives you the symptoms you should not answer YES, unless the symptom is new, different or getting worse. Look for changes from your normal symptoms.

If "YES" to  
Questions  
2,3,or 4:



Stay home



Follow Toronto  
Public Health advice



# Prevention Measures: Face Masks

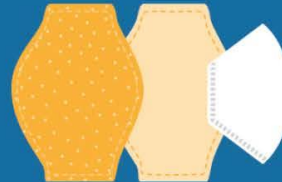
## THE BEST MASK IS THE ONE THAT FITS WELL



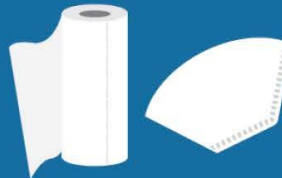
Snug fit, breathable  
& comfortable

At least 2 layers of  
tightly woven fabric  
+ a filter for better  
protection

2+ layers + a filter



Add a filter: cut paper  
towel, coffee filter or  
cloth filter fabric



Change it when it  
gets wet or dirty

**Always wear a mask indoors, and outdoors if you can't keep a physical distance.**

TORONTO.CA/COVID19



<https://www.toronto.ca/wp-content/uploads/2021/02/94f0-The-Best-Mask-that-Fits-Well.pdf>



## **Stay-at-home except to attend school or work**

- Students can attend school each day, but should not gather with others, even those in their cohort.
- Continue to support stay-at-home measures to keep schools as safe as possible.
- Stay at home except to attend school, exercise outdoors or for healthcare appointments.
- Limit contact outside of school to only the people you live with.



## Testing in Schools

Testing is one tool to help monitor COVID-19 in the school setting and keep schools safe.





## **COVID-19 Testing in Schools – Fall/ Winter 2020**

### **Two types of COVID-19 Testing strategies that took place in Toronto Schools in Fall/Winter 2020**

#### **1) Ministry of Education School Wide Testing**

- 4 week pilot in schools identified in Peel, York, Ottawa and Toronto
- For schools in Toronto, TPH identified the school based on the following criteria: multiple cases of COVID-19 with an unknown source and unclear epidemiologic links and/or where multiple cohorts had been dismissed from the school.

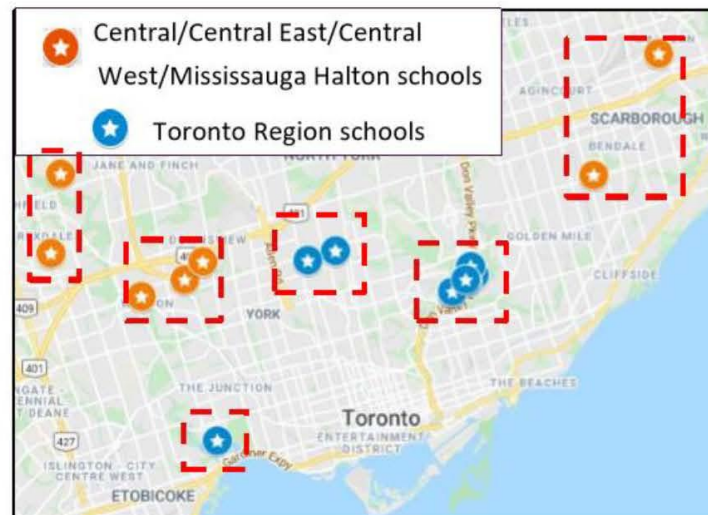
#### **2) Co-ordinated testing- TPH work with Ontario Health and testing partners to organize testing opportunities when a cohort is dismissed by TPH due to high risk exposure.**



# School Testing Update: MOE pilot

## Phase 1: Schoolwide Testing Summary November 23<sup>rd</sup> to Dec 18<sup>th</sup>, 2021

Total Schools recommended for testing as part of MEDU:	Total number of individuals recommended for expanded testing:	Total number of individuals tested:
18	9,998 students, 1095 staff	2878 students, 558 staff*





## School Testing Update: MOE pilot analysis

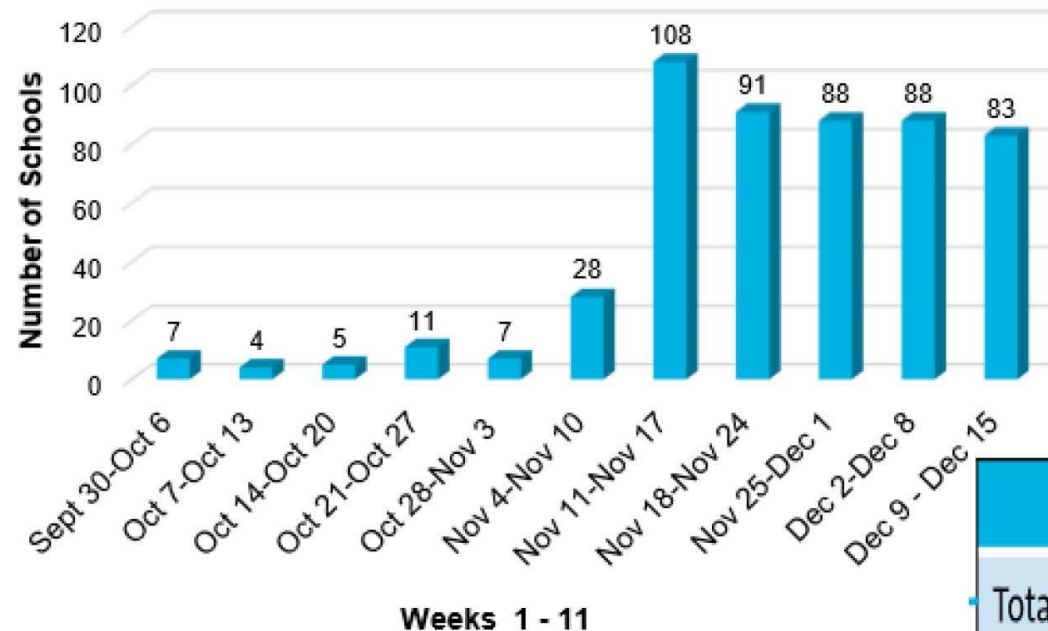
- Average of 607 students per school (range 195 to 1,116) recommended for expanded testing.
- Testing uptake:
  - Students: median 31% (range 4.8 to 95.0%)
  - Staff: median 54%
- Overall positivity rate for students:
  - median 1.2% (range from 0 to 11%)
- Positivity rates varied across schools. Several schools had no positive student cases while others had higher positivity rates. School positivity rates tended to reflect community rates.





## School Testing Update: Coordinated Testing Sept- Dec 2020

**Number of Schools  
Recommended for Testing by TPH\***



### Recommendations for Testing

Total number of schools	544
Total number of students	18017
Total number of staff	1970





## Testing recommendations

### Symptomatic Testing

- Students and staff who have even one mild symptom of COVID-19
- Household members who have even one mild symptom



## Toronto Public Health's Asymptomatic Targeted Testing Recommendations

### Asymptomatic testing:

- TPH continues to recommend large amounts of asymptomatic testing related to schools.
- TPH collaborates with testing partners to coordinate testing for all high-risk cohorts.
- Over 550 cohorts were supported in the Fall using this testing program.



## Toronto Public Health's Asymptomatic Targeted Testing Recommendations

COVID-19 testing in schools occurs following:

- Case and contact investigations (including dismissed cohorts)
- Outbreak management (including whole school testing when recommended).



## Toronto Public Health's Asymptomatic Targeted Testing Recommendations

Expanded testing ( whole school asymptomatic testing) may be recommended if:

- a) Case(s) in the school with unknown acquisition OR
- b) Multiple cohorts were dismissed OR
- c) Confirmed case identified with a variant of concern.



## Learnings on testing in schools

- Low uptake of testing overall
- Take-home, mobile, on-site testing and reminders to parents and one to one consultation with families supports higher testing uptake.
- Less invasive testing options are preferred in school settings, such as saliva or oral/nose.





## Areas to address for testing

- Reduce barriers to testing (location, time, stigma, type of test, increased access to income replacement, job security etc.)
- Better access to testing
- Testing access and turn around for symptomatic students (so public health can take timely action if positive, or they return to school quickly if negative)
- Communication to parents, staff and administrators to increase uptake



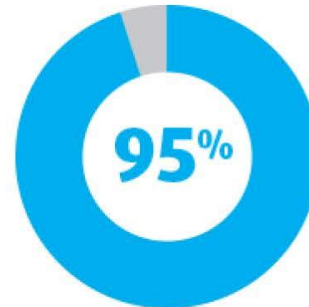
# COVID-19 Vaccines



Approved by  
Health Canada



Met safety &  
quality  
standards



94-95%  
effective  
in large trials



2 dose  
schedule



# COVID-19 Vaccines for use in Canada

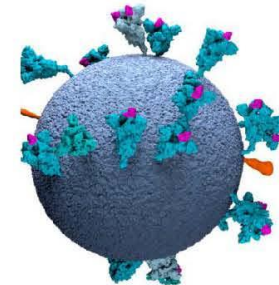
Manufacturer	Pfizer	Moderna
<b>Approved by Health Canada</b>	9 Dec. 2020	23 Dec. 2020
<b>Age Eligibility</b>	16 years +	18 years +
<b>2-Dose Schedule</b>	21 days apart	28 days apart
<b>Potential Allergens</b>	Polyethylene glycol (PEG)	Polyethylene glycol Tromethamine





## How the vaccine works...

- **messenger RNA** tells our body to make “*spike proteins*”, a protein specifically found on the surface of the coronavirus
- These proteins will stimulate our body to start making antibodies against COVID-19
- The mRNA breaks down and is removed from our body within days
- The vaccine does not contain the virus, so it cannot give us COVID-19





## What is in the vaccine...

The vaccine is made up of:

- messenger RNA (mRNA)
- lipid molecules, including polyethylene glycol
- salts, sugars and buffers (tromethamine)

Both vaccines do not contain gelatin (pork), preservatives, formaldehyde, thimerosal, aluminum, latex, antibiotics, virus, animal or human cells.



## Common Side Effects

As with any medication or vaccine, there may be some side effects:

- pain, redness & swelling at injection site
- headache, fatigue
- muscle ache, joint pain
- fever, chills, nausea, vomiting
- under arm swelling or tenderness (in Moderna vaccine)
- less common is enlarged lymph nodes



**The effects will last only a few days.**



# Ontario's Distribution Plan as of Feb 02

Phase 1 Dec 2020 to Mar 2021	Phase 2 Mar 2021 to July 2021	Phase 3 Aug 2021 onwards
<ul style="list-style-type: none"> <li>health care workers</li> <li>hospital employees</li> <li>residents and staff of LTCH, RH &amp; congregate settings</li> <li>essential caregivers</li> <li>adults in Indigenous communities</li> <li>344,615 doses administered</li> </ul>	<ul style="list-style-type: none"> <li>all health care workers</li> <li>residents in LTCHs, RHs, etc.</li> <li>home care patients</li> <li>shelters, community living</li> <li>Indigenous communities</li> <li>older adults, 80+</li> <li>frontline essential workers</li> </ul>	all Ontarians

<https://covid-19.ontario.ca/covid-19-vaccines-ontario>





## The race to save lives...

### As of February 8, 2021:

- 134 million doses of COVID-19 vaccine have been given in 64 countries.
- United States has given 32.8 million doses.
- Countries with the highest vaccination rates are Israel, United Arab Emirates, United Kingdom, Bahrain, United States, Italy & Germany

<https://www.bloomberg.com/graphics/covid-vaccine-tracker-global-distribution/>

<https://ourworldindata.org/covid-vaccinations>



# Public Health Measures

Vaccines are one of many tools we have to fight the COVID-19 pandemic. It will take time before we have enough vaccine to get everyone vaccinated.



We still need to wear a mask, keep our distance and wash our hands frequently.

Taken from US CDC



## Trusted Sources of Information

- [Toronto Public Health](#)
- [Ontario Health](#)
- Telehealth Ontario: 1-866-797-0000
- [Government of Canada](#)
- Your healthcare provider



## If you have more questions:

Schools and parents/caregivers can  
also call us at **416-338-7600**

Contact Toronto Public Health

8:30 a.m. – 8 p.m.

**416-338-7600**

TTY: 416-392-0658

Email: [PublicHealth@toronto.ca](mailto:PublicHealth@toronto.ca)





## COVID-19 Guidance: Elementary & Secondary Schools

Last updated: November 4, 2020 at 5:55 p.m.

Toronto Public Health partnered with Maple Leaf Sports and Entertainment (MLSE) to raise awareness about ways we can reduce the spread of COVID-19. Find out what local athletes and coaches have to say about [staying healthy in unprecedented times](#)<sup>12</sup>, [why we need to watch our distance](#)<sup>13</sup> and [wearing your mask at school](#)<sup>14</sup>.

On June 19, the Government of Ontario [released its safety plan for the resumption of class for the 2020-21 school year](#)<sup>15</sup>, outlining scenarios for how students, teachers and staff can safely return to classrooms in September. On July 30, the Government of Ontario released [further plans for the safe re-opening of schools in September](#)<sup>16</sup>.

Download Toronto Public Health's [Guidance for Reopening Schools](#)<sup>17</sup> (JK to 12) (also available below and in [French](#)<sup>18</sup>) and [COVID-19 Prevention Checklist for Schools JK to Grade 12](#)<sup>19</sup> (also available below and in [French](#)<sup>20</sup>).

The [Planning Guide for Schools](#)<sup>21</sup> identifies issues and critical elements of emergency preparedness that organizations should consider in planning for a pandemic.

The Government of Ontario provides a daily update on [COVID-19 cases reported in schools and child care centres](#)<sup>22</sup>.

Also read Toronto Public Health's [follow-up instructions for school children, staff and visitors tested for COVID-19](#) (also available in [French](#)<sup>23</sup>).

Expand All +

Collapse All -

Guidance for Re-Opening Schools JK to Grade 12 +

Checklist for Schools JK to Grade 12 +

COVID-19 Contact List for Schools +

COVID-19 School Decision Guides +

Back to School Confirmation Form +

School Screening Tools +

Student Nutrition Programs +

Resources for Schools JK to Grade 12 +

Liaison Public Health Nurses +

Information for Parents +

We encourage schools to check [toronto.ca/COVID19SchoolInfo](https://toronto.ca/COVID19SchoolInfo) as new information is posted regularly.



# Thank You!

**Thank you for  
working to keep  
our school  
communities  
safe !**



Image from: [freeimageslive.co.uk](https://www.freeimageslive.co.uk)

# Preparing for 2021-22

February 9, 2021



## Agenda

- Key Principles
- Staffing Allocation
- Staffing Allocation: Upcoming Key Dates



## Key Principles

- Flexibility
- Stability / Predictability
- Relationships / Familiarity
- Budget Resources



**A.Gold**

3

## Staffing Allocation

- To ensure stability in the system, we need to plan for staffing allocation now for implementation in September.
- We know students are best served when connected to their local school.
- While we are hopeful to offer in-person learning for all students in September, we know that, should the pandemic continue, families will continue to seek in-person and virtual learning options.
- At the same time, we will need a contingency plan, depending on the status of pandemic in Fall 2021, to have virtual learning available, but delivered via local home school (as opposed to a separate virtual school entity).
- In order to maximize access to program in secondary schools, different models of delivery will be explored, including virtual secondary school.



**A.Gold**

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## Staffing Allocation Continued

- During the staffing allocation process, we need to remain flexible to adjust to the changing circumstances.
- We will continue to follow advice from the Ministry of Education and Toronto Public Health.
- This process will include consultations with trustees, staff and union federations.
- Parents/guardians and staff will also be engaged in **late Spring** about learning model preferences (in-person or virtual via local home school) relative to the status of the pandemic.



C. Ennis

5

## Staffing Allocation: Upcoming Key Dates

### Finance, Budget and Enrolment Committee (Special Meeting)

- March 2, 2021

### Regular Board Meeting

- March 10, 2021

### School Allocations

- Roll out of staffing latter half of March



6

**A.Salmon**



# Questions?



7





**Planning and Priorities Committee**  
**(Special Meeting)**  
**Report No. 07**

PPC:007A  
Tuesday, February 23, 2021  
Electronic Meeting

Members Present      Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Shelley Laskin, James Li, Dan MacLean, Chris Moise, Zakir Patel, Robin Pilkey Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks and Manna Wong.

Regrets                 Regrets were received from Trustees Harpreet Gill, Parthi Kandavel, Alexandra Lulka, Christopher Mammoliti and 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**

No matters to report

**Part B: Information Only**

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

An electronic meeting of the Planning and Priorities Committee was convened on Tuesday, February 23, 2021 from 4:03 to 6:23 p.m., with Alexander Brown presiding.

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

No matters to report

**3. Delegations**

No matters to report

**4. Report From the Director of Education**

The Committee heard a presentation from staff providing an update on the impact of COVID-19 (see attached, page 6).

**5. Report From the Chair of the Board**

No matters to report

**6. Report From Representative on the City's Board of Health**

No matters to report

**7. Report From the Directors on the Ontario Public School Boards' Association**

No matters to report

**8. Report From the Chairs of the Governance and Policy Committee, the Program and School Services Committee, the Finance, Budget and Enrolment Committee**

No matters to report

**9. Report From Representatives on the Parent Involvement Advisory Committee and the Special Education Advisory Committee**

No matters to report

**11. Reports From Student Trustees**

No matters to report

**12. Other Questions, Insights and Advice From Trustees to Staff**

No matters to report

**13. Adjournment**

On motion of Trustee Donaldson, seconded by Trustee Doyle, the meeting adjourned at 6:23 p.m.

**Part C: Ongoing Matters****14. Written Notice of Motion: COVID-19 Recovery Plan**

In accordance with Board bylaw 5.15.2, Trustee Rajakulasingam, seconded by Trustee Sriskandarajah, provided notice of the following, for consideration at the March 9, 2021 Planning and Priorities Committee (Special Meeting):

Whereas, since March 2020, students have been experiencing COVID-19 related school closures and remote learning, and there have been concerns raised over the long-term impacts on mental health and well-being, and learning across Kindergarten to Grade 12; and

Whereas, there is evidence that students from lower socio-economic households have been especially impacted by the COVID-19 schooling experience. The degrees to which TDSB Black, Indigenous and racialized and indigenous students have been impacted by COVID-19 is of critical concern to the TDSB moving forward; and

Whereas, there is significantly higher proportion of students from low SES backgrounds who have chosen Virtual School over in-person schools throughout the pandemic and these families are more likely to be challenged in relation to access to digital resources and infrastructure required for virtual learning; and

Whereas, many students face other barriers like family financial stress, job insecurity, food insecurity, diverse housing needs, domestic abuse and increased levels of mental health concerns, which may have prevented them from being able to attend school; and

Whereas, school closures mean that supervision of underserved children/youth is reduced, as well as access to a caring and safe adult;

Therefore, be it resolved:

That the Director:

- a) implement a two-year COVID-19 recovery plan to identify which groups are most impacted and how those groups are going to be supported;

- b) present a report:
  - i. outlining current learning outcomes and student/parent/staff perception information that describes the school experience for both Virtual and In Person school environments. The report will look at demographic information of students and the degrees to which students from different socio-economic backgrounds may have had different learning experiences and outcomes;
    - o Including Students with Special Education needs
    - o Including English as Second Language Learners
    - o Including Students in various TDSB programs (i.e. Extended French and French Immersion, Alternative Learning programs, Caring and Safe School programs)
  - ii. Evaluate whether and to what degree students have left the system to pursue work or dropped out of school;
  - iii. Evaluate the potential impact of COVID-19 on students with special education needs;
- c) use current student surveys from January and Climate survey in the spring to gauge the perception of TDSB students' in relation to critical areas of mental health, well-being, school belonging and learning experiences;
- d) use the parent survey from January as well as, advisory issues drawn from the Parent Involvement Advisory Committee and the Special Education Advisory Committee to gauge key concerns regarding the post pandemic return to school;
- e) implement targeted interventions after identifying which groups were most impacted in terms of changed learning outcomes;
- f) ~~provide reports back~~ report back twice a school year to the Planning and Priorities Committee;
- g) complete the reporting back to the Board by spring 2023.

**15. Written Notice of Motion: Schedule of Meetings for Regular Board and Standing Committee Meetings, 2021: Date Change re Planning and Priorities Committee Meeting and Time Change re Governance and Policy Committee Meeting, September 8, 2021**

In accordance with Board bylaw 5.15.2, Trustee Brown, seconded by Trustee Mammoliti, provided notice of the following, for consideration at the next Regular board meeting:

- A.** That the following Board decision of November 16, 2020, concerning the meeting schedule for regular board and standing committee meetings for 2021, be reconsidered:

... That the schedule of Board and standing committee meetings for 2021, as presented in the report, be approved....

- B.** and if the above is approved (NOTE 15 votes are required as per Bylaw 5.15.27);
- (a) That the Planning and Priorities Committee meeting scheduled for April 14, 2021, be changed to April 6, 2021;
- (b) That the start time of the Governance and Policy Committee meeting scheduled for September 8, 2021 be changed from 4:30 p.m. to 7 p.m.

Submitted by: Alexander Brown, Chair



# Impact of COVID-19 Update

February 23, 2021



## Agenda

- Switch Update
  - Diana Panagiotopoulos
- Asymptomatic Testing
  - Craig Snider
- Winter Consultations Overview  
(Parents/Guardians, Students and Staff)
  - David Cameron



## Elementary Switch Update

- We started with switch requests for roughly 9,000 TDSB students
- 3,271 students have been moved into VS as part of the February switch
- 2,177 students have been moved from Virtual School to in-person B&M as part of the February switch
- Update on Hubs: LC1 = 2, LC2 = 6, LC3 = 6
- Almost 400 students have been placed in hubs
- Switch requests from approximately 500 students in Quintiles 2 and 1 have not been facilitated; additional space may become available between now and Friday, February 26.

LC1 - 88 Students	LC2 - 190 Students	LC3 - 123 Students
Fraser Mustard (LN5) Thornccliffe Park (LN5)	Calico (LN8) Cresthaven (LN8) Gateway (LN10) Grenoble (LN10) Kennedy (LN10) Valley Park (LN10)	Charles Gordon (LN13) Ellesmere-Statton (LN13) George B. Little (LN13) Glamorgan (LN13) John McCrae (LN13) Lord Roberts (LN13)



## Asymptomatic Testing

- For the week of February 22-26, 11 locations were identified as testing hubs (eight TDSB schools, two TCDSB schools, one City of Toronto site), with 64 schools as feeders to those hubs (39 TDSB schools, 25 TCDSB schools).
- The selection of schools is coordinated by the Toronto Central Local Health Integration Network in collaboration with TPH, the testing hospitals and the school boards. TPH has recommended that the COVID-19 Neighborhoods Composite Index (the Quintiles) be used to identify priority neighbourhoods.
- Expanded asymptomatic testing will help with early case identification to inform public health measures; it is important to note that this information including selection criteria and site locations and dates, is subject to change on an ongoing basis.
- Staff will continue to update Trustees of the schools to be involved in testing for following week through Trustees' Weekly.
- Staff wishing to be tested can either be part of the school based testing or can visit a local pharmacy for asymptomatic testing.



# **Winter Consultations with Parents/Guardians, Students and Staff**

What is Our System Saying?



**Research and Development**

5

## Consultations with the System

- In December, all TDSB staff were invited to participate in three different ThoughtExchanges focused on mental health and well-being, system operations, and health and safety
- In January, all parents and students from grades 6-12 were invited to provide their perspectives about their mental health and well-being, relationships, and student learning experiences

**We would like to thank the staff, families, and students that took time to let us know how they are feeling.**



## TDSB Staff Participation

<b>Mental Health and Well-being</b>	What are some specific ways the TDSB can help to reduce stress at work and support your mental health and well-being?	3,232 staff participated
<b>System Operations</b>	As we continue to manage the impact of COVID-19, what are the most important things we need to do to keep everyone connected, engaged, and well supported?	1,477 staff participated
<b>Health and Safety</b>	What can the TDSB do to help you feel safe and supported at work?	1,424 staff participated

- These participant numbers represent approximately 10% of all TDSB staff.





## Distribution of Staff Who Participated

Staffing Group	Approximate Participation Numbers Across all Exchanges
Elementary Teachers	2381
Secondary Teachers/Occasional Teachers	1503
Principal / Vice Principals	455
Schedule II, Levels 1 to 12	308
Senior Team	35
Unit A, OSSTF (e.g., CYWs, CYCs, SEPAs, OTs, PTs, etc.)	211
Unit B, CUPE 4400 (adult learning instructors)	50
Unit C, CUPE 4400 (e.g., office, clerical, tech., EAs, food services, music instructors and school support staff)	841
Unit D, CUPE 4400 (e.g., caretaking, warehouse, fleet drivers, etc.)	210
Unit E, (e.g., maintenance, construction, and skilled-trades)	39

## Parent/Guardian Survey Participation

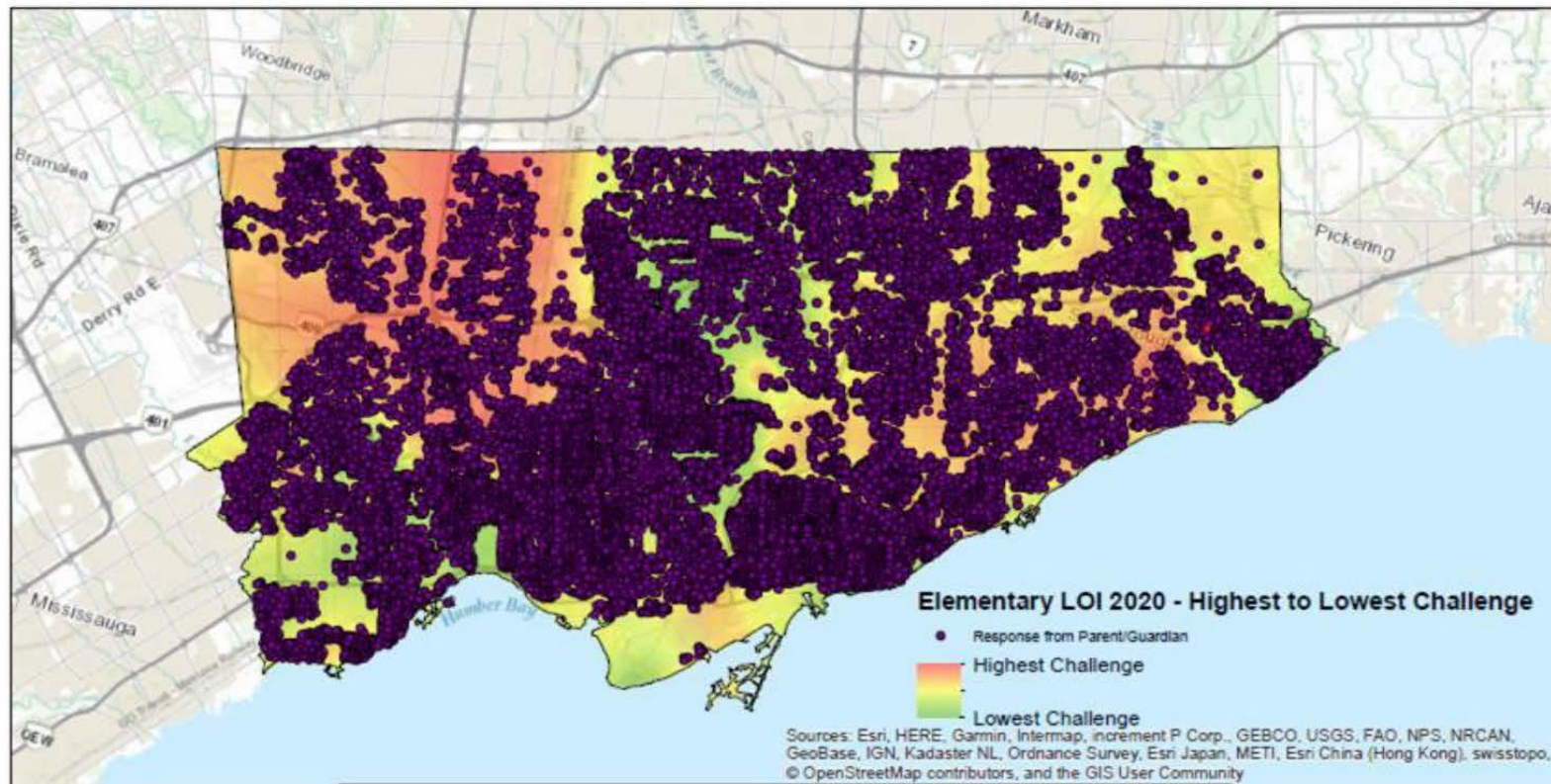
<b>Parent Survey</b>	<ul style="list-style-type: none"> <li>• 76,926 parents of elementary children and 19,572 parents of secondary children accessed the survey</li> <li>• Response rates varied significantly by school</li> <li>• The parent survey did reach many communities across the city. (see next slide)</li> <li>• 71% of parents had children attending in-person learning before the December break</li> <li>• 9 out of 10 families noted their child has a device at home that they do not have to share</li> </ul> <p><i>*the survey was made available in multiple languages via Google Translate</i></p>
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	<b>Response</b>	<b>Response Rate</b>
LC1	17,791	39.9%
LC2	16,317	46.8%
LC3	14,362	46.2%
LC4	22,672	42.3%
CC5	990	76.7%

**Note:** Virtual School students have been mapped to their home school Learning Centre.



## Distribution of Parents/Guardians Who Participated



## Student Survey Participation

<b>Student Survey</b>  <b>(grades 6 to 12)</b>	<ul style="list-style-type: none"> <li>• Approximately 36,000 students across grades 6 to 12 accessed the survey.</li> <li>• Response rates varied significantly by school.</li> <li>• 60% of elementary students learning in-person (before the December break).</li> <li>• 65% of secondary students learning in-person adapted model (before the December break)</li> <li>• 9 out of 10 students have a device and do not have to share it.</li> <li>• 61% self-identify as female, 38% self identify as male</li> <li>• The ethno-racial identity of respondents resembles the overall make-up of the TDSB (within 5%)</li> <li>• At least 10% response rates across the grades (see below)</li> </ul>
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(total and by LC and by grade)

## Student Survey Participation: Ethno-Racial Background of Students

	Survey (gr. 6 to 12)	System (JK to gr. 12)
<b>White (Examples: British, Greek, Italian, Portuguese, Russian, Slovak)</b>	25%	29%
<b>South Asian (Examples: Bangladeshi, Indian, Pakistani, Sri Lankan, Indian-Caribbean such as Guyanese)</b>	23%	22%
<b>East Asian (Examples: Chinese, Japanese, Korean)</b>	15%	14%
<b>Black (Examples: Ethiopian, Jamaican, Kenyan, Nigerian, Somali, Vincentian)</b>	10%	11%
<b>More than one or mixed racial background</b>	8%	12%
<b>Middle Eastern (Examples: Afghan, Iranian, Lebanese, Saudi Arabian, Syrian)</b>	6%	6%
<b>Southeast Asian (Examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)</b>	5%	4%
<b>Latin American (Examples: Colombian, Cuban, El Salvadorian, Mexican, Peruvian)</b>	2%	2%
<b>Indigenous (Examples: First Nations, Métis, Inuk/Inuit)</b>	0.01%	0.03%

## **Overall Results of Parent/Guardian and Student Survey**



## Health and Well-Being

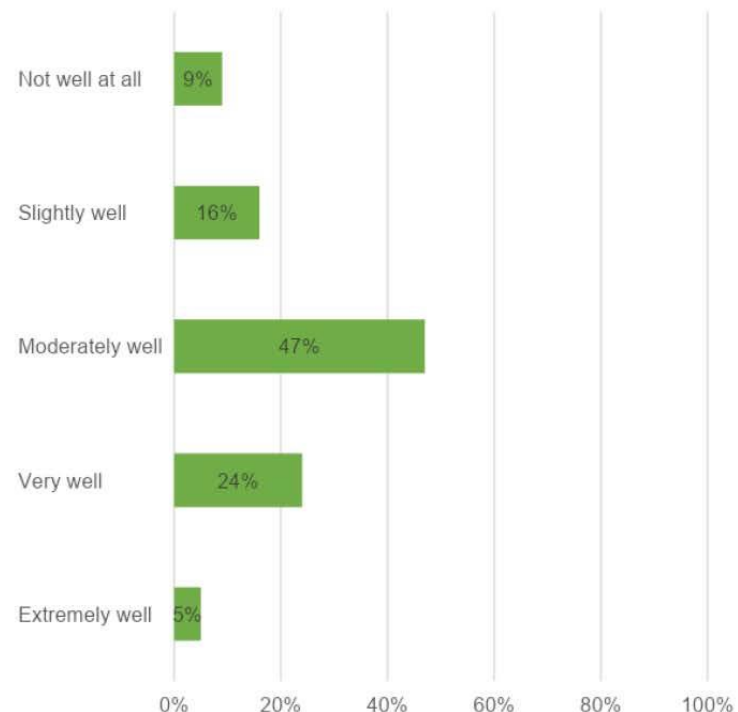
### Parents and students feel protected from COVID-19 at school.

- Before the December break **89%** of parents (felt their child) and **81%** of students felt protected from getting COVID-19 because of the health and safety precautions that were being taken at their school (e.g., health screening, masks, hand washing, physical distancing)

### Families are doing OK.

- **70%** of families report coping moderately well to extremely well
- **74%** of families report not worrying about food insecurity
- Families with children attending the **Virtual Schools** were slightly more likely to indicate worrying about food insecurity (Note from earlier research, there are higher proportions for students from lower SES families enrolled in the Virtual Schools.)

**PARENTS:** *Since September, how well are you managing and/or coping at this time?*  
(n=71,745)





## Students' Health and Well-Being

### Students are struggling with their mental health.

- **40% (approximately 12,800)** of students feel lonely (all the time or often)
- **40%** of students feel happy, and **40%** feel hopeful for the future (all the time or often)
- **50%** of students are nervous or worried (all the time or often)
- **60%** of students are bored and **60%** of students are under a lot of stress (all the time or often)
- **70%** of students know how to get support for their mental health and well-being
- **11%** of students have you used the online resources that the TDSB has shared to support mental health and well-being, **39%** were unsure of these resources
- Students in the elementary panel are slightly less likely to report that they feel bored, stressed, worried, and lonely
- There are **slight** differences in secondary students mental health and well-being between the Virtual School and in-person learning with students in-person feeling **slightly** more lonely and bored
- Students that self-identify as female had **higher percentages (10%)** of feeling lonely, nervous, and stressed (all the time or often). And, **lower percentages (10%)** of feeling happy and hopeful for the future (all the time or often)
- All students report lower mental health and well-being. However, preliminary analysis shows a **slight** different between different ethno-racial groups and students mental health and well-being:
  - Self-identified East Asian, South Asian, and Southeast Asian students had higher percentages of never/rarely feeling happy. **(5-8% range)**
  - Self-identified Black, White, Middle Eastern, and Latin American had higher percentages of feeling bored all the time or often. **(5-10% range)**



## Students' Health and Well-Being

**Students are struggling more now than in previous years.**

- When comparing items from the **Student Spring Check-in survey (2020)** and the **Student Census (2017)**, students are struggling with their mental health more now than in previous years

**More students feel bored, stressed, nervous, and lonely.**

As examples, when comparing the spring survey (2020):

- The percentage of students saying they are happy (all the time or often) has decreased by **10%**
- The percentage of students saying they are nervous or stressed (all the time or often) has increased by **16%**
- When comparing items from the Student Census (2017), **66%** of secondary students and **77%** of grade 7 and 8 students were happy (all the time or often). Similarly, **58%** of secondary students and **72%** of grade 7 and 8 students were hopeful for the future (all the time or often)
- Both these items have decreased by at least **20%** when looking at the most recent winter student survey



## Students' Overall Learning Experiences

**Parents feel students are getting the right amount of school work.**

**7 out of 10** families feel:

- the amount of learning, studying, and/or homework assigned each day and the pace of learning is just right; and
- their child will be ready for the next grade level.

**Students' perceptions of schoolwork and pace are mixed.**

- **50%** of students feel the pace of instruction is just right
- **50%** of students feel they have the right amount of learning, studying and/or homework assigned each day
- There are minimal differences between students perceptions of amount of schoolwork they are receiving and their learning model (in-person and the Virtual School)
- **60%** of students rated their progress good or excellent this year
- **70%** of students said their teachers give them enough instruction to complete their assignments
- **70%** of students are satisfied with the quadmester schedule (secondary only)

Contrary to the above, **53%** of families feel their child will fall behind because of COVID-19. And, **66%** of students worry they will fall behind in school because of COVID-19.



## Students' Overall Learning Experiences

- **90%** of students say they are trying their best at school and want to learn as much as they can at school
- Approximately **60%** of students enjoy school and are interested in what they are learning
- When comparing the **Student Census (2017)**, **49%** of secondary students and **59%** of grade 7 and 8 students said they enjoy school (all the time or often)

### Top five reported challenges students have while completing school work at home

- I don't feel motivated --66%
- I get distracted with TV and social media-- 53%
- I have to help with household responsibilities-- 42%
- I find it hard to get used to school again-- 35%
- I get confused about assignments-- 32%

**17% (5,134)** of students **never** have someone at home to help with homework.

**84%** of students said they learn better in-person compared to virtual learning.





## Students' Virtual Learning Experiences

### **Families are satisfied with the amount of students' learning time in Virtual Schools.**

- **70%** of families (elementary and secondary) feel their child is receiving the right amount of live synchronous learning time and the right amount of independent asynchronous learning time

### **Elementary students (grades 6 to 8) are satisfied with the make-up of learning time in the Virtual School.**

- **70%** of elementary students feel they are receiving the right amount of live synchronous learning time and the right amount of independent asynchronous learning time

### **Elementary students are navigating BrightSpace and Google Classroom with ease.**

- **94%** of elementary Virtual School students said that it was somewhat easy or very easy to use the virtual learning platforms
- **31%** of elementary Virtual School students are very comfortable participating online during virtual learning
- Comparatively, on the Student Census (2017) **68%** of grade 7 and 8 students said they participate in class activities and discussions (all the time or often)



## Students' Virtual Learning Experiences Continued

### **Secondary students are not as satisfied with the make-up of learning time.**

- **50%** of secondary students at the Virtual School feel they are receiving the right amount of live synchronous learning time.
- **60%** of secondary students at the Virtual School feel they are receiving the right amount of independent asynchronous learning time.
  - These percentages are slightly lower for students attending the secondary adapted model and online through their regular secondary school.
- In the secondary adapted model, **60%** of students said that they were receiving the right amount of in-person learning time.

### **Students are navigating BrightSpace and Google Classroom with ease, but not everyone is comfortable participating online.**

- **Over 90%** of all secondary students (Virtual School, secondary adapted model, online at the home school) said that it was somewhat easy or very easy to use the virtual learning platforms.
- **20%** of all secondary students are very comfortable participating online during virtual learning.
- Comparatively, on the Student census (2017) **57%** of secondary students said they participate in class activities and discussions (all the time or often).

*"I love my school and would hope to have  
In-person learning as soon as possible. Thanks!"*



## School Relationships and Support

**Students are building connections.**

**8 out of 10** students:

- are finding ways to connect with friends and/or classmates
- feel supported by their friends and/or classmates
- feel they belong at their school or their virtual space

**Students feel supported by their teachers.**

**9 out of 10** students:

- feel somewhat or very supported by their teachers
- feel their teachers care about them
- receive extra help from their teachers when they ask them

Student Census (2017)	Most Recent Student Winter Survey
<b>76%</b> of grades 7-8 students and <b>62%</b> of grades 9-12 students reported feeling supported by 'most or all' of their teachers	<b>44%</b> of students reported feeling 'very' supported by their teachers most recently
<b>61%</b> of elementary students and <b>56%</b> of secondary students had at least one adult at school they could go to for support	<b>36%</b> of students said there is an adult in school whom they feel comfortable to go to for personal support, advice or help





## School Relationships and Support

### **Families are happy with communication from schools.**

- Overall, **80%** families are somewhat to extremely satisfied with communication from their child's school, teachers, and applicable support staff
- Families with children attending in-person were slightly more satisfied with school communications than families with children attending Virtual Schools

### **Families feel connections to their home schools.**

- At the Virtual Schools, **70%** families feel somewhat or very connected to their child's home school

### **Families want additional resources to support students learning at home.**

- The most requested resource help for families was:
  - accessing recommended online learning licenses or subscriptions; and
  - how to access TDSB's virtual learning tools

### **Students with Special Education Needs**

- Since September, **73%** of families and **80%** of students feel somewhat or very supported in having their Special Education Needs met. In the Spring check-in survey, **75%** of students felt somewhat or very supported in their Special Education Needs were being met
- **60%** families are satisfied with the IEP accommodations provided by their child's Virtual School (note this includes gifted students)



## Overall Results for Staff



## Mental Health and Well-Being

### Staff report feeling stressed.

- **7 out of 10** staff have felt burnt out and anxious as a result of their jobs
- **5 out of 10** staff specified that they are coping well (moderately to extremely well)
- Many respondents expressed that problems at work have kept them up at night, and that they have little energy left at the end of the day
- Less than **3 out of 10** staff members noted that they can predict the amount of work to do on any given day

Generally, teaching staff and administrators had higher percentages of respondents reporting not coping well, emotionally drained, feeling anxious, staying awake at night, not having energy at the end of the day, and not being able to predict their amount of work.



## Staff Appreciation

### Staff report feeling underappreciated.

- The stressful working experience was exacerbated by feelings of under appreciation from leadership and a lack of support from management
  - **36%** of staff report feeling that their employer values their commitment and passion for work
  - **45%** of staff report feeling supported by their immediate supervisor/manager in their efforts to adapt to changes in the workplace related to COVID-19

### COVID-19 has shaped a new work environment.

- In the previous Staff Census and Well-being survey (2017), staff were **10%** more likely to strongly agree that they have time and energy left at the end of the day; and, **20%** more likely to strongly agree that their employer values their commitment and passion to their job

When comparing staffing groups to each other, staff working in the virtual schools and staff respondents in Unit D (caretaking, warehouse, fleet staff, etc.) were less likely to feel supported by their immediate supervisor and feel their employer does not value their commitment and passion to their work.



## Health and Safety

### **Staff report not feeling safe.**

- **20%** of staff felt safe at work from contracting COVID-19. Elementary in-person teachers and Unit D staff were the least likely to agree to feeling safe from contracting COVID-19 at work
- Similarly, **30%** of staff were satisfied with the COVID-19 related procedures in place to control health and safety hazards as well as the rationale and communication processes behind these protocols. Elementary and secondary in-person teachers and Unit D staff (caretakers, warehouse, fleet drivers, etc.) were less satisfied with the current COVID-19 related practices and procedures in place than others
- **Many (76%)** of staff wanted more information on how health and safety related decisions were made and who was responsible

### **Staff indicated a need for more tools and training.**

- **Few (32%)** of staff members agreed they had the equipment, tools, and training they needed to do their job well and safely
- Conversely, **most (69%)** of staff did feel they understood what is expected of them in maintaining a healthy and safe work environment

### **Staff report taking on more cleaning responsibilities.**

- **80%** of staff members reported taking on additional sanitization tasks at work. In-person elementary teachers and Unit D staff were more likely to agree that they have had to take on additional cleaning tasks





## School Relationships and Support

### **Staff need resources.**

- **70%** of staff reported that they could not access the necessary tools and resources for their job nor could they access adequate professional learning in a timely manner

### **Staff want more information**

- **50%** of staff reported that they felt senior leadership did not do a good job of sharing COVID-19 job related information nor did staff feel they were kept informed of important changes in a timely manner

### **Room for improvement in workplace culture**

- **30%** of staff agreed that employees and management trust each other. Similarly, few staff agreed their workplace effectively handles issues and conflicts between employees

### **Staff want to continue to work remotely**

- Schedule II staff were the most positive with their current working arrangement



## Key Areas of Suggested Improvements

- Decrease workload and/or reduce working expectations for staff – especially educators.
- Provide more tangible supports for employee mental health and well-being.
- Revisit COVID-19 related health and safety practices. Specifically, supporting caretakers, improving board level communication, and reducing class sizes.
- Support connections. Allow for more connection and collaboration time for all staff across the board.
- Revisit remote teaching practices (e.g., eliminating synchronous in-person and virtual, asynchronous attendance tracking, reduce screen time).
- Seek and listen to the advice of educators in the field.
- Provide more resources and classroom support for all teachers.
- Continue to allow staff to work from home.





## Important Takeaways

Families report that they are coping well, feel their children are safe from contracting COVID-19 at school, and are satisfied with their children's learning experiences. However, families do feel their children will fall behind because of COVID-19.

Students report feeling safe at school, supported and connected to their peers, supported by their teachers and able to complete their schoolwork.

But, students do feel less connected to their teachers, are experiencing decreased mental health, and report challenges with the academic schedule and workload.

Staff have created a safe and supported space for students to learn during this difficult time. In doing so, staff have become exhausted, need support, and want to be heard.

*"While it was a tricky schedule to adapt to, I am glad my teachers still are as happy as ever to help me with my classes. Thank you teachers!" TDSB student*



## Next Steps Within Research and Development

To further understand TDSB's communities experience during this time and support Board and school planning, we will:

- disaggregate and analyze results from consultations in more depth;
- build learning centre reports, ward reports, and school level reports that elicit specific narratives drawn from these results;
- follow-up and build upon key areas of interest/concern from these results through student and staff engagement points; and
- further develop student voice and experiences within ongoing practice and policy in close partnership with *Leadership, Learning and School Improvement Teams and Equity, Well Being, and School Improvement Teams*.

**Questions?**



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## Planning and Priorities Committee

### Report No. 08

PPC:008A

Wednesday, March 3, 2021

Electronic Meeting

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

**Regrets** Trustees Parthi Kandavel and Alexandra Lulka

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

### **PART A: Committee Recommendations**

#### **1. George Harvey Collegiate Institute and York Memorial Collegiate Institute Pupil Accommodation Review: Update [4019]**

The Committee considered a report from staff (see PPC:008A, page 1) presenting an update on the student accommodation review at George Harvey Collegiate Institute and York Memorial Collegiate Institute.

**Moved by:** Trustee Mammoliti

**Seconded by:** Trustee Story

The Planning and Priorities Committee **RECOMMENDS** that the update on the George Harvey Collegiate Institute and York Memorial Collegiate Institute pupil accommodation review be received.

**Carried**

**PART B: Information Only****2. Call to Order and Acknowledgement of Traditional Lands**

A meeting of the Planning and Priorities Committee was convened electronically on Wednesday, March 3, 2021 from 4:30 to 4:56 p.m. with Alexander Brown presiding.

**3. Approval of the Agenda**

On motion of Trustee Chernos Lin, seconded by Trustee Mammoliti, the agenda was approved, as amended.

**4. Declarations of Possible Conflict of Interest**

No matters to report

**5. Delegations**

No matters to report.

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

The Committee heard an oral update from Trustees Donaldson and Laskin on the activities of the Ontario Public School Boards' Association (OPSBA), including the following:

- Virtual Advocacy Days will take place throughout February and March for OPSBA's Executive Council to engage with the caucus on one provincial party at a time
- OPSBA has hired Turner Consulting Group to conduct the Equity, Diversity and Inclusion Audit
- OPSBA is currently receiving feedback from trustees and staff from member boards to create a new discussion paper on the Future of Education
- The French as a Second Language (FSL) Labour Market Partnership Project concluded in late January and the final report will be published this spring
- Trustees were provided with a slide deck from OPSBA on the new Grade 9 de-streamed mathematics course
- An OPSBA Information Session for trustees is being scheduled

**7. 2021-22 School Year Calendar: Update**

The Committee heard an oral update from staff on the 2021-22 School Year Calendar. The Ministry of Education has advised school boards that the deadline to provide a modified school year schedule is May 7, 2021 and the deadline to submit a complete school year calendar is May 28, 2021. Staff will present the 2021-22 school year calendar to trustees in April 2021.

**8. Adjournment**

On motion of Trustee Doyle, seconded by Trustee Smith, the meeting adjourned at 4:56 p.m.

**PART C: Ongoing Matters**

No matters to report

Submitted by: Alexander Brown, Committee Chair



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

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 Planning and Priorities Committee 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 (b) A notice of motion submitted prior to, or at a Board meeting, will be referred to the appropriate committee...

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

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## **Reconsideration of Previous Board Decision**

### **Schedule of Meetings for Regular Board and Standing Committee Meetings, 2021: Date Change re Planning and Priorities Committee Meeting and Time Change re Governance and Policy Committee Meeting, September 8, 2021**

- A.** That the following Board decision of November 16, 2020, concerning the meeting schedule for regular board and standing committee meetings for 2021, be reconsidered:
  - ... That the schedule of Board and standing committee meetings for 2021, as presented in the report, be approved....
- B.** and if the above is approved (NOTE 15 votes are required as per Bylaw 5.15.27);
  - (a) That the Planning and Priorities Committee meeting scheduled for April 14, 2021, be changed to April 6, 2021;
  - (b) That the start time of the Governance and Policy Committee meeting scheduled for September 8, 2021 be changed from 4:30 p.m. to 7 p.m.

Cycle 1: January-February				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Christmas Break</i>	<i>Christmas Break</i>	<i>Christmas Break</i>	<i>Christmas Break</i>	<b>January 1</b> <i>Christmas Break</i>
<b>January 4</b>	<b>January 5</b>	<b>January 6</b>	<b>January 7</b>	<b>January 8</b>
<b>January 11</b>	<b>January 12</b>	<b>January 13</b> GPC <sup>1</sup> , 4:30 p.m. PSSC <sup>2</sup> , 6:30 pm	<b>January 14</b>	<b>January 15</b>
<b>January 18</b>	<b>January 19</b>	<b>January 20</b> FBEC <sup>3</sup> , 4:30 p.m.	<b>January 21</b>	<b>January 22</b>
<b>January 25</b>	<b>January 26</b>	<b>January 27</b> PPC <sup>4</sup> , 4:30 p.m.	<b>January 28</b>	<b>January 29</b>
<b>February 1</b>	<b>February 2</b>	<b>February 3</b> Regular Meeting 4:30 p.m.	<b>February 4</b>	<b>February 5</b>

<sup>1</sup> GPC – Governance and Policy Committee

<sup>2</sup> PSSC – Program and School Services Committee

<sup>3</sup> FBEC- Finance, Budget and Enrolment Committee

<sup>4</sup> PPC – Planning and Priorities Committee

<b>Cycle 2: February-March</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>February 8</b>	<b>February 9</b>	<b>February 10</b> GPC, 4:30 p.m.	<b>February 11</b>	<b>February 12</b>
<b>February 15</b> <i>Family Day</i>	<b>February 16</b>	<b>February 17</b> PSSC, 4:30 p.m.	<b>February 18</b>	<b>February 19</b>
<b>February 22</b>	<b>February 23</b>	<b>February 24</b> FBEC, 4:30 p.m.	<b>February 25</b>	<b>February 26</b>
<b>March 1</b>	<b>March 2</b> Special FBEC 4:30 p.m. <i>re Staff Allocation</i>	<b>March 3</b> PPC, 4:30 p.m.	<b>March 4</b>	<b>March 5</b>
<b>March 8</b>	<b>March 9</b>	<b>March 10</b> Regular Meeting 4:30 p.m.	<b>March 11</b>	<b>March 12</b>

Cycle 3: March-April				
Monday	Tuesday	Wednesday	Thursday	Friday
March 15 <i>March Break</i>	March 16 <i>March Break</i>	March 17 <i>March Break</i>	March 18 <i>March Break</i>	March 19 <i>March Break</i>
March 22	March 23	March 24 GPC, 4:30 p.m.	March 25	March 26
March 29 <i>Passover</i>	March 30 <i>Passover</i>	March 31 PSSC, 4:30 p.m. <i>Passover</i>	April 1 <i>Passover</i>	April 2 <i>Good Friday</i> <i>Passover</i>
April 5 <i>Easter Monday</i>	April 6	April 7 FBEC, 4:30 p.m.	April 8	April 9
April 12	April 13 <i>Ramadan Be-</i> <i>gins</i>	April 14 PPC, 4:30 p.m.	April 15	April 16
April 19	April 20	April 21  Regular Meeting, 4:30 p.m.	April 22	April 23

Cycle 4: April-May				
Monday	Tuesday	Wednesday	Thursday	Friday
April 26	April 27	April 28 GPC, 4:30 p.m.	April 29	April 30
May 3	May 4	May 5 PSSC, 4:30 p.m.	May 6	May 7
May 10	May 11	May 12 FBEC, 4:30 p.m.	May 13 <i>Eid al Fitr</i>	May 14
May 17 <i>Shavuot</i>	May 18 <i>Shavuot</i>	May 19 PPC, 4:30 p.m.	May 20	May 21

<b>May 24</b> <i>Victoria Day</i>	<b>May 25</b>	<b>May 26</b> Regular Meeting 4:30 p.m.	<b>May 27</b>	<b>May 28</b>
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Cycle 5: June				
Monday	Tuesday	Wednesday	Thursday	Friday
May 31	June 1	June 2 GPC, 4:30 p.m.	June 3	June 4
June 8	June 9	June 10 PSSC, 4:30 p.m.	June 11	June 12
June 14	June 15	June 16 FBEC, 4:30 p.m.	June 17	June 18
June 21	June 22	June 23 PPC, 4:30 p.m.	June 24	June 25
June 28	June 29	June 30 Regular Meeting 4:30 p.m.		

Cycle 6: August				
Monday	Tuesday	Wednesday	Thursday	Friday
August 2 <i>Civic Holiday</i>	August 3	August 4	August 5	August 6
August 8	August 9	August 10	August 12	August 13
August 16	August 17	August 18	August 19	August 20
August 23	August 24	August 25 Regular Meeting 4:30 p.m.	August 26	August 27
August 30	August 31			

Cycle 7: September				
Monday	Tuesday	Wednesday	Thursday	Friday
		September 1	September 2	September 3
September 6 <i>Labour Day</i> <del>Rosh Hashanah</del>	September 7 <i>Rosh Hashanah</i>	September 8 GPC, 4:30 p.m. 7 p.m. <i>Rosh Hashanah</i>	September 9 PSSC, 4:30 p.m.	September 10
September 13 FBEC, 4:30 p.m.	September 14 PPC, 4:30 p.m.	September 15 <i>Eve of Yom Kippur</i>	September 16 <i>Yom Kippur</i>	September 17
September 20 <i>Eve of Sukkot</i>	September 21 <i>Sukkot</i>	September 22 Regular Meeting 4:30 p.m. <i>Sukkot</i>	September 23 <i>Sukkot</i>	September 24 <i>Sukkot</i>

Cycle 7: September-October				
September 27 <i>Sukkot</i>	September 28	September 29 GPC, 4:30 p.m.	September 30	October 1
October 4	October 5	October 6 PSSC, 4:30 p.m.	October 7	October 8
October 11 <i>Thanksgiving</i>	October 12	October 13 FBEC, 4:30 p.m.	October 14 PPC, 4:30 p.m.	October 15
October 18	October 19	October 20 Regular Meeting	October 21	October 22



		4:30 p.m.		
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Cycle 8: October-November				
Monday	Tuesday	Wednesday	Thursday	Friday
October 25	October 26	October 27 GPC, 4:30 p.m.	October 28 PSSC, 4:30 p.m.	October 29
November 1	November 2 FBEC, 4:30 p.m.	November 3 PPC, 4:30 p.m.	November 4 <i>Diwali</i>	November 5
November 8	November 9	November 10 Regular Meeting 4:30 p.m.	November 11	November 12 <i>End of Second Year</i>
November 15 Organizational Meeting, 6 p.m.	November 16	November 17	November 18	November 19
November 22	November 23	November 24	November 25	November 26
November 29 <i>Hanukkah</i>	November 30 <i>Hanukkah</i>			

Cycle 9: December				
Monday	Tuesday	Wednesday	Thursday	Friday
		December 1 <i>Hanukkah</i>	December 2 <i>Hanukkah</i>	December 3 <i>Hanukkah</i>
December 6 <i>Hanukkah</i>	December 7	December 8 Regular Meeting 4:30 p.m.	December 9	December 10
December 13	December 14	December 15	December 16	December 17

<b>December 20</b> <i>Christmas Break</i>	<b>December 21</b> <i>Christmas Break</i>	<b>December 22</b> <i>Christmas Break</i>	<b>December 23</b> <i>Christmas Break</i>	<b>December 24</b> <i>Christmas Break</i>
<b>December 27</b> <i>Christmas Break</i>	<b>December 28</b> <i>Christmas Break</i>	<b>December 29</b> <i>Christmas Break</i>	<b>December 30</b> <i>Christmas Break</i>	<b>December 31</b> <i>Christmas Break</i>

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# Our Mission

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

## We Value

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

## Our Goals

### Transform Student Learning

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

### Create a Culture for Student and Staff Well-Being

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

### Provide Equity of Access to Learning Opportunities for All Students

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

### Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

## **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (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