



## Special Meeting Agenda

BD:268A

Thursday, January 6, 2022

11:45 a.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

The purpose of the meeting is to consider a report from the Planning and Priorities Committee.

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Declarations of Possible Conflict of Interest**
3. **Committee Reports**
  - 3.1. **Planning and Priorities Committee (Special Meeting), Report No, 01, January 4, 2022** 1
    1. **Students First: A Safe Return to In-Person Learning**
4. **Adjournment**

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**Planning and Priorities Committee  
(Special Meeting)  
Report No. 01**

PPC:001A  
Tuesday, January 4, 2022  
Electronic Meeting

Members Present Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Shelley Laskin, James Li, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, Jennifer Story, Chris Tonks, Manna Wong and Student Trustees Isaiah Shafqat and Evan Woo

Regrets Regrets were received from Trustees Harpreet Gill, Parthi Kandavel, Alexandra Lulka, David Smith and Anu Sriskandarajah

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

**Part A: Committee Recommendations**

**1. Students First: A Safe Return to In-Person Learning**

The Committee considered the following, moved as business arising following the presentation from staff on the reopening of school (see attached).

**Moved by:** Trustee Chernos Lin

**Seconded by:** Trustee Pilkey

The Planning and Priorities Committee **RECOMMENDS:**

**Whereas, the Provincial Government has announced a two-week period of virtual learning until at least January 17, 2022; and**

**Whereas, the memo to Boards of Education from the Ministry of Education, dated December 30, 2021, listed changes to many COVID-19 protocols in schools, including no longer requiring Provincial reporting of COVID-cases, changes to masking requirements, and allowing cohort changes; and**

**Whereas, Public Health Ontario along with Health Canada and Public Health Agency of Canada (PHAC) has acknowledged that Omicron is a rapidly spreading, airborne virus and that medical masks and respirators provide better protection than cloth masks; and**

**Whereas, a variety of education stakeholders have issued calls for a return to in-person learning that prioritizes student and staff safety, including the Ontario Student Trustees' Association- l'Association des Elèves Conseillers et Conseillères de l'Ontario (OSTA-AECO), the Ontario Principals' Council, Elementary Teachers' Federation of Ontario, and the Ontario Public School Boards' Association, of which the Toronto District School Board is a member; and**

**Whereas, throughout the pandemic, child development experts have stressed the primary importance of in-person learning for the sake of student mental health, well-being and cognitive development;**

**Therefore, be it resolved:**

- (a) That the Chair write a letter to the Chief Medical Officer of Health of Ontario, Dr. Kieran Moore, the Minister of Education, Stephen Lecce, the Premier of Ontario, Doug Ford, and Medical Officer of Health for the City of Toronto, Dr. Eileen DeVilla, emphasizing the importance of implementing a variety of important actions in order to ensure school can resume safely, in-person, on January 17, 2022;**
- (b) That the letter in part (a) above, outline the Toronto District School Board's support of Ontario Public School Boards' Association's January 2, 2022 statement, which emphasizes the importance of getting students back to in-person learning safely by providing:**
  - i. Priority access to vaccinations for students and school staff;**
  - ii. Continued access to PCR testing;**
  - iii. N95 masks to school staff as soon as possible;**

**iv. Adding COVID-19 to the list of vaccines in the *Immunization of School Pupils Act*;**

**(c) That the letter in part (a) above, note the importance of a quick and safe return to in-person learning by also ensuring:**

- I. That principals continue to report cases of communicable diseases and refuse admittance to students showing symptoms of disease, as per the *Education Act*, and that families and staff continue to be informed of COVID-19 cases in individual classrooms;**
- II. That the Province:**
  - i. continues its commitment to student and staff access to PCR testing in cases of high risk of exposure and suspected COVID-19;**
  - ii. supports and implements a “*Test to Return*” strategy following COVID-19 illness and exposure;**
  - iii. provides funding and supplies of medical masks and respirators (such as N95 and KN95 masks) for students in the same way that they are now providing for education staff;**
  - iv. reimburses all school-board pandemic-related costs and provides enhanced funding for ventilation upgrades, beyond portable HEPA units, to ensure a long-term commitment to student and staff health;**
  - v. commits to fully funding the TDSB COVID-19 Pandemic Recovery Plan and provides enhanced funding for additional staff to ensure its full implementation, which is now more important than ever given the ongoing closures and multiple transitions for students.**

**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, January 4, 2022 from 4:32 to 6:16 p.m., with Alexander Brown presiding.

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

No matters to report

**4. Delegations**

re Special Education and School Reopening

1. John Weatherup, President Toronto Education Workers/Local 4400

**5. Report From the Director of Education on the Reopening of School**

The Committee heard a presentation from the staff providing an update on the return to school (see attached).

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

No matters to report

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

No matters to report

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

No matters to report

**9. 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

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

No matters to report

**11. Reports From Student Trustees**

The Committee heard a report from Student Trustee Evan Woo providing an update to students, thanking staff and trustees for their effort and hard work over the winter break and spoke about a recent statement from the Ontario Student Trustees Association (OSTA-AECO) unanimously calling for improved communication and guidance from the Ministry of Education.

**12. Emergency Motions**

No matters to report

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

No matters to report

**14. Adjournment**

On motion of Trustee Moise, seconded by Trustee Story, the meeting adjourned at 6:16 p.m.

**Part C: Ongoing Matters**

No matters to report

Submitted by: Alexander Brown

# **Update on the Reopening of School**

## Planning and Priorities Committee

January 4, 2022







# Agenda

- Remarks from Director of Education
- Guiding Principles
- Student Learning and Well-Being
- Supporting Students with Special Education Needs
- Health and Safety
- Technology
- Timelines to Switch to Virtual Learning
- Future Updates



## Guiding Principles

- Continue to build on the successes from our previous remote learning experiences
- Support staff to ensure remote learning is engaging and supportive of students
- Focus on incorporating mental health and well-being resources and activities into programs
- Prioritize equity of access, outcome and experience
- Affirm and respect student identity at the centre of our teaching and learning

# Student Learning

More than 240,000+ students and staff will shift to remote learning until at least January 17.

The [Guidelines for Moving From In-Person to Remote Learning](#) support administrators in moving to remote learning covering:

- Expectations
- Attendance
- Communication
- Device Distribution

Elementary and Secondary Virtual Learning Classes continue.

Fostering meaningful learning and engagement every day through:

- Authentic real-world challenges into learning
- Well-being activities
- A variety of groupings to allow students' voices and ideas to be shared
- Mini-lessons with direct instruction and time to practice and deepen understanding of key concepts
- Critical and creative thinking and problem-solving
- Assessment for/as learning

# Student Mental Health and Well-Being

- Participating in virtual daily well-being activities
- Students/School Staff/Caregivers/Families having access to culturally relevant/responsive community agencies
- Additional Social Work/Child and Youth Care/Child and Youth Workers
- Immediate well-being supports for students right in the virtual classroom
- Virtual Lounges that students/caregivers/families/educators and use, during school and at home, for calm and wellness.
- Virtual Office Hours for Caregivers/Families Tues 10am-11am; Tues 7-8pm; Students with Special Educational Needs/Complex Needs Wed 7-8pm
- [Winter Well-Being Guide](#) – available in TDSB top 18 spoken languages





## Supporting Students with Special Education Needs

TDSB is committed to providing in-person instruction for students with complex medical and/or special education needs who cannot be accommodated remotely.

- Schools are currently contacting families to engage in discussions on how students can be accommodated remotely.
- For the limited number of students where accommodation is not possible via remote-learning, Principals will ensure a plan is in place (including appropriate staffing, PPE, transportation etc.)

## Supporting Students with Special Education Needs

- Beginning January 5, remote learning will be available for all students
- For those students who can only be accommodated in-person, Elementary and Secondary congregated sites and ISP classes (other than Gifted) will be ready to welcome and receive students based on school readiness at the end of this week/early next week



## Health and Safety

- While medical masks remain the standard, N95 masks have been provided to all schools and administrative sites for TDSB staff working on site
- PCR tests remaining in schools are for symptomatic students and staff
- Rapid Antigen Tests are available for non-vaccinated staff
- Screening tool is being updated based on Ministry and Toronto Public Health





# Technology

- Remote Learning Technology Strategy:
  - Device lending for Students
  - Device needs of Staff
  - Vendor Readiness
  - IT Services Readiness
  - Student Virtual Learning help line
  - Google Form intake process to collect parent/student questions
- Devices unreturned from students will be temporarily unlocked

## Timelines for Switch to Virtual Learning

### Elementary

- No change to Switch Form dates and process.

### Secondary

- Re-open Switch Form from January 5 - 7
- May impact calendar of hubbing planned for Semester 2
- Communication to Trustees, Admin, Teachers, Parents/Guardians, and Students



## Future Updates

- Case Management & Reporting
- Testing
- Staff Absences
- Short-term Virtual Learning
- Music
- Extracurricular



# 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