



Committee of the Whole (Special Meeting)

Report No. 31

CW:33A

Tuesday, October 20, 2020.

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, Manna Wong and Student Trustee Firdaus Shallo

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

Regrets Regrets were received from Trustee Alexandra Lulka

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 Committee of the Whole was convened on Tuesday, October 20, 2020 from 4:31 to 6:28 p.m., with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

re HEPA Filtration/Air Quality in Schools

1. Sam Kaufman, Parent

re Technology Procurement Policy

2. Alexis Dawson, Parent

4. Report From the Director of Education

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

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

10. Reports From Student Trustees

No matters to report

11. Emergency Motions

No matters to report

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

No matters to report

13. Adjournment

On motion of Trustee Wong, seconded by Trustee Moise, the meeting adjourned at 6:28 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Chair

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Update to Return to School

October 20, 2020



Agenda

- Devices
- Elementary Reorganization -- Class Size Update
- Virtual School Update
- Special Education
- COVID-19 Cases
- Assessment, Reporting, Grad Requirements
- Adult Day School
- Fundraising



Request for Devices and Shipping Volume (April - June 2020)

- Number of Devices Requested : 60,402
- Number of Devices Shipped: **60,488**
 - Chromebooks:
38,912
 - Wi-Fi iPads:
13,640
 - LTE iPads/Hubs:
7,732
 - Specialized Equipment:



Device Collection from Schools (April - June 2020)

| | |
|------------------------------|--------|
| Number of Devices Collected: | 39,574 |
| ● Chromebooks: | 30,024 |
| ● Wi-Fi iPads: | 9,346 |
| ● Specialized Equipment: | 204 |

In support of Remote Learning in Spring 2020, IT staff visited **370 schools** to collect and catalog Chromebooks and iPads for distribution to students who had requested a device. In order to expedite the collection of devices, schools with high device inventory were first selected. Some devices were also removed by school staff/teachers for their use to support student teaching and learning.

Additional Devices Purchased/Leased (April - June 2020)

| Vendors | Product | Cost | Quantity | Notes |
|------------------|-------------------------|-------------|----------|--|
| Compugen and CDI | HP and Acer Chromebooks | \$2,104,671 | 7,413 | April 2020 Delivered to students in support of remote learning. Completed. |
| Apple Canada | iPads – LTE | \$4,410,000 | 7,500 | April 2020 18 month lease. Total lease payments plus buy-out equivalent to original purchase price (0% financed). |
| | iPads – WiFi | \$2,335,000 | 5,000 | Delivered to students in support of remote learning. Completed. |

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Parent/Student Request for Virtual School (September - October 2020)

Number of Devices Requested: 10,381

Number of Valid Requests: **7,099**

- Chromebooks:

4,259

- Chromebooks & LTE Hub: 246

- LTE Hubs:

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- Wi-Fi iPads:

2,421

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- LTE iPads/Hubs:

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Devices Shipped for Virtual School (September - October 2020)

Number of Devices Shipped: **5,399**

- Chromebooks: 3,720
- Wi-Fi iPads: 1,559
- LTE iPads: 120*
- LTE Hubs: 35*

* Additional monthly charges for data usage. Charges are \$14.30/month/device (up to 6GB) and \$45/device

beyond that.

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Hardware Purchased in August, September, October 2020

| Vendors | Product | Cost | Quantity | Notes |
|----------|------------------|-------------|---------------|---|
| Compugen | HP Chromebooks | \$1,999,948 | 7,317 | Order Placed in August. 18% of devices removed were delivered to 370 schools in support of in-school learning. Delivery in Sep & Oct. Completed. |
| Compugen | HP Chromebooks | \$601,323 | 2,200 | Order Placed in August. Delivered to students in support of Virtual School. Delivery in Sep & Oct. Completed. |
| Compugen | HP Chromebooks | \$2,999,786 | 10,975 | Order Place in September. Will be delivered to students and schools in support of remote and in-school learning. Deliveries starting this week in volume of 2K/Week. WIP |
| CDI | Acer Chromebooks | \$545,279 | 2,000 | Order Placed in October. Will be Delivered to students in Virtual School. WIP Delivery expected by end of October. |

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Devices in all Bricks and Mortar Schools (as of October 15, 2020)

Grand total of desktop and mobile devices still
active and available in our schools: **136,123**



Elementary Reorganization -- Class Size Update

Source: EVA Active 20201016 (Data as of 20201015 6:00pm)

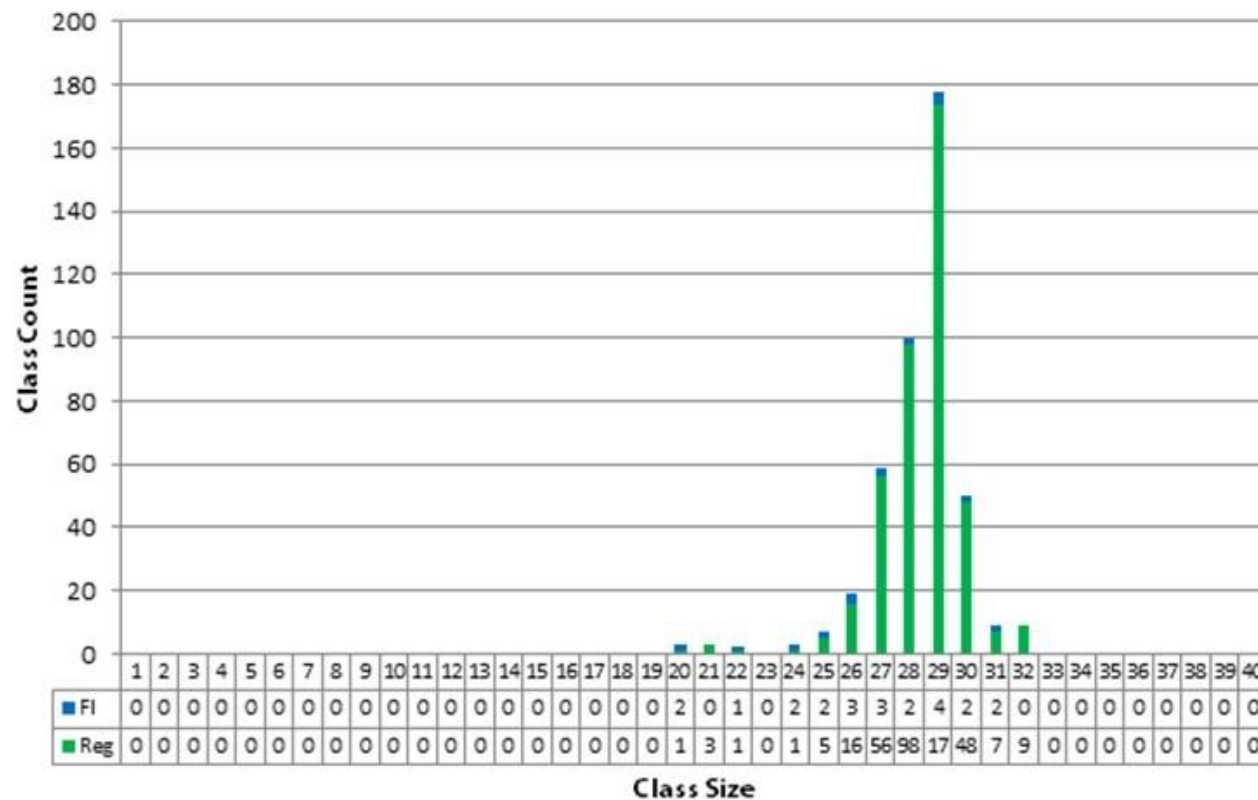
| School | Average | | | Total Classes | | |
|---------------------------------------|---------|-----------|-----------|---------------|-----------|-----------|
| | JK/SK | Grade 1-3 | Grade 4-8 | JK/SK | Grade 1-3 | Grade 4-8 |
| Virtual Schools | 28.38 | 19.94 | 32.43 | 442 | 970 | 859 |
| TDSB Identified High Priority Schools | 12.61 | 16.75 | 14.55 | 268 | 306 | 523 |
| All Other Schools | 18.66 | 17.35 | 20.96 | 865 | 1483 | 1876 |

Elementary Reorganization

| School | Target Maxima | | |
|--|---------------|-----------|-----------|
| | JK/SK | Grade 1-3 | Grade 4-8 |
| Virtual Schools | 29 | 20 | 35 |
| TDSB Identified High Priority Schools (based on TPH and other criteria) | 15 | 20 | 20 |
| All Other Schools | 24 | 20 | 27 |

Virtual School

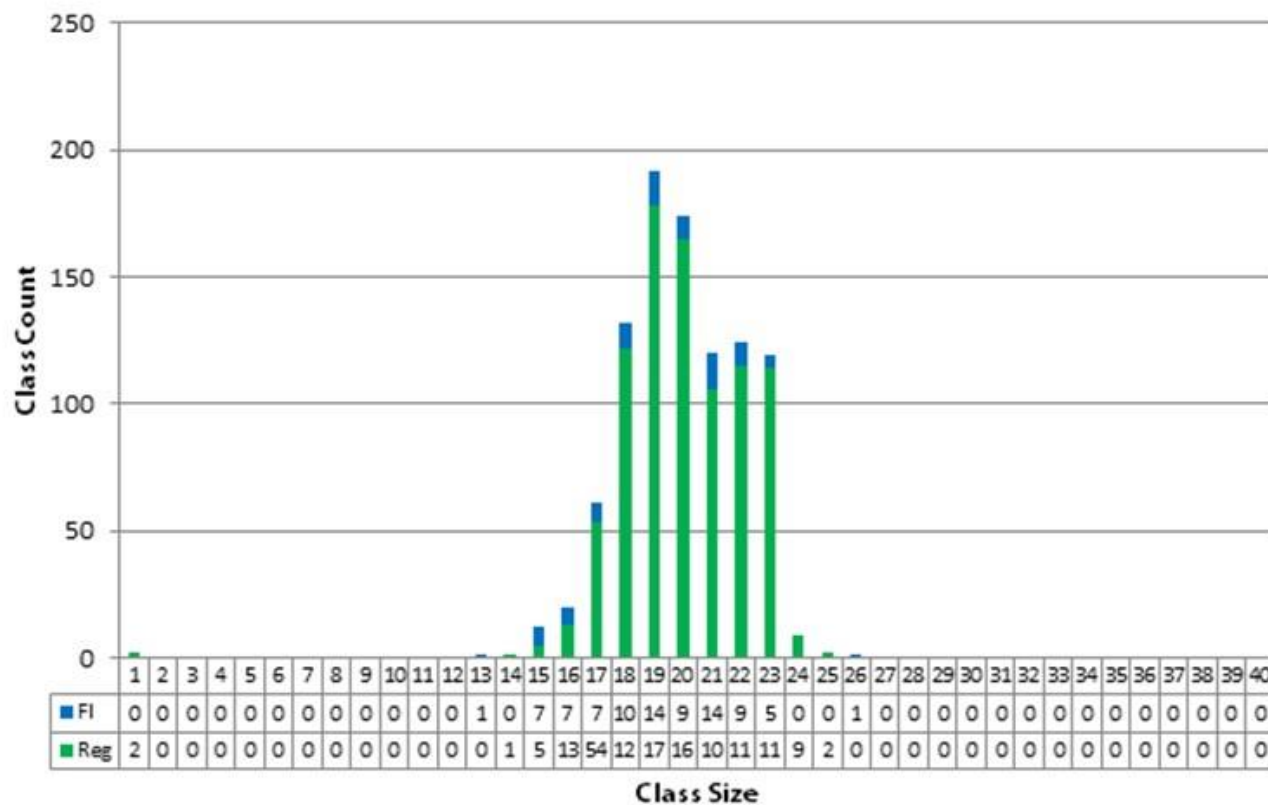
Count of Classes by Class Size - FDK -
October 16, 2020



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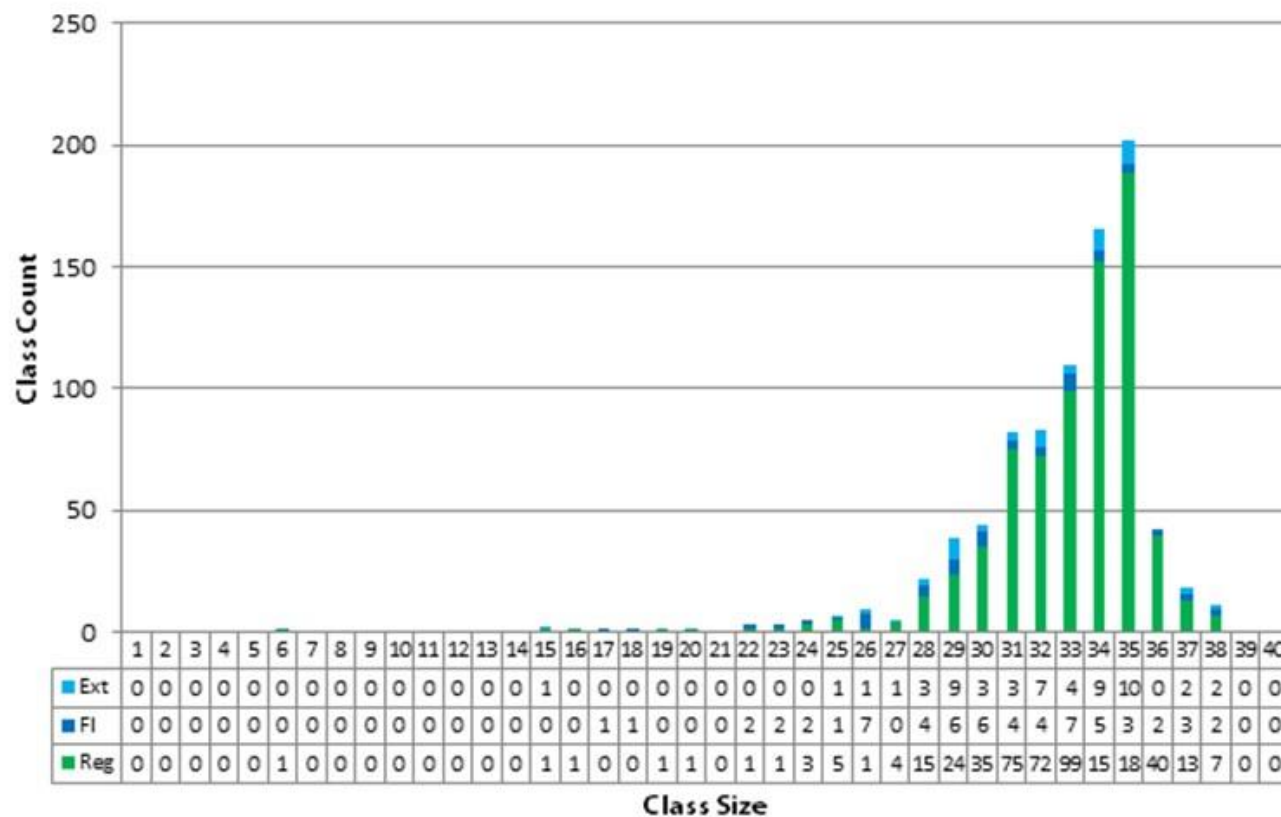
Virtual School

Count of Classes by Class Size - Gr 1-3 -
October 16, 2020*



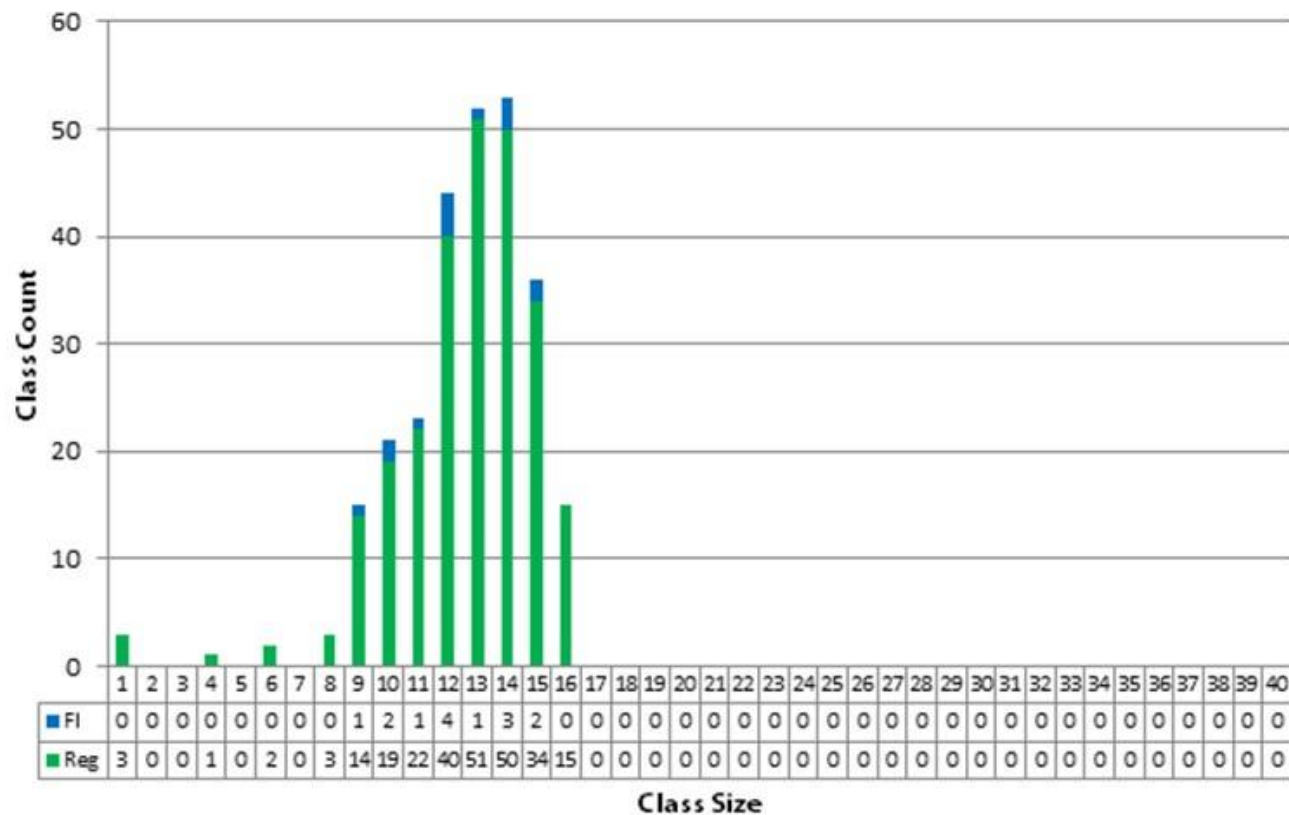
Virtual School

Count of Classes by Class Size - Gr 4-8 -
October 16, 2020*



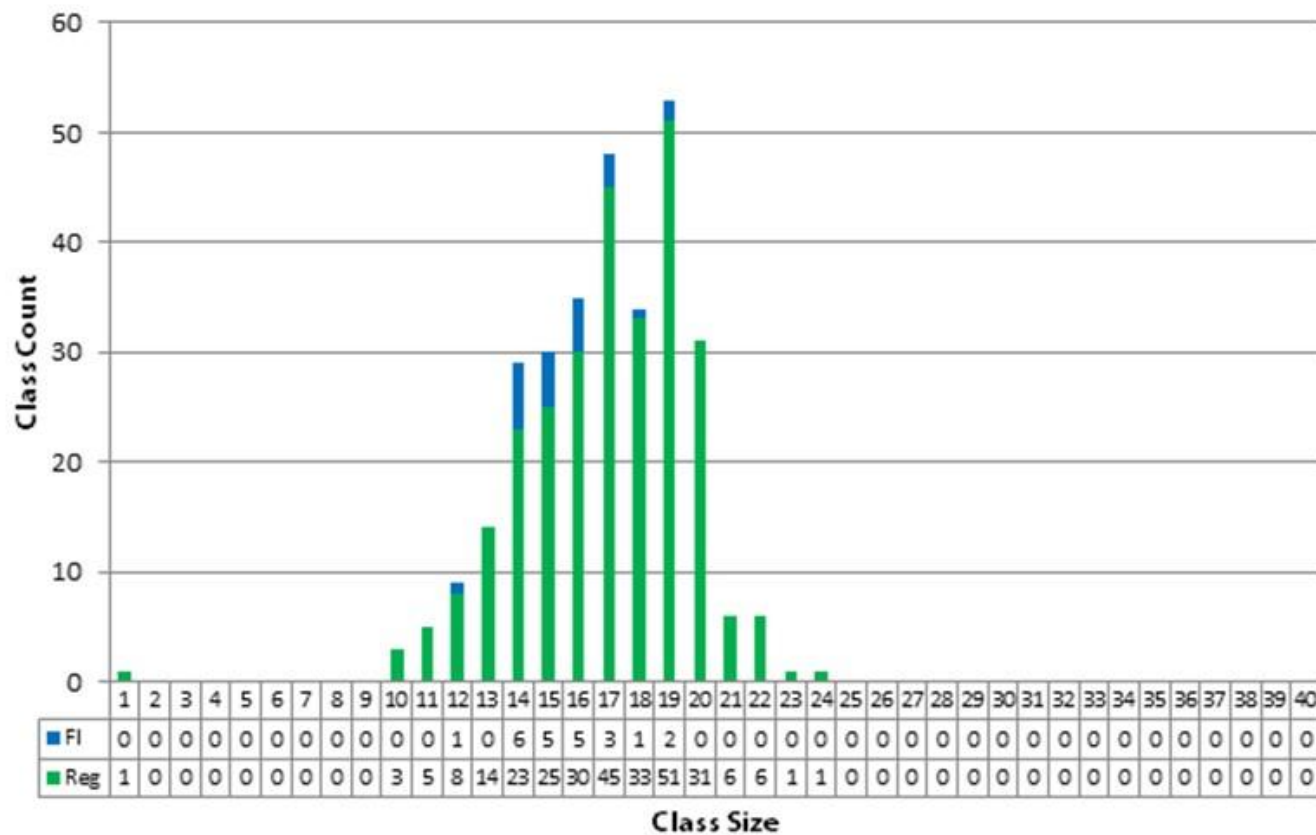
TDSB Identified High Priority Schools

Count of Classes by Class Size - FDK -
October 16, 2020



TDSB Identified High Priority Schools

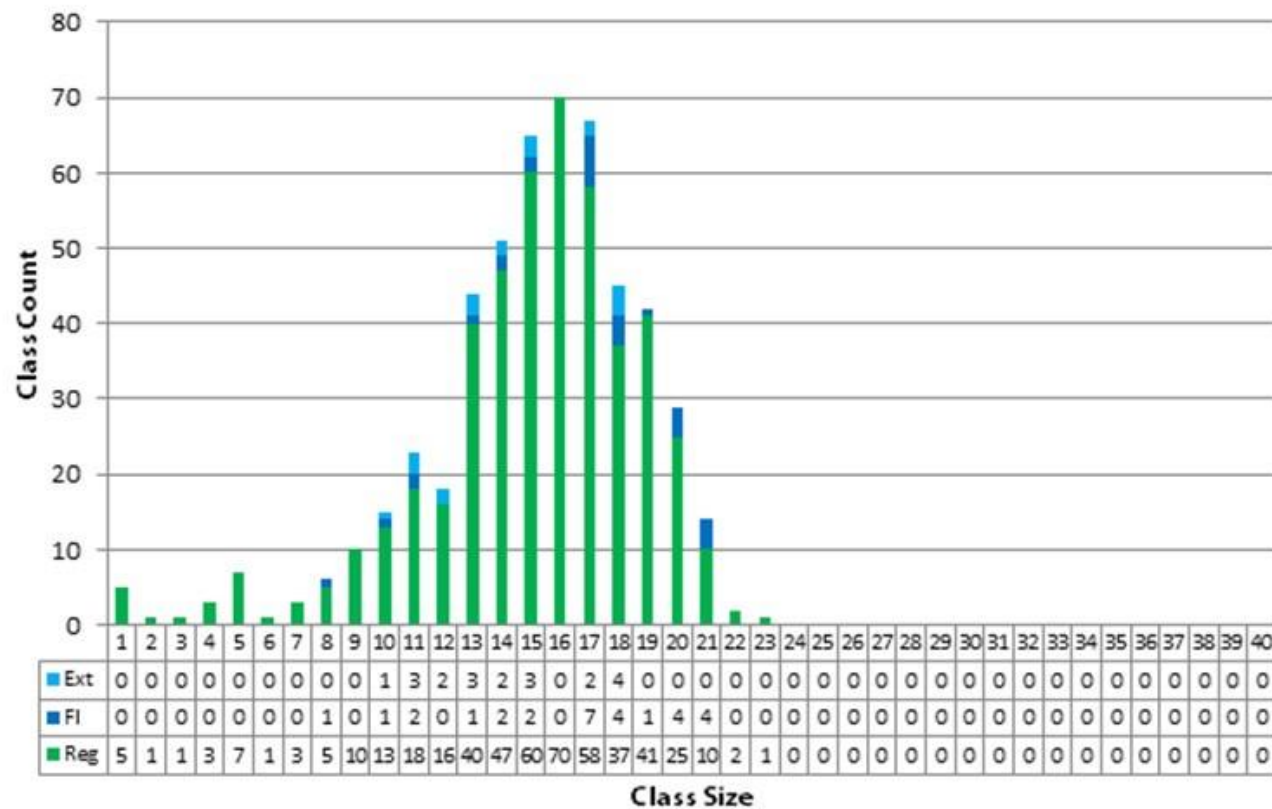
Count of Classes by Class Size - Gr 1-3 -
October 16, 2020*



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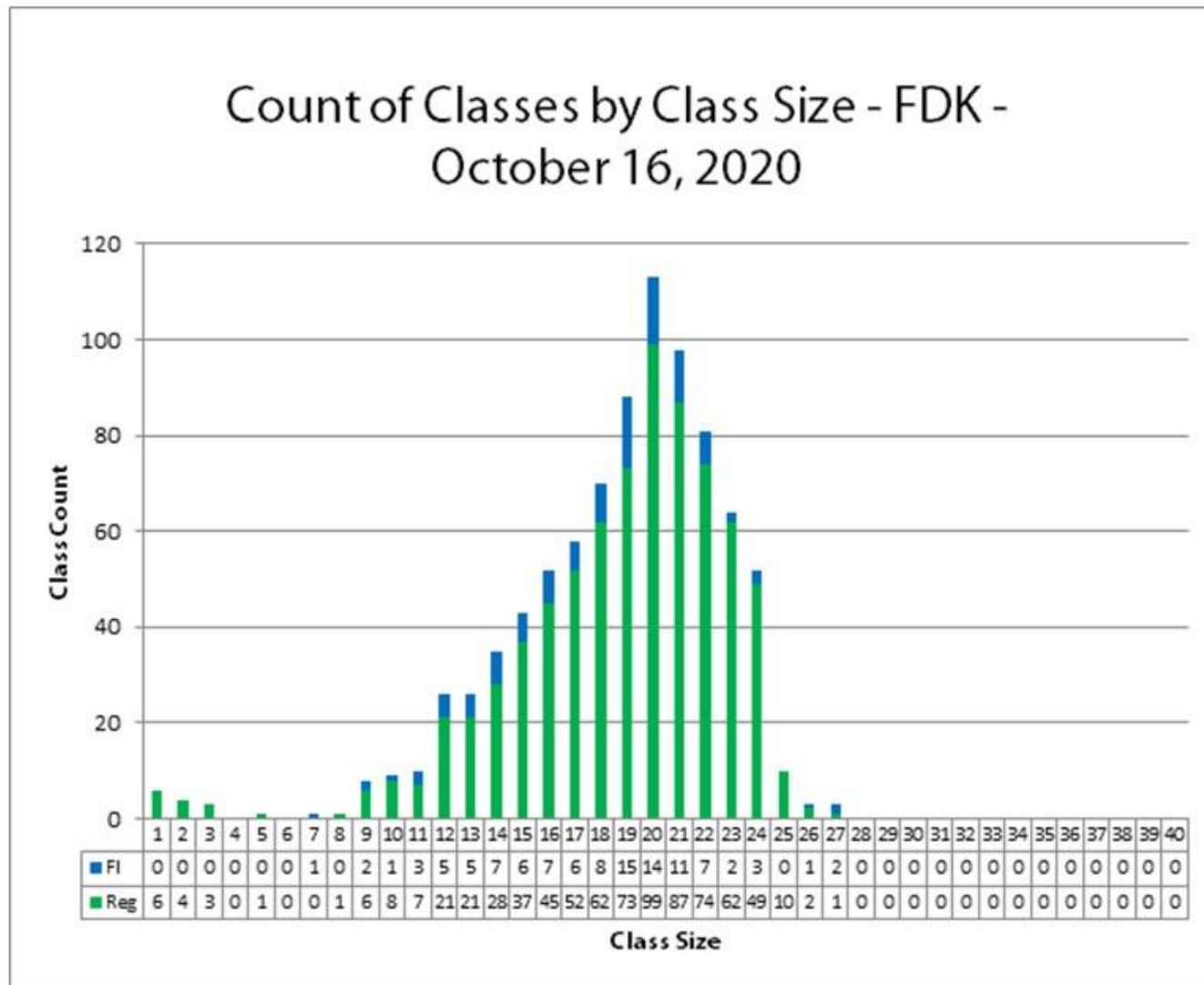
TDSB Identified High Priority Schools

Count of Classes by Class Size - Gr 4-8 -
October 16, 2020*



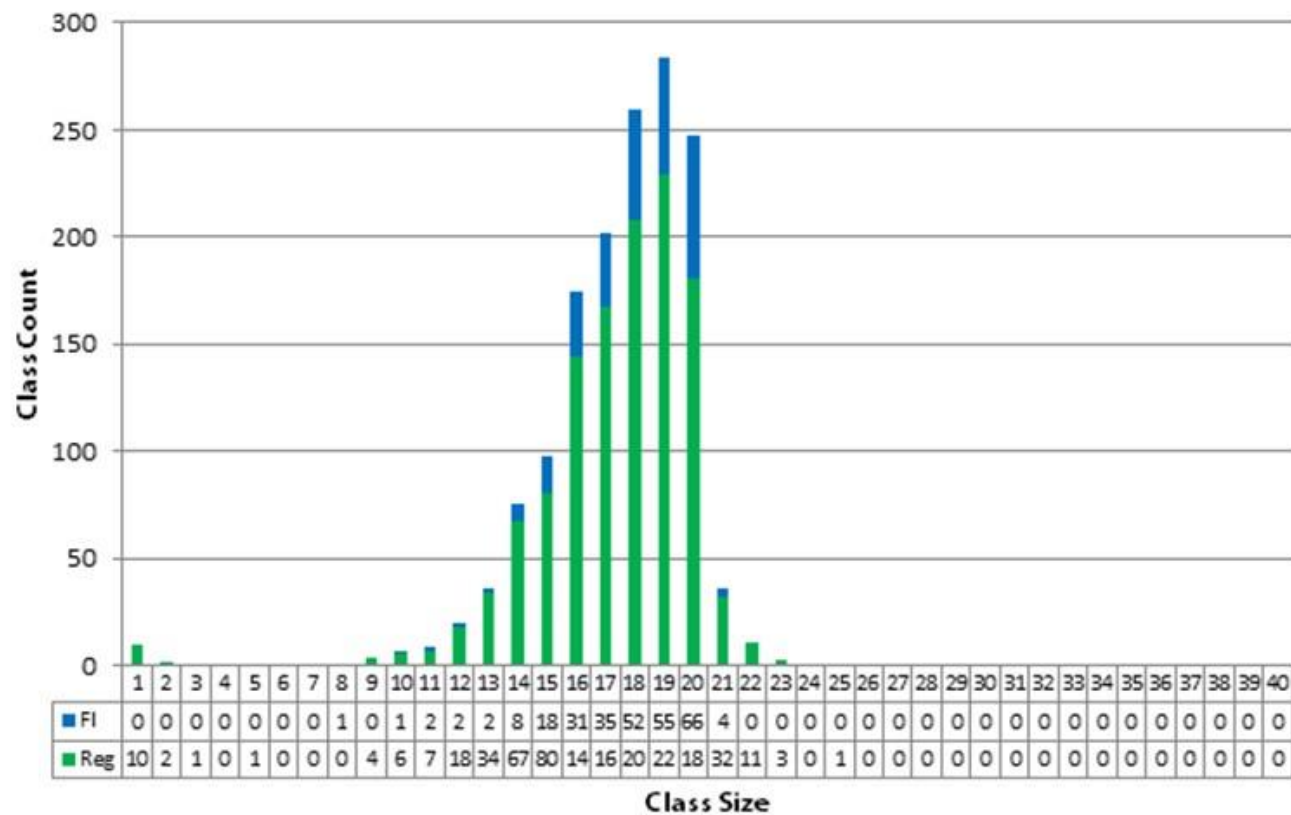
17

All Other Schools



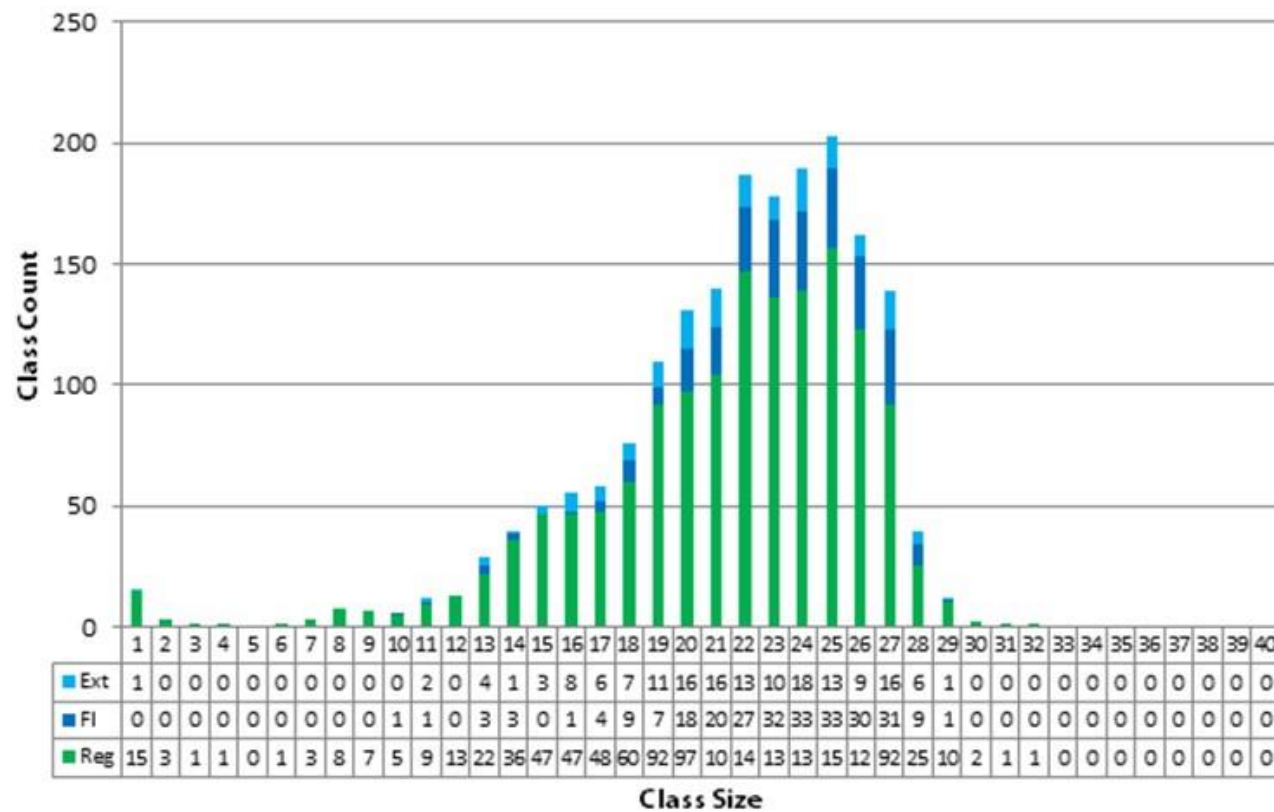
All Other Schools

Count of Classes by Class Size - Gr 1-3 -
October 16, 2020*



All Other Schools

Count of Classes by Class Size - Gr 4-8 -
October 16, 2020*



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Elementary Virtual School Update

- **VS** has a total of 2,579 homeroom teachers of which 226 are French Immersion/Extended French
- **VS** has a total of 145 Core French/Resource/Special Education teachers
- We have created a **Virtual School Twitter Feed** to showcase the good news that are happening in our classrooms every day. Many teachers have shared with the team the work that their students are engaging in. **Hashtag #TDSBVS**
- We are beginning discussions with Communications in the various ways to **engage our parents**. We are looking at virtual school **newsletters and virtual parent sessions (webcasts)**
- The addition of **41 VPs** have been helpful to align **more effective communication** (66 administrators in total) = (955 families per Admin)
- A list of all Principals and Vice-Principals with their respective assignment will be shared with Trustees and posted this week.

Leadership Needs in Virtual School

- Reorganization Part Two
- Timelines

Secondary Virtual School Update

- Staff is looking at student needs. School-based virtual models will vary from school to school based on a number of factors, including number of students wishing to learn virtually, availability of technology, teacher preference and available courses.
- We are trying to accommodate both in-person and virtual learners at their school. Schools will have the autonomy to determine the model that works best given their needs and the current situation at their school. The models below are examples and schools are encouraged to come up with innovative solutions if these models will not work given their specific context.
- Many schools have been using different models for a variety of reasons, including students not being transferred to the Virtual School correctly and students not feeling comfortable attending school in-person despite not registering for the Virtual School.
 - **Sample Model 1:** Cohort A in a class is virtual and Cohort B is in-person.
 - **Sample Model 2:** Delivery of an entire course virtually if there are enough students who request this option.
 - **Sample Model 3:** Run a flipped classroom, meaning that material will be provided virtually to all students, and then students who require additional support or would like to have face-to-face small group discussions about the material can attend in-person (optional).
 - **Sample Model 4:** Students from neighboring schools can “share” students to ensure a critical mass for virtual course delivery.
 - Other local models will be considered.
 - All models will be approved by Superintendents and reviewed by Learning Centre Executives and Employee Services
- Communication will be shared with students, staff, parents, trustees on process and timeline by

Friday.

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Special Education

Breakdown of Students with Special Education Needs (SEN)

| Learning Centre | Number of Students with SEN In-Person | Number of Students with SEN in Virtual School |
|-----------------|---------------------------------------|---|
| LC1 | 4,606 | 2,124 |
| LC2 | 3,632 | 2,595 |
| LC3 | 3,238 | 2,760 |
| LC4 | 5,767 | 1,848 |
| Secondary | 13,804 | 4,357 |
| TOTAL | 31,047 | 13,684 |

Total Special Education Teachers in Virtual School: 278

Total Support Staff serving students with IEPs (In-Person and Virtual): 2,695

Individual Education Plans (IEP)

IEP Consultation Forms

- Students with IEPs in the Virtual School will be supported by their Homeschool Principals
- An electronic IEP Parent Consultation form has been sent to VS students using the TDSB Qualtrics platform and includes the TDSB Notice of Consent

IEP Access

- As of October 16th, 2020, Homeschool Principals will have access to their respective Homeschool students attending Virtual School SAP CRM including Professional Support Services Forms

IEP 30 Day Completion

IEP Completion

- The 30-day IEP count will start from the first day the student received a teacher.
- Students will have their 30 days begin based on their staggered entry date and receive their IEP based on usual timelines (e.g., if the student started September 17th, 2020 their IEPs should be sent home October 29, 2020).



IEP 30 Day Completion

Students who moved from Virtual School to Homeschool-IEP

- Due to the Transition that has recently occurred, additional time is being granted to develop the IEP
- IEPs will be sent home as close to October 29th as possible and no later than November 6th
- For students who have transitioned, schools will work with families to collaboratively coordinate a seamless transition of IEP development

Students moving from Homeschool to Virtual School-IEP

- More information will be shared to support schools and families regarding students who have moved from their Homeschool (bricks and mortar) and moved to Virtual School on October 13, 2020

Next Steps

In order to continue the goal of having students and families staying connected to their homeschool, more information will be shared regarding the following Special Education Processes within the next 1-2 weeks:

- IEP Processes
- In School Team (IST)/School Support Teams (SST) and IPRC/SEPRC for their respective students in both VS and in bricks and mortar

Assistive Technology Distribution


- We have been able to ensure that we are meeting requests for Special Education Amount (SEA) claim devices such as Chromebooks in a timely manner.
- This is as a result of pre-ordered SEA claim Chromebooks ordered at the end of last school year (taking into account replacement devices and some order for new claims for this school year).
- Devices that were ordered last year are currently being delivered to schools and students.
- We continue to work hard to ensure devices are in the hands of students through the claims process.

Assistive Technology Distribution

- Over the past we have delivered 950 approved individual claims from last year school year and we have also replaced 1950 SEA claim Chromebooks and about 64 iPads claims that were taken from schools
- We also delivered a number of interactive white boards 44 and 40 other AAC devices ordered from last year
- We also have additional Chromebooks in storage with our vendor to meet emerging needs over the coming months.



COVID-19 Cases

- As of 4 p.m. today, there were 119 schools with at least 1 confirmed case of COVID-19.
 - In total, TDSB has 148 confirmed cases among students and 45 confirmed cases among staff.
 - We continue to work closely with Toronto Public Health (TPH) on any developing situations.
 - Over recent weeks we have moved to a new model that permits principals to direct classes to self isolate until further information is received from TPH.
- 

Assessment, Reporting and Evaluation

Ministry of Education Guidance on Assessment, Evaluation and Reporting
Memo released October 2, 2020

- Provided adjustments for 2020-2021 as described in Growing Success
- Acknowledgement of exceptional circumstances
- Emphasis on responding with flexibility and understanding
- Suggestion to provide time to students to adjust to school environment with focus on mental health, well-being, and safe, inclusive learning community

Elementary - Progress Report Timelines

- **November 6, 2020:** The cut-off date for reporting progress
- **Nov. 16, 2020 - Nov. 19, 2020:** Progress Reports and Kindergarten Communication of Learning: Initial Observations sent home
- **Teacher who is currently teaching the student will be responsible for Completing Progress Report Card:**
 - Emphasis on ongoing communication between parents/guardians and teachers
- **Considerations:**
 - Modified timing for Virtual School Report Cards given the later start date. Do we consider an alternative template or checklist?

Elementary Report Card Guidelines

Progress Report Guidelines Gr. 1-8 and The Kindergarten Communication of Learning - Initial Observations Guidelines:

- guidelines to be released shortly with very little change as they relate to Growing Success and Growing Success Kindergarten Addendum

Term 1 & 2 Guidelines:

- these guidelines will be released after reporting period one.

Revised Mathematics Curriculum:

- [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#) reflects changes to the provincial report card for Grade 1 to 8.
- No changes for Progress Reports Cards
- Professional support/learning continue to be provided on the revised mathematics curriculum

Elementary Report Card Guidelines

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Elementary Report Card - Other Considerations

- Progress Report Card Template: - If used, will include the following statement:
 - “This reporting period reflects learning that has occurred in a modified learning environment as required by the provincial public health guidelines. As a result, the rate of progress described on this report card may differ from previous years due to the ongoing impact of COVID-19 on student learning. Ongoing communication with your child’s teacher will provide additional information pertaining to student progress throughout the term.”
 - Similar statement on the Kindergarten Communication of Learning: Initial Observations
- Items Still to be Decided:
 - Principal/Vice-Principal’s Signature on the Progress Report Card
 - Distribution of Progress Reports (electronic or paper; who sends)
 - Parent/Guardian/Teacher Conferences (virtual or in-person)
 - Filing Progress Report Cards (electronic or paper)

Secondary - Reporting Expectations

- In concert with guidance from the Ministry of Education - Teachers will be sharing a “mark-to-date” at the midpoint of the course (the week of October 19-23, 2020 for quad 1), with focus on improvement
- Teachers will share student progress using one of the many digital tools available (i.e., MarkBook; Bright Space, Google Classroom). There will not be any formal written mid-term report cards
- Teachers are expected to provide regular communication to students and parents/guardians. Special consideration should be given to students who are NOT yet meeting minimum course expectations and who are at risk of not earning a credit.
- A formal mid-term report including a mid-term mark and comment will be provided on the Provincial Report Card for any course running a full semester/year within an alternative model. (i.e., ISPs including DD in regular and congregated sites)
- At the end of each quadmester, Ministry Report Cards that include final marks, comments and learning skills will be completed by teachers for courses that students have completed during that period.

Secondary - Exam Days and 30% Final Evaluation

- The Ministry gave the option of removing designated exam days from the school year calendar and using them for in-class instructional time.
- Exams will not occur for quadesters 1 and 2 and final marks will be based on all coursework including and in-class end of quadmester assessment of learning.
- The days that were previously scheduled to be examination days will now be instructional days.
- These days will provide an opportunity for Credit Rescue for those students needing such support and all students will be able to complete and receive feedback on end of quadmester activities.
- Culminating activities have not been cancelled. The final instructional days of the quadmester can be used for in-class end of quadmester assessments. They won't have a specific weighting (i.e., there is not a 30% culminating activity) but they will cover the general expectations of the course.

Secondary - Course Withdrawal/Full Disclosure

Course Withdrawal/Full Disclosure

- Withdrawal dates typically occur 5 days of the issuing of the first (mid-term) report card, “without the credit appearing on the student transcripts”.

- **Full Disclosure Dates**
 - Quadmester 1: November 2, 2020
 - Quadmester 2: January 18, 2021
 - Quadmester 3: April 5, 2021
 - Quadmester 4: June 7, 2021

Secondary - College and University Applications

OCAS/OUAC Dates

- All secondary schools complete their OCAS/OUAC Eligibility before the first Trillium transmission date -November 24th, 2020.
- The TDSB Virtual Secondary School will be responsible for the OCAS/OUAC Reporting for students in the Virtual School. All Grade 12 students in the Virtual Secondary School will be flagged for OCAS and OUAC.
- Dates:
 - OUAC and OCAS Transmission 1: November 24, 2020
 - OUAC and OCAS Transmission 2: February 15, 2021
 - OUAC and OCAS Transmission 3: April 27, 2021
 - OUAC and OCAS Transmission 4: July 2, 2021
- These are absolute deadlines as extensions have already been given by OUAC and OCAS to accommodate quadmester dates.

Community Involvement Hours and Literacy Test

Community Involvement Hours

- For students graduating in the 2020-2021 school year, the Ministry revised community hours from 40 to 20 hours.
- Increased flexibility in how all secondary students can earn hours in 2020-21.
- Considerations include: virtual volunteering, connecting with seniors, organizing virtual fundraising events and facilitating discussions with newcomer youth, etc.

OSSLT

- For students who are otherwise eligible to graduate before February 2021, but have not yet met the literacy requirement, Principals have the discretion to directly enrol students in the Ontario Secondary School Literacy Course (OSSLC).
- Alternatively, these students may be offered an adjudication process in order to complete the literacy graduation requirement.
- For students graduating in June 2021, the Ministry currently plans to proceed with the graduation requirement and students may satisfy the literacy graduation requirement, as per regular practice.

Grade 9 Assessment of Mathematics (EQAO)

Grade 9 Assessment of Mathematics for 2020-2021 School Year

- EQAO is field testing a new online assessment for Grade 9 mathematics courses to allow students and educators to become familiar with the new model, and to support the validation and continued development of the new platform
- The initial field test will occur throughout November, for students completing in-person Grade 9 math in November.
- Individual student results for those who complete the assessment will be available for teachers and students immediately after the administration.
- Unlike in prior years, field-test results will not be used to determine a student's final course mark unless agreed to by the teacher and the student in consultation with the parents or guardians.

Adult Day School

Following last week's survey to all ADS learners:

| Adult Day School | Enrolment Quad 1 | # Student Responses | Students who Selected in-school | Students who Selected online |
|------------------|------------------|--------------------------------|---------------------------------|------------------------------|
| BALC | 347 | 111 (32%) | 49 (44%) | 62 (56%) |
| Yorkdale | 978 | 503 (51%) | 200 (40%) | 303 (60%) |
| CALC | 1300 | 971 (75%) | 324 (33%) | 647 (67%) |
| Emery | 605 | 546 (90%) | 215 (39%) | 331 (61%) |
| SCAS | 840 | 524 (62%) | 144 (27%) | 380 (73%) |
| Total | 4070 | 2655 (65% of all ADS Learners) | 932 | 1723 |

Staff is working with Principals and the union on delivery models and registration. Details will be provided next week.

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Fundraising

- Ministry of Education has not changed their guidelines to allow for fundraising for HEPA units
- No fundraising will be allowed for HEPA filters by schools or school councils
- Ministry funding for HVAC included purchase of HEPA units
- TDSB will purchase approximately 6,000 units which will be sufficient to support all classrooms with no operable windows or mechanical ventilation