



Committee of the Whole (Special Meeting)

Report No. 32

CW:34A

Tuesday, October 27, 2020.

Electronic Meeting

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

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 27, 2020 from 4:31 to 6:16 p.m., with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

No matters report

4. Report From the Director of Education

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

5. Report From the Chair of the Board

The Committee heard an oral update from the Chair of the Board that included the following:

- The Chair and the Director of Education meet with Ministry of Education officials each Monday, and received information at the most recent meeting regarding funding for school boards based on enrolment and the understanding that any further financial burden should be mitigated.

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 Doyle, seconded by Trustee Wong, the meeting adjourned at 6:16 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 27, 2020



Agenda

- Devices Update
- Virtual Schools Update
- Fundraising
- Leadership and Reorganization Updates
- Mental Health and Well-Being
- School Open House/Transition Information Nights
- COVID-19 Cases Update & Pop Up Testing

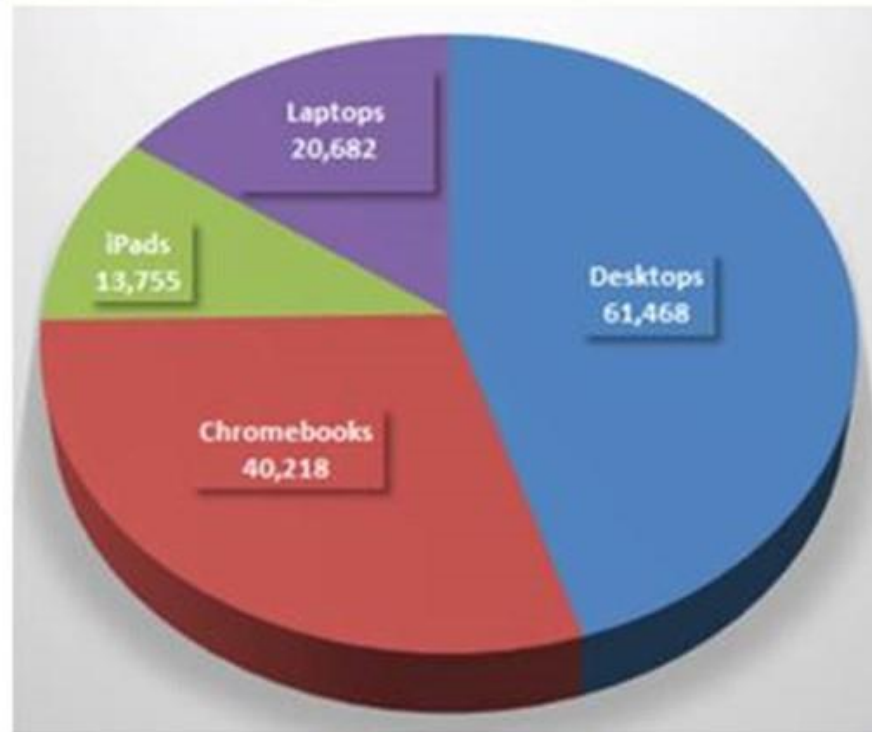
Devices Update

- Last spring, devices were taken from 370 schools to support student needs.
- 18% of those devices have already been replaced.
- Devices fundraised by School Councils: Staff is currently doing an analysis of the number of those devices and will devise a plan to “replenish/pay back” the schools with replacing or funding for the devices.
- In the meantime, staff will be sending all Trustees a summary of all devices taken by ward/ by school and volume shipped as part of the 18% replacement.
- Grand total of desktop and mobile devices still active in our schools: **136,123**



Devices Update

Devices in All Brick & Mortar Schools as of October 27, 2020



tdsb.on.ca

Virtual School Update

Secondary VS:

- Secondary school principals have sent their families a form asking if they requested a switch to Virtual Learning for Quad 2. the deadline is tomorrow October 28.
- Principals will share the number of requests for a virtual option with school Staffing Committee.
- Schools will determine the model(s) that work(s) best given their needs and current situation at school.
- Each school is asked to share its model for virtual delivery with their Learning Network Superintendent for final approval by Friday, November 6.

Virtual School Update

Elementary VS

Professional Learning

Administrators: We are partnering with Rotman I-Think to begin a Professional Learning series to engage over 60 administrators in Elementary Virtual School by exploring 3 themes: connecting, engaging and transforming. We will begin understanding how to build community in the Virtual School discuss well-being and finally deep learning where our student extract meaning and understanding from the classroom experiences.

Educators in the Classroom: We are working with our Centrally Assigned Principals and Program Coordinators to develop a professional learning series for all educators across the Virtual School Learning Centres.

Some of the topics will include: Special Education - IEP writing to support teachers in the creation of the IEP; Support for the new Math curriculum and digital math tools; Reading Assessments session to support intervention strategies; Artist led Professional Learning sessions; Equity in the FSL Classroom; Indigenous Education; Equity in the Mathematics Classroom; Soutenir tous les apprenants en mathématiques; Early Reading - FI Grades 1-3; Toolkit for Equity and Culturally Relevant and Responsive Resources; Middle Years Reading - FI/FE Grades 6-8; L'intervention ciblée pour les lecteurs adolescents; Middle Years Reading; Early literacy assessment and instruction- next instructional steps for early learners.



Fundraising

- Email issued to Principals and School Councils
- No Fundraising for HEPA Units based on:
 - TPH information on HEPA units
 - All classrooms without ventilation or limited ability to provide fresh air will be provided with HEPA units
 - Ministry Funding for HEPA units sufficient to support this initiative
 - Ministry Guidelines does not permit funding for HEPA units
- Listing of schools receiving units and Q&A on website will be updated regularly

Leadership & Reorganization Updates

- 2 Superintendents each with Administrative Liaison support
- 10 Principals as a result of Expressions of Interest. Outstanding leadership will be essential, impact on current schools will be considered in the selection process
- These will be a combination of new positions, albeit temporary due to the pandemic, and redeployment due to lower enrolment numbers
- Annually, after teacher reallocation process is complete, Designated Early Childhood Educators (DECEs) are realigned so that all FDK classes with more than 15 students have a DECE as required under Regulations in the Education Act

Leadership & Reorganization Updates Cont'd.

- A decision has been made to continue DECE support in the FDK classes in school identified by Toronto Public Health in high priority schools even though targeted class size maximum is 15 and a DECE would not normally be allocated. In these schools, one DECE will be shared between two classes that have 15 students in each of them
- We are looking at clerical support needs in the Virtual School as well as additional support for student with English as a Second Language learning needs, special education resource support and reading support



Mental Health and Well-Being

- Professional Support Services (PSS) include Social Work (SW), Psychology, Speech Language Pathology (SLP), Child and Youth Workers/Care (CYW/CYC), and Occupational Therapists and Physical Therapists (OT/PT). PSS services are available for all students in bricks & mortar and virtual school (assessments, counseling, consultations, case management, community resource links).
- Students in virtual school are connected to their home school to maintain continuity and connection to their home school communities.

Support Student/Caregivers' Resiliency: virtual groups/in-person to create/maintain healthy relationships; decrease isolation; build ability to deal with social media pressures and enhance COVID coping skills.

Caregiver Groups: virtual groups to support virtual school stress; COVID family stress management and caregiver relationship building across school communities.

Mental Health and Well-Being Cont'd.

Support for Special Education: one-on-one support for students; OT/PT provides training and education on equipment used for caregivers/staff

Support Groups with our Community Partners: collaborative virtual/in school being provided in collaboration with TDSB with a variety of community and health partnerships (*Taibu, Tropicana, Caribbean African Canadian Social Services; Across Boundaries; Hong Fook; Native Child & Family Services; Muslim Family & Child Services of Ontario; The 519*).

Staff Support and Well-Being: equity and anti-oppression education, resource compilations, utilizing resources from School Mental Health Ontario (SMHO), stress management and supporting well-being strategies for positive student/family engagement for teaching staff.

School Open House/Transition Info Nights

Schools will be delivering **virtual** Grade 8 Open Houses/Information Sessions this year due to the health and safety guidelines around COVID-19. Virtual Open House/Information Session options for schools include:

- "Live" virtual open house – date/time/link will be shared on the Open Houses page of the TDSB website
- Pre-recorded information session/tour – link will be shared on the Open Houses page of the TDSB website
- Schools have the option to do one or both of the aforementioned options

School Open House/Transition Info Nights

Please note that the Open Houses webpage, <https://www.tdsb.on.ca/OpenHouses>, will be updated on November 2 and again on November 20.

- Grade 8 information events are very helpful in the grade 8 to 9 transition process to help students and families learn about their home school, specialized programs, unique programming and courses offered, and to tour the schools and interact with staff and students.

COVID-19 Cases

- As of 4 p.m. today, there were 156 schools with at least 1 confirmed case of COVID-19.
- In total, TDSB has 205 confirmed cases among students and 55 confirmed cases among staff.
- These cases are considered “active.” When cases are “resolved,” they are removed from the case list.

COVID-19 Pop Up Testing

- Toronto Central Local Health Integration Network (TC LHIN) is leading a working group to develop a process for establishing pop-up COVID assessment centres in schools to increase accessibility to testing for students and staff.
- The pop-up centres will be used only for schools that are experiencing an outbreak. Only students and staff of the affected school will be able to use the pop-up centre (it will not be open to the public).
- TPH will make the decision. The goal is to have an assessment centre operational within 48 hours of the decision to conduct testing.
- Through an operational huddle involving TPH staff, TC LHIN staff, staff of the hospital conducting the testing, and TDSB staff, an appropriate site for the centre will be identified – it could be an existing assessment centre, a pop-up centre at a non-TDSB site, or a pop-up centre at the TDSB school experiencing the outbreak.

COVID-19 Cases & Pop Up Testing

- If the school is the preferred site, the pop-up centre could be set-up in the parking lot using a tent or in a large space in the school like a gym.
- The pop-up centre will operate after school hours in the evening or on the weekend.
- The testing hospital will be issued a no-cost permit to use the space.
- After the testing hospital has finished the testing, they will clean the space to the same standards used in the assessment centres in the hospitals. The testing hospital will manage the waste.
- In advance of the pop-up centre being set up, the parents and staff of the affected school will receive a letter informing them of the centre.
- Only the students and staff identified by TPH will be invited to come for testing – it could be individual classes or the entire school depending on the circumstance.

