



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

PPC:001A
Tuesday, November 24, 2020
Electronic Meeting

Members Present Alexander Brown (Chair), Michelle Aarts, Alexander Brown, 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 and Manna Wong

Regrets Regrets were received from Trustees 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. TDSB Readiness to Welcome International Students [3997]

The Committee considered a report from staff (see PPC:001A, page 1) presenting information on International Student pre-departure, arrival and support plans.

Moved by: Trustee Nunziata

Seconded by: Trustee MacLean

The Planning and Priorities Committee **RECOMMENDS** that International Student Pre-Departure, Arrival and Support plan, as presented in the report, be approved.

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, November 24, 2020 from 4:30 to 6:51 p.m., with Alexander Brown presiding.

3. Declarations of Possible Conflict of Interest

No matters to report

4. Delegations

re Virtual School

1. Ryan Watts, Parent

re COVID Impact on Youth

2. Josh Fullan, Director Maximum City

re Designated Early Childhood Educators and Quarantine Pay

3. John Weatherup, President Toronto Education Workers Local 4400

5. Report From the Director of Education

The Committee heard a presentation from the staff providing an update on the return to school (see attached, page 4). The Committee also heard a presentation from Dr. Vinita Dubey, Associate Medical Officer of Health and Vincenza Pietropaolo, Associate Director, Toronto Public Health (see attached, page 20).

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

Trustee Doyle provided an update from the Parent Involvement Advisory Committee. The update included:

- Information on the PIAC Annual Conference held on November 21 and 22. Workshops and speeches from the Conference were recorded and will be available on the TDSB website
- Information on the Parent Engagement Office and an update on delays in school council elections

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 Laskin, seconded by Trustee Moise, the meeting adjourned at 6:51 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Chair

Update to Return to School

November 24, 2020



Agenda

- Dr. Vinita Dubey, Toronto Public Health at 4:30 p.m.
- Secondary Models Update
- Virtual School Leadership – Verbal Update
- Staff, Student Parent Engagement – Thought Exchange



November 24, 2020

2

Toronto Public Health

**Dr. Vinita Dubey
and
Vincenza Pietropaolo**



November 24, 2020

3

Local Secondary Virtual Models Update

Learning Centre	# of Classes in Quadmester 2	# of Cohorts in Quadmester 2	# of Cohorts in Quadmester 2 Learning In-person /Adaptive model	# of Cohorts in Quadmester 2 Learning Virtually only	# of Cohorts in Quadmester 2 in Learning Simultaneously
LC1	1467	2793	1585	344	864
LC2	1353	2579	1693	541	345
LC3	1015	1930	1081	471	307
LC4	1310	2694	2083	233	378
LCC	106	157	116	33	8
Board Total	5251	10153	6609	1642	1902

November 24, 2020

4

Secondary School Virtual “Hubs”

- Hubs are a group of schools that combine to form a cohort for a particular course that is virtual
- In some instances, the creation of such a cohort enables a course to be offered that would not have been offered at any of the schools involved
- In other instances, the cohort allows access to a cohort that already existed for schools where the course would not have otherwise run

Virtual Hubs - Quad 2 Update

- Approximately 31 schools are involved in some form of “hub”

Distribution of Students by Grade

- Grade 9: 5 courses
- Grade 10: 9 courses
- Grade 11: 12 courses
- Grade 12: 14 courses
- Split grades: 4

courses

Distribution by Courses Being Studied

- 2 courses in the Arts (Drama, Photography)
- 4 courses in Business Studies
- 6 courses in Canadian and World Studies (History, Geography, Civics, Law)
- 2 courses in ESL/ELD
- 5 courses in English
- 2 courses in French
- 1 course in Career Studies
- 4 courses in Social Science/Family Studies
- 2 K courses (MID or DD)
- 6 courses in Math
- 1 course in Physical and Health Education
- 9 courses in Sciences
- 3 courses in Technological Education

November 24, 2020

6

Virtual Secondary School - Quad 2 Update

Enrolment Information

- 17,740 students
- Approximately 1300 courses being studied

Distribution of Students by Grade

- Grade 9: 291 classes
- Grade 10: 382 classes
- Grade 11: 310 classes
- Grade 12: 233 classes
- Split grades: 84 classes

Distribution by Courses Being Studied

- 90 classes in the Arts (Drama, Visual Arts, Music, Dance)
- 68 classes in Business Studies
- 163 classes in Canadian and World Studies (History, Geography, Civics, Law, Economics)
- 12 classes in Coop
- 22 classes in ESL/ELD
- 154 classes in English
- 52 classes in French
- 42 classes in Career Studies
- 30 classes in Learning Strategies (GLE/GLS)
- 64 classes in Social Science/Family Studies
- 90 K classes (MID or DD)
- 6 classes in Languages (Spanish, Latin, Ojibwe)
- 180 classes in Math
- 6 classes in Native Studies
- 68 classes in Physical and Health Education
- 174 classes in Sciences
- 77 classes in Technological Education

November 24, 2020

7

Updated Program Guides/Simultaneous Learning Resources

In Quadmester 2, we have moved towards new models of secondary delivery which includes:

- Adapted/hybrid (may include remote learning cohort, in-person cohort and mixed cohort)
- Virtual School

We continue to develop and evolve Available resources for educators:

- Secondary Program Guidelines (updated)
- Simultaneous Learning Addendum (new)
- Webinars



November 24, 2020

8

Secondary Program Guidelines Update

At the start of the school year, Secondary teachers received a Program Guideline. An updated version was provided last week. Highlights include:

- setting conditions for learning by centering equitable opportunities and outcomes
- well-being strategies
- digital tools for teachers
- student voice
- a toolkit to select equity and culturally relevant and responsive resources



November 24, 2020

9

Secondary Program Guidelines Update

- resources from the Urban Indigenous Education Centre
- resources provided by TDSB teachers
- strategies for Credit Rescue and Credit Recovery
- a Frequently asked Question document



Simultaneous Learning Supports

An addendum to the Secondary Program Guideline looks at Simultaneous Learning. Highlights include:

- an understanding of simultaneous learning
- strategies to build a learning community and offers teachers specific digital tools
- ways to establish classroom routines in an online/mixed environment
- creating engaging learning activities for students

Simultaneous Learning Supports

- resources and digital tools for course planning that include ELL and Special Education students
- assessment strategies

Assessment and Evaluation practices looks different as a result of the exceptional circumstances amidst the COVID-19 pandemic and its effects on school timetables, class formats, and hybrid and virtual learning models.

Supports for teachers include assessment and evaluation information including an ongoing FAQ.



November 24, 2020

12

Virtual Elementary School Leadership Update

	System Superintendents = (2) Administrative Liaisons = (2)				
	Learning Centre 1	Learning Centre 2	Learning Centre 3	Learning Centre 4	Total Across LCs
Student Enrolment	12,852	17,362	20,382	11,483	62,079
Classrooms	533	693	821	473	2,520
Centrally Assigned Principals	3	5	5	3	16
Principals	3	4	4	2	13
Vice-Principals	12	15	20	10	57
Administrator to Student Ratio	1:714	1:723	1:703	1:766	1:727
Administrator to Classroom Ratio	1:30	1:29	1:28	1:32	1:30



Virtual Secondary School Leadership Update

	System Superintendent = 1 Administrative Liaison = 1			
	As of September 30, 2020	As of October 31, 2020	As of November 23, 2020	As of January 4, 2021
Student Enrolment	17,701	17,349	16,587	estimated 16,587
Classes	1,300 courses running in Quadmester 1	1,300 courses running in Quadmester 1	1,250 courses running in Quadmester 2	1,250 courses running in Quadmester 2
Centrally Assigned Principals	4	4	4	2
Principals	3	3	3	3
Vice Principals	8	9	8	18
Current Admin to Student Ratio	1:1,180	1:1,084	1:1,106	1:721



Staff, Student, Parent/Guardian Engagement Thought Exchange

Staff

- TDSB is exploring a broader consultation / conversation with employees
- An initial meeting has been held with employee group leaders to gather concerns / challenges / reactions that may inform the questions to be posed
- Following this meeting, it appears that each employee group will have its own set of Thought Exchange questions
- Some questions will likely be common to all groups



November 24, 2020

15

Staff, Student, Parent/Guardian Engagement Thought Exchange Critical Path for Staff Thought Exchange

- Finalize questions by November 27, 2020
- Design Exchanges and distribution of messaging by December 4, 2020
- Thought Exchange is open for three days [December 7 to 9, 2020]
- Preliminary draft summary of themes/information by December 18, 2020
- Discussion on next steps based on information received [January 2021]



Staff, Student, Parent/Guardian Engagement Thought Exchange

Student Engagement

- Work will begin with Student Trustees to design a Student Thought Exchange

Parent/Guardian Engagement

- Staff in the Research Department and the Parent & Community Engagement Office will begin to design a Parent/Guardian Thought Exchange
- Consultation and input from PIAC and SEAC on this process will occur in the next while



COVID-19: Update for TDSB

Planning and Priorities (Special Meeting)

November 24th, 2020



Dr. Vinita Dubey

Toronto Public Health
Associate Medical Officer
of Health (AMOH)

Vincenza Pietropaolo

Toronto Public Health
Associate Director,
Liaison



Agenda

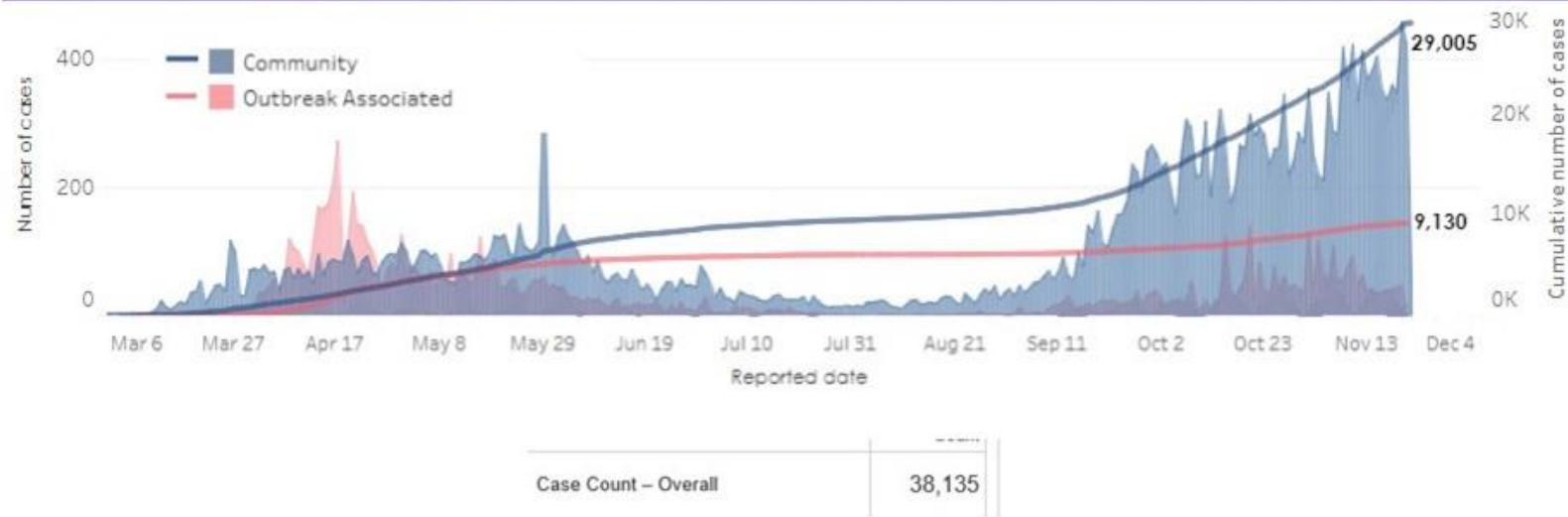
- COVID-19 in Toronto to date
- Grey Lockdown Control Level
- Role of Toronto Public Health and Hospital testing partners in schools
- Aerosol transmission
- Questions



COVID-19 in Toronto

Data as of November 22nd, 2020 at 2 PM

New COVID-19 cases, by setting



<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>



COVID-19 in Toronto

Data as of November 22nd, 2020 at 2 PM



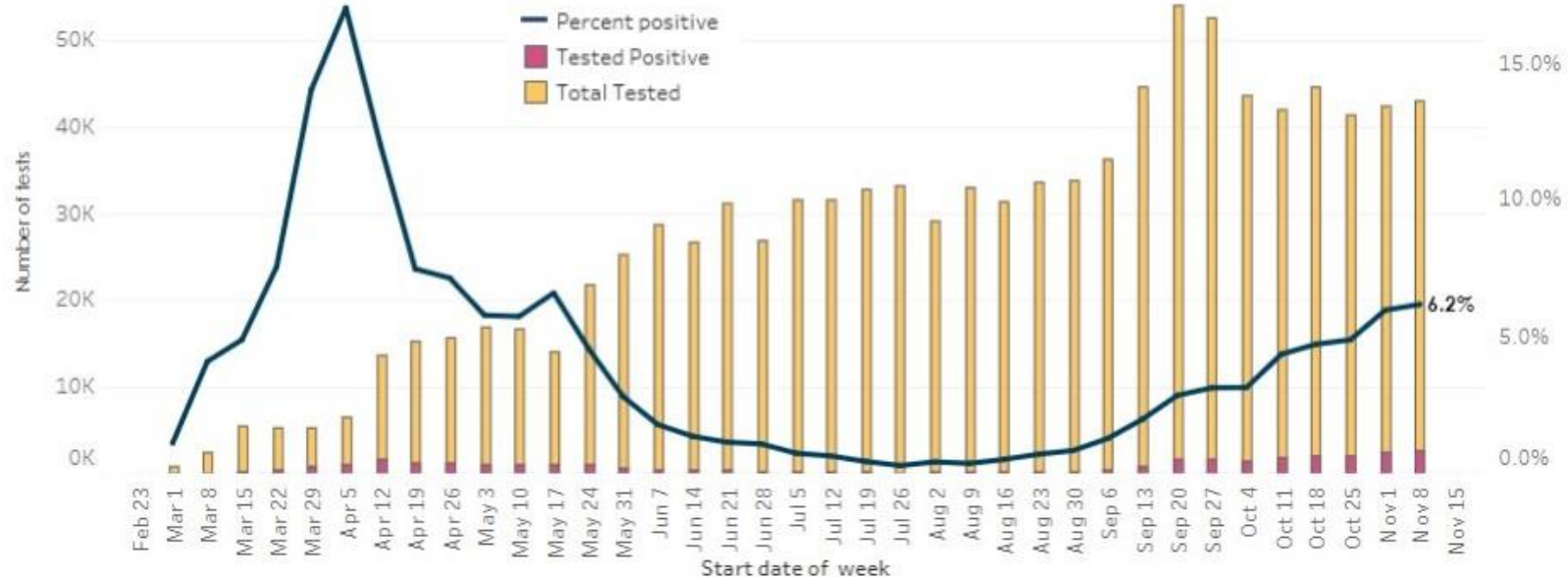
<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>



COVID-19 in Toronto

Data as of November 22nd, 2020 at 2 PM

COVID-19 Laboratory Tests Submitted, Positive Tests, and Percent Positivity data as of week ending: November 14, 2020



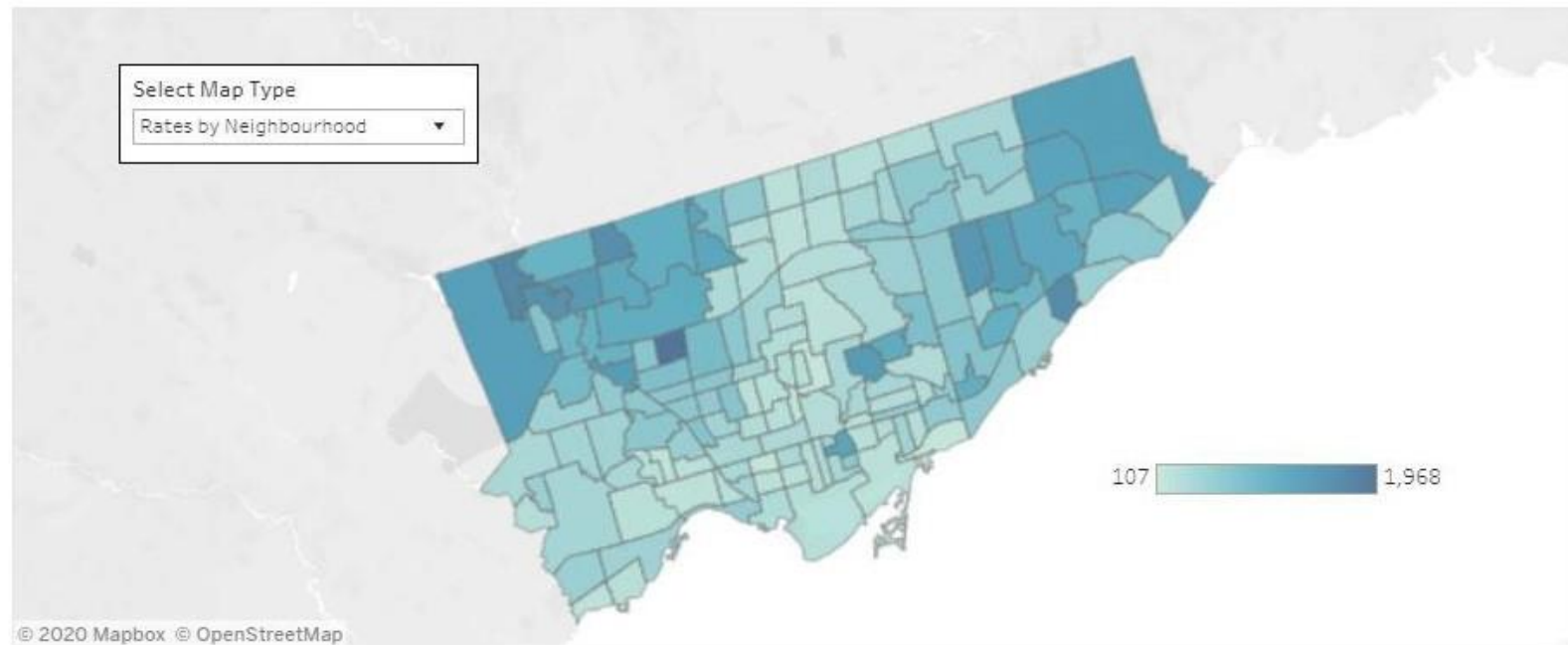
Note: As of June 15, ICES has changed their reporting from daily to weekly. Data for the most recent week may be incomplete due to reporting delays.

<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>



COVID-19 in Toronto – rates by neighbourhood

From October 1 to November 23rd, 2020



<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>



COVID-19 in Toronto

Update as of November 22nd at 2:00 PM

Active Outbreaks in Toronto

Data as of Sunday, November 22, 2020 at 2:00:00 PM

Data source: Ontario Ministry of Health, Integrated Public Health Information System and CORES



PDF

This page provides an update on **COVID-19 active outbreaks** in Toronto.

Healthcare Institutions*	Shelters & Congregate Settings†	Community & Workplace Settings‡	Child Care Centres	School
45	12	37	6	30

<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>



Schools and COVID-19 cases

- Cases and Outbreaks of COVID-19 are smaller compared to the community and other institutional outbreaks
- Schools are the source of about 10% of COVID-19 cases related to all outbreaks in the City.
 - Outbreaks in schools are made up of fewer cases compared to other institutions
- In Ontario, schools accounted for 7% of all cases. That figure has stayed between 7 and 9 % since the second week of school.



Schools and COVID-19 Cases

- Secondary school outbreaks do not appear to be the reason behind an increase in the percentage of teenagers whose COVID test results come back positive
- Test-positivity rate by age group (week of Nov8):
 - 14 to 17 years - highest test-positivity rate of any age group in Toronto at 10.2%
 - Young adults ages of 18 to 23 years - 9.5%
 - Children ages 4 to 13 years – 5.4%
- Reasons beyond school to explain higher rate in teenagers



As of Monday November 23rd- Toronto is in Grey Control Lockdown Level

City of Toronto supports provincial lockdown measures to reduce COVID-19 transmission

[News Release Nov 20, 2020_Hyperlinked](#)



Schools follow advice of Ministry of Education and local public health



- Stay home except to:
 - Attend school/work
 - Pick up essentials like groceries
 - Attend health care
 - Exercise
- Commitment to keep schools open while they continue to be safer places for students to learn and grow



WHAT'S OPEN & CLOSED

DURING THE GREY – LOCKDOWN CATEGORY
OF THE PROVINCE'S RESPONSE FRAMEWORK

OPEN

- Bars & restaurants for take out, drive-through & delivery
- Schools & child care centres
- City park amenities like playgrounds & off-leash dog parks
- All retail stores for curbside pick-up or delivery, including in malls
- Outdoor farmers' & holiday markets
- Drive-in cinemas & performances
- Indoor/outdoor cleaning & maintenance services
- Libraries for contactless pick-up as well as in-person computer use
- Veterinary & other pet services

CLOSED

- Indoor/outdoor dining at bars & restaurants
- Indoor fitness activities & indoor/outdoor team sports
- In-person retail shopping, except at essential stores that sell:
 - Groceries & alcohol
 - Medical, hardware & safety supplies
- Personal care services (e.g. hair & nail salons)
- Meeting & event spaces (e.g. banquet halls & conference centres)
- Movie theatres, casinos & bingo halls
- Zoos, museums & attractions, unless drive-through is available

TORONTO.CA/COVID19



<https://www.ontario.ca/page/covid-19-response-framework-keeping-ontario-safe-and-open#arev>



What is the Role of Toronto Public Health in Schools During COVID-19

Role of Toronto Public Health

- Support school boards and principals with COVID-19 information needs and provide resources.
- Investigate COVID-19 cases and close contacts & facilitate testing.
- Investigate cases occurring at schools for suspect and confirmed outbreaks.
- Work with school boards/schools to maintain COVID 19 public health prevention measures.
- Provide Immunization Clinics (i.e. Flu Clinics) in the community.
- Support Student Nutrition programs.
- Respond to other school based communicable disease cases and potential outbreaks.



TPH School Response

Toronto Public Health has established:

- A team of COVID 19 School Liaison Public Health Nurses to provide outreach, education and COVID-19 prevention services
- A team of Communicable Disease Investigators to follow-up when there is a positive case(s) or outbreak



Image from: Pixabay



What is the Role of the TPH COVID-19 School Liaison Public Health Nurse (PHN)

- Conduct assessments, consultations and provide education to schools related to COVID 19 prevention measures. Includes onsite visit to review IPAC measures.
- Support school mental health and well-being.
- Provide COVID-19 information sessions for school staff and parents/caregivers.
- Provide the initial response when there is a laboratory confirmed COVID-19 case in a school.
- Help support the CDI and Outbreak team when there is an investigation.
- Provide testing support- communication and coordination role.
- To find your public health nurse go to the webpage: COVID 19 [School Liaison Public Health Nurses](#)



What is the Role of the TPH Communicable Disease Investigator (CDI)

Case & Contact Communicable Disease Investigators (C&C CDI)

- Investigates and monitors cases and any high risk close contacts.

Outbreak Communicable Disease Investigators (OB CDI)

- Investigates the setting- and declares when there is an Outbreak (OB).



Outbreak Classification

Ministry of Health COVID-19 Guidance

- An **outbreak in a school** is defined as two or more lab-confirmed COVID-19 cases in students and/or staff (or other visitors) in a school with an epidemiological link, within a 14-day period, where at least one case could have reasonably acquired their infection in the school (including transportation and before/after school care)





School Outbreak Investigation

In response to a reported case of COVID-19 in a student/staff/visitor in a school, the following will take place once there is verification of a lab-confirmed positive case:

Initial Response

School Liaison PHN will:

- Contact the school to collect initial information.
- The PHN will support the principals in making a decision to dismiss a cohort until the Outbreak CDI begins the investigation.
- Reinforce important prevention measures.



School Outbreak (OB) Investigation

Outbreak Investigation

Once the Initial Notification and Information received, an outbreak investigator will begin an investigation:

- Contact school and verify whether there was an exposure in the school setting and complete the investigation.
- Identify who may have been exposed and ensure they are isolated.
- Determine if the exposure is limited to a single case (monitoring), 2 cases with no school transmission (suspect OB) or 2 or more cases with transmission occurring in school setting (confirmed outbreak).
- Monitor the setting until no further cases reported after 14 days from the last confirmed case.



What is the role of our Hospital Partners during COVID-19

- To provide clinical services including treatment.
- To provide Emergency services
- To provide testing and clinical assessment.
- Some provide community outreach and services.



Image from: Creazilla



Where can you go to be tested

- **Assessment Centers** (these are arranged by our hospital partners)
- **Participating Pharmacies** (need to meet requirements for testing at these sites)
- **Mobile Pop Up Centers**

Go to the TPH Website: COVID-19 Testing for more information



Hospital COVID-19 Assessment Centers in Toronto

- Etobicoke General Hospital Drive Through
- Humber River Hospital Church Site
- Humber River Reactivation Center Finch Site
- Michael Garron Hospital
- Mount Sinai Hospital
- Na-Me-Res Auduzhe Mino Nesewinong (Place of Healthy Breathing)
- North York General Branson Site
- Scarborough Health Network
 - *Birchmount Hospital
 - *Centenary Hospital
 - *General Hospital
- Sunnybrook Health Sciences Centre
- UHN Toronto Western Hospital
- Unity – St. Joseph's Health Centre
- Unity – St. Michael's Hospital
- Women's College Hospital

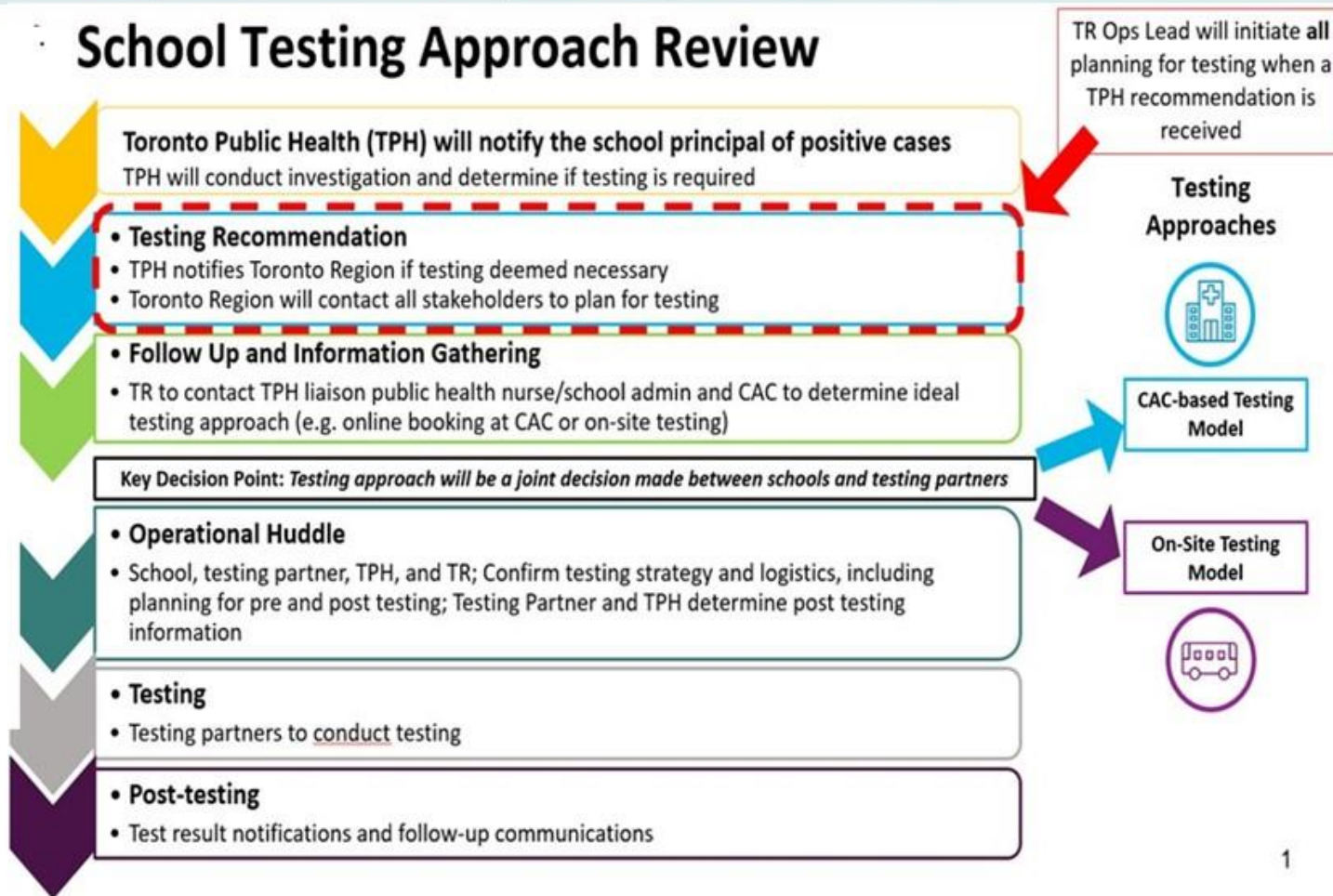
Go to the TPH Website: [COVID-19 Testing](#) for more information



School Testing Model

School testing is co ordinated centrally with Ontario Health (OH) (province). OH has developed this process in Collaboration with TPH

School Testing Approach Review





Testing Recommendations

- TPH makes a testing recommendation for school.
- **TPH doesn't do the testing.** Testing is co-ordinated through the Province.
- In Toronto –school testing is co-ordinated through the **Toronto Region of Ontario Health.**



Testing Recommendations

- Principal is included in the planning process and contributes important information about their school community relevant to testing.
- When details confirmed, TPH provides letters with testing information for principals to share with impacted cohorts.
- TPH will request from the principal a list of students and staff who are being recommended for testing.



Testing scenarios for Schools

Two options provided for testing:

(1) Dedicated hours at an Assessment Center

- Registration process determined by the testing facility – generally online with option for phone access

(2) On-site testing at the school– provided to impacted cohorts or entire school

- Hours, set up and registration process determined by school and testing partner



Aerosol transmission of COVID-19



COVID-19 FACT SHEET

Revised November 4, 2020

COVID-19: Transmission, Aerosols and Ventilation

Coronavirus disease 2019 (COVID-19) is a respiratory illness caused by a new coronavirus. Scientists and researchers are continually gathering new evidence about this disease, including routes of transmission. New data suggests that it is possible for COVID-19 to spread through the air among people who are in enclosed, crowded spaces with poor ventilation for a prolonged period of time. Factors contributing to transmission may include activities that cause heavy breathing, such as singing, dancing or exercise, especially without precautions such as wearing a mask or keeping a physical distance. However, close, person-to-person contact with an infected person before they show symptoms remains the most common method of transmission.

Respiratory droplets and aerosols

The virus that causes COVID-19 is spread by respiratory droplets that are produced when we breathe, speak, sing, laugh, sneeze or cough. The larger, heavier respiratory droplets will fall more quickly due to gravity. The smaller, lighter droplets, sometimes called aerosols, may stay suspended in the air longer than larger droplets.

There are also certain medical and dental procedures such as intubation and suctioning that generate aerosols, which can remain suspended in the air for a time. Healthcare workers performing these procedures should always wear appropriate personal protective equipment (PPE).

The amount of virus in respiratory droplets and aerosols produced by a person may differ based on where in their respiratory tract they originate, and the stage of illness the person is in. A person is contagious two days before they begin to show symptoms. Environmental conditions such as humidity, temperature, and air flow may also affect virus survival, risk of exposure and movement of the particles carrying the virus.

<https://www.toronto.ca/wp-content/uploads/2020/10/8de9-COVID19-Transmission-Aerosols-Ventilation.pdf>

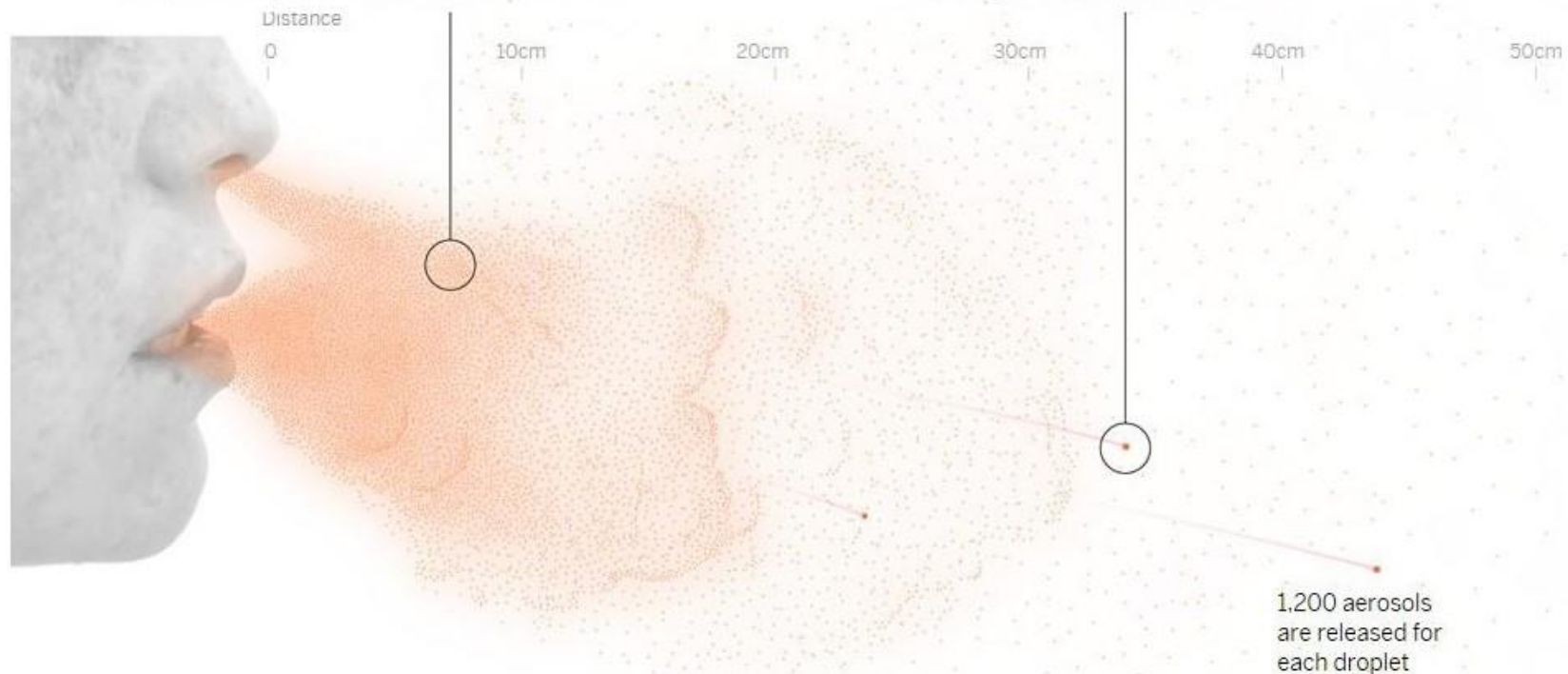
Aerosol Transmission

Aerosols

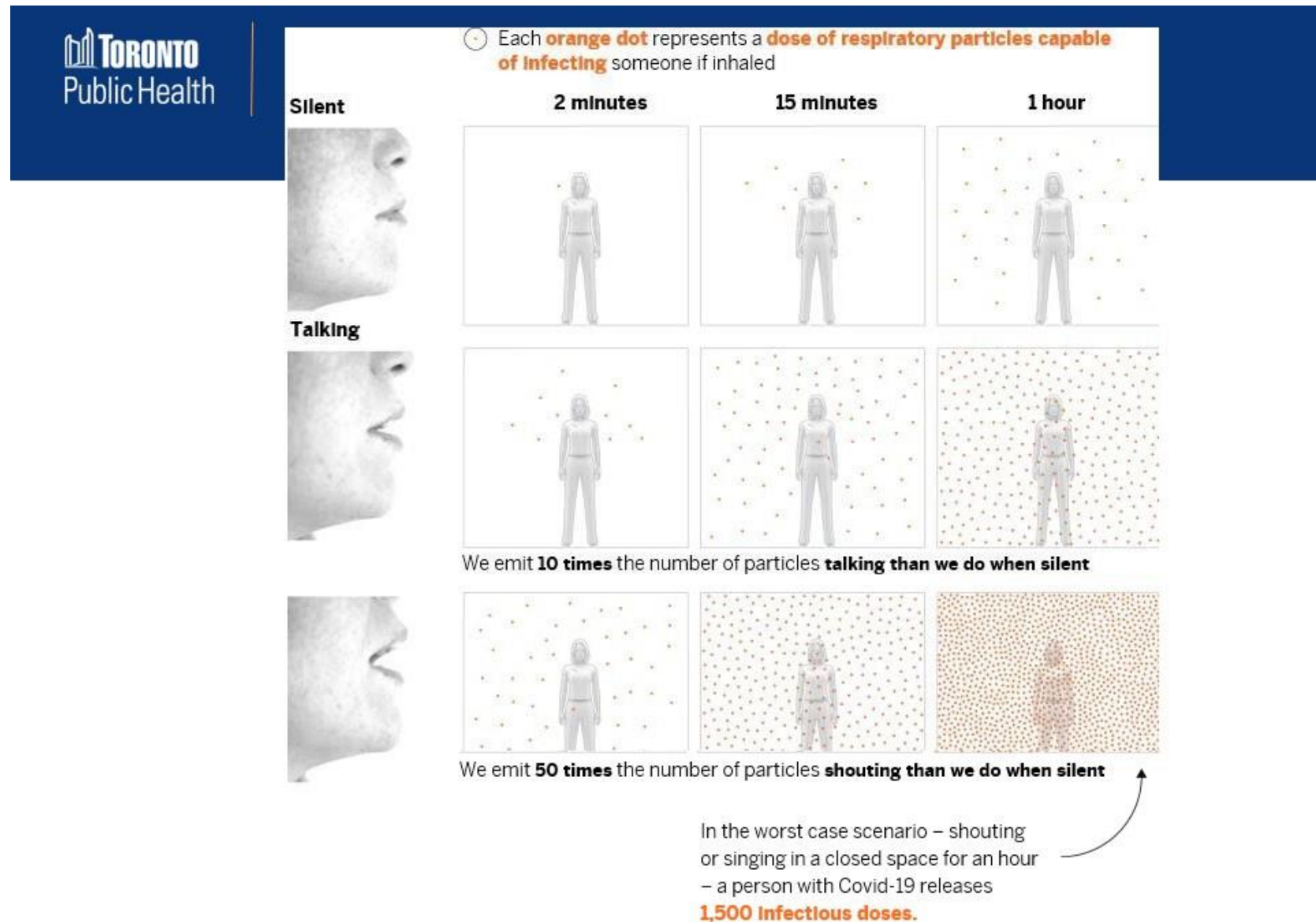
These are respiratory droplets that are less than 100 micrometers in diameter that **can remain suspended in the air for hours**

Droplets

These are particles that are larger than 300 micrometers and, due to air currents, **fall to the ground in seconds**



From: <https://english.elpais.com/society/2020-10-28/a-room-a-bar-and-a-class-how-the-coronavirus-is-spread-through-the-air.html>



From: <https://english.elpais.com/society/2020-10-28/a-room-a-bar-and-a-class-how-the-coronavirus-is-spread-through-the-air.html>






Public Health Measures in School

Screening – staff, students, visitors





STOP COVID-19 Please complete before entering the school.

1. Does your child have any of the following new or worsening symptoms?

 Fever > 37.8°C
  Cough
  Difficulty breathing
  Loss of taste or smell

If "YES": Stay home, self-isolate & get tested or contact your child's health care provider.

2. Does your child have any of the following new or worsening symptoms?

 Sore throat, painful swallowing
  Stuffy/runny nose
  Headache
  Nausea, vomiting, diarrhea
  Feeling unwell, muscle aches, feeling tired

If "YES" to 1 symptom:

- Stay home for 24 hours from when symptom started.
- If improving in 24 hours, can return to school. No test needed.
- If not improving, or getting worse, self-isolate & get tested.

If "YES" to 2 or more symptoms:

- Stay home, self-isolate & get tested or contact your child's health care provider.

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


4. Has your child been identified as a close contact of someone with COVID-19? ☐ Yes ☐ No

5. Has your child been instructed to stay home and self-isolate? ☐ Yes ☐ No

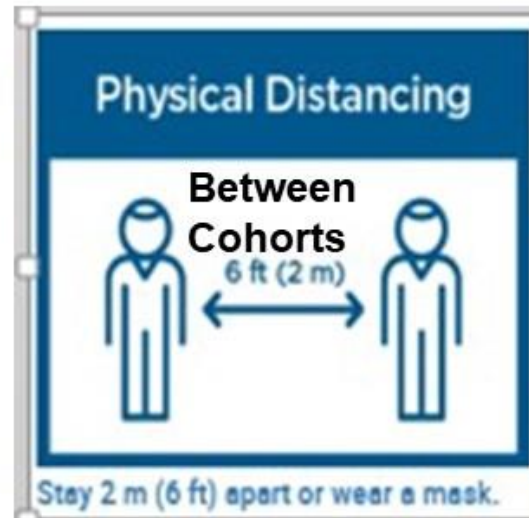
If you answered "YES" to questions 3, 4 or 5:

- Your child must stay home, self-isolate & follow the advice of public health.

Children who have an existing health condition identified by a health care provider that gives them the symptoms should self-isolate. YES unless the symptom is new, different or getting worse. Look for changes from your child's normal symptoms.

TORONTO.CA/COVID19 

Frequent cleaning of surfaces



Keeping students in cohorts

Student/Staff/Visitor Face Mask Use



Ventilation in classrooms



Prevention Measures: Face Masks

HOW TO WEAR A MASK OR FACE COVERING AT SCHOOL



1 Before putting on the mask, clean your hands with soap & water or an alcohol-based hand sanitizer.

2 Make sure the mask fits comfortably over your nose, mouth & chin so you can avoid adjusting it.

3 Do not leave the mask on your neck, forehead or dangling from your ear.



4 Remove your mask by the ear loops as soon as it gets wet or dirty. Avoid touching the outside of the mask.

5 Place the dirty mask in a bag and clean your hands again. Put on a new, clean mask.

6 Do not share your masks with classmates.



Qualities of a Good Cloth Mask—updated

- Your mask should fit your face, covering your nose, mouth and chin without gaping.
- Your mask should be comfortable, easy to breathe through, and not limit your vision.
- Masks should be made of at least two layers of tightly woven fabric (such as cotton or linen), and, if possible, a middle “filter” layer. A three layer mask can provide added protection.
- For masks with a pocket, add a disposable coffee filter, paper towel, or reusable filter cloth.
- For masks without a pocket, cut/unstitch one end and tuck a filter in between the two layers.

• <https://www.toronto.ca/wp-content/uploads/2020/04/97f8-COVID-19-Guidance-for-Use-of-Face-Masks-and-Coverings-by-Public.pdf>



TPH Guidance Document for Schools

- [Guidance Document](#) developed for Schools
- [COVID-19 School Prevention Checklist](#)

developed that follows guidance document

A thumbnail image of the "COVID-19 Guidance Document for Schools" cover. It features the Toronto Public Health logo on the left and a blue header with the text "COVID-19 GUIDANCE" on the right. Below the header, it says "Revised October 7, 2020". The main title is "Guidance for Re-opening Schools JK to Grade 12" followed by "COVID-19 Prevention Checklist". The text describes the checklist's purpose and provides instructions for publically-funded schools. It includes a section "Before Re-Opening" with a sub-section "A. Review Information" containing a list of four items to review.

TORONTO Public Health **COVID-19 GUIDANCE**
Revised October 7, 2020

Guidance for Re-opening Schools JK to Grade 12
COVID-19 Prevention Checklist

This is a checklist of required measures to reduce the spread of COVID-19 in JK to Grade 12 schools. It is intended as a companion Toronto Public Health's [COVID-19 Guidance for Re-opening Schools JK to Grade 12](#), and schools should review that document for more detailed information on how to keep schools safe.

For publically-funded schools (i.e. Toronto District School Board (TDSB), Toronto Catholic District School Board (TCDSB), CS Viamonde, and CS Mon Avenir, where there is a difference between this checklist and your school board's re-opening plan and internal policies and procedures, your school board's plan should take precedence.

Before Re-Opening

A. Review Information

- ☐ Review updated information in the Toronto Public Health (TPH) [COVID-19 Fact Sheet](#).
- ☐ Review [COVID-19 Guidance for Re-opening Schools JK to Grade 12](#), and the Ministry of Education's [Guide to Re-opening Ontario's Schools](#).
- ☐ For publically funded schools, review your school board's school re-opening plan and internal policies and procedures.
- ☐ Review other applicable resources (see other resources at the end of this checklist).



G03(C:\Program Files\eSCRIBE\TEMP\8423729181\8423729181,,,201124_01 ppc sp.doc)sec.1530