



**Planning and Priorities Committee
(Special Meeting)
Report No. 04**

PPC:004A
Tuesday, January 26, 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. Vaccinations for Congregated Site and Intensive Support Programs Staff

The matter was deemed as emergency business and added to the agenda.

Moved by: Trustee Chernos Lin

Seconded by: Trustee Laskin

The Planning and Priorities Committee **RECOMMENDS:**

Whereas, the Ministry of Education announced the closure of all Ontario schools for in-school learning on December 22, 2020, and made the following exception:
"As part of the government's efforts to protect the most vulnerable, boards will be required to make provisions for continued in-person support for students with

special education needs who cannot be accommodated through remote learning for whom remote learning is challenging"; and

Whereas, the Toronto District School Board recognizes the paramount importance of keeping its congregated settings and Intensive Support Programs (ISP) open and available for in-person learning for vulnerable students who cannot learn remotely with complex medical needs and/or complex learning needs; and

Whereas, the vast majority of the children currently being supported for in-person learning in Toronto are medically fragile, unable to physically distance, unable to wear masks consistently, and require extensive physical support from education workers;

Therefore, be it resolved:

- a) That the Chair write a letter to the Minister of Education, the Minister of Health, Ontario's Chief Medical Officer and the Chief Officer of Toronto Public Health asking:
 - i. for the immediate implementation of voluntary asymptomatic testing of staff and students in congregated settings and Intensive Support Programs that are exempted from the closure order;
 - ii. that all education workers and teachers working in congregated settings and Intensive Support Program classrooms exempted from the closure order have access to vaccinations immediately, so as to allow these sites to remain open in the safest manner possible and protect both the students and staff in these settings from COVID-19;
- b) That the Ontario Public School Boards' Association and all chairs of Ontario's public school boards be copied on the correspondence at Part (a).

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 26, 2021 from 4 to 7:06 p.m., with Alexander Brown presiding.

3. Declarations of Possible Conflict of Interest

No matters to report

4. Delegations

re Item 13.1 Vaccinations for Congregated Site and Intensive Support Program Staff

1. Philip Richmond, Congregated School Parent Network

Written delegations from Jennifer Brown, Rob Fulford, Linda Bartram, Kimberly Perry, Leslie Wolfe, John Weatherup, John Hunter and Dr. Ripudaman Minhas were circulated.

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).

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

No matters to report

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

No matters to report

13. Matters Not Considered

The Committee did not consider the following notice of motion for consideration from Trustees Mammoliti and Brown, as they indicated their intention to withdraw the matter before it was put on the floor:

Vaccinations for Education Staff

Whereas, education workers face elevated risks for contracting COVID-19 due to their daily exposure to large numbers of students for extended periods of time where physical distancing is often times not possible; and

Whereas, remote learning cannot replace in-person instruction long term, creates equity gaps and, over time, poses significant risks to the mental health and well-being of not only staff but children, where it can inhibit developmentally-appropriate socialization, and challenge effective delivery of special education services; and

Whereas, no matter the heroic efforts of teachers and education workers, the longer the pandemic continues and schools remain closed, the risk of gaps in student learning, progress and achievement grows; and

Whereas, the Provincial Government has acknowledged the importance of prioritizing inperson learning in their COVID-19 response plan;

Therefore, be it resolved:

- (a) That the Chair of Board send a letter to the Premier of Ontario and the Ministers of Health and Education to request that teachers and other education workers be included as a priority population in Ontario's Vaccine Distribution Implementation plan;**
- (b) That Toronto Public Health, the Ontario Public School Boards' Association and the chairs of all Ontario school boards be copied on the correspondence at Part (a).**

14. Adjournment

On motion of Trustee Doyle, seconded by Trustee Mammoliti, the meeting adjourned at 7:06 p.m.

Part C: Ongoing Matters

No matters to report

Submitted by: Alexander Brown, Chair

Impact of COVID-19 Update

January 26, 2021



Agenda

- Elementary Switch Survey Data
- Board Resolution and Context
- Elementary Virtual and In-Person Learning Models
- Moving Forward
- Secondary Switch Data



Survey Data as of January 21

Learning Centre	Transfer Direction: B&M to VS	Transfer Direction: VS to B&M	Grand Total
LC1	1017	716	1733
LC2	1705	781	2486
LC3	2152	806	2958
LC4	763	699	1462
Grand Total	5637	3002	8639



Survey Response Data by Grade as of January 21 Students Requesting B & M to VS

	JK SK	1	2	3	4	5	6	7	8	TOTAL
LC1	128	93	86	82	110	111	122	145	140	1017
LC2	204	120	125	151	165	175	228	261	276	1705
LC3	251	172	186	195	203	262	283	300	300	2152
LC4	117	55	82	71	82	82	92	87	95	763
TOTAL	700	440	479	499	560	630	725	793	811	5637

Number of Classes by Grade in VS (Regular Program)

Regular Program	LC1	LC2	LC3	LC4	GRAND TOTAL
JK/SK	94	109	139	87	429
GR1	61	87	101	53	302
GR2	57	82	97	50	286
GR3	60	85	103	52	300
GR4	34	41	51	27	153
GR5	31	43	55	26	155
GR6	29	42	53	25	149
GR7	29	39	47	23	138
GR8	31	41	52	20	144
SUBTOTAL	426	569	698	363	2056

Number of Classes by Grade in VS (Special Education, ESL, LEAP Programs)

Special Education	LC1	LC2	LC3	LC4	GRAND TOTAL
AUT	7	7	6	9	29
BEH	3	3	4	2	12
DD	14	10	17	9	50
DHH	2	2	1	0	5
DK	3	1	3	2	9
GIFT	7	14	9	6	36
HSP	11	16	16	10	53
LD	2	2	2	2	8
MID	5	6	5	4	20
PD	3	0	0	0	3
SUBTOTAL	57	61	63	44	225

Other (ESL/LEAP)	LC1	LC2	LC3	LC4	GRAND TOTAL
ESL	2	3	3	1	9
LEAP	2	2	1	1	6
SUBTOTAL	4	5	4	2	15

Number of Classes by Grade in VS

(French Immersion and Extended French Programs)

French Immersion	LC1	LC2	LC3	LC4	GRAND TOTAL
SK	5	6	5	7	23
GR1	7	9	6	11	33
GR2	5	6	6	9	26
GR3	6	6	4	8	24
GR4	3	5	2	6	16
GR5	4	3	5	3	15
GR6	2	3	1	4	10
GR7	3	3	4	3	13
GR8	3	1	1	2	7
IEF	0	0	0	1	1
MFI	1	0	0	0	1
SUBTOTAL	39	42	34	54	169

Extended French	LC1	LC2	LC3	LC4	GRAND TOTAL
GR4	3	3	5	2	13
GR5	0	3	2	2	7
GR6	1	3	3	1	8
GR7	2	5	7	3	17
GR8	1	2	5	2	10
SUBTOTAL	7	16	22	10	55

Number of Spaces Available in VS by Grade

Virtual School Spaces Available in English Program Classes
(not including FI, FE or Special Education)

Approximately 2200 spaces across all LCs could be available in Virtual School, but may not align with grade requests.

LC	JK SK	1	2	3	4	5	6	7	8	Total
1	101	57	20	21	107	6	6	11	67	396
2	137	73	67	51	51	56	45	16	49	545
3	172	77	21	79	57	109	78	71	128	792
4	201	37	19	37	14	13	47	91	41	500
Total	611	244	127	188	229	184	176	189	285	2233

Elementary Virtual and In-Person Learning Models - Context

- On December 9, 2020, the Board referred the matter to staff regarding the opportunity for Elementary students to switch between Virtual School and Bricks and Mortar
- Staff have reviewed possible models in light of data gathered and a number of factors, including:
 - Public Health Advice
 - Equity
 - Pedagogy
 - Student and Staff Well-being
- These models will be outlined in this presentation



Timeline of Actions

December 2020

- Establishment of Work Group

December 15, 2020 to January 4, 2021

- Survey available to families to request move from Bricks & Mortar to Virtual Learning or Virtual School to Bricks & Mortar

January 2021

- Survey results collated
- Schools review request lists
- Creation of possible models

January 26, 2021

- Present models for student switch requests to trustees



Possible Switch Models

1. Two-way Switch between Virtual School and Bricks & Mortar In-Person

- Move from B&M to Virtual School (Students requesting VS will be placed in available space in the system. Currently, students are placed according to LC)
- Move from Virtual School to B&M In-Person (Students requesting B&M (in-person) will be placed based on space at the home school)

2. Bricks & Mortar In-Person & Remote Learning

- Move from B&M in-person to B&M Remote Learning/Hubs (Students requesting Remote Learning will be placed in available spaces in Remote Learning through the local school or hub)
- Move from Virtual School to B&M In-Person (Students requesting B&M in-person will be placed based on space at the home school)

Staff reviewed two additional possibilities. One option did not allow for any movement and the other saw all students moving back to their local school. Neither option was supported by staff.



Considerations for Potential Student Movement

- **Equity:** Equitable lens to parameters and decision-making
- **High Risk Covid Neighbourhoods**
- **Toronto Public Health (TPH)** recommendations
- **Well-Being / Mental Health** of students and staff
- For students in **Special Education ISP** classes, placements will be case-by-case
- Placements in **French** Programs would be extremely limited due to staffing and space limitations already experienced at the last switch
- **Transportation**
- Models that require reorganization may need to happen in **stages over a period of time - two way switches will take place over a period of time**



Model 1: Two-way Switch between Virtual School and Bricks & Mortar In Person (based on space)

Students & Families

- Not all student requests will be accommodated
- Supports previous communication regarding switch dates
- Impact on curriculum delivery, assessment and reporting
- If simultaneous learning is considered, challenging implementation
- Students moving to Virtual School will need to learn BrightSpace

School (Staffing, Financial Resources)

- Build staff capacity to continue providing virtual learning
- Collective agreement implications (e.g., challenge to move staff in some employee groups at this point in school year)

Impact

- Limited number of requests met
- Almost no reorganization required



Model 1: Potential Number of Student Requests That Might Not Be Facilitated

At least 2,500 - 3,000 (25-30%)

After initial analysis, staff believe that at least 25-30% of the requests to move may not be facilitated. This represents the potential number of students whose requests to move may not be facilitated due to discrepancies between the nature of the request (program, grade) and actual space availability. |

Parameters would begin with the prioritization of requests based on high-risk COVID neighbourhoods.



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Model 2: Bricks & Mortar In-Person & Remote Learning

Students & Families

- Supports previous communication regarding switch dates
- More student requests will be honoured (dependent on physical distance requirements)
- Reorganization impacts students and educators (Early Years, Students with IEPs, ELL)
- Allows VS students to return to B & M In Person if space allows
- More multi-grade classes (e.g., triple grades)
- Impact on curriculum delivery, assessment and reporting
- If simultaneous learning is considered, challenging implementation
- Availability of technology

School (Staffing, Financial Resources)

- Financial resource implications if additional staff is required
- Build staff capacity to provide remote learning
- Collective agreement implications (e.g., challenge to move staff in some employee groups at this point in school year)

Impact

- More student requests can be met
- Significant re-organizations in schools



Moving Forward

- Staff support a hybrid of Models 1 and 2 to best support students' health and safety, well-being and academic achievement.
- Staff will address the development of a communications and implementation plan, which will include timelines, guiding principles to place students, resource allocation, etc.



Secondary Switch Data Quad 2 - 3

Learning Centre	No. of student Requests to move from Virtual School to In-Person	No. of student Requests to move from Local Remote to In-Person	No. of student Requests to move from In-Person to Local Remote
LC1	53	149	1089
LC2	93	61	1363
LC3	36	49	784
LC4	52	74	587
Grand Total	234	333	3823



Questions?





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