



**Planning and Priorities Committee
(Special Meeting)
Report No. 16**

PPC:017A

Tuesday, August 17, 2021

Electronic Meeting

Members Present Trustees 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 Indigenous Student Trustee Isaiah Shafqat

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

No matters to report

PART B: Information Only

1. Call to Order and Acknowledgement of Traditional Lands

A special meeting of the Planning and Priorities Committee was convened electronically on Tuesday, August 17, 2021 from 4:31 to 8:11 p.m. with Alexander Brown presiding.

2. Declarations of Possible Conflict of Interest

No matters to report

3. Delegations

re Return to In-Person Learning

1. Adam Miller, Regal Road Junior Public School School Council Chair

4. Report From Toronto Public Health

The Committee heard a presentation from Dr. Vinita Dubey, Associate Medical Officer of Health and Nicole Welch, Director, Toronto Public Health providing an update on COVID-19 (see attached).

5. Report From the Director: Update on Returning to School

The Committee heard a presentation from staff providing an update on the return to in-person and virtual learning for the 2021-22 school year (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

Trustee Chernos Lin, Chair of the Program and School Services Committee, spoke about the recent announcement from Dr. Kieran Moore, Chief Medical Officer of Health of Ontario and the Ministry of Education regarding vaccination status and mandatory testing of school staff. The Director committed to provide an update on the Ministry of Education's vaccination policies at the next Board meeting. Trustee Chernos Lin then indicated that she would not proceed to seek the Committee's permission to add a motion on mandatory COVID-19 vaccination and testing strategy, as emergency business.

Trustee Aarts, Vice-chair of the Governance and Policy Committee, also indicated that she would not proceed to seek the Committee's permission to add

a motion on health and safety measures for the 2021-2022 school year, as emergency business.

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. Adjournment

On motion of Trustee Kandavel, seconded by Trustee Nunziata, the meeting adjourned at 8:11 p.m.

PART C: Ongoing Matters

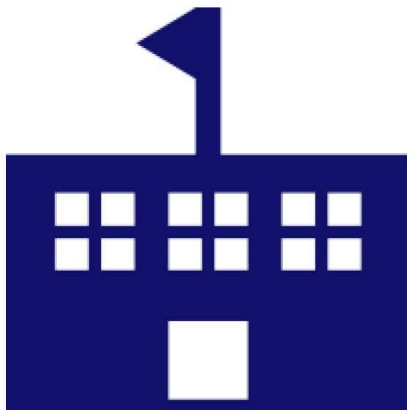
No matters to report

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TPH COVID-19: Update

TDSB Board Meeting

August 17, 2021



Dr. Vinita Dubey
Associate Medical Officer
of Health (AMOH)
Toronto Public Health

Nicole Welch
Director & Chief Nursing Officer
Toronto Public Health

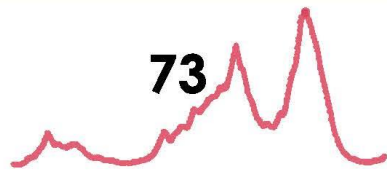
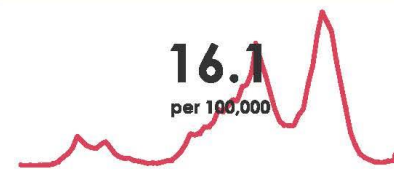
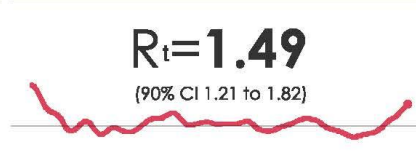


***To in-person learning and the
start of a new school year***

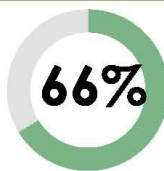
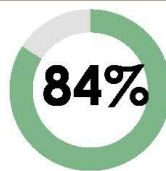
Key metrics support the beginning of Wave 4



Virus Spread and Containment

New COVID-19 cases, 7 day moving average¹New COVID-19 cases, weekly incidence rate¹New Hospitalizations, 7 day moving average¹Active daily COVID-19 outbreaks
in institutions¹Effective reproductive number,
COVID-19 cases²Vaccination coverage 18+
(at least one dose)⁵COVID-19 Laboratory Tests Percent Positivity,
previous week average³

Health System Capacity

ICU bed
occupancy rate⁴Acute bed
occupancy rate⁴COVID-19 related critical illness (ICU)
occupancy rate⁴

Notes: 1) Data as of: August 10, 2021 2) R_t calculated by date of infection using confirmed case data from August 1, 2020 to August 8, 2021

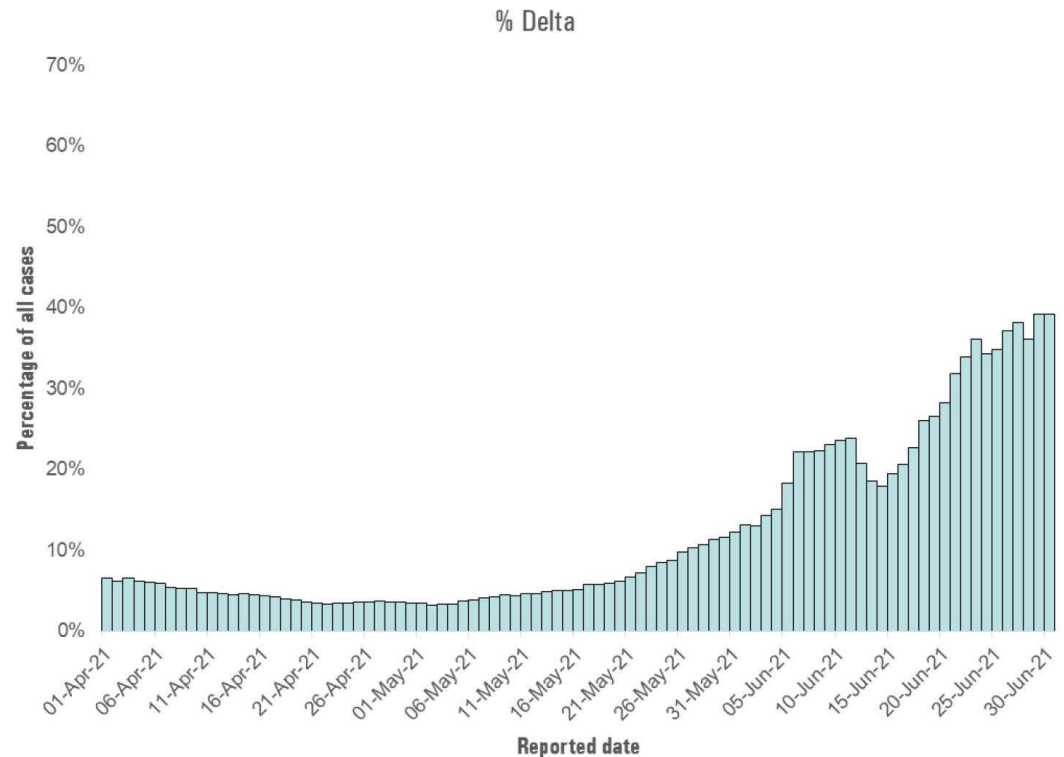
4) Data as of August 8, 2021 5) Data as of: Aug 9 2021 6) Data for May, 2021

3) Data as of: Week ending August 7, 2021

<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-pandemic-data/covid-19-monitoring-dashboard-data/>

Delta Variant Continues to Grow and Accounts for Approximately 40% of All Daily Cases

- The Delta variant is currently the dominant variant in Toronto
- Spreads more easily than other variants of concern, including the UK (B.1.17) variant which was the dominant variant of concern in the 3rd wave
- Being **fully vaccinated** (2 weeks after your 2nd dose) is the best protection against the spread of variants and serious illness, including hospitalization or death.



Data extracted from Ministry of Health CCM Solutions, July 7 2021.

Reported COVID-19 cases April 1st to June 30th

Recent Cases

- Over the past four weeks the highest proportion of cases being reported was among individuals in the 20-29 year old age group.
- 84% of recent cases were not fully vaccinated. However, this differs by age.
- Most frequently reported source of infection for partially vaccinated and unvaccinated cases is community followed by household contact.
- For fully-vaccinated cases the most frequently reported source of infection is travel.

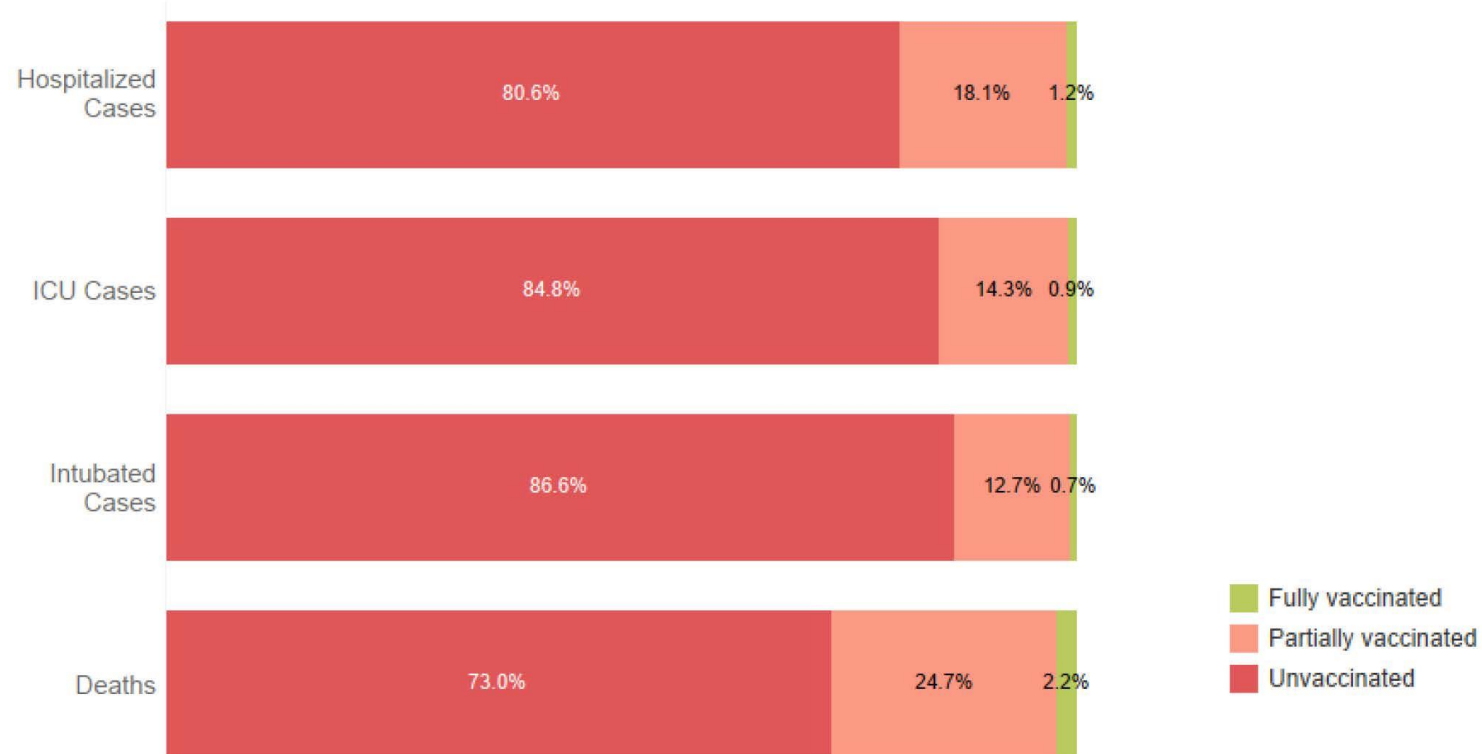
Severe Outcomes

- Of the hospitalized cases reported between May 1, 2021 and August 7, 2021 with known vaccination status, 98.7% were not fully vaccinated.
- Fatal cases reported between May 1, 2021 and August 7, 2021 with known vaccination status, showed 97.7% were not fully vaccinated.

Of recent cases hospitalized, 98.7% were not fully vaccinated



Proportion of COVID-19 cases with known vaccination status reported as of May 1, 2021 that required medical intervention by vaccination status



Data were extracted from iPHIS and CCM on August 7, 2021 at 8:30am.

Vaccinations

- 81.4% of eligible Toronto residents (12+ yrs) have initiated vaccination and 73.5% have completed vaccination.
- In the past two weeks 27,357 1st doses were given out to Toronto residents. The largest numbers were among younger people and in the North West part of the City.

73.5% of eligible Toronto residents are fully vaccinated

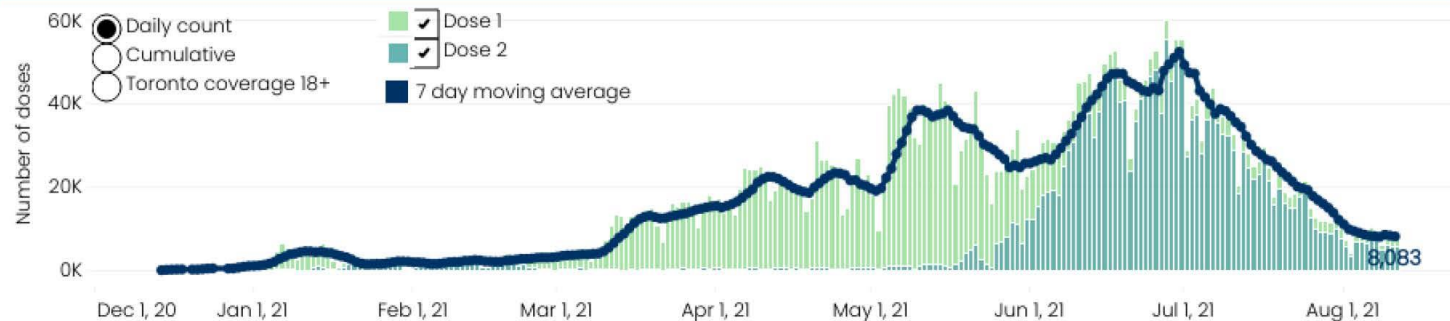


Total doses administered (includes first and second dose)	Number of people who have received at least one dose	Number of people who have completed vaccination	Doses administered in the past 7 days (Aug 5 to Aug 11, 2021)
4,187,846 +23,717 newly reported since August 9	2,200,616 +6,282 newly reported since August 9	1,987,230 +17,435 newly reported since August 9	56,583

Vaccine Uptake (filters do not apply to this) Data as of Aug 12 2021 8:00 am

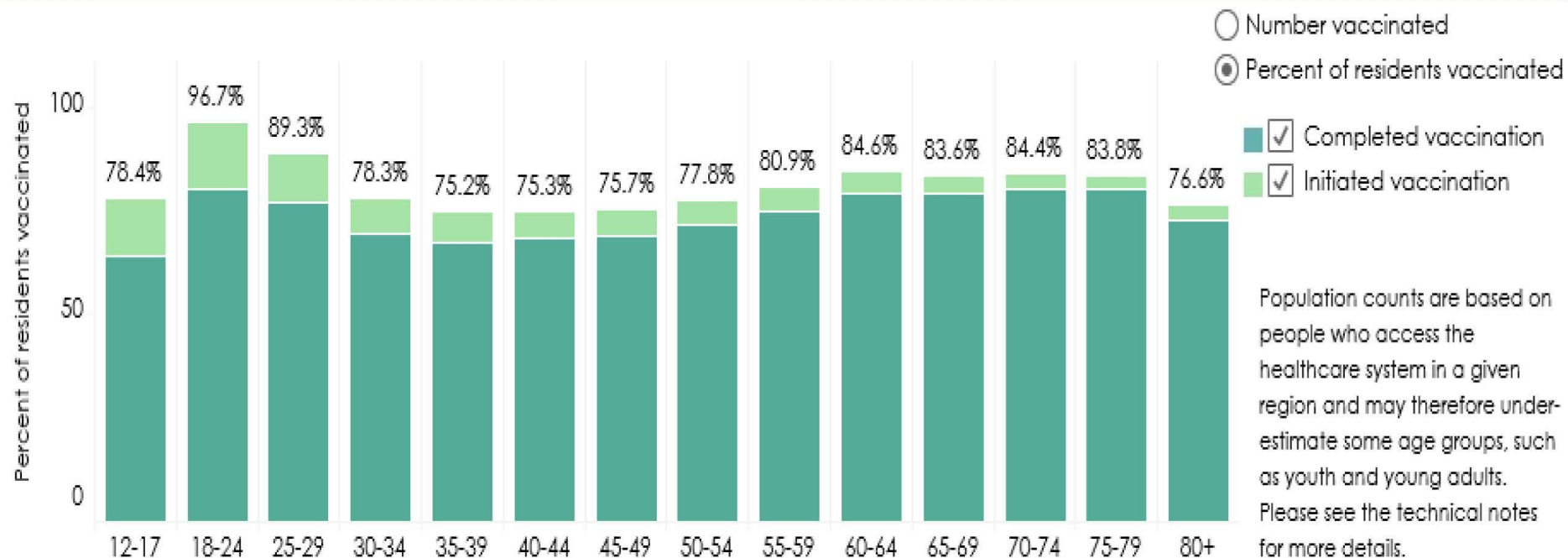
Share of Toronto residents vaccinated	Share of Toronto residents 12+ vaccinated	Share of Toronto residents 18+ vaccinated
72.3% initiated vaccination* 65.3% completed vaccination	81.4% initiated vaccination* 73.5% completed vaccination	81.6% initiated vaccination* 74.1% completed vaccination

Doses administered over time: Daily count Data as of: Aug 12 2021 8:00 am



Vaccination by age group

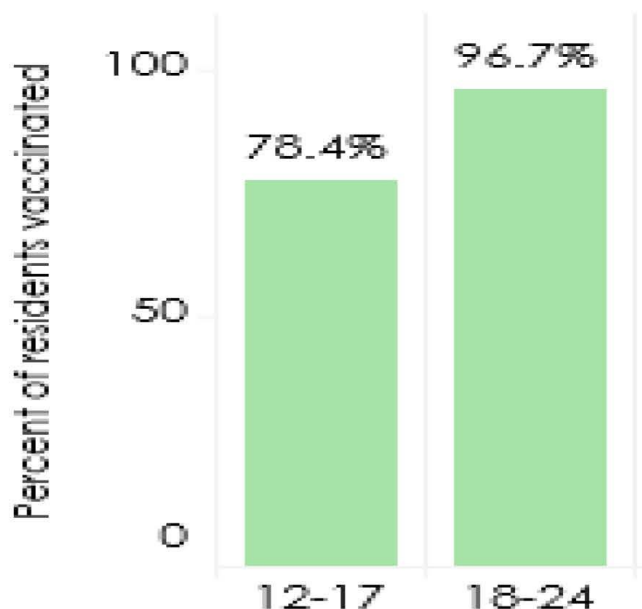
Data as of: Aug 12 2021 8:00 am



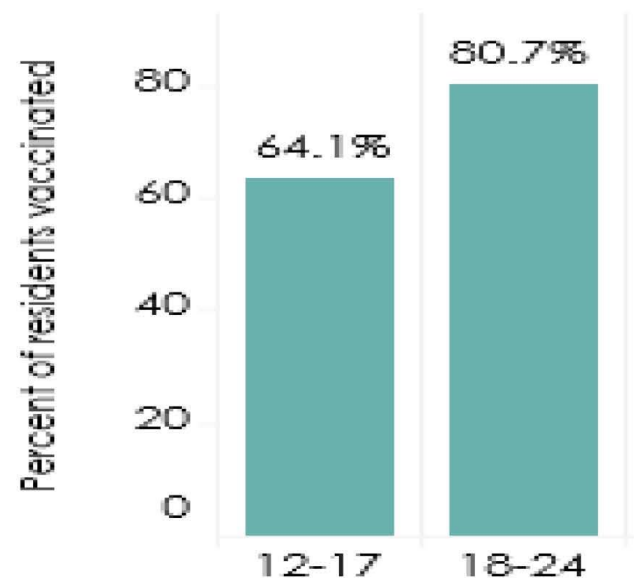
↑
YOUTH

Toronto Data- COVID-19- Vaccine Data [on TPH WEB](#)

Toronto Data- Youth COVID-19 Vaccination



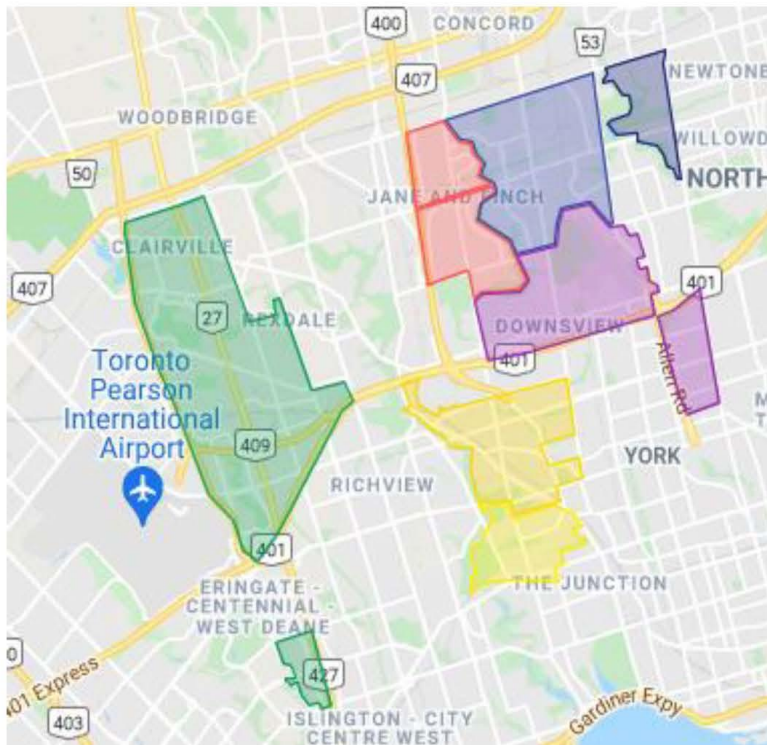
**Toronto Youth
Initiated COVID-19
Vaccination**



**Toronto Youth
Completed COVID-19
Vaccination**

Data as of Aug 12, 2021

Youth Mobile COVID-19 Vaccine Clinics in Priority Neighbourhoods

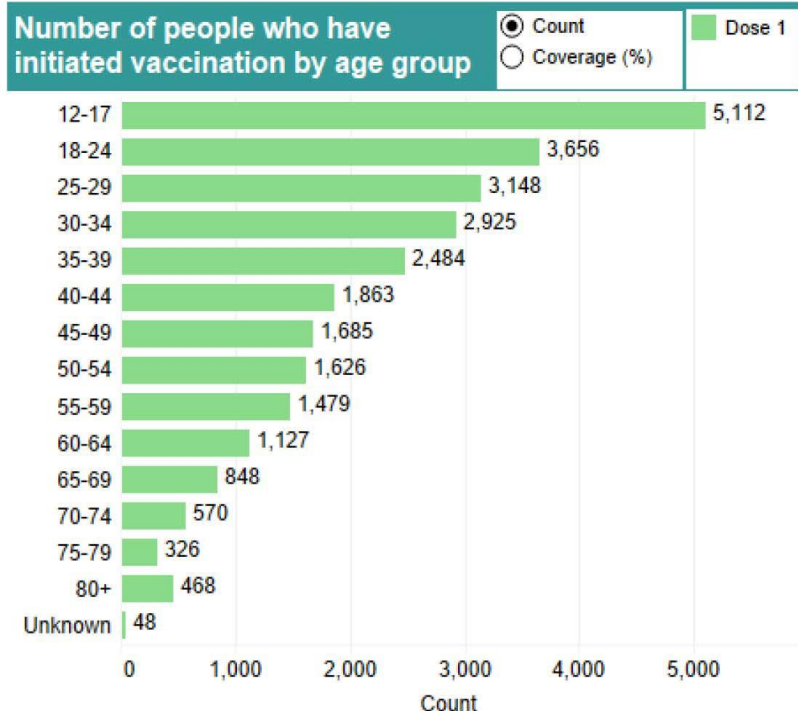


- Targeting 10 priority neighbourhoods where vaccine uptake has been low for youth aged 12-17
- Clinics have been planned up to September 3rd (including weekends)
- Clinics are taking place in schools, malls, and community centres

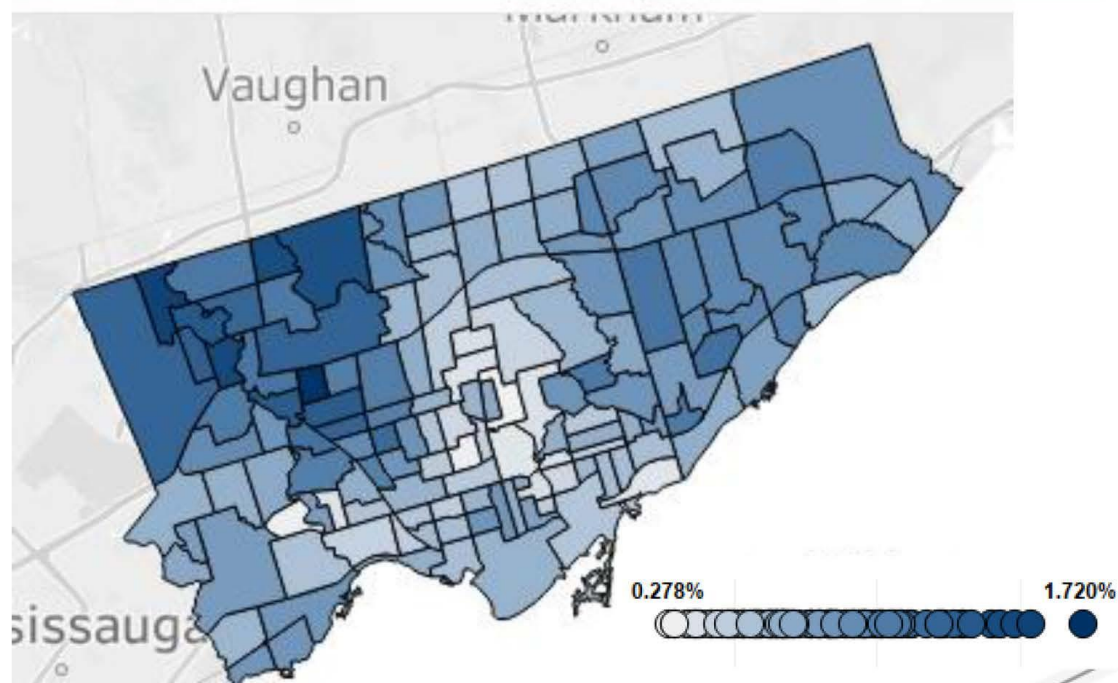
Highest numbers of recent vaccinations recorded in younger residents and those in NW of the City



Who has been vaccinated? July 29 to Aug 11, 2021



Percent of Toronto residents who have initiated vaccine, in the last two weeks, by neighbourhood



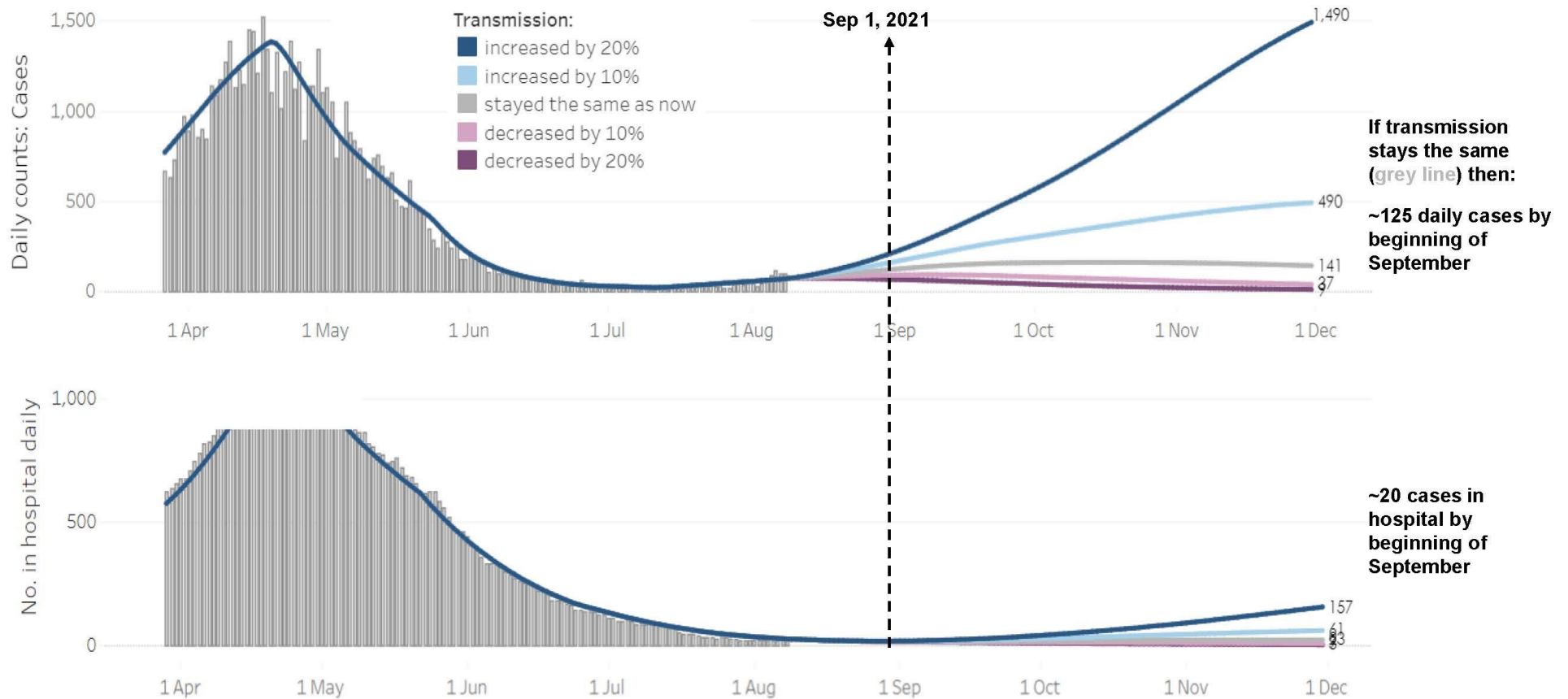
Data as of Aug 12, 2021

Projections

- With the Toronto Rt being substantially above 1 and at the highest level since wave 1, transmission is increasing rapidly.
- Despite projected increases in case counts, it appears that vaccination efforts can keep severe outcomes at bay until winter.
- Magnitude of cases and severe outcomes (hospitalizations) differs dramatically depending on waning immunity.

Longer-term projections show low numbers of severity, assuming **no waning immunity**

Data up to **Aug 8, 2021** (Aug 9, 2021 line list data, with an additional one-week lag for VOC calibration)



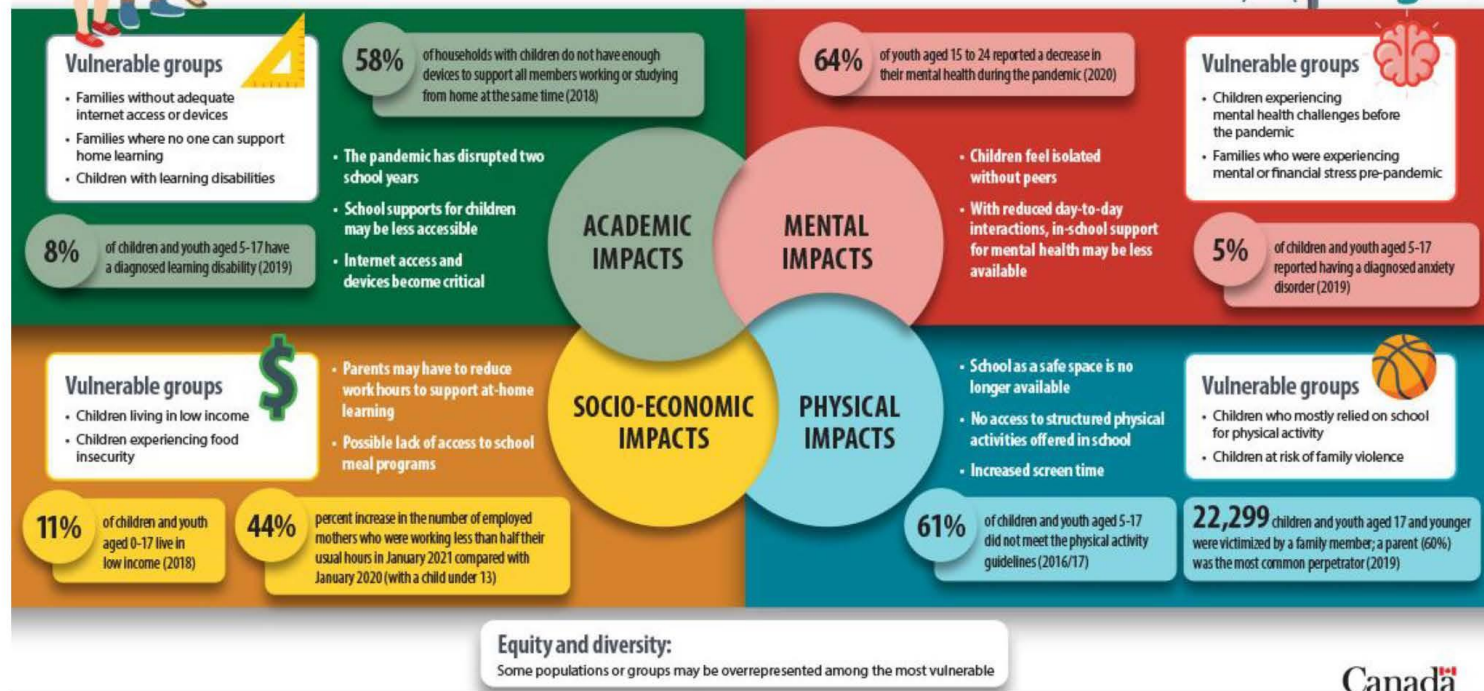
Model by Zhu et al, Centre for Disease Modeling, York University

Goal for 2021-22 school year – no school interruptions



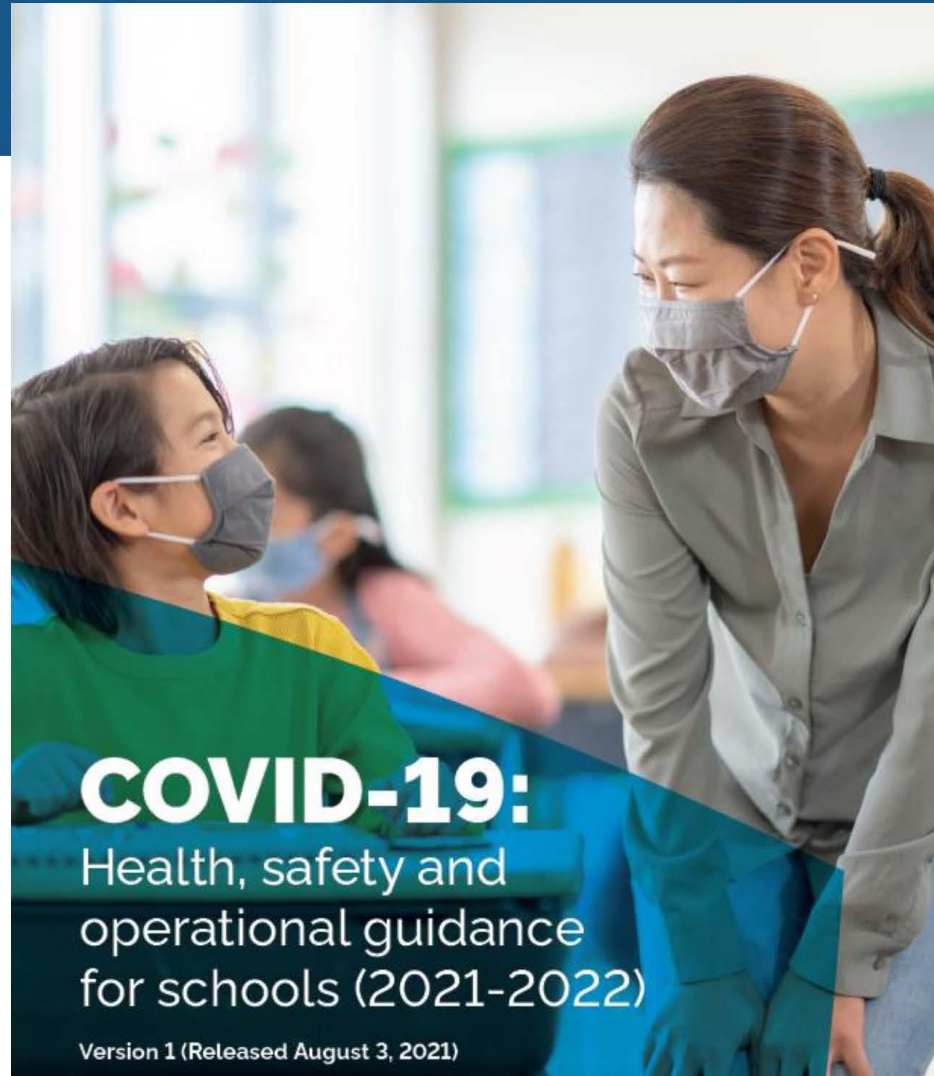
SCHOOL CLOSURES AND COVID-19: Impacts on children

In an effort to curb the spread of COVID-19, policy makers across Canada have employed remote learning approaches and closed schools. There can be unintended consequences associated with these measures, which may particularly affect the **5.7 million** children and youth who attend primary or secondary school in Canada (2018/19).



[LINK](#)

Canada



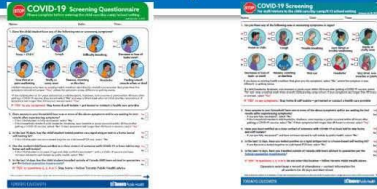
- Province of Ontario has released

[COVID-19: Health, safety and operational guidance for schools \(2021-2022\)](#)

Layering of Public Health Measures in Schools



Screening – staff, students, visitors



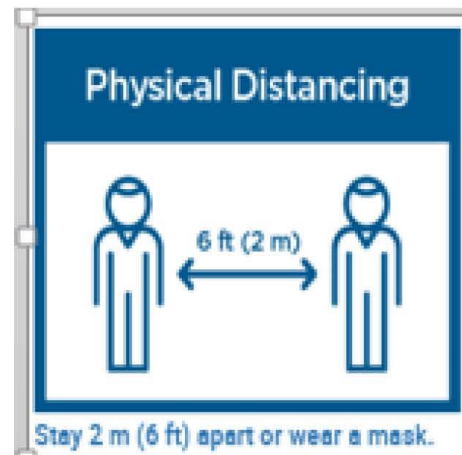
Cleaning and Disinfection

Frequent cleaning of surfaces

HAND HYGIENE & Respiratory Etiquette



Keeping students in cohorts



Ventilation in schools/ classrooms

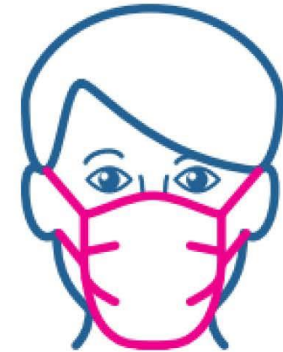
Student/Staff/Visitor Face Mask Use



COVID-19 Vaccinations-including policies



Masking in Schools



TPH continues to recommend

- Masks for students
 - Required for Grade 1 to 12 indoors
 - Strongly recommend in JK/SK
- Medical/surgical masks for Staff/Visitors
- Provisions for medical exceptions-TPH does not see this to include masking exemptions for those who have had COVID-19 vaccinations
- Mask Breaks
- Masks are not required outdoors/ while eating, vigorous cardio activity

Vaccination Policies

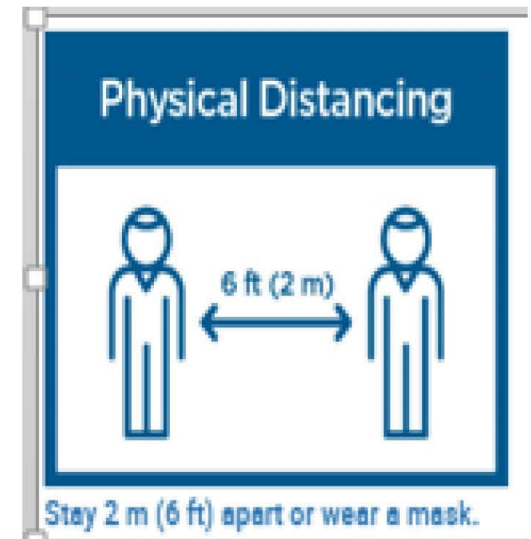


TPH recommends

- Schools and School boards have vaccination policies
 - To recommend vaccinations for staff and students
 - Vaccine disclosure policy – to assist with timely contact tracing – to only exclude those who are unvaccinated if exposed to someone who is contagious at school or in the cohort.

Physical Distance Plexiglass

- Physical Distance of 2 meters, 6 feet encouraged between cohorts and as much distance as possible within cohorts.
- Plexiglass can be used as a physical barrier (i.e. office counters) but may not be feasible or encouraged in the classroom.



Ventilation



- Province wide ventilation improvements which include recommendations for enhancements
- School boards are expected to continue to optimize air quality in classrooms through improving ventilation and/or filtration
- For those with mechanical ventilation - follow requirements
- For those without mechanical ventilation- use of HEPA filters in all classrooms, sized for classrooms
- Support outdoor education where possible
- Open windows to augment ventilation.

Other Recommendations:



- **Extra-curricular activities will be allowed** with some modifications
- **Students can share materials and spaces** with appropriate physical distancing and hand hygiene.
- **Shared spaces will be allowed**, for example homerooms, libraries, tech labs and cafeterias, with public health measures in place.

COVID-19 Testing- Will Continue

Types of Tests

- **PCR (Polymerase Chain Reaction) Tests**

Samples can be collected in different ways, including:

- **Nasopharyngeal (NP) swab**: inserted deep into the nasal cavity
- **Mouth/nose swab**: inside of the mouth and front of nose
- **Saliva test**: bottle is used to collect saliva. Used for children or when the other collection type is not possible or tolerated. Only available at some testing centres.

- **Rapid Tests (Point of Care Testing)**

- **Antigen**- for screening only, any positive results should be confirmed with a subsequent PCR test
- **Molecular**- diagnostic and screening purposes. A confirmatory test is not required

**COVID-19
TESTING
IS FREE**
No OHIP card
or identification
is needed.



Planning additional testing initiatives for the new school year (eg. take home kits)

Youth Vaccination



- ✓ Minimum time between Pfizer doses is 21 days
- ✓ 1st dose now for full vaccination (2 doses) before returning to school
- ✓ Born in 2009 now eligible – even if still 11 years old

COVID-19 VACCINATION FOR YOUTH AGED 12+

The graphic features a stylized city skyline with the CN Tower in blue and yellow. A large yellow band across the middle contains the title. Below the title are four circular icons: a vaccine bottle and people (12-17), a person with a virus and a shield, a person with a syringe and a checkmark, and a group of people with a bandage. Each icon has a corresponding text box below it.

Health Canada has approved the Pfizer BioNTech vaccine for youth 12 to 17 years old

Vaccinating youth protects them from getting sick and reduces virus spread within the household

Vaccinations for youth are safe and they work

Vaccinating more people will allow us to get back to normal sooner

toronto.ca/COVID19

Toronto Public Health

Acknowledging History & Hesitancy



- Historical and recent experiences of discrimination within healthcare, and other government regulated systems, has contributed to hesitancy and a lack of confidence in the COVID-19 vaccines.
- Particular consideration is to be made for Indigenous, Black and People of Colour populations.
- Hesitancy is complex, extremely personal and contextual.
- Conflicting and unreliable sources are circulating myths and misinformation, mainly on social media, regarding COVID-19 and/or the vaccines.

Addressing COVID-19 Vaccination Hesitancy



- Listen to concerns and questions without judgement or assumptions.
- Don't try to dispute misinformation or dispel myths.
- Do emphasize facts and current data/information from credible sources.
- Be open to sharing positive personal experiences and stories.
- Be available to address follow up questions and concerns. It may take several conversations to develop trust.
- It's ok to not have the answer(s). Refer client to primary care provider or local public health unit at any time.

COVID-19 Vaccine City Run Clinics

- On August 22 (end of day), City-operated clinics at the **following locations will close**:

- Carmine Stefano Community Centre
- Malvern Community Recreation Centre
- North Toronto Memorial Community Centre
- Toronto Congress Centre



- City-operated COVID-19 vaccine clinics that **will remain open** after the 22nd :

- **Cloverdale Mall,**
- **the Hangar,**
- **Metro Toronto Convention Centre**
- **Mitchell Field**
- **Scarborough Town Centre**

- ❖ Walk in Appointment from Tuesday to Saturday, from 1pm to 7pm for first or second doses
- ❖ Appointments can still be booked through the [provincial system](#)

COVID-19 Vaccine Info

**Text “VACCINE” to 1-833-750-0888
for appointment bookings,
information about vaccines and
telephone town halls.**

Join Dr. Dubey for a Back to school COVID-19 Vaccine Update

Monday, August 23, 2021 from 2 p.m. to 3 p.m.

[Click here to join online](#)

Or join by telephone: 416-915-6530 Access code: 177 240 1642

COVID-19 Vaccine Info



- Virtual clinic at Scarborough Health network
- <https://www.shn.ca/vaxfacts/>

For More information



Call Toronto Public Health
416-338-7600
8:30 AM - 8:00 PM
7 days a week

Visit: toronto.ca/covid19

Questions

Thank you



Image from: Flickr & Pixabay

Special Planning & Priorities Committee Meeting

August 17, 2021

4:30 p.m.



Land Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples.

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés, de la Confédération Haudenosaunee et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit.



Agenda

- Welcome - Colleen
- TPH Update and Questions - Dr. Vinita Dubey and Nicole Welch
- Opening and Guiding Principles for Reopening
- Selection Form Update (Preliminary Data)
- Technology and Devices
- Reopening Update
 - Operational Guidelines
 - Elementary
 - Secondary
- Questions



Next Board Meeting (August 25)

- Expand on Well-Being Plan
- Differentiated Supports and Resources



Guiding Principles Aligned with The Pandemic Recovery Plan

- Prioritize the health and safety of students and staff
- Focus on the continuity of relationships and learning with students and families
- Commit to Truth and Reconciliation
- Centre equity and anti-oppression
- Offer differentiated supports in order to address the inequitable impact of COVID & honour the skills and knowledge gained during the pandemic
- Build relationships and enhance belonging and continue to invest in mental health and well-being
- Support staff in adapting and responding effectively in a time of change
- Centre students' identity and voice in creating innovative and engaging learning experiences for all



Online Selection Form Response Rates

	# Emails Sent	# Online Forms Submitted	Response Rate
JK	12323	10062	82%
SK	15843	12192	77%
1	16948	12750	75%
2	16981	12955	76%
3	17056	12828	75%
4	17352	13033	75%
5	16621	12441	75%
6	17001	12603	74%
7	16560	12154	73%
8	16569	12211	74%
9	17171	12353	72%
10	16494	11793	71%
11	16648	11480	69%
12	28012	12993	46%
Total	241,579	171,848	71%



Online Selection Form Results

- Parents/guardians of **14%** of elementary and secondary students selected Virtual Learning through the online selection form.

**This information is based on online selection form data only and does not reflect phone call results or that non-respondents will be considered “in-person.” When these students are taken into account, the percentage of students taking part in virtual learning is anticipated to be lower.*

	In-person Learning		Virtual Learning	
	Frequency	Percent	Frequency	Percent
Elementary	106287	86%	16942	14%
Secondary	41630	86%	6989	14%
Total	147917	86%	23931	14%



Online Selection Form Results

	In-person Learning		Virtual Learning	
	Frequency	Percentage	Frequency	Percentage
JK	9170	91%	892	9%
SK	10672	88%	1520	12%
1	10964	86%	1786	14%
2	10905	84%	2050	16%
3	10856	85%	1972	15%
4	10979	84%	2054	16%
5	10547	85%	1894	15%
6	10825	86%	1778	14%
7	10520	87%	1634	13%
8	10849	89%	1362	11%
9	11274	91%	1079	9%
10	10225	87%	1568	13%
11	9824	86%	1656	14%
12	10307	79%	2686	21%
Total	147917	86%	23931	14%

- Preference for Virtual Learning ranged from 9 - 21%
- More students opting for In-Person Learning at key transition points (i.e. JK and Grade 9)



Online Selection Form Results

- Among students who opted for Virtual Learning, approximately half do not require a computing device or internet service.

<i>For Students opting for Virtual Learning:</i>								
	Device only		Internet only		Both device and internet		Neither device or internet	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Elementary	5321	31%	303	2%	2512	15%	8806	52%
Secondary	1382	20%	145	2%	1312	19%	4150	59%
Total	6703	28%	448	2%	3824	16%	12956	54%



Online Selection Form Results

- Device and internet requests also vary by grade, with more elementary students requiring a device.

	<i>For Students opting for Virtual Learning:</i>							
	Device only		Internet only		Both device and internet		Neither device or internet	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
JK	394	44%	10	1%	144	16%	344	39%
SK	482	32%	29	2%	190	13%	819	54%
1	579	32%	32	2%	249	14%	926	52%
2	663	32%	31	2%	305	15%	1051	51%
3	608	31%	30	2%	266	13%	1068	54%
4	635	31%	40	2%	313	15%	1066	52%
5	602	32%	29	2%	290	15%	973	51%
6	537	30%	47	3%	242	14%	952	54%
7	460	28%	31	2%	280	17%	863	53%
8	361	27%	24	2%	233	17%	744	55%
9	314	29%	22	2%	184	17%	559	52%
10	340	22%	33	2%	292	19%	903	58%
11	306	18%	43	3%	296	18%	1011	61%
12	422	16%	47	2%	540	20%	1677	62%
Total	6703	28%	448	2%	3824	16%	12956	54%



Technology Update

- Return and collection of previously loaned devices
 - Aug 23: Email message will be shared with families and schools for devices not yet returned
 - Aug 30: Families can begin to drop off Board devices at nearest TDSB school
- Return of borrowed technology to schools
 - Beginning Aug 26: Delivery of devices to schools
- Distribution of devices for fall virtual learning
 - Sept 2 to 9: Home schools to begin device distribution to students who selected virtual learning and requested technology
- Internet Access Requested for Virtual Learning
 - Beginning Sept 9: Rogers Connected for Success program will be available
- Student 1:1 Device Program for Grades 5 & 9
 - Beginning Aug 30: Delivery of devices to schools



Operational Guidelines - Parameters

- Similar to last year, an Operational Guidelines Workgroup has been re-established including representation from:
 - Superintendents, Central and School Principals
 - Leadership Learning and School Improvement
 - Special Education
 - Continuing Education
 - Childcare Services
 - Health and Safety
 - Information Technology, Employee Services, Facilities and Business Services
- Guidelines will support Principals and staff to ensure the health and safety of students and staff in schools during the pandemic.
- Throughout the year, the Operational Guidelines will be revised regularly as circumstances change, including updates from the Ministry of Education and Toronto Public Health guidance.



Operational Guidelines - Parameters

Work of Operational Review Team

- Review relevant documents from the following to identify areas for revisions/additions and develop updated health and safety protocols:
 - o Ministry of Education
 - o Ministry of Health
 - o Toronto Public Health
- Review questions and suggestions brought forward by stakeholders to inform guidelines.
- Review last year's Elementary and Secondary Guidelines to identify areas to improve and precautions that were effective.



Reopening Update - Operational Guidelines

- Significant areas of review include:
 - Screening and Case Management
 - Masking Procedures
 - Protective Equipment and Enhanced Cleaning
 - Transportation
 - Ventilation and HEPA Filters
 - Lunch Routines
 - Recess and Outdoor Breaks
 - Assemblies
 - Health and Physical Education
 - Music
 - Co-curricular / Extra-curricular Activities



Personal Protective Equipment and Cleaning

- **Ministry Guidance**
 - Physical distancing continues
 - Cleaning and disinfection standards continues
 - Ministry to continue to provide PPE and cleaning supplies to school boards
 - Staff to wear medical masks and eye protection (when students are not wearing masks)
- **TDSB Protocol**
 - Operational guidelines to be updated where needed
 - Ensuring directional and screening signage is in place
 - Providing applicable resources to schools



Transportation

- **Ministry Guidance**
 - Buses can operate at 100%
 - Seat behind driver should remain empty
 - Masks are required on buses
 - Assigned seating
 - Enhanced cleaning on high touch surfaces
- **TDSB Protocol**
 - Maintain operational guidelines established last year including, masking, assigned seating and cleaning which follow Ministry guidance
 - Phased-in start again this year:
 - Special Education Students (excluding gifted) will begin on September 9
 - All other students start transportation September 15



Ventilation and HEPA Filters

- **Ministry Guidance**

- Adjust the operating schedule of ventilation systems to increase air exchanges in the buildings
- Increase the number of filter changes per school year & ensure ventilation systems in buildings are functional
- Provide HEPA units in non-ventilated spaces occupied by students, including child cares and the EarlyOn rooms

- **TDSB Protocol**

- A HEPA filter has been provided for all occupied classrooms, portable classrooms, Wellness rooms, child cares and EarlyOn rooms, regardless of the type of ventilation in the school
- Addressing all Ministry guidelines
- All operable windows have been inspected and repaired where necessary



Lunch Routines

- **Ministry Guidance**
 - Outdoor where possible
 - Indoor minimum two metre distance between cohorts and as much distance as possible within cohort
 - Cafeteria use is permitted with capacity limits, physical distancing between and within cohorts
 - Secondary students are permitted to eat off-campus
- **TDSB Protocol**
 - Elementary to continue to eat in classrooms or other spaces where physical distancing and effective routines can be maintained
 - Secondary lunch protocols are being developed and will need to take into consideration school layout and size of space



Recess and Breaks Outdoors

- **Ministry Guidance**
 - Students do not need to stay within their cohorts during recess or breaks outdoors, but physical distancing should be encouraged
 - Shared materials outdoors is permitted with appropriate hand hygiene and respiratory etiquette
- **TDSB Protocols**
 - Elementary students will continue to take breaks within cohorts with physical distancing
 - Protocols may be updated as status of pandemic changes



Assemblies

- **Ministry Guidance**
 - School Assemblies or other student/school gatherings are permitted and should follow relevant provincial requirements.
- **TDSB Protocols**
 - Virtual assemblies will continue instead of indoor assemblies.
 - Assemblies may be allowed **outdoors** (weather permitting) with distancing parameters maintained within and between cohorts



Health and Physical Education (HPE)

- **Ministry Guidance**
 - The use of gymnasiums, swimming pools, change rooms, weight rooms, indoor physical education equipment and shared outdoor equipment are permitted with distancing.
 - High-contact activities are permitted only outdoors and low-contact activities indoors or outdoors. Masking is encouraged indoors, but not required if a minimum distance of two metres between cohorts and distancing within cohort is possible
 - Further guidance on HPE will be shared with school boards by the Ministry
- **TDSB Protocol**
 - Protocols are being developed to address HPE during the pandemic



Music

- **Ministry Guidance**

- Music programs are permitted in areas with adequate ventilation and two metre spacing. Wind instruments are permitted indoors where two metres or more can be maintained. Outdoors with distancing encouraged.
- Singing is permitted with masking encouraged where distancing cannot be maintained.
- Shared instruments require proper sanitization.

- **TDSB Protocol**

- Vocal music will be allowed indoors with masks and outdoors without masks. In both cases physical distancing will be required and cohorts maintained.
- Protocols are being developed to address the use of musical instruments during the pandemic.



Extra-Curricular

- **Ministry**
 - Clubs, activities, sport teams, bands and extra-curricular activities are permitted
 - Cohorts may interact outdoors with physical distancing and indoors with masking and appropriate physical distancing
 - Community use of schools is permitted which are aligned with public health guidance
- **TDSB Protocol**
 - Will develop protocols for both extra-curricular and a phased approach to community use of schools



Reopening Update - Elementary

Elementary Learning Guidelines: In-Person and Virtual

- **Start Date:** Thursday, September 9 will be the first day for all in-person and virtual classes.
- **Instructional Model:** In all elementary schools there will be in-person classes and dedicated virtual learning classes, where numbers are small in individual school, virtual classrooms will be created from a cluster of schools in the Learning Network/Learning Centre. Simultaneous learning will not be the model implemented but in exceptional circumstances may be used as a solution to meet student needs.
- **Class Size:** Classroom caps and system averages for in-person and virtual are being honoured and all classes will be staffed, based on these caps. When selection form results are finalized, approaches to differentiated staffing will be considered.
- **Switching:** There is one opportunity for students to switch between in-person and virtual learning in February 2022 (timeline to submit requests to be determined).
- **Well-Being & Mental Health:** Team working on resources for schools, both in-person and virtual, for students on developing a sense of belonging and connection and focusing on student well-being.



Elementary Virtual Learning

- There will be virtual learning classes with dedicated teachers.
- Superintendents and Principals will work together to form virtual classes/find spaces for students. Virtual Learning classes may include students from the local school and a cluster of other local schools.
- Virtual learning classes will be comprised of straight and combined grades. There is potential for triple combined grade classes if required in some cases (as may be the case for in-person learning as well).
- All virtual learning teachers will work in-person in a school and will be considered a member of the in-person school staff. Educators will have the camera on during instructional time. The Principal is responsible for the virtual learning class/students assigned to their in-person school.
- Virtual learning classes follow the daily schedule of the school to which the virtual learning teacher is assigned (e.g. start and end times).
- Kapapamahchakwew - Wandering Spirit School will have designated virtual learning classes.
- Devices will be distributed through the student's home school.
- Brightspace Classroom will be the learning management platform for all virtual learning classes (reporting, Principal access, etc.). Google Classrooms can be used within the Brightspace platform. The expectation is that Principals have access to all virtual learning classes.



French Immersion/Extended French

In-Person Learning

- Students in French language programs (FI/EF) will be welcomed back with the intent of supporting continued progress in their chosen program.
- The Early French Immersion (EFI), Middle French Immersion (MFI) and Extended French (EF) programs will operate as usual during In-Person Learning for students already enrolled in an intensive French language program.
- Programming may be provided to classes made up of straight and/or combined grades with the potential of triple combined grade classes, if required.

Virtual Learning

- Programming (e.g., French Immersion/Extended French) will proceed only if there is sufficient enrollment to offer classes.
- Programming may be provided to classes made up of straight and/or combined grades with the potential of triple combined grade classes, if required.
- If there is sufficient enrollment, the Early French Immersion (EFI), Middle French Immersion (MFI) and Extended French (EF) programming will be offered in a Virtual Learning class by **Learning Centre** to students already enrolled in these programs.
- Virtual Learning classes will be assigned to specific schools that already house the specific French program(s) and may include students from the local school and/or a cluster of local school.
- If a French Virtual Learning class is not available (i.e. due to insufficient enrollment), a student may be accommodated in In-Person Learning French at the student's current French school of record. If the student would like to remain in Virtual Learning, they will be placed in an English Virtual Learning class, and given an opportunity to switch to an In-Person French class at the February switch (if space allows).



Special Education

- We are committed to inclusion and ensuring students are supported in regular classrooms with appropriate special education services at their home school. We also recognize that some students with unique strengths and areas for growth may require more specialized or intensive support programs.
- **In-person Learning:** students receiving special education program and/or services in regular classes or students in an Intensive Support Program (ISP) will continue to be supported by classroom teachers, special education teachers, support staff, and itinerant special education staff.
- **Virtual Learning:** students in Virtual Learning regular classes receiving special education program and/or services or in an ISP, will be connected to their homeschool and receive support from the classroom teacher, special education teacher and/or support staff from their home school which may include simultaneous learning for students in elementary ISP classes (Gifted ISP model may differ based on the number of students who selected Virtual Learning).



Context of Secondary Programming

- Honouring student voice in terms of programming, including Specialized programs, is critical to student engagement and well-being.
- Establishing ongoing relationships between students, families, and school staff allows for schools to know their students and be responsive to the needs of all students, especially in our secondary schools when multiple adults share responsibility for student success and well-being.
- Relationships with peers within an established community allows for greater interaction and decreased isolation as part of their school experience including extra-curricular activities.
- Students who have selected specialized programs (including French Immersion, IB, TOPS, AP, SHSM, etc.) benefit from continuity in these programs and ongoing relationships with these communities.



Reopening Update - Secondary

Secondary Learning Guidelines: In-Person and Virtual

- **Start Date:** Thursday, September 9 will be the first day for all in-person and virtual classes.
- **Instructional Model:** There will be in-person classes, dedicated virtual learning classes, and classrooms with simultaneous learning to maintain access to desired programming and connection to school communities.
- **Class Size:** Classroom caps and system averages are being honoured. All classes will be staffed on the caps. When selection form results are finalized, approaches to differentiated staffing will be considered.
- **Switching:** There is one opportunity for students to switch between in-person and virtual learning for Semester 2 in February 2022 (timeline to submit requests to be determined).
- **Well-Being & Mental Health:** Team is working on resources for schools, both in-person and virtual, for students on developing a sense of belonging and connection and focusing on student well-being.



Student Voice

Student consultations took in spring 2021 with Student Senate and Virtual School students.

Students were asked 'If you had to decide today, which method of instruction would you prefer for September?'

Virtual:

40%

In Person with Virtual Option:

36%

In Person

12%

Undecided:

12%



Secondary Virtual Learning

- There will be virtual learning classes with dedicated teachers.
- Superintendents and Principals will work together to form virtual classes based on Selection Forms.
- All virtual teachers will work in-person in a school and will be considered a member of the in-person school staff. Educators will have the camera on during instructional time. The Principal is responsible for the virtual class/students assigned to their in-person school.
- Classes follow the day schedule of the school to which the virtual learning teacher is assigned (e.g., start and end times).
- Brightspace Classroom will be the learning management platform for all virtual classes (reporting, Principal access, etc.). Google Classrooms can be used within the Brightspace platform. The expectation is that Principals have access to all virtual classes.



Benefits of a Model Consisting Of Virtual and Simultaneous Classes

- Continuity of relationships with peers, home-school educators and PSS staff (social workers, psychologists, etc.) and reduces a sense of isolation for students at home
- Continuity of learning with peers in home school/specialized program
- Increased communication and collaboration between students, families and educators
- Increased interaction and support from home school administrators for students and teachers
- Greater opportunity to create a culture of staff and student well-being within a home school community including access to extracurricular activities
- Increased consistency and stability for students/staff regarding course offerings planned from Spring 2021, as timetable changes are reduced



Benefits of a Model Consisting of Virtual and Simultaneous Classes

- Continuity of learning when outbreaks occur, student/family illness, etc.
- Peer support and increased opportunities for interactive group activities
- Strong emphasis on Global Competencies using digital tools in classes
- Opportunities to differentiate instruction through sharing of resources (videos, handouts, etc.) online which students (in-person and virtual) can use to review, especially students with IEPs



Specialized Programs: French Immersion, IB, TOPS, Arts, AP, etc.

In-Person Learning

- Students will be welcomed back into Specialized Programs with the intent of supporting continued progress in their chosen program this school year.

Virtual Learning

- If a school has sufficient requests to create viable Virtual Learning classrooms (FI, IB, AP, Alternative, Arts, etc.), they will be able to create a Virtual Class with a dedicated teacher.

Simultaneous

- If Virtual Learning classes are not possible, Simultaneous Learning allows students to continue in their program of choice with peers.



Special Education

We are committed to inclusion and ensuring students are supported in regular classes with appropriate special education education services at their home school.

Virtual Learning

- Students in Virtual Regular and ISP classes receiving special education program and/or services will be connected to their home school and receive support from the classroom teacher and/or support staff through models of instruction that can include dedicated teachers or simultaneous learning based on students' strengths, areas of growth and available resources.

In-Person Learning classes

- Students will receive special education program and/or services in regular classes and Intensive Support Programs (ISPs) and will be supported by classroom teachers, special education teachers and support staff.



Questions?

