

## OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

## OUR VISION

At Toronto Catholic we transform the world  
through witness, faith, innovation and action.



# AGENDA ADDENDUM SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Joseph Martino, Chair

Angela Kennedy, Vice-Chair

Thursday, July 16, 2020

7:00 P.M.

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	Pages
<b>7. Notices of Motions</b>	
<b>7.b From Trustee Kennedy regarding Restarting the Governance Committee and By-Law Ad Hoc Committee As Soon As Possible</b>	<b>1</b>
<b>7.c From Trustee Kennedy regarding Amendment of By-Law to Reflect the New Governance Model with Respect to the Authority of the Integrity Commissioner</b>	<b>2</b>
<b>7.d From Trustee de Domenico regarding End to Virtual Board Meetings</b>	<b>3 - 4</b>
<b>7.e From Trustee de Domenico regarding Approval of Promotional Expense per Toronto Catholic District School Board (TCDSB) Policy T.17 (Trustee Services and Expenditures Policy)</b>	<b>5 - 6</b>
<b>11. Delegations</b>	
<b>11.a From Michelle Pellettier regarding Toronto Catholic District School Board Response to COVID-19</b>	<b>7 - 10</b>
<b>11.b From Annalisa Crudo-Perri, Ontario Association of Parents in Catholic Education (OAPCE) Executive Director, regarding Toronto Catholic District School Board Return to School</b>	<b>11</b>

11.c	<i>From Jennifer Di Francesco regarding Toronto Catholic District School Board's Reponse to the COVID-19 Pandemic - July 16, 2020 Update</i>	12
11.d	<i>From Jo-Ann Davis regarding Elementary School Plans for September</i>	13
11.e	<i>From Christin Carmichael Greb, Chair, Catholic School Parent Committee, Blessed Sacrament Catholic School regarding the Draft Return to School Plan</i>	14
11.f	<i>From Jana Seymour, Ontario Association of Parents in Catholic Education (OAPSE), Vice President regarding Return to School Plan</i>	15 - 17
11.g	<i>From Cristina Martins, Chair, Brebeuf College regarding COVID-19 and School Re-Entry Plan</i>	18
11.h	<i>From Danny Arrais regarding School Re-Opening</i>	19
16.	<i>Reports of Officials Requiring Action of the Board of Trustees</i>	
16.c	<i>2020-2021 Revised School Year Calendar</i>	20 - 33
16.h	<i>The Toronto Catholic District School Board's Response to the COVID-19 Pandemic - July 16, 2020 Update - Appendix G (Refer to Item 16d)</i>	34 - 35
17.	<i>Reports from External Committees / Organizations</i>	
17.a	<i>From Toronto Student Transportation Group (TSTG) Committee regarding COVID-19 Impact on Transportation II</i>	36 - 41



*Angela Kennedy  
Trustee Ward 11*

*E-mail: [Angela.Kennedy@tcdsb.org](mailto:Angela.Kennedy@tcdsb.org)*

*Voicemail: 416-512-3411*

**To:** Board Meeting, July 16, 2020  
**From:** Angela Kennedy, Trustee Ward 11  
**Subject:** To restart the Governance Committee and the By-law Ad Hoc Committee as soon as possible

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**MOVED BY: Angela Kennedy,** Toronto Catholic District School Board

**WHEREAS:** The essence of good governance is that we have the structures in place to ensure good governance;

**WHEREAS:** There is a new reality of doing business virtually – it can be done;

**WHEREAS:** There is a definite need for business to be back to normal at the TCDSB;

**WHEREAS:** The transition to new normal during COVID-19 should contemplate the restart of the Governance Committee and the By-Law Ad Hoc Committee as soon as possible;

**BE IT RESOLVED THAT:** The Board would schedule a Governance Standing Committee and a By-Law Ad Hoc Committee immediately.

**Angela Kennedy  
Trustee, Ward 11**



*Angela Kennedy  
Trustee Ward 11*

*E-mail: [Angela.Kennedy@tcdsb.org](mailto:Angela.Kennedy@tcdsb.org)*

*Voicemail: 416-512-3411*

**To:** Board Meeting, July 16, 2020

**From:** Angela Kennedy, Trustee Ward 11

**Subject:** Amendment of by-law to reflect the new governance model with respect to the authority of the Integrity Commissioner

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**MOVED BY:** **Angela Kennedy**, Toronto Catholic District School Board

**WHEREAS:** The present by-laws do not speak to the authority of the Integrity Commissioner;

**WHEREAS:** There is an urgent need to amend the by-laws to reflect the new governance model.

**BE IT RESOLVED THAT:** Staff bring a report to the next Board meeting with the wording of a by-law that speaks to the authority of the Integrity Commissioner in our governance model.

**Angela Kennedy  
Trustee, Ward 11**



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Special Board Meeting , July 16, 2020

**From:** Markus de Domenico – Trustee Ward 2

**Subject: Notice of Motion – End to Virtual Board Meetings**

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**MOVED BY:** Markus de Domenico, Toronto Catholic District School Board

**WHEREAS:** Due to COVID-19, the Board of Trustees passed a motion in March 2020 to hold meetings virtually;

**WHEREAS:** The Board has continued to meet virtually since the passing of this motion;

**WHEREAS:** Many Trustees are advocating students and staff to return to schools in September 2020 and Trustees should set a proper example to the community;

**WHEREAS:** Board meetings cannot be held safely in the Catholic Teacher's Centre due to overcrowding, but there is adequate space to socially distance in the main Boardroom;

**WHEREAS:** The use of the main Boardroom allows for greater public involvement with the work of the Board of Trustees;

**BE IT RESOLVED THAT:** The Toronto Catholic District School Board schedule Board Meetings at the CEC as soon as the renovations are complete, and Toronto Public Health guidelines permit us to do so in a fashion that does not negatively impact the safety of CEC staff.

**Markus de Domenico**  
**Trustee, Ward 2**



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Special Board Meeting , July 16, 2020

**From:** Markus de Domenico – Trustee Ward 2

**Subject: Notice of Motion – Approval of Promotional Expense per TCDSB Policy T.17 (Trustee Services & Expenditures Policy)**

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**MOVED BY:** Markus de Domenico, Toronto Catholic District School Board

**WHEREAS:** Due to COVID-19, the TCDSB has had to reduce bussing. This change will increase private vehicle traffic in and around schools;

**WHEREAS:** All schools have already experienced increased dangers from parent drop offs and pick-ups and this will increase when bussing is reduced;

**WHEREAS:** There have been several serious injuries sustained by students due to vehicle traffic not obeying speed signage and improper parking;

**WHEREAS:** Safety is our primary goal for our students, families and staff members;

**WHEREAS:** In the past, when local city councillors offered signage to their communities asking motorists to slow down, the response from community members was overwhelming;

**WHEREAS:** The current TCDSB Policy T.17 (Trustee Services & Expenditures) in Regulation B.1(g) is permissive of Promotional Materials requires Board of Trustees approval for the procurement of these signs as an allowable expense;

**BE IT RESOLVED:** That the TCDSB approve the Trustee Promotional Material expense effective immediately to allow Trustees to order lawn signs to be printed and distributed to their schools advocating motorists to slow down, be watchful of children in a school zone and include a contact email to the Trustee to report violations.

**Markus de Domenico**  
**Trustee, Ward 2**





# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Michelle Pellettier
Committee	Regular / Special Board
Date of Presentation	7/16/2020
Topic of Presentation	Board Response to Covid19
Topic or Issue	Full-time Return to School in Fall 2020 for secondary students. Propose secondary draft plan is not in best interests of students - 25% inclass time is not hybrid.
Details	Secondary students should be back to school full time (Quebec and other provinces are doing so) in Fall. Proposed hybrid plan is an abomination to student learning (inclass 2/3 half days per week). Will hamper grade 12 students from course grades for admissions to post-secondary. Among other poor precedents to their emotional, psychological, spiritual wellbeing.
Action Requested	Vote to submit a motion to Ministry of Education for return to full-time school for Secondary students in the Fall. Worst case scenario modify the hybrid plan (if Ministry mandated) for 2/3 FULL days inclass (not mornings only).
I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSPC)	No Loretto Abbey
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	7/11/2020

July 16, 2020  
TCDSB Special Board Meeting

Delegate Statement: Michelle Pellettier

I would like to start with a verse:

And that from a child thou hast known the holy scriptures,  
which are able to make thee wise unto salvation  
through faith which is in Christ Jesus.  
2 Timothy 3:15

Hello, my name is Michelle Pellettier. I am a parent of a secondary school student entering grade 12 at Loretto Abbey. Myself and my seven siblings and my two children have all attended TCDSB schools from kindergarten through to completion of high school.

I am highly privileged to have the opportunity to speak to you today. We all need to recognize that not all of our students are living in stable, safe, healthy or prosperous homes. Consider those who are living in poverty or abuse, with many living in single-parent households. I am blessed to be able to use my words to affect positive outcomes for our school and faith community.

The reality is that we need to eventually have students return to school; and NOW is the time to prepare for a safe full-time return to school in September.

Consider the enormous ramifications of keeping students out of the classroom. Aside from exacerbating the serious financial stress on families who are unable to return to work, the lack of education and community fellowship are likely to have prolonged negative effects on the mental and physical wellbeing, development and future prospects of our children.

Each and every TCDSB student has been impacted by the unprecedented changes to their education and school life since March of this year.

My daughter is entering grade 12, her final year of secondary school this Fall, and she writes:

*"The best scenario is going back to fully learning in class. Being a grade 12 student and entering my final year of high school, I want to make the most of my experiences and time being in a high school hallway, having a locker, eating in the cafeteria, and making memories with friends. Grade 12 also means applying to universities and colleges; students want to have good marks to submit; and achieving these are more successful by being taught the course material in the classroom. Having to complete courses online and juggle so many courses at once while also submitting applications for post-secondary programs would be extremely stressful. I understand the virus is still a major concern and the safety of staff and students is number one priority. If it is not possible to go back to class full-time, we should still try to maximize the time in the*

*classroom as well as online. It is not effective being fully online; at least not with the system that was in place as last year's school term ended." END*

Back in March, closing schools was cautionary and responsive. Today, we have more knowledge and scientific evidence suggesting that young children and teens have a very low risk of becoming seriously ill from the virus; and they appear to rarely contract it or pass it on to those at higher risk – such as parents and teachers. Now, the Province's health infrastructure and case tracing data show sufficient containment and mitigation of the virus among the impacted geographic regions, the most vulnerable and in particular institutions where it has festered.

Schools need to fully prepare to return full-time in September.

This is glaringly obvious in context of Ontario's announcement to open bars and restaurants outside of the GTHA as of tomorrow. The need for school openings is leaps and bounds greater than the need for bars reopening! Other provinces, including Quebec which was a national hot spot, have committed to opening classrooms full-time. Opening schools with appropriate health and safety protocols is far less risky given that they are not public spaces - only students and staff who are accounted for have access to and share school facilities. Toronto Public Health has outlined fulsome recommendations and measures to keep schools safe.

However, if a compromised decision is handed down from the Ministry to return to school with a hybrid model, I would ask the Board to reconsider the initial draft secondary school plan. Maximize the time students are in school. Students should be inclass full days when they are in attendance.

The Board may consider a similar 2/3 day model as per the elementary draft hybrid model. Another option is 2 full weeks inclass followed by 2 full weeks online – this allows for 14-day quarantine periods. The Board may consider dedicating a cohort of teachers for inclass instruction, and another cohort of teachers for online learning. Some courses may be offered online only, with other core courses offered inclass.

The upheaval to student's education and social lives and routines in the past several months has caused concerning and escalating stress. They have been bombarded with fear mongering stories, daily sick and death counts and misinformation from our political and media realms.

This has started to concretize a mindset of fear. It is imperative that we counter this spirit of fear with collective action and faith in order to RESTORE safety, courage and hope for our students.

For God hath not given us the spirit of fear;  
but of power, and of love, and of a sound mind.  
2 Timothy 1:7

Our schools not only deliver necessary education; but also, they are living communities of fellowship and faith. Schools provide consistency, discipline, care and nurturing that our children need for their healthy development, maturation and emotional support. Our children have a right to full-time education. A lack of access to education is neglect.

Let us together transform the world through witness, faith, innovation and action.

I urge you to push for a return to full-time school as your top priority. **Don't give up** until you have the resources and commitment needed from the Ministry for a return to continued full-time public education.

Peace to you all.

Michelle Pellettier  
416-278-9131  
Michelle.pellettier@outlook.com



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3)

Minutes

Name	Annalisa Crudo-Perri	
Committee	Regular / Special Board	
Date of Presentation	7/16/2020	
Topic of Presentation	TCDSB Return to School	
Topic or Issue	TCDSB Return to School Plan	
Details	OAPCE Toronto will be providing feedback from parents about the proposed draft plan.	
Action Requested	Review feedback given and consider.	
I am here as a delegate to speak only on my own behalf		
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	Yes OAPCE Toronto	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14		
Submittal Date	7/13/2020	



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☐ Three (3)

Minutes

Name	Jennifer Di Francesco	
Committee	Regular / Special Board	
Date of Presentation	7/16/2020	
Topic of Presentation	The Toronto Catholic District School Board's Response to the COVID-19 Pandemic - July 16, 2020 Update	
Topic or Issue	Survey Results and Inequalities	
Details	There are glaring inequalities shown from the survey results that will affect the determination of our back to school response for September. I want these inequalities to be known before the board makes a decision.	
Action Requested	The inequalities be taken into consideration.	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	No	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	7/13/2020	



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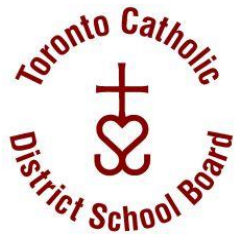
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 Minutes

Name	Jo-Ann Davis		
Committee	Regular / Special Board		
Date of Presentation	7/16/2020		
Topic of Presentation	Elementary School Plans for September		
Topic or Issue	Feedback on the draft plans for September for the elementary panel		
Details	To be presented verbally at meeting - will provide written submission		
Action Requested	To be presented verbally at meeting		
I am here as a delegate to speak only on my own behalf	Yes		
I am an official representative of the Catholic School Parent Committee(CSPC)	No		
I am an official representative of student government	No		
I am here as a spokesperson for another group or organization	No		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes		
Submittal Date	7/14/2020		



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Minutes

Name	Christin Carmichael Greb		
Committee	Regular / Special Board		
Date of Presentation	7/16/2020		
Topic of Presentation	Draft Return to School Plan		
Topic or Issue	Draft Return to School Plan		
Details	Deputing on behalf of the BSCS community.		
Action Requested	Deputation		
I am here as a delegate to speak only on my own behalf	No		
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes Blessed Sacrament Chair		
I am an official representative of student government	No		
I am here as a spokesperson for another group or organization			
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes		
Submittal Date	7/14/2020		





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 Minutes

Name	Jana Seymour
Committee	Regular / Special Board
Date of Presentation	7/16/2020
Topic of Presentation	Return to School Plan
Topic or Issue	To provide feedback to the Board from the St. Cyril Parent Community.
Details	<p>Return to school concerns</p> <ul style="list-style-type: none"> <li>Parents want return to school fulltime, with no days off, this allows students in the cohort to remain together and minimizes the need for childcare and further exposure, it provides the most consistency and is best for children's mental health and well being</li> <li>To accommodate 15:1 TPH protocol can other spaces be leveraged? Outdoor space, community centre, libraries, churches, Universities, Colleges (will be online in the Fall and campuses available)</li> <li>Shared Before and After school Daycare space with classes compromise sanitization and cohorts</li> <li>School HVAC ventilation systems and filters are dated and should be updated, many windows cannot open past 2 inches to let air in the class</li> <li>What does support for mental health look like?</li> <li>What happens when someone coughs or sneezes in class?</li> <li>What happens if someone in the school community tests positive for COVID 19 whether it be a student or staff or a person residing in the same household as that student or staff?</li> </ul>

	<ul style="list-style-type: none"> <li>• If a student or staff tests positive Would the whole community (including families of said student or staff be quarantined? Some COVID tests provide false negatives, can test be relied on for return to school?</li> <li>• Who will substitute the class in case of teacher absence? This affects the consistency of the class cohorts; can the teacher be someone already from the school community?</li> <li>• Will students be required to PPE at school? Families will need to prepare their kids for this</li> <li>• Clear protocols for maintaining the cohort, safe pick up and drop off and sick days are needed to help families transition back safely</li> <li>• What additional protocols will be added to ensure that children can safely consume meals at school. Is it possible to have additional lunch supervisors and additional cleaning requirements prior to snack/lunch?</li> <li>• How will cohorts be maintained in French immersion schools where students have 1 French and 1 English teacher (both who teach core subjects)</li> </ul> <p>Return to Distance Learning Concerns</p> <ul style="list-style-type: none"> <li>• A second wave is expected, and if a school community has to suspend classes due to an outbreak please continue to plan for and improve distance learning</li> <li>• Students require regular connection to their teacher and peers, through smaller more individualized google meets more than 30 mins per week.</li> <li>• Please address equity needs by offering a Variety of times and accessibility</li> <li>• Even if grades are not provided teacher comments and feedback are critical for student motivation and progress</li> <li>• Lessons and instructional time need to be consistent across grades and schools and accessible at all times, in English and French</li> <li>• Perhaps lessons and assignments can be created and posted by TCDSB and school teachers can connect with students daily on their progress with these lessons</li> <li>• Provide families, students and staff with clear and simple strategies for success with Distance Learning</li> </ul>
Action Requested	To respond to the questions articulated in our delegation
I am here as a delegate to speak only on my own behalf	No

I am an official representative of the Catholic School Parent Committee(CSPC)	Yes St Cyril School OAPCE Representative
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	7/14/2020



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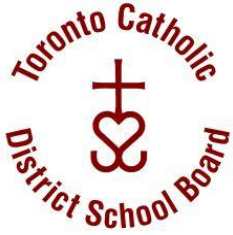
Delegation No. \_\_\_\_

☐ Public Session

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<b>Name</b>	Cristina Martins	
<b>Committee</b>	Regular / Special Board	
<b>Date of Presentation</b>	7/16/2020	
<b>Topic of Presentation</b>	Covid-19 and School Re-entry Update	
<b>Topic or Issue</b>	Covid-19 and School Re-entry Update	
<b>Details</b>	Provide feedback to guide the TCDSB's plans which will be submitted to the Ministry of Education.	
<b>Action Requested</b>	To address the full Board of Trustees on the current "plan" for return to school in September.	
<b>I am here as a delegate to speak only on my own behalf</b>	No	
<b>I am an official representative of the Catholic School Parent Committee(CSPC)</b>	Yes Brebeuf College Chair	
<b>I am an official representative of student government</b>	No	
<b>I am here as a spokesperson for another group or organization</b>	No	
<b>I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14</b>	Yes	
<b>Submittal Date</b>	7/15/2020	



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Name	danny arrais	
Committee	Regular / Special Board	
Date of Presentation	7/16/2020	
Topic of Presentation	school reopening	
Topic or Issue	school reopening	
Details	i would like to speak if its okay	
Action Requested	i would like to to speak if its okay.	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)	No Regina Mundi	
I am an official representative of student government	No Regina Mundi	
I a here as a spokesperson for another group or organization	No	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	7/15/2020	



## REPORT TO

## SPECIAL BOARD

### 2020-2021 REVISED SCHOOL YEAR CALENDAR

*To the sensible person education is like a golden ornament, and like a bracelet on the right arm.  
Sirach 21:21*

Created, Draft	First Tabling	Review
July 9, 2020	July 16, 2020	<a href="#">Click here to enter a date.</a>
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT		
<b>RECOMMENDATION REPORT</b>		

#### Vision:

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

#### Mission:

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report proposes a revision to the 2020-2021 School Year Calendar as approved at the March 05, 2020 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

The revision would move the June 30, 2021 PA Day to September 1, 2020, and as a result the school year would end on June 29, 2021.

*The cumulative staff time required to prepare this report was 10 hours*

## **B. PURPOSE**

1. This report is on the agenda as a follow-up to a memorandum from the Minister of Education and Deputy Minister of Education that was sent to Chairs of School Boards and Directors of Education.

## **C. BACKGROUND**

1. At the March 05, 2020 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting, the Board approved the 2020-2021 School Year report. (Appendix A) The approved calendar dates were listed in Appendix A of that report (Appendix B of this report).
2. On June 30, 2020 the Minister of Education and Deputy Minister of Education sent a memorandum to Chairs of School Boards and Directors of Education that included the statement: “In order to maximize instruction time for students, school boards and school authorities are encouraged to start their school year by September 1. It is also advised that boards schedule three PA days prior to the start of student instruction. There are consultations currently underway with the sector’s stakeholders on PA days and training that may be necessary to prepare for the reopening of school. Further direction will be provided in the future.” (Appendix C)

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The Academic/Business Advisory Committee (AcBac) Committee members reached consensus on the PA Days for the 2020-2021 calendar prior to the March 05, 2020 report approval.

2. The Academic/Business Advisory Committee (AcBac) Committee members include representatives from each of the following groups:
  - Association of Professional Student Services Personnel;
  - OECTA: Toronto Elementary Catholic Teachers;
  - OECTA: Toronto Secondary Unit;
  - CUPE 1280: Caretakers;
  - CUPE 1328: School Based Education Support Staff;  
Office, Clerical and Technical Employees;  
Supervisors of Students / Secondary Schools:  
Adult Education;
  - CUPE 3155: International Language Instructors;
  - ETFO: Toronto Designated Early Childhood Educators
  - Secondary School Principals and Vice Principals Association;
  - Toronto (Elementary) Catholic Principals and Vice Principal Association;
  - Non-union Management, Administrative and Professional Association
3. As a result of consideration of the Minister's memorandum (Appendix C), the revised school year calendar is shown in Appendix D. It proposes moving the PA Day scheduled for Wednesday June 30, 2021 to Tuesday September 1, 2020, and as such the school year would end on Tuesday June 29, 2021. This would afford the staff to have three full days in schools in the week prior to Labour Day, to allow preparation time for the arrival of students on Tuesday September 8, 2020.
4. As per the Minister's memorandum we await further direction regarding the PA day topics for September 1,2 and 3, 2020.
5. The revised calendar change will affect the work schedules of many staff groups.
6. School days for students remain unchanged in the revised calendar proposed change.
7. Each of the groups named above (#2) have been consulted with regard to the change. The only group that has responded in opposition to the proposal is the Toronto Elementary Catholic Teachers.
8. This proposed change will align with the TDSB.



## **E. COMMUNICATIONS**

### **Communication Plan:**

The revised 2020-2021 school year calendar will be communicated in the following ways:

1. Email to all staff
2. Email to all CSPC Chairs;
3. Email to the CPIC and OAPCE Presidents;
4. Email to all Principals requesting that they also communicate with staff;
5. TCDSB website will reflect the changes;
6. Director's Bulletin announcement;
7. School Messenger message to all families.
8. Communication in August from Principals to all parent/guardians.

## **F. STAFF RECOMMENDATION**

That the Board of Trustees approve:

1. The revised school year calendar for the 2020-2021 school year as outlined in Appendix D; and
2. The communication plan outlined in this report.



REPORT TO

## STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

### APPENDIX A 2020-2021 SCHOOL YEAR CALENDAR.DOCX

*To the sensible person education is like a golden ornament, and like a bracelet on the right arm.  
Sirach 21:21*

Created, Draft	First Tabling	Review
February 10, 2020	March 5, 2020	<a href="#">Click here to enter a date.</a>

Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; Academic ICT

### RECOMMENDATION REPORT

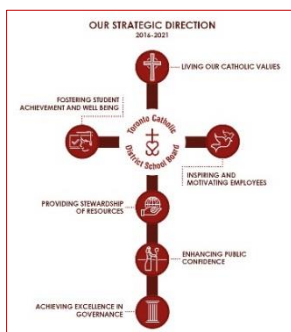
**Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

The school year calendar is prepared and submitted annually to the Ministry of Education, in accordance with the Education Act and Ont. Regulation 304, School Year Calendar, Professional Activity Days. The 2020-2021 school year calendar must be submitted to the MOE by May 1, 2020. This report recommends that trustees adopt the attached school year calendar in **Appendix A** for the 2020-2021 school year, and that this information be communicated as outlined in Section E of this report. The calendar aligns with that of the Toronto District School Board and the alignment will minimize additional transportation costs for both boards.

In the 2020-2021 school year, there are a possible 192 of the required school days from September 8, 2020 (day after Labour Day) to June 30, 2021.

The Education Act defines the school year as occurring between September 1 and June 30. In order to meet the requirement of 194 school days for the 2020-2021 school year, 2 days for TCDSB staff must occur prior to Labour Day. These days will be designated as PA days and no students will need to attend school before Labour Day. The first day of classes for students will be September 8, 2020.

Secondary schools, in consultation with their Local School Staffing Advisory Committee (LSSAC), may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.

*The cumulative staff time required to prepare this report was 20 hours.*

## **B. PURPOSE**

1. To provide information on what governs the development of the school year calendar.
2. To outline a communication plan that encompasses the TCDSB community.
3. To present the 2020-2021 school year calendar as agreed to, through a consensus process, by the Academic/Business Advisory Committee (AcBac) members.

## **C. BACKGROUND**

1. Annually the Board establishes the school year calendar in accordance with the Education Act and Ont. Regulation 304.
2. The TCDSB must approve a school year calendar that includes a minimum of 194 school days, of which no more than seven (7) will be professional activity (PA) days and at least 187 will be instructional days. Three (3) of the seven PA Days must be devoted to provincial education priorities as set out by the Ministry of Education. In the case of secondary schools, no more than ten (10) instructional days can be designated as exam days.
3. In the 2020-2021 school year, there are a possible 192 of the required school days from September 8, 2020 (day after Labour Day) to June 30, 2021.
4. The Education Act defines the school year as occurring between September 1 and June 30. In order to meet the requirement of 194 school days for the 2020-2021 school year, 2 school days must occur prior to Labour Day. These days will be designated as PA days.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

### **Elementary Schools:**

1. For the purposes of the 2020-2021 school year calendar, please note the following for **elementary schools**:
  - Two PA days are to be used for parent-teacher conferences, as per the Collective Agreement.
  - Two PA days are to be used for assessment and completion of report cards, as per the Collective Agreement.
  - Three PA days are to be used for Provincial Education Priorities of which one half day will be devoted to Faith Development.

### **Secondary Schools:**

2. For the purposes of the 2020-2021 school year calendar, please note the following for **secondary schools**:

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 (Joint Professional Development Committee) of the Collective Agreement
  - One PA day devoted to Faith Development.
  - One PA day devoted to numeracy across the curriculum.
  - The remaining two PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plan.
3. The remaining school days shall be instructional days, which for secondary schools will include ten (10) exam days.
  4. Each school year calendar must be accompanied by a general outline of the activities to be conducted on PA days, as per Ministry Policy/Program Memorandum 151, *“Professional Activity Days Devoted to Provincial Education Priorities”* (PPM151).
  5. The selection of the PA days for 2020-2021 school year has been in consultation with our Academic/Business Advisory Committee (AcBac) Committee members.
  6. The AcBac Committee consists of members of Senior Staff and representatives from each union, association and various board departments (including Transportation, Payroll, Communications and Human Resources).
  7. PA days have been aligned with the TDSB to minimize any additional transportation costs.

## **E. COMMUNICATIONS**

### **Communication Plan:**

To bring awareness to the TCDSB community and its stakeholders, the school year calendar for the 2020-2021 school year will be communicated in the following ways:

1. Information letter for distribution to parents, students and staff

2. Insert for school newsletters
3. TCDSB website
4. Email to principals, copy to CSPC chairs and CPIC reps, Education Council and Trustees
5. School Websites
6. News release will be issued to announce Board's school year calendar for 2019-2020
7. Twitter
8. E-News subscribers
9. Director's Bulletin announcement
10. Trustee Newsletters
11. The calendar anomaly of requiring 2 days to occur outside of the days between Labour Day and June 30, was previously communicated to all staff. An update including the approved dates will be shared through the appropriate communication channels to all staff and other stakeholders.

**Audiences:**

**Primary Audiences:** TCDSB students, staff and parents; CSPC Chairs/CPIC Representatives; OAPCE Representatives, SEAC Members, TCDSB Staff.

**Secondary Audiences:** Parishes, Other GTA Boards, Archdiocese of Toronto, Catholic Supporters and Media.

**F. STAFF RECOMMENDATION**

That the Board of Trustees approve:

1. The school year calendar for the 2020-2021 school year in Appendix A.
2. The communication plan outlined in this report; and that Principals share the 2020-2021 school year calendar and the plans for professional activity days with their CSPC members and their school communities.

## TCDSB SCHOOL YEAR CALENDAR 2020-2021

Number of school day	194
Number of Professional Activity Day	7
First Two Days of the School Year (Staff Only)	September 2 and 3, 2020
Labour Day	September 7, 2020
First Day of Classes for Students	September 8, 2020
Thanksgiving Day	October 12, 2020
Christmas Break	December 21, 2020–January 1, 2021
Start of Second Semester for Secondary Schools	February 1, 2021
Family Day	February 15, 2021
Mid-Winter Break	March 15-19, 2021
Good Friday	April 2, 2021
Easter Monday	April 5, 2021
Victoria Day	May 24, 2021
Last Day of Classes for Elementary Students	June 29, 2021
Last Day of School Year (Staff Only)	June 30, 2021

### **Seven (7) Professional Activity (PA) Days for ELEMENTARY schools:**

September 2, 2020	Provincial Education Priorities
September 3, 2020	Provincial Education Priorities / Faith Development
November 20 (or 13), 2020	Parent-Teacher Conferences
January 15, 2021	Assessment, Evaluation and Reporting
February 12, 2021	Parent-Teacher Conferences
June 4, 2021	Assessment, Evaluation and Reporting
June 30, 2021	Provincial Education Priorities

### **\*Seven (7) Professional Activity (PA) Days for SECONDARY schools:**

September 2 and 3, 2020  
 November 20 (or 13), 2020  
 February 12, 2021  
 June 28, 29 and 30, 2021

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
- One PA day devoted to Faith Development.
- One PA day devoted to numeracy across the curriculum.
- The remaining two PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plans.

Note: Secondary schools, in consultation with their Local School Staffing Advisory Committee, may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.

**From:** "Ministry of Education (EDU)" <[MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca)>

**Date:** June 30, 2020 at 7:31:16 PM EDT

**Subject:** 2020-21 School Year Calendars | Calendriers scolaires 2020-2021

**Memorandum to:** Chairs of District School Boards  
Directors of Education  
School Authorities

**From:** Stephen Lecce  
Minister of Education

Nancy Naylor  
Deputy Minister

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In the school year update you received on April 28, 2020, school boards and school authorities were informed that 2020-21 school year calendars submissions were not being considered at that time due to the uncertainty around the reopening of schools for September.

The purpose of this memo is to provide you with new guidance and deadlines for 2020-21 school year calendar submissions. Please note that references to school boards also include school authorities.

Ontario Regulation 304 - School Year Calendar, Professional Activity Days under the *Education Act* outlines the requirements for school boards in preparing and submitting school year calendars to the ministry:

- A regular school year calendar shall provide for a school year that commences on or after September 1 and ends on or before June 30.
- The school year shall include a minimum of 194 school days. Of those, school boards must dedicate three (3) Professional Activity (PA) days to provincial education priorities. Boards may designate up to four (4) additional PA days per school year. School days not designated as PA days are instructional days. Up to 10 instructional days may be examination days.
- Boards may implement modified school year calendars that provide for alternative start and end dates and holidays that differ from those prescribed in the regulation, subject to the approval of the Minister of Education.

In light of the recent release of the Ontario's [Approach to Reopening Schools for the 2020-21 School Year](#), the Minister of Education is prepared to approve any modified calendars that would start before September 1, provided that the calendars meet the other requirements of the regulation and that schools are able to plan for the range of



delivery scenarios outlined in the Approach to Reopening Schools for the 2020-21 School Year document, and implement based on local public health advice.

In order to maximize instruction time for students, school boards and school authorities are encouraged to start their school year by September 1. It is also advised that boards schedule three PA days prior to the start of student instruction. There are consultations currently underway with the sector's stakeholders on PA days and training that may be necessary to prepare for the reopening of school. Further direction will be provided in the future.

## **Timelines**

The following are the revised timelines for the submission of your 2020-21 school year calendars:

### **Previously submitted calendars with no changes**

If your board/authority previously submitted either a modified or regular calendar that meet the above requirements and for which you will not be making any changes, please notify your regional office in writing no later than July 10, 2020. Notifications regarding regular calendars provided in advance of July 10 will be reviewed immediately and in the order they are received.

### **Previously submitted calendars with further changes**

If your board/authority intends to change a previously submitted calendar, any changes to a modified calendar must be submitted to the ministry for approval through the [Ontario School Year Calendar online application](#) no later than July 10, 2020. If approval of your modified calendar is not granted by July 20, 2020, or if the changed calendar is still a regular calendar, the board/authority will be required to submit a regular calendar by July 24, 2020.

### **No previous calendar has been submitted**

If your board/authority has not yet submitted a 2020-21 calendar, you must submit a calendar to the ministry through the [Ontario School Year Calendar online application](#). [Modified calendars must be submitted](#) no later than July 10, 2020. If approval of your modified calendar is not granted by July 20, 2020, or if your board/authority has not yet submitted a regular calendar, the board/authority will be required to submit a regular calendar by July 24, 2020.

Regional offices will provide confirmation letters in accordance with regular practice before the end of July.

### **PA day descriptions**

PA day descriptions for both modified and regular calendars must be submitted through the [Ontario School Year Calendar online application](#) no later than July 24, 2020.

We thank you for completing your 2020-2021 school year calendar submissions. Should you have any questions, please contact your regional office representative.

Thank you for your continued efforts and ongoing cooperation.

Sincerely,

The Honourable Stephen Lecce  
Minister of Education

Nancy Naylor  
Deputy Minister of Education

- c. President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
President, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
President, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
President, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
President, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
President, Ontario Secondary School Teachers' Federation (OSSTF)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
-

<b>TCDSB REVISED SCHOOL YEAR CALENDAR 2020-2021</b>	
Number of school day	194
Number of Professional Activity Day	7
First Three Days of the School Year (Staff Only)	September 1, 2 and 3, 2020
Labour Day	September 7, 2020
First Day of Classes for Students	September 8, 2020
Thanksgiving Day	October 12, 2020
Christmas Break	December 21, 2020–January 1, 2021
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Family Day	February 15, 2021
Mid-Winter Break	March 15-19, 2021
Good Friday	April 2, 2021
Easter Monday	April 5, 2021
Victoria Day	May 24, 2021
Last Day of Classes for Elementary Students	June 29, 2021
Last Day of School Year	June 29, 2021

**Seven (7) Professional Activity (PA) Days for ELEMENTARY schools:**

September 1, 2020	Provincial Education Priorities / Faith Development
September 2, 2020	Provincial Education Priorities
September 3, 2020	Provincial Education Priorities
November 20 (or 13), 2020	Parent-Teacher Conferences
January 15, 2021	Assessment, Evaluation and Reporting
February 12, 2021	Parent-Teacher Conferences
June 4, 2021	Assessment, Evaluation and Reporting

**\*Seven (7) Professional Activity (PA) Days for SECONDARY schools:**

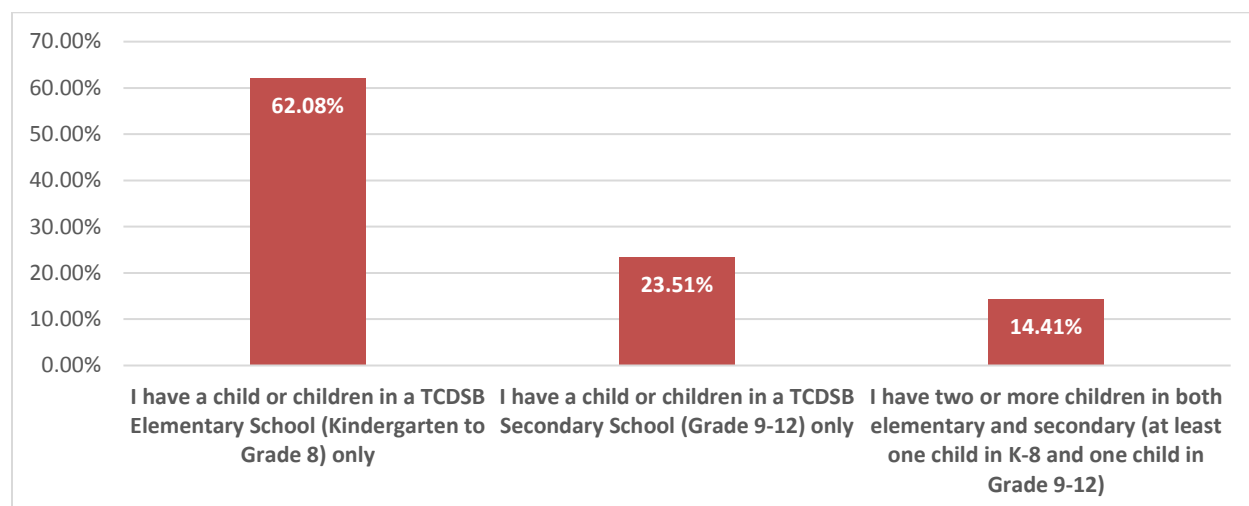
September 1, 2 and 3, 2020  
 November 20 (or 13), 2020  
 February 12, 2021  
 June 28 and 29, 2021

- Three PA days devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement.
- One PA day devoted to Faith Development.
- One PA day devoted to numeracy across the curriculum.
- The remaining two PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Learning Improvement Plans.

Note: Secondary schools, in consultation with their Local School Staffing Advisory Committee, may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.

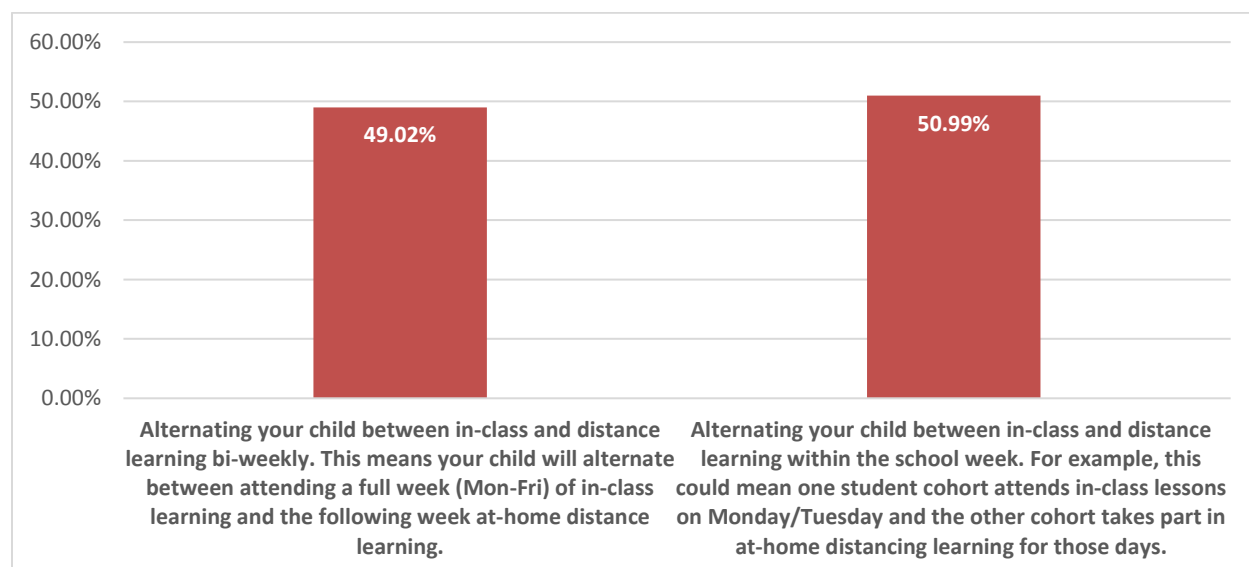
## Preliminary Return to School Survey #2 Results

**Q1: Will your child be attending a TCDSB elementary or secondary school this September?**  
Choose the one that most applies:



I have a child or children in a TCDSB Elementary School (Kindergarten to Grade 8) only	62.08%	19,011
I have a child or children in a TCDSB Secondary School (Grade 9-12) only	23.51%	7,198
I have two or more children in both elementary and secondary (at least one child in K-8 and one child in Grade 9-12)	14.41%	4,413
	Answered	30,622

**Q2: If the Ministry directs school boards to return to school with a blend of in-class and distance learning (option b), which model would you prefer?**



Alternating your child between in-class and distance learning bi-weekly. This means your child will alternate between attending a full week (Mon-Fri) of in-class learning and the following week at-home distance learning.	49.02%	9,988
Alternating your child between in-class and distance learning within the school week. For example, this could mean one student cohort attends in-class lessons on Monday/Tuesday and the other cohort takes part in at-home distancing learning for those days. The cohorts will then switch learning environments on Wednesday/Thursday with each group alternating Fridays.	50.99%	10,387
	Answered	20,375

**Q3: The adaptive model for secondary schools will likely operate on multiple timelines based on your school's current program offering (semester, all year, blended), please provide us with your comments or questions.**

Parents/Guardians split into thirds for return to school option:

- 33% prefer blended model
- 33% prefer continued distance learning
- 33% prefer full time return to school

Top Comments:

- Will families have the option to choose online learning or return to school?
- Considerations be given to adjust school times to enable secondary students to avoid rush hour//large crowds
- How will special needs students be accommodated in the chosen model?
- Interest in the quadmester model
- Considerations be given to extend the school year, shifting to a year-round model

**Total Comments:** 6,540

TO: TSTG GOVERNANCE COMMITTEE  
JULY 14<sup>th</sup>, 2020

FROM: GENERAL MANAGER

SUBJECT: **COVID-19 IMPACT ON TRANSPORTATION II**

**Origin:**

Covid-19 Response

**Executive Summary**

**The transportation consortium has been working with both School Bus Operators and School Board staff to try to identify what resources will be available to provide transportation services for September. The School Boards need to know that without altering the school day model there will be insufficient capacity to transport all students to and from school. Normal planning for the school year is concluded by the end of July and to date the transportation consortium has yet to receive confirmation on what model the schools plan to deliver educational services or what subset of students are to be prioritized. Without this information, transportation staff are not able to start planning for September, which makes hitting a September 8<sup>th</sup> start date a challenge.**

**Comment(s):**

1. The September landscape continues to change on a daily basis. Transportation staff are currently focusing on three areas besides preparing our transportation accounts. The school bus operators to determine supply, the School Boards to determine demand, and the logistics to manage a student transportation delivery system for September.
2. We are working with School Bus Operators to better gauge the number of drivers that will be available to service students come September. All operators now have re-started their training programs and are planning on training sufficient drivers to exceed the normal summer turnover of drivers. However, the historical turnover does not take into account Covid-19 related issues such as a drivers concern for their own physical safety come September and a new educational model that may challenge their availability to driver a bus at different times. These issues along with a one student per seat configuration will reduce the number of available seats. Capacity will be further reduced if students from schools situated in close geographical locations are not allowed to ride on the same bus or at least on the same bus but on different runs. The two charts below summarize the available capacity using different delivery models for each School Board.

### TDSB

Model	Social Distancing Rule	Fleet Reduced Capacity	Frequency	Variations	Integration Level ****	BB	MB	MV	WC	TOTAL Capacity
7	OPSC	0	Everyday	Multiple		7872	5310	64	304	13550
8	OPSC	0	Alternate	Multiple		15745	10619	128	608	27100
9	OPSC	10	Everyday	Multiple		7085	4779	58	274	12196
10	OPSC	10	Alternate	Multiple		14169	9558	116	548	24391
11	OPSC	22	Everyday	Multiple		6140	4142	50	238	10570
12	OPSC	22	Alternate	Multiple		12281	8284	100	476	21140

### TCDSB

Model	Social Distancing Rule	Driver Reduced Capacity	Frequency	Variations	Integration Level ****	BB	MB	MV	WC	TOTAL Capacity
7	OPSC	0	Everyday	Multiple		12580	1968	8	56	14612
8	OPSC	0	Alternate	Multiple		25160	3936	16	112	29224
9	OPSC	10	Everyday	Multiple		11323	1771	7	50	13151
10	OPSC	10	Alternate	Multiple		22646	3542	14	100	26302
11	OPSC	22	Everyday	Multiple		9813	1535	6	44	11398
12	OPSC	22	Alternate	Multiple		19625	3070	12	88	22795

Social Distancing Rule = 1 student per seat, siblings sit together

Driver Reduced Capacity = % reduction in capacity as a result of insufficient drivers

Frequency = whether service is provided every day or on an alternate schedule

Variation = whether the bus is used once or multiple times

Integration Level = Complexity associated with students from different schools riding on the same bus

BB = Big Bus, normal capacity 71 passengers – OPSC capacity = 23

MB = Mini Bus, normal capacity 18 passengers – OPSC capacity = 8

MV = Mini Van, normal capacity 5, passenger – OPSC Capacity = 1

WC = Wheelchair Accessible Vehicle, normal capacity 3 WC students and two Walk on students. OPSC Capacity = 2

- To date, we have not received any indication of any changes to the student population that will need service. We know some students may not return but with the reduced capacity highlighted above, a subset of the current transported population may need to be removed from transportation temporarily until such a time that service can be fully restored. The consortium will need direction on what subset of population is a priority. Depending upon the available capacity, there will be issues providing service for all families. The two charts below summarize the reason for transportation and grade of the students we are currently transporting for each School Board.

Important to note that different Departments within the School Boards are demanding prioritization of transportation for their students. Also the fact that if Special needs students are to be transported every day that we do not have the capacity to do so on an everyday schedule with the mini bus, mini-van , and WC fleet unless decisions are made to support a subset of those students on that schedule. Although we identified two wheelchair students per bus, that will also generate a shortage for spaces for students requiring this type of service. These charts are designed to allow staff to identify what combination of students can be transported given the reduced capacity issues.

#### TDSB

	Grade															
Travel Code	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12	SPEC	Grand Total
CIY	1	1	1	1	1		2	2	2		1			1		13
DIST	605	1033	945	994	958	1214	1202	43	19	31	36	32	37	5	2	7156
EMP	185	179	215	206	206	252	287	432	111	58	14	1	8			2154
ESP			3	1	1	1	4	33	41	31						115
GIFT					2	418	445	138	54	31						1088
GRAND	9	6	11	5	6	11	7									55
HAZ	10	32	57	63	75	64	76	14	24	25		1				441
REDIRECT	4	24	102	49	48	49	108	1	1							386
School Relocation	14	68	76	76	67	53	57	25		2						438
SIBL	2	5	24	18	9	6	11	7	3	4		2				91
Section 23	22	35	45	23	20	24	27	21	31	27	23	38	19	26	14	395
SPEC	238	547	328	395	362	456	414	501	423	446	356	354	335	382	350	5887
TMD	3	4	3	5	1	4	1	2	1	4	3	1		1		33
Grand Total	1093	1934	1810	1836	1756	2552	2641	1219	710	659	433	429	399	415	366	18252

#### TCDSB

	Grade															
Program	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12	SPEC	Grand Total
CIY	3	3	3	2	2	5	7	3	4	4	1	1	1	1		40
DIST	1078	1064	1109	1297	1217	1172	1104	1119	1116	1030						11306
EMP	203	208	267	278	273	285	272	297	293	243						2619
ESP	33	35	42	50	40	36	50	41	42	36	2	3	5	4		419
EXC	146	164	179	234	178	204	173	170	112	127			1			1688
GRAND	39	115	89	106	123	131	165	158	157	157						1240
HAZ	188	163	190	195	162	199	170	186	166	147						1766
MAG	11	32	31	27	30	33	37	39	39	41						320
NQ	603	603	652	643	651	681	700	611	622	580						6346
REDIRECT	21	21	12	15	18	13	10	14	6	7						137
School Relocation		32	29	14	16	29	42	41	32	32						267
Section 23	12	24	17	14	12	10	11	5	3	6	5	6	10	24	51	210
SPEC	78	352	146	175	171	235	255	217	160	158	100	73	115	91	158	2484
TMD	1		2	2		2	2	4	1	7	5	1	2	4		33
Grand Total	2416	2816	2768	3052	2893	3035	2998	2905	2753	2575	113	84	134	124	209	28875

CIY = Child in Youth (foster care)

DIST = Distance



EMP = Empty Seat  
 ESP = Extenuating Priority  
 EXC = Extenuating Circumstances  
 GIFT = Gifted  
 GRAND = Grandfathered  
 HAZ = Hazard  
 MAG = Magnet School Students  
 NQ = Board Approved Students  
 REDIRECT - School Full - Student redirected  
 School Relocation  
 SIBL = Eligible student sibling  
 Section 23  
 SPEC = student with special needs  
 TMD = Temporary Medical

4. Based on the charts above in number 2 and 3 we can make some assumptions regarding transportation based on supply and demand. The only way the School Boards can transport all students with a reduced capacity is if they are all on an alternate day schedule with 100% of drivers returning to work. Based on information from the School Boards and the modelling they are considering it is unlikely that this scenario will be viable for September. In order for the transportation unit to set up transportation it is imperative to know what educational model will be in place. Using those charts above, you can start to identify what combinations of students and scenarios can be implemented given the reduction in capacity.
5. Special needs transportation poses a significant challenge due to the complex nature of transportation requirements. The transportation unit strongly recommends that a consistent pick up and drop off location be used at the start of the school year to minimize disruption to bus routes and maximize available spaces. Schools would also need to dismiss these students at one single time in order to maximize the use of available seats. Consideration will need to be given to eliminating any mid-day type service, especially if the School Boards decide on a shortened day model (which is not recommended due to driver availability). Transportation will also need to know if eight month special education programming (TDSB – KELI and TCDSB – KLP & PAST) is going ahead as the available seats on a bus took into account these vehicles and students. Driver availability may be another issue with these routes as many drivers only wish to drive these eight month, 4 day a week school bus runs. At this time, there is no way to transport all special need students on an everyday schedule in any of the current capacity models.
6. Outside agencies, Section 23, and Provincial Schools will also require some consideration for service. Students in these programs are generally students with higher needs but may not technically be School Board students. These programs and centres are not always bound by School Board decisions and may create logistical issues in delivery of service. These students tend to have higher needs and should be grouped with other special needs students when reviewing capacity and numbers.

7. Some school models are indicating a change to the program day. In order to maintain the effectiveness of staggered bell times, School Boards should consider altering the program day to maintain the existing staggering at the new time of day. (i.e. existing two schools are 8:30 to 3:00 and 9:00 to 3:30 – new times should reflect the same time variance, so 8:30-1:00 and 9:00-1:30) this simply allows the existing runs paired up to continue to be utilized in the new timing scenario. Supervision schedules at schools may need to be reviewed or increased in the event that buses maximize the operational windows in order to generate greater efficiencies in coupling of buses.
8. As previously reported, we do estimate that it would take two months to set up a brand new transportation solution given a new set of standards. Given that no information is available for us to start planning bus routes the likelihood of having a solution in place to start on September 8<sup>th</sup> would be challenging. Even more challenging then confirming the model is confirming which students will still require service. A model really has to be confirmed by July 17<sup>th</sup> to allow staff the weekend to set up the accounts and have staff start on the following Monday. It is unlikely that we will have confirmation of student attendance prior to September start, which will result in many educated guesses being made in how to set up service. School Bus Operators have already indicated a concern about when the routes will be available so they can go through their process of route signup and trial run of the routes. Consideration for a partial start or delayed start for bussing should be considered so that all stakeholders are afforded an opportunity to ensure they have the information and resources available for a specific start date. This also will allow a general solution to be ready for school start and then a more localized and specific school bus plan implemented a few weeks into school. In fact, a delayed start to transportation will allow the schools time to communicate with specific families and ensure all students are advised and assigned as needed.
9. With all the issues highlighted above, there has been little in the way of communication out to stakeholders. The consortium website has been updated with basic information and a general message about returning in late August for updates. Our concern is that with the reduced capacity that some families may not have transportation for September and the absence of information will make it much more difficult to find solutions this late in the year. It is recommended that a communication go out to all families during the week of July 27 with a list of Q and As about busing for the fall.
10. Accessing alternate modes of transportation will also provide some challenges for transportation. Transit is available, and although physical distancing cannot be ensured (similar to the school bus configuration as well) on the TTC it is a regular and consistent means to get students to and from school. Similarly, taxi service will likely need to be continued to be utilized to transport students with unique needs or those travelling extreme distances where transportation via a school bus is not cost effective or of benefit to the students and family in terms of time on the vehicle.
11. The transition back to a normal delivery of service will also take some consideration on how that will be handled. If staff can maintain a dual account throughout this start-up period then a transition back can be implemented with about two weeks' notice. If resources are not available to manage the two transportation accounts in parallel then it will take that two month period to get the new transportation account back up and

running. The underlying understanding is that there is no mid step back to the business as usual model as this would complicate planning significantly.

## **Considerations:**

**Whereas Student Transportation provides an important component to many student's daily school lives, the following items are proposed for School Board Consideration:**

1. That an alternate week schedule be utilized for all students to minimize driver/student confusion, to make daycare arrangements more manageable, and to take advantage of natural decontamination over the weekend.
2. That any student that does not meet the Board transportation policy or approved by Board action be suspended from transportation until such a time that additional school bus capacity is available. (empty seat, extenuating circumstance etc.)
3. That the transportation model number 12 be used for planning purposes and to identify for School Board staff the number of students spaces available so they can in turn identify any subset of students to be prioritized.
4. That any shortened day model maintain the same reduction for all schools so that school staggering remains intact. (comment 7 details)
5. That all special needs programs maintain a common bell time at the school so all students can be transported on fewer buses and maximize seat usage.
6. That eight-month programs (KELI, KLP, PAST) be suspended (or run without transportation services) until such a time that school bus capacity is available to accommodate those students.
7. That student transportation services be delayed for the first week of school (or later if planning is incomplete) to allow schools time to prepare and ensure accurate assignment of students and transportation.
8. That new applications or changes to transportation requirements be withheld until September 21<sup>st</sup> and weekly thereafter to allow the transportation system to adjust to the new demands in conjunction with consideration #7 above.

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