

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

Friday, August 14, 2020

7:00 P.M.

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*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Special Board Meeting , August 14, 2020

From: Markus de Domenico, Trustee Ward 2

Subject: Notice of Motion – Readjustment of all TCDSB classroom windows to allow for proper air circulation

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

WHEREAS: In the SickKids' June 17, 2020 report entitled, "COVID-19: Recommendations for School Reopening" ventilation was cited as an important element of a safe return to school;

WHEREAS: On page 15 of this report, it states: "Adequately ventilated classroom environments (e.g. open windows with air flow, improved airflow through ventilation systems and reduction in recirculated air) are expected to be associated with a less likelihood of transmission compared with poorly ventilated settings;

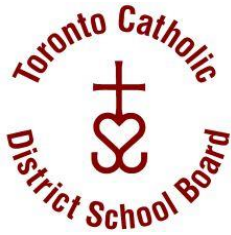
WHEREAS: The report further states: attention should be paid to improving classroom ventilation as well as keeping windows open to help circulate air within the classrooms;

WHEREAS: TCDSB classrooms currently have very poor fresh air circulation due to the City of Toronto bylaws that restrict the opening of classroom windows to four inches;

BE IT RESOLVED THAT: The Board of Trustees direct the Chair to write a letter forthwith to the City of Toronto imploring the City to review the current bylaw that limits the opening of windows to a maximum of four inches;

BE IT RESOLVED THAT: The letter should also request an immediate exemption be given to the TCDSB to allow for readjustment of all windows to enable proper airflow into the classrooms.

Markus de Domenico
Trustee, Ward 2



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Delegation No. _____

[] Public Session
[] Private Session
[] Three (3) Minutes

| | | | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Name | Julie Altomare-Di Nunzio | | |
| Committee | Regular / Special Board | | |
| Date of Presentation | 8/14/2020 | | |
| Topic of Presentation | Re-opening of elementary schools in September 2020/TCDSB Reopening Action Plan | | |
| Topic or Issue | TCDSB Action Plan to reopen schools is highly problematic. | | |
| Details | TECT has grave concerns regarding the TCDSB Reopening Action Plan. It appears that this plan is not adhering to the guidelines recommended by health professionals and is not responsive to the latest COVID-19 research. As a result, the implementation of this plan may seriously jeopardize the health and safety of elementary students and staff. | | |
| Action Requested | That the plan be revised in terms of recommendations and timelines. | | |
| 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) | No | | |
| I am an official representative of student government | No | | |
| I am here as a spokesperson for another group or organization | Yes Toronto Elementary Catholic Teachers | | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | | |
| Submittal Date | 8/11/2020 | | |



TECT Delegation to the Board of Trustees August 14, 2020

The TCDSB Reopening Action Plan states that the Board will take every precaution, following the guidance of Toronto Public Health, to ensure the Health and Safety of staff and students. At this time, TECT does not believe that this plan will ensure the health and safety of staff and students as three key protective requirements will not be fully realized in elementary schools.

Health experts maintain that the following are critical in reducing the spread of the virus and creating a safer environment: smaller class sizes to allow for physical distancing, mask wearing, and proper ventilation.

The action plan will not allow for physical distancing as class size is not reduced.

Mask wearing is not mandatory for all students.

The plan does not remedy the many schools that have poor ventilation and/or a limited ability to open windows.

How then will schools be safe if the plan does not fulfil these necessary safety conditions?

The government stated on August 13 that Boards will now have funding to achieve these safety requirements.

However, it is not feasible for the Board, in three weeks, to determine and then address risks at 164 schools/worksites.

I ask that you work with TECT to implement a phased-in reopening with the following:

- Smaller class sizes to allow physical distancing;

- Mandatory medical grade mask wearing for all students;
- Risk assessments to be completed for each worksite to determine and correct any deficiencies in ventilation, windows and HVAC systems;
- The development of a precise safety plan for each school based on the number of students returning to in-school learning;
- Ongoing and authentic consultation with the union.

As leaders of the largest Catholic Board in Ontario, you have the power to implement a safe reopening. Do not allow the government to dictate unrealistic and dangerous expectations, that will seriously jeopardize the health and safety of students, staff and their families. Take the time, consult and then act to ensure a safe reopening. By doing so you will protect so many in our TCDSB communities.

Let us all find strength in the words of Saint John Paul II:

You too be courageous! The world needs convinced and fearless witnesses. It is not enough to discuss, it is necessary to act.



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☐ Three (3) Minutes

| | | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|
| Name | Annalisa Crudo-Perri & John Del Grande | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | Return to school | |
| Topic or Issue | Parental input, questions & recommendations | |
| Details | TBD | |
| Action Requested | Trustee action | |
| 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 & CPIC | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 8/12/2020 | |



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☐ Three (3) Minutes

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|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--|
| Name | Michelle Wong | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | Reopening Plan | |
| Topic or Issue | Health and Safety Issues; Informed Decision Making | |
| Details | Kindergarten and elementary class sizes given physical space do not allow for physical distancing | |
| Action Requested | Receive delegation; take requested actions | |
| 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 | Yes Group of concerned TCDSB parents | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 8/12/2020 | |

August 14, 2020

Board of Trustees
Toronto Catholic District School Board

Dear Trustees:

Re: TCDSB Reopening Action Plan

We are writing as concerned parents of children belonging to the Toronto Catholic District School Board (“TCDSB”). We thank the Board of Trustees for calling this emergency meeting to discuss the roll out of the survey and the return to school plan.

We write to express our concerns about the Ministry of Education’s directive and the TCDSB Reopening Action Plan (the “Plan”) shared with parents on Monday, August 10, 2020 and to request advocacy and action from the Board to address those concerns.

Concerns about Health and Safety and Ability to Make Informed Decisions

We have been asked to send our children to schools based on a plan that leaves huge gaps to the fundamental recommendations made by the Hospital for Sick Children. And, we are being asked to make the decision to return (distance vs. in-person) on the basis of a plan that is lacking in critical details around key things like re-entry, curriculum, itinerant staff, ventilation, and case detection protocols.

The biggest issue in the Plan is that class sizes, given the physical space of classrooms, do not allow for physical distancing.

This is especially true at the kindergarten level where classes can have 29 students and 2 teachers. The lack of physical distancing is not mitigated by masks as masks are not mandated for JK to grade 3. Moreover, the younger students will need more direction on distancing and hand hygiene and smaller student to teacher ratios will assist with that.

A cohort of 15 is a reasonable proxy for the 1 meter distance that can “be considered” in the event that 2 meters cannot be achieved, as per the recommendations made by the Hospital for Sick Children.

Page 6 of the Plan seems to suggest that smaller cohorts/groups may be possible depending on the data gathered from the pre-registration survey, and that “kindergarten cohorts will be considered with opportunities to work in smaller groupings with DECE’s [*sic*], classroom and itinerant staff to further enhance safety and distancing measures”. Parents need to be assured that cohorts will be 15 students or less per classroom in order to make their decisions.

The lack of detail in the Plan and the rushed ‘survey’ which commits us to decisions until re-entry in October must be revisited.

Requested Actions

We recognize that schools are between a rock and a hard place, given the COVID-19 risks and the need for socializing and education, as well as the benefits to the economy for caregivers to be working. However, we need the Board to advocate solutions to achieve an appropriate risk balance that takes into account the public health and medical advice.

As you read the requests below, please know that we are committed to doing whatever we can to help you – advocate, fundraise, and propose creative solutions – to increase health and safety at our schools in the TCDSB.

1. Assess Physical Distancing in the Classrooms

The August 7, 2020 article in the Toronto Star has the medical experts advising that class size that allows distancing is vital to managing the spread of the virus:

<https://www.google.ca/amp/s/www.thestar.com/amp/news/gta/2020/08/07/class-sizes-vital-to-curbing-spread-of-covid-19-in-schools-sick-kids-experts-say.html/>. In particular, the experts at Sick Kids talk about the school boards' role in that regard:

“When pressed about what is considered a safe number of elementary students in a class, Cohn and Allen would not provide a specific cut off, emphasizing that the size and orientation of individual classrooms would determine physical distancing needs.

“This is where we need to listen to the school boards and the teachers,” Cohn said. “If they say, ‘If we don’t reduce class sizes, then we are also not able to maintain physical distancing and other things, and then I do think this needs to be revisited.’”

We ask that the Trustees bring a motion for a report (to be shared with the Ministry), for data from each school showing for elementary classes, how many can socially distance by 2 meters, and by 1 meter. And for those that cannot, what the best case distance is (assuming optimal desk separation)? This data is especially important for kindergarten to grade 3 where there are large class sizes (up to 29 students plus teachers) and no mask mandate.

It would be informative to see the actual distancing gaps between the plan and the infectious disease, pediatric and Public Health advice which includes 2 meters of distancing and masks when that is not possible.

2. Require Lower Class Sizes

We ask that the Trustees make a motion that no indoor classroom be operated except with 15 or fewer students or such number of students as required to make it practical to maintain a consistent minimum physical distance of 2 meters between students and staff in classrooms.

While we understand having to work under Ministerial Directives, there is a place for advocacy from the Board. Other boards like TDSB and HWDSB have approved plans that require the provision of full funding to achieve lower elementary school classes. Simply resigning itself to the Provincial directive, knowing that the Plan is far removed from the current norms of physical distancing in society and failing to meet the medical advice, makes the Board complicit in not providing for a safe school reopening that meets the approval of the Sick Kids recommendations and of Toronto Public Health. It is also beneficial if our Board is aligned with TDSB on matters of funding and class sizes.

3. Advocate for Provincial/ Federal Funding

We urge the Board to join the voices of other school boards, organizations, parents, health professionals and community members in advocating for funding to support physical distancing and other health measures. The Board has the bench strength and the depth of networks needed to be an effective advocate for its students and staff, not to mention all of their bubbles.

Such advocacy should include making an application for the shared \$30M to decrease class size (which the Premier indicated in his press conference of August 11, 2020 could be increased).

The funding should consider local conditions. The rate of infection in the GTA has been higher than many other places in Ontario, and given the population density, more attention needs to be made to physical distancing and other measures in Toronto than in areas where the community spread is lower.

4. Look at Spending From Reserves

With the announcement by the Minister of Education on August 13, 2020 that boards are able to unlock reserves, the TCDSB should look at using its reserves to lower class sizes. The TCDSB's total reserves appear to be around \$50M (\$50.8M at 2018 year end; with \$49.3M budgeted for 2019-20 period). Using reserves for plexiglass barriers is a good idea, but for the youngest children in our schools who have the largest elementary class sizes and who have no mask mandate, plexiglass barriers are not an effective solution. Spending to lower class size and hence distancing is needed.

5. Adopt Partial Reduction / Alternative Distancing Measures

Ideally, funding will allow classroom occupancy to be restricted to 15 students. Short of getting the \$132 million requested, consider implementing some or all of these measures:

- a) Class size reduction for JK to grade 3 in 'hot spot', at risk areas.
- b) Class size reduction for all kindergarten classes.
- c) Class size reduction for grades 1-3 to 15 students.

- d) Class size reduction for grades 4 – 8 to 20 students, in line with what TDSB has approved.
- e) Where physical distance cannot be maintained, ensure funding is dedicated to the creation of outdoor classrooms and outdoor equipment. (Even where classroom size and ventilation are adequate, consider outdoor classrooms to provide students with ‘mask breaks’.)
- f) Where physical distance in a classroom cannot be maintained, mandate that classes be held in an indoor space sufficiently large (such as a gymnasium or community centre or church) and well ventilated to make it practical to maintain a consistent minimum physical distance of 2 meters.

We note that the TDSB is working with the Ministry of Education to explore options to lower class sizes, but depending on funding, is considering other strategies “such as shortening the school day, reassigning teachers from non-classroom roles and lowering class sizes in areas deemed at-risk by Toronto Public Health”:

<https://www.theglobeandmail.com/canada/toronto/article-toronto-considers-shorter-school-day-as-more-ontario-public-health/>.

6. Assess and Address Ventilation

With the announcement of \$50M (for all boards) for improved ventilation, the Board should access its portion of that funding and apply it to the most critical areas. In that regard, there should be an audit to assess the state of ventilation for each school and classroom. The Plan has a single paragraph regarding ventilation, that provides some limited measures that are to be taken but no information on the adequacy of those measures.

Indoor classrooms need to be well ventilated, as per the Sick Kids report and this informative review: <https://www.pbs.org/newshour/health/analysis-ventilation-should-be-part-of-the-conversation-on-school-reopening-why-isnt-it>. See also: <https://www.theglobeandmail.com/canada/article-school-ventilation-could-spread-covid-19-why-arent-we-talking-about/>. Ensure windows remain open where possible so that fresh air may enter the classroom. Where windows cannot be sufficiently opened and/or don’t provide enough ventilation, implement other viable solutions such as fans, HEPA filters etc. Individual, localized support for ventilation will be required. We also need to ensure solutions are in place to address the serious problem of heat entrapment in upper floors which will almost certainly discourage the full-day use of masks.

Where rooms cannot be properly ventilated, schools should provide for outdoor or off-property spaces.

7. Ensure Clear and Timely Communication Between the Board, Individual Schools and Families, including regarding re-entry, staffing and programing

There are outstanding questions such as:

- a. The details on school start and end times. We understand that start and end times are to be staggered by cohorts but this is not stated in the Plan.
- b. How will physical distancing be managed at school start and end times?
- c. What will cohorts look like? What will happen with French, Physical Education, Music, and other teachers who would usually be moving between cohorts? On the webinar hosted by OAPCE on August 12, 2020, staff seemed to suggest that there was no health concern with teacher movement between cohorts, only with students mingling out of cohorts/ the groupings of 50. This needs to be explained.
- d. How will lunch supervision, supply staffing be managed to ensure limited contacts?
- e. How will students with IEPs and special needs students be supported? If they are in schools, they are usually supported by a variety of EAS'. This would increase cohort size. And if these families choose online learning, how will these children be supported?

8. Delay 'Survey' Deadline or Allow for Changes

We would suggest that a restart to the “survey” – which is a misnomer given that it is expected to be a binding commitment to distance vs. in class learning – which was so poorly executed, would be appropriate.

We understand from social media and the OAPCE webinar that parents can contact their school principal to make changes, but this has not been communicated widely. It is also problematic as the Plan is really a working draft. A key takeaway from the OAPCE webinar is that while lots of good plans are being made, they are still being made at the Administrative level, with little to no involvement of individual schools, and the plans (e.g. around kindergarten cohorts/ division, buses, case detection, case management) are nowhere near the implementation phase.

9. Allow Flexibility to Make Decisions Based on Changing Circumstances

Allow parents who have opted for remote learning to switch to in-class learning and vice versa at their reasonable discretion. Let parents adapt to changing circumstances by allowing them to switch to a model that is appropriate to their then current situation. We understand that the administration needs to solidify staff schedules etc., but build some slack into the schedules to accommodate reasonable changes, especially as we were informed on the OAPCE webinar that the Plan is a ‘living document’.

10. Delay the School Year Start Date

Given the Plan is still a work in progress, discussions with the MOE should/could still take place, and the extensive planning, procurement and implementation necessary to ensure logistics and protocols are shared, with opportunity for training and feedback, we are requesting that the Board explore the option of a delayed school reopening. Toronto moved to Stage 3 two weeks later than most other Ontario jurisdictions, and it would be

reasonable to delay school reopening by at least that amount of time to allow for proper implementation. The rushing of the survey showed what chaos ensues from lack of proper implementation and the survey is much less complicated to roll out than the actual start of school.

We have been out of school since March. We can afford to take a few more weeks to implement a smooth reopening, including allowing teachers and staff the time they need to adequately prepare for a return to school. Toronto Public Health needs to be engaged on the adequacy of the plan, and while TPH will take the driver's seat when it comes to positive case management, parents and staff should be given some clue as to the TPH framework for case management and the possibilities that may affect the students and their household members. Even relatively basic logistics of putting up signage, allocating courtyard space, reallocating classroom space, determining optimal traffic flow, and setting up staggered arrival, departure times will take time to do well.

11. Staggered Re-Start

In that same vein, we support a gentle reopening, staggering cohorts and classes to lessen congestion, and anxieties.

12. Clearly Define and Communicate Covid Case Detection and Containment Plans

While we have every confidence in Toronto Public Health, protocols and procedures as well as communications and training still need to be developed for staff, students, and their families on these protocols. The Plan leaves many questions remaining with respect to screening, positive case detection, and contact tracing of staff and students. For example:

- What is being screened for at home? Can a sample of the questions be provided? Will it be like YRDSB's, which is more comprehensive (e.g. includes "covid toes") than the Provincial online tool?
- What is the screening process at the school upon entry? Passive or active screening? If active, has that been accounted for in terms of staffing, line ups and wait times to get processed?
- Is testing mandatory upon screening positive as the Plan seems to suggest by its statement that students/staff with symptoms "are to go to an assessment center and get tested"? If not mandatory, what is the process? OCSB's plan provides that if students are not tested, they must isolate for 14 days from the day of the symptoms or until 24 hours after respiratory symptoms subside or 48 hours after gastro symptoms subside, whichever is longer.
- If a teacher or student gets ill, what safety procedures will the rest of the cohort follow?
- What is the process if someone in a cohort shows symptoms? The Plan speaks to cleaning of the isolation room but not other rooms/ surface areas of contact.
- What will the process be if someone in a cohort tests positive?

- Is the period of communicability 48 hours before onset of symptoms as stated in the Plan, or also 10 – 14 days from symptom onset? Does the protocol take into account the time lag between test results and symptom onset?
- The Plan at pg. 12 states that people who are diagnosed with COVID-19 “can return to work 14 days after their symptoms first appear, as long as symptoms are mostly gone.” The OCSB’s plan calls for students who test positive to provide medical clearance in order to be allowed to return to in person instruction.
- If virtual learning isn’t available once a student chooses full day in-class, what happens if a student has to be quarantined? Or multiple students? Would virtual learning be made accessible for them if they are able to continue studies while in quarantine?
- What can household members expect if a student is to be quarantined? How might this differ depending on the age of the child?

We are prepared to work with you to implement the requests highlighted in this letter. Thank you for your hard work, dedication, and openness to changes and solutions to ensure a safe reopening.

Sincerely,

Jennifer Adolf, parent of Grade 9 student, Bishop Morocco/Thomas Merton High School

Carla Alves-Dias, parent of Grade 6 and 8 students, All Saints CES

Sheryl Baraniuk, parent of Grade 5 and 8 students, Our Lady of Peace

Joan Broto & Tulus Daniel Simatupang, parent of Grade 4 and 6 students, Holy Rosary

Christina Bugaj, parent of Grade 3 and 4 students, St. Cecilia Catholic Elementary School

Aldo Carinci

Sheila Colla, parent of JK and Grade 2 students, St. Brigid.

Diane Draguzet, parent of Grade 7 student, Our Lady of Lourdes

Marida Etherington, parent of Grade 8 student, Our Lady of Peace

Jennifer Henderson, parent of Grade 5 student, St. Joseph Elementary School

Stella Mi Hyun, parent of student, St. John

Nadia Hoult, parent of Grade 2 and Grade 5 students, St. Gregory School

Carol Iazzetta, parent of Grade 1 and Grade 3 students, St. Matthais

Matt and Rachel Koehler, parent of JK and Grade 1 students, Holy Name Catholic School

Wilma Kohler

Karolina Krystniak, parent of Grade 1 student, St. Joseph Elementary School

Kathleen Boetto Laflamme, parent of Grade 1 and Grade 4 students at St. Brigid

Katie Larson, parent of a Kindergarten student at St. Brigid

Danielle Lewis, parent of Grade 2 student at St. Brigid

Elizabeth Malak, parent of a Grade 6 student at All Saints and a Grade 9 student at Michael Power

Sunil Mohan, parent of Grade 2 and Grade 4 students, Holy Angels

Jessica Skeath-Makxam, parent of JK student, St. Gregory

Alienne Wan, parent of a JK student, Holy Name

Sarah Wheeler, parent of an SK student, St. Denis

Michelle Wong, parent of SK student, St. Norbert Catholic Elementary School

cc: Doug Ford, Premier of Ontario
Stephen Lecce, Minister of Education
Marit Stiles, Opposition Critic for Education (NDP)
Christine Elliot, Minister of Health
Toronto Public Health



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|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|
| Name | Lina Naccarato | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | RE- opening plan | |
| Topic or Issue | The RE-opening of school plans | |
| Details | We have serious concerns as per the Ministry of Educations re-opening of schools. | |
| Action Requested | Trustees, board to follow the Toronto Public Health and Sick Kids Document. | |
| 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) | No | |
| I am an official representative of student government | No | |
| I am here as a spokesperson for another group or organization | Yes CUPE Local 1328 | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 8/12/2020 | |



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|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--|
| Name | Lisa McMahon | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | Return to School - Safety of kids especially Special Needs | |
| Topic or Issue | Special needs being met | |
| Details | Making sure all kids especially special kids are going to be safe during the return to school. | |
| Action Requested | Questions answered | |
| 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 The Divine Infant chair | |
| I am an official representative of student government | | |
| 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 | | |
| Submittal Date | 8/12/2020 | |



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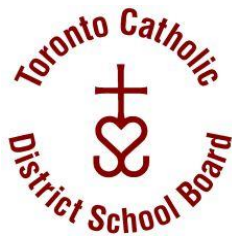
Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

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|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--|
| Name | Albert Cannitelli | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | Return to School | |
| Topic or Issue | Return to School | |
| Details | I am a Paediatrician. My son attends Chaminade. | |
| Action Requested | Sharing insight into child health and Covid from the front line. | |
| 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) | Chaminade College | |
| I am an official representative of student government | Chaminade College | |
| 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 | 8/13/2020 | |



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 | Jana Seymour | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | Addressing reopening plan as it pertains to French immersion | |
| Topic or Issue | St. Cyril is a French immersion school which has learning and curriculum needs and areas not addressed in the reopening plan. Also it has no washrooms on the 2nd floor | |
| Details | What is the plan to deliver the French immersion curriculum to students in distance learning. In class how will cohorts share teachers and classrooms? Currently 3 ELP classes, 3 portables and all primary classes utilize the 1st floor washrooms as there are no washrooms or areas for handwashing on the 2nd floor. How will this be addressed as hand sanitizer is not a replacement for proper handwashing and how will overcrowding be prevented in washrooms. | |
| Action Requested | We are asking for handwashing stations that are accessible. We are asking for a detailed plan for French immersion students. | |
| 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) | Yes St Cyril Oapce rep | |
| 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

8/13/2020



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3) Minutes

| | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name | David Montisano |
| Committee | Regular / Special Board |
| Date of Presentation | 8/14/2020 |
| Topic of Presentation | Special Meeting of the TCDSB Public Session |
| Topic or Issue | Reopening of schools |
| Details | Voice my opinion on the proposed reopening of schools |
| Action Requested | A safe return to school program that ensures the safest possible way for students to attend school while allowing parents to return to work. Consider all factors when allocating resources to schools including consideration of the actual areas students attending any school are coming from, not just the catchment areas. |
| 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 | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes |
| Submittal Date | 8/13/2020 |

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3) Minutes

| | | |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--|
| Name | CUPE Local 1280 | |
| Committee | Regular / Special Board | |
| Date of Presentation | 8/14/2020 | |
| Topic of Presentation | School Re-openings | |
| Topic or Issue | School re-opening procedures | |
| Details | In reference to outlines in TCDSB school Re-opening Procedures | |
| Action Requested | Please see attached letter to be read out this evening | |
| 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 CUPE Local 1280 | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 8/14/2020 | |

TCDSB Special Board Meeting of August 14th 2020

Hello to one and all.

We represent custodial, maintenance and couriers within the TCDSB. We are writing this letter to express concerns regarding the school reopenings taking place in just a few short weeks, and the impact our front line Membership will undoubtedly be dealing with.

Unfortunately, we are unable to attend in person, and are hoping that this letter can make you apprised of certain concerns we all have.

We have been at the schools ensuring that they are, and will be fully ready to accommodate the reentry in September. We take pride in our jobs and safety is paramount above all else in our day to day affairs within the TCDSB facilities.

In regards to the TCDSB Reopening Action Plan:

- Weekly consultations with Union Partners an collaboration with our employee groups. We can in good conscience say that this is NOT the case for CUPE 1280. We have been given information at the eleventh hour and after information was already sent out to other partners or parties. No input requested from CUPE1280 and no information sharing regarding steps to be taken from the TCDSB.
- Training for safe school reentry. As we are all aware, the government's directive for a safe school reopening, some of our membership may be on vacation, and may be unavailable to attend this crucial aspect of a safe return. Once again, there has been no communication us regarding this.
- Cleaning and other additional Measures. There has been NO dialogue with the TCDSB as to what is expected, how this will impact the front line staff that is required to do these "enhanced cleaning protocols" within the schools. Due to the nature of this virus, the workload will be increased tenfold and impact the physical and mental wellbeing of ALL CUPE 1280 members. We feel that we will be overloaded and overworked.

- PPE. Will it be communicated to administration staff in schools that PPE is for ALL staff including CUPE 1280 and not only teaching staff and students?

We would also add, there have been NO frequent JHSC meetings that have taken place over the summer months and as stated above and we feel this is a huge problem. We have been left to find out what processes will take place through the media and at the 11th hour.

We are all in this together, irrespective of the job title we have within the TCDSB. We are all working together to ensure that we can make the facilities we attend all year, and especially during these times, the safest they can be. We feel that we have been left out of the loop, have not been made aware of what next impactful steps will be undertaken, and this is problematic on many levels.

Thank you for your time, and we hope that our concerns noted above, will be taken into account, and addressed prior to school opening and going forward.

Sincerely

CUPE 1280 EXECUTIVE



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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☐ Public Session

☐ Private Session

☐ Three (3) Minutes

| | |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name | Sandra Mastronardi |
| Committee | Regular / Special Board |
| Date of Presentation | 8/14/2020 |
| Topic of Presentation | Back to School Plan for Special Ed Needs Students |
| Topic or Issue | Back to School Plan for Special Ed Needs Students |
| Details | Transition support is essential for students with Special Ed needs. Engaging families in developing an individualized transition plan is essential to nurture not only academic success but mental health and well-being as well. |
| Action Requested | Ensure that families and students requiring transition support are contacted as soon as possible. |
| 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 | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes |
| Submittal Date | 8/14/2020 |



REPORT TO

SPECIAL BOARD

PROPOSED STRATEGIC STAFFING SUPPORTS TO ASSIST WITH SCHOOL RE-ENTRY DURING THE COVID PANDEMIC

*And He said to them, "Because of the littleness of your faith; for truly I say to you, if you have faith as a mustard seed, you shall say to this mountain, 'Move from here to there,' and it shall move; and nothing shall be impossible to you."
Matthew 17:20*

| Created, Draft | First Tabling | Review |
|----------------|-----------------|---------------------------------------------|
| August 6, 2020 | August 14, 2020 | Click here to enter a date. |

Adrian Della Mora – Executive Superintendent of Human Resources & Labour Relations on behalf of Education Council

INFORMATION REPORT

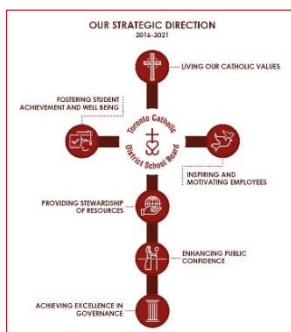
Vision:

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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 responds to a Board motion, which requests that staff formulate a plan to disperse up to \$5 million from the operating contingency to hire transitional support staff. This staffing support will address anticipated challenges associated with a return to school in September.

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

B. PURPOSE

1. At the July 23, 2020, Special Board Meeting, Trustees approved the following motion:

***WHEREAS:** A return to school in September will inevitably be increasingly onerous for our existing staff.*

- i. ***BE IT RESOLVED THAT:** A minimum of \$3 million and up to \$5 million be deployed immediately from the operating contingency to hire transitionary support staff, including but not limited to Education Assistants and Child Youth Workers, for the 2020-2021 school year;*
 - ii. ***BE IT RESOLVED THAT:** A minimum of half of these additional resources be deployed to those schools classified in the highest quartile of n-tiles (7,8);*
 - iii. ***BE IT RESOLVED THAT:** Staff report back to Board at the August 20, 2020 Board meeting on the projected deployment of these funds.*
2. This report responds to this motion by identifying the introduction of strategic staffing supports to address anticipated challenges associated with the start of the 2020-2021 school year.

C. BACKGROUND

1. From March to June 2020, the TCDSB implemented a distance learning model in light of the closure of all TCDSB schools linked to the COVID pandemic.

2. On June 19, 2020, the Ministry of Education unveiled the province's approach to the re-opening of schools in September amid the COVID-19 pandemic. Ontario school boards were asked to prepare for a range of delivery options for the 2020-21 school year. The TCDSB has committed to a full return to the regular school model in the elementary panel and an adaptive model for the secondary panel.
3. Preliminary indicators suggest that school boards will face significant workplace pressures including but not limited to; employees considering leave options linked to COVID-related concerns, student social/emotional/mental health needs, and extra supervision requirements.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Staffing considerations were informed by the following guiding principles:
 - Use an approved and reliable external recruitment firm to assist with this time-sensitive recruitment process;
 - Ensure that diversity is reflected in the recruited support staff;
 - Adhere to the Catholicity requirement when recruiting;
 - Endeavor to assist both panels (elementary and secondary), administrators and decrease risk exposure to legal challenges.
2. Staff will use feedback from our current parent survey and employee responses to an HR email requiring employees to proactively communicate potential leaves to inform how we can further address additional staffing needs (i.e. additional teacher needs in key areas).
3. Table A below summarizes the plan to hire additional transitional support staff.

Table A: Summary of strategic transitional support staff

| Type of support | Anticipated assistance and required next steps | Projected costs |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------|
| Use of retired administrators Addresses work intensification/morale concern/need for | Surveyed 95 retired admin and have a pool 50 ready for deployment in September | \$816,000 |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| screening and supervision support | Deploy teams of 6 per Field Superintendent areas to assist with screening, supervising, coaching | |
| Hiring of additional caretakers to the Supply Pool Addresses enhanced cleaning requirements | HR has secured the assistance of an external recruitment firm to recruit and onboard an additional 80 supply caretakers (in addition to ongoing internal recruitment efforts) | Processing of internal and external applications will bolster the taxed Caretaker Supply Pool \$1,600,000 |
| Hiring of additional Child & Youth Workers (CYW) to the Supply Pool Addresses anticipated student mental health concerns Addresses anticipated lack of staff | Targeting the recruitment of 20 CYWs by an external firm given time restrictions and sole source realities Goal is to assign at least 2 CYWs per area (8) that can be deployed at the discretion of the Superintendent of Special Services. A minimum of half of these additional CYWs will be deployed to those schools classified in the highest quartile of n-tiles (7,8) | \$1,080,000 |
| Hiring 4 Paralegal Assistants to work from August 10 – December 30th Assist with consistently managing the anticipated | Targeting the onboarding and training of 4 Paralegal Assistants – recruited by an external firm | \$105,000 |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <p>increase in employee sick leave claims and requests for leaves</p> <p>Allows key departments to complete core return to school functions</p> | | |
| <p>Extending the scope of work for existing Secondary School Supervisors</p> <p>Will address the need for enhanced daily screening</p> <p>Will provide critical additional supervision capacity for Principals</p> | <p>Increase the number of days assigned for the 2020-2021 year from 160 to 180.</p> <p>This will require a variance to the CUPE 1328 Collective Agreement</p> <p>Hours worked per day remain the same</p> | <p>\$177,362</p> |
| <p>Extending the scope of work for existing elementary Lunch Time Supervisors (LTS)</p> <p>Will address the need for enhanced daily screening</p> <p>Will provide critical additional supervision capacity for Principals</p> | <p>Increase the number of hours per day that existing Lunch Time Supervisors can work during the 2020-2021 school year.</p> <p>This will not require a variance as these employees are non-unionized</p> | <p>\$1,080,000</p> |

Total projected cost for all components of the above plan - \$ 4,858,362

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

SPECIAL BOARD

RETURN TO SCHOOL UPDATE

"The Lord gives sight to the blind, the Lord lifts up those who are bowed down, the Lord loves the righteous."
Psalm 146:8

| Created, Draft | First Tabling | Review |
|-----------------|-----------------|-----------------------------|
| August 12, 2020 | August 14, 2020 | Click here to enter a date. |

Barbara Leporati, Senior Coordinator, Planning Services
 Shawna Campbell, Superintendent of Schools, Area 3 & Early Years Programs
 John Wujek, Superintendent of Schools, Area 5
 Corrado Maltese, Coordinator, Occupational Health and Safety Department
 Shazia Vlahos, Chief of Communications and Government Relations
 Martin Farrell, Superintendent, Environmental Support Services
 Steve Camacho, Chief Information Officer

INFORMATION REPORT

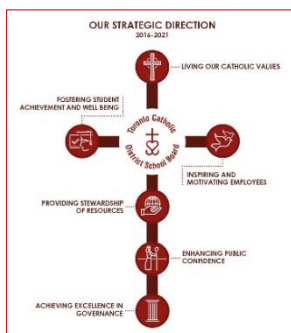
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Rory McGuckin
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

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

A. EXECUTIVE SUMMARY

TCDSB recently released the Reopening Action Plan to assist parents in making the difficult decision whether to choose face-to-face or remote learning for the 2020-2021 school year.

Several key events and communications have occurred since the shutdown of schools in March 2020.

| | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 19, 2020 | The Ministry released, “ <i>Approach to Reopening Schools with guidelines for School Boards.</i> ” |
| June 22, 2020 | Survey #1 – Parent/guardian preference on school return scenarios |
| July 13, 2020 | Survey #2 – Parent/guardian preference on Adaptive models |
| July 16, 2020 | Presentation to the Board regarding School reopening Models |
| July 23, 2020 | Report to Board – School Model proposals for Ministry consideration |
| July 28, 2020 | TCDSB staff presented models for each of the 3 scenarios to Ministry staff for consideration and feedback. |
| July 30, 2020 | The Ministry released, “ <i>Guide to reopening Ontario Schools</i> ” https://www.ontario.ca/page/guide-reopening-ontarios-schools |
| August 10, 2020 | Release of <i>TCDSB Reopening Action Plan</i> https://www.tcdsb.org/Board/Documents/tcdsb-reopening-action-plan-2020.pdf Survey #3 – Confirmation of registration in Face-to-face or remote learning/Transportation Needs |
| August 12, 2020 | Ministry released PPM164 regarding requirements for remote learning |
| August 13, 2020 | The Ministry announced new funding for HVAC and online learning, unlocking reserve funding and minimum synchronous learning requirements. |
| August 14, 2020 | Toronto Public Health released a letter to both TDSB and TCDSB offering their perspective and including |

| | |
|--|-------------------------------------------------------------------|
| | recommendations on School Reopening parameters. (Appendix 'A') |
|--|-------------------------------------------------------------------|

This report provides information regarding plans for reopening of schools in accordance with Ministry and Toronto Public Health guidelines and highlights updates in key areas pertinent to the Return to School Plan.

The information recently released from both the Ministry and Toronto Public Health requires assessment by staff in relation to the current Return to School plans. Recommendations for revision of the plan to align with recent funding and guidance will be forthcoming in the report to the August 20, 2020 Board meeting.

The cumulative staff time required to prepare this report was 30 hours

B. PURPOSE

To provide the Board with additional information regarding the TCDSB Reopening Action Plan.

C. BACKGROUND

1. *School boards have prepared plans for school reopening in accordance with Ministry and public health guidelines.* Consultation and review with Toronto Public Health (TPH), union partners, principals and other school boards has been instrumental in development of the plan. Consultations will continue as we move toward a September start date. The letter sent today to TCDSB by TPH will inform recommendations in the August 20, 2020 report to Board
2. *Ongoing communication with the Ministry regarding the secondary adapted model of delivery has resulted in a revised model presented in this report.* The Ministry is concerned with the amount of direct and indirect contacts by students while in the building. These must be capped at 100 at the secondary level.
3. *On August 10, 2020, the TCDSB released the Reopening Action Plan to inform families.* Accompanying this release, a *survey has been issued to gather much needed data* concerning families choices for face to face or

remote learning as well determining how many children will opt for school bus transportation. This data is integral for staff to begin the process for allocating staff and developing a program for remote learning.

4. ***Families and staff are showing increased concern regarding windows ventilation and HVAC systems in school buildings*** with a full return to school in September. Staff have responded to several inquiries however thought it prudent to bring further information to this special board meeting for clarity.
5. ***Toronto Student Transportation Group***, at the Governance meeting of August 13, 2020, approved ***a phased start for the provision of transportation services*** in the 2020-2021 school year.
 - a. Transportation services for student with ***special needs*** will be prioritized and provided beginning on the first day of school, ***September 8, 2020***;
 - b. Transportation services for ***all other eligible students*** would be phased in to begin on ***September 14, 2020*** pending the availability of drivers.

D. EVIDENCE/RESEARCH/ANALYSIS

Remote Learning

6. ***Senior staff have already been developing the framework for a virtual school to support remote learning for families that select remote learning for their child(ren) via the TCDSB parent survey.*** The Superintendent of Curriculum, Innovation and Academic ICT has initiated the development of a framework for implementing programming and staffing of a K-12 virtual school.
7. ***The TCDSB will receive \$634,035 in funding for principals and school administrative support, based on a formula that the Ministry has used related to school board 2020-21 projected enrolment.*** Senior staff are looking to assign a principal and vice principal using these funds as an initial step in establishing a virtual school.
8. ***Staff will be using the data from the parent survey to determine that staff that will be required to meet the needs of students participating in remote learning.*** Staff will need to use the data from the completion of the parent survey to determine the grade combinations and total number of teaching and

support staff required for a virtual school. Final numbers are required as soon as possible to complete the staffing process and provide the necessary professional development for these staff members.

9. ***The Ministry has just released PPM 164 that outlines the requirements for remote learning. The memo outlines a definition of remote, synchronous and asynchronous learning.*** PPM 164 also outlines the following: minimum requirements for engaging students during remote learning, minimum requirements for synchronous learning, process for exemption from synchronous learning, protocols for delivering remote learning, access to remote learning devices, standardized suite of synchronous learning platforms and cyber security, privacy and online safety.

Students Requiring Technology

10. ***Starting in April the TCDSB has issued approximately 10,500 devices to students which included 6,100 Chromebooks and 4,400 iPads.*** Of these devices approximately 1,250 were to students who self-identified as needing internet access at home. To support these students we have provided them LTE data enabled iPads. We plan to provide similar services to new students in September on a request basis.

Health and Safety

11. ***Students and staff are will practice proper and frequent hand washing and hand sanitizing.*** TPH guidance encourages frequent hand washing and the use of hand sanitizer where hand washing is challenging. Hand sanitizer will be located at each designated entrance, portables, classrooms and/or key locations throughout the hallways where access to a sink for hand washing is limited.
12. ***Principals will schedule washroom use*** to the greatest extent possible and signage will be posted on the wall outside the washroom limiting occupancy to 50% of normal to achieve physical distancing.
13. ***Plexiglass shields will be placed in main office*** areas to provide protection in higher traffic areas and where distancing cannot be achieved between staff through the arrangement of furniture. ***The addition of plexiglass in kindergarten rooms*** is currently being explored. This will provide an added distancing measure in classes where enrolment may approach a cap of 29 students.

Professional Development

14. ***Planning and Training for Principals has and will continue to take place over the remaining summer weeks*** to ensure that they are properly prepared to administer and adapt to the delivery models for elementary and secondary schools. Weekly engagement of principals, teacher federations and education worker unions has informed elements of the return to school plan.
15. ***Professional Development for all school based staff is being planned for the September 1, 2 and 3, 2020 PD Days.*** The Ministry has just released their memo related to topics to be addressed during these three PD days. Central staff will adapt the modules and resources to meet the needs of our school based staff. The three mandatory PA days will focus on school re-entry and will address the following topics:
- Health and safety protocols in response to COVID-19 (full day)
 - Student mental health, well-being and anti-bullying
 - Remote and online learning strategies and tools
 - An introduction to anti-racism and anti-discrimination training that will continue throughout the 2020-21 school year
 - An introduction to the new elementary math curriculum and fundamental math concepts/skills
16. ***The TCDSB Reopening Action Plan, released August 10, 2020, provides information for parents concerning*** safety protocols, outlining roles and responsibilities, day to day scheduling, flow of students and staff, staggering of recess/lunch/break times, PPE requirements and use for a safe return to school.

Secondary Adaptive Model

17. ***The updated Draft Adaptive Secondary Model (Appendix ‘B’) has similar features to earlier models.*** Staff continue to communicate with union partners to evolve on a model suitable to meet needs. The primary goal being one that ***ensures health and safety of staff and students*** within the Ministry-mandated Adaptive Model guidelines. Staff have worked with secondary principals to arrive at this current draft. Schools such as Cardinal Carter Academy and St. Michael’s Choir School will have specialized models in part due to the unique programming and other factors. As school administration prepare for re-entry of students on September 8, local planning will need to occur to ensure that this model appropriately meets scheduling requirements.

18. ***The model itself is still based on quadmestered timelines.*** All classes, (2 per quad) are divided in half to ensure appropriate class size protocols are met. There is a ***two week cycle*** to this model; where the first week sees in-class learning for Class 1 at 150 minutes in the morning for each of the two cohorts; who attend on alternating days. Still during that first week, learning occurs for Class 2 for 150 minutes daily through synchronous distance learning methods. During the second week of the cycle, Class 1 and Class 2 are flipped in their order of the day allowing for in-class learning for Class 2 in the morning and Distance Learning for Class 1 in the afternoon. Cohorting and instructional minutes remain the same as described in week 1. ***This alternate week model, further protects the health and safety of staff and students by adhering to the limit of 100 indirect contacts and allows for all students to attend face to face classes every two days***

Survey

19. ***Survey #3 has been issued to*** confirm the intent of families to have students engage in learning in person or remotely. The survey will also collect data concerning transportation needs and is scheduled ***to close on August 16, 2020.***
20. ***The results of this survey will be critical in the timely creation of class cohorts, organization of school classrooms, staffing requirements and school bus transportation planning.*** Principals will be following up with families who may not have had the opportunity to respond to the survey. For families who may have experienced technical difficulties or changed their mind based on new information, they can contact their Principal to update their response no later than August 21, 2020 at 4:00 p.m.
21. ***Following the survey deadline, families will receive communication notifying them that they have until August 21, 2020 at 4:00 p.m.*** to contact their Principal to make changes to their response(s). For families who may not have received a survey, due to incorrect contact information or technical difficulties, they will also be advised to contact their Principal to ensure response is recorded for their child(ren).
22. ***Students will only be able to move from one model to the other at pre-determined re-entry points listed below for elementary and secondary.***
Elementary – November 1, February 1

Secondary – mid November, beginning February, mid April (Quad timelines)

This direction is in line with other GTA Boards' direction and allows for adjustment of class sizes and staffing allocations in alignment with collective agreement requirements.

HVAC, Ventilation and Windows

23. *Due to Health and Safety concerns, window safety latches were reinstalled on all single and double hung school windows* in 2018 so that they could not open more than 100 mm (4 inches) each, using a City of Toronto By-law as guidance. Although the by-law applies to any building containing 3 or more dwelling units such as apartment units, staff adopted the bylaw as a best practice. Staff decided to install the restrictors when the windows were originally installed several years ago. These restrictors were then removed at the school level over a period of time which led to faulty windows because of the premature breakdown of the window's spring and balance mechanism. In 2018, some 18,000 safety restrictors were reinstalled after injuries to two teachers involving these windows. All new single or double hung windows sold in Canada for residential settings come with built in safety restrictors which home owners can choose to switch on to limit window opening to 100 mm (4 inches) to prevent falls by children and pets.

24. *By opening the inner and outer sash 4 inches each (total of 8 inches per window), adequate fresh air is entering the classroom.* The average 800 square foot classroom has between 4 to 6 windows. TCDSB has an air exchange program which combines the windows and open doors to allow for adequate ventilation. Fans are also encouraged to assist with the air exchange program. Maintenance staff are facilitating this process by servicing over 18,000 stoppers in schools to ensure that windows can be opened to provide maximum airflow. Most should be operable unless the windows are sealed due to A/C.

25. *Staff is exploring the possibility of raising the window restrictor height from 4 inches to 12 inches for one window per classroom.* The window ideally will be located across the classroom door which will assist with cross ventilation when the door is left open. Moving the restrictor to 12 inches will be conditional on a thorough inspection of the window's spring and balance mechanism and conducting any necessary repairs to ensure the window doesn't fall abruptly. Teachers would also be reminded to strictly supervise

students at all times to prevent any potential fall from the window. Further information on this possible initiative will be provided at the August 20, 2020 Board meeting.

26. ***The current Board standard for windows in new schools and for window replacements is awning type windows in which the entire operable pane swings outward***, providing additional open area around the sides, even with the 4” opening restriction. In current designs, wherever possible the operable pane is full height, or two half-height operable sections.
27. ***Staff are investigating the potential for installation of mobile HEPA-Carbon Air Filter units, sized for classrooms, in older schools without ventilation systems or classrooms without operable windows.*** The effectiveness of specific units available on the market will be confirmed by an environmental consultant and costing obtained. Staff will report back at the August 20 Board meetings on their findings with a recommendation on use of these units.
28. ***The portable classroom inventory is improved as older portables are removed from the system, new portables with air conditioning are added as replacements. Currently there are 193 portables, of the total 324, that have air conditioning.***

Additional Safety Considerations

29. ***The Ministry announcement of August 13, 2020 provided boards with the ability to stagger entry for elementary schools by grade for the first week of school.*** This could mean gradual starts for our youngest learners to allow them to adapt to new environments and safety procedures. Staff will consider implications and impacts and provide recommendations in the August 20, 2020 report to Board.
30. ***The announcement also included allowances for additional funding of school-based staff to provide assistance in distancing of students in classrooms.*** Staff will consider solutions where distancing issues exist using a regional approach with a priority focus on kindergarten classes and schools in TPH identified “hotspot” areas and provide recommendations in the August 20, 2020 report.

Transportation

31. *Arising from the August 13, 2020 meeting of the Toronto Student Transportation Group (TSTG) Governance Committee*, there are *two key* updates regarding student transportation for the return to school in September 2020:
- A phased start to student transportation services; and
 - The requirement for face coverings for all students
32. *A phased start to student transportation was approved for the 2020-2021 school year and includes:*
- Transportation services for students with special education needs will be prioritized and provided the first week of school beginning on September 8, 2020; and
 - Transportation services for all other eligible students will be phased in to begin on September 14, 2020 pending the availability of drivers or other unforeseen issues related to COVID-19.
33. *The phased approach will provide improved services to students with special education needs* as well as additional time to address potential start-up issues for student transportation. In addition, it will allow schools to adjust to the revised physical distancing protocols related to transportation arrival and dismissal.
34. Based on discussions with Toronto Public Health (TPH), *face coverings will be required for all students using transportation services, including those in kindergarten to grade 3*. Given the lack of physical distancing possible on buses and restricted ventilation options in colder weather, TPH agreed that all students wearing masks will reduce the risk. This is consistent with the mask requirement for Toronto Transit Commission users.
35. *A TSTG communication advising families of the phased in start and requirement for face coverings is being prepared jointly with TCDSB and TDSB Communications staff with the intention of distributing to families on August 14.*
36. *In addition, there is a potential impact on the ability to provide transportation services for the 2020-2021 school year under the Board's empty seat policy*. Students not eligible to receive transportation service can apply for an empty seat of an existing school bus route at the beginning of the school year, however there is no guarantee of service, as it is dependent

on the availability of space on the bus. Subject to availability, the empty seat requests are accommodated in October.

37. *In order to allow for greater physical distancing on school buses and facilitate the enhanced cleaning and disinfecting protocols, there is the potential to delay, significantly reduce or eliminate the provision of empty seat service for the 2020-2021 school year.* The Board is not required to make a decision on this matter at this time, and staff will provide additional information in the fall.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *A Return to School staff guidebook will be provided.* This guide will provide clear definitions, roles and procedures associated with returning to school during the pandemic.
2. *FAQs continue to be gathered from parent feedback.* The board continues to provide updates and frequently asked questions and answers on the board website and social media channels.
3. *Local planning considerations will take place at the school level in late August in collaboration with school principals.* Input gained through continued consultation with stakeholders will be considered during this process.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Dr. Eileen de Villa
Medical Officer of Health

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August 14, 2020

Ida Li Preti
TCDSB Trustee, Ward 3
80 Sheppard Avenue East
North York, ON
M2N 6E8
ida.lipreti@tcdsb.org

Dear Ida Li Preti,

Re: COVID-19: Reopening Schools

Thank you for your interest in Toronto Public Health's (TPH) perspective on the Ministry of Education's plan for reopening schools. As you know, Toronto Public Health is generally supportive of the Ministry of Education's (Ministry) plan, COVID-19: Reopening Schools, which has adopted many public health measures to ensure that the return to school will be as safe as possible. Over the summer, we provided guidance to Toronto school boards, including the Toronto Catholic District School Board (TCDSB) to facilitate the inclusion of public health measures into their return to school plans. This advice has, to our knowledge, largely been adopted by school boards. Of course, a low level of transmission in the population is also essential to enabling schools to reopen safely. We realise that any policy concerning school re-opening must be a compromise between the benefits of providing an in-person school experience, especially important for the earlier grades, the need to protect both students and teachers against COVID-19, and issues of both feasibility and cost. We have therefore concentrated, not on everything which might be done, but on the priority issues.

To build on the Ministry's and the TCDSB school re-opening plan, TPH recommends the following:

Physical distancing and class size:

Achieving physical distancing with children is difficult, but the more space that is available, the more they will be able to keep a distance – ideally 2 metres, or if this is not feasible given space limitations, as much physical distancing as possible. **We therefore recommend that class (or cohort) sizes be limited to allow for this 2 metre distancing.** This could be achieved, for example, by splitting kindergarten classes into two cohorts. This will require more room and more staff. Small classes will also help limit virus spread to fewer people if a case is identified in a school setting, and will enable public

health to investigate cases and quickly isolate their close contacts. Additional public health measures can also be included such as wearing a mask, or adding other forms of physical barriers.

Regional approach within the City: It is feasible to identify areas and schools which could be prioritized to receive resources to prevent COVID-19 in certain neighbourhoods. For example, Toronto has maps of current COVID-19 activity that show that certain neighbourhoods continue to have a substantially higher incidence of COVID-19 compared to other neighbourhoods. **We recommend that the priority for allocation of resources should be schools within high incidence areas.**

Testing resources: Effective testing strategies can greatly assist in rendering schools safer. We acknowledge that this is being considered by the Ministry and have suggested to them that consideration also be given to new testing methods. For example, having tests highly accessible and results quickly available would be advantageous, especially if the aim is to avoid repeatedly shutting down classes. A protocol involving a confirmatory test would probably be required. **We recommend that a saliva-based test be actively considered as a pilot project that can be scaled up as needed.** Whilst saliva-based tests may be less accurate than nasopharyngeal swabs, their ease and acceptability may make them the better choice in practice. Having saliva testing kits available at schools and even at home should also be considered. Surveillance testing can also look to prioritize areas where COVID-19 activity may be increasing, or where situations in schools warrant additional surveillance.

Augment screening: The Ministry's plan states that all staff, students, and visitors must self-screen every day before attending schools. Active screening is an important public health measure to reduce the likelihood that those who have symptoms and may be contagious enter the school. In order to strengthen screening protocols, Toronto Public Health strongly recommends active screening before school entry so that all school staff, students and visitors complete a COVID-19 [symptom screening questionnaire](#) before entering the school. The questions can be completed on a paper-based questionnaire (i.e. asked directly and answers recorded), electronically or verbally. The use of smartphone applications, stickers or other innovative methods to indicate that individuals have completed their screening may also be considered. If it is impossible to actively screen prior to school entry, completion of the questionnaire can be done at home before arriving at school. In these circumstances, it will also be important to have a mechanism to ensure that screening for all staff, students and visitors was completed.

Mask/Face Coverings: The Ministry's plan requires all students (Grade 4 to 12), staff and visitors to wear masks while indoors, and students in Kindergarten to Grade 3 are encouraged to wear masks indoors. In order to strengthen this public health measure, Toronto Public Health strongly recommends mask use indoors for Kindergarten to Grade 3 students. It is also recommended that schools plan for mask breaks with appropriate physical distancing (2 m) throughout the school day; it would be preferable if mask breaks take place with the children outdoors, so as to reduce the risk of virus transmission.

Start date for school year: Finally, we recommend that consideration be given to starting school later on in September or to have staggered start dates for students, in order to allow sufficient time for public health measures to be incorporated.

Thank you for your ongoing collaboration with us in support of the health of your students and staff.

Sincerely,



Eileen de Villa, MD, MBA, MHSc, CCFP, FRCPC
Medical Officer of Health

copy:

Hon. Christine Elliott, Minister of Health
Helen Angus, Deputy Minister, Ministry of Health
Dr. David Williams, Chief Medical Officer of Health
Hon. Stephen Lecce, Minister of Education
Nancy Naylor, Deputy Minister, Ministry of Education
John Tory, Mayor, City of Toronto
Joe Cressy, Chair, Toronto Board of Health
Carlene Jackson, Interim Director of Education, TDSB
Rory McGuckin, Director of Education, TCDSB



August 14, 2020

Toronto Board of Health Members

Re: Update on Toronto Public Health Recommendations for School Re-openings

Dear colleagues,

In advance of schools re-opening this fall, Toronto Public Health has provided recommendations to the Toronto District School Board (TDSB) and Toronto Catholic District School Board (TCDSB) in a letter today. I have included the letter as an attachment.

As we continue learning how to live with the reality of the COVID-19 pandemic, Toronto Public Health has acknowledged that the importance of in-person learning for both children and parents must be balanced with the risks of COVID-19 transmission in schools. With this in mind, Toronto Public Health and our Medical Officer of Health Dr. Eileen de Villa have suggested additional recommendations to the Ontario Ministry of Education's initial plan, *COVID-19: Reopening Schools*.

The recommendations include the following:

- Ensuring that class sizes are limited to allow physical distancing of 2 metres between all students;
- Strongly encouraging masks for younger students (below Grade 4) where possible;
- Prioritizing resources for schools in high-transmission and high-needs areas;
- Piloting a saliva-based testing option that could be used in homes and schools;
- Implementing active daily screening practices; and,
- Encouraging a flexible start date in order to allow school boards and schools time to prepare and incorporate public health recommendations.

While Toronto has made tremendous progress on reducing transmission, COVID-19 is still a threat in our city. Re-opening schools will be a significant test of how we handle the next stage of our response to this virus. As many experts have noted, physical distancing is the most important tool we have to combat the spread of COVID-19. In many classrooms, this will mean that significant adjustments need to be made – but I am confident that if we continue to follow the guidance of our public health experts, as we have since January, we will have taken the steps needed for a safe re-opening of schools.

I want to thank you all for your commitment and hard work over in recent months, and to acknowledge the dedication of our Trustee Members Stephanie Donaldson and Ida Li Preti to this important issue.

Sincerely,

Joe

A handwritten signature in black ink, appearing to read "Joe Cressy", with a long, sweeping underline.

Councillor Joe Cressy
Chair, Toronto Board of Health
Ward 10, Spadina-Fort York
416 392 4044
councillor_cressy@toronto.ca

Updated Adaptive Model – SECONDARY (Week 1 of 2)

| Morning | Day 1 | Day 2 | Day 1 | Day 2 | Day 1/2 |
|-----------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| BLOCK A 8:30 am - 9:45 am In-class learning | Cohort A Class 1 | Cohort B Class 1 | Cohort A Class 1 | Cohort B Class 1 | Cohort A/B Class 1 |
| BLOCK B 9:45 am – 11:00 am In-class learning | Cohort A Class 1 | Cohort B Class 1 | Cohort A Class 1 | Cohort B Class 1 | Cohort A/B Class 1 |
| BLOCK A/B 8:30 am - 11:00 am Asynchronous learning | Cohort B Class 1 | Cohort A Class 1 | Cohort B Class 1 | Cohort A Class 1 | Cohort B/A Class 1 |

| Afternoon | Day 1 | Day 2 | Day 1 | Day 2 | Day 1/2 |
|--------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning | Cohort C & D Class 2 | Cohort C & D Class 2 | Cohort C & D Class 2 | Cohort C & D Class 2 | Cohort C & D Class 2 |
| BLOCK D 1:35 pm - 2:50 Synchronous Distance Learning | Cohort C & D Class 2 | Cohort C & D Class 2 | Cohort C & D Class 2 | Cohort C & D Class 2 | Cohort C & D Class 2 |

Updated Adaptive Model – SECONDARY (Week 2 of 2)

| Morning | Day 3 | Day 4 | Day 3 | Day 4 | Day 3/4 |
|------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| BLOCK A 8:30 am - 11:00 am In-class learning | Cohort C Class 2 | Cohort D Class 2 | Cohort C Class 2 | Cohort D Class 2 | Cohort C/D Class 2 |
| BLOCK B 9:45 am – 11:00 am In-class learning OR | Cohort C Class 2 | Cohort D Class 2 | Cohort C Class 2 | Cohort D Class 2 | Cohort C/D Class 2 |
| BLOCK A/B 8:30 am - 11:00 am Asynchronous learning | Cohort D Class 2 | Cohort C Class 2 | Cohort D Class 2 | Cohort C Class 2 | Cohort D/C Class 2 |

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|--------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
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August 14, 2020

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August 14, 2020

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