



REVISED ADDENDUM  
REGULAR MEETING OF THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
PUBLIC SESSION

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, August 20, 2020

7:00 P.M.

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*Recommendations to Board from the August 17, 2020 CPIC Special Meeting*

  - 1. *That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.*
  - 2. *That the Board stop using the word survey and instead call it registration or selection of their learning choice*
  - 3. *That the Board immediately publish a "one pager" for both elementary and secondary panels sent to all parents outlining the (as known currently) - expected learning environment and "day in the life of" for return to school in September. That this be a versioned document updated when and if plans are materially changed.*
  - 4. *That the Board list the only acceptable platforms from a support, security & functionality lens that teachers are to select from for any virtual or online classrooms (distance learning).*
  - 5. *That the Board endeavor to strengthen the collaboration, link and*

*learning continuity between virtual and in-class environments.*

*6. That the Board publicly publish all protocols/guidelines created for schools, staff etc.. as it relates to the return-to-school COVID plan.*

**18. Reports of Officials for the Information of the Board of Trustees**

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*Garry Tanuan  
Trustee Ward 8*

*E-mail: Garry.Tanuan@tcdsb.org*

*Voicemail: 416-512-3408*

**To:** Regular Board Meeting, August 20, 2020

**From:** Garry Tanuan, Trustee Ward 8

**Subject:** Race Relation Committee

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**MOVED BY:** Garry Tanuan, Toronto Catholic District School Board

**WHEREAS:** The Toronto Catholic District School Board has a history of RACE RELATIONS, and EQUITY policies & practices since 1984 but recent trends suggest a need to reintroduce past mechanisms to assist in eradicating racial and systemic discrimination;

**WHEREAS:** The Ministry of Education has announced a series of initiatives and activities in the Fall of 2020 to address and combat systemic racism that affect racialized bodies, particularly the Black and Indigenous communities;

**WHEREAS:** TCDSB has passed a series of motions to address Anti-Racism and Equity and Inclusive Education within the Board during the June 18, 2020 Board meeting;

**WHEREAS:** The Board is in need of a policy-making body that provides governance, through a Standing Committee on this important initiative and issue on Race Education and Relations, in order to move the agenda forward.

**BE IT RESOLVED THAT:** TCDSB Board of Trustees establish a Race Relations Committee at the start (September) of the 2020-2021 school year with composition, terms and references that would be intentional, action-oriented, and outcome-focused, to address all the policies, issues and concerns of racialized communities and matters arising from acts of discrimination.

**Garry Tanuan, Trustee Ward 8**





## 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

<b>Name</b>	Kirk Mark
<b>Committee</b>	Regular / Special Board
<b>Date of Presentation</b>	08/20/2020
<b>Topic of Presentation</b>	Equity and Inclusive Education
<b>Topic or Issue</b>	Equity and Inclusive Education: Policy and Practices
<b>Details</b>	The lack of a TCDSB Equity and Inclusive Education Action Plan, as derived from the Ministry of Education's Equity and Inclusive Education Strategy's 8 Areas of Focus, is a major determinant to the current outcomes of Systemic Anti-Black Racism.
<b>Action Requested</b>	Immediate development and implementation of a TCDSB Equity and Inclusive Education Action Plan, operationalizing the MOE's 8 areas of Focus; the development of an Anti-Black Racism Policy; the development of an Anti-Indigenous Racism Policy
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 Community Component of the TCDSB African Canadian Advisory Committee
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
<b>Submittal Date</b>	7/13/2020

TCDSB AFRICAN-CANADIAN ADVISORY COMMITTEE  
COMMUNITY MEMBER: KIRK MARK, M.ED.  
AUGUST 20, 2020  
DELEGATION TO THE BOARD OF TRUSTEES  
VIRTUAL MEETING  
7:00 P.M.

GOOD EVENING TRUSTEES, STAFF AND VIRTUAL PARTICIPANTS: MY NAME IS KIRK MARK. I AM RETIRED AND A THE FORMER SENIOR COORDINATOR OF TCDSB'S COMMUNITY RELATIONS DEPARTMENT.

FIRST, IN ADDITION TO GIVING THANKS AND PRAISE TO OUR INDIGENOUS COMMUNITIES ON WHOSE LAND WE STAND, WE THANK OUR AFRICAN ANCESTORS DURING THIS EMANCIPATION MONTH, FOR THEY HAVE GIVEN AND SACRIFICED MUCH, SO THAT WE CAN PROSPER.

SECONDLY, THE PURPOSE OF THIS DELEGATION IS TO DRAW ATTENTION TO SYSTEMIC ANTI-BLACK RACISM IN TCDSB AND PROVIDE A FEW RECOMMENDATIONS.

COVID-19 HAS REVEALED ANOTHER PANDEMIC - THE PANDEMIC OF ANTI-BLACK, AS WELL AS ANTI-INDIGENOUS RACISM, THAT HAS BEEN ILLUSTRATED IN VARIOUS MEDIA IN CANADA AND THE US FROM THE GEORGE FLOYDS TO THE REGIS KORSHINSKI-PACQUETS OF THE WORLD.

IN 1984, THE THEN METROPOLITAN SEPARATE SCHOOL BOARD WAS THE FIRST ENTITY IN CANADA TO DEVELOP AND IMPLEMENT A RACE AN ETHNIC RELATIONS AND MULTICULTURALISM POLICY. THIS WAS FOLLOWED BY THE CREATION OF THE 1995 ANTI-RACISM AND ETHNOCULTURAL EQUITY: POLICY AND GUIDELINES. LATER, THE 2008 EQUITY AND INCLUSIVE EDUCATION POLICY CAME IN BEING AND AT PRESENT THE 2017 ONTARIO'S EDUCATION EQUITY ACTION PLAN IS IN EXISTENCE.

WE HAVE AN ORIGINAL MEMBER, WHO HAS BEEN INVOLVED IN MANY OF THESE PHASES, DEPUTING TODAY. TOGETHER WITH COLLEAGUES, WE ARE SHOCKED AND DISMAYED THAT TCDSB, AS A CATHOLIC LEARNING INSTITUTION WITH ALL ITS EQUITY HISTORY AND CHRISTIAN TENETS, HAS ALLOWED THESE OUTCOMES

OF ANTI-BLACK AND ANTI-INDIGENOUS RACISM TO PERPETUATE, AS EXPERIENCED BY STAFF AND STUDENTS IN RECENT MEDIA REPORTS AND COMMUNITY OUTREACH.

MOVING THE AGENDA FORWARD, AS PART OF THE SOLUTION, I RECOMMEND THAT THE FOLLOWING BECOME MOTIONS FOR THE 2020-2021 SCHOOL YEAR:

1. THAT TCDSB CREATE AND IMPLEMENT A POLICY TO COMBAT ANTI-BLACK RACISM WITH GUIDELINES FOR THE SYSTEMIC REFORMS, AS WELL AS STRENGTHEN THE AFRICAN CANADIAN ADVISORY COMMITTEE WITH HUMAN AND FINANCIAL RESOURCES.
2. THAT TCDSB OPERATIONALIZE THE MINISTRY OF EDUCATION'S EIGHT AREAS OF FOCUS ,CONTAINED IN THE EQUITY AND INCLUSIVE EDUCATION STRATEGY, INCLUSIVE OF MINISTRY OBJECTIVES, ACTION PLANS, EXPECTED OUTCOMES, RESOURCES, TIMELINES, RESPONSIBILITY, ACCOUNTABILITY, AND REPORTING.
3. THAT THE OFFICE OF HUMAN RIGHTS AND EQUITY ADVISOR BE ENHANCED BY WAY OF AN INVESTMENT IN ADDITIONAL HUMAN AND FINANCIAL RESOURCES, TOGETHER WITH INVESTIGATIVE, REMEDIAL, CORRECTIVE AND CONSEQUENTIAL POWERS, ALONG WITH THE VETTING OF SYSTEM-WIDE INITIATIVES TO ASSIST IN COMBATTING ANTI-BLACK RACISM.
4. THAT TCDSB REVIEW THE LEADERSHIP OF SCHOOLS BY TAKING CORRECTIVE ACTION IN STAFFING TO ADDRESS THE NEEDS OF SCHOOL COMMUNITIES, INCLUDING OUTCOMES IN ADDRESSING ANTI-BLACK RACISM, AS PART OF PERFORMANCE APPRAISALS.
5. THAT TCDSB ENGAGE ALL TRUSTEES AND STAFF IN PROFESSIONAL LEARNING ON HOW TO RECOGNIZE AND COUNTER ANTI-BLACK AND ANTI-INDIGENOUS RACISM, COMMENCING IN THE 2020-2021 SCHOOL YEAR.
6. THAT TCDSB UTILIZE FUNDS, PROVIDED BY THE ANTI-RACISM SECRETARIAT, TO COLLECT STUDENT AND STAFF DATA, WHILE LIAISING WITH COMMUNITY ORGANIZATIONS TO ASSIST WITH THIS WORK, AND NOT AWAIT THE 2023 DEADLINE.



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Julie Altomare-Di Nunzio	
Committee	Regular / Special Board	
Date of Presentation	8/20/2020	
Topic of Presentation	Re-opening of elementary schools in September 2020	
Topic or Issue	TCDSB elementary current plan to re-open schools is highly problematic.	
Details	TECT has grave concerns regarding the TCDSB's proposed re-opening of schools plan. It appears that the current plan is not adhering to guidelines recommended by health professionals. As a result, the implementation of this plan may seriously jeopardize the health and safety of elementary students and teachers.	
Action Requested	That the plan be revised in terms of recommendations and timelines.	
I am here as a delegate to speak nly 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	8/9/2020	



## TECT Delegation to the Board of Trustees August 20, 2020

Thank you for showing leadership and taking action, particularly in terms of mandatory mask wearing for all students and numerous measures to better enable physical distancing, to ensure a safer reopening of our schools. However, with September looming, it is essential, now more than ever, that we do not waver from our shared commitment to protect the health and safety of all in our school communities.

To better achieve this objective, I ask that you consider the following:

- At the July 23rd Board meeting, I recommended that “to make the best decision more time must be requested from the Ministry.” Through the collective advocacy of so many stakeholders, the Ministry has now stated that “Boards can stagger their reopening over the first two weeks of school.” Use these two weeks to gradually reopen schools both in terms of timing and the number of students returning to in school learning. The Board should also develop specific metrics to evaluate each step of the reopening and determine what is working well and what needs to be adjusted. **When it comes to the health and safety of our students and staff, a cautious and measured approach is always prudent and necessary.**
- TECT continues to advocate for the development of a precise safety plan for each school based on the number of students returning to in-school learning at each site.

- The Board should also continue to lobby the Ministry to delay the start of school in some worksites if they are not safe as of September.
- I appreciate that trustees want to be flexible with parents in terms of their ability to opt children in or out of in-school learning, but I ask that you be aware that unlimited flexibility will impact on staffing and curriculum delivery.
- I also encourage Trustees to call me personally if they wish to discuss reopening in further detail. I believe that such dialogues lead to better outcomes.

COVID-19 is still here, and Toronto is still reporting cases in the double digits. Unfortunately, a second wave is likely on the horizon therefore we must continue to be relentless and unwavering in our commitment to protect the health and safety of our students, staff, and their families.

Thank you.



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<b>Name</b>	Sheila Colla	
<b>Committee</b>	Regular / Special Board	
<b>Date of Presentation</b>	8/20/2020	
<b>Topic of Presentation</b>	Mandatory face coverings for JK-3	
<b>Topic or Issue</b>	School re-opening	
<b>Details</b>	My children are entering JK & gr 2, my mother (close to retirement) is teaching gr. 1, my brother is an elementary music teacher in the board, my sister is an elementary phys ed teacher in the board. I will be stating why I support the decisions to follow public health recommendations to require masking for these younger grades. I also have a PhD in Biology.	
<b>Action Requested</b>	Vote in favour of mandatory face coverings (with medical and disability rights exemptions)	
<b>I am here as a delegate to speak only on my own behalf</b>	Yes	
<b>I am an official representative of the Catholic School Parent Committee(CSPC)</b>	No	
<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>	8/19/2020	

My name is Sheila Colla. I am an Assistant Professor and York University Research Chair in Interdisciplinary Conservation Science. I have a PhD in Biology and have done research on zoonotic disease outbreaks among wildlife.

My children are ages 3 and 6 and entering JK and Gr. 2 at St. Brigid's this fall.

My husband is a Music teacher at St. Michael's Choir School.

My mother is close to retirement and is a Grade 1 teacher at St. Barnabas.

My sister is a Phys Ed & ESL teacher at St. Monica's.

My brother is an itinerant music teacher at multiple schools including St. Teresa Shrine and Holy Name.

Some of you may know my father who recently retired and was a music teacher with the board for decades and who now helps care for my 3 year old.

The people I have just listed here are essentially all of my immediate family members. And as of September, they all will each have direct and indirect contact with between 20 and 100s of children in JK to Gr 3.

The science is clear that COVID19 is primarily transmitted via inhalation of viral particles of droplets in the air, expelled from a symptomatic or \*importantly\* an asymptomatic person's nose or mouth. Recommendations to minimize the spread of COVID19 include good ventilation, preferably in outdoor settings, physical distancing of 2 metres, minimizing the size of indoor gatherings and wearing face coverings. Countries and other jurisdictions which have done these things have been able to keep COVID19 cases low, and this includes the City of Toronto which has mandated masks for people indoors from ages 2 and up.

While all of these measures are important to explore for a safe re-opening, I'm here to specifically encourage the board to support Toronto Public Health directives for mandatory face coverings indoors, especially where there is not good ventilation and where distancing for 2m is not possible (i.e. most of our classrooms).

In the past week, I have seen parents raise concerns about this, particularly for JK & SK kids. I understand how daunting this must feel for kids so young, like my 3 year old, but I am worried about some of the statements I've seen which ignore the science and the totality of what is at stake- the lives & long-term health of teachers, staff, and children. While death rates are low, the chronic health implications for adults who have had this horrific illness are significant. I would like to remind everyone that since this virus has only been studied for less than a year, we have absolutely no idea what the long-term health consequences will be for children who are exposed and recover.



My 3 year old wears a mask or face shield often. Just like we have a bin at the doorway for hats and mitts in the winter, we have a bin for masks and face shields. She understands in a very matter-of-fact way that we need to wear it when we go to stores to help stop the spread of Coronavirus which has drastically changed her life. It is her new reality and she is willing to do it if it means she can go places. Yes, she touches her face and adjusts her mask, but the value of the face covering is to capture droplets before they get into the air. Fomite transfer via objects with your hands is not considered a primary mode of transfer and is more easily dealt with via hand washing and sanitizing. My 6 year old complains a bit more, but he also does it. They both know what's at stake, which includes the ability to see both sets of grandparents who they adore.

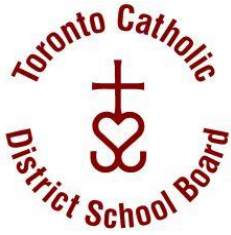
I will also add that one of the key ways my kids will wear masks is if they get to choose the fun print. I am also requesting that face coverings, like shoes, be exempt from uniform requirements. Making them uniform would enormously add to the challenge of access for families and getting younger kids to comply.

While the Ministry has relied heavily on the stamp of approval by the province's Chief Medical Officer, Dr. Williams, I would like to remind everyone that last spring, he went against the best available evidence and stated health workers in long term care facilities did not need PPE and as a result, hundreds of our elders died horrible and lonely deaths. His mishandling of the Opioid crisis has also led to 1000s of avoidable deaths of loved ones. He does not have a good track record of valuing lives or basing recommendations on best available evidence or the precautionary principle in the absence of scientific information.

In closing, I'd like to encourage every single trustee, teacher, staff member and parent to help spread the word that mandatory face coverings for kids in JK to Gr 3 is *\*literally\** an important layer of protection, given the limited resources we have been given by the province to keep our community safe. While they may be uncomfortable and an additional challenge to deal with, the costs of not using them far outweigh the costs of using them. While there are valid medical reasons for some children not being able to wear them, there is no reason most children shouldn't be able to tolerate them while indoors and not eating. Especially if outdoor mask-free breaks are given. I also encourage the board to put together a fact sheet to counter some of the anti-mask sentiment (including ableist and discriminatory language that I recently saw in a facebook group) and pseudo-science that has been circulating in our communities.

We are all in this together and we need to lead with evidence-based decision-making and the precautionary principle as the health & safety risks are far too high to not mandate face coverings in these classrooms. Wearing a mask shows others you care about their health and well-being enough to put aside your own personal comfort. That is an important lesson we have

the ability to teach our youngest members of society right now, and I hope we seize the opportunity.



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Name	Yaroslav Stefan Borys	
Committee	Regular / Special Board	
Date of Presentation	8/20/2020	
Topic of Presentation	Toronto Catholic District School Board's (TCDSB) Response to the COVID-19 Pandemic	
Topic or Issue	Masks for Children in elementary school.	
Details	I am concerned that the requirement will be counter productive to the well being of the children and will not provide any additional level of safety for the children or the teachers.	
Action Requested	That the board reconsider it's earlier decision to require that all children in elementary school to wear masks.	
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	8/19/2020	



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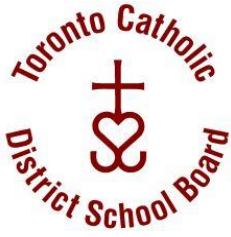
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☐ Three (3) Minutes

Name	Oksana Cherchyk
Committee	Regular / Special Board
Date of Presentation	8/20/2020
Topic of Presentation	Mandatory face coverings for JK-Grade 3
Topic or Issue	I would like to express my concerns about mandatory masks for elementary students
Details	<p>I am sincerely asking to reconsider the decision about making masks/face shields mandatory for JK-Grade 3. Some of the kids starting JK are not even 4 and it will be extremely difficult for them to wear this equipment properly. To the contrary, it will be detrimental to their health and cognitive development, exacerbated by poor ventilation and air quality. We have a great example of day cares re-opening where kids don't wear masks and so far the results are very encouraging. I strongly believe that masks will do more harm than good in elementary grades. Latest Sick Kids report also does not recommend mask use in the elementary grades. Masks protect only when used properly.</p> <p>It will be extremely difficult for kids so small to wear a mask for 6 hours, adhering to proper safety protocols.</p> <p>I strongly suggest we align JK/SK with daycare requirements and don't mandate them to wear a mask or face shield.</p>
Action Requested	<p>Revisit the decision regarding mandatory masks/face shields for JK-Grade 3 and resolve as follows: Make masks and face shields optional for pre-schoolers and follow Daycare safety protocols.</p>
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	8/19/2020



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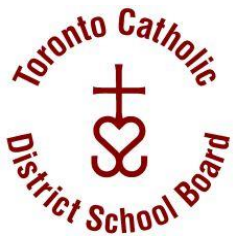
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Name	Lori Campbell	
Committee	Regular / Special Board	
Date of Presentation	8/20/2020	
Topic of Presentation	NO Masks for JK and SK	
Topic or Issue	NO Masks for JK and SK	
Details	It is detrimental to their learning, health and behaviour. To have small children have a mask on all day can/will have serious consequences down the road. Daycare centers have been up and running without masks and only ONE had an outbreak and that was back in May for the frontline workers. Small children should not be wearing masks and if something happens to one of them, the Board will be held liable. Please do not make masks mandatory for JK and SK.	
Action Requested	NO Masks for JK and SK	
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	Yes The Parents	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	8/20/2020	



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Name	Margot Boszko
Committee	Regular / Special Board
Date of Presentation	8/20/2020
Topic of Presentation	Gifted Program
Topic or Issue	Gifted Program
Details	If an in-class version of the Gifted withdrawal program is not feasible, please provide an online version
Action Requested	Online Gifted program provided
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	8/20/2020



REPORT TO

REGULAR BOARD

## TRUSTEE CODE OF CONDUCT ALLEGATIONS MATTER #1

*For you say, 'My conduct is pure, and I am clean in God's sight'*  
Job 11:4

Created, Draft	First Tabling	Review
August 20, 2020	August 20, 2020	Click here to enter a date.

P. Matthews, General Legal Counsel  
M. Eldridge, Sr. Legal Counsel Employee Relations  
R. McGuckin, Director of Education

### INFORMATION REPORT

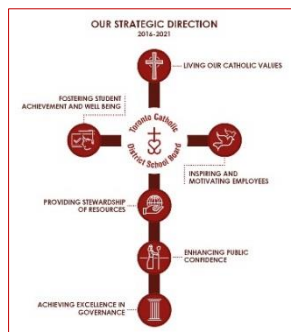
**Vision:**

*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**

This report deals with alleged breaches of the TCDSB Trustee Code of Conduct filed in September 2019. The Board made inquiries into the matter, and it is now before the Board to make a determination of whether the respondent Trustee breached the Code of Conduct. In the event a breach has been determined, it is the responsibility of the Board to impose sanctions, as per the policy T.04 Trustee Code of Conduct, and aligned with the Education Act.

*The cumulative staff time required to prepare this report was 2 hours.*

## **B. PURPOSE**

1. The Board will make a determination of whether a Trustee has breached the Code of Conduct.
2. In the event the Board does resolve that a Trustee has breached the Code of Conduct, Trustees will determine any sanctions that will be applied.
3. The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee. This equates to 8 Trustees.

## **C. BACKGROUND**

1. The alleged breach of the Trustee Code of Conduct complaint was filed in September 2019.

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

1. In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:
  - i. A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board.

- ii. If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.
- 2. Under Board policy T.04, a breach of the Code of Conduct alternatively a Roman Catholic Elector and Eastern Right Catholics may petition to the Board of Trustees directly.
- 3. The Trustee Code of Conduct Policy T.04, provides that if the Board of Trustees determines that a Trustee has breached the Code of Conduct, the Board may impose one or more of the following sanctions:
  - a. Censure of the Trustee
  - b. Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
  - c. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board
  - d. Removal of the Chair or Vice Chair of the Board or Committee.
  - e. Request the Trustee to apologize; and
  - f. The Board may pass a resolution to disassociate the Board from any action or statement of a Trustee.
  - g. Both Board Policy T.04 and the Education Act permit “other sanctions as per board motion” which are not expressly described in Policy T.04.
- 4. Subsection 218.3(11) and 218.3(12) of the *Education Act* provide that a determination that a Trustee has breached the Trustee Code of Conduct may be made “by resolution at a meeting of the board”, with the member who is alleged to have committed the breach not being permitted to vote on such a resolution.
- 5. The TCDSB’s Code of Conduct provides that any such resolutions of determination will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.
- 6. The following table provides information about the alleged breach of the Trustee Code of Conduct in Matter #1:

<b>TRUSTEE CODE OF CONDUCT MATTER #1</b>	
Complainant:	Trustee Kennedy, Ward 11
Respondent:	Trustee Rizzo, Ward 5
Nature of the Allegation:	Complaint filed by a Trustee alleging the (former) Chair of the Board violated the Municipal Conflict of Interest Act by voting on the budget in June 2019 even though her daughter was/is a teacher at the TCDSB.

## **E. METRICS AND ACCOUNTABILITY**

1. In the event that the Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
2. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

## TRUSTEE CODE OF CONDUCT ALLEGATIONS MATTER #2

*For you say, 'My conduct is pure, and I am clean in God's sight'*  
Job 11:4

Created, Draft	First Tabling	Review
August 20, 2020	August 20, 2020	Click here to enter a date.

P. Matthews, General Legal Counsel  
M. Eldridge, Sr. Legal Counsel Employee Relations  
R. McGuckin, Director of Education

### INFORMATION REPORT

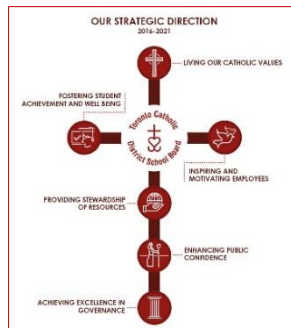
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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

This report deals with alleged breaches of the TCDSB Trustee Code of Conduct filed in September 2019. The Board made inquiries into the matter, and it is now before the Board to make a determination of whether the respondent Trustee breached the Code of Conduct. In the event a breach has been determined, it is the responsibility of the Board to impose sanctions, as per the policy T.04 Trustee Code of Conduct and aligned with the Education Act.

*The cumulative staff time required to prepare this report was 2 hours.*

## **B. PURPOSE**

1. The Board will make a determination of whether a Trustee has breached the Code of Conduct.
2. In the event the Board does resolve that a Trustee has breached the Code of Conduct, Trustees will determine any sanctions that will be applied.
3. The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee. This equates to 8 Trustees.

## **C. BACKGROUND**

1. The alleged breach of the Trustee Code of Conduct occurred in September 2019.

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

1. In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:
  - i. A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board.

- ii. If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.
2. Under Board policy T.04, a breach of the Code of Conduct alternatively a Roman Catholic Elector and Eastern Right Catholics may petition to the Board of Trustees directly.
3. The Trustee Code of Conduct Policy T.04, provides that if the Board of Trustees determines that a Trustee has breached the Code of Conduct, the Board may impose one or more of the following sanctions:
  - a. Censure of the Trustee
  - b. Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
  - c. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board
  - d. Removal of the Chair or Vice Chair of the Board or Committee.
  - e. Request the Trustee to apologize; and
  - f. The Board may pass a resolution to disassociate the Board from any action or statement of a Trustee.
  - g. Both Board Policy T.04 and the Education Act permit “other sanctions as per board motion” which are not expressly described in Policy T.04.
4. Subsection 218.3(11) and 218.3(12) of the *Education Act* provide that a determination that a Trustee has breached the Trustee Code of Conduct may be made “ by resolution at a meeting of the board”, with the member who is alleged to have committed the breach not being permitted to vote on such a resolution.
5. The TCDSB’s Code of Conduct provides that any such resolutions of determination will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.
6. The following table provides information about the alleged breach of the Trustee Code of Conduct in Matter #2:

<b>TRUSTEE CODE OF CONDUCT MATTER #2</b>	
Complainant:	Student Trustee Dallin
Respondent:	Trustee Del Grande, Ward 7
Nature of the Allegation:	Harassment complaint filed by a Student Trustee in September 2019 alleging Trustee Del Grande engaged in disrespectful and aggressive conversation with her in the Trustees' lounge following a subcommittee meeting.

## **E. METRICS AND ACCOUNTABILITY**

1. In the event that the Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
2. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board and.



**REPORT TO**

**REGULAR BOARD**

**TRUSTEE CODE OF CONDUCT ALLEGATIONS  
MATTER #3**

*For you say, 'My conduct is pure, and I am clean in God's sight'  
Job 11:4*

Created, Draft	First Tabling	Review
August 20, 2020	August 20, 2020	Click here to enter a date.

P. Matthews, General Legal Counsel  
M. Eldridge, Sr. Legal Counsel Employee Relations  
R. McGuckin, Director of Education

**INFORMATION REPORT**

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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 deals with alleged breaches of the TCDSB Trustee Code of Conduct filed in December 2019. The Board made inquiries into the matter, and it is now before the Board to make a determination of whether the respondent Trustee breached the Code of Conduct. In the event a breach has been determined, it is the responsibility of the Board to impose sanctions, as per the policy T.04 Trustee Code of Conduct and aligned with the Education Act.

*The cumulative staff time required to prepare this report was 2 hours.*

## **B. PURPOSE**

1. The Board will make a determination of whether a Trustee has breached the Code of Conduct.
2. In the event the Board does resolve that a Trustee has breached the Code of Conduct, Trustees will determine any sanctions that will be applied.
3. The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee. This equates to 8 Trustees.

## **C. BACKGROUND**

1. The alleged breach of the Trustee Code of Conduct was filed in December 2019.

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

1. In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:
  - i. A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board.

- ii. If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.
2. Under Board policy T.04, a breach of the Code of Conduct alternatively a Roman Catholic Elector and Eastern Right Catholics may petition to the Board of Trustees directly.
3. The Trustee Code of Conduct Policy T.04, provides that if the Board of Trustees determines that a Trustee has breached the Code of Conduct, the Board may impose one or more of the following sanctions:
  - a. Censure of the Trustee
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  - c. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board
  - d. Removal of the Chair or Vice Chair of the Board or Committee.
  - e. Request the Trustee to apologize; and
  - f. The Board may pass a resolution to disassociate the Board from any action or statement of a Trustee.
  - g. Both Board Policy T.04 and the Education Act permit “other sanctions as per board motion” which are not expressly described in Policy T.04.
4. Subsection 218.3(11) and 218.3(12) of the *Education Act* provide that a determination that a Trustee has breached the Trustee Code of Conduct may be made “by resolution at a meeting of the board”, with the member who is alleged to have committed the breach not being permitted to vote on such a resolution.
5. The TCDSB’s Code of Conduct provides that any such resolutions of determination will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.
6. The following table provides information about the alleged breach of the Trustee Code of Conduct in Matter #3:

<b>TRUSTEE CODE OF CONDUCT MATTER #3</b>	
Complainant:	Trustee Del Grande, Ward 7
Respondent:	Student Trustee Dallin
Nature of the Allegation:	Counter complaint filed by a Trustee against a Student Trustee alleging a breach of the Workplace Safety Plan that was put in place following her complaint.

## **E. METRICS AND ACCOUNTABILITY**

1. In the event that the Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
2. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

## TRUSTEE CODE OF CONDUCT ALLEGATIONS MATTER #4

*For you say, 'My conduct is pure, and I am clean in God's sight'*  
Job 11:4

Created, Draft	First Tabling	Review
August 20, 2020	August 20, 2020	Click here to enter a date.

P. Matthews, General Legal Counsel  
M. Eldridge, Sr. Legal Counsel Employee Relations  
R. McGuckin, Director of Education

### INFORMATION REPORT

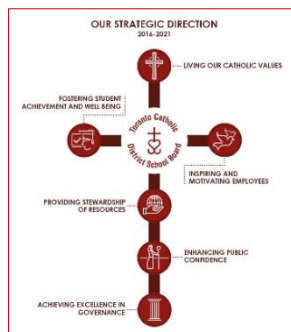
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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

This report deals with alleged breaches of the TCDSB Trustee Code of Conduct filed in or after November 2019. The Board made inquiries into the matter, and it is now before the Board to make a determination of whether the respondent Trustee breached the Code of Conduct. In the event a breach has been determined, it is the responsibility of the Board to impose sanctions, as per the policy T.04 Trustee Code of Conduct and aligned with the Education Act.

*The cumulative staff time required to prepare this report was 2 hours.*

## **B. PURPOSE**

1. The Board will make a determination of whether a Trustee has breached the Code of Conduct.
2. In the event the Board does resolve that a Trustee has breached the Code of Conduct, Trustees will determine any sanctions that will be applied.
3. The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee. This equates to 8 Trustees.

## **C. BACKGROUND**

1. The alleged breaches of the Trustee Code of Conduct were filed in November 2019, and thereafter.

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

1. In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:
  - i. A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board.

- ii. If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.
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  - a. Censure of the Trustee
  - b. Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
  - c. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board
  - d. Removal of the Chair or Vice Chair of the Board or Committee.
  - e. Request the Trustee to apologize; and
  - f. The Board may pass a resolution to disassociate the Board from any action or statement of a Trustee.
  - g. Both Board Policy T.04 and the Education Act permit “other sanctions as per board motion” which are not expressly described in Policy T.04.
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5. The TCDSB’s Code of Conduct provides that any such resolutions of determination will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.
6. The following table provides information about the alleged breach of the Trustee Code of Conduct in Matter #4:

<b>TRUSTEE CODE OF CONDUCT MATTER #4</b>	
Complainants:	Various Complainants
Respondent:	Trustee Del Grande, Ward 7
Nature of the Allegation:	Multiple complaints filed by members of the TCDSB community alleging that a Trustee's comments at a November 7, 2019 Trustee Board meeting were offensive and inappropriate.

## **E. METRICS AND ACCOUNTABILITY**

1. In the event that the Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
2. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**DRAFT MINUTES OF THE REGULAR MEETING OF THE  
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

**PUBLIC SESSION**

VIRTUAL MEETING VIA ZOOM

**HELD MONDAY JUNE 8, 2020**

**1. Call to Order**

The Chair called the Meeting to Order at 7:05PM and opened the video/teleconferencing bridge.

The Chair indicated that the Board is still pending appointing a Recording Secretary to CPIC. Minutes are being captured by the Chair.

**2. Opening Prayer**

Opening prayer was led by the Chair. A memorial was expressed for the Sarracini family.

**3. Roll Call & Apologies**

**Trustees:** G. Tanuan (W8)  
N. Di Pasquale (W9)

**Elementary Parent Members:**

John Del Grande (W12), Chair  
Joe Fiorante (W3), Vice-Chair  
Jennifer Di Francesco (W1)  
Natalia Marriott (W2)  
A.J. Hepburn (W4)  
Gus Gikas (W6)  
Dan Kajioka (W7)  
Jennifer Traer (W9)  
Isabel Starck (W11/S)

**Secondary Parent Members:**

Melanie Stoll (East)

**Community Members:**



Katie Piccinnini (OAPCE-Toronto)

**Staff:** J. Wujek (Director Designate)  
M. Sequeira (Parent Engagement Coordinator)  
E. Szekeres-Milne (Communications)

Apologies were extended on behalf of Annalisa Crudo-Perri (W10) and Geoffrey Feldman (SS-West).

**4. Approval of the Agenda**

MOVED by Gus Gikas, seconded by Joe Fiorante, that the draft Agenda & Addendum as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

**5. Declarations of Interest**

None declared by Members present.

**6. Approval & Signing of the Minutes of the Regular Meeting Held May 11, 2020 for Public Session**

MOVED by Jennifer Di Francesco, seconded by Gus Gikas, that the minutes of the meeting held May 11, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

**7. Presentations & Reports from Committee Officials**

**7a) Chair Report & Appendices**

The Chair read the report and updated the Committee on advocacy work CPIC has been undertaking including a joint letter signed by over 30 PIC Chairs in Ontario.

MOVED by Gus Gikas, seconded by Natalia Marriott that the report from the Chair be received.

By Unanimous consent, the Motion was declared

CARRIED

**7b) Treasurer Report**

MOVED by Joe Fiorante, seconded by Jennifer Di Francesco that the Report from the Treasurer as of May 31, 2020 be received.

By Unanimous consent, the Motion was declared

CARRIED

**8. Delegations**

No delegations were registered or appeared before the Committee.

**9. Unfinished Business & Matters Arising Out of Minutes**

**9a) TCDSB Distance Learning Implementation Plan**

Committee Members discussed Distance Learning Experiences, successes and challenges.

**10. Notice of Motion**

**10a) From J. Fiorate (W3): Distance Learning Metrics & Accountability**

[PART i]

MOVED by Joe Fiorate, seconded by Katie Piccinnini that CPIC recommend to the Board of Trustees:

Whereas: On Take a Break Tuesday during Mental Health Awareness Week

May 4 to 10, 2020, the website suggested that looking at funny memes can immediately boost your spirits and linked a YouTube video on how to create your own.

Whereas: The YouTube video had inappropriate comments and recommended a website where you can create your own memes.

Whereas: The website recommended had inappropriate content for our students.

Whereas: A parent's worst nightmare for their child is having a picture of their child being made fun of and circulating on the internet which can lead to cyber bully, impact on child's mental health or worse. In some cases, this meme can be circulating without the knowledge of the child or parent until it is too late.

Whereas: The website described how to create memes was posted the week before synchronous and asynchronous learning was to be announce by the MOE for the next phase of distance learning giving our educators and their unions more concerns as to why they shouldn't put their face out there in fear of a memes being create of themselves.

Whereas: Parents of the TCDSB trust and have faith that all information posted on the TCDSB website, even external links are properly vetted and contain information that follows our learning beliefs and will not bring any harm or affect the mental wellness of our students.

BE IT RESOLVED THAT A report be requested:

1. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.
2. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment

3. That the Mental Wellness Department re-evaluate the suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.

By Unanimous consent, the Motion was declared

CARRIED

[PART ii]

MOVED by Joe Fiorante, seconded by Isabel Starck that CPIC recommend to the Board of Trustees:

Whereas: Distance Learning for the TCDSB began with Phase 1, Check and Connect from March 23, 2020 to April 3, 2020. Determining the needs of our students through surveys and reaching out to the families of the TCDSB. Technology was a challenge that needed to be tackled.

Whereas: Phase 2 began on April 6, 2020 with students receiving the first of the online assignments. The students with available technology began to navigate the technical world, working on their own, receiving instruction through a screen with no personal connection. There was a learning curve for all in the beginning with the hope of gradual improvement as we went along.

Whereas: The MOE announced on May 19, 2020 that students in Ontario would not be returning to the classroom for the 2019-2020 school year however the learning will continue with enhanced techniques such as synchronous and asynchronous learning. We are not sure who has or has not enhanced their teaching.

Whereas: In the upcoming school year of the 2020-2021 this fashion of

educating our students may be required again and we be prepared to be more engaging with our students so that that education is not short changed as has been during distance learning.

BE IT RESOLVED THAT:

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
  - a) the tools, programs, techniques, synchronous, asynchronous teaching, etc used,
  - b) the percentage of educators using these techniques,
  - c) how all educators have been kept accountable during distance learning,
  - d) how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.
  
2. Using this report, as we prepare ourselves to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

By Unanimous consent, the Motion was declared

CARRIED

## **11. Communications Received**

### **11a) From Wendell Labrador (Elementary Parent Rep W8 West)**

MOVED by Jennifer Traer, seconded by Isabel Starck that CPIC accept the resignation of Wendell Labrador as Elementary Parent Representative – Ward 8 West with thanks for his efforts to date.

By Unanimous consent, the Motion was declared

CARRIED

**12. Program/Policy Consultation (Committee of the Whole)****12a) TCDSB Policy S.10**

The Committee reviewed and discussed the staff response to the joint CPIC-OAPCE recommendations made in February 2020.

The Chair declared a 10 minute recess.

The Meeting continued at 9:28PM with John Del Grande in the Chair

MOVED by Joe Fiorante, seconded by A.J. Hepburn that the matter be referred back to Board staff and the CPIC Chair to review intent behind the recommendations and consider consensus on incorporating into either policy, procedures or bylaws.

By Unanimous consent, the Motion was declared

CARRIED

**12b) Playground Reserve Application Process & Parent Involvement on Evaluation Committee**

Wards 2,3,4,6,7,10,11 & 12

The Chair solicited volunteers to cover their ward if their children's school had not submitted a playground application.

- Natalia Marriott – Ward 2
- Gus Gikas – substitute for Ward 3

- A.J. Hepburn – Ward 4
- Joe Fiorante – substitute for Ward 6
- Isabel Starck – substitute for Ward 7
- Annalisa Crudo-Perri – Ward 10
- Dan Kajorja – substitute for Ward 11
- Anthony Antinucci – Ward 12

The Chair will advise the Facilities staff of Members willingness to participate.

### **12c) Ontario's Framework for Continued Learning – Feedback**

The Committee reviewed the Ministry of Education's Framework for continued learning and the Chair solicited input and considerations to go in a collective response on behalf of the Committee:

- Distance Learning Statistics
- Success criteria measurements
- Different schools have different opportunities (outdoor learning, space)
- Who will be responsible for monitoring
- Mental Health considerations
- Recess
- Reduced class size impact
- Sycronsis learning expectations
- Mindfulness and child perception if theyu are identified as sick
- Face shied vs mask
- Framework and rules in writing so there are no assumptions
- Distance learning training
- Wecome back video or demo
- Instilling parent confidence in safety
- Local decisions & consultation on plans

**13. Subcommittee & Special Committee Reports**

No updates from Committee Chairs at this time - Meetings to be scheduled.

**15. Reports from TCDSB Board Officials**

**15a) Director-Designate for CPIC: Superintendent Wujek - Monthly Update**

Superintendent Wujek gave an update on the TCDSB continued response to COVID-19 and the shift to Learn-At-Home model including scenario planning for September.

**16. Report from Trustee or Trustee Designate**

Trustees Tanuan & Di Pasquale updated the Committee on matters before the Board of Trustees.

**17. Parent Member & Community Member Reports**

No reports from Parent Members at this time.

**18. Update from the Board on prior CPIC resolutions recommended**

To be addressed at the June 18, 2020 Board of Trustees Special Meeting.

**19. Pending List**

Pending list was reviewed and no corrections or changes were noted

**20. Adjournment**

MOVED by Jennifer Di Francesco, seconded by Isabel Starck that the meeting be adjourned.

By Unanimous consent, the Motion was declared



CARRIED

The Meeting adjourned at 10:43PM

A handwritten signature in black ink, appearing to read "C. Feldman", written above a horizontal line.

CPIC SECRETARY

A handwritten signature in black ink, appearing to read "John C. ...", written above a horizontal line.

CPIC CHAIR

**DRAFT MINUTES OF THE SPECIAL MEETING OF THE  
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

**PUBLIC SESSION**

E-MEETING VIA ZOOM

**HELD MONDAY AUGUST 17, 2020**

**1. Call to Order**

The Chair called the Meeting to Order at 7:11PM and opened the video/teleconferencing bridge.

YouTube live feed was activated on the Toronto CPIC channel.

Minutes are being captured by the Chair.

**2. Opening Prayer**

Opening prayer was led by Trustee Tanuan.

**3. Roll Call & Apologies**

**Trustees:** I. Li Preti (W3)  
M. Rizzo (W5)  
G. Tanuan (W8)  
N. Di Pasquale (W9)

**Elementary Parent Members:**

John Del Grande (W12), Chair  
Joe Fiorante (W3), Vice-Chair  
Jennifer Di Francesco (W1)  
Natalia Marriott (W2)  
Daniel Oliveria (W5/W)  
Gus Gikas (W6)  
Annalisa Crudo-Perri (W10)  
Isabel Starck (W11/S)  
Anthony Antinucci (W12)

**Secondary Parent Members:**

Geoffrey Feldman (SS-West)  
Kathleen McGinnis (Central)

**Community Members:**

Katie Piccinnini (OAPCE-Toronto)

**Staff:**

J. Wujek (Director Designate)

M. Sequeira (Parent Engagement Coordinator)

E. Szekeres-Milne (Communications)

S. Campbell (Superintendent – Area 3)

B. Leporati (Superintendent – Facilities/Planning)

**4. Approval of the Agenda**

MOVED by Natalia Marriott, seconded by Annalisa Crudo-Perri, that the draft Agenda as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

**5. Declarations of Interest**

None declared by Members present.

**6. Approval & Signing of the Minutes of the Regular Meeting Held June 8, 2020 for Public Session**

MOVED by Joe Fiorante, seconded by Jennifer Di Francesco, that the minutes of the meeting held June 6, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

**7. Presentations & Reports from Committee Officials****7a) Joint CPIC-OAPCE Toronto Delegation to The Board of Trustees**

The Chair shared the initial return-to-school joint recommendations by CPIC & OAPCE to the Board of Trustees Special Meeting held on Friday August 15, 2020.

The Chair indicated that the Committee would deal with items 16a) and 17a) before hearing delegations.

## **16. Report from Trustee or Trustee Alternate**

### **16a) Update from Board of Trustee Meeting held Friday August 15, 2020**

Trustee Di Pasquale provided a list of motions made and approved by the Board of Trustees at their Special Meeting on Friday August 15<sup>th</sup>.

## **17. Parent Member & Community Member Reports**

### **17a) Update from OAPCE Toronto Return-to-School Parent Webinar**

Annalisa Crudo-Perri, Executive Director on behalf of OAPCE-Toronto provided a synopsis of the Parent Return-to-School Q&A Webinar held Wednesday August 12<sup>th</sup>. There were over 700 registrants and TCDSB staff addressed questions posed by the moderators.

The Chair indicated that the Committee would proceed with hearing delegations for a maximum of 5 minutes each.

## **8. Delegations**

### **8a) G. Signarowski & A. Heitz: CSPC Co-Chairs – Fr John Redmond CSS**

Gary Signarowski, CSPC Co-Chair from Father John Redmond CSS addressed the Committee related to secondary school questions and recommendations for back-to-school.

**8b) Aaron Babel & Abigail Lorenzo: Parents – Our Lady of Wisdom CS**

Mr. Babel, parent from Our Lady of Wisdom CS addressed the Committee related to elementary school & French language questions and recommendations for back-to-school.

**8c) Daniela Contreras: Parent – Our Lady of Wisdom CS**

Delegate was not present and did not address the Committee.

**8d) Carolyn Agasild: Parent**

Delegate was not present and did not address the Committee.

**8e) Sandra Mastronardi: Former TCDSB SEAC Member**

Sandra Mastronardi, Parent & former SEAC member addressed the Committee related to Special Education questions and recommendations for back-to-school.

**12. Program/Policy Consultation (Committee of the Whole)**

The Chair indicated that as the time was just after 8PM, item 12c) would be dealt with before items 12a) & 12b)

**12c) Q&A Session with Dr. Vinita Dubey, Associate Medical Officer of Health: Toronto Public Health**

The Chair welcomed guests:

Nicole Welch, RN of the COVID-19 Liaison Team & Child Health and Development and Healthy Communities Director from Toronto Public Health

And

Dr. Vinita Dubey, Associate Medical Officer of Health, City of Toronto

Members proceeded to ask questions of the guests pertaining to return-to-school protocols, medical advice and COVID-19 impact.

The Chair declared a 5 minute recess.

The meeting continued at 9:10PM with John Del Grande in the Chair.

**12a) TCDSB Reopening Action Plan (as of August 10, 2020)**

**12b) TCDSB Back-to-School Update Report (as of August 14, 2020)**

Superintendent Wujek & Campbell gave an update on the TCDSB planning with respect to COVID-19 September return-to-school. Members were invited to ask questions of TCDSB staff present and/or suggest recommendations which the Chair would capture live.

The following recommendations were presented and voted upon.

- i. That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.

By Unanimous consent, the Motion was declared

**CARRIED**

- ii. That the Board stop using the word survey and instead call it registration or selection of Parent's learning choice.

By Unanimous consent, the Motion was declared

CARRIED

- iii. That the Board immediately publish a “one pager” for both elementary and secondary panels sent to all parents outlining the (as known currently) - expected learning environment and “day in the life of” for return to school in September. That this be a versioned document updated when and if plans are materially changed.

By Unanimous consent, the Motion was declared

CARRIED

- iv. That the Board list the only acceptable platforms from a support, security & functionality lens that teachers are to select from for any virtual or online classrooms (distance learning).

By Unanimous consent, the Motion was declared

CARRIED

- v. That the Board as opposed to separate virtual schools instead conduct joint in-class and virtual learning through the regular classroom teacher (providing the required technology supports) with the purpose of facilitating continuity, participation & sense of community.

Results of the Vote taken, as follows:

**In Favour**

Natalia Marriott  
John Del Grande

**Opposed**

Jennifer Di Francesco  
Joe Fiorante  
Daniel Oliveria  
Annalisa Crudo-Perri  
Isabel Starck  
Anthony Antinucci

Kathleen McGinnis  
Katie Piccininni

FAILED

Committee Members suggested an alternative recommendation for v):

That the Board endeavor to strengthen the collaboration, link and learning continuity between virtual and in-class environments.

By Unanimous consent, the Motion was declared

CARRIED

That the Board publicly publish all protocols/guidelines created for schools, staff etc.. as it relates to the return-to-school COVID plan.

By Unanimous consent, the Motion was declared

CARRIED

- vi. That the September CPIC meeting focus on parent engagement opportunities & guidance under COVID-19 and that parent council (CSPC) virtual elections continue to be planned.

By Unanimous consent, the Motion was declared

CARRIED

## **20. Adjournment**



MOVED by Isabel Starck, seconded by Natalia Marriott that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 11:00 PM

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CPIC SECRETARY

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CPIC CHAIR



REPORT TO

REGULAR BOARD

## STAFF RESPONSE TO CPIC MOTIONS FROM JULY 23 SPECIAL BOARD

*“May he give you the desire of your heart and make all your plans succeed.” Psalm 20:4*

Created, Draft	First Tabling	Review
August 11, 2020	August 20, 2020	Click here to enter a date.

John Wujek, Superintendent Student Achievement and Well Being (Area 5), Parent Engagement  
Linda Maselli-Jackman, Superintendent of Education, Special Services  
Lori DiMarco, Superintendent Curriculum Leadership & Innovation; and Academic Information & Communications Technology

### INFORMATION 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**

At Special Board on July 23, 2020, CPIC brought forward two motions to the Board from their June 11, 2020 CPIC meeting. The Board of Trustees received and referred to staff asking them to provide a report in response to these two motions.

Staff response to these motions is contained in this report. Staff appreciates the ongoing comment and input from CPIC as a voice representative of many parents and understand the times and context by which these questions are asked.

*The cumulative staff time required to prepare this report was 12 hours*

## **B. PURPOSE**

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled CPIC meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration.
2. At the July 23, 2020 Special Board meeting, two motions from their June 11 meeting were placed on the Special Board Meeting Agenda.
3. Following consideration from the Board of Trustees, the two motions were directed back to staff for a response through report. The content of this report addresses this directive.

## **C. BACKGROUND**

During Mental Health Awareness Week (May 4-10, 2020), the Board's Mental Health Department posted resources through their portal. (Since the closure of schools, the use and posting of online resources has been offered beyond Mental Health Awareness Week.) One of the links through a resource offered a meme activity designed to help students understand expression of feelings. Memes are facial expressions that are used most often in social media to emphasize an emotion. One of the examples in the link displayed inappropriate memes that were not indicative of the healthy mental health exercise in which students were asked to

participate. As a result these concerns were brought to the CPIC table and brought forward to Special Board through a motion: (Appendix A)

### **Motion 1 – YouTube link for Mental Health Wellness Week**

1. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.
2. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment.
3. That the Mental Wellness suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.

A second motion was presented by CPIC in recognition of the ongoing use and necessity of on-line learning for all students and the importance of ensuring that there is equity of access for all students. As well the motion asked for metrics associated with accountability and metrics associated with the Board's Distance Learning implementation in spring of 2020: (Appendix A)

### **Motion 2 – Distance Learning**

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
  - a. the tools, programs, techniques, synchronous, asynchronous teaching, etc. used;
  - b. the percentage of educators using these techniques;
  - c. how all educators have been kept accountable during distance learning;
  - d. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.
2. Using this report, to prepare to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

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

### **Staff Response to Motion 1 – Mental Health and Use of Memes:**

The YouTube video in question was shared with parents through our May Mental Health newsletter, during Mental Health Awareness week (May 4-8, 2020).

Regarding the contents of the May newsletter and all other newsletters created by the Mental Health Team, it has always been the team's hope that parents review the content shared in the newsletters and choose which aspects will be shared with their children.

The mental health team chose to offer memes with the intent to offer a light-hearted activity during Mental Health Awareness Week, with no intent to cause harm to anyone's self-concept. When used appropriately, memes are images meant to create laughter about a situation that is not meant to be offensive to anybody.

Regarding the concern about memes being misused or engaged with inappropriately, staff understand that unfortunately any medium could potentially be used inappropriately. It is true that anything that has a positive side or outcome could also (whether intentionally or inadvertently) be used to realize entirely opposite outcomes.

The TCDSB Mental Health Team is not aware of memes having been created or used in inappropriate ways, as a consequence of this video. However, there is zero tolerance for inappropriate behaviours engaged upon related to the use of memes. If any inappropriate behaviours come to staff's attention, they will be addressed immediately in accordance with our Board's Safe School policy.

***In any event, despite the vetting that staff had done in the preparation of the content for our mental health awareness week, it regrettably did not notice any inappropriate content around the screenshots in the YouTube video. We apologize for this oversight and will ensure a more thorough vetting of YouTube content is made before sharing in future.***

The YouTube video has since been removed from our May Mental Health newsletter.

Staff wish to uphold that TCDSB endorses a zero tolerance regarding bullying. Any student engaging in such behaviour will be subject to progressive discipline. We also encourage any student recipient of inappropriate material to report that to an adult whom they trust such as their parent or staff member.

Hindsight provides us with many benefits. With regard to using technology as a way to distract ourselves from the stress that we are all undoubtedly feeling, the meme tool had been only one suggestion for engaging in mental wellbeing activities provided in the May Mental Health Newsletter. Currently, we are infinitely more cognizant about the compounding level of fatigue regarding the use of electronic devices, tools, and resources as we engage more deeply with the Distance Learning environment; and that this is felt acutely by many of us. However, in April, when the May newsletter was prepared the novel and widespread use technology was being embraced as a creative way of engaging with tools and resources.

This is not to suggest that the value of our engagement with technology has been diminished with time. Rather, it is an acknowledgment that we need to - and intend to - continue to scrutinize and vet the tools and resources with which we engage to advance learning and well-being goals.

### **Staff Response to Motion 2 – Accountability and Equitable Response to Distance Learning**

#### **A - the tools, programs, techniques, synchronous, asynchronous teaching, etc. used**

- TCDSB Supported Brightspace, Google Classroom, G Suite (docs, sheets, sites, meet, etc)
- Teachers were given the choice of tool, and could use other tools such as email, phone calls, etc.

#### **B - the percentage of educators using these techniques**

In the first 34 work days of distance learning (April 6-May 26):

- 1600 teachers using Brightspace (1537% increase)
- 10500 students using Brightspace (557% increase)
- 8000 active google classrooms (267% increase) (some teachers may have multiple classrooms)
- 16300 average weekly posts by teachers in Google (1449% increase)

- 2100 average weekly posts by students (502% increase)

Google meet was launched on Monday May 10, 2020.

- In 34 work days (May 10 - Jun 26)
- 27097 Google meet sessions

Online professional development for distance learning began on April 3, 2020 . In the 59 work days (April 3 - June 26)

- Number of PD Sessions given by 21C and Assistive Technology teams and the Curriculum/Student Success/Special Services divisional teams: 186
- Number of Participants in those online PD Sessions: over 7000

### **C - how all educators have been kept accountable during distance learning**

Local school staff were kept accountable during the spring session. Information and expectations were made clear to them by the school principal through staff meetings shared professional collaborations. Interactions between parents and educators provided valuable feedback and better informed practices when it came to distance learning. Elevated parent concerns were addressed by school principals and in some cases by school superintendents.

Educators continued to be the valued and essential conduit by which our students learn. Their professional integrity is recognized and their continued participation in defining and participating in professional development contributes to overall capacity building across the system.

Throughout the spring of 2020, there were weekly meetings between teaching Union representatives and senior staff.

### **D. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.**

Throughout April, May and June of 2020. Staff was able to respond to technology needs of students in order to ensure that distance learning would not disadvantage those who lacked resources. A platform was created for principals to request in real-time iPads or Chromebooks so that students could properly participate in online learning. The Information Technology department was able to work through buyers to secure bulk orders and were able to respond to needs. It should

also be noted that homes that did not have internet were given use of an iPad and in partnership with Rogers, internet access was provided for these families.

On June 18, 2020, staff brought forth a report at Special Board entitled “Computers for Students in Need”.

Excerpts from that report are as follows:

- As of June 10, 10,565 have been requested and purchased for students. These devices include 6,203 Chromebooks and 4,362 iPads
- All iPads were enabled with cellular data service from Rogers until August 21, 2020.

***“Approximately 11% of students requested a device from the TCDSB over the course of the last 2 months to help engage in distance learning.*** Of the students who requested devices from the TCDSB, most, but not all, live in lower income neighbourhoods throughout the city. However, the number of requests may have been higher than under normal conditions because of the competing demands for devices with many parents working from home. The following is a breakdown of device requests by ward”. (page 126, Special Board, June 18, 2020, see Appendix B)

***“Approximately 1.3% of students (1,254) indicated that they needed a device and internet services to access distance learning.*** To support students in need of internet service, the TCDSB provided these students with an Apple iPad enabled with LTE data services from Rogers free of charge until June 30<sup>th</sup>” (page 127, Report to Special Board, June 18, 2020, see Appendix B)

## **E. METRICS AND ACCOUNTABILITY**

### **Motion #1- Mental Health and Use of Memes**

The YouTube video has since been removed from our May Mental Health newsletter.

Staff underline that TCDSB endorses a zero tolerance regarding bullying. Any student engaging in such behaviour will be subject to progressive discipline. We also encourage any student recipient of inappropriate material to report that to an adult whom they trust such as their parent or staff member.



The meme tool had been only one suggestion for engaging in mental wellbeing activities provided in the May Mental Health Newsletter. Currently, staff and the Mental Health Department in particular are infinitely more cognizant about the compounding level of fatigue regarding the use of electronic devices, tools, and resources. As we engage more deeply with the Distance Learning environment we need to - and intend to - continue to scrutinize and vet the tools and resources with which we engage to advance learning and well-being goals.

The TCDSB Special Services Mental Health Team continues to work collaboratively with TCDSB stakeholders as well as outside agencies to support the implementation of mental health and wellbeing strategies for students and staff. A wealth of information regarding the provision of mental wellbeing supports to the TCDSB community can be found on the TCDSB website Mental Health portal: <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Pages/Default.aspx>.

Special Services Mental Health professionals continue to work closely with School Mental Health Ontario (SMHO) regarding services and supports for mental wellbeing for both students and families. Resources specific to supporting student mental health and wellbeing during the COVID-19 pandemic can be found at the TCDSB website: <https://smho-smso.ca/covid-19/>.

SMHO has just released their Mentally Healthy Return to School Toolkit which includes practical resources to promote and protect mental health at school and is relevant to various stakeholders within the TCDSB system:

- Role-specific resources supports for system and school leaders including presentations for educators, trustees, Mental Health leadership team, tip sheets for parents and families, etc.;
- learning tools to help educators and support staff to foster social emotional learning and mental health literacy skills within caring classroom environments, including lessons plans for the first 10 days of school and beyond; and
- tools to equip school mental health professionals with evidence-based learning related to effective prevention and intervention services.

Key messages contained within this toolkit remind TCDSB system leaders about the following principles:

1. Mental health and wellbeing is everyone's priority;
2. School and system staff lead with compassion and empathy;

3. Schools are an excellent place to promote and protect student mental health;
4. The TCDSB system has strong mental health foundations on which to build;  
and
5. All stakeholders need to work together.

## **Motion #2 - Accountability and Equitable Response to Distance Learning**

Staff continues to offer professional development opportunities to teachers regarding aspects of distance learning. In particular, synchronous learning is a necessary component in elementary and secondary panels for families who choose distance learning. For the adaptive model in secondary, both asynchronous and synchronous learning is a documented component of the 300 minutes of instruction that our students will receive.

On August 13, 2020, the Ministry of Education released a Policy/Program Memorandum (164) entitled: “Requirements for Remote Learning”. Staff are currently reviewing this PPM for guidance and use in its Distance Learning plan for the 2020-21 school year.

It will be expected that schools will continue to work collaboratively and professionally in response to student learning needs both in the areas of in-class and distance learning.

Chromebooks have remained in the hands of students over the course of the summer in households where students were returning to TCDSB schools. Staff remain committed to ensuring that Distance Learning needs are met across all families in our system.

In terms of next steps, the June 18 report from Special Board mentions some specific considerations:

- ***Staff are recommending that students keep loaner devices until the COVID-19 pandemic is over.*** While the COVID-19 pandemic is active, staff believe students will continue to need access to devices for learning at home opportunities. As such, devices should be kept by students until such time that TCDSB returns to a full-time face-to-face teaching model. Since the iPads are leased, staff are estimating an additional cost of approximately \$525,000 to extend the lease for an additional year.

- ***Staff are recommending that current devices for student programs be continued in the Fall of 2020 for new students joining the TCDSB.*** New students joining the TCDSB in the fall of 2020 should be given the same opportunity as current students to access a device, if they truly need one. Since the TCDSB typically admits up to 7,000 new students per year, staff are estimating the need for approximately 800 additional devices (11%) purchased at an approximate cost of \$320,000.

(page 128, Report to Special Board, June 18, 2020, see Appendix B)

From public minutes of June 18 Meeting in response to “Computers for Students in Need Report”. (see Appendix C). **The entire report was adopted as follows:**

**17a) Computers for Students in Need:**

1. That the Board of Trustees continue the current TCDSB student device loan program until September 2020;
2. That the Board of Trustees continue to support students who are identified as needing internet access, by covering the cost of Rogers Long Term Evolution (LTE) data services for loaned iPads at an estimated cost of \$180,000 for at least 3 months (July, August, and September); and
3. That future device programs such as formal bring-your-own-device (BYOD) and low-income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic.

**F. CONCLUDING STATEMENT**

This report is for the consideration of the Board and acts a response to the CPIC Motions raised.



## REPORT TO

## REGULAR 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 18, 2020	August 20, 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  
 Deborah Friesen, Superintendent, Capital Assets and Renewal  
 Steve Camacho, Chief Information Officer

## 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

A significant number of motions, approximately 40, were passed at the August 14, 2020 Special Board meeting to further define the TCDSB Reopening Action Plan.

The Plan is updated and available on the TCDSB website. Approved changes that were immediately actionable have been implemented or initiated. Those changes where costing and feasibility are required are presented here for the Board's further consideration.

A financial analysis (*Appendix 'A'*) detailing allocation of the funding approved at the August 14, 2020 Special Board to facilitate safety measures and staffing requirements to provide a safe return to school indicates sufficient reserves to address approved motions to date. Should additional initiatives that are currently being explored (tents, H2O bottle filling stations) also gain approval additional funding will be required to fulfil the initiative.

Additional communication and confirmation has been received from the Ministry on outstanding items such as the Secondary School Adaptive Model and are reported on here as well.

Several key events and communications have occurred since the shutdown of schools in March 2020 and were referenced in the Return to School Update at the August 14, 2020 Special Board Meeting. The following items that affect the TCDSB Reopening Action Plan have occurred in the past week:

<b>August 14, 2020</b>	Special Board Meeting – Return to School Update
<b>August 18, 2020</b>	Ministry approval for secondary models and staggered starts ( <i>Appendix 'B'</i> )
<b>August 19, 2020</b>	Release of Revised TCDSB Reopening Action Plan
<b>August 20, 2020</b>	Registration Questionnaire Reissued

*The cumulative staff time required to prepare this report was 40 hours*

## B. PURPOSE

To provide the Board with response and actions resulting from Board motions and Ministry confirmation as they pertain to the TCDSB Reopening Action Plan.

## C. BACKGROUND

1. *At the August 14, 2020 Special Board meeting, the Board approved several motions pertaining to the Return to School plan.* Approved motions included a requirement to add physical distancing where possible, enhanced safety measures, improvements to ventilation, increased water bottle filling stations and use of reserve funds to hire additional school based staff and procurement of resources.
2. *The Ministry of Education has approved a secondary adaptive model. On August 18, 2020 TCDSB received a communication confirming elements of the model that were in question.* The approved adaptive secondary model addresses the limit of 100 direct and indirect contacts by students while in the building and as well as providing an opportunity for distance learning to be held in the school building for families that will struggle with transportation in a shortened day.
3. *The TCDSB Reopening Action Plan has been updated to reflect recent changes.* Items from Board motions and Ministry updates that are confirmed were included for parents to reference. The plan will continue to be updated as information changes moving toward schools reopening.
4. *On August 20, 2020, a Registration Questionnaire was issued to families. The questionnaire is intended to gather much needed data* concerning families choices for in person or remote learning as well determining how many children will opt for school bus transportation.

## D. EVIDENCE/RESEARCH/ANALYSIS

### Cohorting and Distancing

5. *The Board motioned that class or cohort sizes be limited to allow for 2 metre distancing, or if this is not feasible given space limitations as much physical distancing as is possible.* Further motions recommended cohorts of 15 or 20 students wherever possible. *A total of \$12.3M in Ministry and Reserve Funds* was committed to this initiative to achieve safe distancing, recruitment

of sufficient school-based personnel, securing additional facilities, enhanced custodial services, and necessary transportation requirements.

6. ***A regional approach to the allocation of additional resources will be addressed with the following considerations:***

- First priority to address schools within high incidence areas with high transmission and high-needs (*Appendix 'B'*)
- Next priority given to kindergarten classes and then Grade 7 and 8 classes thereafter to achieve distancing where facilities or TCDSB resources allow, and will then explore options for space outside of TCDSB resources.
- An exemption has been sought from the Ministry to allow DECE's to assist with smaller cohorts in kindergarten classes in the event that there is not a sufficient number of teachers available.
- Staff have been in contact with City staff to identify community centre, public library and park spaces that could assist with distancing.
- Additionally staff continue to engage other community partners for use of spaces that can provide recreation/physical education space for schools in close proximity.

7. ***An analysis of the 34 TCDSB schools located in the TPH identified high incidence areas indicates that students can be distanced within the existing buildings through the use of larger spaces such as libraries and gyms.*** As this would affect the use of these spaces for literacy, music and physical education programs, additional space is being explored in local secondary schools, with the City of Toronto and other community partners to facilitate these programs within a reasonable walking distance from the elementary school. This approach will reduce the need for additional transportation resources during peak hours. Staff will be following up with principals over the next week to review individual plans and determine resource requirements to achieve the desired effect. Plans have been created assuming a full return of students to in-person learning. The results from the registration questionnaire will better inform the need for additional spaces.

8. ***It is estimated that the cost of providing additional spaces through collaboration with the City and other local partners for the 34 schools in the TPH identified high intensity areas is \$102,830 in annual leasing costs.*** This estimate is based on a cost per sq. ft. using TCDSB existing leases as a guide.



9. *Should available funding remain following the above implementation strategy, staff will proceed to address remaining schools with capacity concerns* starting with kindergarten classes using the same methodology as above. Schools with capacity concerns are shown in *Appendix 'C'* map and excel table by ward.
10. *The TCDSB requires an estimated \$70-\$95 million in Ministry funding to create smaller cohorts* board-wide, based on current estimates of by staff. Staff have *also been directed to seek an exemption from the Ministry to allow DECE's to assist with smaller cohorts* in the event that there is not a sufficient number of teachers available. Communications drafted and *sent letter on August 19 to the Minister of Education.*

#### **Plexiglass Shields**

11. *Staff were asked to implement the purchase of plexiglass desk shields for classes of over 15 students.* The Board approved an allocation of \$800,000 from the Operating Reserve to purchase 20,000 3-sided plexiglass desk shields for classes of over 15 students and an addition \$200,000 for plexiglass on teacher's desks. As these amounts are not sufficient to address needs board-wide, staff will execute this directive using the methodology listed above identifying, school in high needs areas first and then proceeding with kindergarten rooms and Grade 7 and 8 classes in schools with limited capacity. Staff will include this element in their review with Principals.
12. *Plexiglass partitions on student desks will require additional cleaning time per classroom.* It is estimated that to clean one, 15 sq.ft" plexiglass (both sides) on a 18"D x 24"W elementary school desk is approximately 2 minutes per desk. Averaging at 20 desks per class would add 40 minutes per class per day to cleaning requirements. Assessing schools in high incidence areas, this equates to 10.66 ( $74.66/7\text{hours} = 10.66$ ) additional FTE required for these schools. If implemented board-wide, an additional 54 FTE would be required.

#### **Staffing and Recruitment**

13. *The recruitment of additional 25 – 50 caretakers has been approved to address enhanced cleaning measures and is being handled through a recruitment agency for expediency.* This group of caretakers would be deployed in a regional approach. Deployment will be based on requirements of the Techniclean program. Techniclean is the program used to identify and manage cleaning times. Updated modelling will occur immediately after



results of the registration questionnaire are received and facility plans are finalized.

- 14. *Mental Health Funding: Hiring four(4) staff to support a multi-disciplinary approach to address building capacity to address social-emotional learning at the elementary level.***

#### **Staggered Entry**

- 15. *The Ministry released a memo on August 18, 2020 giving approval for Boards to implement a staggered entry for schools over a two week period.*** This release aligns with the Board recommendation to do so from the August 14, 2020 Special Board meeting. Communications drafted and sent a letter to the Minister in the morning of August 18 prior to receipt of this information.
- 16. *Staff have explored various models to allow for a staggered re-entry of students to elementary schools.*** The emerging preference has approximately 1/3 of each class starting in a staggered approach as opposed to a divisional model. Benefits of this would be that every class/teacher has the opportunity to begin and gradually develop protocols and routines with a small group, adding every day or every two days to the group. This provides opportunities for "training" small groups in each class on the safety routines etc. and builds upon their abilities to manage in their space.
- 17. *The plan in this form would involve each class list to simply group the students into small groups and assign a start date for each group.*** With a 2 week stagger opportunity it could be small groups of 5 or 6 each day or two, or perhaps groups of eight in a larger class and have them come in every day or couple of days. For equity, it is recommended that an alpha list be used for simplicity however; local considerations will be discussed with the Principal.
- 18. *This method of entry would address family concerns and allow schools to schedule siblings*** to start school on the same day alleviating concerns of childcare coverage and home supervision.

#### **Virtual School**

- 19. *We are currently setting up TCDSB K-12 Virtual School for all students*** who will not be returning to their in-person school and wish to pursue remote learning. Students will be taught the Ontario curriculum through our Catholic faith lens by TCDSB teachers who are hired to teach at the virtual school. The

school day will be organized in a timetable similar to the in-person timetables as presented in the return-to-school document.

20. ***We will have a 300-minute school day with 225 minutes of real-time communication between staff and students*** in Gr 1-12 and 180 minutes for Kindergarten. Real-time communication can include text, voice and video. There will be a combination of large and small group instruction.
21. ***In addition to real-time learning, students will have independent assignments for which they will still be able to engage with their teacher as necessary.*** Students will receive opportunities for daily meaningful feedback and will be provided with a report card at regular reporting times.
22. ***The TCDSB virtual school will provide programming to students with an Individual Education Plan (IEP) and to English Language Learners.***

### **Health and Safety**

23. ***The Board approved that masks be worn indoors for all students, staff, and visitors, with appropriate medical exemptions, until such time as masks are no longer required or recommended in the general population to prevent the spread of COVID-19.*** This has been incorporated into the updated TCDSB Reopening Action Plan and shared with families.
24. ***Although there was a motion to explore use of face shields where students may have trouble with proper use of masks, Toronto Public Health does not recommend use of face shields alone as an effective way to reduce spread of the virus.*** Young children will be encouraged to wear masks as much as possible and provided with opportunities throughout the day where they can remove their masks safely.
25. ***In addition to previously identified Personal Protective Equipment that will be available for use in schools, clear masks (or expression masks) will be readily available*** to Deaf and Hard of Hearing (DHH) students and any staff member with DHH students.

### **Screening**

26. Staff have developed ***a student-friendly checklist poster and passport (Appendix 'D')*** for daily screening.

27. *TPH has provided further information and guidance for schools in the form of a JK to Grade 12 COVID-19 Prevention Checklist (Appendix 'E').*

28. *Health & Safety and Communications are awaiting the protocol from the Ministry of Education and TPH regarding outbreaks.* Once received, information will be simplified for various school audiences and disseminated on numerous channels including website and social media. Note that TPH has indicated previously a negative test and clearance letter will not be required.

### **Secondary Adaptive Model**

29. *TCDSB received confirmation on August 18, 2020 that the Ministry approved the Adaptive Secondary Model (Appendix 'F').* 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.

30. *All regular classes will be cohorted and split divided into two groups of approximately 15 students or less.* This *quadmestered* timeline will operate on a *two-week cycle*. Initially for class 1, students will attend the in-class component every second day for 150 minutes in the morning for the first week and will take class 2 through Distance Learning in the afternoon for 150 minutes. Students may choose to remain in school for the afternoon to participate in Distance Learning in a supervised study hall. *This alternate week model further protects the health and safety of staff and students by adhering to the limit of 100 indirect contacts.*

Students who regularly attend Special Education ISP DD/ME specialized classes will attend every day for the full day.

31. *Please note that further information from the Ministry of Education may further influence the details of this model.*

### **Registration Questionnaire**

32. *Communications issued messages to families* with the TCDSB Reopening Action Plan on August 10 and the updated TCDSB Reopening Action Plan on August 19.

33. ***TCDSB issued a registration questionnaire to*** confirm the intent of families to have students engage in learning in person or remotely. The questionnaire will also collect data concerning transportation needs and is scheduled ***to close on August 26, 2020.***
34. ***The results of this questionnaire will be critical in the timely creation of class cohorts, organization of school classrooms, staffing requirements and school bus transportation planning.*** 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 28, 2020 at 4:00 p.m.
35. ***Following the questionnaire deadline, families will receive communication notifying them that they have until August 28, 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 questionnaire, 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).
36. ***Students will be able to move from one model to the other at predetermined re-entry dates as below or within a reasonable amount of time determined by the school Principal.***  
Elementary – November 1, February 1  
Secondary – mid November, beginning February, mid April (Quad timelines)  
This direction allows for adjustment of class sizes and staffing allocations in alignment with collective agreement requirements.

#### **HVAC, Ventilation and Windows**

37. ***To address the various motions around air circulation, including windows, ventilation and Indoor Air Quality (IAQ), staff are developing a scope of work and will be requesting cost proposals from prequalified Building Sciences consultants to review.*** A firm with expertise in air quality testing, window design and construction and ventilation systems may be contracted to carry out testing in September of CO<sub>2</sub> (carbon dioxide) levels at samples of schools with various types of ventilation systems and windows. This has to be done when the buildings are occupied since it is the people in the room that produce CO<sub>2</sub>. The CO<sub>2</sub> level is a good indication of how well the products of respiration are removed from the air. By comparison and review of the various

systems and window types, the consultant will then make recommendations for improvements.

38. ***TCDSB schools have never exceeded Ministry of Labour Occupational Exposure Limits for carbon dioxide during an 8-hour period in Ontario workplaces of 5000 ppm in previous IAQ studies.*** The ASHRAE comfort CO2 level to dilute bio effluents (i.e. body odour from building occupants that creates the stuffy air) is around 1100 ppm. The most common concern have received by the Health and Safety Department regarding IAQ in our schools over the years is temperature related. Many concerns come from schools that rely only on mechanical ventilation versus operable windows. People have different preferences in terms of indoor temperature and ASHRAE guidelines state that everyone's comfort level will not be satisfied.
39. ***As suggested in the August 14 School Reopening report to Board, the Maintenance Department will proceed with modification of some vertical sliding windows on a limited basis to increase the opening from 4 inches to 12 inches.*** Since this will be a time-consuming process likely to take several weeks, priority will be given to schools in high COVID risk areas with no mechanical ventilation. For one window in each classroom, the spring mechanism will first be inspected and repaired if necessary to ensure that the window can be opened to 12 inches without risk of falling. Once this is confirmed, the restrictors will be raised to allow an opening of 12 inches. If possible, this modification will be to the window directly opposite the classroom door to further facilitate air circulation. As mentioned earlier, a building science engineer with expertise in windows will be retained to further investigate potential for increased natural ventilation through windows.
40. ***Ventilation is the most essential element of any HVAC system. It influences air quality and energy efficiency, and proper ventilation helps controls odors, dilutes gases (such as carbon dioxide), and inhibits the spread of respiratory diseases.*** Submitted by schools Environmental Support Services (ESS) has a proactive Preventative Maintenance (PM) program in place to service HVAC, air handlers and related equipment. These units are serviced on a regular basis throughout the year.
41. ***In addition to the PM program, ESS has developed an action plan to improve the school ventilation includes the following steps:***

1. Air Handling Unit's (AHU's) filters will be changed four (4) times per year, throughout the entire system, which represents one additional filter change per year. These filters are HEPA quality
2. Increase in the Free Cooling procedure, which involves opening the AHU's outside dampers to increase the fresh airflow intake and distribute throughout the system.
3. Increase the Preventative Maintenance program for the AHU's and exhaust fans during the summer to make sure all the systems are ready to handle the schools opening in September.
4. Raise the priority of the ventilations work-orders deficiencies to complete it in a timely manner.
5. For older schools without mechanical ventilation and only exhaust fans, the operating schedule for these fans will be increased. This will generate an additional increase the negative pressure created which draws the old air from inside the building and enhances the use of natural ventilation through open windows and doors.

### **Community Use of Schools**

42. *In order to support both the health and safety protocols and enhanced cleaning procedures in place for the return to school, the TCDSB will not be issuing permits for community use of schools during the month of September.*
43. *A delay in allowing permitting of school spaces will provide necessary time to accommodate the requirement for physical distancing in schools, as well as ensuring the availability of sufficient resources for permit supervision.*
44. *Staff are currently in the process of determining the parameters of a limited community use of schools program in order to provide opportunities for outside organizations to access space and offer programming in TCDSB facilities. Any permits issued will be required to adhere to in-force physical distancing requirements, permitted activities, and restrictions on the size of gatherings.*



45. *A communication is being prepared for distribution to all permit applicants regarding the delay in the issuance of permits for the 2020-2021 school year.*

**BOARD MOTIONS REQUIRING COSTING AND FEASIBILITY**

**Simultaneous in-class & online live-streaming Teaching-Learning model at both Elementary & Secondary panels**

46. *Live-streaming Technology in each classroom would take 6 to 8 months to implement and cost, at minimum, \$70.5M.* While the concept of the live-streamed classrooms is appealing on many fronts, staff believe it is not currently a feasible solution at a large scale because of cost. Staff reviewed the cost and feasibility to implementing live-streaming technology in each classroom. At minimum, each classroom would require a large format display, microphones, speakers, and camera systems to incorporate live streaming for class of 15 students at the school while the reminder are connected from home. Using industry recommended specifications and working with audio/visual equipment manufactures, staff have determined that it would cost a minimum of \$15,000 per classroom to deploy this technology. This includes computer hardware, displays, sounds, cameras, installation, and associated software licensing. The TCDSB currently has approximately 4,700 active classrooms. At the estimated per classroom rate, it would cost a total of \$70.5M plus a yearly reoccurring cost of \$3.1M for room conferencing software licensing. Furthermore, vendors have told TCDSB staff that inventory for interactive displays will not be available for shipment until October 2020. We would also need a minimum of 4 months to stage, setup, and configure all devices to each school after delivery from the manufacture. Finally, if the practice continues, the devices would need to be replaced in 4 to 5 years at approximately the same cost as the first year.

47. *Although this solution is currently cost and time prohibitive, staff are recommending that the TCDSB engage in small low-cost pilot of this technology over next 12 months.* This would give TCDSB experience with this technology and, should it or similar technology become more affordable in the future, the experience would likely prove valuable in accelerating future technology roll-outs.

**HEPA Filters**

48. *Environmental Support Services has begun to investigate the use of HEPA Air Purifiers. These air purifiers are more typically used in environments e.g. hospitals and dental offices where biological hazards are more common.*

Based on discussions with one of the Board’s environmental consultants, it is clear that while many consumer products self-identify as HEPA air cleaners, there are very specific criteria of a true HEPA filtered device e.g. an integrity test (the unit must be tightly sealed .All air must flow through the filter and the filtration rate must be 99.97% of particles greater than 0.3 microns. Virus or bacteria particles less than 0.3 microns cannot be trapped by a HEPA filter. Although the COVID-19 virus is about 0.1 microns in size, it generally bonds to water droplets coming from the nose and mouth and these aerosols range from 0.5 to 3.0 microns in size and can be captured by HEPA filters.

49. ***Air purifiers have set filtration capacity generally based on a square footage of a room.*** There are a number of other factors, which affect the efficiency such as number of occupants and airflow from other ventilations sources, window, doors etc. The efficiency of the unit is also dependent on the type of filter, cleaning and scheduled servicing.
50. ***Staff are currently surveying the marketplace and reviewing unsolicited proposals*** for air purifiers in order to identify units which could potentially be used in rooms where there is limited ventilation to mitigate poor air availability. Note that the majority of our schools have mechanical ventilation systems with HEPA quality filters. It will not be possible to place portable filters in every classroom, but rather staff will concentrate on schools in high COVID-19 transmissions areas. Further concentration will be placed on schools with no mechanical ventilation and in classrooms with low to no natural ventilation.
51. ***Staff have also begun looking for a HEPA air purifier that can function effectively in a typical classroom of 750 square feet and*** will engage a consultant in a more formal process as part of this process.

#### **Water Bottle Filling Stations**

52. ***There are 67 schools that do not currently have water bottle filling stations installed.*** In addition, there are 56 schools with only one (1) water bottle filling station installed. Each water bottle filling station unit is priced at \$900 with an installation cost of \$5,000, which includes retrofits, contingency and asbestos removal. Assuming a goal of at least two water filling stations in every school, an additional 192 units would require installation at a total cost of \$1,132,800. A breakdown of current inventories is shown here:

Total number of water bottle filling stations	281
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Number of Schools with water bottle filling stations	139
Number of Schools Without Water Bottle Filling Station	67
Number of Schools with only 1 water bottle filling stations	56

***53. Communications drafted and sent letter requesting funding for this implementation on August 19 to the Minister.***

#### **Portable Handwashing Stations**

***54. Portable handwashing stations, to rent and/or purchase, are being sourced for potential use in targeted critical locations where washrooms are not available on every floor.*** Lead-time for ordering units to purchase is 2-4 weeks, with the shorter lead times corresponding to higher prices. Cost per unit ranges from \$1,550 to \$4,150. Units are available for purchase that can be installed in place of existing drinking fountains, if available, eliminating the need for filling and emptying reservoirs. Reservoir-type units require servicing at least twice daily. Servicing includes cleaning, filling/emptying water reservoirs, disposing wastewater, possible water chemical treatments, replenishing soap and paper towel supply, etc. A strict procedure on servicing reservoir-type units must be established and enforced in order to avoid the risk of water contamination and/or bacteria spread.

***55. Rental reservoir-type units could be obtained more quickly, at a cost of \$400 - \$800 per month, but there is limited availability currently on the market.*** Of six suppliers contacted by Board staff, only two had units available, with about 25 units. Staff have identified approximately 100 floors with no washrooms for possible targeted installation of rented and/or purchased handwashing stations.

***56. Touchless hand sanitizers are also being sourced to be used on floors that have no washroom facilities.***

#### **Tents**

***57. Staff have investigated options from several suppliers for tent structures to accommodate outdoor learning.*** Due to long lead-time, cost, maintenance issues and use of tents after the pandemic is over, consider staff recommend rental of tents rather than purchasing. Rentals are readily available from a number of suppliers, all of whom carry a 20 x 40 ft. (800 sq.ft) tent, which approximates a standard classroom size of 750 sq.ft. There are larger tent

sizes available that could be divided for multiple classroom spaces, however most of TCDSB school sites are too small for large tents and building permits would be required for larger structures. Staff have reached out to Toronto Building to confirm the maximum size that can be installed without a permit and whether permits can be expedited due to the pandemic. Walls are included in all of the tent options, which can be opened or closed as required. Flooring is included on some models and optional in other.

***58. There are a number of factors to consider in evaluating whether tents for outdoor classrooms are a viable option to mitigate social distancing and air circulation challenges for school reopening, as follows:***

- Rental cost for a 20 x 40 ft. tent ranges from \$1,500 - \$8,800 for the first month and \$1,312 - \$4,400 per month for additional months;
- Possible requirement for building permits;
- Inventory of site sizes needed and impact on play area needs to be evaluated;
- Utility locates required prior to installation;
- Enclosed tents could be easily broken into; recommendation is for walls to be left open, with option to lower during inclement weather, and nothing moveable stored inside;
- Availability and time required to install in multiple locations; perhaps consider in high COVID risk areas of the City for schools where building space is limited but site space is available.

**Safety and Renewal Inspections**

***59. Schools are inspected by the Ministry of Education every five years to assess renewal needs.*** The inspection data are entered into a facility condition database called VFA, and renewal needs of various building components are classified as low, medium, high and urgent priority over a five-year period based on the expected life cycle. The Renewal Plan is then developed by staff based on the funding available and utilizing VFA information along with detailed site review to confirm the actual condition of building components, along with other needs identified by principals, custodians, maintenance staff and area supervisors and not captured in VFA. The 2019-2020 Renewal Plan is posted on the Board website under “Investing in Our Schools” at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/InvestingInOurSchools/Pages/2019-2020RenewalPlan.aspx>

60. *Monthly safety inspections of each school and TCDSB workplace are conducted by the Board's 14.5 FTE health and safety inspectors as per Ontario's Occupational Health and Safety Act.* Safety inspection reports will be posted on the TCDSB website starting September 2020.

## **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.

	<i>Funding</i>	<i>Pre-Planned Spending</i>	<i>Spending to be Determined</i>
<b><u>Additional Funding Confirmed from the Ministry of Education</u></b>			
Additional Teachers (Applied to smaller cohorts in Kindergarten and "hot spots")	2,266,467	2,266,467	-
Additional Custodial Staffing	2,208,626	2,208,626	-
Allocation for Technology Related Costs	642,680	642,680	-
Remote Learning Funding Amount	634,065	300,000	334,065
Additional Mental Health Supports	440,484	440,484	-
Health and Safety Training for Occasional Education Staff (Teachers, EA's, ECE's etc.)	437,064	-	437,064
Additional Support for Special Education	309,524	309,524	-
Enhanced Cleaning	172,198	172,198	-
<b>Total</b>	<b>\$ 7,111,108</b>	<b>\$ 6,339,979</b>	<b>771,129</b>
<b><u>Additional Funding Expected from Ministry of Education (Estimates)</u></b>			
Masks and Personal Protective Equipment (PPE)	1,860,000	1,860,000	-
Ventilation in Classrooms	1,545,019	1,545,019	-
Transportation - Cleaning Protocols/Additional Labour/PPE for drivers	1,236,016	1,236,016	-
Additional Cleaning Supplies	772,510	772,510	-
<b>Total</b>	<b>\$ 5,413,545</b>	<b>\$ 5,413,545</b>	<b>-</b>
<b>Grand Total</b>	<b>\$ 12,524,653</b>	<b>\$ 11,753,524</b>	<b>\$ 771,129</b>

**Calculation of Allowable Use of Reserve Funds:**

Projected 2020-21 GSN Operating Allocation (EDU Projection)	\$ 1,116,841,084
Reserves Available based on Ministry Permissions	\$ 22,336,822
Less: Board Approved Bell-Time Optimization deferred to 2021-22	\$ (1,600,000)
<b>Operating Contingency Reserve Available for Use</b>	<b>\$ 20,736,822</b>

**Report to Board / Board Approved Motions to be funded from Reserves**

Additional Teachers/Support (Smaller cohorts in Kindergarten and "hot spots")	10,000,000
Additional Support Costs for Smaller cohorts	3,984,626
Extending the scope for Elementary lunch time Supervisors	1,080,000
Additional Custodial Staffing	1,015,374
Plexiglass desk shields in classes over 15 and Plexiglass barriers for teachers	1,000,000
Use of Retired Administrators	816,000
Additional Cleaning Supplies	799,850
Hiring of Additional Child and Youth Workers (CYW) to the supply pool	770,476
Hand Washing Stations and No-touch Sanitizers for school floors without washrooms	390,000
Allocation for cloth masks for students and staff	326,600
Extending the scope for Secondary School Supervisors	177,362
Hiring of 4 Paralegal Assistants	105,000
<b>Total Spend from Reserves</b>	<b>20,465,288</b>

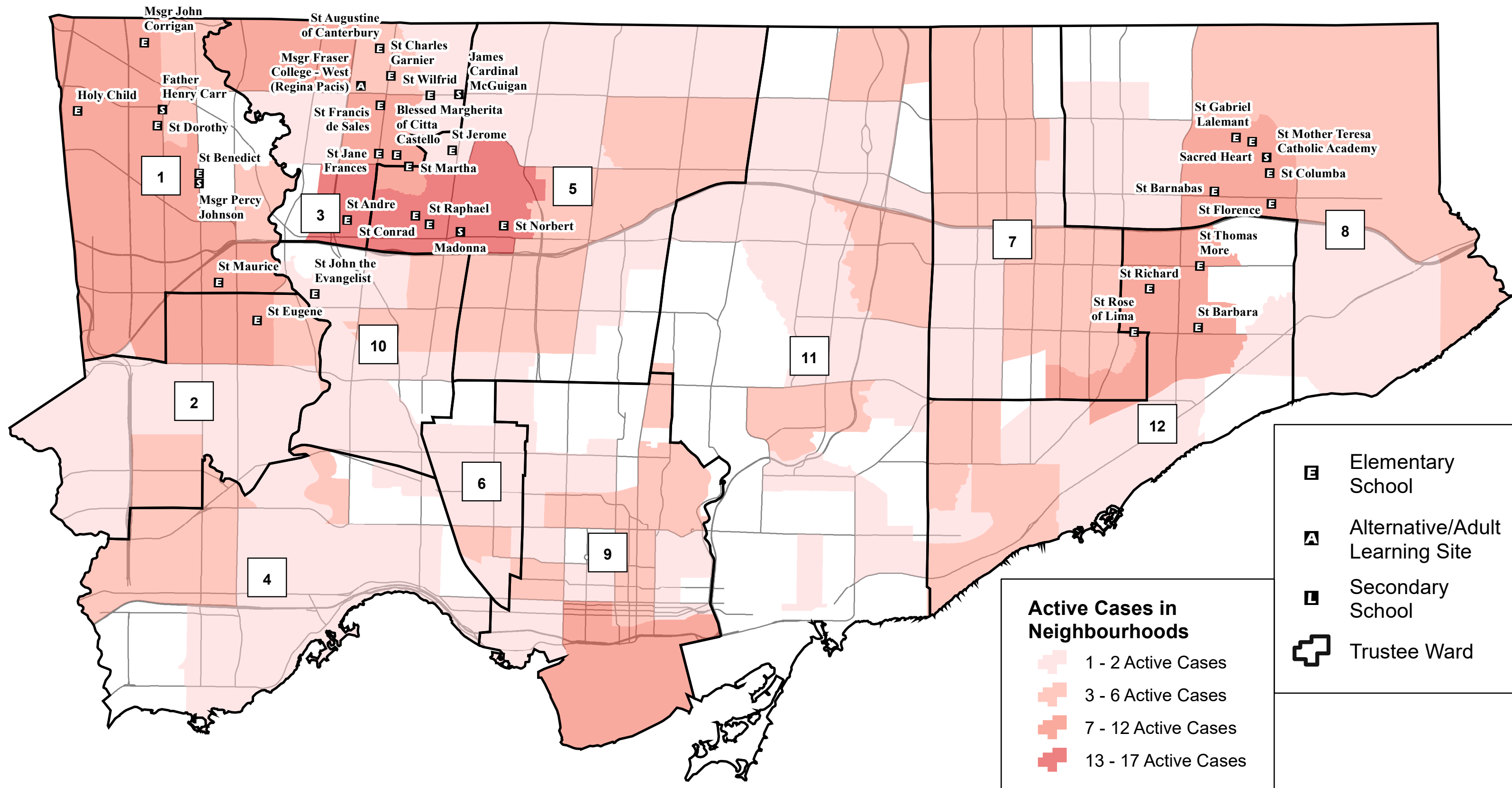
<b>Unallocated Allowable Reserve Fund Use</b>	<b>271,534</b>
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**Additional Initiatives being explored based on Trustee motions**

Tents for outdoor learning	1,400,000
Water bottle filling stations (Funding from renewal grants is being explored)	750,000
	<b>2,150,000</b>

# TCDSB Schools and Neighbourhoods with Active Covid-19 Cases

APPENDIX 'B'



\* Data Accurate as of Aug. 12th, 2020  
Case numbers are confirmed and self-isolating  
<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>

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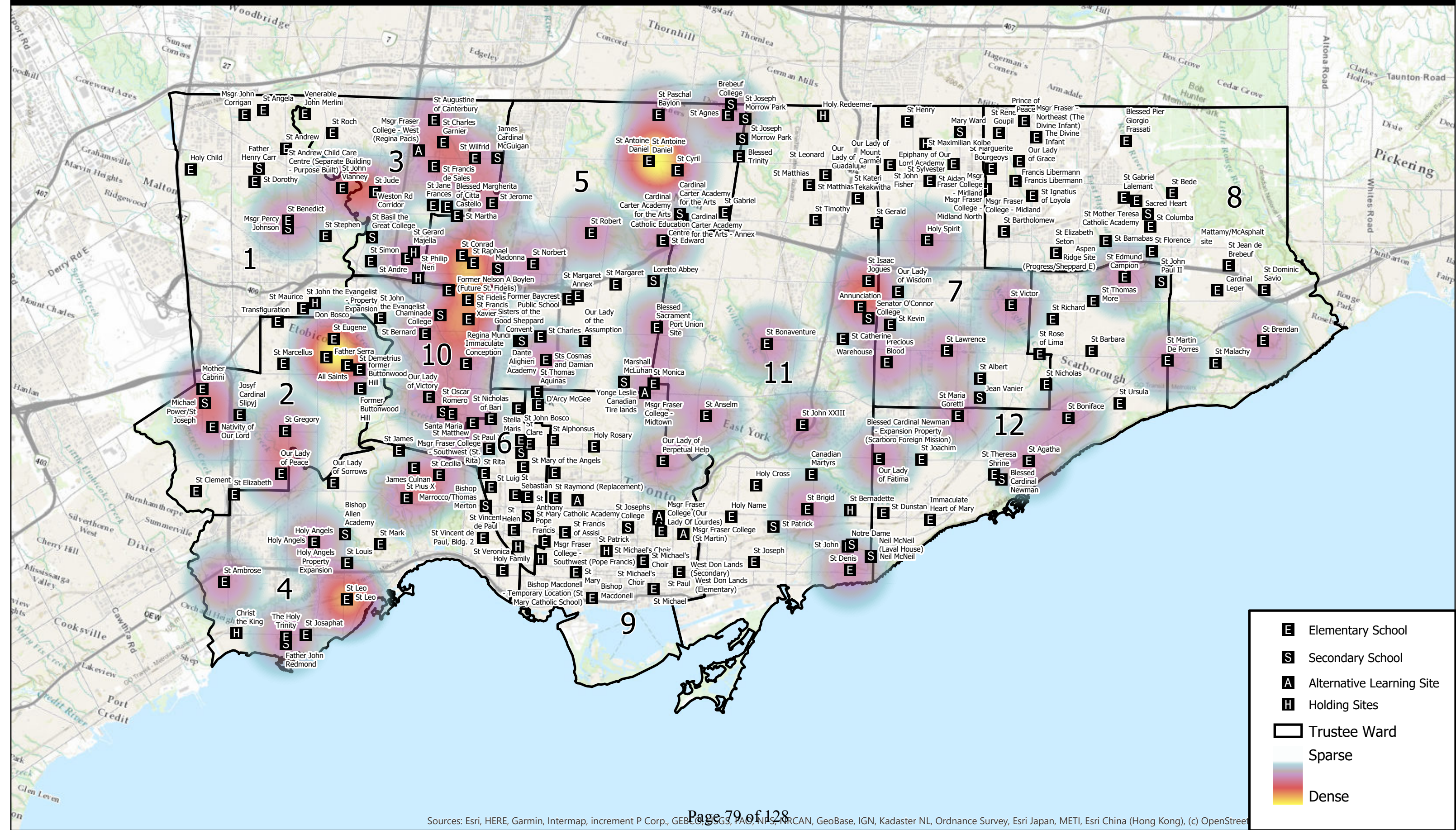
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10

20 km



# Appendix 'C' - Schools with Insufficient Space





## Appendix 'C' – Schools with Insufficient Space

School	Ward
St Benedict	Ward 1
St John Vianney	Ward 1
All Saints	Ward 2
Father Serra	Ward 2
Mother Cabrini	Ward 2
Nativity of Our Lord	Ward 2
Our Lady of Peace	Ward 2
St Eugene	Ward 2
St Gregory	Ward 2
St Andre	Ward 3
St Augustine of Canterbury	Ward 3
St Charles Garnier	Ward 3
St Francis de Sales	Ward 3
St Jude	Ward 3
St Wilfrid	Ward 3
Holy Angels	Ward 4
St Ambrose	Ward 4
St Cecilia	Ward 4
St Leo	Ward 4
St Pius X	Ward 4
The Holy Trinity	Ward 4
Blessed Sacrament	Ward 5
Our Lady of the Assumption	Ward 5
St Agnes	Ward 5
St Antoine Daniel	Ward 5
St Conrad	Ward 5
St Cyril	Ward 5
St Edward	Ward 5
St Jerome	Ward 5
St Margaret	Ward 5
St Norbert	Ward 5
St Paschal Baylon	Ward 5
St Raphael	Ward 5
St Robert	Ward 5
Sts Cosmas and Damian	Ward 5
Holy Spirit	Ward 7
Our Lady of Wisdom	Ward 7
Precious Blood	Ward 7
St Lawrence	Ward 7
St Victor	Ward 7
St Brendan	Ward 8
Our Lady of Perpetual Help	Ward 9

School	Ward
Immaculate Conception	Ward 10
Our Lady of Victory	Ward 10
St Bernard	Ward 10
St Fidelis	Ward 10
St Francis Xavier	Ward 10
St Matthew	Ward 10
Annunciation	Ward 11
Canadian Martyrs	Ward 11
St Anselm	Ward 11
St Bonaventure	Ward 11
St Brigid	Ward 11
St Denis	Ward 11
St Isaac Jogues	Ward 11
St John XXIII	Ward 11
St Matthias	Ward 11
St Monica	Ward 11
St Timothy	Ward 11
Our Lady of Fatima	Ward 12
St Agatha	Ward 12
St Boniface	Ward 12
St Edmund Campion	Ward 12
St Maria Goretti	Ward 12
St Martin De Porres	Ward 12



# PARENTS/GUARDIANS COVID-19 ALERT

## BEFORE YOU ENTER THE SCHOOL

You are required to screen your child for COVID-19 symptoms before school each day.

***Does your child have any of the following:***



**FEVER**



**COUGH**



**DIFFICULTY  
BREATHING**



**SORE THROAT,  
TROUBLE  
SWALLOWING**



**RUNNY NOSE**



**LOSS OF TASTE  
OR SMELL**



**NOT FEELING  
WELL**



**NAUSEA,  
VOMITING,  
DIARRHEA**



***Has anyone in your home been in close contact with someone who is sick or has confirmed COVID-19 in the past 14 days?***



***Has anyone in your home returned from travel outside Canada in the past 14 days?***

**If you answered YES to any of these questions, your child (and any siblings) must go home & self-isolate right away. Please call Telehealth or your health care provider to find out if you need a test.**



For more information

visit [tcdsb.org](https://www.tcdsb.org)





# COVID-19 SCREENING PASSPORT

Parent to complete each day and send along  
with child to school

**STUDENT NAME:** \_\_\_\_\_

My child has none of the symptoms or risk factors listed below.



**FEVER**



**COUGH**



**DIFFICULTY  
BREATHING**



**SORE THROAT,  
TROUBLE  
SWALLOWING**



**RUNNY NOSE**



**LOSS OF TASTE  
OR SMELL**



**NOT FEELING WELL**



**NAUSEA,  
VOMITING,  
DIARRHEA**

- Has anyone in your home been in close contact with someone who is sick or has confirmed COVID-19 in the past 14 days?
- Has anyone in your home returned from travel outside Canada in the past 14 days?

**If you answered YES to any of these questions, your child (and any siblings) must go home & self-isolate right away. Please call Telehealth or your health care provider to find out if you need a test.**

DATE: _____	PARENT SIGNATURE: _____
DATE: _____	PARENT SIGNATURE: _____
DATE: _____	PARENT SIGNATURE: _____
DATE: _____	PARENT SIGNATURE: _____
DATE: _____	PARENT SIGNATURE: _____

## **Schools JK to Grade 12**

### **COVID-19 Prevention Checklist**

## **APPENDIX 'E'**

This is a checklist of required measures to reduce the spread of COVID-19 in JK to Grade 12 schools. It is a companion document to the Toronto Public Health (TPH) [COVID-19 Guidelines for Re-opening Non-Publically Funded Schools JK to Grade 12](#), and non-publically funded schools should review that document for more detailed information on how to keep schools safe.

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

### **Before Re-Opening**

#### **A. Review Information**

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

#### **B. Develop/Update Infection Prevention and Control (IPAC) Policies and Procedures**

- ☐ Develop and/or update administrative and IPAC policies and procedures to include mitigation measures to help reduce the spread of COVID-19.
- ☐ Develop an attendance policy for staff to ensure they do not come to work sick. For more information, refer to TPHs [COVID-19 Guidance for Employers, Workplaces and Businesses](#).

#### **C. Train Staff**

- ☐ All school staff must be aware of the [signs and symptoms of COVID-19](#).
- ☐ Train staff to ensure they are aware of and can implement COVID-19 related policies and procedures.
- ☐ Train staff on proper use of personal protective equipment. Refer to [Public Health Ontario](#) resources or [Public Services Health and Safety Association](#).

## D. Prepare the Physical Space

- ☐ Designate drop-off and pick up location(s) outside near the entrance of the school.
- ☐ Designate and clearly mark specific, separate entrances and exits, and only permit entry and exit through these doors.
- ☐ Download, print and post signs in visible locations to raise awareness about COVID-19 and to encourage healthy behaviours. Go to the TPH [COVID19: Spread the Word](#) website for applicable posters ([Wash Your Hands](#), [Cover Your Cough](#), [Protect Yourself](#), [How to Wear a Mask](#), etc.)
- ☐ Designate an area outside near the main entrance as a screening station. The area should be clearly identifiable as the screening station. Provide hand sanitizer (70-90% alcohol concentration) at the screening station.
- ☐ Post signs in visible areas that clearly explain the screening process, and the rules and conditions for entry.
- ☐ Post [signs](#) at all entrances instructing employees and others not to enter the school if they are sick.
- ☐ Use visual markers/cues spaced two metres/six feet apart (e.g. tape on the floor, pylons, signs) to assist student and any other individuals entering the school to maintain a two metre/six foot distance from each other if waiting to be screened.
- ☐ If possible, prepare the classroom so that students can physically distanced while seated in the class.
- ☐ Consider installing cues such as stickers or signs at frequently touched surfaces (e.g. water fountains, doors) to encourage persons to avoid directly touching with their hands.
- ☐ Where appropriate, design and implement a walking flow for the school, such as creating one-way routes with prominent signage and/or floor markings to prevent crowding (e.g. entrances, hallways, classrooms).
- ☐ Increase ventilation and air flow in areas, if possible.

## During School Opening

### A. Health Screening & Attendance

- ☐ Remind staff, students and their families to stay at home if they are sick.
- ☐ Provide staff, students and visitors a [screening questionnaire](#) to perform daily health self-screening before coming to school.
- ☐ It is strongly recommended that all school staff, students and visitors complete a COVID-19 [symptoms 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. Consider the use of smartphone applications, stickers or other innovative methods to indicate that individuals have completed their screening.
- ☐ If completion of the questionnaire is done at home before arriving, it is important to establish a process to ensure that it was completed.

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- ☐ Staff and students are advised to go home right away and self-isolate if they become ill while on the school premises. They are also advised to get tested at a COVID-19 [assessment centre](#), and/or to call Telehealth at 1-866-797-0000 or their primary care provider to determine if further care is required.
- ☐ Individuals with [COVID-19 symptoms](#) and/or who have been in contact with someone with COVID-19 are not permitted to enter the school.
- ☐ Maintain daily attendance records of all individuals entering the school. There should be comprehensive attendance reporting of sick and well staff and students.
- ☐ Have attendance records available on-site at all times.

**B. Cohorts**

- ☐ Assign staff and students into designated cohorts to limit the mixing of students so that if a student or employee develops COVID-19 the number of exposures can be easily managed.
- ☐ Assign elementary school cohorts so that:
  - Students are in a single cohort with the same classmates and teacher within the one class, with limited contact with other subject teachers. Smaller elementary cohorts are preferred to maintain as much physical distance as possible and to reduce contacts with many students.
  - Students who are part of before and after school programs would be part of two cohorts.
- ☐ Assign secondary school cohorts so that:
  - If you are a secondary school that has opened in the adaptive model (TDSB, TCDSB) students are in cohorts of approximately 15 students on alternating schedules, with at least 50% of in-class instructions days, and the remainder on-line. *Designated school boards will be given notice to move to conventional delivery when it is determined safe to do so.*
  - Students are in a maximum of two in-person class cohorts, such as in a quadmester model.
- ☐ Ensure that at any given time, the size of a student's cohort is limited to approximately 50 in elementary and 100 direct or indirect contacts in secondary schools.
- ☐ Ensure the same teacher remains with the same class as much as possible. Where different teachers are required, have staff come to the classroom and keep a physical distance so students do not have to change rooms.
- ☐ Limit shared supplies, equipment and materials where possible to individual students, or to one cohort at a time.
- ☐ Clean and disinfect supplies, equipment and/or materials between use or change in cohort.
- ☐ Cohorts that utilize a room/space that is shared by cohorts or has other user groups must ensure that the room/space is cleaned and disinfected before and after the space is used.
- ☐ Ensure in shared outdoor spaces, two metres/six feet is maintained between cohort and other individuals outside of the cohort.



**C. Masks or Face Coverings & Personal Protective Equipment (PPE)**

- ☐ Staff should wear a mask or face covering at all times when indoors, and outdoors when unable to maintain a physical distance of two metres/ six feet.
- ☐ Staff should consult with their Occupational Health and Safety lead on what PPE is required, and when and how to properly wear PPE.
  - A medical-grade mask may be recommended if teaching in a classroom where students are not masked and physical distancing cannot be maintained to allow for two-way protection for the staff.
  - PPE such as gloves, surgical/medical masks, and eye protection (face shield/goggles) are available on the premises for staff use when needed.
  - Staff are educated on proper use of masks/face coverings, including how to clean or discard used masks, and to change masks/face coverings when they become damp or soiled.
  - Staff are trained on the proper use of PPE.
- ☐ Students in Grades 4 to 12 wear non-medical or cloth mask indoors in school, including the hallways and during classes, with reasonable exceptions for medical conditions.
- ☐ Students in Kindergarten to Grade 3 are strongly recommended to wear masks in indoor spaces.
- ☐ Plan mask breaks during the day. Mask breaks are best to occur outdoors while maintaining physical distancing as best as possible.
- ☐ Teach students on the [proper use](#) of masks, and [how to safely put on and take off a mask](#).
- ☐ Ensure protocols are in place for PPE for staff, and develop policies on non-medical mask use.

**D. Enhanced Cleaning and Disinfection**

- ☐ Assign dedicated facility staff to complete environmental cleaning and disinfection duties.
- ☐ Review [Public Health Ontario's Cleaning and Disinfection for Public Settings](#) fact sheet.
- ☐ Refer to Health Canada's [list of hard surface disinfectants and hand sanitizers for use against coronavirus](#) (COVID-19) for approved products.
- ☐ Ensure frequent cleaning and disinfecting of high-touch surfaces and shared objects (e.g. doorknobs, water fountain knobs, light switches, toilet and faucet handles, electronic devices, tabletops) at least twice a day and when visibly dirty.
- ☐ Clean and disinfect individual items handled by more than one individual such as electronic devices, toys, sporting equipment, balls and mats after each use. If items are difficult to disinfect consider not using them, or placing them in quarantine for a minimum of three days before using them again.
- ☐ Clean and disinfect the area used by any individuals suspected of having COVID-19. This includes all surfaces within two metres/six feet of the ill person. Remove all items that cannot be cleaned (paper, books etc.), and store them in a sealed container for a minimum of three days.

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- ☐ Educate facility staff on: how to use cleaning agents and disinfectants; use of safety precautions and required PPE; and, directions for where and how to securely store cleaning and disinfection supplies.
- ☐ Clean and disinfect staff/student washrooms and other areas as necessary throughout the day to maintain sanitation.
- ☐ Provide waste receptacles lined with a plastic bag, and empty as often as necessary.
- ☐ Monitor and clean the parking lot and school outdoor grounds daily and as necessary (e.g. for discarded gloves, masks, litter).

### E. Hand Hygiene and Respiratory Etiquette

- ☐ Educate staff and students on proper hand hygiene and respiratory etiquette.
  - [Wash your hands](#) with soap and water or use an alcohol-based hand sanitizer (70 – 90% alcohol), provided hands are not visibly soiled. Remind staff and students to avoid touching their face, nose and mouth with unwashed hands.
  - [Cover your cough](#) or sneeze with a tissue.
- ☐ Monitor supplies to ensure adequate amounts of liquid soap, paper towel, (air dryer if paper towels are not available), hand sanitizer, tissues, and waste receptacles with lined plastic bags.
- ☐ Provide alcohol-based hand sanitizer (70-90% alcohol concentration) in dispensers near entrances, service counters and other high touch locations for staff, student and visitor use. Monitor and refill as needed.
- ☐ Ensure that staff and students have the ability to practice hand hygiene when needed (i.e. recess, lunch breaks, before and after activity).

### F. Physical Distancing

- ☐ Limit the number of visitors allowed in the school to assist in maintaining physical distance (two metres/six feet).
- ☐ Provide visual cues/guides on floors or sidewalks and signs and posters on walls to guide appropriate distances in lines at all time.
- ☐ Stagger periods of student movement and common activities (e.g. lunches, recess) around the school, and discourage students from congregating in the hallways.
- ☐ Encourage the use of stairs, when possible. [Elevator](#) use should be limited, but when required, ensure a physical distance of two metres/six feet can be maintained. If elevators must be used and physical distance cannot be maintained, masks should be used at all times.
- ☐ Remind students to:
  - Greet each other using non-physical gestures (e.g. wave or nod).
  - Not to share items, including food, toys, arts and crafts, costumes, hats, hair combs, make-up, masks, etc.
  - Maintain physical distancing as best as possible during the school day.
- ☐ Avoid activities that include shared objects or toys.

- ☐ Avoid activities involving singing, shouting or speaking loudly indoors.

## **G. Managing Students and Staff who become ill while at School**

- ☐ Ensure a plan is in place to manage sick students and staff, which includes:
  - A room to isolate staff and students that become ill.
  - Having a staff available to supervise student in the room.
  - Instructions to send staff who become home immediately with directions to [this webpage](#) to learn what to do next.
  - Instructions indicating that if a student becomes ill with COVID-19 symptoms while in school, to immediately isolate them in a designated room and supervise them until they are picked-up. Parents/guardians or emergency contacts are to be notified to pick up the ill student as soon as possible. If it is an emergency, call 911.
  - Instructions that school staff and students with symptoms of COVID-19 should go to a [assessment centre](#) for testing as soon as possible, and to [self-isolate](#) at home until their result is available.
- ☐ Set up the isolation room so that :
  - The room/space has a handwashing sink or hand sanitizer (70-90% alcohol concentration) available.
  - Supplies are available for the ill individual and staff member who is with them (i.e. gloves, surgical mask, eye protection and gown, and instructions on their use).
  - Tissues are available to help support respiratory etiquette.
  - Doors and windows are open to increase air circulation, if possible.
- ☐ Staff supervising the ill student should maintain physical distancing as best as possible and wear PPE, including a surgical mask.
- ☐ Students within the room should wear a mask, if tolerated, and they are able to use it properly (e.g. donning and doffing carefully, avoiding touching while on).
- ☐ Clean and disinfect the area immediately after the student with symptoms has gone home.
- ☐ Be aware of the following:
  - School staff and students who are being managed by TPH (e.g. confirmed or probable cases of COVID-19, close contacts of cases) must follow TPH instructions to determine when to return to the school.
  - School staff and students exposed to a **confirmed case of COVID-19 will be advised by public health. Public health will complete a risk assessment and determine who had high risk exposure.** They will be excluded from the school setting for 14 days from the day of last exposure to the person who had COVID-19, if they had close contact.
  - ***More guidance from TPH and the Ministry of Education will be coming for schools on how to manage ill students, staff, and their households.***

**H. Reporting cases and outbreaks to Toronto Public Health**

- ☐ Schools must immediately report:
  - Clusters of suspected cases or increased student/staff absenteeism.
  - Cases of COVID-19 among staff or students that are laboratory-confirmed or probable (symptoms occurring among a staff or student who has been exposed to a person with confirmed COVID-19).
- ☐ Report the above to the TPH intake e-mail address: [CovidSchools@toronto.ca](mailto:CovidSchools@toronto.ca) during the hours of 8:00 am to 6:00pm, Monday to Friday, or call **3-1-1** after hours.
- ☐ Include the following information in your e-mail:
  - Name of school, address
  - Name of school contact and phone number and email
  - Name of ill staff/student
  - Contact information for staff/student (parent name if student is under 14 years old), including phone number, address, if possible, date of birth
  - Onset date of symptoms
  - Last day at school
  - Lab confirmed test (positive or negative)
  - Who reported the case to the school
  - Any other ill staff or student reports.

**I. Other Considerations**

- ☐ Modify food practices for snacks meals/lunch time. Students are encouraged to eat lunch in their classroom with their cohort to ensure chances of contact and transmission are minimized.
- ☐ Limit unnecessary students placements and movements to and between facilities/locations
- ☐ Consider alternative ways to facilitate learning other than in-person attendance.
- ☐ Gymnasiums should only be used when physical distancing measures can be followed.
- ☐ Capacity in change rooms should be limited.
- ☐ Activities should be planned that support physical distancing and limit the use of shared equipment.
- ☐ Instruments should not be shared between students.
- ☐ Choir practices/performance and band practices/performance involving wind instruments may pose a higher risk of transmission and should be cancelled for the immediate future.
- ☐ Large gatherings/assemblies should be cancelled. Virtual options should be offered.
- ☐ Control the use of common spaces (e.g. gymnasiums) if possible or reconfigure to ensure physical distancing.
- ☐ Consider structural barriers and cordoning off of areas to restrict access to closed areas.
- ☐ Limit and discourage non-essential student gatherings.
- ☐ Cancel group activities and outings that require close contact between individuals, unless they are essential. Schools should not plan field trips and activities requiring group transportation.



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- ☐ Assign staff to dedicated work areas as much as possible, and discourage staff from sharing phones, desks and other tools and equipment. Consider a virtual staff room.
- ☐ Increase communication with students, families/guardians and other stakeholders using the school websites, email, or social media accounts, automated telephone messages and school newsletters.
- ☐ Encourage families to download the [COVID Alert app](#) so they can be notified directly if they have been in close contact with someone who was contagious with COVID-19.
- ☐ Use telephone or video conferencing when possible for meetings between school staff and parents/guardians.

#### **J. Heating Ventilation and Air Conditioning (HVAC) and Air Circulation**

- ☐ Ensure the HVAC system(s) are adequately maintained.
  - Where provided, use the highest efficiency filters that are compatible with the HVAC system.
- ☐ Increase air exchanges if possible.
- ☐ Keep areas near HVAC inlets and outlets clear.
  - Arrange seating away from areas with high airflow (i.e. not in front of air vents).
- ☐ Ensure rooms with ceiling fans have an upward airflow rotation.
- ☐ If fans are used, position them to provide an upward movement of air.
- ☐ Open windows and doors, if possible, and if it can be done safely.
- ☐ Make plans for hot days for schools that do not have air conditioning (e.g. consider holding classes outdoors).

#### **K. Transportation**

- ☐ Establish protocols for the safe transportation of students.
- ☐ Encourage active forms of travel (e.g. walking, biking), or private transportation by parents and caregivers, where possible, to ease pressure on public transit.
- ☐ Review Transport Canada's [Federal Guidance for School Bus Operations](#).
- ☐ Review the Ministry of Education's [Student Transportation Guidance](#) and [Transportation](#) documents for further recommendations.
- ☐ Review the Public Services Health and Safety Association's [Health and Safety Guidance during COVID-19 for Student Transportation Employers](#).

#### **L. Mental Health and Well-Being**

- ☐ Schools should implement a tiered approach for mental health supports for all students, and target intensive help to those who have been most affected by the COVID-19 outbreak.
- ☐ Promote [resources](#) to support the needs of students and families.

## More Information

Information changes frequently. Please visit our website at [toronto.ca/COVID19](https://toronto.ca/COVID19) for updated information or call us at 416-338-7600.

## Other Resources

***Note: TPH will be releasing school-specific resources soon.***

Toronto Public Health: COVID-19: [Community & Workplace Settings](#) (includes sector-specific guidance)

Toronto Public Health: [COVID-19 Guidance for Employers, Workplaces and Businesses](#)

Toronto Public Health: [COVID-19 Guidance for Childcare Settings](#)

Toronto Public Health: [COVID-19 Guidance for Outdoor Playgrounds](#)

Toronto Public Health: [Pandemic Planning Guide for Schools.](#)

Toronto Public Health: [COVID-19 Spread the Word](#) (printable information cards and posters)

Toronto Public Health: [COVID-19 Mental Health Resources](#)
















Toronto Public Health: [COVID-19 Guidance for In-Person Instructional Services](#)











Province of Ontario: [Ministry of Education Guide to Reopening Schools](#)

Government of Canada: [COVID-19 guidance for schools Kindergarten to Grade 12](#)

## Appendix F Return to School Update, August 20, 2020

### Updated Adaptive Model – SECONDARY (Week 1 of 2)
















	Day 1	Day 2	Day 1	Day 2	Day 1/2
Morning					
<b>BLOCK A</b> 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 
<b>BLOCK B</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 
<b>BLOCK A/B</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 











	Day 1	Day 2	Day 1	Day 2	Day 1/2
Afternoon					
<b>BLOCK C</b> 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 
<b>BLOCK D</b> 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 

## Appendix F

### Return to School Update, August 20, 2020

#### Updated Adaptive Model – SECONDARY (Week 2 of 2)

Morning	Day 3	Day 4	Day 3	Day 4	Day 3/4
<b>BLOCK A</b> 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 
<b>BLOCK B</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 
<b>BLOCK A/B</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 

Afternoon	Day 1	Day 2	Day 1	Day 2	Day 1/2
<b>BLOCK C</b> 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 
<b>BLOCK D</b> 1:35 pm - 2:50 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 



REPORT TO

REGULAR BOARD

## TCDSB BY-LAW #175 TO INCLUDE THE AUTHORITY OF THE INTEGRITY COMMISSIONER IN THE GOVERNANCE MODEL

*As for you, if you will walk before me, as David your father walked, with integrity of heart and uprightness, doing according to all that I have commanded you, and keeping my statutes and my ordinances.*

1 Kings 9:4

Created, Draft	First Tabling	Review
August 20, 2020	August 20, 2020	Click here to enter a date.

P. Matthews, General Legal Counsel

### 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 Interim Integrity Commissioner has drafted two documents for the Board of Trustees consideration. Those two documents are

1. Complaint Protocol For The Trustee Code of Conduct (Appendix A);
2. Toronto Catholic District School Board Operational By-Law Trustee Code of Conduct (Appendix B)

*This report recommends that the Board of Trustees refer these draft documents to the Governance and Policy Committee and the By-Law Committee for their consideration.*

These documents will then be referred to the Board of Trustees for its consideration and final approval.

*The cumulative staff time required to prepare this report was 1 hour.*

## **B. PURPOSE**

The purpose of this report is to provide the Board of Trustees with two draft documents as drafted by the Interim Integrity Commissioner:

1. Complaint Protocol For The Trustee Code of Conduct; and
2. Toronto Catholic District School Board Operational By-Law Trustee Code of Conduct.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

1. The Board has recently retained the services of an Interim Integrity Commissioner to provide the Board of Trustees with advice with respect to Trustee Code of Conduct Matters.
2. The Interim Integrity Commissioner has provided two draft documents to the Board which should be referred to the By-Law Committee and the Governance Committee at which meetings the Interim Integrity Commissioner will be in attendance to provide her professional perspective on the recommended contents of a by-law with respect the Trustee Code of Conduct and the Complaint Protocol For the Trustee Code of Conduct.

3. After the By-Law Committee and the Governance and Policy Committee has considered the two draft documents described above in consultation with the Interim Integrity Commissioner, the matters will be referred the Board of Trustees for its consideration and final approval.

#### **D. STAFF RECOMMENDATION**

That the draft documents in Appendix A and Appendix B be referred to the Governance Committee and Policy Committee and the By-Law Committee for their consideration.



## APPENDIX E

### ADDENDUM TO THE

### TORONTO CATHOLIC DISTRICT SCHOOL BOARD OPERATIONAL BY-LAW TRUSTEE CODE OF CONDUCT

#### **SECTION 1: Purpose**

The Trustee Code of Conduct supports both legislated requirements and Board policies, procedures and By-Laws that support the governance and accountability framework at the Toronto Catholic District School Board. The Education Act requires the Board to establish a Trustee Code of Conduct.

A Trustee position is an elected position, which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

This Trustee Code of Conduct ("Code") represents the commitment of the Board of Trustees to meeting high standards of conduct and is designed to provide the trustees with principles and standards for expected ethical behaviour in accordance with the Board's Mission, Vision and Values, [\(link to this\)](#) and priorities outlined in the Multi-Year Plan [\(link to this\)](#)

#### **SECTION 2: Definitions**

##### *Board*

The Toronto Catholic District School Board (TCDSB).

##### *Discrimination*

See definition in \_\_\_\_\_

##### *Harassment*

See definition in \_\_\_\_\_

##### *Integrity Commissioner*



An individual who is appointed by the Board of Trustees in accordance with the Toronto Catholic District School Board Operational By-Law.

### *Official Business*

Duties and responsibilities of trustees as prescribed by all applicable legislation, including but not limited to the Education Act and outlined in Board policy, procedure and By-Laws.

*Presiding Officer*

The person chosen to preside over a meeting of the Board or committee of the Board and who enforces parliamentary rules outlined in the Operational By-Law and any other applicable legislation and/or parliamentary authority. For clarity, this includes the Chair of the Board and Trustee Committee Chairs.

*Staff Members*

Employees of the Toronto Catholic District School Board.

*Trustees (Member of the Board)*

Members of the Toronto Catholic Region District School Board, including student trustees and the Chair of the Board, who are elected, appointed or acclaimed in accordance with the Education Act and Municipal Elections Act.

**SECTION 3: Application**

The Code and Complaint Protocol apply to all Trustees and student trustees.

Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of the Trustees must be of the highest standard to maintain confidence in public education.

This Code operates as a supplement to the existing statutes governing the conduct of Trustees in all their roles. The following primary provincial and federal legislation govern the conduct of Trustees.

- [Education Act](#)
- [Municipal Conflict of Interest Act](#)
- [Municipal Elections Act, 1996](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Occupational Health and Safety Act](#)
- [Ontario Human Rights Code](#)
- [Child and Family Services Act](#)
- [Criminal Code of Canada](#)

If there is uncertainty about the scope of any of the clauses contained in the Code, Trustees shall consult with Corporate Secretariat and Trustee Services or the Director of Education.

**SECTION 4: Integrity and Dignity of Office**

1. Trustees shall serve and be seen to serve their school communities in a constructive, respectful, conscientious and diligent manner.
2. Trustees shall recognize that the expenditure of school board funds is a public trust and endeavor to see that funds are expended efficiently, in the best interest of students.
3. Trustees shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

4. Trustees shall ensure comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Trustees.
5. Trustees, as ethical leaders of the Board, must at all times uphold the dignity of office and conduct themselves in a professional manner that will not discredit or compromise the integrity of the Board.
6. Trustees are expected to perform their duties in office and arrange their private affairs in a manner that promotes public confidence and will bear close public scrutiny.
7. Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and TCDSB By-Laws, policies and procedures.
8. Trustees are obligated to maintain confidentiality.
9. Trustees shall not advance an allegation of misconduct and/or a breach of the Code that is trivial, frivolous, vexatious, made in bad faith or vindictive in nature against another Trustee.
10. Trustees shall respect and understand the roles and duties of individual trustees, the Board of Trustees, the Director of Education and the Chair of the Board.

## **SECTION 5: Confidentiality**

1. Confidential information includes;
  - information with respect to litigation or potential litigation affecting the Board and information subject to solicitor-client privilege;
  - intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or their parent or guardian;
  - information about the acquisition or disposal of the Board's real property, including a school site;
  - decisions with respect to negotiations with Staff Members;
  - information discussed during Private (In-Camera) Sessions of the Board pursuant to Section 207(2) of the Education Act;
  - information protected under The Municipal Freedom of Information and Protection of Privacy Act. or any other relevant legislation;
  - information received in confidence from other third parties of a corporate, commercial, scientific or technical nature;
  - investigations by the Integrity Commissioner; and,
  - investigations by the Ombudsman.
2. All Trustees shall keep confidential any information disclosed or discussed at a Board or committee meeting that was closed to the public. For clarity, Trustees shall keep confidential and not disclose the content of any matter, or the substance of deliberations, of a meeting that is closed to the public, unless required by law or until the Board of Trustees discusses the information at a meeting that is open to the public or releases the information to the public.

3. No trustee shall disclose or release by any means to any member of the public, any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board to do so. This is a continuous obligation that extends beyond the Trustees' Term of Office.
4. Trustees should not access or attempt to gain access to confidential information in the custody or control of the Board unless it is necessary for the performance of their duties and the use and/or disclosure of the information is permitted in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
5. No trustee shall use confidential information for either personal gain or to the detriment of the Board.
6. If there is uncertainty about whether information is confidential, the trustee should consult with the Director of Education or another appropriate staff member.

## **SECTION 6: Gifts, Benefits and Hospitality**

1. Trustees are required to adhere to all Board policies, procedures and supporting documents and Ministry directives with regard to gifts, benefits and hospitality. A gift, benefit or hospitality provided with the Trustee's knowledge to a Trustee's spouse, child or a parent, that is connected directly or indirectly to the performance of the Trustee's duties is deemed to be a gift to that trustee.
2. There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to official trustee business.
3. The following are recognized as exceptions, which do not apply in the case of vendors of goods and services, or those expecting to be vendors to the Board:
  - a. compensation authorized by law;
  - b. such gifts or benefits that normally accompany the responsibilities of office and are received as an incident of protocol or social obligation;
  - c. a political contribution otherwise reported by law, in the case of Trustees running for office;
  - d. services provided without compensation by persons volunteering their time;
  - e. a suitable memento of reasonable value in keeping with an office of a public official to honour the Trustee;
  - f. food, lodging, transportation and entertainment provided by provincial, regional and local governments or political subdivisions of them, by the federal government or by a foreign government within a foreign country, or by a conference, seminar or event organizer where the member is either speaking or attending in an official capacity such as, but not limited to attendance at a ceremonial, presentation or representational role on behalf of the Board;
  - g. food and beverages consumed at banquets, receptions or similar events, if:
    - attendance serves a legitimate business purpose;
    - the person extending the invitation or a representative of the organization is in attendance; and
    - the value is reasonable and the invitations infrequent;
  - h. communication to a trustee, including newspapers and periodicals;
  - i. gifts of a nominal value (e.g., baseball cap, t-shirt, book, etc.).

4. No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the trustee when performing his or her duties. Any such gifts received shall be reported to Corporate Secretariat and Trustee Services.
5. The trustee should consult with Corporate Secretariat and Trustee Services staff for advice.

## **SECTION 7: Use of Board Property, Services and Other Resources**

1. No Trustee should use, or permit the use of Board staff members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources such as, but not limited to Board-owned materials, websites, Board-provisioned technology and social media platforms for activities other than the business of the Board. Such requests should be made through the Director of Education.
2. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property such as, but not limited to inventions, creative writings and drawings, computer programs, technical innovations, or other items capable of being patented, since all such property remains exclusively that of the Board.

## **SECTION 8: Election Campaign Work**

1. Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
2. All trustees shall adhere to the provisions outlined in the Board policy including, but not limited to the [Partisan Activities and Campaigning](#) policy and [Municipal, Provincial and Federal Elections Guideline](#) and refrain from;
  - using Board facilities, equipment, supplies, services or other resources of the Board for any election campaign or campaign-related activities; and/or
  - using staff resources for election-related purposes during hours in which those persons receive any compensation from the Board.
3. No Trustee shall undertake campaign-related activities on Board property during regular working hours unless permitted by Board policy.

## **SECTION 9: Improper Use of Influence**

1. No trustee shall use the influence of their office for any purpose other than for the exercise of their official duties. This includes using the influence of the office to obtain employment for a family member, or otherwise using one's status as a trustee to improperly influence the decision of another person to the private advantage of oneself, or one's parents, children or spouse, staff members, friends, or associates, business or otherwise.
2. Also prohibited is the holding out of the prospect or promise of future advantage through a Trustee's supposed influence within the Board in return for present actions or inaction. It includes refraining from using one's status to improperly influence the decision of another person to improperly prejudice another person(s).

3. For the purposes of this section, “private advantage” and “improperly prejudice” does not include a matter:
  - a) that is of general application;
  - b) that affects a trustee, their parents, children or spouse, staff members, friends, or associates, business or otherwise as one of a broad class of persons; or
  - c) a committee or Board matter that concerns the remuneration or benefits of a Trustee.

### **SECTION 10: Conduct Regarding Current and Prospective Employment**

1. No trustee shall allow the prospect of their future employment by a person or entity to improperly or for personal gain affect the performance of their duties to the Board.

### **SECTION 11: Conduct at Board, Advisory and Committee Meetings**

1. Trustees act in the service of the community. They have the opportunity to set an example for future leaders who may look to them for guidance and leadership. They are expected to respect the procedural rulings of the Chair or Presiding Officer and refrain from verbally attacking or belittling those who complain or do not agree with them.
2. It is vital that trustees conduct themselves with decorum at Board, advisory and committee meetings and in accordance with the provisions of the Operational By-Law concerning meeting procedures.
3. When expressing individual views, trustees shall respect differing points of view from other trustees, staff, students and the public.

### **SECTION 12: Conduct Respecting Staff Members**

1. No Trustee shall maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of Staff Members of the Board, and all Trustees shall show respect for the professional capacities of staff members.
2. No Trustee shall compel staff members to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in such activities.
3. Trustees shall be respectful of the role of Staff Members to provide advice based on political neutrality and objectivity and without undue influence from any individual Trustee or faction of the Board of Trustees. No trustee shall use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any Staff Member with the intent of interfering with that person's duties, including the duty to disclose improper activity.
4. Individual Trustees shall not provide direction to Staff Members. Trustees work with the Chair of the Board and the Director of Education. The Director of Education is responsible for communicating directions and associated expectations to staff on behalf of the Board of Trustees.

### **SECTION 13: Discreditable Conduct**

1. All Trustees have a duty to treat members of the public, one another, and staff members respectfully and without abuse, bullying or intimidation.
2. The Ontario Human Rights Code, Occupational Health and Safety Act and all associated Board policies and procedures apply.
3. This section applies to all forms of written and oral communication.

### **SECTION 14: Failure to Adhere to the Board Policies, Procedures and Supporting Documents**

1. Trustees are required to adhere to all TCDSB Operational By-Laws, policies, procedures and supporting documents.

### **SECTION 15: Reprisals and Obstruction**

1. Trustees should respect the integrity of the Code and are obliged to cooperate with inquiries conducted in accordance with the Complaint Protocol.
2. It is a violation of the Code to obstruct the Integrity Commissioner in the carrying out of their responsibilities, for example, by destroying documents or erasing electronic communications.
3. Any reprisal or threat of reprisal against a complainant or person providing information to the Integrity Commissioner is prohibited.
4. Any reprisal or threat of reprisal against the Integrity Commissioner in the carrying out of their responsibilities is prohibited.

### **SECTION 16: Chair of the Board/Presiding Officer**

1. The presiding officer shall exercise their powers and duties in a fair and impartial manner having due regard for every Trustee's opinion or views.
2. The Presiding Officer shall adhere to parliamentary procedures as outlined in the Board's Operational By-Law.
3. The Presiding Officer is authorized under Section 207(3), *Exclusion of persons, of the Education Act* to expel or exclude from any meeting, any person who has been guilty of improper conduct at the meeting. This may be done at the sole discretion of the Presiding Officer without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached the Code.
4. Trustees shall respect the role of the Chair of the Board in accordance with Board policy, Operational By-Law and the provisions outlined in Section 218.4, Additional duties of chair, of the Education Act.

## **SECTION 17: Upholding Decisions**

1. Trustees shall accept that decision-making authority rests with the Board of Trustees and no trustee or group of trustees have power to make decisions unless otherwise delegated by the Board or the Education Act.
2. Trustees shall uphold the implementation of any board resolution after it is passed by the Board. Reconsideration of a Board decision may only be permitted in accordance with the Board's Operational By-Law.
3. A Trustee should be able to explain the rationale for a decision of the Board and respectfully state their position provided it does not undermine the Board's decision.
4. The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee shall speak on behalf of the Board unless expressly authorized by the Chair or the Board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

## **SECTION 18: Integrity Commissioner**

1. If there is uncertainty about whether an action or activity refers to conduct prohibited by the Code, a trustee may directly seek the advice of the Integrity Commissioner. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. Where a Trustee has received written advice on a particular matter, the advice is binding on the Board in any subsequent consideration of the conduct of the Trustee in the same matter as long as the Trustee disclosed all relevant facts to the Integrity Commissioner at the time the advice was provided.
2. The Integrity Commissioner may work with the Chair and/or in-house legal counsel when providing advice to trustees about the Code.

## **SECTION 19: Sanctions**

1. The Education Act authorizes the Board of Trustees to impose one or more of three sanctions following an inquiry into whether the trustee has breached this Code of Conduct.
  - a. Censuring the trustee.
  - b. Barring the trustee from attending all or part of a meeting of the Board of Trustees or a meeting of the committee of the Board of Trustees.
  - c. Barring the trustee from sitting on one or more committees of the Board of Trustees, for the period of time specified by the Board of Trustees.
2. The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or requirement to complete specified professional development at the expense of the Board.
3. The Board has no power to declare the seat vacant or suspend a trustees' honorarium.

## **History**

Approved: \_\_\_\_\_

Revised: \_\_\_\_\_





**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEE CODE OF CONDUCT  
ACKNOWLEDGEMENT AND UNDERTAKING**

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I confirm that I have read, understand and agree to abide by the Toronto Catholic District School Board Trustee Code of Conduct and the enforcement processes outlined in the Complaint Protocol for the Trustee Code of Conduct.

**DATE:** \_\_\_\_\_

**Trustee (Please Print):** \_\_\_\_\_

**SIGNATURE OF TRUSTEE:** \_\_\_\_\_

**Witness (Please Print):** \_\_\_\_\_

**SIGNATURE OF WITNESS:** \_\_\_\_\_

# ADDENDUM TO THE TORONTO CATHOLIC DISTRICT SCHOOL

## BOARD BY-LAW

### COMPLAINT PROTOCOL FOR THE TRUSTEE CODE OF CONDUCT

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# **COMPLAINT PROTOCOL FOR THE TRUSTEE CODE OF CONDUCT**

## **SECTION 1: Objective**

The Board has established a Trustee Code of Conduct (**Code**) to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance of the Toronto Catholic District School Board.

This Complaint Protocol for the Trustee Code of Conduct (**Protocol**) describes how complaints concerning alleged breaches of the TCDSB Trustee Code of Conduct are reported, investigated and resolved.

## **SECTION 2: Definitions**

### ***Board***

The Board of Trustees of the Toronto Catholic District School Board (TCDSB).

### ***Complaint Form***

A formal document that must be completed in order to initiate a Formal Inquiry by the Integrity Commissioner under the Trustee Code of Conduct. The form shall include any documentation necessary to support the complaint.

### ***Informal Resolution Process***

A collaborative process whereby a Trustee or Community Member informally brings a concern or allegation of a breach of the Trustee Code of Conduct (“the Code”) to the attention of a Trustee who is alleged to have breached the Code with the purpose of repairing and restoring relationships and discussing possible remedial measures to correct the offending behavior.

### ***Formal Inquiry***

Includes an investigation.

### ***Integrity Commissioner***

Individual who is appointed by the Board of Trustees in accordance with \_\_\_\_\_ of the Toronto Catholic District School Board By-Laws.

### ***Community Member***

Any member of the Toronto Catholic District School Board community including, but not limited to parents/guardians, students, staff, advisory committee members, community partners and members of the public.

### ***Trustee (Board member)***

An individual who is elected, acclaimed or appointed to the office of trustee or member of the Board pursuant to the provisions of the Municipal Elections Act and the Education Act.

## **SECTION 3: Application**

The Protocol outlines a number of ways by which concerns related to the conduct of Trustees are addressed. The formal complaint process is aligned with the Section 218.3(2), *Enforcement of Code of Conduct*, of the [Education Act](#).

By Resolution \_\_\_\_\_, the Board establishes an Office of the Integrity Commissioner. The Integrity Commissioner supports the Board of Trustees in addressing Code of Conduct complaints against a trustee.

The Code and Protocol apply to Trustees who have made the Declaration and filed it as outlined in Sections 209(1)(2)(4) of the *Education Act* and only while they hold their seat. The Code and Protocol apply to student trustees once they are elected or appointed to the Board of Trustees and only while they hold their seat.

Conduct by a Trustee outside of the above timeframe will not be the subject of a complaint under the Code and will not be investigated pursuant to the Protocol.

## **SECTION 4: Limitations**

### ***Timelines***

1. Any allegation of a breach of the Code must be brought forward no later than six (6) weeks after the breach comes to the knowledge of the Trustee or Community Member who is identifying an alleged breach. Notwithstanding the foregoing, in no circumstances shall a complaint be made after the expiration of six (6) months from the time the alleged contravention is to have occurred.

### ***Municipal Election Period***

2. In a municipal election year, formal complaints about the conduct of a sitting Trustee who is seeking re-election to any office shall not be brought during the period commencing after the Civic Holiday Monday in August and ending when a new Board is deemed organized under Section 6 of the *Municipal Elections Act*. The limitation period for bringing a complaint shall be extended as necessary. If the Trustee accused of a breach of the Code is not re-elected, no Inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The Informal Resolution Process may be enacted during this period, without the participation of the Integrity Commissioner.

During this period, any open formal complaint investigation(s) shall be suspended and only continued if the Trustee accused of a breach of the Code is re-elected or acclaimed.

#### *Anonymity*

3. Anonymous complaints will not be accepted or investigated, but to maintain the functioning of the Board the Integrity Commissioner may choose to keep the identity of the complainant anonymous.

#### *Statutory Powers Procedure Act*

4. The [Statutory Powers Procedure Act](#) does not apply to anything done regarding the enforcement of the Code. No formal trial-type hearing will be conducted.

#### *Removal from Office or Suspension of Honorarium*

5. Notwithstanding any changes to the Education Act, the Board has no power to remove a trustee from their elected seat or suspend their honorarium for a breach of the Code.

### **SECTION 5: Enforcement of the Code**

1. A Trustee or Community Member who has reasonable grounds to believe that a Trustee of the Board has breached the Code may bring the alleged breach to the attention of the Board.
2. Any allegation of a breach of the Code shall be investigated as outlined in the Informal Resolution Process or Formal Inquiry Process.
3. Only serious and/or reoccurring breaches of the Code should be investigated as outlined in the Formal Inquiry Process. It is expected that whenever possible, allegations of a breach of the Code shall be investigated following the Informal Resolution Process. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Toronto Catholic District School Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding their obligations under the Code.

## **SECTION 6: Informal Resolution Process**

Trustees and Community Members are encouraged to use informal means to address alleged breaches of the Code. The purpose of the informal resolution process is to repair relationships and bring the allegation of the breach directly to the attention of the Trustee who is alleged to have breached the Code and to discuss possible remedial measures to correct the offending behavior. The Informal Resolution Process is conducted in private and to remain confidential.

The following steps should be undertaken to facilitate a conversation between parties in order to come to an informal resolution.

1. Trustees and Community Members who have reasonable grounds to believe that a Trustee has contravened the Code are encouraged to personally outreach to the Trustee to advise them of the section(s) of the Code they believe the has been contravened with an explanation as to why. It is best practice to keep a written record of the incident(s) including date(s), time(s), location(s), the name(s) of witnesses and any other relevant information related to the matter for future reference.
2. With agreement of all parties, the Chair of the Board or the Integrity Commissioner may be contacted to support the process or facilitate mediation.
3. As part of the Informal Resolution Process, the Trustee and complainant may discuss remedial measures including, but not limited to an apology and/or a commitment to attend professional development or training. Agreed upon remedial measures shall remain confidential between the parties. The parties may seek assistance from the Chair of the Board and/or the Integrity Commissioner as part of the discussions.
4. If the complainant is not satisfied with the outcome of the Informal Resolution Process, they may initiate a formal Inquiry as outlined below.

## **SECTION 7: Initiating a Formal Inquiry**

1. A Trustee who has reasonable grounds to believe that a Trustee has breached the Code may bring the breach to the attention of the Board by filing a written complaint with the Integrity Commissioner. Trustees are also required to complete the Trustee Code of Conduct Complaint Form. All submissions must be signed by the complainant and set out the following information:
  - a) the name of the Trustee who is alleged to have breached the Code;
  - b) the alleged breach or breaches of the Code;
  - c) information as to when the breach came to the complainant's attention;

- d) the grounds for the belief by the complainant that a breach of the Code has occurred; and
  - e) the names and contact information of the complainant and any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
2. A Community Member who has reasonable grounds to believe that a Trustee has breached the Code may bring the breach to the attention of the Board by making an oral or written complaint to the Integrity Commissioner. The Trustee Code of Conduct Complaint Form is not required to be completed by a Community Member. The Integrity Commissioner shall confirm the complainant is a Community Member of the Toronto Catholic District School Board.

*Initial Assessment of Complaint by Integrity Commissioner*

3. The Integrity Commissioner shall perform an initial assessment to determine if the matter is:
- a) related to non-compliance of the Code;
  - b) more appropriately dealt with by other legislation; and
  - c) more in the nature of positions or views of a Trustee on matters to be determined by the Board, including votes cast, as opposed to behaviours outlined under the Trustee Code of Conduct.
4. The Integrity Commissioner shall notify a complainant, in writing and with rationale, if the complaint does not relate to non-compliance of the Code and indicate that the matter will not be investigated by the Integrity Commissioner within 15 business days.
5. For matters covered by other legislation, the Integrity Commissioner may advise the complainant as follows:
- a) if the complaint is an allegation of a criminal nature consistent with the Criminal Code of Canada, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
  - b) if the complaint is with respect to non-compliance with the Municipal Conflict of Interest Act, the complainant shall be advised to review the matter with the complainant's own legal counsel;
  - c) if the complaint is with respect to non-compliance with the Municipal Freedom of Information and Protection of Privacy Act, the complainant shall be advised that the matter will first be referred for review to the Information Access and Privacy Office of the Toronto Catholic District School Board; or
  - d) in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.

6. If the Integrity Commissioner is of the opinion that the individual making the complaint is not acting in the public interest, the Integrity Commissioner shall not conduct an investigation, or, if during an Inquiry it becomes apparent the complainant is not acting in the public interest, the Integrity Commissioner shall terminate the Inquiry. The complainant and trustee alleged to have breached the Code will be advised in writing of this decision with reasons.
7. In assessing whether a complainant is acting in the public interest, the Integrity Commissioner shall consider:
  - a) whether the complainant is advancing a concern, issue or complaint that is consistent with the purpose of the Code, and in the circumstance of a complaint commenced by a Community Member, more in the nature of a private interest; and
  - b) whether the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a Formal Inquiry.

## **SECTION 8: Formal Inquiry Process**

If a Formal Inquiry of an allegation of a breach of the Code is undertaken, it shall be done by the Integrity Commissioner. Where appropriate, the Board will be advised that a Formal Inquiry of a complaint is being undertaken.

If the Integrity Commissioner determines that they would be biased or have a conflict of interest regarding the subject matter of the complaint to be investigated, Corporate Secretariat and Trustee Services will work with the Board to select an independent outside investigator to conduct the Inquiry.

Regardless of who undertakes the Formal Inquiry, the following steps shall be followed.

1. Once the initial assessment of the complaint has been completed, and it has been determined that the complaint relates to a non-compliance of the Code and the complainant is acting in the public interest, the Complaint Form and any reformulation will be provided to the Trustee alleged to have breached the Code within 15 business days of receipt by the Integrity Commissioner.

The Integrity Commissioner may reformulate the complaint to ensure that it accurately identifies and formulates an alleged breach or breaches of the Code.

2. The Trustee alleged to have breached the Code shall provide the Integrity Commissioner with a written response to the allegations within 10 business days of receiving the Complaint Form or such period of time as the Integrity Commissioner deems appropriate in exceptional circumstances.



3. At any time following receipt and review of the Complaint Form, or at any time during the Formal Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued.
4. Procedural fairness shall govern the Formal Inquiry. The Formal Inquiry will be conducted in private.
5. If necessary, after reviewing the Complaint Form, for the purposes of investigation or resolution of the matter, the Integrity Commissioner may;
  - speak with anyone relevant to the complaint, and/or
  - be permitted access to Board documents or electronic materials and/or Toronto Catholic District School Board property.
6. The Formal inquiry may involve both written and/or oral statements by any witnesses, persons with relevant information to the complaint, the complainant or the Trustee alleged to have breached the Code.
7. The Trustee who is alleged to have breached the Code shall have an opportunity to respond to the allegations both in a private meeting with the Integrity Commissioner and in writing.
8. If the Trustee who is alleged to have breached the Code refuses to participate in the Formal Inquiry, the Formal Inquiry will proceed in their absence.
9. The Integrity Commissioner may make interim reports to the Board, where necessary, and as required to address any instances of interference, obstruction, delay or retaliation against the Integrity Commissioner, or against persons providing information to the Integrity Commissioner encountered during the Inquiry. Any such instances by a Trustee shall be a breach of the Code.
10. The final written report of the Integrity Commissioner shall outline the finding of facts and a recommendation and/or opinion as to whether or not the Code was breached with rationale. This shall be completed within 90 calendar days after the complaint was filed unless the Integrity Commissioner determines that a longer period of time is required to complete the final report and the reason is explained in the final report. The Board and the complainant shall be advised of the need for the extension of time with an expected date of delivery of the report.
11. The name(s) of the complainant (unless the Integrity Commissioner deems it necessary to maintain anonymity of the complainant) and the Trustee alleged to have breached the Code will be in the final report. The names of witnesses or other persons associated with the investigation may not be disclosed to the Trustee alleged to have breached the Code or in the final report.

12. If the alleged breach of the Code involves any matters or information for which a meeting may be closed pursuant to Subsection 207 (2), *Closing of certain committee meetings*, of the *Education Act* or the information may be exempt from disclosure pursuant to the *Municipal Freedom of Information and Protection of Privacy Act*, any final public version of the report may redact or anonymize that information from the final report. The redaction may also apply to the version of the report provided to a Community Member complainant.

#### *Suspension of Formal Inquiry*

13. If, during the course of the formal investigation, the Integrity Commissioner discovers that the subject-matter is being investigated by police, that a charge has been laid, or the subject matter is being dealt with in accordance with a procedure established under another *Act*, the Formal Inquiry shall be suspended until the police investigation, charge or matter under another *Act* has been finally disposed of. This shall be reported in confidence to the Board.

### **SECTION 9: Confidentiality**

1. Unless otherwise required by law, Toronto Catholic District School Board By-Law, policy or procedure, or as disclosed in a public report by the Integrity Commissioner to the Board, the complaint, response to the complaint, inquiry into a complaint (whether informally or formally) and the terms of any settlement of a complaint, shall be kept confidential by all persons involved in the matter, including but not limited to;
  - the complainant,
  - all Trustees,
  - witnesses,
  - the Integrity Commissioner, and
  - staff.
2. During the course of an Inquiry, any breach of confidentiality and/or actions that undermine the integrity of process including, but not limited to, publicly discussing details of any Inquiry, including on social media platforms, may result in termination of an Inquiry and/or the Board may decide to summarily dismiss a complaint.

### **SECTION 10: Board Decision**

1. The final report of the Integrity Commissioner shall be delivered to the Board through \_\_\_\_\_.
2. A decision by the Board as to whether or not the Code has been breached and the sanction, if any, shall be made as soon as practical after receipt of the final report by the Board.

3. The final report or the redacted version of the report, if appropriate, will be delivered to a Community Member complainant at the same time as it is made public.
4. The Integrity Commissioner may participate in the meeting at which the Board will be considering the final report to answer questions.
5. Trustees shall consider only the findings in the final report and as supplemented by the Integrity Commissioner at a meeting of Trustees when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter, including questioning the complainant, the Trustee who is alleged to have breached the Code or any witnesses or persons participating in the Inquiry.
6. If the Board determines that there has been no breach of the Code or that a contravention occurred, although the Trustee alleged to have breached the Code took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed. The Integrity Commissioner may provide an opinion in the final report on these matters.
7. The determination of a breach of the Code and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Inquiry Process must be done by resolution of the Board at a public meeting.

A recorded vote is required on any motion(s). Any resolution(s) shall be decided by a vote of at least 2/3 of Trustees who are present and voting.

The results of the vote and reason(s) for the Board's decision will be recorded in the minutes.

8. Despite Section 207 (1) of the Education Act, the part of the meeting of the Board during which a breach or alleged breach of the Code is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:
  - the security of the property of the board;
  - the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - the acquisition or disposal of a school site;
  - decisions in respect of negotiations with employees of the board; or
  - litigation affecting the board.
9. The Trustee who is alleged to have breached the Code shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board may vote on the resolutions.

10. The Trustee who is alleged to have breached the Code may be present during the deliberations regarding the above, but shall not participate in the deliberations or be required to answer any questions.
11. The Trustee who is alleged to have breached the Code shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted during the reconsideration set out below after the Board has made their decision(s).

### **SECTION 11: Sanctions**

1. If the Board determines that the Trustee has breached the Code, the Board may impose one or more of the following sanctions:
  - a) Censuring the Trustee.
  - b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
  - c) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.
2. The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or requirement to complete specified professional development at the expense of the Toronto Catholic District School Board.
3. A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
4. The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

### **SECTION 12: Reconsideration of the Board's Decision**

1. If the Board determines that a Trustee has breached the Code, the Board shall:
  - a) give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
  - b) ensure the notice informs the Trustee that they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and

- c) consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within 14 days after the submissions are received.
- 2. If the Board revokes a determination, any sanction imposed by the Board is revoked.
- 3. If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
- 4. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
- 5. The Board's decision(s) to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination.
- 6. The Board shall provide to the Trustee alleged to have breached the Code written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction.
- 7. The Trustee alleged to have breached the Code may be present during the deliberations regarding the above, but shall not participate in the deliberations or be required to answer any questions and shall not vote on the resolutions. The Trustee who brought the initial complaint may vote.
- 8. If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.

### **SECTION 13: Payment of Costs**

- 1. Subject to Sections 13(5) and (6) hereof, a Trustee who is the subject of a formal complaint under this Protocol shall be reimbursed for actual and reasonable legal fees and related expenses incurred or owing ("Costs") up to a maximum of \$5,000.
- 2. In the case of an application under the Judicial Review Procedure Act for judicial review of actions or decisions by the Board, Trustees or Integrity Commissioner regarding a formal complaint made pursuant to this Protocol as against a Trustee:
  - a) where a Trustee made the judicial review application and the application was successful, the Trustee is eligible for reimbursement by the Toronto Catholic District School Board of their Costs in connection with a judicial review application, less any Costs awarded by the court, up to a maximum of \$20,000; and/or

- b) a Trustee may apply for reimbursement of the Costs of intervention in a judicial review application where the Trustee's interests are at stake, up to a maximum of \$20,000.
- 3. The Board may consider the reimbursement of Costs above the limit in Sections 13(1) and 13(2) on a case-by-case basis.
- 4. Costs may be provided to a Trustee who is the subject of a formal complaint under this Protocol in advance of an investigation of the formal complaint, if the Integrity Commissioner is of the opinion that the use of a lawyer or paralegal by the Trustee would facilitate the carrying out of the investigation. Section 13(6) does not apply to the advance Costs paid under this subsection.
- 5. Costs shall only be reimbursed in paragraphs 1 above to the Trustee:
  - a) if the Integrity Commissioner settles the matter without a decision of the Board and concludes the complainant was not acting in the public interest within the meaning of this Protocol, or that there has been no contravention of the Code by the Trustee, or that if there was a contravention it was trivial, or committed through inadvertence, or an error of judgment made in good faith or the Trustee took all reasonable measures to prevent it; and the Integrity Commissioner's conclusion is not overturned on judicial review; or
  - b) where the Board receives the Integrity Commissioner's report on a breach of the Code and determines there was no breach or that there was a breach, but the Trustee took all reasonable measures to prevent it, or that contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith and the Board's decision is not overturned on judicial review.
- 6. Any award of Costs shall be contingent on a report to the Board with input from the Integrity Commissioner and Corporate Counsel, as required.

#### **SECTION 14: Related Documents**

Toronto Catholic District School Board Operational By-Law  
Appendix F: Toronto Catholic District School Board Trustee Code of Conduct  
Toronto Catholic District School Board Code of Conduct Formal Complaint Form

#### **History**

Approved: \_\_\_\_\_



*Teresa Lubinski*  
*Trustee Ward 4*

*E-mail: Teresa.Lubinski@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Regular Board Meeting , August 20, 2020

**From:** Teresa Lubinski, Trustee Ward 4

**Subject:** Reconsideration of Non-Medical Mask's (NMM) for Junior Kindergarten to Grade 3 Students

**MOVED BY: Teresa Lubinski,** Toronto Catholic District School Board

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**WHEREAS:** In the SickKids' June 17, 2020 report entitled, "COVID-19: Recommendations for School Reopening" it states on page 3: there is some data to suggest children, particularly those under 10 years of age, may be less susceptible to SARS-CoV-2 infection and potentially less likely to transmit the virus to others. There is also strong evidence that the majority of children and youth who become infected with SARS-CoV-2 are either asymptomatic or have only mild symptoms, such as cough, fever and sore throat.

**WHEREAS:** On page 4 the report states: Data from multiple countries suggest that children under 10 years of age are probably less likely to transmit SARS-CoV-2 than older children or adults

**WHEREAS:** On page 11, the report states: Non-medical masks would need to be worn correctly, which for many otherwise healthy children and youth, will be difficult to do for a full school day; even more significant barriers exist for children and youth with underlying medical, developmental and mental health conditions.

**WHEREAS:** In the Consensus Guidance Statements of the report,

- 94% of the contributors agreed with the fact that the use of NMMs in the school setting should be driven by local epidemiology with age-specific consideration;
- 78% agreed with the fact: When transmission in the community is low, the use of NMMs throughout the entire school day should not be mandatory for elementary, middle or high school students returning to school. But, NMM use should always be respected if a student chooses to wear one.
- 61% agreed with: given the current epidemiology, the use of NMMs is not recommended for elementary school students.

**WHEREAS:** The report also states (on page 13):

- If worn incorrectly (e.g. touched frequently, not covering mouth and nose, removed and placed back without proper hand hygiene), NMMs could lead to increased risk and infection.
- It is impractical to expect most children and youth to wear a NMM properly for the duration of the school day. Elementary school-aged children, in particular, would need assistance to follow appropriate procedures for putting on and taking off the NMM (e.g. during meal times, snack times). In addition, during these times when the NMM is removed, the NMM would need to be stored appropriately to prevent infection spread.
- Studies have shown that it is difficult for health-care workers to wear a mask for prolonged periods in the hospital setting and it is therefore anticipated that it would be difficult for children as well.
- The NMM may not be tolerated by certain populations with underlying conditions (e.g. asthma, allergies, neurodevelopmental disorders, mental health challenges and especially during warm/humid weather conditions).



- The addition of NMMs may increase anxiety, interfere with the therapeutic learning environment and increase inattention or distraction in children and youth, particularly for those who may already struggle with attentions, such as ADHD or other developmental disorders.

**BE IT RESOLVED THAT:** The TCDSB follow the Sick Kids Recommendations for Re-Opening in respect to NMMs for elementary students in JK to Grade 3.

**BE IT RESOLVED THAT:** The Board of Trustees approve that the wearing of NMM's are not required for elementary students from JK to Grade 3.

**Teresa Lubinski**  
**Trustee, Ward 4**



*Teresa Lubinski  
Trustee Ward 4*

*E-mail: Teresa.Lubinski@tcdsb.org*

*Voicemail: 416-512-3402*

**To:** Regular Board Meeting , August 20, 2020

**From:** Teresa Lubinski, Trustee Ward 4

**Subject:** Reconsideration of TCDSB Gifted Program Online

**MOVED BY: Teresa Lubinski,** Toronto Catholic District School Board

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**WHEREAS:** The TCDSB Gifted Program is an important part of the Special Education umbrella and whilst all the other identifications have been addressed, the Gifted Program has been temporarily put on hold;

**WHEREAS:** Placing the Gifted Program on hold is unfair for students in this program, as most depend on this program for connectivity to higher learning and also deserve the same level of consideration as other students;

**WHEREAS:** Most of the students who attend the gifted program feel challenged and consider this to be the best part of their school week;

**WHEREAS:** The students in the Gifted Program benefit by learning with like minded individuals who are engaged in competitions and other work that involve a greater depth which differs greatly from their regular classroom assignments;

**WHEREAS:** During the shut down, the gifted students were still able to engage with their teachers through daily conferences and collaborative online activities including long term assignments;

**WHEREAS:** The social emotional learning that takes place in the Gifted Program is a valuable asset, especially at this time, as most students look forward to attending the Gifted Program;

**WHEREAS:** The Gifted Program should continue online as it did last year during the shutdown;

**BE IT RESOLVED THAT:** The Gifted Withdrawal Program be offered virtually to the child in their home environment. For those students unable to remain at home, the classroom teacher will address the IEP for Gifted and provide the required enrichment activities

**Teresa Lubinski**  
**Trustee, Ward 4**



*Angela Kennedy  
Trustee Ward 11*

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*Voicemail: 416-512-3411*

**To:** Regular Board Meeting, August 20, 2020

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

**Subject:** Reopen/Revisit the decision to require all children 10 and under to wear a mask indoors at school

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

**WHEREAS:** The Ontario's *Guide to reopening schools* document states; "Students Grade 4 to 12 will be required to wear NMM (non-medical masks) indoors including hallways and classrooms." "Students JK to Grade 3 will be encouraged but not required to wear masks in indoor spaces."

**WHEREAS:** The Government of Canada's *Covid-19 Guidance for schools Kindergarten to Grade 12* document states; "NMM should not be worn by anyone who is unable to remove the mask without assistance (age ability)." "NMM should be sized and worn correctly. Younger children may not be able to use consistently, correctly, and safely during the day."

**WHEREAS:** As per the *SickKids' Covid-19: Guidance for School Reopening*; document states important complexities as relates to elementary students wearing of NMM has been recommended or mandated for use by public health authorities in Ontario in indoor spaces. Important to note this recommendation is for Source Control (that is, preventing infectious particles from spreading from the wearer not as PPE). In children and youth there is limited data on the effectiveness of NMM use

for source control but there remains theoretical benefit for older children and youth. In order to be effective they must be worn correctly; and

**WHEREAS:** SickKids guidance comes from consensus statements, preferred recommendations from contributing Pediatrics care providers 1 use of NMM in school setting should be driven by local epidemiology with age specific considerations agree 94 percent.

**BE IT RESOLVED THAT:** Any motions that were made by this Board requiring NMM to be worn by children under 20 years of age should be deleted and replaced with: *It will not be mandatory for child 10 and under to wear NMM indoors at school; and*

**BE IT RESOLVED THAT:** We establish policies regarding use of masks and/or other protective equipment that align with advice from Provincial local public health authorities and align with epidemiology of the jurisdiction.

**Angela Kennedy**  
**Trustee, Ward 11**



June 2020

Dear Director McGuckin,

On behalf of the OAPCE Board of Directors I would like to extend you warm wishes and congratulations on the occasion of your upcoming retirement.

Your extraordinary leadership at the TCDSB, now and over the course of your career, has shown a tremendous commitment to Catholic Education. We have been most fortunate to have you as a strong supporter and leader in Toronto.

I have seen firsthand that you have consistently supported your staff, parents and students. Your approach to ensuring consultation and stakeholder engagement was a cornerstone to building strong relationships throughout the different school communities.

Through your long career you have demonstrated a tremendous commitment to Catholic Education and for that our parent community are grateful, and of course, your support of OAPCE has been without a doubt much appreciated.

We wish you a retirement filled with the much health and happiness everyday. May God bless you and keep you.

On behalf of the OAPCE Board of Directors,

Annalisa Crudo-Perri

Annalisa Crudo-Perri, Executive Director, OAPCE

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CONSULATE GENERAL OF THE REPUBLIC OF THE PHILIPPINES  
TORONTO

000-LTR-250-2020

17 August 2020

Dear Chair Martino:

My sincere congratulations on the success of your first-ever TCDSB live virtual Filipino-Canadian Heritage Day celebration last 12 June 2020 and we are much honored to be a valued partner. We thank you for formally recognizing the long and rich Philippine history, and the contributions of Filipino-Canadians to our homes, our schools, our faith and to our country as we promote Philippine culture and heritage amongst the growing Filipino community in Canada. To this end, this letter refers to the Philippines' commemoration of the 500<sup>th</sup> Anniversary of the *Arrival of Christianity in the Philippines* in 2021.

The Philippine Consulate General in Toronto is coordinating with the *Toronto Organizing Committee-Quincentenary Jubilee of Christianity in the Philippines* (TOC-QJCP), headed by Reverend Father Sherwin Holandez, Pastor of Our Lady of the Assumption (OLA) Church in Toronto.

We are cordially inviting Trustee Gary Tanuan to represent TCDSB and the Filipino-Canadian community in this historic milestone in the schools and homes.

The Archdiocese of Toronto approved the TOC-QJCP in taking the lead in the religious component of the quincentenary celebrations in Toronto, which includes a launch in **October 2020**. Various events and activities are being planned leading up to the Quincentennial commemoration in 2021 to encourage the active participation of young Filipino-Canadians in the Greater Toronto Area (GTA) including an art competition proposal from the Philippine Consulate General in Toronto, which will be open to students from Catholic elementary and secondary schools in Toronto. The entries to the competition will be exhibited during a proposed art exhibition, forming part of the events to celebrate the quincentennial jubilee next year. A Mass to be celebrated by Thomas Christopher Cardinal Collins will be the highlight of the Closing Celebration in **August 2021**. An invitation was also sent by the TOC-QJCP to His Eminence, Luis Antonio G. Cardinal Tagle, recently promoted to Prefect of the Congregation for the Evangelization of Peoples, Vatican, Rome.

In view of the above, we would like to respectfully request that the landmark 500<sup>th</sup> Anniversary (Quincentennial Jubilee) of the Arrival of Christianity in the Philippines be celebrated at the Toronto Catholic District School Board (TCDSB), alongside its celebration of Filipino Heritage Day on 12 June 2021 and Filipino Heritage Month in June 2021.

The Philippine Consulate General in Toronto looks forward to more collaborative projects, events, and activities with the TCDSB.

Thank you.

Very truly yours,

  
**ORONTES V. CASTRO**  
Consul General

The Honourable **Mr. JOSEPH MARTINO**  
Chair, TCDSB Board of Trustees

Through: **Mr. RORY MCGUCKIN**  
TCDSB Director of Education  
E: [rory.mcguckin@tcdsb.org](mailto:rory.mcguckin@tcdsb.org)

cc: **Mr. Garry Tanuan**  
TCDSB Trustee  
E: [garry.tanuan@tcdsb.org](mailto:garry.tanuan@tcdsb.org)

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