

## OUR MISSION

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

## OUR VISION

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



# AGENDA ADDENDUM THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

## PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, September 3, 2020  
7:00 P.M.

	Pages
<b>9. Delegations</b>	
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9.b Magdy Awad, regarding Admission to Toronto Catholic District School Board from York Catholic District School Board - Withdrawn as Matter Resolved	
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9.d From Annalisa Crudo-Perri and John Del Grande, representatives of Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC), regarding Return to School	6
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10.a	<i>John Del Grande, Chair, Catholic Parent Involvement Committee (CPIC) (Refer to Items 15a, 15c, and 15d)</i>	16 - 20
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<b>16.</b>	<b><i>Staff Reports</i></b>	
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17.a	<i>From Doris Grinspun, Chief Executive Officer, Registered Nurses' Association of Ontario (RNAO), regarding School Re-opening and Planning for the 500 Public Health Nurses in Ontario</i>	40 - 45



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

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Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Logan Liut
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	9/3/2020
Topic of Presentation	Establishment of Bilingual Student Resources
Topic or Issue	- amendment of the Land Acknowledgment to include Métis people as a people who have traditional territory in Toronto - establishment of a Bilingual Catholic Youth Council to create a non-binding semiannual report to the Board of Trustees
Details	Referred to delegation by Trustee Di Pasquale 3 minute presentation PowerPoint will be submitted for vetting
Action Requested	Amendment of the Land Acknowledgment to better include Métis people, who are traditionally Francophone; Establishment of a Bilingual Catholic Youth Council with certain non-binding powers and privileges

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	8/14/2020
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## Depuis le bureau de - From the desk of **LOGAN LIUT**



*\*Absolutely no part of this delegation from Logan Liut is to be misconstrued, used, or viewed to be endorsed or supported by the organizations that I am party to or a member of. No communication received is deliberately influenced by the Monarchist League of Canada, the Liberal Party of Canada, or the Ontario New Democratic Party, and is never the official position of the Honourable Carolyn Bennett, PC MP, either as in her role as the Minister of Crown-Indigenous Relations or as Member of Parliament for Toronto-St Paul's, French for the Future, St Michael's Choir School, Monsignor Fraser College, the Toronto Catholic District School Board, the Roman Catholic Archdiocese of Toronto, St Michael's Cathedral-Basilica (Toronto), or any other organization that he is representing unless expressly stated at the beginning of the communication. He assumes no legal responsibility for any consequences or actions that one may take based on the contents of this delegation, unless it is expressly contrary to Canadian, Ontario, and Toronto law.\**

### **\*\*DELEGATION BEGINS\*\***

Canada. What does that word mean to you? It represents something greater than the original meaning of village: it's the land we stand on, the air we breathe, the customs of our shared culture, founded on three pillars, one of those being French. Our current government structure and national fabric would not be the same if it wasn't for Francophone people. It is for this reason that I stand before this committee today, as a bilingual person being educated in the TCDSB.

To begin, in our land acknowledgement, we minimize the impact and importance of Métis people who are living on this land, who are traditionally Francophone and who are present here and now in Toronto, and have been for generations. Our Land Acknowledgement seems to assume that while Métis people exist elsewhere in Canada, they did not exist previously on these lands. This is false. Métis people, part European and part Indigenous, have existed since Europeans started colonizing Canada. The first thing that I propose today is a review of the Land Acknowledgement: for the Toronto Catholic District School Board to include the Métis Nation alongside all other specific tribes and nations that are already acknowledged.

In our board, students, especially those students who wish to learn the French language, are suffering from a lack of cultural and practical education in the French language and our unique Franco-Ontarien culture. When students from our school board attempt to speak French in real life, they often suffer from language insecurity, often being unable to understand and effectively communicate with other Francophones, especially informally right here in Canada. It is often said that language is more culture than communication: for a student being taught 'the international French' being placed in an environment in, for instance, Québec, it can be isolating and disheartening for our students when they attempt to speak the language and have not been given an education in their *own* French... that is, the Canadian dialects of French.

After consulting with community leaders in Catholic education and advocates for the Franco-Ontarien community, I stand here and propose a new direction for bilingual student leadership in our school board: a council of determined bilingual youth, with a focus on Franco-Ontarien culture, from each secondary school across the TCDSB.

This council of bilingual students must be separate from all previous student leadership for the protection and preservation of what is left of Franco-Ontarien culture... this council should be solely made *for* and directed *by* bilingual and Franco-Ontarien youth.

One might ask: why can't already established organisms or committees do this advocacy? History has shown to us Franco-Ontariens that we must advocate for ourselves and always have a seat at the table to ensure the survival and continuity of French in this nation. The council will be readily equipped to assist with anything that the Board needs answered regarding our French language learning or Francophone culture. Our school board can gain real insight from a group like this.

There is no downside for the Board when it comes to my proposition: logistics can be handled by student leaders with professional supervision from a staff member. Economically, there is little to no impact, as it is merely a council that would meet at the CEC or, virtually, during the pandemic. It is free advice to the Board from concerned students: it's cost-effective, and efficient.

This is not a political issue, nor a funding issue: it is an opportunity for the TCDSB to show its acceptance of the Franco-Ontarien community, its progressiveness on cultural erasure of Francophone people in Ontario, and would create only positive side-effects for our board and our school communities. Thank you.

**\*\*DELEGATION ENDS\*\***



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☐ Public Session

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☐ Three (3) Minutes

<b>Name</b>	Paolo De Buono
<b>Committee</b>	Student Achievement and Well-Being Catholic Education Human Resources
<b>Date of Presentation</b>	9/3/2020
<b>Topic of Presentation</b>	Increasing Awareness & Confidence in the TCDSB's Internal Complaint Processes
<b>Topic or Issue</b>	<p>My delegation pertains entirely to Item 16b on the agenda: Annual Report of the Conflict Resolution Department 2020</p> <p>Note: While there may be minimal overlap with the jurisdiction of my local union (on issues impacting elementary teachers), my presentation will focus system-wide on the TCDSB community (students, families, employees, the public).</p>
<b>Details</b>	<p>My presentation will focus on:</p> <p>1) Increasing awareness within the TCDSB community in the TCDSB's internal complaint processes; and</p> <p>2) Increasing confidence within the TCDSB community in the TCDSB's internal complaint processes.</p>
<b>Action Requested</b>	That the TCDSB consider my presentation in increasing awareness and confidence within the TCDSB community in the TCDSB's internal complaint processes.
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	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
<b>Submittal Date</b>	8/31/2020

Paolo De Buono  
Catholic Teacher  
September 3, 2020

## Increasing Awareness & Confidence in the TCDSB's Internal Complaint Processes

The effectiveness of the internal complaint processes within Toronto Catholic District School Board ("TCDSB"), such as those monitored by the TCDSB's Conflict Resolution Department ("CRD"), impacts the effectiveness of two TCDSB goals: improving learning (through improved equity) and improving the TCDSB's legal risk management. This effectiveness can be achieved by increasing awareness and confidence within the TCDSB community (students, families, employees, the public) in the TCDSB's internal complaint processes.

Regarding awareness, there is insufficient training and education provided by the TCDSB in human rights, diversity, and equity training for teachers and for school councils, which suggests insufficient training system-wide in the TCDSB. The TCDSB community does not become effective in human rights, diversity and equity because of goodwill, kindness, or being Catholic. Training and education are essential. The TCDSB community will become more effective in a) understanding human rights, b) celebrating and respecting diversity, and c) becoming more actionable in equity if the TCDSB chooses to be more deliberate in training and education in these areas. The TCDSB should set aside more funding for the CRD and other departments to visit schools and school councils proactively, not reactively, to provide this training and education.

Regarding confidence, the TCDSB community will have more confidence in participating informally and formally in the TCDSB's internal complaint processes, including those monitored by the CRD, if appropriate actions (including decisions when necessary) are taken when clear opportunities arise. TCDSB board decisions condoning actions which would be understood to be inappropriate in other school boards reduces confidence in the TCDSB's internal complaint processes and undermines the two TCDSB goals of improving learning and improving legal risk management.



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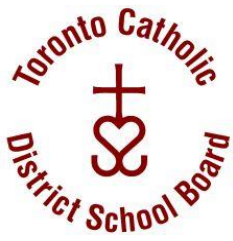
☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Annalisa Crudo-Perri & John Del Grande	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	9/3/2020	
Topic of Presentation	Return to school	
Topic or Issue	Parent Concerns & Recommendations re: Return-to-School	
Details	TBA	
Action Requested	Trustee action	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes OAPCE Toronto & CPIC	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	8/31/2020	





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Name	Jana Seymour
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	9/3/2020
Topic of Presentation	Virtual School Course Offerings
Topic or Issue	French Immersion in elementary Extended French in secondary Advanced Placement Courses in Secondary
Details	As requested by the Board, I completed the survey to indicate my daughters would be going to virtual school. I completed a delegation asking for clarification on how this French Immersion would be done, and report was to be prepared base of the motion that was carried. Last week Wednesday after the Town Hall at 10:40pm I was made aware that French Immersion was not going to be available at the virtual school. It is my understanding that this will also be the case for AP courses.
Action Requested	The board provide course offerings at the virtual school that mirror the in class options.
I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	
Submittal Date	9/1/2020



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Name	Michelle Wong	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	9/3/2020	
Topic of Presentation	16.a Update to COVID-19 - Return to School Plan	
Topic or Issue	Follow up on outstanding issues identified in the Plan and from prior Board motions	
Details	Questions re: measures for TPH 5th quintile ratings; kindergarten cohorts; P.Eng assessment of ventilaton; ventilation index; requirement for negative test for reentry; maintaining cohorts	
Action Requested	Provide updates on outstanding items	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official re resentative 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		
Submittal Date	9/2/2020	

September 3, 2020

Board of Trustees  
Toronto Catholic District School Board

Dear Trustees:

**Re: TCDSB Reopening Action Plan**

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I am a parent writing to request updates and action from the Board on the following items:

### **1. Masks for Elementary**

Please do not revisit mandatory masks (subject to usual exemptions) for JK- Gr 3 for a third time when it was unanimously carried the first time. Toronto Public Health supports this mandate. The science supports this mandate, which is especially important where physical distancing cannot be achieved. There is already a face shield option. And the Board has directed no discipline for non-compliance. Please focus on the outstanding issues for a safe September.

### **2. Physical Distancing Analysis**

A ward-by-ward analysis and assessment identifying which schools do not have physical capacity to support distancing was to be shared with the Board by August 20. Can this report be shared with parents?

Data on how much distancing is achievable in each class is necessary both for staff and parent awareness, but also for advocacy, as Sick Kids<sup>1</sup>, Ontario's Chief Medical Officer of Health<sup>2</sup>, and the Minister of Labour<sup>3</sup> have signalled that safety guidance will be dependant on actual size and orientation of individual classrooms.

### **3. Smaller Class Sizes for Hot Spots (in the 5th quintile).**

The Board at its August 14 meeting directed \$17.3M towards smaller cohorts. The federal funding gives the Board \$2.6 M for additional teachers plus \$3.9M for school

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<sup>1</sup> <https://www.thestar.com/amp/news/gta/2020/08/07/class-sizes-vital-to-curbing-spread-of-covid-19-in-schools-sick-kids-experts-say.html>: "When pressed about what is considered a safe number of elementary students in a class, Cohn and Allen would not provide a specific cut off, emphasizing that the size and orientation of individual classrooms would determine physical distancing needs. "This is where we need to listen to the school boards and the teachers," Cohn said. "If they say, 'If we don't reduce class sizes, then we are also not able to maintain physical distancing and other things, and then I do think this needs to be revisited.'"

<sup>2</sup> [https://www.youtube.com/watch?time\\_continue=27&v=sLlssl\\_nYFA&feature=emb\\_title](https://www.youtube.com/watch?time_continue=27&v=sLlssl_nYFA&feature=emb_title) at 13:50. The Chief MOH questioned whether crowded classes rooms would exist. Emphasizing that where there would be crowding is an "IF" scenario. He said he had heard of a classroom of 30 but it would be accommodated in the gymnasium.

<sup>3</sup> <https://twitter.com/MonteMcNaughton/status/1300497005211512832/photo/1>

reopening. However, despite the Toronto Public Health hot spot map being published by the CBC, many parents (and principals) in 5<sup>th</sup> quintile schools have not received confirmation of resources to allow for safe distancing and other measures.

Smaller class sizes is a big factor in determining whether to stay with the decision to attend in person. When will parents get this information?

**4. Splitting kindergarten classes into two cohorts with OCT for 1/2 the class and DECE plus itinerant OCT for other 1/2.<sup>4</sup>**

What is the status of this initiative? Parents need to be assured that cohorts will be 15 students or less per classroom in order to be confident in in-class instruction.

**5. What is the status of the motion to have a Professional Engineer look at, assess, and address the windows, allowing them to open to 12”?**

**6. What is the status of the ventilation index per school that is to be published on the TCDSB website?**

**7. What is the status of the provision of portable air purifiers for those schools with no ventilation?**

**8. Cohorts**

The TPH guidance<sup>5</sup> for cohorts is that “the size of a student’s cohort is limited to approximately 50 in elementary and 100 direct or indirect contacts in secondary schools”. Is this guidance being followed? In elementary for example, a cohort/class could have 29 students, 1 OCT, 1 DECE, 3 itinerant teachers, 2 lunch supervisors, 14 before and after school kids and staff, which totals to 50. Add to that up to 72 per bus, times the number of busses per school, and supply teachers and it is well over 50. Are measures being taken to limit contacts as between groups, and to achieve true cohorts?

Thank you,

Michelle Wong

Parent of SK student, St. Norbert Catholic Elementary School

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<sup>4</sup> Page 6 of the Plan states that “kindergarten cohorts will be considered with opportunities to work in smaller groupings with DECE’s [sic], classroom and itinerant staff to further enhance safety and distancing measures”.

<sup>5</sup> <https://www.toronto.ca/home/covid-19/covid-19-reopening-recovery-rebuild/covid-19-reopening-guidelines-for-businesses-organizations/covid-19-guidance-elementary-secondary-schools/>.



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Name	Rachel Thomas
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	9/3/2020
Topic of Presentation	Safety at high schools
Topic or Issue	I am very concerned about the safety of the opening plans and the amount of hygiene theatre happening within the Board.
Details	<p>It is far safer for high schools to offer am classes to P1A cohort and pm classes to P1B cohort instead of running study hall with multiple cohorts together. Additionally, it has been shown, and TPH presented, that contact transmission (transmission through surfaces) is rare and not the main way COVID is transmitted. The removal of shared materials within the classroom (atlases, textbooks, play materials in JK, books, etc.) is overkill and part of hygiene theatre. Removing microwaves, but not fridges is another example. Hand hygiene should be stressed over removi g materials from classrooms. Especially if at the high school level, classes will be rotating weekly, leaving the weekend for materials to "quarantine".</p> <p>Additionally, I do not see the TCDSB looking earnestly looking for additional space/outdoor options to help reduce class sizes or the spread of COVID. An example is Mother Teresa high school. The entire school has 300 students returning, leaving well over half the building empty, while local TCDSB elementary schools with more than 300 students to sit in larger class sizes. Our Lady of Mount Carmel is being used to house staff that could work from home, instead of using it to reduce class sizes.</p>
Action Requested	I am requesting that hygiene theatre be ceased and that the Board review and change their policies on space use, material use, and study hall.
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	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	
Submittal Date	9/2/2020

My name is Rachel Thomas and I am a parent of a student at St John elementary and teacher at St John Paul II high school.

I want to express my concerns in regard to elementary class sizes, use of supply teachers, and study hall at the high school level.

My first concern is elementary class sizes. My daughter will be in a class of 30 children or more in junior kindergarten. This is highly concerning given that this age group will have the most difficulty physically distancing, wearing masks properly (I am PRO masks for JK, but this will be a concern), and they will need the most physical assistance from their teachers, second only to ISP students. All elementary classes, especially younger students that will struggle with COVID safety protocols, will need to be smaller to ensure safer schools and slow the transmission of COVID. I am asking the TCDSB to investigate using space from under subscribed schools (like MT, which typically has around 400 students enrolled but a capacity for over 1,000 students), or empty schools (like Our Lady of Mount Carmel), to send Grade 7 and 8 students to those locations, in smaller cohorts, leaving room at schools to create smaller class sizes for JK-Grade 6 students.

My second issue is covering teachers when they are sick or need to stay home with their children. This will be happening much more now that teachers and their children cannot go to work/school with any cold symptoms. The Board should investigate having teachers teach their in person class online when they must be home, instead of having students come to class and sit there while a supply supervises them doing work that they could be doing safely at home. Having students report to school for zero live instruction by their teacher and having a supply teacher or another teacher covering the class is irresponsible and increasing the amount of contacts this cohort has. This strategy would reduce the need for supply teachers and internal coverages, freeing money up for smaller class sizes and freeing up supply teachers who would then be available to teach smaller elementary cohorts, not to mention reducing contacts at the secondary level.

My last concern is about the high school schedule, specifically study hall. Bringing students from MANY classes together, in one room, having their masks off while they eat lunch and then having them stay for almost four hours is incredibly risky. At my school study hall will take place in our library, which was too small to safely house our PD, so will be extremely risky for study hall. Study hall is being forced on the TCDSB because we are not having students in for 50% of the day. I ask why we are not having cohort 1A come in the mornings and cohort 1B in the afternoon? This would mean all students would have school each day, which parents would be happy about, but still keeping the cohort using that classroom to 30 kids total, instead of study hall, which could mean well over a 100 contacts per day! Having cohort 1A at school in the morning and 1B at school in the afternoon would also get rid of synchronous learning, freeing up technology demands for staff and students, and would make online instruction more equitable for students that will struggle to be online at a set time (for example, families sharing one computer). The idea that two cohorts of 15 students cannot be in the same classroom, with over an hour of time between classes, but study hall is safe, with over 100 students rotating through is hygiene theatre and putting our school staff and students at risk.

Thank you for your time and consideration and I welcome any questions to clarify or expand on my concerns.



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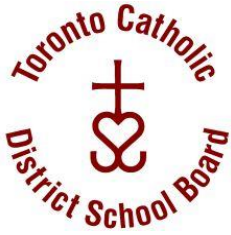
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Name	Jennifer Di Francesco	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	9/3/2020	
Topic of Presentation	The Naming of the Virtual School (To Be Distributed - Refer to the September 3, 2020 Addendum)	
Topic or Issue	The Naming of the Virtual School	
Details	Children in the Virtual School should not feel even more disconnected to THEIR school by being told they are now attending a new school. They are enrolled in the TCDSB VIRTUAL SCHOOL for the time being because of Covid-19.	
Action Requested	That the virtual school be called just that, the TCDSB Virtual School.	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes CPIC Ward 1 Rep	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	9/2/2020	





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Name	Ana Ledo	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	9/3/2020	
Topic of Presentation	High-Risk Schools	
Topic or Issue	Low-Risk Designated Schools with Students Living in High-Risk Areas	
Details	Schools designated as low-risk by TPH according to the Quantile level may have a large student population that are driven or bussed in from higher Quantile level areas.	
Action Requested	The Trustees and TCDSB senior staff work with TPH to identify these schools so they may be designated as high-risk, and receive additional resources.	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes James Culnan Co-Chair	
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	9/3/2020	



# Presentation to Trustees

September 3, 2020

# Context

- ▶ Would request the Board deal with these matters – as many are timely this evening.
- ▶ There are four sets of matters (Minutes, Recommendations & 2 sets of Staff Reports responding to previously referred recommendations)
- ▶ Board is permitted to deal with the matters at this time linked to the presentation.
- ▶ Request certain motions be adopted as is vs referred to staff.
- ▶ Presenter is available to for Questions & Answers and to respond to any staff commentary.

# Recommendations to Board from the August 17, 2020 CPIC Special Meeting (Refer to Item 15a)

- ▶ Motions related to return-to-school addressing parent concerns about parent involvement, lack of information & ensuring consistency in delivery.
- ▶ Recommendations 1,3,4,5,6 are still valid
- ▶ Recommendation 2 has been implemented operationally and we thank staff for dropping the word “survey”

# Staff Response to Catholic Parent Involvement Committee (CPIC) Motions from July 23, 2020 Special Board Meeting (Refer to Item 15c)



- ▶ We thank staff for their responses & go forward plans.
- ▶ No further action is required except ensuring that in-school teachers utilize an approved platform to maintain an online class presence for those students who are sick or in cases of a class or school being quarantined

# Response to May 2020 CPIC Motions (Recommendation) (Refer to Item 15d)

- ▶ Motion A: No longer current. Unfortunately approx ~\$40k in PRO Grants were returned. We await Ministry direction on any new PRO Grants for 2020/21.
- ▶ Motion B: **URGENT** recommendation needed to support scheduled September 14 meeting
- ▶ Motion C: Request referral to a working group, TDSB is implementing
- ▶ Motion D: No longer current: CPIC has facility to broadcast Zoom meetings over our YouTube channel.



*Garry Tanuan  
Trustee Ward 8*

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*Voicemail: 416.512-3408*

**To:** Student Achievement and Well Being, September 3, 2020

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

**Subject:** Notice of Motion - TCDSB Proclamation of the Quincentennial Jubilee Celebration of Christianity in the Philippines

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

**WHEREAS:** The TCDSB proclaimed and celebrates June 12 as *Filipino Heritage Day* and June as *Filipino Heritage Month* in the TCDSB annually, with elementary and secondary schools encouraged to mark the auspicious *Filipino Heritage Day* with their own in-school celebrations through various educational, cultural, and religious activities throughout the Board;

**WHEREAS:** The year 2021 marks a milestone in the history, cultural, and religious identity of the Filipino diaspora in Canada with the celebration of the 500<sup>th</sup> Anniversary of the Arrival of Christianity in the Philippines, as well as the 123<sup>rd</sup> Anniversary of the Proclamation of Philippine Independence in 1898, the proclamation of the month of June as *Filipino Heritage Month* by the Toronto City Council on November 8, 2017, and the proclamation of the month of June as *Filipino Heritage Month* across Canada by the Parliament of Canada, on October 30, 2018;

**WHEREAS:** The Philippines' rich cultural heritage and vibrant devoted passion for our Catholic faith greatly enhances the TCDSB's mission and vision which would encourage and engage our Catholic schools, especially those with plans to offer in-school events during the June *Filipino Heritage Month* and throughout the year;

**WHEREAS:** The Consul General of the Philippines in Toronto, Consul General Orontes V. Castro has requested on August 17, 2020 that the 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) which was received and approved by the Board on August 20, 2020;



**WHEREAS:** This will be a unique Once-in-a-Lifetime opportunity to highlight the importance of the commemoration and celebration of the *Quincentenary Jubilee of Christianity in the Philippines* during TCDSB's celebration of *Filipino Heritage Day* on June 12, 2021, and *Filipino Heritage Month* in June 2021; where milestone events and activities will be made to encourage the active participation of young Filipino-Canadians in the Greater Toronto Area (GTA).

**BE IT RESOLVED THAT:** The TCDSB hereby proclaims to centrally and locally celebrate the *500<sup>th</sup> Anniversary of the Arrival of Christianity in the Philippines*, alongside and highlighting its celebration of June 12 as *Filipino Heritage Day* and June as *Filipino Heritage Month* at the TCDSB in 2021, with all our elementary and secondary schools encouraged to mark the auspicious *Quincentenary Jubilee of Christianity in the Philippines (QJCP)* and *Filipino Heritage Day/Month* with their own in-school celebrations through various educational, cultural, and religious activities throughout the Board.

**BE IT FURTHER RESOLVED THAT:** The TCDSB, hereby proclaims the year-long celebration of the *Quincentenary Jubilee of Christianity in the Philippines (QJCP)* in close collaboration with the Philippine Consul General's office in Toronto, Archdiocese of Toronto, Toronto Organizing Committee - 500th Year of Christianity in the Philippines and Catholic community stakeholders for school year 2020-2021 commencing from the *PH500 Quincentenary Jubilee Art Exhibit* launch in October 2020 at the Catholic Education Centre, thence followed by a couple of historic landmark events in March/April 2021, key associated activities accentuating the celebration of the *Filipino Heritage Day* on June 12 and *Filipino Heritage Month* in June 2021; and culminating in a *Catholic Community Jubilee Mass* by His Eminence Thomas Cardinal Collins to highlight the Closing Celebration in August 2021.

**BE IT FURTHER RESOLVED THAT:** TCDSB immediately establish a *Quincentenary Jubilee of Christianity in the Philippines (QJCP)* Task Force to appropriately manage and coordinate the key events and activities marking the 500<sup>th</sup> Anniversary of Catholicity celebrations and to further nurture, embrace, and commemorate our shared Catholic Faith and devotion amongst the faithful in our diverse ethnic Catholic communities across the GTA. The TCDSB QJC Task Force will be composed of a Trustee, Director/designated senior Staff Superintendent, Lead Community Relations Coordinator, Student leaders, Filipino-Canadian Advisory Committee & Parents/Teachers/Faculty/Staff Association representatives, Philippine Consul General, Toronto Archdiocese, Parish & GTA School Board Trustees/Representatives, and other prominent leaders of various Catholic communities.

**Garry Tanuan, Trustee Ward 8**





## REPORT TO

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

### 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 31, 2020	September 3, 2020	<a href="#">Click here to enter a date.</a>
Barbara Loporati, 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 Michael Loberto, Superintendent, Planning and Development Services Steve Camacho, Chief Information Officer		
<b>INFORMATION REPORT</b>		

**Vision:**

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

**Mission:**

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

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



**Brendan Browne, PhD**  
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 last update to the Reopening Action Plan was submitted to the August 20, 2020 Board meeting for information and consideration. The Plan is updated as necessary and is available on the TCDSB website. Staff Guidelines were released Monday August 31, 2020 and provided to staff on the internal intranet website. Further updates to initiatives that require costing, feasibility and implementation strategies are presented here for the Board's further consideration.

A financial analysis (*Appendix 'A'*) including allocation of funding recently provided by the Federal government (August 27, 2020) to enhance provincial funding already committed towards a safe return to school. Additional initiatives that were being explored (tents, H2O bottle filling stations) will be implemented through use of this additional funding.

Registration questionnaire results have been compiled and distributed to Principals for follow up with families that were not able to respond by the August 26, 2020 deadline.

Several key events and communications have occurred since the shutdown of schools in March 2020 and were referenced in the Return to School Updates at the August 14 & 20, 2020 Board Meetings. The following items that affect the TCDSB Reopening Action Plan have occurred in the past week:

<b>August 26, 2020</b>	TCDSB Return to School Virtual Townhall
<b>August 26, 2020</b>	Registration Questionnaire Closed
<b>August 27, 2020</b>	Federal Government announces funding for Reopening Schools
<b>August 31, 2020</b>	Release of Staff Guidelines for Reopening
<b>Sept. 1,2,3, 2020</b>	Professional Development Days

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

## B. PURPOSE

To provide the Board with updates as they pertain to the TCDSB Reopening Action Plan.

## C. BACKGROUND

1. *At the August 20, 2020 Special Board meeting, the Board approved some additional motions pertaining to the Return to School plan.* Approved motions included a delayed start to school (September 14) which includes a staggered entry dates for elementary and secondary, added physical distancing where possible, improvements to ventilation, water bottles for all students, portable hand washing stations, use of reserve funds to hire additional school based staff and the purchase of tents for use as outdoor classroom space.
2. *The TCDSB Reopening Action Plan continues to be updated to reflect recent changes.* Items from Board motions and Ministry updates that are confirmed have been included for parents to reference. The plan will continue to be updated as information changes moving toward school reopening.
3. *On August 26, 2020, TCDSB staff held a virtual townhall to provide families with an opportunity to ask questions and seek clarification on return to school plans.* Key staff supporting the TCDSB Reopening Action Plan participated and the number of attendees reached 4,906. Questions were organized into themes and updated on the FAQs page.
4. *On August 26, 2020, the Registration Questionnaire was closed. 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. Principals have been following up with families who were unable to complete the questionnaire before it closed. Initial results indicate approximately 96% have responded. Currently 69% have chosen to attend school in person and 27% have opted for virtual learning.

## D. EVIDENCE/RESEARCH/ANALYSIS

### Cohorting and Distancing

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

- First priority to address schools within high COVID-19 incidence areas as identified by Toronto Public Health (*There are 36 schools in these areas*)
  - 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.
  - 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.
6. ***An analysis of the 36 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.*** Allocation of staffing and number of students attending in person will inform class layouts and distancing measures required. Human Resources and Planning staff are collaborating on providing the most effective classroom layouts to maximize distancing requirements in these locations.
7. ***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.

#### **Admissions and Registration**

8. ***TCDSB issued a registration questionnaire to*** confirm the intent of families to have students engage in learning in person or remotely. The questionnaire also collected data concerning transportation needs and ***closed on August 26, 2020.***
9. ***Principals are following up with families who did not or could not complete the questionnaire to determine their intent.*** Principals are to have confirmation completed by September 3<sup>rd</sup>.
10. ***Both Elementary and Secondary school administrative staff have been directed not to process any student applications that remain on waitlists in SOAR until the confirmation of placed and registered applications is completed and class reorganization and space needs have been met.*** Waitlists will be held until all registered and placed students have been accommodated

in person or virtually to ensure that class sizes are maintained and reduced where possible. Once this process is completed, regular processing of waitlisted applications will be allowed to resume dependent on available space in either in person or virtual classes.

11. ***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. Some students may need to be waitlisted until there is room within the requested class or there are enough students on the waitlist to generate a new class

#### **Plexiglass Shields**

12. ***Staff were asked to implement the purchase of Plexiglass desk shields for classes of over 15 students.*** Implementation will be determined using a regional approach, schools 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.

13. ***A Plexiglass specification for student desks has been confirmed*** and the procurement process is underway and will be made available for classes in excess of 15 students.

14. ***Plexiglass shielding for office and administrative areas is currently on order and will be delivered by the Warehouse Courier service.***

#### **Staffing and Recruitment**

15. ***Normal Human Resources Department activities associated with September re-entry are underway and targeted for September 14, 2020 completion.***

These activities include recruitment of all staff to address attrition and operational needs, filling Long-Term Occasional teaching assignments and oversight of all employee group return-to-work meetings. Return to work meetings are experiencing delays as a result of the current re-organization of in-class and virtual learning environments.

16. ***Strategic recruitment of various school-based positions is ongoing to assist in meeting the demands of physical distancing and enhanced cleaning.*** Targets

for recruitment have been established based on need and approved funding. These recruitment efforts include the hiring of 125 caretakers to support enhanced cleaning requirements, use of 45 retired Principals for additional administrative support, and 20 additional Child & Youth Workers and 100 Occasional Teachers for direct in-class support.

17. ***In preparation for the new school year and to provide additional support, assistance and enhanced safety measures for our students, elementary school principals have approval to hire additional Lunchtime Supervisors in elementary schools.*** Elementary school Principals can allocate all Lunch Supervisors an additional 1.5 hours per day and Secondary school Principals have allocated all Secondary Student Supervisors an additional 20 days for the academic year to assist with supervision/screening requirements.

#### **HVAC and Ventilation Staff Needs**

18. ***The current TCDSB inventory of equipment requires the effective servicing of over 400 boilers, 25 chillers, and thousands of Air Handling Units, exhaust fans, make up air units, and other HVAC equipment.*** Given the need to upgrade the current level of inspection, service and repair, it will be necessary to improve service delivery with additional staff.
19. ***The Environmental Support Services (ESS) Department has only two (2) full time HVAC technicians*** and limited number of Maintenance Mechanics dedicated to servicing this equipment. ***To better respond to increased demand, ESS will hire two (2) additional HVAC technicians and two (2) Maintenance mechanics on temporary one-year contracts.*** This would reduce the reliance on external contractors and establish improved service levels and standards. ESS will be more responsive and provide consistent service that will benefit schools who have HVAC and ventilation system issues.

#### **TTC**

20. ***Staff have met with TTC representatives to ensure route coverage for early secondary school dismissals.*** TTC will organize route coverage to accommodate early dismissal times for secondary students who are attending in person classes. ***Routes will be adjusted as necessary based on enrolment figures provided to TTC.***

#### **Masks**

21. ***The Board approved that masks be worn indoors for all students, staff, and visitors, with the exception of those with medical exemptions, until 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 Staff Guidelines. Parents may be required to complete the Special Services form on Prevalent Medical Conditions due to the medical exemption requested by the parents.

### **Technology**

22. *The TCDSB distributed 10,500 new devices to students in the spring. Students who are returning to the TCDSB in the fall are allowed to keep those devices until June 2021.* This was direction provided to staff by Trustee motion. Because of this strategy, we believe many existing students will have devices for the coming school year. However, this strategy also means we are unable to collect devices from students who are registered for face-to-face learning and no longer need these devices.
23. *As a result of government direction in PPM 164, the demand for devices is expected to increase because devices can no longer be shared among students in the same household.* The government issued a Policy Memorandum (PPM 164) in August 2020 that directed school board on the minimum amount of time that students should have access to synchronous (real-time) learning. As a result of this new requirement, staff believe the demand for devices will increase, as students in the same household, but in different classes, will need a dedicated device to participate in most online classroom activities. In an asynchronous form of learning, devices could potentially be shared, as work would happen on the student's own time.
24. *There is a limited supply of devices available because of heavy worldwide demand for devices coupled with component shortages.* The TCDSB has secured about 400 iPads and 2,500 Chromebooks for delivery in September and October. This may not be enough to meet the demands of parents.
25. *To ensure devices are distributed in the most equitable way, staff will be targeting new devices to students who are enrolled in the virtual school or secondary schools and who are in financial need.* We will not offer devices to students who are back in normal face-to face learning.
26. *Parents/students that have the financial means to purchase their own device should do so immediately.* As a result of the strategy outlined above and the heavy demand for devices, staff believe most families should look to purchase their own device if they have means to do so as TCDSB will not have enough

to meet demands. We have published suggested models and links to hardware vendor's sites with preferred rates on the TCDSB digital store (<https://www.tcdsb.org/digitalstore>).

27. ***For families without means to purchase their own devices, staff will be developing a protocol to allow them to request devices similar to what was done in the spring.*** Under this protocol, staff believe the first wave of devices orders will be ready in late September and early October.

28. ***TCDSB will also need to provide internet to those students who cannot afford or access the service at a cost of \$1.1M.*** Staff are estimating this will cost up to \$1.1M for fiscal 2020-21. This cost is based on an estimated combined 2,000 students from last spring and this year who will need internet access. Staff is also looking at ways to reduce this cost going forward by working with the EDU and carriers.

#### **HEPA Filters**

29. ***HEPA Purifiers are being jointly tendered with another Board for a large quantity of units.*** Pricing is expected to be received by Friday September 4<sup>th</sup>. Initial distribution will focus on the highest incidence areas as identified by TPH. Schools without any type of mechanical systems will also be considered in the first round of implementation. Rooms with no windows will be considered for room purifiers.

30. ***Filter changes for mechanical ventilation and handling units have been increased to 4 times per year.*** Going forward, the MERV 10, currently in use, will be upgraded to a heavier MERV 13. MERV stands for Minimum Efficiency Reporting Value. Generally, a higher MERV rating indicates higher air filtration capability.

#### **Water Bottles**

31. ***Staff have been asked to explore options for the purchase of water bottles with the Board logo for distribution to students.*** Not all students will require this option, so efforts will be concentrated on providing aluminium bottles for all students attending E-Pan identified schools (just over 30,000 students). An additional 6,500 bottles will be ordered representing approximately 10% of remaining students from all other schools. These bottles can be requested by Principals from central inventory on an equity need basis.



32. ***Several options have been costed*** ranging from \$125K to \$1M for the entire order. All sources indicate delivery times of between 7 to 12 days for a portion of the order and 30 days for the entire order. Staff will be purchasing approximately 40,000 of the mid-price range (\$2.99 or \$3.15 per aluminium bottle). This would result in an expenditure of \$135K to \$142K from available funds.

#### **Portable Handwashing Stations**

33. ***Staff have been able to secure portable handwashing stations for all floors without washrooms in schools across the system.*** Twelve (12) of these portable units will be available by September 4 and are scheduled to be delivered September 8 to all of the schools in the 5<sup>th</sup> quintile with the highest incidence of COVID-19 as identified by TPH. The remaining 72 units required are expected to be in place in schools by September 11. Following this initial critical roll-out, handwashing practices and issues will be reviewed as students return and the operation of the portable units evaluated to determine if their use should be expanded, either by further purchases or by renting additional units.

34. ***A number of touchless sanitizers are being evaluated for school use in areas where a portable wash unit cannot be deployed or for unique circumstances within a school.***

#### **Tents**

35. ***A pilot program to initiate the use of tents for outdoor classrooms at [5-10] has been launched.*** The recently announced Federal funding to assist with school reopening, has made it feasible to rent classroom size tent structures to provide sheltered outdoor space for activities such as gym, music and reading circles for the schools that have been identified as having space issues. It is prudent to test a small number of sites to ensure that they are used effectively by the schools, based on their programming and to test durability, weather resistance and potential security issues.

36. ***The pilot schools will be selected based on careful analysis of the greatest space needs,*** cross-referenced with the TPH COVID-19 high incidence areas and coordinated with other sources of additional space available from the City and other partners. This selection will take place following creation of class lists and class sizes of students choosing in person learning. Coordination with affected Principals will be initiated shortly.

37. ***Tents will be heavy-duty commercial/recreational quality, with sides that can be rolled up or down, as required, and will not contain any moveable items to be left out overnight.*** Planning and Capital will review the proposed sites in consultation with school principals to determine the appropriate size for each site. Tents greater than 60 sq. m. (645 sq. ft.) in area will require a building permit and the City of Toronto has advised that they will work with the Board to expedite permits where required, however this will add time to the process. It is anticipated that 20 ft. x 30 ft. tents will be used for smaller sites (no permit required) and 20 ft. x 40 ft. tents will be used at larger sites where needed to accommodate the student population (permit required). Due to requirements for permits and utility locates, tents may not be in place for the first day of school.

#### **TCDSB Virtual School**

38. Information for parents (K-8 and Gr 9-12) is posted on the TCDSB Website in the Frequently Asked Questions section of the Return to School page. Link: <https://www.tcdsb.org/FORSTUDENTS/back-to-school/Pages/faq.aspx#13>

#### **TCDSB Virtual School Specialty Programming**

39. Staffing specialty programs will depend upon the availability of qualified teacher candidates (ie. French Immersion, Extended French, International Baccalaureate, etc.).

40. Please note there are some secondary specialty programs that will not be able to be offered through the virtual school (ie. transportation technology, construction technology, etc.)

#### **Staff Professional Development**

41. ***Staff have been involved in Ministry Professional Development sessions on September 1, 2 & 3.*** The three mandatory PD days opened with prayer and reflection and focused on school re-entry addressing the following topics:

- Health and safety protocols in response to COVID-19 (All staff, including caretaking staff, attended this full day session)
- Student mental health, well-being and anti-bullying
- Remote and online learning strategies and tools
- An introduction to anti-racism and anti-discrimination training
- An introduction to the new elementary math curriculum and fundamental math concepts/skills

Internal staff from a variety of departments personalized all of the modules and distributed them to the Principals for the required training of staff.

## **E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. *FAQs continue to be gathered from parent feedback.* The board continues to provide updates, frequently asked questions and answers on the board website, social media channels, and shared with families via School Messenger.
2. *Local planning considerations will continue 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.

**2020-21 Return to School Financial Outlook (Incremental to Approved 2020-21 Operating Budget)**

	<i>Provincial Funding</i>	<i>Federal Funding <sup>1</sup></i>	<i>TCDSB Reserve Funding</i>	<i>Total Funding</i>	<i>Pre-Planned Spending</i>	<i>Spending to be Determined / Contingency</i>
<b><u>COVID-19 Initiatives Underway (By Staff initiation, Trustee motion or Provincial mandate)</u></b>						
Additional Teachers (Applied to smaller cohorts in Kindergarten and "hot spots")	2,266,467	2,557,218	10,000,000	14,823,685	13,341,317	1,482,369
Additional Support Costs for Smaller cohorts	-	398,463	3,984,626	4,383,089	3,944,780	438,309
Additional Custodial Staffing / Enhanced Cleaning	2,380,824	339,620	1,015,374	3,735,818	3,362,236	373,582
Emerging Issues General Contingency	-	2,058,279	-	2,058,279	-	2,058,279
Masks and Personal Protective Equipment (PPE)	1,860,000	218,660	326,600	2,405,260	2,153,940	251,320
Transportation - Cleaning Protocols/Additional Labour/PPE for drivers	1,271,479	806,291	-	2,077,770	2,077,770	-
Remote Learning and Technology Related costs	1,276,745	1,359,298	-	2,636,043	2,610,000	26,043
Additional Cleaning Supplies	772,510	157,236	799,850	1,729,596	1,556,636	172,960
Ventilation in Classrooms	1,545,019	-	-	1,545,019	1,545,019	-
Plexiglas desk shields in classes over 15 and Plexiglas barriers for teachers	-	100,000	1,000,000	1,100,000	1,000,000	100,000
Extending the scope for Elementary lunch time Supervisors	-	-	1,080,000	1,080,000	1,080,000	-
Hiring of Additional Child and Youth Workers (CYW) to the supply pool	-	77,048	770,476	847,524	770,476	77,048
Use of Retired Administrators	-	-	816,000	816,000	816,000	-
Additional Support for Special Education	309,524	330,719	-	640,243	309,524	330,719
Additional Mental Health Supports	440,484	-	-	440,484	440,484	-
Health and Safety Training for Occasional Education Staff (Teachers, EA's, ECE's etc.)	437,064	-	-	437,064	-	437,064
Hand Washing Stations and No-touch Sanitizers for school floors without washrooms	-	39,000	390,000	429,000	386,100	42,900
HVAC Technicians and Maintenance Mechanics	-	250,000	-	250,000	250,000	-
Extending the scope for Secondary School Supervisors	-	-	177,362	177,362	177,362	-
Water Bottles for Students	-	150,000	-	150,000	150,000	-
Hiring of 4 Paralegal Assistants	-	-	105,000	105,000	105,000	-
Outdoor classroom ("tent") - Pilot project	-	100,000	-	100,000	90,000	10,000
<b>Total</b>	<b>12,560,116</b>	<b>8,941,831</b>	<b>20,465,288</b>	<b>41,967,235</b>	<b>36,166,644</b>	<b>5,800,591</b>

<sup>1</sup> "School Reopening Emerging Issues" (total of \$3.8M) funding line item has largely been allocated to previously approved items to enhance these initiatives by 10%



REPORT TO

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

### NAMING OF TCDSB VIRTUAL SCHOOL 2020

*He determines **the number** of **the stars**; he gives to all of **them** **their** names. [Psalm 147:4](#)*

#### Created, Draft

August 17, 2020

#### First Tabling

September 3, 2020

#### Review

[Click here to enter a date.](#)

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

### RECOMMENDATION REPORT

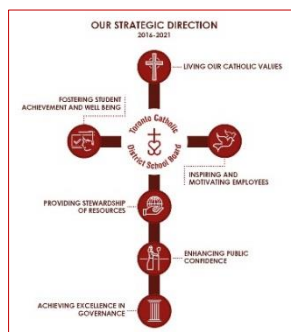
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Development, and  
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## **A. EXECUTIVE SUMMARY**

This report recommends that TCDSB's Virtual School be named St. Isidore Catholic Academy, School of Virtual Learning.

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

## **B. PURPOSE**

1. The COVID-19 pandemic has created a need to provide rich online learning to students across the province and within the TCDSB for the 2020-21 school year.
2. Parents were surveyed and were asked to register their child(ren) in one of two learning options. The first option involves a return to school with increased protocols to address student safety. The second option involves enrolment in a virtual classroom. Students and their parents have selected one of these two options for returning to school in September 2020.
3. This report outlines the reasons for the creation of and naming of the TCDSB virtual school.

## **C. BACKGROUND**

1. On August 14th, 2020, the Ministry of Education issued Policy/Program Memorandum (PPM) 164: Requirements for Remote Learning providing direction to all boards for implementing remote learning for students.
2. PPM 164 states that "During full or partial school closures, or under any other periods of remote learning, it is crucial to keep students engaged in their learning. Students should have access to a school community, a support network and authentic educational experiences in order to continue progress in their learning."
3. The PPM also provided boards with the opportunity to establish a virtual school with a unique identifier that would allow it to function as an independent school to provide students with an alternative to in-person learning. (Students are still able to remain connected to their in-person school.)

4. In the document, “Leading Mentally Healthy Schools for Administrators: Tip Sheet” provided by School Mental Health Ontario, it states: “School connectedness is the sense of being cared for, being valued, and belonging. It is a powerful protective factor in mental health, and is central to creating mentally healthy schools.” The TCDSB recognizes the inherent need to belong to a community as outlined in our pastoral plan “Rooted in Christ: we Believe, we Belong, we Become”. As such, we remain committed to ensuring our students are afforded the opportunity to develop a sense of belonging in their learning environment.
5. The virtual school along with the in-person school will collaborate to ensure that all students have access to unique opportunities for academic, social and faith-filled engagement. The TCDSB Virtual School will ensure that opportunities will be provided to allow students to remain connected to their in-person school while establishing a Catholic community in their virtual learning environment. Activities will be planned to enable students to honour the connection to their in-person school in their schoolwork. Efforts will be made to relay pertinent information about opportunities to participate in school activities at the in-person school, where appropriate.
6. The TCDSB Virtual School administration will be working closely with the staff of all TCDSB schools to ensure that students continue to connect with Special Services, Guidance, Social Work and Chaplaincy staff with whom they have worked in the past.
7. Establishing a namesake for the school provides a focus for building a sense of school connectedness for students who have been brought together in difficult times and have been physically separated and socially distanced.
8. The School Names Policy S.07 outlines the process for naming a new school. Although these processes are in place for addressing local community school needs and priorities, the TCDSB virtual school has distinguishing characteristics.
  - a. The school does not have one pastor, but rather all pastors across the diocese.
  - b. The school does not have a Catholic School Advisory Council, and the parents of the school will be from across the city of Toronto.
  - c. The virtual school includes stakeholders from all schools, thus the virtual school will engage all superintendents and trustees.

## **D. EVIDENCE/ANALYSIS**

1. The Superintendent of Curriculum, Leadership and Innovation consulted with the Chair of the Board to determine a process by which to address the naming of the virtual school due to the short timelines to create, staff and schedule students.
2. A committee was asked to research saint names that may be suitable to the new virtual school. Two names were proposed.
  - a. St. Anne, born in Bethlehem, Palestine, as a parent of Mary, was the model of virtue to all charged with the education of children. All parents have the principal duty of the holy education of their children. God entrusted to St. Anne the task of raising Our Lady in a holy and virtuous home, and from a very young age Mary looked to St. Anne to learn about God and how He works in the lives of those who love and serve Him.
  - b. St. Isidore of Seville, Spain realized that if he kept working at his studies, his seemingly small efforts would eventually pay off in great learning. He never limited his pursuit of knowledge, wanting to learn about everything. He founded schools that taught every branch of learning. Isidore wrote numerous books, including a dictionary, an encyclopedia, and a history of the world—beginning with creation. He was sometimes called “The Schoolmaster of the Middle Ages” because the encyclopedia he wrote was used as a textbook for nine centuries. For this reason he was suggested as the patron of the internet, although it has never been recognized by the Vatican.
3. Adhering to the spirit of the School Names Policy, the following steps were/are being taken:
  - a. The Superintendent of Curriculum Leadership & Innovation, along with the Chair of the Board consulted on potential names for the school.
  - b. The Archbishop of the Toronto Diocese was consulted as to the suitability of the names being considered.
  - c. Catholic School Parent Councils (CSPC) Chairs, Catholic Parent Involvement Committee (CPIC) members and the Ontario Association of



- Parents for Catholic Education (OAPCE) Reps from across all schools were provided the opportunity to vote for the school name.
- d. All trustees and superintendents were provided the opportunity to vote for the school name.
4. The results of the survey are as follows:
- a. 104 people responded to the survey;
  - b. 2 responses were blank;
  - c. 60.8% of the 102 survey responses recommended St. Isidore as the namesake for the school; and
  - d. 39.2% of the responses recommended St. Anne as the namesake of the school.

## **E. STAFF RECOMMENDATION**

That TCDSB's Virtual School be named St. Isidore Catholic Academy, School of Virtual Learning.



Registered Nurses' Association of Ontario  
L'Association des infirmières et infirmiers  
autorisés de l'Ontario

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Aug. 19, 2020

Dear David,

**Re: School re-opening and planning for the 500 public health nurses in Ontario**

I am writing to follow-up on our meeting August 5, 2020. RNAO believes that planning for the reopening of schools in September in the safest way possible is central to managing the ongoing challenges that COVID-19 presents to Ontarians' health, the health of our communities, and our economy. Balancing pandemic health risks related to the reopening of schools with risks related to developmental, mental health and social risks to our children and youth from not opening is the challenge we must get right.

With approximately two million school-age children and 160,000 teachers<sup>1 2</sup> in Ontario, it is clear the health and well-being of these children, their parents, teachers and staff must be central to the decision-making process. We must make decisions that avoid major risk to health and life, and continuously consider the impact on the pandemic curve. We all understand that the reopening of schools in Ontario is only possible because of the successful containment of the virus, as well as very low levels of community spread, both of which must remain the norm.<sup>3</sup> For RNAO, it's clear that if the pandemic curve reverses course, aggressive action from government will be required to curtail societal activities with lower priority, such as indoor bars and restaurants, as well as other indoor events.

The safest approach to reopening Ontario schools is keeping elementary classes small. The announcement to unlock \$500 million from school board reserves to improve ventilation and physical distancing was deeply disappointing. That's because it is akin to mortgaging the future of our schools. Most concerning is that the announcement was silent on the urgent issue of smaller class sizes in elementary schools. Rather, it allows school boards to make necessary adaptations in consultation with their local public health unit.<sup>4</sup> We are less than three weeks away from the start of classes and still the funding required to meet your public health mandate of two metres distance is not forthcoming. David, it is the view of RNAO that you have and should take the responsibility to publicly advance this goal.

Limiting class size for elementary school children – which is being done for secondary school students – is of utmost urgency. RNAO disagrees with the rationale that the risk of transmission is greater among older students. There is evidence regarding children and the risk of

transmission<sup>5</sup> and RNAO will continue to insist the government mandate elementary class sizes of no more than 15 students – unless larger places (i.e., gyms, outdoor classes, etc) can enable the two metres required for physical distancing. Reduced class sizes mean physical distancing will be enabled and students can take breaks from wearing masks while seated in their classrooms.

David, RNAO also recommends that children three years and older use masks in schools. This is most important while they are in hallways, bathrooms, entrances, buses and other congested areas.<sup>6</sup> We believe these measures are crucial given some infectious disease experts warn that transmission could be underestimated among children as they are less likely to be tested and might not have symptoms.<sup>7</sup>

We also want to express concern over the repeated suggestions by the government that parents should consider keeping their children at home if they so wish.<sup>8</sup> There is little doubt this type of choice is not equitable across class and social groups,<sup>9</sup> which means it will aggravate the inequities already caused by COVID-19. Simply said, many families that need to work would not have the choice to leave kids at home, thus reinforcing social divisions based on income, race, migrant status, home situation, neighbourhood and region.

In this regard, we are aware of situations in which wealthier parents are now considering options such as: organizing school pods (where a few households get together to hire a private teacher); home schooling; hiring a nanny to support home schooling; or placing children in private schools.<sup>10</sup> This is a sure path to the decay of our public education system where the wealthy send children to private schools and public support is eroded.

David, RNAO cannot be fully supportive of the current plan for reopening schools. We are calling for urgent attention to the following to ensure the highest degree of success in this critical step for Ontario children and youth:

- A fundamental factor in the success of school reopening is the continued containment of the virus and absence (or very low levels) of community spread. This may require curtailing other societal activities that are lower priority, such as closing indoor bars and restaurants and reducing numbers for other indoor events.
- The province must rethink its position on not mandating smaller class sizes for elementary schools. This position is unjustified, contradicts the recommendations of experts and public health officials,<sup>11</sup> and may lead to many harmful effects. Class sizes should be reduced and proper funding must flow to the school boards immediately. Time is of the essence.
- Masks must be mandatory for all students in schools. We know children as young as three years of age can be taught to wear a mask and do this consistently over a period of time.<sup>12</sup>
- Assuring physical distancing and appropriate class sizes would allow scheduled breaks from using masks (mandatory for all students) during the school day, targeting their use to situations where there is no physical distancing, such as when students are moving within the classroom, hallways, bathrooms and other congested spaces.
- The opening of schools should be postponed, if necessary, until all the conditions are in place for a safe reopening, including smaller class sizes.

RNAO welcomes the provision of \$50 million to hire 500 additional, school-focused public health nurses (PHN). We agree they must be located in public health units to provide rapid-response support to schools and boards in facilitating public health and preventive measures, including screening, testing, tracing and mitigation strategies.”<sup>13</sup> RNAO is very pleased to see this component of the reopening plan. The association has advocated for this, and we believe the addition of PHNs in schools will be critical to pandemic management with students, teachers and families. These additional registered nurses will also play a key role in ensuring overall mental health in schools, in light of the pandemic, as well as ongoing student health and well-being matters. RNAO applauds you, David, for your leadership on this issue and ensuring it gets funded for 2020 and 2021. Furthermore, we believe these should be permanent positions as children and youth would benefit immensely.

RNAO’s position, as detailed on August 7, 2020,<sup>14</sup> urges the following policy directions to ensure the most effective impact of the PHN role:

1. PHNs who are hired in this role should be registered nurses (RN) and ideally RNs with a Bachelor of Science in Nursing (BScN) degree, as per public health standards and the College of Nurses of Ontario (CNO) requirements.<sup>15 16 17</sup> The school environment during a pandemic is undoubtedly “highly complex, unpredictable and at high risk for negative outcomes,” which requires the competencies of an RN, according to the CNO Practice Guideline.<sup>18</sup>
2. These PHNs must be located in local public health units (PHU) across the province. In doing so, PHNs can effectively manage the impacts of COVID-19 by leveraging existing relationships between local PHUs and school boards, as well as be easily available to teachers, parents and administrators when needed. They should be part of broader public health work under the purview of chief nurse officers, and they must receive on-boarding that, in addition to COVID-19 related information and protocols, includes increased awareness of local community resources for COVID-19 and for mental health, addictions and social services. This will allow them to assist schools, administrators, teachers and parents.
3. The role of PHNs in schools must include:
  - i. Educating, teaching, training, facilitating, interpreting and communicating COVID-19 related information to students, parents and teachers. This includes surveillance of and response to COVID-19 symptoms. In-school testing should be considered.
  - ii. Contributing to surveillance of children and youth health – especially given the months of lock-down and the reopening under unique circumstances (i.e., physical distancing and wearing of masks). These colleagues will conduct the usual PHN school health work in addition to the likely increase in anxiety given the situation. They will also have the capacity and competencies to link individuals with important community resources.
  - iii. The application of the PHN’s existing expertise, critical thinking and problem-solving skills to promote health and well-being in schools, thus ensuring community stability in what are otherwise uncertain times with lots of unpredictability.

4. Hiring and on-boarding of PHNs has begun and we are ready to help. The idea is to have all 500 positions filled in August.

David, RNAO appreciates the clear direction you provided to the health units, including chief nursing officers, on Aug. 11, 2020 related to the immediate hiring of RNs in schools to be broad health and safety stewards for students, teachers and families in this complex and unprecedented situation. We fully agree with the content of your memo, however are concerned that some units have been told to offer these positions until the “end of the year” or “for one year.” My understanding from you is that the budget had been approved for 2020 and 2021. Offering these positions for two years will help to facilitate the hiring of qualified candidates. There is little doubt that these 500 PHNs will be desperately needed at the local health unit level. Their role relates to all aspects of the pandemic that involve students, teachers and families, as well as other related health issues prevalent in schools. We urge you to intervene to clarify that these PHNs be hired for a two-year period.

As Ontario’s public health lead, we urge you David to ensure the most appropriate policy decisions are made for overall safety of students and teachers in Ontario schools, as well as their families, as we move to school reopening. It is absolutely imperative that changes are made to class size, that masks are mandated for all students in schools, and, if needed, a delay in reopening is considered until necessary actions are taken to mitigate risks.

RNAO welcomes further discussion to expedite these changes. As I shared with you on August 5, we are ready to assist the ministry of health and work with our chief nurse officer colleagues in Ontario’s public health units in the hiring, training and retaining of the 500 PHNs and the required on-boarding and supports for them.

With kind regards,



Doris Grinspun, RN, MSN, PhD, LLD(hon), Dr(hc), FAAN, O.ONT.  
Chief Executive Officer, RNAO

CC: Hon. Doug Ford, Premier of Ontario  
Hon. Christine Elliot, Minister of Health  
Hon. Stephen Lecce, Minister of Education  
Helen Angus, Deputy Minister of Health  
Nancy Naylor, Deputy Minister of Education  
Dr. Barbara Yaffe, Associate Chief Medical Officer of Health  
Dr. Fiona Kouyoumdjian, Associate Chief Medical Officer of Health  
Dr. Michelle Acorn, Provincial Chief Nursing Officer, Ministry of Health

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<sup>1</sup> Ontario Ministry of Education. (2020). *Education Facts, 2018-2019*.

<http://www.edu.gov.on.ca/eng/educationfacts.html>

<sup>2</sup> Rushowy, K for The Star. *Doug Ford touts 'stringent' back to school rules as safety concerns amount among Ontario parents, educators*.

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<sup>3</sup> The Globe and Mail. *TDSB exploring ways to keep elementary classes smaller amid growing anxiety among parents*. (August 4, 2020). <https://www.theglobeandmail.com/canada/article-tdsb-exploring-ways-to-keep-elementary-classes-smaller-amid-growing>

<sup>4</sup> Ontario Newsroom. Ontario takes additional steps to better protect students and staff:

Government makes further investments to ensure a safe return to school in September.

[https://news.ontario.ca/edu/en/2020/08/ontario-takes-additional-steps-to-better-protect-students-and-staff.html?utm\\_source=ondemand&utm\\_medium=email&utm\\_campaign=p](https://news.ontario.ca/edu/en/2020/08/ontario-takes-additional-steps-to-better-protect-students-and-staff.html?utm_source=ondemand&utm_medium=email&utm_campaign=p)

<sup>5</sup> Szablewski CM, Chang KT, Brown MM, et al. SARS-CoV-2 Transmission and Infection Among Attendees of an Overnight Camp — Georgia, June 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:1023–1025. DOI: <http://dx.doi.org/10.15585/mmwr.mm6931e1>

<sup>6</sup> Jones E, Young A, Clevenger K, Salimifard P, Wu E, Lahaie Luna M, Lahvis M, Lang J, Bliss M, Azimi P, Cedeno-Laurent J, Wilson C, Allen J. (June, 2020). *Healthy Schools: Risk Reduction Strategies for Reopening Schools*. Harvard T.H. Chan School of Public Health Healthy Buildings program. <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

<sup>7</sup> The Globe and Mail. (July 30, 2020). *Ontario students to return to school full time in the fall, with no class-size limits for youngest learners*. <https://www.theglobeandmail.com/canada/article-ontario-students-to-return-to-school-full-time-in-the-fall-with/>

<sup>8</sup> CBC News. (July 30, 2020). *Elementary students will be in class full-time come September, Ontario says*. <https://www.cbc.ca/news/canada/toronto/covid-19-coronavirus-ontario-july-30-back-to-school-1.5668495>

<sup>9</sup> The Star. (August 2, 2020). *Lockdown worked for the rich, but not for the poor. The untold story of how COVID-19 spread across Toronto, in 7 graphics*.

<https://www.thestar.com/news/gta/2020/08/02/lockdown-worked-for-the-rich-but-not-for-the-poor-the-untold-story-of-how-covid-19-spread-across-toronto-in-7-graphics.html>

<sup>10</sup> The Globe and Mail. *TDSB exploring ways to keep elementary classes smaller amid growing anxiety among parents*. (August 4, 2020). <https://www.theglobeandmail.com/canada/article-tdsb-exploring-ways-to-keep-elementary-classes-smaller-amid-growing/>

<sup>11</sup> SickKids in partnership with CHEO, Holland Bloorview Hospital, Kingston Health Sciences Centre, London Health Sciences Centre Children's Hospital, McMaster Children's Hospital, and Unity Health Toronto. (July 29, 2020). *Updated-COVID-19: Guidance for school reopening*.

<https://www.sickkids.ca/PDFs/About-SickKids/81407-COVID19-Recommendations-for-School-Reopening-SickKids.pdf>

<sup>12</sup> KidsHealth Org. (July, 2020). *Coronavirus (COVID-19): Helping kids get used to masks*.

<https://kidshealth.org/en/parents/coronavirus-masks.html>

<sup>13</sup> Ontario News Room. (July 30, 2020). *Ontario releases plan for safe reopening of schools in September: Province providing critical investments and resources to keep students and staff safe*.

[https://news.ontario.ca/opo/en/2020/07/ontario-releases-plan-for-safe-reopening-of-schools-in-september.html?utm\\_source=ondemand&utm\\_medium=email&utm\\_campaign=p](https://news.ontario.ca/opo/en/2020/07/ontario-releases-plan-for-safe-reopening-of-schools-in-september.html?utm_source=ondemand&utm_medium=email&utm_campaign=p)

<sup>14</sup> Doris Grinspun, RNAO CEO. (August 7, 2020). *School reopening: Ontario government can still do the right thing on class sizes*. <https://doris-blog.rnao.ca/post/school-reopening-ontario-government-can-still-do-right-thing-class-sizes>

<sup>15</sup> Health Protection and Promotion Act, R.S.O. 1990, c. H.7.

<sup>16</sup> College of Nurses of Ontario. (2018). *Practice Guideline. RN and RPN practice: The client, the nurse and the environment*. <https://www.cno.org/globalassets/docs/prac/41062.pdf>

<sup>17</sup> RNAO. *Careers in Nursing: Public Health Nursing*. <http://careersinnursing.ca/new-nursing-and-students/career-options/nursing-practice-profiles/public-health>

<sup>18</sup> College of Nurses of Ontario. (2018). *Practice Guideline. RN and RPN practice: The client, the nurse and the environment*, p. 5. <https://www.cno.org/globalassets/docs/prac/41062.pdf>