

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 CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

PUBLIC SESSION

Michael Del Grande, Chair

Nancy Crawford, Vice-Chair

Thursday, September 10, 2020

7:00 P.M.

	Pages
9. Delegations	
9.a From Julie Altomare-DiNunzio, representative of Toronto Elementary Catholic Teachers (TECT) regarding Status of Schools and Worksites for September 2020	1 - 3
9.b From Morris Vial regarding School Uniforms	4 - 5
9.c From Stephen Chiu regarding Uniform Policies	6 - 7
9.d From Stephen Mensah, representative of the Toronto Youth Cabinet regarding Suspension of Uniform Policy	8
9.e From Teresa Visic regarding Enforcing School Uniforms	9 - 11
9.f From Alice Casselman, representative of the Association for Canadian Educational Resources (ACER) regarding Update to Return to School	12

9.g	<i>From Ian and Lara regarding Uniforms</i>	13
9.h	<i>From Luisa Polidoro, representative of the Chaminade College Catholic School Parent Committee (CSPC) regarding Toronto Catholic District School Board Uniform (To be read as per delegate's request)</i>	14 - 15
9.i	<i>From Malini Richards, representative of St John Paul II Catholic School Parent Committee (CSPC) regarding Keeping Uniform as is</i>	16
9.j	<i>From Mary Heim, Chair of St Basil the Great Catholic School Parent Committee, regarding Uniforms (To be read as per delegate's request)</i>	17 - 19
10.	<i>Reconsideration of Motion</i>	
10.a	<i>Regarding Suspension of Uniform Policy</i>	
	"Be it resolved that the local school uniform requirement of the Policy SS.07 not be enforced during the period of time that Secondary Students are in a hybrid (part tie) learning model for the 2020 -2021 school year."	
17.	<i>Staff Reports</i>	
17.c	<i>Return to School Update</i>	20 - 60
17.f	<i>Monthly Procurement Approvals - Addendum 1 (Refer Item 17a)</i>	61 - 71
18.	<i>Listing of Communications</i>	
18.a	<i>From Joe Cressy, Chair of the Toronto Board of Health regarding Update on the Toronto Public Health's COVID-19 School Protocol</i>	72 - 73
18.b	<i>From John Del Grande, Chair of Catholic Parent Involvement Committee and Annalisa Crudo-Perri, Executive Director of Ontario Association of Parents in Catholic Education regarding Uniform Policy</i>	74 - 76
18.c	<i>From Ben Corpuz, Kit Galema and Paulina Corpuz regarding Support for the Toronto Catholic District School Board Proclamation of the Quincentennial Jubilee of Christianity in the Philippines and ensuring the implementation of this year of celebration</i>	77 - 78

- | | | |
|------|---|---------|
| 18.d | <i>From Orontes Castro, Consul General, Consulate General of the Republic of the Philippines Toronto regarding Support for the Toronto Catholic District School Board Proclamation of the Quincentennial Jubilee of Christianity in the Philippines</i> | 79 |
| 18.e | <i>From Tony San Juan, Chair of the Filipino Heritage Council of Canada regarding Support for the Toronto Catholic District School Board Proclamation of the Quincentennial Jubilee Celebration of Christianity in the Philippines</i> | 80 - 81 |
| 18.f | <i>From Student Trustees regarding Catholic Student Leadership Impact Team (CSLIT) Presentation on Uniform Policy</i> | 82 - 92 |



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Julie Altomare-DiNunzio
Committee	Corporate Services Strategic Planning and Property
Date of Presentation	9/10/2020
Topic of Presentation	Status of Schools and Worksites for September 2020
Topic or Issue	Will TCDSB schools and worksites be ready to reopen safely for staff and students?
Details	Great concerns regarding the preparedness of TCDSB elementary schools and worksites to reopen for staff and students this September.
Action Requested	Thoroughly analyze and address any deficiencies at TCDSB schools and worksites that would place the health and safety of staff and students at risk.
I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	Yes Toronto Elementary Catholic Teachers
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	9/5/2020



TECT Delegation to the Board of Trustees September 10, 2020

I welcome and wish Dr. Browne all the best.

Thanks to the Trustees for all the time and effort dedicated to planning a safer reopening of schools.

Despite our collective efforts, I still have grave concerns.

It is not comforting that the government boasts that this is the safest plan in the country when medical experts remind us that with the reopening of schools some staff and students will likely contract this deadly virus.

It is like saying, rest assured we have the safest plan for sending you into the lion's den. A better plan - keep us out of the lion's den.

Next week, the children are back in school and our government tells us, "If a challenge arises, we will be decisive." This "roll-the-dice" approach is reckless and unacceptable. It will be too late to be decisive once our students and staff start contracting and spreading COVID-19.

This dire situation has been made worse by a Board decision to collapse and combine classes. So many classes now have too many students to enable physical distancing. Ask for and review the class size data. It will be clear that this approach will not only put staff and students at risk, but it will limit the ability of students to move back and forth between in-school learning and the Virtual School.

Members have also informed us that not all the necessary health and safety protocols are fully implemented in every worksite and this must be immediately remedied.

Some teachers have not been provided with medical grade masks and there are unresolved ventilation issues that still exist in many of our schools and worksites.

Some teachers have told TECT that they have not been informed of the possibility of requesting plexiglass for their classroom.

I do not believe students will be returning to a safe in-school environment. Once again it is up to the Trustees to take immediate decisive action. The current conditions must be changed. Otherwise the possibility of many in our school communities becoming sick, and perhaps dying will significantly increase.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Morris Vial
Committee	Corporate Services Strategic Planning and Property
Date of Presentation	9/10/2020
Topic of Presentation	School Uniforms
Topic or Issue	I understand that Trustee DiGiorgio will be moving to reconsider the motion regarding not enforcing school uniforms for 2020-2021. I would like to express my support of this reconsideration and my dissatisfaction with the passed motion, as well as the inadequate process followed to pass it.
Details	My delegation will include the reasons I believe reconsidering this motion will contribute to the equity and well being of TCDSB students as well as the preservation of our uniform tradition, which I firmly believe will be lost as a result of the rash decision made without stakeholder consultation.
Action Requested	
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	9/7/2020



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

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

Name	Stephen Chiu
Committee	Corporate Services Strategic Planning and Property
Date of Presentation	9/10/2020
Topic of Presentation	Uniform Policies
Topic or Issue	Uniform is not accessible to students, wearing non-uniform clothing has a positive mental health effect, and uniform can cause exhaustion and breathing complications due to some TCDSB facilities possessing poor or compromised ventilation, exacerbated by face masks and coverings being mandatory.
Details	I will speak on the reasons as to why uniform should be optional next school year. Hypothetical policies if the motion should be passed will be mentioned.
Action Requested	Make uniform optional for all TCDSB students.
I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	Stephen Chiu
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes

Submittal Date	9/7/2020
----------------	----------



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

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

Name	Stephen Mensah
Committee	Corporate Services Strategic Planning and Property
Date of Presentation	9/10/2020
Topic of Presentation	SUSPENSION OF UNIFORM POLICY
Topic or Issue	School Uniforms need to be suspended for this academic year. Do not reconsider the motion already passed!
Details	Due to the rising effects COVID-19 has caused on many families during this time. It would be unjust and unreasonable to force them to pay for uniforms when they simply do not have the means.
Action Requested	The motion that was passed to suspend school uniforms for this academic year needs to be upheld and not reconsidered.
I am here as a delegate to speak only on my own behalf	es
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	Yes Toronto Youth Cabinet
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	6/5/2020



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

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

Name	Teresa Visic	
Committee	Corporate Services	
Date of Presentation	9/10/2020	
Topic of Presentation	Uniform	
Topic or Issue	I believe school uniforms should be enforced	
Details	Enforcing school uniform	
Action Requested	Enforce school uniforms	
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		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14		
Submittal Date	9/8/2020	

Dear Trustees,

Thank you for allowing time on your agenda for my delegation this evening. I am a parent with two children at the TCDSB. I recently learned that the TCDSB Board of Trustees passed a motion to relax secondary school uniform requirements for back to school 2020.

I am very concerned and frankly alarmed at the speed and thoughtlessness of this policy change. I am not aware that parents or other community members were consulted. In fact, I understand that this change was pushed through at a student meeting, without public notification of the agenda item.

Beyond the process inadequacy, here are a few of the reasons I am also concerned as a parent:

1. Safety: I am very worried about the school opening. As of today, I don't yet have all the final details, however, I understand there will be staggered entries. Students will be in masks that cover nearly their entire faces. The matter of the uniform as a practical tool to be able to visually identify members of the school community from non-students is critical. The second area of safety that concerns me is being able to differentiate clothes that my child has worn to school when they return home. I had a system planned whereby school uniforms would be separately laundered and easily distinguishable from other clothes. Since the virus lives on surfaces, my children were going to have a routine to change after school and we would handle managing clothing contamination using the school uniform as a clear identifier.

2. Bullying: I am not sure how many members of this board have a teenage daughter. Being a girl in grade 10 is very challenging these days. There are pressures on young girls on what to wear especially through social media. I feel that every day I have a struggle with my daughter about what is considered respectful attire. In fact, I specifically chose schools with school uniforms for this reason. I don't want my daughter to be judged by her body and I also want to teach her the lesson that she doesn't need to put her body on display to get attention. While you may think this irrelevant in a condensed school day, as a parent I wholeheartedly disagree. Our kids have been in isolation for months. They are going to be coming back into the world wanting to push boundaries. I think, especially for young girls, that we have to be mindful of these pressures and continue to focus a gender safe environment.

3. Cost: As a parent who has had two children in school uniforms since elementary school, the cost of uniforms is less than everyday clothing. I don't need to constantly stock up on new trendy clothes, I don't need to worry about brand and,

the uniform clothes are durable so they can be handed down to younger siblings or donated for students in need. As a former parent council member in the TCDSB, I am also aware of many programs that exist to support families in need regarding buying uniforms. Parent councils collect, launder and have uniform programs in schools. From past experience, the beginning of every school year gently used uniforms are donated to school and sold at very affordable rates.

I implore this board to reconsider this motion and thoughtfully contemplate on the long term impact of uniform policy changes. We may be facing the challenges for longer than the 2020-2021 school year. As parents, we want to preserve this little bit of normal tradition that we can.

Sincerely,
Teresa Visic



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

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

Name	Alice Casselman	
Committee	Corporate Services	
Date of Presentation	9/10/2020	
Topic of Presentation	Update to return to school	
Topic or Issue	supporting resources and activities for teachers with outdoor classes	
Details	ACER programs are offered as support to enhance curricula through cross curricular and special subject area activities in the schoolyard	
Action Requested	3 minute presentation of what ACER does. How we can support teachers as they plan their outdoor lessons both outdoors and online e.g-math with tree measurements languages with new vocabulary, ecology, geography and history.	
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	ACER Association for Canadian Educational Resources	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	9/8/2020	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

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

Name	Ian and Lara
Committee	Corporate Services
Date of Presentation	9/10/2020
Topic of Presentation	Uniforms
Topic or Issue	Perspective on school uniforms
Details	2020/2021 school uniform rules
Action Requested	Consideration of perspective
I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	9/8/2020



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

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

Name	Luisa Polidoro	
Committee	Corporate Services Strategic Planning and Property	
Date of Presentation	9/10/2020	
Topic of Presentation	TCDSB Uniform	
Topic or Issue	I would like to delegate about the recent motion of "not enforcing" our TCDSB uniform in school.	
Details	I am a Proud Chaminade parent and do not agree with The Board of Trustees motion to not enforce uniforms this year.	
Action Requested	To rescind motion and ensure that uniforms are implemented this year.	
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)	Chaminade College	
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	9/8/2020	

Hello to my Trustee Daniel Di Giorgio, all Trustees and Staff.

Good evening my name is Luisa Polidoro I am a proud Chaminade parent and member of the CSPC, I am here to delegate against your recent motion of not enforcing the uniform this year.

When I found out [on Friday evening](#) that this was decided I could not believe it as I had no clue that this was even being considered - usually you hear from the board that a new policy is coming into effect or changed and parents are asked to provide input much like the CSPC Policy, budget etc. How can such a change take place one week before school starts without even asking the parents if they wanted it in the first place? I know many parents that DO want uniform as it not only makes us different as a Catholic community, but also provides safety to our schools so we know who the students are that are entering the building - and the many Chaminade students that I have talked to also want the uniform at Chaminade as they are proud and like to wear it.

Parents have already purchased their uniform items for the year, and now being told that the students do not need to wear uniforms just does not make sense - our kids are already having to learn new rules at school, by having everyone in the same school uniform gives them a sense of belonging and truly "being in it together". It is an honour for my son to wear his uniform and he wears it proudly. Our school community opted for the roll out of shorts to be apart of our uniforms this year and many parents as myself have purchased them as well.

I respectfully ask that you rescind this motion as there was no proper consultation with parents and that it is not the time to make haste decisions a week before school starts.

Thanking you in advance for allowing me to be heard this evening.
Luisa Polidoro



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Malini Richards
Committee	Corporate Services, Strategic Planning and Property
Date of Presentation	9/10/2020
Topic of Presentation	Keep uniform as is
Topic or Issue	I am passionate about keeping the school uniform program intact for 2020.
Details	It's more cost effective for me as a parent
Action Requested	Keep uniforms
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)	St John Paul II
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	9/8/2020



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

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

Name	Mary Heim	
Committee	Corporate Services	
Date of Presentation	9/10/2020	
Topic of Presentation	Uniforms	
Topic or Issue	Discuss motion to reconsider the passed motion regarding limiting the enforcement of the school uniform policy in 2020-2021, during the hybrid learning period of the pandemic.	
Details	Discussion	
Action Requested	Discussion	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes St Basil-The-Great Chair	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	9/8/2020	

Good Evening and thank you for this opportunity to delegate to the Board of Trustees.

I am parent of two children who attend St. Basil The Great High School

The reason for my delegation is to express concern that the Board of Trustees passed a motion regarding limiting the enforcement of the school uniform policy in 2020-2021, during the hybrid learning period of the pandemic. I believe the original motion constitutes a policy change that was rash and undertaken without the proper consultation or consideration for the benefits of school uniforms in our community. I am an avid supporter of school uniforms and would like to express the benefits of enforcing this policy in three ways that are supported by Academic Research (in a publication that summarizes a decade of research and debate on school uniforms). I would be happy to provide this information to you if requested (David L. Brunsma, Rowman and Littlefield 2006)

First: Value

- I believe that the school uniform is good value and this is supported by research and facts.
- For many parents, students who are not wearing the school uniform will be subject to peer pressure and will (in many cases) demand much higher priced apparel. As an example, a Nike Golf Shirt is currently priced at Sport Check for \$65, whereas the current school uniform price for a golf shirt is \$14.99 - \$32.99, depending on the style a particular school chooses and whether the school is elementary or high school.
- For students in need who cannot afford this branded item, which I believe is at the root of your argument, their disparity will be even greater. Without the school uniform, you will clearly be able to identify the 'haves' and 'have nots'.
- Although some may argue that school is only for a few hours a day, I believe it still matters. Our children are proud to wear their uniforms.
- I am aware of many programs across the school board to help students in need with their school uniform purchase and, as a Catholic Community, I would be stunned if we did not pool our resources to help these students.

Second: Safety

- I am very concerned about the fact that, without school uniforms and with students wearing masks, that it will be very challenging to identify students coming in and out of the schools.
- With staggered entries and very different student flows in and out of school, the normal security measures in place at the school will have to change and we will have fewer staff to handle student inflows. A uniform is a very easy identifier. I understand there are student cards, but a student card cannot be seen from far distances and is challenging to oversee. Also, how much more stress can we expect to put on our School Administration?
-

Third: Spirit

- Our tradition in this school board is to have a school uniform which proudly displays our Catholic Tradition.
- I don't think we should lose sight of the fact that this unifying series of symbols is one way that our students feel like they are part of a community.
- The reality is that we don't know how long this pandemic will last and we want to preserve, not destroy this tradition. I was personally looking forward to seeing my child in school uniform this coming year as it was one way to preserve a sense of normalcy.

In closing, I would like to reiterate that I believe the benefits of value, safety and spirit are three critical reasons that we must keep this policy in place. Not enforcing this policy is tantamount to cancelling it all together and I am not confident that if this motion stands that we will ever be able to reinstitute the school uniform policy in our schools.

Thank you for your consideration



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY 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
September 8, 2020	September 10, 2020	Click here to enter a date.
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 Adrian Della Morra, Executive Superintendent of Human Resources		
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.



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 September 3, 2020 Student Achievement meeting for information and consideration. The Plan is updated as necessary and is available on the TCDSB website. School based planning continues in anticipation of a September 14, 2020 start.

Class lists and school models have been revised based on families choices for in-person or virtual learning. Classrooms are being set up and organized and meetings with school-based staff continue as we approach the new school year.

Updates to approved initiatives are provided in this report.

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 & Sept. 3, 2020 Board Meetings. The following items that affect the TCDSB Reopening Action Plan have occurred in the past week:

Sept. 9, 2020	Families received School by School Registration responses
----------------------	---

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 September 3, 2020 Student Achievement Committee meeting, the Board approved some additional motions pertaining to the Return to School plan.* Approved motions included exploring options for opening of additional windows, acquiring outdoor play space elements such as tents and wood for benches.

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 September 9, 2020, families received school-by-school registration responses.*** The data shared includes the name of the school, ward, responses for in-class learning, responses for virtual learning and those who did not provide a response. Overall response rate is 95%. Response rate for in-person learning is 78% and 24% for virtual learning.

D. EVIDENCE/RESEARCH/ANALYSIS

Cohorting and Distancing

4. ***A regional approach to the allocation of additional resources will continue to 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.
5. ***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.
6. ***An analysis of French Immersion schools is underway as they draw students from a larger attendance area.***

Admissions and Registration

7. ***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.***
8. ***Principals continue to communicate with families who did not or could not complete the questionnaire to determine their intent.*** This outreach by the principal was extended to September 11, 2020 to provide families the opportunity to make a decision that best suits their needs.

Staffing and Recruitment

9. ***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. The return to work meeting process is experiencing delays because of the current re-organization of in-class and virtual learning environments.
10. ***Elementary and secondary school Principals are diligently building new staffing models in response to revised enrolment figures (target completion date – Friday, September 11, 2020). These revised enrolment figures reflect the transition of a significant number of students out of face-to-face models and into the TCDSB Virtual School.*** All teacher accommodation requests have been received, documented, and they will continue to be reviewed. All school-specific teacher accommodation requests and appropriate parameters have been applied to determine teachers who are surplus to school models. These surplus teachers and additional Long-Term Assignments (LTOs) will be deployed within the TCDSB Virtual School once its scheduling needs are finalized. Plenary Principal meetings have been scheduled at the end of the school day throughout this week to address concerns, ensure consistency, and assess exigent needs.
11. ***Staff has reviewed data that identifies higher risk school communities within high COVID incidence areas and applied special staffing parameters to add staff and thus decrease the size of cohorts.*** We have attempted to staff all of these schools as close as possible for JK-3 at 15 and all other grades at 20. Some schools that have spacing issues have been increased to 20 and we are currently trying to address those issues. This will involve utilization of all

available space in the school and/or use of other resources such available City space or outdoor classrooms.

12. ***The Virtual School has been assigned teacher allocations for a diverse range of classes including Special Education and French Immersion allocations.*** Staff is considering the allocation of support staff positions to the Virtual School based on Special Education enrolment. Specialty programs will be determined by the number of students attending the virtual school and having the appropriate teacher qualifications to staff the program needs.
13. ***French Immersion staffing remains a concern within the face-to-face and virtual settings.*** This is the result of ongoing provincial demand exceeding supply and compounded by attrition and apprehensiveness of retired and uncertified teachers to accept assignments during the COVID pandemic. Staff continues to review regional program needs as well as Virtual School French Immersion student enrolment to equitably inform staffing.
14. ***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, the use of 45 retired Principals for additional administrative support, 20 additional Child & Youth Workers, and 100 Occasional Teachers (OTs) for direct and virtual school support. It is important to note that new teacher recruitment efforts will likely place additional pressure on the TCDSB OT Roster as a significant number of teachers currently on the OT Roster have expressed reservations about accepting daily assignments during this pandemic.
15. ***In preparation for the new school year and to provide additional support, assistance, and enhanced safety measures for our students, elementary school principals have the 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.

PPE

16. ***Schools have received PPE provided by the Ministry of Government and Consumers Services(MGCS).*** The Warehouse has additional quantities of PPE that were also received from MGCS that can be provided upon request. Medical grade masks have been provided to schools in the MGCS orders delivered to schools.

Plexiglass

17. ***The Board motioned staff to implement the purchase of Plexiglass desk barriers for classes of over 15 students.*** Principals have received revised staffing models and are reviewing and finalizing class lists. The bid for student plexiglass barriers closes on September 10 with award expected shortly thereafter. We will distribute barriers across the system in order of risk priority within the available funding amounts.
18. ***Plexiglass barriers for office and administrative areas is currently on order and will be delivered by the Warehouse Courier service.*** Plastic dividers for administrative areas are to be delivered to the Board Warehouse on September 10 and will be distributed on the next courier delivery day to schools. Installation is relatively simple. Operations staff will have dividers installed before start of school on Monday Sept. 14, 2020.

HEPA Filters

19. ***HEPA Purifiers are being jointly tendered with another Board for a large quantity of units.*** Staff have received bids and are evaluating proposed models. Distribution will focus on the highest incidence areas as identified by TPH. Schools without any type of mechanical systems (36) are being considered in the first round of implementation. Rooms with no windows will be considered for room purifiers. The list of schools is being finalized and Principals will be contacted over the next few business days. It is expected that air purifiers will be delivered to these locations within 1-2 weeks.

Portable Handwashing Stations

20. ***Staff have been able to secure portable handwashing stations for all floors without washrooms in schools across the system.*** Delivery of 84 portable handwashing stations to 80 schools identified as having floors without washrooms is scheduled to be completed by the September 10.

Tents/Outdoor Classrooms

21. ***A pilot program to initiate the use of tents for outdoor classrooms has been launched.*** Placement of tents will depend on site specific concerns, principal

approval and program need. Site investigations are currently underway. Affected Principals will be contacted in the next couple days for further consultation regarding placement.

22.*A letter has been sent from the Chair of the Board to the Ministry of Defence to request to borrow tents for outdoor classrooms at additional school locations.* If tents become available from this source, staff will focus on providing these resources to schools identified with greatest needs for space for distancing.

23.*Staff have contacted the City of Toronto and Toronto Hydro regarding the availability of logs for benches and have also approached local tree removal services.*

CSPC Fundraising Guidelines

24.*Staff are working on providing CSPCs fundraising guidelines, specific to COVID-19 safety issues.* Pursuant to the Trustee's motion regarding CSPC fundraising, staff have been working on Operational Guidelines for fundraising during pandemic times. The document will take some guidance from the Ministry Fundraising Guidelines, but will attempt to be responsive to needs within the system. It is expected that the draft guidelines will be included with the September 17th Board meeting Return to School update.

Updated Specialized Curriculum Areas

25.*Music*

- Where possible, expectations for programs involving music are to be met without the use of instruments in both the elementary and secondary levels.
- There can be no signing or playing of wind instruments (individually or ensemble) in person at the school. Further details on outdoor allowances are currently being explored.
- In secondary, playing of instruments and signing can occur in synchronous learning phase of the program.
- String programs can continue. Further details regarding ensemble playing is forthcoming.

26.*Health and Phys Ed*

- Physical Education classes should occur outdoors as much as possible. If gymnasiums are used, proper social distancing must occur.

- Using no equipment provides the lowest risk of transmission. Sharing of equipment should not occur. If equipment is being used it may only be used by an individual student.
- Masks are to be worn indoors at all times.

27.Science and Technological Education

- For all of these courses, safe social distancing practices, mask wearing and continued hand washing and hygiene are paramount
- Ensure students properly sanitize hands, equipment, and/or tools between each use and at the end of class.
- Teachers are to consider small group demonstrations for some features of the curriculum if appropriate equipment is not available for the entire class.
- In the area of food preparation, food should only be prepared individually and consumed by the same student

28.Drama and Dance

- Social Distancing and mask wearing must continue. There is to be no contact between students. Consideration to outdoors and larger areas should be given when there is more movement involved.
- Larger class movement should be curtailed.
- In all of the curriculum areas mentioned, further detailed guidance will be given to staff in the coming days.

TCDSB Virtual School

29.The TCDSB Virtual School is being set up to support over 23000 K-12 students that have chosen to engage in online learning. Students will begin their online learning journey with orientation from September 14th to the 18th. Various webinars and asynchronous activities are planned throughout the week. Classes will begin on September 21st with discussions regarding the learning that occurred during orientation week.

30.There are approximately 800 TCDSB Virtual School Staff that will be setting up virtual classroom(s) ***using either Brightspace or Google Classroom*** as their primary tool for communicating for the purpose of teaching and learning. These staff will be engaged in professional learning as they prepare to welcome their students.

31. ***Students and families will receive ongoing communication from the TCDSB Virtual School Administration Team through the TCDSB website, email, Twitter and Instagram: @tcdsbvs.*** As well, a school website is being created and will be published soon. The school website will provide ongoing program updates and will be the main platform for sharing information with students and families.
32. ***We recognize the importance of student connections with their in-person school and are working to maintain ongoing connections between the in-person and the virtual school.*** Students with Individual Education Plans and/or with guidance needs will continue to be supported in the virtual school by their in-person school staff including guidance, special education, social work, speech and language and psychology.

Professional Learning for Academic Staff

33. ***Staff have been busy preparing for the beginning of the academic year. Professional development opportunities have been created and made available to all staff.***
34. ***All staff participated in sessions related to health and safety protocols for return to school.*** In addition, academic staff participated in professional learning related to faith development, mental health and wellness of students, anti-discrimination, anti-racism, anti-bullying awareness and remote learning.
35. ***All teachers will set up a Brightspace or Google Classroom regardless of whether teaching in-person or virtually.*** Teachers teaching in-person will ensure that their students are comfortable using one of the two digital platforms. This will facilitate a seamless transition to virtual learning , in the event of a full class self-isolation or school closure.
36. ***All teachers in the virtual school will also set up either a Brightspace or Google Classroom as the primary tool for communicating for purposes of teaching and learning.*** Teacher's will also use TCDSB supported supplementary tools for communication, such as G-Suite, email, phone calls and video conferencing.
37. ***From August 24 to the 31st and from September 8th to the 11th, multiple daily webinars were offered to support staff in their use of TCDSB supported learning management tools (Brightspace and Google classroom), G-Suite, and video conferencing.***

38. ***During the week of September 8th, over 45 webinars were offered per day to academic staff.*** In addition to the topics mentioned already, other learning opportunities included the new elementary math curriculum, lesson design, supporting students with special needs, equity and anti-racism, and other subject specific sessions. Attached (*Appendix 'A'*) is the schedule for September 10th, it is representative of the professional learning opportunities provided all week.

Kindergarten Program Considerations

39. As we continue to prepare and plan to welcome our kindergarten students back to school next week, we have provided kindergarten resources and considerations for our kindergarten teams. Throughout this week, PD sessions have been offered for Early Years Educators (*Appendix 'B'*).

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. ***Communications Department is releasing a Return to School video.*** Staff, students and families will get a sense of what to expect when they return to school in-person. Some features include signage, classroom setup, plexiglass shields, daily screening before school bus transportation is taken and before attending school, screening stations and log books for contact tracing, sanitizer, enhanced cleaning surfaces, water bottle filling station markers and discontinued water fountains, mask expectations, lunch and recess information, and more.
3. ***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.

APPENDIX 'A'



Toronto Catholic District School Board Live Sessions for Educators

Note: This schedule is for the week of 8-11 Sept.
For more options go to the bottom and choose the tab with the appropriate dates.

SEPT	10 September										
Click on the title in the time slot, then choose the link that appears, to see details	THURSDAY										
9:00 AM	Non-Video Tools for Synchronous Learning	Virtual SHSM 101	Introduction to the 2020 Mathematics Curriculum - Primary	Junior - Introduction to the 2020 Mathematics Curriculum (Repeat Session)	Intermediate - Introduction to the 2020 Mathematics Curriculum (Repeat Session)	Google Sites for Student Portfolios	Introduction to Brightspace/D2L (repeat session)	Secondary HPE Program Considerations			
9:30 AM											
10:00 AM	Quizzes, Exit Tickets, & More: Using Google Forms with TCDSB Google Classroom	ESL 101 - Part 2	Feedback and Assessment Using EquatIO	Book Clubs in a Blended Classroom	A visit with National Ballet School and Young People's Theater, Dance and Drama Remote Learning	Let's Talk Oral Language and Small Group Learning	Technology Education	Resources for an overview of 500 years of Indigenous History for Grade 7 & 8	Special Services IEP Workshop for Special Education (SP Teachers of ME/DD/MID/ASD)	ABA Strategies in the Classroom (External Registration Required) - Repeat Session	Synchronous Learning Using Google Meet (International Languages Elementary)
10:30 AM											
11:00 AM	EquatIO: The TCDSB Google Extension that Makes Math Digital	Elementary HPE Educators: Program Considerations	Experiential Learning in a Virtual Environment	Junior - Introduction to Financial Literacy	Achieving Financial Literacy Expectations using myBlueprint	Literacy 9-12 Using Google Sites for student portfolios (Repeat Session)	New to FSL Teaching, K-12	ABA Strategies in the Classroom (External Registration Required) - Repeat Session			
11:30 AM											
12:00 PM	Introduction to TCDSB Google Classroom (Repeat Session)	Creating Quizzes and assessment opportunities in D2L/Brightspace	Virtual SHSM 101 (Repeat Session)		Gr 7-8 Differentiation, Assessment, and Feedback	Religion/Family Life Curriculum and Additional Resources (Repeat Session)	Ready, Set, Slow (Repeat Session)				
12:30 PM											
1:00 PM	TCDSB Google Sites as a Digital Learning Tool	Using Communication Tools with Brightspace/D2L (repeat session)	Synchronous Learning Using Google Meet (International Languages Elementary) (Repeat Session)	Introduction to the 2020 Mathematics Curriculum	Junior - Introduction to the 2020 Mathematics Curriculum (Repeat Session)	Intermediate - Introduction to the 2020 Mathematics Curriculum (Repeat Session)	Book Clubs in a Blended Classroom	A visit with National Ballet School and Young People's Theater, Dance and Drama Remote Learning (repeat session)	Resources for an overview of 500 years of Indigenous History for Grade 7 & 8 (Repeat)	ABA Strategies in the Classroom (External Registration Required) - Repeat Session	
1:30 PM											
2:00 PM	TCDSB Google Meet & Draft Video Guidelines	Creating Content in D2L/Brightspace	French Immersion Primary Math: New Math Curriculum, Blended Learning and Mathologie	Secondary HPE Educators: Program Considerations (repeat session)	Gr 7-8 Differentiation, Assessment, and Feedback (Repeat Session)	Let's Talk Oral Language and Small Group Learning (Repeat Session)	Simple Ways to Create Online Engagement (elementary)	Building Virtual Community (Repeat Session)			
2:30 PM											
3:00 PM											
3:30 PM											
4:00 PM											



Kindergarten Program Considerations for 2020/2021 School Year: Creating, supporting and collaborating together

It is important to adhere to the vision of the Kindergarten program with teacher and DECE working collaboratively to support students in their classroom cohort. Keep in mind:

- Planning and delivering The Kindergarten Program, 2016 in the classroom and the outdoor classroom
- Prioritizing the pedagogies in The Kindergarten Program, 2016
- Communicating with families
- Supporting and maintaining an online platform (Google Classroom/ Brightspace)

THE FOUNDATION OF THE 4 FRAMES- Early years settings are shaped by *views about children, the role of educators and families, and relationships among them.*

The Child: What do we know about our student, What considerations are we giving to our students mental wellness What are their interest and their academic needs? Which concepts and skills need to be reviewed and what new learning needs to happen?

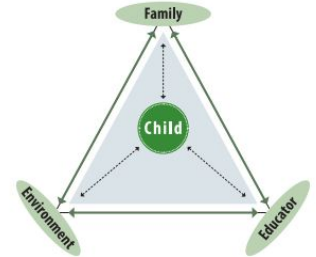
Role of the Educator: Where are we in our program delivery? Why this learning for this child in this way, at this time? What do we feel is most important? How are we being responsive to families and student? What formative assessment tools and supports will we be giving students?

Relationships: What do our families feel is most important? What consideration are we giving to the family's mental wellness?

Transition to a New Kindergarten

Important Return to school: “Go Slow to Go Fast”: *“Take the necessary time to get the foundations right, so that the rest of the house can be built safely without future problems”*

- Begin School with a joyful introduction bringing positivity and excitement to new beginnings
- Check- in with yourself, your emotional well-being is most important
- When you feel well, you will be able to “lend your calm” and help students to co-regulate
- Create connection and community
- Get to know your students and families
- Build relationships with students, families, and each other
- A Strategy for Building Productive Relationships With Parents:
https://www.edutopia.org/article/strategy-building-productive-relationships-parents?utm_content=linkpos3&utm_campaign=weekly-2020-07-22&utm_source=edu-legacy&utm_medium=email
- Focus on a sense of belonging and building community in the classroom and in the online learning environment
- Watch for students and families that might be struggling
- Establish classroom routines so children feel they are in a safe and predictable environment



Before the first day: Since many traditional first day back to school celebrations are changing consider the following model

Strengthen your communication channels with families and actively promote their engagement. This will ease anxiety and stress. Remind parents learning can happen both at home and at school. Consider providing a spotlight moment for parents through email or your digital platform to ease families anxieties and build relationships.

1. Produce a short video or social story about kindergarten that allows children to see the space and your smiling face.
2. Request when possible families to submit two photos of their child, one photo without a mask and one photo with a mask...this will help everyone know who's behind the mask (this can be sent to educators through email)
3. Set-up an online playdate for Year 2 students to greet each other.
4. Set-up a parent welcoming session online to build community "Tea with Us", This is an opportunity to show them your classroom online platform.

Physically But Not Emotionally Distant

There may be times when students feel upset and need our support. It is important to “lend them our calm” and help them to work through their big emotions through co-regulation strategies. “You want to encourage children to be physically distant but not emotionally distant. There may be times when students need assistance with their physical needs. It is our job to help them as best we can while always maintaining the dignity of the child. If we need to get physically close to provide them with support, then we will resume physically distancing once the child’s needs are met. We want them to know they are cared for and supported while at school.

Educators play an important role in promoting children’s well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind supports not only children’s cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this helps children focus on learning and achieve their full potential in school and in life. (*Kindergarten*

Program, 2016)



Source: Ontario Ministry of Children and Youth Services, 2012, p. 17

FIRST WEEKS BACK WHAT TO FOCUS ON

- ☐ Talk about COVID-19 with students
- ☐ Learning experiences that enable students to talk about and work through their feelings of what they have experienced and feel.
- ☐ Handwashing
- ☐ Sneezing in tissue or sleeve
- ☐ Snack and Lunch routines
- ☐ DPA routines
- ☐ Washroom Routines
- ☐ Outdoor play routines and expectations
- ☐ Classroom play routines and expectations
- ☐ Greetings: air hugs; air high fives; air fist bumps; wave; smile; bow, etc...

WHAT NOT TO FOCUS ON

- ☐ Gap Closing
- ☐ Jolly Phonics Routines and Instruction

Considerations for Classroom Environment

Students will be welcomed into a space that supports emotional guidance so that they feel safe to learn and addresses their mental health needs. For young children maintaining a strict two meter physical distance is at times unrealistic of students yearning to hug and hold hands. It would be very difficult to expect students to sit at a desk or have assigned seating, as developmentally young students learn using their whole bodies. Viewing the classroom as a cohort they can play and materials that are spread out through the class to encourage small groups of play or independent play. Educators removing personal belongings and excess furniture provides more space for students to learn through the space.

Everything in the classroom is purposeful and intentional for students learning. The materials in the classroom support child-focused play such as loose parts. It is important to recognize the CDC ratio <http://www.edu.gov.on.ca/childcare/Clinton.pdf> Are you Correcting, Directing or Connecting? The key here is to connect students; Children learn best in an environment that acknowledges this interconnectivity and thus focuses on both emotional and cognitive development. It's important to create spaces in the classroom that support students play with materials that are individualized for their play. Learning to share is important for children in the first week of school, although activities that do not require sharing of objects and toys are advised for health safety.

We need to create an environment where we can say “Yes”

"Although our spaces are minimalized and somewhat "bare" the spaces are still set up with provocations for the children. We space them out for social distancing and set it up so that there is more of the same activity. The importance of observations for provocation is even more purposeful as there is not a lot in the environments, so the things in the spaces are very purposeful"

- RECE, Thunder Bay

Remove all toys and materials that can not be cleaned and disinfected including:	Remove all toys and materials that do not support the learning as outlined in The Kindergarten Program, 2016.	What can be kept and is suitable to use:
<ul style="list-style-type: none"> ❑ Carpets ❑ Plush furniture ❑ Remove materials that are challenging to clean and sanitize; plush toys, dress-up, clothes and soft dolls ❑ Large group sensory bins (you can replace this with smaller individual sensory bins labelled with the child's name) 	<ul style="list-style-type: none"> ❑ Less is more. ❑ Less toys and materials will be more manageable. There will be less to keep clean and less to organize. ❑ Less materials and toys will mean less visual clutter for students and educators. ❑ Less materials and toys will result in more purposeful and meaningful learning experiences. 	<ul style="list-style-type: none"> ❑ Loose Parts (add a loose part list) ❑ Sketch pad and pencils for each student ❑ Small whiteboards and whiteboard markers support writing stages ❑ Provide individual art materials and writing tools ❑ Wood and plastic furniture, toys and materials ❑ If sensory materials (e.g., playdough, water, sand, etc.) are offered, they should be provided for single use only and labelled with the child's name ❑ rubber mats (anti-fatigue mats) are advisable as they are sprayable surfaces. ❑ Programming focusing on handwashing ❑ Sanitize or quarantine books (materials 72 hours at a time) rotating materials will be beneficial ❑ Setting up materials in bins or mesh bags that can be washed and disinfected. ❑ Use visual prompts to guide students (i.e. co-created or educator created)) ❑ Support sensory play with individualized bins (of water with soap or modeling clay or playdough)

Flow of the day: Consider the space you have to use and how you can structure your day to fit the needs of the cohort of students you will be supporting. It is essential to use the outdoor space to the benefit of the children so that will be able to engage in outdoor play experiences. The meeting space and bringing children together can be done in short teacher guided times.

- ☐ Create hand washing routines for your students
- ☐ Use visual cues for handwashing.
- ☐ Students will wash their hands before and after eating.
- ☐ Use hand sanitizer
- ☐ Some Resources on Handwashing:
[The Global Handwashing Dance-Unicef](#)
[Hand-washing Heroes-Canada](#)
[Hand Washing for Kids \(and coughing in your sleeve\)](#)
- ☐ Post the classroom schedule
- ☐ Post activities that are familiar to students such as prayers they say in their classroom; songs they sing with their class outside; familiar meditation music and prompts; stories they know; structures they have built together; photos and videos from shared experiences; etc...
- ☐ Post Learning Goals
- ☐ Organize information by topic or by week to make it easy to navigate
- ☐ Post optional games and activities that families can do at home that connect to the learning in the classroom

TRANSITIONING TO THE FIRST DAY OF SCHOOL

Helpful strategies here could include:

- Labeling the child's emotions (e.g. "I know you're sad to leave Mommy")
- Using a song or fun way of walking into the centre
- Giving the child a role (e.g. helping to bring something important into the classroom, etc.)
- Wearing masks with funny designs (e.g., cat's whiskers) that could distract the child and stimulate a brief conversation (and even introduce new vocabulary, such as whiskers)
- Engaging a child in a brief guessing game to guess who or what is waiting for him in the classroom. A game like this supports language development by building decontextualized language (language that goes beyond the here and now)

Possible Flow of the Day: Teacher Inquiry Stance: What does inquiry in our indoor and outdoor classroom look like/sound like? (kindergarten Program pg. 24)

9:00 am: **Outdoor play** Students arrive and place school bag by the door/check in with families. Centres outside (individual activities where appropriate) games, gathering for a read aloud. Washroom (may need to set up a time for the use at the beginning of the day, around 10:15 am before snack and again when entry into school begins)

11:15 am/11:30 am staggered entry into school at 11:15 am; washroom routine and lunch

11:30: am Lunch

12:00: Outdoor recess etc

12:45 wash hands/staggered entry

1:00 Gathering

1:15 indoor centres/individual activities/some-parallel play or co-operative play with friends keeping distancing in mind where possible

2:00: washroom routine staggered

2:15: snack begins (staggered)

2:35-3:00 outdoor play and dismissal

9:00 am- 9:20 am: In class entry following (protocols and routines) and directly go to a learning invitation. One educator can meet with a few students at a time, while the other educator connects with students individually and support students with a smooth start to the day. (transition learning experiences: book bags, puzzles, fine motor activities, etc)

9:20-10:20- Play based learning (individual and small group learning invitations)

10:15-10:30 staggered start to snack, clean, sanitize, and getting their snack from hook

11:15 am/11:30 am staggered entry into school at 11:15 am; washroom routine and lunch

11:30 am- Lunch

12:00 pm- Outdoor recess etc- (DPA IN THE CLASSROOM Music/ Hula hoops with Lego/ Christian Meditation)

12:45 pm- wash hands/staggered entry

1:00 pm- Gathering (Read aloud/ number talks/ shared writing/) Physically distanced with half the class/ The other educator will do the same with the other half of the class

1:15 pm- indoor centres/individual activities/some-parallel play or co-operative play with friends keeping distancing in mind where possible

1:15-2:45 pm- Repeat the morning (including snack)

3:00- Staggered dismissal to gathering materials to go home

Strategies for Wearing Masks and Speaking to Children

(By Helen Livshits, Speech-Language Pathologist at The Hanen Centre & Janice Greenberg, Director of Early Childhood Education Services at The Hanen Centre)

- ❑ Speak loudly and clearly to circumvent the muffling effect of a facemask
- ❑ Lower yourself to the child's physical level even though you may be distanced
- ❑ Exaggerate your intonation in the absence of being able to use facial expression to augment and clarify your message
- ❑ Exaggerate your gestures which will help get a child's attention and provide visual cues in the absence of the child being able to fully see your facial expression
- ❑ Consider wearing a badge with a photo of yourself
- ❑ Use gestures to encourage a child to take another turn in an interaction or conversation, e.g., hold out your arm, lean your body toward the child
- ❑ Aim to convey your message with your eyes as much as possible such as using wide eyes when surprised, disapproving eyes when attempting to discourage a behavior, smiling eyes when happy, sad eyes when upset
- ❑ Make explicit comments to draw children's attention to your feelings, e.g., "Look how happy my eyes look"; "Look how surprised I am. My eyes are so wide!"
- ❑ Encourage parents to play with masks with their children so that children become more comfortable with seeing masks at childcare. Play at taking them on and off so children understand that the person wearing them is the same friendly person they have always known even if part of their face is hidden. Mask play can turn into a game where parents reveal a smile, frown, surprised look, etc. Parents can make comments such as, "Even though you couldn't see my mouth, I was smiling and happy to see you!"

Cultivating a positive mindset with PPE

- ❑ A video of educators putting on PPE.
- ❑ Picture of educators in and out of their PPE.
- ❑ An email letter sent to children and families the week prior to school starting to welcome them.
- ❑ Create a visual cue (button, picture, etc.) of educators smiling face to wear on clothing.
- ❑ Creation of '1 metre mascot' to help students understand physical distancing.
- ❑ Rhyming poems to easily remember new routines "I wash my hands when my play is done, staying healthy and clean helps everyone!"

Strategies for Educators Physically Distancing

- ❑ **While maintaining physical distance, aim to still be low at the child's physical level**, so your non-verbal cues are more obvious to the child
- ❑ **Comment frequently** on what you observe children doing so that they know you are interested and paying attention
- ❑ **Have similar materials to what the children have** so you can:
 - ❑ ***imitate*** what they are doing
 - ❑ ***Expand*** on what they are doing by doing something different using the same materials
 - ❑ ***Extend*** the topic when appropriate by making a comment or asking a question that encourages children to think more deeply (e.g. while playing with toy insects and a magnifying glass, you could say, "*Spiders make me feel scared*" and/or "*When you see bugs inside your house, what do you do?*")
- ❑ **Incorporate "people play" activities that allow you to engage children, follow their lead and extend the interaction without materials or physical proximity, e.g., Simon Says, action songs, making up stories together, guessing games, I Spy, etc.**

SMALL GROUP LEARNING: strategy called SSCAN to help educator build language-rich interaction with children in groups. SSCAN stands for:

- **S - small groups are best** – groupings of three to five children are preferred for encouraging interaction. Physical distancing measures may now make it easier to support educators with organizing small group interactions.
- **S - select an appropriate activity** – this is now more important than ever. Not only do providers need to consider an appropriate activity for interaction, but all the guidelines for health and safety must also be respected. The important thing, though, is not to lose sight of the interaction focus. Activities should:
 - ❑ Interest all the children
 - ❑ Allow all the children to be involved with respect to appropriate developmental expectations (can the child attend to the activity, participate with the materials, interact as much as possible with the educator and his peers while maintaining distancing?)
 - ❑ Allow the provider to easily see all the children (even with physical distancing), with a particular emphasis on those children who are challenging to engage being positioned front and centre (i.e. directly across from the educator)
 - ❑ Not involve too many props/materials for the child to manipulate which may detract from the interaction/conversation
- **C - carefully observe** – interactions happen when children are both interested and actively involved in an activity. Watching for children's interest and participation will be particularly important with physical distancing since the provider will need to keep moving her head around what will be much larger circle than would typically result from a small group of children.
- **A - adapt to each child's focus** – aim to notice children's initiations and responses and follow their lead. Doing this successfully means that the provider continues to observe around the group, uses her own materials to join in play, and makes responsive comments that match a child's language level.
- **N - now keep it going** – continue to keep children engaged and interacting throughout the activity

ENGAGING IN SHARED READING STRATEGIES

Paper books can be rotated every 72 hours (quarantined books) educators can choose to create bins where books will be placed that will be quarantined for 72 hours after being used. Other ways of providing books that can be sanitized should be explored, such as bathtub and laminated books, which can include ones that are homemade. Other suggestions include:

- ❑ Group book sharing where the educator holds the book is an ideal way to engage a group who is distanced and does not require the children to touch anything or each other.
- ❑ Offer easy to clean props to children that encourage participation and interaction, such as a toy digger while reading *Where Do Diggers Sleep at Night?*
- ❑ Read with animation
- ❑ Make sure the book is large and clear enough for the children to see the illustration.
- ❑ Pause frequently to encourage interaction and conversation with the children. Pausing helps you create opportunities to act out the story, imitate actions, ask questions, make interesting comments and relate the book to the children's personal experiences.

The Outdoor Classroom Environment

In the Kindergarten program, learning in the outdoors is included as part of the instructional day, and the educators play an active role, engaging with children in an inquiry stance as they play, explore, and learn together outside the classroom. Outdoor spaces offer valuable learning opportunities, and natural settings can inspire the kind of thinking, learning, leadership, and innovation.

Outdoor Learning Considerations:

- Consideration should be given to beginning and spending as much time outdoors as possible (weather permitting)
- Providing shade from the sun or from drizzle, consider canopies similar to one used for track etc to be placed in the schoolyard in strategic locations.
- Outdoor learning materials such as loose parts that can be washed, once used placed in a laundry basket.
- These items can be washed in the laundry basket using soap and a hose or placed in a bin of warm soapy water.

Intentional Outdoor Space Set-Up

Using the outdoor space as frequent as possible will be easier for students to socially distance when learning outside. Intentionally planning your outdoor space to engage students in learning through the development of the four frames. Create a [toolbox of outdoor learning experiences](#)

Active Play (Self-regulation and Wellbeing): Build gross motor skills: Children have a natural curiosity and need for adventure

- ☐ Balancing, jumping, swinging. (bike tires, logs, home depot buckets, ropes, mini wheel barrels)
- ☐ Obstacle course
- ☐ Exercise movements
- ☐ Outdoor dance
- ☐ Coding in a large grid outdoors

Ecological/ Experimental Play (Problem Solving and Innovating): Discovering, exploration and hypothesizing- messy, flexible, messy and emergent

- ☐ Around the tree placing mulch for exploration
- ☐ Blackboard against the fence that would allow for chalk and paint with water.
- ☐ Plexiglass against the fence would allow for painting with watercolours
- ☐ Individual water play with a water play tub
- ☐ children can use hoops from the gym and hand lenses to explore a small area of ground and then record what they see

-

Gathering (Belonging and Contributing):This can be a large or small group. Fosters social interaction and provides a sense of comfort (The sandbox area when closed can work as a stage area for planned sharing or spontaneous events (provide pylons, crates)

- ☐ Canopy- for shade
- ☐ Picnic tables
- ☐ Benches
- ☐ Seating logs,
- ☐ Wooden spool,
- ☐ Wood cookies
- ☐ Singing is not permitted indoors so consider singing outside

Individual Play (Literacy and Math Behaviours + all Four Frames):This space is a place for quiet time (tarp, pop up tents) some children are sensitive to loud noise and need a quiet place in the playground.

- ☐ Chalk play
- ☐ [Reflective Sit Spots](#)
- ☐ Individualized materials for the outdoor to use

Loose Parts Materials for Outdoor Kindergarten:

- | | |
|---|---|
| <input type="checkbox"/> Pots | <input type="checkbox"/> Pans |
| <input type="checkbox"/> Milk crates | <input type="checkbox"/> Spoons |
| <input type="checkbox"/> Lego | <input type="checkbox"/> Bins for water play |
| <input type="checkbox"/> Drawing utensils | <input type="checkbox"/> Tarps |
| <input type="checkbox"/> Shovels | <input type="checkbox"/> Ladles |
| <input type="checkbox"/> Muffin tins | <input type="checkbox"/> Margarine containers |
| <input type="checkbox"/> Yogurt | |

Kindergarten Entrance Protocol

Parents/guardians are not to enter the school.

Those who are dropping off and picking up Kindergarten students are encouraged to:

- ☐ Maintain physical distance from other adults and children.
- ☐ Wear face coverings.
- ☐ Remain outside the Kindergarten play area and leave immediately after dropping off or picking up their child.
- ☐ Kindergarten students in Before Care are escorted by staff directly into their designated classrooms.
- ☐ Late drop off or early pick up, parents will be asked to call the school from the front door but will not be permitted to enter the school.
- ☐ Office staff will sign the student in or out and notify the classroom teacher.
- ☐ A staff member will be requested to escort the Kindergarten student either from or to class.
- ☐ Staff or Kindergarten team members will receive and dismiss Kindergarten students from the Kindergarten play area.
- ☐ Staff are encouraged to release children to caregivers one at a time, maintaining distance from other cohorts.
- ☐ Staff are encouraged to conduct standard hand hygiene protocols before students enter the classroom and before they exit the classroom.

Recess Protocol

- Students are expected to remain in their cohorts during recess.
- Students are to wash hands or use hand sanitizer before and after recess.
- Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts.
- Until further notice, exterior school play structures are closed
- Maintain a physical distance while playing outside.

Student Personal Belongings

Personal belongings brought to school should be minimized and everything should be labelled

- Backpack (wear its managed needs to be separate)
- Change of clothing
- Indoor shoes
- Sun protection
- Water bottle
- Food-Lunch and Snacks
- Masks (Encouraged)
- Personal Hand Sanitizer (optional as this will be provided)
- Small comfort item (if needed). This may include a small item that can easily be stored in a pocket or backpack. This might also be a family photo that can be kept at school. Parents may also consider sending an electronic photo that can be posted in the classroom.

MAKING THE FOUR FRAMES Visible as we transition back to school

Belonging and Contributing

- Where do they play?
- Who do they play with?
- What type of play do they prefer?
- Are they a leader or a follower or an observer?
- Who do they talk to?
- What do they talk about?
- What have they indicated an interest in?
- What are they proud of?
- Describe what makes them special?
- How do they approach problems with peers?
- How do they demonstrate empathy?
- How do they participate in the large/small group discussions?
- How do they interact with their peers? With adults?

Problem Solving and Innovating

- What are they curious about?
- What do they investigate?
- What kind of questions do they ask?
- What kind of predictions do they make?
- How do they respond to questions about their interest?
- How do they make use of open-ended materials indoors and outdoors?
- How do they approach problems within projects and creations they are engaged in?
- How do they describe their projects and creations?
- How do they use the resources in the room, including people?
- How do they advocate for their needs?

Self-regulation and Wellbeing

- How do they manage their snack and lunch?
- How do they manage being tired or overstimulated?
- How do they manage transitions?
- How are they aware of personal safety in their play?
- How do they manage turn taking and sharing?
- What activity do they settle into and focus on?
- How do they manage their ability to listen focus at group times?
- Describe their motor skills
- How do they manage their emotions?
- How do they respond to the emotions of others and to their own emotions?
- How do they manage toileting and hygiene?
- How do they manage conflict with peers and adults?

Demonstrate literacy and Mathematical Behaviours

- What evidence of mathematical thinking and understanding have they demonstrated?
- How do they use numbers? What do they know about numbers?
- What mathematical vocabulary do they use?
- How do they demonstrate their understanding of measurement?
- How have they shown awareness of patterning?
- Where are they sorting? (i.e. tidy up time)
- Describe their speech patterns and vocabulary?
- What do they write? describe it?
- What are they interested in during read-alouds?
- What knowledge of letters and sounds have they demonstrated?
- What environmental print do they recognize?

FAQ

Amongst students within the same cohort/class, do we need to sanitize toys between each use? If not, when should they be sanitized? At the end of the day? At the end of the week?

Shared resources will be limited but where this occurs in a cohort they will need to be disinfected after each use.

Our students will be arriving to school with masks on. They will be outdoors at this time with their masks on. During outdoor play and at other times of the day, should they wear masks since it will be difficult for them to physically distance? Also if the children are not wearing their masks outside, do they need to wash their hands before putting their masks back on? They will be in the hallway and in the washroom without a mask.

Students will need to sanitize hands prior to going outside and entering the building during outdoor play/recess. At any moment that a mask is going to be removed hand sanitizing must happen before and after (especially when a handwashing is not possible).

As stated in the reopening guidelines, sensory materials should be provided for individual use. If a container of playdough is provided for each student, can that same playdough be used multiple times by that same student over a number of days.

The playdough will be able to be used from the student and alternate would be for example; use playdough Monday and then use playdough Wednesday to Page 15 of 92 between use and change of materials.

Should cubbies be used?

Yes cubbies can be used. There can be a visual strategy that students can adopt to allow for physical distancing as they put away their personal belonging and/or use their belongings.

What are your recommendations for a kindergarten student who is struggling (crying, screaming) to enter the school, since the parents are not permitted to accompany them?

The educator would be in full PPE wear (you may want to wear a gown) and would lend their calm in supporting the student's entrance to the school. It is highly encouraged for educators to have prior conversations with parents to get an understanding of their child's feeling about school and insight into their likes and dislikes. This will support the educator with having tips and ideas on how to support the transition (i.e. if the child really likes dinosaurs, having one available)

Children with no masks, what can we do?

Supporting students with sensory needs by providing exclusive individual materials (i.e. sensory bin). Monitoring and encouraging of hand washing and sanitizing. Supporting parents with mask training and having conversations with parents in regards to strategies of how to support their child.

I have been discussing with my fellow kinder team members and principal regarding sharing/ co-creating in small groups 2-3 kids (these children would be a mini cohort within our class cohort in order to allow social interactions and relationship building, which is essential to kinder).

Students in the classroom will be in one cohort meaning this is their group to socialize and play with. When a 2 meter distance is not possible, try a one meter distance amongst play areas, when students are not able to distance they are protected with their masks, handwashing, sanitizing and being in their respective cohort.

How do I setup for Snack and Lunch?

It is highly encouraged to spread out through the space to have snack and lunch (wipeable picnic blanket/ shower curtain) if this is not possible consider having a staggered lunch and snack.

What can I do to support students with Self-regulation?

Provide a space in the classroom using the gym mats for students to rest and use as they need.

What do I do with students that had a safety plan last school year?

Have a plan of action, implement the safety plan.

Are the ELP teaching teams and/or students allowed to sing as part of the program?

Only in the outdoor space, physically distant.

Can we use play mats/yoga mats as a means to provide individual seating throughout the classroom/outdoors?

Yes mats are recommended to create the distance spacing in both indoors and outdoors.

How many students should be situated at a table/grouping (i.e. how much distance should be maintained? What do we do if this cannot be met?

Students are encouraged not to be facing each other, and grouping are the cohort.

Can students(a group - for example a table grouping) be at a center together? Or should all centers be closed due to multiple touch points?

Table groups can be done taking into account physical distancing and hand sanitizing and handwashing protocols

There is not enough materials to rotate?

Creating an inventory of the materials that you have and using some of the materials for individual students to use and then washing or quatinting your materials.

Should we individualize and create small activity bins per student?

Yes it is highly recommended for students to have their individual materials in clear ziplock bags, mesh bags, bins (easily cleaned and stored)

Can we hold students' hand with gloves? And if yes, can we then hold the hand or assist another child (ex. pencil grip) with the same gloves?

Yes you can use PPE to support students, keeping in mind you would need to change gloves, always remember to refer to the reopening schools safety manual as it outlines the specifics in regards to protocols.

Lastly, I have a child with special needs and has the tendency to 'run' or 'flee', we are expected to keep the door open to maintain air flow, can we use a baby gate to provide further protection? Is this a health and safety issue? Is there another alternatives

Use visual cues, prompts and possibly a pylon and stop sign to provide the students with strategies lots of routine building and practising. The gate can be a hindrance in an emergency situation and be hazardous.

How do we use ipad in the classroom for students to document their learning in brightspace portfolio?

Hand sanitizer or wash hands and then use the ipad once it is done it goes into a bin that is then wiped down before the next use.

Resources

1. Manitoba Education and Advanced Learning. A Time for Learning, A Time for Joy: A Resource for Kindergarten Teachers, 2015, www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf.
2. **Childcare After COVID-19: Balancing Precautions While Building Interactions** *By Helen Livshits, Speech-Language Pathologist at The Hanen Centre & Janice Greenberg, Director of Early Childhood Education Services at The Hanen Centre*
3. <https://chooseactreflect.wordpress.com/2020/07/06/new-thoughts-on-best-practice-for-distance-learning/>
4. GO SLOW TO GO FAST
https://www.oise.utoronto.ca/preview/lhae/UserFiles/File/Gentle_Reopening_of_Ontario_Schools-2020.pdf
5. Ontario Kindergarten Program, 2016
6. School Mental Health Ontario <https://smho-smso.ca/blog/online-resources/sel-posters/>
- 7.



Procurement Award Report – Addendum 1

The following shall be **added** to the **September 10, 2020, Corporate Services, Strategic Planning and Property Committee Regular Virtual Meeting**, Agenda item **16.a Monthly Procurement Approvals** (Recommendation), Appendix A:

Appendix A

No.	Report Name	Vendor Name(s)	Type	Description	Amount
10	Renewal of Read and Write and EQUATIO Licenses	Texthelp Inc.	Modification to existing award	Licenses to provide access to students system-wide in the usage of Google Read and Write and EQUATIO	\$190,880
11	FNMI Textbooks and Teacher Resources	Nelson Education Ltd.	New procurement award	Purchase of new FNMI textbooks, virtual books and teacher resources	\$86,626
12	Joint Broadband Internet RFP Award	Rogers; Beanfield; Bell;	New procurement award	Construction and implementation for Broadband Internet services at school sites	\$6,000,000
13	Purchase of Dell Chromebooks through SEA Fall 2020	Dell Canada	Modification to existing award	Purchase of 1000 Dell Chromebooks in support of student claims	\$392,420



Procurement Award Report

Report Name	Renewal of Read and Write and EQUATIO Licenses
Division	Special Services
SO/Executive	M. Meehan, Special Services Superintendent
Initiator/Requestor	D. Reid, Special Services Principal
Report Type	Modification to existing award

Tender/RFP Information

RFP/Tender #		Value + Net HST	\$190,879.60 including HST
Term Start Date	September 13, 2020	Term End Date	September 13, 2021

Description of Goods/Service or Change

82,000 Read & Write Unlimited:

12-month renewable premium Unlimited (Domain-wide) Read & Write subscription for use by all students and staff within the school/district/specified domain, with take home access. Includes access to all supported platforms Including Windows, Mac, Google Chrome, iPad and Android provided all technical requirements are met. Volume discount price applied.

Retail cost is \$1.95 CAD per student per year.

Retail dates: September 13, 2020 - September 13, 2021

\$1.44 \$118,080.00

82,000 EquatIO Unlimited:

12 month renewable premium Unlimited (Domain-wide) EquatIO subscription for use by all students and staff within the school/district/specified domain.

Volume discount price applied. Retail cost is \$1 CAD per student per year.

Retail dates: September 13, 2020 - September 13, 2021

\$0.82 \$67,240.00

82,000 EquatIO for LMS Unlimited

12 month renewable premium Unlimited (Domain-wide) EquatIO for LMS* subscription for use by all students and staff within the school/district/specified domain. EquatIO for LMS directly integrates into Canvas, D2L, and Schoology.

*EquatIO Unlimited subscription is required and must have same expiration date.

N/C N/C

82,000 Savings Multi-product

Discount: \$16,400.00

HST: \$21959.60

Total \$190,870.60

These licenses funded through Special Services (SEA) provide access to students system-wide in the usage of Google Read and Write and EQUATIO.

Procurement Process

Procurement Type	Single/Sole Source
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	
Name of Recommend Vendor/Bidder	Texthelp
Winning Bid Value + Net HST	CAD\$190,879.60 including HST.
Budget Source	771
Budget Source approval (Report & Date)	
Under/Over Budget	Within approved budget

Formal Award Recommendation

In keeping with TCDSB's ongoing support of Special Needs students and all students across the system it is recommended that the licenses for READ and WRITE and EQUATIO, extensions of the Google Suite be renewed for the 2020-2021 school year.



Procurement Award Report with Project Update

Report Name	FNMI Textbooks and Teacher Resources
Report #	
Division	Equity, Diversity, Indigenous Education & Community Relations
SO/Executive	D. Chen, Superintendent – Equity, Diversity, Indigenous Education & Community Relations
Initiator/Requestor	M. Diamanti, Officer
Report Type	New procurement award

Tender/RFP Information

RFP/Tender #		Value + Net HST	86,625.60
Term Start Date	August 26, 2020	Term End date	August 31, 2020

Description of Goods/Service or Change

Purchasing new FNMI textbooks, virtual books and teacher resources from Nelson's Education Ltd.

Procurement Process

Procurement Type	Single/Sole Source
Consortium/Group Purchase	No
# of Compliant Bidders/Respondents	
Name of Recommend Vendor/Bidder	Nelson Education Ltd.
Winning Bid Value + Net HST	
Budget Source	756101
Budget Source approval (Report & Date)	
Under/Over Budget	Within approved budget

Formal Award Recommendation

That the Board approve the purchase of new textbooks and teacher resource materials for the First Nations Metis and Inuit program in the amount of \$86,625.60 including net HST.



Procurement Award Report

Report Name	Joint Broadband Internet RFP Award
Division	ICT Services
SO/Executive	S. Camacho, Chief Information Officer
Initiator/Requestor	K. Chung, Senior Manager, IT Security/Network Infrastructure & Services J. Di Fonzo, Senior Coordinator, IT Infrastructure and Operations
Report Type	New procurment award

Tender/RFP Information

RFP/Tender #	TDSB RFP AS20-114P	Value + Net HST	\$6,000,000
Term Start Date	October 1, 2020	Term End date	September 30, 2028

Description of Goods/Service or Change

The current Wide Area Network (WAN) infrastructure utilizes fibre connections supplied by Bell that are centrally routed through the TCDSB Data Centre to get access to the Internet or to internal TCDSB resources. The use of Broadband Internet services with SD-WAN (Software-defined Wide Area Network) security equipment provides direct access to the Internet. With increasing use of services delivered direct from the Internet, a transition to an SD-WAN infrastructure with Broadband Internet services creates a more cost effective and more efficient architecture to deliver these services to schools and departments.

Broadband Internet services are a prerequisite for the Ministry of Education's Broadband Modernization Project (BMP) initiative that is based on an SD-WAN architecture. In July 2019, TCDSB entered an agreement to participate in the BMP initiative with the Ministry. As part of this project, the existing Bell Wide Area Network (WAN) network infrastructure will be displaced with Broadband Internet services. The SD-WAN equipment have been acquired and are being deployed at the schools.

TDSB (Toronto), YCDSB (York Catholic) and TCDSB (Toronto Catholic) jointly released TDSB RFP AS20-114P on February 25, 2020, to request bids for Broadband Internet services for the three (3) school boards. Six (6) suppliers responded. Hydro One did not submit bids for TDSB and TCDSB sties. Two (2) suppliers, iTel Networks and CONNEX did not meet the requirements for stage two pricing evaluation. The Bell Business Internet Service (BIS) was disqualified for not meeting RFP requirements.

The report recommends vendors in Appendix A be awarded to supply Internet services as per TDSB RFP AS20-114P – Rogers with 173 sites, Beanfield with 22 sites and Bell with 6 sites. The construction and implementation for Broadband Internet services will be completed in 4 waves over a 16-month period. The initial term of the agreement is for 3 years with the option to extend up to five additional 1-year periods. The spend for the terms is estimated at \$6,000,000.

Procurement Process

Procurement Type	RFP
Consortium/Group Purchase	Yes - Other
# of Compliant Bidders/Respondents	6
Name of Recommend Vendor/Bidder	Rogers, Beanfield and Bell
Winning Bid Value + Net HST	\$6,000,000
Budget Source	ICT Services Division - Operations budgets
Budget Source approval (Report & Date)	2020-21 Budget Estimates – Overall and Instructional 2020-21 Budget Estimates – Non-Instructional July 23, 2020
Under/Over Budget	Within approved budget

Formal Award Recommendation

The report recommends vendors in Appendix A be awarded to supply Internet services as per TDSB RFP AS20-114P – Rogers with 173 sites estimated value of \$4,300,000, Beanfield with 22 sites estimated value of \$1,000,000 and Bell with 6 sites estimated value of \$700,000. The construction and implementation for Broadband Internet services will be completed in 4 waves over a 16-month period. The initial term of the agreement is for 3 years with the option to extend up to five additional 1-year periods. The spend for the terms is estimated at \$6,000,000.



Procurement Award Report

Report Name	Purchase of Dell Chromebooks through SEA Fall 2020
Division	Special Services
SO/Executive	M. Meehan, Special Services Superintendent
Initiator/Requestor	D. Reid, Principal Special Services
Report Type	Modification to existing award

Tender/RFP Information

RFP/Tender #		Value + Net HST	\$392,420.00 plus NET HST
Term Start Date	Click or tap to enter a date.	Term End date	Click or tap to enter a date.

Description of Goods/Service or Change

Rationale for purchase of 1000 Dell Chromebooks in support of student claims through Special Equipment Amount funding in the amount of \$392,420.00 plus NET HST:

As per SEA Ministry Guidelines (2019-20) - PPA and Claims-Based Funding:

It is expected that equipment will be initiated, replaced or upgraded as needed to accommodate changes in students' needs, due to changing technology, and/or to better meet the students' strengths and needs as documented in the current IEP. (p.5)

Procurement Process

Procurement Type	Single/Sole Source
Consortium/Group Purchase	Choose an item.
# of Compliant Bidders/Respondents	
Name of Recommend Vendor/Bidder	Dell Canada
Winning Bid Value + Net HST	\$392,420.00
Budget Source	771 SEA
Budget Source approval (Report & Date)	
Under/Over Budget	Within approved budget

Formal Award Recommendation

- It is recommended to Board that the acquisition of 1000 DELL Chromebooks in support of individual assistive technology claims, purchased through DELL Canada with funding to come through SEA (Special Equipment Amount) be approved at a cost of \$392,420.00 plus net HST.

September 9, 2020

Toronto Board of Health Members

Re: Update on Toronto Public Health's COVID-19 School Protocol

Dear colleagues,

Re-opening schools is a significant test of how we handle the next stage of the COVID-19 pandemic – and so it is crucial that we do everything we can to get it right.

Over the summer, our team at Toronto Public Health has been hard at work providing advice and guidance to the Government of Ontario and the Toronto District School Board and Toronto Catholic District School Board on enhanced measures for safe school reopening. These measures include recommendations on ensuring adequate space for physical distancing of 6 feet (or 2 metres) among students; facial coverings for all students where possible; prioritizing resources and supports for schools in high-needs areas; exploring new testing options for homes and schools, including piloting saliva-based testing; and encouraging a flexible start date – many of which have been adopted by the TDSB and TCDSB.

As we head into the school year, I want to provide you with an update on protocols that Toronto Public Health has developed to manage and respond to cases of COVID-19 within in the school system. These protocols are in addition to the team of over 70 public health nurses who are providing on-the-ground support to schools, as well as advice, training, and education to staff and families.

Our team at Toronto Public Health has been working closely with the TDSB and TCDSB, along with our provincial partners, to ensure that schools are as safe as possible during these uncertain times. The City's webpage [COVID-19: School Information for Parents & Caregivers](#) has resources and information for parents, including how to prepare for school, how the cohort system will work, and which face coverings should be used.

Toronto Public Health has developed a detailed protocol for what will occur if a child or staff member at a school tests positive for COVID-19, which includes the following:

- All parents with children attending the school will be notified by Toronto Public Health if there is a positive case in the school. The identity of the person who tested positive for COVID-19 will not be shared as this is personal health information.
- Toronto Public Health will lead the case and contact tracing. This includes working with the school to find out who the child or staff member had contact with while they may have been contagious.
- Depending on the timeline of the case, all students in the same class cohort will need to self-isolate for a period of 14 days at home.

- Toronto Public Health will advise students who have been asked to self-isolate when they can return to school.
- Other students in the school should monitor for symptoms, but if they are not a close contact of the case, they do not need to self-isolate or stay home unless directed to by Toronto Public Health.

Toronto Public Health is responsible for declaring an outbreak, which occurs when there are two or more positive cases in a school, within a 14-day period, with at least one infection traced back to the school environment. It is important to note that an outbreak does not, in and of itself, trigger a school to close. Direction during an outbreak will be provided by Toronto Public Health, and may include measures such as transportation to and from school or before and after school care.

These are uncertain times, and preparation is key. While we cannot anticipate every outcome, we can ensure that there are procedures and processes in place that will mitigate transmission and help to keep people safe.

Since January, we have relied on our Medical Officer of Health Dr. Eileen de Villa, and our team at Toronto Public Health, to lead us through these challenges. As we embark on another phase in our ongoing response to the COVID-19 pandemic, I am confident that with their expert advice and guidance we will continue to make progress in the fight against COVID-19 in our city.

I look forward to meeting on September 21 and discussing these matters in greater detail.

Sincerely,

Joe

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

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



September 10, 2020

Hello TCDSB Trustees:

We are writing this letter in regard to the recent motion that was approved on Thursday's board meeting re: school uniforms. We have a genuine concern in which this motion was presented and consequences for what it entails.

We understand that these are truly unprecedented times, and in the sincere hope of trying to offer help and support to families this motion may have appeared in goodwill - but unfortunately, it has created quite the opposite and has just made things more confusing and given parents more stress.

This motion was presented in the early morning on Friday in the Board meeting, without any prior input or consultation of any kind from any parents. Uniforms, and it's any decision regarding its implementation is not a small question, and requires the proper time, information, alternatives and variables behind any decision regarding it.

While we appreciate the student trustee's grassroots initiative, the purchase and expectation of uniforms are of a great parental concern. As parent groups, we had no idea of this concern being considered, had not heard it as a concern from any of our stakeholder feedback sessions, had not considered options or the impact across the system.



In the Community Engagement Policy T.7, it states, in its purpose: *"This policy affirms and promotes the need to engage community members in decision-making processes that foster student achievement and well-being, identify new and emerging issues, support the implementation of Toronto Catholic District School Board plans and strategies, and provide direction about policy decisions."*

Parents, on average, already purchased the required school uniforms for the new year as we were to begin on the 8th, as always we act accordingly to prepare our kids for the school year passing this motion a week before school is to officially commence, puts a lot into question. This matter directly impacts the Dress Code, local school codes of conduct, progressive discipline and student safety.

To highlight some of the confusion we are hearing: it will not be enforced, but, students can wear them if they like or wear civvies only - what will our schools look like - How about the students that actually prefer to wear the uniform that their schools have, so that there is no comparison of what they can and cannot afford of regular clothes, not to mention that in many schools students have a pride in wearing their school colours which gives them a sense of belonging and guidance.

We believe that the best course of action is to reconsider this motion, ensure that uniforms are a part of the fabric of our Catholic schools, as it has been for decades, and continues to be one of the many reasons that sets us apart from the public board. We understand the challenges that families have faced since the beginning of this pandemic, but we also know that there has always been support given to our families in need, and now is no different. In G.11, Policy SS07, "Dress Code for students" also addresses this - Maybe a motion to allocate funding to



the Angel Foundation specifically for students for uniforms may be an option, contacting suppliers to lower their prices, offer more vouchers etc. - and in the

meantime allow local schools to consider modifications or timing changes to their dress code to ensure comfort for students while wearing masks and adapting to new classroom environments.

The more structure, tradition, normality we can offer our students right now is the best way for them to adapt to the other new changes in schools, now is not a time for this kind of change which will only create safety concerns, confusion and more stress for parents - but at the *very least*, have the proper consultation with parents, and not rush into decisions that will impact our Catholic Schools in more ways than one.

John Del Grande

CPIC Chair

Annalisa Crudo-Perri
OAPCE Executive Director

September 10, 2020

Mr. Joseph Martino
Chair, Board of Trustees
Toronto Catholic District School Board
80 Sheppard Avenue East, Toronto.

RE: A letter of support for the TCDSB Proclamation of the *Quincentennial Jubilee of Christianity in the Philippines (QJCP)* and ensuring the implementation of this year of celebration

Dear Trustee Martino and TCDSB Trustees,

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

Matthew 28:19-20 says, “Go, therefore, and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe everything I have commanded you. And remember I am with you always, to the end of the age.”

The Philippines was christened 500 hundred years ago. For almost half a millennium, it was the only predominantly Christian nation in Asia. More than 86 percent of the population is Roman Catholic, 6 percent belong to various nationalized Christian groups, and another 2 percent belong to well over 100 Protestant denominations.

In a time where Christianity and Catholic values are besieged from many fronts, and, in the current desperate times due to the COVID-19 pandemic, the *500th Anniversary of the Arrival of Christianity in the Philippines celebration* brings good tidings, joy, a breath of fresh air, and hope.

As we always say in Toronto Catholic, we “*Rooted in Christ. we belong, we Believe, we Become.*” Here is an opportunity to celebrate, witness and proclaim our Catholic faith. In this difficult pandemic time, we all need to be reminded of our sustaining faith. God will always be with us to the end of days but as humans, it is easy to forget once strife and challenges come our way. We need to be reminded always of Christ’s sacrifice and the sacrifices of early Christians, in the name of God.

In line with this, we, Ben Corpuz, Kit Galema, and Paulina Corpuz, strongly and deeply supports the motion presented by Trustee Garry Tanuan that the TCDSB:

1. “Proclaims to centrally and locally celebrate the *500th 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.

2. 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."
3. Ensures the implementation of the key activities by, "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 500th 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."

Respectfully,



Ben Corpuz
Chair, Filipino Workers Network and
External Vice President, Philippine Independence Day Council
Treasurer, Board of Directors, Kababayan Multicultural Center
Vice-President, Governance, Canadian Multicultural Council, Asians in Ontario



Kit Galema
Acting President & EVP, Filipino-Canadian Parents Association in Catholic Education (FCPACE)
Coordinator, Live Christ Share Christ (Maritime Provinces)
Past President and Country Servant, Couples for Christ Foundation for Family and Life



Paulina Corpuz
President, Philippine Advancement Through Arts and Culture (PATAC)
Proponent, June as a Filipino Heritage Month
Member, Council of Leaders, Philippine Independence Day Council (PIDC)
Past President, Filipino-Canadian Parents Association in Catholic Education (FCPACE)



CONSULATE GENERAL OF THE REPUBLIC OF THE PHILIPPINES
TORONTO

OVC-LTR-255-2020

10 September 2020

Dear Chair Martino:

I would like to extend my sincere thanks to you for receiving me this morning at your Office in the Catholic Education Center of the Toronto Catholic District School Board (TCDSB) despite the short notice.

As I conveyed to you during our meeting, the Philippine Consulate General in Toronto and the Filipino Canadian community are forever grateful to the Toronto Catholic District School Board as it proclaimed and celebrates June 12 as *Filipino Heritage Day* and the month of June as *Filipino Heritage Month* in the TCDSB annually. At present, there are an estimated 400,000 Filipino Canadians in the Greater Toronto Area (GTA).

Next year (2021) is a significant milestone in the history, social, cultural, and religious identity of the Filipinos in Canada with the celebration of the **500th Anniversary of the Arrival of Christianity in the Philippines**, as well as the 123rd 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 08 November 2017, and the proclamation of the month of June as *Filipino Heritage Month* across Canada by the Parliament of Canada on 30 October 2018.

The Philippines' cultural heritage and dedicated passion for our Catholic faith significantly enhance the TCDSB's Mission and Vision in schools under the TCDSB. We expect that activities such as the art competition proposal from the Philippine Consulate General in Toronto will encourage the young students in schools under the TCDSB to actively participate.

Trustee Gary Tanuan's motion for a *Proclamation* is fully supported as it highlights the importance of the commemoration and celebration of the *Quincentenary Jubilee of Christianity in the Philippines*.

Before I close, I also would like to thank Dr. Brendan Browne, Director for Education, for receiving me this morning.

Please accept the assurances of our highest esteem.

Very truly yours,


ORONTES V. CASTRO
Consul General

The Honourable Mr. JOSEPH MARTINO

Chair

Toronto Catholic District School Board (TCDSB)

E-mail address: joseph.martino@tcdsb.org

cc: **Dr. Brendan Browne**

Director for Education

E-mail address: Brendan.Browne@tcdsb.org

Trustee Gary Tanuan

E-mail address: garry.tanuan@tcdsb.org

7th Floor, 160 Eglinton Avenue East, Toronto, ON M4P 3B5

Tel. 416-922-7181 Fax. 416-992-2638

Website: www.philcongen-toronto.com Email: consularmatters@philcongen-toronto.com



FILIPINO HERITAGE COUNCIL OF CANADA

11 Pond Fernway, Toronto, Ontario, Canada M2J 4M9

SENT VIA E-MAIL

10 September 2020

Mr. Joseph Martino
Chair, Board of Trustees
Toronto Catholic District School Board
80 Sheppard Avenue East, Toronto ON M2N 6E8

Through: Dr. Brendan Browne
TCDSB Director of Education

Dear Trustee Martino and The TCDSB Board of Trustees,
Greetings!

This letter refers to the Philippine commemoration in 2021 of the 500th Anniversary of the Arrival of Christianity in the Philippines, a historic milestone event in our country. In this regard, the Filipino Heritage Council of Canada (FHCC) is pleased to provide this letter of support and gratitude to the Toronto Catholic District School Board for approving the Philippine Consul General of Toronto's request to celebrate the landmark Quincentennial Jubilee (500th Anniversary) of Christianity in the Philippines at the TCDSB commencing with the Art Exhibit & Competition launch at the Catholic Education Centre.

Additionally, FHCC is supporting the request of Trustee Garry Tanuan and Philippine Consul General Orontes Castro to the **TCDSB Proclamation of the Quincentennial Jubilee Celebration of Christianity in the Philippines**, with the event launch at the Toronto Catholic District School Board of "*PH500 Quincentenary Jubilee Art Exhibit*" in October 2020 at the Catholic Education Centre followed by Philippine historic landmark events in March and April 2021, Filipino Heritage Day on June 12, 2021; and a *Catholic Community Jubilee Mass* to highlight the Closing Celebration in August 2021.

The FHCC believes that the Philippines' rich cultural roots and proud passion for our Catholic faith greatly enhance the TCDSB's mission and vision with the continued encouragement and engagement in our Catholic schools, especially those with plans to offer in-school events during the June Filipino Heritage Month.

Our FHCC organization, a registered not-for-profit & volunteer-run association composed of Filipino-Canadian professionals, business executives, entrepreneurs and community & faith leaders, has been engaged since 2018 in promoting, cultivating, and preserving the vibrant heritage, history, language and culture of the Philippines. The mission of FHCC is to lead and support in celebrating and propagating the historic values and contributions of the Filipinos in Canada that includes the traditional and nurturing Catholic values brought about by 500 years of Christianity in the Philippines.

We are fully supportive of Trustee Garry Tanuan's motion to establish a *Quincentenary Jubilee of Christianity in the Philippines (QJCP)* Task Force at TCDSB to aptly coordinate the key events marking the 500th Catholic Jubilee Year for the Board and community. These milestone events will further enhance a vibrant faith-based community of Catholic students, parents, and teachers within the Catholic school system and the wider community. The members of our Filipino Heritage Council of Canada have greatly benefited from participating in the projects and programs of the TCDSB like the celebration of the live "*TCDSB Filipino Heritage Day/Month Virtual Celebration*" last June 12, 2020, and other school and community activities despite the onset of the pandemic. Furthermore, these events vastly contribute to building relationships between our leaders, community stakeholders, and the TCDSB.

Having this "*500th Anniversary (Quincentennial Jubilee) of the Arrival of Christianity in the Philippines*" celebration can complementarily serve to enhance the community-building process especially between schools and organizations, to contribute to the growth of the faith community and to enable more parents and volunteers to actively participate in the education of students.

Broadening and strengthening the relationship is key to the success of the Catholic faithful in the Greater Toronto Area. We look forward to continuing our engagement in this initiative and as well as with the TCDSB in building effective collaboration and cooperation.

Thank you for your kind consideration and utmost attention.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Tony A. San Juan'.

Tony A. San Juan (OCT-Retired)
Chair
Filipino Heritage Council of Canada



Financial

- Many families have lost their jobs due to Covid-19, and are unable to provide basic necessities, let alone uniform.
- Uniforms are expensive for families in crisis due to Covid-19, the cost of a complete uniform outfit (short sleeve shirt and dress pants) is about \$89, which does not include all black shoes, sweaters, kilts and other sets of uniform. Some schools also require a winter and summer uniform as well.
- If schools close again due to a second wave, and students are required to transition to remote learning, what will happen with uniforms since they are not required for remote learning?



Student Statements

A Gr. 12 from Loretto Abbey said, “I support this completely. My parents struggle financially up to the point where I have to support them with the summer job I had this year. My younger brother is entering high school and was limited to what uniform he was able to purchase due to this financial burden.”

A Gr. 12 Bishop Allen said, “I really want to be honest, my school opted for a winter uniform a couple of years ago and it is very pricey. There are many reasons why I would love for there to be no mandatory uniform this year. I do not own multiple sets of uniforms because my sister also goes to the school. It is very difficult to wash the uniforms on the daily as I am afraid that the pants will be in distress. I noticed last year that with my pants, they started to tear a bit with frequent washing. I would love a choice of clothes this year because I know it would greatly help those everywhere. Covid-19 was such an unfortunate event that nobody had a choice of. People and families lost jobs and also lives. It is very important for schools to prioritize the comfort of families and parents whilst choosing the option for the better good of the health of their students. “



Student Statements

A Gr. 12 from St. Joseph's College said, "I support this motion because right now one of my parents are out of work and our family can already feel the financial difficulties. Having to buy new uniform pieces may not be a struggle for my family, but I know it will be this year for many families. Before COVID-19 I know of people at my school who couldn't even afford the uniform regularly. I couldn't imagine what their situation would look like now."

A Gr. 12 from Madonna said, "I completely support this motion. As a grade 12 student who has not been able to afford more than two sets of uniforms since 9th grade, and can only do laundry once every two weeks, I can confidently state that uniforms form an ungodly amount of stress in the lives of low income families like mine. During a global pandemic, where anything and everything seems to be going wrong, and most families have found themselves in a financial drought, it does not seem just to demand such an expensive and unattainable uniform in return for an education."



Health and Safety

- Uniforms must be washed after every use to reduce the spread of Covid-19, especially for families living in those who are at a higher risk of being infected.
- Not all families have access to a washer and dryer, such as living within apartments or having to use the laundromat.
- Most families do laundry weekly to reduce the cost of the hydro and electric bills
- COVID can live on the plastic parts of the uniform, which can live on for hours undetected.



Student Statements

A Gr. 10 at Marshall said “I am a student who is unable to wash my uniform immediately after it being worn once. Despite me having two sets of uniform, it is still best to wash clothes as frequent as possible during this pandemic. I have more non-uniform clothing than uniform clothing. If the uniform policy is suspended for the 2020-2021 school year, it will be more convenient for students like myself.”

A Gr.11 at Mary Ward said “I only have one uniform shirt and pants and can’t keep washing them everyday (because of COVID exposure). To laundry them, I must use a whole load for one outfit. It comes with extra electricity and water costs 5 days a week for the whole school year which is not in the budget especially since my family has lost its income. Without the uniform policy, I can use casual clothing (5+ shirts & 5+ bottoms) with one outfit per day and occasionally laundry my clothes when I need them clean.”

A Gr.11 at Loretto Collegel support the motion to temporarily ban the mandatory wear of school uniform because due to the ongoing pandemic, families could struggle with affording their child's uniform as well as keeping it regularly clean. Additionally, students will only be attending school for about 2 hours every second day which would be a waste of clean uniform that would have to be washed again for the following day. Keeping in mind that it takes time and money to wash uniform for school



Mental Health and Well-Being

- Students often feel their best when they are in control of the outfits they wear.
- Students are confident and comfortable in their own clothes that cater to their own fashion sense.
- Dressing up have boost moods and have students looking forward to starting their day.
- Body dysmorphia can occur when one wears clothing that does not suit their body type or style.



Student Statements

A Gr. 12 from Carter said, “It may be easier on the students mental health. Teenagers and children naturally feel less stressed out in comfort spaces, and clothes work similarly. To lessen stress levels on students, allow them to dress as they wish to make them feel more comfortable in such a high stress situation.”

A Gr. 12 from Madonna said “I’m graduating this year and my mom was thankful this motion passed because uniforms are so expensive. We would rather ensure we have food on our table and a roof over our head. Half of my siblings are in university and I’m next. I would rather use the money to apply to schools than buy another set of uniform for my last year of high school. Mentally I am ready tired. Dealing with back to school stuff has caused my mental health to plummet. When I’m able to pick out my own outfits, I get excited for the day ahead of me, because I feel good about myself! I feel confident and happy. It’s such a small thing, but it makes my day. I will still wear a uniform to school, but it would be nice to dress up a bit and express myself once a week!”



Student Statements

A Gr12 from Loretto Abbey says “I support this motion because I believe that clothes are a form of expression for students and allowing students to display their style is a confidence booster for them. I personally do not feel confident, comfortable, or happy wearing my school uniform and although I am graduating this year I hope that future students do not have to feel this way.”

A Grade 11 at St. Basils said that “When especially in a Catholic school, we should understand, God had given us our individual selves to express under his word. We should be able to express the individual creativity God has given us. Another factor affects those in poverty. Many very low income parents have to buy sweat-priced uniforms for clothes that are only able to be worn in school for a limited time.

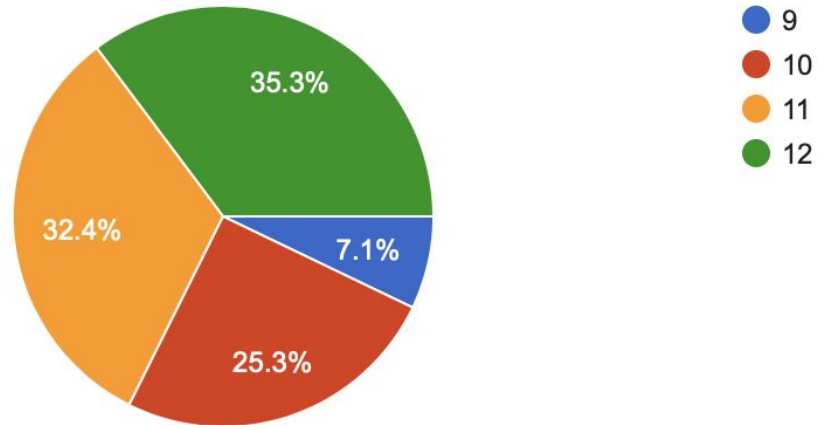
A Gr.10 from Cardinal Newman said “If we are going to school for 2 and a half hours everyday , every other day ,in the heat , than we might as well be comfortable while doing so. It would make this difficult time less stressful if we are comfortable in our own clothes. Plus picking outfits may be something to look forward to while going into the next school day, it’s exciting!”

Grade Response Numbers



What grade will you be in this year?

3,287 responses

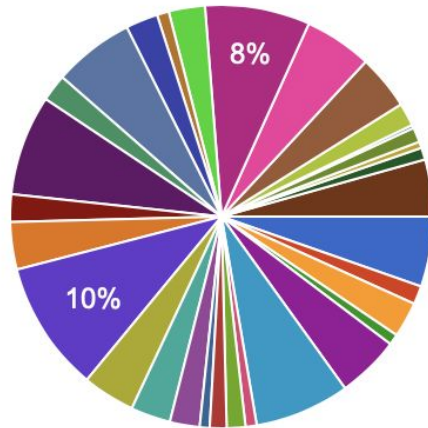


School Response Answers



What school do you attend?

3,287 responses



- Bishop Allen Academy-
- Bishop Morrocco/Thomas Merton
- St. Oscar Romero
- Brebeuf College
- Cardinal Carter
- Cardinal Newman
- Chaminade College
- Dante Alighieri Academy

▲ 1/4 ▼

Yes/No/Maybe Responses

- Do you agree with this motion? *THIS MEANS UNIFORM IS NOT MANDATORY. YOU CAN STILL WEAR IT IF YOU WISH.

3,287 responses

