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

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, October 15, 2020 7:00 P.M.

8.	Notices of Motions

8.b.	From Trustee Di Giorgio regarding Deployment of Contingency Fund			
	for School Upgrades			

8.c. From Trustee Di Giorgio regarding Transparency in Allocation of Clerk Typists at all Toronto Catholic District School Board Elementary Schools

11. Presentations

- 11.d. From John Del Grande, Catholic Parent Involvement Committee (CPIC), Chair regarding CPIC Annual Report 2019-2020 (Refer to Item 17d)
- 12. Delegations

12.b.	From Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers (TECT) regarding Ongoing Operational Issues Related to the Re-Opening of Schools	4
12.c.	From Kyle Ianuzzi regarding Issue with Due Process regarding Trustee Conduct Complaints	5 - 6

17. Matters recommended by Statutory Committees of the Board

Pages

3

Recommendations to Board:

1. To develop and draft a policy with protocol and procedures outlining the use of exclusions and the appeal process for Exclusion Appeals.

2. That a report be prepared for the counting the number of Individual Education Plans (IEP) due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed.

The report to Include IEPs due no earlier than the beginning of the 2020/21 school year;

The report to accumulate new reporting periods as the 30-school day period expires;

The report should not include more than the previous 5 school years of reporting;

The report to separate Elementary and Secondary results with a board wide cumulative result; and

The report be included with the annual accountability framework report.

3. That the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted.

4. That SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B.

5. That a budget presentation be made as soon as possible to SEAC on the Special Education Budget;

6. That SEAC review, provide feedback and make recommendations about the Special Education Plan.

		7. That membership be encouraged on the SEAC Committee.	
		8. That the Ontario Human Rights Code and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities be included in the cross-references section;	
		9. On page 76, Line 2:	
		That in the most inclusive way possible be added after students	
		10. That the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well	
19.	Repor	ts of Officials for the Information of the Board of Trustees	
	19.b.	Revised Return to School Report	56 - 104
	19.c.	Enrolment Status Report 2020/2021 All Wards - Withdrawn by Staff - Refer to November 4, 2020 Student Achievement Meeting Agenda	
	19.e.	Itinerant Teacher Report - Withdrawn by Staff	
21.	Repor	ts from External Committees / Organizations	
	21.a.	From Ontario Catholic School Trustees' Association (OCSTA)	105

October 6, 2020 Ad Hoc Committee Meeting



Daniel Di Giorgio Trustee Ward 10

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Board Meeting, October 15, 2020

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Notice of Motion: Deployment of Contingency Fund For School Upgrades

MOVED BY: Daniel Di Giorgio, Toronto Catholic District School Board

WHEREAS: At the Oct 8th Corporate Services meeting the Board approved deploying \$316, 808.36 from the contingency portion of the Renewal Plan to complete upgrades at Michael Power/St. Joseph Catholic School;

WHEREAS: The scope of work included the installation of amenities such as a long jump pit, sand volleyball courts, a shot put zone and the planting of trees for neighbours privacy;

WHEREAS: These upgrades are not urgent in nature and constitute a questionable use of contingency funds; and

WHEREAS: We have many schools at our board with dilapidated track and field areas which are in greater need of these renewal contingency funds.

BE IT RESOLVED THAT: \$316,808.36 be allocated to Oscar Romero Catholic Secondary School and \$316,808.36 be allocated to Chaminade College School to complete track and field improvements; and

BE IT RESOLVED THAT: These funds be made available from the contingency portion of the renewal plan.

Daniel Di Giorgio Trustee, Ward 10



Daniel Di Giorgio Trustee Ward 10

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Board Meeting, October 15, 2020

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Notice of Motion: Transparency in allocation of Clerk Typists at all TCDSB Elementary Schools

MOVED BY: Daniel Di Giorgio, Toronto Catholic District School Board

WHEREAS: Errors may exist in the allocation of clerk typists across our elementary schools; and

WHEREAS: Similar human resource allocation issues have occurred in the past and school communities would like additional transparency on the matter.

BE IT RESOLVED THAT: Staff produce a list of all clerk typist allocations as of October 15, 2020 at all elementary schools including the following information for each school:

- Current enrollment including breakdown of in-person vs. online learning
- Weighted enrollment assuming 100% in-person learning

Daniel Di Giorgio Trustee, Ward 10



TORONTO CATHOLIC DISTRICT SCHOOL BOARD For Board Use Only

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED Delegation No.

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

Name	Julie Altomare-Di Nunzio			
Committee	Regular / Special Board			
Date of Presentation	10/15/2020			
Topic of Presentation	Ongoing Operational Issues Related to the Re-opening of Schools			
Topic or Issue	The negative in	pact that these operational issues are having on the TCDSB.		
Details	There continues to be on-going operationalization issues that are impacting negatively on the learning conditions of students and the working conditions of elementary teachers.			
Action Requested	That the Board take action to address these operational issues and mitigate the negative impact on our system.			
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	10/13/2020			

votonto Catholis	TORONTO CATHOLIC DISTRIC	Г SCHOOL BOARD	For Board Use Only
T	DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMIT	'EES	Delegation No
Bittict School Bo	PLEASE BE ADVISED THAT ALL STAN COMMITTEE MEETINGS ARE BEING I	NDING	 Public Session Private Session Three (3) Minutes
Name	Kyle Iannuzzi		
Committee	Regular / Special Board		
Date of Presentation	10/15/2020		
Topic of Presentation	Issue with due process regarding trustee conduct complaints		
Topic or Issue	I believe there may be some errors in due process in the handling of trustee code of conduct complaints		
Details	 I was party to an eternal report concerning trustee conduct; I was never provided with the final copy of the report to ensure I was not misrepresented. The report has never been made public - was there not a determination to deal with trustee code of conduct matters in public? When the matter was dealt with, my complaint was reduced from naming several trustees down to one trustee, for the same or similar offences. Those trustees, may or may not have been aware of their part in the same complaint; should they have been aware they may have oted with a conflict of interest when the matter was 		
Action Requested	 dealt with. Staff report on the nature of the complaints lodged by myself, and the named parties of the complaints. Staff report as to why the complaints were reduced. Staff provide myself with any documentation involved in the same matter, namely the report I was interviewed for and that that same report be made public Board to re-open the matter into complaints lodged by myself regarding trustee conduct Board investigate whether trustees voted with a conflict of interest 		
I am here as a behalf	delegate to speak only on my own	Yes	

For Board Use Only TORONTO CATHOLIC DISTRICT SCHOOL BOARD

- lic Session
- vate Session
- ee (3) Minutes

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 10/12/2020	

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.



MINUTES OF THE REGULAR VIRTUAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

HELD WEDNESDAY SEPTEMBER 16, 2020

PRESENT:

Trustees:	N. Crawford, Chair – In Person D. Di Giorgio A. Kennedy
External	George Wedge, Vice Chair
Members:	Melanie Battaglia
	Lori Mastrogiuseppe
	Tyler Munro
	Deborah Nightingale
	Mary Pugh
Staff:	B. Browne
	D. Koenig
	M. Meehan
	V. Cocco

- V. Cocco M. Gendron R. Macchia J. Mirabella F. Piddisi
 - D. Reid
 - P. Stachiw
 - S. Pellegrini, Acting Recording Secretary
 - S. Hinds-Barnett, Assistant Recording Secretary

2. Call to Order

Maria Meehan and Dr. Brendan Browne were introduced as the new Superintendent of Special Services and Director of Education respectively

2. Roll Call & Apologies

Glenn Webster was absent.

3. Approval of the Agenda

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum; and that Items 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report; 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility; and 16a) Autism Ontario 2020 Pre-Budget Consultation Submission be reordered after Item 6c) SEAC Annual Calendar as of March 2020, be approved.

On the Vote being taken, the Motion was declared

CARRIED

4. **Declarations of Interest**

There were none.

5. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Mary Pugh, that the Minutes of the Regular Meeting held June 10, 2020 be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Annual Calendar Items

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 6a) be adopted as follows:

6a) SEAC Annual Calendar as of September 2020 that the SEAC Annual Calendar begin with September each year.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 6b) be adopted as follows:

6b) Special Education Plan Review: The Special Education Advisory Committee (SEAC) that the changes to the Special Education Plan be referred to Staff for their review.

On the Vote being taken, the Motion was declared

6c) SEAC Annual Calendar as of March 2020

Superintendent Meehan indicated that this item was dealt with during Item 6a) SEAC Annual Calendar as of September 2020.

14. Matters Referred/Deferred to the Committee by the Board and Other Committees

MOVED by Melanie Battaglia, seconded by Deborah Nightingale, that Item 14h) be adopted as follows:

14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report that Staff extend an invitation to Student Trustees to present their 2020/21 Goals Report at the October 14, 2020 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that Item 14i) be adopted as follows:

14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility that the Item be tabled.

On the Vote being taken, the Motion was declared

16. Association Reports

MOVED by Melanie Battaglia, seconded by George Wedge, that Item 16a) be adopted as follows:

16a) Autism Ontario 2020 Pre-Budget Consultation Submission received.

On the Vote being taken, the Motion was declared

CARRIED

9. Reports of Officials for Information by the Board/Other Committees

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 9a) be adopted as follows:

9a) Superintendent Update - September received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9b) be adopted as follows:

9b) Superintendent Update - March received.

On the Vote being taken, the Motion was declared

MOVED by Trustee Kennedy, seconded by Lori Mastrogiuseppe, that Item 9c) be adopted as follows:

9c) Safe School Report 2019-2020 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9d) be adopted as follows:

9d) Science, Technology, Engineering, Arts, Math (STEAM) and Students with an Individualized Education Plan received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9e) be adopted as follows:

9e) Safe Schools Committee received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Deborah Nightingale, that Tyler Munro continue to be the SEAC Representative on the Safe Schools Advisory Committee. On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Main Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 9f) be adopted as follows:

9f) Mental Health Committee received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 9g) be adopted as follows:

9g) Special Education Superintendent Update - February received.

On the Vote being taken, the Motion was declared

10. Consideration of Motions for which Previous Notice has been Given
 MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 10a) be adopted as follows:

10a) From Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act:

WHEREAS: The operational procedures and protocol for appealing student exclusions as clearly outlined in the *Education Act*;

WHEREAS: The operational procedures and protocol for appealing are clearly understood and acted on by the school administrators;

WHEREAS: Parents who are faced with the question "How do I appeal an exclusion?" would only know the protocol if their own child was involved;

WHEREAS: Most parents are not reading the *Education Act* to get information regarding a policy or protocol that would affect their child; and

WHEREAS: Parents would likely go to the TCDSB website and search for a policy and/or form for information.

BE IT RESOLVED THAT: SEAC recommend to the Board to develop and draft a policy with protocol and procedures outlining the appeal process for Exclusion Appeals.

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Kennedy, that *"the use of exclusions"* be added after "outlining" (paragraph 6, line 2).

On the Vote being taken, the AMENDMENT was declared

9

On the Vote being taken, the Main Motion, as amended, was declared

CARRIED

12. Consent and Review

The Chair reviewed the Order Page and the following Items were held:

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request – Tyler Munro;

14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn – Trustee Kennedy;

14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports – Tyler Munro

14f) Set SEAC Goals for this Year (From the Draft Annual Calendar) – Deborah Nightingale;

14g) Review of Policy: Special Education Programs and Services (S.P.01) – Tyler Munro;

14j) Inquiry from Tyler Munro regarding Special Education Fair – Tyler Munro;

14k) Inquiry from Tyler Munro regarding Email Blasts – Tyler Munro;

17a) Letter of Resignation from Lori Ciccolini as Special Education Advisory Committee (SEAC) Community Representative – Deborah Nightingale; and

18a) Pending List as at September 16, 2020 – Tyler Munro

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that all Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

14b) Graduation Statistics for Students with Special Needs;

14d) Parent Reaching Out (PRO) Regional Grant 2019-2020;

14e) Communication from Windsor-Essex Catholic District School Board;

15a) Greater Essex County District School Board Letter to Minister of Education, February 20, 2020;

17b) SEAC Email Requirements and Member Contact Information;

18b) Pending List as at March 25, 2020; and

18c) Pending List as at February 19, 2020

The Chair declared a 5-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

Trustees: N. Crawford, Chair – In Person D. Di Giorgio A. Kennedy External George Wedge, Vice Chair Members: Lori Mastrogiuseppe Tyler Munro Deborah Nightingale Mary Pugh

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 13a) be adopted as follows:

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request:

WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: Special needs students without an Individual Education Plan (IEP) detailing their needed accommodations will not meet their potential at school, may become disruptive at school and become alienated;

WHEREAS: The Auditor General of Ontario in their 2008 report raised concerns about IEP not being completed in a timely manner. (Section 4.14. Recommendation 9, page 392);

WHEREAS: The Ministry of Education's IEP Resource Guide states: "The 30-day requirement for completion of an IEP applies to the IEPs of all students, including those who have not been formally identified as exceptional but who receive a special education program and/or service." (pg. 42); and

WHEREAS: The TCDSB does not provide a public report to SEAC or the Board on how many IEPs are to be created within 30 school days or the beginning of the school year or term/semester and the number and percent of IEPs completed within the 30-school day requirement.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to the Board a report be prepared for counting the number of IEPs due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed.

The report to Include IEPs due no earlier than the beginning of the 2020/21 school year;

The report to accumulate new reporting periods as the 30-school day period Expires;

The report should not include more than the previous five school years of Reporting;

The report to separate Elementary and Secondary results with a boardwide cumulative result; and

The report to be included with the Annual Accountability Framework Report.

On the Vote being taken, the Motion was declared

CARRIED

14. Matters Referred/Deferred to the Committee by the Board and Other Committees

MOVED by George Wedge, seconded by Deborah Nightingale, that Item 14a) be adopted as follows:

14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn that SEAC recommend to Board that the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted.

On the Vote being taken, the Motion was declared

MOVED by Trustee Kennedy, seconded by Lori Mastrogiuseppe, that Item 14c) be adopted as follows:

14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports that SEAC recommend to Board that SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 14f) be adopted as follows:

14f) Set SEAC Goals for this Year (from the Draft Annual Calendar) that SEAC recommend to the Board:

1. That a budget presentation be made as soon as possible to SEAC on the Special Education budget;

2. That SEAC review, provide feedback and make recommendations about the Special Education Plan; and

3. That membership be encouraged on the SEAC Committee.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 14g) be adopted as follows:

14g) Review of Policy: Special Education Programs and Services (S.P.01) that SEAC recommend to Board that the Ontario Human Rights Code and the

Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities be included in the cross-references section.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that SEAC recommend to Board that *in the most inclusive way possible* be added after students (Page 76, Line 2). On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that SEAC recommend to Board that the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 14j) be adopted as follows:

14j) Inquiry from Tyler Munro regarding Special Education Fair received.

On the Vote being taken, the Motion was declared

MOVED by Tyler Munro, seconded by George Wedge, that Item 14k) be adopted as follows:

14k) Inquiry from Tyler Munro regarding Email Blasts received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

Inquiries and Miscellaneous

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 17a) be adopted as follows:

17a) Letter of Resignation from Lori Ciccolini as a Special Education Advisory Committee (SEAC) Community Representative received.

On the Vote being taken, the Motion was declared

CARRIED

18. Pending List

MOVED by Tyler Munro, seconded by George Wedge, that Item 18a) be adopted as follows:

18a) Pending List as at September 16, 2020 received.

On the Vote being taken, the Motion was declared

19. Adjournment

MOVED by George Wedge, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

nmunity OR nber	Local Associatio	ons Membership		
First	Name:	Hilary		
30 Alter	nate Contact Number:			
on.ca		1		
Disabilities Association of Toror	nto District			
Ave, Suite 103, Toronto, ON	M2N 6A3			
inizations do you prese	ently belong:			
] СРІС	ТАРСЕ	None 📕		
 I am the Director of Children, Youth and Families at the Learning Disabilities Association of Toronto. I have gained a wealth of experience at the agency working in multiple roles and capacities over the past 6 years. My role includes overseeing programs, providing information, referrals and advocacy supports for children and youth with Learning Disabilities and/or ADHD. Briefly outline the reasons why you are interested in being a member of this committee: LDATD is a non-profit, charitable organization specializing in supports for people with Learning Disabilities and/or AD(H)D. I believe my experience and knowledge in the sector would be valuable to the comittee. I would also like to contribute to the conversation regarding school supports for students who learn differently or who have attention challenges. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I have over 8 years experience working with people with various exceptionalities. During my time at LDATD, I've supported children and youth one-on-one and in group settings to help them achieve their goals. I've also provided parents with information, tools and support to help them better understand their child's learning needs. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a 				
 member of this Committee: NO YES Please explain: 6. Have you been selected to be part of another TCDSB Committee within the past 12 months? NO YES Please specify the Committee: 				



7. Do you support the Catholic Mission/Vision of TCDSB? Yes, I support the mission/vision and I hope there is an opportunity to learn more about how I can support TCDSB.

8. Provide any additional comments to be considered in regards to your participation on this committee: LDATD connects with over 3500 families of children and youth with exceptionalities in Toronto each year. I hope that I can both provide input and learn from the comitee to better support Toronto's LD and AD(H)D community.

Completed membership application form and request for nomination letter submitted by Hilary Quinn to the attention of the Director of

Education and SEAC Chair via email to:

rory.mcguckin@tcdsb.org & nancy.crawford@tcdsb.org

Date:

March 11, 2020

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

https://www.tcdsb.org/Board/Policies/Documents/A23.pdf



121 Willowdale Avenue, Suite 100, Toronto, Ontario M2N 6A3 Phone (416) 229 1680 Fax 416 229 1681 Website: www.ldatd.on.ca

March 11, 2020

Attention: SEAC, TCDSB

The Learning Disabilities Association of Toronto District wishes to nominate Hilary Quinn to represent the agency on the SEAC committee. She brings years of experience in senior leadership supporting almost 4000 children, youth and adults who struggle with the difficult barriers associated to learning difficulties.

We believe her knowledge, expertise, professionalism will be an asset to the important work of this committee.

Please contact me if you require any additional information.

Valerie Martin, Executive Director The Learning Disabilities Association of Toronto District.



Purpose:

This policy and the appended Operational Procedures for Age-Appropriate Placement and Curriculum/Program Supports have been developed in accordance with the following:

- a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs;
- b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and



SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

- c) other Ontario Ministry of Education resource documents that inform the principles of:
 - i) Differentiated Instruction (DI),
 - ii) Universal Design for Learning (UDL), and
 - iii) assessment, evaluation, and reporting for student success.

Scope and Responsibility:

This policy applies to all Toronto Catholic District School Board (TCDSB) elementary and secondary schools. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

Alignment with MYSP:

Living Our Catholic values Enhancing Public Confidence Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, Kindergarten to Grade 12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services.

The accompanying operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.



SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Regulations:

- 1. All accommodation requests pertaining to the grade-level acceleration or retention of students shall be directed to the Principal of the school where the student attends.
- 2. The operational procedures will outline consistent and transparent processes for:
 - i. the consideration of grade-level acceleration and retention requests;
 - ii. the communication of the approval or denial of the request to affected parties;
 - iii. the implementation of the grade-level acceleration or retention accommodation;
 - iv. the roles and responsibilities of the involved parties; and
 - v. approaches to student academic and social-emotional development and well-being.
- 3. In circumstances where a parent requests to have the student grade-level accelerated or retained, each such request shall be reviewed individually by the TCDSB giving consideration to the student's dignity, integration, independence and learning abilities/needs, and other types of accommodations available to enable meaningful access to education.

Definitions:

Acceleration: The term *acceleration* refers to a variety of practices that increase the rate or level of learning for students who learn more quickly or who have more advanced levels of understanding than those expected for students in their grade. Grade-level acceleration involves the placement of a pupil in the grade beyond an age-appropriate placement.

Accommodations: The term *accommodations* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment that are deemed to be necessary for students with Special Education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade-level or course.



SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Assessment: This refers to the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning." Evaluation of student learning is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the grade/course and often at the end of a period of learning.

Differentiated Instruction (DI): An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs.

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences (*Ontario Equity and Inclusion Strategy, 2009*).

Individual Education Plan (IEP): A written plan describing the Special Education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his/her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has Special Education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. (*Learning for All, 2013, p.64-65*).

Inquiry-Based Learning: The inquiry process involves open-ended learning experiences that are inclusive of all students and offer students real choices and opportunities to develop their own voice. Educators design the inquiry process to respond closely and accurately to individual students' learning needs.



SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Modifications: The term *modifications* refers to changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Readiness: This does *not* refer to the student's general ability level, but to the current knowledge, understanding, and skill level a student has in relation to a particular sequence of learning. Some students may require remediation or modified expectations; others may need learning concept extensions or opportunities for independent study.

Retention: This refers to withholding the advancement of a pupil to the next ageappropriate grade-level; the repeat of the current grade placement; or to the placement of a pupil in a grade below an age-appropriate placement.

Tiered Approach: The "tiered" approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

Universal Design for Learning (UDL): Is an approach utilized by educators to ensure that teaching strategies, pedagogical materials and tools appropriately respond to the special needs of a specific student or group of students, and can also be useful for *all* students. Examples include, but are not limited to, various types of assistive technology, such as speech-to-text software, organizational software, and interactive whiteboards, enable students who have special education needs to access the curriculum. (*Learning for All, 2013, p.13*).

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. Data will be gathered annually regarding the number of requests for students to be grade-level accelerated or retained; as well as approvals, and denials.



SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

2. This policy shall be reviewed on a regular basis (as needed), but no less than every five years.

Appendix B To the Report



TCDSB Operational Procedures: Age-Appropriate Placement – Curriculum and Program Supports

TCDSB Special Services Department

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Operational Procedures:



Age-Appropriate Placement - Curriculum and Program Supports

1.0 Purpose

- 1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in ageappropriate settings (Ontario Schools, K-12, p.52), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services. These operational procedures shall be interpreted in accordance with applicable legislation, including the Ontario Human Rights *Code*, the *Education Act* and its attendant Ontario Regulation 181/98. To the extent that these operational procedures or its accompanying policy - Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports conflict with applicable legislation, the legislation shall prevail.
- 1.2 These operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.
- 1.3 These procedures and the attendant policy *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* will be posted on the TCDSB website in order to inform the TCDSB community about considerations for age-appropriate curriculum and programming supports.
- 1.4 The following are important considerations for the parent who may apply to the TCDSB to have a student grade-level accelerated or retained:
 - a) The TCDSB utilizes a variety of placements, differentiated instruction, and evidence-based interventions and strategies to provide meaningful access to education for students who have ability- or disability-related needs that impact their learning;
 - b) Any determination of whether grade-level acceleration or retention is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB; and
 - c) Notwithstanding any provision in *Policy S.P.03 Age-Appropriate Placement: Curriculum and Program Supports*, and these Operational




Age-Appropriate Placement - Curriculum and Program Supports

Procedures, the Board will consider each request for a student's gradelevel acceleration or retention on a case-by-case basis (and will comply with its duty to accommodate under the *Education Act* and *Human Rights Code*).

2.0 Background

The Board upholds its current practice of endorsing an age-appropriate, gradelevel placement for students. In this context, the appropriate accommodations would continue to be engaged for a variety of types of learner, whether it is one seeking enrichment, accommodations to meet curriculum expectations, or to meet alternative expectations outlined in the Individual Education Plan (IEP). This new policy will formalize the process for consideration of acceleration or retention of a student.

In the event that a parent requests consideration for grade-level acceleration or retention, a number of considerations need to be discussed with the Parent and other key stakeholders, and a decision is made in the best interests of the individual child. In most cases, a student's learning needs can be met within the age-appropriate, mainstream classroom. Accommodations to the mainstream (non-Special Education) classroom can include: enrichment activities, special peer groupings, or individualized attention.

3.0 Three Effective Approaches to Classroom Instruction (*Learning for All, 2013, p.12-14*)

Instruction that both responds to the characteristics of a diverse group of students and that is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

- a. Universal Design for Learning (UDL),
- b. Differentiated Instruction (DI), and
- c. Tiered approach to prevention and intervention.

Used in combination, UDL and DI enable educators to respond effectively to the strengths and needs of all students.



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The two approaches overlap, sharing certain goals and strategies, such as providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in a class.

3.1 <u>Universal Design for Learning (UDL)</u>

Universality, Equity, Flexibility, and Inclusiveness are four principles for establishing effective UDL classrooms. Incorporating the principles of *universality* and *equity*, UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of *all* students.

The "universal" in UDL does not imply that there is one optimal solution for everyone; rather, it reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit individual learners and maximize their ability to progress (Rose & Meyer, 2002). This means planning learning opportunities that will extend the learning of all students, whatever their level of achievement, and help each one reach his/her potential.

Incorporating the principles of *flexibility* and *inclusiveness*, the planning of teaching and the time teachers allocate to students' activities must be sufficiently flexible to provide real learning experiences for all students, regardless of their performance level. Students are accommodated through:

- a. a variety of teaching strategies and pedagogical materials that are relevant, engaging, and responsive to their learning needs; that make use of all the senses; and that vary in form, level of difficulty, and manner of presentation;
- b. a variety of technological media and tools;
- c. different types of assessment strategies, involving a range of media, formats, and response options (Note: During assessments, students have access to the same supports that they have during instruction unless those supports undermine the purpose of the assessment.); and
- d. various ways of using space.
- 3.2 Common Classroom Strategies

Common classroom strategies support the principles of DI and UDL The best way to engage students is by offering them choice (*Karen Hume, 2008*). By providing Differentiated Instruction options, this can be made possible. Some



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key essentials of differentiated instruction are the following (Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008):

- i) Teachers having knowledge of students' readiness to work with concepts, their interests, and their learning preferences, and seeing all preferences as equally valid;
- ii) Teachers using a repertoire of instructional and assessment strategies to meet the needs of different learners;
- iii) Ensuring that all differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time;
- iv) Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance;
- v) Students are assessed before, during, and after their learning. Assessments inform next steps for both teacher and student;
- vi) Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria; and
- vii) A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners.

Differentiated Instruction is an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. It recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences. (*Growing Success:* Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12, 2010, p.146)





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Furthermore, differentiating instruction based on student readiness involves knowing where particular students are on the learning continuum, then planning program features and instructional strategies, resources, and supports to meet them where they are and move them along the continuum. Some students may require remediation or modified expectations; others may need extensions or opportunities for independent study. (*Learning for All, 2013, p.18*)

Differentiated Instruction includes:

- Providing alternative instructional and assessment activities;
- Challenging students at an appropriate level;
- Using a variety of groupings to meet student needs.

Differentiated Instruction does not include:

- Doing something different for every student in the class;
- Disorderly or undisciplined student activity;
- Using groupings that never change or isolating struggling students within the class;
- Never engaging in whole-class activities with all students participating in the same endeavour.

Differentiation of Content, Process, and Product: A Checklist to Guide Classroom Practice (Adapted from Differentiated Instruction Educator's Guide: Getting to the core of teaching and learning, Ontario Ministry of Education, 2007, in Learning for All, 2013, pp.20-21)

Differentiate Content

- ✓ Vary content (e.g., provide content at different levels of difficulty; enable students to extend knowledge and skills) to suit student readiness, interests, motivational needs, and learning styles.
- ✓ Unpack the big ideas of the curriculum to create achievable learning goals.
- ✓ Introduce new learning and pose open questions as appropriate to the student's zone of proximal development (ZPD).

Differentiate Process

✓ Use various assessment strategies to match students' strengths, learning style preferences, interests, and readiness.





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- ✓ Use various types of learning activities and various grouping strategies to draw on students' strengths and provide support in areas that need improvement.
- ✓ Use a variety of instructional and management strategies that engage all modalities.
- ✓ Provide students with opportunities to choose from an array of activities and projects that involve differentiated processes.
- ✓ Monitor students' responses to the differentiated strategies used, and assess their progress on a regular basis.
- ✓ Provide the accommodations and/or modifications that are specified in the IEPs of students who have special education needs.

Differentiate Product

- ✓ Gather achievement data through various assessment tools.
- Engage students' interest by involving them in various different types of projects and problem-solving activities.
- ✓ Foster students' awareness of their strengths in learning, and their sense of ownership of their learning, by allowing them to choose the products they will create and the formats or modes of presentation they will use.

The Tiered Approach (Learning for All, 2013, p.24)

3.3 The tiered approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively.

Based on the premise of the *growth mindset* (Carol Dweck, Stanford University), tiered supports incorporate the following incremental supports:

Tier 1: Universal strategies (for all)

Tier 2: Targeted strategies (for some)

Tier 3: Intensive strategies (for few)

Tiered supports can be used to address both academic and socialemotional needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.







The tiered approach can:

- a. Facilitate early identification of both students who may be at risk and those who might be in need of greater support;
- b. Ensure appropriate and timely intervention to address these students' needs.

4.0 Understanding Students' Social-Emotional Needs and Abilities

- 4.1 Prior to giving consideration to grade-level acceleration, every opportunity should be taken to provide students with differentiated learning experiences in the mainstream classroom and to engage all available Special Education programming supports such as the Intensive Support Program (ISP) learning environment.
- 4.2 Considerations must be given to all aspects of academic achievement as well as social emotional development
- 4.3 There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.
- 4.4 Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.
- 4.5 When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students.





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5.0 Considerations for Acceleration

- 5.1 There are competency-based and age-based programming acceleration options for gifted and talented learners. "Education programs and curricula can be differentiated in a variety of ways to provide Canada's most capable learners with opportunities to progress at a developmentally appropriate pace, to offer them opportunities to learn 'what they don't already know.' (Stanley, 2000, p. 216)."ⁱ
- 5.2 Educators should consider engaging some form of acceleration when the three following considerations hold true:

a) In all aspects of the provincial report card (numeric grade, learning skills, and anecdotal comments), a student consistently demonstrates levels of achievement that are significantly beyond his/her grade-level peers.

b) Achievement assessed includes assignments done independently at home as well as those completed in the classroom.

c) Social and emotional development is appropriate for the proposed grade level, and self-esteem is well developed.

- 5.3 Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders, and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school.ⁱⁱ
- 5.4 **Categories and forms curriculum delivery, enrichment, and acceleration** include the following which are either content-based or grade-based:
 - a) <u>Content-based:</u>
 - (i) Advanced Placement,
 - (ii) concurrent enrolment,
 - (iii) e-learning courses,
 - (iv) credit by examination,
 - (v) curriculum compacting,
 - (vi) co-curricular programs,
 - (vii) International Baccalaureate (IB) programs,





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- (viii) mentoring,
 - (ix) single-subject or subject-matter acceleration, and
 - (xi) dual credit.
- b) <u>Grade-based</u>:
 - (i) Combined classes,
 - (ii) continuous progress,
 - (iii) early admission to Kindergarten or Grade1,
 - (iv) early entrance to high school or post-secondary education,
 - (v) early graduation from secondary school,
 - (vi) grade-skipping (whole grade acceleration),
 - (vii) self-paced instruction,
 - (viii) telescoping curriculum.

(See **Appendix 1** for a more detailed explanation of the above.)

- 5.5 Key questions to consider in order to determine if a student will benefit from grade-level acceleration according to the Ontario Psychological Association are the following:
 - i) Is there assessment evidence that the child able to master material at a rapid pace relative to age-mates?
 - ii) Is there assessment evidence that the child understands concepts at a deeper level than classmates?
 - iii) Does the child demonstrate the emotional maturity to handle the demands of an advanced grade?
 - iv) Does the child demonstrate the social skills required to handle the demands of an advanced grade?
 - v) Are the parent, child, and teachers in agreement with an advanced grade placement?

It should be noted that only with a positive response to *all* of these questions should the child be considered for grade-level acceleration.





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5.6 **Characteristics of Giftedness**ⁱⁱⁱ are recognized by educators and outlined in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The following list of characteristics is neither prescriptive or exhaustive:

Learning Characteristics

- Has unusually advanced vocabulary for age or grade level
- Has quick mastery and recall of factual information
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials
- Reasons things out for him- or herself

Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers
- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

Creativity Characteristics

- Constantly asking questions about anything and everything
- Often offers unusual, unique or clever responses
- Is uninhibited in expressions of opinion
- Is a high-risk taker; is adventurous and speculative
- Displays a keen sense of humor
- Shows emotional sensitivity
- Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different
- Is unwilling to accept authoritarian pronouncements without critical examination

Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults

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- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved
- 5.7 Reach Ahead Opportunities for Elementary School Students: In certain circumstances, consideration may be given for reach-ahead opportunities for Grade 8 students seeking enrichment.

"Under exceptional circumstances, an individual student in Gr. 8, with parental consent, may be given permission by the principal of a secondary school to 'reach ahead' to take secondary school courses, either during the school year or in the summer prior to entering Gr. 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether 'reaching ahead' to take a secondary school course is in the best interests of the student. The principal of the secondary school will assume responsibility for evaluating the student's achievement and for granting and recording the credit." (Ontario Schools, Kindergarten to Grade 12, p.32, 2.5.2.1)

- 5.8 Individual Education Plan (IEP) Accommodations and Modifications: An IEP will be prepared for all students with an identification of Giftedness. The Principal of the home school will ensure that an IEP is completed within 30 school days after placement in the program or start of a new school year/semester. A review of the identification and placement will be determined annually.
- 5.9 Academic and Psycho-educational Assessments: Students with psychological assessments must meet TCDSB criteria for an identification of Giftedness. The assessment must include a measure of intellectual ability that is accepted by TCDSB.
- 5.10 Identification and Placement in a (Gifted) Special Education Program:
 <u>Step 1</u>: The Otis-Lennon School Ability Test (OLSAT8) is administered to all grade 4 students as well as to students who are nominated in higher grades have not previously completed the OLSAT8 test.
 - <u>Step 2:</u> Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and





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placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

<u>Gifted Programs</u>: Elementary Gifted Intensive Support Programs (ISPs) take the form of *Withdrawal* or *Congregated* Settings in the TCDSB.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- To develop further creative thinking, collaboration, communication, critical thinking, problem solving, research, organizational and independence skills
- ✓ To provide students with opportunities to explore multiple perspectives, novel ideas, and to probe topics more deeply
- ✓ To engage students in independent and leadership learning opportunities
- ✓ To provide students with the opportunity to collaborate with likeminded peers

Is Grade-Level Acceleration an Appropriate Response?

5.11 If a student is considered for acceleration, it would be only after all above options, included Gifted Intensive Support programming, have been considered, and it is deemed to be an essential response to promote a student's continued academic, social, and emotional growth.

In order to consider the grade-level acceleration of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

6.0 Considerations for Promotion (Grade 8 to Grade 9) (Ontario Schools K-12 Policy and Program Requirements, 2016, p.31)





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- 6.1 Students without an IEP who have successfully completed the Grade 8 curriculum expectations will be promoted from elementary school and placed in a secondary school.
- 6.2 Students with an Individual Education Plan (IEP):
 - 1. All students who have achieved the grade-level expectations will be promoted.
 - a) students who require program accommodations and/or modifications will have an IEP. If a student is not successfully demonstrating achievement of goals/expectations outlined in his/her IEP, the goals/expectations might need to be updated.
 - b) students with an IEP should not be considered to be at risk of promotion. If the learning expectations outlined in the IEP are appropriate for the student's level of instruction, the provincial report card promotion status should indicate that the student is *"progressing well towards promotion."*
 - c) Kindergarten students should not be considered for retention given their age and early educational development. Alternatively, kindergarten students with Special Education needs should be given every opportunity to advance with their peers in order to support their academic achievement and social-emotional development.
 - 2. Students with an IEP who are working on modified Gr. 8 expectations will be reviewed at the Gr. 8 Transition planning meeting and/or the IPRC Annual Review meeting (as appropriate). In consultation with the appropriate school-based and board-level staff and parent, a decision will be made regarding placement into an appropriate secondary school program.
- 6.3 English Language Learners (ELLs) (Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36)

English Language Learners should be placed in an age-appropriate gradelevel rather than a lower grade based on their level of language acquisition and/or academic functioning.







ELLs will require variable lengths of time and levels of support in ESL/ELD programs to acquire the English language skills necessary for integration into non-ESL/ELD programs.

Ongoing monitoring and assessment of student progress and a flexible approach are needed in order to ensure that ESL/ELD programming and/or monitoring continue to be appropriate for them.

7.0 Considerations for Retention

Is Grade-Level Retention an Appropriate Response?

7.1 If a student is considered for grade-level retention, it would be only after all programming options, including Intensive Support Programs (ISP), have been considered, and it is deemed to be an essential response to enhance a student's continued academic, social, and emotional growth.

In order to consider the grade-level retention of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

8.0 Roles and Responsibilities

1. Principal:

- ✓ Is responsible for the management of the school premises, curriculum leadership of staff providing educational programs, and the safety and well-being of all staff/students;
- ✓ Is responsible for the promotion, transfer, acceleration, or retention of students;
- ✓ Co-ordinates the Case Conference or SBSLT process with all school and/or board-level staff, parent, and student (as appropriate);
- ✓ Provides professional learning opportunities for all school staff regarding the abilities and needs of the spectrum of learners within the school community.





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- 2. <u>Superintendent</u>:
 - Reviews with the principal any parental requests received for gradelevel acceleration or retention;
 - ✓ Collaborates with the principal and/or parent regarding unresolved recommendations for grade-level placement for the following school year;
 - ✓ In consultation with the Superintendent of Special Services, collects and maintains yearly data pertaining to parent requests for student grade-level acceleration/retention, and students who have been accelerated or retained.
- 3. <u>Classroom Teacher</u>:
 - ✓ Engages UDL and DI instructional approaches that engage high-yield strategies, and promote inquiry-based learning and student engagement in the age-appropriate grade-level;
 - ✓ Engages students in a collaborative teaching-learning process;
 - ✓ Creates learning profiles for their class(es) as well as individual student profiles in order to identify a baseline of student achievement and to identify any students at risk or otherwise in need of increased challenges. (See Learning for All, 2013, p. 39 Process for Developing a Class Profile; and p. 48 Process for Developing an Individual Student Profile.);
 - \checkmark Consults with parents on an ongoing basis;
 - ✓ Engages the Tiered Approach to the identification of and intervention for academic and social-emotional needs, informing the principal about any academic and/or social-emotional developmental concerns; and
 - ✓ Consults with the school team as needed regarding student achievement.
- 4. Special Education Teacher
 - ✓ Creates in a timely manner an IEP as required for students who have been identified as exceptional by an IPRC;
 - ✓ May create an IEP for students not identified as exceptional by an IPRC but who might have Special Education needs;
 - ✓ Monitors the implementation and update of IEPs for students with Special Education needs and;
 - \checkmark Advocates for students with special education needs.



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- 5. Guidance Teacher
 - ✓ Assists students with course selections (secondary) and pathways planning (elementary/secondary);
 - ✓ Advocates for all students, but in particular students not otherwise supported by Special Education or English as a Second Language (ESL) resource teachers.
- 6. Student:
 - ✓ Accepts his/her responsibility for engaging with all aspects of the curriculum including active participation with in-class teaching/learning as well as independent completion of homework and assignments.
 - ✓ Seeks assistance (as developmentally appropriate) when requiring remediation and/or deeper learning opportunities; and
 - ✓ Actively participates in all aspects of pathways planning.
- 7. Parent:
 - ✓ Works closely with their child/ren to promote their own interest and engagement with subjects being studied, and helps them self-advocate for their learning needs;
 - ✓ Consults with teachers/administrators regarding their child's achievement; and
 - ✓ Engages in the consultation process for the purpose of considering and implementing, if appropriate, their request for grade-level acceleration or retention.

Receiving an Request for Grade-level Acceleration or Retention

- 8.1 On receipt of a parental request for grade-level acceleration or grade-level retention, the school principal shall proceed with the following steps:
 - a) Request any additional information or clarification that is necessary to assess the request for these forms of accommodation.
 - b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the request.



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- c) Organize a review of the request by the Case Conference Team or School Based Support Learning Team (SBSLT), as appropriate. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the Case Conference Team or SBSLT can include the parent along with the appropriate school/board interdisciplinary team members that may include: principal, Assessment and Programming Teacher (APT)/Programming and Assessment Teacher (PAT), current teacher(s) of the student, Psychology and/or Social Work and/or Speech-Language Pathologist;
- d) Consider the request on an individual basis giving consideration to all relevant factors;
- e) Communicate the Board's determination with respect to the request for grade-level acceleration or grade-level retention to the parent in writing.
- 8.2 Each request for grade-level acceleration or grade-level retention will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:
 - a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical Plan of Care (if any);
 - b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
 - c) evidence of how grade-level acceleration or retention might provide accommodation for a demonstrated ability/disability-related learning need;
 - d) the impact of the accommodation on the student's dignity, integration, and independence;
 - e) other accommodations available and whether one or more alternative accommodations can meet the needs of the student; and



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- f) approval for grade-level acceleration or retention shall not occur more than once during elementary school.
- 8.3 The process of accommodation shall respect the student's right to privacy.
- 8.4 The school principal shall be responsible for communication with the parent with respect to the accommodation process, and where approved, the implementation and management of the accommodation.
- 8.5 <u>Implementing the Accommodation</u> Where the request is granted, the school principal, in consultation with the Case Conference Team or SBSLT, will do the following:
 - a) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
 - b) forward the following letters as appropriate:
 - i) Decision Letter Approving Grade-Level Acceleration/Retention, or ii) Decision Letter Declining Grade-Level Acceleration/Retention.
 - c) make changes to the student's IEP goals to document the type of support the accommodation will provide for the student;
 - the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- 8.6 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.
- 8.7 <u>Continuous Assessment</u>

A review of the effectiveness of the grade-level retention or acceleration in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP and as otherwise deemed necessary by the Principal.

- 8.8 Approval may be revoked at any time by the principal if:
 - a) there are any concerns about academic performance or social-emotional well-being of the student;





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- b) there has been a change to the student's circumstances or ability/disabilityrelated needs, which had supported the original approval; and
- c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.
- 8.9 In all cases, however, the TCDSB will comply with its duty to accommodate under the *Education Act* and the *Human Rights Code*.

9.0 Records

- 9.1 A copy of the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 9.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Efforts should be made to limit the personal information to only that which is necessary.
- 9.3 The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:
 - a. Total number of requests for students to be grade-level accelerated or retained;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade; and
 - b. The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum.



Operational Procedures: Age-Appropriate Placement - Curriculum and Program Supports



10.0 Attachments:

Appendix 1: Categories and Forms of Acceleration

Endnotes

ⁱ Kanevski, Lannie, *A Survey of Educational Acceleration Practices in Canada, in* Canadian Journal of Education, 34, 3 (2011), p.155.

Kanevsky, p.157

Adapted from: <u>http://www.us.mensa.org/learn/gifted-youth/insights-into-gifted-youth/gifted-characteristics/</u>



Categories and Forms of Acceleration



Content Based

Advanced Placement (AP): The student takes a course (traditionally in high school) that results in postsecondary credit upon completion of a standardized AP examination with a score acceptable to the college or university.

Concurrent or Dual Enrolment: The student is enrolled in one level but takes a course or courses at a higher level. Examples include taking calculus at the university level and receiving university credit for it upon successful completion while still enrolled in high school, or taking a high school course in chemistry while still enrolled in junior high school.

Correspondence Courses: A student enrolls in advanced coursework outside of normal school instruction. Instruction may be delivered by mail, internet, television and/or other media.

Credit by Examination: The student is awarded advanced standing (e.g., high school or college) by successfully completing some form of mastery test or activity. This is also known as "course challenge" or "testing out."

Curriculum Compacting: Based on high levels of mastery demonstrated on a preassessment, the amounts of introductory activities, drill, and practice are reduced for one or more students in a class. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Curriculum compacting does not necessarily result in advanced grade placement.

Extracurricular Programs: A student enrolls in coursework after school, on weekends, or in summer programs that offer advanced instruction and/or credit.

International Baccalaureate Programs: Students complete advanced interdisciplinary curriculum prescribed by the International Baccalaureate organization. At the end of high school, students take an international examination and may receive advanced standing in their postsecondary studies.

Mentoring: A student is paired with a mentor or expert tutor who provides advanced or more rapidly paced instruction.

Subject Matter, Single Subject, or Partial Acceleration: A student is placed in classes with older peers for a part of the day or works with materials from higher



Categories and Forms of Acceleration



grade placements in one or more content areas. Subject-matter acceleration may also take place outside of the general instructional schedule (e.g., summer school or after school) or by using higher level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

Dual Credit: Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. Students may earn credits towards their secondary school diploma through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses. (*http://www.edu.gov.on.ca/morestudentsuccess/DualCreditFS.pdf*)

Grade Based

Combined classes: Students in two or more consecutive grades are enrolled in one class (such as a dual-grade combined class). This is a form of acceleration when it is done intentionally to allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

Continuous progress: A student is given content progressively as prior content is mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

Early entrance to Grade 1: Students either skip kindergarten or accelerate from kindergarten into Grade 1 during what would be the student's first year of school.

Early admission to kindergarten: Students enter kindergarten prior to achieving the minimum age for school entry as set by the provincial ministry of education.

Early entrance to middle school, high school, or college/university: A student is advanced to the next level of a subject or schooling at least one year ahead of chronological-age peers at the end of elementary, middle, junior, or senior secondary school. This may involve dual enrolment and/or credit by examination.

Early graduation from high school: A student graduates from a 4-year high school program in 3¹/₂ years or less. Generally, this is accomplished by increasing the



Categories and Forms of Acceleration



amount of coursework taken each year in high school, but it may also be accomplished through concurrent or dual enrolment in college or university, or through extracurricular or correspondence coursework.

Grade skipping: A student is considered to have skipped one or more grades if he or she is given a grade-level placement ahead of chronological-age peers at anytime during the year.

Self-paced instruction: The student has control over pacing decisions. Self-paced instruction is a subtype of continuous progress.

Telescoped curriculum: A student is provided instruction in less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in two ways: it is planned to fit a precise time schedule and it always results in advanced grade placement.

^{1.} Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, Canadian Journal of Education, 34(3), 179–180.



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						
October 7, 2020	October 15, 2020	Click here to enter a date.						
Barbara Leporati, Senior Coordinator, Planning Services Shawna Campbell, Superintendent of Schools, Area 3 & Early Years Programs								
John Wujek, Superintendent o	· · · · · · · · · · · · · · · · · · ·							
	, Occupational Health and Safet							
Shazia Vlahos, Chief of Comr	nunications and Government Re	elations						
Martin Farrell, Superintendent	t, Environmental Support Servic	es						
Deborah Friesen, Superintend	ent, Capital Assets and Renewal							
Michael Loberto, Superintend	ent, Planning and Development	Services						
Lori DiMarco, Superintendent	Lori DiMarco, Superintendent, ICT, Curriculum and Leadershi							
Adrian Della Morra, Executiv	Adrian Della Morra, Executive Superintendent of Human Resources							
INFORMATION REPO	DRT							

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 October 8, 2020 Corporate Services, Strategic Planning and Property Committee meeting for information and consideration. The Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

TCDSB continues to address safety concerns in schools through the addition of precautionary measures such as students plexiglass barriers and air purifiers. Class size reduction continues to be considered although further investments and the supply of certified teachers remains as a barrier to achieving further reductions.

As Toronto Public Health investigates and confirms case of COVID-19 in several schools, classes and in one case an entire school have been following a Transition to Distance Learning plan to ensure continuity of student learning and engagement through periods of isolation.

TCDSB schools continue to adjust to in person routines and safety measures following guidance from Toronto Public Health.

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. *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 a complete school reopening.

D. EVIDENCE/RESEARCH/ANALYSIS

Staffing and Recruitment

- 2. The Human Resources (HR) Department continues to focus its efforts on processing internal applications for all school-based positions and ensuring that external recruitment efforts are materializing. These enhanced recruitment efforts respond to attrition and operational needs.
- 3. The Sick Leave & Disability Department continues to liaise closely with both Academic & Support Service departments to determine how to best manage cases involving personal and family status leaves for all employee groups. Significant caseloads are being reviewed daily and granting employees the ability to work virtually, where feasible, is being considered.
- 4. Senior TCDSB staff members maintain regular contact with our union partners to collaboratively address issues. The fluid and unique parameters impacting our virtual school have required HR staff to dedicate a significant amount of time to considering ways to efficiently deply staff. The flow of students between the virtual and face-to-face schools will continue to tax HR staff's time as we consider re-organization needs throughout the academic year.
- 5. Elementary and secondary school Principals are ensuring that all teachers are proactively maintaining a robust online presence as a contingency strategy. Additional administrative support is being allocated to St. Anne Catholic Academy to enhance administrative oversight and communication. HR staff is committed to playing a key role on the Board's Contingency Planning Committee to ensure that staff and students can pivot if we must return to a completely virtual delivery model.
- 6. Staff continues to be sensitive to maintain lower class caps in higher risk school communities within high COVID incidence areas. Staff will begin analyzing enrolment data and is currently engaged in re-organization planning.
- 7. French Immersion and Extended French staffing needs have been met within our virtual and face to face schools. Given an increase in retirements, COVID-related leaves, and general concerns relating to COVID in our face to face schools, HR continues to fill some residual Core French positions.

The ability to provide core French at St. Anne Catholic Academy remains a challenge. HR and Curriculum Department staff are exploring virtual experiential program that are aligned with MOE curriculum expectations and can act as a suitable supplemental French resource for virtual school students. We are also exploring options on how to best utilize French teacher time within the brick and mortar buildings to help address this important need.

8. In addition to the previously noted infusion of additional transitional staff, the Senior team continues to review and seek legal input into the roles of specific employee groups and how these roles will need to change given new challenges associated with operating our schools during a pandemic (i.e. assigning of additional supervision and screening tasks to ensure safety).

Communications – Learning Models

- 9. We are providing families with an opportunity to switch learning modes. In our elementary schools, families may switch from in-person to distance learning or from distance learning back to in-person learning. In our secondary schools, families may switch from in-person/adaptive (partial online) to distance learning (fully online) or from distance learning to in-person/adaptive learning.
- 10. *A request to switch learning models must be made through the child's home school.* Each home school is now able to record your request in a central database for processing. The deadline for response is Monday, October 19, 2020 at 12 noon. If we don't hear from a family by that date, a child will remain with their current learning model.
- 11. After the deadline, the TCDSB will review the responses to determine how many families wish to switch. The child's school will confirm selection by November 2, 2020. Please note that switches to learning modes, means the child will be assigned a new teacher and begin in the new learning model on Monday, November 16. The next opportunity to switch learning models will be in January to February timeframe.

Class Sizes

12.Enrolment transfers between virtual and in person students continues to occur. As requested by motion, a summary reflecting current (as of Oct. 2) efforts to reduce class sizes is included in Appendix 'A'. Also included is the in person class size average by elementary school and ward.

- 13.In order to increase the number of classrooms that have 20 students or less, further investments in additional teaching staff, relocation of classes and increased transportation would be required.
- 14.*Relocation to larger spaces has been implemented at the school level with the use of gyms, libraries and assembly areas for class instruction.* The requirement of face coverings for all students was also approved by Board and by Toronto Public Health in recognition that social distancing may not always be possible.
- 15.It should also be noted that even if funds became available for the purposes of reducing class sizes, the supply of certified teachers on the labour market may not be sufficient to fill these positions.

Transition to Distance Learning

- 16.As an extension to the Reopening Action Plan, the Transition to Distance Learning Plan (Appendix 'B') recognizes that during the COVID-19 pandemic schools needs to be prepared to seamlessly transition to distance learning in response to health and safety issues. This has the potential to impact specific classes, schools, or the entire system for undetermined periods of time.
- 17. *The plan specifically focuses on the process of transitioning from in person learning to distance learning and does not relate to the operation of the already established virtual school.* The plan outlines roles and responsibilities of all stakeholders to ensure a smooth transition and provide a clear plan that students, parents and staff can understand and support. The health and safety of students and staff remain our primary focus. TCDSB continues to follow the guidance of Toronto Public Health.
- 18. The TCDSB Transition to Distance Learning Plan focuses on three key components:
 - PREPARING What tasks and actions need to be completed before there is a need to transition to distance learning.
 - INITIATING What steps will be taken to ensure a structured and systematic process during transition.
 - REVIEWING Following a return from distance learning, how we will review and reflect on the experience in order to improve our practices.

COVID-19 Reporting

- 19. The Ministry requires Boards to post an advisory on the Board website with information related to confirmed COVID cases; as such, an <u>Advisory page</u> has been created and continues to updated as information changes.
- 20.TCDSB maintains a dashboard of <u>confirmed cases of COVID-19</u> to assist families, school and child care staff, to stay up to date and informed of ongoing cases in TCDSB schools.

Distribution of Resources

21.As referenced in the Executive Summary, the Board has motioned the deployment of various resources to schools as additional health and safety measures to mitigate the spread of COVID-19. A detailed listing of the distribution of resources (Appendix 'C') actioned through various Board motions throughout the Return to School period has been prepared.

Water bottle Filling Stations

22. Water fountains have been out of use in schools since the beginning of the school year as recommended by Toronto Public Health. A project has been established to replace water fountains with water bottle filling stations to ensure each school has two (2) filling stations. Implementation will follow the established regional approach addressing schools in high transmission areas and then extended to other schools throughout the Board. Schools admin will be consulted to determine the proper place and number of units required A budget of \$1M has been identified in the 2020-2021 Renewal Plan to fund this initiative. The Renewal Plan is expected to come to the Board for approval in November, however staff will be proceeding with the installations immediately utilizing planned contingency funds from the Ministry approved 2020-2021 Renewal allocation.

Outdoor Classrooms

23.*Site investigations for Phase 2 of the outdoor classroom tent pilot have been completed.* Installation of the eight additional tents should be complete by the end of the week of October 12 or early the next week. The first ten tent installations have received some positive media attention. A few additional schools have requested tents. Feedback from the pilot and security/maintenance issues will be evaluated over the next couple of weeks to determine whether expansion is recommended. A competitive procurement is recommended if large scale expansion is to be pursued.

- 24.*Initial feedback from the first ten tent installation indicates that they have been well-received and well-used by the schools*. School principals have reported that they are using them for gym classes, but would like to have mats or tree stumps for seating. As of the date of publication of the Board agenda, there have been two reported incidents of vandalism in which the wall panels were slashed. Another school reported that the wall panels that were left open at the end of the school day have been found to be closed in the morning. Staff are investigating options for securing the panels in the open position. Facilities staff are maintaining an incident log which will inform decisions on continuing or expanding the pilot.
- 25.*Facilities staff have been pursuing a number of avenues to obtain tree stumps and/or logs for outdoor classroom seating.* The City of Toronto was contacted and responded with a number of questions, which staff have answered. We are awaiting the outcome of an internal City meeting. Staff also contacted private tree removal companies but to date have note received any response. Preparation of an RFQ for unit prices for both logs and stumps is underway. If these cannot be obtained by donation, the Board may consider purchasing them for a number of schools that don't currently have outdoor classroom seating.

Cycling to School

26.*Capital and Renewal teams are working together to expedite site reviews to locate bike racks at 89 schools, prioritizing COVID hotspots*. The City of Toronto bike grant program will be rolled out simultaneously and includes increasing the number of bike racks at larger schools that already have them. Preparation of a unit rate RFQ for supply and installation of the bike racks, as well as concrete pads where required, is underway.

Indoor Air Quality

- 27.Installation of CO2 sensors at three schools is anticipated during the week of October 12. The sample schools are:
 - Mother Cabrini large awning windows, mechanical ventilation
 - St. Jane Frances vertical sliding windows, mechanical ventilation
 - St. Raphael vertical sliding windows, no mechanical ventilation

28.Sensors will remain in place for a minimum of one month, after which Pinchin Ltd. will provide a report that will consider the following:

• Overall was there adequate ventilation in the functional areas tested?

- Were there were exceedances were there any identifiable factors that contributed to the exceedance?
- Did having windows open in the classrooms lead to improved ventilation?
- Was there indication that awning style or vertical sliding windows resulted in superior ventilation outcomes?
- Did the size of the window openings impact ventilation rates based on the number of open windows and CO2 concentrations in the classes?
- Was the building effectively flushed via the HVAC system or natural ventilation in the vacant period between school days, over the weekend?
- Were there classroom occupant densities that lead to better controlled carbon dioxide concentrations?

As well, Pinchin's building science group will provide comment on how larger window openings might be achieved safely in classrooms with vertical sliding windows.

<u>Technology</u>

- 29.*A total of 1,399 devices have been ordered for Student Needs to date since the start of this school year.* Devices include a mix of Chrome books and iPads. Of the above total, 149 of the devices will also be enabled with Internet access through a Rogers Internet cellular data plan.
- 30.Devices have started shipping to the schools as of October 5th. The school principal will arrange with parents/students to pick-up the devices from their home school. Additional orders in response to student needs are coming in weekly and being fulfilled as needed.

Financial Analysis

32.A reconciliation of expenditure incurred to address COVID-19 related issues has been completed for the information of the Board. Appendix 'D' has been drafted to provide details on academic resource allocation across the system. Appendices 'E' and 'F' pertain to the current financial analysis of the Return to School plan.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

- 1. *FAQs continue to be gathered from parent feedback.* The board continues to provide updates, frequently asked questions and answers on the board website, social media channels, and shared with families via School Messenger.
- 2. *Local planning considerations will continue in collaboration with school principals.* Input gained through continued consultation with stakeholders will be considered during this process.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Appendix 'A'

Summary Ward Class Size Analysis						
Ward	Class size < 20 Students	Class size > 20 Students				
Ward 1	9	0				
Ward 2	4	8				
Ward 3	11	0				
Ward 4	1	14				
Ward 5	5	13				
Ward 6	2	9				
Ward 7	2	10				
Ward 8	10	10				
Ward 9	2	11				
Ward 10	6	2				
Ward 11	2	18				
Ward 12	0	15				
Total	54	110				

Ward Class Size Summary								
Ward School Count		Average class size≤ 15 Per class		≥27 Per Class	Total Classes			
Ward 1	9	16	52	0	146			
Ward 2	12	20	31	21	246			
Ward 3	11	16	89	0	226			
Ward 4 15		19	37	21	242			
Ward 5 18		20	49	26	289			
Ward 6 11		19	19	7	137			
Ward 7 12		20	17	13	126			
Ward 8 20		15	88	26	177			
Ward 9	13	19	45	6	148			
Ward 10	8	17	83	3	175			
Ward 11	20	19	71	10	285			
Ward 12	15	19	70	8	212			

	Average Class Size Summary by Ward								
Ward	School Count	Average Kindergarten Class Size	Average Grade 1 to 3 Class Size	Average Grade 4 to 8 Class Size	Total Average Class size	Total Classes			
Ward 1	9	16	15	18	16	146			
Ward 2	12	20	18	22	20	246			
Ward 3	11	15	15	18	16	226			
Ward 4	15	20	17	21	19	242			
Ward 5	18	20	17	22	20	289			
Ward 6	11	20	16	21	19	137			
Ward 7	12	22	17	22	20	126			
Ward 8	20	13	14	17	15	177			
Ward 9	13	20	16	20	19	148			
Ward 10	8	15	16	19	17	175			
Ward 11	20	20	17	20	19	285			
Ward 12	15	21	17	20	19	212			

		Average School Clas	s Size Analysis b	v Ward			
Ward	Quintile	School	Average Kindergarten Class Size	Average Grade 1 to 3 Class size	Average Grade 4 to 8 Class size	Total Average Class size	Total Classes
	Q5	Holy Child	14	15	17	16	13
	Q5	Msgr. John Corrigan	21	16	18	16	7
	Q5	St Andrew	14	14	17	16	23
	Q5	St Angela	16	13	18	16	19
Ward 1	Q5	St Benedict	17	16	17	17	32
1	Q5	St Dorothy	13	13	17	15	14
	Q5	St John Vianney	14	15	19	17	15
	Q5	St Maurice	14	16	19	17	10
	Q5	St Stephen	19	18	17	18	13
	Q4	All Saints	22	18	23	21	30
	Q5	Father Serra	19	19	19	19	25
	Q3	Josyf Cardinal Slipyj	24	18	25	22	23
	Q3	Mother Cabrini	21	17	18	18	14
	Q3	Nativity of Our Lord	22	18	20	19	15
Ward	Q3	Our Lady of Peace	19	19	22	20	25
2	Q1	St Clement	22	18	26	22	17
	Q4	St Demetrius	18	19	25	22	15
	Q5	St Eugene	18	18	19	18	20
	Q1	St Gregory	25	19	25	23	27
	Q5	St Marcellus	15	15	19	16	18
	Q5	Transfiguration	15	15	19	17	17
	Q5	Blessed Margherita of Citta' di Castello	17	17	21	18	11
	Q5	St Andre	21	18	17	18	26
	Q5	St Augustine of Canterbury	14	13	19	16	21
	Q5	St Charles Garnier	14	16	17	16	18
	Q5	St Francis de Sales	15	15	19	17	18
Ward	Q5	St Jane Frances	14	15	15	15	23
3	Q5	St Jude	14	14	19	16	29
	Q5	St Roch	16	13	14	14	24
	Q5	St Simon	18	17	19	18	20
	Q5	St Wilfrid	16	15	17	16	24
	Q5	Venerable John Merlini	12	14	18	15	12

	Q3	Holy Angels	23	18	26	22	21
	Q2	Holy Family	21	15	16	16	9
	Q1	James Culnan	16	17	18	17	23
	Q1	Our Lady of Sorrows	22	19	26	23	25
	Q3	St Ambrose	23	18	29	22	16
	Q1	St Cecilia	21	18	24	21	26
	Q3	St Elizabeth	25	17	19	19	8
Ward 4	Q1	St James	15	17	18	17	8
	Q4	St Josaphat	22	19	19	20	7
	Q3	St Leo	21	14	19	17	25
	Q2	St Louis	20	16	17	18	10
	Q2	St Mark	19	17	22	19	9
	Q1	St Pius X	20	18	24	21	20
	Q1	St Vincent de Paul	21	17	20	19	15
	Q4	The Holy Trinity	19	19	26	22	20
	Q1	Blessed Sacrament	23	18	23	21	22
	Q4	Our Lady of the Assumption	22	19	26	22	9
	Q4	Regina Mundi	21	16	21	20	13
	Q2	St Agnes	22	18	22	21	8
	Q3	St Antoine Daniel	17	18	24	21	11
	Q4	St Charles	21	17	22	20	8
	Q5	St Conrad	20	18	18	18	24
	Q3	St Cyril	25	18	19	16	24
Weed 5	Q3	St Edward	20	17	21	19	14
Ward 5	Q2	St Gabriel	18	17	21	19	10
	Q5	St Jerome	14	15	18	16	23
	Q2	St Margaret	23	19	22	21	19
	Q5	St Martha	15	16	18	16	9
	Q5	St Norbert	14	15	18	16	16
	Q3	St Paschal Baylon	22	18	26	23	22
	Q5	St Raphael	14	15	20	17	23
	Q3	St Robert	24	17	26	22	23
	Q4	Sts Cosmas and Damian	23	19	28	23	11

	Q2	St Anthony	21	15	21	19	22
	Q3	St Clare	20	18	22	20	16
	Q4	St Helen	20	17	27	22	12
	Q2	St John Bosco	22	15	23	21	10
	Q2	St Luigi	20	18	16	17	5
Ward 6	Q2	St Mary of the Angels	19	17	18	18	18
	Q2	St Nicholas of Bari	23	18	24	22	19
	Q4	St Paul VI	23	18	22	21	10
	Q2	St Rita	10	10	13	11	5
	Q2	St Sebastian	16	18	19	18	9
	Q3	Stella Maris	22	17	22	20	11
	Q2	Epiphany of Our Lord	19	17	20	19	6
	Q3	Holy Spirit	25	19	25	22	12
	Q3	Our Lady of Wisdom	27	18	27	23	10
	Q3	Precious Blood	26	18	27	22	15
	Q2	St Aidan	25	15	22	20	8
Ward 7	Q3	St Albert	19	16	27	21	10
ward /	Q4	St Henry	20	17	20	19	6
	Q3	St Kevin	18	18	17	18	10
	Q3	St Lawrence	24	19	25	23	12
	Q4	St Nicholas	23	16	21	20	11
	Q2	St Sylvester	19	16	17	16	6
	Q3	St Victor	16	17	17	17	20
	Q4	St Rene Goupil	14	13	18	16	14
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	Q4	Blessed Pier Giorgio Frassati	20	15	24	19	10
	Q4	Cardinal Leger	11	12	12	12	10
	Q4	Our Lady of Grace	8	17	18	16	7
	Q4	Prince of Peace	15	17	15	15	14
	Q4	Sacred Heart	18	20	20	19	8
	Q2	St Barnabas	7	13	11	10	5
	Q4	St Bartholomew	17	13	18	16	8
F	Q2	St Bede	22	18	23	21	19
	Q4	St Brendan	17	15	20	18	14
Ward 8	Q4	St Columba	15	16	24	20	8
F	Q2	St Dominic Savio	7	12	13	11	5
F	Q4	St Elizabeth Seton	15	20	20	19	6
	Q4	St Florence	12	13	19	15	5
	Q4	St Gabriel Lalemant	10	12	11	11	5
F	Q4	St Ignatius of Loyola	7	15	20	18	6
F	Q4	St Jean de Brebeuf	19	15	16	16	18
	Q4	St Malachy	7	9	15	11	5
	Q4	St Marguerite Bourgeoys	8	8	6	7	5
	Q4	The Divine Infant	9	9	12	10	5
	Q3	Holy Rosary	22	17	16	19	8
	Q3	Bishop Macdonell	28	16	22	21	9
	Q1	D'Arcy McGee	17	14	18	16	15
	Q2	Our Lady of Lourdes	25	16	25	21	18
	Q2	Our Lady of Perpetual Help	23	19	24	21	15
	Q1	Pope Francis	22	15	19	18	13
Ward 9	Q3	St Alphonsus	18	18	25	20	12
	Q3	St Bruno-St Raymond	13	13	18	15	7
	Q2	St Francis of Assisi	9	16	14	14	6
	Q2	St Mary	20	19	26	22	9
	Q3	St Michael	21	16	18	18	11
	Q3	St Paul	20	18	20	19	8
	Q3	St Thomas Aquinas	20	16	21	19	17

	Q5	Immaculate Conception	14	15	19	16	21
	Q5	Our Lady of Victory	14	22	18	18	26
	Q5	Santa Maria	15	14	17	15	13
Ward	Q5	St Bernard	15	14	18	16	27
10	Q5	St Fidelis	15	15	19	17	27
	Q5	St Francis Xavier	13	14	17	16	22
	Q5	St John the Evangelist	13	13	18	15	23
	Q4	St Matthew	24	18	25	22	16
	Q2	Canadian Martyrs	23	20	24	22	12
	Q2	Annunciation	20	19	15	17	7
	Q1	Blessed Trinity	21	18	22	20	13
	Q1	Holy Cross	22	15	20	18	24
	Q1	Holy Name	20	17	21	19	13
	Q3	Our Lady of Guadalupe	13	11	11	11	9
	Q1	St Anselm	21	18	23	21	12
	Q1	St Bonaventure	25	18	20	20	22
	Q1	St Brigid	22	19	24	22	25
Ward	Q2	St Catherine	17	13	14	14	6
11	Q1	St Denis	20	18	24	21	12
	Q2	St Gerald	15	13	19	16	12
	Q2	St Isaac Jogues	21	17	23	20	11
	Q1	St John	20	18	25	22	17
	Q4	St John XXIII	19	18	20	19	13
	Q1	St Joseph	23	17	19	19	9
	Q2	St Kateri Tekakwitha	17	16	22	20	7
	Q3	St Matthias	20	18	24	21	10
	Q2	St Monica	20	16	18	18	18
	Q3	St Timothy	19	17	20	18	33

	Q2	Immaculate Heart of Mary	15	14	15	15	10
	Q4	Our Lady of Fatima	21	18	21	20	34
	Q2	St Agatha	20	17	20	19	16
	Q4	St Barbara	23	19	21	21	9
	Q3	St Boniface	20	17	18	18	18
	Q4	St Dunstan	20	18	21	19	10
	Q3	St Edmund Campion	20	15	21	19	7
Ward 12	Q4	St Joachim	21	16	19	18	12
12	Q4	St Maria Goretti	21	17	23	20	27
	Q4	St Martin De Porres	24	19	18	19	16
	Q4	St Richard	24	18	19	20	10
	Q4	St Rose of Lima	27	17	21	20	13
	Q2	St Theresa Shrine	18	19	16	17	13
	Q4	St Thomas More	19	16	19	18	10
	Q2	St Ursula	22	16	21	19	7

APPENDIX 'B'



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

TO DISTANCE LEARNING PLAN

Transforming the world through witness, faith, innovation & action.



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TCDSB TRANSITION TO DISTANCE LEARNING

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11 REVIEWING THE TRANSITION TO DISTANCE LEARNING PROCESS

INTRODUCTION

TCDSB recognizes that during the COVID-19 pandemic the schools needs to be prepared to seamlessly transition to distance learning in response to health and safety issues. This has the potential to impact specific classes, schools, or the entire system for undetermined periods of time.

This plan specifically focuses on the process of transitioning from in person learning to distance learning and does not relate to the operation of the already established virtual school. The plan outlines roles and responsibilities of all stakeholders to ensure a smooth transition and provide a clear plan that students, parents and staff can understand and support. The health and safety of students and staff remain our primary focus. TCDSB continues to follow the guidance of Toronto Public Health.

The TCDSB Transition to Distance Learning Plan focuses on three key components:

PREPARING – What tasks and actions need to be completed before there is a need to transition to distance learning.

INITIATING – What steps will be taken to ensure a structured and systematic process during transition.

REVIEWING – Following a return from distance learning, how we will review and reflect on the experience in order to improve our practices.

PREPARING FOR DISTANCE LEARNING

Preparedness is the most important part of an effective transition from in –person to distance learning. Several steps will be taken by local and central staff to ensure a seamless transition to distance learning regardless of the scope and context of the closure.

School Principals will:

- ✓ Ensure all teachers have Brightspace or Google Classrooms setup
- ✓ Collect a list of all Brightspace and Google classroom codes/names
- ✓ Elementary Form <u>link</u>
- ✓ Secondary Form found <u>link</u>. (Note: Form can be used by whole school or a school department)
- Review PPM 164 guidelines with staff to outline the expectations of virtual learning requirements <u>PPM 164</u>
- ✓ Ensure teachers are updating online classrooms regularly
- ✓ Encourage the practice and use of Brightspace and Google regularly during face-toface learning
- Ensure teachers can reset student passwords using Roster Manager <u>https://rostermanager.tcdsb.org/</u>
- ✓ Ensure an inventory of school computers/devices is up to date
- ✓ Ensure access for staff and administrators of prevalent medical condition forms

Administrative Staff/Office Staff will:

- ✓ Prepare electronic contact lists for each classroom's folder
- ✓ Confirm appropriate staff have access to the necessary platforms from home (School Messenger, SEMS and SAP)
- ✓ Ensure a virtual ready workplace is available at home to perform the duties associated with your role

Teachers and Designated Early Child Educators (DECE) will:

- ✓ Continue professional development on Brightspace or Google, as a follow up to the PD offered during the first week of September <u>link</u>. For more professional learning on Google, Brightspace, Google Meet please click on the link provided <u>link</u>
- ✓ All teachers responsible for curriculum and in class student support are expected to engage in ongoing learning and support for students virtually (this includes itinerant, special education and clinical staff)
- ✓ Timetables will remain intact throughout the virtual learning period to allow for synchronous delivery of itinerant subjects (coordinated between home room and itinerant teachers)
- ✓ Engage in practice sessions on Zoom and/or Google meet with students following the proper protocols <u>link</u>
- ✓ Consider how each lesson can be delivered following PPM 164 guidelines <u>PPM 164</u>
- ✓ Ensure that students can complete a homework assignment using Brightspace or Google from home as practice
- ✓ Canvas the students in the class to understand and determine technological needs/capacity of each family/home to transition to virtual learning and review any identified issues with the school Principal.
- ✓ Have a copy of lesson plans and/or other learning materials/resources at home to ensure continuity of lessons
- \checkmark Ensure internet, personal computer, and software are working at home
- ✓ Provide access to "virtual classroom" (Brightspace or Google) to; all itinerant staff with teaching responsibilities, a grade level colleague and Principal
- ✓ Be able to reset student passwords with <u>Roster Manager</u>
- ✓ Provide the school Principal with an electronic version of an emergency supply folder containing all required information in order to ensure an Occasional Teacher can seamlessly cover the assignment in event of an absence. Post class assignments, reference material, announcements and other class work at least weekly on the virtual classroom during the in-person model of instruction to promote continuity of learning
- ✓ Engage parents and support their ability to login and review updates, resources, and classwork
- ✓ Include daily opening exercise routines such as welcome, prayer, Land Acknowledgement, O Canada, and attendance

Students and Parents should:

- ✓ Ensure access to a working device and internet at home (contact school if support required)
- ✓ Login to Brightspace or Google classroom regularly
- \checkmark Develop contingency plans for childcare and supervision at home

- ✓ Update contact information, including email, at the school
- \checkmark Ensure you know the teacher's name and contact information
- ✓ Ensure you are receiving communication (email, School Messenger) from the TCDSB
- ✓ Login to <u>School Messenger</u> to verify your contact information. If you require assistance updating, please email your school for assistance

ICT Services will:

- ✓ Deploy extra technicians to schools to support the distribution of devices when transitioning multiple classes or a whole school to distance learning
- ✓ Ensure disinfection of devices before distribution
- ✓ Support school principals to update school device inventory records
- ✓ Prepare a small inventory of Chromebooks and LTE enabled iPads for students where there is insufficient inventory at the local school
- ✓ Have an inventory tracking process and distribution process for student devices that can be used by the school
- ✓ Ensure all students are provisioned with student accounts
- ✓ Ensure automatic integrations are working between the Student Systems, Google, and Brightspace
- ✓ In the event of full system wide closure, develop a student device request and order fulfillment process

Toronto School Transportation Group (TSTG) will:

- ✓ Advise bus operators and TDSB (if applicable) of positive case affecting bus routes
- ✓ Provide, if required, seating charts for previous 3 days with confirmation of student attendance on each day
- \checkmark Provide driver name and contact information for each bus route on each day
- ✓ Support school bus operators to ensure bus(es) undergo deep cleaning and alternate drivers (if necessary) are found to deliver the service
- ✓ Communicate with impacted school communities where appropriate

The Special Education Department will:

- Ensure all students requiring special education support are included in all aspects of distance learning plans
- ✓ Ensure that Special Education Resource teachers are prepared to provide ongoing support to special education students via their Brightspace or Google Platform
- ✓ School based support team members will be prepared to continue their support of staff and students through a virtual platform

- ✓ Special education programming and support will be prepared to continue virtually using appropriate learning platform
- ✓ IPRC and Assessment protocols will be adapted where feasible, with consideration for the integrity of the process. Meeting agendas will be revised as required
- ✓ Individual Education Plans (IEP) will include appropriate accommodations to reflect a potential return to distance learning
- ✓ Preparations to liaise with outside agencies supporting special needs students to review/adapt/cancel provision of services as appropriate
- ✓ Ensure relevant Special Equipment Amount (SEA) equipment to support distance learning is prepared to go home with students
- ✓ Special Services staff will support teachers with adapting learning platforms to support Deaf and Hard of Hearing (DHH) and Blind and Low Vision (BLV) students.
- ✓ SEA funded Assistive Technology staff will continue to support classroom teachers and support staff in the adaptation to distance learning
- ✓ ECPP teaching and support staff will work with agency and hospital treatment partner staff to ensure a fluid continuation of service to students in these programs
- ✓ Provide families with ongoing supports and resources to address issues emerging from the transition to distance learning
- ✓ Will continue to support families through ongoing assessments, communications and support of the school
- ✓ Promote a mentally healthy return to distance learning mental health resources will be prepared to be shared with parents through school messenger
- ✓ Clinical staff will be prepared to continue to support families through ongoing assessments, communications and support of the school through a virtual platform

The Communications Department will:

- ✓ Continue to remind parents/guardians to update contact information via weekly wrap up, weekly updates via school messenger and social media
- ✓ Keep FAQs updated on the TCDSB website as needed with information related to Transition to Distance Learning Plan.
- ✓ Develop template letters that include information about why the move is happening, timeframe, and flag for parents/guardians some key items such devices, internet, childcare, etc. The letters will be used in the event of:
 - A class/cohort being moved to online learning
 - An entire school being moved to online learning
- \checkmark Share templates with school administrators and senior staff
- ✓ The <u>COVID-19 Advisory page</u> on the TCDSB website is updated as soon as Toronto Public Health provides confirmation of a new case

INITIATING DISTANCE LEARNING

The following is a step-by-step process to transition a class, school or all schools to distance learning. This process assumes all the above preparation tasks are completed.

Step 1: Reporting a Case of COVID-19

The process to initiate a transition to distance learning starts when a school first learns about a **confirmed** case of COVID-19 affecting a school staff member or student registered at the school.

To ensure cases are tracked effectively and the exposure and risk to the community is well understood, the following will be completed by various groups.

The Principal will:

- ✓ Notify TCDSB OHS Department and Area Superintendent
- ✓ Notify Toronto Public Health
- ✓ Notify the Ministry of Education using online COVID Reporting Tool

The TCDSB Occupational Health and Safety (OHS) Department will:

- ✓ Inform Director's Council and Communications about the positive case
- ✓ Work with the Principal, Area Superintendent, and Toronto Public Health to pinpoint the exposure and risk to the school community.
- ✓ Notify TSTG, if the student uses school bus transportation

Toronto Public Health (TPH) will investigate the confirmed case and make the final determination on which staff and students are required to self-isolate.

The Communications Department will post the relevant information on the COVID-19 Advisory section on the TCDSB website and support the school principal in sending relevant communications to the school community.

A detailed step-by-step report protocol for schools can be found online link

Step 2: Transitioning to Distance Learning

Once the Principal has reported a positive case and Toronto Public Health (TPH) has determined a class will be required to self-isolate, steps must be taken to move classes to online learning for the duration of the TPH determined isolation period.

Under the following conditions the transition to Distance Learning will be initiated:

SCENARIO 1 – INDIVIDUAL COHORTS

A student or staff member tests positive for COVID-19 and TPH directs that some/all students and staff associated with that cohort self-isolate for a predetermined amount of time.

SCENARIO 2 – MULTIPLE COHORTS/TPH CLOSURE

TPH determines that multiple cohorts at one site are required to self-isolate. TPH will determine next steps and guide the TCDSB response.

SCENARIO 3 – SCHOOL OR SYSTEM-WIDE CLOSURE (OTHER REASONS)

Where local conditions warrant a response, all decisions will be made with student and staff safety as the top priority. The decision to close schools will be made by the Director of Education, Toronto Public Health, or the Ministry of Education. Considerations will include, but not be limited to, enrolment, staffing, and other available resources.

The process and Director's authority of Emergency School Closure is described under TCDSB Policy A. 16. <u>link</u>

Step 3: Communication

The TCDSB is committed to providing stakeholders with timely communication about the transition to distance learning. Throughout the transition, communication will be primarily managed by the Principal and the Area Superintendent.

The Principal will:

- ✓ Communicate to local staff the decision of Toronto Public Health to transition to distance learning
- ✓ Send the TPH communication of isolation details via email and phone call to all affected parents via School messenger
- ✓ Update the school's voicemail where appropriate
- ✓ Inform TSTG (Transportation Group) of class or school closures
- ✓ Inform Environmental Support Services about class or school closures
- ✓ Inform ICT Services about class or school closures

The Area Superintendent will:

- ✓ Inform Director's Council/EOC of any classes that need to transition to distance learning
- ✓ Inform Special Services as needed
- ✓ Inform the Communications department about class or school closures
- ✓ Update the local Trustee of decisions and plans

The Communication department will:

- ✓ Review communications from TPH prior to release to the TCDSB and/or school community
- ✓ Provide on-going communication support to the Principal and area Superintendent to ensure communication remains timely, clear, and targets the correct stakeholders.
- ✓ In the event of a system-wide closure, communication to parents would come from the TCDSB Communications Department

Step 4: Continuity of Learning

To ensure continuity of learning and an effective transition, the following will take place within the first few days of distance learning:

Teachers will:

- ✓ Ensure all students can login to the learning management platform and provide new passwords to students who cannot
- ✓ Coordinate virtual timetable with itinerant, special education and clinical staff connected to their classes
- ✓ Hold first synchronous learning session and ensure students have the required resources to continue
- \checkmark Call any students who are not able to connect and determine their needs
- ✓ Inform Principals of any students who may need a device and are not able source one on their own
- ✓ Inform Principals of any other concerns with individual students such as mental health, family situations, and other relevant matters that can significantly affect the student's ability to participate in distance learning
- ✓ Upon notification of an isolation period, teacher will conduct a check and connect with every family to ensure that the learning platform is operational

Principals will:

- ✓ Ensure all teachers have started online synchronous learning lessons and support any teachers as needed
- ✓ Work with ICT Services to prepare school computers for distribution to families
- ✓ Review students needing technology and inform them of how and when technology will be made available to them
- ✓ Inform Special Services /Clinical staff of any students who may need support
- \checkmark Ensure office staff are online and able to support school operations
- ✓ Visit classes virtually through Zoom, Google Meet and participate in lessons to maintain a connection to the school community

Area Superintendents will:

- ✓ Support staff and families through transition process, responding to concerns and needs that arise
- ✓ Problem solve issues in collaboration with appropriate TCDSB departments or other senior staff where necessary
- ✓ Provide ongoing updates to local Trustee

In the event of an extended system-wide closure, ICT Services will also initiate a process to order additional student devices, where feasible, to help bolster device inventories at the local school. Under this scenario, devices will continue to be distributed by school staff to students but tracked in central database.

Step 5: Preparing for Return

In preparation for the safe return of students and staff to the physical school, the following tasks will be complete:

Environmental Support Services will:

- ✓ Perform enhanced cleaning and disinfection of all affected area, high-touch surfaces, and classrooms
- ✓ Review and restock PPE and sanitizer
- ✓ Review and restock custodial cleaning supplies

The Principal will:

- ✓ Provide an update to parents and students at least once during the closure on preparedness of the school for return
- ✓ Work with ICT Services to plan for the return of loaned computers to school

Toronto School Transportation Group will:

- ✓ Work with school bus operators to ensure bus(es)undergo deep cleaning and alternate drivers (if necessary) are found to resume services
- ✓ Communicate with school bus user about any changes and plans to resume services
- ✓ Review safety procedures with bus operators to determine if any improvements should be made to improve staff and student safety

Step 6: Return to In-Person learning

At the end of the prescribed isolation period, the class or school will return to in person learning. To ensure a smooth transition, the following should be completed.

The Principal will:

- ✓ Ensure staff, students, and parents are informed of return date prior to the scheduled return to in-person learning
- ✓ Update school voicemail
- ✓ Inform TSTG of return date
- ✓ Review and update the Area Superintendent of any issues arising from the return to in person learning.

The Area Superintendent will:

- ✓ Inform Director's Council/EOC of any challenges with the reopening
- \checkmark Inform the Communications department of the return to school
- ✓ Update the local Trustee of decisions and plans

REVIEWING THE TRANSITION TO DISTANCE LEARNING PROCESS

The TCDSB will engage in a review process following the transition of a class and or school to and from distance learning to provide insight and feedback as to how the process was successful and where improvements could be considered.

The feedback should be documented and reviewed with relevant staff to ensure that protocols can be improved and that the Transition to Distance Learning plan can be updated.

Following the transition of a cohort back to in person learning, the Area Superintendent will meet with the school Principal to review. During the meeting the following items may be discussed and noted:

- Issues or concerns with preparation of the school, staff, or virtual classroom
- Concerns raised by students, staff, or parents
- The effectiveness and timing of communications to students, parents and staff
- Communication and processes with other stakeholders such as TPH
- Other major issues encountered and how they were handled
- Suggested process improvements should be discussed

The information above should be noted by the area Superintendent and reported to Education Council where appropriate. Common themes and issues among area Superintendents may be reviewed at Director's Council/EOC in order to adapt the process and/or make improvements to the plan.

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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

80 Sheppard Avenue East Toronto, ON M2N 6E8 Telephone: 416-222-8282 www.tcdsb.org

OCTOBER 2020

SUMMARY OF COVID-19 RESOURCES DEPLOYE	D TO SCHOOLS	6																		
	Data from:	Larry Silva			Stefan Marte	ens		Alem	Birhane	Lyn N	lorthey	Marty	Farrell	Marty Farr	rell	Marty Farrell	1	Marty Fai	rrell	
	Resource:	-		with no	Portab	le HEP/	A Filter	MER	V 13 Filters		Outdoor sroom Tent	Ple	nistrative xiglass nrriers	Stude	ent Desk rriers		Disinfectant Sprayers		litional todians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld				
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty	Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 1: FATHER HENRY CARR HOLY CHILD MONSIGNOR JOHN CORRIGAN MSGR. PERCY JOHNSON ST.ANDREW ST.ANGELA ST.BENEDICT ST.DOROTHY ST.JOHN VIANNEY ST.JOHN VIANNEY ST.MAURICE ST.STEPHEN Total Ward 1	Q5 Q5 Q5 Q5 Q5 Q5 Q5 Q5 Q5 Q5	Yes	2	\$4,086 \$4,086	Partial No Partial Partial	40 34 21 95	\$27,787 \$23,619 \$14,588 \$65,994	1 3 1	\$121 \$121 \$121 \$121 \$121 \$364 <u>\$121</u> \$1,092	1	\$6,145 \$6,145	4 2 2 4 2 3 2 3 2 2 2 2 2 2 7	\$402 \$201 \$201 \$402 \$201 \$201 \$302 \$201 \$201 \$201 \$201 \$201 \$201	4 9 8 18 5 7 5 10	\$3,688 \$8,298 \$7,376 \$16,596 \$4,610 \$6,454 \$4,610 \$9,220	1 2 1 1 1 1 1 1 1	\$0 \$980 \$4,291 \$980 \$980 \$980 \$980 \$980 \$980 \$980	n/a 0.5 1 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5	\$56,945 \$28,472 \$56,945 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$341,668	\$3,889 \$33,462 \$61,558 \$66,060 \$37,029 \$73,954 \$34,485 \$57,204 \$34,263 \$38,994
Ward 1 - Q5 and Q4 totals	11		2	\$4,086		95	<mark>\$65,994</mark>	9	\$1,092	1	\$6,145	27	\$2,714	70	\$64,539	12	\$16,419	6	\$341,668	502,658
Ward 2: ALL SAINTS FATHER SERRA JOSYF CARDINAL SLIPYJ MICHAEL POWER/ST JOSEPH MOTHER CABRINI NATIVITY OF OUR LORD OUR LADY OF PEACE ST.CLEMENT ST.DEMETRIUS ST.EUGENE ST.EUGENE ST.GREGORY ST.MARCELLUS	Q4 Q5 Q3 Q3 Q3 Q3 Q3 Q1 Q4 Q5 Q1 Q5 Q1 Q5	Yes Yes Yes	2 1 2	\$4,086 \$2,043 \$4,086	Partial Partial Partial Yes Partial Partial Partial			1 1 1 1 1	\$121 \$121 \$121 \$121 \$121 \$121 \$121	1	\$6,145 \$6,145	3 2 3 2 2 2 2 2 2 3	\$201 \$302 \$201 \$201 \$201 \$201 \$201 \$201 \$201 \$2	20 21 18 14 15 6	\$18,440 \$19,362 \$16,596 \$12,908 \$13,830 \$5,532	1 1 2 1 1 1 1 1 1 1 1 1	\$980 \$980 \$4,291 \$980 \$980 \$980 \$980 \$980 \$980 \$980 \$980	0.5 0.5 1 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5	\$28,472 \$28,472 \$28,472 \$56,945 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472	\$54,359 \$49,115 \$61,558 \$33,840 \$31,696 \$46,370 \$29,653 \$42,682 \$49,749 \$29,653 \$39,372
TRANSFIGURATION Total Ward 2	Q5	Yes	6	\$2,043 \$12,259		0	\$0	1 7	\$121 \$849		\$12,290	2 30	\$201 \$3,016						\$28,472 \$398,613	

		Resource:	Portable (based o wa		with no	Portab	le HEP/	A Filter	MERV	13 Filters		utdoor room Tent	Plex	iistrative iglass rriers	Studer	nt Desk riers		Disinfectant Sprayers		tional odians	TOTAL PER SCHOOL
		Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld				
School Name		TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty		Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 2	- Q5 and Q4 totals	6		3	\$6,130			-	5	607	2	12,290	14	1,407	89	82,057	6	5,878	3	170,834	\$279,203

	Resource:	Portable (based o wa		with no	Portab	e HEPA	Filter	MER	/ 13 Filters	-	outdoor room Tent	Plex	nistrative kiglass rriers	Stude	nt Desk riers		Disinfectant Sprayers		litional todians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
	TPH Quintile											i								
School Name	Q5 = 55 Q4 = 45	Identified Deficiency	Qty	Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
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FACILITIES WEST - Reserve Stock	n/a		i i					ļ, į		į į		4	\$402			18			\$0	\$31,461
JAMES CARDINAL McGUIGAN	Q5		i i		Yes	i i		1	\$121	i - i		2	\$201			2	\$4,291		\$56,945	\$61,558
MSGR. FRASER - Norfinch Campus	Q5		i i		Yes				* (* (i i		4	\$402		* / / - - •	1	+ ••••		\$28,472	\$29,854
ST.ANDRE	Q5		i i		Yes	i i		1	\$121	i i		4	\$402				\$ 555		\$28,472	\$44,727
ST.AUGUSTINE of Canterbury	Q5		i i		Partial				\$404	l i		4	\$402		\$8,298				\$28,472	\$38,152
ST.BASIL-THE-GREAT COLLEGE	Q5				Yes	00	\$40 AF4	1	\$121	1			\$0 ¢ 400	-	#7 070	2 1			\$56,945	\$61,357
ST.CHARLES GARNIER	Q5				Partial	28	\$19,451					4	\$402		. ,		+		\$28,472	\$56,681
ST.FRANCIS DE SALES	Q5				Partial							4	\$402		<i>+ • , • • •</i>	1	+		\$28,472	\$36,308
ST.JANE FRANCES	Q5				Yes			1	¢404			6	\$603 ¢201	-			•		\$28,472	\$37,431
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ST.ROCH ST.SIMON	Q5 Q5		!!		Partial Yes				\$121 \$121	1	\$6,145		\$201 \$201	0 14	۶۲,376 \$12,908	1	\$980 \$980		\$28,472 \$28,472	\$48,827
ST.SIMON	Q5	Yes	1	\$2,043				· ' !	φιζι	' <u> </u>	φ0, 143	2	\$201 \$201	14	\$12,900	1	\$980 \$980		\$28,472 \$28,472	\$40,027
VEN. JOHN MERLINI	Q5	163	! '!	φ2,043	Partial	25	\$17,367	1	\$121	<u> </u>		2	\$201 \$201			1	\$980 \$980		\$28,472	\$50,829
	QU		<u> </u>		i aitiai		ψ17,507	<u> </u>	ΨIZI						ψ0,000	I	ψ300	0.5	ψ20,472	ψ00,020
Total Ward 3			1	\$2,043		76	\$52,796	7	\$849	2	\$12,290	44	\$4,423	103	\$94,965	34	\$51,397	8	\$455,557	\$674,320
Ward 3 - Q5 and Q4 totals	14		1	\$2,043		76	52,796	7	849	2	12,290	40	4,021	103	94,965	16	20,338	8	455,557	\$642,859

	Resource:	nit Rate: \$2.04			Portab	e HEP#	A Filter	MER	/ 13 Filters		Outdoor sroom Tent	Plex	nistrative xiglass ırriers	Studer Barı	nt Desk riers	ſ	Disinfectant Sprayers		litional codians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty	Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 4:			i i					ļ		I		ļ		l		!		ļ		
BISHOP ALLEN ACADEMY	Q3		i i		Yes	i i		1	\$121	i i		4	\$402	İ		2	\$4,291	1	\$56,945	
BISHOP MARROCCO/THOMAS MERTON	Q1		i i		Yes	i i		i		i		2	\$201	İ		2	\$4,291	1	\$56,945	
FATHER JOHN REDMOND	Q4		i i		Yes	i i		1	\$121	- i		5	\$503			2	\$4,291	1	\$56,945	
HOLY ANGELS	Q3		1		Partial			1	\$121	1	\$6,145	4	\$402	18	\$16,596	1	\$980	0.5	\$28,472	
HOLY FAMILY	Q2		1		Partial							2	\$201			1	\$980	0.5	\$28,472	
JAMES CULNAN	Q1				Partial			1	\$121			2	\$201			1	\$980	0.5	\$28,472	
OUR LADY OF SORROWS	Q1	Yes	2	\$4,086				1	\$121			3	\$302			1	\$980	0.5	\$28,472	
ST.AMBROSE	Q2	Yes	1	\$2,043	Yes					1	\$6,145	2	\$201	15	\$13,830	1	\$980	0.5	\$28,472	\$51,671
ST.CECILIA	Q1	Yes	2	\$4,086		29	\$20,146					1	\$101			1	\$980	0.5	\$28,472	
ST.ELIZABETH	Q3	Yes	1	\$2,043	Partial	11	\$7,641					2	\$201	l		1	\$980	0.5	\$28,472	\$39,338
ST.JAMES	Q1	Yes	2	\$4,086	No	14	\$9,725			i i		2	\$201	i		1	\$980	0.5	\$28,472	\$43,465
ST.JOSAPHAT	Q4		i i		No	19	\$13,199			i i		2	\$201	6	\$5,532	1	\$980	0.5	\$28,472	
ST.LEO	Q3		i i		Partial	1		1	\$121			2	\$201			1	\$980	0.5	\$28,472	\$29,774
ST.LOUIS	Q3		1		No			1	\$121			2	\$201			1	\$980	0.5	\$28,472	
ST.MARK	Q3		: :		Partial			1	\$121			2	\$201			1	\$980	0.5	\$28,472	
ST.PIUS X	Q1				Partial	22	\$15,283	1	\$121			3	\$302			1	\$980	0.5	\$28,472	\$45,158
ST.VINCENT DE PAUL	Q1	Yes	4	\$8,173	No	25	\$17,367					2	\$201			1	\$980	0.5	\$28,472	
THE HOLY TRINITY	Q4				Yes			1	\$121			3	\$302	17	\$15,674	1	\$980	0.5	\$28,472	\$45,549
Total Ward 4			12	\$24,518		120	\$83,361	10	\$1,213	2	\$12,290	45	\$4,524	56	\$51,631	21	\$27,568	10.5	\$597,919	\$803,025
Ward 4 - Q5 and Q4 totals	3		-			19	\$13,199	2	\$243	0	0	10	\$1,005	23	\$21,206	4	\$6,250	2	\$113,889	\$155,792

ilters Outdoor Classroom T	Outdoor lassroom Tent	Administrative Plexiglass Barriers	e Student Desk Barriers		fectant ayers	Addit Custo	tional odians	TOTAL PER SCHOOL
\$121 \$6,	\$6,145	\$10	1 Box of 25 \$92	1.99 Backpack & Handheld	\$2,145 \$980			
ost Qty Cost	ty Cost	Qty Cost	Qty Cost	t Qty To	otal (Qty	Cost	
!	1	1		1		ļ		
i i i		2 \$20	1	1	\$980	0.5	\$28,472	\$35,783
		4 \$402	2		\$4,291	1	\$56,945	\$61,637
		2 \$20	1		\$4,291	1	\$56,945	\$61,436
		25 \$2,51	3	2	\$3,451	0	\$0	\$5,964
		5 \$50		2	\$4,291	1	\$56,945	\$61,738
		4 \$40	2		\$4,291	1	\$56,945	\$92,203
		4 \$40	2		\$4,291	1	\$56,945	\$61,637
		9 \$90			\$4,291	1	\$56,945	
\$121		2 \$20		298 1	\$980	0.5	\$28,472	\$38,072
		2 \$20		220 1	\$980	0.5	\$28,472	\$38,873
		2 \$20	-	1	\$980	0.5	\$28,472	\$31,696
		2 \$20		1	\$980	0.5	\$28,472	\$31,696
		2 \$20		454 1	\$980	0.5	\$28,472	\$49,960
1 \$6	1 \$6,145	4 \$40			\$980	0.5	\$28,472	\$52,595
, ¢0,		2 \$20			\$980	0.5	\$28,472	\$56,401
		2 \$20	····· +···,	1	\$980	0.5	\$28,472	
		2 \$20		1	\$980	0.5	\$28,472	\$43,547
1 \$6	1 \$6,145	2 \$20		298 1	\$980	0.5	\$28,472	
φ0,	φο, πο	3 \$30	. ,	1	\$980	0.5	\$28,472	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
		2 \$20		2	\$4,291	0.0	\$0,112	\$4,492
		4 \$402		766 1	\$980	0.5	\$28,472	
		4 \$402	-	532 1	\$980	0.5	\$28,472	\$50,628
		2 \$20		1	\$980	0.5	\$28,472	\$29,653
		2 \$20 2 \$20		298 1	\$980	0.5	\$28,472	\$58,056
		2 \$20		1	\$980	0.5	\$28,472	\$29,653
		2 \$20		142 1	\$980	0.5	\$28,472	
\$121 2 \$12,	2 \$12,290	98 \$9,85	1		51,121	15	\$854,170	
\$121 2 \$12	2 \$12,290	37. \$3.71	9 82 \$75	603 15 \$	19.358	7.5	\$427.085	\$612,998
\$121 2 \$1	2 \$1	<mark>2,290</mark>	<mark>2,290 37</mark> \$3,71	<mark>2,290 37 \$3,719 82 \$75</mark> ,	<mark>2,290 37 \$3,719 82 \$75,603 15 \$</mark>	2,290 37 \$3,719 82 \$75,603 15 \$19,358	2,290 37 \$3,719 82 \$75,603 15 \$19,358 7.5	2,290 37 \$3,719 82 \$75,603 15 \$19,358 7.5 \$427,085

	Resource:	•	e Handwa on floors ashrooms	with no	Portab	le HEPA	Filter	MER	V 13 Filters	-	outdoor room Tent	Ple	inistrative xiglass arriers	Studer Barr	nt Desk riers		Disinfectant Sprayers		itional odians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency			Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 6:			!!			!!				Ļ						l		ļ		
LORETTO COLLEGE	Q3		! !		Yes	! !				- !		6	\$603	l l		2		1	\$56,945	
ST.ANTHONY	Q3		i i		Yes	i i				1		2	\$201			1	\$980	0.5	\$28,472	\$29,653
ST.CLARE	Q3	Yes	2	\$4,086	No	29	\$20,146	i		- i		2	\$201		• • • • • •	1	\$980	0.5	\$28,472	\$53,885
ST.HELEN	Q4		i i		Yes	i _i	* · · · • · •	i		i i		3			\$10,142	1	\$980	0.5	\$28,472	\$39,896
ST.JOHN BOSCO	Q2	Yes	i ¹ i	\$2,043	No	17	\$11,810			1		2	\$201	i		1	\$980	0.5	\$28,472	\$43,506
ST.LUIGI	Q3	N/		*• • • •	No	1						2	\$201			1	\$980	0.5	\$28,472	\$29,653
	Q4	Yes	1	\$2,043	Yes	20	#00.040					5	\$503	i i		2		1	\$56,945	
ST.MARY OF THE ANGELS	Q3	Yes	2	\$4,086		30	\$20,840			4	<u> </u>	2 2	\$201 \$201			1	\$980 ¢080	0.5 0.5	\$28,472	\$54,580
ST.NICHOLAS OF BARI ST.PAUL VI	Q2 Q5		1		Partial Partial	22	\$15,283			· '	\$6,145	2	\$201 \$201	9	\$8,298	1	\$980 \$980	0.5 0.5	\$28,472 \$28,472	\$35,798 \$53,23 4
ST.FAOL VI ST.RITA	Q3	Yes	1	\$2,043		22	φ13,203					2	\$201 \$201		φ0,290	1	\$980 \$980	0.5	\$28,472 \$28,472	\$31,696
ST.SEBASTIAN	Q3	163	! !	φ2,043	Partial	1						2 4	\$402	-		1	\$980 \$980	0.5	\$28,472 \$28,472	\$29,854
STELLA MARIS	Q3		1		Partial	1						2	\$201			1	\$980 \$980	0.5	\$28,472	\$29,653
Total Ward 6			7	\$14,302		98	\$68,078	0	\$0	1	\$6,145	36			\$18,440	15			\$427,085	
				ψι-,			ψ00,070		ψυ		ψ0, 140		ψ0,013	20	ψιο, πι ο	10	ψ10,000	7.0	Ψ 721,000	ψ001,020
Ward 6 - Q5 and Q4 totals	3		1	\$2,043		22	\$15,283	0	\$0	0	\$0	10	\$1,005	20	\$18,440	4	\$6,250	2	\$113,889	\$156,911
			i i			i i				i		i		Í				i		

	Resource:	te: \$2 043			Portab	le HEP/	A Filter	MERV	/ 13 Filters		Dutdoor sroom Tent	Ple	nistrative xiglass arriers		nt Desk riers		Disinfectant Sprayers		litional codians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty		Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 7: EPIPHANY OF OUR LORD HOLY SPIRIT MARY WARD Mary Ward Linc (was ST.JOHN FISHER closed) MSGR. FRASER - MIDLAND OUR LADY OF WISDOM PRECIOUS BLOOD ST.AIDAN ST.ALBERT ST.HENRY ST.JOAN OF ARC CATHOLIC ACADEMY (was Jear ST.KEVIN ST.LAWRENCE ST.MAXIMILIAN KOLBE housing SIS Dept ST.NICHOLAS ST.SYLVESTER ST.VICTOR	Q2 Q4 Q4 n/a Q2 Q3 Q3 Q2 Q3 Q4 Q5 Q3 Q4 n/a Q5 Q2 Q3	Yes Yes Yes Yes	1 1 1 2	\$2,043 \$2,043 \$2,043 \$2,043 \$4,086	Partial Partial Partial Partial Partial Partial Yes Partial	12 12	\$8,336 \$8,336			1	\$6,145	2 2 5 2 4 3 2 2 4 2 2 2 2 2 2 2 2 6	\$201 \$201 \$503 \$201 \$402 \$302 \$201 \$201 \$201 \$201 \$201 \$201 \$201 \$2	11 14 5 8		2 1 - 1 1 1 1	\$980 \$0 \$980 \$980 \$980 \$980 \$980	0.5 0.5 1 0 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0	\$28,472 \$28,472 \$56,945 \$0 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472	\$39,795 \$61,738 \$3,224 \$402 \$29,754 \$44,705 \$29,653 \$29,653 \$34,263 \$63,681 \$40,032 \$42,076 \$1,181 \$43,174 \$29,653
Total Ward 7			6	\$12,259		24	\$16,672	-	\$0	1	\$6,145	47	\$4,725	38	\$35,036	18	\$22,297	8	\$455,557	\$552,691
Ward 7 - Q5 and Q4 totals	6		3	\$6,130		12	\$8,336		\$0	1	\$6,145	17	<mark>\$1,709</mark>	24	\$22,128	8	\$12,500	4	\$227,779	\$284,726

Identified Deficiency	Qty				\$695					Administrativ Plexiglass Barriers		Student Desk Barriers		Disinfectar Sprayers				TOTAL PER SCHOOL
	Qty				+		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
		Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
												i						
	i i		Yes	1		1		1		2	\$201	5	\$4,610	1	\$980	0.5	\$28,472	\$34,263
			Partial			i				2	\$201	7	\$6,454	1	\$980	0.5	\$28,472	
			Yes							4	\$402			2	\$4,291	1	\$56,945	
			Partial							2	\$201	2	\$1,844	1	\$980	0.5	\$28,472	\$31,497
			Yes							2	\$201	4	\$3,688	1	\$980	0.5	\$28,472	
			Yes			1	\$121			3	\$302	4	\$3,688	1	\$980	0.5	\$28,472	\$33,563
			Partial				Ţ	- i		3	\$302	5	\$4,610	1	\$980	0.5	\$28,472	
Yes	1	\$2,043				į.				2	\$201	i i	. ,	1	\$980	0.5	\$28,472	\$31,696
	i i	, <u>,</u>	Partial	i i		i				2	\$201	5	\$4,610	1	\$980	0.5	\$28,472	\$34,263
	i i		Partial	i i		i		i		4	\$402		Ŧ)	1	\$980	0.5	\$28,472	\$29,854
			Partial							3	\$302	8	\$7,376	1	\$980	0.5	\$28,472	\$37,130
			Yes			- i				2	\$201	6	\$5,532	1	\$980	0.5	\$28,472	
			Yes	12	\$8,336			i		2	\$201		+ - ,	1	\$980	0.5	\$28,472	\$37,989
			Partial		+ - ,					2	\$201	4	\$3,688	1	\$980	0.5	\$28,472	
			Yes							2	\$201	2	\$1,844	1	\$980	0.5	\$28,472	\$31,497
			Yes					i		2	\$201	!	• • • • • • •	1	\$980	0.5	\$28,472	
			Yes	<u> </u>				1	\$6,145	2	\$201	4	\$3,688	1	\$980	0.5	\$28,472	\$39,486
	i i		Partial	i i		i		i	<i>vv,</i>	2	\$201	7	\$6,454	1	\$980	0.5	\$28,472	
	i i		Partial			i		- i		2	\$201		<i>+•</i> ,.•.	1	\$980	0.5	\$28,472	
Yes	1	\$2,043						1		4	\$402	i i		2	\$4,291	1	\$56,945	
		Ψ _ ,0 .0	Yes					1		5	\$503	i		2 1	\$980	0.5	\$28,472	\$29,955
										2				1				
	2	\$4,086		12	\$8,336	1	\$121	1	\$6,145	56		63	\$58,085	24	\$28,176	12	\$683,336	
	1	\$2,043		0	\$0	1	\$121	1	\$6,145	48	\$4,825	63	\$58,085	21	\$25,237	10.5	\$597,919	\$694,376
					2 \$4,086 12	2 \$4,086 12 \$8,336	2 \$4,086 12 \$8,336 1	2 \$4,086 12 \$8,336 1 \$121	2 \$4,086 12 \$8,336 1 \$121 1	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629 63	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629 63 \$58,085	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629 63 \$58,085 24	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629 63 \$58,085 24 \$28,176	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629 63 \$58,085 24 \$28,176 12	2 \$4,086 12 \$8,336 1 \$121 1 \$6,145 56 \$5,629 63 \$58,085 24 \$28,176 12 \$683,336

	Resource:	Portable (based o wa		with no	Portab	le HEP#	A Filter	MERV	/ 13 Filters		Outdoor ssroom Tent	Plex	nistrative iglass rriers		nt Desk riers		Disinfectant Sprayers		litional codians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty	Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 9:						!!		ļ				1								
BISHOP MACDONNELL	Q3				Yes	i i		<u> </u>				2	\$201			-	\$0			\$201
D'ARCY MCGEE	Q3				Partial	i i						2	\$201			1	\$980		\$28,472	
HOLY ROSARY	Q1	Yes	2	\$4,086		i i		i i			i	1	\$101			1	\$980	0.5	\$28,472	
MSGR. FRASER - ANNEX & ORIENTATION (was S					No	i i						4	\$402			1	\$980	0.5	\$28,472	
MSGR. FRASER - ISABELLA	Q4	Yes	1	\$2,043		i i						4	\$402			1	\$980		\$0	\$3,425
MSGR. FRASER - ISABELLA NORTH Campus 25 L	n/a				Partial	1						0	\$0			-	\$0	0.5	\$28,472	
MSGR. FRASER - ST. MARTIN CAMPUS APPLE - S	Q2	Yes	1	\$2,043		1						4	\$402			1	\$980		\$0	\$3,425
OUR LADY OF LOURDES	Q2	N/		** * *	Yes		* 4 * 4 * 4					2	\$201			1	\$980	0.5	\$28,472	\$29,653
OUR LADY OF PERPETUAL HELP	Q2	Yes	1	\$2,043		15	\$10,420					3	\$302			1	\$980	0.5	\$28,472	
POPE FRANCIS	Q1				Partial	30	\$20,840				* 0.445	2	\$201			1	\$980	0.5	\$28,472	
ST.ALPHONSUS	Q3	V		*• • • •	No		* 45 000			1	\$6,145	2	\$201			1	\$980	0.5	\$28,472	
ST.BRUNO-ST RAYMOND	Q3	Yes	1	\$2,043		22	\$15,283	- I				2	\$201			1	\$980	0.5	\$28,472	
ST.FRANCIS OF ASSISI	Q2	N/	i i	** * *	Partial	i i		i i			i	1	\$101			1	\$980	0.5	\$28,472	
ST.JOSEPH'S COLLEGE	Q2	Yes	1	\$2,043		~	#40.004	- i				2	\$201			2		1	\$56,945	
ST.MARY	Q2		i i		No	20	\$13,894	i (2	\$201			1	\$980 \$980	0.5 0.5	\$28,472	
	Q3	Vaa	2	¢4.000	Yes	i i				4	фс 11 г		\$201				\$980 \$4.201	0.5	\$28,472	
ST.MICHAEL CHOIR SR.	Q3	Yes	2 1	\$4,086		20	¢12 001				\$6,145	4	\$402 \$302			2	\$4,291 \$980	0.5	\$56,945	
ST.PAUL	Q4 Q3	Yes Yes	1	\$2,043		20 31	\$13,894 \$21,535	-				3 2	\$302 \$201			1	\$980 \$980	-	\$28,472 \$28,472	
ST.THOMAS AQUINAS	QS	res		\$2,043	No	- 31	\$21,535					2	φ 201			'	\$ 900	0.5	\$28,472	\$53,231
Total Ward 9			11	\$22,475		138	\$95,866	-	\$0	2	\$12,290	44	\$4,423	-	\$0	19	\$23,277	9	\$512,502	\$670,833
Ward 9 - Q5 and Q4 totals	2		2	\$4,086		20	\$13,894	-	\$0	0	\$0	7	\$704		\$0	2	<mark>\$1,959</mark>	0.5	\$28,472	\$49,115

	Resource:	``	e Handwa on floors ashroom	with no	Portab	le HEP	A Filter	MER	V 13 Filters		outdoor Froom Tent	Plex	nistrative kiglass rriers		nt Desk riers		Disinfectant Sprayers		itional odians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency		Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 10: CHAMINADE COLLEGE IMMACULATE CONCEPTION OUR LADY OF VICTORY SANTA MARIA ST.BERNARD ST.FIDELIS ST.FRANCIS XAVIER ST.JOHN THE EVANGELIST ST.MATTHEW ST.OSCAR ROMERO	Q5 Q5 Q5 Q5 Q5 Q5 Q5 Q5 Q4 Q5	Yes Yes Yes		\$2,043 \$2,043 \$2,043	Partial Yes Partial Partial No No Yes	26	\$18,062	1	\$121	1 1 1	\$6,145 \$6,145	7 2 2 2 6 2 4 2 4	\$704 \$201 \$201 \$201 \$603 \$201 \$402 \$201 \$402	8 12 4 11 12 7 8 15	\$11,064 \$3,688 \$10,142 \$11,064 \$6,454	1 1 1	\$980 \$980 \$980 \$980 \$980	0.5 0.5 0.5 0.5 0.5 0.5	\$56,945 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$56,945	\$43,174 \$40,717 \$33,462 \$39,594 \$47,264 \$38,150 \$37,230 \$63,588
Total Ward 10			3	\$6,130		26	\$18,062	1	\$121	2	\$12,290	31	\$3,116	77	\$70,993	12	\$16,419	6	\$341,668	\$468,799
Ward 10 - Q5 and Q4 totals	10		3	<mark>\$6,130</mark>		26	\$18,062	1	\$121	2	<mark>\$12,290</mark>	31	\$3,116	77	<mark>\$70,993</mark>	12	\$16,419	6	<mark>\$341,668</mark>	\$468,799

	Resource:	-		s with no	Portab	le HEPA	\ Filter	MER\	/ 13 Filters		Dutdoor sroom Tent	Plex	nistrative kiglass rriers	Stude	nt Desk riers		Disinfectant Sprayers		litional todians	TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty	Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 11:						I I		1		- 1		1				l		1		
ANNUNCIATION	Q2	Yes	1	\$2,043	No	15	\$10,420	i		i		2	\$201			1	\$980	0.5	\$28,472	\$42,116
BLESSED TRINITY	Q2	Yes	1	\$2,043	No	18	\$12,504	i i		- i		2	\$201			1	\$980	0.5	\$28,472	\$44,200
CANADIAN MARTYRS	Q1				Partial			i i				2	\$201			1	\$980	0.5	\$28,472	\$29,653
FACILITIES EAST	n/a											6	\$603			16	\$27,608		\$0	\$28,211
FACILITIES EAST (WAREHOUSE) - Reserve Stock	n/a					!!						197	\$19,804		\$91,277		\$0	0	\$C	\$111,081
HOLY CROSS	Q1				Partial	!!						2	\$201		. ,	1	\$980	0.5	\$28,472	
HOLY NAME	Q1	Yes	1	\$2,043		i i				. I		2	\$201			1	\$980	0.5	\$28,472	
MSGR. FRASER - OLO MOUNT CARMEL CAMPUS	n/a		ii	<i>+_,•</i> ·•		i i		i		i		2	\$201	İ		1	\$980	0.5	\$28,472	
NOTRE DAME HIGH SCHOOL	Q1	Yes	1	\$2,043	No	i i		l i		- i		i i	\$0			2	\$4,291	1	\$56,945	
OUR LADY OF GUADALUPE	Q3	Yes	1	\$2,043		1		i i				2	\$201			- 1	\$980	0.5	\$28,472	
SENATOR O'CONNOR	Q2	100		φ2,010	Yes			l i				6	\$603			2	\$4,291	1	\$56,945	
ST.ANSELM	Q1				Partial							2	\$201			- 1	\$980	0.5	\$28,472	
ST.BONAVENTURE	Q1	Yes	1	\$2,043		26	\$18,062					2	\$201			1	\$980	0.5	\$28,472	
ST.BRIGID	Q1	Yes	1	\$8,173		20	ψ10,002					2	\$201			1	\$980 \$980	0.5	\$28,472	
ST.CATHERINE	Q2	Yes	1	\$2,043		7	\$4,863			. I		2	\$201			1	\$980 \$980	0.5	\$28,472	
ST.DENIS	Q2 Q1	Yes		\$2,043 \$2,043		13	\$9,031			i		1	\$101	İ		1	\$980 \$980		\$28,472	
ST.GERALD	Q3	Yes	1	\$2,043 \$2,043	No	18	\$12,504			i i		3	\$302			1	\$980 \$980	0.5	\$28,472	
ST.ISAAC JOGUES	Q3 Q2	Yes		\$2,043 \$2,043		10	ψ12,304	i i		1		2	\$302 \$201			1	\$980 \$980		\$20,472 \$28,472	
		165		φΖ,043				l i				2				1				
ST.JOHN (TORONTO)	Q1				No					1	¢C 115		\$201	11	¢10 140	1	\$980 \$080	0.5 0.5	\$28,472 \$28,472	
	Q5	Vac	2	#C 400	Partial	4.4	ቀስ ማሳታ				\$6,145		\$201	11	\$10,142	1	\$980 \$980	0.5 0.5	\$28,472 \$28,472	
ST.JOSEPH	Q1	Yes	3	\$6,130 \$2,042		14	\$9,725					2	\$201			1	\$980 ¢4 201	0.5	\$28,472 \$56,045	
ST.JOSEPH'S MORROW PARK	Q2	Yes	1	\$2,043		!!						4	\$402			2	\$4,291		\$56,945 \$28,472	
ST.KATERI TEKAKWITHA	Q3	V	ļ	MO 040	Partial	į i		l i		l i		2	\$201	l i			\$980 \$080		\$28,472	
ST.MATTHIAS	Q3	Yes		\$2,043		i i		i				2	\$201			1	\$980 \$080		\$28,472	
ST.MONICA	Q2	Yes	2	\$4,086		i i						2	\$201				\$980 ¢4 201	0.5	\$28,472	
ST.PATRICK CSS	Q3				Yes							5	\$302			2	\$4,291		\$56,945	
ST.TIMOTHY	Q3				Yes							2	\$201			1	\$980	0.5	\$28,472	\$29,653
Total Ward 11			21	\$42,907		111	\$77,109	•	\$0	1	\$6,145	258	\$25,936	110	\$101,419	45	\$65,345	14.5	\$825,698	\$1,144,558
Ward 11 - Q5 and Q4 totals	1			\$0		0	\$0		\$0	1	\$6,145	2	\$201	11	\$10,142	1	\$980	0.5	\$28,472	\$45,940

	Resource:	Portable (based o wa		with no	Portab	le HEP#	A Filter	MERV	/ 13 Filters		Outdoor sroom Tent	Plex	nistrative kiglass irriers	Stude	nt Desk riers		Disinfectant Sprayers	Additional Custodians		TOTAL PER SCHOOL
	Unit Rate: (incl. net HST)			\$2,043			\$695		\$121		\$6,145		\$101	Box of 25	\$921.99	Backpack & Handheld	\$2,145 \$980			
School Name	TPH Quintile Q5 = 55 Q4 = 45	Identified Deficiency	Qty	Cost	Mechanical Ventilation		Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Cost	Qty	Total	Qty	Cost	
Ward 12: IMMACULATE HEART OF MARY NEIL McNEIL OUR LADY OF FATIMA ST.AGATHA ST.AGATHA ST.BARBARA ST.BONIFACE ST.DUNSTAN ST.EDMUND CAMPION ST.JOACHIM ST.JOACHIM ST.JOHN HENRY NEWMAN ST.JOHN PAUL II ST.MARIA GORETTI ST.MARIA GORETTI ST.MARTIN DE PORRES ST.RICHARD ST.ROSE OF LIMA ST.THERESA SHRINE ST.THOMAS MORE ST.URSULA	Q2 Q4 Q2 Q4 Q4 Q4 Q4 Q4 Q4 Q4 Q4 Q4 Q4 Q4 Q4 Q4	Yes Yes Yes Yes Yes Yes	1 1 1 1 1 1 1	\$2,043 \$2,043 \$2,043 \$2,043 \$2,043 \$2,043 \$2,043	Partial Yes Partial Partial Partial No Yes Yes Yes Yes No Partial Partial Partial Partial	13 19 10 15 22	\$9,031 \$13,199 \$6,947 \$10,420 \$15,283 \$9,031			1.	\$6,145	2 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	\$201 \$402 \$201 \$201 \$201 \$201 \$201 \$201 \$402 \$503 \$201 \$201 \$201 \$201 \$201 \$201 \$201 \$201	24 7 7 7 20 12 7 10 7	\$6,454 \$6,454 \$18,440 \$11,064 \$6,454 \$9,220	1 1 1 1 1 2 2 1 1 1 1 1 1 1	\$980 \$980 \$980 \$980 \$4,291 \$4,291 \$980 \$980	0.5 0.5 0.5 0.5 0.5 0.5 1 1 1 0.5 0.5 0.5 0.5 0.5	\$56,945 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472 \$56,945 \$56,945 \$56,945 \$56,945 \$56,945 \$28,472 \$28,472 \$28,472 \$28,472 \$28,472	\$61,637 \$51,781 \$29,653 \$44,295 \$29,653 \$49,306 \$38,643 \$36,107 \$61,637 \$61,637 \$61,738 \$76,565 \$53,180 \$51,490 \$40,916 \$31,696 \$36,107
Total Ward 12		103	7	\$14,302		92	\$63,910	i i i i i i i i i i i i i i i i i i i	\$0	1	\$6,145	45	\$4,524		\$93,121	21			τ -)	
Ward 12 - Q5 and Q4 totals	12		4	\$8,173		66	\$45,849	•	\$0	1	\$6,145	28	\$2,815	101	<mark>\$93,121</mark>	13	\$15,068	7	\$398,613	\$569,78 2
GRAND TOTAL ALL WARDS			89	\$181,845		962	\$668,280	36	\$4,368	18	\$110,610	761	\$76,500	865	\$797,521	269	\$364,991	114.5	\$6,520,164	\$8,724,279
Grand Total Q5 and Q4	100		25	\$51,080		429	\$298,017	26	\$3,154	13	\$79,885	271	\$27,242	663	<mark>\$611,279</mark>	114	\$146,656	57	\$3,245,846	<mark>\$4,463,160</mark>

LINC leased sites: Plexiglass Shields also at:

	Lakeshore LINC Centre	2	201
	Victoria Park LINC Centre	2	201
Fi	inch@Warden Adult Education Centre	2	201
	COSTI Corvetti Education Centre	2	201
	Eglinton LINC & ESL Centre	3	302

APPENDIX D –ADDITIONAL ACADEMIC RESOURCE ALLOCATION

- 1. *Pursuant to Board motions, Federal/Provincial funding and responsiveness to virtual learning, several key investments in academic resources have been made.* The largest investment has been in new teaching positions, which was mostly necessitated by the late transfer of a large volume of students to St. Anne's Virtual Academy. Several investments have also been made in the inperson school environment as well in order to enhance safety measures and in particular within the COVID-19 "hot spot" areas. It should be noted that much of the information in this appendix is still in "flux" and changing on a daily basis. This should be considered a "snapshot" in time and is likely to change given the evolving environment.
- 2. Approximately 277 new Elementary teaching Full Time Equivalent (FTE) positions and 96 Secondary FTE were added to the system in order to address the overwhelming demand for virtual learning. By the end of August, close to 1/3 of the system moved to virtual learning. This produced a requirement to fill approximately 1,024 teaching FTE between Elementary and Secondary at St. Anne's. 651 FTE were transferred from the in-person schools, but an additional 373 FTE were newly hired in order fully staff St. Anne's while maintaining teacher presence at in-person schools. 24 FTE of the St. Anne's complement were ISP teachers on the Elementary panel and the remainder were regular teacher FTE. It should be noted that St. Anne's has been staffed at or near student cap capacity and therefore staffing overages are largely attributable to in-person schools.
- 3. Most COVID-19 hotspot schools (TPH 5th quintile) were maintained at 15 (FDK-Gr. 3) or 20 (Gr. 4 8) class caps. Senior staff placed special consideration towards ensuring that 5th quintile schools remained within the lower caps to decrease the size of cohorts. Much of this was facilitated through movement of these students to St. Anne's, however, an additional 13 FTE at the Elementary level were also added to ensure these targets were met where feasible. The following is a list of the schools receiving these additional FTE.

Father Serra (Ward 2) - 3 FTE

Our Lady of Victory (Ward 10) – 2 FTE

St. Fidelis (Ward 10) – 2 FTE

Transfiguration (Ward 2) – 2 FTE St. John the Evangelist (Ward 10) – 1 FTE St. Marcellus (Ward 2) – 1 FTE St. Norbert (Ward 5) – 1 FTE St. Raphael (Ward 5) – 1 FTE

- 4. All non-hot spot schools (TPH quintiles 1-4) also received additional allocation by ensuring all caps were reduced by 2 students. This may have resulted in additional teaching allocations within the in-person schools. The exact number is still to be determined as a school by school analysis would need to be conducted given that there would be several factors at play in this determination. It will be further complicated by the impending new transfers between virtual and in-person learning in November.
- 5. *Approximately \$1.5M has been invested in additional Special Education supports within COVID-19 hot spots.* 25 Educational Assistants and 5 Child and Youth Workers were hired and allocated to Q5 schools to enhance Special Education supports. The following is a list of schools receiving these additional supports.
 - 1. Father Henry Carr (CYW)
 - 2. Father Serra
 - 3. Monsignor Percy Johnson (CYW)
 - 4. St Andrew
 - 5. St. Angela
 - 6. St. Basil the Great (CYW)
 - 7. St. Eugene
 - 8. St. John Vianney
 - 9. St. Marcellus
 - 10. St. Maurice
 - 11. St. Roch
 - 12. St. Stephen
 - 13. Transfiguration of Our Lord
 - 14. Venerable John Merlini
 - 15. St. Fidelis
 - 16. St. Francis Xavier
 - 17. Blessed Margherita of Citta Di Castello
 - 18. James Cardinal McGuigan (CWY)

- 19. Madonna (CYW)
- 20. St. Andre
- 21. St. Augustine
- 22. St. Charles Garnier
- 23. St. Conrad
- 24. St. Francis De Sales
- 25. St. John the Evangelist
- 26. St. Martha
- 27. St. Norbert
- 28. St. Raphael
- 29. St. Simon
- 30. St. Jane Francis
- 6. *Approximately \$1.26M has been invested in enhanced Lunch supervision at the Elementary level and Student Supervisors at the Secondary level.* All Lunch Supervisors have been allocated an additional 1.5 hours per day to assist with school-based supervision needs. All secondary Student Supervisors were allocated an additional 20 days for this academic year to assist with supervision needs.
- 7. *Approximately* **\$0.81M** *has been invested in 48 additional school administration.* Each of the 8 Superintendency areas was provided with 6 retired school administrators (on a limited time basis) to assist with emergency administrative oversight in the schools to enhance safety and mitigate risk.
- 8. *Additional Investments will be considered going forward.* Additional investments will be considered, but must be viewed in the context of the Board's overall financial status, transfers between in-person and virtual learning, capacity to fill additional positions, status of the COVID-19 pandemic and Ministry direction.

APPENDIX E – FINANCIAL ANALYSIS

- 1. Several key impacts have occurred throughout September and October that must give rise to fiscal caution moving forward. The additional Provincial, Federal and Reserve funding that have been allocated to date, may not be sufficient to cover the additional investments being made in the system without the potential for an in-year deficit. Several factors will play out over the coming months that will shape the financial picture, but the Board must be cautious about additional investments until certain factors solidify. A current financial reconciliation of incremental investments is provided in Appendix F.
- 2. Additional teaching staff is the largest investment and will need to be monitored closely going forward. As reported in Appendix D, 386 new FTE have been added to the system to address both the in-person needs and virtual learning requirements prior to a reorganization. On its own, this is an impact of \$38.6M in additional expenditures should that complement be retained for the remainder of the year. Should the ratio of in-person to virtual remain constant on the next "switchover" date, a reorganization in November will need to see the reduction of teaching positions within the non-hot spot in-person schools. It's estimated that this could offset the 386 new FTE by approximately which would bring the 75-125 FTE. net effect (considering Provincial/Federal/Reserve funds, but excluding enrolment effects) closer to balance.
- 3. Incremental funding from Provincial, Federal and TCDSB Reserve funding is nearly exhausted. As can be seen in Appendix F, total funding of approximately \$45.8M was available to assist in the Return to School plan (this is inclusive of the recent additional Provincial allocation of \$3.4M). Only \$2.4M remains from this funding in the form of both item specific and overall contingency. The Board will need to be cautious with this contingency given that only 2 months of the school year has passed. It should be noted further that when taken in to the context of base operating pressures there may be no contingency leftover as is illustrated later in this appendix.
- 4. *Student enrolment will be a large factor in the fiscal pressures going forward.* The preliminary enrolment report was scheduled to be submitted to Board at the October 14th, 2020 meeting, however, this has been pushed back to Student Achievement Committee in November. Staff believe there are up to 1,500 students in our registration and student record systems that are not "active" for

a number of reasons. In some cases these students might be at the physical school, but not recorded correctly in the system. In other cases, the student might be at home or have moved to another school or board. In order to determine the true state of each one of these students, schools will need to follow up with each family individually and record them properly. We believe this work will take until end of October. As a result of the above, the current enrolment numbers may not reflect the actual enrolment at the TCDSB. Based on this, it is estimated that the true enrolment decline could be anywhere from 1,500 to 3,000 students and the majority of this decline is in the elementary panel. Aside from data verification in the system, other potential reasons for the decline include movement towards homeschooling, private school enrolment increases, international student declines and declining immigration all factor in to this and will be expanded upon in the report coming in November. For the purposes of financial analysis, staff are maintaining a conservative approach by using 2,500 as the potential enrolment decline for the moment.

5. Integrating the incremental funding with potential base operating impacts provides a financial picture that requires caution. As shown in the high level summary table below, without committing to any further investments from this point forward and assuming that in-person teaching staff is reduced during a reorganization, the Board would be near balanced, except for the declining enrolment pressures seen this fall. As noted in the previous section, the Board is currently facing a potential decline of 2,500 students. This in turn has an impact of approximately \$31.2M in loss of Grant for Student needs (GSN) revenue. Without this loss of revenue, the Board would be in a near balance position (with the prior assumptions).

Revenue Impacts	Millions
Additional Funding from TCDSB Reserves	\$20.5
Additional Funding from Provincial Government	\$16.4
Additional Funding from Federal Government	\$8.9
Potential Enrolment Decrease Impacts	\$(31.2)
Net Revenue loss from Fall Permits	<u>\$(0.4)</u>
	\$14.2

Expenditure Impacts

Potential In-Year Deficit	\$(29.8)
rotential in-reison reaction reductions on Reorganization	<u>\$44.0</u>
Potential In-Person Teacher reductions on Reorganization	+
Other COVID-19 planned spending per Appendix F	\$17.9
Additional Teachers	\$38.6

6. Several variables are at play that may mitigate the potential in-year deficit. Currently, many school boards (through the Council of Ontario Directors of Education) are in discussion with the Ministry about the potential for GSN allocations to be based on Spring 2020 projections of enrolment, rather than actual enrolment given the staffing circumstances faced by Boards this Fall. This would significantly impact the potential in-year deficit as noted. Also as noted above, a reorganization wherein in-person school staffing is closely examined for potential reductions will also be necessary to bring expenditures The provincial government had held back 50% of the Federal in line. government funding allocated. If this were to be released later in the year then this may also help to significantly mitigate financial impacts. Finally, in-year savings from other areas may materialize to help offset the impacts. The Board had asked staff to perform this analysis. A line by line analysis was completed and the only significant savings that is being safely forecasted is the potential reduction in Occasional Teacher costs. Assuming the absence trends in the virtual school mimic that of the virtual environment experienced from March to June of last year, the Board could expect savings of approximately \$1.5M in this area.

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

14-Oct-2	0					
COVID-19 Initiatives Underway (By Staff initiation, Trustee motion or Provincial mandate)	Provincial Funding	Federal Funding ¹	TCDSB Reserve Funding	Total Funding	Planned Spending	Spending to be Determined / Contingency
Additional Teachers (Hot spots and Virtual Learning)	5,654,381	2,557,218	10,000,000	18,211,599	18,211,599	-
Additional Support Costs for Smaller cohorts and related impact to system	-	398,463	3,984,626	4,383,089	4,383,089	-
Additional Custodial Staffing / Enhanced Cleaning	2,380,824	339,620	1,015,374	3,735,818	3,362,236	373,582
Remote Learning and Technology Related costs	1,276,745	1,359,298	-	2,636,043	2,636,043	-
Masks and Personal Protective Equipment (PPE)	1,860,000	218,660	326,600	2,405,260	2,153,940	251,320
Transportation - Cleaning Protocols/Additional Labour/PPE for drivers	1,271,479	806,291	-	2,077,770	2,077,770	-
Ventilation in Classrooms	2,024,700	-	-	2,024,700	2,024,700	-
Additional Cleaning Supplies	772,510	157,236	799,850	1,729,596	1,556,636	172,960
Emerging Issues General Contingency	-	1,418,279	-	1,418,279	-	1,418,279
Plexiglass desk shields in classes over 15 and Plexiglas barriers for teachers	-	100,000	1,000,000	1,100,000	1,000,000	100,000
Extending the scope for Elementary lunch time Supervisors	-	-	1,080,000	1,080,000	1,080,000	-
Hiring of Additional Child and Youth Workers (CYW) / EAs to the supply pool	-	77,048	770,476	847,524	847,524	-
Use of Retired Administrators	-	-	816,000	816,000	816,000	-
Additional Support for Special Education	309,524	330,719	-	640,243	640,243	-
Additional Mental Health Supports	440,484	-	-	440,484	440,484	-
Health and Safety Training for Occasional Education Staff (Teachers, EA's, ECE's etc.)	437,064	-	-	437,064	393,358	43,706
Hand Washing Stations and No-touch Sanitizers for school floors without washrooms	-	39,000	390,000	429,000	386,100	42,900
Return to Work Officers		325,000		325,000	325,000	-
Bike Rack Installation at schools	-	300,000	-	300,000	300,000	-
HVAC Technicians and Maintenance Mechanics	-	250,000	-	250,000	250,000	-
Extending the scope for Secondary School Supervisors	-	-	177,362	177,362	177,362	-
Water Bottles for Students	-	150,000	-	150,000	150,000	-
Hiring of 4 Paralegal Assistants	-	-	105,000	105,000	105,000	-
Outdoor classroom ("tent") - Pilot project		115,000		115,000	115,000	
Total	16,427,711	8,941,831	20,465,288	45,834,830	43,432,083	2,402,747

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

To: TCDSB Board of Trustees

- From: Trustee Nancy Crawford, Representative/Director from TCDSB on the Ontario Association of Catholic School Trustees (OCSTA)
- Date: October 15, 2020
- Subject: Report from the Meeting of the Ad Hoc Committee of OCSTA
- The Ad Hoc Committee to Consider 2020 Resolutions was struck at the OCSTA Annual General Meeting (AGM), June 27, 2020. The first meeting of the Committee was held on October 6, 2020. Trustee Crawford attended. This is an update of items discussed and directions determined.
- The Membership of the Committee includes representatives from the three largest Catholic Boards in Ontario, the President and Vice-President and immediate past President, and two representatives from smaller Boards. The OCSTA Staff supporting this committee are the Executive Director, Nick Milanetti, the Political Advocate Stephen Andrews and the Association Administrator, Margaret Binns. The Chair elected is Pat Daly.
- The OCSTA Staff and immediate past President had discussion meetings with the three largest Boards of Trustees (Toronto, Dufferin Peel and York) throughout last year.
- The Ad Hoc Committee will meet frequently, do extensive research, and report to the OCSTA Board of Directors well before the next AGM. Trustee Crawford will report to the TCDSB after every meeting.
- The Ad Hoc Committee will contract with external consultants as needed.
- The Ad Hoc Committee agreed to carry out the process of examining the Association's organizational structure, fee schedule and voting methods in an open, without limits, brainstorming manner. This means facing the problems in an honest, solution focused way and reviewing how other similar organizations function.
- I am pleased to report that the Ad Hoc Committee members consider this work of utmost importance and are fully committed to finding solutions for the good of Catholic Education in Ontario. I am encouraged that effective solutions will come out of this work.