

OUR MISSION

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

OUR VISION

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



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

PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, September 2, 2021
7:00 P.M.

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10. Delegations	
10.a. Adrianna McQuaid regarding Student Mental Health and Well-Being	1 - 6
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17. Staff Reports	

17.d. *Return to School Update (Information)*

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18. *Listing of Communications*

18.a. *Toronto Student Transportation Group (TSTG) regarding the Status of Student Transportation for September 2021*

14 - 15



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Adrianna

Last Name:

McQuaid

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Student Achievement and Well-Being Catholic Education Human Resources Committee

Do you wish to Delegate by electronic means?

Yes

Do you require assistance from the Recording Secretary's Office?

Yes

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

09-02-2021

Topic of Deputation:

Student Mental Health and Well-Being

Key Issue(s):

The 2021-22 Grants for Student Needs: Student Mental Health and Well-Being Bundle means that \$120,600 funding has been allocated to TCDSB. If divided evenly amongst TCDSB's 196 schools, this is \$615 per school. I have 4 practical



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

requests of principals on how to spend the funds and 3 practical requests for system leaders to improve supports for student mental health and well-being within the board.

Brief Summary of the Topic of Deputation:

The Grants for Student Needs: Mental Health and Well-Being Bundle within the allocation of The Supporting Student Mental Health Allocation allows for Principal discretion to do the following:

- employ mental health professionals to directly support students
- provide professional learning and training for educators
- collaborate with community mental health providers
- provide student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

<http://www.edu.gov.on.ca/eng/funding/2122/2021-22-technical-paper.pdf>

Action Requested:

Here is 4 practical ways Principals can spend the funds:

1. Religion. -Encourage religion teachers to incorporate a dynamic and impassioned narrative of love in their religion classes, including healing and forgiveness for our history with FNMI, members of the LGBTQ+ community and other marginalized groups we may have hurt

2. SEL in Language Arts/Homerooms.-Empower homeroom teachers or Language Arts teachers to engage in programs that promote Social & Emotional Learning and the Equity, Diversity and Inclusion Agenda, such as TRIBES or any of the excellent SEL curricula out there for purchase.

3. Online Clubs and Extra-Curricular Clubs: Encourage teachers to continue even if remote lockdowns occur. After-School or Lunchtime opportunities to socialize around common interests (arts, athletics, video games) provide the most memorable and transformative experience for students, and ways to socialize outside their contained cohorts. This is especially important for the Respecting



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

Differences Club or the Gay-Straight Alliance.

Please select one of the following options:

I am here as a delegation to speak only on my own behalf.

Submission Date:

08-27-2021

A Call to Action:
Ministry of Education's Grants for Student Needs: Student Mental Health and Well-Being Bundle

At the start of the school year, many stakeholders are trying to understand how Covid-19 school closures will affect student mental health.

Students are entering another school year with the threat of more disruption.

The purpose of my presentation today is to ensure that leaders in the TCDSB take full advantage of the government funding being offered through the Grants for Student Needs: Mental Health and Well-Being Bundle.

We all know that bullying, for example, is a way for children to externalize their own stress. Bullies usually target the vulnerable along themes of race, body shape, competition either academically or socially, gender, or sexual orientation.

This is discouraging and even devastating for teachers, administrators, and system leaders who have worked so hard to push an equity, diversity and inclusion agenda.

The problem with the agenda is that it is challenging for teachers to sustain the message.

We have Pink T-shirt Day, or National Anti-Bullying Awareness Week, but how do we sustain and really teach our students?

In 2020, The Ministry of Education issued Regulation. 489 called "GRANTS FOR STUDENT NEEDS" for learning recovery and renewal amidst Covid-19 pandemic.

In January 2021, the Ontario Catholic School Board's Trustees Association cited the needs of "differentiated funding to address the growing influx of special needs students and students with mental health challenges."

Fortunately The May 4, 2021, Memo "B08" from Andrew Davis, Assistant Deputy Minister of Education, authorized that the Grants for Student Needs program is continued for this school year.

The Minister of Education has asked school boards to address the topics of student mental health and well-being prior to the start of student instruction.

Adrianna McQuaid Submission for September 2, 2021 TCDDSB Boarding Meeting, Self-Representing

\$120,600 funding has been allocated to TCDSB or \$615 per the Board's 196 schools, or \$1.34 per student allocated to elementary and secondary principals to spend at their discretion.

So the question I am wondering about is:
Is the funding sufficient?
How are we going to spend the funding?

How are we going to teach students what is really important?
And what is important?
It's teaching them how to love to love themselves, and how to love others.

Here is 4 practical ways that Principals can improve student mental health:

1. Encourage religion teachers to incorporate a dynamic and impassioned narrative of love in their religion classes, including healing and forgiveness for our history with FNMI, members of the LGBTQ+ community and other marginalized groups.
2. Empower homeroom teachers or Language Arts teachers to engage in programs that promote Social & Emotional Learning and the Equity, Diversity and Inclusion Agenda, such as TRIBES or any of the excellent SEL listed on the TCDSB's website section on Student Mental Health.
3. Encourage teachers to offer Extra-Curricular After-School or Lunchtime Clubs for student engagement, especially the Respecting Differences Club or the Gay-Straight Alliance.

I speak as a concerned parent with a son and a daughter in the school board, as a teacher with over 10 years' experience teaching Gr. 4 to 12, 6 years' experience as a VP, and a shortlisted candidate for a VP in the TCDSB.

I commend the TCDSB for the SMH resources online. I cannot thank the Guidance and Administration staff of Loretto Abbey Catholic School for their help last year.

In closing, we already know that academic knowledge, achievement, and skills alone will not get our kids through life. Academic skill does not breed emotional resilience.

Adrianna McQuaid Submission for September 2, 2021 TCDDSB Boarding Meeting, Self-Representing

Knowing how to give and receive love, will.

I know it is an impossible task. Some say that is not the school's job. But TCDSB community has a moral imperative to socialize its students in Christ-like fashion.

To quote the words of St. Paul: "And though I have the power of prophecy, to penetrate all mysteries and knowledge, and though I have all the faith necessary to move mountains -- if I am without love, I am nothing." 1 Corinthians 13:2.

Thank you.

Adrianna McQuaid



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Student Achievement and Well Being, Catholic Education and Human Resources Committee: September 2, 2021

From: Markus de Domenico, Trustee Ward 2

Subject: Notice of Motion – To request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions.

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

WHEREAS: Notice of Motion to request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions;

WHEREAS: Per section 55(5) of the Ontario Education Act Student Trustees have the right to partake in certain in-camera sessions closed to the public, demonstrating the high standing and trustworthiness of Student Trustees;

WHEREAS: The student voice is most effectively communicated by granting Student Trustees equal opportunities to participate in Board functions as other Board trustees;

WHEREAS: Per section 55(7) of the Ontario Education Act Student Trustees receive equal opportunities to Board trustees, including access to professional development, resources and training;

WHEREAS: Student Trustees are elected representatives, and are to be held accountable to the student body;

WHEREAS: The student voice must be articulated fairly and expressively for the benefit of the school board;

WHEREAS: The student voice must be represented fairly and articulated expressively for the benefit of the school board and to accurately reflect the students' in decision-making;

WHEREAS: Student Trustees shall have the right to abstain from voting and be counted as equals within the quorum of the entire board;

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion; and

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion.

BE IT RESOLVED THAT: The Chair of the Board send a letter to the Ministry of Education on behalf of the Toronto Catholic District School Board with copies of local MPPs and other school boards, requesting the Ministry of Education to push for the recommendation in allowing Student Trustees the right to independently move and second motions during board meetings. Doing so furthers the dynamic and effectiveness of student representation across Ontario, as students can begin the discussions surrounding items that they feel are most pertaining to their constituency without the need to request for support.

Markus de Domenico
Trustee, Ward 2



REPORT TO

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

RETURN TO SCHOOL 2021-22

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

Created, Draft	First Tabling	Review
August 31, 2021	September 2, 2021	Click here to enter a date.

Barbara Leporati, Senior Coordinator, Planning Services
 Shawna Campbell, Superintendent of Schools, Area 3 & Early Years Programs
 John Wujek, Superintendent of Schools, Area 5
 Corrado Maltese, Coordinator, Occupational Health and Safety Department
 Shazia Vlahos, Chief of Communications and Government Relations
 Martin Farrell, Superintendent, Environmental Support Services
 Michael Loberto, Superintendent, Planning and Development Services
 Adrian Della Mora, Executive Superintendent of Human Resources

INFORMATION REPORT

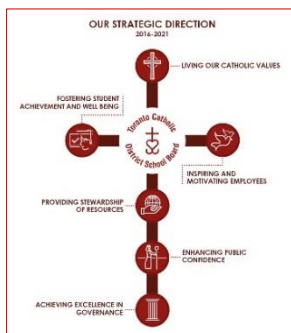
Vision:

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Brendan Browne, PhD
Director of Education

A. Della Mora
Associate Director of Academic
Affairs and Chief Operating
Officer

D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer &
Treasurer

A. EXECUTIVE SUMMARY

The TCDSB Reopening Action Plan was presented and posted as of the August 19, 2021 board meeting.

Several key events and communications have been received that have further informed the plan and staff guidelines.

August 17, 2021	Vaccination Clinics in Schools
August 17, 2021	Vaccination Policies mandated
August 17, 2021	Toronto Public Health Guidance released
August 27, 2021	School Ventilation Dashboard posted
August 27, 2021	Screening Tool Update

This report provides information concerning the above mentioned releases and highlights updates in key areas pertinent to the Reopening Action Plan.

The cumulative staff time required to prepare this report was 25 hours

B. PURPOSE

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

C. BACKGROUND

1. *Several communications and updates have been received since the release, August 19, 2021, of the TCDBS Reopening Action Plan.* Updates are relayed to school administrative staff as they become available. This will continue as the start of school approaches and throughout the school year.

D. EVIDENCE/RESEARCH/ANALYSIS

Students Devices and Internet for Remote Learning Needs

2. *There are approximately 19,200 devices (2,000 equipped with internet) currently with students for remote learning from the 2020-21 school year.* There are approximately 6,000 devices available for new orders in the 2021-

22 year. Devices remain with students until the pandemic conditions and remote learning needs are re-assessed this fall.

Vaccination Clinics in Schools

3. ***The Ontario government is working with public health units and publicly funded school boards to plan and host vaccination clinics in or nearby schools to continue to fight COVID-19.*** Clinics are expected to run before school starts and during the first few weeks of school. The program will provide accessible and convenient access to vaccines for eligible students and their families, as well as educators and school staff who are returning to school this fall.

Vaccination Policy

4. ***To support the return to school plan, the Ministry of Education has introduced a vaccination disclosure policy for all publicly-funded school board employees, and staff in private schools as well as for all staff in licensed child care settings for the 2021-22 school year.*** A tool for making this disclosure is set to be launched by September 7, 2021 at the latest, additional detail and instruction will be communicated to staff. TCDSB is preparing policy documentation for the next meeting of the Governance and Policy Committee. Further information is forthcoming in the next few days for staff.
5. ***Rapid antigen testing*** will be part of requirements for staff who are not immunized against COVID-19. ***Test kits will be delivered directly to schools through the current delivery method for Personal Protective Equipment.***

Voluntary Vaccination Status Collection - Students

6. ***Toronto Public Health (TPH) has requested that Toronto school boards request the voluntary disclosure of the vaccine status of all students 12 years of age and over.*** They have done this in consultation and with the blessing of the Privacy Commissioner. Families will be receiving a communication on Friday with additional details and local schools will be collecting this voluntary information beginning on the first day of school. A notice of collection disclosure is also being provided to families, with instructions for Principals.

Professional Development

7. ***Professional Development for all school-based staff will be held on the September 2, 7 and 8, 2021 PD Days.*** To align with Ministry priorities TCDSB is providing professional learning to staff on the following topics:

- Health and safety training
- Faith and Mental Health and Well-being
- Anti-Racism and Anti-discrimination
- Anti-sex Trafficking
- Anti-bullying including cyber-bullying
- Instructional Equity and Math

Screening Tool Update

8. ***The Ministry advised of updates made to the [COVID-19 school and child care screening tool](#) and the [COVID-19 screening tool for employees and essential visitors in schools and child care settings](#).*** Updates to the screening tools reflect the latest advice from the Ministry of Health for schools, child care and other workplace settings and have been included in documentation released to school principals. ***TPH has provided an updated [screening tool](#) to align with the Ministry release.***

Key changes to the screening tools include:

- **Symptoms** – in alignment with the Ministry of Health’s [COVID-19 Reference Document for Symptoms](#), the screeners now include a shortened list of symptoms that are most commonly associated with COVID-19.
- **Consideration for immunization status** - in alignment with the Ministry of Health’s [COVID-19 Fully Immunized and Previously Positive Individuals: Case, Contact and Outbreak Management Interim Guidance](#), asymptomatic individuals who are fully immunized or who were previously positive within the past 90 days and have since been cleared, are not required to isolate if they are in contact with an individual who is symptomatic or who tests positive for COVID-19, unless otherwise directed by the public health unit.
- **Isolation period** – in alignment with the Ministry of Health’s [Management of Cases and Contacts of COVID-19 in Ontario](#) and [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#), asymptomatic high-risk

close contacts of a case are now required to isolate for 10 days, unless they are fully immunized or previously tested positive, as above.

- **International travel** – unvaccinated children under the age of 12 are now exempt from federal quarantine if they travelled in the company of someone who qualified for an exemption from quarantine based on vaccination status. However, they may not attend school or child care for 14 days after their arrival.
- **Rapid testing** – the screening tool now includes a question about a positive screen on a rapid antigen or home-based self-testing kit.

Ventilation Dashboard

17. *The TCDSB is optimizing air quality in schools* and learning environments through improving ventilation and/or filtration. This is a key element in the multiple protective strategies to support healthy and safe learning environments for staff and students. Staff have created [a school ventilation dashboard](#), which is now available on the TCDSB website, including ventilation systems for each school as well as filtration measures.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *Our school communities continue to be informed by the [TCDSB Return to School](#) web page and regular communications via School Messenger.* This page is updated with relevant information and provides FAQs for ease of reference.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



August 31st, 2021

Dear Trustees,

The Toronto Student Transportation Group (TSTG) would like to take this opportunity to update you on the status of student transportation for September 2021.

Driver Status

TSTG has been meeting with the student transportation carriers throughout the summer and they have been providing weekly driver status updates. Currently, on a system-wide basis, bus carriers have stated that there are sufficient drivers to cover all routes and the required number of dedicated spare drivers to ensure safe and timely service for all eligible students. However, as you know, the driver situation can change significantly as we approach the first day of school.

Mandatory Vaccines

The Ministry requires that all education sector employees (including bus drivers) provide an attestation of their vaccination status. Most bus companies are reporting that more than 80% of their drivers are fully vaccinated (similar to Toronto averages). Any drivers that remain unvaccinated would be required to participate in an education session about COVID-19 vaccines, as well as perform rapid testing on a schedule set by the Ministry and/or Toronto Public Health.

Each bus company has been asked to prepare a vaccination policy that mimics the intent of the school boards' policies. Bus companies have also been asked to speak with their legal and privacy staff regarding the collection of personal data. Unvaccinated drivers provide an unknown as it pertains to the confirmation of drivers for September. Should this group not want to get vaccinated or fulfil the obligations around rapid testing and education, there is a possibility of a driver shortage.

Phased-in Start

As you know, to start the 2021-22 school year, the TSTG will once again be implementing a phased-in start for student transportation to provide a more consistent service for families and to ensure that students with special education needs are prioritized and receive bus service beginning the first week of school.

From September 9 to September 14, 2021 – only students with special education needs (excluding those in the gifted program) who travel to school on mini buses, mini vans, taxis and Wheelchair accessible vehicles will be provided with student transportation.



Starting September 15, 2021 – all other eligible students will be provided with student transportation, unless there is a significant driver shortage or other unforeseen issues related to COVID-19.

Both the TDSB and TCDSB will be following this phased-in start. Should there be a significant driver shortage that would impact our ability to deliver safe and timely service, a decision may be made to delay the start of transportation for all other eligible students beyond September 15th. Should this be required, parents/guardians will be informed as soon as possible, and given adequate notice, so that they can make alternate arrangements for getting their children to and from school.

As always, we are working with our partners to ensure a successful start to the school year. Should there be any questions or concerns, please reach out at any time.

Sincerely,

Kevin Hodgkinson
General Manager - TSTG