

September 16, 2020

## Provincial Executive Liaison Report

To: District 14 TBU Executive  
From: Dave Warda, Executive Officer

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### 1. COVID-19 Pandemic Information Updates

As the COVID-19 pandemic continues to unfold, OSSTF/FEESO will be issuing frequent updates to provide members with as much pertinent information as possible. Please frequently check the myOSSTF section of the OSSTF/FEESO website for updated information.

### 2. Member Communiqué

A meeting on Monday, August 24 between the leaders of Ontario's four major education unions and Monte McNaughton, Minister of Labour, Training and Skills Development, ended with no clear commitment from the Minister to address the specific serious health and safety concerns raised there surrounding the reopening of the province's schools next month. Those concerns are: class size and physical distancing; cohorting requirements for teachers and education workers as well as students; ventilation standards with respect to COVID-19; busing standards with respect to COVID-19; and flexibility for school boards to reopen when health and safety standards have been met.

OSSTF/FEESO, along with the other unions, stressed repeatedly in the meeting that these standards are not just necessary for the safety of teachers and education workers, but also protect the safety of students and their families.

The August 13 letter to the Minister from the Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA) and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) noted that the government's "Guide to Re-Opening Ontario's Schools" fails to "take every precaution reasonable in the circumstances to protect teachers and education workers," as is required by Section 25(2)(h) of the Ontario Occupational Health and Safety Act.

The unions raised the urgent concern that there are no clear health and safety standards being set out or ordered by the Ministry so that its inspectorate and workers can apply known and commonly accepted precautions as schools reopen. The Ministry confirmed that no such standards have yet been set.

The Ministry put strong reliance on the use of Personal Protective Equipment (PPE) as the response to concerns that were raised by the unions in the areas of class size and physical distancing, cohorts, ventilation and busing. However, the Ministry also stated that it relies on the Hierarchy of Controls in considering the appropriate health and safety response to COVID-19.

The Hierarchy of Controls relies on layers of different kinds of protection for workers. The idea behind the hierarchy is that, together, the layers provide protection to the worker. In the case of a school or classroom setting, the layers include physical distancing, cohorting, masking/PPE, hand sanitation and proper ventilation. Methods at the top of the hierarchy

are potentially more effective and protective than those at the bottom. Following this hierarchy normally leads to the implementation of inherently safer systems, where the risk of illness or injury has been substantially reduced. PPE is at the bottom of the Hierarchy. It is seen as the least effective of the controls. The areas of concern which the unions raised address the other four layers of protection, which rank above PPE. The Ministry does not yet have standards on these other important layers of protection.

The Ministry also stated that class size and cohorting are matters only within the Ministry of Education's or public health's control. However, this rigid view of the division of responsibilities was challenged as not providing appropriate protection to workers or students, having regard to person-to-person contacts.

The unions also raised with the Ministry that the American Society of Heating, Refrigerating and Air-Conditioning Engineers' (ASHRAE) ventilation standards had already been accepted by the government with respect to health and safety in Ontario's court system as it reopened earlier this summer. The Ministry was asked why, if those standards were good enough for judges and lawyers, they were not good enough for students, teachers and education workers. There was no answer at this time to that question, although the Ministry did indicate that it had sent the ASHRAE standards to the Ministry of Education for review but had not yet heard from that Ministry.

The Ministry of Labour also stated that responsibility for health and safety regarding busing lay with the employer school boards and perhaps the Ministry of Education, and indicated that it had not issued health and safety standards regarding busing.

The unions requested that an inspector be brought to the meeting to deal with the health and safety concerns raised. Unfortunately, the Minister did not bring an inspector. Nevertheless, the unions requested that orders be issued by the inspectorate to deal with these other layers of protection.

In light of the shortcomings in the "Guide to Re-opening Ontario's Schools," the unions have asked the Ministry of Labour to issue orders to ensure that appropriate health and safety standards in four critical areas are in place to protect teachers and education workers, and by extension the students with whom they work every day. This will not preclude updating such orders, and expanding them as health and safety dictates. But the need for clear, actionable standards for the reopening of Ontario's schools was repeatedly raised by the federations in this meeting.

Among the orders requested are:

- class sizes of 15 to 20 students, to ensure physical distancing where the two-metre distance cannot be maintained in a given classroom;
- cohort maximums set at 50 and to be applicable to all education workers as well as students
- adherence to the American Society of Heating, Refrigerating and Air-Conditioning Engineers' "School and University Reopening Standards," which deal with reopening during the pandemic, with respect to school and education worksite ventilation, all as updated by that Association from time to time;
- adherence to standards set out by the Ministry of Labour's Public Services Health and Safety Association for student transportation during COVID-19; and
- a monthly review of all Ministry orders to ensure compliance with the best science available at the time.

The unions are also encouraging the government to give school boards the flexibility to delay the beginning of the school year, where necessary either board-wide or for specific schools, to ensure that health and safety measures are in place.

The Ministry is considering the requested orders, which have been reduced to writing and sent to the Ministry, at the request of Ministry staff. At the meeting, Ministry staff indicated that there would be a response to such requests by the end of this week, August 28, 2020 and the unions have requested that the response be provided by then. This is about a week before the anticipated start of school in most areas of the province.

In the absence of a commitment from the Minister with regard to these requests, OSSTF/FEESO, along with the three affiliate unions will be bringing their concerns to the Ontario Labour Relations Board (OLRB), and asking that the government be ordered to comply with its own health and safety legislation, proactively set appropriate standards and enforce them province-wide.

### **3. Equity, Inclusion and Elimination of Systemic Oppression in OSSTF/FEESO**

The Provincial Executive has hired an outside firm that specializes in issues of equity, inclusion and the elimination of systemic oppression to assist OSSTF/FEESO in reviewing its structures and practices, and to work with us in determining the concrete steps that can be taken to address systemic oppression.

In addition, the elected Provincial Executive members have also committed to speaking with any delegates from AMPA who wish to speak with them. We want to hear from members and especially Indigenous and racialized members. We want to understand better your experiences, feelings, our shortcomings, and our path to improvement.

As leaders, we firmly believe that when mistakes are made we must learn from them. We are committed to the equity values of the Federation. We also understand, however, that when groups of members feel marginalized because of our actions, it is our duty to acknowledge that and to do better. We will do better and we will engage with the equity seeking constituencies of our membership in meaningful ways to ensure that we do better.

### **4. Update on Women's Advocate Program – June 2020**

Staff assigned to the Women's Advocate Program met on May 27 to discuss the proceeding with the training for the Women's Advocate program. Women's Advocate training candidates for each district were chosen, but the training set for April 2020 and the workshop for District and Bargaining Unit leaders planned for Leadership were postponed due to COVID-19 restrictions.

It was decided that due to the rising incidence of domestic violence during the current COVID-19 pandemic that the need to provide training for women's advocates cannot wait until in-person, large gatherings are allowed to take place. The University of Western Ontario has agreed to assist us in developing a remote training module.

### **5. Education International World Education Support Personnel Day Webinar Background**

On May 15, one day prior to World Education Support Personnel (ESP) Day, Education International (EI) held a webinar to reflect and celebrate the accomplishments of ESPs around the world. Every continent was represented on the call. There were eight speakers, including a representative of EI, from Zimbabwe, Canada (Quebec), Spain, United States, Australia, and Denmark. Each reflected on the contributions of their ESPs during COVID-19 as well as during the period prior to the pandemic.

There was a clear theme to their conversations and they amplified the previous EI survey findings, which led to the development of a resolution on ESP (<https://www.ei-ie.org/en/detail/16448/resolution-on-education-support-personnel>).

The key points that came from this worldwide resolution are:

- ESP play a vital role in realizing the right to education and ensuring quality education for all.
- All education personnel must be recognized and respected for their complementary and interdependent roles in the provision of quality education.
- The status, rights and working conditions of ESP must be protected against the negative effects of privatization and commercialization.
- ESP are important for educating the 'whole student' – their contributions ensure that the academic, socio-emotional and practical needs of the individual student are met, supporting the educational community and fostering equitable and inclusive education systems.
- ESP are a part of a team of education employees that contribute to student learning. They deserve to be valued and respected for their contribution to quality education.
- ESP are part of the education community. As such, they have the right to contribute to and participate in the decision-making of their educational institutions.
- ESP have a right to decent work and quality terms of employment. They must have fair and equitable payment and benefits, earning at least a living wage. Stability and security are essential elements of employment and are in the best interests of the students they serve as well as the education institutions and community as a whole.
- Working conditions for ESP must be of high quality in order to enable ESP to best perform their roles.
- All aspects of the preparation, employment and remuneration of ESP should be free of any form of discrimination. Particular attention should be given to ensuring gender pay equity.
- ESP have the right to be safe at work and not to suffer harassment, abuse or violence in the workplace. Workplace health and safety must be guaranteed.
- ESP should have access to quality, appropriate continuous professional development and opportunities for professional growth at no cost to the individual.
- ESP have the right to organize and join trade unions and organizations.
- Unions and organizations representing ESP must be independent and free to engage in social dialogue. They should be recognized as playing a role in advancing quality education and should be directly and meaningfully involved in developing and implementing education policy.
- Recognizing that ESP have a crucial role in providing quality education, authorities must ensure the funding necessary to give effect to this declaration.

Through the conversations from worldwide representatives participating in the webinar, the recurring theme was that ESPs are fearful due to the precarious aspects of their jobs. Many ESPs are losing pay, losing their jobs due to contracts not being renewed and they count themselves as the most vulnerable group within the education sector. During the webinar, we heard from the various groups regarding the state of the ESPs and others in education during this time of the COVID-19 pandemic.

Zimbabwe reported that their country, in fact their continent, were completely unprepared for the pandemic. Schools are closed and teachers and education workers are not paid. Parents pay for education in that country and education payments have not been received. The government does not fund schools. As their season transitions to winter shortly, they are very concerned about a surge of COVID-19 cases.

Quebec is the province most affected by COVID-19 in Canada. There are many weaknesses in their health care system. Many of their ESPs have been sent to work in long-term care homes. The primary function of ESPs is to communicate between families and the patients while some are supporting emergency services. Primary schools will be opening soon. They have seen some of their ESPs develop coronavirus. Every ESP has a task. Early Childhood Educators are supervising social distancing in schools, technicians are helping special needs students and communicators are making contact with vulnerable families. COVID-19 has increased the societal inequalities and has made them more evident.

In Spain, where they were initially hard hit by COVID-19 they are expecting their second wave to hit around November. Special needs students are severely affected by school closures because there is no way to deliver online programs to them. Schools are closed now but some on-site and online learning will begin in September. Trade unions are fighting for ESP to ensure health and safety of workers is paramount when students return to schools.

The American Federation of Teachers (AFT) reported on the situation in the US. They are fighting to keep schools open to push against the mandate creep of privatization. The government is using the COVID-19 as a reason to attack their rights and their jobs. The pandemic has highlighted the vital importance of the ESP workforce worldwide. Many ESPs in the US are putting their lives on the line to support students and, in fact, 40 ESPs have died as of May 15, 2020 due to contact with students and their families. There has been enormous pressure to deliver programming regardless of their area of expertise. The pandemic has unveiled a democracy crisis in addition to a health and economic crisis. Due to the pandemic over 468 000 jobs have been lost with governments citing budget cuts and austerity. This job loss hits students hard. Many ESP run feeding programs for students and those programs have ceased due to the quarantine. The AFT has created a roadmap on safe opening of schools (<https://www.aft.org/reopen-schools>). They have asked countries to join their international manifesto for ESPs worldwide to equip the workforce, to protect ESPs and to fight to recognize the incredible contribution of ESPs during the COVID-19 pandemic ([https://www.aft.org/sites/default/files/covid19\\_esp\\_manifesto\\_may2020.pdf](https://www.aft.org/sites/default/files/covid19_esp_manifesto_may2020.pdf)).

Brazil is fast becoming the epicenter of COVID-19 due to the lack of recognition of this crisis by their government. The federal government has punished local governments that have closed schools and encouraged social distancing. ESPs have suffered due to the lack of direction from the government and huge gaps in technology. Although banks are providing financial support, it is causing huge problems because of small amount of payments (less than \$100/month) and large line-ups to receive the money. Schools are distributing food to students. Due to a lack of national coordination, some schools are closed and some are trying to give remote instruction. There is political chaos. Unions are pushing school transformations post pandemic. Their goal is to turn educational spaces into inclusive, democratic spaces, not only for learning subjects, but also to encourage socialization, compassion and tolerance.

Australia is handling the pandemic well, but they are facing a huge crisis with their universities. Their universities rely, almost exclusively, on international students. The government has slowly defunded universities because they consider them “cash cows” and not needing of federal funding. International students are the third largest earning export in Australia. Travel restrictions have eliminated foreign students attending university. The unions have said this crisis is a serious threat to ESP jobs, estimating that between 10 and 15 thousand ESPs will be out of work. The unions have been required to take an

unprecedented stance by working with management and asking workers to take pay cuts to save jobs. They are currently negotiating a sector wide agreement to make this happen. They believe it is their responsibility to stand and assist those around the world and believe that even though their struggles are difficult they are not as challenging as other countries.

Schools will be opening soon in Denmark. International media is keen on looking on what is happening in Denmark. The entire labour market is regulated by collective agreements. They are working on planning regulations to keep students safe. They posed the question of “How will we recover as a society?” They believe the answer is that schools are key in the role of getting society back on track and rebuilding after COVID-19. At school, students feel safe and they have a large support network where ESPs and teachers will be the architects of that recovery of society.

### **Report**

At the end of the webinar, EI called for participants to mobilize a plan highlighting the valuable work that ESPs do every day, but most especially during the pandemic. ESPs are core frontline workers in the lives of our students and society. It is with the World Congress resolution in mind that we move forward as a union in recognizing the value of ESPs.

Throughout the OSSTF/FEESO ratification meetings, a universal message that education workers expressed is that their work is often ignored and undervalued. For example, the “Wage Gap” was a common theme in the ratification meetings. We must take steps to show that OSSTF/FEESO continues to advocate on behalf of education workers but we must also empower our leaders and members to advocate for themselves.

Although education workers have different working conditions, pay and experiences, we have shared challenges, and we must continue to highlight that it takes a whole workforce, an education team, to educate students. We definitely saw increases in the visibility and mention of education workers during this last job action and we must continue to build upon the momentum that we witnessed over the last year. OSSTF/FEESO needs to show education workers that their issues unify them with like job classes, but also with teachers and occasional teachers.

Most certainly, the pandemic has shown the critical role of education workers and we will continue to see their role increase as we return to schools. Currently, education workers are supporting our most vulnerable students and families, but in addition, we have seen:

- School bus drivers who have delivered learning materials
- Custodians who keep school buildings clean even while closed
- Education Assistants, Early Childhood Educators and PSSP members who when using distance-learning technologies, still attend to the social and emotional needs of our students.

### **6. Feed Ontario *Hunger Action Month* Sponsorship**

Feed Ontario is promoting September as *Hunger Action Month*, and is requesting sponsorship from OSSTF/FEESO for this event. Funds raised during *Hunger Action Month* will support Feed Ontario’s ongoing efforts to respond to community needs during the COVID-19 pandemic.

OSSTF/FEESO provided \$25,000 to Feed Ontario in March soon after schools closed in the province, which was received positively by our membership.

A \$2,500 sponsorship for *Hunger Action Month* will give OSSTF/FEESO logo recognition on social media shareables and campaign material, name recognition on the *Hunger Action*

*Month* press release, and name recognition on the Feed Ontario annual Impact Report.

A small sponsorship in this regard will show our membership and the public that we remain committed to helping our local communities through this unprecedented pandemic.

## **7. Funding for Colombian Truth Commission in Canada**

OSSTF/FEESO has established a long-standing solidarity partnership with those seeking freedom, democracy, and truth in Colombia. Working as supporters of the Commission de la Verdad (Canada) and as part of the Colombia Working Group, OSSTF/FEESO has been an important international labour partner, assisting with financial aid, signed statements of solidarity, and Canadian-level lobbying and activism.

The Truth Commission (Commission for the Clarification of Truth, Co-Existence and No Repetition - CEV in Spanish) works as a temporary, extrajudicial body in Colombia as part of the country's reparation work following the armed conflict between the government of the country and the Colombia Armed Revolutionary Forces (FARC). The Truth Commission is travelling to 22 countries around the world, including Canada, speaking with some of the estimated 500,000 Colombian exiles who were forced to leave the country during the conflict, as well as to the children of those in exile. There are three "nodes" of the Truth Commission in Canada – Ontario, Quebec, and the Pacific.

The importance of having members of the Colombian population tell their stories cannot be underestimated. These opportunities provide emotional, psychological, historical, and political supports for the people of Colombia. The act of reconciliation, as we know by our own country's work in repairing historic harms, is not a quick one. This work requires time and care to gather the stories of those effected, listening to their experiences, and acknowledging the harm that has been done. Only then can the idea of repairing the harm begin.

The Commission de la Verdad recently approached OSSTF/FEESO with a request for financial support to help them continue the work of the Colombia Truth Commission in Canada. While some costs are covered by the Truth Commission directly, many of those involved in the work are volunteering their services at no cost. The financial constraints of the Truth Commission's work, even with the use of virtual meeting spaces, are significant. To date, along with base funding from the Commission in Colombia other Canadian labour, education, and civil society organizations have contributed over \$21,100.00. Donations have come from UBC, BCTF, USW, and PSAC.

## **8. Bill 197 – COVID-19 Economic Recovery Act Background**

On July 8, the Ford government introduced [Bill 197 – COVID-19 Economic Recovery Act](#). This omnibus bill contained significant changes to a number of existing laws or Acts, including those related to publicly funded education and occupational health and safety. OSSTF/FEESO was very concerned that some of the proposed changes to education and occupational health and safety were not in the best interests of students, parents, and those who work on the frontlines of education. However, it was difficult to assess these changes as there were few details and there was no opportunity to offer input, seek clarification, or ask questions of the government.

### **Analysis**

The bill contained a number of provisions that affect OSSTF/FEESO members including:

- **TVO/TFO changes on delivery of on-line courses**

The legislation would expand the scope of the Ontario Educational Communications Authority (TVO/TFO) to include provision of on-line courses and to work with third parties to provide distance learning. In addition, it would expand the regulatory power of the Minister of Education to identify the duties of the Authority and how those duties will be carried out and allows those regulations to override other legislation/regulations (e.g. the Education Act). This would open the door to privatization of distance and on-line learning.

- **Power to amend the Occupational Health and Safety Act**

The legislation gives Cabinet the power to make regulations adopting codes, standards, criteria and guides under the health and safety statute, which would then become binding on the workplaces to which they applied. The source of these codes, standards, criteria and guides is not specified, and no provisions for input or response to such regulations is provided for. Similarly, there is no notice or review period required. These changes could be potentially far reaching and the implications equally troublesome.

- **Remove teaching qualification for Directors of Education**

The legislation would remove the requirement in the Education Act that a Director of Education also be a supervisory officer who is a qualified teacher. This change opens the door to people leading boards of education who have no frontline knowledge or experience in working with children in a pedagogical setting.

- **Changes to suspensions of elementary students**

This legislation will provide new regulation powers that allow the government to prohibit suspensions of elementary students. The government has indicated that they are planning to prohibit suspensions for students from kindergarten to grade three. There are no details about how the government or school boards would address the issues that lead to suspensions, nor do they offer alternatives or supports for school administrators to utilize.

### **Legislative Process**

The government restricted the amount of time for debate on this bill and did not hold public consultations, public committee hearings, nor accept any public submissions. The government passed Bill 197 on July 21 and it received Royal Assent on the same day.

### **Steps Taken and to Take**

**HIGH PRIORITY** – Upon the bill's introduction, OSSTF/FEESO immediately created a work group to analyze and monitor the bill. The work group consisted of the four department directors, the legislative observer and Susan Ursel of Ursel, Phillips, Fellows, Hopkinson LLP. OSSTF/FEESO [President Harvey Bischof forwarded a letter to Education Minister Stephen Lecce](#) requesting that proposed schedules related to education and occupational health and safety be withdrawn from the omnibus bill. OSSTF/FEESO asked that the government create stand-alone bills on these particular changes, and hold public and stakeholder consultations on these proposals. This letter was posted on the OSSTF/FEESO website. As well, an update was forwarded to OSSTF/FEESO members as was a [press release](#) to the media. In addition, the legislative observer kept in close communication with all three opposition political parties and they all expressed support for our position. Will continue to urge opposition parties to repeal this legislation after the next election.

## 9. Request to Become a Signatory to the Migrant Rights Network Statement on Full Immigration Status for All

OSSTF/FEESO has been approached by the Migrant Rights Network with a request for endorsement of their campaign and letter to the Canadian government calling for full and permanent immigration status for all.

The Federation has developed an ongoing partnership of support with the Migrant Rights Network, focusing on providing communications support and financial aid. The organization is an umbrella group that works with migrants, racialized individuals, and organizations to combat racism and fight for migrant justice. They act as a self-organized group of refugees, migrants, and allies. They are supported by other labour and civil society organizations.

In part, the Migrant Rights Network statement says, “We call for a single-tier immigration system, where everyone in the country has the same rights. All migrants, refugees and undocumented people in the country must be regularized and given full immigration status now without exception. All migrants arriving in the future must do so with full and permanent immigration status.”

COVID-19 continues to expose the inequalities in this country, especially for women, and those in Indigenous, Black, and Brown communities. The pandemic has heightened the oppression and marginalization of migrants, refugees, and undocumented people. The rights of undocumented workers have been widely ignored, leading to deepening inequalities and significant safety concerns faced by migrant workers and undocumented families. Many of these families have children who attend public schools in which OSSTF/FEESO members work. They are our students, our families.

According to the Migrant Rights Network, “At least one in twenty-three people (over 1.6 million people) are without permanent resident status. Migrants are punished for leaving bad employers or getting sick. Access to services varies by immigration permit type and is virtually non-existent for those who have been forced out of status.”

Read the full statement here:

[https://docs.google.com/document/d/e/2PACX-1vQo4qiimzkAhg4f9fEYj6yw6oj1IYM\\_y2kDQVkrRcuvspIO-OKyVnsNPrJmegepyUwEKnnc9Ec\\_SII5y/pub](https://docs.google.com/document/d/e/2PACX-1vQo4qiimzkAhg4f9fEYj6yw6oj1IYM_y2kDQVkrRcuvspIO-OKyVnsNPrJmegepyUwEKnnc9Ec_SII5y/pub)

### Signatories include

Canadian Civil Liberties Association	Canadian Federation of Students
CUPE Ontario	Coalition of Black Trade Unionists
Council of Canadians	Fight for \$15 and Fairness
Greenpeace Canada	KAIROS: Canadian Ecumenical justice
Initiatives	
Leadnow	Ontario Federation of Labour
Unifor Canada	Workers Action Centre

The full list of signatories can be found at:

<https://docs.google.com/spreadsheets/d/e/2PACX-1vSFaTL5KD181mxEFqM45jQnJIIAIHvHgJ8ipkX1RQM8hK102AXSf1JKsFbyzVWEqfKWwhPKnC1lppyQ/pubhtml?gid=62484353&single=true>

In addition to being a signatory, the Ontario Federation of Labour is pushing out additional Status for All material:

**Email Campaign**

[https://www.powerofmany.ca/migrantrightsemail?utm\\_campaign=20200827news&utm\\_medium=email&utm\\_source=ofl](https://www.powerofmany.ca/migrantrightsemail?utm_campaign=20200827news&utm_medium=email&utm_source=ofl)

**Petition**

[https://www.powerofmany.ca/migrantrightsnow?utm\\_campaign=20200827news&utm\\_medium=email&utm\\_source=ofl](https://www.powerofmany.ca/migrantrightsnow?utm_campaign=20200827news&utm_medium=email&utm_source=ofl)

**Large Dundas Square Ad**

<https://www.youtube.com/watch?v=Irf0wleiAMg>

By adding our name to the long list of labour, community, and civil society organizations, OSSTF/FEESO will continue to demonstrate its commitment to the rights of all and that all those in this country are essential.

**10. Recent D/BU Memoranda**

- 019 - Land Acknowledgements
- 018 - Remaining 2020 AGMs
- 017 - Transitioning from CERB back to EI Benefits
- 016 - Summary of Funding to School Boards for School Reopening
- 015 - Reporting COVID-19 Absences in Schools
- 014 - Equity Advisory Work Group Call for Members
- 013 - 2020 B13 - Funding for Enhanced Bus Cleaning & PPE for School Bus Drivers
- 012 - Analysis of 2020 B12 Memorandum
- 011 - Optimizing Air Quality in Schools
- 010 - Revised - Additional Funding for School Reopening
- 009 - Ministry Correspondence Regarding Reopening of Schools
- 008 - CLC Forward Together and Local Leaders Labour Day Messaging
- 007 - Ministry Memorandum School Reopening
- 006 - Additional Guidance and Funding for School Reopening
- 005 - 2020 B11 - Investments to Support School Reopening in Response to the COVID-19 Outbreak
- 004 - Parent Group Community Actions
- 003 - Oppose Bill 195 - Call Conservative MPPs
- 002 - Benevolent Council Application Form
- 001 - 2020-21 School Year Calendar

