

Returning to School

Planning Ahead for September 2020

Preliminary Plans for Discussion



Planning Ahead for September

- TDSB takes direction from the Ministry of Education as well as Toronto Public Health
- TDSB has formed a Return to School and Work Steering Committee and multiple sub-committees to plan and prepare
- We are working with and hearing directly from our communities, including unions and federation partners, staff, parents/guardians and students

Guiding Principles



Prioritize health and safety



Support well-being



Provide predictable
learning opportunities with
high quality instruction



Foster connections
to staff and peers



Ensure equity of access



Consider needs of staff,
students and families



Be adaptable and flexible



Be financially feasible
and sustainable

Survey Highlights

- In June, three system-wide online surveys were distributed to TDSB staff, students (Grade 7 to 12), and parents/guardians (current and future).
- The surveys were designed collectively in order to gauge perspectives of both the remote learning experience and the potential return to school in September.
- Over 70,000 people participated in these surveys and reported on their feelings about returning to school, their mental health, general well-being, and their experiences in remote learning.



Return to School Survey Results: Staff, Parents/Guardians and Students

FEELINGS ABOUT SEPTEMBER

Most parents plan to send their children to school in September and **most students** feel comfortable about returning. **Fewer staff** feel comfortable about returning to work.



Two-thirds (66%) of families are likely to send their children to school in the fall.



Almost three-quarters (73%) of students feel comfortable returning to school in the fall.



Less than half (41%) of staff are comfortable with returning to their workplace.

SCHOOLING MODELS

Given the two choices of what school may look like in the fall - "**every other day**" or "**every other week**" - both elementary and secondary **students & families** were more likely to **choose the "every other day" model**.



CONCERNS RELATED TO MENTAL HEALTH AND WELL-BEING

Parents, students, and staff shared similar mental health & wellbeing concerns related to:

RE-ADJUSTING TO SCHOOL/WORK

INTERACTING WITH OTHERS

COPING WITH CHANGE



60% of families were concerned about their children **not** being able to **interact with** their friends like they used to.

PREPARING FOR REMOTE LEARNING OR WORKING FOR SEPTEMBER



Approximately **two-thirds of students (68%)** feel they have what they need to continue with remote learning.

Approximately **half (59%) of teaching staff** feel comfortable to move forward with real-time teaching and learning in the fall.

REMOTE LEARNING EXPERIENCE

About half of students reported being worried that there might be too much work to catch up on (**46%**) or that they might be behind in their work (**45%**).



Approximately **two-thirds (66%) of families** feel their children are ready for the next grade level.



Nearly all (**87%**) **teaching staff** are concerned about students falling behind in their learning.

Current Timeline

Week of July 20

- Pre-registration survey for parents and staff about intentions for September opening

Week of July 27

- Meeting with Ministry of Education to review preliminary plans

August 4

- Final draft of reopening plans shared with Trustees at Special Committee of the Whole
- TDSB provides reopening plan to Ministry of Education for approval

Pre-Registration

- To help make informed decisions for September, we are asking all parents/guardians to pre-register their child to indicate their:
 - intention of returning to school in-person in September
 - transportation needs, if any
- Online surveys will be shared the week of July 20
- We recognize the challenges for people to respond without a full picture of information, however, the information we receive will help us through our continued planning efforts
- Parents and caregivers will have the option of selecting a robust fully remote learning model

Possible Models

Initially, the Ministry of Education has asked school boards to plan for three possible learning models:

- Regular School Day Routine with enhanced public health protocols
- Adapted School Day Model with In-School and Remote Learning
- Fully Remote Learning

Possible Models

- On July 9, the Minister of Education indicated the goal was for all students to return to the classroom full-time.
- The Minister noted that final approval of a **regular school day model** is at the discretion of public health officials.
- Previously, the Minister had directed school boards to plan to start the year using an **adapted school day model**, where smaller cohorts of students split their time between in-class learning and remote learning.

Possible Models

- The TDSB Board is concerned Ministry's "hybrid or "adapted" model will force parents to choose between educating their children and their own employment
- TDSB urging province to provide robust staffing plan to accommodate as many students as possible back to physical schools/spaces, while respecting public health advice
- Province should provide funding to cover extra COVID-19 costs including PPE, facility improvements, staffing, transportation, IT devices and mental health student supports

Possible Models

- The TDSB continues to actively plan for all possible options and consider creative solutions to maximize the number of students able to safely return to school in-person
- When looking at the **regular school day model**, staff are exploring two possibilities: one with regular class sizes and one with cohorts of 15 students
- Parents/guardians can choose not to send their child to face-to-face learning and opt for remote learning instead
 - Models will be adjusted based on the number of students who choose to attend school & those who choose fully remote

Supporting Students with Special Education Needs

- Elementary students in ISP classes with high special education needs will attend school in-person daily
- Secondary students in Developmental Disability ISP programs will attend school in-person daily
- Secondary students in ISP programs (including gifted) who are typically timetabled into regular school courses will attend school on alternate days - following the secondary school model
- Summer transition plans in place to ensure a seamless transition back to school (additional Ministry funding)
- Additional staffing to support students with Special Education needs

Supporting Students with Special Education Needs

- In School Team (IST) Meetings, School Support Team (SST), IPRC and SEPRC meetings will continue under any Model (face to face and/or remotely using an AODA platform)
- Schools will follow the requirements to provide students with their IEPs in collaboration with IEP team and parents
- PR699: Ongoing support and training will be provided in Non-Violent Crisis Intervention (NVCPI) with more information on training and access to personal protective equipment
- Itinerant Staff: Regional Support Services (e.g., Autism Services (ASD) Team Referrals, Behaviour Regional Services (BRS) Team Referrals, Itinerant Blind & Low Vision (BLV) and Deaf & Hard of Hearing (DHH) will continue to support remotely

Elementary Model 1A

Regular School Day Routine
5 Days Per Week, Face-to-Face
with Enhanced Public Health Protocols
and Cohorts of 15 Students

Elementary Learning, Instruction and Staffing Considerations

- A teacher teaching the cohorts of 15 students would need to cover all subjects across the Ontario elementary curriculum
- Rotary would not be an option as it is one teacher for a cohort of 15 students throughout the day following the Ministry and TPH guidelines
- At this time, we do not have the qualified staff to maintain the delivery of **Core French, French Immersion, Extended French** with the additional teachers that would be required in the 15 cohort model. We may need to find creative/different ways of delivering French.
- Cohorts of 15 students may result in many combined grade classes
- Alternate sites may require additional VP allocation for administrative support
- All centrally assigned teaching staff would need to be assigned to cohorts of 15 or to a fully remote cohort
- Redistribution of DECEs and support staff may need to be considered

Elementary Instructional Minutes

Option 1: 252 instructional minutes with teacher prep at end of day

- Students will be dismissed 48 min. earlier than conventional school dismissal
- We currently have 11,276 teachers (including all central teachers and others such as Guidance and Early Literacy, etc.)
- The creation of cohorts of 15 requires 12,264.5 teachers (a difference of **988.5**)
- The additional **988.5 teachers** will cost approximately **\$98.85M**

Option 2: 300 instructional minutes with teacher prep embedded throughout the day

- Cohorts of 15 students with additional adults that would be working with up to 7 different cohorts every day
- This option requires the **2,489** additional teachers at an estimated cost of **\$248.9M**

Space Considerations

- To accommodate the smaller class sizes, all unused space would need to be used
- Space in middle & secondary schools may also need to be used to accommodate smaller cohorts
- Staff are currently analyzing which TDSB schools have capacity to accommodate additional classes
- The Mayor of Toronto has committed to working with local school boards to help find space in community centers and other City buildings to assist if required

Elementary Model 1B

Regular School Day Routine
5 Days per Week, Face-to-Face
with Enhanced Public Health Protocols
and Class Size Depending on Grade
Level

Considerations

- JK - Grade 3 cohort size of 15 students
- Grades 4 - 8 cohort size of 20 students
- Requires less staff to cover smaller cohort size for all grades
- Requires fewer spaces (could use larger spaces in school for Jr/Int class size)
- At this time, we do not have the qualified staff to maintain the delivery of **Core French, French Immersion, Extended French** with the additional teachers that would be required in the 15/20 cohort model. We may need to find different/creative ways of delivering French.
- Alternate sites may require additional VP allocation for administrative support
- All centrally assigned teaching staff would need to be assigned to cohorts of 15/20 or to a fully remote cohort
- Redistribution of DECEs and support staff

Elementary Instructional Minutes

Option 1: 252 instructional minutes with teacher prep at end of day

- Students will be dismissed 48 min. earlier than conventional school dismissal
- We currently have 11,276 teachers (including all central teachers and others such as Guidance and Early Literacy, etc.)
- The creation of Cohorts of 15 K - Grade 3 and Cohorts of 20 for Grades 4-8 requires 11,476 teachers (a difference of **200 FTE**)
- The additional **200 teachers** will cost approximately **\$20M**

Option 2: 300 instructional minutes with teacher prep embedded throughout the day

- Cohorts of 15 & Cohorts of 20 students with additional adults that would be working with up to 7 different cohorts every day
- This option requires the **1,900** additional teachers at an estimated cost of **\$190M**

Elementary Model 1C

Regular School Day Routine
5 Days per Week, Face-to-Face
with Enhanced Public Health Protocols
and Full Class Sizes

Elementary Learning and Instruction

- Schools have their teacher allocations and have created tentative timetables and class placements
- Prep Time:
 - 300 minutes of instruction with teacher prep delivered throughout the day
 - Early dismissal of 48 mins with prep at end of day
- Implementation of the full Ontario Curriculum

Elementary Model 2

Adapted School Day Model

3 Days Face-to-Face, 2 Days Remote

Elementary -- Alternating Days

Cohort A & B: Classes divided into cohorts A&B (no more than 15 students per cohort) and attend in-person on alternating days (Wednesdays alternate between cohort A&B).

Proposed Schedule:

Week 1

	M	T	W	T	F
In Person	A	B	A	A	B
Remote	B	A	B	B	A

Week 2

	M	T	W	T	F
In Person	A	B	B	A	B
Remote	B	A	A	B	A

Elementary -- Alternating Days

- **Cohort C:** Fully remote, access to Google Classroom, with synchronous learning and check-in & connect from non-classroom educators
- **Cohort D:** Fully remote and do not have access to technology or do not want to use technology. Units of study written and mailed by central staff and check-in & connect from non-classroom educators.
- **Cohort E:** Students with Special Education Needs in ISP classes and have option to attend in person everyday (could also be part of Cohort C or D).

Remote Learning Expectations Cohort A&B

- The following guidelines are for scheduling on the days when the cohort is on **remote learning days**
- This will be implemented by non-homeroom teacher(s) (Prep, Library, etc.) as coordinated with grade/division teams
- Expectations for remote learning include both ***synchronous*** and ***asynchronous*** learning
- All teachers will use Google Classroom or Brightspace as remote learning platform

Remote Learning Expectations Cohort A&B

Kindergarten

- One Synchronous lesson per day (20-30 min.)
- One Synchronous Check and Connect per day (20-30 min.)

Grades 1-3

- One Synchronous lesson per day (40min.)
- One Synchronous Check and Connect per day (30-40 min.)
- Independent Asynchronous Tasks (up to 1 hour)

Grades 4-6

- Two Synchronous lessons per day (40min.)
- One Synchronous Check and Connect per day (40 min.)
- Independent Asynchronous Tasks (1 hour)

Grades 7-8

- Two Synchronous lessons per day (40min.)
- One Synchronous Check and Connect per day (40 min.)
- Independent Asynchronous Tasks (up to 2 hours)

Elementary Cohort C: Fully Remote Guidelines

- Each school will have a designated teacher(s) to support the students who are fully remote.
- Designated fully remote teacher(s) would have the equivalent with system averages and class size caps as per collective agreement. There may be combined grades to meet scheduling needs.
- Fully remote students will be assigned to Cohort A or Cohort B to connect with online learning from non-classroom teachers to be attached to Google Classroom/Brightspace that aligns with the assigned cohort.

Elementary Model 3

Fully Remote Learning

Elementary Learning and Instruction

Structure of Day

- 300 Minutes of learning opportunities provided for students
 - Large Group Instruction 40-50% of the day (dependent on the grade level)
 - Guided Instruction, Synchronous Check & Connect, Asynchronous Independent work on Google Classroom 50-60% of the day (dependent on the grade level)

Focus of Curriculum

- Programming is based on the full Ontario Curriculum
- Units of Study should be interdisciplinary or transdisciplinary
- All learning opportunities begin from a place of creating belonging for the students
- Synchronous learning, recorded and posted on Google Classroom/Brightspace for asynchronous opportunity
- Small group learning to follow up on inquiry, literacy and numeracy, and other curriculum areas

Staffing

- One teacher allocated per cohort (according current collective agreements and class size counts)

Prep Time

- Prep will be delivered through the conventional prep schedule timetable
- Prep focus on French and The Arts (Music, Visual Arts, Drama & Dance) or Physical Education & Health

Elementary Learning and Instruction: Components of Remote Learning

Kindergarten

- Whole Group Instruction: two/three sessions per day
- Guided Instruction (Synchronous) & Independent Work: two sessions per day
- Synchronous Check & Connect: three sessions per day

Grades 1 – 3

- Whole Group Instruction: four sessions per day
- Guided Instruction (Synchronous) & Independent Work: two sessions per day
- Synchronous Check & Connect: two sessions per day

Grades 4 – 6

- Whole Group Instruction: four sessions per day
- Guided Instruction (Synchronous) & Independent Work: three sessions per day
- Synchronous Check & Connect: one session per day

Grades 7 – 8

- Whole Group Instruction: four sessions per day
- Guided Instruction (Synchronous) & Independent Work: three sessions per day
- Synchronous Check & Connect: one session per day

Secondary Model 1

Adapted In-School Day

Part Time Learning in School and
Part Time Learning at Home

Secondary Learning and Instruction

- All models are based on a quadmester structure
- At the beginning of each quad students may choose between:
 - **Model 1:** Adapted In-School Day Model
(Cohorts and Full Attendance)
 - **Model 2:** 100% Remote Learning, at the beginning of each quad.
 - *No switching during quads
- Students/Parents must indicate their choice two weeks prior to the start of quad
- Most students are expected to complete two courses/quad
- TDSB e-Learning Day School Program will continue to be made available & could be enhanced

Secondary Quadmester Calendar

Quad 1: Sept 8 - Nov. 9 + Exams Nov. 10 and Nov. 11 = 44 days + 2 exam days

Quad 2: Nov. 12 - Jan. 28 + Exams Jan. 29 and Feb. 1 = 45 days + 2 exam days

Quad 3: Feb. 3 - April 16 + Exams April 19-21 = 44 days + 3 exam days

Quad 4: April 22 - June 23 + Exams June 26, 27, 28 = 44 days + 3 exam days

PA Days: September 1-3, November 20, Feb. 2, Feb. 12, June 29

February 3, 2021: Semester 2/Quad 3 Turnaround Day

Each semester is 97 days.

Secondary Learning and Instruction

- 1 in-school teacher responsible per course; classes will be divided to achieve 15:1 ratio
- 15 students physically distant from each other in class (some rooms may be smaller and may only allow fewer students)
- Departments will determine essential course learnings, focus on authentic inquiry

Secondary Learning and Instruction

Course Structure

- All courses will utilize Brightspace or Google Classroom as learning platforms
- All courses will be taught using a combination of in person and remote learning
- Remote learning will be done in synchronous and asynchronous ways

Focus of Curriculum

- The health, safety and well being of students will be the highest priority
- Instruction will be based on the full Ontario curriculum for each course

Considerations must be given to the following as part of their professionally managed time as appropriate:

- Support for Students with Special Needs, IEPs, ELLs, etc.
- Student Success Initiatives (RCR, caring adult meetings)
- Gap Closing -- Small Group Learning
- School-Wide or Small Group Wellness Initiatives
- Support for IB Program Requirements (Extended Essay, ToK, Internal Assessments)
- Meetings for Leadership Groups (e.g. Student Council, Athletic Council, etc.)
- Extra curricular activities

Secondary Schedule

Students attend every day (half day in-school / half day asynchronous remote)

9:10 a.m. - 11:02 a.m.

- AM Period (half the class)
- Cohort A: In class learning
- Cohort B: Asynchronous learning remotely

11:02 a.m. - 11:45 a.m.

- Lunch for staff and transition for students

11:45 a.m. - 1:37 p.m.

- PM Period (half of the class)
- Cohort A: Asynchronous learning remotely
- Cohort B: In class learning

1:37 p.m. – 2:52 p.m.

- Teacher Prep and Enhanced Cleaning

9:10 a.m. - 11:02 a.m.	Week 1	Mon.	Tues.	Wed.	Thurs.	Fri.
AM Period (Cohort of 15)						
Cohort A/B: In class learning						
Cohort B/A: Asynchronous learning remotely	9:10 a.m. - 11:02 a.m.	Cohort A	Cohort A	Cohort A	Cohort A	Cohort A
		Class 1	Class 2	Class 1	Class 2	Class 1
11:45 a.m. - 1:37 p.m.	11:45 a.m. - 1:37 p.m.	Cohort B	Cohort B	Cohort B	Cohort B	Cohort B
PM Period (Cohort of 15)		Class 1	Class 2	Class 1	Class 2	Class 1
Cohort A/B: Asynchronous learning remotely						
Cohort B/A: In class learning	Week 2	Mon.	Tues.	Wed.	Thurs.	Fri.
*Day 1/2 schedule						
	9:10 a.m. - 11:02 a.m.	Cohort B	Cohort B	Cohort B	Cohort B	Cohort B
		Class 2	Class 1	Class 2	Class 1	Class 2
	11:45 a.m. - 1:37 p.m.	Cohort A	Cohort A	Cohort A	Cohort A	Cohort A
		Class 2	Class 1	Class 2	Class 1	Class 2

Secondary Adapted In School Day Model *Full classes Quadmester*

8:35 a.m. - 12:20 p.m.

Full class in attendance / Students attend every day

*Staggered entry time possible to promote safe entry

12:20 p.m. - 1:00 p.m.

Lunch for staff and transition for students

1:00 p.m. - 2:15 p.m.

Teacher Prep and Enhanced Cleaning

Asynchronous learning remotely for students

*Day 1/2 schedule

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 a.m. - 12:20 p.m.	Class 1	Class 2	Class 1	Class 2	Class 1
1:00 p.m. - 2:15 p.m.	Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning

Secondary Staff Considerations

- Having the appropriate number of **qualified staff** for each course area
- Assignment of specific **Occasional Teachers** to each high school to cover teachers who are absent on any given day
- **Transportation, scheduling, staff needs, etc.** required regarding how we will re-open ISPs (DD, Autism, etc.) in Congregated and in Regular schools.
- **IB** exams, internal/external assessments, etc. will follow IBO's policies and procedures.

Secondary Model 2

Fully Remote Learning

Secondary Remote Learning

Students will have a Daily Schedule:

- Course 1: 9 - 11:30 a.m.
- Course 2: 12:30 - 3 p.m.
- Minimum of 1 hour/course/day must be synchronous through *BrightSpace or Google Classroom*

Secondary Remote Learning

All courses must be available.

Teachers will use *BrightSpace* or Google Classroom as course shells and content are available.

Teacher Pool: central staff (hybrids, K-12 coaches, subject-specific coaches, math coaches, teachers unable to come into school buildings) to co-design curriculum.

Considerations:

- How many teachers/students will want to access 100% remote model
- Students will be assigned to a teacher (not necessarily from their school)
- Remote Learning differs from the TDSB e-Learning Day School Program
 - Currently e-Learning Day School is for Grade 11 and 12 courses only
 - Taught by centrally hired staff
 - Course content pre-populated (mostly) by Ministry of Education

Additional Learning and Instruction Considerations

- Student Attendance
- Family Groupings
- Technology / Allocation of Devices
- Music, Gym and Tech Classes
- Extra Curriculars

Adult Day High Schools

- Four quadmesters; classes two periods long (240 instructional minutes) all one course per day allows for in-person learning, assessments and access to teacher
- Allows for students in A ,B and C to access school 1 day per every six day cycle
- Students could sign up for tutorials or resource support
- Provides prep for teachers each day, equity of student access, and allows for courses with more projects and hands on learning to complete an activity
- Students stay in one room for the day so no shared desks and allows half the students in a class

Professional Learning and Capacity Building





Prioritize learning and content to:

- Develop high levels of digital competencies (Google Classroom & Brightspace learning platforms)
- Continue focus on equity and anti-oppression
- Support closing learning gaps through Early Literacy intervention, resources and training
- Support the use of digital resources in mathematics and STEM (implementation of the new Ontario math curriculum)
- Support for students with Special Education Needs

A Guide to the TDSB Remote Learning Recorded Webinars Supporting Teachers' Self-Directed Learning:

Please begin by selecting one of the four topics below. Please navigate through the material to meet your needs - explore, skip ahead and circle back as needed.

There are two online learning platforms supported by TDSB:
[Brightspace and Google Classroom](#)

GSuite Apps and Google Classroom Webinars 	Brightspace Webinars 
Assistive Technology Webinars 	Virtual Library Webinars 

Professional Learning and Capacity Building

Professional Learning Plan

- Summer Institutes (July and August)
- Principals will develop a Continuum of Learning for their staff (identified needs and supports)
- Broaden in-school supports of Digital Lead Learners (DLL) and Digital Lead Administrators (DLA)
- Coaching
- Synchronous office hours
- Ongoing Key to Learn webinars (live and archived)
- Google+ Communities

Re-Opening Principles for Working with Itinerant Staff

- Effectively support the transition of students and staff return to school
- Efficiently allocate staff to specific schools & plan services in blocks of time at a school
- Prioritize the needs of students once known in consultation and collaboration with school staff
- Maintain physical distance when working with students, staff or families where possible and use PPE when it is not possible
- Carefully track interactions with different cohorts of children and staff
- Eliminate or reduce the sharing of student and staff resources where feasible.
- (Includes positions such as: Professional Support Services, Community Support Workers Teachers. Excludes Teaching Positions)

Re-Opening Principles for Working with Itinerant Staff

- Continue to offer services synchronously, where feasible and appropriate, while maintaining our commitments to equity (e.g. online assessments, participation in meetings and professional learning)
 - Synchronous Supports for students
 - Office Hours
 - Planned Groups & Small Groups
 - Individual Support
 - Participation in Remote Meetings (e.g. School Support Team, Staff Meetings & Professional Learning)
 - Online consultations & service delivery
 - Resource development and sharing

Mental Health and Well-Being

- Returning to school will require time to address students' social and emotional needs.
- All staff have a role to play in supporting students' mental health and well-being.
- Provide a blended model of support with both in-person and virtual supports, including:
 - Office hours, wellness clubs and social community circles
 - Crisis support
 - Clinical Counselling as appropriate

Mental Health and Well-Being

- Support for students at transition points (returning to school, attending a new school, entering Grade 9, participating in e-learning) with re-engagement support and opportunities to be welcomed by and connected to other students.
- Provide professional learning to staff to help identify students' specific needs & appropriate tier 1 and 2 strategies during the return to school.

Before and After School Program

Full Return

- Provision of BASPs based on parental demand and operator capacity
- Additional cleaning protocols will likely be required

Return in Cohorts

- Additional space requirements to support smaller cohorts, physical distancing and overall program operations
- Demand for care & operator capacity to deliver care under the new guidelines are unknown. Programs may not be viable without additional financial supports.
- Potential for reduced program capacity.
- Cohorts of students would mix between school and care
- Additional cleaning protocols will likely be required due to the sharing of spaces between classroom and BASP

Before and After School Program

Adapted Model

- Demand for care & operator capacity to deliver care under the new guidelines are unknown. Programs may not be viable without additional financial supports.
- Additional space requirements to support smaller cohorts, social distancing and overall program operations.
- Potential reduced program capacities and therefore fewer available spaces.
- Cohorts would mix.
- Additional cleaning protocols due to the sharing of spaces between classroom and BASP.

Fully Remote

- To be determined based on the legislation and operator capacity (e.g., Child Care for Essential Workers Program)

EarlyON Child and Family Programs

* All models will be implemented based on directions from Toronto Public Health and/or Toronto Children's Services.

Full Return with Cohorts

- Families pre-register and attend as scheduled to promote physical distancing
- Possible to offer synchronous programming – scheduling a time during the day when families can participate remotely

Adapted Model

- Combination of above and synchronous/asynchronous programming – scheduled when families can participate remotely

Fully Remote

- Synchronous & asynchronous programming only

Staff Considerations and Support

Understanding and Meeting the Needs of our Staff

- Information will be gathered from all staff regarding ability to return to work, potential accommodation needs, other pertinent and important information
- Discussions about approaches to meeting various needs will take place, considering:
 - medical accommodations (e.g. disability, illness, etc.)
 - self-isolation
 - accommodation for family status needs (e.g. child care, elder care, vulnerable family member at home, etc.)
 - other

Staff Considerations and Support

Working Conditions Under Various Models

- Discussions about how work assignments, schedules, other aspects of Collective Agreements will be discussed to find common understanding

Replacement Staff/Occasional Teacher

- Discussions about how staff who are absent for short term illness (e.g. a few days at a time or less) will be replaced (i.e. process for minimizing occasional teacher contacts in a variety of schools)

Transportation Considerations

- Limitations on capacity of buses per Ministry guidelines (currently 24 students and siblings on big bus, 9 per mini bus and 2 students per wheelchair vehicle)
- Numbers of bussed students returning to school
- Retention of drivers by bus operators based on pre-existing conditions, age and other factors
- If physical distancing is not possible, PPE will be necessary
- Level of integration between school boards
- Attempts will be made to maintain school cohorts but cannot be guaranteed

Transportation Considerations

Full Return to School with Cohorts

- If current Ministry restrictions are maintained, insufficient capacity to transport all students
- If the bus restrictions are lifted, all students would be able to be accommodated
- To maximize the number of students transported, staggered instructions time would be needed and/or prioritization of students to be bussed
- May be additional costs for longer work day or routes

Transportation Considerations

Full Return to School without Cohorts

- If no restrictions on bus capacity all students could be transported with PPE

Fully Remote Model

- No transportation required

Adapted Model (alternative day)

- Sufficient capacity to transport all students, with some augmented busing support for special needs students in congregated sites to allow them to attend school every day
- If sufficient number of qualified students do not require transportation, then there would be sufficient capacity to provide daily service to all special education students, excluding gifted

Transportation Considerations

Adapted Model (JK-3 cohort 15 students – Grade 4 to 8 regular class size)

- Sufficient capacity to transport all students, with some augmented busing support for special needs students in congregated sites for school every day if Ministry restrictions are lifted.
- If Ministry restrictions continue, there would not be sufficient capacity to transport all students.
- If sufficient number of qualified students do not require transportation, then there would be sufficient capacity to provide daily service to all special education students, excluding gifted.
- Staggered instructional time and/or prioritization of service needed
- May be additional costs for longer work day and routes

Transportation Considerations

Health and Safety Measures

- Enhanced cleaning of all buses, including wiping down all high touch surfaces between runs
- Use of masks for students and drivers who can safely use them
- Self-screening will be conducted daily before entering bus
- Hand hygiene including washing hands prior to lining up for the bus and use of hand sanitizer for the driver and for students upon arrival at school
- Signage and communication to reinforce health and safety protocols

Health and Safety

Overview of Key Health and Safety Measures

General Health and Safety Checklist

Staff and student screening

☐

Physical distancing where possible

☐

Enhanced cleaning, especially high touch surfaces

☐

Designated entry and exit points

☐

Identify traffic flow in hallways

☐

Signage throughout buildings to reinforce safety protocols

☐

Hand hygiene breaks built into the day

☐

Designated room for ill staff/students

☐

Set capacity limits for elevators and washrooms

☐

Avoid assemblies and group gatherings

☐

Increased ventilation and air flow

☐

Enhanced cleaning on school buses

☐

Health and Safety

Arrival and Departure

- All staff/students to self assess prior to leaving home
- Consider staggered entry/exit times
- Establish parent pick up/drop off protocols
- All staff/students screened prior to entry
- Limit visitors to schools to essential visitors



Health and Safety

Circulation

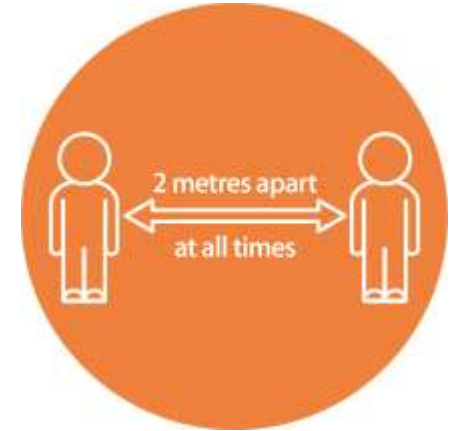
- Determine traffic flow for hallways/stairs
- Floor markings for travel and distancing
- One way travel where possible
- Set capacity limits for washrooms, elevators and common areas
- Signage to reinforce safety protocols
- Consider use of barriers to ensure physical distancing



Health and Safety

Physical Distancing

- Organize classrooms to encourage maximum space between students
- Consider staggered arrival/dismissal times
- Establish parent pick up/drop off protocols
- Determine traffic flow in hallways/stairwells
- Set capacity limits for washrooms, elevators and other common areas
- No assemblies or any other group gatherings
- Place signage to reinforce safety protocols
- Face masks if physical distancing not possible



Health and Safety

Hygiene Practices

- Designate handwashing breaks throughout the school day for staff/students
- Encourage and teach proper respiratory etiquette
- Provide alcohol-based sanitizer throughout the school and at designated entry/exits
- Minimize sharing of items and clean between users
- Use face masks if physical distancing not possible



Health and Safety

Lunch Rooms and Cafeterias

- Close cafeterias and kitchenettes
- Stagger lunch periods whenever possible to reduce the potential for interaction
- Lunch should be eaten in classrooms and garbage taken home
- No sharing of food or beverages
- Food programs should only serve pre-packaged items/meals and single use cutlery and dishes



Health and Safety

Facilities

- Perform routine cleaning of general facilities through the day
- Increased frequency of cleaning of high touch surfaces
- Mechanical HVAC system settings will be adjusted to increase the amount of fresh air
- Open windows to increase natural ventilation
- Washroom/hand washing fixtures checked and operational

Health and Safety

Screening for COVID-19 Symptoms

- All students and staff must undergo screening for symptoms of COVID-19 at home prior to leaving for school/work
- Upon arrival at the school, all individuals entering the building will complete an entry screening
- Anyone with COVID-19 symptoms will be directed to return home

Suspected Case of COVID-19

- Anyone with symptoms should get tested
- If symptoms appear during the school day, students should be isolated and picked up, staff sent home
- Ill students kept in a designated isolation room until picked up
- The room will be disinfected after pick up
- Track student and staff absenteeism
- Toronto Public Health conduct contact tracing

Health and Safety

Confirmed Case/Outbreak of COVID-19

- Protocols for TDSB will be developed consistent with current guidance from TPH.
- Factors may include: closeness of contact, extent of contact, severity of symptoms etc., which is determined by TPH case management
- Not all cases result in exposures
- Communications/notifications will be directed by TPH

Absenteeism Reporting

- Track student and staff absenteeism and alert Toronto Public Health about large increases in student/staff absenteeism due to respiratory illness
- Confirmed cases are reported by the lab to Toronto Public Health who will help the school community through contact tracing

COVID-19 Measures - Budget Implications (first four months)

Health & Safety

Personal Protective
Equipment (PPE)
\$1.5M

TOTAL: \$1.5M

Additional Staff to Ensure Health & Safety

Caretaking and
Cleaning Supplies
\$4.2M

Health and Safety Staff
\$0.3M

TOTAL: \$4.5M

Supports for Students

Additional Technology
\$4.9M

Special Education
Supports
\$2.1M

Professional
Development for Staff
During Pandemic
\$2.6M

Translation and
Interpretation Supports
\$0.2M

TOTAL: \$9.8M

Operational Impacts

Permit Revenue Loss
\$2.3M

Reduced International
Student Tuitions
\$4.4M

TOTAL: \$6.7M

Next Steps

- Consider feedback from Trustees, union groups and federations, Toronto Public Health and other consultations to further develop plans
- Launch pre-registration survey to families week of July 20
- Final plans to be shared with the Ministry of Education on August 4

