



PROGRAM GUIDELINES SECONDARY



November 2020

Program Guidelines - Secondary



This document is an addendum to [Returning to School: A Guide to the Safe Reopening of the TDSB](#) and is designed to provide further programming guidelines for use in classrooms. This is an updated version to the *Program Guidelines – Secondary* document from September 2020 and is to be used in conjunction with *Returning to School: Operational Guidelines – Secondary*.

All documents are available on the [Principals' Return to School website on TDSBweb](#).

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

Additional Materials and Support

Please visit the Principals' site on TDSBweb for access to all documents and information related to school reopening, including all signage and decals, an addendum for implementation of plans related to learning and instruction, template letters for families, and more.

Relevant Documents and Websites

- [Principals' Return to School website on TDSBweb](#)
- www.tdsb.on.ca/returntoschool
- [Ministry of Education: Guide to Reopening Ontario's Schools - July 30, 2020](#)
- [Ministry of Education: Ontario's School Reopening Plan Technical Briefing - July 30, 2020](#)
- [Expected Practices for Understanding, Addressing & Preventing Discrimination](#)

Questions and Feedback

If you have questions or feedback about these program guidelines, please share it [here](#).

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TDSB's Commitment to Indigenous Education, Equity, Anti-Racism and Anti-Oppression

TDSB is committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to human rights, equity, anti-racism, anti-oppression, and our commitment to combatting anti-Indigeneity and anti-Black racism, and all other forms of racism and discrimination. [Vision for Learning.](#)

This commitment is the foundation of the [TDSB Equity Policy](#). It is the basis of everything we do and underpins all programming at every grade level.

We recognize that the intersections of social identities of students within schools and between schools, adds further dimensions and complexities. Therefore, we must ensure that we are cognizant of the role implicit bias plays and how it can impact students in negative and discriminatory ways in classrooms and schools. “We will effectively integrate the voices, choices, abilities, and experiences of our students into our school programming [and] be more responsive to the strengths, interests, gifts, and lived realities of our students as we create and design our schools and classrooms.” [TDSB Multi-Year Strategic Plan](#)

With this in mind during this pandemic, administrators will centre the work of equity, anti-racism, and anti-oppression in ways that honour the Return to Learning protocols.

[Expected Practices for Understanding, Addressing and Preventing Discrimination \(accessible version\)](#) outlines for school administrators and staff, our professional, moral, and legal obligations to create equitable, safe, respectful, and inclusive spaces for all students, parents, and staff.

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Working draft

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Setting Conditions for Learning

Secondary students will attend school in the next quadmester in an adapted in-person model, a remote learning model based in brick-and-mortar schools, or a fully remote model. During this quadmester, we need to continue to do everything possible to ensure the health and safety of all school community members, while also providing the best academic experience possible for students, supporting mental health and well-being and considering the needs of families and staff. These guidelines have been developed to support Administrators and Educators during the next quadmester.

Barriers, based on systemic oppression, continue to prevent or limit access to opportunities, benefits, services or advantages that are available to other members of society (P037). Staff should remember that each family is experiencing the realities of COVID-19 differently and that many of these differences are rooted in long standing socio-economic, racial, and social factors and barriers that widen the equity gap. It is necessary for all staff within the TDSB to redress these past and current systemic barriers through intentionally dismantling them so that students are able to succeed. The TDSB remains committed to the recommendations in [Decolonizing Our Schools](#) and to challenging all forms of racism, including [combating anti-Black racism in the TDSB](#). As educators, this commitment must be seen in building a positive school climate embedding the principles of Indigenous education, equity, and inclusive education in all aspects of the learning environment, and in all school and board operations, to support the well-being and achievement of all students.

No single solution can guarantee the creation and maintenance of a positive school climate. Success requires an ongoing, comprehensive, and collaborative effort on the part of everyone involved.

Students thrive when teachers work collaboratively with School Support Teams, Guidance, Student Success, and PSSP supports, such as Social Workers and Psychologists, assigned to their schools to support social-emotional well-being.

The following resources highlight creating and maintaining positive school climates.

“It would be pretty weird to change, to stop going to school because I’ve been doing it my whole life.”

– Jack, Grade 9

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Resources

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| | <p>Capacity Building Series - Culturally Responsive Pedagogy</p> <p>“This monograph emphasizes how crucial it is to acknowledge our students’ multiple social identities and how they intersect with the world. It is designed to spark conversation and support educators as they seek to give life to equity strategies and policies. Its intent is to deepen understanding of teaching practices that engage student populations with a full range of differences in learning background, strengths, needs and interests” (Ministry of Education, 2013).</p> |
| | <p>Collection of Digital Curriculum and Reference Resources for Educators</p> <p>Within this collection of resources, well-being is centered through Building Critical Consciousness: Support for Developing Learning Resources and Well-being Experiences, Equity, Anti-Racism and Anti-Oppression, as well as the Urban Indigenous Education Centre Resources, and Classroom Educator Mental Health and Well-Being Resources.</p> |
| | <p>Building Critical Consciousness</p> <p>As part of the collection above, these criteria checklists support the development and selection of learning, instructional, and well-being resources for English/Language, Social Students/History/Social Sciences, French, and Math from a Culturally Relevant and Responsive stance.</p> |
| | <p>Urban Indigenous Education Centre Resources</p> <p>This resource is part of the collection above. The Urban Indigenous Education Centre is pleased to offer a variety of services to close the opportunity gap for TDSB Indigenous students and support for TDSB staff. This mandate is approached by centering Indigenous perspectives across the curricula for all students as well as by providing direct wrap-around support to enhance the overall achievement and well-being of First Nations, Métis, and Inuit students throughout the TDSB. Educators can find materials to support their work and learning on the UIEC Resources page. Documents like Promising Practices Indigenous Education, resources to support student and staff learning like the English and French Awesome Tables, and information about upcoming opportunities are also available on the UIEC Resources page.</p> |

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Mental Health and Well-Being

The last few months have been unprecedented and there is an increase in mental health challenges, including higher levels of depression, stress, and anxiety. Self-care is vital. Also, the pandemic has had a more negative impact on some families and communities. Students will be able to access additional supports, including psychologists, social workers, Child & Youth Workers, as well as school staff.

"It's nice to see people."
– Alexandra,
Grade 10

The power of the relationship between school staff and students is vital to student wellness and achievement.

- Please continue to engage staff in discussions around well-being and strategies to continue to support students in these unique circumstances.
- During the latter part of Quad 1, increased student absences with no explanation were noted.
- It is important that classroom teachers regularly check-in with students and families/parents/guardians to ensure that students can understand and access the technical requirements of their virtual learning classes.
- Students will benefit from an increase in school-to-home communications around their well-being and health.
- Accommodating assessment, evaluation, and classroom instruction should continue for students, especially those who are at home for mental health, isolation, or quarantine.
- Regular communication with students and families is needed so that issues such as a lack of online access and concerns about COVID can be addressed and learning can continue.

Students and staff benefit from Wellness Breaks in the remote learning environment as well as in the classroom. Regular communication and check-ins with home supports students' well-being and achievement.

Tools and strategies can be found here:

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|  <p>Well-Being Resources</p> | <p>Well-Being Resources</p> <p>All staff who work with students play a vital role as caring adults in supporting student mental health and well-being. Here, explore resources including things to consider while teaching remotely as well as links to identify, respond to, and promote well-being.</p> |
| <p>10</p> | <p>Mentally Healthy Return to School Toolkit</p> <p>A 10-day guide that is useful at any time of the year that supports caring connections and supports for well-being.</p> |

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|  <p>Professional Support Services</p> | <p>TDSB Mental Health Well Being Website This site provides contact information on the various TDSB supports.</p> |
|  | <p>Mental Health Return to School Resources This site provides contact information for various supportive organizations for students and families as well as additional resources for health.</p> |

"I can finish more work in class."
– Gabriel, Grade 9

Continuing in a Quadmester System

All secondary schools are following a Quadmester (Quad) schedule. This year, students are enrolled in two courses per Quad which lasts approximately 9 weeks or 44 classes.

Schools teams are encouraged to consider essential learning by highlighting overall expectations. Teachers will want to think ahead of class start dates each Quadmester about how they will revise/repackage their course content and consider assessing and teaching prerequisite skills right before or alongside the related grade-level content. This just-in-time approach helps to improve student learning, deepen students' conceptual understanding, and provides an accessible entry point to grade-level learning (Boaler et al., 2020; NCTM & NCSM, 2020).

Teachers should consider how much work may reasonably be assigned to be completed both during class and outside class time given the Quadmester schedule and [TDSB Homework Policy P036](#).

School Subject/Department teams are encouraged to develop long-range plans to support daily instruction as the Quadmester Schedule is new to most educators. We have provided an example of a Quadmester [Long Range Plan](#).

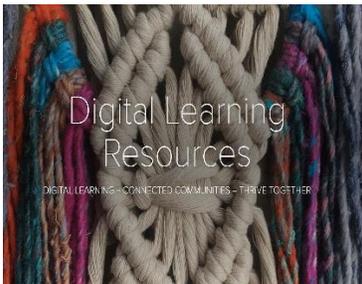
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Supports for Virtual Learning

Every Educator is required to develop a virtual classroom using Google Classroom or Brightspace to deliver course curriculum and support student learning throughout the Quad.

Some helpful [Steps to Success in Online Teaching](#) are available to support your work.



[Digital Learning Resources](#)



[Professional Learning & Webinar Information](#)



[Digital Tool Resources for Teachers](#)



[G Suite Tools for Teachers](#)



[Brightspace Resources](#)



[Zoom Resources](#)



[Intro to Video Conferencing with Zoom in Brightspace](#)



[Asynchronous Idea Bank & Resource Repository](#)

Thanks to Cedarbrae staff!

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Program Models

Bricks & Mortar Models

During Quad 2, schools will be able to use one of the suggested models, or another model approved by their Learning Network Superintendent. Many schools are using a mixture of different Models. Some schools have requested superintendent approval of an adaptation of Model #1 where students who have requested Virtual School and Bricks & Mortar will be mixed in a cohort.

Simultaneous learning supports students virtually where all students are part of the classroom community. Both virtual students and in-person students will have the same number of instructional minutes. Virtual students and in-person students attend class together and learning takes place simultaneously for all students.

One model used during Quad 1 where simultaneous learning has been effective saw the combining of Course 1 in-person students and the asynchronous student group from 8:45a.m. to 12:30p.m. for the two mornings where the course is delivered.

Asynchronous students signed into BrightSpace and the students in class had the teacher and screen at the front of the room. The teachers were equipped with Chromebooks and microphones. Teachers delivered the lesson in front of the in-person students and the asynchronous students listened, watched and participated.

Asynchronous students asked questions through the chat which all students in the class could see on the screen or by unmuting themselves. This allowed teachers to deliver two different lessons on the two days. This was especially successful in math classes. Afternoon synchronous periods were used for new lessons, review, small-group tutorials, and one-on-one support.

Each Quad begins on Day 1. Regardless of the model, students are expected to be in-class learning from 8:45 a.m. to 12:30 p.m. for two out of four days in a cycle, whether they are learning virtually or in-class. Also, synchronous learning is expected to take place from 2 to 3:15 p.m. Attendance is taken during every in-class, synchronous, and asynchronous block.

In the event of a class being asked to isolate, or a school closure, "Bricks and Mortar" classes will be delivered virtually and will follow their current timetable.

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Secondary Virtual Learning

The TDSB Secondary Virtual School will be fully online and staffed by TDSB teachers, a principal, and vice-principals, and support staff. Students will maintain a connection with the school that retains their school records, referred to as their home school. Students will be able to connect with their guidance counsellors in their Bricks and Mortar school.

“It helps when my teachers scan the handouts and post them in Google Classroom.”

– Fareeha, Grade 10

Assessment & Evaluation

Assessment and Evaluation practices will look different as a result of the exceptional circumstances amidst the COVID-19 pandemic and its effects on school timetables, class formats, and hybrid and virtual learning models. This document highlights the importance of the Assessment and Feedback cycle critical to supporting student success. Answers to specific questions arising from the changing nature of A&E in a hybrid/virtual environment are provided in the **UPDATED Assessment and Evaluation Q & A** document.

Assessment, evaluation, and reporting practices must reflect the Growing Success document. Assessment “for” learning, “as” learning, and “of” learning (evaluation) are key practices to support students, and equity and anti-oppression are at the core of all conversations connected to these key practices.

Louis Volante is quoted in Growing Success. He states:

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34)*

*Volante, Louis. (2006). Reducing bias in classroom assessment and evaluation. Orbit, 36 (2), 34–36.

Teachers are expected to provide regular communication to students and parents/guardians. Special consideration should be given to students who are NOT yet meeting minimum course expectations and who are at risk of not earning a credit.

Specific information regarding temporary changes to Assessment and Evaluation procedures have been outlined in the [October 9, 2020, Secondary Assessment, Evaluation and Reporting Memo](#) shared with Secondary Administration and Teachers.

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Assessment *for, of and as Learning*

Big Ideas, Less is More

Think about streamlining content to focus on the most essential learning. This will support families and students to work through the learning and provide guidance for the assessment and reporting process.

Think Differently

How can you provide assessment opportunities which provide meaningful feedback for students, individually or collaboratively, to complete tasks? Think about providing multiple ways for students to demonstrate their learning rather than using traditional assessment methods that may not work as well in Remote Learning environments. (American School in Japan - Distance Learning)

We Evaluate What We Value

“The activities, tasks, projects, assignments, and tests that teachers plan in order for students to learndetermine the possibilities for students to show what they know, can do and can articulate. Further, when teachers are seen to value all evidence of learning, both qualitative and quantitative, then students come to understand that everything they do, say, and create is potentially evidence of learning. This stance has the potential to change everything--from relationships to motivation, to learning--because suddenly every moment, every action, every creation is of value.” (Herbst & Davies, p. 13).

More information and answers to specific Teacher and Administrator questions are provided in the **UPDATED [Assessment and Evaluation Q & A](#)**. The purpose of this document is to support student learning in both adapted/hybrid and fully remote models with a focus on assessment and feedback so that students’ strengths and learning gaps can be identified during instruction to ensure that students are best prepared to learn new content.

Students who are completing evaluations online will have access to additional resources—both print and digital—not available to them in face-to-face settings. As a result, evaluations should look different from methods used in past years. Suggestions and strategies can be found in the **UPDATED [Assessment and Evaluation Q & A](#)** document.

As a result, teachers will want to determine which assessments are solely fact-based and rely on students searching for and repeating information from resources now available to them quickly through on-line searches, and which assessments will require synthesis of information, critical thinking, and original thought responses. The teacher will want to clearly outline the difference between the three types of assessment

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(assessment *for*, *of*, and *as* learning), along with the [TDSB Academic Honesty Procedure \(PR 613\)](#), so that students understand and can respond appropriately when original thought/response is required. It is important to establish a common understanding of the need for Academic Honesty from all students at the outset of the course.

Teachers will determine the best assessment strategy to evaluate student learning of overall and specific expectations. This is an opportunity to be creative. Evaluations will continue to have relatively different weights within the overall determination of the final grade.

Teachers will benefit from sharing strategies to ensure students are submitting their own work when originality is required including:

- Review the Academic Honesty procedure before each assessment
- Remind students in prerequisite courses that they are building skills and knowledge to support them in the next course in the sequence
- Provide reminders to students that one of the purposes of assessment of learning is so the teacher can understand where students need more assistance
- Have smaller, more frequent evaluations
- Include questions that students must answer in their own words

The information below will help clarify the expectations for the assessment of Alternative Programming and IEPs.

- Teachers will continue to communicate regularly with students and their families and provide programming as per TDSB and Ministry guidelines.
- Teachers will continue to provide individual accommodations and modifications as outlined in student IEPs when providing lessons and activities.
- Teachers can focus on IEP goals/expectations that can be adapted to remote learning and continue to gather evidence as it is available. If these need to be altered to meet the new learning environment, it is appropriate to do so and may be reflected in the IEP.

The following excerpts are from *Growing Success*.

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The Seven Fundamental Principles of Assessment and Evaluation

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to the improvement of learning for all students, teachers use practices that:

- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. p.6

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- Plan assessment concurrently and integrate it seamlessly with instruction;
- Share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- Use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals; p. 28

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Assessment FOR Learning and AS Learning

- Analyze and interpret evidence of learning;
- Give and receive specific and timely descriptive feedback about student learning;
- Help students to develop skills of peer and self-assessment. p.6

The use of assessment to improve learning and help students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner”, providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner. p.30

Teachers can gather information about learning by:

- Designing tasks that provide students with a variety of ways to demonstrate their learning;
- Observing students as they perform tasks;
- Posing questions to help students make their thinking explicit;
- Engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.
- Teachers then use the information gathered to adjust instruction and provide feedback. p.34
- Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. p.3

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Subject-Specific Guidelines

To support educators and administrators returning to school, program areas have provided subject-specific guidelines with considerations for deep learning through Global Competencies, the use of Universal Design for Learning, health and safety, organization and, delivery of course expectations, assessment and evaluation and resources for both the Adapted/Hybrid model and full-time remote.

Teachers should also incorporate equity and culturally relevant and responsive resources into the courses for synchronous and asynchronous learning. Teachers should assess the tool or resources that they are using with the [Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources](#).

| | | | |
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| Arts - Dance | Arts - Drama | Arts - Media Arts | Arts - Music |
| Arts - Visual Arts | Business Studies | Cooperative Education | Classical & International Languages |
| Canadian and World Studies | Social Sciences and the Humanities (includes Family Studies) | English/Literacy | English as a Second Language |
| French as a Second Language | First Nations, Métis, and Inuit Studies | Guidance and Career Studies | Library Learning Commons |
| Mathematics | Outdoor Education | Health & Phys. Ed. | Science/STEM |
| Special Education | Student Success | Tech Education | Digital Learning Tools Global Competencies |

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[Hybrid Teacher Coaches](#) are another resource for teachers. Hybrid Teacher Coaches (HTCs) are secondary teachers who open their classrooms virtually to provide subject-specific and general pedagogical support in 1-on-1 or group settings. HTCs partner with in-school and virtual school teachers and school leadership teams to co-learn and implement high yield instructional strategies, support Academic Pathways and build communities of teachers sharing best practices.

Programming-Specific Guidelines

To support educators, administrator to timetable and support students in these programs, programming-specific resources have been provided.

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| Specialist High Skills Major (SHSM) | Dual Credit Dual Credit Scheduling | Ontario Youth Apprenticeship Program (OYAP) Site Accelerated OYAP Program | TDSB Credit Rescue & Recovery Site Credit Rescue and Credit Recovery Handbook 2019 |
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Understanding and following copyright rules are the professional and legal obligations of educators. Please exercise your due diligence under the Copyright Act when developing learning opportunities for students. To support TDSB staff in understanding these obligations, please consider the following:

| | | | |
|--|---|--|---|
| Copyright Matters: Some Key Questions and Answers for Teachers | Fair Dealing Guidelines | Copyright and Fair Dealings Guideline Requirements | TDSB Highlights of Copyright Guidelines & Selecting Digital Content Information |
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To provide more consistent information sharing, to respond to issues that arise during the Quadmester, and to limit duplication of work, we will be responding to administrator questions regarding this information regularly.

To pose a question for consideration, please use this [Google Form](#). Please submit individual questions separately.