

Ward 2, 3 & 6

Return to School Plans for September
August 24, 2020

Trustees:

Trustee MacLean, Ward 2

Trustee Nunziata, Ward 3

Trustee Tonks, Ward 6



Land Acknowledgment

Please feel free to **listen**, **read along** or **reflect** on Truth & Reconciliation during this time.



We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit.



Welcome & Setting the Context

Trustees:

Trustee MacLean, Ward 2

Trustee Nunziata, Ward 3

Trustee Tonks, Ward 6



Agenda

7:00 Land Acknowledgement, Introductions, Ground Rules and Logistic (Trustees)

7:05 Welcome/Background/Context (Trustees)

7:15 Registration (**Sandy Spyropoulos**)

7:20 Health and Safety protocols/Facilities (**Steve Shaw/ Patrick Mohammed**)

7:30 Questions on health & safety

7:40 Elementary model (**Vicky Branco**)

7:50 Questions on elementary model

8:00 Secondary model (**Louie Papathanasakis**)

8:10 Questions on secondary model

8:20 Special Education model (**Angela Nardi-Addesa**)

8:30 Questions on Special Education

8:50 Trustee Wrap Up

Other SOEs present: Girdhar-Hill, Leila; Linton, Lorraine; Ennis, Curtis ; Robinson, Uton ; Hayhurst, Tracy; Linton, Mary; Donsky, Debbie; Tondat, Sandra

Registration

Executive Superintendent Sandy Spyropoulos



Delayed Start and Staggered Entry

- Based on the advice of Toronto Public Health and with permission from the Ministry of Education, the first day of school has been delayed, and our schools will now begin the new school year with a staggered entry.
- School starts on Tuesday, September 15, 2020 and grades will be staggered to begin over the first week to safely reintroduce smaller numbers of students on each day into the building and give everyone a chance to get used to the new routines.
- As plans are finalized, your Principal(s) will be in touch as to when your child(ren) will start.



Registration Process

- The registration process will be open for one week:
Opening: Wednesday, August 26, 2020
Closing: Saturday, August 29, 2020
- Prior to the registration process, parents and adult students will be informed of the upcoming registration process and directed to the TDSB's website for information about September and materials to support the completion of the registration.
(e.g., translations, explanations of the elementary and secondary school day, public health protocols, etc.)
- Follow up with families who have not responded to online registration will be through the local school by school administrative staff prior to September 15

Registration Process

- We are asking parents/families to let us know what model they plan to have their children participate in for September.
- Parents will continue to have the option for their children to participate in fully remote learning rather than the in-person model in both elementary and secondary.
- Is there an option to switch between regular school day or remote learning?

Elementary students: opportunity at a natural break

Secondary students: opportunity between each quadmester

- If a change is required in between these periods, exceptions may be made on a case by case basis with time built in to transition into a classroom or remote cohort.

Health & Safety

Patrick Mohammed, Senior Manager, Occupational Health & Safety
Steve Shaw, Executive Officer, Facility Services



Key Health and Safety Measures

Ensuring the health and safety of students and staff is our priority. Following guidance from Toronto Public Health, a number of key measures will be implemented to help stop the spread of COVID-19, including: physical distancing, hand hygiene, respiratory etiquette, and screening for symptoms.

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 |

Help Stop COVID-19
Practice these healthy habits to help prevent infection

Keep Your Distance
Stay 2 metres apart from others and do not gather in groups.

Clean Your Hands
Wash hands frequently with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer containing at least 70% alcohol.

Cover Your Cough
Cover your mouth and nose when you cough, sneeze or blow your nose. Put used tissues in the garbage immediately and clean your hands. If you do not have a tissue, cough or sneeze into your sleeve.

Avoid Touching Your Face
Do not touch your eyes, nose or mouth, especially with unwashed hands.

Florida
Department of
Education

Health and Safety

Facilities

- **Cleaning:** Caretakers will perform routine cleaning of general facilities through the day and will conduct enhanced cleaning of high touch surfaces twice per day. Shared items will be used minimally and cleaned between users.
- **Air Flow:** Mechanical HVAC system settings will be adjusted to increase the amount of fresh air and windows will be opened, where possible, to increase natural ventilation.

Health & Safety: Screening Practices

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

Additional Details from Ministry Guidelines

Masks & PPE

- Students in Grades K to 12 will be required to wear non-medical or cloth masks/face coverings indoors, including in hallways and in classrooms. Outdoor times can be opportunities to provide student breaks from wearing masks within their cohorts.
- Students may wear their own non-medical masks, and non-medical masks will also be made available. Reasonable exceptions on the requirement to wear masks will apply.
- School-based staff who are regularly in close contact with students will be provided with all appropriate personal protective equipment (PPE).

Cohorting

- Direct and indirect contacts in schools for elementary students should be limited to approximately 50 and for secondary students should be limited to approximately 100.

Transportation Considerations

- Full return to school for elementary students will require the increase of utilization of bus capacity beyond one student per seat and operating closer to capacity
- Retention of drivers by bus operators will be based on pre-existing conditions, age and other factors
- Mandatory face coverings for Kindergarten to 21 years old
- Seating plan for all students - siblings and students in the same class can sit together
- Active Safe Travel (AST) encouraged and walking maps provided

Elementary

Vicky Branco, Superintendent of Education



Elementary Model: Class Sizes

		Class Caps								
		JK/SK	Grades 1 to3	Grade 4 to8						
Remote		29	20	35						
Impacted Schools		15	20	20						
Non-impact Schools		26	20	27						
		Averages								
		Regular Program		French Immersion			Extende	Late	Spec Ed	
		Jk/SK	Grade 1 to3	Grade 4 to8	Jk/SK	Grade 1 to3	Grade 4 to8	Grades 4-8	Grades 4 to8	Gifted
Remote		28.9	20.0	34.9	28.5	19.8	34.7	34.8	34.3	25.0
Impacted Schools		13.3	18.1	18.3	11.9	18.2	17.5	17.0	-	18.3
Non-impact Schools		21.6	18.1	24.1	20.2	18.0	23.5	22.1	21.6	21.6
Total System		19.5	18.1	22.8	18.8	18.0	22.9	21.5	21.6	20.6

Elementary: Regular School Day – Current Ministry of Education Model

- Full Day Return, 5 Days per week
(Inclusive of Special Education and French Immersion and Extended French programs)
- 300 minutes of instruction per day within a Regular School Day
- Regular Class Size, with the students grouped (cohort) together (including recess and lunch)
 - An elementary student will be cohort with their classmates and their homeroom teacher, one teacher and one DECE in kindergarten, with limited contact with other subject specific teachers for classes such as Core French, the arts and physical education.
 - Expect changes in the timing of recesses, lunches, and bathroom breaks as they are staggered to support cohorting.
- Enhanced Health & Safety Protocols in place

Elementary: Learning and Instruction

- Schools have their teacher allocations and will create tentative timetables and class placements
 - classroom teacher responsible for covering the Overall Expectations of the Ontario curriculum in all subjects (prep subjects excluded)
 - Cohort movement will be limited by rotary of subject-specialist teachers going into the classroom (following TPH guidelines)
- Prep Delivery:
 - Teacher prep delivered throughout the day by Subject-Specialist teachers
 - Specialized teachers (e.g. Core French teachers) will be able to go into classrooms to provide the full breadth of programming for students
- Educators will maintain an online learning platform (Google Classroom or Brightspace) so all students in the class have access

Elementary: Supports

- Provisions will be made so students are able to leave their classrooms to receive additional support and maintain limited groupings ([Ministry of Education Guide to Reopening Ontario's Schools, p3](#))
- Itinerant educators will have a schedule assigned to them to minimize moving from school to school, and will support both remotely and in person following physical distancing and cohorting guidelines
 - i.e. ESL Itinerants/Itinerant Music Instructors (IMI) may be assigned to one of their schools as a home base and support additional schools remotely.

Elementary: Kindergarten

- Kindergarten educators will follow the [Ontario Kindergarten Program, 2016](#)
- The program should continue to be play- and inquiry-based as per the curriculum/program document
- The educator team of DECE and teacher (OCT) should continue to plan independent, small and large group learning experiences for children to play and inquire while maintaining health protocols
- All learning opportunities begin from a place of creating belonging for the children, along with building a community of learners
- Classroom cleaning protocols will need to be in place for shared learning materials

Elementary: Virtual Learning Option

- Some families may opt for a fully virtual learning option
- Transition in and out of virtual option will be made at specific times during the school year

Structure of Day

- Daily attendance will be taken
- 300 minutes of learning opportunities (synchronous and asynchronous)
- Large Group Instruction 40-50% of the day (dependent on grade level)
- Guided Instruction (small group), Live, Interactive Synchronous Check & Connect (small group or individual)
- Independent asynchronous work available in Brightspace
- Instruction will be delivered by more than one educator (i.e. “virtual cohort homeroom” teacher, DECE for Kindergarten where applicable, and prep subject teachers)

Focus of Curriculum

- Based on the Overall Expectations of the Ontario Curriculum and Kindergarten Program
- Units of Study should be interdisciplinary
- All learning opportunities begin by creating a sense of belonging for the students
- Small group learning to build on students demonstrating their learning through play and inquiry (Early Years), literacy and numeracy, and other curriculum areas

Expectations by Grade

	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-8
Whole Group Instruction	2-3 sessions per day for short periods of time	4 sessions per day	4 sessions per day	4 sessions per day
Guided Instruction and Independent Work	2 sessions per day	2 sessions per day	3 sessions per day	3 sessions per day
Synchronous (live virtual) Check & Connect	2 sessions per day	2 sessions per day	1 sessions per day	1 sessions per day

PPM164 Requirements

Division	Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement*
Elementary	Kindergarten	180 minutes
	Grades 1 to 3	225 minutes
	Grades 4 to 8	225 minutes

Guidelines for Subject Delivery

The appropriate modifications and adaptations will be made in order to continue to deliver curriculum in ways that take the necessary health & safety measures into consideration.

- Cooperative Education
- French
- Health and Physical Education
- Library
- Mathematics
- Science/STEM
- Tech Education
- The Arts (Music, Drama, Dance, Visual Arts)

Additional Learning and Instruction Considerations

Classroom Setup

- Desks will be set up to adhere to physical distancing in rows and facing forward

Lunch & Recess

- Lunch and recess will be staggered to allow for physical distancing
- Students will eat in classrooms & should not share food

Field Trips & Assemblies

- Schools will not plan field trips or assemblies until further notice

School Clubs & Extra-curricular Activities

- Schools can offer clubs and extra-curricular activities if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

Organized Sports

- Suspended until we receive further direction from the sports/recreation provincial organizations

Secondary

Louis Papathanasakis, Superintendent of Education



Secondary Quadmester Calendar

Quad 1: Sept 15 - Nov. 9 + Exams Nov. 10 and Nov. 11

Quad 2: Nov. 12 - Jan. 28 + Exams Jan. 29 and Feb. 1

Quad 3: Feb. 3 - April 19 + Exams April 20-21 *April 8, 2021: OSSLT Day

Quad 4: April 22 - June 23 + Exams June 24, 25, 28

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

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Full Year	8 courses all year									
Semester	4 courses					4 courses				
Quadmester	2 courses		2 courses		2 courses		2 courses			



Four Day Timetable

**Schedule Repeats itself on the fifth day*

Time	Cohort A				Cohort B			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
8:45 a.m. – 12:30 p.m.	<u>Course 1</u> In Person 	<u>Course 1</u> Independent Learning @ 	<u>Course 2</u> In Person 	<u>Course 2</u> Independent Learning @ 	<u>Course 1</u> Independent Learning @ 	<u>Course 1</u> In Person 	<u>Course 2</u> Independent Learning @ 	<u>Course 2</u> In Person
12:30 p.m. – 1:10 p.m.	Student Dismissal (return home/lunch)							
1:10 p.m. – 2:00 p.m. APA/PMA	Professionally Managed Activities Alternative Professional Assignments Work with other school personnel to provide consistent support for students Provide extra help to students Contact Parents							
2:00 p.m. – 3:15 p.m.	<u>Course 2</u> Live Virtual Learning 	<u>Course 1</u> Live Virtual Learning 	<u>Course 2</u> Live Virtual Learning 	<u>Course 1</u> Live Virtual Learning 	<u>Course 2</u> Live Virtual Learning 	<u>Course 1</u> Live Virtual Learning 	<u>Course 2</u> Live Virtual Learning 	<u>Course 1</u> Live Virtual Learning
	<ul style="list-style-type: none"> • Full-class synchronous learning • Student success initiatives • Support students with IEPs • Credit rescue 				<ul style="list-style-type: none"> • Working one on one with students to close gaps • Small group activities • Opportunities for teachers to meet with students 			

Secondary Model: Virtual Learning

Students will have a Daily Schedule:

- Course 1: 9 - 11:30 a.m.
- Course 2: 12:30 - 3 p.m.
- Minimum of 90 minutes/course/day must be synchronous through BrightSpace or Google Classroom
- Time for asynchronous independent work and may include small group learning
- Daily attendance will be taken

PPM164 Requirements

Secondary	Grades 9 to 12	The higher of 60 minutes ^{**} for each 75-minute class period [—] or 225 minutes per day for a full course schedule
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Technology

Digital Learning Tools

Digital learning tools including G Suite for Education (Google Classroom, Drive, etc.), the Brightspace Learning Platform and TDSB's Virtual Library are available to all students and school staff. These learning tools include both those for teaching and learning (online classrooms) and digital content resources.

Bring Your Own Device (BYOD) Personal and Board Owned

Students are welcome to bring a personal device to school daily to enhance access to digital learning tools and content. This device could be personally owned or one previously loaned by the TDSB for remote learning.

Virtual School for K-12

- Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central “virtual school” for all students choosing fully remote learning for the 2020-21 school year
- The school will be staffed with Superintendent, principals, vice-principals, teachers, guidance counsellors

Optional Attendance

For Regular Schools, Specialized Programs, Alternative Schools and French Programs, Staff is finalizing the process and messaging for Principals and Superintendents on:

- Parents' requests to have their children attend their designated school by address instead of their Optional Attendance school.
- Parents' requests for re-admission/re-entry to FSL programs.

Special Education

Angela Nardi-Addesa, System Superintendent of Special Education and Inclusion
Janine Small, Centrally Assigned Principal of Special Education
Joy Reiter, Centrally Assigned Principal of Education & Community Programs & Partnership



Special Education-Regular Class

Elementary students with special education needs in regular class will continue to be supported as per their IEP. Classroom teachers and special education teachers (e.g., Resource teachers, HSP teachers) will collaborate by co-planning and co-teaching to support students on IEPs (face to face and/or remotely)

- **Regular Class with Indirect Support** - students with this designation will continue to receive indirect support from special education teacher through their classroom teacher (face-to-face and/or remotely)
- **Regular Class with Resource Assistance** - students with this designation will continue to receive direct support individually or in small groups within the regular class from a special education teacher; if student has elected remote learning, support will be provided remotely
- **Regular Class with Withdrawal Assistance** - students with this designation will continue to receive direct support outside of the classroom for less than 50% of the school day from a special education teacher (face to face and/or remotely). Withdrawal support can continue while maintaining safe practices such as wearing a mask and keeping the group small
- Students who are in a Regular Class with an IEP IPRC'd or non IPRC'd will have access to daily attendance

Special Education Elementary ISP

Elementary ISP classes are capped at 6-16 students (excluding Gifted) depending on the ISP program

- Elementary students in ISP classes will come to school daily and be considered their own cohort; this includes *Congregated Sites and all ISP classes in regular K-8 schools* (including Elementary Gifted classes which are capped at 25 students)
- There are a total of 6 congregated elementary sites where students will be able to attend daily; those schools include: Beverley School, Lucy McCormick Senior School*, Park Lane Public School*, Seneca School, Sunny View Junior and Senior Public School, and William J McCordic

**schools that have secondary aged students and follow an elementary school model*

Special Education Secondary ISP

Secondary ISP classes are capped at 6-16 students (excluding Gifted) depending on the ISP program

- Secondary students in DD ISP programs (capped at 10 students) can attend daily as they are grouped as a cohort and can take all their special education classes together; they will follow the semestered track model

ISP classes with Integration (including Gifted)

- Students in secondary ISP (including gifted) who are typically timetabled into special education classes and regular school courses, will come to school as their peers following the secondary school model in order to ensure on-going integration
- Secondary students in an ISP (capped at 6-16 students) program can attend as one cohort taking special education courses; typically these ISPs would include MID, LD, ASD, DHH and PD and would be cohorted with their peers for non-special education courses

Special Education Secondary ISP

- Gifted ISP classes are capped at 30 students and will be divided into 2 cohorts for special education and non-special education classes
- Secondary schools with ISP class including DD classes will follow a dual track semester that is semester for students in DD programs and quadmester for the rest of the school
- For the times the students will not be in class (asynchronous learning), the teacher will set up scheduled check-ins to ensure differentiated support is afforded to this cohort of students
- There are a total of 6 congregated secondary school sites where students can attend daily and these sites will follow the semestered track model (Central Etobicoke High School, Drewry Secondary School, Frank Oke Secondary School, Maplewood High School, Sir William Osler High School, and York Humber High School)

Special Education Education & Community Programs & Partnership (ECPP)

- Formerly CTCC, and Section 20
- Each agency will have a return-to-school plan that will be developed in collaboration with TDSB and that will adhere to Ministry of Education guidelines as well as the guidelines of the Ministry of Children, Community and Social Services and the Ministry of Health and Long-Term Care.
- The plans will vary depending on whether the classroom is located within a hospital setting and/or other health based specifications.
- Student numbers in ECPP per class are less than Ministry guidelines for mainstream classrooms and all students in ECPP programs should be attending full days from a TDSB perspective unless families select remote learning; however, in working within a partnership there is consistently the need for compromise as perspectives differ.
- ECPP classes are cohorts of 8 and will follow the semester model

Special Education-Medically Complex Needs

- Schools will continue to work with their respective Community Care Coordinator and Service Providers (SE Health and VHA) to ensure timely and appropriate scheduling for the students who require nursing as part of the return to school transition (e.g., scheduling of students that requires time sensitive nursing interventions such as diabetic injections and g-feeds)

Special Education-Remote Learning

Structure:

- Daily attendance will be taken; 300 minutes of learning opportunities (synchronous and asynchronous)
- Synchronous learning (e.g., Whole Group Instruction; Guided Instruction - small group or individual; Check & Connect -small group or individual); Asynchronous independent work available in Google Classroom/Brightspace
- Parents/guardians will receive a timetable

Digital and Non-Digital:

- Students will continue to access their SEA devices and equipment; should the family choose remote learning non-digital, the teacher will continue to program for the student based on IEP strengths and needs; the school will arrange for family access of non-digital resources

Regular Class:

- Students with special education needs in regular class with resource assistance or withdrawal assistance who elect remote learning will have a teacher assigned (from current school or other) to support their learning

Special Education-Remote Learning

ISP Class:

Students with special education needs in an ISP who elect remote learning, will have a teacher (from current school or other) to support remote learning; schools will work in collaboration with ES to ensure teachers assigned to remote learning have Spec Ed Qualification

Learning Focus:

Learning will be based on the Overall Expectations of the Ontario Curriculum, Kindergarten Program and/or Alternative Curriculum Schools will follow the Individual Education Plan (IEP) requirements. Teachers will work collaboratively with families and the IEP team to ensure the IEP reflects learning goals, updates, assessment and evaluation that reflects the remote learning environment

The Classroom teacher will program for the student based on IEP learning goals

Special Education PPE

PPE

- Initial PPE will be provided by the Board for all students and staff and delivered to schools prior to school opening
- School Administrators can order PPE through the TDSB Distribution Centre based on the needs of the staff (surgical masks, gloves, gowns, face shields, etc.,) and students (non surgical masks or face coverings) in their ISP classes
- The TDSB Distribution Centre has been given a list of Congregated Sites and schools with ISP classes to flag as priority schools due to the unique circumstances they support; PPE is managed through Occupational Health and Safety
- Exceptions will be made for students with special education needs if required

Special Education Transportation

Students with SEN will begin September 15th; busses will be running at full capacity with a seating plan for all students; windows are recommended to be open. Masks are expected for all bus riders and there will be enhanced cleaning of all buses, including wiping down all high touch surfaces between runs. Siblings and students in the same class can sit together

Elementary:

- Bussing for students in Elementary will have pick up and drop off times that reflect full day school learning times

Secondary:

- Bussing for students in DD ISP will have pick up and drop off times that reflect full day learning
- Bussing for students in an ISP class (capped at 6-16 students) who are integrated in courses will have pick up and drop off times as per the alternate secondary model; typically these ISPs would include MID, LD, ASD, DHH and PD

Supporting Students with Special Education Needs

- **Individual Education Plan (IEP):** Schools will follow the requirements to provide students with their IEPs in collaboration with the IEP team and parents/guardians. Changes in the school environments and/or remote learning needs will be considered when creating and updating the IEPs
- **In School Team (IST) Meetings, School Support Team (SST), IPRC and SEPRC meetings** will continue either face to face and/or remotely using an AODA platform. Professional Support Services and other members of the team will be included as usual (e.g. SW, psych, special education inclusion consultant) to be in attendance
- **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 both remotely and in person following physical distancing guidelines and a Tiered Approach based on a student's IEP
- **PR699:** Ongoing support and training will be provided in Non-Violent Crisis Intervention (NVCPI) and personal protective equipment (PPE) will be provided; Safety Plans will also continue on a needs basis
- **Special Equipment Amount (SEA):** Students will continue to access SEA equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning

