

# 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.



# 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.

# 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	<input type="checkbox"/>
Physical distancing where possible	<input type="checkbox"/>
Enhanced cleaning, especially high touch surfaces	<input type="checkbox"/>
Designated entry and exit points	<input type="checkbox"/>
Identify traffic flow in hallways	<input type="checkbox"/>
Signage throughout buildings to reinforce safety protocols	<input type="checkbox"/>
Hand hygiene breaks built into the day	<input type="checkbox"/>
Designated room for ill staff/students	<input type="checkbox"/>
Set capacity limits for elevators and washrooms	<input type="checkbox"/>
Avoid assemblies and group gatherings	<input type="checkbox"/>
Increased ventilation and air flow	<input type="checkbox"/>
Enhanced cleaning on school buses	<input type="checkbox"/>

# 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

## 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.

# 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	Mr	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 	<ul style="list-style-type: none"> <li>• Full-class synchronous learning</li> <li>• Student success initiatives</li> <li>• Support students with IEPs</li> <li>• Credit rescue</li> </ul>				<ul style="list-style-type: none"> <li>• Working one on one with students to close gaps</li> <li>• Small group activities</li> <li>• Opportunities for teachers to meet with students</li> </ul>			



Student Learning	In Person Learning
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# 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 <sup>**</sup> 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-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-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

# 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

