Returning to School

Planning Ahead for September 2020

August 10, 2020

Planning Ahead for September

- TDSB takes direction and guidance from the Ministry of Education as well as Toronto Public Health
- TDSB has formed a Return to School and Work Steering Committee with multiple sub-committees to plan and prepare for reopening
- 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

Ministry of Education Guide to Reopening Schools – Elementary Class Size

Read our statement on elementary class sizes and our advocacy for additional funds from the Ministry of Education to reduce class sizes to support physical distancing in classrooms and the health and safety of staff and students.

Models for September

On July 30, the Ministry of Education confirmed the following models for return to school in September:

Elementary (Kindergarten to Grade 8):
Students (including those in Special Education and French Immersion & Extended French programs) will attend school 5 days per week, with one cohort for the full day, including recess and lunch. Enhanced health and safety protocols will be in place.

Note: On August 7, 2020, the TDSB presented its case to the Ministry of Education for additional Ministry funding to lower elementary class size, as supported by many parents and staff, to ensure adequate physical distancing amongst students, which is stressed by Toronto Public Health (TPH) and other health professionals as a critical health and safety measure.

Models for September

Secondary:
Adapted model: Students attend school in person every other day, in smaller class sizes of approx 15 students, with learning continuing at home the other half of the day including both independent work time and live (synchronous) teaching. Schools will operate on a quadmester schedule (school year divided into 4 blocks of 44 days each).

Special Education: Students in elementary school will attend school five days a week. Secondary students in a Development Disability (DD) class will attend school five days a week. Other students with Special Education Needs integrated into regular courses will follow the Adapted Secondary schedule.

Additional Details from Ministry Guidelines

- 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.

- Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks. (*On August 18, 2020 Trustees will consider a motion proposing all TDSB students wear masks*.)

- Students in Grades 4 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).

- 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.

Returning to School: A Guide to the Safe Reopening of the TDSB

- Although confirmation of the learning models was only received on July 30 from the Ministry of Education, the *Returning to School: A Guide to the Safe Reopening of the TDSB* provides significant details in a number of important areas.

- In the days and weeks ahead, a more complete and comprehensive guide will be developed that will be shared with staff, students, parents, education partners and the community.

- Additional documents and resources for staff will be created to accompany the guide and provide the necessary information for implementation.

Pre-registration Process

- The TDSB is undertaking pre-registration of elementary, secondary and adult students in order to plan for September
- The process will begin with an automated phone survey of parents/guardians and adult students
- An online survey will also be completed by all international students and their families
- To support parents/guardians and adult students in their own language, the TDSB website will include translations of the phone survey and an online survey will be sent to those who are not able to respond to the phone survey
- To support parents and adult students in their own language, the online survey will be available in 20 languages

Pre-registration Process

- The pre-registration process will be open for one week:
  Opening: Tuesday August 11, 2020
  Closing: Tuesday, August 18, 2020

- Prior to the launch of the pre-registration process, parents and adult students will be informed of the upcoming pre-registration process and directed to the TDSB's website for information about September and materials to support the completion of the phone survey (e.g., translations, explanations of the elementary and secondary school day, public health protocols, etc.)

- Follow up with families who have not responded to either the phone survey or online survey will be through the local school when school administrative staff return to schools in late August

Pre-registration Process

- We are asking parents/families to let us know what model they plan to have their children participate in for September.

- The opportunity to switch between remote and in-person learning will depend on availability of an appropriate class placement.

  Elementary students: opportunity after progress report and end of each term
  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.

Cohort/Class Sizes – Elementary and Secondary

- If no additional Ministry funding to lower class size is provided, we will work as best we can with the resources we have to ensure that we minimize class size to the greatest extent possible

- Once we receive information from the pre-registration survey to families, we will have a better idea as to what class sizes will be (some students will opt for remote learning)

- In the event that class sizes need to be adjusted, staff will explore strategies such as reorganizing classes or adding additional resources to the extent that the budget will allow

- Given current class size caps in the Secondary collective agreement, we do not anticipate significant cohort size issues in most secondary classes

Staff Survey

- Information will be gathered from all staff via survey regarding ability to return to work, potential accommodation needs, and 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.)
  - Mental health and well-being needs and support

Respecting the Collective Agreements with Employee Groups

At the current time, it is our understanding that discussions are occurring provincially regarding potential variances that may be needed to support the restart of schools in September in light of the pandemic. Some of which are important to help ensure the health and safety of students and staff. Examples include:

Examples include:

- Preparation time
- Supervision
- Sick leave administration
- Coverage for absent teachers/staff
- Health and Safety

As we learn about possible outcomes from those discussions, the Board and local union representatives will meet to look at implementation within TDSB.

Occasional Teacher Roster

- To ensure continuity of learning for students in the event that staff absenteeism is higher, work has been done through remote interviewing in the Spring and Summer to create a robust pool of teachers to be included in the Occasional Teacher Roster if such needs emerge.

- This will position us to be able to respond quickly to such circumstances.

Professional Learning and Capacity Building

Professional learning and capacity building opportunities will be provided to educators and will focus on:

- Developing high levels of digital competencies (Google Classroom & Brightspace learning platforms)
- Continuing our focus on equity and anti-oppression
- Supporting the closure of learning gaps through Early Literacy intervention, resources and training
- Supporting the use of digital resources in mathematics and STEM (implementation of the new Ontario math curriculum)
- Providing support for students with Special Education Needs
- Providing support for students' mental health and well-being
- Health and Safety and Use of PPE

Learning opportunities include:

- Summer Institutes (July and August)
- Continuum of Learning developed locally by Principals for their staff (identified needs and supports for digital learning)
- 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
- P. A. Day professional learning & training (September 1, 2, and 3)

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

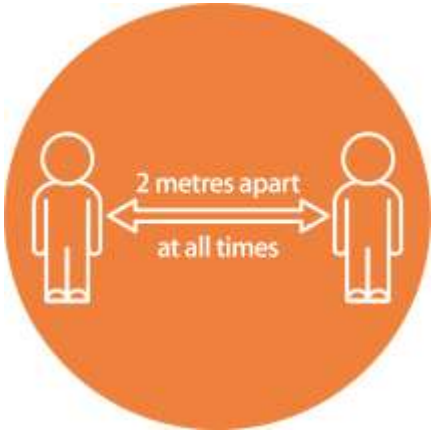
Health and Safety

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
- Lockers will not be used by students

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/face coverings required for all staff and students (Grades 4 to 12)

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
- Face masks/face coverings required for all staff and students (Grades 4 to 12)

Health and Safety

Personal Protective Equipment (PPE) - Student and Staff

- The Ministry of Education will source, pay for and provide all required PPE for school boards
- Instructional information & training will be provided regarding the proper use of masks (e.g. informational posters, videos, etc.)

Student Masks

- Grade 4 to 12 – Students will be provided with and are required to wear a Non-Medical Mask/Cloth Covering
- JK to Grade 3 – Masks are not required, but are encouraged (*On August 18, 2020 Trustees will consider a motion proposing all TDSB students wear masks*.)
- Masks may be removed during break periods provided physical distancing is maintained

Health and Safety

Staff PPE

- All Staff will be provided with disposable medical masks and eye protection

- Additional PPE will continue to be provided to staff members who require it to perform their day to day work functions. This would include gloves, gowns and other protective equipment.

Visitor PPE

- All visitors to a school or site will be required to wear a medical mask while on site

**There may be individual exemptions based on sensory or medical/health reasons*

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 in elementary schools 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

Training

- All staff will be provided with a full day of Health and Safety training prior to the start of the school year.
- This will include training on COVID-19 Awareness, Screening/Signs/Symptoms, donning/doffing PPE, and other safety protocols related to the return to work.
- We will consult with our Union/Federation partners and the Joint Occupational Health and Safety Committee on the training.
- Training will be delivered using a combination of webinars and videos.
- Training on COVID-19 awareness, masks/face coverings and safety protocols will also be made available to parents/students.

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.

- Washroom/hand washing fixtures to be checked and operational.

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

Health & Safety: Outbreak Protocol

Attendance and Absenteeism Reporting

TDSB will track student and staff attendance and alert Toronto Public Health about large increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the lab to Toronto Public Health who will help the school community through contact tracing.

Confirmed Case/Outbreak of COVID-19

TDSB will work closely with Toronto Public Health. Factors for consideration may include closeness and extent of contact, and severity of symptoms, which will determine how TPH manages the case. TPH will determine if a class/school or part of a school would need to close.

Communications/notifications will be directed by TPH.

Confirmed Case of COVID-19: Process

The following steps must be taken when there is a confirmed case of COVID-19 (student or staff):

- Supervisor/Principal to notify Manager/Superintendent, Health and Safety department and Communications.

- Supervisor/Principal to determine if employee/student was in the building 48 hours prior to and including the day of onset of symptoms OR 48 hours prior to positive specimen collection if asymptomatic at the time of specimen collection.

- If yes, Supervisor/Principal to verbally inform all employees who have been in the building on those days of a confirmed case of COVID-19 (do not share personal information/name of employee).

- Supervisor/Principal records this information including attendance, contact information and visitor sign-in logs for possible Toronto Public Health contact tracing purposes.

- Senior Manager, Occupational Health & Safety reports name of employee/student to TPH. Also, the appropriate Union/Federation member of JHSC will be notified.

Confirmed Case of COVID-19: Process

- Students and employees who test positive for COVID-19 will self-isolate for 14 days in accordance with TPH protocol.
- TPH will contact positive cases directly and provide a letter directly to the other staff/students identified to have a high risk of exposure. Communications Department to work with TPH on letters to school or community, as determined by TPH.
- TPH will collaborate with the Supervisor/Principal to obtain contact information for those individuals with a high risk of exposure.
- TPH will follow up with the Employer through the Senior Manager, Occupational Health & Safety, if needed.
- Supervisor/Principal to discuss any enhanced cleaning protocols that may need to be performed with the Facility Team Leader. These area(s) will be closed until this enhanced cleaning is completed.
- Additional direction will be taken from TPH and is based on Ministry of Education and Ministry of Health guidance in the workplace.

Supporting Students with Special Education Needs

- All students with special education needs will continue to be supported by Homeroom and Resource teachers, as well as support staff, as per their IEPs.

- All students with complex medical needs will attend daily and staff will be provided with appropriate enhanced PPE; remote learning where return to school is not possible will be available.

- All students with special education needs who will engage in remote learning will have live contact with a teacher and expectations for synchronous learning including a timetable will be provided

- Secondary students with special education needs following the adapted model will attend daily; during asynchronous periods, resource support will be available.

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

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 (cohorted) together (including recess and lunch)
  - An elementary student will be cohorted 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: Regular School Day with Smaller Class Sizes

The TDSB presented its case to the Ministry of Education for additional funding for elementary teachers to lower elementary class size and ensure adequate physical distancing as recommended by Toronto Public Health (TPH) and other health professionals

- The TDSB has also stressed the importance of lower elementary class sizes for schools in Toronto communities that have experienced higher than normal rates of COVID-19
- Depending on the level of Ministry funding, the Board may need to prioritize any investment of additional resources based on risk and may direct funding to lower elementary class size in schools in Toronto communities that have experienced higher than average rates of COVID-19
- This model, if funded, would see a full return to school, five days per week for elementary students, but elementary class sizes would be smaller depending on grade level
- In addition to extra funding, TDSB will also be exploring other options to lower class size such as class reorganizations

Elementary Considerations: Smaller Class Size

To support a lower class size of 15-20 students, some areas of consideration may include:

- Possibly shortened day
  - Students will be dismissed 48 min. earlier than conventional school dismissal (ex. start time of 9 a.m. with a dismissal time of 2:25 p.m.)
- Some prep subjects taught by prep or specialty teachers (The Arts, Physical Education) now delivered by regular classroom teacher
- Reduction or elimination of services such as library, guidance, etc.
- Modifications to the delivery of French programming
- Alternate sites may require additional VP allocation for administrative support
- Additional classroom spaces may be required to house smaller groups of students

Elementary: Fully Remote Learning Option

- Some families may opt for a fully remote learning option
- Transition in and out of remote 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 Google Classroom/Brightspace
- Instruction will be delivered by more than one educator (i.e. “remote 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

- Whole Group Instruction: two/three sessions per day for short periods of time
- Guided Instruction (Synchronous) & Independent Play/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

Elementary -- Alternating Days

According to Ministry of Education, “Guide to Reopening Ontario’s Schools”

School boards should be prepared to implement their adapted delivery models should public health conditions require them. Under this scenario, cohorts would include approximately 15 students in each class attending on alternate days, or alternate schedules that would represent in person attendance for at least 50% of instructional days.

Elementary -- Alternating Days

Our proposal is as follows:

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 or Brightspace, with synchronous and asynchronous learning, and check-in & connect sessions from non-classroom educators, daily attendance will be taken.

- **Cohort D**: Fully remote and do not have access to technology or unable to use technology. Units of study written and mailed by assigned staff with 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).

Before- and After-School Programs

(Extended Day Program, Authorized Recreation and Licensed Child Care)

- TDSB is committed to supporting the operation of Before- and After-School Programs in schools in September.

- Ministry of Education announced revised Operational Guidelines for licensed child care operators to support the safe reopening of programs across the province. Updates are also being made to the *Before and After School Kindergarten to Grade 6 Policies and Guideline* to provide COVID-19-related operational guidance.

- Ministry has confirmed authorized recreation provider-operated after school programs and Extended Day Programs will be required to follow standard ratios and maximum group sizes. Licensed child cares are also required to develop infection prevention and control policies and procedures.

- Schools and BASP operators will collaborate to ensure that student lists and information is readily available for Toronto Public Health for contact tracing purposes, if necessary.

- TDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access program space.

- The decision to operate and determine operating capacities for licensed BASP and authorized recreation programs will be made by organizations and individual program operators. TDSB operated Extended Day Programs will continue to operate this year.

Adapted Secondary Model

- Secondary models are based on a quadmester structure (44 days)
- Quadmesters allow students to focus on **2 courses** and reduces potential contact between students in support of health and safety protocols

At the beginning of each quad students choose between:

- ***Model 1:*** Adapted In-School Day Model (Smaller Class Size Cohorts)
- ***Model 2:*** 100% Remote Learning

- Students/Parents must indicate their choice two weeks prior to the start of quad. No switching is permitted during quads
- TDSB e-Learning Day School Program will continue to be made available in Grades 11 and 12 (contact your school guidance counselor for more details)

Secondary Adapted Model

- Secondary Students will be in classes of approximately 15 students (cohorts) to allow for distancing
- Students will have live video conferencing (synchronous learning) with their teacher daily
- Students will meet face-to-face with their teacher in school every other day
- Subject Departments will determine essential course learnings based on overall expectations from the Ontario Curriculum, focus on authentic inquiry

Secondary Quadmester Calendar

Quad 1: Sept 8 - 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

<table>
<tr><th></th><th>Sept</th><th>Oct</th><th>Nov</th><th>Dec</th><th>Jan</th><th>Feb</th><th>M</th><th>Apr</th><th>May</th><th>June</th></tr>
<tr><td>Full Year</td><td colspan="10">8 courses all year</td></tr>
<tr><td>Semester</td><td colspan="5">4 courses</td><td colspan="5">4 courses</td></tr>
<tr><td>Quadmester</td><td colspan="3">2 courses</td><td colspan="3">2 courses</td><td colspan="3">2 courses</td><td colspan="2">2 courses</td></tr>
</table>

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
9:00 a.m. – 11:30 a.m.	**Course 1** In Person @ School	**Course 1** Independent Learning @ Home	**Course 2** In Person @ School	**Course 2** Independent Learning @ Home	**Course 1** Independent Learning @ Home	**Course 1** In Person @ School	**Course 2** Independent Learning @ Home	**Course 2** In Person @ School
11:30 a.m. – 12:10 p.m.	Student Dismissal (return home/lunch)							
12:10 p.m. – 1:25 p.m.	**Course 1** Independent Learning @ Home	**Course 1** Live Virtual Learning @ Home	**Course 2** Independent Learning @ Home	**Course 2** Live Virtual Learning @ Home	**Course 1** Live Virtual Learning @ Home	**Course 1** Independent Learning @ Home	**Course 2** Live Virtual Learning @ Home	**Course 2** Independent Learning @ Home
1:25 p.m. – 2:40 p.m.	**Course 2** Live Virtual Learning		**Course 1** Live Virtual Learning		**Course 2** Live Virtual Learning		**Course 1** Live Virtual Learning	

Live Virtual Learning (Synchronous) | Independent Learning (Asynchronous) | In Person Learning

Secondary Adapted In-School/Synchronous Learning Day Model

Rationale for Adapted Amendment to Secondary Model:

Maximizes Health & Safety:

- Minimizes direct and in-direct contacts for students and staff
- Ensures only one group of students is in school per day
- Minimizes the number of students in any classroom each day
- Reduces the frequency of student travel

Maximizes Instructional Time:

- Maximizes face to face in person (in school and live video conferencing) synchronous while students are at home
- Provides opportunities for students to work together as a whole class in synchronous learning
- Each teacher has fewer students in a quad which allows for more individualized support
- Subject Departments will determine essential course learnings based on overall expectations from the Ontario Curriculum, focus on authentic inquiry

Respects required prep time for teachers over the course of a “two quad period”

Secondary Adapted In-School/Synchronous Learning Day Model

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 (learning at-home and online video conferencing)

Focus of Curriculum

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

Live Video Conferencing (Synchronous) Learning Period (1:25 to 2:40) may include:

- 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.)

Secondary Staff Considerations

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

Secondary Model: Fully Remote 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

Secondary Remote Learning

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

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

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

Mental Health and Well-Being: Students

- Returning to school after many months away will require time to address the social and emotional needs of students.

- All staff have a role to play in supporting students' mental health and well-being. Building relationships and connections, offering support and building capacity of school-based staff will help ease the transition back to school and help meet the needs of students.

- We know from our student survey that about half of students were concerned about getting used to school routines again and about one-third were concerned about getting used to in-person interactions with teachers and peers, not being able to interact with friends like they used to (35%), and coping with their fears or anxiety.

Mental Health and Well-Being: Students

- One-quarter to one-third of students noted that the following would help them feel more comfortable at school:
  - having a relaxing and calming space to go in the school if feeling overwhelmed
  - support for re-developing school routines
  - support with social emotional learning skills
  - additional information to support their mental health and well-being and the support of a Social Worker, Psychologist, Guidance Counselor, or Child and Youth Worker
- We will provide students with a blended model of support, including both in-person and virtual supports, including: office hours, wellness clubs and social community circles, crisis support, and clinical counselling, as appropriate.
- There will also be 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.

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
- 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

Cafeterias & Student Nutrition Programs

Cafeterias

- School cafeterias will be closed and food services will not be provided.

Student Nutrition Programs

- Staff are looking into the options to support and continue student nutrition programs in the fall.
- Discussions around the use of pre-packaged and served using a “grab-and-go” approach are being explored.
- There are ongoing discussions, which include our own teams as well as TFSS, on what the final delivery approach will look like and additional support that can be provided to students.

Adult and EdVance High Schools

- There are five Adult High Schools and five EdVance in the TDSB. They all offer quadmestered courses and share the school space with EdVance students who are 18 to 20 years old.

- At the beginning of each quadmester students may choose one of the following options (no switching during quadmesters):

  A) Take up to three courses at the school (Alternative Days Cohorts and online at home)

  B) Take up to three courses online at the beginning of each quadmester

- Pre-registration and registration will be done online or through telephone for quadmester one

- English/Math assessment testing for new Canadians without any academic documentation will be done in-person, at the school, in small numbers and with physical distancing in place (beginning week of August 24)

- Devices (laptops, Chromebook) will be provided to these learners, if required

Continuing Education

Each program area within the Continuing Education Department will begin online instruction in the fall. Online classes provide a safe learning environment for learners and instructors.

Adult ESL programs

- A phased-in approach for in-person delivery at leased sites
- Instructor capacity to deliver online courses being built through professional development opportunities

Adult General Interest and Senior's Daytime classes

- Professional development opportunities will be provided for Instructors (online course offerings)

Elementary International Languages and African Heritage program

- Classes will continue to be offered weekdays and Saturdays in an online platform
- Instructors will be provided with professional development opportunities

Elementary and Secondary Literacy and Numeracy Courses

- Programs offerings are determined in collaboration with elementary and secondary schools
- Plans are being developed to provide access to these courses through an online platform

Secondary Night School and Saturday International Language Credit Courses

- First semester for Night School will be delivered online
- International Language credit courses will be delivered online on Saturday mornings

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.

Allocation & Return of Student Devices / Internet Access

Over 57,000 devices were requested. 7,400 of these devices were for internet access ready equipment. All were shipped to individual students in April, May and June. Devices will stay with students until further notice.

Students who have graduated from the TDSB or have left the district will return devices in late August and early September.

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.

Technology

Replacement of Devices pulled out during Covid-19
Students who were allocated a TDSB device for remote learning during the Spring of 2020 will retain this device for learning at home during the Fall of 2020 and perhaps beyond.

Planning is underway to begin replenishing devices that were borrowed from schools and loaned to TDSB students for remote learning.

Over 9,400 new devices will be allocated to schools to support student learning. Schools may also purchase additional devices for their staff and students from their current school budget balance.

Network/Bandwidth Capacity
TDSB is confident in the capacity of its wide area network to support the teaching and learning needs and activities of staff and students.

All TDSB schools are connected to a high speed fibre optic network providing wired and wireless services. All schools have a minimum 1 Gigabyte multi-protocol label switching service, schools with more than 1,000 students have a 2 Gigabyte service.

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 grades 4 to 8 and highly recommended for JK to grade 3 as physical distancing is not likely
- Level of integration between school boards
- Seating plan for all students - siblings and students in the same class can sit together
- Additional costs for enhanced cleaning and some overtime may result from time for additional cleaning
- Active Safe Travel (AST) encouraged and walking maps provided

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 in Grades 4 to 12 and drivers who can safely use them (*On August 18, 2020 Trustees will consider a motion proposing all TDSB students wear masks*.)
- PPE provided to all drivers including masks
- 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

Administrative Sites

- Effective August 11, TDSB Administrative sites will begin reopening for essential work (with limited occupancy). Full occupancy expected beginning of September.

- All sites will have COVID-19 signage and floor decals installed and occupancy limits set for elevators and staff washrooms.

- Employees must conduct COVID -19 self-assessment prior to entering the building, sanitize hands, record entry/exit into the building and follow physical distancing requirements.

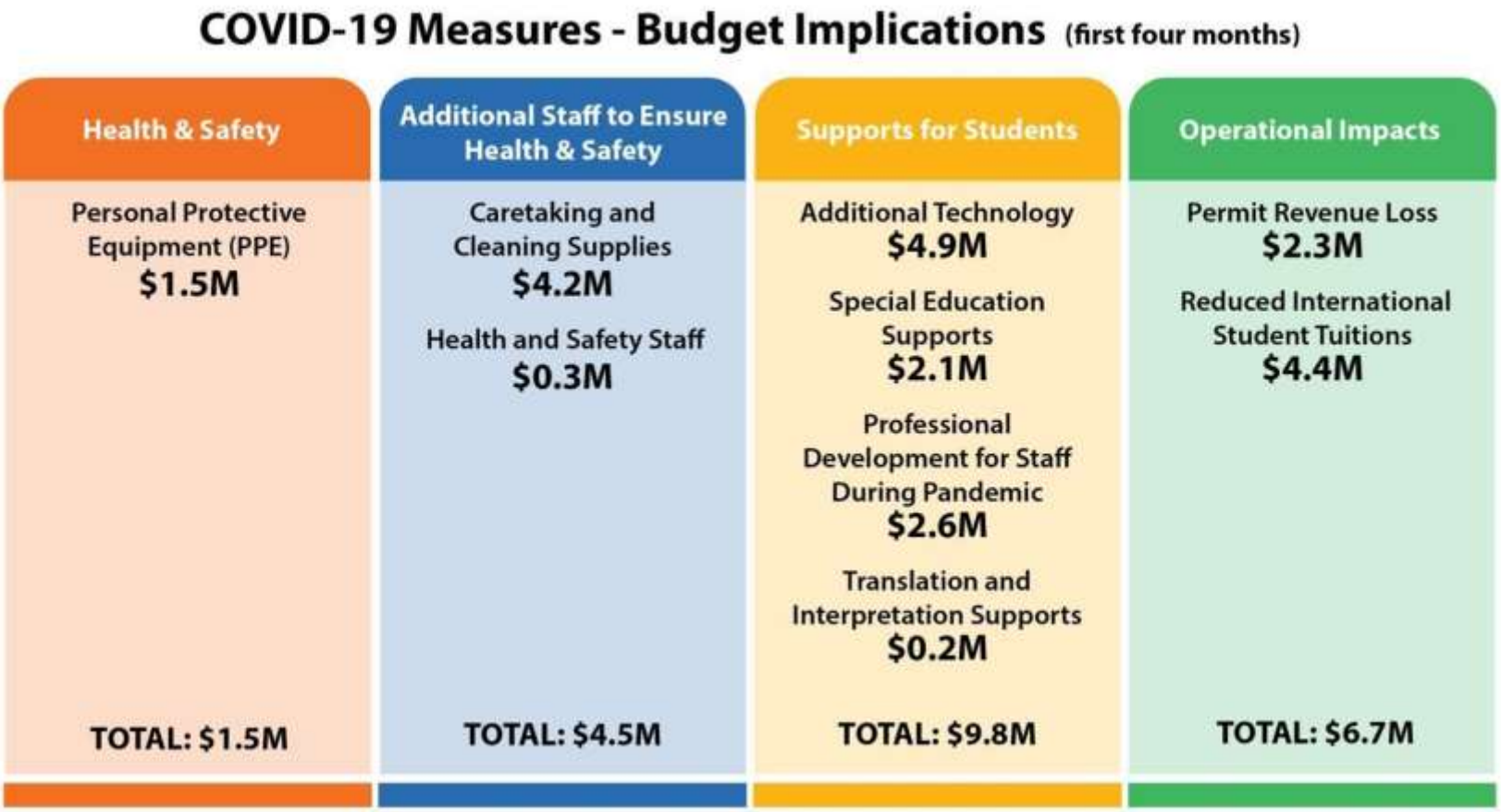
- Managers to determine occupancy levels, employee schedules and tracking mechanisms for contact tracing until a central system is developed.

- Managers to work with Executive Officer on other details (e.g. who will continue to work remotely, which workstations can be utilized, etc.)

Community Use of Schools

- Summer Camps and Field Permits continue at a number of schools this summer.
- Community use of school facilities will be difficult to manage with the requirement to perform enhanced cleaning between cohorts.
- We will not have sufficient caretaking resources to do this work at all locations.
- Permits for the fall will be restricted to those programs that we are obligated to provide (e.g. Before and After School Programs, programs operated by lease holders as part of their Lease, and City of Toronto community centres and swimming pools).

Budget Implications



COVID-19 Funding

The Ministry of Education has announced the following provincial funding:

Investments	Amount
Masks and Personal Protective Equipment (PPE)	$60.0M
Funding for Additional Staff	$80.0M
Cleaning Supplies	$29.0M
Health and Safety Training	$10.0M
Transportation - Cleaning Supplies and PPE	$40.0M
Lab Testing Capacity	$23.7M
Additional Public Health Nurses	$50.0M
Additional Mental Health Supports	$20.0M
Additional Supports for Students with Special Needs	$10.0M
Technology	$15.0M

Communication

- As we approach September and the return to school, we are committed to continuing to communicate and provide the necessary information to all staff, students and families in a timely manner.

- Important information, updates and resources will be provided through a variety of channels (email, website, social media, school communications, etc.) and will be supported by translation services.

- Communications will focus on keeping everyone informed and educated so that the return to school can be as smooth as possible, with the health and safety of everyone involved the priority.

Next Steps

- **Pre-registration Form**: Required for families to complete to declare intentions for September.

- **Federations and Unions**: Continue to work together to develop guidelines and protocols.

- **Communications**: Continue the ongoing work of creating a communication plan and associated materials, resources, etc.

- **Update and Revise Plans:** Ensure that all plans are up-to-date and current as information evolves.

- **Returning to School: A Guide to Safely Reopening TDSB Schools:**
  Develop a more comprehensive guide for staff, students, parents, education partners and the community. Create additional documents and resources for staff to provide the necessary information for implementation.

Toronto
District
School
Board