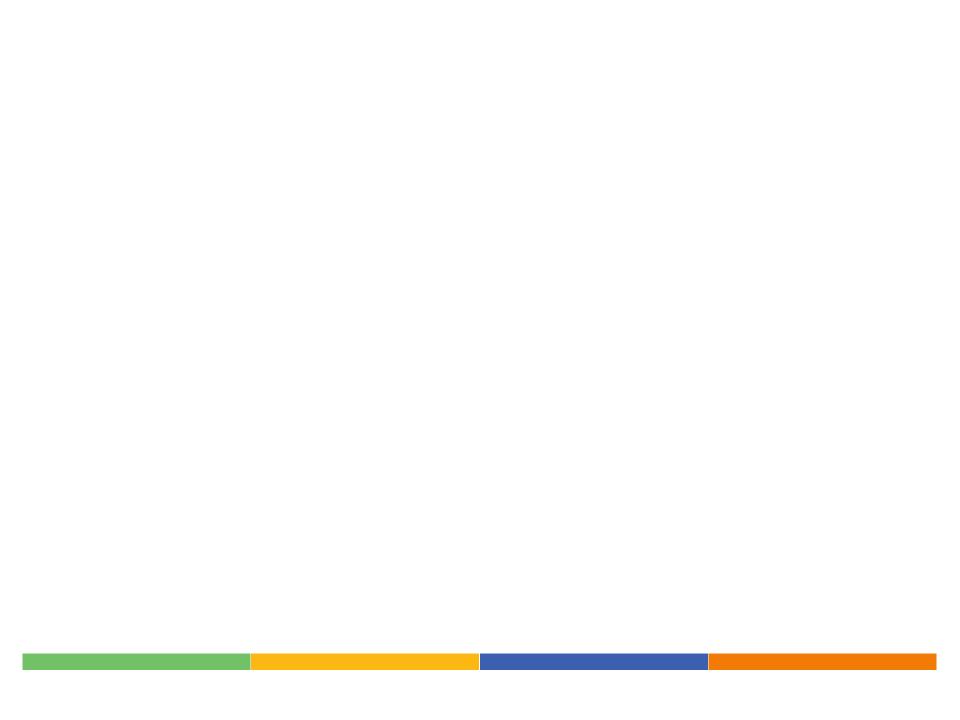
Guiding Principles



Ministry of Education Guide to Reopening Schodsls Elementary Class Size

Read our statement on elementary class sized our advocacy for additional funds from the Ministry of



Models for September

Secondary

Adapted model: Students attend schoolperson every otheday, in smaller class sizes of approx 15 students; th learning continuing at home the other half of the day including both independent work time and live (synchronous) teachingools will operate on a quadmest chedule (school year divided into 4 blocks of 44 days each).

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

Additional Details from Ministry Guidelines

- Parents will continue to have the option their childrento participate infully remote learning rather than the imperson model in both elementary and secondary.
- Students in Kindergarten to Grade 3 will be enc

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

- ‡ Although confirmation of the learning models was only received on July 30 from the Ministry of Education, the turning to School: A Guide to the Safe Reopening of the TD\$ Dovides significant details in a number of important areas.
- ‡ In the days and weeks ahead, a more complete and comprehensive guide 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 pregistration of elementary, secondary and adult students in order to plan for September
- ‡ The process will begin with an automated phone survey of parents/guardial and adult students
- ‡ An online survey will also be completed by all international students and the 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 surve
- ‡ To support parents and adult students in their own language, the online survey will be available in 20 languages

Pre-registration Process

- ‡ The preregistration process will be open for one week: Opening:TuesdayAugust11,2020 Closing:TuesdayAugust18, 2020
- ‡ Prior to the launch of the preegistration process, parents and adult students will be informed of the upcoming pregistration process and] Œ š š} šZ d ^ [• Á •]š (}Œ] v(}Œ u š]} v materials to support the comp5suppt TJ [6(ther2n(7(the p)] J [3(launc)] T

Pre-registration Process

- ‡ We are askingparents/families to let us know what model they plan to have their children participate in for September.
- ‡ Theopportunity to switch between remote and ipperson learning will depend on availability of an appropriate class placement.
 - Elementary studentsopportunity after progresseport and endof eachterm Secondary studentsopportunity between eachquadmester
- ‡ 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.

Staff Survey

- ‡ Information will be gathered from all staff via survey regarding ability return to work, potential accommodation needs, and other pertinent and important information
- ‡ Discussions about approaches to meeting various needs will take pla considering:
 - Medical accommodations (e.g. disability, illness, etc.)
 - | Selfisolation
 - Accommodation for family status needs (e.g. child care, elder care vulnerable family member at home, etc.)
 - | Mental health and welbeing needs and support

Respecting the Collective Agreements with Employee Groups

At the current time, it is

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 educator

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

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

<u>Circulatio</u>n

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

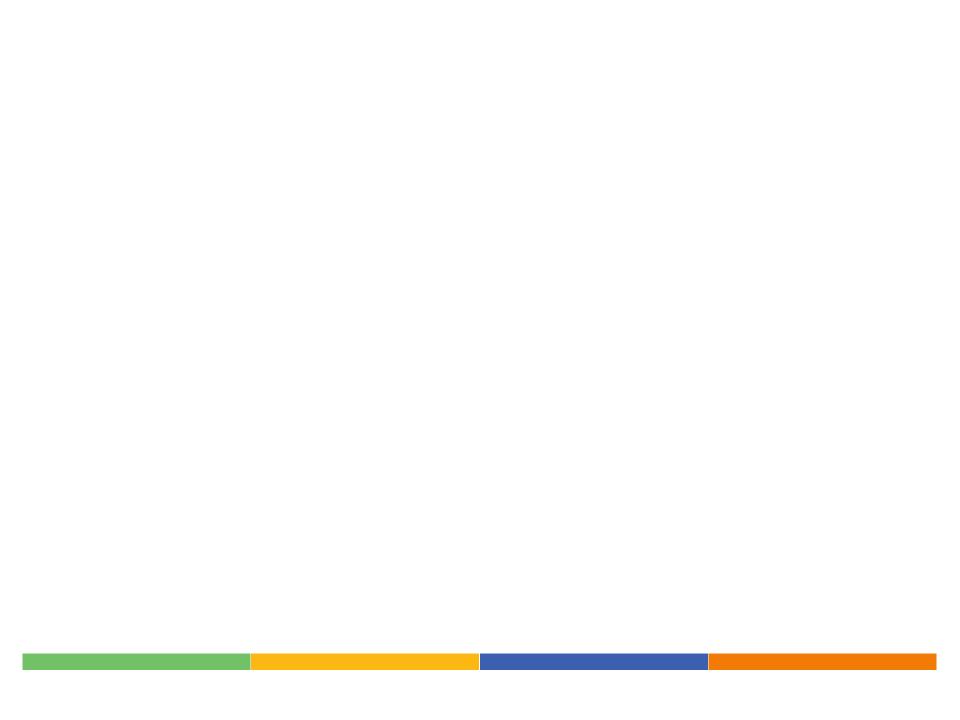






Physical Distancing

- ‡ 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)



Personal Protective Equipment (PSE) dent 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 12Students will be provided with and are required to wear a Non-Medical Mask/Cloth Covering

JK to Grade 3Masks are not required, buteraccouraged (n August

are

Staff PPE

All Staff will be provided with disposabilealmasksand eye protection

Additional PPE will continue to be provided to staff members when it to perform their day to day work functions. This would include gowns 158

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 approximately and single use cutlery and dishes

Training

All staff will be provided with a full day of Health and Safety training

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 minimally and cleaned between users.
- ‡ Air Flow:Mechanical HVAC system settings will be adjusted increase the amount of fresh air and windows will be open where possible, to increase natural ventilation.

Washroom/hand washing fixtures to be checked and operational.

Health & Safety: Screening Practices

Screening for CO**√19** Symptoms

- ‡ All students and staff must undergo screening for symptoms of COVIDI9 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 COVID9 symptoms will be directed to return home

Suspected Case of COMPD

- ‡ Anyone with symptoms should go tested
- † If symptoms appear during the school day, students should be isolated and picked up, staff sen 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 Health about large increases in a TJ [96 Tf (Att) Tj [5(end)] TJR

Confirmed Case of COVID: Process

The following steps must be taken when there is a confirmed cast of staff):

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

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

If yes, Supervisor/Principal to verbally inform all employees who have been in the bound on those days of a confirmed case of 190(10) not share personal information/name of

Confirmed Case of COVID: Process

Students and employees who test positive for 1900 Belsolate 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 Departm work with TPH on letters to school or community, as determined by TPH.

TPHwill collaborate with the Supervisor/Principal to obtain contact information for individuals with a high risk of exposure.

TPH will follow up with the Employer through the Senior Manager, Occupational He Safety, if needed.

Supervisor/Principal to discuss any enhanced cleaning protocols that may need to 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 a Ministry of Health guidance in the workplace.

Supporting Students with Special Education Ne

" Individual Education Plan (IESP)hools will follow the requirements to provide students v IEPs in collaboration with the IEP team and parents/guardians. Changes in the school 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 SEPROIImeetings continue either face to face and/or remotely using an AOD Amplets or all Support Services and other members of the team will be included as usual (e.g. SW, psych, speeducation inclusion consultant) to be in attendance

Itinerant Staffegional Support Services (e.g. Autism Services (ASD) Team Referrals, Bel Regional Services (BRS) Team Referrals, Itinerant Blind & Low Vision (BLV) and Deaf & Hearing (DHH) will continue to support both remotely and in person following physica

PR699Ongoing support and training will be provided Vino I block Crisis Intervention (NVCPI) and personal protective equipment (PPE) will be provided; Safety Plans will also continueds basis

" Special Equipment Amount (SEA)udents will continue to access SEA equipment/assistive technology and staff will continue to be supported with SEA equipment training to enaccess 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

300 minutes of instruction per day within a Regular School Day

Regular Class Size, with the stugitent ped (ohorte) togethein (cluding recess and lunch)

An elementary student will be cohorted with their classmates and thei homeroom teacher, one teacher and one DECE in kindergarten, with lim contact with other subject specific teachers for classes such as Core arts and physical education.

Expect changes in the timing of recesses, lunches, and bathroom break are staggered to support cohorting.

Enhanced Health & Safety Protocols in place

Elementary: Learning and Instruction

Elementary: Supports

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

Elementary: Kindergarten

- Kindergarten educators will follow then the theorem is a content of the theorem is a content of the theorem.
- The program should continue to be playd 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 Consideration Smaller Class Size

To support a lower class size of 25 students, some areas of consideration may include:

- Possiblyshortened day
 - ‡ Students will be dismissed 48 min. earlier than conventional schisonhissal (ex. start time of 9 a.m. with a dismissal time of 2:25 p).m
- Some prep subjects taught by prepsprecialty teachers (The Art 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 port
- " 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 4500% of the day (dependent on grade level)
- Guided Instruction (small group)ive, Interactive Synchrono@heck & Connect (small group or individual)
- · Independent asynchronous workvailable in Google Classroom/Brightspace
- " / v š Œ μ š] } v Á] o o o] À Œ Ç u } Œ š Z v } v μ š } Œ 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
- Smallgroup learning to build on students demonstrating their learning through play and inqui

Elementary - Fully Remote Learning

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 1t3

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

Grades 4t6

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

Grades 7t8

- 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

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.

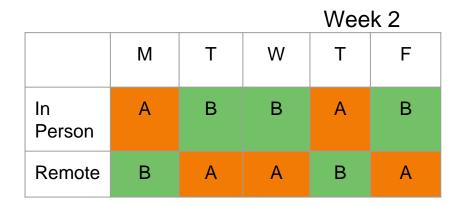
Elementary-- Alternating Days

Our proposal is as follows:

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

Proposed Schedule:

Week 1					
	М	Т	W	Т	F
In Person	A	В	Α	A	В
Remote	В	А	В	В	А



Elementary-- Alternating Days

{ Cohort C Fully remote, access to Google Classroom or Brightspace, with synchronous and asynchronous learning, and chine & connect sess

Before and After-School Programs

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

- " TDSB is committed to supporting the operation of Befared AfterSchool Programs in schools in September.
- "Ministry of Education announced revisementational Guidelinetor licensed child care operators to support the safe reopening of programs across the province. Updates are also being made to and After School Kindergarten to Grade 6 Policies and Guide in evide COVID9-related operational guidance.
- Ministry has confirmed authorized recreation provider erated after school programs and Extended Day Programs will be required to follow standard ratios and maximum group sizes. Licensed child ca are also required to develop infection prevention and control policies and procedures.

Adapted Secondary Model

- ‡ Secondarymodels are based on a quadmesteructure (44 days)
- ‡ Quadmesters allow students to focus 2 ncourses and reduces potential contact between students in support of health and safety protocols

At the beginning of each quastudentschoose between:

- ‡ Model 1: Adapted InSchool Day Mode (maller Classize Cohorts)
- ‡ Model 2: 100% Remoteearning
- ‡ Students/Parentsmust indicate their choice two weeks prior to the start of quad. No switching is permitted duringuads
- ‡ TDS&-Learning Day School Program will continue to be made available in Grades 11 and 12 (contact your school guidance counselor for more details

- ‡ Secondary Students will be in classes of approximately 15 students (cohorts) to allow for distancing
- ‡ Students



Rationale for Adapted Amendment to Secondary Model

MaximizesHealth & Safety:

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

Maximized nstructional Time:

‡ Maximizes face to face imerson (in school and 4a6540 re f* EMC Q /Artifact B

Course Structure

- { All courses will utilize Brightspace or Google Classroom as learning platforms
- { All courses will be taught using a combination operson 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 cou

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

- ‡ Support for Students with Special Needs, IEPs, ELLs, etc.
- ‡ StudentSuccess Initiatives (RCR, caring adult meetings)
- ‡ Gap Closing Small Group Learning
- ‡ SchoolWide or Small Group Wellness Initiatives
- ‡ Support for IB Program Requ [-4(u)] TJ.aitih endeng

Secondary Staff Considerations

- { Having the appropriate number **q**ualified stafffor each course area
- { Assignment of specifioccasional Teacheto each secondary school to cover teachers who are absent on any given day
- { Transportation, scheduling, staff needs, OTs, training, etc.) in Congregated Sites and in regular schools
- { IB Æ u•U] vš Œ v ol Æ š Œ v o •• •• u vš•U š X and procedures

Secondary Remote Learning

Teachers will usBrightSpacer Google Classroom as course shells and content

Teacher Poolcentral staff (hybrids, -1/1/12 coaches, subject pecific coaches, math coaches, teachers unable to come into school buildings) to collaborate to teaches 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 TDSBearning Day School Program
 - { Currently eLearning Day School is for Grade 11 and 12 courses only
 - { Taught by centrally hired staff
 - (Course content prepopulated (mostly) by Ministry of Education

Mental Health and WellBeing: Students

{ Returning to school after many months m<TJ [-5(many 13rT BT /HeBples

Mental Health and WellBeing: Students

- { One-quarter to one-third of students noted that the following would help them feel more comfortable at school:
 - t having a relaxing and calming space to go in the school if feeling overwhelr
 - t support for redeveloping school routines
 - t support with social emotional learning skills
 - t additional information to support their mental health and wbbing 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-leaening) 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 stagge

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

.the

Adult and EdVance High Schools

- † There are five Adult High Schoolsiver EdVance in the TDSB. They all offer quadmestered courses and share the school space with EdVance students who are 18 to 20 years
- ‡ At the beginning of each quadmester students may choose one of the following option switching during quadmesters):
 - A) Take up to three courses at the school (Alternative Days Cohorts and online at hor
 - 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 quadmes
- ‡ English/Math assessment testing for new Canadians without any academic document done imperson, at the school, in small numbers and with physical distancing in place (knowledge) 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 Online classes provide a safe learning environment for learners and instructors.

Adult ESL programs

A phasedn approach for-pierson delivery at leased sites Instructor capacity to deliver online courses being built through professional development

Adult General Interest and Senior's Daytime classes

Professional development opportunities will be provided for Instructors (online course offe

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

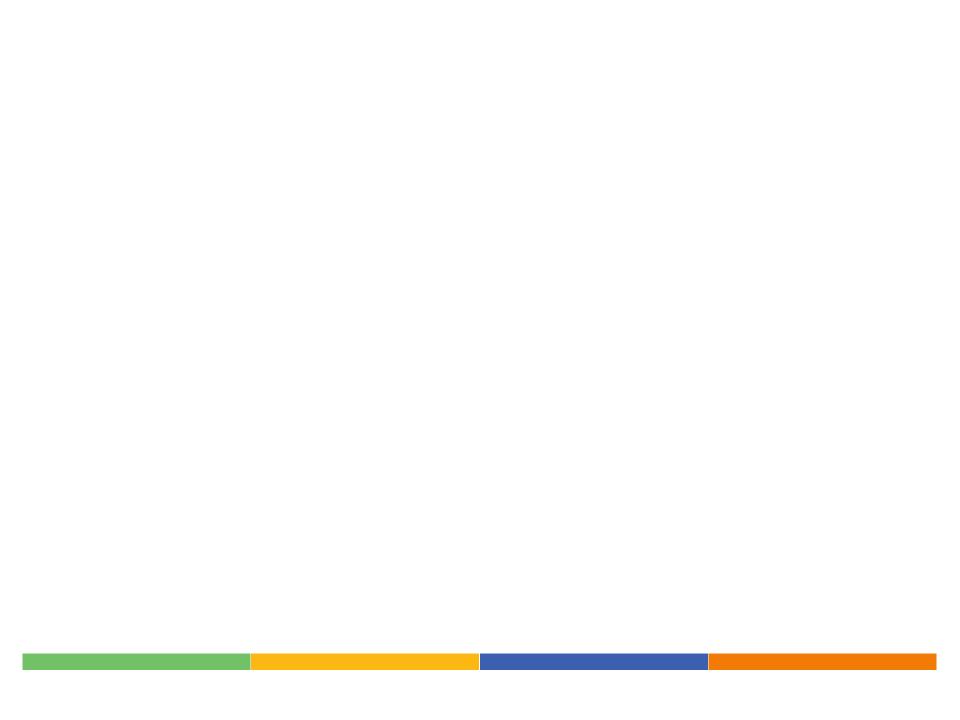
Digital learning tools including G Suite for Education (Google Classroom, Drive, e

school staff. These learning tools include both those for teaching and learning classrooms) and digital content resources.

Allocation & Return of Student Devices / Internet Access
Over 57,000evices were requested. 7,400 of these devices were facciests in equipment. Allowere shipped to individual students in April, May and June. Devices with students until further notice.

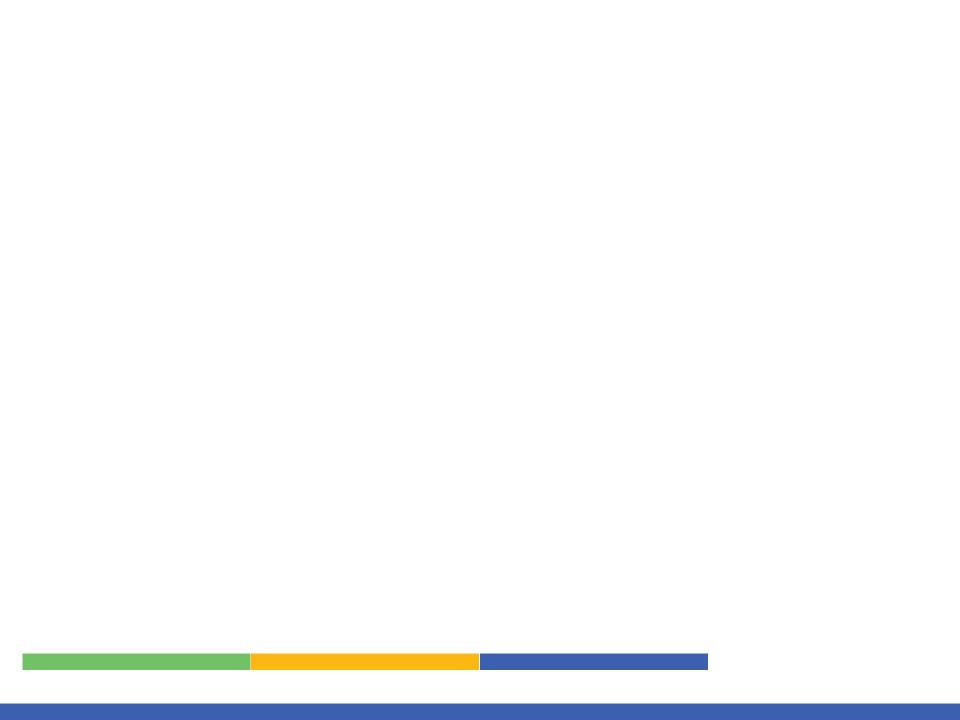
Students who have graduated from the TDSB or have left the district will return late August and early September.

Bring Your Own Device (BYOD) Personal and Board Owned Students are welcome to bring a personal device to school daily to enhance ac learning tools and content. This device could be personally owned or one previous by the TDSB for remote learning.



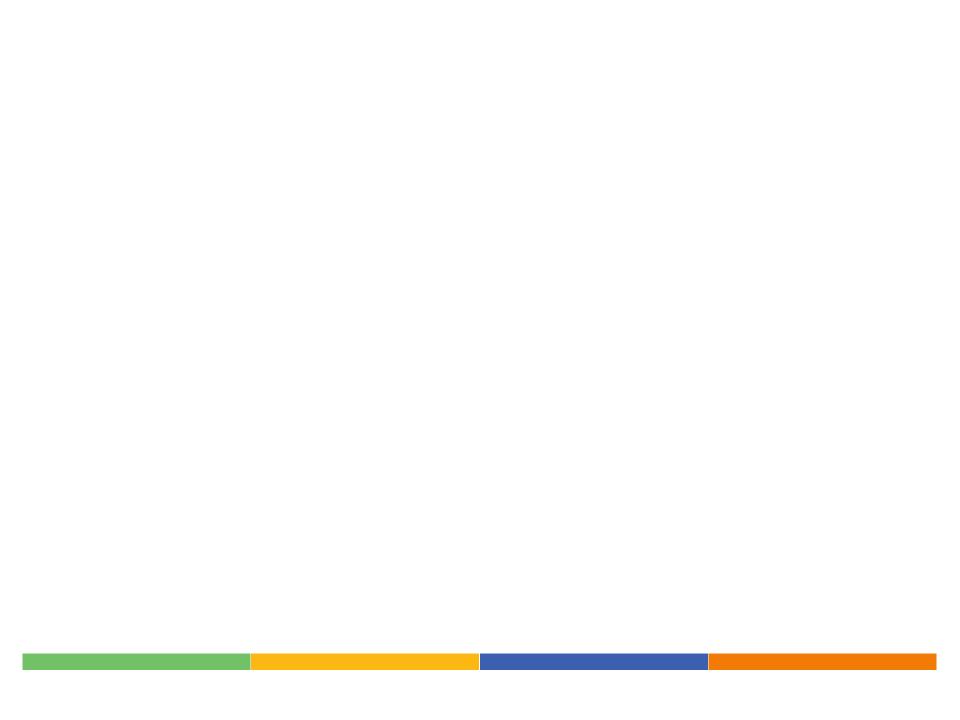
Transportation Considerations

- ‡ Full return to school for elementary students will require the increase of utilization of bus capacity beyond one student per seat and operating clo capacity
- ‡ Retention of drivers by bus operators will be basedistingreconditions, age and other factors
- ‡ Mandatory face coverings for grades 4 to 8 and highly recommended for grade 3 as physical distancing is not likely
- ‡ Level of integration between school boards
- ‡ Seating plan for all students



Administrative Sites

- ‡ Effective August 11, TDSB Administrative sites will begin reopening for essential work (with limited occupancy). Full occupancy expected beginning September.
- ‡ All sites will have COVID signage and floor decals installed and occupancy limits set for elevators and staff washrooms.
- ‡ Employees must conduct COVID selfassessment prior to entering the building, sanitize hands, record entry/exit into the building and follow physic distancing requirements.
- ‡ Managers to determine occupancy levels, employee schedules and trackin 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.)



Budget Implications

COVID19 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

Next Steps

- ‡ Pre-registration Required for families to complete to declare intentions September.
- ‡ Federations and UnionSontinue to work together to develop guidelines and protocols.
- ‡ CommunicationsContinue the ongoing work of creating a communication pla associated materials, resources, etc.
- ‡ Update and Revise Plates: sure that all plans are up