A FAITH COMMUNITY OF BELIEVERS:

TCDSB'S DISTANCE LEARNING IMPLEMENTATION PLAN

We are pleased to provide our community with information related to Phase 2 (April 6-May 4) of teacher-led distant student learning.

Enclosed is our working framework to restore the continuity of learning for all students. While we understand that distance learning will not replace learning in the classroom, we are hoping that students and staff will feel supported by our community to the extent possible given the environment we find ourselves in.

We want to thank you in advance for your patience and understanding during these unprecedented times.

NURTURING OUR CATHOLIC COMMUNITY - "WE BELIEVE"

The TCDSB, through the Nurturing our Catholic Community Team, will continue to provide information, resources, opportunities and support in the areas of pastoral care, faith formation, and faith animation.

System Chaplaincy

- Resource for staff and students concerning spirituality issues, Catholic values and traditions

- Provision of liturgical and spiritual resources, such as liturgies, prayers, reflections, and personal faith growth

- Coordination and development of system liturgies, prayer services and reflections
- Availability of System Chaplains and other central resource staff for pastoral care support, as needed

Support for Religious Education and Family Life Education

- Provision of curriculum resources and links for Distance Learning for elementary and secondary panels

- Provision of sample lessons and learning activities that reflect the Ontario Catholic School Graduate Expectations, a Catholic worldview, including Gospel values, Catholic virtues, Catholic teachings and traditions.

Support for Catholic Student Leadership Opportunities

- Student leaders to continue engaging in school and system governance

- Engagement in Catholic social justice issues

- Learning about and living out Ontario Catholic School Graduate Expectations

- Acquisition and development of leadership skills through various student led initiatives and programs

1. TEACHER-LED DISTANCE LEARNING

Ministry Guidance Memorandum Requirements

- Teachers, Support Workers, and Board Staff must remain in regular contact with parents during Distance Learning.
- Hours of work for students are outlined as provided in the table below.

Elementary Teachers

- Teachers will use formative assessments to gather evidence of student progress and provide feedback to students/parents on their progress.
- Final report cards will be required for all students for the identified areas of focus for each division.
- Teachers will use the marks obtained by students from September to March as the basis for the final grade but can apply their professional judgement in assessing student work from April 6 to the end of June in arriving at a final mark for reporting purposes.

Secondary Teachers

- Teachers will provide students with assigned learning tasks, projects, and culminating assessments for purposes of formative assessment and summative evaluations; teachers will communicate results to students. Final report card marks will be required for all courses.

- There will be further information related to assessment coming out from the Ministry through an additional guidance memo.
- For graduating students only, mid-term marks will be submitted by April 23 on work completed for post-secondary admissions. Teachers could consider one additional assignment as well as allowing the submission of any outstanding assignments by the students before the April 23, 2020 deadline. There is no "comment" requirement at this time and the teacher need only submit the mark for each student.

Expectations for Teachers

- Classroom teachers will provide students with work to complete and submit.
- Although students are allocated a guideline with a set number of hours to work on any one subject/course, teachers will be working beyond these hours on required supports for students (e.g., daily planning of lessons, engaging students through online prompts, responding to questions, etc.).
- Engage in ongoing "Check and Connect" with students and families.
- Teachers should set up daily synchronous (real time communication) office hours and communicate this time to parents and students; asynchronous

communication is also expected at other times.
- Collaborate with other school staff to support students (e.g., Special Education Teachers, EAs, CYWs, ELL, Guidance, Student Success Teacher, Itinerant/Specialty Teachers, and IL Instructors etc.).

Designated Early Childhood Educators

- DECE's will collaborate and contribute in partnership with the teacher to determine the remaining essential overall curriculum expectations.
- DECE's will engage in ongoing communication and co-planning of learning activities reflecting The Kindergarten Program, 2016 and the Ontario Catholic School Graduate Expectations.
- Educator teams will collaborate with other school staff to support students (i.e. EA's, CYW, etc).
- DECE's will engage in ongoing "Check and Connect" with students and families.
- Educator teams will maintain synchronous (real time) office hours and communicate with parents.

Assessment

- The Ministry Growing Success document will inform assessment strategies.

Sample Weekly + Daily Schedules

Kindergarten to Grade 3

Literacy& Math (5 hours) +
Religion & Family Life (1 hour)
/ Per week minimum

Sample Daily Schedule
- ✓ Prayer time
- ✓ Literacy (30 minutes daily)
- ✓ Math (30 minutes daily)
- ✓ Religion/Family Life (12 Minutes)
- ✓ Other Activities from Itinerant/ Specialty Teachers and IL Instructors
- ✓ Check and Connect
- ✓ Online Questions, Daily Synchronous Office Hours

Grades 4 to 6

Literacy& Math
(Science & Social Studies) (5 hours)
+ Religion & Family Life (1 hour)
/ Per week minimum

Sample Daily Schedule
- ✓ Prayer time
- ✓ Literacy/Social Science (30 minutes daily)
- ✓ Math/Science (30 minutes daily)
- ✓ Religion/Family Life (12 Minutes)
- ✓ Other Activities from Itinerant/ Specialty Teachers and IL Instructors
- ✓ Check and Connect
- ✓ Online Questions, Daily Synchronous Office Hours

Grades 7 and 8

Core Math, Literacy, Science &
Social Studies (10 hours)
+ Religion & Family Life (1 hour)
/ Per week minimum

Sample Daily Schedule
- ✓ Prayer time
- ✓ Literacy/Social Studies (60 minutes daily)
- ✓ Math/Science (60 minutes daily)
- ✓ Religion/Family Life (12 Minutes)
- ✓ Other Activities from Itinerant/ Specialty Teachers and IL Instructors
- ✓ Check and Connect
- ✓ Online Questions, Daily Synchronous Office Hours

Grades 9 to 12

- ✓ 3 hours per course per week for semestered;
- ✓ 1.5 hours of work per course per week for non-semestered
- ✓ Achieving credits/completion/ graduation

Sample Daily Schedule
- ✓ Remember to include prayer and reflection in your daily routine.
- ✓ Flexible as determined by the professional judgement of the teacher
- ✓ Check and Connect
- ✓ Online Questions, Daily Synchronous Office Hours

Material to be provided in French for Extended and Immersion programs

Introducing Students to Distance Learning

- Teachers and DECEs will use professional judgment to select tools to engage students in distance learning.

- Available Tools include:
  - Brightspace by D2L
  - Google Classroom
  - Current platforms being used by the classroom teacher(s)
  - Other methods of contact (phone, email, paper copies)

Course Expectations and Content

- Teachers and DECEs are encouraged to determine the remaining essential overall curriculum expectations that must be addressed, and plan learning activities accordingly.

- Consideration should be given to providing integrated cross-curricular learning opportunities (K - 8).

- Religious Education and Family Life Education are important areas of curriculum in our Catholic schools and must continue to be addressed alongside other core areas of curriculum.

- All aspects of curriculum are viewed through the lens of faith, ensuring that a distinctively Catholic worldview and a faith perspective continue to permeate the learning materials and reflect the

Ontario Catholic School Graduate Expectations.

Elementary Specialty/Itinerant Teachers (as per the Provincial Guidance Memorandum)

International Language Instructors:
- provide one activity per week for students in their assigned classes
- collaborate with classroom teachers to support Check and Connect
- in collaboration with central resource team, update and enhance IL resources

English Language Learner Teachers:
- If assigned to a dedicated ELL class, continue to work with ELL students as assigned.
- If supporting ELL students with a withdrawal model, continue to support other teachers in supporting the ELL students.
- Collaborate with classroom teachers to support with Check and Connect with students and families.

Core French/Physical Education/Music Teachers:
- provide one activity per week for students in their assigned classes
- collaborate with classroom teachers to support Check and Connect

- in collaboration with the central resource team, update and enhance central resources

Anticipated Follow-up Communications
- ✓ **Civics & Careers Course** – A final mark would be the mark achieved by the student as of March 13, 2020. Teachers should use the approaches outlined in Growing Success with a particular focus on most recent and most consistent performance at or near the end of the course.

Non-Classroom Based Teachers & Central Academic Resource Teachers

- Continue to collaborate with other central resource staff to prepare learning materials to support teachers in schools.
- Support administrators and classroom teachers in successfully delivering distance learning.
- Provide resources and student learning activities for parents, posted on the TCDSB website.
- Facilitate online meetings addressing various curriculum areas and pathway programs.
- Develop and support professional learning sessions using an online platform.

Chaplains/Chaplaincy Leads
- In collaboration with administration, school staff, and central resource team, continue to work with the school community in the areas of pastoral care, faith formation, and faith animation.
- Provide general spiritual and personal support and comfort for students and staff.
- Serve as a reference point for staff and students concerning spirituality issues, Catholic values and traditions.
- Check and Connect to support students.
- Coordinate online staff and student liturgies.
- Share liturgical and spiritual resources such as prayers and reflections.

Cooperative Education
- Teachers will not be monitoring students at their work placement (Community Component) as the in-person Community Component has been suspended.
- Where feasible, Coop students should be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities.
- Teachers will work with students to modify their Co-op Learning Plans to reflect revised goals.
- Teachers continue to provide students with assignments to meet the Classroom Component of the course.

- Teachers will provide students with opportunities to take part in online Career Exploration and Experiential Learning Opportunities from home.
- Teachers will continue to support OYAP student learning, especially in cases where training components go online

OYAP and Dual Credit

- In the case where it has been identified that an OYAP Dual Credit/regular Dual Credit program will be cancelled, alternative learning opportunities will need to be investigated.

SHSM

- Teachers will continue to identify potential SHSM graduating students who are missing program requirements (i.e. certifications/training, reach aheads, experiential learning, and SPCE).

- Override requests for program requirements may be possible (further information will be provided by the Ministry).

- Some online certifications available (i.e. customer service, infection control, health and safety - basic, etc.).

Student Success Teacher

- Priority to Grade 12 potential graduates for *Check and Connect*,

credit counselling summary review, and academic support.

- *Check and Connect* with at risk students and their subject teachers, guidance teachers, special education teachers, and the credit recovery teacher (if different) to determine credit recovery potential/status.

- Support credit recovery teachers and students.

Credit Recovery Teacher

- Priority to Grade 12 potential graduates for *Check and Connect*, and credit counselling summary review.

- Continue to *Check and Connect* with students and their subject teachers, guidance teachers, special education teachers, Student Success Teachers to support student learning.

- Continue to provide work and assignments for students to meet essential overall course expectations.

Secondary Guidance Counsellors

- Priority given to Grade 12 potential graduates for *Check and Connect*, credit counselling summary review.

- Support at risk students through *Check and Connect.*

- Collaborate with and subject teachers, student success teachers, special

education teachers (for identified students), to determine credit recovery potential/status for at-risk students.

- Further information regarding course drop dates and course drop protocol (parental permission) will be forthcoming (pending MOE dates and direction)

- Community Service hours and OSSLT graduation requirements for 2019-2020 cohort have been waived- further logistical information will follow.

- Continue working on course and student scheduling for the next school year.

Elementary Guidance Counselors

- Continue to take direction from Elementary Principals regarding *Check and Connect* for previously referred students.

- Continue to make referrals to appropriate board staff for any specific concerns.

- In collaboration with the Central Guidance Resource team, provide schools with Mental Health Resources/Lessons that teachers would be able to incorporate into Distance Learning.

Teacher Librarians

- Provide resources and support (e.g., with research skills) for teachers/students
- Provide synchronous meeting times to support students with research work, essay writing, as previously provided
- Continue to schedule support for classes as required in collaboration with classroom teachers

Library Technicians

- On school web page provide daily reading activities for K - 6 from a digital resource (e.g.Scholastic is a provincially owned resource) can be either a read aloud or a shared reading
- On school web page provide view/discuss topics for grade 7/8 students from Learn 360 (to be done with parents)

Numeracy/Literacy Coaches 7 & 8

- Continue to support classroom teacher as per schedule created prior to school closures
- Continue to co-plan lessons in numeracy and literacy as per schedule created prior to school closures
- Continue to support students

Math Facilitators

- Continue to co-plan and co-post math lessons in assigned schools with classroom teachers

2. SUPPORT FOR FAMILIES IN NEED

Provide Food and Nutrition Supports for Families in Need

- Coordinate with and support AFL in the roll out of the multi-phase Home Student Nutrition Program - FOOD FOR KIDS - Covid19 Emergency - Phase One implemented as of March 26, 2020.
- Instruct principals whose schools received equity fund block budget enhancements to draw on these funds for the purchase of grocery gift cards for families in need.

Use $16,000 field superintendent equity reserve to purchase grocer gift cards.

Community Resource Officer (CRO) and Support for Marginalized Families

- Connect with community partners (e.g., Trust 15) to create a model for the continuation of appropriate level of service during the Covid-19 closure.
- Garner information from community partners on the well-being of marginalized families during the Covid-19 closure and relay information to central Family Support Team.

Outreach and Support for Newcomer Families

- CRO staff to connect with settlement workers to outline a plan for the provision and continuation of services during the Covid-19 closure.

"Check and Connect" with all Advisory Committees

- Using the Zoom meeting platform to connect with advisory committee to hear concerns and provide updates on Board-wide initiatives such as Distance Learning and strategies to support families in need.

Translation Services

- Staff to identify the five languages most commonly requiring translation and allocate translators to be readily available to assist in communications with stakeholders.
- Continue to provide translations services through all appropriate on-line means.

Support for Mental Health and Wellbeing of Marginalized Families

- Identify Mental Health and Well-being needs of marginalized families and communicate these to the Special Services Department
- Coordinate with Special Services Department to prioritize allocation of resources (e.g., social workers) for our neediest families.
- Social Work providers to access Angel Foundation for Learning (AFL) for food vouchers or other financial supports to address self-care needs

Collaborate with Regional Ministry Human Rights Staff and with Local Indigenous and Equity Seeking Communities

- Coordinate with Equity Indigenous Education Resource Department to prioritize allocation of resources (e.g., poverty mitigation, accommodations, accessibility).

Build networks of support for equity and human rights within the TCDSB

- Implement a slightly revised version of the 3-Year Equity Action Plan to take into consideration Covid-19

3. ASSESSMENT

Assessment in Elementary Schools

- The assessment principles for teachers of elementary students will be aligned with the Ministry of Education Growing Success document. The Ministry will be updating any assessment policies to reflect the current mode of distant learning for students.

- Growing Success can be found at: http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

- For elementary students, teachers will use formative assessment approaches to gather evidence of how students are progressing in their learning. It is expected that teachers will provide descriptive feedback to their students on their progress.

Assessment in Secondary Schools

- The assessment principles for teachers of secondary students will be aligned with the Ministry of Education Growing Success document. The Ministry will be updating any assessment policies to reflect the current mode of distant learning for students. Growing Success can be found at: http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

- Secondary students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers for the purpose of formative and summative evaluation. Teachers will communicate results of these marked assignments to students. Results will be used by teachers to inform students' final course marks.

- Teachers of graduating students will be expected to provide marks for graduating students by April 23rd on work completed by that time, in order to meet admission requirements for post-secondary education. Final report cards will also be issued.

- The graduation requirement to complete the 40 hours of community involvement is suspended for this school year. Community involvement hours that have been completed should be reported on the report card of graduating students.

- For students who are enrolled in Cooperative Education courses which involve a classroom component and a community component, their in-person community placements will need to be suspended. These students can work with their co-op teachers modify their co-op Learning Plans so that they may work through the curriculum expectations. Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities.

Reporting for both Elementary and Secondary Students

- School boards should issue final report cards, including the Kindergarten Communication of Learning for all students. The requirement to issue mid-year report cards for non-graduating secondary students is suspended for this year.

4. THE ROLE OF SCHOOL-BASED EDUCATIONAL SUPPORT STAFF

**Phase One:
March 23, 2020 – April 3, 2020
"Check and Connect"**

**Educational Assistants (EAs),
Child & Youth Workers (CYWs) Health Care Assistants, Instructional Assistants (Mary Ward), Secondary Student Supervisors, Job Coaches and Lifeguard**

- Liaised with Principal to determine which students' parents (and student after touchpoint with parent) on their current caseloads that they needed to connect with in the capacity of a caring adult.
- March 30 – April 3 – enhance their Check & Connect function and personally connect with the appropriate students' parents/students to gauge wellness, engagement, and access to learning resources.
- Keep track of family connections and report same to Principal
- Immediately relay concerns to school Principal

Secretaries and Clerks

- Work closely with the Principal to support communication with staff and parents/students (i.e. daily review of school central voice mailbox)
- Electronically process (via email) daily mail, administrative tasks flowing from this correspondence and other administrative-related tasks identified by the Principal
- Access Web Apps via the Intranet to support communication/admission processes

**Phase Two:
April 3 Onwards
"Distance Learning Implementation"**

EAs, CYWs, Health Care Assistants, Instructional Assistants (Mary Ward), Secondary Student Supervisors, Job Coaches and Lifeguard

- Play an active and complementary role in supporting distance learning – liaise and collaborate with the Principal and appropriate teacher(s) to identify specific students who require direct support (focus on ensuring that the students with the highest needs are assigned priority as well as those students with whom you have already established a working relationship)
- Where appropriate ensure that the appropriate teachers link them to the direct mode of communication that the teacher is using to connect with students (i.e. include appropriate

SBESS in specific board-sanctioned Google Class or other virtual learning environments that the teacher has established)

- Connect directly with the appropriate teacher(s) to determine how you can differentiate/modify the numeracy and literacy-focused lessons for the students that you are supporting
- Use your preferred mode of contact to speak with your specific students and document your interaction with the student. Share your documentation with your classroom/subject/program teacher colleague. While these notes do not represent formal or informal assessments, they will help inform the teacher's further intervention.
- If an SBESS employee encounters a difficult social/emotional concern in a conversation, he/she should immediately flag the Principal who will engage the appropriate member of the SBSLT (team).
- Where feasible and in the spirit of grounding students in common goals, schedule teleconferences with 2 to 3 students that you serve with similar needs and conduct a weekly teleconference to discuss key issues around the importance of learning continuity, personal wellness, and engagement. Set clear parameters for the discussion. This discussion will be employee-led and will not be the venue to discuss personal concerns with other students. If the SBESS feels

that a personal concern is at play, he/she can respectfully suggest that he/she follow-up personally with the student after the group session. The employee is reminded to bring the concern to the Principal's attention.

- Suggested issues to discuss can include the following (professional discretion):
  - What learning resources have you recently tried to access?
  - I think that you would like exercises that are available on this site …
  - What helpful things are you doing at home?
  - Are you minimizing your exposure to negative messaging?
  - How are you building positive thoughts?
  - Do you know what your teacher is preparing for you? Do you know what is expected from an academic perspective?
- Child & Youth Workers' (CYWs) daily personal contact with specific students (via their parents) will continue to play a critical role in identifying emerging social/emotional needs
- CYWs will be the first filter for wellness/mental health concerns and will immediately triage, document and relay these concerns to their Principal and Guidance Counsellor (secondary especially) who in turn will engage the services of Social Work and other specialized staff as required.

- Suggested issues to discuss can include the questions referenced above for EAs as well as other questions relating to social/emotional wellness (professional discretion)

Communication Facilitator, Deaf-Blind Intervenor

- Liaised with Principal to determine which students' parents (and student after touchpoint with parent) on their current caseloads that they needed to connect with in the capacity of a caring adult.

Secretaries and Clerks:

- Enhance their role as communication facilitator – flag staff member of any school voicemails/email correspondence that came to the school's attention that requires their immediate attention
- Where possible - access KEV on-line banking (liaise with your Principal) to complete critical school banking transactions
- All secretaries will soon be receiving instructions (via email) on how to check school voice mail messages remotely as well as a table containing information relating to the school's voice mailbox number if they do not recall this information (Auto Attendant – All Schools List For Secretaries)
- Return parent calls to ensure prompt communication and consistency of messaging

- Provide staff with contact info when a staff member is encountering difficulty in connecting with a parent/guardian
- Guidance secretaries (secondary) – check My Blueprint daily to identify students who are not reading their messages and flag the appropriate Guidance Counsellor for immediate follow-up
- Liaise with and take direction from the Principal on how to best support student admission processes. Secretaries can continue access Web Apps (via Intranet) to facilitate this and other processes

5. SUPPORTING STUDENTS WITH SPECIAL NEEDS

Special Education Teachers (SETs)

- Check and connect with students on caseload
- Connect with classroom teachers to identify areas for student supports
- Create or update IEPs in accordance with the updated Growing Success expectations and available online or other student records
- Work with students in their various classes/courses/course virtual learning environments (VLEs)
- Prepare for critically required School-Based Support Learning Team (SBSLT) meetings, and/or IPRCs based on the priorities articulated

under the APT/PAT supports category

Assessment and Programming Teacher/Programming and Assessment Teacher

- Check and connect with administration in their school communities to offer assistance.
- Check and connect with teachers to assist with programming for students with special needs.
- Review IEP List for each of their schools. Provide assistance with IEPs that are outstanding/incomplete.
- Assist with planning for students transitioning from Grade 8 to grade 9 (collaboration with PATs and Autism Team)
- Consult with area PATs to confirm students transitioning into secondary ME/DD ISP classes effective September 2020.
- APTs/PATs complete intakes for students who are new to our schools: Intakes can begin process via telephone.
- APT/PAT can reach out to Intake parents to set-up a time to discuss child's learning profile and then consult with appropriate SBSLT member as appropriate ex: Autism Support Teacher, Psychologist, Speech and Language Pathologist, etc.
- Once a case is discussed, initiate appropriate referral for SBSLT

- SBSLT reviews documentation and intake report for identification and placement.
- Create lists of all remaining/outstanding Intensive Support Program (ISP) Reviews in assigned schools.
- Create list of students in assigned schools who require an IPRC.
- Review class lists for ME/DD and MID Intensive Support Programs (ISP) in their schools to ensure accuracy.
- Assist with Empower program applications
- Assist with completing SEA claims
- Assist with OLSAT-8 testing completion
- IEP/SS Forms Committee will plan for Sept 2020 IEP/SS Forms Workshops.
- APTs/PATs to work collaboratively on Special Services Webpage/Webcasts to assist in building system capacity

Assistive Technology (AT) Team

- Build capacity among staff and students in the use of assistive technology to access curriculum with equipment funded through the Special Equipment Amount (SEA)
- Provide learning opportunities for staff in the use of Google Suite and Google Classroom
- Provide support with the use of Read and Write and Equatio programs

Autism Support Teachers (AST)

- Elementary ASTs check and connect with teachers in Autism ISP classes to support student programming
- Elementary/Secondary ASTs follow up with teachers with any outstanding student referrals
- Be available as a resource to follow up with requests from principals/teachers for students with Autism
- Assist in transition planning for students with Autism moving from Gr. 8 to Gr. 9
- Coordinate intakes with APT/PAT involving students with Autism
- Coordinate with APTs/PATs regarding students with Autism especially in ME/DD ISP classes
- Adapt curriculum lessons through Boardmaker
- Create learning resources as needed for students
- Continue to develop professional learning opportunities for the system to continue to build capacity.

Blind/Low Vision Itinerant Teachers/Orientation and Mobility Specialists

- Establish check and connect with parents/students
- Connect with teachers and principals regarding programming supports for students
- Organize student supports in priority order: Tier 3 (direct instruction/weekly), Tier 2, and Tier one students.
- Share with school staff targeted online resources to meet individual student and parent needs
- Share with families individualized links to online resources and other information to address unique student needs.

Care and Treatment

- Continue with treatment and academic plans for residential, day school, and hospital programs
- Adjust treatment plans to suit the requirements of Toronto Public Health (TPH) and the board Distance Learning plan

Deaf/Hard of Hearing

- Check and connect with students on caseload
- Connect with classroom Teachers to ensure access to curriculum (e.g. Closed Captioning on all learning resources/platforms)

- Compile Tier 1 to 3 resources
- Address student needs by providing service support to identified students
- Develop digital resources for preschool D/HH population

Home Instruction

- Engage students in accordance with the established protocols for use of online or other distance learning platforms/Virtual Learning Environments
- The number of hours of instruction per week will not exceed the established Home Instruction guidelines.

Kindergarten Language Program (KLP):

- Prepare materials to be sent home
- Create virtual learning environment (VLE) resources (videos) and website materials
- Determine which families are connected to outside agency supports but not yet with TCDSB (KLP) services
- Engage in KLP curriculum renewal
- Establish a home inventory
- Create list for parents re: home items that could be used to support virtual learning

Program to Assist Social Thinking (PAST)

- Establish a check and connect with students and families
- Revise service plan for students in Years 1, 2, and 3 of program
- Set parameters for use of technologies during Phase Two: Continuity of Learning
- Staff in four regions to connect and collaborate to establish common purpose/approaches
- Compile Tiers 1 to 3 resources
- Establish a home inventory questionnaire re: home items that could be used to support distance learning

Social Workers, Psychologists, Mental Health Professionals:

- Exemplify Mental health resources for parents and children on TCDSB website
- Using the SMHO Tip Sheet for Educators, establish protocols for staff conversations with students and families
- Share with staff the TCDSB Tip Sheet for Educators to support students' mental health
- Share the SMHO Tip Sheet for mental health clinicians to do "mental health" checks with students

- Social Work (SW) providers access Angel Foundation for Learning (AFL) for food vouchers or other financial supports to address self-care needs

Speech-Language Pathologists:

- Providers to assist with developing S/L visuals and other materials to support communication and literacy activities
- Highlight newsletter with communication strategy
- Prepare materials for non-verbal students
- Prepare materials for students without technology support
- Develop Augmentative/Alternative Communication materials for students
- Convert communication tip sheets and resources to digital tools
- Expand social media platform
- Provide website links with parent-friendly speech and language resources

Student Support Response Team (SSRT)

- Through the Social Work team, provide supports to students with identified self-regulation needs in accordance with the established referral process
- In conjunction with the school Social Work provider, share resources with families pertaining to behavior/self-regulation strategies

6. ADDRESSING THE MENTAL HEALTH AND WELL BEING OF STUDENTS AND STAFF

Mental Health Supports for Students

- Resources found on the TCDSB website's Mental Health page https://www.tcdsb.org/FORSTUDENTS/StudentParentResourcesClosure/Pages/Default.aspx:

  1. Table of Mental Health and wellness resources for students and families (ex. ABCs of Mental Health, Kids Help Phone, SMHO)

  2. April and May Mental Health newsletters

- Resources found on the Mental Health staff Sharepoint site:
  - TCDSB Tip sheet for educators to support student mental health includes condensed protocol for student disclosures (emergency & non-emergency)
  - Student Wellness Checks by teachers - SMHO Tip Sheet for guided conversations with students and families
  - Mental Wellness Checks by Mental Health Professionals with Caseloads   SMHO tip sheet sent to various teams (SW, Psych and MH prof)
  - Social Media presence with daily inspirations/wellness mantras for students

- Virtual care for students with identified mental health concerns
- MH provider professional learning opportunities re: virtual care to address:

  1. Getting comfortable with a virtual platform for clinical care

  2. Clinical and ethical considerations in providing virtual care

  3. Introducing specific evidence-based practices amenable to virtual care

Mental Health Supports and Resources for Staff

These resources are also found on the Mental Health staff Sharepoint site:

- (Employee/Family Assistance Program (EFAP) pamphlet
- SMHO Personal Self-Care Tip Sheet and Infographic
- SMHO Tip Sheet for Leading Mentally Healthy Systems/Schools for school administrators

7. PROTOCOLS FOR DISTANCE LEARNING FOR STAFF AND STUDENTS

In order to ensure the safety of our students and safe when engaging in distance learning, staff have compiled important links to resources that will

inform and educate our professionals on issues related to privacy, copyright, professionalism related to electronic communications, proper use of social media and online educational services.

- ✓ TCDSB Working from Home: Privacy & Information Security and Email Considerations
- ✓ TCDSB Copyright Considerations: Fair Dealing Decision Tool
- ✓ Ontario College of Teachers: Maintaining Professionalism – Use of Electronic Communication and Social Media - Updated - Professional Advisory (available in PDF, Audio or Video)
- ✓ Ontario English Catholic Teachers Association: Appropriate and Professional Use Of Electronic Communication, Social Media, And Online Educational Services - A guide for members
- ✓ Social Media: A "How To Guide" for OECTA Members
- ✓ College of Early Childhood Educators: Practice Note: Using Social Media

8. PROVIDING ACCESS TO TECHNOLOGY FOR STAFF

There are some of our TCDSB members that do not have access to technology from their home. It is our goal to ensure that all staff will have the ability to provide the appropriate level of instruction via distance learning. Understanding the current restrictions placed on all members within the City of Toronto by the Medical Office of Health, our staff has created a protocol that is safe and adheres to all of the guidelines issued by Toronto Public Health. During the completion of this document, the only individuals with access to the school were TCDSB staff members. The following procedures are included below.

Principal Instructions for Controlled Access to Schools

April 1-3

For Distribution of Devices to Teachers/DECEs

- **Note:** Teachers/DECEs should ONLY be given Windows Cloudbooks (not Chromebooks)
- **Note:** IL Instructors have assigned laptops that they may need to pick up - they will need to inform the principal where in the building it is located.

Wednesday, April 1 or Before Leaving Home on Thursday April 2

1. Principal to complete Staff Survey instructions.

2. Locate your response to instruction Part C step#2 - the list of teachers who need a laptop. You will need this list in order to plan tomorrow Thursday for distribution of laptops on Friday

3. You may wish to bring hand sanitizer to your school tomorrow. Otherwise principals will need to wash hands thoroughly immediately upon arrival at school on Thursday.

Thursday, April 2 – 9 am to 1 pm

Only Custodian and Principal (VP) to Enter the Building – No Other Staff Have Access to the Building
Before Entering the Building

1. Based on the review of survey data and conversations with teachers and DECE, determine and notify staff who have no technology and require a device. Communicate to these staff the time of their appointment and the protocol for device pick-up on Friday.

   Click here for an email template you can use

2. Review the computer/device inventory list found using this link for your school to identify the number of devices you have available. ONLY Windows Cloudbooks should be issued to those Teachers/DECEs. The files are named by school location number.

3. Create a schedule of 15 minutes staggered visits for staff picking up technology on Friday, April 3. (Teachers at multiple schools connect with the home school.)

4. Advise any staff who have requested access to the school for the purpose of gathering resources (other than those who require technology) that they are

NOT approved for school access at this time. Click here for an email template you can use.

Entering the building

5. Principal conducts a self-assessment on self for Covid-19 as per the protocol sent out by Rory McGuckin on Tuesday, March 31.

6. If the principal does not pass the self-assessment, call the school Superintendent. If self-assessment is passed, then proceed to next steps.

7. Arrive at school and call/email the custodian to indicate your arrival.

8. Custodian to prop door open for entry at the designated front entrance. Avoid touching door handles, etc.

9. Maintain 2 meters of social distancing at all times while entering and while in the school. If a vice-principal will be attending, they are to follow the same process as above. Plan to arrive at staggered times after the principal.

In the Building

10. Use the hand sanitizer provided or brought. Alternately, wash your hands in the designated washroom.

Gathering the Cloudbooks

11. Ask the custodian to unlock and open the doors to which you need access in order to gather the devices.

12. Maintain social distancing of 2 meters.

13. Locate the Windows Cloudbooks (Latitude 3189) in your school.

14. Gather the appropriate number of Cloudbooks for the teachers requiring them.

15. Take 2 photos of the Cloudbook, capturing any identifiable marks (ie serial number or any other marks)

16. Create labels for each computer that is being picked up by a staff member. Labels should include the teacher's name and time of the appointment. Tape this onto the computer.

17. Photocopy login information sheet, to be provided with laptop (PDF document attached). Please include this copy with the computer to ensure that they have a hard copy as they will need this to log in the first time. You may also follow-up with an electronic copy.

18. Label devices and place on a table near the designated entrance.

Leaving the Building

19. Advise custodian that you are leaving

20. Wash hands or use hand sanitizer.

21. Exit the building.

22. Custodian to bring desk into the building and disinfect the desk.

23. Custodian locks up the building.

SEA Equipment Requests

If you have had requests for SEA equipment, please click here for more information.

Friday, April 3 – 9 am to 1 pm

Only Custodian and Principal (VP) and 1 Childcare Manager (upon request) to Enter the Building – No Other Staff Have Access to the Building

Teacher/DECE/IL Instructors may pick up devices only and remain outside

Before Entering the Building

1. Principal conducts a self-assessment on self for Covid-19 as per the protocol sent out by Rory McGuckin on Tuesday, March 31.

2. If the principal does not pass the self-assessment, call school Superintendent. If self-assessment is passed, then proceed to next step.

3. Arrive at school and call/email the custodian to indicate your arrival.

4. Maintain 2 meters social distancing.

In the Building

5. Ask custodian to place a desk outside the designated entrance and prop open the door(s).

6. When the staff member arrives, the Principal reviews the <u>self-assessment</u> for Covid-19 as per protocol with the staff member over the phone.

7. If the staff member does NOT pass the self-assessment, the visit is cancelled.

8. If the staff member passes the self-assessment, the principal directs the staff member to wait at least 10 metres from the designated main entrance.

9. Gather appropriate device and place on desk outside the school main entrance.

10. Return to the building.

11. Call the staff member to advise that they can pick up their device.

12. Send follow-up confirmation email. Include photos of Cloudbook and serial number.

13. Ask the custodian to sanitize the desk in anticipation of the next staff member.

14. Repeat until all staff have picked up the designated device.

15. Follow Protocol for Third Party Childcare Operators to Access TCDSB Schools During Provincial Closure (Please refer to the PDF attached) for any requests from child care providers. Appointments must be scheduled separately from staff.

Leaving the Building

16. Advise the custodian that you are leaving.

17. Wash hands or use hand sanitizer.

18. Exit the building.

19. Custodian to bring desk into the building and disinfect the desk.

20. Custodian locks up the building.

Template for email confirmation of appointment.

Dear _____:

You have been scheduled to come to (Name of School) on Friday, April 3 at (time of appointment) to pick up a Windows Cloudbook for use during Distance Learning.

1. On Friday, please complete the self-assessment for Covid-19 and confirm your results with your school principal. If you pass the self-

assessment with no symptoms, you may keep your appointment. If you do not, your appointment will be cancelled.

2. When you arrive at the school, please call the principal to announce your arrival. If anyone comes with you, they must remain in the car or the parking lot.

3. Go to the designated main entrance (describe the location) and wait at least 10 metres away from the designated main entrance. **Do not enter the school** or approach the school door entrance.

4. At all times remain at least 2m away from any other person. The principal will place the Cloudbook on the desk outside the main entrance and then return to the building.

5. Once the principal has returned to the building, you may take the device from the desk and return to your vehicle or head home.

6. You will be sent a confirmation email, indicating that you have picked up the Cloudbook. Please reply to this email noting receipt.

Thank you for your cooperation with the above.

Sincerely,

Template for request denied email:

Dear _____:

Thank you for your request to access (Name of School). Approval has been given to priority needs based on Teacher Survey results.

Another opportunity to access schools is being investigated. Given the fluid nature of the community response to the Covid-19 situation and revisions to Toronto Public Health guidelines, confirmation cannot be provided at this time.

Thank you for your understanding.

Sincerely,
XX

SEA Equipment Option
Thursday, April 2

Principals _can_ consider the delivery of SEA equipment to families on Friday April 3

Please Note: SEA Equipment that arrived recently and was not yet distributed is not to be shared as they

Considerations for Principals should only be based on the following:

- Have parents initiate contact with the principal directly or indirectly (ie Special Services staff) that SEA equipment is required for student learning?

- Does the principal have sufficient appointment slots for staggered pick-up on Friday?

- Does the principal have sufficient time to gather the equipment on **Thursday** in preparation for possible distribution on Friday?

- If the answer to the questions above is yes, then the principal can follow the protocol used for safe distribution of computers to staff on Friday April 3.

Steps to take on Thursday April 2 to locate all Appropriate SEA equipment

- SEA equipment is specifically assigned to students based on needs identified on their Individual Education Plan (IEP).

- Collect and organize the determined SEA equipment:
  o Label SEA equipment with student name and contact information, including address, email and phone number.
  o Take photos of the device including distinguishing marks, the keyboard/screen and any serial number labelling. These photos will be used in a confirmation email to families.

- Create a schedule of appointments separate from staff arrivals (15 min increments).

- Contact parent of student requiring SEA Equipment to arrange time of pick-up and outline the pick-up

protocols (see self-assessment) and describe the same protocol that staff are using to pick up equipment appropriate distancing, declaration of absence of COVID 19 symptoms, retrieval of equipment on a table outside the school.

- If you require any support with the process of identifying appropriate student equipment, **please contact Don Reid**, your school Special Education Teacher and/or APT/PAT.

Distribution of SEA Equipment - Friday April 3

Only Custodian and Principal (VP) and 1 Childcare Manager (upon request) to Enter the Building – No Other Staff Have Access to the Building

1. Moments before the first appointment, place appropriate SEA item(s) on the desk outside.

2. Principal reviews the self-assessment for Covid-19 as per protocol with the parent.

3. If the parent does NOT pass the self-assessment, the visit is cancelled.

4. Ask custodian to sanitize desk between pick-ups.

5. Repeat process until all scheduled SEA devices have been distributed.

6. Advise custodian that you are leaving.

7. Wash hands in designated washroom, or use hand sanitizer.

8. Exit the building.

9. Custodian to bring desk into the building and disinfect the desk.

10. Custodian locks up the building.

9. SUPPORTS FOR OUR ENGLISH AS SECOND LANGUAGE STUDENTS

Our English as a Second Language teachers, in both elementary and secondary schools, will support these particular students through distance learning by implementing appropriate teaching and learning strategies found in the program guides produced by the Ministry of Education.

The following links provide direction for staff in supporting our ELL students in grades from K-12:

✓ http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf

✓ http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf

10. PROFESSIONAL LEARNING FOR IMPLEMENTING DISTANCE LEARNING FOR STAFF

The TCDSB staff have created a Google Site specifically to support Self-directed Professional Learning. The following headings are linked to external sites for professional learning:

1. Personal Faith Formation

2. Working from Home: Privacy & Information Security

3. Working from Home: Best Practices-Email

4. Understanding Distance Learning Platforms to assist in decision making process for use of an online platform

5. Brightspace by D2L-Virtual Learning Platform (VLE)

6. G-Suite for Education

7. Google Classroom

8. Assistive Technology: Read & Write and Equatio

Link to site:

https://sites.google.com/tcdsb.ca/tcdsbstaff-prof-learn/home

Ministry Webinars for Virtual Learning

- Supports for Virtual Learning accessible through the VLE through My Courses in Other Orgs in e-Community Ontario, D2L website:

- Getting Started with Virtual Learning through the Virtual Learning Environment?

- Webinar Series: Ontario Ministry of Education Supporting Virtual Learning: Ontario's VLE-Brightspace by D2L

Webinar Sessions include the following topics

- Getting Oriented to Virtual Learning

- Using Tools in the VLE

- Creating Daily Activities

- Creating Daily Virtual Learning Activities

- Engaging Students in Virtual Learning

- Assessing Students in the VLE

Link: https://www.d2l.com/k-12/ontario/

Link to Registration Page: https://www.d2l.com/k-12/ontario/webinar-series-1/

Webinar information is also accessible through the Virtual Learning Environment:

Staff Login using TCDSB user-id and password at the following link: https://tcdsb.elearningontario.ca/