



REPORT TO

SPECIAL BOARD

THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD'S RESPONSE TO THE COVID-19 PANDEMIC JULY 16, 2020 UPDATE

Do not fear, greatly beloved, you are safe. Be strong and courageous"

Daniel 10:18

Created, Draft	First Tabling	Review
July 8, 2020	July 16, 2020	Click here to enter a date.

Barbara Leporati, Senior Coordinator, Planning Services
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RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

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Associate Director
of Academic Affairs

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Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This is the fifth in a series of updates on the Toronto Catholic District School Board's (TCDSB) response to the COVID-19 Pandemic Crisis. With four previous comprehensive reports, tabled on April 23, May 7, May 21, and June 11, this report provides information on a variety of topics related to Summer Use of Schools, Child Care, the good work of the Angel Foundation and the Return to School Plan.

The TCDSB's response to the COVID-19 crisis continues to be informed by new Ministry directions, Toronto Public Health (TPH) advice and on-going formal and informal feedback from students, parents, teachers, principals, vice-principals, and union and non-union employee groups. Collaboration with our co-terminous school board and several other school boards has become an integral piece as we finalize details of the Return to School plan.

This report provides information on a variety of topics with a focus on the Return to School Plan and use of schools during the summer months:

- Summer Learning/Summer Programs
- Angel Foundation – Food for Kids Program
- Child Care, Day Camps and Summer Permits (limited)
- Return to School Team
- Supports for Students with Special Needs
- Mental Health Supports for Staff
- Transportation considerations
- Health and Safety Protocols
- Communications to Parents and Staff

The cumulative staff time required to prepare this report was 40 hours

B. PURPOSE

Focusing on the above noted continued and emerging areas of interest to stakeholders, this report provides a high-level summary update in order to be accountable, guide and inform progress.

C. BACKGROUND

1. The COVID-19 pandemic crisis presents unprecedented challenges for Ontario's Education System and for the TCDSB. With a commitment to sustaining faith development and an adherence to the principles of simplicity, flexibility, compassion, and equity the TCDSB has worked diligently to create and implement a plan for return to school in September for its 90,000 students. The overarching challenge will be transitioning back to a face-to-face education system while maintaining a virtual, teacher-led, distance learning mode of curriculum delivery and assessment for students who opt to stay home.
2. The Return to School Team, with departmental representation across the system, was established in mid-April to develop a plan to return to a face to face delivery model in accordance with Ministry and public health guidelines. Several sub-committees have since been formed to address larger specific issues (*Organization Chart – Appendix 'A'*). Since the June 11, 2020 update report, many important releases and advice have been included in the planning process.

June 12, 2020 – Province announces Child Care and Day Camps can reopen. Guidelines released from both province and Toronto Public Health (TPH).

June 19, 2020 – Ministry releases Approach to Reopening Schools with guidelines for School Boards.

June 24, 2020 – Toronto moves to Stage 2 of reopening, allowing limited permit of buildings and fields.

June-July – Ongoing meetings with TDSB and other Boards, TPH, union partners, Principals, committees, transportation and academic leads to compare emerging instructional models and consult on solutions and challenges.

Mid July – Ministry consultation on final plan

July 16, 2020 – Report to Board on preliminary plan

July 23, 2020 – Report to Board on final plan

Week of July 27, 2020 – final discussions with Ministry regarding plan

August 4, 2020 – Ministry expected to make final decision on plan for September opening

D. EVIDENCE/RESEARCH/ANALYSIS

1. Summer Learning/Summer Programs

On May 19, 2020, the Ministry of Education issued a memorandum setting out parameters for School Boards regarding summer learning. As such, the Continuing Education Department has provided opportunities for expanded e-class offerings, Grade 8 to Grade 9 Transition Programs, Cooperative Education (CO-OP) options via SHSM and Focus on Youth opportunities, as well a Grade 6, 7, 8 Literacy/Numeracy Program.

Enrolment by section:

<u>Locations</u>	<u>Active Students</u>	<u>Waiting List</u>
Eclass Session 1	10,782	349
Eclass Session 2	3,579	204
Madonna (Language Courses)	350	103
Co-op & Focus on Youth (FOY)	284	100
Transition program (grade 8 students going to grade 9)	4,784	0
Grade 6, 7 and 8 Literacy/Numeracy program	3,172	0
TOTAL as of July 9, 2020	22,951	756

- Expanded e-class offerings with two distinct sections. Students can earn up to four credits; however, Continuing Education recommends that students attempt two.
- CO-OP options via Specialist High Skills Major (SHSM) and Focus on Youth (FOY). Both will use virtual placements to meet the minimum number of hours. (Pending Ministry approval to commence FOY programming; prepared to deliver an 8 week program if possible.)

- International Language (IL) programs only offered at the Secondary Level by Continuing Education.
- Continuing Education will offer a reach ahead Transition program; students in grade 8 can also take e-class grade 9 and 10 classes with permission of the September school.
- Continuing Education will continue to offer a grade 6, 7, 8 literacy/numeracy program, starting with a session in July; a second session will be considered, pending Ministry and Public Health direction. Teachers will use a variety of Synchronous and Asynchronous modalities. We will also be using virtual synchronous tutors.

2. The Angel Foundation

The Angel Foundation for Learning (AFL) *is directly supporting TCDSB families throughout the COVID-19 health crisis* through a \$2 million emergency response plan which features a two-prong approach: a “FOOD FOR KIDS!” Student Home Nutrition Program (FFKs); and Social Work Emergency Fund (SWEF).

FOOD FOR KIDS (FFKs)

With students not attending school, *the AFL’s FFKs program distributes food cards (\$50 per student) to the neediest members in the TCDSB community* during the ongoing COVID-19 pandemic emergency. This targeted outreach has been coordinated by the TCDSB’s Superintendent of Equity, Diversity, Indigenous Education, and Community Relations and the AFL Executive Director.

The initial FFKs SPRING WAVE was designed to align with the academic school year. *Cards were offered to families representing 47,191 students in our highest priority needs schools* (based on E-PAN and N-Tile rankings). As of June 30, 2020, eleven (11) Phases were completed involving 116 TCDSB school sites and over 20,000 grocery gift cards (or \$1 million) distributed.

The Angel Foundation has secured additional funding and is transitioning the FFKs program into a new SUMMER 2020 WAVE. Distribution of 15,000 grocery gift cards during July and August *will complete the AFL’s goal to deliver \$1.7 million in grocery cards* - a central component of the Foundation’s \$2 million plan to provide direct assistance to TCDSB students and their families most negatively impacted by the ongoing COVID-19 health emergency.

This phase will rely on data collected during the spring online registration process, supplemented by specific requests on behalf of families identified by TCDSB School Principals and/or Social Workers. ***The key objective is to reach students of families from the spring session who require additional food security support***, and those who may have been missed in the first phases.

SOCIAL WORK EMERGENCY FUND (SWEF)

Since the March 13, 2020 COVID-19 emergency shutdown, over \$100,000 has been distributed to families through the AFL's Social Work Emergency Fund. The SWEF is primarily supported through donations via the AFL's Canada Helps donation platform.

During the pandemic, ***some \$125,000 has been raised for the SWEF through donations made by individuals and AFL partners.*** This includes \$7,000 raised in just 5 days as part of the COVID Beards and Bangs Challenge, featuring the faces of TCDSB staff and an elected trustee.

Working closely with the TCDSB Social Work Department, dozens of SWEF requests continue to be submitted every week as the COVID-19 emergency continues. ***The AFL has allocated a total of \$200,000 to support families during the COVID crisis*** and will continue to fundraise to meet the unprecedented TCDSB community need.

3. Child Care, Day Camps and limited Permits

June 12, 2020-Ministry allows Child Care and Day Camps to resume operation. Guidelines were released by both the Province and Toronto Public Health advising operators that they must maintain group sizes of 10 or less (including staff), employ enhanced cleaning requirements and reduce visitors to the child care or day camp. COVID-19 self-assessments are required by all staff and tracing measures (sign-in sheet) are in place.

The Early Years department surveyed operators to determine interest in opening. Interested operators were required to confirm they were ready to operate under the new guidelines by completing an attestation form to the Ministry.

The City of Toronto approached TCDSB to secure space to ***offer day camps*** at the beginning of June in anticipation of the Province's announcement.

Priority for school space was given first to child care and then to day camps. The Summer Use of Schools committee continues to monitor this process to ensure that every effort is made to limit school use to one group at any time throughout the summer.

Permitting of TCDSB fields is allowable as the City of Toronto moved to Stage 2 on June 24, 2020. This use is restricted to practices or drills and groups of 10 or less. No organized games are permitted.

Although permits for 2020-21 have been accepted into the system, they will not be approved until there is a clear understanding of guidelines for these activities and how they fit into the approved learning models.

A protocol for use of TCDSB buildings by child care, day camp and permit holders was developed by the Return to School Team in coordination with the Early Years and Community Use of Schools departments. ***To date 44 TCDSB child care operators and 8 day camps are open or preparing to open in the summer months.***

4. Return to School Team Update **(Organizational Chart, Appendix 'A')**

On June 19, 2020, the Ministry of Education released its guidelines for school boards to plan for September 2020 student programming. The link to this document is here:

<https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year#section-8>

Key Ministry Expectations Include:

The province expects that students will be back in class this September learning through face to face delivery every weekday, with class sizes that reflect current regulations, encouraging social interaction.

School boards have been asked to prepare plans for the upcoming school year by August 4, 2020. Consultation and review with Toronto Public Health (TPH), union partners and other school boards will be instrumental in development of the plan. Consultations will continue as we move toward a September start date.

School boards have been asked to prepare for 3 scenarios:

- 1) normal school day routine with enhanced public health protocols
- 2) modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and
- 3) at-home learning with ongoing enhanced remote delivery

The Ministry has indicated that a return to school in the fall of 2020-21 will be voluntary and based on parent choice. For parents who choose not to send their child back to school, TCDSB is prepared to offer distance learning. This option will remain available for as long as the current health crisis requires an adaptive model of delivery.

5. Return to school formats

Scenario 1 - Normal School Day with enhanced public health protocols – This model involves the full return of students, with the exception of those that choose to remain at home, to a face to face environment.

A full return of students would require the following measures to address health and safety of students and staff and reduce the chance of spreading the virus:

- PPE – masks for staff/students with addition protective wear for staff in close contact with special needs students (i.e face shields, gowns, gloves)
- Directional flows and staggered scheduling of recess/break times.
- Visitors would be restricted.
- Floor markings and signage to indicate routes of travel.

Should a full return be accompanied by a requirement to ensure physical distancing in classrooms:

- Approximately 100 elementary schools have sufficient space to accommodate their entire student population through the utilization of all classrooms and larger spaces such as gyms, libraries and atriums.
- The remaining 65 elementary schools would accommodate up to Grade 6. Grade 7 and 8s would be grouped and provided with space in nearby closed elementary schools or available secondary school spaces.
- Secondary schools would offer instruction based on the Quad-mestering model as stated below in Scenario 2, allowing for use of large spaces for overflow from elementary if required.

Challenges (only if physical distancing in classes is required)

- Insufficient available teaching staff to accommodate required additional classes.
- All students currently served by transportation could not be accommodated in a model that requires distancing on busses. (See more in Transportation section below).
- Increased disinfecting and cleaning protocols, with full attendance, will result in the need to reprioritize custodial tasks and/or hire additional custodial staff.

Scenario 2 - Modified School Day routine based on smaller class sizes, cohorting and alternative day or week delivery, (*Proposed Draft Elementary Model, Appendix 'B'*)(*Proposed Draft Secondary Model, Appendix 'C'*) This is an adaptive model that incorporates both face to face and online delivery of classes.

Elementary:

- The Ministry is drawing on two key aspects of health advice: “distancing” and “cohorting”.
- “Distancing” refers to the advice that individuals should avoid close personal contact and maintain 2 metres of separation for any prolonged encounters.
- “Cohorting” refers to minimizing the number of students and teachers any individual comes in contact with, and to maintaining consistency in those contacts as much as possible.
- Cohorts will be groups of 15 students or less considering the following:
 - Family/sibling Grouping for classes and transportation
 - Special Education Grouping for Withdrawal and Indirect Support
 - ESL Grouping
 - consider leveling students of similar abilities together
 - consider splitting the combined class groupings where possible for teachers to address one grade per week
- Itinerant teacher timetables will evolve, inclusive of regular class assignments (through distance learning strategies) to ensure equity of subject offerings per cohort and distribution of workload.
- All students, including students receiving face to face instruction will have some level of independent study.
- Supporting families with “full” day/full week is the premise of our modelling.
- We have modelled for consistency in transportation, scheduling, childcare arrangements, etc.

- Students would be in class one week and at home the second week or on alternate day schedule AABBB/AABBA with in class time every week.
- Full time return on site all staff.
- Teacher in class both weeks - assignments to be posted on-line for students to complete over the two week period; Google platform maintained for core resources by homeroom teachers
- Specialty Teachers to provide online distance /synchronous programming to at home cohorts
- ISP students full return/no distance cohort required (contained spec ed classes)

Secondary:

- Most classes will be divided into two in order to ensure class sizes are within the 1:15 cohort size
- Staff in attendance at school all day
- In-person student instruction and learning will take place in the morning with distance learning in the afternoons congruent with appropriate instructional time
- TCDSB emerging preferred approach is a Quad Model, 4 Day Cycle - 2 courses at a time, all grades
- There are four quads in a school year
- Quad model allows for return to “regular” scheduling for Semester 2 (February)
- Students attend school daily, each half of the school population (Cohort A and Cohort B), attends every second day (*see Appendix ‘C’*)
- Full-withdrawal special education classes comply within the 1:15 ratio and will occur daily for enrolled students. For example Multiple Exceptionality, Developmental Delay (ME/DD) classes

Challenges

- All adaptive proposed models create gaps for families as students attend school face-to-face part time.
- Child care options will be limited for scheduled distance learning days.
- Cohorting must be maintained throughout the day offering limited interaction and socialization between students in different classes.
- Regional programs requiring travel between schools will likely not be available.

Scenario 3 – at-home learning with ongoing enhanced remote delivery. This model involves students at home with a continuation of distance learning.

Elementary

- Full distance model; all students at home
- Staff will be expected to deliver enhanced synchronous distance learning
- All teachers maintain Google platform, access for relevant assigned itinerant staff and admin
- All itinerant staff will be timetabled to deliver subject specific synchronous learning of curriculum to assigned cohorts
- Students will receive timetables outlining weekly schedules for all classes
- Central staff will provide resources on board website to enhance learning in all subject areas
- Roles and responsibilities of each employee group will be clearly defined; itinerant, Guidance, social work, psychology, APT, Speech and Language, etc. will support students through enhanced check and connect, etc.
- Specific roles and responsibilities of non-teaching staff to be determined
- Mental health team to provide enhanced resources to support students and families

Secondary

- Using the adaptive model (Appendix C) as a template, student-teacher instructional time would be improved in comparison to the instructional guidelines experienced between March and June 2020
- Quad model would be followed to allowed more focussed academic attention and to allow for transition back to adaptive model

Challenges

- Ensuring sufficient resources, devices and internet connections are available
- Equity amongst students, staff would work to ensure and improve adaptability to the virtual learning model
- With no face to face, socialization, limited interaction with other students, enhanced mental health resources would be integrated into schools and the system as a whole
- The Special Education model would require continued specific and enhanced programming
- Not all students thrive in a distance learning environment
- Places limitations on experiential learning

The Board will continue to adapt its models across the system and locally to suit specific site requirements to ensure that the health, well-being and safety of staff and students is maintained. Staff will continue to liaise with Ministry of Education officials and Toronto Public Health to ensure alignment with the direction and guidance of the Ontario Chief Medical Officer. Senior staff is developing contingency plans to address the above-noted operational challenges.

6. Transportation considerations

The Ministry guidelines regarding school bus travel indicate that physical distancing should be maintained on vehicles. Bus capacity will be limited to 24 students, one per seat (with the exception of siblings that are able to share a seat). PPE will be provided to drivers and frequent disinfecting of vehicles will occur.

The model for both elementary and secondary will maintain a regular schedule for Special Needs students. Special Services transportation often involves students from both boards travelling on the same vehicle. This does not maintain the cohorting methodology maintained throughout the school day. Toronto Public Health has stated that they have no issue with students from either board travelling on a bus together but have stated that we should seek further direction from the Ministry on this issue. Transportation of Special Education Intensive Support Program (ISP) students will remain as a staff priority.

Transportation planning and driver availability will be impacted by the Scenario that is chosen. Consultation continues with TSTG in developing the models as detailed above. A risk assessment of provision of transportation in any circumstances is provided (*Appendix 'D'*). Student specific information is required to build routes. Final confirmation may not be available until late August so planning will be based on a full contingent of students returning (this is especially important for special needs planning).

There is a high probability, under any scenario, that several thousand students may not be able to access previously arranged bussing in the fall. Options available to TSTG to address the transportation deficit include limiting service currently offered through non-qualifying or extenuating circumstances under the transportation policy. Furthermore, if required, staff will examine distance eligibility and reduce in 0.1 km increments until available capacity is maximized

in accordance with physical distancing restrictions on transportation within the Ministry Reopening document.

As TSTG serves both TCDSB and TDSB, collaboration and alignment of the chosen models is necessary to provide the most efficient and effective transportation plan. Efficiency is eroded when there are different models between Boards and also between education panels as well (elementary/secondary).

School Travel Planning will be an integral program and partner in encouraging alternate methods of travelling to school in the event of a reduction in available transportation.

7. Health and Safety Protocols

The ‘Return to School Team’ established the ‘PPE and Supplies Special Team’ to develop a proposal and action plan adhering to the Ministry, Chief Medical Officer and Toronto Public Health guidelines and advice for the provision and use of PPE and COVID- 19 Supplies.

Considering global demand and supply challenges, and with the expectation that school will resume in September, 2020, procurement of supplies is underway. Where possible suppliers are being sourced through the Province of Ontario PPE Supplier Directory. To contribute to mitigating risk of transmission non-medical masks, gloves and hand sanitizer have been stockpiled in anticipation of a strain on the supply chain. A plan is in place to continue to replenish these stockpiles, keeping a monthly supply on hand at all times. Staff will observe and review how frequently supplies are used in order to respond to demand once school starts.

Procurement of cloth masks for all staff is underway. Cloth masks are considered more effective at reducing respiratory droplets. TPH has indicated to boards that the mandatory mask legislation recently passed in the City of Toronto does not apply to school buildings however the board is prepared should this change. Recognizing certain job classifications require ***close contact with special needs students, these staff will require additional PPE*** such as face shields, gowns and gloves. These items will also be provided.

Isolation Rooms have been identified in each school building. These rooms will be used to isolate students/staff who exhibit COVID symptoms while at the

school. Each room will be equipped with a PPE kit including mask, gloves, gown, face shield and no-touch thermometer. Student/staff will require pick up from the school by parent/guardian or family member. Use of public transit to travel home is discouraged. Room locations will be confirmed with Principals prior to the start of school.

Signage and floor markings to assist with flow of students and staff throughout the school has been ordered and will be delivered and set up in schools beginning the week of July 13th. Distancing marking will be placed in areas where gathering may be possible such as entrances and washrooms.

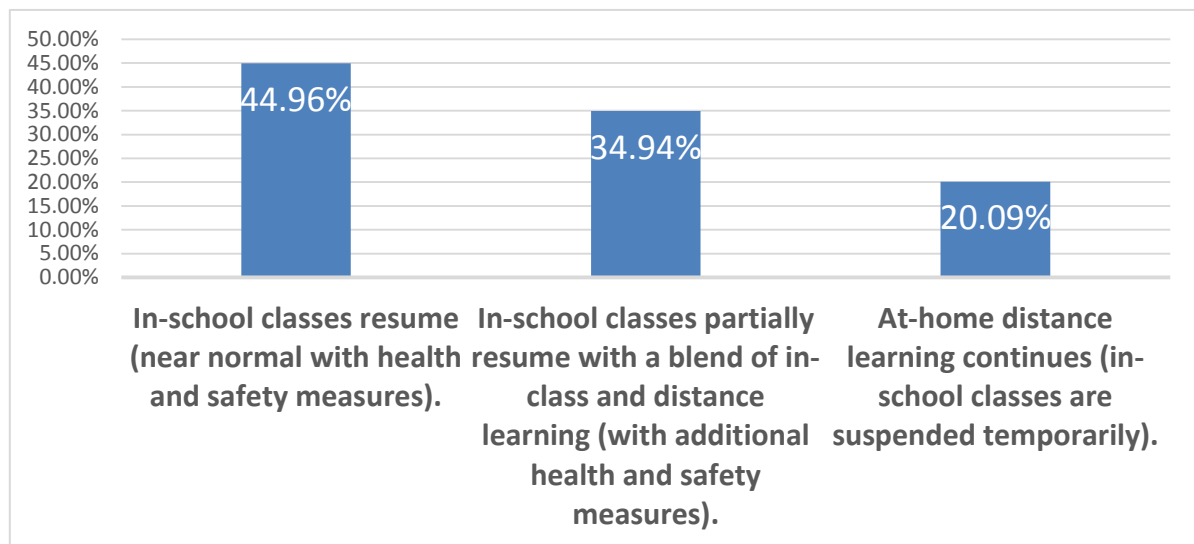
A webinar was hosted by Toronto Public Health on July 3, 2020 (Appendix ‘D’). TCDSB, along with other local partners, are in regular communication with TPH regarding the most current advice on COVID-19. To date all protocols have been reviewed/consulted on with TPH to ensure compliance with health and safety measures.

Weekly consults with our union partners scheduled for the month of July. These sessions will serve as the conduits for health and safety concerns. Board staff will provide responses to questions/concerns and consultation will inform our plan.

8. Communications to Parents

A survey (Appendix ‘D’) was issued to parents in June to determine preference for a particular model proposed by the Ministry and to identify willingness or concerns regarding participating/attending school and riding a school bus.

Q3 specifically queried parents regarding the three Ministry scenarios for a return to school. Results indicate a preference for a return to a classroom environment either through full return or partial return.



Q6 and 7 are related to transportation. Of the responses from families typically eligible for transportation, approximately half would be likely to resume bussing with a quarter of respondents unsure at the time of the survey. Parents indicated that they would likely opt for parent drop-off if transportation was not available.

The last survey question allowed for general comments. Below are common themes from 12, 047 received comments.

<i>Student safety is the #1 concern, balance of:</i>	<ul style="list-style-type: none"> <i>parents/guardians who prioritize safety and prefer to continue with distance learning (until COVID numbers drop or a vaccine)</i> <i>VS. parents/guardians who are concerned for student mental health and well-being and prioritize a return to classroom learning (ref. to Sick Kids Guidelines)</i> <i>Concerns about students taking TTC and ability to maintain distance on public bus</i>
<i>Return to School Protocol: What new measures will be in place to address COVID concerns?</i>	<ul style="list-style-type: none"> <i>Recommended class caps at 10-15 students</i> <i>What will social distancing look like?</i> <i>Will masks be required? Some respondents believe they should be.</i> <i>Will there be more custodians? How will they manage increased cleaning?</i> <i>Concerns that classrooms are not currently cleaned enough.</i>

	<ul style="list-style-type: none"> • <i>If there is a cohort Learning model, ensure siblings/students from the same family have the same in-school learning days</i>
<i>Distance Learning</i>	<ul style="list-style-type: none"> • <i>If continues, there needs to be more touch points with teachers via phone calls; suggestions of smaller group chats vs. entire classroom calls</i>
<i>Board Communication</i>	<ul style="list-style-type: none"> • <i>Continue regular communication with parents</i> • <i>Survey parents again closer to September</i>
<i>Kindergarten Learning</i>	<ul style="list-style-type: none"> • <i>How will sanitation and social distance be enforced at this level?</i> • <i>Young students have difficulty controlling coughs, sneezes, dirty hands, etc.</i> • <i>Distance Learning disadvantages this age group</i> • <i>Concerns about young students “starting school in a stressful, strict socially distanced situation”</i>

TCDSB staff will provide CPIC, CSPC Chairs and OAPCE-Toronto with an interim update on July 13 regarding school re-opening planning considerations and timelines. Immediately following that, a survey link will be provided to all TCDSB parents for additional input regarding the proposed draft elementary and secondary models. COVID-19 Frequently Asked Questions (FAQs) will continue to be updated on the Board website. Due to the quick timelines the survey will close on July 20 at 4 pm.

Once a final decision regarding a model is approved by the Ministry, a further communication will be sent to all parents regarding programming, expectations and next steps.

Parents will continue to receive regular updates via School Messenger, the TCDSB website (COVID-19 webpage) and social media channels.

9. Special Education Considerations

Ministry of Education Transfer Payment Agreement (TPA) for Summer Mental Health Clinicians, Special Education Staffing Supports, and End-of-Summer Transition Experience

- Ministry Funding for TCDSB Summer Program/Service Supports:
 - \$219,101 (Summer Mental Health clinicians) +
 - \$193,738 (Summer Staffing Supports: Special Education) +
 - \$201,224 (Summer Transition Programs: Special Education and Mental Health)

Due to this year's unprecedented school closure period due to Covid-19, the Ministry of Education has committed funding to enable school boards to provide additional supports, during the summer months, for students with high special education and/or mental health needs to be considered as they are transitioned back to school.

TCDSB Special Services Department Summer Programs/Services Offerings
Experiential Summer Camp for Multiple Exceptionality / Developmental Disability (ME/DD) students

- Target start date range: August 4-21 pending final TPH and Board approvals
- Face-to-face program
- Five sites across the Board
 - 2 elementary
 - 3 secondary
- Original target start date in early July not possible due to ongoing TPH restrictions

Mental Health Clinicians

School-based regulated mental health clinicians will work over the summer to cover existing caseloads and respond to crisis situations. This will support continuity of care for students so that they do not have to prematurely end therapeutic involvements or be transferred to community agencies at a time when waitlists for community services may be growing. Providing a connection to school-based regulated mental health clinicians will also help facilitate a smooth transition back to school for students for whom a return to school would be challenging.

The following supports are available:

- Equivalent of 12 FTE (6 Psychologists, 6 Social Workers) over the 8 week period during July + August
- **Start/End Dates:** July 6 -31; Aug 3-28

Special Education Staffing Supports

The purpose of this service delivery is to support students with special education needs participating in summer program offerings (remote or in-person, based on Toronto Public Health allowances). Additional staffing resources (i.e. special education resource teachers, Educational Assistants, professionals, paraprofessionals), can support students with special education needs to participate in both expanded and new summer program offerings in both credit and non-credit granting programs.

Speech and Language Supports:

- Up to 8 Speech/Language Pathologists (SLP) x 10 days
- Supports will be spread out over the summer ex. 1 day/week; with potential intensity/focus on the beginning and end of summer
- **Date Range:** July 6 - August 28
- **and/or** within the two-week period of August 17 – 28 (End-of-Summer Transition Experience)
- focus will be on direct support of existing caseload (virtually) throughout summer

TCDSB Special Services Central Staff Supports:

- Consultation from other additional central Special Services staff such as:
 - ✓ Board Certified Behaviour Analysts (BCBA),
 - ✓ Autism Support Teachers (AST), and
 - ✓ Assessment and Programming/Programming and Assessment Teachers (APT/PAT)

may be available if/as needed during the transition experience or at other times during the summer

End-of-Summer Transition Experience

For students with high special education needs, structure and routine are often critical components to learning. For many students, returning to a classroom-based setting after a longer period of time away as a result of the COVID-19 outbreak and closure of schools may require additional time to re-learn and adjust to structures and routines associated with the classroom and physical

school setting. Many of these students will also have experienced a gap or regression in learning and skill development.

Transition experience programs and/or supports may be offered within the two weeks leading up to the return to school in the 2020-21 school year in order to facilitate a smooth transition back to school for these students.

➤ The Superintendent of Special Services is in the process of consulting with elementary and secondary Principals to determine the potential number of student participants and staffing requirements for this brief, half-day local school transition experience.

➤ Principals will be engaging parents in the coming days to confirm student participation and the confirmed date for this brief transition experience.

Priority Student Populations:

1. Specialty program students: Kindergarten Learning Program (KLP), Program to Assist Social Thinking (PAST)
2. ISP students: AISP, Learning Disabled (LD), Language Impairment (LI), Behavioural (BEH), Mild Intellectual Disability (MID), Deaf or Hard of Hearing (DHH)
3. ME/DD students (if the Con-Ed ME/DD Summer Camp does not get approved for August)
4. Students new to school: kindergarten, new school placements, new to board

Suggested Welcoming/Acclimatization Activities:

1. physical distancing practice
2. tour of relevant school spaces
3. classroom-related activity
4. introductions to key, participating staff
5. introduction to classroom routines
6. Kindergarten transition activities
7. classroom visits

PPE and Health and Safety Considerations:

Masks:

➤ Will be made available for all staff and students (if required according to TPH/TCDSB protocols)

- Staff will be encouraged to utilize their own personal protective equipment

Disposable Gloves, Hand Sanitizer:

- Additional considerations will be made for disposable gloves and/or hand sanitizer and sanitizer spray for the surfaces used in the classroom (according to TPH/TCDSB protocols).

E. METRICS AND ACCOUNTABILITY

1. The COVID-19 pandemic presents a constantly changing landscape requiring that the TCDSB be proactive, adaptable, and responsive.
2. The Return to School Team will continue consultations with school administrators, parents and union partners to create a road map for a safe return school for the TCDSB.
3. A further report on the emerging elementary and secondary learning models will be submitted for consideration at the Board meeting of July 23, 2020.

F. STAFF RECOMMENDATION

1. That the details in this report be received for consideration and discussion.
2. That a further report to the July 23, 2020 meeting of Special Board be prepared to review models for consideration and discussion with the Ministry of Education.