



TCDSB Draft Elementary Return to School Plan:

The Ministry of Education guidance document directs school boards to develop plans for each of three potential scenarios.

“In light of the continuing uncertainty about public health risks, school boards will be asked to prepare for:

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

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

In response to this direction, TCDSB proposed DRAFT plans are as follows:

Scenario 1-Full Return with Enhanced Safety Protocols

Proposed DRAFT Elementary Model: Full Return

NOTES/Considerations:

- “Normal return” with safety protocols
- PPE, disinfecting of high touch surfaces, limiting large groups in communal gatherings, supervision to address adherence to contact and distancing
- *If cohorting required as part of enhanced protocols as defined by Ministry, cohorts divided according to space allocated (i.e. average class space cohort 15; larger space allows larger cohort (i.e. gym, library, etc.)*
- Space analysis has been completed for all board sites to determine which schools are able to accommodate current enrolment on site with physical distancing and which schools would need to access alternate spaces to accommodate cohorts (i.e. gr 7/8 relocation to available nearby elementary or secondary site with available space)
- Staff would need to be assigned to additional cohorts –this will involve consultation with TECT on Article 9 staffing assignments provisions in CA; change to programming, etc.

Scenario 2: Cohort A/B Adaptive Model(s) Face to Face/Distance Learning

Proposed DRAFT Elementary Model: Adaptive Model(s)
<ul style="list-style-type: none"> ● Planning time at start and end of day for all homeroom teachers (20/28) ● Itinerant staff not required to provide planning time/allocated to full distance learning assignments, subject specific, timetables to be scheduled per class/cohort at home ● Cohort groups attend OPTION A: alternate weeks 5 days; OPTION B: 2days/2 days/ alternate Fridays

We recognize all adaptive proposed models create gaps for families as students attend school face-to-face part time; this is proposed adaptive Scenario 2 as per ministry direction

OPTION A:

- We are proposing an alternate week/ 5 day model for consistency for student transitions, transportation, scheduling, childcare arrangements, etc.
- Full time return on site all staff
- Students would be in class one week and at home the second week
- Teachers 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 Special education classes)

Option A: Week One	Option A: Week Two
Option B: Mon/Tues/ alternating Fridays	Option B: Wed/Thurs/ alternating Fridays
Learning In Class Focused on: Math; Literacy; Religion; Social Studies; Science; Geography (Intermediate); History (Intermediate)	Students at home supported through itinerant/specialty online programming (French, Music, Physical Education and Health and Wellness) IL where applicable e.g.: scheduled at least one hour daily-synchronous /timetabled and shared
Students at home supported through itinerant/specialty online programming (French, Music, Physical Education and Health and Wellness) IL where applicable e.g.: scheduled at least one hour daily-synchronous /timetabled and shared	Learning In Class Focused on: Math; Literacy; Religion; Social Studies; Science; Geography (Intermediate); History (Intermediate)

Sample timetable for both models/Cohort A/B Alternate weeks OR Split Week

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20 Planning time	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)
9:00-9:20	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)	Supervised student entry (support and non-homeroom staff)
9:20-10:30 Instructional					
10:30-10:45 Recess	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play
10:45 - 11:55 Instructional					
11:55-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:45 Instructional					
1:45-2:00	Recess	Recess	Recess	Recess	Recess
2:00-3:00 Instructional					
3:00 Student dismissal	Student dismissal	Student dismissal	Student dismissal	Student dismissal	Student dismissal
3:00-3:28 Planning time	Planning Time*	Planning Time*	Planning Time*	Planning Time*	Planning Time*

Planning Time** TECT: 9:00-9:20 & 3:00-3:28; ETFO DECE's: 3:00-3:30

*Instructional day P&E time provision in CA may require student dismissal 3:28 and supervision as in a.m. block

Sample timetable for both models/Cohort A/B Alternate weeks OR Split Week

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)	Planning Time (Homeroom teacher)
9:00-9:20	Supervised student entry	Supervised student entry	Supervised student entry	Supervised student entry	Supervised student entry
9:20-10:30 Instructional	Math	Math	Math	Math	Math
10:30-10:45 Recess	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play
10:45 - 11:55 Instructional	Literacy /Religion	Literacy/ Religion	Literacy/ Religion	Literacy/ Religion	Literacy/ Religion
LUNCH (40 Minute) 11:55-12:35	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play	20 min Eat 20 min Outdoor play
12:35-1:45 Instructional	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:45-2:00 Recess	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play	snack in room/ outdoor play
2:00-3:00 Instructional	Science	Science	Science	Science	Science
3:00	Student dismissal	Student dismissal	Student dismissal	Student dismissal	Student dismissal
3:00-3:28 Planning time	Planning Time**	Planning Time**	Planning Time**	Planning Time**	Planning Time**

Planning Time** TECT: 9:00-9:20 & 3:00-3:28; ETFO DECE's: 3:00-3:30

Scenario 3- At-home learning with ongoing enhanced remote delivery**Proposed DRAFT Elementary Model: Full Return****NOTES/Considerations:**

- 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

**Boards will take direction from the Ministry, Medical Officer of Health, and Toronto Public Health. COVID data by region will largely determine scenario implemented.*

Notes/Considerations:**Cohorts**

**For both model adaptive options, (alternate week/ split week) the following cohort considerations apply:*

When Cohorting groups of 15 students, consider the following:

- Family/sibling Grouping
- Special Education Grouping for Withdrawal and Indirect Support
- ESL Grouping
- Itinerant timetables will be developed according to regular class assignments (will be a combination of synchronous; updating Google Classroom; and Check and Connect) to be timetables to ensure equity of offerings/learning per cohort and distribution of workload
- All students, including students receiving face to face instruction will have some level of independent study

Scheduling:

- 40 minute lunch (uninterrupted TECT/reduction of unstructured time for students)
- 48 min prep per day for staff (20 min block in morning and 28 min at end of day)
- ETFO DECE Planning time 3:00-3:30
- Supervision by TECT-cap 60/80 minutes, EAs, lunchtime supervisors, DECE's for kindergarten (* IL, *library technicians to be discussed/explored)
- DECE's will support lunch supervision and take their 30-minute lunch following student lunch break (ratio not pierced in cohort model).
- EA's to assist student supervisors at lunch
- Itinerant/Remaining Staff to assist during lunch; alternate lunch to be required
- use of Lunchtime Supervisors

Special Education and ISP Students:

- Cohort considerations for support from EA's for students with an IEP (Withdrawal/Resource/Indirect Support)
- Students with high needs in regular class cohorts should be considered when cohort assignments are determined (i.e.: balanced placement of high needs students in each cohort)
- ISP students would attend full time-no need to cohort

Itinerant/Program Specialty Teachers (PST)

- Staffing assignments for Itinerant and PST staff will align with current staffing assignments. They are able to support distance learning for at home cohorts from home school designated locations. Allocations/class assignments will be consistent with original schedules.
- A designated worksite will be determined for staff with itinerant/multiple worksites and locations for part time and multiple school assigned PST staff. This aligns with limiting of contact and does not prevent their distance learning support of students from other locations in their timetables.

Occasional Staff

- OT Processes-consider assigning designated OTs to schools short term; discussion with bargaining unit ; equity issue regarding who gets the work, how determined, etc.
- Recommendations in document suggest limiting contacts for cohort-this will need to include OT's, supervisors, support staff as needed in order to maintain safety and supervision of students throughout the day

Childcare

- Childcare operators will require additional shared spaces/ they would struggle to accommodate longer hours and cost considerations for families, a factor here-another

reason we are proposing full day models-childcare operators expressed concerns over staffing, cleaning and facilities issues etc.

- Before/After programs will need designated priority for cleaning a.m. and p.m.
- We do not foresee increased capacity for childcare offerings within schools given the cohorting expectations, etc.
- Considerations as to how we might engage operators to offer expanded programming for cohort B students and families-but staffing these will be a challenge