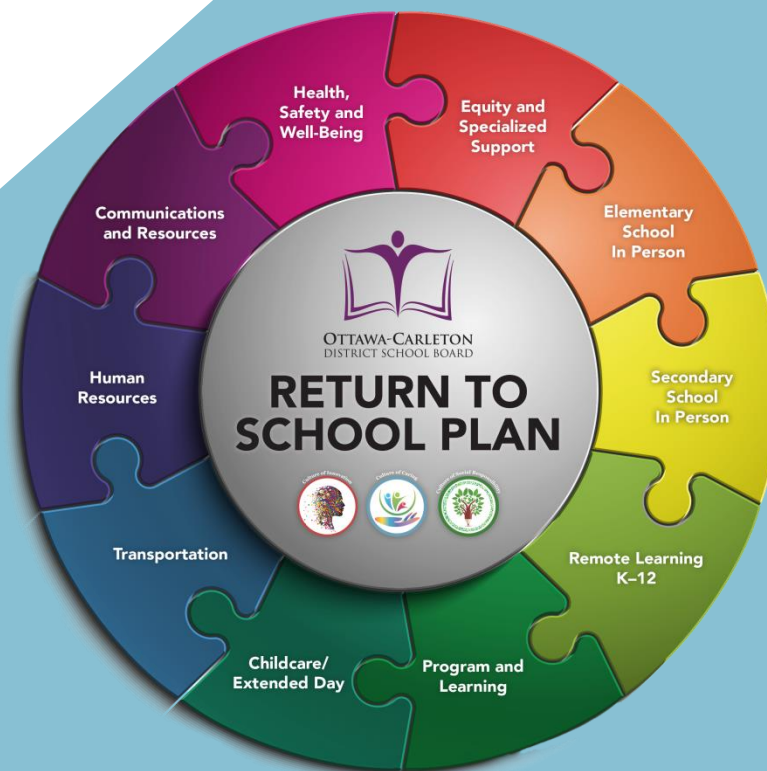


Ottawa-Carleton District School Board Return to School Plan

August 19, 2020



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Guiding Principles



**Be Affordable,
Adaptable, Flexible
and Sustainable**



**Collaborate Internally
and Externally**



**Ensure Equity
of Access**



**Prioritize Health
and Safety**



**Prioritize Full-time
Learning at School**



**Provide Quality
Instruction**



**Support Wellbeing of
Students and Staff**



**Supportive of
Family Needs**



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DISTRICT SCHOOL BOARD



Parameters in Developing our Return to School Plan

- Ministry expectations and directions
- Public health advice
- Guidance from Board of Trustees
- Transportation parameters
- Input from Collaboration Tables
- Adherence to collective agreements
 - Instructional time;
 - Nutrition breaks/Lunch break;
 - Preparation time;
 - Supervision time.



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Timelines

July 30 - Ministry releases Guide to reopening Ontario's schools

August 10 - OCDSB releases Return to School Plan

August 13 - Ministry releases Requirements for Online Learning

August 19 - OCDSB releases updated Return to School Plan

August 21 (noon) - Final Deadline for Attendance Decisions



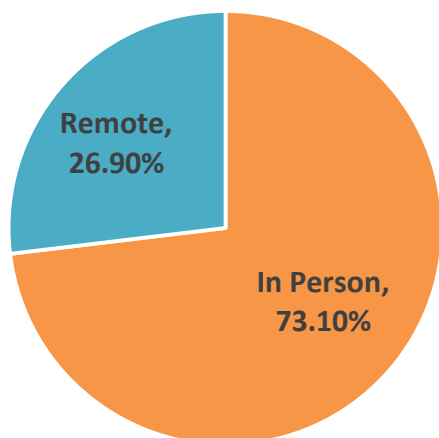
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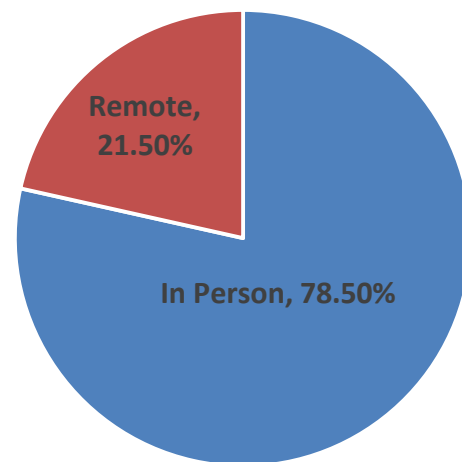
OCDSB Confirmation of Attendance

To ensure proper planning for In Person and Remote Learning, all families were asked to complete Confirmation of Attendance Form. In Person learning was the preferred choice for most families.

Elementary Attendance



Secondary Attendance



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Return to School Confirmation

- This week, families will receive an email confirming their decision for In Person or Remote Learning;
- No action required if unless family wants to change decision;
- Change requests must be submitted by noon on August 21st;
- Families who have not yet submitted their decision will have until noon on August 21st to do so;
- Families who do not respond will be deemed to be attending in person.



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Confirmed Models for September 2020

Elementary School In Person



Secondary School In Person



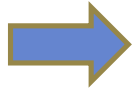
Remote Learning K-12



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What's Changed?



Elementary In Person - No Change

Full school day with enhanced health and safety protocols.



Secondary In Person Model - Revised

School day will have 2 periods of in person instruction, plus study hall; students will attend on alternating days; i.e., A, B, A, B, A, B.



Remote Learning K-12 - Revised

Students attend a virtual school with prescribed number of instructional minutes for synchronous (live teacher) and asynchronous learning (teacher-recorded lessons or independent learning).



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What's Changed?



Enhanced Staggered School Start – Revised

School start will be staggered over two weeks (September 3rd-17th) to enhance safety and align with new Ministry guidance.



Process for Changing Decision about Attendance – New

Families will have until noon on August 21st to submit and/or change decision about attending In Person or Remote; only those changing need reply.



Transportation – New

OSTA will be providing update on transportation services based on new Ministry guidance.



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Elementary School In Person



- Students will attend school 5 days/week;
- Students cohorted by class;
- Cohort stays together for learning, nutrition breaks and outdoor recess;
- 300 minutes of in person instruction;
- All curriculum areas are taught;
- Kindergarten is inquiry based learning;
- Enhanced health and safety protocols in place.



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Elementary School In Person



ELEMENTARY IN PERSON – SAMPLE SCHOOL DAY SCHEDULE

390 Minute School Day- 300 minutes of Instructional Time

90 minutes nutritional breaks and recess

SCHEDULE	TIME (MINUTES)	NOTES
Arrival	Student Arrival and line up at designated areas	Students enter school with their teacher (staggered entry by class)
Instructional Block	Students in class learning (approximately 100 minutes)	Timing of instructional blocks may vary by school, but total is 300 minutes/day
Staggered Nutrition Block/Recess	45 minutes total time	Directional access in hallways, scheduled washroom access, staggered recess
Instructional Block	Students in class learning (approximately 100 minutes)	Timing of instructional blocks may vary by school, but total is 300 minutes/day
Staggered Nutrition Block/Recess	45 minutes total time	Directional access in hallways, scheduled washroom access, staggered recess
Instructional Block	Students in class learning (approximately 100 minutes)	Timing of instructional blocks may vary by school, but total is 300 minutes/day
Dismissal	Regular end to school day	Students depart to designated pick up areas or busing by teachers



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Secondary School In Person



REVISED SECONDARY MODEL

- In School Days – Regular morning bell time followed by two in school instructional periods of roughly 112.5 minutes each (225 minutes in total) with a 10 minute transition in-between, early student dismissal and 75 minutes asynchronous learning;
- At Home Days – Approximately 300 minutes of independent/asynchronous learning with morning and afternoon opportunities for check in and remote support. Afternoon remote support period or study hall primarily for the cohort at home on any given day(75 minutes).



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Secondary School In Person



- **Quadmester model** - students take periods 1 and 3 from September to Mid-November and periods 2 and 4 from mid-November to end of January.
Students in non-semestered schools will follow an octomester model.
- **A:B:A:B Model** - Students attend alternate days by cohort, for example if Cohort A attends Monday, Wednesday, Friday, Cohort B would attend on Tuesday and Thursday or vice versa.
- **Minutes of Instruction** – In person school day is 300 minutes with 225 minutes of in-person instructional time plus 75 minutes asynchronous learning.
- **Two courses/day** - students have 2 courses/day with instruction/classwork.
- **Cohorts A and B** – Each course will be divided into cohorts A and B with approximately 15 students per cohort.
- **At-home learning** consists of working independently and connecting with teachers during scheduled opportunities.



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Secondary School In Person



SECONDARY IN PERSON – SAMPLE SCHOOL DAY SCHEDULE 300 minutes of instruction/day 225 minutes in person, 75 minutes asynchronous learning		
SCHEDULE	TIME (MINUTES)	NOTES
School Opening	Student arrival and entry to building, proceed to class (15 minutes)	Teachers present to welcome and supervise students in hallways and in classrooms
Period 1	Students in class learning with their cohort of approximately 15 students (112.5 minutes)	Students may snack/eat during period as required
Transition Time	Students move from P1 to P3 class	Teachers present to supervise students in hallways and in classrooms
Period 3	Students in class learning with their cohort of approximately 15 students (112.5 minutes)	Students may snack/eat during period as required
Student Dismissal	Dismissal time is earlier than usual	Students travel home
Remote Support/Study Hall	Independent learning and support (75 minutes)	Scheduled synchronous support scheduled for students at home, scheduled 40 minutes after dismissal



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Secondary School In Person

SECONDARY IN PERSON SAMPLE SCHOOL DAY SCHEDULE COHORT A

Week 1

Monday (In School)	Tuesday (At Home)	Wednesday (In School)	Thursday (At Home)	Friday (In School)
				
Period 1 (112.5 mins)	Self-Directed Learning At Home	Period 1 (112.5 mins)	Self-Directed Learning At Home	Period 1 (112.5 mins)
Transition Time (10 mins)		Transition Time (10 mins)		Transition Time (10 mins)
Period 2 (112.5 mins)		Period 2 (112.5 mins)		Period 2 (112.5 mins)
Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)
Independent learning with support (75 mins)		Independent learning with support (75 mins)		Independent learning with support (75 mins)

Week 2

Monday (At Home)	Tuesday (In School)	Wednesday (At Home)	Thursday (In School)	Friday (At Home)
				
Self-Directed Learning At Home	Period 1 (112.5 mins)	Self-Directed Learning At Home	Period 1 (112.5 mins)	Self-Directed Learning At Home
	Transition Time (10 mins)		Transition Time (10 mins)	
	Period 2 (112.5 mins)		Period 2 (112.5 mins)	
Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)
	Independent learning with support (75 mins)		Independent learning with support (75 mins)	



Secondary School In Person



Canterbury Arts & IB Program

- These programs are difficult to offer through remote learning and some program elements may not be available.
- Students who are committed to fulfilling the requirements of these programs should give careful consideration to the possible impacts of remote learning.
- These sites are working on strategies to address the unique needs of their learners.
- Both IB sites are non-semestered and will follow the octomester model



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Secondary School In Person



Adult High School

- Will follow the secondary Adapted Model for In Person learning.

Secondary Alternate Sites

- Includes Elizabeth Wyn Wood, Frederick Banting, Norman Johnston, Richard Pfaff, and Urban Aboriginal;
- Working with students and families to offer increased In Person opportunities, following established protocols to minimize risk of virus transmission.



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Remote Learning K-12



- Students in remote learning will have the opportunity to engage in whole class and small group learning with an educator team member on a daily basis.
- There will also be opportunities for 1:1 support by a member of the educator team during the week.
- Younger students and some students with special needs will need the support of a parent/guardian or caregiver in using technology through synchronous learning and in engaging and completing independent learning tasks.
- Families in need of assistance with access to technology should contact their school directly.



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Remote Learning K-12



- Students registered in a virtual school with OCDSB teacher(s);
- Prescribed number of minutes of live (synchronous) learning;
- Classes made up of students from several schools at the same grade or similar grade levels;
- Students remain in the same pathway (Early French Immersion, English, Specialized classes);
- Students with an Individual Education Plan receive support through one or more of Learning Resource Teachers, a specialized special education teacher and Education Assistants.
- Remote learning is not integrated with in-person learning at the home school.



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Remote Learning K-12



- **Kindergarten** students will have the opportunity to engage in whole class, small group learning with a Kindergarten team member on a daily basis. There will also be opportunities for 1:1 support by a member of the educator team during the week.
- The educator team may include the Classroom Teacher, Early Childhood Educator, Educational Assistant, Learning Support Teacher and/or Learning Resource Teacher.
- Students will need the support of a parent/guardian or caregiver in using the technology through synchronous learning and in engaging and working through independent learning tasks. ECEs and teachers will support the family in developing this partnership, to maximize learning in this format.
- Parents will receive a weekly schedule for small group instruction. We will work with parents to try and accommodate family schedules.



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Remote Learning K-12



REMOTE LEARNING – SAMPLE SCHOOL DAY SCHEDULE

SCHEDULE	Kindergarten 180 Minutes/Day	Grades 1-8 225 Minutes/Day	Secondary 240 Minutes/Day
Welcome and Opening	9:00 - 10:40: Welcome and opening exercises, whole group lesson, Independent learning for students and small group/1:1 support for some students	9:00 - 10:40: Welcome and opening exercises, whole group lesson, Independent learning for students and small group/1:1 support for some students	9:00 - 10:52 a.m. Period 1 - Welcome, whole group lesson, Independent learning for students and small group/1:1 support for some students
Nutrition Block/Recess	10:40 - 11:20 a.m.		10:55 - 11:35 Lunch
Instructional Block	11:20 - 1:00 p.m. Whole group lesson, Independent learning for students and small group/1:1 support for some students	11:20 - 1:00 p.m. Whole group lesson, Independent learning for students and small group/1:1	11:35 - 1:28 Period 2 - Welcome, Whole group lesson, Independent learning for students and small group/1:1 support for some students
Staggered Nutrition Block/Recess	1:00 - 1:40 Nutrition break/recess	1:00 - 1:40 Nutrition break/recess	1:30 - 1:45 Nutrition break
Instructional Block	1:40 - 3:20 p.m. Whole class learning, Independent learning for students and small group/1:1 support for some.	1:40 - 3:20 p.m. Whole class learning, Independent learning for students and small group/1:1 support for some.	1:45 - 3:00 p.m. Individual support for students using google chat, office hours.



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Remote Learning K-12



- Virtual schools have dedicated teaching and administrative staff;
- Students in remote learning will be registered in the virtual school instead of their home school;
- Secondary course options in remote learning may be limited, modified, and/or available through e-learning;
- A reorganization of all student placements, teaching assignments and course scheduling is required;
- Student transitions from In Person programming to Remote Programming are more limited;



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Family Requests to Change Learning Model

- As per Ministry direction, movement between learning models (in-person and full remote learning) during the semester is limited.
- There may be a waiting period for admission to school depending on scheduling and availability of class placement.
- Dates for switching models and corresponding deadlines for requesting a switch will be established as soon as possible.
- If a family/ student requires a change of learning models to occur at a time that is different than those stated, the change will be reviewed on a case-by case basis.



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Staggered Entry

- New Ministry guidelines allow districts to stagger entry over two weeks;
- OCDSB will begin staggered entry on September 3rd and move to full attendance by September 17th;
- Staggered entry will ensure appropriate welcome and orientation strategies are in place for youngest learners in elementary and secondary;
- Priority will be given to most vulnerable students and schools with a view to supporting safety and well-being;
- Details of staggered entry dates will be release shortly.



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Equity and Specialized Support



- The OCDSB will demonstrate its commitment to equity principles and will differentiate the delivery model to address the needs of our most vulnerable students.
- Staff in every school will spend time preparing for differentiated supports for vulnerable students. A school-wide approach will be taken to identifying, understanding and addressing the disproportionate impact of distance learning on underserved and/or vulnerable students. These students will be prioritized for higher access to daily schooling and interventions, etc.



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Equity and Specialized Support



Prioritize English Language Learning supports;

- Enhance communication support for families of English Language Learners through staff and Multicultural Liaison Officers.
- Support for enhanced in-person attendance for students in secondary English Literacy Development specialized programs: Goal is 5 days/week for 300 mins/day
- Elementary in-person ELD specialized programs are full day attendance.
- ESL in-school support teachers and central ESL instructional coaches/itinerants will continue to collaborate with classroom teachers and parents/guardians to support English Language Learners in English as a Second Language classes including those who are partially and fully integrated.
- Teachers of students and families selecting Full Remote Learning will have access to ESL instructional coach/itinerant support to ensure appropriate programming needs are addressed.



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Equity and Specialized Support



Prioritize students with special education needs;

- Enhanced transition support prior to the start of the school year for those with high special education and/or mental health needs.
- Connect with families of students who are medically fragile, in collaboration with healthcare providers.
- Learning Support Teachers and Learning Resource Teachers will continue to collaborate with classroom teachers and parents/guardians to develop Individual Education Plans.
- Students and families selecting Full Remote Learning will have access to special education supports and services as documented in their IEPs.
- Where accommodations cannot practicably be provided in Remote Learning, school staff will work with families/caregivers to find suitable strategies.



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Equity and Specialized Support



Conditions supporting enhanced In-Person attendance for students with special education needs, in the adapted (secondary) model:

Students in Fully Self-Contained Specialized Program Classes

- Goal is 5 days/week for 300 minutes/day

Students in Integrated Specialized Program Classes

- Options that recognize different student needs with regards to accessing additional In-Person resource support

Students with special education needs in Regular Program

- Accommodations and supports continue to be in place as per the IEP
- Ongoing review of support for students with higher needs will occur to see how increased In-Person attendance may be offered, where possible



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Supporting Mental Health and Well-Being

- Focus will be on rebuilding of community using a relationship-based approach to support conditions of safety, belonging, and inclusion.
- Staff will be supported in providing a relationship-based perspective in all aspects of student interaction, whether in-person or virtually.
- Professional learning is planned for the PA Days prior to the start of the school year with additional opportunities throughout the year.
- Every student will continue to have access to supports and services to address mental health concerns through our existing referral process.
- Social Work and Psychology staff will provide direct (counselling) support and facilitate referrals to community mental health services for students attending in-person or full remote learning.



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Technology and WIFI Enabled Devices

- 11,000 Chromebooks were distributed to OCDSB families (March – June).
- Additional 5,000 Chromebooks ready for distribution, with 5,000 more included in the proposed budget.
- 1200 Mobile hotspots were distributed to families requiring internet access, with an additional 500 ready for distribution.
- Families continue to utilize loaned devices during the summer months; redistribution of some devices may be necessary for Sept.
- We are working to ensure staff have access to technology to support full remote learning.
- Paper resources will continue to be provided as required.



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Childcare/Extended Day



- Working with Extended Day child care operators to ensure program is provided when school opens.
- Extended Day will operate at full capacity if the child care operators have adequate qualified staff.
- Parents can drop off and pick up students at designated locations and will not enter the school building.
- Cleaning and disinfecting practices to ensure rooms are cleaned prior to the program (before and after school).
- Child care operators will provide all materials for Extended Day programs (classroom materials will not be used).



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Health, Safety and Well-Being



Health & Safety practices for students and staff include:

- Hand hygiene and respiratory etiquette;
- Physical distancing – student movement, arrival and departure;
- Use of masks/face coverings;
- Daily pre-screening of students by families;
- Daily pre-screening of staff (self-assessment, prior to reporting to work);
- Responding to students who are symptomatic while at school;

Health & Safety practices will be shared with students, staff and families in accessible formats including translations.



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Health, Safety and Well-Being



Daily Screening: All students and staff must undergo a passive screening for COVID-19 symptoms prior to arriving at school or work.

Any students or staff with symptoms of a suspected case of COVID-19:

- Will be placed in a supervised separate area away from others;
- Will be required to be picked up from school as soon as possible/staff will return home;
- The separate area will be disinfected;
- If the student or staff tests positive for COVID-19, they are unable to return until notice has been provided by their local public health unit;
- Parents and guardians are expected to have children assessed for COVID-19 if symptoms are present or self-isolate their children at home for 14 days;
- If student or staff tests negative, they will remain home for 24 hours after symptoms subside before returning to school or work.



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Health, Safety and Well-Being



Enhanced cleaning to include:

- Additional custodial staff for disinfection of high-touch, high-traffic areas;
- Disinfection products for staff use in all classrooms.

Proactive measures to include:

- Touch-reduction measures such as keeping doors open, keeping lights on;
- Lunches and recesses staggered;
- Reduction of porous materials in classrooms;
- Maximizing use of outdoor learning spaces;
- Engaged in planning for delivery of curriculum outdoors with activities designed for each grade level



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Health, Safety and Well-Being



Signage in all buildings includes:

- Physical distancing
- Hand hygiene practices
- Designated entrances
- Bottle filling stations
- Visitor/Limited access signage
- Directional arrows



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Health, Safety and Well-Being



Personal Protective Equipment (PPE):

- OCDSB will have non-medical masks available for students.
- Based on Ministry of Education guidelines in consultation with the Ministry of Health, masks are required for students in grade 4 to 12 and encouraged for students in Kindergarten to grade 3. In limited circumstances, an exemption is possible for students who cannot tolerate the wearing of a mask.
- PPE kits will also be provided to all school-based staff, including mandatory medical grade masks and a reusable face shield.



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Outbreak Protocol and Confirmed Case Process

- Extensive health and safety training with all school-based staff prior to the start of the school year to identify symptoms.
- Schools will maintain class lists, bus cohort lists, and visitor log to support contact tracing.
- If a COVID-19 positive case is identified in a school, we will follow Ottawa Public Health guidance / direction on who else in the school may need testing and/or monitoring/isolation.
- Staff/students who are being managed by Ottawa Public Health or another public health unit (e.g. confirmed cases of COVID-19, household contacts of cases, etc.) must follow public health instructions on when they can return to school.



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Staffing & HR Considerations



- The health, safety and well-being of staff is essential to operating safe schools;
- Protocols provided in the return to school plan have been developed to enhance safety.
- Necessary changes to staffing assignments and staffing processes are underway in collaboration with Federations/unions.
- Requests for accommodations based on disability, medical needs, family status, and/or child care needs of employees will be assessed on a case by case basis.



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Staffing & HR Considerations



When an employee is ill:

- Employees are encouraged to stay home if they feel ill; where the employee is experiencing known symptoms of COVID 19, they should follow OPH guidelines, consider getting tested and remain home until at least 24 hours after symptoms have disappeared.
- In the event an employee is directed by OPH to self-isolate based on having had direct contact with a confirmed or suspected case of COVID 19, the employee should contact their supervisor immediately to let them know and the employee will be placed on paid 'quarantine' leave.



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Access to School Buildings

- Public access to schools is prohibited, as directed by the Ministry of Education.
- Volunteer and visitor access is not permitted.
- Appointments are required unless picking up a student who is unwell.
- All visitors who are approved for access, must wear a mask/face covering, complete self-screening and sign-in at the school office.
- Signage will be placed on all school doors to inform the public of the requirement to contact school office staff for assistance.



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Building Ventilation

- Building ventilation systems vary across the District; all designed to bring fresh air into the buildings and exhaust air (and any contaminants in the air) out of the buildings.
- The additional funds announced by the Ministry on August 13th will support the maintenance, commissioning, and verification work already underway and support more frequent filter changes.
- Building mechanical systems are being reviewed and optimized to maximize fresh air to spaces. Some of the strategies used include introducing additional purge cycles and increasing ventilation rates.



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Transportation



- OSTA has released an opt-out survey to facilitate contact tracing of students who are using transportation services.
- OSTA recommends that all students wear masks; however, only students in grades 4 to 12 are mandated to wear masks.
- OSTA will be partnering with parents/guardians to train their children on new transportation safety protocols (www.ottawaschoolbus.ca).
- Parents/guardians are encouraged to consider walking or biking. If parents/guardians plan to drive their children, they should consider parking away from the school site and walking part of the way.
- No changes to busing eligibility have been recommended and specialized transportation will continue.
- Empty Seat/Courtesy Seating Program has been suspended due to complex contact tracing protocols.



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Transportation



- To the extent possible, students will be grouped by household or classroom on vehicles. Each school will create a seating plan that reflects classroom bubbles on each bus.
- Plans for loading/unloading will ensure physical distance is maintained.
- An expanded partnership with OC Transpo services may be required. Students that use OC Transpo services will be required to follow the safety protocols established by the City including wearing a mask on buses and trains.
- Enhanced cleaning practices will be put in place for all vehicles used for student transportation.
- Deployment of transportation services in September may be delayed due to changing circumstances; OSTA will be announcing the final transportation plan on Monday August 24, 2020.



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Communications and Resources



- August 19th – [Return to School Plan](#) updated based on direction from the Ministry of Education and feedback from the Board of Trustees and community.
- August 21st – Changes to Decisions on Attendance must be filed.
- Updates ongoing by email, website, social media platforms and to the [Frequently Asked Questions](#) page.



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Partners in Planning



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Getting Ready for School

- Speak with your child to understand their needs and concerns;
- [Read CHEO's Back to School During COVID-19: Tips for Parents and Caregivers](#)
- Register for OCDSB Speaker Series Presentation with Dr. David Tranter
- [Read Ottawa Public Health's Resources for Supporting Schools During the Pandemic](#)
- Practice wearing a mask with your child
- Watch for information from your school in the weeks ahead



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Support for Parents

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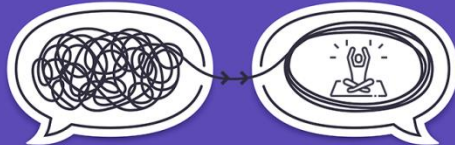
— SPEAKER SERIES —

FROM WORRIED TO WELL: SUPPORTING YOUR CHILD AT HOME AND AT SCHOOL

Who: Dr. David Tranter
*Professor, Faculty of Social Work
Lakehead University*

When: Monday, Aug. 24, 2020 at 7 p.m.

What: Live webinar + Q&A



How can we best support our children, and ourselves, as students return to school?

Learn more and register: ocdsb.ca/speakerseries

Register Now:

<https://www.bigmarker.com/nelson-professional-learning/From-Worried-to-Well-Supporting-Your-Child-at-Home-and-at-School>



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