

## **SPECIAL BOARD**

## **PUBLIC AGENDA**

**Tuesday, July 21, 2020, 9:00 pm  
Zoom Meeting**

### **Pages**

1. Call to Order -- Chair of the Board
2. Approval of the Agenda
3. Report From Special Board (In Camera)
4. Matters for Action
  - 4.1 Report 20-065, Return to School Planning Update (B. Reynolds, M. Giroux, N Towaij) 2
5. Matters for Information
  - 5.1 Letter from Mayor Watson, Thanking Educators 74
6. Adjournment





## BOARD (PUBLIC) Report 20-065

21 July 2020

### Return to School Planning Update

Key Contact: Camille Williams-Taylor, Director of Education  
Brett Reynolds, Associate Director  
Nadia Towaij, Superintendent of Program and Learning (613) 596-8211  
ext. 8310

#### PURPOSE:

1. To provide an opportunity to review and approve planning documentation for the return to school in September 2020 prepared in accordance with Ministry directives and Board guiding principles.

#### CONTEXT:

2. On June 19, 2020, the Ministry of Education released guidelines regarding how schools could reopen in September. The guidelines require school districts to plan for three scenarios
  - Regular 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.

Since the introduction of the guidelines there have been shifts in direction from the Ministry, from public health authorities with increasing indications which encourage a full-time return to school in September. On July 9, 2020 the Board of Trustees met and heard from dozens of parent delegations expressing a strong preference for the return to school in September. The Board passed a motion which reaffirmed this preference, confirmed guiding principles, established reporting standards and which directed staff to continue planning based on this direction. Since that meeting, the Ministry has released a checklist for local planning, attached as Appendix A, and confirmed that it will meet with school districts in July to review local planning and by August 4<sup>th</sup> will confirm the direction for school openings in September. The OCDSB Planning for September 2020 document, attached as Appendix B, is presented to the Board and will also form the basis of the presentation to the Ministry of Education.

#### KEY CONSIDERATIONS:

##### Board Motion

On July 9, the Board passed the following motion:

- A. THAT the Board prefers all students return to full-time instruction, including Extended Day Program, five days a week, with enhanced cleaning and hygiene in September 2020.
- B. THAT the Board direct staff to orient all work around children's human right to education as per article 26 of the UN Universal Declaration of Human Rights, and Canada's commitment to achieve Sustainable Development Goal #4 Quality Education;
- C. THAT the Board direct staff to develop high-level plans for the implementation of scenarios for the delivery of public education during the 2020-21 school year, commencing in September 2020, for approval by the Board in accordance with guidance from the Ministry of Education and the guiding principles outlined in Report 20-061, as amended;
- D. THAT the 2020-2021 Staff Recommended Budget identify the provisions and estimates associated with the implementation of the scenarios that will guide the return to school in September;
- E. THAT regular financial reports be provided to the Board on the costs and any recoveries arising as a direct result of the pandemic throughout the 2020-21 school year, such as the implementation of the return to school plans and any other costs and recoveries associated with operational adjustments that might need to be made during the year in response to COVID-19;
- F. THAT the Board include a standing item on each Committee of the Whole agenda for the 2020-2021 school year in order to receive regular updates on the implementation of the board's pandemic response plans, to evaluate the effectiveness of these plans, and to determine on an ongoing basis whether adjustments need to be made by the board; THAT staff be directed to work creatively, including the investigation of how other jurisdictions in and outside Canada have safely provided return to classroom schooling, on an equal priority basis, and in close concert, with Ottawa Public Health (OPH), to seek to develop a broadly costed, workable, full-time September return plan for both school and EDP, that is explicitly endorsed by OPH as satisfactorily addressing all local Ottawa full-time return risks as at endorsement time, for presentation to the Ministry in expected August conferencing;
- G. THAT staff be directed to carefully review such discretionary OCDSB operating and capital spending, including possible pausing of current multi-year investment or deficit management plans, as may be needed for sufficient reprioritization of funds to support such emergency spending as may be required in order to obtain local Public Health endorsement of a plan for the full-time return to school by September and/or as consistently thereafter as possible; and
- H. The Chair of the Board write to the Minister of Education and to the Premier of Ontario to express the Board's concern that the current Back to School Recovery plan, and the "hybrid" or "adapted" model, in particular, leave working parents with young children, single-parent households, and low-income families in the

precarious position of having to choose between educating their children and their own employment and that any Back to School Recovery plan needs to accommodate getting as many students as possible back into physical schools and spaces, while respecting public health advice, the letter to be copied to OPSBA, its member boards and Ottawa MPPs, and include the following:

- i. The OCDSB believes that a full and measured emergency response to the COVID-19 pandemic and recovery/reopening requires an ambitious and creative plan that supports communities, families, and children, and prioritizes investment in public education;
- ii. Ask the Ministry to provide emergency and continuing funding to school districts to cover all extra COVID-19-related costs including, but not limited to, PPE, additional staffing, transportation, IT, supports for mental health and well-being, cleaning supplies, and essential school retrofitting and maintenance.

### **3. Public Health Directives**

Dr. Vera Etches joined the Board meeting to hear public delegations and respond to questions about public health. Since the meeting, Ottawa Public Health has advised that the return to school is a key part of learning to live with COVID-19. Keeping the virus level low in the community supports a safer return.

- Start school in September 2020 with students present in a school setting five days a week, with feasible measures to reduce COVID-19 transmission;
- Work with the Chief Medical Officer of Health to prioritize infection prevention and control measures that enable in-person school five days a week;
- Ensure a standard level of rapid response, in partnership with health authorities, to address any concerns arising about transmission in a school setting;
- Consider cohorting or stratifying school activities by age group;
- Enable ongoing engagement of parents and caregivers on the school week schedule, measures to limit COVID19 transmission, and the impact of the approaches on their lives and families' wellbeing; and
- Provide an option for home schooling for children and youth who decide not to participate in in-person school

Staff continues to undertake planning in collaboration with Ottawa Public Health and this feedback has been incorporated into our approach.

### **4. Ongoing Collaboration**

Similarly, active collaboration continues through the collaborative tables that were established through the Program and Learning K-12 department. Regular meetings which engage union partners, principals, vice-principals, Learning Support Services, staff leads with responsibility for mental health, equity, school effectiveness, extended day programs and information technology continue to ensure many voices inform our thinking.

We continue to examine models and research shared by other jurisdictions in the province, nationally and internationally to develop a foundation for collaborative planning.

## 5. Planning Documents For Many Audiences

In the report on July 9, staff provided a detailed overview of the Ministry guidelines and the local conditions and factors to be considered in planning. Recognizing that locally, the decision for school districts is not which of the three models to implement in September, but rather how to operationalize each of the three models, consideration had to be given to the structure of planning documents to meet the needs of the Board, the Ministry, parents and education practitioners. This is particularly critical given the rapid pace of information and change which influences our planning, the sheer volume of information, and the need to tailor information to different audiences. To that end, staff has focused on the development of the **OCDSB Planning for September 2020 document**, attached as Appendix B. This document is aligned with the recently released Ministry checklist and provides a comprehensive, but high-level overview of system operations under each of the three planning scenarios. It is the document presented to meet the Board's request and is the document that will be used for the presentation. (There is no formal submission) to the Ministry which is to be scheduled the week of July 27<sup>th</sup>\*. Building this document into the public agenda package ensures it is accessible to parents, staff and students.

As we move forward with more certainty about the Ministry direction for September, much of this information will form the basis for more detailed school operations guidelines/information which will be used in staff and parent communications, web text and other communications materials.

## COMMUNICATION/CONSULTATION ISSUES:

6. In early July, the OCDSB invited students (grades 7-12), staff, and parents to complete an online survey reflecting on their experience with Learn At Home, followed by an online conversation about what is important to them as we plan for September. We also invited staff to share their experience working from home. There was a tremendous response to the survey:

	Participants	Thoughts	Ratings
Parent/Guardians	20,063	35,320	787,012
Students	4,211	3,570	81,213
Educators	1,147	3,462	82,174
Staff	2,698	7,382	171,870
<b>Total</b>	<b>28,119</b>	<b>49,734</b>	<b>1,122,269</b>

There are several ways to view the results. Within Thoughtexchange, users can look at the Discover Pages and see the results from the survey questions, as well as what we heard from the open-ended discussion. A few things to note about navigating the results:

- The 'Hot topics' tab shows the most relevant thoughts that cover some of the major topics that emerged.
- The 'All thoughts' tab ranks all thoughts by average rating.
- The 'Your activity' tab provides a summary of your activity and how you relate to other participants.

[Discover Page for Parent/Guardian survey](#)

[Discover Page for Student survey](#)

[Discover Page for Educator survey](#)

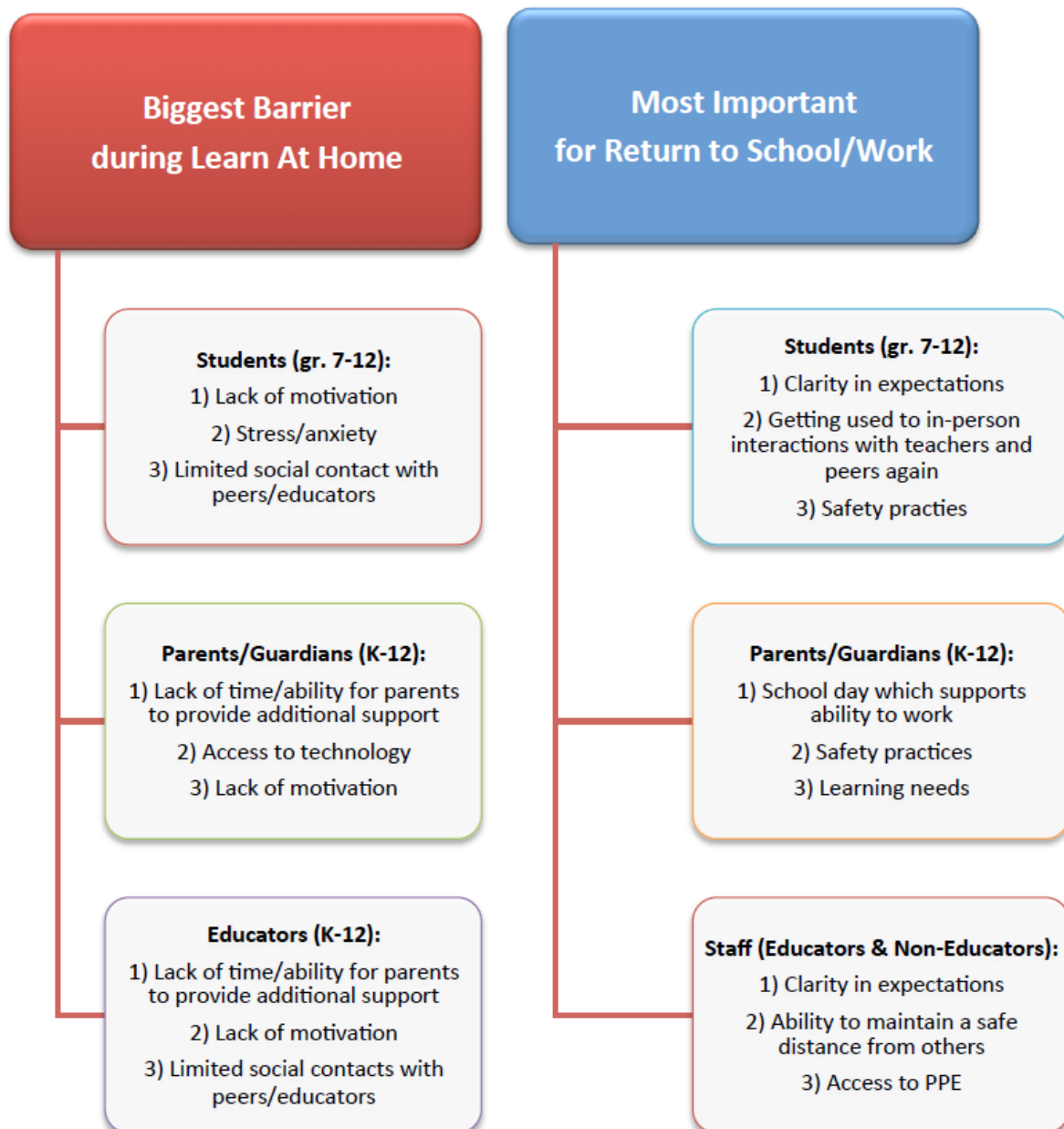
[Discover Page for Staff survey](#)

## 6. **Detailed Analysis**

A more detailed analysis has been undertaken by staff. Readers can read [the full report](#) here or take a look at it by the following sections:

- Process and Participation Rates
- Survey Responses from Parents/Guardians
- Open-Ended Feedback from Elementary Parents/Guardians
- Open-Ended Feedback from Secondary Parents/Guardians
- Survey Responses from Students (grades 7-12)
- Open-Ended Feedback from Students
- Survey Responses from Educators
- Open-Ended Feedback from Educators
- Survey Responses from Staff
- Open-Ended Feedback from Staff
- Integration of the Results and Next Steps

A snapshot of some of the data is included below:



## 7. NEXT STEPS

Following the Board meeting, staff will meet with Ministry staff as required to review plans for each scenario. Following the Ministry meetings with all districts, the Ministry is expected to confirm the model to be in place for September. The expected date is August 4

Parents are entitled to opt for remote learning. To ensure proper planning for staffing and supervision requirements, the OCDSB will ask all parents and guardians to confirm whether or not their child(ren) will attend school or learn remotely in September. While some districts have proceeded with this survey for planning



purposes, staff is recommending that this take place once the Ministry has confirmed direction and parents have more information on which to make their decision. This is expected to be launched immediately following the Ministry announcement.

Communication will continue over the summer and once the school year begins. The following timelines are in place.

#### Week of July 13, 2020

- Share feedback from the survey exchange;
- Provide an update on planning for September;
- Share information about the process for registration/confirmation of attendance, if required;
- Confirmation about the first day of school if possible;
- Clarification on when to expect more information; and
- Register anytime.

#### Week of August 4

- Update parents and staff on Ministry announcement;
- Send online confirmation of attendance; and
- Register anytime.

#### Week of August 10

- Update on planning for September, possible confirmation of model;
- Information about preparing for school and what families need to do to be ready;
- Covid-19 status update and implications for safety; and
- Register anytime.

#### Week of August 24

- Welcome back messaging;
- Confirm/reaffirm model for September;
- Specific details about student program/school, etc.;
- How to access buildings and/or online learning;
- What to expect in the first week; and
- Transportation services.

#### Week of September 1

- Final planning details;
- Welcome message from the school principal; and
- Teacher contact information.

## **RESOURCE IMPLICATIONS:**

8. Information about resource implications is included in the 2020-2021 Staff-Recommended budget.

**RECOMMENDATION:**

THAT the Board approve the high-level plans for the delivery of public education during the 2020-2021 school year as outlined in **OCDSB Planning for September 2020**, attached as Appendix B to Report 20-065, developed in accordance with guidance from the Ministry of Education and the guiding principles established by the Board on July 9, 2020.

---

Brett Reynolds  
Associate Director

---

Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

Attachments:

Appendix A: School Board Self-Assessment Checklist

Appendix B: OCDSB Planning for September 2020





## School Board Self-Assessment Checklist for Reopening Schools in 2020-21

### Overview

Key Element	Board Status/Response
Have school year calendars been finalized for all schools?	YES/NO
Have models been developed for conventional, adapted and remote learning models?	YES/NO
Has planning/training taken place with principals?	YES/NO
Has engagement taken place with teacher federations?	YES/NO
Has engagement taken place with education worker unions?	YES/NO
Does your board have an early registration protocol in place?	YES/NO
Have you conducted a parent survey?	YES/NO
Please provide an overview of the results of the parent survey, including: <ul style="list-style-type: none"> <li>• Children returning to school</li> <li>• Readiness to survey parents on the mode of delivery, once finalized</li> <li>• Transportation</li> </ul>	

## Conventional Delivery with Enhanced Health and Safety Protocols

Key Element	Board Status/Response
<p><b>Health and Safety</b></p> <p>Please provide an overview of your board's Health and Safety Cleaning Protocol, including:</p> <ul style="list-style-type: none"> <li>• Enhancements to cleaning protocols</li> <li>• Expectations for cleaning of high touch areas within classrooms by teachers/staff/students (e.g., desk surfaces, door handles)</li> </ul>	
<p><b>Physical Adaptations</b></p> <p>Please provide an overview of your board's planned physical adaptations, including: classrooms, hallways, common spaces, outdoor spaces, drop-off and pick-up, bus drop-offs and pick-ups.</p>	
<p><b>Timetable Adaptations</b></p> <p>Please provide an overview of your board's planned timetable adaptations, including:</p> <ul style="list-style-type: none"> <li>• Bell times</li> <li>• Recess and lunch</li> <li>• Bathroom and hand hygiene breaks</li> <li>• Use of common spaces</li> </ul>	
<p><b>Students with Special Needs</b></p> <p>Please provide an overview of your board's plan to support students with special education needs.</p>	

Key Element	Board Status/Response
<b>Mental Health and Well-Being</b>  Please provide an overview of your board's plan to support the mental health and well-being of all students.	
<b>PPE</b>  Have you developed a demand model for PPE that includes staff requirements?	YES/NO
<b>PPE</b>  Have you ordered your required PPE, including a one-month supply that will be delivered at least two weeks in advance?	YES/NO
<b>Cleaning Supplies</b>  Have you received a delivery of: <ul style="list-style-type: none"> <li>• Cleaning supplies</li> <li>• Hand sanitizer</li> <li>• Bathroom soap</li> <li>• PPE</li> <li>• Cloth masks</li> </ul>	YES/NO*  *If you responded no, please provide your anticipated delivery date.
<b>Outbreak Protocol</b>  Has your board developed an outbreak protocol in consultation with your local public health?	YES/NO

Key Element	Board Status/Response
<b>Outbreak Protocol</b>  Please provide an overview of your board's Outbreak Protocol, including: <ul style="list-style-type: none"> <li>• Approach to ensuring that class lists are up to date to support contact tracing</li> <li>• Approach to ensuring bus cohort lists are up to date to support contact tracing</li> <li>• PHU and MOH clearly established for each school</li> <li>• Testing site identified for each school</li> <li>• Rehearsal process for each school</li> </ul>	
Has your board conducted HVAC assessments for air circulation in all schools?	YES/NO
Are your Health and Safety Committees operational and discussing protocols?	YES/NO
Have you created controls and signage to limit school visits by parents and visitors?	YES/NO
Have you created/ordered signage for hand hygiene and distancing?	YES/NO

### Adapted Delivery

Key Element	Board Status/Response
Please provide a brief description of your board's timetabling approach for the Adapted Delivery model.	<b>Adapted Elementary Timetable</b>



<ul style="list-style-type: none"> <li>Please include the number of large (&gt;30 students) classes anticipated and the board plan for those classes.</li> </ul>	
	<b>Adapted Secondary Timetable</b> <ul style="list-style-type: none"> <li><i>Please include an overview of any anticipated timetable/course selection changes</i></li> </ul>
<b>Students with Special Needs</b>  Please provide an overview of your board's plan to support students with special education needs.	
<b>Mental Health and Well-Being</b>  Please provide an overview of your board's plan to support the mental health and well-being of all students.	

## Remote Learning

Key Element	Board Status/Response
Please provide an overview your board's approach for Remote Delivery.	
What number/percentage of teachers will have curriculum plans loaded into LMS before schools reopen?	
What number/percentage of teachers will be trained in synchronous learning before schools reopen?	
What number/percentage of teachers will be trained on LMS before schools reopen?	

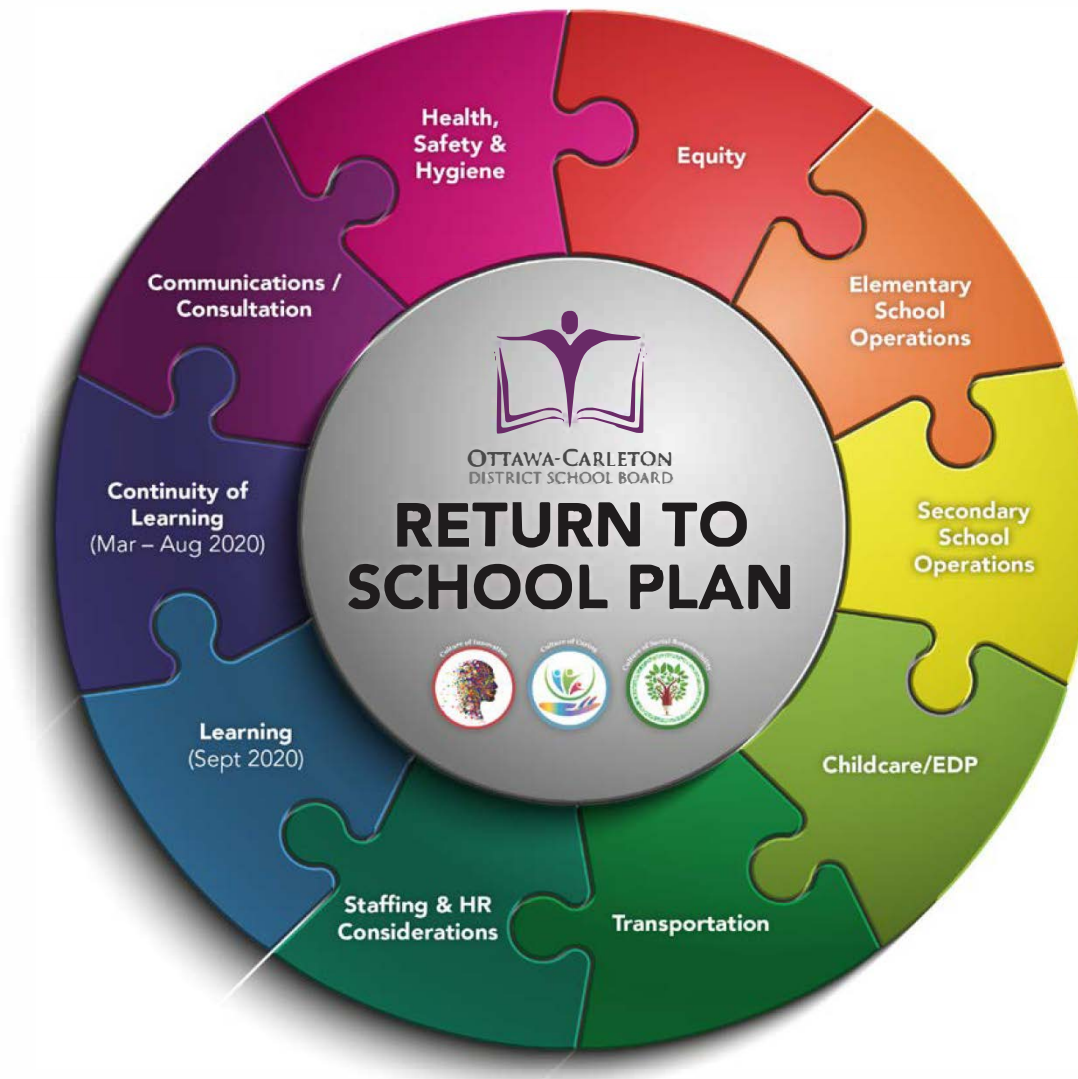
Key Element	Board Status/Response
Have you developed a timetable for delivering synchronous learning by grade?	YES/NO
<b>Students with Special Needs</b>  Please provide an overview of your board's plan to support students with special education needs.	
<b>Mental Health and Well-Being</b>  Please provide an overview of your board's plan to support the mental health and well-being of all students.	

### Access to Technology and Broadband

Key Element	Board Status/Response
Please provide an overview your board's plan to ensure access to technology and broadband for your students and staff.	
What number/percentage of students in your board have their own devices and access to broadband?	
What number/percentage of students have access to board devices?	
What number/percentage of students have board-supported access to broadband?	

Key Element	Board Status/Response
What number/percentage of students do not have access to a device or access to broadband?	
Have you confirmed that your platforms are accessible for persons with disabilities and students with special education needs?	YES/NO





**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD



# Returning to School September 2020

***Resume regular school  
operations as quickly, safely  
and sustainably as possible.***



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Board Direction

The Board has expressed a strong preference to have all students return to full-time instruction, including Extended Day Program, five days a week, with enhanced learning and hygiene in September 2020, recognizing:

- children's human right to education;
- the need to develop high-level plans as required by the Ministry of Education and Board guiding principles;
- importance of seeking creative solutions informed by research and best practices in other jurisdictions;
- Cost estimates associated with the plans for return to school in September in the staff recommended budget;
- review of capital spending and need for regular financial reports to the Board on costs and recoveries related to pandemic;
- Regular updates on return to school plans and implementation be provided to the Board at COW;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Current Timeline

**Week of July 20** - Pre-registration survey; Meeting with Board of Trustees to present plans for submission to Ministry

**Week of July 27** - Meeting with Ministry of Education to review reopening plans

**Week of August 4** - Expect final Ministry direction on reopening; active communication

**Weeks of August 10<sup>th</sup> -24<sup>th</sup>** - Operational guidelines finalized; implementation begins



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**



**OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD**



# Ministry Update

- School Boards required to plan for full return; hybrid model; and learn at home ([Approach to Reopening Schools for the 2020-21 School Year](#));
- More recently, province has suggested preference for 5 days/week;
- Ministry/school board teleconferences the week of July 27<sup>th</sup>. Boards to use School Board Self-Assessment Checklist to inform presentation;
- Final Ministry guidance on reopening - early August;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Messaging

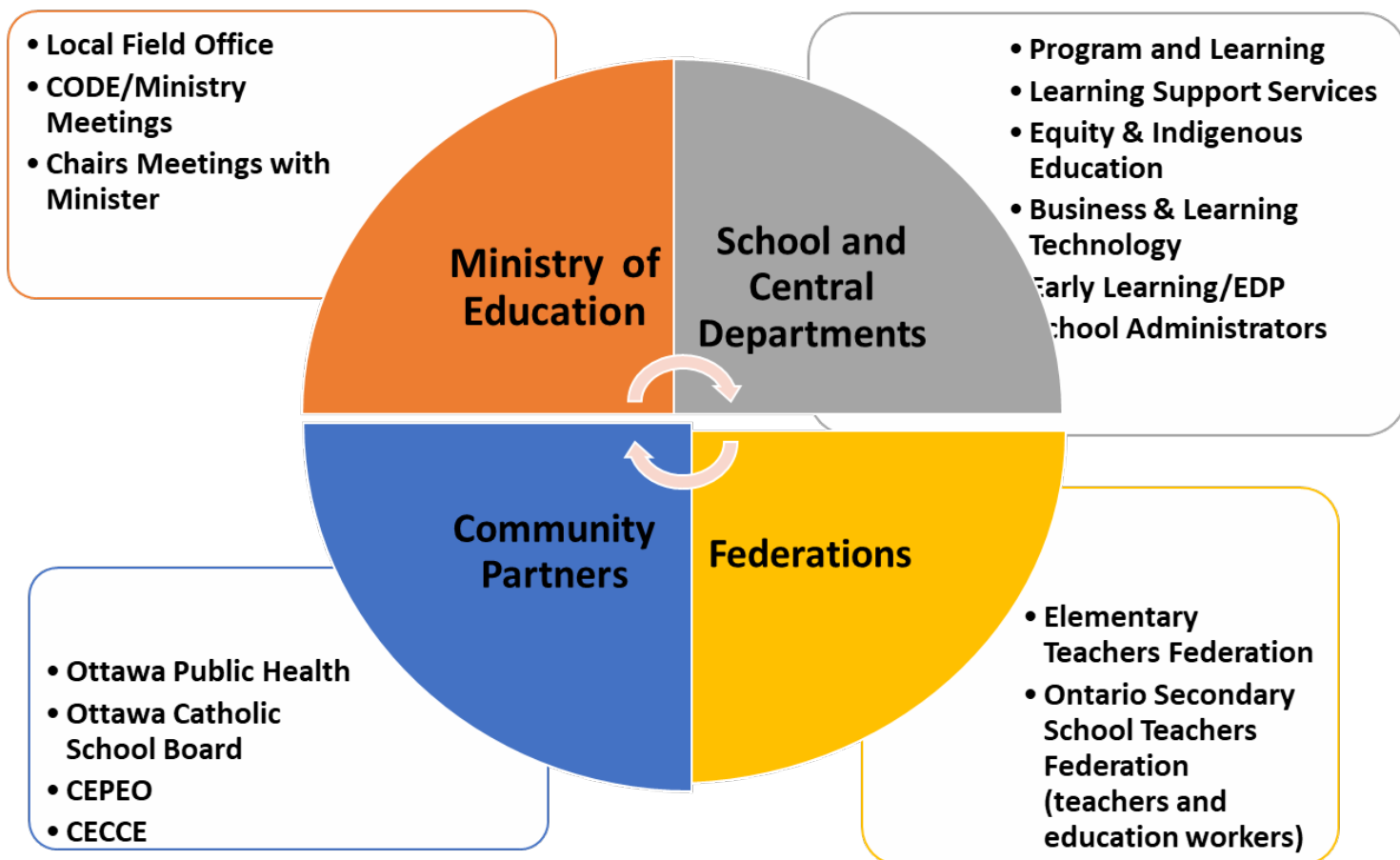
- September start with students in school 5 days/week, with option for home schooling for those who decide not to participate in in-person
- Consider safety practices, cohorting and/or stratifying school activities by age group
- Work with OPH to prioritize prevention and control measures that enable in-person school five days a week.
- Establish rapid response standards to address transmission in a school setting.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



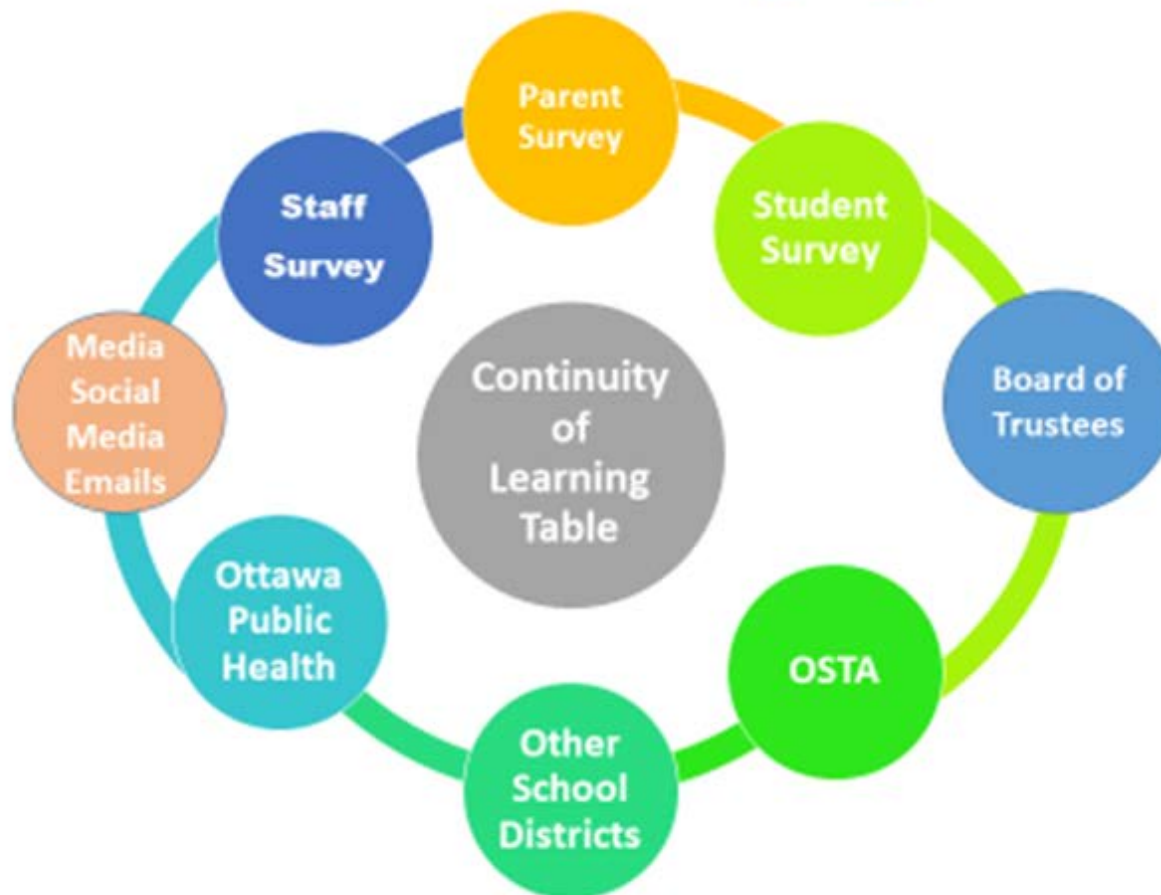
# Collaborative Planning



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD



# Community Engagement



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD



# Human Resources

- Planning for successful, healthy and safe return to workplace for employees;
- Open and regular communication to answer questions, build awareness and confidence;
- Planning includes:
  - Respect for collective agreements;
  - Some continued work from home options;
  - Staff accommodations
  - Family considerations
  - Self assessments
  - Managing employee illness and leave

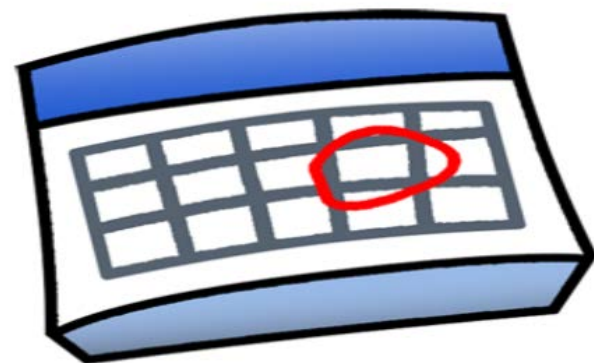


OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# School Year Calendar



- Board approved changes;
- Ministry confirmation to come;
- 3 PA Days – Aug 31, September 1 & 2;
- First day of school – September 3<sup>rd</sup>;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Survey Results

- In July, online surveys were distributed to OCDSB staff, students (Grade 7 -12), and parents/guardians;
- The surveys collected feedback on Learn At Home and the potential return to school in September;
- Over 25,000 people participated in these surveys and reported on their experiences in remote learning, concerns about mental health and well-being, need for more family support and learning, and feelings about returning to school;



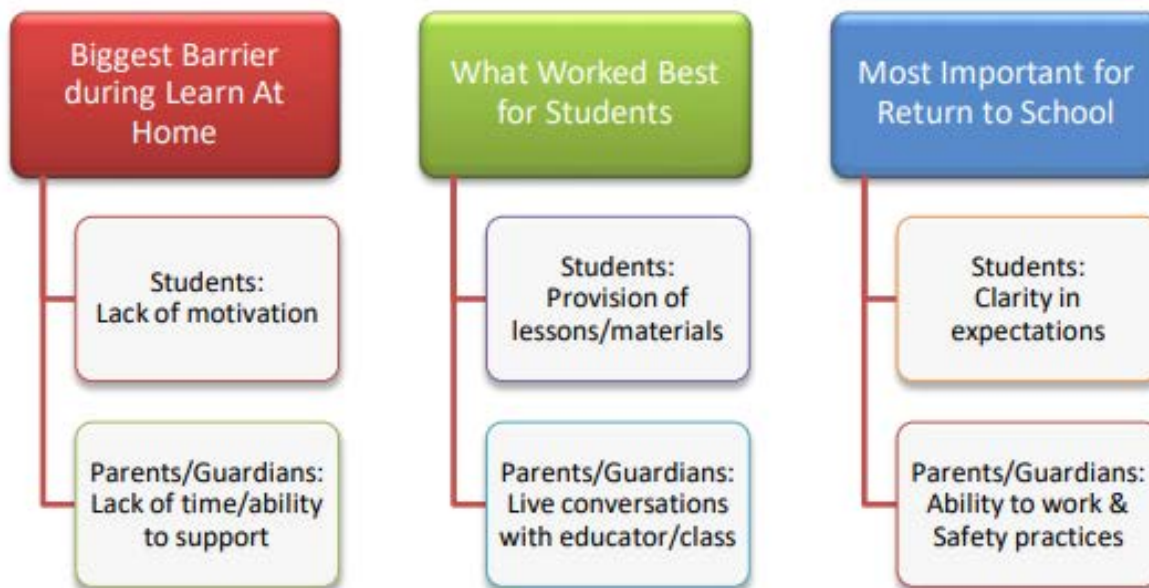
OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Survey Results

Highlights from Students (grades 7-12)  
and Parents/Guardians (K-12)



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Survey Results

## Highlights from Staff

### Feelings about Returning to Work

More than two-thirds are only "somewhat" or "not at all" comfortable

### Staying Connected and Informed

About half say the OCDSB is doing "very well"

### Most Important for Return to School

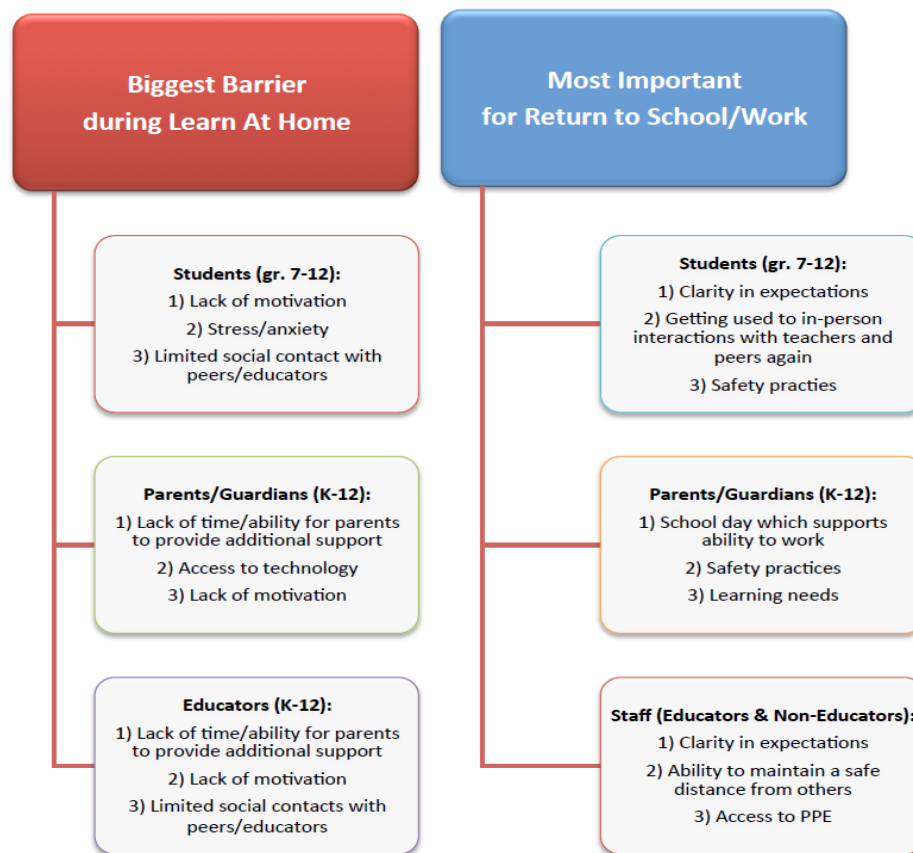
Clarity in expectations



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Survey Results



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Planning for Three Scenarios

<b>RETURN TO SCHOOL –</b>  <b>5 DAYS</b> with enhanced public health protocols	<b>MODIFIED OR HYBRID RE-OPENING</b>  routine based on smaller class sizes, cohorting and alternative day or week delivery; and	<b>AT-HOME LEARNING</b>  with ongoing enhanced remote delivery.
--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------

***FINAL DIRECTION ON THE MODEL FOR IMPLEMENTATION IS EXPECTED TO COME FROM THE MINISTRY OF EDUCATION IN CONSULTATION WITH HEALTH AUTHORITIES***

# Understanding Cohorting

- Cohorts refers to groups of students; used to assist in planning and contact tracing;
- Cohort size could be based on class size or another number;
- Cohort sizes will vary by model;
- In a full return, cohorts A and B attend school 5 days a week. In a hybrid model, cohorts A and B alternate attending school in person.
- In both models, Cohort C refers to students opting for remote learning



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Returning to Learn At School – 5 days/week

To achieve the full return of students to school, as a community we must make school a priority and continue to follow safety guidelines in order to keep the community spread of COVID-19 as low as possible.

The safe operation of schools will require some adaptations to regular practice particularly in the context of supporting social distancing, cohorting, and contact tracing.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Returning to Learn At School – 5 days/week

**Full School Day  
5 Days per Week,  
Face-to-Face with Enhanced Public  
Health Protocols and Full Class Sizes**



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD





# Returning to Learn At School – 5 days/week

- **Number of educator contacts** will be limited.
- **Physical distancing** - assumes a reduction in requirements from 2m.
- **Enhanced daily cleaning** protocols in place.
- **Cohort Tracing and contact tracing** in place
- Enhanced public health protocols



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Returning to Learn At School – 5 days/week

- **School day routines & practices** will be different.
- **School building layout** will influence implementation scenarios; expect variance by school.
- **School space** may be repurposed.
- The **length and structure** of the school day will be as close to a full-day as possible.
- **Optimize outdoor spaces** for learning.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Returning to Learn At School – 5 days/week

- **Kindergarten** classes will be cohorted into smaller groups with dedicated resources for their use.
- **Students from kindergarten to grade 8** will remain in their homerooms for learning and will not rotate between classes.
- **Grades 9-12** will complete 4\* courses per semester, format could be adjusted. (Non-semestered 8).



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Hybrid Model 2:3/3:2

- Students attend school 5 days out of 10.
- One cohort (A) attends school on Mondays/Tuesdays and every second Wednesday.
- The other cohort (B) would attend school Thursday and Friday and alternate Wednesdays
- Teachers providing remote learning on non-classroom days (synchronous/ asynchronous learning).



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Hybrid Model

- Adapted School Day Model;
- 3 Days Face-to-Face, 2 Days Remote one week;
- 2 Days Face-to-Face, 3 Days Remote other week;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Addressing Equity Hybrid Model

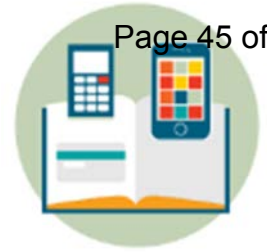
- **Within a hybrid model, there would be a focus on some learners attending 5 days a week:**
- **Supports for most vulnerable students** through differentiated delivery models.
- **Special Education classes** will operate as a cohort, where possible.
- **English Literacy Development Class (ELD)** classes at for English Language Learners.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Remote Learning



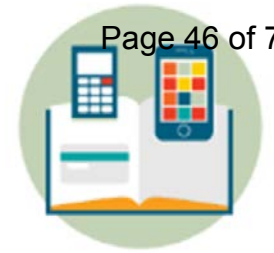
- Any parent/guardian can chose remote learning for 2020-2021 school year;
- Fully remote students (cohort C) will be assigned to a classroom/course to allow connection with online learning with teacher and peers;
- Collaborative group tasks can take place between cohorts A,B, and C;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Remote Learning



- Focus on overall curriculum expectations;
- Google Classroom or VLE as online learning platform;
- Synchronous and asynchronous learning daily, including access to office hours;
- Difference from Learn at Home is that assessment & evaluation are ongoing, daily schedules are provided and some synchronous learning required.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Remote Learning



Synchronous learning in multi-cohort environment has some challenges in terms of instructional demands, equity of access, technical infrastructure and bandwidth for both provider and users.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Confirmation of Attendance

- **Parents/guardians will be asked to confirm** whether their child will returning to school in-person in September or will learn remotely;
- **Recognize how challenging this decision** is for parents with current information;
- Recommend this occurs after Ministry confirmation of model for September;
- **Online registration** distributed after August 4<sup>th</sup> and returned within 7-10 days;
- **Align with OSTA** data collection if possible.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Health & Safety Protocols



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD



# Personal Health & Safety

- Awareness Campaign
- Daily Self-Assessment Protocol for staff and students
- Physical Distancing
- Hand Washing
- Hand Sanitizer Stations
- Respiratory Etiquette
- Masks/Face Coverings



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Healthy & Safe Buildings

- Daily Cleaning
- High Touch Surfaces
- Designated Entry
- Traffic Flow
- Directional Signage
- Building Ventilation

## Clean frequently touched surfaces twice per day

- In addition to routine cleaning, surfaces that have frequent contact with hands should be cleaned and disinfected twice per day and when visibly dirty.
- Examples include doorknobs, elevator buttons, light switches, toilet handles, counters, hand rails, touch screen surfaces and keypads.
- In addition to routine cleaning, check with your organization for any specific protocols for cleaning for COVID-19.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Healthy & Safe Activities

- Entry signage requiring self-screening prior to building access;
- Consider staggered entry/exit;
- Establish parent pick up/drop off protocols;
- Limit visitors to schools to essential visitors;
- No food sharing or gathering for meals;
- No assemblies or any other group gatherings;
- Limit field trips, extracurriculars;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Physical Adaptations

- Shields installed in school offices;
- Restricted room uses where required;
- Redistribution of space;
- Adoption of other spaces;
- Rearrangement of desks;
- Reduction of non-essential furniture, toys, and supplies to facilitate cleaning;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Timetable Adaptations

- Adjusted routines for daily activities;
- Staggered entry/exit;
- Curricular modifications;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Outbreak Protocols

## SCREENING

All students & staff undergo screening for symptoms prior to leaving for school/work

Entry screening for all individuals entering the building

Anyone with symptoms will be directed to return home

## MANAGE SYMPTOMS

Testing recommended for persons with symptoms

Protocol to be developed with OPH for managing illness which presents during school day

## CONTAIN OUTBREAK

OPH is developing a Rapid Response Protocol to support schools

OPH manages contact tracing and notifications

## MONITOR ABSENCES

Track student and staff absenteeism and notify OPH in the event of large increases in absenteeism



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Special Education

- Supports for students with special education needs begin with summer transition program to ensure a seamless transition back to school;
- Program supports highest needs students as per Ministry directive and funding;
- Continuity of mental health supports in place to support students on existing caseloads;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Special Education

- Students with special education needs in the regular classroom will attend with their cohort and receive support as per their IEP;
- Many specialized program classes have classes have smaller class size caps which supports smaller cohort sizes;
- School teams will work collaboratively with families to understand the needs and identify gaps faced by students and develop personalized programs to support them.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Special Education

- Additional short-term Educational Assistant support may be provided to support student transitions in specific circumstances;
- In a hybrid model, students with special education needs will be prioritized to attend full-time;
- Some circumstances/student needs may require a differentiated approach;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Mental Health Supports

## Take Care of Your Mental Health, too!



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD



# Mental Health Supports

- Returning to school will require time to address students' social and emotional needs.
- All staff have a role to play in supporting students' mental health and well-being.
- Support for students at transition points (returning to school, attending a new school, entering Grade 9).



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Mental Health Supports

- For those students who require additional support, a blended model with both in-person and virtual supports, including:
  - Social emotional support groups
  - Clinical intervention
  - Crisis response
- Provide professional learning to staff to help staff identify student needs & implement appropriate strategies based on student specific needs.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Transportation

- **Collaboration with OSTA and OCSB;**
- **OSTA will survey families** about needs/plans for use and finalize plans;
- **Encourage sustainable transportation alternatives** such as active transportation;
- **Support families** based on need;
- **Provision of services to students with special needs** a particular focus;
- **Possibility for disruptions/delays** at start;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD







# Technology Support

- **Chromebooks** - 11,000 distributed between March and June; 5000 ordered and received for September, additional 5000 included in draft budget;
- **Mobile hotspots** – 1200 distributed and another 500 for distribution;
- **Redistribution** of some devices/wifi may be necessary;
- **BYOD** - students welcome to bring own device wherever possible;
- **Bandwidth** demand is an issue for district and families;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Extended Day Program

- Currently only provincial direction is for community childcare.
- Modelling is based on those directives, but school based directives for extended day and childcare are expected.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Extended Day Program

## Full Return (without Cohort)

- Provide Extended Day Program based on family demands and operational capacity;
- Enhanced cleaning protocol;
- Extended Day Programs offered by Third-Party Providers in our schools follow the same Ministry requirements as District operated EDPs.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Extended Day Program

## Full Return (with cohort groupings)

- Creation of welcoming and caring environments for children while encouraging physical distancing;
- Increased demand for space/classrooms to accommodate physical distancing;
- Increased demands for staffing in order to accommodate new procedures;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Extended Day Program

## Full Return (with cohort groupings)

- Enhanced cleaning protocols;
- No self-serve or sharing of food at snack times; and
- Modification of the current e-registration platform to support flexible attendance and prioritization of access to care based on the recommended list from the Ministry.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Extended Day Program

## Hybrid Model

- Demand for care & operator capacity to deliver care under the new guidelines are unknown.
- Classroom cohorts will mix for EDP;
- Establishment of screening processes and enhanced cleaning protocols;
- It will not be possible to offer full-day care on the days that a child is not in school; and
- Modification of the current e-registration platform.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Organizational Readiness

- Currently developing comprehensive School Operations Resource Guide;
- Principal planning for back to school readiness;
- Planning underway for comprehensive PA Day training and school readiness;
- Staffing timelines and assignments/re-assignments;
- Notification to families about student class assignments;



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Financial Implications

- Targeted Ministry funding to OCDSB for Covid response as per budget documents;
- Support for Students Fund may offset some incremental costs, but was intended to fulfill existing needs not pandemic response needs;
- Need for additional provincial funding increases or provision of supplies to offset local costs;
- Complex increased staffing demands; unclear authority to increase, lack of funding sources, availability of qualified staff.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD





# Financial Implications



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD





# Resources and References

- Access our 10 page list of research, resources and reference material at the following link:

[Research, Resources and References](#)



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD







**Jim Watson**  
Mayor Maire

CITY OF OTTAWA  
110 Laurier Avenue West  
Ottawa ON K1P 1J1  
Tel: 613-580-2496 Fax: 613-580-2509  
Jim.Watson@ottawa.ca  
www.ottawa.ca

VILLE D'OTTAWA  
110, avenue Laurier Ouest  
Ottawa ON K1P 1J1  
Tél : 613-580-2496 Téléc : 613-580-2509  
Jim.Watson@ottawa.ca  
www.ottawa.ca

July 13, 2020

Camille Williams-Taylor  
Director of Education - Ottawa-Carleton District School Board  
director@ocdsb.ca

Denise Andre  
Director of Education - Ottawa Catholic School Board  
director@ocsb.ca

Ann Mahoney  
Directrice de l'éducation par intérim - Conseil des écoles publiques  
de l'Est de l'Ontario  
ann.mahoney@cepeo.on.ca

François Turpin  
Directeur de l'éducation - Conseil scolaire de district catholique  
de l'Est ontarien  
courriel@cspdceo.org

***By e-mail***

**Re: Thanking Educators**

On behalf of Ottawa City Council, I am writing to express our appreciation and gratitude to all educators and school staff who did everything they could to provide a sense of stability, comfort and care to their students, during this unforgettable school year.

To this effect, the Ottawa City Council considered and approved the following resolution at its meeting of June 10, 2020:

**WHEREAS, the World Health Organization (WHO) declared the COVID-19 outbreak a public health emergency of international concern on January 30, 2020; and**

**WHEREAS, the Province of Ontario declared a State of Emergency on March 17, 2020, closing all public spaces, including schools; and**



**WHEREAS, the closure of schools since March 17, 2020 has caused a state of flux in the education system, for all involved, including students, parents, school administration, teachers and support staff; and**

**WHEREAS, school officials and the professional teaching and support staff rose to the occasion, pivoted to on-line teaching, distributed resources to thousands of households and did their best to ensure learning continued during the pandemic; and**

**WHEREAS, the efforts of teachers, other school board staff and parents have been highly commendable and shall be acknowledged and praised;**

**THEREFORE BE IS RESOLVED that, on this final week of the 2019-2020 school year, Ottawa City Council extend its strong appreciation and gratitude to all educators and school staff who did everything they could to provide a sense of stability, comfort and care to their students, during this unforgettable school year; and**

**BE IT FURTHER RESOLVED, that the Mayor share this resolution with the Directors of Education for Ottawa's four publicly funded school boards (Conseil des écoles publiques de l'Est de l'Ontario, Conseil scolaire de district catholique de l'Est ontarien, Ottawa-Carleton District School Board and Ottawa Catholic School Board).**

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jim Watson'.

Jim Watson  
Mayor  
City of Ottawa