

OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Returning to School September 2020

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



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# 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;



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# 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



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# 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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# 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;



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# Messaging

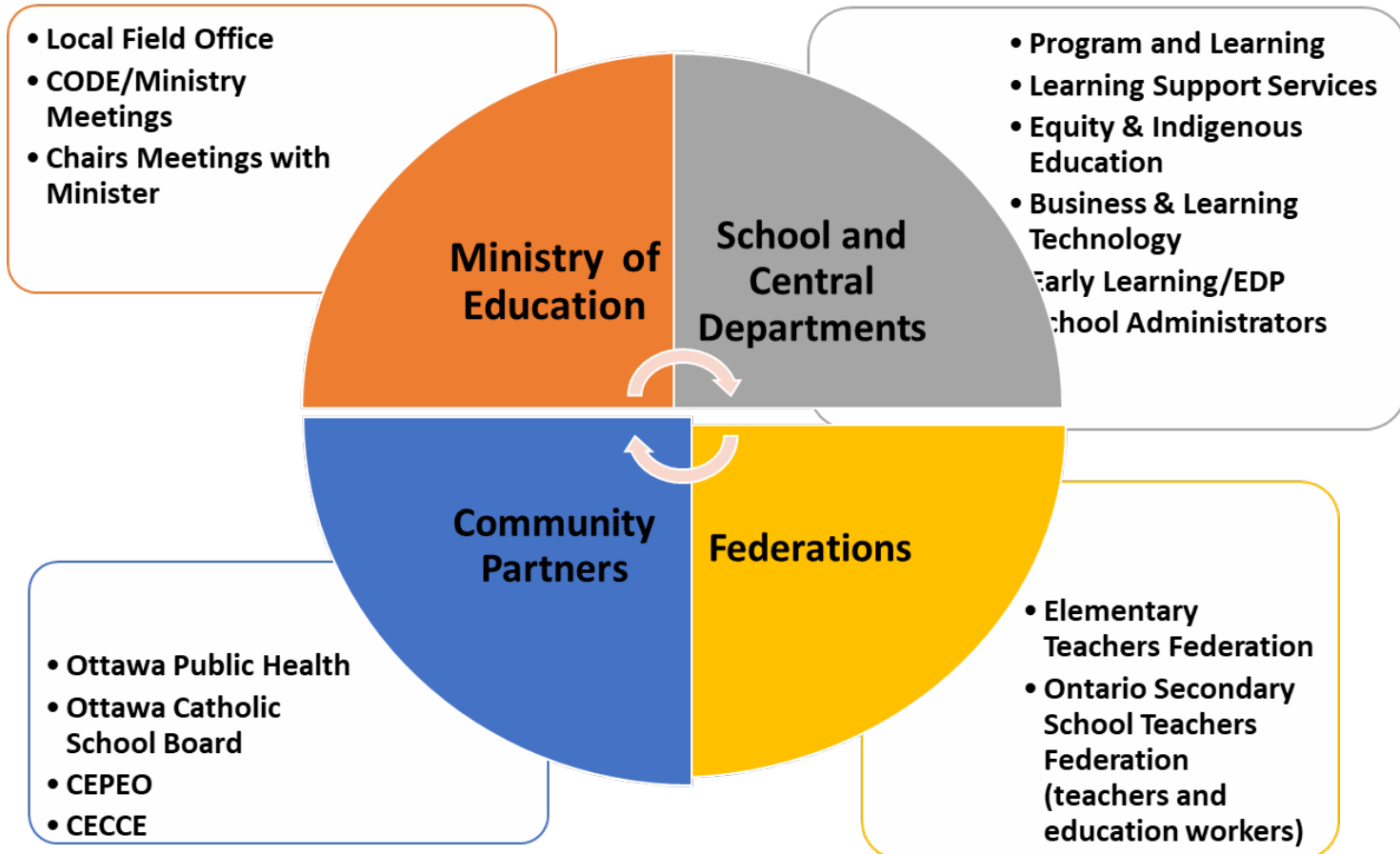
- September start with students in school 5 days/week, with option for home schooling for those who decide not to participate in in-person
- Consider safety practices, cohorting and/or stratifying school activities by age group
- Work with OPH to prioritize prevention and control measures that enable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



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# Collaborative Planning

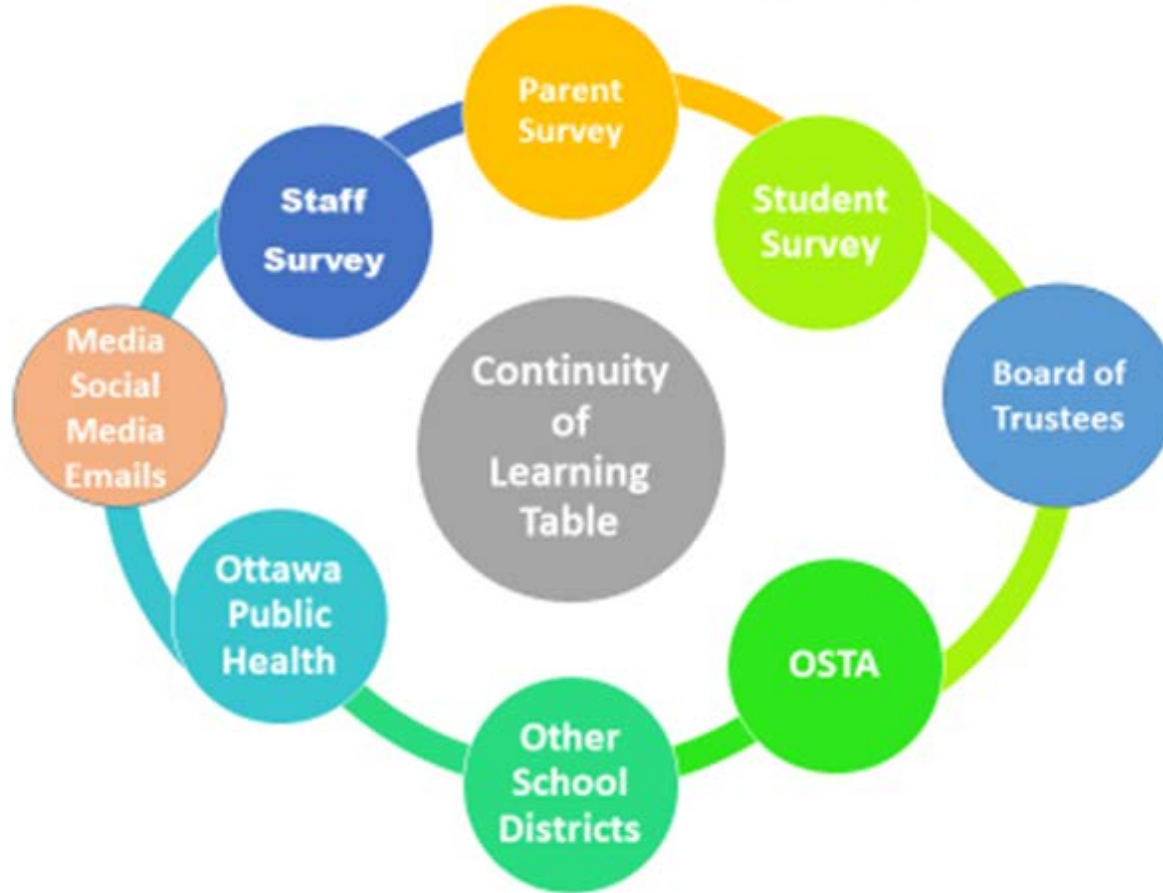


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# Community Engagement



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# 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

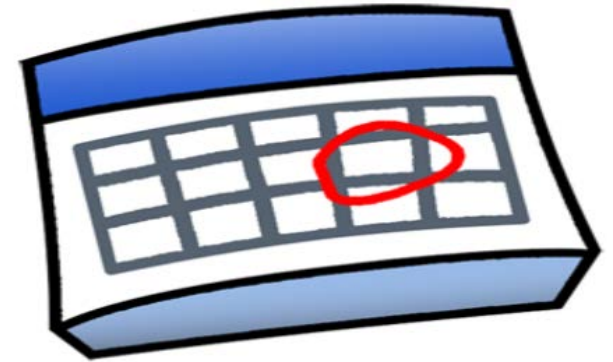


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# School Year Calendar

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



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# 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;



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# Survey Results

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

**Biggest Barrier  
during Learn At  
Home**

Students:  
Lack of motivation

Parents/Guardians:  
Lack of time/ability  
to support

**What Worked Best  
for Students**

Students:  
Provision of  
lessons/materials

Parents/Guardians:  
Live conversations  
with educator/class

**Most Important for  
Return to School**

Students:  
Clarity in  
expectations

Parents/Guardians:  
Ability to work &  
Safety practices



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# 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

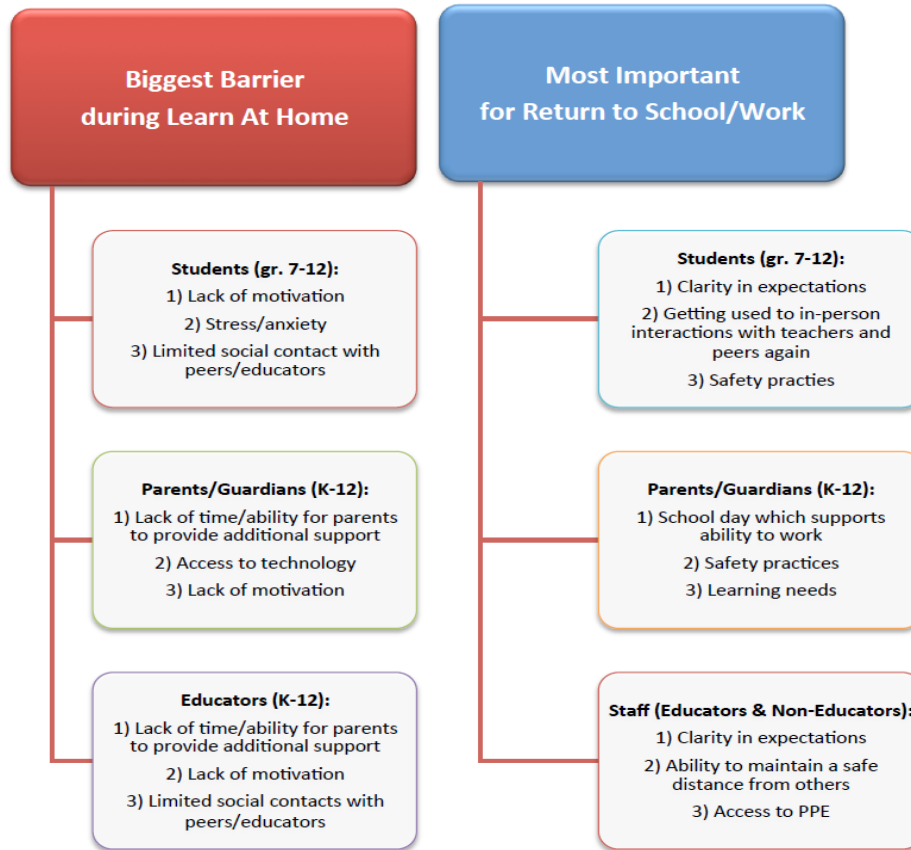
Clarity in expectations



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# Survey Results



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# Planning for Three Scenarios

## RETURN TO SCHOOL –

**5 DAYS** with enhanced public health protocols

## MODIFIED OR HYBRID RE-OPENING

routine based on smaller class sizes, cohorting and alternative day or week delivery; and

## AT-HOME LEARNING

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



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# 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.



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# 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



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# 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**



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# 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.



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# 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).



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# 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).



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# 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;



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# 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.



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# 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;



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# 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.



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# 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.



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# Confirmation of Attendance

- **Parents/guardians will be asked to confirm** whether their child will be 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.



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# Health & Safety Protocols



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# 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



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# 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.



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# 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;



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# 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;



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# Timetable Adaptations

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



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# 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



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# 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;



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# 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 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.



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# 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;



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# Mental Health Supports

## Take Care of Your Mental Health, too!



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# 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).



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# 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.



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# 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;



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# 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;



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# 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.



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# 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.



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# 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;



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# 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.



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# 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.



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# 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;



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# 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.



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# Financial Implications



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# Resources and References

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

[Research, Resources and References](#)



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