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 leaning 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 10th -24th- 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 27th. Boards to use School Board Self-Assessment Checklist to inform presentation;

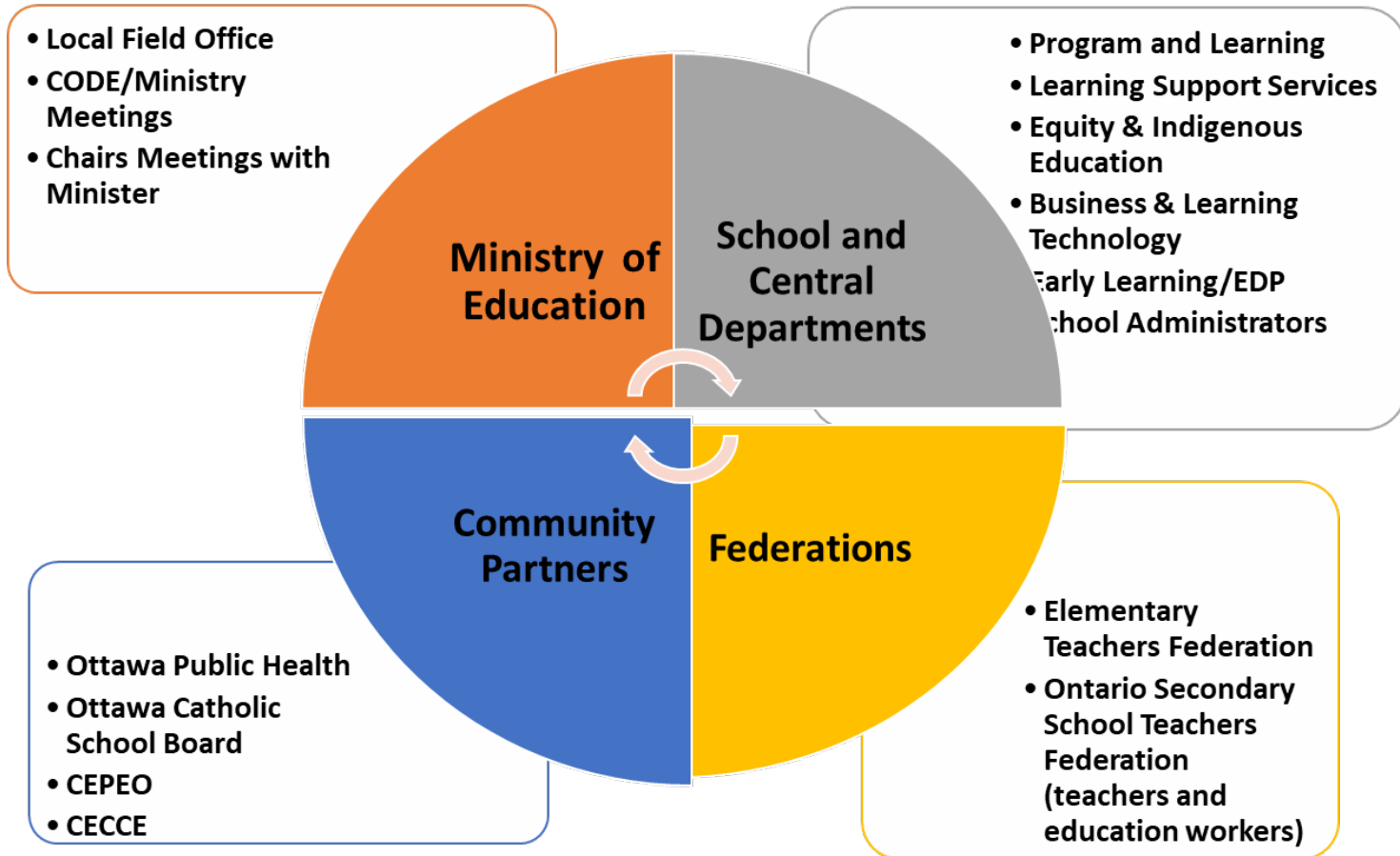- Final Ministry guidance on reopening - early August;

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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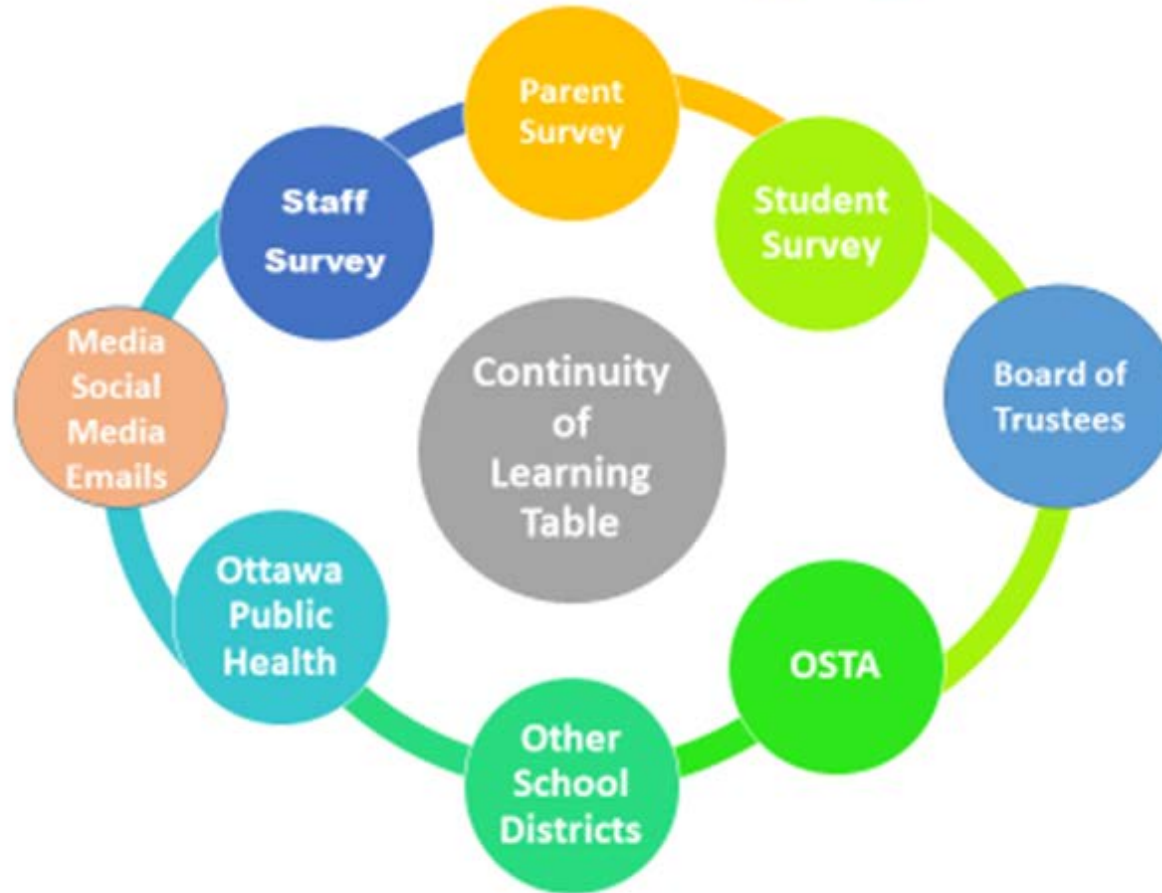
Collaborative Planning

Local Field Office

- Local Field Office
- CODE/Ministry Meetings
- Chairs Meetings with Minister

Program and Learning

- Program and Learning
- Learning Support Services
- Equity & Indigenous Education
- Business & Learning Technology
- Early Learning/EDP
- School Administrators

Ministry of Education

School and Central Departments

Community Partners

Federations

- Ottawa Public Health
- Ottawa Catholic School Board
- CEPEO
- CECCE

- Elementary Teachers Federation
- Ontario Secondary School Teachers Federation (teachers and education workers)

RETURN TO SCHOOL PLAN

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Culture of Innovation

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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
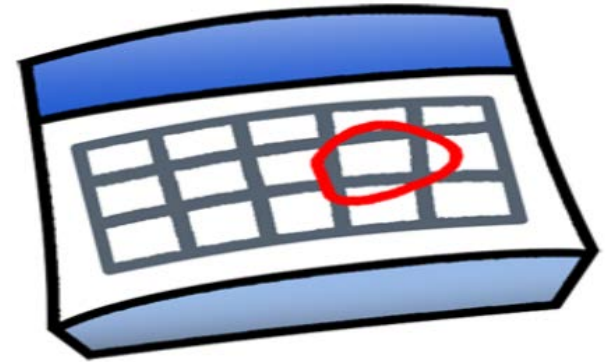 - Managing employee illness and leave

School Year Calendar

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

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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;

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"

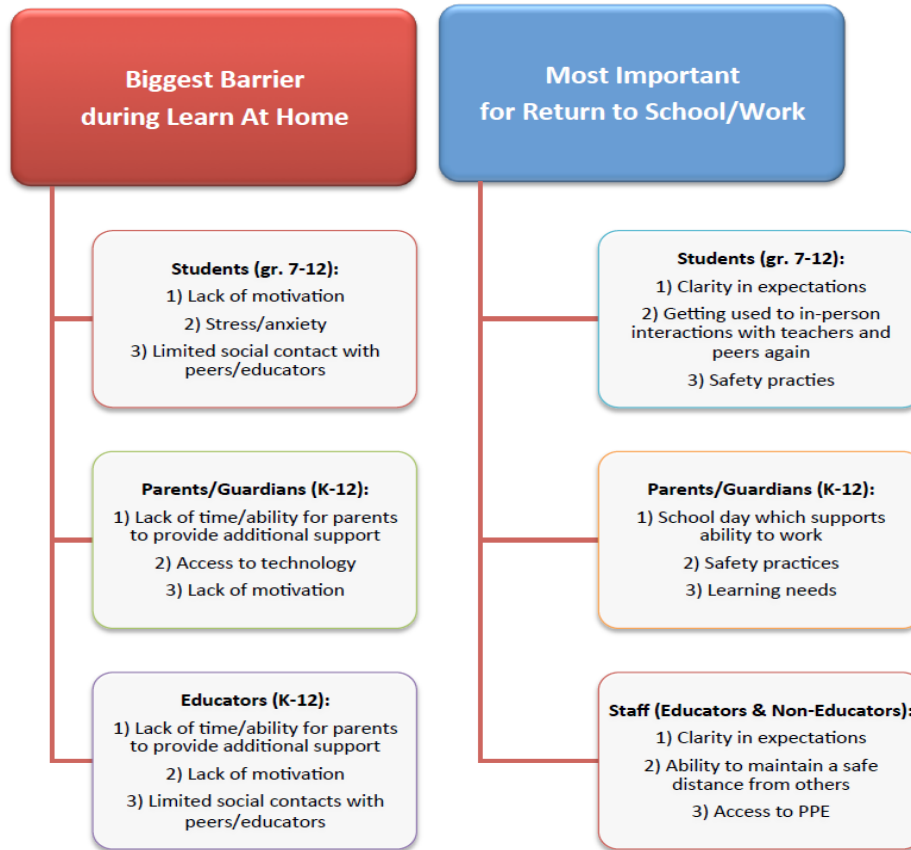**Most Important for Return to School**

Clarity in expectations

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Survey Results

Biggest Barrier during Learn At Home

Most Important for Return to School/Work

Students (gr. 7-12):
1) Lack of motivation
2) Stress/anxiety
3) Limited social contact with peers/educators

Students (gr. 7-12):
1) Clarity in expectations
2) Getting used to in-person interactions with teachers and peers again
3) Safety practies

Parents/Guardians (K-12):
1) Lack of time/ability for parents to provide additional support
2) Access to technology
3) Lack of motivation

Parents/Guardians (K-12):
1) School day which supports ability to work
2) Safety practices
3) Learning needs

Educators (K-12):
1) Lack of time/ability for parents to provide additional support
2) Lack of motivation
3) Limited social contacts with peers/educators

Staff (Educators & Non-Educators):
1) Clarity in expectations
2) Ability to maintain a safe distance from others
3) Access to PPE

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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

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 contract 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

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).

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;

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;

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.

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.

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 4th and returned within 7-10 days;

- **Align with OSTA** data collection if possible.

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Health & Safety Protocols

For People

For Buildings

For Activities

Comprehensive Health & Safety Strategy

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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

#COVIDWise

OttawaPublicHealth.ca/COVIDWise

Wear a mask

Isolate yourself when you're sick

2m
6ft **S**tay two metres apart from others

Exercise proper hand hygiene

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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;

Timetable Adaptations

- Adjusted routines for daily activities;

- Staggered entry/exit;

- Curricular modifications;

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 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.

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!

Step 1
Try to unplug from media and find a balance.

Step 2
Physical distancing does not mean being alone.

Step 3
You are not alone.

Step 4
We know this isn't easy.
#ItsOkToNotBeOk

Step 5
Take care of your body. Stay active.

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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;

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;
- **Bandwith** demand is an issue for district and families;

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.

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;

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.

Financial Implications

Health & Safety	STAFFING		SCHOOL OPERATIONS
Personal Protective Equipment	Custodial & Cleaning Supplies Health and Safety Staff	Additional Technology Special Education Professional Development Communications Supports	Permit Revenue Loss International Student Fees

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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