



Special Board Meeting

Agenda

July 8, 2020 — 8:00 p.m.



Congratulations to the Class of 2020

To our graduates of 2020, we offer our heartfelt congratulations. This is a tremendous accomplishment, especially in these unprecedented times. You've done very well to meet all that has been put before you and we know that you will be ready for anything that comes your way. Celebrate this moment with family and friends, and we wish you good luck with the next chapter in your lives.

Please note that all DDSB public meetings will be held virtually until further notice. Members of the public can continue to participate in public meetings by watching the live-stream on YouTube. There will be no Public Question Period at this meeting.

Durham District School Board
calendar.ddsb.ca/meetings
Twitter: @Durhamdsb



Chris Braney
Chair of the Board
City of Pickering

Niki Lundquist
Vice Chair of the Board
Town of Whitby

Christine Thatcher
Vice Chair, Standing
Committee
Town of Whitby

Patrice Barnes
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Paul Crawford
City of Pickering

Donna Edwards
Town of Ajax
Ward 3

Darlene Forbes
Chair, Education Finance
City of Oshawa

Carolyn Morton
Townships of Brock,
Scugog & Uxbridge

Ashley Noble
City of Oshawa

Scott Templeton
Town of Whitby

Sally Meseret
Student Trustee

Arlene Wang
Student Trustee

Tyler West
Student Trustee

DURHAM DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

Wednesday, July 8, 2020

8:00 p.m.

PAGE

1. Call to Order
2. Declarations of Interest
3. Report from Committee of the Whole In-Camera
4. Recommended Actions
 - (a) Report: Education Finance Committee Meeting of July 8, 2020
(Trustee Darlene Forbes) Verbal
 - (b) Report: Director's Performance Review Committee
New Policy – Director's Performance Review
(Trustee Christine Thatcher) 1 – 6
 - (c) Report: Integrity Commissioner Hiring Committee
Process for the Selection of an Integrity Commissioner
(Trustees Scott Templeton/
Donna Edwards) 7 – 10
 - (d) School Year Calendar 2020-2021
(Acting Associate Director Jim Markovski) 11 – 18
5. Information Item
 - (a) Update #2 – School Reopening
(Acting Director Norah Marsh) 19 – 54
6. Adjournment

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DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: July 8, 2020

SUBJECT: New Policy - Director's Performance Review

PAGE NO. 1 of 1

ORIGIN: Director Performance Review Ad hoc Committee (the "Committee")

1. Purpose

The terms of reference of the Committee include recommending an annual review policy to govern the process for the annual performance appraisal of the role of the Director of Education. The purpose of this report is to provide the Board with the Committee's proposed policy and to recommend its adoption by the Board.

2. Background

The Director of Education, responsible for implementing the elected Board of Trustees' multi-year strategic plan and equity and inclusive education policy, has overall responsibility for staff, operations and programs at the Durham District School Board.

One of the key responsibilities of the Board of Trustees is to monitor and evaluate the performance of the Director of Education in meeting the obligations of the position under the *Education Act*, the Board's Policies and Procedures and the Board's multi-year strategic plan.

The Board of Trustees is committed to ethical leadership, a healthy workplace culture and to fostering public confidence in our system.

3. Recommendation

The Committee recommends that the Board adopt the Director's Performance Review Policy in the form attached as Appendix "A".

The proposed policy provides the process by which the Board will monitor and evaluate the performance of the Director of Education in meeting the obligations of the position under the *Education Act*, the Board's Policies and Procedures and the Board's multi-year strategic plan. It also supports the Board's commitment to ethical leadership, a healthy workplace culture and to fostering public confidence in our system.

Report reviewed and submitted by:

Christine Thatcher

Trustee Christine Thatcher, Chair of the Committee



Director's Performance Review Policy

DIRECTOR

Director of Education Performance Review

1.0 Rationale

The Director of Education, responsible for implementing the elected Board of Trustees's multi-year strategic plan and the equity and inclusive education policy, has overall responsibility for staff, operations and programs at the Durham District School Board.

One of the key responsibilities of the Board of Trustees is to monitor and evaluate the performance of the Director of Education in meeting the obligations of the position under the *Education Act*, the Board's Policies and Procedures and the Board's multi-year strategic plan.

The Board of Trustees is committed to ethical leadership, a healthy workplace culture and to fostering public confidence in our system. This policy supports these commitments.

2.0 Objective

The objective of the Director's Performance Review Policy is to establish a transparent and objective process for the Board of Trustees to review the Director of Education's performance and to set a pro-active framework to support the Director of Education in achieving the performance expectations of the position.

3.0 Application

The performance of the Director of Education is reviewed annually in accord with the terms of this Policy. The employment contract of the Director of Education shall be subject to this Policy regarding the Director's performance review.

The Director of Education performance review is confidential and will be conducted in private, in accord with the provisions of Section 207(2)(b) of the *Education Act*. Therefore, any reference in this policy to the Board of Trustees includes reference to the Committee of the Whole Board, as appropriate.

The Board of Trustees will keep the public informed as to when the annual review has been completed and will share with the public a summary of the goals and priorities identified through the review.

4.0 Director of Education Performance Review Committee

This Board of Trustees shall establish a Director of Education Performance Review Committee, the terms of reference of which will be to:

- (i) In consultation with the Director of Education, oversee the selection of the external consultant that will be retained by the Board and any additional consultant that may be retained as referenced in paragraph 4.1.2
- (ii) work with the external consultant to implement the Director of Education's Performance Review in accordance with this Policy and to carry out any other activities specified in this Policy; and

- (iii) work with the external consultant to develop and implement the self-assessment performance evaluation tool for the Director of Education.

All Trustees are eligible to sit on the Committee, but there shall be a minimum of three Trustees plus the Chair and Vice-chair of the Board. The members of the Committee shall be approved by the Board annually.

4.1 Performance Review Process

4.1.1 Position Profile and Objectives

The external consultant and the Director of Education Performance Review Committee will work in collaboration with the Director of Education to annually prepare a *Director of Education Position Profile and Objectives* document for the upcoming year. This document shall, with reference the multi-year strategic plan, outline the annual key strategic priorities for the upcoming year, together with key accountabilities and leadership competencies for the role.

4.1.2 Annual Performance Review

Each year, commencing after the first year in the role, the Director of Education's Performance Review Committee will facilitate the annual review which shall culminate in the *Annual Director's Evaluation Report*, a complete and concise confidential report on the results of a performance review, which shall be submitted to the Board for approval.

The performance review shall consist of the following:

- (i) A 360-degree performance review questionnaire, to be completed anonymously, to collect data on critical elements of the Director's responsibilities and performance, as set out in the *Director of Education Position Profile and Objectives*. The following parties are to be asked to complete the performance review questionnaire;
 - i.all members of Administrative Council,
 - ii.all Trustees,
 - iii.student Trustees,
 - iv.the non-trustee chair(s) or vice-chair(s) of the Board's advisory committees,
 - v.one representative from each of the Board's local unions, federations, the Ontario Principals' Council Local Representative,
 - vi.Parent Council Chair, and
 - vii.any other representative groups as the Committee may determine annually in consultation with the external consultant.
- (ii) A self-assessment performance evaluation tool to be completed by the Director, setting out achievement of previously agreed upon deliverables; high-level, measurable goals and priorities to advance student achievement and well-being in alignment with the Board's Multi-year Strategic Plan; and performance in response to unforeseen circumstances.

The 360-degree performance review questionnaire form shall be prepared by the external consultant based on their independent professional judgment but the consultant shall consult with the Director of Education's Performance Review Committee and the Director. At the discretion of the Director of Education's Performance Review Committee, a second consultant may be retained to assist the external consultant in developing, administering and summarizing the results of the 360-degree performance review.

The *Annual Director's Evaluation Report* shall first be prepared in draft by the external consultant for submission to each of the Director of Education and the Director of Education's Performance Review Committee for review and comment. The external consultant shall consider any comments and exercise their professional judgment in preparing a final draft report which shall be re-submitted to the Director of Education and the Director of Education's Performance Review Committee. If there is no objection, the report shall be made final and submitted to the Board of Trustees.

In the event that either the Director of Education or Director of Education Performance Review Committee do not agree on the final draft report, they shall advise the external consultant of their objection, following which the external consultant shall co-ordinate a dispute resolution panel. The panel shall consist of the following:

- (a) One member selected by the Director of Education in consultation with the Council of Ontario Directors of Education (CODE);
- (b) The second member selected by the Chair of the Director of Education Performance Review Committee in consultation with the Ontario Public School Boards Association (OPBSA); and
- (c) The third member of the panel, an external consultant, with expertise in mediation, suitable to both CODE and OPSBA will be selected.

The panel shall control its procedure with a view to conducting a fair but relatively informal and expeditious proceeding. This is not a proceeding to which the *Statutory Powers Procedures Act* applies. The panel shall consider all relevant information presented by the Director of Education Performance Review Committee, Director of Education and the external consultant. The panel may revise the draft report in respect of the matters in dispute and shall deliver the final report to the Board of Trustees. If the panel revises the report, it shall provide a written explanation for the changes.

Notwithstanding the foregoing, every second year, the performance review questionnaire called for in 4.1.2 (i) shall also be sent to those stakeholder groups and/or community groups as may be determined annually by the Committee in consultation with the external consultant.

4.1.3 Performance Improvement Plan

In situations where the Director of Education's Performance Review results in a below standard appraisal, the *Annual Director's Evaluation Report* shall include a Performance

Improvement Plan which:

- (a) identifies and explains the area(s) of concern;
- (b) stipulates the matters requiring attention with links to the specific expectations of the role;
- (c) identifies corrective action to be taken;
- (d) identifies indicators of success; and
- (e) contains timelines for completion.

The Director of Education Performance Review Committee will work collaboratively with the Director of Education to monitor progress with the plan in accord with the agreed upon criteria and timelines.

If the Director of Education fails to meet the targets outlined in the Performance Improvement Plan by the timelines outlined, the Board of Trustees may take further action on recommendation of the Director of Education Performance Review Committee or on its own initiative.

4.1.4 Annual Public Communication

Annually, at a public meeting of the Board, the Board of Trustees shall:

- (a) confirm the completion of the Director of Education Performance Review,
- (b) approve the *Director of Education Position Profile and Objectives* for the upcoming year, and
- (c) confirm that the most current version of the Director's employment contract is posted publicly on the Board website.

Following approval, the *Director of Education Position Profile and Objectives* will also be posted publicly on the Board website.

Glossary of Key Terms

1. *Director of Education Position Profile and Objectives Document*

The Director of Education Position Profile and Objectives document outlines the annual key strategic priorities for the upcoming year, together with key accountability and leadership competencies for the role.

2. *Performance Review Questionnaire*

The performance review questionnaire is a document used to collect data on critical elements of the Director's responsibilities and performance, as set out in the *Director of Education Position Profile and Objectives document*.

3. *Self-Assessment Performance Evaluation Tool*

The self-assessment evaluation tool is to be completed by the Director annually setting out achievement of previously agreed upon deliverables; high-level, measurable goals and priorities to advance student achievement and well-being in alignment with the Board's Multi-year Strategic Plan; and performance in response to unforeseen circumstances.

4. *Annual Director's Evaluation Report*

The Annual Director's Evaluation Report is a complete and concise confidential report on the results of the performance review which is prepared annually.

5. *Performance Improvement Plan*

The Performance Improvement Plan is a plan which must be included in the Annual Director's Evaluation Report if there is a below standard appraisal.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: July 8, 2020

SUBJECT: Process for the Selection of an Integrity Commissioner

PAGE NO. 1 of 4

ORIGIN: Integrity Commissioner Selection Committee (the “Committee”)

1. Purpose

The Committee was established pursuant to the provisions of section 2.1 of By-Law #12, Trustee Code of Conduct. The purpose of this report is to provide the Board with the Committee’s recommendations as to the process for retaining a new Integrity Commissioner.

The Committee reported to the Board on June 15, 2020. Based on the discussion, the Committee has revised this report to address concerns that were raised and now submits this updated amended report.

2. Background

By-law #12 provides that the Board’s Integrity Commissioner be retained using “*the Board’s hiring practices*”, as follows:

In this regard, the Board’s Purchasing Policy (#3310) provides in part as follows:

It is the objective of the Board to ensure that all goods and services are procured at the most economical value, with consideration given to price, warranty, delivery, market trends and environment concerns, while exercising the purchasing methods and procedures available to the Board in compliance with all Federal, Provincial and local government directives, policies and regulations.

The Board’s Purchasing Regulation (#3310) provides, in part as follows:

The Purchasing Department shall be responsible for the procurement of all goods and services acquired by the Board in accordance with Board policies and procedures. The Board uses leading purchasing methods and procedures to support a competitive bidding process that demonstrates openness and fairness to all potential suppliers.

It is the Committee’s view that an RFP process is a “hiring practice” within the meaning of By-law #12 in these circumstances where the Board is retaining the services of an individual or firm.

3. Nature and Objective of the RFP

The Committee recommends that the objective of the RFP would be to invite proposals from lawyers, law firms, mediators, workplace investigators and others with the necessary skills and qualifications, for the provision of services as Integrity Commissioner under the Board’s By-Law #12, Trustee Code of Conduct. Successful Bidders would have the expertise and resources to provide the requisite services to the DDSB in a timely, efficient, and cost-effective manner and the DDSB expects that proposals will demonstrate how the Bidder proposes, through its billing and staffing arrangements, to fulfil the mandate.

ADMINISTRATIVE REPORT

PAGE NO. 2 of 4

It is the recommendation of the Committee that the Board proceed with an RFP process to retain the services of an Integrity Commissioner in accord with the Board's Purchasing Department practices and processes as may be appropriate in these circumstances and that the RFP provide for the stages and scoring set out below.

Stage 1 – Mandatory Requirements – Pass/Fail

Bids would be reviewed to determine compliance with all mandatory requirements, as may be deemed appropriate by the purchasing department in the circumstances. Bids which do not fully comply with the mandatory requirements would be disqualified and not evaluated further.

Stage 2 – Evaluation of Proposal

The Bids will be evaluated using the criteria and score weightings below.

Criteria	Score (points)
1. Ability of the Bidder, based on its proposal, to provide high quality and responsive client service	15
2. Demonstrated Commitment of the Bidder to Equity and Diversity	15
3. Demonstrated relevant experience of the persons designated to work with the DDSB, in the following areas:	
• Workplace Investigations	25
• Human Rights	20
• Conflict Resolution	15
• Education Law/Governance	15
• Professional Ethics	15
4. Pricing	
• Hourly Rates; and	15
• Willingness/proposal of the Bidder to assist the DDSB in managing and containing costs, including in relation to the Bidder's proposal to provide up to 20 hours of professional development to the Trustees annually	15
Total:	150

ADMINISTRATIVE REPORT

PAGE NO. 3 of 4

Description of the Rated Criteria

1. Ability of the Bidder, based on its proposal, to provide high quality and responsive client service (15 points)

Each proposal shall:

- Provide a description of the firm/individual and the number of years in business.
- Provide a description of the nature and scope of work undertaken by the firm/individual, as well as the software, systems, equipment and staff available to assist in fulfilling the mandate.

2. Demonstrated Commitment of the Bidder to Equity and Diversity (15 points)

Each Proposal shall set out actions undertaken which demonstrate the Bidders commitment to equity and diversity, including outside of the Bidder's own hiring practices and policies.

3. Demonstrated relevant experience of the persons designated to work with the DDSB, in the following areas:

- Workplace Investigations (25 points)
- Human Rights (20 points)
- Conflict Resolution (15 points)
- Education Law/Governance (15 points)
- Professional Ethics (15 points)

Each Proposal shall include the Curriculum Vitae of each identified team member demonstrating their education, skills, knowledge and relevant experience.

4. Pricing

Each Proposal shall include the hourly rate of each identified team member and shall set out the Bidder's willingness/proposal to assist the DDSB in managing and containing costs, including the Bidder's proposal to provide up to 20 hours of professional development to the Trustees annually.

Stage 3 - Short-listed Bidders

Members of the senior team will review and score the proposals. The 5 highest scoring Bidders will be presented to the Committee. The Committee will determine which of these Bidders will be granted an opportunity to move to the interview phase of stage 3 which will involve making a presentation to, and answering questions of, the Committee. An additional 50 points will be available for the interview phase of the process. The Committee will make its recommendation to the Board at the conclusion of this process.

ADMINISTRATIVE REPORT

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These 50 points will be scored as follows:

Presentation by the Bidder on its approach to a hypothetical scenario	10 points
Demonstrated appreciation of the DDSB, its mission, vision and values (3 standardized questions)	20 points
Demonstrated Judgment, experience and knowledge of relevant issues (3 standardized questions)	20 points

5. Recommendation

Therefore, the Committee's recommendation is that the Board authorize the committee to proceed as outlined above. At the conclusion of this process, the committee will return to report to the Board with its recommendation to the Board in accord with section 2.1 of By-law #12.

Report reviewed and submitted by:

Scott Templeton

Trustee Templeton, Chair of the Committee

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DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: July 8, 2020

SUBJECT: School Year Calendar 2020-2021

PAGE NO. 1 of 4

ORIGIN: Norah Marsh, Acting Director of Education
Jim Markovski, Acting Associate Director – Academic Services
Paul Brown, Operations Officer

1. Purpose

The purpose of this report is to seek approval for the **revised** 2020-2021 School Year Calendars:

- Elementary Regular
- Secondary Regular
- Elementary Modified (C.E. Broughton P.S., Winchester P.S.)
- Secondary Modified (Brock H.S., Henry Street H.S., Maxwell Heights S.S.)

2. Ignite Learning Strategic Priority/Operational Goals

Well-being: *Create safe, welcoming, inclusive spaces to promote well-being for all students and staff.*

Engagement: *Engage students, parents, and community members to improve student outcomes and build public confidence.*

3. Background

Regulation 304 of the Education Act requires school boards to submit proposed school year calendars to the Ministry for approval on or before the first day of May. School Year Calendars that adopt a modified school year must be submitted on or before the first day of March. However, in the Ministry of Education Memo dated June 30, 2020, school boards have been advised to revise school year calendars to include three Professional Activity Days (PA Days) prior to the start of student instruction. School boards are to submit the revised school year calendars to the Ministry prior to July 10, 2020.

According to Regulation 304, a regular school year is the period between September 1 and June 30. The school year shall include a minimum of 194 school days of which three days must be designated as professional development (PD) days that are devoted to specifically designated provincial education priorities. In addition, school boards may designate up to four days as board-designated PD days. The remaining school days shall be instructional days. A school board may designate up to 10 instructional days as examination days for secondary schools.

For the 2020-2021 school year, Labour Day falls on Monday September 7, 2020. To facilitate the 194 school days required by the Ministry of Education prior to July 1, 2021, and the Ministry

Memo dated June 30, 2020, the DDSB school year calendar will include three 3 PA Days to fall prior to the Labour Day weekend.

Past practice for regular non-modified schools has been to set one PD day prior to the Labour Day weekend. However, the 2020-2021 school year calendar will result in a change of practice given where Labour Day falls and in relation to the direction from the Ministry of Education.

4. Analysis

Revised Proposed School Year Calendars 2020-2021 (See Appendices)

Elementary Regular

- Three PA Days prior to the Labour Day weekend
- Friday, September 4th is a designated board holiday
- Students begin classes after Labour Day on Tuesday, September 8th
- Friday prior to March Break is a designated board holiday (Friday, March 12th)

Elementary Modified

- Students begin classes on Tuesday, August 4th
- Three PA Days prior to the Labour Day weekend
- Friday, September 4th is a designated board holiday

Secondary Regular

- Three PA Days prior to the Labour Day weekend
- Friday, September 4th is a designated board holiday
- Students begin classes after Labour Day on Tuesday, September 8th
- Friday prior to March Break is a designated board holiday (Friday, March 12th)

Secondary Modified

- Three PA Days prior to the Labour Day weekend
- Students begin classes on Monday, August 31
- Friday prior to March Break is a designated board holiday (Friday, March 12th)

All proposed School Year Calendars for 2020-2021 meet the requirements of 187 instructional days, 4 school-designated PA Days, and 3 provincial priority PA Days.

Placement of Professional Activity (PA Days) Days

PA Day Summary Chart				
Elementary Regular	Secondary Regular	Elementary Modified	Secondary Modified	Type of PD Day
1-Sep-20	1-Sep-20	1-Sep-20	26-Aug-20	Provincial PA Day
2-Sep-20	2-Sep-20	2-Sep-20	27-Aug-20	Provincial PA Day
3-Sep-20	3-Sep-20	3-Sep-20	28-Aug-20	Provincial PA Day
13-Nov-20	13-Nov-20	13-Nov-20	13-Nov-20	Board Designated PA Day
15-Jan-21	12-Feb-21	15-Jan-21	12-Feb-21	Board Designated PA Day
4-Jun-21	29-Jun-21	4-Jun-21	29-Jun-21	Board Designated PA Day
30-Jun-21	30-Jun-21	28-Jun-21	30-Jun-21	Board Designated PA Day

Placement of the June 4 Professional Activity Day

To accommodate EQAO testing in the elementary schools, the June PA Day has been placed on June 4, 2021. This allows 10 continuous days for testing without the interruption of the PA Day.

Start of the Elementary Modified School Year

In keeping with past practice, the administration, staff, and School Community Council (SCC) of both CE Broughton P.S. and Winchester P.S. recommend that the modified school year start after the August holiday on August 4, 2020.

Placement of the Midterm Break for the Modified Secondary School Calendar

There is support from the administration, staff, and School Community Council (SCC) of all three modified secondary schools (Brock H.S., Maxwell Heights H.S., and Henry Street H.S.) to place the midterm break from November 2 to November 6, 2020 to coincide with the start of hunting season, and the availability of college and university tours.

5. Student Instruction Prior to the September 8, 2020

For both Elementary and Secondary Modified School Year Calendars, where student instruction commences prior the start of the regular school year on September 8, 2020, student instruction will be through distance learning (online) to align with the Ministry of Education's *Approach to Reopening Schools for the 2020-21 School Year*. Beginning September 8, 2020, schools on Modified Calendars will follow the same student instruction model as schools on the regular calendar.

6. Financial Implications

The DDSB works in partnership with the DCDSB to align PA Days to minimize transportation costs where possible.

7. Evidence of Impact

The school year calendar, developed through a comprehensive and collaborative process, will maximize the efficacy of the 2020-2021 school year for all stakeholders.

8. Communication Plan

Following Board approval, the 2020-2021 school year calendars are submitted electronically to the Ministry of Education through the Ontario School Year Calendar website. Upon approval by the Ministry, the calendars are disseminated to the schools and the system for use in planning and preparation.

9. Recommendation

It is recommended that the following be approved:

- (a) the proposed Regular School Year Calendar for elementary schools (Appendix A);
- (b) the proposed Regular School Year Calendar for secondary schools (Appendix B);
- (c) the proposed Modified School Year Calendar for C.E. Broughton P.S., and Winchester P.S. (Appendix C);
- (d) the proposed Modified School Year Calendar for Brock H.S., Henry Street H.S., and Maxwell Heights S.S. (Appendix D);
- (e) this information be forwarded to the Ministry of Education by July 10, 2020 for all four school year calendars such that the Durham District School Board is compliant with the respective deadlines as outlined in Regulation 304.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Jim Markovski, Acting Associate Director of Academic Services

**DURHAM DISTRICT SCHOOL BOARD
ELEMENTARY SCHOOLS - REGULAR SCHOOL YEAR CALENDAR, 2020-21**

First Day of Classes – Tuesday, September 8, 2020

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week					
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
August		0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					
September	3	17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			
				P*	P*	P*	B	H																				
October		21				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
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November	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					
													P															
December		14		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
																			B	B	B	H	H	B	B	B	B	
January	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
							H										P											
February		19	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						
					M									H														
March		17	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
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April		20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
							H	H																				
May		20	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					
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June	2	20		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			
							P																		P			
Total	7	187																										

**DURHAM DISTRICT SCHOOL BOARD
ELEMENTARY SCHOOLS - MODIFIED SCHOOL YEAR CALENDAR, 2020-21**

First Day of Classes – Tuesday, August 4, 2020

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** -- Prov Priority Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August		20	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
			H																								
September	3	17		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
				P*	P*	P*	B	H																			
October		12				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
													H	B	B	B	B	B	B	B	B	B					
November	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
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December		14		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
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January	1	19					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							H										P	M									
February		19	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26					
														H													
March		13	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
								B	B	B	B	B	B	B	B	B	B										
April		20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
							H	H																			
May		15	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
														B	B	B	B	B	H								
June	2	18		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
						P																	P				
Total	7	187																									

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: Wednesday, July 8, 2020

SUBJECT: Update #2 on School Reopening

PAGE NO. 1 of 5

ORIGIN: Norah Marsh, Acting Director of Education
Jim Markovski, Acting Associate Director of Academic Services

1. Purpose

To provide an update to the Board of Trustees on contingency planning and provisions for the reopening of schools in September.

2. Ignite Learning Strategic Priority/Operational Goals

EQUITY – Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

ENGAGEMENT – Engage students, parents and community members to improve student outcomes and build public confidence.

SUCCESS – Set high expectations and provide support to ensure all students and staff reach their full potential every year.

WELL-BEING – Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

LEADERSHIP – Identify future leaders, actively develop new leaders and responsively support current leaders.

INNOVATION – Reimagine learning and teaching spaces through digital technologies and innovative resources.

3. Background

3.1 On Friday, June 19, 2020, the Ministry of Education released the document, *Reopening Plan for the 2020-2021 School Year*. The document provides a general framework for consideration in local planning. In addition to providing families with the option of voluntary school attendance, districts are required to plan for three possible scenarios:

(A) A normal school day with enhanced public health safety protocols;

ADMINISTRATIVE REPORT

Page 2 of 5

(B) A modified school day with routines altered, including a smaller cohort of students (no more than 15 per classroom) with students attending either on alternative days or alternative weeks; this would include a blended learning paradigm with some in-class work and some distance learning work; and

(C) Students learning remotely from home.

3.2 To date, our planning has focussed on possible schedules for scenario B, cleaning protocols for scenarios A and B, specific protocols for COVID-19 suspected cases and outbreaks, and consistent standards for scenario C.

3.3 Of the different scenarios, the complexities of a modified day are significant. The following are the primary considerations in the modelling process:

- Health and safety of students and staff;
 - Number of contacts for staff and students
 - Cleaning protocols
 - Transportation
- Instructional blocks that limit cohort size balanced with student access to the expertise of teaching staff; and
- Responsibilities to uphold legal requirements (e.g., Human Rights Code and other legislation) and the terms of the collective agreements.

When considering the range of criteria in analyzing the factors to be considered in planning the modified day, the relationship between them is not always congruent. For example, while limiting the number of adults working with any one cohort of students is the ideal, this is not practical in every context, given the operational requirements of providing lunch breaks, qualifications of staff, and preparation time for staff.

3.4 **Appendix A: Feedback to Inform Pandemic Planning** outlines information garnered from our surveys in terms of the readiness of families and staff to have students return to school. The preferred model for our families and staff is for students to attend on alternate days. Of parents who responded, 67% indicated that they are either likely or very likely to have their children return to school in September.

3.5 Transportation routes will be planned to determine cohort composition based on addresses to ensure siblings will be attending school on the same day. Those without bus transportation will then be added to the cohorts by the school, ensuring that cohort size is kept to approximately 15 students per classroom. It will take Durham Student Transportation Services (DSTS) approximately four weeks to plan routes once a model has been approved. Schools will then fill classes by adding in those students not on bus routes.

3.6 The timing of this process depends upon on how quickly the Durham Region Health Department (DRHD) provides feedback on models so that DSTS can confirm routing. This may result in families not knowing which days their children will attend until later in August. We recognize that this timing presents significant challenges for families in accessing childcare arrangements. Our first request for feedback from DRHD on models was made on June 25, 2020. They are seeking further clarification provincially and are keen to work with us.

3.7 Some students require a higher level of support, more intensive intervention and specialized services in order to accommodate their needs and support their success. Specialized class types that meet the needs of students with specific learning profiles have clearly defined outcomes of student success. Students accessing programming, with a program foundation in modified curriculum and/or alternative curriculum, within special education classes of less than 15, will be offered every-day timetabling.

3.8 We have worked closely with the Durham Catholic District School Board (DCDSB) to develop a variety of possible reopening models. **Appendix B: Adaptive Models for Re-opening September 2020** provides a snapshot of some of those models. One of the major safety considerations is limiting the number of staff that travel from classroom-to-classroom to provide coverage for prep time and breaks as outlined in collective agreements and labour laws.

We have developed sample timetables that meet the requirements of the Ministry's direction to limit cohort sizes to 15 students, uphold collective agreements and incorporate the general public health guidance received thus far. Those timetables are provided in **Appendix D: Sample Timetables for Re-opening September 2020**. It is important to note the impact on the length of the school day when limiting the number of supervisors and student movement within a school.

3.9 On June 30th, the Ministry held an Early Years teleconference for all school boards in Ontario where they recognized the need to provide district staff with further guidance to inform next steps in planning for licensed child care use within the schools for the 2020/2021 school year. Additional guidance is being developed and communication will be released by the Ministry of Education. We will provide additional information as details become available.

3.10 Should we be required to adapt to remote learning, **Appendix C: Framework for RealTime Learning and FlexTime Learning**, identifies some initial considerations for creating a more consistent experience for all students. Specific time commitments have not been identified as of yet. We anticipate that the Ministry of Education will establish the requirements based upon the province's experience with Distance Learning, and the past practice of the Ministry of Education in identifying the number of required instructional minutes.

- 3.11** A cross-section of staff, coordinated by the Health & Safety Department, are developing an operational plan for the reopening of schools with the core principle of creating a safe environment for students, staff and visitors on DDSB property. The plan will be adaptable to respond to changing conditions, including the potential for a full reopening of schools without cohorts. The plan will be aligned with the Ministry of Education's School Reopening Guidelines, Child Care Reopening Guidelines and considers reports from partner associations and the medical community.

The plan will include a comprehensive communications strategy, utilizing a variety of methods to keep the public well informed about re-opening details, guidelines, restrictions, age appropriate COVID-19 awareness materials and keep safe guidelines for students and families. Other features of the plan include, but are not limited to, self assessment protocols, operational checklists, enhanced cleaning protocols, additional signage, regulating movement within schools, modifications to school/classroom setup, Human Resource procedures, and protocols for COVID-19 suspected cases and outbreaks.

4 Analysis

- 4.1** A variety of media outlets have reported on the province-wide challenge in ensuring that families have a plan for their children so that all working parents can return to their employment. It must be noted that access to schooling serves as only a partial solution to the challenge. With cohorts being limited to approximately 15 students in the adaptive scenario, in-school days are limited and potentially shortened.

Furthermore, availability of school staff to work full-time within the school setting without a provincial plan for child care, and limited access to child care and schooling for their own families, remains an issue. Of those who responded to the staff survey, 35% are parents whose own children require child care due to age (under 12) or special needs. Without a provincial plan to address their needs as parents, the impact upon staff availability to work full-time within a school setting (and the number of related requests for accommodation) may also be unpredictable.

- 4.2** The reality is that limiting the size of the school cohort may create an artificial construct. For families who are able to access community child care or arrange informal babysitting on those days when their children are not attending school, they may become part of *two or more other cohorts*, thereby compromising the very purpose of cohorting within the school structure. However, smaller cohorts do provide more space for the students in attendance at school.

ADMINISTRATIVE REPORT

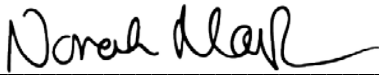
Page 5 of 5

- 4.3** It is likely that in addition to the alternate day model, that the school day may be shortened to accommodate: the extensive cleaning that will be required between cohorts; a limited number of supervisors per cohort; and the required lunch and preparatory time for school staff.
- 4.4** Should the Ministry of Education direct school boards in August to a modified school reopening, the DDSB and DCDSB will aim to adopt the same model given the shared costs of transportation.

5. Conclusion

This report primarily outlines staff's response to the Ministry of Education's direction to school boards to create a plan for modifying the school day and week and limiting the size of the class cohort.

Report reviewed and submitted by:



Norah Marsh, Acting Director of Education



Jim Markovski, Acting Associate Director of Academic Services

Appendix A: Feedback to Inform Pandemic Planning

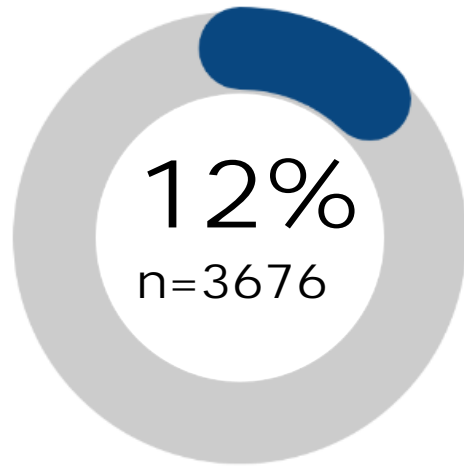


Families, students and staff of the Durham District School Board were invited to participate in an online survey and share their thoughts about returning to school in the fall. These voluntary surveys opened June 21st and closed on June 30th (11:59 pm). The feedback from these surveys is being used to inform our action plan along with input and direction from the Durham Region Health Department and the Ministry of Education.

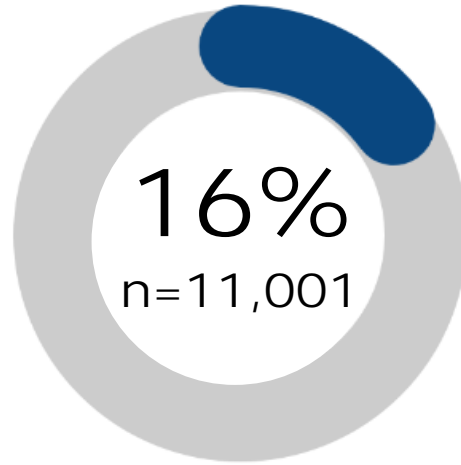
A total of 3,676 students engaged in the survey (representing 12% of the total student population).

A total of 11,001 family members engaged in the survey (representing 16% of families).

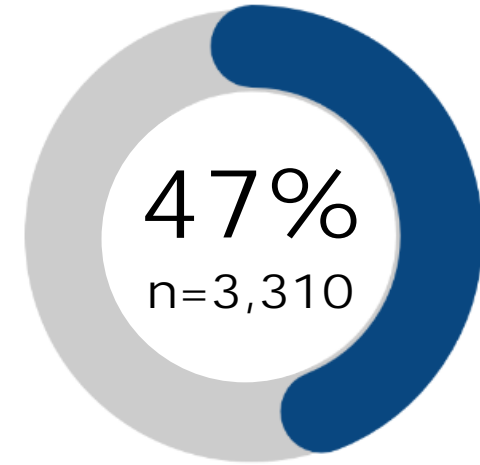
A total of 3,310 staff members engaged in the survey (representing 47% of staff).



Students

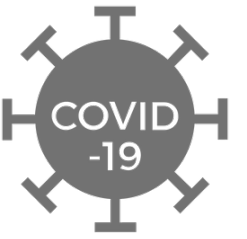


Parents

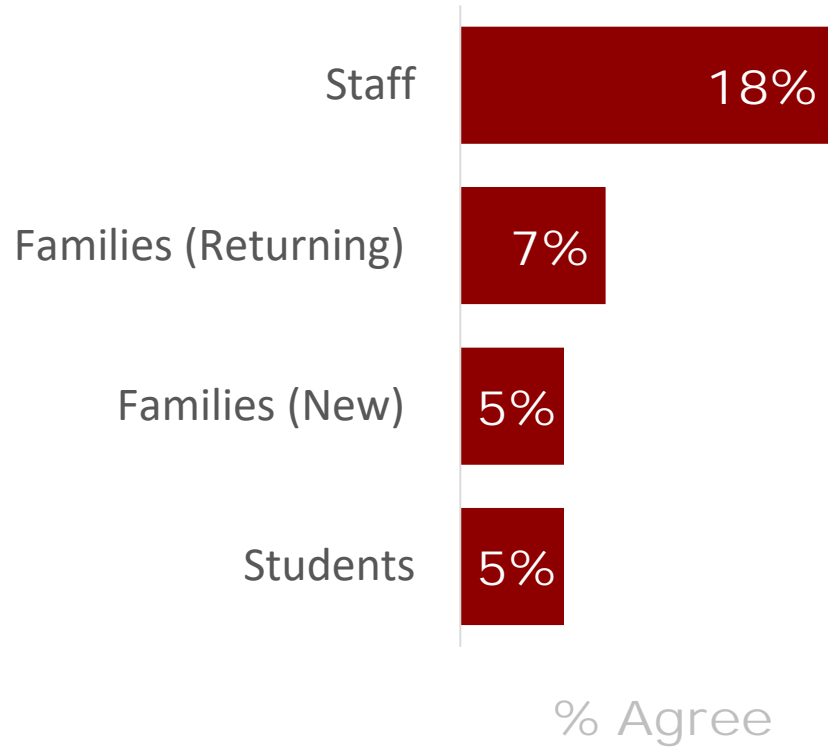


Staff

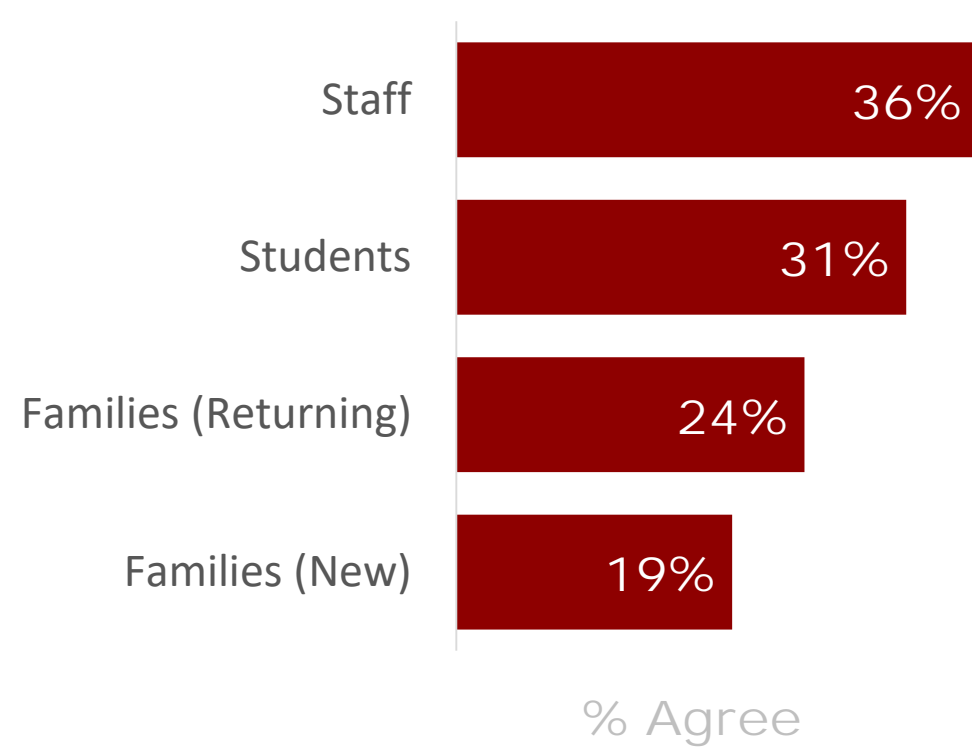
COVID 19 Risk²⁵



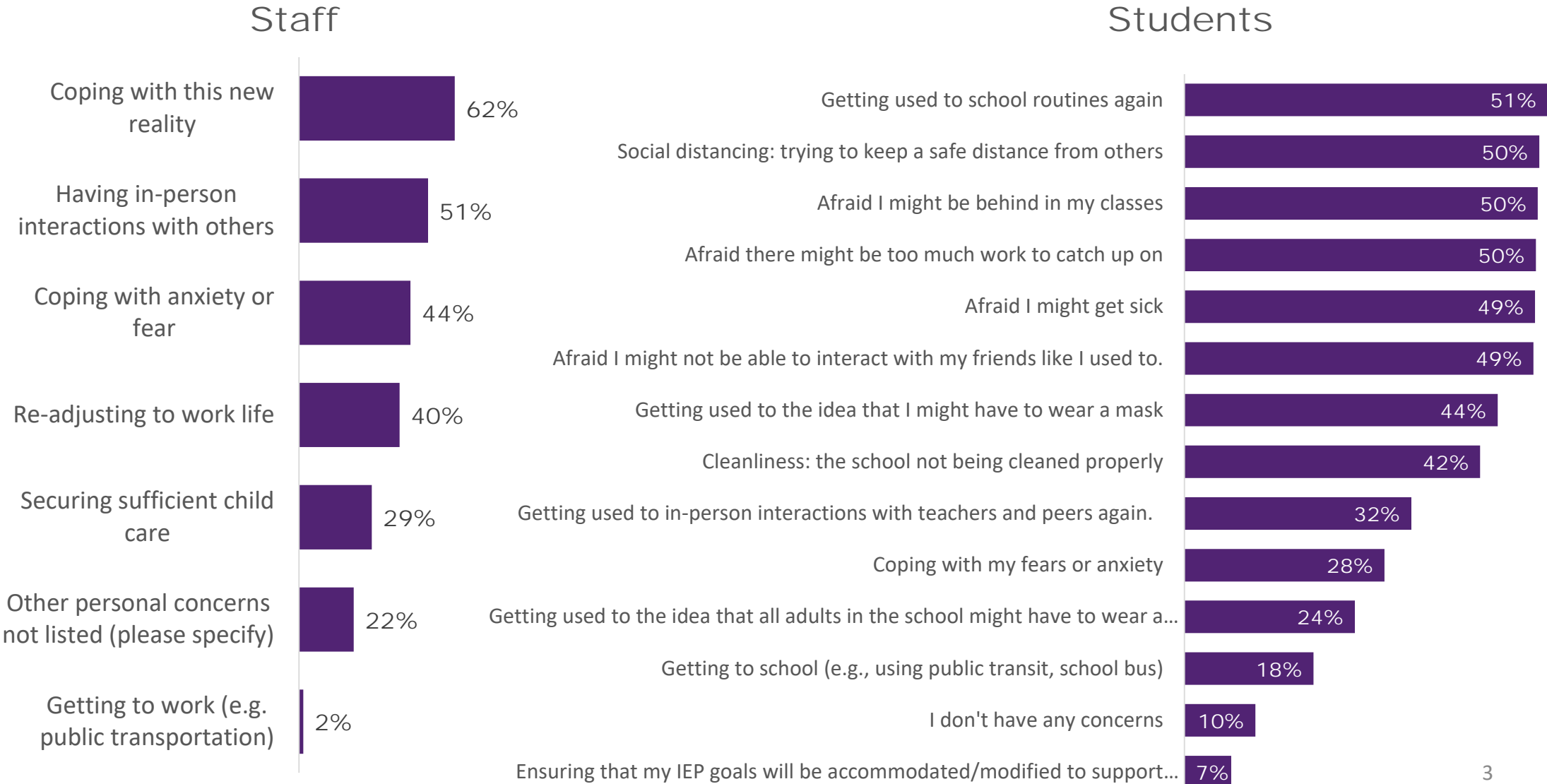
Are you At Risk?



Family At Risk?



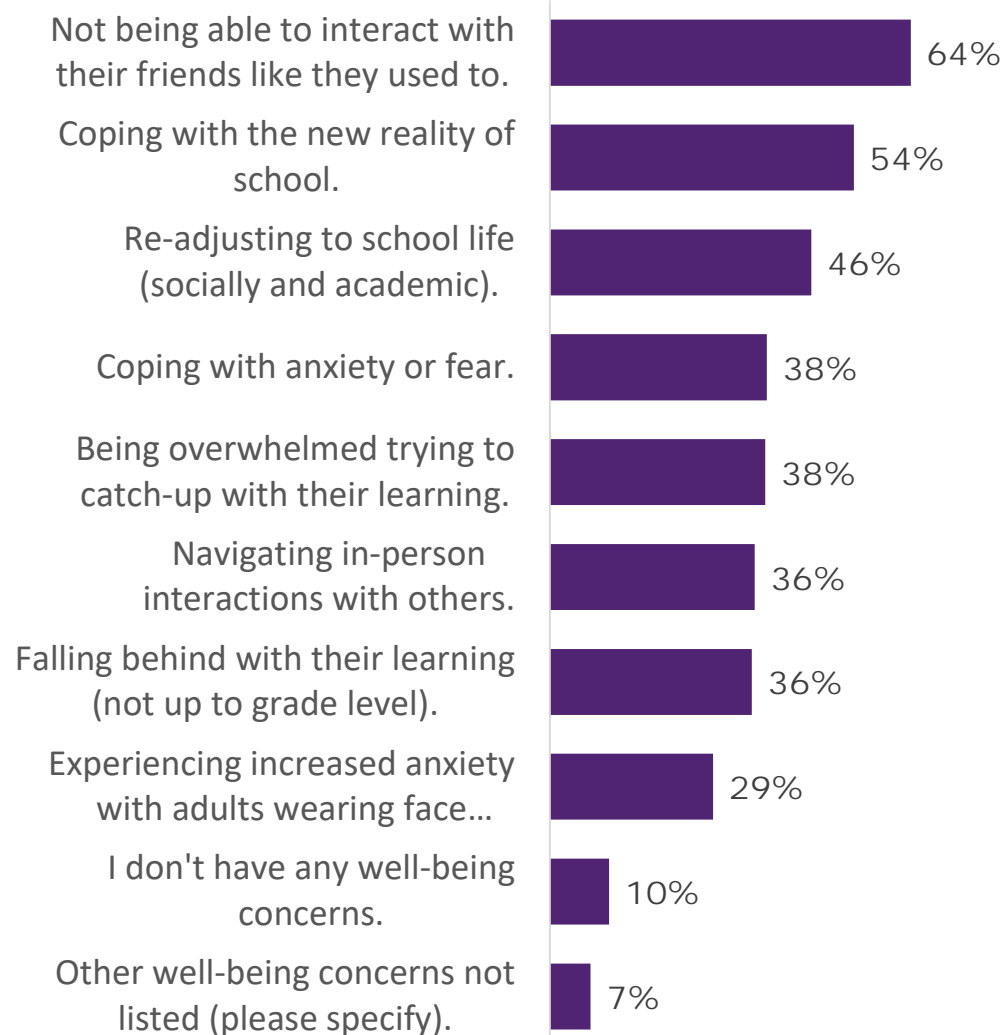
Well-Being: Concerns about Returning



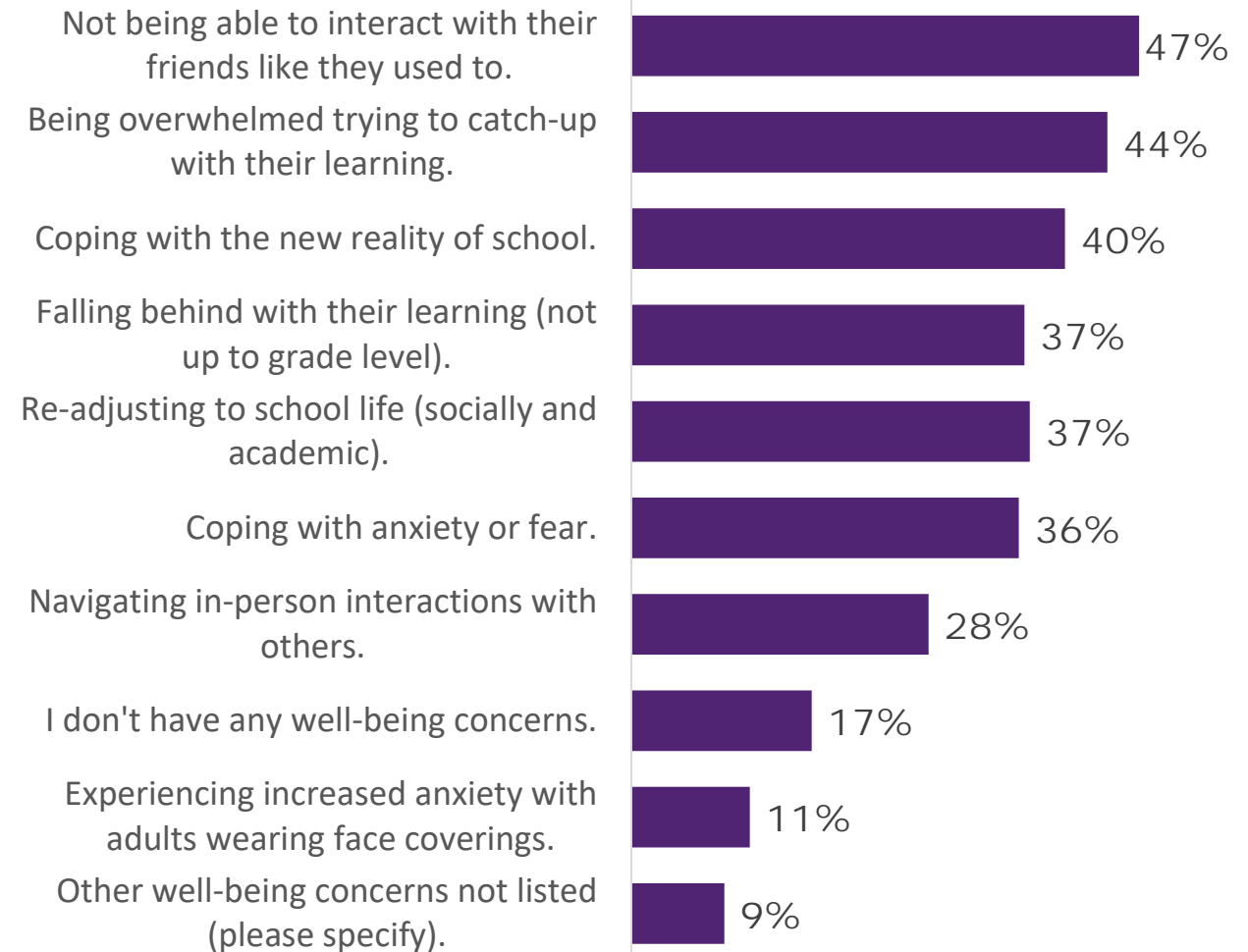
Well-Being: Concerns about Returning



Families (Elementary)



Families (Secondary)

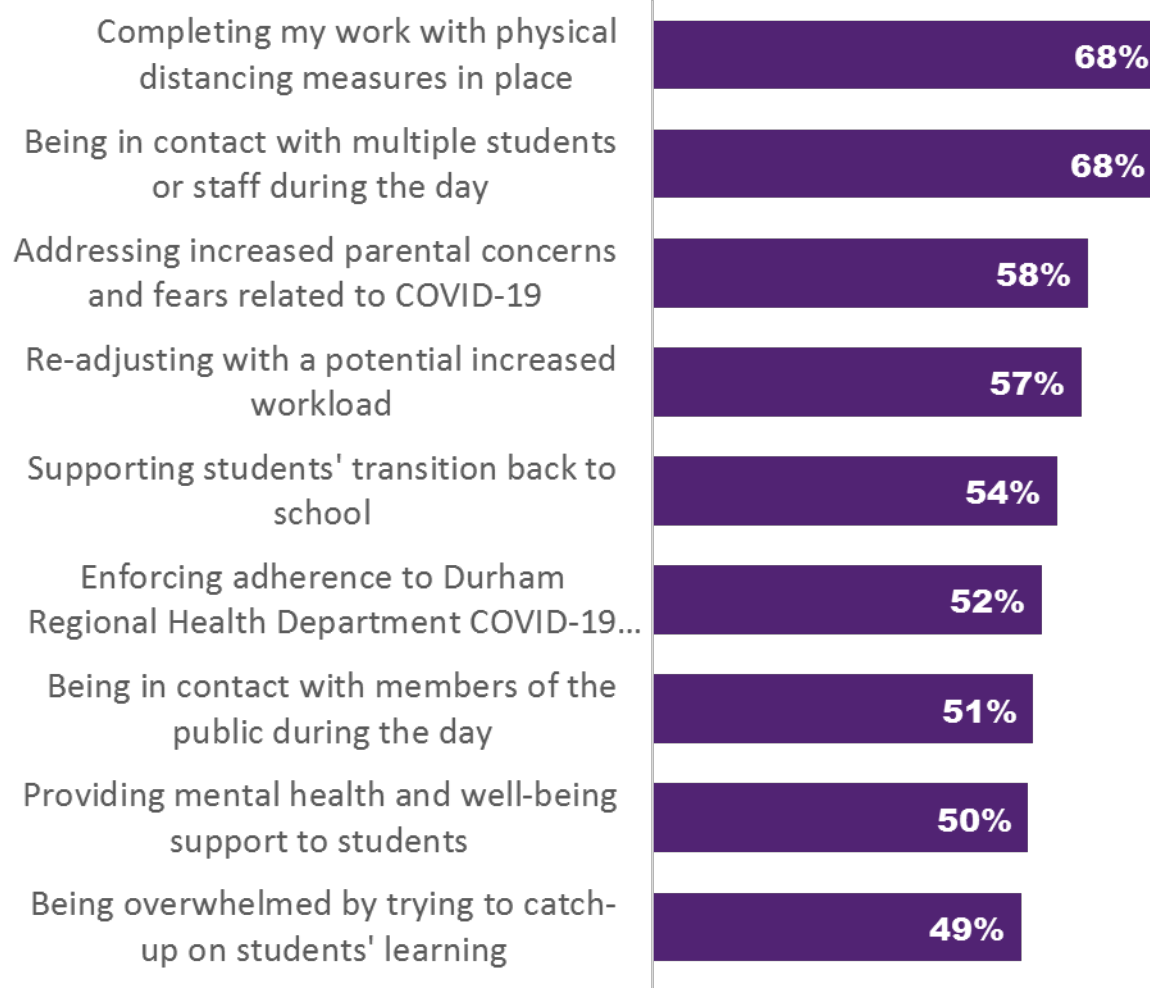


Well-Being: Professional Concerns

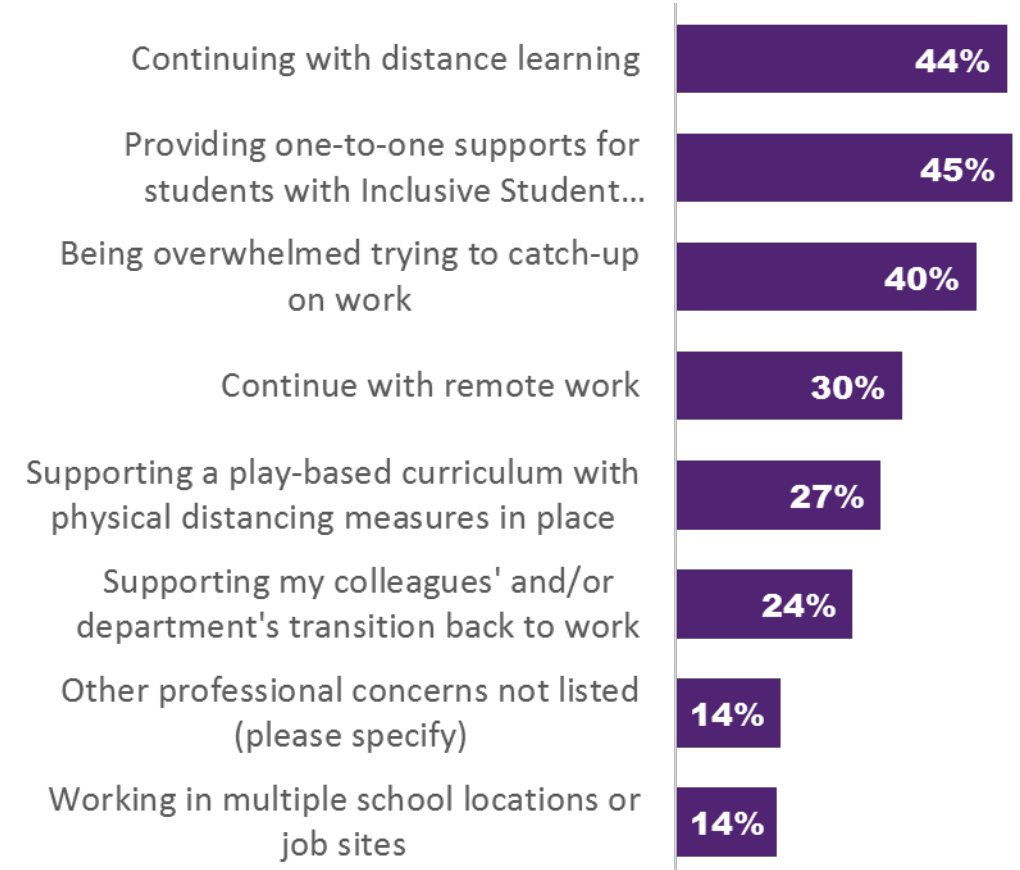
28



Staff



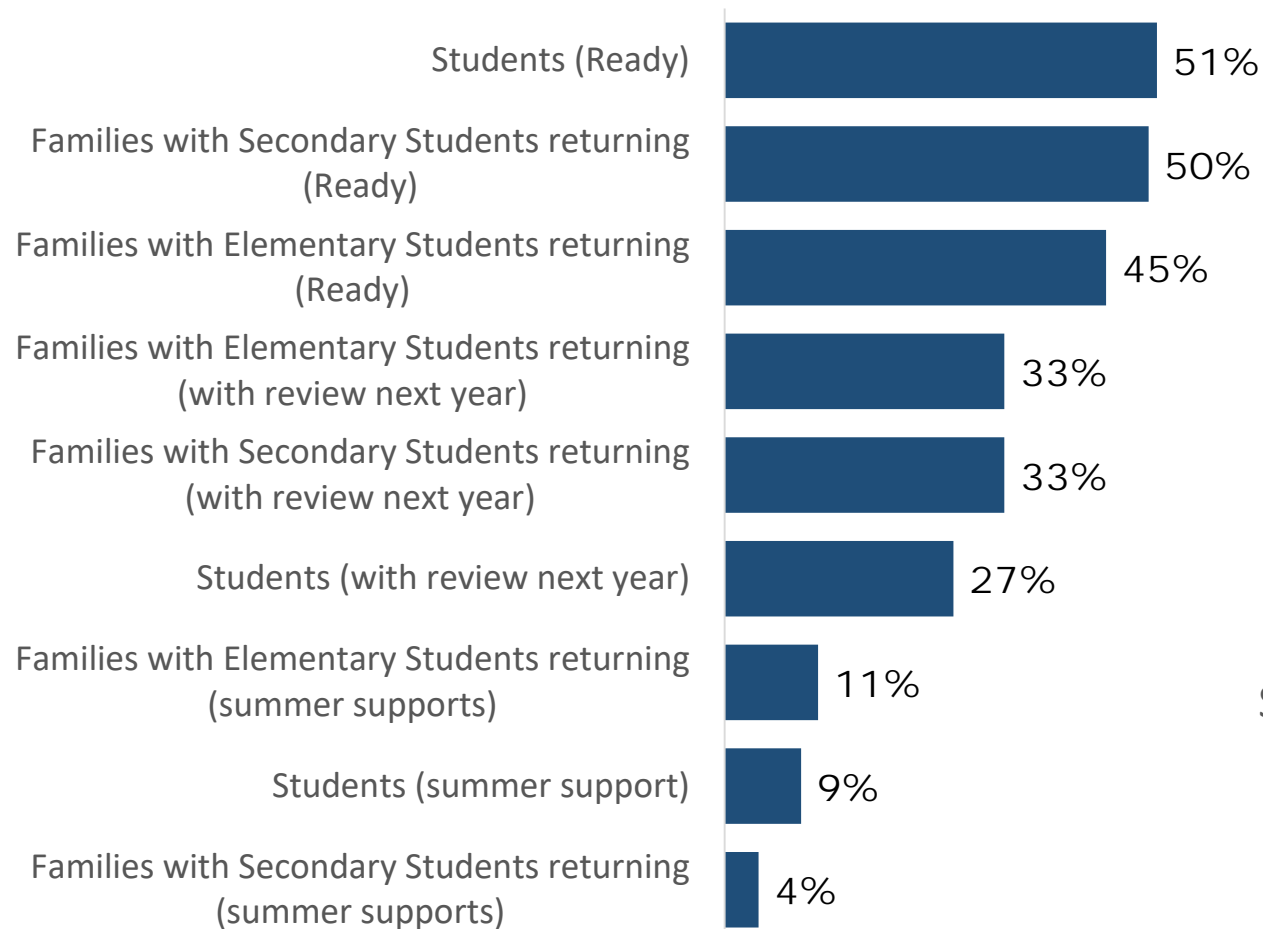
Staff - Continued



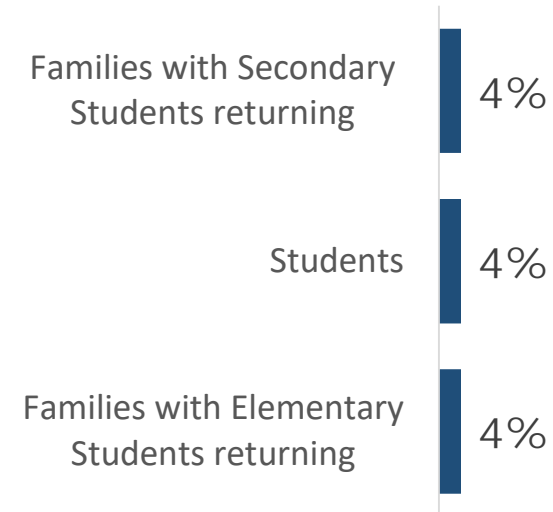
Readiness: Returning to School



Students Who Are Ready



Students Who Are Not Ready



Feel Comfortable Returning



Readiness: Returning to School

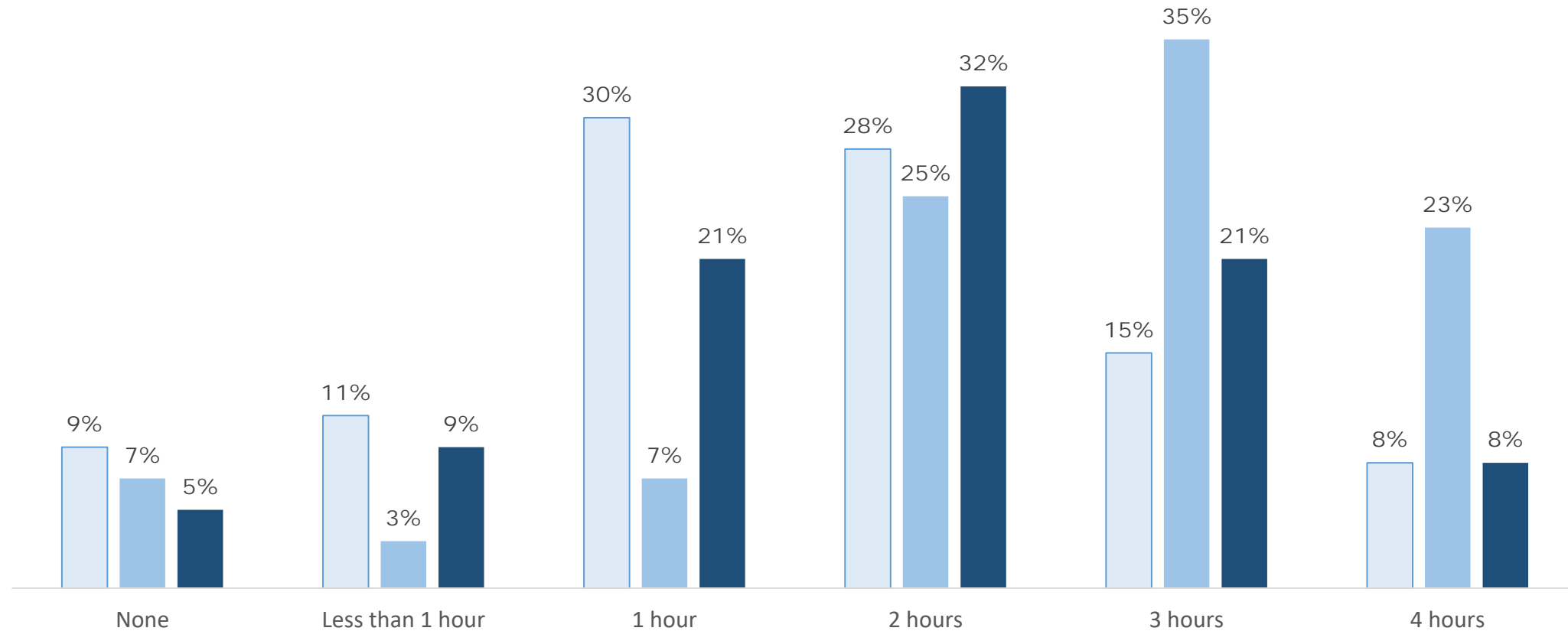


How much time online would be ideal?

Families (Elementary)

Families (Secondary)

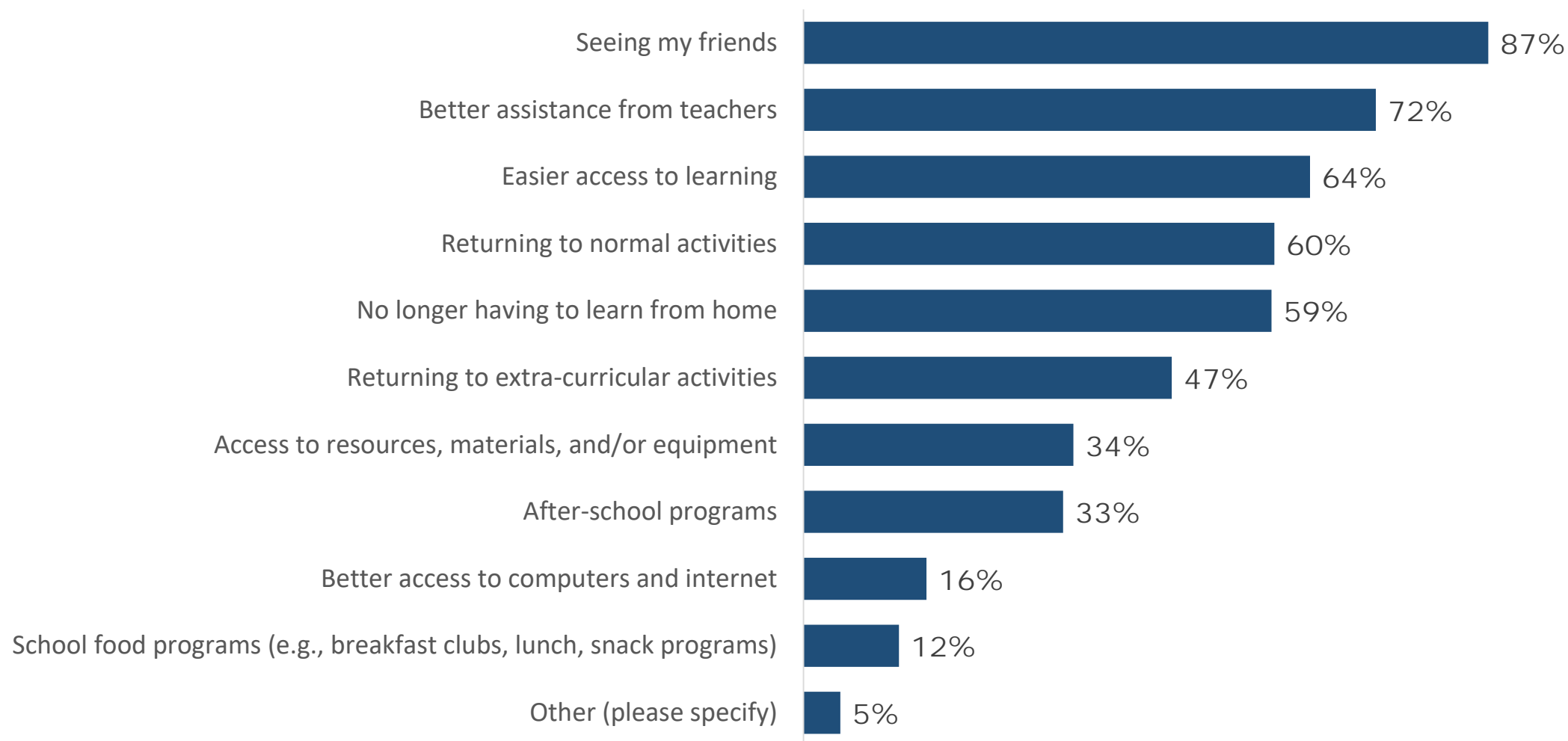
Students



Readiness: Students Returning To School



What students are looking forward to about returning to school

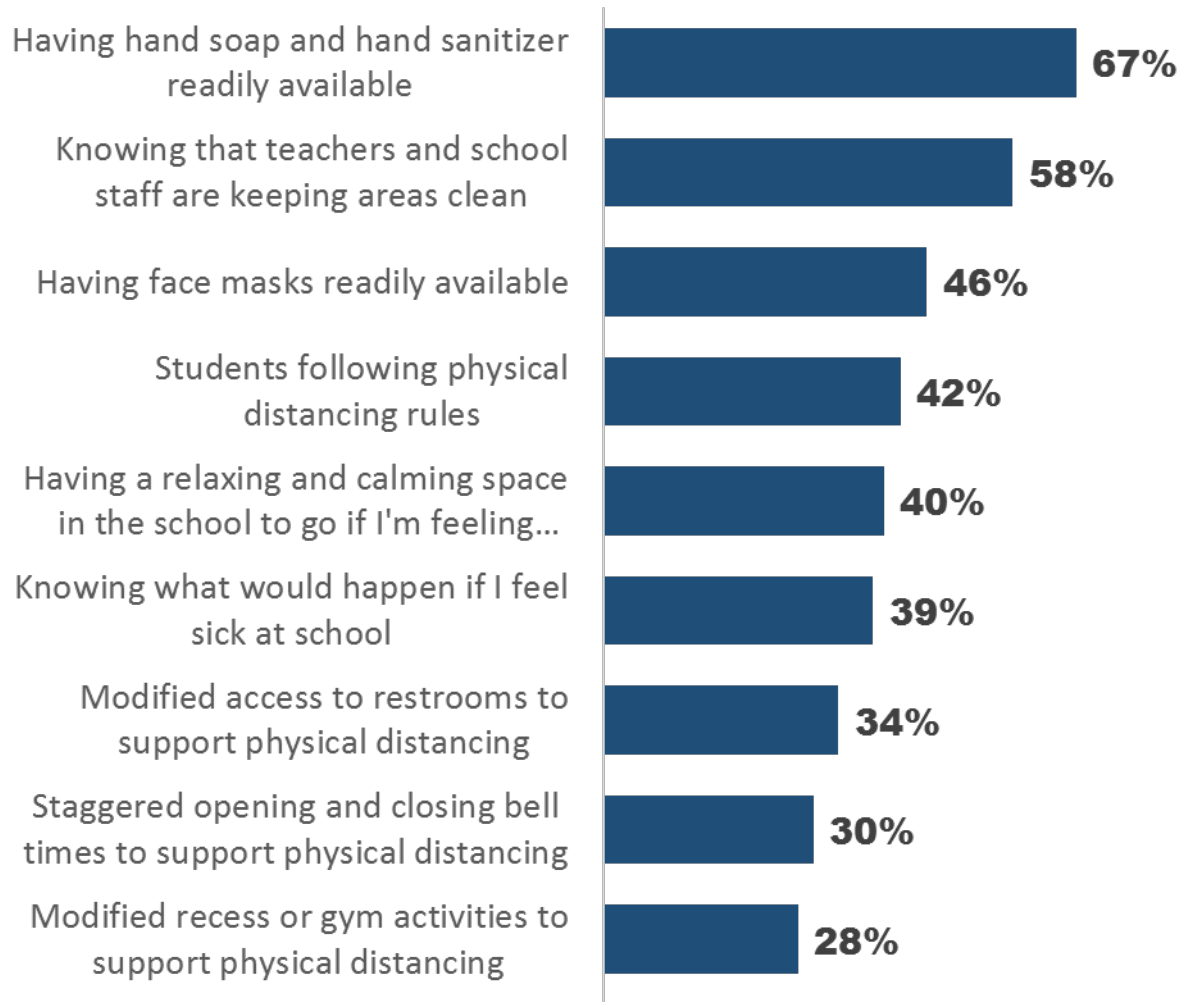


Readiness: Students Returning To School

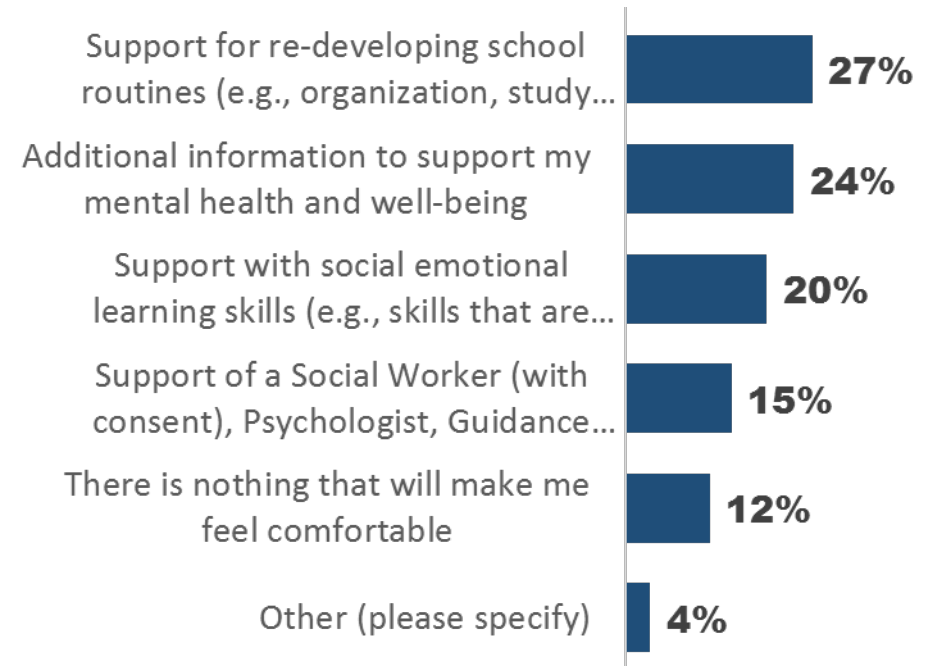
32



What would make your return to school more comfortable?



What would make your return to school more comfortable? Continued

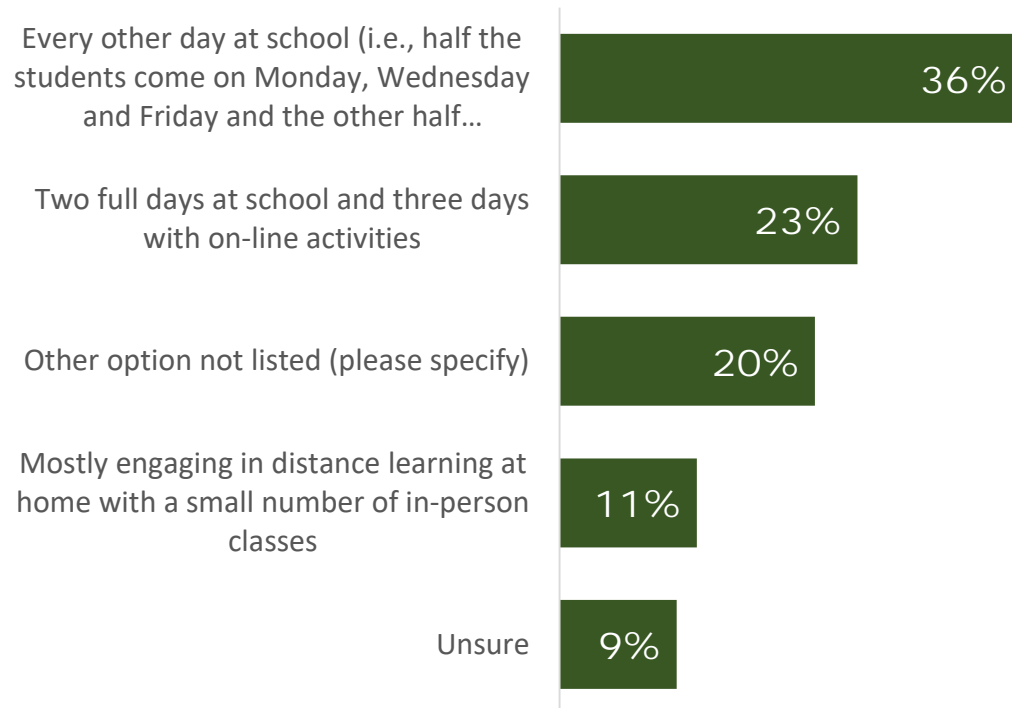


Fall 2020 Models: School Based Staff

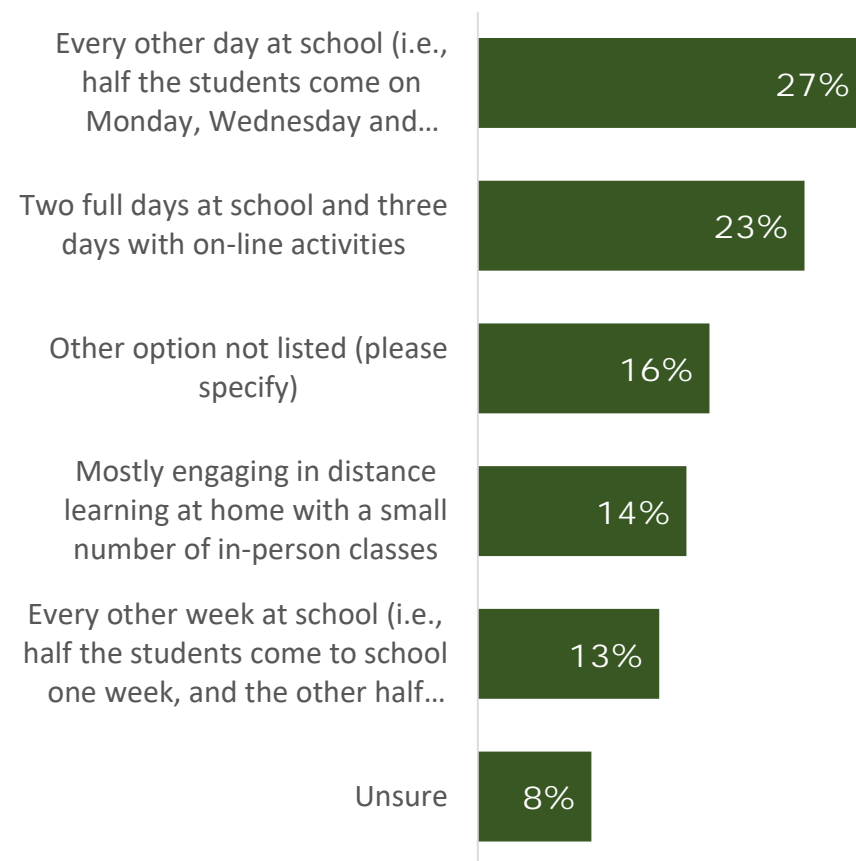


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Elementary Staff



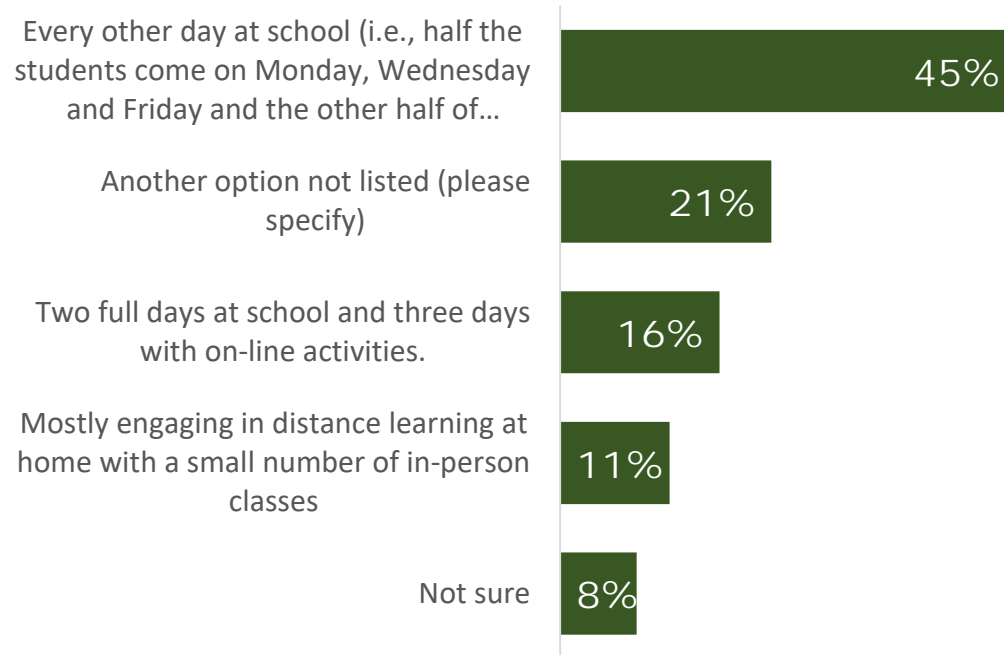
Secondary Staff



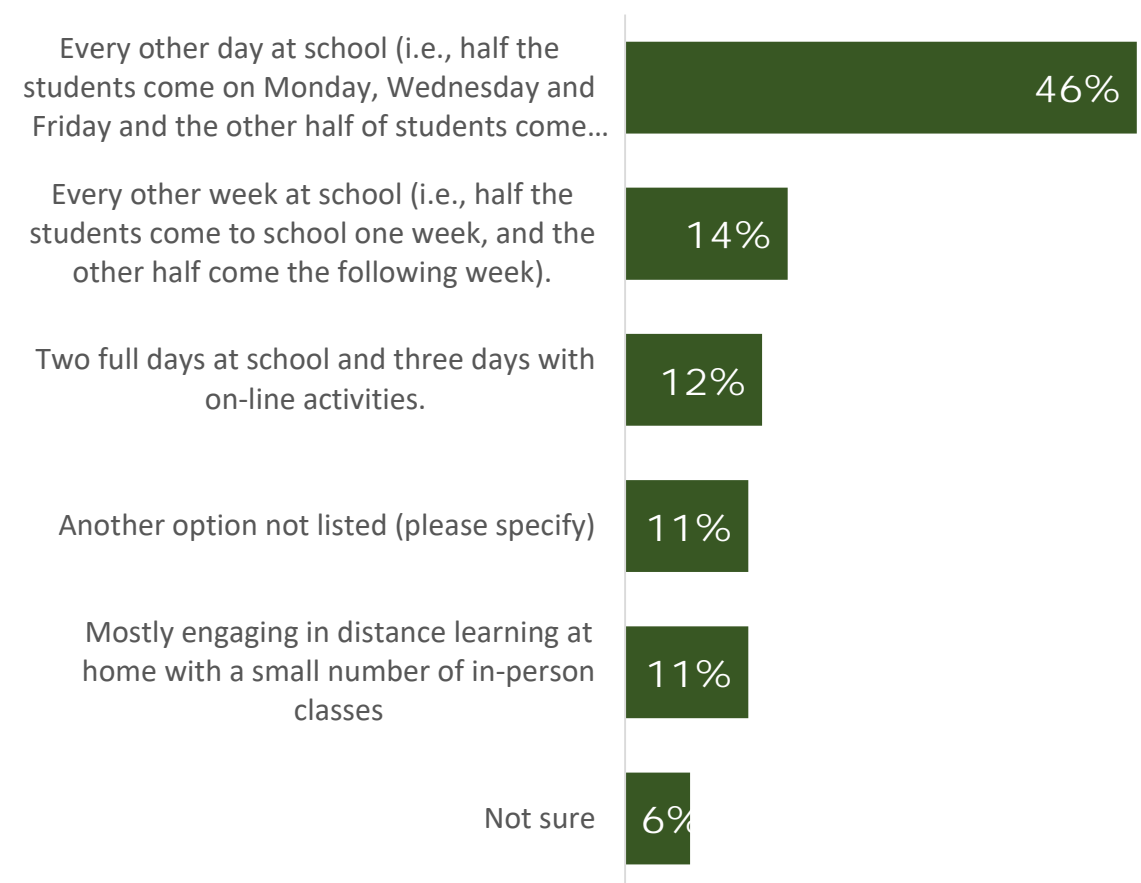
Fall 2020 Models: Families



Elementary Families



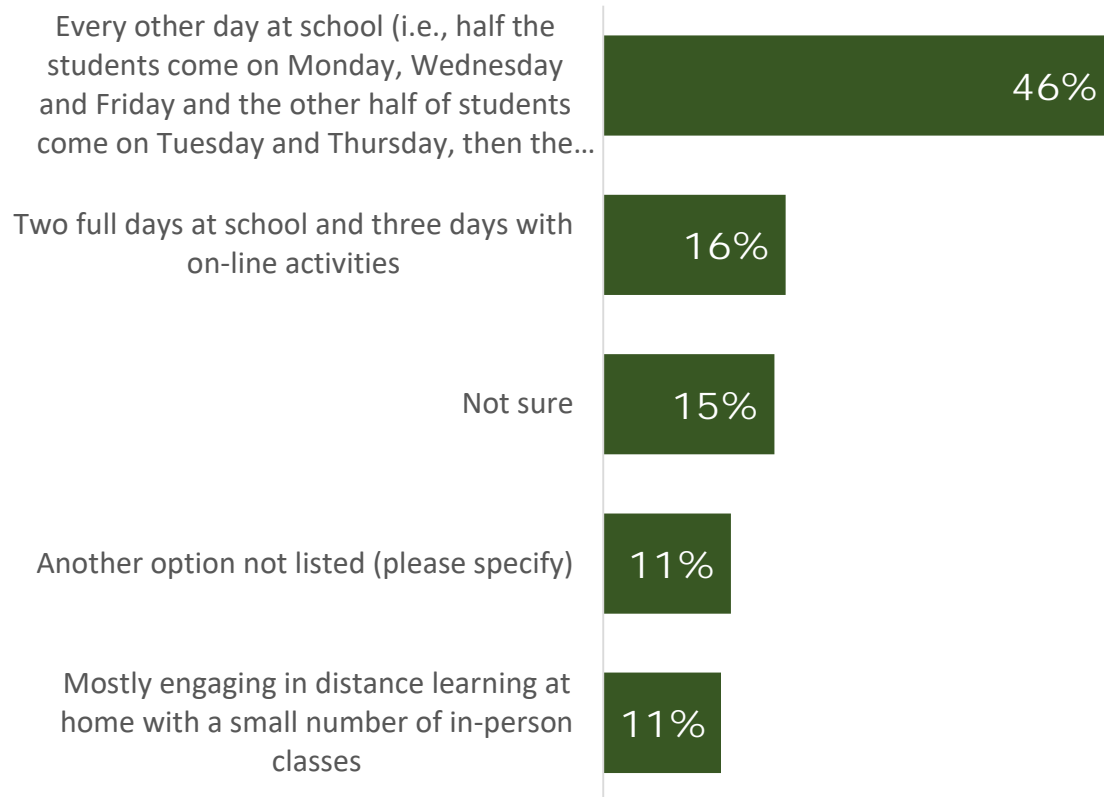
Secondary Families



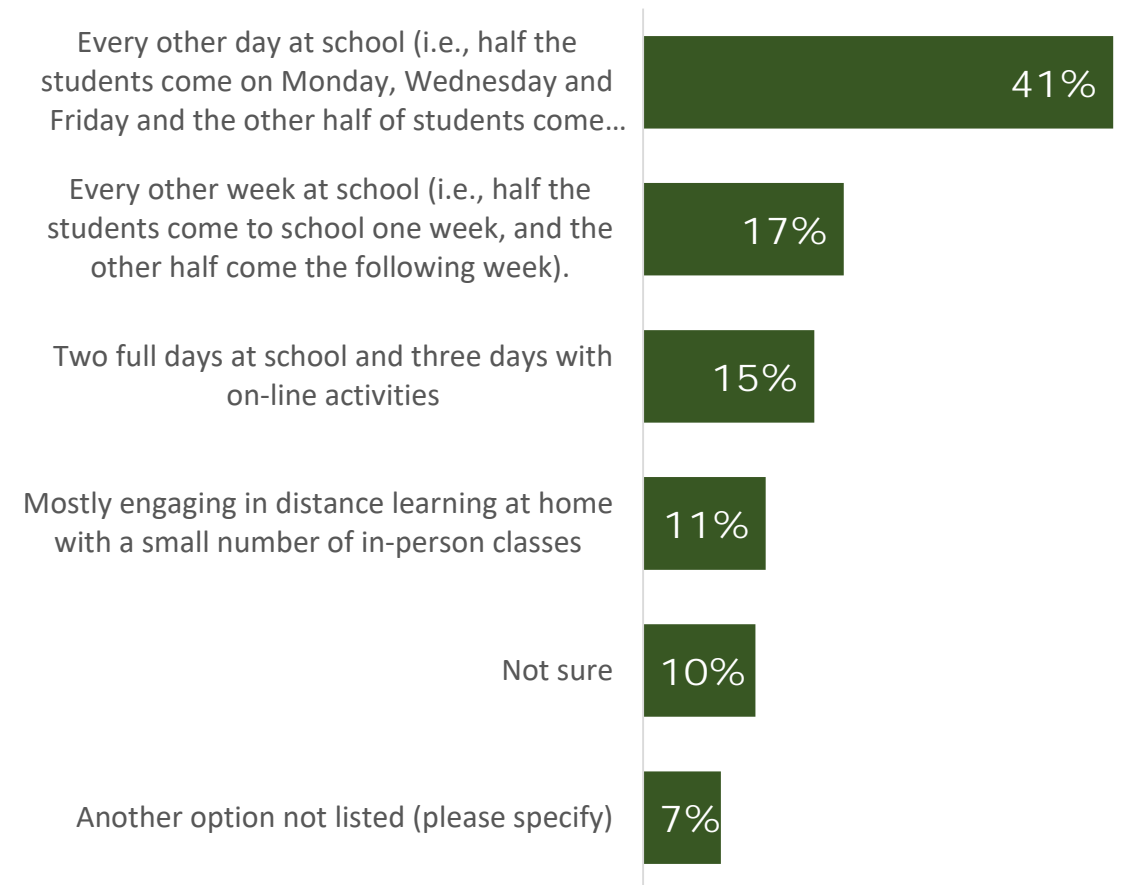
Fall 2020 Models: Students³⁵



Elementary Students



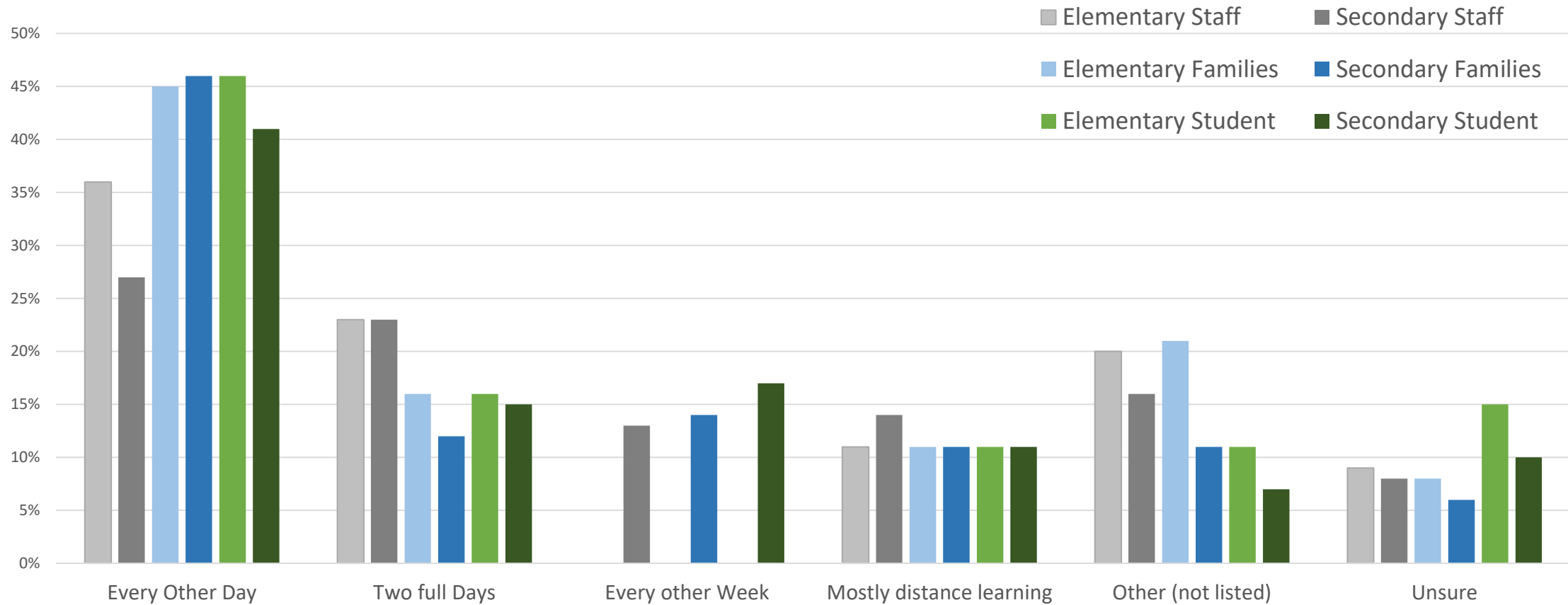
Secondary Students



Fall 2020 Models – Preference by Groups



Model Preference



Adaptive Models for RE-OPENING IN SEPTEMBER 2020

The purpose of this document is to provide a high-level understanding of the models under consideration should the Ministry direct the school board to adopt a modified school day with altered routines. There are a series of operational parameters based on collective agreement requirements that for the purposes of this document are not identified due to the number and complexity of them.

The Ministry of Education has advised school boards to draw on two key aspects of public health guidance: distancing and cohorting. Distancing refers to the advice that individuals should avoid close personal contact and maintain two meters of separation for any prolonged encounters. Cohorting refers to minimizing the number of students and teachers any individual encounters, and to maintain consistency in those contacts as much as possible.

Other considerations in adopting a model include busing, the need for families to have some pattern of predictability, and for children within the same household to attend school on the same days. Models will incorporate remote learning opportunities for students including **RealTime** (live) learning for students when they are at home. Teachers will also plan work for students to complete on their own time which is referred to as **FlexTime** learning.

Models refer to three cohorts of students. Students who are attending school are divided between cohorts A and B will have periods of time when they will be learning remotely from home; students who have opted out of in-class learning will exclusively learn remotely from home.

The DDSB is committed to working with our coterminous partner in establishing a model that must be approved by the Durham Region Health Department. We will be sharing more information with Trustees and families as plans become finalized, with the goal of providing as much advance notice as possible.

SUCCESS

We value
your achievements.

WELL-BEING

We value
how you feel.

LEADERSHIP

We value
how you grow.

EQUITY

We value
who you are.

ENGAGEMENT

We value
your involvement.

INNOVATION

We value
forward thinking.

DDSB MULTI-YEAR STRATEGIC PRIORITIES

Important Items of Note for the Different Models

- A family will be assigned cohorts for siblings to attend school on the same day
 - The length of the day at school will vary and will not be the same as a regular school day
 - Start and dismissal times will be confirmed later this summer for each school
 - Remote learning opportunities will be built into the schedule for students at home
 - The goal is to have elementary students in school as long as possible, while keeping with provisions of the collective agreement, supervision and reducing the number of adult contacts in line with the guidance of public health officials
 - Secondary students will be dismissed before elementary students
 - School bus scheduling will determine new bell times for schools
 - Transportation will create cohorts for transported students based on their home address and efficiency of routes, understanding that double routes will have to run to keep bus cohorts reduced and schools will then add those students with those who walk to the cohort
 - Deep cleaning of schools will take place following the switch-over of cohorts
 - All models include enhanced health and safety measures and protocols to reduce the risk of transmission, including frequently cleaning high touchpoints and washrooms
-

Note about Small Class Placements

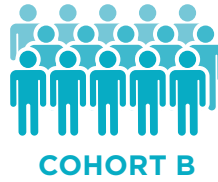
Some students require a higher level of support, more intensive intervention and specialized services in order to accommodate their needs and support their success. Specialized class types that meet the needs of students with specific learning profiles have clearly defined outcomes of student success. Students accessing programming, with a program foundation in modified curriculum and/or alternative curriculum, within special education classes of less than 15, will have to be offered everyday timetabling.

Note about Schools with Modified Calendars

Some DDSB schools have a modified calendar, with school starting in August. We have submitted, but not yet received approval from the Ministry of Education regarding modified calendars. Should the modified calendars be approved, the first month of the school year will consist of remote learning before students are able to attend school in-person in September.

ALL MODELS ACCOUNT FOR:

Cohort A/Cohort B – Approximately 15 students in each cohort.



Cohort C – Families opting to not send their children to school will receive instruction virtually.

ELEMENTARY MODELS

Two models are being considered at the Elementary level.

MODEL 1: ABAB/ALTERNATE FRIDAYS

Cohort A attends on Mondays, Wednesdays, and every other Friday

Cohort B attends on Tuesdays, Thursdays, and every other Friday

The school day is shortened to schedule remote learning for the cohort not present and to perform a deep clean at the end of the day

COHORT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A	Cohort B	Cohort A	Cohort B	Cohort A
Week 2	Cohort A	Cohort B	Cohort A	Cohort B	Cohort B

MODEL 2: AA/REMOTE/BB

Cohort A attends on Mondays and Tuesdays

Cohort B attends on Thursdays and Fridays

Cohorts A, B and C receive remote learning at home on Wednesdays

The school day will be slightly longer than Elementary Model 1, but shorter than a regular school day

A deep clean of the school will take place on Wednesdays

COHORT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
All Weeks	Cohort A	Cohort A	Remote Learning	Cohort B	Cohort B

SECONDARY MODELS

Three models are being considered at the Secondary level.

MODEL 1: THE SUMMER SCHOOL MODEL

The semester is divided into four even periods and students attend school for one course at a time. Within that model there are two options:

MODEL SECONDARY 1A: ABAB/ALTERNATE FRIDAYS

Cohort A attends on Mondays, Wednesdays, and every other Friday

Cohort B attends on Tuesdays, Thursdays, and every other Friday

The school day is shortened to schedule remote learning for the cohort not present and to perform a deep clean at the end of the day

SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A	Cohort B	Cohort A	Cohort B	Cohort A
Week 2	Cohort A	Cohort B	Cohort A	Cohort B	Cohort B

MODEL SECONDARY 1B: AA/REMOTE/BB

Cohort A attends on Mondays and Tuesdays

Cohort B attends on Thursdays and Fridays

Cohorts A, B and C receive remote learning at home on Wednesdays

The school day will be slightly longer than Secondary Model 1A, but shorter than a regular school day

A deep clean of the school will take place on Wednesdays

SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
All Weeks	Cohort A	Cohort A	Remote Learning	Cohort B	Cohort B

MODEL 2: THE QUADMESTER BLOCK TIMETABLE

The semester is divided in half and students attend school for two courses at time. At the halfway mark, they are granted those two credits and start on the next two. Within that model there are two options:

MODEL SECONDARY 2A: ABAB/ALTERNATE FRIDAYS

Cohort A attends on Mondays, Wednesdays, and every other Friday

Cohort B attends on Tuesdays, Thursdays, and every other Friday

The school day is shortened to schedule remote learning for the cohort not present and to perform a deep clean at the end of the day

WEEK 1 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A
Block 2	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A

WEEK 2 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort B
Block 2	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort B

MODEL SECONDARY 2B: AA/REMOTE/BB

Cohort A attends on Mondays and Tuesdays

Cohort B attends on Thursdays and Fridays

Cohorts A, B and C learn remotely from home on Wednesdays

The school day will be slightly longer than Secondary Model 2A, but shorter than a regular school day

A deep clean of the school will take place on Wednesdays

WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1 Cohort A	Course 1 Cohort A	Remote Learning	Course 1 Cohort B	Course 1 Cohort B
Block 2	Course 2 Cohort A	Course 2 Cohort A	Remote Learning	Course 2 Cohort B	Course 2 Cohort B

MODEL 3: THE CYCLE MODEL

Students are engaged in all four courses over a period of 8 to 10 days. To work through the cycle, students would have a gap of approximately 4 or 5 days before returning to the same course, with remote learning and other courses in-between.

MODEL SECONDARY 3A: ABAB/ALTERNATE FRIDAYS

Cohort A attends on Mondays, Wednesdays, and every other Friday

Cohort B attends on Tuesdays, Thursdays, and every other Friday

The school day is shortened to schedule remote learning for the cohort not present and to perform a deep clean at the end of the day

WEEK 1 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1 Cohort A	Course 1 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Course 3 Cohort A
Block 2	Course 1 Cohort A	Course 1 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Course 3 Cohort A
Block 3 (online)	Course 1 Cohort B	Course 1 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 3 Cohort B

WEEK 2 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 3 Cohort B	Course 4 Cohort A	Course 4 Cohort B	Course 1 Cohort A	Course 1 Cohort B
Block 2	Course 3 Cohort B	Course 4 Cohort A	Course 4 Cohort B	Course 1 Cohort A	Course 1 Cohort B
Block 3 (online)	Course 3 Cohort A	Course 4 Cohort B	Course 4 Cohort A	Course 1 Cohort B	Course 1 Cohort A

MODEL SECONDARY 3B: AA/REMOTE/BB

Cohort A attends on Mondays and Tuesdays

Cohort B attends on Thursdays and Fridays

Cohorts A, B and C will learn remotely from home on Wednesdays

The school day will be slightly longer than Secondary Model 3A, but shorter than a regular school day

A deep clean of the school will take place on Wednesdays

WEEK 1 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 1 Cohort A	Course 1 Cohort B	Remote Learning	Course 2 Cohort A	Course 2 Cohort B
Block 2	Course 1 Cohort A	Course 1 Cohort B	Remote Learning	Course 2 Cohort A	Course 2 Cohort B
Block 3 (online)	Course 1 Cohort B	Course 1 Cohort A	Remote Learning	Course 2 Cohort B	Course 2 Cohort A

WEEK 2 SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Course 3 Cohort A	Course 3 Cohort B	Remote Learning	Course 4 Cohort A	Course 4 Cohort B
Block 2	Course 3 Cohort A	Course 3 Cohort B	Remote Learning	Course 4 Cohort A	Course 4 Cohort B
Block 3 (online)	Course 3 Cohort B	Course 3 Cohort A	Remote Learning	Course 4 Cohort B	Course 4 Cohort A

Framework for RealTime Learning & FlexTime Learning



Moving forward in Distance Learning, it is essential that we continue to ground our practice in the [Principles to Inform Distance Learning Practice for Elementary](#) and [Principles to Inform Distance Learning Practice for Secondary](#) and meets the Ministry's [Ontario Framework for Continued Learning](#). All educators will support the provision of RealTime Learning.

RealTime Learning

Opportunities that provide same time connected interactions between educator(s) and student(s) as well as peer-to-peer interactions facilitated by the educator

Examples

- Google Meet (Lessons/ Tutorials/Office Hours)
- Teleconference
- Online chat
- *may include online tools to engage the learner(s)
- Padlet, Google Slides, Google Docs, etc.

FlexTime Learning

Ongoing continuous learning that is available any time

Examples

- Learning activities posted on an Online platform (Google Classroom/ D2L/ Google Sites, etc.)
- Recorded videos
- Online resources/ applications (Google Docs, video notes, etc.)

RealTime Learning & FlexTime Learning Guidelines

- Learning opportunities shall consider and be responsive to the diverse identities, needs, interests and circumstances of the students/families within the class/course (e.g. accommodations/modifications of IEP, ELL, other human rights related needs, CRRP etc.) to support equitable access and outcomes
- Educators will provide appropriate human rights related accommodations (e.g., interpreters or other resources and services, communication supports, etc.) where required to support RealTime and FlexTime learning and learning activities
- The privacy of both educators and students shall be respected and practices will adhere to the Distance Learning procedure
- Schedules will be predictable and include flexible approaches and options to best meet the individual needs and circumstances of students and families
- Educators within school departments and divisions may collaborate to provide RealTime learning opportunities

Elementary*

- Every elementary student shall have the opportunity of a minimum of ____ instructional offerings of RealTime Learning per week
- RealTime Learning shall be a minimum of ____ minutes to maximum of ____ minutes
- The ____ instructional offerings shall be aligned to the Ministry directions for Distance Learning
- Subject Specific Educators not identified in Ministry Distance Learning curriculum foci (Core French, Music, Physical Education, etc.) will participate in Distance Learning through collaborative planning with school staff and administration

Secondary*

- Every student shall receive a minimum of ____ offerings of RealTime Learning per course per week (Educators may wish to consider different days for RealTime and FlexTime activities)
- RealTime Learning sessions shall be instructional and may be offered more than once each week
- Sessions will have a maximum of ____ minutes
- ____ sessions per course may be office hours, tutorials or feedback sessions

These five guiding principles are provided to help guide educator practice, address challenges and opportunities and support inclusive learning experiences for all DDSB students.

We **will ensure human rights** and equity are considered in all aspects of Distance Learning.

We will prioritize relationships and connections with students to support their **well-being**;

We will use **flexible approaches to engage students** in learning;

We will **use differentiated, accessible and flexible learning tasks** that are based on some of the curriculum to support learning and growth and will **adjust learning expectations** based on the current circumstances; and

We will adjust **assessment and evaluation approaches** to support student success.

* This draft guideline section contains blanks for consideration. Please provide professional opinion to your administrator.

Sample Timetables for RE-OPENING IN SEPTEMBER 2020

The purpose of this document is to provide sample timetables for some of the potential options outlined in Appendix B: Adaptive Models for Re-Opening in September 2020. The sample timetables developed meet the requirements of the Ministry of Education's direction to limit cohort sizes to approximately 15 students, uphold collective agreements and incorporate the public health guidance received to this point.

One of the major safety considerations is limiting the number of staff that travel from classroom-to-classroom to provide coverage for prep time and breaks as outlined in collective agreements and relevant labour laws. Another is attempting to keep secondary students physically distancing from one another in relation to locker use and lunch-time socializing.

This document refers to three cohorts of students. Students who are attending school are divided between Cohorts A and B and will have periods of time when they will be learning remotely from home. Students whose families have opted out of in-class learning will only learn remotely from home and are classified as Cohort C.

Remote learning opportunities will be made available for students including **RealTime** (live) learning for students when they are at home. Teachers will also plan work for students to complete on their own time which is referred to as **FlexTime** (independent) learning. Additional support will be provided to Cohort C by teachers other than their classroom teacher throughout the week. These timetables focus on the school structure to support health and safety directions. Other timetables will be developed once Cohort C is identified and a model adopted.

These timetables are important samples so that families can understand the impacts on the length of the school day.

SUCCESS

We value
your achievements.

WELL-BEING

We value
how you feel.

LEADERSHIP

We value
how you grow.

EQUITY

We value
who you are.

ENGAGEMENT

We value
your involvement.

INNOVATION

We value
forward thinking.

DDSB MULTI-YEAR STRATEGIC PRIORITIES

ELEMENTARY

ABAB/ALTERNATE FRIDAYS – COMPRESSED SCHEDULE

Daily Instruction:

240 minutes in-school cohort instruction + RealTime/FlexTime Learning

Student School Day for In-School Cohort = 4 hours and 30 minutes (240 minutes class + 2 X 15 minutes break)

COHORT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A	Cohort B	Cohort A	Cohort B	Cohort A
Week 2	Cohort A	Cohort B	Cohort A	Cohort B	Cohort B

SAMPLE SCHEDULE FOR 8:30AM SCHOOL START

Time	Activity	Total Minutes
8:15 - 8:30	Bus Arrival	15 minutes
8:30 - 9:50	Learning Block	80 minutes
9:50 - 10:05	Nutrition Break	15 minutes (may alternate by class)
10:05 - 11:25	Learning Block	80 minutes (Coverage teacher provides 40 mins lunch break for teacher x 2 classes as required)
11:25 - 11:40	Nutrition Break	15 minutes (may alternate by class)
11:40 - 1:00	Learning Block	80 minutes (Coverage teacher provides 40 mins lunch break)
1:00 - 1:15	Bus Dismissal	15 minutes
1:15 - 2:45	RealTime Learning for Cohort C and Cohort not in school that day Prep Time for Educator Deep Clean of the School	42 minutes for RealTime Learning 48 minutes for Educator Prep Time Deep clean begins at 1:15pm and ends in the night

* Students will be assigned independent FlexTime work for the time they are not learning in-class or through RealTime sessions.

	Pros	Cons	Other
Cohort A-B-A-B-A A-B-A-B-B	<ul style="list-style-type: none"> • Homeroom educators + one other educator provides teaching each day • Students do not remain for lunch (no contact with lunchroom supervisors, decreases use of the school) • Slightly longer day at school than other potential models with few supervision contacts • Maximum learning time without introducing rotary teachers to all cohorts • Keeps the school open every day which doesn't overload child care providers with all children being out of school on the same day 	<ul style="list-style-type: none"> • Shortened day impacts families for child care 	<ul style="list-style-type: none"> • Early dismissal provides opportunity for daily deep clean of schools • Allows for coordination of busing with secondary schools
Learning	<ul style="list-style-type: none"> • Cohorts alternate, maintains regular educator contact • RealTime Learning provided to Cohort C each day • Coverage staff provide RealTime/FlexTime Learning to Cohorts A/B and Cohort C each day • Classes have daily physical activity with homeroom teacher outside when possible • French can be provided through face-to-face and RealTime Learning • French Immersion (French/English can provide face-to-face instruction to both cohorts) 	<ul style="list-style-type: none"> • Homeroom teacher provides learning for multiple subjects • Many subjects provided through RealTime/FlexTime are based on rotations of teachers and contact instead of pedagogy. For example, French teacher will not visit all classes in person, but will connect through on-line opportunities. 	<ul style="list-style-type: none"> • Maintains supervision minutes per teacher as per collective agreement
Contact Tracing	<ul style="list-style-type: none"> • Consistent educators (1-2) per cohort contact for teaching and supervision 	<ul style="list-style-type: none"> • Coverage teacher will interact with multiple cohorts each day 	

ELEMENTARY

FULL DAY WITH FULL LUNCH AND WEDNESDAY REALTIME LEARNING

Daily Instruction:

300 minutes cohort instruction

Student School Day for In-School Cohort = 6 hours and 30 minutes (300 instructional minutes + 2 x 15 minute recesses + 60 minute lunch)

COHORT SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A	Cohort A	RealTime Learning for Cohort C	Cohort B	Cohort B
Week 2	Cohort A	Cohort A	RealTime Learning for Cohort C	Cohort B	Cohort B

SAMPLE SCHEDULE FOR 8:30AM SCHOOL START

Time	Activity	Total Minutes
8:15 - 8:30	Bus Arrival	15 minutes
8:30 - 9:50	Learning Block	80 minutes
9:50 - 10:05	Recess	15 minutes
10:05 - 11:15	Learning Block	70 minutes
11:15 - 12:15	Lunch	60 minutes
12:15 - 1:35	Learning Block	80 minutes
1:35 - 1:50	Recess	15 minutes
1:50 - 3:00	Learning Block	70 minutes
3:00 - 3:15	Bus Dismissal	15 minutes

* Students will be assigned independent FlexTime work for the time they are not learning in-class or through RealTime sessions.

	Pros	Cons	Other
Cohort A-A-W-B-B	<ul style="list-style-type: none"> • One cohort per day • Regular school day supports after-school child care programs 	<ul style="list-style-type: none"> • Multiple educators will provide teaching and supervision • Additional contact with lunchroom supervisors • Students remain for lunch • Even with alternate recesses, there will be multiple cohorts outside together • Requests for child care on Wednesdays will be double the volume as no schooling is occurring 	<ul style="list-style-type: none"> • Deep clean of schools on Wednesday • Potential transportation concerns due to the length of day and the number of runs required which surpasses typical driver hours
Learning	<ul style="list-style-type: none"> • Each cohort will receive face-to-face for most subjects • French can be provided through face-to-face and RealTime Learning • French Immersion (French/English can provide face-to-face instruction to both cohorts) 	<ul style="list-style-type: none"> • RealTime Learning provided to StayHome Cohort on Wednesday only • Cohorts may receive face-to-face subject instruction from different educators (greater contact with educators) as per timetable • Cohort A and B attend two days/week 	<ul style="list-style-type: none"> • Schools can bubble educators with cohorts to provide prep coverage and supervision • Music/Drama/Physical Education provided through face-to-face (timetable) and RealTime Learning on Wednesday
Contact Tracing		<ul style="list-style-type: none"> • Multiple educators provide teaching and supervision • Additional contact with lunchroom supervisors • Potential cohort mixing during recess and lunch even if alternate times • Coverage teacher will interact with multiple cohorts each day 	<ul style="list-style-type: none"> • Schools can bubble educators with cohorts to provide prep coverage and supervision

SECONDARY

QUADMESTER MODEL (2 CREDITS/45 DAYS) - ALTERNATING FRIDAYS

Student Instructional Day: 150 minutes cohort instruction + RealTime/FlexTime Learning

COHORT SCHEDULE ABABA - ABABB Sample Schedule for 9:00 am School Start

Time	Activity	Total Minutes
8:45 - 9:00	Bus Arrival	15 minutes
9:00 - 10:15	Block One	75 minutes
10:15 - 11:30	Block Two	75 minutes
11:30 - 11:45	Bus Dismissal/Hallways	15 minutes
11:45 - 2:55	40 Minutes of Lunch for Educator 75 Minutes of RealTime Learning Cohort C and Cohort not in school that day 75 Minutes of Prep for Educator Deep Clean of the School	190 minutes

* *Students will be assigned independent FlexTime work for the time they are not learning in-class or through RealTime sessions.*

	Pros	Cons	Other
Cohort A-B-A-B-A A-B-A-B-B	<ul style="list-style-type: none"> Students attend school on alternate days Students share a physical space with up to 15 students in a given day Decreases the need for hallway traffic between courses and locker access 	<ul style="list-style-type: none"> Committed to the model for the entire semester even if full schooling returns 	<ul style="list-style-type: none"> Matches with elementary alternate Friday model More easily adaptable to remote learning for 60 students/teacher, rather than 90 students/teacher
Learning	<ul style="list-style-type: none"> Students focus on only 2 courses at a time Longer duration allows for students to have more time to grasp complex concepts, while also providing more flexible learning blocks to promote differentiation/interventions for learning gaps Allows for double periods for project-based learning 	<ul style="list-style-type: none"> Office hours for Cohort C is provided by someone other than the classroom teacher Limited time in-class for students with their teachers 	<ul style="list-style-type: none"> Grade 12 students with a spare only attend school 1-2 days per week Coop placements and other specialized programs may require alternate arrangements
Contact Tracing	<ul style="list-style-type: none"> No rotation within the day, no locker access Teachers only share space with up to 15 students per day (up to 30 students per week) 		

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Block One	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 1, Cohort A
Block Two	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 1, Cohort A
Block Three (Online)	40 mins Lunch 75 mins Course 1, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 1, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 1, Cohort C & B 75 mins Prep

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Block One	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 1, Cohort B
Block Two	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 1, Cohort B
Block Three (Online)	40 mins Lunch 75 mins Course 1, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 1, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 1, Cohort C & A 75 mins Prep

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Block One	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 2, Cohort A
Block Two	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 2, Cohort A
Block Three (Online)	40 mins Lunch 75 mins Course 1, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 1, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & B 75 mins Prep

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Block One	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 2, Cohort B
Block Two	Course 1, Cohort A	Course 1, Cohort B	Course 2, Cohort A	Course 2, Cohort B	Course 2, Cohort B
Block Three (Online)	40 mins Lunch 75 mins Course 1, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 1, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & B 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & A 75 mins Prep	40 mins Lunch 75 mins Course 2, Cohort C & A 75 mins Prep

SECONDARY

FULL DAY QUADMESTER MODEL (2 CREDITS/45 DAYS) - ONLINE LEARNING ON WEDNESDAYS

Student Instructional Day: 225 minutes in-person cohort instruction

COHORT SCHEDULE AAWBB - AAWBB Sample Schedule for 9:00 am School Start

Time	Activity	Total Minutes
8:45 - 9:00	Bus Arrival	15 minutes
9:00 - 10:15	Block One	75 minutes
10:15 - 11:30	Block Two	75 minutes
11:30 - 11:45	Nutrition Break	15 minutes (TBD and staggered)
11:45 - 1:00	Block Three	75 minutes
1:00	Student Dismissal	
1:00 - 1:40	Educator Lunch	40 minutes
1:40 - 2:55	Educator Prep Time	75 minutes

* *Students will be assigned independent FlexTime work for the time they are not learning in-class or through RealTime sessions.*

	Pros	Cons	Other
Cohort A-A-W-B-B	<ul style="list-style-type: none"> Students share a physical space with approximately 15 students in a day Nutrition breaks are staggered to avoid entire cohort mixing together Removes the need for locker access and hallway traffic between courses 	<ul style="list-style-type: none"> Cohort C only receives RealTime instruction on Wednesday from their course teacher. Other on-line supports from other educators will be made available on other days 	<ul style="list-style-type: none"> Students do not have lunch in the school alleviating the need for shared spaces such as the cafeteria Potential transportation concerns due to length of day and number of tiers required surpasses typical driver hours
Learning	<ul style="list-style-type: none"> Students focus on only 2 courses at a time 	<ul style="list-style-type: none"> Need to commit to it for the duration of the semester Length of time in one course may challenge student engagement and focus. 	<ul style="list-style-type: none"> Coop placements and other specialized student programs may require alternate arrangements
Contact Tracing	<ul style="list-style-type: none"> Online learning day allows for a deep clean of classrooms before next cohort 		

WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Block One	Class 1, Cohort A	Class 2, Cohort A	Online Learning	Class 1, Cohort B	Class 2, Cohort B
Block Two	Class 1, Cohort A	Class 2, Cohort A	Online Learning	Class 1, Cohort B	Class 2, Cohort B
Block Three	Class 1, Cohort A	Class 2, Cohort A	Online Learning	Class 1, Cohort B	Class 2, Cohort B
Block Four	Prep	Prep	Online Learning	Prep	Prep