



Special Board Meeting Agenda

August 10, 2020 — 6:00 p.m.

**DDSB IS
RETURNING
TO SCHOOL**



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.



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

Aaliyah Jaleel
Student Trustee

Logan Keeler
Student Trustee

Arpita Savaliya
Student Trustee

DURHAM DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

Monday, August 10, 2020

6:00 p.m.

PAGE

1. Call to Order
2. Declarations of Interest
3. Report from Committee of the Whole In-Camera
4. Presentations
 - (a) Return to School Update
(Acting Director Norah Marsh) Under
Sep. Cover
 - (b) Durham Student Transportation Update
(Kelly Mechoulam, CEO, DSTS) Under
Sep. Cover
5. Adjournment

Update 3 to the Board

August 10, 2020

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Overview

- **Timeline Overview**
- **Guiding Principles**
- **Health and Safety (Return to School Guide)**
 - Ministry of Education Mask Policy
 - Daily Screening and Attendance
 - Enhanced Cleaning and Disinfection
 - Hand Hygiene and Respiratory Etiquette
 - Signage and Traffic Flow
 - Classroom Setup
 - Ventilation and Physical Infrastructure
 - COVID-19 Procedure
- **School Programming**
 - Timetable Models
 - In-Person Learning
 - DDSB@Home
- **Special Education**
- **Mental Health and Well-Being**
- **Ministry Funding (Health and Safety, Staffing and Programming)**

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Timeline Overview

● June 19 - Ministry of Education Approach to Reopening Schools for the 2020-21 School Year

- Directed Boards to develop three models (conventional, adaptive and remote)
 - Adaptive models with up to 15 students in a cohort
 - Timetables that students are in contact with classmates and a single teacher
 - Students who are learning at home remain connect to in-school class

● July 30 - Ministry of Education Guide to Reopening Ontario's Schools

- Direction provided to school boards to open all elementary schools for in-person delivery of teaching and instruction, five days a week.
- For secondary, a staged approach to reopening was announced with some boards “designated” will open on an adapted model, with class cohorts of approximately 15 students, on alternating schedules with at least 50% of in-class instructional days.
- Parents have the option to opt children out of in-person learning.
- On-line instruction is required to be the regular school day in terms of timing.
- Update to families and staff with options provided.

Timeline Overview

July 30

- Communications with families and staff

July 31

- Launched Return to School Website and FAQ
- Launched registration for remote learning (closes August 12)

August 4

- Ministry of Education meeting with DDSB to review plans

August 5

- Ministry of Education Financial B Memo Released

Still Pending

- Ministry of Education Policy/Program Memorandum (PPM) on Virtual Learning



Timeline Overview

- **August 10**
 - Appoint administrators for DDSB@Home remote learning
- **August 13-17**
 - Recalculate teacher/vice principal allocation for all schools
- **August 17-21**
 - Build timetables and staffing
- **August 24-31**
 - Build timetables and staffing
- **August 25**
 - Identify to Board large class cohorts at elementary



Guiding Principles



Human Rights



Health and Safety
measures supported by the
Durham Health Department



Provide Quality
Instruction



Mental Health and
Well-Being



Flexible Approaches



Ministry of Education's School
Reopening Guidelines and Child
Care Reopening Guidelines



Collective Agreement
Requirements



Ongoing
Communication with
Stakeholders

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Health & Safety Expectations

Ministry of Education Mask Policy (From the Guide to Reopening Schools)

Students in Grades 4 to 12 will be required to wear non-medical or cloth masks indoors in school, including in hallways and during classes. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts. Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces. Students may wear their own non-medical masks, and non-medical masks will also be made available for students.

Medical masks and eye protection (i.e. face shield) will be provided for **all teachers and other staff** of school boards. All school-based staff will be required to wear masks, with reasonable exceptions for medical conditions. School-based staff who are regularly in close contact with students will be provided with all appropriate personal protective equipment (PPE).

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Daily Screening and Attendance

Every morning parents/guardians must screen their children before they board the school bus, come to school or childcare. DDSB staff and bus drivers will also be performing a self-screening before coming to work.

If an individual presents any of these symptoms, they must stay home.

- Fever (temperature of 37.8°C or greater)
- New or worsening cough
- Shortness of breath
- Sore throat
- Difficulty swallowing
- Changes to sense of taste or smell
- Nausea/vomiting, diarrhea, abdominal pain
- Runny nose, or nasal congestion (not caused by seasonal allergies)

Daily records of attendance of all persons within the school building will be kept up to date and available to Durham Region Health Department to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak.



STOP! Please Read

Before entering this DDSB facility, individuals must perform a self-assessment:



1 Do you have any of the following symptoms; fever of 37.8°C or greater, new or worsening cough, shortness of breath, sore throat, difficulty swallowing, changes to sense of taste or smell, nausea/vomiting, diarrhea, abdominal pain, runny nose, or nasal congestion (not caused by seasonal allergies) or feeling unwell?



2 Have you been outside of Canada within the last 14 days?



3 Have you cared for or had known contact with an individual with confirmed COVID-19 or COVID-19 like symptoms?

Individuals who answer “YES” to ANY ONE of the questions above, **MUST NOT** access the building.



Any visitors entering the building **must use hand sanitizer and practice physical distancing.**

If you are experiencing symptoms, go home and self-isolate right away, contact your health care provider, call Telehealth Ontario at 1-866-797-0000 to speak to a registered nurse or complete the Ministry of Health self-assessment for further direction. The assessment is found here: covid-19.ontario.ca/self-assessment/

Enhanced Cleaning and Disinfection

- Enhanced cleaning and disinfection practices by custodial staff have been established and reviewed by the Durham Region Health Department.
- Frequently touched surfaces will be cleaned and disinfected at least twice a day throughout the school building.
- Schools will undergo extra cleaning and disinfection at the end of each school day.
- Soft surfaces that cannot be easily cleaned and disinfected have been removed from classrooms (e.g. plush/absorbent items, upholstered furnishings).

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Hand Hygiene & Respiratory Etiquette

- Hand sanitizer will be placed at the entrance of all schools and all persons entering will be required to sanitize.
- Every class will have a handwashing station or hand sanitizer available to students and teachers.
- A schedule to regularly clean hands will be incorporated into daily routines (e.g. upon entering the school, before lunch and recess breaks, after using bathroom, returning from playing outside and after sneezing/coughing).
- Students will be educated on proper cough and sneeze etiquette and to avoid touching their eyes, nose and mouth.
- Handwashing signage will be placed throughout the building as reminders of proper handwashing.



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Signage and Traffic Flow

Adjustments to Movement Throughout Schools

- Students will notice visual cues, such as directional arrows through corridors and stairwells and signs/posters on walls, to guide appropriate distances in lines/queues and at other times.
- Where possible, traffic flow through schools will be one-way through stairwells and corridors.
- **Non-employees of the DDSB** wishing to access a school or central office must call the school or central office to schedule an appointment before appearing on site. Unscheduled visitors and family members of child(ren) may not be able to enter the location. Wherever possible, telephone meetings with parents/guardians, vendors and outside agencies will be held.



Classroom Setup

- Schools will be set up over the summer months to provide physical distancing in classrooms, school offices, specialty rooms.
- Every effort will be made to keep classrooms clutter free in order to facilitate enhanced cleaning at the end of each school day.
- All soft surface items such as area rugs will be removed.
- Items that cannot be cleaned will be boxed up, clearly labeled and removed from the classroom or boxed up and stacked in the room.

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Ventilation and Physical Infrastructure

Ventilation

- The air quality within buildings will be improved by increasing ventilation and increased filter efficiency.
- Adjustments are being made to air handling systems to increase the fresh air that is circulated throughout each facility.
- A full air exchange will take place when the building is unoccupied in the fall.
- Air filters are being replaced, as required.
- Opening of windows will take place, where possible, to further increase fresh air into a building.

Shared School Spaces

- Cleaning and disinfection will take place between uses in a shared space classroom (i.e. child care).
- Clinical and health rooms will be assigned in each school with cleaning and disinfection will occur after each use.

Lunch Breaks and Food Safety

- Cafeterias / auditoriums will not be open for use until further notice.
- Water drinking fountains will be closed and taped off. Water bottle refill stations will be available.
- Students will eat in their classroom with their cohort. Recess and lunch periods will be staggered.
- Food sharing will not be permitted.

COVID-19 Procedures

- Students or staff who develop COVID-19 symptoms will immediately be separated from others in a health room
- Parents/guardians or emergency contacts for the child will be notified and required to immediately pick up the child.
- **The school is required to contact the Durham Region Health Department if COVID-19 is suspected in a student or staff member.**
- Staff and/or students who test positive may not return to school until they are cleared by the Durham Region Public Health Department
- Staff and/or students who test negative can return to school once they are symptom-free for 24 hours
- DDSB schools will participate in contact tracing through keeping records of classes, transported students, and visitors to schools.
- If a COVID-19 positive case is identified in a school, the Durham Region Health Department will provide further instructions on who else in the school may need testing and/or monitoring/isolation at that time.
- Staff/children who are being managed by the Durham Region Health Department (e.g. confirmed cases of COVID-19, household contacts of cases, etc.) must follow their instructions on when they can return to school.
- Additional direction will be provided by the Durham Region Health Department for suspected and positive COVID-19 cases in a classroom/school.

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School Programming

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Timetable Models - Elementary

Conventional Model

- Offer in-person and on-line learning option
- Bell times dependent on busing

300 mins of instruction daily	Day 1	Day 2	Day 3	Day 4	Day 5
Safe Arrival	Supervision - Students go straight into designated classroom				
Period 1 – 30 mins					
Period 2 – 30 mins					
Period 3 – 30 mins					
Recess - 15 min	Staggered Outdoor Time				
Period 4 – 30 mins					
Period 5 – 30 mins					
Lunch - 60 min - for students	Staggered Time for Students (30 min inside for half the school and 30 in outside for half the school)				
Period 6 – 30 mins					
Period 7 – 30 mins					
Period 8 – 30 mins					
Recess – 15 mins	Staggered Outdoor Time				
Period 9 – 30 mins					
Period 10 – 30 mins					
Student Dismissal	Supervision				

Timetable Models - Secondary

Hybrid Quadmester Model

- Quadmester
 - 2 credits/45 days
 - Four day cycle with alternating Fridays
- Student Instructional Day
 - 150 minutes in person instruction
 - 150 minutes of online instruction
- Start times will depend on busing

150 min of in-class and 150 min online instruction	Day 1	Day 2	Day 3	Day 4	Day 5
Bus Arrival – 15mins	Supervision - Students go straight to designated classroom.				
Block 1 – 75mins	Course 1 – Cohort A	Course 1 – Cohort B	Course 2 – Cohort A	Course 2 – Cohort B	Alternate Cohorts and Courses
Block 2 – 75 mins	Course 1 – Cohort A	Course 1 – Cohort B	Course 2 – Cohort A	Course 2 – Cohort B	Alternate Cohorts and Courses
Bus Dismissal	Student Dismissal - Hallways/Buses Supervision/Deep Clean between Cohorts begins.				
Lunch – 60 mins	60 Minutes of Lunch for Educators/ Travel Time and Lunch for Students*				
Block 3 – 75 mins 75 mins of online instruction	Course 2 – Online Instruction for All Students	Course 2 – Online Instruction for All Students	Course 1 – Online Instruction for All Students	Course 1 – Online Instruction for All Students	Alternate Cohorts and Courses – Online Instruction for All Students
Block 4 – 75 mins 75 mins of Study Hall	Course 2 – Online Study Hall for All Students – Subject Specific Academic Support	Course 2 – Online Study Hall for All Students – Subject Specific Academic Support	Course 1 – Online Study Hall for All Students – Subject Specific Academic Support	Course 1 – Online Study Hall for All Students – Subject Specific Academic Support	Alternate Cohorts and Courses Online Study Hall for All Students – Subject Specific Academic Support
	*Please note in areas where bus times are longer, the lunch schedule will be adjusted for students.				
	**Please note that students will be expected to undertake independent FlexTime work assigned by their teacher in the morning when they are not attending class in-person. For example, when Cohort A is learning in-person, Cohort B will be undertaking independent FlexTime work at home assigned by their teacher and vice versa.				

Timetable Models - Secondary

Virtual School Model

- Quadmester
 - 2 credits/45 days
 - Courses alternate on Fridays
- Student Instructional Day
 - 300 minutes of online instruction

300 Minutes of Online Instruction	Day 1	Day 2	Day 3	Day 4	Day 5
8:35 – 9:50 Block 1 – 75 mins	Course 1 – RealTime Learning	Course 2 – RealTime Learning	Course 1 – RealTime Learning	Course 2 – RealTime Learning	Courses Alternate Every Friday
9:50 – 10:05 Break – 15 mins					
10:05 – 11:20 Block 2 – 75 mins	Course 1 – RealTime Learning	Course 2 – RealTime Learning	Course 1 – RealTime Learning	Course 2 – RealTime Learning	Courses Alternate Every Friday
11:20 – 12:20 Lunch – 60 mins	Lunch for Educators and Students				
12:20 – 1:35 Block 3 – 75 mins	Course 2 – RealTime Learning	Course 1 – RealTime Learning	Course 2 – RealTime Learning	Course 1 – RealTime Learning	Courses Alternate Every Friday
1:35 – 1:50 Break – 15 mins					
1:50 – 3:05 Block 4 – 75 mins 75 mins of Online Study Hall	Course 2 – Online Study Hall – Subject Specific Academic Support	Course 1 – Online Study Hall – Subject Specific Academic Support	Course 2 – Online Study Hall – Subject Specific Academic Support	Course 1 – Online Study Hall – Subject Specific Academic Support	Courses Alternate Every Friday for Online Study Hall – Subject Specific Academic Support

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Timetable Models - Secondary

Conventional Model

- Quadmester
 - 2 credits/45 days
 - Alternating four day cycle
- Student Instructional Day
 - 150 minutes in person instruction
 - 150 minutes of online instruction
- Start times will depend on busing

150 min of in-class and 150 min online instruction	Day 1	Day 2	Day 3	Day 4	Day 5
Bus Arrival – 15mins	Supervision - Students go straight to designated classroom.				
Block 1 – 75mins	Course 1	Course 2	Course 1	Course 2	Alternate Courses
Block 2 – 75 mins	Course 1	Course 2	Course 1	Course 2	Alternate Courses
Bus Dismissal	Student Dismissal - Hallways/Buses Supervision/Deep Clean begins.				
Lunch – 60 mins	60 Minutes of Lunch for Educators/ Travel Time and Lunch for Students				
Block 3 – 75 mins 75 mins of online instruction	Course 2 – Online Instruction for All Students	Course 1 – Online Instruction for All Students	Course 2 – Online Instruction for All Students	Course 1 – Online Instruction for All Students	Alternate Courses – Online Instruction for All Students
Block 4 – 75 mins 75 mins of Study Hall	Course 2 – Online Study Hall for All Students – Subject Specific Academic Support	Course 1 – Online Study Hall for All Students – Subject Specific Academic Support	Course 2 – Online Study Hall for All Students – Subject Specific Academic Support	Course 1 – Online Study Hall for All Students – Subject Specific Academic Support	Alternate Courses Online Study Hall for All Students – Subject Specific Academic Support
	End of Day for Educators				

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School Programming - In Person Learning

Re-Opening Guidelines Common to Both Elementary and Secondary (K-12)

Field Trips	To align with physical distancing, educators will not plan field trips and activities requiring group transportation at this time.
Shared Equipment	Use of shared equipment will be avoided where possible. Equipment that must be shared will be cleaned and disinfected after each use. Students will be scheduled for alternating individual access.
Assignments	Where possible assignments will be submitted online. Required in-person submissions will be limited and follow health department guidelines.
Breaks and Recesses	Students should limit interactions with students in other cohorts, unless they are outside and practicing physical distancing. Breaks and recesses may be staggered to maintain cohort.
Extra-Curricular Activities	In the beginning, no extra-curricular activities will be running to minimize the mixing of cohorts. Physical distancing guidelines would still be required, when approved to begin.

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School Programming - In Person Learning

Subject Specific Information for Elementary

All subjects will be taught following the general guidelines previous mentioned.

Music - Classes will focus on non-vocal and non-wind instrumental performance aspects of the curriculum until further direction is given

Visual Art - Classes will use single use materials; have students use own materials; and be designed for resources that can be easily cleaned between uses

Physical Education - Will continue following social distancing and hygiene guidelines; be outdoors whenever possible; open gymnasium doors to the outside when possible

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School Programming - In Person Learning

Subject Specific Information for Secondary

All subjects will be taught following the general guidelines previous mentioned.

Music - In-person classes will focus on non-vocal and non-wind instrumental performance aspects of the curriculum until further direction is given; online may proceed as before - specific research-based directions for group singing and wind instruments are currently available for when we are able to proceed with these

Computer Studies - Where possible students will utilize their individual Chromebooks - specialty classes will have computers cleaned after use and students will exercise increased hand sanitizing before and after use

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School Programming - In Person Learning

Subject Specific Information for Secondary

All subjects will be taught following the general guidelines previous mentioned.

Physical Education - Detailed industry directions are provided for weight rooms; classes will take place outdoors when possible; students will arrive in phys.ed attire to limit need for change rooms

Science - Industry specific guidelines and classroom procedures have been provided for Science educators to follow; will utilize single participation and single use equipment when applicable; will utilize digital virtual labs and simulations when possible

Food Studies - Classes that teach food preparation may occur as long as students do not share the food they prepare with other students or staff

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School Programming - In Person Learning

Subject Specific Information for Secondary

All subjects will be taught following the general guidelines previous mentioned.

Technological Education - Sector specific directions are still to be provided. Where possible student rotations will be designed to allow for common use equipment to be cleaned in-between use. Enhanced protocols will be put in place regarding shared hand-equipment and proper cleaning. Other PPE requirements may be required.

Cooperative Education/Work Education - Work experiences may resume as long as the risk of infection is mitigated by all participants. When on work placements students will follow industry requirements for the field of study. In-person classes will follow standard cohorting guidelines.

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DDSB @Home

Context

- Guided by principles of human rights, equity, mental health and well-being
- Sent survey to parents to identify whether they wish to opt-out of in-person learning on July 31
- August 12 is deadline for parents to opt- out
- Based on current data, we have over 6,000 students who have opted-out/families who have chosen remote learning
- Curriculum - Elementary and secondary will be based on Ontario Curriculum
 - Secondary courses offerings will be dependent on revised student requests and staffing

Lessons Learned from Modified Program, Summer Learning and Distance Learning

- Access to educators
- Schedules
- Natural breaks
- Differentiated according to grade (age and stage)
- Leverage learning from modified calendar
- Use of feedback from stakeholders

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DDSB @Home

Planning Timelines

Date	Task
Week of August 12	<ul style="list-style-type: none"> • Deadline to receive opt out numbers from families • Confirm virtual learning numbers
Week of August 17	<ul style="list-style-type: none"> • Plan with virtual school principal, staff, timetables • Website • FAQ
Week of August 24	<ul style="list-style-type: none"> • Share timetables, class placements with families and respond to questions • Students will have opportunity to confirm first semester courses from selections that are offered • Confirm access to technology
Week of August 31	<ul style="list-style-type: none"> • Professional development for staff
Week of September 8	<ul style="list-style-type: none"> • First Week of DDSB@Home

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DDSB @Home - Elementary

This is a sample schedule that indicates that the day will be divided into activities which include: interactive, group and independent teaching and learning

Time/Minutes	Teaching and Learning Activity (based on age and stage of learners)
8:35 - 9:45	Literacy Focus Interactive learning with teacher Followed by group and independent learning activities
9:45 - 10:00	Recess Break
10:00 - 11:20	Interactive teaching and learning Followed by group and independent learning activities
11:20 - 12:20	Lunch Break
12:20 - 1:40	Numeracy Focus Interactive learning with teacher Followed by group and independent learning activities
1:40 - 1:55	Recess Break
1:55 - 3:05	FlexTime learning

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DDSB @Home - Secondary

Please note that this is a sample schedule to indicate that the day will be divided into learning activities which include interactive, group and independent activities. Minutes and activities may change.

Time/Minutes	DAY 1	DAY 2
8:35 - 9:50 75 minutes	COURSE 1 (Real-Time)	COURSE 2 (Real-Time)
9:50 - 10:05	BREAK	BREAK
10:05 - 11:20 75 minutes	COURSE 1 (Real-Time)	COURSE 2 (Real-Time)
11:20 - 12:20	LUNCH	LUNCH
12:20 - 1:35	COURSE 2 (Real-Time)	COURSE 1 (Real-Time)
1:35 - 1:50	BREAK	BREAK
1:50 - 3:05	Study Hall (Flex-Time)	Study Hall (Flex-Time)

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DDS B @Home - Next Steps

- Use information and lessons learned from modified program and summer school to plan forward
- Continue our work with associations and education partners
- Learning and work will be based on professional learning and constant feedback from all stakeholders
- Use virtual learning numbers to determine: staffing, grades, class sizes, programs available, professional development
- Specific details, timelines will be adjusted once we have additional information from the ministry to support the planning (anticipating PPM from the Ministry of Education)
- Student registration count will be used to determine: staffing, grades, class sizes, programs available, professional learning for staff
- Additional communication to follow confirming administration contacts, superintendent, and staff
- Connection to home-school

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Special Education

Programming Foundations

- Teachers are essential in the planning and programming for students with special education needs.
- Individual Education Plans (IEPs) are the foundational documents for the communication of program goals, expectations of focus, strategies to support learning, assessment and transition planning.
- For many students, Educational Assistants help support life skills, safety and learning supports. Interpreter and Intervenor support may also be part of programming for students who are Deaf or Deaf/Blind.
- Integrated approach to support students and families
 - School Based Supports:
 - District Supports:

Integrated Inclusive Student Services teams assigned to every school inclusive of team members: Instructional Facilitator, Psychological Services, Speech Language Services, Social Work Services, Hearing Resource and Vision Resource

Other District supports include the Autism Resource Team, Short Term Assistance Response Team, Work Education Coordinator and Transition Coordinator
 - Community Partnerships: Examples include - Grove School (Education Community Partnership Programs), School Based Rehabilitative Services/Grandview Children's Centre, and Community Partners in Nursing

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Special Education

Augmentation for the 2020/21 School Year

- Additional funding is being used to add student direct service staff (e.g., Educational Assistants and Mental Health professionals)
- Virtual Learning Hubs - Revisioning Secondary Academic Resource Rooms
- Transition Supports for students with intensive needs such as Orientation & Mobility training to help students who are Blind/have Low Vision orientate to new school settings, are embedded in the two weeks leading up to school start.

Students in Regular Class Placements

- Individualized programming accommodations that meet the student's needs and maximize dignity, integration and full participation will be supported within each of the scenarios for school programming.

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LEADERSHIP

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EQUITY

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ENGAGEMENT

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INNOVATION

We value forward thinking.

Special Education

Students in Special Education Class Placements

Students in special education classes will have programming supported by their teacher and educational assistants whether selecting in-person learning or through virtual learning.

- Specialized class types that meet the needs of students with specific learning profiles have clearly defined outcomes of student success.
- Program type specific documents, that will remain fluid and co-constructed with program staff input, will be used to support health and learning. Programming considerations include, but are not limited to, care of specialized SEA equipment, food purchase and life skills programming and supports for student self- care.
- Families of students accessing programming through one of the DDSB specialized class types will receive information specific to how programming is being adapted for current health and safety protocols.
- Student specific planning will remain fluid and co-construction with program staff inclusive of family input.

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Special Education Classes - Secondary

Developmental, Practical Learning and Structured Learning Programs

- Students accessing these programs, have program foundation in modified curriculum and/or alternative curriculum, within special education classes of less than 15, will be offered everyday as full day programming

School Support Programs

- Students with placements in the School Support Program will be provided the option of daily attendance at school based on the adaptive model time schedule (morning at school, afternoon at home)
- Individual timetables, and integration considerations, will be embedded in planning

Gifted Program

- Students will follow the adaptive timetable (cohort) or through remote learning based on family selection

Transition to Work Programs

- Students in the Transition to Work Program are offered daily in school programming.
- The Transition to Work Program has focus in work education experience and skill building; it is anticipated that the school year will start based on in-school learning and then transition, as health protocols allow, to increasing to targeted percentage of community embedded work placements.

Special Education

Alternative Learning Environments

- Many students access Alternative Learning Environments such as sensory and calming rooms.
- When these designated spaces are within a special education class setting, they are considered part of the program space and can be accessed by any student within the cohort with class-based cleaning protocols implemented (e.g, student specific materials brought in/out with individual student).
- When these designated spaces are accessed from a hallway, deeper cleaning between student/staff access is required as students/staff will be from a variety of cohorts within the school.

Student Services in Schools, Clinical Supports, and Community Partnerships

- Inclusive Student Services team members greatly value how our services are embedded within the overall support to students, staff and families.
- To ensure adherence to health protocols and clinical professional standards, many adaptations to our service model are being made to ensure safety for all with partners including, but not limited to: Grandview Children's Centre, Community Partners in Nursing, our Grove agency partners and many others.
- These protocols will be communicated directly to impacted schools and the families of children receiving these services.

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Mental Health & Well-being

Tiers of Support and Intervention

Mental health and well-being are supported by an integrated team of professionals at the school and district level. The team includes Psychological Services clinicians and Social Workers who work directly with students, families and school teams. The following highlights commitments added to the model specific to the 2020-21 school year:

- Tier One - Universal Supports (All)
 - First 20 Days of Creating Connection and Wellbeing
 - Launch: Mental Health & Wellbeing Podcast Series
- Tier Two - Additional Supports (Some)
 - Virtual platform for clinical connects - licencing through to June 2021
 - Designated clinical space in each school
- Tier Three - Specialized Supports (Few)
 - Partnership Psychiatric Consult
 - Strong community partnerships including through Education Community Partnership Programs (Grove School)

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Ministry Funding

Item	Provincial Allocation	DDSB Allocation
Funding for additional teaching staff	\$30 million	TBD
Funding for additional custodial staff	\$50 million	\$1,772,920
Health and Safety Training	\$10 million	\$332,580
Masks and Personal Protective Equipment (PPE)	\$60 million	TBD
Cleaning Supplies	\$29 million	\$137,169
Special Education	\$10 million	\$260,299
Mental Health	\$20 million	\$393,042
Technology	\$15 million	\$515,895

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Guiding Principles



Human Rights



Health and Safety
measures supported by the
Durham Health Department



Provide Quality
Instruction



Mental Health and
Well-Being



Flexible Approaches



Ministry of Education's School
Reopening Guidelines and Child
Care Reopening Guidelines



Collective Agreement
Requirements



Ongoing
Communication with
Stakeholders

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