



AGENDA

- A - 1 **Opening**
 (a) Roll Call
 (b) Declaration of Conflict of Interest
 (c) In Camera Session (6:00 p.m.)
 (i) Personnel Matter
 (d) Welcome to Open Session / Land Acknowledgement Statement
 (e) In Camera Report
- B - 1 **New Business**
 (a) School Re-Opening Plans Progress Report B. Blancher
- C - 1 **Adjournment**



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **School Re-Opening Plans Progress Report**
DATE: July 28, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the School Re-Opening Plans Progress Report as information.

Background

On June 19, 2020, school boards received information from the Ministry of Education in a document entitled Approach to Re-Opening Schools for the 2020-21 School Year. School boards were directed to prepare for three models:

- Normal school day routine with enhanced public health protocols
- Modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and
- At-home learning with ongoing enhanced remote delivery

The document further stated that the Ministry planned to stay in close communication with school boards through July to provide further guidance and based on the latest public health advice in early August would prepare for school opening. We were also informed that school boards may need to be nimble and adopt one or more forms of delivery through the school year and must be able to move between the forms of delivery depending on public health circumstances.

Additional Information

Members of the senior administration team began to work on our re-opening plans prior to the end of June in order to engage support staff in the planning and development for the three models. We engaged with Ministry contacts throughout the end of June and into July and revised plans based on information from the Minister of Education. The attached PowerPoint slides provide an overview of our progress to date in developing models and consideration of other components for re-opening. Models have been shared with our local union leaders to review and provide feedback.

Models were also shared with our local Medical Officers of Health who were clear that while they can offer suggestions, their role is not to approve our plans. Two meetings have been held with the Medical Officers of Health to consult on outbreak planning. At the meeting held July 24th, it was shared that provincial guidelines for outbreak protocols will be shared within the next two weeks.

On July 31st at 1:30 pm, members of the senior team will participate in a meeting with Assistant Deputy Minister Yael Ginsler and her team to review our models for re-opening and other topics related to re-opening such as Personal Protective Equipment (PPE), health and safety, technology, cleaning supplies and outbreak protocols,

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

School Re-Opening Plans Progress Report

July 28, 2020



SUCCESS for Every Student

Elementary School Plans



SUCCESS for Every Student

Model A – Remote Learning

Elementary Balanced School Day Timetable

- Daily timetable will include three blocks, all subjects, reduced time per block

Block 1 – 9:00 – 10:40 (100 minutes)

Break – 10:40 – 11:20 (40 minutes)

Block 2 – 11:20 – 12:40 (80 minutes)

Break – 12:40 – 1:20 (40 minutes)

Block 3 – 1:20 – 2:40 (80 minutes)

Student Conferencing for Assessment/ Professional Learning/Staff Collaboration –
2:40 – 3:10 pm (40 minutes per day dedicated to one of the three)



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Model A – Remote Learning

Curriculum Planning:

- will be coordinated by the classroom team of educators (teacher, ECE, Educational Assistant, LRT, Consultant/Facilitator). All can/will facilitate learning and assessment.
- shall be clearly focused on Overall Expectations and Big Ideas
- may be cross-curricular with an overarching inquiry question and specific inquiry tasks
- should consider planning for early transition visits for students with special education needs and mental health needs
- will be differentiated in response to student needs and next steps
- will include use of digital tools to enhance learning and assessment (Microsoft teams; use of document cameras; etc.)
- may include intervention or enhancement software programs recommended by Program such as Lexia, and Knowledgehook/Zorbits

Daily schedule will be visible in Brightspace and will include the contact for the educator responsible for the subject.



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Model A – Remote Learning

Synchronous Learning

- Will be delivered through the Brightspace Platform &/or Microsoft Teams daily. At minimum, there will be 20 minutes daily per block of synchronous learning.

Assessment and Evaluation

- Priority will need to be on a gap analysis/pre-assessment/diagnostic to inform curriculum planning
- Success criteria will be developed and co-created
- Triangulation (observation, conversation or product) must be considered when gathering data
- Assessment “for” and ‘as” will then inform the next steps

Student Conferencing for Assessment

- 40 minutes two times a week from 2:40 – 3:10 pm



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Model B – Adapted/Hybrid Delivery

Modified School Day Cohorts

- Students in each class will be assigned to Cohort A or Cohort B. Each cohort will not exceed 15 students.
- Cohort A and Cohort B will each attend 2 or 3 days a week on an alternating schedule

Cohort A

Week 1 – Monday, Tuesday, Wednesday

Week 2 – Monday, Tuesday

Repeat

Cohort B

Week 1 – Thursday, Friday

Week 2 – Wednesday, Thursday, Friday

Repeat

Cohort C

5 days a week – (Spec. Ed/Section 23; Remote Learners)



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Model B – Adapted/Hybrid Delivery

Balanced Day

- Each school's Balanced Day schedule will continue.
 - Consideration may need to be reduced to accommodate entry & exit throughout the day and safety & operations considerations
- Prep teachers will continue to support in each classroom and students who require remote support as per the timetable

Curriculum Planning

- should continue to be coordinated by the classroom team of educators
- shall be clearly focused on Overall Expectations and Big Ideas
- may be cross-curricular with an overarching inquiry question and specific inquiry tasks
- should consider planning for early transition visits for students with special education needs and mental health needs
- will be differentiated in response to student needs and next steps
- will include use of digital tools to enhance learning and assessment (Microsoft teams; use of document cameras; etc.)
- may include intervention or enhancement software programs recommended by Program such as Lexia, and Knowledgehook/Zorbits
- Daily schedule will be visible in Brightspace for remote learners and will include the contact for the educator responsible for the subject.



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Model B – Adapted/Hybrid Delivery

Synchronous Learning

- Will occur daily for a minimum of 20 minutes for Language and Mathematics to support remote learners who are at home

Assessment and Evaluation

- Priority will need to be on a gap analysis/pre-assessment/diagnostic to inform wellness and achievement for planning
- Success criteria will be developed and co-created
- Triangulation (observation, conversation or product) must be considered when gathering data
- Assessment “for” and “as” will then inform the next steps
- Continue to provide assessment, evaluation and reporting activities that focus on the achievement of overall expectations
- Use culminating activities (e.g. performance tasks, demonstrations, projects, and essays) instead of exams
- Continue to provide report cards, including progress reports and the Kindergarten Initial Observation and Communication of Learning, for all students, including for those who plan to only participate through remote learning



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Model B – Adapted/Hybrid Delivery

Adaptations to the School Environment

- Refer to *GEDSB's Re-Opening Operational Protocol* for: classroom set up; demarcation; visitor restrictions; student screening
- Refer to *GEDSB's Re-Opening Operational Protocol* for: Health & Safety: Sanitizers; PPE; Face Coverings; Managing COVID-19 Cases; Outbreaks
- Nutrition breaks – students will eat lunch as a cohort in home classroom; recess break times should be staggered as much as possible with designated play areas by cohort
- Bathroom – log time of student use in classroom
- Use of common spaces should be restricted as much as possible – library, gymnasium
- Physical Education – hold classes outdoors as often as possible.
- Student Personal Belongings - minimize the number of personal belongings (e.g., backpack, clothing, sunscreen, etc.) and, if brought, asking that belongings be labeled and kept in the child's designated area

Will need to develop Protocols for classroom materials – students should have access to their own materials such crayons/pencils/math manipulatives/ computers/etc.



SUCCESS for Every Student

Model C – Conventional Delivery with Enhanced Health & Safety

Balanced Day

- Each school's Balanced Day schedule will continue.
- Prep teachers will continue to support in each classroom as per the timetable

Curriculum Planning

- should continue to be coordinated by the classroom team of educators
- shall be clearly focused on Overall Expectations and Big Ideas
- may be cross-curricular with an overarching inquiry question and specific inquiry tasks
- should consider planning for early transition visits for students with special education needs and mental health needs
- will be differentiated in response to student needs and next steps
- will include use of digital tools to enhance learning and assessment (Microsoft teams; use of document cameras; etc.)
- may include intervention or enhancement software programs recommended by Program such as Lexia, and Knowledgehook/Zorbits
- Daily schedule will be visible in Brightspace for remote learners and will include the contact for the educator responsible for the subject.



SUCCESS for Every Student

Model C – Conventional Delivery with Enhanced Health & Safety

Synchronous Learning

- will be delivered through the Brightspace Platform &/or Microsoft Teams - At minimum, there will be 20 minutes of daily synchronous learning for Language and Mathematics for students at home

Assessment and Evaluation

- Priority will need to be on a gap analysis/pre-assessment/diagnostic to inform wellness and achievement for planning
- Success criteria will be developed and co-created
- Triangulation (observation, conversation or product) must be considered when gathering data
- Assessment “for” and “as” will then inform the next steps
- Continue to provide assessment, evaluation and reporting activities that focus on the achievement of overall expectations
- Use culminating activities (e.g. performance tasks, demonstrations, projects, and essays) instead of exams
- Continue to provide report cards, including progress reports and the Kindergarten Initial Observation and Communication of Learning, for all students, including for those who plan to only participate through remote learning



SUCCESS for Every Student

Model C – Conventional Delivery with Enhanced Health & Safety

Adaptations to the School Environment

- Refer to *GEDSB's Re-Opening Operational Protocol* for: classroom set up; demarcation; visitor restrictions; student screening
- Refer to *GEDSB's Re-Opening Operational Protocol* for: Health & Safety: Sanitizers; PPE; Face Coverings; Managing COVID-19 Cases; Outbreaks
- Nutrition breaks – students will eat lunch as a cohort in home classroom; recess break times should be staggered as much as possible with designated play areas by cohort
- Bathroom – log time of student use in classroom
- Use of common spaces should be restricted as much as possible – library, gymnasium
- Physical Education – hold classes outdoors as often as possible.
- Student Personal Belongings - minimize the number of personal belongings (e.g., backpack, clothing, sunscreen, etc.) and, if brought, asking that belongings be labeled and kept in the child's designated area

Will need to develop Protocols for classroom materials – students should have access to their own materials such crayons/pencils/math manipulatives/ computers/etc.



SUCCESS for Every Student

Secondary School Plans



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Model A – Remote Learning

School Timetable

Period 1 9:00 – 10:00

Period 2 10:00- 11:00

Break/Lunch 11:00-12:00

Period 3 12:00 -1:00

Period 4 1:00 -2:00

2:00-3:15 PD/Staff Check-ins/Student Contact

Minimum of 3 - 45 minute synchronous sessions/week

Delivery of course content through Brightspace on Overall Expectations



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Voluntary attendance may occur- Require Opt Out Written Notification from parent/guardian

Attendance done daily based upon online student contact

Students require devices and/or internet

Teachers should work from school or depending upon Regional Health Unit requirements from home



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Model B – Adapted/Hybrid Delivery

Option 1: Regular Period Schedule- 4 classes/day (2-3 Times/week)

Week 1 – A Cohort	Week 2 – A Cohort	Week 1 – B Cohort	Week 2 – B Cohort	Week 1 and 2 C Cohort
Monday Period 1, 2, 3, 4	Monday Period 1, 2, 3, 4	Thursday Period 1, 2, 3, 4	Wednesday Period 1,2,3,4	Monday Period 1,2,3,4
Tuesday Period 1,2, 3, 4	Tuesday Period 1, 2, 3, 4	Friday Period 1,2,3,4	Thursday Period 1,2,3,4	Tuesday Period 1,2,3,4
Wednesday Period 1,2,3,4			Friday Period 1,2,3,4	Wednesday Period 1,2,3,4
				Thursday Period 1,2,3,4
				Friday Period 1,2,3,4



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Model B – Adapted/Hybrid Delivery

Option 2: 2 Periods a day (1-2 Times/week)

Option 2: 2 Periods a day

Week 1 – A Cohort	Week 2 – A Cohort	Week 3 – A Cohort	Week 4 – A Cohort
Monday – Period 1,2	Monday- Period 3,4	Monday – Period 3,4	Monday- Period 1,2
Tuesday – Period 3,4	Tuesday – Period 1,2	Tuesday – Period 1,2	Tuesday – Period 3,4
Wednesday – Period 1,2		Wednesday- Period 3,4	

Week 1 – B Cohort	Week 2 – B Cohort	Week 3 – B Cohort	Week 4 – B Cohort
Thursday – Period 1,2	Wednesday – Period 1,2	Thursday – Period 3,4	Wednesday – Period 3,4
Friday – Period 3,4	Thursday – Period 3,4	Friday – Period 1,2	Thursday – Period 1,2
	Friday – Period 1,2		Friday – Period 3,4

Week 1, 2, 3, 4 – C Cohort
Monday – all 4 periods
Tuesday – all 4 periods
Wednesday – all 4 periods
Thursday – all 4 periods
Friday – all 4 periods



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Model C – Conventional Delivery with Enhanced Health & Safety

<p>School Timetable</p> <p>Regular Period Schedule</p> <p>Blended Model must continue through Brightspace with focus on Overall Expectations</p>	<p>Operation Considerations</p> <p>All students should attend- Require Opt Out Written Notification from parent/guardian</p> <p>Class change flex – cleaning and travel times</p> <p>Entry/Exit Points – grade based</p> <p>Lunch location – TBD as per Public Health direction – may need to consider alternate lunch times</p> <p>All other COVID requirements except for 2m physical distancing</p>
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Considerations for Students with Special Needs

Model A – Remote Learning

For students with special education needs in regular classrooms working on goals in the Ontario Curriculum, all procedures outlined in elementary and secondary plans will be followed. Classroom teachers will ensure that IEP goals are aligned with a remote learning approach.

For students in self-contained classrooms working on alternative curriculum and students attending Section 23 programs, classroom teachers and educational assistants will work with students and families to develop IEP goals that can be carried out at home or at a childcare facility that are meaningful learning for students.

In all classrooms, the use of Differentiated Instruction practices will be implemented to be responsive to student needs and next steps.

Programs will be delivered through the Brightspace platform.

Digital tools that will enhance the learning will be considered during planning (Microsoft teams; use of document cameras; teleconferences, etc.)

Intervention or enhancement software programs such as Lexia, Knowledgehook/Zorbits will be considered as part of planning.



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Considerations for Students with Special Needs

Model B – Adapted/Hybrid Delivery

Students with special education needs in regular classrooms working on goals in the Ontario Curriculum will be placed in Cohort A or Cohort B and attend school on a Modified Week schedule. Students will follow all procedures outlined in elementary and secondary plans. Classroom teachers will ensure that IEP goals are aligned with a remote learning approach.

For students in self-contained classrooms working on alternative curriculum or students in Section 23 programs, students will be placed in Cohort C and attend school 5 days per week.

Model C – Conventional Delivery with Enhanced Health and Safety

For students with special education needs in regular classrooms working on goals in the Ontario Curriculum, all procedures outlined in elementary and secondary plans will be followed.

For students in self-contained classrooms working on alternative curriculum and students attending Section 23 programs, all procedures outlined in elementary and secondary plans will be followed. Enhanced PPE for classroom teachers and educational assistants will be available where required.



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Considerations for Students with Special Needs

Professional Support Services Staff

PSSP staff will continue to support students, educators and families. Supports may be provided virtually or in-person depending on the required intervention and depending on the model of program delivery being implemented in schools.

For face-to-face support, all health and safety protocols will be followed.



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Mental Health and Well-Being

School Mental Health Ontario has been asked by the Ministry of Education to prepare a resource toolkit to support a mentally healthy return to school. SMHO consulted the following provincial stakeholders – Directors of Education, Superintendent Associations, Principal Associations, Teacher Federations and student groups – to learn about priority needs in this area. From these consultations a resource is being developed.

The Mentally Healthy Return to School Toolkit will be divided into 6 role-specific resource packages.

- System Leader Resource Package
- School Leader Resource Package
- Educator Resource Package
- Support Staff Resource Package (to include Educational Assistants, PSSP staff, clerical, etc)
- Student Resource Package
- Parent and Family Resource Package

Grand Erie's Mental Health and Well-Being Lead and Safe and Inclusive Schools Lead will use these resources, along with other evidence-based programs and supports, to develop the professional learning plan for staff in this area.



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Child Care including Before and After Care

Childcare Centres

The Early Years Lead and Superintendent of Business collaborated with CMSMs and Childcare Operators to re-open designated childcare centres in our elementary and secondary schools.

School Age Programs

School Age Programs in our elementary schools will not be operating during the summer.

Before & After School Programs and School Age Programs

Collaboration continues with CMSMs, Childcare Operators, Authorized Recreation Providers, and, our coterminous board to determine an approach to operate:

- Before and After School programming for children and families, where there is sufficient demand and/or viability.
- School Age Programs during PA Days and holidays



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Technology

Current Status of Technology Distribution and Training

- Approximately 7% of Grand Erie students requested and have been issued devices (1850 Dell Venues)
- Approximately 2.3% of Grand Erie students requested and received devices to support connectivity:
 - 545 Apple iPads with LTE
 - 125 Android Cell Phones with Rogers SIM Card for Six Nations Students
- Training modules on the use of D2L (Brightspace) and Microsoft Teams was made available to all educators
- Protocols, policies and procedures on privacy, acceptable use of technology, copyright and interacting professionally with students were shared with all staff



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Technology

Plan for Remote Learning

- Returning students who already received laptops prior to June 2020 have maintained laptops for the fall
- Deployment of laptops will be required for students new to Grand Erie or those with emerging needs
- Leased iPads were collected during the summer, except for students needing connectivity for summer learning. These devices can quickly be redeployed in September
- Android devices were maintained by on-reserve students who required connectivity. Devices were deactivated on July 15, 2020 and can be reactivated on Sept. 1, 2020.



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Technology

Plan for Remote Learning

- A school level online application is being developed to efficiently survey families to provide school-level data so tech needs can be readily assessed and quickly addressed through school administration in collaboration with ITS
- ITS is in communication with Compugen to determine if the 2020-2021 device refresh schedule can be accelerated in order to replete elementary classroom devices that were redeployed to students requiring devices
- Senior Administration is currently assessing the possible available funding to support the purchase of additional devices to address any emerging needs that may arise in September
- Training/resources will continue to be made available to support synchronous and asynchronous learning using technology



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Operations

Increased Cleaning Standard

All Board buildings will be cleaned daily following the regular custodial cleaning schedules. IN ADDITION, during the school day, these items below will be DISINFECTED TWICE DAILY when staff and students are in the buildings. A log sheet will be completed in eBase by operations staff twice daily.

- Classroom Desks
- Classroom Chairs
- Office Desks
- Tables In Common Area
- Office Reception Areas
- Washrooms
- Cafeteria Tables
- Door Handles
- Elevators
- Water Fountains
- Filling Stations
- Light Switches
- Handrails
- Photocopiers
- Handicap Access Points
- Touchscreens
- Push Buttons



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Operations Continued

Physical Adaptations:

- Signage will be posted for traffic flow and reminders on physical distancing.
- Where hallways or stairwells are not wide enough to accommodate two-way traffic then one-way signs will be posted
- Classroom layout examples have been created and provided for the adaptive cohort layout with 15 students per classroom
- Demarcation internal and/or external as required for pick-up and drop off
- Signage for Covid19 Reminders, Physical Distancing, Hand Hygiene, Symptom Awareness, Mask requirements, etc...
- Staff/Student Screening and Limited Visitor Contact
- Increased Ventilation with more frequent monitoring and maintenance



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Operations Continued

PPE:

- Large Inventory of:
 - Procedural Masks
 - Disposable Gloves
 - Disposable Gowns
 - Face Shields & Eye Protection
 - Isolation Kits

Cleaning Supplies:

- Hand Sanitizers
- Bathroom Soap
- Disinfecting Wipes



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Next Steps

- Continue to consult with the local Medical Officers of Health – plans have been shared with them, around an Outbreak Protocol
- The Senior Team is meeting with the Ministry for our Re-Opening Planning Meeting on Friday July 31st at 1:30 pm
- Refine plans in consultation with local union leaders
- Wait for direction from the Ministry
- Keep Trustees informed as we move towards school re-opening



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