

BEGIN AGAIN

Elementary School Models for September 2020

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**DPCDSB SCHOOL
REOPENING PLANS**
SEPTEMBER 2020



"See, I am making all things new" (Revelation 21:5)

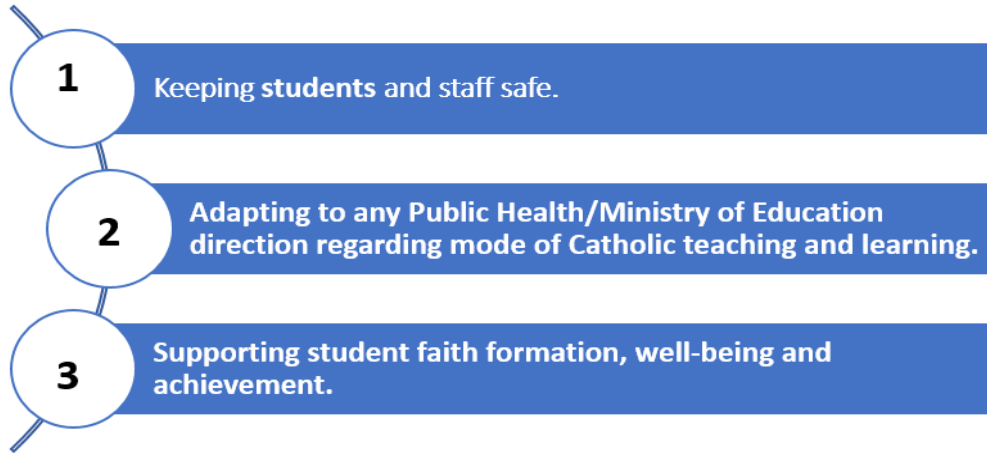


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August 14, 2020

The following outlines the Dufferin-Peel Catholic District School Board's (DPCDSB) plans which contemplate three modes of schooling in September dependent upon direction from the Ministry of Education and the Provincial Public Health Authorities. These plans keep three key priorities in mind:



Potential Phases of Return to In-Person Schooling

1. Conventional Delivery: Full attendance five days per week with enhanced health and safety protocols for cleaning and hygiene practices
2. Adapted Delivery: Partial attendance two or three days in person (in person class sizes limited to approximately 15) and two or three days supported learning at home
3. Online Delivery: Five days a week at home with supported learning by educators each day online

CONVENTIONAL DELIVERY: FULL ATTENDANCE FIVE DAYS PER WEEK WITH ENHANCED HEALTH AND SAFETY PROTOCOLS FOR CLEANING AND HYGIENE PRACTICES

Full attendance five days a week with enhanced health and safety protocols is the preferred model to support student achievement and well-being. In elementary schools, bell times would remain the same as they were prior to school closure (i.e., 6.5 hours in length). Students would receive instruction from their core and planning time teachers and would have two recesses and a lunch daily. Students would venture outdoors with their own classmates and teacher. Lunches and recesses would be staggered. Enhanced health and safety protocols, as identified in the document *Begin Again: Plans for Reopening Schools in September 2020*, would support student health and safety.

ADAPTED DELIVERY: PARTIAL ATTENDANCE TWO OR THREE DAYS IN PERSON AND TWO OR THREE DAYS SUPPORTED LEARNING AT HOME

Cohorting

Students would be separated into Cohort A and Cohort B in order to limit class sizes to 15 students. Every attempt will be made to align siblings and members of the family who live in the same household to the same cohort, including cross-panel (elementary/secondary). The cohorts would attend in person learning on the following days:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	A	A/B	B	B

- Classroom teachers will develop lessons to support in-class learning and independent practice to be done at home on ‘alternate days’
- Students in self-contained Special Education classes (Needs Severe/Needs Moderate, Autism Support, etc.) will attend school every day as a cohort of fewer than 15 students
- Assign siblings to same group across school and system
- Special consideration for students who require ERW support to allow ERW to attend one class/cohort per day

Length of the School Day

All staff and students will remain on site for the 6.5 hour day.

- Arrival and dismissal times will be staggered.
- Morning and afternoon outdoor learning breaks will be supervised by the classroom teacher in cohort groups. These will be staggered and will provide for organized outdoor recreation times. Recess breaks will be indoors and supervised by staff from the hallway.
- During inclement weather days, classes will have two 15- minute recess breaks and a 60-minute lunch break supervised (from hallways) per the inclement duty schedule
 - This allows for classroom teachers to have a 40-minute uninterrupted lunch break during the day
 - Student lunch periods will be staggered within the 60-minute lunch period to allow for a 20-minute outdoor break (students will no longer be outside for the entire 40-minute lunch recess break)
- Planning time/FSL will be delivered by the regularly scheduled teacher.

Sample Daily Timetable

Time	Subject/Recess
9:00 – 11:00	Literacy/Religion/Family Life (Includes 15 minutes outdoors of instruction, as possible)
11:00-11:15	Recess (inclement schedule)
11:15-12:00	Math Instruction
12:00-1:00	Lunch (Inclement Schedule, includes 20 minutes outdoors)
1:00-1:45	Math Instruction & Integration of Content Areas
1:45-2:00	Recess (inclement schedule)
2:00-3:30	Integration of Content Areas
3:30	Dismissal

PROVINCIAL DIRECTION TO ENGAGE IN EXCLUSIVELY ONLINE LEARNING: ELEMENTARY

On August 13, the Ministry of Education released *Policy and Program Memorandum (PPM) 164: Requirements for Remote Learning* which set the framework for remote, online learning in the Province of Ontario. In the PPM, the Ministry makes very clear the expectations for teachers and learners while engaging in remote learning, including number of hours of daily, synchronous instruction, and daily learning opportunities. During remote learning, students and parents/guardians will be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming will be based on the full Ontario curriculum and include opportunities for guided instruction, large- and small-group learning, synchronous check-ins, and asynchronous independent work.

Teachers will be available to students at all times during the teachers' assigned teaching timetables, as they would be if they were face-to-face in a classroom setting. As well, in DPCDSB:

- All teachers will create a *Google Classroom* for all classes from FDK to Grade 8. This will be the consistent *Learning Management System (LMS)* for all students in elementary. Principals shall have access to every *Google Classroom*. A protocol will be developed to support this process. PT/FSL teachers and DECE/ERWs will also have access to the *Google Classroom* for each student/class they support/teach.

- All teachers will use *Zoom, TEAMS or Google Meets* to provide synchronous learning opportunities for students. This will include live instruction for students as a whole class and in small groups. Dedicated times for frequency of instruction using synchronous learning are outlined in the table below.
- All teachers will create a weekly timetable for students indicating whole group and small group learning sessions that will be sent to students each Friday at noon. Teachers will be encouraged to keep this weekly timetable consistent. A copy of the timetable for the following week will be sent to school administrators via email each Friday afternoon.

Teachers will adhere to the following minimum requirements for synchronous learning:

DIVISION	AMOUNT OF WORK PER WEEK	SYNCHRONOUS LEARNING SESSIONS
FDK	<ul style="list-style-type: none"> • All strands of the curriculum will be taught, assessed and evaluated • 300 minutes of learning opportunities per day 	<ul style="list-style-type: none"> • 180 minutes of synchronous learning per day (whole class, smaller groups)
GRADES 1 to 3	<ul style="list-style-type: none"> • All strands of the curriculum will be taught, assessed and evaluated • 300 minutes of learning opportunities per day 	<ul style="list-style-type: none"> • 225 minutes of synchronous learning per day (whole class, smaller groups)
GRADES 4 to 8	<ul style="list-style-type: none"> • All strands of the curriculum will be taught, assessed and evaluated, including FSL • 300 minutes of learning opportunities per day 	<ul style="list-style-type: none"> • 225 minutes per day (whole class, smaller groups)

SAMPLE TIMETABLE FOR TEACHERS:

9:00 – 9:20/30/40	First Block of Synchronous Learning (Whole Class: Zoom/TEAMS)
10:00 – 10:45	Small group instruction or FSL/Planning Time
11:00 – 11:30/40/50	Small group instruction or FSL/Planning Time
12:00 – 1:00	Lunch
1:00 – 2:00	Second block of Synchronous Learning (Whole Class: Zoom/TEAMS)
2:00 – 2:30	Small group instruction or FSL/Planning Time
2:45 – 3:25	Small group instruction or FSL/Planning Time

COHORT C: STUDENTS WHO ARE ACCESSING THEIR LEARNING EXCLUSIVELY ONLINE BY CHOICE

CONSIDERATIONS:

- Cohort C are those students who have chosen to access their learning online while the rest of the system is in an adapted or conventional model.
- These students will be taught by teachers who may require an accommodation in order to continue teaching and/or are not able to work face-to-face with students in a classroom.
- These teachers will be teaching from school board buildings but will be exclusively teaching online. The class makeup of cohort C will be coordinated centrally, once survey results from parents/guardians provide confirmation of intent.
- Parents/Guardians will be advised of natural points during the year when students can return to face to face learning.