



A FAITH COMMUNITY OF BELIEVERS:

TCDSB'S DISTANCE LEARNING IMPLEMENTATION PLAN (VERSION 3.0)

We are pleased to provide our community with information related to Phase 2 (April 6 - May 31) of teacher-led distant student learning.

Enclosed is our working framework to restore the continuity of learning for all students. While we understand that distance learning will not replace learning in the classroom, we are hoping that students and staff will feel supported by our community to the extent possible given the current pandemic.

We want to thank you in advance for your patience and understanding during these unprecedented times.

An early version (April 3) was released at the end of Phase 1. We are pleased to provide our community with this updated version that contains information related to Phase 2 (April 6 – August 31) of teacher-led distant student learning.

NURTURING OUR CATHOLIC COMMUNITY - "WE BELIEVE"

The TCDSB, through the Nurturing our Catholic Community Team, will continue to provide information, resources, opportunities and support in the areas of pastoral care, faith formation, animation and Catholic Student Leadership.

System Chaplaincy

- Resource for staff and students concerning spirituality issues, Catholic values and traditions
- Provision of liturgical and spiritual resources, such as liturgies, prayers, reflections, and personal faith growth

- Coordination and development of system liturgies, prayer services and reflections
- Availability of System Chaplains and other central resource staff for pastoral care support, as needed.
- Coordination of regular "check and connect" meetings with secondary school chaplains

Support for Religious Education and Family Life Education

- Provision of curriculum resources and links for Distance Learning for elementary and secondary panels
- Provision of sample lessons and learning activities that reflect the Ontario Catholic School Graduate Expectations, a Catholic worldview, including Gospel values, Catholic

virtues, Catholic teachings and traditions.

- Coordination of regular "check and connect" meetings with Religious Education Department Heads

Support for Catholic Student Leadership Opportunities

- Student leaders to continue engaging in school and system governance including elections for student trustees
- Engagement in Catholic social justice issues and opportunities for faith formation and animation
- Learning about and living out Ontario Catholic School Graduate Expectations
- Acquisition and development of leadership skills through various student led initiatives and programs.

- Regular Catholic Student Leadership Impact Team (CSLIT) and Elementary Catholic Student Leadership Impact Team (ECSLIT) Meetings online

Communication and Living our Catholic Values

- Nurturing our Families of Faith Newsletters
- Monthly Newsletter and Virtues
- Bi-Monthly Digital Resources for Administrators and Teachers
- Email communications to Everyone on Exchange
- Twitter account and YouTube Channel specifically for NCC
- Development and promotion of opportunities for students and staff to reflect and share how they live their faith: “we Believe in”...; “Let’s Talk Faith” (CSLIT); Radio Maria Faith Talk; Catholic Education Week
- An Archdiocese of Toronto Graduation Mass for Grade 8 and Grade 12 Graduates celebrated by Cardinal Collins on June 16th, 10am, via livestream from St. Michael’s Cathedral Basilica

- Celebration of “we Believe”, the 2nd year of our Pastoral Plan, through prayer and reflection – June 18th, 4pm, on NCC YouTube Channel – showcasing the many ways students and staff have been living their faith and bringing to life the pastoral plan:
 - We Believe in...
 - TCDSB/Radio Maria FAiHTALK
 - Song, art, poetry, video showcase
 - A look ahead to the year of “we Become”

Specific Headings for the “A Faith Community of Believers” Document

1. Teacher-Led Distance Learning
2. Support for Families in Need
3. Assessment
4. The Role of School-Based Educational Support Staff
5. Supporting Students with Special Education Needs
6. Addressing the Mental Health and Well-Being of Students and Staff
7. Protocols for Distance Learning for Students and Staff
8. Providing Access to Technology for Staff
9. Supports for Our English As Second Language Students
10. Professional Learning for Implementing Distance Learning for Staff

1. TEACHER-LED DISTANCE LEARNING

Ministry Guidance Memorandum Requirements

- Teachers, Support Workers, and Board Staff must remain in regular contact with parents during Distance Learning
- Hours of work for students are outlined as provided in the table below.

Elementary Teachers

- Teachers will use formative assessments to gather evidence of student progress and provide feedback to students/parents on their progress
- Final report cards will be required for all students for the identified areas of focus for each division
- Teachers will use the marks obtained by students from the start of Term 2 in February through to March 13th as the basis for the final grade but can apply their professional judgement in assessing student work from April 6 to the end of June in arriving at a final mark for reporting purposes.

Secondary Teachers

- Teachers will provide students with assigned learning tasks, projects, and culminating assessments for purposes of formative assessment and summative evaluations; teachers will communicate results to students. Final report card marks will be required for all courses
- There will be further information related to assessment coming out from the Ministry through an additional guidance memo
- For graduating students only, mid-term marks will be submitted by April 23 on work completed for post-secondary admissions. Teachers could consider one additional assignment as well as allowing the submission of any outstanding assignments by the students before the April 23, 2020 deadline. There is no “comment” requirement at this time and the teacher need only submit the mark for each student.

Expectations for Teachers

- Classroom teachers will provide students with work to complete and submit
- Although students are allocated a guideline with a set number of hours to work on any one subject/course, teachers will be working beyond these hours on required supports for students (e.g., daily planning of lessons, engaging students through

online prompts, responding to questions, etc.)

- Engage in ongoing “Check and Connect” with students and families
- Teachers should set up daily synchronous (real time communication) office hours and communicate this time to parents and students; asynchronous communication is also expected at other times
- Collaborate with other school staff to support students (e.g., Special Education Teachers, EAs, CYWs, ELL, Guidance, Student Success Teacher, Itinerant/Specialty Teachers, and IL Instructors etc.).

Designated Early Childhood Educators

- DECE’s will collaborate and contribute in partnership with the teacher to determine the remaining essential overall curriculum expectations
- DECE’s will engage in ongoing communication and co-planning of learning activities reflecting The Kindergarten Program, 2016 and the Ontario Catholic School Graduate Expectations
- Educator teams will collaborate with other school staff to support students (i.e. EA’s, CYW, etc)
- DECE’s will engage in ongoing “Check and Connect” with students and families
- Educator teams will maintain synchronous (real time) office hours and communicate with parents.

Sample Weekly + Daily Schedules

Kindergarten to Grade 3
Literacy& Math (5 hours) + Religion & Family Life (1 hour) / Per week minimum
Sample Daily Schedule
<ul style="list-style-type: none"> ✓ Prayer time ✓ Literacy (30 minutes daily) ✓ Math (30 minutes daily) ✓ Religion/Family Life (12 Minutes) ✓ Other Activities from Itinerant/ Specialty Teachers and IL Instructors ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours
Grades 4 to 6
Literacy& Math (Science & Social Studies) (5 hours) + Religion & Family Life (1 hour) / Per week minimum
Sample Daily Schedule
<ul style="list-style-type: none"> ✓ Prayer time ✓ Literacy/Social Science (30 minutes daily) ✓ Math/Science (30 minutes daily) ✓ Religion/Family Life (12 Minutes) ✓ Other Activities from Itinerant/ Specialty Teachers and IL Instructors ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours

Grades 7 and 8
Core Math, Literacy, Science & Social Studies (10 hours) + Religion & Family Life (1 hour) / Per week minimum
<p style="text-align: center;">Sample Daily Schedule</p> <ul style="list-style-type: none"> ✓ Prayer time ✓ Literacy/Social Studies (60 minutes daily) ✓ Math/Science (60 minutes daily) ✓ Religion/Family Life (12 Minutes) ✓ Other Activities from Itinerant/ ✓ Specialty Teachers and IL Instructors ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours

Grades 9 to 12
<ul style="list-style-type: none"> ✓ 3 hours per course per week for semestered; ✓ 1.5 hours of work per course per week for non-semestered ✓ Achieving credits/completion/ graduation
<p style="text-align: center;">Sample Daily Schedule</p> <ul style="list-style-type: none"> ✓ Remember to include prayer and reflection in your daily routine. ✓ Flexible as determined by the professional judgement of the teacher ✓ Check and Connect ✓ Online Questions, Daily Synchronous Office Hours

Material to be provided in French for Extended and Immersion programs

Introducing Students to Distance Learning

- Teachers will use professional judgment to select tools to engage students in distance learning.
- Available Tools include:
 - Brightspace by D2L
 - Google Classroom
 - Current platforms being used by the classroom teacher(s)
 - Other methods of contact (phone, email, paper copies).

Course Expectations and Content

- Teachers and DECEs are encouraged to determine the remaining essential overall curriculum expectations that must be addressed, and plan learning activities accordingly
- Consideration should be given to providing integrated cross-curricular learning opportunities (K - 8)
- Religious Education and Family Life Education are important areas of curriculum in our Catholic schools and must continue to be addressed alongside other core areas of curriculum
- All aspects of curriculum are viewed through the lens of faith, ensuring that a distinctively Catholic worldview and a faith perspective continue to permeate the learning materials and reflect the Ontario Catholic School Graduate Expectations.

Elementary Specialty/Itinerant Teachers (as per the Provincial Guidance Memorandum)

International Language Instructors:

- provide one activity per week for students in their assigned classes
- collaborate with classroom teachers to support Check and Connect
- in collaboration with central resource team, update and enhance IL resources.

English Language Learner Teachers:

- If assigned to a dedicated ELL class, continue to work with ELL students as assigned
- If supporting ELL students with a withdrawal model, continue to support other teachers in supporting the ELL students
- Collaborate with classroom teachers to support with Check and Connect with students and families.

Core French/Physical Education/Music Teachers:

- provide one activity per week for students in their assigned classes
- collaborate with classroom teachers to support Check and Connect
- in collaboration with the central resource team, update and enhance central resources.

Anticipated Follow-up Communications

- Civics & Careers Course – A final mark would be the mark achieved by the student as of March 13, 2020. Teachers should use the approaches outlined in Growing Success with a particular focus on most recent and most consistent performance at or near the end of the course.

Non-Classroom Based Teachers & Central Academic Resource Teachers

- Continue to collaborate with other central resource staff to prepare learning materials to support teachers in schools
- Support administrators and classroom teachers in successfully delivering distance learning
- Provide resources and student learning activities for parents, posted on the TCDSB website
- Facilitate online meetings addressing various curriculum areas and pathway programs
- Develop and support professional learning sessions using an online platform.

Chaplains/Chaplaincy Leads

- In collaboration with administration, school staff, and central resource team, continue to work with the school community in the areas of pastoral care, faith formation, and faith animation

- Provide general spiritual and personal support and comfort for students and staff
- Serve as a reference point for staff and students concerning spirituality issues, Catholic values and traditions
- Check and Connect to support students
- Coordinate online staff and student liturgies
- Share liturgical and spiritual resources such as prayers and reflections.

Cooperative Education

- Teachers will not be monitoring students at their work placement (Community Component) as the in-person Community Component has been suspended
- Where feasible, Coop students should be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities
- Teachers will work with students to modify their Co-op Learning Plans to reflect revised goals
- Teachers continue to provide students with assignments to meet the Classroom Component of the course
- Teachers will provide students with opportunities to take part in online Career Exploration and Experiential Learning Opportunities from home
- Teachers will continue to support OYAP student learning, especially in cases where training components go online.

OYAP and Dual Credit

- In the case where it has been identified that an Accelerated OYAP, OYAP Dual Credit or regular Dual Credit program was cancelled, alternative learning opportunities have been provided to students.

SHSM

- Teachers will continue to identify potential SHSM graduating students who are missing program requirements (i.e., certifications/training, reach aheads, experiential learning, and SPCE)
- Override requests for program requirements may be possible (further information will be provided by the Ministry)
- Some online certifications available (i.e. customer service, infection control, health and safety - basic, etc.).

Student Success Teacher

- Priority to Grade 12 potential graduates for Check and Connect, credit counselling summary review, and academic support
- Check and Connect with at risk students and their subject teachers, guidance teachers, special education teachers, and the credit recovery teacher (if different) to determine credit recovery potential/status
- Support credit recovery teachers and students.

Credit Recovery Teacher

- Priority to Grade 12 potential graduates for Check and Connect, and credit counselling summary review
- Continue to Check and Connect with students and their subject teachers, guidance teachers, special education teachers, Student Success Teachers to support student learning
- Continue to provide work and assignments for students to meet essential overall course expectations.

Secondary Guidance Counsellors

- Priority given to Grade 12 potential graduates for Check and Connect, credit counselling summary review
- Support at risk students through Check and Connect
- Collaborate with and subject teachers, student success teachers, special education teachers (for identified students), to determine credit recovery potential/status for at-risk students
- Further information regarding course drop dates and course drop protocol (parental permission) will be forthcoming (pending MOE dates and direction)
- Community Service hours and OSSLT graduation requirements for 2019-2020 cohort have been waived- further logistical information will follow
- Continue working on course and student scheduling for the next school year.

Elementary Guidance Counselors

- Continue to take direction from Elementary Principals regarding Check and Connect for previously referred students
- Continue to make referrals to appropriate board staff for any specific concerns
- In collaboration with the Central Guidance Resource team, provide schools with Mental Health Resources/Lessons that teachers would be able to incorporate into Distance Learning.

Teacher Librarians

- Provide resources and support (e.g., with research skills) for teachers/students
- Provide synchronous meeting times to support students with research work, essay writing, as previously provided
- Continue to schedule support for classes as required in collaboration with classroom teachers.

Library Technicians

- On school web page provide daily reading activities for K - 6 from a digital resource (e.g., Scholastic is a provincially owned resource) can be either a read aloud or a shared reading
- On school web page provide view/discuss topics for grade 7/8 students from Learn 360 (to be done with parents).

- Support teachers with searching for online materials
- Conduct 'read alouds' and/or offer specific reading supports for individual or small groups of students as determined by a teacher (in consultation with the Principal)
- Engage in professional development as opportunities become available/ provided.

Numeracy/Literacy Coaches 7 & 8

- Continue to support classroom teacher as per schedule created prior to school closures
- Continue to co-plan lessons in numeracy and literacy as per schedule created prior to school closures
- Continue to support students.

Math Facilitators

- Continue to co-plan and co-post math lessons in assigned schools with classroom teachers.

2. SUPPORT FOR FAMILIES IN NEED

Provide Food and Nutrition Supports for Families in Need

- Coordinate with and support AFL in the roll out of the multi-phase Home Student Nutrition Program - FOOD FOR KIDS - Covid19 Emergency – food and nutrition program. To date this initiative has been implemented in

- 5 phases making some 20,000 students in our neediest communities eligible for food and nutrition support.
- Principals whose schools received equity fund block budget enhancements continue to use these funds to complement the AFL FOOD FOR KIDS initiative to support families in need.
 - Use \$16,000 field superintendent equity reserve to purchase grocer gift cards.

Community Relations Officer (CRO) and Support for Marginalized Families

- Community Relations Officers (CROs) will connect with community partners (e.g., Trust 15, On-Your-Mark Tutoring and The Centre for Spanish Speaking People) to sustain service during the Covid-19 closure
- The CRO Department will continue to garner information from community partners on the well-being of marginalized families during the Covid- 19 closure and relay information to central Family Support Team
- Meetings with the Social Work Department will be scheduled to share information and develop strategies to support the unique needs identified by specific ethno-cultural groups.

Outreach and Support for Newcomer Families

- CRO staff to connect with settlement workers to outline a plan for the provision and continuation of services during the Covid-19 closure
- CRO staff and settlement workers will continue to undertake the following actions in working with newcomer families:
 - consult with school principals, special services staff and/or ESL teachers, and settlement workers to continue to connect with newcomer families by phone, and electronic platforms;
 - provide assistance to families with language barriers in transitioning to online education and navigating online resources such as the TCDSB’s website;
 - provide updates to families regarding device requests and availability for TCDSB students;
 - connect with newcomer families and International Students who feel isolated during these unprecedented times to provide available supports; and
 - update the list of settlement workers’ assignments per school, for easy access by principals and staff.

“Check and Connect” with all Advisory Committees

- Using the Zoom meeting platform to connect with advisory committee to hear concerns and provide updates on Board-wide initiatives such as Distance Learning and strategies to support families in need
- Video conferencing meetings with all Community Advisory Committees will be scheduled to gather information about the unique needs of each ethno-cultural group during the closure of schools.

Translation Services

- Staff to identify the five languages most commonly requiring translation and allocate translators to be readily available to assist in communications with stakeholders
- Continue to provide translations services through all appropriate on-line means.
- To date:
 - translators have been enlisted for the top 5 languages spoken by families in the TCDSB community to translate system or school-wide messages, as requested;
 - translations in any other languages will also be processed, as requested; and
 - the process for acquiring interpreter and translation services has been streamlined for efficiency and the reduction of local level workload.

Support for Mental Health and Wellbeing of Marginalized Families

- Identify Mental Health and Well-being needs of marginalized families and communicate these to the Special Services Department
- Coordinate with Special Services Department to prioritize allocation of resources (e.g., social workers) for our neediest families
- Social Work providers to access Angel Foundation for Learning (AFL) for food vouchers or other financial supports to address self-care needs.

Collaborate with Regional Ministry Human Rights Staff and with Local Indigenous and Equity Seeking Communities

- Coordinate with Equity Indigenous Education Resource Department to prioritize allocation of resources (e.g., poverty mitigation, accommodations, accessibility)
- A meeting will be scheduled with co-ordinators of Equity-Poverty Action Network (E-PAN) schools to determine what additional supports and resources can be provided to address the needs of E-PAN school communities
- The Equity and Human Rights Advisory will continue to participate in Ministry-hosted meetings to identify key areas of focus for ensuring equity during the distance learning phase.

Build networks of support for equity and human rights within the TCDSB

- Implement a slightly revised version of the 3-Year Equity Action Plan to take into consideration Covid-19.

3. ASSESSMENT

Assessment in Elementary Schools

- The assessment principles for teachers of elementary students will be aligned with the Ministry of Education Growing Success document. The Ministry will be updating any assessment policies to reflect the current mode of distant learning for students
- Growing Success can be found at: <http://www.edu.gov.on.ca/eng/policyfu/nding/growSuccess.pdf>
- For elementary students, teachers will use formative assessment approaches to gather evidence of how students are progressing in their learning. It is expected that teachers will provide descriptive feedback to their students on their progress.

Assessment in Secondary Schools

- The assessment principles for teachers of secondary students will be aligned with the Ministry of Education Growing Success document. The Ministry will be updating any assessment policies to reflect the current mode of distant learning for

students. Growing Success can be found at:

<http://www.edu.gov.on.ca/eng/policyfu/nding/growSuccess.pdf>

- Secondary students will be assigned learning tasks, projects and culminating activities that will be marked by their teachers for the purpose of formative and summative evaluation. Teachers will communicate results of these marked assignments to students. Results will be used by teachers to inform students' final course marks
- Teachers of graduating students will be expected to provide marks for graduating students by April 23rd on work completed by that time, in order to meet admission requirements for post-secondary education. Final report cards will also be issued
- The graduation requirement to complete the 40 hours of community involvement is suspended for this school year. Community involvement hours that have been completed should be reported on the report card of graduating students
- For students who are enrolled in Cooperative Education courses which involve a classroom component and a community component, their in-person community placements will need to be suspended. These students can work with their co-op teachers modify their co-op Learning Plans so that they may work through the curriculum expectations. Where feasible, these

learners should be provided with opportunities to connect virtually with industry partners on career exploration activities, and experiential learning opportunities.

Reporting for both Elementary and Secondary Students

Midterm Marks

- Midterm report cards will be issued to secondary graduating students only.

Final Marks

- School boards will issue final report cards, including the Kindergarten Communication of Learning, for all students
- No Final Mark can be lower than the mark a student had on March 13, 2020. Assessments after April 6, can only be included if they improve the student's final mark
- Secondary exams are canceled
- Teachers can adjust the weighting of assignments, including secondary culminating assignments, if this it is in the best interest of the student.

Report Cards

- Parents should expect receipt of their child's electronic Report Card through school messenger **by the first week of July**. A hard copy of the report card will be printed and placed in each student's OSR at a later date. Parents

my request a printed signed copy when face-to-face learning resumes.

- Teachers will provide Comments and complete the Learning Skills and Work Habits section of the Report Card.

Elementary

- In such cases where there is insufficient evidence of learning in a particular subject or strand (including math strands), the code "I" may be used on a student's report card. Teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interest of the student.

Secondary

- Teachers have adjusted the weightings of culminating assignments when in the best interest of the student
- Teachers may use the code "I" on the report card to indicate insufficient evidence if the student did not have a passing mark prior to March 13th and did not demonstrate progress during the school closure period
- If a student receives an "I" on their report card, they do not receive a credit for that course. Teachers will recommend the best course of action for completion of the course (Repeat Course, Remedial Course, Credit Recovery)
- For Grade 11 and 12 courses, full disclosure will be waived, and no notation will be entered on the Ontario

Student Transcript (OST). Any subsequent attempts at completing the course will be recorded on the OST

- For Grade 11 and 12 courses, students have up to June 24 to decide to drop the course should they receive a passing grade that they do not wish to show on their OS.
- For graduating students who were relying on the course for postsecondary admission, special consideration should be given as to how the course should be recorded. Students and their guidance counsellor or principal, in consultation with parents, will contact the institution's admission office to explain the nature of the student's extenuating circumstances.

CIVICS/CAREERS

- For non-semestered courses in Civics and Careers, the student mark on March 13 represents the lowest possible final mark and can increase based on student work submitted during the school closure
- For semestered courses, for the second half-credit in Civics or Careers, there is an expectation that some demonstration of learning will be provided by students in order to successfully complete the course
- Where the student does not provide sufficient evidence of learning, the student will be assigned an "I"

designation and will not receive the half-credit for that course

- Where a student receives an “I” the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course, including credit recovery and retaking the credit.

4. THE ROLE OF SCHOOL-BASED EDUCATIONAL SUPPORT STAFF

Phase One:

March 23, 2020 – April 3, 2020 “*Check and Connect*”

Educational Assistants (EAs), Child & Youth Workers (CYWs) Health Care Assistants, Instructional Assistants (Mary Ward), Secondary Student Supervisors, Job Coaches and Lifeguard

- Liaised with Principal to determine which students’ parents (and student after touchpoint with parent) on their current caseloads that they needed to connect with in the capacity of a caring adult
- March 30 – April 3 – enhanced their Check & Connect function and personally connected with the appropriate students’ parents/students

to gauge wellness, engagement, and access to learning resources

- Kept track of family connections and reported same to Principal
- Immediately relayed concerns to school Principal.

Secretaries and Clerks

- Worked closely with the Principal to support communication with staff and parents/students (i.e. daily review of school central voice mailbox)
- Electronically processed (via email) daily mail, administrative tasks flowing from this correspondence and other administrative-related tasks identified by the Principal
- Accessed Web Apps via the Intranet to support communication/admission processes.

Phase Two:

April 3 Onwards
“*Distance Learning*”

EAs, CYWs, Health Care Assistants, Instructional Assistants (Mary Ward), Secondary Student Supervisors, Job Coaches, Lifeguard

Student support can be facilitated by some or all of the following tasks under the direction of the Principal, where applicable to the job role:

- Play an active and complementary role in supporting distance learning – liaise and seek direction from the Principal

and appropriate teacher(s) to identify specific students who require direct support (focus on ensuring that the students with the highest needs are assigned priority)

- Support the preparation of individualized learning materials for students such as individual activity schedules, visual aids/picture cues, task analyses, visual schedules, social stories, etc.
- Work with students through a variety of methods including virtual, email, telephone to support program delivery as determined by the teacher(s)
- Liaise with appropriate teacher(s) for details on the direct mode of communication that is being used to connect with students
- Assist and support TCDSB distance learning strategies through a variety of methods to be determined by the principal and/or teacher(s) such as preparation of tips sheets, step-by-step instructions, etc.
- Notify the Principal when a difficult social/emotional concern is encountered in a conversation. The Principal will engage the appropriate member of the SBSLT (team)
- Maintain daily communication with the teacher(s) to share successes and challenges experienced by students. This feedback may inform adjustments to the program and next steps for the student’s learning plan
- Conduct ‘read alouds’ and/or offer specific reading supports for individual

- or small groups of students as determined by a teacher
- Communicate the established daily hours of work with families (phone or electronic means) so that parents understand when they can reach out for support or assistance
- Child & Youth Workers' (CYWs) should continue daily personal contact with specific students (via their parents) as this will continue to play a role in identifying emerging social/emotional needs
- Facilitate individual or small group support in alternative program areas as determined by the teacher (e.g. social skills, self-regulation, communication, life skills, etc.)
- Coach students in the skills necessary for success in the distance learning process specific to academic work assigned by the teacher (e.g. task initiation, time management, planning, prioritizing, etc.)

Where a CYW identifies wellness/mental health concerns, she/he will immediately triage, document and relay these concerns to their Principal and Guidance Counsellor (secondary especially) who in turn will engage the services of Social Work and other specialized staff as required.

Communication Facilitator, Deaf-Blind Intervenor

- Liaise with Principal and teacher(s) on how best they can support their students with TCDSB Distance Learning.

Secretaries and Clerks:

- Facilitate communication with appropriate teachers or staff where parents require support
- Utilize remote access capabilities to complete the following tasks (as assigned by the Principal and in consultation with the Head Secretary in Secondary Schools):
 - Access KEV on-line banking to complete school banking transactions
 - Assist with staff attendance coding where necessary
 - Assist with student registrations, withdrawals (including Kindergarten where applicable), and any transportation arrangements
 - Maintain connections with service providers where required re: status of orders, deliveries, etc.
 - Provide support with OnSIS reporting, and school communications (School Messenger, school newsletters, mailing lists, school website, Twitter) to families
 - General administrative assistance with data entry and graduation planning tasks
 - Communicate any messages or areas of concern from or about

- families or community partners with administration
 - Review end of the year processes and duties; adapt for current circumstances under the direction of the Principal.

5. SUPPORTING STUDENTS WITH SPECIAL EDUCATION NEEDS

- Take an opportunity to review relevant processes and procedures (e.g. medical and health; concussion; student handbook; special circumstances memo, etc.)
- Engage in board, school and self-selected professional learning opportunities

Secondary Student Supervisors, Job Coaches, and Lifeguard

As assigned by the principal and in consultation with classroom teachers, these employees may be expected to:

- Connect with specific students (identified by the Principal) in the capacity of a caring adult
- When requested, support the parents of specific students (identified by the Principal) with TCDSB Distance Learning Implementation Plan strategies

- Direct parents of specific students they are linked with to discuss programming, questions relating to access to community resources, concerns and issues with the teacher
- Communicate the established daily hours of work with families (phone or electronic means) so that parents understand when they can reach out for support or assistance.

Special Education Teachers (SETs)

- Check and connect with students on caseload
- Connect with classroom teachers to identify areas for student supports
- Create or update IEPs in accordance with the updated Growing Success expectations and available online or other student records
- Work with students in their various classes/courses/course virtual learning environments (VLEs)
- Prepare for critically required School-Based Support Learning Team (SBSLT) meetings, and/or IPRCs based on the priorities articulated under the APT/PAT supports category

Assessment and Programming Teacher/Programming and Assessment Teacher

- Check and connect with administration in their school communities to offer assistance

- Check and connect with teachers to assist with programming for students with special needs
- Review IEP List for each of their schools. Provide assistance with IEPs that are outstanding/incomplete
- Assist with planning for students transitioning from Grade 8 to grade 9 (collaboration with PATs and Autism Team)
- Consult with area PATs to confirm students transitioning into secondary ME/DD ISP classes effective September 2020
- APTs/PATs complete intakes for students who are new to our schools: Intakes can begin process via telephone
- APT/PAT can reach out to Intake parents to set-up a time to discuss child's learning profile and then consult with appropriate SBSLT member as appropriate ex: Autism Support Teacher, Psychologist, Speech and Language Pathologist, etc.
- Once a case is discussed, initiate appropriate referral for SBSLT
- SBSLT reviews documentation and intake report for identification and placement
- Create lists of all remaining/outstanding Intensive Support Program (ISP) Reviews in assigned schools
- Create list of students in assigned schools who require an IPRC

- Review class lists for ME/DD and MID Intensive Support Programs (ISP) in their schools to ensure accuracy
- Assist with Empower program applications
- Assist with completing SEA claims
- Assist with OLSAT-8 testing completion
- IEP/SS Forms Committee will plan for Sept 2020 IEP/SS Forms Workshops
- APTs/PATs to work collaboratively on Special Services Webpage/Webcasts to assist in building system capacity.

Assistive Technology (AT) Team

- Build capacity among staff and students in the use of assistive technology to access curriculum with equipment funded through the Special Equipment Amount (SEA)
- Provide learning opportunities for staff in the use of Google Suite and Google Classroom
- Provide support with the use of Read and Write and Equatio programs.

Autism Support Teachers (AST)

- Elementary ASTs check and connect with teachers in Autism ISP classes to support student programming
- Elementary/Secondary ASTs follow up with teachers with any outstanding student referrals
- Be available as a resource to follow up with requests from principals/teachers for students with Autism

- Assist in transition planning for students with Autism moving from Grade 8 to Grade 9
- Coordinate intakes with APT/PAT involving students with Autism
- Coordinate with APTs/PATs regarding students with Autism especially in ME/DD ISP classes
- Adapt curriculum lessons through Boardmaker
- Create learning resources as needed for students
- Continue to develop professional learning opportunities for the system to continue to build capacity.

Blind/Low Vision Itinerant Teachers/Orientation and Mobility Specialists

- Establish check and connect with parents/students
- Connect with teachers and principals regarding programming supports for students
- Organize student supports in priority order: Tier 3 (direct instruction/weekly), Tier 2, and Tier one students
- Share with school staff targeted online resources to meet individual student and parent needs
- Share with families individualized links to online resources and other information to address unique student needs.

Care and Treatment

- Continue with treatment and academic plans for residential, day school, and hospital programs
- Adjust treatment plans to suit the requirements of Toronto Public Health (TPH) and the board Distance Learning plan.

Deaf/Hard of Hearing

- Check and connect with students on caseload
- Connect with classroom Teachers to ensure access to curriculum (e.g. Closed Captioning on all learning resources/platforms)
- Compile Tier 1 to 3 resources
- Address student needs by providing service support to identified students
- Develop digital resources for preschool D/HH population.

Home Instruction

- Engage students in accordance with the established protocols for use of online or other distance learning platforms/Virtual Learning Environments
- The number of hours of instruction per week will not exceed the established Home Instruction guidelines.

Kindergarten Language Program (KLP)

- Prepare materials to be sent home
- Create virtual learning environment (VLE) resources (videos) and website materials
- Determine which families are connected to outside agency supports but not yet with TCDSB (KLP) services
- Engage in KLP curriculum renewal
- Establish a home inventory
- Create list for parents re: home items that could be used to support virtual learning.

Program to Assist Social Thinking (PAST)

- Establish a check and connect with students and families
- Revise service plan for students in Years 1, 2, and 3 of program
- Set parameters for use of technologies during Phase Two: Continuity of Learning
- Staff in four regions to connect and collaborate to establish common purpose/approaches
- Compile Tiers 1 to 3 resources
- Establish a home inventory questionnaire re: home items that could be used to support distance learning.

Social Workers, Psychologists, Mental Health Professionals

- Exemplify Mental health resources for parents and children on TCDSB website
- Using the SMHO Tip Sheet for Educators, establish protocols for staff conversations with students and families
- Share with staff the TCDSB Tip Sheet for Educators to support students' mental health
- Share the SMHO Tip Sheet for mental health clinicians to do "mental health" checks with students
- Social Work (SW) providers access Angel Foundation for Learning (AFL) for food vouchers or other financial supports to address self-care needs.

Speech-Language Pathologists:

- Providers to assist with developing S/L visuals and other materials to support communication and literacy activities
- Highlight newsletter with communication strategy
- Prepare materials for non-verbal students
- Prepare materials for students without technology support
- Develop Augmentative/Alternative Communication materials for students
- Convert communication tip sheets and resources to digital tools
- Expand social media platform

- Provide website links with parent-friendly speech and language resources.

Student Support Response Team (SSRT)

- Through the Social Work team, provide supports to students with identified self-regulation needs in accordance with the established referral process
- In conjunction with the school Social Work provider, share resources with families pertaining to behavior/self-regulation strategies.

Protocols for Supporting Students with Special Education Needs

Identification, Placement, and Review Committees (IPRCs):

Ministry Guidance to Boards (updated 200527)

- IPRCs should continue to conduct annual reviews.
- Any initial IPRC decisions that were in progress at the start of the school closure period should also continue.
- Going forward, as set out in Ontario Regulation 181/98, initial IPRCs may be requested by parents and/or initiated by boards following the appropriate processes.

TCDSB Protocol

Below is the priority list of IPRCs that will be conducted **centrally** to address the scenarios listed below. The **Chair** will be a **Special Services Chief**.

- ✓ Gr. 8 students who require Intensive Support Programs (ISP) ME/DD class in Gr. 9 (*if all documents are already at unit office and IPRC was pending*)
- ✓ Gr. 8 students in an Autism, Behaviour, D/HH, MID, LI, or LD Intensive Support Programs (ISP) going into Gr.9
- ✓ Students returning from Care and Treatment programs
- ✓ Students entering Congregated Gifted Programs
- ✓ Students entering D/HH programs or in a pre-school D/HH program entering Kindergarten.

Notes:

- 1. No new assessments will be taking place during this time.**
- 2. Admissions/Demissions from ISP classes will not be done during the closure period. Considerations for those will be made at an appropriate time upon return to school.**

Waivers

An IPRC Annual Review Waiver can be considered with parental permission for students who were reviewed during the last school year.

IPRC Annual Reviews

Will be organized and conducted at the school level

IPRC Annual Reviews are compulsory for students:

- ✓ who have been waived in the two previous years
- ✓ for whom there are academic and/or social-emotional concerns
- ✓ requesting admission to a Provincial school
- ✓ whose parents have requested an IPRC.

Please note: Considerations for admissions/demissions from ISP placements and Empower Programs shall be made only upon return to regular school operations.

Gifted Withdrawal Program (1day/week)

- ✓ Notifications will be communicated by the school Principal via email to parents/students
- ✓ IPRCs will take place upon return to normal school operations.

Kindergarten Language Program (KLP):

Current Students

KLP demissions and final assessment of those who would be considered for an LI-

ISP placement will take place upon return to regular school operations.

2020-2021 Cohort

- ✓ The KLP will currently continue to accept referrals from Kindergarten teachers for students for the 2020-2021 program.
- ✓ Admissions to the program will take place upon return to regular school operations.

Empower™ Programs/Procedures:

During Distance Learning and 2020-2021 School Year Only

- Empower™ programs are research-based programs with specific operational compliance parameters established within the TCDSB/Hospital For Sick Children (HSC) Memorandum of Understanding (MOU)
- Existing Empower™ programs will resume upon return to regular school operations and **continue for the duration of 2020-2021 school year**
- Wrap-around to the 2020-2021 school year will allow for the completion of all remaining lessons as well as the consolidation of learning of lessons taught prior to the Covid-19 closure.

Procedure:

- Communication letter will be sent to parent/guardian
- Exit meeting will take place when program is complete

Rationale:

- Limitations on program admissions/demissions remain consistent with TCDSB Distance Learning procedures for Special Services specialty and Intensive Support programs (ISPs).
- Students will be able to resume the program and learn/consolidate all Empower strategies

New Empower programs must start at the beginning of the school year and require the duration of the school year to be completed.

New Programs/Programs New to Schools:

- Due to programming/staffing decisions made within the regular staffing timelines (prior to the Covid-19 closure), some schools had been selected to receive a new program or a program new to their location.
- New programs/programs new to schools are required to begin at Lesson One due to new teacher assignments
- All new Empower™ teachers need to begin teaching at Lesson One and progress through all Empower™ program lessons in order to be considered a trained Empower™ teacher (as per HSC guidelines)

Applications:

Internal

- Internal applications will proceed for programs beginning at Lesson One upon return to regular school operations
- SBSLT/Case Conference will occur prior to start of program (deadline: mid-September 2020)
- Criteria as established in the TCDSB Empower Handbook

External

- No external applications will be received
- No HUB Transfer students will be admitted for 2020-2021 school year

Schools with Changes to Empower Allocations in 2020-2021:

- Program ends
- Principal will send a letter for communication to parent/guardian
- Parent/guardian waiver obtained for release from program
- Meeting occurs if requested by parent/guardian

Transfer students returning to Home School

- Home-school principal will ensure that students are monitored through the SBSLT process

SBSLT/Case Conference/SBST Meetings:

TCDSB Protocol:

- ✓ Will be limited to only critical cases and organized by the school Principal

Note: No assessments will be conducted during the closure.

Transition Planning:

TCDSB Protocol:

- For September (or return to regular operations) supports maybe provided by TCDSB Special Services staff in the following manner:
 - ✓ LI ISP classes: Speech and Language Pathologists
 - ✓ D/HH ISP classes: D/HH Itinerant Teachers
 - ✓ LD ISP classes: Psychologists and Empower Team Teachers
 - ✓ Gifted Congregated classes: Psychologists and Gifted Teachers
 - ✓ Autism Intensive Support Programs: Autism Teachers and Support Staff
 - ✓ ME/DD Intensive Support Programs: APTs/PATs, Autism Teachers and Support Staff
 - ✓ Behaviour Intensive Support Programs: Social Workers SSRT Teachers

- Planning for transitions between Gr. 8 and Gr. 9 will be supported by Special Services central staff for students:
 - With Autism
 - In ME/DD ISP classes

Exchange of Information Meetings:

Students in Gr. 8 going to Gr. 9 ME/DD ISPs:

- ✓ Secondary Principal to co-ordinate the Exchange of Information meeting with elementary Principal
- ✓ invite appropriate school-based staff including but not limited to: Admin, PAT, Autism Support Teacher (if required)

Following initial IPRC if student going to new school:

- ✓ An Exchange of Information meeting is recommended for via telephone or virtually, after an IPRC occurs, if the student will be attending a new school in September.

High-risk students (not limited to those with Special Education needs):

- ✓ Elementary Principal to co-ordinate with Secondary Principal the date/time for Exchange of Information.

Individual Education Plans (IEPs):

Ministry Guidance (updated May 27):

- For some students, online learning is challenging, and work should be provided in alternate formats and/or with guidance on how the work should be staged and delivered to the student, to help parents and students prioritize and make connections in their learning.
- educators and education workers should continue to connect individually with families to listen, ask about the student's needs and strengths and work together to respond as circumstances shift.
- Flexibility and a differentiated approach are key.

TCDSB Protocol:

The Term/Semester 2 IEP should already be completed, although it may have required updating for the Distance Learning Environment.

Report Cards:

TCDSB Protocol:

Please refer to the TCDSB protocol for Assessment, Evaluation, and Reporting.

Assistive Technology and Other Special Education Equipment:

Ministry Guidance:

- The ministry allocates Special Equipment Amount (SEA) Per Pupil Amount (PPA) funding to school boards to be used for the purchase of assistive technology such as computers, software and computing-related devices, among other items, for use by students with special education needs
- School boards are encouraged to provide continued access to assistive technology and other special education equipment to support students with special education needs learning at home
- In situations where this access is not feasible, schools and teachers are encouraged to work with students and families to determine workable solutions on a case-by-case basis.

TCDSB Protocol:

- To date, parents of students with SEA equipment (devices and other equipment) have had the opportunity to alert the Principal regarding equipment left behind following the 13 March closure. Three controlled access-to-school opportunities have since been established for the arrangement of equipment pick-up by parents

- The next wave of distribution of SEA devices will pertain to approved SEA applications. The details of distribution of said devices will be announced once the scope of availability of those devices from the vendor has been determined.

Special Education Advisory Committees (SEAC):

Ministry Guidance:

- Ontario Regulation 463/97 was recently amended to provide school boards with greater flexibility in how a board and its committees meet when schools are closed pursuant to an order made by the Minister of Education under s. 5(1) of the *Education Act*
- Boards will review these amendments when considering approaches to meetings
- Boards are encouraged to leverage the expertise of their SEACs as they plan for continuity of learning for students with special education needs.

TCDSB Protocol:

The TCDSB will conduct:

- ✓ Two (2) Board meetings per month
- ✓ One (1) SEAC meeting per month
- ✓ All meetings will be run on the Zoom platform
- ✓ The Chair, one Senior Staff member of SEAC, and the Recording Secretary shall be present with Technical

Support staff at the Catholic Teachers' Centre (CEC) to run the meeting.

Leverage the Capacity of Professional Staff Supports and Encouraging Cross Professional Collaboration

Ministry Guidance (updated May 27th):

The relationship with educators and education workers is critical for the success of students with special education needs. School boards will fully leverage the capacity of education workers and work in partnership with local labour partners to provide staff with a clear understanding of roles and responsibilities in supporting continuity of learning. School administrators, teachers, and education workers collaborate to develop coordinated plans to connect regularly with individual students and ensure that they are supported to meaningfully engage with their learning materials.

Where feasible, video contact is encouraged, with due consideration for privacy and in alignment with guidance from professional regulatory bodies where applicable. This virtual face-to-face connection is meaningful for students and supports their engagement, well-being and sense of routine. Phone contact where video contact is not possible continues to be a positive strategy. Boards must ensure that the platforms they use for connecting with students and

families are fully accessible for persons with disabilities.

TCDSB Protocol:

Support staff have been involved in the Check and Connect and learning phases of the of the TCDSB Distance Learning Framework. They will continue to provide regular, daily supports to students with whom they have worked prior to the start of the closure period via email and/or teleconferencing. Teachers are encouraged to invite support staff to join their distance learning classrooms.

Care, Treatment, Custody & Correctional (CTCC) Programs:

Ministry Guidance:

- Access to education for students attending CTCC programs should follow the same protocols put in place for students attending publicly funded schools
- Boards are encouraged to support student access to individual supports needed for them to succeed
- In situations where certain individual accommodations may not be feasible, the ministry encourages boards and their teachers to work with students and families to determine solutions on a case-by-case basis.

TCDSB Protocol:

The Principal of Care and Treatment Programs (CTCC) will continue to engage

with and provide administrative support to Teachers and Support Staff in any of the existing school-based, in-patient, or out-patient programs.

Specialized Health Support Services and Special Needs Programming:

Ministry Guidance:

- MCCSS funds a range of services and supports for children and youth with special education needs, including children and youth with autism. These services and supports are often delivered by local agencies and organizations, such as Children's Treatment Centres, or in the form of direct funding for families to purchase services from fee-for-service providers
- Some community-based services will be suspended or experience disruptions and delays during this period. Some service providers already provide services remotely, and others may choose to pursue this as an alternative method of service delivery (for example, by telephone or through online applications) where appropriate
- Families can contact their children's service providers directly for updated information about what services may be available to them at this time. Links to publicly funded local service providers can be found at: <http://www.children.gov.on.ca/htdocs/English/specialneeds/index.aspx>.

- Students who would have otherwise received school health professional or school health personal support services on school premises may be eligible for home care services. In recognition of the extended school closure, Local Health Integration Networks (LHINs) are working with families with children who are eligible for home care.

TCDSB Protocol:

- For students who were previously referred, School-Based Rehab Services (SBRS) will continue with care plans for families who opt to receive service during the school closure
- SBRS staff will contact the referral source (school or Speech/Language Pathologist (SLP)) to let them know the student is coming into service via tele-practice by encrypted email.

Services offered by Provincial and Demonstration Schools:

Ministry Guidance:

- The Provincial and Demonstration Schools have specialized knowledge and expertise that can support the broader educator population. The Provincial and Demonstration Schools Branch (PDSB) Resource Services Department can continue to support school boards that have students who are Deaf, hard of hearing, blind, low

vision, deafblind or who have severe learning disabilities

- PDSB is a resource for boards that have students who use American Sign Language (ASL) and Langue des signes québécoise (LSQ) and can provide support on how this may work in a virtual environment
- PDSB's Resource Services Teachers are OCT-qualified teachers who provide educational consultative services, for example, recommendations regarding the setting up of programs, including equipment needs
- Additional support to boards with students who are blind and low vision is available from the Alternate Educational Resources Ontario (AERO) department and W. Ross Macdonald School.

TCDSB Protocol:

The Chiefs of D/HH and B/LV will engage with staff/curriculum resources at the Provincial Demonstration schools on a per-needs basis.

Supports to Educators:

Ministry Guidance:

The Ministry of Education is offering facilitated remote/virtual learning for educators through a series of webinars, including on how to support students with special education needs remotely. In addition, the ministry will be posting

resources for parents and teachers on supporting students with special education needs. Educators can visit <https://www.d2l.com/k-12/ontario/> to register for webinars.

TCDSB Protocol:

- For resources to aid in planning for students with special needs, please access the following link: [Special Education Distance Learning Resources](#) (This site will be updated regularly)
- Link to the [TCDSB Professional Learning to Support Student Learning](#) site for a variety of documents to read, videos to view, live sessions to join.

Effective Practices:

Ministry Guidance and TCDSB Considerations:

The work that staff have been doing to support students with special education needs has been inspiring and heartening.

Notable effective practices are:

- **Fostering multi-professional collaboration, including:**
 - Education workers joining classroom teachers in any online class meetings and staff meetings to discuss classroom planning and social/emotional learning skills and strategies
 - Creating shared virtual workspaces for teachers and education workers

to share strategies and information on supporting students with specific exceptionalities

- Holding online workshop webinars and virtual office hours to support staff with technology needs
 - Providing teachers and education workers with detailed plans outlining roles and responsibilities during this period
 - Collaborating across full grade-level teams in addition to class- and student-specific teams to share best practices and plan jointly
 - Providing additional professional development for all staff that work with students on remote learning, as well as exceptionality-specific supports
 - Facilitating teleconference workshops for staff and families who have connectivity barriers
 - Including principals and vice-principals in the classroom environment.
- **Facilitating regular contact with students by:**
 - Checking in with families on a regular basis to provide an opportunity to listen and answer questions
 - Developing clear communication plans with families that include roles for teachers and education workers and a plan for ongoing follow-up communication
- Holding live video chats between School Based Education Support Staff (EAs/CYW's) and students, based on the [TCDSB DRAFT Video Guidelines](#) Sending pre-recorded video messages that can be played or replayed when convenient for the student.
- **Providing exceptionality-specific supports through, for example:**
 - Conducting follow-up consultation with families and staff for those students with assessed language delays to share programming supports (e.g., modelling, prompting, following directions around the house, building concept knowledge at home, expanding vocabulary/category knowledge at home, phonological awareness games)
 - Offering an online social skills development program for students with communication disabilities and/or challenges
 - Using guided groups as an instructional strategy in some online classrooms
 - Creating parent-focused websites, podcasts, videos, tip sheets and other resources that address specific needs (e.g., assistive technology, supporting students with autism spectrum disorders)
 - Offering consultation and support to students, families and staff on accessing augmentative and

alternative communication (AAC) systems to support continued usage and to problem-solve barriers.

- Boards are encouraged to continue sharing their effective practices with each other and the ministry

Mental Health Supports:

Ministry Guidance:

- Having school-based mental health staff providing remote supports to students, including the use of virtual telehealth practices by regulated mental health professionals
- Providing ongoing consultation to support promotion of positive mental health, coping strategies when learning at home, maintaining healthy routines and general wellness for students and families
- Using platforms that are fully accessible to persons with disabilities to engage
- SMH-ON continues to prepare a number of resources for parents/families, students, and educators to consider during school closures. These resources can be found on the SMH-ON website at <https://smho-smsso.ca/>
- Specific supports designed for school-based mental health professionals are being shared through a private community of practice

- To support access to virtual care for students working with school board-employed regulated health professionals, the ministry has partnered with Ontario Health (OTN) to provide school boards with a free trial of OTN's video conferencing platform to support video visits with students, until October 31, 2020
- The platform is used by hospitals and other regulated health professionals in the province. Ontario Health advises that its platform complies with the *Personal Health Information Protection Act, 2004*
- Ontario Health will provide online learning and support to registered users, who will be onboarded in groups
- School Mental Health Ontario will provide learning to school board employed regulated mental health professionals to support the use of virtual care for student mental health.

TCDSB Protocol:

- Staff are encouraged to visit the TCDSB Special Services Mental Health internal site for staff and student resources:
<https://tcdsbcec.sharepoint.com/sites/MentalHealth>
- Resources for students and parents can be found on the TCDSB public-facing website at:
<https://sites.google.com/tcdsb.ca/tcdsb-curriculumdept/mental-health-and-wellness>

6. ADDRESSING THE MENTAL HEALTH AND WELL BEING OF STUDENTS AND STAFF

Mental Health Supports for Students

- Resources found on the TCDSB website's Mental Health page
<https://www.tcdsb.org/FORSTUDENT/StudentParentResourcesClosure/Pages/Default.aspx>:
 1. Table of Mental Health and wellness resources for students and families (ex. ABCs of Mental Health, Kids Help Phone, SMHO)
 2. April and May Mental Health newsletters
- Resources found on the Mental Health staff Sharepoint site:
 - ✓ TCDSB Tip sheet for educators to support student mental health includes condensed protocol for student disclosures (emergency & non-emergency)
 - ✓ Student Wellness Checks by teachers - SMHO Tip Sheet for guided conversations with students and families
 - ✓ Mental Wellness Checks by Mental Health Professionals with Caseloads SMHO tip sheet sent to various teams (SW, Psych and MH prof)
 - ✓ Social Media presence with daily inspirations/wellness mantras for students

- ✓ Virtual care for students with identified mental health concerns
- ✓ MH provider professional learning opportunities re: virtual care to address:
 1. Getting comfortable with a virtual platform for clinical care
 2. Clinical and ethical considerations in providing virtual care
 3. Introducing specific evidence-based practices amenable to virtual care.

Mental Health Supports and Resources for Staff

These resources are also found on the Mental Health staff Sharepoint site:

- (Employee/Family Assistance Program (EFAP) pamphlet
- SMHO Personal Self-Care Tip Sheet and Infographic
- SMHO Tip Sheet for Leading Mentally Healthy Systems/Schools for school administrators.

7. PROTOCOLS FOR DISTANCE LEARNING FOR STAFF AND STUDENTS

In order to ensure the safety of our students and safe when engaging in distance learning, staff have compiled important links to resources that will inform and educate our professionals on issues related to privacy, copyright, professionalism related to electronic communications, proper use of social media and online educational services

- ✓ [TCDSB Working from Home: Privacy & Information Security and Email Considerations](#)
- ✓ [TCDSB Copyright Considerations: Fair Dealing Decision Tool](#)
- ✓ [Ontario College of Teachers: Maintaining Professionalism – Use of Electronic Communication and Social Media - Updated - Professional Advisory](#) (available in PDF, Audio or Video)
- ✓ [Ontario English Catholic Teachers Association: Appropriate and Professional Use Of Electronic Communication, Social Media, And Online Educational Services - A guide for members](#)
- ✓ [Social Media: A “How To Guide” for OECTA Members](#)
- ✓ [College of Early Childhood Educators: Practice Note: Using Social Media](#)

8. PROVIDING ACCESS TO TECHNOLOGY FOR STAFF

There are some of our TCDSB staff members that do not have access to technology from their home. It is our goal to ensure that all staff will have the ability to provide the appropriate level of instruction via distance learning. Understanding the current restrictions placed on all members within the City of Toronto by the Medical Office of Health, our staff has created a protocol that is safe and adheres to all of the guidelines issued by Toronto Public Health. During the completion of this document, the only individuals with access to the school were TCDSB staff members. The following procedures are included below.

Principal Instructions for Controlled Access to Schools

April 1 - 3

For Distribution of Devices to Teachers/DECEs

- **Note:** Teachers/DECEs should ONLY be given Windows Cloudbooks (not Chromebooks)
- **Note:** IL Instructors have assigned laptops that they may need to pick up - they will need to inform the principal where in the building it is located.

Wednesday, April 1 or Before Leaving Home on Thursday April 2

1. Principal to complete [Staff Survey](#) instructions.
2. Locate your response to instruction Part C step#2 - the list of teachers who need a laptop. You will need this list in order to plan tomorrow Thursday for distribution of laptops on Friday.
3. You may wish to bring hand sanitizer to your school tomorrow. Otherwise principals will need to wash hands thoroughly immediately upon arrival at school on Thursday.

Thursday, April 2 - 9 am to 1 pm

Only Custodian and Principal (VP) to Enter the Building – No Other Staff Have Access to the Building

Before Entering the Building

1. Based on the review of survey data and conversations with teachers and DECE, determine and notify staff who have no technology and require a device. Communicate to these staff the time of their appointment and the protocol for device pick-up on Friday
2. [Click here for an email template you can use](#)
3. Review the computer/device inventory list found using [this link](#) for your school to identify the number of devices you have available. ONLY Windows Cloudbooks should be issued to those

Teachers/DECEs. The files are named by school location number

4. Create a schedule of 15 minutes staggered visits for staff picking up technology on Friday, April 3. (Teachers at multiple schools connect with the home school)
5. Advise any staff who have requested access to the school for the purpose of gathering resources (other than those who require technology) that they are NOT approved for school access at this time. [Click here for an email template you can use.](#)

Entering the building

1. Principal conducts a self-assessment on self for Covid-19 as per the protocol sent out by Rory McGuckin on Tuesday, March 31.
2. If the principal does not pass the self-assessment, call the school Superintendent. If self-assessment is passed, then proceed to next steps
3. Arrive at school and call/email the custodian to indicate your arrival
4. Custodian to prop door open for entry at the designated front entrance. Avoid touching door handles, etc.
5. Maintain 2 meters of social distancing at all times while entering and while in the school. If a vice-principal will be attending, they are to follow the same process as above. Plan to arrive at staggered times after the principal.

In the Building

1. Use the hand sanitizer provided or brought. Alternately, wash your hands in the designated washroom.

Gathering the Cloudbooks

1. Ask the custodian to unlock and open the doors to which you need access in order to gather the devices
2. Maintain social distancing of 2 meters
3. Locate the Windows Cloudbooks (Latitude 3189) in your school
4. Gather the appropriate number of Cloudbooks for the teachers requiring them



5. Take 2 photos of the Cloudbook, capturing any identifiable marks (ie., serial number or any other marks)
6. Create labels for each computer that is being picked up by a staff member. Labels should include the teacher's name and time of the appointment. Tape this onto the computer
7. Photocopy login information sheet, to be provided with laptop (PDF document attached). Please include this copy with the computer to ensure that they have a hard copy as they will need this to log in the first time. You may also follow-up with an electronic copy

8. Label devices and place on a table near the designated entrance.

Leaving the Building

1. Advise custodian that you are leaving
2. Wash hands or use hand sanitizer
3. Exit the building
4. Custodian to bring desk into the building and disinfect the desk
5. Custodian locks up the building.

SEA Equipment Requests

If you have had requests for SEA equipment, [please click here for more information.](#)

Friday, April 3 – 9 am to 1 pm

Only Custodian and Principal (VP) and 1 Childcare Manager (upon request) to Enter the Building – No Other Staff Have Access to the Building.

Teacher/DECE/IL Instructors may pick up devices only and remain outside

Before Entering the Building

1. Principal conducts a self-assessment on self for Covid-19 as per the protocol sent out by Rory McGuckin on Tuesday, March 31
2. If the principal does not pass the self-assessment, call school Superintendent. If self-assessment is passed, then proceed to next step

3. Arrive at school and call/email the custodian to indicate your arrival
4. Maintain 2 meters social distancing.

In the Building

1. Ask custodian to place a desk outside the designated entrance and prop open the door(s)
2. When the staff member arrives, the Principal reviews the self-assessment for Covid-19 as per protocol with the staff member over the phone
3. If the staff member does NOT pass the self-assessment, the visit is cancelled
4. If the staff member passes the self-assessment, the principal directs the staff member to wait at least 10 metres from the designated main entrance
5. Gather appropriate device and place on desk outside the school main entrance
6. Return to the building
7. Call the staff member to advise that they can pick up their device.
8. Send follow-up confirmation email. Include photos of Cloudbook and serial number
9. Ask the custodian to sanitize the desk in anticipation of the next staff member

10. Repeat until all staff have picked up the designated device
11. Follow **Protocol for Third Party Childcare Operators to Access TCDSB Schools During Provincial Closure (Please refer to the PDF attached)** for any requests from child care providers. Appointments must be scheduled separately from staff.

Leaving the Building

1. Advise the custodian that you are leaving
2. Wash hands or use hand sanitizer.
3. 18.Exit the building
4. Custodian to bring desk into the building and disinfect the desk
5. Custodian locks up the building.

Template for email confirmation of appointment.

Dear [redacted] :

You have been scheduled to come to [redacted] (Name of School) on Friday, April 3 at [redacted] (time of appointment) to pick up a Windows Cloudbook for use during Distance Learning.

1. On Friday, please complete the self-assessment for Covid-19 and confirm your results with your school principal. If you pass the self-assessment with

no symptoms, you may keep your appointment. If you do not, your appointment will be cancelled.

2. When you arrive at the school, please call the principal to announce your arrival. If anyone comes with you, they must remain in the car or the parking lot.
3. Go to the designated main entrance [redacted] (describe the location) and wait at least 10 metres away from the designated main entrance. **Do not enter the school** or approach the school door entrance.
4. At all times remain at least 2m away from any other person. The principal will place the Cloudbook on the desk outside the main entrance and then return to the building.
5. Once the principal has returned to the building, you may take the device from the desk and return to your vehicle or head home.
6. You will be sent a confirmation email, indicating that you have picked up the Cloudbook. Please reply to this email noting receipt.

Thank you for your cooperation with the above.

Sincerely,
XX

Template for request denied email:

Dear [redacted] :

Thank you for your request to access [redacted] (Name of School). Approval has been given to priority needs based on Teacher Survey results.

Another opportunity to access schools is being investigated. Given the fluid nature of the community response to the Covid-19 situation and revisions to Toronto Public Health guidelines, confirmation cannot be provided at this time.

Thank you for your understanding.

Sincerely,
XX

SEA Equipment Option: Thursday, April 2

Principals can consider the delivery of SEA equipment to families on Friday April 3

Please Note: SEA Equipment that arrived recently and was not yet distributed is not to be shared as they

Considerations for Principals should only be based on the following:

- Have parents initiate contact with the principal directly or indirectly

(ie Special Services staff) that SEA equipment is required for student learning?

- Does the principal have sufficient appointment slots for staggered pick-up on Friday?
- Does the principal have sufficient time to gather the equipment on **Thursday** in preparation for possible distribution on Friday?
- If the answer to the questions above is yes, then the principal can follow
- the protocol used for safe distribution of computers to staff on Friday April 3.

Steps to take on Thursday April 2 to locate all Appropriate SEA equipment

- SEA equipment is specifically assigned to students based on needs identified on their Individual Education Plan (IEP).
- Collect and organize the determined SEA equipment:
 - Label SEA equipment with student name and contact information, including address, email and phone number.
 - Take photos of the device including distinguishing marks, the keyboard/screen and any serial number labelling. These photos will be used in a confirmation email to families.
- Create a schedule of appointments separate from staff arrivals (15 min increments).

- Contact parent of student requiring SEA Equipment to arrange time of pick-up and outline the pick-up protocols (see [self-assessment](#)) and describe the same protocol that staff are using to pick up equipment appropriate distancing, declaration of absence of COVID 19 symptoms, retrieval of equipment on a table outside the school.
- If you require any support with the process of identifying appropriate student equipment, **please contact Don Reid**, your school Special Education Teacher and/or APT/PAT.

Distribution of SEA Equipment: Friday April 3

Only Custodian and Principal (VP) and 1 Childcare Manager (upon request) to Enter the Building – No Other Staff Have Access to the Building

1. Moments before the first appointment, place appropriate SEA item(s) on the desk outside
2. Principal reviews the [self-assessment](#) for Covid-19 as per protocol with the parent
3. If the parent does NOT pass the self-assessment, the visit is cancelled
4. Ask custodian to sanitize desk between pick-ups
5. Repeat process until all scheduled SEA devices have been distributed
6. Advise custodian that you are leaving
7. Wash hands in designated washroom, or use hand sanitizer.

8. Exit the building.
9. Custodian to bring desk into the building and disinfect the desk.
10. Custodian locks up the building.

9. SUPPORTS FOR OUR ENGLISH AS SECOND LANGUAGE STUDENTS

Our English as a Second Language teachers, in both elementary and secondary schools, will support these particular students through distance learning by implementing appropriate teaching and learning strategies found in the program guides produced by the Ministry of Education.

Teachers will adapt activities and lessons in support of English Language Learners by accommodating and/or modifying expectations and learning tasks.

Teachers will use a variety of strategies and tools to ensure distance learning platforms and learning opportunities are accessible and comprehensible for ELLs and their families.

The following links provide direction for staff in supporting our ELL students in grades from K-12:

- ✓ <http://www.edu.gov.on.ca/eng/docume nt/esleldprograms/guide.pdf>
- ✓ <http://www.edu.gov.on.ca/eng/curriculu m/secondary/esl912currb.pdf>

10. PROFESSIONAL LEARNING FOR IMPLEMENTING DISTANCE LEARNING FOR STAFF

TCDSB Professional Learning Opportunities to Support Student Learning during Distance Learning

In order to support professional learning during distance learning, the following approaches have been implemented:

1. Creation of and regular update of a [TCDSB Google Site](#) dedicated to Professional Learning opportunities in support of student learning. Areas include:
 - Personal Faith Formation
 - Distance Learning Must Reads (TCDSB/OCT/OECTA)
 - Working from Home (Privacy Considerations/email/ergonomics)
 - Copyright
 - Understanding Distance Learning
 - TCDSB Google Resources
 - Mental Health Resources
 - TCDSB Live Sessions
2. Live sessions have been offered through the TCDSB21C, Assistive Technology, Administrators, Senior staff and external providers. Offerings have been communicated through a Live Sessions page updated regularly, the Professional Learning Site, and communications from System Planning on a daily basis.

3. Initiation of Live Session offerings to the system was planned and delivered by TCDSB Administrators, members of the Covid-19 Professional Learning Working Group focussed on Privacy Protection: Working from Home (with the Senior Manager of Archives and Records Management) and Understanding Distance Learning Platforms for the TCDSB endorsed virtual learning platforms.
4. The TCDSB21C and Assistive Technology teams have engaged in supporting professional learning through daily live sessions beginning April 3 with a focus on building capacity in the understanding of distance learning platforms endorsed by the TCDSB: G-Suite for Education- Google Classroom and Brightspace by D2L.
 - Formats have been one-hour sessions with three to four sessions per day in the area of TCDSB G-Suite Tools (docs, slides, forms, classroom), Assistive Technology Tools (Read & Write and EquatiO), Brightspace by D2L (beginner/intermediate/elementary/secondary) and accessing digital resources
 - Additional sessions focussed on strategies for student engagement, and assessment for and assessment as learning, including the use of the Portfolio tool in Brightspace

- Zorbit’s Math Adventure for K-3, Distance Learning Pedagogy: Promising Practices and Tips (2 sessions).
5. Supplementary to the above is follow up support to staff through a Google Form and email to members of the TCDSB21C and Assistive Technology teams for ongoing assistance.
 6. Collaboration of Central Academic Resource Staff for live session offerings within Divisional Groups and curriculum areas supported by TCDSB21C and Assistive Technology teams.
 7. Professional Learning sessions specific to Central Academic Resource Staff on Distance Learning Pedagogy to build upon the capacity of understanding delivery of learning through online modalities. Supporting student engagement and understanding of the importance of supporting self-regulation and an emphasis on assessment as and assessment for learning.
 8. Expansion of live session offerings to include external providers for digital resources to enrich student learning. These include Zorbit’s Math Adventure, GALE resources, Learn360, Minecraft for Education and The Learning Partnership.
 9. Consult with Research for review of feedback form to be used for collection of feedback information from

participants to inform future session offerings.

10. Awareness to staff, through daily emails from System Planning, the Live Sessions doc, and the Professional Learning site of external professional learning opportunities to include:
 - a. Supports for additional learning are made available through the Brightspace by D2L platform, “My Courses in Other Orgs” widget to include direct access through TCDSB login credentials to e-Community Ontario. Offerings include VLE101 course for use of the Brightspace by D2L platform, Supports for Virtual Learning, e-Communities Available for Self-registration with access to Professional Learning and Training opportunities through various providers.
 - b. G-Suite for Education Learning Tools: Google for Education Teacher Centre, EdTechTeam Professional Learning and Teach from Home-G-Suite for Education

Ministry Webinars for Virtual Learning

- Supports for Virtual Learning accessible through the VLE through My Courses in Other Orgs in e-Community Ontario, D2L website:
- Getting Started with Virtual Learning through the Virtual Learning Environment?

- Webinar Series: Ontario Ministry of Education Supporting Virtual Learning: Ontario’s VLE-Brightspace by D2L

Webinar Sessions include the following topics

- Getting Oriented to Virtual Learning
- Using Tools in the VLE
- Creating Daily Activities
- Creating Daily Virtual Learning Activities
- Engaging Students in Virtual Learning
- Assessing Students in the VLE

Link: <https://www.d2l.com/k-12/ontario/>

Link to Registration Page:

<https://www.d2l.com/k-12/ontario/webinar-series-1/>

Webinar information is also accessible through the Virtual Learning Environment:

Staff Login using TCDSB user-id and password at the following link: <https://tcdsb.elearningontario.ca/>

11. 2020 SUMMER SCHOOL AND SUMMER LEARNING OPPORTUNITIES: SPECIAL EDUCATION AND MENTAL HEALTH: OTHER FUNDING

The Ministry of Education is investing \$22 million, funded through the Priorities and Partnership Fund (PPF), to provide supports to students with special education needs and mental health concerns over the summer. This will allow schools boards to offer voluntary summer employment to supporting staffing in the summer months.

This funding will be allocated for:

- regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations (\$8 million)
- staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants (\$6.4 million), and
- in-person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-21 school year for students with special

education needs and mental health concerns (\$7.6 million). School boards have the flexibility to design programs within their funding allocation to address student need based on local priorities.

The following costs are eligible expenditures:

- ✓ Educational staff (teachers, educational assistants)
- ✓ Professional/paraprofessional staff (e.g. mental health professionals, Speech-Language Pathologists, psychologists, child and youth worker, etc.)
- ✓ Program Materials/classroom supplies
- ✓ Administrative/Supervisory Costs

Transfer payment agreements will be provided to all school boards. Additional program details will be provided with the agreements.

TCDSB Ministry Allocated Funds and Considerations:

Summer Mental Health Professionals	\$219, 101.00
Summer Staffing Supports: Special Education	\$193, 738.00
Summer Transition Programs: Special Education and Mental Health	\$201, 224.00

The TCDSB Special Services Department is currently working on proposals for Summer Distance Learning as well as scenarios that could include face-to-face learning (pending any change to the current ministerial school-closure order).

12. 2020 SUMMER LEARNING/ SUMMER PROGRAMS

On May 19, 2020, the Ministry of Education (MOE) issued a Memorandum on Summer Learning. In response to the Ministry memorandum, the TCDSB has provided for:

- Expanded e-class offerings with two distinct sections. Students can earn up to four credits; however, Continuing Education recommends that students attempt two credits.
- CO-OP options via Specialist High Skills Major (SHSM) and Focus on Youth (FOY) programs. Both will use virtual placements to meet the minimum number of hours. (Pending Ministry approval to commence FOY programming; prepared to deliver a 7 week program, if possible.)
- International Language Education (ILE) programs only offered at the Secondary Level by Continuing Education Department for credit. ILE programs are part of the summer e-learning program for secondary students.

- Continuing Education Department will offer reach ahead Transition program; students in Grade 8 can also take e-class Grade 9 and 10 classes with permission of the September school.
- The Continuing Education Department will continue to offer a Grade 6, 7, 8 literacy/numeracy program, starting with a session in July; a second session will be considered, pending Ministry and Public Health direction. Teachers will use a variety of Synchronous and Asynchronous modalities. We will also be using virtual synchronous tutors.
- Coordination with Special Services Department for Special Education Summer programs.

13. SAFE SCHOOLS UPDATE

Development of Resources

Development of tips and guidelines for online distance learning for students, parents and staff:

- Letter to Parents regarding Supporting Student Safety in a Virtual Environment
- Online Safety Tips for students, parents and staff
- Classroom Management Strategies for teachers
- Progressive Discipline and Alternatives to Suspension for Principals

Student Voice Survey: Learning During the COVID-19 Pandemic

A survey for Grades 6, 8, 10, 12 students has been conducted to include questions on student learning, safety and feelings during school closure.