



# Lisgar Collegiate Institute

## School Schedule

### ALTERNATE DAY SCHEDULE - COHORT A & COHORT B

**Cohort A:** Students with surnames A to K

**Cohort B:** Students with surnames L to Z

	DAY 1		DAY 2	
	Cohort A In Person	Cohort B At Home	Cohort A At home	Cohort B In person
8:45 9:05	Student Arrival	Independent Learning using Posted Materials	Independent Learning using Posted Materials	Student Arrival
9:05 10:57	First Learning Block	Synchronous interaction with <b>Cohort A</b> (in school) as scheduled by the teacher	Synchronous interaction with <b>Cohort B</b> (in school) as scheduled by the teacher	First Learning Block
10:57 11:07	In Class Break			In Class Break
11:07 1:00	Second Learning Block	Independent Learning using Posted Materials  Synchronous interaction with <b>Cohort A</b> (in school) as scheduled by the teacher	Independent Learning using Posted Materials  Synchronous interaction with <b>Cohort B</b> (in school) as scheduled by the teacher	Second Learning Block
1:00	Student Dismissal			Student Dismissal
1:00 1:45	Staff Lunch			Staff Lunch
1:45 3:00	Asynchronous Learning at home	Virtual Support Period with instructional staff (synchronous)	Virtual Support Period with instructional staff (synchronous)	Asynchronous Learning at home

### ALTERNATE WEEK SCHEDULE - COURSE 1 & COURSE 2

WEEK 1: COURSE 1				
MON	TUE	WED	THU	FRI
Cohort A	Cohort B	Cohort A	Cohort B	Cohort A

WEEK 2: COURSE 2				
MON	TUE	WED	THU	FRI
Cohort B	Cohort A	Cohort B	Cohort A	Cohort B

WEEK 3: COURSE 1				
MON	TUE	WED	THU	FRI
Cohort A	Cohort B	Cohort A	Cohort B	Cohort A

WEEK 4: COURSE 2				
MON	TUE	WED	THU	FRI
Cohort B	Cohort A	Cohort B	Cohort A	Cohort B

Please note:  
Adjustments have been made during the quadmester to ensure that the number of in person minutes is roughly equal between Cohorts A and B in both courses.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



## Secondary In-Person Learning using the Ministry Adapted Model

The OCDSB Secondary In Person model is adapted in accordance with the Ministry guidelines. The guidelines state that OCDSB is to “implement a delivery model utilizing asynchronous or synchronous remote learning and independent study to achieve the 110 hours of instruction.” In addition, the Ministry also wants to ensure that the total number of student contacts does not exceed one hundred.

Students will be divided into two cohorts and will attend school in person on alternating days. Using the quadmester model, students will take two courses at a time. In the first week, students will learn *Course 1* during all of their in person learning blocks and in the second week, they will learn *Course 2*. For example, if students take math and geography, the in class instruction for all of the first week will be math and the following week it will be geography.

We understand that this is an extended amount of time for students on each course but the safety improvements are significant:

- Students can remain in a defined classroom for the entire week without traveling to another classroom, similar to the elementary model.
- It further limits the number of contacts and touch points for students and staff throughout the day - students will no longer be using two different desks during the same day.

### In the OCDSB Secondary In Person Model:

- Teachers will post at the beginning and throughout the week learning materials for all students using Google Classroom or D2L (Asynchronous).
- Students attending **in person** will have 225 minutes of in-class instruction, followed by approximately 75 minutes of asynchronous learning at home using posted materials and what was learned at school that day.
- Students **at home** will work on posted materials, will have opportunities for engagement with the cohort in school as scheduled by the classroom teacher, and will have access to a daily 75 minute synchronous virtual support period with teachers from the school.
- Students **at home** will have a staff “check-in” in the morning as scheduled by the school.
- All students will have, over a week, a combination of in-person, online synchronous and asynchronous and independent learning that will average 300 minutes daily.

### Accountability:

- Daily attendance for students at school and at home.
- Daily check-in with students who are on their “at home” day.
- Guidance teachers, student success teachers and learning support teachers will continue to support students in-person and online (synchronously).
- Asynchronous program instruction and material is posted weekly for students to access in their virtual time block.
- Teachers provide instruction, learning practice and feedback, in person and on-line in both synchronous and asynchronous formats.
- There will be assessment, evaluation and reporting per the Growing Success policy.