



# **School Re-Opening: Parent Guide**

## **August 2020**

This plan is subject to change at any time based on guidance from the Ministry of Education, or public health officials

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## Introduction

Grand Erie Families,

As we move closer to the start of the new school year, we wanted to provide our parents and families with a guide to our re-opening.

We truly appreciate your patience as we work through these uncertain times together. We will continue to ensure our priority is focused on the health and well-being of our students, staff, and our school communities.

Our back-to-school plans continue to evolve. Our re-opening guide includes an overview of our staggered entry for both elementary and secondary students that focuses on making our schools as safe as possible. Our staggered entry will provide all of our students and staff additional time to prepare learning spaces, address any challenges, and review the safety routines that will be a part of their new school day.

It's also very important to share with you that direction from the Ministry of Education and guidance from public health may change at any time, causing us to revisit our plans once again. As a result, our back-to-school planning will continue to evolve over time in support of student and staff safety. As we move forward, we will continue to keep our communities informed and focused on working together. We note that this a working document and will be updated as we receive additional information.

We appreciate your continued understanding during these unprecedented times.

Last, but certainly not least, we're thrilled to welcome our students and staff back, and we can't wait to start the new school year together!

With gratitude,

JoAnna Roberto  
Director of Education

## Guiding Principles

- › Prioritize health and safety of students and staff
- › Maximize student learning time
- › Support student and staff well-being
- › Ensure equity of access to learning, supports and technology

All plans and actions are based on advice, guidance and directives of provincial and local public health officials.

## Definitions as per Policy, Program Memorandum 164

### Remote learning

- › Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through Grand Erie's Learning Management System (LMS) Brightspace, or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

### Synchronous learning

- › Learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

### Asynchronous learning

- › Learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

## Access to Grand Erie Schools/Sites

Until further notice, visitor access to all Grand Erie schools/sites will be restricted to essential visitors.

### Essential Visitor Protocol

- › An essential visitor is anyone who is delivering an essential function (e.g., school board staff, police/fire, health, maintenance or anyone deemed necessary by the principal for student access to safe and equitable curriculum and services).
- › A pre-scheduled appointment made through the principal is required. With the exception of exigent circumstances, access is at the discretion of the principal.
- › A COVID-19 self-assessment is necessary prior to entering the school/site. Anyone displaying signs or symptoms must not enter the school/site.
- › A medical grade mask is required before entering the building. If a visitor is without a mask, one will be provided at the school/site.
- › Sign in at the office and provide all required information.
- › Use the hand sanitizer at the entrance before proceeding.

### While at a School

- › Avoid bringing unnecessary items into the building.
- › Wear a mask and maintain a 2-metre distance from others.
- › Minimize movement throughout the building to reduce exposure; avoid unnecessary touching of surfaces.

### Leaving the Site

- › Return to the main office and sign out.
- › Identify any locations that you have accessed while on site.
- › Use hand sanitizer prior to exiting the building.

## Additional Learning and Instruction Consideration

### Field Trips & Assemblies

- › Field trips and in-person assemblies are on hold until further notice. Assemblies can be conducted on Microsoft Teams where classes can participate online.

### School Clubs & Extra-curricular Activities

- › School clubs and extra-curricular activities are on hold until further notice.

### Organized Sports

- › All organized sports activities are on hold until further notice.

## \*Adjustments to Movement Throughout the School

- › Schools will have directional signage and markers (i.e., one-way traffic) to regulate traffic flow and minimize student/staff encounters in the building.
- › Physical distancing signage has been printed and will be distributed to all schools.
- › Staircases will need to be evaluated to determine if two-way traffic can be achieved while still maintaining a 2-metre distance. Schools might have to develop traffic plans to support one-way traffic in the stairwell. Schools may designate staircases as “up only” or “down only” to facilitate traffic flow.



- › Traffic flow through corridors will be assessed to determine if 2-metre distances can be achieved. In most cases, hallways are wide enough to allow for two-way traffic. A visual reminder might need to be placed to assist students with this.
- › Where hallways are too narrow to physical distance, reminders should be posted to watch for oncoming foot traffic. Be courteous and wait for others to pass before proceeding.

## **Attendance**

- › Daily attendance records of all persons within all Grand Erie buildings will be kept up to date to facilitate contact tracing in the event of a confirmed COVID-19 case.
- › Daily attendance will be taken for all students for both in-class and online delivery models.

### **Secondary**

- › In-person schooling is voluntary; notification from a parent/guardian is necessary for online learning.
- › Students participating in online learning will be marked present when interaction with teacher occurs.

## **Bell Times**

Unless notified otherwise, bell times (to start and end the school day) will remain unchanged.

## **Child Care: Before- and After-school Programs**

- › Before- and After-School programming will be offered where programs are viable.
- › Childcare Providers may be delayed starting their programs. Please direct questions to the Childcare Provider.
- › Ministry of Education announced revised Operational Guidelines for licensed Child Care operators to support the safe reopening of programs across of the province.

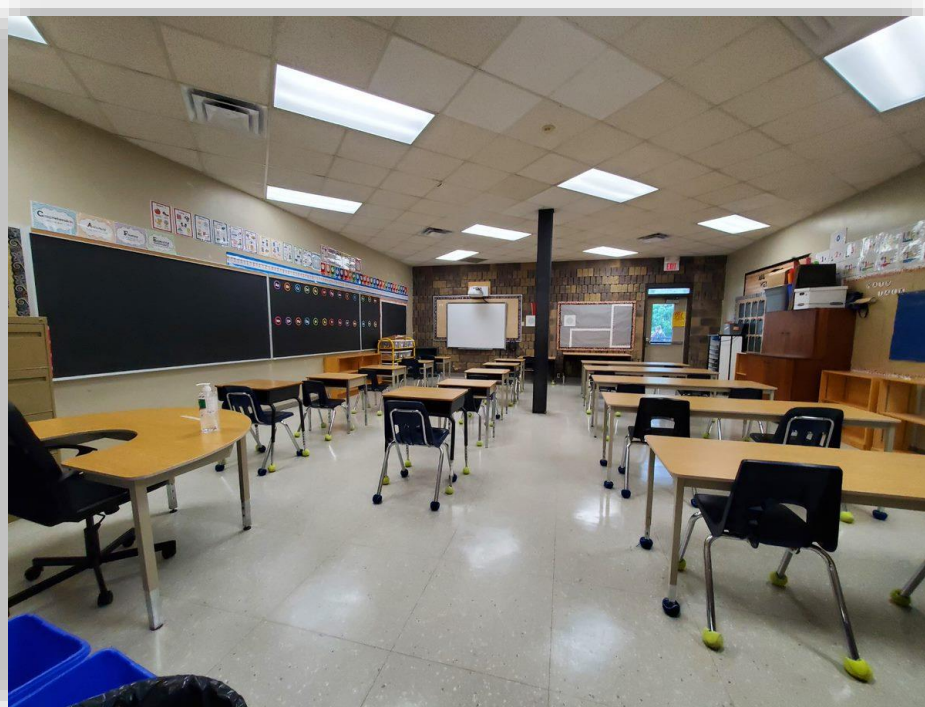
We continue to work with our Ministry, Childcare Providers, and Community Partners to establish protocols and processes for the reopening of these programs.

## **Community Use of Schools**

Permits for community use of schools will be on hold until further notice.

## Classroom Set-up

Schools will remove unnecessary furniture and will set up forward-facing desks with as much distancing as possible. *(These are some variations of what classrooms look like)*





# Cleaning

## Enhanced Cleaning Procedures

- › All Board buildings will be cleaned daily following the regular custodial cleaning schedules.
- › During the school day, the following items will be disinfected twice daily:
  - Office Desks
  - Tables in Common Area
  - Office Reception Areas
  - Washrooms
  - Cafeteria Tables
  - Door Handles
  - Elevators
  - Bottle Filling Stations
  - Light Switches
  - Handrails
  - Photocopiers
  - Handicap Access Points
  - Touchscreens
  - Push Buttons

## Cleaning Supplies

### Hand Sanitizers

- › Hand hygiene supplies will be available in all classrooms and offices, and restocking will occur as required on a regular basis.
- › Hand sanitizer will be placed at the entrance to each school and all persons entering the school will be required to sanitize their hands upon arrival.

### Bathroom Soap

- › Soap and paper towels will be provided in every classroom with a hand washing sink.
- › Classrooms and portables without a handwashing sink will be provided with alcohol-based hand sanitizer. If hand sanitizer is used on children, they must be supervised.

### Disinfectant Spray

- › Bottles and paper towels will be made available to staff.

Items that cannot be cleaned or disinfected effectively have been removed, including area rugs, upholstered furniture, and soft toys.

# Cohorting

Cohorting refers to the practice of keeping students together in a group throughout their school day, with limited exposure to multiple teachers or a wide variety of classmates. This approach limits the number of other students that a single student is in contact with and will also facilitate contact tracing should that be necessary.

## Elementary: Kindergarten – Grade 8

- › Students will be cohorted with their classmates, their homeroom teacher, DECE in Kindergarten and their prep teacher.
- › Students in Grade 1-8 will be cohorted with their classmates, their homeroom teacher, and their prep teacher(s).



- › Cohort movement will be limited and subject-specific teachers for classes such as Core French, the arts and physical education will deliver programs to cohorts in their homerooms.

## **Secondary**

- › Students will be cohorted based upon the 2 courses they are taking in alternating weeks during the quadmester.

## **Special Education**

- › Self-contained and Section 23 classes will each be their own cohort.

## **✦ Eating and Drinking at school**

### **All Students**

- › Students will bring and use personal water bottles. Water fountains will be closed, but bottle-filling stations will be available.
- › Sharing of food or beverages is not permitted.
- › Where schools have nutrition programs, individually wrapped snacks will be provided, following safety protocols.

### **Elementary**

- › Classes will eat lunch in their own classrooms.
- › Schools should have whole-group snack and lunch times that meet physical distance criteria.

### **Secondary**

- › Cafeteria lunch service will not be provided until further notice.
- › Students are encouraged to bring their own lunches from home and eat in designated locations within the school. Students who choose to leave school property during breaks should be provided with COVID-19-related safety information.

## **Elementary Learning Model and Timetable**

### **Conventional Learning**

- › Students will return to a full-day conventional model
- › Each school's Balanced Day schedule will continue
- › 5 days a week/300 minutes of instruction per day
- › The full range of elementary curriculum will be provided, including the new Grade 1-8 Mathematics curriculum.
- › Synchronous learning will be a routine part of instruction.
- › Adaptations might be needed for some subjects/courses to ensure the safety of students, in line with current public health recommendations.
- › Educators will assess learning to determine gaps and use that information to plan lessons.
- › Teachers will include their observations of student learning, conversation with students and work produced by students in their assessment and evaluation of student learning.

### Sample elementary timetable, conventional learning model

Block 1	8:45 a.m.– 10:25 a.m.	100 minutes
Break	10:25a.m. 11:10 a.m.	45 minutes
Block 2	11:10a.m.– 12:50 p.m.	100 minutes
Break	12:50 p.m. – 1:35 p.m.	45 minutes
Block 3	1:35 p.m. – 3:15 p.m.	100 minutes

## Online Learning

\* <https://granderie.ca/board/secondary/grand-erie-virtual-academy>

### Online Learning

- › Parents/Guardians may opt out of conventional learning in favour of online learning (learning from home).
- › Online learning will be offered 5 days a week, with 300 minutes of instruction that includes both synchronous and asynchronous learning.
- › Students will be enrolled in a virtual Grand Erie School.
- › Teachers will deliver grade-specific online learning that will include a focus on curriculum, assessment and evaluation with specific synchronous and asynchronous time.
- › Large-group, small-group and individual supports will be provided.
- › Daily attendance will be taken.
- › Homeroom teachers will be assigned, along with rotary staff.
- › Students may transition back to conventional learning on the following dates:
  - Tuesday, October 13, 2020
  - Monday, January 4, 2021
  - Monday, March 22, 2021

Note: All requests to transition back to conventional learning on dates other than those above will be treated individually.

### Sample online learning timetable

Block 1	9:00 a.m.– 10:40 a.m.	100 minutes
Break	10:40 a.m. 11:20 a.m.	40 minutes
Block 2	11:20 a.m.– 1:00 p.m.	100 minutes
Break	1:00 p.m. – 1:40 p.m.	40 minutes
Block 3	1:40 p.m. – 3:20 p.m.	100 minutes

- › Prep Time/subject-specific programming will occur as per the timetable. Learning Resource Teachers (LRT) will support students and teachers in a flexible model as needs are identified through School and Resource Team meetings. All support will follow health and safety protocols.

## Expectations by Grade

- Kindergarten
  - A minimum of 180 minutes of synchronous learning time per day
  - Whole-group instruction; guided instruction & independent play/work
  - Small-group/individual synchronous check & connect
- Grade 1-3
  - A minimum of 225 minutes of synchronous learning time per day
  - Whole-group instruction; guided instruction & independent work
  - Small-group/individual synchronous check & connect, and assess to inform curriculum planning

- Grade 4-8
  - A minimum of 225 minutes of synchronous learning time per day
  - Whole-group instruction; guided instruction & independent work
  - Small-group/individual synchronous check, connect, and assess to inform curriculum planning

## Focus of Curriculum

- › The Designated Early Childhood Education (DECE) and teacher will plan together and deliver the Kindergarten program according to the four frames in *The Kindergarten Program 2016: Belonging and Contributing, Self-Regulation and Well-Being, demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating*
- › In Grades 1-8 overall expectations in the Ontario Elementary subject-specific curriculum documents, including French, will be delivered.
- › Synchronous learning sessions will be recorded and posted on Brightspace (D2L) for access during asynchronous learning periods.

## Assessment and Evaluation

- › Educators will assess learning to determine gaps and use that information to plan lessons
- › Teachers will include their observations student learning, conversations with students and work produced by students in their assessment and evaluation of student learning

## Learning Management Systems and Platforms

- › Synchronous learning facilitation of program content will be delivered through the Brightspace platform (Learning Management System) and Microsoft Teams.
- › Software programs, such as Lexia, Knowledgehook/Zorbits, myBlueprint, and Britannica, will be considered as part of the program planning and supports.

## Elevators

- › Elevator usage should be limited to necessary use only. Students, who need assistance, may be accompanied, but elevator capacities will be reduced to two (2) occupants. Masks must be worn at all times in elevators.

## EQAO & The Ontario Secondary school Literacy Test (OSSLT), Grade 9 Assessment of Mathematics

- › Students in Grades 3 and 6 will not participate in EQAO assessments in the 2020-21 school year.
- › OSSLT will not run in the fall; all students who require this graduation requirement for January 2021 will either be scheduled into the OLC4O (Literacy course) or participate in an adjudication process.
- › Students in Grade 9 Applied or Academic Math courses will participate in the Assessment of Mathematics in the appropriate quadmester as directed.

## **★ Emergency and Security Drills (Shelter in Place, Hold and Secure, Lockdown)**

- › School boards are required to hold six fire drills, two lockdown drills and one hold and secure drill annually so students become familiar with emergency preparedness procedures. However, during COVID-19, the following adaptations will apply:

### **Fire Drills**

- › Fire drills will continue – three in Fall 2020 and three in Spring 2021.
- › Students should exit the building in single-file lines while maintaining physical distancing.
- › Once outside, staff members ensure that students remain physically distanced and that classes are spaced appropriately.

### **Lockdowns, Hold and Secure, Shelter in Place, Bomb Threats, Tornadoes**

- › These drills will not be practised during the COVID-19 pandemic.
- › Students will participate in a modified drill and review of emergency procedures in case of a real life-threatening situation.
- › A modified practice drill must adhere to physical distancing requirements.

## **Handwashing and sanitizing**

- › Hand hygiene supplies will be available in all classrooms and offices, and restocking will occur as required on a regular basis.
- › Hand sanitizer will be placed at the entrance to each school and all persons entering the school will be required to sanitize their hands upon arrival.
- › Soap and paper towels will be provided in every classroom with a handwashing sink.
- › Classrooms and portables without a handwashing sink will be provided with alcohol-based hand sanitizer. If hand sanitizer is used on children, they must be supervised.
- › Blow drying hands will continue to be permitted.

## **Health Rooms**

- › Each school will identify a space which can be used to situate a student who is displaying COVID-19 symptoms and awaiting pick-up.
- › An isolation kit containing staff/student PPE and supplies for illnesses will be provided to each school.

## **Lockers, Cubbies, Coat Hooks & Personal Belongings**

- › Lockers, cubbies and coat hooks will not be used
- › Students should minimize the number of personal belongings (e.g., backpacks, clothing, sunscreen, etc.) and, if brought, label them and keep them in the student's designated area.



## ★ Lunch Programs and Recycling in School During COVID19

### Waste-Free or Litter less Lunches:

- › Schools should encourage parents/guardians to pack a waste-free or litter less lunches with reusable objects (water bottles, snack containers, etc.). This type of program can be promoted within your school as a healthy nutrition and environmental initiative. Consider applying for a Metro Green Apple Grant to purchase reusable containers to give away to students here: [www.greenapple.metro.ca](http://www.greenapple.metro.ca)
- › When litter less lunches are not possible, schools should encourage the implementation of a Boomerang Lunch Program. A Boomerang Lunch Program is where students are asked to bring all garbage and recycling from their lunches home with them. This includes all packaging and food waste. This program will help reduce the amount of waste at schools.

### Recycling within schools:

All Grand Erie sites must continue to participate in all waste diversion programs available in their respective area (see SO18 Environmental Education and Stewardship Policy). Schools are bound under provincial regulations and partnerships for recycling across our jurisdictions.

Classroom recycling is not collected by custodians. In order to reduce touch points and crowding, we strongly recommend the following process in recycling collection for all sites:

- 1 Each week kindly request the custodian to make the large roll carts available to staff and students for collection in a central location.
- 2 Have students from each class carry it down to the central location to dump into the larger roll carts.
- 3 We recommend students from class cohorts bring their recycling down at staggered times in order to avoid crowding and blending of cohorts.
- 4 Have students wash their hand with soap and water or use hand sanitizer available within the classroom once they have returned.

Please note the following:

- › It is NOT recommended for students to collect materials from other classes or cohorts.
- › Students should avoid touching the materials inside the bin.
- › Custodians will continue to support recycling by ensuring it is curbside or ready for removal by contractor or our local municipality.
- › Any students with recyclables who are feeling ill and within the Health Room, should throw away their recycling to avoid further contamination.

## Masks

Parents/guardians will be expected to provide their child with a personal face covering (mask) to wear at school to reduce the spread of their own respiratory droplets to protect others.

- › In Grades 4 to 12, students will wear non-medical or cloth masks while in school.
- › In Kindergarten to Grade 3, non-medical or cloth masks are strongly encouraged for students.
- › Grade 3 students in a split grade 3 and 4 class will wear non-medical or cloth masks.
- › Teachers will endeavour to provide opportunities for outside breaks where masks may be removed.
- › If a student does not have a face covering, they will be provided a non-medical mask by the school.

- › For students who are unable to wear a face covering, please speak with your child's teacher or school Principal.

### **Guidelines for Student Exemption from Non-Medical or Cloth Masks and Face Shields**

- › The Board recognizes that there are students with medical restrictions (severe breathing difficulties, unable to remove mask on their own, etc.) that may require the student to attend school without the use of a mask and/or face shield.
- › The Board will demonstrate due diligence and only allow ESSENTIAL exemptions where there are no alternatives.
- › Family submits a written request to the principal with medical documentation.
- › Principal responds back to family acknowledging the approved or not approved exemption or not approved but with accommodations that will be put in place
- › [https://www.granderie.ca/application/files/9115/9897/0280/SO115\\_Guidelines\\_for\\_Student\\_Exempt\\_from\\_Masks\\_Face\\_Shields.pdf](https://www.granderie.ca/application/files/9115/9897/0280/SO115_Guidelines_for_Student_Exempt_from_Masks_Face_Shields.pdf)

### **Materials and Resources**

- › Students will have access to their own materials, such as crayons/pencils/math manipulatives/computers/etc.

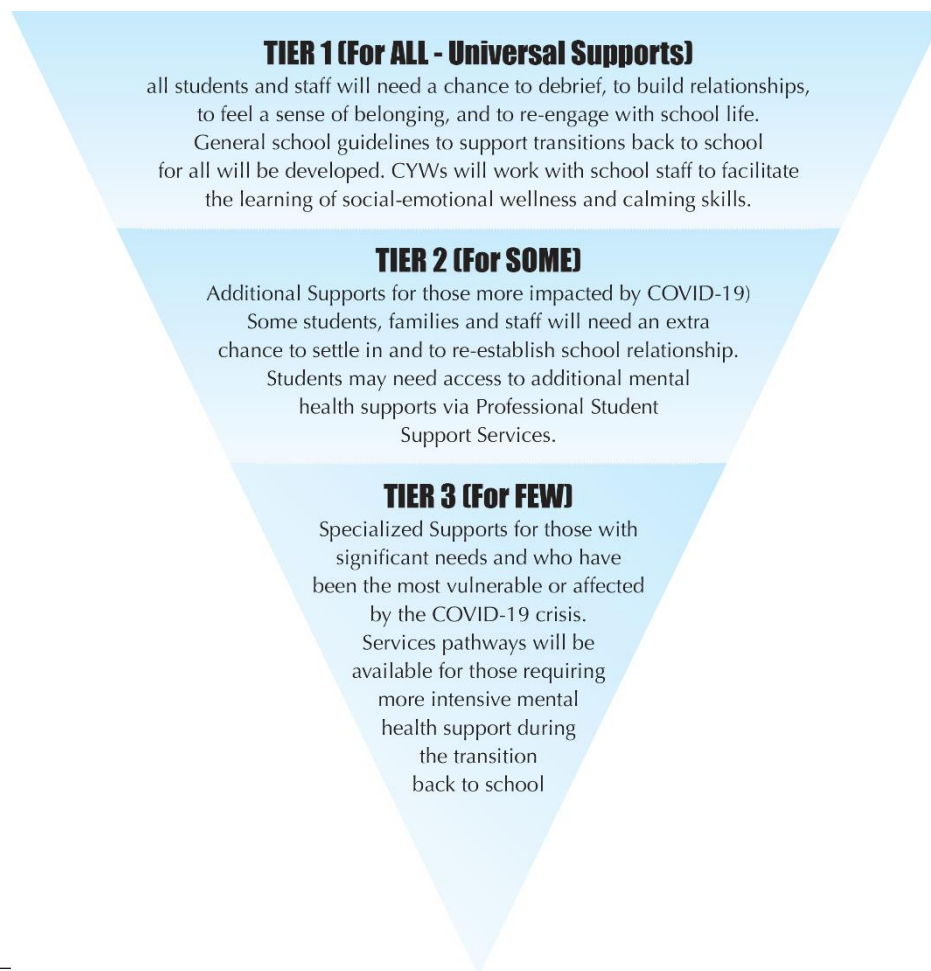
### **Mental Health and Well-being: Support for Students and Staff**

Our primary focus is on the mental health, well-being and human rights of all members of the Grand Erie school community. We recognize that students and staff will be approaching the transition back to school from a diverse range of perspectives, needs and experiences. In order to support a mentally healthy return to school, educators will have opportunities to focus on mental health literacy, where they will learn about mental health, and to teach in ways that encourage belonging and support student mental health.

Priorities include:

- › Rebuilding a safe and inclusive classroom and school community using a trauma-sensitive lens;
- › Providing professional learning in the area of trauma-sensitive perspectives for both student and colleague interactions, both in-person and virtually;
- › Professional learning will take place on one of the three PD Days prior to the start of student attendance in September, with additional professional learning opportunities available throughout the year.

A helpful framework to consider when planning for a mentally healthy return to school is to “Think in Tiers”. Using a tiered approach to achieve a mentally healthy return to school ensures planning occurs for students, families and staff across a continuum of needs.



## Supporting Students

- › All students will continue to have access to supports and services to address mental health concerns through the existing referral process and crisis response.
- › Staff are required to wear PPE when supporting students.
- › Support staff will provide new guidelines for students currently in their care.
- › Focus of educators for the first number of days will be on helping students feel safe, building relationships and a sense of belonging, and diagnostics; using an inclusive, Tier 1 approach.
- › To promote a sense of safety, wellness and belonging in the classroom, elementary educators will receive training in School Mental Health Ontario Educator Resources and will be encouraged to utilize these resources regularly in classrooms and when communicating with families.

## Student Wellness Following a Traumatic Event

Trauma and grief due to loss of family members, isolation, suicidal ideations, food insecurity, loss of income, loss of housing, etc. may be experienced by students and their families.

- › Virtual family and student support meetings will continue.
- › Support staff will continue with regular virtual check-ins with students who do not return to school in September.
- › The Board will make use of the School Mental Health Ontario “toolkit” to support the mental health of all students and educators.

- › The Board will continue with a tiered approach for mental health supports; ensuring the promotion of mental health and well-being for all, targeted intervention for those in risk and support for those requiring more intensive, clinical interventions particularly to those who have been most affected by the COVID-19 outbreak.
- › The Board will continue to collaborate with community crisis teams and other community agencies in order to respond quickly to students and families who are at acutely elevated risk

## **Mental Health Transition Support Plan**

### **Social Work and Psychology**

- › Social Work and Psychological Services will offer mental health support to students in September.
- › School Social Worker are currently delivering services virtually over the summer to support student mental health needs. Virtual and phone-based service options will continue to ensure they are accessible for students and families.
- › Students and families are encouraged to connect with the Principal if there are concerns for a student's mental health. Schools can help students to access support from Board mental health professionals as well as community-based services.
- › Board mental health professionals will be available to help support school staff promote a mentally healthy transition back to school for students.

## **Supporting Staff**

Staff may also experience feelings of anxiety and stress during the pandemic. Some staff may also need additional support for the return to school in the new learning environment for a variety of reasons.

It is recognized that the mental health and well-being of staff has a direct impact on the well-being of students. Working in conjunction with union and system leaders, the following will be provided to support staff:

- › Professional learning for system leaders, educators, and mental health professionals to support the approach to school re-entry, as well as throughout the school year, with a focus on safety, mental health and well-being.
- › Provide educators with resources from the School Mental Health Ontario "toolkit" to support the mental health of all students and to assist them in having conversations with parents when concerns arise.
- › Ensure educators are aware of pathways to care for students and their families.

## **✦ Outbreak Protocol**

Grand Erie will follow the Ministry of Education's [Operational Guidance for COVID-19 Management in Schools](#):

Grand Erie's outbreak protocols, which align with the provincial guidance will focus on the following foundational components of an effective Outbreak management plan:

- › Ensuring public health guidance is direction is followed
- › Ensuring strong communication channels exist with public health
- › Encouraging daily self-assessments
- › Symptom awareness
- › PPE Compliance

- › Cleaning and Disinfecting
- › Contact tracing and record keeping
- › Communication with communities; including an outbreak FAQ on board website
  - <https://granderie.ca/board/parentportal/COVID-19-in-Grand-Erie-Schools>
- › Management of the closure of a classroom, a section of the school or the full school

In addition, the following information outlines our communication process to families.

**If a student or staff member tests positive for COVID-19, you will be informed as soon as possible**

- › Understandably, for privacy reasons, the identity of students or staff members who test positive for COVID-19 will not be disclosed
- › The local health unit will provide public health guidance and direction to those affected, and will be in direct contact with students, staff and families who have been deemed a close contact to a positive COVID-19 case. A close contact would include any students or staff in the case's class, but may also include others
- › In most situations, individuals classified as a close contact to a COVID-19 case, will be told to [self-isolate](#) for 14 days. Any siblings or family members who reside in the same household will also be directed to self-isolate

**If a COVID-19 outbreak is declared in a school, you will be informed as soon as possible**

- › An outbreak is defined as two or more lab-confirmed COVID-19 cases within 14 days of each other
- › The local Medical Officer of Health will provide public health guidance and direction when an outbreak is declared and Grand Erie will follow this direction
- › An outbreak may result in the closure of a school, if a majority of students and staff members are directed to [self-isolate](#) for 14 days by the Medical Officer of Health

**REFERENCES:**

This protocol is based on the guidance provided by the Ministry of Education in consultation with the Ministry of Health and Public Health Ontario:

- › [COVID-19 Guidance: School Outbreak Management](#)
- › [Management of Cases and Contact of COVID-19 in Ontario](#)
- › [Guide to Reopening Ontario's Schools](#)

## **Outdoor space for recess**

### **Elementary**

- › Outdoor break times should be staggered as much as possible with designated play areas by cohort.

## **Parent/Guardian drop-off and pickup**

- › It is strongly recommended that any non-bussed students walk to and from school and not be driven to school, where possible, to help minimize congestion at the entrance point(s) of schools.
- › If there is a need to drive students, vehicles should be parked off site in a safe location and the student should be walked to the school.

## **Physical Education, Science, Arts and Technology classrooms**

The appropriate health and safety measures will be put into place for the following subjects:

- › Cooperative Education
- › Health and Physical Education
- › Mathematics
- › Science/STEM
- › Tech Education
- › The Arts (Music, Drama, Dance, Visual Arts)

### **Elementary**

- › Drama/Dance – Due to physical distancing requirements, educators may choose to focus on creation/interpretation to address the overall curriculum expectations.
- › Music (Instrumental/Vocal) – Most overall expectations for the Music strand can be met without the use of instruments and through singing/vocal.
- › Health & Physical Education – Efforts should be made to address the overall expectations of the Active Living and Movement Competence strands outside, whenever possible.
- › Gymnasiums should only be used where physical distancing measures can be followed. Occupancy in change rooms should be limited.
- › Teachers should plan physical activities that support physical distancing and limit the use of shared equipment.

### **Playgrounds**

Playground equipment will not be used until further notice. Signage will be posted indicating that the playgrounds are closed.

## **Program nights, welcome and orientation student/parent events**

In-person versions of these events are on hold until further notice.

### **School Entry and Exit**

- › Each principal will develop an entry/exit protocol for their school. For schools with buses, pick up and drop off locations will be designed to reduce congregation of students

### **Secondary**

- › Principals will share COVID-19 safety practices with students and encourage compliance.
- › Principals will designate 4 grade entry/exit doors. There will be signage to identify these designated entry/exit doors.



## School Signage and Markings

- › There will be School Signage and Markings to identify designated entry/exit doors.
- › Signage for COVID-19 Reminders, physical distancing, hand hygiene, symptom awareness, mask requirements, etc. – will be utilized at all entry points to buildings

### Front Door/Entry doors Signage

- › Utilized: At all entry points to building

**NOTE:** The Face mask sign is just for Secondary and Administration Buildings



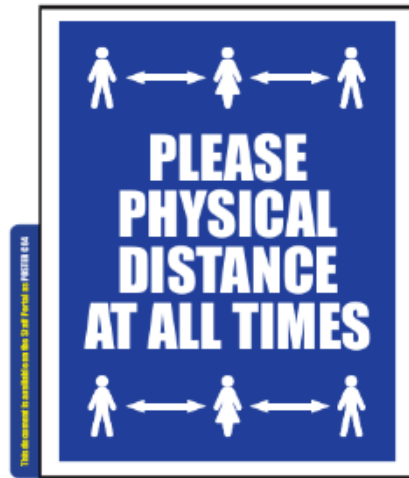
### Physical Distancing Reminders (inside and outside)

- › Rolls of Gaffer tape being purchased and will be cut to length as needed.
- › Will be utilized in classrooms for setting up a teaching safety zone at the front of each classroom. This will create a barrier across the room (marked with a line of 3-inch-wide red tape) between the teacher and students to create a safe teaching zone in which the teacher may remove their mask for teaching purposes to maintain physical distancing clearance.
- › Six feet measured from end of millwork in smaller rooms to start of desks, 8 feet measured from end of millwork to start of desks in larger rooms.

- › Will be used outside at entry points for queuing lines for students (line of red tape placed on sidewalk every 6 feet)



- › Outside – student queuing locations for entry



### **“Stand Here” signage**

Anywhere with queues or lines (Floors of offices, staff rooms, mail area, water filling stations, outside of bathrooms, cafeterias, etc.

- › “Stand Here” signage (vinyl stickers will be used in high traffic areas, hallways and stairwells placed 6 feet apart to remind people about the need to physical distance. Size 9” circle.

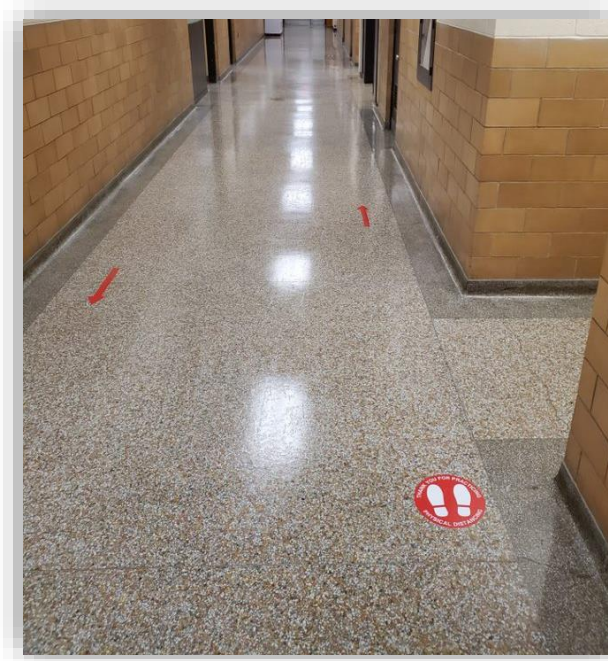




## Directional signs for one-way traffic flow (vinyl stickers for floors and wall)

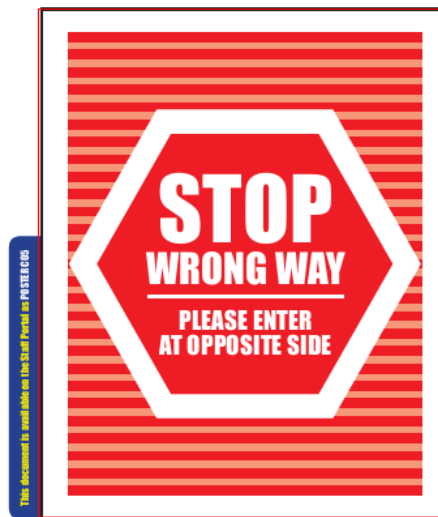
Hallways on floor and walls as needed to mark out traffic flow

- › Size 4 inches tall x 18 inches wide



## Stop Sign

- › Traffic flow areas as a visual for changes to one-way travel



## “What you need to know” poster

- › All staff room areas and on Health & Safety Boards



## Maximum Occupant Load Poster

- › Meeting rooms, bathrooms, staff lunchrooms, staff mail rooms, copy rooms, supply closets etc. to mark a limited occupancy load
- › Occupant load could be written using a permanent marker on the laminate

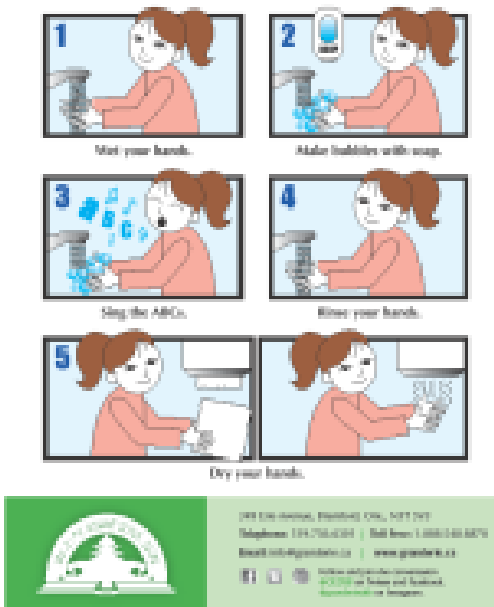


## Hand Washing Signs

### Elementary student washrooms

- › Signs will be posted at all elementary hand washing locations.

## How to wash your hands



### Secondary, all Board buildings and all staff washrooms



## How to Hand Rub Sign

- › On the wall above all hand sanitizer units



## Health Room Sign

- › To identify the Health room in each school or building



## Elementary Cough and Sneeze Instructions

- › All elementary and secondary school classrooms



## Screening

- › All staff and students (or parents/guardians on their behalf) will be required to engage in a daily self-assessment before reporting to school or site and anyone feeling unwell or identifying a concern based on their self-assessment must not attend school or their worksite.
- › COVID-19 Self-Assessment Tool: <https://COVID-19.ontario.ca/self-assessment/>
- › Symptomatic staff or students (or parents/guardians) will be directed to contact their respective local health unit or healthcare provider and inform them of their symptoms and seek guidance on self-assessment, self-monitoring, and self-isolation.
- › School teams must consider those students who may not be able to understand or communicate their symptoms. Teams need to work with families to look for signs that a student may be experiencing symptoms.

# Secondary Learning Model & Timetable

## Conventional Model

- › Quadmester model – Students will take 2 courses each quadmester (5 days/week, 1 course/day, alternating weeks for courses)
- › Blended Learning Model must occur through Brightspace with a focus on Overall Expectations

### + Sample Quadmester Timetable – Quad 1

Period 1 A	9:00 a.m. – 10:15 a.m.
Period 1 B	10:20 a.m. – 11:35 a.m.
Lunch	11:35 a.m. – 12:25 p.m.
Period 1C	12:25 p.m. – 1:40 p.m.
Period 1D	1:45 p.m. – 3:00 p.m.

- › Students with spares will only attend school for their scheduled course.
- › Lunch times should be staggered (i.e., Grade 9/10 11:35-12:00 and Grade 11/12 12:00-12:25) to allow students to wash hands before eating, without creating congestion issues - the cafeteria and designated field locations should be considered.
- › Grade 9 and/or 10 students may eat in their classrooms, Grade 11 and 12 may eat in the cafeteria, with appropriate social distancing and supervision. Each school will create their own schedule for this. If weather permits, consideration could be given to allowing part of the lunch break outside.

Course	Monday	Tuesday	Wednesday	Thursday	Friday
September Week A	7	8 Quad 1 Begins	9	10	11
Block A Class	Labour Day	No Classes	No Classes	P1	P1
Block B Class				P1	P1
Block C Class				P1	P1
Block D Class				P1	P1
Week B	14	15	16	17	18
Block A Class	P1	P2	P2	P2	P2
Block B Class	P1	P2	P2	P2	P2
Block C Class	P1	P2	P2	P2	P2
Block D Class	P1	P2	P2	P2	P2

### Quadmester dates/Schedule

- › Quad 1 – September 1- November 12
  - Instructional Days (45): September 8- November 11, 2020
  - Examination Days (2): November 6 & 12, 2020
  - PA Days (3): September 1-3, 2020
- › Quad 2 – November 13- February 1
  - Instructional Days (42): November 13, 2020 - January 27, 2021
  - Examination Days (3): January 26, 28 & 29, 2021
  - PA Days (2): November 13, 2020 and February 1, 2021

NOTE: Quad 3 and 4 will be dependent upon the status of COVID-19 at that time. If possible, it would be preferable to return to the semester model for February-June 2020

- › **Quad 3 – February 2- April 19**
  - Instructional Days (45): February 3- April 19, 2021
  - Examination Days (2): April 13 & 20, 2021
  - PA Days (1): February 2, 2021
- › **Quad 4 – April 21 – June 29**
  - Instructional Days (45): April 21 – June 24, 2021
  - Examination Days (3): June 18, 25, & 28, 2021
  - PA Days (1): June 29, 2021

NOTE: Secondary Report Card Timelines for 2020-21 have been revised.

### Quadmester Start Dates/Notification

- › Students choosing online learning will only be permitted to transition to the conventional course delivery model and vice versa at the beginning of a new quadmester.

Quadmester Start Dates	Notification to Switch Delivery Model
November 13, 2020	October 30, 2020
February 2, 2021	January 19, 2021
April 21, 2021	April 7, 2021

Note: All requests to transition back to conventional learning on dates other than those above will be treated individually.

### Specific Course

Course	Course Parameters	Operation Considerations
The Arts (Music, Drama, Dance, Visual Arts)	<ul style="list-style-type: none"> <li>• no sharing of instruments</li> </ul>	<ul style="list-style-type: none"> <li>• no sharing of music stands as well if possible</li> <li>• see OMEA's Reopening document</li> </ul>
Cooperative Education	<ul style="list-style-type: none"> <li>• in class sessions wherever possible</li> <li>• -placements should be offered virtually, where feasible with employers such as interviews, training and pre-work prep and working remotely.</li> <li>• In-person community placements can be arranged in alignment with direction and recommendations of the local health unit ONLY</li> </ul>	<ul style="list-style-type: none"> <li>• See appropriate OCEA guideline document</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• focus on individual sports or health units and operating classes outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• equipment used needs to be cleaned between use</li> <li>• see Ophea and phe.canada.ca website</li> </ul>
Science/Tech	<ul style="list-style-type: none"> <li>• labs or project work requires consideration for individual in person projects/labs versus virtual group projects</li> <li>• consider demo labs and skills</li> </ul>	<ul style="list-style-type: none"> <li>• requires cleaning of equipment/ machinery between classes</li> <li>• see STAO guidelines and OCTE guidelines</li> </ul>
Hospitality	<ul style="list-style-type: none"> <li>• no food prep for sale</li> </ul>	



Course	Course Parameters	Operation Considerations
Special Education Self-Contained Classes	<ul style="list-style-type: none"> <li>This includes Autism Spectrum Disorder (ASD), Developmentally Delayed (Life Skills), Multiple Handicap and Vocational Skills</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced Health and Safety guidelines with additional PPE as required</li> </ul>

## Online Learning

<https://granderie.ca/board/secondary/grand-erie-virtual-academy>

- › Parents/Guardians may opt out of conventional learning and students will learn online from home.
- › Online learning will be offered 5 days/week.
- › Students will be enrolled in a Virtual Grand Erie School.
- › Attendance will be done daily based upon online student contact.
- › Students will be provided devices and internet connectivity, if necessary.
- › Teachers will deliver specific online learning that will include a focus on curriculum, assessment and evaluation, with specific synchronous and asynchronous time.

## Sample Online Learning Timetable

- › Quad 1: Students will take 2 courses each quadmester (5 days/week, 1 course/day, alternative weeks for courses)

Period 1 A	9:00 a.m. – 10:15 a.m.
Break	10:15 a.m. – 10:20 a.m.
Period 1 B	10:20 a.m. – 11:35 a.m.
Lunch	11:35 a.m. – 12:25 p.m.
Period 1C	12:25 p.m. – 1:40 p.m.
Break	1:40 p.m. – 1:45 p.m.
Period 1D	1:45 p.m. – 3:00 p.m.

NOTE: Online learners/teachers would follow the same timetable as above with a minimum of one 220-minute synchronous session per course per day

## Focus of Curriculum

- › Priority will be given to narrowing learning gaps in all classes, some form of a pre-assessment/diagnostic is required to build upon.
- › Differentiated Instruction practices will be responsive to student needs and next steps.

## Assessment and Evaluation

- › Teachers will assess students through observation, conversation and the work produced.

## Learning management system and platforms

- › A more focused Blended Learning Environment (blend of face-to-face and virtual components) will be the model of delivery for the 2020-21 school year.

## Volunteer Hours requirement for graduation

- › Students who are scheduled to graduate must complete the 40 hours of Community Service graduation requirement.



## Alternative Learning Program

Program	Program Parameters	Operation Considerations
Third Line location off-site and GELA-Simcoe	<ul style="list-style-type: none"> <li>will be permitted to operate</li> <li>All other Turning Point programs will be located in school (Cohort(s) would depend upon number of students)</li> </ul>	<ul style="list-style-type: none"> <li>Decision that other than Indigenous Alt Ed site and GELA-Simcoe site,</li> <li>Landlords cannot provide the required cleaning schedule requirements outlined by Ministry</li> </ul>
SWAC – Fanshawe and Conestoga	<ul style="list-style-type: none"> <li>Completing fall semester at college where possible and virtually</li> </ul>	<ul style="list-style-type: none"> <li>Students will need to adhere to specific college protocol for attending.</li> </ul>
Section 23 Programs	<ul style="list-style-type: none"> <li>Will be permitted to occur at the site operated by respective program partners</li> </ul>	
Adult Education and Continue Education	<ul style="list-style-type: none"> <li>can follow models above for GELA@ TTSC and JBLC Programs</li> </ul>	
Career Link and Bridges	<ul style="list-style-type: none"> <li>Individual appointments will be scheduled virtually</li> </ul>	

## Staggered Entry

- › A staggered approach to school start-up will provide the opportunity for all schools to review health and safety practices as well as new protocols with fewer students in the school. This approach allows for additional staff to be available to support our students' successful integration into the new school environment and ensure students have the opportunity to develop comfort in their new routines.

## Elementary

- › Students in self-contained special education classes are eligible to attend every day during the staggered entry period; principals will work with parents to determine how best to use these days to transition students back to school.
- › Kindergarten students are included in this staggered entry model

Mon. Sept. 7	Tues. Sept. 8	Wed. Sept. 9	Thurs. Sept. 10	Fri. Sept. 11
LABOUR DAY HOLIDAY	NO CLASSES	NO CLASSES	Surname A-L	Surname M-Z
Mon. Sept. 14	Tues. Sept. 15	Wed. Sept. 16	Thurs. Sept. 17	Fri. Sept. 18
Surname A-L	Surname M-Z	All Grades	All Grades	All Grades

## ✦Secondary

- › Staggered entry does not apply to any students in **special education self-contained classes**. We welcome these students to attend school **beginning on Thursday, September 10th**.
- › Students attending **school in-person** are required to be in school on the following days:

Mon. Sept. 7	Tues. Sept. 8	Wed. Sept. 9	Thurs. Sept 10 Period 1	Fri. Sept. 11 Period 1
LABOUR DAY HOLIDAY	NO CLASSES	NO CLASSES	All Grade 9 only	Grades 9 to 12 Surname M-Z
Mon. Sept. 14 Period 1	Tues. Sept 15 Period 2	Wed. Sept 16 Period 2	Thurs. Sept. 17 Period 2	Fri. Sept 18 Period 2
Grades 9 to 12 Surname A-L	All Grades	All Grades	All Grades	All Grades

## Supporting Students with Special Education Profiles

Grand Erie is committed to reviewing all aspects of COVID-19 that could impact the safety of staff and students. System and school-based processes that identify and plan for the students with identified special education needs are outlined below.

### Special Education Programs

- › The regular class is considered the most inclusive of placements. The majority of students with special education needs access programming in a regular class program.
- › Individualized programming accommodations that meet the student's needs and maximize dignity, integration and full participation will be fully supported.
- › If moving to an adapted model of delivery, students accessing programming, with a program foundation in modified curriculum and/or alternative curriculum, within self-contained classrooms of 15 students or less, will be offered everyday timetabling.

### Masking

- › Students in self-contained classrooms will wear masks wherever possible.
- › Students with special education needs in regular class programs will follow masking guidelines of their grade cohort.
- › If a student is unable to wear a mask, parents/guardian/adult student will work with school administrators through an exemption process.

### Transportation of Students with Special Education Profiles

- › Programs using Public Transportation will be paused.
- › Experiential learning placements and transit training will be paused.
- › Students will be transported as per their usual method of transport. Please see "Transportation" section for details regarding health and safety protocols for situations such as shared or individual taxi rides, mini-busses, and Rider Aides.
- › If appropriate, School Teams will create a Transition Story to be shared with students/parents before riding the bus to prepare them for the changes in health and safety protocols.

## **Personal Equipment, Devices and Learning Materials**

- › Some students require assistive devices and other equipment to go back and forth from school each day. If required, school staff will assist students in cleaning/disinfecting wheelchairs, trays, communication devices, medical equipment etc. before entering the classroom each day.

## **New Routines**

- › Students will be supported to understand, learn, and remember new routines and processes.
- › Students will be supported to understand and learn what safe travel means and will be supported to learn the appropriate routes (e.g. entry/exit of the gym) throughout the school, handwashing and hygiene guidelines and modifications to the physical setting.
- › A proportion of students will require physical prompting to learn these enhanced safety measures. Staff will follow health and safety guidelines when increasing their proximity to students.

## **Personal Care**

- › Staff members will wear appropriate PPE when providing personal care assistance.
- › Washrooms, change stations, toileting items and lifts, will be sanitized by custodial staff regularly, according to guidelines in the health and safety section.

## **Sanitization of Learning Resources and Other Classroom Items**

- › Schools will eliminate/reduce items coming into the classroom and communicate this to families.
- › Ensure all items such as blankets, stuffed toys, iPads, TAC devices, communication books, reinforcement objects, PECS, fidgets etc. that transfer daily from home-school-home are labelled and bagged and only used by the student.
- › Individual bins of items for each student in a self-contained special education class will be created if necessary.
- › Sanitizer and wipes will be available for students to clean their items with staff support where required.
- › Staff will monitor and sanitize items as necessary when students move through the school environment.
- › No shared items in the class.

## **Integration of Students from Self-contained Classes**

- › Students transitioning to other classrooms for integration is paused. For students who are partially integrated, this pause will be documented in their IEP.
- › In secondary, students will attend the self-contained program for one period and if appropriate, may attend an integrated class for the second period.
- › Special Education and Regular classroom teachers will collaborate to ensure the IEP program goals are met.
- › Students participation in experiential learning around the school is paused. Classroom staff may substitute with similar activities in the self-contained classroom.

## **Sensory Rooms/Calming Rooms/Specialized Areas**

- › Every effort will be made to create a sensory area in the student's classroom with only essential items (the items that child uses most regularly) moved to the classroom.
- › The student's items will be stored in an individual bag or bin for their own use.

- › If using an alternate space (i.e., the current space being used as the sensory/calming room);
  - The space will be well ventilated (i.e., have a window or regulated air flow).
  - Extraneous/soft surface items will be removed.
  - Tracking each student's use of this space will occur.
  - Scheduled times for use of the room within a cohort of students will occur.
  - Equipment will be cleaned between student use.

### **IPRCs, IEPs and Accommodations**

- › Meeting for IPRCs, IEP consultations, parent meetings and consultations with itinerant staff will continue to occur virtually in place of face-to-face meetings at school.
- › IEPs will be reviewed and revised where appropriate to reflect the changes in learning environments.
- › Assistive technology will continue to be provided for home use. This may include equipment going home nightly and returning to school the next day.

### **Medically Fragile Students**

- › Schools will communicate with parents of medically fragile students before the first day of school.
- › Families are encouraged to seek advisement from local public health authorities and/or their own health care provider on benefits and risks associated with fac-to-face attendance at school in September.
- › Students with sensory, breathing or other difficulties may be exempted by the school principal, guided by school board guidelines, from wearing PPE. Students who need PPE exemptions or other specific medical accommodations are required to submit a written request to the principal. These requests will be assessed on a case-by-case basis.
- › Nursing support will continue for students who receive this service. We will continue to work closely with our Local Health Integration Network (LHIN) partners to plan for the provision of this support based on existing health and safety protocols.

### **Frequent Movement Required for Students**

- › Use of bikes, trampolines, scooters to move within the classroom or outside is permitted. Use of these items in the halls will be paused.
- › Students will use their mobility devices following the health and safety protocol for physical distancing.

### **Responding to Challenging Behaviour**

In working with students with challenging behaviours, there is a necessity to consider Ontario Human Rights Code-related needs and accommodations and maintain key safety plan guidelines as they are structured to ensure both staff and student safety.

Practices will be supplemented by use of PPEs, as directed by health and safety, according to the level of student need for proximity (e.g., face shields, masks, gloves, standard PPE), etc.

- › Existing BeSafe Plans will be modified to reflect the enhanced health and safety concerns and protocols during this time.
- › School Teams will identify a safe space with distancing measures for students in crisis.
- › An area in each school will be designated for students in crisis and for evacuation. All safety protocols in place for moving through the hallways, physical distancing, etc. will be followed moving to this area and while there.

## Proximal Support

- › Educational Assistants and other staff may be required to be within 1 m of students for long periods of time. These staff will wear PPE at all times (in addition to the safety gear that classroom staff use on a daily basis in order to support some students).
- › Specialized staff PPE (i.e., face shield) will be secured for classes with students who are deaf or hard of hearing and for students who receive speech and language support.

### *Itinerant Staff and Community Partners*

Central professional staff who come to schools to support students will be adjusting their schedules to spend time in blocks at schools, to reduce the number of exposures and transitions to and from different schools.

Priorities will be general considerations for all students, and transition support for students with specific developmental and mental health needs.

- › Consideration will be given to students who can be supported through virtual services, rather than in-person.
- › Board protocols will be shared with community partners to develop safe processes for school access by regulated health professionals, regulated social service professionals and paraprofessionals.
- › Access is by appointment/approval of the Principal.
- › In emergencies or extenuating circumstances, Police Services, TERT teams, Child Welfare services (BFACS) etc. will have access to students.
- › Professional Support Services staff will continue to receive referrals for specific services and continue to support transition needs during the return to school. These services will be delivered in a blend of in-person support and virtual consultation or provision of services.
- › Where available and appropriate, ongoing virtual services will continue to be provided by our external partners. Referrals to external agencies through our board-Regulated Health Professional staff will continue.

## Small Room Use

*(Assessment, Psychology, Speech and Language, Social Work and other Itinerant Staff)*

Locations for confidential mental health and/or assessment supports will be available.

- › It is expected that staff and students in small rooms are to maintain physical distance between them, where possible.
- › Staff will use a plexiglass barrier or a face shield and mask if physical distancing is not possible.
- › Touch-point cleaning and disinfection within this space will occur in between uses.

## Resource Team Meetings/Case Conferences

- › Resource team meetings/Case conferences will be occurring virtually until otherwise communicated.

## Supporting students with significant special education needs who opt for fulltime at-home learning

- › Students with significant health, medical or special education needs who choose to continue learning from home will be supported by a classroom teacher and/ or LRT, with EA support implemented if required.

- › Learning may be provided through Brightspace with synchronous and asynchronous learning and built in breaks or through paper copies of modules of learning.
- › Support from the System Special Education team will be engaged to ensure programming is accessible and reflects students' Individual Education Plans.

## **SEA Equipment**

- › SEA training will resume in a virtual manner.
- › Students will continue to be able to use SEA equipment at school and at home.

## **Care and Treatment Programs**

- › Care and Treatment programs will resume in-person programming and care, including transportation, in alignment with school opening safety protocols.

## **Technology**

### **Classroom Use**

Classroom technology plays an important role in students' day-to-day learning. Our goal is to minimize the risk of COVID-19 transmission while allowing students to share technology when appropriate.

- › Students are encouraged to bring their own devices.
- › Students will be directed to wash their hands or hand sanitize before and after using shared technology.
- › Each classroom has a dedicated set of devices for each classroom; 5 in elementary, 8 in secondary.
- › Within a classroom, a particular shared device may be dedicated or assigned to a small group of students and they always use the same device.
- › Disinfectant spray and paper towels will be available for technology and will be used to perform extra cleaning, as necessary.
- › Digital tools that will enhance the learning will be considered during planning (Microsoft Teams; use of document cameras; teleconferences, etc.).
- › Intervention or enhancement software programs such as Lexia, Knowledgehook/Zorbits, myBlueprint, and Britannica will be considered as part of program planning and supports.

### **Online Learning**

- › Students will require devices and/or internet to participate in online learning.
- › A school-level online application was used to survey families and provide school-level data so that technology needs for online learning can be readily assessed and quickly addressed by school administration in collaboration with Information Technology Systems.
- › Digital tools that will enhance the learning will be considered during planning (Microsoft teams; use of document cameras; teleconferences, etc.)
- › Training and resources for students and staff will continue to be made available to support synchronous and asynchronous learning using technology.
- › Program content will be delivered through the Brightspace platform with synchronous learning facilitation through Brightspace or Microsoft Teams.

### **Device Deployment**

- › Students new to Grand Erie who require a laptop or connectivity and current Grand Erie students with emerging device or connectivity needs will be supported



- › Leased iPads to support connectivity were collected during the summer, except for students needing connectivity for summer learning. These devices will be redeployed in September, as required by those students who have opted for online learning and lack connectivity

## Transportation

Grand Erie continues to work with the Student Transportation Services of Brant Haldimand Norfolk (STSBHN) and the Brant Haldimand Norfolk Catholic District School Board to develop a unified transportation plan with an increased emphasis on staff and student safety. The following protocols and expectations will be in place for the 2020-21 school year.

- › STSBHN will work with both school boards and the local public health authorities to implement contact-tracing procedures and extend those to all school bus drivers and operators.
- › STSBHN will work with each board's special education department to determine the PPE needs of any adult riders who are present on school buses; PPE provided to bus monitors will align with that used by school staff who are working in a similar proximity and dealing with similar situations to those experienced in the school classroom.

### Buses will:

- › Operate at their historical capacities;

### Student Safety protocols when riding the school bus

- › Similar to the school expectation, students will be required to perform a daily self-assessment. Students who are symptomatic, are ill, or have come in close contact with, including within their household, someone who is ill with a suspected or positive COVID-19 in the past 14 days, are not permitted to board the school bus.
- › For students in JK to Grade 3 masks are not required but are strongly encouraged.
- › Students will be assigned a specific seat on the bus. More than one (1) student may be required to share a seat while riding the school bus. The hierarchy of multiple students to a seat will be: family members, students in the same school in the same grade, other combinations as required.
- › Hand sanitizer will be made available for use on each school bus. Although use is not required to board the bus, practicing good hand-hygiene is strongly encouraged each time a bus is boarded.
- › In the event that a student becomes ill with COVID-19-like symptoms while on the bus, the student will be isolated, as space allows. If the student was not wearing a mask, one will be provided and will be required to be worn.
- › Information about rider expectations will be provided to all students that are eligible for transportation and posted in buses.
- › Physical distancing on a school bus will likely not be possible. The use of non-medical masks for students in grades 4-12 will be a requirement while riding the bus and shall be provided by the student's parent(s). Exceptions will be made for students with medical conditions or special needs that prevent masking. Students in JK – grade 3 will be strongly encouraged to wear a face covering while riding the bus.

### Driver/Monitor Safety Protocols

- › Daily self-screening is required for all bus drivers and monitors before work. Bus drivers and monitors are not to report to work if they are symptomatic, are ill, or have come in close

contact with, including within their household, someone who is ill with a suspected or positive COVID-19 in the past 14 days.

- › All bus drivers and monitors will be required to wear a level 1 face mask when a physical distance of 2 meters cannot be maintained and a face shield when students are boarding/de-boarding the bus.
- › Additional PPE will be provided to adult monitors that is consistent with the equipment provided to school staff who are working in similar proximity and performing similar functions to students who have unique needs.
- › While students are boarding/ de-boarding the bus, or when having to assist student(s) on the bus mid-route, the school bus driver must further protect themselves by wearing a face shield.
- › Bus operators will disinfect the high-touch areas of buses at least twice per day. High-touch areas that will be disinfected include seat sides and tops, hand railings, interior windows and wall sections below the passenger windows. The disinfectant(s) used will be approved by Health Canada and proven to be effective in neutralizing COVID-19.
- › Drivers will be responsible for enforcing the seating plan detailed for each run on their route. For routes that have an express portion from a transfer, one (1) seating plan will be created for the bus as it comes into the transfer and one (1) for the express portion to the final school. Copies of the plan will be kept with the driver, the central office of the bus company and STSBHN. Electronic copies of the plan(s) will be made available to school principals via the online transportation portal.
- › The lists will be used as a tool by Public Health officials in the event that contact tracing of an illness is required.
- › In the event that a student or driver/ monitor has a confirmed case of COVID-19 and was riding the school bus, the vehicle will be taken out of service and a deep sanitization clean performed. The deep sanitization clean will see the entire bus disinfected before it is brought back into use with students.
- › Illness kits will also be present on each school bus and will be used to protect students and the staff in the event that a student exhibits COVID-19 symptoms while riding the bus. The kits will contain additional supplies to protect both the driver and other students on the bus (e.g., isolation smock/gown, disposable shoe covers, antimicrobial towelettes, additional mask, disposable powder-free gloves, etc.)
- › To promote air circulation within the compartment of the bus, and where temperature/ weather permits, windows will be opened.

## **Opting Out of Services**

- › Students who are eligible for services and have opted out, based on their school survey submission, will be temporarily removed from the bus. Service can be re-implemented at any time and only require the family to contact STSBHN the week before services are to be reinstated.





## Ventilation

- › Classrooms that have no inflow of fresh air (no windows or no mechanically supplied air) will be considered for a portable unit.

## Volunteer Programs

- › Access to school will be restricted; most volunteer programs will be on pause.
- › Volunteer programs will be at the discretion of the principal.

## Washrooms

- › One student at a time will be allowed to leave a classroom to use the washroom.
- › Teachers will issue washroom passes and maintain a log of students leaving the room.