

# Re-Opening Plan 2020-21

## Board Meeting: August 10, 2020



In May 2020, the BHNCD SB Re-Opening Steering committee established that re-opening of BHNCD SB schools and facilities would be informed by the following priorities:

- The health, safety and wellness of all stakeholders and members of the BHNCD SB community.
- The establishment of an effective continuity of learning plan which can pivot between delivery models and is engaging to students.
- Effective measure to be in place to ensure that our most vulnerable students have their academic and emotional needs met.

On June 19th, the Ministry of Education released their document “Approach to re-opening schools for the 2020-2021 school year”. The document identified that schools needed to be prepared for three re-opening scenarios.

On July 30th, it was announced that the BHNCD SB would re-open under a conventional model whereby all students could attend everyday with an opt out distance education option for parents who choose to keep their children at home. This plan is based on that model, understanding that there is still information and guidelines forthcoming from the Ministry of Education and the Medical Officer of Health for Ontario.

## Health & Safety Protocols

- School and Site Access
  - ❖ Access is limited to staff and students. Visitors/Volunteers are permitted by appointment only.
  - ❖ Strict sign in/out procedures. Student and staff attendance used for contact tracing.
  - ❖ All staff, student, visitors are required to engage in a self-assessments
    - ❖ <https://covid-19.ontario.ca/self-assessment/>
- Signage
  - ❖ Physical distancing, handwashing and respiratory etiquette, one-way/directional markers, and access requirements
- School Programming
  - ❖ Community Use of Schools (external facility rentals) will not be available until further notice.
  - ❖ Before and After School and EarlyON programs will continue.
  - ❖ Play structures are closed to the public until further notice.

# BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

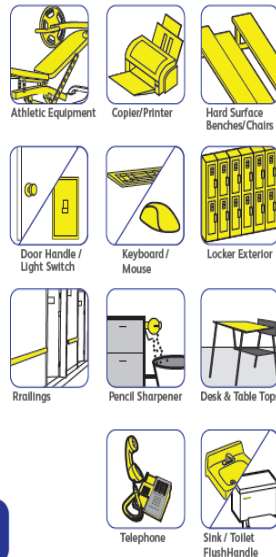
- **Cleaning Protocols**

- ❖ Focus on high touch points. A *minimum* of 2 times a day.
- ❖ Each facility will be thoroughly cleaned daily
- ❖ Fountain mouthpieces will be covered and cannot be used until further notice.
- ❖ Staff to assist with ongoing, general disinfecting during the school day
- ❖ Additional cleaning products have been procured and onsite for start-up

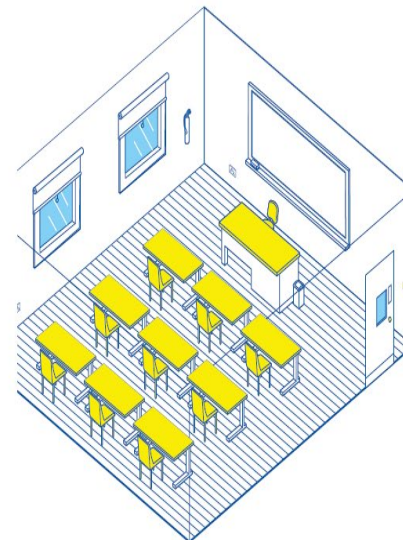
## School High Touch Surfaces

## Classroom High Touch Surfaces

 High Touch Surfaces



For kitchens and restrooms, follow standard operating procedures



 High Touch Surfaces

- Personal Protective Equipment (PPE)
  - ❖ Staff will be equipped with PPE based on individual roles and level of contact with students
  - ❖ Students in grade 4 to 12 are required to wear a face covering. Kindergarten to grade 3 are encouraged, but not required
    - ❖ Based on medical guidance provided by public health and Ministry of Education
  
- Outbreak Response and Management
  - ❖ We anticipate an outbreak protocol from the Chief Medical Officer of Health
  - ❖ Local COVID-19 Management Response Protocol
  - ❖ Lead agencies - Brant County and Haldimand Norfolk Health Unit
  - ❖ Privacy of individuals identified as probable or confirmed diagnosis of COVID-19
  
- Health and Safety Training
  - ❖ Mandatory training during a professional development day prior to the start of school
  - ❖ Resources being provided by the Ministry of Education

- **Transportation**

- ❖ Bus drivers equipped with face mask and face shield
- ❖ Students will be required to wear face coverings consistent with school requirements
- ❖ Under conventional return, student numbers on buses are normal
- ❖ Eligible families being surveyed to indicate their intent for transportation
- ❖ Detailed seating plans. Students will only be allowed to sit in their assigned seat.
- ❖ Buses will have high touch surfaces disinfected twice daily
- ❖ Hand sanitizer will be also made available on each school purpose vehicle



## **Continuity of Learning**

### **Catholicity/Mental Health/Building Community:**

- Focus on spending time getting to know students and their families; creating a safe place for all; building community (using all tools available)
- Providing opportunities for feedback from students and families
- Focus on equity and accessibility to the learning in all platforms

**Teaching and Learning:** \*Asynchronous (Brightspace by D2L) and synchronous (Teams) learning platforms and opportunities are in place for all educators and students.

- High quality teaching and learning is our expectation
- Lessons and assigned work should cover overall curriculum expectations across subjects and grades
- Platform (Brightspace and Teams) supports/ guidebook created and one pager for families
- Creating plans to facilitate meaningful, interdisciplinary units that can be delivered face to face or remotely with SAT support

## **Teaching and Learning cont...**

- Plan was broken up into areas for Kindergarten; Grade 1-12 classes and then specific classes such as PE, Tech, Music/Drama/Dance, Co-Op and Dual Credit programs with specific expectations/guidelines for health and safety were needed
- Support for English Language Learners is also addressed for assessments in summer and for support for families before and once school starts

## **PD for Teachers to Support Teaching and Learning:**

- Ensuring staff are prepared to enter remote/distance learning better than before
- Instructional experiences including modelling, guided instruction, collaborative work, and independent work with SAT support; varying the way content is delivered
- Strategies to encourage student engagement (utilizing a variety of options- Brightspace/face to face)
- Information on literacy teaching; PE; tech; art and music classes shared out by SAT team for different areas (documents created by departments)



## **Teaching and Learning Focus on Brightspace, Teams and Synchronous Learning:**

- We have centralized the home pages and resources for each Brightspace classroom page, content to be added in late August/early September for school start up (including faith-based materials and visuals)
- ALL staff have had training and will have further training on the systems for content/interactions and synchronous learning
- All staff were invited to engage in the training in the Summer Institutes starting today and all staff will be engaging in training during the PD Days in September
- Suggested synchronous guidelines for each division/panel being shared in a PPM by the Ministry

## **OSSLT:**

- Expectation to complete it this year, take the OSSCL or adjudication

## **40 Hours of Community Service:**

- To our knowledge, expected to be completed using virtual and face to face opportunities

**Assessment For/As and Of Learning:**

- Highlighted the cycle of assessment
- Essential Practices for descriptive and timely feedback
- Encouraged use of Brightspace tools and the best of distance learning in these practices

**Recess:**

- As normal as possible with students in classmate cohorts
- Staggered if necessary

**Meet the Teacher/Welcome Events**

- Encouraged to happen virtually in a variety of ways

**Field Trips:**

- To align with physical distancing, schools should not plan field trips until public health data suggests otherwise.
- Virtual fieldtrips are encouraged.

**Clubs and Sports:**

- Schools can offer clubs/organized sports if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.
- No contact sports are to be offered at this time.
- Focus should be on individual sports and intramural activities if physical distancing can happen and other health and safety protocols followed

# Supporting Students in Special Education

- **Summer Support and Transition** – provide a menu of transition programming for students with differing needs in August.
- **Identifying and Mitigating Learning Loss** – coordinate Psychoeducational and Speech and Language Assessments in August.
- **Self-Assessment** - considerations for those students who may not be able to understand or communicate their symptoms.
- **IPRC and IEPs** – continue with ability to complete Virtual IPRCs. Review and revise IEPs based on changes to the learning environment.
- **Cohorting** - self-contained classes will be cohorted together and will attend every day. Students with "high needs" in mainstream classes will be in an everyday cohort.
- **Medically Fragile Students** - schools will communicate with parents of medically fragile students in August. Parents to seek advisement from local Public Health authorities and/or their own health care provider on attendance at school in September and any accommodations needed. Protocol in place for students who need PPE exceptions or other specific medical accommodations.
- **Resource Assistance** – can continue to be offered virtually through Bright Space and Teams. SERTs will focus on providing withdrawal assistance and limit class assistance where possible.
- **Assistive Technology** – continue with coordination of SEA equipment to be used at home.
- **Classroom Resources** – students in self-contained classes will have their own bin of resources.
- **Frequent Movement Required for Students** - School teams will create a support team protocol to safely respond to students leaving class unannounced. School teams identify and mark routes/areas for purposeful movement outside of the classroom as part of a development plan.

# Supporting Students in Special Education

- **New Routines** - some students will need extra support in understanding and remembering new routines and processes. Special Education staff will use visual signage, story boards, modelling videos, etc. to communicate these new safety guidelines and procedures. Schools will need to ensure signage is accessible.
- **Personal Equipment, Devices and Learning Materials** - staff will assist students in cleaning/disinfecting wheelchairs, trays, communication devices, medical equipment etc. before entering the classroom each day.
- **Itinerant Staff** - supervisory staff will limit where possible the number of contacts for itinerant staff. Itinerant staff will follow handwashing and safety protocols when leaving and before entering any Board sites.
- **Community Partners** - system staff will share Board protocols with community partners to develop safe processes for school access by regulated health professionals, regulated social service professionals and paraprofessionals.
- **Proximal Support** - mandatory PPE is defined in the Health and Safety section of the document. School administration will endeavor to limit the number of classes EAs will interact with. School teams will focus on the set up the environment and non-verbal strategies within NVCi protocols to limit use of physical intervention.
- **EA support** - continues to be offered through Bright Space. EAs will have access to technology.
- **Integration of Students in Self-contained Classes** - students transitioning to other classrooms for integration is paused. Students participating in experiential learning around the school is paused.

## **Supporting Students with Mental Health Needs**

- **Summer Support** - Mental Health Regulated Professionals in place to support students in summer programs and on current caseloads. New service phone line that Social Workers monitor every day and respond within 24 hours (not a crisis line).
- **Virtual Therapy** - parent and student sessions offered.
- **Current Caseloads** - regular virtual check-ins with all students.
- **One-to-one** - family virtual meetings with higher risk students and families.
- **Community Agencies** – share BHNCDSD protocols and confirm Circle of Support/Pathways to Care.
- **Resources** - continue to be offered and updated on website for families.
- **Training** - Social Workers and Child and Youth Workers trained in self-regulation, trauma informed schools, virtual care, high risk scenarios in virtual care.
- **Crisis Response in Schools** – new protocols for virtual VTRA and for support services to support acute situations in schools, respecting new safety measures.
- **School Attendance** - communication and application of new attendance protocol
- **Nutrition Programs** - revised sanitation and access protocols in partnership with community agencies. Scheduled times for students to access prepackaged supplies for in-school use or take home.
- **Focus** - educators begin year with relationship building, social interaction, and diagnostics; using a Good for All approach (Tier 1). Promote a sense of wellness and belonging in the classroom, elementary educators will be encouraged to utilize the *Faith and Wellness Resource* created in partnership with School Mental Health Ontario and OECTA.
- **Staff Resources** – Provide resources from the School Mental Health Ontario “toolkit” to assist educators in supporting the mental health of all students.
- **Staff Wellness** – increased awareness and resources to support staff wellness and educator ability to support student wellbeing

## Typical Elementary Student Weekly Schedule Non-Cohorted Model

Period & Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>P1: 8:55 – 9:45 (50 mins)</b>	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
<b>P2: 9:45 – 10:35 (50 mins)</b>	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
<b>BREAK #1: 40-50 mins (20/25 mins. Eating (in class), 20/25 mins. (outside)</b>	Half of students on break Other half on recess				
<b>P3: 11:15 – 12:05 (50 mins)</b>	MATH	MATH	MATH	MATH	MATH
<b>P4: 12:05 – 12:55 (50 mins)</b>	MATH	MATH	MATH	MATH	MATH
<b>BREAK #2: 40-50 mins (20/25 mins. Eating (in class), 20/25 mins. (outside)</b>	Half of students on break Other half on recess				
<b>P5: 1:45 – 2:35 (50 mins)</b>	TBD RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	TBD RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	TBD RELIGION, SOCIAL STUDIES / HIS / GEO / STEM	TBD RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	TBD RELIGION, SOCIAL STUDIES / HIS / GEO /STEM
<b>P6: 2:35 – 3:25 (50 mins)</b>	FRENCH	FRENCH	ART	FRENCH	FRENCH
<b>Total = 300 mins.</b>					
<b>COHORT C All 5 Days and Follow Regular Schedule</b>	Spec. Ed. / Self Contained Classes	Spec. Ed. / Self-Contained Classes	Spec. Ed. / Self-Contained Classes	Spec. Ed. / Self-Contained Classes	Spec. Ed. / Self-Contained Classes
<b>Fully Online Student</b>	Synchronous and asynchronous online learning				

School start and end times will follow a conventional schedule.

French and STEM instruction will be delivered as per normal

All teacher/staff receive daily prep time as applicable

## Typical Secondary Student Schedule, Term 1 Non-Cohorted Quadmester Model

All Students	A - Z	Group C	Special Ed.	Group D	Fully Online
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Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 - Sept</b>	<b>TERM 1 Begins 7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>10</b>
8:55 - 10:15	Labour Day	P1	P1	P1	P1
10:20 - 11:35		P1	P1	P1	P1
12:20-1:35		P2	P2	P2	P2
1:40 - 2:55		P2	P2	P2	P2
All Day					
FT Online Learning					
<b>Week 2</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
8:55 - 10:15	P1	P1	P1	P1	P1
10:20 - 11:35	P1	P1	P1	P1	P1
12:20-1:35	P2	P2	P2	P2	P2
1:40 - 2:55	P2	P2	P2	P2	P2
All Day					
FT Online Learning					
<b>Week 3</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
8:55 - 10:15	P1	P1	P1	P1	P1
10:20 - 11:35	P1	P1	P1	P1	P1
12:20-1:35	P2	P2	P2	P2	P2
1:40 - 2:55	P2	P2	P2	P2	P2
All Day					
FT Online Learning					
<b>Week 4</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>October 1</b>	<b>2</b>
8:55 - 10:15	P1	P1	P1	P1	P1
10:20 - 11:35	P1	P1	P1	P1	P1
12:20-1:35	P2	P2	P2	P2	P2
1:40 - 2:55	P2	P2	P2	P2	P2
All Day					
FT Online Learning					

<b>Semester 1, Term 1:</b> Sept 8 -Nov 11, 2020. Report Day Nov 12
<b>Semester 1, Term 2:</b> Nov16 - Feb 1, 2021. Report Day Feb 2
<b>Semester 2, Term 1:</b> Feb 4- Apr 20, 2021 Report Day Apr 21
<b>Semester 2, Term 2:</b> Apr 22 -June 25, 2021. Report Day June 26
<b>Each Term is 46 Days</b>