

SVSD Response 2

Learning Plan

KINDERGARTEN – GRADE 8 (INCLUDING SPECIAL NEEDS GRADES 9-12) INSTRUCTION

DAILY INSTRUCTION IN GRADES K-8; Special Needs 9-12

Focus on:

Core Subjects only:

Mathematics

ELA

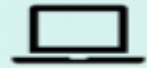
Social Studies

Science

Physical Education (outdoor if and when possible)

- **Teachers will need to be repurposed in K-8 to core subjects to handle lower class sizes. (all staffing areas will be considered)**
- **Ecole, Taylor and Heyes may need to repurpose all space (gyms, libraries, etc.) in their school and may need to move students to SVRSS to maintain 2 meter distancing in all their schools (possibly Minitonas also)**
- **All spaces will be considered for classes including gyms, libraries, computer rooms etc.**
- **The Division will attempt to look at substitute teachers to hire more staff knowing the shortages that exist.**
- **Classes can be incorporated in two rooms with a teacher/EA combination for the rooms if necessary.**
- Incorporate more individual activities or activities that encourage more space between students and staff
- Activities that require physical contact should be avoided
- Incorporate more project-based learning

GRADE 9-12 INSTRUCTION



Distance Education

Minimum of 3-5 hours of curriculum based learning per week for semester courses

TECHNOLOGY BASED EDUCATION

- Student communication via- email
- Parent communication via email- must keep parents informed
- Asynchronous (via Schoology, informnet? and synchronous learning (via Teams)
- Focus on academic subject areas. Electives provided, as can be accommodated in the timetable
- Regular connectivity with students/virtual lesson delivery via online platforms. Your classroom slot should be when you reach out to kids at least three times a week but if able every day (via Teams or webcam).

EDUCATIONAL PACKAGES

- Prioritize core curriculum and required courses
- Electives may be limited where feasible, if they are not affecting educational requirements
- Practise and enrichment in core content areas
- Project based learning/hands on activities
- Teachers will prioritize learning outcomes and expectations and plan specific curriculum-related tasks for students. Where feasible, teachers of multiple subjects work together to develop cross curricular learning experiences
- Specialty teachers and Educational Assistants may be repurposed by administration as needed

TECHNOLOGY

- SVSD to provide a device to all students
- Communicate with families that SVSD will loan devices
- Support families in pursuing internet connection

TECHNOLOGY TRAINING

- Intensive student training on platforms
- Co-construct rules/procedures/expectations in relation to technology with students; clearly articulate these with parents
- Provide parent training (in-person or via zoom) to train parents on platforms:
 - Where/how students access asynchronous learning activities
 - Where/how students access synchronous learning activities
 - Where/how students submit all learning activities
- Provide parent training (teams or via zoom) to train on accessing school email
- Provide parent training (teams or via zoom) to train parents on the school/SVSD website
- Teacher PD on platforms

PARENT COMMUNICATION

- Teachers will connect at a minimum three times per week during their class time slot, those they cannot reach they will phone or email
- Clearly communicate with parents how you will communicate with them (email, website, phone call only)
- Facebook communications- for general school information only
- Inform parents of the Social media platform- Facebook
- Create a school Social Media platform if your school does not have/or use SVSD

- SVSD email communications or teams only, do not use other platforms such as snapchat, Instagram, etc.
- Keep school website current, up-to-date and a go to for information. Send email notifications to parents when new things added/updated to the website
- Clear communication with parents re: supports (IT support, Educational Package support, counselling supports, etc.) posted on website, school must have someone in charge of making sure this keeps up to date

NO CONNECTIVITY

- If opportunity arises to get students into the school, these students should be the priority
- Paper packages- every second week. Package pick-up and drop-off scheduled twice during that week to accommodate parent schedules
- Package delivery- possibly by bus drivers
- Possibly daily check-ins from teachers/support staff- more frequent than children who are connected
- USB sticks loaded with videos, lessons, etc.

LIMITED USE

To be determined at individual school level. Priority considerations to:

- Special Needs students
- Students with mental health concerns who would benefit from school environment/ counselling services
- Students who have no Wi-Fi/connectivity
- Students who are not engaging in remote learning
- Students requiring lab work, hands-on vocational work, etc.
- After these priorities set up an appointment system for students to come in and get help regularly and assessment
- Must identify these students at school level and communicate to transportation when needed

Kindergarten to Grade 8

TEACHING & LEARNING

- Extensive teaching of platforms and teaching through technology in the off chance we must resort to 100% remote learning again immediately
- Begin programming to include all technology (platforms, programs, apps, email)
- Establish routines focussed on technology, communication, etc.
- Parent communication - must keep parents informed
- Teachers will prioritize learning outcomes and expectations and plan specific curriculum-related tasks for students. Where feasible, teachers of multiple subjects work together to develop cross-curricular learning experiences
- Recovery Learning/Essential skills
- Provide an education plan to families divisionally by August 17 and schools(all schools will have to provide plan to families before Sept 8th, have an open house depending on scenario)

COMMUNICATION: ***EDUCATING FAMILIES***

- Host evening sessions to communicate expectations for in-class attendance and participation in remote learning for Grade 9-12
- Host evening session to train parents on technology/platforms in case we must revert to 100% distance learning
- Develop comprehensive strategies for regular communication with families to raise awareness of the health and safety measures implemented at the school
- Post information about physical distancing on walls, entrances, floors and playground.
- Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.
- Confirm type of communication (SVSD Website, School Website, Facebook, newsletter, email, Messaging system)
- Open and clear communication with families.

HEALTH & WELLNESS

SCREENING STUDENT ARRIVAL:

- Parents/guardians to utilize the ONLINE COVID-19 Screening Tool at home, **do not send your child if they are ill.**
- Designate entrances for specific cohorts (grade level/bus students/non-bus students)
- Develop a schedule for Arrivals.
 - Doors open 8:20 a.m. to accommodate working families and number of students enrolled
 - Screening at the doors and then child goes directly to their first classroom
- Students will utilize hand sanitizer when entering the school and as directed by July 30th document (hand sanitizer dispenser at all entrances)
- Try to ensure physical distancing is observed at all times as students enter and move throughout the building
- If students deemed ill, parents will be phoned to pick them up. Students will remain in the sick room (see illness procedure)

HAND HYGIENE

- Teach and promote proper hand hygiene practices for staff and children.
- Ensure hand washing is practiced before and after eating; before and after participating with manipulatives and all types of equipment; and before and after recesses and noon hour
- Handwashing practices must include using soap and water (posters in washrooms, bathroom monitors, Public Health handwashing training)
- It is encouraged that students and staff should have their own hand sanitizer.
- Supervise the use of hand sanitizer with young children.

ROOM ARRANGEMENTS

- Cohorts- movement of teachers instead of students at K-8 level as much as possible
- Arrangement of room should be done with a minimum of 2 meter between desks at K-8 with cohorting (mark the floor where desks/chairs should be), students will need to move locations to make this possible
- Repurposing of additional spaces for classrooms as needed (e.g. gyms, libraries, multipurpose spaces)
- Designated sick room(s)- may need to repurpose change rooms into sick rooms
- Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.
- Modifications may be needed for all shared spaces, including boot rooms, hallways, washrooms, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans (Tape traffic lines on floor, mark directionality, etc.)
- Assigned seating for each class will be established and maintained.

LIMITING SHARED MATERIALS AND EQUIPMENT

- Establish clear protocols for bringing materials (i.e. bags, school supplies) into and out of schools- no sharing
- Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact- keep toys that encourage individual play.
- Classroom activities and recess times should be as non contact as possible.
- Remove toys and other items that cannot be easily cleaned and disinfected.
- Create and store individual cohort tubs of equipment- each class should have a recess tub
- Tool tubs (each student has a tub of manipulatives for math, ELA, science)
- Individual book baskets
- Designate iPad and laptops to individuals and/or cohorts

LOCKERS

- Limit gatherings in common areas such as hallways, lobbies, lunchrooms etc.
- Use every second locker in schools where extra lockers
- Where all lockers are used stagger locker assignments between different grades to allow physical distancing when one grade at lockers. With cohorts ensure lockers are single and 2 meter distancing if able, if not, no lockers.
- Schedule locker visits
- Supervise of locker visits

WASHROOMS

- Schedule washroom visits for certain times for cohorts and grades as possible
- Supervise washroom visits- support staff Monitor
- Schedule cleaning twice a day for when cleaning is occurring in washroom and class of high touch points including doorknobs, light switches, electronic devices, gym equipment etc)
- Students use washrooms to change for physical education classes or do not change

LIMITING PHYSICAL CONTACT INDOORS

- For younger children, focus should be on minimizing physical contact
- Encourage physically distant greetings such as ‘air fives’ and waves.

RECESS AND NOON HOUR

- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone (two sets of recesses in larger schools, stagger lunch break, defined areas if two cohorts out at one time with separate entrances)
- Designate doors for cohorts
- Designate play equipment/areas on the playground for cohorts.
- Cohort play equipment (soccer balls, basketballs, etc.)

PARENT/GUARDIAN DROP OFF AND PICK UP

- Signage may be used to remind parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.
- Modify procedures for entering the building to support physical distancing; limiting pickups and drop offs to one parent/guardian, etc.
- Controlled entrances and parents only enter the building if necessary.
- All visitors and volunteers will be minimized at schools, and when a volunteer there will work only with specific cohort or grade.

MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORTS

- Supports for the health and wellness of students and staff will be provided, including helping students understand the importance of preventative measures that are in place and practising proper hand hygiene and coughing/sneezing etiquette.
- School division and school leaders are encouraged to implement trauma-informed practice to support students, staff and families. Trauma-informed practice includes providing inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and helping to minimize additional stress or trauma by addressing individual student needs.
- For students with immunocompromised systems that cannot attend- we need to provide home programming. This will be set up by homeroom teacher and school resource/guidance team in conjunction with student services. (see main document for criteria)

FIELD TRIPS/EXTRA-CURRICULAR

- Field trips must be cancelled if physical distancing cannot be accommodated.
- All extra-curricular activity will follow the guidance of the province, MHSAA, sport bodies and public health.

FOOD SERVICES:

- Students will eat lunch in the classroom.
- School-supplied food should be delivered directly to the classroom or served in individual portions to each child by a designated staff member. Students are not allowed to participate in food preparation.
- No self-serve or family-style meal service (cafeteria)
- Students and staff should not share food and drinks and other personal items/there should be no common food items.
- Label personal items with the student's name to discourage accidental sharing.
- Food from home must not be shared with other students and should be stored with the student's belongings.
- Schools should only supply disposable cutlery if any at all.

STUDENTS WITH INTENSIVE NEEDS

- Identify students with disabilities and those who are vulnerable to disengage from school and develop and implement strategies to re-engage them
- Students with additional needs may require updated assessments and revised individual goals.
- For personal interactions, conditions must be created to allow for the provision of supports within a safe and secure environment, which may include the school setting or other appropriate spaces (follow PPE Guidelines)
- All health and safety measures must be in place and communicated with the relevant staff and family prior to the provision of the service.
- Other methods of providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.
- Consideration will be given to the directions given by the professional governing body of the staff providing the supports.

TRANSPORTATION:

- Follow provincial guidelines released on July 30, and August 13 and following guidelines in SVSD plan.
- Parents will be asked to transport their own children where possible
- Students should be assigned seats and a record of this seating plan should be kept in order to assist with contact tracing in the case of a student being confirmed with a case of COVID-19. Students who live in the same household should be seated together.
- Seating charts will be created to facilitate coordinated loading/unloading
- Driver will disinfect handrails, seat tops, and entrance doors between runs
- Nightly disinfecting of buses will be performed
- Transporting only SVSD students and only those 1.6 km from their school (Public Schools Act Guidelines, no other town routes).