



BRANT HALDIMAND NORFOLK Catholic District School Board

Agenda

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Special Meeting of the Board Monday, August 10, 2020 ♦ 1:00 p.m. Boardroom

Trustees:

Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson

Senior Administration:

Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer) Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, for ever and ever. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1-2

1.4 Declaration of Interest

1.5 Approval of Special Meeting of the Board Minutes – August 5, 2020

Pages 3-5

1.6 Business Arising from the Minutes

2. Committee and Staff Reports

2.1 BHNCD SB Re-Opening Plan

Pages 6-49

Presenter: Mike McDonald, Director of Education & Secretary

2.2 Board Improvement Plan for Student Achievement

Pages 50-61

Presenter: Lorrie Temple, Superintendent of Education

3. Information and Correspondence

4. Trustee Inquiries

5. Business In-Camera

207 (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:

- a. The security of the property of the board;
- b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c. The acquisition or disposal of a school site;
- d. Decisions in respect of negotiation with employees of the board; or
- e. Litigation affecting the board.



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6. **Report on the In-Camera Session**
7. **Future Meetings and Events**
8. **Closing Prayer**

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. **Amen***

9. **Adjournment**

Next meeting: Tuesday, September 22, 2020, 7:00 p.m., Boardroom



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Special Meeting of the Board
Wednesday, August 5, 2020 ♦ 9:00 a.m.
Virtual Meeting**

Trustees:

Present: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson

Absent:

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

Pursuant to Section 5, Subsection 5.1(2) of Ontario Regulation 463/97 under the *Education Act* which requires that certain members of a board be physically present at meetings, will not apply when schools are closed as a result of an order made under the *Education Act*, the *Health Protection and Promotion Act* (HPPA) or the *Emergency Management and Civil Protections Act* (EMCPA). In these circumstances, a board will be able to meet exclusively by electronic/virtual means.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the August 5, 2020 Special Meeting of the Board.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Special Meeting of the Board Minutes – July 27, 2020

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Minutes of the July 27, 2020 Special Meeting of the Board.

Carried

1.6 Business Arising from the Minutes – Nil



2. Committee and Staff Reports

2.1 Unapproved Minutes and Recommendations from the Budget Committee Meeting - July 30, 2020

Trustee Petrella, Chair of the Budget Committee, presented a balanced budget totaling approximately \$141.6 million for the 2020-21 school year which reflected the Board's goals and vision while ensuring legislative compliance.

Trustees Casey, Chopp and Dignard declared conflicts of interest on the Salaries and Benefits Budget recommendation due to the nature of employment of their children with the Board. They did not participate in any discussion related to this item nor did they vote on the recommendation.

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Budget Committee Meeting of July 30, 2020; and

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Budget Committee Meeting of July 30, 2020 which are:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2020-21 other Operations Budget, in the amount of \$31,017,570.

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2020-21 Capital Budget, in the amount of \$4,644,284.

Carried

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the 2020-21 Salaries and Benefits Budget, in the amount of \$110,573,405.

Carried

3. Information and Correspondence - Nil

4. Trustee Inquiries – Nil

5. Business In-Camera

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried



6. Report on the In-Camera Session

Trustees Casey, Chopp and Dignard declared conflicts of interest on the Salaries and Benefits Budget recommendation due to the nature of employment of their children with the Board. They did not participate in any discussion related to this item nor did they vote on the recommendation.

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

10. Future Meetings and Events - Nil

11. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.

12. Adjournment

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the August 5, 2020 Special Meeting of the Board.

Carried

Next meeting: Tuesday, September 22, 2020, 7:00 p.m. – Boardroom

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mike McDonald, Director of Education and Secretary
Presented to: Board of Trustees
Submitted on: August 10, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

BHNCDSB RE-OPENING PLAN

Public Session

BACKGROUND:

In an effort to ensure a safe and caring transition back to the school environment for students and staff, the BHNCDSB has been working on re-opening plans since May when a Steering Committee was established. The committee was made up of representatives from senior administration, school administration, corporate services departments, and all union groups. That group met to determine the principles that would underpin the re-opening process, and inform the specific steps and operationalization of that process by determining sub-committees to look into specific aspects of the re-opening while consulting extensively with public health officials.

On June 19th, the Ministry of Education provided guidelines to school boards in preparation for school re-opening for the 2020-2021 school year. Those guidelines directed school boards throughout the province to be prepared for school opening under three possible scenarios:

- a conventional model, with students attending everyday with enhanced public health protocols
- an adapted model, with a modified school day with cohorts of students attending on alternating days or weeks combined with some distance education
- full distance education model

DEVELOPMENTS:

On July 30th, the Ministry of Education announced their plans, and released new guidelines for the re-opening of 2020-21 school year. This plan outlined that all elementary schools in the province would be opened under a conventional model, and secondary schools would be opened under a conventional model or an adapted model depending upon the location and size of the board. The BHNCDSB was designated as a board to open under a conventional model whereby all secondary students attend school every day. The new guidelines included in this recent announcement put restrictions on the number of contacts for elementary and secondary students, identifying masking protocols for students and staff, and speaks to new health and safety protocols. Staff in the Board have been working diligently to align the new requirements outlined in those guidelines to the plans for the conventional model as directed by the Ministry. We are still awaiting further direction from the Medical Officer of Health and from the Ministry of Education with regards to some specifics around this plan, so there always exists the possibility that further changes may be required.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the BHCNDSB Re-opening Plan.

Re-opening Plan

2020-21

Brant Haldimand Norfolk Catholic
District School Board

for all



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for all

Everyone is doing the best they can in these challenging times. It is important to remind ourselves that the need to act is essential, but the need to care for others is paramount. As a leader in your community, model grace and gratitude knowing that these decisions have varying implications for your students, parents, and staff.

Prayer

Nothing Is Impossible with God

Can worrying about anything add a moment of life?

If God can take care of the birds of the sky and the plants of the field,
surely, God will take care of me.

Given the present challenges that we face, can worrying about this add a moment of life?

Yet, I continue to worry.

Lord, forgive my weakness when I worry, for this challenges my trust in You,
good and gracious God,

Help me to remember that, like the birds of the sky and the grass of the field,
You will take care of me.

Help me to recklessly surrender myself to You and boldly trust
in Your everlasting care.

AMEN

Introduction

At the BHNCD SB, our top priority is the health and safety of our students, staff and community. This principle informed all the work and planning which has taken place in preparation for the reopening of schools and administrative buildings for the 2020-2021 school year.

To ensure a safe and caring transition back to the school environment for students and staff, the BHNCD SB began to meet in early May to begin planning for re-opening. In the spirit of collaboration, a committee with representation from all stakeholder groups was struck to identify the principles which would underpin our efforts to prepare for September.

At that meeting the committee established that the priorities for the Board were:

- 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.

This collaborative approach can also be seen through the extensive consultation that Board staff has had with Public Health officials in Haldimand Norfolk and Brantford/Brant County and with the Ministry of Education. This document encapsulated the significant details in many important areas, but we recognize that there is still direction and information forthcoming from the Ministry of Education and the Medical Officer of Health. As we progress toward September, information will continue to be shared with students, staff, parents and the community.

We are confident that as we continue through our COVID-19 pandemic journey and through this re-opening process, that our faith and gospel values will continue to help guide our Catholic community through this uncertain time.

Guiding Principles

To guide our process, meetings and decision making we discussed guiding principles to follow and they are:

- Prioritize the health and safety of all students and staff and their learning environments.
- All students will learn with predictable and regularly scheduled learning opportunities which allow for connection to staff and other supports to promote their well-being.
- Learning will be personalized.
- Advance student achievement through high quality instruction and continuity of learning across all learning environments and models of instruction for all students.
- Ministry of Education guidelines and Public Health recommendations will be followed.
- Nurture trust with open communication and clarity of purpose.
- Demonstrate optimism and resilience.
- Flexibility and adaptability are honoured ensuring equity of access to learning and supports for all students.
- Involve stakeholders and community partners, gathering feedback as needed considering overall needs of staff, school communities and families.
- Hold true to our values, making the best choices and decisions that we can for our students, staff and families.



Health and Safety

Site and Class Environments

Access to Schools and Administrative Buildings

- Access to sites will be limited to staff, students, and authorized/pre-authorized visitors and volunteers only.
- Visitors and volunteers to any BHNCDSD site will be by appointment only. Wherever possible, telephone meetings with parents/guardians will be held.
- Where possible, all but the main entry doors must remain locked during normal operating hours. Where it is not possible to lock all but the main doors, alternative entries must have signs placed on the doors directing visitors/volunteers to use the main entry.
- Mail and deliveries should be contactless where possible.

Sign In/Out Procedures

- All authorized visitors, contractors, maintenance, IT staff, itinerant, Board office staff and anyone that is not a BHNCDSD staff member or student of the school must, in all cases, check-in at the main office of the location to sign in and out. Swipe card access is not sufficient for sign in/out purposes. The same procedures will be in effect for all administrative buildings.
- Casual staff will continue to be required to sign in prior to their assignment and sign out upon leaving the school.
- All persons who access the school outside of regular school hours must have permission, in advance, from their supervisor. In addition, all persons who access the school after hours must sign in and sign out and identify all areas accessed so that custodial staff are aware and can ensure that all occupied areas have been cleaned daily.
- Each sign in/out location should be equipped with pens and hand sanitizer.

Arrival/Departure Procedures

- Each Principal may need to alter/enhance entry/exit from school to include physical distancing protocols. This may include beginning arrival/dismissal procedures earlier to assist with physical distancing – i.e. staggered entry/dismissal times.
- School staff and/or parents/guardians should avoid congregating and socializing in groups. Where possible physical distancing must be observed.

Self-Assessments

- All staff (including casual staff) are required to engage in a daily self-assessment before reporting to work and anyone feeling unwell or identifying a concern based on their self-assessment should not report to work. Absences for this reason should be reported in Smart Find as “sick leave”. Please note that normal reporting requirements continue to apply, and medical notes will be required under our normal protocols.
- All students (or parents/guardians on their behalf) will be required to engage in a daily self-assessment before reporting to school and anyone feeling unwell or identifying a concern based on their self-assessment should not attend school.
- At the current time, the recommended self-assessment tool is from the Province. Should either of our health units provide a tool, it will be shared with staff and students.
 - COVID-19 Self-Assessment Tool: <https://covid-19.ontario.ca/self-assessment/>
- Symptomatic students (or parents/guardians) and staff 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.

Signage

- The following signage will be installed in each school and Board site and, where appropriate, will take the form of pictures and colours:
 - Physical distancing, handwashing and respiratory etiquette, one-way/directional markers, and access requirements
 - Additional signage maybe required as directed by Public Health
- Refer to **Appendix A** for examples of signage that may appear throughout schools.

Classroom Set-up

- To prepare classrooms, items that cannot be cleaned by the custodial staff, including soft surfaces, will need to be removed from the classroom. Personal items belonging to educators should be taken home to assist in reducing clutter.
- All area rugs and soft furnishings that cannot be easily cleaned and disinfected must be removed. Increased frequency of cleaning of permanent carpets will be a part of the enhanced cleaning protocols.
- Students will be asked to leave any unnecessary personal items at home and keep their desks clean and uncluttered to ensure proper cleaning and disinfecting.
- Staff will be required to keep their desk area clear of any clutter to ensure daily cleaning and disinfecting.
- Teaching staff will consider student seating in classrooms where collaborative tables are present to ensure distancing requirements are respected to the best of our ability.

Toys and Manipulatives

- Materials and resources that students come in contact with during the day will be limited, and rigorous cleaning protocols have been established for resources that might be shared.
- Only items which can be easily disinfected will be selected to be used.
- Educators will disinfect toys and manipulatives as required. No plush toys.
- Schools will need to isolate classrooms/non-used areas for storage of school purchased furniture and materials that have been temporarily removed from classrooms.

Science/Music/Tech Areas

- Science, music and shop teachers will implement ongoing disinfection of high touch areas within the classroom and will educate, direct and supervise students to ensure adequate cleaning and disinfection of PPE, equipment, supplies and tools before and after use.
- Educators will request/obtain additional disinfectant and paper towels from custodial staff as required.
- Students will continue to use their own mouth pieces, provided by the school, for music instruments.
- Mouth pieces shall not be shared.
- The sharing of instruments should be avoided if at all possible.

Cafeteria/Lunch Area

- Activities that involve the sharing of food between children or staff should not occur.
- Pre-packaged snacks/food the child can open on their own may be sent to school. Food sent to school should be kept with the child's belongings.



- Students should eat and drink in the classroom and maintain physical distancing whenever possible. No food or drink should be shared with others.
- Breakfast and snack programs may continue to provide food to students; however, they must not allow family style meal service, and the children must not serve themselves. Food provided should be pre-packaged whenever possible. The Board is currently working with the Child Nutrition Network and Brant Food for Thought on what the programs may look like.
- Food provided by the family should be stored with the child's belongings or, if refrigeration is required, should be kept in an area designated for the child's cohort and should not be handled by other cohort staff.
- Although the Board does not encourage lunch deliveries, in situations where a student forgot their lunch, contactless delivery is available at the front entrance. A student will be called by the main office to come and pick up their delivered lunch.
- Food service establishments (i.e. cafeterias) should follow the Ontario restaurant guidance posted [here](#).
- Vending machines are high touch surfaces, and hands should be sanitized before and after use.
- Students are encouraged to bring any necessary food and drink from home, keeping in mind that microwaves and fridges will not be available.

Movement in Schools

- If possible, staff/students should use stairs while in the building. If elevator use is necessary, staff should ride alone. When students are required to use the elevator, appropriate supervision is maintained. As physical distancing will not be possible while supervising students in elevators, staff should wear appropriate PPE.
- Staircases will need to be evaluated to determine if two-way traffic can be achieved while still maintaining physical distancing. Schools may have to develop traffic plans to support one-way traffic in the stairwell.
- Similar to staircases, traffic flow through building hallways will need to be assessed to determine if physical distancing can be achieved. In most cases, hallways will be wide enough to allow for division of direction. Visual reminders may need to be placed to assist students with this.
- Lockers will not be available until further notice.

Photocopy, Staff Rooms, and Meetings

- Use of educator or staff work rooms will be largely discouraged, but staff rooms will be reconfigured to allow for physical distancing when they must be accessed.
- Use of a photocopy/work room should be limited to one person at any given the time. Depending on the size of the rooms, the number of people may be increased, as long as physical distancing is achievable.
- Staff must wash their hands before and after using shared equipment. Equipment must also be wiped down with approved disinfectant.
- Staff meetings will take place remotely regardless of the scenario or model under which we are operating, unless there is the opportunity to maintain full and complete physical distancing.

Main Office Areas

- Plexiglass protection (i.e. sneeze guards) will be installed in the main office and possibly other areas of schools and board sites.

School Programming and Community Use of Schools

- Community Use of Schools (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.



Workplace Inspections

- Through the Joint Health & Safety Committee, school workplace inspection teams will participate in a start-up inspection prior to the start of the school year, that will include a checklist of COVID related measures. A checklist will be added to the eBase workplace inspection module.
 - ✓ General Precautions - Posters in place providing directions (hand washing, social distancing, screening, respiratory etiquette, etc.)
 - ✓ PPE requirements
 - ✓ Physical Distancing measures in place
 - ✓ Hand Hygiene - posters / stickers in place in washrooms and classroom sinks
 - ✓ Isolation room equipped with supplies (list supplies required)
 - ✓ First aid kit equipped with additional masks and gloves

Cleaning Protocols

- A custodian's regular cleaning routine will continue, however, to help facilitate the additional focus on high touch points, custodial tasks may be shifted – for example, less focus on dusting or glass cleaning.
- High touch points will be disinfected at least twice per day and when visibly dirty. This is aligned with the current guidance from Ontario Public Health:
 - www.publichealthontario.ca/-/media/documents/ncov/factsheet-covid-19-environmental-cleaning.pdf?la=en
- Facilities will be thoroughly cleaned before the start of each day using enhanced cleaning protocols (see **Appendix B**).
- Water fountain knobs and push buttons are considered high-touch surfaces and must be regularly cleaned and disinfected. Fountain mouthpieces will be covered and cannot be used until further notice.
 - Students will be asked to bring reusable water bottles, filled where possible, and to access bottle filling stations during the day for refills.
- Custodial staffing will be reviewed periodically, by the Manager of Facility Services to ensure schools are appropriately staffed to maintain the health and safety of staff and students.
- All staff will implement ongoing, informal, cleaning and disinfecting of their classroom/workspace.
- Staff can reference Appendix A for a list of classroom high-touch areas.
- Custodial services will provide readily accessible spray bottles with approved and properly mixed disinfectant and cleaning wipes and or paper towels for this purpose.
- Students may be engaged to assist with cleaning protocols of shared resources after their use (IT, science, sports equipment, etc.).
- As Education Assistants (EA) are assigned to a school to support identified students and any manipulatives that may also use., they can assist with the cleaning and disinfecting of these manipulatives and other equipment.
- For shared equipment (i.e. photocopiers), staff will need to clean their hands before and after use. The photocopier can be wiped down with appropriate disinfectant wipes as part of the touch point protocol.



Supply of Cleaning Products

- Custodial staff are to regularly monitor their cleaning supplies. An inventory of cleaning supplies will be housed at Facility Services. Schools can request cleaning supplies through a work order. The inventory will be monitored through Procurement Services and Facility Services.
- The process of ordering additional cleaning supplies will be managed centrally. Additional details on process will be shared prior to the start of school.
- Custodians will ensure ongoing top-up of hand washing and sanitizing supplies.
- Custodians will inform their Custodial Services Supervisor, well in advance, if hand washing, sanitizer, or cleaning supply stock begins to run low.
- It is recommended that each school be equipped with a list of cleaning products, hand sanitizer, and wipes that are being used to clean the facility. Staff/students will not be prohibited from bringing their own supplies, as long as it is one of the approved items on the list.
- Each cleaning product in use will require a Safety Data Sheet (SDS) onsite that is readily available for staff to review and will require product specific WHMIS training and PPE required to use such products.
- In order to ensure Notre Dame (Brantford) has the same cleaning standards as the rest of the schools, will likely need to provide additional cleaning supplies for classrooms and office areas. Notre Dame is a shared facility with Branlyn Public School, which is operated by GEDSB.

Personal Protective Equipment (PPE)

Staff

- There will be an element of PPE provided to staff and will be based on the individual roles within the Board and level of contact with students.
 - Refer to **Appendix C** which outlines the PPE provided based on roles. The PPE outlined in Appendix C will be required within the schools. Reasonable exceptions will apply.
- Staff will be expected to care for and maintain PPE provided which is only to be used for school purposes. Board provided PPE must not be used outside of the school or work setting.

Students

- All students from Grades 4 - 12 will be required to wear face coverings. Reasonable exceptions will apply. Students in Grades Kindergarten - 3 will be encouraged to wear face coverings, but not required to.
- It is the Board's expectation that all students in Grades 4 - 12 will wear a face covering while at school in accordance with the medical guidance provided by public health.
 - School Administrators will receive requests, in writing, stating the nature of a student's condition and how it impacts to the use of face coverings or other PPE. Each request will be reviewed by collaboratively by the Principal, Superintendent of Education, and local public health.
- Students who are experiencing symptoms of respiratory illness, even if mild, should stay home. The use of a mask or face covering is not an acceptable alternative.

Visitors and Volunteers

- All authorized visitors will be required to wear a face covering, at a minimum. Reasonable exceptions will apply. Visitors will be expected to provide their own PPE upon entry to any school or board site.



- Volunteers use of PPE will be dependent on the level of contact with students. At a minimum, volunteers will be required to wear a face shield and medial mask.

Supply of PPE

- Schools are to regularly monitor their PPE supplies. An inventory of PPE supplies will be housed at Facility Services. The inventory will be monitored by Procurement Services and Facility Services.
- The process of ordering additional PPE will be managed centrally. Additional details on process will be shared prior to the start of school.
- PPE may include disposable gloves, face masks (cloth, medical and non-medical grade), face shields, disposable gowns.

Outbreak Protocol and Preventative Measures

- We anticipate an outbreak protocol from the Chief Medical Officer of Health.
- The Board has developed a local COVID-19 Management Response Protocol that will be adapted as new information is received from the Chief Medical Officer of Health or our local health units. This protocol will be shared with all stakeholders as part of the Board's re-opening plan.
- In all cases, the Board will take its direction from the respective Public Health Units:
 - Brant County Health Unit (BCHU)
 - Haldimand-Norfolk Health Unit (HNHU)
- Individuals who test positive for COVID-19 will be contacted by their respective health unit and provided with information about their requirements to self-isolate and identify potential contacts.
- If a person was at a school/worksite while infectious, public health staff will determine if they posed any additional risk to the workplace, through their contact tracing. Public Health will consult with the Board if additional information is needed related to the individual (e.g., to confirm their close contacts) or if any other measures need to be taken by the workplace or staff to reduce the risk of transmission.
- If staff have questions or are concerned that they may have had an exposure they can contact their respective health unit:
 - Brant County Health Unit: (519) 753-4937 and press '1'
 - Haldimand-Norfolk Health Unit: (519) 426-6170 ext. 9999

Isolation Rooms

- Principals will select at least one room in each school as a designated isolation room. However, for larger school populations, greater than 500, Principals should consider identifying an additional room.
- A member of the school team will provide supervision, with physical distancing in mind. PPE must be worn during the supervision and must include face shield, disposable mask, gloves, and gown.
- Each isolation room will be equipped with supplies and PPE, such as disposable masks, face shield, disposable gowns, gloves. Supplies will include lined waste receptacle, and disinfectant.
- The isolation room will be deep cleaned after each use
- The room must have an "Isolation" sign that can be posted while the room is in use.
- The selected isolation room(s) must not impede the timely provision of school first aid services. A first aid room should not be designated as the isolation room.



Handwashing Etiquette

- Schools will be required to establish a hand washing protocol for students and staff that will be scheduled at set intervals throughout the day. Facilities Services conducted a survey to determine numbers of classrooms with a functioning sink but no soap dispenser. Soap dispensers and additional soap have been ordered and will be installed at these sites. Paper towel will also be provided.
- Custodial staff will monitor soap, sanitizer, and towel supplies and alert their Administrator supplies need to be replenished.
- Proper handwashing with warm water and soap is always recommended. In the absence of this, conveniently located, wall-mounted hand sanitizer stations have been provided, or a pump/squeeze bottle of hand sanitizer located in direct proximity to the commonly used entrance/exit door.
- Hand sanitizer will be in all classrooms and portable classrooms that do not have a functioning sink with soap and running water. Hand washing / sanitizer supplies will be assessed on a regular basis and restocked as required.

Privacy of Students/Staff

- Any communication to individuals that may be impacted due to a positive or suspected COVID-19 case must be considered carefully. The extent of disclosure should be sufficient to inform those who may have been exposed, but also protect the privacy of the worker/student who has or potentially has a positive COVID-19 illness. These obligations must be carefully balanced. Do not provide the name of the worker/student being tested, who is confirmed positive, or names of others being sent home from the workplace to self-isolate. It is best to communicate privately to those individuals who may have had close contact with the affected worker/student and refer generally to the areas in which the worker/student may have been present.

Awareness

- School Administrators must ensure school staff are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school.
- School Administrators will:
 - Clearly communicate with parents and caregivers their responsibility to perform a health self-assessment of their children daily before sending them to school. Paper copies may need to be provided to schools for those families that do not have access to the online self-assessment.
 - Alternatively, conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.
 - Establish procedures for students and staff who become sick while at school to be sent home as soon as possible.

Transportation

- All bus drivers will be provided with PPE by the Board. Bus drivers will be required to wear a level 1 face mask, while inside the bus and a face shield while students are boarding and de-boarding the bus. Reasonable exceptions will apply.
- With a conventional return to school, student numbers on buses will be as per normal.
- Students will be required to wear face coverings consistent with school requirements, that is:



- All students from grades 4 to 12 will be required to wear face coverings. Reasonable exceptions will apply. Students in grades kindergarten to 3 will be encouraged to wear face coverings.
- In the event of the “Adapted Model” being the scenario under implementation, school buses will be confined to 1 student per seat, unless the additional student is a family member, a student in same school, grade, and cohort. This will result in 24 students (plus any family member(s) or student in the same school, grade, and cohort) being the maximum number of students on a bus.
- In all eventualities, families will be surveyed as to whether they have used bussing in the past and if they intend to continue doing so for the 2020-2021 school year. Families who indicate that they are eligible for, but not planning on using transportation, will be temporarily removed from the bus until such time they indicate a desire for transportation services.
- In the event of an adapted return, cohorts will be determined for busses, based on geographic location. The maximum number of students per bus will be 24, with one seat per student, except in the case of a family member, which may allow some buses to exceed the number of 24 to closer to 30 or more. As with the conventional return, students will be asked to wear masks while on the bus. Drivers will also be required to wear provided PPE.
- Buses will have high touch surfaces disinfected twice daily by a product which carries a DIN and is confirmed to be effective against COVID-19. Hand sanitizer will be also made available on each school purpose vehicle.
- Illness kits will be available on all school buses which will be equipped with additional masks in the event that a student becomes ill on the bus. Students who show signs of illness while on the bus will be isolated, where space allows.
- Each bus will have a detailed seating plan in place. Students will only be allowed to sit in their assigned seat. The seating plan will assist public health officials to contract trace individuals who may have been exposed to the illness in the event that a case is confirmed.
- STSBHN will also be providing posters on each school bus vehicle. Refer to **Appendix D** for examples of the poster.
- Educational Assistants, Nurses and other staff involved in assisting in the boarding and debarking of students and those that are required to travel with students, will follow health and safety protocols and use the mandatory PPE provided.

Emergency Procedures

- Emergency procedures including drills are being re-assessed to determine if adjustments are required. Facility Services is investigating this further and consulting with our community partners.
 - Fire drill
 - Lockdown/Hold and Secure
 - Bomb Threat
 - Localized emergency protocols
- Any adjustment to first aid procedures are being researched and will be communicated as required to staff. Currently, the Heart and Stroke Foundation have provided the following guidance related to CPR, please refer to **Appendix E**. Additional PPE will be added to first aid kits (masks and gloves).



Staff/Student Accommodations

- Staff with underlying health conditions or who fall within the high-risk category will follow the Board's current accommodation process.
 - Staff who may need a medical accommodation in the workplace are to consult with Human Resource Services (HRS). Teachers who are on a medical accommodation, preventing them from regular class instruction may be assigned to daily online instruction and check-ins with students. A form that may be completed and submitted to HRS requesting a medical accommodation will be sent under separate cover to all employees.
- Parents/Guardians who do not want their child attend school in-person will be permitted to learn from home. Distance learning will continue and be in line with the guidelines provided by the Ministry of Education.

Staff Training

- All BHNCD SB employees are required to:
 - Review the BHNCD SB School Re-Opening Plan and all periodic updates as distributed by the district
 - Participate in any training or education sessions as required to operationalize this protocol
- Staff training is under review, but likely to take place at one of the PD Days prior to the start of classes and will include training and information on:
 - Preventative Health Measures (self-assessment, physical distancing, etc.)
 - Personal Protective Equipment
 - School Organizations
 - Health and Safety



Continuity of Learning

Introduction

- Normal weekly timetable with physical distancing, hygiene and cleaning protocols is in place for elementary students; Quadmester schedule for secondary (more information in Academic Programming section).
- Students should remain with their assigned classmates throughout the day and rotating classrooms is discouraged at this time for elementary. Students will still have French and STEM classes (more info in Academic Programming section).
- Teachers should create and incorporate some online learning components into a conventional model using Brightspace and other digital tools so that a seamless entry into a Distance Learning model can occur should the need arise.

Highlights

- Strengthening and maintaining our Catholic identity.
- Creating a positive learning environment that focuses on structures and routines to build relationships, provide opportunities for connection and support for students and staff.
- High quality instruction that is flexible, adaptable, personalized and available to all students through varied approaches.
- Facilitate instruction with a variety of tools to engage students (taking the best practices from distance learning/Brightspace to incorporate into your teaching).
- Focus on instruction and assessment using timely feedback and following our Essential Practices.
- The primary purpose of instruction and assessment is to raise the skill level of all learners in their achievement of overall curriculum expectations across all subjects, courses, and grades.
- Ensuring accessibility for success for all at the highest level.

Assemblies and liturgies

- Provide opportunities for school-wide Eucharistic celebrations, assemblies, liturgies and gatherings when and where physical distancing is possible or virtually when you cannot be physically distanced.

Building relationships and getting to know your students

- This is vital during this reopening time; great opportunities to do so face-to-face and utilizing remote learning tools.
- Focus on creating a safe place, discussing health and safety, checking in on their needs and where they are at.
- Convey your high expectations and seek their expectations of you to support their learning.
- Class meetings are encouraged along with reflection, interaction, and Christian Meditation.
- Have your Brightspace class set up, share how to log in and access with students and families right away as school starts up following the Brightspace guidelines shared.
- Practice using the class page for posting, sharing announcements, submitting information, and providing feedback for all grade levels K-12 at the beginning of the school year.
- Weave in opportunities for students to practice and reflect upon social and emotional learning throughout the day.



- Seek feedback often from your students and their families to support getting to know them and elicit what is working or not working for them.

Teaching and Learning:

Kindergarten Classrooms

- Play-based learning remains the program philosophy in our kindergarten classrooms.
- Student items from home should be placed in a designated area in the classroom which allows for physical distancing to access, where possible.
- It is the expectation that both the classroom teacher and ECE will provide high quality instruction to students in small and large groups considering physical distancing.
- See health and safety section for toys and class material information.

Grades 1 - 12 Classrooms

- See health and safety section for class material information.
- All digital tools should be used by an individual student as much as possible and should be wiped down after use if shared.
- Set up norms and routines for use of the Brightspace classroom space and share with families at the beginning of the school year (e.g. Post announcements there to start the year off).
- Opportunities for cross-curricular activities utilizing SAT members and colleagues for support.
- Instructional experiences including modelling, guided instruction, collaborative work, and independent work in varied approaches to support student engagement face-to-face and in the digital environment.
- Focus on diagnostic assessment and knowing the learner to start using SAT members support and resources shared for curriculum continuum and gap closing initiatives.
- Students and teachers should spend time focusing on digital citizenship (using technology appropriately and respectfully using the guidebook and guidelines provided).

Classroom Environment (Brightspace and Face-to-face)

- For classrooms that normally offer flexible seating, it is recommended that students instead be designated the same seat each day to limit exposure.
- Group work should be done in small groups where physical distancing can occur.
- Circle time (on the floor) can occur if physical distancing guidelines are adhered to and students should always sit at one designated and marked spot on the floor.
- Ensure Brightspace environment is part of the set-up of your classroom.
- Post information links for learning content on Brightspace in the Activity Feed.
- Engage in interaction activities as necessary via Teams platform to practice.
- Follow guidelines shared for Brightspace and Teams.

Synchronous Learning and Asynchronous Learning

- Early in the year, training on digital tools for students and families should be offered (either synchronously or asynchronously) to ensure the use of technology is not a barrier in student learning.
- Synchronous and asynchronous learning are both valuable approaches to distance learning and are expected to be used together to deliver a robust program remotely.
- More information coming from the MOE on synchronous guidelines.



Visual Arts/Music/Drama/Dance

- Most overall expectations for the Music strand can be met without the use of instruments in both the elementary and secondary Arts curriculum.
- Sharing of materials for any subject area should be limited and all items used need to be disinfected after use.
- Always follow proper hand hygiene.
- Consider postponing playing of wind instruments, large choirs assembling to sing or perform, until later in the year.
- A variety of delivery options may be considered to meet the music curriculum's overall expectations: consider conducting virtual performances; students recording own demonstrations/ presentations to be shared with the class.
- More information in documentation being shared by Chris Rait for suggestions on teaching music/drama/dance in line with current public health recommendations.

Physical Education Classes

- In elementary and applicable secondary Health and Physical Education courses, efforts should be made to address the overall expectations of the Active Living and Movement Competence strands outside, where possible.
- Gymnasiums should only be used where physical distancing measures can be followed.
- Capacity in change rooms should be limited for secondary school; students are not to change for PE class in elementary.
- Facilitate curriculum expectations that focus on individual skills. Modify when units are covered and how they are covered.
- Postpone contact sports and team sports that do not meet physical distancing guidelines.
- Disinfect any materials/equipment that are used during Physical Education class.
- Be aware of any high respiratory activity (running for long periods of time or high exertion activity).

Technology Classes at Secondary (Cosmetology, Construction, Auto Shop)

- Utilize *Tech Class Protocol Guidelines for Covid* shared by Peter Svec.
- Carefully disinfect and sanitize any equipment used.
- As much as possible limit students sharing equipment.
- A variety of delivery options may be considered to meet technological education curriculum expectations.
- Technological education classroom cohorts must be designed to meet all physical distancing practices as well as health and safety precautions.
- Refer to *Ontario Council for Technology Education's* website for suggestions on teaching technological education in line with current public health recommendations and in virtual environments.

Cooperative Education

- Co-op placements may be offered virtually, where feasible.
- In-person community placements can be arranged in alignment with the direction and recommendations of the local health unit, the direction of the school board, and with the safety and curriculum requirements of the Cooperative Education curriculum.



- Cooperative education is a key component of Specialist High Skills Majors, the Ontario Youth Apprenticeship Program and Dual Credit Programs.

Dual Credit and Specialist High Skills Major

- Dual credit programs/courses will still be offered to the best of our ability
- Certifications for Specialist High Skills Major can proceed but some may be held virtually.

English Language Learners

- Ensure families understanding all communications of new protocols and safety measures.
- Ensuring parents and students are familiar with their rights and obligations and opportunity for support and accessibility.
- Central staff to provide assessments and orientation of newcomers in August.
- Diagnostics early to determine gaps and remediation to mitigate loss of English language.
- Provide access to technology, training in use of the technology for students and parents.
- Provide over the phone interpretation services and communications in translations.
- Central staff to provide social stories and other videos in other languages.

Library/Learning Commons

- Not utilized at this time unless for larger classes for physical distancing.
- Considering different ways for staff and students to utilize the resources housed in this area.
- Disinfect and sanitize resources that are used and returned.
- Library staff may visit classrooms virtually or in person, on a scheduled basis, to enhance learning and offer resources for learning (read aloud, research support etc.)
- Consider creating a “library on a cart” with resources to be shared weekly with classes, disinfected at the end of the week, and create a new one for the next week for another class.

Assessment for/as/of Learning

- Consider a variety of options for feedback and summative assessments utilizing face-to-face as well as Brightspace tools.
- Assessment is well designed and strategic with the purpose of knowing our learners.
- Use assessment cycle for, and as learning to understand your learners and drive instruction.
- Use learning goals and success criteria to clearly communicate what students are expected to learn and what successful learning looks like for all students.
- Use descriptive feedback that is timely and includes strengths, areas of improvement and next steps for learning.

Recess Breaks

- Students will participate in recess with cohorts/classmates as much as possible.
- Recess breaks may be staggered to limit the number of students in the school yard depending on yard space and ability to maintain a compliant supervision schedule.
- Play structures and/or sports fields can be open with a schedule for one cohort/class of students at a time and disinfecting in-between use.

Back to School/Meet the Teacher Nights

- These welcome events are important and should be facilitated virtually through digital and remote learning tools which can include synchronous events, videos, phone calls, as well as a variety of other modes of communication to parents.



Field Trips

- To align with physical distancing, schools should not plan field trips and activities requiring group transportation at this time, until public health data suggests otherwise.
- Virtual fieldtrips are encouraged.

Clubs and Sports

- Schools can offer clubs and 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.

OSSLT (Ontario Secondary School Literacy Test)

- For those students graduating before February 2021 who have not yet met the literacy graduation requirement, should be enrolled in the Ontario Secondary School Literacy Course (OSSLC) or go through an adjudication process.

Volunteer Hours

- Grade 12 students will need to complete the 40 hours of community service.
- Virtual volunteer opportunities may be utilized.
- The 40 hours requirement was waived by the government for the 2019-20 graduating year (students who graduated in June 2020), but to the best of our knowledge is an applicable requirement for graduates in the 2020-2021 school year.

Before and After School Care

Arrival and Program of Students-Before School programs

- Students will be expected to exit the child care program through the program's designated outside doors (program normally ends morning outside to allow students to gather with their cohort) and then enter the school with the rest of their classmates through their classroom/cohort doors.
- Every student will sanitize their hands upon entering the school.
- Follow program's and school's screening protocols.
- Toys/materials to follow guidelines outlined in Ministry Protocol.
- Snack time protocols to be followed as outlined by the Ministry.
- Outdoor play is encouraged.
- Physical distance when in doors.
- Masks to be worn as outlined in school guidelines.
- Cleaning and all other health and safety protocols (outbreak management) are to be followed.

Departure and Program of Students - After School programs

- Students will exit the school through their assigned outside doors and enter the child care program through its designated location.
- Students will not travel, as much as possible, through the school to enter the child care program. This group of students should be the last group to leave the classroom.
- Each program may have a variation of the departure as set up at the local site.



- Follow program's and school's screening protocols.
- Toys/materials to follow guidelines outlined in Ministry Protocol.
- Snack time protocols to be followed as outlined by the Ministry.
- Outdoor play is encouraged.
- Physical distance with indoors.
- Masks to be worn as outlined in school guidelines.
- Cleaning and all other health and safety protocols (outbreak management) are to be followed.

Overall

The board is working with child care partners in developing plans for a return to school for all school-based child care centres, before and after school programs and EarlyON programs. Some of our operators are facilitating summer programs in our schools. Our child care partners must adhere to the guidelines from both the Ministry and Public Health before programs begin. Plans and guidelines are currently being developed to support the shared spaces for our Before/After School programs.



Supporting Special Education and Wellness

Supporting Students in Special Education

Summer Support and Transition Program

- Providing a menu of supports and programming to transition students with differing needs back to school.
- Transition supports could include learning a new skill or routine in health and hygiene, appropriate social interaction, physical distancing, skill building in transitions from school and home, etc.
- Central Staff is coordinating Psychoeducational and Speech and Language assessments in August to reduce waitlists and provide baseline data for programming. Results will be shared with families and the necessary school personnel in the fall.
- Mental Health Regulated Professionals in place all summer to support students in summer programs. Social Workers provide regular check-ins with students and offer assistance to students and families who have accessed support through the new support phone line.

Identifying and Mitigating Learning Loss

- The Board has secured the ability for our Speech-Language Pathologists to perform virtual assessments in August.
- Nelson personnel will be conducting summer psychoeducational assessments and have their own protocol for safe assessments in place that aligns with this document.
- Focus for educators to begin the school year should be about relationship building, social interaction and diagnostics. Diagnostics should be completed in a timely fashion to determine gaps and to be able to provide remediation.

Cohorting

- At both elementary and secondary schools, Self-Contained and Transition classrooms will be their own cohort.
- In the event schools moves to an adapted model, students in self-contained classes would remain in their class cohort and attend every day. Students who are integrated in credit bearing classes in secondary would remain in their self-contained cohort and complete the work for the credit bearing class online those days. Students with “high” special education needs (e.g. low-functioning, non-independent students with Autism, non-verbal students, students on an alternative report card, etc.) that are in mainstream classes would be in one of the cohorts of their class. When that cohort is at home doing distance learning, these students would continue to be at school with Special Education staff and support staff in a specialized cohort.
- Parents of students with “high” special education needs will have the ability to opt out of an everyday cohort.

Transportation of Students with Special Education Needs

- Programs using Public Transportation will be paused.
- Experiential learning placements and transit training will be paused.



Personal Equipment, Devices and Learning Materials

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

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.
- Ensure all students understand what safe travel means, will learn the appropriate routes (E.g. entry/exit of the gym) throughout the school, handwashing and hygiene guidelines and modifications to the physical setting.
- Special Education teams will need to plan for learning regarding appropriate social interactions during the modified school year (not touching others, physical distancing, washroom routines, lining up, personal space, boundaries, waiting in turn, water refill stations, etc.).

Personal Care

- Specialized PPE is mandatory for staff working directly with students with significant special needs.
- Washrooms, change stations, toileting, lifts, will be sanitized by custodial staff regularly according to guidelines in the health and safety section.
- Custodial staff will need to respond exigently to personal accidents.

Sanitization of Learning Resources and Other Classroom Items

- Schools will eliminate/reduce items coming into the classroom and communicate this to families.
- System SERTs are to work with school staff to order in advance, multiples of touchable items to create individual bins of touchable items for each student in a self-contained special education class.
- Sanitizer and wipes will be available for students to clean their items.
- Staff will need to be vigilant in monitoring students on the move and possibly touching things in the class.
- No shared items in the class.

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.
- School teams can substitute with similar activities that are safer.
- Use of sensory rooms and other specialized areas must be sanitized after each use.

Medically Fragile Students

- Schools will communicate with parents of medically fragile students in August. They will encourage 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.
- Families that wish to opt for distance learning will follow the same process in the Continuity of Learning section of this document.



- Students who need PPE exceptions 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. Students with sensory, breathing or other difficulties may be exempted by the school principal, guided by school board guidelines.

Frequent Movement Required for Students

- Some students may flee a class/building spontaneously and unannounced. Other students may need to leave class quickly when triggered. School teams will create a support team protocol to safely respond to these situations.
- As part of their development plan, some students use bikes, trampolines, walkers, scooters to move throughout the halls. School teams will identify and mark routes/areas for this movement and schedule aligned with greater school guidelines.
- Teams will need to identify a safe space with distancing measures for students in crisis.

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.

Proximal Support

- EAs and other staff may be required to be within 3 feet of students for long periods of time. Mandatory PPE is defined in the Health and Safety section of this 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.
- School teams need to ensure they secure specialized PPE for leading classes with students who are deaf or hard of hearing and students with other specific needs.

Itinerant Staff and Community Partners

- 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.
- 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.
- Protocols will also be shared for students who may only be able to continue with distance learning delivery.

I/PRCs, IEPs, Accommodations and Special Education Support

- There is limited student capacity in learning resource rooms and wellness centres. School teams will need to schedule the use of these rooms according to guidelines in the health and safety section of the document and sanitize the area after each student use.
- When providing withdrawal assistance, SERTs will pick the student up from class following safe in-school transit protocols.
- Unless absolutely necessary, SERTs will not provide assistance in class to avoid increased contact.
- Schools should identify extra rooms available for student support if possible.



- Meeting for IPRCs, IEP consults, parent meetings and consultations with itinerant staff will continue to occur virtually in place of face-to-face meetings at school.
- IEPs are reviewed and revised where appropriate to reflect the changes in learning environment.
- Assistive technology will continue to be provided for home use.
- Gifted modules at St. Mary CLC will be paused.
- Have a private secure area (meeting professional college and health and safety requirements) for assessments, therapy, interviews, and rehabilitation services (e.g. speech-language pathology, occupational therapy, and physical therapy).
- Special education staff will continue with virtual support for those students who are opting for distance learning.

Supporting the Mental Health and Wellbeing of Students

Wellness in the Classroom

- Support staff are required to wear PPE when supporting students.
- Students in crisis may need to leave the classroom to go to a safe space. Support staff will go to the class to escort a student to a safe space.
- Students who need time outside of the classroom, will be picked up and escorted by support personnel.
- School teams will communicate new protocols for crisis response to staff. Support staff will in-turn provide new guidelines for students currently in their care.
- As noted above, focus of educators for first number of days should be relationship building, social interaction, and diagnostics; using a Good for All approach (Tier 1).
- To 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.

Having a Private and Secure Meeting Space

- Schools will identify a meeting space (meeting professional college and school board health and safety requirements) for assessments, therapy, interviews, crisis, and rehabilitation services. This space may be utilized by board or community MH professionals; and where possible, may require more than one space per school.
- Support staff will continue with virtual support for those students opting for distance learning.

Attendance

- Attendance monitoring, protocols and referrals are different during this school year.
- For students who are attending school, attendance protocols remain the same recognizing the flexibility needed regarding implications of the current context and keeping students and staff healthy.
- For students who are engaged only in remote learning, attendance should be taken according to the school's daily protocol. Students in remote learning should be provided with a daily schedule of subjects/courses according to a 5-hour instructional day with opportunities for frequent, live contact with a teacher and expectations for synchronous learning.
- School will communicate to staff and families, the application of new attendance protocols.



- Further guidance from the Provincial Attendance Counsellor will be shared with school administrators and Attendance Counsellors.

Student Wellness Following a Traumatic Event

- Trauma due to the loss of family members, isolation, suicidal ideations, food insecurity, loss of income, loss of housing, etc. may be experienced by some of our students.
- BHNCDSD is increasing support staff FTE to assist in providing care for all students.
- Virtual family and student support meetings will continue via Teams and Ontario Telemedicine Network.
- Support staff will continue with regular virtual check-ins with students who do not return to school in September.
- Home visits and/or wellness checks may be required for those that are disengaged. BHNCDSD staff will not enter a student's home but may meet the student outside the home.
- System staff will continue to work with community agencies to provide clear understanding of shared Circle of Support/Pathways to Care.
- Staff will continue professional learning with a focus on building students' social-emotional learning skills so that they can build resilience, manage their stress and build positive relationships in this environment. Professional learning will be provided for system leaders, educators, and mental health professionals to support the approach to school re-entry, as well as throughout the school year.
- The Board will make use of the School Mental Health Ontario "toolkit" to support the mental health of all students and educators to support students.
- BHNCDSD 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.
- Social Workers and Child and Youth Workers will continue with training in self-regulation, trauma informed schools, virtual care and high-risk scenarios in virtual care.
- Support staff will collaborate with child and youth mental health agencies to support strong connections and make the best use of mental health resources and supports across the integrated system of care.

Supporting Staff Mental Health and Wellbeing

- Staff may also experience trauma due to loss during the pandemic. Some staff may also need additional support for the return to school in the new learning environment.
- 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 will be provided.
- Communication of Employee and Family Assistance Program.
- Increase in Human Resources Services support to help staff who require additional support returning to school.
- Professional learning and resources will be provided to help staff with the stress of new learning environment.
- Provide educators with resources from the School Mental Health Ontario "toolkit" to support the mental health of all students.



Re-Entry School Opening

On July 30, 2020, the Ministry of Education (EDU) announced its plans regarding school re-entry for September 2020. Based on the information received from this announcement, the BHNCD SB will be re-opening schools under the following operational parameters.

Re-Entry School Opening - Elementary Schools

- As directed by EDU, on September 8, 2020 all elementary schools in the province will open for conventional in-person delivery of teaching and instruction, five days a week.
- This applies to all Kindergarten to Grade 8 students.
- Elementary students will not be placed into smaller groups (cohorts).
- Parents/guardians will continue to have the option to opt their children out of face-to-face instruction, which respects the fundamental role of parents in making the final determination whether they feel safe with their children returning to school
- Students in Grades 4 to 8 will be required to wear masks indoors on school property.
- Students in Kindergarten to Grade 3 will be encouraged, but not required to wear masks in indoor spaces.
- Students with special education needs will attend school each day.
- As previously mentioned, student in-person attendance will be optional for 2020-21. Parents/guardians may elect to opt out of sending their child(ren) to school and request that students be allowed to attend school remotely (distance education).
- All teacher will be required to maintain their online classroom environment and update their virtual classroom site with all required resources, information, and announcement via Brightspace.
- All elementary students who elect to return to school in September will receive the standard 300 minutes of instruction including face-to-face French and STEM instruction - Kindergarten receives prep otherwise.
- Lunches and breaks will be staggered where possible to assist with physical distancing. “Staggered” is defined as half of the students eating inside the classroom while the other half of students are outside.

Student/Teacher Elementary Schedule – Conventional Return & Full Attendance - No Cohorting

Period & Time	Monday	Tuesday	Wednesday	Thursday	Friday
P1: 8:55 – 9:45 (50 mins)	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
P2: 9:45 – 10:35 (50 mins)	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
BREAK # 1: 40-50 mins (20/25 mins. Eating (in class), 20/25 mins. (outside))	Half of students on break Other half on recess				
P3: 11:15 – 12:05 (50 mins)	MATH	MATH	MATH	MATH	MATH



Period & Time	Monday	Tuesday	Wednesday	Thursday	Friday
P4: 12:05 – 12:55 (50 mins)	MATH	MATH	MATH	MATH	MATH
BREAK #2: 40-50 mins (20/25 mins. Eating (in class), 20/25 mins. (outside))	Half of students on break Other half on recess				
P5: 1:45 – 2:35 (50 mins)	RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	RELIGION, SOCIAL STUDIES / HIS / GEO /STEM	RELIGION, SOCIAL STUDIES / HIS / GEO /STEM
P6: 2:35 – 3:25 (50 mins)	FRENCH	FRENCH	ART	FRENCH	FRENCH
Total = 300 mins.					
Special Education Students - All 5 Days and Follow Regular Schedule	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
Fully Online Students	Synchronous and Asynchronous online learning				

Note: The schedule depicts a typical Primary class schedule. Junior and Intermediate schedules may differ.

Moving to an Alternative Teaching and Learning Model if Required to Do So After the Start of the School Year

- Schools may be required under the direction of the Ministry of Education and/or local Public Health to pivot to an either a fully online / distance learning model or an adaptive model after the start of the new school year.
- For more information regarding these alternative teaching and learning models, please refer to **Appendix F**.

Re-Entry School Opening – Secondary Schools

As part of the EDU announcement on July 30, 2020, all school boards are encouraged to adopt secondary schedules that emphasize cohorting of students (placing students in small groups) as much as possible so to limit the number of student-to-student contacts.

- To reduce risk of transmission and to support contact tracing, school boards are to develop timetables that:
 - Limit indirect and direct student contacts to approximately 100 students in the school and;
 - Are encouraged to keep secondary school students in a maximum of two face-to-face classes in any given week.
- To adhere to these recommendations set out by EDU, secondary schools in the BHNCD SB will open on September 8, 2020 with all students attending class.



- What will be different; however, is that secondary schools will be operating under a “quadmester schedule”.
- Specifically, rather than having students enroll in a conventional model that delivers four 75-minute face-to-face courses each day over one semester, secondary students will be taking four face-to-face courses over two terms. Each term will run for approximately 46 days.
- During the first term, students will take their period 1 and 2 classes each day.
- Students will receive the required 300 minutes of instruction per day which will include a 75-minute supervised tutorial where students work independently while in class.
- Students with special needs are expected to attend school five days a week.
- Students will not have access to school lockers and will always be expected to keep their school and personal belongings with them.
- Lunches will be staggered to further reduce student contacts and promote physical distancing.

Why a “Quadmester” Timetable?

- The reason for starting the school year in a quadmester rather than a conventional four-period conventional semester schedule is two-fold:
 - First, limiting students to only two face-to-face periods a day throughout a typical week reduces the number of contacts being made each day, further ensuring students’ health and safety and may also assist with contact tracing should infections occur.
 - Second, should the Ministry of Education or local public health signal to the Board, at some point after the start of the new school year, that it will be necessary to move to an adaptive and cohorted model where only half of the students are attending at any given time, the Board will be able to seamlessly pivot to this quadmester model with no disruption to academic program delivery.
- Moving from a traditional four period semester model to a quadmester model mid-semester would result in a significant disruption to student and teacher schedules and program delivery. The Board maintains that the decision to begin the school year in a quadmester model is a prudent strategy.
- See the next page for a typical student timetable under a quadmester timetable with full attendance.

Quadmester Student Schedule with Two Periods Per Term – Full Attendance - No Cohorting

Semester 1, Term 1

All Students	Last Name A - Z	Group C	Special Ed.	Group D	Fully Online
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Time	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Begins 7	8	9	10	10
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					



Week 2	14	15	16	17	18
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					
Week 3	21	22	23	24	25
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					
Week 4	28	29	30	October 1	2
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					

Note: lunch times will vary from secondary schools. Typically, grade 9 and 10 students will be scheduled an earlier lunch and grades 11 and 12 a later lunch.

Voluntary Distance / Online Learning from Home

- To ensure students and families are supported and respected in making decisions that work best for them, in-person school attendance will be optional for the 2020/21 school year. If not attending in-person, students will be expected to attend school remotely.
- Remote learning options will be available for all students on a full-time enhanced distant/remote learning basis with access to learning materials posted online to support both synchronous and asynchronous learning opportunities during the day.
- For secondary students who elect to learn remotely, online courses may have to be delivered through St. Mary Continuing Education Learning Centre (STCLC) rather than through their home school.
- Students could expect to have different teachers deliver the online course rather than their scheduled teacher at the student’s home school.
- Alternatively, fully independent learning models are also available through the *TVO Independent Learning Centre (ILC)* - over 140 courses are available in both English and French.
- All reasonable requests by students for independent study will be considered as best as possible and students should be able to access guidance counsellors to confirm that credits support their academic pathway.
- It should be noted that SMCLC, may not be able to provide all courses in a remote fashion that a student is currently registered in at their home school.
- Schedule changes may be necessary and will be determined on a case by case basis.



Moving to an Alternative Teaching and Learning Model if Required to Do So After the Start of the School Year

- Schools may be required under the direction of the Ministry of Education and/or local Public Health to pivot to an either fully online / distance learning model or an adaptive model after the start of the new school year.
- For more information regarding these alternative teaching and learning models, please refer to **Appendix F**.



References

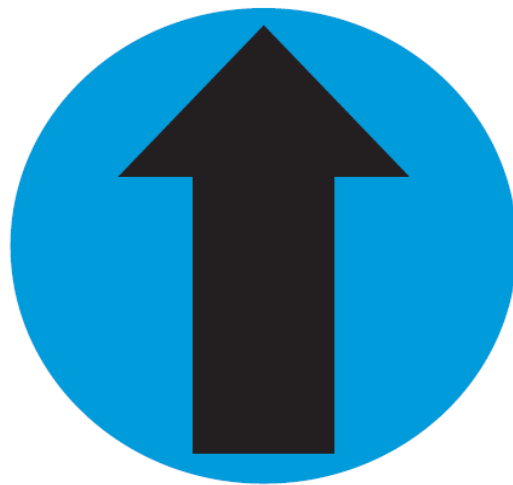
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- Leading with Hope: A Reflective Guide for Catholic Schools in a New Reality
- Ministry of Education Guidance Document, July 30, 2020;
- Ontario Art Education Association, June 22, 2020
- Ontario Council for Technology Education's website;
- Physical & Health Education (PHE) Canada's resource or the Ontario Physical and Health Education Association (Ophea) website;
- Principal Connections, Summer 2020
- School Resumption FAQ and Handbook, from OCSOA
- Sick Kids Recommendations;
- Teaching Music Class – OMEA;

Appendix A – Signage Examples

Stand Here



Directional Arrows





Appendix B – Enhanced Cleaning Protocols

The following enhanced cleaning measures have been developed to mitigate the spread of virus during an outbreak or pandemic. During these times, Custodial staff place a priority on cleaning and disinfecting surfaces and objects that are touched often:

School High Touch Surfaces

High Touch Surfaces

- Athletic Equipment
- Copier/Printer
- Hard Surface Benches/Chairs
- Door Handle / Light Switch
- Keyboard / Mouse
- Locker Exterior
- Railings
- Pencil Sharpener
- Desk & Table Tops
- Telephone
- Sink / Toilet FlushHandle

For kitchens and restrooms, follow standard operating procedures

Classroom High Touch Surfaces

- Desk Top
- Door Handle
- Light Switch
- Pencil Sharpener
- All Surfaces
- Keyboard
- Mouse
- Copier/Printer
- Sink

High Touch Surfaces



Appendix C – Personal Protective Equipment (PPE)

<u>Role</u>	<u>Cloth Face Covering</u>	<u>Medical Mask</u>	<u>Face Shield</u>	<u>Disposable Gloves</u>	<u>Disposable Gowns</u>
Classroom Teachers		✓	✓	✓	
Educational Assistants (EAs)		✓	✓	✓	✓
Early Childhood Educators (ECEs)		✓	✓	✓	✓
Student Support Staff		✓	✓	✓	
Library and Guidance Staff		✓	✓	✓	
Principals/Vice-Principals	✓	✓	✓	✓	✓
Department Heads		✓	✓	✓	
School Secretaries		✓	✓	✓	
Coordinators and Consultants	✓	✓	✓	✓	
Trustees	✓			✓	
Directors and Superintendents	✓	✓	✓	✓	
Central Services Staff	✓	✓		✓	
Custodial and Maintenance		✓	✓	✓	✓
Students *	✓			✓	
Bus Drivers		✓	✓		
Authorized Visitors **		✓			
Authorized Volunteers		✓	✓	✓	
Isolation Rooms		✓	✓	✓	✓

Roles

Student Support Staff - Social Services, CYWs, Mobility and Orientation Instructor, Speech Services, Psychological Services, Attendance Counsellors, Lunch Monitors, Administrative Support, SERTs, ABA Leads, Other Professional/Paraprofessionals

Central Services Staff - Finance, HR, IT, Facilities, Procurement, Administrative Support

PPE

Cloth Face Covering: Staff will receive three (3) cloth face coverings to use and maintain

Medical Masks: Staff will receive two (2) medical masks (type 1 or 2) each morning for use at school

Face Shields: Staff will receive one (1) face shield to use and maintain. Replacements are available as required

Disposable Gloves: A supply of disposable gloves will be made available for use as required

Disposable Gowns: A supply of disposable gowns will be made available for use as required

* All students from grades 4 - 12 will be required to wear face coverings. Reasonable exceptions will apply. Students in grades Kindergarten - 3 will be encouraged to wear face coverings.

** Visitors will provide their own PPE. A small supply of medical masks will be made available.

Appendix D – STSBHN Posters

STAYING SAFE on the BUS



BEFORE YOU GET ON THE BUS



STAY HOME
if you are sick



CLEAN HANDS
using soap/sanitizer

WHEN YOU ARE ON THE BUS



wear your
MASK



cough/sneeze into
your elbow/shoulder



AVOID
touching your eyes,
nose and mouth

keep your hands
to yourself,
DO NOT
SHARE ITEMS



STAY in your
ASSIGNED SEAT



bring all personal
belongings with
you when you are
exiting the bus

Public Hands-Only CPR*

during the COVID-19 pandemic. Four steps you can handle.



Phone 9-1-1 and shout for an AED.

Don't delay – ACT!

If no one is around, use your mobile phone on speaker mode to call 9-1-1.

Tell them if COVID-19 is suspected.



Prevent contamination by laying a cloth, towel, or clothing over the mouth and nose.

This will help prevent any potential spread of the virus through contaminated air or saliva.



Push hard and fast in the centre of the chest.

Think of the beat of *Stayin' Alive* or about 100-120 beats per minute.

Don't stop until help arrives or the person begins to respond.



Use an AED if available.

AEDs are safe and simple to use. Turn it on and follow the voice instructions.

After providing Hands-Only CPR

Wash or throw away the cloth, towel, or clothing used to cover the person's face. Wash your hands thoroughly with soap and water. An alcohol-based hand gel is an alternative.

If you see someone suddenly collapse or if they're unresponsive, you can save their life using your phone, your hands and your wits. **Don't hesitate – you can't hurt, you can only help.**

heartandstroke.ca/cpr



* The heartand/ icon is its own and the heartand/ icon followed by another icon or words are trademarks of the Heart and Stroke Foundation of Canada.



Appendix F – Cohorting Models

BHNCDSB Elementary School Adaptive Model with Cohorting:

Should it become necessary after the start of the school year to move elementary schools to an “Adaptive” model where student cohorting is required, the following parameters will take effect:

- Onsite attendance is optional.
- All students in grades 4 – 8 must wear masks.
- School is divided in half by alpha as well as accommodating families as best as possible that are not in the same alpha half in other classes.
- No change to start and end time – no impact to transportation schedule and no impact to morning and afternoon family routine.
- First Half of School (A – L) = A Cohort.
- Second Half of School (M – Z) = B Cohort.
- Class cohort size will be limited to approximately 15 students per cohort.
- Cohort A would attend 3 days one week and Cohort B attend 2 days and then the schedule flips (on every Wednesday) with Cohort A attending only two days in the next week and Cohort B attends three days.
- Special Education Students/ Self Contained Classes = C Cohort.
- Exclusively online = D Cohort - students who opt out of face-to-face instruction – instruction is delivered online.
- Weeks on which a holiday or a PD day occurs – the face-to-face schedule moves to two days of for cohort A and two days for cohort B.
- All periods run each day including a 40-minute lunch/break that are staggered.
- All teachers are expected to develop and maintain an online class presence using Brightspace and all resources used in class should be posted and made available for students/parents to access online.
- When not in school, students are expected to work on and complete assignments, tasks assigned during the face to classes.
- French (FSL) Teachers/Itinerant Teachers and STEM teachers would continue to enter the classroom and replace the classroom teacher for preparation and planning time.

Typical Elementary Student Attendance Under an Adaptive & Cohorted Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A	A	A	B	B
Week 2	A	A	B	B	B
Week 3	A	A	A	B	B
Week 4	A	A	B	B	B
Weeks 1 - 4	C	C	C	C	C
Weeks 1 - 4	D	D	D	D	D

Exclusively Online / Distance Learning – Elementary

- If it becomes necessary to move to a fully online teaching and learning environment the following parameters will take effect.
- Teachers will create an online classroom for all students from Grades JK/SK – 8 through using BrightSpace (Learning Management System). Principals have access to every BrightSpace classroom.



- Educational Assistants will also have access to the Brightspace page for each student/class they support/teach.
- All teachers will use Brightspace along with applications (e.g. Microsoft tools including TEAMS) and will provide synchronous interactive learning opportunities for students. This will include live instruction for students as a whole class and in small groups. Recordings of sessions through MS Teams can be saved to be viewed later.
- All teachers will create a weekly timetable for students indicating whole group and small group learning sessions that will be sent to students each Friday at noon.
- This model would see teachers be available to their students between approximately 9:00 am to 3:00 pm.

BHNCDSB Secondary School Adaptive Model with Cohorting:

Should it become necessary after the start of the school year to move secondary schools to an “Adaptive” model where student cohorting is required, the following parameters will take effect.

- Attendance will be optional.
- All students and staff must wear masks and other PPE as needed.
- Secondary students will be divided in two halves by alpha groups (A-L and M-Z).
 - Group A (A-L) attends school Monday, Tuesday and every other Wednesday.
 - Group B (M-Z) attends school Thursday, Friday, and every other Wednesday.
- Class cohort will consist of approximately 15 students each.
- When students are not in school, they will continue their studies online and access classroom content through the teacher’s Brightspace virtual classroom.
- Teacher will communicate with students who are online as needed via email / Brightspace at designated times.
- School start and end times will not be adjusted – no shortened day or early release.
- This model reduces student movement and total contacts made by each student during the day – this may assist with contact tracing if required.
- All teachers are expected to develop and maintain an online class presence using Brightspace and all resources used in class should be posted and made available for students/parents to access online.
- Every teacher will receive 75 minutes prep each day.
- Students will receive a 75-minute supervised tutorial period.

Defining Secondary Student Cohorts

Group A	A - L	Group B	M – Z	Group C	Special Ed.	Group D	Fully Online
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Group A - General student population with last name A – L (proposed) – attend half of all face-to-face classes.

Group B – General student population with last name M – Z (proposed) - attend half of all face-to-face classes.

Every attempt will be made to align siblings and members of the family who live in the same household to the same cohort, including cross-panel (elementary/secondary).



Group C – Special education students PAL / Community Living who may also include students in self-contained classes or students are integrated into the school’s regular programming – attend all face-to-face class during the week.

Group D – Students who opt out of all face-to-face instruction and elect to enroll in all classes in a virtual online environment. Students may register at St. Mary Continuing Learning Centre (SMCLC).

Typical Quadmester Student Schedule with Two Periods Per Term – Adaptive & Cohorted Model

Semester 1, Term 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 -	7	8	9	10	10
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					
Week 2	14	15	16	17	18
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					
Week 3	21	22	23	24	25
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					
Week 4	28	29	30	October 1	2
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					

Exclusively Online / Distance Learning – Secondary

- Should it become necessary to move to a fully online teaching environment during any part of the school year, the following parameters will take effect.
- Teachers will create an online classroom for all student from Grade 9-12 using Brightspace (Learning Management System). Principals have access to every Brightspace classroom.



Educational Assistants will also have access to the Brightspace page for each student/class they support/teach.

- All teachers will use Brightspace along with applications (e.g. Microsoft tools including TEAMS) will provide synchronous interactive learning opportunities for students. This will include live instruction for students as a whole class and in small groups. Recordings of sessions through MS Teams can be saved to be viewed later.
- All teachers will create a weekly timetable for students indicating whole group and small group learning sessions that will be sent to students each Friday at noon.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Board of Trustees
Submitted on: August 10, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

BOARD IMPROVEMENT PLAN FOR 2020-2023

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board facilitated and created an improvement plan for student achievement that is developed within the context of our Vision, Motto, and Values. All commitments and goals for students, staff, and the community are based on our focus to ensure a commitment to Christ-centred, life-long learning rooted in the Essential Practices.

The Essential Practices include knowing the learning, learning goals and success criteria, as well as descriptive feedback.

This Board Improvement Plan for Student Achievement (BIPSA) stems from, aligns with, and is an extension of the Board's Multi-Year Strategic Plan to be launched this September.

INFORMATION GATHERING and RECOMMENDATION:

A small team has been meeting throughout the past few months to discuss the Board Improvement Plan for Student Achievement and along with the Senior Team, are pleased to share the plan with the Board. Supporting materials have also been developed to be shared out to schools and their communities for September 2020.

Further information on the BIPSA will be shared with all staff during the Professional Development Days in early September.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the Board Improvement Plan for Student Achievement 2020-2023.

For all

2020-21
SIPSA

School Improvement Plan for
Student Achievement

BHNCDSB



Background Information

Beginning BHNCDSD Multi Year Strategic Plan 2020-2023 (3 year plan).

Rolling out the Board Improvement Plan for Student Achievement (BIPSA) to create the School Improvement Plan (SIPSA)

BIPSA informed by:

- Institute of Catholic Education (ICE)
- Ontario Catholic School Graduate Expectations (OCSGE)
- Ministry Priorities
- MYSP



Background Information



The BHNCDSD's Improvement Plan is a broad document that strives for:

- Overall increased student achievement and well-being under three strategic priorities (belonging, teaching and learning and wellness)
- Focusing on faith, literacy/numeracy and pathways
- Including Essential Practices



Voices at the Table

Input was gathered from the development of the MYSP with feedback from:



- Administration
- Student Achievement Leaders/Team
- Students
- Ministry Support Personnel
- Educators
- Support Staff
- Superintendents

Features

- Faith-based
- Dynamic assessment for/as/of learning
- Continued focus on Essential Practices
- Culturally responsive pedagogy
- 3 key strategic priorities (belonging, teaching and learning, wellness)
- Commitments, goals, actions, strategies, monitoring

1

Belonging
for all

Honour the sacred dignity of each person, created in the image of God.

2

Teaching & Learning
for all

Ensure a commitment to Christ-centred, life-long learning.

3

Wellness
for all

Nurture faith-filled communities that are safe, inclusive and healthy.

SIPSA (School Improvement Plan for Student Achievement)

- ⚓ Like the BIPSA, the SIPSA has a basic starting point:
KNOWING THE LEARNER!
- ⚓ From this, all else flows: learning goals, success criteria, descriptive feedback (Essential Practices), choice of strategies, wise use of data, resource selection and use, capacity building, and monitoring.
- ⚓ The SIPSA should connect to the school's Pastoral Plan.
- ⚓ SIPSAs are at the heart of the superintendent/administrator visits.
- ⚓ They inform and are informed by the BIPSA and MYSP.

SIPSA

When collaboratively and thoughtfully created, it guides other protocols and documents as well (i.e. performance appraisals, budgets, monitoring by superintendents, annual growth/learning plans, etc.).

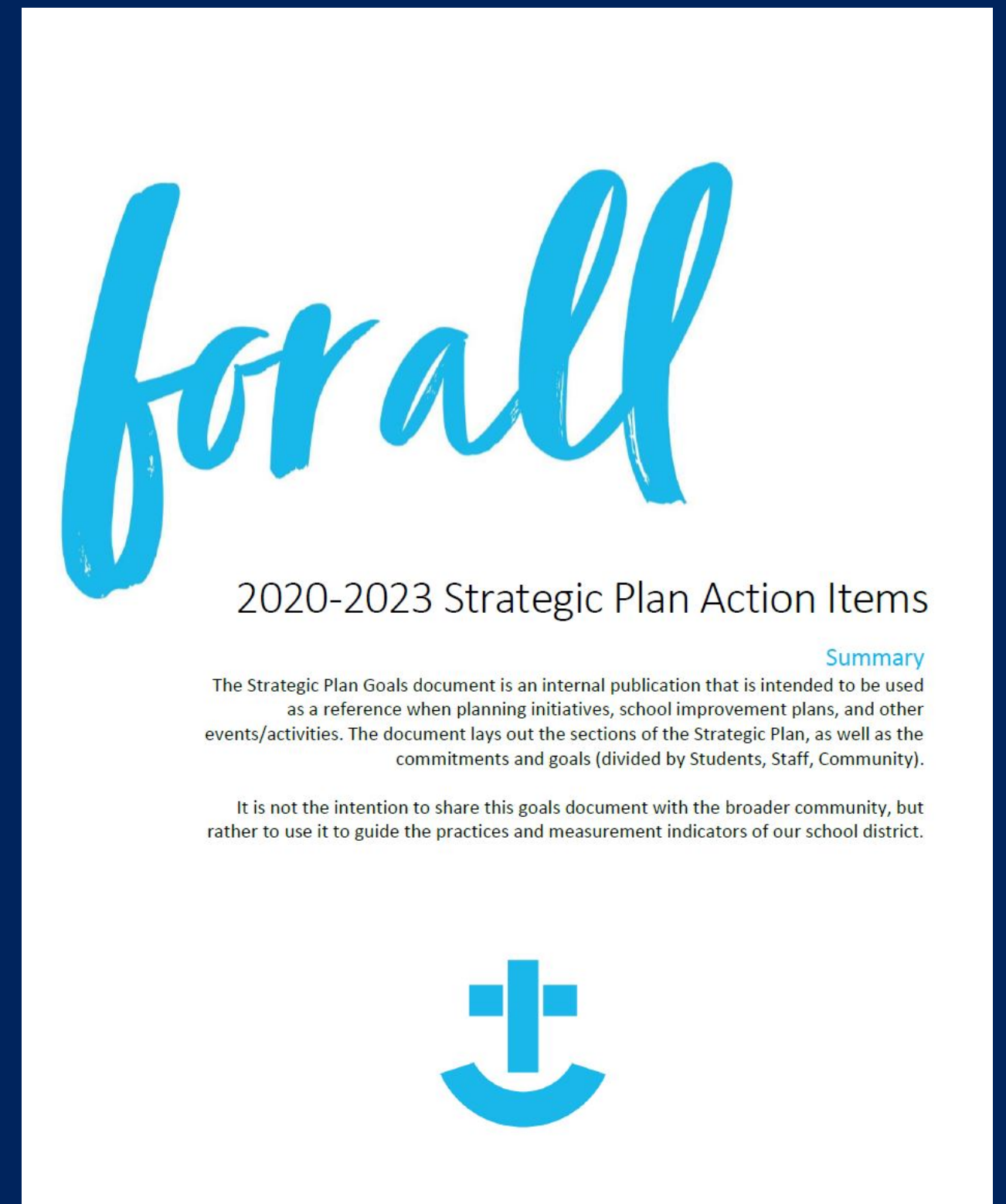
SIPSA should frame all school budget decisions including those budgets monitored and guided by parents (school council funds).



A Dynamic Relationship

What you will need to complete your SIPSA

1. BHNCDSD's 2020-2023 Strategic Plan
2. 2020-2023 Strategic Plan Action Items
3. Your school's 2020-21 SIPSA template
4. Your school's past 2018-19, 2019-20 SIPSA templates



Data Sources



- EQAO (2018-2019)
- CAT
- Graduation Rates
- EDI
- Report Card
- OSSLT
- Math Module Diagnostic Data
- Information from SAT resources
- IEP information

Next Steps

1. Review BIPSA 2020-2021 and MYSP 2020-2023 with staff.
2. Begin to create your school community's 2020-2021 SIPSA.
3. Review data sources.
4. Use templates, BIPSA, and MYSP to support the discussions.
5. Review any information from your FOS visits 2019-2020.
6. Have your SISPA shared with your FOS by October, 2020.

For all



Brant Haldimand Norfolk
Catholic District School Board

**If you have questions or for more
information, connect with your Family
of School's Superintendent.**

Thank you