

Sudbury Catholic District School Board Reopening Plan September 2021

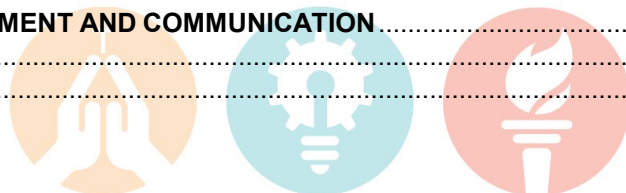
Updated November 4, 2021

Note: Yellow highlight indicates recent changes



PREAMBLE	4
OVERALL GOALS:	4
KEY CONSIDERATIONS:	4
A) SCHOOL SITE	5
<i>Enhanced cleaning protocol</i>	5
<i>PPE: Including hand sanitizer, masks, goggles, visors, gloves, gowns</i>	6
<i>Hand Hygiene and respiratory etiquette</i>	7
<i>Signage</i>	8
<i>Shared Spaces</i>	9
<i>Recess, playgrounds and outdoor play structures</i>	9
<i>Assemblies</i>	9
<i>Front Offices</i>	9
<i>Lockers and Cubbies</i>	9
<i>Classroom Setup</i>	10
<i>Rotary</i>	10
<i>Kindergarten Classrooms</i>	10
<i>Shared Materials</i>	11
<i>Student Support</i>	11
<i>Isolation Room/Area</i>	11
<i>Joint Health and Safety Committee (JHSC)</i>	11
B) SCHOOL OPERATIONS	11
<i>School Day</i>	11
<i>Pick-up/Drop-off</i>	12
<i>School Entry Dates</i>	13
<i>Changing from one modality to the other</i>	13
<i>Recess and Lunch</i>	13
<i>Visitors</i>	14
<i>Breakfast Club Elementary and Secondary</i>	15
<i>Social/Physical Distancing</i>	15
<i>Personal belongings in the school</i>	15
<i>Health and Physical Education</i>	15
<i>Field Trips</i>	16
<i>Community Use of Schools</i>	16
<i>Extra-Curricular Activities - Sports and Clubs</i>	16
<i>Change Rooms</i>	17
<i>Music</i>	17
<i>Childcare and before and after school programs</i>	17
<i>Fire Drills</i>	18
<i>Lockdown Drills</i>	18
<i>Contactless Payments</i>	19
<i>Governance and Administration</i>	19
<i>Board Administration</i>	19
C) STAFF PREPARATION/CONSIDERATION/PROGRAMING	19
<i>Assignment of Support Staff</i>	19
<i>ECE</i>	19
<i>EAs</i>	19
<i>Resource Teacher</i>	19

Refresher learning.....	19
OLC.....	20
Community Involvement requirement	20
Student Tracking.....	20
Social Emotional Learning/Mental Health.....	21
Science Labs	21
Technology.....	22
Co-operative Education.....	22
Technological Education.....	22
Students with Special Needs.....	22
Psychological Testing.....	23
Speech and Language Services.....	24
International Students.....	24
D) ONGOING HEALTH/HYGIENE CONSIDERATIONS	24
Bathroom, Hand Hygiene and Respiratory Etiquette.....	24
Screening and Self-Assessment.....	25
School Board Implementation of immunization disclosure	25
Water Fountains.....	25
Doors.....	26
HVAC Systems.....	26
E) COMMUNICATION	26
Communication with parents.....	26
Communication with staff.....	27
REMOTE LEARNING	27
PREAMBLE	27
THE 3 Cs	28
STUDENT WELL-BEING AND MENTAL HEALTH	28
SYNCHRONOUS AND ASYNCHRONOUS LEARNING	29
EFFECTIVE PEDAGOGY	30
GETTING STARTED	31
PLATFORMS	33
TIMETABLING & SCHEDULING	33
EXEMPTION FROM SYNCHRONOUS LEARNING	37
STUDENT ATTENDANCE.....	38
REFRESHER LEARNING	38
PLANNING (PREP) TIME TEACHER ROLES AND RESPONSIBILITIES	38
SUPPORT STAFF ROLES AND RESPONSIBILITIES	38
SPECIAL EDUCATION	39
ASSESSMENT, EVALUATION AND REPORTING	39
FRENCH AS A SECOND LANGUAGE	40
ENGLISH LANGUAGE LEARNERS	40
INDIGENOUS EDUCATION	40
EXPERIENTIAL LEARNING	41
PARENTAL ENGAGEMENT AND COMMUNICATION.....	41
REFERENCES.....	42
APPENDICES	43



PREAMBLE

The operations/processes outlined in this document are based on the most recent advice from Public Health officials and the Ministry of Education. Our plan for a Return to School will remain flexible and adaptable while maintaining our focus on the health, safety and wellness of students and staff.

The information contained in this plan is subject to change at any time based on the guidance provided by the Ministry of Education and/or from the guidance provided by local or provincial Public Health department staff. For a detailed review of the Ministry of Education COVID-19: Health and Safety plan please visit [Ministry of Education Plan](#).

Overall Goals:

1. Provide for the health, safety and well-being of students and staff.
2. Balance the risk of direct infection and transmission of COVID-19 in children with the impact of school closures on their physical and mental health.
3. To minimize the amount of disruption to schools given the need for children to have familiar routines. Try to achieve as close to normal as possible.
4. To minimize the learning gap in all areas of the curriculum.
5. Clear and consistent communication with all parties.
6. A commitment to doing everything we can to support students' learning, growth and development.

Key Considerations:

1. To ensure students and families are supported and respected in making decisions that work best for them, as per the Ministry of Education directive, a remote learning option will be provided for the 2021-22 school year for all students on a full-time distant/remote learning basis with access to learning materials posted online to support both synchronous and asynchronous learning opportunities during the day.
 - For students who are engaged in remote learning, attendance should be taken according to the school's daily protocol.
 - Students 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. It is expected that learning will be based on overall expectations across all subjects/courses and grades.



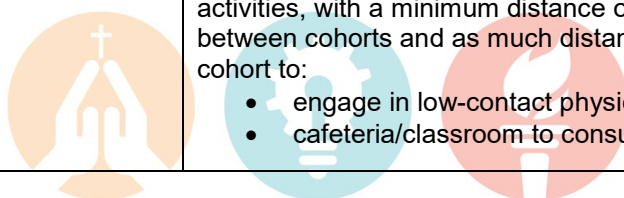
FACE TO FACE LEARNING

A) SCHOOL SITE

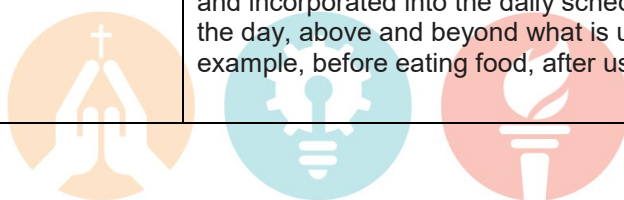
Key Element	Board Action
Enhanced cleaning protocol	<p>Cleaning plus disinfection twice daily at a minimum, however, more frequent cleaning and disinfection may be necessary, depending on the frequency of use and extent of soilage. This includes washrooms (for example, toilet fixtures, faucets), eating areas, doorknobs, light switches, handles, desks, phones, keyboards, touch screens, push buttons, handrails, computers, and photocopiers.</p> <p>Custodial staff will collect garbage (to be placed in the hallway) after lunch and staff/students will disinfect classroom where necessary using either wipes or spray.</p> <p>Staff/students will be supplied with either “spray and leave on” product or wipes and gloves. Note: as elementary students should not share workspaces, cleaning during the day in the classroom is not as critical. Classroom cleaning should focus on frequently touched surfaces such as door handles and light switches.</p> <p>Student desks, chairs, and tables should be cleaned between cohort changes where possible. At the secondary panel, students entering the classroom at period 2 will be asked to clean their desk and chair area upon entry.</p> <p>We will follow the cleaning products’ manufacturer’s instructions with respect to the use of PPE.</p> <p>MSDS sheet for any product used in the classroom must be posted / available in the classroom.</p> <p>Water fountains will be turned off (flushing schedule will be developed to ensure safety is maintained) – water bottle filling stations will be available in all schools. Students and staff are asked to bring a reusable container.</p> <p>Note: All carpets and fabric/cloth items such as plush toys have been removed until further notice.</p>



<p>PPE: Including hand sanitizer, masks, goggles, visors, gloves, gowns</p>	<p>Staff personal protective equipment (PPE)</p> <p>Masks and eye protection (i.e., face shield), and other PPE based on specific role/job functions (i.e., gloves and gowns) will be provided for all teachers and staff.</p> <p>Medical masks (surgical/procedural) and eye protection are required to be worn by <u>ALL</u> school staff and visitors indoors in school, including in hallways and during classes.</p> <ul style="list-style-type: none"> • Staff are not required to wear medical masks and eye protection outdoors if a two meter distance can be maintained. In instances where a two meter distance cannot be maintained (such as during supervision or sporting events) and those around them are not wearing masks, staff is required to wear both a mask and eye protection. • Staff must maintain at least two meters distance when consuming food/drinks. Reasonable exceptions to the requirement for staff to wear masks will apply. • Staff do not need to wear a face covering or eye protection when they are working in an area that allows them to maintain a distance of at least 2 metres from anyone else while indoors. <p>Eye protection should be used as per occupational health and safety requirements.</p> <p>All staff are to ensure their personal protective equipment is clean.</p> <p>All staff are to adhere to physical distancing guidelines where possible, move desks, equipment as required or place an X to indicate not in use.</p> <p>Hand sanitizer will be available at main entrances and in classrooms.</p> <p>Training on the proper use of PPE will be provided during the September PA Days, prior to student return. Students will be trained at the onset of the school year. Periodic refresher training should be provided throughout the school year.</p> <p>Student Masks</p> <p>Students in grades JK to Grade 12 are required to wear properly fitted non-medical cloth masks indoors in school including hallways and during classes, as well as on school vehicles. Masks may be temporarily removed indoors for the following activities, with a minimum distance of 2 meters maintained between cohorts and as much distancing as possible within a cohort to:</p> <ul style="list-style-type: none"> • engage in low-contact physical activity • cafeteria/classroom to consume food or drink
---	---



	<p>Students are not required to wear masks outdoors, but distancing is encouraged between cohorts as much as possible. Children will be trained on how to put on and remove their face covering. Reasonable exceptions on the requirement to wear masks will apply. All schools will be provided with cloth masks for students should they forget theirs or need a replacement (Appendix A – <i>Wearing a mask or face covering</i>).</p> <p>As per the Public Health Guidelines, a person can be exempt from wearing a Face Covering on the premises if:</p> <ol style="list-style-type: none"> The Person is a child under the age of 2 years; or a child under the age of 5 years either chronologically or developmentally and he or she refuses to wear a face covering and cannot be persuaded to do so by their caregiver. The Person is incapacitated and unable to remove their mask without assistance. Wearing a Face Covering would inhibit the Person's ability to breathe in any way. For any other medical reason, the Person cannot safely wear a Face Covering such as, but not limited to, respiratory disease, cognitive difficulties or difficulties in hearing or processing information. For any religious reason, the Person cannot wear a face covering, or cannot cover the face in a manner that would properly control source. <p>Parents requiring exemptions are to contact their principal as soon as possible and parents must complete the mask exemption form (Appendix B). Principals should work with their superintendent if a mask exemption is received.</p> <p>Essential visitors are required to wear a medical mask (surgical/procedural) and would be responsible for supplying, safe use and cleanliness of the mask and proper disposal. Medical masks should be available through the main office.</p> <p>Paraprofessionals are to follow professional college guidelines for all assessments/student contact.</p>
<p>Hand Hygiene and respiratory etiquette</p>	<p>Appropriate hand hygiene and respiratory etiquette are among the most important protective strategies. Schools should train students on appropriate hand hygiene and respiratory etiquette, including the use of alcohol-based hand rub (ABHR), and reinforce its use.</p> <p>This can involve scheduling breaks to allow students to wash their hands at appropriate times during the school day.</p> <p>Hand hygiene should be conducted by anyone entering the school and incorporated into the daily schedule at regular intervals during the day, above and beyond what is usually recommended (for example, before eating food, after using the washroom).</p>



	<p>Staff and students should be provided with targeted, age-appropriate education in proper hand hygiene and respiratory etiquette. Age-appropriate posters or signage will be placed around the school.</p> <p>Soap and water are preferred as the most effective method and least likely to cause harm if accidentally ingested. Alcohol based hand rub (ABHR) can be used by children. It is most effective when hands are not visibly soiled.</p> <p>Please refer to the attached links for further information Hand washing.</p>
Signage	<p>Signage on walls and floors will help students maintain a distance from one another where possible. The signage will be posted at entrances to classrooms, school entrances and exits, large spaces such as the learning commons, and meeting spaces such as the main office, principal or vice-principal offices, outside elevators, and in the resource room.</p> <p>Tape will be used in the middle of the hallway to separate 'lanes' and staff monitoring will be required. This will ensure one-way traffic flow on each side of the hallway.</p> <p>Signage on proper handwashing as well other protocols will be posted in each classroom and throughout the school.</p> <p>Signs will be posted at entrances to the school to remind students, staff, parents/caregivers, and essential visitors of screening requirements.</p> <p>Signage will include the following:</p> <ul style="list-style-type: none"> - Visitor - Enter Only - Exit Only - Directional Arrow - Safe Distance - No gathering - No congregating in the corridors - Hallway signs for directing traffic - Drinking Fountain - Elevator - Mandatory Masks - Hand Washing - Fact Sheet: Handwashing - Fact Sheet: Wearing a Mask - Fact Sheet: Know the symptoms



Shared Spaces	<p>Shared homerooms, libraries (for group and individual use, i.e., drop-in study time, etc.) and computer/technology labs, are permitted. When different cohorts interact in shared indoor spaces, masking and as much distancing as possible should be maintained between cohorts.</p> <p>Educator workrooms should be reconfigured, including scheduling to allow for physical distancing. Students will not be permitted in any staff designated areas such as staff lunchrooms and workrooms. To facilitate contact tracing, a sign-in sheet should be available to track who is going into the workroom/lunchroom and between which times. Principals will post the maximum capacity on the door of each room other than classrooms.</p>
Recess, playgrounds and outdoor play structures	<p>Students do not need to stay within their cohort during recess and breaks outdoors, but distancing should be encouraged between cohorts as much as possible.</p> <p>Outdoor structures will be available for student use. Recess may need to be staggered based on the size of the outdoor space and the availability of supervisors. The risk associated with transmission with shared objects is low. The focus should be on regular hand hygiene and respiratory etiquette to reduce the risk of infection related to shared equipment, particularly when regular cleaning of shared objects is not feasible.</p>
Assemblies	<p>School assemblies or other student/school gatherings are permitted and should follow the relevant provincial requirements under the Reopening Ontario Act. This can include multiple cohorts in alignment with provincial capacity limits and includes allowance for in-school student to student peer support programs such as “reading buddies”.</p>
Front Offices	<p>Portable ‘sneeze guards’ have been installed. These will also be available to staff who work one on one with students where social distancing cannot be maintained. Any staff not assigned to the front office should not enter the work area unless absolutely required to do so.</p>
Lockers and Cubbies	<p>Use of lockers/cubbies is permitted. When different cohorts interact in shared indoor spaces, masking and as much distancing as possible should be maintained between cohorts.</p> <ul style="list-style-type: none"> • Hand washing/sanitizing protocols should be followed prior to access. • There should not be any students congregating in one area. • No sharing of lockers or cubby space with other students.



Classroom Setup	<p>Students will remain in the same consistent seat in the class as much as possible. The student desk/table becomes their personal space and should be as far away from the nearest student as practical. Where possible, the same students should remain with the same teacher. Physical barriers such as unused desks, or visual markings, can be used to assist with the separation. Extra desks or tables can be placed to the side or an X using masking tape to be placed on the surface indicating that it is not in use or should be removed from the classroom.</p> <p>Where possible, special consideration for physical distancing should be taken for classrooms with fixed equipment (for example, science labs or technological education classrooms.)</p>
	<p>Classrooms vary in size, but schools are encouraged to remove unnecessary furniture where possible and place desks with as much distancing as possible, and to allow teachers as much teaching space as possible. Desks <u>should face forward</u> rather than in circles or groupings. In some cases, sneeze guards might be required.</p> <p>Schools are encouraged to locate larger classes in larger spaces and to use all available space in a school, including gyms and libraries.</p>
Rotary	<p>At the discretion of the principal, rotary of students for specialty subjects is permitted providing that all health and safety protocols are followed, including:</p> <ul style="list-style-type: none"> - Periods of student movement should be staggered, if possible, to limit student congregation in the hallways, especially with other cohorts. - Classrooms will be supplied with either “spray and leave on” product or wipes and gloves. Student desks, chairs, and tables should be cleaned between cohort changes. Students entering the classroom will need to clean their desk and chair area upon entry.
Kindergarten Classrooms	<p>While social distancing may not be as practical for four and five-year-olds, the rule of no physical touching should be reinforced. Activities will be designed for small groups, and furniture and play areas should be used to help maintain physical separation. Plush toys have been temporarily stored during the pandemic. If sensory materials (e.g., playdough, water, sand etc.) are offered, where possible they should be provided for single use (i.e., available to the child for the day) and labelled with child’s name, if applicable.</p>



Shared Materials	Shared materials are important for learning (for example, toys for imaginative play in kindergarten, manipulatives for math, computers and other tech materials, books, art supplies, indoor physical education equipment and shared outdoor equipment). The use of shared materials is permitted. The risk associated with transmission with shared objects is low. The focus should be on regular hand hygiene and respiratory etiquette to reduce the risk of infection related to shared equipment, particularly when regular cleaning of shared objects is not feasible.
Student Support	Students will be able to leave their classrooms to receive additional supports following all safety protocols.
Isolation Room/Area	Each school will designate an isolation room/area. This room/area will be used for the temporary placement of any student that becomes ill during the day. An isolation kit containing staff/student PPE for illnesses, will be provided to each school containing: hand sanitizer, disposable gloves, mask, eye protection and a gown. Instructions on the proper use of the PPE will be included in the kit. The student must be supervised by a designated staff member. The room/area will be cleaned before use by another student. Remove all items that cannot be cleaned (paper, books, etc.) and store them in a sealed container for a minimum of 7 days.
Joint Health and Safety Committee (JHSC)	The JHSC is being consulted/apprised on the Health and Safety procedures. Resources from the Ministry of Labour – Resources to prevent COVID-19 in the workplace will guide our work, along with the direction and advice from the public health unit and the ministry.

B) SCHOOL OPERATIONS

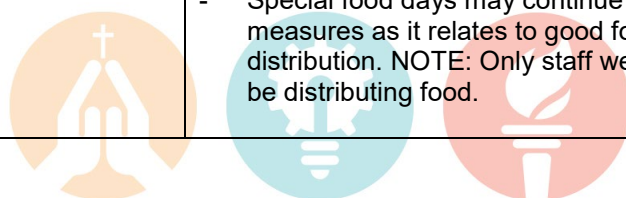
Key Element	Board Action
School Day	Bell Times <ul style="list-style-type: none"> - Elementary and secondary students, Kindergarten to Grade 12, will attend school five days per week, with 300 minutes of instruction per day. - Entry and exit plans into schools will be established prior to school opening and will be communicated to parents. Schools will design based on the number of doors available to enter the school, the bus schedule etc., keeping in mind the need to keep cohorts together where possible inside the school.



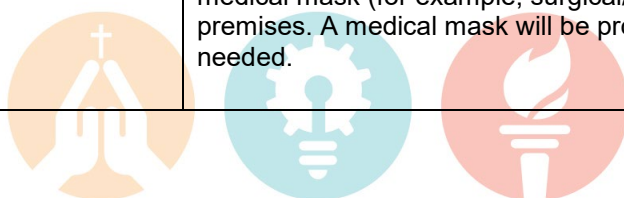
	<p>Plans should:</p> <ul style="list-style-type: none"> ▪ maximize the use of all possible entrances and exits to support the beginning and end of the school days ▪ identify designated routes for students to get to and from classrooms ▪ provide visual cues or physical guides, such as tape on floors or sidewalks and signs/posters on walls, to guide appropriate distances in lines/queues and at other times (for example, guides for creating “one-way routes” in hallways) <ul style="list-style-type: none"> - Periods of student movement should be staggered, if possible, to limit student congregation in the hallways. - Congregation of teachers/staff should be limited to minimize potential for adult-to-adult transmission. - Pick-up and drop-off of students will happen outside of the school in a designated area. Exit times will be staggered to minimize contact/gathering. - Elementary day will remain status quo with adjustments to start and end times as per busing schedule. Cohorted classes will stay together and with one teacher, where possible. Students can expect to see changes in the timing of recesses, lunches, and bathroom breaks as they are staggered to support cohorting. Specialized teachers, like French, NSL, music and other specialized teachers, will still be able to go into classrooms to provide the full breadth of programming for students. Specialized teachers will adhere to all health and safety measures. - Secondary Timetable will promote fewer contacts and allow for contact tracing if required. - - The modified semester system will be adopted. <ul style="list-style-type: none"> • 2 x 150-minute periods per day • Week 1 - Periods 1 and period 3; Week 2 - Periods 2 and 4 • 1 x 40-minute lunch • Staggered class changes (10 minutes)
Pick-up/Drop-off	<p>Visitors, volunteers, and parents will not be permitted in the school during the pandemic. Parents may not enter the school with the exception of a Principal/Vice-Principal or designate approved appointment or to pick up their child. Pick-up and drop-off will be coordinated through the principal to minimize the number of people in one area at one time.</p>



School Entry Dates	<p><u>St. Benedict C.S.S., St. Charles College, Marymount Academy, and Bishop Alexander Carter C.S.S</u></p> <p>To enhance the smooth transition of students in Grades 7 to 12, a staggered entry will be adopted:</p> <ul style="list-style-type: none"> - Tuesday, Sept. 7 – Grades 7 and 8 to begin - Wednesday, Sept. 8 – Grade 9 to begin - Thursday, Sept. 9 - Grades 10 – 12 to begin <p>Year 1 Kindergarten: Some elementary schools based on their situation may wish to stagger entry for students in year 1 – kindergarten. Families will be notified through the school.</p> <p><u>Online Learning</u></p> <p>September 7 and 8 will be dedicated to initial contact with students and a review of the platforms. All students are to begin a full schedule of remote learning classes on Thursday, September 9, 2021.</p>
Changing from one modality to the other	<p>To support continuity of learning and to minimize disruptions, the choice for face-to-face learning or remote learning will be for the 2021-2022 school year. However, all individual requests will be reviewed, and all exceptional circumstances will be considered. It is important to note that the movement from one learning modality to the other may need to be delayed in certain situations.</p>
Recess and Lunch	<ul style="list-style-type: none"> - Students may eat together outdoors, without distancing and indoors, with a minimum distance of 2 meters maintained between cohorts and as much distancing as possible within a cohort. - Larger schools should employ various means to limit the number of students and cohorts eating lunch in proximity to each other (examples include staggered lunch periods, eating outdoors or in alternative spaces). - If using the cafeteria, capacity limits should be established to enable 2 meters distancing between cohorts, and as much distancing as possible within cohorts. - Secondary students are permitted to eat off-campus. - Each student is encouraged to bring their own drink bottle that is labeled, kept with them during the day and not shared. - Use of shared microwaves/kitchen space is permitted. - Nutrition/third party food programs and non-instructional food events (such as a pizza day) are permitted to operate, provided that food handlers use adequate food handling and safety practices. Third party food services, including nutrition programs, will be delivered in a way that any student who wishes to participate can do so. “Grab and Go format” is preferred. All surfaces, bins and containers for food should be disinfected prior to and after each use. - Special food days may continue with strict health and safety measures as it relates to good food handling practices and distribution. NOTE: Only staff wearing appropriate PPE should be distributing food.



	<p>Schools must adhere to the requirements outlined in APG# SS43 Food and Beverage Administrative Guidelines. If using third party providers, the guidelines must be shared with them.</p> <p>Consider the following: Schedule staggered recess breaks in small groups and at different times during the day, use the outdoor space to spread students out.</p> <p>Student lunches will take place in the classroom. At the secondary level, students may be assigned to the cafeteria provided that social distancing of 2 meters and cohorting can be maintained. Staff lunch: It is important to ensure that 2 meters of space is maintained around the individual in any direction, please refer to: physical distancing. In addition, frequent hand washing is encouraged. Hand hygiene is important throughout the day, before and after removing or placing your masks on, before and after consuming food or following touching surfaces. of your eating area before and after you eat is also important. Staff is encouraged to eat in their classroom or other common areas where social distancing is possible. Schedules for each eating area should be established and staff members adhere to their area. Masks should be put on immediately after eating. Sign-in procedures should be in place.</p> <p>Students should not be sharing food or money.</p> <p>Students are to sanitize hands upon entering the cafeteria.</p> <p>Washroom breaks will need to be monitored.</p> <p>Students are to dispose of their own garbage.</p> <p>Lunchroom Supervisors Lunchroom supervisors should not enter the office unless necessary.</p> <p>Lunchroom supervisors must wear masks and shields if they are unable to physically distance by 2 meters.</p> <p>Personal items need be stored in a dedicated area.</p>
Visitors	<p>In the upcoming school year, schools may continue to significantly limit or even prohibit visitors, including parents from entering the school.</p> <p>Any visitors to a school are required to self-screen and to wear a medical mask (for example, surgical/procedural) while on school premises. A medical mask will be provided by the school if needed.</p>



	<p>In addition to the requirement for visitors to perform daily self-screening, all visitors will need to confirm the daily self-screening prior to or upon their arrival at school.</p> <p>At the advice of the local public health unit, school boards may be asked to restrict visitor access.</p>
Breakfast Club Elementary and Secondary	<p>All items must be prepacked and/or packaged.</p> <p>Breakfast club room will not be open; “grab and go” items will be available to be picked up or delivered to the classroom. For example, foil wrapped bagels, individually wrapped granola bars are compliant.</p>
Social/Physical Distancing	<p>As much distancing as possible between students, between students and staff and between staff members should always be promoted. Physical distancing measures are to be layered with other public health measures such as screening, hand hygiene, cohorting, enhanced cleaning and masking.</p> <p>Schools are encouraged to remove unnecessary furniture and place desks with as much distancing as possible, and to allow teachers as much teaching space as possible. Desks should face forward rather than in circles or groupings.</p> <p>Periods of student movement should be staggered, if possible, to limit student congregation in the hallways.</p> <p>Congregation of teachers/staff should be limited to minimize potential for adult-to-adult transmission.</p> <p>Where possible, special consideration for physical distancing should be taken for classrooms with fixed equipment (for example, science labs or technological education classrooms).</p> <p>Staff should be assigned to dedicated work areas as much as possible, and should limit the sharing of phones, desks, office and other tools and equipment to the extent possible. Staff should also limit themselves to their teaching areas where possible.</p>
Personal belongings in the school	<p>Minimize the number of personal belongings at school (e.g., backpack, clothing, sunscreen, etc.) and, if brought, asking that belongings be labeled and kept in the child’s designated area (locker/cubby).</p> <p>Students are asked to bring a refillable bottle to school for the water filling station. All water fountains will be turned off.</p> <p>Ensure each student has their own individual meal or snack with no common food items.</p>
Health and Physical Education	<p>In elementary and secondary health and physical education courses, the use of gymnasiums, swimming pools, change rooms, weight rooms, indoor physical education equipment and shared outdoor equipment are permitted with distancing. High and low-contact activities are permitted:</p> <ul style="list-style-type: none"> - High-contact indoor sports such as basketball and wrestling, will be allowed for the start of the school year; - Low contact activities are permitted indoors.

	<ul style="list-style-type: none"> - Masking is encouraged for indoor sports where they can be worn safely based on the activity for both high-contact and low-contact activities; and - Windows should be opened when feasible to support increased ventilation during physical activity. - School swimming pools are permitted, with physical distancing around the pool area encouraged to discourage mixed-cohort congregating. - Students will wash their hands before and after any outdoor or sports related activities. Hand washing time must be built into schedule (Phys Ed, Class rotation).
Field Trips	<p>Day trips and overnight stays are permitted and must follow the relevant provincial requirements under the Reopening Ontario Act. For day and overnight trips, anyone entering the area must be screened upon arrival and the pick-up/drop-off of students should happen outside of the area or within a designated and isolated area. Students should be cohorted throughout the duration of the trip, with the number of students and staff to a cohort varying based on grouping arrangements.</p> <p>To facilitate contact tracing, staff must keep daily accurate records of individuals entering the program setting (name, contact information, time of arrival/departure, screening completion) Staggering arrival and departure times is recommended to support cohorting and physical distancing measures.</p> <p>Operating programs in consistent cohorts (with assigned staff members) who stay together is recommended throughout the duration of the program.</p>
Community Use of Schools	<p>The Community Use of Schools program is canceled at this time. Programs will be revisited in the new year.</p>
Extra-Curricular Activities - Sports and Clubs	<p>Following all related guidelines, clubs, activities, sport teams, bands and extra-curriculars are permitted. Cohorts may interact outdoors with physical distancing encouraged, and indoors with masking and appropriate physical distancing.</p> <p>Inter-school sport activities:</p> <ul style="list-style-type: none"> - High and low contact activities are permitted outdoors without masking. - High and low contact activities are permitted indoors. Masking is encouraged for indoor sports where they can be worn safely based on the activity. <p>Students will wash their hands before and after any outdoor or sports related activities. Hand washing time must be built into schedule (Phys Ed, Class rotation).</p> <p>High-fiving, handshakes, fist bumps or hugs must be avoided. Staff should encourage students to not spit, as spitting presents a risk for transmission through droplet spread.</p> <p>Sports and related activities continue to be considered on a sport-by-sport basis. The SCDSB, Sudbury Public Health and the</p>

	<p>SDSSAA are engaged in ongoing discussions to ensure the presently allowable sports and any new sports are carefully reviewed and monitored for student, staff, and spectator safety. Approval must be obtained through the Superintendent of School Effectiveness prior to any return to sport.</p> <p>While immunization for COVID-19 is not currently mandated for students to attend school or to participate in school activities in the province of Ontario, it is strongly recommended by Public Health. Please note that unvaccinated students may experience longer periods out of sports activities, including practices and games, if there is a case or outbreak.</p> <p>Please refer to the Ontario Physical and Health Education Association website for additional and updated information: https://www.ophea.net/.</p>
Change Rooms	The maximum capacity of the changeroom should be posted at the entrance.
Music	<p>Music programs are permitted in areas with adequate ventilation. Singing and the use of wind instruments will be permitted:</p> <ul style="list-style-type: none"> - Use of wind instruments is permitted indoors within a cohort if a minimum distance of 2 meters or more can be maintained. As much distance as possible should be encouraged and use of large, well-ventilated spaces should be prioritized. - Use of wind instruments is permitted outdoors in mixed cohorts with distancing encouraged. - Singing is permitted indoors. Masking is encouraged but not required for singing indoors if a minimum distance of 2 meters can be maintained between cohorts and as much distancing as possible maintained within a cohort. - If shared, proper sanitization of wind instruments should occur between use. - Schools will be provided with proper plexiglass barriers for designated music rooms should these be required.
Childcare and before and after school programs	<p>Schools, childcare operators, and authorized recreation providers in schools should follow the guidance for before and after school programs and collaborate to ensure that student lists and information are maintained and readily available to be provided to public health for contact tracing purposes in accordance with all applicable legislation, including the Municipal Freedom of Information and Protection of Privacy Act.</p> <p>Links to Operational Guidance documents:</p> <p>http://www.edu.gov.on.ca/childcare/before-and-after-school-programs-guide.pdf</p> <p>http://www.edu.gov.on.ca/childcare/child-care-guide-child-care.pdf</p> <p>http://www.edu.gov.on.ca/childcare/early-on-guide-child-care.pdf</p>



Fire Drills	<p>A minimum of 3 fire drills in each semester is required (total 6 per year). Effective August 3, 2021, the Office of the Fire Marshal revised the Fire Marshal Directive 2020-001, “Total Evacuation Fire Drills in Schools During COVID-19 Pandemic” by extending requirements to the 2021-2022 school year. This includes:</p> <ul style="list-style-type: none"> - On the scheduled Fire Drill Day, a one-time sounding of the fire alarm during an all-school announcement to familiarize all students and staff with the sound of the fire alarm. - On the same day following item above, evacuation of individual classrooms in a manner that is consistent with guidance provided by the Ministry of Education and public health officials. As only a few classrooms may be able to evacuate simultaneously, the total evacuation of the school may extend over the course of the school day. The teacher/supervisory person may use a cell phone ringer, a bell, or a similar type of device to commence the individual classroom evacuation, at the scheduled time. For clarity, these allowances are only for purposes of undertaking a total evacuation fire drill and only where needed to ensure compliance with public health guidance. Where a fire alarm sounds outside the scope of a planned fire drill, the total evacuation of the school shall proceed as per procedures outlined in the approved school Fire Safety Plan. <p>For detailed information please refer to Appendix C – Ministry of Education – <i>Keeping students safe in schools</i></p>
Lockdown Drills	<p>A minimum of 2 lockdown drills must still occur each school year, however, the way they are conducted may be modified for the 2021-22 school year.</p> <p>Boards should ensure floor plans are updated to reflect identification of buildings, exterior doors, classrooms and restricted or closed areas as a result of COVID-19 and are posted and communicated accordingly.</p> <p>Conducting Emergency and Crisis Response Drills: A discussion, visual demonstration, or combination of both could be used to provide an overview of the Emergency and Crisis Response Plans, including:</p> <ul style="list-style-type: none"> - Identifying an emergency - Procedures; and - Roles and responsibilities. <p>Drills are to be conducted while maintaining physical distancing and wearing a face mask (as required).</p> <p>While a response to bomb threats may have historically been practiced through evacuation of the school, the requirement to</p>

	<p>ensure that boards' staff, students, and other stakeholders are aware of their obligations/responsibilities within individual school plans, can be accomplished through discussion and/or visual demonstration.</p> <p>Teachers are encouraged to do drills within classroom cohorts, which can be accomplished through discussion and/or visual demonstration.</p> <p>Note: Schools should notify local emergency services in advance of scheduled drills and of changes to any floor plans.</p> <p>Other programs operating within the school (e.g., childcare, and early years programs) should be notified of changes to the Emergency and Crisis Response Plans. (See Appendix D)</p>
Contactless Payments	To reduce the handling of cash, schools will be required to promote the use of Cash online.
Governance and Administration	School board meetings will continue to be convened in person if social distancing can be adhered to. A virtual option will continue to be offered during the 2021-2022 school year.
Board Administration	Office Space allocation: Offices that are shared i.e.: Attendance, Autism, ELL, Indigenous Education will be occupied by one person. Other staff will be assigned to schools or reassigned to a different area of the CEC.

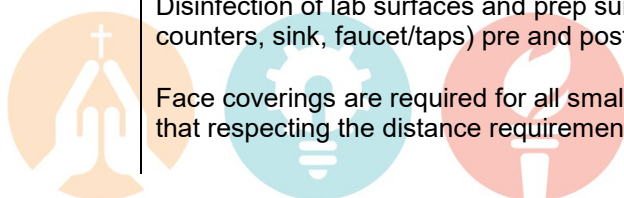
C) STAFF PREPARATION/CONSIDERATION/PROGRAMING

Key Element	Board Action
Assignment of Support Staff ECE EAs Resource Teacher	<p>ECEs will work collaboratively with their teacher partner to deliver the kindergarten program, maintaining physical distancing and hygiene protocols.</p> <p>Support Staff should be organized where possible, in such a way as to limit the number of classes that they work in over the course of the day. For instance, one EA for primary and one for junior classes. Support staff <u>must</u> provide regular check-ins with students whose families have chosen remote learning.</p>
Refresher learning	<p>Beginning in September, students will be supported in transitioning to their next grade or course, acknowledging the prolonged absence of students from the classroom. Part of this support should include standardized and ongoing assessments to identify students' strengths and gaps in learning at key instructional times to ensure students have fundamental building blocks in advance of new content. 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.</p>

	<p>Educators should ensure that they provide review of the previous year's expectations to determine level of knowledge and skills. In accordance with Growing Success (2010), educators should ensure that they conduct diagnostic assessments to determine students' knowledge and skills and to guide their instruction. Special Education Resource Teacher (SERT) is to ensure to support teachers in their role and to adjust the IEP as required. Enhance Tutoring programs where possible.</p>
EQAO Assessments	<p>For the 2021-22 school year, regular EQAO assessments for grades 3 and 6 will resume in the new digital format for math, reading and writing. Students in grade 9 math will write the grade 9 math digital adaptive assessment and the results of the assessment may count towards up to 10% of the student's final mark. EQAO assessments are required to be done in-person at the school. Students learning remotely can choose to participate in the EQAO assessments in-person as long as all applicable health and safety measures can be met.</p>
OLC	<p>The literacy graduation requirement is waived for students graduating in the 2021-22 school year. The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participation in the Ontario Secondary School Literacy Test (OSSLT), adjudication or the Ontario Secondary School Literacy Course (OSSLC).</p>
Community Involvement requirement	<p>The community involvement graduation requirement has been reduced from 40 hours to a minimum of 20 hours of community involvement activities for students graduating in the 2021-22 school year. Temporary changes to reduce barriers students may face to earn their community involvement hours and provide greater flexibility in how they earn their hours will continue for the 2021-22 school year. The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these requirements in time for their graduating year.</p>
Student Tracking	<p>All schools should have a system in place to track students at risk: At risk students should be identified as soon as possible and strategies to support in place. These must include students being closely monitored; with weekly check-ins and additional support to be in place for students (guidance, student success, CERT, EA etc.). Connection with students early in September is essential.</p>

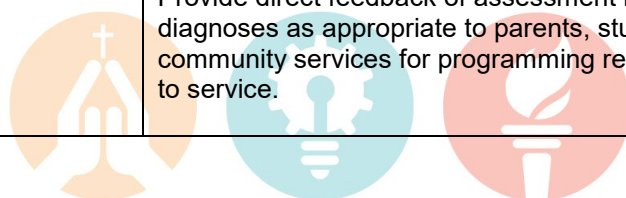


<p>Social Emotional Learning/Mental Health</p>	<p>School Mental Health Ontario has provided school boards with a professional learning framework and toolkit to support the mental health of all students that can be tailored at the board and school level for different audiences. The professional learning will have a strong focus on building students' social-emotional learning skills so that they can build resilience, manage their stress, and build positive relationships. https://smho-smso.ca</p> <p>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.</p> <p>We will continue to implement a tiered approach for mental health supports that will capture all students and target intensive help to those who have been most affected by the COVID-19 outbreak.</p>
<p>Science Labs</p>	<p>Protective equipment in the lab (protective eyewear/goggles and aprons) will need to be appropriately disinfected prior to use. Ideally additional eye protection should be purchased and assigned to the dedicated use of one student for the duration of the semester where possible.</p> <p>Lab groups should be defined for the duration of the class so that contact tracing is easier should anyone become infected.</p> <p>Lab groups/groups for small group activities should be very small. Continued use of virtual labs if appropriate /available.</p> <p>Consider staggering labs to allow for only 1 or 2 persons per lab activity.</p> <p>Gloves should be required for all labs (not just those with corrosive agents) to help mitigate contact transmission through shared touch of lab items.</p> <p>Lab protocols may need to be redesigned to given specific roles (i.e., person # 1 does this, person # 2 does this, etc.) to avoid items being touched by more than one student.</p> <p>Enhanced hand hygiene and mandatory wearing of masks for teachers/staff prior to setting up labs to avoid surface contamination (including common chemicals in chemical storage area, glassware etc.).</p> <p>Immediate clean-up of all lab supplies with appropriate attention to disinfection and cleaning (again contact time and disinfectant choice are important considerations).</p> <p>Disinfection of lab surfaces and prep surfaces (back prep room counters, sink, faucet/taps) pre and post labs.</p> <p>Face coverings are required for all small group lab activities given that respecting the distance requirement might be impossible.</p>



	<p>Shared use items (i.e., graphing calculators in math, organic model kits, spring scales) would need to be disinfected between uses. Ordering additional supplies will not be required IF they can be appropriately disinfected as per public health recommendations.</p> <p>Enhanced hand hygiene prior to and at the end of all labs or hands on activities.</p>
Technology	<p>Classes have carts that they share amongst pods (3-4 classes). BYD (Bring Your Own Device) will be encouraged. Wipes/cleaning products will be provided for technology between users.</p>
Co-operative Education	<p>For students enrolled in cooperative education courses, in-person community placements can be arranged in alignment with the relevant provincial requirements under the Reopening Ontario Act, 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.</p> <p>If in-person placements are not possible, students should be offered virtual placements. In the event that public health guidance or direction changes during a placement and the student cannot complete their co-op placement in-person or virtually, educators should work with the student to modify their co-op learning plans that allow the student to achieve the curriculum expectations and earn the credit(s).</p>
Technological Education	<p>A variety of delivery options may be considered to meet technological education curriculum expectations, which could include fully distanced learning, in-school instruction with lower-risk face to face learning opportunities in technological education classes. Technological education classroom cohorts must be designed to meet all physical distancing practices as well as health and safety precautions.</p> <p>Refer to the Ontario Council for Technology Education's website for suggestions on teaching technological education in line with current public health recommendations and in virtual environments. https://www.octe.ca/en</p>
Students with Special Needs	<p>To ensure that students with special education needs are supported as schools reopen, the school will need to consider additional planning and transition time for students with special education needs to support a smooth transition.</p> <p>Schools should consider changes:</p> <ul style="list-style-type: none"> - In the school environment: unique student identities and/or remote learning needs when reviewing and updating individual education plans (IEPs) and to ensure continued access to assistive technology. - In the safe return of medically fragile students by consulting with local public health units on options for personal protective equipment, staff training and potential continued remote learning where return is not possible. Students and parent/guardians should also consult with their health care

	<p>providers. Students who are medically fragile or have severe health concerns will need an individualized plan which will need to be monitored and revised as needed. Work with parents to take place prior to entry.</p> <ul style="list-style-type: none"> - Students should continue to have access to the community-based health and school-based rehabilitation services they need to effectively participate in learning and in school. - Protocols should include support for remote delivery where parents and students have elected remote learning. - School boards should be particularly aware of the local needs of children and youth in care (CYIC), as many have experienced disproportionately precarious challenges in stable learning environments. With changes of residence or guardianship that may have taken place, school administrators have the responsibility to identify these students and ensure their well-being and academic success. <ul style="list-style-type: none"> - Superintendent to coordinate services to provide consistent communication and ongoing delivery of services. All EAs will be assigned to specific classrooms (limit sharing between classrooms where possible). - All Itinerant Support Workers will be assigned to schools. Violent Threat Risk Assessments (VTRA) will continue virtually at this time. - Autism team will continue to support students and families with behavioral tools such as visual schedules, reinforcement programs, social stories etc. - Continue with the student of concern model and attend in school meetings, VTRAs through Zoom if social distancing is not possible. - Ensure BMS training for EAs has a focus on health and safety. - Organize ongoing training for staff regarding changes and evidence-based practices. - Resource teachers to monitor use of SEA Equipment. - Review IEP and all supports needed to ensure safety and proper protocols.
Psychological Testing	<p>Prepare to expedite and prioritize necessary psychological assessments to address emergent and existing needs.</p> <p>Provide direct feedback of assessment results with communication of diagnoses as appropriate to parents, students, schools and community services for programming recommendations and access to service.</p>



	<p>For testing students: face masks and face shields will be needed. Shorter testing sessions are recommended (2 hours or less) to be completed in a designated room.</p> <p>Additional cleaning and disinfecting measures need to be in place following each appointment.</p>
Speech and Language Services	<p>Continue to prioritize speech and language assessments and services. Space to accommodate physical distancing while assessing and treating students.</p> <p>Q-interactive platform with second iPad for each SLP. Face shields will be required.</p> <p>Consultations with SERTS, teachers and parents and report sharing can be completed over Zoom If social distancing is not possible.</p>
International Students	<p>In-person teaching or instruction to a person who holds a study permit issued under the Immigration and Refugee Protection Act (Canada) and who enters Canada, is permitted only if the school has a plan respecting COVID-19 that has been approved by the Minister of Education operates in accordance with the approved plan. The Sudbury Catholic District Board has an approved plan and is committed to following the plan as approved.</p>

D) ONGOING HEALTH/HYGIENE CONSIDERATIONS

Key Element	Board Action
Bathroom, Hand Hygiene and Respiratory Etiquette	<p>Hand sanitizer will be made available to anyone entering the building and will be placed inside each classroom for student and staff use. Where sinks are available soap and paper towels will be provided. Age-appropriate hand washing posters will be posted at every sink and around the school.</p> <p>Hand washing will take place often during the day and will be scheduled by the teacher and coordinated at the school level so that not everyone is in the bathroom at the same time. No more than one student per class at one time in the washroom. Staff to create a tracking system.</p> <p>Proper hand washing techniques will be taught to all students. This will take place at the start of school and refreshers to be provided as needed. See Public Health Ontario's How to Wash Your Hands PDF: https://www.publichealthontario.ca/-/media/documents/ncov/factsheet/factsheet-covid-19-hand-hygiene.pdf?la=en</p> <p>Proper respiratory etiquette such as coughing/sneezing into your arm/sleeve will be taught to all students. Posters outlining these processes will also be posted in each classroom and key areas in the school.</p>

Screening and Self-Assessment	<p>All staff and students must self-screen every day before attending school. Parents will be provided with a checklist to perform daily screening of their children before arriving at school and self-assessment tools will be made available to staff to ensure awareness of possible symptoms of COVID-19. The province will continue to provide a screening tool for use by all school boards and may update this throughout the school year. Local public health units may designate a commensurate or more restrictive screening tool for local use.</p> <p>All staff and students who are experiencing symptoms consistent with COVID-19 as identified in the screening tool, must not attend school, and should follow the guidance provided in the screening tool, which may include seeking appropriate medical attention as required, and/or getting tested for COVID-19.</p> <p>The self-screening is found at Self-screening directly or through our website at www.sudburycatholicschools.ca.</p> <p>Staff who have been in contact with someone who has tested positive with COVID-19 must follow the Public Health directions. Please follow the link for details on the COVID-19 Guidance: School case, contact, and outbreak management.</p>
School Board Implementation of immunization disclosure	<p>As announced on August 17, 2021, the Government of Ontario will implement an immunization disclosure policy for all publicly-funded school board employees, staff in private schools and licensed child care settings and other individuals regularly in these settings, for the 2021-22 school year. Regular rapid antigen testing requirements will be in place for staff who are not fully vaccinated against COVID-19. Individuals who do not intend to be vaccinated, without a documented medical reason, will be required to participate in an educational session about the benefits of COVID-19 vaccination. Further details on the process will be developed and shared in the next weeks.</p> <p>Key Dates By September 7, 2021: Individuals covered by the policy are expected to submit a formal attestation if they are “fully vaccinated” against COVID-19 and provide proof of vaccination (i.e. upload or provide vaccination receipt(s)). By September 10, 2021: School boards are expected to share aggregated, depersonalized attestation statistical information with the ministry in an electronic format and continue doing so on a monthly basis. By September 15, 2021: School boards are expected to publicly post aggregated, depersonalized attestation statistical information and continue doing so on a monthly basis.</p>
Water Fountains	<p>Water fountains will be turned off (flushing schedule will be developed to ensure safety maintained) – water bottle filling stations will be available in all schools. Students and staff will be asked to bring a reusable container.</p>

Doors	Where possible, and where it is safe to do so, classroom and office doors should be left open during the day to minimize the number of students or staff that need to open the door physically. A balance must be struck between the fire code to keep certain doors closed and open doors to minimize contact in high traffic areas.
HVAC Systems	<p>All of our HVAC systems have been inspected and everything is operating properly. Preventative maintenance is completed twice annually, and corrections made where necessary. Our Building Control System sends out notifications immediately when any equipment is not working as programmed.</p> <p>All filters on HVAC system have been upgraded to the extent possible and changed for the start of the school year. Replacement has been increased from twice annually to four times in a year. Ventilation rate has been set according to or better than industry standards (should Health Canada or Local Public Health recommend a change in the ventilation rate then we will adjust through the building automation system accordingly). The ventilation has been increased from 10% to 20% to improve introduction rate of fresh air. Run times have been extended by adding a two-hour cycle at the start and end of each day.</p> <p>All occupied learning environments will be equipped with either mechanical ventilation or hepafilters for the start of the school year (including but not limited to gyms, libraries, lunchrooms, daycare spaces, and administrative spaces). Each kindergarten classroom will also be equipped with hepafilters even when there is mechanical ventilation in place per ministry requirements. There will be a standardized ventilation report posted on our public website (specific to our board) that will provide information on the boards' ventilation strategy, ventilation investments, and ventilation and filtration measures. This report will be available no later than September 3, 2021.</p> <p>Standing fans in classrooms are not permitted at this time.</p>

E) COMMUNICATION

Key Element	Board Action
Communication with parents	<p>We will continue to clearly communicate expectations and provide guidelines to parents and students before in-class instruction resumes, and ongoing throughout the year. Communication strategies will include:</p> <ul style="list-style-type: none"> - Prioritizing digital communications, such as fact sheets explaining new protocols and links to helpful information, as well as detailed instructions regarding screening and pick-up/drop-off procedures and protocols if a child or staff person becomes ill. - Considering alternative delivery models for activities such as parent-teacher conferences and school assemblies. - Providing clear guidelines and procedures for drop-off and pick-up to support physical distancing.

	<ul style="list-style-type: none"> - Providing information for students related to school hours, physical distancing, hand hygiene, remote learning, and resources to support learning and well-being at home. - Parents will be informed on the role they play in mitigating the spread of COVID-19 through physical distancing at school - they will be provided with guidance on drop-off and pick-up procedures to discourage congregating at school entrances. - Provide letter to parents before school begins on the symptoms of COVID-19, the self-assessment checklist that must be completed daily. - Each school will provide a letter to parents on the pick-up and drop-off protocol at their school, highlighting the importance of physical distancing, cohorting, hygiene, personal belongings, food, water bottle. - Consult with teachers and principals of Specialized Classrooms as frequent communication with parents is essential as students' needs may change.
Communication with staff	<p>Staff meetings and training will be held before the students arrive to review the health and safety protocols.</p> <p>Ongoing communication will be direct through to the school and through email and the websites.</p> <p>Specialized classroom staff may require a more in-depth letter explaining the enhanced protocols they will need to follow.</p> <p>Meet with union, staff reps and other key stakeholders before school begins as required to review the plan in detail.</p> <p>Changes to the plan will be communicated on an ongoing basis.</p>

REMOTE LEARNING

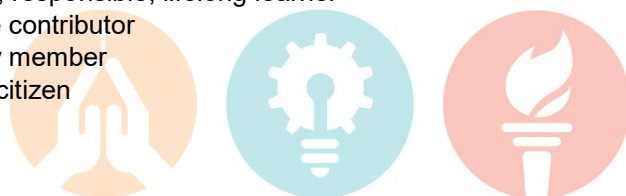
PREAMBLE

The Ministry of Education, as well as the Sudbury Catholic District School Board expects that every student will continue to learn while in-school classes are suspended or if remote learning is the model of choice.

PPM 164 Requirements for Remote Learning states "that during full or partial school closures, or under any other periods of remote learning, it is crucial to keep students engaged in their learning. Students should have access to a school community, a support network, and authentic educational experiences in order to continue to progress in their learning." (See Appendix E)

Our **Ontario Catholic School Graduate Expectations** guide our work in all areas. An online learning environment requires us to also pay close attention to these expectations. We must help students see themselves in the guiding principles of being:

- A discerning believer formed in the Catholic Faith community
- An effective communicator
- A reflective, creative, and holistic thinker
- A self-directed, responsible, lifelong learner
- A collaborative contributor
- A caring family member
- A responsible citizen



Our Catholic education system is one where **equity and inclusivity** prosper and gives all students the opportunity to reach their highest potential. We share a belief in the need to help all students learn and to prepare them for their role in society as engaged, productive and responsible Catholic citizens. Yet, some groups of students, including recent immigrants, children from low-income families, Aboriginal students, boys, and students with special education needs, among others, may be at risk of lower achievement. “Students whose learning has been traditionally compromised in schools remain at risk in distance learning... Teachers and school systems should redouble their efforts to ensure that the needs of these students are met.” (Fisher, Fray, Hattie. p.7)

Equity and excellence go hand in hand. An equitable and inclusive education system is fundamental to achieving high levels of student achievement. It is recognized internationally as critical to delivering a high-quality education for all learners.

THE 3 Cs

1. **Connect:** As students and staff migrate to online learning, it will be essential to focus on Connecting. The concept of connection means to ensure that students are connected to the platform for instruction. But more importantly, to be connected to their educators and to one another. One way to do that is to learn students’ interests. Students need to be given opportunities to be heard and seen which means we provide regular synchronous check-ins. Having ‘office hours’ and synchronous learning opportunities every day will allow this important aspect of connecting to take place.
“As important, high levels of positive relationships build trust and make your classroom a safe place to explore what student do not know, their errors and misconceptions. Indeed, powerful student-teacher relationships allow errors to be seen as opportunities to learn.” (Fisher, Frey, Hattie. P.49)
2. **Communicate:** As students begin to use the platform for instruction, we must develop norms and expectations for online interaction and give students ownership and responsibilities. We need to create a consistent means by which we communicate with students and parents. Ensure students know what is expected through regular communication. We need to model the Catholic Graduate Expectations and show empathy and compassion for all students. Discussions are an important aspect of online learning and should be a focus for every live session. (Fisher, Frey, Hattie p. 56)
3. **Content:** We will be required to teach, assess, evaluate, and report on all subject areas including the learning skills and work habits. In order to do so, we must teach to the big ideas and overall expectations as a starting point. The specific expectations become the vehicle by which children acquire and demonstrate the overall expectations. Students must be given opportunities to learn synchronously and asynchronously on a daily basis. Cross-curricular learning will be very valuable as well as differentiated instruction and universal design for learning.

Fisher, Frey and Hattie discuss the importance of teacher credibility which has an effect size of 1.09 (far above the standard .40 effect size for impact). Teacher credibility “is the label we give to the concept that students believe that they can learn from their teachers. (p.66). This credibility can be increased by the following four areas:

- Trust (true to your word and reliable)
- Competence (know the stuff and know how to teach the stuff)
- Dynamism (passion teachers bring to the classroom and their content)
- Immediacy (accessibility and relatability)

STUDENT WELL-BEING AND MENTAL HEALTH

This should be at the core of a Learn @ Home plan. It is foundational in ensuring a return to a welcoming environment that supports learning for all. Prior to school starting in the fall of 2020, School Mental Health

Ontario will provide school boards with a professional learning framework and toolkit to support mental health of all students that can be tailored at the board and school level for different audiences. The professional learning will have a strong focus on building students' social-emotional learning skills so that they can build resilience, manage their stress, and build positive relationships. See website at: <https://smho-smso.ca/>.

Mental health staff will be assigned to schools and will work with the school principal and teachers in order to address the needs of students. This work might look like one-on-one connections with students, small group sessions as well as whole class lessons.

Fisher, Frey & Hattie (2020) indicate that we learned some important lessons during the spring of 2020. One of which is that "social and emotional elements of learning are interwoven with academic ones" (p.168).

SYNCHRONOUS AND ASYNCHRONOUS LEARNING

Synchronicity means doing something at the same time, and with learning, it's no different. Synchronous learning refers to a learning event in which a group of participants is engaged in learning at the same time. For that, they should be in the same physical location as a classroom or the same online environment, such as in a web-conference, where they can interact with the instructor and other participants. There is real interaction with other people.

PPM 164 defines synchronous learning as "learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another."

If synchronous learning takes place at the same time, **asynchronous learning refers to the opposite.** The instructor, the learner, and other participants are not engaged in the learning process at the same time. **There is no real-time interaction with other people. "Learning is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards" (PPM 164).**

In the Learn @ Home model, educators will be required to engage in both forms of learning on a daily basis. Students will be given scheduled time for synchronous and asynchronous learning on a daily basis.

It is important to note that an online Learn @ Home environment does not mean we assign asynchronous work assign on Monday and have students 'hand' it in on Friday. We must connect, communicate, and teach the content on a daily basis.

Synchronous "Live" Instruction

- Educators must use professional judgement at all times and ensure that protocols are in place to ensure the safety and privacy of all involved.
- Create norms which govern how individuals in the group interact with one another.
- Teachers may choose to share their screen or to focus the computer camera on themselves or on the writing on a board/flipchart paper/book etc.
- We recommend when there is 1:1 interaction, that a parent/guardian should be present or consider inviting another colleague to join the online event. Students should be advised to access

any public or “live” learning event in the comfort of a more public space in the home such as the kitchen.

- Educators should immediately report any inappropriate behaviour to their school principal for support on follow-up, up to and including discipline, as appropriate.
- Recording all Google Classroom/MS Teams/D2L lessons so that you can post them for students who missed your class will be essential for all students.
- It is important to let students and parents know that learning may be recorded.
- Parents and students will not have the ability to record your lesson from the Google Meet and other platforms, however, be mindful that students can use other devices to record.
- Advise students of the dress code. Students should be in clothes they would wear at school, i.e., not in pajamas. Let students know that they will be expected to turn off their camera if this is the case. Then it should be reported to your principal immediately.
- Remind students that teachers will be controlling students’ microphone functions, i.e., muting and unmuting when delivering a lesson whenever necessary.
- Please remind students that the “chat” feature is not for side conversations and teachers can read all chat comments. Chat messages are not private. If students misbehave and do not follow directions, please report it to your principal immediately.
- Suggested work locations for students are a quiet space i.e., home office, the family room, kitchen, etc. (i.e., not on a bed).
- Inform students that inappropriate behaviour will be reported to the principal/vice-principal.

EFFECTIVE PEDAGOGY

As PPM 164 states: “Teachers are expected to carry out the instructional duties assigned to them by their principals and to comply with all professional standards and obligations under the Education Act and the Ontario College of Teachers Act, 1996. These include having responsibility for the effective instruction and evaluation of the progress of students in the subjects and classes assigned by the principal (including by electronic means), preparing and submitting lesson plans to the principal, and communicating regularly with parents.

Three principles of effective online pedagogy:

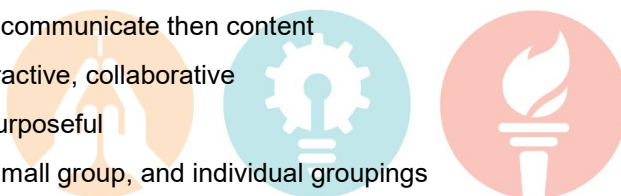
Principle 1: Let the students do (most of) the work. The more time students spend engaged with the content, the more they will learn.

Principle 2: Interactivity is the heart and soul of effective learning.

Principle 3: Strive for presence: social, cognitive, and teaching presence.

Some of the considerations of excellent online teaching and learning are:

- Creating a sense of community
- 3Cs - connect, communicate then content
- Engaging, interactive, collaborative
- Planned and purposeful
- Whole group, small group, and individual groupings



- Synchronous (all students learn at the same time and same place)
- Asynchronous (students learn online at different times and places when appropriate for them)
- Cross-curricular (faith, literacy, and math across the curriculum)
- Gradual release of responsibility where you move from whole group to shared and guided instruction which leads to independent learning
- Differentiated instruction (address individual needs of students by differentiating the content, the process and the product which would include experiential opportunities)
- Universal design for learning (UDL)
- Open access “office hours” (time for teacher to be available to students/parents for support)
- Use of a variety of electronic tools and platforms (for example: e-mails, discussion boards, chats, video conferencing, audio recordings, blogs, wikis, podcasting, e-portfolios, social media etc...)
- Develop a flexible daily/weekly schedule
- “Design tasks with engagement in mind. The tasks student complete, whether synchronously or asynchronously, should foster learning. Tasks that are busy work, keeping hands busy but minds turned off, are not going to deliver the kind of learning that keeps students engaged...Learning remotely doesn't need to be reduced to completing endless amounts of worksheets.” (Fisher, Frey & Hattie p. 111)
- Do not share passwords
- Teachers should be the last one to leave synchronous learning session
- Teachers and students must be aware of and respect board policies regarding digital conduct and privacy such as the Board's responsible use of information technology for teachers and students (APG HR 24, SS18) as well as the Privacy Information Management APGs PIM01, PIM02

GETTING STARTED

We need to begin by “helping students understand **what** they are supposed to learn, **why** that is important, and **how** they will know if they learned it. These can be organized into three questions that contribute to teacher clarity.

- What I am learning today?
 - Why am I learning it?
 - How will I know that I learned it?”
- (Fisher, Frey & Hattie p. 82)

As you get started, it is of utmost importance to begin with the curriculum. Ask yourself the following questions:

- What's most important/matters most going forward for my students' learning?
- What evidence of learning do I have, and not have yet?
- What learning do I want to linger and endure for my students?
- What are the BIG IDEAS that need to be focused on?
- What are the nouns (concepts) and the verbs (skills) in the expectations?
- What are the overall expectations that I need to ensure that I focus on?
- How will I offer feedback and assess the student learning?
- How can I ensure to infuse our faith across the curriculum?

Effective online pedagogy is very similar to that of in classroom pedagogy. We need to focus on effective planning of the curriculum opportunities for teaching and learning. It is also critical to plan with the end in mind to ensure proper assessment and evaluation throughout the learning. We first get to know our students by connecting with them, their interests, their learning styles, and their readiness. Conducting diagnostic assessments will be critical. The assessment for and as learning throughout to ensure the students know what is expected of them at all times, we develop clear learning goals and success criteria together. “The tasks students are assigned must be aligned with the goal for learning” (Fisher, Frey & Hattie. P.126).

During the learning the students receive timely and effective feedback to improve and to highlight their strengths.

Universal Design for Learning (UDL) is a holistic approach to learning for all. Universal Design for Learning is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences.

Recognizing that the way individuals learn can be unique, the UDL framework, calls for creating learning opportunities from the outset that provides:

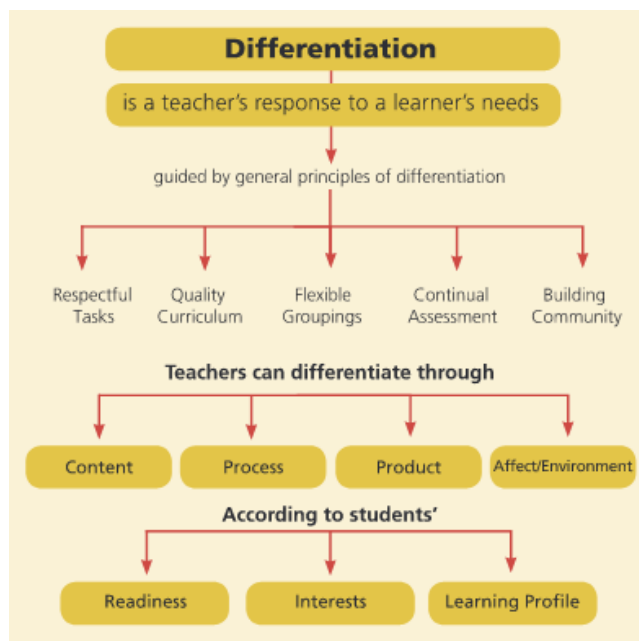
- *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices for learning.

The concepts of **Differentiated Instruction (DI)** can also guide our work to ensure equity and inclusivity. DI is effective instruction that is responsive to students’ readiness, interests and learning preferences. All three characteristics of the learner—readiness, interests, and preferences—allow educators and students to build new learning through connections to existing knowledge and preferred ways of working. The process of differentiating instruction for students depends on the ongoing use of assessment to gather information about where students are in their learning and about their readiness, interests and learning preferences. Teachers use this information to vary the learning environment, instruction, and assessment and evaluation.

Readiness refers to the student’s starting point for learning, relative to the concept being studied. Attention to students’ *interests* enhances the relevancy of learning by linking new information to students’ experience and enthusiasm. *Learning preferences* are the many different ways in which learners prefer to acquire, process and work with information. Learning preferences are influenced by gender, culture, the classroom environment, learning styles and multiple intelligences. By attending, at various times, to a learner’s readiness, interests and learning preferences, we increase the likelihood that students will be able to build new learning through connection to existing knowledge and preferred ways of working and that they will be engaged in the learning.





PLATFORMS

Educators will choose between three board supported platforms for instruction:

1. Google Classroom
2. MS Teams
3. VLE

“These platforms will allow real-time communication between educators, student and parents during remote learning (PPM 164).

Our website has many resources to help in the implementation of any of these platforms. See <https://sites.google.com/sudburycdsb.ca/learnathome/home>.

For any educator device technical support, please use the service call email (service_calls@scdsb.edu.on.ca) or telephone at 705-673-5620 extension 303.

There is also a technical support system for students and parents to access for the use of board-provided devices and platforms at the following email address: studenthelp@sudburycatholicschools.ca.

“...it isn't the medium that matters...By shifting the attention from the tools (which are cool and seemingly infinite) to the functions, we can hone what we need to accomplish in order to build students' capacity for face-to-face and distance learning” (Fisher, Frey, Hattie p.105). Some of the functions could be finding information, using information, creating information, or sharing information.

TIMETABLING & SCHEDULING

Take care of yourself first. Like they say, you cannot be a help to others if you are not taking care of yourself first. Although this online learning may be new to you, you are not new to education, and you have a lot of knowledge and skills that can be leveraged in this Learn @ Home setting. You can design and deliver a quality distance learning experience for your students. Fisher, Frey and Hattie (2020) suggest that with a 'work at home' model it will be important for you to:

- Keep a dedicated workspace
- Set ground rules for the people in your space
- Create morning routines
- Maintain regular work hours
- Schedule breaks
- End your day with a routine
- Socialize with colleagues
- Have a connected and meaningful conversation each day with someone outside of your home

It will be essential to begin with a classroom management plan. This plan “captures the norms, agreements, procedures, and schedules that will be used”. It also “outlines the procedures, routines and expectations for all the students in the class.” (Fisher, Frey, Hattie p.25).

The primary focus of instruction through remote learning will be on the achievement of the overall expectations across all subjects and grades. Students participating in remote learning should be timetabled and provided with a schedule of classes that are teacher-facilitated and support all areas of the curriculum, as they normally would in school instruction. PPM 164 states that “during remote learning, students and parents must be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming must be based on the full Ontario curriculum and included opportunities for guided instruction, large and small-group learning, synchronous check-ins, and asynchronous independent work. Teachers must be available to student at all times during the teachers’ assigned teaching timetables, as they would be if they were face-to-face in a classroom setting”.

In the Continuation of the Learn @ Home model, all curriculum subjects are to be taught, assessed, evaluated and reported upon as it would be in a classroom environment. This means that teachers must develop and submit to their principal, to parents and students a timetable/schedule for the week. This schedule must outline the daily activities of the teacher and students. Build in time for instruction, lunch, office time for students to reach out for support, planning time and yes even recess. There will be time for both synchronous and asynchronous learning. Teachers will also be asked to submit their long-range plan as well as any unit/short term plans.

As PPM 164 states: “The scheduled synchronous learning sessions must be communicated to parents and students. Educators should use their professional judgement to provide some flexibility to students on an individual basis when students are unable to participate in synchronous learning”.

Minimum amount of time per day that students, depending on their grade level must be provided with synchronous learning as part of their scheduled or timetabled learning.

Division	Grade level of students	Daily minimum synchronous learning time requirement*
Elementary	Kindergarten	180 minutes
Elementary	Grades 1 to 8	225 minutes
Secondary	Grades 9 to 12	The higher of 60 minutes for each 75 minutes class period** or 225 minutes per day for a full course schedule

*This is in addition to asynchronous learning time

** The synchronous learning time requirements for any period that is not 75 minutes should be adjusted to reflect the ratio

The synchronous learning time requirement outline in the table above may be divided into shorter periods throughout the school day. For example, a child in kindergarten may participate in an opening exercise for 10 minutes with their whole class, as well as a combination of whole-group and small-group sessions throughout the school day, and a 10-minute closing exercise with their class at the end of the school day.

It is expected that synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching. Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions. The synchronous learning requirements are a part of the 300-minute instructional day during which teachers remain available to students as per the previous section "Minimum Requirements for Engaging Students during Remote Learning."

Additional group meetings may take place between educators and students as needed to address specific learning needs.

In the timetable/schedule, teachers must show when each subject will be taught and will follow the regular instructional minutes that are provided every year. The teacher will also schedule both synchronous and asynchronous time every day and indicate this on the timetable. Educators must be available to students synchronously by preparing daily lessons, whole group, small group and one to one sessions which will also be scheduled and recorded for future viewing by students who are unable to attend at specific times. There will be 300 minutes of instructional time each day. This time must be a blend of synchronous and asynchronous learning opportunities.

Primary Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 10:15 (90 minutes)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Fully Alive (S/AS) Literacy (synchronous)
10:15 – 10:30	Recess	Recess	Recess	Recess	Recess
10:30 – 12:00 (90 minutes)	Literacy (asynchronous) Office time	Literacy (asynchronous) Office time	Literacy (asynchronous) Office time	Literacy (asynchronous) Office time	Literacy (asynchronous) Office time
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-2:00 (75 minutes)	DPA (15min) Math (synchronous) Math (asynchronous)	DPA (15 min) Math (synchronous) Math (asynchronous)	DPA (15 min) Math (synchronous) Math (asynchronous)	DPA (15 min) Math (synchronous) Math (asynchronous)	DPA (15 min) Math (synchronous) Math (asynchronous)
2:00 – 2:15	Recess	Recess	Recess	Recess	Recess
2:15 – 3:00 (45 minutes)	Phys. Ed./Health (S/AS)	Science/Soc. Studies (S/AS)	Phys. Ed./Health (S/AS)	Science/Soc Studies (S/AS)	The Arts (S/AS)

S: synchronous AS: Asynchronous

Junior Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 10:15 (90 minutes)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Fully Alive (S/AS) Literacy (synchronous)
10:15 – 10:30	Recess	Recess	Recess	Recess	Recess
10:30 – 12:00 (90 minutes)	Literacy (asynchronous office time) Core French	Literacy (asynchronous office time) Core French	Literacy (asynchronous office time) Core French	Literacy (asynchronous office time) Core French	Literacy (asynchronous office time) Core French
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-2:00 (75 minutes)	DPA (15min) Math (synchronous) Math (Asynchronous office time)	DPA (15 min) Math (synchronous) Math (Asynchronous office time)	DPA (15 min) Math (synchronous) Math (Asynchronous office time)	DPA (15 min) Math (synchronous) Math (asynchronous office time)	DPA (15 min) Math (synchronous) Math (asynchronous office time)
2:00 – 2:15	Recess	Recess	Recess	Recess	Recess
2:15 – 3:00 (45 minutes)	Phys. Ed./Health (S/AS)	Science/Soc. Studies (S/AS)	Phys. Ed./Health (S/AS)	Science/Soc Studies (S/AS)	The Arts (S/AS)

S: synchronous AS: Asynchronous

Intermediate Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 10:15 (90 minutes)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Religion (S/AS) Literacy (synchronous)	Fully Alive (S/AS) Literacy (synchronous)
10:15 – 10:30	Recess	Recess	Recess	Recess	Recess



10:30 –12:00 (90 minutes)	Literacy (asynchronous office time) Core French	Literacy (asynchronous office time) Core French	Music Core French	Literacy (asynchronous office time) Core French	Literacy (asynchronous office time) Core French
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-2:00 (75 minutes)	DPA (15min) Math (synchronous) Math (asynchronous office time)	DPA (15 min) Math (synchronous) Math (asynchronous office time)	DPA (15 min) Math (synchronous) Math (asynchronous office time)	DPA (15 min) Math (synchronous) Math (asynchronous office time)	DPA (15 min) Math (synchronous) Math (asynchronous office time)
2:00 – 2:15	Recess	Recess	Recess	Recess	Recess
2:15 – 3:00 (45 minutes)	Phys. Ed./Health (S/AS)	Science/Soc. Studies (S/AS)	/Health (S/AS)	Science/Soc Studies (S/AS)	The Arts (S/AS)

S: synchronous AS: Asynchronous

On a daily basis it will be important to “furnish a daily schedule at the beginning of the class meeting. Learning intentions (goals) and success criteria are crucial for learning. Providing a schedule for the class meeting assists students in self-regulation of their cognitive and attentional resources. The consistent use of a posted schedule establishes a predictable learning environment and assist learners in pacing their rate of work. A daily schedule is particularly useful for students who have difficulty transitioning from one task to another and are an excellent support for some students with disabilities who may require more structure.” (Fisher, Fray and Hattie, p. 33)

It is the school administrator’s responsibility to ensure the educational programs and curriculum are being implemented. The administration is also a great support for educators, students and parents. On the platform for instruction, each teacher will invite the principal, vice-principal, planning time teachers as well as any other support staff that is working with the class. (ex: EA, Indigenous support worker, social worker)

We are asking all students to participate in the Learn @ Home model and expect teachers to take note of any student(s) who are not participating. Teachers are expected to contact these families and discuss how they can support the student’s participation. Inform the school principal when, after the teacher has contacted the home and have made attempts to support participation, the names of students who are not participating. Our approach will be that of equity and inclusivity and we will differentiate instruction and accommodate students to the best of our ability to ensure full engagement and participation.

EXEMPTION FROM SYNCHRONOUS LEARNING

As stated in PPM 164, school boards must allow for students to be exempted from the minimum requirements for synchronous learning stated above, on an individual basis.

School boards must develop a process to obtain and acknowledge the receipt of exemption forms. Requests for an exemption must be made in writing. Exemption from synchronous learning may be requested by parents or by students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control.

To support meaningful access to education, alternative learning approaches must be put in place for all exempted students – for example, correspondence, print, or broadcast media instruction that is based on the individual student's needs and circumstances. Additional supports for parents should also be considered. Exempted students must be provided with a daily schedule or timetable in accordance with the 300-minute instructional day.

STUDENT ATTENDANCE

- PPM 164 states that “Student attendance must be taken daily at the elementary level and per course at the secondary level. Principals must ensure that student attendance records are submitted and that a staff member is assigned to contact parents in the case of an unexpected absence, in accordance with school and board attendance protocols.
- In cases where a student is unable to participate in a synchronous learning session – for example, their device may be shared with a parent in the home – teachers should be informed, and they should make curriculum and assessment accommodations on an individual basis.
- Attendance counsellors could be used to further support student attendance, engagement and well-being”.

REFRESHER LEARNING

Upon our return to school in the Fall 2020, “Refresher Learning” is going to be essential in the continuation of Learn @ Home. The goal of this is to recognize what students have learned from their experience during the school closure period and to ensure students are well supported for their ongoing learning in the next year or course. Some students, such as those with learning disabilities and those who did not engage, may require additional time and support to close the gaps in their learning. Plans for refresher learning must be included in our re-entry plans.

PLANNING (PREP) TIME TEACHER ROLES AND RESPONSIBILITIES

All subjects must be taught, assessed, evaluated and reported upon. The planning time teacher must become a collaborator on the learning platform with the classroom teacher and their time must appear on the timetable. Cross curricular connections will be essential. All teachers must work collaboratively in order to find the best way to provide a cross curricular approach. In the front matter of every curriculum, there is a section on the importance of cross curricular approaches. Learning is not done in isolation. We know that literacy and numeracy are easily integrated across the curriculum. The planning time teacher must teach, assess, evaluate and report on the subject that they were provided in the fall of 2020.

SUPPORT STAFF ROLES AND RESPONSIBILITIES

During the Learn @ Home environment, there are several support staff that can help.

These staff will be assigned to schools and classrooms for a block of time. During that time, they will connect with the principal to determine a plan for support. These support staff will connect with the classroom teachers and will be invited into the teaching and learning platform in order to provide support, connect with students and families as well as provide lessons. They will work collaboratively with the classroom teacher and participate in the online learning platform.

Educational Assistants (EA)
Special Education Resource Teachers (SERT)
Indigenous Support Workers (ISW)
Intensive Support Facilitators (ISF)
Empower Teachers



Psychologist
Speech and Language Pathologists
Attendance Counsellors
Regulated Mental Health Workers
Itinerant CYW (Behaviour and Mental Health)
English Language Learner Teacher

RESOURCES AND PROFESSIONAL LEARNING

We have developed an incredible website for resources and professional learning. Please visit at:
<https://sites.google.com/sudburycdsb.ca/learnathome/home>.

If you require information or professional learning, please reach out to a colleague or to a consultant on the Learning Support Services Team.

SPECIAL EDUCATION

As per PPM 164 “where appropriate, educators should provide more opportunities than the minimum requirements for synchronous learning for students with special education needs, based on their individual strengths and needs, and provide differentiated support and instruction”.

Students with special education needs must receive appropriate accommodations and modifications where necessary. A student’s IEP must guide the work and should be adapted for online learning accommodations. “If it is not possible to meet a student’s needs through synchronous learning, educators and families will work together to find solutions” (PPM 164).

As specified above, equity and inclusivity will be a focus and we must pay close attention to our students with special education needs. Our commitment to ensure equity for all will continue to help us strive for the success for all.

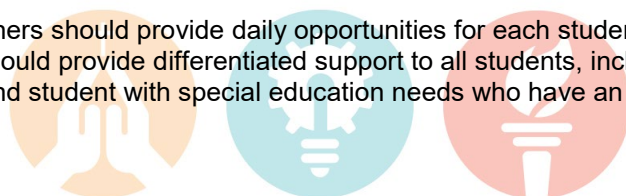
Special education staff will work directly with the school principal and the teachers to address the needs of students. This might be in the form of one on one and small group support. Every school has special education teachers that will connect with students who may be struggling especially those with IEPs in order to ensure that we are providing adequate accommodations within the Learn @ Home model. We must provide “continued access to assistive technology, including Special Education Amount (SEA) equipment, where possible, to support student with special education needs as they participate in remote learning. In situations where access to assistive technology is not feasible, educators are expected to work with students and parents to determine workable solutions on an individual basis.” (PPM 164).

ASSESSMENT, EVALUATION AND REPORTING

In a Learn @ Home model, we must continue to follow Growing Success and the guidelines for assessment, evaluation and reporting. Please refer to Growing Success document for further reading:
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

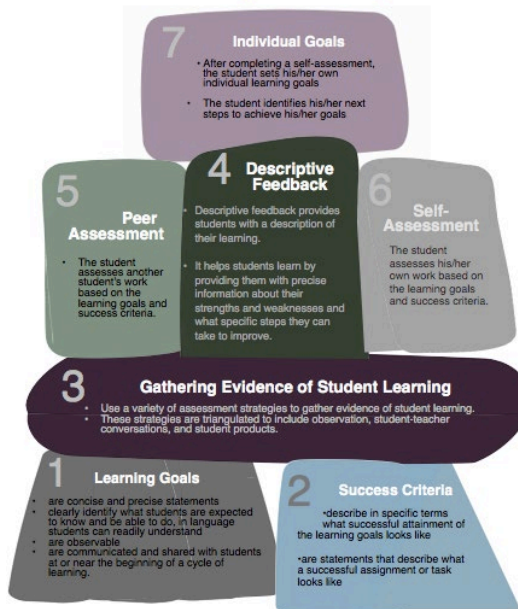
As well as the Growing Success Kindergarten Addendum at:
<http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf>

As per PPM 164 “teachers should provide daily opportunities for each student to receive meaningful feedback. Teachers should provide differentiated support to all students, including English and French Language Learners, and student with special education needs who have an Individual Education Plan (IEP).



At Sudbury Catholic, we have used an Inuksuk image to demonstrate an overview of assessment for and as learning. In an online environment, these concepts still apply and in fact, the importance of descriptive and timely feedback is critical.

Assessment for learning and as learning: Practices



FRENCH AS A SECOND LANGUAGE

In a Learn @ Home environment, students in French Immersion must receive French instruction. This can be done with daily synchronous learning so that the classroom teacher speaks in French and the students are given opportunities to speak French as well. During the recent digital learning, parents and students felt they needed more opportunities to listen and speak in French.

ENGLISH LANGUAGE LEARNERS

In Learn @ Home environment, students who are English Language Learners may need more support to fully understand and grasp the lessons and the learning. Strategies used to support them in the classroom should be used in the online environment as well.

INDIGENOUS EDUCATION

As stated in the preamble, we have a shared goal to ensure equity and inclusivity for all students. Ontario's Indigenous Education Strategy is supporting First Nation, Métis and Inuit students to achieve their full potential. The Sudbury Catholic District School Board is committed to improving Indigenous education, improving student achievement and well-being, and closing the achievement gap between Indigenous students and all students.

For more information on the Indigenous Strategy see the following site:

<http://www.edu.gov.on.ca/eng/indigenous/>

It is also essential that all students learn about Indigenous people and the rich culture and history. We have as part of the revised 2018 social studies/history and geography curriculum, there is a section on Indigenous education highlighted in the curriculum. It states: "Consistent with the strategy, the present revision of the social studies and history curriculum was developed in collaboration with First Nations,

Métis, and Inuit educators, community members, and organizations in response to the Truth and Reconciliation Commission's calls to action numbers 62 and 63. The revision strengthens learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties. It is essential that learning activities and materials used to support Indigenous education are authentic and accurate and do not perpetuate culturally and historically inaccurate ideas and understandings. It is important for educators and schools to select resources that portray the uniqueness of First Nations, Métis, and Inuit histories, perspectives, and world views authentically and respectfully. It is also important to select resources that reflect local Indigenous communities as well as First Nations, Métis, and Inuit individuals and communities from across Ontario and Canada. Resources that best support Indigenous education feature Indigenous voices and narratives and are developed by, or in collaboration with, First Nations, Métis, and Inuit communities. Schools can contact their board's Indigenous lead for assistance in evaluating and selecting resources." (p.14)

EXPERIENTIAL LEARNING

As an important new strategy, the ministry of education is paying attention to the experiential learning of our students. Within a Learn @ Home environment, we are still able to promote the guiding principles of the experiential initiative.

As outlined in the ministry of education website, experiential learning is:

"Learning beyond the classroom"

Today's students need learning that goes beyond the classroom. School-work programs expand students' learning by helping them:

- understand more about the industries they may want to pursue in the future
- get exposed to career options in industries they may not have known about or even considered
- develop essential workplace skills
- see how their in-class learning can be applied in the workplace
- make more informed decisions about their education and career path so they make a successful transition into the job market

Giving students the chance to explore different career options and build their skills will help them prepare for the jobs of tomorrow."

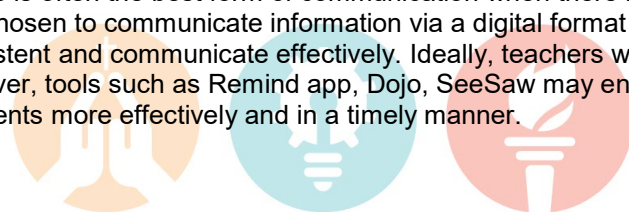
PARENTAL ENGAGEMENT AND COMMUNICATION

Engagement and communication with parents/guardians in a Learn @ Home environment is critical.

All educators are expected to communicate regularly with families. "Teachers should accommodate parents who request a meeting through other modes (e.g., by telephone, through virtual platform) when an in-person meeting is not possible" (PPM 164).

"Parents can inform the teacher and principal of any issues that their child may be experiencing with remote learning and provide steps that parents may take to resolve any issues" (PPM 164).

A phone call to parents is often the best form of communication when there may be something to discuss. Many teachers have chosen to communicate information via a digital format and can continue to do so as long as they are consistent and communicate effectively. Ideally, teachers would use their online platform to communicate however, tools such as Remind app, Dojo, SeeSaw may enable educators to communicate with parents more effectively and in a timely manner.



REFERENCES

1. Fisher, D., Frey, N., Hattie, J., The Distance Learning Playbook Grades K-12: Teaching for engagement and impact in any setting. Corwin 2020
2. Policy Program Memorandum #164 Requirements for Remote Learning



Dear Parents and Guardians,

Re: Wearing a Mask or Face Covering

We are very pleased to once again welcome your children into both our face to face and remote learning programs. As part of our re-entry plan, all students from Kindergarten to grade 12 are required to wear a mask in schools. We hope that the guidance below will be helpful to you. A mask or face covering acts as a barrier, as it reduces the chance of spreading respiratory droplets to others and prevents droplets from landing on surfaces when you cough or sneeze. As such, masks are very important in the prevention of the transmission of COVID-19. a) Your child's mask/face covering should:

- Fit snugly but comfortably against the side of the face covering their nose and mouth.
- Be secured with ties or ear loops.
- Include multiple layers of fabric.
- Allow for breathing without restriction.
- Be able to be washed and machine dried without damage or change to shape.
- When a mask becomes damp or humid it should be replaced.
- Do not reuse a single-use mask. After use the mask should be discarded.

b) To remove your mask safely you must:

- Wash your hands before removing your mask.
- Be very careful not to touch your eyes, nose, or mouth.
- Wash your hands immediately after you remove it.
- Place your used mask directly into the washing machine.
- Wash your mask with other items using a hot cycle, and then dry it thoroughly.
- If you can't wash your mask, throw it in the garbage right away.

Please share the following advice with your child.

c) When wearing a mask or face covering, please don't:

- Wear your mask below your nose.
- Remove or adjust your mask while wearing it.
- Wear a mask that doesn't cover your chin.
- Wear a mask that is too loose.

Please note that should your child's mask/face covering be damaged or soiled at school, we do have replacements that will be provided.

Thank you for helping to keep everyone safe!

COVID-19 MASK EXCEPTION REQUEST FORM

The Public Health Agency of Canada has stated that non-medical masks play a role in stopping the spread of COVID-19. They act as a barrier and reduce the chance of spreading infectious respiratory droplets to others and prevent infectious droplets from landing on surfaces from coughs or sneezes.

The health and safety measures that staff and students take while attending school will assist the school board to keep its schools open. To that end, the Sudbury Catholic District School Board is requiring that students in **Grades JK to 12** wear non-medical masks when in school. Where a family is not able to provide a non-medical mask or cloth mask for their child(ren), the school will provide one for them.

The Sudbury Catholic District School Board does recognize however that, for medical or other reasons, it may not be possible for some students to wear a non-medical mask at school. If you wish to request an exemption for your child from the requirement to wear a mask, please complete and submit this form to your school principal and someone from the school will be in touch with you. Please note that in some circumstances the school may request additional information, including supporting health information.

Please be advised that, where students are not able to wear a non-medical mask, it may be necessary for the school to implement alternative measures to protect the health and safety of students and staff. The school principal will discuss with the superintendent of school effectiveness and will contact you to discuss alternative measures in the event that they are necessary.

Student Name: _____

Home Address _____

School: _____ **Grade:** _____

Reason for Mask Exemption (check all that apply):

Disability:

- ☐ Asthma
- ☐ Breathing difficulties caused by underlying health condition (e.g. severe allergies, heart or lung disease)
- ☐ Intellectual/developmental
- ☐ Sensory processing



SUDBURY
CATHOLIC
DISTRICT
SCHOOL BOARD

☐ Hearing/communication

☐ Physical/Other cannot wear or remove mask without assistance

☐ Religion/Creed _____

☐ Other _____

Parent/Guardian Contact Information:

Name: _____

Telephone: _____

Email: _____

Parent/Guardian Signature

Date

Ministry of Education Keeping Students Safe in School

This document has been drafted in collaboration with the Office of the Fire Marshal and is intended to support school boards when planning for fire drills, in compliance with Fire Code requirements and aligned with public health advice related to the COVID-19 pandemic.

BACKGROUND

Requirements in Section 2.8 of Division B of the Fire Code (Ontario Regulation 213/07, as amended) require that schools and private schools conduct a total evacuation fire drill at least 3 times in each of the fall and spring terms while school is in session, with additional fire drill requirements applying to schools operating in the summer. These fire drill requirements also apply to extended day programs or third-party programs, and to child care centres that are operated in schools and provide services to children that are pupils of a board. In addition, the Fire Code requires fire drill procedures to be prepared in consultation with the Chief Fire Official.

While a “total evacuation fire drill” is not a defined term under the Fire Code, there is a general understanding that during this type of fire drill all building occupants are expected to evacuate simultaneously. As a result, total evacuation fire drills commonly result in the converging of building occupants in hallways, exits, and at designated meeting areas outside of the school building. Therefore, it is critical that when planning for the 2020-2021 school year, procedures for conducting total evacuation fire drills be aligned with physical distancing guidance provided by public health officials. As such, a flexible and balanced approach will be required when undertaking total evacuation fire drills.

DIRECTIVE FROM THE OFFICE OF THE FIRE MARSHAL

On September 4, 2020, the Office of the Fire Marshal issued **Fire Marshal Directive 2020-001, “Total Evacuation Fire Drills in Schools During COVID-19 Pandemic”** to Assistants to the Fire Marshal.

For the 2020/2021 school year, Assistants to the Fire Marshal are directed to deem the following procedures to be compliant with the requirements of total evacuation fire drills

as set out in Article 2.8.3.2 of Division B of the Fire Code for schools, private schools, extended day programs or third-party programs, and to child care centres that are operated in schools and provide services to children that are pupils of a board:

- 1. On the scheduled Fire Drill day, a one-time sounding of the fire alarm during an allschool announcement in order to familiarize all students and staff with the sound of the fire alarm.*
- 2. On the same day, following Item 1, evacuation of individual classrooms in a manner that ensures physical distancing is maintained in accordance with public health guidance. As only a few classrooms may be able to evacuate simultaneously, the total evacuation of the school may extend over the course of the school day. The teacher/supervisory person may use a cell phone ringer, a bell or a similar type of device to commence the individual classroom evacuation, at the scheduled time.*

For clarity, these allowances are only for purposes of undertaking a total evacuation fire drill and only where needed to ensure compliance with public health guidance. Where a fire alarm sounds outside the scope of a planned fire drill, the total evacuation of the school shall proceed as per procedures outlined in the approved school Fire Safety Plan.

WHAT THIS MEANS FOR SCHOOLS

The Ministry of Education encourages school boards to review and make amendments, as required, to fire drill procedures to allow for compliance with public health measures related to COVID-19, such as physical distancing and masking requirements.

Sample Modifications for a Total Evacuation Fire Drill

On designated “fire drill days” (minimum 3 times for each fall and spring term):

Sounding the Alarm

- A “one-time” sounding of the fire alarm is conducted in the morning, so that students become familiar with the sound of the alarm:
 - Principals may choose to notify staff and local fire services of this procedure the day before the fire alarm will be sounded.
- On the fire drill day, a school announcement can be made on the PA system that outlines how the total evacuation fire drill will be occurring. This may include instructions related to:
 - Staff and student roles
 - Physical distancing
 - Masking
 - Staggered or scheduled evacuation process

Evacuation Procedure:

- The total evacuation of the school will take place per procedures outlined in the approved school Fire Safety Plan. As only a few classrooms may be able to evacuate simultaneously, the scheduling of individual classroom evacuations may be required.
- Individual classrooms will evacuate in a manner that ensures physical distancing and the wearing of masks (as required) is maintained in accordance with public health guidance.
- Teacher plays recording on cell phone or other device to simulate the sound of the fire alarm to commence the individual classroom evacuation, at the scheduled time.
- Teacher practices duties assigned under the Fire Safety Plan (e.g. closing windows and doors).
- Individual classes or cohorts practice evacuation procedures by walking the primary and secondary exit routes, while maintaining physical distancing.
- If the building has more than one exit (e.g. east and west wing), multiple classes may be able to participate simultaneously while adhering to public health advice in common areas, such as hallways.
- Exit paths can be identified using colour coding that can serve as a reminder for primary students, where they need to go.
- Once the class has safely evacuated from the building, students walk to assigned meeting areas before returning to the classroom, all while physically distancing and wearing masks (as required).
- Once the students and teachers have returned to the classroom, they will sanitize/wash their hands.
- Teacher/school administration documents the fire drill participation.

Note:

- Schools should notify local fire services in advance of the scheduled fire drill to ensure fire trucks are not dispatched.
- Other programs operating within the school (e.g., child care and early years programs) must also be notified to ensure children and staff understand that the sounding of the alarm relates to a fire drill.

Please note that upon actuation of the building fire alarm system outside of a planned fire drill the total evacuation of the school will take place in accordance with procedures outlined in the approved school Fire Safety Plan

**Ministry of Education
Emergency and Crisis Response**

Guidelines for Maintaining Emergency Procedures for Elementary and Secondary Schools in Ontario for the 2021-22 School Year, while respecting public health guidance and the Ministry of Education’s COVID19: Health, Safety and Operational Guidance for Schools (2021-22).

Introduction:

- Based on emergency procedures that have already been established in Ontario schools, the following guidelines are being provided to help elementary and secondary schools ensure their emergency plans meet requirements, and to promote consistency across the province.

BACKGROUND

- The Provincial Model for a Local Police/School Board Protocol (the “Protocol”) provides policy direction for how police and schools interact. It outlines common principles and key elements upon which all local protocols between police services and school boards must be based.
- While the Protocol sets provincial expectations for local protocols, it also allows police services and school boards the flexibility to address service-delivery arrangements and unique factors and/or considerations that may affect individual jurisdictions.
- The Protocol includes a requirement that all elementary and secondary schools in Ontario work with their local police service to develop and implement lockdown and bomb threat procedures. The Protocol includes a requirement for schools to conduct two lockdown drills each school year.
- It is critical that when planning for the 2021-2022 school year, procedures for conducting emergency planning drills (e.g., lockdown, secure and hold, shelter in place drills) be aligned with current provincial and local public health guidance and the Ministry of Education’s COVID19: Health, Safety and Operational Guidance for Schools (2021-22).

WHAT THIS MEANS FOR SCHOOLS

The Ministry of Education encourages school boards to review and make amendments, as required, to the Emergency and Crisis Response Plans to allow for compliance with public health guidance and the Ministry of Education's **COVID19: Health, Safety and Operational Guidance for Schools (2021-22)**, such as physical distancing and masking requirements during emergency and crisis response drills.

A minimum of two lockdown drills must **still** occur each school year, however, the way they are conducted may be modified for the 2021-22 school year.

Boards should ensure floor plans are updated to reflect identification of buildings, exterior doors, classrooms and restricted or closed areas as a result of COVID-19, and are posted and communicated accordingly.

Conducting Emergency and Crisis Response Drills:

- A discussion, visual demonstration or combination of both could be used to provide an overview of the Emergency and Crisis Response Plans, including:
 - Identifying an emergency;
 - Procedures; and
 - Roles and responsibilities.
- Drills are conducted while maintaining physical distancing and wearing a face mask (as required).
- While a response to bomb threats may have historically been practiced through evacuation of the school, the requirement to *ensure that boards' staff, students, and other stakeholders are aware of their obligations/responsibilities within individual school plans*, can be accomplished through discussion and/or visual demonstration.
- Teachers are encouraged to do drills within classroom cohorts.

Note:

- Schools should notify local emergency services in advance of scheduled drills and of changes to any floor plans.
- Other programs operating within the school (e.g., child care and early years programs) should be notified of changes to the Emergency and Crisis Response Plans.
- Please refer to the Guidance for Keeping Students Safe in School, attached as Appendix A for information related to fire drills.

Please note that in the event of an emergency or crisis, public health guidance related to COVID-19 may not be achievable, based on the response required.

Ministry of Education - Policy/Program Memorandum No. 164

Date of Issue: August 13, 2020

Effective: Until revoked or modified

Subject: Requirements for Remote Learning

Application: Directors of Education
Chairs of District School Boards
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Executive Director, Provincial and Demonstration Schools

Purpose

The Ministry of Education is committed to ensuring that students¹ across Ontario receive a consistent approach to remote learning in times of extended interruption to conventional in-person learning, such as when public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools.

This memorandum provides direction to school boards² on remote learning requirements, including implementation and reporting. This memorandum also identifies effective practices that school boards should develop to support students during remote learning.

During full or partial school closures, or under any other periods of remote learning, it is crucial to keep students engaged in their learning. Students should have access to a school community, a support network, and authentic educational experiences in order to continue to progress in their learning.

This memorandum must be implemented in alignment with collective agreements. Where there is a conflict between the memorandum and a collective agreement, the collective agreement must prevail.

Definitions of “Remote”, “Synchronous”, and “Asynchronous” Learning

In the context of this memorandum, “remote learning”, “synchronous learning”, and “asynchronous learning” mean the following:

Remote learning: Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In

some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

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

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

Remote Learning Requirements for School Boards

During periods of remote learning, school boards are required to provide opportunities for students to engage in synchronous learning. They must adhere to the following requirements:

1. minimum requirements for engaging students during remote learning
2. minimum requirements for synchronous learning
3. process for exemption from synchronous learning
4. protocols for delivering remote learning
5. access to remote learning devices – such as laptops or tablets – and the Internet
6. standardized suite of synchronous learning platforms
7. cyber security, privacy, and online safety

1. Minimum Requirements for Engaging Students during Remote Learning

During remote learning, students and parents³ must be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming must be based on the full Ontario curriculum and include opportunities for guided instruction, large- and small-group learning, synchronous check-ins, and asynchronous independent work.

Teachers must be available to students at all times during the teachers' assigned teaching timetables, as they would be if they were face-to-face in a classroom setting.

2. Minimum Requirements for Synchronous Learning

During periods of remote learning where students are at home for more than three days in a given week, boards must ensure that students are provided with synchronous learning. The minimum requirements for synchronous learning help to ensure that students have access to both synchronous and asynchronous learning opportunities.

The scheduled synchronous learning sessions must be communicated to parents and students. Educators should use their professional judgement to provide some flexibility to students on an individual basis when students are unable to participate in synchronous learning.

The table below outlines the minimum amount of time per day that students, depending on their grade level, must be provided with synchronous learning as part of their scheduled or timetabled learning.

Division	Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement [†]
Elementary	Kindergarten	180 minutes
	Grades 1 to 3	225 minutes
	Grades 4 to 8	225 minutes
Secondary	Grades 9 to 12	The higher of 60 minutes for each 75-minute class period ^{**} or 225 minutes per day for a full course schedule

* This is in addition to asynchronous learning time.

** The synchronous learning time requirement for any period that is not 75 minutes should be adjusted to reflect this ratio.

The synchronous learning time requirements outlined in the table above may be divided into shorter periods throughout the school day. For example, a child in Kindergarten may participate in an opening exercise for 10 minutes with their whole class, as well as a combination of whole-group and small-group sessions throughout the school day, and a 10-minute closing exercise with their class at the end of the school day.

It is expected that synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching. Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions. The synchronous learning requirements are a part of the 300-minute instructional day during which teachers remain available to students as per the previous section "Minimum Requirements for Engaging Students during Remote Learning."

Additional group meetings may take place between educators and students as needed to address specific learning needs. Where students are able to attend in-person classes and also participate in remote learning, school boards should plan, where possible, to assign different educators to facilitate both formats of instruction. This will ensure that students are engaged in their learning with appropriate levels of support.

3. Process for Exemption from Synchronous Learning

School boards must allow for students to be exempted from the minimum requirements for synchronous learning stated above, on an individual basis.

School boards must develop a process to obtain and acknowledge the receipt of exemption forms. Requests for an exemption must be made in writing. Exemption from synchronous learning may be requested by parents or by students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control.

To support meaningful access to education, alternative learning approaches must be put in place for all exempted students – for example, correspondence, print, or broadcast media instruction that is based on the individual student's needs and circumstances. Additional

supports for parents should also be considered. Exempted students must be provided with a daily schedule or timetable in accordance with the 300-minute instructional day.

4. Protocols for Delivering Remote Learning

School boards must ensure that the delivery of remote learning includes the following elements:

Communication Processes

- School boards must inform students and parents about remote learning requirements, including the process for exemption from synchronous learning, and expectations for student attendance and engagement.
- School boards should clearly communicate a process whereby parents can inform the school of any issues that their child may be experiencing with remote learning, and provide steps that parents may take to resolve any issues.
- Teachers should communicate with the principal, students, and parents a regular schedule of synchronous learning sessions that fulfills the minimum time requirements, as part of their remote learning timetable.
- Teachers should accommodate parents who request a meeting through other modes (e.g., by telephone, through a virtual platform) when an in-person meeting is not possible.

Differentiated Assessment and Instruction

- Teachers should provide daily opportunities for each student to receive meaningful feedback.
- The policy outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* continues to apply during periods of remote learning and teachers should employ assessment *for*, *as*, and *of* learning (including diagnostic, formative, and summative assessment), as required.
- Teachers should provide differentiated support to all students, including English and French Language Learners, and students with special education needs who have an Individual Education Plan (IEP).

Supporting Students with Special Education Needs

- Where appropriate, educators should provide more opportunities than the minimum requirements for synchronous learning for students with special education needs, based on their individual strengths and needs, and provide differentiated support and instruction.
- Educators should continue to provide accommodations, modified expectations, and alternative programming to students with special education needs, as detailed in their IEPs. If it is not possible to meet a student's needs through synchronous learning, educators and families will work together to find solutions.
- School boards are encouraged to provide continued access to assistive technology, including Special Equipment Amount (SEA) equipment, where possible, to support students with special education needs as they participate in remote learning. In situations where access to assistive technology is not feasible, educators are expected to work with students and parents to determine workable solutions on an individual basis.

Student Attendance and Safety

- Student attendance must be taken daily at the elementary level and per course at the secondary level. Principals must ensure that student attendance records are submitted and that a staff member is assigned to contact parents in the case of an unexpected absence, in accordance with school and board attendance protocols.
- In cases where a student is unable to participate in a synchronous learning session – for example, their device may be shared with a parent in the home – teachers should be informed, and they should make curriculum and assessment accommodations on an individual basis.
- Boards may review how attendance counsellors could be used to further support student attendance, engagement, and well-being.
- Boards must ensure that teachers follow school board-established procedures related to online safety, privacy, and cyber security.

5. Access to Remote Learning Devices – such as Laptops or Tablets – and the Internet

School boards must work collaboratively with parents to ensure that all students have access to remote learning devices and the Internet during remote learning. School boards are expected to provide remote learning devices and Internet connectivity to students who do not otherwise have access to them, and to develop policies on how these resources will be allocated on an equitable basis.

In situations where students do not have access to remote learning devices or the Internet, and a school board is unable to provide this support, school boards should have a process in place to work collaboratively with students and parents to establish alternative arrangements on an individual basis.

School boards should also consider how to support students in Education and Community Partnership Programs (ECPPs), including students in youth justice ECPPs, where access to the Internet may not be available or may be restricted due to a court order.

Teachers should work from a school or board facility during remote learning, where possible, with reasonable accommodations if required. If this is not possible, teachers should maintain regular communication with the principal. School boards should support educators in accessing remote learning devices and tools to support remote and synchronous instruction.

6. Standardized Suite of Synchronous Learning Platforms

School boards must provide teachers with a standardized suite of synchronous learning platforms to ensure that students have a consistent learning experience, and provide teachers with training on these platforms. The platforms will allow real-time communication between educators, students, and parents during remote learning.

Synchronous learning platforms should include live video, audio, and chat features and be fully accessible. To support student safety and well-being, school boards should consider providing a tool that allows educators to control student microphones and cameras. School boards may also wish to consider synchronous learning platforms that include virtual whiteboards, recording features, participant polling features, and file uploading and sharing features.

7. Cyber Security, Privacy, and Online Safety

Ensuring the protection of privacy and the cyber security of educators, students, and parents is paramount to supporting a safe and inclusive learning environment for remote learning.

School boards must review their cyber security and privacy policies, and develop updates related to remote learning. These policies must include clear protocols and procedures for educators to follow so that they can ensure student safety and security during remote learning. These protocols must be clearly communicated to educators, students, and parents.

Board protocols should ensure that students and educators do not share passwords, that student initials are used for account creation instead of full names, that teachers are the last ones to leave synchronous learning sessions, and that students and teachers are aware of and respect board policies regarding digital conduct and privacy.

School boards should provide professional resources to all school staff to increase cyber security awareness.

Effective Practices

To support students and educators during periods of remote learning, school boards should develop effective practices, including:

1. providing technical support for remote learning
2. providing educator training
3. using standardized platforms
4. setting out roles and responsibilities

1. Providing Technical Support for Remote Learning

School boards should provide technical support to educators, students, and parents for the use of board-provided devices and access to the Internet during remote learning.

Technical support should be responsive to immediate needs. It should assist users who have specific technological problems and questions. In the context of remote learning, technical support should span the full spectrum of users' technological needs, including devices, connectivity, security, and digital learning tools and applications.

Board staff, educators, students, and parents should know where to seek help when they encounter technical issues during remote learning. School boards should provide clear information on who can provide help (e.g., board staff, service providers), and how users can access that help (e.g., by email, telephone).

2. Providing Educator Training

Educators should have access to subject- and division-specific training to support remote learning.

School boards should deliver remote learning strategies and educator training related to:

- student and staff safety;
- student and parent comfort levels with technology, and the levels of support that may be required;
- effective use of digital tools;
- effective pedagogy and assessment;
- student and staff mental health and well-being;
- accessibility and differentiated instruction for all students, including students with special education needs.

3. Using Standardized Platforms

Educators should use board-approved synchronous learning platforms that are fully accessible.

Principals should ensure that educators have access to a suite of appropriate technology products, tools, and resources to support the delivery of remote learning. To ensure that students have a consistent learning experience, the maximum number of synchronous learning platforms used within a school should be three, where possible.

4. Setting Out Roles and Responsibilities

School boards should consider the rights and responsibilities of students, parents, teachers, educational assistants, early childhood educators, and other school and board staff during remote learning.

Teachers are expected to carry out the instructional duties assigned to them by their principals and to comply with all professional standards and obligations under the Education Act and the Ontario College of Teachers Act, 1996. These include having responsibility for the effective instruction and evaluation of the progress of students in the subjects and classes assigned by the principal (including by electronic means), preparing and submitting lesson plans to the principal, and communicating regularly with parents.

Technology Enabled Learning and Teaching (TELT) contacts at each school board can play an active role in supporting communication of the policy, educator training, and implementation of remote and synchronous learning. For example, they can support the use of the ministry's Virtual Learning Environment, which provides educators with training related to digital learning tools.

Implementation

School boards must ensure that the requirements outlined in this memorandum are implemented by the beginning of the 2020-21 school year.

School boards are encouraged to consider local needs and circumstances, and to consult with local partners in their implementation of remote learning. In the French-language education system, the implementation of remote and synchronous learning should take into account Ontario's *aménagement linguistique* policy and support the vitality of the French-language culture in a minority setting.

Monitoring and Evaluation

School boards are required to report at the end of the school year on their activities to fulfill the direction outlined in this memorandum.

School boards are expected to develop and implement a process for regular data collection, and to collect data related, but not limited, to:

- areas in which educators require additional support in implementing remote learning, including providing student and educator access to technology and the Internet;
- strategies to provide training related to the identified areas of need, including learning and well-being;
- details of implementation progress and monitoring activities, including the number of exemptions from synchronous learning and what alternative approaches were used;
- parent and student feedback on the impact of remote learning, including:
 - level of student engagement in learning;
 - ease of online learning participation;
 - access to teachers;
 - ease and access to technology;
- information on how parent and student feedback is being taken into account in the delivery of remote learning.

Data covering the school year must be provided to the ministry no later than July 31 of each year in which there are periods of remote learning.

School boards are expected to make adjustments to their implementation of the requirements in this memorandum based on parent, student, and staff feedback collected throughout the school year.

Upon request of the ministry, school boards may be required to report on the following data during the school year:

- for any given calendar month, the number of students engaged in remote learning;
- for any given calendar month, the number of students provided with the minimum requirements for synchronous learning;
- for any given calendar month, the number of students exempted from the minimum requirements for synchronous learning.

[1](#) In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

[2](#) In this memorandum *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools (including the schools operated by the Centre Jules-Léger Consortium).

[3](#) In this memorandum, *parent(s)* refers to parent(s) and guardian(s).