

Professional Learning Resource Deck: Health and Safety Protocols

Introduction

This training will provide education staff with strategies and tools for a healthy and safe return to class for the 2021-2022 school year. The following topics are addressed:

1. Healthy and safe re-entry
2. Supporting student learning and well-being

Before beginning today, we would like to thank you for all the contributions that you made to student learning and well-being throughout the last year.



ontario.ca/treaties

We recognise that this is treaty land.

The schools and buildings of the Huron-Superior Catholic District School Board are located on the traditional lands of Indigenous peoples who have been its stewards for thousands of years.

As people who now reside in the 1850 Robinson-Huron Treaty territory, the 1850 Robinson-Superior Treaty territory and Treaty 9 territory, we have an obligation to care for the land, the waters and the air in order that seven generations from now the land, the waters and the air will continue to sustain life and wholeness.

We give thanks to our ancestors from the seven generations before us who took care of the land, water and air for us to enjoy the bountiful of the territory of which the Creator has graciously provided without hesitation. May we journey today in a good way.

Board Prayer 2021-2022

God of Grace,
Help us to rediscover
how to be side by side
in rebuilding our
communities of faith
and learning.

Help us restore harmony
and balance in our
relationships, and
renew our desire to
approach challenges
confidently and with
peaceful hearts.

May we always rejoice
in recognizing the
blessings our lives
hold.

Amen. +

Dieu de grâce,
aide-nous à
redécouvrir comment
vivre les uns avec les
autres, afin de rebâtir
nos communautés de
foi et d'apprentissage.

Aide-nous à rétablir
l'équilibre et
l'harmonie dans nos
relations et viens
renouveler notre
volonté d'aborder les
défis avec confiance et
un cœur paisible.

Puissions-nous toujours
nous réjouir en
reconnaissant ta bonté
dans notre vie.

Amen. +

Gizhemanidoo

Naadmowshinaang wii-aanji-
mkamaang wiiji-nokiindiwin

Wii-aanji-zhitowaang
ndazhiikewininaan wii-
debwe'endamaang miinwaa wii-
gkendamaang.

Naadmowshinaang wii-aanji-
debnamaang mino-wiijiindiwin
miinwaa wii-mino-
dibaabaamdamaang
wijgaabwitaadiwinan,

Miinwaa wii-aanjtowaang
nimisawendamowininaan weweni ji-
nkweshkamaang
maanendamowinan

Begish naa pane ji-moozhgendmaang
nsadwaamdamaang
miingwewziwinan etemgag
nbimaadziwininaang.

Module 1: Health and safe re-entry

This module outlines measures and precautions that can be taken to provide safer learning and work environments for students and staff during the 2021-22 school year, including:

- Conducting regular screening
- Practicing appropriate hand hygiene and respiratory etiquette
- Using appropriate face coverings including personal protective equipment (PPE) for staff
- Maintaining physical distancing, whenever possible
- Cohorting guidelines

Please note, updated Health and Safety protocols for the 2021-22 school year have been marked with an asterisk ().*

How can we be **ready** for the 2021-22
school year?

Introduction

Education staff are likely thinking about the following questions:

1. Which key strategies helped support a healthy and safer return to in-person learning last year that can be re-used for this year?
2. What health and safety protocols have changed for this year?
3. How can educators set-up classrooms to ensure physical distancing (i.e., students should face forward rather than in circles or groups)?
4. How will education staff make health and safety protocols part of classroom routines and monitor everyday procedures to ensure health and safety is maintained?
5. What strategies can be employed to build a welcoming and inclusive classroom that supports the mental health and well-being of all students?
6. How can education staff communicate protocols for a healthy and safer return to school with diverse parents & communities?

Symptoms and screening

Symptoms

Please note that it may take up to 14 days after exposure to COVID-19 for any symptoms to appear.

For information on symptoms of COVID-19, please refer to the [Government of Ontario COVID-19 page](#).

Screening requirements

- All staff, essential visitors and students must self-screen every day before attending schools.
- Staff must submit a daily attestation that they have completed the screen (www.hscdsb.on.ca/screen).
- Elementary and secondary students must confirm their screen for the first 10 school days.
- All staff, essential visitors and students who are experiencing symptoms consistent with COVID-19 as identified in the provincial [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.

Screening checklist

Staff, students and parents should be aware of the symptoms of COVID-19.

- Click to view the [COVID-19 Screening tool for students and children in school and child care settings.](#)
- Click to view the [COVID-19 screening tool for employees and essential visitors in schools and child care settings.](#)

Schools should have copies of the screening checklists at school entry points.

*Vaccination

- Vaccination is an important tool to help stop the spread of COVID-19 and allow students, families, and staff to safely resume normal activities. Vaccination rates may provide opportunities to reduce measures over time.
- School boards are encouraged to work closely with their local public health unit(s), community organizations and other key stakeholders to ensure all education workers, students 12 years and older and their families have access to the vaccine should they wish to receive one.
- Vaccines are safe, effective and the best way to protect yourself, your child and your family from COVID-19. Vaccines help to stop the spread so we can more safely and gradually resume more activities.

Hand hygiene

Guidance

- Appropriate hand hygiene is one of the most important protective strategies. Schools should be prepared to train students on appropriate hand hygiene, including the use of alcohol-based hand rub (ABHR), and to reinforce its use.

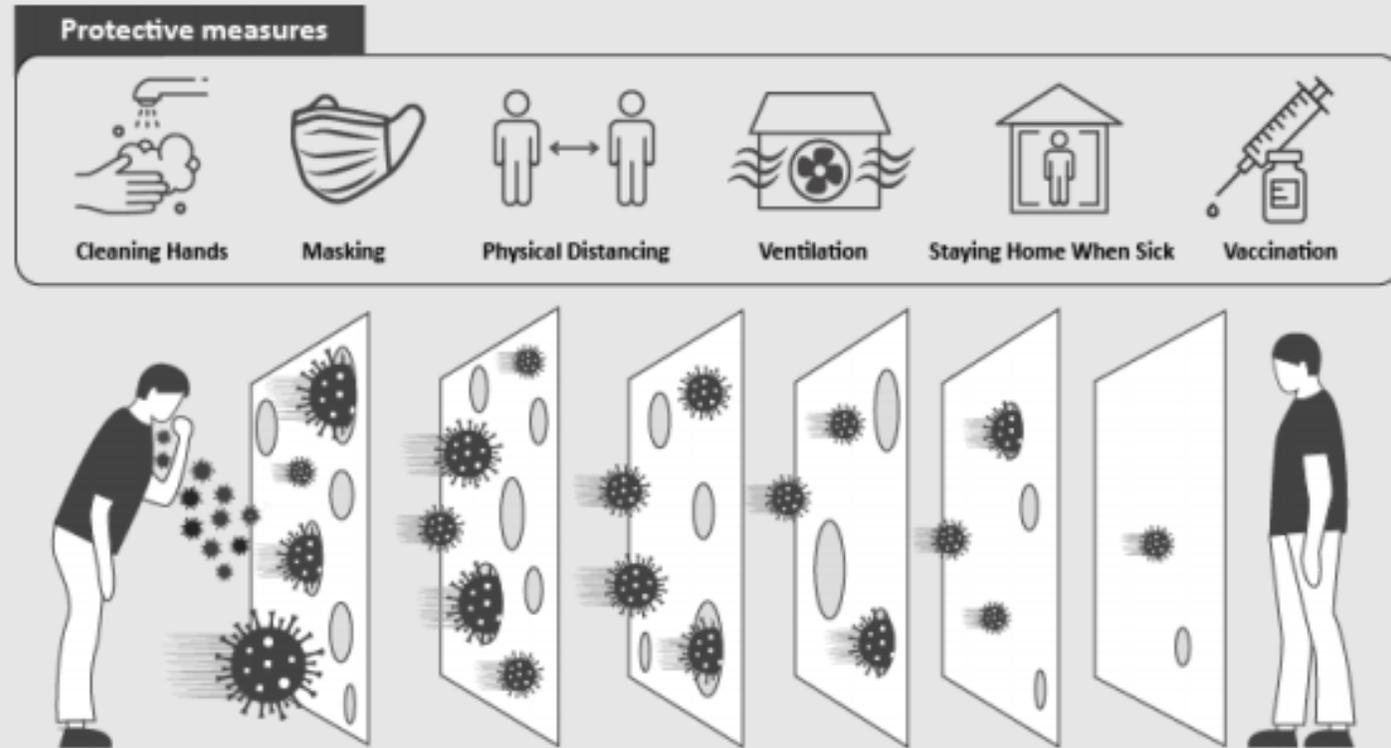
Key strategies

- Hand hygiene should involve scheduling breaks to allow students to wash their hands at appropriate times during the school day, above and beyond what is usually recommended (for example, before eating food, after using the washroom).
- Soap and water are preferred as it is the most effective method and least likely to cause harm if accidentally ingested. For any dirt, blood, body fluids (urine/feces), it is preferred that hands be washed with soap and water.
- ABHR can be used by children. It is most effective when hands are not visibly soiled. Safe placement of the ABHR to avoid consumption is important, especially for young children.

Principals and teachers should consider posting signage in classrooms and throughout their schools on protective measures that help prevent the spread of COVID-19.

Layers of protection against COVID-19

Use **multiple layers** of prevention to provide the best protection, especially if you cannot avoid closed spaces, crowded places, and close contact. No single intervention on its own is perfect at preventing COVID-19 spread.



Adapted from: Rockefeller Foundation. Layers of protection against covid-19 - the "Swiss cheese" model [video recording on the Internet]. New York: Rockefeller Foundation; 2021 [cited 2021 Jun 02]. 1:15 min. Available from: <https://www.youtube.com/watch?v=ou88lei-52k>

Coronavirus Disease 2019 (COVID-19)

How to wash your hands



- 1 Wet hands with warm water.
- 2 Apply soap.
- 3 Lather soap and rub hands palm to palm.
- 4 Rub in between and around fingers.
- 5 Rub back of each hand with palm of other hand.
- 6 Rub fingertips of each hand in opposite palm.
- 7 Rub each thumb clasped in opposite hand.
- 8 Rinse thoroughly under running water.
- 9 Pat hands dry with paper towel.
- 10 Turn off water using paper towel.
- 11 Your hands are now clean.

How to use hand sanitizer



- 1 Apply 1 to 2 pumps of product to palms of dry hands.
- 2 Rub hands together, palm to palm.
- 3 Rub in between and around fingers.
- 4 Rub back of each hand with palm of other hand.
- 5 Rub fingertips of each hand in opposite palm.
- 6 Rub each thumb clasped in opposite hand.
- 7 Rub hands until product is dry. Do not use paper towels.
- 8 Once dry, your hands are clean.

Sources:

Ontario Agency for Health Protection and Promotion (Public Health Ontario), Provincial Infectious Diseases Advisory Committee. Best practices for hand hygiene in all health care settings [Internet]. 4th ed. Toronto, ON: Queen's Printer for Ontario; 2014. Available from: <https://www.publichealthontario.ca/-/media/documents/bp-hand-hygiene.pdf?la=en>

The information in this document is current as of March 16, 2020.

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Student masks

Guidance

- **Kindergarten students:** encouraged but not required to wear non-medical masks or cloth masks in indoor spaces and on school vehicles.
- **Grades 1-12 students:** required to wear a properly fitted non-medical or cloth masks indoors in school, including hallways and during classes, and on school vehicles.
- Reasonable exceptions on masks requirements are expected to be put in place by schools and school boards (e.g., medical conditions and disabilities, special education needs).
- [HSCDSB Procedural Guideline for the Use of Masks or Face Coverings](#)

Key Strategies

- Outdoor times like recess can serve as a break for students from wearing masks.
- At the advice of the local public health unit, schools and school boards may choose to implement additional masking measures based on local circumstances.

COVID-19



How to wear a mask



Clean hands before putting on mask



Fits over your nose, mouth and chin



Fits snugly, without gaps



Do not hang mask on your neck or ear



Change when wet or dirty



Take off by ear loops, then clean hands

Staff Personal Protective Equipment (PPE)

Guidance

- School boards will continue to provide staff with required PPE, including medical masks (surgical/procedural), eye protection and other PPE based on their specific role/job functions (e.g., gloves, gowns).
- Medical masks (surgical/procedural) are required to be worn by school staff and visitors indoors in school, including in hallways and during classes.
- PPE, including medical masks (surgical/procedure) and eye protection (e.g. face shield or goggles and some, but not all, safety glasses) is required for education staff working in close contact with students who are not wearing masks (both indoors and outdoors). *Eye protection is not required for education staff working with students who wear masks.
- [HSCDSB COVID-19 Eye Protection Use and Disinfection Protocol](#)

Key Strategies

- Required PPE and critical supplies and equipment (e.g., disinfectant, hand sanitizer), will continue to be provided through the Ministry of Government and Consumer Services and the government's pandemic supply chain.
- Staff must maintain at least two metres distance when consuming food/drinks.

Putting on / Taking off Mask and Eye Protection

- View this [Public Health Ontario video](#) that shows a step-by-step demonstration of how to properly put on a mask and eye protection.
- View this [Public Health Ontario video](#) that shows a step-by-step demonstration of how to properly take off a mask and eye protection.

*Ventilation and filtration measures

Guidance

- School boards are expected to continue optimizing air quality in schools through improving ventilation and/or filtration. This is a key element in the multiple protective strategies to support healthy and safe learning environments for students and staff.
- School boards are expected to continue to make upgrades to improve ventilation infrastructure.
- Updated guidance provided to school boards for the 2021-22 school year builds on the best practice/checklist document released by the Ministry of Education in August 2020 and has been augmented to reflect latest information from Ontario's COVID-19 Science Advisory Table and Public Health Ontario.
- For schools and parts of schools with full mechanical ventilation, school boards are expected to:
 - ensure ventilation systems are in good working order and maintained throughout the year;
 - use the highest-grade filters possible, preferably MERV 13;
 - undertake frequent filter changes through the school year;
 - operate ventilation systems 2 hours or more before and after school occupancy; and
 - calibrate HVAC systems for maximum air flow and increased fresh air intake.

*Ventilation and filtration measures (Continued)

Guidance

- For schools or parts of schools without mechanical ventilation, school boards are required to place standalone HEPA filter units in all occupied learning environments, including classrooms, gyms, libraries, lunchrooms, childcare spaces, administrative spaces, as well as portables with no or poor mechanical ventilation, before students return to class.
- For schools with mechanical ventilation, school boards are expected to place a standalone HEPA filter unit in every occupied junior and senior kindergarten classroom.

*Ventilation and filtration measures (Continued)

Key strategies

- School boards should provide direction on use of HEPA units, e.g. how to report any issues
- HEPA units should be turned on/used as per school board direction
- In addition, school boards are encouraged to support outdoor education, where possible, and open windows where this augments ventilation for classrooms and learning environments.
- To increase transparency, school boards will also use a standardized reporting tool to communicate implemented school-level ventilation measures.

Physical distancing

Guidance

- As much distancing as possible between students, students and staff and between staff members should always be promoted. Physical distancing measures are to be supplemented with other public health measures supported by health and safety strategies, such as screening, adapted school environment, cohorting, hand hygiene, enhanced cleaning and masking.
- *School vehicles can operate at full capacity with reduced capacity for elementary students where possible.
 - The seat directly behind the school bus driver should remain empty to maintain physical distancing between the driver and the student.

Physical distancing (Continued)

Key strategies

- Remove unnecessary furniture and place desks with as much physical distancing as possible. Teachers should have as much teaching space as possible. Desks should face forward rather than in circles or groupings.
- Schools are encouraged to locate larger classes in larger spaces and to use all available space in a school, including gym and libraries.
- Congregation of teachers/staff should be limited to minimize potential for adult-to-adult transmission (includes staff room).
- *Shared homerooms, libraries (for group and individual use, for example, drop-in study time, etc.) and computer/technology labs, are permitted. Use of lockers/cubbies is permitted. When different cohorts interact in shared indoor spaces, masking and 2 metre distance should be maintained between cohorts. Records of students and staff who use shared spaces need to be available to public health units upon request.

Physical distancing (Continued)

- Periods of student movement should be staggered, where possible, to limit student congregation in the hallways.
- Create designated routes for students to get to and from classrooms.
- Maximizing the use of all possible entrances/exits to support the beginning and end of the school days.
- Desks should face forward rather than in circles or groupings.
- School arrival and departure procedures should support physical distancing where possible.
- Schools should also provide visual cues/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).

Fire Drill and Lockdown Drill Guidance

Total Evacuation Fire Drills (3 in the fall and 3 in the spring):

- On the scheduled Fire Drill day, a one-time sounding of the first alarm during an all school announcement in order to familiarize students and staff with the sound of the alarm.
- On the same day, evacuation of individual classrooms in a manner that is consistent with public health and Ministry of Education guidance (e.g. staggered evacuation of a small number of classes over the course of the school day).
- Where a fire alarm sounds outside of the scope of a planned fire drill, total simultaneous evacuation of the school shall proceed.
- Consult the document “Ministry of Education: Keeping Students Safe in School” for sample modifications.

Fire Drill and Lockdown Drill Guidance cont.

Lockdown Drills:

- Procedures for conducting emergency drills (e.g., lockdown drills) must be aligned with current provincial and local public health guidance.
- A discussion, visual demonstration or combination of both could be used to provide an overview of the drill.
- Drills are conducted while maintaining physical distancing and wearing a face mask (as required).
- Teachers are encouraged to do drills within classroom cohorts.
- In the event of an emergency or crisis, public health guidance related to COVID-19 may not be achievable, based on the response required.
- Consult the document “Ministry of Education: Emergency and Crisis Response” for more detailed information.

Cleaning protocols

Guidance

- School boards should develop a program for cleaning and disinfecting schools, including reviews of existing practices to determine where enhancements might be made, including frequency and timing of cleaning and disinfection, areas to clean and/or disinfect, choice of cleaning products, child safety, staffing, signage, and PPE for cleaning staff.
- Use only cleaning and disinfectants products that have a Drug Identification Number (DIN). A DIN is an 8-digit number given by Health Canada that confirms it is approved for use in Canada.
- Check the expiry date of products you use and always follow manufacturer's instructions.

School boards must ensure that staff are trained on hazardous products before they use them (i.e., Workplace Hazardous Materials Information System [WHMIS]).

Cleaning protocols (Continued)

Key strategies

- Cleaning plus disinfection of high-touch surfaces twice daily is suggested 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, eating areas, doorknobs, light switches, handles, desks, phones, keyboards, touch screens, push buttons, handrails, computers, photocopiers, and sports equipment.
- *Shared materials are important for learning and are permitted. The focus should be on regular hand hygiene and respiratory etiquette to reduce risk of infection related to high-touch surfaces and shared equipment.

What **cleaning procedures** should schools take when an individual is suspected of having COVID-19?

What cleaning procedures should schools take when an individual is suspected of having COVID-19?

- Schools will establish a protocol for identification and communication of suspected/confirmed cases to administration and relevant staff to determine contaminated areas and carry out cleaning and disinfection, including timing, return to use, methods, PPE and waste disposal.
- Identify areas that may require cleaning plus disinfection (items used by the individual and all surfaces within 2 metres of the ill person) versus cleaning alone (such as a hallway or room where the individual has passed through).
- Use disposable cleaning equipment, where possible.

*Cohorting

Elementary schools

- Elementary schools will reopen with conventional delivery, with enhanced health and safety protocols, province-wide.
- Students should continue to be cohorted with their classmates and one teacher, where possible.
- Students may be placed into small groups (e.g., special education support, English-language learning, NSL) with students from other cohorts.

Secondary schools

- Students should be timetabled with no more than two courses at a time in order to preserve the option of reverting to more restrictive measures, if needed. Some school boards may implement an alternating week or “modified semester” model.

What will **cohorting** look like in schools?

*What will cohorting look like in schools?

Clubs/activities/extracurricular activities/sports

- Cohort mixing during extra-curricular activities is permitted (as aligned with academic requirements and protective strategies) when:
 - Outdoors with physical distancing encouraged.
 - Indoors with masking and 2 metres of physical distancing between cohorts.
 - Low-contact and high-contact activities will be permitted indoors and outdoors, if aligned with provincial reopening guidance and with open windows when feasible to increase ventilation.
 - Gymnasiums, swimming pools, change rooms, weight rooms, indoor physical education equipment and shared outdoor equipment will be permitted with distancing if aligned with provincial reopening guidance.

*What will cohorting look like in schools?

Before and after school programs

- Schools, childcare operators and authorized recreation providers in schools should follow the guidance for before and after school programs and collaborate to ensure that students list and information are 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](#).

Recess/breaks

- Recess, lunches and nutrition breaks will continue to be staggered and classes in elementary school will have designated play areas in the yard.
- Shared materials outdoors are permitted, with appropriate hand hygiene and respiratory etiquette.

School assemblies or other large gatherings

- Although assemblies are permitted with adherence to the provincial requirements under the [Reopening \(A Flexible Report to COVID-19\) Ontario Act, 2020](#), at this time our board will not be allowing whole school assemblies in most schools.

*What will cohorting look like in schools?

Field trips

- Day trips and overnight stays are permitted and should follow the relevant provincial requirements under the [*Reopening Ontario \(A Flexible Response to COVID-19\) Act, 2020*](#).

Shared spaces/objects

- Shared materials are important for learning (for example, toys for imaginative play in kindergarten, manipulatives for math). The use of shared materials is permitted with appropriate health and safety protocols (e.g., hand hygiene and respiratory etiquette).
- Shared homerooms, libraries (for group and individual use, for example drop-in study time, etc.) and computer/technology labs, are permitted. Records of students and staff who access shared spaces must be available to local health units upon request.

*What will cohorting look like in schools?

Cafeteria/lunch space

- Use of cafeteria/lunch space is permitted:
 - Within classroom cohort, as much distancing as possible is required indoors and encouraged outdoors.
 - With other cohorts, a minimum of 2 metres distance between cohorts should be kept both indoors and outdoors.
 - Capacity limits for cafeterias/shared spaces should follow the relevant provincial guidance for indoor capacity limits.
 - Records of which students and staff were in the cafeteria/lunch space must be available to public health upon request.
- Schools should employ various means to limit the number of students and cohorts eating lunch in proximity to each other (e.g., staggered lunch periods, eating outdoors or in alternative spaces).
- Secondary students are permitted to eat off-campus. Cafeterias are also permitted to sell food.

Sample safety protocol activities

Educators and students can consider creating their own rhyme or poem, about COVID-19 precautions to engage understanding of safety while promoting inclusion and empathy.

This activity can be used to support key practices by:

- Supporting healthy relationships while raising awareness of safe and healthy practices
- Promoting critical thinking as students have opportunities to design their own songs and actions



Sample safety protocol activities

Educators and students can consider creating their own rhyme or poem, about COVID-19 precautions to engage understanding of safety while promoting inclusion and empathy.



Example 2: For Junior-Intermediate Teachers

- Students draw a hand washing sticker for their chosen audience: Young Children, Adults, Food Prep Workers, Parents
- Students promote their finished product on a collaborative online space to share safety tips and strategies around COVID-19

This activity can be used to support the key practices by:

- Building relationships and support well-being by reinforcing use of effective health practices
- Prompt critical thinking about inclusion in public messaging. Can all students see themselves in various messaging as presented?

Reflective activity (2 minutes)

- What are some things about lunch/snack time that will change this year?
- What is the best way to set up classrooms to facilitate optimal learning conditions and be compliant with health and safety protocols?
- What practices can be used to support distancing in shared spaces (i.e., computer/technology labs or lockers/cubbies)?

Participants will brainstorm in groups of 2-3 and share.

*Management of COVID-19 in schools

- Those that are fully immunized and asymptomatic will not be required to isolate after contact with a confirmed or probable case and will not be required to isolate if they are in the same household as a symptomatic individual.
- High-risk contacts of a case are to isolate for 10 days, unless they are fully immunized or if they were previously positive within the past 90 days and have since been cleared.
- High-risk contacts who are not fully immunized or who were previously positive within the past 90 days and have since been cleared, testing is recommended on or after 7 days of their isolation period.
- High-risk contacts who are fully immunized or who were previously positive within the past 90 days, testing is to be recommended immediately upon notification of exposure.
- [HSCDSB Illness and Outbreak Protocol](#)
- [HSCDSB Withdrawal Notice for COVID-19 Symptom\(s\)](#)
- [HSCDSB Return to School Confirmation Form](#)

Health and safety resources

Resource link	Short Description
Ontario's Coronavirus (COVID-19) self-assessment tool	This self-assessment tool can be used if you're worried you were exposed to COVID-19 or have symptoms.
Ontario's Framework for Reopening our Province	Ontario's roadmap to reopen, a three-step plan to safely and gradually lift public health measures.
Ontario's Sector Specific Guidance and Multilingual Tip Sheet	A collection of resources that are geared to specific sectors, including education to prevent COVID-19 in the workplace.
Public Health Ontario's COVID-19 school resources	A list of COVID-19 school resources.
Public Health Ontario's Cleaning and Disinfection for Public Settings (PDF)	A document that provides guidelines on cleaning and disinfections in a public setting.
Government of Canada's Help Reduce the Spread of COVID-19 resource	A Federal government guidance document on physical distancing.
Government of Canada's List of Hand Sanitizers and List of Disinfectants authorized by Health Canada	A list of skin cleansers, hand sanitizers, and disinfectants that meet Health Canada requirements.

Health and safety resources (Continued)

Resource link	Short Description
Health and Safety Guidance During COVID-19 for Student Transportation Employers	A guidance document to support student transportation employers and employees in remaining safe during COVID-19.
Government of Canada's Guidance for School Bus Operations	Federal recommendations to minimize the spread of COVID-19 during school bus operations.
COVID-19 Vaccine Q&A with Ontario's Medical Professionals [Described Video]	A series of videos from Ontario's Medical Professionals that answers questions related to COVID-19 vaccines and their efficacy.
COVID-19 Guidance: School Case, Contact and Outbreak Management	This guidance document provides information for local public health units (PHUs) investigating cases, outbreaks, and suspected outbreaks associated with elementary or secondary (K-12) school settings
Workplace Hazardous Materials Information System (WHMIS)	The Workplace Hazardous Materials Information System is a Canada-wide system to give employers and workers information about hazardous materials used in the workplace.

Health and safety videos and graphics

Resource link	Short Description
TVO Kids' Dr. Cheddar	Tips on how to stay healthy with Dr. Cheddar
CBC Kids' Handwashing 101	A quick and easy guide to the basics of handwashing.
CBC Kids' Make Space, Stay Safe Video	A singalong video reminding children of the importance of physical distancing.
Government of Canada's Wash Your Hands Infographic	A federal government infographic on how to effectively wash hands.
Government of Canada's How to Wear a Non-Medical Mask Video	A federal government video on how to wear a non-medical mask.
Public Health Ontario's How to Wash Your Hands (PDF) fact sheet	A quick and easy step-by-step fact sheet on how to wash your hands.
Public Health Ontario's Cleaning and Disinfection for Public Settings (PDF)	A document that provides guidelines on cleaning and disinfections in a public setting.

Module 2: Supporting student learning during re-entry

This module outlines the considerations that need to be made to support student learning and well-being for the 2021-22 school year.

Topics in this module include:

- Supporting student learning
- Special education supports
- Sample activities to support student learning

Please note, updated Health and Safety protocols for the 2021-22 school year have been marked with an asterisk ().*

Key information

In the context of enhanced health and safety measures, how will we teach specific subjects differently in the upcoming school year?

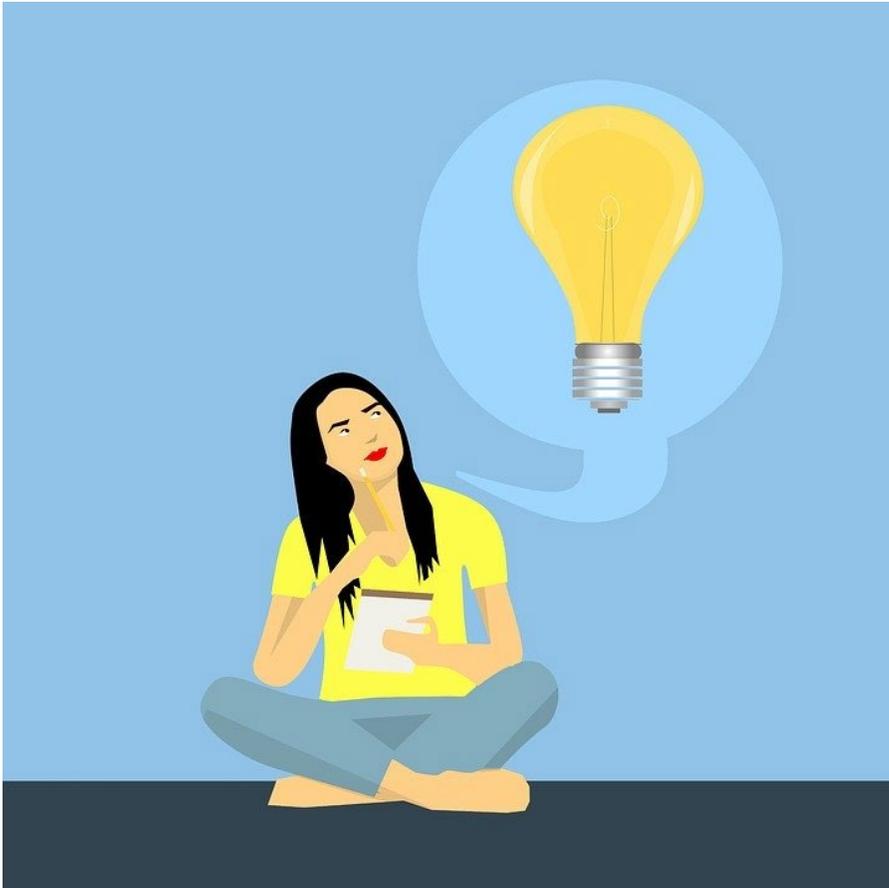
Consider:

- Before classes begin
- The first days of school
- The first month
- Evolution/refinement of practices and routines as the weeks progress
- Additional questions and great ideas



**How will supporting student learning
change?**

How will supporting student learning change?



- How will you recognize the different experiences of students and consider mental health and well-being as a part of your planning?
- What are some things you have been thinking about in terms of changes to the way you teach?
- Given the precautions and measures that you've learned about in this training, what will you need to rethink (e.g., classroom arrangements for physical distancing, class time for hand washing, signs posted in classroom)?

*How will supporting student learning change?

Music

- Singing and the use of wind instruments is permitted indoors within a cohort with distancing and adequate ventilation. Wind instruments are permitted outdoors in mixed cohorts, with distancing encouraged.
- If shared, proper sanitization of wind instruments should occur between use.
- [HSCDSB COVID-19 Guidance for Music Education](#)

Health and Physical Education

- Gymnasiums, swimming pools, change rooms weight rooms, indoor physical education equipment and shared outdoor equipment will be permitted with distancing if aligned with provincial reopening guidance.
- [HSCDSB COVID-19 Guidance for Physical Education](#)

*How will supporting student learning change?

Technological Education

- Where possible, special consideration for physical distancing should be taken for classrooms with fixed equipment.

Co-operative Education

- For students enrolled in cooperative education courses, in-person community placements can be arranged in alignment with the relevant provincial requirements under the [*Reopening \(A Flexible Report to COVID-19\) Ontario Act, 2020*](#), the directions and recommendations of the local health unit, the direction of the school board, and with the safety and curriculum requirements of the [*Cooperative Education, Grades 11 and 12, 2018*](#).

Student supports

Special education support

- Additional planning and transition for students with special education needs are occurring, as schools reopen.
- Consider changes in the school environment and/or remote learning needs when reviewing and updating Individual Education Plans (IEPs) and to ensure continued access to assistive technology.

Sample safety protocol activities

Physical Education teachers can have their own students identify ways to modify layouts using visual guides, such as tape or ropes on floors, grass or sidewalks, and using created signs by students to facilitate physical distancing.

This activity can be used to support key practices by:

- Supporting healthy relationships while raising awareness of safe and healthy practices
- Promoting critical thinking as students have opportunities to design and follow their own signage.



Reflective activity (2 minutes)

- What are some of the changes you will make in how you teach your students and how you respond to their health and safety needs or concerns?
- What are some ways specific classes (i.e., Technological Education, Health and Physical Education, Music, Drama, etc.) will need to be adapted to align with health and safety measures?

Participants will brainstorm in groups of 2-3 and share.

(Facilitator Note: See speaking notes)

Supporting re-entry resources

Organization	Short Description
Ophea's Outdoor Education Toolkit for Grade 9 to 12	Promotes a culture of safety-mindedness, increase teacher awareness, confidence, and preparedness to teach outdoor education safety and risk management, and increase student awareness, confidence, and preparedness about outdoor education safety and risk management.
Ophea's Health and Physical Education at Home website	Provides learning resources and supports for educators, families, and students to enable safe and developmentally appropriate learning opportunities related to Health and Physical Education.
Ontario Council for Technology Education	Provides additional resources for educators to teaching technological education for the 2021-22 school year.