



**TVDSB**

**Elementary Administrator**

**Guide to the Return to Learn**

**August 24, 2020**

## Preparing for the Return to Learn

This Guide was created to provide Elementary Administrators with information that will allow for school-based decisions and planning as we prepare to welcome back our students.

This document reflects the most current information that is available to us at this moment. As our preparatory plans evolve prior to the start of school, there may be new information. If so, urgent updates will be provided on the **COVID-19, Return to School channel** and will be appropriately marked for your reference. This Guide will also be frequently updated, with marked changes, and redistributed via email to Administrators.

As new information develops, it is important to remain informed. Therefore, we would ask that Administrators regularly check the **COVID-19 Confidential TEAMS site** to ensure you are aware of the most current information. Notifications can be turned on to alert you to updated information.

Thank you to the OPC Timetable/ Supervision Working group for their commitment over the summer months to provide insight, experience and guidance into the safe return of our staff and students in TVDSB.

### General

- School operations will reflect current directives from the Ministry of Education, local Health Units and the TVDSB.
- Elementary school procedures may be required to be adjusted in order to align with the Ministry of Education's directives, and the TVDSB COVID-19 Health & Safety Protocols.
- All adjusted school-based procedures and plans will be developed based on these guidelines and parameters.

### 1.0 Emergency Preparedness

It will be essential for school staff and students to prepare for emergency situations that could occur during the school year, as part of the start of the school year routines. We recognize this will impact instructional time during the first few days of school; this reduction of instructional time is warranted given the need to practice safety protocols.

- Emergency preparedness drills shall be practiced at the designated times throughout the year (as per past practice). ***Please refer to COVID-19 Protocol 10: Mandatory Emergency Procedure Drills***
- A First Aid and Emergency Response Team (ERT) kit or backpack should be available to staff supervising recess and for the team who will respond to emergencies in classrooms (e.g., BMS instances, and/ or evacuations). Hand Hygiene should be practiced before and after each use of the kit/backpack.

Items to include:

- Extra Masks
  - Face Shields
  - Nitrile Gloves
  - Bandages
  - Ice Packs
  - Gown
- Please refer to **COVID-19 Protocol 8: First Aid Attendants**

### 1.1 Contact Tracing

It is important for schools to consider the contacts that students and staff will have during their day. For this reason, logs and plans will need to be organized and kept in the event of a need for contact tracing:

- ✓ Bus seating plans and class seating charts should be maintained, up-to-date and available online for review.
- ✓ Accurate student and staff attendance records should always be maintained and available.
- ✓ Approved visitors and other LSS staff who are entering the building must be documented in logs and such logs are to be regularly maintained. This documentation is to be **scanned to One Drive at the end of each day** for Administrators to access after-hours in the event of an outbreak or inquiry from the Health Unit.
- ✓ Timetables and supervision schedules should always be available for contact tracing purposes.

As per, **COVID-19 Protocol 5 Management of Service Providers Accessing TVDSB Locations** and **Covid-19 Protocol 2 Staff Screening, Building Access and Use** (Section 5.0 Record Keeping).

### 2.0 Teacher/Staff Timetables

It is recognized that the Ministry of Education's direction to begin the school year for Elementary students in the Conventional In-Person model, requires changes to existing school operations which likely will affect teacher timetables. As such, the following guidelines are provided as Elementary Administrators alter or change teacher timetables:

- **All** Elementary Ontario curriculum areas will be taught.
- The Elementary Teachers Federation of Ontario's (ETFO) Collective Agreement language must continue to be adhered to.
- Timetables will be created to minimize contact between adults and students and among students. **No more than 3 teachers assigned to a class (this includes homeroom/ Educator team). If this is not feasible, please contact your School Superintendent.**
  - For example, Grade 4 class is in contact with Homeroom teacher, plus a maximum of 2 Specialty Teachers: French, Music and Physical Education/ Health, as per teacher timetables.
  - **NOTE:** LST/ ESL teacher are not included
  - For each class, administrators should know who the additional staff are that are 'direct' contacts (For the example provided above, the direct contacts are the

Homeroom teacher, the Specialty teachers, and LST if they provide in-class support.)

- Rotary is not a practice that can be supported this year.
- Where possible, eliminate “payback of prep” situations; this could mean the reduction of music and physical education minutes or that the Homeroom teacher now teaches these subject areas. Integration of subject matter to cover curricular areas like the Arts/ Social Studies etc., that may have previously been covered by the Specialty Teacher may now need to be included in the homeroom teacher’s assignment.
- To reduce the number of adult contacts with students, some teacher assignments may be slightly altered. This can occur while ensuring divisional qualifications and protected areas that require Additional Qualifications (Note: French and Learning Support Teacher are the only protected areas).
- **Students are to remain in their classroom and Specialty (Prep) Teachers will move to the student location or relocate, if possible and space is available, to an outdoor learning space;** this includes music. As such, music will be taught in homeroom classes for the first few weeks of the school year.
- Physical Education Teachers are encouraged to take students outdoors to the designated outdoor activity space as much as possible. Another option is to provide Health in the classroom. The gymnasium can be used with the proper health and safety protocols. There may be days/ times, however, when administration may need to close the gym and Specialty Physical Education teachers will need to relocate and be prepared for such.

## 2.1 Educational Assistants/ Early Childhood Educations/ LST/ ESL/ CLST/ Teacher-Librarians

All staff will be required to have a schedule/ timetable, which may or may not need to adjust based on new guidelines.

Where and as much as possible, these staff members’ schedules should be set to minimize the number of student contacts, while maximizing their utility in the building. They will be provided with and will be expected to wear the appropriate PPE to the situation (e.g., toileting is different than classroom work). Please refer to **COVID-19 Protocol 7: Personal Protective Equipment for COVID-19 Precaution**.

Senior Administration will provide timelines for the provision of teacher/staff timetables. This is dependent on staffing as it relates to the development of our TVDSB Full Remote Learning model.

## 2.2 Grade 3/4 Classes in Elementary Schools

The Guide to Reopening Ontario schools requires students in Grade 4 to wear a mask and encourages students in Kindergarten to Grade 3 to also wear a mask, if possible. In this regard, Grade 3 students within this class may or may not be wearing masks, depending on their grade level. Other measures, such as physical distancing and proper and regular hand hygiene and respiratory etiquette should be taught and regularly practiced.

With respect to timetabling for grade 3/ 4:

- French must be provided for the Grade 4 students without moving the students in either grade to another classroom. Therefore, students **may not** be combined in order to

create a straight grade 3 and a straight grade 4. Grade 3 students who are in French classes shall be taught, and assessed, in another subject area other than French. For schools who have concerns with this expectation, please connect with your School Superintendent.

### 3.0 Routine Times within Class Schedules

Upon the completion/amendment of teacher timetables, teaching staff must refer to the Health & Safety Protocols and outline the new routines that must be included within their instructional day. For example, hand cleaning, water bottle filling etc. **These should be indicated on the teacher timetable and submitted to the Principal by September 8, 2020.** This should also be provided in the Teacher's Daybook/ Resource for Occasional Teacher use. **In addition, teachers are expected to provide a class seating plan and updated versions throughout the school year.**

These routines are outlined in the sections below:

#### 3.1 Hand Hygiene Routines

As per **COVID-19 Protocol 4 Hand Hygiene**, hand hygiene will need to be practiced at specific times as part of the school day routine.

These include:

- ✓ Entering the classroom in the morning
- ✓ Entering the classroom after recess
- ✓ Before eating lunch
- ✓ After eating lunch
- ✓ Entering the classroom after outdoor lunch
- ✓ Leaving the classroom at the end of the day

#### 3.2 Washroom and Water Bottle Filling Routines

Students are encouraged to bring a filled water bottle from home. Opportunities to refill water bottles using the water filling stations will be scheduled throughout the day.

Similarly, washroom breaks will be scheduled throughout the day to eliminate congestion in halls and washrooms. Please attempt to plan these washroom breaks in order to reduce the number of students accessing the building at recess times, as much as possible.

#### 3.3 Entry and Exit Routines

As part of our reopening of TVDSB school plans, floor markings have been placed in all hallways of Elementary schools to support physical distancing practices and directional flow of traffic.

The school administration will need to consider the exit/ entry doors for classes of students who travel together for the morning entry to school, entry/ exit for recesses/ lunch, and dismissal at the end of the day. This is to be done in a staggered way to keep contact to students at minimum (i.e. not with other classes that they are not grouped with for recess/ lunch) and to support physical distancing.

Entry/exit routines will be identified and shared with staff during the Health & Safety training portion of the Professional Activity days. It is recognized that these routines will require time for students to

understand through regular practice; at first, this may take a significant amount of time to establish but with regular practice this should be more efficiently a part of the class routine.

The following are important points for Elementary Administrators to consider when developing entry and exit routines:

- **Designated Unlocked Door for Recesses:** All TVDSB external doors to the school will be locked unless for essential operational needs; recess access is an essential operational need. Elementary Administrators will need to consider their school yards, the students on the yard at a given outdoor recess/ lunch and designate **which door** will be unlocked for staff/ student access. This access should be limited to emergencies or rare situations. Please remember: TVDSB has locked exterior doors in order to support the directive to limit access to schools to the public.
- **Internal Doors:** All TVDSB internal doors are to be left open to minimize common touch points.
- **Masks at Re-Entry Points:** All Grade 4-8 students and staff must affix their mask and clean their hands upon re-entry to the school (both for emergencies/ rare situations and as a regular practice). Students will always need to carry their masks with them at recess and outdoor learning due to the requirement to wear them while in the building. Schools should establish practices with classes to support this. Suggestions for folding of masks are included in ***COVID-19 Protocol 7: Personal Protective Equipment for COVID-19 Precaution*** Section 4.1.9. Hand sanitizer, spare masks, if available, and/ or “kits/ backpacks” suggested in Section 1.0 Emergency Preparedness of this guide, could be located at the designated re-entry door for those re-entering.
- **Re-entry to the Classroom:** students/staff re-enter, affix their masks (which will need to be on their person during recess), remove outdoor clothing/ shoes, and enter the classroom immediately cleaning their hands upon entry. The hand cleaning step is imperative at this portion of the day. For classrooms that do not have classroom sinks, hand sanitizer will be provided for this regular practice following outdoor times.
- For students with soiled hands, it is important that the practice/ routine be washing of hands with soap and water and not the use of hand sanitizer. This is during recess/ lunch outside also and any other portions of the day when a student may have soiled their hands.
- **Student Belonging Areas (Cubby/Locker):** Practices should be in place to ensure physical distancing in these areas for both entry and exit. Schools/ classes are encouraged to develop routines for this to occur.
- **Lates:** Students who are late will have to wait outside of the school while maintaining physical distancing until they are permitted access to the school (supervision at this door may need to be assigned and could be covered by a new Noon-Hour Supervisor). Hand hygiene routines must be incorporated into all student and staff entry/ exits to the building. Frequent messaging to staff, students and families regarding the locking of schools is encouraged.

### 3.4 Masks and Lunch Routines (Grades 4-8)

It is a requirement for students in Grades 4-8 to wear masks. Students are also encouraged to stay for lunch and eat in their classroom. Therefore, masking routines will need to be encouraged to allow students to use their mask after eating their lunch.

The following steps are encouraged:

- Students will clean their hands either with hand sanitizer or soap/ water.
- They will remove their mask; please reference **COVID-19 Protocol 7: Personal Protective Equipment for COVID-19 Precaution** Section 4.1.8 and 4.1.9. for next steps (folding and storage).
- Students must clean their hands after eating, and put on their mask after eating, and then the mask can be removed once outside.

#### 4.0 NEW Staggered Recess and Lunch Schedules/ Supervision

Elementary schools will start and end at the regularly scheduled times. Within the school day, however, bell times will be adjusted to indicate **NEW** staggered recesses and lunch times.

Elementary schools who are on a Traditional Day schedule will likely have a new timetable that may resemble a Balanced Day timetable; this is in response to the requirement, as directed by the Ministry, to ensure that recesses and lunches are staggered. The need to undergo a formal process with a survey to the school community is paused at this time to achieve health and safety measures in schools.

#### 4.1 Cohorts/ Large Groups of Students

With the return to school in an In-person Elementary Learning model, key components of our safety measures are cohorting/ large groupings and physical distancing through staggering of recesses and lunches.

Students will be in various cohorts throughout their school day; this is dependent on their access to Before & After School programs, and their transportation to and from school. The important tenet to adhere to is the understanding of the individuals that students may directly or indirectly be in contact with during their school day, as a result of the cohorts/groups they belong to.

**As such, Elementary Administrators are required to maintain up-to-date:**

- **Class lists**
- **Bus lists**
- **Before and After School lists**
- **Larger group lists for recess and lunch outdoor times.**

Larger groupings of students refer to the cohorts of students who are outside for a specific recess and/ or lunch break. For example, all Kindergarten students are outside together for recesses. There is **NO** specific number to determine these larger groups, however, students **MUST** be allocated their own designated outdoor space and reminded to stay in that space.

Administrators will consider their outdoor yard/ tarmac space for recesses and lunch breaks and designate “regions/ zones” for cohorts and large groups to be assigned to, in order to minimize indirect contacts with other student groups. For example, a region/ zone for the Kindergarten students and one for the Primary Students. This could be one recess that only has those two larger groups of students outside and in their own designated zone/ region. If your school is large, this could also be done by grade groupings rather than divisions.

## 4.2 Outdoor Learning Spaces/ Play Structures

Outdoor learning areas should be scheduled and utilized throughout the instructional day. To ensure a safe distance between classes, and avoid conflict with recess schedules, a sign-up schedule will be developed and maintained for areas designated specifically for outdoor learning. Consider using Microsoft “Bookings” as a way for all staff to request their time/space. Administration should consider these areas of the school yard when designated zones/ regions as suggested in Section 4.1 Cohort/ Large Groups of Students.

Outdoor play structures may be used by students. Handwashing/sanitizing must occur prior to and at the end of recess/outdoor time.

## 4.3 First Aid

Wherever possible staff on duty should carry items that are required frequently on the yard, (ice packs, band aids etc.), with them to prevent the need for students to enter the building (suggested in Section 1.0 Emergency Preparedness). For situations that do require First Aid attention by staff at recess/ lunch, as always, staff should contact the office or designate, and a first aid trained staff member will take over. Staff will need to adhere to *COVID-19 Protocol 8: Precautions for First Aid Attendants*.

## 4.4 School Offices/ Student Helpers

As our office spaces have been equipped with safety features, such as plexiglass and floor markings, it is also to recognize the importance of this workspace for our secretarial staff. To ensure their safety, student office helpers may **NOT** be used during recesses or lunch times. In addition, school administrators should develop site-based plans for any sharing of equipment in the school office. Regular and frequent hand hygiene will be important, in addition to spot cleaning of common equipment like photocopiers (buttons and other touch points) between use.

## 4.5 Offices Closed for Single Secretary Schools

Recognizing that student helpers are not available for use, schools with multiple secretaries should, as always, stagger lunches and breaks to ensure office coverage is in place. For schools with one secretary, please schedule this individual's lunch during less busy portions of the day (i.e. recess times). These schools will be required to provide signage to the public and communicate to their school community that the office is closed during this lunch period. Signage should include the message that “In the event of an emergency only, please contact TVDSB Reception at 519-452-2000”. This message and use of “emergency only” are essential. In the event of a true emergency, the Reception staff will be contacting School Administration on their TVDSB issued cellular phone. Administrators are always required to keep their cell phone with them during the school day.

## 4.6 Classroom Lunch Helpers

Classroom lunch helpers may not be used as this would result in a direct contact that is outside of a class cohort and in a classroom learning space. Supervision will be critical for classes with younger students. As such, prioritizing the supervision schedule for these lunch times is important. Where possible, have classroom teachers provide supervision to their own class (adhering to the Collective Agreement).

Administrators are encouraged to ensure students are all aware of how to contact a staff member who is on supervision duty if they are supervising multiple classrooms/ portables.

#### 4.7 Locked Doors

We recognize that locking exterior doors to our schools is a new process. The following recommendation is provided:

- Ensure school community is aware that access to schools is limited, as directed by the Ministry of Education, as part of our reopening of our schools.
- Provide professional signage on your front door that indicates the school number to contact; for schools with one secretary, as referenced in Section 4.5 Offices Closed for Single Secretary Schools, include the TVDSB Reception number (519-452-2000) for Emergency Use Only.
- Staff who leave the building will need to recognize that the doors are locked. Itinerant staff also will need to ensure they are in the building when there is a supervisor at the door (e.g. 8:45 a.m. supervision shift) or contact the office to be admitted. School-based plans should be developed recognizing the need to limit access by the public. Schools with portables, can allow staff to use the designated open door, practicing hand hygiene upon entry.
- **Designated Unlocked Door for Schools with Portables:** Our schools are no longer open to the public and this change is implemented to support our health and safety measures. However, for schools with portables (**only**), one designated door is to remain unlocked to allow for staff and students to access the building to use the washroom. It is important that hand hygiene practices are in place for the use of this door and that masks are worn.

#### 5.0 Masks/ Mask Exemptions

For students in Grades 4-12, masks are mandatory while in schools and on transportation. However, it is recognized that some students may need to be exempted from this requirement.

**More information will be forthcoming in an update to this Guide regarding the process for mask exemptions. Please contact your School Superintendent if you have questions.**

#### 6.0 Isolation Rooms

It is required that every school has a designated isolation room(s) for use should a student or staff member exhibit COVID-19 symptoms. This location(s) can be used for other purposes and does not need to be left vacant for the entire day. A reasonable stock of supplies, as per *COVID-19 Protocol 6: Isolation Room/Area*, should always be readily available in this/ these rooms/ offices and replenished immediately after use.

#### 7.0 Before and After School Program Spaces

Learning Support Services staff have worked with our Before and After School Operators to designate program spaces in schools. This information will be shared with Administrators and is site-specific.

The following are some important points with respect to these spaces:

- Cleaning of all surfaces must be completed prior to the start of classes and prior to start of an after-school program.

- Programs will supply their own resources/materials and will only use the tables and chairs in the classroom (if they are in a classroom).

## 8.0 Classroom Information

Learning Support Services will be providing our TVDSB Educators with guidelines and resources to support their teaching practices in recognition of our new protocols and practices. This section provides general reminders/ information for administrators:

- Shared classroom resources (e.g., manipulatives, Chromebooks) may be used for instructional purposes. Cleaning protocols must be done following the use of such resources.
- Individual student resource bins/ storage packages may be created and stored in each student's desk. Cleaning practices are not necessary for these resources if they are used by one individual.
- For shared computer use, school-supplied plastic wrap will be placed over the keyboard and mouse (if applicable). Between each individual use, the plastic wrap should be removed and immediately discarded. Proper handwashing before placing the plastic wrap on the computer and after discarding the plastic wrap is important.
- Students' personal belongings should be limited as much as possible and some items, like indoor shoes, can remain at school.
- Coat/cubby areas may be used to store clothing, backpack, shoes, lunches, etc. Elementary schools with lockers may use them if they can maintain physical distancing at lockers through their scheduling and entry/exit procedures. Locks should not be used to cut down on time spent at lockers. Routine cleaning of lockers will occur nightly.
- Planners/Labelled Pouches may be used and travel between home and school. These must be clearly labelled and not shared between students. Students and their parents and guardians should be the only touch points on the planner. If staff are writing in the planner, they are required to clean hands prior to and immediately after using each book. Digital organizers are encouraged and/ or the use of the class' digital platform (Brightspace or Google) for these practices.
- LST/CLST/ ESL/Guidance Lead teachers will continue to provide support for students in the student's classroom. Small groups may be withdrawn to work in a separate room (e.g., Empower). All health and safety protocols will be followed during these interactions.

### 8.1 Curriculum Related Information for Administrators

- Priority is given to literacy and numeracy during face-to-face and distance learning. Administrators are encouraged to ensure this focus with respect to our Operational Plan goals for Literacy and Numeracy.
- All homeroom teachers will have a digital learning platform (Brightspace or Google Classroom). Specialty teachers will utilize these classrooms so that student can access their learning in one place. This should be established for the start of school, recognizing it may not be fully prepared for use and should progressively develop over the start of the school year. These platforms could be used to support students while they are away from school for short or longer periods of absences (i.e., 14-day isolation).

- As indicated by the Ministry of Education, all subject areas are to be taught and reported on during all reporting periods.
- Individual and small group instruction are permitted if physical distancing is in place, cleaning of surfaces and hand hygiene is practiced.
- **Field Trips:** There will be no scheduled field trips until further notice. Environmental Educators may be scheduled to provide enhanced outdoor learning opportunities at the school. Walking trips to local parks etc., will be reviewed by the School Superintendent. These are permissible, with proper documentation, for short periods of time with adherence to all safety measures (i.e., physical distancing, hand hygiene) and supervision ratios using only staff members.
- CAS tutors, parent volunteers (i.e., reading programs, ) and any other volunteers including groups with Program Service agreements (i.e., presenters) are not permitted in the school at this time. Other CAS staff will be permitted to continue their child protection roles.
- Some Service Providers (e.g., TVCC staff, Public Health Nurses) are permitted to access schools through the **COVID-19 Management of Service Providers Accessing TVDSB Locations** protocol. Non-essential service providers, like photographers, may be resumed later but will not be accessing schools for the start of the school year.

## 9.0 School-wide Activities

Schools should consider virtual options for assemblies, announcements, and other large communication practices. Assemblies and large group activities cannot be organized and should be considered through virtual means.

In addition, fundraising may not occur due to the handling of cash.

At this time, there will be no school clubs organized.

## 10.0 Communication to Families Prior to and Throughout the School Year.

As part of our Operational Plan, we are committed to ensuring our communication with our school communities is two-way, increases knowledge, awareness and develops a sense of community through student, family and community engagement.

Therefore, school staff and administration are encouraged to consider methods of communication that will support families to understand new routines and process. These communication messages should be inviting and positive and help to alleviate as many concerns as possible. The following are some suggestions for school administration to consider:

- ★ Once protocols have been established, consider creating a positive and inviting video that captures some important information that parents/ guardians and students may wish to know;
- ★ Promote and share with school communities the videos and resources provided by TVDSB about Return to Learn (i.e., Kindergarten, Special Education);
- ★ Share information, including visuals (where possible) related to drop off and pick up locations, once these have been established;
- ★ Once made available through STS/ TVDSB support parent/ caregiver understanding and use of 'Drive to 5' or 'walk a block' locations; consider how this can be shared in a video to your school community; and

- ★ Share with your colleagues, through COS, effective approaches that support communicating with families with limited/ no technology. Collaboration and supporting each other with effective practices are paramount during this time!

### 11.0 Students in Full Remote Learning/ Parent Engagement/ School Councils

The decision for families to elect Full Remote Learning is a temporary model of learning for students. We recognize the virtual schools cannot provide the same “school” experience as our school communities do. As such, please consider the students, families and parents/ guardians as part of your school community for this entire school year.

As such, School Councils and where applicable, Home & School Associations, should include the opportunity for family members whose children are participating in Full Remote Learning to be involved. Recognition and consideration always should take into account that students may change their learning model as of November 2, 2020 and return to In-person learning. School administration is encouraged to include all parents and guardians in their parent engagement plans.

Please note timelines for School Council meetings and these will need to take place virtually.

### 12.0 Transportation

To support contact tracing, if this is needed, Southwestern Transportation Services (STS) and our Local Public Health units will require bus seating plans.

**Bus seating plans will be required to be prepared by schools for all buses.** STS will have bus information ready by the end of the week (August 28) and will be providing guidance on the preparation of the seating plans including:

- The seat behind the driver is to be left empty
- Siblings to sit together

STS is working with their software company to see if there is a tool available to assist with this task. More information will be provided as it becomes available.

### 13.0 Leadership in Challenging Times

Senior Administration would like to recognize the significant and positive leadership that our TVDSB Administrators have demonstrated over the course of the 2019-2020 school year and as we prepare for the start of the 2020-2021 year. Continuing to lean on our collective Personal Leadership Resources and each other has been the key to our ability to succeed as a system during the COVID-19 pandemic.

Our sincere thanks to the leadership of all our TVDSB Administrators. If you require support through the preparation of our Return to Learn, please contact your School Superintendent.

The attached Appendices provide TIPS and Additional Resources as supports. Updates to this document will only be made if necessary and re-published to TVDSB Elementary Administrators. All other updates will be posted in the COVID-19 Return to School Site.

## Appendix 1

### First Day Tips:

- Establish “staging areas” for parent drop off/ students to assemble (physically distanced). Communicate these staging locations in messages to the school community close to the first day of school. For example, Grade 2 staging area may be the playground equipment area. Consider having these staging areas labelled.
- Establish an Inclement Weather option. Consider plans that have students enter building (wearing masks; grade 4-8) and proceed directly to their homeroom class, as opposed to a common area such as the gym. This will require planning and sharing of class locations and should only be implemented if inclement weather for the first day of school is a given.
- For Kindergarten classes, consider having one educator inside to receive new students and the other educator outside to receive students from parents and guardians to support the child and caregiver.
- If parents/guardian are concerned that their child may have difficulty with drop off, encourage arrival time to be close to the entry bell time for quick transition and to avoid student entering/exiting the staging area multiple times.
- Place markings on the sidewalk / use pylons or barriers to guide and promote distancing while students travel.
- Create traffic corridors when establishing drop off/pick up points and student staging areas.
- Consider using signage and one-way flows to streamline traffic and identify drop off/pick up zones.
- Consider providing masks to supervising staff member outside to allow for staff to hand out masks to students who require them (Grades 4-8) and do not have their mask(s) with them for entry into the building.
- Create a map that can be posted through School Messenger and on the website that outlines staging areas/ drop off areas.
- Establish (where possible) staging areas closest to the door to the students’ homeroom.
- Assign classes to different entrances.
- On the first day of school, have staff meet their classes outside to ensure safety and wait with them.
- Classes furthest from entrance enter the building first to minimize other classes passing them in hallways.
- Stagger school entry as would be conducted during fire drills.

### Departure Tips:

- Dismiss students by class or bus route and have staff members escort classes to their specified exit and staging area to ensure distance is maintained while travelling.
- Caregivers wait outside the staging area / departure point to ensure there is no crowding and that there is proper safe distancing upon exiting.
- Create schedule for classes to exit the school – designated points of exit should be specified

## Miscellaneous Tips:

- Consider asking parents and guardians to label their child's clothing, water bottles, cloth masks etc., with the teacher's name and grade.
- Teachers awaiting entry could use outdoor time for QDPA, Read Aloud, Morning Mindfulness.
- Consider using school-supplied plastic wrap or a pouch for walkie-talkies that can be cleaned between uses.

## Timetabling Tips:

### General

- Consider creating a booking system for classes to use to schedule outdoor learning and outdoor physical activity spaces.
- Some classes could begin with outdoor learning.
- Consider bringing in students in groupings. This will vary from school to school. Staggering bells, having classroom staff meet their classes outside, designating entry doors, intentionally scheduling outdoor play, exploration or physical education directly after recess could all help.

### NEW Staggered Recess and Lunch Timetables

- Focus on integration of subject content into blocks rather than being provided by specialty teachers.
- Try to schedule French prep across one period each day for consistency.
- Have prep teachers teach multiple subjects in primary to reduce contact points.
- Use 7 periods of the day rather than 6 to maximize opportunities for learning and spaces.
- Divide your student numbers in half, thirds, or quarters so you can spread out when and where students eat and have recess (see Appendix 2)
- Demarcate zones/ regions on the yard for each 'large grouping' and try to leave a buffer zone between them and use separate entrances if possible.
- Stagger recesses by having a group eat first while the other group is outside and then switch; possibility, depending on school size, have two recess groupings (consider which doors are being used by each group and determine time needed in between groups)

## Appendix 2

### Sample Timetables for NEW Staggered Recess/ Lunch Schedules

These samples are provided as a support to administrators who may wish to have time allocations for consideration.

**Note:** It may be possible to run multiple of these schedules in a school to achieve 3 or 4 different recess periods. The times are for **sample only** and should be adjusted to local circumstances. Two 40-minute breaks can be used rather than 40/50.

Model 1 – 100/100/100 Six Periods	Model 2 – 120/100/80 Seven Periods	Model 3 – 120/80/100 Seven Periods	Model 4 – 100/120/80 Seven Periods	Model 5 – 100/80/120 Seven Periods	Model 6 – 80/120/100 Seven Periods	Model 7- 80/100/120 Seven Periods
8:40 Bus/Supervision (20)	8:40 Bus/Supervision (20)	8:40 Bus/Supervision (20)	8:40 Bus/Supervision (20)	8:40 Bus/Supervision (20)	8:40 Bus/Supervision (20)	8:40 Bus/Supervision (20)
9:00 Period 1 - 60	9:00 Period 1 - 60	9:00 Period 1 - 40	9:00 Period 1 - 60	9:00 Period 1 - 60	9:00 Period 1 - 40	9:00 Period 1 - 40
10:00 Period 2 – 40	10:00 Period 2 – 40	9:40 Period 2 – 40	10:00 Period 2 – 40	10:00 Period 2 – 40	9:40 Period 2 – 40	9:40 Period 2 – 40
10:40 Break 1 -20 (half out)	10:20 Period 3 – 40	10:20 Period 3 – 40	10:40 Break 1 -20 (half out)	10:40 Break 1 -20 (half out)	10:20 Break 1 -20 (half out)	10:20 Break 1 -20 (half out)
11:00 Break 2 – 20 (half out)	11:00 Break 1 -20 (half out)	11:00 Break 1 -20 (half out)	11:00 Break 2 – 20 (half out)	11:00 Break 2 – 20 (half out)	10:40 Break 2 – 20 (half out)	10:40 Break 2 – 20 (half out)
11:20 Period 3 - 60	11:20 Break 2 – 20 (half out)	11:20 Break 2 – 20 (half out)	11:20 Period 3 - 40	11:20 Period 3 - 40	11:00 Period 3 - 40	11:00 Period 3 – 60

12:20 Period 4 - 40	11:40 Period 4 – 60	11:40 Period 4 – 40	12:00 Period 4 – 40	12:00 Period 4 - 40	11:40 Period 4 – 40	12:00 Period 4 - 40
1:00 Break 3 – 20 (half out)	12:40 Period 5 - 40	12:20 Period 5 - 40	12:40 Period 5 – 40	12:40 Break 3 – 20 (half out)	12:20 Period 5 – 40	12:40 Break 3 – 20 (half out)
1:20 Break 4 – (half out)	1:20 Break 3 – 20 (half out)	1:00 Break 3 – 20 (half out)	1:20 Break 3 – 20 (half out)	1:00 Break 4 – (half out)	1:00 Break 3 – 20 (half out)	1:00 Break 4 – (half out)
1:40 Period 5 – 60	1:40 Break 4 – (half out)	1:20 Break 4 – (half out)	1:40 Break 4 – (half out)	1:20 Period 5 - 40	1:20 Break 4 – (half out)	1:20 Period 5 - 40
2:40 Period 6 - 40	2:00 Period 6 - 40	1:40 Period 6 - 60	2:00 Period 6 - 40	2:00 Period 6 – 40	1:40 Period 6 - 60	2:00 Period 6 – 40
3:20 Bus/Supervision – 20	2:40 Period 7 - 40	2:40 Period 7 - 40	2:40 Period 7 - 40	2:40 Period 7 – 40	2:40 Period 7 - 40	2:40 Period 7 – 40
	3:20 Bus/Supervision – 20	3:20 Bus/Supervision – 20	3:20 Bus/Supervision – 20	3:20 Bus/Supervision – 20	3:20 Bus/Supervision – 20	3:20 Bus/Supervision – 20