



# New Pedagogies for Deep Learning™

## A GLOBAL PARTNERSHIP

### Reopening Schools Tool:

### Comprehensive Operational Considerations for Leaders

The Reopening Schools Tool will assist you to build a reopening plan tailored to your specific context. The prompts will guide you to assess structures, processes, and policies to design a comprehensive and flexible plan that deals with the safety and operational issues and ensures that learning, equity and well-being are addressed.



# Reopening Schools Tool:

## Comprehensive Operational Considerations for Leaders

<b>Assessing Student Needs</b>	
Develop a mechanism for regularly identifying, assessing and coordinating the school's response to student needs before re-opening. Conduct this process regularly due to fluid situation	<input type="checkbox"/>
Determine who are known to be the most vulnerable students and where necessary co-develop an interim individualized education plan or school plan with all partners before school re-entry. Consider early re-entry to provide more intensive support and a smoother transition	<input type="checkbox"/>
Identify students who may be at risk. Consider students with special education needs, those who are immigrants, disengaged students, students who have faced trauma, students of essential workers	<input type="checkbox"/>
Reconfirm collection of student data as information may have changed. This includes home address and contact information. Include siblings and where they go to school	<input type="checkbox"/>
Anticipate increased student mobility across communities and adapt intake practices so that students can be immediately accommodated into school and its programming. For continuity, make transportation and other arrangements so students can remain in current settings	<input type="checkbox"/>
Invite vulnerable students to attend summer school or re-enter first to accommodate transition	<input type="checkbox"/>
Begin to identify student leaders who can act as positive influencers during this time	<input type="checkbox"/>
<b>Preparing the Physical Space</b>	
Seek permission to accommodate students in other spaces or arrange for portable classrooms when schools lack space to accommodate	<input type="checkbox"/>
Make masks, tissue, hand sanitizers available at entrances to school building and in key places around the school	<input type="checkbox"/>
Establish one-way hallways on larger more congested sites	<input type="checkbox"/>
Optimize use of entry and exit points into the school building to disperse student movement in hallways while ensuring safety plans are not compromised	<input type="checkbox"/>
Establish isolation spaces where students or staff can self-isolate if necessary	<input type="checkbox"/>
Ensure teacher work rooms provide space for physical distancing	<input type="checkbox"/>
Reconfigure large spaces (such as gyms, staff rooms and cafeterias) for larger classes	<input type="checkbox"/>
Remove unnecessary furniture or supplies to optimize space/and reduce unnecessary touching in learning spaces	<input type="checkbox"/>
Visually mark floor space so physical distancing is easy to follow (hallways, playgrounds, bus line ups, classrooms)	<input type="checkbox"/>
Install visual reminders about hygiene and physical distancing at critical areas such as washrooms. Use multiple languages and graphics where necessary	<input type="checkbox"/>
Install no touch taps and dryers in washrooms. Develop a system to reduce crowding in washrooms	<input type="checkbox"/>
Adapt use of overcrowded changerooms	<input type="checkbox"/>
Reconsider student use of lockers	<input type="checkbox"/>
Close high touch spaces on playgrounds	<input type="checkbox"/>

Ensure adequate air circulation in schools	<input type="checkbox"/>
Shut off water fountains and ask students to provide reusable water bottles	<input type="checkbox"/>
Prepare for lunch to be eaten in classrooms; provide adequate bins, recycling and supplies	<input type="checkbox"/>
Engage a student focus group for their perspectives of high-risk areas	<input type="checkbox"/>
Limit on-site visitors, including parents and communicate this clearly to community	<input type="checkbox"/>
Begin to consider what physical space adaptations need to be made for the winter months	<input type="checkbox"/>
<b>Preparing Program: Logistical Considerations</b>	
Consider a shortened day or alternate day schedule to minimize student strain and reduce the number of students in school at any given time	<input type="checkbox"/>
Work to synchronize schedules with families and community	<input type="checkbox"/>
Stagger class schedules to reduce hallway traffic during transitions like arrival, departure, class changes, recess	<input type="checkbox"/>
Consider flexible scheduling for students identified above	<input type="checkbox"/>
Consider which classes will need increased PPE (e.g. intensive needs/high touch)	<input type="checkbox"/>
Reduce class size and where possible appoint one main teacher for students	<input type="checkbox"/>
Incorporate student movement/stretching into programming, especially if students are expected to learn in one place	<input type="checkbox"/>
Move learning outdoors when possible	<input type="checkbox"/>
Shift hands-on learning to semester 2 where possible	<input type="checkbox"/>
Incorporate education about physical distancing and health measures into Phys-Ed and Health programming. Adapt PHE for physical distancing	<input type="checkbox"/>
Reconsider how experiential learning (Co-operative education, technical, apprenticeship classes) can be taught while complying with H&S expectations	<input type="checkbox"/>
Provide engaging extended day programming for students of essential service workers or for students who require additional support such as tutoring	<input type="checkbox"/>
Become paperless where possible, to reduce paper transferred between people (including assessments).	<input type="checkbox"/>
Postpone school excursions and school-wide gatherings	<input type="checkbox"/>
Reduce sharing of supplies like pens, art supplies, notebooks. They should be brought from home or purchased and given to students to keep	<input type="checkbox"/>
<b>Preparing Staff</b>	
Staff re-enter in advance of students to receive adequate training of new H&S protocols	<input type="checkbox"/>
Collectively re-examine assessment policy and practices to ensure students are not unfairly jeopardized.	<input type="checkbox"/>
Demonstrate proper handling of PPE, masks, hand washing	<input type="checkbox"/>
Help staff understand trauma: how to recognize and respond	<input type="checkbox"/>

Review hygiene and cleaning practices with all staff, once school has re-established	<input type="checkbox"/>
Require all staff participate in on-line Boundary training	<input type="checkbox"/>
Include occasional staff and school volunteers in all H&S training	<input type="checkbox"/>
Ensure staff or volunteers who begin working after school re-opens receive all necessary training	<input type="checkbox"/>
Establish mentoring/coaching mechanism for new teachers or those staff needing more support	<input type="checkbox"/>
Provide ongoing ICT support for teachers	<input type="checkbox"/>
Employ an effective communication system to establish staff absences and telephone tree for immediate school closures	<input type="checkbox"/>
Distribute leadership responsibilities with clear roles and alternates	<input type="checkbox"/>
Engage staff in reconsidering how specific subjects or roles may need to be adapted	<input type="checkbox"/>
Establish a check-in system for staff for their well-being	<input type="checkbox"/>
Establish a response team consisting of union, health and safety, and leadership. Meet regularly to assess, walk through the facility, anticipate and respond to issues regarding health and safety as well as well-being	<input type="checkbox"/>
<b>The First Week of Reopening: Establishing New Routines</b>	
Establish a H&S entry routine that include masks, hygiene and testing (where available)	<input type="checkbox"/>
Consider purchasing face shields for all students and staff. They are reusable, less expensive, and enable better facial recognition	<input type="checkbox"/>
Spend the first week, reviewing new routines and H&S expectations and new rules for student safety	<input type="checkbox"/>
Establish student's personalized space/desk	<input type="checkbox"/>
Establish class morning routines to check emotional/physical well-being as outlined by Public Health	<input type="checkbox"/>
Establish new lunch time routines and co-construct amusing ways to engage students	<input type="checkbox"/>
Provide maps and guidance for students about how to transition safely where use of physical space has been altered	<input type="checkbox"/>
Increase supervision of students at times when students habitually gather (e.g. arrival and departure, recess, class transitions, lunch period)	<input type="checkbox"/>
Invite student leaders to engage students in positive, physical-distancing activities and challenges	<input type="checkbox"/>
Review and practice safety procedures (e.g. fire drills, lock downs) to ensure health and safety of staff and students are protected in times of crisis	<input type="checkbox"/>
Establish a student crew to welcome and orient students who enter school after first week	<input type="checkbox"/>
<b>Adapting Administrative Procedures, Policies, Legislation</b>	
Monitor attendance closely. Ensure individualized follow-up with students who are absent. Work closely with Public health to communicate concerns/patterns	<input type="checkbox"/>
Review student attendance policy to minimize repercussions for student absenteeism	<input type="checkbox"/>
Reconsider attendance expectations for senior students who may need to provide for their families	<input type="checkbox"/>

Examine and advocate for fairness in language regarding mandatory attendance legislation	<input type="checkbox"/>
Review student attendance system so that schools/Public Health can quickly respond to a virus breakout	<input type="checkbox"/>
Vet the school-reopening plan with legal team	<input type="checkbox"/>
<b>Policy and Legislation Review</b>	
Work with universities and licensing agencies to expedite teacher certification	<input type="checkbox"/>
Suspend routine performance evaluations of staff	<input type="checkbox"/>
Consider adapting required number of instructional hours	<input type="checkbox"/>
Reconsider grade retention policy that harm students	<input type="checkbox"/>
Examine graduating diploma and suspend requirements that jeopardize graduating students (e.g. exit tests, community involvement hours, compulsory hands- on courses)	<input type="checkbox"/>
Re-examine privacy of information policy to ensure it addresses needs of public health and includes appropriate information sharing	<input type="checkbox"/>
Review and make explicit adaptations to Student Behavior Code to ensure students are aware of expectations of physical distancing	<input type="checkbox"/>
Seek convenient ways for students to receive the flu shot as appropriate	<input type="checkbox"/>
<b>Personnel Preparations</b>	
Increase cleaning staff and consider redeployment of underutilized staff	<input type="checkbox"/>
Hire and/or reassign cleaning staff. Increase cleaning schedules in high touch areas	<input type="checkbox"/>
With employee unions, agree to an interim framework to expedite increased staffing and address health& safety and labor issues. Communicate unity whenever possible	<input type="checkbox"/>
Reduce paperwork and administration tasks for teachers and principals where possible	<input type="checkbox"/>
Appoint internal delegate to remain in contact with neighboring schools, districts, public health	<input type="checkbox"/>
Identify staff over 55 years of age and anticipate increased absenteeism. Offer early retirement or reassignment for those who may be vulnerable	<input type="checkbox"/>
Increase occasional/substitute teacher pool and where possible, assign them to specific sites so they are familiar with the new health and safety routines	<input type="checkbox"/>
Include third party contract personnel in health and safety communications	<input type="checkbox"/>
<b>Transportation</b>	
Review on campus bus line ups to maximize space between students or stagger bus arrival/departure times	<input type="checkbox"/>
Review sanitization routines with buses and taxis	<input type="checkbox"/>
Ensure safety using physical distancing on buses	<input type="checkbox"/>
Coordinate with public transportation about altered schedules. Subsidize transportation for needy students	<input type="checkbox"/>
Encourage senior and responsible students to walk or take bikes to school. Provide safe spaces for bikes to be locked	<input type="checkbox"/>

## Technology

- Where acceptable, install video cameras in classes so absent students can connect and participate fully from home
- Provide staff with free and accessible wireless
- Seek to provide free and accessible wireless for those who cannot afford it
- Communicate digital citizenship expectations with students, staff and families
- Provide 1:1 devices with mobile hot spots for all students
- Provide personalized keyboards to students and staff where 1:1 is not possible
- Provide access to virtual tech support for students, parents and families
- Consider use of TV or radio as a mechanism for connecting with students and families where wireless is not possible

## Communications

- Establish relationships with media outlets in advance for emergency announcements
- Be precise about the “communication tree.” Clarify the communications protocol visually and in text so messaging is clear and consistent
- Overcommunicate protocols for rolling closures with community, parents, staff, and students
- Reduce size of monthly school newsletters and communicate more frequently in focused way (e.g. via social media, email, phone)
- Communicate messages: share good news, be positive, hopeful, calm
- Establish FAQ as a live document so that unique situations can be shared and resolved

## Community Partnerships

- With Public Health, identify key messages regarding safe practices, align protocols and provisional plans for rolling closures. Clarify hygiene practices when students return home every day
- Develop networks of schools and teaching teams to co-create instructional resources
- Create community coordination and implementation team which includes local politicians, leaders, unions and neighboring schools
- Enlist the support of community volunteers to adapt how free and reduced lunch is provided