

# **ILE-A-LA CROSSE SCHOOL DIVISION FALL RE-ENTRY PLAN 2020-21**



## **Ministry of Education's Report**

**August 1<sup>st</sup>, 2020**

Division plans will evolve as required by emerging health risk assessments

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# ILE-A-LA CROSSE SCHOOL DIVISION FALL RE-ENTRY PLAN 2020-21

## INTRODUCTION

Ile-a-la-Crosse School Division has prioritized the safety and well-being of students, staff and families during the pandemic. In response to Covid-19, the school division focused on safety and health while prioritizing student academic growth. This occurred by providing supplementary learning through remote learning, and by collecting data to continue the learning for school start-up—engagement in supplemental learning and tracking student outcomes obtained when the student completed formal learning on either March 13 or beyond.

In the fall, in response to the unpredictability of the pandemic, the school division will have a phased-in approach that will consider the current status at incremental times. The first phase for our school division began June 1<sup>st</sup> (learning, facilities, transportation planning); phase II will occur at the beginning October 2020. Within the phases, there will be formal reviews—June 30<sup>th</sup>, August 14<sup>th</sup>, August 29<sup>th</sup>, and September 15<sup>th</sup>. The school division will continue to be proactive with stringent re-entry plans following the ministry guidelines under the Chief Medical Officer’s (CHMO) orders. Re-entry plans will also consider the community context in which the school division is located.

Although the pandemic has disrupted student learning, opportunities occurred such as a deeper engagement in technology (learning and delivery); physical distancing in land-based learning (Board’s priority); and remote learning for students, and for staff that included professional development. The Ile-a-la-Crosse Fall Re-entry School Plan (2020) will take into consideration what has transpired in learning and what works best for the students we serve while prioritizing student success, health and well-being.

## STUDENT AND STAFF RE-ENTRY

Ile-a-la-Crosse School Division will ensure that all students, families and staff are safe through a three-day Re-entry Orientation that will provide health and safety guidelines and learning expectations so that staff and families continue to feel safe and supported in the 2020-21 school year.

All students will be required to enter school beginning September 1<sup>st</sup>, 2020.

- The school re-entry orientation will establish routines and expectations for students, teachers and families that will consider the CHMO’s recommendations, learning expectations, well-being supports and *School Health and Safety Guidelines* (Appendix A and B).
- Students will be placed into cohort groups and will remain in this group for the entire school day.
- PPE is not required, except when caring for students who are ill.
- Parents and students will be given the School Health and Safety Guideline document that will include school, facilities and transportation commitments.
  - If the current status September 1<sup>st</sup> is similar to June, then all students will attend full-time the second week.
  - On-line registration will be encouraged with e-transfer payments. Adaptations will be made for individuals unable to register through this method.
  - If there is recommendation that we proceed differently for school start-up by the northern medical officer, then we *may* proceed with \*scattered entry times with

smaller number of students in the classroom. (we have smaller number of students than larger centers).

All teachers will begin school August 27<sup>th</sup>, 2020.

- Staff will be physically present in the school.
- The first week of school will include a school re-entry orientation that will be used to establish routines and expectations for staff which will consider local and provincial contexts.
- Staff will be given a *School Health and Safety Guidelines* document that will include school, facilities and transportation commitments.
- Administrators will work with families and staff who may decline to send their children to school.
- Administrators and teachers will work with families during this week for any children with medical health issues that require attention.

### School Day Structures

The Ile-a-la-Crosse School Division will ensure that the health, safety and well-being of all employees is the foremost priority.

- Students, families and staff will be expected to follow *School Safety Health Guidelines* that include: entry into school, expectations in the school, expectations leaving the school, expectations for nutrition (Ministry's Educational Institution Guidelines, 2020), extra-curricular activities (guidelines to be released), and staff gatherings or meetings.
- Plans for extra-curricular activities and other gatherings will be developed in consultation with the CMHO and SHSAA once the group and/or gathering capacity limits for fall 2020 are determined.
- Students will be assigned cohort groups and must remain in the cohort throughout the day.
- Students who stay for lunch must remain in their classrooms.
- Field Trips are not permitted.
- Students are not allowed to participate in food preparation.

### LEARNING PLAN

Ile-a-la-Crosse School Division will continue to ensure that health, well-being and student success continues to be the priority.

- Student outcomes have been tracked and learning will commence from where students were on March 20<sup>th</sup>, 2020 or when learning ceased after this date. Teachers will re-engage with student learning in a differentiated and interdisciplinary approach (reading, writing and math) to optimize learning experiences.
- Curriculum outcomes have been tracked for each student since pandemic transpired.
- Focus will be on teaching of outcomes, rather than amount of time per subject.
- Students will be in classrooms or outdoors and when possible learning may include blended learning opportunities. Saskatchewan's Curriculum outcomes will guide the teachers on what outcomes must be targeted to ensure student and teacher success.
- Teachers will participate in pedagogical approaches that engage students in flexible learning spaces to include Indigenous ways of knowing and equity that includes land-based opportunities and access to technology. (See Appendix A for suggestions).
- Arts Education and PAA Pure Courses will be offered while following the Ministry of Education's Return to School, Appendix A: Curriculum Suggestions (2020).

#### Assessment:

- Teachers will use their professional discretion to determine the appropriate assessment practices within the current context to include formative and summative approaches to differentiate instruction. Assessment strategies that do not require simultaneous full group participation will occur.
- Departmental exams *will occur* in 2020-21.
- Reporting will occur as required by the Ministry of Education to include registration, attendance and formal reporting.

#### HEALTH AND WELLNESS

- A purposeful re-entry approach will occur to acknowledge the COVID-19 experiences of staff and students since March 2020. Kevin Cameron's *Guideline for Re-Entry into the School Setting during the Pandemic* (2020) will guide the first week of school to include the mental health and well-being supports for staff and students. The social worker and elders will be available, and local health personnel will be utilized if available.
- A repository supports will be available supported by the Ministry of Education @ [saskatchewan.ca](http://saskatchewan.ca); Kids Help Phone for professional counselling services, and Be Kind Online website.
- The first week's *Re-Entry Orientation* will ensure that the School's Safety Health Guidelines (school, facilities, and transportation) are explicitly embedded (Appendices A, B, C). The guidelines (doors students and staff come into and from; bathroom guidelines; movement for staff and students; office space expectations) will be followed until further notification. Facilities and transportation have plans as well.
- Before students arrive, staff will engage in expected practices for safety and well-being for classes, land-based learning, extra-curricular, and other particulars related to structures required in the school.
- Physical distancing and other health precautions will guide and hopefully, eliminate any anxiety by staff and families once practices are embedded (time to purposefully do this) and followed according to the Chief Medical Health Officer's direction. The practices will include expectations that align with the school division's guidelines with optimum learning spaces.
- School wide plans for enhanced cleaning and disinfection are embedded within school plans and facilities and maintenance plans (Appendices A,B,C)
- Administrative procedures for illness in care will be developed and inserted into plan at a later date after consultation with the Saskatchewan Health Authority.
- Protocols for bringing materials into and out of schools will be developed in consultation with the Saskatchewan Health Authority.
- Staff will continue to be supported in pedagogical or technological approaches through on-line resources and professional supports, and parents will be supported when required.

#### ENGAGEMENT OF STUDENTS, STAFF AND FAMILIES

##### Communications:

- All learners and families, school divisions and teachers will continue to use multiple modes of ongoing communication through means of letters, technology, radio announcements and social media.

- Parents will be informed during the orientation week regarding the learning program and what will be expected of their child. Individual conversations will occur to share where student is and how the student will be supported to achieve their work.

#### Students with Additional Needs:

- Students have been assessed and will continue to be supported by the teachers, principal, special education teacher, educational assistants, and external contracted professionals.
- Inclusive and Intervention Plans (IIP) will be communicated to the parents/caregivers to ensure that continued growth occurs
- Students identified as requiring intensive supports will be supported in understanding the new normal, and in following social distancing.
- Chief Medical Health Officer safety orders will be in place for students who require a more hands-on approach and have personal care needs.
- Specialized places for instruction for students with compromised immunity will be made available.

### **CONTINGENCY PLAN**

In the fall, in response to the unpredictability of the pandemic, the school division will have a phased-in approach that will consider the current status at incremental times. The first phase for our school division began June 1<sup>st</sup> (learning, facilities, transportation planning); phase II will occur at the beginning of October 2020. Within the phases, there will be formal reviews with risk-management—June 30<sup>th</sup>, August 14<sup>th</sup>, August 29<sup>th</sup> and September 15<sup>th</sup>. The school division will continue to be proactive with stringent re-entry plans following the ministry guidelines under the Chief Medical Officer's (CHMO) orders. If the Ministry directs remote learning, all categories will be remaining the same and the contingency plan will be enacted. The local community context could prompt the contingency plan as well.

The Ile-a-la Crosse School Division will stagger the entry of students (school start/end, nutrition, and bussing) because of the smaller class sizes. Half of the students will remain home for remote learning for one week while the other half will come to school with social distancing parameters, and then students will exchange for the following week. The schools have established a collaborative transportation plan for families and for single students. A time-table has been established to ensure all students are accommodated. All learning needs will be met through blended learning. All teachers will be physically present in school. Students who remain home: The full Saskatchewan curriculum will be delivered; multiple modes of delivery; specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.

## REFERENCES

Cameron, Kevin. (2020) Guidelines for Re-entry into School Settings during the Pandemic. Retrieved from <https://www.nactatr.com/news/files/01GuideRe-Entry.pdf>.

APPENDIX A: ELEMENTARY SCHOOL HEALTH SAFETY GUIDELINES

AREAS	STAFF EXPECTATIONS <i>*essential movement only</i>	STUDENTS	PARENTS
Office	<p>Call administrators cell phone for behavior assistance</p> <p>Call secretary for other needs on main phone she will deliver to staff</p> <p>Sick students will be isolated in recovery room. Room will be disinfected after use.</p>	Do not enter unless escorted by an administrator	<p>Do not enter</p> <p>Call 306 833 2010 if you have needs.</p> <p>Email <a href="mailto:recs@icsd.ca">recs@icsd.ca</a> if unable to call or after hours</p>
Hallways	<p>Students not to be in hallway except when going to washroom or on arrival/ dismissal</p> <p>Pit is off limits</p> <p>Every 6 feet marked out with dots</p> <p>Water fountain mouth part shut off</p>	<p>Students to maintain physical distancing</p> <p>Students taught not to touch walls and poles</p>	N/A
Photocopy room	<p>Printers in each classroom</p> <p>Staff can print from class to copier</p> <p>Use during prep</p> <p>Wipe down after use</p>	Do not enter	N/A



Classrooms K-6	Teachers expected to keep door open  Physical distancing using two rooms if necessary	Students stay put  On entry and exit hand sanitize	N/A
Classrooms pk	Clean all toys, areas daily  Students attend 9 to 2:30 2 times a week  Playroom for their use exclusively	Students stay put	N/A
Bathrooms	1 student allowed to washroom at a time  No washroom passes  Expectations for washroom use taught by classroom teacher  Classroom washrooms have a routine for sanitizing after use	Students practice proper hand hygiene  Students to maintain physical distancing	N/A
Playground	2 separate recesses	Students physical distance  Sanitize hands on entry and exit of classroom.	N/A
Entrances	Open at 8:30 and 12:55  Propped open at 8:45 and 12:55  Locked at 9:05 and 1:05 by Janitors	Students use assigned entrance	Parents are asked to wait by their vehicles
Gym Class	Outside	Students maintain physical distancing	N/A

	<p>Sea can for storage</p> <p>Staff escort students to gym area and pick them up</p> <p>Equipment sanitized between use</p>	<p>Student sanitize when they leave their classroom for gym and when they return</p>	
Library	<p>Use SILS</p> <p>Books delivered to classrooms</p>	<p>Do not enter</p>	N/A
Nutrition	<p>Individual portioned snacks delivered to classes</p> <p>Staff hand out</p>	<p>Students sanitize before and after eating</p> <p>No sharing</p>	N/A

Appendix B: HIGH SCHOOL HEALTH SAFETY GUIDELINES

AREAS	STAFF EXPECTATIONS <b>*essential movement only</b>	STUDENTS	PARENTS
Communication “Everyone’s Safety” “If feeling sick, stay home” Daily/weekly updates	Review entire plan with students  Include mental health aspect in re-entry  Plan for sick kids-pkgs.	Abide by expectations and respect rules and procedures	Review at home with kids
Office	Staff call office first: if issue not resolved, admin will come to room (ex. behaviour); Cherilyn (bring documents, photocopying, etc. to classroom)	Do not enter	Do not enter Call 306 833 2388 if you have needs.  Email <a href="mailto:rhs@icsd.ca">rhs@icsd.ca</a> if unable to call or after hours Do not enter
Hallways	Vince or Bev will monitor traffic, staff and students are to be in their classrooms	Follow mapping for arriving, movement in building, and leaving the school	N/A
Photocopy room	Use door to hallway only (not through office)  Printers in each classroom Use prep period  Before, after school (one at time in space)	No entry	N/A
Classrooms 7-9	Teachers stay put	Students stay put	N/A
Classrooms 10-12	Teachers move from class to class Reassigned to co-teach classes that are high in numbers (ie.26 in W&A Math = 2 classes)	Students stay put Teachers and students stay in classroom Modify class times for short breaks in classroom	N/A

		Could be some movement as not students in same classes, but will review classes to schedule/reassign teachers as required to minimize movement	
<b>Bathrooms</b> <ul style="list-style-type: none"> <li>• install high pressure hand dryers</li> <li>• install automatic soap dispensers</li> </ul>	1 student at a time Expectations for washroom use taught by classroom teacher	Students practice proper hand hygiene  Students to maintain physical distancing	
Commons Area	Will not use unless scheduled meeting so cleaning can occur after	No entry	N/A
Entrances	Will be opened at 8:45 AM daily MY – side doors HS – front doors	Enter/leave same door Shoes will be placed in same area	
ADULT ED.	Minimal movement between/around building		
PPE	Not required however Face mask/shield available	Not required however Face masks available & personal labelled hand sanitizer	
BUS	Be at stop directing traffic	Follow procedures	

APPENDIX C: FACILITIES & TRANSPORTATION HEALTH AND SAFETY GUIDELINES

AREAS	CARETAKERS/MAINTENANCE	TRANSPORTATION	OTHER
Bathrooms	<p>Ensure adequate supply of soap, hand sanitizer, wipes and other PPE is available as required.</p> <p>Washrooms will be cleaned at regularly scheduled times each day.</p>	N/A	<p>Other school staff will play a vital role in ensuring that proper procedures are followed when students are using washroom.</p> <p>Proper hand washing and hand sanitizer application techniques to be taught.</p> <p>Students will be expected to follow explicit expectations.</p>
Bussing	<p>Ensure adequate supply of hand sanitizer, Health Canada Guidelines will be followed.</p>	<p>Ensure only assigned students are allowed on bus</p> <p>Ensure students are sitting in assigned seats</p> <p>Sanitizing bus seats with Clorox Spray after each run</p> <p>Wipe down steering wheel and other controls after each use</p> <p>Ensure protective barrier between driver/students.</p>	<p>Parents are to ensure students who are sick stay home.</p> <p>Transportation hires staff to assist with bus runs and cleaning.</p> <p>Students to sanitize hand when entering and leaving bus.</p> <p>Proper hand washing and hand sanitizer application techniques to be taught.</p>

			Proper procedures for bussing to be developed
Schools	<p>Hand sanitizer will be available to all students and staff.</p> <p>Sanitizing stations will be available at all entrances, washrooms, classrooms, and high traffic areas with signs stating that they must be used by everyone.</p> <p>Cleaning staff will follow strict schedule and cleaning procedures.</p> <p>Training will be provided for sanitizing and check list will be provided.</p> <p>Staff to follow social distancing guidelines at all times; no congregating; staggered breaks and with varied supply refill areas.</p> <p>Maintenance to ensure safe access to all entrances including snow removal when needed.</p> <p>Maintenance Department to work with School administration to ensure adequate signage in all facilities.</p>	Coordinate staggered times for bus drop off so that only 1 bus is dropping off students at a time.	

APPENDIX D: FACILITIES AND MAINTENANCE DEPARTMENT



**Facilities and Maintenance Department**

**Re-Entry Plan September 2020**

## Facility Services

<u>Topic</u>	<u>Purpose</u>	<u>Actions</u>	<u>Responsible</u>
<b>Caretakers Schedule</b>	<ul style="list-style-type: none"> <li>To ensure optimum utilization of Caretakers during peak school usage to ensure adequate cleaning/sanitation.</li> <li>Due to no usage of gyms for evening programming, hours may be shifted for evening workers.</li> </ul>	<ul style="list-style-type: none"> <li>New schedule to be developed with input of school staff and facilities department.</li> <li>Ensure daily work hours earned do not change.</li> <li>Involve union in discussions</li> </ul>	Supervisor of Facilities and Maintenance and/or Maintenance Assistant as delegated.  School Administration
<b>Money Handling</b>	<ul style="list-style-type: none"> <li>To ensure the safest money handling practices and to try and shift to electronic means for handling money on a permanent basis.</li> </ul>	<ul style="list-style-type: none"> <li>Develop procedures on handling cash when needed.</li> <li>Set up electronic payments (E-transfers) for school fundraising accounts.</li> <li>Promote “new” e-options for school payments.</li> </ul>	School Administration  CFO
<b>Entrance Planning</b>	<ul style="list-style-type: none"> <li>To encourage physical distancing, the utilization of different entrances may need to be done.</li> </ul>	<ul style="list-style-type: none"> <li>Administration to determine how many entrances can be used for student’s/staff entrances.</li> <li>Once identified, facilities to inspect entrances to ensure it is safe. Work to be done on entrances as needed.</li> <li>Plan to be developed for snow clearing/salting if entrances need to be used during winter.</li> <li>Hand sanitizer to be located outside each entrance (possible), if not it will be located</li> </ul>	School Administration  Supervisory of Facilities and Maintenance



		when first entering the building.	
<b>School Breaks</b>	<ul style="list-style-type: none"> <li>To ensure students safety during recess/breaks</li> <li>Students tend to scatter and crowd halls during this time, making it difficult to ensure social distancing</li> </ul>	<ul style="list-style-type: none"> <li>Staggered breaks/recess for different classes may need to be done.</li> <li>Scheduled to be developed.</li> </ul>	School Administration
<b>Cleaning Supplies and Personal Protective Equipment</b>	<ul style="list-style-type: none"> <li>To ensure adequate supply of cleaning and disinfection supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Inventory to be done and a forecast of supplies needed for a 3-month supply.</li> <li>Supplies to be ordered once determined what is needed.</li> </ul>	<ul style="list-style-type: none"> <li>School Administration</li> <li>Supervisor of Facilities and Maintenance.</li> </ul>

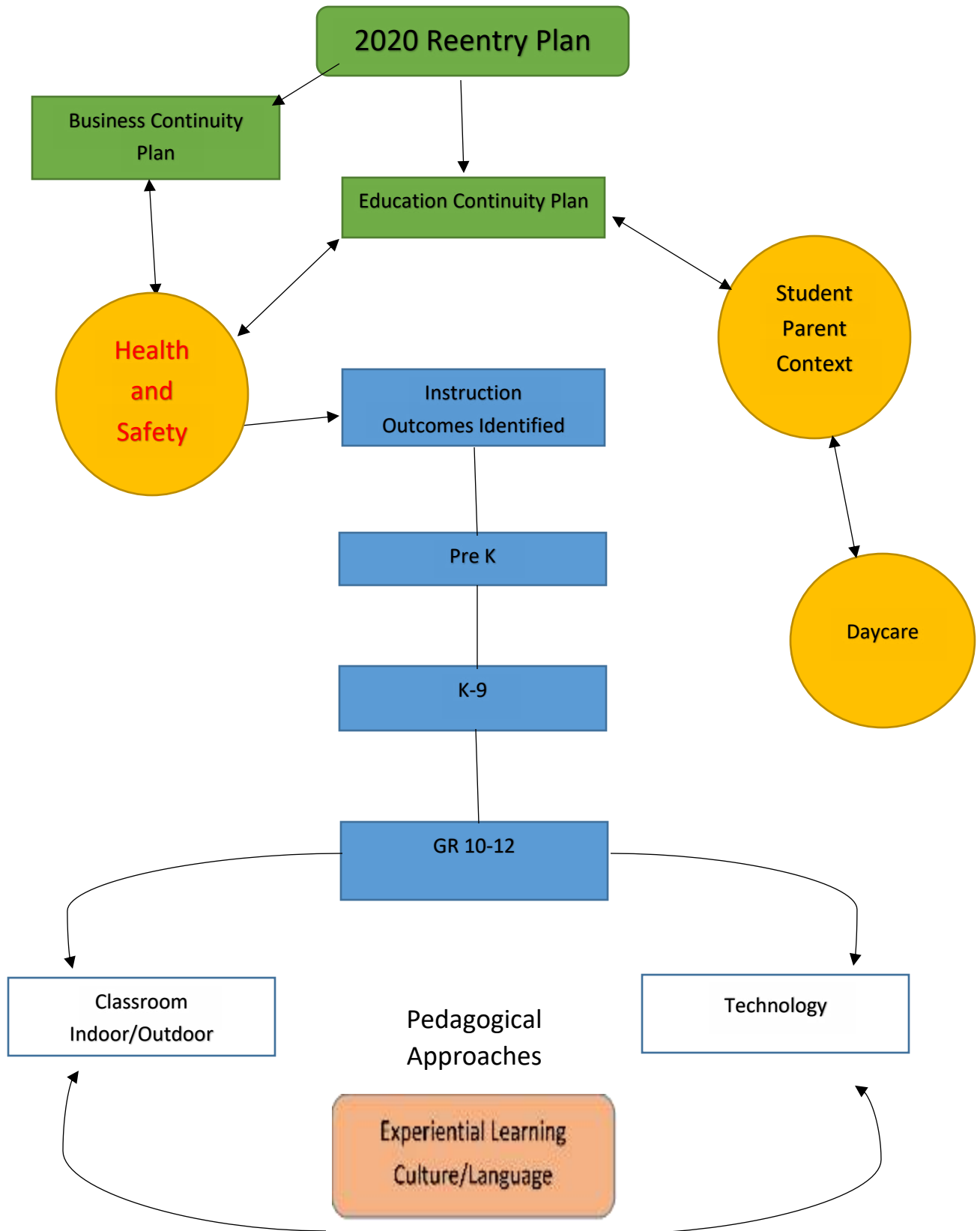
### Transportation Services

<b>Topic</b>	<b>Action</b>	<b>Responsible</b>
<b>Bus/Driver Safety</b>	<ul style="list-style-type: none"> <li>To ensure the safety of staff and students during transportation, precautions must be taken.</li> <li>Barrier to be installed between Bus Driver and student space.</li> </ul>	Bus Contractor
<b>Bus Routes</b>	<ul style="list-style-type: none"> <li>Radius to be created to determine which students will be bussed, and those who will walk.</li> <li>All elementary student's north of the causeway need to be bussed for safety.</li> </ul>	Bus Contractor



<b>Bus Schedule</b>	<ul style="list-style-type: none"><li>• When devising a plan for return to school. Bus Scheduling is to be a very important part of this.</li><li>• Increased bus runs, bussing means increase in transportation costs.</li><li>• Discussion on keeping students in during lunch, will decrease bus runs, however providing food to those who need it will need to be discussed.</li></ul>	School Admin, Bussing Contractor and CFO
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[Appendix E: Ile-a-la-Crosse School Division Re-entry plan](#)



[Appendix F - Prekindergarten and Kindergarten Guidelines](#)

The following guidelines are intended to support Early Learning educators in establishing provincial health and safety recommendations with reference to the *Provincial Response Team Plan* and *Ile-a-la-Crosse School Division Fall Re-entry Plan 2020-21* while continuing to implement quality practices and responsive learning opportunities for children in Prekindergarten and Kindergarten programs.

It is anticipated that the guidelines outlined below will likely change as the school year progresses.

AREAS	STAFF EXPECTATIONS <i>*essential movement only</i>	STUDENTS
Mindset and Perspective	<ul style="list-style-type: none"> <li>• Be aware of your own personal energy and what you are bringing into the classroom; children are intuitive and energy and thoughts that we bring determines how we respond.</li> <li>• Be aware of your own personal energy and what you are bringing into the classroom; children are intuitive and energy and thoughts that we bring determines how we respond.</li> <li>• Try to remain calm and try to find joy and learning through everyday interactions.</li> <li>• Slow down and savor patience - routines take time to be established; scaffold the year to increase in complexity and expectations as children experience success and gain confidence.</li> <li>• Be flexible and accept that you will not get as much accomplished in a day; value the relationships and connections you are making with children.</li> </ul>	
Daily Hygiene and Safety Practices	<ul style="list-style-type: none"> <li>• Educate and establish consistent routines for proper hygiene practices and follow handwashing guidelines as outlined in the provincial health regulations and as explained in the ECERS-3 rating scale.</li> <li>• Look for learning/teaching opportunities within the extra cleaning and hygiene routines (e.g., practice counting, singing rhymes and songs, following a sequence of steps/directions)</li> <li>• Schedule in time within each instructional day for the cleaning of frequently shared items</li> <li>• Schedule weekly cleaning of materials in learning centers on Fridays or as required throughout the week</li> <li>• Wear gloves when disinfecting tables and materials.</li> <li>• Designate cleaning materials (e.g., bucket/pail, gloves, disinfectant, dish soap, vinegar) to a space in the</li> </ul>	<ul style="list-style-type: none"> <li>• Children wash their hands               <ul style="list-style-type: none"> <li>○ when they enter the classroom.</li> <li>○ Before and after eating.</li> <li>○ After encountering bodily fluids: after they blow their nose, cough or sneeze.</li> <li>○ After using the washroom; and,</li> <li>○ Before and after using sand/water/sensory bins and painting centers.</li> <li>○ Additional option: have children wash their hands before and after learning center times</li> </ul> </li> <li>• <u>Use hand sanitizer in extremely limited quantities</u>, as it is toxic for young children.</li> </ul>

	<p>classroom (e.g., on a shelf by the sink, in a cupboard) out of the way of children.</p> <ul style="list-style-type: none"> <li>• Wash tables before and after snack and lunch times.</li> <li>• Sweep or vacuum floors after snack and lunch times.</li> <li>• Prioritize using soap and water, vinegar solutions, over disinfecting wipes as the chemicals are toxic to young children.</li> <li>• Stay within classrooms as much as possible and avoid having to go into other areas of the school.</li> </ul>	
<p>School Supplies and Personal Belongings</p>	<ul style="list-style-type: none"> <li>• Have one class set of pencils, one box (basic 8 colors) of both markers and crayons that can be shared by four children at a time. This would be the same with scissors and glue - 1 per 4 children. Store school supplies in containers to keep them contained and help with cleaning</li> <li>• Ask families to send lunches in small brown paper bags (lunch bags) and have food packaged using baggies or food wrap so it can be disposed of easily; avoid using cloth lunch bags and recyclable containers.</li> <li>• Only allow water bottles, no juice boxes or thermoses.</li> <li>• Limit borrowing books from the library – books are not easily cleaned; allow children to use books from classroom libraries and continue to update/rotate books on a bi-monthly basis to keep children's interests</li> </ul>	<ul style="list-style-type: none"> <li>• Do not have children bring school supplies from home. Each school has school supplies in stock for sale.</li> </ul>

**Considerations for Play-based Learning Practices and Learning Materials**

- Create spaces that surround the children with hope and possibility; inspire innovation and curiosity
- While considering the elements of space – materials, physical and aesthetic as interdependent and interconnected to go beyond "an environment" to assist with teaching curricular outcomes, strive to maintain a home-like, cozy, safe and culturally responsive environment
- Wash all learning materials before offering the materials to children and placing in learning centers

- Put away materials that may be hard to clean or cannot be washed in a washing machine
- Ensure everything is well organized, labelled and in containers.
- Provide individual buckets or materials/mini invitations for learning for children to use through the week (e.g., I Spy bins)
  - Include closed and open-ended materials to keep their interests
  - Assign to a child for the week then clean at the end of the week and rotate invitations to another child the following week
- Limit the amount of materials in learning centers – less is more
  - How can one material or group of materials offer numerous opportunities as opposed to having numerous materials?
  - *Quality* over quantity
  - See the complexity of simplicity
- Use open-ended materials in learning centers that can be used in many ways and repurposed throughout the day
  - Boxes, cardboard tubing, gems, rocks, sticks, recycled materials can be used for several things throughout the day, in play and through inquiry-based learning
- Extend materials to include things that can't necessarily be touched – exploring light and shadows, exploring sound, color (e.g. use the smart board, overhead, projector, flashlights, prisms, crystals, water and food coloring, paint)
- Offer materials that keep the children's interests, allow them to work with their favorite materials
  - Look for opportunities to use the materials in a variety of ways (e.g., Lego can be used for building, for counting, shape, size, patterning/Math, for print making/Art, for exploring properties, designing structures/Science)
  - Allow the potential of materials to be explored in-depth
- Pay attention to how the materials are set up to invite the children to play and explore so that it keeps their interest and offers possibilities for them to discover rather than telling them how to play with the materials
  - We can accidentally restrict how we use materials based upon how it is set up
- Interchange materials and rotate items to keep interest; add complex materials as the year progresses
- Change the context of space that the materials are being offered in – take the materials outside, closer to a window, move to a different shelf or in another part of the room

- Look for ways to open or close off areas in the classroom space or outdoor environment (e.g., shower curtain to block an area that is off limits, pylons to map out a space for big body play)
- Engage and interact with the children to model inquiry/exploring materials; "Have similar materials what the children have so you can:
  - Imitate what they are doing
  - Expand on what they are doing by doing something different using the same materials
- Use open-ended questions to further the children's learning with the materials
- At the end of the week, materials can be washed and left to dry for the weekend. When the students return, they can help put the items back into the containers and in the learning centers

### **Physical Distancing and Interactions that Build in Conversations**

- While maintaining physical distancing aim to be at the child's level so that they can read non-verbal cues and engage in interactions/conversations
- Follow the child's lead when involved in an activity; incorporate activities that allow builds on language and interactions without materials (e.g., I spy, Simon Says, 20 Questions)
- Look for opportunities to have incidental conversations using Hanen strategies: talk about what you are doing, make interesting comments, ask questions to invite conversations, change routines into games
- Label children's emotions
- Physical distancing ideas for hosting whole group discussions/Morning Meetings:
  - Use shapes made of cloth to define personal space and where children can sit during discussions
  - Use carpet samples to define personal space and assigning seating
  - Use stickers or painters' tape on floors to mark off spots (be mindful that it doesn't become a distraction)
- Physical distancing ideas for hosting small group discussions/group work/focused stations:
  - Keep children in the same groups for a month at a time and develop a tracking system
  - Always wash before having groups come together
  - Provide materials for each child to avoid too much sharing of materials
  - Keep materials contained and sorted
  - Rotate materials on a weekly basis and clean at the end of the week