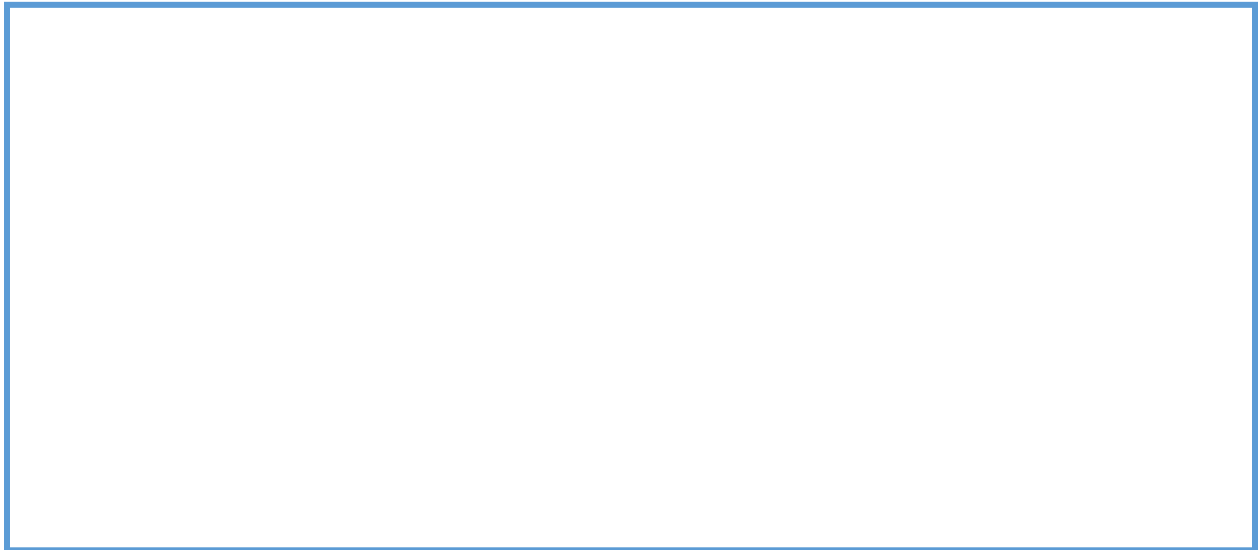


Considerations for re-opening Ontario schools – principles, ideas, and strategies

This paper represents a collection of thoughts and ideas about the re-opening of Ontario's K-12 schools. It is not a position paper, but a discussion of items that the writers believe should be addressed. The views in this paper represent the views of the writers, and not necessarily those of the organizations for which the writers work.

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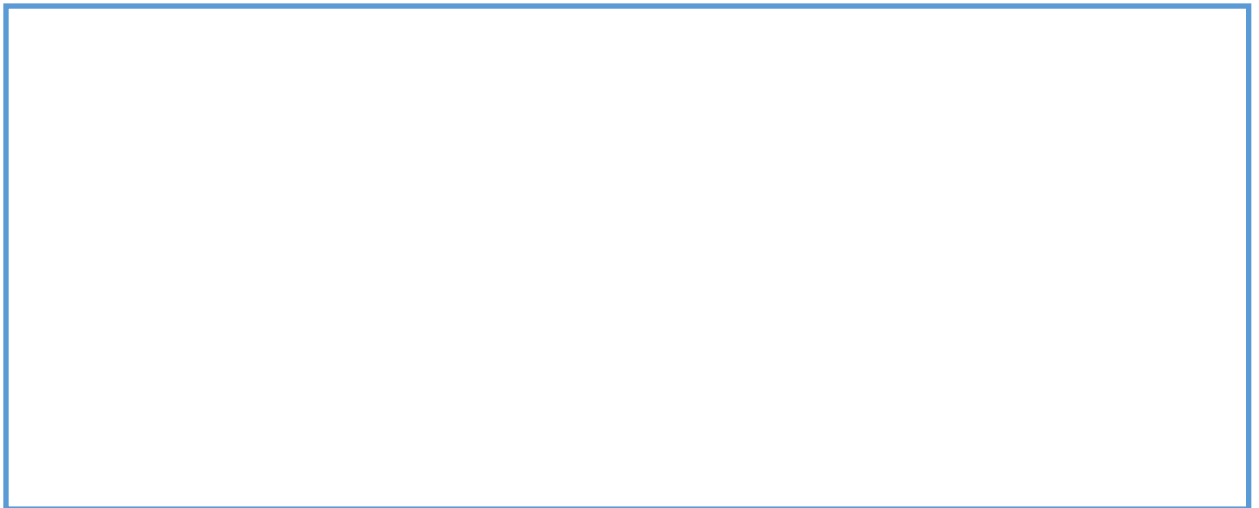
During the pandemic, Ontarians have been prepared to accept the additional costs within our public infrastructure of lost revenues fd5 72.02 585.94 Tm0a13(c4)JTECa(e)9(it,h)-5((o)-6(pt9(r)-146(o)-5(s)3(an)alth h)-5care.



Face-to-face, in-school learning in a controlled, safe and supported environment is the preferred choice, recognizing that alternative arrangements will be necessary for some students.

School plays an important role in the acquisition of social skills and the maintenance of mental health and well-being for students. Daily interaction with peers is important for social and emotional development but will need to be managed and controlled because of the virus. Online learning can be used to support students who are particularly vulnerable or who become ill on an individual basis, or as a temporary measure in the event of an outbreak. Online learning may also be part of the supports for students who have fallen far behind over the past months.

In addition, there will be some parents who will not want their children to be in the normal school environment for non-



4. The approach(es) should align with public health advice and decisions should be made using the best available data for the community/public health region and the best available

There will be a need to recruit additional teaching staff and to redeploy some current teaching staff, non-classroom teachers and board staff

Instructional and support staff can be recruited and deployed in different ways:

1. Current teachers may be assigned in one of the following ways:
 - Regular face-to-face instruction within a truncated student schedule, with independent study assignments part of secondary school teaching;
 - Remote teaching for those staff who are considered vulnerable in a face to face environment, for those students whose vulnerabilities do not permit attendance, or those needing additional remediation, catch up or credit recovery;
 - Providing support both in classrooms and out of class – librarians, math and literacy coaching, student success and guidance.
2. Occasional teachers, qualified board personnel and recently graduated teachers could be employed as a cadre of additional instructional support at the school level to be used in the following ways:
 - To be assigned to a new class grouping that meets the lower class size requirements;
 - As a stable source of replacement teachers within a school;
 - To provide additional supports for learners needing catch up or credit recovery. This could happen by having the additional teacher in the regular classroom, or by providing additional support outside of the student's classroom time; and/or
 - To provide additional monitors and managers of activities and of the safety of the school spaces.

Enabling reduced class sizes and other environmental supports will pose space and logistical challenges

Space and logistical challenges will vary,



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