



St. Jude Elementary
122 rue St-Jude, Deux-Montagnes

2020-2021 EMERGENCY PROTOCOL



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2020-2021 EMERGENCY PROTOCOL

In response to the possibility of a second wave of COVID-19 that would require the closure of our school, this Emergency Protocol is our contingency plan which outlines all the key actions to be implemented and elements to be considered to ensure continuity of learning for all students.

This plan is intended to provide all stakeholders with a list of elements that we will consider in order to be able to react quickly to change that may result from a new state of emergency. It allows for the planning of additional actions beyond the measures already implemented in accordance with guidelines from the public health authorities.

Please note that in some cases, a listed element may apply to only one level of education, or you may find that additional elements are necessary based on the reality of the particular situation. However, this Emergency Protocol covers the main dimensions and responds to its specific needs.

Management

Responsible	Actions	Details
<p>School PROTOCOL PREPARATION</p> <p>PROTOCOL IMPLEMENTATION</p>	<ul style="list-style-type: none"> • Provide for the distribution of tasks between school staff members • Ensure that students and staff take all their school supplies and personal items when leaving the premises. • Apply the procedure for retrieving school supplies and personal items belonging to students and staff • Apply the health and safety measures intended for activities that take place in educational institutions • Keep a list of staff members and students who can enter the premises to continue with activities that must take place in person • Quickly provide emergency childcare services and follow the guidelines issued by the public health authorities for childcare facilities, if necessary 	<ul style="list-style-type: none"> • Ian Cavanagh, Principal • Patricia Lyng, Daycare Technician • Elpiniki Tiramola, School secretary • Sophia Pace, Secretary • Every day, ask students to leave the school with essential school materials in order to be functional at home in the event of a precipitous school closure. • The teacher makes an inventory of what the student must bring to school daily and presents this planning to the parents. • Each day, ask staff to bring their laptops and planning home. • The procedure will be emailed to parents and will be posted on the school website. • This procedure will be adapted according to the directives of Public Health and with regard to each particular situation. • Parents will be invited to come and collect their child's school materials according to a date and time that will be communicated to them by email. • Staff will also be invited to come and collect their belongings on a specific date and time. Responsible: Ian Cavanagh, principal • The establishment will implement the health protocol according to public health directives and with regard to each particular situation. • The protocol will be distributed to all establishment staff by email and will be explained at the general meeting. • The administrator gives a cleaning and disinfection protocol to the caretakers. Responsible: Ian Cavanagh, principal • Identify the staff and students who should have access to the facility. Responsible: Elpiniki Tiramola • Have on hand at all times the list of contact details of Daycare employees and student supervisors. • Maintain the Daycare with the staff in place, according to the terms of the pedagogical days • Staffing done according to the replacement process unless a decree • The reference person to support the technicians in Daycare is Josée Pomminville. • When a closure is announced, schedule an emergency meeting with Daycare technician Josée Pomminville to organize the service for the next day.

	<ul style="list-style-type: none"> • Centralize communications from the educational institution in one channel • Create a help/resource line for parents 	<ul style="list-style-type: none"> • Teachers and workers come into contact with families according to the frequency established and the mandate targeted by the Ministry. • The administration will post all communications for parents on the school's website. • The school administration will be responsible for transmitting communications to parents who are not connected. • Recommend a parent or a student who has an educational need to their teacher. • Be sure to act as the first responder for students and parents who contact the establishment. <p>Responsible: Ian Cavanagh</p>
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Educational and Technological Resources

RESPONSIBLE	ACTIONS	DETAILS
<p>School PROTOCOL PREPARATION</p>	<ul style="list-style-type: none"> • Plan to have a sufficient amount of personal protective equipment and the necessary health and safety materials • Determine the Internet connectivity, technological equipment, digital platform and educational service needs to ensure staff can continue to teach • Determine the Internet connectivity, technological equipment, digital platform and educational service needs to ensure that students to learn • Ensure that students and staff have access to educational materials at all times, in printed or digital format • Identify students and staff who may have Internet access problems 	<ul style="list-style-type: none"> • Administration ensures that there is sufficient reserve to supply the occupants with sanitary equipment necessary to comply with hygiene and sanitation instructions • Administration keeps a reserve of protective equipment at the office. • An inventory and an order of equipment will be done every 2 weeks by the administration. • Management sends staff members a survey to record the sanitary equipment used. • Identify training needs for teachers Responsible: Ian Cavanagh • Ensure the use of learning platforms recommended by SB. • Be sure to consult the Teacher Council as needed • The school administration will review with teachers the training needs as well as the learning platforms that will be used if distance education is used • Teachers, from the start of the year, present the tools of distance education, teach them explicitly to their students and present them to parents; • Teachers will offer a capsule for the use of the tools to parents who feel the need. • Anticipate needs. • The teacher must identify the needs of the students in his group before September 11 in order to identify the technological equipment and Internet connectivity required • The data collected by the teacher should be compiled in TEAMS. • Update the needs of the school and submit a report to IT. • School materials (other than exercise books) that will be used during distance education will be posted on the school's website. • If this is printed material, it will be mailed to students who will not be able to print it. • Administration will inquire with the teachers to determine their needs for distance education (web cam, internet access, etc.)

<p>PROTOCOL IMPLEMENTATION</p>	<ul style="list-style-type: none"> • Provide personal protective equipment for students and staff members who must enter the premises • Launch the distance learning platform • Clean the areas frequented by people who may be infected 	<ul style="list-style-type: none"> • Administration advises staff and students that they must wear personal protective equipment, according to public health standards, to reach the school by email. • Administration provides equipment when needed. • Ensure that all teachers use a distance learning platform (if possible, the same platform for all) • Ensure that teachers follow up with students so that they know and are able to use the chosen platform. • Communicate the procedures to parents. <p>Responsible: Homeroom teachers + specialists</p> <ul style="list-style-type: none"> • Administration provides documentation to the caretakers. • The caretakers are responsible for cleaning and following the proper procedure.
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		Weekly hours of teaching or learning and preparation activities	Weekly hours of independent work provided by the teacher for each student	Weekly or daily hours of teacher availability to respond to students' needs
Distance Learning	Preschool (4-year-old and 5-year-old Kindergarten)	11.5 hours of group learning and preparation activities OR 11.5 hours of personalized learning and preparation activities	2 hours	N/A
	Elementary Cycle One (Grades 1 and 2)	10.5 hours of teaching	3 hours	2.5 hours per day
	Elementary Cycle Two (Grades 3 and 4)	13 hours of teaching	5 hours	2 hours per day
	Elementary Cycle Three (Grades 5 and 6)	13 hours of teaching	7.5 hours	2 hours per day
	Secondary Cycle One (Secondary I, II and III)	15 hours of teaching	7.5 hours	5 hours per week
	Secondary Cycle Two (Secondary IV and V)	15 hours of teaching	7.5 hours	5 hours per week

Educational Services

RESPONSIBLE	ACTION	DETAILS
<p>School PROTOCOL PREPARATION</p>	<ul style="list-style-type: none"> • Determine which learning activities must be adapted for distance learning • Make plans with regard to training, activities and materials according to the minimum number of hours of distance learning prescribed by the Ministère for students based on their grade level • Determine the conditions governing remote work for staff and plan alternate methods for distance learning (television, paper, etc.) • Assign a teacher to each student • Help the teaching staff, the students and their parents develop digital skills, especially with regard to distance learning and cybersecurity tools • Ensure that students and their parents know how to use the distance learning platform(s) and educational tools 	<ul style="list-style-type: none"> • Teachers identify activities that will require adaptation if there is distance education. • Distance education is planned according to the minimum number of hours of distance education services provided by the Ministry. https://www.quebec.ca/education/rentree-education-automne-2020-covid-19/seuils-minimaux-de-services-educatifs/ • If necessary, identify materials and activities and make sure they are known and available to teachers. Responsible: Ian Cavanagh • The work must be done in conjunction with the minimum service thresholds to be offered to students, as well as the HR guidelines of the school service center. • The teacher plans the learning content based on the resources available to the student; • Each teacher takes charge of his class group and is supported by specialist teachers, remedial teachers and Special Education Technician. • Ensure that teachers keep a register of the students for whom they are responsible. • Make sure the teacher training plan is up to date. • Establish follow-up procedures with students and parents • Teachers train students on the use of platforms and present the different platforms to parents • Teachers pass on information to parents on the use of platforms
<p>PROTOCOL IMPLEMENTATION</p>	<ul style="list-style-type: none"> • Upload educational materials to the distance learning platforms • Provide training, activities and materials in accordance with the minimum number of hours scheduled for distance educational services 	<ul style="list-style-type: none"> • Establish follow-up arrangements with teachers so that they accomplish this task. • Put the links of class sites on the school website. • Respect ministerial standards: https://www.quebec.ca/education/rentree-education-automne-2020-covid-19/seuils-minimaux-de-services-educatifs/ • Teachers follow what is prescribed by the MEESR.

	<ul style="list-style-type: none"> • Provide students and parents with technical and techno-pedagogical support • Hold frequent virtual meetings with students to provide educational support • Encourage collaboration among teachers (sharing strategies and resources, brainstorming) • Assess potential loss of learning in some students and take steps to make up for this 	<ul style="list-style-type: none"> • Ensure links with students and parents. • Establish the meeting schedule. Responsible: Teachers at each level send the calendar to the administration • Send the calendar to parents. Responsible: The Homeroom forwards his calendar to the parents of his group • A reflection committee including at least one teacher per cycle, a remedial teacher and management is set up at the start of the year, in order to share strategies and resources in a distance education context; • Establish follow-up arrangements with teachers so that they accomplish this task. • Set up recovery capsules for certain targeted students in the case of a distance education context. Responsible: Resource Teachers
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Support for Students with Special Needs

RESPONSIBLE	ACTION	DETAILS
<p>School PROTOCOL PREPARATION</p>	<ul style="list-style-type: none"> • Draw up a list of vulnerable students to ensure that they are closely followed up at a distance and maintain access to complementary services • Determine the support services that cannot continue to be provided at a distance and plan alternatives with regard to students' IEPs • Draw up a list of people in each school service centre or school board who are responsible for contacting the Direction de la protection de la jeunesse to continue the evaluation processes that are ongoing • Ensure immediate access to food assistance for students in their communities by working together with the Breakfast Club of Canada, food banks, community organizations acting as intermediaries, etc. 	<ul style="list-style-type: none"> • Identify the students. • Make a list of the students who have a difficulty code and / or an active IEP. • Ensure closer monitoring for these students by teachers, remedial teachers and Special Education Technician. Responsible: Resource & Homeroom Teachers • List the services that cannot be continued remotely. Responsible: Ian Cavanagh in collaboration with the teachers • Teachers, Special Education Technician and professionals will communicate with families in order to offer them personalized advice and ascertain their needs. • Ian Cavanagh is responsible for carrying out follow-ups when reporting to Youth Protection. • Identify students with food assistance needs. Responsible: The teachers will send a list to the administration. • Provide to the identified families the information on available resources.
<p>PROTOCOL IMPLEMENTATION</p>	<ul style="list-style-type: none"> • Inform students and their parents about the changes that will be made to their support services • Apply the support measures outlined in the IEPs of each vulnerable student or student with learning difficulties or health problems • Apply guidelines for students with disabilities, social maladjustments or learning difficulties and for students with specific needs 	<ul style="list-style-type: none"> • Parents of EHDAA students will receive follow-up from the teacher, the resource teacher or the Special Education Technician once a week. • Identify vulnerable students. Responsible: Homeroom teachers • Teachers will ensure the monitoring of resources in the intervention plan. • Transmit the information received by the school to the teachers concerned. • Ensure closer monitoring for these students by teachers, resource teachers and Special Education Technician.

Support with Regard to Mental Health and Well-Being

RESPONSIBLE	ACTION	DETAILS
<p>School PROTOCOL IMPLEMENTATION</p>	<ul style="list-style-type: none"> • Provide mental health services and support for students and staff members • Pay close attention to the well-being and mental health of parents and direct them towards relevant resources, if necessary 	<ul style="list-style-type: none"> • Recommend staff to the Employee Assistance Program offered by the SWLSB, if necessary • Identify students who might need such support. • Identify parents who might need such support. <p>Responsible: Homeroom teachers will send a list to the administration.</p> <ul style="list-style-type: none"> • The teachers will communicate to the administration the names of the families for which they have a question on this subject.

APPENDIX