

#### K-12 Schools are in Learning **In-class** Remote Remote Learning learning as usual: learning & remote groups: with full-time for all learning full-time exceptions in-class in-class Stage 3 Stage 2 Stage 5 Stage 4 Stage 1

# FOR K-12 EDUCATION



# STAGE 1 IN-CLASS

#### COHORT SIZE

· Elementary: Nolimit

· Middle: No limit

· Secondary: No limit

#### **DENSITY TARGETS**

Not applicable

#### IN-CLASS INSTRUCTION:

Full-time all students, all grades.



#### STAGE 2 IN-CLASS

#### COHORT SIZE

- · Elementary: 60
- · Middle: 60
- Secondary: 120

#### **DENSITY TARGETS**

Not applicable

#### IN-CLASS INSTRUCTION:

Full-time instruction for all students for the maximum instructional time possible within cohort limits.

Self-directed learning supplements in-class instruction, if required.



# STAGE 3

#### COHORT SIZE

- Elementary: 30
- · Middle: 30
- · Secondary: 60

#### **DENSITY TARGETS**

50% for all schools

#### IN-CLASS INSTRUCTION:

Full-time instruction for:

- children of essential service workers
- students with disabilities/diverse abilities
- students who require additional supports

In-class instruction for all other students for the maximum time possible within cohort limits and density targets.

Self-directed and remote learning supplements in-class instruction.



# STAGE 4

#### COHORT SIZE

- · Elementary: 30
- · Middle: 30
- · Secondary: 30

#### **DENSITY TARGETS**

25% for all schools

#### IN-CLASS INSTRUCTION:

Full-time instruction for:

- children of essential service workers
- students with disabilities/diverse abilities
- students who require additional supports

In-class instruction for all other students for the maximum time possible within cohort limits and density targets.

Self-directed and remote learning supplements in-class instruction.



# STAGE 5

#### **COHORT SIZE**

- · Elementary: 0
- · Middle: 0
- · Secondary: 0

#### **DENSITY TARGETS**

0% for all schools

#### IN-CLASS INSTRUCTION:

Suspend in-class instruction for all students

Self-directed and remote learning in place of in-class instruction.

### **Learning Groups/Cohorts**

Key component of the safe re-opening of schools

Group of students and staff who stay together for a longer period of time

- Year, Semester, Quarter
- Elementary and Middle (60)
- Secondary (120)

Reduce number of interactions between students and adults

Improved contact tracing

Better sense of connection amongst students and staff





### A Parent Framework for Successful School Return

Step 1: Make an informed decision about whether to send your child back to in-person school

Step 2: "Live" your decision. Practice it.

Step 3: Communicate confidence to your child

Step 4: Practice the routines in advance with your child/break down the steps if refusal

Step 5: Don't give up if your child pushes back!

### Help parents to broaden their view...

### **Physical Health**

### **Academic and Socio-Emotional Health**

Child and Family Health Risks

Community Transmission Levels

> School Safety Measures

Parent Needs and Capacity

Child's social and emotional needs

Child's Learning Needs



### **Child/Teen Refusing To Go**

- Go through decision framework (check on parents' ambivalence)
- Make sure home extremely boring (no wifi etc)
- Parents MUST set expectations in coordination with school
  - → slowly increasing time at school
- Working with parents and school comes first; not individual therapy for child/teen in most cases (too much control to them)
- While SSRIs can lower anxiety, stepwise exposure is the critical treatment ingredient
  - → SSRIs can make those steps easier but are not curative in and of themselves